



Illinois State Board of Education

EL – Bilingual Service Plan & Title III Webinar

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Director, Division of English Learners

Illinois State Board of Education

May 10, 2019

Overview

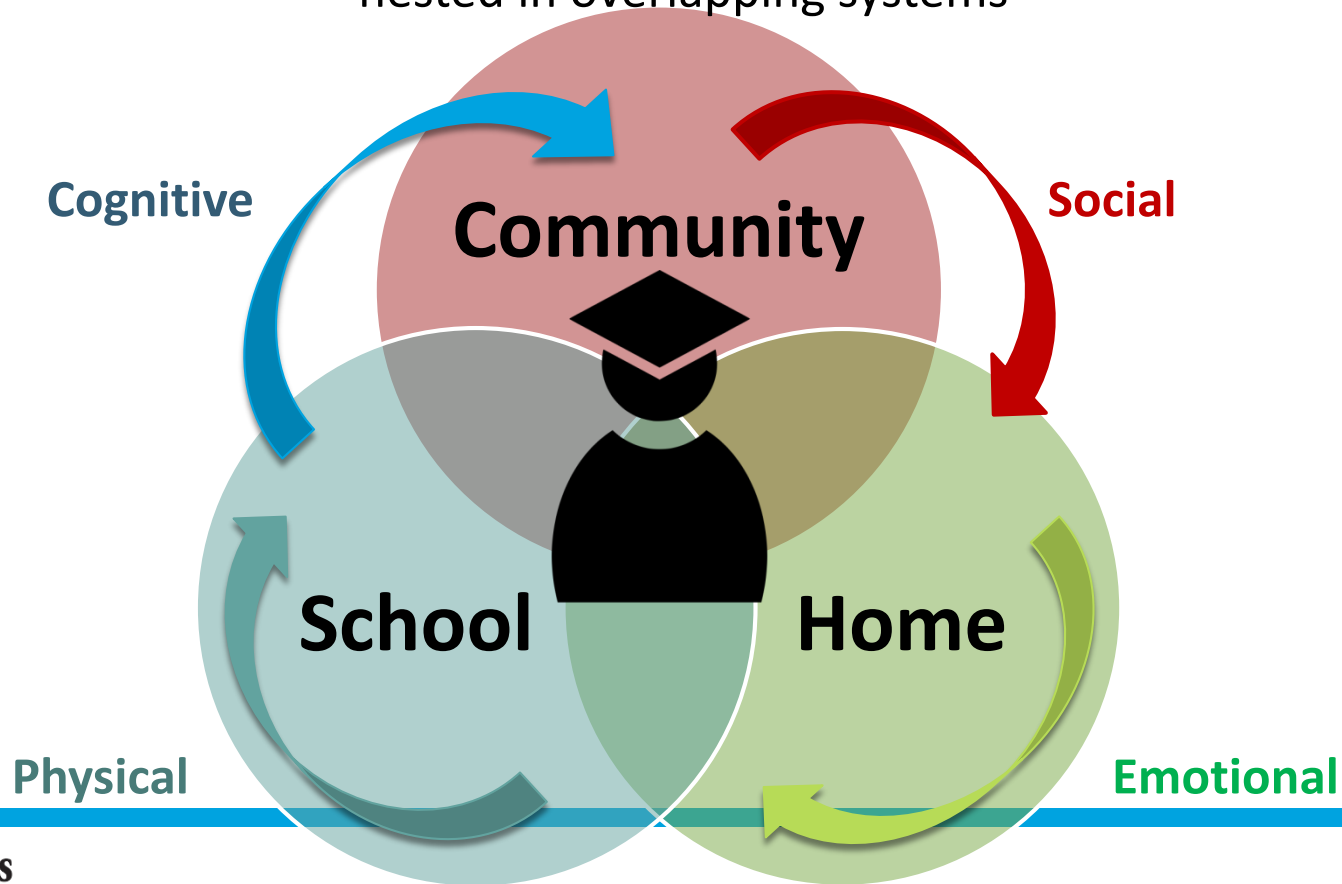
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- The Whole Child
- Meeting Opportunities
- EL – Bilingual Services Plan
- Consolidated District Plan
- Title III LIEP Grant Application

The Whole Child

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A child within an ecology of multiple and interconnected parts
nested in overlapping systems



Summer 2019

EL Administrator Training

- Carbondale
- Champaign
- DuPage County
- Lake County
- Quad Cities
- South Cook
- Springfield



ISBE-DEL's 2019 Bilingual Directors' Meeting

Westin Chicago Northwest
400 Park Blvd. Itasca, IL 60143
September 25: 1-5pm (New Directors)
September 26-27: all day



EL – Bilingual Service Plan



Is the EL – Bilingual Service Plan Required?



EL – Bilingual Service Plan

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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

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- 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

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 Page

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Overview	Applicant Information	Plan Specific Pages	Assurance Pages	Submit	Application History	Application Print	Page Lock Control
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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

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Overview	Applicant Information	Plan Specific Pages	Assurance Pages	Submit	Application History	Application Print	Page Lock Control
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Applicant Information

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

Last Name*	First Name*	Middle Initial
<input type="text"/>	<input type="text"/>	<input type="text"/>
Phone*	Email*	
<input type="text"/> <input type="text"/>	<input type="text"/>	

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



	Grade Level	Attendance Center Name
1.	PrK-4	Sample Elementary School
2.	5-8	Sample Middle School
3.	9-12	Sample High School

- Enter the name of each attendance center in your district with ELs
- Enter the grade levels for each attendance center listed



Attendance Center Name	Program Type (check all that apply)	
	TBE	TPI
Sample Elementary School	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sample Middle School	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Sample High School	<input type="checkbox"/>	<input checked="" type="checkbox"/>

- 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**
 - Transition Program of Instruction (TPI) is a program that provides English learner supports in English and native language as needed (e.g., ESL)

Instruction Design

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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



Example for Completing

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Attendance Center Name	Types of Instructional Design (check all that apply)					
	1	2	3	4	5	6
Sample Elementary School	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sample Middle School	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Sample High School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

- Check off the instructional design for each attendance center
- An attendance center may have more than one instructional design



Program Information Page

Attendance Center Name	Total Number of Bilingual and/or ESL Endorsed Teachers Serving ELs (including teachers with ESL-TBE and ELS-VIT)
Sample Elementary School	5
Sample Middle School	10
Sample High School	3

- 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

Program Information Page

Attendance Center Name	FTE Position with ELs at this School (30 hrs/wk = 1.0 FTE**)
Sample Elementary School	<input type="text"/>
Sample Middle School	<input type="text"/>
Sample High School	<input type="text"/>

- 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

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- **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

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- **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

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- **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

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Attendance Center Name	Total Number of Bilingual and/or ESL Endorsed Teachers Serving ELs (including teachers with ESL-TBE and ELS-VIT)	FTE Position with ELs at this School (30 hrs/wk = 1.0 FTE**)
Sample Elementary School	5	B2.5
Sample Middle School	10	B5,E2.5
Sample High School	3	E3.0

- 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**



Program Information Page

Attendance Center Name	Number of Paraprofessionals with Approval/Endorsement to Service ELs
Sample Elementary School	3
Sample Middle School	5
Sample High School	2

- Enter the total number of personnel with a paraprofessional endorsement who are assigned to support ELs in the program

Plan Specific Pages: Program Information

[Instructions](#)

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



Name	<input type="text"/>	Role	<input type="text"/>
Street	<input type="text"/>	City	<input type="text"/>
Language(s)	<input type="text"/>	Telephone	<input type="text"/>
State	<input type="text"/>	Zip+4	<input type="text"/>

- 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)



I certify that the Bilingual Parent Advisory Committee has had an opportunity to review this 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.

- 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**



Meeting	<u>Projected Dates (7/1/19 - 6/30/20)</u>	
1.	<input type="text"/>	Bilingual Advisory Committee Training (required activity).
2.	<input type="text"/>	<input type="text"/>
3.	<input type="text"/>	<input type="text"/>
4.	<input type="text"/>	<input type="text"/>
5.	<input type="text"/>	Review district's FY21 EL - Bilingual Service Plan (required activity).
6.	<input type="text"/>	Review district's FY21 EBF spending plan (required activity).

- The prelisted activities are required
- District need to provide at least 4 activities
- The dates should fall within the year of implementation of the plan
- Estimated dates may be used



Assurance Pages

Complete the Assurances



Submit!

Questions?

Assigned Principal Consultant

DEL@isbe.net

312-814-3850



Illinois
State Board of
Education

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

Coordinated and Aligned Funding

[Instructions](#)

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



Needs Assessment

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Overview	Contact Information	Amendments	Coordinated Funding	Plan Specifics	Assurance Pages	Submit	App Hi
Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Envi

G. Title III - LIEP

H. Title III - Immigrant Education Program

- 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



Stakeholders

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Overview	Contact Information	Amendments	Coordinated Funding	Plan Specifics	Assurance Pages	Submit	App Hi
Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Envi

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



Student Achievement

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Overview	Contact Information	Amendments	Coordinated Funding	Plan Specifics	Assurance Pages	Submit	App H
Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Envi

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

Overview	Contact Information	Amendments	Coordinated Funding	Plan Specifics	Assurance Pages	Submit	App H
Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Envi

G. Title III - LIEP

H. Title III - Immigrant Education

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



Areas to Complete

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Overview	Contact Information	Approval Status	Funding Calculations	Allotment	Assurance Pages	Submit	Application History	Page Lock Control	Applic. Pri
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Overview

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 LIPLEPS, 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

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Contact Information

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Contact Information

Program Contact Person:

Last Name*	First Name*	Middle Initial
<input type="text"/>	<input type="text"/>	<input type="text"/>
Address 1*		
<input type="text"/>		
Address 2		
<input type="text"/>		
City*	State*	Zip + 4*
<input type="text"/>	<input type="text"/>	<input type="text"/>
Phone*		
<input type="text"/>		
Email*		
<input type="text"/>		

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

Last Name*	First Name*
<input type="text"/>	<input type="text"/>



Area Affected by the project: District

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D. Select the area affected by the project:

District

City

County

Multiple
areas
(list)

State-
wide

Other
(describe)



District Comments

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District Comments:

Use this text area for any needed explanations to ISBE in regard to this program.
(0 of 1500 maximum characters used)

*Required field

Save Page



Approval Status

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Conditional Approval

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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

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LIEP Funding for Private School ELs

Number of ELs in participating private schools reported in the FY20 Intent to Apply application

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Allotment

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Assurance Pages

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Program Assurances			GATA Assurances			Assurances			



LIPLEPS Application: LIEP

Consolidated Application	LIPLEPS
	ELL Consolidated
	TBE/TP1
	Title III Consolidated
	LIPLEPS
	IEP



LIEP: Overview

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FFATA

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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)



FFATA

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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.



FFATA

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 \(JUL 2010\)](#)

Name:	Total Compensation:
1. <input type="text"/>	<input type="text"/>
2. <input type="text"/>	<input type="text"/>
3. <input type="text"/>	<input type="text"/>
4. <input type="text"/>	<input type="text"/>
5. <input type="text"/>	<input type="text"/>



Budget Pages

Overview	Amendments	FFATA	Budget Pages	PRA - Program Risk Assessment	GATA Pages	Page Lock Control
Cooperative Member Budget			Budget Detail	Budget		

Cooperative Member Budget

[Instructions](#)

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](#)

Detailed Budget

Overview	Amendments	FFATA	Budget Pages	PRA - Program Risk Assessment	GATA Pages	Page Lock Control
Cooperative Member Budget				Budget Detail	Budget	



Detailed Budget

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

Function Code	Object Code	Exclude from MTDC**	Expenditure Description and Itemization	LIPLEPS-4909 Funds	Delete Row
<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text" value="0"/>	<input type="checkbox"/>

- What's the same?
 - Function/Object
 - Expenditure Description and Itemization
 - LIEP Total per line item



Detailed Budget

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- 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 need to know if it's 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

Overview	Amendments	FFATA	Budget Pages	PRA - Program Risk Assessment	GATA Pages	Page Lock Control
PRA - ISBE Specific						



Submit!

Consolidated Application

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Questions?

Assigned Principal Consultant

DEL@isbe.net

312-814-3850



Illinois
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