

**SEA Title III and ED*Facts*
Community of Practice
(COP) Series:
Session 1- Overview of
Language Instruction
Educational Programs**

**Office of Elementary and
Secondary Education**

Virtual | February 6, 2023



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Agenda



1. Welcome to the Title III Data Quality COP
2. Logistics and opening activity
3. Overview of COP series and Language Instruction Educational Programs (LIEPs)
4. Small groups: activity focused on LIEP data classification
5. Whole group discussion
6. Wrap-up



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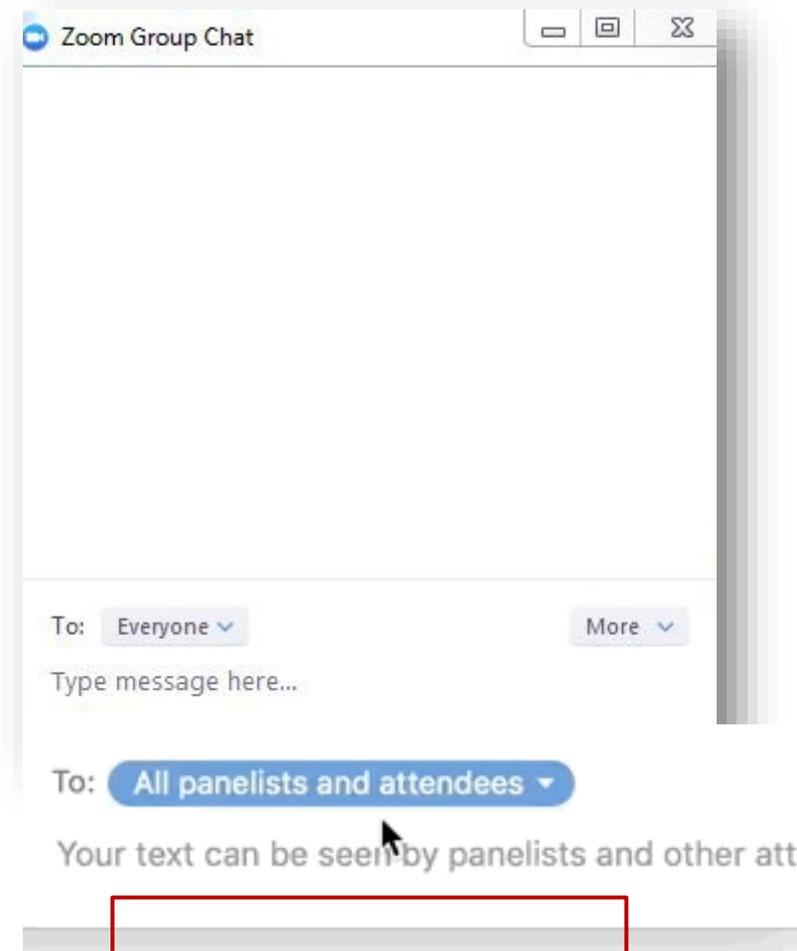


COP Assistance and Chat Functions

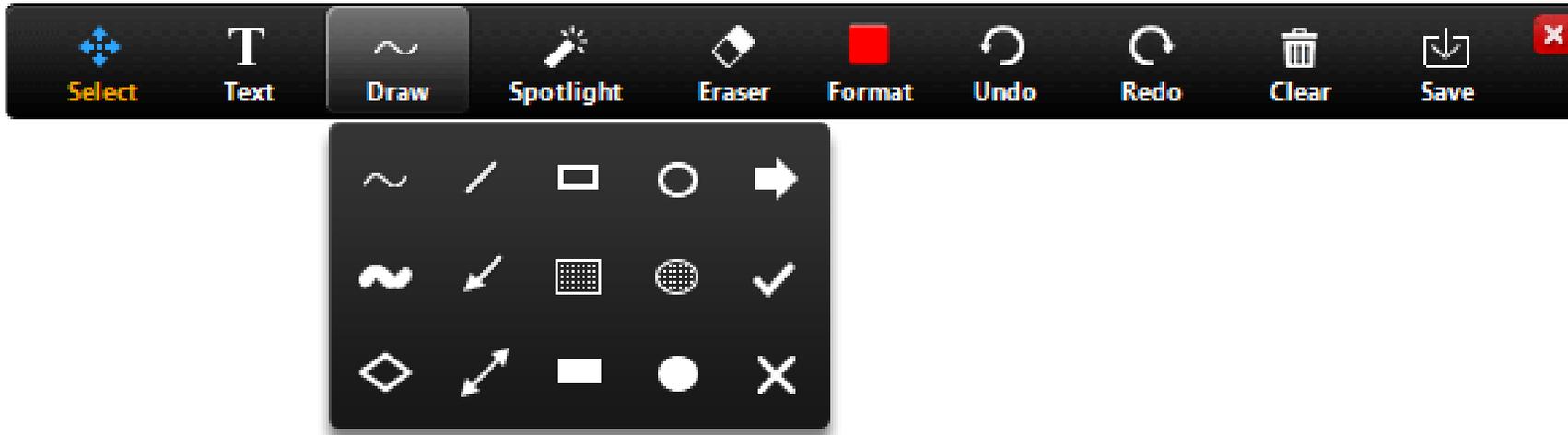
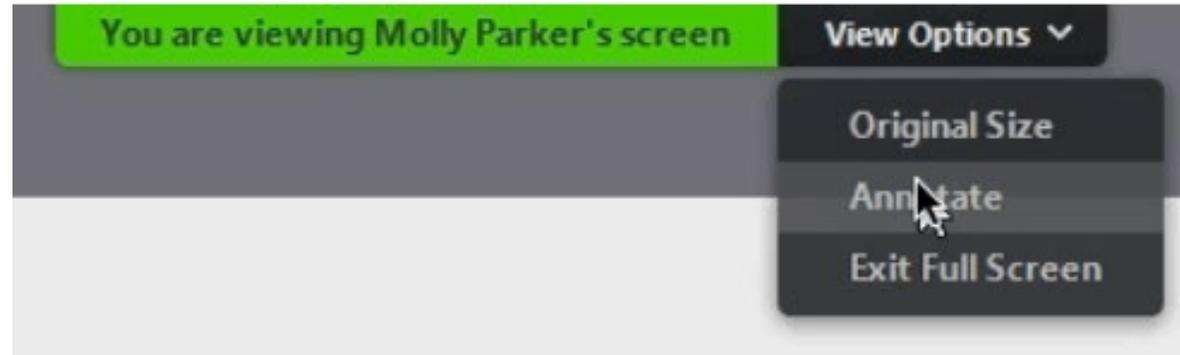
Technical Issues?

For technical assistance during the COP, please send a direct message to **Elizabeth Belyea**.

Use the chat function to communicate your thoughts and ideas with attendees.



Zoom Annotate Function

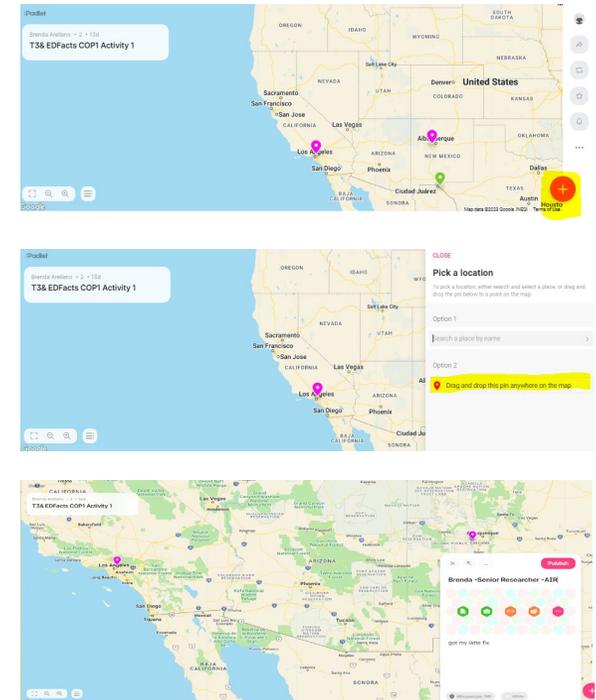


Activity One: Tell Us Where You Are Working From Today

Padlet QR Code

Instructions

- Go to Padlet or scan the QR code.
- Zoom in on your location.
- Hit the + and either search your location by selecting a place, or drag and drop the pin below to a point on the map.
- Feel free to enter your name, upload a fun picture, or tell us something about yourself or your mood today with your location.
- **Press publish** for your location to appear.
- Your location and information should pop up on the map.



Overview: Title III Data Quality COP



- Purpose:
 - To support state educational agency (SEA) and local educational agency (LEA) Title III and ED*Facts* coordinators to improve data quality
- Format:
 - To support SEAs and LEAs to improve data quality and analyze English learner (EL) data through a COP format in a targeted focus area



Purpose of Today's Session

Session One: Overview of Language Instruction Educational Programs (LIEPs)

- Review LIEPs and Title III reporting requirements
- Discuss challenges you face when reporting on ELs and LIEPs



COP Series: Supporting SEAs/LEAs to Improve EL and Title III Data Quality

Topic	Timeline
<p>Session One: Overview of Language Instruction Educational Programs (LIEPs) Discuss LIEP models and reporting categories.</p>	<p>February 6, 2023 1:30-3:00 EST</p>
<p>Session Two: LIEPs in States—Problem of Practice Discuss LIEP implementation in states and how this impacts reporting, including challenges.</p>	<p>March 20, 2023 2:30-4:00 EST</p>
<p>Session Three: Data Improvements and Infrastructure—LIEPs What types of changes in data, infrastructure, and professional development can you implement at the state or LEA level to address reporting challenges?</p>	<p>May 3, 2023 3:00-4:30 EST</p>
<p>Session Four: Data Analysis Discuss how to use the data reported on LIEPs to inform programming.</p>	<p>June 14, 2023 11:30-1:00 EST</p>



Common Questions about File Spec (FS) 116

- How do you report students served in multiple LIEPs in DG648?
- How do you report students served in multiple LIEPs in DG849?
- Should the counts in DG648 align with those in DG849?
- Should the reporting include ELs whose parents have declined LIEP services?
- How do you report services for ELs in rural/low-incidence schools?
- Are there reporting differences between state-funded LIEPs and federally funded LIEPs?



Overview of Language Instruction Educational Programs (LIEPs)

7) LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM

The term “language instruction educational program” means an instruction course—

(A) in which an English learner is placed for the purpose of developing and attaining English proficiency, while meeting challenging State academic standards; and

(B) that may make instructional use of both English and a child’s native language to enable the child to develop and attain English proficiency and may include the participation of English proficient children if such course is designed to enable all participating children to become proficient in English and a second language.



Overview of LIEPs

1.4.2 LIEPs

Note: Section 3201(7) – The term ‘LIEP’ means an instruction course – (A) in which an EL is placed for the purpose of developing and attaining English proficiency, while meeting challenging State academic standards; and (B) that may make instructional use of both English and a child’s native language to enable the child to develop and attain English proficiency and may include the participation of English proficient children if such course is designed to enable all participating children to become proficient in English and a second language.

In the table below, place a check next to each type of LIEP implemented in the State, as defined under Section 3201(7), as required by Sections 3121(a)(1) and 3122(b)(1) of the *ESEA*.

LIEPs	Language of instruction (if applicable)
Transitional Bilingual	
Dual Language or Two-way Immersion	
English as Second language (ESL) or English Language Development (ELD)	
Content Classes with integrated ESL support	
Newcomer programs	
Other	

Explain in the comment box below if the State has any additional LIEPs that are not captured in the table above.

The response is limited to 8,000 characters.



Resources on Common Definitions of LIEP Types



Developing Programs for English Language Learners: Glossary

EL Toolkit: Chapter 2, Tool #4

The EL Tool Kit contains examples of, adaptations of, and links to resources created and maintained by other public and private organizations. This information is provided for the reader's convenience and is included here to offer examples of the many resources that educators, parents, advocates, administrators, and other interested parties may find helpful and use at their discretion. The U.S. Department of Education does not control or guarantee the accuracy, relevance, timeliness, or completeness of this outside information. Further, the inclusion of links to items does not reflect their importance, nor is it intended to endorse any views expressed, or materials provided.

TOOL # 4 ENGLISH LEARNER PROGRAM CHART

The following chart provides a brief overview of some common EL programs. Each program requires that teachers have specialized training in meeting the needs of ELs (e.g., an ESL or bilingual teaching credential and/or SEI or ELD training) and have demonstrated the skills to effectively implement the chosen EL program.

SOME EL PROGRAMS CONSIDERED EDUCATIONALLY SOUND IN THEORY UNDER CASTAÑEDA'S FIRST PRONG

Program Option	Program Goal	Language/s Used for Instruction
English as a Second Language (ESL) or English Language Development (ELD)	Program of techniques, methodology, and special curriculum designed to teach ELs explicitly about the English language, including the academic vocabulary needed to access content instruction, and to develop their English language proficiency in all four language domains (i.e., speaking, listening, reading, and writing).	Usually provided in English with little use of the ELs' primary language(s)
Structured English Immersion (SEI)	Program designed to impart English language skills so that the ELs can transition and succeed in an English-only mainstream classroom once proficient.	Usually provided in English with little use of the ELs' primary language(s)
Transitional Bilingual Education (TBE), or early-exit bilingual education	Program that maintains and develops skills in the primary language while introducing, maintaining, and developing skills in English. The primary purpose of a TBE program is to facilitate the ELs' transition to an all-English instructional program, while the students receive academic subject instruction in the primary language to the extent necessary.	Students' primary language and English
Dual Language or Two-Way Immersion	Bilingual program where the goal is for students to develop language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually comprised of half primary-English speakers and half primary speakers of the other language.	English and another language



Other Resources Related to LIEPs

The Right Fit:
Selecting an English Learning Program for Your Students

One of the biggest challenges in English learner education is choosing the right program for your students and your local context. This tool walks you through some important items to think about—what the law says, types of English learners, questions to ask when choosing a program, and the models most commonly used in Oregon.

Getting to know your language learner students
Important terminology

Simultaneous bilingual learner
A student who is acquiring two languages in the home (a caregiver or sibling speaks one language while the other caregiver or sibling speaks a different language).

Sequential bilingual learner
A student who has developed one language and is adding a second language in school (i.e., the student's home language differs from the language of the school system). Sequential bilingual learners include newcomer and immigrant students, who may have been schooled outside of the United States.

Heritage speaker
A student who speaks a language other than English at home but who has not had explicit literacy instruction in that language.

REL
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CONSENSUS STUDY REPORT

Promoting the Educational Success of Children and Youth Learning English

Promising Futures



Source: REL Northwest (2018): The Right Fit: Selecting an English Learning Program for Your Students. Infographic. [Resource 60203](#). National Academies of Sciences, Engineering, and Medicine (NAEM). (2017). *Promoting the educational success of children and youth learning English: Promising futures*. The National Academies Press. [DOI: 10.17226/24677](#).

Transitional Bilingual Education (TBE)

LIEPs
Transitional bilingual
Dual language or two-way immersion
English as a second language (ESL) or English language development (ELD)
Content classes with integrated ESL support
Newcomer programs
Other

EL program models

PROGRAM MODEL	DEFINITION	DESCRIPTION AND STRUCTURE	GOAL
Transitional Bilingual Education "Early Exit" <i>Also known as early-exit or late-exit bilingual programs</i>	Provides instruction in students' primary language and transitions over time to English. This program is often found in elementary schools.	Classes typically include only students with limited English proficiency.	Develop basic literacy in the student's home language to transfer skills to English.



Dual Language or Two-Way Immersion

LIEPs
Transitional bilingual
Dual language or two-way immersion
English as a second language (ESL) or English language development (ELD)
Content classes with integrated ESL support
Newcomer programs
Other



EL program models

PROGRAM MODEL	DEFINITION	DESCRIPTION AND STRUCTURE	GOAL
Dual Language <i>Also called two-way bilingual immersion</i>	Seeks to develop literacy in English and another language. Students study academic subjects in both languages.	Classes ideally include both native speakers of English and native speakers of the partner language.	Develop biliteracy in English and the partner language, as well as an appreciation for cultural exchange.



English as a Second Language or English Language Development

LIEPs
Transitional bilingual
Dual language or two-way immersion
English as a second language (ESL) or English language development (ELD)
Content classes with integrated ESL support
Newcomer programs
Other

PROGRAM MODEL	DEFINITION	DESCRIPTION AND STRUCTURE	GOAL
ELD Pull-Out	Provides ELD instruction outside the mainstream classroom and for a specific block of time. In this model, an English learner student spends part of the day in the mainstream classroom and is “pulled out” for ELD instruction. The model is more common in elementary schools with a low concentration of English learners.	English learner students are pulled out of their classroom to attend a daily block of time that is devoted to targeted, intensive ELD. Pull-out ELD must occur at a time when core instruction is not taking place in students’ regularly scheduled classes.	Provide ELD in homogeneous groups, typically by grade and language proficiency level. Students miss some part of the school day to receive services.
ELD Class Period	Provides ELD instruction during a designated class period that may carry course credit. This arrangement is more common in middle schools and high schools and is occasionally used in elementary schools that have block scheduling.	English learner students attend a dedicated class period for ELD.	Provide ELD, usually by grouping students by grade and language proficiency level.

Source: REL Northwest (2018): The Right Fit: Selecting an English Learning Program for Your Students. Infographic. [Resource 60203](#).

Content Classes with Integrated ESL Support

LIEPs
Transitional bilingual
Dual language or two-way immersion
English as a second language (ESL) or English language development (ELD)
Content classes with integrated ESL support
Newcomer programs
Other

EL program models

PROGRAM MODEL	DEFINITION	DESCRIPTION AND STRUCTURE	GOAL
ELD Push-In <i>Also known as co-teaching</i>	Provides ELD instruction in the student's content area classroom.	ELD push-in typically happens in the student's content area classroom. Push-in ELD teachers usually support the classroom teacher, often working only with English learner students.	Provide ELD through content area instruction; push-in ELD provides integrated academic language support directly linked to content area studies.



Chat question:
 What other kinds of models implemented in your state fit within this category?



Newcomer Programs

EL program models

LIEPs
Transitional bilingual
Dual language or two-way immersion
English as a second language (ESL) or English language development (ELD)
Content classes with integrated ESL support
Newcomer programs
Other

PROGRAM MODEL	DEFINITION	DESCRIPTION AND STRUCTURE	GOAL
Newcomer Programs	Provides both ELD and content area instruction in a student's home language and outside the mainstream classroom. These programs are specifically designed to meet the educational and transitional needs of newly arrived immigrants. A student is typically in a newcomer program for two years or less and then transitions into the mainstream classroom.	Classes consist only of newcomer English learner students. Over time, students transition from newcomer services to mainstream classroom and may continue to receive ELD services.	Develop students' English skills, while teaching academic content. Newcomer programs also assist students as they adjust to life in the United States.

Source: REL Northwest (2018): The Right Fit: Selecting an English Learning Program for Your Students. Infographic. [Resource 60203](#).

Application: Sheltered Instruction

EL program models

PROGRAM MODEL	DEFINITION	DESCRIPTION AND STRUCTURE	GOAL
Sheltered Instruction	Provides an inclusive environment for English learner students to learn grade-level content and academic language skills in the same classroom as non-English learner students. Teachers focus on content standards but attend to language demands to support English learner students.	May include only English learner students or a combination of English learner students and non-English learner students.	Use specialized teaching to ensure English learner students have access to content area standards and skills.

LIEPs
Transitional bilingual
Dual language or two-way immersion
English as a second language (ESL) or English language development (ELD)
Content classes with integrated ESL support
Newcomer programs
Other



Source: REL Northwest (2018): The Right Fit: Selecting an English Learning Program for Your Students. Infographic. [Resource 60203](#).

Application: Sheltered Instruction cont.

LIEPs

Transitional bilingual

Dual language or two-way immersion

English as a second language (ESL) or English language development (ELD)

Content classes with integrated ESL support

Newcomer programs

Other

Use the annotate function to select an X or a checkmark for the LIEP type for sheltered instruction.



Application: Developmental Bilingual “Late Exit”

EL program models

PROGRAM MODEL	DEFINITION	DESCRIPTION AND STRUCTURE	GOAL
Developmental Bilingual Education “Late Exit”	Provides instruction in both English and a student’s primary language. As a student’s English improves, time spent learning in English increases and time spent learning in the home language decreases.	Classes typically include only English learner students who are native speakers of the partner language.	Develop biliteracy and use students’ knowledge of the home language as an asset to learn English and specific content.

LIEPs
Transitional bilingual
Dual language or two-way immersion
English as a second language (ESL) or English language development (ELD)
Content classes with integrated ESL support
Newcomer programs
Other



Source: REL Northwest (2018): The Right Fit: Selecting an English Learning Program for Your Students. Infographic. [Resource 60203](#).

Application: Developmental Bilingual “Late Exit” cont.

LIEPs

Transitional bilingual

Dual language or two-way immersion

English as a second language (ESL) or English language development (ELD)

Content classes with integrated ESL support

Newcomer programs

Other

Use the annotate function to select an X or a checkmark for the LIEP type for developmental bilingual “late exit”



Poll



How prevalent are these LIEP programs in your state?

- Transitional bilingual
- Dual language or two-way immersion
- English as a second language or English language development
- Content classes with integrated ESL support
- Newcomer programs
- Other



Activity Two: Small Group Discussions

Instructions

- Go to Padlet or scan the QR code.
- Can you identify any LIEPs that are hard to classify within Title III reporting requirements in your context? Why?
- What type of programs do you report under the 'other' category? Can you describe those programs?
- What data challenges do your state or LEAs encounter when reporting ELs within LIEPs?



Small Group Highlights

What questions/issues emerged from your discussion?



Wrap-Up



Reminders

Topic	Timeline
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Questions

- Questions?
 - Please send questions about Title III data quality efforts to: OESE.titleiii-a@ed.gov
 - Please continue to send specific questions related to your state's *EDFacts* data to: EDFacts@ed.gov
 - Please continue to send questions related to your state's CSPR data to: CSPR@ed.gov



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