# Regional English Learner Administrator Spring Training 2024

Presented by:

The Multilingual/Language Development Department



#### **Announcements**

- We are so happy to be here with you today and are excited to share a lot of information!
- Please be sure to **sign-in** for our training today.
- Do you receive our Multilingual Monthly Newsletter?
  - If not, sign up todayat: <a href="https://www.isbe.net/Pages/subscribe.aspx">https://www.isbe.net/Pages/subscribe.aspx</a>



## Multilingual/Language Development What do we do?

#### Migrant Education Program



#### Seal of Biliteracy



#### **World Languages**



#### **Ethnic Language Schools**





## Multilingual/Language Development What do we do?

Visiting International Teachers

BridgeUSA

Connecting global leaders, creating lasting impact









#### Multilingual Directory/Assigned P.C.

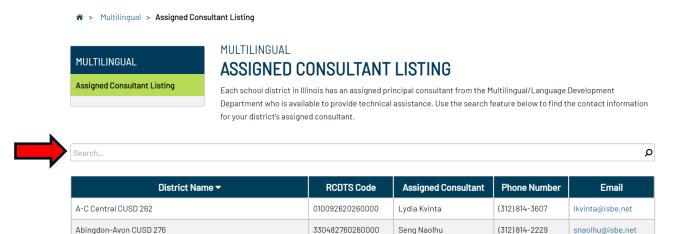
- Assigned Consultant Listing (isbe.net)
  - Located at the bottom of the <u>Multilingual (isbe.net)</u>

(312)814-0902

O NEW AND IMPROVED!

ACE Amandla Charter School

 Simply type in your district to find your assigned consultant.



150169020250000



#### **Training Topics**

#### Sessions 1 and 2

- Introduction to English Learners (ELs) in Illinois
- Federal Legislation and Landmark Cases
- Student Enrollment and Access to Services
- Identification and Screening
- Programming
- Special Education
- Newcomers
- Withdrawal and Refusal of Services
- Reclassification and Monitoring Former ELs
- Staffing and Licensure
- Requirements for Communication in Parents' Native Language
- Bilingual Parent Advisory Committee (BPAC)



#### **Training Topics**

#### Sessions 3 and 4

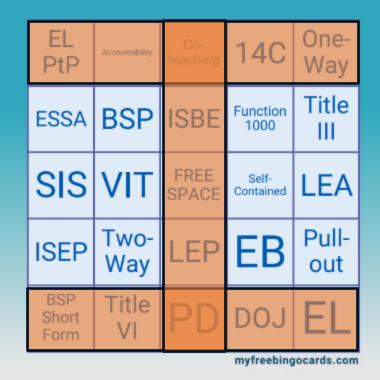
- Accountability and Compliance
- Grants and Funding
  - Consolidated District Plan (CDP)/Bilingual Service Plan (BSP)
  - Title III Funding
  - Reports
- Migrant Education
- Seal of Biliteracy/World Language
- Visiting International Teacher Program
- Student Information System (SIS)
- Resources



#### Let's have some fun!

- You will find a bingo card on your table.
- During the training:
  - Mark your card when you hear any of the terms used in the presentation.
  - You can win by the presenter's choice of game type (cover all or ISBE style)
  - We are playing for prizes!

#### Regional EL Administrator Spring Training 2024





# in Illinois

#### Illinois Definition of an English Learner

**Per Section 228.10**, "Any student in pre-K, K, or any of grades 1-12, whose home language background is a language other than English and whose proficiency in speaking, reading, writing, or understanding English is not yet sufficient to provide the student with:

- the ability to meet the State's proficient level of achievement on State assessments;
- the ability to successfully achieve in classrooms where the language of instruction is English; or
- the opportunity to participate fully in the school setting."



#### **State Requirements**

- Illinois School Code
  - Article 14C Transitional Bilingual Education
- Illinois Administrative Code (Title 23):
  - Part 228: Transitional Bilingual Education



#### **Frequently Used Terminology**

Term	Acronym
English Language Learner	ELL
English Learner	EL
Limited English Proficient	LEP
Culturally and Linguistically Diverse	CLD
Multilingual Learner	ML
Emergent Bilingual	EB



#### **English Learners in Illinois**

Figure 3-1: EL Distribution Across Illinois: Cook County & Surrounding Suburbs Withheld

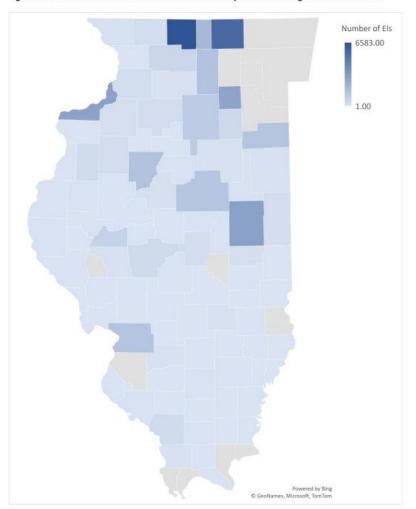
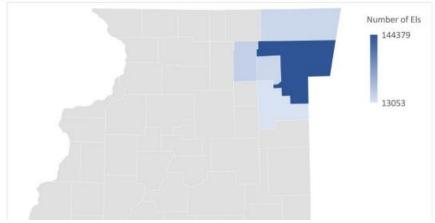


Figure 3-2: EL Distribution Across Illinois: Cook County & Surrounding Suburbs Only



English Learners in Illinois SY 2021-22 Statistical Report







# Federal Legislation and Landmark Cases



#### **Federal Requirements**

#### Title VI, Civil Rights Act of 1964

 Prohibits denial of equal access to education because of language minority students' limited proficiency in English.

#### Title VII of the ESEA of 1968: The Bilingual Education Act

 Challenged assimilationist theories and the concept of the "melting pot" as assimilation exclusively.

#### **Equal Educational Opportunity Act of 1974**

 Defines denial of equal educational opportunity as "failure by an educational agency to take appropriate action to overcome language barriers that impede equal participation by students in an instructional program."

#### Individuals with Disabilities Education Act (IDEA) of 1975

- Provides for free appropriate public education to eligible children with disabilities throughout the nation.
- Ensures special education and related services to those children

ELs must be able to participate effectively in all programs and content areas.



#### **Landmark Cases**

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

 Districts must take affirmative steps to overcome educational barriers faced by the non-English speaking students in the district.

#### <u>Castañeda v. Pickard</u> (648 F.2d 989, U.S. Court of Appeals, 5<sup>th</sup> Circuit, 1981)

- Program for ELs should be:
  - Theory: Based on "a sound educational theory";
  - Practice: "Reasonably calculated to implement effectively the educational theory adopted by the school," with adequate resources and personnel; and
  - Results: Evaluated as effective in overcoming language barriers after a trial period.

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

• The U.S. Supreme Court ruled that undocumented children have the same right as U.S. citizens and permanent residents to receive a free public education.

# **Student Enrollment and Access to Services**

#### Students' Rights to Equal Education

- The laws of Illinois and the United States guarantee all students in Illinois access to a quality education. This requires every district to guarantee all students equal access to the full range of programs and resources
- Existing law guarantees immigrant and non-English speaking students a free public education from kindergarten through Grade 12 up until the age of 21 regardless of immigrant status.



#### Students' Right to Desegregation

- School districts generally may not segregate students on the basis of national origin or EL status.
- Although certain EL programs may be designed to require that ELs receive separate instruction for a limited portion of the day or period of time, school districts and states are expected to carry out their chosen program in the least segregated manner consistent with achieving the program's stated educational goals.



#### Students' Right to Equal Education

- The law prohibits any action that might have a "chilling" effect on the right of access to schools.
   Districts must not require parents or adult caretakers to provide information concerning their or their children's immigration status.
- **Policies or procedures** that condition services or benefits by requiring a child's or a parent's Social Security number must be amended because these practices have the effect of exposing the immigration status of undocumented students or their parents.

#### Students' Right to Equal Education

#### Using alternatives for documentation of identification or residency:

- When implementing residency policies, care must be taken to ensure that parents or adult caretakers can establish residency within the district by means which will not force them to, albeit indirectly, reveal their immigration status.
- Districts may accept as proof of residency -- but cannot mandate -that parents or adult caretakers provide either an Illinois driver's license or a state identification card that requires a Social Security number.
- If an identification number is needed for administrative purposes, districts should assign a school-generated identification number to avoid infringing upon undocumented students' rights.



#### Students' Right to Equal Education

#### **Access to federal programs:**

- Schools are required to provide undocumented immigrant students the same benefits and services made available to other students
- When determining eligibility for free or reduced-price lunch and/or breakfast programs under the School Lunch Act, do not reject applications that do not have the parent's Social Security number. Parents without Social Security numbers need only indicate on the application that they do not have a number.
- Districts must make it clear that any and all information provided is used solely to obtain federal funds.

  STATE BOARD

### Federal: Providing Meaningful Access to All Curricular and Extracurricular Programs

- ELs must have access to their grade-level curricula so that they can meet promotion and graduation requirements.
- ELs are entitled to an equal opportunity to participate in all programs, including prekindergarten, magnet, gifted and talented, Career and Technical Education, arts, and athletics programs; Advanced Placement (AP) and International Baccalaureate (IB) courses; clubs; and honor societies.







# Identification and Screening



#### Federal: Identifying and Assessing All Potential ELs

- School districts must have procedures in place to accurately and timely identify potential ELs
- Home Language Survey (HLS) should be administered at the time of enrollment to gather information about a student's language background and identify students whose primary or home language is other than English.
- School districts must then determine through a valid and reliable test that assesses English language proficiency in speaking, listening, reading, and writing if students are English learners.
- The original HLS must be maintained and accessible in the student's file.



#### Illinois Implementation of Federal Rules

 There are very specific guidelines with regard to the <u>identification</u>, <u>screening</u>, and <u>placement</u> of English learners:



- Home Language Survey for all students new to district
- Identify students with a language background other than English

ELP

- Appropriate screening procedures and assessments
- Determining students' English language proficiency

TBE/TPI

- Eligibility determination and program placement
- Parent notification



#### **Key Points**

- LEAs must identify, in a timely manner, English learner students in need of language assistance services using the Home Language Survey.
- An HLS must be administered effectively to ensure accurate results.
- Screening by districts with the appropriate prescribed screener is required for potential ELs.
- All students identified as ELs must have a notification sent to parents upon placement in a language support program.
- All ELs must be administered the ACCESS for ELLs or Alternate ACCESS on an annual basis.



#### Two Critical Steps in Initial Identification of ELs

- 1. Districts shall administer a Home Language Survey for <u>every</u> student enrolling in a public school.
  - -- In English and the home language, if feasible.

    ISBE provides the HLS in over 50 languages. If it is not provided by ISBE, it is the districts responsibility to have the HLS translated. We do understand that some languages aren't written, however, it is the districts responsibility to convey the information to the parents in a language they understand.
- 2. Districts shall administer an individual screener for English language proficiency to each student identified as a potential English learner through the HLS.



ISBE Multilingual/Language Development Department: Identification

# Illinois Example Home Language Survey

The state requires the district to collect a Home Language Survey for every new student. This information is used to count the students whose families speak a language other than English at home. It also helps to identify the students who need to be assessed for English language proficiency. Please answer the questions below and return this survey to your child's school.

Student name.	
1. Is a language other than English spoken in your home? Yes No	
What language?	
2. Does your child speak a language other than English? Yes No	_
What language?	
If the answer to either question is yes, the law requires the school to asse English language proficiency.	ess your child's
i di city Cadi aldii olgiideal c	<b>ILLINOIS</b>

Ctudont name

#### **Home Language Survey Process**

The HLS is to be completed by the parents/guardians of all students entering a school district in a language they understand.

Answer is "Yes" to either question on the HLS:
Student is a *potential* EL.

Conduct ISBE-prescribed screener for English language proficiency and notify parents of the results within 30 days.

Answer is 'No" to both questions on the HLS:
Student is not a *potential* EL.

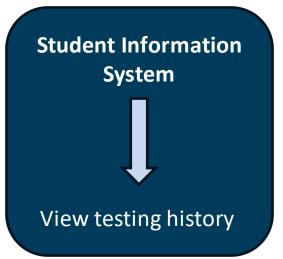
No screening for English language proficiency required.

## Other Important Factors, Prior to Screening:

**Check their record** Cumulative folder Copy of original HLS Copy of screener/ACCESS scores

Contact previous
district

Ask for screening
scores and/or prior
test scores





#### **Preschool English Proficiency Screening**

- ISBE lists vendors of established screening instruments for assessing English language proficiency (ELP) in preschool for children ages 3 to 5 on the <u>ISBE Multilingual Identification</u> webpage.
- Other preschool screening procedures for ELP:
  - Consult family on child's English language experience.
  - □ Be culturally and linguistically appropriate.
  - □ Be **age and developmentally** appropriate.
  - Be research-based.
  - Include multiple observations.
  - □ Use **multiple measures** and methods.
  - □ Be conducted by **qualified staff** with background in preschool education and second-language acquisition.

K-12 English Proficiency Screening

Grade	Required Screening	Domains Included	Minimum Score for English Proficiency					
Kindergarten semester 1	WIDA Screener for Kindergarten	<ul><li>Listening</li><li>Speaking</li></ul>	5.0 oral composite					
Kindergarten semester 2; Grade 1 semester 1	WIDA Screener for Kindergarten	<ul><li>Listening</li><li>Speaking</li><li>Reading</li><li>Writing</li></ul>	5.0 overall					
Grade 1 semester 2 – 12th grade	WIDA Screener	<ul><li>Listening</li><li>Speaking</li><li>Reading</li><li>Writing</li></ul>	composite					

Screening must take place within 30 days of student enrollment in the district.



#### **Determining Which Screener to Administer**

Grade	1	1		2		3		4		5		6		7		8		9	10		11		12	
Semester	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
Grade-Cluster Form	K	1			2-3				4-5			6-8						9-12						

Source: WIDA, Online Test Administration Manual

<u>Source: Multilingual Identification page>Screener English Language Proficiency Test</u> <u>accordion</u>



#### **Certified Test Administrators**

- Licensed instructional or non-instructional personnel:
  - Must hold a Professional Educator
     License or Educator License with
     Stipulations (e.g., transitional bilingual
     educator).
- Must complete required training from:
  - Vendors' online training.
  - WIDA Screener and/or ACCESS modules.
- District test coordinators may create <u>WIDA</u> and Data Recognition Corp. (<u>DRC</u>) accounts or contact ISBE for first-time coordinators.



#### **ELP Screening Exceptions**

#### Exceptions:

- ACCESS for ELLs results from the previous school year are available.
- Screening results from within the last
  12 months are available.
- Student previously demonstrated proficiency on screener or ACCESS for ELLs.
- III. Admin. Code 228 Section 228.15(e)(1)



## ELP Screening Exception: Ill. Admin. Code 228 Section 228.15 (e)(1) (C)

All criteria must be TRUE

For students eligible to participate in statewide assessments

- Resides in home where a language other than English is spoken, AND
- The student was not identified as an English learner in the previous district,
   AND
- The student did not receive EL services in the last school year, AND
- The student has met state standards in reading and math on the most recent state assessment or on a nationally normed assessment.

## **After the ELP Screening**

Student does not meet English language proficiency (ELP) criteria on screener.



Student qualifies for English learner services/program.



District sends letter to parent/guardian notifying of placement and services offered.

If a student **meets** ELP criteria on the screener, EL services/program are not required. It is best practice to notify the parents of the screening results.



## **Placement Notification**

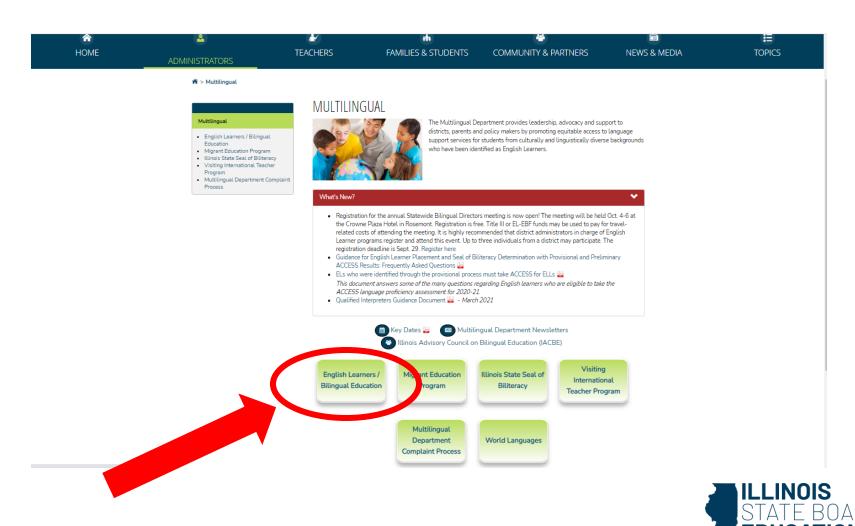
Letter in English and student's home language.

 Sent within 30 days of beginning of the school year or within 14 days after enrollment in the program.

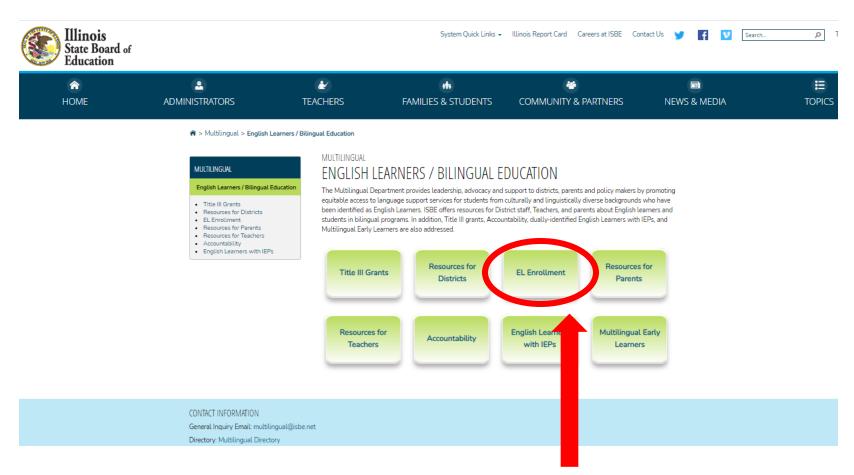
Explain how the EL program will support the student.

• Notification of the right to withdraw student from the program or choose different EL services, if offered.



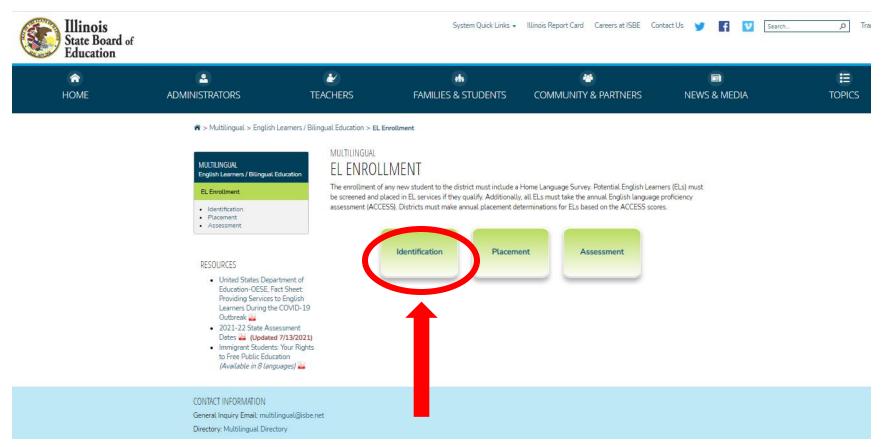


<u>ISBE-Multilingual Department Webpage</u>



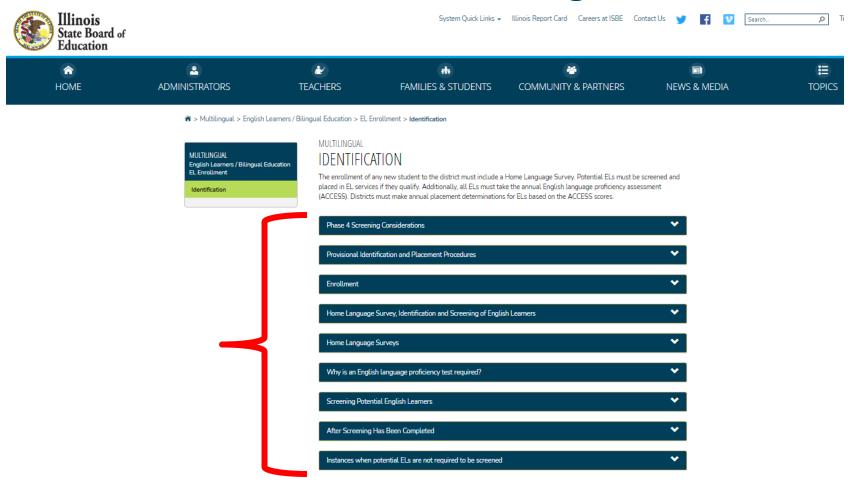
<u>Screener Guidance at ISBE-Multilingual Department</u> <u>Webpage</u>





Screener Guidance at ISBE-Multilingual Department Webpage





<u>Screener Guidance at ISBE-Multilingual Department</u> <u>Webpage</u>



## Did you know?

- The K MODEL for screening kindergarten students was retired after the 2022-23 school year. The <u>WIDA Screener for Kindergarten</u> is the prescribed ELP screener for Illinois.
- Communicate with parents to inform them that they **cannot** refuse screening to ID for EL.
- Communicate to parents that they cannot refuse administration of the ACCESS for ELLs.
- <u>2020 English Language Development Framework</u> is our current resource for ELD standards.
- The two questions asking about home language presence and use are not to be altered.
- The NEW <u>Alternate ACCESS</u> was implemented in FY 2024 for ACCESS testing.
  - Score reports will be delayed due to standard/score setting.
  - Tentative release of scores in September.







## **Programming**



## Federal: Providing Language Assistance to ELs

 ELs are entitled to appropriate language assistance services to become proficient in English and to participate equally in the standard instructional program within a reasonable period of time.

 Programs designed for instructing ELs must be educationally sound in theory and effective in practice.



## III. Admin. Code 228 Section 228.25 Program Options

Section 228.25 Program Options, Placement, and Assessment

a) Program Options and Placement

TBE

When an attendance center has an enrollment of 20 or more English learners of the same language classification the school district must establish a transitional bilingual education (TBE) program for each language classification represented by those students. (See Section 14C-3 of the School Code and Section 228.30(c) of this Part.) A further assessment of those students to determine their specific programmatic needs or for placement in either a full-time or a part-time program may be conducted. This subsection (a)(1) applies only to students enrolled in kindergarten or any of grades 1 through 12 in an attendance center.

2)

1)

TPI

When an attendance center has an enrollment of 19 or fewer English learners of any single language classification other than English, the school district shall conduct an individual student language assessment to determine each student's need for home language instruction and may provide a transitional bilingual program in the languages other than English common to these students. If the district elects not to provide a transitional bilingual program, the district shall provide a locally determined transitional program of instruction (TPI) for those students.

(Section 14C-3 of the School Code) (See Section 228.30(d) of this Part.)

This subsection (a)(2) applies only to students enrolled in kindergarten or

any of grades 1 through 12 in an attendance center.



#### Section 228.30 Establishment of Programs

#### d) SPECIFIC REQUIREMENTS FOR **TPIs**:

- Structure of student's program determined by:
  - Proficiency in English (ACCESS or WIDA screener).
  - Proficiency/literacy in home language.
  - Any other additional information that is gathered.

#### Components of TPI

#### Must include:

- Home language support to extent necessary.
  - Enable the student to keep pace with age or grade peers in achievement in the core academic content areas.
- Instruction in English as a second language (ESL).

#### May Include:

- Language arts in the home language.
- Instruction in history, culture, geography, territory that is native land of students or their parents plus history, culture of United States.



#### Section 228.30 Establishment of Programs

#### c) SPECIFIC REQUIREMENTS FOR **TBE PROGRAMS**:

- Core classes taught in home language and English.
  - Math, social studies, language arts, science
     Specifics re: language arts plus social studies
- Language arts taught in the student's home language.
  - Spanish Language Arts Standards
- Instruction in ESL.
- Part-time placement? → Only when beneficial to student. (See part-time rationale form.)

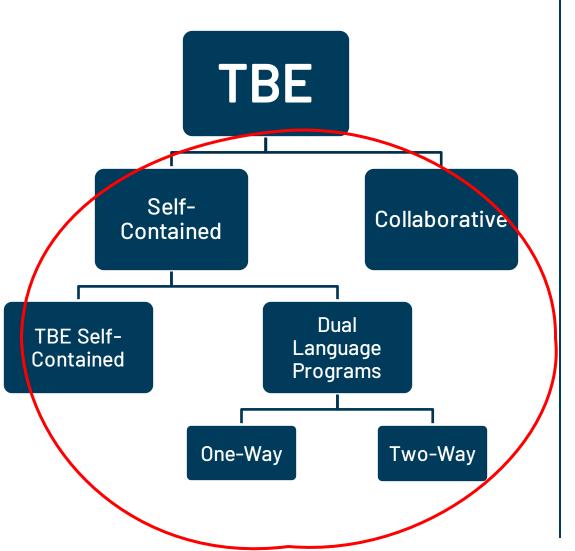
A part-time program shall consist of components of a full-time program that are selected for a particular student based upon an assessment of the student's educational needs.

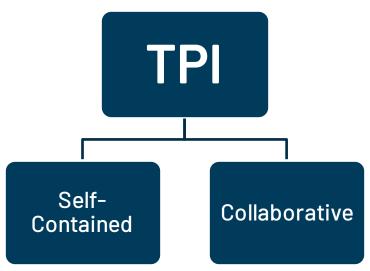
Each student's part-time program shall provide daily instruction in English and in the student's home language as determined by the student's needs.

More requirements like class size, pre-K, BPAC, etc. Review <u>Code!</u>



#### Instructional Design within Program Type







## **Two-Way Dual Language**

 Serves both English learners from the same language background and English proficient students in a selfcontained classroom with the goal of bilingualism and biliteracy for both groups.

 Core academic subjects are taught in both English and the home language of the students.

• **ESL** instruction is provided.



## **One-Way Dual Language**

 Only serves only English learners from the same language background in a self-contained classroom with the goal of bilingualism and biliteracy.

 Core academic subjects are taught in both English and the home language of the English learners.

ESL instruction is provided.



#### **TBE Self-Contained**

- Instruction that is only for English learners from the same language background in a self-contained classroom with the goal of English proficiency.
- Core academic subjects are taught in the home language of the English learners and in English with a gradual shift to instruction in English.
- The goal is to assist students in English language development through connections and continuing development of the home language.



#### **TBE Collaborative**

- Serves English learners from the same language background placed in classes with non-ELs and/or ELs from various language backgrounds.
- Core academic subjects are taught in the home language of the English Learner and in English through a co-teaching or pull-out model with a gradual shift to instruction in English only.
- Intentional and meaningful collaboration between teachers serving the English learners is required.



#### Part-Time Transitional Bilingual Education (TBE) Placement Rationale

Student Name: Current Grade Date

Student Name	·	Current Grade_		)ate
Criteria			Check (✓)	Evidence
			if used	
Minimum English Language Proficiency	K – 1st semester	4.0 and above oral language composite proficiency level on the WIDA Screener for Kindergarten or MODEL™, but not English proficient*		
Score	K – 2nd semester through First Grade – 1st semester First Grade – 2 <sup>nd</sup> semester through 12 <sup>th</sup> Grade	3.5 and above literacy composite proficiency level on the WIDA Screener for Kindergarten, MODEL™ or the ACCESS for ELLs® but not English proficient® 3.5 and above literacy composite proficiency level on the WIDA Screener or the ACCESS for ELLs® but		
	12 Grade	not English proficient**		
		reener or on the ACCESS for ELLs® is below s allowed only if at least one of the follow		,
Native Language Proficiency	student has minima language and a pare	roficiency test documents that the il or no proficiency in the home ent provides written confirmation that ry language spoken in the home.		
Academic Performance in Subjects Taught in English	recommendations a the previous school performed at or abo subject areas (i.e., r	student grades, teacher and State or local assessment results in year indicate that the student has ove grade level in one or more core eading, English language arts, cal sciences, social sciences) that were in English.		
Academic Performance	grades, teacher reco assessment results the student has per least two core subje	partmentalized setting whose student ommendations and State or local in the previous school year indicate that formed at or above grade level in at ect areas that were taught in a U.S. at's native language or via sheltered h.		
Students with Disabilities	Education Program Adm. Code 226.Sub	disability whose Individualized developed in accordance with 23 III. part C identifies a part-time transitional program as the least restrictive e student.		
Limited Native Language Instruction	for a student whose component or one are not available. O	native language instruction is permissible e native language has no written for which written instructional materials ral native language instruction or provided based on the student's needs.		
Parental Preference	refusing full-time Ti	early indicated in writing that they are BE components for their child, and Id only receives part-time TBE services.		

### **TBE Part-Time**

TBE part-time criteria
LEA Self-Assessment Report



08/18/2022

#### **TBE Part-Time**

 Programming for TBE part-time is based on the needs of the student.

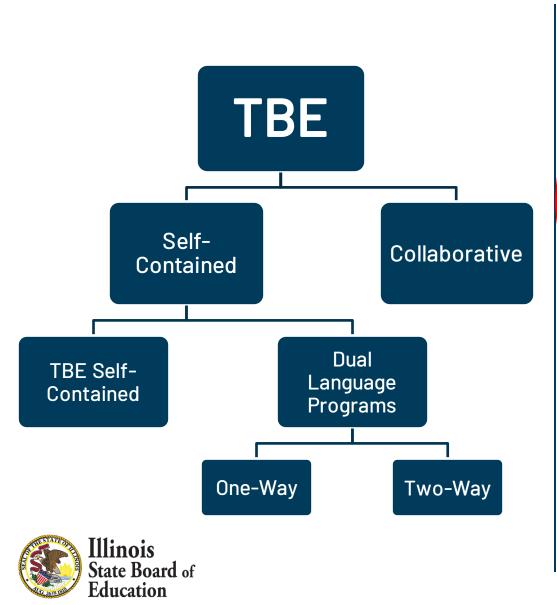
 Any combination of programming is allowable within TBE part-time.

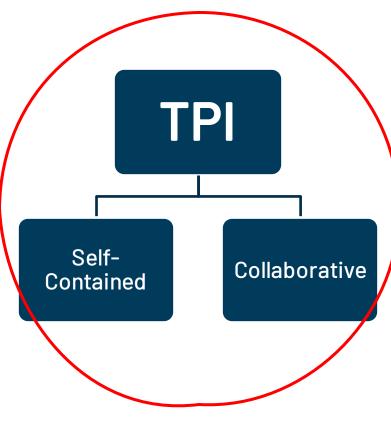
 Please contact your principal consultant to gain a deeper understanding of TBE part-time.



III. Admin. Code title 23, 228.30 (c)(3) 59

#### Instructional Design within Program Type





#### **TPI Self-Contained**

- All students in a self-contained classroom have qualified for EL services.
- Multiple languages could be represented in one room.
- Teacher is endorsed for ESL for the incorporation of ESL services.
- Instruction is given in English and can be provided in the home language (based on the needs of the student).



#### **TPI Collaborative**

- EL students are in mainstream classrooms.
- ESL teachers collaborate with classroom teachers to meet the needs of the students.
- EL students receive ESL instruction.
  - Push-in
  - Pull-out
  - Co-teaching
- Most common type of TPI.



#### Instructional Design within Program Type

#### Complete the requested information below.

Key: Types of Instructional Design

- 1 Dual Language Two Way (Self-contained)
- 2. Dual Language One Way (Self-contained)
- 3. Transitional Bilingual Program (Self-contained)
- 4. Transitional Bilingual Program (Collaboration)
- Transitional Program in English (Self-contained)
- 6. Kansitional Program in English (Collaboration)

**TBE** 

**TPI** 

	Attendance Center Name					sign	s of Instructional on (check all that apply)			
	In addition to district attendance centers that have ELs, special education co-ops and non-public special education program attendance centers that have out placed dually identified (ELs with IEPs) students must be listed.*	Grade Span	ТВЕ	TPI	1	2	3	4	5	6
1.										
2.										
3.										







# Special Education:

Dually Identified Students



# Federal: Evaluating ELs for Special Education and Providing Dual Services

- ELs with disabilities must be provided *both* the language assistance and disability-related services to which they are entitled under federal law.
- ELs who may have a disability, like all other students who may have a disability and may require services under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973, must be located, identified, and evaluated for special education and disability-related services in a timely manner.
- To avoid inappropriately identifying ELs as students with disabilities because of their limited English proficiency, ELs must be evaluated in an appropriate language based on the student's needs and language skills.
- To ensure that an individualized plan for providing special education or disability-related services addresses the language-related needs of an EL with a disability, it is important that the team designing the plan include participants knowledgeable about that student's language needs.



#### **Dual Services**

<u>Dear Colleague Letter, U.S. Department of Justice, Civil Rights Division and U.S. Department of Education, Office of Civil Rights, January 7, 2015 (Section F)</u>:

School districts must provide EL students with disabilities with both the language assistance and disability-related services to which they are entitled under Federal law. Districts must also inform a parent of an EL student with an individualized education program (IEP) how the language instruction education program meets the objectives of the child's IEP.



## Illinois Implementation of Federal Rules

- A qualified bilingual specialist participates on the Individual Education Program (IEP) teams who work with ELs.
- Determining the primary language of the child's home, general cultural identification, and mode of communication.
- Evaluation to be nondiscriminatory with respect to language, culture, race, and gender.
- IEP shall include a statement as to the languages or modes of communication in which special education and related services will be provided, if other than or in addition to English.
- Considerations for parents' participation and notifications.



#### **Evaluations**

#### 34 CFR § 300.304 -- Evaluation procedures.

- (c) Other evaluation procedures. Each public agency must ensure that --
- (1) Assessments and other evaluation materials used to assess a child under this part --
- (i) Are selected and administered so as not to be discriminatory on a racial or cultural basis;
- (ii) Are provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer;



### **Options when Evaluating ELs**



- 1. Evaluation in two languages
- 2. Evaluation in the home language
- 3. Evaluation in English



34 CFR 100.3; Ill. Admin. Code title 23, 226.150

# Amendments to the Illinois Special Education Rules

ISBE adopted amendments to the special education rules under 23 III. Admin. Code 226 that became effective on February 6, 2023. These amendments were published in the February 17, 2023, issue of the Illinois Register (47 III. Reg. 2244).



### **Translations and Interpretations**

- IEP notices, consent forms, and Procedural Safeguards to be provided in parents' home/preferred language.
- Vital documents, including the IEP, to be translated into top 10 languages in Illinois public schools (per <u>EL Statistical Report</u>).
- Qualified interpreter to participate in the IEP meetings (<u>Press</u> <u>Release</u>) for LEP parents.
- Bilingual specialist to participate in the IEP meetings for ELs.



#### **IEP for EL**

- Language used by student and parents/guardians to be consistent with HLS/EL status.
- Per parents' request, interpreter to serve in no other role.
- Student's performance and progress in acquisition of English to be entered into the IEP documentation.
- Consideration of Special Factors to reflect student's EL status and list linguistic and cultural accommodations.
- ACCESS/Alternate ACCESS and testing accommodations to be entered into IEP documentation.
- Consideration to be given to language goals and to language supports while providing special ed services, including related services.

#### Other Considerations for ELs with IEP

- Students with an IEP should receive accommodations when administered EL screener.
- Home districts must ensure provision of EL supports to outplaced ELs with an IEP.
- Students with an IEP in transitional programs must continue receiving EL supports based on needs.





# Newcomers



#### Supports to the Newcomers

Enrollment of immigrant students can be challenging to districts, especially when newcomers cannot provide proof of residency. Additional challenges may arise while establishing legal custody of individuals who provide assistance to minors, school fees, and waivers.

To help with these tasks, ISBE has issued a non-regulatory guidance document:

#### **REGISTRATION GUIDANCE**

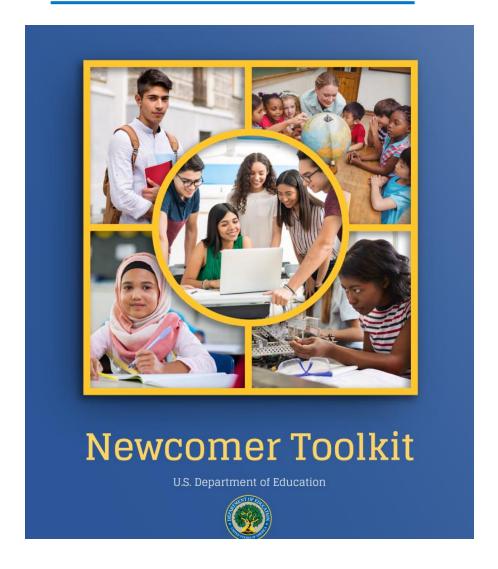
Residency & Enrollment, Immigrant Pupils, Homeless Pupils and School Fees & Waivers



## **Immigration Status of Students**

- The immigration status of the parent or child has no bearing on the rights of the student to enroll. The laws of Illinois and the United States guarantee all students, including undocumented immigrant students, access to a free public education through Grade 12 until the age of 21, regardless of immigrant status.
- This requires every district to guarantee all immigrant students equal access to the full range of programs and resources. Districts' enrollment procedures might violate immigrant students' right to equal educational access.
- Immigrant students are entitled to the same access to a district's educational program as nonimmigrant students. Equal access is influenced by admission policies adopted at the district level and implemented at the school level.

#### **Newcomer Toolkit**









# Withdrawal and **Refusal of Services**

# Meeting the Needs of Parent Refusals/Withdrawal of EL Programs or Particular Services

- All EL students are entitled to services. Parents may, however, choose to refuse/withdraw their children out of a school district's EL program or out of certain EL services within an EL program.
- School districts may not recommend that parents refuse/withdraw for any reason. Parents are entitled to guidance in a language that they can understand about their child's rights, the range of EL services that their child could receive, and the benefits of such services. School districts should appropriately document that the parent made a voluntary, informed decision to refuse/withdraw their child from the program.
- A school district must still take steps to provide refuse/withdraw EL students with access to its educational programs, monitor their progress, and offer EL services again if a student is struggling.



# Reclassification and Monitoring Former ELs



### Federal: Monitoring and Exiting ELs from EL Programs and Services

- LEAs must document that an EL has demonstrated English proficiency using a valid and reliable ELP assessment that tests all four language domains.
- Students exiting from EL status must be monitored for at least two years, to ensure that (1) they have not been prematurely exited; (2) any academic deficits incurred as a result of participating in the EL program have been remedied; and (3) they are meaningfully participating in the standard program of instruction comparable to their never EL peers.
- In addition, the ESEA now requires LEAs to report on the number and percentage of former ELs meeting state academic standards for four years

#### **ACCESS Exit Criteria for Reclassification**

- ACCESS for ELLs 2.0 Minimum composite proficiency score for reclassification is 4.8.
- Student's EL information will be automatically updated in the Student Information System (SIS) to last one year.
- Student will be a "Former EL" in SIS report.

**Note:** Districts must update their local student management platform to reflect the student is no longer EL. If not, student could roll back into EL the next year because the EL indicator was not switched to EL=NO.



## **Exit Prior to Three Years in EL Program**

#### Steps:

- Student achieves score of 4.8 or higher on ACCESS after less than three years in EL program.
- Must have parent notification indicating the right of student to complete three years of support.
- If student remains in program, they receive services but are not EL, nor included in the EL count for funding.



## **EL Students Exited from EL program**

- Under Title III of the ESEA, as amended by ESSA
   [Section 3121(a)(5)], LEAs must report on the number and percentage of former ELs meeting state standards for four years.
- For more information, see section J of the NRG (U.S. Department of Education Office of Elementary and Secondary Education, 2016).
- In addition, ESEA [Section 3113(b)(2)] requires standardized statewide entrance and exit procedures for ELs.







# Staffing and Licensure



#### Federal: Staffing and Supporting an EL Program

- ELs are entitled to EL programs with sufficient resources to ensure the programs are effectively implemented, including highly qualified teachers, support staff, and appropriate instructional materials.
- School districts must have qualified EL teachers, staff, and administrators to effectively implement their EL program and must provide supplemental training, when necessary.



## Illinois Implementation of Federal Rules

- Bilingual teachers and ESL teachers must meet licensure requirements for:
  - Grade level
  - Subject taught
  - Bilingual/ESL endorsement, as applicable
- School districts must provide <u>at least two</u> professional development trainings annually.



#### **TBE/TPI Program Director Requirements**

Administrative certificate, supervisory or teacher leader endorsement, **and**:

#### 200 or more ELs in the district:

- If there is a TBE program:
  - Bilingual endorsement, or ENL endorsement with language designation,
  - OR 18 semester hours of coursework towards the bilingual endorsement as described in 23 III. Admin. Code 1.783.
- If there are only TPIs:
  - ESL/bilingual endorsement, or ENL endorsement,
  - OR 18 semester hours of coursework toward the bilingual endorsement as described in 23 IL Adm Code 1.783.

#### Fewer than 200 ELs in the district:

- ESL/bilingual endorsement, or ENL endorsement, or
- **OR** 18 semester hours of coursework toward the bilingual endorsement as described in 23 IL Adm Code 1.783,
- OR at least 8 hours of PD annually related to ELs.

# Is an individual qualified to provide native language instruction?

Teacher has a bilingual endorsement for the target language for the Teacher with a appropriate grade level YES **Professional Educator** span on their PEL or License (PEL) or teacher has an ELS in **Educator License with** Bilingual education for Stipulations for Visiting the target language. Teachers (ELS VIT) for the appropriate grade Teacher has an ENL level and any necessary endorsement (high content area school) with an endorsements. YES An individual is a... appropriate language designation. Teacher has an ELS TBE \* YES

#### Can an individual teach ESL?

And has an ESL endorsement or an ENL Can teach ESL within the endorsement (High grade span of the School only) for the Teacher with a endorsement. appropriate grade level **Professional Educator** span. License (PEL) or **Educator License with Stipulations for Visiting** Teachers (ELS VIT) for the And has a Can teach ESL in any of appropriate grade level. bilingual endorsement grades K-6, within the span of their for the appropriate grade An individual is a... endorsement. level span on the PEL. Teacher with an ELS Can teach ESL in any of Grades K-6. TBE.\*

- \* Can only be considered highly qualified for three years after the first date of hire, provided that the teacher:
- (a) Is continuously enrolled in an approved teacher education program,
- (b) Has passed the state content exam for the subject(s) taught, and
- (c) Is receiving high quality professional development and mentoring.



# Do TBE/TPI staffing requirements apply to all preschools?

- TBE/TPI is required by any preschool program (for children 3-5 years old) administered by a school district regardless of whether the program is provided in an attendance center or a non-schoolbased facility.
- If the district has Preschool for All (PFA) or Preschool for All Extended (PFAE), the staff must be endorsed in ESL/Bilingual AND Early Childhood OR have a co-teaching model with properly endorsed teachers.
- Non-PFA and non-PFAE may be taught by ELS-TBE



### **TBE/TPI Staff Professional Development**

- Professional development addressing research, assessment, instruction, etc. as found in 228.35 must be offered to all staff working with EL students, at least twice yearly;
- Training for new-to-district staff;
- Spanish language arts professional development (for fulltime Spanish TBE Programs) must be offered at least once a year; and,
- Online training for individuals who administer the screeners and annual assessment for English language proficiency.

## **Additional PD Requirements**

Districts that receive federal Title III Language Instruction Educational Program (LIEP) funding, must also provide high-quality professional development pertaining to English learners to all staff:

- Professional development for teachers (including general education), administrators, and other personnel, that must be:
  - Designed to improve the instruction and assessment of limited English proficient children;
  - Designed to enhance the ability of such teachers to understand and use curricula, assessment measures, and instruction strategies for limited English proficient children;
  - Of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in the classroom.







# **Requirements for Communicating in Parents' Native** Language



## Federal: Ensuring Meaningful Communication with Limited English Proficient Parents

- LEP parents are entitled to meaningful communication in a language they can understand, such as through translated materials or a language interpreter, and to adequate notice of information about any program, service, or activity that is called to the attention of non-LEP parents.
- Schools must respond to a parent's request for language assistance, even if their children are proficient in English.
- Schools must provide translation and interpretation from appropriate and competent individuals and may not rely on or ask students, siblings, friends, or untrained school staff to translate or interpret for parents.

## Federal: Ensuring Meaningful Communication with Limited English Proficient Parents

- Schools must communicate information in a language parents can understand, including information about or related to:
  - Registration and enrollment in school and school programs
  - Language assistance programs
  - Report cards
  - Student discipline policies and procedures
  - Special education and related services
  - Parent-teacher conferences
  - Grievance procedures
  - Parent handbooks
  - Gifted and talented programs, and magnet and charter school options
  - Requests for parent permission for student participation in school activities



\*This is not an all-inclusive list

#### **State Requirements -- Home Language**

#### **Survey**

TITLE 23: EDUCATION AND CULTURAL SUBTITLE A: EDUCATION CHAPTER I: STATE BOARD OF EDU SUBCHAPTER f: INSTRUCTION FOR SPECIFIC ST PART 228 TRANSITIONAL BILINGUAL I SECTION 228.15 IDENTIFICATION OF ELIG

#### Section 228.15 Identification of Eligible Students

- a) Each school district shall administer a home langue student in preschool, kindergarten or any of grades district's schools or any of the district's preschool p purpose of identifying students who have a languag English. The survey should be administered as par preschool programs, by the first day the student co program. The survey shall include at least the follow shall be identified as having a language backgrount to either question is yes:
  - Whether a language other than English is sp if so, which language; and
  - Whether the student speaks a language othe language.
- The home language survey shall be administered in student's home language.
- The home language survey form shall provide space of the student's parent or legal guardian.
- d) The completed home language survey form shall b

English. The survey should be administered as part of the enrollment process or, for preschool programs, by the first day the student commences participation in the program. The survey shall include at least the following questions, and the student shall be identified as having a language background other than English if the answer to either question is yes:

- Whether a language other than English is spoken in the student's home and, if so, which language; and
- Whether the student speaks a language other than English and, if so, which language.
- b) The home language survey shall be administered in English and, if feasible, in the student's home language.
- c) The home language survey form shall provide spaces for the date and the signature of the student's parent or legal guardian.
- d) The completed home language survey form shall be placed into the student's temporary record as defined in 23 Ill. Adm. Code 375 (Student Records).

\*If feasible, applies to languages that do not have a written language.



#### Notice of Enrollment and

#### Withdrawal for English

TITLE 23: EDUCATION AI SUBTITLE A CHAPTER I: STATE F SUBCHAPTER f: INSTRUCTION FO PART 228 TRANSITIONA SECTION 228,40 STUDENTS

#### Section 228.40 Students' Participation; Recoi

- a) Notice of Enrollment and Withdra
  - Notice of Enrollment N school year or 14 days aft bilingual education progr district shall notify by ma their child has been enrol or a transitional program of in the home language of the nontechnical language, al the School Code [105 ILC
  - 2) Withdrawal by Parents –
    enrolled in a program sha
    from the program immedic
    desire to withdraw the chi
    the child is enrolled or to
    (Section 14C-4 of the Scl
- Unless terminated as set forth in student's participation in a progra 14C-3 of the School Code.

#### Section 228.40 Students' Participation; Records

- Notice of Enrollment and Withdrawal
  - 1) Notice of Enrollment No later than 30 days after the beginning of the school year or 14 days after the enrollment of any student in a transitional bilingual education program in the middle of a school year, the school district shall notify by mail the parents or legal guardians of the student that their child has been enrolled in a transitional bilingual education program or a transitional program of instruction. The notice shall be in English and in the home language of the student and shall convey, in simple, nontechnical language, all of the information called for in Section 14C-4 of the School Code [105 ILCS 5/14C-4].
  - Withdrawal by Parents Any parent or legal guardian whose child has been enrolled in a program shall have the absolute right to withdraw the child from the program immediately by submitting a written notice of his or her desire to withdraw the child to the school authorities of the school in which the child is enrolled or to the school district in which the child resides. (Section 14C-4 of the School Code)
- b) Unless terminated as set forth in subsection (a)(2) of this Section, the duration of a student's participation in a program under this Part shall be as set forth in Section 14C-3 of the School Code.



#### **Notice of Enrollment and Withdrawal**

 The notice shall contain <u>10 items</u> in simple, nontechnical language.

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The notice shall be in writing in English and in the language of which the child of the parents so notified possesses a primary speaking ability.
```

105 ILCS 5/14C-4



#### Report Cards for English Learners

Maintenance of Records and Reporting Procedures

TITLE 23:

CHA SUBCHAPTER f: IN PART 228 SECTION 2

Section 228.40 Students' Pa

- Report Cards The school shall send progress reports to parents or legal guardians of students enrolled in programs in the same manner and with the same frequency as progress reports are sent to parents or legal guardians of other students enrolled in the school district.
  - Progress reports shall indicate the student's progress in the program and in the general program of instruction.
  - B) Progress reports shall indicate when the student has successfully completed requirements for transition from the program into the general program of instruction if that information has not been reported separately in writing to the parents or legal guardian.
  - C) Progress reports for all students enrolled in a program under this Par shall be written in English and in the student's home language unless a student's parents or legal guardian agrees in writing to waive this requirement. The parents' waiver shall be kept on file in accordance with subsection (c)(3) of this Section.



The Provision of an Equal Education Opportunity to Limited-English Proficient Students

- <u>The Provision of an Equal Education Opportunity</u> <u>to Limited-English Proficient Students</u> states:
  - Title VI is violated if parents whose English is limited do not receive school notices and other information in a language they can understand.
  - "School districts have a responsibility to adequately notify national-origin minority parents of school activities that are called to the attention of other parents. Notification must be sufficient so that parents can make well-informed decisions about the participation of their children in a district's programs and services."



#### Who is responsible?

- School districts <u>must develop and implement a</u> <u>process</u> for determining whether parents are non-English proficient and identifying their language needs.
- The process should be designed to identify all non-English proficient parents, including parents and guardians whose primary language is not common in the district or whose children are proficient in English.
- The school's initial inquiry should, of course, be translated into languages that are common in the school and surrounding community so that that the inquiry is designed to reach parents in a language they are likely to understand.



#### **Web-Based Translation**

- "Web-based automated translation" is called "machine translation" in the Dear Colleague letter:
  - Machine translation is only appropriate <u>if</u> "The translated document accurately conveys the meaning of the source document, including accurately translating technical vocabulary."
  - To ensure the accurate translation of a document using a machine translation: "The school district would need to have a machine translation reviewed, and edited as needed, by an individual qualified to do so."
  - OCR and DOJ caution against using machine translations due to possible inaccurate translation, confidentiality may be at risk of being lost when documents are uploaded without sufficient controls to a web-based translation service and stored in their databases, and exposure of personally identifiable information of a student.

### **Waivers**

- We <u>strongly discourage</u> the use of checkboxes for parents waiving the right to receive a report card and/or communication in their native language, as it implies the default is to not provide the report card in the parent's home language and/or communicate in the parent's home language.
- This also shifts the responsibility away from school districts. Such practice can be viewed as coercive and may potentially result in a Title VI violation.



### **Waivers Continued**

- •Per OCR and DOJ: "School districts have a responsibility to adequately notify national-origin minority parents of school activities that are called to the attention of other parents. Notification must be sufficient so that parents can make well-informed decisions about the participation of their children in a district's programs and services."
- •Per OCR and DOJ: "School districts must develop and implement a process for determining whether parents are LEP and what their language needs are."
- •Per III. Admin. Code title 23, 228.40 (c)(1)(c) for report cards for ELs: "Progress reports for all students enrolled in a program under this Part shall be written in English and in the student's home language unless a student's parents or legal guardian agrees in writing to waive this requirement. The parents' waiver shall be kept on file in accordance with subsection (c)(3) of this Section."
  - —When a parent of an EL agrees in writing to have the report card in English only, it does not waive the right for all communication in the native language.
- •The district may include language during registration explaining the process on how a parent can communicate their preference for report cards and other correspondence in English rather than their native language.

### **Additional Translation Information**

- If you have a TBE program in specific languages, a district should have the registration documents translated and readily available at least into those languages.
  - However, translation is required for all home languages of parents that require it.

Page 38-Dear Colleague Letter: English Learner Students and Limited English Proficient Parents

Guidance from Dear Colleague Letter on less common languages school and district levels, this essential information includes but is not limited to information regarding: language assistance programs, special education and related services, IEP meetings, grievance procedures, notices of nondiscrimination, student discipline policies and procedures, registration and enrollment, report cards, requests for parent permission for student participation in district or school activities, parent-teacher conferences, parent handbooks, gifted and talented programs, magnet and charter schools, and any other school and program choice options. <sup>102</sup>

School districts must develop and implement a process for determining whether parents are LEP and what their language needs are. The process should be designed to identify all LEP parents, including parents or guardians of children who are proficient in English and parents and guardians whose primary language is not common in the district. For example, a school district may use a student registration form, such as a home language survey, to inquire whether a parent or guardian requires oral and/or written communication in a language other than English. The school's initial inquiry should, of course, be translated into languages that are common in the school and surrounding community so that that the inquiry is designed to reach parents in a language they are likely to understand. For LEP parents who speak languages that are less common at a particular school, the school may use a cover page explaining in those languages how a parent may receive oral interpretation of the form and should offer interpreters to ensure parents accurately report their language communication needs on the form. Schools may also use other processes reasonably calculated to identify LEP parents, and should identify the language needs of LEP parents whenever those needs become apparent. It is important for schools to take parents at their word about their communication needs if they request language assistance and to keep in mind that parents can be LEP even if their child is proficient in English.

SEAs and school districts must provide language assistance to LEP parents effectively with appropriate, competent staff – or appropriate and competent outside resources. <sup>103</sup> It is not sufficient for the staff merely to be bilingual. For example, some bilingual staff and community



### ESSA Parent Communication in Native Language Requirements

- ESSA, Title I, Section 1111(b)(2)(B)(x)
  - Individual assessment reports provided to parents.
- ESSA, Title I, Section 1111(h)(2)(B)(ii)
  - Local Education Agency Report Cards.
- ESSA, Title I, Section 1112(e)(4)
  - The notice of English learner identification and/or placement in EL program and any other information provided to parents as specified in ESSA Section 1112.



### **ESSA Parent Communication in Native Language Requirements Continued**

- ESSA, Section 1116(b)(1)
  - School Parent and Family Engagement Policy.
- ESSA, Section 1116(d)(2)(D)
  - Requires regular two-way, meaningful communication between family members and school staff be provided.
- ESSA, Section 1116(e)(5)
  - Requires schools and LEAs to ensure that information related to school and parent programs, meetings, and other activities sent to parents.
- ESSA, Section 1116(f)
  - Requires schools and LEAs, in carrying out the parent and family engagement requirements found in Section 1116, to provide opportunities for informed participation of parents and family members.



### Bilingual Parent Advisory Committee



# INTRODUCTION

### **BPAC**

### A Bilingual Parent Advisory Committee (BPAC)

- Represents the interests of EL students in TBE program(s), their parents/guardians, and community members.
- Ensures the district recognizes these community voices and acts to meet their needs.
- Advises and focuses on helping bilingual parents and community members better understand bilingual programming.
- Advocates for the academic needs of EL students in TBE.



# INTRODUCTION

### **BPAC**

### A Bilingual Parent Advisory Committee

- Receives a detailed overview of the bilingual programs.
- Has access to resources.
- Encourages involvement in the school district.
- Strengthens community investment in EL Student outcomes.



### **Bilingual Parent Advisory Committee**

Districts that have a TBE program must have a Bilingual Parent Advisory Committee.

- Consists of bilingual program parents, guardians, TBE teachers, counselors, and community leaders.
- Gives recommendations to program.
- Majority of members are parents/guardians of children in the TBE program.
- Membership representative of the languages served.

### **Bilingual Parent Advisory Committee**

### The BPAC will:

- 1. Meet **four** times per year.
- 2. Keep minutes of meetings.
- Receive training from the district to make informed decisions.
- 4. Participate in planning, operation, and evaluation of programs.
- After forming, the committee operates autonomously, including the election of officers and the establishment of internal rules and procedures.







## Accountability and Compliance



### **Meet the Monitoring Team**









### INTRODUCTION

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



### **TOPICS COVERED**



Selection Criteria



Monitoring Resources for Districts



Steps of the Monitoring Process



Trends and Data





### Selection Criteria



### **SELECTION CRITERIA**

- EL progress to proficiency (ELPtP) scores.
- Disproportionality of dually identified students (special education and EL).
- Documentation that is submitted to the state. For example;
  - Bilingual Service Plan
  - Complaints
  - Grants
    - Intent to Apply
  - High number of parent refusals
  - Significant amount of carryover funds from EL-EBF



<sup>\*</sup>Please note that Illinois' districts with the largest numbers of ELs will be monitored more frequently; thus, the selection criteria will not necessarily apply.

### **EL Progress to Proficiency**

- What is EL progress to proficiency?
  - Score used to show that ELs are making sufficient English proficiency growth each year.
  - Used for ESSA accountability on the School Report Card.
  - Is only calculated for ELs who have two years of ACCESS scores, and only for those schools with an n of students with those two years of scores. (Kindergarten doesn't count.)





### Disproportionality

The incidence of disabilities among English learners should be similar to the incidence of disabilities among the general population.

% of General Population with IEP	% of ELs with IEP	
14%	14%	Expected
14%	25%	Disproportional
14%	3%	Disproportional



### **Documentation**

- Bilingual Service Plan shows a demonstrated risk for lack of compliance with regulations.
- CDP/BSP/grant applications are:
  - Not submitted.
  - Consistently late.
  - Consistently full of errors.
- Grant Periodic Reports do not match grant applications; grant activities consistently not done.
- Significant and consistent of carryover funds from EL-EBF.



### **Additional Risk Factors**

- Data submitted to SIS does not match:
  - Information shared on plans
  - Reports
  - Grant applications
- Complaints from parents, teachers, and community members submitted to ISBE that were determined to be valid.
- Monitoring by other ISBE departments shows potential areas of concern.



### Why did we select these three factors?

Progress to Proficiency

- Academic programming
- EL services

Disproportionality

 Special education identification process

Documentation

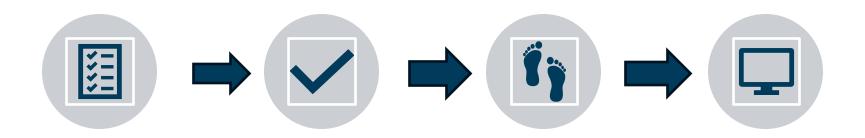
Recordkeeping

 District actions can affect these three factors.



### **Monitoring Resources for Districts**

### **Resources for Monitoring**



COMPLIANCE MONITORING MANUAL FOR DISTRICTS MONITORING TEMPLATE

INITIAL MEETING TO WALK THROUGH ALL THE STEPS AND ANSWER QUESTIONS DESKTOP/ONSITE LEA SELF-ASSESSMENT REPORT



### **Monitoring Manual**



English Learner Program Desktop Monitoring
Manual



Illinois State Board of Education
MULTILINGUAL DEPARTMENT

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



### Self-Assessment Report

1.4 The LEA's enrollment forms do not inquire about the immigration status of the student or

### Illinois State Board of Education | Multilingual Department Serving English Learners- LEA Self-Assessment Monitoring Report Local Education Agency (LEA) Full Name: Notes to assist with the following self-assessment report: <sup>1</sup> Unit School Districts (LEAs): Include samples of evidence from different grade levels -- primary, middle, and high school. <sup>2</sup>K-5 and K-8 LEAs: Include samples of evidence from different grade levels - K, primary, intermediate, and/or middle school. <sup>3</sup> High School Districts (LEAs): Include samples of evidence from different grade levels -- sophomore, junior, senior. D: Items marked with this are only required for attendance centers that have pre-K students. \*Core academic content areas refer to math, English language arts (ELA)/high school English, science, and social studies. Key for Rating: F = Fully Implemented, N = Not Fully Implemented, N/A = Not Applicable 1. Identification of Eligible Students and Equal Opportunities for All Students **Evidence Required** Item Rating 1.1 The LEA administers a Home Language Survey (HLS) for all students new to the LEA for ☐ One blank copy of the LEA's Registration identifying students of non-English background. Packet that includes the Home Language III. Admin. Code title 23, 228.15(a); Title VI of the Civil Rights Act of 1964 Guidelines and Equal Educational Opportunities Act of 1974 Survey. (EEOA) Section 1703(f) 1.2 A. The HLS asks the following: ☐ See 1.1 evidence. - Is a language other than English spoken in the home, and if so, what language? - Does the student speak a language other than English, and if so, what language? B. Parents/legal guardians' signature - The HLS (hard copy) provides a space for parents/legal guardians to sign and date. - If the HLS is electronic, there is space on the same webpage as the HLS for parents to sign and date. III. Admin. Code title 23, 228.15(a); III. Admin. Code title 23, 228.15(c) Title VI of the Civil Rights Act of 1964 Guidelines and Equal Educational Opportunities Act of 1974 (EEOA) Section 1703(f) ☐ One **completed** Home Language Survey 1.3 The HLS is administered in English and in the student's home language, if feasible. III. Admin. Code title 23, 228.15(b) in each of the home languages used in the LEA, if feasible. ☐ See 1.1 evidence.



### **Self-Assessment Report**

### Serving English Learners- LEA Self-Assessment Monitoring Report

### Local Education Agency (LEA) Full Name:

### Notes to assist with the following self-assessment report:

- <sup>1</sup> Unit School Districts (LEAs): Include samples of evidence from different grade levels -- primary, middle, and high school.
- <sup>2</sup>K-5 and K-8 LEAs: Include samples of evidence from different grade levels K, primary, intermediate, and/or middle school.
- <sup>3</sup> High School Districts (LEAs): Include samples of evidence from different grade levels -- sophomore, junior, senior.
- (P): Items marked with this are only required for attendance centers that have pre-K students.
- \*Core academic content areas refer to math, English language arts (ELA)/high school English, science, and social studies.

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



### **Self-Assessment Report**

4. Program Components/Curriculum & Instruction			
Item	Rating	Evidence Required	
4.1 ② An LEA has a TBE program for each attendance center that has an enrollment of 20 or more English learners of the same language classification (Preschool). Full-time TBE programs incorporate the required program components: Instruction is provided in English as a Second Language (ESL) and in subjects required by law or by the LEA in the student's home language and in English. 105 ILCS 5/14C-11; Ill. Admin. Code title 23, 228.25 (a)(3); Ill. Admin. Code title 23, 228.30 (b)(4); Ill. Admin. Code title 23, 228.30 (d)		☐ ⑨ Sections of three different unit plans providing evidence of: ☐ Illinois Early Learning Standards and Early English Language Development Standards. ☐ ⑨ A list of key home language instructional classroom materials used in the TBE program (including, but not limited to, textbooks, trade books, websites, software, applications, teacher-created materials, etc.)	

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	☐ P ISBE will review data in SIS.
4.2 An LEA has a TBE program for each attendance center that has an enrollment of 20 or more English learners of the same language classification ( <b>Grades K-12</b> ). Full-time TBE programs incorporate the required program components: Instruction is provided in ESL and in subjects required by law or by the LEA in the student's home language and in English. Instruction also is provided in the history and culture of the student's native land and of the United States. (LEAs offering a Spanish TBE program must implement the Spanish Language Arts Standards.)  105 ILCS 5/14C-3; III. Admin. Code title 23, 228.10; III. Admin. Code title 23, 228.25 (a)(1); III. Admin. Code title 23, 228.30 (b)(4); III. Admin. Code title 23, 228.30 (c);	□ Sections of four plans from different grade levels providing evidence of:  A - Illinois Learning Standards and English Language Development Standards.  B - Instruction in the history and culture of the students' native land and of the United States.  C - Instruction in the four content subject areas of ELA, math, science, and social studies in the TBE program language.  □ For TBE-Spanish: Two different unit plans for instruction in Spanish language arts, that demonstrate instruction is aligned to the Illinois Spanish Language Arts standards.  □ A list of key home language instructional



### Did you know?

### ☐ Follow-up monitoring visits began last school year

- ✓ School districts that were monitored SY 2021-22.
- ✓ Follow up process is required to ensure <u>all corrective</u> <u>action items</u> from the initial monitoring phase are now fully compliant.
- ✓ Any corrective action components found to be compliant will be closed out.
- ✓ If any corrective action components remain to be noncompliant, immediate action is required by the LEA to bring into compliance and full implementation.
- ✓ It is important to note that the failure of a school district to adequately address areas of non-compliance could have adverse effects on the recognition status and/or funding of the district or its schools, as outlined in Section 1.20 of the 23 III. Admin. Code.



**Top 5 Findings for Accountability** 

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

**Monitoring 5.5:** Parents of EL students are provided with appropriate and enough information about extracurricular activities.

**Monitoring 4.6:** The program incorporates approaches and methodologies based on scientifically based research on teaching EL students.

### Monitoring 9.1: Notice of Program Enrollment:

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

**Monitoring 10.3**: Student records contain the following information:

g) Parent's report card waiver

Castañeda v. Pickard **Three-Prong Test:** 

Sound educational theory

Resources to implement program

Proven to be an effective program



### **Benefits of Monitoring**



Identifies areas where districts are doing well.



Identifies areas of growth.



Added strength for your advocacy efforts.



Monitoring tools can be used by districts for their own selfmonitoring efforts.





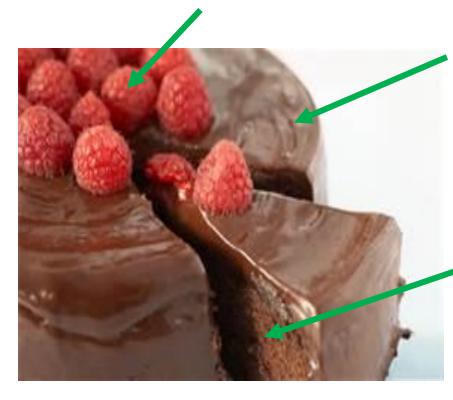


### Grants and Funding



### Overview of Financial Assistance and Fiscal Accountability for EL Programs

Title III & Title I Part C



Funding that supports other federal requirements (Title I, II, IV, ESSER, IDEA, etc.)

Funding that supports local/state/federal requirements



### **Funding Sources**

- Local funding sources:
  - Local funds generated from property tax
  - School referendums

- State Evidence-Based Funding:
  - EBF for Student Success Act August 31, 2017
  - Combines the following into one single fund:
    - General state aid
    - Special education
    - Low income
    - English learner funds



### **Funding Sources**

### **Federal Funding**

Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year 2021-2022.\* [1]
 NOTE: All funding sources should be reviewed after October 1 and the plan should be amended and resubmitted to ISBE if funding sources have been added or removed due to actual grant awards.

V	Title I, Part A - Improving Basic Programs
V	Title I, Part A - School Improvement Part 1003(a)
	Title I, Part D - Delinquent
	Title I, Part D - Neglected
	Title I, Part D - State Neglected/Delinquent
V	Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
V	Title III - Language Instruction Educational Program (LIEP)
V	Title III - Immigrant Student Education Program (ISEP)
V	Title IV, Part A - Student Support and Academic Enrichment
	Title V, Part B - Rural and Low Income Schools
V	IDEA, Part B - Flow-Through
V	IDEA, Part B - Preschool

2. Describe how the LEA will align federal resources, including but not limited to the programs listed above, with state and local resources to carry out activities supported in whole or in part with funding from the programs selected.\* [2] For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs. DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan. (3272 of 7500 maximum characters used)



### **English Learner Evidence-Based Funding (EL-EBF)**



Where do I find the allotment?



How do I track the funds?



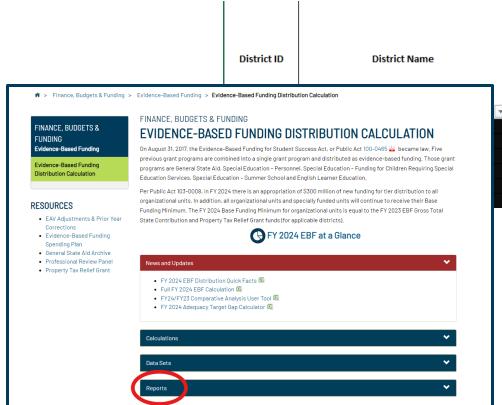
When do I report?

#### **Distribution of Funds and Reports**

#### State funding sources:

**EBF** 

-EL- EBF (state TBE/TPI funding)\*\*



	ı	EL in FY 23 BFM	FY 23 Calculated Tier \$ for EL	Total EL BFM for FY 24 [B]	Total FY 24 Allocation of EL Funds from State Contribution [A+B]			
¥ .		▼	▼	▼		▼		
	\$	6.90	1.19	8.09	\$	10.25		
	\$	7,860.84	10.47	7,871.31	\$	7,883.53		
	\$	1,593,168.39	188,019.30	1,781,187.69	\$	2,035,377.60		
	\$	33,783.68	26,294.28	60,077.96	\$	82,248.81		
	\$	49,460.31	982.19	50,442.50	\$	51,149.08		
	\$	30,679.82	2,102.97	32,782.79	\$	38,656.16		



\*\*To locate the district EL-EBF allotment, go to this link then >Reports>FY23.

#### **EBF Spending Plan**

#### **EL- EBF (state TBE/TPI funding)**

- Can use funding to pay for extra costs of the requirements of running an EL program; 60% has to be used for instructional related costs.
- EBF Spending Plan for EL programming (September 30, 2024).
- It is recommended that the spending plan be reviewed for inputs from the Bilingual Parent Advisory Committee before October 31. Applicable if a districts has a TBE program.



# Extra Cost – EL-EBF (state TBE/TPI funding)

Pull-out or pushing bilingual/ESL teachers in a collaborative instructional programs

Paraprofessional, coaching staff, parent liaisons ...

Additional bilingual/ESL teachers to reduce class size

Supplemental instructional materials to the district core textbooks

Other resources that are specific to EL students, but not for all students in general



# **EBF Spending Plan**

#### ❖EL- EBF (TBE/TPI) Funding for EL Programs

\*EL-EBF (IBE/IFI) Fulluling for EL Programs

temize and explain each expenditure amount that appears on the Budget Summary. Provide a complete breakdown of eligible employee benefits. Federal Funds: Please review the Instructions link for details that apply to your specific greacher's retirement. Contact your program consultant with any additional questions you may have regarding TRS contributions. Click on the "Create Additional Entries" button to enter additional information.

escription of Function Codes and Object Codes

he application has been approved. No more updates will be saved for the application.

Function Code	Object Code	Expenditure Description and Itemization	TBE-3305 Funds	Other Source of Funcds
1000 🗸	100 ~	Salary for 1 FTE ESL Teacher (Hoovler)=43,296; Salaries for 2 FTE French TBE Teachers (Kiekie=32846,1FTE[TBA]=32200) Teacher Total 108442; Salaries for 7 Language facilitators for EL assistance in the classroom (Tipoh=15926, Williams=15926, Hernandez=16044, Valdivia-13483, 2 FTE Aides [TBA]x 13213 =26426 TBA) 87805	196247	
1000 🗸	200 🗸	Benefit for teacher (TRS EMBI .58%=629; THIS .8%=824)1453, Benefit for Language Facilitators (IMRF 11.15%=9790; FICA 6.2%=5444) 15234, Medicare for 1.45% both(209460)=2846 Total Benefits 19533	19533	
1000 🗸	300 ∨	Unemployment 1.45%=1668; WC .6%=1177 Total=2846	2846	
1000 🗸	400 ~	French/Spanish language Arts program Supplemental text books and materials for use by or for ELL's in the bilingual/ESL Classroom for TBE High, Middle an Elementary.	8286	
2210 🗸	200 🗸	Tuition Reimbursement for staff finishing or seeking their ESL and/or Bilingual Endorsement after the district contributes its reimbursement, where the teacher will be reimbursed at the same rate (\$80/credit hour) by TBE/TPI funds. This is an incentive for more staff to pursue the endorsement. 9 staff members X 8hrs X \$80/hr =\$5760	5760	
3000 ∨	100 V	.29 of Parent Liaison Salary = 10984; 1 Written Translator Salary =15609; Interpretation for Parent/Teacher Conferences 2X's/year w/ 9 interpreters X 9hrs 2days X 15\$=4860; Additional interpretation for meetings and activities after school day for 1 interpreter \$15 X 40 30hrs= \$450	X 26910	
3000 ∨	200 Y	Benefits for Parent Liason Salary, translator and interpreters IMRF 11.15%=3609; FICA 6.2%=2007; Medicare for 1.45% =469 Total 6086	6086	



#### **EBF Spending Plan Requirements**

#### **EL- EBF (state TBE/TPI funding)**

- An annual summary expenditure report must be submitted (July 20, 2024) – Districts receiving \$5,000 or more in EL-EBF.
- Sharing EL-EBF Spending Plan with the BPAC.
- The FY25 Consolidated District Plan (CDP)/Bilingual Service Plan (BSP) (April 1, 2024).
- Program Delivery Report for districts that receive \$5,000 or more in EL-EBF.
- Districts should keep a separate ledger for these expenditures.



# Consolidated District Plan (CDP) and Bilingual Service Plan (BSP)



The Bilingual Service Plan (BSP) was incorporated into the Consolidated District Plan (CDP) as of FY 2024.

The CDP section of the plan covers Title III and all other federal grants.

- 1. CDP is required for **all** districts receiving federal funds. BSP is required for all districts enrolling EL students.
- 2. BSP Short Form vs. BSP Long Form
  - ➤ BSP Short Form Districts with fewer than 20 ELs
  - ➤ BSP Long Form Districts with 20 or more ELs



#### CDP - Title III

The CDP section of the plan covers Title III (LIEP, ISEP).

- GEPA Statement that removes barriers for all protected classes.
- **Need Assessment** Provide the needs assessment results.
- Needs Assessment Impact Provide results and how funds will be used.
- **Stakeholders** Describe the activities/strategies the LEA will implement for effective parent and family engagement (e.g., any program activities for EL parents).
- **Student Achievement** Describe the supplemental and additional strategies intended to implement with Title III to strengthen academic and language program for ELs.
- **Professional Development** Supplemental PD aimed at strengthening EL instruction and services.



#### **BSP Plan**

O<sub>No</sub>

Number of Paraprofessionals Working With ELs: 3

#### The BSP is incorporated into the CDP as of FY 2024

- 1. BSP Short Form vs. BSP Long Form
- 2. BSP Short Form:
  - Contact information
  - Program information and EL services

Not Applicable (No Endorsed Bilingual/ESL Teachers)

Program Contact Program Info Sho				Short Form	1	<u>Program E</u>	nrollment		Parent A	dvisory Comm	<u>ittee</u>	Professional Development		
BSP Short Form													Instructions	
1 Englis	h Learners (EL	s) are in the dis	trict											
<b>Grades with English</b>	Learners (El	_s):												
☐ PRE-K	$\Box$ K	$\Box$ 1	□ 2	□ 3	□ 4	□ 5	□ 6	□ 7	□ 8	<b>2</b> 9	□ 10	✓ 11	□ 12	
Type of Program: ☐ TBE		<b>☑</b> TPI												
Type of Instructional  Dual Language - Ty	wo Way		trict (Selec	ct All That Apply	y):			Language - One	'					
☐ Transitional Bilingu☐ Transitional Progra	-			<ul> <li>☐ Transitional Bilingual Program (Collaboration)</li> <li>☑ Transitional Program in English (Collaboration)</li> </ul>										
Number of ESL/Bilin	ngual Endors	ed Teachers W	orking Witl	h ELs: 0										
Teacher Requirement If no bilingual and/or (315 of 3000 maximum	ESL endorsed t		) indicated,	please provide ar	n explanation	how the district	will ensure th	at EL students	are receiving t	the minimal ES	L instruction and	the district's plan	to address this.	
and in an online form	at. The district					and settings ar	e provided wh	en needed. Pro	ofessional deve	lopment is offe	ered through supp	ort from the Regio	onal Office of Education	
Professional Develo District Bilingual/ESL t	•	receive two (2)	sessions of p	professional deve	lopment relate	ed to EL service	s.							

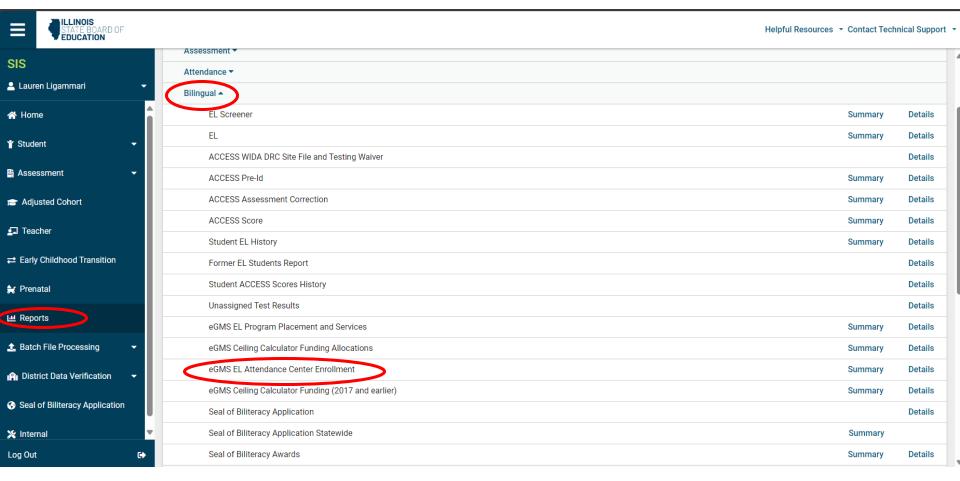
#### **BSP Plan**

#### BSP Long Form:

- BSP plan is specific to the state mandate requirements for ELs.
  - Contact information (EL program director).
  - EL program director qualifications.
  - Attendance center information (types of instructional program; number of endorsed bilingual/ESL teachers; targeted endorsement if a TBE program, <u>including out-</u> <u>placed attendance centers</u>).
  - BPAC if a district has a TBE full time and/or part time.
  - Professional development.
  - Referencing Attendance Center Enrollment in SIS from the current school year.



# **CDP/BSP Elements in IWAS**





Attendance Center Enrollment (Details – Home School)

						Current	Enrollm	ent By G	rade Lev	/el								Class Pe	riods Per	Week	
TBE Full Time		PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	None	Low	Med	High	Total
	Polish	0	2	5	1	2	0	0	0	0	0	0	0	0	0	10	0	0	0	10	10
	Spanish	0	5	3	11	7	14	1	5	0	0	0	0	0	0	46	0	0	0	46	46
	Entry Status Totals	0	7	8	12	9	14	1	5	0	0	0	0	0	0	56	0	0	0	56	56
						Current	Enrollm	ent By G	rade Lev	/el								Class Pe	riods Per	Week	
TBE Part Time		PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	None	Low	Med	High	Total
	Polish	0	0	0	3	3	4	2	0	0	0	0	0	0	0	12	0	0	4	8	12
	Spanish	0	1	3	1	3	1	5	1	0	0	0	0	0	0	15	0	0	5	10	15
	Entry Status Totals	0	1	3	4	6	5	7	1	0	0	0	0	0	0	27	0	0	9	18	27
	Current Enrollment By Grade Level									ľ		Class Periods Per Week									
TPI	PreK K 1 2 3 4 5 6 7 8 9 10 11						12	Total	None	Low	Med	High	Total								
	Arabic	0	1	1	0	0	0	0	2	0	0	0	0	0	0	4	0	0	0	4	4
	Bosnian	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	1	0	1
	Bulgarian	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	1
	Farsi (Persian)	0	0	0	1	0	1	0	0	0	0	0	0	0	0	2	0	0	1	1	2
	French	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	1
	Gujarati	0	0	0	0	2	0	1	0	0	0	0	0	0	0	3	0	0	1	2	3
	Hindi	0	2	1	2	1	4	2	1	0	0	0	0	0	0	13	0	0	1	12	13
	Kannada (Kanarese)	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	1
	Korean	0	0	0	0	0	1	1	1	0	0	0	0	0	0	3	0	0	0	3	3
	Kyrgyz	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	1
	Malayalam	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	1
																	ST	ATE	RO	ARC	) OF

#### **Top Five Reasons for Application Disapproval**

Outplaced attendance center(s) that served EL students from the district was/were not reported.

Lacking adequate number of bilingual/ESL-endorsed teachers to serve the ELs.

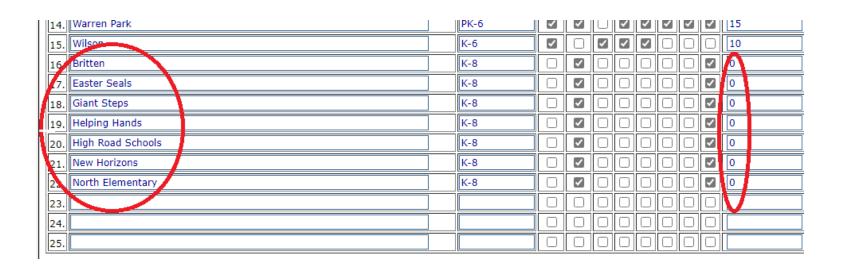
No bilingual-endorsed teacher serving EL students in the TBE full-time program.

No Bilingual Parent Advisory Committee when the district has a TBE program.

Spanish language arts not offered when the district has a Spanish TBE full-time program at one of more attendance centers.



Make sure to include SPED coops and nonpublic special education programs that house ELs from your district. Provide information on teachers.





#### Question

As a program director of the EL program in your district, what has been or is your level of involvement in the development of your EL-EBF Spending Plan, CDP, and BSP for the EL program on an annual basis?



# Title III Funding



#### **Federal Funding Sources**

 Federal Title III (supplement, not supplant)

- ✓ Language Instructional Education Program
- ✓ Immigrant Student Education Program



#### Distribution of EL funds

Cake – State/local

Icing – Other federal (Title I, II,IV, ESSER, IDEA,

etc.)

❖ Raspberries – Title III





#### **Other Federal Grants**

**Resources**: Title I-A, Title II-A, and IV-A (does not include Title III), ESSER funds

#### **Reporting/Documentation:**

- Consolidated District Plan
- GATA Reporting -- Grant Periodic Reports submitted annually
- Expenditure Reimbursement Reports (quarterly)



<sup>\*</sup>This is not an exhaustive list of potentially required documentation. Be sure to consult with your district's auditor for other financial reporting requirements.

# **Federal Title III Programs**

Language Instruction
 Educational Programs (LIEP)

Improve the education of ELs by assisting them to learn English and meet challenging state academic content and standards

 Immigrant Student Education Program (ISEP)

Enhanced instruction opportunities for immigrant youth and children.





# Language Instruction Educational Program

(LIEP)



#### Title III LIEP

Grant Period: Sept. 1 – Aug. 31

Formula-based funding - Enrollment summary and ceiling calculator

ELs in public schools

ELs identified in private schools in district boundaries



# **Title III LIEP Program Eligibility**

#### Supplement, not supplant

Language Instructional Education Program

- ➤ All school districts serving EL students are eligible to apply for the federal Title III LIEP.
- Funding is based on the number of ELs (formula grant).
- ➤ Districts wishing to apply for Title III LIEP must submit an Intent to Apply in January to be considered for the following school year.
- A district must generate at least \$10,000 to apply as a single district.
- A district needs to form a consortium with other district(s) if it does not have threshold number of ELs to generate the \$10,000.



#### **LIEP Application**

#### Top Five Reasons for Application Disapproval

# Activities do not cover all requirements of the grant:

- Student Instruction (Function 1000).
  - Staff Professional Development (Function 2210).
- Parent Involvement (Function 3000).

Benefits attached to a salary are not defined.

Differentiating between paid services vs. salary.

Differentiating between licensing fees vs. materials.

Differentiating between equipment (capital outlay) vs. supplies and materials.



# Federal Title III LIEP Application & Reports

#### **Reporting/Documentation:**

- Submit the Intent to Apply.
  - Consult with private schools within the district boundary prior to submission of ITA.
- Submit a Consolidated District Plan.
- Submit a Title III LIEP Application, if eligible.
- Complete GATA Reporting (Performance Reports).
- Submit a Program Delivery Report.
- File quarterly Expenditure Reimbursement Reports.

\*This is not an exhaustive list of potentially required documentation. Be sure to consult with your district's auditor for other financial reporting requirements.

# Immigrant Student Education Program

(ISEP)



# **ISEP Program Eligibility**

- Supplement, not supplant
  - ✓ Immigrant Student Education Program
    - ➤ All school districts serving immigrant children and youths (ages 3 through 21) are eligible to apply for the federal Title III ISEP.
    - Funding is based on the current year enrollment number of immigrant students (formula grant).
    - Immigrant student is defined as someone who was born outside of the United States and Puerto Rico and has not been enrolling in any U.S. schools for more than three full academic years.
    - **Eligible districts must have:** 
      - At least 10 immigrant students enrolling during the current school year, <u>and</u>
      - An increase of 50 or 3% from the average of two previous school years, whichever is fewer.
    - ➤ Districts wishing to apply for Title III ISEP must submit an Intent to Apply in January to be considered for the following school year.



#### Federal Title III ISEP Application & Reports

#### **Reporting/Documentation:**

- Submit the Intent to Apply
  - Consult with private schools within the district boundary prior to submission of ITA.
- Submit a Consolidated District Plan
- Submit a Title III ISEP Application, if eligible
- Complete GATA Reporting (Performance Reports)
- File quarterly Expenditure Reimbursement Reports

\*This is not an exhaustive list of potentially required documentation. Be sure to consult with your district's auditor for other financial reporting requirements.



# Reports



# **Federal Title III Reports**

#### **Reporting/Documentation:**

- Complete GATA Reporting (Performance Reports)
- File quarterly Expenditure Reimbursement Reports
- Program Delivery Report



# **GATA Reporting (GPR)**

#### **Reporting/Documentation:**

- FY Annual Grant Periodic Report
  - Title III three reports annually (LIEP, ISEP, and BEA)

#### FY annual report

- Two tabs to complete
  - LIEP FY 2023 (July and August of the previous year)
  - LIEP FY 2024 (Current ending school year from Sept. 1, 2023-June 30, 2024)



# **GATA Reporting Template**

Templates can be found under the Title III dropdown on the <u>ISBE Grant</u> <u>Periodic Reporting webpage</u>

			i		
	Bilingual Program Director:				
	Email:	0			
	Phone Number:	0			
	FY23 TITLE	III LIEP Grant Periodic Report - Period 1			
		Deliverables	Performance (Impact & Outcomes)		
	List All Program Activities for each function	September 1, 2022 - June 30, 2023	September 1, 2022 - June 30, 2023		
Title III LIEP Program Activities	that have a budget of \$1,000 or more (must align with FY23 Title III LIEP budget)	Describe the activity Provied by topic, Date the activity is implemented, Number of Participants (if applicable)	What is the immediate impact the activity has on parcipants What is the projected longterm outcome the activitiy has or participants (students, school staff, parents and community)? How does the activity impact the participants		
Function 1000	Supplemental Instructional Activities				
Function 1000/100	Before School Tutoring				
Function 1000/100	After School Tutoring				
Function 1000/100	Summer School				
	Other Supplemental Instructional Activities				
	(List in spaces below)				
Function 1000	0				
Function 1000	0				
Function 1000	0				
	Add Additional lines as needed				
Function 2210	Improvement of Instruction				
LIEP FY22	LIEP FY23 (+)		i <b>(</b>		



# **Expenditure Reporting**

#### **Reporting/Documentation:**

- File quarterly Expenditure Reimbursement Reports.
  - July September (due October 20)
  - October December (due January 20)
  - January March (due April 20)
  - April June (due July 20)
- Located in IWAS.



# **Bilingual Program Delivery Report**

#### **Reporting/Documentation:**

- File annually by July 31.
- Located in IWAS.
- Completed by districts that received \$5,000 or more in EBF.
- Reporting on EL Programming and Title III use.
- Collection opens on May 15, 2024.
- Submission is due July 31, 2024.



# **Bilingual Program Delivery Report**

#### **Reporting/Documentation:**

Select **ONLY ONE** of the following program funding types that reflects types of state/federal funds for ELs that your school district received in FY 2023 to report on the 2022-2023 Bilingual Education Program Delivery Report. To find out what source(s) of funding your district received, please click on this link: <a href="https://www.isbe.net/Documents/List-Districts-required-submit-Bilingual-Ed-PDR.pdf">https://www.isbe.net/Documents/List-Districts-required-submit-Bilingual-Ed-PDR.pdf</a>

#### Total number of EL teachers in 2023 SY

Types of License Types of Endorsement	(Column A) Number of teachers (Each teacher counts only once)	(Column B) How many of them are certified to administer ACCESS for ELLs?
---------------------------------------	---	--



# **Program Delivery Report**

Topics of Professional Development Activity	Check if paid partially or fully by Title III LIEP funds	Topics of Professional Development Activity	Check if paid partially or fully by Title III LIEP funds
1.Professional Development to teachers and other personnel serving ELs		8.Improving LIEPs by upgrading curricula	
2.Supporting the development and implementation of LIEPs		9.Offering programs to help ELs     achieve success in post-secondary     education	
3.Enhancing existing LIEP and programs for restructuring and reforming schools with ELs		10.Supporting the Spanish language arts curriculum and assessment of LIEPs	
4.Improving instruction of ELs with disabilities		11.Supporting the development and training on technology for LIEPs	
5.Providing tutorials, career, and technical education		12.Supporting the development and implementation of the district's program improvement plan	
6.Supporting the development and implementation of pre-school programs		13.Parent and community outreach / engagement	
7.Supporting Implementation of school wide programs		14. Other (describe):	



# Migrant Education Program



# **Migrant Education Program Goal**

The Migrant Education Program (MEP) is designed to help reduce the impact of educational disruptions and other challenges faced by migratory children and youth to assist them in meeting challenging academic standards and achieving graduation from high school (or high school equivalent) with an education that prepares them for responsible citizenship, further learning, and productive employment.



# **Eligibility Requirements**

## Clearly Defined Eligibility Requirements Set by Federal Rules

- Eligibility determination must be made by a certified MEP recruiter.
- Certification is updated annually.

### Migratory Agricultural Worker or Fisher

- Work directly related to:
  - Planting, harvesting, or processing of crops, dairy products, poultry, or livestock.
  - Catching/processing of fish/shellfish.
- Qualifying work is seasonal or temporary.



# **Qualifying Activities in Illinois**

#### **Seasonal activities related to:**

- Detasseling corn
- Rouging corn
- Pumpkins
- Peas
- Strawberries
- Peaches
- Other fruits and vegetables
- Herbs
- Hemp

#### **Temporary activities related to:**

- Processing meat
- Caring for pigs, cows, chickens, turkeys
- Dairy farms



<sup>\*</sup>This is not a fully exhaustive list of qualifying activities.

# Who are migratory children?

Children and youth through the age of 21 who have not graduated from high school may be eligible for the MEP if they have moved:

- Within the last three years.
- From one district to another.
- From one residence to another.
- Due to economic necessity.
- With a parent or guardian who is a migratory agricultural worker or on their own as a migratory agricultural worker.

# **Specific Support Services**

#### **Educational and support services may include:**

- Developmentally appropriate pre-K programs
- Medical, dental, and nutritional services
- K-12 integrated classroom instruction (summer school) and tutorial support (academic year)
- Secondary school services to assist high school students in achieving graduation
- Instruction for out-of-school youth
- Advocate for migratory children/youth
- Parent involvement



# Identification and Recruitment Consortium Referral System

Welcome to the MEP Referral System



This system has been set up to help identify students who may be eligible for supplemental educational services in your state.

Completing this online form should take no more than 1-2 minutes.









For more information, go to the <u>ISBE Migrant Education Program</u> <u>webpage</u>. Additional information found at <u>https://results.ed.gov/</u>.



# Seal of Biliteracy/ World Language



## **Overview**



What is the Seal of Biliteracy?

How does it benefit EL students?



**Award Trends and Data** 



How to Qualify for the Award

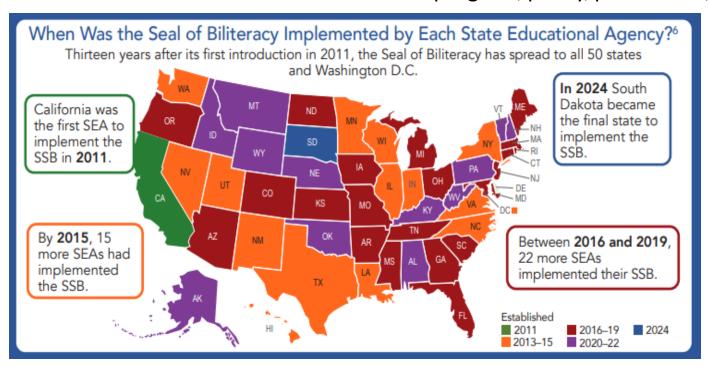


**District Steps to Participate** 



# What is the Seal of Biliteracy?

- Concept began in California in 2011.
- Graduation award earned by students showing proficiency in English, plus additional language.
  - Each state has its own program, policy, procedures, etc.



The Seal was originally established to honor the home languages of multilingual and multicultural students and create a system to recognize their bilingualism as an asset rather than deficit.

It is an award available to **ALL** high school graduates.

Find out more about the Seal of Biliteracy from NCELA <u>here.</u>



# Illinois State Seal of Biliteracy Multilingual Students

- An ACCESS score of 4.8 during Grades 9-12 qualifies the student for the English half of the Seal but is just ONE method to show English proficiency. (3.5 Literacy = commendation)
  - Other assessments of English are <u>approved</u> and may be more suitable for your population.
- An assessment approval form is available to request review of a language proficiency test that may not currently be on the list.
  - Many ethnic language schools use European assessments to evaluate their students. These exams have potential to be approved by ISBE as well to reduce double-testing of students.
- There is a portfolio option if an ISBE-approved assessment is not available.



## **Equity in District Administration of the Seal of Biliteracy**

HOME LANGUAGES MATTER!

- Does your district participate in the Seal of Biliteracy?
- Who coordinates the program? How are candidates identified?
  - o Is the program housed at a district hub or are there school-level staff to assist students and families.
  - Does a school counselor or administrator coordinate? A bilingual director? A world languages teacher?
- How is it publicized? To whom?
  - Translating materials for LEP parents.
  - Newsletters from counseling department, World Languages Department ...
- Equity in assessments?
  - Method of demonstrating English proficiency.
    - Does the district offer a variety of assessment options or "just the SAT because they take that anyway"?
  - Cost of assessments
    - Does the district cover the cost or do families?
    - Are assessments of certain languages more expensive than others?
  - Timing of testing
    - Keep in mind ACCESS window.
    - Testing early enough that a student has time to retest or use a different assessment before graduation.

# **Funding Options**

#### Title IV –

A: Supplemental assessments that qualify students for the State Seal of Biliteracy are allowable under Title IV-A.

 Note: The Title IV-A grant has specific funding requirements (percentages of funding spent in three areas). The assessment would fall under Well-Rounded education area.

Title III: Can only be used to pay for assessments for students who are English learners at the time of assessment.

 And not if the assessment is something the school purchases for all students regardless of EL status.

- It is not allowable to charge a separate fee for participation in the Seal.
- Districts may choose to cover the cost of proficiency assessments or may require students/families to pay for the exams.
- Regarding equity, take note of the cost of assessments for different languages.



# Seal Recipients Earn College Credit

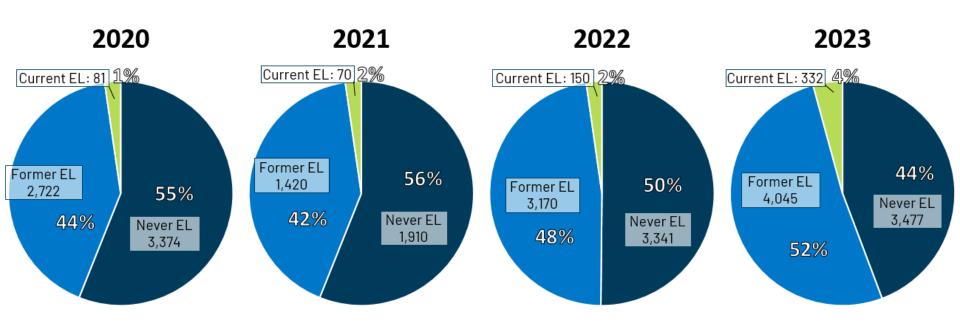
- School Code states that public community colleges and universities in the state of Illinois "shall establish criteria to translate a State Seal of Biliteracy into course credit."
- Entities award course credit in different ways.

While the legislation requires that schools translate the Seal into course credit, many schools also use the Seal as a placement tool or to satisfy certain graduation requirements. It is the student's responsibility to seek these credits and approvals in a timely manner at the institution of higher education. The following information was gathered from individual college and university websites and is subject to change as unique entities update their websites. If you encounter a broken link or incorrect information, please send an email to biliteracy@isbe.net. A student who has received the State Seal of Billteracy will be awarded a total of 6 credits (lower division). This is the equivalent of first Chicago State semester (3 credits) and second semester (3 credits) of language study Published yearly in the at CSU. When the seal is granted in a language not offered at Chicago CSU course catalog PDF University State University, 6 credit hours of lower division foreign language elective will be oworded. A student who has received the State Seal of Biliteracy will receive a Eastern Illinois total of 8 credits (lower division). This is the equivalent of first semester Rejestrar: Biliteracy University (4 credits) and second semester (4 credits) of language study at EIU. Students who present appropriate documentation of the Seal to their Governors State advisor within three years of high school graduation will be awarded six Admission Information University hours of foreign language credit. Illinois State University accepts the State Seal of Biliteracy from any state as equivalent to two semesters (8 credits) of language study (LAN 111-112) in languages affered at the University. If the seal is granted in Office of the Registrar a language not affered at Illinois State University, eight credit hours of Illinois State lower division foreign language will be awarded. University If you are earning a B.S. in the College of Arts and Sciences, then your Department of language requirement is to complete a world languages class at the languages, Literatures, level of 112 or higher, or completion of Level III of one high school world and Cultures language or earning the Seal of Biliteracy. Northeastern Students who receive the State Seal of Billteracy will receive a total of 6 Illinois Transfer Center credits (lower division) of language study at Northeastern. University

<u>College credit document</u> available on the ISBE State Seal of Biliteracy <u>webpage</u>.



# Seal of Biliteracy Award Trends by EL Status





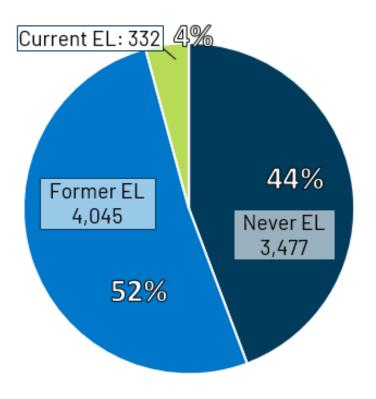
# 2023 Seal of Biliteracy Awards

51

#### Languages Awarded

- Akan (Fante/Asante/Twi)
- Albanian/Gheg(Kosovo/Macedon)
- Albanian/Tosk (Albania)
- · American Sign Language
- Amharic
- Arabic
- Bengali
- Bosnian
- · Bulgarian
- Burmese
- Cantonese (Chinese)
- Chin (Haka)
- Croatian
- Czech
- Danish
- · Dutch/Flemish
- Farsi (Persian)
- French
- German
- Greek
- Gujarati
- Hebrew
- Hindi
- Hungarian
- Italian

- Japanese
- Kazakh
- Korean
- Latin
- Lithuanian
- Malayalam
- Mandarin (Chinese)
- Mongolian
- · Panjabi (Punjabi)
- · Pilipino (Tagalog)
- Polish
- Portuguese
- Romanian
- Russian
- Serbian
- Slovak
- Spanish
- Swedish
- Tamil
- · Telugu (Telegu)
- Thai
- Ukrainian
- Urdu
- Vietnamese





# **How Students Qualify for the Seal**

Proficiency must be demonstrated in both English and an additional language

#### **English Proficiency** (choose one)

- 1. ACCESS for ELLs: 4.8 composite
- 2. AP English Language and Composition exam: 4
- 3. ELA Dual Credit: 3.0 GPA
- 4. STAMPS 4S: Intermediate High
- 5. ACT: 21 composite or 20 ELA\*
- 6. AAPPL form B: I-5 (Intermediate High)
- 7. SAT: 480 Evidence Based Reading and Writing
- 8. IB Language A: 4HL or 5 SL
- 9. TOEFL: 85
- 10. TOEIC: 550

#### World Language Proficiency (choose one)

- 1. AP Language and Culture exam: 4
- 2. STAMP 4S: Intermediate High
- 3. AAPPL form B: 1-5 (Intermediate High)
- 4. ACTFL OPI + LPT + WPT + RPT: Intermediate High
- 5. International Baccalaureate Language B: 5 HL or 6 SL
- 6. ALTA Speaking/Listening + Reading + Writing: 6, 1+ (ILR)
- 7. NEWL: Intermediate High

A variety of language-specific exams are also approved. Please visit the <u>ISBE</u>
<u>Illinois State Seal of Biliteracy webpage</u> to review a complete list of our most upto-date approved proficiency assessments and information about Alternative
Evidence Portfolios.



# How to Establish a Seal Program

- Designate a Seal of Biliteracy coordinator.
- ISBE application yearly, by October
  - 1. (Applicant must have RCDT admin access.)
    - Annual training webinar required.
- Identify potential recipients
  - ELs and Former ELs
  - World Language students
  - Heritage speakers who may have never been designated EL

Do any of your students attend ethnic language schools? Check to see if those schools are already assessing students' home languages via an approved assessment.

- How will your students qualify?
  - Assessments or portfolios?
    - Which assessments are approved/available for their languages?
- What supports to put in place.
- Timeline for annual testing.
- Publicize program.
  - Website, student handbook, newsletters, etc.
  - Distribute or link to one-pagers from website.
- Award the Seal
  - Diploma and transcript designation REQUIRED.
  - Anything else is allowable for celebration but not required.
- Annual Report in SIS Sept. 15.

Please email <u>biliteracy@isbe.net</u> if you have questions regarding the establishment of a program, timelines, assessments, reports, etc.



# If You Already Have a Program:

- Strive for equity for ELs and increase EL participation.
- Promote and publicize with EL students and their families.
- Look at trends in ACCESS scores **before** Grades 11-12. Are students close to achieving 4.8?
- Asset/elite mindset "Because you scored so high on the ACCESS test, you're invited to sit for a special biliteracy exam ..."
- Collaborate with World Language Department and school counselors.
- PUBLICIZE and ADVOCATE!
  - BPAC, counselors, administrators, school board, community







# Visiting International Teacher Program



# **Program Origin**

Exchange Visitor (EV)
Program is administered
by the **Department of State** to promote
international cultural and
educational exchange.

enter the U.S. on a J-1 visa and have the ability to work as a part of this program.





# **Department of State Requirements**

Meet qualifications for teaching in primary or secondary schools in home country of legal residence.

Be working as a teacher at the time of application with at least 2 years experience teaching full-time or have completed an advanced degree within 12 months of application and have at least 2 years of experience within the past 8 years.

Have a degree equivalent to a U.S. bachelor's degree in either education or the academic subject field in which they intend to teach.

Satisfy the standards of the U.S. state in which they will teach.

Be of good reputation or character.

Seek to enter the U.S. for the purpose of full-time teaching.

Possess sufficient proficiency in the English language.

# **Benefits of Participating**

# **Educational and Cultural Enrichment**

- Exchange teachers sharpen their professional skills and participate in cross-cultural activities in their district.
- Exchange teachers return to their home school after their exchange visit to share their experiences and increased knowledge of the U.S. and the U.S. educational system.





# ISBE's Role as Program Sponsor

ISBE is authorized by the Department of State to serve as a sponsor of exchange visitors. (We use the term Visiting International Teacher (VIT).

We have sponsored VITs for over 25 years through our partnership with the Ministry of Education in Spain.

Newer partnerships:
Mexico and Morocco (2021)
and Democratic Republic of
the Congo and Poland
(2022).



# ISBE's Role as Program Sponsor

#### **Immigration** Build **EV Program** Issue **Event planning** Liaise partnerships expert maintenance documents Serve as Maintain exchange Issue initial Form Plan and execute Provide districts Develop additional visitor records in DS-2019 and local and immigration with guidance and annual VIT subject matter Student and provide ongoing orientations, support on all VITinternational webinars, and host expert on **Exchange Visitor** updates, including related matters. partnerships. compliance with J-Information annual travel district meetings. 1/J-2 visa System (SEVIS). authorization regulations. signatures.



## **Current International Partners**

Spain: Spanish Ministry of Education/Embassy of Spain

Mexico: Medina-Ramos Global Education Group

Morocco: Teachers of English Association of Morocco (TEAM)

Democratic Republic of Congo: CIDE Group DRC

Poland: Polish Ministry of Education/Centre for the Development of Polish Education Abroad (ORPEG)



# **District Responsibilities**

Interview and hire VITs referred from ISBE's international partners.

Ensure teachers comply with standard background checks.

Provide compensation to the VIT that includes all relevant benefits, health care, and insurance.

In consultation with union that represents teachers in school district, school district will address how union matters -- if any -- relate to district's VITs.

Upon VIT arrival, provide transportation from the airport and cover the cost of temporary housing for at least seven days

# **District Responsibilities**

**Fund** 

Fund temporary housing for the VIT (minimum of seven days).

**Communicate** 

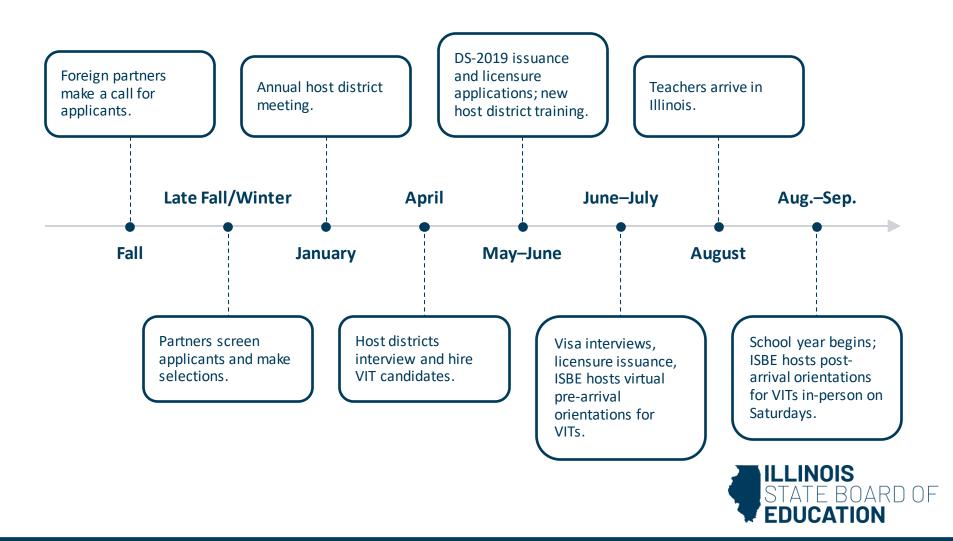
Keep open line of communication with ISBE throughout the entire placement of VITs in the school district.

Professional Development

Provide professional development and mentoring; especially important before new VITs' arrival.

FOUCATION

## **Timeline of Events**



# Contact us!

• If your district is interested in joining the program, please reach out to Matt Rogalski, VIT program coordinator, at <a href="mailto:mrogalsk@isbe.net">mrogalsk@isbe.net</a> or <a href="mailto:exchangeteachers@isbe.net">exchangeteachers@isbe.net</a>.







# Student Information System

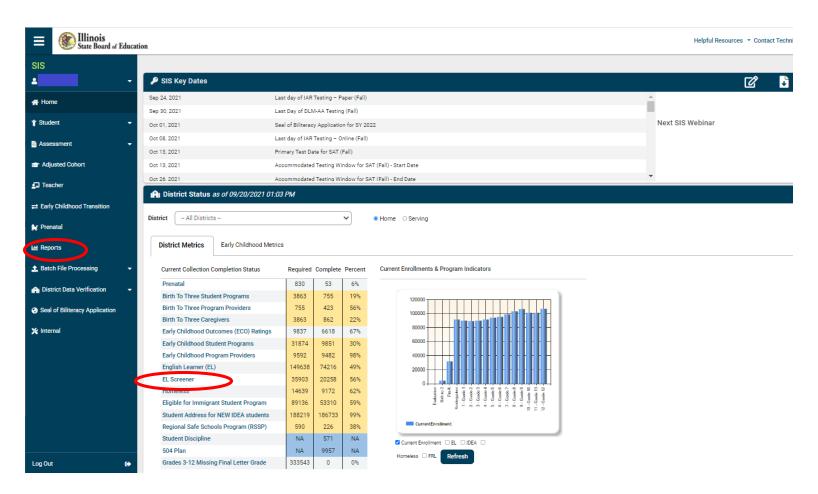


# Screener and ELP Elements in IWAS



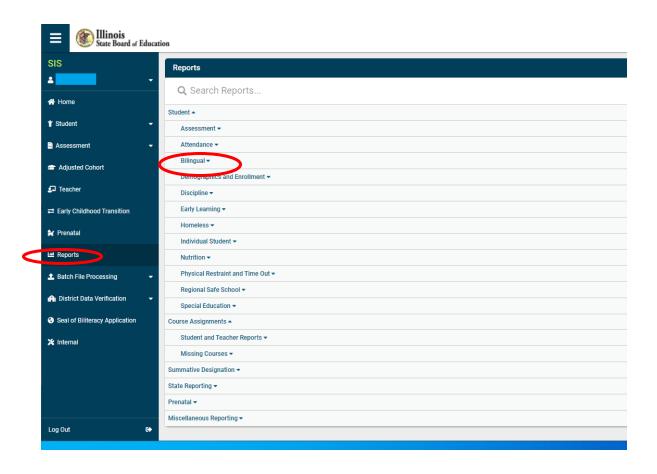


## Screener and ELP Elements in IWAS

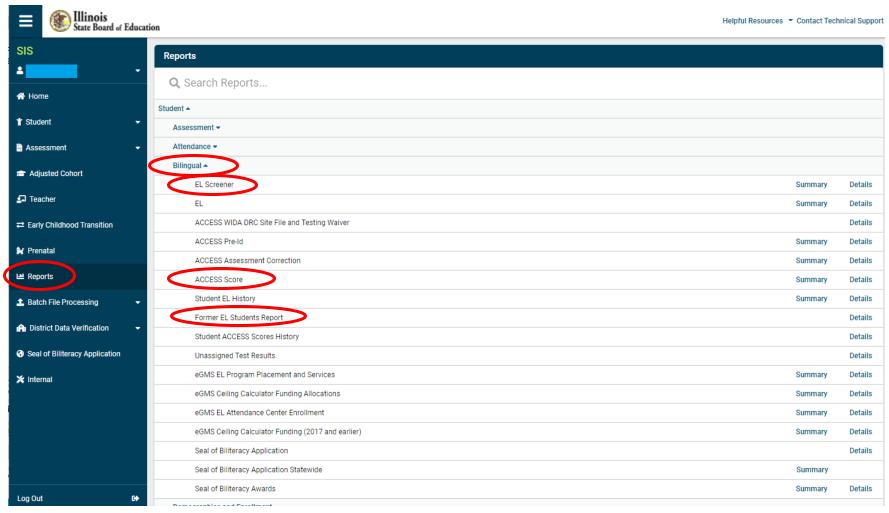




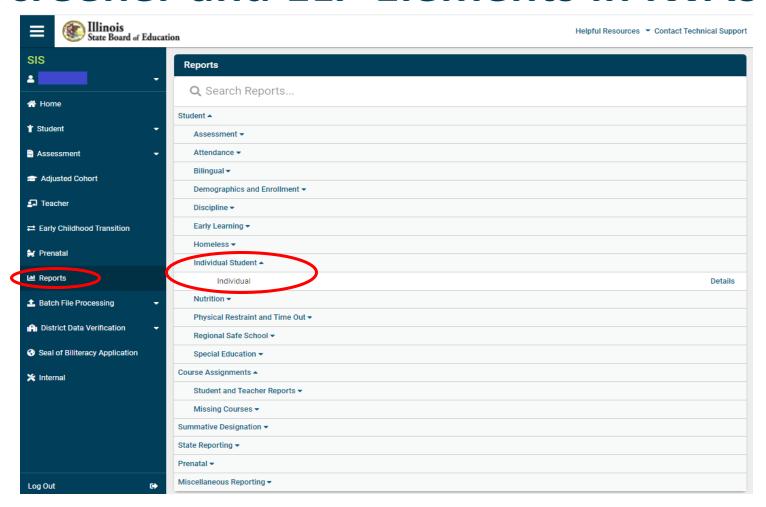
# Screener and ELP Elements in IWAS



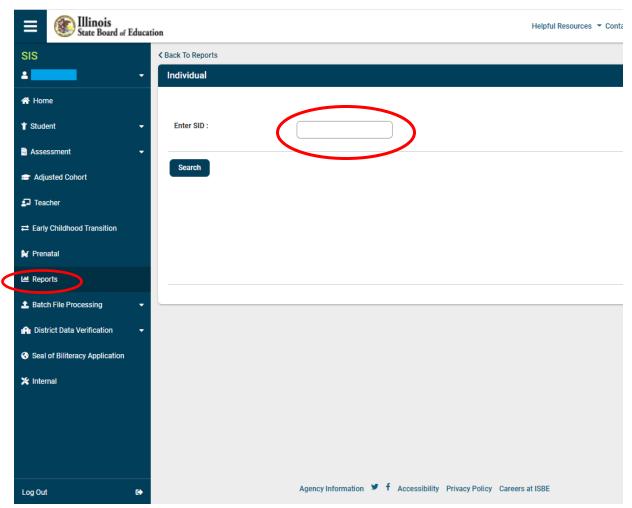




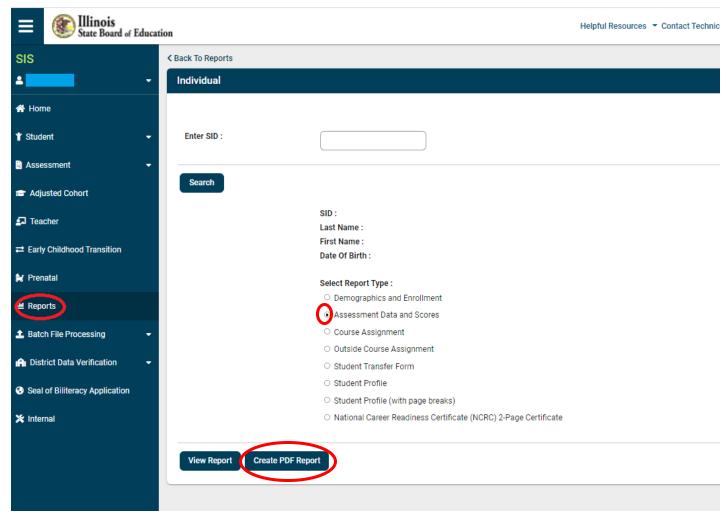














### **Student Assessment Data and Scores Report**

Student ID:

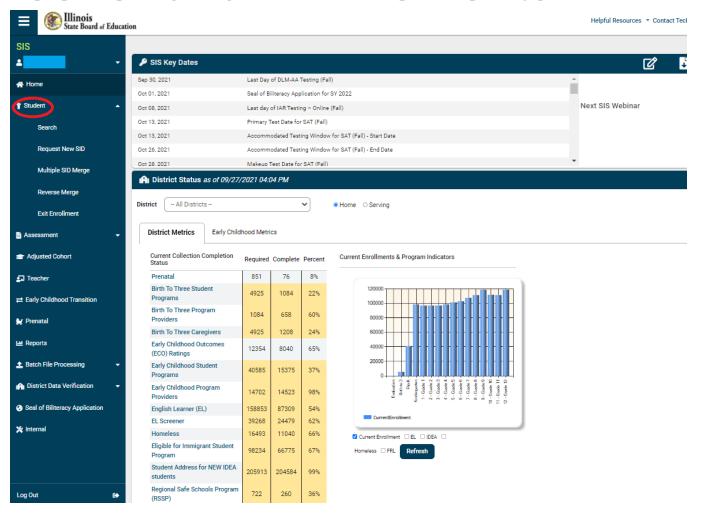
School Year: 2020

#### **English Learners**

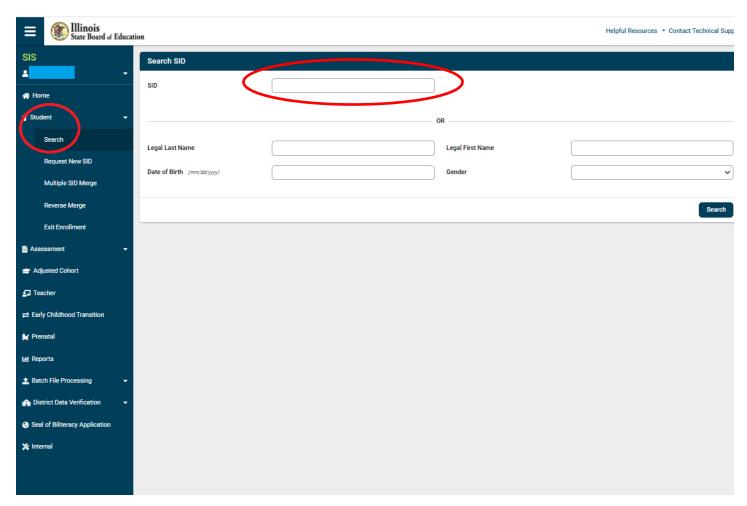
Grade Level:	9	Content Area Tutoring:
Date First Enrolled in District/LEA:	02/24/2020	Developmental Bilingual Education:
New Arrival to U.S.:	N	Dual Language & Two Way Immersion:
EL Placement - Entry Status:	13	Heritage Language:
Native Language Code:	001	Sheltered English Instruction:
Race Code:	11	Transitional Bilingual:
Migrant Indicator:	N	Content Based ESL:
Special Education IEP Indicator:	Y	Structured English Immersion or SDAIE:
Date Enrolled or Re-entered to Receive EL Services:	02/24/2020	Pull-Out ESL:
Class Periods Provided Per Week:	02	Inclusionary Support:
Title III Status:		Pull-Out for Individual Support:
Immigrant Education Program:		Self-Contained:
504 Accommodation Indicator:		

ACCESS Testing					
Tier:	С	Listening Proficiency Level:	3.9		
Listening Scale Score:	382	Speaking Proficiency Level:	3.5		
Speaking Scale Scoree:	362	Reading Proficiency Level:	2.9		
Reading Scale Score:	369	Writing Proficiency Level	3.4		
Writing Scale Score:	346	Comprehension Proficiency Level:	3.3		
Comprehensive (Overall) ScaleScore:	373	Oral Proficiency Level:	3.7		
Oral Scale Score:	372	Literacy Proficiency Level:	3.3		
Literacy Scale Score:	358	Composite (Overall) Proficiency Level:	3.4		
Composite Scale Score:	362		———		

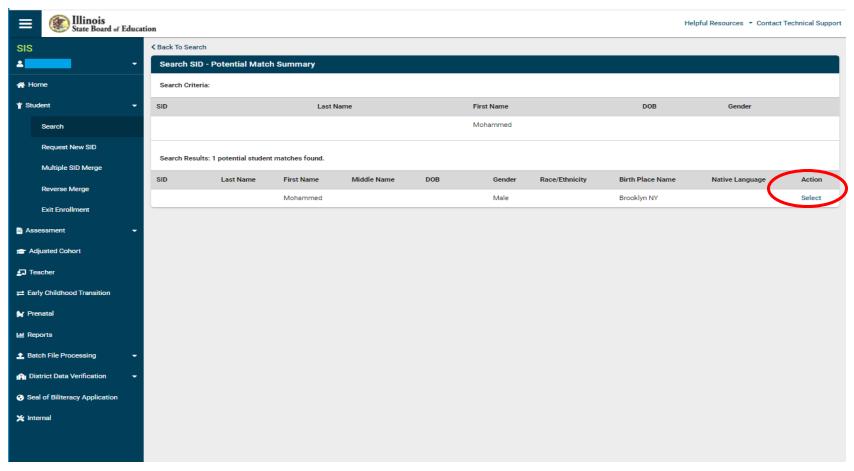




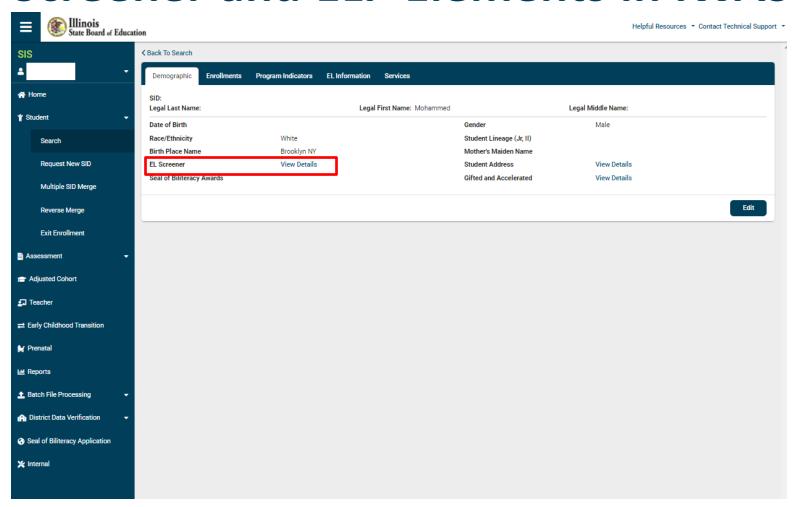




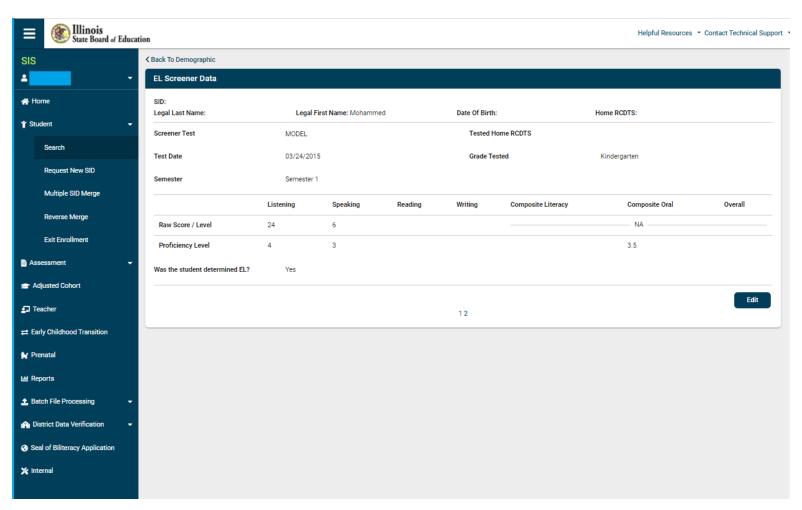






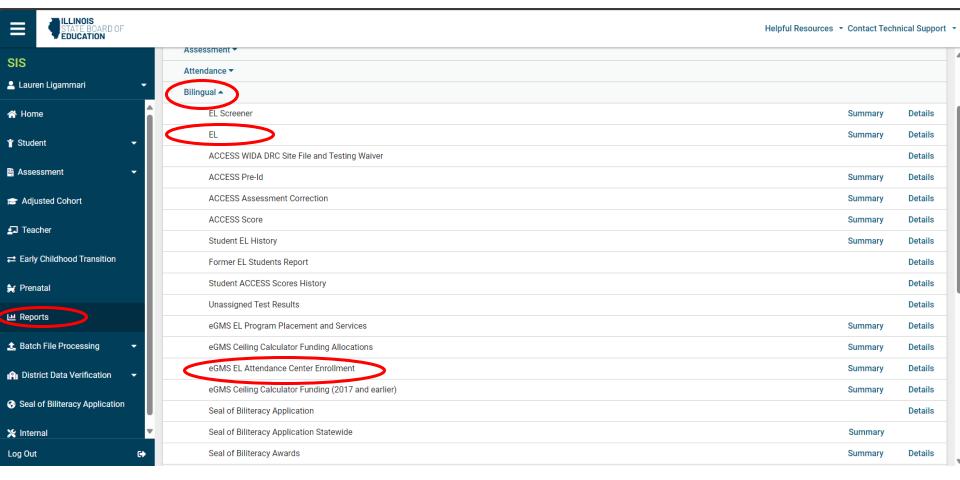








# **Intent to Apply Elements in IWAS**





# **EL Screener Data**

Current Collection Completion Status	Required	Complete	Percent
Prenatal	0	0	-
Birth To Three Student Programs	31	31	100%
Birth To Three Program Providers	31	31	100%
Birth To Three Caregivers	31	31	100%
Early Childhood Outcomes (ECO) Ratings	45	2	4%
Early Childhood Student Programs	174	174	100%
Early Childhood Program Providers	174	174	100%
English Learner (EL)	833	827	99%
EL Screener	148	142	95%
Homeless	26	26	100%
Eligible for Immigrant Student Program	166	166	100%
Student Address for NEW IDEA students	270	270	100%
Regional Safe Schools Program (RSSP)	1	1	100%
Student Discipline	NA	97	NA
Detention Center	0	0	-
504 Plan	NA	0	NA
Grades 3-12 Missing Final Letter Grade	2866	0	0%







# **Resources**



### Resources

### **OELA Toolkit**

• Chapter 10: Tools and Resources for Ensuring Meaningful Communication with Limited English Proficient Parents

### Webinar

 Ensuring Meaningful Communication with Parents (National Convening on ELs' Civil Rights - Day 2)

### Federal Guidance

- Dear Colleague Letter
- Information for Limited English Proficient (LEP) Parents and Guardians and for Schools and School Districts that Communicate with Them
- Non-Regulatory Guidance: English Learners and Title III of the Elementary and Secondary Education Act (ESEA), as amended by Every Student Succeeds Act (ESSA)

### Colorín Colorado

<u>Communicating Important Information with ELL Families:</u>
 <u>Strategies for Success</u>



### **Other Resources**

- Data and Accountability (ELPtP)
- ELL Licensure Matrix
- Educator Licensure Website
- Key Dates
- Illinois School Code
  - Article 14C Transitional Bilingual Education
- Illinois Administrative Code (Title 23):
  - Part 228: Transitional Bilingual Education



September 18, 2024
Focus on New Directors
1/2-day training in
afternoon

Crown Plaza Rosemont, III.

**Bilingual Directors Conference FY 2025** 

September 19-20, 2024 Keynotes, Breakouts, Panel Free to attend.

Title funds can be used for travel/lodging.



December 10-13, 2024

Tinley Park, IL

# IRC Joint Multilingual Conference with ESSA



Keynotes and Breakout Sessions for Teachers Title funds can be used. for attendance, travel, and lodging.



Markyon

