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## *Language Instruction Educational Programs (LIEPs)*

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### **Background**

Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities ACT (EEOA) establish that all States and LEAs must ensure that English learners (ELs) can participate meaningfully and equally in educational programs and services. Essential obligations related to language assistance services include:

- Providing EL students with an effective language instruction educational program (LIEP);
- Monitoring and evaluating EL students in LIEPs to ensure their progress with respect to acquiring English proficiency; and
- Exiting EL students from LIEPs when they are proficient in English.

ESEA as amended by ESSA establishes the expectation that ELs receive effective LIEPs that meet the needs of ELs and demonstrates success in increasing English language proficiency and student academic achievement.

West Virginia Board of Education (WVBE) Policy 2417, Regulations and English Language Proficiency Standards for English Learners, regulates that counties use the state's ELP standards as a framework for providing an effective LIEP.

This document provides guidance that LEAs should consider when developing effective LIEP services for ELs.

### ***Criteria***

1. Neither the U.S. Department of Education nor the West Virginia Department of Education prescribes a specific program model for the LIEP. ESEA amended as ESSA and WVBE Policy 2417 only stipulate that the LEA must provide effective LIEPs that meet the needs of ELs and demonstrate success in increasing English language proficiency and student academic achievement. Non-regulatory guidance from the U.S. Department of Education suggests that an effective LIEP is consistent with the following:
  - Driven by data on the personalized needs of ELs, including subgroups, and performance data as part of continuous improvement;
  - Aligned with local needs identified through timely and meaningful consultation with a broad range of stakeholders and examination of relevant data;
  - Based on research on what instructional approaches are proven effective for promoting English language proficiency and high academic achievement;
  - Accompanied by a robust plan for implementation that may include a logic model or theory of action with measurable goals, outlined responsibilities, and implementation timelines;

- Examined through performance monitoring and evaluation in order to make changes to improve LIEP implementation and effectiveness; and
- Included as part of a systemic approach to serving ELs, based on a state’s English language proficiency standards and its academic content standards.

### ***Program Models***

2. Neither the U.S. Department of Education nor the West Virginia Department of Education recommends a specific program of instruction or instructional materials as related to providing a LIEP to ELs. The LEA has flexibility in choosing the appropriate EL services to provide as long as they are deemed effective and meet civil rights obligations. In addition to utilizing the criteria mentioned above, a LEA must consider specific and personalized characteristics of a student during the program selection process. Key elements to utilize during the determination of service process include the following individualized student characteristics:
  - English proficiency level
  - Grade level
  - Educational background (e.g. student with interrupted formal education, recently-arrived)
  - Exceptionalities or other related coordinated services
  - Native language literacy level
  - Out-of-school support structures
  - a. The U.S. Department of Education has classified some common EL programs. A list and description of those that have been utilized in West Virginia is provided below:
    1. ***English as a Second language (ESL) or English Language Development (ELD):*** English is the primary language of instruction. The program approach is designed to teach ELs explicitly about the English language, including the academic vocabulary needed to access content instruction, and to develop proficiency in the four language domains of speaking, listening, reading, and writing. The services can be provided in a **Push-in** or **Pull-out** instructional environment.
    2. ***Sheltered English Instruction:*** English is the primary language of instruction. The instructional approach is designed to make academic instruction in English understandable to ELs. This approach differs from ESL in that English is not taught as the focus of learning. Rather, content knowledge and skills are the goals and are supported through simplified language, physical activities, visual aids, and academic content vocabulary.

### ***Program Supports***

3. In establishing appropriate LIEP services, a LEA will need to secure adequate resources and other supports to ensure that programs remain effective. The U.S. Department of Education identifies some specific considerations regarding resource allocation and existing structures to support the implementation of effective LIEPs. LEAs might consider the following components:
  - Qualifications of the staff to implement the chosen program.
  - Adequate staff/student ratio for providing services.
  - Alignment of the program instruction to the ELP standards and grade-level standards.

- Ongoing professional learning opportunities enhance program outcomes.
- Instructional resources and materials that appropriately scaffold learning.
- Instructional setting or environment conducive to supporting the LIEP outcomes.
- Parent and family engagement connections