



Illinois
State Board of
Education

Multilingual Department

May 2022

English Learners/Bilingual Education Announcements

NEW! OSEP Fast Facts

The U.S. Department of Education Office of Special Education Programs (OSEP) is excited to release a new [OSEP Fast Facts: Students with Disabilities Who Are English Learners \(ELs\) Served Under IDEA Part B](#). The document explores IDEA, Section 618 data with a specific lens on one of the fastest-growing populations of students with disabilities served under IDEA.

Highlights from the OSEP Fast Facts document:

- Approximately 1.6% of students enrolled in public elementary and secondary schools are dually identified as a student with a disability under IDEA, Part B and an English learner.
- The number of students with disabilities who are ELs in the United States grew by close to 30% between school year 2012 and SY 2020. The United States and the District of Columbia and outlying areas saw an increase in the number of students with disabilities served under IDEA, Part B.
- ELs were more likely to drop out of school, less likely to graduate with a regular high school diploma, and more likely to receive a certificate as compared to all students served under IDEA, Part B.
- ELs were more likely to be identified with specific learning disability and speech or language impairment and less likely to be identified with other health impairment, autism, and emotional disturbance as compared to all school-aged students served under IDEA, Part B.

OSEP Fast Facts is an ongoing effort to display data from the 12 data collections authorized under IDEA Section 618 into graphic, visual representations with the intent to present 618 data quickly and clearly.

Visit the [OSEP Fast Facts page](#) for existing and future Fast Facts.

NEW! English Learner Data Snapshot for FY 2023 EL-Title III Language Instruction Educational Program

School districts that have an approved fiscal year 2023 Title III Intent to Apply will have their English learner (EL) data pulled from the Student Information System (SIS) after April 29 to calculate the Title III Language Instruction Educational Program (LIEP) funding allocations for FY 2023. Only districts with 100 EL (public school student count plus nonpublic school student count) are eligible to apply as a single district. Any districts that do not meet this threshold, but want to be eligible for the funding, must form a consortium with other district(s) so that, collectively, as a consortium it has the threshold number of at least 100 ELs to generate the \$10,000. As a consortium, one district would serve as an administrative district and others would be cooperative members.

Any district that has fewer than 100 ELs and has not formed a consortium with others should contact neighboring districts that have ELs and may want to form a consortium in order to receive the Title III LIEP funding. The deadline for forming a consortium and notifying the Multilingual Department is **May 15**.

If you need any assistance with forming a consortia or have any questions, please reach out to the Multilingual Department at Multilingual@isbe.net.

NEW! Early Childhood

This updated [Early Childhood FAQ](#) provides relevant information about multilingual placement and programming for early childhood students in preschools. Early Childhood Professional Learning (ECPL), along with ISBE, will provide more information from 1-2:30 p.m. on May 18 at the [ECPL Administrator Forum](#). Additional professional development regarding this topic will be provided by ISBE in the coming months.

SAVE THE DATE! Illinois Bilingual Parent Summit

The Illinois Bilingual Parent Summit will return as a hybrid event on **Saturday, May 7**, at the Hilton Chicago Oak Brook Hills Resort and Conference Center in Oak Brook.

This annual gathering provides a rich mix of information about important issues for multilingual parents in our community. Illinois Resource Center (IRC) expert speakers and panelists will present on such topics as pathways to academic success, parent engagement in schools, immigration issues, U.S. citizenship, bilingual education programs, community college services, effective parenting techniques, health care alternatives, and much more. This is also a wonderful opportunity to connect and build relationships with parents like you — we are stronger together!

[Registration is now OPEN!](#)

ISBE-Sponsored Webinars and Workshops

WIDA Early Years

Early Childhood Resources

WIDA Early Years eLearning is available **free** to Illinois early childhood educators who serve multilingual children.

These on-demand courses focus on supporting young multilingual children, ages 2.5 to 5.5 years. Each self-paced, interactive course provides opportunities for reflection and offers suggestions for applying content to early care and education settings. The six modules are:

- Dual Language Learners and their Families
- Dual Language Learners with Disabilities
- Making Connections
- Scaffolding Language Learning
- Promising Practices
- Are We Ready? What K-12 Educators Can Do to Support Young Multilingual Children

These free, comprehensive courses offer suggestions, tools, and downloadable resources for teachers who want to plan equitable learning opportunities for young multilingual children. The modules can be used in staff development sessions and/or shared with individual educators or teams of educators, such as those engaged in professional learning communities. These resources are provided through a partnership between WIDA Early Years and the Center: Early Childhood Professional Learning and are funded by ISBE. Credit is available through ISBE and Gateways.

For more information and to access on demand courses, visit <https://www.eclearningil.org/about-us/preschool-english-learners>.

Free Virtual Workshops

Opportunities for Spanish teachers

The Spanish Ministry of Education is offering free virtual workshops for teachers of Spanish. These workshops are hosted by universities in Spain and cover a range of topics that will help you develop your skills in the classroom. Please visit the following links for more information and to register!

- Workshops pamphlet: [Talleres de universidades](#)
- Additional information: [Cursos de verano](#)

Professional Learning Opportunity Links

[IRC free professional learning opportunities](#)

[WIDA free professional learning opportunities](#)

Screening and Testing

ACCESS

WIDA Screener for Kindergarten

The WIDA Screener for Kindergarten requires that state rules and data systems be updated before districts will be able to implement it. ***Illinois will continue using WIDA MODEL for Kindergarten through this school year.*** The inclusion into rules is currently at midstream. Implementation will be announced next year with district access anticipated sometime in August 2023. 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. A webinar that previews the WIDA Kindergarten Screener that is to be adopted is available on the [WIDA Secure Portal](#). Once in the portal, click “Professional Learning”>Click on “Webinars” in title bar> Scroll to “Kindergarten ACCESS for ELLs for New Test Administrators” for the webinar.

Again, the WIDA MODEL for Kindergarten will continue to be used through this school year (2021-22). The MODEL will remain available for use as part of the transition to the WIDA Screener for Kindergarten through the 2022-23 school year. ***The MODEL will then be retired at the end of the 2022-23 school year***, with the WIDA Screener being the only prescribed kindergarten screener.

2022 ACCESS for ELLs

- The 2022 ACCESS Corrections window is open in SIS. This is located in the blue sidebar at Assessment>Correction>ACCESS. Student demographic data and reasons for students not tested are to be recorded in this area.
- The release of the preliminary data file for the 2022 ACCESS results for validation through SIS is anticipated to be May 6. Districts can then rectify unassigned scoring records and match students to those scores. This validation window will close on **May 27**.

Go to the [Assessment Department Listserv](#) for additional assessment information and guidance, including on ACCESS for ELLs.

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. Monday -- Friday

Advancing ALTELLA Bias, Sensitivity and Content Review

The [Advancing ALTELLA](#) team is thrilled to announce that it will be conducting Bias, Sensitivity and Content (BSC) reviews in August 2022!

In order to develop these high-quality assessments, the Advancing ALTELLA team needs K-12 educators who are familiar with multilingual learners with significant cognitive disabilities to review new Alternate ACCESS for ELLs items before they are field tested with students.

- Bias and Sensitivity reviewers ensure test items are free of material that might favor any subgroup of students over another on the basis of gender, race or ethnicity, disability, home language, religion, culture, region, or socio-economic status.
- Content reviewers ensure test items are grade-level appropriate and factual.

Advancing ALTELLA's ask: Let the team know if you are interested in participating in the Advancing ALTELLA BSC reviews by completing this [interest survey](#). In the survey, you'll also find more information on the cognitive labs. Submit your response by **11:59 p.m. May 27**. The Advancing ALTELLA team will follow up with you accordingly.

Your thoughts on the WIDA Speaking and Writing Rubrics are requested!

The [WIDA Writing Rubric Grades 1-12](#) and [WIDA Speaking Rubric Grades 1-12](#) serve as a reference for understanding the scores students earn on ACCESS for ELLs and help educators analyze student performance in the classroom and plan ways to scaffold language learning.

WIDA wishes to better understand how and to what extent educators in the consortium use these rubrics. We invite you to complete a [five-minute survey](#) to help us ensure that ACCESS for ELLs ancillary documentation is user friendly, practical, and does not duplicate information educators may prefer to access in other resources. We appreciate your participation and value your feedback!

Other Opportunities and Resources

NEW RESEARCH REPORT EXAMINING LONG-TERM GROWTH TRAJECTORIES OF ELS WITH AND WITHOUT IEPs

WIDA was motivated by findings of a 2018 WIDA report pointing to a 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 Announcements

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!