



Idaho Department
of Education

English Learner Program Overview

Maria Puga

English Learner Program Coordinator



Objectives

- Staff Introductions
- Definition of an English Learner (EL)
- Understanding State EL vs. Title III-A Programs
- 2024-2025 Program Updates
- Tools & Resources available to LEAs

Staff

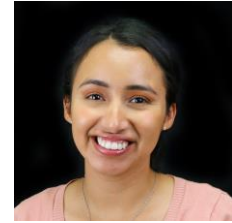
Maria Puga, English Learner Program Coordinator

- 6th year at IDE
- Program questions, LIEP, curriculum, Title III-A law, CFGSA, budgets



Yuni Barrera, Program Specialist

- 3rd year on our team
- Go To Strategies trainings, professional development training questions, Out of State ELMS Appeals



Andrew Bennett, ELPA Coordinator

- 6th year at IDE
- All questions on EL assessment
- WIDA screeners, ACCESS, testing accommodations, DRC questions, Redesignation ELMS Appeals



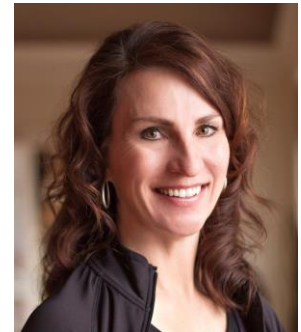
Roberto Trinidad, Migrant Program Coordinator

- First year at IDE
- All migrant-related questions



Regional English Learner Coaches

- Main support is to our consortium districts
 - Consortium districts opted-in during CFSGA process
 - Any rural or small district with less than 100 EL students
- Provide support and guidance in:
 - Legal requirements of EL programs
 - Civil rights for families and students
 - Instructional programming
 - EL procedures- identification, screening, testing, data
- Region 1-3: Molly Fuentealba
 - molly.fuentealba@languageliteracycollaboration.org
- Region 4-6: Gretchen Kinghorn
 - gkinghorn.elf@gmail.com



Definition of an English Learner (EL)



English Learner Defined

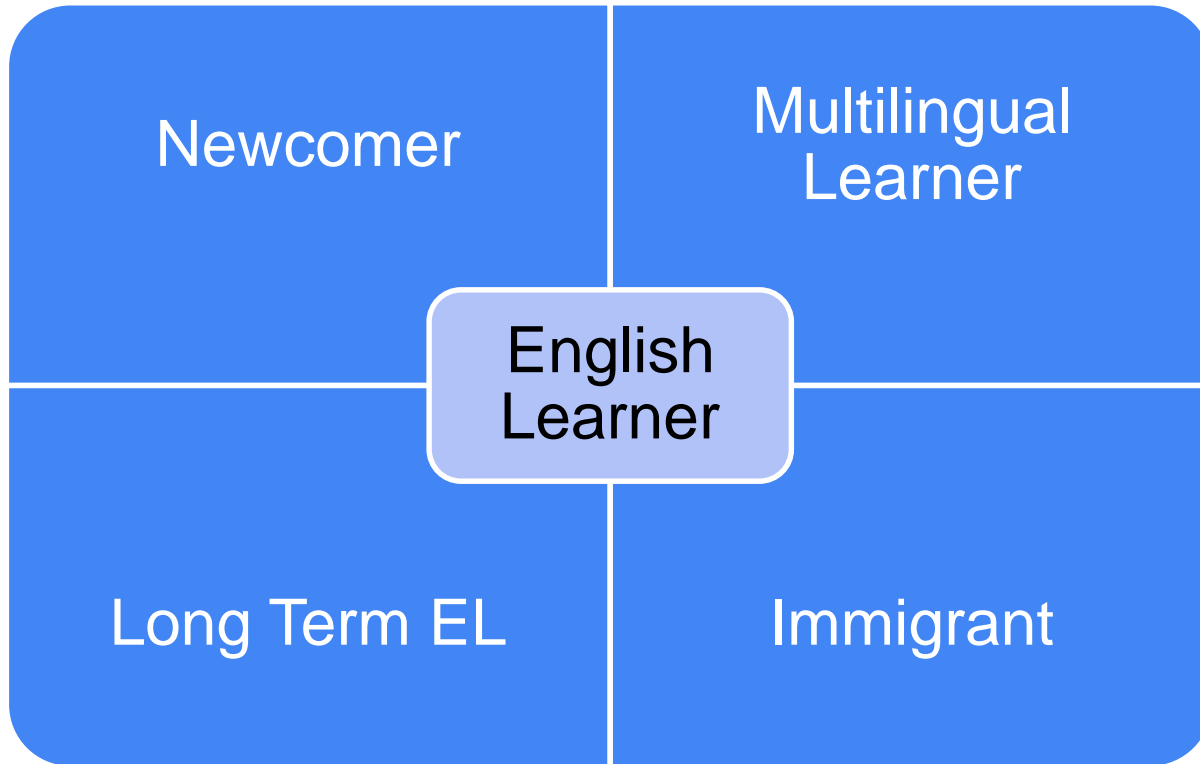
An EL Student in Idaho is classified according to the Federal government definition as described in ESEA Section 3201(5). An English learner (EL) is classified as one:

- a. who is aged 3 through 21;
- b. who is enrolled or preparing to enroll in an elementary school or secondary school;
- c.
 - (i.) who was not born in the United States or whose native language is a language other than English;
 - (ii.) (I) who is a Native American or Alaska Native, or a native resident of outlying areas; **-AND-**
(II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; **-OR-**
 - (iii.) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; **-AND-**
- d. whose difficulties speaking, reading, writing, or understanding the English language may be sufficient to deny the individual -
 - (i.) the ability to meet the challenging State academic standards;
 - (ii.) the ability to achieve successfully in classrooms where the language of instruction is English; **-OR-**
 - (iii.) the opportunity to participate fully in society.

Must meet either
part i, ii, **OR** iii

If part ii, then must meet
both pieces I and II

English Learner Terms





State EL vs. Title III-A Programs



State English Learner Program

- Districts must offer a core language acquisition program for ELs.
- Plan is submitted in the Consolidated Federal & State Grant Application (CFSGA)
- State EL funding exists to implement the core language program for ELs.
 - Instructional Staff
 - Curriculum
 - Parent Engagement
 - Materials/Supplies
- Funded by the number of ELs who took an ACCESS assessment in your LEA from last year.



Title III-A Program

- LEA must have at least 100 EL students to qualify for federal funds
- Services provided with federal Title III-A funds must **supplement** the core English language program.
 - **Professional Development**
 - **Parent Engagement Activities**
 - **Supplemental Curriculum**
 - **Supplemental Services (after school/summer school)**
- Only 2% of a district's federal Title III-A allocation may be used for direct administrative purposes.



Title III-A Allowable Activities

Allowable	Not Allowable
Professional Development costs	Instructional staff teaching core program
Parent events	Translating costs
Supplemental curriculum	Food purchases for events
PD travel costs	Core curriculum
Summer school staff	Paraprofessionals working in general education classroom w/all students
Afterschool tutors	Interpreters
PD Materials & Books	
Paraprofessional staffing for supplementary support	

Let's Review



Identifying English Learner

- 3-21 years old
- Enrolled in US school
- Not born in the United States
- OR native language is NOT English
- Lack of English language proficiency not allowing student to access content
- 30 days from enrollment to determine qualification



State EL funds & Title III-A funds

- I have 1-81 students at my district, meaning I only receive state funds for our EL program
- I have over 82 students at my district, meaning I receive state funds
- **AND** I receive federal Title III-A funds for supplementary programs



Requirements for an EL Program

- Core Language Instruction Education Program (LIEP)
- Bilingual or English as a New Language (ENL) endorsed teacher
- Professional Development for all staff working with ELs
- Translations of Documents
- Interpreters when needed
- Family engagement activities



2024-2025 EL Program Updates



Legislative Updates

33-1618 ASSESSMENT EXEMPTION

Per Idaho Code 33-1618, as amended by House Bill 566 during the 2024 legislative session, English learners (ELs) may qualify for exemptions from the Idaho Reading Indicator (IRI) and dyslexia screener assessments based on their English Language Proficiency Assessment scores and enrollment history.

Legislative Intent

To provide an assessment exemption for students who have not been enrolled in a US school for two full school years and who attain a composite English language proficiency score below 2.0 on the English Language Proficiency Assessment.

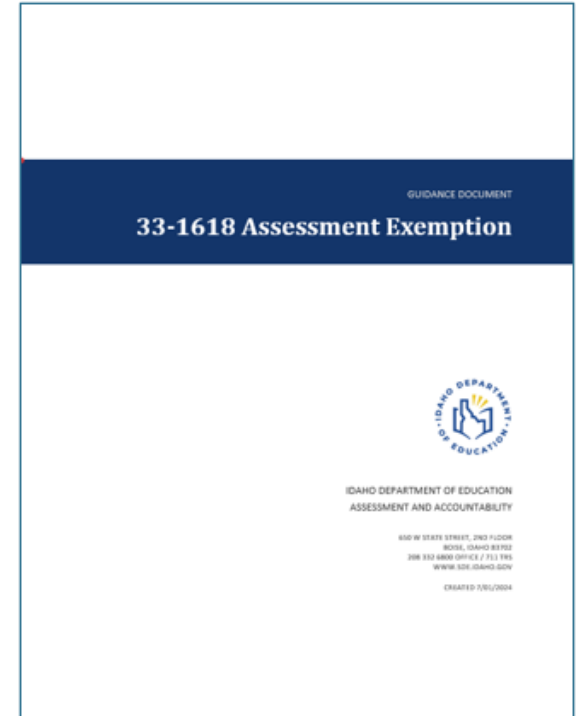
The assessment exemption recognizes that these assessments may not accurately measure the early literacy abilities of ELs who are still acquiring English.



33-1618 Assessment Exemption Guidance

33-1618 Assessment Exemption Guidance Document

- Legislative Intent
- Assessment Exemption Overview
- Assessment Exemption Criteria
- Assessment Exemption Process: KG – Grade 5
- Assessment Exemption Eligibility Report – ELMS
- Assessment Exemption Opt-Out – ELMS
- Accountability Implications & Dyslexia Considerations
- Frequently Asked Questions
- Glossary of Terms
- Worked Examples





Available Tools & Resources

Free Curriculum

- K-12 digital adaptive curriculum available statewide for all English learners
 - K-6 Literacy Tool: Curriculum Associates (i-Ready)
 - 6-12 Literacy Tool: Imagine Learning (Language & Literacy; Imagine Reading; Edgenuity)
 - K-12 Math Vocabulary: Ellevation math
- Vendors will be at the ESEA Directors' Meeting in Nampa on September 24th





Other Training Opportunities

- Go to Strategies
 - 78 strategies to reflect five research-based principles
 - Day-long training
 - Geared towards general education teachers
 - FREE to all districts
 - Contact Yuni for more information mbarrera@sde.idaho.gov
- Webinar Series: English Learner Programming for Administrators
 - Dates: January 21st, February 25th, and April 1st
 - Time: 3:30-5pm MST
- Save the Date: Summer English Learner Institute
 - June 9-11, 2025
 - Eastern Idaho



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Thank You!