Present: Annette Acevedo, Jean Barbanente Trevor Cottle, Stephaniee Jordan, Yesica Rufino-Perez, Sarah Said, Yesenia Sanchez, Rebecca Vonderlack-Navarro, Josie Yanguas

On the phone: IACBE members: Shari Crocket, Jorge Macias, Joseph Wiemelt, ISBE: Jason Helfer

ISBE: Libia Gil, Samuel Aguirre, Seng Naolhu, Barry Pedersen, Beth Robinson, Sonia Serrano

Guests: David Barker, Okab Hassan, Elisa Kotalite, Chin Li, Cynthia Lindsey, Francela Lopez, Ernesto Matias, Yadira Mendoza, Danette Meyer, Sherry Johnson, Tina Paduck, Sylvia Puente, Judy Sauri, Ushma Shah, Luz Maria Solis, Anna Szuber, Melissa Wilhelmi (Brown)

I. Introductions and Call to Order - Meeting called to order by Josie Yanguas at 10:15. Everyone introduced themselves.

II. Public Comment – Okab Hassan from Chicago Public Schools spoke to the need for continuing to advocate for bilingual programs.

III. Approval of Minutes from September 26, 2017
   Trevor Cottle motioned to approve the September 26 2017 minutes; motion was seconded by Sara Said. Minutes approved.

IV. ISBE updates
   a. Assessment Division – Barry Pedersen

   Barry gave an update related to ACCESS especially regarding participation of districts and the online version of ACCESS. The Executive committee of WIDA is meeting in Madison. Sam Aguirre from DELL is attending, and the issue related to paper vs online is being discussed. The tech committee met last month, and a decision will be announced soon regarding the “mode effect”. Barry is not sure when the decision will be made public, but it is a concern and it affects everyone.

   WIDA is recruiting potential districts to participate in a pilot writing test. ISBE gives the authority to participate in such field tests.

   The big change this fall has been with the WIDA screener, and now it is in an online format. It appears that districts are adjusting to the change.

   Howard Hammel, the founder of the SIS database, is retiring. Adam Lowery will be assuming Howard’s responsibilities.

   b. English Learners Division – Jason Helfer

   Regarding funding and applications, Jason indicated that ISBE continues to reviewing FY18 TBE/TPI
applications on programmatic components only (not budgets). ISBE is also reviewing FY18 Title III LIPLEPS and Immigrant Education, Grants and Program applications.

With regard to Immigrant Funding, the following has been taking place:

- Finalized the calculation for FY18 LEAs Program Eligibility for Immigrant Education funds
- Notified all school districts intending to apply for FY18 Immigrant Education Program of their eligibility status and the application submission process
- Participated in New Generation System (multi-state migrant database) Advisory Committee meeting
- Development of an RFP for the Migrant Education Program (Beth Robinson, contact)
- Work on an MOU between USDE and ISBE on data security as part of the migrant database

Under Professional Learning, the following has been taking place:

- WIDA workshops: about 15 workshops, with about 100 participants from 20 different districts
- Literacy Squared Cohort: includes 5 two-day face-to-face workshops. Approximately 33 participants are in each cohort with about 16 districts participating each year
- Workshops led by the IRC

As part of Technical Assistance (TA), ISBE has been providing Technical Assistance to LEAs as requested

- DELL has been addressing concerns of EL parents regarding their children taking ACCESS for ELLs 2.0 (on a case by case basis)
- Working with the IRC on TA for 19 identified districts is ongoing including face-to-face seminars. The districts have been complimentary regarding TA.
- Participated in the DuPage County meeting which included discussions with DuPage bilingual directors from DuPage, the ROE, and surrounding districts.

Seal of Biliteracy update: ISBE has approved all applications received to date with applications still being received. School Year 18 projections show that about 82 districts will be participating in the Seal of Biliteracy. This represents 33 languages, and about 7,577 students. Regarding Commendations Towards Biliteracy, 61 districts will be participating, representing about 18 languages, and 4,328 students. Greek and Spanish assessments are being added to the list of state approved assessments. A session at the Bilingual State Conference to help grow the program will be presented.

Additional projects:

- 2017 ACCESS and PARCC Correlation Study: Jason reviewed the ACCESS reclassification rates from 2015 (16.3%) and 2016 (5.9%). The request is made to look at the cross walk of data between ACCESS and PARCC data across the grades, including data from non-ELs
- Early Childhood: DELL is working closely with Sergio Hernandez from that ISBE division to understand how the agency can work across divisions to support each other’s work. Three is a plan to meet with WIDA to learn more about their Early Years program.
- Family and Community Engagement: DELL has met with Sarah Ogeto (College and Career Readiness, ISBE) to discuss family and community engagement and to begin work in this area, so that EL families feel supported.

c. State bilingual budget for FY 18/Evidence Based Funding (EBF)

Jason indicated that Josie sent him some budget related questions prior to the IACBE meeting. One issue, as part of evidence-based funding, was that bilingual pre-K students were not included in the
legislation. Jason indicates that funding for bilingual Pre-K will be re-introduced. Sarah Said reported that 215 students in her district are pre-K, so this is very important.

Another question was regarding the creation of an Advisory Board for EBF. Jason indicated that the professional review panel has not been established yet. However, Jason will report back to IACBE as this committee is established.

Ana Szuber asked about the 60 percent of TBE/TPI funds that are to be set aside for instruction; how to ensure that the funds are appropriately spent.

Stephanee noted that the evidence based funding forms are incorrect. DELL helped with this information.

Another question was regarding school districts that did not apply last year for TBE/TPI funding and are now under ESSA accountability. There continues to be the “hold harmless” provision regarding bilingual funds to districts. Currently, ISBE is examining the FY17 enrollment figures by districts as well as determining which districts fall under Tiers I and II. DELL staff will be looking into this.

d. ESSA update – The grades K-2 and 3-8 indicator work groups met for the last time on Dec 4 regarding their ESSA non-academic variables recommendations. Chronic absenteeism is likely to be one of the key variables; whatever indicator is selected needs to be applied to all groups the same way. It will be weighted at “zero” until more data is gathered. Rebecca commented that dual language services have potentially been recommended as a variable for the K-2 group. It is also pointed out that other states have not included K-2 indicators in their ESSA accountability plans. The work group indicators will be discussed at the Jan 2018 ISBE Board meeting, and there will be an opportunity for public comment.

Another question was raised regarding native language. Jason indicated that this continues to be a high priority for the agency. Native language assessments will be referenced in the upcoming RFP for PARCC. Regarding the timeline for the PARCC RFP, Jason indicated that it is coming up soon. Typically contracts are for 3 years with a two year extension. Jorge Macias emphasized that IACBE should review the native language scope of the RFP. Rebecca indicated that she would forward the Latino Policy Forum’s recommendation around native language assessments to IACBE members.

By early June, the state will establish a definition of college and career readiness. Ernesto suggested that knowledge of a second language should be included in the state’s definition. It is important to invest in world languages as part of college readiness.

Regarding a question on ENL standards, these standards will be removed since there are now no higher education programs that offer this endorsement, and had been part of highly qualified teaching programs under NCLB.

Jason indicated that ISBE is still working on filling the vacant position on the council.

V. Subcommittee Reports
a. Bilingual Special Education – No report. However, individuals from that committee will be presenting at the conference on Dec 6

b. Early Childhood – next meeting February 7, 2018, location to be determined

        ISBE is looking for readers for upcoming Early Childhood proposals. In particular, people with bilingual expertise are needed.
VI. New Business

Rebecca Vonderlack Navarro from the Latino Policy Forum (LPF) shared recommendations on the K-2 Quality indicator. LPF is suggesting that schools could receive up to 3 points for services to ELs. These recommendations are also being forwarded to the P-20 Council.

Rebecca also indicated that the LPF is interested in communicating more about the issues of funding and ESSA. Rebecca may explore this issue with IACBE members in the near future.

Rebecca also shared another document related to the EC teacher shortage. One of the hurdles for many teacher candidates is the TAP. Cohort models appear to be a good way to support teacher candidates. Stepahnee reported on a WIU cohort in which LIPLEPS funding is used to pay for tuition. Stepahnee is putting the strongest bilingual teachers in the dual language program, but even so, there are not enough bilingual teachers for the district.

Sara Said indicated that because of generational changes with Arabic–speaking teachers, potential teacher candidates cannot pass the Arabic language test. A similar problem is reported for Urdu.

Luz Maria Solis asks about licensure for teachers coming from Puerto Rico. Libi responded that our obligation is to support Puerto Rican students and enroll them in school districts, and likewise to support Puerto Rican teachers on licensure.

Trevor asked about who reviews international credentials. It is not systematic because it is left to IHEs to review credentials. How are teachers with foreign credentials to get licensed and what do they need to do – is it up to the institution? Jason responded that if a teacher who has foreign credentials applies in education, the individual can go through the state.

Jean expressed concerned about the various licensure barriers that face potential educators. Libi reported that ISBE is engaged in a full year pipeline study with recommendations due in August. The report will examine licensure barriers, teacher preparation, retention, and successful practices.

Trevor reported that he tries to put people in via a sub license, and then having these individuals work on their PELs.

Judy Sauri advocated for Grow your Own programs and partnerships with IHEs. Sarah asked if there could be some mentoring programs for Type 29 cohorts to get the PEL. Jorge wondered about leveraging the seal of biliteracy especially to help students receive education scholarships, and creating a pathway that waives the foreign language requirement.

There was further discussion as to how to include seal of biliteracy as part of the college and career readiness definition. It is suggested that Ernesto and Josie work on this.

Yesenia asked if ISBE has reached out to teachers from Puerto Rico to possibly give them a provisional license. There are reports of other states and Florida recruiting teachers from Puerto Rico. What can IL offer in this case?

Ushma commented that much of the discussion touches upon different equity elements for ELs beginning in preK all the way to high school students receiving the Seal of Biliteracy. This lends itself to looking at multiple data points along this continuum as well as the program models that serve students. This is reflected in the native language component for the PRACC RFP, the EL voice on the EBF review panel, and the discussion around the teacher pipeline and credentialing. Once again the Seal of Biliteracy could serve as a proxy for entry into the bilingual educator field.
VII. Proposed Meetings for 2017-18 School Year

Friday, Mar 2, 2018  9:30 am to 12:00 pm Thompson Center, 100 W Randolph, 14th Fl, V-tel
Friday, June 8, 2018  9:30 am to 12:00 pm Thompson Center, 100 W Randolph, 14th Fl, V-tel

VIII. Adjournment – Trevor Cottle made a motion to adjourn the meeting; Stephanee Jordan seconded the motion. The meeting adjourned at 12:27 pm.