ML/EL Webinar

September 25, 2024

Introductions and Connections

Please join this Mentimeter

https://www.menti.com/alv7b2ugt4wo

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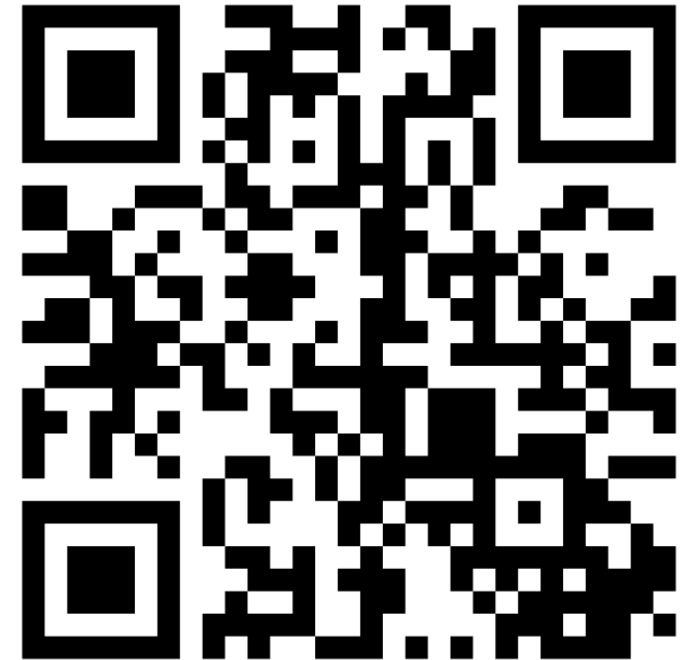
Mentimeter Slides

- Type in your name, school district/ESD, and role

- What are you most looking forward to this year?

- What are you most curious about for this school year?

About Us

- The Oregon Department of Education works in partnership with school districts, education service districts, and community partners to foster equity and excellence for every learner;

- Together, we serve over 553,012* K-12 students and support 81,826* school employees, including teachers, administrators, and classified staff;

- We believe every student should have access to a high-quality, well-rounded learning experience; and

- We work to ensure every student in Oregon graduates with a plan for their future.

*Data from October 2022

Who We Serve

"My vision is to make sure every child in Oregon is successful and has a safe place to receive a high-quality public education. I've seen firsthand how a positive student-teacher relationship can set a child on a successful path for the rest of their life. When we collaborate and build partnerships with students, educators and families we can advance equity and lead all students toward success."

- Dr. Charlene Williams

2022-23 Data

553,012 Students

More than 300 languages spoken

81,826 Educators

Staff of Color

- 12.2% of Teachers
- 12.8% of Administrators
- 17.5% of Counselors
- 22.3% of Educational Assistants

197 Districts

1,270 Schools

131 Charter Schools

19 Education Service Districts

Equity

Education equity is the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes. This means the restructuring and dismantling of systems and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.

Questions

We have enabled the Q & A box for our meetings. Please use this feature for your questions so we can use them to provide additional support.

Thank you.

Calendar Updates
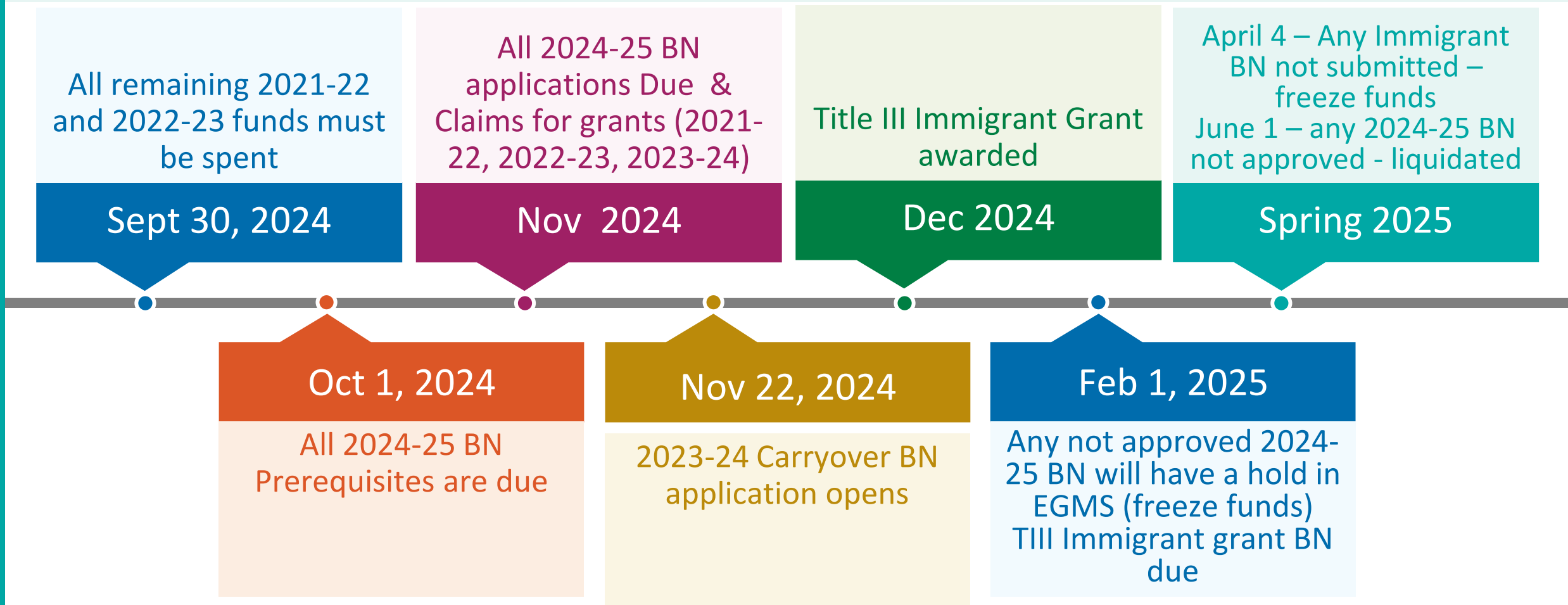
September and October

September

- 26-27: Oregon Equity Conference
- 30: All 2021-22 and 2022-23 Title III grant spend down date

October

- 1: Budget Narrative prerequisites due
- 2: EL Data Collection training
- 17: EL Fall Data Collection opens
- 23-25: SPED Conference
- 25: Recent Arrivers Data Collection closes

Budget Narrative (BN) timelines

All remaining 2021-22 and 2022-23 funds must be spent

Sept 30, 2024

All 2024-25 BN applications Due & Claims for grants (2021-22, 2022-23, 2023-24)

Nov 2024

Title III Immigrant Grant awarded

Dec 2024

April 4 – Any Immigrant BN not submitted – freeze funds
June 1 – any 2024-25 BN not approved - liquidated

Spring 2025

Oct 1, 2024

All 2024-25 BN Prerequisites are due

Nov 22, 2024

2023-24 Carryover BN application opens

Feb 1, 2025

Any not approved 2024-25 BN will have a hold in EGMS (freeze funds)
TIII Immigrant grant BN due

Budget Narrative Support

- ODE has been working on gathering the required data for the Budget Narrative, section 3 information.

- We have the data from ODE Accountability and are creating district/ consortia specific information to assist with this work. Currently, we are creating files to send securely to you.

  - **This data is from 2023-24 and needs to not be shared publicly until report cards are released, you may use it for budget narrative submission**.

Updates

- Leslie Casebeer, Title III Office Specialist, keeps a contact list for district staff supporting ML/EL programs.

  - If your district has had staffing changes, please email that information to Leslie

    - Leslie.casebeer@ode.Oregon.gov

  - All changes will be added to the FST/MME communication list

Links to Support Educators

Web Pages – EL/ML/Title III

- Title III main web page
  - This page provides links to other support web pages for educators.

- Language Use Survey
  - This page includes Oregon's Language Use Survey required to be used by all districts beginning 1/1/2023. Included on the page is the survey in different languages and the rubric to assist districts in determining which students need to have the ELPA screener administered.

- Guidance and Research
  - This page includes recent guidance from US ED.   Additional items are added.

More ML/EL/Title III Web Pages

Directors Meetings and Events
- This is the page where the calendar of events is posted. This page also is where presentations shared with districts will be posted.

Title III Monitoring
- This is the page where resources supporting monitoring for the current school year are posted.

Funding & Grant Information
- This is the page where the current year's Title III allocations are posted.

Data collections
- This is the page where support documents for the Title III data collections are posted. These documents are also posted on the collection help pages.

Additional Web Pages for Support

EL students with disabilities (ELSWD)

District local plans
- This page is where guidance on EL Plan from 2017-18 is posted.

ELPA Assessment
- This page is where documents to support the ELPA assessment is located.

English language proficiency standards

Biliteracy

District Secure Applications

[ODE District Secure Web Page](#)

- CIP Budget Narrative

- Achievement Data Insight

- Consolidated Collections
    - EL Data Collection
    - Recent Arrivers Data Collection

- Secure File Transfer

FYI – ODE Secure File Transfer

ODE Secure File Transfer (New Application)

- ODE will be releasing the "NEW" Secure File Transfer application next week (Wednesday or Thursday). This new application is located behind Central Login (CL) to allow secure files to be sent district to district, school to school and to outside agencies without including ODE staff members.

- District Security Administrators (DSAs) will NOT need to give access to this new application for current CL users; ODE is deploying to all CL accounts and, therefore, you will see this application when you login. If there are individuals without Central Login accounts that need access, DSA's will need to handle these as they would for new staff needing access to any ODE secured applications.

- The URL will <u>not</u> be changing, so you can keep your bookmarks if you have them; however, you will be asked to login.

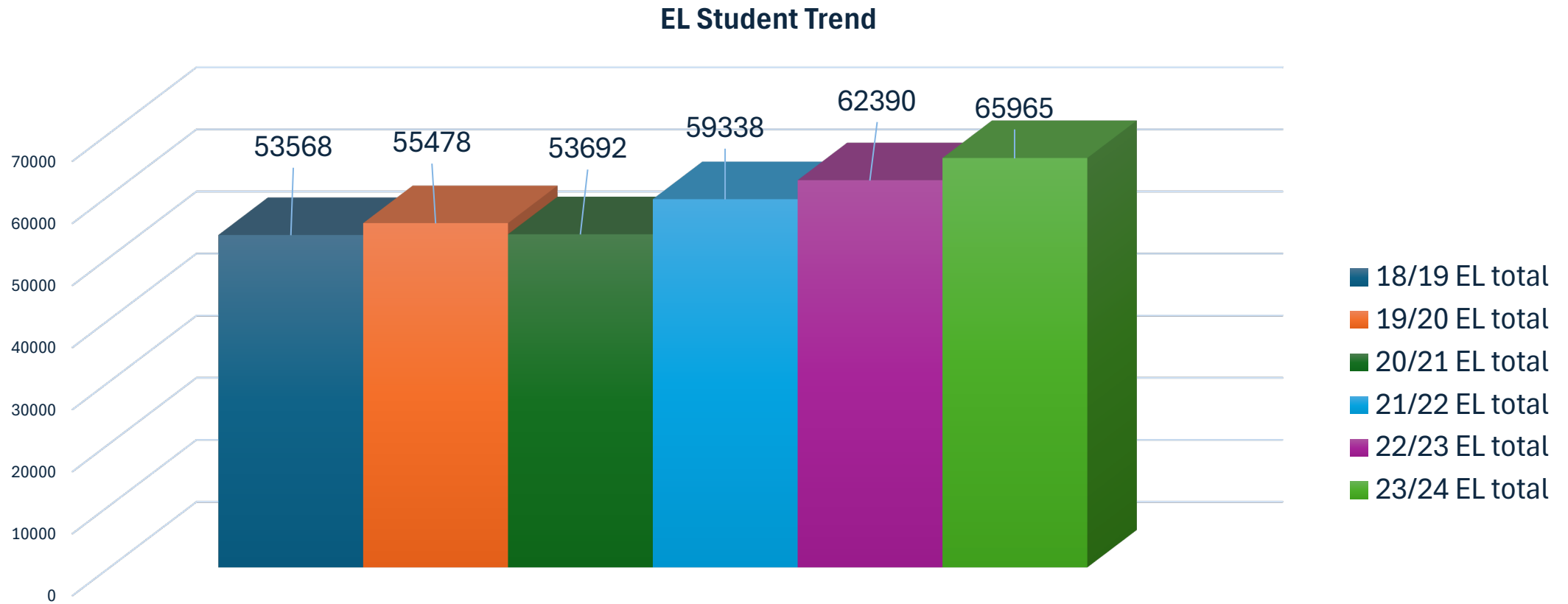- We have published a [How To](#) document and posted to the district site.
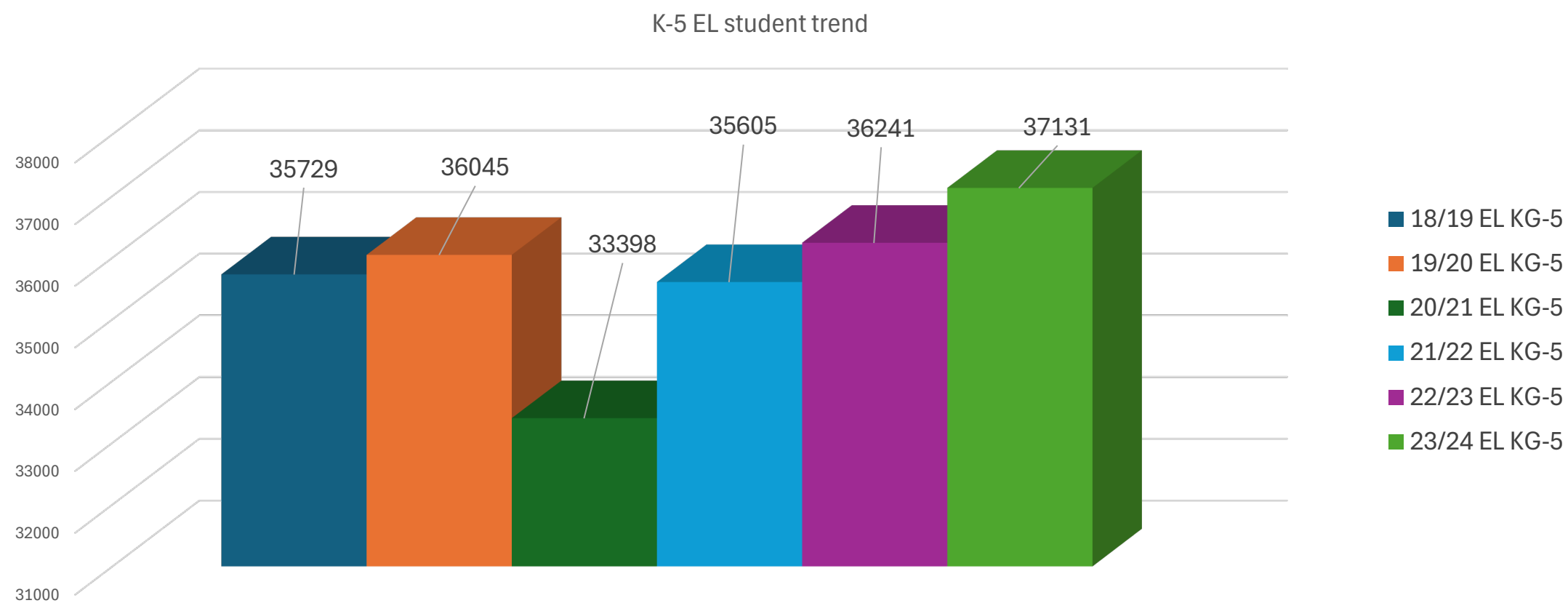
EL Trends

Purpose

- Review trends in student population growth over the past school years.

- Notice significant increase in students having EL status in recent years compared to prior years.

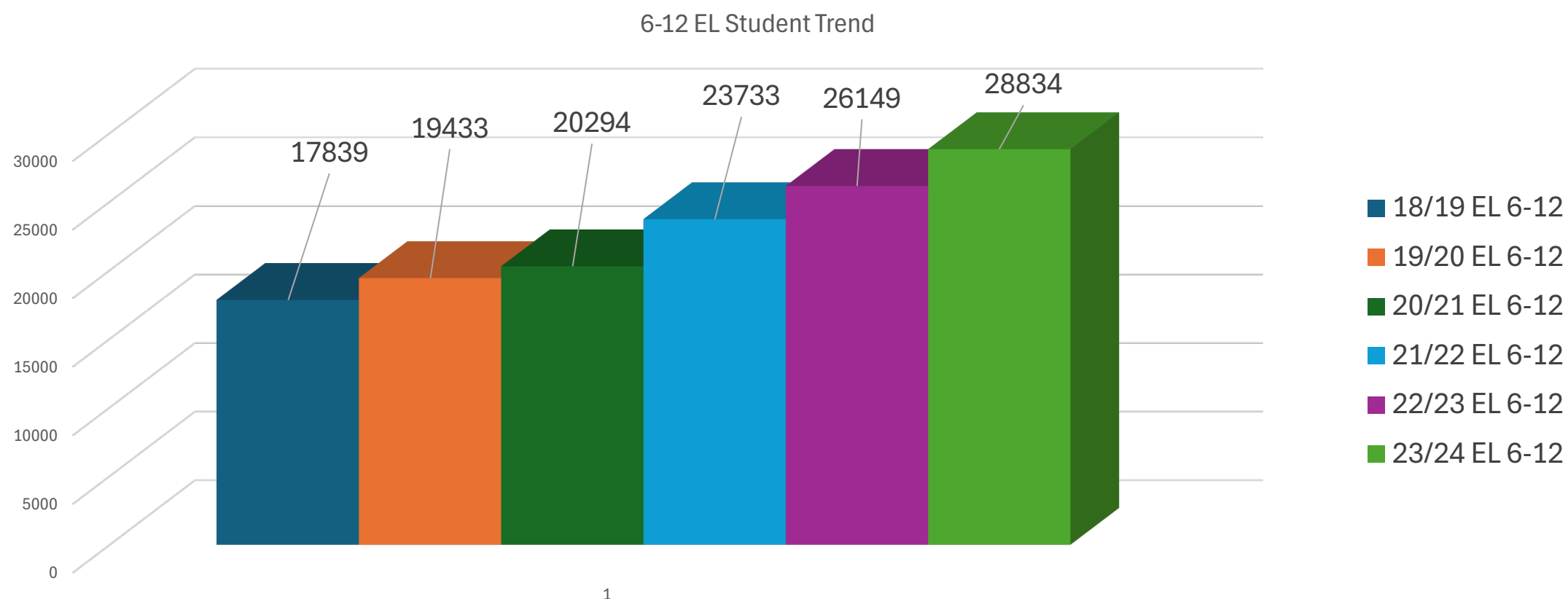- Consider instructional program needs due to population shifts.

Population trend all students having EL status

EL Student Trend

53568 55478 53692 59338 62390 65965

- 18/19 EL total
- 19/20 EL total
- 20/21 EL total
- 21/22 EL total
- 22/23 EL total
- 23/24 EL total

Population trend K-5 students with EL status

K-5 EL student trend

Legend:
- 18/19 EL KG-5
- 19/20 EL KG-5
- 20/21 EL KG-5
- 21/22 EL KG-5
- 22/23 EL KG-5
- 23/24 EL KG-5

Data values:
- 18/19: 35729
- 19/20: 36045
- 20/21: 33398
- 21/22: 35605
- 22/23: 36241
- 23/24: 37131

Population trend 6-12 students with EL status

6-12 EL Student Trend

Chart data labels:
- 17839
- 19433
- 20294
- 23733
- 26149
- 28834

Y-axis: 0, 5000, 10000, 15000, 20000, 25000, 30000

Legend:
- 18/19 EL 6-12
- 19/20 EL 6-12
- 20/21 EL 6-12
- 21/22 EL 6-12
- 22/23 EL 6-12
- 23/24 EL 6-12

Districts with 100% increase or more in EL population 2018-19 to 2023-24

District	Percentage increase
Scio SD 95	650.00
Alsea SD 7J	600.00
Perrydale SD 21	500.00
Pleasant Hill SD 1	400.00
North Lake SD 14	300.00
Crow-Applegate-Lorane SD 66	300.00
Athena-Weston SD 29RJ	300.00
Mitchell SD 55	220.00
Harney County SD 3	200.00
Three Rivers/Josephine County SD	148.72
Coos Bay SD 9	142.86
Glide SD 12	133.33
Clatskanie SD 6J	125.00
Santiam Canyon SD 129J	113.04
Vale SD 84	111.76
Monroe SD 1J	110.71
Banks SD 13	105.26
Cascade SD 5	101.27
Rogue River SD 35	100.00
Oakridge SD 76	100.00
Gaston SD 511J	100.00

Oregon Department of Education

Districts with 50% or greater EL population increase 2022-23 to 2023-24

District	Population increase
Winston-Dillard SD 116	350.00
Oakland SD 1	300.00
Harney County Union High SD 1J	166.67
Pilot Rock SD 2	166.67
Colton SD 53	150.00
North Lake SD 14	100.00
Pleasant Hill SD 1	66.67
John Day SD 3	66.67
Harper SD 66	66.67

Districts with at least 150 EL student increase 2018-19 to 2023-24

District	Count increase
Beaverton SD 48J	1432
Salem-Keizer SD 24J	1391
North Clackamas SD 12	819
Hillsboro SD 1J	712
Woodburn SD 103	695
Portland SD 1J	654
Gresham-Barlow SD 10J	571
Reynolds SD 7	491
David Douglas SD 40	423
Forest Grove SD 15	369
Centennial SD 28J	365
Tigard-Tualatin SD 23J	355
Medford SD 549C	287
Redmond SD 2J	241
Bend-LaPine Administrative SD 1	237
Greater Albany Public SD 8J	217
Hermiston SD 8	178
Central SD 13J	173
West Linn-Wilsonville SD 3J	158
McMinnville SD 40	158
Oregon City SD 62	154

Oregon Department of Education

Districts with at least 50 EL student increase from 2022-23 to 2023-24

District	Count increase
Beaverton SD 48J	695
Salem-Keizer SD 24J	408
Woodburn SD 103	261
David Douglas SD 40	255
Reynolds SD 7	214
North Clackamas SD 12	156
Forest Grove SD 15	142
Bend-LaPine Administrative SD 1	137
Hillsboro SD 1J	136
Centennial SD 28J	127
Gresham-Barlow SD 10J	105
Portland SD 1J	95
Oregon City SD 62	85
Tigard-Tualatin SD 23J	72
Redmond SD 2J	54
Hermiston SD 8	52

Data Sources

- Unduplicated Spring EL Data Collections
  - 2018-19
  - 2019-20
  - 2020-21
  - 2021-22
  - 2022-23
  - 2023-24

- All student data includes any student holding EL status regardless of participation in the district EL instructional program

Updates from Assessment

Topics

Future K scores 2024-25

Assessment timeline 2024-25

EL identification timeline – ELPA Screener

EL designation from other states/districts

Potential EL (code 2-J) and ELPA Screener

Assessment Resources and Contacts

ELPA Timeline 2024-25 – from TAM

January 2025
- 1/14: ELPA Summative and Alt ELPA opens

March 2025
- 3/4: Remote ELPA opens
- 3/17: Jan ELPA Summative and Alt ELPA scores

April 2025
- 4/8: February ELPA Summative and Alt ELPA scores
- 4/11: ELPA Summative, Alt, and Remote close

May 2025
- 5/12: March ELPA Summative and Alt ELPA scores

June 2025
- 6/3: April ELPA summative and Alt ELPA scores

Future K and K Screeners 2024-25

- Use the Future Kindergarten form if either of the following is true:
    - The student has not yet begun their Kindergarten year, or
    - The student has begun their Kindergarten year but is testing prior to the opening of the Kindergarten Screener window.

- Use the Kindergarten form if both of the following are true:
    - The student has begun their Kindergarten year, and
    - The student is testing during the Kindergarten Screener window.

- Proficient on Future K is a score of 3 in each participating language domain.

- Proficient on K is a score of 4 in each participating language domain.

From ELPA Screener Administration Manual, page 15

Identification Time – ELPA Screener

- Federal law establishes the length of time to complete EL identification and parent notification.

  - At the beginning of the school year – this is 30 calendar days from enrollment.
    - For example, school started on September 5th and the student began school on September 5th. The district has until October 5th to complete the EL identification process and notify parents.

  - After the school year has begun the identification process is shortened to 14 calendar days, with a 30-calendar day to notify parents.

- Can a district wait to complete identification to closer to the 30th day at the beginning of the school year?

  - Sure; however, the district will need to consider how this may impact the student's instructional program (i.e., revising a secondary student's class schedule).

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EL Designations (other states/districts)

Oregon has a policy that states we will accept EL Designations from other states.

- Districts must have the EL start (and EL exit date if appropriate) prior to the completion of the EL identification timeline.
- If a district administers the ELPA Screener, prior to receiving student records from the other state, the most recent assessment results is the one that determines EL status.

This same practice applies to students moving across Oregon districts; however, to minimize unnecessary testing district staff should **first**:

- Claim the student's original Oregon SSID in SSID with ODE.
- Check the EL Student History Report (in EL Data Collection) for prior Oregon EL status.

Then, the district can administer the ELPA Screener if the Language Use Survey rubric leads to administration.

Potential EL – Code 2-J and ELPA Screener

- Delays screening within the same school year.

- For use when district needs extra time to prepare or adjust the screening experience for a student who is experiencing a disability.

- If in doubt, screen. It is preferable that a student receive needed services.
  - Per the ELPA Screener Administration Manual, non-participants are identified for EL status.

2J Examples

Appropriate

- School needs time to implement specific accommodation or testing support related to student's disability
- Student is experiencing disability-related affective barrier that can will fade as they acclimate to the environment
- Time is needed to develop understanding of the student's disability needs (so as to choose/implement appropriate testing supports)

Inappropriate

- Student expected to perform poorly on the Screener
- Screening experience expected to be unpleasant for student or adults
- Use of 2J across multiple school years
- Assumption that language services are unnecessary for a student with disabilities and that special education services will suffice

Assessment Resources

- [Oregon Assessment Web Page](#)

- [Oregon Test Administration Manual Page](#)

- [Assessment and Accountability Update Page](#)

Contacts for Support

- ODE Assessment
  - Ben Wolcott, ELPA Assessment Specialist
  - Mason Rivers, Special Education Assessment Specialist

- Regional Assessment Partners

Title III Budget Narrative

2024-25

Goals

At the end of this training, participants will be able to:

- Understand how Supplement not Supplant applies to Title III grants;

- Be able to plan for and submit the Budget Narrative application;

- Understand the timelines for the Title III grants to be used;

- Understand the reconciliation expectations for the Title III budget.

Purpose of Title III

There are five purposes of Title III under the ESEA:

1. "To help ensure that English learners (ELs), including immigrant children and youth, attain English language proficiency (ELP) and develop high levels of academic achievement in English;

2. To assist all ELs, including immigrant children and youth, to achieve at high levels in academic subjects so that all ELs can meet the same challenging State academic standards that all children are expected to meet;

3. To assist teachers (including preschool teachers), principals and other school leaders, State educational agencies (SEAs), local educational agencies (LEAs), and schools in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching ELs, including immigrant children and youth;

4. To assist teachers (including preschool teachers), principals and other school leaders, State educational agencies (SEAs), and local educational agencies (LEAs) to develop and enhance their capacity to provide effective instructional programs designed to prepare ELs, including immigrant children and youth, to enter all-English instructional settings; and

5. To promote parental, family, and community participation in language instruction educational programs for the parents, families, and communities of ELs."

      (ESEA § 3102)

Supplement not Supplant

ESSA language for Supplement not Supplant is different than NCLB for Title I-A, but not different for Title III and Title I-C.

Carefully think through proposed activities to ensure that they do not supplant any local, state, or other federal requirements, or that the activity was not funded under any local/state/federal funds the prior school year.

Consider how your proposed activities meet the purposes for Title III.

Review the three-question test of supplanting.

Supplement not Supplant – 3 Tests

Federal funds cannot be used to supplant, or **take the place of**, funds that would have been spent <u>if Title III funds were not available</u>.

- **Test I:** Are the services that the district wants to fund with ESEA funds required under state, local, or another federal law? **If they are, then it is supplanting and not allocable with Title III funds.**

- **Test II:** Were state or local funds used in the past to pay for these services? **If they were, it is supplanting and not allocable with Title III funds.**

- **Test III:** Are the same services being provided in other schools paid for with state or local funds? **If they are, then it is supplanting and not allocable with Title III funds.**

Direct Administrative and Indirect Rates

Title III is unique with regard to Direct and Indirect Administrative Rates that is different from Title I-A.

Title III can use the negotiated Indirect Rate, **and**

Title III can have maximum indirect of 2% in ESSA; **HOWEVER,**

The total amount claimed for both Indirect and Direct Admin cannot exceed the Negotiated Indirect Rate.
Example: A sub-grantee has a negotiated indirect rate of 5.6%, the sub-grantee wants to claim the 2% allowable Title III Indirect; therefore, the sub-grantee is <u>allowed</u> to claim a maximum of 3.6% for Indirect.

Direct and Indirect Admin percentages are coded on the Consolidated Spending page for Budget Narrative.

For sub-grantees with private schools participating in Title IIII – the sub-grantee may apply the 2% Title III Indirect amount off the per student allocation when calculating private school equitable share.

Important Timelines

October 1: Prerequisites Due
- i.e., private schools, consolidated spending, and contacts

November 1: **Title III RSY** Budget Narrative **Due**

November 14: Claims for 2023-24 activities completed by 9/30/24 **Due**

November 22: CIP Budget Narrative – **Title III Carryover** opens

Early January: CIP Budget Narrative – **Title III Immigrant** opens
- Grant recipients will need to update the **Contacts** page and **Consolidated Spending** page

January 17: **Title III Carryover** CIP Budget Narrative Application **Due**

February 3: Any **Title III RSY** Budget Narrative **not approved** will have a hold in EGMS

February 14: All **Title III Immigrant** Budget Narratives **Due**

April 1: Any **Title III Immigrant** Budget Narratives not submitted will have a hold in EGMS

June 3: All **Title III grants without an approved Budget Narrative** will be liquidated

Funding Timelines

Title III received a Tydings Waiver from the US Dept of Education, and the 2021-22 funds must be used by September 30, 2024
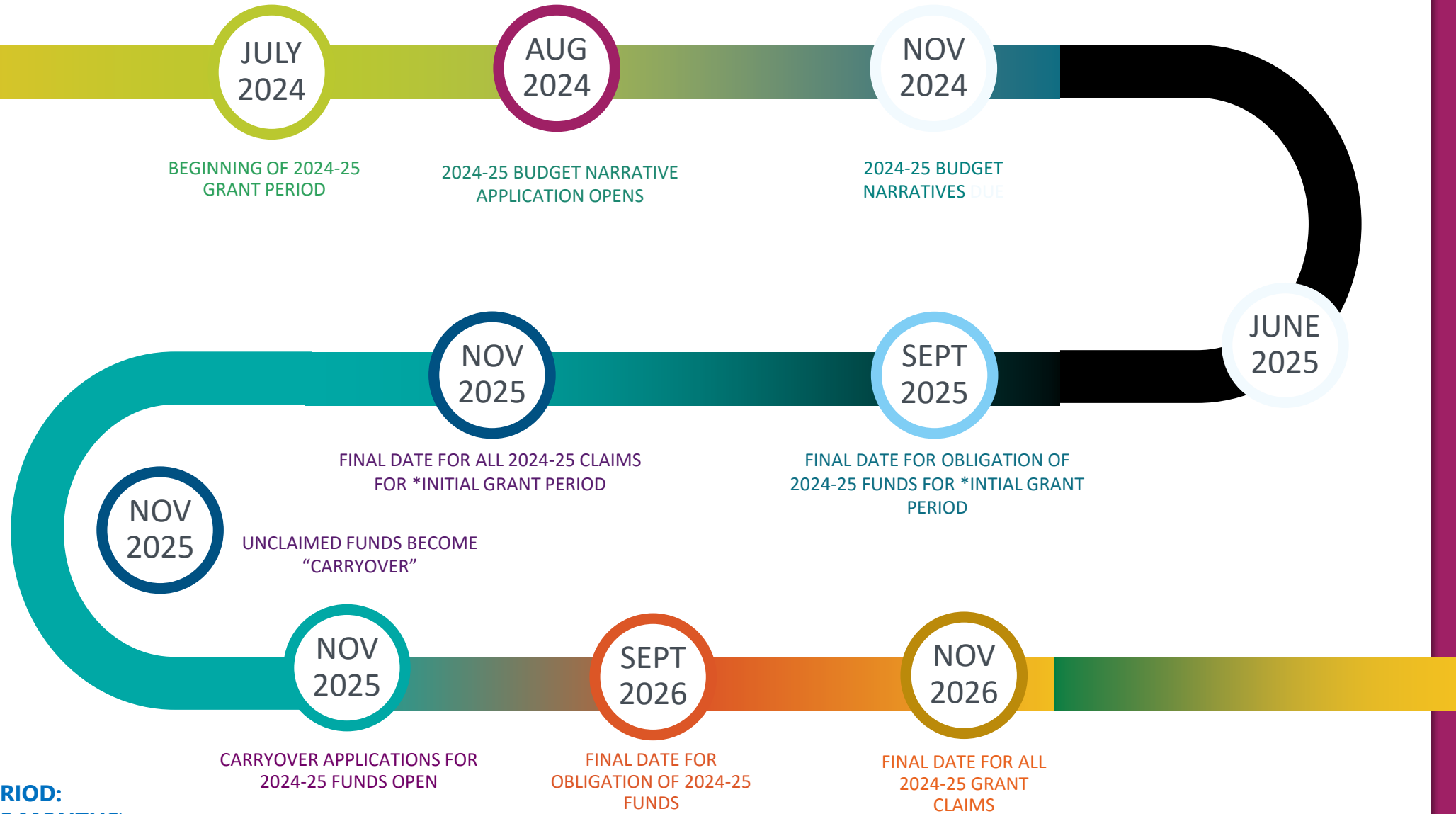
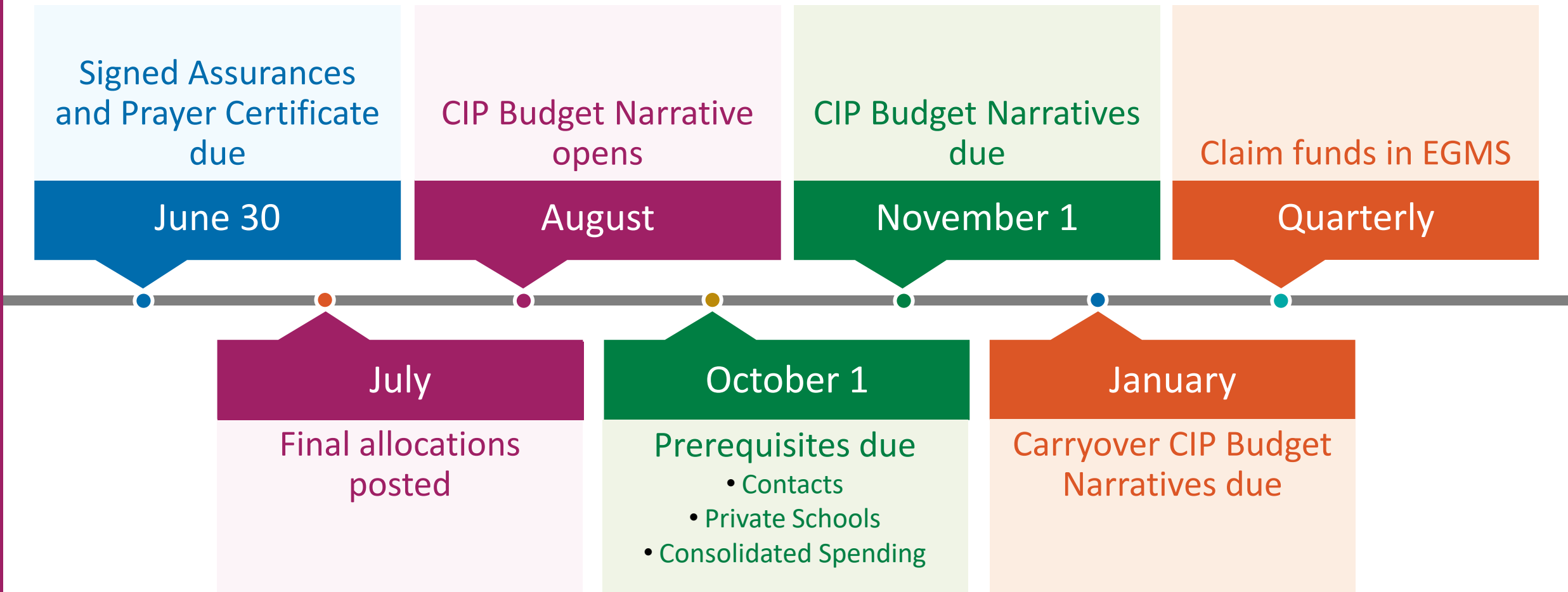All 2022-23 Title III Grants must be used by September 30, 2024

All 2023-24 Title III Grants are eligible to be carried over until September 30, 2025; any activities completed by 9/30/24 must be claimed by 11/14/24 for the TIII Carryover Budget Narrative to open on 11/22/24

2024-25 FEDERAL FUNDS TIMELINE

JULY 2024 — BEGINNING OF 2024-25 GRANT PERIOD

AUG 2024 — 2024-25 BUDGET NARRATIVE APPLICATION OPENS

NOV 2024 — 2024-25 BUDGET NARRATIVES DUE

JUNE 2025

NOV 2025 — FINAL DATE FOR ALL 2024-25 CLAIMS FOR *INITIAL GRANT PERIOD

SEPT 2025 — FINAL DATE FOR OBLIGATION OF 2024-25 FUNDS FOR *INITIAL GRANT PERIOD

NOV 2025 — UNCLAIMED FUNDS BECOME "CARRYOVER"

NOV 2025 — CARRYOVER APPLICATIONS FOR 2024-25 FUNDS OPEN

SEPT 2026 — FINAL DATE FOR OBLIGATION OF 2024-25 FUNDS

NOV 2026 — FINAL DATE FOR ALL 2024-25 GRANT CLAIMS

*INITIAL GRANT PERIOD:
7/1/24 - 9/30/25 (15 MONTHS)

Oregon Department of Education

Annual Budget Narrative and Fiscal Timeline

Signed Assurances and Prayer Certificate due
June 30

CIP Budget Narrative opens
August

CIP Budget Narratives due
November 1

Claim funds in EGMS
Quarterly

July
Final allocations posted

October 1
Prerequisites due
- Contacts
- Private Schools
- Consolidated Spending

January
Carryover CIP Budget Narratives due

Title III Grant Use Chart

Grant Name	Dissemination year	Spend funds by date:	Claim funds by date:	Notes
Title III RSY	**2021-22**	**9/30/24**	**11/14/2024**	**T-III Tydings waiver – approved June 2023**
Title III Immigrant	**2021-22**	**9/30/24**	**11/14//2024**	**T-III Tydings waiver – approved June 2023**
Title III RSY	**2022-23**	**9/30/24**	**11/14/2024**	**Normal timeline including carryover**
Title III Immigrant	**2022-23**	**9/30/24**	**11/14/2024**	**Normal timeline including carryover**
Title III RSY	2023-24	9/30/25	11/2025	Normal timeline including carryover
Title III Immigrant	2023-24	9/30/25	11/2025	Normal timeline including carryover
Title III RSY	2024-25	9/30/26	11/2026	Normal timeline including carryover
Title III Immigrant	2024-25	9/30/26	11/2026	Normal timeline including carryover

RSY = Regular School Year

ESSA FEDERAL PROGRAMS
included in the CIP Budget Narrative

- Title I, Part A (Improving Basic Programs)

- Title I, Part C (Migrant Education)

- Title I, Part D (Neglected and Delinquent)

- Title II, Part A (Supporting Effective Instruction)

- Title III, Part A (English Learner and Immigrant Youth)

- Title IV, Part A (Student Support & Academic Enrichment)

- Title V (REAP and RLIS)

Here's How to Access Your CIP Budget Narrative

Here are the steps to access CIP Budget Narrative Application.

1. Make sure your district security administrator has granted permission to read, write, edit, and submit this ODE application.

2. Sign in to your ODE District secure applications on the ODE district secure web page - central log in.

3. Select the CIP Budget Narrative Application from your application list.

Applications

You have been granted access to the items displayed in this list. To access an application, select it from the list.

- Achievement Data Insight - Oregon Department of Education

- CIP Budget Narrative - Oregon Department of Education

- Consolidated Collections - Oregon Department of Education

BUDGET NARRATIVE OVERVIEW

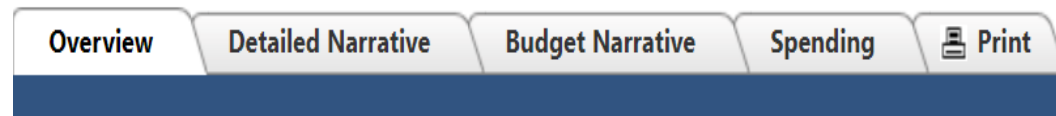Click on the Section on the Overview page to open the specific Federal Title Budget Narrative page.

Section	Timing	Status
ESEA Statement of Assurances Download	**Opens on Aug 08, 2024**	**Approved**
ESEA School Prayer Certificate of Compliance Download	**Opens on Aug 08, 2024**	**Approved**
Contacts	**Opens on Aug 08, 2024**	**In Progress**
Private Schools	**Opens on Aug 08, 2024**	**In Progress**
Consolidated Spending	**Opens on Aug 08, 2024**	**In Progress**
Title I-A	**Opens on Aug 08, 2024**	**In Progress**
Title I-C - Regular School Program	**Opens on Aug 08, 2024**	**In Progress**
Title I-C Preschool	**Opens on Aug 08, 2024**	**In Progress**
Title I-C Summer	**Opens on Mar 13, 2025**	**N/A - No Allocation**
Title I-D	**Opens on Aug 08, 2024**	**N/A - No Allocation**
Title II-A	**Opens on Aug 08, 2024**	**In Progress**
Title III-Regular School Program	**Opens on Aug 08, 2024**	**In Progress**
Title III-Immigrant Grant	**Opens on Jan 09, 2025**	**N/A - No Allocation**
Title IV-A SSAE	**Opens on Aug 08, 2024**	**In Progress**
Title V-B RLIS	**Opens on Aug 08, 2024**	**N/A - No Allocation**
Title V-B REAP	**Opens on Aug 08, 2024**	**N/A - Not REAP District**
CarryOver Title I-A	**Opens on Nov 22, 2024**	**N/A - No Allocation**
CarryOver Title I-C - Regular School Program	**Opens on Nov 22, 2024**	**In Progress**
CarryOver Title I-C Preschool	**Opens on Nov 22, 2024**	**In Progress**
CarryOver Title I-C Summer	**Opens on Nov 22, 2024**	**In Progress**
CarryOver Title I-D	**Opens on Nov 22, 2024**	**N/A - No Allocation**
CarryOver Title II-A	**Opens on Nov 22, 2024**	**In Progress**
CarryOver Title III-Regular School Program	**Opens on Nov 22, 2024**	**In Progress**
CarryOver Title III-Immigrant Grant	**Opens on Nov 22, 2024**	**In Progress**
CarryOver Title IV-A SSAE	**Opens on Nov 22, 2024**	**In Progress**
CarryOver Title V-B RLIS	**Opens on Nov 22, 2024**	**N/A - No Allocation**

[1] Prerequisites are submitted from outside this system.

[2] When a section is Under Review, it may not be Submitted or Revised.

Title III RSY Components

- Overview

- Detailed Narrative
  - Specific programmatic questions that explain fund usage, required data, required collaboration

- Budget Narrative
  - Specific activity funding page (includes function/object codes)

- Spending page
  - A spreadsheet that is organized by function and object code based on the codes inserted on the Budget Narrative page (this is prepopulated for sub-grantees)

| Overview | Detailed Narrative | Budget Narrative | Spending | 🖨 Print |

Budget Narrative - Requirements

- There are a few prerequisites that each district must complete prior to the Title III application being able to be submitted.

- **For Title III Consortia, each member district must have these prerequisites completed.**

Section	Timing	Status
ESEA Statement of Assurances _Download_	Opens on Aug 08, 2024	Approved
ESEA School Prayer Certificate of Compliance _Download_	Opens on Aug 08, 2024	Approved
Contacts	Opens on Aug 08, 2024	In Progress
Private Schools	Opens on Aug 08, 2024	In Progress
Consolidated Spending	Opens on Aug 08, 2024	In Progress

Detailed Narrative Tab

Detailed Narrative – Section 1

Section 1	
	In this section, the sub-grantee affirms the EL instructional program and EL instructional materials are the same as are explained in the district's approved submitted EL Plan.
	• If the instruction for teaching English to identified ELs has changed for the 2024-25 school year, please provide an update in Section 1 – Question 1 of the detailed narrative. • If the instructional materials for the EL program have changed, please provide an update in Section 1 – Question 2. • **If there are no changes to the instructional program or materials, a statement to that fact will suffice for a response to these questions.**

Detailed Narrative – Section 2

Section 2

In this section the sub-grantees explain how they will use the supplemental Title III funds to enhance their EL program. There are three activities required to be funded by Title III; please see ESSA Section 3115(c) for **all** the Title III activities.

- Describe how the district will use the supplemental Title III funds to enhance or expand the district's EL program for English language acquisition. Include the description of how the district will measure the effectiveness of these activities.
- Describe how the sub-grantee will use the supplemental Title III funds to enhance or expand the support ELs access to core content (ELA, Math, and Science).
- Describe how the sub-grantee will use the supplemental Title III funds for district outreach for parents, families, and communities.

Connection to Budget Section – Section 2

The activities included in Section 2 of the Detailed Narrative must align with the activities in the required activities in the Budget Narrative section.

Sub-grantees will be asked to revise the appropriate sections if these two areas are not aligned.

Sub-grantees do not need to explain the core EL instructional program in their Section 2 responses, only the supplemental activities that will be funded with Title III are included.

Detailed Narrative – Section 3

Section 3

In this section the sub-grantee provides data required by ESSA Title III on the academic and linguistic outcomes of their English learners.

- Number and percentage of ELs and ELs with IEPs identified 5 or more years who did not obtain proficiency.
- Number and percentage of ELs with IEPs obtaining proficiency for all ELs with IEPS and those identified 5 or more years.
- Number or percentage of monitored and former ELs meeting/exceeding state content assessments.
- 4-year and 5-year graduation cohort rate for students identified as ELs anytime in high school **and** same 4-year and 5-year rates for all students.

Help for Section 3 Data

Email

ODE Staff will email districts and consortia leads the data needed for Section 3.

Timing

This information will be shared as soon as the 2023-24 accountability data is finalized.

How

The data will come via ODE secure file transfer.

Consultation/Coordination Questions

Sub-grantees are required to consult/coordinate with:

- Parents, guardians, community members regarding the use of the Title III funds
  - Include a description on this consultation process

- Private schools participating in Title III funds
  - Include the consultation process
  - Discussion of funds to be used to
    - Identify students as ELs
    - Annually assess student English proficiency
    - Equitable share

- **A note for "no participating private schools" will suffice for the private school section.**

Budget Narrative Tab

Budget Narrative Guidance

Guidance to assist sub-grantees with submitting the budget section of the Budget Narrative section in the CIP Budget Narrative application.

- Include the number of staff (including staff position) in all professional development activities funded by Title III.
- Include the Title III percentage for activities co-funded with other funding sources.
- Include number of participants in all family, parent, community activities to ensure the requested amount is reasonable.
- Include the number of students, teachers, etc., for any extended day/year activity.

These details provide ODE staff with the needed information to determine the reasonable and necessary use for the expenditure. Sub-grantee not including this information will be asked to revise their Budget Narrative application.

Optional allowable activities, are allowable after the sub-grantee has included funding for the three required activities.

Budget Narrative Tab – Coding/Fiscal Expenses

The first three activities listed (next slide) are required Title III activities. Sub-grantees must include Title III funding for each of these activities.

This could mean leveraging Title III funds to support work already in progress under other funding streams.

If these activities are joint-funded or funded with other grants the sub-grantee has available, please include that information briefly (the sub-grantee will be required to put a minimum of $1.00 for each activity).

US Education Title III Guidance is located here; the three required Title III activities are included on the following slide.

Required Title III Funded Activities

List supplemental activities to support the English language development for ELs (this includes PD).

List supplemental activities to support ELs access to core content (ELA, Math, and Science) (this includes PD).

List supplemental activities for district outreach for parents, families, and communities.

For Title III Consortia, all of the three above required activities **must be funded,** but not all member districts need to participate in all three activities.

Private Schools

Sub-grantees having private schools participating in Title III must include the consulted activities in the budget section of the CIP Budget Narrative application.

There is a specific function/index code for private schools. ODE staff will review the information in the detailed narrative section to ensure activities align with proposed expenditures in the budget section.

- List activities for local private schools participating in Title III, make sure to include funding for all private schools accordingly.
- ODE staff review your district grant intent submitted in June and the private school tab in Budget Narrative to ensure all private schools participating in Title III are included in the budget.

Its all in the Details

For ODE staff to approve your Budget Narrative Application, the following details must be included:

- Number of all staff included in PD activities
  - Include any extended contract funding costs
  - Include any substitute funding costs

- Travel activities
  - Staff expenditures above
  - Per diem/hotel/travel/conference registrations

- Parent/community engagement
  - Staff expenditures above
  - Number of anticipated family members
  - Break down for costs related to activity (snacks, childcare, etc.)
  - Any engagement costs (supplies, etc.)

- Braided Funded activities
  - Must include the cost breakdown amounts and the other funding source

What Happens if ODE "Returns" my Budget Narrative Submission?

You are not alone if ODE staff must return your Budget Narrative for additional information. Most times there is a misunderstanding of language used.

ODE staff include comments in the public comment section to assist you in your resubmission. Please read over all comments from all tabs (Detailed Narrative, Budget Narrative, and Spending Page).

Double check which sections have a "Red square" for Response Required, and make sure to address the requested requirements for all sections prior to resubmitting.

If you have questions about a returned Budget Narrative, please contact Kim Miller

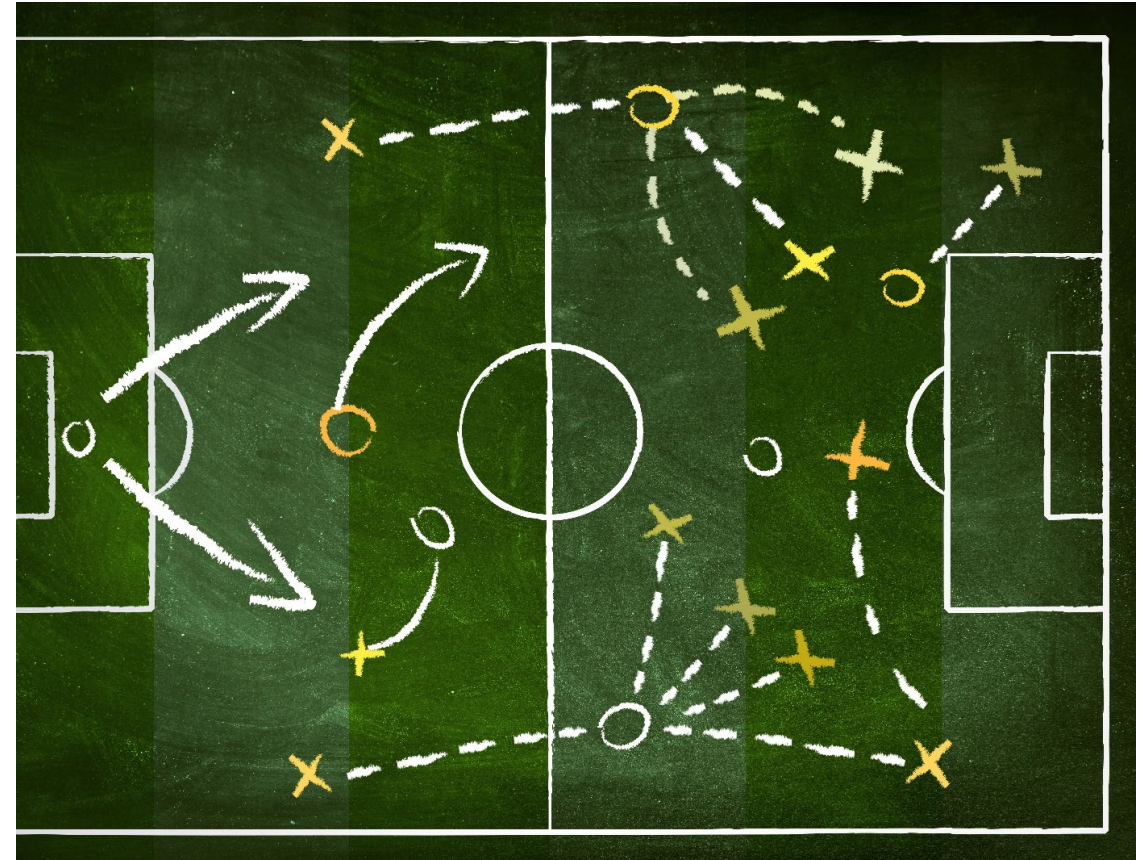# Reconciling CIP Budget Narratives & Spending

Reconciliation Basics

- **What:** Ensuring actual spending aligns to narrative

- **Why:** Demonstrate that each award is used as intended
  - Identify transaction errors
  - Ensure that award expenditures are complete
  - Plan for remaining funds as carryover

- **When:** At least quarterly
  - Anytime a new activity is added
  - If a change to an approved activity is 10% or more

What if our plan changes?

- Current Year Narratives
  - Hit REVISE in [CIP Budget Narrative dashboard](#)
  - Resubmit for review

- Approved Carryover Narratives
  - Complete the [Carryover Revision Request form](#)

- Fiscal returns to ODE
  - [Reimbursement SmartSheet](#)

Key Takeaways

It is OK if plans change

Expenditures must match approved plans

Reconcile at least quarterly

Resources

- [Oregon Federal Funds Guide](#)

- [ODE Federal Quick Reference Briefs](#)

- [CIP Budget Narrative User Guide](#)

- [Federal Funds Timeline](#)

- [Carryover Revision Request Form](#)

- [Reimbursement form](#)

Questions

ODE staff are here to support you with your federal grants; please feel free to ask questions now or contact them for personal support.

Contact and Resources

Kim Miller – Title III Education Specialist

Kim.a.miller@ode.Oregon.gov

971-239-9681

Leslie Casebeer – Title III Office Specialist

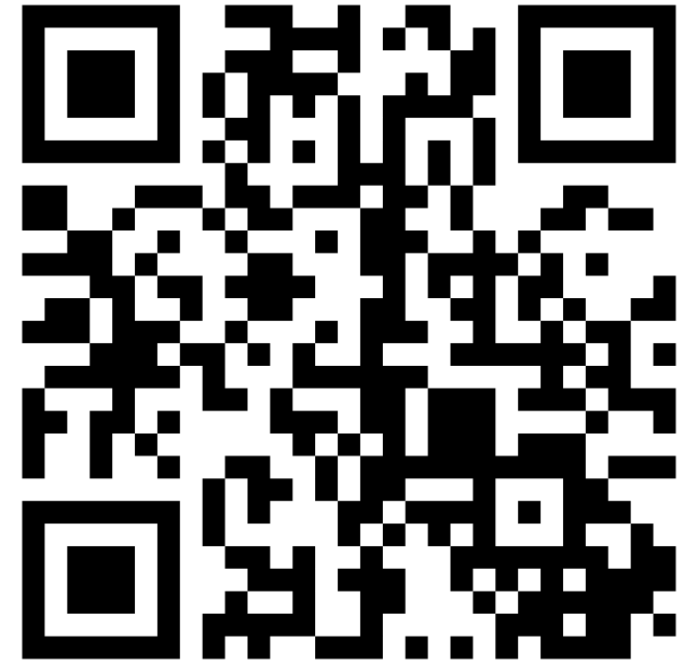Leslie.casebeer@ode.Oregon.gov

Title III Funding and Grant web page

Federal Funding web page

Back to the Mentimeter

Please join this Mentimeter

https://www.menti.com/alv7b2ugt4wo

Mentimeter code **4443 8139**

Mentimeter questions

- Please describe the helpfulness of our time together.

- Please share any topics that you would like more information about this school year.

Here to Help

Kim Miller
kim.a.miller@ode.Oregon.gov

Thank You