

Language Instruction Educational Program (LIEP) and Data Element Crosswalk

Federal and state laws require schools to provide a language education program for students identified as English Learners¹. The table below provides a description of the program models along with sample teacher licensing requirements, and the coding key for required student and school data elements including WISEdata, WISEgrant End-of-Year Reports, and Coursework Completion System (CWCS), ACCESS for ELLs test data reporting, teacher licensing (1202?), Bilingual Bicultural State Aid (BLBC) and Title III compliance requirements. Decision rules for program identification should be applied consistently across data systems.

Program code	Program Type	Language Instruction Educational Program (LIEP) ¹	Program Model definition (business)	Teacher Licensing Requirements for teaching program.	Programming Requirements	EdFacts reporting	WISEdata Reporting ELP Code 1-7 Program Type Language Code ⁴	BLBC ² Eligible Y=Yes N=No Q= Qualified Yes	Individualized Language Plan of Service (POS) required ³ O = Optional Y = Yes
<p>Bilingual Programs</p> <p>LIEP program models must meet federal Title III and Lau Education Program requirements for students classified as English Learners (ELs).</p>									
1	Language Instruction Education Program - Bilingual Program	Dual language Immersion (a.k.a. Two-way Bilingual or Two-way Immersion) (DLI)	To develop strong skills and proficiency in English and students' first language referred to as the partner language. About half of program participants are native speakers of English and half are English learners from the same language group. Instruction takes place in both languages, (For examples in a "90/10" model instruction begins 90% in non-English, 10% English and gradually transitions to 50/50; or in a "50/50": 50% non-English, 50% English for all students from the start.) <i>Available pre-K through HS. Includes language and content classes in English and partner language and for both core and noncore classes.</i> <i>Audience:</i> Sizable group of ELLs who speak the same language and are in the same grade.	Supplemental –Bilingual/bicultural Education (023) Bilingually certified teacher teaches partner-language content in the partner language and partner Language Arts. Sheltered instruction co-taught or taught by ESL w/ EC-A English as a Second Language (395) license. Content taught by teachers with licenses in the subject area. E.g. Math 400 or Regular education (777).	Programs may extend beyond elementary grades. Content areas may be split between languages. For example, Math and Science are taught in partner language, Social Studies, Art, Physical Education are taught in English. Curriculum available in both languages. Language Arts is taught in both English and the partner language.	Dual Language	EL/ELP = 1-7 can participate in program. T3 Served=T for only for students with EL/ELP code =1-5.	Yes	Language POS optional
2	Language Instruction Education Program - Bilingual Program	Developmental or Late-Transitional Bilingual Program (DBE or TBE)	To develop academic proficiency in English and students' first or native language. Developmental programs generally place equal emphasis on developing and maintaining students' primary language and developing English proficiency. Some instruction provided in the primary language. Program Composition: Students are EL and from the same language background.	Supplemental –Bilingual/bicultural Education (023) Bilingually certified teacher teaches partner-language content in the partner language and Language Arts in that content area. Content licensed teacher teaches English. Sheltered instruction co-taught or taught by ESL w/ EC-A English as a Second Language (395) license. For BLBC, if the Partner language is a language other than Spanish, partner language classes may be taught by ESL teacher and a bilingual paraprofessional ⁵ proficient in the partner language.	BLBC requires Bilingual-licensed teacher (023) for classes taught in partner language if partner language is Spanish. Evidence of staffing and curriculum in English and partner language. May be referred to as Late-Exit Bilingual or Late-Exit transitional. Pull-out in cases where students are EL only for content or language learning either in English or the partner language.	Transitional Bilingual	LEP=1-5 T3 Served = T	Yes	Language POS optional = O

3	Language Instruction Education Program - Bilingual Program	Transitional Bilingual Education (TBE)	<p>To develop English fluency and support learning of academic core content. Teachers may teach some in primary language literacy and explain concepts in students' primary language. Goal is primarily English language development but students gain basic or preliminary knowledge in native language. Students may use primary language even when instructed in English.</p> <p>Program Composition: Students are EL and from same language background. Program more commonly used as an early-grade developmental program, a Newcomer program, or within smaller-incident districts with fluctuating EL population of the same language group.</p> <p>Audience: More common in early grades with DLL; may also serve as a Newcomer program when no stand-alone Newcomer program is available; or within smaller-incident districts with fluctuating EL population of the same language group.</p>	<p>Supplemental –Bilingual/bicultural Education (023)</p> <p>Bilingually certified teacher teaches partner-language content in the partner language and Language Arts in that content area.</p>	<p>BLBC requires Bilingual licensed teacher for classes taught in partner language if partner language is Spanish.</p> <p>Bilingual paraprofessional and/or ELS teacher may provide content class support.</p> <p>Evidence of curriculum in partner language must be evident.</p>	Developmental Bilingual	LEP=1-5 T3 Served = T	Yes	Language POS required for EL/ELP=1=5
4	Language Instruction Education Program - Bilingual Program	Heritage language or Indigenous language program	<p>Language Goal: To develop the non-English language background (heritage language) in addition to English. Students with a heritage language, traditionally indigenous or native languages to Wisconsin, are taught in one-way or two-way bilingual settings.</p> <p>Class Composition: Students share the same heritage language background; Programs are one-way immersion programs.</p> <p>Audience: varies</p>	<p>EC-A + <i>License in the Subject area</i> and fluency in target language can teach their subject and world language in a full or partial immersion language school.</p> <p>For example: Math + World Languages Hmong can teach Math and Hmong in a Hmong Immersion School.</p> <p>EC-A only can teach in a world language program <i>only</i>.</p> <p>Rule for licensure: PI 34.30 (g) Foreign language and English as a second language PI 34.27 EC/ECMC; PI 34.28 MCEA; PI 34.29 EAA; PI 34.30 ECA</p>	<p>Students may or may not be proficient in the heritage language. That is, the students may be fluent and the program is a developmental or maintenance program (e.g., Spanish for Spanish speakers), or the language is being renewed/reclaimed in the community (e.g., Native American language revitalization programs <i>where the language is not used by all in a community</i>). <i>The target language is the primary language of content instruction and/or language arts instruction.</i></p>	Heritage Language	<p>For EL/LEP=1-5 T3 Served = T only if heritage language is students' L1 (rare)</p> <p>T3= N if ELs if heritage language is taught as a foreign language or foreign language immersion for EL/LEP = 1-5</p>	<p>Qualifying yes = (Q)</p> <p>Eligible for BLBC if there is evidence of teaching and curriculum support in partner language.</p>	Language POS required for EL/ELP=1=5
		ESL/Bilingual	Qualifying program models must meet federal Title III and Lau Education Program requirements for students classified as English Learners (ELs).						

5	Language Instruction Education Program - ESL/Bilingual	Content-Based ESL a.k.a. co-teaching or Sheltered Instruction with Native Language Support; push-in or pullout model.	<p><i>Language Goal:</i> To develop English fluency and support learning of academic core content. English acquired through the academic content support. Support may be provided either inside or outside the classroom. First or native language support is provided for comprehension purposes only.</p> <p><i>Class Composition:</i> EL are from the same or diverse language background.</p> <p><i>Audience:</i> Schools with low incident EL population of a same language group; or high incident districts with significant numbers of ELs in diverse language groups.</p>	EC-A English as a Second Language (395)	<p>BLBC requires Bilingual licensed teacher (023) for classes taught in partner language if partner language is Spanish. To be BLBC eligible, content support must be provided in partner language. Curriculum in partner language must be evident.</p> <p>Bilingual paraprofessional and/or ESL teacher may provide content class support.</p>	Sheltered Instruction	EL/LEP=1-5 T3 Served = T	Qualifying yes = (Q) Eligible for BLBC if there is evidence of teaching and curriculum support in partner language.	Language POS required for EL/ELP=1=5
		ESL Program	LIEP program models must meet federal Title III and Lau Education Program requirements for students classified as English Learners (ELs).						
6	Language Instruction Education Program -ESL Program	ESL – Sheltered Instruction. A.k.a: Structured English Immersion (SEI), Pull-out English as a Second Language (ESL) or English Language. May be used with Newcomers.	<p><i>Language Goal:</i> Acquiring English through the content.</p> <p><i>Class Composition:</i> Students are ELL and from same or diverse language background.</p>	EC-A English as a Second Language (395) ESL Paraprofessional and/or ESL teacher may provide content class support.	<p>Evidence that curriculum is aligned the CCRS required.</p> <p>Paraprofessional and Teacher’s Aides coded as ESL.⁵</p>	Content-based ESL	LEP=1-5 T3 Served = T T3= S only when school provides services but does not receive T3 funds directly or via a consortia.	No	Language POS required for EL/ELP=1=5
7	Language Instruction Education Program -ESL Program	ESL – Integrated Mainstream or Co-teaching models	<p><i>Language Goal: Acquiring English through the content.</i></p> <p><i>Class Composition: Students are ELL and from same or diverse language background.</i></p>	EC-A English as a Second Language (395) ESL Paraprofessional and/or ESL teacher may provide content class support.	<p>English language development must be taught by qualified ESL teacher.</p> <p>Evidence of Second Language Acquisition strategies must be present.</p>	Content-based ESL	LEP=1-5 T3 Served = T If support and training provided via consortia.	No	Language POS required for EL/ELP=1=5.
8	Language Instruction Education Program - ESL Program	No EL program available.	<p><i>Language Goal:</i> Acquiring English through the content.</p> <p><i>Class Composition:</i> English speaking students with only a few English learners present.</p>	Low-incident districts that do not meet the student threshold numbers for offering a BLBC program are required to offer EL services. All districts must of an EL plan. However, Language and academic support may vary.	<p>English language development must be taught by qualified ESL teacher.</p> <p>Evidence of Second Language Acquisition strategies must be present.</p> <p><i>RTI/MLSS system of support may be used.</i></p>	NA	LEP=1-5 T3 Served = T If support and training provided via consortia.	No	Language POS required for EL/ELP=1=5.
9	Language Instruction Education Program - ESL/Bilingual	Newcomer- ESL	<p><i>Language Goal:</i> To streamline or target English language development services for ELs new to country or with formal interrupted education. Instruction provided in English only.</p> <p><i>Class Composition:</i> ELs of same or different language</p>	Students with large number of newcomers including EL-immigrants and refugees of same or different language groups; or targets support for low incident populations new to country.	English language development must be taught by qualified ESL teacher.	Content-based ESL	LEP= 1 and 2 only. Student in district <1 calendar year. T3 Served=T.	No	Language Plan required=Y

			backgrounds in grades 2 or above who are new to country one year or less.						
10	Language Instruction Education Program - ESL/Bilingual	Newcomer-Bilingual.	Language Goal: To streamline or target English language development services for ELs new to country or with formal interrupted education. Native language used in instruction. Composition: ELs of same or different language backgrounds in grades 2 or above who are new to country one year or less.	Students with large number of newcomers including EL-immigrants and refugees of same or language group.	English language development must be taught by either qualified bilingual teacher if native language is Spanish; or by ESL teacher and Bilingual paraprofessional together with ESL teacher if native language is a language other than English or Spanish.	Transitional Bilingual	LEP= 1 and 2 only. Student in district <1 calendar year. T3 Served=T.	Yes	Language Plan Required =Y
11	Language Instruction Education Program - ESL/Bilingual	Integrated EL-Special Education	<i>Language Goal:</i> To streamline or target language support services for ELs with disabilities. ELs with disabilities receive targeted language instruction within a Special Education Service model. Services identified with the support of a licensed ESL or Bilingual teacher in conjunction with the Individualized Educational Plan (IEP) process. Student is not otherwise supported via program models describe in Models 1-7. <i>Class Composition</i> EL with disabilities, must have EP and non-ELs with disabilities.	ELs with disabilities in bilingual and non-bilingual settings.	BLBC requires Bilingual licensed teacher (023) for classes taught in partner language if partner language is Spanish.	Specially designed academic instruction delivered in English (SDAIE) OR Other. Other if Specially designed academic instruction delivered in Partner language (bilingual).	ELP= 1-5 T3 Served=T.	Qualifying yes = (Q) Eligible for BLBC if there is evidence of teaching and curriculum support in partner language; or whole school is Bilingual	POS = Yes IEP= Yes
	Foreign Language Programming Descriptions	May be used for individual data collection only, not an ESL/Bilingual program model description to meet LIEP compliance requirements for effectively serving ELs							
	World Language Immersion	World Language Immersion	One-way immersion programs that enroll primarily native English speakers who are learning a world language. The goal of these programs is for students to become bilingual.	EC-A World Language License French; German; Spanish; Russian; Mandarin Chinese; and Other World Languages; Fluent in the Target Language EC-A + License in the Subject area can teach their subject and world language in a full or partial immersion language school. EC-A only can teach in a world language program only. Administrative Rule for licensure: PI 34.30 (g) Foreign language and English as a second language PI	EC-A Licensed teacher required in language of instruction.	NA	NA	NA	NA

				34.27 EC/ECMC; PI 34.28 MCEA; PI 34.29 EAA; PI 34.30 ECA					
		NA	NA	NA	NA		T3 Served if the school received Title III support directly or Via a consortia.	No	Language POS <u>not</u> required. Students who refuse services should have a completed refusal of service recorded in the student's cumulative file.

¹Language 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) Makes instructional use of both English and a student’s native language to enable the student 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.
(ESEA Section 3201(7))

²Language Plan of Service (Language POS). Names may vary (e.g., “all individualized Language Education Plan” or “Language Plan”). When services to a student are embedded in the course of study such as a dual language immersion program, a separate stand-alone language plan of services is not required but optional. Federal and state laws require districts to identify and document how ELs are served, parent notification and record of student’s linguistic supports and accommodations on assessments in student's’ file. Language POS’s are not IEPs. ELs with disabilities not served via Bilingual program or dual language immersion program must have both Language POS and an IEP.

English Learner/Limited English Proficient (ELL/LEP) codes are defined in PI 13.08 Wis. Admin Code. Students with an EL/LEP designation of 1-5 are considered English Learners (previously classified as Limited English Proficient (LEP). The terminology is changing to align with new federal definition within the Every Student Succeeds Act (ESSA). The ed-fi API field is Limited English Proficiency and is required for all students. For student is grade levels 5K to 12, the value reported is expected to correspond to the results from most recent administration of the ACCESS for ELLs exam or WIDA screener. EL codes based on ACCESS data only applies to grades K-12. The ELP code is based on ACCESS test data. An ACCESS for ELLs score is truncated e.g. an Overall Composite score on the ACCESS for ELLs = and ELP Code of 4.

- 1 = EL/LEP Beginning Preproduction. (WIDA label: Entering)
- 2 = EL/LEP Beginning Production. (WIDA label: Beginning)
- 3 = EL/LEP Intermediate. (WIDA label: Developing)
- 4 = EL/LEP Advanced Intermediate. (WIDA label: Expanding)
- 5 = EL/LEP Advanced. (WIDA label: Bridging)
- 6 = Formerly EL/LEP, now fully English proficient
- 7 = Fully English proficient, never ELL/LEP

Developmental programs: generally place equal emphasis on developing and maintaining students’ primary language and academic English proficiency.
Transitional programs: generally place less emphasis on developing students’ first language and more emphasis on the first language as a bridge to English language development.

ESL/Bilingual/World Language Teacher Licensing
ESL (395) license allows the license holder to teach the English language to English Language Learners while supporting core academic subject instruction provided by the classroom teacher at the grade or developmental level specified on the license. . ESL teachers may instruct Sheltered English instruction or Content-based English as a Second Language (ESL), Structured English Immersion (SEI), Pull-out English as a Second Language (ESL) or English Language Development (ELD), Push-in ESL program
Bilingual Education (023) is a supplemental license allowing teachers to teach subjects for which they hold licenses for in two languages.

- Examples:**
- A teacher who holds a Mathematics (400) license for Early Adolescence – Adolescence (73) with Bilingual License can teach Mathematics in two languages to children ages 10-21.
 - A teacher who holds a Regular Education (777) license for Middle Childhood – Early Adolescence (72) with Bilingual License can teach core academic subject areas covered by the regular education license (Mathematics, Social Studies, Language Arts, and Science) in two languages to children ages 6-12.

World Language License: French; German; Spanish; Russian; Mandarin Chinese; and Other World Languages; and License in the Subject are.
PI 34.30 (g) Foreign language and English as a second language PI 34.27 EC/ECMC; PI 34.28 MCEA; PI 34.29 EAA; PI 34.30 ECA

Title III Data Elements
“EL Served” indicates if a student who is an English Language Learner (i.e., EL/LEP code 1-5) is served in English language instruction educational programs designed for English Learners (ELs) and if the program is funded by Title III. Districts receive Title III funds directly or are funded by joining a Title III consortium. Typical ELs (English Language Proficiency code 1-5) in these Title III receiving districts are served in English Language Instructional programs: stand-alone, inclusion, or through a combination of language supports. “ELL Served” is used for accountability and reporting to the U.S. Department of Education. Data about participation in English language instruction educational programs and the funding source of those programs (Title III or not) must be disaggregated by whether or not students met accountability measures and for disability, language group, grade level placement, and race/ethnicity. “ELL Served” is used in Pre-ID files for the DPI-approved English language proficiency test (i.e., ACCESS for ELLs). If a district receives an allocation under section 3114(a)-(c) of Title III directly or through a Title III funded consortium, then “ELL Served” should be “T” for all or most English Language Learners enrolled in the district based on eligibility and need. Students with English Language Proficiency code 1-5 as determined by a DPI-approved English language proficiency test, ACCESS for ELLs, generate an allocation and are eligible to receive services under section 3114(a)-(c) of Title III.

- ³Bilingual/ESL Coursework Completion System (CWCS)## descriptors
B= Bilingual: A course of study designed specifically for students whose native language is not English, and delivered primarily in the native language of the students.
E=English as a Second Language (ESL): A course of study designed specifically for students whose native language is not English.
T=Two-Way Immersion: A course of study that is delivered in English and/or the target language as part of a two-way immersion program.
NA= Not Applicable: The course is not designed specifically for students whose native language is not English, nor is it part of a two-way immersion program.

⁴Language Codes

Students identified as EL codes 1-6 must have a language other than English identified as language code. Only exceptions can be ELs born out of country whose country of origin's national language is an English spoken that is significantly different from American English. E.g. students from Liberia. (*See Business rules below*). <http://dpi.wi.gov/cst/data-collections/student/ises/data-collection/cd-ye-child-count-data-elements/native-language>.

⁵Paraprofessional descriptors specific to ESL

A) Bilingual Aide: Bilingual Teacher's Aide works with LEP pupils/English learners (EL) in their target language within an instructional setting.

B) Bilingual Paraprofessional or Assistant works with LEP pupils/English learners (EL) within their target language in a non-instructional setting such as recess, studyhall, or as a liaison interpreting between other educational staff, students, and their families within a general educational setting.

C) EL Teacher's Aide Monolingual English-Speaking Aide or Bilingual Teacher's Aide works with LEP pupils/English learners (EL) outside of their target language within an instructional setting.

D) EL Paraprofessional or Assistant works with monolingual English-Speaking Paraprofessional or Assistant works with LEP pupils/English learners (EL) outside of their target language in a non-instructional setting such as recess, study hall, or as a liaison interpreting between other educational staff, students and their families within a general educational setting. Note: Qualifications and descriptions under Title III and BLBC may vary from job descriptions or qualifications under Title I

Legal requirements

Legal Requirements for serving ELs at <http://dpi.wi.gov/english-learners/legal-requirements>

BLBC state statute <http://docs.legis.wisconsin.gov/statutes/statutes/115/VII/95>

Glossary of Terms

**Language instruction educational program* (LIEP) means an instruction course – (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 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 as a second language. (Section 3301(8) of ESEA).

L1=primary language, first or native language; L2=second language (usually English); EL=English Learner (other terminology English Language Learner (ELL); ELD=English language development; ESL=English as a second language; Dual Language Learners (DLL). Partner language= language other than English used in instruction, the term target language may also be used.

Business Rules

For WISE data reporting, district should be able to program ONLY one (1) program model per student per required data element. For situations where the student is served in multiple program models, districts should code students by where they spend most of their time and by the highest level of service. *Can districts receive an error message if otherwise?*

Students should be evaluated annually to determine the program model that most accurately reflect the services provided

All students coded 1-5 must have a program model designation for grades 5K-12.

Grades younger than 5K program model designation is optional; however, to be eligible for BLBC in grades younger than 5k, program staffing needs to be identified.

Students not yet identified as "EL" may participated in pre-K or 4K DLI or Bilingual Bicultural Programs. For eligibility in participation as an EL, a Home Language Survey (HLS) must provide evidence that at Language other than English is regularly spoken in the home.

Students identified as EL codes 1-6 must have a language other than English identified as language code. For business rules, district should see an error message if data element is left blank for students in grades 5K-12. Only exceptions can be. ELs who born out of country whose country of origin's national language is an English spoken that is significantly different from American English. E.g. students from Liberia. (*Not sure if this is programmable; however, a sample can be provided to districts and SIS vendors.*)

Sources

Types of Instructional Program Models, Linqanti, Robert http://www.inet-migrant.org/instructional/2013/West_Ed_models1.pdf

ACCESS for ELLs Language Instruction Education Program Descriptions www.WIDA.us

What Can I Teach with my License Guidance = ESL, Bilingual/bicultural, and World Languages <http://dpi.wi.gov/sites/default/files/imce/tepd/pdf/Language-Instruction-Guidance.pdf>

Course Work Completion System (CWSC) [https://dpi.wi.gov/sites/default/files/imce/wise/pdf/Inventory%20-%20Coursework%20Completion%20System%20\(CWSC\).pdf](https://dpi.wi.gov/sites/default/files/imce/wise/pdf/Inventory%20-%20Coursework%20Completion%20System%20(CWSC).pdf)

WISEdata data elements: ELL Served <http://dpi.wi.gov/wise/ell-served>

USED Newcomer Toolkit: <https://www2.ed.gov/about/offices/list/oela/newcomers-toolkit/index.html>

USED and DOJ January 7, 2015, Dear Colleague Letter <https://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf>