2023-2024 CFSGA State EL Program & Title III-A

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State English Learner Program Coordinator

State EL vs Title III-A Funding

All LEAs with English Learners will receive state EL funding

- State allocation per pupil amount ($241.78 in 22-23 SY)
- LEAs who meet Title III-A $10,000 threshold will qualify for Title III-A funding (81 students last year)
- Federal allocation per pupil amount ($127 in 22-23SY)

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

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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 for 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.

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

General Information

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- 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

Demographics

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- 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

Program Information

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- 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

Language Instruction Educational Programs

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- Also known as LIEP

- Along with budget, **MOST IMPORTANT SECTION**!

- Describes the types of services given to EL students
  - Push-in, small group, co-teaching, etc.
  - Staff members providing services
  - Materials used

LIEP Types

- An LEA should describe what type of program is being used at elementary AND secondary level

Program Types:
- 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
- Co-Teaching
- Other

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 ENL/Bilingual endorsed 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
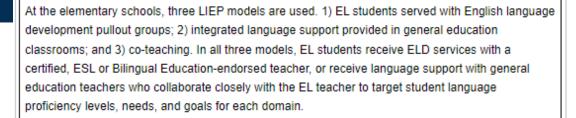- Examples: SIOP or GLAAD

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?

Example

- Various models explained
- Description of EL endorsed teachers and content teachers
- Description of higher/lower ELP levels
- Description of PLC or data teams

3. Describe the core LIEP services provided. How do services look different for students at higher/lower levels of ELP?

LIEP service models

At the elementary schools, three LIEP models are used. 1) EL students served with English language development pullout groups; 2) integrated language support provided in general education classrooms; and 3) co-teaching. In all three models, EL students receive ELD services with a certified, ESL or Bilingual Education-endorsed teacher, or receive language support with general education teachers who collaborate closely with the EL teacher to target student language proficiency levels, needs, and goals for each domain.

A core component of our LIEP includes regular PLC meetings at the elementary level. EL teachers, Sped Staff, specialists, general education teachers, and paraprofessionals meet regularly to collaborate on student performance or student concerns. This includes RtI teams, weekly grade level collaborations, district-wide PLC meetings, and email correspondence. EL Program Coordinator rotates to visit monthly PLCs.

Another component of our core program is an annual program training. EI and Migrant staff present program information and data to all schools in September and October (with a follow-up survey to receive feedback and address concerns).

Differences for higher/lower ELP levels

Newcomers and lower proficiency-level students receive small group individualized language acquisition instruction by a certified EL teacher, using approved ELD curriculum as well as Imagine Learning to incorporate native language support. These students may also be served with a co-teaching model with the EL teacher rotating among grade levels, especially those with the highest number of EL students, sharing and incorporating strategies that include daily listening, speaking, reading, and writing activities.

Students with higher proficiency levels are served in a variety of ways. Most elementary teachers are Project GLAD certified and incorporate language development into daily instruction with all students, adapting to different English proficiency levels with appropriate strategies. We are also expanding Thinking Maps training, another instructional model that benefits all learners and is especially effective in helping students to organize thinking and produce effective oral and written academic language.

Example

- Includes EL-specific curriculum
- Individual intervention/enrichment tools
- Other non-EL specific tools

4. Describe the materials and resources used for students to support language development in all four domains (listening, speaking, reading, and writing) of language.

Materials

Materials for elementary schools include National Geographic/Cengage's Reach Higher ELD curriculum, Cornerstone, Heggerty Phonics, and Imagine Learning. General education language and literacy curriculum includes Journeys and Lexia.

Resources

Resources include Project GLAD to incorporate language acquisition into content, Thinking Maps, Go To Strategies, Visible Learning concepts and strategies, Lee Pesky writing framework, Math DMT, iReady math, Heggerty phonics coaching, and WIDA standards, webinars, and training modules. We are also working to develop a plan to help educators understand and use the 2020 revised format of WIDA standards, including the key language uses and proficiency level descriptors for each language domain. This will support more focused communication between content teachers and EL specialists to create specific student language goals.

Goal Matrix

| General Information | Demographic Information | Program Information | Language Instruction Educational Programs | Goals Matrix | Budget | Certification | Program Documents | Validation Issues |

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- One linguistic goal
- One academic goal

1.0 - By the end of the 2021-22 school year, the LEA will increase at least 10% of Growth Toward Proficiency percentage from SY 2021 on the annual Access for ELLs assessment.	2020 WIDA standards and framework and resources will be used to develop student specific language goals and to facilitate collaboration between content teachers and EL specialists. System 44, Read 180, and English 3D, as well as Cornerstone and Imagine Learning utilize engaging materials as well as language development assessments to create specific goals and to monitor student academic progress.	2022 Access for ELLs	End of the 2021-22 school year
2.0 - By the end of the 2021-22 school year, at least 10% more EL students will reach proficiency rates on the annual ISAT assessment as compared to 2021 ISAT.	Idaho Common Core content standards (Math, ELA, Science, Social Studies); 2020 WIDA standards framework and resources unpacked for students and teachers; language resource materials; Reading Inventory assessments and performance data used to monitor progress and plan instruction; Corwin Visible Learning protocol that includes learning intentions and success criteria, developing learner dispositions, providing effective and frequent feedback, and promoting self-learners; Project GLAD supports; Thinking Maps training and strategies; standards-based grading implementation; regular teacher collaboration.	2022 ISAT	End of the 2021-22 school year

Budget

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- Expenses should be "reasonable, allocable, and allowable"
  - Salaries & benefits
  - Curriculum materials
  - Travel for PD-related events
  - Costs associated with trainings and PD events
  - EL-specific family engagement activities
  - Supplies (must be used ONLY for EL students; no food costs)
  - Direct administrative costs (2% maximum)
  - Equitable services for private schools

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**
    - Initial identification
    - Screening
    - Translations & Interpretation
    - ACCESS testing

Acceptable Use of Title III-A

- Examples of acceptable use of Title III-A funds
    - Certified staff ONLY if supplementary support (NOT CORE)
    - EL tutoring (before/after school/summer)
    - Additional support staff (paraprofessional; graduation specialist)
    - EL-specific family engagement activities
    - EL summer school
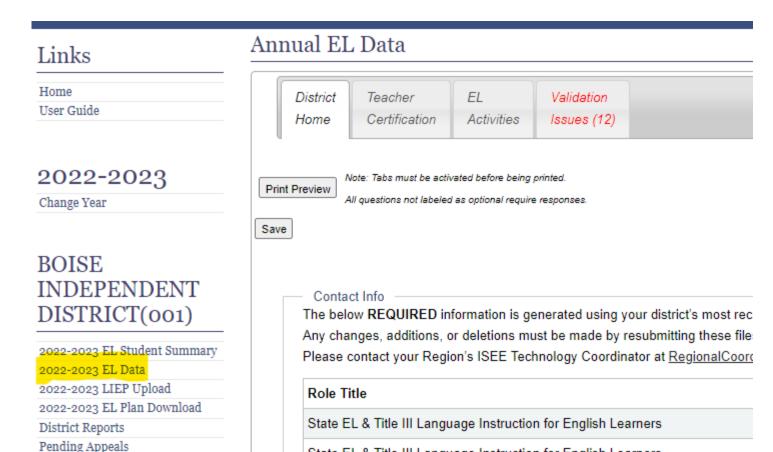   - Any EL-related professional development

Final Steps

English Learner Program and Title III-A English Language Acquisition for fiscal 2022-2023

- 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!

ELMS Data Submission

- Validation Issue: ELMS Data has not been submitted
- Must go to ELMS page (not CFSGA)
- Must submit annual EL Data for 2022-2023 SY
- Teacher Certification & EL Activities
- Must "Save" and then "Submit"

CFSGA Submission and Resubmission

- The state will receive final Allocations towards the end of the 2023 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.

Contact Information

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