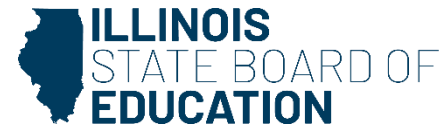


A Deep Dive into EL-Related Reports and CDP/BSP

Seng Naolhu
Lauren Ligammari
Multilingual/Language Development Department
Bilingual Directors Conference
September 18-20, 2024



Welcome and Announcements

- We are so happy to be here with you today and are excited to share a lot of information!
- Introductions: Who are your presenters today?


Multilingual Directory/Assigned Principal Consultants

- [Assigned Consultant Listing](#)
 - NEW AND IMPROVED!
 - Simply type in your district to find your assigned principal consultant.

🏠 > Multilingual > Assigned Consultant Listing

MULTILINGUAL
Assigned Consultant Listing

MULTILINGUAL
ASSIGNED CONSULTANT LISTING
Each school district in Illinois has an assigned principal consultant from the Multilingual/Language Development Department who is available to provide technical assistance. Use the search feature below to find the contact information for your district's assigned consultant.



District Name ▼	RCDTS Code	Assigned Consultant	Phone Number	Email
A-C Central CUSD 262	010092620260000	Lydia Kvinta	(312) 814-3607	lkvinta@isbe.net
Abingdon-Avon CUSD 276	330482760260000	Seng Naolhu	(312) 814-2229	snaolhu@isbe.net
ACE Amandia Charter School	150169020250000	Lauren Ligammarl	(312) 814-0902	lligamma@isbe.net

Federal Legislation and Landmark Cases

Federal Requirements

Title VI, Civil Rights Act of 1964

- Prohibits denial of equal access to education because of language minority students' limited proficiency in English.

Title VII of the ESEA of 1968: The Bilingual Education Act

- The first federal legislation to recognize the unique needs of English language learners and the need for specialized instruction. It established federal funding for the training of bilingual teachers and bilingual programs.

Equal Educational Opportunity Act of 1974

- Defines denial of equal educational opportunity as "failure by an educational agency to take appropriate action to overcome language barriers that impede equal participation by students in an instructional program."

Individuals with Disabilities Education Act (IDEA) of 1975

- Provides for free appropriate public education to eligible children with disabilities throughout the nation.
- Ensures special education and related services to those children

English learners (ELs) must be able to participate effectively in all programs and content areas.

Landmark Cases

Lau v. Nichols, 414 U.S. 563 (U.S. Supreme Court, 1974)

- Districts must take affirmative steps to overcome educational barriers faced by the non-English speaking students in a district.

Castañeda v. Pickard (648 F.2d 989, U.S. Court of Appeals, 5th Circuit, 1981)

- Program for ELs should be:
 - **Theory:** Based on “a sound educational theory”;
 - **Practice:** “Reasonably calculated to implement effectively the educational theory adopted by the school,” with adequate resources and personnel; and
 - **Results:** Evaluated as effective in overcoming language barriers after a trial period.

Plyler v. Doe, 457 U.S. 202, 102 S. Ct. 2382, 72 L. Ed. 2d 786 (1982)

- The U.S. Supreme Court ruled that undocumented children have the same right as U.S. citizens and permanent residents to receive a free public education.

Agenda

- Reports
 - Expenditure Reports
 - EL-EBF Final Expenditure Report
 - Grant Periodic Report (GPR)
 - Program Delivery Report (PDR)
- Consolidated District Plan (CDP) and Bilingual Service Plan (BSP)

Reports

Expenditure Reports

General Information

- File quarterly Expenditure Reimbursement reports
 - Located in IWAS:
 - September (due October 20)
 - October – December (due January 20)
 - January – March (due April 20)
 - April – June (due July 20)
 - July/August (due September 20)
- ISBE staff can check the information submitted via the Financial Reimbursement Information System (FRIS).

EL-EBF

Final Expenditure Report

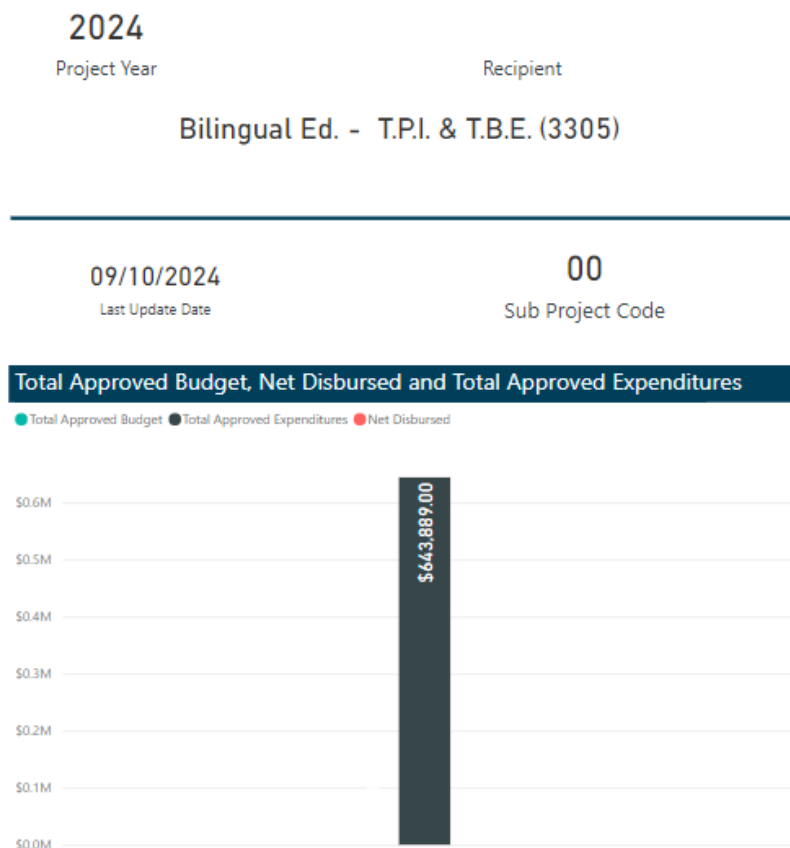
General Information

- EL-EBF is to be spent on EL services per requirements in [Article 14C of the School Code.](#)
 - At least 60% of EL funds must be spent on instructional costs of ELs (function 1000).
- Districts receiving \$5,000 or more in EL-EBF must submit an expenditure report.
- Due to ISBE by July 20.

Instructions

- Log in to IWAS.
 - Select "Electronic Expenditure Reporting System."
 - Choose "Start New Expenditure Report."
 - Select "3305 Bilingual Ed – TPI & TBE Program."
 - Select "June 30, 20XX."
 - Click "Continue."
- The “Current Year Allotment” will reflect the total amount of FYXX EL – EBF funding for the district (consisting of EBF Base Funding Minimum attributable to ELs and Tier Funding attributable to ELS) as well as funds not reported and not expended from FYXX (previous year).

Example of FRIS Information



General Information	Contact Info.
Project Begin Date	07/01/2023
Project End Date	06/30/2024
Adjustment Amount	\$0.00
Refund Due	\$0.00
Allotment	
Prepayment	\$0.00
Carryover Allotment	\$0.00
Current Year Allotment	\$1,799,107.00
Total Available	\$1,799,107.00
Disbursement	Click icon for details
Net Disbursement	\$0.00
Budget	Click icon for details
Budget Submit Date	
Budget Approved Date	
Total Approved Budget	\$0.00
Expenditure	Click icon for details
Final Received	Yes
Expenditure Submit Date	07/19/2024
For Period Ending	06/30/2024
Total Approved Expenditures	\$643,889.00
Outstanding Obligations	\$0.00
Total Approved Exp./Oblig	\$643,889.00
Commitment Amount	\$0.00
Payment Schedule	Click icon for details
Payment Schedule Submit Date	(Blank)
Total Approved Payment Schedule	\$0.00

Grant Periodic Report

GATA Reporting – Grant Periodic Report

- Annual Grant Periodic Report (GPR):
 - For all Title III grants (LIEP, ISEP, BEA).
 - Located in IWAS.
 - Must upload completed template for review.
 - Information to match expenditure reports.
 - Viewable in FRIS.
- Template
 - Two tabs to complete:
 - Example:
 - FY 2023 July/August (from the previous school year)
 - FY 2024 September 2023 – June 2024 (from the current ending school year)

Template

Complete the identification information for the district		District Name:			
		RCOT:			
		Bilingual Program Director:			
		Email:			
		Phone Number:			
FY23 TITLE III LIEP Grant Periodic Report					
List All Program Activities for each function that have a budget of \$1,000 or more (must align with FY23 Title III LIEP budget)				July 1, 2023 - August 30, 2023	
Title III LIEP Activities					
		Deliverables		Performance (Impact & Outcomes)	
Function Code	Object Code	Supplemental Activities	Describe the activity details provided, the date(s) the activity was implemented and number of participants.		Describe the immediate impact of the activity on participants, the longterm outcome the activity will have on participants and how long the activity impacts the participants. Participants include students, staff, parents and community.
Function 1000 - Instructional Activities					
1000					
1000					
1000					
1000					
1000					
1000					
1000					
Function 2210 - Professional Development Activities					
2210					
2210					
2210					
2210					
2210					
2210					
2210					
2210					
Function 3000 - Community/Parent Activities					
3000					
3000					
3000					
3000					
3000					
3000					
3000					
3000					
3000					
Other Function Codes Used					

[Examples](#)
[LIEP FY23 \(July & August\)](#)
[LIEP FY24 \(September - June\)](#)

Website

Title III

REPORTING TOOLS

- [LIEP Annual Template](#)
- [ISEP Annual Template](#)
- [BEA Annual Template](#)

RESOURCES

- [Guidance for Districts on GPR](#)
- [Grant Program Reporting System Webinar \(March 29, 2018\)](#)

Q & A

- 1. Is all Title III funding (LIPLEPS, ISEP, and BEA) included under a single grant report?**
No. A district that received funding from LIEPS, ISEP, and/or BEA is required to submit a GPR separately for each of the grants that the district received in FY 2022 and FY 2023.
- 2. If a district did not receive a Title III award but is receiving bilingual funding (EL-EBF) under Evidence-Based Funding, is the district required to submit a report?**
No. The receipt of Evidence-Based Funding (EBF) does not require filing of a Grant Periodic Report.
- 3. Does a district need to complete the FY 2022 tab if it did not implement any Title III activities in Period 2 during the months of July and August 2022?**
Yes. The district must indicate the activities that are aligned to the FY 2022 budget. However, if there were no activities funded by Title III during these two months, it should be noted in the template that activities did not occur (i.e., "No activity"). All districts receiving Title III LIEP funds are still required to provide activities for instruction, professional development, and family/community engagement as required by the grant. Title III ISEP and BEA are required to report activities that are approved for funding in their respective budgets.
- 4. Do districts need to include the activities that are implemented in July of 2023 and will be implemented in August 2023 in this report in the FY 2023 tab (which covers September 1, 2022, to June 30, 2023)?**
No. Report only activities that have been implemented up to June 30, 2023. Districts will be asked to report on July and August 2023 activities in a FY 2024 Grant Periodic Report.

Program Delivery Report

General Information

- District required to complete if it receives:
 - State Evidence-Based Funding (EBF) for EL services only (\$5,000 or more).
 - State EBF for EL services (\$5,000 or more) and federal Title III Language Instruction Educational Program (LIEP).
 - Federal Title III LIEP and/or Immigrant Student Education Program (ISEP).
- Timeline
 - Collection opens in May and is due July 31.

IWAS Location

https://sec1.isbe.net/iwas/asp/application_list.asp?rcdt=9999999999&sch=&upd= Search...

ISBE Web Security Module -... x ISBE Bilingual Education Program D...

Illinois State Board of Education
Darren Reisberg, Chairman Dr. Carmen I. Ayala, State Superintendent of Education

I W A S I W A S I W A S I W A S I W A S I W A S I W A S I W A S

Login: SEONHWA21

My Systems

Below are systems that you are either authorized to use or are awaiting authorization from either your district (Pending-District), ROE (Pending-ROE) or ISBE (Pending-ISBE). Once you are "Authorized" to access a system, simply click on the system description to use it.

[Click Here for Due Dates](#)

Categories - Click to Expand/Collapse Tree	Authorization
Grants	
Active Grants	
EL - Title III Intent to Apply	Authorized
ELL - TBE/TPI and Title III Application	Authorized
Organizational Risk Assessment	Authorized
Surveys	
Reduction In Force Survey (RIF)	Authorized
Reporting	
Monthly	
Student Information System - Statewide	Authorized
Annual	
Bilingual Education Program Delivery Report	Authorized
E-Report Card	Authorized

About SSL Certificates

Data Elements

- EL teachers, Professional Developments, Parents, Extended Program Services
- Resources:
 - [FY 2024 Program Delivery Report Funding Status](#)
 - [2024 Bilingual Education Program Delivery Report \(PDR\) User Guide](#)
 - [Access your IWAS account](#)

Bilingual Education PDR Homepage

Illinois State Board of Education

Bilingual Education Program Delivery Report

Home Page

ISBE HOME | LOGOUT

SESSION TIMEOUT 13:16

Home **Report** View Prior Yr User Guide Logout

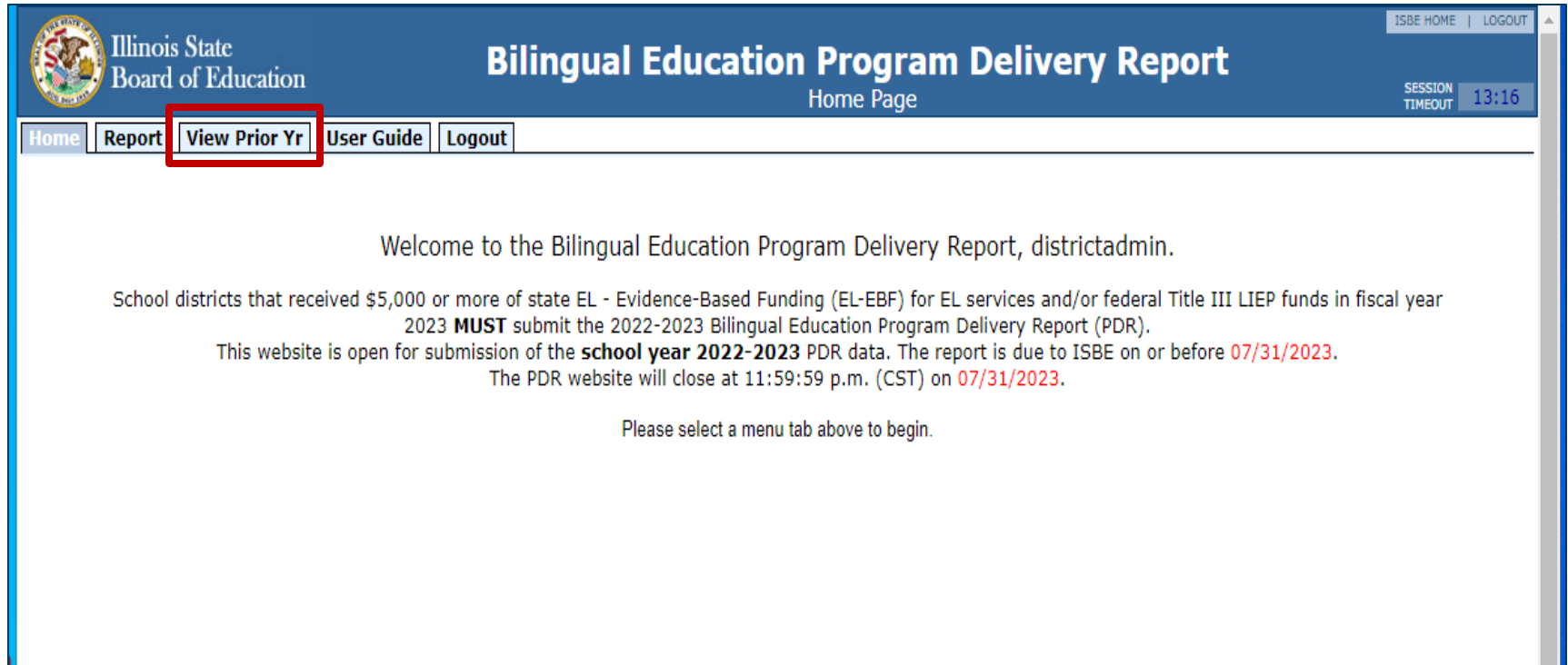
Welcome to the Bilingual Education Program Delivery Report, districtadmin.

School districts that received \$5,000 or more of state EL - Evidence-Based Funding (EL-EBF) for EL services and/or federal Title III LIEP funds in fiscal year 2023 **MUST** submit the 2022-2023 Bilingual Education Program Delivery Report (PDR).

This website is open for submission of the **school year 2022-2023** PDR data. The report is due to ISBE on or before **07/31/2023**.
The PDR website will close at 11:59:59 p.m. (CST) on **07/31/2023**.

Please select a menu tab above to begin.

View Prior Year PDR



The screenshot shows the homepage of the Bilingual Education Program Delivery Report (PDR) website. The header is blue with the Illinois State Board of Education logo on the left. The main title "Bilingual Education Program Delivery Report" is centered, with "Home Page" below it. On the right, there are links for "ISBE HOME" and "LOGOUT", and a session timeout indicator showing "13:16". A navigation bar contains five tabs: "Home", "Report", "View Prior Yr", "User Guide", and "Logout". The "View Prior Yr" tab is highlighted with a red rectangle. The main content area is white and contains a welcome message for district administrators, instructions on when to submit the 2022-2023 PDR data, and a deadline notice for the submission of the 2022-2023 PDR data.

Illinois State Board of Education

Bilingual Education Program Delivery Report

Home Page

ISBE HOME | LOGOUT

SESSION TIMEOUT 13:16

Home Report **View Prior Yr** User Guide Logout

Welcome to the Bilingual Education Program Delivery Report, districtadmin.

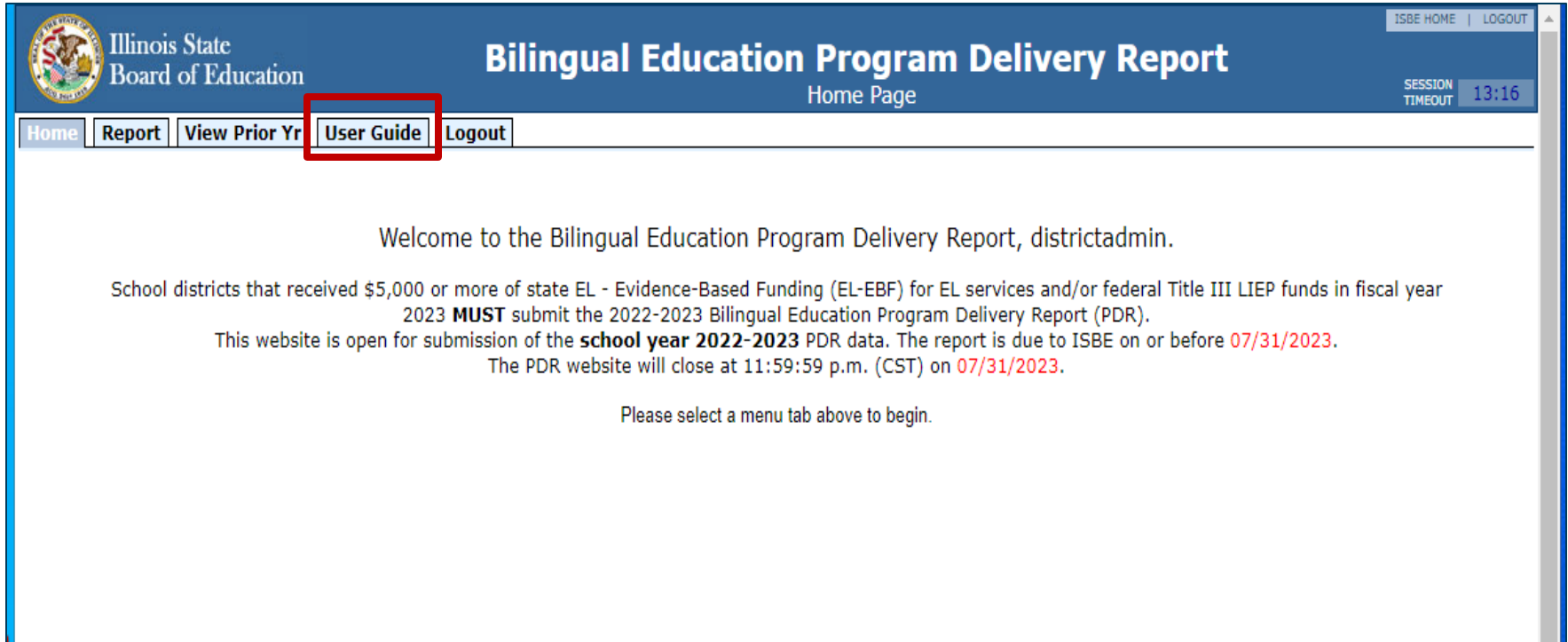
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The PDR website will close at 11:59:59 p.m. (CST) on **07/31/2023**.

Please select a menu tab above to begin.

PDR User Guide



The screenshot shows the homepage of the Bilingual Education Program Delivery Report (PDR) website. The header is dark blue with the Illinois State Board of Education logo on the left. The main title "Bilingual Education Program Delivery Report" is centered in white, with "Home Page" below it. On the right, there are links for "ISBE HOME" and "LOGOUT", and a session timeout indicator showing "13:16". A navigation bar below the header contains tabs: "Home", "Report", "View Prior Yr", "User Guide" (highlighted with a red box), and "Logout". The main content area is white and contains a welcome message for "districtadmin", instructions for school districts to submit the 2022-2023 PDR data by 07/31/2023, and a prompt to select a menu tab.

Illinois State Board of Education

Bilingual Education Program Delivery Report

Home Page

ISBE HOME | LOGOUT

SESSION TIMEOUT 13:16

Home Report View Prior Yr **User Guide** Logout


Welcome to the Bilingual Education Program Delivery Report, districtadmin.

School districts that received \$5,000 or more of state EL - Evidence-Based Funding (EL-EBF) for EL services and/or federal Title III LIEP funds in fiscal year 2023 **MUST** submit the 2022-2023 Bilingual Education Program Delivery Report (PDR).

This website is open for submission of the **school year 2022-2023** PDR data. The report is due to ISBE on or before **07/31/2023**.
The PDR website will close at 11:59:59 p.m. (CST) on **07/31/2023**.

Please select a menu tab above to begin.

Program Funding Type to Begin PDR (Select one)



Illinois State
Board of Education

Bilingual Education Program Delivery Report
TYPE OF PROGRAM FUNDING

ISBE HOME | LOGOUT

SESSION
TIMEOUT 18:40

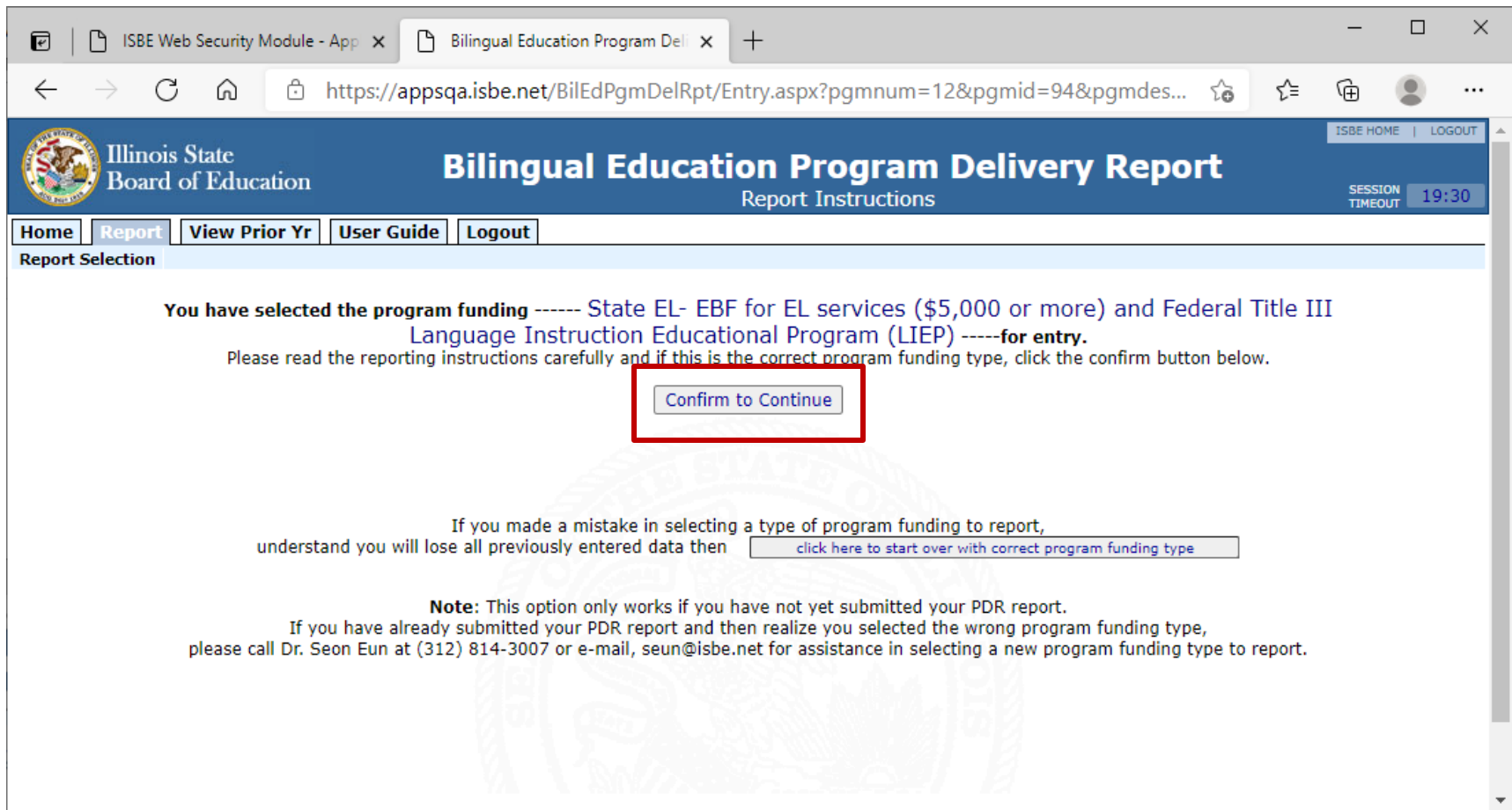
Home Report View Prior Yr User Guide Logout

Report Selection

Select **ONLY ONE** of the following program funding types that reflects types of state/federal funds for ELs that your school district received in FY 2023 to report on the 2022-2023 Bilingual Education Program Delivery Report. To find out what source(s) of funding your district received, please click on this link: <https://www.isbe.net/Documents/List-Districts-required-submit-Bilingual-Ed-PDR.pdf>

Program Funding Type	Report Status	Report Options
State EL- EBF for EL services only (\$5,000 or more)	Submitted to ISBE	View
State EL- EBF for EL services (\$5,000 or more) and Federal Title III Language Instruction Educational Program (LIEP)	Not Entered	
Federal Title III LIEP only	Not Entered	


Confirm Funding Type



The screenshot shows a web browser window with the URL <https://appsqa.isbe.net/BilEdPgmDelRpt/Entry.aspx?pgmnum=12&pgmid=94&pgmdes...>. The page header includes the Illinois State Board of Education logo and the title "Bilingual Education Program Delivery Report" with a subtitle "Report Instructions". A navigation bar contains links for "Home", "Report", "View Prior Yr", "User Guide", and "Logout". A "Report Selection" section displays the message: "You have selected the program funding ----- State EL- EBF for EL services (\$5,000 or more) and Federal Title III Language Instruction Educational Program (LIEP) -----for entry." followed by the instruction: "Please read the reporting instructions carefully and if this is the correct program funding type, click the confirm button below." A red rectangular box highlights the "Confirm to Continue" button. Below this, a warning states: "If you made a mistake in selecting a type of program funding to report, understand you will lose all previously entered data then" followed by a link "click here to start over with correct program funding type". A "Note" at the bottom explains that this option only works if the user has not yet submitted their PDR report, and provides contact information for Dr. Seon Eun if the user has already submitted a report and needs assistance.

ISBE Web Security Module - App x Bilingual Education Program Del x +

← → ↻ 🏠 🔒 <https://appsqa.isbe.net/BilEdPgmDelRpt/Entry.aspx?pgmnum=12&pgmid=94&pgmdes...> ☆ ⌵ 👤 ⋮

 Illinois State Board of Education

Bilingual Education Program Delivery Report
Report Instructions

ISBE HOME | LOGOUT

SESSION TIMEOUT 19:30

Home Report View Prior Yr User Guide Logout

Report Selection

You have selected the program funding ----- State EL- EBF for EL services (\$5,000 or more) and Federal Title III Language Instruction Educational Program (LIEP) -----for entry.
Please read the reporting instructions carefully and if this is the correct program funding type, click the confirm button below.

[Confirm to Continue](#)

If you made a mistake in selecting a type of program funding to report, understand you will lose all previously entered data then [click here to start over with correct program funding type](#)

Note: This option only works if you have not yet submitted your PDR report.
If you have already submitted your PDR report and then realize you selected the wrong program funding type, please call Dr. Seon Eun at (312) 814-3007 or e-mail, seun@isbe.net for assistance in selecting a new program funding type to report.

Confirm Funding Type

The screenshot shows a web browser window with the URL `webqa1.isbe.net/BilEdPgmDelRpt/Entry.aspx?pgmnum=9&pgmid=90&pgmdesc=State+EBF+for+EL+services+only+(%2...`. The page header includes the Illinois State Board of Education logo and navigation links: Home, Report, View Prior Yr, User Guide, and Logout. A session timeout of 19:58 is displayed. A modal dialog box is open, displaying the text: "webqa1.isbe.net says Please confirm your request to start over with a new program type." with "OK" and "Cancel" buttons. Below the dialog, the page text reads: "You have selected the [program type] (more) -----for entry. If this is the correct program type, you may enter ALL sections of this program sequentially by clicking on the Start Report Entry button below" followed by a "Start Report Entry" button. It then states: "or you may enter one section at a time by clicking on any of the report sections from the menu above. Please read the reporting instructions provided on each question carefully." A note follows: "If you made a mistake in selecting a type or program to report, understand you will lose all previously entered data then" with a button labeled "click here to start over with correct program type" highlighted by a red rectangle. A final note states: "Note: This option only works if you have not yet submitted your PDR report. If you have already submitted your PDR report and then realize you selected the wrong program type, please call Dr. Seon Eun at (312) 814-3007 or e-mail, seun@isbe.net for assistance in selecting a new program type to report." The footer contains contact information: "Have questions or need help? Contact our Call Center (217)558-3600 between 7:00am - 5:00pm CST, Monday - Friday or Click here to Contact Us".

Start PDR Data Entry

The screenshot shows a web browser window with the URL <https://appsqa.isbe.net/BilEdPgmDelRpt/Entry.aspx?pgmnum=12&pgmid=94&pgmdes...>. The page header includes the Illinois State Board of Education logo and the title "Bilingual Education Program Delivery Report". The navigation menu includes "Home", "Report", "View Prior Yr", "User Guide", and "Logout". The "Report" menu is expanded, showing "Report Selection", "Start", "Section 1", "Section 2", "Section 3", "Section 4", and "Submit". The main content area displays the following text:

You have selected the program funding ----- State EL- EBF for EL services (\$5,000 or more) and Federal Title III Language Instruction Educational Program (LIEP) -----for entry.

If this is the correct program funding type, you may enter ALL sections of this program funding sequentially by clicking on the Start Report Entry button below.

[Start Report Entry](#)

or you may enter one section at a time by clicking on any of the report sections from the menu above.
Please read the reporting instructions provided on each question carefully.

If you made a mistake in selecting a type of program funding to report, understand you will lose all previously entered data then
[click here to start over with correct program funding type](#)

Note: This option only works if you have not yet submitted your PDR report.
If you have already submitted your PDR report and then realize you selected the wrong program funding type, please call Dr. Seon Eun at (312) 814-3007 or e-mail, seun@isbe.net for assistance in selecting a new program funding type to report.

PDR Data Entry

ISBE Web Security Module - App: x Bilingual Education Program Del: x +

appsqa.isbe.net/BilEdPgmDelRpt/App1.aspx

ISBE HOME | LOGOUT

Bilingual Education Program Delivery Report

State EL- EBF for EL services (\$5,000 or more) and Federal Title III Language Instruction Educational Program (LIEP)

SESSION TIMEOUT 18:49

[Home](#) [Report](#) [View Prior Yr](#) [User Guide](#) [Logout](#)

Report Selection Program Funding Type Program Staffing Title III LIEP Program Area 1 Title III LIEP Program Area 2 Title III LIEP Program Area 3 Submit

1. Total number of licensed teachers who worked with English Learners (ELs) in language instruction educational programs in FY2022:

Types of License	Types of Endorsement	(Column A)	(Column B)
		Number of teachers (Each teacher counts only once)	How many of them are certified to administer the ACCESS for ELLs?
Professional Educator License (PEL)	ESL Endorsements only	0	0
Professional Educator License (PEL)	Bilingual Endorsements only	0	0
Professional Educator License (PEL)	Both ESL and Bilingual Endorsements	0	0
Professional Educator License (PEL)	ENL (Secondary only)	0	0
Professional Educator License (PEL)	ENL-Bilingual (Secondary only)	0	0
Educator Licensure with Stipulations (ELS)	Transitional Bilingual Educator	0	0
Educator Licensure with Stipulations (ELS)	Visiting International Teacher	0	0
Other	Other Certification (specify below)	0	0

Other (description):

2. An estimate of additional number of licensed teachers needed to work in language instruction educational programs to teach English Learners (ELs) for each year in the succeeding five years. (Note: The numbers should not be cumulative across years. For example, if your district needs ten additional teachers in FY23 and then an additional five in FY24, then you report ten in FY23 and five in FY24. These numbers (10 and 5) should represent different teachers.)

Types of License	Types of Endorsement	Fy 23	Fy 24	Fy 25	Fy 26	Fy 27
Professional Educator License (PEL)	ESL Endorsements only	0	0	0	0	0
Professional Educator License (PEL)	Bilingual Endorsements only	0	0	0	0	0
Professional Educator License (PEL)	Both ESL and Bilingual Endorsements	0	0	0	0	0
Professional Educator License (PEL)	ENL (Secondary only)	0	0	0	0	0
Professional Educator License (PEL)	ENL-Bilingual (Secondary only)	0	0	0	0	0
Educator Licensure with Stipulations (ELS)	Transitional Bilingual Educator	0	0	0	0	0
Educator Licensure with Stipulations (ELS)	Visiting International Teacher	0	0	0	0	0
Other	Other Certification (specify below)	0	0	0	0	0

Other (description):

Save Save & Continue

PDR Submission to ISBE

Bilingual Education Program Del | x +

Not secure | webqa1.isbe.net/BilEdPgmDelRpt/Review.aspx?NT3=18&pgmid=91&action=list&fy=2020&pgmdesc=State%20EBF%20for%20EL%20services%20(\$5,000%20or%20more)%20and%20Federal%20Title%20III%20LIEP&userid=districtadmin

4. Staff Development Participant Information: Report the number of individuals in your district that received professional development activities listed in question #3 in school year 2019-2020.

Staff Position	Number of participants
General Education teachers	50
TBE/TPI teachers	10
Principals	0
Administrators other than principals	0
Non-teaching staff/paraprofessionals	0
Non-administrative school personnel	0
Community Based Organization Personnel	0
Other (specify below)	4

Other (description): dddddd

5. Check the resources that the district provided to parents/families of ELs funded by Title III LIEP in school year 2019-2020.

Type of EL parents/family Resource	Check if partially or fully supported by Title III LIEP funds
Documents translated into parent's native language	x
Parent Liaison	
ESL classes for parents	
Literacy (including technology) classes	
Family Literacy	
Health Services	x
Family Reading Programs	
Referrals to social agencies or community based organizations for other services (such as legal services)	
Parent workshops related to child development and academics	
Transportation	x
Child Care	
Multi-cultural events	
Other (specify below)	x

Other (description): eeeeeee

6. Extended Program Services to ELs: Check if offered in school year 2019-2020:

Extended Program Service for EL Students	Check if partially or fully supported by Title III LIEP funds?
After School Tutoring	
Before School Tutoring	x
Summer School	
Other (specify below)	x

[Submit to ISBE](#)

Have questions or need help? Contact our Call Center (217)558-3600 between 7:00am - 5:00pm CST, Monday - Friday or Click here to Contact Us
Copyright © 2011-2020, Illinois State Board of Education

PDR Submission to ISBE -- Confirmation

ISBE Web Security Module - App x Bilingual Education Program Del x +

Not secure | webqa1.isbe.net/BilEdPgmDelRpt/Review.aspx?NT3=1&pgmid=91&action=list&fy=2020&pgmdesc=State%20EBF%20for%20EL%20... ☆

Administrators other than principals		0
Non-teaching staff/paraprofessionals		0
Non-administrative school personnel		0
Community Based Organization Personnel		0
Other (specify below)		1

Other (description): bbb

webqa1.isbe.net says

Please confirm your submit request. Once submitted, the Bilingual Education Program Delivery Report cannot be modified without ISBE approval.

OK Cancel

5. Check the resources that the district provided to parents/families of ELs funded by Title III LIEP in school year 2019-2020.

Type of EL parents/family Resource	Check if partially or fully supported by Title III LIEP funds
Documents translated into parent's native language	
Parent Liaison	
ESL classes for parents	
Literacy (including technology) classes	
Family Literacy	x
Health Services	
Family Reading Programs	
Referrals to social agencies or community based organizations for other services (such as legal services)	
Parent workshops related to child development and academics	x
Transportation	
Child Care	x
Multi-cultural events	
Other (specify below)	x

Other (description): eeeeeee

6. Extended Program Services to ELs: Check if offered in school year 2019-2020:

Extended Program Service for EL Students	Check if partially or fully supported by Title III LIEP funds?
After School Tutoring	x
Before School Tutoring	x
Summer School	
Other (specify below)	x

Other (description): hhhhh

[Submit to ISBE](#)

PDR Submission Status

Illinois State
Board of Education

Bilingual Education Program Delivery Report

Review/Submit Report

ISBE HOME | LOGOUT

SESSION
TIMEOUT 19:51

Home
Report
View Prior Yr
User Guide
Logout

Report Selection
Submit

Report Submission Status: Submitted to ISBE


ILLINOIS STATE BOARD OF EDUCATION	<i>Bilingual Education Program Delivery Report For 2022-2023</i>
Program: STATE EL- EBF FOR EL SERVICES ONLY (\$5,000 OR MORE)	
District Code: 21-044-0550-02	District Name: Vienna SD 55

1. Total number of licensed teachers who worked with English Learners (ELs) in language instruction educational programs in FY2023:

Types of License	Types of Endorsement	(Column A) Number of teachers (Each teacher counts only once)	(Column B) How many of them are certified to administer the ACCESS for ELLs?
Professional Educator License (PEL)	ESL Endorsements only	1	1
Professional Educator License (PEL)	Bilingual Endorsements only	2	0
Professional Educator License (PEL)	Both ESL and Bilingual Endorsements	0	0
Professional Educator License (PEL)	ENL (Secondary only)	0	0
Professional Educator License (PEL)	ENL-Bilingual (Secondary only)	0	0
Educator Licensure with Stipulations (ELS)	Transitional Bilingual Educator	0	0
Educator Licensure with Stipulations (ELS)	Visiting International Teacher	0	0
Other	Other Certification (specify below)	2	0

Other (description): 33333

View PDR Submission



Illinois State
Board of Education

Bilingual Education Program Delivery Report
TYPE OF PROGRAM FUNDING

ISBE HOME | LOGOUT

SESSION
TIMEOUT 18:40

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Report Selection

Select **ONLY ONE** of the following program funding types that reflects types of state/federal funds for ELs that your school district received in FY 2023 to report on the 2022-2023 Bilingual Education Program Delivery Report. To find out what source(s) of funding your district received, please click on this link: <https://www.isbe.net/Documents/List-Districts-required-submit-Bilingual-Ed-PDR.pdf>

Program Funding Type	Report Status	Report Options
State EL- EBF for EL services only (\$5,000 or more)	Submitted to ISBE	View
State EL- EBF for EL services (\$5,000 or more) and Federal Title III Language Instruction Educational Program (LIEP)	Not Entered	
Federal Title III LIEP only	Not Entered	

Edit after Submission -- Reset by ISBE

- After PDR submission to ISBE, District can't change the PDR.
- Contact ISBE to request PDR reset, if needing edit.
- ISBE returns the PDR to District.
- District edits PDR and resubmits to ISBE.



Consolidated District Plan

General Information

- Completed annually.
- April 1 is the recommended due date.
- All districts complete the CDP.
- Districts with one or more ELs complete the BSP.

Important Multilingual CDP Areas

- Contact Information

3. Bilingual Program Director Assurance

Please take note of the following, which is determined by your district

101

If the district has 1 or more EL students, the bilingual program director sections, as applicable. Districts with 0 ELs do not need to complete

- Stakeholders

1. Select the types of personnel/groups that were included in the planning process (required stakeholders for various programs as footnoted below).^a Check all that apply.

- A. ☒ Teachers (1,7,8)
- B. ☒ Principals (1,7,8)
- C. ☒ Other school leaders (1,8)
- D. ☐ Paraprofessionals (1)
- E. ☐ Specialized instructional support personnel (1,2,3,4,8)
- F. ☐ Charter school leaders (in a local educational agency that has charter schools) (1)
- G. ☒ Parents and family members of children in attendance centers covered by included programs (1,2,3,4,7,8)
- H. ☐ Parent liaisons
- I. ☐ Title I director (1)
- J. ☐ Title II director (1)
- K. ☒ Bilingual director (1,6,8)



Needs Assessment

1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year 2024-2025.* [1]

NOTE: All funding sources should be reviewed after October 1, and the plan should be amended and resubmitted to ISBE if funding sources have been added or removed due to actual grant awards.

- ☒ Title I, Part A - Improving Basic Programs
- ☐ Title I, Part A - School Improvement Part 1003
- ☐ Title I, Part D - Delinquent
- ☐ Title I, Part D - Neglected
- ☐ Title I, Part D - State Neglected/Delinquent
- ☒ Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
-  ☒ Title III - Language Instruction Educational Program (LIEP)
- ☒ Title III - Immigrant Student Education Program (ISEP)
- ☒ Title IV, Part A - Student Support and Academic Enrichment
- ☐ Title V, Part B - Rural and Low Income Schools
- ☒ IDEA, Part B - Flow-Through
- ☒ IDEA, Part B - Preschool

Needs Impact

G. Title III - LIEP

Based upon the Needs Assessment for [REDACTED], the immigrant parents have identified the Skokie EL Parent Center as a key resource for supporting them and in turn, their children. The District pays a membership to allow [REDACTED] parents to obtain resources at no cost. This grant is utilized to support [REDACTED] ongoing participation in the Center.

Fees are calculated at \$25 per student and based on total student enrollment.

H. Title III - ISEP

Based upon the Needs Assessment for [REDACTED], the immigrant parents have identified the Skokie EL Parent Center as a key resource for supporting them and in turn, their children. The District pays a membership fee to allow [REDACTED] parents to obtain resources at no cost. This grant is utilized to support [REDACTED] ongoing participation in the Center.

Stakeholders

3. Describe the approaches the district will use to include parents and family members in the development of LEA plans, so that the plans and related activities represent the needs of varied and diverse populations. [2]**

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

4. Describe the activities/strategies the LEA will implement for effective parent and family engagement. This includes a description of any activities/strategies that will be implemented for effective English learner and immigrant parent family engagement, as applicable. [3]**

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

Student Achievement

3. Describe the additional and supplemental education assistance (resources and/or programming) to be provided to individual students needing additional help meeting the challenging State academic and language standards. This includes a description of any additional and supplemental instructional assistance designed to assist English learners and immigrant students to access academic content and develop language proficiency, as applicable.* [3]

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

(1279 of 7500 maximum characters used)

- List **what** the additional and supplemental education assistance is.

4. Describe the instructional and additional strategies intended to strengthen academic and language programs and improve school conditions for student learning and how these are implemented. This includes a description of any additional supplemental instructional activities and strategies designed to strengthen academic and language programs for English learners and immigrant students, as applicable.* [4]

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

(641 of 7500 maximum characters used)

- List **how** the above listed supplemental assistance is/are implemented and improve the learning conditions.

Professional Development

G. Title III - LIEP

EL teachers are provided training on best practices in their field, with a special focus on the new math curriculum implemented last year.

H. Title III - ISEP

EL teachers are provided training on best practices in their field, with a special focus on the new math curriculum this year. Providing training on best practices to address the needs of imm attend

Bilingual Service Plan

(BSP)

BSP Program Information

ESF Program Contact	ESF Program Info	ESF Next Steps	ESF Program Timeline	ESF Funding Allocation Committee	ESF Funding
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NSP District Program Information

English Learners (ELL) are in the district

Complete the requested information below.

- Key: Types of Instructional Design
1. Dual Language - Two Way (Self-contained)
 2. Dual Language - One Way (Self-contained)
 3. Bilingual/Bilingual Program (Self-contained)
 4. Bilingual/Bilingual Program (Collaborative)
 5. Translational Program in English (Self-contained)
 6. Translational Program in English (Collaborative)

[illegible]

Current Enrollment By Grade Level																	Class Periods Per Week				
THE Full Time	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	None	Low	Med	High	Total	
French	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	1	
Spanish	0	3	6	10	5	8	5	4	4	4	0	0	0	0	49	0	2	35	12	49	
Entry Status Totals	0	4	6	10	5	8	5	4	4	4	0	0	0	0	50	0	3	35	12	50	

TIS: Part Time	Current Enrollment By Grade Level															Class Periods Per Week				
	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	None	Low	Med	High	Total
Spanish	3	5	2	0	2	4	7	0	6	1	0	0	0	0	43	0	11	20	0	43
Entry Status Totals	3	5	2	0	2	4	7	9	6	5	0	0	0	0	43	0	12	20	0	43

Current Enrollment By Grade Level																	Class Periods Per Week				
Parents Refused	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Name	Low	Mid	High	Total	
Spanish	0	1	4	0	1	4	4	2	3	1	0	0	0	0	20	20	0	0	0	20	
Entry Status Totals	0	1	4	0	1	4	4	2	3	1	0	0	0	0	20	20	0	0	0	20	
School Totals	3	10	12	10	8	16	16	15	13	10	9	0	0	0	113	20	16	65	12	113	

Current Enrollment By Grade Level																	Class Periods Per Week				
THU Part Time	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	None	Low	Med	High	Total	
Spanish	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	1	
Entry Status Totals	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	1	
School Totals	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	1	

BSP Program Enrollment

BSP Program Contact	BSP Program Info	BSP Short Form	BSP Program Enrollment	BSP Parent Advisory Committee	BSP Professional Development
BSP Program Enrollment					Instructions
<div>101 English Learners (ELs) are in the district</div>					
PROGRAM ENROLLMENT Check the type(s) of Program Enrollment offered <div> <div>TBE</div> <div><input type="checkbox"/></div> <div>TPI</div> <div><input checked="" type="checkbox"/></div> </div>					
SPANISH LANGUAGE ARTS CURRICULUM Indicate whether or not the district is offering Spanish language arts. All districts with a full-time TBE Spanish program must offer Spanish language arts. Does the district offer Spanish language arts to TBE/TPI students? <div> <div>Yes</div> <div><input type="radio"/></div> <div>No</div> <div><input checked="" type="radio"/></div> </div>					
Indicate whether the district is placing students in part-time TBE based on the criteria found in Section 228.30 (c)(3) and has the part-time TBE rational template in the students' records. Part-Time Transitional Bilingual Education (TBE) Placement *Required field <div> <div>Yes</div> <div><input checked="" type="radio"/></div> <div>No</div> <div><input type="radio"/></div> </div>					

Bilingual Parent Advisory Committee (BPAC)

BSP Program Contact	BSP Program Info	BSP Short Form	BSP Program Enrollment	BSP Parent Advisory Committee	BSP Professional Development
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TBE Parent Advisory Committee

Instructions

101 English Learners (ELs) are in the district

Parent Advisory Committee Page - Complete this page **ONLY** if the district has a TBE program. A district is required to have a Bilingual Parent Advisory Committee if an attendance center has 20 or more EL students with the same language group (Preschool counted separately).

Verification of Plan Review by Bilingual Parent Advisory Committee for TBE Programs

Parent and Community Participation - Each district or cooperative with a TBE program shall establish a parent advisory committee consisting of the following: parents, legal guardians, transitional bilingual teachers, counselors, and community leaders. A majority of its members must be parents of students enrolled in the TBE program. This committee shall:

1. Meet at least four times per year;
2. Maintain on file with the school district, minutes of these meetings; and
3. Review district's annual Bilingual Service Plan and EBF spending plan submitted to the State Board of Education.

Identify all members of the Bilingual Parent Advisory Committee. Indicate under Role whether they are a parent (P), legal guardian (G), teacher (T), counselor (C), or community member (CM). Indicate the language(s) spoken by the member. Indicate the member's home address and phone number where they can be reached.

Name		Role		Language(s)		Telephone	
Street		City		State		Zip+4	
Name		Role		Language(s)		Telephone	
Street		City		State		Zip+4	
Name		Role		Language(s)		Telephone	
Street		City		State		Zip+4	

Professional Development

BSP Program Contact	BSP Program Info	BSP Short Form	BSP Program Enrollment	BSP Parent Advisory Committee	BSP Professional Development
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BSP Professional Development

[Instructions](#)

101 English Learners (ELs) are in the district

PROPOSED PROFESSIONAL DEVELOPMENT ACTIVITIES

Describe the professional development activities proposed to be developed and implemented for staff involved in the education of English Learners and immigrant students. Such training activities should be directly related to helping staff attain the qualifications, knowledge, and skills needed to increase EL and immigrant students' academic performance. These activities must also meet requirements set forth in the laws and regulations governing the TBE/TPI program.

TBE/TPI Staff Inservice Plan - Indicate at least two Professional Development Activities

Inservice activities must be provided to all TBE/TPI staff at least twice yearly. Specify the areas to be addressed, which must include, but need not be limited to, one of the following: Current Research in the Teaching of EL Students; Methods for Teaching in the Native Language and Methods of Teaching ESL; Content Area and Language Proficiency Assessment of EL Students; Issues Related to the Native Culture and the Culture of the United States; and Issues Related to EL Students with Disabilities. Additionally, for new certificated and noncertificated program staff, the following must be addressed: Minimum Program Standards; District Identification and Assessment Procedures; Program Design; and Basic Instructional Techniques for Teachers of EL Students.

Districts that offer Spanish language arts must offer at least one session related to the implementation of Spanish language arts for staff members who provide the instruction in that course subject.

Activity*	Date (Projected)	Certified Staff	Non-Certified Staff	Expected No. of Participants
<input type="checkbox"/> Current Research in the Teaching of EL Students	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
<input type="checkbox"/> Methods for Teaching in the Native Language and Method of Teaching ESL	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
<input type="checkbox"/> Language Assessment	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
<input type="checkbox"/> Issues Related to the Native Culture and the Culture of the United States	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
<input type="checkbox"/> Issues Related to EL Students with Disabilities	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
<input type="checkbox"/> Program Standards	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
<input type="checkbox"/> District Identification Assessment	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
<input type="checkbox"/> Program Design	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
<input type="checkbox"/> Basic Instructional Techniques for Teachers of EL Students	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
<input type="checkbox"/> Spanish Language Arts	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
<input type="checkbox"/> Others (Specify):	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>



Questions?

Thank you