



2022-2023 CFSGA State EL Program & Title III-A

Maria Puga
State English Learner & Title III-A Program Coordinator



Supporting Schools and Students to Achieve

SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

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>

CFSGA Links



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English Learner Plan



English Learners in Idaho

CFSGA Overview



State EL vs Title III-A Funding



All LEAs with English Learners will receive state EL funding

- State allocation per pupil amount (\$241.70 in 21-22 SY)
- LEAs who meet Title III-A \$10,000 threshold will qualify for Title III-A funding (83 students last year)
- Federal allocation per pupil amount (\$126 in 21-22SY)

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 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

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.

 **Must complete!**

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



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

Demographics



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

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

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

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
 - 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
- 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



Push-in support is provided by the EL teacher during regular classroom instruction. EL teacher collaborates with general classroom teacher to plan lessons and provide appropriate resources for each EL in the classroom.

Pull-out support is provided by the EL teacher for students with limited English proficiency. All groups focus on the following skills: social communication, academic vocabulary, grammar, reading strategies, writing skills, as well as the use of technology.

Content classes will also provide integrated ESL support with teachers trained to make the content more comprehensible for EL students.

Collaborative teaching will be provided by the EL teacher to further support the teachers in their content classes using the new WIDA 2020 ELD Standards and SIOP framework to guide best teaching practices and scaffolds for each EL student at their level.

With newcomers, we utilize a pull-out program that is content specific to survival language and basic review. In grades k-2 we pull students out 2-3 times a week with an emphasis on phonics, academic content-based vocabulary, speaking, and writing. In grades 3-5 instruction tends to be more push-in as students enter the Expanding and Bridging phase of their English proficiency. We emphasize academic vocabulary in context, gaps in grammar and sentence structure, and increasing writing fluency and stamina. 1-1 or small group instruction is tailored for those learners in levels 1-3 and is targeted towards individual needs.

Some students who are close to exiting the program or who have already done so do not need specialized instruction and are instead monitored closely to ensure that they continue to succeed in their general classes and their English language proficiency is not impeding their learning.

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

<p>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.</p>	<p>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.</p> <p>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.</p>	<p>2022 Access for ELLs</p>	<p>End of the 2021-22 school year</p>
<p>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.</p>	<p>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.</p>	<p>2022 ISAT</p>	<p>End of the 2021-22 school year</p>

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”
 - Salaries & benefits
 - Curriculum materials
 - Travel for PD-related events
 - Costs associated with trainings and PD events
 - Supplies (must be used ONLY for EL students; no food costs)
 - Direct administrative costs (2% maximum)
 - Equitable services for private schools

Budget Update- Salaries



- General Information
- Demographic Information
- Program Information
- Language Instruction Educational Programs
- Goals Matrix
- Budget
- Certification
- Supporting Documents
- Program Approval

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

CALDWELL DISTRICT (132)

Print Preview Save

FTE File

Upload an Excel file of FTE counts for your Title III-A program. Include school, job title, # of people, and # of FTEs. [Example](#)

Upload Files

Warning! Be sure data on all other tabs has been saved before adding files.

Select File: No file chosen

Note: maximum file size is 100MB

Files Uploaded

No files have been uploaded.

Other Files

Upload other files that support EL or Title III-A programs in your district

Upload Files

Warning! Be sure data on all other tabs has been saved before adding files.

Select File: No file chosen

Note: maximum file size is 100MB

Files Uploaded

No files have been uploaded.

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
 - EL tutoring (before/after school/summer)
 - Additional support staff (paraprofessional; graduation specialist)
 - Parent involvement activities
 - EL summer school
 - Any EL-related professional development

Final Steps



General Information	Demographic Information	Program Information	Language Instruction Educational Programs	Goals Matrix	Budget	Certification	Supporting Documents	Program Approval
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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!

CFSGA Submission and Resubmission



- The state will receive final Allocations towards the end of the 2022 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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Federal Programs

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