

Date of Report:

Telephone:

School District Name and number:

Fax:

Name of Program Director:

Email Address:

By checking the boxes, the applicant hereby certifies that he or she has read, understood and has complied with the assurances listed below.

**Identification of Eligible Students and Equal Opportunities for All Students** [Section 228.15](#)

By checking this box, the applicant/award recipient (hereinafter the term applicant includes award recipient as the context requires), hereby certifies and assures the Illinois State Board of Education that:	Implem ented	Partially Implemen ted	Not implemented	N/A	Technical Assistance Resources
1.1 The school district administers a Home Language Survey (HLS) for all students new to the district for identifying students of non-English background. <a href="#">On-site artifacts</a> , <a href="#">Upload artifact</a> <b>Attach HLS the district uses in both English and another language</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/> Guidance document <a href="#">ENGLISH LEARNER TOOL KIT IDENTIFICATION &amp; SCREENING</a>
1.2 The HLS asks the following: a) Is a language other than English spoken in the home, and if so, what language? b) Does the student speak a language other than English, and if so, which language?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/> Phone conference <b>To set up a phone conference use the email below</b> General Inquiry Email: <a href="mailto:multilingual@isbe.net">multilingual@isbe.net</a> Directory: <a href="#">Multilingual Directory</a>
1.3 The HLS is administered in English and in the student's home language, if that language is available on the Multilingual website.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> PD Webinar/Workshop <a href="#">ENGLISH LEARNERS PROFESSIONAL DEVELOPMENT</a>
1.4 The HLS provides a space for parents/legal guardians to sign and date.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
1.5 The District's enrollment forms do not inquire about student's or their parents' immigration status.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

**Student Assessment** [Section 228.15](#) [Section 228.40](#)

2.1 Assessment for Program Eligibility & Notice of Enrollment Preschool The District uses the Pre-IPT™ or an appropriate Prescribed Screening Procedure to assess a preschool student's level of English language proficiency. <a href="#">Section 228.15</a> No later than 30 days after the beginning of the school year or 14 days after the enrollment of any student. <a href="#">Section 228.40</a> <a href="#">On-site artifacts</a> & <a href="#">Upload artifact</a> <b>Attach the district eligibility &amp; notice of enrollment preschool form</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Guidance document <a href="#">ENGLISH LEARNER TOOL KIT IDENTIFICATION &amp; SCREENING</a> <input type="checkbox"/> PD Webinar/Workshop <a href="#">ENGLISH LEARNERS PROFESSIONAL DEVELOPMENT</a>
2.2 Assessment for Program Eligibility & Notice of Enrollment: Grades K-12 The District uses the grade appropriate English language proficiency assessment prescribed by ISBE. <a href="#">Section 228.15</a> No later than 30 days after the beginning of the school year or 14 days after the enrollment of any student. <a href="#">Section 228.40</a> <a href="#">On-site artifacts</a> & <a href="#">Upload artifact</a> <b>Attach the district eligibility &amp; notice of enrollment K-12 form</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.3 The District re-screens the English language proficiency of students entering Kindergarten who were previously screened in preschool. <a href="#">On-site</a>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.4 Annual Assessment All English Learners (ELs) in grades K-12 are assessed annually in listening, speaking, reading, and writing using ACCESS for ELLs® including students whose parents withdrew them from the program or refused services. <a href="#">Section 228.40</a> <a href="#">On-site</a>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

**Student Assessment/Providing Services to all Eligible Students**

3.1 Students who did not meet English Language proficiency on the screener or EL assessment are placed into a TBE/TPI program to receive language support services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/> Guidance document <a href="#">ENGLISH LEARNER TOOL KIT IDENTIFICATION &amp; SCREENING</a>
3.2 Students exited from the TBE/TPI program have achieved at least the proficiency level set by the state on ACCESS for ELLs®, unless served as specified under 228.27 Plan (Only for students who have received at least three years of consecutive EL services beginning with first grade). <a href="#">Section 228.27</a>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<a href="#">ILLINOIS RULES/228.27 PLAN</a>

3.3 The district monitors the progress made by children in meeting challenging state academic content and student academic achievement standards for each of the two years after such children are no longer receiving services under this part. <a href="#">Upload artifact</a> <b>Attach evidence that demonstrate students are being monitored here</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/> Guidance document <a href="#">Monitoring after student exits program</a> <a href="#">EI with IEPs</a>
<b>Program Components/Placement</b> <a href="#">Section 228.25</a> <a href="#">Section 228.30</a>					
4.1 For each attendance center that has an enrollment of 20 or more ELs of the same language classification (grades K-12), the District has a TBE program. Full-time TBE programs incorporate the required program components: instruction is provided in subjects required by law or by the district in the student's home language and in English; English as a second language; and instruction in the history and culture of the student's native land and of the United States. (Districts offering a Spanish TBE program must implement the Spanish Language Arts Standards). <a href="#">On-site artifacts</a> , <a href="#">Upload artifact</a> <b>Attach Bilingual time distribution sheet</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Guidance document <a href="#">ENGLISH LEARNER TOOL KIT</a> <a href="#">IDENTIFICATION &amp; SCREENING</a>
4.2 For each attendance center that has an enrollment of 20 or more ELs of the same language classification (Pre-Kindergarten), the District has a TBE program. Full-time TBE programs incorporate the required program components: instruction is provided in subjects required by law or by the district in the student's home language and in English; English as a second language; and instruction in the history and culture of the student's native land and of the United States. (Districts offering a Spanish TBE program must implement the Spanish Language Arts Standards). <a href="#">On-site artifacts</a> , <a href="#">Upload artifact</a> <b>Attach Bilingual time distribution sheet</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.3 District may place ELs into part-time TBE when they score an overall composite of 3.5 on the age appropriate screener or assessment. Part-time TBE programs incorporate the required program components: daily instruction is provided in English and in the student's home language as determined by assessment of the student's English proficiency level. <a href="#">Part-time TBE Placement Rationale</a> <a href="#">On-site artifacts</a> & <a href="#">Upload artifact</a>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.4 For each attendance center that has an enrollment of 19 or fewer ELs of the same language classification (grades K-12), the District may have a TPI program. The structure of the TPI program is determined by the student's proficiency in English and is designed to enable students to keep pace with peers in achievement in the core academic content areas. The district provides appropriate ESL instructional materials consistent with program design and student needs. Instructional materials are adequate to fully implement EL programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.5 For each attendance center that has an enrollment of 19 or fewer ELs of the same language classification (Pre- Kindergarten), the District may have a TPI program. The structure of the TPI program is determined by the student's proficiency in English and is designed to enable students to keep pace with peers in achievement in the core academic content areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Program Components</b> <a href="#">Section 228.30</a>					
5.1 The program curriculum is aligned to the Illinois English language proficiency standards. <a href="#">Upload artifact</a>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/> Guidance document
5.2 The curriculum in the content areas is aligned to the Illinois Learning Standards/Common Core. <a href="#">Upload artifact</a>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<a href="#">Language Learning Standards</a>
5.3 Instruction in Spanish language arts is aligned to the standards that are appropriate to the ages or grade levels of the students served, which are set forth in the document titled "World- Class Instructional Design and Assessment: Spanish Language Arts Standards" (2005). <a href="#">Upload artifact</a>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.4 The district provides appropriate native language instructional materials consistent with program design and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

student needs. Instructional materials are adequate to fully implement EL programs.					
5.5 The district provides appropriate ESL instructional materials consistent with program design and student needs. Instructional materials are adequate to fully implement EL programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5.6 The program incorporates approaches and methodologies based on scientifically based research on teaching ELs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Purchased Equipment</b>					
All equipment purchased with federal Title III and state TBE/TPI funding is properly labeled and inventoried. EDGAR 80.32 <a href="#">Education Department General Administrative Regulations (EDGAR 80.32)</a> . <a href="#">On-site artifacts</a>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>General Program <a href="#">Section 228.30</a></b>					
6.1 The student-teacher ratio in bilingual and ESL classes does not exceed 90% of the average student-teacher ratio in the general program classes for the same grade in the same attendance center as of September 30 <sup>th</sup> of each school year. If the bilingual/ESL class size increases after this date, the ratio does not exceed the average student-teacher ratio in general education classes for the same grade in the attendance center.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Guidance document <a href="#">Legislation and rules</a>
6.2 Students in TBE/TPI programs are placed in classes with students of approximately the same age of grade level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6.3 If students of different ages/grade levels are combined in the same class, the district uses individualized instructional programs or instruction by ability level to ensure that each student receives instruction appropriate to his/her age or grade.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.4 Program facilities are comparable to the facilities of the overall student population.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6.5 High school students receive full credit for courses taken in the TBE/TPI program. Courses count toward promotion and fulfillment of district graduation requirements. ESL counts toward English requirement for graduation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6.6 ELs have the opportunity to participate fully in extracurricular activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6.7 Parents of ELs are provided with appropriate and enough information about extracurricular activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6.8 ELs participate fully with their English-speaking classmates in subjects in which language is not essential to understanding of the subject matter including art, music, physical education, and others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6.9 The district's summer school programs provide supplemental language instruction programs for students having limited English proficiency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Staff certification Code <a href="#">Section 228.35</a></b>					
All teachers assigned to provide instruction in ESL meet the requirements for ESL or English as a New Language (ENL) teachers in accordance with state certification.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Guidance document <a href="#">Teacher recruitment and licensure</a>
All teachers in the program are highly qualified in accordance with state regulations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
The screener is administered only by teachers and other certified school district staff who have been trained and certified to administer the assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
The ACCESS for ELLs® is administered only by teachers and other certified school district staff who have been trained and certified to administer ACCESS.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
All paraprofessionals in the program meet requirements for state approval.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Paraprofessionals and/or other non-certificated staff provide instruction to ELs under the immediate supervision of a certified teacher that is directly engaged in teaching subject matter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Program Director holds a valid administrative certificate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Program Director will be able to meet the additional requirements of the position that go into effect by July 1, 2014	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

by the deadline (see sections 228.35 and 1.783 of the rules for specifics)					
<b>Parent and Community participation</b> <a href="#">Section 228.30</a>					
TBE Program Advisory Committee (PAC):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Guidance document <a href="#">Resources for parents of English Learners</a>
a) consists of parents, legal guardians, TBE teachers, counselors, and community leaders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b) majority of the PAC are parents with EL children in the TBE program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c) meets four times per year and records and files minutes of meetings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d) reviews the district's annual program application to the State Superintendent of Education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
e) The district provides annual training to PAC members in the areas of instructional approaches and methods in bilingual education; the provisions of State and federal law related to students' participation and parents' rights; and accountability measures relevant to students in bilingual programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Parent Involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
a) The district implements an effective means of outreach to parents of ELs to inform parents how they can be involved in the education of their children, be active participants in assisting their children to learn English and achieve high levels in core academic subjects and meet the same high state academic standards as all children are expected to achieve.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b) The district holds regular meetings and sends parents of ELs notices of such meetings for the purpose of formulating and responding to recommendations from parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The district periodically evaluates programs with input from stakeholders (parents, students, teachers) to assess the success of the program and modify the program where needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Communication with Parents/Parents' Rights</b> <a href="#">Section 228.40</a>					
Notice of Program Enrollment: All parents or legal guardians of students are notified in writing of their child's placement in a TBE/TPI program no later than 30 days after the beginning of the school year or 14 days after the enrollment of any child in a program during the school year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The parent notice of enrollment is in English and in the student's home language, to the extent possible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The parent notice of enrollment explains in simple, non-technical language:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
a) The reasons why the child has been placed in and needs the services of the program;					
b) The child's level of English proficiency, how this level was assessed, and the child's current level of academic achievement;					
c) The description of the program, the method of instruction used in the program and in other available offerings of the district, including how the program differs from those other offerings in content, instructional goals, and the use of English and native language instruction;					
d) How the program will specifically help the child to learn English and to meet academic achievement standards for grade promotion and graduation;					
e) The specific exit requirements for the program, the expected rate of transition from the program into the regular curriculum, and the expected graduation rate for children in the program if program is offered at the secondary level;					
f) How the program will meet the educational strengths and needs of the child, including how the program					

<p>meets the objectives of the child's individual educational program (IEP), if applicable;</p> <p>g) The right of the parents to decline to enroll the child in the program or to choose another program or method of instruction, if available; and the right of the parents to have the child immediately removed from the program upon request;</p> <p>h) The right of the parents to visit transitional bilingual education classes in which their child is enrolled and to come to the school for a conference to explain the nature of transitional bilingual education.</p> <p>On-site artifacts</p>					
Parents have notified the school in writing of any decision to withdraw their child from the program. On-site artifacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
The district has obtained written consent from parents to exit their child prior to the end of three years in the program or to retain their child in the program longer than three years.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
On-site artifacts					
<b>Students' Report Cards and Records</b> <a href="#">Section 228.15</a> <a href="#">Section 228.40</a>					
The Report cards:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
a) Are sent in the same manner and frequency as progress reports sent to all students in the school district.					
b) Are available in English and in the student's home language unless a student's parents or legal guardians agree in writing to waive this requirement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Upload artifact					
c) Indicate student's progress in the program and in the general program of instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
d) Indicate when the student has successfully transitioned from the program by meeting exit criteria, unless that information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Upload artifact					
Student Records contain the following information:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
a) A completed HLS;					
b) Program entry/exit information; Upload artifact On-site artifacts					
c) Annual English language proficiency assessment scores;					
d) Results from the prescribed screening instrument;					
e) Rationale for a student's placement into a part-time program; Upload artifact On-site artifacts					
f) Documentation of conferences and written communication with parents or legal guardians, including: written decisions to withdraw their children from the program, consent to exit their child prior to the end of three years in the program, to retain their child in the program longer than three years;					
g) Parents' report card waiver. Upload artifact On-site artifacts					
<b>Professional Development</b> <a href="#">Section 228.35</a>					
New program staff participate in training activities that will develop knowledge of basic TBE/TPI program requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Guidance document
Training activities addressing topics related to bilingual education are provided at least twice yearly to all program staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<a href="#">Professional Development</a>
Upload artifact					
If the district is unsuccessful in hiring qualified teachers, it provides adequate interim training to teachers already on staff to comply with Title VI (Castaneda 648 F2d at 1013).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The program provides professional development to classroom teachers (including mainstream teachers), administrators, principals, and other personnel to improve the instruction and assessment of ELs and is of enough intensity and duration to have a lasting impact on teacher performance. The program does not consist only of one-day workshops and conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	