

COMITÉ ASESOR DE PADRES BILINGÜES


BILINGUAL PARENT ADVISORY COMMITTEE

Junta de padres del BPAC 10.11.2023

BPAC Parent Meeting 10.11.2023

Agenda

- **Bienvenida/*Welcome***
- **Presentaciones/*Introductions***
- **4 Cosas Que Debes Saber Sobre BPAC/*4 Things to Know About BPAC***
- **Continuo de Equidad/*Equity Journey Continuum***
- **Responsabilidades del BPAC/*BPAC Responsibilities***
- **Compartir el plan de servicios bilingües/*Share the Bilingual Service Plan***
- **¿Qué sigue? Planeando para este año/*What's next? Planning for this year***



“Se vive una nueva vida por cada
nuevo idioma que se habla” –
Proverbio checo

“You live a new life for every new
language you speak.” – Czech
Proverb





Presentaciones/ Introductions

Rocio Mancera - Presidenta/ *President*

Jennifer Rodriguez - Vicepresidenta/ *Vice President*

Mariana Bojorquez - Secretaria/ *Secretary*

Amy Correa - Directora de programas Multilingües

**Kim Kelly - Coordinadora Multilingües/
Multilingual Coordinator**



4 Cosas Que Debes Saber Sobre BPAC/ 4 Things to Know About BPAC

¿Que es BPAC? – What is BPAC

'BPAC' en inglés, es un acrónimo que significa "Comité Asesor de Padres Bilingües". Hoy nos referiremos a él como BPAC a lo largo de la presentación

BPAC means: In English, it is an acronym that stands for "Bilingual Parent Advisory Committee". Today we will refer to it as BPAC throughout the presentation

¿Quién está en BPAC? – Who is in BPAC?

Un BPAC está compuesto principalmente por padres/tutores legales bilingües con estudiantes actualmente inscritos en el programa para estudiantes 'EL', así como por maestros y otro personal escolar y líderes de la comunidad de estudiantes 'EL'.

A BPAC is mostly made up of bilingual parents/legal guardians with students currently enrolled in the EL program, as well as teachers and other school staff and EL community leaders

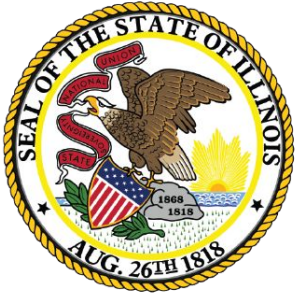
Responsabilidades del BPAC/ BPAC Responsibilities

Los miembros participarán en la planeación, operación y evaluación del programa EL en el distrito.

Members will participate in the planning, operation, and evaluation of the EL program in the district

El Comité Debe/ The Committee Must

- Reunirse por lo menos 4 veces al año
- Llevar registro de las actas de cada reunión y guardarlas en los archivos del distrito escolar
- Llevar a cabo de manera autónoma los asuntos del BPAC
 - Meet at least four times per year
 - Record minutes of every meeting and keep them on file with the school district
 - Autonomously carry out BPAC affairs



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Illinois Report Card: Using the Equity
Journey Continuum to Improve Student
Outcomes

Calificaciones de Illinois: Usando el
Continuo de Equidad para mejorar la
educación de estudiantes

Sergio Hernandez, Jr. Equity Lead,
Operations

Equity • Quality • Collaboration • Community

Agenda

- Commitment to Equity/Compromiso a la Equidad
- Illinois State Report Card/Reporte de Calificaciones de Illinois
- The Equity Journey
Continuum/Continuo de Equidad



What is Equity?

Equity means having high expectations for every learner and ***providing supports and resources*** so each learner can meet those expectations.



Qué es equidad?

La equidad es tener expectativas altas para todos los estudiantes y proveer las herramientas y apoyos que necesitan.

Equality



Equity



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Illinois Students/Estudiantes de Illinois



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Why Focus on Equity?

Because each system produces the results it was designed to produce. In our Illinois education system, students of color, students from families with low income, and English learners, are underrepresented.



Porque el enfoque en equidad?

Porque cada sistema produce los resultados que estan diseñados a producir. En nuestro sistema escolar de Illinois, falta la representación de estudiantes bilingües, de color, y de bajos ingresos.



Why Focus on Equity?

The **data** shows us that in our Illinois education system

Students from low-income families are **underrepresented** in Advanced Placement and gifted programs.

English Learners **score below** their peers in math and reading proficiency.

Students of color are **more often** suspended.

Students with IEPs are **more often** chronically absent.



Porque el enfoque en equidad?

Los **datos** muestran en el sistema educativo de Illinois

Estudiantes de bajos recursos tienen baja **representacion** en programas avanzados para estudiantes

Estudiantes bilingues **puntajes por debajo** de otros estudiantes en matematica y lectura.

Estudiante de color tienen **mas** suspenciones.

Estudiantes en educacion especial **faltan ir a la escuela mas.**



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Equity Journey Continuum

Helping you discover, understand,
and improve your district's story



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Equity Journey Continuum Goal

Develop a tool to help school districts improve outcomes for students by increasing access to the educational opportunities, quality programs, supports, and resources needed for success.

Identify data that reflect access to opportunities and supports.

Inform a process of system- and culture-level change.

Connect districts to resources to increase equity for low-performing student groups.



Objetivo del Continuo de Equidad

Desarrollar una herramienta para ayudar a los distritos escolares a mejorar los resultados de los estudiantes, aumentando el acceso a oportunidades educativas, programas de calidad, apoyos y recursos necesarios para el

Identificar datos que muestran acceso a oportunidad y apoyo.

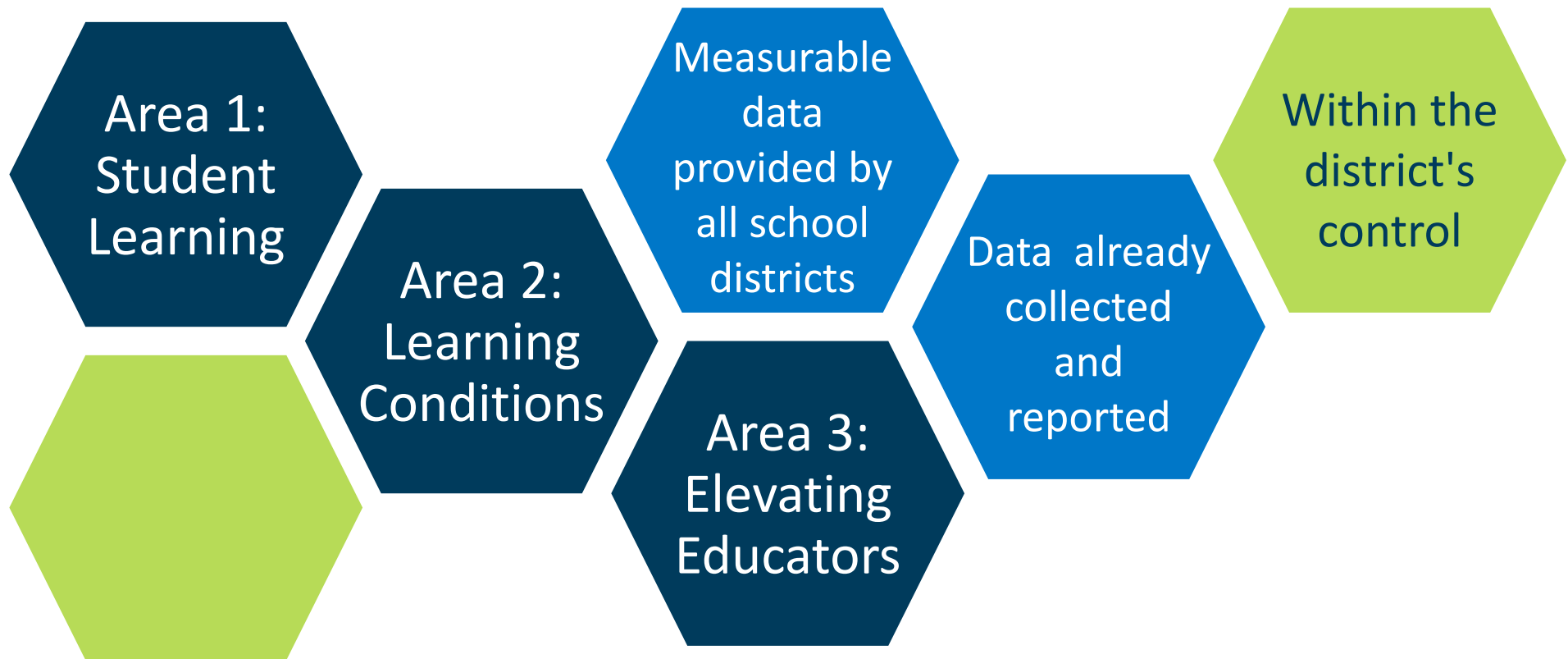
Informar el proceso de cambio al nivel sistémico y cultural

Conectar distritos escolares a recursos para aumentar equidad para estudiantes.



Continuum Building Blocks

Strategic Plan Goals & Data Requirements



Partes del Continuo de Equidad

Strategic Plan Goals & Data Requirements



Progress Along the Continuum

Progress along the continuum will be designated by four steps:



Large gaps
in equity



Moderate
gaps
in equity



Small gaps
in equity



Minimal
gaps
in equity



Progreso Sobre el Continuo

Progreso sobre el continuo sera designado en cuatro pasos:



Gran
brechas en
equidad



Moderadas
brechas
En equidad



Pequeñas
brechas
en equidad



Minimias
brechas
en equidad



Report Card View



Educator Preview 2021-2022

SAMPLE SD 1 / Equity Journey Continuum



- District Snapshot
- Academic Progress
- Equity Journey Continuum**
- District Environment
- Students
- Accountability
- Teachers
- Administrators
- Schools In District
- Retired Tests

SAMPLE SD 1

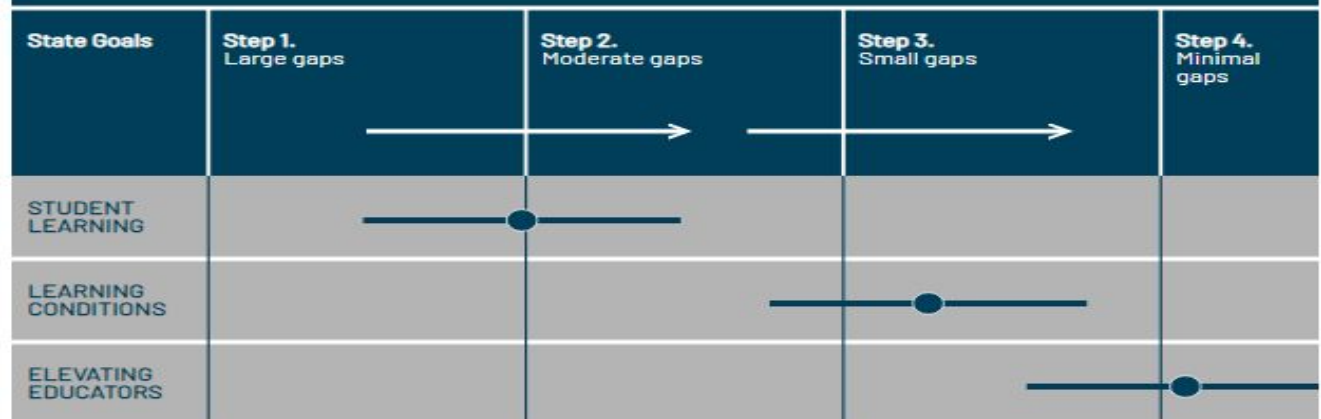
Custom Report Card Builder

Equity Journey Continuum

DISTRICT EQUITY NARRATIVE

This is an example of the Equity Journey Continuum narrative that was entered in the Principal Entry Form, and where it will be displayed within Educator Preview. This will be the same location this will also be displayed on the Illinois Report Card.

The steps along the continuum represent the measurement of equity in students' access to opportunities, practices, policies, and programming, as represented by the district-level data.

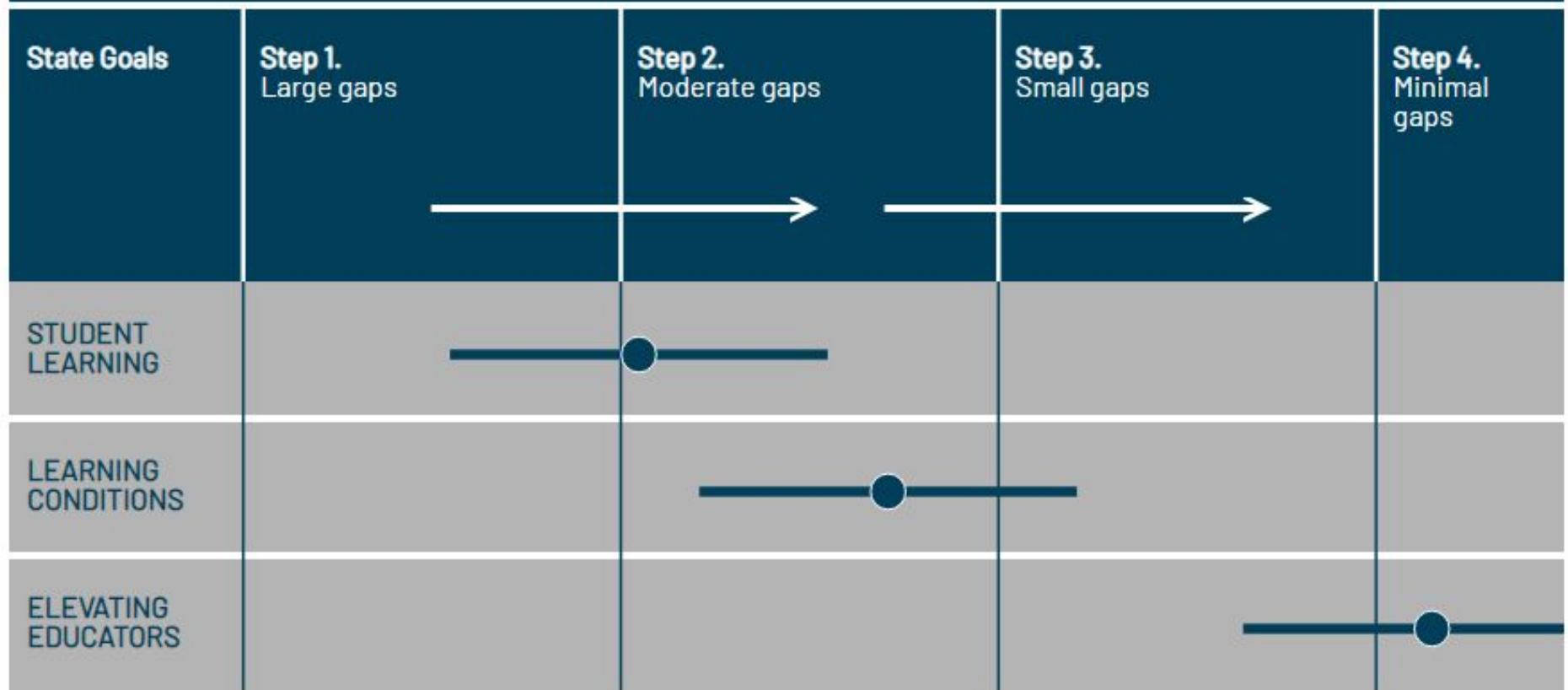


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State-Level Equity Journey Continuum

The steps along the continuum represent the measurement of equity in students' access to opportunities, practices, policies, and programming, as represented by the district-level data.



Thank you/Gracias!



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Información general: District 65 Snapshot



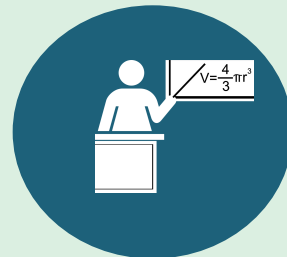
Estudiantes/Students

TWI	465
ESL	428
PreK	121



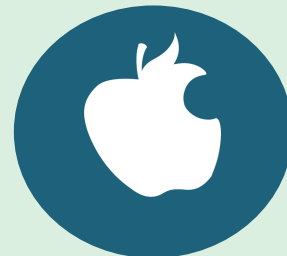
Escuelas/Schools

TWI	6
ESL	18
PreK	1



Maestros/ Teachers

TWI	58
ESL	28
PreK	14



Salario promedio
docente/ Average
Teacher Salary

\$87,598

Responsabilidades del BPAC (Financiamiento)

BPAC Responsibilities (Funding)

Plan de servicios bilingües (BSP)

Bilingual Service Plan (BSP)

Financiamiento basado en la evidencia (EBF)

Evidence-Based Funding (EBF)

TÍTULO III Programa Educativo de Instrucción de Idiomas (LIEP)

TITLE III Language Instruction Educational Program (LIEP)

Plan de servicios bilingües (BSP)

Bilingual Service Plan (BSP)



Complete the requested information below.

Key: Types of Instructional Design

- 1. Dual Language - Two Way (Self-contained)
- 2. Dual Language - One Way (Self-contained)
- 3. Transitional Bilingual Program (Self-contained)
- 4. Transitional Bilingual Program (Collaboration)
- 5. Transitional Program in English (Self-contained)
- 6. Transitional Program in English (Collaboration)

	Attendance Center Name	Grade Span	Program Type (check all that apply)		Types of Instructional Design (check all that apply)						PEL with ESL and/or Bilingual Endorsement - Enter zero if no teachers in a category.			ELs-TBE and ELs-VIT - Enter zero if no teachers in a category.	Language Codes	
			TBE	TPI	1	2	3	4	5	6	Number of PEL Teachers with ESL Endorsement Only	Number of PEL Teachers with Bilingual Endorsement Only	Number of PEL Teachers with ESL and Bilingual Endorsement	Number of Teachers with ELs-TBE or ELs-VIT Endorsements		
In addition to district attendance centers that have ELs, special education co-ops and non-public special education program attendance centers that have out placed dually identified (ELs with IEPs) students must be listed.*																
1.	DAWES ELEMENTARY	K-5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2	2	4	0	001
2.	DEWEY ELEMENTARY	K-5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	3	2	3	0	001
3.	KINGSLEY ELEMENTARY	K-5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	0	0	0	
4.	LINCOLN ELEMENTARY	K-5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	4	0	0	0	
5.	LINCOLNWOOD ELEMENTARY	K-5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	0	0	0	
6.	OAKTON ELEMENTARY	K-5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	3	4	0	001
7.	ORRINGTON ELEMENTARY	K-5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	0	1	0	001
8.	WALKER ELEMENTARY	K-5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	4	0	0	0	
9.	WASHINGTON ELEMENTARY	K-5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	3	10	0	001
10.	WILLARD ELEMENTARY	K-5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	4	2	0	001
11.	CHUTE MIDDLE SCHOOL	6-8	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2	1	3	0	001
12.	HAVEN MIDDLE SCHOOL	6-8	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	1	1	0	001	
13.	NICHOLS MIDDLE SCHOOL	6-8	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	0	4	0	001	
14.	DR. BESSIE RHODES SCHOOL OF GLOBAL STUDIES	K-8	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	1	10	0	001	
15.	DR. MARTIN LUTHER KING JR. LITERARY AND FINE ARTS SCHOOL	K-8	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	0	1	0	001	
16.	JOSEPH E HILL EARLY CHILDHOOD CENTER	PK	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	2	3	0	001	
17.	PARK SCHOOL	PK-21	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	0	0	0		
18.	RICE CHILDREN'S CENTER	PK-21	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	0	0	0		

If a number greater than zero is reported for PEL Teachers with Bilingual Endorsement, ESL and Bilingual Endorsement, and/or ELs-TBE/ELs-VIT Endorsements, provide the endorsed language code(s) represented using the reference document below.
[Language Codes Alphabetical](#)

Financiamiento Basado en la Evidencia (EBF)

Evidence-Based Funding (EBF)

Que Es Un EBF/What is EBF

El EBF se promulgó en 2017 para distribuir mejor los fondos a los estudiantes que más lo necesitan. Los fondos para los estudiantes 'EL' se asignan en función de los reportes del distrito al estado.

EBF was enacted in 2017 to better distribute funds to the students who need it the most. Funds for EL students are allocated based on the district's reporting to the state

D65 Presupuesto Multilingue EBF FY24/ D65 EBF FY24 Multilingual Budget

\$322,331.12

¿Qué paga el EBF en D65?/ What does EBF pay for in D65

Salarios de Profesores de TWI y ESL
TWI and ESL Teacher salaries.

TÍTULO III Programa Educativo de Instrucción de Idiomas (LIEP)

TITLE III Language Instruction Educational Program (LIEP)

Titulo III

Materiales/Materials

18.7%

Salarios/Salaries

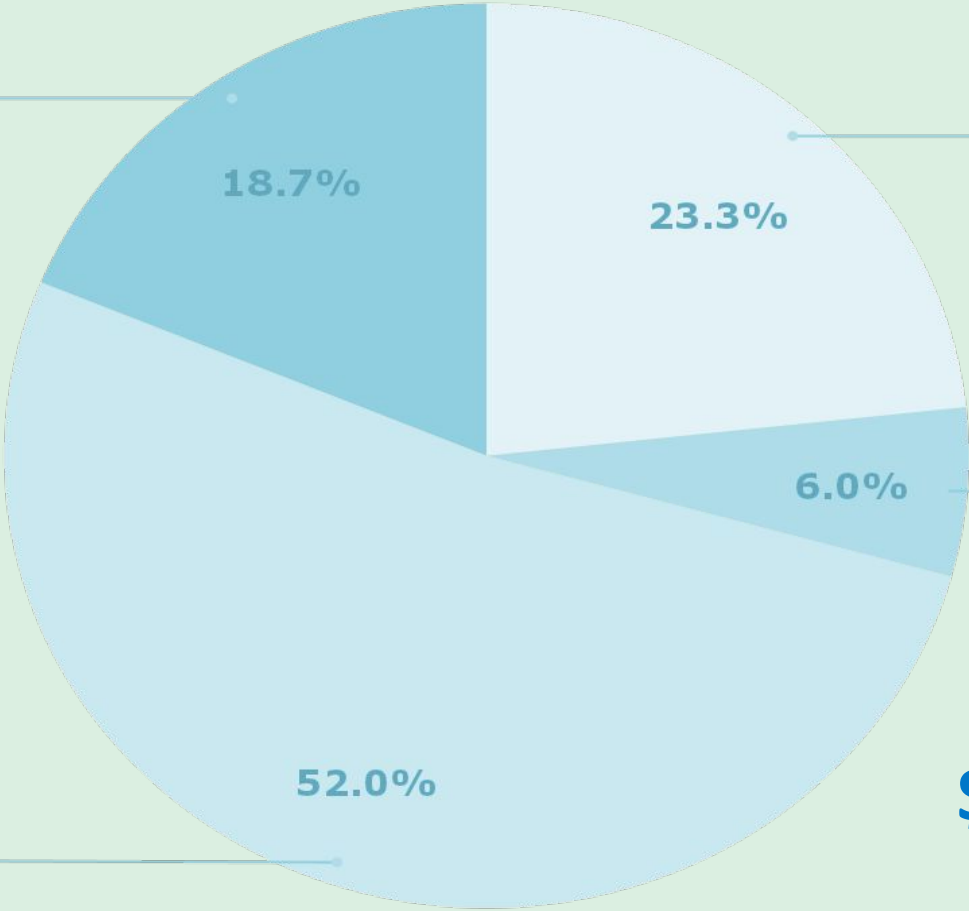
23.3%

Benefits/Beneficios

6.0%

Servicios

52.0%



\$112,200

¿Qué sigue? Planeando para este año

What's next? Planning for this year

¿Que esperas para tus niños?

What do you hope for your children?

¿Cómo quieres que sea la escuela para tu niños?

What do you want school to be like for your child?

¿Qué le gustaría aprender para apoyar a su niños?

What would you like to learn to support your child?

BPAC

15 de noviembre de 2023
November 15, 2023

17 de enero de 2024 (virtual)
January 17, 2024 (virtual)

13 de marzo de 2024
March 13, 2024

16 de octubre, 2023 - Conferencias de
padres y profesores

October 16, 2023 - D65 Parent Teacher
Conferences

4 de mayo de 2024 -cumbre para
padres bilingües

May 4, 2024 - Summit for Bilingual
Parents

TWI Nights

9 de noviembre de 2023 - Dawes
November 9, 2023

22 de febrero de 2024: por determinar
February 22, 2024 - TBD

18 de abril de 2024 - Oakton
April 18, 2024

