

Illinois Early Learning Council (IELC)
Linguistic and Cultural Diversity Committee Meeting
Monday, July 20th, 2009
9:30-Noon
DePaul University
Room 471 of the SAC building
2320 N Kenmore Ave. Chicago IL. 60614

MINUTES

ATTENDING: Josie Yanguas (IL Resource Center, LCDC Co-chair), Reyna Hernandez (Latino Policy Forum, LCDC staffer), Harriette Herrera (PENCILS and DePaul), Joyce Weiner (Ounce of Prevention), Dania Franco (Ounce of Prevention), Samantha _ (Ounce of Prevention), Sonia Soltero (DePaul), Karen McCarthy (ISBE), Pat Chamberlain (UIC), Allen Rosales (Roosevelt University), Luisiana Melendez (Erikson Institute), Marta Moya-Leang (CPS Belmont-Cragin Early Childhood Center), Luz Maria Solis (CPS), Dean Paul Zions (DePaul University), Francesca Alcozer (DePaul)

BY PHONE: Awilda Adorno (co-chair), Rebecca Lawrence (DCFS – Educational Advisor), Jessica Rodriguez (Positive Parenting DuPage), Kathleen Liffick (Champaign County Head Start)

- I. Welcome by Dean Paul Zions
- II. Bilingual Preschool Rule Changes
 - A. Kay Henderson addressed the committee by phone
 - i. Congratulations to DePaul for incorporating bilingual/ESL certification into the bachelors-level early childhood program; there is a need for more dual-certification (early childhood and bilingual/ESL) programs
 - ii. Background on rule changes:
 - a) A statute went into effect in January which includes preschool in the state’s transitional bilingual education statute
 - b) Because the statute was broad and general, ISBE needs to issue guidance
 - c) Once the rules are developed, they will need to be integrated into Preschool for All
 - d) As part of the administrative rules development process, the ISBE legal department will draft rules to present to the bilingual advisory council and Illinois early learning council
 - e) Projected timeline: legal plans on having all of the rules together by Sept 16 & 17 for the September ISBE board meeting
 - a. Once approved by board, public comment period of 45 days
 - b. Then JCAR will vet them before they are adopted and official

- iii. Many questions arose after the Division of English Language Learners (DELL) posted screening requirement [in March], DELL has updated the message about screener, the process is more complicated than initially envisioned
- iv. There is a need to look at research and best practice for both Early Childhood and English Language Learners (ELLs)
 - v. These rules would apply to school districts and those directly funded by school districts, including programs funded by Chicago Public Schools
 - vi. The new rules will address screening, identification, and instruction
 - vii. The Divisions of Early Childhood and English Language Learners have been meeting on a weekly basis to address this issue
- viii. ISBE administrators will be very flexible with school districts as the regulations are issued and concerns become clarified
- ix. The State Superintendent will probably issue the statement about the rule changes, because they are across two major divisions
 - x. ISBE has had conversations with CPS administrative and legal staff
- xi. There is a recognition that cost is a major deterrent, because otherwise, best practice and research support these changes
- xii. The Early Childhood Block Grant (ECBG) has been around since approximately 1985. The idea was local flexibility and control of eligibility in the definition of “at risk” status.
 - a) Bilingual is much more prescriptive than ECBG, thus there is a need to incorporate research from both of them
 - b) Don’t want to lose what we know about young children by implementing practices intended for 3rd graders
 - c) Ultimately, we want to serve each child in most appropriate manner possible
- xiii. There will be an opportunity to comment during comment period but want to make sure we address some of these issues early on
- xiv. Committee member discussion:
 - a) Concern about some districts which have EC programs under Special Ed. or another department, they may be unaware of ELL issues
 - b) Concern about the screening tool mandated by DELL, alternative and creative ways of determining language proficiency should be considered
 - c) Concern about the current inconsistency with services for ELLs among early childhood programs
 - d) What interim guidance is being given to programs while the regulations come out?
 - a. Something will be coming out from Superintendent soon
 - b. Previous guidance, i.e. screening memo from March, is still in place in the interim

- c. The Student Information System (SIS) takes people through the home language survey
 - d. During the legislative process, oversight is not intended to be punitive. The intent is compliance with requirements to provide children with the most appropriate education possible.
 - xv. ISBE is trying to get a sense of supply and demand for this program
 - a) There was a survey conducted of type-04 teachers in the past
 - b) Many teachers have gone from early childhood settings to k-12
 - c) The Workforce Diversity Workgroup has already drafted some questions to help gauge workforce supply and demand
 - d) Interested in finding out about current practice and current staffing issues
 - e) Type 29 currently does not satisfy ECBG requirements, however, a combination of a type 04 + type 29 is fine
 - xvi. LCD committee is invited to become involved in a project ISBE is working on to incorporate language learning standards and early learning standards.
 - xvii. Budget Issues—there will be a reduction in the ECBG, but the exact reduction will not be clear until after tomorrow’s ISBE board meeting
 - a) CPS gets 37% of the total ECBG funding and they decide how to use those funds
 - b) The state may take down program budgets, recalculate for each individual program, repost, then ask each program to make modifications
- III. Review of April 1st and May 27th Minutes
 - B. April 1st minutes - Boeing
 - i. Correct header to reflect correct location and date
 - ii. Change Buell Commission to BEWL Commission (Bilingual Education World Language Commission)
 - C. May 27th minutes– Northeastern
 - i. No corrections
 - D. Approved with changes
- IV. Scheduling next meeting
 - a. September 23rd – 9:30-noon, tentatively at Erikson Institute
 - b. November 18th – 9:30-noon, tentatively at Roosevelt University
- V. Discussion of ELL/Preschool and Bilingual Teacher Certification Change Issues
 - a. Bilingual certification proposed changes will probably be previewed at the ISBE meeting
 - i. Committee members should consider attending September ISBE board meeting in light of certification and preschool issue
 - ii. Discussion about the appropriateness for early childhood settings of the course changes proposed
 - iii. Concern about compliance, whether programs will be audited

- a) Some audits from early childhood happen downstate
- b) Programs will be using Early Childhood Environment Rating Scale (ECERS); however, ECERS does not address multi-lingual, multi-cultural issues

E. Discussion of Preschool Changes

- i. Discussion about the shortage of teachers
 - a) There is a need for public awareness about the impact of these rules on the current workforce
 - b) The Workforce Diversity workgroup has been working on a professional development timeline for the October board meeting
 - a. The workgroup has to send the recommendations up to both parent committees
 - b. The timeline might change in response to the certification and preschool rule changes
 - c. Need an analysis of the need and how many teachers will be needed at different phases
- ii. Discussion about the type of instruction required once children are deemed eligible for services
- iii. Committee member participation at next board meeting
 - a) Rules should be downloadable by the Friday before the board meeting
 - b) If there are questions/concerns, members should prepare testimony (written and in person) have extra copies to hand to each board member
 - c) The committee can send recommendations/ comments about regulation up to the IELC
- iv. The Joint workgroup will meet September 10th to review the survey
 - a) Interest in learning more about SD 299
 - b) Survey's "language minority" information should be more specific
 - c) Board of Higher Education has a database of higher education programs and does not track bilingual/ESL certificates

VI. Updates

- F. IELC made a recommendation for an office of early childhood, to be set-up under the governor's office
- G. ARRA higher ed teacher quality grant
- H. New initiative for \$10B which came out from health and social services to create an Early Learning Challenge Fund

VII. New Project Ideas

- I. Some sort of tools (using ARRA funds) around LCD practice implementation
- J. Maybe one page grid comparing EC and Bilingual