



# Title III – FY 2022 Bilingual Education Awards



## Multilingual Department

Equity • Quality • Collaboration • Community



## **Title III - Bilingual Education Awards (BEA)**

- Source of Funding
- Purposes of Funding
- Selection for BEA
- BEA Grant Application/Funding Coordination
- Timeline



# Bilingual Education Awards

## Source of Funding [SEC.311. 20 U.S.C. 6821]

- Federal Title III – SEA Activities Funds
- Federal appropriation set aside:
  - 95% subgrant to LEAs (Title III LIEP and ISEP)
  - 5% of the appropriation for state administration and professional development and training activities to support LEAs
    - 50% is for administrative services
    - 50% is for SEA PD and training activities



## Bilingual Education Awards

50% is for SEA PD and Training Activities

- Providing technical assistance and other forms of assistance to eligible entities that are receiving subgrants from a State Education Agency in—
  - identifying and implementing effective language instruction educational programs and curricula for teaching English learners;
  - helping English learners meet the same challenging state academic standards that all children are expected to meet;
  - identifying or developing and implementing measures of English proficiency; and
  - strengthening and increasing parent, family, and community engagement in programs that serve English learners.
- Providing recognition, which may include providing financial awards, to recipients of subgrants under Section 3115 that have significantly improved the achievement and progress of English learners in meeting—
  - the state-designed long-term goals established under Section 1111(c)(4)(A)(ii), including measurements of interim progress toward meeting such goals, based on the state's English language proficiency assessment under Section 1111(b)(2)(G); and
  - the challenging state academic standards.



## Title III -Bilingual Education Awards

- **Bilingual Education Award Selection Criteria:**
  - I. Be a recipient of FY 2022 Title III LIEP and not be recipients of FY 2020 and 2021 BEA,
  - II. Had 100-plus English learners (ELs) who participated in FY 2020 ACCESS as reported in the Illinois School Report Card,
  - III. Had a percentage of ELs meeting English proficiency in FY 2020 that is higher than the state average, and
  - IV. Have large Adequacy Gap (Final Percentage of Adequacy [FY 2022 EBF Full Calculation] subtracted from 1 is equal to Adequacy Gap Percentage).



## Title III - Bilingual Education Awards

- 47 LEAs selected for the BEA
- Awards ranging from \$10,000 - \$25,000 (based on the number of ELs in the district who took ACCESS in FY 2020)



# Bilingual Education Awards

## Purpose of Funding:

To provide high-quality supplemental services that are based on scientific research to support English language acquisition and academic achievement in core subjects (Section 3115 (c)(1)).

## Four identified strands are:

- I. Newcomer Program
- II. Dually Identified ELs (ELs with IEPs)
- III. Social and Emotional Support for ELs
- IV. Bilingual Early Childhood Programs



## Title III - Bilingual Education Awards

### • Purpose of the Funds:

1. Develop and implement activities that promote access to high-quality services and curriculum that target improvements for newcomer programming.

Allowable activities may include, but are not limited to, the following:

- i. Develop and implement program initiatives that engage parents of newcomers.
- ii. Build newcomer program coordination with social service organizations to support students and their families.
- iii. Create newcomer homeroom with instructional materials and curriculum to support different languages.
- iv. Other program improvement-related activities, such as professional development for district staff serving newcomer students.





## Title III - Bilingual Education Awards

### • Purpose of the Funds:

2. Develop and implement activities that promote access to high-quality services and curriculum that target improvements for ELs with Individualized Education Programs (IEPs).

Allowable activities may include, but are not limited to, the following:

- i. Develop and implement program activities that engage parents of ELs with IEPs.
- ii. Build newcomer program coordination with social service organizations to support students and their families.
- iii. Develop instructional materials and curriculum to support EL students with IEPs who speak different language.
- iv. Other program improvement-related activities, such as professional developments for district staff serving ELs with IEPs.



## Title III - Bilingual Education Awards

### • Purpose of the Funds:

3. Develop and implement activities that promote access to high-quality services and curriculum that support and address the social and emotional well-being of EIs.

Allowable activities may include, but are not limited to, the following:

- i. Develop and implement program initiatives or guidance to reinforce and engage parents of EL students on issues related to the mental health of EI students.
- ii. Develop materials to support resources in different languages that address the social-emotional learning of ELs.
- iii. Develop and implement activities, including professional development and training of staff, that support their social and emotional well-being.
- iv. Expand other program improvement-related activities.



## Title III - Bilingual Education Awards

- **Purpose of the Funds:**

4. Develop and implement activities that promote access to high-quality services and curriculum that target improvements in bilingual early childhood programs.

Allowable activities may include, but are not limited to, the following:

- i. Develop and implement program initiatives that engage parents of ELs.
- ii. Build bilingual EL parent capacity to support their child's language development.
- iii. Expand other program improvement-related activities.



## Title III - Bilingual Education Awards

### BEA Application Process:

- BEA application has been published for your school district with your awards allocations.
- BEA can be accessed and created via IWAS: ISBE Web Application
- It is listed as EL-Bilingual Education Award.



## Title III - Bilingual Education Awards

### BEA Application Process:

- Application has a begin date of **September 1, 2021**, but your BEA begin date is the date your application is received by ISBE.
- Projects and activities must be completed and expenses must be spent or obligated by **August 31, 2022**.



## Title III - Bilingual Education Awards

### BEA Application Process:

[Click to view LEA Dashboard](#)

Select an application from the list(s) below and press one of the following buttons:

Open Application

Create Amendment

Delete Application/Amendment

Review Checklist

Print All

Review Checklist Print All

	Application / Amendment	Original Submit Date	Status	Status Date	Consult
2021-2022					
<input type="radio"/>	22-4909-PD Original Application		Not Submitted		<input type="checkbox"/>



## Title III - Bilingual Education Awards

### BEA Application Process:

<a href="#">Overview</a>	<a href="#">Applicant Information</a>	<a href="#">Amendments</a>	<a href="#">FFATA</a>	<a href="#">Program Plan</a>	<a href="#">Budget Pages</a>	<a href="#">PRA - ISBE Specific</a>	<a href="#">GATA Pages</a>	<a href="#">Assurance Pages</a>	<a href="#">Submit</a>	<a href="#">Application History</a>	<a href="#">Page Lock Control</a>	<a href="#">Application Print</a>
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Overview - EL - Bilingual Education Award



# Title III - Bilingual Education Awards

## BEA Application Process:

The following tabs must be completed:

- I. Application Information
- II. Amendments
- III. FFATA
- IV. **Program Plan**
- V. Budget Pages





## Title III - Bilingual Education Awards

### BEA Application Process:

Overview	Applicant Information	Amendments	FFATA	Program Plan	Budget Pages	PRA - ISBE Specific	GATA Pages	Assessment Pages	Submit	Application History	Page Lock Control	Application Print
Instructions	Newcomer Programs	Dually Identified ELs (ELs With IEPs)			Social and Emotional Support for ELs			Bilingual Early Childhood Programs				

#### Guide to Completing Strand(s)

The proposed plan must incorporate one or more of the four grant focus areas or strands listed below. Select at least one strand listed on the tabs in this section. Complete the Rationale, Proposed Activities, Expected Outcomes/Deliverables, Participants, and Timeline in the text fields. Complete these listed elements in each strand selected for up to four individual strands.

#### Bilingual Education Award Strands

- Bilingual Early Childhood Programs
- Newcomer Program
- Dually Identified ELs (ELs with IEPs)
- Social and Emotional Support for ELs



# Bilingual Education Awards

## Program Plan:

The plan must incorporate one or more of the following strands:

- Newcomer Programs
- Dually Identified ELs (ELs with IEPs)
- Social and Emotional Support for ELs
- Bilingual Early Childhood Programs



## Title III - Bilingual Education Awards

### Program Plan:

For each proposed strand, district must provide:

- **The rationale** explaining why the proposed activities are essential and based on identified need analysis.
- **The proposed activities.**
- **The expected outcomes and deliverables.**
- **Participant(s)** – Roles and responsibilities of key staff to ensure that the proposed activities are implemented including teachers, students, and parents of ELs.
- Projected begin and completion dates for the project/activity.



## Title III - Bilingual Education Awards

### **BEA Application Process:**

The following tabs were prepopulated and must be reviewed and resaved to confirm accuracy.

- PRA – ISBE-Specific
- Assurances Pages:
  - I. Program Assurances
  - II. GATA Assurances
  - III. Assurances



## Title III - Bilingual Education Awards

### BEA Application Process:

The following tabs were prepopulated and must be reviewed and resaved to confirm accuracy.

- GATA Pages:
  - A. NOSA
    - I. NOSA Grant Information
    - II. ICQ Conditions
    - III. Program Risk Conditions
    - IV. Prequalification Status
  - B. UGA/IGA
    - I. UGA/IGA Overview
    - II. Parts (One, Two, and Three)
    - III. Exhibits
    - IV. UGA/IGA Summary



## Title III - Bilingual Education Awards

- **Purpose of Funding:**

**Supplement and Not Supplant** – This provision means that Title III funds must be used only to provide additional services, staff, programs, materials, or supports that are not required to be provided by state or LEA funds.

Educational costs related to activities that are mandated by the state, required by LEAs or by other federal acts (such as the Lau v. Nichols and/or the federal Title VI of Civil Rights Act) cannot be supplanted by Title III.



## Title III Bilingual Education Awards

### Coordinate Funding

#### The BEA grant:

Cannot be used to supplant state or local funds.

- I. **EL-EBF** – Any EL-related services that are mandated by the state and other federal requirements.
- II. Other federal funds.

Can be used to supplement state or local funds.

- I. **Title III LIEP and/or Title III ISEP**



## Title III - Bilingual Education Awards

### Reporting and Accountability

Districts receiving the Bilingual Education Award will complete the following items as part of the reporting and accountability process:

- I. Submit the BEA grant application to obligate the award.
- II. File the quarterly expenditure report.
- III. Submit the GATA report (three).  
January 30, July 31, and September 30





## Title III - Bilingual Education Awards Service Report Template

FY22 Bilingual Education Award Service Delivery Report - Quarter 2			
Title III Bilingual Education Award Proposed Spending (Align the Functions and Object numbers with the BEA approved budget)	Title III Bilingual Education Award Program Plan & Activities	Deliverables	Performance (Impact & Outcomes)
		5/1/2022 - 6/31/2022	7/1/2022 - 8/31/2022
		Describe the activity Provided by topic, Date the activity is implemented, Number of Participants (if applicable)	What is the immediate impact the activity has on parcipants? What is the projected longterm outcome the activitiy has on participants (students, school staff, parents and community)? How does the activity impact the participants?
<b>Function/Object</b>	<b>Newcomer Programs</b>		
0	0		
0	0		
0	0		
0	0		
0	0		
<b>Function/Object</b>	<b>Dually Identified ELs (ELs with IEPs)</b>		
0	0		
0	0		
0	0		
0	0		
	<b>Social and Emotional Support for ELs</b>		
0	0		
0	0		
0	0		
0	0		
<b>Function/Object</b>	<b>Bilingual Early Childhood Program</b>		
0	0		
0	0		
0	0		
0	0		
0	0		
0	0		
0	0		



# BEA Assistance

Contact the ISBE Multilingual Team

[Multilingual@ISBE.net](mailto:Multilingual@ISBE.net)



**Illinois  
State Board of  
Education**