Comprehensive Deep Dive into English Learner Funding and Reporting

Multilingual/Language Development Department

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Agenda

- English Learner (EL) – Title III Intent to Apply (ITA) and the Consolidated District Plan (CDP)
- Language Instruction Educational Program (LIEP)
- Immigrant Student Education Program (ISEP)
- Bilingual Education Award (BEA)
- Expenditure Reports and Grant Periodic Reports (GPRs)
- Bilingual Education Program Delivery Report (PDR)
- English Learner – Evidence-Based Funding (EL-EBF)
- Resources for EL Planning, Reporting, and Funding

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Federal and State Requirements

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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
- **Equal Educational Opportunities 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
- **Title III of the Elementary and Secondary Education Act (ESEA) of 1968 as amended by the Every Student Succeeds Act (ESSA)**
  - Establishes federal funding for supplemental services and programming to serve English learners (ELs)
  - Requires equal opportunities for EL students to meaningfully participate in all curricular and extracurricular activities

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
    - 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.

Illinois Codes

- Illinois School Code
  - Article 14C, Transitional Bilingual Education
  - Article 14D, Dual Language Education
  - Section 22-105, Safe Schools for All Act (Guidance on the Safe Schools for All Act)
- Illinois Administrative Code (Title 23)
  - Part 228, Transitional Bilingual Education
  - Part 680, State Seal of Biliteracy

English Learner – Title III Intent to Apply and the Consolidated District Plan

Purpose of the ITA

- Data collection for the purpose of generating funding ceilings for the fiscal year federal Title III LIEP and ISEP funding
  - Districts indicate intent to apply for Title III LIEP and/or ISEP funding.
  - Districts can elect to be placed on consortium interest list to be an admin or member district to help meet the $10,000 threshold requirement for LIEP.
  - Projected funding ranges for ISEP based on immigrant student count are listed.
  - Document meaningful consultations between districts and private schools within their boundaries (participating EL private school students are included in the district's total EL population).

ITA Timeline

January	ITA application opens in IWAS
March 30	Application deadline
March 30	Student Information System (SIS) updates deadline
March 30	Amendments deadline
March 30	EL student enrollment counts are collected
September 20	Amendments for removing LIEP/ISEP deadline

- ITA must match the Consolidated District Plan (CDP).

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Purpose of the Consolidated District Plan

- The purpose of the CDP is for the district to indicate for which programs it anticipates receiving funding in the upcoming school year. Specific to Title III grants, the district will provide the following information in the CDP:
  - Needs assessment results for LIEP and/or ISEP along with a description of how the district plans to address the needs listed in the assessment results with supplemental activities
  - A plan to implement activities/strategies for effective English learner and immigrant family engagement
  - Additional and supplemental instructional assistance for English learners and immigrant students to access academic content and develop language proficiency
  - Additional supplemental instructional strategies designed to strengthen academic and language programs for English learners and immigrant students.
  - Professional development activities the district plans to fund with Title III LIEP and/or ISEP

Bilingual Service Plan (BSP)

- Component of the Consolidated District Plan
- Required to be completed by all districts with at least 1 English learner
  - EL counts are taken from the current year to plan for the following year.
- Collects information for the district's EL program to
  - Review planned programming for districts in combination with reported data in SIS.
  - Help ISBE Multilingual/Language Development Department better support school districts.
  - Identify districts with programming support needs.

CDP/BSP Reminders

- Grant applications are not included in the CDP; those are completed separately.
- A district must have a fully approved CDP prior to any grant applications being approved.
- The CDP and the ITA must match regarding Title III grants (LIEP and/or ISEP).
- The recommended due date for the CDP is April 1.
- Districts should ensure that EL student information in the Student Information System (SIS) is accurate and matches what is entered on the BSP.

English Learner – Title III Language Instruction Educational Program

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What is the Language Instruction Educational Program (LIEP) grant?

- LIEP is a federally funded Title III program.
- LIEP is a formula-based grant.
  - LIEP eligibility is based on the student count from the previous year. A district or a consortium must generate $10,000 to be eligible.
  - Per pupil funding varies annually based on the amount of funding available and the number of eligible students statewide.
    - The per pupil allocation for FY 2027 is $95.
  - Eligible students are ELs in a public school with any EL entry/placement status in SIS and the number of eligible participating private school students.

What is the purpose of the LIEP grant?

- Implementation of high-quality instructional programs for ELs that will help them attain English proficiency, achieve at high levels in core academic subjects, meet the Illinois Learning Standards, and graduate from high school prepared to enter college or career;
- Providing professional development and training to teachers and administrators designed to improve the instruction and assessment of ELs; and
- Promoting parental, family, and community participation in the education of ELs.

What is the eligibility criteria for the LIEP grant?

- Funding for the LIEP grant is based on EL enrollment data in SIS in the district and participating nonpublic schools ELs reported on the ITA. ISBE uses the data from the previous year's EL enrollment.
- School districts that have met **all** the following conditions are eligible for an LIEP grant:
  - District submitted an ITA for the LIEP grant;
  - A minimum of $10,000 will be generated in one of two ways:
    - District has sufficient EL enrollment to apply as a single district;
    - District forms a consortium with other districts to combine EL enrollment numbers.
  - District has reported English learner enrollments in the ISBE Student Information System during the fiscal year for which an ITA has been submitted.

Requirements of the LIEP Grant

- Items/activities must be supplemental in nature.
- Items/activities must be for EL students only.
- Must include the following functions (if single or administrative district):
  - Function 1000 – Instruction
  - Function 2210 – Professional Development
  - Function 3000 – Parent/Community Engagement
- Member districts are not required to allocate funds for all three functions but are still restricted to approvable items/activities under LIEP guidelines.

Examples of Allowable Purchases – Function 1000

- Before-/after-school tutoring or summer school for EL students
- Supplementary instructional materials/resources for English language acquisition
- Digital platforms designed for language development
- Paraprofessional salaries/benefits to assist EL students in class
- Supplemental bilingual textbooks or classroom libraries
- Experiential field trips for EL students
- Supplemental curriculum for EL students

Examples of Allowable Purchases – Function 2210

- Professional development opportunities to improve instruction and assessment of EL students
- Substitutes to allow teachers to participate in professional development opportunities
- Expenses related to conference attendance and travel (transportation, lodging, etc.)
- Bilingual/ESL coaches to provide professional development for staff working with EL students
- Stipends for teachers to collaborate to upgrade an already established curriculum
- Consultants to provide training on EL best practices or culturally responsive teaching
- Professional memberships for organizations that support EL students
- Professional literature and materials for professional development sessions or self-paced learning

Examples of Allowable Purchases – Function 3000

- Trainings for parents on educational involvement
- Supplemental texts and materials to support learning at home
- Presenter fees for parent/community events
- Registration fees and travel expenses for BPAC members to attend conferences/workshops
- Supplies/materials for EL parent events (literacy night, cultural events, etc.)
- Salaries/stipend for teachers to teach ESL classes for parents
- Salaries/stipend for staff to provide childcare during BPAC meetings/cultural events
- Registration for the Bilingual Parent Summit (and transportation)

Other Examples of Allowable Purchases – LIEP Grant

- Secretary/bookkeeper portion of the salary that is specific to Title III
- Supplemental assessments for progress monitoring of ELs
- Transportation for EL students for extended day programs, summer school programs, or field trips
- Administrative costs that do not exceed 2% of the allocation
- Allocation for consortium members
- Payment to other governmental entities (ESL classes contracted through a university)

Examples of Non-Allowable Purchases – LIEP Grant

Function 1000

- Required ESL/bilingual teachers during the school day (contracted hours)
- Required/core EL program curriculum materials
- Equipment/furniture for the district or regular classrooms
- Licenses for all students

Function 2210

- Funding to write required/core EL curriculum
- Trainings or training materials associated with rules and regulations for compliance (e.g., WIDA assessment administration training)
- Required annual professional development
- Training that is not related to EL students (e.g., general AI training, general district curriculum training)

Function 3000

- Funding for translation/interpretation required by law
- Gifts, incentives, rewards
- Meals for parent events
- Entertainment for parent meetings

Other Functions

- Required assessments or screening materials
- Funding used for purposes related to identification and reclassification of EL
- Meals for school meetings
- Funding to provide services/activities/items that were provided in the previous year with local, state, or other federal funds

LIEP Timeline

March 30	EL student enrollment count is collected
July 1	Application is released in IWAS
September 1	Funding is available
October 31	Application deadline
August 1	Amendment deadline
August 31	End of grant period and deadline for spending

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English Learner – Title III Immigrant Student Education Program

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What is the purpose of the ISEP grant?

- The purpose of ISEP is to assist eligible immigrant students and their families so that these students can meet the same challenging grade level language and academic standards as mainstream students.
  - Funds received from the ISEP grant can be used to provide enhanced supplemental instructional opportunities for immigrant children and youth.
  - Districts may be eligible for ISEP even if they are not eligible for LIEP.

What is the eligibility criteria for the ISEP grant?

- Federal Title III regulations require that eligibility for ISEP be based on a current year student data and the district had a significant increase in the number of immigrant students.
- ISBE defines this increase as:
  - A Minimum of 10 immigrant students currently enrolled in the district; AND
  - Either a 3% or 50 student increase (whichever is fewer) over the average of the immigrant student enrollment for the preceding two fiscal years.
    - This includes private school count.
- Eligible immigrant students are age 3 through 21, not born in the United States, District of Colombia, or Commonwealth of Puerto Rico, and who have not attended one or more schools in any U.S. state for more than three full academic years.

Examples of Allowable Purchases – ISEP Grant

Function 1000

- Before-/after-school tutoring or summer school
- Credit recovery courses/programs
- Experiential field trips
- Career exploration, shadowing, college visits
- Bilingual paraprofessionals
- Newcomer kits (beginning of the year school supplies)

Function 2210

- Training activities for staff on providing services for immigrant students
- Updating newcomer curriculum

Function 3000

- Parent liaison for outreach
- Training activities to support parents in adjusting to U.S. school system
- Activities coordinated with community organizations with expertise in working with immigrant students and families

Other Functions

- Counseling/social work support for immigrant students

Examples of Non-Allowable Purchases – ISEP Grant

- Purchases that were previously funded by other funding sources
- Translation/interpretation services (parent handbooks, program documents, assessments)
- Resources/materials/services for students who are not immigrants
- Professional development specific to EL students

ISEP Timeline

September/October	Immigrant student count is collected
January	Application is released
March	Application deadline
August 1	Amendment deadline
August 31	End of grant period and deadline for spending

- Funding is available when the application is approved (retroactive to September 1 if submitted on time).

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English Learner – Title III Bilingual Education Award

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What is the Bilingual Education Award?

The Bilingual Education Award (BEA) recognizes high-performing districts based on the following criteria:

- A recipient of Title III funds in the year of the award.
- The district's rate of proficiency on ACCESS in the previous year.
- The English Learner Progress to Proficiency rate in the previous year.
- The district's carryover percentage from the previous year, for Title III Language Instruction Educational Program and Immigrant Student Education Program funds.
- Whether the district received a BEA in the previous three years.

What is the purpose of the BEA?

Recipients of the BEA are eligible for a financial award that can be used for professional development, instructional improvement, and supplemental curriculum development on the following topics -- newcomer programs, social-emotional learning support for English learners and immigrant children and youth, and bilingual education/dual language professional development and curriculum improvement.

What is the selection and use process for the BEA?

- Recipient of Title III LIEP/ISEP in the current year and completed original application
- ISBE reviews data in the spring and selects recipient.
- Notification sent to recipient districts in the spring
- Recipient districts complete and submit the BEA application when it opens

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BEA Timeline

March	Districts are notified
March 30	Application is released in IWAS
May 1	Funding is available
May 31	Application deadline
August 1	Amendment deadline
August 31	End of grant period and deadline for spending

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Grant Periodic Reporting for Title III Grants

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What is the purpose of the GPR?

- Ensures districts are using funds for allowable costs consistent with Title III requirements.
- Collects information on the accomplishments of deliverables in the grant, the status of the performance measures, and the alignment of the accomplishments to date with spending to date.

Which districts complete the GPR?

- Districts that have an approved application for Title III funding.
  - LIEP, ISEP, and/or BEA
  - Single districts or administrative districts of a consortium
- Expenditure reports for Title III grants must be submitted before submitting the GPR.
- GPRs should match the district's expenditure report in FRIS.
- Title III GPR templates must be completed and uploaded to the GPR application in IWAS.

GPR Timeline

June 30	GPRs reports released in IWAS
July 30	GPRs reports due
August 20	Initial compliance notice issued for pending placement on Illinois Stop Payment List
September 18	Final deadline to submit required reports before placed on the Illinois Stop Payment List

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Bilingual Education Program Delivery Report

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What is the purpose of the PDR?

- Collects data that is used for mandatory federal reporting:
  - The program funding types received by the district for EL and/or immigrant students
  - The number of licensed teachers who are involved with the education of EL and/or immigrant students and the types of endorsements held (ESL, Bilingual, ELS-TBE, ELS-VIT)
  - The estimated number of additional licensed teachers needed over the next five years
  - The activities that are provided for ELs and staff who work with ELs that are funded by Title III grants (LIEP/ISEP)
  - The number of staff who participate in professional development activities funded by Title III grants (LIEP/ISEP)
  - The resources provided to parents/families of EL and/or immigrant students funded by Title III grants (LIEP/ISEP)
  - The extended program services funded by Title III grants (LIEP/ISEP)

Which districts complete the PDR?

- Districts that received $5,000 or more of state Evidence-Based Funding for EL services (EL/EBF)

and/or

- Districts that received federal Title III LIEP/ISEP funds

PDR Timeline

- PDR is released in IWAS on May 15.
- Submission is due by August 15.

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English Learner – Evidence-Based Funding

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What is the purpose of EL-EBF?

- State funding provided for EL programming (Transitional Bilingual Education (TBE) programs and Transitional Programs of Instruction (TPI)
  - EBF Spending Plan for EL programming is completed annually by October 31.
  - EL-EBF is meant to be used by the district in the year it is received.
  - Districts that continue to have EL-EBF carried over from year to year are at risk of violating the supplement vs. supplant provisions of Title III.
  - An annual summary Expenditure Report must be submitted (July 20) by districts receiving $5,000 or more in EL-EBF.
  - It is recommended that EL-EBF Spending Plan be reviewed for inputs from the Bilingual Parent Advisory Committee (BPAC) before October 31 for districts with a TBE program.

EL-EBF Expenditures

- Not required to be supplemental.
- **60% must** be used for instructional related costs (expenditures found under function 1000).
- Can use funding to pay for extra costs of the requirements of running an EL program.
- No other limitations, so long as the funds are used to support EL students.

Examples of Extra Costs that can be Funded with EL-EBF

- Pull-out or push-in bilingual/ESL teachers in a collaborative instructional program
- Paraprofessionals, coaching staff, parent liaisons, etc.
- Additional bilingual/ESL teachers to reduce class size
- EL program curriculum
- ESL/Bilingual technology and online instructional programs
- Supplemental instructional materials to the district core textbooks
- Tutoring/interventionists for EL students
- Professional development
- Translation/interpretation services
- Bilingual books and classroom libraries

Funding and Reporting Resources

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ITA and CDP/BSP Resources

ITA Resources

- District Consortium Member Agreement Form
- Title III Nonpublic School Consultation Form
- Nonpublic School Listing

Plans, Reports and Funding webpage



CDP/BSP Resources

- CDP/BSP Webinar
- CDP/BSP Presentation

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Title III Grants Resources

LIEP

- Application Instructions
- LIEP Webinar
- LIEP Presentation

ISEP

- Application Instructions
- ISEP Presentation

BEA

- Application Instructions
- BEA Webinar
- BEA Presentation

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Reporting Resources

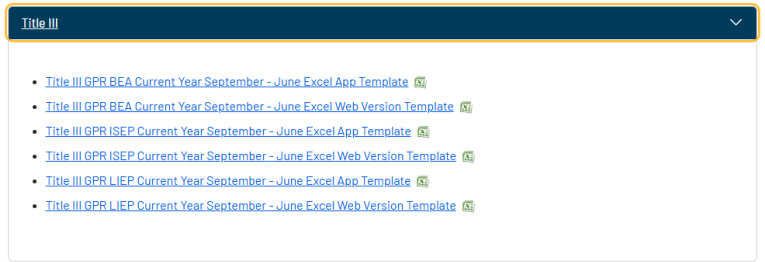
PDR

- PDR User Guide
- PDR Webinar
- PDR Presentation

GPR

- GPR Webinar
- GPR Presentation

The Grant Periodic Reporting webpage contains the Title III GPR templates for LIEP, ISEP, and the BEA.



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Multilingual/Language Development Department Resources

Connect With the Department

Multilingual Webpage

Assigned Consultant Listing

Subscribe to ISBE Emails

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Multilingual/Language Development Department Resources Webpage

Professional Development

Language Learning Standards

Legislation and Rules

ISBE Guidance Documents and Letters

English Learners in Illinois Statistical Report

Organizations

For Parents

Refugee and Immigrant Students

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ISBE Guidance for English Learner Students – District Identification, Screening, and Data Submission

Main Topics:

- Identification procedures including HLS, screening, and parent notification
- Data submission in ISBE's Student Information System
- Frequently asked questions

Also included:

- Scenarios for enrollment
- Detailed information on HLS interpretation
- Detailed information on screening exemptions
- Many screenshots to assist with navigating SIS

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Questions?

- Our team is here to help!
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  - Assigned Principal Consultant

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Thank you!

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