

Illinois State Board of Education  
 Bilingual Advisory Task Force Committee (BATFC)  
 Illinois State Board of Education 9<sup>th</sup> Floor Room # 9034  
 Minutes for January 15, 2016

**Attending:** Ron Perlman, Carmen Ayala, Mike Fortner, Robert de Oliveira, Denise Hamby, Matt Moreland, David Del Pozo Martin, Dolleen Doyle Parrott, Carla Cruise, Karen Garibay-Mulattieri, Nelson Aguiar, Okab Hassan (Phone), Carla Cruise (Phone)

**Guests Attending:** Josie Yanguas, Caroline Sanchez Crozier, Jason Stegemoller

**ISBE Attending:** Reyna Hernandez, David Nieto, Tina Paduck, Sonia Serrano

### **I. Introductions and Call to Order**

Ron Perlman introduced his co-chair, Dr. Carmen Ayala at 12:30 p.m . Talked about history of TBE – introduced in the 70s to recognize the equity of education for all students. 14C was passed. All members introduced themselves and provided a brief explanation of what their visions are for this Task Force.

### **II. Public Comment**

N/A

### **III. Review Legislative Charge**

The task force reviewed the legislative charge and responsibilities of the task force by reading through the House Joint Resolution 0036.

### **IV. Discuss Scope of Work and Timeline and Historic background**

Ron Perlman and Carmen Ayala discussed 5 goals for this Task Force:

- 1) Evaluate whether TBE and TPI still work for ELs
- 2) Look at the digital parity for ELs in the classroom
- 3) Competences and experiences and course works that is necessary for teachers who are working with ELs – more and more ELs, important for all teachers to know about second language acquisition theories and to understand how to work with ELs.
- 4) Make recommendations to the Illinois General Assembly that will lead to improvement to programs for ELs so they can progress commiserate with their English Only peers. Want them to not just learn English, but to meet goals and to move forward academically.
- 5) To make recommendations for the deployment of educational, technological, and other resources for ELs.

This will allow us to put together a report that will be presented to the General Assembly that will encompass the voices of the State.

### **V. State of the State Presentation – David Nieto**

David presented on Current ELL data – Historical trends of ELs, ELs distribution throughout the state, the demographic of ELs and Grade level distribution of ELs – graduation rates presentation will be posted as soon as the data is cleaned up.

David from Peoria commented on the presentation – he said that when students go from 8<sup>th</sup> to 9<sup>th</sup> grades, if it is a different district, they might get reassessed and (re) or newly identified as EL – reasons why there is a jump at the 9<sup>th</sup> grade level.

Matt pointed out that a level 1 student achieving a 3, it'd be celebration, but not considered met or exceeds by state standards. Ron thinks this data may be skewed too due to the technical administration of the test – he thinks the lack of interaction with technology is cause for this gap for ELs. Looking at digital learning is one of our charges.

Reyna said there is also a misalignment of instructional accommodations and assessment accommodations.

Mike took the 8<sup>th</sup> grade PARCC math test last year and said the control panel was very weird and not intuitive – the control structures were really unusual. He felt that even he had difficulty navigating the control panel – he thinks it is not just a technological barrier, but a familiarity with app platforms. PARCC's control panel design is really tricky and hard to navigate. Graduation rates – 72% of ELs VS 86% of gen population. The EL label is for students who were ELs during high school, not FLEP students.

Ron thinks the committee needs to really look at what constitutes an EL throughout educational career. Use this data to frame the conversation of what more we can do, but what we are doing wrong.

Karen commented – staff was getting a number of students for the seal of biliteracy and getting comments from the students and parents.

Colleen wants a copy of the presentation; Nelson wants a list of the members with contact information.

**Break** – 1:40 p.m. to 2:00 p. m.; reconvened at 2 p.m.

## **VI. Review previous reports**

Previous reports were written by committees with a different charge but wanted to share to see the work done previously and the data from that point. Teacher endorsement is moving from course based to standards based endorsement. Equal opportunity and equity means ELs should have access to gifted, honors, advanced, etc. DELL programs are concentrated in richer districts so how to spread this across the districts? Both reports heavily recommended Biliteracy. Seal of Biliteracy unfunded mandate – putting out awards, no supports for foreign language. Make sure we are not diverting TBE funding to foreign language development or DELL programs because a lot of those programs are for non-ELs.

Ron says that bilingual and biliterate students perform better. These are the kids who will lead the future of our country. Bilingualism and Biliteracy is the key to educational excellence.

Reyna said there is a lot of confusion about flexibility, PT TBE programs, services, etc. Cannot build programs based on who you can hire but who your ELs are. Will talk about the framework that was not sent out previously but think that when it is released it will be nationally innovative. Family engagement – what does it look like with EL population? A lot of districts shoot for compliance, but compliance is the floor. The former reports also talk a lot about family engagement, but it is not enough. One of the few bilingual summits held nationwide, current numbers at 1350. The summit is a touch point, should not be the only place for family engagement by districts.

Ron wants the work that we have been doing because they don't want to be inconsistent with what ISBE is putting out. To go blindly without your most recent reports, we definitely need those. From that, it will be easier to examine the five areas.

## **VI. Framing Services for English learners in Illinois**

DELL briefly discussed the Framing Services for English Learners in Illinois and will post this to the Google Drive for Task Force members to read soon.

## **VII. Identify next steps and future meetings**

Carmen Ayala discussed about how to prepare by divide the members into 5 working groups to complete this report. She explained each working group. Each work group will provide a 2 page document; look at work from resources and previous reports.

- 1) Legal framework– look at all the legal requirements. Look at 14C and 228 and the two reports from 2011 and 2013. Look at rules and regulations. Includes family engagement piece. Look at ESSA and other federal requirements. Should not be too much work here, we have a lot of flexibility within Part 228 to best meet the needs of ELs.
- 2) Assessment– take a look at not just large assessments like ACCESS or PARCC but also at formative assessments. Implications of these assessments on accountability. ESSA has more local voice for assessment accountability. Look at how much achievement data is used for accountability purposes. Look at what data districts will want to collect that will include ELs.
- 3) Curriculum and Instruction – what, how, and resources. What are instructional models out there and how do we deliver what we expect students to know? Standards-based instruction, including Spanish Language Arts standards. Curriculum is what you teach, how you teach, and how you measure it. Technology would be a big piece here – especially for districts with low incidence languages. Okab wants to be realistic about what we are recommending – the policies should be implement-able. Put out great plans, but don't know how to implement, how to measure, etc. Instruction, materials, assessment, etc. should be in both languages, but current policy is all about CCSS. Services framework is more on the resources side of things; state cannot mandate it, but can coach and provide PD and resources and help to districts.
- 4) Educator quality: certification and training – new ESL/bilingual standards. Not just teachers, but also leadership. All people who touch the education of ELs.
- 5) Technology – equitable and appropriate access and use of technology and resources. Not just about digital learning, but learning about the digital. There are different thought processes and different learning strategies. How to use device is integral part of all learners now. “How do I learn in a way to help me better utilize the digital technology? Need to move beyond the how to use technology to enhance education. This is not exclusive to EL; gen ed is struggling with this as well. Want to make sure there is equitable access to technology and that technology is not being used to substitute the licensed and endorsed teacher. Communication, collaboration and creation – can use these tools to frame this work. Critical thinking.

Ron – you can be on 1, 2, or 3 work groups. Can reach out to your own network and help. He wants DELL to suggest people to put into the work groups to help provide expertise and

resources and he is also thinking of creating a database for sharing resources and digitally working together.

Reyna suggested creating of a Google form of who would like to be on what form and add list of suggestions of people to join certain work groups. Suggestion is to have big committee groups face to face, but the work groups will meet virtually. Ron really wants to follow ISBE's path – this is an advocacy group. Want to be consistent.

Next step – Google drive with documents to sign up for work groups, links to resources, Doodle poll for next meeting date.

### **VIII. New Business**

N/A

### **IX. Adjournment**

Meeting adjourned at 3:22 p.m.