manyVOICES

Promoting equitable access to language support services
for students from culturally and linguistically diverse backgrounds.

DECEMBER 2021

English Learners/Bilingual Education

Announcements

NEW! FY 2022 EL - Title III Immigrant Student Education Program Now Available in IWAS
Applications for the EL - Title III Immigrant Student Education Program are now available through the ISBE Web Application Security (IWAS) system for school year 2021-22 (fiscal year 2022). The list of eligible and non-eligible school districts that have submitted an Intent to Apply for the FY 2021 Immigrant Student Education Program (ISEP) grant is now posted on the Multilingual Department's website. Under Title III of the Elementary and Secondary Education Act (ESEA), as amended by Every Student Succeeds Act (ESSA), eligibility and funding for the Title III ISEP grant must be based on the total current year enrollment of immigrant students in the district and nonpublic schools within the district's boundary.

All eligible applicants must create and apply through the IWAS system. To create an application, select "Year: 2022" and choose "Create Application." If a checkbox appears, the applicant must select "Yes" before creating an application. Districts with carryover funds from last fiscal year will need to create a FY 2022 application to use the carryover funds. Please note that districts that have not submitted their ISEP final expenditure report, which was due September 20, 2021, will not see their carryover funds posted on their ISEP applications.

Due date: To ensure a **Sept. 1, 2021** retroactive start date, districts must complete and submit the application to ISBE by **Jan. 14, 2022**. For more information, please contact your assigned consultant or Seng Naolhu at snaolhu@isbe.net.

REMINDER! FY 2022 EL – Bilingual Service Plan Now Available in IWAS
The FY 2022 EL - Bilingual Service Plan (BSP) application is now available in the electronic Grants Management System through IWAS.

All school districts enrolling English Learners (ELs) in FY 2021 and listed with fewer than 20 ELs, or listed with 20 or more ELs, must create and submit the short or long version of BSP through IWAS. Once you are in the system, create your application by selecting "Year: 2022" and choosing "Create Application." Some grants display a "Yes" checkbox that must be selected before the "Create Application" button appears.

Due date: The Nov. 30 deadline has now passed; Please complete and submit your application **as soon as possible!**

Please make sure that approval groups are properly assigned through IWAS in order to access the system and submit your application. Technical assistance pertaining to items not covered by the instructions link in IWAS may be obtained by contacting your program consultant.

REMINDER! Working Group Volunteers
Sign up here if you are interested in volunteering for any multilingual working groups or have interest in an opportunity to provide stakeholder feedback.

REMINDER! Bilingual and ESL Matrix
The new and improved PreK-12 Bilingual and English as a Second Language (ESL) Matrix is now posted on our website. Click here to view it. If you have any questions, please contact the Multilingual Department at multilingual@isbe.net.

REMINDER! Bilingual Education Endorsement
The process to get either a Bilingual Education endorsement or an ESL endorsement is now on the Educator Effectiveness webpage. You can find them here under the Pathways to Licensure drop-down menu.

Workshops

NEW! Registration Now Open for 2022 ESSA and Multilingual Conference
ISBE is pleased to announce it will again be hosting, in conjunction with The Center: Resources for Teaching and Learning, a combined ESSA and Multilingual Illinois Statewide Conference virtually **Feb. 22-25, 2022**. The online format, which permits participants to view presentations live and on demand, proved to be popular last year. Registration is now open on The Center's website.

This year's virtual conference features:

- Four engaging keynote presentations
- 70 live breakout sessions
- 80 pre-recorded presentations
- Live Zumba or yoga early morning sessions
- Mid-afternoon cultural coffee breaks
- Two Administrator Academies and two information sessions for schools receiving IL-EMPOWER targeted support

 We hope to see you there!

Leveraging Resources: Blending and Braiding Funds
ISBE has released a webinar for district- and school-level administrators. "Leveraging Resources: Blending and Braiding Funds" will assist districts in maximizing the use of the additional funds that they have received. The webinar is specifically designed to help district administrative teams plan holistically; develop cohesive programs and services; and ensure sustainability through blending and braiding of federal, state, and local funds. For more information, click here. View the presentation here.

REMINDER! IRC-ISBE Free Professional Learning
The Illinois Resource Center (IRC) offers **free professional learning** opportunities to Illinois educators with support from the Illinois State Board of Education. New IRC-ISBE free professional learning opportunities are here! Make sure to consider these dates as you plan for the school year. Click here to access archived professional learning sessions.

NEW! WIDA-ISBE IRC-ISBE Free Professional Learning
WIDA offers **free professional learning** opportunities to Illinois educators with support from ISBE. New WIDA-ISBE free professional learning opportunities are here! Make sure to consider these dates as you plan for the school year.

Download Your WIDA Certification History
WIDA Secure Portal users now have the option to download their entire certification history, which can then be printed or emailed to a coordinator or supervisor. Log in to the WIDA Secure Portal and go to My Profile. Click **Export PDF** at the top of the Certifications table to see your entire assessment training history, followed by the professional learning courses you've completed.

NEW! WIDA Early Years
Resources and tools are available for early childhood educators who serve multilingual children. **WIDA Early Years eLearning** resources focus on supporting young multilingual children in early care and

education settings. New offerings, such as [Promising Practices Roll-out Kit webinars](#) and *Making Connections: Using the Illinois Early Learning and Development Standards and WIDA Early Years Resources to Plan Instruction for Young Multilingual Children,* are **free** comprehensive resources that offer suggestions, tools, and sample plans for teachers who want to plan equitable learning opportunities for young multilingual children. For more information and to register for upcoming free webinars focusing on this resource, click [here](#).

The early care and education community in Illinois has [free access](#) to these resources, which are provided through Early Childhood Professional Learning and ISBE. Go to [eclearningil.org](#) for a description of recent eLearning resources that are available, FAQs, and instructions for creating a user account for WIDA Early Years eLearning.

NEW! Learning through Two Languages for School Leaders
This eWorkshop is designed for teachers who are ready to try out new ideas in their classrooms and share what they learned with a group of online colleagues. **Learning through Two Languages for School Leaders**, an online meeting, will be held **March 25, 2022**. All materials and the online meeting platform will be housed in the WIDA eLearning Center, which can be accessed by participants with a WIDA Secure Portal login.

The purpose of this eWorkshop is to create an online Professional Learning Community that supports participants' collaboration and fosters ownership of their learning. Over the course of 15 weeks, participants will engage in six modules that each consist of three sections: Explore, Make it Work, and Share. They select ideas to try out in their classrooms and share their experiences with colleagues in online discussion boards and one online meeting. The estimated time needed to complete the eWorkshop is 20 hours. **The enrollment deadline is Jan. 20, 2022.**

NEW! Attending to Equity through Bilingual Instruction
This facilitated eWorkshop webinar series is designed for Spanish/English bilingual K-12 educators, administrators, and support staff interested in strengthening instructional practices within a bilingual classroom. **Attending to Equity through Bilingual Instruction** consists of three live webinars will be held on **Feb. 1, 8, and 15, 2022**. This **eWorkshop series** will be **delivered primarily in Spanish**.

This eWorkshop uses an interactive and hands-on approach to connect the theoretical and pedagogical foundations of Spanish language development instruction and assessment in the bilingual classroom. Participants will explore equitable instructional planning for the bilingual classroom from an asset-based perspective, recognizing that multilingual learners bring many contributions to the learning community. Specifically, participants will focus on creating contexts for meaningful language use with intentional planning for language development in Spanish. We will also identify and connect planning considerations for emergent bilinguals. **The enrollment deadline is Jan. 25, 2022.**

REMINDER! Considerations when Educating Bilingual Learners with Identified Learning Disabilities
This eWorkshop is designed for teachers who are ready to try out new ideas in their classrooms and share what they learned with a group of online colleagues: **Considerations when Educating Bilingual Learners with Identified Learning Disabilities.** An online webinar with six self-paced modules will be held [March 31, 2022](#). The eWorkshop is being offered in partnership with the International Consortium for Multilingual Excellence in Education at the University of Nebraska-Lincoln.

The purpose of this eWorkshop is to create an online Professional Learning Community that supports participants' collaboration and fosters ownership of their learning. Over the course of 15 weeks, participants engage in six modules that each consist of three sections: Explore, Make it Work, and Share. They select ideas to try out in their classrooms and share their experiences with colleagues in online discussion boards and one online meeting. The estimated time needed to complete the eWorkshop is 20 hours. **The enrollment deadline is Jan. 10, 2022.**

REMINDER! School Leaders: Ensuring Equity for Multilingual Learners
This eWorkshop is designed for school principals and administrators who are responsible for carrying out school-level policies, leading school improvement planning and data analysis processes, and making decisions about programs and professional development. No experience in using the WIDA Standards Framework is needed for this eWorkshop: **School Leaders: Ensuring Equity for Multilingual Learners**. This series offers three professional learning units and will be held [Feb. 2, 9, and 16](#), 2022.

Educational leaders are key to improving academic language development and academic achievement for multilingual learners. The purpose of this eWorkshop is for school leaders to reflect on their school's policies and systems in order to craft a team-based leadership action plan that promotes equitable educational opportunities for multilingual learners. Participants will engage in interactive tasks related to equitable instruction for multilingual learners, including using discussions boards, participating in self-reflections, viewing videos and analyzing them, and creating action plans. **The deadline for enrollment is Jan. 26, 2022.**

Screening and Testing

ACCESS Corrections
ACCESS corrections are now active in the Student Information System (SIS) for demographics and reason for no valid testing. The last day to make corrections is Dec. 21. This is found in SIS->Assessment-> Corrections-> ACCESS->need SID to begin.

REMINDER! Students who have exited through 2021 ACCESS
SIS has applied the 2021 ACCESS results for EL designations for the 2021-22 school year. Districts should change the reclassified students' EL status to "NO" in their local student management system. Doing so is required and prevents a reclassified or exited student from being counted as EL in the future.

2021-22 Accessibility and Accommodations Manual
The Accessibility and Accomodations Manual (previously the Accessibility and Accommodations Supplement) for the 2021-22 school year is now available on the WIDA website. The new manual also includes updated graphics and more user-friendly text.

WIDA Screener for Kindergarten
WIDA has released a new screening tool for kindergarten. **Illinois will continue using WIDA MODEL for Kindergarten into school year 2022.** Adding a new screener requires that state rules and data systems be updated. Implementation will be announced next year. Once available, the kit and training will be posted in the WIDA Secure Portal. Preprinted copies of the new screener may be purchased from the WIDA Store.

UPDATED! 2021 ACCESS Final Results Dates
Finalized results, including corrections that require rescoring or merging records, will be available digitally Dec. 17 in the WIDA Assessment Management System. They will be posted in SIS by late January 2022. Printed reports will be sent Jan. 10, 2022. See Multilingual's Key Dates for more reference.

REMINDER! Preparing for 2022 ACCESS for ELLs
- Students who were identified as an English Learners with the provisional screener last year (2020-21) and did not take the 2021 ACCESS or have missing 2021 ACCESS results must be screened with a prescribed screener.
  - Students provisionally identified must be screened with a prescribed screener prior to the 2022 ACCESS for ELLs administration window.
- Students who were reclassified through the 2021 ACCESS but received a Pre-ID Label must be excused from 2022 ACCESS testing.
- For more important testing dates, refer to the Multilingual Key Dates or the WIDA Illinois page where testing checklists are now updated for your ACCES planning needs.
- **NOTE: ACCESS for ELLs Test Administrator Manual: Page Missing from Print Version**

The print copy of the ACCESS for ELLs Test Administrator Manual has an incomplete version of the **WIDA Writing Rubric Pre-K – Kindergarten**, which is located in the appendix. When scoring the Kindergarten ACCESS Writing test, test administrators should either refer to the online version of the ACCESS for ELLs Test Administrator Manual, located in the WIDA Secure Portal, or the standalone WIDA Writing Rubric Pre-K – Kindergarten, located in the Resource Library on the WIDA website. A link to this resource may also be found in the Kindergarten ACCESS for ELLs: Administration and Scoring training course, which can be accessed through the WIDA Secure Portal.

- Facilitator Toolkit Updates for 2021-22
  - WIDA has updated the content included in the Facilitator Toolkit for ACCESS for ELLs and WIDA Screener. These PowerPoint slides include the most commonly requested assessment training slides and can be easily integrated into existing presentations to support local training by State and Local Education Agencies. The content can be downloaded from the Resources page in the WIDA Secure Portal, when filtering the resource type by Facilitator Toolkit**.**

Upcoming Q & A Sessions Concerning ACCESS Administration
Please join WIDA and Data Recognition Corp. (DRC) to learn about various ACCESS for ELLs topics. More information and login details can be found in the WIDA Secure Portal on the Webinars page. Technology coordinators interested in attending technology-related webinars can find the 2021-22 Q&A Webinar Schedule for Technology Coordinators in WIDA AMS.

The [recordings for WIDA Q&A Webinars](#) are posted to the WIDA Secure Portal on the Webinars page within a week of the presentation. Technology coordinators may access recordings for technology-related webinars through the webinar schedule in WIDA AMS.

WIDA/DRC Customer Service Hours
- WIDA Client Services Center is available 8 a.m.-5 p.m. Monday – Friday.
- DRC Customer Service is available 7 a.m.-6 p.m.

Other Opportunities and Resources

NEW! ED Policy Letter Regarding English Learners with Special Education Needs
The U.S. Department of Education Office of Special Education Programs (OSEP) released a Policy Letter in November that answers two questions: 1) "Does IDEA require language development goals be included in a student's Individualized Education Program (IEP) if that student is an English Learner?" 2) "If states and districts do not have the means to staff their schools with educators who are dually certified in special education and English language development, what are the recommended best practices that they can use to ensure they provide appropriate instruction and services to English Learners with disabilities?" Please see the full [OSEP Policy Letter 21-03 that was sent to Timothy Boals](#), founder and director of WIDA, for the answers.

Equitable Access to Educational Excellence: Framing Services For English Learners in Illinois
The Multilingual Department, in conjunction with the Illinois Resource Center, has developed a technical assistance website based on the six elements from *Equitable Access to Educational Excellence: Framing Services for English Learners in Illinois*. The website has resources within each of these areas and can be found [here](#).

New Research Report Examines Long-Term Growth Trajectories of ELs With or Without IEPs
WIDA was motivated by findings of a 2018 WIDA report pointing to large overlap between ELs with Individualized Education Program (IEP) designations and ELs who could be identified as long-term ELs to conduct a study to further focus on these dual-identified students. We grouped ELs by ever-IEP (those who were assigned an IEP at any point in their longitudinal record) and never-IEP status and compared these two subgroups' English language growth trajectories across time for 24 independent cohorts of ELs starting in Grades K-3 throughout 2006-11. Our findings show consistent trends of differential growth and reclassification rates for these two subgroups. Read more about this study in [Examining Growth at the Intersection of IEP and (Long-Term) EL Status](#) in the Resource Library of the WIDA website.

World Languages

College and Career Readiness: World Languages
The Illinois Learning Standards for World Languages guide learners to develop competence to communicate effectively and interact with cultural competence to participate in multilingual communities at home and around the world. Visit our [World Languages](#) webpage!

Teachers of Critical Languages Program
The American Councils for International Education is pleased to announce Round 2 of the [Teachers of Critical Languages Program (TCLP)](#) grant application! TCLP is fully funded by the Bureau of Educational and Cultural Affairs of the U.S. Department of State and helps U.S. K-12 schools to launch new or expand existing Arabic or Chinese language programs.

TCLP makes it easy for U.S. schools to grow their critical language programs by placing fully funded teachers from Egypt, Morocco, or China to teach Arabic or Chinese as a foreign language for an academic year. By sharing their languages and cultures, the teachers bring global competencies to their host schools and communities. Host a teacher in 2022 by starting an [TCLP application](#) today!

Since 2006, TCLP has sponsored more than 300 highly trained teachers who have worked in more than 200 schools across 39 states and impacted more than 87,500 students! TCLP teachers have also collectively conducted more than 25,500 hours of cultural outreach to bring international experiences to their host schools and communities.

The application deadline for TCLP host schools is **10:59 p.m. Friday, Jan. 7, 2022.**

Please note: The Teachers of Critical Languages Program is not part of the ISBE-sponsored Visiting International Teachers (VIT) Program. It is a separate program administered by the U.S. Department of State.

Visiting International Teacher Program

Visiting International Teachers
Claudia Valencia, ISBE's Visiting International Teachers (VIT) Program coordinator, presented at this year's Bilingual Directors' Meeting to give attendees a general overview of the VIT Program. New partnerships with non-governmental organizations in Mexico and Morocco will provide the opportunity for additional districts to become partners and benefit from international teacher recruitment. Interested districts can contact Ms. Valencia at cvalenci@isbe.net to learn more about how to become a partner.

Arabic-Speaking Visiting International Teachers
ISBE is excited to welcome Arabic-speaking international teachers as part of our Visiting International Teachers Program for the 2022-23 academic year. Districts interested in hosting incoming visiting international teachers can contact Ms.Valencia, VIT Program coordinator, at cvalenci@isbe.net to learn more about host district responsibilities and to obtain a Memorandum of Understanding.

Illinois State Seal of Biliteracy

Announcements

Illinois State Seal of Biliteracy Program
We are pleased to release the school year 2019-20 Seal of Biliteracy award report. A record number of Seals – 6,373 – were awarded this school year, with 119 students earning more than one Seal. Please note that the COVID-19 pandemic impacted the school year 2019-20 Seal of Biliteracy program and as a result other data in this report may not reflect usual trends.

The Multilingual Department is happy to announce that ALTA exams have been approved for the Seal of Biliteracy, allowing students to now use them to qualify for the Seal or Commendation toward Biliteracy. The ALTA exams cover 90-plus languages, many of which are new to this program. Many parents, community members, and district leaders have requested that these exams be added to our program to better reflect the multitude of languages spoken by our students across Illinois. Previously, students were required to build a portfolio of evidence to demonstrate proficiency in languages for which ISBE had not yet approved an assessment. We are hoping that the approval of the ALTA assessments will increase the number of awarded languages and student participation in the Seal of Biliteracy program across the state.

Screening and Testing

ISBE Releases 2021 ACCESS and Seal of Biliteracy FAQ Document
ISBE's Multilingual Department has posted an FAQ document that provides guidance on English Learner placement and Seal of Biliteracy determination with provisional and preliminary 2021 ACCESS results. This list of FAQs addresses how to place EL students for the 2021-22 school year and utilize 2021 ACCESS scores for Seal of Biliteracy awards, given the extended testing window this year. Please send any questions you may have about EL placement to your district's assigned principal consultant or multilingual@isbe.net. Please email Seal of Biliteracy questions to biliteracy@isbe.net.

Migrant Education Program

Migrant Education Progam
The state Title I, Part C Migrant Education Program provides support to eligible migratory children. Migratory children have moved:
- From one district to another and one residence to another
- Within the past three years
- Due to economic necessity
- With a parent, spouse, or guardian who is a migratory agricultural worker or on their own as migratory agricultural workers

School districts can help the Migrant Education Program to identify migratory children in Illinois by using the referral link at https://idrreferrals.net or scanning the QR code below. The program will arrange for a certified migratory child recruiter to interview the family to determine eligibility.

isbe.net/multilingual

Illinois State Board of Education

The Illinois State Board of Education is the State Education Agency for Illinois. Our mission is to provide each and every child with safe and healthy learning conditions, great educators, and equitable opportunities by practicing data-informed stewardship of resources and policy development, all done in partnership with educators, families, and stakeholders.