

January 1, 2013

To: The Honorable Pat Quinn, Governor  
The Honorable John J. Cullerton, Senate President  
The Honorable Christine Radogno, Senate Minority Leader  
The Honorable Michael J. Madigan, Speaker of the House  
The Honorable Tom Cross, House Minority Leader  
Christopher A. Koch, State Superintendent of Education

From: Josie Yanguas   
Chair, Illinois Advisory Council on Bilingual Education

Subject: Illinois Advisory Council on Bilingual Education Report

On behalf of the Illinois Advisory Council on Bilingual Education (see 105 ILCS 5/14C-3), I respectfully submit this report to the Governor, the Illinois General Assembly, and the State Superintendent of Education in fulfillment of the requirements of Public Act 097-0915.

Public Act 97-0915 amends the Transitional Bilingual Education Article of the School Code to provide that by no later than January 1, 2013, the Council shall submit a report to the State Superintendent of Education, the Governor, and the General Assembly addressing, at a minimum, the following questions:(i) whether and how bilingual education programs should be modified to be more flexible and achieve a higher success rate among Hispanic students in the classroom and on State assessments;(ii) whether and how bilingual education programs should be modified to increase parental involvement including the use of parent academies;(iii) whether and how bilingual education programs should be modified to increase cultural competency through a cultural competency program among bilingual teaching staff; and (iv) whether and how the bilingual parent advisory committees within school districts can be supported in order to increase the opportunities for parents to effectively express their views concerning the planning, operation, and evaluation of bilingual education programs.

The Illinois Advisory Council on Bilingual Education appreciates the opportunity to provide information, input and recommendations on matters related to the education of the nearly 200,000 English Language Learners (ELLs) in our state. Just 13 months ago, on December 1, 2011, the Bilingual Advisory Council issued a report in fulfillment of the requirements of Public Act 097-0305. This report included information about (1) whether and how the 20 child per attendance center minimum should be modified; (2) whether and how educator certification requirements in Article 14C of the School Code should be modified; (3) whether and how bilingual education requirements be modified to address differences between elementary and secondary schools; and (4) whether and how to allow school districts to administer alternative bilingual education programs. During the spring and summer months of 2012, the Bilingual Advisory Council engaged

in various meetings with the Illinois State Board of Education to follow up on the recommendations from the Dec 1<sup>st</sup> report. Once Public Act 097-0915 was signed in mid-August, the Bilingual Advisory Council's time has been almost exclusively devoted to responding to this second legislative requirement.

As a Bilingual Advisory Council, we provide information, input and recommendations to various levels within the field. These include teachers, parents, administrators, and other public servants. There are several pressing areas that warrant our immediate attention. They are:

- 1) appropriate and valid assessments of our ELLs, both of language proficiency and academic content;
- 2) how assessment data of ELLs will be used in teacher and administrator evaluation;
- 3) how the Common Core State Standards are impacting ELLs and how instruction needs to be aligned so that our ELLs can meet academic expectations; and
- 4) How the new PARCC assessment will address the linguistic needs of our ELLs.

We have council members that represent ELLs from across the state who travel long distances to work as a collective body on the areas impacting ELLs in Illinois. The areas we must begin to address, as noted above, are quite involved and will necessitate the ability to maximize the time we have in order to address multiple areas. Upon issuing the current report, we hope to move forward to address other critical issues that affect ELLs in Illinois.

The Bilingual Advisory Council members would be delighted to meet with interested elected officials to share our perceptions and concerns regarding the education of English language learners and how the needs of this important student population can best be met in our state.

Enclosure

Cc: Members of the Illinois Advisory Council on Bilingual Education  
Members of the Illinois Board of Higher Education  
Association of Deans in Education

## Report to the State Superintendent of Education, Governor, and Illinois General Assembly in Response to Public Act 97-0915

As members of the Illinois Advisory Council for Bilingual Education, the following report is our response to the four questions posed in Public Act 97-0915. As educators, we all work with our state's English language learners (ELLs) in a variety of capacities. Representation around the Advisory Council table includes administrators, parents, teachers, higher education faculty, and professional development providers. The link that binds the Advisory Council together is the deep seated belief that ELLs in Illinois should have access to the same levels of educational services as all other students, including the ability to get the most out of our school systems so that ELLs can be fully prepared for all post-secondary opportunities, including college and the world of work.

Before presenting the Advisory Council's recommendations, we would like to provide additional context and information about our state's ELLs, a group that sometimes is treated as a monolith, and yet is as complex as all other student groups in our state. Thus, when it comes to making recommendations regarding ELLs, every attempt should be made to capture all of these nuances and subtleties in order to implement the fairest policies possible.

### **Demographics**

According to the *Bilingual Education Programs and English Language Learners in Illinois: SY 2011 Statistical Report*, there are more than 197,000 ELLs in Illinois. This represents almost 10% of the state's over-all student population. Just sixteen years ago, ELLs were at about 100,000; thus during this time, the ELL population has nearly doubled.

Of the top fifteen school districts with ELLs in Illinois, 14 are within the six counties that surround Chicago, and represent over 61% of the state's total ELL population. The only exception is Rockford in Winnebago County, located just outside the collar counties.

These districts, in descending order of ELL enrollment, are listed in the following table:

### Top 15 school districts in Illinois with English Language Learners

School District	Numbers of ELLs	School District	Numbers of ELLs
Chicago	67,354	CUSD 300 (Carpentersville)	2,608
Elgin	9,923	Palatine	2,566
Cicero	7,527	Joliet	2,286
Aurora East	5,584	West Chicago	2,247
Waukegan	5,151	CCSD 59 (Arlington Heights)	2,214
Rockford	3,613	Plainfield	2,197
Schaumburg	2,736	Valley View	2,193
Wheeling	2,641		
<b>TOTAL:</b> 120,840 ELLs representing 61% of the total ELL population in Illinois			

Overall, there are 304 educational entities in Illinois that received state bilingual funds in SY 2011.

A further examination of data related to the school districts in the six counties of the Chicago Metropolitan area indicates that nearly 91% of the ELL population in Illinois is concentrated in the northeastern part of the state. The following table breaks down this information by county, revealing that almost 60% of the state's ELL population is centered in Cook County.

#### Number and Percentage of ELLs by county in the Chicago Metro Area

County	Numbers of ELLs	Percentage ELL
Cook	115,558	58.5 %
Kane	20,517	10.3 %
Lake	16,395	8.3 %
DuPage	15,389	7.8 %
Will	8,016	4.0 %
McHenry	3,479	1.7 %
Total	179,354	90.8 %

#### Languages

In school year 2011, more than 144 non-English native languages were spoken by ELLs with Spanish spoken by 81% percent of this student population. The other nine languages rounding out the top ten include Polish, Arabic, Urdu, Pilipino (Tagalog), Korean, Gujarati, Cantonese (Chinese), Vietnamese, and Russian.

Spanish is the predominant language spoken by ELLs in all geographic locations across the state. Chicago suburban districts (suburban Cook, DuPage, Kane, Lake and Will) enrolled the highest number of non-English speaking students, more than 108,000 students.

### **Grade Distribution**

In SY 2011, in terms of grade level distribution, 8.9% of ELLs in Illinois were in PreK, 55.6% were in grades K through 3, 17.9% were in grades 4 through 6, another 7.7% were in the upper grades 7 and 8, and 9.8% were in high school. The table on the next page shows the specific numbers and percentage of ELLs in each grade.

It is important to note that from SY 10 to SY11, there has been a dramatic increase in the number of identified PreK students with more than 17,000 PreK ELLs identified as receiving services. This development is taking place as more districts become more diligent in identifying and serving PreK ELLs for bilingual/ESL instruction. As the ELL population continues to increase over time, it is safe to assume that there are probably at least another 40,000 PreK students (that is, students who are 3 and 4 years old) who could potentially be eligible for pre-school services who are ELLs. This number is based on the fact that there are over 31,000 ELLs at the kindergarten level. It is also interesting to note that by 7<sup>th</sup> grade, the number of eligible ELLs served in TBE/TPI programs drops off significantly; furthermore, by high school, the number of ELLs in grades 9 through 12 represents less than 10% of the total student population.

**Number and Percentage of ELLs in each grade, PreK to 12**

Grade	Number of ELLs	Percent by grade
PreK	17,564	8.9%
Subtotal	17,564	8.9%
K	31,576	16.0%
1	29,655	15.0%
2	26,661	13.5%
3	21,976	11.1%
Subtotal	109,868	55.6%
4	15,468	7.8%
5	11,236	5.7%
6	8,741	4.4%
Subtotal	35,445	17.9%
7	8,029	4.1%
8	7,110	3.6%
Subtotal	15,139	7.7%
9	7,573	3.8%
10	5,095	2.6%
11	3,674	1.9%
12	3,030	1.5%
Subtotal	19,372	9.8%
TOTAL	197,388	100%

**Transitional Bilingual Education programs and  
Transitional Programs of Instruction**

Article 14C-3 of the Illinois School Code requires that one of two types of programs be provided for all PreK to 12th grade ELLs with the goal that such students become proficient in English and transition into the general education curriculum.

***Transitional Bilingual Education (TBE)***

Legislation passed in 1973 requires Illinois school districts to offer a TBE program when 20 or more ELLs of the same language classification are enrolled in the same school or attendance center. TBE programs must provide instruction in the home language of

students and in English in all required subject areas, as well as instruction in English as a second language (ESL). TBE teachers are required to be certified by the state of Illinois and must possess the appropriate bilingual and/or ESL endorsement/approval. Bilingual teachers must demonstrate proficiency in the language(s) spoken by students and in English.

### ***Transitional Program of Instruction (TPI)***

If an attendance center has an enrollment of 19 or fewer ELLs from any single non-English language, the school district may elect to offer a TPI program instead of a TBE program. TPI programs must include instruction or other assistance in a student's home language to the extent necessary as determined by the student's level of English language proficiency. TPI services may include, but are not limited to, instruction in ESL, language arts in the student's home language, and history of the student's native land and the United States. Like TBE teachers, TPI teachers must hold the proper teacher certifications and endorsements/approvals for their teaching assignments.

Districts that provide at least five periods of TBE/TPI services a week to ELLs may apply for state TBE/TPI funding which reimburses some of the excess costs of providing these services based on a prorated formula.

### **ACCESS for ELLs - an English language proficiency assessment**

*ACCESS for ELLs* (Assessing Comprehension and Communication in English State-to-State for English Language Learners) is the annual state-administered English language proficiency assessment given to Kindergarten through 12th graders in Illinois who have been identified as English language learners. It is administered in January and February each year to monitor students' progress in acquiring academic English. *ACCESS for ELLs* is used as part of Illinois' federal accountability plan for ELLs in adherence to U.S. federal law. ACCESS assesses the four language domains of Listening, Speaking, Reading, and Writing.

ACCESS for ELLs test items are written from the model performance indicators in the following five English Language Proficiency (ELP) standards:

- Social and Instructional Language
- Language of Language Arts
- Language of Mathematics
- Language of Science
- Language of Social Studies

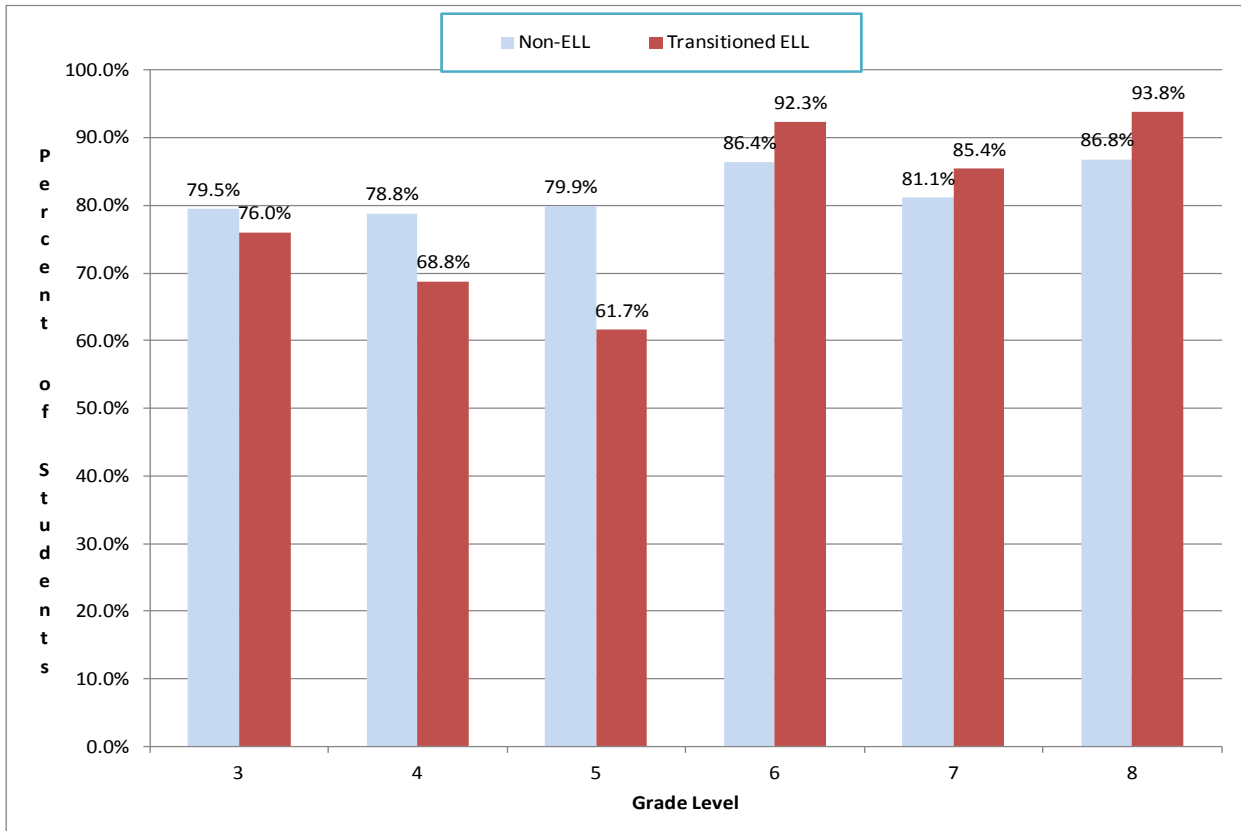
The standards are divided into six English language proficiency levels 1 through 6. The graphic in Appendix A identifies these six levels. The graphic also identifies the criteria for an ELL to be considered proficient in English, and therefore ready to exit to the general program of instruction. The exit criteria in Illinois consists of a proficiency level of 4.2 in literacy (composite of reading and writing), **and** a 4.8 overall proficiency level (composite of listening, speaking, reading, and writing).

### **Academic Results for ELLs**

A review of the performance data presented in the *Bilingual Education Programs and English Language Learners in Illinois: SY 2011 Statistical Report* produced by the Data Analysis and Progress Reporting Division of the Illinois State Board of Education shows that ELLs are clearly making progress towards English proficiency as well as academic achievement. In particular, those students classified as Transitioned English Language Learners (i.e., students who have meet the threshold of English Language Proficiency as measured by ACCESS, as described in the previous section) show that on measures of English reading the achievement gap between these students and their non-ELL peers is diminished in grades 3 and 4, and completely reversed in grades 6, 7 and 8. By grades 6-8, transitioned ELLs outperformed their non-ELL peers in reading. See chart on the following page.



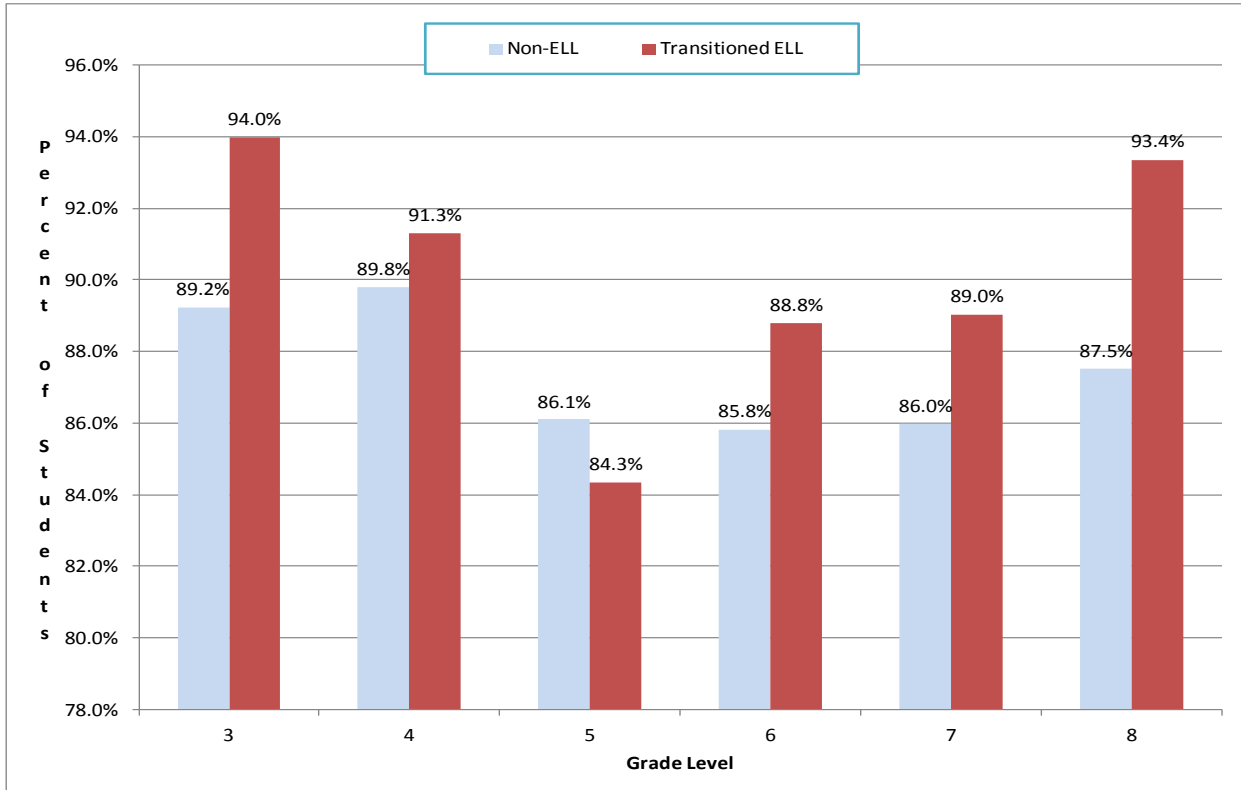
**Comparison of Performance of Transitioned ELL Students\* with  
Non-ELL Students on the 2011 ISAT- Reading, by Grade Level: SY 2011  
(Sources: 2011 ISAT and 2011 ACCESS Data)**



\*Transitioned ELL students obtained an overall (composite) proficiency level of at least 4.8 and literacy proficiency level of at least 4.2 on the 2011 ACCESS for ELLs®.

In mathematics, the outcomes for transitioned ELLs are even more significant, in that transitioned ELLs generally outperform their non-ELL peers across most grades from 3 through 8, with the exception of 5<sup>th</sup> grade. Please see chart on the following page.

**Comparison of Performance of Transitioned ELL Students\*  
with Non-ELL Students on the 2011 ISAT- Mathematics, by Grade Level: SY 201  
(Sources: 2011 ISAT and 2011 ACCESS Data)**

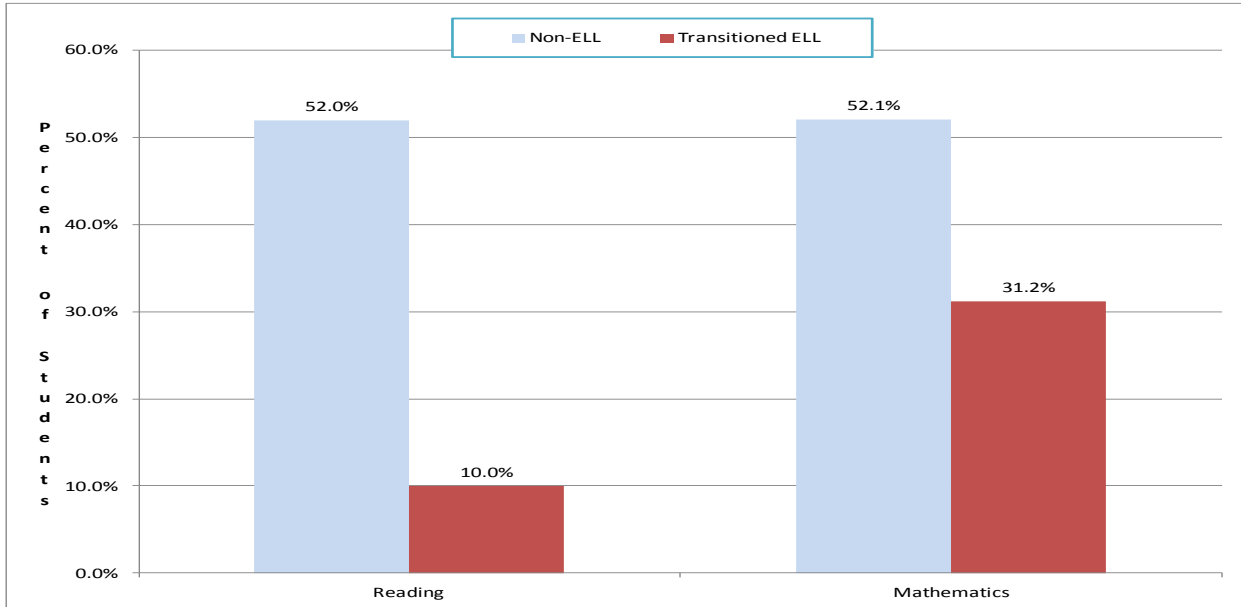


\*Transitioned ELL students obtained an overall (composite) proficiency level of at least 4.8 and literacy proficiency level of at least 4.2 on the 2011 ACCESS for ELLs®.

On the other hand, transitioned ELLs in high school, though progressing, are not doing as well academically as their elementary counterparts. This may be due, in part, to the more complex nature of the academic demands of high school and the more accelerated timetable that ELLs entering at the high school level confront. Please see chart on the following page.

**Comparison of Performance of Transitioned ELL Students\*  
with Non-ELL Students on the 2011 PSAE: SY 2011**

**(Sources: 2011 PSAE and 2011 ACCESS Data)**



\*Transitioned ELL students obtained an overall (composite) proficiency level of at least 4.8 and literacy proficiency level of at least 4.2 on the 2011 ACCESS for ELLs®.

**A Cross Section of Specific School District Demographics and ELL Program Highlights**

The previous section of this report concentrates on statewide demographic data and program information. Several members of the Bilingual Advisory Council represent particular school districts in our state, and the Council felt strongly that for the purposes of this report, it would be important to present a cross section of school districts and some programmatic highlights from each.

The following chart represents a cross section comparison of four districts serving ELL students: Chicago 299 (urban), Schaumburg 54 (suburban), North Shore 112 (suburban), and Beardstown (rural). The examples provide information on very diverse districts in terms of size, location, type of programs and languages served. Averages of reading and math ISAT scores indicate a range in the four districts from 41% to as high as 84%. This highlights the same types of patterns across the state in other areas and provides insight

into the state's ability to allow for varied instructional models to meet the diverse needs of ELL students. Promising models that have shown greater increase in academic achievement for ELLs are those where the native language is used.

<b>District Name</b>	<b>Total Number of Students</b>	<b>Number and Percent of ELLs</b>	<b>ELL Program Highlights</b>
Chicago Public Schools	400,931	64,000 16.6%	CPS represents 34% of the total ELL state population. Transitional Bilingual Education (TBE) programs provided in Spanish, Polish, Arabic, Cantonese, Urdu, Vietnamese, Pilipino, Mandarin, Gujarati, Assyrian, Bosnian, Nepali, Ukrainian, and Bulgarian. Transitional Programs of Instruction serve 109 language groups throughout the district. Overall 56% of ELL students meet standards in reading and math as compared to 69% of non-ELL students.
Schaumburg SD 54	14,083	2,736 19.4%	Schaumburg 54 serves its ELL students in various models. Schaumburg 54 has both Japanese and Spanish Dual Language (DL) programs and TBE/TPI services. A Chinese immersion began in the fall of 2011. Overall 84% of ELL students meet standards in reading and math.
Northshore SD 112, Highland Park	4,262	745 17.4%	Over 79% of the district's ELL population is enrolled in dual language programs. More than 90% of 8 <sup>th</sup> grade DL students meet or exceed state standards on the ISAT. Overall 57% of ELL students meet standards in reading and math.
Beardstown CUSD 15	1,429	424 29.6%	Beardstown implements a DL program as well as ESL pullout services for newcomer students. Beardstown is following state trends with former ELLs who are equal or surpassing their native English peers in state assessments. Overall 41% of ELL student meet on standards in reading and math.

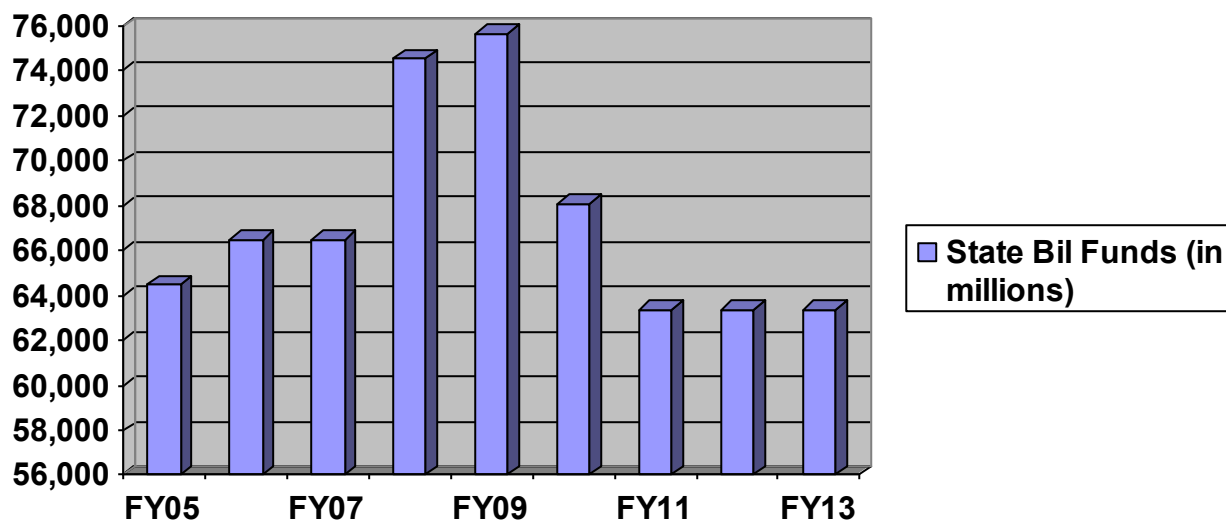
**State TBE/TPI Funding Dollars - FY 05 to FY 13**

State bilingual funds are used to supplement TBE/TPI programs and reimburse some of the excess costs of providing these services based on a prorated formula. Over the last few years, while the numbers of ELLs continues to increase, state bilingual appropriations have not followed suit. Currently, the appropriations for TBE/TPI stand at \$63.3 million at a time when the state’s ELL population is more than 197,000 students. Eight years ago, the bilingual appropriation was \$1 million more while the state ELL population stood at 156,350 students (2005 ELLs Statistical Annual Report, ISBE, [http://www.isbe.net/research/pdfs/ell\\_stat\\_report05.pdf](http://www.isbe.net/research/pdfs/ell_stat_report05.pdf) ).

State bilingual allocations have not kept pace and have dramatically declined. State bilingual funding steadily increased from FY06 to FY09, when a record \$75.5 million was allocated for TBE/TPI funding. Since that time, however, the state bilingual appropriation has steadily decreased and now stands, for the last three years, at \$63.38 million. This represents a decline in funding of more than 16% in the last three years during a time when the numbers of ELLs, since 2005, has increased by over 26%. Clearly, more funding is needed to make up for the shortfall from the last four years, and to catch up with the growing numbers of ELLs in our state.

The table and chart below illustrate state bilingual funding for the last seven years:

Fiscal Year	TOTAL FUNDING (in millions)
FY05	64,500
FY06	66,500
FY07	66,500
FY08	74,552
FY09	75,652
FY10	68,086.8
FY11	63,381.2
FY12	63,381.2
FY13	63,381.2



The Advisory Council hopes that this information provides additional context regarding our state’s ELL population and serves as a backdrop for the Council’s recommendations.

The Illinois Advisory Council on Bilingual Education response for questions (i) and (iii) in Public Act 097-0915 will be answered together. The questions posed for this section are the following:

(i) whether and how bilingual education programs should be modified to be more flexible and achieve a higher success rate among Hispanic students in the classroom and on State assessments;

It is important to point out at least two possible misconceptions in the formulation of this question: 1) the assumption that all or many Hispanic students participate in bilingual programs, and 2) that all English language learners (ELLs) are of Hispanic background. According to the Illinois Interactive Report Card, in 2011, there were 2,074,806 students enrolled PreK to 12<sup>th</sup> grade in Illinois schools. Of that figure, 23% are Hispanic, or approximately 477,205 students.

According to the ISBE's *Bilingual Education Programs and English Language Learners in Illinois: SY 2011 Statistical Report*, there are approximately 197,388 students categorized as ELL. Of that figure, 159,983 are from Spanish-speaking backgrounds, or about 33% of the Hispanic population. Thus, the majority of Hispanic students in Illinois participate in general education programs rather than in TBE/TPI programs.

The state's ELL population is also very linguistically diverse. In SY 11, ELLs spoke at least 144 non-English languages. Spanish-speakers represent 81% of this population but there are more than 37,000 students who are speakers of other languages. The other top nine languages spoken by ELLs are Polish, Arabic, Urdu, Gujarati, Pilipino (Tagalog), Korean, Vietnamese, Cantonese, and Russian, respectively.

The primary concern of the Bilingual Advisory Council is the academic achievement of all of the state's ELLs, regardless of language background, recognizing that the state's bilingual education programs includes instruction to students in many different languages. This is not to say that the academic achievement rates of Hispanic students, including ELLs, are not of serious concern to Bilingual Advisory Council members.

However, the issue of Hispanic student achievement and success on state assessments

must be considered within the greater context of all of the state's educational programs, and not just bilingual/ESL education.

(iii) whether and how bilingual education programs should be modified to increase cultural competency through a cultural competency program among bilingual teaching staff; and

"Cultural competency program" means a staff development opportunity to increase the school staffs' ability to meet the social, emotional, and academic needs of culturally and linguistically diverse students and, at a minimum, allows participants to do the following:

(i) discuss the impact that our constantly changing, highly technological and globalist society is having on Illinois' public education system;

(ii) analyze international, national, State, county, district, and local students' performance data and the achievement gaps that persistently exist between groups;

(iii) realize the benefits and challenges of reaching proficiency in cultural competency;

(iv) engage in conversations that lead to self-awareness and greater insight regarding diversity; and

(v) learn strategies for building student-teacher relationships and making instruction more comprehensible and relevant for all students.

## **1) Illinois Professional Teaching Standards**

We are fortunate that Illinois has recently adopted the Illinois Professional Teaching Standards, approved in 2010, which speak specifically to the issues of diversity and the need for all teachers in Illinois to be culturally competent. Thus, it is important to point out that cultural competency should not simply be considered important for bilingual/ESL teachers, but, in fact, that cultural competency is critical for all of Illinois' educators given the diversity of the state's student population.

The nine standards can be found in Section 24.130 of the Illinois School Code, The Illinois Professional Teaching Standards. As it indicates in the School Code, "No later than July 1, 2013, all approved teacher preparation programs shall submit the course of study for that program with evidence that the program's or course's content is congruent with the standards identified in this Section."



([http://www.imacc.org/commoncore/illinois\\_teaching\\_standards.pdf](http://www.imacc.org/commoncore/illinois_teaching_standards.pdf)). The very first standard that all teachers must adhere to is devoted to diversity Standard 1. It states:

Teaching Diverse Students – The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences.

Standard 1 lists seven knowledge indicators along with five performance indicators that the competent teacher must have in order to fulfill this first standard. It is especially notable that Standard 1 is very explicit with regards to both English language learners as well as how linguistic and cultural diversity impacts students learning and communication. We feel very strongly that Standard 1 is extremely robust, and aligns very well with the concepts of cultural competency as outlined above in Public Act 97-305. (Please see Appendix B for the complete text of Standard 1). Furthermore, Standard 1 outlines all the various ways in which a competent teacher must incorporate student diversity including how “to create meaningful learning opportunities and enrich instruction for all students” (Performance Indicator E).

## **2) Current Requirements for Bilingual/ESL Teachers in Illinois**

Both Bilingual and ESL teachers in Illinois must take a required 3 credit course on “Cross-Cultural Studies for Teaching Limited-English-Proficient Students”. As a result, bilingual and ESL teachers are very knowledgeable with matters as they relate to the cultural backgrounds of ELLs including how this influences the teaching and learning of linguistically and culturally diverse student populations. Cross-Cultural Studies courses are not required of other teacher populations in Illinois.

The following lists the state requirements for both Bilingual/ESL teachers:

### Requirements for Bilingual Endorsement

Persons seeking this endorsement must have a total of 18 semester hours of coursework required below and meet the other requirements:

- A minimum of 100 clock hours or three months of teaching experience in bilingual programs.
- Successful completion of a language examination in the non-English language to be taught.
- Credits totaling 18 semester hours distributed among the following course areas:
  - a. Foundations of Bilingual Education
  - b. Assessment of Bilingual Students
  - c. Methods and Materials for Teaching Limited-English-Proficient Students in Bilingual Programs
  - d. Cross-Cultural Studies for Teaching Limited-English-Proficient Students
  - e. Methods and Materials for Teaching English as a Second Language (ESL)

#### Requirements for English as a Second Language Endorsement

Persons seeking this endorsement must have a total of 18 semester hours of coursework required below and meet the other requirements:

- A minimum of 100 clock hours or three months of teaching experience with ESL students.
- Credits totaling 18 semester hours distributed among the following course areas.
  - a. Linguistics
  - b. Theoretical Foundations of Teaching ESL
  - c. Assessment of the Bilingual Student
  - d. Methods and Materials for Teaching ESL
  - e. Cross-Cultural Studies for Teaching Limited-English-Proficient Students

### **3) Recommendations regarding the Cultural Competencies of Illinois' Teaching Force**

Since Illinois has adopted the Common Core standards, there is also an expectation that students will need to be aware of the various cultures that now can be found in many Illinois classrooms. Specifically, the following statement can be found with regards to students:

They come to understand other perspectives and cultures. Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading

great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own. (Common Core, p.7)

If there is such an expectation being placed on our students, then it is only natural that we should prepare Illinois teachers in order to better serve their students. Thus, the Bilingual Advisory Council makes the following recommendations:

- a) Given that the Illinois Professional Teaching Standards underscore the importance of student diversity, the Bilingual Advisory Council recommends that all Illinois teachers be required to take a course on cultural competency/cross cultural studies as part of a pre-service program. We especially emphasize that such a cultural competency course concentrate on issues related to language and culture, given that Illinois' student population continues to become more and more ethnically, racially, culturally and linguistically diverse.

If a stand alone course is not possible, then it would certainly be reasonable that all pre-service teachers in Illinois would need to meet standards that would include cross-cultural competencies. Furthermore, the Council would recommend that pre-service teachers be specifically exposed to clinical teaching experiences that would allow teachers to be exposed to diverse student populations in a variety of cultural and linguistic contexts.

One set of standards that could also move this conversation forward are draft standards that have been submitted to the Bilingual Advisory Council by the Illinois Association for Multilingual Multicultural Education (IAMME). (See Appendix C.) These standards are also in alignment with other Teacher Education Standards in our state. These bilingual education standards have been designed from the point of view of six areas that bilingual teacher should be knowledgeable and competent including:

#### Standard 1: Communicative Competence

Standard 2: Foundational Knowledge of Bilingual Education  
Standard 3: First and Second Language Acquisition  
Standard 4: Knowledge of Literacy Development  
Standard 5: Bi-literacy Development  
Standard 6: Content-area and Pedagogical Knowledge in L1 & L2

Topics related to cultural competency are incorporated into these standards, especially under Standard 2: Foundational Knowledge of Bilingual Education (Knowledge Indicators 2C, 2E, 2F and Performance Indicators 2K and 2L). Thus these standards could also serve as an additional guide as this topic is explored.

- b) The Bilingual Advisory Council would also support that all inservice teachers in Illinois be required to take a minimum of hours in cultural competency/cross cultural studies (e.g. 20% of the hours required) every five years as part of the recertification. Again the emphasis of such professional development would focus on issues of language and culture so that Illinois teachers would be able to better support all students.
  
- c) Institutions of Higher Education need to recruit and hire teacher education faculty well versed in issues of cultural competency. In many universities, there are insufficient numbers of professors and faculty members who can address issues regarding diverse student populations, including ELLs. This is at a time when the expectation is that all university teacher education faculty become more familiar with knowledge regarding diverse populations and, thus, incorporate these important topics into teacher preparation course work. The Bilingual Advisory Council plans to forward a copy of this report to the Board of Higher Education and the Association of Deans in Education in order to highlight this point.

## Parent Involvement and Parent Academies

The Illinois Advisory Council on Bilingual Education response for questions (ii) and (iv) in Public Act 097-0915 will be answered together. The questions posed for this section are the following:

(ii) whether and how bilingual education programs should be modified to increase parental involvement including the use of parent academies;

(iv) whether and how the bilingual parent advisory committees within school districts can be supported in order to increase the opportunities for parents to effectively express their views concerning the planning, operation, and evaluation of bilingual education programs.

(b) For the purpose of this Section:

"Parent academies" means a series of parent development opportunities delivered throughout the school year to increase parents' ability to successfully navigate the education system and monitor their children's education. Parent academies are specifically designed for parents of students who are enrolled in any of the English Language Learner programs and are to be provided after work hours in the parents' native language. At a minimum, parent academies shall allow participants to do the following:

(1) understand and use their children's standardized tests to effectively advocate for their children's academic success;

(2) learn home strategies to increase their children's reading proficiency;

(3) promote homework completion as a successful daily routine;

(4) establish a positive and productive connection with their children's schools and teachers; and

(5) build the character traits that lead to academic success, such as responsibility, persistence, a hard-work ethic, and the ability to delay gratification.

After examining the current federal and state grant rules and regulations that districts must adhere to regarding parent involvement, it is the position of the Illinois Advisory Council on Bilingual Education that no additional grant requirements specifically related to parent involvement and/or parent academies are necessary.

School districts accepting funding from federal grants such as Title I and Title III, and/or the state TBE/TPI grants are mandated to address meaningful parent involvement within their application. Furthermore, Title I, Title III and the TBE/TPI grants often overlap in their mandates for parent education. The following appendices in the back of this document reflect the specific parental involvement requirements under the following three statutes:

- Parent Involvement under NCLB Title 1 Part A (Appendix D)
- Parent Involvement under NCLB, Title III, Part C, Section 3302 (e) (Appendix E); and
- State Rules and Regulations regarding parental involvement for districts with transitional bilingual education programs/transitional programs of instruction from ISBE 23 ILLINOIS ADMINISTRATIVE, CODE 228.30, SUBTITLE A SUBCHAPTER f, c, 5 (Appendix F)

A district must establish a parent advisory council to oversee and plan for meaningful parent involvement programs and activities aimed at increasing parent participation in the educational system. Since the grants allow for an overlap of services (e.g. students receiving services under TBE/TPI or Title III may also receive services under Title I), a district may choose to establish one parent advisory committee to meet the mandated requirements of all of these grants.

The district parent advisory committee, which is comprised of a district administrator in charge of grants, TBE/TPI teachers, Title I teachers, community representatives, and parents with children enrolled in one or more of the grant programs, plans for meaningful parent education outreach programs that include, but are not limited to the opportunity for parents to effectively express their views concerning the planning, operation, and evaluation of Title I/TBE/TPI/Title III programs.

In addition, it is the responsibility of the district parent advisory committee to determine the needs of their parents in understanding the American school system as it relates to:

Literacy and math

Assessments and report cards

Study skills and homework

Communication with their children's schools and teachers

Assist their children in meeting the same challenging academic standards required for all students

Building character traits that lead to academic success

Specifically, under Title I, school districts are also mandated to provide for parent involvement. These programs often target how parents can support reading literacy and math at home.

Within any given year, individual schools, teachers, and school parent organizations within a district also continually support parent involvement programs such as reading nights, math nights, test prep nights, curriculum nights, social events, and parent workshops on reading and math. All of these programs are designed to assist parents with the tools they need to participate more effectively in their children's education.

#### Available Resources for Parent Involvement

There are also resources available to district parent advisory committee to assist them in developing these parent involvement programs throughout the school year. The Illinois Resource Center provides free resources to school districts in Illinois to assist school districts with implementing family literacy and family involvement programs. Other resources include the *Parents as Educational Partners* program through the Adult Learning Resource Center (Arlington Heights), the Parent School Partnership Program (PSP) offered by the Mexican American Legal Defense and Educational Fund

(MALDEF), and the “Train the Trainer” programs from the Regional Offices of Education or Intermediate Service Centers on *Navigating the American Educational System*. Lastly, every May the Illinois State Board of Education sponsors a one day Bilingual Parent Summit. For the last two years, the Summit has attracted over 800 individuals from more than 75 school districts; the vast majority of attendees are parents whose children are enrolled in TBE/TPI programs.



# Appendix A

## The Six Levels of English Language Proficiency as Measured by the ACCESS Test



## **Appendix B**

### **Illinois Professional Teaching Standards (2010) – Standard 1**

**Standard 1 - Teaching Diverse Students** – The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.

#### **Knowledge Indicators – The competent teacher:**

- 1A) understands the spectrum of student diversity (e.g., race and ethnicity, socioeconomic status, special education, gifted, English language learners (ELL), sexual orientation, gender, gender identity) and the assets that each student brings to learning across the curriculum;
- 1B) understands how each student constructs knowledge, acquires skills, and develops effective and efficient critical thinking and problem-solving capabilities;
- 1C) understands how teaching and student learning are influenced by development (physical, social and emotional, cognitive, linguistic), past experiences, talents, prior knowledge, economic circumstances and diversity within the community;
- 1D) understands the impact of cognitive, emotional, physical, and sensory disabilities on learning and communication pursuant to the Individuals with Disabilities Education Improvement Act (also referred to as “IDEA”) (20 USC 1400 et seq.), its implementing regulations (34 CFR 300; 2006), Article 14 of the School Code [105 ILCS 5/Art.14] and 23 Ill. Adm. Code 226 (Special Education);
- 1E) understands the impact of linguistic and cultural diversity on learning and communication;
- 1F) understands his or her personal perspectives and biases and their effects on one’s teaching; and
- 1G) understands how to identify individual needs and how to locate and access technology, services, and resources to address those needs.

#### **Performance Indicators – The competent teacher:**

- 1H) analyzes and uses student information to design instruction that meets the diverse needs of students and leads to ongoing growth and achievement;
- 1I) stimulates prior knowledge and links new ideas to already familiar ideas and experiences;
- 1J) differentiates strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and to students with diverse learning needs;
- 1K) facilitates a learning community in which individual differences are respected; and
- 1L) uses information about students’ individual experiences, families, cultures, and communities to create meaningful learning opportunities and enrich instruction for all students.

## **Appendix C**

### **Professional Bilingual Education Teaching Standards PreK-12th Grades**

**These standards were developed by the Illinois Association for Multilingual Multicultural Education (IAMME), accepted in draft form by the Advisory Council for Bilingual Education in July 2012. Specific indicators related to cultural competency are underscored.**

*Standard 1- Communicative Competence* - The competent bilingual education teacher has communicative competence and academic language proficiency in the first language (L1) and in the second language (L2).

**Knowledge Indicators – The competent BE teacher:**

**1A) understands how to read, write, and communicate orally in a proficient manner in the first language (L1) and second language (L2); and**

**1B) understands academic language in L1 and L2.**

**Performance Indicators – The competent BE teacher:**

**1C) prepares appropriate and effective lessons, materials, and assessments in L1 and L2;**

**1D) uses academic language competently in L1 and L2 to deliver instruction; and**

**1E) communicates effectively (orally and in writing) with families, colleagues, and the community in L1 and L2.**

*Standard 2 – Foundational Knowledge of Bilingual Education* - The competent bilingual education teacher has knowledge of the foundations of bilingual education and the concepts of bilingualism and biculturalism.

**Knowledge Indicators – The competent BE teacher:**

**2A) understands historical, legal, legislative, and global contexts of bilingual education (including the historical background of bilingual education, effects of demographic changes on bilingual education, pertinent federal and state legislation and significant court cases related to bilingual education, and bilingual education and the concept of bilingualism throughout the world);**

**2B) understands the convergence of research evidence related to bilingual education, including best instructional practices for second language learners as determined by academic achievement;**

**2C) understands bilingualism and biculturalism and their impact on the learning environment;**

**2D) understands models of bilingual education, including characteristics and goals of various types of bilingual education programs, research findings on the effectiveness of various models of bilingual education, and factors that determine the nature of a bilingual program on a particular campus; and**

**2E) understands how to create an effective bilingual and multicultural learning environment,**

**2F) understands diversity; is aware of the existence of regional differences in languages; is aware of ways to address the affective, linguistic, and cognitive needs of bilingual learners; is aware of regional differences in languages; and ways to bridge the home and school cultural environments.**

**Performance Indicators – The competent BE teacher:**

**2G) uses knowledge of the historical, legal, legislative, and global contexts of bilingual education to be an effective advocate for the bilingual education program and for bilingual learners.**

**2H) applies knowledge of best practices based on convergent research in bilingual education,**

**2I) makes appropriate instructional decisions based on the program design/model that best meets bilingual learners' needs, and selects appropriate instructional strategies and materials,**

**2J) addresses the affective, linguistic, and cognitive needs of bilingual learners,**

**2K) uses knowledge of diversity to plan, implement and evaluate effective instruction that includes incorporating the diversity of the home into the classroom setting and selecting relevant methodologies and materials,**

**2L) demonstrates sensitivity to learners' diverse cultural backgrounds and shows respect for regional language and culture differences, and**

**2M) advocates educational equity for bilingual learners.**

*Standard 3 – First and Second Language Acquisition* – The competent bilingual education teacher understands the process of first- and second-language acquisition and development.

**Knowledge Indicators – The competent BE teacher:**

**3A) understands basic linguistic concepts in L1 and L2 (e.g., language variation and change, dialects);**

**3B) understands major language components (e.g., phonetics, phonology, morphology, syntactic features, semantics, pragmatics);**

**3C) understands theories of first-language development, including stages of first-language development;**

**3D) understands theories of second-language development, including stages of second-language development;**

**3E) understands effective, developmentally appropriate methodologies and strategies for teaching English as a second language;**

**3F) understands the interrelatedness and interdependence of first- and second-language acquisition; and**

**3G) understands factors affecting first- and second-language acquisition (e.g., academic background, age, home/school/community environment).**

**Performance Indicators – The competent BE teacher:**

**3H) applies linguistic concepts to support learners' language and literacy development in L1 and L2;**

**3I) applies knowledge of linguistic concepts to select and use appropriate instructional methods, strategies, and materials for teaching L1 and L2;**

**3J) assists learners in making connections between languages (e.g., noting similarities and differences, using cognates); and**

**3K) utilizes appropriate methods and strategies for teaching English as a second language across all areas of the curriculum.**

*Standard 4 – Knowledge of Literacy Development* – The competent bilingual education teacher has a comprehensive knowledge of the development and assessment of literacy in the primary language.

**Knowledge Indicators – The competent BE teacher:**

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**4A) understands state educator certification standards in reading/language arts appropriate for the teacher’s level of certification and distinctive elements in the application of the standards for English and the primary language;**

**4B) understands the Illinois Spanish Language Arts Standards, or the language arts curriculum for languages other than Spanish, as appropriate; and**

**4C) understands types of formal and informal literacy assessment in the primary language.**

**Performance Indicators – The competent BE teacher:**

**4D) applies knowledge of the reading/language arts educator certification standards and statewide curriculum to promote bilingual learners’ literacy development in the primary language;**

**4E) makes appropriate instructional modifications to deliver the statewide language arts curriculum and develop learners’ literacy in the primary language; and**

**4F) uses a variety of literacy assessments to plan and implement literacy instruction in the primary language.**

*Standard 5 – Bi-literacy Development* - The competent bilingual education teacher has a comprehensive working knowledge of the development and assessment of bi-literacy.

**Knowledge Indicators – The competent BE teacher:**

**5A) knows how to use learners’ prior knowledge to facilitate their acquisition of literacy in the second language;**

**5B) knows how to integrate English as a second language (ESL) techniques in the teaching of reading; and**

**5C) knows how to make connections between L1 and L2 to promote bi-literacy.**

**Performance Indicators – The competent BE teacher:**

**5 D) maintains learners’ literacy in L1 while developing learners’ literacy in L2;**

**5E) uses oral language techniques and explicit instruction in phonemic awareness and decoding to promote literacy in L2; and**

**5F) assesses and monitor learners’ level of proficiency in oral and written language and reading in L1 and L2 to plan appropriate literacy instruction.**

*Standard 6 – Content-area and Pedagogical Knowledge in L1 and L2* - The competent bilingual education teacher has comprehensive knowledge of content-area instruction in L1 and L2.

**Knowledge Indicators – The competent BE teacher**

**6A) understands state educator certification standards in all content areas relevant to the teacher’s certificate level;**

**6B) understands state standards in all content areas as specified in the Illinois State Board of Education (ISBE) approved Common Core Standards;**

**6C) knows how to create authentic and purposeful learning activities and experiences in all content areas that promote bilingual learners’ development of concepts and skills in L1 and L2;**

**6D) knows how to integrate language arts skills in L1 and L2 into all content areas;**

**6E) knows how to differentiate content-area instruction based on learner needs and language proficiency levels; and**

**6F) understands various approaches for delivering content area instruction in L2 to bilingual learners.**

**Performance Indicators – The competent BE teacher:**

**6G) implements effective curriculum, instruction, assessment, and evaluation in all content areas in both L1 and L2;**

**6H) creates authentic and purposeful learning activities and experiences in all content areas that promote bilingual learners’ development of concepts and skills in L1 and L2;**

**6I) integrates appropriate, research based language arts skills in L1 and L2 into all content areas;**

**6J) selects and uses a variety of strategies and resources, including technology, to meet learners’ needs;**

**6K) uses research based content-area instruction to promote learners’ language acquisition and development in L1 and L2; and**

**6L) uses a variety of effective approaches to deliver comprehensible instruction in L2 to support the development of learners’ content-area knowledge and skills and their development of cognitive academic language in L2.**

## **Appendix D**

### **Parent Involvement under NCLB Title 1 Part A**

Parent Involvement is a requirement of NCLB Title 1 Part A. As part of Subpart 1 SEC 1111-1118, districts are required to have a district parent involvement policy, a school parent involvement policy and a school/parent compact. Other requirements are to have an Annual Parent Meeting, annually review these policies and to involve parents in decision of the use of the parent involvement set aside funds for Parent Involvement Activities.

SEC. 1118. PARENTAL INVOLVEMENT.

(a) LOCAL EDUCATIONAL AGENCY POLICY-

(1) IN GENERAL- A local educational agency may receive funds under this part only if such agency implements programs, activities, and procedures for the involvement of parents in programs assisted under this part consistent with this section. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

(2) WRITTEN POLICY- Each local educational agency that receives funds under this part shall develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy. The policy shall be incorporated into the local educational agency's plan developed under section 1112, establish the agency's expectations for parent involvement, and describe how the agency will —

(A) involve parents in the joint development of the plan under section 1112, and the process of school review and improvement under section 1116;

(B) provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance;

(C) build the schools' and parents' capacity for strong parental involvement as described in subsection (e);

(D) coordinate and integrate parental involvement strategies under this part with parental involvement strategies under other programs, such as the Head Start program, Reading First program, Early Reading First program, Even Start program, Parents as Teachers program, and Home Instruction Program for Preschool Youngsters, and State-run preschool programs;

(E) conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served under this part, including identifying barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background), and use the findings of such evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the parental involvement policies described in this section; and

(F) involve parents in the activities of the schools served under this part.

(3) RESERVATION-

(A) IN GENERAL- Each local educational agency shall reserve not less than 1 percent of such agency's allocation under subpart 2 of this part to carry out this section, including



promoting family literacy and parenting skills, except that this paragraph shall not apply if 1 percent of such agency's allocation under subpart 2 of this part for the fiscal year for which the determination is made is \$5,000 or less.

(B) PARENTAL INPUT- Parents of children receiving services under this part shall be involved in the decisions regarding how funds reserved under subparagraph (A) are allotted for parental involvement activities.

(C) DISTRIBUTION OF FUNDS- Not less than 95 percent of the funds reserved under subparagraph (A) shall be distributed to schools served under this part.

(b) SCHOOL PARENTAL INVOLVEMENT POLICY-

(1) IN GENERAL- Each school served under this part shall jointly develop with, and distribute to, parents of participating children a written parental involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

(2) SPECIAL RULE- If the school has a parental involvement policy that applies to all parents, such school may amend that policy, if necessary, to meet the requirements of this subsection.

(3) AMENDMENT- If the local educational agency involved has a school district-level parental involvement policy that applies to all parents, such agency may amend that policy, if necessary, to meet the requirements of this subsection.

(4) PARENTAL COMMENTS- If the plan under section 1112 is not satisfactory to the parents of participating children, the local educational agency shall submit any parent comments with such plan when such local educational agency submits the plan to the State.

(c) POLICY INVOLVEMENT- Each school served under this part shall —

(1) convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved;

(2) offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement;

(3) involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the schoolwide program plan under section 1114(b)(2), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children;

(4) provide parents of participating children —

(A) timely information about programs under this part;

(B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and

(C) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and  
(5) if the schoolwide program plan under section 1114(b)(2) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.

**Appendix E**  
**Parent Involvement under NCLB, Title III, Part C, Section 3302 (e)**

e) PARENTAL PARTICIPATION-

(1) IN GENERAL- Each eligible entity using funds provided under this title to provide a language instruction educational program shall implement an effective means of outreach to parents of limited English proficient children to inform such parents of how they can

—

(A) be involved in the education of their children; and

(B) be active participants in assisting their children —

(i) to learn English;

(ii) to achieve at high levels in core academic subjects; and

(iii) to meet the same challenging State academic content and student academic achievement standards as all children are expected to meet.

(2) RECEIPT OF RECOMMENDATIONS- The outreach described in paragraph (1) shall include holding, and sending notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from parents described in such paragraph.

## **Appendix F**

### **Parent and Community Participation under Transitional Bilingual Education**

23 Ill. Adm. Code 228.30 (c)

(5) *Parent and Community Participation – Each district or cooperative shall establish a parent advisory committee consisting of parents, legal guardians, transitional bilingual education teachers, counselors, and community leaders. This committee shall participate in the planning, operation, and evaluation of programs. The majority of committee members shall be parents or legal guardians of students enrolled in these programs. Membership on this committee shall be representative of the languages served in programs to the extent possible.* (Section 14C-10 of the School Code [105 ILCS 5/14C-10])

- A) The committee shall:
  - i) meet at least four times per year;
  - ii) maintain on file with the school district minutes of these meetings; and
  - iii) review the district’s annual program application to the State Superintendent of Education.
- B) Each district or cooperative shall ensure that training is provided annually to the members of its parent advisory committee. This training shall be conducted in language that the parent members can understand and shall encompass, but need not be limited to, information related to instructional approaches and methods in bilingual education; the provisions of State and federal law related to students’ participation and parents’ rights; and accountability measures relevant to students in bilingual programs.

## Appendix G

### Illinois Advisory Council on Bilingual Education Members 2012-2013

<b>FIRST NAME</b>	<b>LAST NAME</b>	<b>REPRESENTING</b>	<b>TITLE</b>
Carmen	Ayala	North Berwyn SD 98	Superintendent
Jean	Barbanente	DuPage HS 88	Assistant Superintendent
Elizabeth	Cardenas-Lopez	Chicago 299	Director
Trevor	Cottle	Beardstown SD 15	Program Director
Margarite	Crivellone	Governors State University	Professor
Alberto R.	Filipponi	Joliet HSD 204	Program Director
Diego	Giraldo	North Shore SD 112	Program Director
Stephane	Jordan	Moline SD 40	Program Director
Matthew	Klett	North Boone 200	Principal
Theresa	Mah	Coalition for a Better Chinese American Community	Policy Consultant
Anne M.	Mc Donnell	Streator SD 44	Program Director
Misael	Nascimento	Oswego SD 308	Program Director
Ngoc Diep	Nguyen	Northeastern Illinois University	Professor
Martin	Palma Salcedo	Elgin SD U 46	Parent
Edward	Rafferty	Schaumburg SD 54	Superintendent
Susan	Schwicardi	DuPage County ROE	ELL Coordinator
Josie	Yanguas	Illinois Resource Center	Director