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

JUNE 2022

English Learners/Bilingual Education

Announcements

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.

Workshops

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 the Early Childhood Professional Learning [website](#).

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

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

Districts should look for 2022 ACCESS for ELLs Individual Student Reports (ISR) to be available on WIDA AMS on July 11. Districts will receive their paper ISRs at the end of July.

WIDA AMS Enhancements Coming in 2022-23

Review the new [Get familiar with 2022-23 WIDA AMS enhancements](#) article to learn about enhancements to WIDA AMS that are set to go live for the 2022-23 school year. The news article covers topics like changes to the WIDA AMS landing page, test practice and sample items with accommodations customer service tools, and the test monitoring application.

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 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 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. For more information, visit our [World Languages](#) webpage.

isbe.net/multilingual



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