English Learner Language Instruction Educational Program (LIEP) Crosswalk (2022)

The Elementary and Secondary Education Act (ESEA) specifically defines a LIEP as an instructional education program:

(A) in which a limited English proficient child is placed for the purpose of developing and attaining English proficiency, while meeting challenging state academic content and student academic achievement standards, as required by section 1111(b)(1); and
(B) that may make instructional use of both English and a child's L1 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 (L2).

This resource outlines Bilingual and English as a Second Language (ESL) LIEPs serving English Learners (ELs). ELs are defined as individuals:

(A) who is aged 3 through 21;
(B) who is enrolled or preparing to enroll in an elementary school or secondary school;
(C)(i) who was not born in the United States or whose native language is a language other than English (LOTE);
    (ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
       (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
    (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
(D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual—
    (i) the ability to meet the challenging State academic standards;
    (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
    (iii) the opportunity to participate fully in society.

*English Learner Individual Learning Plans and district-level Plans of Service are required for ESL and bilingual education programs.

Bilingual-Bicultural (BLBC) Education Programs

State of Wisconsin Statute sections §115.97(2) and § 115.95(2) require all districts to provide bilingual-bicultural education programs for any of their schools that meet one of more of the following criteria:
- 10 or more EL students with the same home language in kindergarten to grade 3 at a particular elementary school
- 20 or more EL students with the same home language in grades 4 to 8 at a particular elementary, middle, or junior high
- 20 or more EL students with the same home language in grades 9 to 12 at a particular high school

Once all requirements of Wisconsin Statute §115.95 are met for the district's bilingual-bicultural program, the district becomes eligible for reimbursement of a percentage of the cost of its bilingual bicultural program. School districts submit a prospective Plan of Services for the upcoming school year. At the end of the school year, districts complete an End of Year report and submit claims for their bilingual program.

§ 115.96(4) A bilingual-bicultural education program established under this subchapter shall provide all of the following:
(a) Instruction in reading, writing and speaking the English language.
(b) Through the use of the native language of the limited-English proficient pupil, instruction in the subjects necessary to permit the pupil to progress effectively through the educational system.

For information on educator licensing in learning environments serving multilingual learners please visit: https://dpi.wi.gov/licensing.
Program Identification Flowchart

Language Instruction Educational Program Model Reporting Codes	Description and Learners	Standards and Outcomes	Federal and State Funding Individual Plan of Service (POS) Requirements

Bilingual Programs

1 **Dual Language Education - Two-Way Bilingual** Also Known As (AKA) *Two-Way Immersion (TWI)* **WISEdata:** BI-DLTW **EdFacts:** LNGPRGDU	**Description:** Pre-K through grade 5, with program continuation into secondary school. Minimum of 50% of core instruction in partner language in grades PK-5. Language of instruction guided by the program's language-content-time allocation policy (90/10, 80/20, 50/50). High school dual language education programs include a minimum of two courses annually in the partner language. **Language(s):** Academic content learning facilitated in English and partner language **Learners:** Target population consists of 50%-60% English learners, partner language speakers, with 40-50% English proficient second language learners of the partner language. EL students granted priority status in access to the program. Data for former and non-ELs should be reported under World Language (Two-Way Dual Language - World Language Cohort, DLTW-WL) Serving EL/ELP 1-7	**Standards:** ● Grade Level Academic Content Standards ● English Language Development Standards: language expectations and proficiency level descriptors for interpretive and expressive language used to target and assess language proficiency across content. (+ SLD standards, if partner language is Spanish) ● World Language Standards Language performance benchmarks used to target and assess language proficiency and literacy development in English and partner language. **Outcomes:** Academic Achievement, Bilingualism/Biliteracy, Sociocultural and Global Competence	**Title III:** Yes for ELs only **BLBC:** Yes for students with ELP code 1-5 in programs meeting BLBC criteria **POS required:** Yes *Report data for non-ELs under world language WISEdata section.
2 **Dual Language Education - Developmental Bilingual** AKA *One-Way DLE for Heritage Learners* *Maintenance Bilingual* *Late Exit Bilingual* **WISEdata:** BI-DLDB **EdFacts:** LNGPRGDU	**Description:** Minimum of 50% of daily core instruction in partner language. Language of instruction guided by the program's language-content-time allocation policy (90/10, 80/20, 50/50). **Language(s):** Academic content learning facilitated in English and partner language **Learners:** English learner, partner language speakers Data for former and non-ELs should be reported under World Language (Dual Language Education - Heritage Learners, DLDB-HL) Serving EL/ELP 1-7	**Standards:** ● Grade Level Academic Content Standards ● English Language Development Standards: language expectations and proficiency level descriptors for interpretive and expressive language used to target and assess language proficiency across content. (+ SLD standards, if partner language is Spanish) ● World Language Standards Language performance benchmarks used to target and assess language proficiency and literacy development in English and partner language. **Outcomes:** Academic Achievement, Bilingualism/Biliteracy, Sociocultural and Global Competence	**Title III:** Yes for ELs only **BLBC:** Yes for students with ELP code 1-5 in programs meeting BLBC criteria **POS required:** Yes *Report data for non-EL heritage language learners under world language WISEdata section.
3 **Transitional Bilingual-Early Exit** **WISEdata:** BI-TBEE **EdFacts:** LNGPRGBI	**Description:** Students' home language is used, in addition to English, to teach academic content. As proficiency in English increases, instruction in the students' home language decreases. Transition to all English is complete by mid-to-late elementary school, typically within 1-3 years. **Language(s):** Academic content learning facilitated in English and partner language. **Learners:** English learner speakers of the transitional language of instruction Serving EL/ELP≤5	**Standards:** ● Grade Level Academic Content Standards ● English Language Development Standards: language expectations and proficiency level descriptors for interpretive and expressive language used to target and assess language proficiency across content. **Outcomes:** Goal to grow English language proficiency and improve academic achievement. Designed for learner transition to an all-English instructional environment within 1-3 years.	**Title III:** Yes for ELs only **BLBC:** Yes Evidence of curriculum in partner language must be evident for BLBC **POS required:** Yes

Language Instruction Educational Program Model Reporting Codes	Description and Learners	Standards and Outcomes	Federal and State Funding Individual Plan of Service (POS) Requirements
	Program more commonly used as an early-grade developmental program, for newcomers, or within low-incident districts with fluctuating EL populations of the same language background.		
4 **Transitional Bilingual-Late Exit** **WISEdata:** BI-TBLE **EdFacts:** LNGPRGBI	**Description:** Students' home language is used, in addition to English, to teach academic content. As proficiency in English increases, instruction in the students' home language decreases. Transition to all English is complete by late elementary school, typically 4-6 years. Differs from a developmental bilingual program if the amount of instruction in the partner language falls below 50%. **Language(s):** Academic content learning facilitated in English and partner language. **Learners:** English learner speakers of the transitional language of instruction Serving EL/ELP≤5	**Standards:** ● Grade Level Academic Content Standards ● English Language Development Standards: language expectations and proficiency level descriptors for interpretive and expressive language used to target and assess language proficiency across content. **Outcomes:** Late-Exit: Goal to grow English language proficiency and improve academic achievement. Designed for learner transition to an all-English instructional environment after four or more years.	**Title III:** Yes for ELs only **BLBC:** Yes Evidence of curriculum in partner language must be evident for BLBC **POS required:** Yes
5 **American Indian Heritage Language Bilingual** **WISEdata:** BI-AIHL **EdFacts:** LNGPRGOTH	**Description:** American Indian indigenous language, and English, used to facilitate language, literacy and/or academic content learning. Indigenous language used for less than 50% of daily core instructional time. Language is being renewed/reclaimed in the community. **Language(s):** The target language is the primary language of content instruction and/or language arts instruction. **Learners:** English learners who are heritage speakers of American Indian Languages. Students share the same heritage language background. Serving EL/ELP≤5	**Standards:** ● Grade Level Academic Content Standards ● English Language Development Standards: language expectations and proficiency level descriptors for interpretive and expressive language used to target and assess language proficiency across content. ● World Language Standards **Outcomes:** Develop Heritage Language and English Language, Academic Achievement	**Title III:** Yes only if heritage language is students' L1 (rare) No if ELs heritage language is taught as a world language or world language immersion for EL/LEP= 1-5 **BLBC:** Eligible for BLBC if there is evidence of teaching and curriculum support in partner language **POS required:** Yes
6 **Heritage Language Bilingual** **WISEdata:** BI-HL **EdFacts:** LNGPRGOTH	**Description:** Heritage language used for less than 50% of daily core instructional time. **Language(s):** Heritage language, and English, used to facilitate language, literacy and/or academic content learning. **Learners:** English learners who are heritage/home language speakers of a language other than English. Serving EL/ELP≤5	**Standards:** ● Grade Level Academic Content Standards ● English Language Development Standards: language expectations and proficiency level descriptors for interpretive and expressive language used to target and assess language proficiency across content. (SLD standards, if partner language is Spanish) ● World Language Standards **Outcomes:** Develop Heritage Language and English Language, Academic Achievement	**Title III:** Yes only if heritage language is students' L1 No if ELs heritage language is taught as a world language or world language immersion for EL/ELP= 1-5 **BLBC:** Eligible for BLBC if there is evidence of teaching and curriculum support in partner language **POS required:** Yes

Language Instruction Educational Program Model Reporting Codes	Description and Learners	Standards and Outcomes	Federal and State Funding Individual Plan of Service (POS) Requirements
7 **Newcomer Bilingual** **WISEdata:** BI-NEW **EdFacts:** LNGPRGNEW	**Description:** Newcomer programs are generally stand-alone learning environments designed to meet the socio-cultural, language, and academic needs of newly arrived immigrants. These programs prepare newcomers with readiness to transition to regular LIEPs. **Language(s):** Students' home language and English used to foster social and academic language development. **Learners:** Students, grade 2 and above, who are level I or 2 English learner immigrants, of the same or different language groups, who arrived in the United States within the past year. Serving EL/ELP<3	**Standards:** ● English Language Arts grade level academic content standards ● English Language Development Standards: language expectations and proficiency level descriptors for interpretive and expressive language used to target and assess language proficiency across content. **Outcomes:** Foundational language and intercultural-skills for transition to ESL or bilingual education learning environments.	**Title III:** Yes **BLBC:** Qualifying yes = Eligible for BLBC if there is evidence of teaching and curriculum support in the partner language. **POS required:** Yes
8 **Bilingual- Integrated SPED** **WISEdata:** BI-INTSPED **EdFacts:** LNGPRGBI	**Description:** ELs with IEPs could be served within all LIEP environments. This category is ELs with significant cognitive disabilities. **Language:** Student's home language and English is used to streamline or target language support services for English and academic language development within a special education classroom. **Learners:** ELs with significant cognitive disabilities eligible for Alternate ACCESS with non-EL peers Serving EL/ELP≤5	**Standards:** ● Alternate Achievement Standards aligned to Grade Level Academic Content Standards ● English Language Development Standards: language expectations and proficiency level descriptors for interpretive and expressive language used to target and assess language proficiency across content. **Outcomes:** English Language Proficiency, Academic Achievement	**Title III:** Yes **BLBC:** Qualifying yes = Eligible for BLBC if there is evidence of teaching and curriculum support in the partner language or whole school is Bilingual **POS required:** Yes **Individualized Education Plan**: Yes

Language Instruction Educational Program Model Reporting Codes	Description and Learners	Standards and Outcomes	Federal and State Funding Individual Plan of Service (POS) Requirements

English as a Second Language (ESL) Programs

Targeted Academic Achievement and English Language Development

9 **Content-Based ESL** **WISEdata:** ESL-CB **EdFacts:** LNGPRGESLSUPP	**Description:** Instruction in which content is used as the medium for building English Language skills, the primary focus remains on learning English. **Language(s) of Instruction:** English, could also be supported by student's home language **Learners:** English learners only Serving EL/ELP≤4	**Standards:** ● Grade Level Academic Content Standards ● English Language Development Standards: language expectations and proficiency level descriptors for interpretive and expressive language used to target and assess language proficiency across content. **Outcomes:** Academic Achievement, English Language Proficiency Development	**Title III:** Yes **BLBC Eligibility:** If students' home language is used to advance content learning, may be eligible for BLBC state aid if: ● **Spanish:** must be taught in Spanish by a licensed bilingual educator for eligible Spanish speaking English learners. ● **Other languages:** must be taught by a certified ESL teacher with a bilingual paraprofessional who is fluent in the home language of eligible English learners. **POS required:** Yes
10 **Sheltered ESL Instruction** AKA *Sheltered Instruction Observation Protocol (SIOP)* *Specially Designed Academic Instruction in English (SDAIE)* *Guided Language Acquisition Design (GLAD)* **WISEdata:** ESL-SI **EdFacts:** LNGPRGESLSUPP	**Description:** Instruction that includes both language and content simultaneously. Primary focus is on academic content learning with the acquisition of English being part of the instructional outcomes. This could include any, or a combination of the following: Sheltered Instruction Observation Protocol (SIOP), Specially Designed Academic Instruction in English (SDAIE), or Guided Language Acquisition Design (GLAD). **Language(s) of Instruction:** English **Learners:** English learners only or English learners (ELP in regular education classroom settings integrated with non-ELs). Serving EL/ELP<5	**Standards:** ● Grade Level Academic Content Standards ● English Language Development Standards: language expectations and proficiency level descriptors for interpretive and expressive language used to target and assess language proficiency across content. **Outcomes:** Academic Achievement, English Language Proficiency Development	**Title III:** Yes **BLBC:** No **POS required:** Yes
11 **Integrated ESL** AKA *Push-In* *Co-teaching* **WISEdata:** ESL-INT **EdFacts:** LNGPRGESLSUPP	**Description:** English Language Development is facilitated through an EL educator's or EL educator supported paraprofessional pushes into the general education setting. The EL teacher or paraprofessional may be supporting ELs during a mini-lesson or wait for instruction to be complete before working in a small group with ELs. Teachers may be supported in language proficiency development. **Language(s) of Instruction:** English **Learners:** ELs integrated with non-ELs Serving EL/ELP<5 regular education setting EL/ELP<4 (if, EL's Only)	**Standards:** ● Grade Level Academic Content Standards ● English Language Development Standards: language expectations and proficiency level descriptors for interpretive and expressive language used to target and assess language proficiency across content. **Outcomes:** Academic Achievement, English Language Proficiency Development	**Title III:** Yes **BLBC:** No **POS required:** Yes

Language Instruction Educational Program Model Reporting Codes	Description and Learners	Standards and Outcomes	Federal and State Funding Individual Plan of Service (POS) Requirements

Targeted English Language Development

12 **Newcomer ESL** **WISEdata:** ESL-NEW **EdFacts:** LNGPRGNEW	**Description:** Newcomer programs are generally stand-alone learning environments designed to meet the socio-cultural, language, and academic needs of newly arrived immigrants. These programs prepare newcomers with readiness to transition to regular LIEPs. **Language(s) of Instruction:** English **Learners:** Students, grade 2 and above. who are level I or 2 English learner immigrants, of same or different language groups, who arrived in the United States within the past year. Serving EL/ELP<3	**Standards:** ● English Language Development Standards: language expectations and proficiency level descriptors for interpretive and expressive language used to target and assess language proficiency across content. ● Grade Level Academic Content Standards **Outcomes:** Foundational English language development in preparation for content classroom instruction.	**Title III:** Yes **BLBC:** No **POS required:** Yes
13 **Structured English Immersion (SEI)** **WISEdata:** ESL-SEI **EdFacts:** LNGPRGESLELD	**Description:** An approach for rapid English language development in a non-threatening setting to gradually release students into the general education setting. **Language(s) of Instruction:** English **Learners:** English learners Serving EL/ELP=1-2 ONLY- limited 1 yr. or less for ESL	**Standards:** ● English Language Development Standards: language expectations and proficiency level descriptors for interpretive and expressive language used to target and assess language proficiency across content. ● English Language Arts Grade Level Academic Content Standards **Outcomes:** Foundational English language development in preparation for content classroom instruction.	**Title III:** Yes **BLBC:** No **POS required:** Yes
14 **Stand-Alone ESL/ELD** **AKA** *Pull- out* *Stand alone* *ESL classes* **WISEdata:** ESL-SA **EdFacts:** LNGPRGESLELD	**Description** Special Instruction in English in which English Learners are served outside of the general classroom or enrolled in specialized ESL classes. **Language(s) of Instruction:** English **Learners:** English learners Serving EL/ELP<4	**Standards:** ● English Language Development Standards: language expectations and proficiency level descriptors for interpretive and expressive language used to target and assess language proficiency across content. ● English Language Arts Grade Level Academic Content Standards **Outcomes:** Foundational English Language Proficiency	**Title III:** Yes **BLBC:** No **POS required:** Yes

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15 **ESL- Integrated SPED** **WISEdata:** ESL- INTSPED **EdFacts:** LNGPRGESLSUPP	**Description:** ELs with IEPs should be served within all LIEP environments. This category is ELs with significant cognitive disabilities. **Language:** Streamlined or target language support services for English and academic language development within a specially designed special education classroom. **Learners:** ELs with significant cognitive disabilities eligible for Alternate ACCESS with non-EL peers EL/ELP<5	**Standards:** ● Alternate Achievement Standards aligned to Grade Level Academic Content Standards ● English Language Development Standards: language expectations and proficiency level descriptors for interpretive and expressive language used to target and assess language proficiency across content. **Outcomes:** Academic Achievement, English Language Proficiency Development	**Title III:** Yes **BLBC:** No **POS required:** Yes **Individualized Education Plan**: Yes
Missing			
16 **No LIEP Available** AKA *Submersion* **WISEdata:** MISS **EdFacts:** MISSING	**Description:** ELs receive academic instruction in the general classroom and have no contact with a licensed EL or bilingually certified educator or LIEP programs described above. Support structures for English Learners and staff serving ELs is not continuous nor evident in dIstrict or school-wide plans. **Learners:** English learners integrated with non-ELs EL/ELP<5	**Standards:** ● Grade Level Academic Content Standards	**Title III:** Yes, only if support and training, of sufficient intensity and duration, are provided through consortia, or other means. and English Language Development standards are implemented (report as Sheltered Instruction).
17 **Caregiver Refusal** AKA *Opt-out* **WISEdata:** REF **EdFacts:** Not mapped	**Description:** Caregiver opts out of LIEP services offered by the district for the current year. Students retain their EL status and the district remains obligated to take affirmative steps and appropriate actions, required by federal law, to provide access to its educational programs. EL/ELP=<5	**Standards:** ● Grade Level Academic Content Standards ● English Language Development Standards: language expectations and proficiency level descriptors for interpretive and expressive language used to target and assess language proficiency across content. **Outcomes:** Academic Achievement, English Language Proficiency Development	**Title III:** No
18 **Other** **WISEdata:** OTHER **EdFacts:** LNGPRGOTH	**Description:** Other researched-based LIEP not described in this crosswalk. Program must be described for review and approval as outlined in the Title III-A English Learners section of the [ESSA LEA Plan](#) (item 17 in WISEgrants). EL/ELP=<5	**Standards:** ● Grade Level Academic Content Standards ● English Language Development Standards: language expectations and proficiency level descriptors for interpretive and expressive language used to target and assess language proficiency across content. **Outcomes:** Academic Achievement, English Language Proficiency Development	**Title III:** TBD by submission of program description