

1 AN ACT concerning education.

2 **Be it enacted by the People of the State of Illinois,**
3 **represented in the General Assembly:**

4 Section 5. The School Code is amended by adding Section
5 14C-13 as follows:

6 (105 ILCS 5/14C-13) (from Ch. 122, par. 14C-13)
7 Sec. 14C-13. Advisory Council.

8 (a) There is created an Advisory Council on Bilingual
9 Education, consisting of 17 members appointed by the State
10 Superintendent of Education and selected, as nearly as
11 possible, on the basis of experience in or knowledge of the
12 various programs of bilingual education. The Council shall
13 advise the State Superintendent on policy and rules pertaining
14 to bilingual education. The Council shall establish such
15 sub-committees as it deems appropriate to review bilingual
16 education issues including but not limited to certification,
17 finance and special education.

18 Initial appointees shall serve terms determined by lot as
19 follows: 6 for one year, 6 for 2 years and 5 for 3 years.
20 Successors shall serve 3-year terms. Members annually shall
21 select a chairman from among their number. Members shall
22 receive no compensation but may be reimbursed for necessary
23 expenses incurred in the performance of their duties.

1 By no later than December 1, 2011, the Council shall
2 submit a report to the State Superintendent of Education, the
3 Governor, and the General Assembly addressing, at a minimum,
4 the following questions:

5 (1) whether and how the 20 child per attendance center
6 minimum in Section 14C-3 of this Code should be modified;

7 (2) whether and how educator certification
8 requirements in this Article 14C and applicable State
9 Board of Education rules should be modified;

10 (3) whether and how bilingual education requirements
11 in this Article 14C and applicable State Board of
12 Education rules should be modified to address differences
13 between elementary and secondary schools; and

14 (4) whether and how to allow school districts to
15 administer alternative bilingual education programs
16 instead of transitional bilingual education programs.

17 By no later than January 1, 2013, the Council shall submit
18 a report to the State Superintendent of Education, the
19 Governor, and the General Assembly addressing, at a minimum,
20 the following questions:

21 (i) whether and how bilingual education programs
22 should be modified to be more flexible and achieve a
23 higher success rate among Hispanic students in the
24 classroom and on State assessments;

25 (ii) whether and how bilingual education programs
26 should be modified to increase parental involvement

1 including the use of parent academies;

2 (iii) whether and how bilingual education programs
3 should be modified to increase cultural competency through
4 a cultural competency program among bilingual teaching
5 staff; and

6 (iv) whether and how the bilingual parent advisory
7 committees within school districts can be supported in
8 order to increase the opportunities for parents to
9 effectively express their views concerning the planning,
10 operation, and evaluation of bilingual education programs.

11 Within one year of the effective date of this amendatory
12 Act of the 103rd General Assembly, the Council shall deliver a
13 report to the General Assembly on how to incentivize dual
14 language instruction in schools. The report shall include: (i)
15 expanding dual language programs and instruction, (ii)
16 developing a strategic plan for scaling dual language
17 programs, (iii) possible public-private partnerships to expand
18 dual language programs, (iv) potential funding mechanisms and
19 models, including how to leverage the use of existing State
20 and federal resources and how to sustain funding for dual
21 language programs, (v) how to build the supply of qualified
22 teachers for dual language programs, including potential
23 partnerships with private or nonprofit teacher preparation or
24 development programs and college teacher preparation programs,
25 potential alternative certification routes, exchange programs
26 with other countries, and financial incentives, and (vi)

1 standards for measuring student progress in dual language
2 programs.

3 (b) For the purpose of this Section:

4 "Parent academies" means a series of parent development
5 opportunities delivered throughout the school year to increase
6 parents' ability to successfully navigate the education system
7 and monitor their children's education. Parent academies are
8 specifically designed for parents of students who are enrolled
9 in any of the English Language Learner programs and are to be
10 provided after work hours in the parents' native language. At
11 a minimum, parent academies shall allow participants to do the
12 following:

13 (1) understand and use their children's standardized
14 tests to effectively advocate for their children's
15 academic success;

16 (2) learn home strategies to increase their children's
17 reading proficiency;

18 (3) promote homework completion as a successful daily
19 routine;

20 (4) establish a positive and productive connection
21 with their children's schools and teachers; and

22 (5) build the character traits that lead to academic
23 success, such as responsibility, persistence, a hard-work
24 ethic, and the ability to delay gratification.

25 "Cultural competency program" means a staff development
26 opportunity to increase the school staffs' ability to meet the

1 social, emotional, and academic needs of culturally and
2 linguistically diverse students and, at a minimum, allows
3 participants to do the following:

4 (i) discuss the impact that our constantly changing,
5 highly technological and globalist society is having on
6 Illinois' public education system;

7 (ii) analyze international, national, State, county,
8 district, and local students' performance data and the
9 achievement gaps that persistently exist between groups;

10 (iii) realize the benefits and challenges of reaching
11 proficiency in cultural competency;

12 (iv) engage in conversations that lead to
13 self-awareness and greater insight regarding diversity;
14 and

15 (v) learn strategies for building student-teacher
16 relationships and making instruction more comprehensible
17 and relevant for all students.

18 (Source: P.A. 97-305, eff. 1-1-12; 97-915, eff. 1-1-13.)