

Language Instruction Education Program (LIEP) Codes

Required for all students identified as EL Status = Y (Including those with a waived services date as parents may waive part of services or all of services. There is a code for waived services.)

English Learner Students must have an ELD Program Code and an Access to Core Content Code

Cycles 2-7 added to the rpt330 and rpt430

Below is a chart of the program model codes used to describe the specific ELD program for each EL. These codes explain the types of programs provided to assist the student in acquiring the English language.

English Language Development Programs	
ELD Program Code Valid Values	Description
ELD-PI	ELD Push-in EL teachers or EL Instructional Assistants assisting the classroom teacher in providing English language development to English learners in the classroom helping ELs with comprehension, participation, and completion of classroom assignments. Instructional Assistants need to be under direct supervision of a certified teacher.
ELD-PO	ELD Pull-out ELs spend part of the day in a mainstream classroom, and are “pulled out” for a portion of the day to receive ELD instruction. Instruction provided by EL teachers or EL Instructional Assistants working under the direct supervision of a certified teacher. The program targets specific English skills that are preventing students from fully participating in the mainstream classroom . EL students of similar proficiency and/or similar grade level are grouped for instruction. This approach is more common in elementary school settings.
ELD-EM	ELD Embedded —ELs receive their ELD instruction during a mainstream content class by teachers embedding instruction in English language development.
ELD-CP	ELD Class Period ELs receive their ELD instruction during a regular class period and also receive course credit for the class. This approach is more common in middle schools and high schools.
ELD-NP	Newcomer Program – ELD Separate, relatively self-contained educational interventions designed to meet the academic and transitional needs of newly arrived immigrants. Typically, students attend these programs on a short-term basis (usually no more than two years) before they enter more traditional programs (e.g., English language development and/or Sheltered Instruction courses or programs). ELs receive their ELD in this program.
ELD-DS	Declined Services and not participating in an ELD program NOTE: Used only for students whose parents have declined the ELD program services.

Below are the program model codes used to describe the specific manner in which English Learner students are provided meaningful access to the core content.

Access to Core Content Program Models	
Access to Core Content Program Codes Valid Values	Description
CCP-SI	Sheltered Instruction Teacher provides instruction that simultaneously introduces both language and content, using specialized techniques to accommodate ELs’ linguistic needs. Instruction focuses on the teaching of academic content rather than the English language itself, even though the acquisition of English may be one of the instructional goals. Some examples of sheltered instruction models may include SIOP, GLAD, SDAIE, and CM. Classes using a Sheltered Instruction approach can be designed exclusively for ELs or for a mixture of ELs and non-ELs.
CCP-CC	Content Classes with integrated EL support This approach has content knowledge as the goal; teachers provide appropriate linguistic accommodations/supports so that English Learners may access the content.
CCP-NP	Newcomer Program – Core Content instruction Separate, relatively self-contained instructional program designed to meet the academic and transitional needs of newly arrived immigrants. Typically, students attend these programs on a short-term basis (usually no more than two years) before they enter more traditional programs (e.g., English language development and/or Sheltered Instruction courses or programs). ELs receive their core content instruction in this program. These programs enroll ELs exclusively.
CCP-DS	Declined services and not participating in an access to core content program. NOTE: Used only for students whose parents/guardians have declined the access to core content program services.

Other evidence-based, researched services models can be used as determined effective at district discretion; however, one of the codes in the charts above must be used in the EL data collection.