



BULLETIN

**VOL. XL
Dec 2017**

President Trump's Immigration Policy: Truth Versus Fiction

Author: Eller, S., Flores, L., & Cohen, J

On Friday, January 20, 2017, Donald Trump became the 45th President of the United States. He ran on a campaign that heavily maligned immigrants in general, but undocumented immigrants in particular. From the beginning of his campaign, Trump and his supporters have made many statements indicating that “Mexico is not sending us their best” and that Mexico will pay for a wall to keep Mexicans from coming to the U.S. Although blatantly false, statements such as the above are partially what attracted so many people to him and ultimately got him elected.

In this paper, we take common beliefs about undocumented immigration and shed light on what is the reality in hopes that by sharing facts instead of spreading misinformation, people can become more educated on this topic. As a point of clarification, we use the term undocumented immigrant as opposed to “illegal alien” or other derogatory terms because we feel the term undocumented immigrant is describing factually who they are instead of using a term by which these individuals may be considered “less than” or “Othered.” *(Continued to p.5)*

IAMME Session at the State Bilingual Conference

*Advocating for Linguistically
and Culturally Diverse Students*

Friday, December 8th, 2017

1:45 pm to 2:45 pm

Pinehurst (Lower Level)

K-2 Quality Indicator for the Illinois ESSA State Plan

Considerations for English Learners, Prepared by the Latino Policy Forum

The youngest of Illinois learners are increasingly more linguistically and culturally diverse. Per Illinois census data, close to one-in-four public school children speak a language other than English in their homes. The number who identify as English Learners—close to one-in-ten students—has grown an astonishing 83 percent over the last 15 years and these students now reside in 85 of Illinois' 102 counties. As the ESSA plan reduces the number of students necessary to form a subgroup from 30 to 20 students in a school, now 53% of Illinois schools will have an English Learner subgroup and be held accountable for their academic progress. These students are overwhelming concentrated in early childhood and elementary grades. Research contends that early support for English Learners, in both their home language and the English language, is pivotal for long-term

academic success. The K-2 quality indicator could be critical for ensuring that the state's English Learners are receiving the necessary services as stipulated by Article 14C of the school code. *(Continued to p.3)*

In this issue...

**President Trump's Immigration Policy:
Truth Versus Function.....page 1**

**K-2 Quality Indicator for the Illinois
ESSA State Plan.....page 1**

**The IAMME Spring Event: May
2017.....page 9**

**English Language Specialist Dr. Joseph
Wiemelt met in Seville with American
English Language Assisants.....page 9**

**Illinois Association for Multilingual
Multicultural Education.....page 10**

Calendar of Events

IAMME Monthly Meetings

For more information please call Josie Yanguas (773) 791-8704.
All meetings are at 6:30 p.m.

Upcoming Events and Conferences

Annual Statewide Every Student Succeeds Act (ESSA) Conference

February 12-14, 2018

Sheraton Chicago Hotel & Towers

301 E North Water St, Chicago, IL 60611

For more information, please contact the Illinois Resource Center at [224 366 8555](tel:2243668555)

National Association for Bilingual Education (NABE) 47th Annual Conference

February 28-March 3, 2018

Albuquerque, New Mexico

For more information, go to www.nabe.org/conference/

TESOL 2018 International Convention and English Language Exposition

March 27-30, 2018

Chicago, IL

For more information, go to www.tesol.org/convention-2018/

The IAMME Executive Board June 2016 - June 2018

President: Judy Sauri
Chicago Public Schools

Public Relations: Angelo Chavez
Chicago Public Schools

Vice President: Rene Valenciano
Joliet Public School, Retired

Director: Simeon Stumme
Concordia University Chicago

Secretary: Josie Yanguas
Illinois Resource Center

Director: Judith Yturriago
Northeastern Illinois University

Treasurer: Jane Montes
Independent Consultant

Director: Melissa Wolf
Highland Park Public Schools

IAMME is a professional organization that promotes high quality educational policies and practices for linguistically and culturally diverse students including English learners. We believe in the benefits of multilingualism and multiculturalism.

Historical Background: Originally, the Illinois Association for Bilingual Education (IABE) was a pioneer affiliates of NABE. It was founded in the early 70's in response to the need for promoting educational services for Limited English Proficient (LEP) students in the State of Illinois. In 1988, in an effort to include all educators involved with linguistically and culturally diverse students, the name was changed to the Illinois Association for Multilingual Multicultural Education (IAMME).

IAMME's Purpose is Two-Fold:

To promote meaningful, effective, and efficient education for linguistically and culturally diverse students which includes the development of multilingualism and multiculturalism for all children.

To promote quality educational practices for developing an appreciation for cultural and linguistic diversity in a global society.

Follow IAMME ILLINOIS on FACEBOOK

The *IAMME Bulletin* is published by The Illinois Association for Multilingual Multicultural Education.

Editors: Simeon Stumme, Abhilash Vispute and Josie Yanguas.

Staff Writers: Simeon Stumme and Josie Yanguas.

Guest Writers: James Cohen, Northern Illinois Univ and Rebecca Vonderlack-Navarro, Latino Policy Forum

Photos: Judy Sauri

The *Bulletin* is the official IAMME publication is used as a tool for providing information to its members. IAMME has taken all reasonable steps to confirm the accuracy of any article appearing in the *IAMME Bulletin*.

IAMME may not, however, be held responsible for any inaccuracies or omissions of information that may appear in any article. All articles printed in the *IAMME Bulletin* are solely the opinion of the author, and do not necessarily represent the official policy or position of the Illinois Association for Multilingual Multicultural Education. Readers are welcome to reprint articles from the *IAMME Bulletin*, provided proper credit is given to the author and to *IAMME Bulletin* as the source unless otherwise stated.

Members and non-members are welcome to submit articles or other items of interest. All submissions must include the individual's full name and phone number for verification to be considered for inclusion in the *IAMME Bulletin*.

Subscriptions to the *IAMME Bulletin* include a one year membership with the organization. One year memberships cost \$35. Special pricing available for students and institutions.

IAMME's mailing address is 2626 S Clearbrook Dr, Arlington Heights, IL 60005-4626, Tel. (224) 366-8530.

To subscribe to our online listserv, please visit our website. IAMME's website is www.iamme.org.

K-2 Quality Indicator for the Illinois ESSA State Plan (Continued from page 1)**Recommendation:**

- Develop an indicator that would report on the percentage of k-2 ELs receiving an adequate level of service according to English language proficiency assessment data. A school would receive points if at least 90 percent of their ELs are receiving adequate amount of service in k-2. (Note: ISBE requires all schools to report the number of EL students that are enrolled and the number of periods of instruction those students are receiving.) This indicator will incentivize schools to review MODEL and ACCESS data when determining the amount of service so that a student can make adequate progress in his/her English language development.

Kids receiving adequate level of EL services

Kids eligible for EL services = % of kids receiving recommended level of EL services based on test data (whether MODEL or ACCESS data).

(Full-time services includes 10 or more periods per week. This information is already uploaded to the Student Information System.)

- The recommendation is supported by longitudinal research which contends that language models that support or build the home language (i.e. dual language one-way or two-way or Transitional Bilingual Programs) outperform ESL pull-out interventions or programs where no English Learner services are provided. An English Learner can best benefit from services provided by dual language, Transitional Bilingual Programs, or Transitional Program of Instruction. In Transitional Program of Instruction programs can add resources in the native language, such as para-professionals, native language tutors, community volunteers, books in the native language, or digital resources.¹
- According the Illinois School Code, schools are responsible to provide TPI even if there is only one student enrolled. If there are no ELs enrolled in the school, then the school should receive full points.
- ISBE currently collects this student-level data by indicating the number of EL periods per week a student receives. A student is considered full-time if they receive ten or more classes per week. Adding this information to the accountability system would not require ISBE to change their current data collection processes.
- The data also corresponds with ESSA requirements: collected annually, valid and reliable, and can be disaggregated by subgroups. Illinois could use this data to determine which schools are providing the necessary levels of supports and services to English Learners.

FAQs**What existing data can give us a sense of the current landscape?**

All students entering Kindergarten coming from a home where a language other than English is spoken must be screened with the MODEL Assessment to determine eligibility for EL Services. The MODEL scores are uploaded to the ISBE Student Information System on a regular basis and are archived as part of the individual student assessment record. The amount of required EL services are determined by the MODEL Score (See DELL guidelines 2015). Children who do not require EL services are those who score as English proficient. (According to ILSC Article 14C a student must be assessed within 30 days after enrollment and scores must be uploaded.)

In addition, the Division of English Language Learning extracts EL student demographic data to generate the grant application for each school district. Each student generates funding for the district on a per pupil basis given the amount of service they receive, either full- or part-time. With the new EBM EL funding, ISBE will have to review whether part-time service is still an option. (EBM does not discuss part-time service.)

Given that ISBE will still continue to generate the EL allocations for each district under the EBM Model, based on EL enrollment, the data will be available. ISBE should consider how the data might be configured to generate the percentage of students receiving adequate services in K-2 based on their MODEL and subsequent ACCESS scores.

Is this indicator too much of a proxy for district resource levels (i.e. is this too correlated to a school's SES)?

The services ELs receive in K-2 will directly affect their ability to make adequate growth to attain English proficiency within 5 years, which is already an ESSA indicator. The SES of the students has little to do with a school's ability to deliver instructional supports. This is especially true when the new EBM Model is implemented and allows even more funding for every EL child. In addition, ELs are entitled to federal Title I and Title III funding.

How can the formula account for schools and districts that do not have an adequate n size of ELs?

According to statute, even if a school enrolls one EL student, that child is entitled to services based on his/her English proficiency. In cases of enrollments under 20, schools typically implement a TPI program, which is taught by an ESL endorsed teacher. In recent years IHE's have embedded the ESL endorsement in pre-service programs or have partnered with districts to offer graduate cohort classes for the licensed teachers. This has helped to boost the number of available qualified staff.

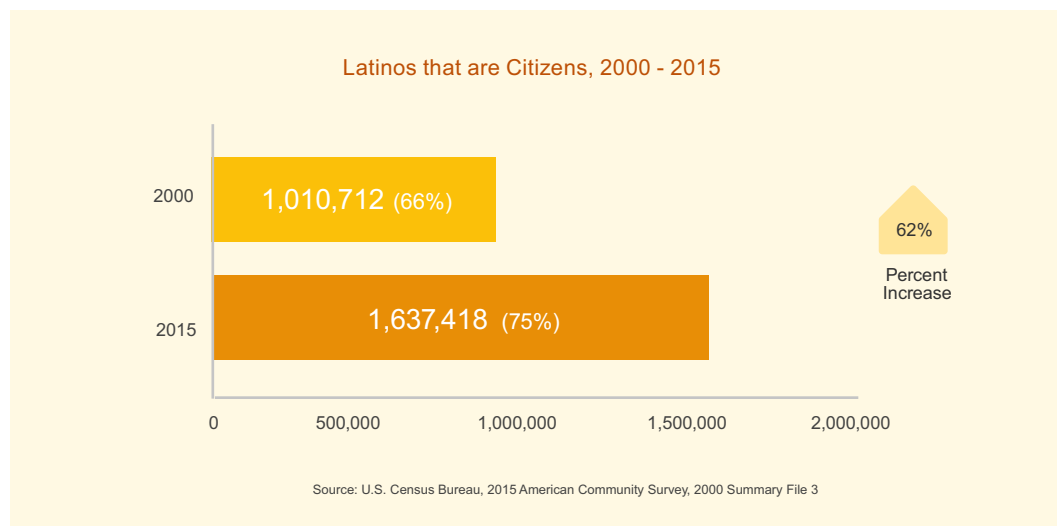
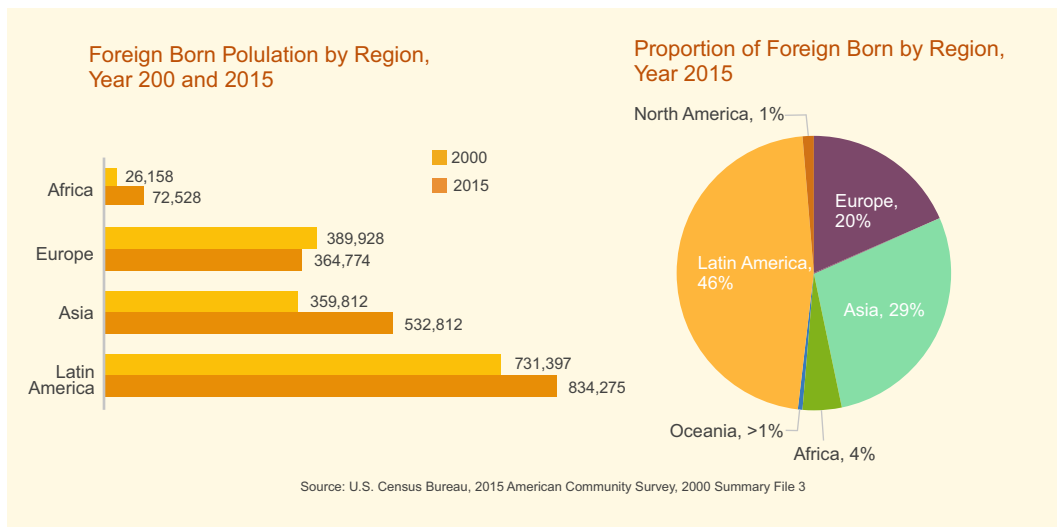
How will the indicator work for schools that do not have an EL population or less than 20?

Schools without sufficient n size will not have that indicator included for the calculation of a summative designation.

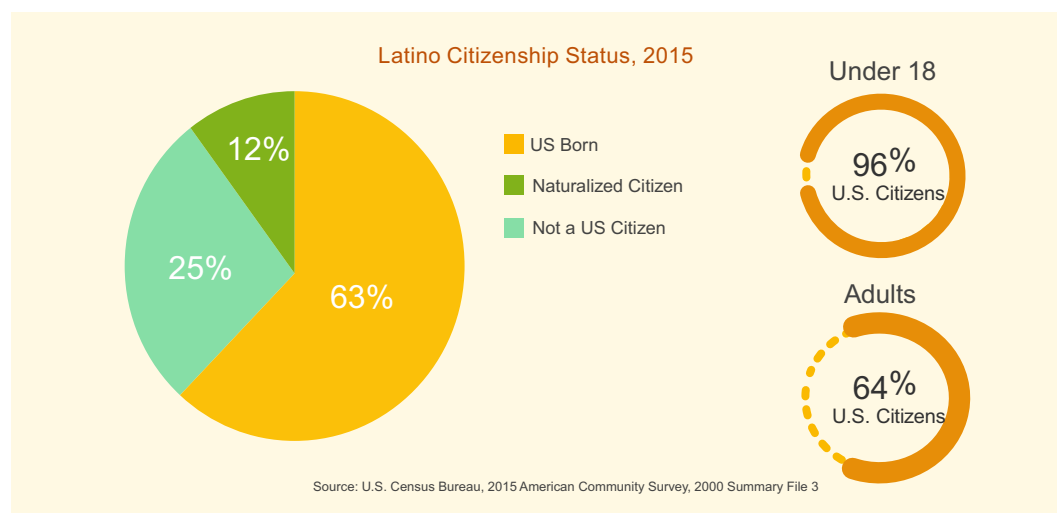
[1] Collier, V. and W.P. Thomas (2004), "The Astounding Effectiveness of Dual Language Education for All," NABE Journal of Research and Practice, 2:1. Accessed on October 24, 2017: http://hillcrest.wacoisd.org/UserFiles/Servers/Server_345/File/Publications/ELL/Dual%20language%20survey.pdf

[2] Collier, V. and W.P. Thomas (2007) "Predicting Second Language Academic Success in English Using the Prism Model." Chapter 22 in Springer International Handbook of Education. Accessed on October 24, 2017: <http://www.thomasandcollier.com/Predicting%20Second%20Language2.PDF>

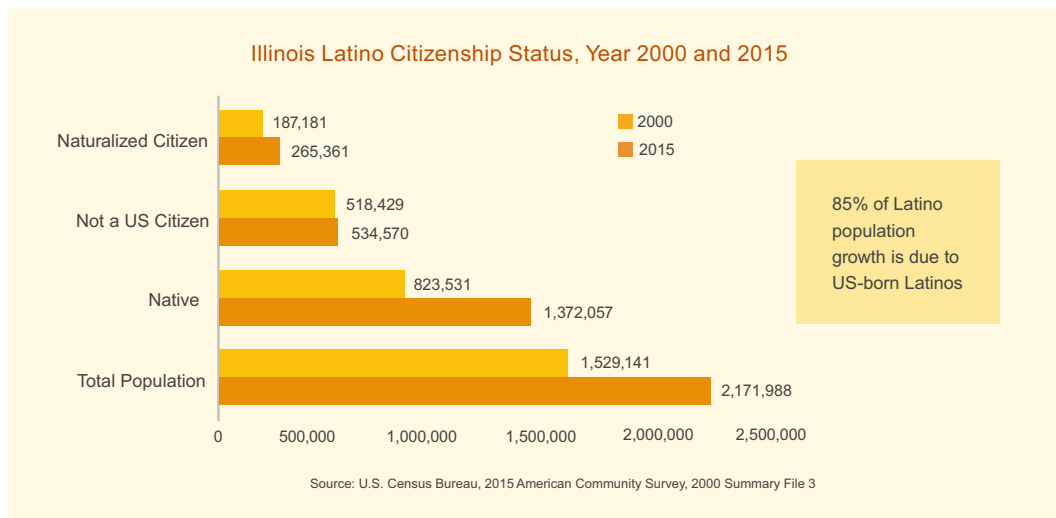
IMMIGRATION, ILLINOIS



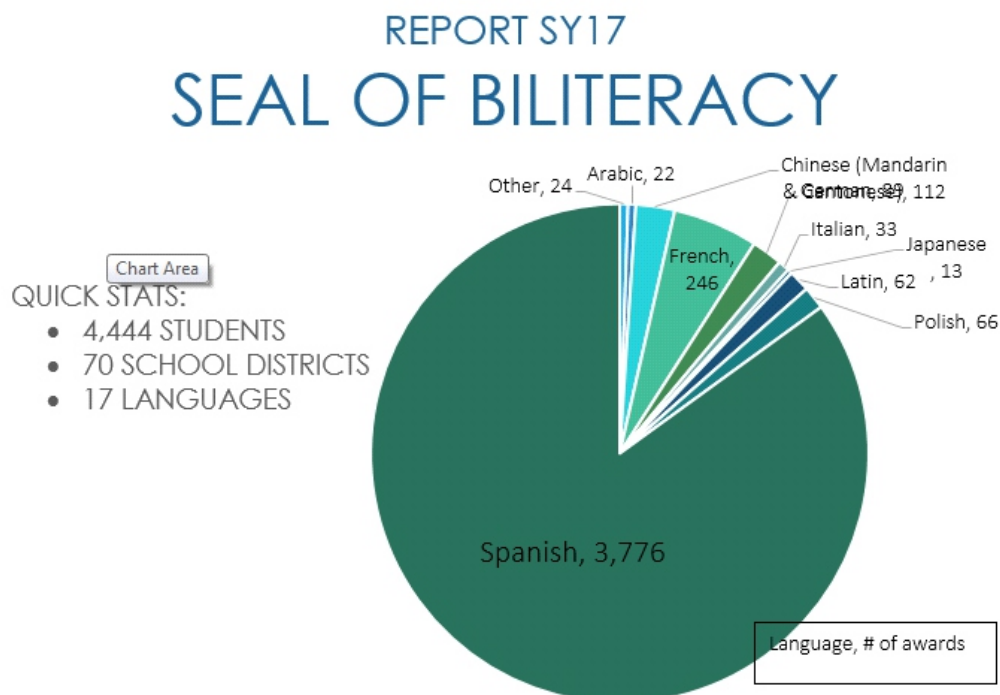
CITIZEN STATUS, LATINOS IN ILLINOIS, YEAR



IMMIGRATION, CITIZENSHIP STATUS



SEAL OF BILITERACY



IAMME Fall Event: Libia Gill (October 26,2017)

President Trump's Immigration Policy: Truth Versus Fiction (Continued from page 1)

From Where are Immigrants Arriving?

The United States has a history of receiving immigrants from countries all over the world. With the emphasis of the most recent Presidential campaign directing attention specifically to immigrants arriving across our southern border, the belief has been created that this is the primary access point for immigrants to our country. The reality is that immigrants continue to enter our country from numerous countries, and by many legal means.

MYTH #1 - All undocumented immigrants cross the southern border with Mexico.

There are currently 11.3 million undocumented immigrants in the U.S. (Passel & Cohn, 2017). Although many believe that the majority of undocumented immigrants come by crossing our southern border with Mexico, according to the Department of Homeland Security, this is untrue. The majorities of undocumented immigrants actually arrive in the U.S. legally through our airports and overstay their visas. For example, there were approximately 416,500 visitors who overstayed their visas to the United States in 2015 (Passel & Cohn 2016). Contrast this with the approximately 200,000 undocumented immigrants who crossed our southern border without detection (Institute for Defense Analyses, 2016). Although this number is substantially down from an estimated 2 million entries in 2000, it demonstrates that we are being led to believe facts that are no longer true.

Moreover, although we overwhelmingly point our fingers in the direction of Mexico as the leading country supplying undocumented immigrants, the continents of Europe and South America were also large contributors to the number of undocumented immigrants in 2015 (Passel & Cohn, 2016). Europe led the pack with 123,729 people not returning to their countries of origin, including Germany, Italy, and the U.K. with a combined 55,501 undocumented immigrants from those three countries. South America came in second with 93,073 immigrants, mostly from Brazil and Colombia (Passel & Cohn, 2016). If the data is broken down in terms of countries, Canada is comparable to South America's numbers with 93,035 people not departing prior to their visa expiration (Passel & Cohn, 2016). In contrast, only 42,114 immigrants from Mexico were among those who overstayed their visas (Passel & Cohn, 2016).

In regards to deportations, according to the U.S. Immigration and Customs Enforcement (ICE) Agency, a total of 240,255 undocumented individuals were removed from the U.S. in 2016. Of those removals, 174,923 individuals were apprehended at or near border ports of entry (ICE, 2016). One cannot ignore the reality of these figures- there seems to be a bias in targeting those who cross the southern border compared to those who arrive through commercial flights. The leading countries of origin for removals were Mexico, Guatemala, Honduras, and El Salvador (ICE, 2016). People who have the financial means to arrive "legally" are often spared the persecution faced by those who arrived "illegally". If American citizens want true immigration reform, continuing to overlook the whole picture and focusing only a small portion solves very little.

Sanctuary Cities

Sanctuary cities are officially referred to as sanctuary jurisdictions. Typically, these sanctuary cities limit how much the local law enforcement officials coordinate efforts with federal immigration authorities, creating a potential "sanctuary" for undocumented immigrants. However, there is a stigma that these jurisdictions are protecting undocumented immigrants from answering to the law.

MYTH #2 - Sanctuary cities are un-American and harbor criminals.

According to President Trump's January 25th, 2017 executive order, "Sanctuary jurisdictions across the United States willfully violate federal law in an attempt to shield aliens from removal from the United States. These jurisdictions have caused immeasurable harm to the American people and to the very fabric of our Republic." Moreover, Attorney General Jeff Sessions' stated that sanctuary policies "fuel crime" and make cities unsafe" (Lucas, 2017). Contrary to these statements, there has been no evidence to support the President's or the Attorney General's claims. Although on the national level the number of undocumented immigrants more than tripled from 3.5 to 11.2 million from 1990-2013, FBI data found that violent crime during that same time period declined 48%, which includes falling rates of aggravated assault, robbery, rape and murder. Likewise, the property crime rate fell 41%, which includes rates of motor vehicle theft, larceny/robbery, and burglary (American Immigration Council, 2016). Moreover, as a point of reference, simply being undocumented in the U.S. is only a misdemeanor (findlaw.com), not a major crime as many people assume.

The President's executive order may in fact be in violation of the constitution itself. In the 1997 outcome of *Printz v. United States*, the court ruled that the federal government cannot order local officials to enforce federal law (Epps, 2017). For example, in the Affordable Care Act case, *National Federation of Independent Business v. Sebelius*, the ruling order stated the government cannot use the threat of large funding cuts to "coerce" states into adopting federally demanded policies (2017). Although the courts have yet to determine their legality, sanctuary cities seem to be on the right side of history and are the morally and ethically right determination to make on the part of city leaders.

Intolerance for sanctuary jurisdictions has grown in part due to the misconceptions many believe. It is difficult to legally define "right" or "wrong." Cities are suing the Department of Justice because there are elected officials who believe Executive Order 13768 infringes upon Constitutional rights. The Department of Justice wants the Executive Order enforced because ICE officials have regulations that they must follow. In the end, the court system will determine what the country as a whole will enforce.

President Trump's Immigration Policy: Truth Versus Fiction (Continued from page 6)

DACA – The People and Their Impact

Since its beginning in August 2012, President Obama's executive order named “The Deferred Action for Childhood Arrivals” (DACA) has helped nearly 800,000 undocumented immigrants who arrived in the United States as children. These individuals can attend school, legally enter the workforce, and are granted a two-year reprieve from deportation that can be renewed (Capps, Fix, & Zong, 2017). Despite it helping nearly 800,000 individuals and their families, many Americans feel very strongly against this executive order.

MYTH #3 - DACA recipients are taking jobs and resources away from American citizens.

In reality, the exact opposite is true – these individuals are an important addition to the American economy. DACA-eligible workers commonly hold traditional “white-collar” occupations, and one-fourth of these workers are also enrolled in higher education (Capps, Fix, & Zong, 2017). This statistic suggests that these students often need to work to be able to afford college, but also that their employment prospects will likely improve upon graduation (Capps, Fix, & Zong, 2017). These individuals earn a higher level of income, and therefore pay more taxes through both their income and commercially, as a result of greater consumption that correlates with their higher income (Brannon & Albright, 2017). If their employment authorization is lost as a result of DACA being terminated, most of these individuals would no longer be able to continue working in their respective positions and would have fewer incentives or financial ability to enroll in and complete college. They would also lose additional benefits that promote better labor market and lifestyle outcomes, such as driver's licenses or access to home mortgages (Capps, Fix, & Zong, 2017).

MYTH #4 - Ending DACA means that undocumented immigrants will immediately be deported.

The deportation process cannot be completed overnight – in fact, the process often takes years. DACA recipients have the right to make a case for themselves in immigration court; however, there currently exists a 610,000-case-backlog in these courts (Lanard, 2017a). DACA recipients were actually safe from deportation until their protections expire; however, in September 2017, President Trump gave Congress 6 months to determine a solution for the DACA program. Otherwise, if no solution is reached, he has stated that the program will come to an end.

In the meantime, these individuals will likely try to avoid detection from authorities. This will become exceedingly difficult, as the Trump administration has been increasing the number of administrative arrests, or arrests made based on immigration status. While it has been promised that the main focus is only on deporting criminals (which most DACA recipients are not), the truth is that noncriminal immigration arrests have more than doubled recently (Lanard, 2017b). According to data from ICE, out of 75,045 administrative arrests made between January and June of 2017, 19,752 of those arrests of undocumented immigrants were classified as non-criminals. In the same timeframe in 2016 under the Obama administration, 54,683 administrative arrests were made, with 8,053 being non-criminal (Kopan, 2017). Although many are hardworking individuals who are simply trying to make the most of the advantages they have here in the United States, DACA recipients are feeling the threat of deportation climb higher and higher each day.

The High Cost of Deportation

Those who believe that deporting undocumented immigrants will provide the best benefit for our society and our economy have likely not stopped to consider the consequences. Not only are the undocumented individuals affected, but also their families, friends, classmates, and other people with whom they interact on a daily basis.

MYTH #5 - It is better if all undocumented immigrants are deported.

There is a steep social cost that comes from this way of thinking. Many undocumented individuals, especially those who have benefited from DACA, may never have lived outside of the United States as adults and have little to no memory of their home countries (Lanard, 2017a). Many students in schools have expressed strong fears of deportation, having their families split, losing their homes, or being put in jail (Costello, 2016). These fears are especially strong in immigrants whose home countries are unsafe places to which they cannot return. Instead of adopting this manner of thinking, we ought to promote the best quality of life for all members of our society.

MYTH #6 - Undocumented immigrants are taking away educational resources from American students.

Since its decision in 1982 with *Plyer v. Doe*, the U.S. Supreme Court has maintained the position that all children in the United States, regardless of immigration status, are entitled to a PK-12 education (Lee, 2016). Therefore, students who are undocumented should be receiving an education equal to their American peers. However, the current political climate has these students feeling especially vulnerable. Many immigrant families worry about being exposed to possible enforcement action due to the data and paper trail created by enrolling their children in schools (Keierleber, 2017). In addition, they face hostilities from other students at school who have become emboldened to make bigoted and racist statements about immigrants and minorities, creating a toxic learning environment for these students (Costello, 2016). Legally, immigrant students are entitled to attend schools, and teachers and students must work together to create a positive learning environment in which all students can thrive.

President Trump's Immigration Policy: Truth Versus Fiction (Continued from page 7)

MYTH #7 - America will save money and strengthen its economy by deporting undocumented immigrants.

There is an enormous financial cost associated with deporting undocumented immigrants. It is estimated that deportation costs would total more than \$10,000 per individual, with a sum total of over \$7.5 billion (Brannon & Albright 2017). To expand the efforts of detaining and deporting undocumented immigrants, President Trump's proposed 2018 budget calls for the additional hiring of 1,500 immigration agents at a cost of \$300 million (Keierleber, 2017).

The repeal of the DACA program specifically would have a detrimental effect on the American economy. Estimates suggest that ending DACA means losing 685,000 workers from the American economy, as well as a loss of \$460 billion from the national GDP over the next decade (Svajlenka, Jawetz, & Bautista-Chavez, 2017). Additionally, the American economy would feel the hole left by immigrants who would have been able to pay taxes, support entitlement programs, create additional jobs, and have children who would have one day been able to do the same (Brannon & Albright, 2017). There are clearly additional costs that need consideration when assuming that the economy would be stronger and better off without these immigrants who make important contributions to our country.

Conclusion

In this paper, we have provided several facts, which take a contrary stance to the common beliefs that are perpetuated by our current federal government and corporate media. At the root of this paper, however, is the simple fact that undocumented immigrants are human, and we need to treat them as such. By naming them "illegal aliens," we are both "Othering" them and dehumanizing them, making it easy to discriminate against them and treat them unjustly. Aliens are not from this planet, let alone a different country. When we view them as human beings, we begin to treat them with respect and realize that they are in the U.S. trying to raise their families just like the rest of us.

SOURCES

- Brannon, I., & Albright, L. (2017 January 18). *The economic and fiscal impact of repealing DACA*. Retrieved from <https://www.cato.org/blog/economic-fiscal-impact-repealing-daca>.
- Capps, R., Fix, M., & Zong, J. (2017 August). *The education and work profiles of the DACA population*. Retrieved from <http://www.migrationpolicy.org/research/education-and-work-profiles-daca-population>.
- Costello, M.B. (2016 November 28). *The Trump effect: The impact of the 2016 election on our nation's schools*. Retrieved from https://www.splcenter.org/sites/default/files/splc_the_trump_effect.pdf.
- Epps, G. (2017, January 30). *Trump's Sloppy, Unconstitutional Order on 'Sanctuary Cities'*. Retrieved from <https://www.theatlantic.com/politics/archive/2017/01/trumps-sloppy-unconstitutional-order-on-sanctuary-cities/514883/>.
- Exec. Order No. 13768, 3 C.F.R. 5 (2017).
- Ingold, D., Whiteaker, C., Rojasasakul, M., Recht, H., & Halford, D. (2007 August 23). *Here's What We Know About Trump's Mexico Wall*. (2017, August 23). Retrieved from <https://www.bloomberg.com/graphics/2017-trump-mexico-wall/how-many-people-currently-cross/>.
- Jones, R. (2016, October 05). *Borders and Walls: Do Barriers Deter Unauthorized Migration?* Retrieved from <http://www.migrationpolicy.org/article/borders-and-walls-do-barriers-deter-unauthorized-migration>.
- Keierleber, M. (2017 August 21). *'Sanctuary schools' across America defy Trump's immigration crackdown*. Retrieved from <https://www.theguardian.com/us-news/2017/aug/21/american-schools-defy-trump-immigration-crackdown>.
- Kopan, T. (2017 August 11). *ICE: Arrests still up, deportations still down*. Retrieved from <http://www.cnn.com/2017/08/11/politics/trump-administration-deportations/index.html>.
- Lanard, N. (2017b September 5). *Trump moves to end dreamer protections, putting nearly 800,000 youths at risk*. Retrieved from <http://www.motherjones.com/politics/2017/09/trump-moves-to-end-dreamer-protections-putting-nearly-800000-youths-at-risk/>.
- Lee, K. (2016 April 25). *How educators and communities can reduce the fear of deportation among unauthorized students and families*. Retrieved from <https://www.americanprogress.org/issues/immigration/news/2016/04/25/136292/how-educators-and-communities-can-reduce-the-fear-of-deportation-among-unauthorized-students-and-families/>.
- Lucas, R. (2017, August 22). *Los Angeles Sues Justice Department, Joining Other 'Sanctuary Cities'*. Retrieved from <http://www.npr.org/2017/08/22/545352996/los-angeles-sues-justice-department-joining-other-sanctuary-cities>.
- Passel, J. S., & Cohn, D. (2016, February 03). *Homeland Security produces first estimate of foreign visitors to U.S. who overstay deadline to leave*. Retrieved from <http://www.pewresearch.org/fact-tank/2016/02/03/homeland-security-produces-first-estimate-of-foreign-visitors-to-u-s-who-overstay-deadline-to-leave/>.
- Sneider, B (2014). *Is Illegal Immigration a Crime? Improper Entry v. Unlawful Presence?* Retrieved from <http://blogs.findlaw.com/blotter/2014/07/is-illegal-immigration-a-crime-improper-entry-v-unlawful-presence.html>
- Svajlenka, N.P., Jawetz, T., & Bautista-Chavez, A. (2017 July 21). *A new threat to DACA could cost states billions of dollars*. Retrieved from <https://www.americanprogress.org/issues/immigration/news/2017/07/21/436419/new-threat-daca-cost-states-billions-dollars/>.
- U.S. Immigration and Customs Enforcement (2017 February 10). *FY 2016 ICE Immigration Removals*. Retrieved from <https://www.ice.gov/removal-statistics/2016>.

THE IAMME SPRING EVENT MAY 2017



From the IAMME Spring Event on May 27, 2017 featuring Dr. Libia Gil, Chief Academic Officer from the IL State Board of Education

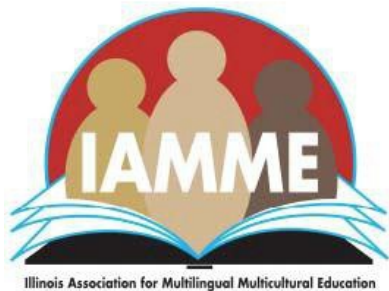


Participants listen to Dr. Gil speak about Illinois' proposed plan under Every Student Succeeds Act (ESSA)

English Language Specialist Dr. Joseph Wiemelt met in Seville with American English Language Assistants



Dr. Joseph Wiemelt, the English Language Specialist who is currently in Spain on a three weeks program co-sponsored by U.S. Department of State, the Junta de Andalucía, and the U.S. Embassy, met in Seville with the American English Language Assistants placed by the Junta in schools throughout the province. On Friday November 10th he delivered a seminar on Language Assistants as an Essential Resource in Bilingual Education, focusing on ways in which ETAs can better assist the classroom teachers and provided them with practical strategies for curriculum, instruction, and assessment.



Illinois Association for Multilingual Multicultural Education

IAMME is a professional organization that promotes high quality educational policies and practices for linguistically and culturally diverse students including English language learners. We believe in the benefits of multilingualism and multiculturalism.

The Aim of IAMME

- To promote meaningful, effective, and efficient education for linguistically and culturally diverse students which includes the development of multilingualism and multiculturalism for all children.
- To promote quality educational practices for developing an appreciation for cultural and linguistic diversity in a global society.

Membership: Open to anyone interested in the purposes and objectives of IAMME or the promotion of multilingual, multicultural education.

Membership Benefits: Your membership entitles you to the following benefits:

- The *IAMME Bulletin* and all IAMME publications
- Free or reduced registration fees at professional development conference events
- Participation in IAMME activities
- Professional materials and relevant services
- Networking with fellow practitioners
- Executive board elections on a biennial basis.

Institutional members receive multiple copies of IAMME publications when requested, recognition in the *Bulletin* and annual state conference. Libraries, colleges, universities and other organizations are encouraged to apply as institutional members.

IAMME memberships are for one year and run on a year-to-date basis.

Historical Background: Originally, the Illinois Association for Bilingual Education (IABE) was a pioneer affiliate of NABE. It was founded in the early 70's in response to the need for promoting educational services for English language learners students in Illinois.

In 1988, the name was changed to the Illinois Association for Multilingual Multicultural Education (IAMME) in order to include all educators involved with linguistically and culturally diverse students.

Objectives:

1. To promote and develop professional competence and standards in educational services for linguistically and culturally diverse students in cooperation with teacher training institutions; national, state, and local educational agencies; and professional as well as community organizations,
2. To hold seminars and conferences for the promotion, development, and enhancement of meaningful, effective, and efficient educational services for linguistically and culturally diverse students in Illinois with an emphasis on multilingualism and multiculturalism.
3. To disseminate information, materials, and data useful in the attainment of these objectives.
4. To serve as a source of employment opportunities for members.
5. To serve as advocates for the schooling of all linguistically and culturally diverse students,
6. To encourage and facilitate the active involvement of parents and communities in issues concerning the education of linguistically and culturally diverse students in Illinois.

Supporting
**Bilingualism
and Multicultural
Education
Through Action**

Illinois Association for Multilingual Multicultural Education

Application Form (please print or type)

Last Name

First Name

Initial

Preferred Mailing Address: D Home D Business
Both home and business addresses are needed.

HOME ADDRESS:

Street Address

City State Zip + 4

Home Phone

BUSINESS ADDRESS:

Position

Organization

Street Address

City State Zip + 4

Business Phone Ext.

Fax Number

Email Address: _____@_____

For Office Use Only

Date received: ____ / ____ / ____
Check #: ____
Date Processed: ____ / ____ / ____
Member #: ____ / ____ / ____

DEC 2017

Send All Payments To:

IAMME Membership Committee
IAMME Secretary
2626 S Clearbrook Dr
Arlington Heights, IL 60005
Fax 847-649-0551

Mailing List Disclaimer

When IAMME receives requests for IAMME Membership Lists from other organizations or corporations, the IAMME board meets and discusses if they are offering something of interest to the general membership. If the IAMME board decides that the membership would benefit from a particular product or service, the board will authorize the sharing of information.

If you **do not** wish to have any of your information shared with outside parties, please check the box below. If the box is empty, your name will be included on the list.

☐ Please remove my name from any mailing list that is shared with outside parties.

I am involved in bilingual education as: (check all that apply)

☐ Parent ☐ Community Person ☐ Para -professional
☐ Teacher ☐ College Instructor ☐ Administrator
☐ Consultant ☐ Publisher ☐ Prospective Teacher
☐ School Board Member/Education Policy-Maker
☐ Other: _____

As a NABE/IAMME member, I am interested in the following Special Interest Groups and Standing Committees (by checking these categories you are not making a commitment to participate, only an expression of interest).

Special Interest Groups:

☐ Early Childhood ☐ Global Education ☐ Multicultural Issues
☐ Early Elementary ☐ Adult Education ☐ Parent & Community
☐ Late Elementary ☐ ESL in Bilingual Education ☐ Language Policy
☐ Middle School ☐ Vocational Education ☐ Technology
☐ High School ☐ Educational Policy Making ☐ Research
☐ Special Education ☐ Assessment and Evaluation
☐ Higher Education ☐ Native Language and Culture Retention

Standing Committees:

☐ Publications ☐ Fund Raising ☐ Socio -Political Concerns
☐ Membership ☐ Honors and Awards ☐ Public Information



PAYMENT INFORMATION

☐ \$35 Regular Membership
☐ \$50 Institutional Membership (libraries, universities, etc.)
☐ \$15 Student Membership

Contribution/Donation

(in addition to membership dues)
\$ _____ Total

Signature:

Payment Options: ☐ Cash ☐ Check ☐ Credit
Card (fillout info below)

☐ VISA ☐ MasterCard ☐ American Express

Credit Card

Exp. Date: ____ / ____ / ____

Would you like to be on the IAMME Executive Board?

To be on the IAMME Executive Board, you must be a member in good standing for at least one year. Eight Board Members along with one Parent. The next election cycle is in Spring 2018. Terms are 2 years from June 1, 2018 to May 31, 2020.

Why run for the IAMME Board? Here are a few reasons:

- Advocate for language minority students statewide
- Plan professional development for members
- Co-sponsor the Annual Statewide Conference for Linguistically and Culturally Diverse Students
- Network with other professionals
- Leadership opportunities

If you or a colleague or a parent are looking for an opportunity to be involved in worthwhile activities to support and advocate for linguistically and culturally diverse students including English learners, and you are a paid IAMME member in good standing*, then you can run for a position as an Executive Board member with AMME. Once the entire Executive Board is elected, internally the newly elected Board members decide who will serve as President, Vice-President, Secretary, Treasurer, and Public Relations Director. The remaining Board members serve as Directors of the Board.

Nominate yourself or a colleague or a parent by copying and filling out the form below and scanning or mailing it to the address listed by Friday, March 16, 2018. Late nominations will not be accepted. Incumbents must also be nominated to be included in elections. For further questions, please contact Nominations Committee Chair, Julio Cruz at jcrucz@aol.com or 773-369-4810 (cell).

*A member in good standing means their membership dues are current and that they have been a fully paid

IAMME 2018 NOMINATION FORM

(Due: Friday, March 16, 2018)

I NOMINATE _____ TO RUN FOR THE EXECUTIVE BOARD OF THE ILLINOIS ASSOCIATION FOR MULTILINGUAL MULTICULTURAL EDUCATION FOR THE 2018-2020 TERM.

IAMME Membership Number (if known): _____

Work Location and Address for Nominee _____

Name of school/district/university/organization _____

City _____, Illinois Zip Code: _____

Phone number of nominee: Cell () - - Other () - -

Email of nominee: _____

Scan/email this form to Julio Cruz to jcrucz@aol.com or mail/fax this form to:

IAMME Nomination Committee

c/o Julio Cruz

2626 S Clearbrook Dr.

Arlington Heights, IL 60005

Fax: (847) 649-0221

For more information, please contact:

Julio Cruz at jcrucz@aol.com or call (773) 369- 4810



**Illinois Association For
Multilingual Multicultural Education**
2626 S Clearbrook Dr
Arlington Heights, IL 60006-4626