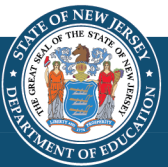


New Jersey Department of Education



Title I Committee of Practitioners(TICOP)

Division of Educational Services
January 20, 2023



AGENDA



Title I Committee of Practitioners(TICOP) Meeting –Friday, January 20, 2023

TEAMS Chat Box Monitor

Ms. Leslie Sansone, Principal Clerk
Division of Education

D
Moderator’s Welcome
Commissioner

Mr. A. Charles Wright, Executive Director/Deputy Assistant

Division of Educational Services

Greetings

Ms. Kathleen Ehling, Assistant Commissioner
Division of Educational Services

Review of September 23, 2022, TICOP Meeting Highlights

Dr. A. Charles Wright , Executive Director/Deputy Assistant Commissioner
Division of Educational Services

Discussion:
TICOP Name Change

Dr. A. Charles Wright, Executive Director/Deputy Assistant Commissioner
Division of Educational Programs

Bipartisan Safer Communities Grant

Ms. Antoinette Caldwell-Wong, EPDS/Title IIA & IVA Coordinator
Division of Supplemental Educational Services

Chapter 15 Bilingual code

Ms. Jacquelyn Leon, Education Specialist
Office of Supplemental Educational Programs

Professional Resources – Book Review

Dr. Maurita Bivans, Member Emeritus

Federal Updates

Ms. Aida Epifanio. Planning Associate II
Office of Strategic Operations

ESEA Implementation Updates

NEXT MEETING

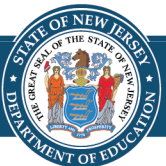
Friday, March 17. 2023





Call To Order

Dr. A. Charles Wright,
Executive Director/Deputy Assistant Commissioner
Division of Educational Services





Greetings

Ms. Kathleen Ehling,
Assistant Commissioner
Division of Educational Services





Title I Committee of Practitioners(TICOP)



Review

September 23, 2022

Meeting Notes

Dr. A. Charles Wright,
Executive Director/Deputy Assistant Commissioner
Division of Educational Services





Title I Committee of Practitioners(TICOP)



Discussion

Proposed TICOP Name Change

Dr. A. Charles Wright,
Executive Director/Deputy Assistant Commissioner
Division of Educational Services



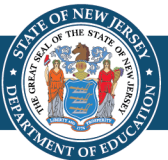


Title I Committee of Practitioners(TICOP)



- ## Bipartisan Safer Communities Grant

Ms. Antoinette Caldwell-Wong
EPDS/Title IIA 7 IVA Coordinator
Office of Supplemental Educational Programs



Background



On June 25, 2022, President Biden signed into law the Bipartisan Safer Communities Act (BSCA). As part of this legislation, Congress authorized \$1 billion in formula funding under Title IV, Part A of the Elementary and Secondary Education Act of 1965 (ESEA) to State Educational Agencies (SEA) to provide students with safer and healthier learning environments.

New Jersey's allocation: **\$20,905,551**

- At least 95% must be distributed to high needs local educational agencies (LEAs) through a competitive Notice of Grant Opportunity (NGO).
- New Jersey will allocate 99% to LEAs.





SCG Funding Priorities



- Implementing comprehensive, evidence-based strategies that meet each student's social, emotional, physical, and mental well-being needs; creating positive, inclusive, and supportive school environments; and increasing access to place-based interventions and services.
- Engaging students, families, educators, staff, and community organizations in the selection and implementation of strategies and interventions to create safe, inclusive and supportive learning environments.
- Designing and implementing policies and practices that advance equity and are responsive to underserved students, protect student rights, and demonstrate respect for student dignity and potential.



Allowable Uses (ESEA Section 4108)



New Jersey's Priority:

- School-based mental health services, including early identification of mental health symptoms, drug use, and violence, and appropriate referrals to direct individual or group counseling services, which may be provided by school-based mental health services providers.
- School-based mental health services partnership programs that are with a public or private mental health entity or health care entity.

Other Allowable Uses:

- Design and implement high-quality, comprehensive emergency operating plans and emergency drills.
- Support safety and violence prevention programs.
- Create and implement anti-bullying and harassment plans.





Allowable Uses (continued)



- Develop and implement positive and fair discipline policies and practices.
- Implement Multi-Tiered Systems of Support to support and respond to student needs.
- Support strategies that meet the needs of students with disabilities.
- Provide professional development to support trauma-informed practices.
- Develop early detection, screening, or warning systems to identify students who may be at risk or those in need of additional supports.
- Hire mental health professionals and other critical student support staff.
- Implement threat assessment systems or teams.
- Equipment such as surveillance cameras, metal detectors, and other physical or infrastructure-related security equipment.



LEAs Eligible to Apply for SCG Funds



- LEAs meeting at least one of the following poverty measures will be eligible to apply:
 - A threshold poverty level of 20% based on the LEA's Free and Reduced-Price Lunch (FRPL) enrollment; or
 - A score above the average on the community poverty index developed by the New Jersey Department of Education (NJDOE) for each LEA using a series of economic indicators specific to the geographic location of each school district from the U.S. Census.
- The NJDOE also created a Community Health Risk Index (CHRI) to assess each LEA's need to provide students with safer and healthier learning environments. The CHRI measure includes data from the New Jersey Department of Health and the U.S. Census while the school climate and staffing indicators rely on measures the NJDOE collects on students and staff.
- In the SCG application, LEAs will be required to:
 - Describe natural or manmade traumatic events experienced in the last two school years; and
 - Describe how they will involve parents, educators, and members of the local community in the planning, review and ongoing evaluation.



General Information



- **Grant Period**

- Subgrants awarded by the NJDOE to LEAs under the Bipartisan Safer Communities Act Title IV School Improvement Programs are available from September 1, 2023 through September 30, 2025.

- **Supplement not Supplant Requirement**

- LEAs receiving SCG funds must follow the supplement not supplant requirements in [section 4110 of the ESEA](#).

- **Equitable Services**

- LEAs receiving SCG funds must provide equitable services to students, teachers, and parents in nonpublic schools as required under [section 8501 of the ESEA](#).





Questions



5-Minute Discussion



Breakout Rooms





Thank You!

New Jersey Department of Education: nj.gov/education



Title IV, Part A - TitleIVA@doe.nj.gov

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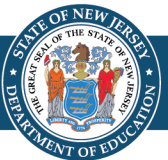


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Chapter 15 Bilingual Code

Ms. Jacquelyn Leon
Education Specialist

Office of Supplemental Educational Programs





Background



- 1998, New rules (N.J.A.C. 6A:15) corresponding to State law
 - 2003, 2008, 2016: readoptions
 - 2014: amendments
 - 2022: Every Student Succeeds Act (ESSA) amendments
- 2023: Amendments and readoption



A Growing, Dynamic, Diverse Community

POLL





N.J.A.C. 6A:15 – General Changes



The proposed amendments are a responsive approach to shifts occurring in education:

- **Definitions:** Change English language learner (ELL) to Multilingual learner (ML);
- **Identification:** Include preschool students as part of the identification of MLs;
- **Program Design:**
 - Connect Chapter 15 to Chapters 7 (Managing for Equality and Equity), 8 (Standards & Assessment), 9 (Professional Standards); and
 - Establish the use of an umbrella term “language instruction educational program” (LIEP);
- **Educator Capacity:** Ensuring all teachers and administrators have the skills to teach all students.



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



Terms

Comprehensive equity plan

Educational activities and programs

Educational equity

Equal educational opportunity

Multicultural curriculum

New Definitions

All terms added
from the definitions
in N.J.A.C. 6A:7.





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.





N.J.A.C. 6A:15-1.3(a)(3)(i): Identification



- i. Preschool students who are identified, through the processes set forth at (a)1 and (a)2 above, as having a primary language other than English shall be identified as MLs. Beginning in the July prior to the start of their kindergarten year, the district board of education shall administer an ELP assessment to preschool MLs to determine the ML's English language proficiency level.**



N.J.A.C. 6A:1.4 Section Title Change



Former Section Title

Bilingual programs for
English language
learners

Proposed Section Title

District board of
education
requirements,
including LIEPs for
multilingual learners



N.J.A.C. 6A:15-1.4(g): Newcomer Program



- For a limited duration in time;
- Address the needs of recent immigrant students, particularly SIFEs;
- Be age-appropriate;
- Include content that relates to the NJSLS;
- Include social-emotional learning; and
- Include courses that are credit-bearing and count toward graduation pursuant to N.J.A.C. 6A:8, or promotion requirements to allow students to meet grade-level standards within a reasonable period of time.



N.J.A.C. 6A:1.4(k): ESL and WL and ELA



The district board of education may develop and adopt a policy that sets forth how MLs may meet the world language or ELA course graduation requirements, pursuant to N.J.A.C. 6A:8-5.1, by applying credits earned in an ESL course.

- 1. If a district board of education's policy allows students to apply ESL coursework toward their ELA course requirements, the applicable ESL course shall be taught by an appropriately certified teacher who holds an ELA endorsement and the ESL coursework shall be aligned to grade-level NJSLS for ELA.**



N.J.A.C. 6A:15-1.7(a): Professional Development



(a) [The] **As part of the professional development requirements at N.J.A.C. 6A:9C, the district board of education shall develop a professional development plan [for inservice training] for bilingual, ESL, and [mainstream] academic content teachers whose classroom instruction is in English; administrators who supervise bilingual/ESL programs; and administrators and any personnel who observe and evaluate teachers of [ELLs] MLs.**



N.J.A.C. 6A:15-1.7(b)(1): Professional Development



**(b) The district board of education's professional development plan shall:
[include]**

1. Include instructional adaptational strategies, pursuant to N.J.A.C. 6A:8-3.1, and training on appropriate assessments to help [ELLs] MLs meet the NJSLS and the [WIDA English language development] ELD standards[.]; [All bilingual and ESL teachers shall receive training in the use of the ESL curriculum.]

[(b)] 2. [The Professional Development Plan of the school district shall include] Address the needs of bilingual and ESL teachers, [which] who shall [be addressed through inservice] receive training[.] in the use of the ESL curriculum and the ELD standards; and

Activity: Choose which phrase is true.



Do you know what a foreign accent is? It's a sign of bravery. – Amy Chua

- Labels affect how students are educated.
- MLs are the fastest growing K-12 student group
- MLs graduate at a lower rate than non-MLs
- Bilingual persons earn a potential of \$7000 more of earned income
- All of the above



N.J.A.C. 6A:15-1.9(e): Parent Refusal



(e) A parent [or guardian] may remove a student who is enrolled in a [bilingual education program] LIEP pursuant to [provisions in P.L. 1995 c. 327] N.J.S.A. 18A:35-22.1.

1. Students who are identified as a ML and whose parent refuses placement in a LIEP shall still access and meet the academic expectations of the NJSLS. Pursuant to N.J.A.C. 6A:8 and 6A:15-1.6, a district board of education shall ensure that students whose parents refuse placement are provided the appropriate instructional adaptations and appropriate assessment modifications and accommodations for Statewide assessments.

N.J.A.C. 6A:15-12(a)1-2: Notification



Current

Mail

Enrollment

Start of SY: 30 days

Midyear: 14 days

Proposed Change

Written Communication

Placement

Start of SY: 30 calendar days

Midyear: 14 days of a student being placed in a LIEP



Changes at Proposal Level



Amendments

Reason

Added non-exhaustive list of communications that must be translated

Translations for notification (N.J.A.C. 6A:15) is not adequate under Federal law and to ensure meaningful family engagement.

Linked professional development plan requirement to N.J.A.C. 6A:9C-4.2

Professional development for teachers of MLs should be included in school- and district-level professional development plans already required; was not intended as *a new requirement*.

Removed reference to bilingual paraprofessionals

Proposed new optional paraprofessional pathway is already in N.J.A.C. 6A:9B; was not intended as a new *requirement*.

Language added to clarify the purpose and type of ELP assessments

ELP assessments are aligned to English Language Development standards; removed “Department-approved” when redundant.

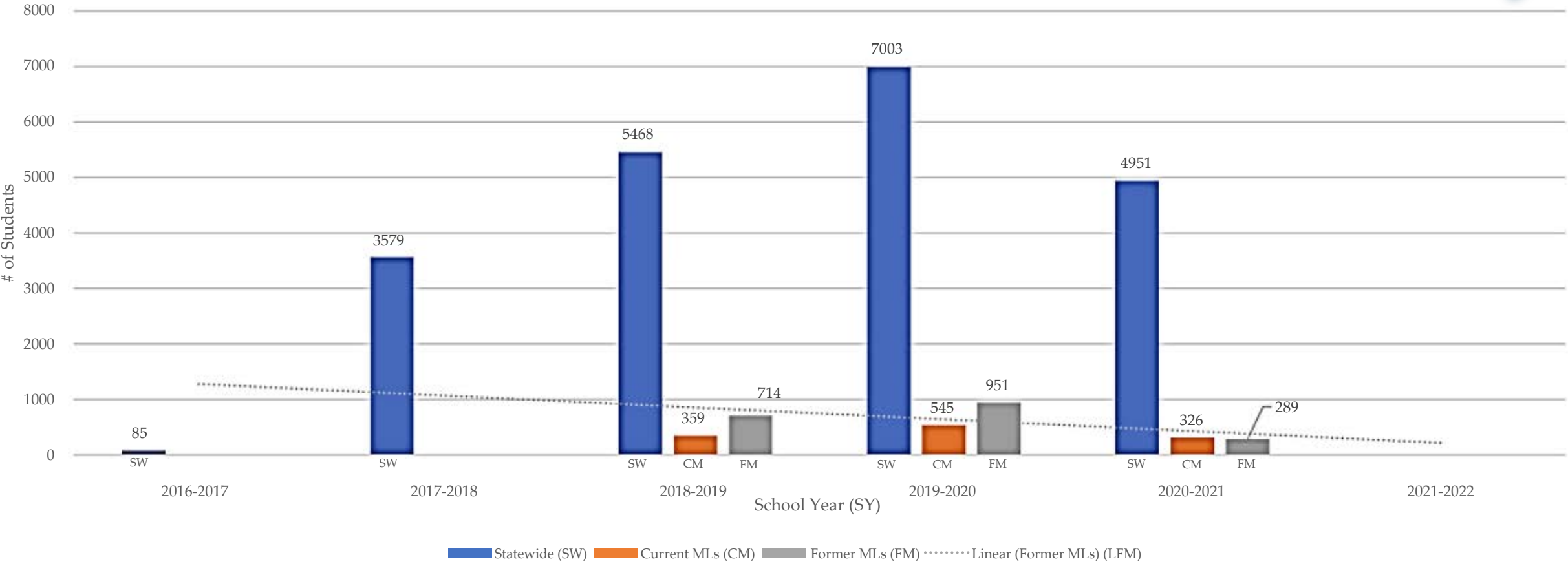




The Vision: MLs Graduate Biliterate



State Seal of Biliteracy by Student Group and SY



Note: (1) ML Status was not collected prior to 2018; (2) Lower numbers in 2020-2021 reflect COVID year.

Source: N.J. Department of Education Seal of Biliteracy Governor's Report



Activity: Think & Share



Which elements of your program support MLs graduate biliterate?

- Title I, Part A: Improving academic achievement
- Title I, Part C: Migrant students
- Title IX, Part C: Students experiencing homelessness
- Gifted & Talented

Where do Our work intersect, complement and enhance MLs' post-secondary success?



Thank You!



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For any questions, contact us at ELL@doe.nj.gov

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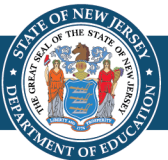


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Professional Resources Book Review

Dr. Maurita Bivans
Member Emeritus

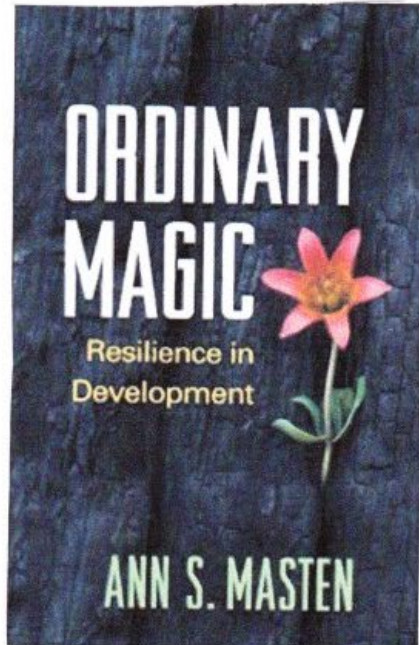
Office of Supplemental Educational Programs



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Book recommendations.....



Ordinary Magic: Resilience
in Development Reprint

Ordinary Magic: Resilience in Development By Ann S. Masten

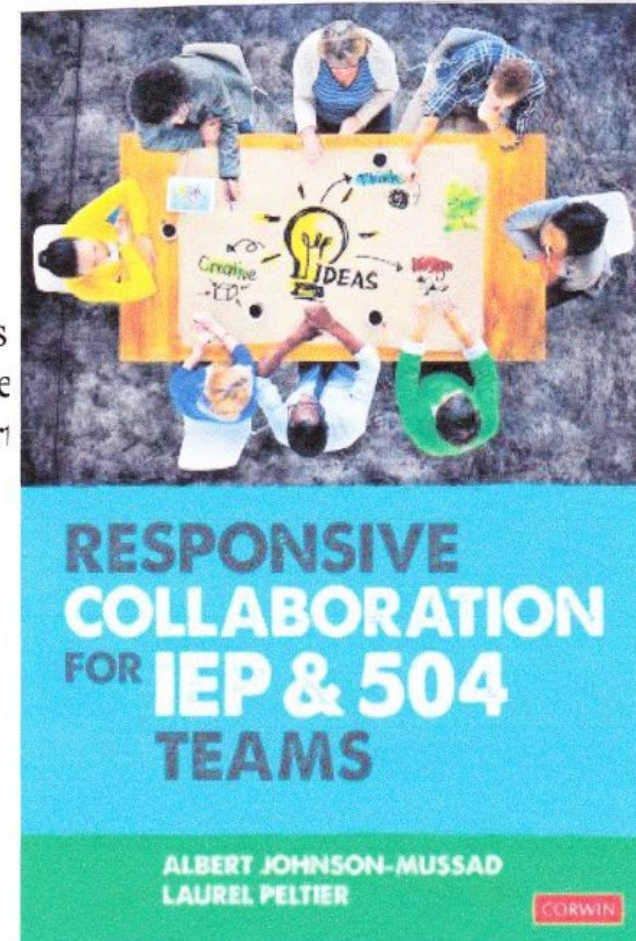
Ann Masten, a keynote speaker at a conference in Belgium, presented her research on resilience in child development which was quite appropriate for the conference title, “Children- Trauma and Stress.” This long time professor at the University of Minnesota brought new light to this topic as it relates to the impact of the pandemic on children.

Title I Committee of Practitioners(TICOP)



Responsive Collaboration for IEP and 504 Teams, co-authored by Albert Johnson-Mussad and Lauren Pelter

The authors give advice and strategies for IEP and 504 teams to develop and/or improve their provisions for children. Drawing from her experience as a teacher and parent of a special needs child, Lauren and Albert who has long term experience in working with and guiding professionals in decision making situations. This text is practical and action oriented.



Thank You!



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- ## Federal Update

Ms. Aida Epifanio

Federal Liaison

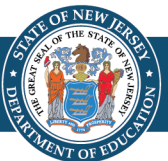
Office of Strategic Operations



New Jersey Department of Education



January 2023 Federal Update



Agenda



- Education Appropriations for FY 2023
- National Academic + Mental Health Supports
- NJ's State Teacher of the Year
- Reminder: ESSER funds expenditures & ESSA/ESEA funds updates





Education Appropriations FY23



- December 2022: President Biden signed into law the Consolidated Appropriations Act, 2023, providing federal funding for FY2023.
- Among the highlights:
 - \$18.4 billion for Title I grants to school districts; \$14.2 billion for special education grants to states; \$1.4 billion for career and technical education state grants.
- Among the Administration's priorities:
 - \$111 million for school mental health grants; \$150 million for full-service community schools; investments in support of a diverse and well-prepared educator workforce.





SY 22-23 National K-12 Supports



- [STEMM Opportunity Alliance](#): initiative focused on addressing key areas to attain fundamental, systemic change to ensure STEMM equity is a reality by 2050.
- [National Partnership for Student Success](#): to recruit 250,000 new tutors and mentors to help catch up academically and thrive. Additionally, NJDOE has launched a counterpart effort, the [New Jersey Partnership for Student Success](#).
- [States Leading Recovery Grant Opportunity](#): an opportunity available exclusively to SEAs and statewide nonprofits with a focus on education. Grantees will receive \$1 million in funding and strategic support to advance academic recovery by effectively integrating high-impact tutoring into public schools in the 2023-2024 school year and beyond.
- [Bipartisan Safer Communities Act \(BSCA\)](#): to help schools hire more school-based mental health professionals. The Department has established the BSCA Stronger Connections Grant Program and [is holding a webinar series](#) to accompany this program.





2022-2023 New Jersey State Teacher of the Year



- Congratulations to NJ State Teacher of the Year, Christine Girtain, of Ocean County



- Christine Girtain is a high school science teacher and the Director of Authentic Science Research at Toms River High School North and Toms River High School South in Toms River, NJ.



ESSER Funds



- ESSER funds (CARES, CRRSA, ARP): additional funding to support local educational agencies (LEAs) in preparing for and responding to the impact of COVID-19 on educators, students, and families.
 - **September 2024:** deadline to obligate all ESSER funds.
- Allowable uses, accounting guidance and other resources:
<https://www.nj.gov/education/esser/resources/>



ESSA/ESEA Funds



- NJDOE recently requested Title I, Part A & Title I, Part C waivers
- Through these waivers granted by USED, districts are allowed to carry-over funds exceeding the 15% into the FY23 allocation.
- Broadcast memo & additional guidance/supports on these updates, for districts is forthcoming

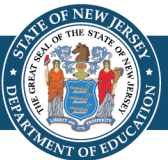


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ESEA Implementations





Title I Committee of Practitioners(TICOP)



- ## Title I, Part D

Ms. Francine Stromberg
Office of Support and Data Services





Title I, Part D



Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent or At Risk

Mrs. Francine Stromberg, Coordinator

Office of Fiscal & Data Services





Program Goals



- Improve educational services for children and youth in local, tribal, and state institutions who are neglected or delinquent children and youth, so that they have the opportunity to meet the same challenging state academic standards that all children in the state are expected to meet.
- Provide these children and youth with services to successfully transition to further schooling or employment.
- Prevent at-risk youth from dropping out of school, and to provide dropouts, and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education and the involvement of their families and communities.





Use of Funds – Subpart 1



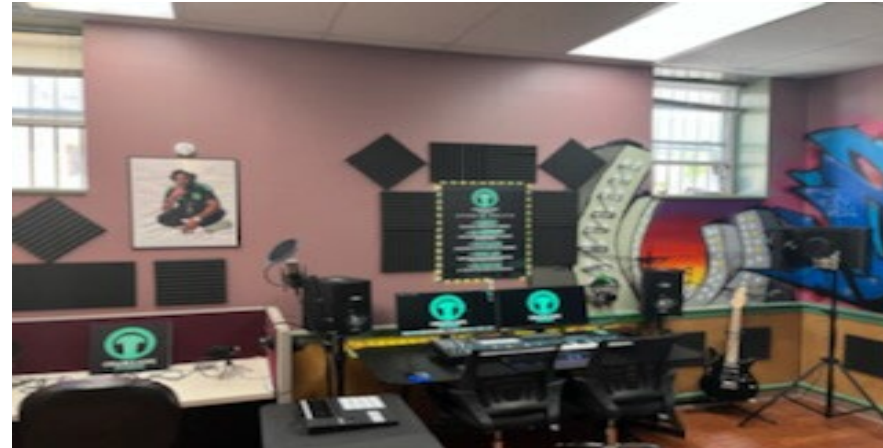
- Programs and projects consistent with the state plan.
- Programs and projects that provide participants with the knowledge and skills needed to successfully transition to post-secondary school, career and technical education, further education, or employment.

Use of Funds – Subpart 1 Examples



Juvenile Justice Commission

- Secure Care Facilities
 - Culinary Arts
 - Introduction to Carpentry
- Community Based Programs
 - Wire and Cable Installation
 - Commercial Pesticide Applicator Licensing
 - Small Business Video Production





Use of Funds – Subpart 1 Examples (cont.)



Department of Children and Families

- Transition Coordinator
 - Helps facilitate community linkages and support transition back into community placements, or other educational opportunities. Students leave the school with appropriate goals and a portfolio, in digital and physical form, to display their accomplishments and assist them with future applications.
- Contracts
 - County Community Colleges
 - Dual enrollment courses, credit recovery, distance Learning and ServSafe.
 - Allied Health Institute
 - Certified Nursing Courses





Use of Funds – Subpart 1 Examples (cont.)



Department of Corrections

- Transition Planning Conferences
 - Continued Education within the facility.
 - Adult Basic Education
 - Post-Secondary
 - Vocational
 - Continued Education – Released from facility.
- College and Career Readiness Labs





Use of Funds – Subpart 2

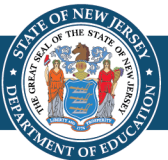


- Programs that serve children and youth returning to local schools from correctional facilities.
- Dropout prevention programs.
- Coordination of health and social services of there is a likelihood that the service, including day care, drug and alcohol counseling, mental health services, will help with individuals completing their education.
- Special programs to meet unique academic needs of the children, including career and technical education, special education, career counseling, assistance in securing student loans or grants for post-secondary education.
- Programs providing mentoring and peer mediation.



Use of Funds – Subpart 2 Examples

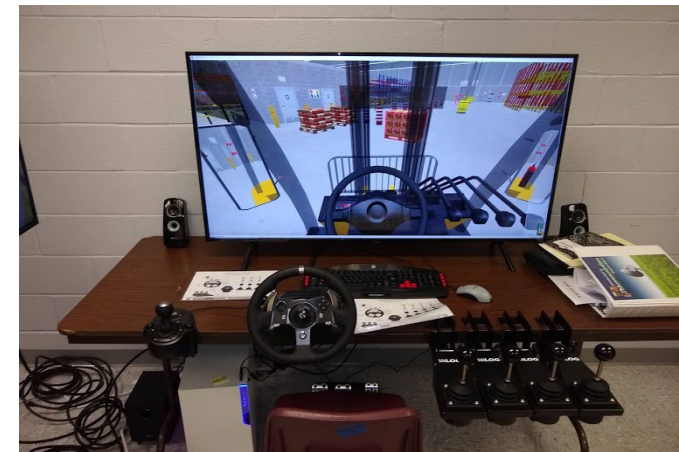
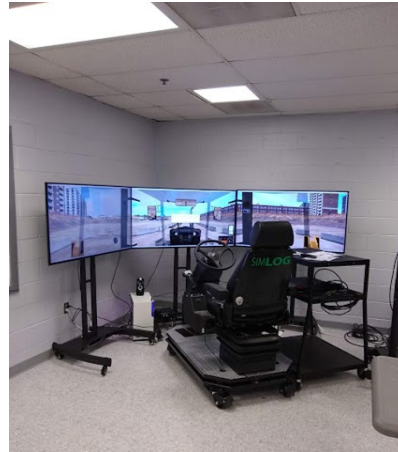
- Teacher – Academic and CTE
- Social Worker
- Guidance Counselor
- Tutor
- Transition Coordinator
- Professional Development
- Supplies, Materials and Equipment



Essex County Juvenile Detention Center



SIMLOG – Certified Construction Coursework - Forklift



[NJ Spotlight News - School at detention center arms students with vocational training.](#)



COVID Impact



- Both Subpart 1 and Subpart 2 facilities have experienced the following due to COVID:
 - Staff Reduction and Retention
 - Difficulty of contracted services having access into the facilities.

FY22-23 TIPD Allocations



TIPD, Subpart 1	Allocation
Department of Corrections	\$191,987
Department of Children and Families	\$823,177
Juvenile Justice Commission and Juvenile Detention Centers (JDC)	\$ 383,974



FY22-23 TIPD Allocations (2 of 2)



TIPD, Subpart 2	Allocation
Bergen County Juvenile Detention Center	\$ 34,206
Camden County Juvenile Detention Center	\$176,732
Essex County Juvenile Detention Center	\$393,372
Middlesex County Juvenile Detention Center	\$190,985
Morris County Juvenile Detention Center	\$48,459
Ocean County Juvenile Detention Center	\$39,907







Accountability and Performance

Ms. Jessica Merville, Director

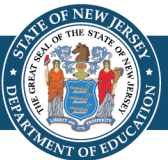
Mr. John Iko, Analyst
Office of Performance Management



Alternate Academic Progress Indicator



- [New Jersey's Every Student Succeeds Act \(ESSA\) State Plan](#) outlines the use of median student growth percentiles (mSGPs) as the measure of academic progress in ELA and mathematics for grades 3-8 (non-high schools).
- NJDOE received approval in the [COVID-19 State Plan Addendum](#) to use a modified approach to calculate academic progress for 2021-22 school accountability and federal reporting purposes only.
- The NJDOE developed the Relative School Improvement Measure (RSIM) as one of several metrics to use to identify schools that may need additional support as compared to schools that had similar performance prior to the COVID-19 pandemic.
- The Measure is based on a school's average scale score improvement on the NJSLA when comparing prior year performance to 2021-22 results. A school's performance is based on a comparison to other schools, not strictly on the actual change in scale score.
- Schools are assigned a percentile rank based on their relative improvement as compared to schools with similar prior year performance.





NJDOE & REL Partnership



- As part of its partnership with states, the Regional Education Laboratory (REL) reached out to NJDOE offering analytic support on several issues related to measuring school progress and performance given limited and/or incomplete data.
- Two main areas for additional analytic support were identified:
 1. Improving the stability of school performance measures.
 - Improving the stability of school performance measures aims to reduce the impact that random variation plays in a school's accountability score. This is especially important for smaller schools that may be more susceptible to wide swings in performance.
 2. Reviewing our Progress toward English Language Proficiency (ELP) Indicator.
 - Measuring progress in ELP will help NJDOE determine if any adjustments to our indicator could improve the measure and better reflect student growth trajectories.



School Identification & Performance Reports



School Performance Report Timeline

- We are currently working on updating the School Performance Reports (SPRs) for 2021-2022.
- Assessment and Accountability data will be available within the reports again.
- We expect the SPRs to be released on a similar timeline as the last few years (approx. April)

ESSA School Support Identification Timeline

- The accountability profiles closed in November and all appeals have been finalized.
- We are working on the identification/exit process and all currently and newly identified schools will be notified by the end of January.
- Decisions will not be released publicly until the SPRs are released.







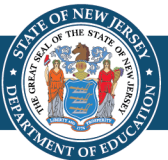
Title I Committee of Practitioners(TICOP)



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Assessments

Mr. John Boczany
Office of Assessments





Fall 2022 Start Strong Results



- Fall 2022 Start Strong Individual Student Reports (ISRs) arrived in district by December 12, 2022.
 - January 12, 2023, was the deadline to distribute results to parents/guardians within the 30-day requirement.
 - February 13, 2023, is the deadline for districts to present assessment results to their local boards of education within the 60-day requirement.
 - [Fall 2022 Start Strong Statewide Assessments Individual Student Reports](#)
- [Fall 2022 Start Strong Assessment Reports](#)





Spring 2023 Assessments



- The spring 2023 Assessment schedule is available on the Assessment website.
 - [Statewide Assessment Testing Schedule 2022-23](#)
- Spring Assessments include:
 - New Jersey Student Learning Assessment for English Language Arts, Mathematics, and Science
 - (NJSLA – ELA/M/Science)
 - New Jersey Graduation Proficiency Assessment (NJGPA)
 - Dynamic Learning Maps (DLM)
 - ACCESS and Alternate Access for ELLs
 - National Assessment of Educational Progress (NAEP)





Test Coordinator Training



- Each year it is required that the District Test Coordinators and District Technology Coordinators participate in training for the administration of the NJSLA and NJGPA.
- Training for 2023 will be virtual and on-demand from January 17, 2023, through February 17, 2023, so individuals can access and complete the sections at their convenience.
- With virtual training modules, the attendance caps are lifted and in turn all school and district coordinators are welcome to register.
 - [Mandatory Training for 2023 NJSLA and NJGPA](#)

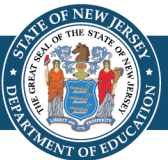




Assessment Resources



- The [New Jersey Assessments Resource Center](#) website contains resources for:
 - Administering the assessments
 - Content resources
 - Practice tests
 - Parent Resources
 - Released items (Digital Item Library)





Thank You!



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