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Be sure to SAVE this page in eGMS before proceeding to other pages or programs in the application. Failure to save each page as it is completed will result in data loss. Districts with more than 25 attendance centers serving ELs should contact the Multilingual Department at multilingual@isbe.net or call 312-814-3850.

I. Grade Level – Indicate the grade span in the attendance center (e.g., preK-4, 5-8, 9-12, etc.).

II. Attendance Center Name – Indicate the complete name of the attendance center.

III. Program Type – Check one or more of the program types the school is offering.

- Transitional Bilingual Education (TBE) – When an attendance center has an enrollment of 20 or more English learners (ELs) of the same language classification, the school district must establish a TBE program for each language classification represented by those students. (See Section 14C-3 of the School Code. See Section 228.30(c) of [23 Ill. Adm. Code 228.](#))
- Transitional Program of Instruction (TPI) – When an attendance center has an enrollment of 19 or fewer English learners of any single language classification other than English, the school district shall conduct an individual student language assessment to determine each student's need for home language instruction. It may provide a transitional bilingual program in the languages other than English common to these students. A district that elects not to provide a transitional bilingual program shall provide a locally determined TPI for those students. (See Section 14C-3 of the School Code. See Section 228.30(d) of [23 Ill. Adm. Code 228.](#))

IV. Types of Instructional Design – Check one or more program design number(s) the attendance center is offering for EL students.

- 1. **Dual Language** – Two-way (self-contained) serves both students who are proficient in English and English learners from the same language background in a self-contained classroom with the goal of bilingualism and biliteracy.

2. **Dual Language** – One-way (self-contained) serves only English learners from the same language background in a self-contained classroom with the goal of bilingualism and biliteracy.

3. **Transitional Bilingual Program** (self-contained) serves only English learners from the same language background in a self-contained classroom with the goal of English proficiency.

4. **Transitional Bilingual Program** (collaboration) serves English learners from the same language background placed in mainstream classrooms. Core academic subjects are initially taught in the home language of the English learner and in English through a co-teaching or pullout model, with a gradual shift to instruction in English only. Intentional and meaningful collaboration between teachers serving English learners is required.

5. **Transitional Program in English** (self-contained) serves English learners from the same or various language backgrounds in a self-contained classroom.

6. **Transitional Program in English** (collaboration) serves English learners from the same or various language backgrounds placed in mainstream classrooms.

V. Total Number of Bilingual- and/or ESL-Endorsed Teachers to Service ELs -- Regardless of the funding source, indicate the number of teachers with a Bilingual and/or English as a Second Language (ESL) endorsement, teachers with an Educator License with Stipulation (ELS) or those who are Transitional Bilingual Educators (TBEs) or Visiting International Teachers (VITs) who are providing instructional services to English learners at the attendance center.

VI. FTE Position with ELs at this School – Indicate the total full-time equivalent (FTE) for all Bilingual- and ESL-endorsed teachers providing services to EL students at the attendance center.

Use these percentages for FTE:

- a. A full-time EL teacher works 30 hours/week = 1 FTE
- b. A half-time EL teacher works 15 hours/week = .5 FTE
- c. A part-time EL teacher works 7.5 hours/week = .25 FTE

Calculating the FTE:

- a. Add the FTE of each teacher serving ELs in the school building.
- b. Examples of calculating the total FTE for a school:
 - i. 4.5 FTE Total = 1 teacher who works 0.5 FTE with ELs + 4 teachers who work 1.0 FTE each with ELs
 - ii. 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

Entering FTE response:

- a. Enter B followed by the FTE total of Bilingual-endorsed teachers serving ELs in a bilingual setting.
 - i. Example, B4.5 means that a total of 4.5 FTEs are working with ELs that receive bilingual services.

b. Enter E followed by the FTE total of ESL-endorsed teachers serving ELs in an ESL setting.

i. Example, E4.5 means that a total of 4.5 FTEs are working with ELs who receive ESL services.

c. Schools with both bilingual and ESL programs will enter the FTEs for each of the two groups of students.

i. Example, B4.5, E4.5

VII. Number of Paraprofessionals with Approval to Serve ELs – Regardless of the funding source, indicate the number of paraprofessionals serving ELs at the attendance center.