

**Illinois State Board of Education**  
Multilingual Department  
Illinois Advisory Council on Bilingual Education (IACBE)  
Quarterly Meeting

**Minutes**

Friday, June 10, 2022  
9:30 a.m. to 12:00 p.m.

**Meeting Location:**

Proviso Township High School District 209, Room 535 5<sup>th</sup>  
floor of the Administrative Offices Suite  
8601 Roosevelt Rd.  
Forest Park, IL 60130

**IACBE members present:** Jean Barbanente, Elizabeth Campos-Hamilton, Samina Hadi-Tabassum, Jorge Macias, Guadalupe Ricconi, Ernesto Saldivar, Shadia Salem, Yesenia Sanchez, Jason Stegemoller, Josie Yanguas

**ISBE staff present:** Joanne Clyde, Trevor Cottle, Alexis Cukierski, Barry Pedersen, Edwin Sanchez-Molina, Oriana Wilson

**Guests:** Pat Chamberlain, Erikson Institute, co-chair Early Childhood committee; Misael Nascimento, Rockford Dist. 205

**I) Welcome and introductions:** Josie opened that meeting asking IACBE members, ISBE staff and guests to introduce themselves. Josie noted that there was quorum for this meeting.

**II) Public Comment**

Misael Nascimento from Rockford Public Schools had two comments to make: 1) In regard to newcomers' guidance on the ISBE website: This document was on the old site but is no longer on the new site; nor is there any guidance for students with interrupted education, which is also no longer on the website. Misael asked whether he should share the guidance he has from Rockford. 2) In regard to the move to electronic documentation: Could a district have a student's permanent folder in the electronic format instead of paper?

Josie asked Misael to send the documents in regard to his questions, so they could be included as part of the public comment. Joanne responded that the department will have the Principal Consultant for the Rockford district reach out to him regarding the electronic documentation question. Joanne further noted that the department is working to review and revise the entire website, and that perhaps the documents in question have been moved. Attention will be paid to look into both the newcomer student guidance and the interrupted education guidance documents.

**III) Approval of minutes of March 11, 2022**

Samina made a motion to approve the March 11, 2022 minutes; the motion was seconded by Ernesto. Josie asked whether there were any changes, or updates. There was none. Not hearing any objections, the IACBE Minutes of the March 11, 2022 meeting were approved.

#### IV) ISBE updates

i) **Multilingual**- Joanne Clyde reported that there were several items to report. There had been an update to the Administrative Code 228 rules. The update was approved by the ISBE board and sent to JCAR (the state agency with the final approval); JCAR has sent the rules back with a few suggested grammatical edits to make. Most of the suggested edits are grammatical; but ISBE needs to go through each line one by one, which will take some time. Until the rules are approved through JCAR, districts should not use the K-Screener, but continue to use the MODEL screener. Hopefully the new K-Screener will be in place for August. .

As the department continues to improve the monitoring process for this year, Multilingual is very pleased with the feedback being given from the districts. Multilingual is taking all of the positive and negative feedback and will look to continue in making the process as effective and as meaningful for both districts and ISBE.

ISBE has released a Pre-School FAQ document regarding serving ELs in Illinois; it has been well received. Multilingual has conducted a joint presentation with Early Childhood Professional Learning (ECPL) on this FAQ document.

The statewide migrant conference focusing on migrant students and the services for those students is currently taking place. Multilingual will begin the evaluation of the migrant program to determine whether there should be any changes to improve services. The program has remained the same for 20 years, and now the population has declined. Multilingual wants to know why the numbers are dropping (and neighboring states have not had similar declines), and will take a deep dive in the next year or two to identify eligible migrant students and where those students are in the state.

And finally, some great news: last week ISBE signed a letter of intent with Poland to establish a partnership to bring teachers to the state; Illinois is the first US state to do so. Poland has had to change their laws a bit in order to have this accomplished and to allow an exchange with American schools and the state of Illinois. Colleagues at the Polish Ministry of Education reported that the mayor of New York City heard about this Illinois initiative and is now going to Warsaw to establish a similar program. ISBE anticipates bringing new Polish teachers in the fall 2024.

Josie asked whether the Poland initiative would need to go through JCAR, and Joanne said it wouldn't. Poland has to change its laws because it has an ongoing program which sends its teachers to emergent world countries, wherein Poland pays the salaries, relocation expenses, and covers costs. In IL's case, the school districts where the teachers are to be placed will pay the teachers' salaries plus obtain work visas for the spouses in Illinois, and their children can come as well. Poland's Education Minister reviewed the intent and found that it is legitimate but Poland will have to amend the laws to allow their teachers to come to America to teach. The letter of intent jump starts this process.

Joanne reported that one of Multilingual's Principal Consultants has transferred to the Title Grants division; and another new Principal Consultant will be filling the Seal of Biliteracy position next week. These moves should not impact any districts.

ISBE also like feedback from IACBE which will be taken up later in the meeting under "New Business".

Shadia noted that WIDA has set up more training in June for the new K-Screener and asked if there will still be an overlap between the two screeners? Joanne answered that ISBE is anticipating approval from JCAR; and is hopeful that district can use the new screener in August or September for students moving into kindergarten. The state will have about a year to implement the new screener.

Lupe asked whether there was an update on the VIT program with the Democratic Republic of Congo (“DRC”). Joanne responded that it had been submitted for signature, and she will follow up regarding the Memo of Understanding with the DRC through the VIT exchange program.

Lupe also asked if there was a status update on the Bilingual Pathway Grant. Joanne noted that the allocations are still being worked out, as more districts applied than were expected. ISBE needs to make sure the grant funds are allocated as equitably as possible, with the highest impact, as possible. Multilingual anticipates having applications by July or August.

Jorge asked whether the Intent to Apply (ITA) was in regard to schools or to districts. Joanne clarified that the awards would go directly to the districts. Josie asked if the award helps with tuition reimbursement. Joanne said yes, for the ELS-TBE teachers to earn a PEL or teachers with a PEL to earn an ESL or Bilingual endorsement. Joanne also mentioned that the returned ITA submissions indicated the number of district teachers who are requesting is part of the grant award.

Lupe asked whether there was any further discussion or revision in regard to secondary students receiving ELA credit for ESL coursework. Joanne mentioned that there have been several conversations with the department and within the agency, and that the agency is almost at a place to provide guidance on the topic.

Josie mentioned that at a recent ISBE Education Policy committee meeting, there was discussion about the Bilingual Interpreter Training to be offered by UI Champaign, and asked if there was any more information. Joanne said that the matter is linked to the law that Governor Pritzker signed regarding the need for trained qualified interpreters in IEP meetings with parents of ELs. The legislation stipulated that interpreters needed to be trained and certified. ISBE released an RSP and did not get receive any bids; during the past year ISBE reached out to various organizations directly, and is currently speaking with University of Illinois to see whether they are able to design this multi-faceted, nuanced training. The item is currently before the ISBE Board for approval for an intergovernmental agreement so that the training can be developed and implemented, in order to fulfil the requirements of the legislation and associated rules. This is the first step in getting an official agreement in place regarding the development of the training, and then training would follow.

Shadia asked whether in addition to the training, if an assessment would also be developed? Joanne answered that the qualified interpreter training would be a whole package of training and assessment. It would include interpreter training, Sped training, assessment of language proficiency, and interpretation skills. A lot is involved in the training and implementation and Joanne does not have the implementation schedule nor is there a signed contract with the University at this point.

Lupe asked if the training would be implemented this fall. Joanne reiterated that ISBE will share the information regarding the training and implementation schedule once it is established. Until then, districts should follow and use the information on Multilingual’s website. This will be a multi-year

project, beginning with one or two languages and adding more languages as time goes on. Josie said that this is good news.

ii) **Assessment-** Barry Pedersen reported that ISBE has preliminary ACCESS data for 2022 and it has been posted in SIS throughout most of May for examination and making requests for amendments. IBSE received 236,000 records from DRC. When clean-up is complete, the numbers will come down. Of those tested in Grades 1 through 12, 99% tested using the online format. Of all records received, about 6% of students received proficiency scores. Looking at those students who completed the entire test, the rate is 6.2%, similar to last year (2021).

During the last few years, proficiency rates were highest at Grade 4 with about 19% of students reaching 4.8 this year; Grade 5 is virtually identical at 19% also. Thus students are reaching proficiency in the middle grades rather than in the earlier years.

Alternate ACCESS, 4,700 participants, which is an all-time high; ISBE has, finished cleaning up the data. Currently, 19% of students have an overall proficiency level of P2 (which is the top of the scale).

Next year there will be a field test coming up for Alternate ACCESS. ISBE would like all students who take Alternate ACCESS to take the field test. The purpose of the field test is to develop new forms. Alternate ACCESS has been using the original forms since 2012. The assessment will be the same. If there are no problems, WIDA will include a K version in 2024. This will be a new and welcome edition.

The other field test next year will be a stand-alone paper form for ACCESS that has items written aligned to the 2020 standards. WIDA wanted to test the standards before starting to use them. WIDA will begin introducing those items in ACCESS the following year (2024). By 2026, ACCESS will be online and will reflect items written to the 2020 standards. Once WIDA has the data, ISBE will conduct a new standard setting to look at the adjustments. WIDA anticipates making adjustments in proficiency level cuts (similar to what happened in 2017) by late summer or early fall of 2027.

Shadia asked whether the newly developed questions would only be field tested in the paper version of ACCESS next year; Barry indicated that would be the case. Shadia asked if 99% of Illinois had taken the ACCESS online, how was it decided to field test on paper. Barry said the field test was always meant to be a separate stand-alone.

Josie asked for clarification: since this is a field test, would it be best for districts to take the online version of ACCESS, and two weeks later take the field test version? Or would it be swapped out? Barry said the field test is not a replacement; it is something additional that will be voluntary for districts, with only a small percentage of participants needed. It is not a substitute for the standard ACCESS test. Shadia asked if this would be applicable for this coming year and Barry responded yes.

Josie asked if a district wants to volunteer, how would they indicate that. Or is it random? Barry said it is not random and expects participation to effectively test out these items based on the new WIDA standards. At this time Barry does not know exactly how the volunteer process will take place, but will get more information and share at a later date.

There was further discussion about the timelines as to when WIDA assessment results come in and that there is not enough time to adequately place ELs for the upcoming school year. IACBE brainstormed as to how to resolve the time crunch with the vendor (DRC); there was also general agreement that there was better student progress if ACCESS is taken later in the year. Growth can occur, but it takes slightly longer.

Barry indicated that DRC's capacity is a limiting factor in part because there are 41 states involved. WIDA's solution is to test earlier. It was recommended that the council (and ISBE) get together with WIDA and ask them what their view is on alternatives to the time constraints. Joanne said we can bring this feedback back to WIDA. The DRC contract is through WIDA, not through Illinois, and Illinois can advocate with WIDA about this.

Josie said that there is currently a 12-week turnabout time to get results. The answer should not be an earlier test; but that results should be turned around faster. The council considered whether there should be a different vendor that could return faster results.

Elizabeth asked (via chat) about parent notification regarding voluntary participation on the pilot ACCESS exam and whether it would allow parents to opt students out. Barry agreed that was a good question. The state administers the field tests but never see the results of the field test. The field test doesn't impact student records in any way. Joanne offered to look into the opting out of a pilot test and will bring an answer to the next meeting.

iii) **Evidence Based Funding/Budget for FY23** - Josie stated that the council was given an in-depth report from Luke Correy (ISBE Finance) at the last meeting about funding and the EBF Advisory Task Force. Jorge is the council's representative on the Task Force. Jorge reported that they are still wrapping up, but they have reached a potential recommendation to make the expenditure the way the expenditures are reported. There is another meeting on Monday and will keep IACBE posted. The Illinois School Business Officials have a loud and countering voice to much of this; and Jorge is not entirely in agreement as to what is being proposed; it currently stands as a recommendation. Jorge will keep IACBE posted.

Joanne mentioned that Multilingual team members also attend EBF meetings. Josie, projecting ahead to the upcoming Bilingual Directors meeting, asked if there could be a presentation specifically on that topic; maybe even have a group of Bilingual Directors to present, or have someone from one of the management organizations to make a presentation, or from the School Business Officials.

Jorge said that it is not just bilingual input that is being sought; superintendents in this group are looking for a more streamlined process which is counter to wanting to see more transparency in funding especially regarding ELs. Josie said it is our responsibility is to try to make an impact, to talk to organizations such as superintendents and school business officials about this. We want more reporting and more transparency regarding whether the dollars are, in fact, going to serve ELs.

Jorge said he proposes (for the Fall directors meeting) to have sessions around EL-EBF, and how to find ways in the upcoming process to be more transparent and show where there might be gaps in funding at the district level. The goal is to build a foundation about how EL-EBF works, and to coach directors as to how to advocate for more funding locally.

Josie agreed indicating that Eulalia Valdez, the Bilingual Director from Berkeley SD, who has an accounting background, talked about how not all bilingual directors feel comfortable around budgets and the need to demystify this process. Coaching bilingual directors would be one course of action. Joanne mentioned that IRC and ISBE are in the process of planning the next bilingual directors meeting now, and that these are good suggestions including how to keep districts accountable for spending ELEBF money.

Yesenia suggested having a couple of presentations at the Triple III in the fall on this topic. That conference is heavily attended by school business officials, board members and superintendents, and would be a good place to build knowledge around how these funds should be allocated. Josie asked if Yesenia knows who to approach to get a session on those topics. Yesenia said that she would send an email connecting Josie to Courtney to see if they could put something together.

Elizabeth made a comment (in chat) regarding parents needing training on budgets as well; Elizabeth indicated that parents need to understand about these additional funds. Josie agreed that it would be important to organizing sessions along these lines including for BPACs and school board meetings.

#### **IV) Subcommittees Reports**

1) **Bilingual Special Education** - Elizabeth gave an update including regarding yesterday's ISAC meeting in which there was a motion to reinstate having a liaison to the Bilingual Special Education committee. It was also mentioned that IACBE should also have a liaison to the state's Gifted and Talented advisory group. There was a follow-up question asking whether there was a bilingual representative on the gifted and talented council.

Josie asked Elizabeth whether ISAC had approved the motion to reinstate a representative from the Bilingual Special Education committee. Elizabeth reported that the representative had originally been removed at a previous ISAC meeting. At yesterday's ISAC meeting the reinstatement of a bilingual special education representative to ISAC was approved.

Josie asked whether there was a professional association or an advisory committee for the gifted and talented. Elizabeth said that she believes there is an ISBE Advisory Board for Gifted. Josie indicated that she had not heard if there was a bilingual representative on the Gifted Task Force. Chicago has bilingual gifted schools, where students are tested, including in both languages. Jorge agreed indicating that CPS still has three such schools. Districts struggle with assessments in other languages to establish whether students are gifted or not. Joanne indicated there is an Advisory Council on the Education of the Gifted and Talented student populations, and that it has eight members. It is unclear to which ISBE department is associated with the Gifted council. It would be good if the state had something on the assessment of gifted students to see if there is any guidance related to ELs.

Samina reported that gifted assessment has been a problematic issue, such as the use of the MAP test for giftedness. How do you measure giftedness, and what qualifies?

Jorge reported that the three gifted schools in Chicago were established about twenty years ago. CPS came up with criteria to formally screen students; but the issue was when students are screened, they would be identified as non-EL. It would be a fairer process if students were assessed in their own language. CPS is still struggling with the enrollment in gifted programs. Samina suggested using either the Naglieri Nonverbal Ability Test or the Torrance Test of Creative Thinking, since they are

nonlinguistic based and more “equitable” in terms of ELs. Jorge said more information is needed, as ELs are underserved.

Samina commented that in some schools, where students are labelled as ELs and thus cannot apply for gifted programming, this is very problematic. Samina would be happy to connect with Jorge to discuss assessment. Jorge said he appreciates that, and noted that there are contracts with particular vendors. The district is pushing back for more diversity in the assessments. Jorge would appreciate Samina’s feedback in order to take it back to the department and explore different models.

Josie noted that this may be informal working group to look at gifted and talented issues, and this is important from an equity perspective in assessing English learners. Josie also noted that it would be good to see if there is a statewide committee and if there is a bilingual representation there. Oriana thanked Elizabeth for bringing up this topic up. Oriana will reach out to Amanda Elliott to see what the criteria for the gifted and regarding bilingual representation. Elizabeth also noticed that there were no parents on the gifted committee.

**2) Request for IACBE feedback** from Multilingual - Joanne stated that Multilingual is in the process of streamlining SIS to identify ELs and develop controls to prevent erroneous identification or nonidentification. Multilingual has a very specific scenario and would like IACBE input in order to make a better decision.

Joanne described the following scenario: A child moves into a district, is screened as an EL, takes ACCESS, and is not considered proficient. The child then moves out of state, or transfers to a private school, and after more than one year, subsequently returns to a public school in Illinois. Because more than one year has elapsed, ACCESS cannot be used to place the student, so the student is screened, and is found proficient. The screener is not as rigorous as ACCESS. Which is better to determine the needs of the student? Is this a non-issue? Should the guidance be to follow the results of screener?

Shadia mentioned that this has occurred many times in her district, and to go with the result of the WIDA screener, especially since it may be difficult to look for past ACCESS results. The WIDA screener can potentially be given one-on-one with the student; therefore Shadia recommended relying on the screener rather than the ACCESS test. Samina stated that child language proficiency levels will always vary and will increase. The argument is: should one assess the child at that moment rather than looking at results from one or two years ago. To be fair to the child, measure language proficiency at that moment.

Jorge recommended exercising caution when it comes to scale. In the case of Chicago and its 600+ schools, there will be some variance in the administering of the screeners from one tester to another. The Chicago consortium pre-school to 3<sup>rd</sup> grade research report was helpful in this regard, and that with three- and four-year olds, the screener was a good predictor as to whether an EL progressed by second or third grade. As a state, we should probably do a little more in terms of training for those who administer the screener. Also, there should be follow-up training to make sure to focus on removing bias during test administration.

Shadia agreed; and noted that in their district there are instructional leaders who step in and assess so that there isn’t any discrepancy among screeners. Jorge said that sounded like a great idea; but hard to do in a big system like Chicago with thousands of students. CPS calibrates this work with

administrators across schools in the district. In the larger districts, such as CPS, need to consider that there are many buildings and many administrators.

Joanne has received questions from the districts, such as whether the screener is as effective, rigorous, and as correct as the ACCESS test. It's been just over a year, when the ACCESS scores indicated that the student was not proficient, and now the student demonstrates English proficiency on the screener. Which one is more accurate? ISBE wants to provide the best guidance for this scenario. Another question is whether ISBE should consider ACCESS scores to be valid for two years for this case. Is that appropriate? Joanne thanked IACBE for its feedback. ISBE will move forward, considering this as a non-issue.

Shadia, noting the gap in time between the two test administrations, highlighted that the WIDA screener would be more recent and would be the more authentic data on the student. Jorge commented that there should be some way to catch flag ACCESS scores that are at the lowest levels. More specifically, the student takes ACCESS and is at a level one. The student leaves for 1 year and at the return, the student is suddenly proficient. That scenario seems to be wrong – that a student come back and is no longer an EL? Maybe that specific scenario needs to be thought about internally and would require a sophisticated data system to catch that.

Joanne indicated that from a state perspective, the policy must be very clear, and that “such-and-such” process should be followed. Joanne is trying to figure out that nuance and how does ISBE guide a district. Jorge commented that the policy should stay the same, but provide guidance for teachers if a result seems questionable. For example, could the district rescreen with a different test, just to verify?

Trevor asked if the cases that are being referred to is for students who are deemed proficient after receiving less than three to five to seven years of services (which is the time that research indicates students need in order to reach proficiency.) Jorge agreed, but stated that it was more nuanced. If a child was in a program for one year in a district, and ACCESS scores were low, and the student returns after a year- year and a half absence, and all of a sudden the student is proficient, this seems to be a very big jump. Will there be some guidance to pass along to the districts as to what to do, to double check.

Josie said that seems like a reasonable recommendation, and Joanne agreed that it was a good idea. Shadia asked how common this was. Joanne said this is not a common scenario, but it is important for ISBE to indicate how to address this situation within the bounds of the rules that ISBE has? ISBE needs to think carefully regarding guidance around possible rescreening. ISBE will go back and discuss further. Josie commented that the challenge will be to define a “big jump” in scores as well as how long the student was out of the district. Shadia added if it is a rubric issue, then the WIDA screener rubric should be adjusted. Joanne thanked the council for the feedback.

### **3) Early Childhood –**

Josie indicated that Pat Chamberlain, co-chair of the Early Childhood committee was present along with IACBE members Samina and Elizabeth who also participate on this committee. At the committee's May meeting, the EC committee heard a similar EC presentation from Rebecca and Erica Mendez (Latino Policy Forum) as was presented to IACBE at its March meeting. Josie shared with IACBE members a draft of a potential resolution based on the May discussion at the EC committee



after the Forum's presentation. The EC committee is to meet again in August to discuss this resolution; unless there are objections, IACBE can approve the resolution at the September meeting.

Josie reported that Pat Chamberlain was a member of the Governor's Early Childhood Funding Commission, and right before the report was finalized, the Governor's office asked for input and to make comments to the report specific to ELs. Since bilingual/ESL services to ELs includes preschool students in programs funded by ISBE (such as PFA), the EC Funding Commission Report specified that the spirit of Article 14C should permeate through all EC programs at the state level. Josie noted that ISBE does not have control over certain programs such as Head Start, Early Head Start, etc.

Based on EC EL presentations such as from the Univ of Chicago Consortium and the Latino Policy Forum, it would be useful for the state to continue to embark on transforming EC in our state in a more cohesive manner. Important questions become: How, as a state, are we defining Early Childhood English learners? Clearly school districts under the direction of ISBE have specific procedures. Is there a way to have similar conversations about other EC services in the state? Could there be a discussion regarding definitions and also come up with a process such as the Home Language Survey. Also there needs to be a way to discuss language proficiency screenings, non-language screenings especially with regards to very young children? That is the general spirit of this EC resolution.

Rebecca, who is currently at the Migrant Conference, suggested that IACBE ask Dr. Ayala to continue to endorse the policies in place at ISBE, but also recommends that this can be an area where bilingual education advocates can press upon other groups, such as the Governor's office, the Early Learning Council, and the Department of Human Services. We don't want this EC conversation to get lost. The idea is to support a broader perspective, rather than a reduced one with regards to EC ELs.

Josie added that there are so many undertakings going on to transform EC education in Illinois that the EC EC piece can easily get lost. Samina added that it surprised her that they forget to include ELs in any type of policy. Josie said what's sustaining this are the rules in the ISBE Administrative Code. However, there are Illinois EC programs that are tied to federal policy (e.g. Head start) as well as childcare programs that are not under the state board of education, but under IDHs. We want to extend what we have in Article 14C to other EC services in the state, and that is one purpose of this official statement...

Josie asked if there any other concerns. Pat and Josie will take this back to the committee for additional discussion, and tweak the resolution some more. After the conversation, the resolution will be brought back to IACBE for final approval at the Sept meeting. .

The next Early Childhood meeting is August 10, and will be posted on the Multilingual website. The location is yet to be announced, and there will also be virtual access.

4) **Secondary Education** – Jeremy Burnham has not able to convene this committee.

Josie added that the issue of gifted students will be added to future agendas.

V) **New Business** Josie asked if there was any new business for the council, or any announcements. Yesenia mentioned that she is transiting to a new district, HS Dist. 218, including Libertyville and Vernon Hills

## **VI) IACBE meeting dates/times for SY 22-23**

The upcoming Bilingual Directors' meeting will be at the same location as last year, the Rosemont Crowne Plaza, from Sept 21-23 (Wed-Friday). Josie suggested that since the meeting will be in the afternoon, the IACBE meeting could be held in the morning. Josie will make arrangements for a public location near the Crowne Plaza Rosemont such as the Bensenville Public Library where the Sept IACBE meeting took place

The next IACBE meeting will be scheduled for Wednesday morning on September 21, 2022.

For future IACBE meeting dates (December, March, and June), Alexis will try to secure the Illinois Room on the first floor of the 555 W Monroe building:

Friday, December 2, 2022 9:30 am-noon;

Friday, March 10, 2023 9:30-noon; and

Friday, June 9, 2023 9:30-noon.

Josie asked whether there were any objections from members regarding these dates. No objections were voiced.

Josie asked if there was any other new business. Jorge wished everybody a great summer and a great school year.

**VII) Adjournment** - Samina made a motion to adjourn; Shadia seconded the motion. The meeting was adjourned at 11:20 am until September 21, 2022.