



Illinois State Board of Education

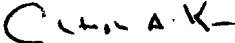
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Gery J. Chico
Chairman

Christopher A. Koch, Ed.D.
State Superintendent of Education

December 1, 2011

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

FROM: Christopher A. Koch, Ed.D. 
State Superintendent of Education

SUBJECT: Illinois Advisory Council on Bilingual Education Report

On behalf of the Advisory Council on Bilingual Education (see 105 ILCS 5/14C-3) (the "BAC"), I respectfully submit this report to the Governor and the General Assembly in fulfillment of the requirements of Public Act 097-0305.

Public Act 97-0305 amends the Transitional Bilingual Education Article of the School Code to provide that, by no later than December 1, 2011, the BAC shall submit a report to the State Superintendent of Education, the Governor, and the General Assembly addressing, at a minimum, (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 and applicable State Board of Education rules should be modified; (3) whether and how bilingual education requirements in Article 14C of the School Code and applicable State Board of Education rules should 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 instead of transitional bilingual education programs.

If you have any questions regarding this report, please contact Robin M. Lisboa, Division Administrator for English Language Learning, at (312) 814-3850, rlisboa@isbe.net.

Enclosure

cc: Jillayne Rock, Secretary of the Senate
Tim Mapes, Clerk of the House
Legislative Research Unit
State Government Report Center

December 1, 2011

TO: The Honorable Pat Quinn, Governor
The Honorable John J. Cullerton, Senate President
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Christopher A. Koch, Ed.D., State Superintendent of Education

FROM: David J. Barker 
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 General Assembly, and the State Superintendent of Education in fulfillment of the requirements of Public Act 097-0305.

Public Act 97-0305 amends the Transitional Bilingual Education Article of the School Code to provide that, by no later than December 1, 2011, the Illinois Advisory Council on Bilingual Education shall submit a report to the State Superintendent of Education, the Governor, and the General Assembly addressing, at a minimum, (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 and applicable State Board of Education rules should be modified; (3) whether and how bilingual education requirements in Article 14C of the School Code and applicable State Board of Education rules should 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 instead of transitional bilingual education programs.

Enclosure

cc: Members of the Illinois Advisory Council on Bilingual Education

Report to the State Superintendent of Education, Governor, and Illinois General Assembly in Response to Public Act 97-305

As members of the Illinois Advisory Council for Bilingual Education, we welcome this opportunity to report our recommendations regarding the four key questions as posed in Public Act 97-305. 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 being able to get the most out of our school systems so that ELLs can be ultimately ready 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 2010 Statistical Report*, there are more than 183,000 ELLs in Illinois. This represents almost 10% of the state's over-all student population. Just fifteen years ago, ELLs were at about 100,000; thus in the last 15 years, the ELL population has increased about 83%.

Of the top fifteen school districts with ELLs in Illinois, 14 are within the six counties that surround Chicago, and represent over 58% of the state's total ELL population. The only exception is Rockford, located just outside the collar counties, in Winnebago County. 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	53,104	Palatine	2,723
Elgin	9,333	Plainfield	2,722
Cicero	7,370	CUSD 300 (Carpentersville)	2,660
Waukegan	5,484	Schaumburg	2,614
Aurora East	5,053	Indian Prairie (Naperville)	2,354
Rockford	3,195	CCSD 59 (Arlington Heights)	2,262
West Chicago	2,925	Aurora West	2,185
Wheeling	2,903		
TOTAL			106,887
Represents 58% of ELLs in Illinois (approx 183,522 students)			

The Appendix A map shows the location of these 15 districts in Northeastern Illinois.

Overall, there are 299 educational entities in Illinois that received state bilingual funds in SY 2010.

A further examination of data related to the school districts in the six counties of the Chicago Metropolitan area indicates that over 90% 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 more than half 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	100,648	54.8 %
Kane	20,431	11.1 %
DuPage	16,795	9.2 %
Lake	16,630	9.1 %
Will	8,020	4.4 %
McHenry	3,688	2.0 %
Total	166,212	90.6 %

Languages

In school year 2010, more than 136 non-English native languages were spoken by ELLs with Spanish spoken by 80.5 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 109,000 students.

Grade Distribution

In SY 2010, in terms of grade level distribution, 4 percent of ELLs in Illinois were in PreK, 57 percent were in grades K through 3, 20 percent were in grades 4 through 6, another 9 percent were in the upper grades 7 and 8, and 11 percent were in high school. The following table shows the specific numbers and percentage of ELLs in each grade. It is important to note that there are probably at least another 58,000 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 29,000 ELLs at the kindergarten level, and that the ELL population is continuing to increase over time so that there are at least that many 3 and 4 years who are ELLs. It is also interesting to note that by 7th 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 represent a little over 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	7,260	4.0%
Subtotal	7,260	4.0%
K	29,372	16.0%
1	27,521	15.0%
2	25,462	13.9%
3	21,293	11.6%
Subtotal	110,908	56.5%
4	15,772	8.6%
5	11,804	6.4%
6	9,593	5.2%
Subtotal	37,169	20.2%
7	8,180	4.5%
8	7,478	4.1%
Subtotal	15,658	8.6%
9	6,773	3.7%
10	5,635	3.1%
11	3,811	2.1%
12	3,568	1.9%
Subtotal	19,787	10.8%
TOTAL	183,522	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 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 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 - 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 for 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:

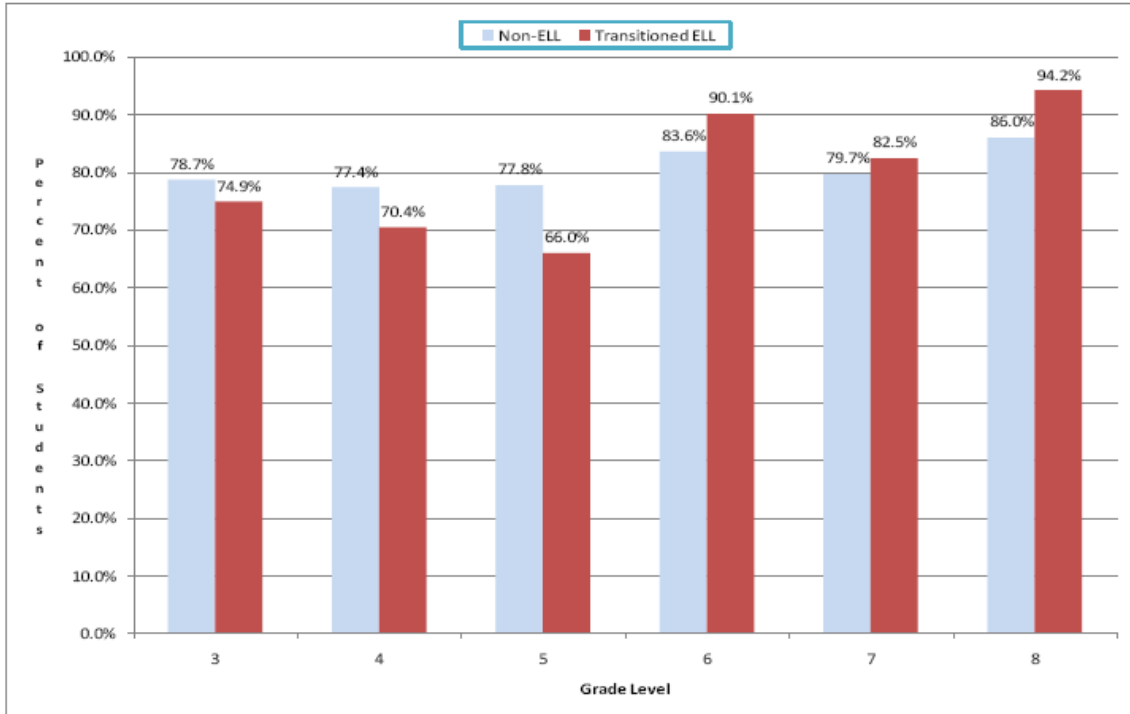
- Social and Instructional Language
- Language of Language Arts
- Language of Mathematics
- Language of Science
- Language of Social Studies

The standards are divided into six English language proficiency levels 1 through 6. The graphic in Appendix B 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 2010 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 who were 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, 4 and 5 and completely reversed in grades 6, 7 and 8. In grades 6-8, transitioned ELLs outperformed their non-ELL peers in reading.

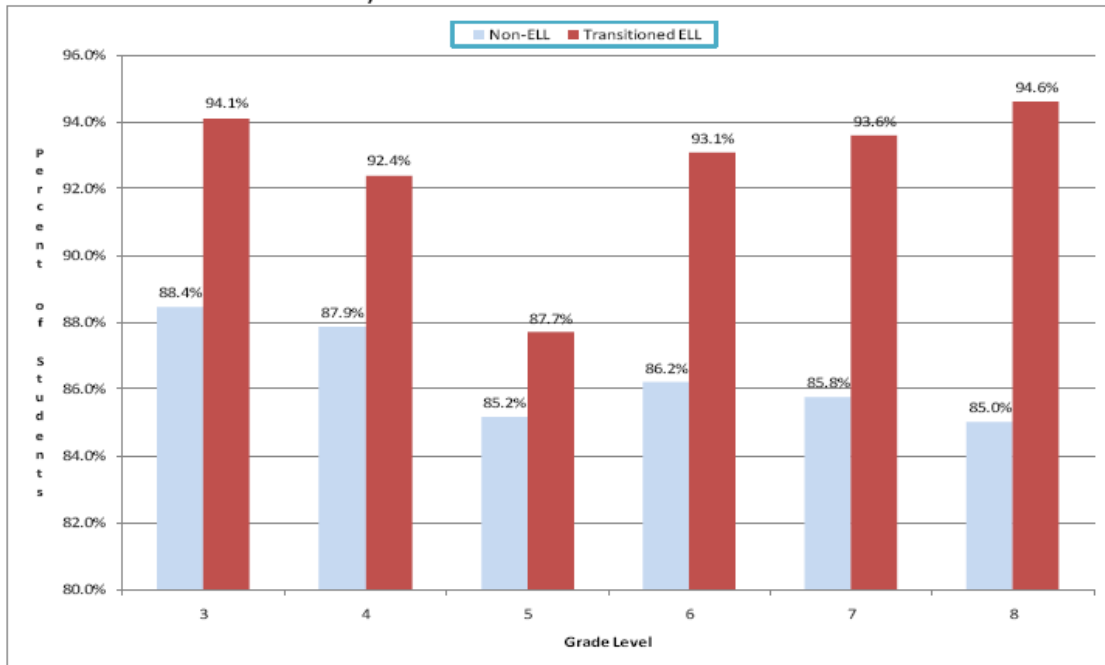
**Comparison of Performance of Transitioned ELL Students* with
Non-ELL Students on the 2010 ISAT- Reading, by Grade Level: SY 2010
(Sources: 2010 ISAT and 2010 ACCESS Data)**



*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 2010 ACCESS for ELLs®.

In mathematics, the outcomes for transitioned ELLs are even more significant, in that transitioned ELLs consistently outperform their non-ELL peers across grades 3 through 8.

**Comparison of Performance of Transitioned ELL Students*
with Non-ELL Students on the 2010 ISAT- Mathematics, by Grade Level: SY 2010
(Sources: 2010 ISAT and 2010 ACCESS Data)**

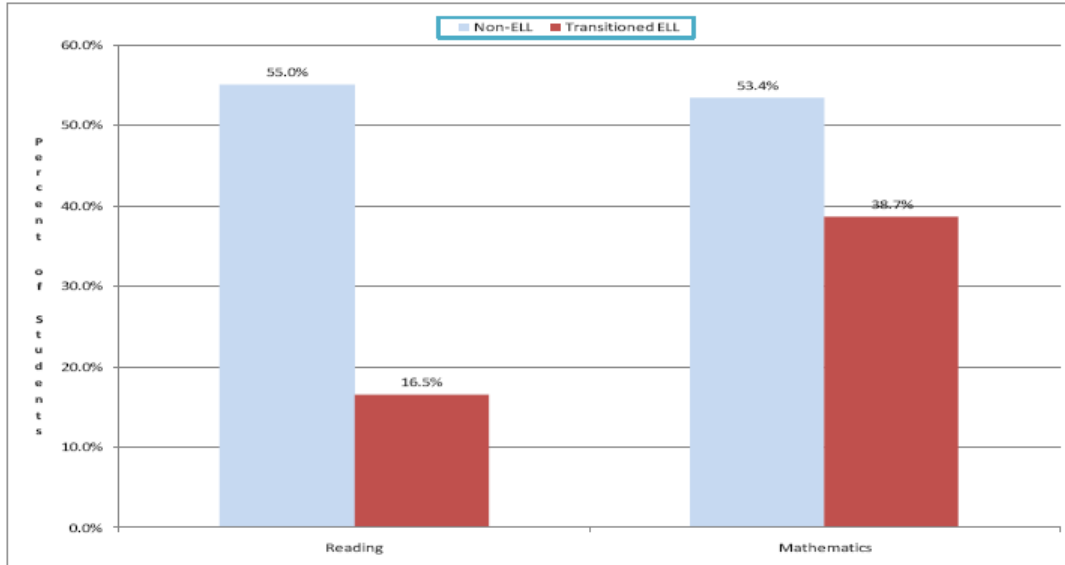


*Transitioned ELL students obtained an overall (composite) proficiency level of at least 4.8 and literacy proficiency level of at least 4.2 on the 2010 ACCESS for ELLs®.

Academically, transitioned ELLs at the high school, though progressing, are not doing as well 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.

**Comparison of Performance of Transitioned ELL Students*
with Non-ELL Students on the 2010 PSAE: SY 2010**

(Sources: 2010 PSAE and 2010 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 2010 ACCESS for ELLs®.

State TBE/TPI Funding Dollars - FY 05 to FY 12

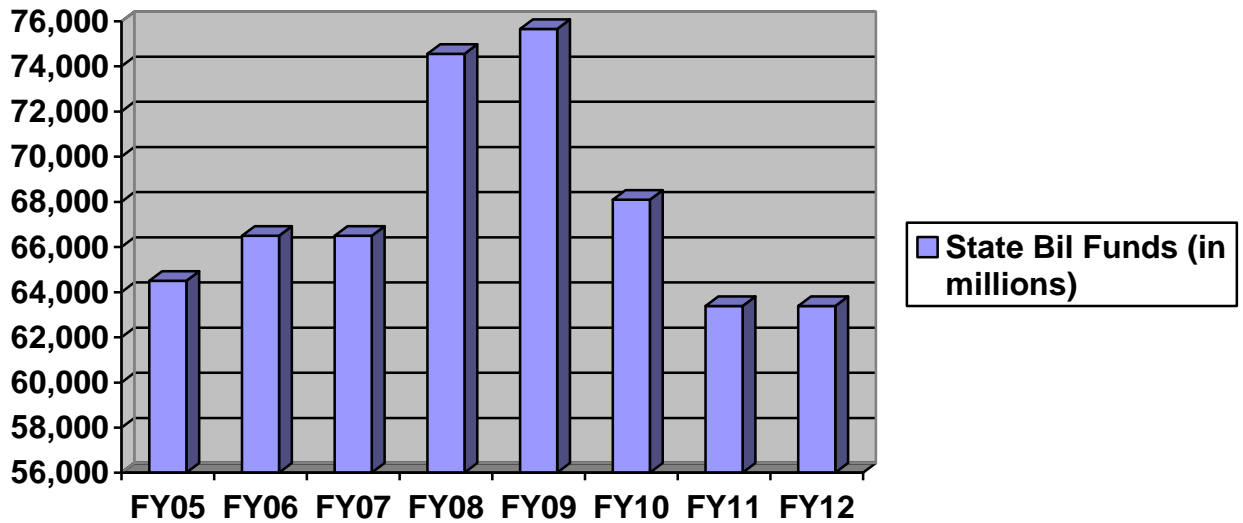
State bilingual funds are used to supplement TBE/TPI programs and reimburse some of the excess costs of providing these services based on a prorated formula. Over the last few years, while the numbers of ELLs continues to increase, state bilingual appropriations have not been following suit. Currently, the appropriations for TBE/TPI stand at \$63.3 million at a time when the state’s ELL population is more than 183,000 students. Seven 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).

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 been steadily decreasing and now stands, for the last two 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 17%. Clearly, more funding is needed not only to make up for the shortfall from the last three years, but to also attempt 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



It is the Advisory Council’s hope that this information provides additional context regarding our state’s ELL population and will serve as a backdrop for the Council’s recommendations.

Questions Posed to the Advisory Council on Bilingual Education P.A. 97-305

By no later than December 1, 2011, 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:

- (1) whether and how the 20 child per attendance center minimum in Section 14C-3 of this Code should be modified;
- (2) whether and how educator certification requirements in this Article 14C-3 and applicable State Board of Education rules should be modified;
- (3) whether and how bilingual education requirements in this Article 14C-3 and applicable State Board of Education rules should 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 instead of transitional bilingual education programs.

Overall Response to Questions (1) through (4):

After much discussion both through subcommittees and as a whole group, the Advisory Council on Bilingual Education does not recommend any changes for Article 14C-3; however, the recommendations outlined below could be addressed through rules changes in Part 228 by the Illinois State Board of Education. The rationale for this overall response is the following:

- Section 14 C-3 has worked for the State of Illinois for many years. Illinois data shows that the state's ELLs are making notable progress toward English proficiency and academic success.
- Nationally, research shows that States that have veered away from native language policies have resulted in worse achievement trends for ELLs

Response and Recommendations for Questions (1) and (3):

The committee recommends that some flexibility be given to schools in Part 228 by expanding the option for schools to implement a Part-Time Transitional Bilingual Education (TBE) program when specific conditions are met. **The requirements for a Full time TBE program remain unchanged.**

One subcommittee tackled two questions (1) and (3) that the Advisory Council considered to be inter-related. The great majority of high schools (and many middle schools) in our state are departmentalized; that is, the subject matter and courses taught for students is more specialized in these higher grades, such as biology, chemistry, algebra, U.S. History. The teacher required for any one of these subjects must be certified at the secondary level within that content area. In comparison, students in elementary settings are taught many subjects (such as language arts, math, social studies, science) by the same teacher throughout the school day. In all these grades, if there are at least 20 students who are classified as ELL, and these students speak the same language, then the teacher must also be certified with a bilingual approval or endorsement so as to be able to provide instruction in the native language.

Beginning in the upper grades through high school, the numbers of students classified as ELL, is significantly lower than in grades PreK to 5. With lower numbers of eligible students, it becomes challenging for schools to create high school classes by subject area utilizing appropriately certified personnel. Furthermore, staffing such classes becomes even more problematic in trying financial times. Thus, as the Advisory Council began to discuss the questions listed above, it became rapidly clear that the “rule of 20” (Question 1) and issues distinguishing elementary versus high school (Question 3) could not be separated.

For the purposes of this report, the following recommendations are addressing both of these questions together, and are presented in two parts:

1- Transitional Bilingual Education (TBE) Programming: Full Time Program vs. Part Time Program Requirements

2- English Language Learner (ELL) Student Placement Status within TBE program: ELL Full Time vs. Part Time status

1 - Transitional Bilingual Education (TBE) Programming:

A) Full time TBE program requirements:

Schools with an enrollment of 20 or more students in one language, when the following conditions are present in the school, must provide a Full time TBE program:

High School

For 2 consecutive years, an attendance center that has 75 ELLs of the same native language scoring 3.5 (literacy) or below on the ACCESS® within a grade level, the school must provide a Full time TBE program.

Middle School

For 2 consecutive years, a Middle School 6-8 attendance center that has 60 ELLs within one or two consecutive grade levels of the same native language scoring 3.5 (literacy) or below on the ACCESS® the school must provide a Full time TBE program.

Pre K- 8 School

For 2 consecutive years, a Pre K- 8 attendance center that has 20 (PreK-5) or 60 (6-8) ELLs within one or two consecutive grade levels of the same native language scoring 3.5 (literacy) or below on the ACCESS®, the school must provide a Full time TBE program.

Pre K – 5 – Elementary

For 2 consecutive years, an elementary pre K- 5 attendance center that has 20 ELLS within one or two consecutive grade levels of the same language scoring 3.5 (literacy) or below on the ACCESS®, the school must provide a Full time TBE program.

Note: With low incidence languages, the school district must show that they continuously make a good faith attempt to hire fully qualified bilingual teachers and aides for the bilingual program to provide native language instruction for students in the program.

Program components required in a Full time TBE program:

- 1) Core content instruction (Language Arts, Math, Science and Social Studies) in the native language and in English taught by certified bilingual teachers; and
- 2) English as a Second Language (ESL) instruction taught by certified ESL teachers.

B) Part time TBE program Requirements:

Qualifying Conditions: A school with an enrollment of 20 or more students in one language may opt for a Part time TBE program instead of a Full time TBE program. In the event an attendance center has more than 20 students of the same native language but does not meet the qualifying criteria for a full-time program listed above, the school must provide a Part-time TBE program.

Program components required in a Part time TBE program:

- 1) ESL instruction provided by certified ESL teachers;
- 2) Native language support in core content subjects provided by a highly qualified bilingual teacher or bilingual paraprofessional; and
- 3) Professional development in sheltered instruction strategies for staff members who are providing content area instruction to ELL students in English. (See page 17 in the Certification Section for further clarification of requirements for Sheltered Instruction Professional Development.)

Additional suggestions for implementation:

1. Full and part time TBE service components must be explained as a part of the TBE grant and approved by ISBE staff, as part of the TBE/TPI grant approval process
2. Full and part time TBE program status for each school to be monitored and reviewed at least every two years to ensure that the program changes from part time to full time TBE occurs as soon as the school meets the conditions requiring full time TBE programming.

2- ELL Placement Status in Full Time or Part Time Program:

The **placement status of ELLs** in a TBE program was also considered by the Advisory Council with specific discussion regarding a student's English language proficiency (ELP) and other performance data necessary for an ELL to move from Full time to Part time status. Below are the Advisory Council's recommendations:

A TBE student may be placed in a part-time program if the student meets the criteria in (1) or (2) below:

1. The student's English language proficiency (ELP) level on either the ELP screener or the ACCESS for ELLs® falls within the following range:

Grade Level	Part-time ELP Range
Kindergarten - First semester	4.0 and above composite oral proficiency on the MODEL™, but not English proficient*
Kindergarten- Second semester through 12 th Grade	3.5 and above literacy proficiency level on the MODEL™ or the ACCESS for ELLs® but not English language proficient*

*A student continues to be eligible for the TBE program until obtaining both an overall composite proficiency level of 4.8 or higher and a literacy composite score of 4.2 or higher.

2. The student's score on the ELP screener or annual ACCESS for ELLs® assessment does not fall within the ELP range noted above but the student's ability to benefit from a part-time program is documented in one or more of the following areas:

- a. Native language proficiency: A native language proficiency test documents that the student has minimal or no proficiency in the home language and a parent interview/survey reveals that English is the primary language spoken in the home
- b. Academic performance in subjects taught in English: A review of documented performance, which includes student grades, teacher recommendations and assessment results (State, curriculum based, and locally developed), indicates that the student has performed at or above grade level in the previous school year in classes taught exclusively in English in one or more required subject areas (Reading / Language Arts, Math, Science or Social Studies).
- c. Academic performance: Review of documented performance, which includes student grades, teacher recommendations and assessment results (State, curriculum based, and locally developed), indicates that the student in a departmentalized program has performed at or above grade level in the previous school year in at least two core subjects (Reading /Language Arts, Math, Science or Social Studies) taught in the native language or Sheltered Instruction in English.
- d. Disability: The Individualized Education Program (IEP) documents that a part-time program is least restrictive environment and an appropriate option for the student as determined by a properly constituted IEP team which includes the ELL specialist(s).
- e. Cultural background: Limited use of the native language for instruction is the best option based on the cultural background of the student. For example, the native language is not a written language. In this case, a part-time program should incorporate oral native language support based on the needs of the student
- f. Parent Notification: Parent must be notified prior to change of placement from full-time to part-time.

- g. Documentation: IACBE recommends that ISBE develop a form/checklist to document rationale for a change of student status to part-time based on the above criteria.

Response and Recommendations for Question (2) on educator certification

A second subcommittee examined the question as to whether educator certification requirements needed to be changed. After much discussion, the Advisory Council recommends that no modifications are needed in Article 14 C-3 with regard to educator certification. The requirements outlined in Article 14 C-3 are adequate for bilingual and ESL teachers working in Transitional Bilingual Education (TBE) programs and Transitional Programs of Instruction (TPI).

However, based on the program requirements as outlined above with regard to TBE programming and ELL student placement, it is recommended that the following requirements for Sheltered Instruction Professional Development be clarified in Part 228 rules. These recommendations offer clearer guidance for schools in order to be compliant with part-time TBE; they also clarify the certification requirement under part-time TBE.

Sheltered Instruction Professional Development

The following is a definition of sheltered instruction (D. Short (2000), Center for Applied Linguistics)

- A means for making grade-level academic content (e.g. science, social studies, math) more accessible for English language learners (ELLs) while at the same time promoting their English language development.
- The practice of highlighting key language features and incorporating strategies that make the content comprehensible to students.
- An approach that can extend the time students have for getting language support services while giving them a jump start on the content subjects they need for graduation.

Middle School, Junior High and High school General Education content area teachers with at least a cluster of ELLs (from 1 to 8 students per class) should meet the needs of ELLs by sheltering their instruction as a component of differentiation. In order to provide such instruction, such teachers should be trained in comprehensive sheltered instruction.

Comprehensive sheltered instruction training for teachers should address:

- the process of language acquisition;
- differentiating instruction and classroom assessments to meet the Illinois English language proficiency standards;
- the importance of and techniques for providing native language support (even in monolingual classrooms);
- the role of culture in teaching and learning

The teacher should complete a comprehensive sheltered instruction training, such as the 3 day SIOP training (18 hours), or CLIMBS training (5 days/30 hours), or an ESL methods course (44 contact hours). ISBE should work with sheltered instruction staff development providers to design an Illinois-tailored sheltered instruction training sequence that would address this need.

A sheltered content class composed of ELLs should be taught by a content certified instructor who has taken both ESL Methods and Foundations. In lieu of Foundations, any of the other bilingual/ESL courses could be taken (e.g., Reading in a New Language, Bilingual Methods, Cross-Cultural Education).

Three additional recommendations regarding educator certification:

1) The Illinois Certification Testing System needs to offer the Language Proficiency Tests for the TBE certificate **more often**. Currently the English Language Proficiency

Test is offered twice (September and July); other target Language Proficiency Tests are offered just three times, September, February & July.

2) Upon receiving a Type 29 certificate, a practicing teacher must within a year begin to take the necessary coursework to fulfill the requirements for Illinois certification with the bilingual approval/endorsement; there should be continuous enrollment until completed;

3) Given the growing numbers of ELLs in Illinois, nearly 1 in every 10 students, virtually every teacher in Illinois will likely be working with ELLs in his/her classroom. Consequently, the Advisory Council recommends that the Illinois Board of Higher Education consider requiring all teacher candidates for Illinois certification/licensure complete a Foundations course related to ELLs, much like the current requirement that all Illinois teachers complete a Foundations course in Special Education.

Response and Recommendations for Question (4) on alternative bilingual education programs

One challenge for the Advisory Council in answering this question is that there is no clear definition regarding an “alternative bilingual education program” including how the goals of such a program would be different from transitional bilingual education programs. As outlined in Illinois law, the goals of TBE/TPI programs are to have students acquire English language proficiency so as to transition into the general program of instruction. During that time, students are also entitled to content area instruction which may be offered in the native language and/or English by certified bilingual and ESL teachers.

In speculating what the goals of an “alternative bilingual education program” could be, the Advisory Council considered dual language programs as a possible alternative. In dual language programs, instruction is provided in two languages with the goal that all students (in this case both ELLs and non-ELLs) become bilingual, biliterate and bicultural. Such programs use each group of students’ first language for academic instruction at different points throughout the program. The cognitive, academic, and

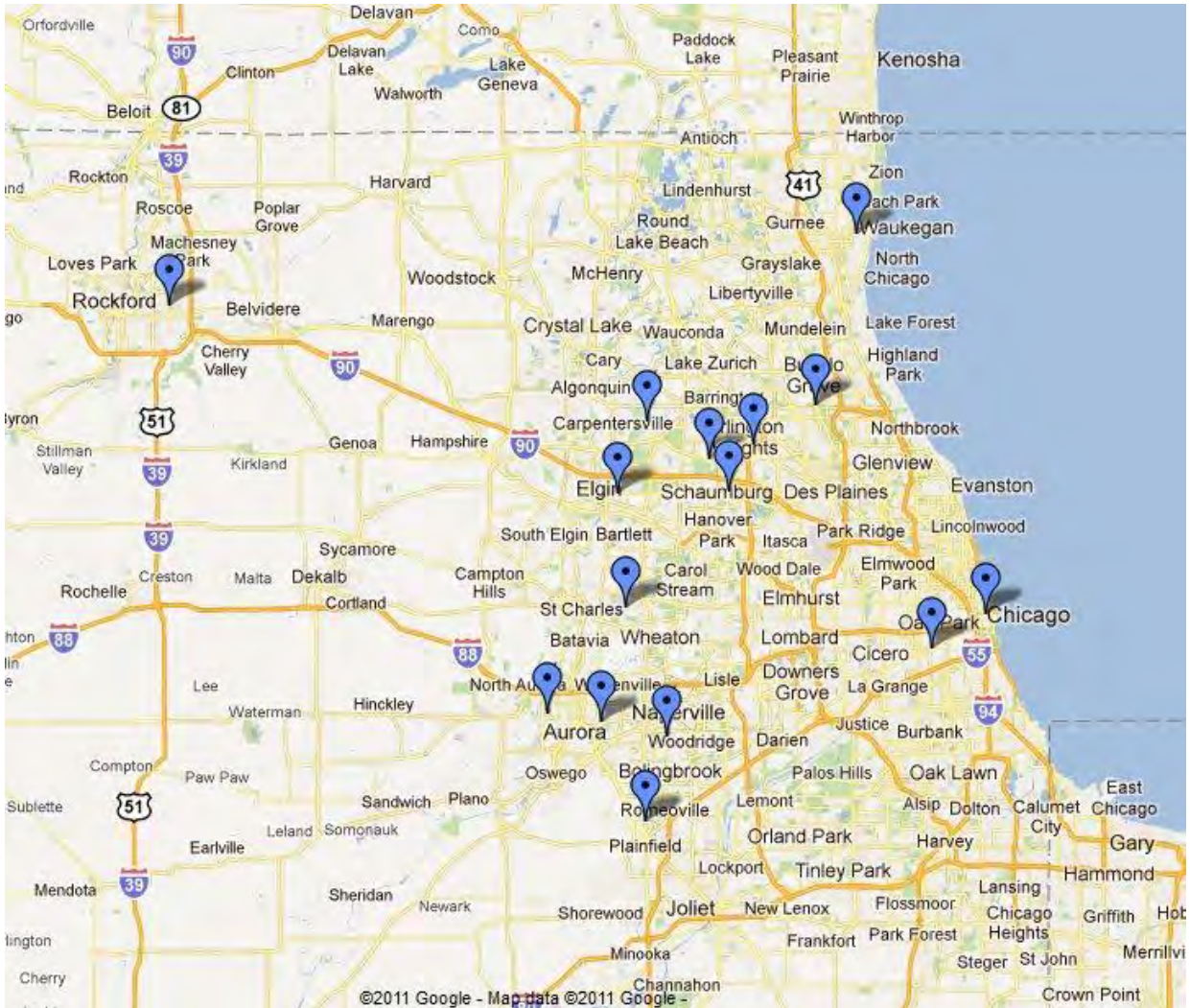
linguistic benefits of these programs fully appear after 5th or 6th grade, and have been supported by research (for example, Collier and Thomas; Lindholm-Leary).

The current TBE/TPI law in Illinois offers a wide array of choices for schools and students, including dual language programs, as well as for TPI programs which primarily deliver instruction to students in English. A number of schools in Illinois offer dual language programs, and in many instances, the success that has been noted nationally has also been replicated at a local level (e.g. Schaumburg SD 54, North Shore SD 112, Evanston SD 65, Woodstock CUSD 200).

As an Advisory Council, we would recommend, based especially on feedback from bilingual directors at September 19, 2011 focus group meetings, that dual language programs continue to remain an option within the TBE framework. We would further recommend that given the success that such programs have for ELLs, ISBE continue to support school districts that wish to offer such programs, and offer additional guidance and information to districts that wish to pursue dual language programming.

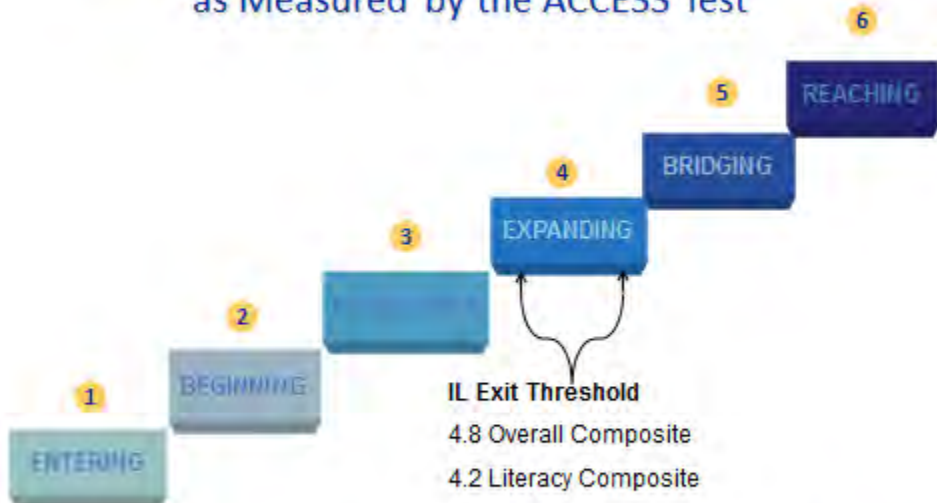
Appendix A

Top 15 School Districts with English Language Learners



Appendix B

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



Appendix C

Illinois Advisory Council on Bilingual Education 2011-2012

FIRST NAME	LAST NAME	REPRESENTING	TITLE
Carmen	Ayala	Plainfield SD 202	Assistant Superintendent
Jean	Barbanente	DuPage HS 88	Assistant Superintendent
David	Barker	Lewis University	Instructor
Trevor	Cottle	Beardstown SD 15	Program Director
Margarite	Crivellone	Governors State University	Teacher Quality Partnership Coordinator
Robert	de Oliveira	Kankakee SD 111	High School Teacher
Alberto R.	Filipponi	Joliet HSD 204	Program Director
Diego	Giraldo	North Shore SD 112	Program Director
Stephane	Jordan	Moline SD 40	Program Director
Anne M.	Mc Donnell	Streator SD 44	Program Director
Misael	Nascimento	Oswego SD 308	Program Director
Ngoc Diep	Nguyen	Evanston THS 202	Assistant Superintendent
Martin	Palma	Elgin SD U 46	Parent
Edward	Rafferty	Schaumburg SD 54	Superintendent
Susan	Schwicardi	DuPage County ROE	ELL Coordinator
Josie	Yanguas	Illinois Resource Center	Director
Kim	Zinman	Wheeling SD 21	Principal