**Language Instruction Educational Program (LIEP) Services**

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| **Please verify that your PSU is a Title III Subgrantee (based on your PRC 104 allotment or consortium membership) before completing this form. You may determine this by searching for your PSU information in the** [**public estimated (planning) allotment site**](http://apps.schools.nc.gov/ords/f?p=144:163::::::)**. Select the year you need (i.e. 2023-2024) from the drop-down menu, look for PRC 104 and then if the allotment that is listed is below $10,000, then you’re a non-subgrantee and if it is above, then you are a subgrantee.** |

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| **PSU Name:** | **Email:** |  |
| **PSU Number:** | **Contact Name:** | **Phone:** |

***Please complete both sections of this document:***

* ***section I BASIC Program and***
* ***section II Title III (PRC 104) Supplemental***

### I. BASIC Program:

*"Under Title VI of the Civil Rights Act of 1964 (Title VI) and the Equal Educational Opportunities Act of 1974 (EEOA), public schools must ensure that EL students can participate meaningfully and equally in educational programs. EL programs must be reasonably calculated to enable EL students to attain English proficiency and meaningful participation in the standard educational program comparable to their never-EL peers.”*[Providing English Learners Equal Access to Curricular and Extracurricular Programs, EL Toolkit, Chapter 4.](https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap4.pdf)

Using the constructs below, create an LIEP continuum rubric of services (Basic and Supplemental) for your LEA/Charter. Consider the ***Context*** in which services are provided in the LEA/Charter, the ***Criteria***for determining the category of service, and the actual ***Menu/List of Services*** that correspond to each category of service from the sample list below. Specify how you are providing LIEP services for EL/AIG and EL/EC students.

The frequency and services may vary from district to district and school to school based on EL population, resources, and schedules. Students can be served by many educational professionals through a variety of services in collaboration with ESL staff.

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| **1 Context/Resources** | | |
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| **2 Criteria to determine the category in which each EL is “placed”**  *NCDPI recommends the utilization of multiple data sources and data reflective practices* | | |
| **Comprehensive - Entering/ Emerging** | **Supportive - Developing** | **Transitional - Expanding** |
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| **3 Menu of Services** (include frequency **and** length of time of services provided: i.e daily, 2x, 3x, 4x week, and 30, 45, 60 or 90 minutes, also provide this information for applicable grade levels, i.e. elementary, middle, high, K-8, 6-12 etc..) | | |
| **Comprehensive Language Services** | **Supportive Language Services** | **Transitional Language Services** |
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The U.S. Department of Education’s (ED) Student Achievement and School Accountability Programs (SASA) office, Title III State Consolidated Grant Group monitored the North Carolina Department of Public Instruction (NCDPI) the week of October 24-27, 2011. This was a comprehensive review of NCDPI’s administration of Title III, Part A, authorized by the Elementary and Secondary Education Act of 1965 (ESEA), as amended. As a result of this monitoring visit, NCDPI is collecting each PSU’s Language Instruction Educational Program (LIEP) information.

\*Title III PRC 104 Subgrantees will upload the LIEP to the NCCCIP as part of the Title III PRC 104 Application under ‘Related Documents’; consortium Fiscal Agents will upload each member’s LIEP. Non-Title III Subgrantees will submit based on instructions that can be found on the [EL Program Compliance](https://www.dpi.nc.gov/districts-schools/classroom-resources/academic-standards/standard-course-study/english-language-development/el-program-compliance) page.

### II. Title III (PRC 104) Supplemental

**ESSA: Title III: Programs and Activities (SEC. 3115(c)(1)(A) & (B) and SEC. 3116(b)(1))**

*(How will you use your Title III PRC 104 funds to* ***supplement*** *your BASIC program LIEP, in section I above?)*

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