2017 Bilingual Education Program Delivery Report (PDR)
User Guide for Electronic Submission

This “User Guide” provides instructions on reporting and submitting the Bilingual Education Program Delivery Report (PDR) to ISBE via the ISBE Web Application Security (IWAS). This guide is available online on the Bilingual Education Program Delivery Report webpage link below:


All districts or local education agencies that received bilingual state funds (TBE/TPI) in FY17 are required to complete the PDR.

**PDR Due Date: August 31, 2017**

All reports must be submitted to ISBE on or before this date. The PDR system will close at 11:59 PM on August 31, 2017.
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Part 1: GETTING STARTED

Before using the Bilingual Education Program Delivery Report (PDR) System, you will need an ISBE Web Application Security (IWAS) account.

Step 1 Accessing IWAS

You can access the IWAS system by going to the ISBE home page at http://isbe.net and clicking on the IWAS link located on the upper menu bar.

You can also go directly to the IWAS security module via https://sec1.isbe.net/iwas/asp/login

Step 2 Logging in to IWAS

If you already have an IWAS account, sign in with your login name and password. Click on ‘LOG IN’ (see black arrow on Screen 1 below).

If you DO NOT have an IWAS account, you may start getting one by clicking on ‘Sign Up Now’ (see Screen 1 below) and follow the subsequent procedures. If you have problems getting an IWAS account, contact the ISBE Help Desk at 217-558-3600.
Step 3  System Listing

After logging in, IWAS will take you to a “Message” screen, a picture shown on the next page. The IWAS links are shown on the left-hand side of the screen. **Click on the “System Listing” link (see black arrow).**
**Step 4** In the “My Systems” screen, click on “Bilingual Education Program Delivery Report” which is a subtitle of the “Annual” section under the “Reporting” heading. Clicking on the “Bilingual Education Program Delivery Report” will take you to the Bilingual Education Program Delivery Report Home Page.

*Note:* If you do not see the Bilingual Education Program Delivery Report option, contact the ISBE Help Desk at 217/558-3600.

**Screen 3  “My Systems” Screen**
Part 2: Bilingual Education Program Delivery Report (PDR) System

You are now in the Bilingual Education Program Delivery Report (PDR) system. The PDR system has five tabs (See Screen 4):


1) Home tab - this is the PDR home page and shows the deadline (date) for submitting the PDR. As shown on Screen 4, the deadline for submitting the PDR is on 08/31/2017. All reports must be submitted to ISBE on or before this date. The PDR system will close at 11:59 PM on August 31, 2017.

2) Report tab – includes the selection of type of program to be reported and all PDR sections and questions.

3) View Prior Yr tab – provides districts the ability to view and/or print their 2016-2017 PDR report.

4) User Guide tab – includes instructions in reporting and submitting the PDR to ISBE.

5) Logout tab – provides an option to exit the PDR system.

Screen 4  PDR “Home Page” Screen
Step 5: Selecting a Type of Program to Report

At the top menu of the Bilingual Education Program Delivery Report Home Page, click on the “Report” tab. A screen showing a list of bilingual programs based on type of funding will appear similar to the picture shown on Screen 5.

Select a type of program to report. Select a program by clicking on “Select” associated with any of the programs under the “Program” column. Select only one program that describes all bilingual related types of funds that your district received in FY 2017. Each district is required to submit only one PDR.

Once you have selected a program, a screen appears (Screen 6) informing you of the program you have selected for entry and asking you to confirm the program selected. If you made a mistake in selecting a program click on [click here......] box.

Click on “Confirm to Continue.” This will take you to the “Start Report Entry” screen (See Screen 7.)
If you selected the correct program, you may do one of two things:

1. Report all sections by clicking on the Start Report Entry box, or
2. Report one section at a time by clicking on a Section in the “Report Selection” tab located at the top menu. See arrow for PDR sections on Screen 7.

**If you selected the wrong program**, you may correct it by clicking on the [click here] box. You can also make the program correction while on Screen 6. This procedure will take you back to the Program Listing. Please note that this option works ONLY if you have NOT YET submitted your report to ISBE. **If you already submitted your PDR to ISBE and realized that you made a mistake in selecting a program, call the English Language Learning Division at 312/814-3850 to reset your report.**

**Step 6: Reporting of Data**

**PDR Sections**

The 2016-2017 Bilingual Education Program Delivery Report (PDR) has six sections with 15 questions. **For your reference, the PDR questions are found in Appendix A of this guide.** The definitions of bilingual program models, methods of instructional delivery, and extended program service models are found in Appendix B.

<table>
<thead>
<tr>
<th>Section</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Qualifications of Teachers</td>
</tr>
<tr>
<td>2</td>
<td>Qualifications of Program Directors/Administrators</td>
</tr>
<tr>
<td>3</td>
<td>Staff Development</td>
</tr>
<tr>
<td>4</td>
<td>Parents and Community Participation</td>
</tr>
<tr>
<td>5</td>
<td>Program Models/Extended Program Services/Instructional Delivery Methods</td>
</tr>
<tr>
<td>6</td>
<td>Native Language Proficiency Assessment</td>
</tr>
</tbody>
</table>

**ANSWER ALL 15 questions.**

**PDR Sections 1 to 5 – “Save” and “Save & Continue” Buttons**

As you answer each of the questions on each section, you will find that except for Section 6, the bottom part of each PDR section displays the following two buttons (see Screen 8 for an example):

- **Save** and **Save & Continue**

- Clicking on **Save** will save whatever data you entered for that section and will allow you to exit the system and finish the report at a later time. To exit the system, click on the “Logout” link located at the top menu.
- Clicking on **Save & Continue** will save whatever data you entered for that section and will automatically take you to the next section.

**Screen 8  Bottom Screen of Each Section (Except for Section 6)**

Continue to click on **Save & Continue** if you wish to continue reporting.

**PDR Section 6 – “Save” and “Save & Review/Submit” Buttons**

When you get to Section 6, the bottom part of this section has different buttons (links) compared to the first five sections. At the bottom of Section 6, the last section of the PDR, are the following links or buttons:

**Save** and **Save & Review/Submit**

See **Screen 9**.
Screen 9  Section 6 of the 2016-2017 Bilingual Education Program Delivery Report

- Click on **Save** only if you want to review your data and submit your PDR to ISBE at a later time.

- Click on **Save & Review/Submit** if you want to
  a) Review your data and/or
  b) Submit your district’s PDR to ISBE.

**Step 7: Reviewing and Submitting Data**

Once you have reviewed your data, you may submit your district’s PDR to ISBE by clicking on **Submit to ISBE** button at the bottom page of Section 6. (See Screen 10.)

If you click on this button, the system will ask you to confirm your submission. (See Screen 11.)

Click on **OK**.

If you click on **OK**, you will receive a message confirming that you have successfully submitted your 2014-2015 PDR report to ISBE. (See Screen 12.)
Screen 10  Submit to ISBE Screen

Screen 11  Confirmation of 2016-2017 PDR Submission
You may exit the system at this time by clicking on the “Logout” link (see arrow on Screen 12.)
Part 3: REPORTING ONE SECTION AT A TIME

You may report one section at a time, if you wish to do so. To open a section, click on any of the sections listed at the top menu of the “Report Instructions” page (see Screen 7 of this guide). If you wish to save the data you entered for this section and report for the other sections at a later time, click on the SAVE button found at the bottom of the section. You may log out at this time, if you wish.

Logging Out Before Completing All Sections of the PDR

If you log out before completing all the PDR sections and wish to complete reporting for all sections of the PDR, you need to log in again to open the system on IWAS. To start reporting, click on “Report” on the PDR Home Page.

Clicking on “Report” will bring you to the “Program Listing” link again (see Screen 5.) However, since you have already selected a program prior, the system will no longer allow you to select another program. Instead, the system will only allow you to “Edit” your data or “Submit” your PDR to ISBE. At this time, your report is on “Draft” status since you have not completed reporting all sections. To complete reporting the other sections, click on “Edit.”

Screen 13   EDIT Screen

Clicking on “Edit” will take you to the Start Report Entry page again (Screen 7) found on page seven (7) of this guide.
Again, you may report one section at a time by selecting a section located at the top menu of the PDR Home page under **Report Selection**, or click on **Start Report Entry** if you wish to report all sections. Clicking on **Start Report Entry** will take you to the first section of the report again.

Fill in the data required for all sections that you have not yet reported.

Once you have filled in all data required in all sections, in the last section, Section 6, you may either click on **Save** or **Save & Review/Submit** button.

Click on **Save & Review/Submit** if you want to review and submit your PDR to ISBE.

Upon submitting your PDR to ISBE, you will receive a notification, (see **Screen 12**), that your PDR has been successfully submitted to ISBE.

You may log out at this time.

Reminder! Again, once you have submitted your report to ISBE, you can no longer make changes to your report unless you call the English Language Learning Division at 312/814-3850 to RESET your reporting status. Once your status is reset, login to IWAS again, open the report, and make the necessary changes.

A copy of the PDR data elements is found in Appendix A for your reference. The definitions of some terms used in this report are found in Appendix B.

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**IMPORTANT PHONE NUMBERS:**

If you have questions about the IWAS, please call our Help Desk at 217/558-3600.

If you have questions about the PDR content, please call the English Language Learning Division at 312/814-3850.
APPENDIX A

DATA VARIABLES OF 2017 BILINGUAL EDUCATION PROGRAM DELIVERY REPORT (PDR)
(Use this only as a reference when filling-out your PDR on IWAS)

This document is not the Program Delivery Report (PDR) reporting form. This only serves as a reference or guide to the data elements required in the PDR. The 2017 Bilingual Education Program Delivery Report (PDR) should be reported on ISBE’s Illinois Web-Based Application System (IWAS). All districts that received TBE and/or TPI funds MUST submit this report. The report is due to ISBE on or before August 31, 2017. The PDR system on IWAS will close at 11:59 PM on August 30, 2017.

A. TYPE OF PROGRAM FUNDING (Select only one).

☐ State-Funded TBE only
☐ State-Funded TPI only
☐ State-Funded TBE/TPI
☐ State-Funded TBE and Federal Funded Title III
☐ State-Funded TPI and Federal Funded Title III
☐ State Funded TBE/TPI and Federal Funded Title III

B. PROGRAM AREAS

Section 1. QUALIFICATIONS OF TEACHERS

1. Total number of qualified teachers who worked with English Learners (ELs) in FY17:

<table>
<thead>
<tr>
<th>Types of License</th>
<th>(COLUMN A)</th>
<th>(COLUMN B)</th>
<th>How many teachers in COLUMN B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Educator License (PEL)</td>
<td>ESL Endorsement only</td>
<td>Number of teachers (Each teacher counts only once)</td>
<td>Are certified to administer the ACCESS for ELLs?</td>
</tr>
<tr>
<td></td>
<td>Bilingual Endorsement only</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Both ESL and Bilingual Endorsements</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENL (Secondary only)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENL–Bilingual (Secondary only)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educator Licensure with Stipulations (ELS)</td>
<td>Transitional Bilingual Educator</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Visiting International Teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>Other Certification (specify):</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. An estimate of additional number of certified or licensed teachers needed to work in language instruction educational programs to teach English Learners (ELS) for each year in the succeeding five years. (Note: The numbers should not be
cumulative across years. For example, if your district needs ten additional teachers in FY18 and then an additional five in FY19, then you report ten in FY18 and five in FY19. These numbers (10 and 5) conceptually should represent different teachers.

<table>
<thead>
<tr>
<th>Types of License</th>
<th>Types of Endorsement</th>
<th>FY18</th>
<th>FY19</th>
<th>FY20</th>
<th>FY21</th>
<th>FY22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Educator License (PEL)</td>
<td>ESL Endorsement only</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bilingual Endorsement only</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Both ESL and Bilingual Endorsements</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENL (Secondary only)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENL–Bilingual Education (Secondary only)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educator Licensure with Stipulations (ELS)</td>
<td>Transitional Bilingual Educator</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Visiting International Teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>Other Certification (specify):</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Section 2. QUALIFICATIONS OF PROGRAM DIRECTORS/ADMINISTRATORS

3. Total of ELs eligible for the district’s TBE and/or TPI program in school year 2016-2017.

<table>
<thead>
<tr>
<th>Number of EL students eligible for the district’s TBE/TPI program</th>
<th>Check only one</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fewer than 200 ELs</td>
<td>☐</td>
</tr>
<tr>
<td>200 or more ELs</td>
<td>☐</td>
</tr>
<tr>
<td>Did the district have 200 or more EL students for more than three (3) years?</td>
<td>☐</td>
</tr>
<tr>
<td>Did the district have a TBE/TPI program for more than three (3) years?</td>
<td>☐</td>
</tr>
</tbody>
</table>

4. Types of certifications the EL (TBE/TPI) program director holds. Check all that apply.

<table>
<thead>
<tr>
<th>Type of Certification</th>
<th>Check all that apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative or supervisory endorsement</td>
<td></td>
</tr>
<tr>
<td>Bilingual endorsement</td>
<td></td>
</tr>
<tr>
<td>ESL endorsement</td>
<td></td>
</tr>
<tr>
<td>ENL endorsement</td>
<td></td>
</tr>
<tr>
<td>ENL endorsement with a language designation (Bilingual Education)</td>
<td></td>
</tr>
<tr>
<td>Completed 18 semester hours of coursework required for a bilingual endorsement</td>
<td></td>
</tr>
<tr>
<td>Completed at least eight hours of professional development specifically designed to address the needs of ELs in this school year</td>
<td></td>
</tr>
</tbody>
</table>
Section 3. **STAFF DEVELOPMENT**

5. **Topics of Staff Development.** Report the staff development topics provided both to your certificated and non-certificated staff involved in the education of ELs in school year 2016-2017. Check all that apply.

<table>
<thead>
<tr>
<th>Check if PD was provided</th>
<th>Topics of Professional Development Activity</th>
<th>Check if PD was provided</th>
<th>Topics of Professional Development Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Current research in the teaching of ELs</td>
<td></td>
<td>8. Common Core/Content area curriculum alignment to English Language Proficiency (ELP) standards</td>
</tr>
<tr>
<td></td>
<td>2. Teaching in the native language and ESL</td>
<td></td>
<td>9. EL Program standards / requirements (e.g., identification and assessment procedures and program design)</td>
</tr>
<tr>
<td></td>
<td>3. Sheltered English Instruction</td>
<td></td>
<td>10. Spanish Language Arts Curriculum and Assessment</td>
</tr>
<tr>
<td></td>
<td>4. Teaching ELs with disabilities</td>
<td></td>
<td>11. Technology for EL programs</td>
</tr>
<tr>
<td></td>
<td>5. Native culture and culture of the United States</td>
<td></td>
<td>12. District/Program Improvement Plan</td>
</tr>
<tr>
<td></td>
<td>6. English Language Proficiency (ELP) assessments (e.g., ACCESS for ELLs and screeners)</td>
<td></td>
<td>13. Parent and community outreach / engagement</td>
</tr>
<tr>
<td></td>
<td>7. English Language Development (ELD) standards and EL instruction</td>
<td></td>
<td>14. Other (describe below):</td>
</tr>
</tbody>
</table>
6. **Staff Development Participant Information**: Report the number of individuals in your district that received staff professional development activities listed in question #5 in school year 2016-2017.

<table>
<thead>
<tr>
<th>Staff Position</th>
<th>Number of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education teachers</td>
<td></td>
</tr>
<tr>
<td>EL classroom teachers</td>
<td></td>
</tr>
<tr>
<td>Principals</td>
<td></td>
</tr>
<tr>
<td>Administrators other than principals</td>
<td></td>
</tr>
<tr>
<td>Non-teaching staff/paraprofessionals</td>
<td></td>
</tr>
<tr>
<td>Non-administrative school personnel</td>
<td></td>
</tr>
<tr>
<td>Community based organization personnel</td>
<td></td>
</tr>
<tr>
<td>Other (describe):</td>
<td></td>
</tr>
</tbody>
</table>

7. **Projected PD topics**: Indicate any area(s) of staff development that are high priority for the next school year. Rank according to need with the lowest number, starting with "1," as top priority, and the highest number as the least priority.

<table>
<thead>
<tr>
<th>Rank if PD will be provided</th>
<th>Topics of Professional Development Activity</th>
<th>Rank if PD will be provided</th>
<th>Topics of Professional Development Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Current research in the teaching of ELs</td>
<td>8. Common Core/Content area curriculum alignment to ELP/ELD standards</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Teaching in the native language and ESL</td>
<td>9. EL Program standards / requirements (e.g., identification and assessment procedures and program design)</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Sheltered English Instruction</td>
<td>10. Spanish Language Arts Curriculum and Assessment</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Teaching ELs with disabilities</td>
<td>11. Technology for EL programs</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Native culture and culture of the United States</td>
<td>12. District/Program Improvement Plan</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>English Language Proficiency (ELP) assessments (e.g., ACCESS for ELLs and screeners)</td>
<td>13. Parent and community outreach / engagement:</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>English Language Development (ELD) standards and EL instruction</td>
<td>14. Other (describe below):</td>
<td></td>
</tr>
</tbody>
</table>
Section 4. PARENT AND COMMUNITY PARTICIPATION (Section 228.30 (e) (5) Illinois Administrative Code, Part 228)

Note: Questions 8 through 10 ONLY apply to districts that received TBE funds.

8. Check if your district established a bilingual parent advisory committee (BPAC) as required for districts with a TBE program.

<table>
<thead>
<tr>
<th>Is there a Bilingual Parent Advisory Committee (BPAC) established in your district?</th>
<th>Check if YES</th>
<th>Total number of the BPAC members</th>
</tr>
</thead>
</table>

9. If YES to question #8, report the number of members on any of the membership categories that apply to your district:

<table>
<thead>
<tr>
<th>Membership Category (23 Illinois Administrative Code 228.30(e)(5))</th>
<th>Number of the BPAC members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents/legal guardians of ELS enrolled in the TBE program</td>
<td></td>
</tr>
<tr>
<td>TBE/TPI teachers</td>
<td></td>
</tr>
<tr>
<td>Counselors</td>
<td></td>
</tr>
<tr>
<td>Community leaders</td>
<td></td>
</tr>
<tr>
<td>Other (specify below):</td>
<td></td>
</tr>
</tbody>
</table>

10. If YES to question #8, describe the level of involvement of your district’s BPAC in program functions/activities by checking the appropriate level of involvement:

<table>
<thead>
<tr>
<th>Program Function (23 Illinois Administrative Code 228.30(e)(5))</th>
<th>Level of Involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning, operations, and evaluation of the program</td>
<td>Receive information only</td>
</tr>
<tr>
<td>Review the district’s annual EL program application to DELL- ISBE</td>
<td>Provide feedback and recommendation only</td>
</tr>
<tr>
<td>Other (specify below)</td>
<td></td>
</tr>
</tbody>
</table>

Note: Questions 11 to 12 regarding trainings and resources provided to parents/families of ELs applied to all districts.

11. Check the training that the district provided to parents/families of ELs in school year 2016-2017:

<table>
<thead>
<tr>
<th>Check if training was provided</th>
<th>Type/Topic of Training</th>
<th>Check if paid partially or fully by Title III funds</th>
<th>Check if training was provided</th>
<th>Type/Topic of Training</th>
<th>Check if paid partially or fully by Title III funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information related to instructional approaches and methods in EL/bilingual education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessments that their children take and what those assessment results mean (accountability measures)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State and federal laws related to child’s participation in EL/bilingual programs and their rights as parents/legal guardians</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (specify below)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
12. Check the resource that the district provided to parents/families of ELs in school year 2016-2017:

<table>
<thead>
<tr>
<th>Check if resource was provided</th>
<th>Type of EL parents/family Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Documents translated into parents' native language</td>
</tr>
<tr>
<td></td>
<td>Native language translators (Oral)</td>
</tr>
<tr>
<td></td>
<td>ESL classes for parents</td>
</tr>
<tr>
<td></td>
<td>Literacy (including technology) classes</td>
</tr>
<tr>
<td></td>
<td>Even Start Family Literacy</td>
</tr>
<tr>
<td></td>
<td>Health Services</td>
</tr>
<tr>
<td></td>
<td>Family Reading Programs</td>
</tr>
<tr>
<td></td>
<td>Referrals to social agencies or community based organizations for other services (such as legal services)</td>
</tr>
<tr>
<td></td>
<td>Parent workshops related to child development and academics</td>
</tr>
<tr>
<td></td>
<td>Transportation</td>
</tr>
<tr>
<td></td>
<td>GED classes for adults/parents</td>
</tr>
<tr>
<td></td>
<td>Child Care</td>
</tr>
<tr>
<td></td>
<td>Multi-cultural events</td>
</tr>
<tr>
<td></td>
<td>Other #1 (specify below)</td>
</tr>
</tbody>
</table>
Section 5. INSTRUCTIONAL DESIGNS (MODELS), DELIVERY METHODS and EXTENDED PROGRAM SERVICES (Definitions of some categories are found in the PDR Navigation Guide.)

13. What types of instructional programs are offered in the district in 2016-2017 school year? Specify instructional design type along with delivery method used.

<table>
<thead>
<tr>
<th>Type of Instructional Design (model)</th>
<th>Method of Delivery</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Self-contained (one teacher)</td>
<td>Pull-out</td>
</tr>
<tr>
<td>Dual Language – Two Way (self-contained)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dual Language – One Way (self-contained)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transitional Bilingual Program (self-contained)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transitional Bilingual Program (collaboration)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transitional Program in English (self-contained)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transitional Program in English (collaboration)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other #1 (specify)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other #2 (specify)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Question 13 Part B: If you selected any of the Bilingual program models (Dual Language-Two Way, Dual Language-One Way, Transitional Bilingual Program in self-contained or collaboration) in the table above, please provide the native language(s) offered in the bilingual program(s) in the table below. For instance, if your district offered a Transitional Bilingual (self-contained) in Spanish and Arabic in school year 2016-2017, please enter Spanish in Native Language (1) and Arabic in Native Language (2).

<table>
<thead>
<tr>
<th>Bilingual Program Model(s)</th>
<th>Native Language (1)</th>
<th>Native Language (2)</th>
<th>Native Language (3)</th>
<th>Native Language (4)</th>
<th>Native Language (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dual Language – Two Way (self-contained)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dual Language – One Way (self-contained)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transitional Bilingual Program (self-contained)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transitional Bilingual Program (collaboration)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

14. Extended Program Services: Check if offered.

<table>
<thead>
<tr>
<th>Extended Program Service for EL Students</th>
<th>Check if offered</th>
<th>Was this program supplemented by Title III funds?</th>
</tr>
</thead>
<tbody>
<tr>
<td>After School Tutoring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Before School Tutoring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (specify)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>------------------</td>
<td>------------------</td>
</tr>
</tbody>
</table>

Section 6. NATIVE LANGUAGE PROFICIENCY ASSESSMENT

15. Provide the name of the native language proficiency assessment and indicate the number of ELs enrolled in your school district who were administered the native language proficiency assessment (other than English) in school year 2016-2017 (if applicable). If you select Other Test (s) and/or Other Language (s) in the upper section, provide the description about the Other Test and/or Other Language in the corresponding line in the bottom section. For instance, if you selected Other Test and Other Language in line 1 in the upper section, you need to enter the description in line 1 in the bottom section.

<table>
<thead>
<tr>
<th>Name of Locally Administered Native Language Proficiency Test</th>
<th>Native Language Assessed</th>
<th>Number EL Students Assessed</th>
<th>Number of EL Students Identified as Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Fill out textboxes below ONLY if 'other' was selected from the dropdown lists in the CORRESPONDING LINE above

1. Other Test Description: ___________________________ Other Language Description: ___________________________
2. Other Test Description: ___________________________ Other Language Description: ___________________________
3. Other Test Description: ___________________________ Other Language Description: ___________________________
4. Other Test Description: ___________________________ Other Language Description: ___________________________
5. Other Test Description: ___________________________ Other Language Description: ___________________________
6. Other Test Description: ___________________________ Other Language Description: ___________________________
7. Other Test Description: ___________________________ Other Language Description: ___________________________
8. Other Test Description: ___________________________ Other Language Description: ___________________________
9. Other Test Description: ___________________________ Other Language Description: ___________________________
10. Other Test Description: ___________________________ Other Language Description: _________________________
Please see an example for Q.15 below.

![Image of Section 6 of 6: Native Language Proficiency Assessment]

<table>
<thead>
<tr>
<th>Name of Locally Administered Native Language Proficiency Test</th>
<th>Native Language Assessed</th>
<th>Number of EL Students Assessed</th>
<th>Number of EL Students Identified as Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. IDSA Proficiency Test (IP)</td>
<td>Spanish</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>2. Other Test (specify on corresponding line in 'other' section)</td>
<td>Polish</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>3. Language Proficiency Test Series (LPST)</td>
<td>Other language (specify below)</td>
<td>40</td>
<td>0</td>
</tr>
<tr>
<td>4. Select Native Language proficiency test</td>
<td>Select Native Language</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5. Select Native Language proficiency test</td>
<td>Select Native Language</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6. Select Native Language proficiency test</td>
<td>Select Native Language</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7. Select Native Language proficiency test</td>
<td>Select Native Language</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>8. Select Native Language proficiency test</td>
<td>Select Native Language</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>9. Select Native Language proficiency test</td>
<td>Select Native Language</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>10. Select Native Language proficiency test</td>
<td>Select Native Language</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Fill out textboxes below ONLY if 'other' was selected from the dropdown lists in the CORRESPONDING LINE above.

1. Other Test Description: ____________________________ Other Language Description: ____________________________
2. Other Test Description: Language Skills Other Language Description: ____________________________
3. Other Test Description: ____________________________ Other Language Description: French
4. Other Test Description: ____________________________ Other Language Description: ____________________________
5. Other Test Description: ____________________________ Other Language Description: ____________________________
Appendix B

Below are definitions of each of the Instructional program designs (models), method of delivery, and extended program services:

### Instructional Program Designs (Models)

<table>
<thead>
<tr>
<th>SIS</th>
<th>Other Terminology Used</th>
<th>SIS Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dual Language—Two Way</strong></td>
<td>Two-way immersion</td>
<td>Dual Language—Two Way serves both English proficient students and English learners from the same language background in a self-contained classroom with the goal of bilingualism and biliteracy. Core academic subjects are taught in both English and the home language of the English learners. In a departmentalized setting, the same description applies. ESL instruction is provided.</td>
</tr>
<tr>
<td><strong>Dual Language—One Way</strong></td>
<td>Developmental Bilingual, Late-exit Bilingual, Maintenance Bilingual</td>
<td>Dual Language—One Way serves only English learners from the same language background in a self-contained classroom with the goal of bilingualism and biliteracy. Core academic subjects are taught in both English and the home language of the English learners. In a departmentalized setting, the same description applies. ESL instruction is provided.</td>
</tr>
<tr>
<td><strong>Transitional Bilingual Program: Self-Contained</strong></td>
<td>Early-exit Bilingual</td>
<td>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. Core academic subjects are initially taught in the home language of the English learners and in English with a gradual shift to instruction in English only. In a departmentalized setting, core courses are offered in English and in the home language of the English learners. ESL instruction is provided.</td>
</tr>
<tr>
<td><strong>Transitional Bilingual Program: Collaboration</strong></td>
<td>Early-exit Bilingual</td>
<td>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 pull-out model, with a gradual shift to instruction in English only. Intentional and meaningful collaboration between teachers serving the English learners is required. In a departmentalized setting, home language instruction is offered through co-teaching or during a separate instructional period. ESL instruction is provided.</td>
</tr>
<tr>
<td><strong>Transitional Program in English: Self-Contained</strong></td>
<td>Structured English Immersion</td>
<td>Transitional Program in English: Self-Contained serves English learners from the same or various language backgrounds in a self-contained classroom. Core academic subjects are taught in English, with home language instruction and/or support as determined by the needs of the English learners. In a departmentalized setting, home language instruction and/or support is offered through co-teaching or during a separate instructional period, as determined by the needs of the English learners. ESL instruction is provided.</td>
</tr>
<tr>
<td><strong>Transitional Program in English: Collaboration</strong></td>
<td>ESL</td>
<td>Transitional Program in English: Collaboration serves English learners from the same or various language backgrounds placed in mainstream classrooms. Core academic subjects are taught in English through a co-teaching or pull-out model. Intentional and meaningful collaboration between teachers serving the English learners is required. In a departmentalized setting, specific core academic courses for ELs are not offered but EL strategies are used by the classroom teacher to differentiate. Or additional services are offered through co-teaching or as a separate instructional period.</td>
</tr>
</tbody>
</table>
### SIS | Other Terminology Used | SIS Description
--- | --- | ---
 | | ESL instruction is provided.

**Methods of Delivery**

**SELF-CONTAINED**

Self-contained class grouped EL students only according to their home language and grade level or by English language proficiency level. Students in the self-contained class received:

a) instruction in core subject areas such as math, science, social studies;

b) instruction in the language arts and in English as a second language;

c) instruction in the history and culture of the country, territory, or geographic area which is the native land of the students or of their parents and in the history and culture of the United States. They may be integrated into the general education classes for art, music, and physical education.

**PULL-OUT**

The student (generally an elementary school student) is pulled out of the general education classroom for ESL or native language instruction in content areas. Pull-out may only be done by an appropriately certified teacher.

**TEAM TEACHING/CO-TEACHING**

Two appropriately certified teachers provide EL instruction together. For example, a general education or content area teacher may co-teach with a teacher who has an ESL or bilingual approval/endorsement or an educator license with stipulation (transitional bilingual educator certificate).

**DEPARTMENTALIZED**

This model is used in middle and high school. Students move from class to class for different subjects and, based upon assessed needs, may receive ESL instruction, content area ESL, native language instruction or support.

**Extended Program Services**

- **After School Tutoring** - Classroom or tutorial instruction for EL students offered by certified teachers after the regular school day ends.

- **Before School Tutoring** - Classroom or tutorial instruction for EL students offered by certified teachers before the regular school day begins.

- **Summer School** – Instructional program activities offered to EL students during the summer to improve ELs’ English proficiency, meet state academic content, and student academic achievement standards.