2019 EL Administrator Training

Division of English Learners
Illinois State Board of Education
Overview

- The Whole Child
- Morning Session:
  - Meeting Opportunities.
  - Legal Requirements to Els.
- Afternoon Session:
  - EL – Bilingual Service Plan.
  - Consolidated District Plan.
  - Title III LIEP Grant Application.
  - Program Delivery Report
A child within an ecology of multiple and interconnected parts nested in overlapping systems.
ISBE-DEL’s
2019 Bilingual Directors’ Meeting

Westin Chicago Northwest
400 Park Boulevard, Itasca, Illinois 60143
September 25, 1-5pm (new directors)
September 26-27, all day.
ISBE - DELs

PD Modules: EL Tool Kit

https://www.isbe.net/eltoolkit
<table>
<thead>
<tr>
<th></th>
<th>English Learner Tool Kit Topics</th>
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<tbody>
<tr>
<td>1.</td>
<td>Identifying All Els.</td>
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<td>2.</td>
<td>Language Assistance Programs.</td>
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<td>5.</td>
<td>Inclusive Environment.</td>
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<td>6.</td>
<td>ELs with Disabilities.</td>
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<td>7.</td>
<td>ELs Who Opt Out of Programs.</td>
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<td>8.</td>
<td>Monitoring and Exiting EL Programs.</td>
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<td>9.</td>
<td>Evaluation of EL Programs.</td>
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<td>10.</td>
<td>Communication with EL Parents.</td>
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EL Services are Required
NOT Optional
Significant Legal History

- **Title VI of the Civil Rights Act, 1964**
  - Prohibits discrimination on the grounds of race, color, or national origin by recipients of federal financial assistance.
  - The Title VI regulatory requirements have been legally interpreted to prohibit *denial of equal access to education* because of a language minority student's limited proficiency in English.
Significant Legal History

- **Lau v. Nichols Court Case, 1974**
  - Case dealt with San Francisco school system’s failure to provide English language instruction to 1,800 students of Chinese ancestry.
  - U.S. Supreme Court unanimously ruled that a lack of supplemental instruction for English learners denies them a **meaningful** opportunity to participate in educational programs, which violates the Civil Rights Act of 1964.
Significant Legal History

- **Equal Educational Opportunities Act (EEOA), 1974**
  - Prohibits states from denying equal educational opportunity to an individual on account of his or her race, color, sex, or national origin.
  - The statute specifically prohibits states from denying equal educational opportunity by the failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs.
Intake of Students:
Applies to All Students Not Just ELs
Section 228.15 Identification of Eligible Students

a) Each school district shall administer a home language survey with respect to each student in preschool, kindergarten or any of grades 1 through 12 who is entering the district's schools.

- HLS must be in a language that parents understand.
- Parents must understand that this is a tool used for identification of potential Els.
Illinois Example of a Home Language Survey

Instructions

Student name: _______________________________________

1. Is a language other than English spoken in your home? Yes __ No __
   What language? _________________________________

2. Does your child speak a language other than English? Yes __ No __
   What language? _________________________________

If the answer to either question is yes, the law requires the school to assess your child’s English language proficiency.

____________________________________  _______________________
Parent/Guardian Signature              Date
Home Language Survey Process

The HLS is to be completed by the parents/guardians of all students entering a school district in a language they understand.

Answer is “Yes” to either question on the HLS: Student is a potential EL.

Conduct ISBE prescribed screener for English language proficiency and notify parents of the results within 30 days.

Answer is “No” to both questions on the HLS: Student is not a potential EL.

No screening for English language proficiency required.
Screening Potential ELs for English Language Proficiency
Section 228.15 Identification of Eligible Students

- e) The district shall screen the English language proficiency of each student identified through the home language survey as having a language background other than English.

Districts must use an approved screening instrument within 30 days of the beginning of the school year or 14 days if the student is enrolled midyear.
Preschool English Proficiency Screening

- ISBE recommends the use of Ballard & Tighe’s Pre-IPT Oral for assessing English language proficiency (ELP) in preschool for children ages 3 and up.

- Preschool screening for ELP procedures:
  - Consult family on child’s English language experience.
  - Be culturally and linguistically appropriate.
  - Be age and developmentally appropriate.
  - Be research-based.
  - Include multiple observations.
  - Use multiple measures and methods.
  - Be conducted by qualified staff with background in preschool education and second-language acquisition.
## K-12 English Proficiency Screening

<table>
<thead>
<tr>
<th>Grade</th>
<th>Required Screening</th>
<th>Domains Included</th>
<th>Minimum Score for English Proficiency</th>
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<tr>
<td>Kindergarten semester 1</td>
<td>WIDA MODEL</td>
<td>• Listening</td>
<td>5.0 oral composite</td>
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<td>• Speaking</td>
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<tr>
<td>Kindergarten semester 2 – 1st grade semester 1</td>
<td>WIDA MODEL</td>
<td>• Listening</td>
<td>5.0 overall composite + 4.2 literacy</td>
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<td>• Speaking</td>
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<td>• Writing</td>
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<tr>
<td>1st grade semester 2 – 12th grade</td>
<td>WIDA Screener</td>
<td>• Listening</td>
<td>5.0 overall composite</td>
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<td>• Speaking</td>
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<td></td>
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<td>• Writing</td>
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ELP Screening Exceptions

ACCESS for ELLs results for the previous school year are available

Screening results from within last 12 months are available

Exceptions

Student previously demonstrated proficiency on screener or ACCESS for ELLs

Student was previously not identified as an EL and met reading + math standards on most recent state or nationally normed assessment
If a student meets ELP criteria on the screener, EL services/program are not required. The parents should be informed of the screening results.
Placement Notification

- Letter in English and student’s home language.
- Sent within 30 calendar days of the beginning of a school year or 14 calendar days of enrollment.
- Explain how the EL program will support the student.
- Notification of the right to withdraw student from the program or choose different EL services, if offered.
  - Refusal of services must originate from the parent and be submitted in writing.
Sample Notice of Enrollment/Program Placement 1-3 years (105 ILCS 5/50.14c)

Date: __________________________

Dear __________________________

Your child ______________________ is enrolled in grade ______ in the program checked below based on the child’s English language proficiency (ACCESS/SOSA, Screener) test scores:

____ Transitional Bilingual Education
____ Dual language/Two-Way Immersion
____ Newcomer Program

____ Transitional Program of Instruction
____ Developmental Bilingual Education

This program will help your child learn English and the subjects required for grade promotion. We believe that this program is the best option to meet your child’s instructional needs and promote academic success in school. Information about this program, as well as other programs available for ELL students, is attached.

Your child’s English language proficiency test scores are indicated below:

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<th>TEST</th>
<th>WIDA Screener</th>
<th>ACCESS for ELLs\textsuperscript{TM}</th>
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Proiciency Level Description of English Proficiency Levels

1. Entering: Knows and uses minimal social language and minimal academic language with visual support.
2. Beginning: Knows and uses some social English and general academic language with visual support.
3. Developing: Knows and uses social English and specific academic language with visual support.
4. Proficient: Knows and uses social English and some technical academic language.
5. Bridging: Knows and uses social and academic language working with grade level material.
6. Advanced: Knows and uses social and academic language at the highest level measured by this test.

You may accept or reject this placement. To accept this placement you do not need to take any action. As a parent, you have the right to:

- visit the classes in which your child is enrolled and to meet with staff to learn more about the program.
- decline enrollment in a program, withdraw your child immediately from the program, or choose another program if available. You may take this action by sending a letter to your child’s school. Declining the recommended program will mean that your child may be placed in a program where English is the dominant language of instruction.

________________________
School Administrator
KEY POINTS

• Parents have the **right to opt their children out** of EL programs or particular EL services. This **decision must be voluntary** and based on a full understanding of the EL child’s rights, the range of services available, and the benefits of such services.

• If a parent decides to opt his or her child out of EL programs or services, that child still **retains his or her status as an EL**.
KEY POINTS

• Local education agencies (LEAs) must continue to monitor the English language proficiency (ELP) and academic progress of students who opt out of EL services. If a student does not demonstrate appropriate academic or ELP growth, the LEA must inform the parents in a language they understand and offer EL services.
Pause and Reflect

- What is our district/school’s current process for identifying English learner students, including preschool students?
- What is our district/school’s current process for notifying families of EL placement?
- In what ways do our processes meet all state requirements and can be made more clear and supportive for students and families?
Providing Services to Identified ELs
Program Models

Transitional Bilingual Education (TBE)

• Required when 20 or more students share the same home language in a school building*.
• May be offered when fewer than 20 students share the same home language*.

Transitional Program of Instruction (TPI)

• May be offered instead of TBE when 19 or fewer students share the same home language in a school building*.

* Preschool counted separately
TBE Full Time Components

- Instruction in core subjects in English and students’ home language:
  - Language Arts, Math, Science, and Social Studies
- ESL instruction.
- History and culture of parents’/child’s country of origin and of the United States.
- Spanish Language Arts must be provided for students in TBE full-time Spanish programs.
- ELs with disabilities must be provided both the language assistance and disability-related services to which they are entitled under federal and state laws.
Examples of TBE Program Models

TBE Full-time

One-way or Two-way Dual language

Self-Contained TBE
TBE Part-Time Components

- Components of full-time program selected for each student based on assessment of student’s linguistic and educational needs.
- Daily instruction in the student’s home language (as determined by student’s needs) and English.
- ESL instruction.
- TBE Part-time Guidance from DEL
Examples of TBE Program Models

TBE Part-time

- Transitional program in English (self-contained).
- Sheltered instruction + ESL (self-contained)*.

- Transitional program in English (pull-out/push-in).
- Sheltered instruction + ESL (differentiation/pull-out/push-in)*.

*Home language support must be available to the extent necessary
Transitional Program of Instruction (TPI) Components

- ESL instruction.
- Native language support or instruction, to extent necessary.
- Components of TBE services, as needed.
Examples of TPI Program Models

- Transitional program in English (pull-out/push-in).
- Sheltered instruction + ESL (differentiation/pull-out/push-in).
- Instruction in English are delivered using methods that make content comprehensive to ELs.
Instructional Designs

- Six Instructional Designs; this aligns with WIDA’s Program Models.
- ALL English learners should fall into one of the Six Instructional Designs.
TBE/TPI Instructional Designs

- Two-way Dual Language
- One-way Dual Language
- Transitional Bilingual Program (Self-contained)
- Transitional Bilingual Program (Collaboration)

- Transitional Program in English (Self-contained)
- Transitional Program in English (Collaboration)
Pause and Reflect

- How are placement in an EL program and provision of services informed by a student’s English proficiency level and education background?
- How do we ensure that students in our TBE program are receiving native language supports?
- How are our school/district services and programs providing appropriate instruction for ELs based on their level of English proficiency?
Annual Assessment for English Language Proficiency (ELP)
Every child identified as an English learner must take the annual English language proficiency (ELP) assessment (ACCESS for ELLs®).

Even EL students whose parents refuse services and are not in the TBE/TPI program must take the annual ELP assessment.
Reclassification Score

4.8 overall composite
(calculated based on scores in reading, writing, listening, and speaking)
Transition Process

- Parents receive ACCESS results.
- The school sends an “exit” letter to notify the parents that the student met criteria for English language proficiency and no longer needs EL services.
  - If the student received fewer than 3 years of TBE/TPI services (not counting preK and K), district needs parents’ written approval to end EL services.
Monitoring ELs
The English language proficiency (ELP) of ELs is tracked annually for all ELs in grades K-12.

Illinois uses the ACCESS for ELLs to measure EL’s ELP and has set an overall composite score of 4.8 for reclassification.

The ACCESS also aligns to Illinois ELP standards.
LEAs must send report cards and progress reports to parents or legal guardians of ELs in the same manner and with the same frequency as their non-EL peers.

Progress reports must describe student's progress in the EL program and in the general program of instruction.

For students who have received 3 full years of EL services, the district must seek permission from the parents to offer services into year 4.

*If there is no response from parents, the district is still required to provide EL services to students until exit criteria are met.*

All communication with home must be in a language that the parents understand.
Districts are required to monitor the academic performance of former ELs for **at least two years after having exited EL services**. The Illinois ESSA plan also requires school districts to report on the number and percentage of former ELs meeting state academic standards from the year ELs exit services until they graduate from high school.
If a student is exited from EL services but struggles to perform at grade-level due to English language needs, the student may be re-enrolled in an EL program upon a parent’s request and based on the district’s ability to service the student.
Pause and Reflect

- How do we monitor all ELs, including those who have opted out, at least annually for progress in achieving ELP and acquiring academic content?
- How do we monitor former-ELs performance in academic subjects?
- How do we communicate concerns to parents when former-ELs need additional EL services?
Licensure Requirements

Bilingual/ESL Matrix
Teachers assigned to work with ELs in a TBE/TPI program must hold a PEL and meet licensure requirements as well as bilingual/ESL endorsement requirements.

A bilingual/ESL endorsed middle and high school teacher must also hold the appropriate content area endorsement.
### Licensure Matrix

#### Pre K-12 Bilingual and ESL Matrix

**PEL Endorsed in Elementary K-9 and/or Middle School 5-8 + Content Endorsement**

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<tr>
<th></th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<tbody>
<tr>
<td><em>ESL Only</em></td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>N</td>
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<tr>
<td><em>Bilingual Only</em></td>
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<td>Y</td>
<td>Y</td>
<td>Y</td>
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<td>Y</td>
<td>Y</td>
<td>Y</td>
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<tr>
<td><em>Both Bilingual and ESL</em></td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
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***In order to teach Kth grade with the Elementary endorsed license, an individual must meet the requirement for secondary endorsements. The individual must apply for the 9th grade only endorsement and meet the requirements for the high school endorsement.***

#### PEL Endorsed in Secondary 6-12 + Content Endorsement

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<th>6</th>
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<th>9</th>
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<th>12</th>
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<tr>
<td><em>ESL Only</em></td>
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<tr>
<td><em>Bilingual Only</em></td>
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<tr>
<td><em>Both Bilingual and ESL</em></td>
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<td>Y</td>
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**In grades 6-12, an educator with a PEL endorsed in ESL only can only teach an ESL class. If the educator will teach a content area (which includes language arts/English, reading, math, science, etc.) with ESL or bilingual supports, the educator needs to have an ESL and/or Bilingual endorsement and an endorsement in the content area for departmentalized grades 6-8 and/or for grades 9-12. See 23 IL Adm. Code 310/2001 for departmentalized grades 6-8 and 23 IL Adm. Code 220/2003 for grades 9-12.**

#### ELS-TBE Pre K-12*

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Pre K</th>
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<th>2</th>
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<th>5</th>
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<tr>
<td><em>What Can You Teach</em></td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
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EL Staff Professional Development

Districts are required to provide a minimum of two high-quality professional development opportunities on EL education for their TBE/TPI staff, including:

- Training for new-to-district staff;
- Spanish language arts professional development (for full-time Spanish TBE programs, which must be offered at least once a year); and
- Training for individuals who administer the screeners and annual assessment for English language proficiency.
Bilingual Parent Advisory Committee (BPAC)
Bilingual Parent Advisory Committee

- Required for districts that have **TBE programs**.
- Consists of bilingual program parents, legal guardians of ELs, TBE/TPI teachers, counselors or other school personnel and EL community leaders.
- Majority of members are parents/guardians of children in the program.
- Membership is representative of the languages served.
- Gives recommendations to the District regarding the EL program.
The Parent Advisory Committee will:

1. Meet four times per year.
2. Keep minutes of meetings.
3. Receive training from the district to make informed decisions.
4. Participate in planning, operation and evaluation of EL programs.
5. Review of district plan for use of state bilingual funding to implement EL services.
6. After forming, the committee operates on its own, including the election of officers and the establishment of internal rules and procedures.
The Parent Advisory Committee will review:

1. **The EL – Bilingual Service Plan**
   a) Released May 1, due June 30.

2. **Review the EL-EBF Expenditure Report**
   a) Released July 1, due July 20.

3. **Review the use of EL funds in Evidence-Based Funding (EBF) Spending Plan**
   a) Due September 30.
Training the District Can Offer

- Types of assessments that ELs take and results of such assessments.
- State and federal laws related to their child's participation in bilingual programs.
- Information related to instructional approaches and methods used in bilingual education programs.
Working Lunch: Networking Opportunity
EL – Bilingual Service Plan
Is the EL – Bilingual Service Plan Required?
EL – Bilingual Service Plan

Required by Section 14C-12 of the Illinois School Code

(105 ILCS 5/14C-12)
Applications for preapproval for costs of transitional bilingual education programs must be submitted to the State Superintendent of Education at least 60 days before a transitional bilingual education program is started, unless a justifiable exception is granted by the State Superintendent of Education. Applications shall set forth a plan for transitional bilingual education established and maintained in accordance with this Article.
Is the EL – Bilingual Service Plan what districts previously completed as the TBE/TPI Grant Application?
EL – Bilingual Service Plan

- A plan of EL/Bilingual Services provided to Els.
- Not a grant application.
- Similarities with former TBE/TPI Grant Application, but not the same.
- Required of all districts*.
- Bilingual Directors who do not have access to the EL – Bilingual Service Plan on IWAS must request access from their District Superintendent.

*Districts with fewer than 20 ELs must submit the EL-Bilingual Service Plan on PDF.
To what year will the EL – Bilingual Service Plan apply?

FY 2020

July 1, 2019 – June 30, 2020
When is EL – Bilingual Service Plan Due?

June 30, 2019
How do I complete the EL – Bilingual Service Plan?
Overview

Program: EL - Bilingual Service Plan
Purpose: The purpose of the EL – Bilingual Service Plan is to ensure that English learner programs are implemented in accordance with Illinois School Code Article 14C and 23 Administrative Code Part 228 Transitional Bilingual Education. In addition, this data collection will help the Division of English Learners better support school districts in providing services for English learners to attain English proficiency and meet the same challenging academic standards as all children are expected to meet in Illinois.

Program Type: Data Collection
Due Date: June 30, 2019
Rules: 23 Ill. Admin. Code, Part 228.50
Begin Date: July 1, 2019
End Date: June 30, 2020
Contact: Division of English Learners at 312-814-3850
DEL@isbe.net
Applicant Information Page

Provide information below for the Program Director/individual who completed this application:

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

**Comments:**
Use this text area for any needed explanations to ISBE in regard to this program.
(0 of 1500 maximum characters used)
Plan Specific Pages:
Program Information
Complete the requested information below.

- Types of Instructional Design
  - Dual Language - Two Way (Self-contained)
  - Dual Language - One Way (Self-contained)
  - Transitional Bilingual Program (Self-contained)
  - Transitional Bilingual Program (Collaboration)
  - Transitional Program in English (Self-contained)
  - Transitional Program in English (Collaboration)

* A full-time teacher (30 hrs/wk) = 1 FTE; a half-time EL teacher 15 hrs/week = .5 and EL teacher serving ELs 7.5 hrs per week = .25 FTE

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<th>Grade Level</th>
<th>Attendance Center Name</th>
<th>TBE</th>
<th>TPI</th>
<th>1</th>
<th>2</th>
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<th>Total Number of Bilingual and/or ESL Endorsed Teachers Serving ELs (including teachers with ESL-TBE and ESL-VIT)</th>
<th>FTE Position with ELs at this School (30 hrs/wk = 1.0 FTE)**</th>
<th>Number of Paraprofessionals with Approval/Endorsement to Service ELs</th>
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</table>

** FTE Position at this School (30 hrs/wk = 1.0 FTE)
Enter the name of each attendance center in your district with Els.

Enter the grade levels for each attendance center listed.
Select the type of bilingual program offered in the attendance center (TBE or TPI)

- Transitional Bilingual Education (TBE) program is a program that provides instruction in the students’ native language (e.g., bilingual, dual language, etc.)
  - TBE programs are required in schools where 20 or more ELs speak the same language.
- Transitional Program of Instruction (TPI) is a program that provides English learner supports in English and native language as needed (e.g., ESL).
Instruction Design

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

- Enter the type of instructional design for each attendance center.
- TBE Program:
  - Instructional Design #: 1-4.
- TPI Program:
  - Instructional Design #5-6.
Check off the instructional design for each attendance center.

An attendance center may have more than one instructional design.
Enter the total number of teachers working with ELs in the TBE/TPI program(s) that have an endorsement to service this population of students.

May include those with:

- Bilingual endorsement
- ESL endorsement
- Educator License with Stipulations-TBE
- Educator License with Stipulations-VIT
Enter the combined total FTE of teachers working with ELs that have an endorsement to service this population of students.

Separate into those providing language supports:

- Bilingual
  - Include ESL-TBE and ELS-VIT in this FTE count
- ESL
Completing FTE Data

- Defining Full Time Equivalent (FTE):
  - A full-time EL teacher works 30 hrs/week = 1 FTE
  - A half-time EL teacher works 15 hrs/week = .5 FTE
  - A part-time EL teacher works 7.5 hrs/week = .25 FTE
Completing FTE Data

- Calculating the FTE:
  - Add the FTE of each teacher servicing ELs in the school building.
  - Examples on calculating the total FTE for a school:
    - 4.5 FTE total = 1 teacher who works 0.5 FTE with ELs + 4 teachers who work 1.0 FTE each with ELs.
    - 4.5 FTE total = 2 teachers who work 0.25 FTE each with ELs + 2 teacher who work 0.5 FTE each with ELs + 3 teacher who work 1.0 FTE each with ELs.
Completing FTE Data

- **Entering FTE response:**
  - Enter **B** followed by the FTE total of bilingual-endorsed teachers serving ELs in a bilingual setting
    - Example: **B4.5** means that a total of 4.5 FTEs are working with ELs that receive bilingual services.
  - Enter **E** followed by the FTE total of ESL-endorsed teachers serving ELs in an ESL setting
    - Example: **E4.5** means that a total of 4.5 FTEs are working with ELs that receive ESL services.
  - Schools with both bilingual and ESL programs will enter the FTEs for each of the two groups of students
    - Example: **B4.5; E4.5**.
Completing FTE Data

### Combined total FTE of teachers working with ELs

- **Sample Elementary School:**
  - 5 teachers, each providing 0.5 FTE bilingual supports to students is **B2.5** (.5+.5+.5+.5+.5 = 2.5)

- **Sample Middle School:**
  - 5 teachers, each providing **bilingual** supports at 1.0 FTE = **B5.0**
  - 5 teachers, each providing **ESL** supports at 0.5 FTE = **E2.5**

- **Sample High School:**
  - 3 teachers, each providing **ESL** supports at 1.0 FTE = **E3.0**

<table>
<thead>
<tr>
<th>Attendance Center Name</th>
<th>Total Number of Bilingual and/or ESL Endorsed Teachers Serving ELs (including teachers with ESL-TBE and ELS-VIT)</th>
<th>FTE Position with ELs at this School (30 hrs/wk = 1.0 FTE**)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample Elementary School</td>
<td>5</td>
<td>B2.5</td>
</tr>
<tr>
<td>Sample Middle School</td>
<td>10</td>
<td>B5,E2.5</td>
</tr>
<tr>
<td>Sample High School</td>
<td>3</td>
<td>E3.0</td>
</tr>
</tbody>
</table>
Enter the total number of personnel licensed as paraprofessionals who are assigned to support ELs in the program.
Plan Specific Pages: Program Information

Check the instructions provided on the top right of the page:
Plan Specific Pages: Curriculum

Applies only to districts with a Spanish-TBE Program.
SPANISH LANGUAGE ARTS CURRICULUM

Indicate below whether or not the district is offering Spanish language arts. All districts with a full-time TBE Spanish program must offer Spanish language arts.

Does the district offer Spanish language arts to TBE/TPI students?*

Yes ☐  No ☐

Describe the methods the district will use to measure and monitor student progress with respect to the Spanish Language Arts Standards

REMINDER: Districts that offer Spanish language arts instruction to TBE or TPI students must provide at least one training session annually related to the implementation of the Spanish language arts standards to staff who provide instruction in Spanish language arts.
Plan Specific Pages: Parent Advisory Committee

Applies only to districts with a TBE Program
### Bilingual Parent Advisory Committee

**Verification of Plan Review by Bilingual Parent Advisory Committee for TES Programs**

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

This committee shall:
1. Meet at least four times per year;
2. Maintain an file with the school district, minutes of these meetings; and
3. Review district’s annual TES/TPI program plan and BSE spending plan submitted to the State Board of Education.

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Language(s)</th>
<th>Telephone</th>
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I certify that the Bilingual Parent Advisory Committee has had an opportunity to review the application.

Date: ____________________  Name of Committee Chairperson: ____________________

* A printed copy of the completed page with the signature of the Committee Chairperson must be retained on file at the district for review upon request.

**Meeting**

<table>
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<tr>
<th>Meeting</th>
<th>Activity</th>
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<tbody>
<tr>
<td>1.</td>
<td>Bilingual Advisory Committee Training (required activity).</td>
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<tr>
<td>2.</td>
<td>Review district's FY21 EL - Bilingual Service Plan (required activity).</td>
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<tr>
<td>3.</td>
<td>Review district's FY21 BSE spending plan (required activity).</td>
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<tr>
<td>4.</td>
<td>Review district's FY21 EL - Bilingual Service Plan (required activity).</td>
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<tr>
<td>5.</td>
<td>Review district's FY21 BSE spending plan (required activity).</td>
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<tr>
<td>6.</td>
<td>Review district's FY21 EL - Bilingual Service Plan (required activity).</td>
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**Illinois State Board of Education**
• Enter information of each Bilingual Parent Advisory Committee Member.
• Enter Language(s) spoken by member.

On Role:
• Parent (P)
• Legal guardian (G)
• Teacher (T)
• Counselor (C)
• Community member (CM)
The BPAC must review the EL – Bilingual Service Plan.

The Committee Chairperson must indicate the date when the Plan was reviewed.

This is for the current FY20 Plan.
The prelisted activities are required.
- District needs to provide at least four activities.
- The dates should fall within the year of implementation of the plan.
- Estimated dates may be used.
Assurance Pages

Complete the Assurances
GRANT AGREEMENT: The submissions made to the Illinois State Board of Education by the applicant and the terms and conditions described in each tab of this application shall constitute the grant agreement between the applicant and the Illinois State Board of Education. This grant agreement shall be deemed to be entered into when the application has been approved by the Illinois State Board of Education. The person submitting this application on behalf of the applicant certifies and assures the Illinois State Board of Education that he or she has been duly authorized to file this application for and on behalf of the applicant, is the authorized representative of the applicant in connection with this grant agreement, and that he or she is authorized to execute these Assurances and Standard Terms of the Grant on behalf of the applicant. Further, the person to whom this application is submitted is the authorized representative of the applicant, and is authorized to execute these Assurances and Standard Terms of the Grant on behalf of the applicant.

The authorized representative of the applicant who will affix his or her signature below certifies that he or she has read, understood and will comply with all of the provisions of the following assurances.

The person approving these Assurances hereby certifies and assures the Illinois State Board of Education that the person submitting the final application on behalf of the applicant (and thereby executing the grant agreement with the Illinois State Board of Education) has the necessary legal authority to do so.

The person approving this application certifies (1) to the statements contained in the list of certifications, and (2) that the statements herein are true, complete and accurate to the best of his/her knowledge. He/she is aware that any false, fictitious, or fraudulent statements or claims may subject him/her to criminal, civil or administrative penalties. (U.S. Code, Title 18, Section 1001). The list of assurances is included below.

NOTE: These boxes will be automatically filled in as each of the separate certifications/assurances are read and completed.

☐ Assurances for EL - Bilingual Service Plan

Signature of School District Superintendent / Agency Administrator

Signature of Board-Certified Delegated Authority for the School District Superintendent
Submit!

Questions?

Assigned Principal Consultant

DEL@isbe.net

312-814-3850
Transition to Districts Submitting a Title III Application
Consolidated District Plan (CDP)

Every question should be read as a question for ELs.
Goals/activities may be funded by Title I, Title III, or other where permissible.
Title III-Specific Questions on the CDP
Coordinated Funding

1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year 2019-2020.* [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 Education Program
   - 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
- Write a summary of your needs assessment findings for prioritizing uses of LIEP funds.
- If applicable, include a summary of your needs assessment findings for Immigrant Education.
4. Describe the activities/strategies the LEA will implement for effective parent and family engagement.** [3]

NOTE: This is a new field for FY2020. There is nothing to re-display.

(0 of 7500 maximum characters used)

---

Question 4 must address activities/strategies that support Parents of ELs.
3. Describe the additional education assistance to be provided to individual students needing additional help meeting the challenging State academic and language standards.* [3]
For your convenience, the FY19 Title I 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 instructional and additional strategies intended to strengthen academic and language programs and improve school conditions for student learning and how these are implemented.* [4]
For your convenience, the FY19 Title I 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)

Questions 3-4 must address goals/activities that support ELs.
Professional Development

Letters G-H must address proposed district goal/activities for professional development that support ELs/immigrant students.
Consolidated District Plan (CDP)

Every question should be read as a question for ELs.
Goals/activities may be funded by Title I, Title III, or other where permissible.
FY 20 Organizational Risk Assessment System

Application on IWAS that needs to be completed by all entities applying for ISBE grants.
FY20 Title III Application
ELL-TBE/TPI and Title III

Application on IWAS System
Title III LIEP Application

Title III Immigrant Education funding will be released in October 2019.
Supplement, Not Supplant

- Section 3115(g) of Title III of the ESEA (hereafter “Title III”) provides as follows:

- SUPPLEMENT, NOT SUPPLANT -- Federal funds made available under this subpart shall be used so as to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for English learners and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.

- In practice, the prohibition against supplanting under Title III means that recipients may not use those funds to pay for services that, in the absence of Title III funds, would be necessary to be provided by other Federal, or State, or local funds.
**Programs:**

The ELL - TBE/TPI and Title III Application has five parts:

1. **ELL Consolidated**
2. Transitional Bilingual Education/Transitional Program of Instruction (TBE/TPI) – No information is required in this section. Funding is now included in the Evidence Based Funding (EBF) formula.
3. Title III Consolidated - No information is required in this section. Questions are now part of the Consolidated District Plan.
4. **Language Instruction Educational Program (LIEP)** - formerly known as LIPEPS, and some pages may still use this reference
5. Immigrant Education Program (Immigrant) - formerly known as IEP, and some pages may still use this reference
Contact Information
Contact Information

Program Contact Person:

Last Name*                           First Name*                           Middle Initial

Address 1*                           

Address 2                           

City*                                State*                                Zip + 4

Phone*                               Email*

Budget Contact Person (required fields if different from Program Contact):

Last Name*                           First Name*
Area Affected by the project: District

D. Select the area affected by the project:
- District
- City
- County
- Multiple areas (list)
- State-wide
- Other (describe)
District Comments:
Use this text area for any needed explanations to ISBE in regard to this program.
(0 of 1500 maximum characters used)
Approval Status
Conditional Approval

Approval Status

If this application was approved with conditions, that information will appear below. Any items noted here must be corrected through an amendment and submitted in a timely manner to ISBE.

Approval Status

The application is approved on the condition that any issues noted below are addressed through an amendment in a timely manner.
Funding Allocations

LIEP Funding for Private School ELs
Number of ELs in participating private schools reported in the FY20 Intent to Apply application

50
The application has been submitted. No more updates will be saved for the application.

<table>
<thead>
<tr>
<th></th>
<th>TBE-3305</th>
<th>LIPLEPS-4909</th>
<th>IEP-4905</th>
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<td>TOTAL AVAILABLE</td>
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TBE-3305 | LIPLEPS-4909 | IEP-4905
## Coop. Member’s Allotment

<table>
<thead>
<tr>
<th>Current Year Allotment</th>
<th>TBE-3305</th>
<th>LIPEPS-4909</th>
<th>IEP-4905</th>
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<tbody>
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<td>Released Funds (-)</td>
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<tr>
<td>Carryover (+)</td>
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</tr>
<tr>
<td>Prepayment (+)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>SUB TOTAL</td>
<td>$0</td>
<td>$2,500</td>
<td>$0</td>
</tr>
</tbody>
</table>

### Multi-District

<table>
<thead>
<tr>
<th>Transfer In (+)</th>
<th>TBE-3305</th>
<th>LIPEPS-4909</th>
<th>IEP-4905</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer Out (-)</td>
<td>0</td>
<td>($2,500)</td>
<td>0</td>
</tr>
<tr>
<td>Administrative Agent</td>
<td></td>
<td></td>
<td>05-016-0390-02</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ADJUSTED SUB TOTAL</th>
<th>TBE-3305</th>
<th>LIPEPS-4909</th>
<th>IEP-4905</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TOTAL AVAILABLE</th>
<th>TBE-3305</th>
<th>LIPEPS-4909</th>
<th>IEP-4905</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>
Assurance Pages

GRANT AGREEMENT: The submissions made to the Illinois State Board of Education by the applicant and the terms and conditions described in each tab of this application shall constitute the grant agreement between the applicant and the Illinois State Board of Education for the use of the funds described in the “budget detail” tab. This grant agreement shall be deemed to be entered into when the application has been approved by the Illinois State Board of Education. This grant agreement constitutes the entirety of the agreement between the parties and supersedes any other agreement or communication, whether written or oral, relating to the award of the grant funds. The person submitting this application on behalf of the applicant certifies and assures the Illinois State Board of Education that he or she has been duly authorized to file this application for and on behalf of the applicant. The authorized representative of the applicant in connection with this grant agreement, and that he or she is authorized to execute these Certifications and Assurances, and Standard Terms of the Grant on behalf of the applicant. Further, the person submitting this application on behalf of the applicant certifies under oath that all information in the grant agreement is true and correct to the best of his or her knowledge, information and belief, that grant funds shall be used only for the purposes described in this agreement, and that the award of this grant is conditioned upon this certification. This grant agreement may not be amended or modified except as by receiving approval for an amendment through the IWAS application process or otherwise by the approval of the Illinois State Board of Education. By hitting “Submit” on the Submit page, this grant agreement shall be deemed to be executed on behalf of the applicant.

The authorized representative of the applicant who will affix his or her signature below certifies that he or she has read, understood and will comply with all of the provisions of the following certifications and assurances.

The person approving these Grant Application Certifications and Assurances hereby certifies and assures the Illinois State Board of Education that the person submitting the final application on behalf of the applicant (and thereby executing the grant agreement with the Illinois State Board of Education) has the necessary legal authority to do so.

The person approving this application certifies (1) to the statements contained in the list of certifications, and (2) that the statements herein are true, complete and accurate to the best of his/her knowledge. He/she also provided the required assurances and agrees to comply with any resulting terms if an award is accepted. He/she is aware that any false, fictitious, or fraudulent statements or claims may subject him/her to criminal, civil or administrative penalties. (U.S. Code, Title 18, Section 1001). The list of certification and assurances is included below and/or incorporated into the Uniform Grant Agreement pages contained herein.

NOTE: These boxes will be automatically filled in as each of the separate certifications/assurances are read and completed.

- Assurances for Title III, including LEAP and immigrant programs
- GATA Assurances

Refer to the Consolidated District Plan for the assurances listed below:
- Grant Application Certifications and Assurances (State Assurances)
- Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion See the Overview page for instructions
- Certification Regarding Lobbying
- GEPA 942 Assurances
LIITLEPS Application: LIEP
# LIEP: Overview

<table>
<thead>
<tr>
<th>Overview - LIEP</th>
<th>Additional program information can also be found on the ELL Consolidate</th>
</tr>
</thead>
</table>

### Program:
Language Instruction Educational Program (LIEP)

### Purpose:
The purpose of the Federal Title III LIEP grant is to provide supplemental financial assistance to help local school districts improve the education of English learners (ELs) above and beyond state and local requirements by assisting students to learn English and meet challenging State academic content and student achievement standards. Title III funds may be used to provide language instruction and school adjustment services to meet the needs of English learners (ELs), professional development and training for staff serving ELs and to involve parents in their children's education.

### Funding:

**NOTE:** Allocations are preliminary, and payment under this grant is subject to passage of a sufficient appropriation by the Illinois General Assembly or sufficient appropriation by the U.S. Congress for federal programs. Obligations of the State Board of Education will cease immediately without further obligation should the agency fail to receive sufficient state, federal, or other funds for this program.

### Program Type:
Formulas

### Legislation:
105 ILCS 5/14C et seq. and 23 Illinois Administrative Code, Part 228 and Title III, Sec. 3001 Parts A, B, C

### Application Due Date:
June 30, 2020

### Grant Period:
September 1, 2019 through August 31, 2020
Amendments

Use this page to report any amendment details. If this is an Initial application, you must respond to the first question, save the page and continue completing your application.

Due to GATA requirements, this must page must be addressed each time the consolidated grant is amended. If this program is not being amended specifically, but the other program in the consolidated application is, then check Original Application here. Check Amended Application only for the program(s) being amended.

Is this an Original application or Amended application?

- Original Application
- Amended Application

Grant Changes

Provide a brief description of the changes as well as the function/object codes which have been amended in this submission. (Limited to 1,500 characters)

(0 of 1500 maximum characters used)
Federal Funding Accountability and Transparency Act (FFATA)

The Federal Funding Accountability and Transparency Act (31 U.S.C. 6102; P.L. 109-382, as amended by section 6202(a) of P.L. 110-252) requires a Prime Awardee, such as a State agency, to report an award of $25,000 or more made to a subrecipient as of October 1, 2010 (also see 2 CFR part 170)).

To fulfill reporting requirements, provide a brief but succinct description of how the funding received will support the activities and actions to meet the purpose and goals of the Federal grant. If there are multiple funding actions, provide a description for each funding action.

Example of project description:
Funds will be used for summer school and afterschool programs to address the learning needs of ELL students. In addition, funds will be used to provide professional development on ELL education for teachers.

Project Description (do not use the & symbol):
(0 of 255 maximum characters used)

Agency’s Annual Gross Revenues:

- Yes
- No

In the previous fiscal year, this organization (including parent organizations, all branches, and all affiliates worldwide) received (a) 50 percent or more of annual gross revenues in U.S. federal contracts, subcontracts, loans, grants, subgrants, and/or cooperative agreements;

AND

(b) $25,000,000 or more in annual gross revenues from U.S. federal contracts, subcontracts, loans, grants, subgrants, and/or cooperative agreements.

Select the Yes button ONLY if both (a) and (b) are true.
Example of project description:
Funds will be used for summer school and afterschool programs to address the learning needs of EL students. In addition, funds will be used to provide professional development on ELL education for teachers.

Project Description (do not use the & symbol):
(0 of 255 maximum characters used)
Agency’s Annual Gross Revenues*:  

In the previous fiscal year, this organization (including parent organizations, all branches, and all affiliates worldwide) received (a) 80 percent or more of annual gross revenues in U.S. federal contracts, subcontracts, loans, grants, subgrants, and/or cooperative agreements;

AND

(b) $25,000,000 or more in annual gross revenues from U.S. federal contracts, subcontracts, loans, grants, subgrants, and/or cooperative agreements.
Agency’s Annual Gross Revenues*:

- Yes
- No

In the previous fiscal year, this organization (including parent organizations, all branches, and all affiliates worldwide) received (a) 80 percent or more of annual gross revenues in U.S. federal contracts, subcontracts, loans, grants, subgrants, and/or cooperative agreements;

AND

(b) $25,000,000 or more in annual gross revenues from U.S. federal contracts, subcontracts, loans, grants, subgrants, and/or cooperative agreements.

Select the Yes button ONLY if both (a) and (b) are true.

If yes, please provide the names and the total compensation package (using the preceding fiscal year’s compensation to the top 5 highest paid individuals within your organization, regardless of the funding source*).

Provide the names and the total compensation package (using the preceding fiscal year’s compensations) of the top five highest paid individuals within your organization, regardless of the funding source*.

[Regulations for Reporting Executive Compensation and First Tier Subcontract Awards (JUL 2010)]

<table>
<thead>
<tr>
<th>Name:</th>
<th>Total Compensation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
</tbody>
</table>
Budget Pages

Cooperative Member Budget

Will you be participating as a MEMBER in a LIEP cooperative agreement with other district(s) for this program year?  

- Yes  
- No

Administrative Agents should select the No radio button above, save the page and proceed to the next page.

Please complete the Budget Detail page to describe the planned expenditures for this program.

Save Page
## Cooperative Member Budget

Will you be participating as a MEMBER in a LEEP cooperative agreement with other district(s) for this program year?  ☐ Yes  ☐ No

Administrative Agents should select the No radio button above, save the page and proceed to the next page.

Please enter the name of the Administrative Agent for this cooperative agreement: 

Your Fiscal Agent will be completing a budget for your transferred funds. However, in order to verify the planned expenditures are allowable under the program, this page must be completed. Enter the Function Code, Object Code, Description and Amount of your planned expenses to complete the Budget Detail webpage, as you will have no funds remaining to budget based on the Consortium Transfer.

<table>
<thead>
<tr>
<th>Function Code</th>
<th>Object Code</th>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000</td>
<td>100</td>
<td>Summer school teacher salary</td>
<td>2000</td>
</tr>
<tr>
<td>3000</td>
<td>300</td>
<td>Parent Outreach - costs for international parents college night</td>
<td>200</td>
</tr>
<tr>
<td>2210</td>
<td>400</td>
<td>Professional development programs and software</td>
<td>200</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2500</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total Budget Amount</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Transferred Member Allocation</td>
<td>2500</td>
</tr>
</tbody>
</table>
Detailed Budget

- What’s the same?
  - Function/Object.
  - Expenditure Description and Itemization.
  - LIEP Total Per Line Item.
**Detailed Budget**

Budget Detail

**BUDGET BREAKDOWN** (Use whole dollars only. Omit Decimal Places, e.g., $2536)

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 regarding teacher’s retirement. Contact your program co any additional questions you may have regarding TRS contributions. Click on the "Create Additional Entries" button to enter additional information.

<table>
<thead>
<tr>
<th>Function Code</th>
<th>Object Code</th>
<th>Exclude from MTDC**Expenditure Description and Itemization</th>
<th>LIIPEPS-4900 Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000</td>
<td>100</td>
<td>After school programs to increase student achievement for EL students, additional teacher salaries used for after school content based literacy instruction ($198,767 = 149 teacher contracts), Dual Language and Summer Language and Cultural Experiences ($15,233).</td>
<td>14000</td>
</tr>
<tr>
<td>1000</td>
<td>400</td>
<td>EL Instructional materials such as content-based level readers, supplemental ESL/ESL curriculum materials, summer books program.</td>
<td>1000</td>
</tr>
<tr>
<td>2210</td>
<td>100</td>
<td>Improvement of instruction subs for curriculum development, Instructional planning, and inservices for EL Staff ($11,000)</td>
<td>10000</td>
</tr>
<tr>
<td>2210</td>
<td>200</td>
<td>Tuition reimbursements to certify general education staff with EL endorsements, which is beyond minimum requirements for professional development. District 54 has sufficient staff to serve EL students. District 54 does not have a tuition reimbursement program under the union contract. This fund is to train general education and special education teachers to better serve English language learners.</td>
<td>16000</td>
</tr>
<tr>
<td>2220</td>
<td>400</td>
<td>ARRL language assessment materials. ($4,500)</td>
<td>4500</td>
</tr>
<tr>
<td>2500</td>
<td>200</td>
<td>Contractual bus service for EL Students after the Targeted Assistance Programs. 21 Sites @ $1200 per bus ($40,000). Some sites require multiple buses.</td>
<td>15000</td>
</tr>
<tr>
<td>3000</td>
<td>100</td>
<td>Welcome/Assessment Center Liaison-Parent/Community ($32,000). Welcome/Assessment Center Liaison’s primary duty is to communicate with parents.</td>
<td>32000</td>
</tr>
</tbody>
</table>
Detailed Budget

- Expenditure Description and Itemization.
  - Short description of service/activity:
    - E.g., Arabic reading books to support native language reading.
  - Mention how it is supplemental:
    - E.g., Purchase books in Spanish that are supplemental to school curriculum; teacher salary for after school program supplemental to required instruction.
  - Details of who is involved:
    - Do not need names, but write down whether it involves teachers, paraprofessionals, administrators, parents, etc.
    - E.g., 3 paraprofessionals to support bilingual program.
  - Any line item above $25,000 should mention the name of the vendor/contractor involved in activity.
  - Must have Function 1000 (instruction), 2210 (PD), 3000 (parent).
PRA & GATA pages
Submit!

Consolidated Application ELL Consolidated

Printer-Friendly
Click to Return to Application Select

Overview  Contact Information  Approval Status  Funding Calculations  Allotment  Assurance 
Pages  Submit  Application History  Page Lock Control  Application Print
FY19 Program Delivery Report (PDR)

- Delivery Report (PDR) is now available for completion in IWAS.
- Districts that received $5,000 or more in state Evidence-Based Funding (EBF) for EL services and/or federal Title III LIPLEPs funds in FY 2019.
- The 2019 PDR- MUST be submitted in IWAS no later than July 31, 2019. The system will close at 11:59 p.m. on July 31.
Part 1: GETTING STARTED

Before using the Bilingual Education Program Delivery Report (PDR) System, you will need an ISBE Web Application Security (IWAS) account.

Step 1 Accessing IWAS

- You can access the IWAS system by going to the ISBE home page at http://isbe.net and clicking on the IWAS link located on the upper menu bar.

- You can also go directly to the IWAS security module via https://sec1.isbe.net/iwas/asp/login
Step 2 Logging in to IWAS

- **If you already have an IWAS account**, sign in with your login name and password. Click on ‘LOG IN’.

- **If you DO NOT have an IWAS account**, you may start getting one by clicking on ‘Sign Up Now’ and follow the subsequent procedure.

- If you have problems getting an IWAS account, contact the ISBE Help Desk at **217-558-3600**.
Step 3 Program Selection

A. TYPE OF PROGRAM FUNDING (Select only one).

- State EBF for EL services only ($5,000 or more)
- State EBF for EL services ($5,000 or more) and Federal Title III LIOPLEPs
- Federal Title III LIOPLEPs only
Step 4: Reporting of Data

The 2018-2019 Bilingual Education Program Delivery Report (PDR) has 6 questions.

- Question 1 EL Teachers in the current year
- Question 2 EL Teachers in the future years
- Question 3 EL topics of Staff Development *(Required for all Title III)*
- Question 4 Participants of Staff Development
- Question 5 Resources and Program Offering for EL parents/families *(Required for all Title III LIEP)*
- Question 6 Extended program services to ELs
Questions & Technical Assistance

- For technical assistance on how to access the PDR in IWAS, please contact the Help Desk at (217) 558-3600.

- For assistance in responding to the questions in the PDR, please contact Dr. Seon Eun in the Data Strategies and Analytics Division at (312) 814-3007.
Questions?
Assigned Principal Consultant
DEL@isbe.net
312-814-3850