



## 104TH GENERAL ASSEMBLY

### State of Illinois

2025 and 2026

HB3026

Introduced 2/6/2025, by Rep. Abdelnasser Rashid

#### SYNOPSIS AS INTRODUCED:

105 ILCS 5/Art. 14D heading new  
105 ILCS 5/14D-5 new  
105 ILCS 5/14D-10 new  
105 ILCS 5/14D-15 new  
105 ILCS 5/14D-20 new

Amends the School Code by adding the Dual Language Education Article. Requires the State Board of Education to adopt comprehensive guidance for school districts on starting new dual language education programs and expanding existing programs. Provides that the guidance shall cover a comprehensive program structure, curriculum, instruction, assessment and accountability, staff quality and professional development, family and community engagement, and support and resources. Provides that the State Board of Education's Equity Journey Continuum shall integrate: (1) dual language education into the broader framework of student learning to ensure it is considered an essential part of educational equity and excellence; and (2) specific provisions for dual language teachers, focusing on recruitment, professional development, and retention of bilingual educators. Requires a school district to establish recognition pathways for biliteracy at various levels before high school. Requires each school district to: (1) create an intuitive and resource-rich online platform that provides comprehensive information and tools for potential bilingual educators; (2) develop strategies to ensure bilingual educators remain in the profession; and (3) launch a marketing campaign that aligns with the U.S. Department of Education's "Being Bilingual is a Superpower" initiative, focusing on the benefits of bilingualism and highlighting inspiring stories of bilingual educators and students.

LRB104 06353 LNS 16389 b

STATE MANDATES  
ACT MAY REQUIRE  
REIMBURSEMENT

A BILL FOR

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 Article  
5 14D as follows:

6 (105 ILCS 5/Art. 14D heading new)

7 ARTICLE 14D. DUAL LANGUAGE EDUCATION

8 (105 ILCS 5/14D-5 new)

9 Sec. 14D-5. Statewide guidance.

10 (a) The State Board of Education shall adopt comprehensive  
11 guidance for school districts on starting new dual language  
12 education programs and expanding existing programs.

13 (b) The guidance shall cover the following:

14 (1) Comprehensive program structure. The guidance for  
15 a comprehensive program structure may suggest that a  
16 school district:

17 (A) conduct detailed surveys and analyses to  
18 understand the linguistic, cultural, and educational  
19 needs of the community, including gathering data on  
20 demographic composition and language proficiency  
21 levels, as well as collect qualitative data through  
22 interviews and focus groups to assess the interest and

1 demand for dual language programs among parents and  
2 students;

3 (B) identify gaps in the current educational  
4 offerings and services that a dual language program  
5 can address by analyzing academic achievement  
6 disparities, particularly among English learners, and  
7 assess language acquisition needs and cultural  
8 competency goals, including a review of current  
9 curriculum materials, instructional strategies, and  
10 support services to pinpoint areas where dual language  
11 programs can make a significant impact;

12 (C) engage with various stakeholders, including  
13 parents, students, educators, and community leaders,  
14 through forums, focus groups, and interviews;

15 (D) evaluate the resources, infrastructure, and  
16 capacity required to implement and sustain dual  
17 language programs by assessing the availability of  
18 qualified bilingual teachers, the adequacy of  
19 instructional materials, and the potential sources of  
20 funding, including logistical aspects, such as  
21 classroom space, scheduling, and administrative  
22 support;

23 (E) examine successful dual language programs  
24 within the district and in other districts with  
25 similar demographics and challenges by analyzing their  
26 structure, curriculum, instructional strategies, and

1 outcomes to identify best practices and focus on  
2 understanding how these programs have overcome common  
3 challenges and what factors have contributed to their  
4 success;

5 (F) set a benchmark against high-performing dual  
6 language programs that involves comparing student  
7 performance metrics and outcomes and compare program  
8 features, such as resource allocation, teacher  
9 training, and student performance metrics;

10 (G) arrange site visits to exemplary dual language  
11 programs to observe their implementation firsthand,  
12 engage in discussions with program administrators,  
13 teachers, and students to gain practical insights and  
14 lessons learned, and ensure that bilingual observers  
15 are included to accurately assess the program's  
16 effectiveness in both languages;

17 (H) identify potential challenges and pitfalls  
18 faced by existing dual language programs and learn  
19 from their experiences to anticipate and mitigate  
20 similar issues in a new program;

21 (I) tailor the dual language program model to fit  
22 the specific needs and context of a school and  
23 incorporate best practices and lessons learned from  
24 existing successful programs and align the program  
25 design with available resources and community needs;

26 (J) develop comprehensive, step-by-step action

1 plans for the successful implementation and  
2 sustainability of dual language programs that include  
3 detailed timelines, clearly defined responsibilities,  
4 necessary resources, specific outcomes and targets,  
5 nondirect academic outcomes, such as family engagement  
6 and inclusion, teacher preparation, and district-wide  
7 language policies and orientations. A school district  
8 may launch pilot programs in selected schools to  
9 refine the dual language model before broader  
10 implementation;

11 (K) establish clear, supportive policies at the  
12 local level to ensure sustained commitment to dual  
13 language education, including the goals and  
14 expectations for the program by providing a framework  
15 for consistent implementation and evaluation, and  
16 training requirements, including professional  
17 development hours and mentoring hours focused on  
18 bilingual pedagogy, language acquisition, and cultural  
19 competency;

20 (L) ensure that board policies emphasize equity  
21 and inclusion, guaranteeing that dual language  
22 programs are accessible to all students, particularly  
23 English learners, regardless of their background or  
24 socioeconomic status, including providing necessary  
25 support and accommodations for students with different  
26 learning needs;

1           (M) specify guidelines for curriculum development  
2           and instructional practices that align with best  
3           practices in dual language education and meet State  
4           and national standards;

5           (N) emphasize the importance of cultural  
6           competency in school board policies and ensure that  
7           dual language programs not only teach language skills  
8           but also foster an appreciation for diverse cultures  
9           and the skills needed to thrive in a modern global  
10          economy; and

11          (O) create a consortium for school leaders and  
12          superintendents to meet annually and share best  
13          practices for dual language programs.

14          (2) Curriculum. The guidance for curriculum may  
15          suggest that a school district:

16               (A) align the curriculum with State and national  
17               standards for both language arts and content areas;

18               (B) include culturally relevant texts and  
19               materials that reflect the diverse backgrounds of the  
20               students;

21               (C) develop thematic units that integrate multiple  
22               subjects and foster connections between content areas;

23               (D) use bilingual resources and dual-language  
24               texts that support learning in both languages;

25               (E) incorporate technology into the curriculum to  
26               support language learning and content instruction by

1 using tools such as language learning apps,  
2 interactive whiteboards, and online collaboration  
3 platforms;

4 (F) ensure that additional digital resources and  
5 educational technology that support bilingual  
6 instruction are acquired and implemented;

7 (G) provide access to additional bilingual content  
8 and resources through online platforms;

9 (H) create digital libraries that offer a wide  
10 range of bilingual books, e-books, and audiobooks  
11 accessible to students, teachers, and parents;

12 (I) use tools and software that allow teachers to  
13 create and share multilingual content, such as  
14 presentations, videos, and interactive lessons, and  
15 advocate at the district level to ensure that when  
16 purchasing tools and software, the district  
17 prioritizes options that support multilingual  
18 capabilities;

19 (J) develop digital portfolios that include  
20 various types of content, such as written assignments,  
21 audio recordings, videos, and projects completed in  
22 both languages;

23 (K) invest in advanced translation software at the  
24 district level to support real-time translation of  
25 instructional materials and classroom communications;  
26 and

1           (L) ensure access to high-quality instructional  
2           materials in both languages and provide the necessary  
3           technology and support for dual language instruction.

4           (3) Instruction. The guidance for instruction may  
5           suggest that a school district:

6           (A) use sheltered instruction techniques to make  
7           academic content comprehensible while promoting  
8           language development, including visual aids, graphic  
9           organizers, and modified speech;

10          (B) provide language scaffolding to support  
11          students' understanding and use of academic language,  
12          including sentence frames, word banks, and modeling of  
13          complex language structures;

14          (C) implement cooperative learning strategies that  
15          encourage peer interaction and collaboration;

16          (D) differentiate instruction to meet the diverse  
17          needs of bilingual learners;

18          (E) develop and clearly articulate both content  
19          and language objectives for each lesson;

20          (F) pair or group students with peers who speak  
21          different languages to promote language practice and  
22          cultural exchange;

23          (G) implement translanguaging strategies that  
24          encourage students to draw on all their language  
25          resources to make meaning and engage with content; and

26          (H) use authentic assessment methods, such as

1 project-based learning, portfolios, and presentations,  
2 to evaluate students' language proficiency and content  
3 knowledge in meaningful contexts.

4 (4) Assessment and accountability. The guidance for  
5 assessment and accountability may suggest that a school  
6 district:

7 (A) take one of the following approaches to  
8 assessment and accountability:

9 (i) a biliteracy trajectory that allows a  
10 school district to:

11 (I) in prekindergarten and kindergarten,  
12 focus on language exposure, oral language  
13 development, and foundational literacy skills;

14 (II) in 1st and 2nd grade, focus on  
15 emergent literacy and oral language  
16 proficiency;

17 (III) in 3rd through 5th grade, focus on  
18 reading and writing fluency, writing  
19 development, and cross-linguistic transfer;

20 (IV) in 6th through 8th grade, focus on  
21 advanced literacy skills, academic language  
22 proficiency, and bilingual communication; and

23 (V) in 9th through 12th grade, focus on  
24 academic biliteracy, critical thinking and  
25 analysis, and preparation for the State Seal  
26 of Biliteracy; or

1                   (ii) a holistic multiliteracy or biliteracy  
2 framework that allows a school district to:

3                   (I) conduct cultural relevant assessments,  
4 including contextual relevance and equitable  
5 measures;

6                   (II) conduct language proficiency  
7 assessments, including a balanced bilingual  
8 evaluation and integrated language skills;

9                   (III) conduct holistic literacy  
10 assessments, including multimodal assessments  
11 and cross-linguistic transfer;

12                   (IV) conduct formative and summative  
13 assessments, including continuous monitoring  
14 and comprehensive summative assessments;

15                   (V) conduct performance-based  
16 assessments, including real-world tasks and  
17 creative demonstrations; and

18                   (VI) conduct inclusive and reflective  
19 practices, including student self-assessment  
20 and collaborative assessments; and

21                   (B) conduct comprehensive formal reviews on an  
22 annual basis to assess the effectiveness of the dual  
23 language programs. These reviews shall be structured  
24 and systematic, based on established benchmarks and  
25 performance metrics. The formal review process shall  
26 include data collection and analysis on student

1 outcomes, language proficiency, academic achievement,  
2 and cultural competency. These reviews shall evaluate  
3 program fidelity to ensure that the dual language  
4 programs are being implemented as designed. The  
5 findings from formal reviews shall be documented in  
6 detailed reports, which are then shared with key  
7 stakeholders, including district administrators, the  
8 school board, and community members. In addition,  
9 informal reviews may include classroom observations,  
10 teacher and student feedback, and informal assessments  
11 of student progress. The reviews shall also include:

12 (i) the collection of feedback from students,  
13 parents, teachers, and administrators to inform  
14 program adjustments and improvements; and

15 (ii) the development and implementation of  
16 continuous improvement plans based on evaluation  
17 findings to enhance program quality. The  
18 continuous improvement plans shall outline clear,  
19 specific goals, such as increasing student  
20 language proficiency levels, improving cultural  
21 competence, and enhancing academic performance in  
22 both languages.

23 (5) Staff quality and professional development. The  
24 guidance for staff quality and professional development  
25 may suggest that a school district:

26 (A) offer competitive salaries, including

1 supplementary stipends and sign-on bonuses for those  
2 with dual language endorsements;

3 (B) allocate additional planning time for dual  
4 language teachers;

5 (C) provide ongoing professional development  
6 opportunities focused on bilingual education  
7 strategies and cultural competency;

8 (D) pair novice dual language teachers with  
9 experienced mentors to offer guidance and support,  
10 including regular check-ins, classroom observations,  
11 and feedback sessions;

12 (E) increase professional learning communities for  
13 dual language educators to facilitate collaboration  
14 and the sharing of best practices among schools,  
15 including professional learning communities that focus  
16 on topics such as instructional strategies, assessment  
17 techniques, and cultural competency;

18 (F) create affinity groups for dual language  
19 teachers statewide to regularly meet, share best  
20 practices, and discuss challenges and opportunities  
21 unique to bilingual education and establish teams  
22 within the affinity groups to collaboratively develop  
23 bilingual curriculum materials. A school district  
24 shall also:

25 (i) encourage participation by providing  
26 incentives for dual language teachers to join and

1 actively engage in the affinity groups;

2 (ii) support the creation of structured  
3 activities, workshops, guest speakers, and  
4 collaborative exercises and develop an online  
5 platform for virtual meetings and resource  
6 sharing; and

7 (iii) establish mechanisms to monitor the  
8 effectiveness of the affinity groups and make  
9 necessary adjustments based on feedback and  
10 outcomes;

11 (G) establish pathways in middle and high schools  
12 to encourage students to pursue careers in bilingual  
13 education, particularly in dual language teaching;

14 (H) develop career exploration programs in middle  
15 and high schools that highlight the benefits and  
16 opportunities in bilingual education, including guest  
17 lectures from bilingual educators, field trips to  
18 bilingual classrooms, and summer camps focused on  
19 teaching skills;

20 (I) establish scholarships and incentive programs  
21 for students who commit to pursuing a degree in  
22 bilingual education;

23 (J) create mentorship programs in which high  
24 school students interested in teaching can be paired  
25 with current bilingual teachers and education students  
26 from partner institutions of higher education for

1 guidance and support;

2 (K) form educational clubs and extracurricular  
3 activities focused on teaching, language learning, and  
4 cultural exchange to engage students and foster an  
5 early interest in bilingual education careers;

6 (L) incentivize paraprofessionals to become  
7 teachers by providing financial support and  
8 professional development opportunities;

9 (M) organize workshops and training sessions in  
10 collaboration with institutions of higher education to  
11 help paraprofessionals develop the necessary skills  
12 and knowledge for licensure;

13 (N) work with institutions of higher education to  
14 offer flexible scheduling options and online courses  
15 that allow paraprofessionals to balance their work and  
16 studies, including evening classes, weekend seminars,  
17 and asynchronous online modules;

18 (O) establish mentoring programs in which  
19 paraprofessionals are paired with experienced  
20 bilingual educators and faculty members from  
21 institutions of higher education and create support  
22 networks that provide guidance, advice, and  
23 encouragement throughout the licensure journey;

24 (P) provide resources and support for  
25 paraprofessionals to prepare for licensure exams,  
26 including study groups, preparatory courses offered by

1 institutions of higher education, and practice exams;  
2 and

3 (Q) develop pathway programs, in collaboration  
4 with institutions of higher education, that outline  
5 clear steps for paraprofessionals to transition into  
6 licensed teaching roles, including milestones,  
7 required coursework, and timelines to help  
8 paraprofessionals stay on track.

9 (6) Family and community engagement. The guidance for  
10 family and community engagement may suggest that a school  
11 district:

12 (A) develop outreach initiatives to reach out to  
13 parents and families;

14 (B) create additional learning spaces to help  
15 parents learn about dual language education, provide  
16 resources, and support their children's bilingual  
17 education at home;

18 (C) organize events where parents can share their  
19 cultural heritage, languages, traditions, and  
20 experiences with the community;

21 (D) offer training programs to develop parent  
22 leaders who can advocate for dual language programs  
23 and serve as liaisons between a school and the  
24 community;

25 (E) host workshops where parents, children,  
26 teachers, and administrators learn together;

1           (F) partner with local organizations and  
2 businesses to provide additional resources and support  
3 that enrich the educational experience and help  
4 students connect learning to real-world contexts;

5           (G) host forums and informational sessions to  
6 engage community members and gather input on dual  
7 language initiatives by leveraging the district's  
8 parent advisory committee established under Section  
9 14C-10. These events shall provide detailed  
10 information about a program's goals, benefits, and  
11 implementation plan and offer opportunities for  
12 questions and feedback;

13           (H) form a diverse advisory committee of  
14 stakeholders, including parents, educators, community  
15 leaders, and students, to guide the planning and  
16 implementation process;

17           (I) partner with local media and broadcasting  
18 companies by featuring stories about student  
19 successes, community benefits, and personal stories of  
20 bilingualism on local news, radio segments, and public  
21 access television;

22           (J) launch targeted media campaigns to inform the  
23 public about the benefits of dual language education;  
24 and

25           (K) organize events that promote dual language  
26 programs, showcasing student achievements and program

1 benefits, including cultural festivals, open houses,  
2 and informational sessions where parents and community  
3 members can learn more about dual language education.

4 (7) Support and resources. The guidance for support  
5 and resources may suggest that a school district:

6 (A) secure strong administrative support, ensure  
7 an equitable allocation of resources, and plan for  
8 long-term sustainability, including funding for  
9 smaller class sizes, additional instructional support,  
10 and professional development;

11 (B) develop multi-year budgets that cover the  
12 costs of dual language programs, such as salaries,  
13 materials, and professional development;

14 (C) pursue State and federal grants designed to  
15 support bilingual education, such as the U.S.  
16 Department of Education's Office of English Language  
17 Acquisition National Professional Development grants  
18 and elementary and secondary education grants that  
19 emphasize the "grow your own" focus, and collaborate  
20 with experienced grant writers and college university  
21 researchers to craft compelling applications that  
22 clearly demonstrate a program's potential impact; and

23 (D) partner with local businesses and foundations  
24 to secure additional funding for program expansion and  
25 develop comprehensive proposals that highlight the  
26 numerous community benefits of dual language programs,

1           such as fostering bilingualism and biliteracy,  
2           promoting cultural diversity, and enhancing academic  
3           achievement.

4           (105 ILCS 5/14D-10 new)

5           Sec. 14D-10. Equity Journey Continuum. The State Board of  
6           Education's Equity Journey Continuum shall integrate the  
7           following components:

8           (1) Dual language education into the broader framework  
9           of student learning to ensure it is considered an  
10          essential part of educational equity and excellence.

11          (2) Specific provisions for dual language teachers,  
12          focusing on recruitment, professional development, and  
13          retention of bilingual educators.

14          (105 ILCS 5/14D-15 new)

15          Sec. 14D-15. Biliteracy recognition. A school district  
16          shall establish recognition pathways for biliteracy at various  
17          levels before high school as follows:

18          (1) A school district may establish a recognition  
19          pathway for biliteracy for prekindergarten students by:

20                  (A) engaging students in interactive story-time  
21                  sessions in both English and the partner language;

22                  (B) using songs, rhymes, and games to introduce  
23                  basic vocabulary in both languages;

24                  (C) providing bilingual take-home materials and

1 encouraging parents to read or sing to their children  
2 in both languages; and

3 (D) hosting a simple ceremony in which students  
4 receive a "Biliteracy Beginnings" certificate,  
5 celebrating their initial exposure to and interest in  
6 learning 2 languages.

7 (2) A school district may establish a recognition  
8 pathway for biliteracy for 3rd grade students by:

9 (A) assessing students' basic proficiency in  
10 listening, speaking, reading, and writing in both  
11 languages through age-appropriate tasks;

12 (B) having students complete a project about a  
13 cultural event or tradition from a country where the  
14 partner language is spoken;

15 (C) implementing reading sessions in which  
16 students read simple bilingual books and discuss them  
17 in both languages; and

18 (D) organizing a school assembly in which students  
19 receive a "Biliteracy Explorer" badge, recognizing  
20 their growing skills and efforts in both languages.

21 (3) A school district may establish a recognition  
22 pathway for biliteracy for 5th grade students by:

23 (A) conducting more comprehensive assessments in  
24 both languages, focusing on intermediate proficiency  
25 in speaking, reading, and writing;

26 (B) having students participate in a pen-pal

1 program or virtual exchange with students from a  
2 partner language country;

3 (C) assigning projects in which students research  
4 a topic and present their findings in both languages;  
5 and

6 (D) hosting a formal ceremony, possibly during a  
7 larger school event, in which students are awarded a  
8 "Biliteracy Achiever" medal, including presentations  
9 from students showcasing their bilingual projects.

10 (105 ILCS 5/14D-20 new)

11 Sec. 14D-20. Recruitment and retention of licensed and  
12 endorsed bilingual educators; comprehensive marketing efforts.

13 (a) Each school district shall create an intuitive and  
14 resource-rich online platform that provides comprehensive  
15 information and tools for potential bilingual educators. The  
16 platform shall include:

17 (1) detailed explanations of the various pathways to  
18 become a bilingual education teacher, targeting high  
19 school, State Seal of Biliteracy recipients,  
20 paraprofessionals, career changers, foreign-educated  
21 individuals, and current teachers seeking additional  
22 endorsements;

23 (2) clear and engaging guides for each pathway,  
24 covering prerequisites, application processes, and  
25 licensure requirements;

1           (3) quizzes and self-assessment tools to help  
2           candidates identify the most suitable pathway based on  
3           their background, skills, and career goals;

4           (4) inspirational testimonials from current bilingual  
5           educators and students, presented through videos, written  
6           profiles, and photo essays;

7           (5) a comprehensive collection of information on  
8           scholarships, grants, financial aid, and support services  
9           for bilingual education candidates, along with links to  
10           professional development opportunities and educational  
11           materials;

12           (6) information on upcoming online events, such as  
13           webinars and virtual open houses, where candidates can  
14           learn more about the pathways, ask questions, and interact  
15           with current educators and program representatives;

16           (7) active integration with social media platforms to  
17           share updates, success stories, and promotional content,  
18           broadening the reach and engagement with potential  
19           candidates; and

20           (8) an option for visitors to subscribe to a  
21           newsletter for regular updates on bilingual teacher  
22           pathways, upcoming events, and other relevant information.

23           (b) Each school district shall develop strategies to  
24           ensure bilingual educators remain in the profession,  
25           including:

26           (1) offering ongoing professional development and

1       mentorship programs;  
2           (2) providing financial incentives, such as bonuses,  
3       loan forgiveness, and competitive salaries;  
4           (3) creating a supportive work environment that values  
5       and celebrates cultural and linguistic diversity; and  
6           (4) establishing clear career advancement pathways for  
7       bilingual educators.  
8       (c) Each school district shall launch a marketing campaign  
9       that aligns with the U.S. Department of Education's "Being  
10       Bilingual is a Superpower" initiative, focusing on the  
11       benefits of bilingualism and highlighting inspiring stories of  
12       bilingual educators and students. The campaign shall aim to:  
13           (1) raise awareness about the value and opportunities  
14       in bilingual education;  
15           (2) attract candidates from diverse backgrounds  
16       through targeted advertising and outreach efforts; and  
17           (3) emphasize the advantages of bilingualism,  
18       including cognitive, cultural, and career benefits.