



2021-2022 CFSGA State English Learner Program & Title III-A

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State English Learner & Title III-A Program Coordinator



Supporting Schools and Students to Achieve
SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

May 2021



CFSGA – Getting Started



State EL & Title III-A Applications



English Learner Program/Title III



The Idaho English Learner (EL) Program and Title III assist school districts with federal and state requirements of English Language Learners (ELLs). We help districts create, implement, and maintain development programs that provide equal learning opportunities for ELLs. Our goal is to develop curricula and teaching strategies that embrace each learner's unique identity to help break down barriers that prevent ELLs from succeeding in school.

Idaho Department of Education website - <http://www.sde.idaho.gov/>

State English Learner Program / Title III-A - <https://www.sde.idaho.gov/federal-programs/el/index.html>

CFSGA Website - <http://apps.sde.idaho.gov/CFSGA/Home/Home>

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Here you will see a list of department websites for easy access to the appropriate website and the CFSGA.

CFSGA Log On



Log On: CFSGA Homepage



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Log on to the CFSGA by clicking on the log on link in the upper right corner.

CFSGA Homepage



Links

- Home
- SDE Contacts
- Reports
- Guidance, Instructions & Program Descriptions
- CFSGA Workshops
- 2020-2021**
- Change Year
- Prior year (new window)

Admin Actions

- Select District
- Manage Calendar
- District Summary
- Reports

Beta

At A Glance More Info

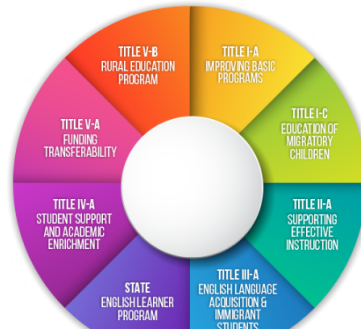
Consolidated Federal and State Grant Application - Beta

Welcome to the Consolidated Federal and State Grant Application (CFSGA). This is the District's application for federal and state funds for the following programs:

- Title I-A Improving Basic Programs
- Title I-C Education of Migratory Children
- Title II-A Supporting Effective Instruction
- Title III-A English Language Acquisition
- Title III-A Immigrant Education Program
- English Learner Program
- Title IV-A Student Support and Academic Enrichment
- Title V-A Funding Transferability
- Title V-B Rural Education Program

The application process includes completing a budget and a plan for the funds. The completed application(s) must be submitted by 6/30/2020. Budgets and plans will be reviewed by the respective program directors and coordinators by 7/31/2020. A notification will be sent to each district upon approval of all of the programs in the CFSGA. If there are any revisions required, they must be completed before a grant award letter is issued and money can be accessed in the Grant Reimbursement Application (GRA).

We appreciate the work and cooperation of each district in this process. Our directors and coordinators are willing to provide technical assistance to any district at any time. Contact information for each program can be found under the Contacts link in the menu to the left. A link to the Comment section is also located to the left for ISDE and district communication concerning the plan during the application and approval process as well as any necessary communication during the year.



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Make sure you are on 2020 – 2021 school year.

CFSGA Links



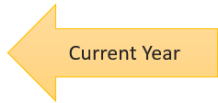
Top left side of the page

Links

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- [CFSGA Workshops](#)

2020-2021

- [Change Year](#)
- [Prior year \(new window\)](#)



- [Equitable Services](#)
- [Fiscal Self Assessment](#)
- [Title I-A Improving Basic Programs](#)
- [Consolidated Schoolwide Budgets](#)
- [Title I-C Education of Migratory Children](#)
- [Title II-A Supporting Effective Instruction](#)
- [English Learner Program and Title III-A English Language Acquisition](#)
- [Title III-A Immigrant Education Program](#)
- [Title IV-A Student Support and Academic Enrichment](#)
- [Title V-A Funding Transferability](#)
- [Title V-B Rural Education Program](#)
- [Budget Summaries](#)
- [IDCI Contacts](#)
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- [Submit/Assurance](#)
- [SDE Comments](#)
- [Publish Comments](#)



The link section contains links to resources and program links. You must complete the Equitable Services tabs before completing the Title I-A Improving Basic Programs tabs.



English Learners in Idaho

CFSGA Overview

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And LEA will have English Learners state funding if they have at least one student identified as an English Learner. For schools who have reached the \$10,000 threshold of state funding, they will also have Title III-A federal funding. While state EL funding come from the general fund, Title III-A is federal funds and must be used to SUPPLEMENT any local or state funding.

State EL vs Title III-A Funding



- **All LEAs with English Learners will receive state EL funding**
- Allocated as a per pupil amount (\$205 in 20-21 SY)
- LEAs who receive \$10,000 or more in state EL funding will qualify for Title III-A funding
 - For 20-21 SY this was any LEA with 101 or more EL students
- **State EL & Title III-A applications will look the same! Title III-A applications will have an additional column.**

No EL Students?



All Districts/Charters without ELs will be required to assure that they have adopted the new Statewide Entrance and Exit criteria and procedures AND describe a fundamental LIEP in place in the event they would get an EL that enrolls in their district/charter.

General Information | Title III Consortium | Certification

English Learner Program and Title III-A English Language Acquisition for fiscal 2019-2020

Print Preview | Save

NO ENGLISH LEARNER (EL) STUDENTS:

In the event that a LEA either discovers that an enrolled student was identified as an English learner (EL) in a previous school, or that the LEA enrolls a new student who speaks a language other than English, the LEA is required under the Equal Education Opportunities Act and the Office of Civil Rights to identify them as an EL, annually assess their English language proficiency, and place them in an English language development program for language services.

Describe the fundamental Language Instruction Educational Program (LIEP) and/or language development services that the LEA has in place for if/when an EL student enrolls in the LEA or a Home Language Survey and language screening qualifies a new student as an EL. (e.g. Bilingual, English as a Second Language or English Language Development, Content Classes with integrated ESL supports, Newcomer Program). Include frequency and duration of the English language instruction (e.g., Two hours, five days a week).

Language Instruction Educational Program description:

Enrollment forms information--previous school information

← **Must complete!**

This LEA has implemented the use of the statewide Home Language Survey for all students enrolling in the LEA. Additionally, the LEA has a designated EL contact person(s) to receive required EL communications and who would be responsible for the language screening of any potential EL students with a WIDA English language proficiency screener.

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If an LEA does not have any documented EL students, they will still be required to create an language instruction educational program and check assurances in case an EL student does register at LEA.

Important Notes



- **Avoid having your EL grant application sent back!**
 - Clear description of your EL program
 - Title III-A must **supplement** EL Program provided by general and state EL funds
 - Title III-A funds cannot be used for initial EL placement & assessment
 - Title III-A funds should include: **parent involvement activities & staff professional development**

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Staff who perform initial identification, screening, and EL testing must be paid through general and state funding. Title III-A funding must always be seen as a supplemental funding source, which should not replace the LEAs legal requirements to educate English Learners.

General Information



General Information	Demographic Information	Program Information	Language Instruction Educational Programs	Goals Matrix	Budget	Certification	Program Documents	Validation Issues
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English Learner Program and Title III-A English Language Acquisition for fiscal 2019-2020

- It is important to include contact information for the following individuals:
 - State EL Coordinator
 - Title III-A Coordinator (if applicable)
 - English Language Proficiency Assessment Coordinator
 - ELMS Editor(s)
 - These individuals will be the main points of contact for EL correspondence

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Please ensure individuals included in the general information tab are the individuals you would like to receive EL-related correspondence. If individuals change, please contact the SDE to edit the CFSGA.

Demographics



General Information	Demographic Information	Program Information	Language Instruction Educational Programs	Goals Matrix	Budget	Certification	Program Documents	Validation Issues
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English Learner Program and Title III-A English Language Acquisition for fiscal 2019-2020

- EL student demographic information pulled from ELMS
- Levels 1-6
- ACCESS Alternate Assessment
- Not Assessed
- Long Term EL students

Do not enter data below. This information will be populated by SDE.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching	ACCESS Alt	Not Assessed	Long Term English Learners
K	129	40	26	12	1	0	0	0	0
1	31	86	71	26	3	0	2	0	0
2	24	54	127	37	3	1	2	0	0
3	22	29	107	84	17	1	6	2	0
4	11	29	69	100	24	8	7	0	10
5	11	21	72	85	25	1	8	2	134

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The demographic information will be automatically added from ELMS data. You will not have to do anything in this tab, but please make sure to review for accuracy.

Program Information



General Information	Demographic Information	Program Information	Language Instruction Educational Programs	Goals Matrix	Budget	Certification	Program Documents	Validation Issues
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English Learner Program and Title III-A English Language Acquisition for fiscal 2019-2020

- This section describes assurances the LEA will comply with state and federal EL regulations
- All radio buttons must be checked to be approved!
- Will only see Title III-A section if applicable

State EL	Title III
<p>1. The LEA EL program agrees to the following stipulations. Applications will not be approved unless all items are checked:</p> <ul style="list-style-type: none"><input checked="" type="checkbox"/> The LEA adheres to and implements Idaho standardized entrance criteria, processes, and procedures.<input checked="" type="checkbox"/> The LEA uses the state Approved Home Language Survey (HLS) for identifying potential English Learners (EL).<input checked="" type="checkbox"/> The LEA administers Kindergarten W-APT and/or WIDA Screener for students who are identified on the HLS as coming from an environment in which a language other than English is spoken.	<p>1. The LEA Title III program agrees to the following stipulations. Applications will not be approved unless all items are checked:</p> <ul style="list-style-type: none"><input checked="" type="checkbox"/> The LEA is in compliance with all State laws, including State constitutional law, regarding the education of English learners, consistent with Sections 3125 and 3126 of Title III.<input checked="" type="checkbox"/> The LEA is in compliance with ESSA regulations regarding EL family and community engagement, parent notification, and EL participation in academic achievement assessments consistent with Title I Sections 1111(b)(2)(B)(v)(III), 1111(b)(3), 112(e)(3)(c).<input checked="" type="checkbox"/> The LEA coordinates and ensures close cooperation with other programs serving English learners that are administered by Federal, State, and local agencies.<input checked="" type="checkbox"/> The LEA uses Title III funds to supplement, not supplant, any other Federal, State, or local funds.<input checked="" type="checkbox"/> The LEA has consulted with teachers, researchers, school administrators, and parents, and, if applicable, with education-related community groups, nonprofit organizations, and institutions of higher education, in developing its Title III Plan and evaluating the programmatic services within the plan.

Language Instruction Educational Programs



General Information	Demographic Information	Program Information	Language Instruction Educational Programs	Goals Matrix	Budget	Certification	Program Documents	Validation Issues
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English Learner Program and Title III-A English Language Acquisition for fiscal 2019-2020

- Also known as **LIEP**
- Along with budget, **MOST IMPORTANT SECTION!**
- Describes the types of services given to EL students
 - In-class or push-out
 - Staff members providing services
 - Materials used

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The LIEP section will be the most detailed and most important section of the CFSGA, along with the budget tab. Please ensure you take your time filling out this section to include a detailed description of your EL programs at the elementary and secondary level. If receiving Title III-A funding, there will be a separate section which needs to be filled out and show how this funding is SUPPLEMENTAL to state EL funding.

LIEP Types



- An LEA should describe what type of program is being used at elementary AND secondary level
- Do not have to be the same
- **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**
- **Other**

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An LEA can choose more than one type of LIEP, and can choose different types between elementary and secondary schools. If an LEA is using co-teaching as one of their LIEP, please choose "Other" and add "Co-teaching" in the space provided.

ESL vs Content Class w/Integrated Support



ESL Course

- Must be coded as an ESL course (different than an ELA course)
- Must be taught by an ESL/ENL certified teacher
- Must use scientifically researched curriculum which has been proven effective

Content Course w/Integrated Support

- General education classroom
- Language support is provided through content
- Services can be provided by paraprofessionals under certified teacher's supervision
- Examples: SIOP or GLAAD

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Please ensure the correct LIEP type is being used. ESL courses and Content Course w/Integrated Support tends to be confused, so review this slide and decide which program your LEA is providing.

LIEP Questions on Staff



- Please take your time in describing your LIEP program!
 - Who are the people providing the services?
 - How is instruction differentiated for students at different levels?
 - Which curriculum(s), materials, and resources are being used?
 - Who is in charge of identification, screening, data entry, and testing?
 - How is the LEA annually evaluating the EL program?

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One note- while online/computer programs can be used as supplemental curriculum, they cannot be considered the core LIEP. For example, an LEA can use Imagine Learning as an intervention tool but IL cannot be considered a core instructional program.

Goal Matrix



General Information	Demographic Information	Program Information	Language Instruction Educational Programs	Goals Matrix	Budget	Certification	Program Documents	Validation Issues
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English Learner Program and Title III-A English Language Acquisition for fiscal 2019-2020

- One linguistic goal
- One academic goal

Example:

Linguistic and Academic Goals for the Current School Year	Evidence-based Activities	Evaluation	Timeline	Person(s) Responsible
EXAMPLE: 1.0 – By the end of the school year, 40% of EL students in the LEA will increase at least one level on the Annual Access 2.0 assessment.	Idaho ELD Standards; after school tutoring using a modified classwork approach to make content comprehensible; Sheltered Instruction Observation Protocol (SIOP); Macmillan Teaching English series; supplemental books, manipulatives, and language resource materials	Access 2.0	End of the 2019-2020 school year	ELD Teacher

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Please take your time in developing your LEA's goals. They should be SMART goals which are connected to data which is easily accessible.

Budget



General Information	Demographic Information	Program Information	Language Instruction Educational Programs	Goals Matrix	Budget	Certification	Program Documents	Validation Issues
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English Learner Program and Title III-A English Language Acquisition for fiscal 2019-2020

- Expenses should be “reasonable, allocable, and allowable”
- This includes:
 - Salaries & benefits
 - Curriculum materials
 - Travel for EL-related events
 - Professional development
 - Supplies (must be used ONLY for EL students)
 - Direct administrative costs (2% maximum)
 - Equitable services for private schools

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For Title III-A LEAs: these funds must be supplemental to your core EL program. Part of your Title III-A funds must be used for professional development and parent involvement activities.

Title III-A Budget Continued



- Title III-A budget must show it is **SUPPLEMENTAL** to the Core LIEP
 - Cannot be used to pay for services which are required by the LEA, such as...
 - Initial identification
 - Screening
 - Translations & Interpretation
 - ACCESS testing
 - Examples of **acceptable** use of Title III-A funds: EL tutoring, additional support staff, parent involvement activities, EL summer school, etc.

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Most CFSGA returns are due to budget errors. Please ensure required activities such as identification, screening, and EL testing is being paid through general and state EL funding.

Carryover Consideration



- If due to Covid, LEA was unable to use all Title III-A funds, have the ability to request a carryover waiver
- Waiver request needed if carry over is more than 25% of allocation

Excessive Carryover Waiver Request

The LEA is requesting an excessive carryover waiver. By requesting this waiver, the LEA provides assurance that it has a plan for expending excess carryover funds during the 2021-2022 year and acknowledges that if the waiver is approved, the LEA is responsible for ensuring that funds are expended.

Please explain the reason for the request:

Excessive Carryover Waiver Approved

Final Steps



- **Certification:** ensuring that all the information provided is true and correct
- **Program Documents:** this is space to provide any additional documentation, but is not required
- **Validation Issues:** this may show up and it will describe if something is missing. Must fix before able to submit!

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Please ensure you review your Title III-A section before you complete certification. You may choose to include program documents, this is an optional section. If you see a red validation issue tab, this means someone did not save correctly. Please review this tab and make any fixes before you submit application. If unsure of how to fix validation issues, please contact me (mpuga@sde.idaho.gov) for assistance.

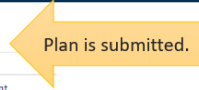
CFSGA Submission



Comments
Submit/Assurance



Status: Submitted
Equitable Services
Fiscal Self Assessment
Title I-A Improving Basic Programs
Consolidated Schoolwide Budgets
Title I-C Education of Migratory Children



An approvable plan is due no later than June 30, 2020.
Complete all assurances and submit only after all program applications have been completed!

If you need to revise, please contact Alexandra McCann to “unlock” your plan.

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You can tell that your application has been submitted

CFSGA Submission and Resubmission



- The state will receive final Allocations towards the end of the 2021 calendar year, often in October.
- Your CFSGA allocations will be revised at this time.
- All applications will be unsubmitted to allow for changes.
- After you have been notified of receiving the final allocation amount, **please review, adjust your budgets, and resubmit** your CFSGA by the end of the year.

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If there is a change to Title I-C migrant funding in final allocations, you will need to adjust your budget before resubmitting.

Contact Information



Maria Puga | English Language Program & Title III-A Coordinator

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