IIlinois State Board of Education

Multilingual/Language Development Department

Illinois Advisory Council on Bilingual Education (IACBE)

March 6, 2026
9:30 am (Central)

Chicago Public Schools Office of Multilingual Multicultural Education Center 3320 W. Evergreen Avenue Chicago, IL

Virtual Via GoTo Meeting

DRAFT MINUTES

Attendance

- **IACBE members present:** Annette Acevedo, Jean Barbanente, Maureen Cassidy, Jorge Macias, Joshua Perdomo, Tammee Peterson, Guadalupe (Lupe) Ricconi, Shadia Salem, Ernesto Saldivar, Kimberly Taber, Maria Josefina (Josie) Yanguas
- **IACBE members absent:** Karime Asaf, Ana Luisa Dominguez, Elizabeth Campos Hamilton, Patricia Valente, Rebecca Vonderlack-Navarro, Elizabeth Sanchez Szepesi
- **ISBE Staff present:** Joanne Clyde, Trevor Cottle, John Crosley-Corcoran, Angela Foxall, Joyce Gronewold, Sabra Kuykendall, Jennifer Lee, Lauren Ligammari, Michelle Lopez, Cynthia Elise Martinez, Emily Mizera, Dr. Michele Morris, Dr. Kimako Patterson, Barry Pederson, Steven Silver, Karen Skinner, Randi Sucic
- **Guests Present:** Jeanette Briseño, Erica Craig, Kari Keith, Tammy King, Shyla Kinhal, Gudelia Lopez, Katie McClusky, Erika Mendez, Griselda Pirtle, Mireya Sanchez, Anna Szuber, Melissa Taylor, Renee Urbanski, Amy Zaher

IACBE Meeting

I. **Welcome and introductions.**
   a. Chair Maria Josefina (Josie) Yanguas called for the start of the meeting at 9:34 am, and asked for IACBE members to introduce themselves, then had ISBE's Multilingual/Language Development Department Director Joanne Clyde lead the introductions of the ISBE staff members, and finally any guests attending the meeting to introduce themselves.

II. **Public Comment**
   a. A guest, Melissa Taylor (IASSE) had concerns regarding special educators' education, namely about how the current home language survey can unintentionally impact students. There were concerns about how cognitive communication differences may be complicated regarding language acquisition, and how some students who have communication issues and IEPs might be misidentified or have unnecessary surveys done. Taylor expressed a need to improve the front end of surveying students who match both bilingual and special education needs so no one is misidentified.
   b. Another guest, Anna Szuber (CPS) also expressed the need for thoughtful discussion after the December meeting's concerns. There were concerns that English Learners could be considered in the negative or as a disadvantage based on comments raised in the previous meeting.

Szuber agreed with the previous guest's comment regarding proficiency and cognitive communication differences, but advocated for changes to assessment, and not just student proficiency. Szuber also stated that any changes, especially for larger districts that encompass over 600 individual schools, will take millions of dollars and years to implement.

c. IACBE member Ernesto Saldivar, also brought up the question about the Seal of Biliteracy in regard to any opportunity to include language credit classes or dual credit classes.

III. **Approval of minutes from December 5 2025 meeting**

a. Maureen Cassidy motioned to approve the minutes and Annette Acevedo seconded the motion. The minutes from the December 5, 2025 meeting were approved unanimously and without any amendments at 9:52 am.

IV. **ISBE updates**

a. **Assessment**

i. Principal Consultant Barry Pederson presented the updates for the Assessment department. He reported that March 6, the date of the meeting, was the last day or the due date to ship back all paper materials and order them for the results to be included in the preliminary. ACCESS testing had concluded earlier, while IRSA testing began. Grades 1 – 12 were tested for WIDA ACCESS and while 250,000 students had participated, paper testing takes longer to process. For kindergarten English Learners, the number enrolled this year is about 23,000, which is a little lower than last year. For Alternate ACCESS, there were about 5,000 books ordered before testing began and about 2,500 ordered after. Barry does not believe they will all come back used, but the number of students who took Alternative ACCESS were around 7,000, maybe a little higher.

ii. ISBE is expected to get result files on April 29. ,After going over the files, then the results are expected to be posted in SIS by Monday. May 4. After they are posted, they will examine the findings, identify any errors, and make any corrections to be sent back by June 25. Final results will be received in July, but Barry does not expect a complete file then. The second final file will come in early August. Any errors after that will be corrected before the final file is posted by August 12.

iii. WIDA ACCESS has been updated for 2020 standards. The scale has been recalibrated to where it is still the same 100 to 600 scale. However, they have recomputed the raw score to the scale version that may have a small impact on the scores. The July Standard Setting that WIDA is going to hold will have a larger impact on the scores, as at that time they will realign how the scale scores match up to the proficiency levels. While Barry does not believe the impact will be as severe as in previous times, Barry stated that there will be an impact either way when this occurs in late July.

1. There were questions regarding changes in proficiency scores and if they need to make shifts for new students. Barry stated that skills in areas will change, and it will be prudent for ISBE to check before ACCESS and proficiency is posted in early fall. Angela Foxall, Director of the Assessment department, stated that the data will not be able to be implemented this year. They anticipate using the scores that ISBE receives this spring to define the exit for this year. If there is any sense of them ahead of time, communication will be sent immediately. Any different exit criteria in the coming year would be the discussion and if adjustments are needed.
2. Another question was raised, asking if they were following the same exit criteria and then things change later, if that would retroactively change students. Angela

indicated that ISBE would not have the data early enough for next school year, but that will be a discussion later. It would most likely be a full year cycle.

3. IACBE Member Jorge Macias remembered the discussion around exit criteria from 10 years ago and mentioned to anticipate the decision of the council once data is received and that Assessment will help with correlations between ACCESS and other measures. He stated that they do not want to exit students too low. Angela Foxall mentioned that they will pull current data for stakeholders and have already planned to work with WIDA to get all data from other states to provide to the council. However, all of it must be approved by the US Department of Education.
4. Angela also stated that for Alternate ACCESS, Special Education, MLs, and technical support from WIDA will work together to reclassify criteria and alternate screeners. They will also be using technology assist hours to review current proposals.

b. **Multilingual/Language Development**

i. Multilingual/Language Development Director Joanne Clyde provided updates on the department. First, she provided the following department member changes:
   1. Principal Consultant Randi Sucic has moved from the Monitoring team to the Grants team.
   2. Principal Consultant Seng Naolhu is retiring from ISBE at the end of March, after 37 years with the agency.
   3. Multilingual/Language Development department has hired a new Program Specialist II, Sabra Kuykendall.

ii. The department has been presenting at several conferences since the December 5 meeting. They have received many comments regarding the great presentations on dual language, and many people at NABE have expressed interest in the final dual language presentation and product. For the Bilingual Parent conference, over 1,100 people participated last year. Registration for this year's Bilingual Parent conference is open and is currently available on IRC's website. The agency is currently working on getting registration available on ISBE's website.

iii. For the Dual Language program guidance, Draft 1 is currently posted. There have been 6 listening tour stops so far, with 3 or 4 more to go. Revisions for the Dual Language program guidance will occur in May, then a 2nd Draft along with listening tours will take place in June. The deadline for legislature is September 15, and the Multilingual/Language Development department is currently working on Alternate ACCESS reclassification.

iv. IACBE member Kimberly Taber asked about reductions and difficult financial decisions in school districts, regarding guidance for districts on how to insulate the bilingual staff against financial cuts or reductions. Taber mentioned that most districts would not use designations or English Learner endorsements in teacher rankings, and that bilingual services will still need to be delivered even as attendance drops. They would like recommendations on what to do and putting the clarification on the radar for assistance in legal references.
   1. Josie Yanguas agreed that discussing finances in this matter is very important.
   2. Another IACBE member Jean Barbanente agreed with this point, saying that they need to be able to defend a principal's decision, but also need state support and guidance for smaller districts.

v. When asked a question from a guest about if it is realistic to look at next year or the following year for any incoming criteria changes, Joanne Clyde responded that the hope is to have the criteria within the next year, but realistically it will most likely be for the 2027/2028 year rather than the 2026/2027 year. Joanne recognized how important and immediate the subject matter is; however, she cannot say for certain regarding the ultimate time frame.

c. **Fiscal Year 2027 Budget**

i. Josie Yanguas stated that Title III (federal monies) appropriated for this year is at level funding. Illinois is slated to receive about $30 million out of the $890 million allocated nationally. However, because of personnel cuts at OELA at the US Department of Education, there are questions about how soon or effectively the federal government will be in order to distribute monies to states/school districts.

1. There have been comments recently about shifting the responsibilities of the US Department of Education to other federal government departments, but nothing has been clarified or confirmed.

ii. In February, Governor Pritzker sent the budget to the general assembly. One big change is that the $748 million that was housed under ISBE for PFA/PFAE grants is now shifted to the new Illinois Department of Early Childhood (IDEC). Districts will need to submit budget information via AmpliFund, a new budget platform to be used by IDEC. There are concerns about English Learners whose PFA/PFAE programs had previously been funded by ISBE and were recognized via ISBE rules, that now under IDEC will the needs of young ELs be recognized.

1. In IDEC meetings, the needs of young multilingual learners are acknowledged, but this continues to be a concern.

iii. In general, there is a modest increase in the overall ISBE budget.

1. Guest Erica Craig commented that the teacher vacancy piece was only supposed to be a 3 year pilot but was continued into a 4th year. They suggested that the piece could be a way for districts with shortages to leverage funds in a targeted way. Dr. Kimako Patterson from ISBE responded that the grant that was given was really for ISBE to continue with the pilot for a 4th year. For next year, ISBE will ask again and fight for $30 million to continue another 3 to 4 year plan.

V. **Subcommittee Reports**

a. **Early Childhood**

i. Josie Yanguas and Guest Tammy King presented the discussion from this committee. They mentioned that IDEC is hosting many committee meetings this year. This includes listening sessions, in person meetings, and other events which are posted on the IDEC website.

ii. The biggest news is regarding the new funding platform called AmpliFund. School districts are just starting to get training regarding how to use this platform in order to apply for EC funds.

b. **Bilingual Special Education**

i. There is no one in attendance from this subcommittee – no update.

c. **Secondary**

i. IACBE members Jean Barbanente and Ernesto Saldivar stated there were no new updates to share regarding Secondary.

VI. **New Business**

a. Dr. Kimako Patterson brought forth the discussion regarding Home Language Survey (HLS), coming before the council regarding issues and concerns about reclassification. Both Joanne Clyde and ISBE Executive Director Joyce Gronewold have looked at how the HLS is handled in different states, looking into the possibility of adding a question and not take anything away. Dr. Patterson requested that the council discuss this matter at the next IACBE meeting on June5 2026 and expressed the desire for collaboration with the council. It is proposed that there be a reset on the discussion, adding that they do not want any vulnerable student to be impacted.
    i. Josie Yanguas appreciated the clarity and comment from ISBE regarding Home Language Survey. Dr. Patterson replied about needing to provide data to the field. State numbers currently do not match enrollment and drop out numbers. As there is a lot of discrepancy, ISBE is trying to have accurate numbers and guidance by May 2026.
    ii. IACBE member Maureen Cassidy commented that it is incumbent to improve practices and how to service students. It would be useful to have a robust conversation and see how other states handle the matter. Jorge Macias responded that while he appreciates a reset on the topic, Jorge stated that ultimately it is the screener that determines a student's eligibility.
b. There was also a question brought up by a IACBE member regarding professional development requirements for administrators. It was expressed that if that conversation were to take place, then IACBE needs to be comprehensive and look at what both teachers and administrators receive in terms of training through their preparation programs.
    i. Jorge Macias cited lackluster training in teacher education and especially administrator education programs as a problem for current professional development. It was mentioned that taking away professional development requirements is already incapacitating leaders and teachers. It is felt that having the discussion should also include any changes to the teacher and administrator education programs and if the council will suggest changes to professional development requirements.
    ii. Dr. Patterson responded asking if there was anything ISBE could do differently to support and best advertise the professional development opportunities and is willing to collaborate with the council around these needs.
    iii. Anna Szuber wondered about the 8 hours requirement for administrators. Program directors who do not have a principal or superintendent endorsement need to do the 8 hours of professional development. Another concern was brought up if there was IPA confusion about the requirements for professional development and if there are not enough courses related to English Learners.
    iv. Ernesto Saldivar asked who is being defined as administrator for the courses. It was also questioned how much of a priority is being attached to bilingual/multilingual learners and that leaders are being compared to traditional administrator roles such as superintendent and principal. Dr. Patterson responded that those questions were good ones to ask, as there have been circumstances where bilingual directors or bilingual leaders must advocate for multilingual learners and to be in more difficult situations with superintendents, assistant superintendents, and principals. It was mentioned there needs to be a more holistic understanding on all levels. There appears to be a disconnect in some districts between multilingual leaders or coordinators and principals or superintendents, and there was consensus that this topic needs to be discussed further.
    v. IACBE member Shadia Salem mentioned that ISBE does a great job at providing professional development opportunities and does not think reducing the 8 hours

requirement is a good idea. It was proposed to possibly partner more with IPA for the professional development courses and receive AA credits when going through their platforms for administrators. Dr. Patterson agreed, noting that Joanne Clyde ensures ISBE advertises the elevating opportunities very well. It was noted that it would be easy to collaborate with IPA and IASA for those opportunities as well.

1. Josie Yanguas added that for the last several years, IRC along with IPA offers 4 administrator academies each year. Regarding downstate administrators, there are many other free opportunities available remotely and online. It was not believed to be onerous to ask for 8 hours of professional development or that there was a lack of opportunities in this area. ISBE Chief Education Officer Michele Morris asked on behalf of Dr. Patterson if there would be a need to increase the free academies, to which Josie Yanguas responded that this topic could be raised with IPA.

vi. IACBE member Guadalupe (Lupe) Ricconi agreed with Josie's point regarding concerns about downstate where people in multiple roles are struggling. It was suggested to offer different areas of professional development opportunities. It was unclear how IPA has changed, and Lupe was wondering if there could an offering through different lenses to entice more people to attend, particularly regarding larger groups of people in the Chicagoland area vs smaller groups of people in the downstate area.

1. Online chat comments discussed looking at the administrator academies regarding attendance concerns, as many are virtual but are typically over-registered due to the tendency of people registering to attend the academy but not actually going on the actual day. IACBE member Jean Barbanente suggested to link this to IASA to run things to as many people as possible. Many people consider IASA to be more local, so it could get more views.
2. IACBE member Jorge Macias suggested exploring a hold on seats and discussing a penalty (e.g. $25) for those who sign up but do not actually attend, whether it is a monetary punishment or offer more incentives for registered people to attend. It was mentioned regarding the drop-off in attendance for academies, that it is not fair to the people who intend to attend to be blocked out by those who have registered but will not attend. There was agreement that something needs to be done to reduce the no-show rate, and Josie Yanguas mentioned that this point could be brought up with IPA. This matter could be mentioned to IASA's professional development director Dawn Bridges to put on their radar; both IPA and IASA have ways of communication in this regard.

vii. Dr. Morris mentioned the person in the chat commenting on the role of ROEs and providing added assistance, they had a side conversation about that matter. ISBE will be looking into trying to work with Learning Partners who support ROEs to try to enhance professional learning downstate. There was the suggestion that instead of long travel days, to maybe offer a 1 day workshop and more local or closer professional development opportunities. They want to enhance what ROEs already offer.

1. Josie Yanguas agreed that they could look to other Learning Partners that support those areas for assistance.

viii. The potential of having a work group or another subgroup of the council was raised. Dr. Morris suggested having this discussion at the June meeting, but would defer to Dr. Patterson for more steps, and to carve out some time about the work group at the next meeting regarding how the work group/subgroup would align with home language

survey. Dr. Morris suggested that ISBE could create a shared presentation for the council.

1. Jorge Macias responded that the council would need to decide if there will be a work group or separate group. Josie Yanguas suggested having a more extended conversation at the next meeting and believed it was a good idea to have a vote for more discussion.
2. Tammy King stated that no matter how the advisory council decided to proceed, there should be interaction with IDEC regarding the need to implement some sort of home language survey and asked to include IDEC in more conversations. Tammy King then asked about how professional development would work for administrators who have both English Learner and Early Childhood programs.
    a. IACBE member Jean Barbanente responded that 2 or more years ago, there was a secondary committee to revise and review home language surveys that was accepted by IACBE but then stopped. It was mentioned that they had been given authorization for work groups on that topic and there was a lot of research and conversations done. Jean Barbanente brought up the concern of waiting is that if there was any indication of any work to be done between the time of this meeting and June with directors and building administrators. Many people would be more than willing to help with the matter and will follow the will of the council.
    b. Jorge Macias did not recall authorization of work to review home language surveys specifically. Instead, it was remembered that it was brought to IACBE, and the council decided not to move forward as this was a federal matter. Any discussion about that work would need to be reauthorized. There was discussion between Jean Barbanente and Jorge Macias regarding IACBE having decided on a subcommittee, pushing work to secondary committee. Jorge Macias suggested going back to the approved IACBE minutes from 3 or 4 years ago to confirm.
    c. Josie Yanguas suggested, that at the very least, Dr. Patterson could bring forth to IACBE a more in-depth discussion on this issue. The upcoming exit criteria discussion will be a huge amount of work that needs to be coordinated with the Assessment Dept. Dr. Patterson indicated not being against a work group but thought that the conversation should be with the entire advisory council due to how crucial the work is, and not just a specific committee.
    d. Josie Yanguas agreed that it made sense for home language survey to be discussed with the entire council. It was agreed that Dr. Patterson and ISBE staff would provide a formal presentation at the June 5 meeting. There were some objections, as voting members need to discuss if they even would want to make changes. IACBE was willing to have a conversation as a council, then move forward. IACBE was also willing to hear a presentation from Dr. Patterson. Joyce Gronewold responded indicating that they understand the concerns, but the state had already said there will be changes. There was then a reference regarding Article 14-C which describes the function of IACBE. Josie Yanguas stated that the state depended on IACBE regarding the exit/classification criteria 10 years ago.

c. There was a question regarding ACCESS criteria. WIDA will be providing a new standards setting, and ISBE will be working with WIDA on this and where Illinois stands compared to other states. It is recommended that there needs to be at least a year to make changes. Josie Yanguas asked if ISBE had a timeline for June for anything that changes in the next school year. Barry Pederson responded that last time this matter was discussed, the issue was on a similar calendar, with most of the spring spent talking about criteria. It is correct that if the superintendent wants to make changes for the following school year, it has to be by July 1. When asked if it should be on the June meeting agenda, it was agreed that it should be on the agenda, but there was opposition to continue any additional work until the council makes a decision.
    i. Dr. Morris asked if ISBE would still want a presentation. Jorge Macias responded that a presentation should be inclusive to see if there is an overidentification problem, and progress of programs in the state. There was also a question if the issue merited exploring, as only 5 districts had issues in the last year, and only 40 districts had the lowest performing English Learners. It is believed that the state has larger issues to address and cannot see how EL overidentification is an issue without data supporting it. Dr. Patterson responded that ISBE is attempting to address all concerns and wants to be as fair as possible. Nothing should be dismissed, and ISBE and IACBE can always look at the data so it can be discussed. Jorge Macias questioned what the data was that is bringing this problem to conversation. Lupe Ricconi did not think there was any issue with obtaining extra information but agreed with Jorge that there is no clear answer yet on what IACBE can vote on or needs to do.
    ii. Jean Barbanente had a concern that this is an issue, not based on report card data. There have been directors stating that children are being misidentified, and they will be hearing about it regardless of the number of children involved. There has not been one superintendent that has had an approval, and that they cannot shut down concerns from anyone. Jean also mentioned that as a council, the role is to look at all concerns and have an obligation to look at all the data and issues that have been brought to their attention.
    iii. Dr. Patterson agreed to those points and stated that Joanne Clyde had mentioned some districts had been approved. ISBE can present that data to IACBE as ISBE strives to be transparent about all issues, and all points of view are important. Shadia Salem noted that if there is a presentation, in addition to information being provided, that ISBE should also show the process as well as of enrolling students. It was mentioned that sometimes districts just administered the Home Language Survey as the solution, and maybe something before may have impacted the misidentification as well. Providing practical examples, such as consistently failing assessments, should indicate that instruction be looked at first before going straight to the Home Language Survey as the answer.
        1. Jorge Macias wanted to clarify misidentification for IACBE. The definition of misidentification is not a student who had failed Home Language Survey or the screener. In this case, the screener was implemented, and procedure was followed. Misidentification would happen outside of that screener. Jorge indicated that IACBE should be careful as to how children are labeled as misidentified. This point was followed by discussion about the process and what is identified. Jean also brought up that there is a lack of parents' rights in the current process, especially with concerns of parental informed consent and if

parents really have a choice in what all schools do. For the presentation, it was suggested to see examples of approvals of reclassification, data on other states' accountability, and how those states are doing for English Learners on accountability metrics.

iv. Due to the time, Josie Yanguas suggested that this topic be continued at the June IACBE meeting. Josie also stated that attendance at the June meeting by IACBE members is sometimes an issue. Perhaps having this topic as part of the June meeting's agenda would provide an incentive for more IACBE members to attend. Dr. Patterson asked if there was a directive from the council for ISBE to create a presentation with all the relevant data, all perspectives, as well as the process, suggesting the presentation would take an hour of the meeting's time. Josie Yanguas agreed with the directive, noting that the council will then decide how to proceed. Other IACBE members mentioned comments made in the chat, that IACBE members would be in favor of reading and hearing all the research ISBE gathers for the June meeting, and then determining the next steps as a council through a vote.

d. ISBE will be putting together a guidance document to help districts understand how to enter their English Learner data into the CIS program. Dr. Morris and Dr. Patterson noted that they could include that document in the presentation in June, as it might be part of the process that could be problematic. They want to show the council what ISBE is recommending to districts for full clarity, as they are discovering that not all districts are coding English Learners correctly. Some districts' enrollment procedures are different than others, which could be part of the data included in the presentation. Josie Yanguas concluded the topic by noting that Dr. Patterson has heard the council's recommendations for the presentation.

e. There are several IACBE members whose terms will be expiring as of June 2026. The 6 members whose terms are due to end in June 2026 are Annette Acevedo, Jean Barbanente, Josh Perdomo, Kimberly Taber, Elizabeth Sanchez Szepesi, and Josie Yanguas. For those interested in reappointment, Joanne Clyde asked for an email submission with a statement of interest and CV by April 30, 2026. New appointments for individuals who are not currently IACBE members need to send a letter of interest and a CV to Joanne Clyde by April 30, 2026. Joanne's email is JCLYDE@isbe.net . This application process information will also be in the next Department newsletter.

VII. **Next IACBE Meeting Date**: **School Year 2025-26**

a. Jun 5, 2026, 9:30 am to 12 Noon, the location will be confirmed prior to the meeting

VIII. **Adjournment**

a. Ernesto Saldivar motioned to adjourn the meeting; Joshua Perdomo seconded the motion. Chair Josie Yanguas officially called the meeting adjourned at 11:40 am, thanking all participants for their attendance and discussion.