

Consolidated District Plan & Bilingual Service Plan

Multilingual/Language Development
Department

Agenda

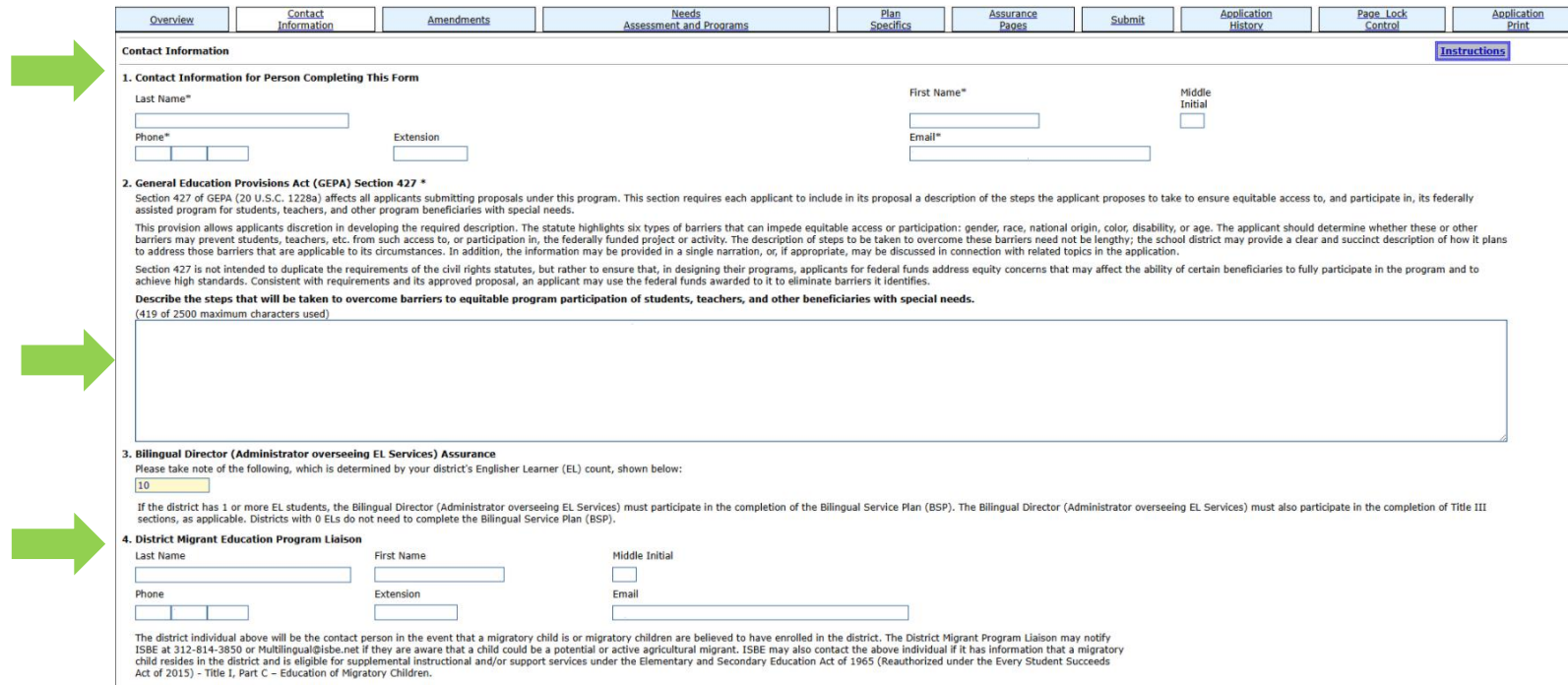
- Review EL/Title III Relevant Portions of Consolidated District Plan (CDP)
- Review Bilingual Service Plan (BSP)
- Overview of Each Checklist Tab

Consolidated District Plan (CDP)

CDP – Contact Information Tab

- All districts
 - Complete Contact Information
 - Complete Migrant Liaison Information
- Title III Districts
 - Multilingual will review the GEPA statement to ensure it includes the six protected classes and steps to protect them.
 - Gender, race, national origin, age, color, or disability

CDP – Contact Information Tab Screenshot



Overview | **Contact Information** | **Amendments** | **Needs Assessment and Programs** | **Plan Specifics** | **Assurance Pages** | **Submit** | **Application History** | **Page Lock Control** | **Application Print**

Contact Information [Instructions](#)

1. Contact Information for Person Completing This Form

Last Name* First Name* Middle Initial
Phone* Extension Email*

2. General Education Provisions Act (GEPA) Section 427 *

Section 427 of GEPA (20 U.S.C. 1228a) affects all applicants submitting proposals under this program. This section requires each applicant to include in its proposal a description of the steps the applicant proposes to take to ensure equitable access to, and participate in, its federally assisted program for students, teachers, and other program beneficiaries with special needs.

This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. The applicant should determine whether these or other barriers may prevent students, teachers, etc. from such access to, or participation in, the federally funded project or activity. The description of steps to be taken to overcome these barriers need not be lengthy; the school district may provide a clear and succinct description of how it plans to address those barriers that are applicable to its circumstances. In addition, the information may be provided in a single narration, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of the civil rights statutes, but rather to ensure that, in designing their programs, applicants for federal funds address equity concerns that may affect the ability of certain beneficiaries to fully participate in the program and to achieve high standards. Consistent with requirements and its approved proposal, an applicant may use the federal funds awarded to it to eliminate barriers it identifies.

Describe the steps that will be taken to overcome barriers to equitable program participation of students, teachers, and other beneficiaries with special needs.

(419 of 2500 maximum characters used)

3. Bilingual Director (Administrator overseeing EL Services) Assurance

Please take note of the following, which is determined by your district's English Learner (EL) count, shown below:

If the district has 1 or more EL students, the Bilingual Director (Administrator overseeing EL Services) must participate in the completion of the Bilingual Service Plan (BSP). The Bilingual Director (Administrator overseeing EL Services) must also participate in the completion of Title III sections, as applicable. Districts with 0 ELs do not need to complete the Bilingual Service Plan (BSP).

4. District Migrant Education Program Liaison

Last Name First Name Middle Initial
Phone Extension Email

The district individual above will be the contact person in the event that a migratory child is or migratory children are believed to have enrolled in the district. The District Migrant Program Liaison may notify ISBE at 312-814-3850 or Multilingual@isbe.net if they are aware that a child could be a potential or active agricultural migrant. ISBE may also contact the above individual if it has information that a migratory child resides in the district and is eligible for supplemental instructional and/or support services under the Elementary and Secondary Education Act of 1965 (Reauthorized under the Every Student Succeeds Act of 2015) – Title I, Part C – Education of Migratory Children.

CDP – Amendments Tab

- Original application
 - Mark that it is the initial application
- Amendment
 - The amendment description should match changes made in the CDP/BSP.

CDP – Amendments Tab Screenshot

| | | | | | | | | | |
|----------|---------------------|------------|-------------------------------|----------------|-----------------|--------|---------------------|-------------------|-------------------|
| Overview | Contact Information | Amendments | Needs Assessment and Programs | Plan Specifics | Assurance Pages | Submit | Application History | Page Lock Control | Application Print |
|----------|---------------------|------------|-------------------------------|----------------|-----------------|--------|---------------------|-------------------|-------------------|

Amendments

Indicate whether this is the first submission for the fiscal year or an amendment to the APPROVED initial plan for the fiscal year.*

NOTE: This page must be completed each time a new plan version within the fiscal year is submitted to ISBE.

Initial submission for the fiscal year

Amendment to approved plan for the fiscal year

[Save Page](#)

*Required field, applicable for all funding sources

CDP – Needs Assessment and Programs Tab

- Title III Districts
 - Selected Title III Grants (Language Instruction Educational Program [LIEP], Immigrant Student Education Program [ISEP]) **must** match the EL-Title III Intent to Apply (ITA)
 - Must also address the funding for English learners (EL) and/or immigrant students in question 2.
- Non-Title III Districts
 - Do not mark Title III in this page if an ITA was not completed, nor approved.

CDP – Needs Assessment and Programs Tab

| | | | | | | | | | |
|----------|---------------------|------------|-------------------------------|----------------|-----------------|--------|---------------------|-------------------|-------------------|
| Overview | Contact Information | Amendments | Needs Assessment and Programs | Plan Specifics | Assurance Pages | Submit | Application History | Page Lock Control | Application Print |
|----------|---------------------|------------|-------------------------------|----------------|-----------------|--------|---------------------|-------------------|-------------------|

Needs Assessment and Programs [Instructions](#)

1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year 2026-2027.* [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

2. Describe how the LEA will align federal resources, including but not limited to the programs in the CDP, 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.
(581 of 7500 maximum characters used)



CDP – Needs Assessment Impact Tab

- Title III Districts only
 - If a completed ITA is submitted and approved, complete G and/or H with the needs assessment results and the supplemental supports that are planned to be put in place based on the results.
 - G and/or H will only open if EL Title III LIEP and/or ISEP are marked on the Needs Assessment & Programs tab.
 - The needs assessment should list data reviewed by the district to show areas of need.
 - The supplemental activities/supports should reflect the need in the assessment described/reviewed.

CDP – Needs Assessment Impact Tab Screenshot

| | | |
|----|------------------|--|
| G. | Title III - LIEP | <div style="border: 1px solid black; height: 70px;"></div> |
| H. | Title III - ISEP | <div style="border: 1px solid black; height: 70px;"></div> |

CDP – Stakeholders Tab

- For Title III Districts:
 - The district should mark letter K – Bilingual Director/Administrator overseeing EL Services
 - Answer the following questions:
 - #3 - Describe the approaches the district will use to include parents and family members in the development of LEA plans including the Title I Parent and Family Engagement Policy so that the plans and related activities represent the needs of varied and diverse populations.
 - #4 - Describe the activities/strategies the LEA will implement for effective parent and family engagement. Include Title I parent and family engagement required meetings and activities. Also include a description of any activities/strategies that will be implemented for effective English learner and immigrant parent family engagement, as applicable.
 - The answers to questions 3 and 4 must include the supplemental parent/family engagement activities.
- For Non-Title III Districts:
 - This tab is not reviewed by MLDD.

CDP – Stakeholders Tab Screenshot

1. Select the types of personnel/groups that were included in the planning process (required stakeholders for various programs as footnoted below). * 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 (Administrator overseeing EL Services) (1,6,8)
- L. Title IV director (1)
- M. Special Education director
- N. Guidance staff
- O. Community members and community based organizations (7)
- P. Business representatives (2,3,4)
- Q. Researchers (7)
- R. Institutions of Higher Education (7)
- S. Homeless Liaison (1)
- T. Other - specify
- U. Additional Other - specify

Program Footnotes:
 1. Title I, Part A, Improving Basic Programs



3. Describe the approaches the district will use to include parents and family members in the development of LEA plans including the Title I Parent and Family Engagement Policy 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.

(0 of 7500 maximum characters used)

4. Describe the activities/strategies the LEA will implement for effective parent and family engagement. Include Title I parent and family engagement required meetings and activities. Also include 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.

(0 of 7500 maximum characters used)

CDP – Student Achievement Tab

- For Title III Districts:
 - Answer the following questions:
 - #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.
 - #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.
 - Questions 3 and 4 must contain sufficient supplemental activities that pertain to instruction/improvement of instruction for EL/immigrant students
 - The district's response from the prior year will be shown in yellow.
- For Non-Title III Districts:
 - This tab is not reviewed by MLDD.

CDP – Student Achievement Tab Screenshot

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.

(0 of 7500 maximum characters used)

Response from the prior year Consolidated District Plan.

Last year's response will show here in yellow.

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.

(0 of 7500 maximum characters used)

CDP – Professional Development Tab

- For Title III Districts:
 - List relevant professional development related to improving services for Title III LIEP and/or ISEP in the text boxes for G. and/or H.
 - Title III LIEP – Professional development is required.
 - Title III ISEP – Professional development is optional; if not using funds for PD, please write "not providing"
- For Non-Title III Districts:
 - This tab is not reviewed by MLDD.

CDP – Professional Development Tab Screenshot

G. Title III - LIEP

H. Title III - ISEP

Bilingual Service Plan (BSP)

Bilingual Service Plan

- The Bilingual Service Plan has been reformatted.
- All districts with one or more English learners complete the BSP.
- Changes to following sections:
 - BSP Program Contact
 - BSP Attendance Center Enrollment Information
 - BSP Professional Development
 - BSP TBE Requirements
 - Bilingual Parent Advisory Committee

BSP – Contact Information/Certifications

- EL Administrator contact information completed
- EL Program Director requirements:
 - Mark the appropriate boxes that reflect the district administrator.
 - All EL Administrators are required to have an **administrative license** in addition to the appropriate choice from the chart on the right.

200 or more ELs in the district:

- **If there is a TBE program:**
 - Bilingual endorsement, or ENL endorsement with language designation,
 - **OR** 18 semester hours of coursework toward the bilingual endorsement as described in 23 Ill. Admin. Code 1.783.
- **If there are only TPI placements:**
 - ESL or bilingual endorsement, or ENL endorsement,
 - **OR** 18 semester hours of coursework toward the bilingual endorsement as described in 23 Ill. Admin. Code 1.783.

Fewer than 200 ELs in the district:

- ESL or bilingual endorsement, or ENL endorsement
- **OR** 18 semester hours of coursework toward the bilingual endorsement as described in 23 Ill. Admin. Code 1.783,
- **OR** at least 8 hours of PD annually related to ELs.

BSP – Program Contact Tab Screenshot

- The district will complete the contact information for the EL Administrator and report their qualifications.

| | | | | | | | | | | | | |
|-------------------------|---------------------|--|-------------------------------|------------------------|------------------------------|--------------------|--------------------------|---------------------------|-------------------------------|----------------------------|------------------------------|------------------------|
| Overview | Contact Information | Amendments | Needs Assessment and Programs | | | Plan Specifics | Assurance Pages | Submit | Application History | Page Lock Control | Application Print | |
| Needs Assessment Impact | Stakeholders | Parent and Family Engagement | Private Schools Participation | Preschool Coordination | Student Achievement | College and Career | Professional Development | Safe Learning Environment | Title I Specific Pages | IDEA Specific Requirements | Youth in Care Stability Plan | Bilingual Service Plan |
| BSP Overview | | | | | | BSP Plan Specifics | | | | | | |
| BSP Program Contact | | Attendance Center Enrollment Information | | | BSP Professional Development | | BSP TBE Requirements | | BSP Parent Advisory Committee | | | |

BSP Contact Information

10 English Learners (ELs) are in the district (This number was current as of the date the application was published and became available for application.)

Provide information below for the Bilingual Director (Administrator overseeing EL Services)

Last Name*

Phone*

EL Program Director Requirements:

a. Administrative Endorsement

AND

b. ESL/Bilingual Endorsement

OR

Eight (8) Hours of Professional Development Related to EL Education

First Name*

Middle Initial

Email*

BSP – Attendance Center Enrollment Information Tab

- Districts will mark any of the following types of instructional design/s offered in the district:
 - Dual Language One-Way
 - Dual Language Two-Way
 - Transitional Bilingual Education Program
 - Transitional Program of Instruction
- Districts can use the eGMS Attendance Center Enrollment report and/or the EL Summary report in IWAS.
- Districts will mark the following boxes that apply appropriately for the staffing levels:
 - We have sufficient ESL-certified staff to provide services.
 - We have sufficient bilingual endorsed staff to provide services.
 - We do not have sufficient staff and are working to increase the number of bilingual/ESL endorsed staff to meet district needs.

BSP – Attendance Center Enrollment Information Tab Screenshot

- The district will select the type of programming present in the district and select the staffing level of ESL/Bilingual staff.

| | | | | | | | | | | | | | | |
|-------------------------|---------------------|------------------------------|--|------------------------|---------------------|------------------------------|--------------------------|---------------------------|-------------------------------|----------------------------|------------------------------|-------------------------------|--|--|
| Overview | Contact Information | Amendments | Needs Assessment and Programs | | | Plan Specifics | Assurance Pages | Submit | Application History | Page Lock Control | Application Print | | | |
| Needs Assessment Impact | Stakeholders | Parent and Family Engagement | Private Schools Participation | Preschool Coordination | Student Achievement | College and Career | Professional Development | Safe Learning Environment | Title I Specific Pages | IDEA Specific Requirements | Youth in Care Stability Plan | Bilingual Service Plan | | |
| BSP Overview | | | BSP Plan Specifics | | | BSP TBE Requirements | | | BSP Parent Advisory Committee | | | | | |
| BSP Program Contact | | | Attendance Center Enrollment Information | | | BSP Professional Development | | | BSP TBE Requirements | | | BSP Parent Advisory Committee | | |

Attendance Center Enrollment Information [Instructions](#)

English Learners (ELs) are in the district(This number was current as of the date the application was published and became available for application.)

Types of Instructional Design Offered in Your District (Mark all that apply.)

- Dual Language One-Way
- Dual Language Two-Way
- Transitional Bilingual Education Program
- Transitional Program of Instruction

Staffing Levels in Your District (Mark all that apply.)

- We have sufficient ESL-certified staff to provide services.
- We have sufficient bilingual-endorsed staff to provide services.
- We do not have sufficient staff and are working to increase the number of bilingual/ESL-endorsed staff to meet district needs.

[Save Page](#)

BSP – Professional Development Tab

- The district indicates if they are providing the required PD:
 - Two annual PDs related to EL topics for all staff working with ELs
 - General Education, Special Education, Specials, Related Services, etc.
 - Spanish Language Arts (SLA) for all SLA instructors
 - Only applies to districts that have a Spanish Transitional Bilingual Education Program (TBE)

BSP Professional Development Tab Screenshot

- Districts will indicate whether they will provide the PD required by the programming in the district.

| | | | | | | | | | | | | |
|-------------------------|---------------------|--|-------------------------------|------------------------|------------------------------|--------------------|--------------------------|---------------------------|------------------------|-------------------------------|------------------------------|------------------------|
| Overview | Contact Information | Amendments | Needs Assessment and Programs | | | | Plan Specifics | Assurance Pages | Submit | Application History | Page Lock Control | Application Print |
| Needs Assessment Impact | Stakeholders | Parent and Family Engagement | Private Schools Participation | Preschool Coordination | Student Achievement | College and Career | Professional Development | Safe Learning Environment | Title I Specific Pages | IDEA Specific Requirements | Youth in Care Stability Plan | Bilingual Service Plan |
| BSP Overview | | | | | | BSP Plan Specifics | | | | | | |
| BSP Program Contact | | Attendance Center Enrollment Information | | | BSP Professional Development | | | BSP TBE Requirements | | BSP Parent Advisory Committee | | |

BSP Professional Development [Instructions](#)

10 English Learners (ELs) are in the district (This was current as of the date the application was published and became available for application.)

PROFESSIONAL DEVELOPMENT ACTIVITIES

Professional development activities must be provided to all staff working with EL students at least twice yearly. If your district has a full-time TBE Spanish program, Spanish language arts PD must be offered annually to the TBE Spanish instructional staff.

*The required professional development will be provided.

Yes

No

If the district has any additional comments or explanations they would like to provide, please do so here: (Optional)

[Save Page](#)

*Required field

BSP – TBE Requirements Tab

- Districts without TBE programs will mark "No"
- Districts with TBE programs (TBE programming is indicated on the Attendance Center Enrollment tab) will respond to the questions about:
 - Part-time placement
 - Full-time TBE Spanish programming
 - Use of SLA in TBE Spanish program

BSP – TBE Requirements Tab Screenshot

- Districts without a TBE Program select "No"
- Districts with TBE programs select "Yes" and complete the additional questions about TBE programming and placement.

| | | | | | | | | | | | | |
|-------------------------|---------------------|--|-------------------------------|------------------------|------------------------------|--------------------|--------------------------|---------------------------|------------------------|-------------------------------|------------------------------|------------------------|
| Overview | Contact Information | Amendments | Needs Assessment and Programs | | | | Plan Specifics | Assurance Pages | Submit | Application History | Page Lock Control | Application Print |
| Needs Assessment Impact | Stakeholders | Parent and Family Engagement | Private Schools Participation | Preschool Coordination | Student Achievement | College and Career | Professional Development | Safe Learning Environment | Title I Specific Pages | IDEA Specific Requirements | Youth in Care Stability Plan | Bilingual Service Plan |
| BSP Overview | | | | | | BSP Plan Specifics | | | | | | |
| BSP Program Contact | | Attendance Center Enrollment Information | | | BSP Professional Development | | | BSP TBE Requirements | | BSP Parent Advisory Committee | | |

BSP TBE Requirements

[Instructions](#)

10 English Learners (ELs) are in the district. (This number was current as of the date the application was published and became available for application.)

PROGRAM ENROLLMENT

Does your district offer a TBE program?

Yes No

Indicate if the district is placing students in part-time TBE based on the criteria found in Section 228.30(c)(3).

Yes No

Does your district have a full-time TBE Spanish program?

Yes No

Does your district use Spanish Language Arts Standards?

Yes No

[Save Page](#)

*Required field

BSP – Parent Advisory Committee Tab

- Districts without TBE programs will mark "No"
- Districts with TBE programs (TBE programming is indicated on the Attendance Center Enrollment tab) will respond to the information about:
 - Four required BPAC meetings
 - Maintaining minutes, bylaws, and attendance information
 - Reviewing BSP and EL-EBF with BPAC
 - Composed of a majority of TBE parents

BSP -Bilingual Parent Advisory Committee Tab Screenshot

- Districts without a TBE Program select "No"
- Districts with TBE programs select "Yes" and complete the information about the district's BPAC.

| | | | | | | | | | | | | |
|-------------------------|---------------------|--|-------------------------------|------------------------|------------------------------|--------------------|--------------------------|---------------------------|------------------------|-------------------------------|------------------------------|------------------------|
| Overview | Contact Information | Amendments | Needs Assessment and Programs | | | Plan Specifics | Assurance Pages | Submit | Application History | Page Lock Control | Application Print | |
| Needs Assessment Impact | Stakeholders | Parent and Family Engagement | Private Schools Participation | Preschool Coordination | Student Achievement | College and Career | Professional Development | Safe Learning Environment | Title I Specific Pages | IDEA Specific Requirements | Youth in Care Stability Plan | Bilingual Service Plan |
| BSP Overview | | | | | | BSP Plan Specifics | | | | | | |
| BSP Program Contact | | Attendance Center Enrollment Information | | | BSP Professional Development | | | BSP TBE Requirements | | BSP Parent Advisory Committee | | |

TBE Parent Advisory Committee [Instructions](#)

10 English Learners (ELs) are in the district (The number was current as of the date the application was published and became available for application.)

Does your district offer a TBE program?

Yes

No

Please check all that apply to the district's Bilingual Parent Advisory Committee (BPAC).

The district attests that:

- The BPAC meets at least 4 times a year.
- The BPAC minutes, bylaws, and attendance information is maintained by the district.
- The BPAC reviews the bilingual service plan and EL-EBF plan annually.
- The BPAC is composed of a majority of TBE parents.

If the district has any additional comments or explanations they would like to provide, please do so here: (Optional)

[Save Page](#)

Review Checklists

General Items – Comments (Tab 1)

- The General Items – Comments tab is the first checklist.
- At the top, there is a section where each department reviewing the CDP can indicate if the CDP is being returned for a reason related to that specific department.
- Next, there is are separate sections for each department to indicate if the CDP is approved or disapproved and a comment box for each department to leave feedback for the district.
- If there are no EL issues present, the top checkbox will not be marked, and the Multilingual/Language Development Department will be marked "approved."
- If EL issues are present, the top checkbox will be marked, and Multilingual/Language Development Department will be marked "disapproved." Feedback will be provided in the comment box indicating any requested changes.

General Items - Comments

CDP Review Checklist

EL-BSP Review Checklist

General Items and Comments - Consolidated District Plan/EL-Bilingual Service Plan

Return plan for:

- School/District Improvement (schoolimprovement@isbe.net)
- EL issues (multilingual@isbe.net)
- Youth in Care Stability Plan issues (youthincare@isbe.net)
- IDEA issues (kcowsen@isbe.net; kdeckard@isbe.net; rlemus@isbe.net; or ereed@isbe.net)
- Title issues (Title@isbe.net)

School/District Improvement

Approve
 Disapprove

General Comments:

3/4/26 (CW)
The LEA is not currently eligible for FY27 Title I, Part A, Section 1003 School Improvement Funds.

Multilingual/Language Development (EL)

Approve
 Disapprove

General Comments:

CDP Review Checklist (Tab 2)

- The Multilingual/Language Development Department will review each section of the CDP and indicate if each section is approved or disapproved on the CDP Review Checklist tab.
- Comments may be added to each section if changes are requested.
- Title III districts will have more pages reviewed.
- Non-Title III districts: only contact information page is reviewed

| General Items - Comments | CDP Review Checklist | EL-BSP Review Checklist |
|--|---|--|
| Review Checklist - Consolidated District Plan | | |
| CONTACT INFORMATION | | |
| 1. District information and GEPA description is adequately and appropriately completed. | | |
| <input checked="" type="checkbox"/> School/District Improvement <input type="checkbox"/> Check to add comment. | <input type="checkbox"/> Multilingual/Language Development Department <input type="checkbox"/> Check to add comment. | <input type="checkbox"/> Youth in Care <input type="checkbox"/> Check to add comment. |
| | | <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Check to add comment. |
| | | <input type="checkbox"/> Title Grants <input type="checkbox"/> Check to add comment. |
| AMENDMENTS | | |
| 2. Amendments tab has been appropriately completed and any changes have been described. | | |
| <input checked="" type="checkbox"/> School/District Improvement <input type="checkbox"/> Check to add comment. | <input type="checkbox"/> Multilingual/Language Development Department <input type="checkbox"/> Check to add comment. | <input type="checkbox"/> Youth in Care <input type="checkbox"/> Check to add comment. |
| | | <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Check to add comment. |
| | | <input type="checkbox"/> Title Grants <input type="checkbox"/> Check to add comment. |
| NEEDS ASSESSMENT AND PROGRAMS | | |
| 3. The district has selected appropriate funding sources and have adequately described how the funding will be aligned with other grant funds to carry out activities supported in whole or in part with funding from the listed programs. | | |
| <input checked="" type="checkbox"/> School/District Improvement <input type="checkbox"/> Check to add comment. | <input type="checkbox"/> Multilingual/Language Development Department <input type="checkbox"/> Check to add comment. | <input type="checkbox"/> Youth in Care <input type="checkbox"/> Check to add comment. |
| | | <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Check to add comment. |
| | | <input type="checkbox"/> Title Grants <input type="checkbox"/> Check to add comment. |
| <input type="button" value="Save Page"/> | | |
| NEEDS ASSESSMENT IMPACT | | |
| 4. Needs assessment instruments have been selected and adequate responses have been provided for each program. | | |
| <input checked="" type="checkbox"/> School/District Improvement <input type="checkbox"/> Check to add comment. | <input type="checkbox"/> Multilingual/Language Development Department <input type="checkbox"/> Check to add comment. | <input type="checkbox"/> Youth in Care <input type="checkbox"/> Check to add comment. |
| | | <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Check to add comment. |
| | | <input type="checkbox"/> Title Grants <input type="checkbox"/> Check to add comment. |

BSP Review Checklist (Tab 3)

- If a district has ELs, the BSP checklist will be completed.
- The BSP will either be approved/disapproved.
- Each section of the BSP has its own approval section.

General Items - Comments | CDP Review Checklist | **EL-BSP Review Checklist**

Review Checklist: EL Bilingual Service Plan (EL BSP)

Comments:

Does the district have one or more English Learners (EL)?*

Yes. Complete the remainder of the EL-BSP Review Checklist.
 No. The EL-BSP was not completed, and the EL-BSP Review Checklist is not applicable.

Applicant Information

1. The BSP Program Contact tab is complete and approvable.
[Dropdown menu]
 Check to add comment.

Attendance Center Enrollment

2. The Attendance Center Enrollment Information tab is complete and approvable.
[Dropdown menu]
 Check to add comment.

Professional Development

3. The BSP Professional Development tab is complete and approvable.
[Dropdown menu]
 Check to add comment.

IBE Requirements

4. The BSP IBE Requirements tab is complete and approvable.
[Dropdown menu]
 Check to add comment.

Bilingual Advisory Council

5. The BSP Parent Advisory Committee tab is complete and approvable.
[Dropdown menu]
 Check to add comment.

Save Page

*Required field

Thank you