# English Learner Identification & Enrollment

ISBE Guidance for English Learner Students – District Identification, Screening, and Data Submission

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# Agenda

- General English Learner (EL) Federal and State Requirements
- Federal and State Requirements Pertaining to the HLS
- Programmatic Definitions
- Specifics of the HLS
  - How to implement and Interpret the HLS
  - Changes to the HLS or Suspected Errors
  - Evaluating the HLS to Determine a Student's EL Screening Needs
- Screening Rules
- Grade-Specific Screening Information
- Timeline for screening
- Assessment Administration
- How to Obtain the Screener
- Exemptions to Screening for English Language Proficiency
- Parent Notification and Timeline
- Resources

# Federal and State Requirements



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# 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
- **Equal Educational Opportunities 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
- **Title III of the ESEA of 1968 as amended by ESSA**
  - Establishes federal funding for supplemental services and programming to serve English learners
  - English learners (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, 5th 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
    - 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.

# Illinois Codes

- Illinois School Code
  - Article 14C, Transitional Bilingual Education
  - Article 14D, Dual Language Education
  - 105 ILCS 5/22-105, Safe Schools for All Act (Guidance on the Safe Schools for All Act)
- Illinois Administrative Code (Title 23)
  - Part 228, Transitional Bilingual Education
  - Part 680, State Seal of Biliteracy

# Federal and State Requirements Pertaining to the HLS



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# Identification Federal Requirements

**Federal Requirements:**

English learners are to be identified within 30 days of school enrollment, and the EL entrance procedures are to be standardized at the state level (Every Student Succeeds Act, 20 U.S.C. § 6311(b)(2)(G); 20 U.S.C. § 6312(e)(3)(A)).

# Identification State Requirements

**23 Ill. Adm. Code 228Requirements:**

- In general, for an **initial enrollment** to an Illinois district, if the answer is “yes” to either question, the student must then be screened for English language proficiency (ELP).
- Screening must take place **after enrollment** in the district.

**Timeline:**

- HLS administered at time of registration.
- HLS reviewed after registration is complete.
- Parent contact regarding HLS (as applicable)
- Student records reviewed (as applicable)
- Screening (as applicable) after enrollment in the district.

Enrollment is defined as a student's first day of attendance in a district.

Illinois code is stricter than federal requirements and must be followed.

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# Illinois Definition of English Learners (105 ILCS 5/14C-2)

English learners are: (1) children in grades preK-12 who were not born in the United States, whose native tongue is a language other than English, and who are incapable of performing ordinary classwork in English; and (2) all children in grades preK-12 who were born in the United States of parents possessing no or limited English-speaking ability and who are incapable of performing ordinary classwork in English.

# 23 Ill. Adm. Code 228 Requirements of the HLS

- To determine whether a student meets these criteria and needs additional screening, Illinois rules currently require the following to questions to be asked:

  **1. Is a language other than English spoken in the student's home and if so, which language?**

  **2. Does the student speak a language other than English and if so, which language?**

- There **must** be space for a **parent signature** and **date** immediately following these two questions and before any other questions that a district chooses to add to the HLS form.



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# 23 Ill. Adm. Code 228 Requirements of the HLS Continued

- In general, for an **initial enrollment** to an Illinois district, if the answer is “yes” to either question, the student must then be screened for English language proficiency (ELP). It is only after the ELP screening that a determination of English learner status can be made.
- The HLS must be maintained as part of the student’s temporary record and, if applicable, the student’s EL temporary record.
- Exception to screening can be found under 23 Ill. Adm. Code 228.15, Identification of Eligible Students

# Programmatic Definitions

These definitions may vary from SIS definitions. The agency refers districts to the **Data Elements and Validations webpage** for SIS-specific definitions.



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# Definitions

- **Enrollment** – The first day of attendance for a student in a district
- **English Language Proficiency Assessment** – ACCESS® (WIDA Consortium, Wisconsin Center for Education Research [WCER], University of Wisconsin-Madison, 1025 W. Johnson St., Suite 785, Madison, WI 53706)
- **Home Language** – The language normally used in the home by the student and/or by the student's parents or legal guardians
- **Reclassification** – When a student meets the exit criteria of 4.8 Overall Composite (or above) on the WIDA ACCESS test and exits from English learner programming
- **Bilingual Education Services** – In Illinois, the term bilingual education covers both transitional bilingual education (TBE) programs and transitional programs of instruction (TPI). Districts with 20+ students in the same language class are required to have TBE programming in that language. Districts with 1-19 students in a language class typically have TPI programming. TBE programming is TPI services with regular native language support.

# Definitions Continued

- **Language Background Other Than English** – The home language of a student in preschool, kindergarten, or any of Grades 1-12, whether born in the United States or elsewhere, is other than English, or the student comes from a home where a language other than English is spoken by the student, the student's parents or legal guardians, or anyone who resides in the student's household.

# Final Definitions

- **Prescribed Screening Instrument –**
  - WIDA Screener (2016) for students in the second semester of Grade 1 or in Grades 2-12; **or**
  - WIDA Screener for Kindergarten (2020) for students in kindergarten or the first semester of Grade 1…
    - For the full definition, please refer to the "Definitions" section of the ISBE Guidance for English Learner Students - District Identification, Screening, and Data Submission.



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# Specifics of the Home Language Survey (HLS)

# How to Implement and Interpret the HLS



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# Implementation and Interpretation of the HLS

- All students newly enrolled in a district are required to complete a Home Language Survey. It is the first step in identifying potential ELs and determining who is eligible for legally required bilingual education services.
- Districts must have **standardized procedures** in place to ensure that **families understand the HLS**; this includes providing it in the **home language of the family**.
- Districts also need to have procedures in place to review and determine ELP screening eligibility for bilingual services.

# Key Points in Creating a Standardized HLS Process

- Districts must administer the HLS to the parents/guardians of all newly enrolling preK-12 students in the district.
- The HLS must be available and provided in the home language of the parents/guardians and in English. The district must maintain both versions of the HLS in the student's temporary file.
- The district must have procedures to ensure that parents/guardians understand the HLS.
- For online and paper registration, parent signature and date must immediately follow the required questions.
- Online registrations must also be available in languages other than English and must be retained by the district.

# Understanding the HLS Questions

Is a language other than English spoken in your home?

- This question seeks to understand the languages that a student may be exposed to in the home. It is for identifying languages that are regularly used in the home as this can impact a student's language development.
- **It is not used to identify occasional language use in the home, such as when someone visits or on a phone call.**

Does your child speak a language other than English?

- This question seeks to understand the language use of a student. **This question is not looking for languages that a student learned through a school or community program** but rather through exposure in the home or similar environments. **It is not looking to identify students who only know/understand a few words or phrases of a language.**

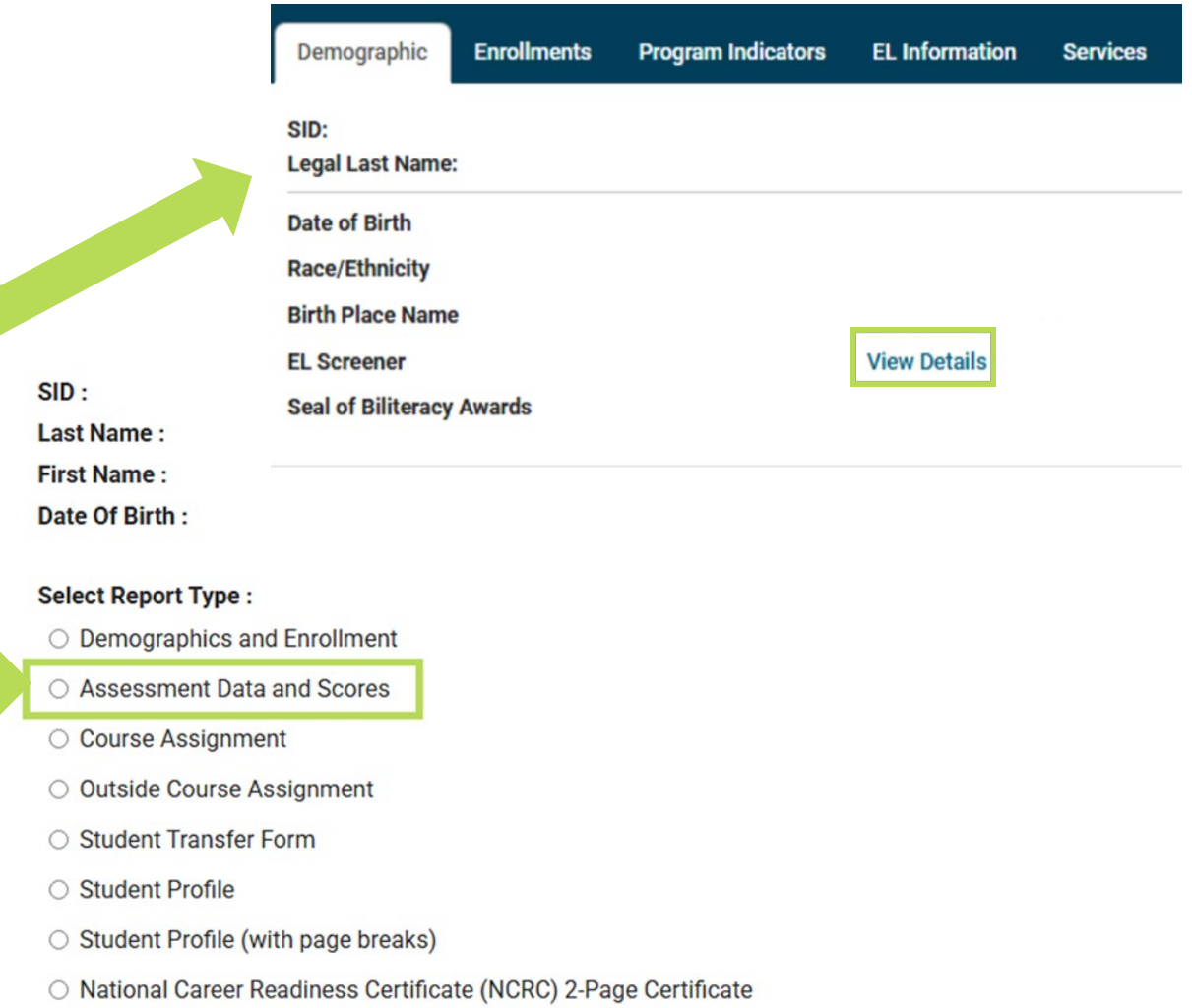
**Note:** Answering either question as "yes" **does not** mean that a student is an English learner but rather that a student is **potentially** an English learner. To determine English learner status a student must be or have been screened for English language proficiency.

# Review HLS Prior to Screening

- Prior to screening a student for English language proficiency, the Home Language Survey and previous student record need to be reviewed.
- Once a student is identified as an English learner in Illinois, the student retains that EL status until the student reclassifies.
- For a student who has previously enrolled in an Illinois public school, their EL status needs to be checked in the state Student Information System (SIS) prior to updating the home/native language fields and screening.
- Once the student is enrolled, the district may use the Calculated EL Status Report (Details) in SIS to see the student's current EL status.

# Assessment and Screening Record

- Students with a status of “Current EL” need to have their **assessment** and **screening** record checked.
- The EL screener history is in SIS on the Demographic tab.
- The student’s ACCESS history can be viewed in the Individual Student Reports under the Assessment Data and Scores selection.




Checking these SIS components ensures that Current EL students are placed appropriately and have accurate records.



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# Assessment Screening Record and Next Steps

- If the student has taken ACCESS or been screened in the previous year and did not meet reclassification criteria, the student can be placed into EL programming and marked “EL-Yes” in SIS.
- Students who reclassified on a previous year’s ACCESS assessment will be marked “EL-No” in SIS and are not placed into programing.
- If the student has not reclassified, taken ACCESS or been screened in the previous 12 months, they need to be rescreened and identified as “EL-Yes” or “EL-No” based on the screener results.
  - If the student qualifies for EL services, the student needs to be placed into programming.

# Changes to HLS or Suspected Errors

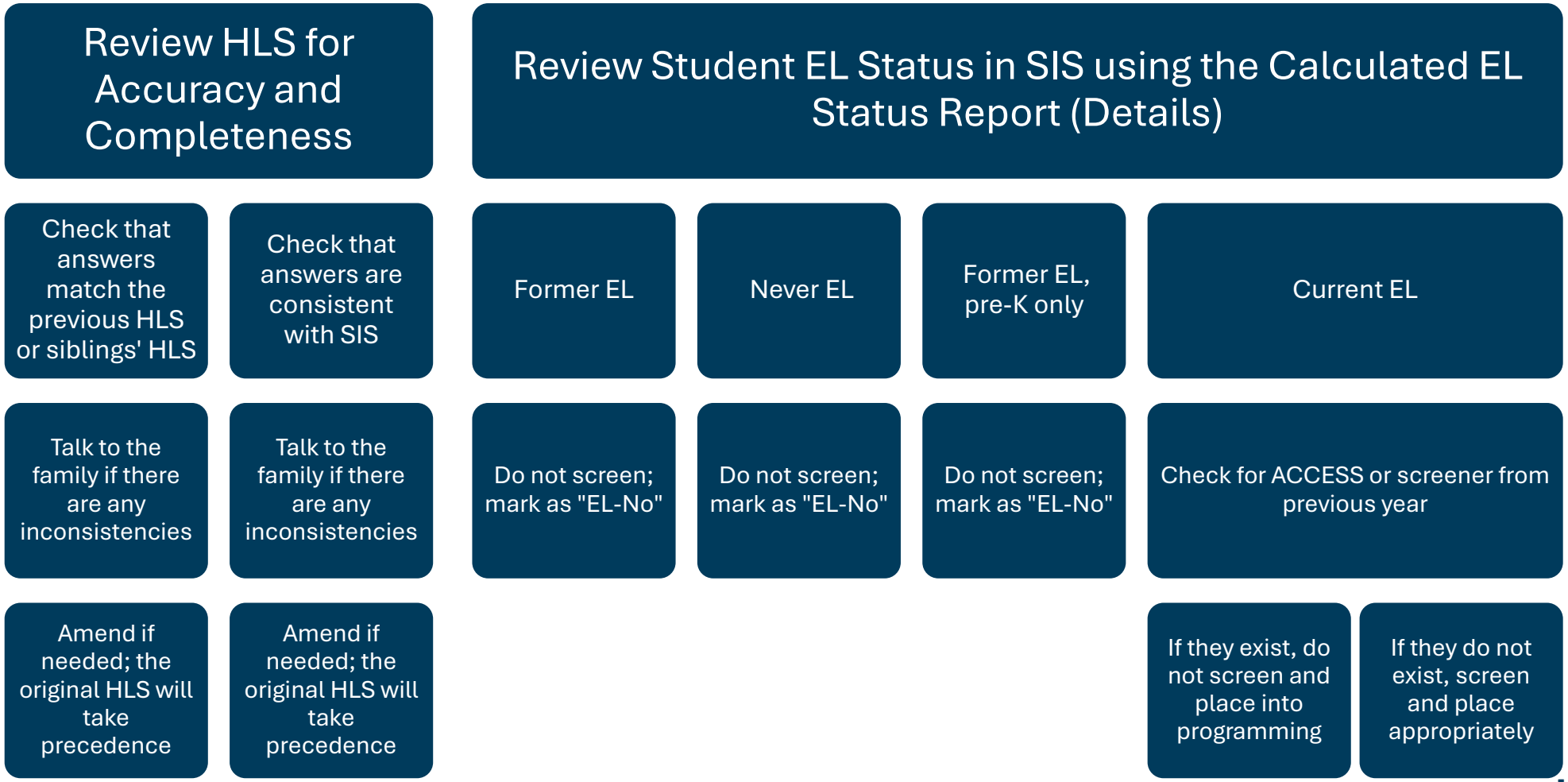


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# Different HLS Responses From Previous District

- If the HLS responses from a previous district are different from the responses in the current district, or if it seems that the HLS has been completed incorrectly, the district should contact the family for clarification and possible amendment.
  - Amendments to an HLS should be noted and kept together in the student's temporary folder.

# Prior to Screening Flow Chart






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# Prior to Screening Information

- Review the HLS for accuracy and completeness
  - Check that answers match the previous HLS or siblings' HLS
    - Talk to the family if there are any inconsistencies
    - Amend if needed; the original HLS will take precedence
  - Check that answers are consistent with SIS
    - Talk to the family if there are any inconsistencies
    - Amend if needed; the original HLS will take precedence

- Review the Calculated EL Status Report (Details)
  - Former EL
    - Do not screen; mark as "EL-No"
  - Never EL
    - Do not screen; mark as "EL-No"
  - Former EL, pre-K only
    - Do not screen; mark as "EL-No"
  - Current EL
    - Check for ACCESS or screener from previous year
      - If they exist, do not screen and place into programming
      - If they do not exist, screen and place appropriately
  - Current EL – Transition Incomplete
    - Case-by-case basis
    - Email multilingual@isbe.net for support



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# What is Current EL – Transition Incomplete?

- Student's enrollment included previous identification as an English learner
- Student is currently identified as EL-No
- Students were exited from EL programming without meeting exit criteria

# SIS Status "Current EL – Transition Incomplete"

**How many student SIS entries are impacted?**

- 8,692 students were entered as “Current EL – Transition Incomplete” in FY 2025
- 11,070 students in FY 2026 have "Current EL – Transition Incomplete" status
- This increase reflects improved clarity in business rules and identification processes developed in collaboration with SIS and Data Warehouse over the past year — not just population growth, but greater visibility into existing data entry issues.

## Why do students have this status?

- The status was changed when the student transfers districts and SIS enrollment was not verified
- Student misses the ACCESS testing window for one or more years, and the EL designation is changed
- Parent waives EL services, and the EL indicator is changed to "no"
- A student reclassifies due to ACCESS performance, but enrollment is not updated to reflect English learner the following school year

**Why does the increase matter?**

- As definitions and rules have been clarified behind the scenes, inconsistencies in district data entry practices have become more apparent.
- Corrections are intentionally being implemented carefully and in phases to avoid disrupting publicly reported data prior to FY 2027.
- The current increase highlights where districts need clearer guidance and support, providing a more accurate picture of the work required to ensure data integrity.

# Note:

- For more information about students with an EL Status of “Current EL – Transition Incomplete,” please refer to Page 24 of the ISBE Guidance for English Learner Students – District Identification, Screening and Data Submission.

# Evaluating the HLS to Determine a Student's EL Screening Needs

# HLS Determination Table

If either of the two required questions on the HLS is “yes,” then the student must be screened for eligibility for EL services. The following rubric can help districts determine whether screening is appropriate.

| Scenario | Question 1: Is a language other than English spoken in your home? | Question 2: Does your child speak a language other than English? | Administer Screener (Y/N) | Reason for Determination |
|---|---|---|---|---|
| 1 | English or American Sign Language (ASL) | English or ASL | N | Responses are all English or ASL |
| 2 | English or ASL | Language other than English or ASL | Y | Potential impact of a language other than English (Q2) |
| 3 | Language other than English or ASL | English or ASL | Y | Potential impact of a language other than English (Q1) |
| 4 | Language other than English or ASL | Language other than English or ASL | Y | Potential impact of a language other than English (Q1 & Q2) |

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# Screening Rules



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# Screening Rules – 23 Ill. Adm. Code 228.15

- Under 23 Ill. Adm. Code 228.15, districts shall administer an individual language proficiency assessment to each student identified via the Home Language Survey. This assessment shall take place within 30 days **after a student's enrollment** in a district to determine the student's eligibility for bilingual education services.



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# Screener by Grade Level Information

| Grade | Screener | Cut Score |
|---|---|---|
| **Prekindergarten/ages 3-5** | Multiple vendors and procedures (23 Ill. Adm. Code 228.10) | Fluent English speaker as determined by the specific instrument's scoring criteria/rubric |
| **First semester of kindergarten** | WIDA Screener for Kindergarten (listening and speaking domains) | 5.0 oral language proficiency |
| **Second semester of kindergarten through first semester of first grade** | WIDA Screener for Kindergarten (all domains) | 5.0 overall composite |
| **Second semester of first grade through 12th grade** | WIDA Screener (required screener — online or paper) | 5.0 overall composite |

# Determining the Appropriate Grade-Level Cluster for Screening Potential English Learners

- The appropriate grade-level cluster form is determined by the student's current grade level and the time of year the screener is administered.
- Illinois guidance is based on WIDA's recommendation and on the knowledge that students entering a new grade-level cluster have not yet been exposed to the language proficiency standards and subject matter content at the beginning of the school year.
- Students **must not be administered** a grade cluster test that is above the student's current grade level.

# Grade-Specific Screening Information



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# Preschool-Age Screening Procedures

These procedures may include established screening instruments or other research-based procedures. Screening procedures shall at minimum:

- Be developmentally age-appropriate
- Be culturally and linguistically appropriate for the children being screened
- Include one or more observations using culturally and linguistically appropriate tools
- Use multiple measures and methods (e.g., home language assessments; verbal and nonverbal procedures; various activities, settings, and personal interactions)
- Involve family by seeking information and insight to help guide the screening process without involving them in the formal assessment or interpretation of results
- Involve staff who are knowledgeable about preschool education, child development, and first and second language acquisition

# Preschool-Age Screening Additional Information

### Using Scores to Determine Placement

- Districts should use the vendor-provided guidance for prescribed screening instruments to determine the English language proficiency of the students. Students who score below the level of a score equivalent to a fluent English speaker are eligible for EL services.

### Training to Administer a Vendor's Screening Instrument

- Staff must be qualified to administer the preschool screening and follow guidance from the vendor on recommended training. Training for administering a specific vendor's screening instrument can be found on their respective websites or in literature found in the instrument's packaging.

### Ordering a Vendor's Screening Instrument

- Consult a vendor's website for information about ordering a commercial screening instrument. Some vendors that offer normed English language screeners for preschool-aged children are listed below:
  - Ballard and Tighe Pre-Individual Proficiency Test
  - LAS Links/Data Recognition Corporation preLAS (preschool language assessment scale)
  - Woodcock-Munoz Language Survey – English

# Kindergarten Through 1st Grade (1st Semester) Screening Procedure

- As of June 30, 2023, the WIDA Screener for Kindergarten must be used as a screener for students entering kindergarten and the first semester of first grade to determine their English language proficiency and to identify students eligible to receive EL services.
- All potential ELs identified with the Home Language Survey, regardless of the results of the prescribed screening procedures in preschool, need to be rescreened with the WIDA Screener for Kindergarten upon enrollment in kindergarten.

# Kindergarten Through 1st Grade (1st Semester) Screening Additional Information

### Using Scores to Determine Placement

- Any child entering the first semester of kindergarten who is administered the WIDA Screener for Kindergarten and scores below a 5.0 oral language composite (speaking/listening) proficiency level is considered an EL and is eligible for EL services.

### Training for the WIDA Screener for Kindergarten

- The WIDA Screener for Kindergarten is to be administered by certificated instructional personnel and certificated non-instructional personnel who have completed the training module for WIDA Screener for Kindergarten administration and passed the online quizzes.

### Ordering WIDA Screener for Kindergarten

- Download a free PDF version of the WIDA Screener for Kindergarten from the WIDA Secure Portal
- Purchase hard copy kits from the WIDA Store

# 1st Grade (2nd Semester) Through Grade 12 Screening Procedure

- The WIDA Screener, in online and paper format, is a placement test aligned to WIDA's standard setting.
  - The online version functions similarly to the online version of ACCESS 2.0, using the WIDA Assessment Management System (AMS) webpage and Data Recognition Corp. (DRC) software components.
  - The paper version is available for purchase in the WIDA Store or downloadable from the WIDA Secure Portal.
- Information about trainings for the WIDA Screener can be found on the WIDA webpage.

# 1st Grade (2nd Semester) Through Grade 12 Screening Additional Information

### Using Scores to Determine Placement

- Students in Grade 1 (second semester) through Grade 12 scoring below a 5.0 overall composite meet the criteria for an English learner designation and qualify for English learner services.

### Training for the WIDA Screener

- The WIDA Screener is to be administered by certificated instructional personnel and certificated non-instructional personnel who have completed the WIDA Screener training through the WIDA Secure Portal and passed the online quizzes.

### How to Get the WIDA Screener

The WIDA Screener is available either online or on paper.

- The WIDA Screener Online is used via WIDA AMS and DRC Insight. It is built into ACCESS 2.0 software and functions similarly.
  - That software may be downloaded at no cost from the WIDA AMS website. An account is required.
- A paper version of the WIDA Screener may be purchased from the WIDA Store or downloadable from the WIDA Secure Portal.



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# Timeline for Screening



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# Screening Timeline

- The timeline for English learner screening as defined in 23 Ill. Adm. Code 228.15 for K-12 students is within 30 days after the student's enrollment in the district.
  - **Enrollment is defined as the first day of attendance for a student in a district.**
- For preschool programs, English learner screening shall take place **after** the student commences participation in the program.

# Assessment Administration



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# Who CAN Administer the Pre-Kindergarten Screener?

- Online training for administering a specific vendor's screening instrument can be found on their respective websites or in literature found in the instrument's packaging.
- **Some vendors that offer normed English language screeners for preschool-aged children are listed below:**
  - Ballard and Tighe Pre-IPT
  - LAS Links/Data Recognition Corporation preLAS
  - Woodstock-Munoz Language Survey – English

# Who CAN Administer the WIDA Screener?

- The WIDA Screener is to be administered by licensed instructional personnel.
  - **Teachers with a Professional Educator License (PEL)** as well as teachers holding an **Educator License with Stipulations-Transitional Bilingual Educator (ELS-TBE)** or licensed non-instructional personnel who have **completed the required training** and **meet certification requirements** for the instrument to be administered (The WIDA Screener)

# Who CANNOT Administer the WIDA Screener?

- Licensed individuals who have not been trained and certified to administer the WIDA Screener cannot administer the corresponding test. **Each screener requires specific training.**
- Individuals who **only** hold a Substitute Teaching License cannot administer the WIDA Screener.
- Paraprofessionals who **only** hold paraprofessional credentials, such as an Educator License with Stipulations-Paraprofessional (ELS-PARA), cannot administer the WIDA Screener.

# Additional Assessment Administration Requirements

- ISBE Who Can Administer the ACCESS for ELLs, WIDA Screener, and WIDA Screener for Kindergarten webpage
- WIDA Illinois Consortium webpage



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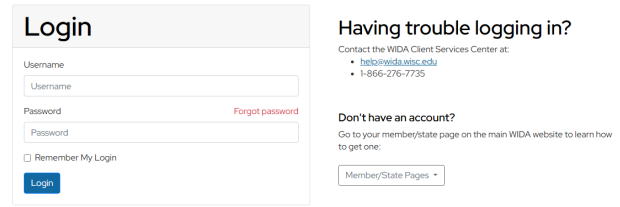
# How to Obtain the Screener

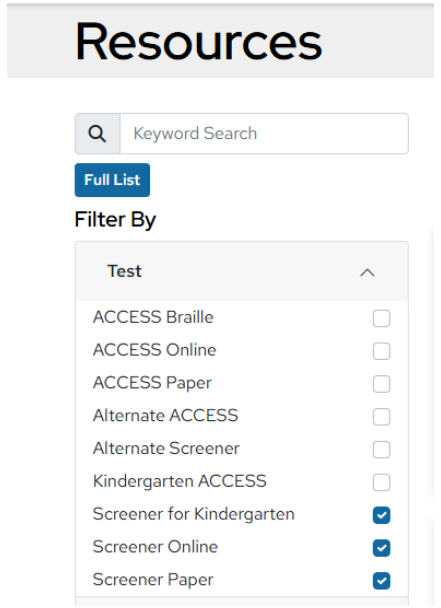


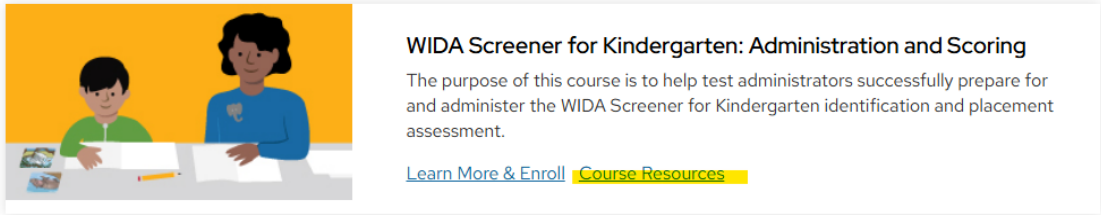
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# WIDA Secure Portal

- Users with a WIDA Secure Portal Account are able to download the screeners.
- Located in:
  - Resources Tab
  - Administration Course (Course Resources section)
- These items are **free** to download.

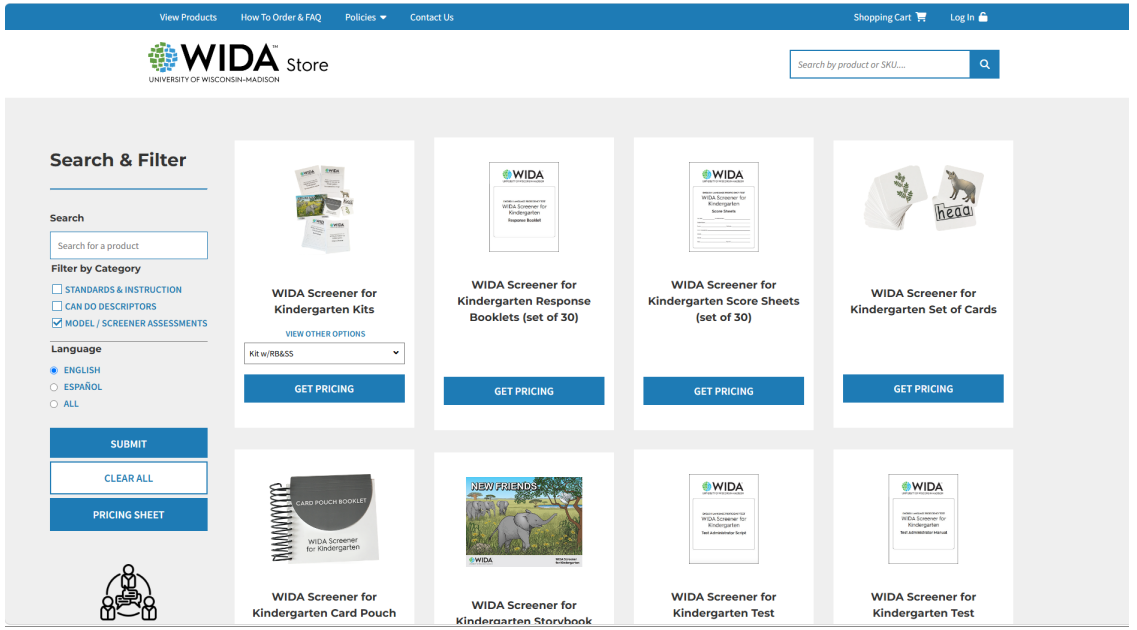


# WIDA Store

- Districts can purchase the screening materials through the WIDA Store.
- Title III funds **are not** to be used for purchasing screening or testing materials.






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# Exemptions to Screening for English Language Proficiency

# Exemption in Illinois Administrative Code

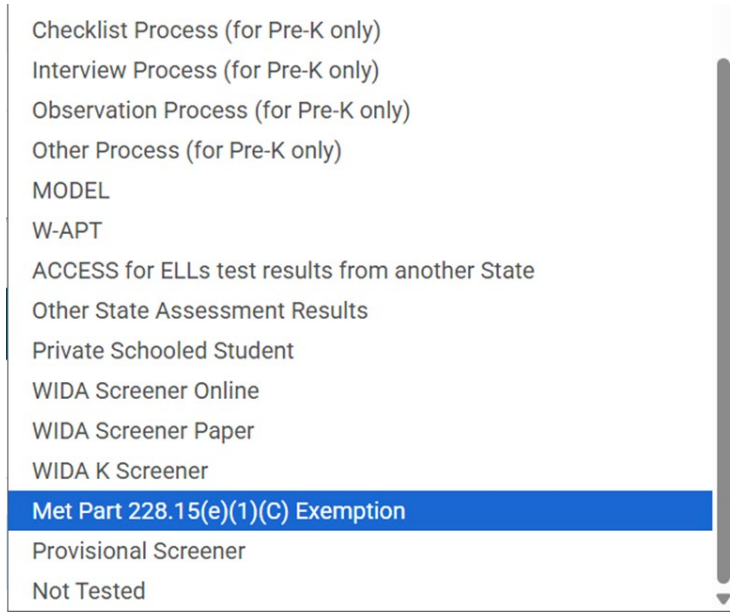
- Illinois Administrative Code (23 Ill. Adm. Code 228.15(e)) outlines when students do not need to be screened for English Language Proficiency. Each exemption is outlined on the following slides.

# Exemption "Met Part 228.15(e)(1)(C)"

- Students who are transferring into an Illinois public school district for the first time after they have become eligible to participate in statewide assessments — typically third grade — may meet the screening exemption criteria. To meet the exemption criteria, all criteria listed here must be met:
  - The student must reside in a home where a language other than English is spoken; **and**
  - The student was not identified as an English learner in the previous district; **and**
  - The student did not receive EL services in the last school year; **and**
  - The student has met state standards in reading and math on the most recent state assessment or on a nationally normed assessment.

# Exemption "Met Part 228.15(e)(1)(C)" Continued

- Students who meet these requirements do not need to be screened; on the SIS EL Screener tab option, indicate “Met Part 228.15(e)(1)(C) Exemption,” and the answer to the question “Was the student determined EL?” is “No.”






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# Exemption "Other State Assessment Results"

Some students transfer from another WIDA Consortium state where the student has been screened and identified as an EL and/or has taken an ACCESS exam.

- **If the student has met the Illinois reclassification criteria on ACCESS or on the screener in any previous year, the student does not need to be rescreened and can be designated as "EL-No."**

If the student has taken the ACCESS test or been screened in the past year and did not meet Illinois reclassification/ proficiency criteria:

- The student is placed into programming and does not need to be screened.

If the student has not been screened or taken the ACCESS test in the past year **and** has not met Illinois reclassification criteria in any prior year:

- The student will need to be screened and placed appropriately after screening.

# Parent Notification and Timeline



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# Requirements

- Districts must provide written notification to parents of EL students each year that they enroll in a Transitional Bilingual Education (TBE) program or Transitional Program of Instruction (TPI) in compliance with state and federal regulations.
- ISBE-provided template letters, available to all districts, incorporate Title III and Illinois School Code requirements and are translated into multiple languages.
  - A district may choose to develop their own letter that incorporates all requirements found in Section 14C-4 of the Illinois School Code (105 ILCS 5/14C-4).
  - Districts may also edit and adjust the ISBE notification letter templates to ensure that descriptions of programming match district offerings.
- Districts are responsible for ensuring that parents are notified in English and the language that was indicated on the Home Language Survey.

# School Code Updates

- As of Jan. 1, 2026, districts are no longer required to issue separate enrollment letters for students receiving services for one to three years and those continuing beyond three years. This change streamlines the administrative processes for notifying parents of placement/enrollment and reclassification of EL students.

# Parent Notification Timeline

- District should mail the notification letter, no later than 30 days after the beginning of each school year
- After the start of the school year, the districts must send the notification letter within 14 days of the child being placed in a language instruction program.
- The letters are also sent annually to parents who have refused/withdrawn their students from EL services

# Parent Notification Letters

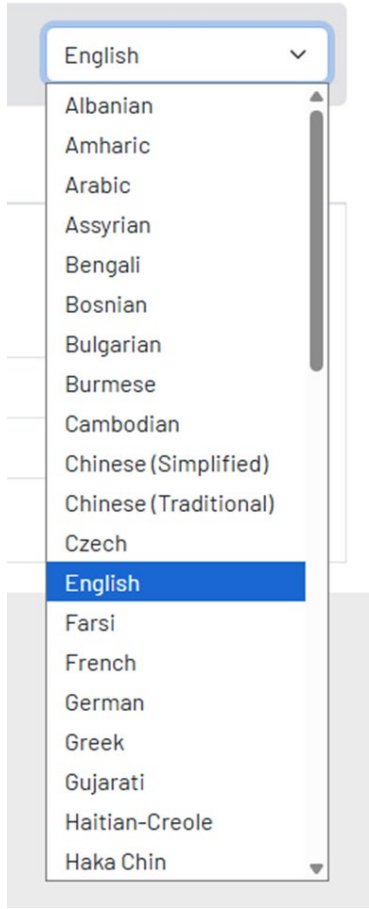
The following notification letters are located on the ISBE Placement webpage:

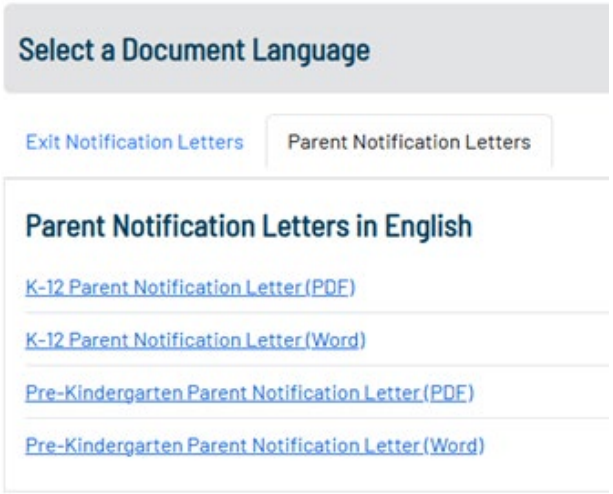
- **Notification letters** for prekindergarten students
- **Notification letters** for parents of students enrolled in the program
- **Exit letters** for students who exit a TBE/TPI program
- **Exit letters** for students enrolled in a dual language program

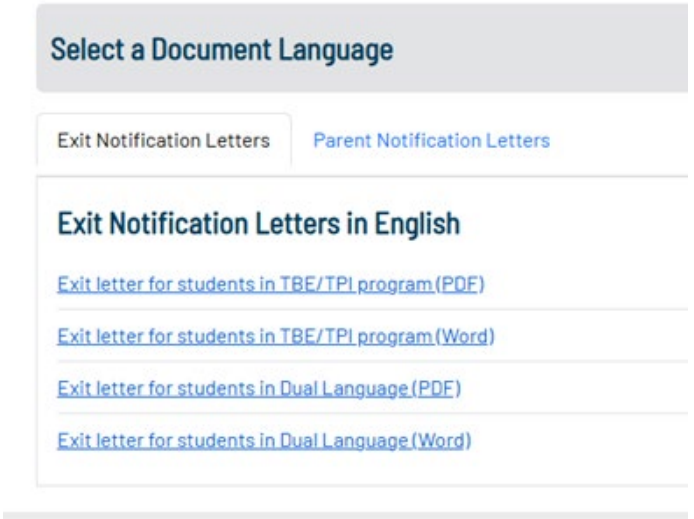
# Parent Notification Letters Website

**Steps to complete the parent notification packet:**

- Click on the appropriate language to display the letters
- Select the appropriate parent notification letter
- Mail letters to the parent




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# Resources



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# Connect With the Department

Multilingual Webpage

Assigned Consultant Listing

Subscribe to ISBE Emails

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# Multilingual/Language Development Department Resources Webpage

Professional Development

Language Learning Standards

Legislation and Rules

ISBE Guidance Documents and Letters

English Learners in Illinois Statistical Report

Organizations

For Parents

Refugee and Immigrant Students

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# ISBE Guidance for English Learner Students – District Identification, Screening, and Data Submission

**Main Topics:**

- Identification procedures including HLS, screening, and parent notification
- Data submission in ISBE's Student Information System
- Frequently asked questions

**Also included:**

- Scenarios for enrollment
- Detailed information on HLS interpretation
- Detailed information on screening exemptions
- Many screenshots to assist with navigating SIS

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# Questions?

- Our team is here to help!
  - Multilingual/Language Development Department multilingual@isbe.net
  - Assigned Consultant Listing



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# Thank you!



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