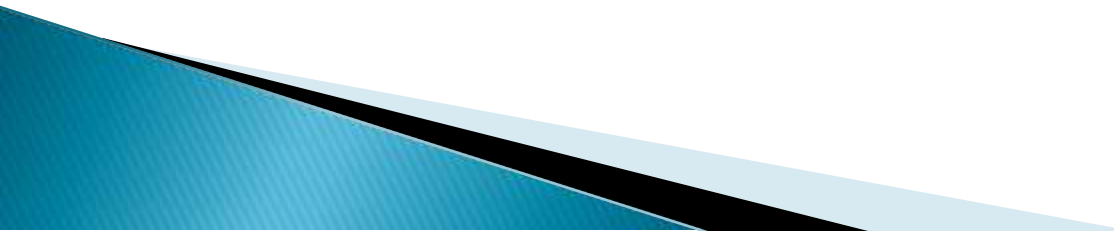


New Jersey Association of Federal
Program Administrators
November 20, 2015

Bilingual/ESL Title III Updates


**Presenter: Lori Ramella, Bilingual/ESL
Coordinator**

**New Jersey Department of Education
Office of Supplemental Educational Programs**

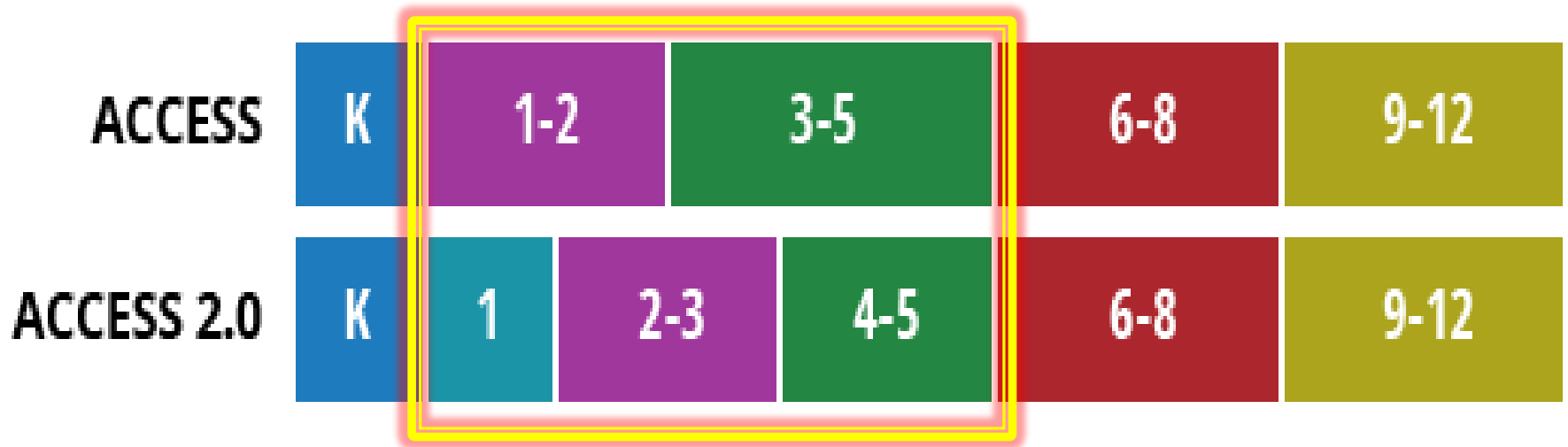


ACCESS 2.0

Benefits of the Online Test

- Increased **student engagement** through a more dynamic testing experience
 - Built-in **accommodations and accessibility features** appropriate for a range of student needs
 - **Staged adaptivity** targets students' individual range of language skills
 - Increased **ease for test administrators**
 - Logistical flexibility as a result of being able to simultaneously administer multiple grades and proficiency levels
 - Central scoring by DRC for all four domains.
 - Test Administrators will not need to determine tiers
- 

ACCESS GRADE CLUSTER CHANGES




Note: Paper-based accommodation will not align until 2016-17.

ACCESS 2.0 Administration Dates (15-16)

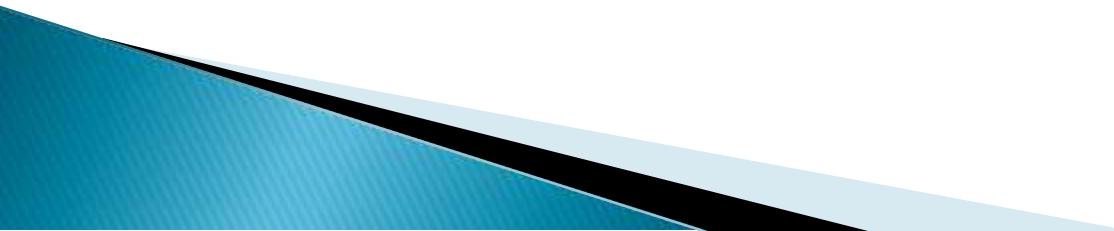
Description	Start Date	End Date
District and School Site File to DRC	9/8/2015	9/8/2015
<u>NJSMART ACCESS 2.0 Pre ID Training</u>	<u>11/23/2015</u>	<u>11/23/2015</u>
<u>Practice for ACCESS for ELLs Pre-ID Submission</u>	<u>11/23/2015</u>	<u>12/18/2015</u>
Test Materials Ordering	12/1/2015	1/15/2016
<u>Official ACCESS for ELLs Pre-ID Submission</u>	<u>12/28/2015</u>	<u>1/25/2016</u>
Test Setup	2/8/2016	4/15/2016
<u>Districts Receive Test Material*</u>	<u>2/8/2016</u>	<u>2/8/2016</u>
<u>Districts Receive Pre-ID Label Shipment*</u>	<u>2/15/2016</u>	<u>2/15/2016</u>
Test Window	2/22/2016	4/15/2016
Additional Test Material Window	2/10/2016	4/8/2016
Districts Pack Completed Test Material	2/23/2016	4/22/2016
Districts Ship Completed Test Material to DRC	2/23/2016	4/22/2016
All Test Material Received at DRC	4/29/2016	4/29/2016
<u>Pre-Reporting Data Validation Window</u>	<u>5/11/2016</u>	<u>5/24/2016</u>
Districts Receive Reports - Printed and Online (On)	6/10/2016	6/10/2016
Post-Reporting Data Validation Window	6/10/2016	6/24/2016
Final Data Available to State	7/1/2016	7/1/2016

*Districts will receive testing materials and Pre-ID labels in separate shipments

Student Experience

- ▶ Graphic-supported items
 - ▶ Audio-supported directions
 - ▶ Narrated and guided introduction for each domain test
 - ▶ Thematic folders pertaining to a unified theme
 - ▶ Practice items
 - ▶ Modeled responses for the productive domains
 - ▶ Recorded human voices for directions and items
- 

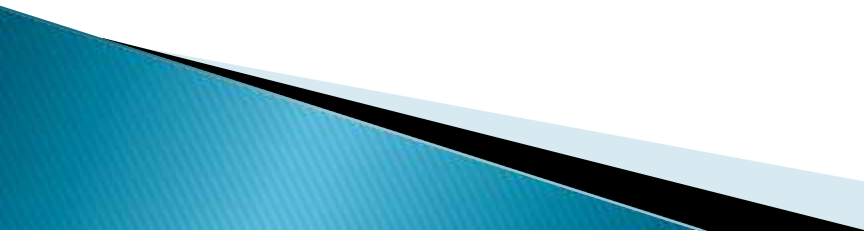
Student Experience

- ▶ Simple navigation
 - ▶ Uncluttered and streamlined interface
 - ▶ Embedded accessibility features, such as:
 - Magnification
 - Highlighter
 - Writing tools (e.g. cut and paste, copy, underline)
- 

Paper-Based Accommodation

- ▶ Except for Kindergarten, which will continue as a paper-based kit, ACCESS for ELLs 2.0 will be an online assessment.
- ▶ If there is a reason a district will need to consider the paper version on a student-by-student basis (i.e. low computer literacy for students) the district can order the paper version through WIDA Assessment Management System (AMS).

Administration Considerations

- ▶ **Order of Administration:** Students' performance on the Listening and Reading tests will determine their placement for Writing and Speaking.
 - **Listening and Reading:** will be administered first. They may be administered together or separately.
 - **Writing and Speaking:** can be administered in either order, after the Listening and Reading tests.
- 

Estimated Administration Times

Students work at their own pace using the following guidelines:

Listening	Up to approximately 40 min.
Reading	Up to approximately 35 min.
Speaking	Up to approximately 30 min.
Writing Tier A	Up to approximately 45 min.
Writing Tier B/C	Up to approximately 60 min.

Administration Considerations

- ▶ **Timing of Test:** The test will be self paced. Multiple students can take the test in one session.
- ▶ **The test engine will manage tiers on the back end; educators do not need to select tiers for the online test.**
- ▶ **Order of Administration:** Students' performance on the Listening and Reading tests will determine their placement for Writing and Speaking.
 - **Listening and Reading:** will be administered first. They may be administered together or separately.
 - **Writing and Speaking:** can be administered in either order, after the Listening and Reading tests.

Important Information

▶ 3 Roles

- Test Coordinator(s)
- Technology Coordinator(s)
- Test Administrator(s)

▶ Platforms

- WIDA AMS (<https://www.wida-ams.us/>)
- WIDA Account Portal (<https://www.wida.us/>)

Checklists

- ▶ [Test Administrator Checklist](#)
 - ▶ [Test Coordinator Checklist](#)
 - ▶ [Tech Coordinator Checklist](#)
- 

Training Requirements by Role


Role	Grades 1-12 Online	Grades 1-12 Paper	Kindergarten	Alternate ACCESS
Test Coordinator	Checklist, Web-based Training	Checklist, Web-based Training	N/A*	N/A*
Test Administrator	Checklist, Web-based Training	Checklist, Web-based Training, Speaking Quiz	Checklist, Web-based Training, Kindergarten Quiz	Checklist, Web-based Training, Alternate ACCESS Quiz
Technology Coordinator	Checklist, Web-based Modules	N/A	N/A	N/A

Web Training Platform

Role	WIDA AMS www.wida-ams.us	WIDA Website www.wida.us
Test Coordinator		Online and paper-based test training materials, including Test Administration Manuals, electronic checklists, and applicable web-based modules
Test Administrator		Online and paper-based test training materials, including Test Administration Manuals, electronic checklists, and applicable web-based modules
Technology Coordinator	Checklists, webinars, and applicable web-based modules	

WIDA Assessment Management System (WIDA AMS)

Within the system, designated staff may:

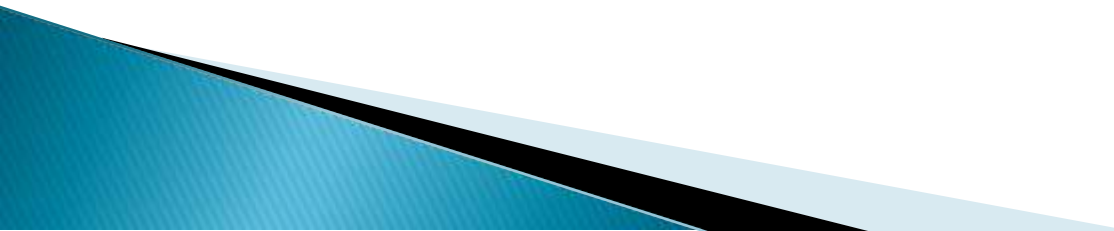
- Access any needed user guides or software downloads
 - Add students for test sessions
 - Designate accommodations
 - Create test sessions
 - Print test tickets
 - Monitor student progress
 - View/print reports
 - Designate/change roles
- 

WIDA Assessment Management System (WIDA AMS)

Designated staff may also:

- Order any needed paper materials
 - Paper materials will include Kindergarten, Writing forms, and Alternate ACCESS
 - Paper materials may include 1–12 paper forms in accordance with each state's policy

WIDA Account Portal

- ▶ Go to www.wida.us
 - ▶ Click “login” in the top right corner
 - ▶ Enter NJ codes
 - User: newjersey
 - Password: gardenstate
 - ▶ Enter district information
 - ▶ Take necessary trainings
 - ▶ Contact NJDOE for admin permissions
- 

TECHNOLOGY REQUIREMENTS

- ▶ Technology requirements for the online test are listed on the ACCESS for ELLs 2.0 webpage:

www.wida.us/ACCESS_2.0/technology

- Headphones are necessary for all domains
- Headsets/headphones with built in microphones are an additional requirement for the Speaking test
- The insight system must be downloaded on each device

ACCESS 2.0 Resources

- ▶ New Jersey–Specific FAQ
 - <http://www.nj.gov/education/bilingual/ells/20/faq.htm>
- ▶ WIDA Comprehensive FAQ
 - <https://www.wida.us/assessment/ACCESS%202.0/FAQ.aspx>
- ▶ NJDOE ACCESS 2.0 Site
 - <http://www.nj.gov/education/bilingual/ells/20/>

- ▶ **For questions regarding:**
 - ACCESS for ELLs 2.0 Suite Training
 - Kindergarten ACCESS for ELLs 2.0 (Paper-based)
 - ACCESS for ELLs 2.0 Grades 1–12 (Paper-based)
 - ACCESS for ELLs 2.0 Grades 1–12 (Online Administration)
 - Alternate ACCESS for ELLs 2.0 Grades 1–12 (Paper-based)
 - ACCESS for ELLs 2.0 Test Administration Procedures (Online and Paper-based)
- ▶ Contact the [WIDA Client Services Center](#), 866–276–7735, help@wida.us

DRC



- ▶ **For questions regarding:**
 - WIDA Assessment Management System (AMS)
 - ACCESS for ELLs 2.0 Online and Paper-based Materials Ordering
 - ACCESS for ELLs 2.0 Online Administration Technology
 - DRC Testing Site Manager (TSM)
 - DRC INSIGHT (online test software)
 - WIDA AMS/ACCESS for ELLs 2.0 Technical Issues
 - ACCESS for ELLs 2.0 Data and Reporting
- ▶ Contact [Data Recognition Corp](http://DataRecognitionCorp.com) (DRC),
855-787-
9615, WIDA@datarecognitioncorp.com

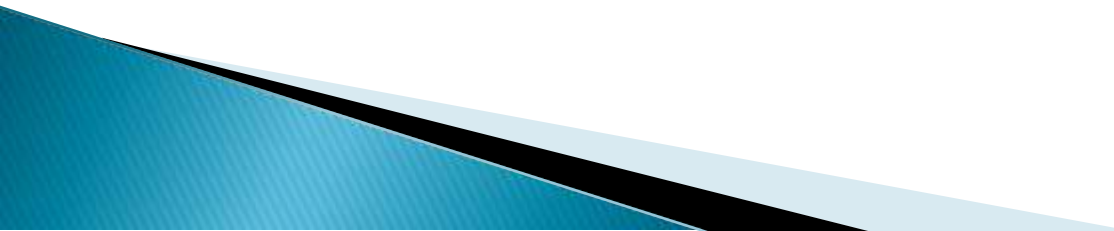
NJDOE



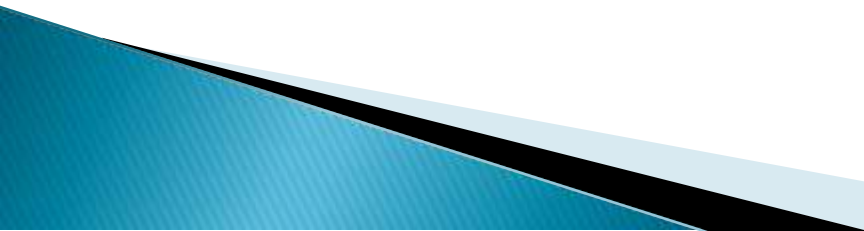
- ▶ **For questions regarding:**
 - Administrator permissions for the WIDA portal (account must be created first)
 - PreID submission
 - AMAOs
 - Entry/exit criteria
- ▶ Contact the [Bureau of Bilingual/ESL Education](#), 609-292-8777, LEP@doe.state.nj.us

N.J.A.C. 6A:15 Administrative Code for Bilingual Education

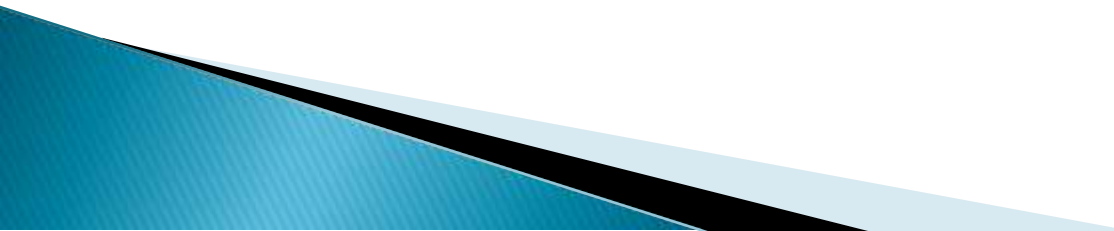
Background

- ▶ **Purpose:** To ensure that all limited English proficient students receive a free, appropriate public education.
 - ▶ **Sunset date:** September 16, 2015
- 

N.J.A.C. 6:15 Code Timeline

- ▶ first discussion June 3, 2015
 - ▶ 2nd discussion, public testimony August 5, 2015
 - ▶ 60 day comment period November 7, 2015
 - ▶ Adoption level February 3, 2015
 - ▶ effective date, adopted code TBD
- 

General Changes

- ▶ Clarify existing rules
 - ▶ Make consistent with state and federal requirements
 - ▶ Correct grammar, reorganize, make stylistic changes
 - ▶ Replace “limited English proficient students” or “LEP students” with “English language learner” or “ELL”
- 

Bilingual Education

- ▶ **N.J.A.C. 6A:15-1.1(b) *General Requirements***

For consistency with the School Funding Reform Act of 2008, clarifies that boards of education no longer receive categorical aid for bilingual education.

- ▶ **N.J.A.C. 6A:15-1.2 *Definitions***

Adds “district board of education” to include the charter school board of trustees.

Bilingual Education

- ▶ **N.J.A.C. 6A:15-1.2 *Definitions***
 - Revises “English as a second language program” to clarify that based on their needs, students may receive more than two periods of ESL instruction per day. The current language suggests that school districts are limited to two periods of ESL instruction per day.
 - Adds “English language learner” to define a student whose native language is other than English and who is in the process of learning English. Refers to any student in bilingual education, English as a second language and English language services programs rather than those at the lowest levels of proficiency.

Bilingual Education

- ▶ **N.J.A.C. 6A:15-1.4(a) *Required bilingual programs for limited English proficient students***

Replaces “N.J.S.A. 18A:7F-4” with “N.J.S.A. 18A:7F-46” to reflect the current version of the guidelines and updates the reference to the New Jersey Preschool Program Implementation Guidelines by replacing “2010” with “2014”

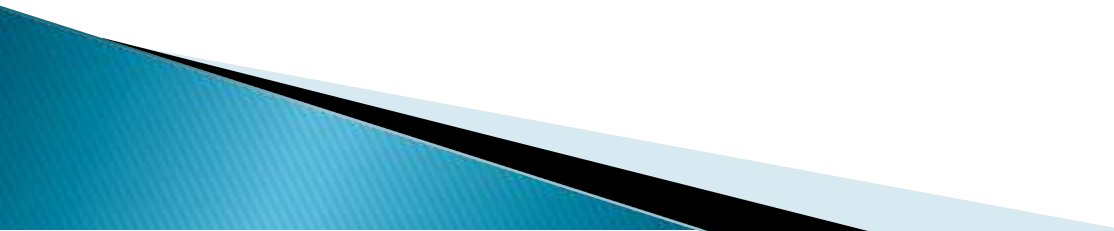
- ▶ **N.J.A.C. 6A:15-1.6 *Approval procedures***

For consistency with SFRA, deletes requirement for school districts’ program plan to articulate how the bilingual categorical aid funds are directly related to the bilingual/ESL program instructional services and materials.

Bilingual education

- ▶ **N.J.A.C. 6A:15–1.13(a) *Notification***
For consistency with Federal regulations, specifies that school districts must notify parents of their child’s eligibility for enrollment in a bilingual, ESL or English language services program within 30 day of the child being identified for eligibility.
- ▶ **N.J.A.C. 6A:15–1.16(a) *State advisory committee on bilingual education***
Adds “pursuant to N.J.S.A. 18A:35–24” at the end of the rule to specify the statute authorizing the committee.

Program Guide

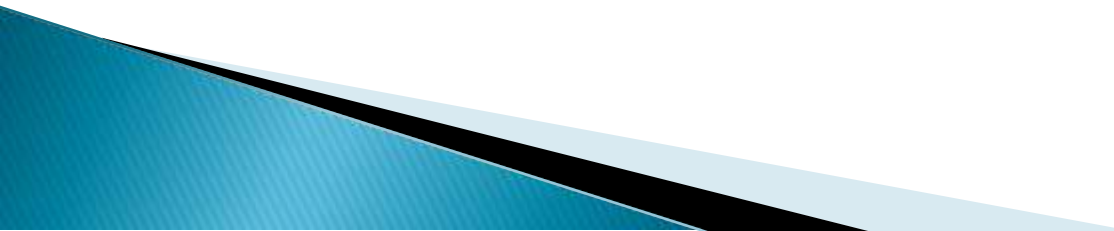
- ▶ Guidance document
 - ▶ To assist districts with code implementation
 - ▶ Will include:
 - Identification of students
 - Program types
 - Class size recommendations
 - Bilingual waiver implementation
 - Exit criteria samples
- 

Title III vs. Title III Immigrant

Title III Allowable Uses

- ▶ Curricular Materials
- ▶ Technology
- ▶ Support personnel
- ▶ Tutorials, mentoring, academic or career counseling
- ▶ Community Programs/Services
- ▶ Parental Involvement/Outreach
- ▶ Supplemental Instructional Services
- ▶ Family Literacy Services
- ▶ Professional development of all teachers

Title III Immigrant Funds

- ▶ Provides additional funds for school districts that experience significant increases in their enrollment of immigrant children and youth
 - ▶ Funds may be used to pay for activities **distinct from Title III LEP** that provide enhanced instructional opportunities for immigrant students
- 

Title III Immigrant Funds

Allowable Uses

- ▶ Family literacy, parent outreach and training
- ▶ Support for personnel that work with immigrant students
- ▶ Tutorials, mentoring, career or academic counseling
- ▶ Instructional materials and software
- ▶ Basic instructional services, including civics
- ▶ Activities coordinated with other agencies

Examples

- ▶ *Title III* funds used for:
 - After school program
 - Summer program
 - Supplemental ESL class
 - Provide professional development in sheltered instruction

Examples

- ▶ *Title III Immigrant* funds used for:
 - A newcomer program or class
 - Family literacy activities
 - Salary of a guidance counselor specifically dedicated to immigrant students

Contact Information

- ▶ Office of Supplemental Educational Programs,
Bureau of Bilingual/ESL Education
Karen Campbell, Director
Lori Ramella and Kenneth Bond, Co-Coordiators
Phone: (609) 292-8777
Email: lori.ramella@doe.state.nj.us
lep@doe.state.nj.us