



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

NOVEMBER/DECEMBER 2022

English Learners/Bilingual Education

Announcements

NEW! Sixth Annual Mastering KIDS Summit

The sixth annual Mastering KIDS Summit will be held **Dec. 1-2** at the Wyndham Springfield City Centre. English learners (EL) in kindergarten also are required to take the Kindergarten Individual Development Survey (KIDS) assessment. This summit is a great opportunity for EL teachers and administrators to learn more about the KIDS assessment and how it can be used to help ELs.

FY 2023 Title III Language Instruction Educational Program

All Title III Language Instruction Educational Program (LIEP) districts' carryover funds from fiscal year 2022 are now loaded and available to school districts with FY 2023 LIEP budgets.

- Districts with an approved FY 2023 Title III LIEP must submit a budget amendment to rebudget any carryover funds.
- Districts that do not have their budget approved can ask their assigned consultant to send their application back so they can add the carryover funds to their FY 2023 Title III LIEP budget.
- Districts whose budget was returned for correction must add the carryover funds to the budget before resubmitting it for further review.

The budget amendment deadline is July 31, 2023, but the funds can only be used retroactive to the day the amendment was received. Your ability to access the carryover funds will depend on how quickly your amendment is accepted. Please follow these [instructions](#) on how to create your amendment. Please reach out to your district's assigned principal consultant if you have any questions.

NEW! Adjustment in ACCESS for ELLs Materials Order Delivery

The window for administering ACCESS for ELLs, the annual English language proficiency assessment for English learners, will open **Jan. 11** and close **Feb. 28**. A technical delay in the submission of the ACCESS for ELLs Pre-ID label file means that the distribution of district test materials will be delayed as well. ACCESS materials should arrive at local districts on **Jan. 5** instead of Jan. 3. The additional ordering window will open in WIDA AMS on Jan. 3 so that districts which might have missed the window this fall can make an initial order. Additionally, districts may order more testing materials if needed.

FY 2022 Grant Periodic Report Updates for Title III Recipients

All recipients of Title III grants in FY 2022 are required to submit three Grant Periodic Reports. The deadlines for the first and second reports were Jan. 31, 2022, and July 30, 2022, respectively. The third report for July and August 2022 will now be released in January of 2023. Districts receiving Title III funds in FY 2022 will be informed when the final expenditure report period opens in January.

Pre K-12 Bilingual and ESL Matrix

The PreK-12 Bilingual and English as a Second Language (ESL) Matrix is currently under dual department revision; a modified version will be posted on the [Multilingual webpage](#) as soon as possible.

Workshops

Early Childhood Resources

Looking for professional development related to preschool ELs? ISBE continues to partner with The Center: Early Childhood Professional Learning (ECPL) and WIDA Early Years to provide early childhood educators and administrators with live and recorded webinars, Administrator Academies, and self-paced, on demand courses and downloadable resources. That's right - free online professional learning resources at your fingertips! ISBE and/or Gateways credit is available.

For more information and to register for live sessions and access on-demand courses, visit the [ECPL website](#). Questions? Contact ec@cntrmail.org.

Opportunities for Spanish Teachers

The Spanish Ministry of Education is offering free virtual workshops for teachers of Spanish and teachers of dual and immersion programs. These workshops cover a range of topics that will help you develop your skills in the classroom. Please visit [Actualidad](#) for more information and to register!

- Workshops flyer: [Talleres de formacion](#)

Professional Learning Opportunity Links

- [IRC free professional learning opportunities](#)
- [WIDA free professional learning opportunities](#)

Screening and Testing

WIDA Screener for Kindergarten is Available!

The WIDA Screener for Kindergarten was activated on Aug. 3 for districts to begin the self-paced training and subsequent download of the screener.

The training and free download of the screening instrument are posted in the [WIDA Secure Portal](#). Preprinted copies of the new screener may then be purchased from the [WIDA Store](#) by district WIDA account coordinators or district test coordinators.

In addition to the training, a webinar that previews the WIDA Kindergarten Screener that is to be adopted is currently available on the [WIDA Secure Portal](#). Once in the portal, click “Professional Learning” > click “Webinars” in title bar > scroll to “Kindergarten ACCESS for ELLs for New Test Administrators.”

The WIDA Screener for Kindergarten assesses English levels of potential English learners entering kindergarten and the first semester of Grade 1. Students who score below a 5.0 on the oral (listening, speaking) composite for the first semester of kindergarten or 5.0 on the overall (all four domains) composite for the second semester of kindergarten or first semester of Grade 1 will be eligible for language support services.

Districts may continue to use the WIDA MODEL for Kindergarten as part of the transition to the WIDA Screener for Kindergarten through the 2022-23 school year. The WIDA 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.

Alternate ACCESS Field Test

The developers of the new Alternate ACCESS are requiring a separate field test to be administered between **Feb. 14 to April 17, 2023**. This is to measure test items that will be included in the operational Alternate ACCESS the following year (2023-24). The reason for the field test is to prevent a longer single administration by breaking it into two tasks: the regular administration of the Alternate ACCESS and the field test. Due to the fact that the population is very small that is administered the Alternate ACCESS, full participation is respectfully requested to provide the best results for the final products that will come out to benefit our most vulnerable dually identified learners. The products include:

- Two new separate test forms of the Alternate ACCESS
- The addition of an Alternate ACCESS for Kindergarten
- The addition of an Alternate Screener

More details regarding the Alternate ACCESS field test administration can be found at the [field test webpage](#).

Predict Performance on ACCESS

ACCESS for ELLs is right around the corner. Are your multilingual learners on track to progress?

Interim assessment data gathered from WIDA MODEL can be used to predict

performance on ACCESS for ELLs, helping educators determine whether students are on track prior to taking their annual summative English language proficiency assessment.

WIDA MODEL provides real-time data (no waiting to get your scores back), so that educators can make immediate adjustments to instructional support for students who need additional assistance or have progressed and need a new level of support.

Watch this [recorded webinar](#) or visit the [WIDA MODEL](#) page on our website to learn more about the value of interim English language proficiency assessment data and how it can be used to support instructional planning decisions for multilingual learners.

Test Monitoring Application Now Available

The Test Monitoring Application (TMA) has been made available in WIDA AMS for the 2022-23 screener administration. The TMA will be available for the 2022-23 ACCESS for ELLs administration at the start of your test session setup window. Please note the following:

- The TMA is set to “None” by default, so the district or school test coordinator must change the setting to “Required” for the test session to enable it. This is done in WIDA AMS under Test Management > Manage Test Sessions.
- For an in-depth overview of the TMA, watch the recording of the [Welcome Back: What's New in 2022?](#) Q&A webinar or review the [WIDA AMS User Guide](#).

English Language Development Standards Framework, 2020 Edition Ready for Implementation

This past August marked the official adoption in the Illinois Administrative Code of the refresh of the WIDA English Language Development (ELD) Standards. The 2020 edition of the ELD standards replaces the 2012 Amplified ELD Standards that was in rules. Implementation of the framework at the local level should begin this year. Kristopher Stewart from WIDA, presented on the standards and their application at the State Bilingual Directors Meeting. A PDF copy of the framework can be downloaded from the WIDA Webpage in the [Resource Library](#). Additional professional development is available through the WIDA Secure Portal and the [Multilingual District Resources page](#) under the Professional Development dropdown. The 2020 Framework will be reflected in the ACCESS refresh in 2025-26.

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.

Seal of Biliteracy

Seal of Biliteracy Applications

Applications for participation in the Illinois State Seal of Biliteracy are due by **Oct. 1** every school year. If your school would still like to administer the Seal at graduation but didn't apply this year, you can still complete an application but must *additionally* send confirmation to biliteracy@isbe.net. This confirmation email must include assurance that the coordinator of the program has watched the [SY 2022-23 webinar](#). It must also include a link to your school's website to indicate where the program is publicized.

Identify potential recipients

Do you have former EL students who have maintained their home language and received a 4.8 on the ACCESS test? They may be eligible for the Seal. Look into proficiency options for the home languages of your EL students and help increase equity of access to this distinction. Look for underclassmen who are close to meeting their ACCESS benchmark and have potential to reach Seal qualifications before graduation.

Publicize your program

Do your students and their parents know about the opportunity to earn the Seal of Biliteracy and that it counts as college credit at public universities in Illinois? Reach out to parents, Bilingual Parent Advisory Committees, and your World Languages Department, and discuss the opportunity at college/career meetings with your students. Post information clearly on your website to make the program easily identifiable and accessible. ISBE has recently created one-pagers with at-a-glance information about the program. These can be found in the Resources section of our Illinois State Seal of Biliteracy [webpage](#). Feel free to distribute to parents, teachers, and students, use on your website, etc.

Migrant Education Program

Migrant Children Services

Please help us to locate migrant children who may be eligible for services of the state Title I, Part C, Migrant Education Program. Migrant 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 migrant agricultural worker or on their own as migrant agricultural workers

School districts can help ISBE and the Migrant Education Program to identify migrant children in Illinois by using the [MEP Referral System](#) or scanning the QR code below. Districts may refer families who are potentially eligible for the program. The program will arrange for a certified migrant child recruiter to interview the family to determine eligibility.



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](#).

Ethnic Language Schools

Ethnic Language Schools have moved over to the Multilingual Department. Information regarding Ethnic Language Schools can be found on the [World Languages webpage](#).

What is an Ethnic Language School?

An ethnic language school is a part-time private program that teaches the language of a particular ethnic group as well as the culture, geography, history, and other aspects of the culture of that ethnic group. An Ethnic Language School may seek approval to show that the language instruction offered is equivalent in content, rigor, etc., to world language instruction offered at a public high school.

What are the requirements for approval?

- A minimum of 120 hours per student of instruction in language (and culture) is required for this approval.
- A completed SY 2022-23 application for [Ethnic School Foreign Language Program Approval](#).

How do I complete the application?

A step-by-step presentation is available under the Resources blue bar on the World Languages page. This presentation is available in English, Bulgarian, Chinese, Greek, Hindi, Hungarian, Lithuanian, Polish, Russian, Telugu, and Ukrainian.

When is the application due?

Applications were due **Nov. 1** and were to be submitted to Jay Reinoso at jreinoso@isbe.net.

Please forward any questions regarding Ethnic Language Schools to Jay Reinoso at jreinoso@isbe.net. A list of approved schools for SY 2021-22 is available on the World Languages page under the Ethnic Language Schools blue bar. If you are aware of a school that is not on this list, please forward them this information. Thank you for your support of ethnic language schools and language acquisition.

Visiting International Teachers

Visiting International Teachers 25th Anniversary

The Illinois State Board of Education has sponsored the [Visiting International Teacher](#) (VIT) program through the U.S. Department of State for 25 years. The VIT program allows teachers from other countries to share their language, culture, and experiences with Illinois students.

ISBE first joined the program in 1997 through a partnership with Spain and has since sponsored more than 1,000 Spanish teachers to work temporarily in Illinois.

In recent years, ISBE has grown our VIT program to partner with more countries. We have signed agreements with organizations in Mexico, Morocco, and the Democratic Republic of the Congo to host teachers who speak Spanish, Arabic, and French. Illinois signed a groundbreaking agreement in November with Poland, making Illinois the first U.S. state to invite Polish exchange teachers.

School districts interested in hosting Visiting International Teachers can email exchangepartners@isbe.net to begin the process.

VIT Participation in Virtual Coaching

The Illinois Virtual Instructional Coach and Building Mentor Program is seeking bilingual or dual language teachers with a minimum of four years of experience and who are interested in serving as a virtual coach to first-, second- or third-year teachers. Visiting International Teachers in their fourth or fifth year of the exchange program are eligible to participate as virtual coaches. If interested in applying or receiving for more information, email maryjane.morris@jeanea.org.

isbe.net/multilingual



**Illinois
State Board of
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