



ILLINOIS ENGLISH LEARNER HANDBOOK

For School Board Members, District
Administrators, and Principals



A research-based guide for local communities to build a vision for serving linguistically and culturally diverse students in accordance with federal and state statutes

REBECCA VONDERLACK-NAVARRO, PHD & KAREN GARIBAY-MULATTIERI

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Acknowledgments

We extend our deep gratitude to the multitude of reviewers, contributors and supporters of this handbook. We are thankful to the Illinois Association of School Boards, Illinois Principals Association and Illinois Association of School Administrators for upholding English Learners as a key priority group for all school leaders and educators throughout the state. We appreciate the Executive Director of the Latino Policy Forum, Sylvia Puente, for profoundly supporting this endeavor with her time and commentary to make this a quality publication.

We hope that this handbook leads to the increased academic achievement and lifelong success of these students. We are grateful to the various national expert contributors: Dr. Patricia Gándara and Dr. Maria Estela Zarate, who provided an extensive and comprehensive review of national research to support the best-practice section; Dr. Sonia Soltero, who provided invaluable editing and a foundational knowledge base for all educators regarding English Learners; and Amaya Garcia and Janie Carnock from the New America Foundation national think tank for providing innovative ways for understanding data collection on these students.

We are also deeply appreciative of the University of Chicago Consortium on School Research for its partnership with the Latino Policy Forum and its 2019 longitudinal study of English Learners within Chicago Public Schools. The sample included more than 50,000 students and 18,000 English Learners who continued their enrollment within the system from kindergarten through eighth grade. We are honored to feature the research findings in a way that might influence practice for English Learners across the state.

We are thankful to the foundations whose critical contributions made this work possible, including the Joyce, McCormick and Stone Foundations. We are also pleased to have so many stakeholders contribute to early feedback convenings and reviews of the document, especially Elliot Regenstein, Patricia Chamberlain, Theresa Gegen and Samuel Aguirre.

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“ *Language shapes the way we think and determines what we can think about.*

BENJAMIN LEE WHORF

The vision of the education department of the Latino Policy Forum is that Latinos and English Learners from early childhood through 12th grade receive equitable educational opportunities leading to economic prosperity.

About the Authors



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Rebecca's publications and advocacy efforts provide thoughtful consideration about the interconnectedness of language, literacy, and academic achievement. She led efforts to advise the state on how English Learners are considered within the Every Student Succeeds Act. She recently led a partnership with the University of Chicago Consortium on School Research on a longitudinal study of English Learner achievement. Her advocacy efforts are also greatly concentrated on dealing with the vast shortage of qualified bilingual and bicultural educators across Illinois. Rebecca is a state-appointed member of the Illinois Advisory Council on Bilingual Education. Rebecca leads a team that concentrates its efforts in promoting quality bilingual education programming, equitable access to early childhood programming that is responsive to language and cultural difference, and quality parent engagement.

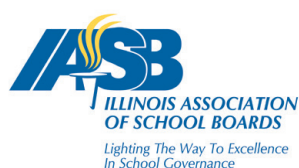


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Karen has more than 35 years of experience as a bilingual teacher and administrator within various Illinois districts, the State Board of Education, and internationally. Her experience also includes developing strategies to recruit and retain highly qualified bilingual education teachers. She supports the Forum's education agenda to advocate for all Latino and immigrant children to have access to high-quality education services that are linguistically and culturally responsive in an effort to close the opportunity gap.



Through advocacy and analysis, the Forum builds a foundation for equity, justice and economic prosperity for the Latino community. By catalyzing policy change, the Forum works to improve education outcomes, advocate for affordable housing, promote just immigration policies and strengthen community leadership.



*This Handbook is published in collaboration with the Illinois Association of School Boards, Illinois Principals Association, and Illinois Association of School Administrators.



Foreword



Improving English Learner education is imperative to moving the needle on academic achievement in Illinois. This population of students continues to grow and is now distributed in communities across our state.

Over the past decade, the Latino Policy Forum has convened educators, listened to the community and dialogued with experts across the nation to create significant educational policy changes. These changes have increased access to quality early-childhood services for Latinos and English Learners. The Forum has continually promoted a preK–12th system that is responsive to language and cultural diversity. The Forum provides parents with information and tools to make the best choices to support the academic success of their children.

As Executive Director of the Latino Policy Forum, I am honored to partner on this groundbreaking publication with our esteemed colleagues from the Illinois Association of School Boards, Illinois Principals Association and Illinois Association of School Administrators.

The Illinois English Learner Handbook provides top insights on how school administrators can improve educational outcomes for English Learners. With this guide, the Forum looks forward to working in partnership with community allies, elected officials and the scores of talented, dedicated Illinois educators who are committed to teaching our children.

The field needs strategies that are both research-based and creative to attract more bilingual education teachers into the profession and to support school leaders in fostering the inclusive environments for English Learners.

Bolstering the academic success of English Learners will build a better future for us all. Their academic success is critical not only for the sustainability of the communities from which they come, but also for Illinois as a whole.

Sincerely,

A handwritten signature in black ink that reads "Sylvia Puente". The signature is fluid and cursive.

Sylvia Puente
Executive Director
Latino Policy forum

Table of Contents

SECTION 1 Chapters 1-5

A Primer on English Learners

(Important for School Board Members and District Administrators/Principals)

Introduction and Handbook Overview

Chapter 1 – Trends in English Learner (EL) Demographics and Terminology, p.3 - 6

Demographic Overview

Terminology and Definitions of Linguistically and Culturally Diverse Students

ACCESS, Former ELs and Long-Term ELs

Local Conversations and Activities

Chapter 2 – Facts about ELs, p.7 - 12

Facts About Second Language Acquisition and Bilingualism

How long does it take to acquire a second language?

What are some common misconceptions?

Fact: ELs need specialized support.

Fact: More English is not always better.

Fact: Immigrants want to learn English.

Fact: Speaking conversational English is not proof of English proficiency.

Strategies to consider

District Highlight: Berwyn SD 98: Innovative Approaches to Dealing with Student Demographic Shifts

Local Conversations and Activities

Chapter 3 – Unique Needs and Expectations of ELs, p.13 - 19

Understanding the Difference between Social versus Academic Language

Understanding Language Transfer and Cross-Language Influence

Intentional Language Development Across the Four Domains: Speaking, Listening, Reading and Writing

Additive Bilingualism and the Benefits of the State Seal of Biliteracy

Illinois Seal of Biliteracy 2017-18 Statistics

District Highlight: Chicago Public Schools SD 299: State Seal of Biliteracy Program

Orientations to Language Education and Types of EL Programming

Local Conversations and Activities and Activities

Chapter 4 – EL Personnel: Recruitment, Retention and Evaluation, p.20 - 27

Qualified Staff to Serve ELs

Qualifications for EL Program Directors

Transitional Bilingual Education

Transitional Program of Instruction

Bilingual Teacher Licensure and Endorsement

English as a Second Language Endorsement

Teacher Recruitment

Professional Development Requirements for Staff Serving ELs
Performance Evaluation for EL Teachers
Teacher Retention

District Highlight: Elgin SD U-46 Collaboration with Illinois State University: Building a Bilingual Teacher Pipeline

Local Conversations and Activities

Chapter 5 – ELs and Linguistically and Culturally Relevant Early Learning, p.28 - 36

Early Learning within Linguistically Diverse Communities

High-Quality Preschool Programming for ELs

Measuring Quality in Early Learning

Kindergarten Assessment and ELs

District Highlight: Naperville SD 203: High Quality Early Learning for Diverse Learners

Local Conversations and Activities

Chapter 6 – Research-Based Best-Practice Principles to Boost EL Achievement, p.37 - 47

Research-Based Principles for Instructional Programs

Research-Based Principles for EL Assessment

Research-Based Principles for Support Services

District Highlight: West Chicago SD33: An Overview of Comprehensive Support Services for ELs

Research-Based Principles for Family Engagement

District Highlight: Chicago Public Schools SD 299: Optimal EL and Immigrant Parent Engagement

Local Conversations and Activities

SECTION 2

Chapters 7-9

Implementing Programs for ELs: The Role of Vision Setting, Funding and Accountability

Chapter 7 – Creating a Local EL Educational Vision and Policy to Align to Best Practice Principles, p.48 - 55

Guiding Questions for the EL Taskforce

Determining Indicators of Success

Philosophy and Aligned Programming

Starting the Process

The Vision Statement

Taskforce Research and Review of Best-Practice Principles

Goals for the EL Taskforce or Committee

Local Activities

Final Steps for EL Taskforce or Committee

District Highlight: Woodstock SD 200 Universal Dual Language Programming at Elementary and High School Levels

Local Conversations and Activities

Chapter 8 – EL Requirements and Funding a Local District Shared Vision, p.56 - 79

What does the law require regarding education for ELs? Federal law and Article 14C from the Illinois School Code

Federal Supreme Court Rulings defining rights of ELs, immigrant and refugee students
Article 14C from the Illinois School Code

What are the responsibilities of school districts with respect to ELs?

Types of Funding

Practice Exemplar: Guide for Principals

Leadership Planning Expectations

Program Design

Scheduling Considerations

Staffing Considerations

Budgeting Considerations

Evidenced-Based Funding Principles regarding ELs

Funding Examples:

Pre-Kindergarten Dual Language Program

Pre-Kindergarten Bilingual Education (TBE) Program

Elementary Dual Language Education Program

Elementary Transitional Bilingual Education Program (20 or more ELs from same language background)

Transitional Program of Instruction K-8 (Many ELs who speak Low-Incident Languages)

Transitional Program of Instruction High School (Many ELs from Different Language Backgrounds)

District Highlight: Indian Prairie SD 204: Supporting ELs at the High School Level

Reflection: Does the Budget Support ELs?

District Highlight: Moline Coal Valley SD 40: Putting Finances to Good Use for EL Programs

Local Conversations and Activities

Chapter 9 – Accountability and Monitoring Former ELs, p.80 - 90

How will ELs be reported in school accountability under the Illinois Plan of the Every Student Succeeds Act?

Monitoring the EL Vision: Five Key Principles for Understanding EL Data

1. The EL subgroup is not static.
2. Learning a language takes time—but not forever. Setting a research-based timeframe.
3. ELs at different stages progress at different rates.
4. English skills impact academic performance.
5. Poverty affects most ELs and, as a result, their educational outcomes.

EL Data Monitoring: Guiding Questions for School Districts

District Highlight: Schaumburg SD 54 Low Incident Language Programming

Local Conversations and Activities

Appendix and References

Introduction and Handbook Overview

PURPOSE OF THE HANDBOOK

This handbook is designed to support school leaders who are working with a specific group of students who are entering classrooms across the state speaking languages other than English. The common experience of these children is the need to acquire English as well as academic skills necessary for success in life.

The Illinois P-20 2018 Council established an ambitious goal for our state: "To increase the proportion of adults in Illinois with high-quality [post-secondary] degrees and credentials to 60 percent by the year 2025." To reach this goal, stakeholders throughout the state are working to improve educational opportunities from birth to adulthood. Illinois is a state with more than 800 school districts and a highly diverse student population. It has long been a state with a strong economy and an open attitude towards immigration. Waves of immigrants from around the world have enriched local communities. Often English Learners (ELs) are U.S.-born and, therefore, citizens. While it is likely that they have at least one parent who is an immigrant, this recent wave of ELs tends to be born and raised within the U.S. The education of these children is critical to Illinois' overall success.

The road to high-quality post-secondary outcomes must be tailored to individual student groups. In the case of ELs, legal requirements grounded in research must be adhered to for these students beginning in preschool until high school graduation.

This handbook is designed to assist local communities in understanding the unique needs of English learners and how research-based best practice can inform the creation of a local vision that is equitable and supports all students.

The handbook is comprehensive and tailored for multiple audiences. One group comprises school board members and lawmakers charged with drafting policy and appropriating resources who may wish to develop their background knowledge on ELs. The handbook also offers district administrators, EL directors and school leaders a detailed overview of how a vision might be implemented, funded and monitored. The entire handbook might provide meaningful information for anyone in a decision-making role regarding educational programs.

The Illinois Evidence-Based Funding Model and new, required school-level accountability under the federal Every Student Succeeds Act provide unprecedented opportunities to innovate and reshape the way schools address the educational needs of ELs. It is critical that funds be spent strategically on interventions that are supported by extensive research specifically in the field of EL education. Schools and districts must set their own priorities. No silver bullets exist in education, but the research tells us that, on balance, the recommendations and guidelines presented in this handbook provide the best practices for making a significant difference for EL educational outcomes.

Understanding All the Acronyms

The acronyms English Learner (EL), English Language Learner (ELL), and English as a Second Language (ESL) tend to focus on a student's need to acquire English. Emergent Bilingual (EB) and Dual Language Learner (DLL) are terms viewed as more assets-based and recognize that these children bring rich cultures and languages to school. Federal law and many Illinois state statutes refer to these students as English Learners (ELs). Some individuals or groups may have strong preferences for one term or another. For the sake of consistency with references, citations, quotes and federal law, we will use the acronym EL throughout this handbook.

RATIONALE FOR THE HANDBOOK

Illinois has made progress in addressing funding inequities and school accountability in order to advance student success. Currently, school districts are not held as accountable for EL funding and expenditures as in previous years when the funding had been part of categorical state aid. Opportunities can slip away if newly available funds are not spent carefully and focused directly on those students who generate them. School leaders are often not familiar with the EL population or the unique needs of EL students and may feel that language instructional services are optional. This resource provides a menu of research-based options to draw from so that schools and districts can set their own priorities that are based on federal and state law as well as research-based foundations.

USING THE HANDBOOK

The handbook provides an integrated view of three main aspects of EL education: (1) Federal Law and Illinois School Code regarding ELs; (2) research-based best practice; and (3) available funding sources. This guidance is critical because despite the widespread growth in the number of ELs within schools across the state most general educators have not received training on how to best serve ELs. Since 2018, more than half of Illinois schools are now held accountable for how ELs grow in English language proficiency and content-area learning. It is imperative that leaders have well-grounded guidance to support optimal investment of local resources and to engage in informed decision-making in regard to ELs.

ORGANIZING THE HANDBOOK

The handbook begins with a general overview of national and state EL demographics and trends. This is followed by a look at research-based facts about how these students learn. The third chapter provides information on how the strengths and needs of ELs differ from the general student population. Research-based best practice is outlined in the fourth chapter, which draws from a comprehensive review of national research conducted by leading language experts Dr. Patricia Gándara and Dr. Maria Estela Zarate.

The second half of the handbook focuses on a process to guide local decisions around creating a vision to meet the particular needs of ELs across the state. School and district leaders are encouraged to develop school policy responsive to EL requisites, research, local demographics and student achievement. Various EL programs and school funding sources are presented in order to shape local policy. The handbook culminates by presenting data and analysis to ensure an integrated and longitudinal view of student success. Each chapter features an Illinois district followed by a local activity to guide discussion and implementation.

ILLINOIS DISTRICT HIGHLIGHTS

Each chapter highlights at least one school district that exemplifies varying aspects of EL education in Illinois. During the creation of the handbook, the authors consulted with EL directors and other practitioners in the field who were part of creative and innovative programs. As the authors consulted with school leaders, they sent out a request for exemplars of quality EL programming in Illinois. Each district describes its context, vision and initiative in its own voice. Illinois is a large and complex state where no one solution is appropriate for all. The highlights contribute to the richness of the handbook and showcase some of the quality practices being enacted in Illinois communities. School leaders are encouraged to contact these districts and arrange site visits when possible.

Trends in Demographics and Terminology

1

While a “majority-minority” student population has long been a reality in Chicago, 2011 marked the first time minority students were the majority in kindergarten, first, second and third grade classrooms across Illinois.¹ Most students in this demographic shift come from immigrant families, have a range of native- and English-language proficiency and/or come from families who may be unfamiliar with how to navigate U.S. schools. Their educational experience serves as a critical conduit for how they will integrate into society. Educators’ preparedness to build on student linguistic and cultural strengths will have a major impact on the future of Illinois.



Demographic Overview

Growth in the children of immigrants.

Throughout the U.S. the number of children under 18 from immigrant families is expected to grow from 17.3 million in 2009 to 34.2 million by 2050; this will account for 33.6 percent of the child population under age 18.²

Within Illinois, 88 percent of children born to immigrants in the state are U.S. citizens and one in four children have at least one foreign-born parent.³ According to data from the Illinois State Board of Education, between 2005 and 2018 both the African American and White student populations declined 24 and 22 percent respectively. The Latino student population grew 28 percent.⁴

A trend within this shift is the number of linguistically and culturally diverse students who reside throughout the state. One of every four Illinois children speaks a language other than English in their home.⁵ Some of these students identify as English Learners (ELs), now representing approximately 12 percent of students statewide; this student group grew 58 percent between 2005 and 2018.⁶

Growth of ELs throughout Illinois, especially in suburban areas.

ELs reside throughout Illinois, with significant growth in the suburbs. ELs reside in 92 of 102 Illinois counties. From 2005 to 2008, 43 counties experienced a new presence of ELs.⁷ The greatest concentrations of ELs are in the City of Chicago (31 percent); 56 percent are in the suburbs and 12 percent downstate (outside the collar counties). While ELs statewide grew 58 percent, in the city, ELs grew 11 percent and throughout the rest of the state ELs grew a tremendous 93 percent.

Illinois ELs are young and largely Spanish-speaking.

The Illinois EL population tends to be young, with 55 percent concentrated in PreK-3rd grade. These demographics mirror national trends. Within the Illinois State Board of Education-funded Preschool for All program, 22 percent are ELs.⁸

Throughout Illinois, ELs come from rich and diverse linguistic backgrounds with more than 136 languages spoken in schools. The majority of school-aged ELs, 71 percent, are Spanish-speakers, followed by Arabic (4 percent), Polish (3 percent), Urdu (2 percent) and Pilipino (1 percent).⁹

Growth of ELs is complicated by rising poverty within Illinois and its schools.

Rising income inequality levels and a growing number of students who face economic adversity accompany the demographic shifts. Today, almost half of all Illinois students identify as low-income, growing from 36 percent in 1999 to 49 percent by 2018.¹⁰ This trend is now a reality outside of Chicago as well. Between 2000 and 2016, the percentage of impoverished residents in suburban counties grew from 34 percent to 50 percent.¹¹

Some children of immigrants fare well, while others face substantial financial hardship. According to the National Center for Children in Poverty's Illinois analysis, 50 percent of children of immigrant parents live in low-income families (compared to 36 percent of children of U.S.-born parents).¹² Research strongly correlates economic adversity with student academic risk along with social-emotional difficulties.¹³

The current political context and familial immigration status influences classroom learning.

Financial hardship is often compounded by parental legal-residency status. Research finds that by age 2, children of undocumented parents tend to demonstrate lower levels of language and cognitive development when compared with children whose parents are legal residents or native-born. The threat of forced family separation, deportation or lack of knowledge about social-service eligibility can inhibit undocumented parents from looking for help. Their children are often negatively affected by the parents' long work hours, low pay and poor living conditions.¹⁴ Toxic stress experienced by young children poses a threat to classroom learning. In response to these demographic shifts, teacher and school-leader preparation needs to include linguistic and cultural responsiveness along with other considerations for socioeconomic and political insecurities.

Historically, EL classifications have been simply defined as EL versus non-EL. Today clearer, more nuanced descriptions are necessary to further understand the progress of these students over time. The categories in the following chart provide a broader consideration for the range of linguistically and culturally diverse students present in today's schools.

Definitions of Linguistically and Culturally Diverse Students

HERITAGE SPEAKERS (NEVER ELS): students from linguistic and culturally diverse backgrounds with a high level of English proficiency. These tend to be students who speak a language other than English in the home at various levels of proficiency but may not be literate in that language. These students do not participate in EL services.

CURRENT OR ACTIVE ELS: students who are not yet proficient in English and require specialized language service (bilingual education and ESL). These students are generally enrolled in a Dual Language, Transitional Bilingual Education or Transitional Program of Instruction.

FORMER ELS: students who have been reclassified because they have met the state criteria for English language proficiency. They are enrolled in the general education program.

LONG-TERM ELS: ELs who have remained in specialized language programs for more than seven full years. Once the student is identified, they can have EL status for seven measures of English language proficiency (not including kindergarten), allowing for seven full years of instruction. If on the eighth measure of the English Language Proficiency assessment the student does not meet the exit criteria, they are deemed a long-term EL. Long-term ELs are enrolled in middle and high schools (adapted from Glossary of Education Reform 2018).¹⁵

ENGLISH LEARNER WITH AN INDIVIDUALIZED EDUCATION PLAN (IEP): ELs who are receiving both specialized language and special education services.

DUAL LANGUAGE LEARNERS: this term has two meanings. Within early childhood settings, the United States Department of Education defines this groups as “children who have a home language other than English and are learning two or more languages at the same time or learning a second language while continuing to develop their first language” (US Dept. of Health and Human Services 2018).¹⁶ In K-12 settings, these are students who are participating in dual language education programs where they are taught in more than one language (see Chapter 3 for an in-depth description of types of language programming).

ACCESS and Former ELs

Illinois, like most states, has established English as a Second Language standards and an assessment system. This means that entry and exit criteria for EL status are well-defined and progress toward transition out of services is measured annually. The WIDA MODEL and Screener are English language proficiency

screening instruments used to identify ELs when they enter the Illinois public education system. The ACCESS assessment is the Illinois measure of English language proficiency. The results of the English language proficiency assessment help define the status of ELs per the definitions above. The assessment:

- Is administered K-12th grade for active ELs.
- Is given annually to monitor student progress in learning academic English.

- Meets U.S. federal requirements of the Every Student Succeeds Act (ESSA) for monitoring and reporting EL progress toward English language proficiency.
- Corresponds to the WIDA English Language Development Standards.
- Assesses the four language domains of Listening, Speaking, Reading and Writing.

For more information see: <https://wida.wisc.edu/assess/access>.

Former ELs

Past accountability systems have focused on the speed with which children transition from services and EL status at the expense of long-term achievement outcomes.¹⁷ Under No Child Left Behind, Illinois was required to follow the progress of ELs for two years after transition. The ESSA law increases the number of years of monitoring the performance of ELS to four. The Illinois state ESSA plan requires districts to track student performance data from the year in which a student exits EL instructional programs through the student’s high school graduation. Former ELs are tracked according to qualitative indicators as well, such as attendance, participation in AP/IB and dual credit and high school graduation. The Illinois plan goes above and beyond what ESSA requires.

Experience suggests that former ELs be monitored long after they have been reclassified. Looking at the achievement of former ELs helps build a more comprehensive picture of the EL subgroup—many times, former ELs outperform students who were never ELs. Following these students longitudinally provides important data on benchmarks for college and career readiness, such as freshman on track, participation in advanced and dual credit courses and high school completion. Too often districts lose track of former EL

achievement once the students have achieved mastery of English and have left EL classification.¹⁸ For a fuller understanding of EL data, see Chapter 9 of the handbook.

Long-Term ELs

In the Illinois ESSA plan, another subgroup is mentioned: long-term ELs. These are students who begin school qualifying as ELs and do not reach English language proficiency after seven years of service. Nationwide, this group of students tends to be challenged in meeting academic standards and quality indicators. New research indicates that these students can tend to drop in attendance over time, make lower grades in core subject areas and may not complete high school. The research also points to identifying potential long-term ELs as early as first grade given their low proficiency scores on ACCESS.¹⁹ Even though this group might show greater academic growth year-to-year when compared to other student groups, they struggle to be on par and to reach proficiency. Districts are likely to find a correlation between long-term ELs and students identified for special education services. Long-term ELs will be reported as a subgroup and monitored in Illinois’ accountability system.

LOCAL CONVERSATIONS AND ACTIVITIES

- Is your district following three-year demographic trends for EL enrollment? What are your district’s strategies for reducing the number of ELs whose parents are refusing services?
- What percentage of ELs achieve English language proficiency within five years? How does that compare to the state average?
- What is your district’s strategy for following the progress of former ELs on both academic and quality indicators?
- How is your district supporting long-term ELs?

Facts About ELs

2

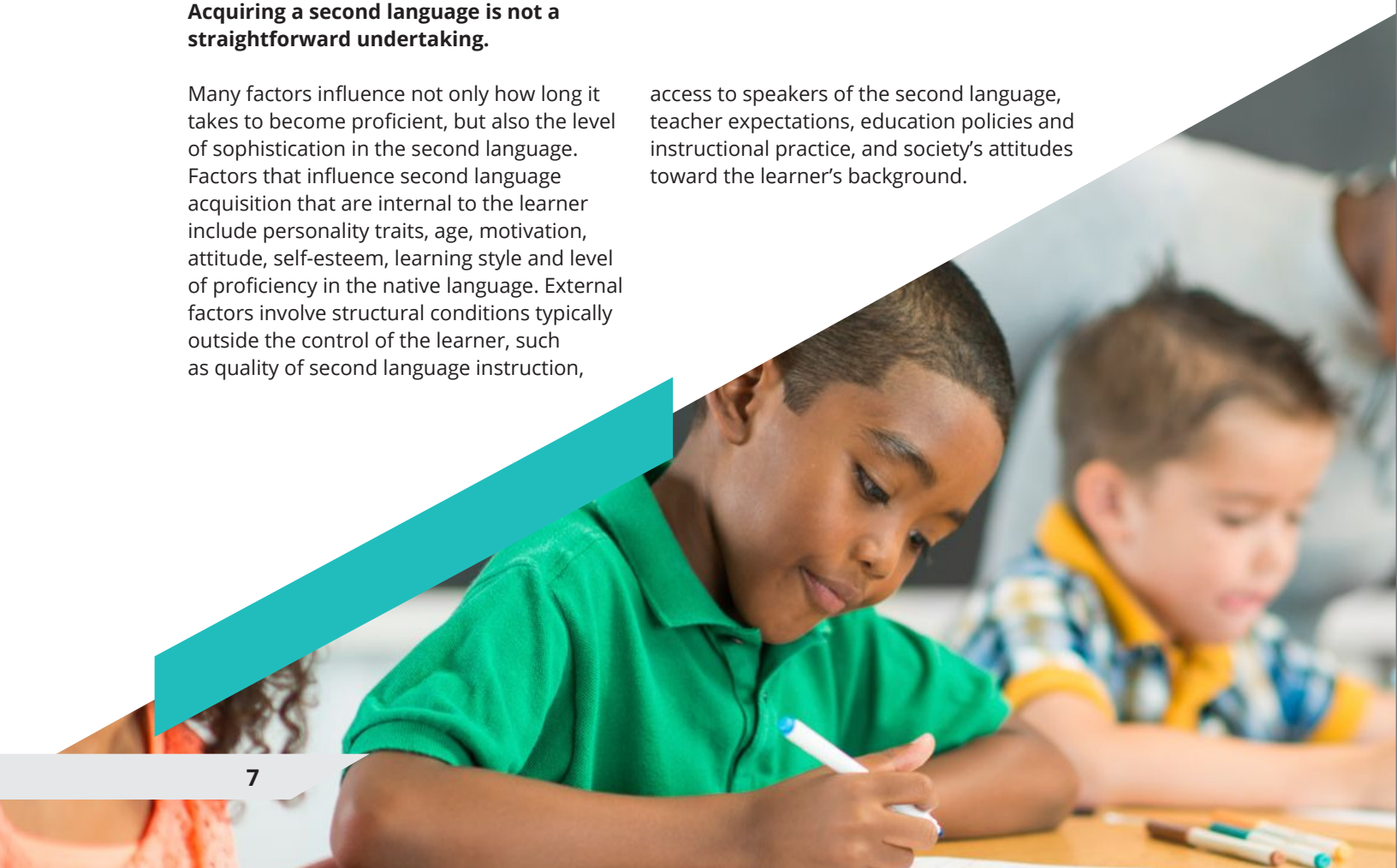
Longstanding myths about how ELs learn and develop English language proficiency have negatively impacted generations of students. Below, Dr. Sonia Soltero articulates common misconceptions about ELs that are presented in her book *Schoolwide Approaches to Educating ELLs: Creating Linguistically and Culturally Responsive K-12 Schools* (2011). She counters these myths by drawing on extensive research in the field. Understanding facts can be a significant catalyst for local discussions and for crafting a shared local vision to serve ELs.


Facts Regarding Second Language Acquisition

Acquiring a second language is not a straightforward undertaking.


Many factors influence not only how long it takes to become proficient, but also the level of sophistication in the second language. Factors that influence second language acquisition that are internal to the learner include personality traits, age, motivation, attitude, self-esteem, learning style and level of proficiency in the native language. External factors involve structural conditions typically outside the control of the learner, such as quality of second language instruction,

access to speakers of the second language, teacher expectations, education policies and instructional practice, and society's attitudes toward the learner's background.





How long does it take to master English?



Acquisition of *academic second language* takes between four to nine years compared with one to two years to develop social second language. Why the difference? Social language is acquired faster because it is supported by context, is less dependent on prior knowledge, has fewer complex language structures, is made up of everyday words and is driven by greater interpersonal motivation. Academic second language has less context; more complex sentences; and more abstract, low frequency and content-based vocabulary. Educators must consider that even native English speakers do not come to school with fully, or even partially, developed academic English. For ELs, the difficulty in learning academic language as their second language in addition to learning content in a language they do not fully understand is significantly amplified.

What are some common misconceptions?

Misconceptions about learning a second language perpetuate a number of myths about bilingual education and ELs. It is not true nor suggested by research that children will be confused by being raised with two languages; that the first language is a crutch and should not be used; that younger children acquire the second language more easily and quickly than older students; or that parents should not speak to their children in the first language (Soltero 2016).²⁰ These “myths” have been refuted by decades of research in the United States and abroad (see Crawford’s *Ten Common Fallacies about Bilingual Education* 2008; Espinosa’s *Challenging Common Myths about Dual Language Learners* 2013; McLaughlin’ *Myths and Misconceptions about Second Language Learning* 1992; Soltero’s *Schoolwide Approaches to Educating ELLs* 2011).

FACTS

ELs need specialized support.

General educators, school leaders and even parents are not always aware that providing specialized services for ELs is required by federal and state law, or that such services are a necessary support for ELs to develop English and achieve academically. ELs are expected to learn English and the academic content at the same pace and level as their native-English-speaking peers, who do not have the added burden of learning a second language. While their English-speaking peers are learning academic content and progressing in literacy acquisition, ELs fall behind academically if they do not receive specialized second language instruction through specially designed materials and instructional methods. In addition, students who are in classrooms where their native language is used for instruction are better served linguistically, culturally, socially and academically.



FACTS

More English is *not* better.

Time-on-task hypothesis maintains that ELs must be exposed to great amounts of English to become proficient in the language and also that instruction in the native language interferes with the acquisition of English. Research evidence rejects this claim and instead suggests that ELs who receive instruction in the native language develop English more efficiently than children who are immersed in the second language (Garcia 2009; Genesse and Riches 2006).²¹ Context factors, such as development in the first language, parent support and status of each language, are much stronger determinants in the outcome of initial first or second language instruction.

FACTS

Immigrants want to learn English.

Contrary to popular belief, the strong need to learn English and the loss of the native language is increasing among immigrant groups, who now shift to the majority language by the second generation. A few decades ago, this didn't happen until the third generation. The loss of the native language and culture is often seen as necessary to develop and achieve academically in English. But when ELs lose their first language, not only do they experience loss of personal identity and emotional bond with their communities, they also often experience rejection from U.S. society.

Access to adult language classes is a major problem for those who want to become proficient in English. The demand for adult ESL classes is increasing as their funding and availability decrease. In addition to the shortage of ESL instruction, other obstacles to learning English reflect the inequality that results from poverty, including extended and/or nontraditional work hours, transportation and childcare.

FACTS

Speaking English is not proof of English proficiency.

A pervasive misconception is that once ELs are able to speak in English they are proficient in it and are able to function in the classrooms at the same level as their native-English peers. Research again disputes this notion. Some ELs who have no accent and are able to use English for everyday social interactions on familiar topics may appear to be fully proficient but may not have yet developed the decontextualized and cognitively demanding language needed for thinking, speaking and writing about academic subjects (Cognitive Academic Language Proficiency—CALP). Misconceptions about second language proficiency often lead educators to exit ELs too early into general education classes based on their English conversational skills alone (Basic Interpersonal Communicative Skill—BICS). These reclassified “former” ELs no longer receive specialized academic or language support in the form of ESL or bilingual services even though they continue to struggle with the demands of academic English.

Strategies to Consider

These types of misconceptions about ELs are pervasive and affect decision-making regarding program implementation at the local level. Programs and services for ELs must be designed with best practices that are grounded on research evidence. It is important to start by addressing EL facts with school leaders, including school board members, teaching staff and the community at large. To address these issues, some school districts organized presentations and panel discussions, which include school leaders and educators, as well as former ELs and their parents. Other schools institute ongoing book study groups to better understand the various aspects of EL education.

It is also important to consider external and community resources available to ELs and their families. Are there social agencies and governmental centers with translated informational materials? Are there social services or clinics with bilingual staff in the community? How might the school district connect with these organizations to form networks of support for families?

District Highlight

Berwyn School District 98: Innovative Approaches to Dealing with Student Demographic Shifts

Francela Lopez, M. ED., English Learner Program Director

Berwyn North School District 98 embarked on a comprehensive review of its educational programs to address issues of equity, student achievement and linguistic diversity. The district, with 2,939 students, is located eight miles west of Chicago's loop. It serves a low-income community with 96 percent students of color and 33 percent ELs. The district monitors its success based not only on test scores, but also with respect to issues of equity. After an extensive study, the district implemented dual language education districtwide.

Vision

It is the vision of Berwyn North SD 98 that students acquire a second language with an **appreciation of all cultures**. Development of a second language will **nurture** a student's self-confidence, talents and cognitive flexibility as they become future **leaders** responding to **diverse perspectives**. **Biliteracy** will empower our students to engage and **find success** in an ever-expanding global society. This will enhance their capacity to **achieve** their personal, academic and civic potential in order to be college and career ready

Before 2012, District 98 was academically the lowest-performing school district feeding into Morton West High School. At the beginning of the 2012-13 school year, Superintendent Dr. Carmen Ayala and Assistant Superintendent Dr. Amy Zaher joined the district and immediately recognized the disconnect between curriculum and instruction, absence of cultural responsiveness and lack of community relationships. All of these factors lead to achievement gaps in reading and math.

At that time, 88 percent of the district teachers were white and monolingual. The administration decided to take a districtwide approach regarding cultural sensitivity and also adopted the Sheltered Instruction Observation Protocol (SIOP). SIOP is a trademark protocol with eight essential instructional techniques which make the language of instruction comprehensible for ELs. This training allowed the existing staff to make learning more relevant to the student population, which is largely Latino and non-English proficient. The training was offered by cohort for seven years to teachers across the district.

Another step taken was to address the needs of students through a districtwide cultural audit conducted by Bea Young and Associates. The audit found many inequities including an inadequate curriculum that lacked academic rigor and did not align with standards. Developing a culturally responsive curriculum was one of the first priorities the administration undertook. Diverse grade-level teams that included building administrators, bilingual and general education teachers and special education teachers worked on curriculum alignment and increasing academic rigor.

In the 2014-15 school year, District 98 created a Dual Language Committee composed of parents from the community, support staff, teachers and administrators. For two years, the committee researched best practices in dual language education and completed school visits to prepare staff to implement a successful program. Training for dual language was conducted through cohorts. First, all pre-K and kindergarten teachers received professional development through the district and The Center for Teaching for Biliteracy. In subsequent years, first and second grade teachers followed suit. The district posts conferences and workshops in the newsletter, sends notices via email and encourages all teachers to attend. In 2016-17, the district provided extra support and hired an EL Program Specialist to work with all EL classrooms. The EL Program Specialist provides support in instruction, planning and assessment.

What type of support and training do school leaders receive?

School leaders are eligible to attend state conferences and workshops pertaining to bilingual education. All district leaders participated in SIOP training. School leaders also participated in Dual Language training as the district prepared to launch the program. Training is comprehensive and ongoing.

How has the district addressed issues of equity?

A districtwide cultural audit was conducted, which included all staff, including secretaries, custodians and virtually anyone who touches the lives of kids. The audit involved many ways of collecting information from various groups. Surveys, focus groups and opportunities for dialog were all part of the process. This cultural-responsiveness journey incorporated ideas concerning “Inclusive Behavior Training” for all staff, which served as the foundation for the district’s change. The training included administrators, top district officials and teachers. Today:

- ✔ Cultural-responsiveness training remains a part of ongoing professional development.
- ✔ Staff focuses on cultural responsiveness in all meetings that are conducted on Wednesdays. This includes ensuring faculty meetings, Multi-Tiered Systems of Support (MTSS), data analysis and all district initiatives are inclusive of dual language.
- ✔ The Curriculum Department implements one standards-based curriculum for all students regardless of socioeconomic or racial/ethnic background.
- ✔ When vacancies occur, the district places an emphasis on hiring staff that more closely represent the racial and ethnic background of the student population.
- ✔ District departments no longer work in silos; goals are shared across the system.

A Culturally Responsive Curriculum

Berwyn North also developed a new, culturally responsive curriculum for all students through a teacher-driven process of deep alignment and shared assessments. Culturally responsive curriculum development means not only focusing on what is being taught, but how it is being taught to diverse learners. Berwyn North set equitable learning as its driving goal. For example, when examining “what” was being taught, the Berwyn team emphasized that the curriculum for all learners should be the same—equal rigor and equal expectation—with supports based on the needs of different student groups. Monitoring progress, the district determined its student achievement data reflects a more rapid rate of growth than the state at large.

How has student achievement changed since the district implemented these programs?

2018 PARCC Comparison Chart ELA and Math

	Composite 2015	Composite 2016	Composite 2017	Composite 2018	Composite 2019
Berwyn North	23	29	32	33	+10
State	33	34	34	37	+4

LOCAL CONVERSATIONS AND ACTIVITIES

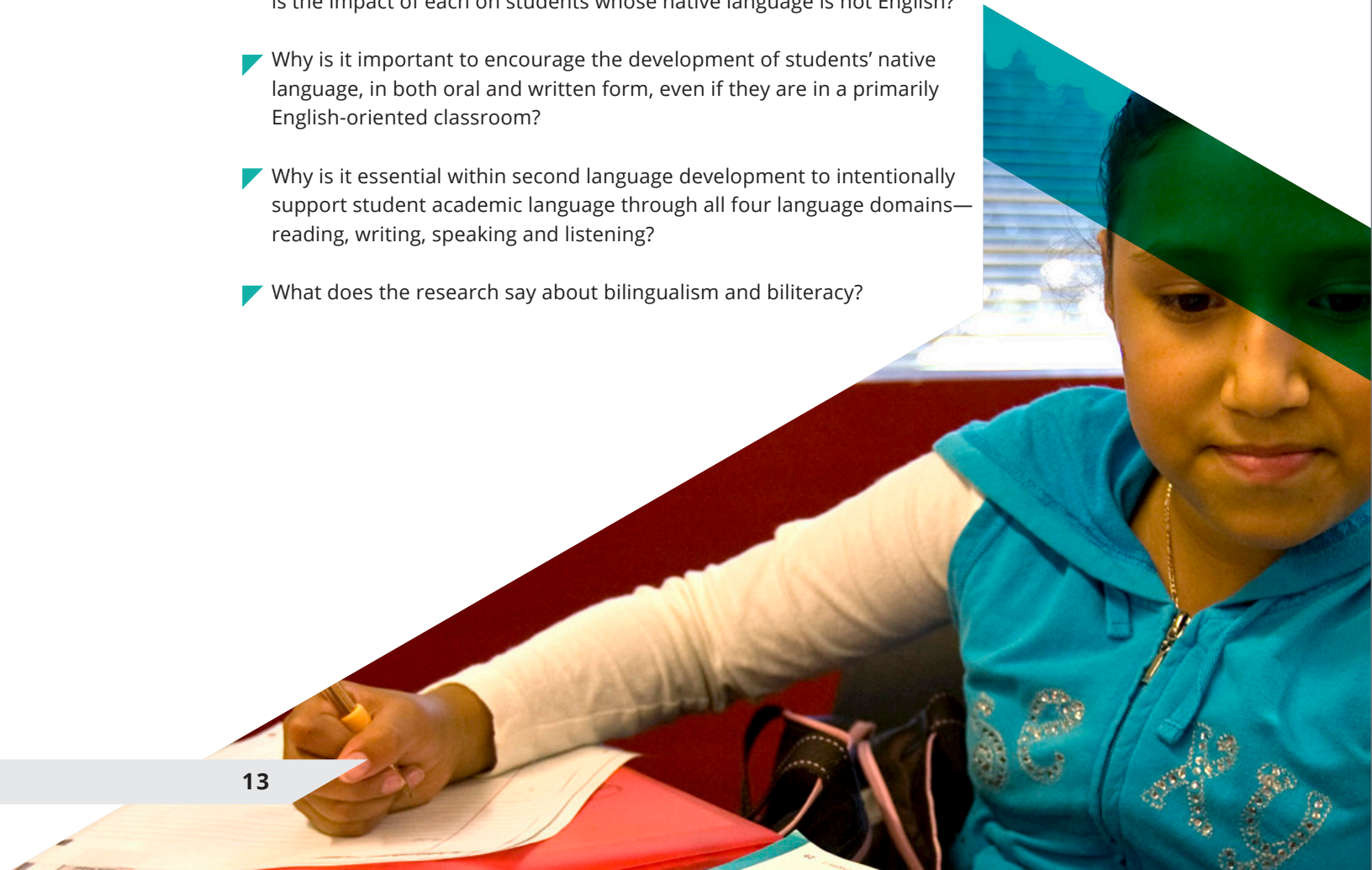
- ✔ Which of the misconceptions regarding ELs are prevalent in your community?
- ✔ What strategies might your district undertake to address these misconceptions?
- ✔ How will issues of equity inform your district vision?
- ✔ How can you promote awareness of the positive impact the academic achievement of ELs has on your district?

Unique Needs and Expectations of ELs

3

This chapter explores research to better understand second-language acquisition along with benefits of bilingualism and biliteracy. Critical questions include:

- What is the difference between social and academic language and what is the impact of each on students whose native language is not English?
- Why is it important to encourage the development of students' native language, in both oral and written form, even if they are in a primarily English-oriented classroom?
- Why is it essential within second language development to intentionally support student academic language through all four language domains—reading, writing, speaking and listening?
- What does the research say about bilingualism and biliteracy?



Understanding the Difference Between Social Versus Academic Language

As mentioned in the previous chapter, academic language includes the specific vocabulary and rhetorical styles of the classroom that all students must master to effectively read, write, speak, understand and engage with academic content. Textbooks, tests and other texts are written in academic language,²² which is characterized by low-frequency words and content vocabulary, complex sentence structures, more abstract meaning and less context. Social language, on the other hand, used in everyday conversation, has many high-frequency words, simple sentences, is less cognitively demanding and is assisted by everyday familiar context.

Educators should understand that ELs who have acquired fluency to function in everyday conversations may struggle with the academic demands of the classroom. Substantial research indicates that transitioning ELs into general education classrooms too early is detrimental to their academic and second language development and that educators' lack of information about differences between social and academic language development may result in ELs being inappropriately identified as having a learning disability.²³

Understanding Language Transfer and the Relationships Between ELs' First and Second Languages

Oral and literacy proficiencies in a student's native language enhances English language development. While exposure to English is essential, optimal achievement requires continued development in the native language. When both languages are supported in the classroom, they serve to reinforce each other.²⁴

A critical example is the use of cognates—words that have related meaning and spelling in two languages, like *program* in English and *programas* in Spanish. Teacher training can involve skills and strategies to build bridges between what students speak in their homes and their growing understanding of the language of the classroom.²⁵

ELs who are more advanced in their native language are likely to have oral and literacy skills along with conceptual knowledge that transfers to developing English proficiency. By cultivating the native language, students continue to build skills in the language they know best. This practice nurtures academic development in English (e.g. the concept of telling time in one language transfers to another language). Extended instruction to students in their native language develops a sound foundation to later demonstrate more advanced academic English and conceptual skills.²⁶

For example, good instructional practice incorporates native language development in the classroom—songs and videos can be highly effective for teachers who do not speak a student's native language. Teachers can also reinforce parent-child language and literacy development by encouraging parents of young ELs to teach rhymes, songs and word games and use storybooks in the native language. English language acquisition will be enhanced—not stalled—by trained educators adept at connecting what students understand in their native language with what they need to know in English.²⁷



Intentional Language Development Across the Four Language Domains: Speaking, Listening, Reading, and Writing

Techniques that make academic content accessible to ELs involve developing an ELs' *receptive* and *expressive* language.²⁸ It is not enough for students to understand the text they are reading, or the academic language used by the teacher. Students must also be able to communicate, both orally and in writing, using academic language.

Providing comprehensible input (reading and listening) just beyond a student's current language level is critical: "Classroom language should not be so challenging that ELs cannot access it at all, but, at the same time, it should stretch them beyond their current proficiency."²⁹ Cultivating speaking and writing by providing opportunities for social interactions is vital. Particular attention to speaking is very important for ELs. Too often they do not have opportunities to speak in class. Teachers might neglect to foster meaningful dialogue, with particular emphasis on academic language. A highly effective instructional approach for ELs is the use of cooperative learning, where students work in small diverse groups and ELs collaborate with English-proficient peers working together around shared academic activities. Cooperative learning allows ELs to negotiate meaning while refining, persuading and evaluating ideas with more capable peers.³⁰

While grammar and vocabulary development are important, the Illinois Learning Standards emphasize even more attention on the need for students to read, comprehend and interact with complex texts. Critical to this is oral language development for ELs as a foundation of literacy. As teachers and schools are pressured to boost test scores, ELs on their way to learning academic English too often are

placed in remedial reading classes together with native English speakers who struggle with reading. These approaches tend to emphasize decoding and discrete skills over vocabulary development and reading comprehension. By breaking words down into discrete parts that are devoid of meaning and focus solely on phonics, ELs' reading comprehension diminishes. These instructional approaches tend to be individualized, focused on solitary performance and diminish the critical role of social interaction to stimulate language learning.³¹ In addition, discrete skills-oriented reading interventions and their instructional materials have been designed for native English speakers and lack considerations of ELs language proficiency levels.

ELs can reach proficiency and be on par with native speakers when it comes to decoding, word recognition and spelling. They tend to struggle more often in what are referred to as text-level skills: reading, comprehension and writing. Creating learning environments that lower apprehension for ELs regarding testing and inspire their active participation are ideal ways to support them.³² Teachers should strive to guide students to engage all four language domains—reading, writing, listening and speaking. This includes opportunities for students to apply both subject-matter knowledge and growing academic language.

Additive Bilingualism and the Benefits of the State Seal of Biliteracy

Longitudinal research contends that support of a child's native language development over time not only builds English proficiency, but also provides enduring positive effects on academic achievement. By valuing the skills and content knowledge students possess in their native language, the educational focus moves away from remediating students' English language skills.³³

Those who receive instruction in their native language are likely to demonstrate long-term cognitive flexibility, exhibit higher high school graduation rates and show a greater likelihood of enrolling in post-secondary institutions.³⁴ Dual language programs more specifically, in which both the native language and English are nurtured over the long-term, are gaining significant popularity across the country due to their strong academic outcomes and the marketable benefit of being bilingual and biliterate in a diversifying global economy.³⁵

The college and career-readiness standards and assessment system, which drives instructional planning, should make pathways to bilingualism and biliteracy part of its definition. Nurturing multilingualism resonates with most global education standards where students are routinely required to demonstrate basic proficiency in two languages in order to graduate high school.³⁶ It is currently estimated that half of the world's population speaks at least two or more languages.³⁷ Achieving high levels of bilingualism and biliteracy is the new norm.

Efforts to cultivate bilingualism are also growing in the U.S. An increasing number of states, at this point more than thirty-five plus the District of Columbia, have passed legislation making the Seal of Biliteracy state law and providing graduating seniors the option of earning this distinction. **The Seal of Biliteracy recognizes high school seniors who graduate with college-ready skills in English and another language.** Students who pass a language proficiency exam earn the Seal of Biliteracy which is noted in their diplomas and school transcripts. The honor benefits both native English speakers who learn another language and ELs who maintain their native language while acquiring English.³⁸ There are multiple options for students to demonstrate their language skills, which are outlined on the ISBE website. Illinois also allows districts to confer the State Commendation toward Biliteracy. This recognition, according to ISBE, is provided to graduating high school students who have demonstrated significant

progress toward achieving a high level of proficiency in English and in reading, writing, listening and speaking in another language (for more information see: <https://www.isbe.net/Documents/seal-of-biliteracy-faq.pdf>).

States that have pushed ELs to acquire English quickly and to be reclassified—English-only models—have been passed into law in states like California and Massachusetts, although these laws were eventually revisited. Both California and Massachusetts have overturned their state ban on bilingual education and have reinstated native instruction programs. Pushing English language proficiency at the expense of having access to the core curriculum is deeply problematic. As Patricia Gándara (2015) contends: “one might ask why educators and policymakers don’t pay more attention to the quality of the programs offered to ELs, rather than simply focusing on the speed at which students escape them.”



Across Illinois, a groundswell of parents and educators have been promoting the Illinois State Seal of Biliteracy. Moving forward, school districts across the state need to develop better policies and practices that best support pathways to bilingualism and biliteracy for every student.

The Illinois State Seal of Biliteracy is a recognition given to graduating seniors who have demonstrated a high level of proficiency in English and in reading, writing, listening and speaking in another language. The Seal is affixed to the diploma and designated on the transcript.

Illinois Seal of Biliteracy 2017-18 Statistics

86 participating school districts (grew from 70 school districts in 2017)

5,756 Seal of Biliteracy awards were conferred on graduating high school seniors in 2018

- 4,444 Seal of Biliteracy awards given in 2017

EL Status

- Total students awarded the Seal: 5,643
- 184 of these students started High School as ELs (3 percent)
- 1,634 of these students started HS as former ELs (29 percent)
- 3,151 of the total students were never ELs (56 percent)
- 674 students had no responses (12 percent)

22 languages were recognized in 2018. There were 18 languages in 2017.

Illinois also has a Commendation Award for students who demonstrate significant progress toward achieving a high level of proficiency in English and in reading, writing, listening and speaking in another language.

Commendation towards Biliteracy 2017-18 Statistics

58 participating school districts (up from 47 in 2017)

3,057 Commendation toward Biliteracy Awards were given (up from 2,601 in 2017)

EL Status

- Total students receiving the commendation were 3,019
- 138 of these students started High School as ELs (5 percent)
- 622 of these students started HS as former ELs (21 percent)
- 1,854 of these students were never ELs (61 percent)
- 405 of the students did not respond (13 percent)

16 languages were represented in these awards (13 in 2017)

Seal of Biliteracy and Commendation Totals

8,813 awards

8,662 students

- 2,578 former ELs (30 percent)
- 5,005 never ELs (58 percent)
- 1,079 no responses (12 percent)

22 languages

86 school districts

District Highlight

Chicago Public Schools SD 299: State Seal of Biliteracy Program

Luis Narvaez, Director of Strategic Initiatives

When did the Seal of Biliteracy Begin?

The State Seal of Biliteracy is an official recognition bestowed upon a high school senior demonstrating advanced fluency and skills in English and a world language. The recognition is noted on the student's official high school transcript. Chicago Public School (CPS) District became interested in the Seal of Biliteracy as a way of acknowledging the college readiness of students who speak both English and a world language. **The State Seal of Biliteracy initiative honors and merges both ELs and world language students in a celebration of their linguistic and academic achievement.** Given that CPS is the third largest district in the nation and has over 200 high schools, a lot of dialogue and thought had to be a part of the process. CPS implemented the Seal of Biliteracy in 2015 under the leadership of then Chief Officer of Language and Cultural Education Karen Garibay-Mulattieri. The district formed a task force composed of educators, community members, consulates and non-profit organizations. The task force outlined a proposal for initiating and expanding the program. The first year involved a small pilot program with 12 high schools resulting in 92 student recipients of the State Seal of Biliteracy.

How many students have received the Seal?

To date, 4,571 students have been awarded the Seal of Biliteracy (92 in 2015, 1,113 in 2016, 1,382 in 2017 and 1,984 in 2018). When students apply to participate in the program, they fill out an application and a survey. Results from the student surveys reveal that many originate from homes where a language other than English is spoken and many express pride in their culture and language. The students themselves choose to highlight these linguistic skills.

How many of these students were former ELs?

Approximately two-thirds (60 percent) of all CPS Seal of Biliteracy recipients are former ELs. In FY 18, 62 percent of all recipients were former ELs, 2 percent were active ELs (still acquiring English) and 36 percent were never ELs. The latter group tended to be native English speakers participating in advanced world language programs.

What are some specifics for how you manage this program?

We work on identifying graduating high school seniors who meet the state's English proficiency requirements, which is college readiness score on SAT. We then analyze the World Language data that tells us how many years of World Language instruction high school seniors have had during their schooling. Lastly, we target former ELs whose native language proficiency can be assessed through the current assessment instrument we use (Language Testing International and Avant for Polish).

What are key lessons other districts could learn from what you are doing?

School districts should target eligible high school students based on the following:

- ✔ Students looking for ways to connect with their culture and heritage (for heritage/native speakers)
- ✔ Students who are proud of having been raised in families where both English and native language are used.
- ✔ Students who are interested in pursuing college majors and eventual careers in language-related professions, such as teaching and international business
- ✔ Students who are interested in studying abroad.
- ✔ English speaking students wishing to showcase how much they have learned throughout the years studying a world language.
- ✔ "DREAMers" (undocumented students), given that this is one of the few awards that they are eligible for due to their residency status. We have noticed this recognition boosts self-esteem.

What are the benefits for students receiving the State Seal of Biliteracy?

The State Seal of Biliteracy is printed on the students' official high school transcript, thereby noting to potential employers their biliteracy skills. CPS has been working with local colleges and universities to grant college credit in world language to students who have earned the Seal. Advocates continue to reach out to legislators on how to offer scholarships to Seal recipients to encourage their entrance into the teaching profession. These students could prove critical for addressing the state's bilingual teacher shortage.

Orientations to Language Education and Types of EL Programming

Two main orientations guide language education in the United States. While not always explicitly identified by practitioners and school leaders, these very different schools of thought drive the instructional and assessment practice for ELs in distinct ways and have long-term consequences on their academic achievement:

Additive bilingualism results from a program in which students maintain their first language and acquire their second language. This approach allows students to develop the dominant language and acquire the dominant culture while at the same time further developing the native language and maintaining their cultural heritage. The goal in an additive bilingual program (e.g. dual language, maintenance, heritage language) is biliteracy and bilingualism.

Subtractive bilingualism occurs when students lose their first language in the process of acquiring their second language [English]. This orientation pushes ELs to assimilate to the dominant language and culture as soon as possible while disregarding their native language and culture. The goal of subtractive bilingual education

programs (e.g. early exit, transitional bilingual education, transitional program of instruction, ESL-only) is academic English (Roberts 1995).

According to Illinois School Code Article 14C, districts are mandated to offer specialized programs to ELs in the form of either a Transitional Program of Instruction (TPI) or Transitional Bilingual Education (TBE) program. This applies even if there is only one EL enrolled in a school. By state law when there are 20 or more ELs that speak the same native language enrolled at a school, a TBE program is required. TBE programs require that teachers be proficient in the target language of the program by passing a state language proficiency exam and holding a bilingual education endorsement. While school districts do not have a choice in whether schools with 20 or more students from the same language receive bilingual education services, districts do have a choice whether the programs are subtractive (short-term, as in early-exit TBE) or additive (long-term, as in dual language education).

Type of Program	Target population	Goal of program	Additive or Subtractive
Transitional Program of Instruction (TPI)	ELs only	Focus on ESL instruction to achieve English proficiency as soon as possible	Subtractive
Transitional Bilingual Education (TBE) Early Exit	ELs only	Native language and ESL instruction to achieve English proficiency as soon as possible	Subtractive
Transitional Bilingual Education (TBE) Late Exit	ELs only	Native language instruction and ESL to achieve bilingualism and biliteracy	Additive
Dual Language One-Way	ELs only	Native language instruction and ESL for instruction to achieve and continually develop bilingualism and biliteracy	Additive
Dual Language Two-Way	ELs and English-speaking students	Native language instruction and ESL to achieve and continually develop bilingualism and biliteracy	Additive

LOCAL CONVERSATIONS AND ACTIVITIES

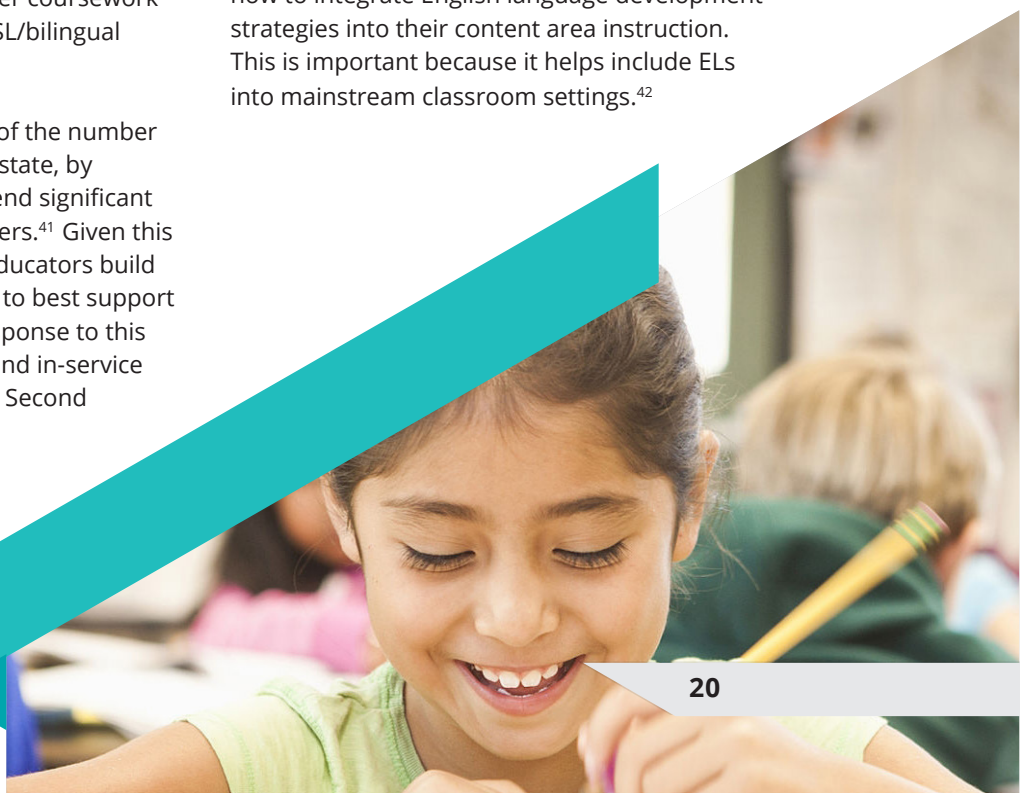
- How do the schools in your district differ in orientation towards bilingual programs? Is there a rationale for offering different programs in different schools?
- How do misconceptions about ELs influence decisions on the types of programs implemented?
- How have your school and community explored research on the benefits of bilingualism and biliteracy for all students?
- Has your district adopted and implemented the State Seal of Biliteracy?
- How have your school and community discussed the desired EL outcomes and compared the various program models?

EL Personnel: Recruitment, Retention and Evaluation

The Illinois educational landscape is well aware that the shortage of bilingual teachers is of great concern, particularly since ELs are one of the fastest-growing groups of students. Some school districts have implemented innovative strategies to grow their own bilingual education teachers. Some have career training programs in high school, which incentivize youth to enter education. Others have collaborations with universities where students are able to enroll immediately after high school and are offered incentives to pursue educational licensure. Many school districts collaborate with universities to offer coursework so their teachers can obtain the ESL/bilingual endorsement.

In addition, given the vast growth of the number of young ELs in more areas of the state, by necessity these students often spend significant time with general education teachers.⁴¹ Given this situation, it is imperative that all educators build their knowledge and skills on how to best support this population. One particular response to this need is to encourage pre-service and in-service teachers to pursue an English as a Second

Language (ESL) state endorsement. The ESL endorsement requires six semester courses but does not require proficiency in a language other than English or passing any type of state test. Districts have provided professional development in specialized language instruction, like sheltered instruction. This type of training provides best practices on how to make instruction in English comprehensible through scaffolding and instructional methods specially designed for second language learning. Sheltered instruction also helps teachers learn how to integrate English language development strategies into their content area instruction. This is important because it helps include ELs into mainstream classroom settings.⁴²



The state of Illinois has a great need for the following:

- 1 Increasing the number of general educators and school leaders to pursue the ESL endorsement, which does not require being bilingual. General education teachers who have an ESL endorsement will have the necessary specialized knowledge and skills to support their ELs' second language acquisition, although they are not bilingual; and
- 2 Fostering multiple pathways to increase the number of educators with the bilingual education endorsement, which does require passing a language proficiency test.

In 2018 the Illinois State Board of Education (ISBE) conducted an analysis on the state's teacher shortage. The resulting Teach Illinois report showed that shortages in bilingual education were among the most pronounced in the state, along with special education and STEM fields.⁴³ While the report recognized the great need for bilingual/ESL educators, little has been done to address the issue. ISBE proposed some solutions

and actions to address the situation are underway that are dependent on the state budget.

To better understand how district and school administrators are dealing with the shortage, the Latino Policy Forum conducted a survey with more than 100 administrators across the state. The majority of respondents (93 percent) indicated they have experienced a bilingual/ESL teacher shortage within the last three years.

While this handbook explores and promotes best practices for ELs, this cannot be fully realized without a long-term commitment from state government agencies to invest in the future pipeline of bilingual education and ESL educators.

Qualified Staff to Serve ELs

In Illinois, administrators who supervise programs for ELs have a set of required qualifications and responsibilities. District and school administrators who supervise EL programs, evaluate bilingual education teachers and organize parental involvement activities must have specialized skills. Knowledge of federal and state laws that guide EL programs, research and theories of bilingual education and language skills to communicate with parents who are not proficient in English are important prerequisites. In districts serving large numbers of ELs (over 200), the ability to speak the language of the majority of ELs is required by law. EL Program Directors often evaluate instruction that is conducted in students' native language, and guide districts when adopting instructional materials in languages other than English and for ESL. Below are excerpts from 23 Ill. Adm. Code 25 (Educator Licensure) and 23 Ill. Adm. Code 1 (Public Schools Evaluation, Recognition and Supervision) and requirements of 23 Ill. Adm. Code 1.783 (Requirements for Administrators of Bilingual Education Programs).

“Any person designated to administer either a TBE or a TPI program enrolling 200 or more ELs, must hold a valid administrative or a supervisory endorsement issued on a professional educator license by the State Board of Education.” Administrators supervising Bilingual Education programs must hold a Bilingual Education Endorsement (which requires passing a target language proficiency assessment). Listed below are the specific courses required for the endorsement.

Transitional Bilingual Education

A person designated to administer a transitional bilingual education program shall:

Hold a bilingual education endorsement issued pursuant to Section 1.781 of this Part; or

Hold the English as a new language endorsement issued pursuant to Section 1.782 of this Part, with a language designation; or

Present evidence of having completed 18 semester hours distributed among the following content:

- ① Foundations of bilingual education
- ② Assessment of the bilingual student
- ③ Methods and materials for teaching ELs in bilingual programs
- ④ Methods and materials for teaching English as a Second Language
- ⑤ Cross-cultural studies for teaching ELs

Either linguistics (including English and non-English phonology and syntax) or bilingualism and reading shall be required in instances in which the distribution of coursework among each of the five areas in subsection (a)(1)(C) of this Section does not total 18 semester hours. In addition, state law requires 100 field experience hours conducted in bilingual education classrooms with licensed teachers who hold a bilingual education endorsement.

In cases where administrators are serving students speaking multiple languages and where TPI programs are implemented, they must also have preparation that can be demonstrated in a variety of ways. Specific options outlined:

Transitional Program of Instruction

A person designated to administer a transitional program of instruction shall:

Hold the bilingual education endorsement issued pursuant to Section 1.781 of this Part; or

Hold the English as a second language endorsement issued pursuant to Section 1.782 of this Part; or

Hold the English as a new language endorsement issued pursuant to Section 1.782 of this Part; or

Present evidence of having completed the coursework enumerated in subsection (a)(1)(C) of this Section, subject to the provision of subsection (a)(2).

A person designated to administer a TBE or TPI program in a district with fewer than 200 TBE/TPI students shall be exempt from all but the requirement for an administrative or a supervisory endorsement issued on a professional educator license, provided that he or she annually completes a minimum of eight hours of professional development. An assurance that this requirement has been met shall be provided annually in a school district's application for funding. Documentation for this professional development activity shall be made available to a representative of the State Board of Education upon request.

A person who has been assigned to administer a TPI program in a district where the number of students eligible for bilingual education reaches 200, shall become subject to the requirements for administrative licensure and either ESL or Bilingual Education endorsement at the beginning of the fourth school year in which the eligible population equals or exceeds 200 or more students. That is, each individual may continue to serve for the first three school years on the credentials that qualified him or her to administer the program.

Bilingual Teacher Licensure and Endorsement

Bilingual education teachers in Illinois must be proficient in English and a language other than English that is a State-approved bilingual education endorsement language. Teachers must pass a State language proficiency exam in addition to taking the 18 semester hours to earn a bilingual education endorsement. The language proficiency must be at a level that allows the teacher to conduct instruction and assessments in the language and therefore must have oral and literacy proficiency in academic language. Additionally, teachers who graduated from teacher preparation programs outside the United States must pass a State-administered English proficiency exam.

The Bilingual Education endorsement consists of 18 semester hours of study in specific content (Foundations of bilingual education; Assessment of the bilingual student; Methods and materials for teaching ELs in bilingual programs; Methods and materials for teaching English as a Second Language; and Cross-cultural studies for teaching ELs.) The coursework is offered as part of an undergraduate or graduate teacher-preparation program in most universities and colleges in the state.

State law requires that bilingual education be implemented in preschools and early childhood centers. Therefore, school districts must ensure that they have qualified bilingual education teachers to serve their young English learners, whether in school or community-based settings. Bilingual education teachers must understand research and best practices, cultural diversity, linguistics, instructional strategies and how to design assessments in multiple languages. For a complete listing of requirements see 23 Illinois Administrative Code 228, Subtitle A, Subchapter f, Part 228.35.



Illinois Licensed Teacher

Must pass target language test



Must take 18 semester hours in specific content and must accrue 100 field experience hours

Bilingual Methods must be one of the courses



Can also be ESL endorsed

ESL Methods can be substituted for the elective

English as a Second Language Endorsement

The English as a Second Language endorsement does not require proficiency in a second language. The endorsement requires specific coursework taken in teacher-preparation programs at the undergraduate or graduate level.

For the ESL endorsement, Illinois state requires 18 semester hours distributed among the following content:

- 1 Linguistics
- 2 Theoretical Foundations of Teaching ESL
- 3 Assessment of the Bilingual Student
- 4 Methods and Materials for Teaching English as a Second Language
- 5 Cross-Cultural Studies for Teaching Limited-English-Proficient Students
- 6 Either Methods and Materials for Teaching ELs in Bilingual Programs or Foundations of Bilingual Education can be taken in instances in which the distribution of coursework among each of the five areas in subsection (a)(1)(C) of this section does not total 18 semester hours. In addition, state law requires 100 field experience hours conducted in ESL classrooms with licensed teachers who hold an ESL endorsement.

Some districts have formed collaborations with Institutions of Higher Education to offer the coursework through cohorts delivered on school sites or online using professional-development funding to incentivize general education teachers to pursue the ESL endorsement. Over time a school district can increase the number of teachers and support staff who have the ESL endorsement and be in a better position to provide extended and comprehensive specialized language instruction for ELs.

Teacher Recruitment

Illinois, like many states around the country, is experiencing a teacher shortage, which is especially acute in the availability of licensed and endorsed bilingual education teachers. Teacher recruitment efforts must begin early in the season with the intention of having all positions filled by the subsequent start of the school year. Strategies include:

- 1 Partnering with IHEs Teacher Preparation Programs to facilitate student teacher placements for bilingual candidates
- 2 Recruiting students who graduate in December (and in March for universities/colleges in the quarter system)
- 3 Attending local and statewide college fairs
- 4 Partnering with ISBE to recruit International Visiting Teachers, eligible to teach for three years in Illinois
- 5 Forming cohorts of paraprofessionals to offer career-ladder programs geared toward completing four-year degrees in education and teacher licensure
- 6 Supporting in-service bilingual staff toward earning the bilingual education endorsement.
- 7 Tapping into recent high school graduates who have earned the State Seal of Biliteracy
- 8 Creating a plan to hire only teacher candidates with ESL endorsements
- 9 Recruiting bilingual teachers from other states through national conferences such as National Association for Bilingual Education (NABE), La Cosecha, Association of Two-Way and Dual



Illinois Teacher With Licensure

Does not have to be proficient in a language
Endorsement is attached to licensure



ESL Endorsement

18 semester hours in specific content
100 field experience hours

Language Education (ATDLE), American Council of Teachers of Foreign Languages (ACTFL), Center for Advanced Research on Language Acquisition (CARLA), Illinois Association for Multilingual and Multicultural Education (IAMME), etc.

Given the need for qualified teachers to educate the growing number of ELs statewide, collaboration between ISBE, legislators and school districts could provide financial incentives for individuals who are bilingual and biliterate to enter the field of education.

Professional Development Requirements for Staff Serving ELs

Ongoing professional development is a key component to implementing effective instruction and assessment for ELs. Illinois has specific requirements for districts to design annual professional development plans. A portion of state and federal funds must be allocated to the training of staff working with ELs. Below are the state requirements stated in ISBE 23 Illinois Administrative Code 228.35 Subtitle A Subchapter f.

- Each school district having an EL program shall annually plan professional development activities for the licensed and non-licensed personnel involved in the education of ELs.
- This plan shall be included in the district's annual application for funding.

Program staff beginning their initial year of service shall be involved in training activities that will develop their knowledge of the requirements for the program and the implementation of the district's relevant policies and procedures.

Training activities shall be provided to all bilingual program staff at least twice yearly and shall address at least one of the following areas:

- A)** current research in bilingual education;
- B)** content-area and language proficiency assessment of ELs;
- C)** research-based methods and techniques for teaching ELs;
- D)** research-based methods and techniques for teaching ELs who also have disabilities; and
- E)** the culture and history of the United States and of the country, territory or geographic area that is the native land of the students or of their parents.

In addition to any other professional development required, each individual responsible for administering the prescribed screening instrument for identification of ELs or the annual English language proficiency assessment shall be required to complete online training designated by the State Superintendent of Education and to pass the test embedded in that material.

Each district that operates either a TBE or a TPI program for students of Spanish language background in kindergarten and any of grades 1 through 12 shall provide annually at least one training session related to the implementation of the Spanish language arts standards for staff members of that program who are providing instruction in Spanish language arts.

Schools where teachers share the work of educating ELs are often successful. Ongoing professional development that pairs bilingual and general education teachers to work together to serve students yield the best results. If a pull-out resource ESL program is implemented in a TPI setting, also having an ESL endorsed classroom teacher is highly beneficial.

Performance Evaluation for EL Teachers

Teacher performance evaluations are on the ISBE website (<https://www.isbe.net/Pages/Educator-Evaluations.aspx>). A number of unique considerations must be taken into account when evaluating bilingual/ESL education teachers. Best practice specifies that native language be part of daily instruction in addition to ESL. ELs learn best when classrooms are designed to be interactive with multiple opportunities for students to engage in speaking with each other in class. Classroom environments should be welcoming and reflect ELs' language/s and their cultures. Classroom visual materials should include print posted in both English and the home language.

In addition to research-based principles, these key practices must be incorporated into the teacher observation/evaluation system:

- Evaluators must have knowledge and expertise in EL education.
- Evaluators of teachers using native language instruction must be fluent in the language of the lessons they are observing.
- EL growth data must be based on assessments that are valid and reliable for ELs and include assessments in their native language.
- Evaluator must allow the bilingual/ESL teacher to explain specialized instructional strategies.
- Adequate instructional materials must be provided to the teacher in both English and the students' native language.
- Evaluator must be knowledgeable about the program type (TBE, TPI, DL) and the intended goals and outcomes (English proficiency only, or biliteracy).
- Evaluator must be familiar with effective team teaching if the district is employing this model.
- Evaluators must note ways in which bilingual/ESL teachers are working with parents and families.

Performance evaluations must be fair and conducted by administrators who have background in EL education. As teacher-performance evaluation is negotiated with the local bargaining unit, there should be delineated expectations and processes tied to equity and validity in evaluating bilingual and ESL teachers.

Teacher Retention

In order to maintain quality bilingual education and ESL programs, retention of qualified bilingual education educators is critical. Studies show that teachers who come from the same ethnic, racial and linguistic backgrounds as their students often produce higher academic outcomes for their students. Specifically, Latinos who enter service-oriented careers have a connection to their communities and often possess the language skills to be effective teachers.

However, too often, teachers who work with ELs report that because administrators lack knowledge of the instructional needs of ELs, the teachers are not supported adequately in their work. Many bilingual education and ESL teachers report lacking appropriate instructional materials in the native language and for ESL instruction. Teachers report they are often pulled away from the classroom to translate documents or to interpret for parents. In addition, bilingual education teachers have additional tasks and responsibilities that general education teachers do not have (e.g. translating materials, finding native language assessments, teaching ESL, etc.) as well as having to catch their students up academically while they are developing English as their second language. Teacher burnout is a serious issue across the education field, but it is especially problematic for bilingual education teachers who often feel isolated, overburdened and underappreciated.

When a school environment values linguistic and cultural diversity, teachers are more likely to stay.

Ways to create inclusive school environments that foster teacher retention include:

- Providing a vision that fosters multilingualism
 - Respecting and highlighting cultural diversity
 - Ensuring that bilingual education classrooms are adequate and not segregated
 - Providing adequate instructional materials in the languages that students speak
 - Including bilingual/ESL education teachers in school leadership positions
- Fostering teacher teams to design curriculum and assessments in multiple languages
 - Providing staff or hired consultants to translate school information and to interpret for parents
 - Encouraging bilingual/ESL education teachers to serve on district level committees
 - Compensating bilingual/ESL teachers for efforts beyond the defined school day

District Highlight

School District U-46 Collaboration with Illinois State University: Building a Bilingual Teacher Pipeline

What are the goals of the partnership?

Illinois State University (ISU) has partnered with Elgin U-46 since 2001. The Bilingual Teacher Pipeline program began in 2012. The key goal was to support the implementation of dual language programs in the district by increasing the workforce to 100 qualified ESL/bilingual endorsed teachers. The program comprises five initiatives:

- ✔ Established a steering committee and learning community between U-46 and ISU.
- ✔ Offered a sequence of graduate courses leading to the ESL endorsement to 50 district general education monolingual or dominant English-speaking teachers.
- ✔ Provided 25 provisionally endorsed bilingual educators the coursework to qualify for teacher licensure as well as bilingual education and ESL endorsements.
- ✔ Provided 25 bilingual paraprofessionals the coursework leading to a BA in Elementary Education, licensure, and the bilingual/ESL endorsements.
- ✔ Improved the student teaching experience of traditional ISU students through placement in Elgin’s dual language classrooms.

The partnership was not only able to complete the five initiatives, it also succeeded in training 100 teachers through various pathways. Districts wishing to replicate this model could consider using some Title II and III federal funding.

How has the teacher-training program supported the district’s dual language programs?

The first important outcome was the preparation of 26 bilingual paraprofessionals to become endorsed bilingual education teachers. Several paraprofessionals were already working in the U-46 District when they began the program. They completed student teaching in dual language classrooms in the district and upon graduation, U-46 hired 15 to teach in dual language positions starting in fall 2016.

The program further supported the U-46 dual language program by preparing general education teachers (who speak only English) to effectively work with bilingual learners in their classrooms. It was important that the monolingual English-speaking teachers in the district understand the benefits of bilingualism, and the research and practices that support dual language. By earning the ESL endorsement, these teachers are better prepared to support bilingual students in dual language programs.

Another important outcome was the preparation of 27 bilingual education teachers to receive licensure and bilingual education and ESL endorsements.

What can other districts learn from this initiative?

- ✔ Be intentional in partnerships with universities (clearly express what you want and need).
- ✔ Commit individuals (administrators, teachers, etc.) to participate. For example, the program included a steering committee composed of faculty and staff from ISU, but also the director of programs for ELs, an elementary school principal and a teacher leader from the school district.
- ✔ Grow your own: identify, recruit and enroll bilingual/biliterate paraprofessionals, community leaders and school volunteers.

LOCAL CONVERSATIONS AND ACTIVITIES

- ✔ Do an adequate number of teachers, support staff and school leaders within your district have bilingual/ESL endorsements?
- ✔ How can your district employ an adequate number of teachers to serve the EL population?
- ✔ How can your district form an ongoing relationship with an institution of higher learning for teacher recruitment?
- ✔ Does your district have strategies for retaining bilingual education teachers?
- ✔ Has your district had conversations with the bargaining unit regarding evaluation of bilingual education teachers?

ELs and Linguistically and Culturally Relevant Early Learning

5

Illinois has some exemplary practices toward promoting educational reforms that support and value early childhood education. **Research shows that thinking about child development holistically from birth to age 8 helps to ensure that the benefits of early education carry over into the early grades.** When educators are thoughtful and purposeful about the entire continuum it has significant benefits for the state's rapidly growing EL population.



Benefits of Early Childhood Programming

Research shows that early childhood programs have a range of benefits for young children. It strengthens their vocabularies, math skills and social-emotional development. A 2016 “Early Learning User’s Guide for Illinois School Boards” shows adverse outcomes for children experiencing multiple risk factors who do not participate in early learning.

25% more likely to drop out of school

60% more likely to never attend college

40% more likely to become a teen parent

70% more likely to be arrested for a violent crime^{xvii}

50% more likely to be placed in special education



The early learning contexts begin with prenatal care and continue to third grade. Children and families are served in a variety of ways along that continuum of care, including at home, centers and/or school. This programming is particularly beneficial for children who come from poverty. Research shows that achievement gaps between children in poverty and those from higher socioeconomic circumstances can begin as early as the first few months of life. Given that this is a critical time of early brain development, such gaps can be substantial as early as 1 or 2 years old. Early childhood differentiated services are vital to ensuring that these gaps are not perpetuated and widened as children continue to progress into the elementary years.⁴⁸

Early Childhood and English Learners

A disproportionate number of ELs are in early childhood programs, and a high percentage of those ELs face economic hardships. What do educators in early childhood programs need to consider in order to be linguistically and culturally responsive to this large segment of the population?

Early Learning within Linguistically Diverse Communities

The earliest years of life are the building blocks for later success. These initial environments and relationships in a child's life establish the foundation for future emotional, social and academic learning. Children depend on them for a safe place to learn and grow.⁴⁹

For young children a positive, stimulating environment that involves predictable routines, safety and respectful interactions

with adults is critical to child development. Equitable access to quality birth-to-3 services is important for the growing population of young children born to linguistically diverse and to immigrant families.⁴⁹ There is a tremendous need for qualified bilingual and bicultural staff that can effectively work with families. Many of these families are facing economic hardship and a high-pressure immigration political climate.

Bilingual staff who are well-prepared to work with families and children, whether through home-visiting or center/home-based care, can encourage parents and caregivers to impart ideas and have fruitful communication in their native language. The staff can also foster meaningful relationships that build bridges between school and home learning. In the infant-toddler years the human brain is most capable of learning multiple languages. This early language exposure and learning in the native language does not postpone the acquisition of English; instead it catalyzes increased neurological activity in ways that enhance future cognition in multiple languages.⁵⁰

Given the increased climate across the nation of hostility to immigrants, it is worth noting the impact this has on young children who come from immigrant families and their ability to learn. Millions of undocumented parents suffer from intensified and chronic anxiety and depression as a result of fear, powerlessness, isolation and uncertainty due to the current political climate. Research indicates that their children—while mostly US-born citizens—are not immune to their families' trauma and psychological stress. The chronic fear of being separated from their parents that children experience can cause detrimental toxic stress. Toxic stress is defined as an "intense, repetitive or prolonged adversity without an adult's intervention." These circumstances pose lifelong adverse consequences for young children.⁵¹ The threat of family separation and deportation coupled with the lack of knowledge about social

service eligibility often inhibits undocumented families from seeking help from government services. Subsidies for childcare and food, along with insurance to receive mental health supports, are often not accessed by families most in need. Such fears are only exacerbated by punitive immigration policies, increases in immigrant arrests and hostile political rhetoric. By the age of 2,

children who come from families that have undocumented family members including one or both parents and experience chronic anxiety and fear demonstrate lower levels of language and cognitive development. These are two essential precursors to literacy and later academic success.⁵³ Birth-to-3 services and supports can prove critical interventions for young immigrant families.

LOCAL CONVERSATIONS AND ACTIVITIES

- ✔ How might your district offer birth-to-3 services or connect to another agency that provides those services?
- ✔ What is the local capacity of the district or center to serve linguistically diverse and immigrant families?
- ✔ How many bilingual/bicultural staff do you have and how many does the district need? Is there a gap?
- ✔ Is there a strategy in place to ensure an adequate number of bilingual and bicultural staff that can provide outreach to this community?
- ✔ How might you garner local support for professional learning specific to birth-to-3 programs?
- ✔ How might your community coordinate services and programs to maximize the use of all existing services?

High-Quality Preschool Programming for ELs

Preschool services are offered primarily to children ages 3 to 5. Illinois currently does not have sufficient funding for universal preschool, so, by law, it must prioritize programs serving children with risk factors. Because of their language needs, ELs are considered a high-priority population. Preschool programming designed to meet the needs of ELs is especially beneficial to boost kindergarten readiness.

It is important to know that preschool programs are included in Article 14C of the Illinois School Code and therefore bilingual education is mandated for young ELs. As preschool intends to augment kindergarten readiness, it is critical that early learning be aligned with elementary instruction. Given that one of the goals of

preschool is to augment kindergarten readiness, it is critical that early learning be aligned with elementary instruction. Article 14C of the Illinois School Code stipulates that schools with 20 or more students enrolled who speak the same language other than English must receive instruction in their native language for the majority of their day.

If a child is well-rounded in their native language, they will begin the transition to English more effectively. Academic English as a second language is typically achieved after five to seven years, so an EL who starts in preschool would typically achieve proficiency between third and fifth grades. ELs who receive quality instruction in their native language for several years accelerate their progress in achieving high levels of academic English. Long-time researcher on ELs in early childhood Linda Espinosa (2013) contends:

“ While English can be successfully introduced during the preschool years, if it replaces the home language and children do not have the opportunity to continue to learn in the language they know, their future linguistic, conceptual and academic development in English is at risk. Systemic, deliberate exposure to English during early childhood results in the highest achievement in both the home language and English by the end of third grade and beyond.

It is important to also begin English as a second language development in preschool through specialized second language instructional approaches. Research indicates that Latino ELs who start kindergarten with little exposure to English rarely catch up to their native English-speaking peers.⁵³ Espinosa (2018) also draws important attention on how the language development of ELs will likely be different from monolingual children. ELs, she explains, “may take longer to learn some aspects of language that differ between the two languages.” An example might be the use of word order; in English the adjective precedes the noun, such as “the blue house.” Other languages use different ways of conveying description, like putting the adjective after the noun (e.g. “la casa azul”). Therefore, an EL’s level of English expression will be influenced by their native language. They are likely to vary in the amount and quality of language they are able to understand and produce. These differences in most cases are normal and not an indication of delay or disorder.⁵⁴

Particularly in the early years, systematic and contextualized vocabulary development can foster the necessary basis for language and literacy development. Classroom strategies, such as read-alouds, story retellings, or dramatic play that are centered on specific content themes are some of the many practices used to help children learn new words in ways that deepen understanding of their meaning.⁵⁵

Measuring Quality in Early Learning

Illinois has defined quality in early learning programming according to language and cultural standards and descriptors. The Quality Rating and Improvement System (QRIS) is based on research-driven indicators that centers/ schools demonstrate. Centers/schools can be rated at four different levels: licensed, bronze, silver or gold status. In the past, staff could pursue the Linguistic and Cultural competency award. Centers that desire to provide linguistically and culturally responsive practices can use professional learning opportunities to study the standards and descriptors in the former Linguistic and Cultural Diversity credential. Centers can begin a planning process to improve their practices. Listed below are some of the best practice principles for serving ELs. Please note these are also aligned to Article 14C of the Illinois School Code that pertains to ELs and bilingual education.

Listed below are some of the state-determined criteria which preschool programs can use to evaluate their competency in serving young ELs.

Evidence of Illinois Standards in Language and Cultural Diversity	
Learning Environment	Evidence of respect for cultural and linguistic diversity, such as lesson plans, books, play centers and videos of children's interactions. Copy of action plan goals and documented outcomes related to inclusion of culturally relevant materials that reflect a variety of socio-cultural contexts across all learning environments. Lesson plans inclusive of the language of instruction and language objectives and consistent with language allocation plan.
Instructional Quality	Evidence of developmentally appropriate bilingual and English instruction that includes toys, games and materials that support children's language development. A curriculum that includes units of study aligned to standards. Examples of how diversity is addressed explicitly as part of instruction (e.g. culture, race, gender, ages, abilities, family structure and economic class).
Child Assessment	Procedures and guidelines for gathering information in a culturally and linguistically responsive manner (e.g. gathering of evidence in both languages). Documentation of how families and community resources are used to assist in assessments for all children, including children who speak languages of lower incidence. Assessment administered to children in order to identify special needs are developmentally, culturally and linguistically appropriate to plan services and supports.
Family and Community Engagement	Evidence that staff works with families in a way that is linguistically and culturally responsive to enhance their capacity and confidence to support their children's learning (e.g. parent cafes, family support groups, English as a Second Language classes, teen-parent playgroups, etc.). Documentation that programs make every effort to have all communications and meetings with families translated in their native language. Parent and family conferences are conducted in the family's native language. Program schedule demonstrates frequent and ongoing opportunities for parents to participate in activities related to leadership, advocacy, parenting and supporting learning and attendance lists to document participation over time. Examples of two-way reciprocal communication to engage families.
Transition to Kindergarten	Evidence of programs which help families and children prepare for the transition to the K-12 system. Provides information about language services and supports available in the receiving programs. Initiates communication between the preschool and kindergarten programs. Staff helps families and children prepare for transitions in ways that are responsive to the family needs and preferences.
Linguistically and Culturally Appropriate Practice	Program seeks to promote both a child's native language and English language development. The program also has hiring practices to recruit and retain culturally, racially and linguistically diverse and competent staff members that reflect the children and families being served. In classrooms where the majority of children speak a language other than English at home, at least one classroom staff person is a proficient speaker of that language.

**For a complete understanding of standards and descriptors, refer to: <https://www.excelerateillinoisproviders.com/overview2/awards-of-excellence/linguistically-and-culturally-appropriate-practice>*

Kindergarten Assessment and ELs

The Illinois Kindergarten Individual Development Survey (KIDS) is an observational assessment tool that helps teachers, administrators and families better understand a child's developmental readiness for kindergarten. The goal of this tool is to demonstrate the skills that children have mastered and exhibit over time. The tool is designed to enhance the understanding of kindergarten readiness and the need for investment in high-quality early learning opportunities (see: <https://www.isbe.net/kids>). KIDS focus is on four domains considered fundamental to student success:

- Approaches to Learning and Self-Regulation;
- Social and Emotional Development;
- Language and Literacy Development; and
- Math.

Teachers must have proper training on how to observe and collect student artifacts as evidence of each of the domains related to various measures. Note that this evidence can be collected in any language or combination of languages. ISBE requires KIDS administration only once per year within the first 40 days of school. This snapshot can be useful to communities and districts to see what is happening in the birth-to-5 context. It may be used two or three times per year as a tool to inform practice.

Where ELs are concerned, it is critical for the teacher

to have the linguistic skills to be able to gather the data in the child's native language. Again, having bilingual staff is critical to this process. In some cases, however, ELs are placed with monolingual English-speaking teachers and data must be uploaded for these indicators. These results are not valid or reliable because ELs may have the skills in their native language but are not able to demonstrate them in English. Districts should weigh using these results against the child's level of English language acquisition so teachers can use the information to scaffold learning.

Prioritizing early language and literacy development continues to be at the forefront of early education efforts. There is a unique opportunity for consistency and coherence in early language and literacy development offered by the birth-to-8 approach, which facilitates a highly effective integration of standards, instruction and assessments.

For more in-depth considerations on early childhood, consult the Early Learning User's Guide for Illinois School Boards, which encourages districts to create a vision for incorporating early childhood services with well-defined objectives and goals.

District Highlight

Naperville SD 203: High-Quality Early Learning for Diverse Learners

Dr. Marion Friebus-Flaman, Director of Language Acquisition

District 203 is a shining example of linguistically and culturally responsive practices in early childhood. Below, district leaders articulate the steps they took to achieve the former Language and Cultural Diversity Credential along with how they thoughtfully planned for the administration of the KIDS assessment. Naperville SD 203 offers public preschool programs funded with federal and state dollars.

Standard	How District 203 met the Linguistic and Cultural Diversity Credential
Learning Environment	<p>We purchased culturally relevant materials that reflected a variety of sociocultural contexts that children could access across all learning environments. These included toys for dramatic play, such as foods from the students' home cultures, books and posters reflective of students and their lives, virtual resources, etc. We also created recordings of stories read aloud in various languages by parents and bilingual staff members. We used money from a foundation grant to purchase a device called a PENpal, which is a "pen" that students could use to touch a book, poster, learning chart or label and hear the content read to them in their home language. Whenever possible, students who have the same home language are placed in the same classroom so they have the opportunity to talk with each other in their home language if they choose. We have two TBE classrooms with the 80-20 model for Spanish-English.</p>
Curriculum	<p>Our units are planned in collaborative teams consisting of teachers, occupational therapist, physical therapist, speech language pathologist, social worker and school psychologist. Our unit planning sheets include Illinois Early Learning Development Standards (IELDS) and WIDA Early ELD and SLD standards. Since achieving this credential, we have gone on to develop language arts and math curriculum maps that include language objectives in addition to the standards.</p>
Instructional Quality	<p>We submitted our language allocation plan for the TBE classrooms, a lesson schedule for our language arts instruction in the TBE classrooms and artifacts from the districtwide professional learning in Culturally Responsive Practices.</p>
Child Assessment: Dual language approach for ELs	<p>We have screening information readily available in Spanish as well as the Ages and Stages Questionnaire that we ask all parents to complete. We also work with the Language Access Resource Center to translate documents and provide interpreters as needed for languages other than Spanish. We have a bilingual speech pathologist and bilingual social worker on staff at the early childhood center and a bilingual psychologist in the district.</p>
Child Assessment: Individualized learning plans to reflect dual language goals	<p>A portfolio is developed for each student, which includes assessment data as well as anecdotal data and videos of students performing tasks. Teachers' lesson plans include specific language scaffolds to be integrated within the lesson. All lesson plans include language objectives for dual language learners.</p>
Family and Community Engagement	<p>We conduct conferences in the family's home language. We work with the Language Access Resource Center to provide interpreters for languages other than Spanish. Our TBE teachers communicate with families in both Spanish and English regularly.</p>

Standard	How District 203 met the Linguistic and Cultural Diversity Credential
<p>Family and Community Engagement</p>	<p>We make Intentional efforts to solicit input and involvement of all families. In addition to all-school parent outreach events, we hold an EL Parent Outreach Meeting. Instead of holding a meeting to provide information to families, these meetings were designed to hear parent perspective and encourage parent relationships. We arrange seating by tables so families with the same home languages start out sitting by each other. We found that this helped families who felt somewhat isolated to make connections with each other and to feel more connected to the school. Parents helped us to create recordings of books read in some of the students' home languages which are available to all teachers for use in the classroom through Canvas (our Learning Management System).</p>
<p>EC to Kindergarten Transitions</p>	<p>We do a number of things to facilitate the transition to kindergarten. We have a districtwide Dual Language Kindergarten Information Night for parents and have held additional information nights for parents at the Early Childhood Center. The district Dual Language Coordinator works closely with the bilingual early childhood teachers to inform parents about the Dual Language program. We also schedule individualized transition meetings for students with IEPs with representatives from the receiving kindergarten site present to meet the parents and answer any questions they may have. All of our K-5 buildings have a Kindergarten Preview day where parents receive an overview of kindergarten while the students go with the kindergarten team to see the classrooms and interact with the team members. In August, kindergarteners start on the second official day of school. The first day of school is a "Sneak Peek" day for parents and kindergarteners to come in and get a feel for kindergarten. In addition, we worked very hard to align our curriculum in pre-K to the kindergarten maps. We included four kindergarten teachers (two of them from dual language) on our pre-K curriculum development team for Language Arts and Math. This led to great discussions and insights regarding what pre-K teachers emphasize and what kindergarten teachers consider to be important skills for entering kindergarteners to have. We also discovered that kindergarten teachers needed some professional learning on how to read the data collected by pre-K teachers.</p>
<p>Linguistically and Culturally Appropriate Practice</p>	<p>We promote both home language and English language development. The early childhood staff developed a language policy which is posted in prominent areas of the school, shared with parents and posted on the school's website. Teachers reported that going through the process of developing the policy-led teachers to think differently about instruction and language development. There has been an increase in communication with families as well as an increase in parent volunteers. We also looked at how the 80-20 language allocation for the TBE classes was implemented and developed a more strategic approach to bridge more effectively between Spanish and English.</p>

Standard	How District 203 met the Linguistic and Cultural Diversity Credential
Linguistically and Culturally Appropriate Practice	We implemented hiring practices to recruit and retain culturally, racially and linguistically diverse and competent staff members. We submitted the district's history of participation in the Illinois Resource Center Bilingual Job Fair and the plans to work with universities to recruit more culturally, racially and linguistically diverse and competent staff members.
Staff Qualifications	We recruit qualified staff members that are proficient in the languages of the children. We submitted a list of teachers and their credentials, including ESL endorsements and bilingual endorsements.
Staff Qualifications	When the majority of students speak a language other than English at home, at least one classroom staff person is a proficient speaker of that language. In addition to the staff's credentials, we submitted the district's approval form for the ESL/Bilingual Endorsement Cohort Program with National Louis University which was offered at the Early Childhood Center.
Staff Development	We submitted our Professional Development map from 2012-2013 school year through the 2014-2015 school year showing a course of study supporting culturally responsive practices, ranging from book studies to work with consultants on combating implicit bias.
Administration of KIDS Assessment with ELs	We put together a team to plan the training for all kindergarten teachers on KIDS. One of the first things that this team did was to identify what teachers needed to do to collect the data for KIDS. The teachers also developed the understanding that for the observational data, students can demonstrate attainment in any language. Materials and activities for learning stations were created with great intentionality so children could demonstrate and teachers could observe specific skills. The activities were created in English and Spanish.

LOCAL CONVERSATIONS AND ACTIVITIES

- Given that bilingual preschool is mandated, how does the district/community offer such programs?
- How does the district meet the needs of non-English speaking parents in family engagement activities at the preschool level?
- What type of recruitment strategy does the district have aimed at securing an adequate number of bilingual-endorsed teachers?
- Are school/agency leaders who supervise these programs knowledgeable about best practice in early childhood and bilingual education? Is there a professional development plan in place?
- How does the district handle preschool-to-kindergarten transitions with in-district preschools, community preschools and with Head Start?

Research-Based Best Practice Principles to Boost EL Achievement

6

A successful vision is not driven by compliance, but rather by research-based policies and best practices that yield high academic achievement.

So where should district and school leaders invest their time, staff and funding resources? Which programs best fit the population? The Latino Policy Forum has had the distinct honor of collaborating with national experts Patricia Gándara and Maria Estela Zarate (2014), who have established principles of best practice that draw from a wealth of comprehensive research: *Seizing the Opportunity to Narrow the Achievement Gap for English Learners*,⁵⁷ which is a manual for local school districts in California. When California adopted school funding reform, Gándara and Zarate realized that guidance was needed for local decision-making within the California context.



No one-size-fits-all approach works in serving ELs; however, Gándara and Zarate provide a number of research-based principles from which school leaders can draw to guide decision-making. Whether a district's approach is additive or subtractive, the principles articulated in this chapter are critical to ELs academic success. While there are no silver bullets to boosting EL achievement, research supports the options recommended below to provide the best odds of making a significant difference for the education of ELs.

To tailor their research for the Illinois context, this handbook has organized Gándara and Zarate's principles under three main themes:

- 1 **Instructional Programs**
- 2 **Assessment**
- 3 **Necessary Support Services**
- 4 **Family Engagement**

The Illinois context is different from California in that we have a 40-year history of mandating bilingual education and providing state funding for programs. Illinois also provides specific bilingual funding at the preschool level. While research-based practice is imperative to the school/district vision, federal and state requirements must also be considered. ELs are protected under Civil Rights Law along with federal law (*Lau v Nichols*), Illinois Article 14C and Administrative Rules Section 228. Bilingual education is mandated in Illinois when 20 or more students speaking the same native language enroll in a school. The students may be of different ages and grade levels, yet the Illinois School Code requires instruction be delivered in the native language and English in core subjects, as well as the culture and history of the

ELs' heritage. Hence, Illinois has always had legislative statutes, which uphold best practice for ELs. In Chapter 8, integrated charts are provided to illustrate the power of integrating best practice with what is mandated by law and funding options.

Research-Based Principles for Instructional Programs

A top priority for schools is to use their resources to attract fully credentialed, highly effective bilingual education teachers. A disproportionate number of ELs are taught by out-of-field teachers and teachers without standard licensure. The mantra that "good teaching is good teaching for all students" has been cited to suggest that good general education teachers should be able to meet the needs of ELs in their classroom with little orientation to cultural and linguistic diversity and knowledge of second language acquisition. Research suggests that this is not the case. It is clear that bilingual education teachers:

- Draw upon more pedagogical strategies and skills specific to teaching ELs⁵⁹
- Are more likely than their general education peers to seek out and communicate with parents of ELs, building home-to-school connections⁶⁰
- Are able to informally assess ELs' understanding and to modify instruction and instructional materials accordingly⁶¹
- Are better able to motivate ELs by fostering closer relationships with them than general education teachers can⁶²

Research-Based Best Practice for Instructional Programs

Use resources to attract and retain highly effective, fully credentialed bilingual teachers. **Access to a fully credentialed and highly qualified teacher is an essential basic service and having an effective teacher is the single most important in-school factor influencing student performance.** Highly qualified teachers have a strong understanding of the knowledge, background, learning style and first language characteristics of their ELs and believe that student native languages are a significant asset to their learning. These educators utilize theoretical knowledge and specific strategies to support ELs, but also receive opportunities to plan lessons, observe skilled educators utilizing these strategies, practice the strategies themselves, receive feedback and coaching and interact with colleagues in a supportive network to refine their practices.⁶³

Invest in quality early childhood opportunities for ELs. Provide full-day kindergarten where it does not exist and preschool to the extent possible. Research on the effects of early education for ELs and other low-income children is robust (see Chapter 5 of handbook). High-quality preschool and full-day kindergarten have long-term positive effects on both cognitive and non-cognitive outcomes,⁶⁵ especially for ELs.⁶⁶

Assess ELs in their native language if valid instruments are available in that language. A fair, valid and reliable accountability system entails obtaining a full picture of what children know in their home language and English. A student may be able to demonstrate mastery of content when provided an opportunity in the home language.⁶⁷

Offer dual language programs along with a path towards the State Seal of Biliteracy. High-quality dual language programs, especially two-way programs that bring native English speakers together with native speakers of other languages in the same instructional program, appear to yield impressive academic and socio-emotional outcomes for ELs. These programs also appear to be the most successful at narrowing achievement gaps and often help ELs attain English language proficiency faster.⁶⁸

Integrate ELs with academically successful non-ELs for at least part of every day. ELs should not be confined to a special EL track that isolates them from the rest of the student body. Physical education, elective courses and extracurricular clubs are great ways to ensure that ELs have meaningful interactions with native English speakers.

Enroll each EL in an extracurricular activity. Schools should make every effort to integrate students in extracurricular activities: clubs, sports, service activities that foster civic engagement, music and arts programs, organized academic and non-academic activities and after-school programs. Such programming provides supportive peer groups and a sense of belonging at school. Ensure that cost is not a barrier to any of these activities for any student.

Promote EL participation in AP, IB and Dual Credit Programs. Only a very small proportion of ELs graduate having completed college preparatory requirements.⁶⁹ Rigorous academic content in high school, often designated as honors or AP, should not be withheld from ELs. ELs should be given access to these courses and continue to receive language development support while enrolled in such courses in order to excel in them. Linguistic supports should also be provided even after students have been reclassified from the EL status.⁷⁰

Ensure access to training in the use of computers and technologies for ELs. There is strong documented evidence that ELs have much less access to computers and the internet, as well as instruction in how to use technology for academic purposes. These gaps in use and training in technology exacerbate achievement gaps for ELs.

Provide career and college planning guidance geared to ELs' needs. Because many ELs are the first in their families to attend college, their families lack knowledge of the college and career-planning process. Lack of familiarity with U.S. higher education systems is then compounded by linguistic barriers.⁷³ Information regarding two- and four-year institutions, tuition and financing options must be made available to parents of ELs in a language they can understand.

Provide ongoing monitoring and support for reclassified ELs as they transition to mainstream classrooms. Administrators need to inform teachers which students have been reclassified so that they may be able to provide additional language supports. The quality of post-reclassification support should be such that it is present, accessible, consistent and embedded in instructional practice.

Research-Based Best Practice for EL Assessment

Often state and district accountability systems focus on student achievement data from large-scale assessments to evaluate school effectiveness. The majority of the assessment tools used are designed-based on learning standards and test items developed for an English-speaking population. For schools with a significant EL population, data from these assessments are not able to measure what students know and are able to do in the native language. In addition, English is a language ELs

are in the process of acquiring. Therefore, any content assessment administered will produce data based on the student's command of English at the time of test administration.

In Illinois, ELs are assessed annually to measure their progress in reaching English proficiency, and they must participate in statewide content assessments in English Language Arts, Mathematics and Science. Data from these sources only present part of the picture. To gain a broader perspective on the progress of ELs, collecting additional information is necessary.

Research-Based Best Practice for EL Assessment

Assess and report outcomes in both English and the native language if ELs are currently or have recently received instruction in the native language and whenever valid instruments are available in that language.

Demonstrate growth in academic achievement by using systems that may include grades in core subjects and qualitative measures (e.g. teacher reports and work products), in addition to test scores.

Analyze qualitative data on the former EL subgroup to determine if, after reclassification, they perform as well as English-speaking peers in grades, attendance, assessments and graduation rates.

Analyze EL English proficiency data to ensure that ELs reach full proficiency by eighth grade. Low scores on ACCESS 2.0 as early as first grade serve as an indicator of students who require additional language instruction in order to reach the eighth grade benchmark.

Research-Based Best Practice for Support Services

Seven decades ago, Abraham Maslow⁷⁴ asserted that certain basic human needs (e.g. food, shelter, health, security) had to be fulfilled before a person could focus on more abstract activities, such as classroom learning. Since that time evidence has accumulated to sustain this assertion. In every society, children who come from poverty fare worse than non-poor children in school, but those gaps are larger in the United States than in any other developed nation.⁷⁶ Given this reality, the basic conditions of learning must extend beyond the classroom, to the context of the school and the conditions that students experience before they enter the classroom.

In Illinois, not only are ELs likely to face economic adversity, but they are also young, concentrated in the preschool to third grades. Most ELs transition from services by fifth grade. Data from the Illinois State Board of Education suggests that recently transitioned ELs often do not perform commensurate with their English peers right away. Data from 2017 showed students performing on par with peers by the fifth year after transition. Below are research-based principles for what schools can do to assist ELs in poverty. The principles also address support for ELs after they leave language services and include recommendations for additional supports as they enter general education programs. They also explore what types of supports and conditions are most optimal to promote current and former EL academic success.

Research-Based Best Practice for Social Services

Increase the bilingual support staff, social workers, psychologists, nurses, etc. who can communicate with students and their families in their home language. Most ELs are also low-income and come from homes with significant economic needs. Moreover, many also need to be connected to social and mental health services as well as accessible health care, including dentists and eye doctors.

Provide additional time with bilingual support staff for low-income ELs. Unhealthy children, children lacking adequate nutrition, children in unstable home environments and children who are stressed are not ready to learn and no amount of good instruction can wholly overcome these challenges. Additional time with support staff can begin to provide a safe environment for children to thrive.

Ensure proper nutrition during school hours. Given that ELs have one of the highest poverty rates in the nation and nutrition is linked to school outcomes, schools should make every effort to ensure that these students are well-nourished while at school.⁷⁷

Conduct a needs assessment of teachers, administrators and instructional support staff to identify their critical professional development needs related to the classroom instruction of ELs. Professional development should be matched to the specific needs identified by instructional personnel. Many times, teachers do not know what they do not know, especially in an instructional area in which they have had little preparation. As a starting point, teachers want to be listened to about their needs.⁷⁸ Effective professional development addresses the actual needs of staff, rather than assumed needs.⁷⁹

Build strong infrastructure for the professional development of district teachers, administrators and school-based after-school program providers. Where human resources are limited, districts can partner with other districts or with recognized institutions/agencies that specialize in professional development for staff serving ELs.

District Highlight

West Chicago SD 33: An Overview of Comprehensive Support Services for ELs

Gloria Trejo, Principal of the Year

How are ELs supported after school and during the summer?

We are fortunate to be a district that has a set of partnerships that work closely with the community and schools to promote families and communities. We work with Breaking Free, which is a social service agency that provides education, prevention and counseling services. Breaking Free runs the DREAM After School Program. The DREAM program runs during the school year and five weeks during the summer. The DREAM program represents a collaboration between the school district and various social service organizations, such as Central DuPage Hospital, Northern Illinois Foodbank, DuPage County Health Department and others. The program addresses wraparound services for student well-being and academic success. Our ELs who participate in the DREAM program during the school year are automatically enrolled in the summer. During the summer, students take a field trip once a week, which helps enhance their background knowledge that they may not have at home.

How does the district support ELs with special education needs?

Our district is composed of over 80 percent Latinx students of which more than 53 percent are ELs. We recruit highly qualified teachers who have the knowledge and experience working with ELs. We have very strong Professional Learning Teams (PLT) that exist in each school, which consist of strong teachers who collaborate closely and analyze student data to ensure the best academic strategies for our students. The student resources that our district utilizes are good for all students, including our ELs. In addition to our general educators, our special education teachers consistently receive professional development to ensure that our ELs' needs are met.

Does the district provide extra learning time for ELs?

Our district comprises over 53 percent ELs who are present in both dual language and general education classrooms. All are given the same strong instructional strategies, as provided in the dual language classrooms. While extra learning time is provided for ELs, both after school and during the summer, guided instruction is highly emphasized in both literacy and math instruction. Small group instruction is differentiated based on specific skills that need to be targeted to strengthen abilities. These are encouraged through cooperative learning strategies.

Does the district provide full-day kindergarten for ELs?

Yes, we have offered full-day kindergarten to all of our students for the past seven years.

Our district has a long history of differentiating instruction and we have focused our professional development over the years on targeted approaches for the different learners we serve.

Research-Based Principles for Family Engagement

Parents and families are a critical learning resource for students, including ELs, yet relatively little is done to enlist the parents or guardians of ELs in their children's education at home or at school.⁸⁰ Research has shown that some forms of parent involvement are linked to better student outcomes.⁸¹ While the research on parent involvement tends to focus on traditional forms of participation in school-based activities, such as participating in parent associations, fundraising and classroom volunteering, these may not be optimal ways to enlist all parents' or guardians' support.⁸²

Linguistically diverse and immigrant families often have divergent experience and unclear expectations about how to communicate with teachers and other school staff. Ways to ease parents' uncertainty include having a clear schoolwide strategy to engage them; providing clear information about program options available to their children; and conveying the importance of home-based support. In addition, it is important to cultivate an environment where parents share in the decision-making on issues related to their children's education.

Research-Based Best Practice for Family Engagement

Provide a welcoming school environment with bilingual staff to greet parents. Research has shown that some schools serving high percentages of ELs tend to be less welcoming than other schools.⁸¹⁻⁸³ It is critically important to have welcoming staff in the front office who can communicate with parents. When school administrators, counselors and other school staff also speak the same language as the parents or guardians, they will make stronger and more engaging connections to the school. It is also important to translate materials in the top languages spoken by families enrolled in the school and to deploy communication strategies that are inclusive of different languages, even in terms of e-mail communications sent to the home.

Provide bilingual parent liaisons to develop links between the community and school. Because many linguistically diverse and immigrant parents may not feel comfortable initiating contact and pursuing communication with teachers and staff, especially those who do not speak their language, schools should enlist parent peers or community members to provide outreach to parents and guardians.⁸⁵ Having parent liaisons that are knowledgeable members of the community and can speak and write in the parents' and guardians' primary language is one method to augment communication and coordinate activities to increase parents' and guardians' participation in school and in decision-making processes. A parent liaison can be an important access point to school and community resources and information for parents and guardians, as well.⁸⁶

Provide extra textbooks and consumables in native language for use at home. At the elementary level, story books in the home language and other supplemental materials that parents can use with their children can foster this critical home support. Research shows that when books are made available to parents and students, they engage in more frequent reading with their children, which is predictive of better educational outcomes.⁸⁸

Increase EL parental empowerment and advocacy in schools serving ELs. It is critical that parents be given clear information about the types of instructional programs that may be available for ELs, including a description of the research on outcomes for these programs. Schools that provide this information help ensure that parents are able to advocate for their children and that their voices are valued in making decisions about their children's education. Research has shown that, when well implemented, these types of programs have an impact on parental behaviors that support their children's learning.⁸⁹

**This practice is outlined in the Illinois School Code as a requirement.*

Broaden the representation of EL parents and families in schools' decision-making processes. Schools need to seek innovative ways to include EL parents. For example, parent liaisons and parent advocacy program personnel can be used to reach out to a broader group of parents and seek their participation in decision-making.

Fully support a districtwide EL Advisory Committee and include parents in the committee structure. Districtwide committees, at a minimum, tend to have knowledgeable parents and community members that can form a base of parent involvement.

In teacher and administrator evaluations or reviews, include the ways in which they integrate, accommodate and seek ELs' parental participation. There is rarely a schoolwide or professional expectation that teachers and school personnel pursue parental participation and communication beyond annual or semi-annual parent-teacher conferences or conversations related to behavioral issues.⁹⁰ Making teachers responsible, in part, for integrating parents and families into their practice can further institutionalize the expectation that all teachers and school personnel need to seek respectful and welcoming interactions and communication with parents. This necessarily looks different at elementary and secondary schools; however, all teachers and administrators can increase outreach and communication with parents and guardians, *with adequate support* from bilingual personnel if the teacher or administrator does not speak the language of the parents.

District Highlight

Chicago School District 299: Optimal EL and Immigrant Parent Engagement

Hilda Calderon-Pena, Lead Citywide Community Relations Representative

Chicago Public Schools is the third largest district in the nation with 585 schools in 2019-20. There are traditional neighborhood schools as well as charter schools, all of which enroll ELs. Beginning in the 1980s, as a result of school reforms, the district instituted a school governance structure, which involved each school having to establish an elected Local School Council. Since then the Chicago Board of Education is appointed by the Mayor of Chicago. As such, there is a delicate balance between community involvement and mayoral oversight. In addition, each school enrolling ELs has its own Bilingual Advisory Council. The president of each Bilingual Advisory Council reports to the Local School Council, thereby forming a link between school initiatives and their effects on ELs.

Illinois requires every district with a bilingual program to also establish a Bilingual Parent Advisory Council. Chicago accomplishes this by inviting the 600 local council presidents to four annual meetings. These annual meetings typically have over 400 parent participants. In addition, Chicago wanted to ensure the inclusion of various ethnic identities and formed the Chicago Multilingual Parent Council that represents immigrant and refugee parents across the district.

Chicago makes a concerted effort to have parents themselves establish the agendas for their meetings. This process makes sure that the district addresses their concerns and questions regarding their children's education. Topics range from the bilingual education budget to early childhood and postsecondary opportunities. Topics presented at meetings are always determined by parents' interests.

What makes for a strong Bilingual Advisory Council?

The Councils have had strong parent support throughout the city. Their fortified role in advocacy for ELs has grown significantly over the past eight years. Support from school leaders is crucial for elevating parent concerns by providing spaces for them to have a voice at the table. Parents have become heavily involved in issues pertaining to the bilingual budget, leadership and other initiatives.

How does the Council support bilingual education?

Council leaders are in continued contact with the Chief of the Office of Language and Cultural Education at Chicago Public Schools. This ensures quality flow of information about services and information for ELs from the district level to the Councils. In turn, the leadership receives input from parents about how program implementation is affecting their children's education. They also provide opportunities for parents to advocate on behalf of local school needs. At times, parent leaders have advocated for their children at the school board level and with the help of Aldermen and other interested community members.

In what type of activities has the Council become involved?

The council approves the bilingual education budget for the district. A council generates topics for parent workshops and develops its own bilingual program presentations. Council members also become involved in supporting events hosted by other offices within Chicago Public Schools and state-sponsored events. They are strong supporters and advocates for the State Seal of Biliteracy. They also have organized college fairs for non-English speaking parents where they can interact directly with institutions of higher education. Council members embrace a comprehensive view of education from early childhood to college and career.

How does the Council choose the topics for their meetings?

Meeting topics are based on council member experiences at local and network levels along with concerns or interests that arise from the parent community. Each July, the Council holds an extensive organizational meeting laying out an action plan for the year.

What can other districts learn from Chicago Public Schools?

An organized and well-informed Bilingual Parent Council can be an important mechanism for nurturing parent involvement and supporting student achievement. The district employs staff to organize and foster parental engagement. The staff ensures that all presentations at quarterly meetings are interpreted and translated into various languages. They also facilitate parental workshops at the school level. It is extraordinarily helpful to have staff solely dedicated to parent and community involvement. This has fostered a long-standing trust and transparency where parents feel they are active participants.

LOCAL CONVERSATIONS AND ACTIVITIES

Evaluate your current district practices in light of these principles. Are ELs being given the support necessary to succeed?

- ✔ If ELs are underperforming on state assessments, which of these principles might begin to ensure their success? How might you implement an initiative based on the principles?
- ✔ How does your school provide a welcoming environment?
- ✔ How are the parents of ELs involved at the district level?
- ✔ How are issues and concerns raised by parents addressed by school leaders?
- ✔ Who is responsible for creating the annual plan for parental involvement in the district? Are the parents of ELs included in this plan?

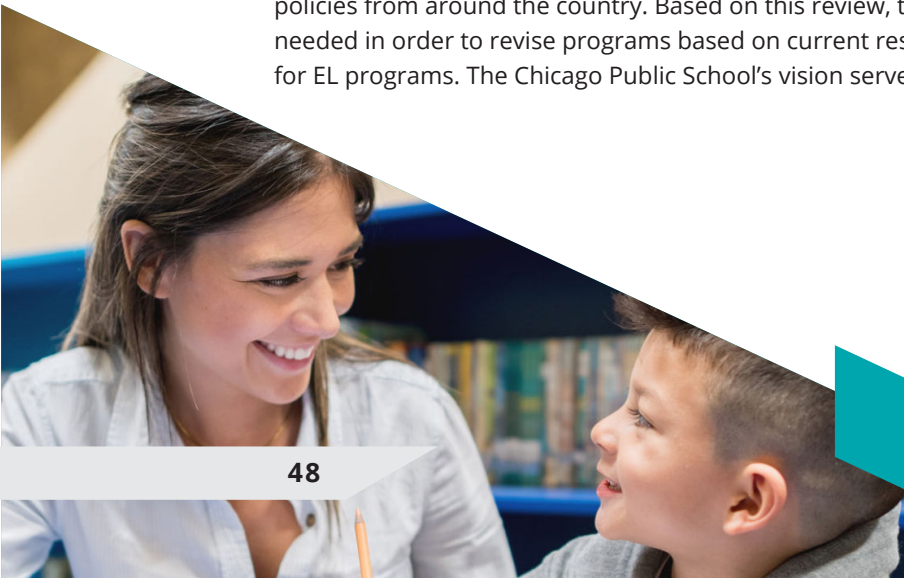
SECTION 2

Creating a Local EL Educational Vision and Policy to Align with Best-Practice Principles

7

This chapter focuses on core tenets of a visioning process. In many cases, the vision and goals of EL services either are not clearly delineated or are in constant flux due to changes in school and/or district leadership. This process most often is implemented by district leaders or districtwide committees that may include a board member and school principals. Following a thorough process that involves educators, parents, community and district/school leaders, it provides a worthwhile opportunity to engage in meaningful dialogue and to reshape local policy. This process calls for the formation of a committee or taskforce charged with recommending a vision for EL programs. During the vision-crafting process, the task force or committee needs access to school/district data and policies, program descriptions, surveys, school improvement plans and other relevant documents.

In 2015 Chicago Public Schools created a taskforce charged with developing a new districtwide school policy and vision for serving ELs. This handbook's co-author led this process for the district and the lessons learned have informed much of this chapter. Teachers, support staff, principals and district leaders had to apply to work on this initiative, which was conducted outside the school day. Teachers were compensated for their time. The scope of the committee work was outlined in the posting and teachers were selected based on their expertise, experience and commitment to work on the initiative. The group examined the existing Chicago Board of Education policies and policies from around the country. Based on this review, the group determined that changes were needed in order to revise programs based on current research and to highlight expected outcomes for EL programs. The Chicago Public School's vision serves as an exemplar later in this chapter.



Core tenets of a visioning process include determining indicators of success, selecting a philosophy, aligning programs to that philosophy and drafting a purpose statement. As a starting point, school district leaders should consider a number of guiding questions.

GUIDING QUESTIONS FOR THE EL TASKFORCE

- Who should be involved?
- What are the current practices for ELs? What needs to be improved?
- When will the vision for EL Programming need to be adopted?
- Will a change in School Board policy be needed?
- When does the School Board typically revise policies?
- What implications will the vision have on staffing?
- Will additional funding/resources be needed to sustain the vision?
- When does the School Board approve hiring for the subsequent year?
- Will extensive professional development for teachers be needed?
- When is the calendar for professional development usually approved?

Determining Indicators of Success

At the onset, one of the most worthwhile activities a school district and/or school can engage in is to have conversations about success and metrics by which to gauge progress. Past practice has been to rely heavily on student achievement data. The ESSA regulations disseminated in 2016 called for states to develop accountability plans. Progress and achievement on statewide assessments are mandated to be part of the metrics used to judge school effectiveness. In Illinois, the majority of assessments administered to ELs are written in English, even when ELs are in bilingual education programs receiving

native-language instruction. State assessments of language arts tend to only focus on English Language Arts. Math assessments are trans-adapted from English to a language other than English (LOTE). In some cases, science assessments are only available in certain grades and only in English. Another metric within state accountability is the progress ELs make toward reaching English proficiency as measured by the Annual ACCESS 2.0 assessment.

ELs are unable to demonstrate their knowledge and skills in relation to state standards on these assessments because they are not yet proficient in English. Because of this, when school report cards are published, ELs

perform below expectations, showing an achievement gap compared to their English-speaking peers. In the past, this triggered a rigorous Title III Improvement Plan. Given that, few educators in decision-making positions have had the necessary background to lead true reforms that are based on research of EL education.

When determining success, it is imperative to focus on how students perform over the long term, even after they are no longer classified as ELs.

ELs should perform on par with content assessments with their English-speaking peers once they have been reclassified as English-proficient based on the ACCESS score. Note that, even after ELs have been reclassified as English proficient, ESSA requires that all former ELs be monitored and provided with support service for four years.

Research conducted by the University of Chicago Consortium on School Research recommends using metrics other than content assessments for determining student success. Metrics such as passing grades in core subjects and attendance have been better predictors of college and career success. Graduation rates from high school can also be considered. For example, the number of former ELs on track as freshman and the percentage of former ELs graduating from high school within four years are good standards to consider. Ensure that the local community weighs in on the definition of success at the beginning of the vision process.

INDICATORS TO CONSIDER

- ✔ 90 percent of EL students achieving English proficiency by eighth grade
- ✔ EL school attendance above 95 percent
- ✔ EL students with grades above “C” in core subject areas
- ✔ Percentage of ELs who attain English language proficiency by 8th grade
- ✔ 85-90 percent of former ELs designated as freshmen on track
- ✔ 90 percent of both current and former ELs participating in an extracurricular activity
- ✔ An equitable percentage of former ELs participating in Advanced Placement and Dual Credit Courses
- ✔ 90 percent of former ELs graduating high school within four years
- ✔ ELs having sufficient course completion in English, Math and Science to ensure college success
- ✔ More than half of former ELs achieving the State Seal of Bilingualism

Stakeholders should aim high in setting the definition of success. The indicators should be communicated to teachers, support staff, district administrators, parents and other community members.

Philosophy and Aligned Programming

Starting the Process

Convene a task force to examine existing policy and data. The task force should consist of teachers, support staff, parents, school and district administrators and School Board members. The task force should first analyze **demographic trends, student achievement, funding allocation and personnel qualifications, as well as perceptions** about how ELs learn. This analysis and subsequent dialogue help to clarify existing conditions and outcomes as well as levels of supports and challenges. Doing this work together helps the taskforce in establishing a common starting point and background knowledge. Later, as the task force presents findings to the local community, the changing demographics, survey information and achievement data may confirm that the district is on track or may show need for change to better address the needs of ELs.

Once goals are established, the taskforce is in a better position to determine the best program and philosophy to meet the stated objectives. Earlier chapters presented additive and subtractive philosophies; your district will need to determine which approach to adopt and the aligned programming.

The Vision Statement

The vision statement often will be more comprehensive than the actual policies; however, it is essential that the policies be in alignment with the overall vision for ELs. Large urban districts often draft their own School Board policies and have the legal resources to revise the language and provide advice on the implications of implementing the policies. Suburban districts often subscribe to a service through the Illinois Association of School Boards, known as Press Plus. In either case, the vision statement must be linked to the final policy regarding the education of ELs.

If the district aims to introduce an additive bilingual education philosophy, it should include language that clearly articulates the goal of achieving highest levels of bilingualism and biliteracy. Effective School Board policies delineate the Board members' commitment to ELs and their families as well as expectations for school and district regarding program implementation. Often the vision statement can be incorporated into a purpose statement within the local School Board policies. Below is a vision statement for ELs from the U.S. Department of Education:



VISION FOR ELs

Office of English Language Acquisition

Building on the linguistic and cultural resources our students bring to schools fosters the future success of our students, state and nation. The best opportunities for students' growth involve their participation in school experiences constructed from the respect and understanding of different linguistic, social and cultural perspectives. The rich tapestry of students' cultures and languages offers a basis to develop the academic and interpersonal skills needed to thrive in today's world.

In today's interconnected world, multilingual and cross-cultural competencies, critical thinking, collaboration and decision-making are important goals for all students. To foster the development of these skills among students, schools must intentionally incorporate them into linguistically and culturally responsive curricula.

Multiliteracies and multilingualism offer both individual and societal advantages. Students' home language(s) should play an essential role in curriculum, instruction and assessment. Students should be encouraged to use their existing skills across languages in the acquisition of new knowledge. Furthermore, development of pathways to multiliteracies will ultimately contribute to students' college and career readiness.

Now consider the following example from Chicago Public School Board Policy 603.1 (2016), which has a clear purpose statement around ensuring equity and a philosophy endorsing additive bilingualism. The goals and purpose of the EL services are clear to both the schools and the public. How does this align with the federal vision?

PURPOSE

The purpose of this policy is to ensure that students Pre-Kindergarten through grade 12 whose home language is not English have equity in education and language acquisition opportunities through the District's Bilingual Education Services.

The Board acknowledges that cultural identity is inseparable from language and recognizes bilingualism as a desirable goal and reflection of cultural heritage. This Policy strengthens the Board's commitment to recognize students' home languages and cultures as assets to build upon and to support academic success while they acquire English in preparation for success in college, career and life.

The Board is committed to bilingual education as an effective vehicle for providing English Learners (ELs) with a full measure of access to an equitable educational opportunity as required by federal and state law.

This policy specifies Dual Language Education as a program model option for delivering bilingual education services, and the Board recognizes Dual Language Education as an effective model for building bilingualism and biliteracy in students.

This policy reflects the Board's emphasis on:

- Services for English Learners which are aligned to federal and state legal standards
- Clarity and guidance on effective instructional design for English Learners
- Research-based instructional practices for English Learners
- Meaningful parental participation in Bilingual Education Services

Taskforce Research and Review of Best Practice Principles

This process might involve analyzing the practices most needed in each school, which might be done through a study group, focus groups, conferences, EL educational consultants and site visits to school districts implementing a variety of program models.

The information gathered will be valuable when the taskforce presents its final recommendations. Site visits in particular provide meaningful experiences where questions and concerns can be addressed. Fellow administrators who have implemented programmatic changes effectively are among the best points of reference and resources.

Setting a timeline for the entire process from the onset is necessary to keep it moving and in line with decisions, such as administration of the programs, program design, curricular and assessment alignment, staffing and budget. Because each district follows a calendar that organizes major district functions, it is likely that this process would begin by setting a timeline that includes at least one year of planning prior to program implementation.

Goals for the EL Taskforce or Committee:

- 1 Analyze local data.
- 2 Review best practice and research.
- 3 Review district policies and procedures.
- 4 Draft an overall **vision** for students.
- 5 Decide how the vision statement will be included in the policy proposal.
- 6 Present the vision and recommendations to the local School Board of Education for adoption:
 - Develop specific **goals and budget**.
 - Present to school leaders for adoption.
 - **Monitor progress** and adjust as necessary.

Final Steps for EL Taskforce or Committee:

Once data has been analyzed, the vision statement has been drafted and recommendations for local policy changes are ready, the taskforce or committee is ready to present its findings. The final presentation with recommendations can take place as part of a regular School Board meeting or in a special meeting. If the committee is recommending significant changes, a town hall or open meeting would be beneficial. Districts can invite former ELs as well as teachers and other support staff and parents of former ELs to speak about their experiences and expectations. Administrators from other districts that were part of site visits may be invited to share student data as part of the motivation for change.

Taskforce or committee members should include the following areas during the presentation to the local School Board:

- 1 Members of the committee or taskforce
- 2 Scope of the study and work that includes the data on student achievement, surveys and demographics
- 3 A brief review of the research used, and the site visits conducted
- 4 Invited expert speakers, such as administrators from other districts and consultants
- 5 Testimonies from families or former students
- 6 Recommendations for changes to School Board policies and implementation of the State Seal of Biliteracy
- 7 Recommendations for implementation and considerations; for changes in any school staffing and budgets
- 8 Suggestions regarding additional staffing or resources needed
- 9 Possible timeline for implementation
- 10 Budget recommendations along with potential funding sources
- 11 A communication plan for the families of ELs and the community
- 12 A process for monitoring progress and follow-up once the policies and programs are in place.

District Highlight

Woodstock SD 200: Universal Dual Language Programming at Elementary and High School Level

Keely Krueger, Assistant Superintendent

Universal Dual Language Programming

When did the district first decide to implement dual language education?

We began our dual language program in first grade in 2004. Prior to this we had a transitional bilingual program but made the shift as more information came out about dual language education and how English Learners were more successful in this type of program. We now offer dual language in grades Pre-K through high school with more than 2,500 students participating. Approximately 39 percent of the District's students are part of the dual language program. At the elementary level we have more dual classes than monolingual classes.

What process was used to gather community support?

The community support has built over the years as we have had more students wanting to be part of the dual-language program. As a school district we have a dual language parent night, which draws typically 200 to 300 people every year. Our public library has bilingual events such as Spanish storytelling and Day of the Dead events. Woodstock has a sister city in Mexico and we have done exchanges with them. The city of Woodstock has a Cultural Diversity Committee. There is also an active Hispanic Connections group in the city that promotes cultural diversity.

Does the school board policy support the programs?

We don't have a written policy to support dual language, but we have tremendous support from our board of education. I present to them on a yearly basis providing an update on the program.

How has the implementation of districtwide dual language changed the community?

We have dual language at 10 of our 12 schools. One school doesn't have dual language because it is a Therapeutic Day Treatment Center and the other school's students are bused into town to participate in dual language. The participation of so many people in dual language has helped with cultural acceptance.

Supporting ELs at the High School Level

How does the district serve ELs at the secondary level?

At the secondary level we enroll students in courses based upon the needs of individual learners. A group of us, including high school ESL/Bilingual and dual language teachers, middle school teachers, dual language coaches and the Assistant Superintendent meet to discuss individual students and determine placement in courses at the high school level. ELs are placed in ESL classes at three different levels or mainstream English classes based upon their needs. We also offer sheltered English classes across the content areas in math, health, social studies and science. Finally, ELs can take courses in Spanish as part of our dual language program. Most of them are enrolled in Spanish language arts classes alongside our dual language learners and also take advantage of dual language biology or dual language world history.

Describe scheduling and how EL/content teachers are assigned.

As the Director of EL programs, I meet annually with the high school principals and superintendent to determine staffing allocation for the upcoming school year. We look at course requests and number of students to determine staffing levels. I advocate for additional staff, if needed. Hiring new EL and dual language staff for the upcoming school year is facilitated through my department at the District level.

I screen new candidates for licensure and Spanish proficiency. We interview as a team with staff from the Department of Language and Culture and building-level staff. Scheduling is done at the building level with input from District level and Department of Language and Culture.

How does the district support ELs in the elective courses?

The district offers several elective courses in Spanish including Global Issues, International Business, Advanced Spanish Conversation and Phonetics (dual credit with Aurora University). In the next two years we will be adding an additional dual credit class called Latin American Civilization and Culture and also *Culturas del mundo y geografía*. We also have EL classroom assistants who support students in various classes where there is not an endorsed ESL/Bilingual teacher.

What is the current graduation rate for ELs in the district?

The current four-year graduation rate for our Latino students is 96 percent. The current four-year graduation rate for our ELs is 90 percent.

LOCAL CONVERSATIONS AND ACTIVITIES

It ends with reflection...

- ✔ Was the visioning process inclusive? How were teachers empowered as leaders?
- ✔ What resources or supportive groups emerged out of this process?
- ✔ What challenges were noted as part of the study?
- ✔ How will the changes to the EL policy or programming benefit the community at large?
- ✔ How do the changes enhance the district's commitment to equity?

EL Requirements and Funding a Local Vision

8

Once the district has adopted a local vision and School Board policies to guide the EL programs, the work of implementation begins. This chapter begins with a review of federal laws regarding ELs as well as Illinois statutes and requirements. A crosswalk is provided to show how federal and state requirements align. School leaders must understand the legal requirements in order to design programs that align with federal and state law.

Along with legal requirements, school funding in Illinois went through substantive changes in 2018. The resulting Evidenced-Based Funding Model has implications for EL programming and therefore administrators must be well-versed on how funds must be used. This chapter discusses all the available funding streams that school districts can utilize to fund their EL program vision. Examples of specific school demographics and the funding timeline are offered as a tool for implementation.

What does the law require regarding the education of ELs? Federal law and Article 14C from the Illinois School Code provide context. It is important to understand that ELs are a protected population under federal civil rights law. Federal law always takes precedence over state mandates. In the case of ELs, the Civil Rights Act of 1964 states:

“ *The obligation not to discriminate based on race, color, or national origin requires public schools to take affirmative steps to ensure that limited English proficient (LEP) students, now more commonly known as known as English Learner (EL) students or English Language Learners (ELLs), can meaningfully participate in educational programs and services, and to communicate information to LEP parents in a language they can understand.* ”

Federal Supreme Court Rulings defining rights of ELs, immigrant and refugee students

Below are three seminal federal court cases that shape the education of ELs, immigrant and refugee students throughout the nation. *This section has been excerpted from the U.S. Department of Education (see: <https://www2.ed.gov/about/offices/list/ocr/ell/lau.html>).*

Lau v. Nichols

Lau v. Nichols, 414 U.S. 563 (1974), was a United States Supreme Court case in which the Court unanimously decided that the lack of supplemental language instruction in public school for students with limited English language proficiency violated the Civil Rights Act of 1964. The court held that since non-English speakers were denied a meaningful education, the disparate impact caused by the school policy violated the Civil Rights Act of 1964. The school district was demanded to provide students with “appropriate relief.”[1]

The Supreme Court determined that ELs are entitled to specialized language instruction in order to access academic content. Students cannot learn new concepts if they are unable to understand the language in which they receive instruction. Techniques, such as bilingual education with native language instruction, ESL and sheltered-content instruction, fulfill the federal requirements of the Civil Rights Act of 1964. School districts must bear in mind that simply including ELs in general education settings without qualified teachers, appropriate material or instructional approaches, constitutes a violation of their right to an equitable education.



Casteñeda v. Pickard

The case of Casteñeda v. Pickard was tried in the United States District Court for the Southern District of Texas in 1978. This case was filed against the Raymondville Independent School District (RISD) in Texas by Roy Casteñeda, the father of two Mexican-American children. Mr. Casteñeda claimed that the RISD was discriminating against his children because of their ethnicity. He argued that the classroom his children were being taught in was segregated, using a grouping system for classrooms based on criteria that were both ethnically and racially discriminating.

Mr. Castañeda also claimed the Raymondville Independent School District failed to establish sufficient bilingual education programs, which would have helped his children overcome the language barriers that prevented them from participating equally in the classroom.

According to *Lau v. Nichols*, school districts in this country are required to take the necessary actions in order to provide students who do not speak English as their first language the ability to overcome the educational barriers associated with not being able to properly comprehend what is being taught to them. Castañeda argued that there was no way to sufficiently measure the Raymondville Independent School District's approach to overcoming this barrier.



In 1981 the United States Court of Appeals for the Fifth Circuit ruled in favor of the Castañedas and, as a result, the court decision established a three-part assessment for determining how bilingual education programs would be held responsible for meeting the requirements of the Equal Educational Opportunities Act of 1974.[2] The criteria are listed below:

- 1 The bilingual education program must be “based on sound educational theory.”
- 2 The program must be “implemented effectively with resources for personnel, instructional materials and space.”
- 3 After a trial period, the program must be proven effective in overcoming language barriers/handicaps.

This ruling establishes criteria for developing equitable educational programs for ELs. School districts must ensure that ELs have access to programs that are effective in preparing them academically and that they are integrated to the degree possible with their English-speaking peers. The school district has a responsibility to provide teachers, classroom space and materials for instruction with local funds. Supplemental instruction in addition to core instruction can be paid for with the state contribution through EBF and the federal Title III funding. Programs offered to ELs must be based on research and best practice and are to be evaluated on a regular basis

Plyer v. Doe

Plyer v. Doe, 457 U.S. 202 (1982), was a case in which the Supreme Court of the United States struck down both a state statute denying funding for education to undocumented immigrant children in the United States and a municipal school district's attempt to charge an annual \$1,000 tuition fee for each student to compensate for lost state funding.[1] The Court found that any state restriction imposed

on the rights afforded to children based on their immigration status must be examined under an intermediate scrutiny standard to determine whether it furthers a “substantial” government interest.

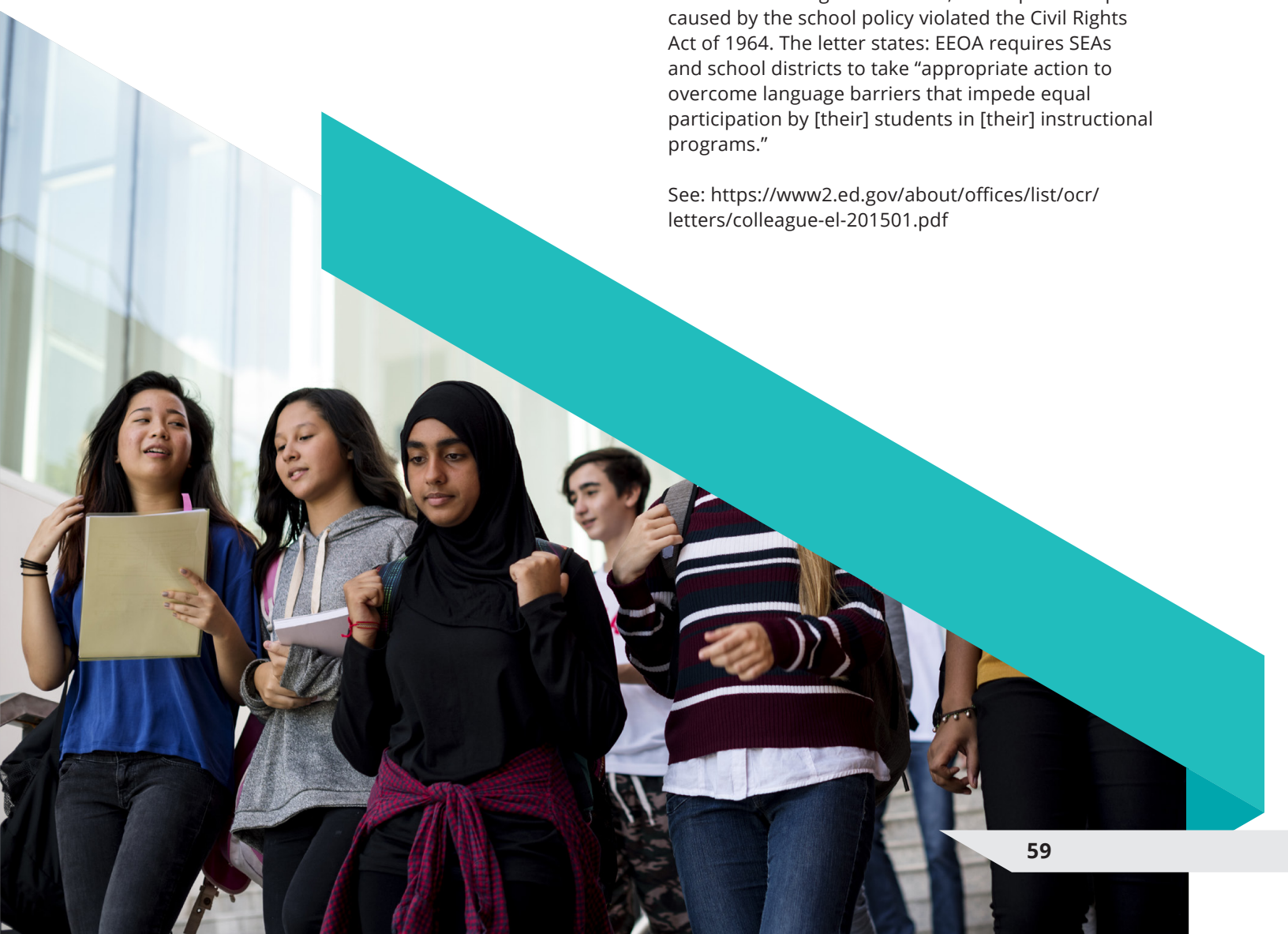
The application of Plyler v. Doe has been limited to K-12 schooling.

This Supreme Court Ruling established the rights for undocumented children to be enrolled in school K-12. No school district can deny registration or charge additional school fees

to a student based on their immigration status. School Districts must also review their registration procedures to ensure that questions regarding residency do not in any way deter immigrant families from enrolling their children in school.

In 2015 the U.S. Department of Education and the U.S. Department of Justice issued a joint memorandum, “The Dear Colleague Letter,” it honored the 50th anniversary of the historic Lau v. Nichols Supreme Court ruling that ELs are entitled to an equitable education by providing appropriate language services. The Supreme Court ruled that the lack of supplemental language instruction in public school for students with limited English proficiency violated the Civil Rights Act of 1964. The court held that since non-English speakers were denied a meaningful education, the disparate impact caused by the school policy violated the Civil Rights Act of 1964. The letter states: EEOA requires SEAs and school districts to take “appropriate action to overcome language barriers that impede equal participation by [their] students in [their] instructional programs.”

See: <https://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf>



Illinois English Learner Statute

Illinois has a number of long-established statutes, which align with federal mandates and are delineated in Article 14C of the Illinois School Code. The school code describes in detail the requirements of the identification of students, qualifications of personnel, language of instruction, instructional practice and parental involvement. All school districts in Illinois are required to serve ELs, even if only one student enrolled. Schools having 20 or more ELs have a subgroup under ESSA for accountability purposes:

“105 ILCS 5/14C-1 ... Therefore, pursuant to the policy of this State to insure equal educational

opportunity to every child, and in recognition of the educational needs of children of limited English-speaking ability, it is the purpose of this Act to provide for the establishment of transitional bilingual education programs in the public schools, to provide supplemental financial assistance to help local school districts meet the extra costs of such programs to allow this State to directly or indirectly provide technical assistance and professional development to support transitional bilingual education programs statewide.”

The table below aligns federal and state requirements for school districts in regard to ELs. To further review the rules, visit www.isbe.net, under English learners.

Alignment Between Federal and Illinois Requirements for ELs

Federal Requirement	Mandated in Illinois
Must identify all ELs	School districts must screen students and place them in services (if they qualify) within 30 days if enrollment occurs at the beginning of the school year or 14 days thereafter.
Provide ELs with a language assistance program	If there are 1-19 ELs speaking different languages, a TPI Program is mandated. If there are 20 or more ELs enrolled in a school speaking the same language a bilingual education program is required.
Provide staff and resources for an EL program	Staff serving ELs must have licensure and ESL or Bilingual endorsements. Students are entitled to resources in their primary language.
Provide meaningful access to core curricular and extracurricular programs	ELs must be provided access to all programs offered within the school district. This includes gifted programs, special education, Advanced Placement, dual credit and international baccalaureate courses.
Create an inclusive environment and avoid segregation of ELs	Illinois School Code states that ELs must be integrated with English-speaking peers in instructional settings to the degree possible.

Federal Requirement	Mandated in Illinois
Effective parental engagement opportunities	Bilingual Parent Councils, information in languages parents speak, access to classes with English-speaking peers are requirements in Illinois
Address ELs with disabilities	ELs are to be given access to multiple tiers of support or RTI services. If they qualify for special education, they must receive both EL and Special Ed. until they are eligible to transition.
Serve ELs who opt out of programs	If parents refuse EL services, districts are still responsible for the English language development of ELs.
Monitoring and Exiting ELs from EL Programs and Services	ELs who meet exit criteria must be monitored for two years after they transition. If they fail to make progress, support services must be offered.
Evaluate the Effectiveness of a District's EL Program	Every three years a school district must review the EL programs to ensure that they are following best practice and are effective.
Ensure Meaningful Communication with Limited English Proficient Parents	Any district with an EL enrollment must provide information in languages parents can understand and must form a Bilingual Advisory Council



Types of Federal Funding

Federal mandates and Illinois School Code state that ELs are entitled to all programs and funding sources available to their English-speaking peers. ***Districts must first use local and state funding to meet the basic instructional requirements, such as classroom teachers, textbooks, equipment and operational costs.*** Any instructional program or resource provided to general education students must also be extended to ELs with local funds, before tapping into federal funds.

Additional resources for ELs to achieve academically may then come from federal funding, such as Titles I, II, III and IV, Perkins Career Technical Education funding and 21st Century Community Schools funds. Each of these funds has a specific use, but these types of funding streams can be combined to achieve goals set forth in the district's vision and policy. For example, a district choosing to implement dual language programs may pay for specific curriculum development in the native language with Title III funds or may choose to send administrators and teachers to a conference on dual language using Title II or Title I professional development funds. Employing an instructional coach who is able to facilitate the program enhances dual language education; Title III

or Title I dollars can be used for this purpose. Dual language models that are one-way (only ELs are enrolled) can use EL specific funds to implement the program, which is considered to be an enriched educational program.

Those districts implementing two-way dual language models (enrolls ELs and English-speaking students) will need to consider how to blend funding to accomplish the goals set forth by the district vision. Title III can only be used to support ELs and not the non-ELs in a dual language program. Districts can use federal funds to explore/start the implementation of dual language programs but should plan to transition those costs to local/state funds for full implementation. Federal funds can only be used as supplemental monies. Once a dual language program becomes the main program of instruction for ELs, it is no longer supplemental and must be funded with local funds.

The table below provides a brief description of these sources. A more extensive table with a listing of requirements and the available funding sources is in the appendix of this handbook.

Type of Funding	Appropriate Uses	EL Requirement
Local Funding	Classroom teachers, administrators, support services, enrichment programs, operational costs.	Teachers of record serving ELs must be licensed and have ESL and/or bilingual endorsements.
Evidenced-Based State Funding	Additional EL Teacher, EL Interventionist, summer school, after school, remediation and enrichment.	All these recommendations are in addition to licensed and endorsed classroom teachers paid for with local funds.
Perkins V Funds	New law, signed July 2018, provides new opportunities to provide career and technical training.	Can be shared between high school and community colleges. States must make a plan regarding the transition to post-secondary. Considerations could include support for ELs enrolling in postsecondary education or career education.

Type of Funding	Appropriate Uses	EL Requirement
IDEA	Federal funding for the education of children with disabilities between the ages of 3 and 21.	Districts must identify, locate, evaluate and serve EL students with disabilities between 3 and 21.
Title I	Supplemental supports for ELs, low-income and students with achievement gaps. ELs are explicitly named in Title I. All accountability for the EL subgroup is now under Title I.	Instructional coaches, summer school, after school, family and community, fees for advanced placement assessments, and homeless and McKinney Vento (federal funding for homeless and refugee students).
ESSA Title I School Improvement Funds	Funding to increase achievement of subgroups failing to meet growth and achievement targets. An EL subgroup is formed when 20 or more students enrolled in a school.	An initiative written into the local school improvement plan to boost the growth or achievement of ELs.
Title II	Professional development, class size reduction, recruitment of teachers in shortage areas such as Bilingual Ed.	Core instruction must be delivered in the primary language where there are 20 or more students from that language enrolled in a school. Professional development must focus on EL strategies in order to be effective.
Title III Language Instruction Educational Programs (LIEP)	Supplemental services for ELs and their parents.	EL qualified instructional coaches, supplemental books or materials, summer school, after-school tutoring, professional development for properly endorsed educators working with ELs, or parental involvement activities and computer-aided instruction.
Title III Immigrant Education	Immigrant Education is for schools experiencing an increase in immigrant students.	Direct services to immigrant families can be used for parental liaisons, summer programs, credit recovery, adult ESL, etc.
Title IV	Provide all students with a well-rounded education. Provide school conditions for student learning and safety and improve use of technology.	Assessment fees for AP or dual credit courses for ELs. Fees for extracurricular activities for low-income ELs. STEM activities and vocational education.
21st Century Community Schools	Designed to provide after-school programs for low-income students.	ELs participating in extracurricular activities can be covered.

It is imperative that school leaders understand the appropriate uses of funding sources. School districts often employ site-based management; therefore, professional development for school leaders is essential to allocate funding earmarked for ELs and not for other purposes. Resources and guidelines are also helpful tools to provide direction in making informed schoolwide decisions. In designing funding allocation guidance, the vision for ELs and the

accompanying School Board policies should be cited. This practice ensures alignment between policy and practice.

School districts employing site-based management must prepare principals to manage EL funding effectively. Therefore, written guidance must be part of the budgeting process. Consider the following guidance given to school principals in a large urban school district:

Practice Exemplar: Guide for Principles

Leadership Planning Expectations

School Leaders must consider the demographics of the students in their schools for the purpose of planning and budgeting. Schools serving ELs must factor in the following:

1. Language/s spoken by the students: Are TBE and/or TPI Programs required?
2. Research- and evidence-based instructional practices for ELs, including English Language Development Standards
3. The desired goals for the TBE and/or TPI Programs: Is the program additive and is the aim to have students earn the Seal of Biliteracy?
4. Staffing: Does the school have bilingual/ESL endorsed teachers? Are the teachers assigned to ELs?

Schools must ensure that all ELs have access to core curriculum and opportunities to increase their English proficiency and academic performance through standards-based instruction (Common Core and WIDA English Language Development Standards), as well as targeted and appropriate Multi-Tiered Systems of Supports (MTSS). All ELs must also have opportunities to build on their linguistic, social, cultural and cognitive abilities in their native language.



The following core programs and requirements must be in place in all schools where ELs are enrolled:

- Transitional Bilingual Education (TBE) and Transitional Program of Instruction (TPI) are state-required programs for ELs, so these programs must be in place in schools where ELs are enrolled.
- All ELs are provided instruction by teachers with a Professional Educator License (PEL) and a Bilingual and/or ESL Endorsement and appropriate endorsements for content areas in the middle grades and high school.
- All ELs in TBE Programs are instructed in their native language and in English in all core subject areas: language arts/reading, math, science and social science.
- All ELs are instructed in the history and culture of their country of origin and of the United States.
- All stakeholders share a collective responsibility of educating ELs.

Program Design

The following requirements are governed by Illinois State Law (Illinois Administrative Code 228: <http://isbe.state.il.us/rules/archive/pdfs/228ARK.pdf>) and District policy:

- Intake, Placement, Assessment and Transition of ELs (Appendix A)
- TBE and/or TPI Programs must reflect Illinois state standards (Illinois Readiness Standards, WIDA ELD Standards and WIDA Spanish Language Arts standards)
 1. If a school has 20 or more identified ELs of the same language classification, the school must implement and place students in a TBE Program.
 2. If a school has 19 or fewer ELs of any single language classification, the school must implement and place students in a TPI.
- Qualification of teachers serving ELs (PEL with a Bilingual and/or ESL Endorsement);
- Use of supplemental EL funds
- Professional Development for Key Stakeholders: Central Office, Principals, Teachers and Parents
- Research- and evidence-based practices for instructing ELs: Culturally responsive curriculum, instruction in the native language, history of the U.S. and country of origin and second language acquisition.



Scheduling Considerations

All ELs:

- **Are assigned to classrooms with teachers who are Bilingual and/or ESL Endorsed**
- Receive appropriate core instruction (e.g. native language, ESL, sheltered core content) according to the EL Program Model (TBE, TPI, Dual Language Education)
- Receive all other resources, services and supports offered at the school
- Are programmed according to the recommendation of the EL teachers, using the course codes outlined by the District and ACCESS scores (the Illinois-designated English Language Proficiency assessment)
- All current ELs, including Parent Refusals, must be assessed annually with ACCESS to determine their progress in English
- Are administered formative assessments in English and in their native language (when appropriate) to determine and monitor academic growth.

Staffing Considerations

All preschool-12 teachers assigned to teach ELs (in TBE or TPI Programs) must hold a valid Illinois Professional Educators License with a Bilingual and/or ESL Endorsement. (For more information: <http://www.isbe.net/documents/ell-licensure-matrix.pdf>.) Teachers of ELs must also have the appropriate content-area and/or grade-level license/endorsements. This includes both locally funded (classroom) and Supplemental EL positions, as prescribed by Evidenced Based Funding and Title III.

Budgeting Considerations

ELs enrolled in most schools, and the education and supports for these students, must come from local district. Because additional supports and services can significantly enhance and maximize programs for ELs, schools receive supplemental funds from the state based on the core services ELs receive.

This guidance document is part of the district's overall budgeting process and is presented at state-sponsored workshops designed to facilitate site-based management. The Leadership Planning Guidance is designed for school principals and provides specific information allowing them to envision the EL services they plan to implement at the local level. The information is in line with both federal and Illinois policy requirements, thereby ensuring compliance with state statutes. This document supports the guidance presented in this chapter of the handbook and can be used in any school where ELs are enrolled.

Evidenced-Based Funding Principles Regarding ELs

Evidence-based funding (EBF) was implemented in Illinois in 2018. Illinois has a history of attempting to balance out inequities in educational spending. Students with specific needs, such as ELs, are spread across the state and the costs related to supplemental services can strain local budgets. ELs were weighted in the EBF formula so that these additional costs could be covered up front. EBF considers the demographics of a school district and the cost to educate the students enrolled. Local tax base and funding are compared to the cost in order to determine whether the district is adequately funded. Districts that are far from adequacy are allocated new funding every time the legislature appropriates more dollars to EBF. This method of funding is intended to provide greater equity across districts in Illinois. The Illinois General Assembly outlined its commitment to ELs and to Bilingual Education in the EBF legislation. It went further to recommend and outline research-based strategies to improve academic outcomes for ELs.

These specific recommendations outlined below are intended to be added to the core instruction delivered by properly endorsed EL teachers. Each year, Illinois State Board of Education (ISBE) posts calculations for EBF based on local demographics, and the specific allotments or calculated costs for

EL programming are listed. Each year ISBE publishes a spreadsheet with allotments for specific populations and tiers. It is important that school district budgets reflect the full state allotment and Title III funding in designated line items for ELs within their local budgets. State law requires that districts expend these funds exclusively on ELs. A detailed accounting of expenditures for EL education is due to ISBE and is required at the end of each school year.

Additional investments in ELs.

In addition to, but not in lieu of all other funding under this paragraph (2), each Organizational Unit (school/district) shall receive funding based on the average teacher salary for grades Pre-K through 12 to cover the costs of:

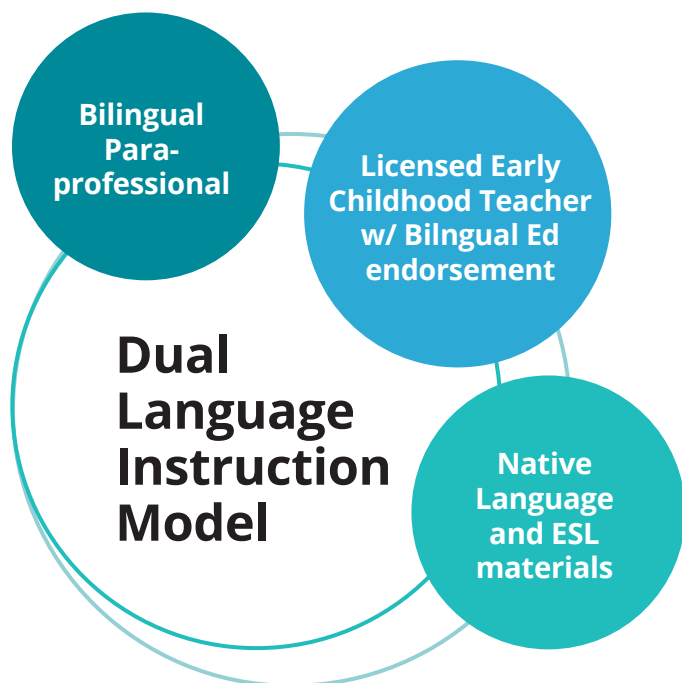
- (i) **one Full Time Equivalent (FTE) intervention teacher** (tutor) position for every 125 English Learner students;
- (ii) **one FTE pupil-support staff position** for every 125 English Learner students;
- (iii) **one FTE extended-day teacher position** for every 120 English Learner students;
- (iv) **one FTE summer-school teacher position** for every 120 English Learner students; and
- (v) **one FTE core teacher position** for every 100 English Learner students.

Below is a crosswalk between Evidence-Based Funding in Illinois and best practice as discussed previously.

Evidence Based Funding	Best Practice for ELs
Qualified Classroom Teachers	YES Extensive research suggests that teachers working with ELs should be bilingual.
Reduced Class Size	NO It is not specifically mentioned in research for ELs.
Extra EL Intervention Teacher for every 125 students	POSSIBLY Depends on the role of these teachers and if they are bilingual.
Professional Development	YES If professional development is related to ELs and is research-based.
Summer School/After-School Programs Teacher for 125 students	YES Principle 1.3 - extended learning time is recommended for ELs.
Instructional Support Personnel	POSSIBLY Social worker, parent liaison, counselor if bilingual.

Funding Examples

In this section, examples of different types of programs designed for ELs are presented. Each of the program designs meets the federal and state requirements and some embed the implementation of the research-based principles.



Dual Language Education Preschool Model

Preschool programs offered in Illinois must abide by the Illinois School Code Article 14C with respect to Bilingual Education, whether programs are offered in school or community-based settings. Whenever a preschool program enrolls 20 or more students speaking the same native language, bilingual education must be offered. Dual language education is a bilingual education model supported by research and approved by the Illinois State Board of Education. Dual Language programs offer instruction in the native language and in English to develop language skills, pre-literacy, social English early math literacy. Quality preschool programs incorporate language and culture into the classroom environment and play-based centers. Students are taught from an early age to respect diversity and to be autonomous learners.

Requirements	Funding Streams	Comments
EC Licensed Bilingual Education Teacher	Local funds, Preschool for All, or EBF Pre-K funds	Use local funds, Preschool for All, or EBF Pre-K funds. Teacher should have training in dual language education
Bilingual Paraprofessional	Local, PFA, or EBF funds	See PFA requirements.
Native Language Instructional Materials	Local or PFA	Local dollars or the “Preschool for All” can be used to provide basic curricular materials for all students
Developmentally appropriate ESL materials	Local or PFA	Local dollars or the “Preschool for All” can be used to provide basic curricular materials for all students

Requirements	Funding Streams	Comments
Developmentally appropriate ESL materials	Local or PFA	Local dollars or the “Preschool for All” can be used to provide basic curricular materials for all students
Professional Development	EBF, local, Title III or PFA	Must be relevant to Bilingual Education
Developmentally appropriate assessment tools	Local, PFA, or EBF funds	Observational tools that can be administered in multiple languages

To visit a dual language preschool program, contact Rachel Carson Elementary or Inter American in Chicago Public Schools SD 299

Pre-Kindergarten Bilingual Education (TBE) Programs

In Illinois, all preschool programs for children ages 3-5 that are administered by a public school district, including charter schools, must offer Transitional Bilingual Education instruction per rules Part 228 when 20 or more students speaking the same home language are enrolled in the school. Upon initial enrollment, parents must complete a Home Language Survey and, if warranted, students are screened for eligibility.

ELs are entitled to instruction in the home language and in English as a Second Language (ESL) that is developmentally appropriate. Instruction must be offered by a licensed Early Childhood teacher who holds a bilingual endorsement and/or ESL endorsement. This may be the classroom teacher or team teacher. Districts must offer at least two professional development sessions annually to both certified and non-licensed staff. In addition to state Preschool for All (PFA) funds, there are also Pre-K Bilingual EBF funds available for these programs.

<p>LICENSED EC CLASSROOM TEACHER</p> <p>Can hold the Bilingual Endorsement-PFA funds</p>	<p>PARA-PROFESSIONAL</p> <p>Should be proficient in the native language of the students-PFA funds</p>
<p>PARENT LIASON</p> <p>Funded with Title III</p>	<p>BILINGUAL INTERVENTIONIST</p> <p>Funded with EC EL EBF</p>

Elementary Dual Language Education Program

Dual Language Programs

Instruction is provided in English and a partner language through all curricular content starting in pre-K or K through at least sixth grade and ideally through high school. The three major goals of dual language programs are to achieve bilingualism and biliteracy, develop socio-cultural competencies and support academic achievement. These programs align with the State Seal of Biliteracy and are considered additive programs.

Dual language programs follow one of two models (both share the same goals stated above):

Two-Way: ELs and English proficient students participate in the program and receive instruction in English and the partner language in all content areas throughout the duration of the program.

One-Way: (also known as developmental or maintenance bilingual education). ELs receive instruction in their home language in all content areas for an extended duration, well after they have achieved English proficiency, typically from pre-K or K through 8th grade or beyond. Students receive ESL instruction until they have been reclassified as English proficient.

Dual language programs may implement three allocation models (all share the same goals stated above): 50-50 model; 80-20 model; 90-10 model.

Curriculum Writing, PD, and Supplemental Materials funded with Titles I and Title III

DUAL LANGUAGE INSTRUCTIONAL COACH FUNDED WITH LOCAL FUNDS
BILINGUAL CLASSROOM TEACHERS EC-6 FUNDED WITH LOCAL DOLLARS
BILINGUAL INTERVENTION TEACHER FUNDED WITH EL EBM
PARENT LIASION FUNDED WITH TITLE I

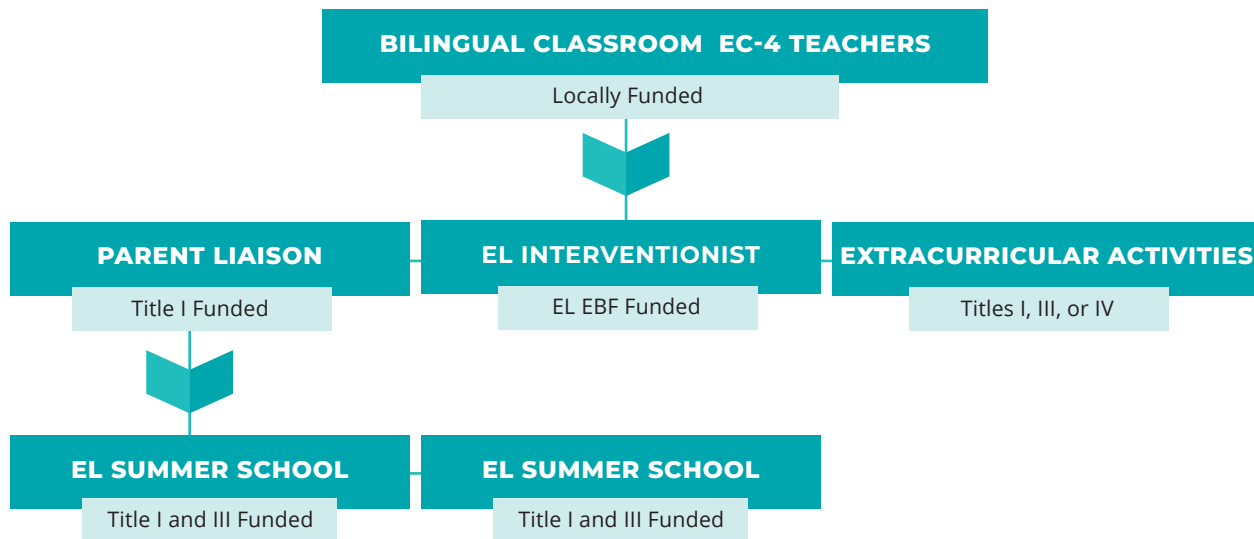
Extended day, summer school and extracurricular activities for ELs can be added to dual language education. In this case, funding from Titles I, III and IV can supplement these programs. Title III funds can be used to pay the salaries of paraprofessionals or teachers of after/before/summer school. Dual language education has proven to be the most effective program for eliminating the achievement gap.

To visit dual language programs, which have trend data, contact Naperville SD 203, Schaumburg SD-54, Elgin U-46, or Woodstock SD 200.

Elementary Transitional Bilingual Education (TBE) Program

Transitional Bilingual Education (TBE) Programs

Instruction is offered in the ELs' home language and English to enable them to transition to English. ESL is offered daily in addition to content-area instruction. The goal is to help ELs transition to general education classrooms as quickly as possible. The linguistic goal of TBE programs is English acquisition. TBE programs meet federal and state requirements as long as students are afforded enough specialized instruction to meet state standards and to perform commensurate with their English-speaking peers after they leave the TBE program. TBE does not necessarily ensure that ELs will meet the criteria for achieving the State Seal of Biliteracy after they have exited the program given that they are not able to continue to develop academic first-language competencies.



School districts may choose to focus professional development funding on sheltered instruction training for all general education teachers, so students receive specialized language instruction all day. Others choose to form EL Leadership Teams where bilingual/ESL Interventionists and a general education teacher from each grade level work together. ELs are placed in classrooms with these general education teachers in order to facilitate joint planning, communication and

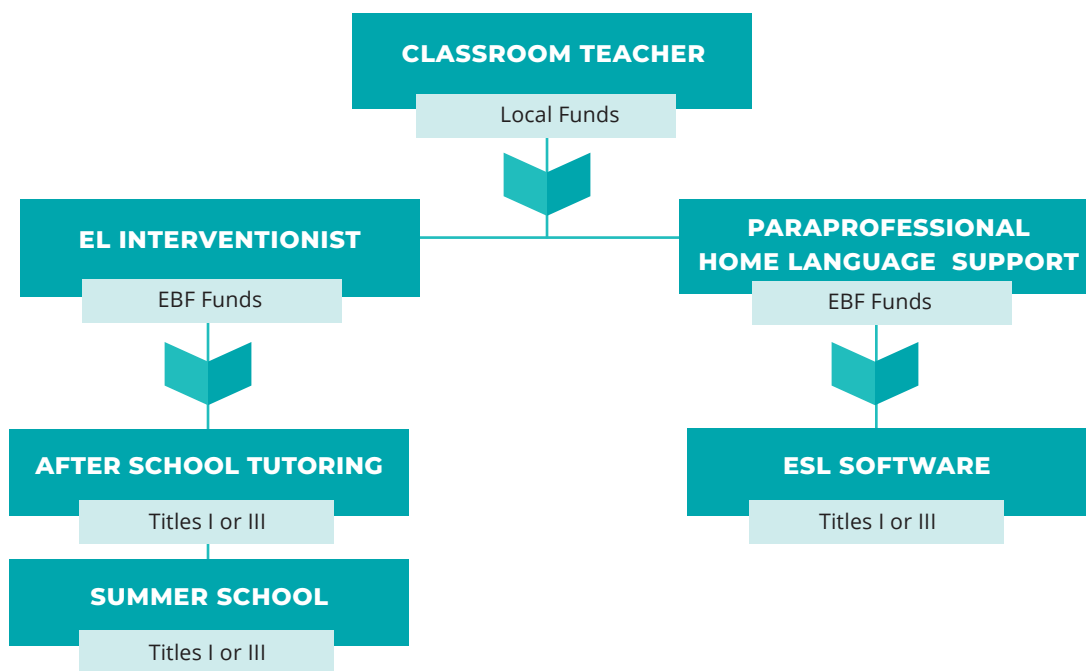
scheduling. Over time, the general education staff develops expertise, and some may choose to pursue ESL endorsement. EL Leadership Teams can support the school principal in developing plans for assessment, instruction and parental engagement.

To visit school districts with TBE programs consider visiting Indian Prairie SD 204 or West Chicago SD 33.

Transitional Program of Instruction (TPI) K-8: Many Low-Incidence Languages

Transitional Program of instruction (TPI)

Is offered when 19 or fewer ELs from the same language group are enrolled in a school. The school offers ESL and home language support as needed. ESL consists of specialized instruction that includes English language development in listening, speaking, reading and writing. ESL instruction must be offered by qualified teachers who hold licensure and an ESL endorsement. Home language support can be offered through tutors, paraprofessionals or use of technology. ESL and home language instruction must be at the language-proficiency level of the student and include language objectives and WIDA Model Performance Indicators in accordance to their proficiency level (for more information visit: wida.wisc.edu/.)



It is important for ELs to have access to English-speaking peers, and they should also be involved in extracurricular activities. Since they are a priority group under Title I, these funds can be used to provide the necessary fees and materials.

To visit schools with TPI Programs, consider visiting Elmhurst SD 205.

Transitional Program of Instruction (TPI) - High School

High schools with fewer than 20 ELs from the same home language are mandated to offer language assistance programs which include ESL, sheltered content classes required for graduation and support for ELs taking electives. Qualified teachers must hold teacher licensure in their content area and ESL endorsements. ESL must be offered as credit-bearing courses. Students can be placed in ESL-level courses per their language-proficiency level data on ACCESS regardless of grade level.

A resource class is often offered in lieu of study hall, taught by an ESL endorsed teacher who can provide support to students taking classes in the general education program. It is highly recommended that general

education teachers in mathematics, science, social studies and English be encouraged to earn an ESL endorsement so they can have the necessary background to address the needs of ELs in their general education classrooms.

Title II and III dollars are eligible for long-term professional development, which might include sheltered instruction and/or graduate ESL endorsement courses. Many districts have partnered with local universities to offer these training opportunities on site. Students should also have access to advanced placement, dual credit and International Baccalaureate programs. Other important investments that have proven to be effective for ELs include: (1) Involvement in extracurricular activities; (2) summer credit-recovery classes; and (3) extra guidance counseling.

<p>EL COURSES FOR CREDIT</p> <p>Should be an extension of the English Department</p>	<p>RESOURCE COURSE FOR SUPPORT</p> <p>Taught by a bilingual or ESL endorsed teacher</p>
<p>EXTRA CURRICULAR ACTIVITIES</p> <p>Funded by Title I</p>	<p>SHELTERED MATHEMATIC, SCIENCE AND SOCIAL STUDIES</p> <p>Taught by ESL endorsed Content teachers</p>

To visit high schools offering TPI Programs, consider visiting Indian Prairie SD 204.

District Highlight

Indian Prairie SD 204: Supporting ELs at the High School Level

Dr. Rafael Segarra, Director of English Language Learning

School District 204 EL Demographics

SD 204 is about an hour west of Chicago and is a suburban district in Kane County. The district is composed of 27,859 students in pre-K-12. Only 17 percent of students qualify as low-income and the mobility rate is 6 percent. ELs comprise 10 percent of the overall student enrollment. Families that move to this community tend to be well-established.

Indian Prairie School District 204 values the linguistic and cultural diversity that our students bring to our schools.

- Approximately 24 percent of students come from homes where a language other than English is spoken.
- More than 115 different languages are spoken in the homes of our students.

Slightly more than 4 percent of students are ELs and are provided specialized services through the English Language Learning (ELL) Program.

School District 204 EL Philosophy

Learning Environment: Within our classrooms, we establish a caring, inclusive, safe, linguistically and culturally rich learning community where students take intellectual risks and work both independently and collaboratively.

We believe that all ELs need to feel respected. Both the native language and the native culture should be valued. Prejudice and discrimination in the school community should be addressed and challenged. High expectations should be maintained for ELs with respect to their English-language proficiency levels.

ELs bring diverse cultural knowledge and experiences that contribute positively to the classroom and school environment.

Meaningful Learning: Through a variety of research-based approaches, we provide meaningful, authentic English-language instruction to meet the specific needs of ELs. We provide multiple paths to help students develop language proficiency and build knowledge and strengthen understanding of the “Big Ideas” of academic content. To accomplish this, we select, adapt, create and use rich and varied resources.

We believe that ELs require sheltered content instruction according to their English language proficiency level. Native language support and development facilitates ELs’ capacity to acquire the English language and academic content.

ELs are entitled to access all programs and services in the school as appropriate and necessary.

How does the district serve ELs at the high school level?

The high school ESL program offers ELs a series of courses to assist them in attaining English-language proficiency and in meeting state learning standards.

- ✔ ESL classes teach students the listening, speaking, reading and writing skills necessary to transition into regular high school English classes. Students receive English credit for ESL classes, and these classes meet English requirements for graduation.
- ✔ The high school ESL curriculum is tied to the Common Core State Standards and WIDA English Language Development Standards.
- ✔ EL Resource class provides academic support in English or Spanish to ELs to assist them in succeeding in the content classes. ELs receive assistance with the development of cognitive academic language as well as with reading and writing skills and receive elective credit for this class.

Bilingual Education (not offered at every school)

In addition to ESL instruction, in schools where there is a TBE Program, ELs receive native literacy instruction and/or native language support.

- ✔ Spanish for Spanish Speakers classes are designed to develop literacy skills in the native language for ELs whose first language is Spanish. The focus is on reading, writing and grammar skills. ELs also learn about the history and culture of countries where Spanish is spoken. Students receive elective credit for this class.
- ✔ Spanish for Spanish Speakers aligns with the Illinois Spanish Language Arts Standards.

EL Resource Course

- ✔ EL Resource class provides academic support in English or Spanish to assist ELs in succeeding in the content classes. ELs receive assistance with the development of cognitive academic language as well as with reading and writing skills and receive elective credit for this class.

Sheltered EL Content Classes

- ✔ Sheltered EL Content classes are specialized sections of general high school classes that cover the same curriculum but use instructional materials and techniques appropriate for ELs. This makes grade-level academic content more accessible for ELs while they continue to develop English skills.

How does the district support ELs in the elective courses?

ELs that receive elective courses such as Computer Tech, Health, Government and Consumer Ed, have an EL teacher assigned to co-teach with the general education classroom teacher of that subject (unless the EL teacher has that content certification). Additionally, a teacher assistant goes to certain general education classrooms to assist students that are considered bilingual. In addition, we offer Resource Classes. We also provided 25 bilingual paraprofessionals the coursework leading to a BA in Elementary Education, licensure, and the bilingual/ESL endorsements.

Tips for high schools serving ELs

Provide as much support through the counselors as possible and staff the schools with counselors that speak the languages represented in the student body to be able to convey important information to students and their parents. Provide informational meetings in the evenings for families to become well-informed on topics related to curriculum and other type of school information. The district provides parents time to go to a Computer Lab and fill information online that they may not be able to do at home. Lastly, if you are bringing families in, offer them food and a room for their younger children to do activities with a staff member! This will incentivize them to come in for a meal so the school can provide important information without parents being worried about childcare.

Reflection: Does the Budget Support ELs?

The overarching principle of school funding is that it should be maximized to serve students most in need. To that end, ELs are entitled to local, state and federal funds that provide the necessary supports to assist them in reaching college and career readiness. Coordinating a local school district budget involves the

participation and intentional collaboration of many key district and school administrators. Timelines are critical with respect to budgeting processes, teacher recruitment, hiring, purchasing appropriate instructional materials, operational expenses and extensive planning to make programs successful. There are many important steps that need to be discussed and implemented to ensure equity. This section provides a snapshot for the typical timelines involved in approving the annual district budget.

Month	Key Initiative	Administrators Responsible
October	Recruitment of EL teachers through college, job fairs and international recruitment	High school principal, EL Program Director and Human Resources
November	Determining additional EL staffing needed for the next school year	Coordination between High School Principals and EL Program Director, Human Resources and Chief School Business Official
December	Drafting proposal for the district Board of Education regarding staffing for all EL programs (can be a part of an overall district staffing proposal)	EL Program Director and Human Resources
January	Staffing recommendations and planning for EL Summer School; recruitment of teachers for summer work	Board approves staffing proposal; EL Program Director, Human Resources and Curriculum Department
February	Recruitment of EL teachers through college, job fairs and international recruitment	EL Program Director and Human Resources
March	The next year's budget is drafted	EL Program Director and Chief School Business Official project EL funding, local, state and federal dollars required to fund the EL programs
April	Early contracts offered for new EL staff; EL budget is refined	Human Resources and EL Program Director

Month	Key Initiative	Administrators Responsible
May	EL Professional Development and Parental Activities planned and budgeted	Curriculum Department and EL Program Director
June	Summer school programs begin. Services for ELs are included	EL Program Director and Curriculum Office
July	Budget proposal goes to the Board of Education for approval	Superintendent and Chief School Business official
August	Onboarding and Teacher Orientation for new EL staff	EL Program Director, Curriculum Department and Human Resources
September	Assign mentors for new EL teachers	EL Program Director and Curriculum Department assign specific mentors for bilingual and ESL teachers.



District Highlight

Moline Coal Valley SD 40: Putting Finances to Good Use for EL Programs

Stephane Jordan, Director for Grants and Curricular Support

It is imperative that district leaders collaborate to create and adequately fund a shared vision for ELs that meets state and local requirements. Consider the following explanation given to school leaders during the budgeting process in an urban school district.

Challenge: The district does not currently have enough ESL and/or licensed bilingual education teachers, especially in the area of special education.

Solution: Using professional development dollars from Title I, II, III or IDEA (for SPED only), create a district EL endorsement cohort with a local college or university. Note that all other college credit benefits must be paid out of grant funds and are not district paid.

Challenge: The district would like to purchase and implement an expensive language software program that could be used by ELs, students with IEPs and in interventions for RTI.

Solution: Purchase the software and professional development with a proportional combination of IDEA, Title I, Title II (for professional development only), Title III and possibly IV funds (for buildings that do not qualify for Title I.) Use district interventionists to implement the program. Tablets and headphones with microphones could also be purchased with supplementary grant funds in Titles I, III, or IV to support this supplementary program that would not be possible with supplemental grant funds.

Challenge: A large influx of refugees from Burma have resettled in our community.

Solution: Use a combination of Title III Immigrant Education grant dollars for materials, Title I Family and Community funds for additional parent coordinator hours, as well as possible parent education/ESL classes and McKinney-Vento Homeless funds under Title I to assist refugee families who may qualify as homeless. Title II funds could be used to provide an in-service on refugee resettlement.

Challenge: There are multiple first languages in the district and few native language materials in classrooms or library.

Solution: Native language materials can be purchased through Title III, Title I (utilizing either instructional supply money or family/community funds depending on purpose) or under the well-rounded student provision of Title IV.

Challenge: Students do not have books of their own and do not live in an area close to a public library. This is especially problematic during the summer.

Solution: The district leverages Title I funds to buy books in English and other languages to give to families who attend sponsored reading events throughout the community. We also put baskets of books in laundromats, barber shops and grocery stores for students.

Challenge: The district had poor attendance at its traditional half-day summer program. Additionally, this program was very expensive.

Solution: The Moline-Coal Valley School District does not hold a traditional half-day summer program. Instead, the district works collaboratively with five agencies to provide summer learning for students.

Several years ago, the district evaluated its summer program and found it to be expensive, with many students unable to attend because of parent work schedules. We decided that the district would bring summer learning to the sites where our students have their summer day care. Teachers and paraprofessionals teach small-group, intensive reading and math for 30-60 minutes daily at the Boys and Girls Club, the Salvation Army, Springbrook Courts of the Moline Housing Authority, the YMCA and SKIP-a-Long Childcare of Moline. Students enjoy enriching, safe summer programming through the agency programs and those who need science and math remediation receive instruction from certified district staff.

Students who do not participate in a full-day summer program are able to participate in reading or math instruction at drop-off sites. Additionally, tablet carts and devices are loaned to the agencies for the summer and students are able to utilize computerized instructional programs from the district in the areas of language arts, ESL, math and coding. Agency summer staff members are trained on software programs by district staff.

Summer enrichment, remediation and credit-recovery programs 6-12 are funded through 21st Century Lights on for Learning funds. Summer ESL and bilingual courses can be funded through these dollars.

Family and community dollars in federal grants can also be used to support summer family reading programs for ELs and their families.

LOCAL CONVERSATIONS AND ACTIVITIES

Providing an equitable education for all students takes commitment on the part of all school leaders, as students vary in their specific needs. Considerations for ELs:

- Is the district maximizing local, state and federal funding to support the local vision for ELs?
- How is the district equitably allocating local funds to cover EL expenditures, such as classroom teachers, texts and operational expenses?
- Is there congruence between what ISBE allots to the district in state EL funding and the locally passed budget?
- How does the budget allocate all of the federal Title III funding and carryover to EL programs?
- How have funds for parent involvement activities been included?
- How have funds accounted for required professional development sessions?
- How is funding being used to provide equitable educational opportunities for EL students, such as extracurricular, honors and advanced placement courses?

Accountability and Monitoring Former ELs

9

This chapter provides an overview of how school accountability, legislated under the Every Student Success Act (ESSA), provides an amplified focus on both the English language development and academic achievement of ELs. With an opportunity to move away from certain aspects of accountability that have long been a part of the educational landscape under No Child Left Behind (NCLB), this chapter delves into novel and fairer ways to track current and former EL achievement over time. With data-monitoring recommendations from national think tank New America as the cornerstone of this chapter, recommendations and guiding questions are provided for how school leadership might consider monitoring student growth in English language proficiency along with tracking students once they leave the EL classification in order to have a complete picture of their academic trajectory.

How will ELs be reported in school accountability under the Every Student Succeeds Act?

In 2015 the federal ESSA was passed as a reauthorization of federal funding for education K-12. The legislation has a central theme of calling on schools to ensure equity of educational opportunity. According to national think tank New America (2018), ELs now have a more prominent focus within accountability systems:

“...federal policy is reshaping how public education systems must respond to these learners...state leaders face increased autonomy and decision-making related to EL students. Moving the core of EL accountability from the law’s Title III to more heavily-funded Title I has increased the visibility of EL data collection, reporting and use in accountability systems to flag the lowest-performing schools for ELs.”⁹⁰

Previously under NCLB the focus was placed on reducing the achievement gap between subgroups of students, such as low-income, ELs, racial subgroups and those receiving special education services. While some academic gains were achieved, the EL subgroup continued to lag behind its peers on national and state assessments.

Schools are now accountable for EL progress; how can we ensure fairness?

Most states administer academic content assessments in English, which is a language ELs, by definition, are still acquiring. According to experts in the field, Patricia Gándara and Maria Estela Zarate (2014), "Academic achievement testing in English while students are still learning English, however, should not be used

for high stakes purposes such as grade placement, school accountability, or teacher evaluation. Academic content examinations in English administered to students who are not English proficient will yield invalid results."⁹¹

In states, such as Texas, where content assessments were made available in Spanish for students in grades 3-5, the achievement gap has been significantly less than in other states. More ELs are able to demonstrate their content knowledge once they are provided questions in their primary language. It is also important to note that English learners were moved out of the subgroup once they had mastered English. This meant that the subgroup continually consisted only of students who were learning the language, which perpetuated the achievement gap.



What Does the Illinois ESSA State Plan Require?

ELs have a 5-year timeline to master English language proficiency on the state-administered ACCESS assessment.

Schools must demonstrate adequate growth toward English proficiency **for 20 or more ELs enrolled at the site.**

ELs who do not master English proficiency within seven years will be categorized as **long-term ELs under ESSA.** That is, that if on the 8th measure of English language proficiency the student does not meet the exit criteria, they become a long-term EL.

ELs must also make adequate progress as a subgroup on content exams.

ELs must master content such as English Language Arts, Mathematics and Science in English.

ELs at the high school level **must pass courses and stay on track for graduation.**

ELs in high school **must take the SAT and meet standards.**

ELs must have **access to rigorous courses,** AP, IB, Dual Credit.

Former ELs will be a new subgroup monitored under ESSA. Former ELs who have received adequate support should perform at or above the level of their English-speaking peers.

LOCAL CONVERSATIONS AND ACTIVITIES

Providing an equitable education for all students takes commitment on the part of all school leaders, as students vary in their specific needs. Considerations for ELs:

- What measures has your school district taken to ensure that administrators are aware of the changes in accountability for ELs?
- How does the board ensure that schools with the highest number of ELs receive adequate support?
- How can the funding streams support your local vision for ELs?

Monitoring the EL Vision: Five Key Principles for Understanding EL Data

For more than 15 years under NCLB, the accountability focus was solely on active EL performance on math and English Language Arts assessments. More often than not, these students did not meet state standards. This is due to the fact that they were acquiring English and did not have sufficient proficiency to perform well on academic tasks.

It is time to shift the paradigm on how EL data is viewed and broaden the scope to consider the progress of former ELs. The true barometer for EL program evaluation is how students perform academically once they leave the EL program. Successful programs can demonstrate that former ELs are on par with their native English-speaking peers on various academic measures.

In previous chapters, the development of English as a second language has been a key topic of discussion. Misconceptions about second-language acquisition linger, including the differences between social and academic language, as well as the length of time it takes for ELs to become proficient. In Illinois, ELs are tested annually in listening, speaking, reading and writing. The expectation is that the majority of ELs will become proficient in English within five years after first grade, provided they receive quality specialized language services (bilingual and/or ESL).



The New America policy paper “Rethinking English Learner Data: Illinois’ Plans Under the Every Student Succeeds Act” (2018) featured ways in which Illinois approaches EL data representing “a compelling example of trying to navigate data quandaries thoughtfully.” The policy paper presents five key principles for understanding how the data on ELs is different and should be approached with caution.⁹³ With permission, their principles are outlined below followed by how this is applied in the Illinois context.

1 The EL subgroup is not static.

Each year, students move through EL status like a revolving door, with some entering the subgroup to receive extra language services while at the same time others are exiting the subgroup. Under its ESSA plan, Illinois decided to create a distinct subgroup category of “former ELs” in addition to other subgroups required by ESSA.⁹⁴ The state will collect and report data on these students through grade 12, beyond the four-year monitoring window required under ESSA. Tracking outcomes more longitudinally—after students exit EL services—is vital for getting a fuller picture of how ELs fare in the long run. Nationally, Illinois appears to be one of the only states planning to report former EL data in such an overt way.⁹⁵

For accountability purposes, Illinois will combine current and former ELs who have transitioned from services within the last four years into the one subgroup as the law allows. In theory, this is a subject of lively debate between various groups of EL researchers and advocates. On one hand, including former ELs helps to address the “moving target” nature to the EL subgroup, wherein schools do not get credit for their most academically successful ELs who exit the status. Discounting such success can be extremely demoralizing to classroom educators.⁹⁶ But others view former EL inclusion as a form of “masking,” i.e., the inclusion of former ELs will “mask” current EL performance and skew the data in the opposite way, obscuring the needs of struggling ELs.

What does this mean for Illinois districts and schools?

In Illinois, any school with 20 or more ELs automatically has an EL subgroup that consists of both active and former ELs who reclassified within the last four years. Given that the data on active and former ELs from statewide assessments is combined for accountability purposes, it is difficult to determine if either current or former ELs need additional support. The data may show that ELs are not meeting state standards. To improve outcomes, it is necessary to look at each group separately. School districts need to disaggregate student performance between active ELs and former ELs on academic assessments. Former ELs should be performing on par with English-speaking peers within five years of transitioning out of the TBE or TPI programs on state academic assessments.

Assessments alone do not tell the whole story: Multiple indicators point to success in college and careers. School districts may wish to look at attendance, graduation rates and grades in core academic courses for former ELs to determine if academic performance and growth are adequate. If EL services were adequate, former ELs should graduate from high school within four years if they entered the school system before third grade.

2 Learning a language takes time—but not forever. There is a need for reasonable timeframe.

Illinois establishes a reasonable timeframe for most ELs to attain English proficiency, although it should further consider its data metrics and reporting in this area. Research suggests that reaching academic proficiency in a new language takes four to seven years, based on a variety of contextual factors.⁹⁶ Illinois has decided to set a rigorous goal of a five-year timeframe for ELs to achieve English-language proficiency. This timeframe starts in first grade, when students are first legally mandated to attend school in Illinois, or at the grade of entry for EL students who arrive later.⁹⁸

Illinois' uniform expectation for language learning, five years maximum, is a simple, straightforward goal, which has the benefit of transparency for all. However, this five-year expectation may not be realistic for all ELs, particularly those with disabilities, those with limited or interrupted education, or in certain bilingual models. Research suggests that these groups take longer, on average, to reach English proficiency.

Local school districts may wish to collect data on transition rates for English Learners. It is reasonable to expect students to transition from EL services in a timely manner if adequate services are offered. Statewide, students who begin services in early childhood or kindergarten are transitioning from services by fourth grade. Older students who enter the country after third grade may require additional supports.

What does this mean for Illinois districts and schools?

ELs who have not reached English proficiency within seven years (based on data from local schools), will be classified as long-term ELs. This group tends to be at highest risk of dropping out of high school, so it is important to monitor and provide supports as early as possible. ELs who do not demonstrate sufficient growth on ACCESS from year to year may require additional academic and language supports, for example after-school tutoring or ESL classes in the summer.

If the long-term EL subgroup is greater than 10 to 20 percent of ELs not reaching proficiency by eighth grade, systemic causes for their lack of progress are likely at play. For example, is the time devoted to ESL classes adequate? Are the ESL curriculum, materials and instructional approaches appropriate and in line with how students best acquire a second language? A student who is approaching proficiency may still require at least one hour of support five days per week. Newly arrived students require more time and may need two or more supported class periods per day with ESL and native language instruction from a qualified teacher.

3 ELs at different stages progress at different rates.

It is unrealistic to set one-size-fits-all expectations for year-to-year English language proficiency growth. The solution might be to use growth models that account for contributing factors, like initial English language proficiency level and grade level. Illinois laudably takes into account the developmental realities that impact different ELs' trajectories for language acquisition. Researchers have widely noted a "lower is faster, higher is slower" rule for English development: on average, ELs in lower grades and lower English language proficiency levels make more yearly growth than ELs in higher grades and higher English language proficiency levels.⁹⁹

In recognition of this nonlinear nature to language growth, Illinois' model incorporates initial English language proficiency level and grade level to differentiate interim targets for individual ELs.

Over the first-year timeframe, Illinois plans to use a "growth-to-proficiency" model that establishes a series of interim targets for each student to make year to year based on his or her entry level performance data. Students are considered "making progress" if they score at or above their yearly targets.

What does this mean for Illinois district and schools?

ELs progress in their acquisition of English and content knowledge at different rates. While making progress is important, factors such as age, family income, mobility, trauma, qualified and well-prepared teachers, quality programs and support services are all factors that affect the academic and linguistic growth of ELs.

ELs' level of English upon entry into the school is also a significant factor in determining when they will transition from services. A 2019 cohort study done by the University of Chicago on ELs in Chicago Public Schools demonstrated that students who entered early childhood or kindergarten with some level of English proficiency often transitioned by third and fourth grade. Their growth rates were adequate, and they performed as well or better than peers after transition.¹⁰⁰

Those who entered school after third grade with little or no English progressed at a higher rate than most, yet they took longer to reach English proficiency. Supports designed to assist these students can make a difference. Summer school, credit recovery and participation in extracurricular activities are ways to boost ELs' acquisition of English.

4 English skills impact academic performance.

Below a certain threshold of English proficiency, it is impossible to make valid claims about academic proficiency in English. In general, use academic achievement data with extreme caution; emphasize academic growth models for current ELs; set different academic targets based on English language proficiency level.

What does this mean for Illinois districts and schools?

A basic tenet for education is that assessment must match instruction. In this case, the language of assessment should match the language of instruction. Therefore, if students receive instruction in Spanish, for example, the state assessment system should include tests written in that language for accountability purposes. Districts should have the prerogative to implement appropriate assessments based on ELs' level of English proficiency and the language used in the classroom.

Illinois has a history of utilizing trans-adapted assessments for mathematics. When assessments are trans-adapted, test items are reviewed for academic content and any complicating or extraneous language is removed from the test question. Another feature of trans-adapted assessments is to add illustrations, tables, or graphic information to support the concept being assessed. These assessments may also feature directions translated into languages, such as Spanish. Trends in achievement data for ELs show stronger performance in math over time. This could be due to availability of Spanish instructions and terminology within the assessment. Based on lessons learned, offering language arts and science tests in Spanish would provide more accurate data on ELs' overall growth. Another New America recommendation is for Illinois to consider different targets for the EL population based on their levels of English proficiency at the time of testing. For example, a student who scores at a basic level of English on the ACCESS assessment has a projected score range on the content assessments. This adjustment would correlate ELs' command of English with an acceptable range of performance in the content.

5 Poverty affects ELs and, as a result, their educational outcomes.

Without consideration of how poverty impacts the EL population, interpretations of EL data may misdiagnose root causes. There is a need to report demographic needs data alongside outcomes data to highlight the realities of school and district needs.

What does this mean for Illinois districts and schools?

Most school districts in Illinois have ELs. In 2017, at least 53 percent of schools had 20 or more ELs necessitating the creation of a subgroup. ELs are more likely to be enrolled in schools in which 20 percent or more of students also qualify as low-income as per federal guidelines. When reporting achievement data for ELs on state academic assessments, it is helpful to report the school status for Title I as well.

If the school has an underperforming EL subgroup and also has Title I status, the district administration and school board should consider ways to add qualified staff and programs that follow recommendations found in current research.

Under the ESSA Plan for Illinois, ELs qualify as a group entitled to Title I funding due to their need to acquire both English and academic skills at the same time. For more information about the use of Title I funds for ELs, refer to Chapter 8.

Key Principle	Comments	Included in the Illinois ESSA Plan
The EL Subgroup is not static	It is important to follow the progress of ELs after they have mastered English	YES
Learning language takes time but not forever	Research has shown that ELs can take 5-7 years to master academic English. For some ELs, it can take 5-to-9 years	YES
ELs at different stages progress at different rates	Research has shown that ELs can take 5-7 years to master academic English. For some ELs, it can take 5-to-9 years	YES
English skills affect ELs' academic performance	Onboarding and Teacher Orientation for new EL staff	MAYBE
Poverty most affects ELs, and as a result, their educational outcomes	Assign mentors for new EL teachers	NO

EL Data Monitoring: Guiding Questions for School Districts

It is important for schools and districts to review their EL programs every three years, per federal guidelines from the Office of Civil Rights. While conducting a review, data should be analyzed

over the long-term to determine whether EL outcomes are commensurate with their peers. Below are some ways to consider monitoring the progress of the EL vision and services:

District-Level Data:

- ✔ What policies are adopted to ensure that school leaders are knowledgeable about the specific needs of ELs?
- ✔ What protocol does the local school board have in place to ensure a commitment to equity for the EL population?
- ✔ What procedures have leaders and the community engaged in to implement a vision-setting process?
- ✔ How does school district policy align with the vision?
- ✔ What policies are in place to ensure that adequate resources are allocated to support ELs?
- ✔ How many teachers are needed to ensure an adequate number of staff credentialed to serve the EL population?
- ✔ Is there a gap between the number of staff employed and the number needed to serve your population?
- ✔ Does the district/school offer research-based support services?

School-Level Data:

- ✔ What is the adopted vision for EL programs?
- ✔ How does the program offered to ELs align with the stated vision?
- ✔ Have the vision and goals of the program been communicated to staff and parents?
- ✔ Does the school have an adequate number of bilingual education and ESL teachers to serve ELs?
- ✔ How does the rate of retention of bilingual education teachers differ from the rest of the staff?
- ✔ Is there adequate professional development scheduled to support the program model?
- ✔ Are all teachers, district administrators and principals included in professional development about ELs?

Parent and Community Involvement in the Data:

- ✔ How are EL parents welcomed in the school?
- ✔ What procedures are in place to provide signs and visuals to support EL families?
- ✔ How does the front office communicate with parents?

- ✔ How does the district provide information in languages parents of ELs understand?
- ✔ How does the district ensure that EL parents understand the goals of the EL programs?
- ✔ How are EL parents involved in decision-making at the school level?
- ✔ How does the district provide interpretation services for parents during parent/teacher conferences?
- ✔ How does the local school board consult with EL parents when making decisions that affect their children?
- ✔ What procedures are in place for EL parents to have access to the school and district leadership including the superintendent?

Student-Level Data:

- ✔ Is EL enrollment increasing over time?
- ✔ What types of programs are ELs enrolled in (e.g. TBE, TPI, Dual Language)?
- ✔ What percentage of the district enrollment is the EL subgroup when both active and former ELs are included?
- ✔ Are the majority of ELs transitioning from EL services by eighth grade?
- ✔ What percentage of ELs are classified as long-term? How many families are refusing services?
- ✔ How is the EL subgroup performing on state academic assessments?
- ✔ How do the groups perform when disaggregated?
- ✔ Do former ELs perform on par with the English-speaking peers five years after transition from services?
- ✔ How do ELs perform on local assessments?
- ✔ What is the attendance rate for both former and active ELs?
- ✔ Are report card grades in core subject areas the same or different from their English-speaking peers?
- ✔ Are both former and active ELs enrolled in AP, IB and dual credit courses?
- ✔ Are they enrolled in extracurricular activities?
- ✔ Do ELs have access to English-speaking peers during the school day?
- ✔ Are former ELs graduating high school within four years?

In summary, investing in a solid process for creating a long-term vision for ELs sets a foundation for future success. The vision will guide district policy and practice in key areas that include budget allocation, recruitment of staff, curriculum and instruction, assessment and parent participation and engagement.

District Highlight

Schaumburg SD 54: Low-Incident Language Programming

Danette Meyer, Assistant Superintendent for Language and Culture

Academic excellence within a diverse school community is a point of pride for District 54 staff and families. For many years, the District 54 staff and community have worked collaboratively to ensure the success of every child. Like all students, ELs in District 54 are demonstrating whole child success according to the goals set by the Board of Education.

The District 54 Strategic Plan identifies three goals by which we will measure our success:

- Ensure the success of the whole child by providing comprehensive approaches and programming, grounded in the belief that each child deserves to be Healthy, Safe, Engaged, Supported and Challenged.
- Perform in the top 10 percent of all schools in reading and math growth and proficiency as measured by state and local assessments.
- Close the achievement gap for ALL students in reading and math as measured by state and local assessments.

Fifty-seven percent of District 54 students live in a home where a language other than English is spoken. Over 1,400 students are enrolled in District 54's highly successful dual language programs in Spanish and Japanese or immersion program in Chinese at 11 District 54 schools. According to Jana Echevarria, a leading researcher and author:

“English learners arrive at school with a wealth of experiences, knowledge, preferences, abilities, interests and native language proficiencies. In other words, they are not blank slates; they are multidimensional individuals who happen to be in the process of acquiring the English language.”

District 54 teachers know each student by name and need. For example, at Muir school, teachers Julia Bolotin and Traci Reiner post a heritage wall in their classroom where each week a student brings in an item that represents their culture or a family tradition. Whether students are born in the U.S. or abroad, by talking with their classmates about their families, they learn about each other and create a positive classroom environment. District 54 staff participate annually in cultural competency training to better understand some of the differences they encounter when working with students and families from cultures different from their own.

In order to meet the high expectations and perform in the top 10 percent of schools in Illinois, ELs must develop high levels of academic English proficiency. Last year 2,843 English learners in District 54 participated in Illinois' annual assessment of English proficiency. Twenty-four percent of the students reached English proficiency, the highest rate in Illinois for any school district with more than 150 ELs. A focus on the whole child, high expectations and a collaborative school culture ensure the success of ELs in District 54. ELs benefit from the rigorous curriculum whether they receive support from EL resource teachers at their neighborhood school or continue to develop their native language or a third language in our dual language immersion programs. District 54 teachers continue to enroll in professional development courses to increase their knowledge of instructional strategies to engage ELs.

Each year District 54 teachers assess more than a thousand students new to the country or new to the district. When ELs first arrive, there is a gap in their achievement on English assessments, as one would expect. District 54 staff know that this is just a temporary state for students and that they are only in need of some additional focused time and support to become proficient. One way that extra time and support is offered is through an after-school writing program offered to ELs funded through a federal grant.

After reaching English proficiency, former ELs meet or exceed standards at the same rate as other students in District 54 and achieve the goal of performing in the top 10 percent of students statewide on Illinois assessments.

What can other districts learn? When selecting a program model and structures, consider your local context. We have fewer students entering our district as monolingual Spanish speakers and more as bilingual students with some skills in English and others in their native languages. So, our program model needed to change to address the demographic shift. Review your student achievement data as well as your language proficiency data to ensure students are successful, rather than just complying with federal, state or local regulations.

Gathering data for evaluating EL programs necessitates taking a long-term view with emphasis on demographic, qualitative, quantitative and achievement data. Highlighted throughout this guide are examples of school districts across Illinois that have employed a variety of practices and strategies and have also taken innovative and brave approaches to educating ELs, including refugee and immigrant students.

The rewards often are realized after ELs leave the school system and go on to pursue careers or postsecondary education. The support offered by teachers as well as district and school leaders helps families navigate the educational system in the U.S.—something that is quite challenging to do on their own. Welcoming environments should focus on the following: specialized language and academic development, culturally responsive curriculum and instruction, opportunities for advanced coursework, extracurricular activities, well-designed language programs, and well-prepared teachers and leaders who can change these students' lives. Educating ELs to their highest potential continues to be a source of pride in many communities across Illinois.



Appendix

ADVOCACY STRATEGIES FROM DR. SONIA SOLTERO

Assumptions about ELs as well as unrealistic expectations about their academic progress in English often result in practices and policies that are more harmful than helpful. Educators and policymakers need to think beyond language acquisition alone and consider the economic, sociocultural and sociopolitical contexts of ELs and their families. Current research emphasizes the need to make the education of ELs a schoolwide effort. Implementing effective schoolwide practices to improve the education of ELs requires full commitment, participation and advocacy from all stakeholders. Advocacy in support of ELs' right to a quality education requires that general education teachers, support staff, school leaders, district administrators and families take a series of steps to make this a reality:

- 1 Become informed about state and federal laws that govern the education of ELs.
- 2 Participate in efforts to influence federal and state legislation to address the unique needs of ELs.
- 3 Advocate for adequate funding, well-trained teachers, appropriate state/district assessments and other resources for EL programs.
- 4 Coordinate efforts against political attacks on language-minority communities, such as the English Only movement and anti-bilingual-education initiatives.
- 5 Require dedicated and targeted coursework about EL education in teacher preparation programs.
- 6 Provide funding for in-service teachers to earn bilingual and ESL endorsements.
- 7 Adequately staff state and district departments that oversee the implementation of EL services.
- 8 Increase teacher and leadership knowledge of second language acquisition, second language instruction and assessment practices and what makes quality sustainable language programs.
- 9 Understand the benefits and advantages of bilingualism and biliteracy.
- 10 Develop and implement a cohesive and targeted professional development plan about all aspects of EL education.
- 11 Join professional organizations and attend/present at state and national language conferences (NABE, TESOL, ACT-FL, ATDLE, DLNM, etc.).
- 12 Build advocacy partnerships among school, families and community through parent-mentor programs, service-learning, networking coalitions, and business alliances.

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⁹⁴Illinois State Board of Education, ESSA State Plan for Illinois, 2017: <https://www.isbe.net/Pages/ESSA-State-Plan.aspx>.

⁹⁵Prompted by the passage of a 2015 state law, Oregon publishes an annual EL report that features a former EL subgroup through Grade 12. Prior to ESSA, states like Washington and New York had recently changed administrative rules to create an "ever-EL" category to monitor former ELs over their entire K-12 careers after reclassification.

⁹⁶Hopkins, Megan, Karen D. Thompson, Robert Linqanti, Kenji Hakuta Diane August, "Fully Accounting for English Learner Performance: A Key Issue in ESEA Reauthorization," *Educational Researcher* 42 (March 2013), 5.

⁹⁷"Time it Takes to Learn English," Policy Explainers, New America Education Policy Program: <https://www.newamerica.org/education-policy/policyexplainers/early-ed-prek-12/dual-language-learners/reclassification/time-it-takes-learn-english/>

⁹⁸Illinois State Board of Education, State Template for the Consolidated State Plan Under the Every Student Succeeds Act, August 29, 2017: <https://www.isbe.net/Documents/ESSAStatePlanforIllinois.pdf>, 27. In Illinois, to achieve ELP, students must demonstrate proficiency on the WIDA ACCESS 2.0 exam.

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