

English Learner Administrator Virtual Summer Series 2024

Presented by:
The Multilingual/Language Development Department

Welcome & Announcements

- We are so happy to be here with you today and are excited to share a lot of information!
- Introductions - who are your presenters today?
- Norms for this session
 - Please mute. Camera on or off, your choice.
 - Questions/comments? Use Teams "raise hand" icon or type in chat.
 - Or email multilingual@isbe.net
- Do you receive our Multilingual Monthly Newsletter?
 - If not, sign up today at: <https://www.isbe.net/Pages/subscribe.aspx>

Multilingual Directory/Assigned P.C.

- Assigned Consultant Listing ([isbe.net](#))
 - Located at the bottom of the [Multilingual \(isbe.net\)](#)
 - NEW AND IMPROVED!
 - Simply type in your district to find your assigned consultant.

MULTILINGUAL

Assigned Consultant Listing

MULTILINGUAL
ASSIGNED CONSULTANT LISTING

Each school district in Illinois has an assigned principal consultant from the Multilingual/Language Development Department who is available to provide technical assistance. Use the search feature below to find the contact information for your district's assigned consultant.

Search...

District Name ▼	RCDTS Code	Assigned Consultant	Phone Number	Email
A-C Central CUSD 262	010092620260000	Lydia Kvinta	(312) 814-3607	lkvinta@isbe.net
Abingdon-Avon CUSD 276	330482760260000	Seng Naolhu	(312) 814-2229	snaolhu@isbe.net
ACE Amandla Charter School	150169020250000	Lauren Ligammari	(312) 814-0902	lligamma@isbe.net

Training Topics

- Multilingual/Language Development Department
 - Migrant Education
 - Seal of Biliteracy
 - Visiting International Teacher Program
- Introduction to English Learners (ELs) in Illinois
- Federal Legislation and Landmark Cases
- Student Enrollment and Access to Services

Multilingual/Language Development

What do we do?

Migrant Education Program



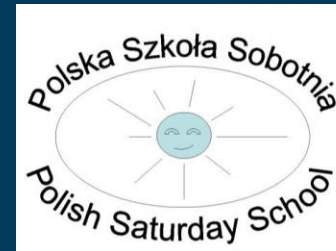
Seal of Biliteracy



World Languages



Ethnic Language Schools



Multilingual/Language Development

What do we do?

Visiting International Teachers



Grants



Bilingual SPED



Compliance Monitoring





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

**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.

Start Here



Training Tools

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





The Illinois State Seal of Biliteracy



Seal of Biliteracy Agenda



What is the Seal of Biliteracy?



How Students Qualify for the Award



Considerations for Multilingual Students

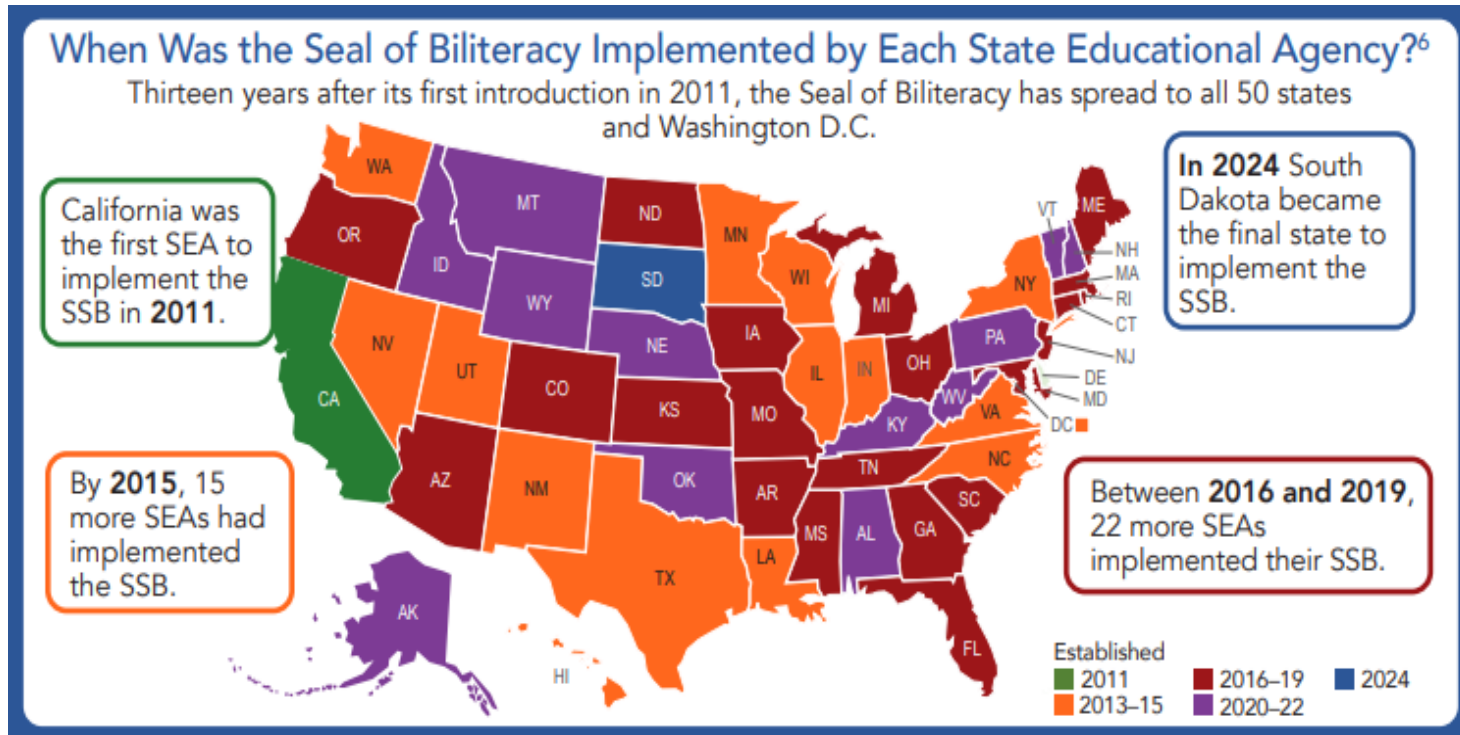


Award Trends and Data



District Steps to Participate and Establish the Award

What is the Seal of Biliteracy?



- **THEN:** A concept that began in California in 2011 to honor the non-English linguistic backgrounds of students (in response to “English Only” mandates)
- **NOW:** In 2024, every state in the country has its own state seal of biliteracy award program for high schoolers!
- A **graduation award** earned by students who demonstrate proficiency in English as well as at least one additional language. (*English Learners **and** Never ELs!*)
- Officially documented on a student’s high school diploma and transcript.
- The Illinois State Seal of Biliteracy equates to college credit at all public colleges and universities in the state of Illinois
 - The idea of reciprocity/credit at out of state institutions is gaining traction as state coordinators collaborate with SOBL programs.
- Each state has its own program, policy, procedures, administrative rules, etc.

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 based on criteria that they have established
- [College credit document](#) available on the ISBE State Seal of Biliteracy [webpage](#) (is updated as IHEs change their policies)

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.

Chicago State University	A student who has received the State Seal of Biliteracy will be awarded a total of 6 credits (lower division). This is the equivalent of first semester (3 credits) and second semester (3 credits) of language study at CSU. When the seal is granted in a language not offered at Chicago State University, 6 credit hours of lower division foreign language elective will be awarded.	Published yearly in the CSU course catalog PDF
Eastern Illinois University	A student who has received the State Seal of Biliteracy will receive a total of 8 credits (lower division). This is the equivalent of first semester (4 credits) and second semester (4 credits) of language study at EIU.	Registrar: Biliteracy
Governors State University	Students who present appropriate documentation of the Seal to their advisor within three years of high school graduation will be awarded six hours of foreign language credit.	Admission Information
Illinois State University	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 offered at the University. If the seal is granted in a language not offered at Illinois State University, eight credit hours of lower division foreign language will be awarded.	Office of the Registrar
	If you are earning a B.S. in the College of Arts and Sciences, then your language requirement is to complete a world languages class at the level of 112 or higher, or completion of Level III of one high school world language or earning the Seal of Biliteracy.	Department of Languages, Literatures, and Cultures
Northeastern Illinois University	Students who receive the State Seal of Biliteracy will receive a total of 6 credits (lower division) of language study at Northeastern.	Transfer Center

How Students Qualify for the Seal

- Proficiency must be demonstrated as Intermediate High in both English **and** Language Other Than English (LOTE)
 - Evidence of proficiency must be from the student's 9-12 years
- A "commendation" award available for students who make progress to Intermediate Low

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. STAMP 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. International Baccalaureate Language

LOTE 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
6. ALTA exam: 6, 1+ (ILR)
7. NEWL: Intermediate High

A variety of language-specific exams are also approved. Please visit the [ISBE Illinois State Seal of Biliteracy webpage](#) to review a complete list of our most up-to-date approved proficiency assessments, FAQs, and information about Alternative Evidence Portfolios.

Illinois State Seal of Biliteracy:

Reminders to maintain equitable access to the award for multilingual students and/or English Learners

- An ACCESS score of 4.8 during Grades 9-12 qualifies the student for the English half of the Seal. They are halfway there! However, exiting via ACCESS is just ONE method to show English proficiency.
 - Other assessments of English are [approved](#) and may be more suitable for your EL or former EL population.
 - Even if a student exited EL status during K-8, they should still be identified as a potential earner of the Seal. This data can be shared with 9-12 buildings so that Seal coordinators can seek out students who have diverse linguistic backgrounds and offer other assessments for 9-12.
- [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.

More on next slide...

Equity in District Administration of the Seal of Biliteracy

If your district already offers the Seal or if you're interested in starting the program, these questions will help you maintain equitable access.

- **Does your district participate in the Seal of Biliteracy? Why or Why not?**
- **Who coordinates the program? How are candidates identified?**
 - Is the program housed at a district hub or are there school-level staff to assist students and families. (Who is involved and knows about it?)
 - Does a school counselor or administrator coordinate? A bilingual director? A world languages teacher? (Does the coordinator pull candidates from diverse programs?)
- **How is it publicized? To whom?**
 - Translating publicity materials for LEP parents.
 - Career and Technical Education programs – consider benefit of bilingual training in a career field!
 - Newsletters from counseling department, World Languages Department, BPAC ...
- **Have you considered 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. Consider offering assessments early enough in 9-12 that a student has time to retest or use a different assessment before graduation.

Funding Options: How to pay for proficiency assessments

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.

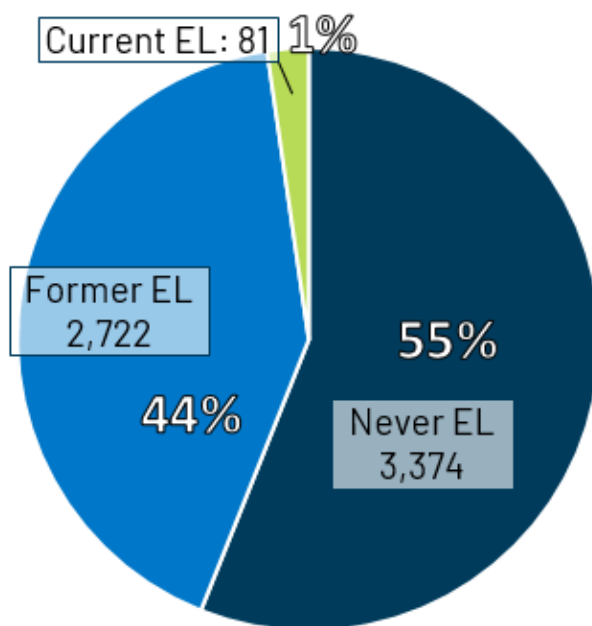
Title III: Can only be used to pay for assessments for students who are English learners at the time of assessment.

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

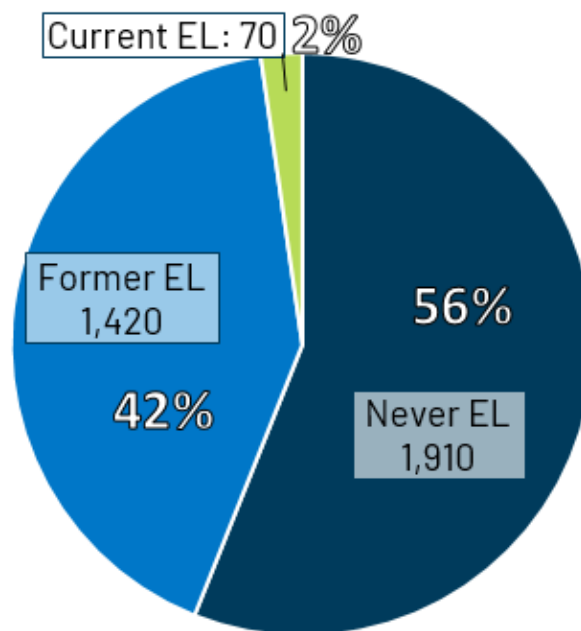
- *There is no money in the state budget to promote or implement the seal of biliteracy.*
- *It is not allowable to charge a fee for seeking the Seal.*
- *These are two federal funding options that come with some caveats*
- *Districts may choose to cover the cost of proficiency assessments **or** may require students/families to pay for the exams.*
- *Regarding equity, take note of the cost of assessments for different languages.*

Seal of Biliteracy Award Trends by EL Status

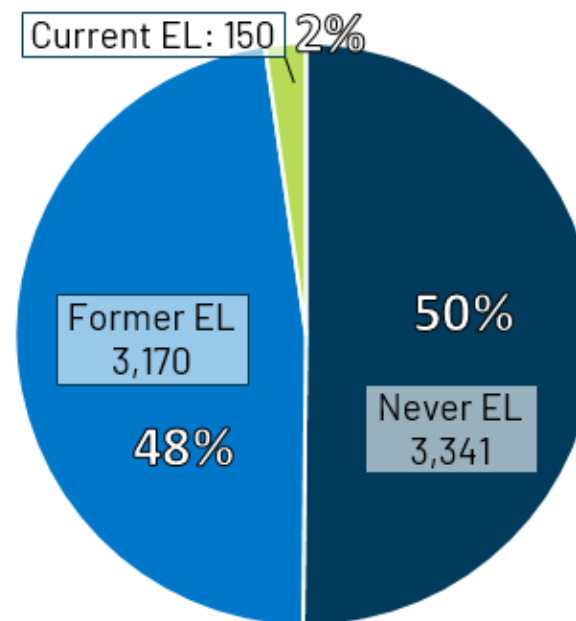
2020



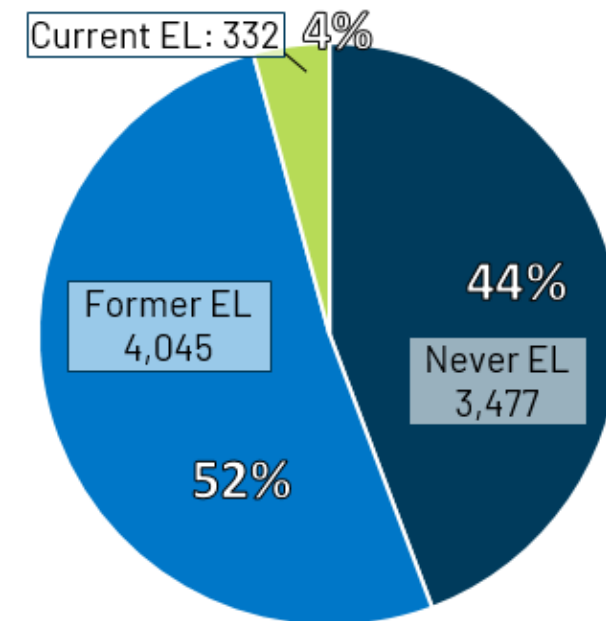
2021



2022



2023

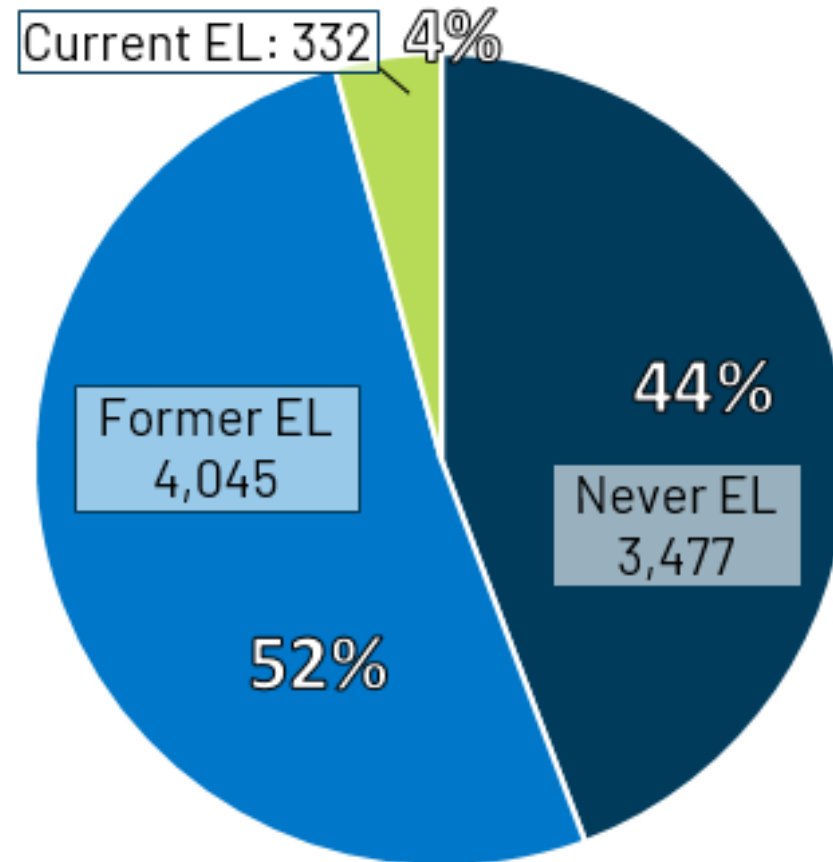


2023 Seal of Biliteracy Awards

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



Data
pulled
5/17/2023

How to Establish a Seal Program

- Designate a Seal of Biliteracy coordinator.
- ISBE application **yearly**, by October
(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. They may already have scores available!*
- 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.
 - Other departments in your school
 - 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.



Visiting International Teacher Program

Program Origin

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

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

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.

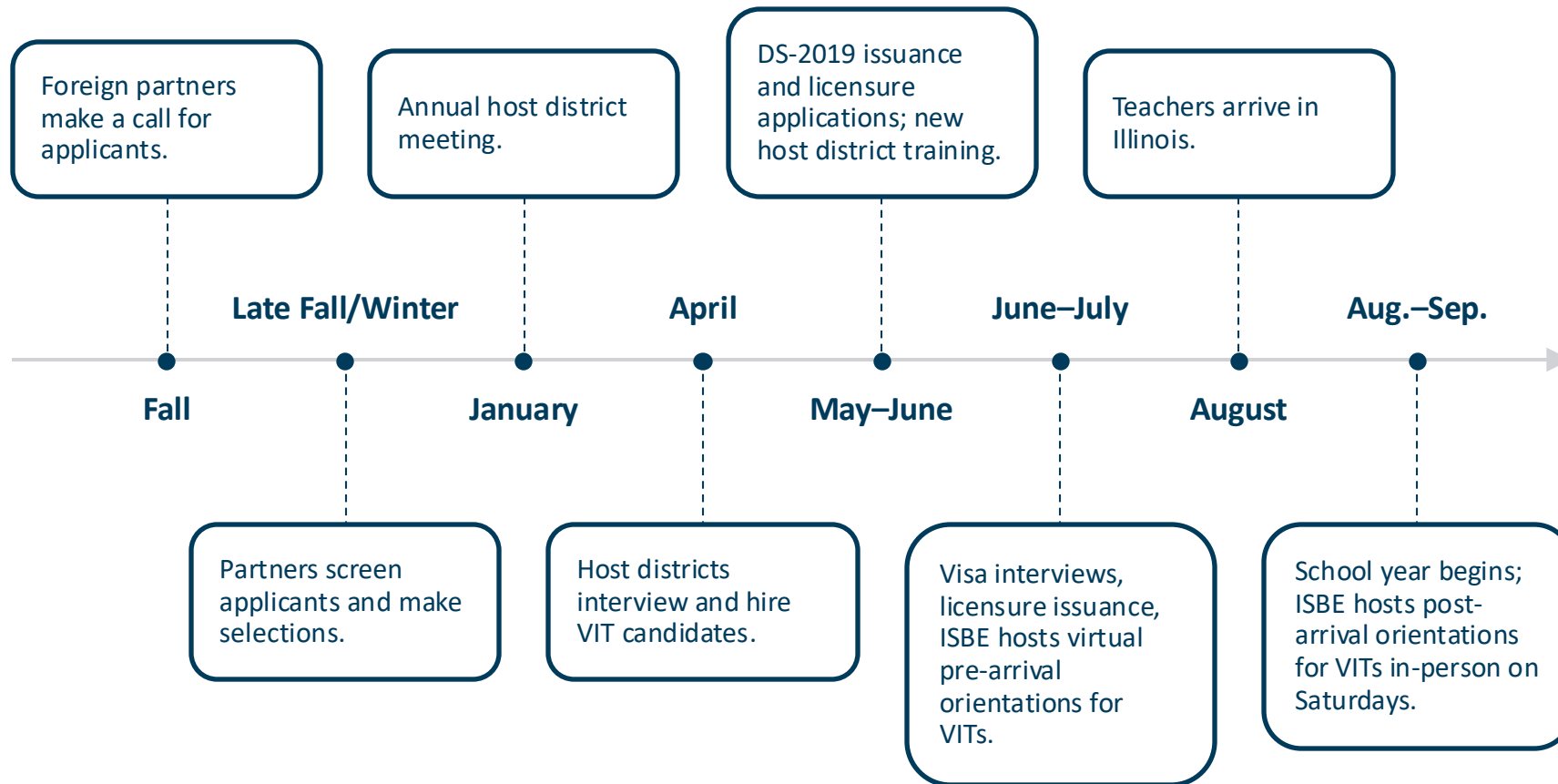
In consultation with union that represents teachers in school district, school district will address how union matters -- if any -- relate to district's VITs.

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.

Timeline of Events



Contact us!

- If your district is interested in joining the program, please reach out to Matt Rogalski, VIT program coordinator, at mrogalsk@isbe.net or exchangeteachers@isbe.net.





Introduction to English Learners 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

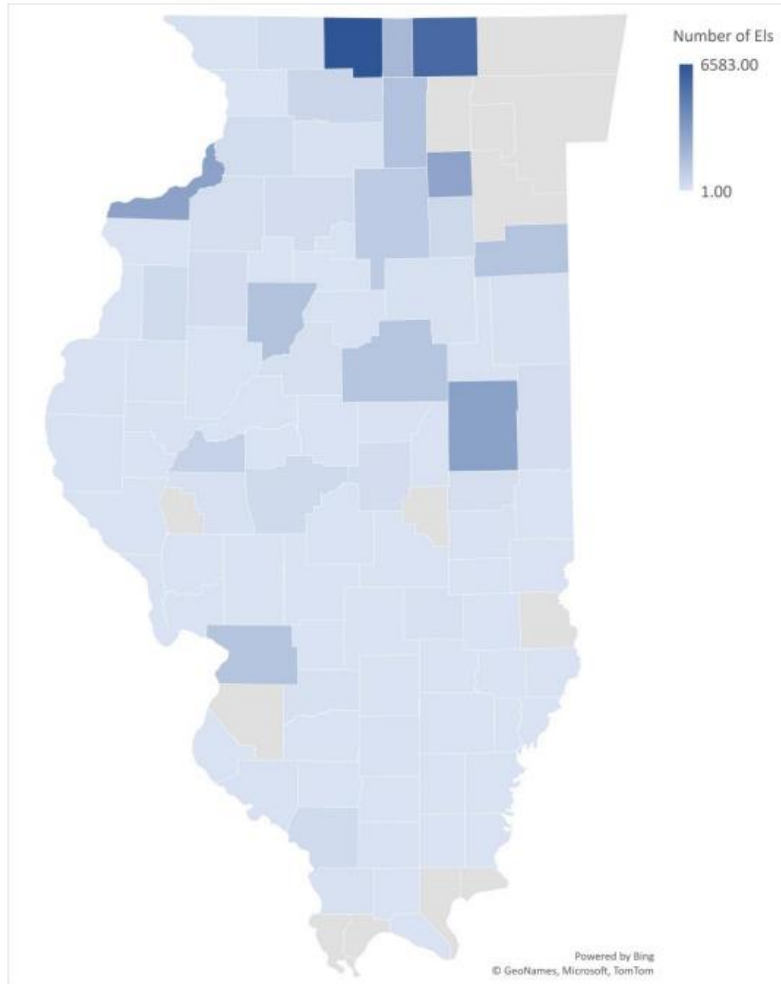
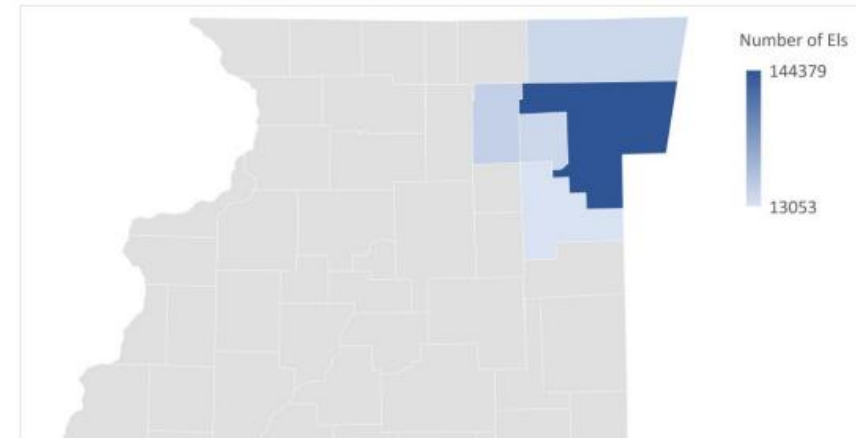


Figure 3-2: EL Distribution Across Illinois: Cook County & Surrounding Suburbs Only



[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.

Castañeda v. Pickard (648 F.2d 989, U.S. Court of Appeals, 5th Circuit, 1981)

- Program for ELs should be:
 - **Theory:** Based on “a sound educational theory”;
 - **Practice:** “Reasonably calculated to implement effectively the educational theory adopted by the school,” with adequate resources and personnel; 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.



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 pre-kindergarten, magnet, gifted and talented, Career and Technical Education, arts, and athletics programs; Advanced Placement (AP) and International Baccalaureate (IB) courses; clubs; and honor societies.



Upcoming ISBE-Sponsored WIDA Workshops

In-Person

- **September 9-10 (DuPage County ROE):** Writing with Multilingual Learners in the Elementary Grades
- **September 12-13 (DuPage County ROE):** Writing with Multilingual Learners in the Secondary Grades
- **October 8 (Maine Township High School District 207):** Collaboration Practices and Potentialities
- **October 10 (Maine Township High School District 207):** Teacher Leaders: Planning with the WIDA ELD Standards Framework [In-Person Module]

Live Webinars

- **October 3:** Teacher Leaders: Planning with the WIDA ELD Standards Framework [Webinar Module]
- **October 20 & October 27:** Nurturing Speaking Growth
- **November 4 & November 11:** Mathematical Meaning-Making: Collaborating for Equity
- **November 21:** Considerations when Educating Bilingual Learners with Identified Learning Disabilities (ICMEE)
- **December 4 & December 11:** Expanding Reading Instruction with Multilingual Learners

Registration at: <https://www.isbe.net/Pages/WIDA-Workshops.aspx>

NO COST FOR REGISTRATION!

PD HOURS ARE AWARDED FOR PARTICIPATION!



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

Crown Plaza
Rosemont, Ill.

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.

thank you