This document is intended as guidance for school districts serving ELL students that wish to apply for state and federal ELL funding.

The ELL Enrollment Summary and Ceiling Calculator is the first part of the ELL grant application, for districts that want to apply for:

- State funding: TBE/TPI: Transitional Bilingual Education/Transitional Program of Instruction
- Federal Title III funding
  - LIPLEPS: Language Instruction Program for Limited English Proficient Students
  - IEP: Immigrant Education Program

The submission deadline is for the Enrollment Summary and Ceiling Calculator is March 8, 2013.

To be eligible for funding, once the Ceiling Calculator has been approved, a district will also have to complete the second part of the application, the ELL-TBE/TPI and Title III Application, which will be available in May. The submission deadline for the consolidated TBE/TPI and Title III Application is June 30, 2013.

The Enrollment Summary and Ceiling Calculator collects information about the district’s program for serving ELL students, including the number of ELL students and services provided to them, information about teachers and paraprofessionals working with ELL students, program models used, and information about consultation with private schools within the boundaries of the districts about participation in Title III programs.

If the Ceiling Calculator is returned to the district by an ISBE reviewer, the District must read all the comments provided in the Review Checklist (a pop-up window on IWAS), as well as Reviewer Comments located on the Professional Staff tab for each Attendance Center on the Ceiling Calculator.

Please contact the Division of English Language Learning at 312-814-3850, or your assigned district consultants with questions.

Below, please see notes and suggestions for the various sections of the application.
• Please read the Instructions before completing the page—link to the document is located in the upper right corner.
• Complete the requested information for the contact person for the ELL. The Contact Person should be the Program Director who oversees the ELL program, is knowledgeable about the application and has access to the application to make any necessary corrections. This information will also be used for a DELL listserv for communicating key information with Program Directors.
• TBE/TPI – State funded Transitional Bilingual Education/Transitional Program of Instruction: Every district completing this form must check TBE/TPI. Districts that apply for TBE/TPI funding may also check Title III – Language Instruction Program for Limited English Proficient Students (LIPLEPS) and/or Title III – Immigrant Education Program (IEP). Receipt of TBE/TPI funding is a prerequisite for applying for both LIPLEPS and Immigrant Education Program (IEP) funding.
• LIPLEPS – Click on this box if the district will apply for federal LIPLEPS funding. The box for TBE/TPI must also be checked, because only districts receiving TBE/TPI funding are eligible for LIPLEPS funding. Under Title III requirements, a district that will generate at least $10,000 in LIPLEPS formula funding may apply as a single district. A district that will generate less than $10,000 has the option to form a cooperative with other districts to jointly generate at least $10,000 in LIPLEPS funding. A district that belongs to a Coop must indicate if it is the Administrative Agent or a member, as well as the names of the other districts in the Coop. A Cooperative District Agreement must be filed with ISBE prior to submitting the second part of the application.
• IEP – Click on this box if the district plans to apply for federal IEP funding, if eligible. ISBE will calculate eligibility for IEP funding based on 2012-2013 student data entered on SIS and the information about private school students participating in IEP programs included in this application.
• APPLICANT COMMENTS: please provide any explanations or responses to questions asked by your application reviewer in this box.
#2: The part-time placement criteria should be completed by districts that offer a TBE program with a part-time component. Districts that offer only TPI and/or full-time TBE do not need to complete this section.

The part-time criteria should describe the English language proficiency levels used to place students in part-time TBE. These ELPs should be below the ELL eligibility criteria of 4.8 composite and 4.2 literacy composite and should identify ELL students who have sufficient English proficiency to benefit from a part-time program. Please remember that the “full-time” and “part-time” designations do not refer to class periods per week but rather the required components of a bilingual program that are being provided to a student (23 Ill. Adm. Code 228.30).

#3: Please indicate the numbers of teachers and administrators trained to administer the English language proficiency screeners and annual assessments.

The Spanish language arts standards: All districts with full-time TBE students must offer Spanish language arts (districts with part-time TBE or TPI students whose home language is Spanish may offer Spanish language arts). Districts that offer Spanish language arts must describe how student progress in the subject area is assessed.
Please read the **Instructions** before completing the page—link to the document is located in the upper right corner. The instructions include information about navigating the tabs under Allocation Calculation among other information.

Once you click on the “Allocation Calculation” tab, a new set of tabs appeared below. Each tab has to be completed for each of the attendance center in the district.

When you select “View all” a list of all the attendance centers in the district will appear. The columns labeled “Review Status” and “Comments” are for ISBE use only and indicate where changes might be needed for each attendance center if the application is returned to the district for changes.

Click on the button next to the attendance center that you want to select and click on “Open” at the bottom of the Attendance Center Search Page. Please note that only one attendance center can be open at a time.

To select another attendance center, click on the “Attendance Center Search” tab. **DO NOT** use the back and forward browser buttons to select another attendance center.
Please read the Instructions to interpret the information on this page—link to the document is located in the upper right corner. Among other information, these instructions explain the difference between TBE and TPI programs and full-time and part-time TBE services. A link to the Difference between Full and Part time document, located in the middle of the page, will also provide additional information.

Information on this page is pre-populated for each district based on the information provided on SIS as of January 4, 2013.

The TBE and TPI students are listed separately on this page. If the district has misidentified some students as TBE or TPI (or Full-time and Part-time), you need to correct SIS data and note this in the Applicant Comment box on the Applicant Information tab (for example, if there are 33 Spanish speaking students listed as TBE and 13 Spanish speaking students listed as TPI, while they should all be listed as TBE).

If there is a large number of high school students misidentified as TBE or TPI, your district funding calculation will be adjusted to reflect the corrected program enrollment type. The adjusted budget will appear in the FY14 ELL Consolidated Application.

Both the TBE and TPI enrollment tables have two sections: ELLs Served and ELLs Claimed for TBE Reimbursement. The ELLs served section lists all the ELL students in the attendance center who receive Low (fewer than 5 periods of service per week), Moderate (more than 5 but fewer than 10 periods of service per week) and High (more than 10 periods of service per week) levels of services. The ELLs Claimed for TBE Reimbursement section lists ELL students who receive Moderate and High levels of service and are eligible for the TBE/TPI funding reimbursement. If there is a large discrepancy (more than 25%) between the number of ELL students enrolled and the number who receive at least 5 periods of service per week, please explain the discrepancy in the Applicant Comment box on the Applicant Information tab.

NOTE: Following procedures for calculating the final FY14 TBE/TPI and LIPLEPS ceilings, preschool students not taught by properly certified early childhood/ESL/bilingual teachers will be removed from the ceiling calculator by ISBE. The adjusted budget will appear in the FY14 ELL Consolidated Application.

<table>
<thead>
<tr>
<th>Full or Part Time</th>
<th>Language</th>
<th>ELLs Served</th>
<th>TBE Grade Level Information</th>
<th>ELLs Claimed for TBE Reimbursement</th>
<th>Delete Row</th>
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<tr>
<th>Language</th>
<th>ELLs Served</th>
<th>TPI Grade Level Information</th>
<th>ELLs Claimed for TPI Reimbursement</th>
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Please read the Instructions before completing the page—link to the document is located in the upper right corner.

List all of the high school offerings specifically for English language learners at the attendance center. Click on each subject area offered and complete the information requested.

Once a box next to each subject is checked, a table requesting more specific course information appears.

For Math, Language Arts, Science, Social Science and Other courses, also indicate the language of instruction
  - N (for native language)
  - S (for sheltered instruction), or
  - NS (for both native language and sheltered instruction)
• Please read the **Instructions** before completing the page—link to the document is located in the upper right corner.

• Please indicate the ELL program models and delivery models for those programs used to serve ELL students in the district. Some boxes have been prepopulated with data from SIS (Pull-out and Push-in for Dual Language/Two Way Immersion, Sheltered English Instruction, Developmental Bilingual and English as a Second Language). The district must fill in any information for boxes not prepopulated by SIS. If there is an omission in one of the SIS populated categories, you may enter the information under “Other”.

- Please read the **Instructions** before completing the page—link to the document is located in the upper right corner.
- For each teacher, please list the certification type as well as whether or not they have a bilingual or ESL endorsement/approval.
- For each teacher with a bilingual approval or Type 29 certification, please list the **language code**.
- For teachers with certification types listed as other ("*"), please add an explanation in the Applicant Comment box on the Applicant Information tab.
- Please see the **Position Codes** document and select the code that best represents the teacher’s teaching responsibility as it relates to the ELL program.
- The FTE Position at this School column: indicate the full time equivalent (FTE) that the staff member works at the attendance center.
- The FTE Portion with ELL students column: Indicate the percentage of the time spent at this particular attendance center that the staff member devotes to working exclusively with the ELL students reported. (See the **Instructions** for specific examples.)
- In the Subjects column, please indicate the academic areas taught as well as the language of instruction: N (for native language), S (for sheltered instruction), or NS (for both native language and sheltered instruction).
- Once a district completes all relevant tabs for a specific attendance center, please check the box indicating that all the pages are complete for that attendance center.
- **IMPORTANT**: it is essential that the information provided about the ELL students (in Enrollment Summary), the programs for those ELL students (Program Models), and the staff providing the instruction (Professional staff and Paraprofessional staff) form a cohesive picture of how the district serves ELL students. Any inconsistencies and discrepancies should be explained in the Applicant Comment box on the Applicant Information tab.
- **IMPORTANT**: please note that any ISBE reviewer comments relating to a specific attendance center will appear at the bottom of the Professional Staff once a reviewer sends the application back to the district for revisions.
- Please follow the instructions as indicated on Teachers by Attendance Center page (previous page).
- Please read the **Instructions** before completing the page—link to the document is located in the upper right corner.
- A district may **transition a student** out of the TBE/TPI program when the student achieves English proficiency on the ACCESS for ELLs®. However, the district must obtain written permission from parents to transition a student who attains English proficiency prior to the end of three years. If the parents do not give their permission, the district may **NOT** transition the student out of the program for up to three years.
- **NOTE**: Preschool and kindergarten do **NOT** count toward three years in the program.
- Indicate whether or not students who are no longer ELLs are continuing in the program. If so, complete the remainder of the page as applicable.
- English proficient students counted on this page will generate TBE/TPI funding but not federal funding.
Please read the Instructions to interpret the information on this page—link to the document is located in the upper right corner.

The TBE/TPI Allocation Ceiling is calculated automatically based on the Student Information System (SIS) data that is pre-populated for each attendance center on the Enrollment Worksheet and information entered on the Former ELLs page.

NOTE: State law requires that school districts operating state-funded bilingual education programs be funded on an "excess cost reimbursement" basis. To equitably allocate funds, the State Board of Education has established a per-pupil allocation to determine the maximum amount of funding or “ceiling” a school district may request for bilingual education programs.

NOTE: Funding is based on the number of ELL students in grades PreK-12 who receive a minimum of 5 class periods of TBE/TPI services per week. A class period is defined as the uniform segment of the school day designated by the district for instructional time throughout the school. It must be at least 30 minutes (see the Instructions for specific per pupil allocation amounts).

NOTE: Following procedures for calculating the final FY14 TBE/TPI and LIPLEPS ceilings, preschool students not taught by properly certified early childhood/ESL/bilingual teachers will be removed from the ceiling calculator by ISBE. The adjusted budget will appear in the FY14 ELL Consolidated Application.

The Grand Total includes the number of ELL students eligible for state funding: public school students who receive moderate or high levels of service. LIPLEPS total includes the number of ELL students eligible for Title III LIPLEPS funding: public school students who receive low, moderate, or high levels of service, as well as ELLs from private schools located in the district as entered in the LIPLEPS/IEP Private Schools tab in the Ceiling Calculator.
Please read the **Instructions** before completing the page—link to the document is located in the upper right corner.

- If a district checks the box indicating that there are private schools in the district boundaries, it must provide information about the private schools, consultation date, and numbers of private school students eligible for Title III LIPLEPS and IEP funding.
- The total number of LEP students in participating private schools will be added to the eligible public school students to generate the LIPLEPS funding ceiling.
Please read the **Instructions** before interpreting the information on this page—link to the document is located in the upper right corner.

This page includes the calculation for LIPLEPS funding based on the number of eligible students, including eligible LEP students from private schools within the district’s boundaries.

**NOTE:** Following procedures for calculating the final FY14 TBE/TPI and LIPLEPS ceilings, preschool students not taught by properly certified early childhood/ESL/bilingual teachers will be removed from the ceiling calculator by ISBE. The adjusted budget will appear in the FY14 ELL Consolidated Application.

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<tr>
<th>Number of Eligible Students</th>
<th>Per Pupil Amount</th>
<th>LIPLEPS Ceiling Amount</th>
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