FY 2026 CDP/BSP Application Updates

Multilingual/Language Development Department

ILLINOIS
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EDUCATION

Agenda

- Review of Consolidated District Plan (CDP)
- Updates and Changes to Bilingual Service Plan (BSP)
- Review Checklist
- Resources

Consolidated District Plan

Overview

- Purpose

- Recommended Due Date

- Legislation

Overview

Overview	Contact Information	Amendments	Needs Assessment and Programs	Plan Specifics	Assurance Pages	Submit	Application History	Page_Lock Control	Application Print

Overview

PROGRAM: Consolidated District Plan

PURPOSE: The District Plan shall be developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders, administrators, other appropriate school personnel, and parents of children in schools served under the Every Student Succeeds Act (ESSA) legislation, and as appropriate, is coordinated with other programs under ESSA, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Strengthening Career and Technical Education for the 21st Century Act (20 U.S.C.2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3103 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate.

BOARD GOALS:
- Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

FY 2026
Included
Programs:
Title I, Part A - Improving Basic Programs
Title I, Part A - School Improvement Part 1003
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 Student Education Program (ISEP)
EL - Bilingual Service Plan (BSP)
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
Foster Care Transportation Plan

LEGISLATION:
Every Student Succeeds Act (ESSA)
Individuals with Disabilities Education Act
Rehabilitation Act
Strengthening Career and Technical Education for the 21st Century Act
Workforce Innovation and Opportunity Act
Head Start Act
McKinney-Vento Homeless Assistance Act
Adult Education and Family Literacy Act

Contact Information

- Contact Information
- GEPA Statement
  - Protected classes
  - Steps to avoid barriers
- English Learner Count for District
- **NEW!** District Migrant Program Education Liaison
  - This person serves as a contact person for ISBE and/or our local Migrant Education Program staff when we learn of potential migrant students who may be enrolled in a district so that ISBE can ensure that the student and their families are able to get the services they are entitled to.

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Contact Information

Contact Information   [Instructions]

1. Contact Information for Person Completing This Form

Last Name*   First Name*   Middle Initial

Phone*   Extension   Email*

2. General Education Provisions Act (GEPA) Section 427 *

Section 427 of GEPA (20 U.S.C. 1228a) affects all applicants submitting proposals under this program. This section requires each applicant to include in its proposal a description of the steps the applicant proposes to take to ensure equitable access to, and participate in, its federally assisted program for students, teachers, and other program beneficiaries with special needs.

This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. The applicant should determine whether these or other barriers may prevent students, teachers, etc. from such access to, or participation in, the federally funded project or activity. The description of steps to be taken to overcome these barriers need not be lengthy; the school district may provide a clear and succinct description of how it plans to address those barriers that are applicable to its circumstances. In addition, the information may be provided in a single narration, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of the civil rights statutes, but rather to ensure that, in designing their programs, applicants for federal funds address equity concerns that may affect the ability of certain beneficiaries to fully participate in the program and to achieve high standards. Consistent with requirements and its approved proposal, an applicant may use the federal funds awarded to it to eliminate barriers it identifies.

Describe the steps that will be taken to overcome barriers to equitable program participation of students, teachers, and other beneficiaries with special needs.
(0 of 2500 maximum characters used)

3. Bilingual Program Director Assurance

Please take note of the following, which is determined by your district's Englisher Learner (EL) count, shown below:

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If the district has 1 or more EL students, the bilingual program director must participate in the completion of the Bilingual Service Plan (BSP). The bilingual program director must also participate in the completion of Title III sections, as applicable. Districts with 0 ELs do not need to complete the Bilingual Service Plan (BSP).

4. District Migrant Education Program Liaison

Last Name   First Name   Middle Initial

Phone   Extension   Email

The district individual above will be the contact person in the event that a migratory child is or migratory children are believed to have enrolled in the district. The District Migrant Program Liaison may notify ISBE at 312-814-3850 or Multilingual@isbe.net if they are aware that a child could be a potential or active agricultural migrant. ISBE may also contact the above individual if it has information that a migratory child resides in the district and is eligible for supplemental instructional and/or support services under the Elementary and Secondary Education Act of 1965 (Reauthorized under the Every Student Succeeds Act of 2015) - Title I, Part C – Education of Migratory Children.

Amendments

- Initial Submission
  - This is the first submission for the fiscal year.
- Amendment to the approved plan for the fiscal year.
  - Changes being made to the original application.
  - Items to be changed must be noted in the comment box.

Amendments

Overview	Contact Information	Amendments	Needs Assessment and Programs	Plan Specifics	Assurance Pages

Amendments

Indicate whether this is the first submission for the fiscal year or an amendment to the APPROVED initial plan for the fiscal year.*

NOTE: This page must be completed each time a new plan version within the fiscal year is submitted to ISBE.

○ Initial submission for the fiscal year

○ Amendment to approved plan for the fiscal year

Comment box will open here for an amendment.

Save Page

*Required field, applicable for all funding sources

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Needs Assessment and Programs

- Districts should check the boxes for programs in which they expect to receive funding for the next fiscal year.

- For Title III funds, a district must submit an EL-Title III Intent to Apply and have it fully approved, to indicate Title III Language Instruction Educational Program OR Immigrant Student Education Program.

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Needs Assessment and Programs

| Overview | Contact Information | Amendments | Needs Assessment and Programs | Plan Specifics | A |

Needs Assessment and Programs

1. **Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year**
   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 ren

   ☐ Title I, Part A - Improving Basic Programs
   ☐ Title I, Part A - School Improvement Part 1003
   ☐ 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 Student Education Program (ISEP)
   ☐ 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

2. **Describe how the LEA will align federal resources, including but not limited to the programs in the CDP, with state and local resources to carry out activities suppor**
   prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs. *DO NOT use special charac* *approval of your plan.*
   (0 of 7500 maximum characters used)

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Needs Assessment Impact

- District must list:

  o The needs assessments results that would apply to Title III Language Instruction Educational Program (LIEP) or Immigration Student Education Program (ISEP).

  o The supplemental activities that would support the needs assessment results using the Title III funding.

Needs Assessment Impact

Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Stud Achieve

Needs Assessment Impact

1. Indicate which the instruments below were used in the LEA needs assessment process.*

A. ☐ ol and/or district report card(s)

B. ☐ F sentials Survey

C. ☐ Stude hievement data (disaggregated by student groups)

D. ☐ Curren itment and retention efforts and effectiveness data

E. ☐ Professio velopment plan(s)

F. ☐ School impro ent plan(s)

G. ☐ ESSA site base enditure data

H. ☐ ED School Climat ey (EDSCLS)

G. Title III – LIEP

H. Title III – ISEP

Stakeholders

- The positions that are checked show who was involved in the completion of the CDP/BSP.
- Any district with one or more English learner MUST:
  - Include their EL administrator in planning and preparation.
  - Tell how the district will have effective parent engagement.
    - If the district has Title III, these items also should include supplemental activities.
    - If the district has a Transitional Bilingual Education (TBE) program, the Bilingual Parent Advisory Committee (BPAC) should be included.
    - If the district has one or more EL, strategies must be listed.

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Stakeholders

Overview	Contact Information	Amendments	Needs Assessment and Programs

Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Care...

Stakeholder Involvement

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below

ISBE Goals:
☐ Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities s

☐ Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments,

☐ Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are su

District Goal(s):
☐ Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

1. Select the types of personnel/groups that were included in the planning process (required stakeholders for various pro footnoted below).* Check all that apply.

A. ☐ Teachers (1,7,8)

B. ☐ Principals (1,7,8)

C. ☐ Other school leaders (1,8)

D. ☐ Paraprofessionals (1)

E. ☐ Specialized instructional support personnel (1,2,3,4,8)

F. ☐ Charter school leaders (in a local educational agency that has charter schools) (1)

G. ☐ Parents and family members of children in attendance centers covered by i... ...grams (1,2,3,4,7,8)

H. ☐ Parent liaisons

I. ☐ Title I director (1)

J. ☐ Title II director (1)

K. ☐ Bilingual director (Administrator overseeing EL Services) (1,6,8)

L. ☐ Title IV director (1)

M. ☐ Special Education director

N. ☐ Guidance staff

O. ☐ Community members and community based organizations (7)

P. ☐ Business representatives (2,3,4)

Q. ☐ Researchers (7)

K. ☐ Bilingual director (Administrator overseeing EL Services) (1,6,8)

Stakeholders

3. **Describe the approaches the district will use to include parents and family members in the development of LEA plans, so that the plans and related activities represent the needs of varied and diverse populations.** ** [2]

For your convenience, the prior year Consolidated 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 activities/strategies the LEA will implement for effective parent and family engagement. This includes a description of any activities/strategies that will be implemented for effective English learner and immigrant parent family engagement, as applicable.** ** [3]

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

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(0 of 7500 maximum characters used)

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Student Achievement

- When Title III is checked on the Needs Assessment and Impact tab, a district must list:
  - Supplemental activities that apply to Title III and student achievement in Questions 3 and 4.

Student Achievement

[year. The classroom teacher and/or parent may submit an initial referral to the Response to Intervention (RtI) Team at any time during the school year. The RtI Team then reviews data and discusses each individual student and decides placement. Students will exit the program]

3. Describe the additional and supplemental education assistance (resources and/or programming) to be provided to individual students needing additional help meeting the challenging State academic and language standards. This includes a description of any additional and supplemental instructional assistance designed to assist English learners and immigrant students to access academic content and develop language proficiency, as applicable.* [3]

For your convenience, the prior year Consolidated 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. This includes a description of any additional supplemental instructional activities and strategies designed to strengthen academic and language programs for English learners and immigrant students, as applicable.* [4]

For your convenience, the prior year Consolidated 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)

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Professional Development

- If Title III is marked for LIEP or ISEP, the district will need to provide:
  - Information on the professional development that will be offered to its staff.
- Professional development activities are not a requirement of the ISEP grant.
  - If a district opts to not have professional development for ISEP, simply write N/A in the box.
- Professional development is a required activity for the LIEP grant.

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Professional Development

G. Title III - LIEP

H. Title III - ISEP

Questions?

Bilingual Service Plan

Bilingual Service Plan Overview

- Purpose

- Rules

- Contact

Bilingual Service Plan Overview

Overview	Contact Information	Amendments	Needs Assessment and Programs	Plan Specifics	Assurance Pages	Submit	Application History	Page_Lock Control	Application Print

Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements	Youth in Care Stability Plan	Bilingual Service Plan

BSP Overview	BSP Plan Specifics

BSP Overview

Program Name:	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 IL Administrative Code Part 228 Transitional Bilingual Education. In addition, this data collection will help the Multilingual Department 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.
Rules:	23 Ill. Admin. Code, Part 228.50
Contact:	Multilingual Department at 312-814-3850
	multilingual@isbe.net

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BSP Program Contact

- Contact information for the director, bilingual director, or administrator who is overseeing the EL programming.

- Qualifications of the administrator:
  - **NEW!** Checkboxes for administrators to mark individual certifications.

- Comment box to complete if the administrator does not meet the requirements.

BSP Program Contact

BSP Program Contact	Attendance Center Enrollment Information	BSP Professional Development	BSP TBE Requirements

BSP Contact Information

891   English Learners (ELs) are in the district

Provide information below for the Director/Bilingual Director/Administrator overseeing EL Services

Last Name*

First Name*

Middle Initial

Phone*

Email*

EL Program Director Requirements:

Administrative Endorsement ☐

ESL/Bilingual Endorsement ☐

[Administrator Requirements](#)

If the above requirements are not checked, provide an action plan describing how the district will meet the administrative requirements.

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Attendance Center Enrollment Information

- Information about each attendance center that has at least one English learner enrolled.
  - This includes outplaced centers.
- Information collected:
  - Name of attendance center
  - Program type
  - Instructional design
  - Number of certified staff **PROVIDING ESL/BILINGUAL SERVICES** for English learners
  - Languages of the **BILINGUAL STAFF**
- **The information collected here should reflect ACTUAL programming.**
  - **For example, if there are 20-plus in a language group, but no bilingual teacher, the students are in a Transitional Program of Instruction (TPI).**

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Attendance Center Enrollment Information

Attendance Center Enrollment Information Instructions

891   English Learners (ELs) are in the district

Complete the requested information below by listing your district attendance centers that have ELs, special education co-ops, and nonpublic special education program attendance centers that have outplaced students. This information should reflect current EL programming that aligns to your state SIS records for your current EL attendance center enrollment.

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)

	Attendance Center Name	Grade Span	Program Type (check all that apply) TBE	TPI	Parent Refusal	Types of Instructional Design (check all that apply) 1	2	3	4	5	6	PEL with ESL and/or Bilingual Endorsement working within EL programming. Enter whole numbers only and zero if no teachers in a category. ESL Endorsement	Bilingual Endorsement	ESL and Bilingual Endorsement	ELS-TBE or ELS-VIT Endorsement	Language Codes of Certified Bilingual Staff serving ELs Language Codes Alphabetical
1.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
2.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
3.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
4.			☐	☐	☐	☐	☐	☐	☐	☐	☐					

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Attendance Center Enrollment Information

	Attendance Center Name	Grade Span	Program Type (check all that apply)			Types of Instructional Design (check all that apply)					
			TBE	TPI	Parent Refusal	1	2	3	4	5	6
1.			☐	☐	☐	☐	☐	☐	☐	☐	☐

PEL with ESL and/or Bilingual Endorsement working within EL programming. Enter whole numbers only and zero if no teachers in a category.				Language Codes of Certified Bilingual Staff serving ELs
ESL Endorsement	Bilingual Endorsement	ESL and Bilingual Endorsement	ELS-TBE or ELS-VIT Endorsement	Language Codes Alphabetical

BSP Professional Development

- Districts report the professional development that will be offered for the fiscal year.
  - **Minimum 2**
  - **MUST** be offered to **ALL** staff working with English learners.
  - If the districts has a TBE program, Spanish Language Arts **MUST** be offered.

BSP Professional Development (screenshot)

BSP Program Contact	Attendance Center Enrollment Information	BSP Professional Development	BSP TBE Requirements	BSP Parent Advisory Committee

BSP Professional Development   [Instructions]

891   English Learners (ELs) are in the district

PROPOSED PROFESSIONAL DEVELOPMENT ACTIVITIES

Describe the professional development activities proposed to be developed and implemented for staff involved in the education of English Learners and immigrant students. Such training activities should be directly related to helping staff attain the qualifications, knowledge, and skills needed to increase EL and immigrant students' academic performance. These activities must also meet requirements set forth in the laws and regulations governing the TBE program.

TBE/TPI Staff Inservice Plan - Indicate at least two Professional Development Activities

Inservice activities must be provided to staff working with EL students at least twice yearly. If your district has full-time TBE Spanish program, Spanish language arts PD must be offered annually to the TBE Spanish instructional staff. Select the professional development that will be offered in your district for the upcoming fiscal year from list below.

	Activity*	Date (Projected)	Certified Staff	Non-Certified Staff	Expected No. of Participants
☐	Current Research in the Teaching of EL Students		☐	☐	
☐	Methods for Teaching in the Native Language and Method of Teaching ESL		☐	☐	
☐	Language Assessment		☐	☐	
☐	Issues Related to the Native Culture and the Culture of the United States		☐	☐	
☐	Issues Related to EL Students with Disabilities		☐	☐	
☐	Program Standards		☐	☐	
☐	District Identification Assessment		☐	☐	
☐	Program Design		☐	☐	
☐	Basic Instructional Techniques for Teachers of EL Students		☐	☐	
☐	Spanish Language Arts		☐	☐	
☐	Others (Specify):		☐	☐	

Comments:

[Save Page]

*Required

Inservice activities must be provided to ALL staff working with EL students at least twice yearly.

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BSP TBE Requirements

- ONLY for districts that are required to have a TBE program.
  - Districts that have 20-plus EL students from the same language background.
- Part-time TBE placement and rationale:
  - Maintaining student records.
- Spanish Language Arts Standards:
  - Instruction
  - Assessment

BSP TBE Requirements

BSP TBE Requirements

891   English Learners (ELs) are in the district

PROGRAM ENROLLMENT

Does your district offer a TBE program?   Yes ⦿   No ○

Indicate if the district is placing students in part-time TBE based on the criteria found in Section 228.30 (c)(3).   Yes ○   No ○

Indicate if the district is keeping the evidence for part-time rationale in the student's file to support the state criteria (part-time rationale template or evidence to support the placement). If the answer is "no," please describe in the comment box below actions to be taken to ensure that district has a process in place to maintain the rational for part-time placement.   Yes ○   No ○

[   ]

Part-Time Transitional Bilingual Education (TBE) Placement

Does your district have a full-time TBE Spanish program?   Yes ⦿   No ○

Does your district use Spanish Language Arts Standards?   Yes ⦿   No ○

Describe the instructional method(s) with respect to the Illinois Spanish Language Arts Standards.

[   ]

Describe evaluation method(s) used to measure student's Spanish progress with respect to the Illinois Spanish Language Arts Standards.

[   ]

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*Required field

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BSP Parent Advisory Committee

- ONLY for districts that are required to have a TBE program.
  - Districts that have 20-plus students in a language group.
- Minimum three members.
- Majority must be parents/guardians.
- Committee Chairperson:
  - Certifies review of the EL-EBF and the Bilingual Service Plan
    - BSP must be reviewed with BPAC **PRIOR** to submission of the CDP.
- Four required meetings per year.
  - Districts can do more if they choose.

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BSP Parent Advisory Committee

BSP Program Contact	Attendance Center Enrollment Information	BSP Professional Development	BSP TBE Requirements	BSP Parent Advisory Committee

TBE Parent Advisory Committee　　　　　　　　　　　　　　　　　　　　　　　　**Instructions**

891　 English Learners (ELs) are in the district

Does your district offer a TBE program?
Yes ⦿
No ○

Verification of Plan Review by Bilingual Parent Advisory Committee for TBE Programs

Parent and Community Participation - Each district or cooperative with a TBE 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 TBE program. This committee shall:

1. Meet at least four times per year;
2. Maintain on file with the school district, minutes of these meetings; and
3. Review the district's annual Bilingual Service Plan and EL-EBF Spending Plan that was submitted to ISBE for the upcoming fiscal year. (Required activities can be listed on separate dates, but the review of the BSP must occur after the release of the CDP/BSP and prior to the submission of the CDP/BSP. EL-EBF must be reviewed prior to Oct. 31 of the upcoming fiscal year.)

Identify all members of the Bilingual Parent Advisory Committee. Indicate their role (P-parent, G-guardian, T-teacher, C-counselor, CM-community member) and complete all other fields for each member.

Committee Chairperson		Role		Language(s)		Telephone	
Street		City		State		Zip+4	

Committee Member		Role		Language(s)		Telephone	
Street		City		State		Zip+4	

Committee Member		Role		Language(s)		Telephone	
Street		City		State		Zip+4	

| Committee Member | | Role | | Language(s) | | Telephone | |

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BSP Parent Advisory Committee

Add Additional Entries

☐ The district certifies that the Bilingual Parent Advisory Committee has had an opportunity to review the Bilingual Service Plan for the upcoming fiscal year prior to submission of this plan to the state.

Name of Committee Chairperson:

Date:

☐ The district certifies that the Bilingual Parent Advisory Committee will have an opportunity to review the EL-EBF Spending Plan as required by 23 Ill. Admin. Code Part 228.30, Section C, (4) A, by or before Oct. 31.

Name of Committee Chairperson:

Date:

* 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	Projected Dates (7/1/2025 - 6/30/2026)	Activity
1.		Bilingual Advisory Committee Training (required activity).
2.		
3.		
4.		

Comments:

Questions?

Review Checklist

General Items – Comments Tab

- First tab

- General notes

- Multilingual/Language Development Department
  - Approved/Not Approved
  - If box at top is checked, there are issues to correct.

General Items – Comments Tab

General
Items - Comments

General Items and Comments - Consolidated District Plan/EL-Bilingual Service Plan

Return plan for:
- ☐ School/District Improvement (schoolimprovement@isbe.net)
- ☐ EL issues (multilingual@isbe.net)
- ☐ Youth in Care Stability Plan issues (youthincare@isbe.net)
- ☐ IDEA issues (kcowsen@isbe.net; kdeckard@isbe.net; rlemus@isbe.net; or ereed@isbe.net)
- ☐ Title issues (Title@isbe.net)

School/District Improvement
- ○ Approve
- ○ Disapprove

General Comments:

Multilingual/Language Development (EL)
- ○ Approve
- ○ Disapprove

General Comments:

CDP Review Checklist Tab

- Second tab

- Multilingual/Language Development Department
  - Reviews EL and Title III portions.
    - If no is selected on the checklist
      - Comments will be listed with items to correct.

CDP Review Checklist Tab

EL-BSP Review Checklist Tab

- Third tab

- ONLY for districts WITH one or more ELs.

- Specific feedback regarding EL programming and federal/state requirements.

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EL-BSP Review Checklist Tab

General Items - Comments	CDP Review Checklist	EL-BSP Review Checklist

Review Checklist - EL-Bilingual Service Plan (EL-BSP)

Comments:

Does the district have one or more English Learners (EL)?*
- ◉ Yes. Complete the remainder of the EL-BSP Review Checklist.
- ○ No. The EL-BSP was not completed, and the EL-BSP Review Checklist is not applicable.

Approval of this BSP is not intended to determine whether the district is in full compliance with Article 14 C of the Illinois School Code; the 23 IL Admin. Code, Part 228; or federal requirements.

- ○ The Bilingual Service Plan (BSP) is **fully approved.**
- ○ The Bilingual Service Plan (BSP) is **conditionally approved on the condition that any issues noted with "no" below must be addressed by no later than the beginning of the next school year.**
- ○ The Bilingual Service Plan (BSP) is **not approved.**

Applicant Information

1. The Bilingual Director/Administrator overseeing EL Services information is complete and acceptable.

[dropdown] ▾

☐ Check to add comment.

2. The Bilingual Director/Administrator overseeing EL Services meets state requirements for administrators of EL programs. If not, an action plan to meet this requirement has been adequately addressed and is acceptable.

[dropdown] ▾

☐ Check to add comment.

EL-BSP Review Checklist Tab

EL Attendance Center Enrollment

3. For each attendance center reviewed, the grade level span, attendance center names, program types, and instructional designs are complete and reflect district Student Information Systems (SIS) data.

[dropdown]

☐ Check to add comment.

4. For each attendance center reviewed, the program staffing and language codes align with current EL programming.

[dropdown]

☐ Check to add comment.

5. The programming and staffing listed in the BSP align with Illinois and federal requirements.

[dropdown]

☐ Check to add comment.

[Save Page]

Professional Development

6. The EL program PD is complete and sufficiently described. It includes training for ALL staff working with EL students.

[dropdown]

☐ Check to add comment.

7. For districts offering a Transitional Bilingual Education program (full time and in Spanish), and offering Spanish language arts, training is offered to staff who provide instruction in Spanish language arts.

[dropdown]

☐ Check to add comment.

[Save Page]

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EL-BSP Review Checklist Tab

TBE Requirements

8. Does the district place TBE students in part-time programming based on the state criteria?

[dropdown ▾]

☐ Check to add comment.

9. Does the district offer Spanish language arts for full-time Transitional Bilingual Education Spanish program that aligns to the Spanish language arts standards?

[dropdown ▾]

☐ Check to add comment.

10. Does the district use appropriate Spanish language arts instruction and evaluation to measure student's progress?

[dropdown ▾]

☐ Check to add comment.

Bilingual Advisory Council

11. The committee chair of the BPAC is a member of the BPAC and the majority of the members are parents or guardians of EL students currently enrolled in the TBE program(s).

[dropdown ▾]

☐ Check to add comment.

12. The district certifies that the Bilingual Parent Advisory Committee has had an opportunity to review the Bilingual Service Plan for the upcoming fiscal year prior to submission of this plan to the state.

[dropdown ▾]

☐ Check to add comment.

13. The district certifies that the Bilingual Parent Advisory Committee will have an opportunity to review the EL-EBF Spending Plan as required by 23 Ill. Admin. Code Part 228.30, Section C, (4) A, by or before Oct. 31.

[dropdown ▾]

☐ Check to add comment.

14. At least four planned BPAC meeting dates and activities are sufficiently described.

[dropdown ▾]

☐ Check to add comment.

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Resources

- [Title III Grants](#)

- [Resources for Districts](#)
  - CDP/BSP Information

- [Accountability](#)

- [EL Enrollment](#)

- [Assigned Consultant Listing](#)

Questions?