

# English Learner Administrator Virtual Summer Series 2024

Presented by:  
The Multilingual/Language Development Department

# Welcome & Announcements

- We are so happy to be here with you today and are excited to share a lot of information!
- Introductions - who are your presenters today?
- Norms for this session
  - Please mute. Camera on or off, your choice.
  - Questions/comments? Use Teams "raise hand" icon or type in chat.
    - Or email [multilingual@isbe.net](mailto:multilingual@isbe.net)
- Do you receive our Multilingual Monthly Newsletter?
  - If not, sign up today at: <https://www.isbe.net/Pages/subscribe.aspx>


# Multilingual Directory/Assigned P.C.

- Assigned Consultant Listing (isbe.net)
  - Located at the bottom of the Multilingual (isbe.net)
  - NEW AND IMPROVED!
    - Simply type in your district to find your assigned consultant.

[Home](#) > [Multilingual](#) > [Assigned Consultant Listing](#)

**MULTILINGUAL**  
Assigned Consultant Listing

**MULTILINGUAL**  
**ASSIGNED CONSULTANT LISTING**  
Each school district in Illinois has an assigned principal consultant from the Multilingual/Language Development Department who is available to provide technical assistance. Use the search feature below to find the contact information for your district's assigned consultant.



District Name ▼	RCDTS Code	Assigned Consultant	Phone Number	Email
A-C Central CUSD 262	010092620260000	Lydia Kvinta	(312) 814-3607	lkvinta@isbe.net
Abingdon-Avon CUSD 276	330482760260000	Seng Naolhu	(312) 814-2229	snaolhu@isbe.net
ACE Amandla Charter School	150169020250000	Lauren Ligammari	(312) 814-0902	lligamma@isbe.net
...	...	...	...	...



# Federal Legislation and Landmark Cases

# Federal Requirements

## Title VI, Civil Rights Act of 1964

- Prohibits denial of equal access to education because of language minority students' limited proficiency in English.

## Title VII of the ESEA of 1968: The Bilingual Education Act

- Challenged assimilationist theories and the concept of the "melting pot" as assimilation exclusively.

## Equal Educational Opportunity Act of 1974

- Defines denial of equal educational opportunity as "failure by an educational agency to take appropriate action to overcome language barriers that impede equal participation by students in an instructional program."

## Individuals with Disabilities Education Act (IDEA) of 1975

- Provides for free appropriate public education to eligible children with disabilities throughout the nation.
- Ensures special education and related services to those children

**ELs must be able to participate effectively in all programs and content areas.**

# Landmark Cases

## *Lau v. Nichols*, 414 U.S. 563 (U.S. Supreme Court, 1974)

- Districts must take affirmative steps to overcome educational barriers faced by the non-English speaking students in the district.

## *Castañeda v. Pickard* (648 F.2d 989, U.S. Court of Appeals, 5<sup>th</sup> Circuit, 1981 )

- Program for ELs should be:
  - **Theory:** Based on “a sound educational theory”;
  - **Practice:** “Reasonably calculated to implement effectively the educational theory adopted by the school,” with adequate resources and personnel; and
  - **Results:** Evaluated as effective in overcoming language barriers after a trial period.

## *Plyler v. Doe*, 457 U.S. 202, 102 S. Ct. 2382, 72 L. Ed. 2d 786 (1982)

- The U.S. Supreme Court ruled that undocumented children have the same right as U.S. citizens and permanent residents to receive a free public education.

# Training Topics

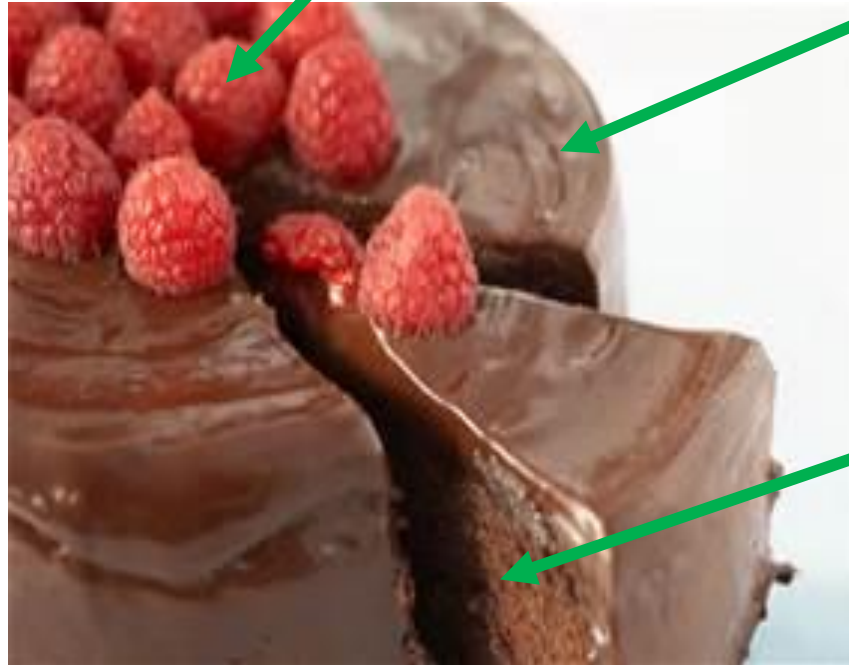
- Grants and Funding
  - Consolidated District Plan (CDP)/Bilingual Service Plan (BSP)
  - Title III Funding
  - Reports



# Grants and Funding

# Overview of Financial Assistance and Fiscal Accountability for EL Programs

Title III & Title I Part C



Funding that supports other federal requirements (Title I, II, IV, ESSER, IDEA, etc.)

Funding that supports local/state/federal requirements

# Funding Sources

- **Local funding sources:**
  - Local funds generated from property tax
  - School referendums
- **State Evidence-Based Funding:**
  - EBF for Student Success Act – August 31, 2017
  - **Combines the following into one single fund:**
    - General state aid
    - Special education
    - Low income
    - English learner funds

# Funding Sources

## Federal Funding

1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year 2021-2022.\* [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 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 listed above, with state and local resources to carry out activities supported in whole or in part with funding from the programs selected.\* [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.*  
(3272 of 7500 maximum characters used)

# English Learner Evidence-Based Funding (EL-EBF)



Where do I find the allotment?



How do I track the funds?



When do I report?

# Distribution of Funds and Reports

State funding sources:

EBF

-EL- EBF (state TBE/TPI funding)\*\*

District ID	District Name	EL in FY 23 BFM	FY 23 Calculated Tier \$ for EL	Total EL BFM for FY 24 [B]	Total FY 24 Allocation of EL Funds from State Contribution [A + B]
		\$ 6.90	1.19	8.09	\$ 10.25
		\$ 7,860.84	10.47	7,871.31	\$ 7,883.53
		\$ 1,593,168.39	188,019.30	1,781,187.69	\$ 2,035,377.60
		\$ 33,783.68	26,294.28	60,077.96	\$ 82,248.81
		\$ 49,460.31	982.19	50,442.50	\$ 51,149.08
		\$ 30,679.82	2,102.97	32,782.79	\$ 38,656.16

FINANCE, BUDGETS & FUNDING

Evidence-Based Funding

Evidence-Based Funding Distribution Calculation

FINANCE, BUDGETS & FUNDING

EVIDENCE-BASED FUNDING DISTRIBUTION CALCULATION

On August 31, 2017, the Evidence-Based Funding for Student Success Act, or Public Act 100-0465, became law. Five previous grant programs are combined into a single grant program and distributed as evidence-based funding. Those grant programs are General State Aid, Special Education - Personnel, Special Education - Funding for Children Requiring Special Education Services, Special Education - Summer School and English Learner Education.

Per Public Act 103-0008, in FY 2024 there is an appropriation of \$300 million of new funding for tier distribution to all organizational units. In addition, all organizational units and specially funded units will continue to receive their Base Funding Minimum. The FY 2024 Base Funding Minimum for organizational units is equal to the FY 2023 EBF Gross Total State Contribution and Property Tax Relief Grant funds (for applicable districts).

FY 2024 EBF at a Glance

News and Updates

- FY 2024 EBF Distribution Quick Facts
- Full FY 2024 EBF Calculation
- FY24/FY23 Comparative Analysis User Tool
- FY 2024 Adequacy Target Gap Calculator

Calculations

Data Sets

Reports

\*\*To locate the district EL-EBF allotment, go to [this link](#) then >Reports>FY23.

# EBF Spending Plan

## EL- EBF (state TBE/TPI funding)

- Can use funding to pay for **extra costs** of the requirements of running an EL program; 60% has to be used for instructional related costs.
- EBF Spending Plan for EL programming (September 30, 2024).
- It is recommended that the spending plan be reviewed for inputs from the Bilingual Parent Advisory Committee **before October 31.** Applicable if a districts has a TBE program.

## Extra Cost – EL-EBF (state TBE/TPI funding)

Pull-out or pushing  
bilingual/ESL teachers  
in a collaborative  
instructional programs

Paraprofessional,  
coaching staff, parent  
liaisons ...

Additional bilingual/ESL  
teachers to reduce class  
size

Supplemental  
instructional materials  
to the district core  
textbooks

Other resources that  
are specific to EL  
students, but not for all  
students in general

# EBF Spending Plan

## ❖ EL- EBF (TBE/TPI) Funding for EL Programs

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

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. Teacher's retirement. Contact your program consultant with any additional questions you may have regarding TRS contributions. Click on the "Create Additional Entries" button to enter additional information.


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

Function Code	Object Code	Expenditure Description and Itemization	TBE-3305 Funds	Other Source of Funds
1000	100	Salary for 1 FTE ESL Teacher (Hoovler)=43,296; Salaries for 2 FTE French TBE Teachers (Kiekie=32846,1FTE[TBA]=32200) Teacher Total 108442; Salaries for 7 Language facilitators for EL assistance in the classroom (Tipoh=15926, Williams=15926, Hernandez=16044, Valdivia-13483, 2 FTE Aides [TBA]x 13213 =26426 TBA) 87805	196247	
1000	200	Benefit for teacher (TRS EMBI .58%=629; THIS .8%=824)1453, Benefit for Language Facilitators (IMRF 11.15%=9790; FICA 6.2%=5444) 15234, Medicare for 1.45% both(209460)=2846 Total Benefits 19533	19533	
1000	300	Unemployment 1.45%=1668; WC .6%=1177 Total=2846	2846	
1000	400	French/Spanish language Arts program Supplemental text books and materials for use by or for ELL's in the bilingual/ESL Classroom for TBE High, Middle and Elementary.	8286	
2210	200	Tuition Reimbursement for staff finishing or seeking their ESL and/or Bilingual Endorsement after the district contributes its reimbursement, where the teacher will be reimbursed at the same rate (\$80/credit hour) by TBE/TPI funds. This is an incentive for more staff to pursue the endorsement. 9 staff members X 8hrs X \$80/hr = \$5760	5760	
3000	100	.29 of Parent Liaison Salary = 10984; 1 Written Translator Salary =15609; Interpretation for Parent/Teacher Conferences 2X's/year w/ 9 interpreters X 9hrs X 2days X 15\$=4860; Additional interpretation for meetings and activities after school day for 1 interpreter \$15 X 40 30hrs= \$450	26910	
3000	200	Benefits for Parent Liason Salary, translator and interpreters IMRF 11.15%=3609; FICA 6.2%=2007; Medicare for 1.45% =469 Total 6086	6086	

# EBF Spending Plan Requirements

## EL- EBF (state TBE/TPI funding)

- An annual summary expenditure report must be submitted (July 20, 2024) – Districts receiving \$5,000 or more in EL-EBF.
- Sharing EL-EBF Spending Plan with the BPAC.
- The FY25 Consolidated District Plan (CDP)/Bilingual Service Plan (BSP) (April 1, 2024).
- Program Delivery Report for districts that receive \$5,000 or more in EL-EBF.
- Districts should keep a separate ledger for these expenditures.



# **Consolidated District Plan (CDP) and Bilingual Service Plan (BSP)**

# CDP/BSP Application

The Bilingual Service Plan (BSP) was incorporated into the Consolidated District Plan (CDP) as of FY 2024.

The CDP section of the plan covers Title III and all other federal grants.

1. CDP is required for **all** districts receiving federal funds. BSP is required for all districts enrolling EL students.
2. BSP Short Form vs. BSP Long Form
  - BSP Short Form – Districts with fewer than 20 ELs
  - BSP Long Form – Districts with 20 or more ELs

# CDP – Title III

The CDP section of the plan covers Title III (LIEP, ISEP).

- **GEPA** - Statement that removes barriers for all protected classes.
- **Need Assessment** – Provide the needs assessment results.
- **Needs Assessment Impact** - Provide results and how funds will be used.
- **Stakeholders** – Describe the activities/strategies the LEA will implement for effective parent and family engagement (e.g., any program activities for EL parents).
- **Student Achievement** – Describe the supplemental and additional strategies intended to implement with Title III to strengthen academic and language program for ELs.
- **Professional Development** – Supplemental PD aimed at strengthening EL instruction and services.

# BSP Plan

The BSP is incorporated into the CDP as of FY 2024

- 1. BSP Short Form vs. BSP Long Form
- 2. BSP Short Form:
  - Contact information
  - Program information and EL services

BSP Program Contact	BSP Program Info	BSP Short Form	BSP Program Enrollment	BSP Parent Advisory Committee	BSP Professional Development
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BSP Short Form

Instructions

1

English Learners (ELs) are in the district

Grades with English Learners (ELs):

☐ PRE-K

☐ K

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

☐ 6

☐ 7

☐ 8

☒ 9

☐ 10

☒ 11

☐ 12

Type of Program:

☐ TBE

☒ TPI

Type of Instructional Design Offered In The District (Select All That Apply):

☐ Dual Language - Two Way

☐ Transitional Bilingual Program (Self-Contained)

☐ Transitional Program in English (Self-Contained)

☐ Dual Language - One Way

☐ Transitional Bilingual Program (Collaboration)

☒ Transitional Program in English (Collaboration)

Number of ESL/Bilingual Endorsed Teachers Working With ELs:

0

Teacher Requirement:

If no bilingual and/or ESL endorsed teacher(s) is(are) indicated, please provide an explanation how the district will ensure that EL students are receiving the minimal ESL instruction and the district's plan to address this.  
(315 of 3000 maximum characters used)

Through classroom accommodations, and through the RtI program. Alternate instructional times and settings are provided when needed. Professional development is offered through support from the Regional Office of Education and in an online format. The district is continuing to look for a licensed bilingual educator.

Professional Development:

District Bilingual/ESL teacher(s) will receive two (2) sessions of professional development related to EL services.

☐ Yes

☐ No

☒ Not Applicable (No Endorsed Bilingual/ESL Teachers)

Number of Paraprofessionals Working With ELs:

3

# BSP Plan

- **BSP Long Form:**
  - BSP plan is specific to the state mandate requirements for ELs.
    - Contact information (EL program director).
    - EL program director qualifications.
    - Attendance center information (types of instructional program; number of endorsed bilingual/ESL teachers; targeted endorsement if a TBE program, including out-placed attendance centers).
    - BPAC if a district has a TBE full time and/or part time.
    - Professional development.
    - Referencing Attendance Center Enrollment in SIS from the current school year.

# CDP/BSP Elements in IWAS

The screenshot displays the IWAS system interface for the Illinois State Board of Education. The left sidebar contains a navigation menu with the following items: Home, Student, Assessment, Adjusted Cohort, Teacher, Early Childhood Transition, Prenatal, Reports (circled in red), Batch File Processing, District Data Verification, Seal of Biliteracy Application, Internal, and Log Out. The main content area shows a list of reports under the 'Bilingual' dropdown menu. The 'Bilingual' dropdown is also circled in red. The list of reports includes: EL Screener, EL, ACCESS WIDA DRC Site File and Testing Waiver, ACCESS Pre-Id, ACCESS Assessment Correction, ACCESS Score, Student EL History, Former EL Students Report, Student ACCESS Scores History, Unassigned Test Results, eGMS EL Program Placement and Services, eGMS Ceiling Calculator Funding Allocations, eGMS EL Attendance Center Enrollment (circled in red), eGMS Ceiling Calculator Funding (2017 and earlier), Seal of Biliteracy Application, Seal of Biliteracy Application Statewide, and Seal of Biliteracy Awards. Each report has a 'Summary' and 'Details' link.

Report Name	Summary	Details
EL Screener	Summary	Details
EL	Summary	Details
ACCESS WIDA DRC Site File and Testing Waiver		Details
ACCESS Pre-Id	Summary	Details
ACCESS Assessment Correction	Summary	Details
ACCESS Score	Summary	Details
Student EL History	Summary	Details
Former EL Students Report		Details
Student ACCESS Scores History		Details
Unassigned Test Results		Details
eGMS EL Program Placement and Services	Summary	Details
eGMS Ceiling Calculator Funding Allocations	Summary	Details
eGMS EL Attendance Center Enrollment	Summary	Details
eGMS Ceiling Calculator Funding (2017 and earlier)	Summary	Details
Seal of Biliteracy Application		Details
Seal of Biliteracy Application Statewide	Summary	
Seal of Biliteracy Awards	Summary	Details

# CDP/BSP Application

## Attendance Center Enrollment (Details – Home School)

Current Enrollment By Grade Level																Class Periods Per Week				
TBE Full Time	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	None	Low	Med	High	Total
Polish	0	2	5	1	2	0	0	0	0	0	0	0	0	0	10	0	0	0	10	10
Spanish	0	5	3	11	7	14	1	5	0	0	0	0	0	0	46	0	0	0	46	46
Entry Status Totals	0	7	8	12	9	14	1	5	0	0	0	0	0	0	56	0	0	0	56	56
Current Enrollment By Grade Level																Class Periods Per Week				
TBE Part Time	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	None	Low	Med	High	Total
Polish	0	0	0	3	3	4	2	0	0	0	0	0	0	0	12	0	0	4	8	12
Spanish	0	1	3	1	3	1	5	1	0	0	0	0	0	0	15	0	0	5	10	15
Entry Status Totals	0	1	3	4	6	5	7	1	0	0	0	0	0	0	27	0	0	9	18	27
Current Enrollment By Grade Level																Class Periods Per Week				
TPI	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	None	Low	Med	High	Total
Arabic	0	1	1	0	0	0	0	2	0	0	0	0	0	0	4	0	0	0	4	4
Bosnian	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	1	0	1
Bulgarian	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	1
Farsi (Persian)	0	0	0	1	0	1	0	0	0	0	0	0	0	0	2	0	0	1	1	2
French	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	1
Gujarati	0	0	0	0	2	0	1	0	0	0	0	0	0	0	3	0	0	1	2	3
Hindi	0	2	1	2	1	4	2	1	0	0	0	0	0	0	13	0	0	1	12	13
Kannada (Kanarese)	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	1
Korean	0	0	0	0	0	1	1	1	0	0	0	0	0	0	3	0	0	0	3	3
Kyrgyz	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	1
Malayalam	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	1

# CDP/BSP Application

## Top Five Reasons for Application Disapproval

Outplaced attendance center(s) that served EL students from the district was/were not reported.

No Bilingual Parent Advisory Committee when the district has a TBE program .

Lacking adequate number of bilingual/ESL-endorsed teachers to serve the ELs.

Spanish language arts not offered when the district has a Spanish TBE full-time program at one of more attendance centers.

No bilingual-endorsed teacher serving EL students in the TBE full-time program.

# CDP/BSP Application

Make sure to include SPED coops and nonpublic special education programs that house ELs from your district. Provide information on teachers.

14.	Warren Park	PK-6	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	15
15.	Wilson	K-6	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10
16.	Britten	K-8	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0
17.	Easter Seals	K-8	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0
18.	Giant Steps	K-8	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0
19.	Helping Hands	K-8	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0
20.	High Road Schools	K-8	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0
21.	New Horizons	K-8	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0
22.	North Elementary	K-8	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0
23.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
24.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
25.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

# Question

As a program director of the EL program in your district, what has been or is your level of involvement in the development of your EL-EBF Spending Plan, CDP, and BSP for the EL program on an annual basis?





# Title III Funding

# Federal Funding Sources

- Federal Title III (supplement, not supplant)
  - ✓ Language Instructional Education Program
  - ✓ Immigrant Student Education Program

# Distribution of EL funds

- Cake – State/local
- Icing – Other federal (Title I, II, IV, ESSER, IDEA, etc.)
- ❖ Raspberries – Title III



# Other Federal Grants

**Resources:** Title I-A, Title II-A, and IV-A (does not include Title III), ESSER funds

## **Reporting/Documentation:**

- Consolidated District Plan
- GATA Reporting -- Grant Periodic Reports submitted annually
- Expenditure Reimbursement Reports (quarterly)

*\*This is not an exhaustive list of potentially required documentation. Be sure to consult with your district's auditor for other financial reporting requirements.*

# Federal Title III Programs

- **Language Instruction Educational Programs (LIEP)**

Improve the education of ELs by assisting them to learn English and meet challenging state academic content and standards

- **Immigrant Student Education Program (ISEP)**

Enhanced instruction opportunities for immigrant youth and children.



# Language Instruction Educational Program

(LIEP)

# Title III LIEP

Grant Period: Sept. 1 – Aug. 31

Formula-based funding - Enrollment summary and ceiling calculator

- ELs in public schools

- ELs identified in private schools in district boundaries

# Title III LIEP Program Eligibility

Supplement, not supplant

Language Instructional Education Program

- All school districts serving EL students are eligible to apply for the federal Title III LIEP.
- Funding is based on the number of ELs (formula grant).
- Districts wishing to apply for Title III LIEP must submit an Intent to Apply in January to be considered for the following school year.
- A district must generate at least \$10,000 to apply as a single district.
- A district needs to form a consortium with other district(s) if it does not have threshold number of ELs to generate the \$10,000.

# LIEP Application

## Top Five Reasons for Application Disapproval

**Activities do not cover all requirements of the grant:**

- Student Instruction (Function 1000).
- Staff Professional Development (Function 2210).
- Parent Involvement (Function 3000).

Benefits attached to a salary are not defined.

Differentiating between paid services vs. salary.

Differentiating between licensing fees vs. materials.

Differentiating between equipment (capital outlay) vs. supplies and materials.

# Federal Title III LIEP Application & Reports

## Reporting/Documentation:

- Submit the Intent to Apply.
  - Consult with private schools within the district boundary prior to submission of ITA.
- Submit a Consolidated District Plan.
- Submit a Title III LIEP Application, if eligible.
- Complete GATA Reporting (Performance Reports).
- Submit a Program Delivery Report.
- File quarterly Expenditure Reimbursement Reports.

\*This is not an exhaustive list of potentially required documentation. Be sure to consult with your district's auditor for other financial reporting requirements.

# Immigrant Student Education Program

(ISEP)

# ISEP Program Eligibility

- Supplement, not supplant

- ✓ Immigrant Student Education Program

- All school districts serving immigrant children and youths (ages 3 through 21) are eligible to apply for the federal Title III ISEP.
    - Funding is based on the current year enrollment number of immigrant students (formula grant).
    - Immigrant student is defined as someone who was born outside of the United States and Puerto Rico and has not been enrolling in any U.S. schools for more than three full academic years.
    - **Eligible districts must have:**
      - At least 10 immigrant students enrolling during the current school year, and
      - An increase of 50 or 3% from the average of two previous school years, whichever is fewer.
    - Districts wishing to apply for Title III ISEP must submit an Intent to Apply in January to be considered for the following school year.

# Federal Title III ISEP Application & Reports

## Reporting/Documentation:

- Submit the Intent to Apply
  - Consult with private schools within the district boundary prior to submission of ITA.
- Submit a Consolidated District Plan
- Submit a Title III ISEP Application, if eligible
- Complete GATA Reporting (Performance Reports)
- File quarterly Expenditure Reimbursement Reports

***\*This is not an exhaustive list of potentially required documentation. Be sure to consult with your district's auditor for other financial reporting requirements.***





# Reports

# Federal Title III Reports

## Reporting/Documentation:

- Complete GATA Reporting (Performance Reports)
- File quarterly Expenditure Reimbursement Reports
- Program Delivery Report

# GATA Reporting (GPR)

## Reporting/Documentation:

- FY Annual Grant Periodic Report
  - Title III three reports annually (LIEP, ISEP, and BEA)
- **FY annual report**
  - Two tabs to complete
    - LIEP FY 2023 (July and August of the previous year)
    - LIEP FY 2024 (Current ending school year from Sept. 1, 2023- June 30, 2024)

# GATA Reporting Template

Templates can be found under the Title III dropdown on the [ISBE Grant Periodic Reporting webpage](#)

3		Bilingual Program Director:	0	
4		Email:	0	
5		Phone Number:	0	
6				
7	FY23 TITLE III LIEP Grant Periodic Report - Period 1			
8	Title III LIEP Program Activities	List All Program Activities for each function that have a budget of \$1,000 or more (must align with FY23 Title III LIEP budget)	Deliverables	Performance (Impact & Outcomes)
September 1, 2022 - June 30, 2023			September 1, 2022 - June 30, 2023	
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 participants? What is the projected longterm outcome the activity has on participants (students, school staff, parents and community)? How does the activity impact the participants?	
12	Function 1000	Supplemental Instructional Activities		
13	Function 1000/100	Before School Tutoring		
14	Function 1000/100	After School Tutoring		
15	Function 1000/100	Summer School		
16		Other Supplemental Instructional Activities (List in spaces below)		
17	Function 1000	0		
18	Function 1000	0		
19	Function 1000	0		
20		Add Additional lines as needed		
21	Function 2210	Improvement of Instruction		

◀ ▶

LIEP FY22

LIEP FY23

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# Expenditure Reporting

## Reporting/Documentation:

- File quarterly Expenditure Reimbursement Reports.
  - July – September (due October 20)
  - October – December (due January 20)
  - January – March (due April 20)
  - April – June (due July 20)
- Located in IWAS.

# Bilingual Program Delivery Report

## Reporting/Documentation:

- File annually by July 31.
- Located in IWAS.
- Completed by districts that received \$5,000 or more in EBF.
- Reporting on EL Programming and Title III use.
- Collection opens on May 15, 2024.
- Submission is due July 31, 2024.

# Bilingual Program Delivery Report

**Reporting/Documentation:**

Select **ONLY ONE** of the following program funding types that reflects types of state/federal funds for ELs that your school district received in FY 2023 to report on the 2023-2023 Bilingual Education Program Delivery Report. To find out what source(s) of funding your district received, please click on this link: <https://www.isbe.net/Documents/List-Districts-required-submit-Bilingual-Ed-PDR.pdf>

- Total number of EL teachers in 2023 SY

Types of License	Types of Endorsement	(Column A) Number of teachers (Each teacher counts only once)	(Column B) How many of them are certified to administer ACCESS for ELLs?
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# Program Delivery Report

Topics of Professional Development Activity	Check if paid partially or fully by Title III LIEP funds		Topics of Professional Development Activity	Check if paid partially or fully by Title III LIEP funds
1. Professional Development to teachers and other personnel serving ELs			8. Improving LIEPs by upgrading curricula	
2. Supporting the development and implementation of LIEPs			9. Offering programs to help ELs achieve success in post-secondary education	
3. Enhancing existing LIEP and programs for restructuring and reforming schools with ELs			10. Supporting the Spanish language arts curriculum and assessment of LIEPs	
4. Improving instruction of ELs with disabilities			11. Supporting the development and training on technology for LIEPs	
5. Providing tutorials, career, and technical education			12. Supporting the development and implementation of the district's program improvement plan	
6. Supporting the development and implementation of pre-school programs			13. Parent and community outreach / engagement	
7. Supporting Implementation of school wide programs			14. Other (describe):	



# Upcoming ISBE-Sponsored WIDA Workshops

## In-Person

- **September 9-10 (DuPage County ROE):** Writing with Multilingual Learners in the Elementary Grades
- **September 12-13 (DuPage County ROE):** Writing with Multilingual Learners in the Secondary Grades
- **October 8 (Maine Township High School District 207):** Collaboration Practices and Potentialities
- **October 10 (Maine Township High School District 207):** Teacher Leaders: Planning with the WIDA ELD Standards Framework [In-Person Module]

## Live Webinars

- **October 3:** Teacher Leaders: Planning with the WIDA ELD Standards Framework [Webinar Module]
- **October 20 & October 27:** Nurturing Speaking Growth
- **November 4 & November 11:** Mathematical Meaning-Making: Collaborating for Equity
- **November 21:** Considerations when Educating Bilingual Learners with Identified Learning Disabilities (ICMEE)
- **December 4 & December 11:** Expanding Reading Instruction with Multilingual Learners

Registration at: <https://www.isbe.net/Pages/WIDA-Workshops.aspx>

**NO COST FOR REGISTRATION!**

**PD HOURS ARE AWARDED FOR PARTICIPATION!**



September 18, 2024  
Focus on New Directors  
1/2-day training in  
afternoon

Crown Plaza  
Rosemont, Ill.

## Bilingual Directors Conference FY 2025



September 19-20, 2024  
Keynotes, Breakouts, Panel

Free to attend.  
Title funds can be used for  
travel/lodging.

December 10-13, 2024

Tinley Park, IL

## IRC Joint Multilingual Conference with ESSA



Keynotes and Breakout  
Sessions for Teachers

Title funds can be used.  
for attendance, travel,  
and lodging.

thank you