

Introduction to EL Program Funding Resources and Reports

**Multilingual/Language Development
September 18-20, 2024**

Overview of Financial Assistance And Fiscal Accountability For EL Programs

- Local Funding Sources
- State funding Sources:
 - ✓ EBF (Evidence Based Funding)
 - EL- EBF (State TBE/TPI funding)
- Federal Title III programs
 - ✓ Language Instruction Education Program (LIEP)
 - ✓ Immigrant Student Education Program
 - Private School Participation
 - Accountability and Reports
- Other Federal Grants
- Grant Application and Reports

Federal Requirements and Landmark Cases

- Title VI of the Civil Rights Act of 1964
- The Equal Educational Opportunities Act of 1974
- ESSA Ec. 3101. [20 U.S.C. 6812]
- Lau vs Nichols
- Castañeda v. Pickard
- The Illinois Code Article 14C Transitional Bilingual Education

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

- Challenged assimilationist theories and the concept of the "melting pot" as assimilation exclusively.

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

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 the 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)

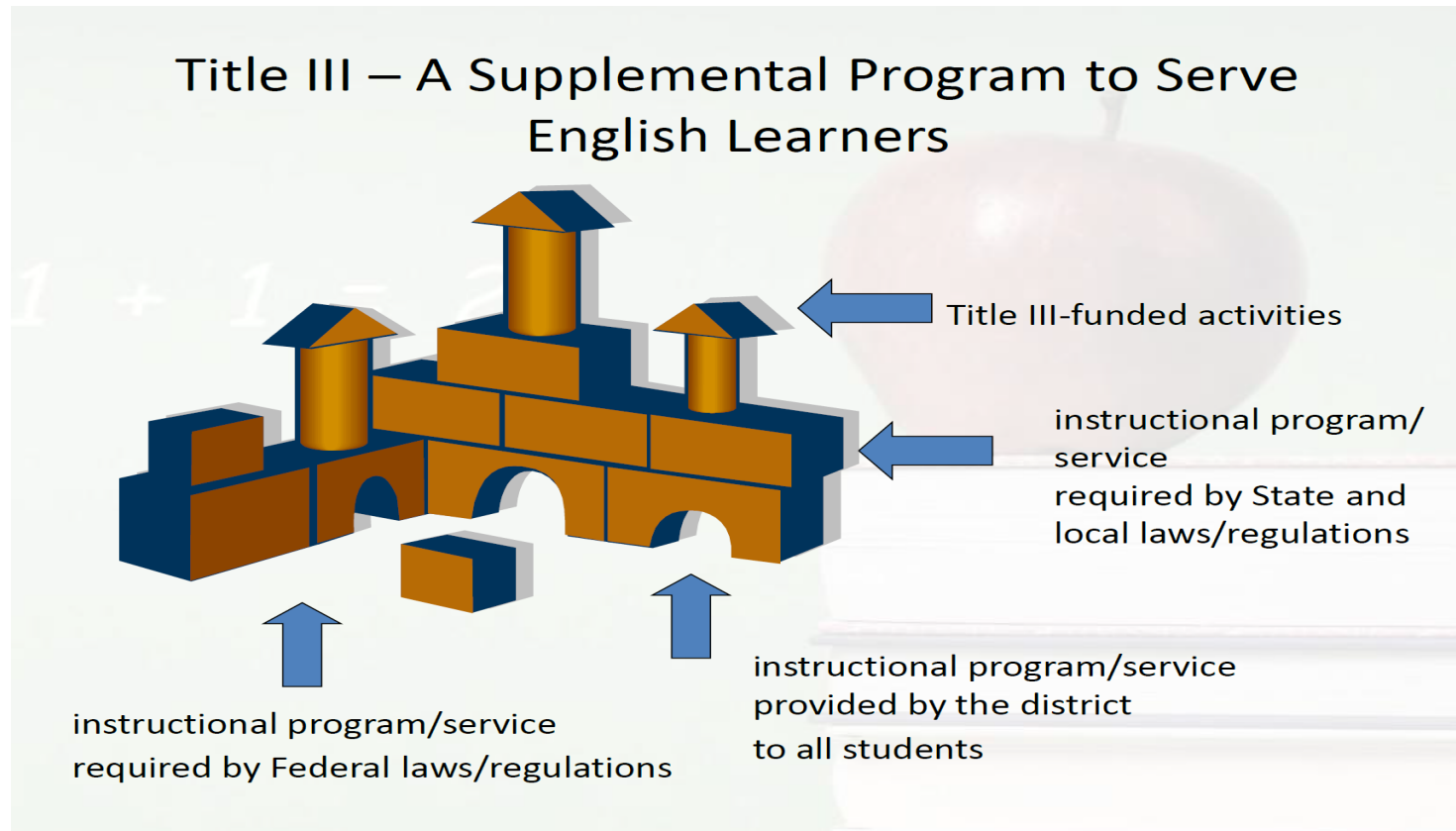
- The U.S. Supreme Court ruled that undocumented children have the same right as U.S. citizens and permanent residents to receive a free public education.



State Requirements

- Illinois School Code
 - [Article 14C](#) Transitional Bilingual Education
- Illinois Administrative Code (**Title 23**):
 - [Part 228](#): Transitional Bilingual Education

Overview of Financial Assistance And Fiscal Accountability For EL Programs



Slide courtesy of Title III Group, OESE, SASA 2010

Funding Sources

- **Local Funding Sources:**
 - Local Funds generated from property tax
 - School Referendums
- **State Evidence-Based Funding (EBF) –**
 - ✓ EBF for Student Success Act – August 31, 2017
 - ✓ Combining general state aid, special education, low income and English learner funds into one single funding source under EBF.

Funding Sources

• Federal Funding

1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year 2021-2022.* [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(a)
- ☐ 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

2. Describe how the LEA will align federal resources, including but not limited to the programs listed above, with state and local resources to carry out activities supported in whole or in part with funding from the programs selected.* [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.
(3272 of 7500 maximum characters used)

English Learner Evidence-Based Funding (EL-EBF)

- Where do I find the allotment?
- How do I track the funds?
- When do I report?

Distribution of Funds & Reports

Illinois State Board of Education						
FY 2025 Additional Investments in Students Requiring English Learner (EL) Services						
Amounts Listed Are Provided in Addition to and Not in Lieu of All Other Funding of Cost Factors						
Per 105 ILCS 5/18-8.15						
Report Prepared By State Funding & Forecasting Staff, August 2024						
1	2	16	18	19	20	22
		Allocated Tier Funding	Allocated FY 2024 Base Funding Minimum & Supplemental Funds			
District ID	District Name	FY 25 Tier Funding for EL Services [A]	EL in FY 24 BFM	FY 24 Calculated Tier \$ for EL	Total EL BFM for FY 25 [B]	Total FY 25 Allocation of EL Funds from State Contribution [A + B]
		\$ 495.09	\$ 1,887.10	\$ 150.73	\$ 2,037.83	\$ 2,532.92
		\$ 24.50	\$ 138.81	\$ 24.14	\$ 162.95	\$ 187.45
		\$ 120,815.08	\$ 726,239.88	\$ 114,976.89	\$ 841,216.77	\$ 962,031.85
		\$ 32.87	\$ 27.72	\$ 23.35	\$ 51.07	\$ 83.94
		\$ -	\$ 3.15	\$ -	\$ 3.15	\$ 3.15
		\$ -	\$ -	\$ -	\$ -	\$ -
		\$ -	\$ 235.55	\$ 7.55	\$ 243.10	\$ 243.10

**To locate the district EL-EBF allotment go to [this link then](#)
[>Reports>FY2025 English Learner Education Funding Allocation](#)
[Calculation Details](#)

EBF Spending Plan

EL- EBF (State TBE/TPI funding)

- Can use funding to pay for costs of the requirements of running an ELL program; 60% has to be used for instructional related costs
- Evidence-based funding spending plan for EL programming is completed annually by October 31
- Districts that continue to have EL-EBF funds carried over from years to years are at risk of violating the supplement vs. Supplant provisions of the Title III.
- Spending plan (EL-EBF) must be reviewed for inputs from the Bilingual Parent Advisory Committee (BPAC) before October 31 is recommended. Applicable if the districts have a TBE program.

Bilingual Education Related Cost

EL- EBF (State TBE/TPI funding)

- Pull-out or pushing bilingual/ESL teachers in a collaborative instructional programs
- Paraprofessional, coaching staff, parent liaisons...
- Additional bilingual/ESL teachers to reduce class size
- Supplemental instructional materials to the district core textbooks
- Other resources that are specific to EL students, but not for all students in general

EBF Spending Plan

❖ EL- EBF (TBE/TPI) Funding for EL Programs

The application has been approved. No more updates will be saved for the application.

Itemize and explain each expenditure amount that appears on the Budget Summary. Provide a complete breakdown of eligible employee benefits. Federal Funds: Please review the Instructions link for details that apply to your specific grant. Teacher's retirement. Contact your program consultant with any additional questions you may have regarding TRS contributions. Click on the "Create Additional Entries" button to enter additional information.

[Description of Function Codes and Object Codes](#)

Function Code	Object Code	Expenditure Description and Itemization	TBE-3305 Funds	Other Source of Funds
1000	100	Salary for 1 FTE ESL Teacher (Hoovler)=43,296; Salaries for 2 FTE French TBE Teachers (Kiekie=32846,1FTE[TBA]=32200) Teacher Total 108442; Salaries for 7 Language facilitators for EL assistance in the classroom (Tipoh=15926, Williams=15926, Hernandez=16044, Valdivia-13483, 2 FTE Aides [TBA]x 13213 =26426 TBA) 87805	196247	
1000	200	Benefit for teacher (TRS EMBI .58%=629; THIS .8%=824)1453, Benefit for Language Facilitators (IMRF 11.15%=9790; FICA 6.2%=5444) 15234, Medicare for 1.45% both(209460)=2846 Total Benefits 19533	19533	
1000	300	Unemployment 1.45%=1668; WC .6%=1177 Total=2846	2846	
1000	400	French/Spanish language Arts program Supplemental text books and materials for use by or for ELL's in the bilingual/ESL Classroom for TBE High, Middle and Elementary.	8286	
2210	200	Tuition Reimbursement for staff finishing or seeking their ESL and/or Bilingual Endorsement after the district contributes its reimbursement, where the teacher will be reimbursed at the same rate (\$80/credit hour) by TBE/TPI funds. This is an incentive for more staff to pursue the endorsement. 9 staff members X 8hrs X \$80/hr = \$5760	5760	
3000	100	.29 of Parent Liaison Salary = 10984; 1 Written Translator Salary =15609; Interpretation for Parent/Teacher Conferences 2X's/year w/ 9 interpreters X 9hrs X 2days X 15\$=4860; Additional interpretation for meetings and activities after school day for 1 interpreter \$15 X 40 30hrs= \$450	26910	
3000	200	Benefits for Parent Liason Salary, translator and interpreters IMRF 11.15%=3609; FICA 6.2%=2007; Medicare for 1.45% =469 Total 6086	6086	

EBF Spending Plan

EL- EBF (State TBE/TPI funding)

- An annual summary *expenditure report* must be submitted (July 20) – Districts receiving \$5,000 or more in EL-EBF.
- EL-EBF fund is meant to be used by the district in the year it receives; it is not to be carried over to the next year.
- Districts that continue to have EL-EBF funds carried over from years to years are at risk of violating the supplement vs. Supplant provisions of the Title III.
- Sharing EL-EBF Spending Plan with the BPAC
- *The FY25 CDP/Bilingual Service Plan* (April 1, 2025)
- *Program Delivery Report* (PDR) For districts that receive \$5,000 or more in EL EBF

CDP/BSP Application

The BSP is incorporated into the CDP as of FY24

The CDP section of the plan covers Title III and all other federal grants

1. CDP is required for all districts receiving federal funds & BSP is required for all districts enrolling EL students
2. BSP Short Version Vs BSP Long Version
 - BSP Short Version – Districts with fewer than 20 ELs
 - BSP Long Version – Districts with 20 or more ELs

Note: Expecting a modification form for FY26

CDP – Title III

The CDP section of the plan covers Title III (LIEP, ISEP)

Sections Pertaining to Title III

1. **Need Assessment** – Provide the needs Assessment Results
2. **Stakeholders** – Describe the activities/strategies the LEA will implement for effective parent and family engagement – Any program activities for EL parents. If there are any EL students in the district, stakeholders must include a bilingual director in the development of the CDP/BSP plan.
3. **Student Achievement** – Describe the supplemental and additional strategies intended to implement with Title III to strengthen academic and language program for ELs.
4. **Professional Development** – Supplemental PD aimed at strengthening EL instruction and services

BSP Plan

The BSP is incorporated into the CDP as of FY24

1. BSP Short Version Vs BSP Long Version
2. BSP Short Version:
 - Contact Information
 - Program Information and EL services

BSP Short Form

[In:](#)

English Learners (ELs) are in the district

Grades with English Learners (ELs):

☐ PRE-K ☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

Type of Program:

☐ TBE ☒ TPI

Type of Instructional Design Offered In The District (Select All That Apply):

☒ Dual Language - Two Way ☒ Dual Language - One Way
☐ Transitional Bilingual Program (Self-Contained) ☐ Transitional Bilingual Program (Collaboration)
☐ Transitional Program in English (Self-Contained) ☐ Transitional Program in English (Collaboration)

Number of ESL/Bilingual Endorsed Teachers Working With ELs:

Teacher Requirement:

If no bilingual and/or ESL endorsed teacher(s) is(are) indicated, please provide an explanation how the district will ensure that EL students are receiving the minimal ESL instruction and the district's plan to address this.
(213 of 3000 maximum characters used)

BSP Plan

1. BSP Long Version
2. BSP plan is specific to the state mandate requirements for ELs.
 - ❖ Contact information (EL Program Director)
 - ❖ EL Program Director qualification
 - ❖ Attendance Center Information (types of instructional program, number of endorsed bilingual/ESL teachers, targeted endorsement if a TBE program.
 - ❖ BPAC if a district has a TBE full-time and/or part-time
 - ❖ Professional Development
 - ❖ Referencing the Attendance Center Enrollment in SIS from the FY23

CDP/BSP Application

Attendance Center Enrollment (details – Home School)

01/10/2022

Heritage Middle School Attendance Center

Current Enrollment By Grade Level																	Class Periods Per Week				
TBE Full 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	0	0	0	0	16	9	16	0	0	0	0	41	0	0	1	40	41	
Entry Status Totals	0	0	0	0	0	0	0	16	9	16	0	0	0	0	41	0	0	1	40	41	

Current Enrollment By Grade Level																	Class Periods Per Week				
TBE 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	0	0	0	0	26	15	14	0	0	0	0	55	0	0	43	12	55	
Entry Status Totals	0	0	0	0	0	0	0	26	15	14	0	0	0	0	55	0	0	43	12	55	

Current Enrollment By Grade Level																	Class Periods Per Week				
TPI	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	None	Low	Med	High	Total	
Arabic	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	1	1	
Pilipino (Tagalog)	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	1	0	1	
Spanish	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	1	0	0	1	
Entry Status Totals	0	0	0	0	0	0	0	1	1	1	0	0	0	0	3	0	1	1	1	3	
School Totals	0	0	0	0	0	0	0	43	25	31	0	0	0	0	99	0	1	45	53	99	

CDP/BSP Application

Top Five Reasons for Application Disapproval

1. Outplaced attendance center(s) that served EL students from the district was/were not reported
2. No Bilingual Parent Advisory Committee when the district has a TBE program
3. Lacking adequate number of bilingual/ESL endorsed teachers to serve the ELs.
4. Spanish Language Arts was not offered when the district has a Spanish TBE full-time program at one or more attendance center.
5. No bilingual endorsed teacher serving EL students in the TBE full-time program

Question

- As a program director of the EL program in your district, what has been or is your level of involvement in the development of your EL-EBF spending plan, CDP and BSP for the EL program on an annual basis?

Federal Funding Sources

- Federal Title III – (Supplement, not supplant)
 - ✓ Language Instructional Education Program
 - ✓ Immigrant Student Education Program

Distribution of EL funds

- Cake – State/local
- Icing – Other Federal (Title I, II, IV, ESSER, IDEA, etc.)
- ❖ Raspberries – Title III



Other Federal Grants

Resources: *Title I-A, Title II-A, and IV-A (does not include Title III), ESSER Funds*

Reporting/Documentation:

- Consolidated District Plan
- GATA Reporting (Grant Periodic Reports)- submit annually
- Expenditure Reimbursement Reports (Quarterly)
- *This is not an exhaustive list of potentially required documentation. Be sure to consult with your district's auditor for other financial reporting requirements.



Federal Title III Programs

- **LIEP: Language Instruction Educational Programs**

Improve the education of ELs by assisting them to learn English and meet challenging State academic content and standards

- **ISEP: Immigrant Student Education Program**

Enhanced instruction opportunities for immigrant youth and children

Title III LIEP

Grant Period: Sept. 1 – Aug. 31

Formula based Funding - Enrollment Summary and Ceiling Calculator

- ELs in public schools

- ELs identified in private schools in district

Title III Program Eligibility

Language Instructional Education Program

- All school districts serving EL students are eligible to apply for the federal Title III LIEP
- Funding is based on the number of ELs (formula grant)
- Districts wishing to apply for Title III LIEP must submit an **Intent to Apply** in January to be considered for the following school year
- A district must generate at least \$10,000 to apply as a single district
- A district needs to form a consortium with other district(s) if it does not have threshold number of ELs to generate the \$10,000.

LIEP Application

Top Five Reasons for Application Disapproval

1. Activities do not cover all requirements of the grant:
 - Student Instruction (Function 1000)
 - Staff Professional development (Function 2210)
 - Parent involvement (Function 3000)
2. Benefits attached to a salary are not defined
3. Differentiating between paid services vs. salary
4. Differentiating between licensing fees vs. materials
5. Differentiating between equipment (Capital Outlay) vs. supplies and materials

LIEP Application

Supplement vs. Supplant or Required situations that cause Application Disapproval

1. Teachers for student instruction during the school day
2. Translation of school and district communication or documents
3. Language proficiency testing such as required prescribed screeners, training, substitutes
4. District position has been established and previously paid for by district or other non-Title III funding
5. District may be in a violation of the Supplement vs Supplant provisions if the EL-EBF funds are not used before Title III funds.

Federal Title III LIEP Application & Reports

Reporting/Documentation:

- Submit the Intent to Apply
- Consult with private schools within the district boundary
- Submit a Consolidated District Plan
- Submit a Title III LIEP Application – if eligible
- Complete GATA Reporting (Performance Reports)
- Submit a Program Delivery Report
- File quarterly Expenditure Reimbursement Reports

*This is not an exhaustive list of potentially required documentation. Be sure to consult with your district's auditor for other financial reporting requirements.

ISEP Program Eligibility

✓ Immigrant Student Education Program

- All school districts serving immigrant children and youths are eligible to apply for the federal Title III ISEP
- Funding is based on the current year enrollment number of immigrant students (formula grant)
- Immigrant student is defined as someone who was born outside of the US and Puerto Rico and has not been enrolling in any US schools for more than 3 full academic years.
- Eligible districts must have:
 - at least 10 immigrant students enrolling during the current school year, and
 - an increase of 50 or 3% from the average of two previous school years, whichever is fewer.
- Districts wishing to apply for Title III ISEP must submit an Intent to Apply in January to be considered for the following school year

Federal Title III ISEP Application & Reports

Reporting/Documentation:

- Submit the Intent to Apply
- Consult with private schools within the district boundary
- Submit a Consolidated District Plan
- Submit a Title III ISEP Application – if eligible
- Complete GATA Reporting (Performance Reports)
- File quarterly Expenditure Reimbursement Reports

*This is not an exhaustive list of potentially required documentation. Be sure to consult with your district's auditor for other financial reporting requirements.

Federal Title III Reports

Reporting/Documentation:

- Complete GATA Reporting (End of the Year Grant Periodic Report)
- File quarterly Expenditure Reimbursement Reports
- End of the year Program Delivery Report

GATA Reporting

Reporting/Documentation:

- FY25 Annual Grant Periodic Report
 - Title III three reports annually (LIEP, ISEP and BEA)
- FY25 annual report
 - Two tabs to complete
 - LIEP FY24 (July and August of the previous year)
 - LIEP FY25 (Current ending school year from September 1- June 30)

GATA Reporting Template

Location of templates in [Grants>Grant Periodic Reporting>EL-Title III dropdown](#)

Complete the identification information for the district		District Name:		
		RCDT:		
		Bilingual Program Director:		
		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				
Function Code	Object Code	Supplemental Activities	Deliverables	Performance (Impact & Outcomes)
			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				
LIEP FY23 (July & August)		LIEP FY24 (September - June)		

Expenditure Reporting

Reporting/Documentation:

- File quarterly Expenditure Reimbursement Reports
- Located in IWAS
 - Electronic Expenditure Reports

Program Delivery Report

Reporting/Documentation:

- File annually by July 31
- Located in IWAS
- Completed by districts that received \$5,000 or more in EBF
- Reporting on EL Programming and Title III use.
- Collection Opens on May 15, 2025
- Submission Due is July 31, 2025

Program Delivery Report

Reporting/Documentation:

ILLINOIS STATE BOARD OF EDUCATION

Bilingual Education Program Delivery Report

TYPE OF PROGRAM FUNDING

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 2024 to report on the 2023-2024 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 Actions
State EL- EBF for EL services only (\$5,000 or more)	Not Entered	Select Preview
State EL- EBF for EL services (\$5,000 or more) and Federal Title III Language Instruction Educational Program (LIEP) / Immigrant Student Education Program (ISEP)	Not Entered	Select Preview
Federal Title III LIEP / ISEP only	Not Entered	Select Preview

To select program funding type for your district

To locate the district EL grants received go to this [link](#)

Program Delivery Report

3. Activities serving ELs in LEAs receiving Title III. Report the activities serving ELs in LEAs provided to your licensed and non-licensed staff involved in the education of ELs in school year 2023-2024 with Title III LIEP funds. Check all activities that partially or fully supported by Title III LIEP funds.

Activities serving ELs in LEAs receiving Title III		Activities serving ELs in LEAs receiving Title III	
Source: Section 8303 of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act of 2015(ESSA), section 3115(d).		Source: Section 8303 of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act of 2015(ESSA), section 3115(d).	
	Check if paid partially or fully by Title III LIEP funds		Check if paid partially or fully by Title III LIEP funds
1. Upgrade program objectives and instructional strategies	x	8. Provide resources, including educational technology, electronic networks for materials, training, and communication, and incorporation of these resources into curricula and programs, to improve the instruction of ELs	x
2. Improve instruction for ELs through curricula, instructional materials, software, and assessment procedures	x	9. Offer programs to help ELs achieve success in postsecondary education	
3. Provide tutorials, career and technical education		10. Improve the instruction of ELs with disabilities	x
4. Provide intensified supplemental instruction, including translated materials, interpreters, and translators	x	11. Native culture and culture of the United States	x
5. Support LIEPs for preschool programs		12. Spanish Language Arts Curriculum and Assessment	x
6. Implement strategies to improve ELP and academic achievement for ELs	x	13. District/Program Improvement Plan	x
7. Provide parent, family and community engagement activities to support the education of ELs	x	14. EL Program standards/requirements/assessments	x
		15. Other (describe below):	

Activities serving ELs in LEAs receiving Title III

Source: Section 8303 of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act of 2015(ESSA), section 3115(d).

8. Provide resources, including educational technology, electronic networks for materials, training, and communication, and incorporation of these resources into curricula and programs, to improve the instruction of ELs	x
9. Offer programs to help ELs achieve success in postsecondary education	
10. Improve the instruction of ELs with disabilities	x
11. Native culture and culture of the United States	x
12. Spanish Language Arts Curriculum and Assessment	x
13. District/Program Improvement Plan	x
14. EL Program standards/requirements/assessments	x
15. Other (describe below):	

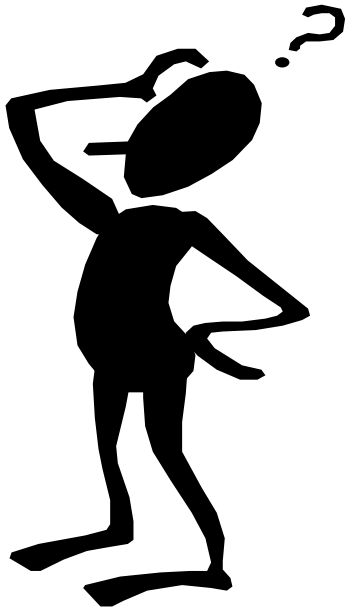
Check if paid partially or fully by Title III LIEP funds

Important Dates

Key Dates:

- <https://www.isbe.net/Documents/key-dates.pdf>

Multilingual/Language Development Department



(312) 814-3850

Multilingual@isbe.net

Thank you