



New Jersey Department of Education



NJTESOL-NJBE Spring Conference NJDOE Chapter 15 Updates

Office of Supplemental Educational Programs

Division of Educational Services

May 2024





Agenda



Purpose & Rationale

Multilingual Learners (MLs) in NJ

Equitable Education for MLs

Reporting MLs in NJ SMART

Resources & Communication

Purpose & Rationale





N.J.A.C. 6A:15, Bilingual Education



To clarify the expectations regarding the full breadth of services, including language instruction educational programs (LIEPs), that school districts are expected to provide multilingual learners.





Adopted Amendments



To clarify the expectations regarding the full breadth of services, including language instruction educational programs (LIEPs), that school districts are expected to provide multilingual learners (MLs), the Department proposes amendments at adoption:

- Definitions, shifting to asset-based language.
- Identification, including preschool.
- Organization, strengthening program design.
- Additions, building educator capacity.



Terms to Know



ML = Multilingual learner

LIEP = Language instruction educational program

ELD = English language development

ELP = English language proficiency

ESL = English as a second language

DLI = Dual language immersion



ESSA Indicators & MLs



Multilingual learners are included in all accountability indicators.



Academic Achievement

Measure of proficiency on the annual NJSLA.

Includes current K-12 MLs and for former K-12 MLs for up to four years after exit from ML status.



Academic Progress

Measure of student growth.

Includes current K-8 MLs and for former K-8 MLs for up to four years after exit from ML status.



Graduation Rate

Measure the four-year adjusted cohort graduation rate.

Includes 9-12 MLs and former 9-12 MLs who were MLs at any time since entering the cohort, typically in 9th grade.



Progress in English Language Proficiency

Measure progress in achieving English language proficiency on ACCESS within a state-determined timeline.

Includes current K-12 MLs.



Chronic Absenteeism

Measures percentage of the school's students who are chronically absent for 10% or more.

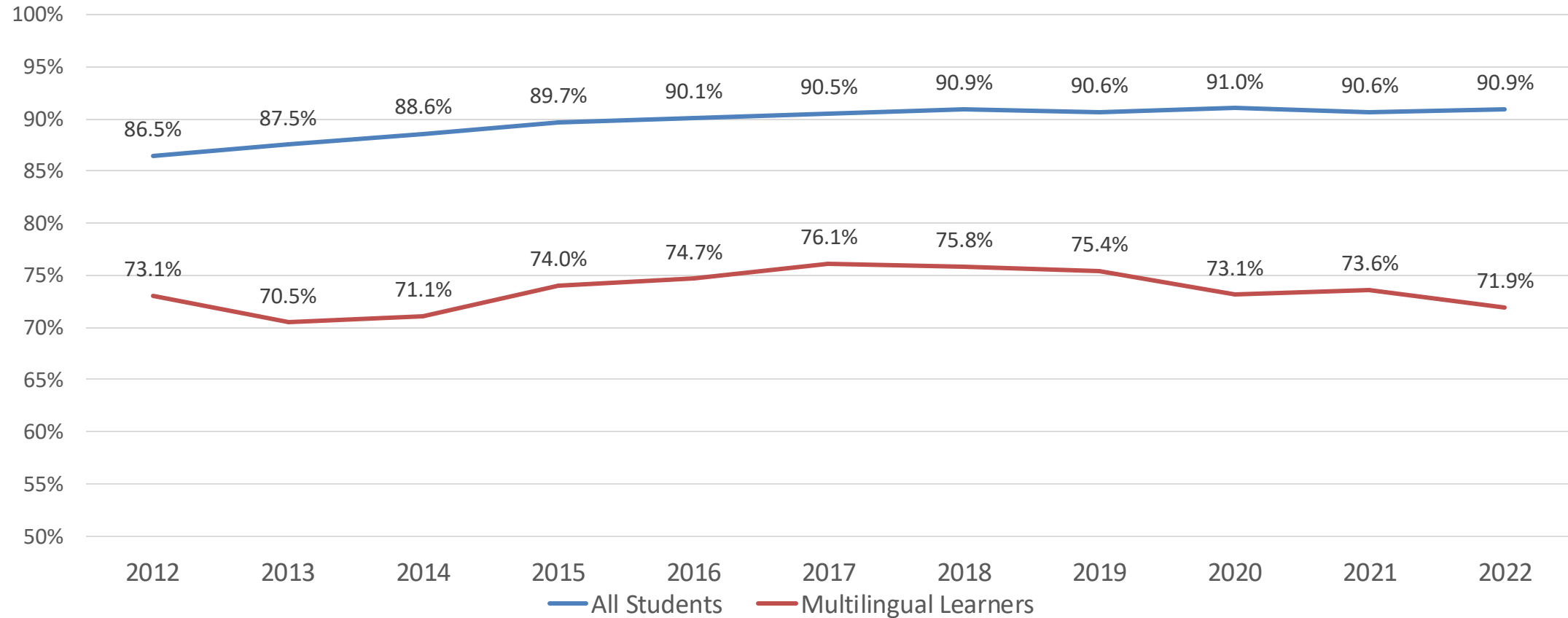
Includes current K-12 MLs.



Post-Secondary Success for MLs



4-Year Graduation Rate: Multilingual Learners (ML) vs. State



Source: [NJDOE Graduation Data](#)

All LEAs Should...



1

To ensure awareness of the requirements for multilingual learners, read N.J.A.C. 6A:15'

2

Know and understand common terms which describe supports for multilingual learners.

3

Use data to drive staff hiring decisions, program planning, and resource allocation.

Multilingual Learners (MLs) in NJ



N.J.A.C. 6A:15-1.2 New Definitions



Multilingual learner (ML)

A student whose primary language is not English, who is identified through the process set forth in this chapter, and who is developing proficiency in multiple languages (e.g., English and a primary language). The term is synonymous with “English learner” or “English language learner.”

Newcomer

Any student born outside of the United States who has recently arrived in the United States. Newcomer is an umbrella term that includes a heterogeneous group of immigrants; some newcomers may also be multilingual learners (MLs) or students with interrupted formal education (SIFEs).

Student with interrupted formal education (SIFE)

A multilingual learner (ML) in grades four to 12 who has experienced disruptions in their formal education that took place outside of the United States.

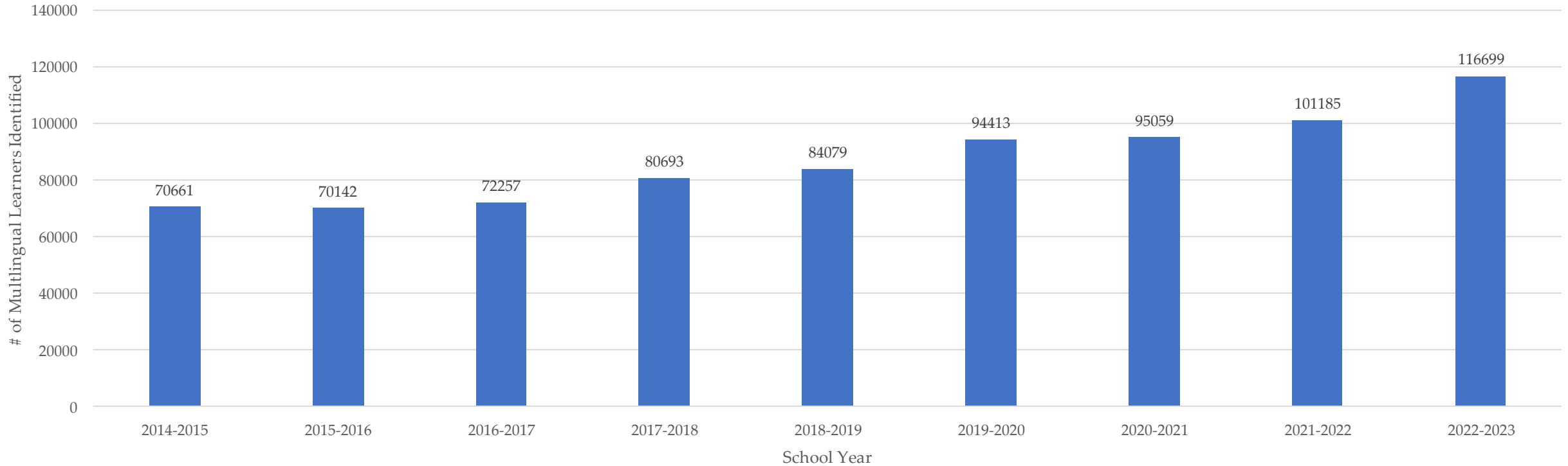




Multilingual Learners in N.J.



Multilingual Learner Enrollment Growth by School Year



Who are the MLs in my School?



- Explore your district's past 3-year ML [enrollment data](#) trend.
- Discuss and punctuate (?, !, *) what stands out to you in the data.



ACTIVITY

Steps to Identify ML Status



Home Language Survey (HLS) (Step 1)

- Any individual with knowledge of student or ability to interview
- e.g., parent, trained intake person, office staff

Records Review (Step 2)

- NJ certified teacher
- e.g., basic skills, ESL, bilingual, administrator

Testing (Step 3)

- NJ certified staff, preferred ESL/Bilingual
- e.g., Bilingual/ESL supervisor, lead, teacher



Preschool ML Identification



Preschool Student

Step 1 - HLS: Primary language other than English

Step 2 - Records Review

Multilingual Preschool Learner

Use age-appropriate methodologies to identify preschool MLs to determine their individual language development needs.

Kindergarten

Steps 1 + Steps 2 + WIDA Screener

Prior to the start of their kindergarten, administer an ELP assessment to preschool MLs to determine the ML's English language proficiency level. A Preschool ML may exit ML status or continue as a ML at Kindergarten.



Approved ELP Assessments



Grade	Identification	Continuation/Exit
Preschool	N/A	N/A
Kindergarten	WIDA Screener for Kindergarten WIDA MODEL for Kindergarten	Kindergarten ACCESS for ELLs (Paper)
Grade 1-12	WIDA Screener Online WIDA Screener Paper WIDA MODEL Online WIDA MODEL Paper	ACCESS for ELLs Online ACCESS for ELLs Paper Alternate ACCESS WIDA MODEL Online WIDA MODEL Paper

Parent Notification Requirements



How do I notify parents?

- In language parent understands.
- In writing, mailed or electronic.
- Must keep dated letter in language sent in student record.

When do I notify parents?

- **At Identification** (within 30 calendar days from school start or 14 calendar days after mid-year).
- **At Continuation.**
 - Even for parents who refuse services initially must be informed their child is still a multilingual learner.
 - Gives opportunity to accept services at later time.
 - Informs parents that student will still have to participate in annual ELP assessment.
- **At Exit.**



Transfer Students



NJ LEA or WIDA State

- The multi-step process must still be followed.
- HLS must be completed.
- Records Review: ACCESS or MODEL scores within one school year acceptable.
- No additional testing for identification required.


Non-WIDA State

- The multi-step process must still be followed.
- Non-Approved ELP assessments are not acceptable.
- Must test for identification.


Incorrectly Identified Students




Factors which impact identification may include:




- Student records are not received in a timely manner.



- HLS is completed incorrectly.



- Behaviors related to second language acquisition and disabilities are conflated.



- Student speaks a creolized English.

Submitting Evidence



DOE Folders

New Jersey Department of Education LIEP Three-Year Plan

Welcome to the New Jersey Department of Education (NJDOE) Language Instruction Educational Program (LIEP) Three-Year Plan.

Each school district providing a LIEP shall submit a LIEP Three Year plan every three years to the NJDOE for approval (N.J.A.C. 6A:15-1.5(a)). A completed plan must be submitted by all districts that enroll one or more multilingual learner(s). At its discretion, the NJDOE may request modifications, as needed.

Note: All LEAs must complete a statement of assurance whether they enrolled students who are multilingual learners (MLs) or not. LEAs completing the statement of assurance include LEAs who do not enroll MLs, sending districts, and educational commissions. All LEAs must enter Homeroom and complete the Statement of Assurance.

*Only LEAs who enroll at least one multilingual learner will submit a completed plan via Homeroom.

Instructions:

1. Please consult your LEA's Homeroom Administrator for username/password access.
2. Enter the district's 4-digit ID, username, and password.
3. Once logged on, click on the Statement of Assurance link.

The Office of Supplemental Educational Programs is available to assist you with the completion and submission of your plan. Email ML@doe.nj.gov. Include in the subject line: 2024-2027 LIEP Plan - County-District Code.

Multilingual Learner Misidentification Evidence

If a LEA is submitting evidence regarding a possible student misidentification, enter the application and follow instructions at the bottom of the page.

Sign In

District Id

Username

Password

 Sign In

Districts without an account for this application must contact their district's Homeroom Administrator to establish an account.

- Assess whether the multi-step identification process was followed.
- Contact NJDOE.
- Complete Statement of Assurance (SOA), Resolution Form, Upload Evidence.



Data Collected During Identification Process



HLS



- Roster of all students whose primary language is other than English.

Records Review



- Evaluation of prior academic experience.
- Course credits transfer (foreign transcripts).

Testing






- Roster of all students were tested.
- Roster of all students who scored below a 4.5 and are MLs.

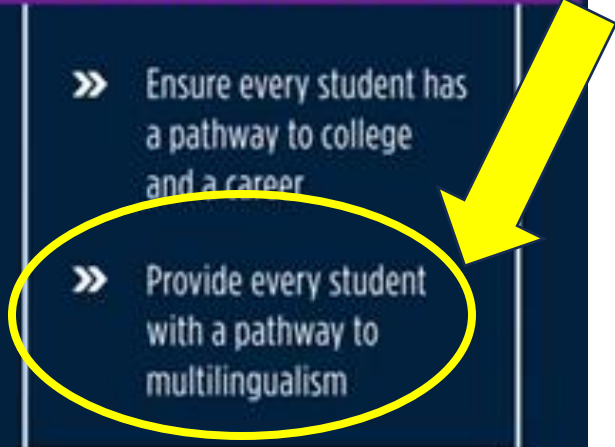
Equitable Education for MLs



Raise the Bar: Lead the World



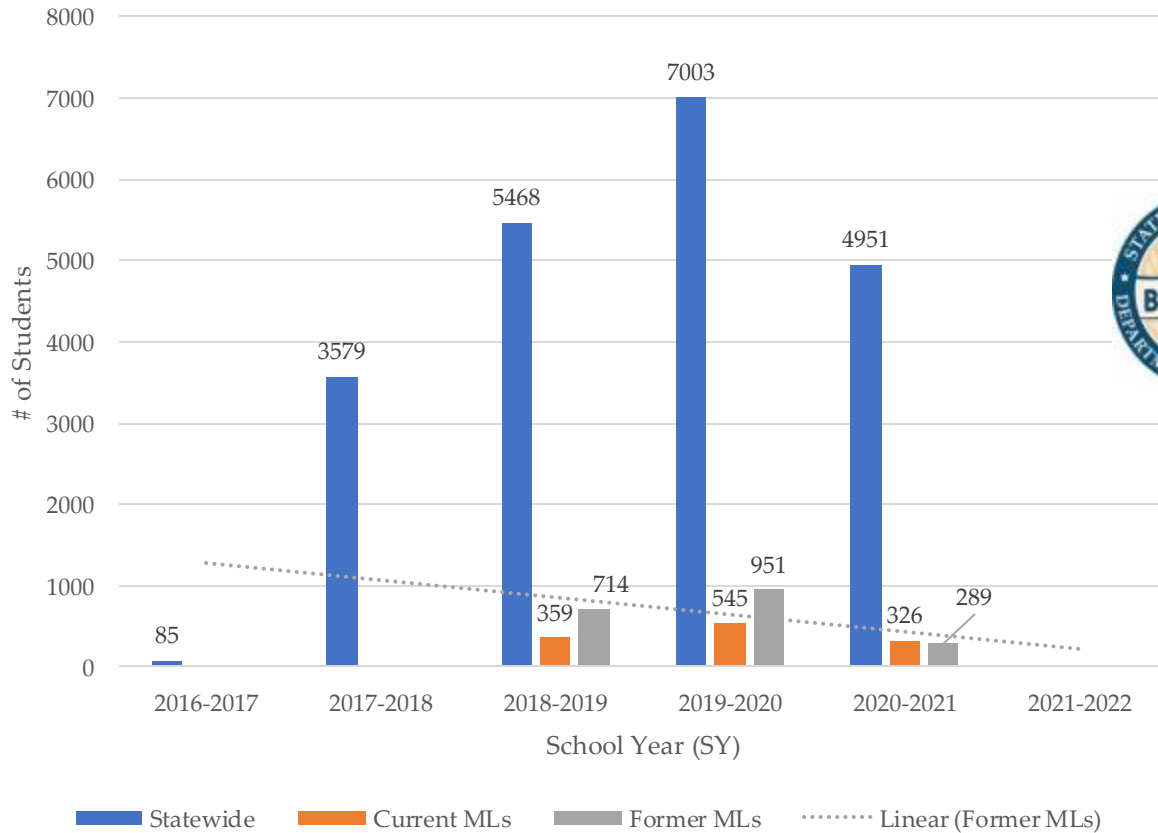
<p>U.S. Department of Education</p>  <p>RAISE THE BAR</p>	<p>U.S. Department of Education</p>  <p>RAISE THE BAR</p>	<p>U.S. Department of Education</p>  <p>RAISE THE BAR</p>
<p>ACHIEVE ACADEMIC EXCELLENCE</p>	<p>BOLDLY IMPROVE LEARNING CONDITIONS</p>	<p>CREATE PATHWAYS FOR GLOBAL ENGAGEMENT</p>
<ul style="list-style-type: none">» Accelerate learning for every student» Deliver a comprehensive and rigorous education for every student	<ul style="list-style-type: none">» Eliminate the educator shortage for every school» Invest in every student's mental health and well-being	<ul style="list-style-type: none">» Ensure every student has a pathway to college and a career» Provide every student with a pathway to multilingualism



Vision: MLs Graduate Biliterate



State Seal of Biliteracy by Student Group and SY



NJ State Seal of Biliteracy

- High school Recognition.
- Demonstrate proficiency in English and another world language.
- LEA optional participation.
- SY 2022-2023: **8,483**
- Total NJ recipients since 2017: **37,959**
- Total Seals awarded since 2017: **39,008**



Source: [NJ State Seal of Biliteracy](#)

20+ Multilingual Learners (MLs) Identified

in a single language group



"Gold Standard" Programs

that meet the Bilingual Education Requirement according to NJSA 18A:35-15

- Bilingual Education Program
- Dual Language Immersion Program

Annual Bilingual Program Waiver (by approval only)

Bilingual Part-time Program

Bilingual Resource Program

Bilingual Tutorial Program

High-Intensity ESL Program

Sheltered English Instruction Program

Instructional Program Alternatives
*ESL is a required component of all LIEPs, except English language services



The Multi-Step Identification Process

1. Administer to each student NJ Home-Language Survey (PreK-12th)
2. Conduct Records Review Process
 - a. Review Additional Consideration if Identified with a Disability
3. Administer an English language proficiency test

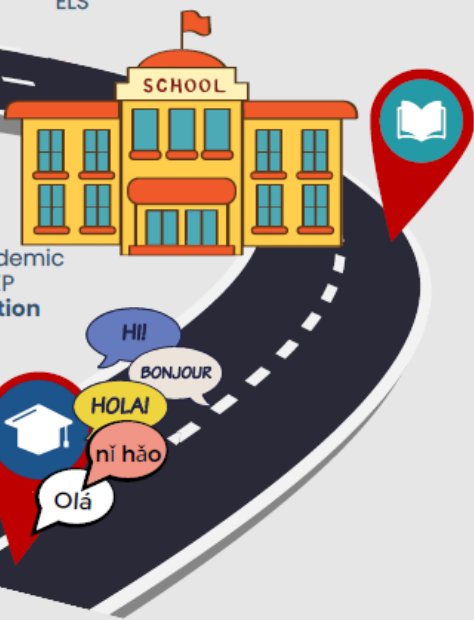
LIEPs for Multilingual Learners

- Equal educational opportunities
- Primary language supports 4 language domains
- Mastery of all NJSLs academic content areas
- Linguistically and culturally responsive curriculum
- ESL is a component of all LIEPs, except ELS

The Continuation and Exiting Process

- Assess annually using ELP assessments (Department-established cut score)
- Determine readiness for exiting (English Language Observation Form)
 - Review Additional Considerations, if Identified with a Disability
 - Monitor, for a minimum of two years, the academic progress of students who are exited from a LIEP
 - Satisfy requirements for high school graduation

Lead high school students, if they choose and if provided by the school district, to be on a path toward attaining the State Seal of Biliteracy in their primary language and prepares students with the knowledge and skills to be able to succeed in a global society.



10-20 Multilingual Learners (MLs) Identified



Program

English as a Second Language Only*

(with an ESL Certified Teacher)

1-9 Multilingual Learners (MLs) Identified



Program

English Language Service

(with a Basic Skills Teacher)

These corresponds to the type of Language Instructional Education Programs (LIEP) required for a school district to implement. Additionally state evaluation of LIEPs occurs every three years. All school districts must analyze student performance data annually and modify program design and implementation, as needed.

New Jersey Department of Education's MLs Post-Secondary Success





Preschool LIEPs



- No ESL requirements.
- Support all language(s) in instruction.
- WIDA [Early language development standards](#).
- N.J. Preschool Implementation Guidelines
- N.J. Preschool Teaching & Learning Standards (N.J.A.C. 6A:13A).
- Teacher and staff training related to Early ELD standards.

Program Design Considerations - ESL



Component of ESL:

- All LIEPs, except for English language services.
- Minimum one daily class period.
- Taught by certified ESL teacher.
- Based on ELD standards and aligned to NJSLS content area(s).
- Focused on language objectives for one or more content area.

Pull-Out

Daily designated time outside of content area classroom to provide services by grade level, ELP, language, or a mix of languages, while aligned to NJSLS.

Push-In/Co-Teach

Integrated or designated time from ESL teacher within content area classroom setting.

ESL in DLI (Program which meets N.J.A.C. 6A:15)
Required component for MLs in a DLI program. May be delivered as integrated component during “English World”, so long it is aligned to WIDA ELD standards.

Applying ESL Credits



Establish a process for MLs to meet ELA or WL graduation credits by applying ESL credit.

Givens.

All MLs in an LEA with 10+ MLs must receive ESL daily.

All K-12 MLs must meet the WL and ELA standards.

Program Descriptions.

Standard ESL = one period daily of ELD instruction.

High Intensity ESL = 2 periods daily;
1 standard and reading or tutorial.

Teacher endorsement(s)

- ESL or ELA with ESL
- ESL or WL with ESL

ESL courses used to meet the WL or ELA course requirements must address the ELD standard and the specific NJSLS.

- Integrated ELD standards based on grade-level content-area standards.
- Scaffolded by students ELP level.
- Appropriate teaching endorsement by type of ESL program and content area where the credits will be applied.





Parental Consent Law of 1995



- Amendment to the bilingual education law.
- Parents of MLs have the right to decline bilingual/ESL/ELS education program services.
- Prior to this law, parents could challenge a district's decision, but could not decline services without an appeal process.
- During the first 3 years, parents can only decline services mid-year if they appeal to county superintendent.

NJ Tiered System of Supports for MLs



Tier 1

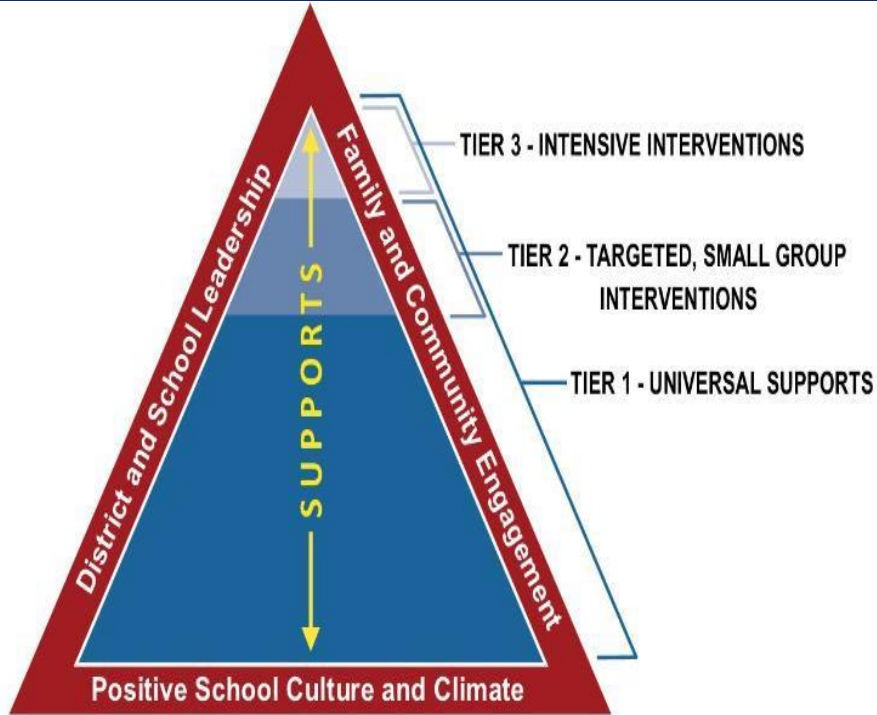
ESL and Bilingual education.
Culturally responsive instruction.
Accommodations, scaffolding, differentiation.

Tier 2

Individualized and targeted supports.
Social emotional learning.

Tier 3

Small group interventions (2-3 students).
Address language proficiency needs.
Frequent progress monitoring.



LIEP Plan Submission 2024-2027



All LEAs:

- Login to Homeroom.
- Read Instructions.
- Open LIEP Three-Year Plan Forms link.
- Complete General Information section.
- Complete Statement of Assurance.
- If no MLs enrolled, the submission is complete.

LEAs with at least one ML

- Print hardcopy from Homeroom downloads.
- Complete seven (7) sections of the plan.
- Enter board approved date of 2024-2027 LIEP Plan.
- Upload board approved minutes and completed hard copy to Homeroom.

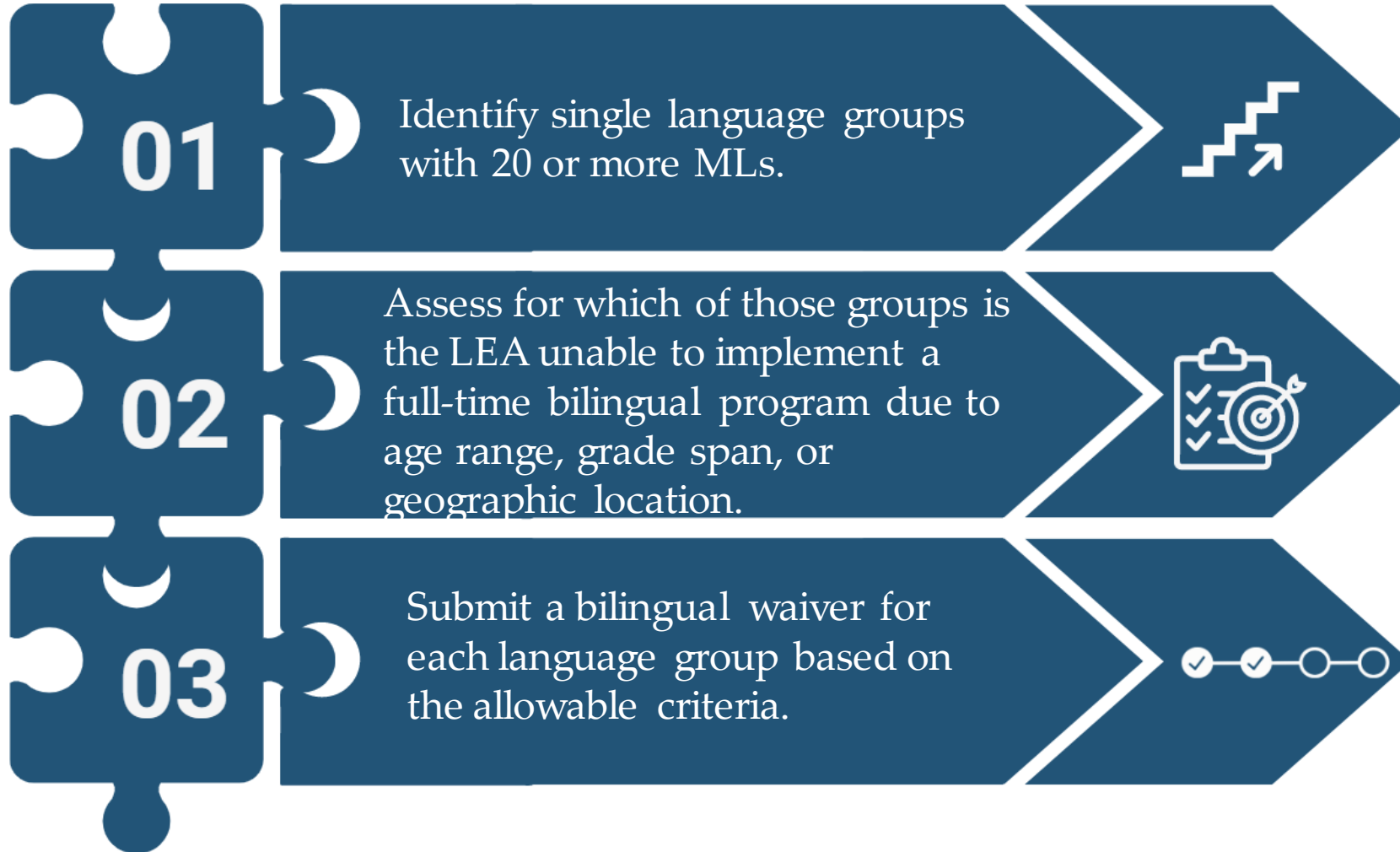
July 10, 2024

**Online Forms submission.
Uploaded to Homeroom:**

- Completed hard copy.
- Board approved minutes.



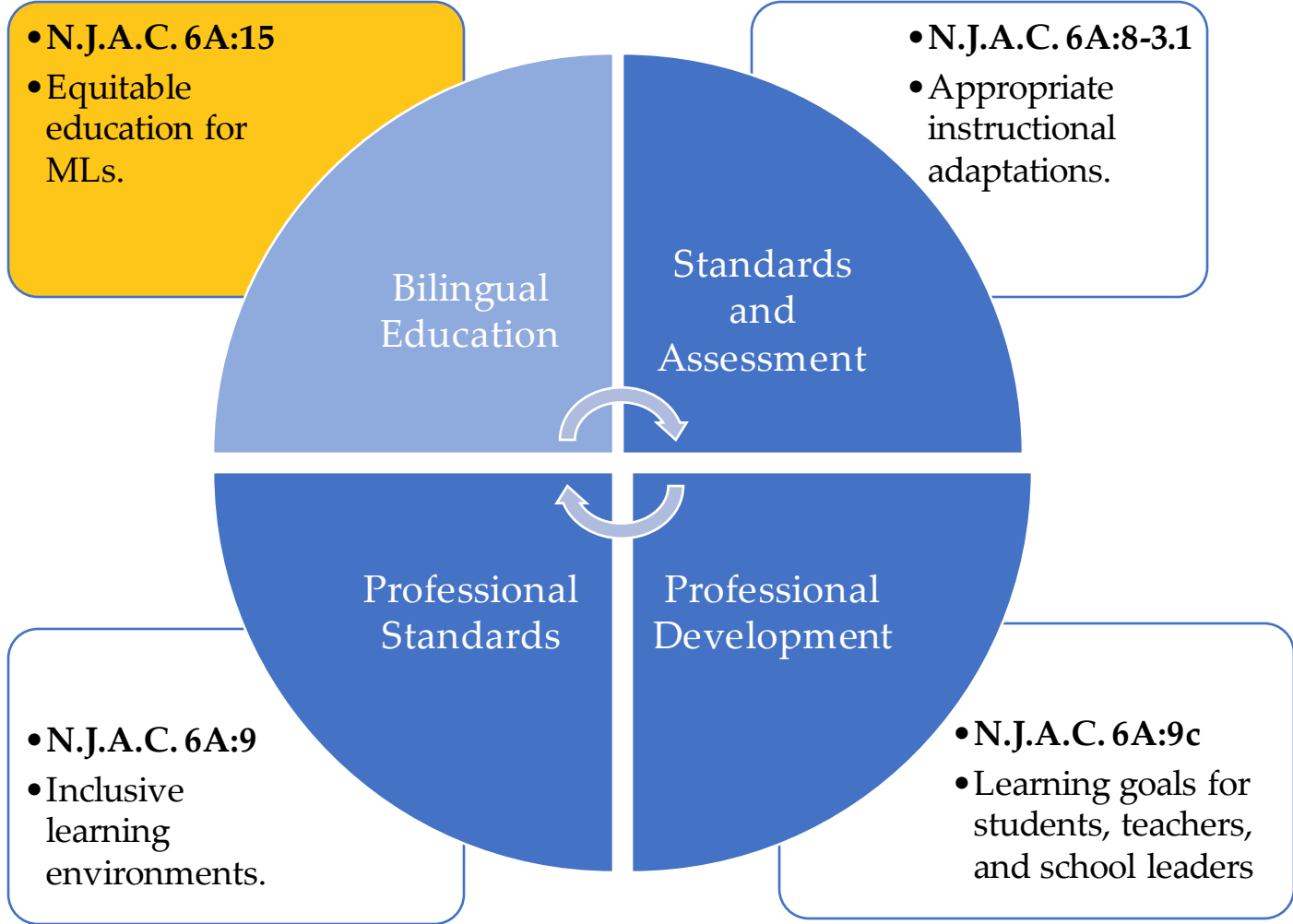
Bilingual Waiver Submission



**July 31,
2024**

- Logon to Homeroom.
- Enter data by school and grade level for each language group requesting a waiver from the bilingual education requirement.

New Jersey Administrative Code



Exiting from ML Status



Title VI of the Civil Rights Act of 1964 and the EEOA and Title III of ESSA

An LEA may not exit an ML from ML status unless the student has demonstrated proficiency on a valid and reliable assessment that includes the four domains of listening, speaking, reading, and writing. There is an exception for a ML with a disability whose disability makes it impossible for the student to be assessed in a particular domain because there are no appropriate accommodations for assessing the student in that domain; such a ML can be exited from ML status based on the student's score on the remaining domains in which the student was assessed.

There is no time limit for participation by a multilingual learners in a LIEP.

N.J.S.A. 18A:35-15 et seq (P.L.1974)

Every student participating in a bilingual, ESL, or English language services program established pursuant to N.J.S.A. 18A:35-15 et seq. shall be entitled to continue such participation for a period of three years.



N.J.S.A. 18A:35-19.1

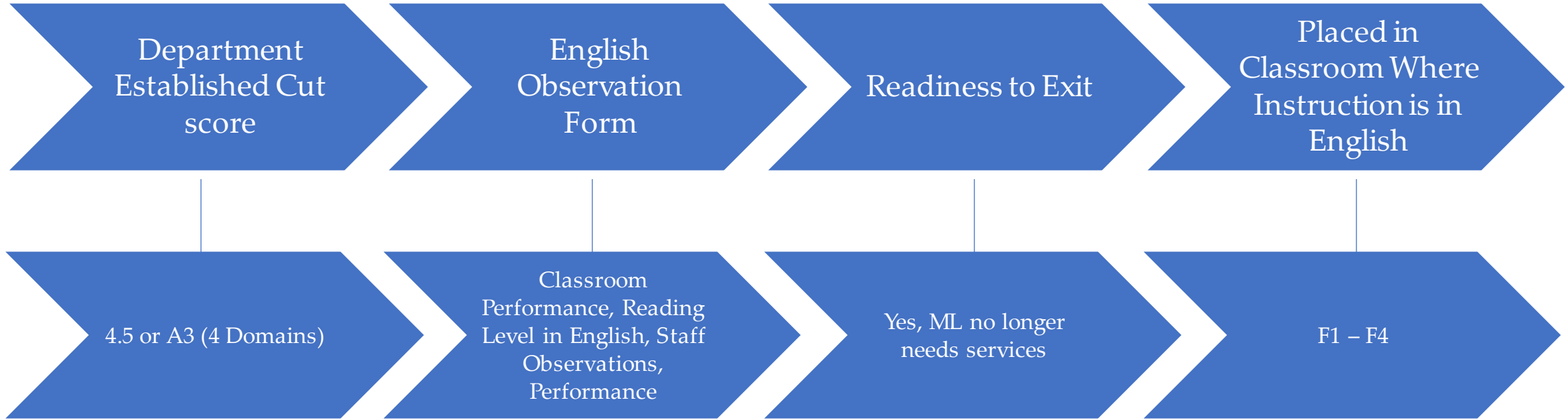
A pupil enrolled in a bilingual education program shall be placed in the English-only program when the pupil demonstrates readiness to function successfully in the English-only program...as measured by a State established cut-off score on an English language proficiency test and the readiness of the pupil shall be further assessed on the basis of multiple indicators.



N.J.A.C. 6A:15-1.9c

An ML enrolled in the LIEP shall be placed in a classroom(s) where the primary language of instruction is English when the ML has demonstrated readiness to exit an LIEP first by achieving the Department-established cut score on an ELP or alternate ELP assessment. The student's readiness shall be further assessed by the use of a Department-established English language observation.

Steps for Exiting from ML Status



***Note:** Multilingual learners with a disability must earn a 4.5 or higher on ACCESS to exit. For students who are eligible to take less than four domains, the alternate composite cut score is calculated from the remaining domains assessed.



Less Than Four Domains



IEP/504 Plan

Documented disability.

No appropriate accommodations.

AMS – Test sessions

Enter DNS-SPD for Do not score-Special education for each domain that applies.

Alternate Composite Score

Student earns 4.5+ or A3 or higher on the aggregate of the remaining domains on the ELP test.

Less than Four Domain Calculation:

- Scale scores of tested domains.
- Grade level.



Monitoring Former MLs



- Monitor academic progress, for a minimum of two years.
- Minimum of one-half an academic year and within two years of exit.
- Recommend retesting with the approval of the principal.
- A waiver of the minimum time limitation may be approved by the executive county superintendent upon request of the chief school administrator if the student is experiencing extreme difficulty in adjusting to classes where English is the primary language of instruction.



Building All Teachers' Capacity



Bilingual/Bicultural Endorsement



- Teach NJSLS in primary language of fluency in the content area or grade level(s) authorized.
- Provide consultative services and supportive resource programs in general education programs preschool through grade 12.
- Modification and adaptation of curriculum.





Professional Development (PD)



What?

- School District Professional Development Plan.
- Instructional adaptational strategies, pursuant to N.J.A.C. 6A:8-3.1.
- Training on appropriate assessments to help MLs meet the NJSLs and the ELD standards.
- Address the needs of bilingual and ESL teachers, who shall receive training in the use of the ESL curriculum and the ELD standards.

Who?

- Bilingual, ESL, **and** academic content teachers whose classroom instruction is in English.
- Administrators who supervise bilingual/ESL programs.
- Administrators and any personnel who observe and evaluate teachers of MLs.



PD Resources



- [WIDA eLearning](#)
- [Professional Development-Events Registration](#)
- [FABRIC](#)



Data Collected During LIEP Implementation



LIEPs



- Types of LIEPs implemented.
- Evaluation of effectiveness (academic, ELP, Social-emotional, graduation).

Teacher Capacity



- # of teachers with ESL and/or bilingual/bicultural endorsement.
- # of teachers who speak a LOTE.
- # of students who earn the Seal of Biliteracy.

Funding



- Needs Assessment.
- Prioritizing needs and program activities.
- Allocation of funds in EWEG.

Reporting MLs in NJ SMART

POLL

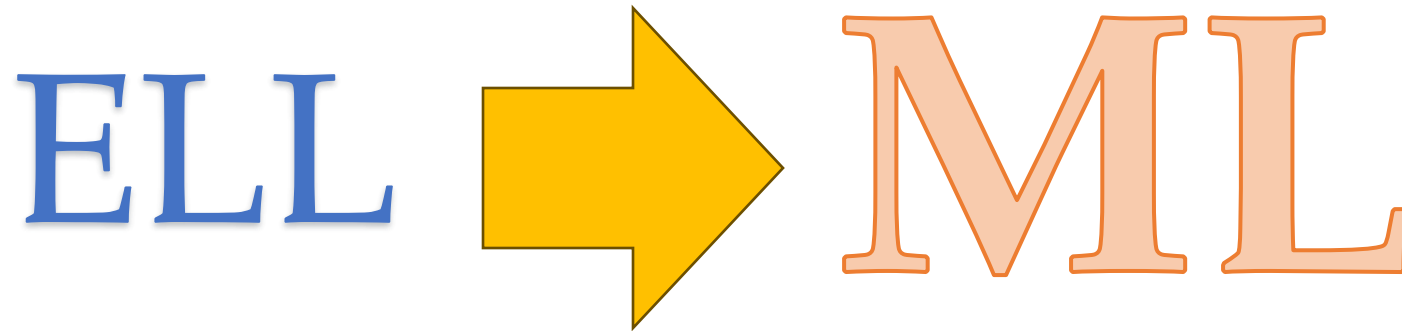




Updated Terms



All references to English language learner (ELL) in all user resources, DOE deliverables and user trainings should be revised to multilingual learner (ML) to align with changes made to [N.J.A.C. 6A:15, Bilingual Education](#).



Participation in Title III Funded Programs



Changed Data Elements

- HomeLanguage
- ELLIdentificationDate → LIEPStartDate1
- ELLExitDate → LIEPEndDate1
- LanguageInstructionEducationalProgram

New Data Elements

- ELPScreener Date
- EligibleforLIEP
- LIEPParentRefusalDate
- LIEPStartDate2
- LIEPEndDate2

Student Identification Changes



Current Data Element	New Data Element	Definition/Description	Data Value Notes
ELLIdentificationDate	LIEPStartDate1	The date a ML begins to receive services in a LIEP. Preschoolers should have LIEPStartDate1 but will not have ELPScreener.	YYYYMMDD
ELLExitDate	LIEPEndDate1	The date a ML ceases to receive services in a LIEP. This date is June 30 of the school year the student is exited, regardless of mid-year or end of year exit or English observation forms completed during the summer months.	YYYYMMDD



LIEP Changes (1 of 3)



Code	NJ LIEP	Federal Category	Description
1	Dual Language	Dual Language/Two-way immersion	Full-time program that provides students with content area English language instruction and instruction in a second language in all academic content areas to promote biliteracy.
2	Full Time Bilingual Education	Transitional Bilingual education; Early Exit	Full-time program that provides instruction in the primary language of MLs enrolled in the program and in English to promote English language proficiency while maintaining primary language.



LIEP Changes (2 of 3)



Code	NJ LIEP	Federal Category	Description
3	Bilingual alternative programs (Bilingual tutorial program; Bilingual resource program; Bilingual part-time program)	Transitional Bilingual, Early Exit	Primary language instructional program alternatives are programs other than bilingual education and/or dual language immersion approved by the NJDOE through a bilingual program waiver.
4	English alternative programs (High-intensity ESL program; Sheltered English instruction)	English as a second language (ESL) or English language development (ELD)	English language instructional program alternatives are programs other than bilingual education and/or dual language immersion approved by the NJDOE through a bilingual program waiver.



LIEP Changes (3 of 3)



Code	NJ LIEP	Federal Category	Description
5	English as a second Language or English Language services	English as a second language (ESL) or English language development (ELD)	ESL means a daily class period of second-language acquisition instruction. ELS means services designed to improve the English language proficiency.
7	Preschool program	Other	A program that meets the New Jersey Preschool Teaching and Learning Standards of Quality will be considered a preschool LIEP.



New Student Identification



New Data Element	Definition/Description	Data Value Notes
ELPScreenerDate	The date a student was given the WIDA Screener or WIDA Model.	YYYYMMDD
EligibleforLIEP	The determination based on records review and ELP Screener about student eligibility.	Y or N
LIEPStartDate2	The date a former ML starts receiving LIEP services for a second time.	YYYYMMDD
LIEPEndDate2	The date a ML ceases LIEP services for a second time.	YYYYMMDD
LIEPParentRefusalDate	The date a parent refuses LIEP services.	YYYYMMDD



Preschool Multilingual Learners



Preschool Multilingual Learners

Identified through Step 1 and 2.

No ELPScreenerDate entered.

LIEPStartDate1 entered.

LangaugeInstructionEducationalProgram
is entered as Preschool Program
(Value = 7).

Prior to Kindergarten Start

Administer WIDA Screener or
MODEL.

If the preschool ML, **scores 4.5 or
above**, the student is no longer a ML.
Enter a LIEPEndDate1.

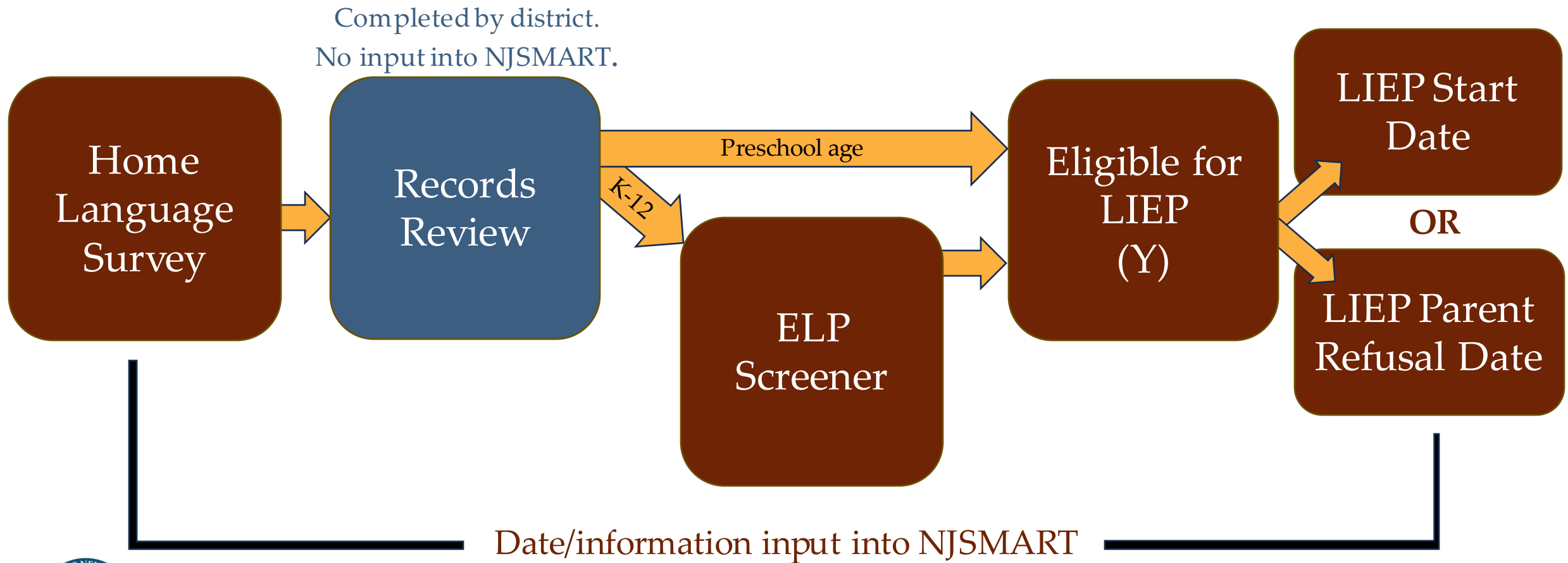
If the preschool ML, **scores below a
4.5**, the student continues as a ML.

Kindergarten ML

Replace LIEPStartDate value with updated
date for placement in a LIEP at
Kindergarten.

Update the value for
LangaugeInstructionEducationalProgram
based on the program placement for the
ML.

Pre-K to Grade 12 Data Entry Journey





Data Collected for Reporting



ELPScreenerDate



A list of all students for which the ELP Screening for identification is administered, including the date and score.

LIEPStartDate



Reflects the date the student is placed in a LIEP. This date may be the same or different from the ELPScreenerDate.

LIEPEndDate



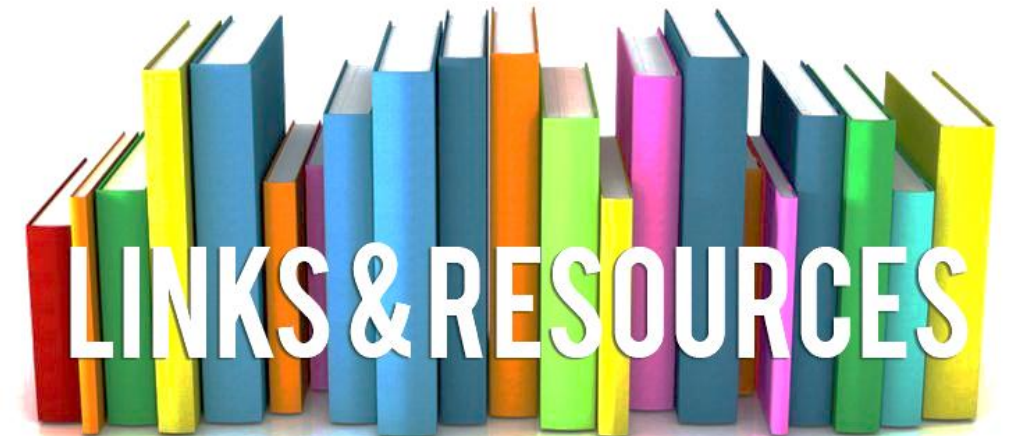
Reflects the date the student is no longer in a LIEP (June 30).



Resources



- [Translated HLS](#)
- The [Value of Bilingualism](#) (en Español)
- US ED [English Learner Toolkit](#)
- [US ED Newcomer Toolkit](#)
- WIDA [Teaching in PreK-3](#)
- [WIDA Standards webinars](#)
- WIDA [Parent Engagement](#)
- [NCELA Family Toolkit](#)





2023 Communication



- [Code Adoption with Amendments](#) (July 12, 2023)
- [Bilingual Education Requirements](#) (August 30, 2023)
- [Enrollment of Students Displaced Due To Natural Disasters](#) (September 14, 2023)
- [Enrollment of Students Based Upon Immigration Status](#) (September 14, 2023)





2024 Communication



- [NJ State Seal of Biliteracy Promotional Resources and Supports](#)
- [Dual Language Immersion and World Languages Model Program Application](#)
- [Mandatory Identification and Recruitment of Migrant Students](#)
- [2024-2025 Bilingual Program Waiver Requests](#)



Exit Ticket Input – Use QR Code



NJTESOL-NJBE Conference Policy
Updates May 2024



I learned something new about
_____.

I still have questions about
_____.

I am surprised about
_____.

How can we help?



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