



Multilingual EL Webinar

January 15, 2025

Today's Agenda

- Updates and Reminders
- Assessment updates
- Budget narrative questions
- Resources for support

Reminders

- Budget Narrative
 - 2024-25 Regular School year application must be approved by 2/1/2025
 - 2024-25 Immigrant Grant application due 2/15/2025
 - Carryover budget narratives – due **1/17/25**
- Data collection
 - Fall data collection – data validation will be coming in the next few weeks
 - Training will be on 2/12 10:30-11:30 am
- Office hours – February 2/12 11:30-12:30 pm

Upcoming events

Local:

- January 16-18 – OACE Conference - Seaside
- February 10-12 OACOA/OASE Winter Conference – Salem
- February 27-28 – Multilingual/English learner alliance – Eugene

National:

- February 19 - 21 National ESEA Conference – Austin, TX
- February 19-22 NABE – Atlanta, GA
- March 18-21 – TESOL - Long Beach, CA



Assessment Updates

Honoring Student Proficiency Updates

- [Honoring Student Proficiency on the HS ELPA Summative](#)
- ODE submitted a formal request to renew this policy on 1/2/25. Along with renewal, ODE asked for improvements such as:
 - Extending the policy to include the Alt ELPA and Grades 6-8.
 - Remove policy expiry (remove need to request renewal every five years).
 - Improve scoring to reduce odd results for students who score very close to the level 4 threshold.
- The USDE has ~120 days to respond to ODE's request.
- This policy **remains available and will be applied** to students testing in spring 2025.

ELPA Summative and Screener Reminders

- Make sure the student's EL Flag = Y for ELPA Summative, EL Flag = N for Screener.
- Double check testing supports and accommodations.
- If the student will be carrying a domain due to Honoring Student Proficiency, you don't need to do anything!

Domain Exemptions

- [Domain Exemptions on ELPA: Definitions and Examples](#)
- Use when the impact of a disability “precludes measurement” (measurement is impossible)
- Connect with your Special Education colleagues early and often
- Signs a domain exemption *may* be inappropriate:
 - The student scored a 2+ in previous years
 - The student has tested for multiple years without a domain exemption
 - If implemented, the domain exemption would eliminate the student’s last testable domain

Future K and Grade K Screener Reminders

- The Future K Screener window closed 1/13/25
 - It will reopen 3/1/25
- The Grade K Screener window opened 1/14/25
- See the [ELPA Screener Administration Manual](#) page 15 for guidance on when to administer the Future K Screener vs. the Grade K Screener
 - For most of the year, only one of the two instruments is visible. *This is intentional.*



Frequent questions - budgets

Translation/interpretation (devices and/or staff)

A-18. What are the required LEA uses of Title III EL formula subgrants?

- Prior to the ESSA, an LEA was required to use its Title III funds for two required activities: professional development and providing an LIEP. Under Section 3115(c)(1)-(3) of the ESEA, an LEA must still conduct these two required activities, but must also now conduct a third activity: providing and implementing other effective activities and strategies that enhance or supplement LIEPs for ELs, which must include parent, family, and community engagement activities, and may include strategies that serve to coordinate and align related programs. An LEA may also use Title III funds for a number of permissible activities listed in Section 3115(d) of the ESEA.
- These activities include, for example, providing community participation programs, family literacy services, and parent outreach and training to ELs and their families, and improving the instruction of ELs, which may include English learners with disabilities, by acquiring or developing educational technology and accessing electronic networks.
- The ESSA also adds a number of new permissible activities under Title III, including for example, uses related to developing or implementing LIEPs in preschools that are coordinated with other relevant programs and services, and offering early college high school or dual or concurrent enrollment programs or courses designed to help ELs achieve success in postsecondary education.
- As noted, all uses of Title III funds must be supplemental; therefore, an LEA may not use Title III funds to meet its obligations under Title VI and the EEOA, including the obligation to provide EL students with a language assistance program that is educationally sound and proven successful and the obligation to ensure meaningful communication with parents who have limited English proficiency. See question A-3 for more information about LEAs' obligations under Title VI and the EEOA.
- Community engagement activities that include information all families need to have access to would fall under Title VI of Civil Rights and EEOC. According to federal guidance from 2016.

Family Engagement

E-1. What are the requirements in the ESEA for parent, family, and community engagement with regard to ELs?

- First, Title I now requires that each LEA that receives a Title I subgrant implement an effective means of outreach to parents of ELs. The outreach must include holding, and sending notice of opportunities for, regular meetings in order to gather and respond to recommendations from parents. (ESEA Section 1112(e)(3)(C)).
- Second, an LEA receiving a Title III formula subgrant must conduct parent, family, and community engagement, in addition to the required uses of funds for supplementing LIEPs for ELs and providing professional development to teachers and school leaders. (ESEA Section 3115(c)(3)).
- Third, the ESSA expanded allowable uses of Title III State-level activity funds to include providing technical assistance to LEAs to strengthen and increase not only parent and community engagement in programs that serve ELs, but also family engagement in such programs. (ESEA Section 3111(b)(2)(D)(iv)).
- Fourth, a State must ensure that its Title III State plan, or a consolidated State plan that includes Title III funds, has been developed in consultation with parents of ELs, in addition to LEAs, teachers, administrators of Title III programs and other relevant stakeholders. (ESEA Section 3113(b)(3)(G)).
- It is important to note that all LEAs have language assistance obligations to LEP parents under Title VI and the EEOA. LEAs must ensure meaningful communication with LEP parents in a language they can understand and adequately notify LEP parents of information about any program, service, or activity of an LEA or State that is called to the attention of non-LEP parents. As part of this obligation, an LEA must provide language assistance to LEP parents effectively with appropriate, competent staff or appropriate and competent outside resources. In addition, each LEA must develop and implement a process for determining whether parents are LEP and what their language needs are. An LEA may not use Title III funds to meet its obligations under Title VI and the EEOA. Title III funds may be used to supplement an LEA's activities if the LEA is already meeting its obligation to ensure meaningful communication with LEP parents in a language they can understand.

Title III allowable family funds

E-4. What parent and family engagement activities may be conducted using Title III funds?

- A State may use its State-level activity funds to strengthen and increase parent, family, and community engagement in programs that serve ELs. (ESEA Section 3111(b)(2)(D)(iv)).
- An LEA, in addition to using funds for each of the parent, family, and community engagement activities described in question E-1 above, may also use its subgrant:
- To coordinate and align related programs for ELs, which may include programs for parents and families of ELs. (ESEA Section 3115(c)(3)).
- To provide community participation programs, family literacy services, and parent and family outreach and training activities, which may include English as a Second Language courses for parents and families of ELs in order to assist parents and families in helping their children to improve their academic achievement, and to help parents and families to become active participants in the education of their children. (ESEA Section 3115(d)(6)).
- For all of these activities, an LEA may not use Title III funds to meet its obligations under Title VI and the EEOA, as described in question E-1. Title III funds may be used to supplement an LEA's activities if the LEA is already meeting its obligation to ensure meaningful communication with LEP parents in a language they can understand.

Translation Devices



Many subgrants have requested to leverage TIII funds for translation devices, while this may be allowable with TIII funds, the requirements for communication restrict the ability for TIII funds to be used.

Having this resource for recently arrived students may be beneficial, however the district will also consider how to facilitate independence without the device.

Community activities

- If the district is providing a community resource fair to support families and the district has determined that these services/supports are something that families need to have access to, then the communication for these events is a district level responsibility that is not allocable with TIII funds.
- Entertainment - usually not allocable, must have a programmatic purpose.

ESOL Endorsement coursework

- As Oregon has a state rule on endorsement courses, funding these courses is not allocable with TIII as this is supplanting.
- This decision is based on federal finding for states with a similar state rules.

Previously funded

- Some of the topics listed above may have been previously allocable with TIII, however ODE has received additional guidance on allowable activities. Some of the previously funded activities have been deemed not allowable.

Resources to support you

- [Center for Applied Linguistics](#)
 - [AI for Empowering Educators; Transforming Support for Newcomers and English Learners](#)
 - **Jan 21, 2025 | 4:00 p.m. EDT**
- [NCELA fact sheets](#)
- [Parent and Family Engagement guidance – Title I-A](#)
- [School Improvement Guidance](#)
- [Oregon Dept. of Justice – Civil Rights Toolkit](#)
- [Oregon Accountability Measures](#)

Question Time



Thanks

