SEA Title III and ED*Facts* Community of Practice (COP) Series Session 2: Language Instruction Educational Programs in States

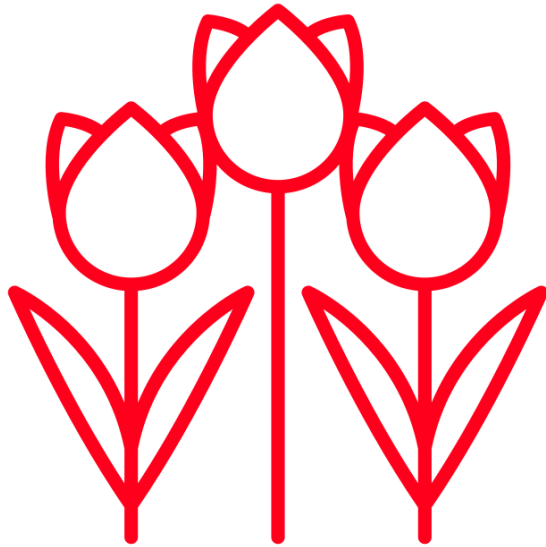**Office of Elementary and Secondary Education**

Virtual | March 20, 2023

Welcome!

Happy First Day of Spring

- As you log in, in the chat box:

- Please enter your name

- where you work, and

- tell us what you are looking forward to about Spring

Virtual Meeting Recording Notice

- The American Institutes for Research® (AIR®) allows for the recording of audio, visuals, participants, and other information sent, verbalized, or utilized during business related meetings. By joining a meeting, you automatically consent to such recordings. Any participant who prefers to participate via audio only should disable their video camera so only their audio will be captured. Video and/or audio recordings of any AIR session shall not be transmitted to an external third party without the permission of AIR.

- During this webinar, you will be provided with links to different poll questions.

Agenda

- Recap of Community of Practice (COP) 1

- Review of resources shared by states on LIEPs and reporting guidance

- Two Program Models as Case Studies for CSPR/ED*Facts* Reporting

- Small group activity focused on transitional bilingual education reporting

- Reflection and Closing

Community of Practice Facilitators

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OESE Key Staff for Title III

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  Group Leader, TLSP

- **Leticia Braga**
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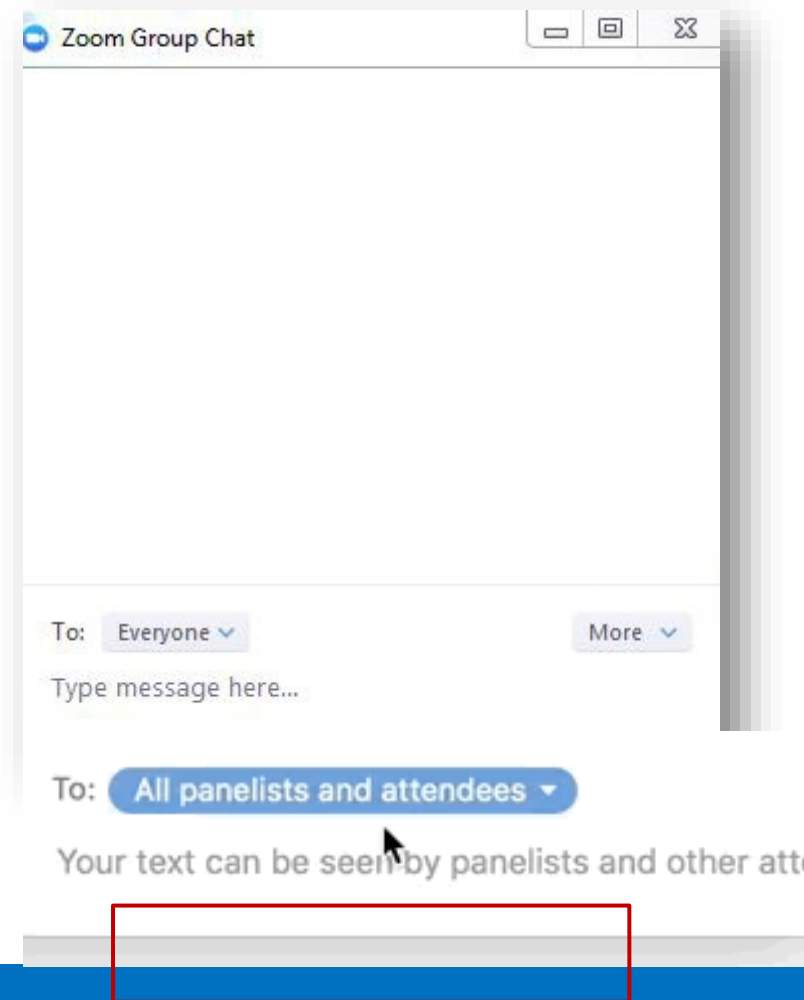 *Group Leader, OESE Data Team*

COP Assistance and Chat Functions

Technical Issues?

For technical assistance during the COP, please send a direct message to **Deirdre Magnan**.

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

Purpose of Today's Session

Session Two: Instruction Educational Programs (LIEPs) in States—Problem of Practice

- Focus on two LIEP case studies to understand implementation and reporting in states, including challenges

- Hear from two states on how they implement and report sheltered instruction

- Discuss reporting of transitional bilingual education (TBE)

- Share resources with peers on LIEPs and how they relate to reporting

Pre-Meeting Activity: Sharing LIEP Resources

Resources used for Title III Data Reporting

States will share resources that they use around LIEPs and related guidance to inform reporting. These resources will be shared with CoP participants during our March 20, 2023, CoP meeting.

Disclaimer: Resources shared are not necessarily ED endorsed

State	Resource Name	Resource Link	How does this resource relate to CSPR or EDFacts?
Example	REL Northwest (2018): The Right Fit: Selecting an English Learning Program for Your Students	https://ies.ed.gov/ncee/rel/regions/northwest/pdf/relnw-072518.pdf	This resource provides definitions and goals of different LIEP models.

- We asked you to share resources that you use or share with your local education agencies (LEAs) related to LIEPs and/or guidance related to reporting.

- Why do you like this resource or find it useful?

AIR or the Department of Education is not endorsing the resources shared. This exercise is meant as an informal sharing opportunity.

Recap of Session One: 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.

- Reviewed resources on common definitions on LIEP types

- Discussed goals, definitions, and descriptions of transitional bilingual, dual language or two-way immersion, ESL or ELD, content classes with integrated ELD support, newcomer programs, sheltered instruction, and bilingual 'late exit'

- Discussed what programs some states report in the 'other' category.

- Discussed on Padlet

Two LIEP Program Models as Case Studies

Hearing From Your Peers

Kentucky

Windy Newton Spalding

Data Manager,
Office of Continuous
Improvement,
Kentucky Department of
Education

Brandy Neal

Program Consultant,
English Learners, Migrant &
Neglected Students Branch,
Kentucky Department of
Education

Indiana

Adam Pitt

Assistant Director of English
Learners and Migrant
Education,
Indiana Department of
Education

Sheltered Instruction: State Share Out

What does sheltered instruction typically look like in your state?

What percentage of LIEP programs are you reporting as sheltered instruction?

What have been some challenges of reporting sheltered instruction in your state?

Poll: Sheltered Instruction

Sheltered Instruction Review

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.

Activity: Reporting on Sheltered Instruction

Title III COP 2: LIEPs in States Act. 1
Reporting on Sheltered Instruction

What LIEP category have you reported sheltered instruction for your state?

Do you have reporting challenges related to reporting sheltered instruction?

Have conversations in COP 1 or 2 made you think differently about reporting sheltered instruction? If so, how?

Instructions

- Go to Padlet.

- What LIEP category have you reported as sheltered instruction for your state?

- Do you have reporting challenges related to reporting sheltered instruction?

- Have conversations in COP 1 or 2 made you think differently about reporting sheltered instruction? If so, how?

Transitional Bilingual Education (TBE) Review

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" Also known as early-exit or late-exit bilingual programs	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.

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

Small Group Activity

- In small groups introduce yourself, turn your camera on if possible, and participate in the Padlet activity on transitional bilingual education (TBE)

- Padlet:
  o What LIEP category have you reported as TBE for your state?
  o Do you have reporting challenges related to reporting TBE?
  o What have you heard in COP 1 or 2 that makes you think differently about reporting TBE? If so, how?
  o If you don't have TBE in your state, what other program is most common in your state? Do you encounter reporting challenges with this program?
  o Other thoughts?

Small Group Highlights

What questions/issues emerged from your discussion?

Wrap-Up

Reminders

Topic	Timeline
Session One: Overview of Language Instruction Educational Programs (LIEPs) Discuss LIEP models and reporting categories.	February 6, 2023 1:30–3:00 ET (completed)
Session Two: LIEPs in States—Problem of Practice Discuss LIEP implementation in states and how this impacts reporting, including challenges.	March 20, 2023 2:30–4:00 ET (completed)
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?	May 3, 2023 3:00–4:30 ET
Session Four: Data Analysis Discuss how to use the data reported on LIEPs to inform programming.	June 14, 2023 11:30–1:00 ET

Preparing for COP 3: Data Improvements and Infrastructure Related to LIEPs

Please fill out the form to let us know about professional development activities, data updates, infrastructure, or other changes your state has made or is considering to improve CSPR/ED*Facts* data quality.

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 ED*Facts* 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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