Language Instruction Educational Programs

Transitional Bilingual Education/Early Exit Programs

Objectives

Participants will be able to:

- Identify the characteristics of strong transitional bilingual education/early exit education programs
- Determine staffing and professional learning needs to operate transitional bilingual education/early exit programs
- Analyze common instructional strategies in these programs
- Identify additional resources for further learning

LIEP Overview

What Are Language Instruction Educational Programs (LIEPs) and Why Are They Important in Educating English Learners (ELs)?

What is an LIEP?

According to section 3201(7) of the Elementary and Secondary Education Act (ESEA), the term "language instruction educational program" means an instruction course

- In which an English learner is placed for the purpose of developing and attaining English proficiency, while meeting challenging State academic standards; and
- 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.

Legal LIEP Considerations

- The **Every Student Succeeds Act (ESSA) of 2015** mandates that state and local education agencies (SEAs and LEAs) provide LIEPs to ensure that ELs attain proficiency and academic achievement.
- **Title III of the ESEA** specifies federal funding and requirements for language instruction for ELs and immigrant students.
- Federal law does not prescribe a specific, single model of instruction, allowing for various LIEP approaches.

Why LIEPs Are Important

- Structured instructional approaches
- English proficiency and academic achievement
- Proficiency and literacy in English and a partner language
- Content mastery

Program Selection

- Student demographics and needs
  - Size of EL population
  - EL linguistic backgrounds
- Staffing
  - Availability of qualified staff
  - Professional development opportunities
- Capacity and resources
  - Funding
  - District size and location

Five LIEP Types

- Dual Language (Two-Way Immersion)
- **Transitional Bilingual/Early Exit (TBE)**
- Content-Based Instruction With Integrated English as a Second Language (ESL)
- ESL or English Language Development (ELD)
- Newcomer Programs

Introduction and Overview of Transitional Bilingual Education/Early Exit Programs

LIEPs That Teach ELs in English and a Partner Language

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Data on Title III-Funded TBE LIEPs

- 493,760, or 8.0%, of ELs were enrolled in Title III-funded TBE LIEPs in school year (SY) 2021–22
- 64.0% of all SEAs reported that at least one of their LEAs used Title III funds to implement a TBE LIEP in SY 2021–22
  - This is up 2.8 percentage points from SY 2020–21 and up 7.0 percentage points from SY 2017–18
- Almost 20 languages are taught in Title III-funded TBE LIEPs, with the most common languages being Spanish, Chinese, Arabic, Vietnamese, French, and Russian.

U.S. Department of Education, Office of English Language Acquisition. (2025). *The biennial report to Congress on the implementation of the Title III State Formula Grant Program, school years 2020–22.* https://ncela.ed.gov/sites/default/files/2025-04/2020-22-oela-biennial-20250314-508-1%29.pdf

TBE: Key Features

- Program serves students who all speak the **same language**, e.g., Spanish or French
- Instruction initially occurs in the students' **home language**
- English instruction **gradually increases** over time
- Goal is **transition to English-only** instruction
- Programs last from 1 to 4 years (e.g., kindergarten to third or fourth grade) (U.S Department of Education, 2012)
- Students tend to not exit the program truly bilingual (Massachusetts Department of Education, 2025; U.S. Department of Education, 2012)

Research on TBE Efficacy

- Allows for immediate access to curriculum, particularly important for newcomer students and students with limited/interrupted formal education (SLIFE) (Massachusetts Department of Elementary and Secondary Education, 2025)
- May be effective for districts that are not yet ready or able to implement a dual language immersion (DLI) program (Massachusetts Department of Elementary and Secondary Education, 2025)
- Native language support in these programs for ELs leads to similar English achievement outcomes when compared to matched groups of learners in English mainstream programs (Jepsen, 2010)
- May promote or set foundation for biliteracy/bilingualism, which confers many economic, cognitive, and social benefits (Office of English Language Acquisition, 2020; Rumbuat, 2014)
- Access to the home language can facilitate effective home-school communication and engagement among EL families (Massachusetts Department of Elementary and Secondary Education, 2025)
- Well-implemented programs that focus on language and conceptual knowledge transfer between the two languages can increase learning outcomes (Cummins, 2011; Laija-Rodríguez et al., 2006; Proctor et al., 2019; Umansky & Reardon, 2014)

TBE Design and Implementation Considerations

Promote Pathways for Bilingualism in TBE

Connect TBE and World Languages

- TBE programs can collaborate with World Language programs
  - Native speakers of the home language
  - Effective instructional strategies for language acquisition
- TBE students at the secondary level continue their growth in the home language via advanced World Languages coursework

Connect TBE and DLI

- Districts that have both TBE and DLI programs can allow students to transition to DLI programs at the end of the TBE program, or enroll in:
  - Partner-language content classes
  - Heritage language classes

Massachusetts Department of Elementary and Secondary Education. (2025). *Guidance for implementing transitional bilingual education programs.*

Design Considerations for TBE Programs

- Home language of the ELs
- Language and content ability of teachers
- Home language utilization at each grade level
  - In kindergarten, home language may be approximately 1 hour to 90% of the school day and then reduced in grades 1 and 2
  - Timing of reading instruction in the second language
  - Incorporation of English to teach core content
- Students' culture leveraged for achievement through classroom activities and materials

Why Do Some LEAs Implement TBE Programs?

- EL population is very transient
  - Provides educational continuity by maintaining instruction in students' home languages
- Large influx of ELs at the secondary level
  - Provides immediate access to core content to minimize disruptions to learning and support smooth transition into English-only instruction
- District does not yet have capacity for a DLI program
  - Allows district to still leverage home languages of ELs while ramping up capacity to supporting bilingualism/biliteracy

Staffing and Teacher Development

- Hiring and retaining staff is essential
  - SEAs can examine and adjust licensure systems, partner with teacher preparation programs, and provide consistent funding and technical assistance
  - LEAs can establish educator pathways, create “grow-your-own” programs, and build partnerships with the SEA, colleges, and universities
  - Schools can improve working conditions and educator support systems and invest in professional learning
  - Families and communities can identify and cultivate the importance of being bilingual and biliterate, serve as potential educators, support alternative pathways for bilingual educators, and provide professional growth opportunities (U.S Department of Education, 2024)

Staffing and Teacher Development Cont.

- Provision of high-quality and continuous professional learning for both educators and administrators is essential
- Topics could include:
  - Stages of second language acquisition and biliteracy development
  - Daily integration of ELD
  - Teaching reading and writing in both languages
  - Cross-linguistic transfer
  - Asset-based pedagogy
  - Instructional strategies
  - How to use assessment data from both languages
  - Productive collaboration among educators and administrators

Characteristics of Effective TBE Leadership

- Collaboration-oriented
  - Establish processes and protocols to promote staff achievement of program goals
- Advocacy-oriented
  - Work with student services, curriculum, professional learning, and HR to ensure TBE programs have access to necessary resources
  - Articulate and share a clear vision for TBE program
- Strong programmatic knowledge
  - Second language development, bilingual education theory and research, effective instructional methodologies and practices

Massachusetts Department of Elementary and Secondary Education. (2025). *Guidance for implementing transitional bilingual education programs*.

Instructional Considerations

- Comprehensible input
- Oral language development in both languages
- Metalinguistic strategies
- Foundational literacy skills aligned with Science of Reading with appropriate adjustments
- Scaffolding
- Opportunities for practice and cumulative review
- Differentiated instruction
- Explicit vocabulary instruction
- Meaning-oriented approaches to reading comprehension
- Attention to the similarities and differences across the writing systems

Reflection and Application

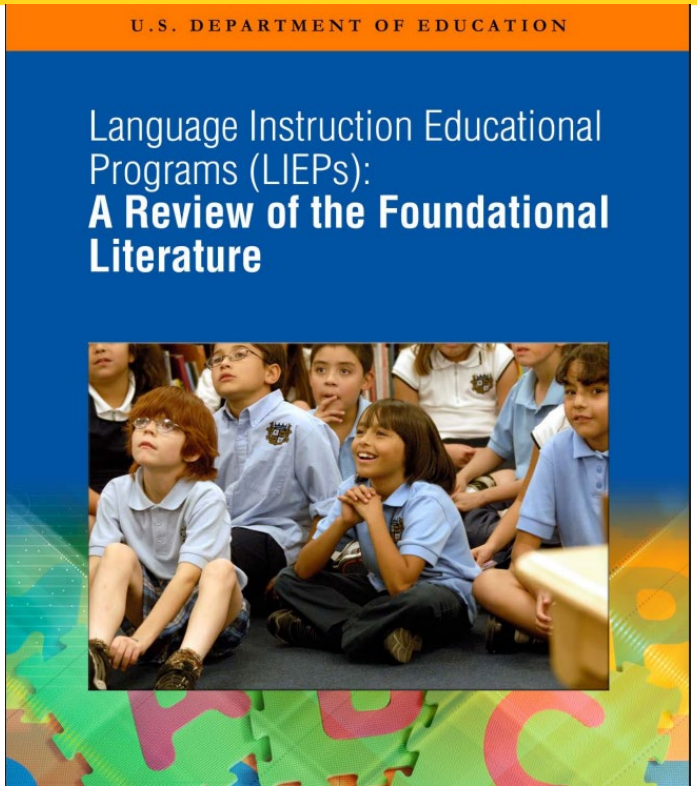
- What conditions exist in your school or district that promote the implementation of a successful TBE program for ELs?
- If you are currently implementing a TBE program, what aspects of its design and implementation are most aligned to the practices outlined in this professional learning? What changes need to be made to increase or improve this alignment?
- If you are considering implementing a TBE program, what additional information do you need to design and implement a program for your educational context?

TBE Resources

https://www.doe.mass.edu/ele/programs/tbe.html

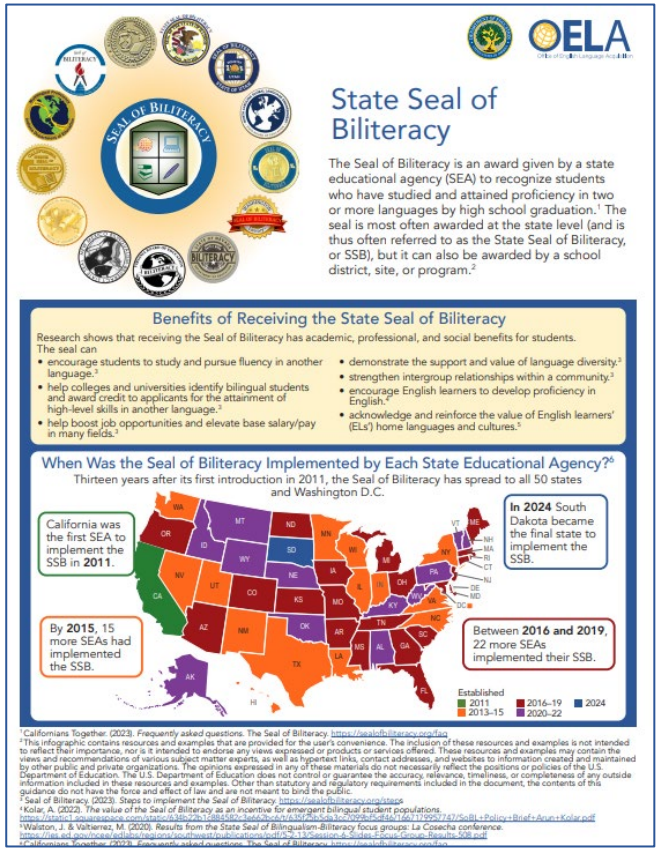
dese
Department of Elementary and Secondary Education

Guidance for Implementing Transitional Bilingual Education Programs 2025



https://www.ed.gov/sites/ed/files/rschstat/eval/title-iii/language-instruction-ed-programs-report.pdf

https://ncela.ed.gov/resources/infographic-state-seal-of-biliteracy-march-2024



LIEP Resources and Further Learning

- The Biennial Report to Congress On the Implementation of the Title III State Formula Grant Program: School Years 2020–2022
- Language Instruction Educational Programs (LIEPs): A Review of the Foundational Literature
- Non-Regulatory Guidance: English Learners and Title III of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA)
- A Matter of Design: English Learner Program Models in K-12 Education
- English Learner Toolkit
- Interactive Title III State Profiles

LIEP Resources and Further Learning Cont.

Module Quiz

- Check your knowledge of TBE LIEPs by completing the TBE Module quiz.

Certificate of Completion

You can receive a certificate of completion if you completed this module and took the quiz.

- Download the certificate of completion after passing the Module quiz

Next Steps

Complete more modules in this Learning Series!

- Introduction/Overview
- Dual Language/Two Way Immersion
- Content-Based Instruction With Integrated English as a Second language (ESL)
- ESL or English Language Development (ELD)
- Newcomer Programs

NCELA Digital Badge

- When you complete ***all six modules***, you can earn a digital badge!
- Email askncela@manhattanstrategy.com to request your digital badge

Resources

- Cummins, J. (2011). Literacy engagement: Fueling academic growth for English learners. *The Reading Teacher, 65*(2), 142–146.
- Jepsen, C. (2010). Bilingual education and English proficiency. *Education Finance and Policy, 5*(2), 200–227.
- Laija-Rodríguez, W., Ochoa, S. H., & Parker, R. (2006). The crosslinguistic role of cognitive academic language proficiency on reading growth in Spanish and English. *Bilingual Research Journal, 30*(1), 87–106.
- Proctor, C. P., Silverman, R. D., Harring, J. R., & Montecillo Francia, C. (2019). *Cross-linguistic relations among bilingual and biliterate learners: Exploring how Spanish and English phonology, orthography, morphology, and semantics relate to reading comprehension.* Contemporary Educational Psychology, 56, 84–97.
- Massachusetts Department of Elementary and Secondary Education (2025). *Guidance for implementing transitional bilingual education programs 2025*. https://www.doe.mass.edu/ele/programs/tbe.html
- Rumbaut, R. (2014). English plus: Exploring the socio-economic benefits of bilingualism in Southern California. In R. Callahan & P. Gándara (Eds.). *The bilingual advantage: Language, literacy and the US labor market* (pp.1–27). Multilingual Matters.
- Umansky, I. M., & Reardon, S. F. (2014). Reclassification patterns among Latino English learner students in bilingual, dual immersion, and English immersion classrooms. *American Educational Research Journal*, *51*(5), 879–912.
- U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service. (2012). *Language instruction educational programs (LIEPs): A review of the foundational literature.* https://www.ed.gov/sites/ed/files/rschstat/eval/title-iii/language-instruction-ed-programs-report.pdf
- U.S. Department of Education, Office of English Language Acquisition. (2020). *Benefits of multilingualism.* *https*://ncela.ed.gov/sites/default/files/legacy/files/announcements/20200805-NCELAInfographic-508.pdf

Thank You!