



## Division of English Language Learning (DELL)

### Dell e-broadcast 2015-286: DELL newsletter

June 25, 2015

Dear Program Directors:

### Comprehensive Planning

#### ***FY16 Grant Application Due June 30, 2015***

If your district has not yet submitted the FY16 ELL-TBE/TPI and Title III grant application (Part 2 of the grant application) on IWAS, please remember that the deadline for submission is June 30th, 2015. Districts that submit the application after the deadline may not be eligible for Title III LIPLEPS or Immigrant Education Program funding.

The application has to be submitted to ISBE, and not just "Submitted for Review" to your district superintendent, so please check the status of your application on IWAS to ensure the submission has been completed.

#### ***Program Delivery Report (PDR) Due June 30, 2015***

2015 Bilingual Education Program Delivery Report (PDR) is available on IWAS. All districts that received state TBE/TPI funding in the 2014-15 school year must complete and submit this report. For technical assistance on how to use IWAS, please contact the Help Desk at (217) 558-3600. For assistance in responding to the questions in the PDR, please contact Dr. Seon Eun at the Division of English Language Learning at (312) 814-3850.

### Professional Development

#### ***OELA Presents! PowerPoint Now Available from March 2015 Panel Discussions on English Learners (ELs) with Disabilities***

The U.S. Department of Education's Office of English Language Acquisition (OELA) and Office of Special Education Programs (OSEP) sponsored a one-day program on ELs with disabilities, on March 16, 2015, with the assistance of the American Institutes for Research (AIR) and AIR managing researcher Diane August. A [downloadable version of the combined PowerPoint presentations](#) from that day is now available. Also available are a [recently released report](#) on the program and the [archived livestream \(video and PowerPoint\) of the presentation online](#).

***From WIDA: Focus on students with limited or interrupted formal education (SLIFE).*** Many schools across the nation are working to support SLIFE. This WIDA Focus [bulletin](#) focuses on the unique strengths and needs of SLIFE; explores academic and socio-emotional factors that may affect this group of ELs; examines the benefits of building community partnerships in support of

SLIFE; and provides a checklist of considerations for planning and delivering instruction to these students.

***From National Education Association: All in! How educators can advocate for English language learners.*** This [guide](#) offers strategies, resources, and step-by-step instructions for navigating the real-life issues EL educators encounter every day.

## **In the News**

[\*In Strategy to Help English-Learners, New York Expands Dual-Language Programs\*](#) (Ed Weekly, June 9, 2015)

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