

Illinois Early Learning Council (IELC)
Linguistic and Cultural Diversity Committee Meeting
Wednesday, August 6th, 2008
Thompson Center, 100 W. Randolph 14th Floor
Minutes

Attending: Ben Osborne, Josie Yanguas, Jessica Rodriguez, Harriette Herrera, Joyce Weiner, Martin V. Torres, Joaquin Villegas, Francesca Alcozer, Marta Moya-Leang, Sandy Tanzer, Luz Maria Solis, Dania Franco

Minutes and Agenda Approval

Reviewing the minutes

Marta Moya's name was misspelled

Motion to approve the minutes- Josie Yanguas

So moved-Joyce Wiener

Seconded- Joaquin Villegas

Next steps for RFP process

1. There was a glossary meeting held at Latino Policy Forum to flesh out the language within the document. There were a number of clarifications more so than word changes.
 - a. Harriette Herrera confirmed that the group had used the appendix from the original. Preschool For All (PFA) Request For Proposals (RFP) and added onto that.
2. Josie Yanguas notified the group that she has spoken with Darren Reisberg at ISBE regarding next steps of RFP process.
 - a. Kay Henderson would like the ISBE legal department to review the changes before moving forward in case some of our suggestions conflict with things such as the Illinois school code.
 - b. Darren said he would like to review the document whenever it is ready, but be sure to CC Kay.
3. Can we submit the changes to chief counsel?
 - a. The LCDC group voiced that there are no worries about submitting the changes we have made so far.
 - b. Will we send Kay an email before submitting the changes to the full IELC?
 - i. We will submit the RFP changes to Kay before submitting them to Darren Reisberg (who said he would like to review the document whenever it is ready), and before submitting them to the full IELC.
4. We will discuss what this committee's chief recommendations are regarding teacher qualifications for people working with linguistically diverse students.
 - a. What should our recommendations for PFA be regarding this?

5. In IL the vast majority center-based infant toddler Early Childhood Block Grant funded programs are in the city of Chicago which requires a BA for infant and toddler teachers. Type 04 teacher certification courses do not normally include significant birth to three content. NAEYC standards are Associates degree and working towards a BA. There is already a development of birth to three coursework going on within higher education systems in response to the Gateways Infant Toddler Credential.
6. Given that much of the current early childhood teaching field is white and monolingual there is a need for professional development opportunities regarding ESL as well as building a future workforce that can work with ELLs and provide bilingual education. There are a variety of initiatives happening across the state that could positively impact the work to diversify the workforce. Illinois was awarded a grant through the Frank Porter Graham Institute at the University of North Carolina which is helping the state develop a cross-sector system of professional development to support practitioners working with ability, language and cultural inclusion issues.
7. There are currently waves of new administrators which may be less familiar with the changes in communities and with working with English language learners.
8. The committee needs to recruit participants from outside of the Chicago area, to have more inclusive representation and get a non-Chicago perspective.
9. There is a cohort from the Transition to Teaching program at Northern Illinois University that has done curriculum blending work.
10. As part of the ISBE funded teacher preparation grant, Chicago Metro AEYC developed a preparation course in Spanish in order to help perspective teachers pass the basic skills test, in order to enter their 3rd and 4th year. The program targeted Berwyn and Cicero.
11. Consensus from the committee that best practice is that teachers serving linguistically and culturally diverse preschool aged children should have type 04 and bilingual/esl approval
12. Committee discussion about how type 29's can become "highly qualified" in IL for NCLB requirements (which does not apply to 0-5 the way it does for k-12). Type 29 without Type 04 teaching certification cannot be a primary teacher for PFA. There is a need for clarification as to whether a type 29 teacher who has passed the basic skills test, enrolled in a program, and passed the early childhood content tests would be considered highly qualified under JCAR (section 2-3.71(a)(3) of ILSC and 23 Ill Admin. Code 1. Appendix A). This is an ongoing discussion which will be further addressed by the joint WFD/LCDC workgroup.
13. PFA funds and childcare and Gateway Scholarship funds are available for professional development that programs can tap into to send people to school. Gateway scholarships – www.ilgateways.com

Questions

1. Josie- do we say: teachers who work with culturally diverse students have a type 04 teacher with a bilingual approval? Do we say: at the very least teachers working with these populations have to show some knowledge and experience and some documentation regarding active engagement such as coursework or conferences?
2. In looking at diversity we always look at language in which there is really only a handful of teachers that can really handle the situation. To what extent is the state of IL respondent to this diverse situation? Are teachers capable and able to deliver the services? Should we make classroom management a course?
 - a. Yes. So too with parental involvement.
 - b. There should be cultural diversity coursework for all teacher training programs. Given the state of the legislature, moving on this through that medium is not recommended.
3. What would a highly qualified teacher look like? -Harriette
4. Is it acceptable to say to Kay If a district cannot find a type 04 with language approval, can the district hire a type 29 with basic skills and have passed the early childhood content test?
5. How many universities offer a bilingual ESL certificate?

Discussion about the Upcoming Joint Workforce Development and LCDC subcommittee

1. Harriette Herrera will be chairing the Joint committee.
 - a. First meeting- Friday September 5th at Ounce of Prevention 9:30-11:00 33 W. Monroe, Suite 2400. Arrangements will be made to have a call-in number. Video conferencing may be available if desired.
2. Harriette, Joaquin, Jessica, Luz Maria Solis and Ben are interested in being in this group. Aisha Ray has expressed interest. Anyone interested should contact Joyce Wiener at Ounce of Prevention or Ben Osborne at Latino Policy Forum.
 - a. Joyce will ask Debbie Armendariz, principal at school in Bloomington, if she would like to participate. If accepted then Ben Osborne will add her to the distribution list for this group.
3. Joyce Weiner stated that staff qualifications are the primary task of the Joint Workforce/LCDC group. In the school code there is a clear description of what qualifications are required to be a three to five year teacher. There is standard base language of birth to three but no clear qualifications regarding degrees or experience. More specific language of degree attainment needs to be added for birth to three. Qualifications must be enhanced. We may better achieve this goal by working with the higher education programs rather than working with the legislature to change school code.
4. Reviewing Joint Workforce Development/LCDC Work Group work plan
 - a. The joint workforce/LCDC work-plan is a working document.
 - b. The work plan is broken into three primary areas:

- i. Expanding opportunities for pre-service and existing service for practitioners
 - ii. Supporting work through field experience
 - iii. National Professional Development Grant
- 5. There is a model out of Northern Illinois University for blending type 04 and bilingual/ESL approval as part of the Transition to Teaching program. We are looking for any opportunity to combine coursework and embed it and offer distinct certificates and endorsements.
- 6. Gateways to Opportunity is the early childhood professional development umbrella and website for www.ilgateways.com. On this site are all things related to professional development in ECE. There is a higher education directory that lists every four and two year institution in the state and the degrees they offer. Also listed are supplementary certificates and degrees.
- 7. Joint Workforce Development and LCDC subcommittee has the capacity to affect ECE beyond the PFA RFP.
 - a. Both ISBE and DHS subcontract out most of their training.
 - b. National Prof Development Grant, one of the things included is potentially putting on a conference. This would promote the whole ESL bilingual agenda as a broader discussion.
- 8. Head Start requires native language teachers for ELLs.
- 9. There is nothing in the work-plan about home-based family/friend/neighbor requirements regarding higher education. What can we do for these people? What can we do in their language. This needs to be added to the work-plan.
 - a. Joyce-proposing a change to reflect the need to address t is
 - b. Under C on second page (Joyce will send Ben the change to add to the minutes)

Announcements

National Higher Education Act was approved by the House and the Senate and should be signed by President Bush. Included within this are many benefits to early childhood practitioners. Loan forgiveness and scholarships. This firmly includes ECE as part of a broader agenda.

Actions

1. We will be officially submitting our PFA RFP changes at the next full IELC meeting.
2. Our recommendation to Kay Henderson should be type 04 with bilingual ESL approval. Perhaps the state board should also look in o that pool of type 29s and how they can be incorporated, knowing that it will take 3-5 years to get to approval. Perhaps we could model what ISBE already has for K-12. Then the joint

Workforce/LCDC committee can look at what's out there. We must highlight type 29 as a pool of available teachers.

3. We need to know where programs are available and map them out to serve teachers looking for information.
4. We should also encourage ISBE funding grow your own programs looking at para-professionals who work next to teachers providing native language instructional support.

Next Meetings

1. LCDC
 - a. Wednesday October 22nd from 9:30 until Noon.
 - b. Wednesday December 10th will be the following LCDC meeting.
2. Joint Workforce Development and LCDC subcommittee-
 - a. Friday September 5th at Ounce of Prevention 9:30-11:00 33 W. Monroe, Suite 2400