Multilingual/Language Development Department Updates

Joanne Clyde, Director

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5 years …
60 months …
260 weeks …
1,825 days …
However you count it, it doesn't feel like that long!

Agenda

- Multilingual Department Overview

- State EL Data

- Title III/Grants/Other Funding Information

- Compliance Monitoring Common Findings

- EL Data Correction Process

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Multilingual/Language Development Department

English Learner/Bilingual Education

World Language

Seal of Biliteracy

Visiting International Teachers

Migrant Education

Grants/ Technical Assistance

Compliance Monitoring

Complaint Investigations

Ethnic Language Schools

Identification and Recruitment

MEP Services

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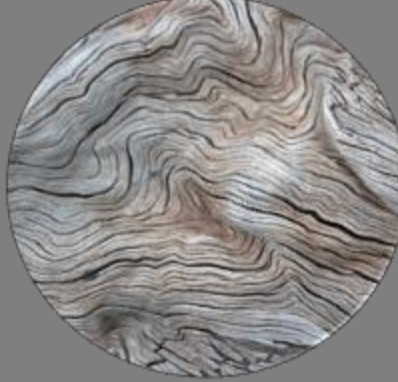📞 312-814-5583

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English Learners/Bilingual Education

684 • Districts with EL programs

168 • Districts with no EL programs
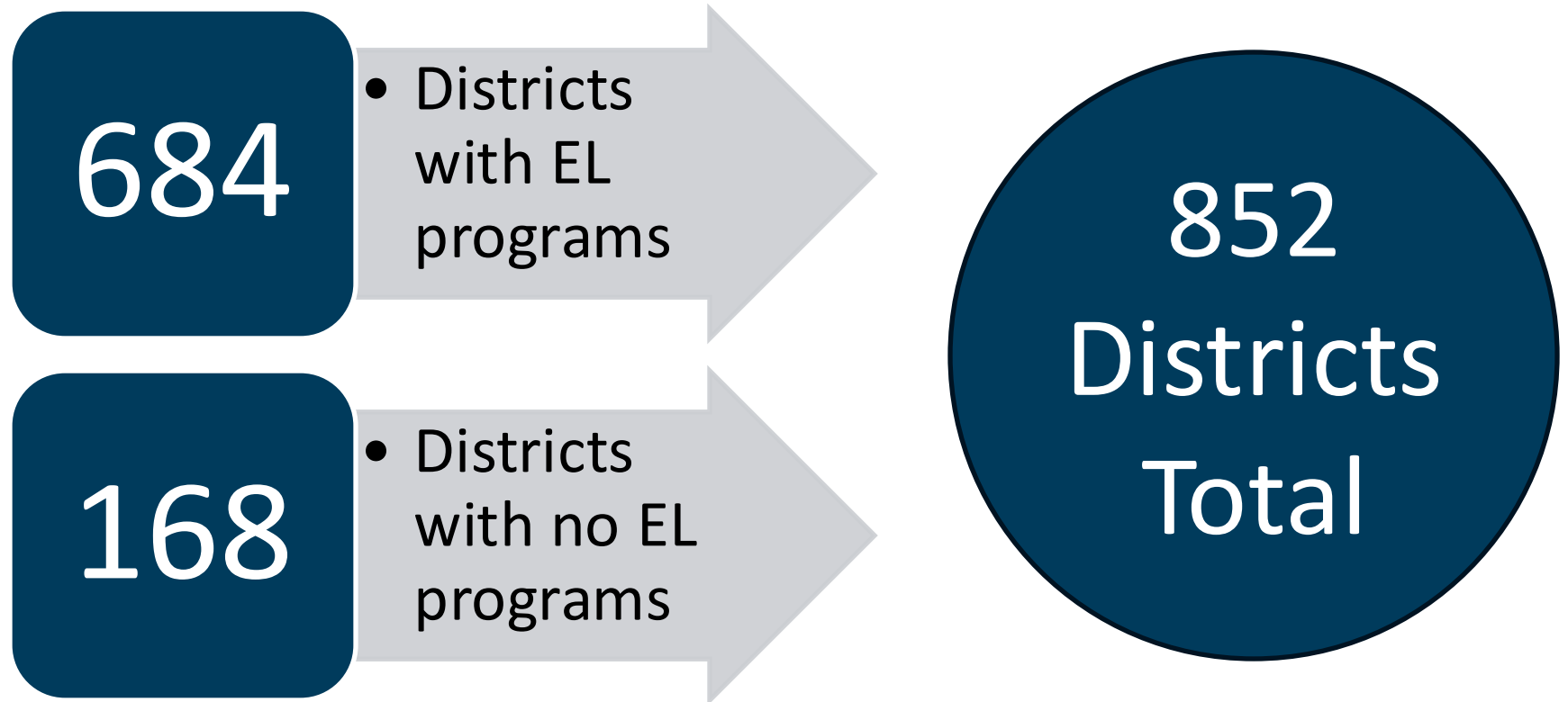
852 Districts Total

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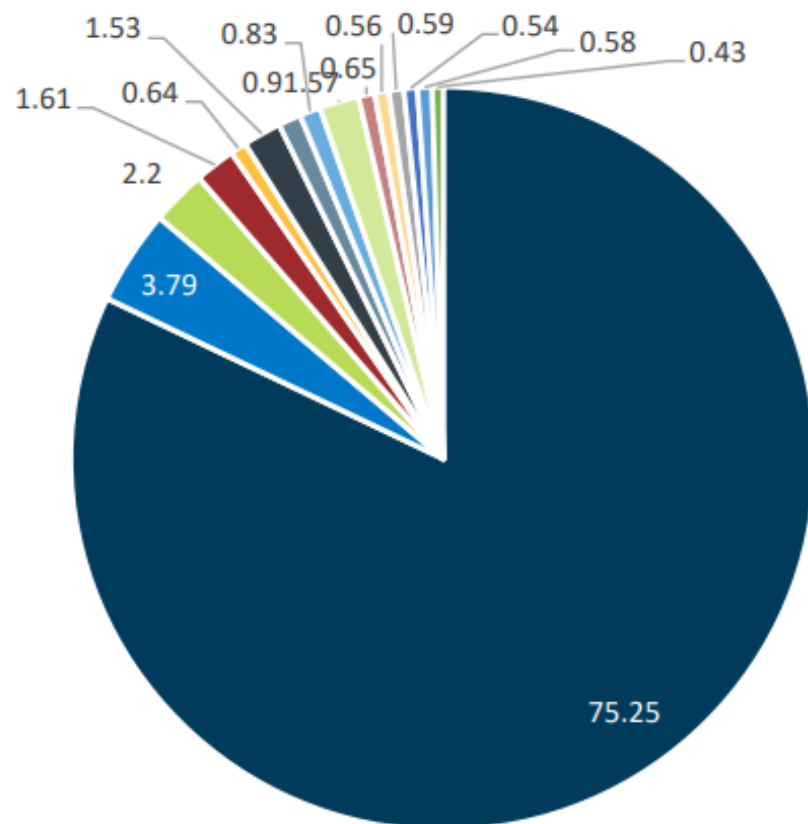Figure 3-1: EL Distribution Across Illinois: Cook County & Collar Counties Withheld
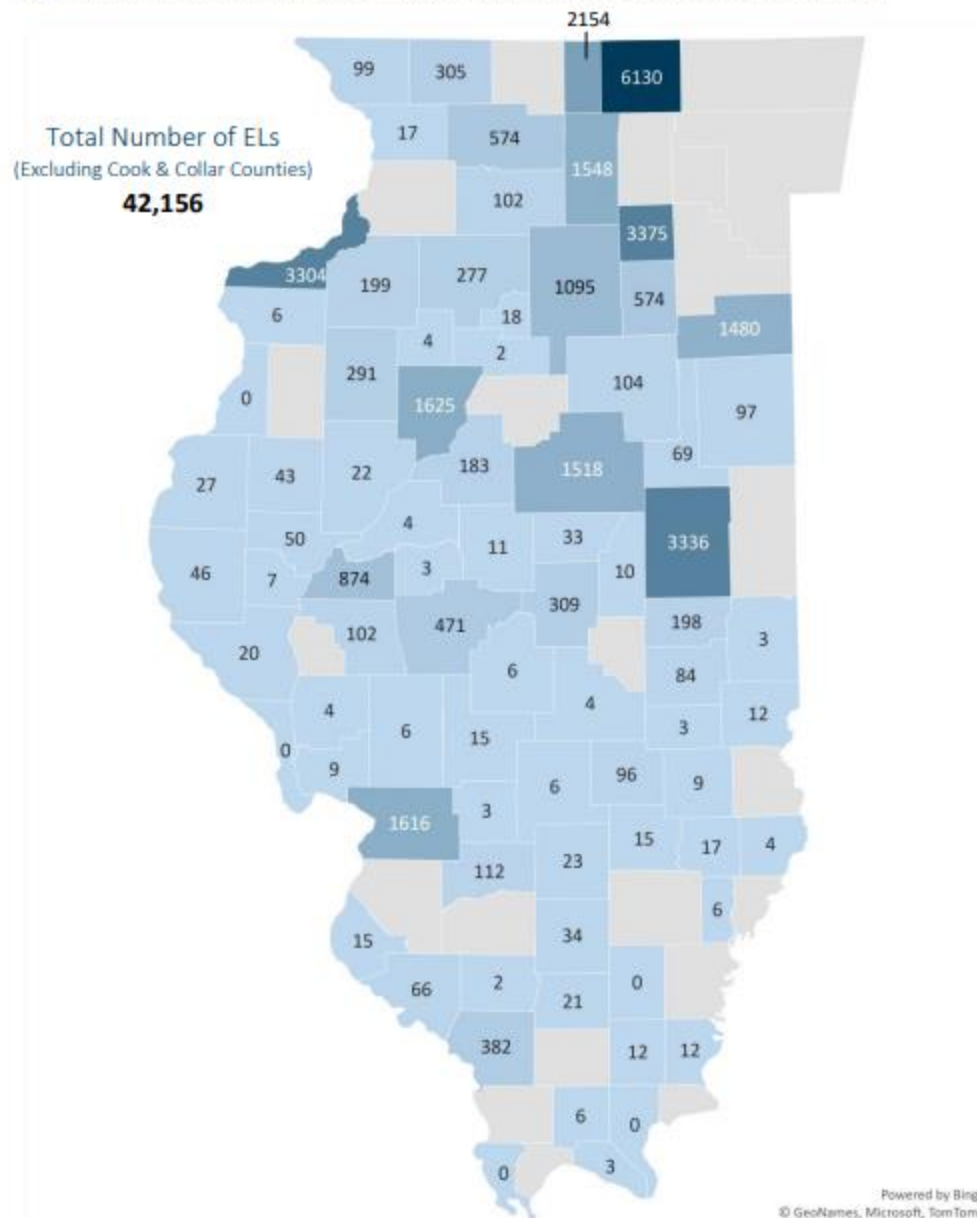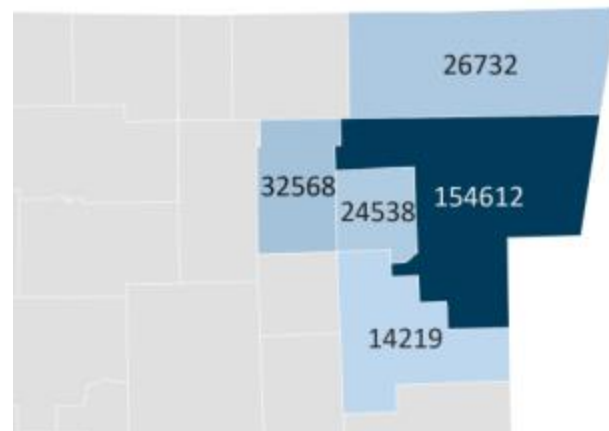
Figure 4-1: Top 15 Languages by Percent of ELs

Color	Language	Color	Language	Color	Language	Color	Language
■	Spanish	■	Arabic	■	Polish	■	Urdu
■	Language not specified	■	Russian	■	Gujarati	■	Pilipino (Tagalog)
■	Ukrainian	■	French	■	Vietnamese	■	Mandarin (Chinese)
■	Telugu (Telegu)	■	Hindi	■	Cantonese (Chinese)		

Values shown: 1.53, 0.83, 0.56, 0.59, 0.54, 0.58, 0.43, 0.91, 0.57, 0.65, 1.61, 0.64, 2.2, 3.79, 75.25

Figure 4-2: Change in Number of Spanish-Speaking ELs from SY 2021-22 to SY 2022-23
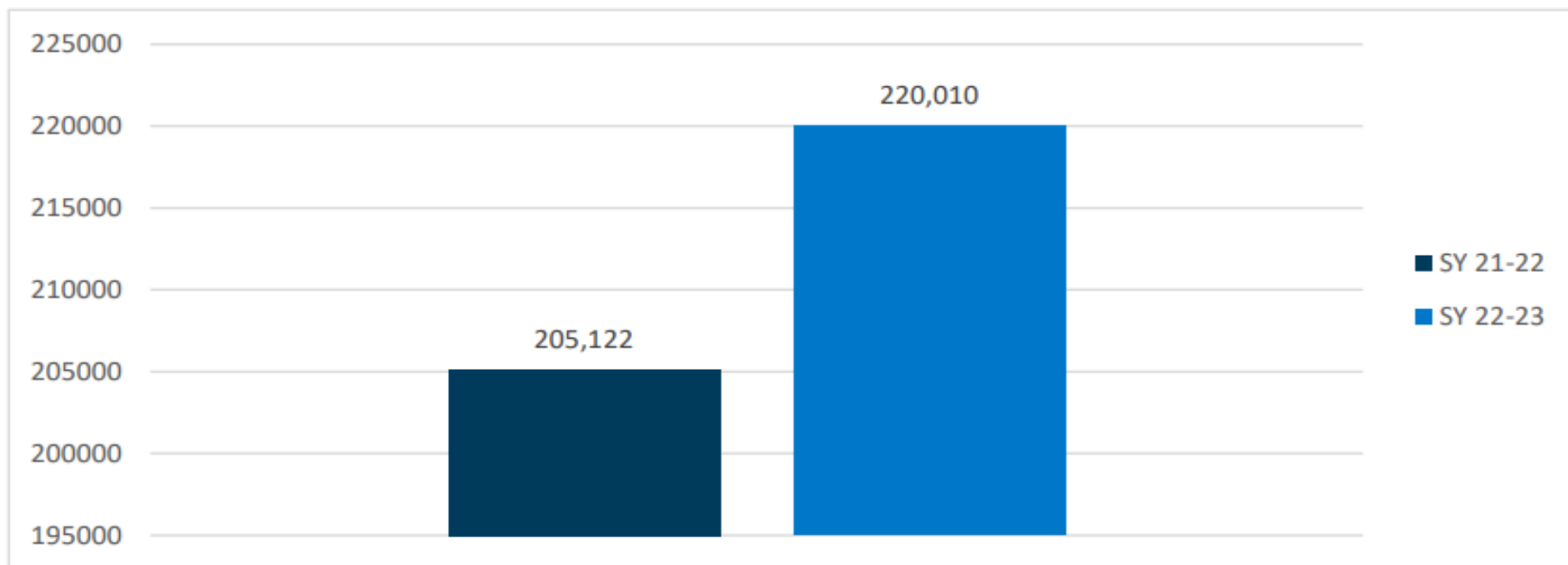
Figure 4-3: Top 15 Languages with Greatest Increase in ELs from SY 2020-21 to SY 2021-22 (Spanish Excluded)
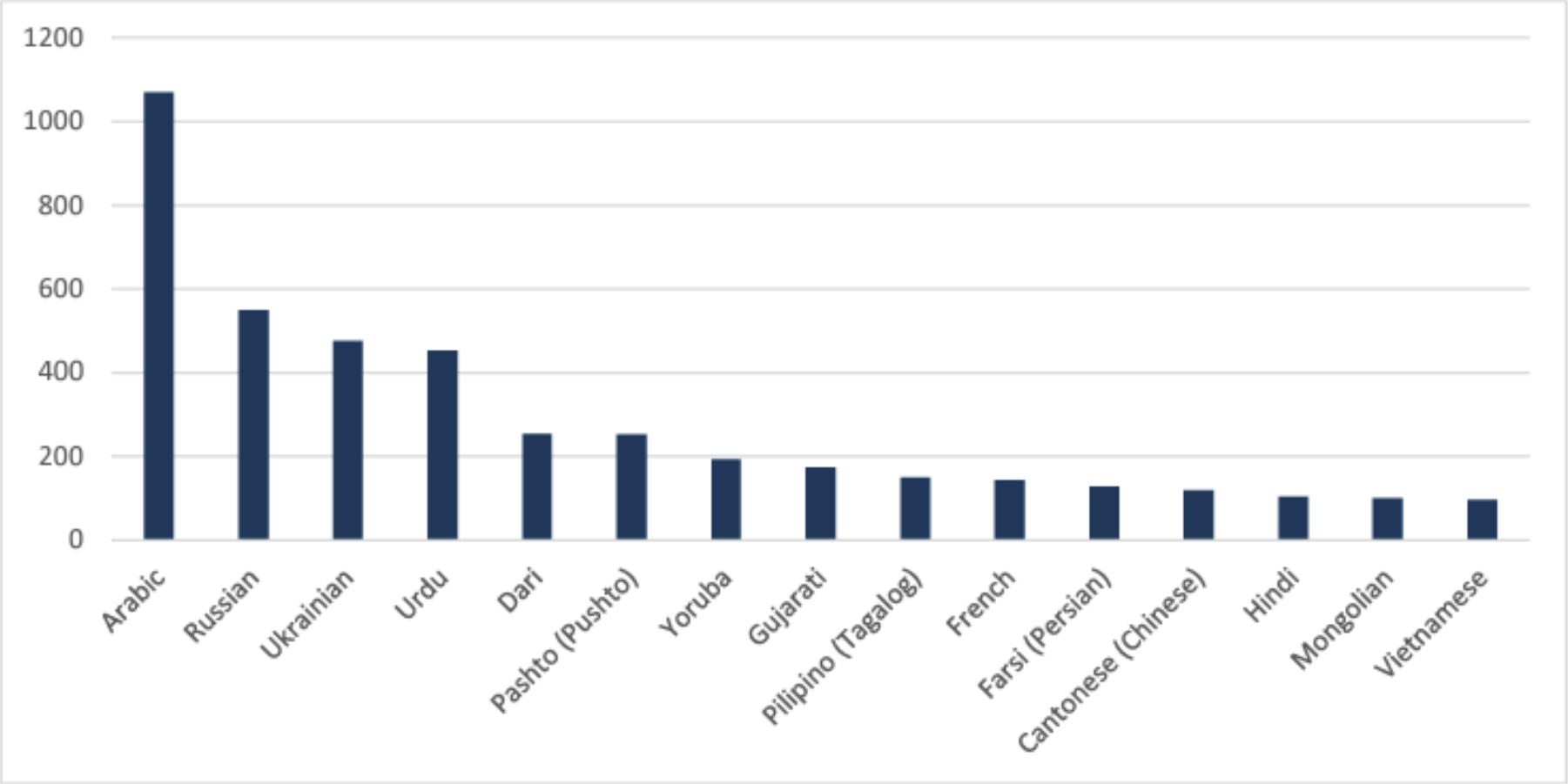
Figure 4-3: Top 15 Languages with Greatest Increase in ELs from SY 2021-22 to SY 2022-23 (Spanish Excluded)
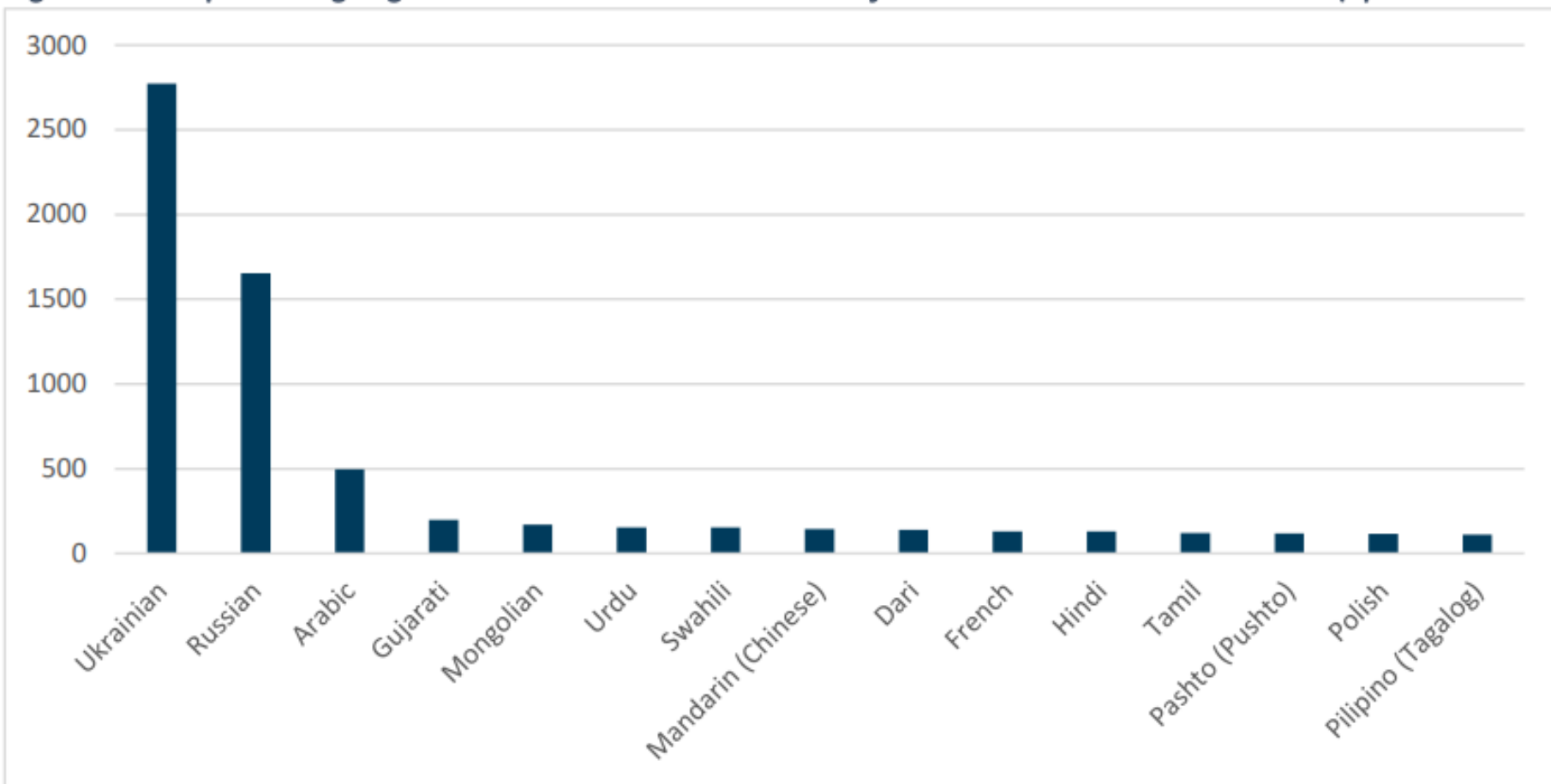
Figure 6-1: IEP Status of Current ELs by Grade Band
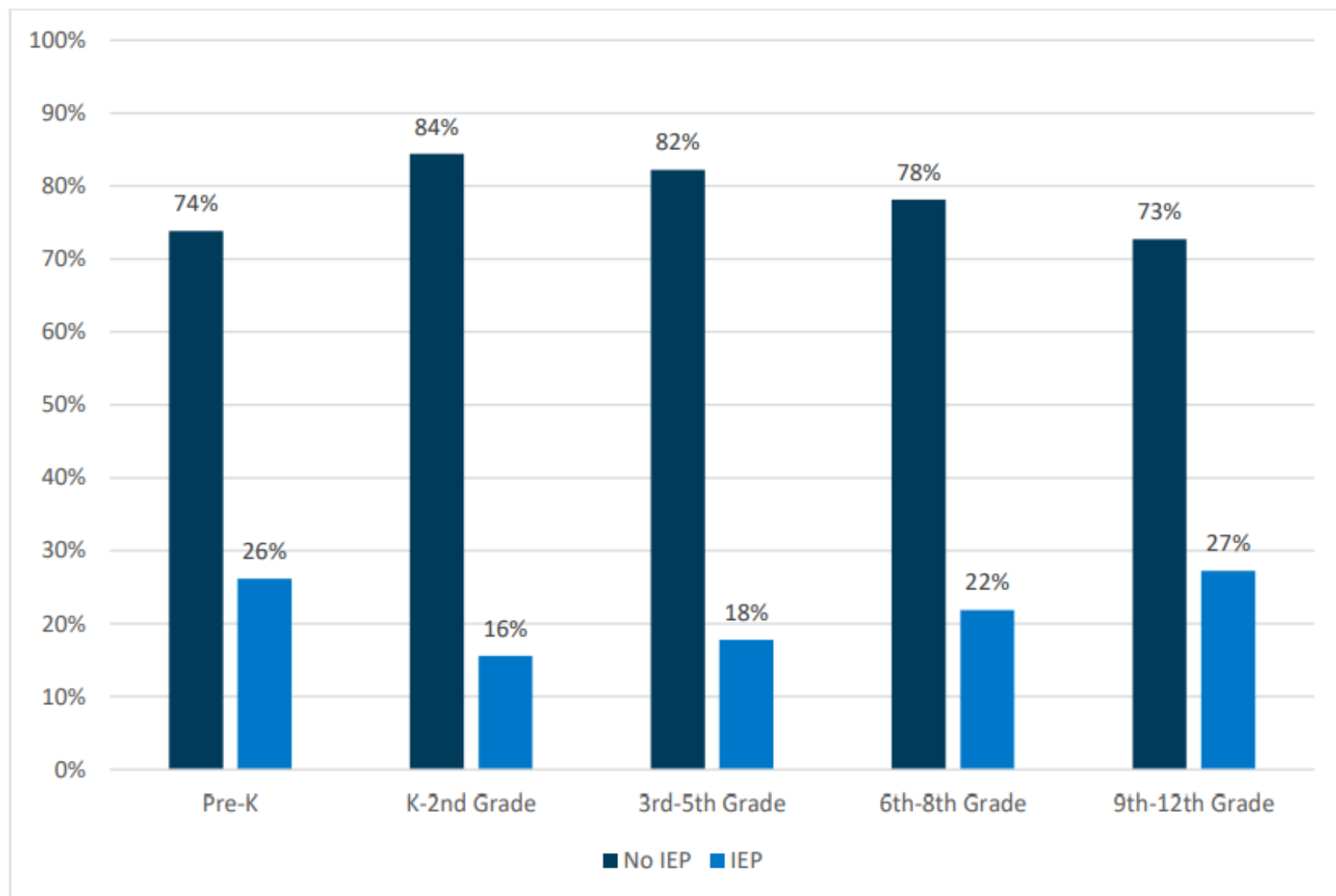
Figure 9-1: Percent of Students Meeting or Exceeding ELA Standards
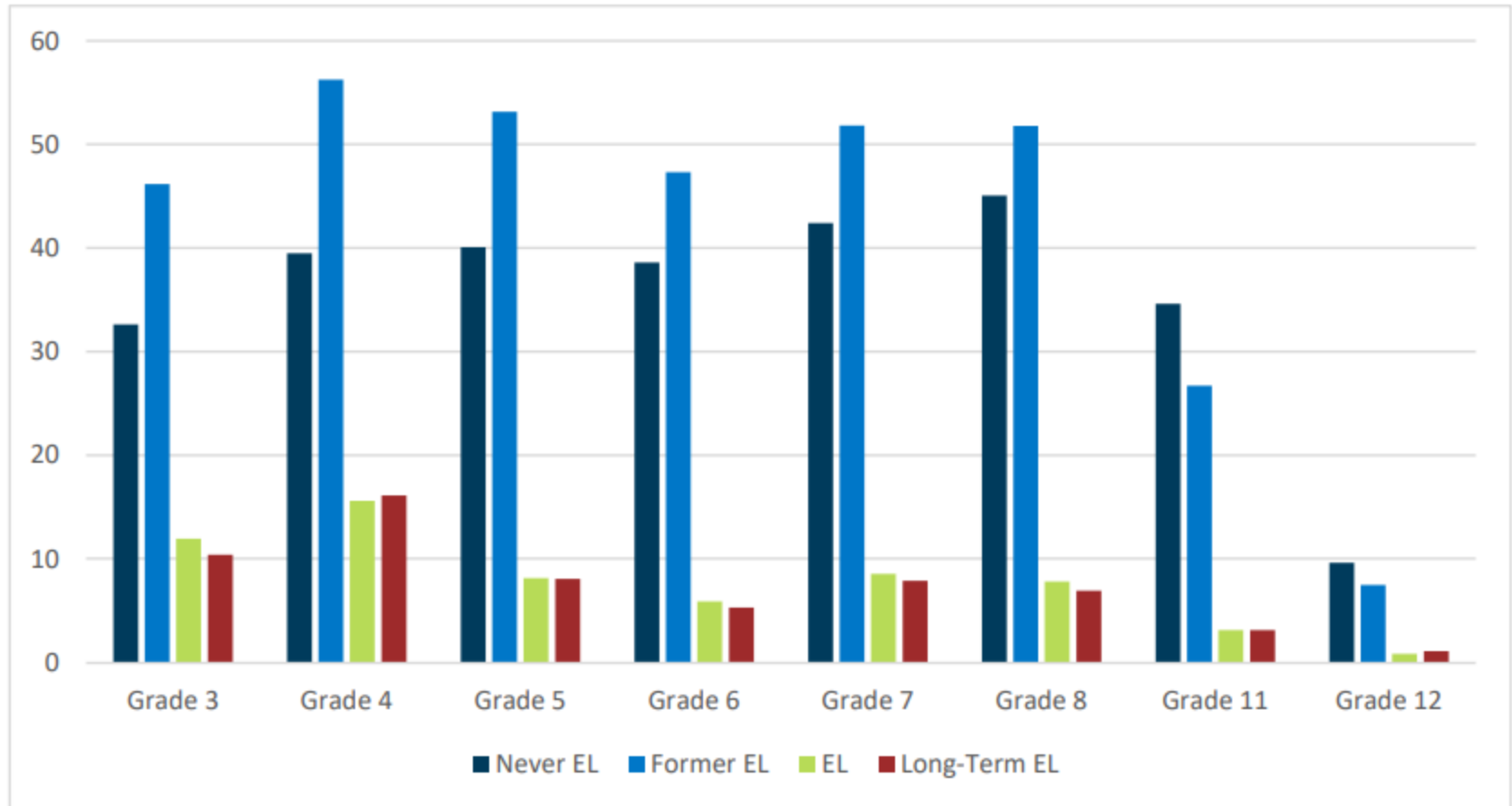
Figure 9-2: Percent of Students Meeting or Exceeding Math Standards
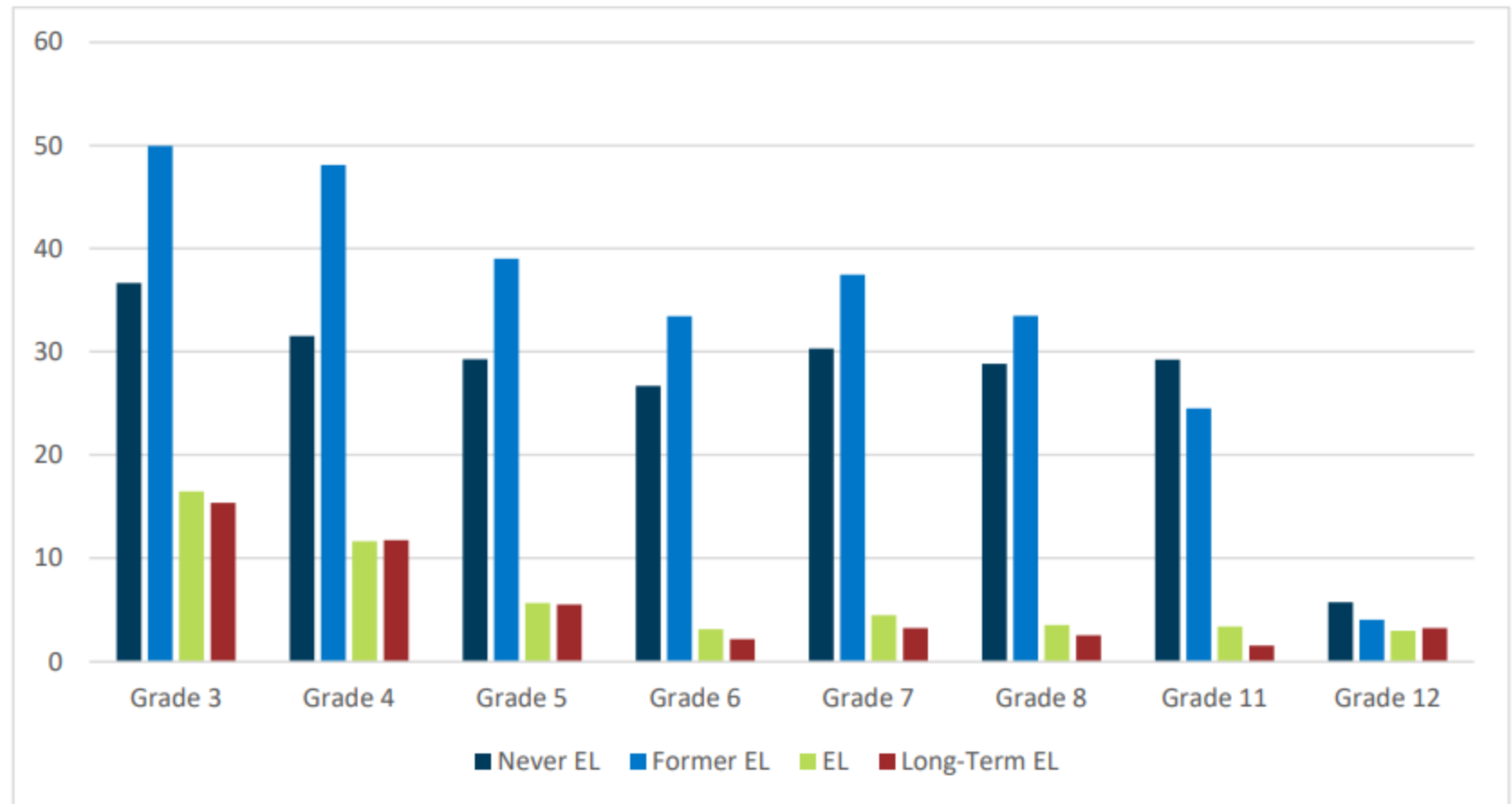
So what does this mean for my district?

- The data that you submit is important.

- ISBE staff reference district data constantly when reviewing grant applications, Consolidated District Plans, Bilingual Service Plans, and other reports.

- The language spoken by a child should not be entered into the Student Information System (SIS) as "other." Email multilingual@isbe.net to have a language added.

FY 2025 Title III Grant

Full Title III Allocation ($30,379,681)

95% LEA Grants ($28,860,697)

5% SEA Activities ($1,518,984)

LIEP Subgrant ($27,770,631)

ISEP Subgrant ($1,090,066)

SEA Activities ($759,492)

Grant Admin ($759,492)
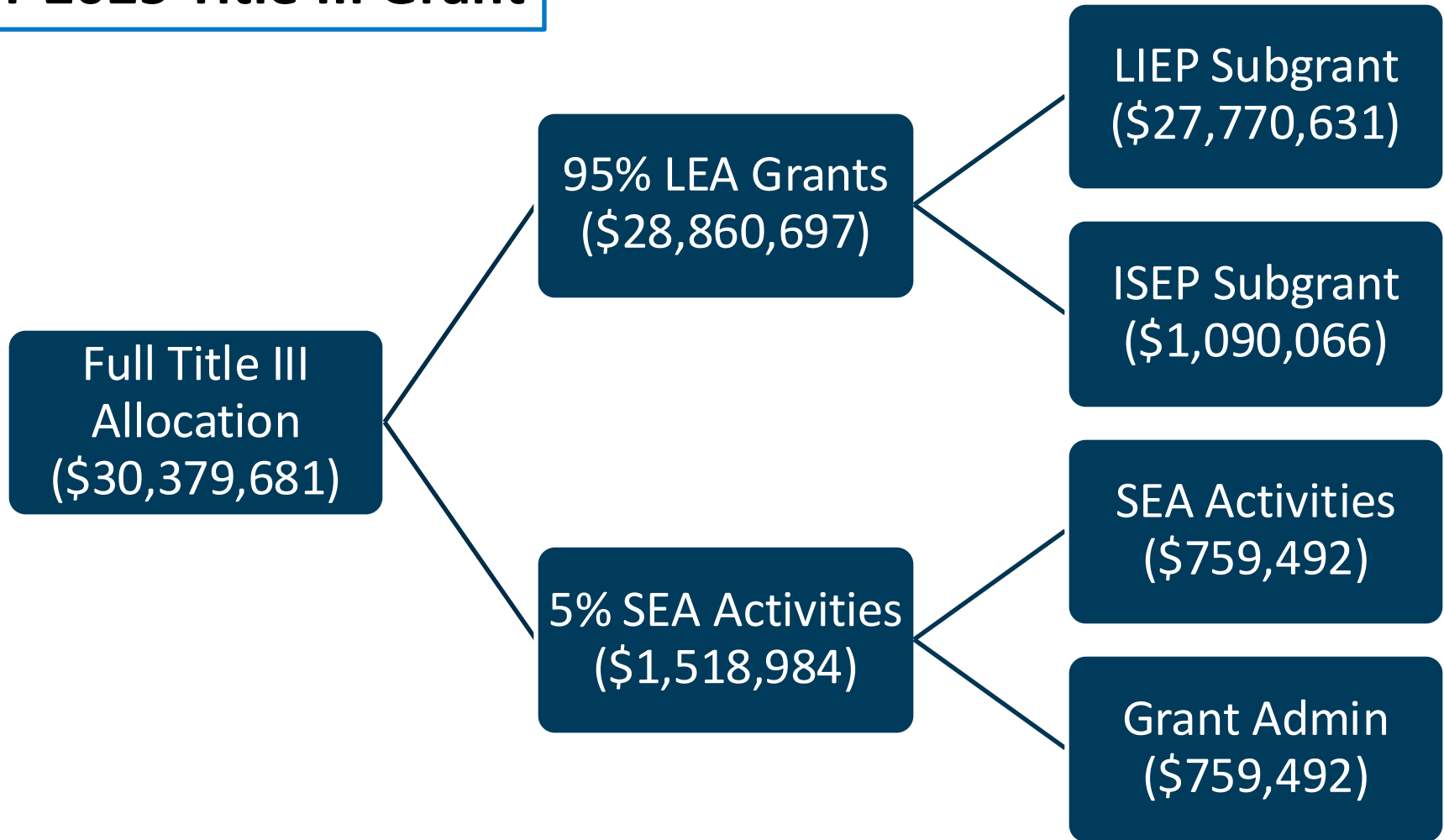
FY 2025 Title III SEA Activities

```
5% SEA Activities
($1,518,984)
```
├── SEA Activities ($759,492)
│   ├── Literacy Squared
│   ├── Spanish Language Arts PD
│   ├── Regional Trainings
│   ├── PD / Inter-Agency Coordination Travel
│   ├── Compliance Monitoring Travel
│   └── BEA Grant
└── Grant Admin ($759,492)

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FY 2025 Title III Grant

LIEP Applications

Data from PREVIOUS year

BEA Applications

Funding dependent on SEA Activities spending

November - January

June - September

April - May

ISEP Applications

Data from CURRENT year

Other Funding

- Evidence-Based Funding (EBF) that each district receives has a portion of funds set aside for English learners (EL-EBF).

- EBF allocations continue to go up each year for almost every district.

- Consider how your district can better use the EL portion of EBF dollars.

- Title I, Part A; Title II; and Title IV funds also can be used to support EL programming.

Compliance Monitoring

- Risk Factors:
  - EL Progress to Proficiency:
    - Not enough ELs making sufficient progress to English proficiency.
  - "Disproportional" number of ELs with Individualized Education Programs (IEPs):
    - Overidentification
    - Underidentification
  - Related to Paperwork:
    - Errors or red flags in submitted reports, applications, forms
    - High number of parent refusals
    - Formal complaints lodged against the district

Compliance Monitoring:

- [Multilingual/Language Development Department 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**
1.1 The LEA administers a Home Language Survey (HLS) for all students new to the LEA for identifying students of non-English background. *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)*		☐ One blank copy of the LEA's Registration Packet that includes the Home Language Survey.

1.2 A. The HLS asks the following:
    - 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?
  B. Parents/legal guardians' signature
    - 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.
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)
		☐ See 1.1 evidence.

1.3 The HLS is administered in English and in the student's home language, if feasible. *Ill. Admin. Code title 23, 228.15(b)*		☐ One **completed** Home Language Survey in *each* of the home languages used in the LEA, if feasible.
1.4 The LEA's enrollment forms do not inquire about the immigration status of the student or their parents/guardians. *Title VI of the Civil Rights Act of 1964 Guidelines and Equal Educational Opportunities Act of 1974 (EEOA) Section 1703(f); Castañeda v. Pickard, 648 F.2d 989, 1001 (5th Cir.1981); Plyler v. Doe, 457 U.S. 202, 102 S. Ct. 2382, 72 L. Ed. 2d 786 (1982)*		☐ See 1.1 evidence.
2. Student Assessment		
Item	**Rating**	**Evidence Required**

Compliance Monitoring:
Top 5 Common Findings

- 1.3: The HLS is administered in English and in the student's home language, if feasible.

Compliance Monitoring:
Top 5 Common Findings

- 4.2: For each attendance center that has an enrollment of 20 or more English learners of the same language classification, the LEA has a Transitional Bilingual Education (TBE) program …

Compliance Monitoring:
Top 5 Common Findings

- 8.1. Bilingual Parent Advisory Committee
  - e) Autonomously carry out its affairs, including the election of officers and the establishment of internal rules, guidelines, and procedures.
  - g) The LEA implements an effective means of outreach to parents of EL students to inform parents how they can be involved in the education of their children, be active participants in assisting their children to learn English, achieve high levels in core academic subjects, and meet the same high state academic standards as all children are expected to achieve.

Compliance Monitoring:
Top 5 Common Findings

- 9.1: Notice of program enrollment -- All parents or legal guardians are notified in writing of their child's placement in a TBE program/Transitional Program of Instruction (TPI) no later than 30 days after the beginning of the school year or 14 days after the enrollment of any child in a program during the school year. The parent notice of enrollment is in English and in the student's home language, to the extent possible.

Compliance Monitoring:
Top 5 Common Findings

- 11.3. Procedural Safeguards and IEP conference notices must be provided in parents' home language (unless parents clearly indicated that English should be the language to be used with them in school correspondence).

EL Records Investigation

- Two new processes were developed to review entries in SIS for students who were potentially incorrectly identified as English learners.

- Corrections/changes to EL designations are supposed to be **RARE.**

- A high number of correction requests from a district will increase chance of compliance monitoring.

- Districts may email multilingual@isbe.net or their principal consultant for more information.

Alternate ACCESS

- Alternate ACCESS **must** be identified and documented in a student's IEP.

- If the student is eligible to take the Dynamic Learning Maps Alternate Assessment (DLM-AA), then they are eligible to take the Alternate ACCESS assessment.

- IEP teams can use the DLM-AA participation guidelines to help determine if a student would be eligible in early grades (K-2).

- Use the Alternate ACCESS Participation Guidance and documentation form to document that the Alternate ACCESS is the appropriate assessment.

"Even though the future seems far away, it is actually beginning right now."
-- Mattie Stepanek

thank you

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