

Compliance Monitoring for EL Programming

New Director Training

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Agenda

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Monitoring Resources for Districts

How to Self-Monitor

Final Thoughts

Meet the Monitoring Team

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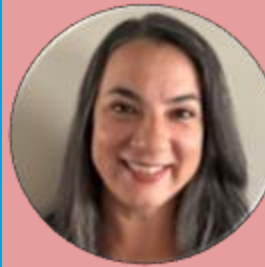


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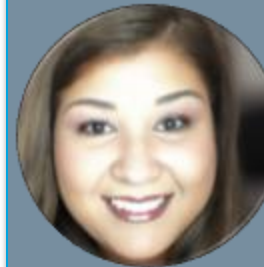


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Introduction

- ISBE is charged with the responsibility of ensuring that Illinois Code requirements are being fulfilled by Local Education Agencies (LEAs).
 - Illinois School Code ILSC 14C 1-13
 - 23 Illinois Administrative Code Part 228 Transitional Bilingual Education
- Monitoring of program requirements at the local level ensures compliance with regulations and assures the quality of the program and instructional delivery for English learners (ELs).
- Monitoring helps to protect the civil rights of ELs.

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

- The first Federal Legislation to recognize the unique needs of English language learners and the need for specialized instruction. It established federal funding for the training of bilingual teachers and bilingual programs.

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.

Introduction: Federal Cases

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

- Requires that LEAs take steps to help ELs overcome language barriers and participate meaningfully in educational programs.

Castañeda v. Pickard, (648 F.2d 989, U.S. Court of Appeals, 5th Circuit, 1981)

Mandates that programs for ELs be:

1. Based on sound educational theory.
2. Implemented effectively with sufficient resources and personnel.
3. Evaluated to determine whether they are effective.

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

- Holds that states and/or LEAs cannot constitutionally deny students a free public education on account of immigration status.

Compliance Monitoring Framework

- ISBE monitors EL programs via a structured system involving 12 key components to ensure LEAs are compliant with federal and state rules.

Component 1:
Identification of Eligible
Students and Equal
Opportunities for All
Students

Component 2:
Student Assessment

Component 3:
Providing Services to All
Eligible/Placement

Component 4:
Program
Components/Curriculum
and Instruction

Component 5:
General Program

Component 6:
Staff Certification

Component 7:
Professional
Development

Component 8:
Parent and Community
Participation

Compliance Monitoring Framework

- ISBE monitors EL programs via a structured system involving 12 key components to ensure LEAs are compliant with federal and state rules.

Component 9:
Communication with
Parents/Parents' Rights

Component 10:
Student Records, Report
Cards, and Data
Management

Component 11:
Dually Identified Students
(Special Education and
English Learners)

Component 12:
Title III (For Districts with
Title III Language Instruction
Educational Programs and/or
Immigrant Student Education
Programs)

Point of Emphasis/Common Findings

- Bilingual Parent Advisory Committees – Component 8
 - Running autonomously, receiving training from LEA.
- Translating documents for communication with parents - Components 1, 9, 10 and 11
 - Report cards, notices of enrollment, procedural safeguards, Home Language Survey.
- Recordkeeping for students' cumulative folders - Component 10
 - Screener results, annual testing results, part-time placement rationale.

Monitoring Resources for Districts

Resources for Monitoring



COMPLIANCE
MONITORING MANUAL
FOR DISTRICTS



ISBE MONITORING EXCEL
TEMPLATE



INITIAL MEETING TO WALK
THROUGH ALL THE STEPS
AND ANSWER QUESTIONS



DESKTOP/ONSITE LEA
SELF-ASSESSMENT
REPORT

Monitoring Manual



English Learner Program Onsite Monitoring Manual

- Explains the selection criteria.
- Defines the roles and responsibilities of a district's monitoring coordinator.
- Provides a timeline.
- Explains what to expect at each step of the monitoring process.

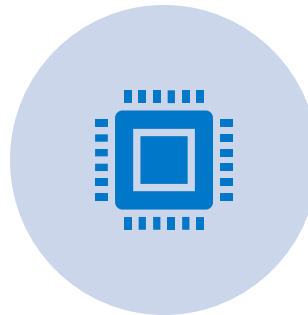
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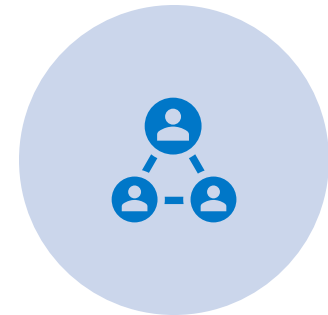
LEA Self-Assessment Report



TOOL FOR MONITORING COMPLIANCE
AND SELF-REFLECTION REGARDING EL
PROGRAMMING WITHIN THE DISTRICT



CONSISTS OF 12 COMPONENTS
RELATED TO EL PROGRAMMING AND
RULES/CODE FOR ELS IN ILLINOIS



COMPLY WITH CASTAÑEDA V. PICKARD
THROUGH SELF-MONITORING FOR EL
PROGRAM EFFECTIVENESS

SCAN ME



LEA Self-Assessment Tool

LEA Self-Assessment Report

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Serving English Learners- LEA Self-Assessment Monitoring Report

Local Education Agency (LEA) Full Name:

Notes to assist with the following self-assessment report:

¹ *Unit School Districts* (LEAs): Include samples of evidence from different grade levels -- primary, middle, and high school.

² *K-5 and K-8 LEAs*: Include samples of evidence from different grade levels - K, primary, intermediate, and/or middle school.

³ *High School Districts* (LEAs): Include samples of evidence from different grade levels -- sophomore, junior, senior.

Ⓟ: Items marked with this are only required for attendance centers that have pre-K students.

**Core academic content areas refer to math, English language arts (ELA)/high school English, science, and social studies.*

Key for Rating: F = Fully Implemented, N = Not Fully Implemented, N/A = Not Applicable

1. Identification of Eligible Students and Equal Opportunities for All Students

Item	Rating	Evidence Required
<p>1.1 The LEA administers a Home Language Survey (HLS) for all students new to the LEA for identifying students of non-English background.</p> <p>Ill. Admin. Code title 23, 228.15(a); Title VI of the Civil Rights Act of 1964 Guidelines and Equal Educational Opportunities Act of 1974 (EEOA) Section 1703(f)</p>		<input type="checkbox"/> One blank copy of the LEA's Registration Packet that includes the Home Language Survey.
<p>1.2 A. The HLS asks the following:</p> <ul style="list-style-type: none"> - Is a language other than English spoken in the home, and if so, what language? - Does the student speak a language other than English, and if so, what language? <p>B. Parents/legal guardians' signature</p> <ul style="list-style-type: none"> - The HLS (hard copy) provides a space for parents/legal guardians to sign and date. - If the HLS is electronic, there is space on the same webpage as the HLS for parents to sign and date. <p>Ill. Admin. Code title 23, 228.15(a); Ill. Admin. Code title 23, 228.15(c) Title VI of the Civil Rights Act of 1964 Guidelines and Equal Educational Opportunities Act of 1974 (EEOA) Section 1703(f)</p>		<input type="checkbox"/> See 1.1 evidence.

LEA Self-Assessment Report

Component 3: Providing Services to All Eligible/Placement		
Item	Rating	Evidence Required
3.1 Students who did not meet English language proficiency on the screener or EL assessment are placed into a Transitional Bilingual Education (TBE) program (full time or part time) or Transitional Program of Instruction (TPI) to receive language support services.		<input type="checkbox"/> N/A - This information will be verified by ISBE in the Student Information System (SIS).

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105 ILCS 5/14C-3 ; Ill. Admin. Code title 23, 228.25 (a) ;		
3.2 Students that exited from the TBE program/TPI have achieved at least the proficiency level set by the state on ACCESS for ELLs. Ill. Admin. Code title 23, 228.40 (b) ; Title VI of the Civil Rights Act of 1964 Guidelines and Equal Educational Opportunities Act of 1974 (EEOA) Section 1703(f)		<input type="checkbox"/> N/A - This information will be verified by ISBE in SIS.
3.3 The LEA monitors the progress made by children in meeting challenging state academic content and student academic achievement standards for each of the two years after such children are reclassified and no longer receiving services under this part. ESSA § 3121(a)(4) ; Title VI of the Civil Rights Act of 1964 Guidelines and Equal Educational Opportunities Act of 1974 (EEOA) Section 1703(f)		<input type="checkbox"/> A copy of the tool or document that is used to monitor students who no longer receive EL services: <ul style="list-style-type: none"> One completed document for a student within one year after receiving services. One completed document for a student within two years after receiving services.

- Some components require an LEA to submit evidence.
- Some components are verified by ISBE compliance monitors and do not require LEA evidence.

LEA Self-Assessment Report

- Some components will reference the ISBE Excel Monitoring Template.

Component 6: Staff Certification		
Item	Rating	Evidence Required
<p>6.1 All teachers assigned to provide instruction in a student's home language shall meet the requirements for bilingual education teachers in accordance with state certification.</p> <p>Ill. Admin. Code title 23, 228.35 (a); <i>Castañeda v. Pickard</i>, 648 F.2d 989, 1001 (5th Cir.1981)</p>		<input type="checkbox"/> See tab 6.1 on the ISBE Excel Monitoring Template for data that is required.
<p>6.2 All teachers assigned to provide instruction in ESL meet the requirements for ESL or English as a New Language teachers in accordance with state certification.</p> <p>Ill. Admin. Code title 23, 228.35 (b); <i>Castañeda v. Pickard</i>, 648 F.2d 989, 1001 (5th Cir.1981)</p>		<input type="checkbox"/> See tab 6.2 on the ISBE Excel Monitoring Template for data that is required.
<p>6.3 The screener is administered only by teachers and other certified LEA staff who have been trained and certified to administer the assessment. The ACCESS for ELLs® is administered only by teachers and other certified LEA staff who have been trained and certified to administer ACCESS for ELLs®.</p> <p>Ill. Admin. Code title 23, 228.35 (e)(4); <i>Castañeda v. Pickard</i>, 648 F.2d 989, 1001 (5th Cir.1981)</p>		<input type="checkbox"/> See tab 6.3 on the ISBE Excel Monitoring Template for data that is required.
<p>6.4 Paraprofessionals who support ELs in the program meet requirements for state approval. Paraprofessionals and/or other non-certificated staff provide instruction to EL students under the immediate supervision of a certified teacher who is directly engaged in teaching subject matter.</p> <p>105 ILCS 5/10-22.34; ESSA § 3201(11); Ill. Admin. Code title 23, 25.510 (b); <i>Castañeda v. Pickard</i>, 648 F.2d 989, 1001 (5th Cir.1981)</p>		<input type="checkbox"/> See tab 6.4 on the ISBE Excel Monitoring Template for data that is required, if applicable.

LEA Self-Assessment Report

4.2 An LEA has a TBE program for each attendance center that has an enrollment of 20 or more English learners of the same language classification (**Grades K-12**).

Full-time TBE programs incorporate the required program components:

- Instruction is provided in ESL, **and**
- Subjects required by law **or** by the LEA in the students' home language **and** in English, **and**
- Instruction is provided in the history and culture of the country, territory, or geographic area that is the native land of the students or the parents of English learners **and** the history and culture of the United States.

If applicable:

- LEAs offering a Spanish TBE program must implement the Spanish Language Arts Standards.

[105 ILCS 5/14C-3](#); [Ill. Admin. Code title 23, 228.10](#); [Ill. Admin. Code title 23, 228.25 \(a\)\(1\)](#); [Ill. Admin. Code title 23, 228.30 \(b\)\(4\)](#); [Ill. Admin. Code title 23, 228.30 \(c\)](#);

Suggested LEA evidence includes:

☐ **Four** different unit plan selections with **each plan from a different grade level** providing evidence of:

A - Illinois Learning Standards **and** English Language Development Standards.

B - Instruction is provided in the history and culture of the country, territory, or geographic area that is the native land of the students or the parents of English learners **and** the history and culture of the United States.

C - Instruction in the four content subject areas of:

- ☐ English Language Arts
- ☐ Math
- ☐ Science
- ☐ Social Studies

in the TBE program language.

☐ Key home language instructional classroom materials used in each TBE program language.

☐ A list of core courses offered in each TBE program language.

☐ **For TBE-Spanish:**

Two different unit plan selections that provide evidence of:

- ☐ Instruction in Spanish Language Arts.

☐ Alignment with the Illinois Spanish Language Arts Standards.

Unit plan examples shall include, but are not limited to, textbooks, trade books, websites, software, applications, teacher-created materials, etc.

☐ ISBE will review data in SIS.

LEA Self-Assessment Report: Waivers

<p>10.3 Student Records contain the following information:</p> <p>a) A completed HLS.</p> <p>Ill. Admin. Code title 23, 228.15(d); Ill. Admin. Code title 23, 228.40 (c)(3)</p>		<p>Three preselected EL cumulative folders per attendance center in the LEA:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pre-selected students by ISBE. <input type="checkbox"/> EL section only of cumulative folder. <input type="checkbox"/> All documents shall be in English and the students home language unless parent waivers are submitted in cumulative folder. [See 10.3g and 10.3h.] <p>*Submit evidence for components 10.3a-10.3h for each selected student.</p> <ul style="list-style-type: none"> • See tab 10.3 on the ISBE Excel Monitoring Template for which students were pre-selected by ISBE.
<p>g) Parents' report card waiver.</p>		<p>If applicable:</p>

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<p>If applicable: Parent-initiated written request to waive their right to receive report card in their home language.</p> <p>Ill. Admin. Code title 23, 228.40 (c)(3)</p>		<ul style="list-style-type: none"> <input type="checkbox"/> <u>Parent-initiated</u> letter, email, note, text message, etc. requesting English-only report cards. <input type="checkbox"/> Dated and signed by parents.
<p>h) Home Language Communication Waiver.</p> <p>If applicable: Parent-initiated written request to waive their right to receive communication from LEA in their home language.</p> <p>Ill. Admin. Code title 23, 228.16 (c)(3)</p>		<p>If applicable:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <u>Parent-initiated</u> letter, email, note, text message, etc. requesting English-only communication. <input type="checkbox"/> Dated and signed by parents.

ISBE Excel Monitoring Template

Guidance: Completing the ISBE Monitoring Excel Template

These numbers refer to components on the LEA Self-Assessment.

Attendance Centers Selected Tab	<i>ISBE Monitoring Team has populated the fields in this tab using data available in SIS from the previous school year. Please review and inform the monitoring team if any of the information is erroneous and requires revisions.</i>
5.1 Tab	LEA shall list all its attendance centers (AC), grade levels in each AC, total number of students in each general education classroom at each grade level, and total number of students in each self-contained EL classroom at each grade level.
6.1 Tab	LEA shall list names of all certified teachers with a bilingual endorsement that are serving TBE Students. LEA shall also provide IEIN, grade levels taught, the language(s) spoken, TBE courses taught in native language, and attendance center each teacher is assigned to provide services.
6.2 Tab	LEA shall list names of all certified teachers with an ESL endorsement that are serving EL Students. LEA shall also provide the IEIN, grade levels taught, and attendance center where each teacher is assigned to provide services.
6.3 Tab	LEA may separately submit a list to OneDrive folder of certified WIDA Staff Members> OR List in the spreadsheet all certified WIDA staff members and the attendance centers they are assigned to administer WIDA Screener/Access
6.4 Tab	LEA shall list names of all the paraprofessional staff that currently work with EL Students. LEA shall also provide the IEIN, language(s) spoken, and attendance center each paraprofessional is assigned to provide services.
10.3 Tab (EL Students Selected)	This is a list of the LEA's EL/TBE/TPI students preselected by ISBE. Please scan the Cumulative Record Folder for each student listed and upload the files to the 10.3 OneDrive Folder share by ISBE.

Final Thoughts

Final Thoughts

Acceptance of Title III funds is not part of monitoring selection criteria.

Compliance monitoring reports and findings are matters of public record.

Special ed services do not take priority over EL services; if a student qualifies for both, they must receive both. A dually identified student must receive dual services.

Final Thoughts — Benefits of Monitoring



Identifies areas where districts are doing well.



Identifies areas of growth.



Added strength for your advocacy efforts.



Monitoring tools can be used by districts for their own self-monitoring efforts.



Questions?



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Thank you