

Illinois Early Learning Council (IELC)
Linguistic and Cultural Diversity Committee Meeting
Wednesday September 23, 2009
9:30-Noon
Erikson Institute

MINUTES

ATTENDING: Josie Yanguas (IL Resource Center, LCDC Co-chair), Awilda Adorno (co-chair), Reyna Hernandez (Latino Policy Forum, LCDC staffer), Harriette Herrera (PENCELLS and DePaul), Joyce Weiner (Ounce of Prevention), Samantha Aigner-Treworgy (Ounce of Prevention), Karen McCarthy (ISBE), Allen Rosales (Roosevelt University), Luisiana Melendez (Erikson Institute), Marta Moya-Leang (CPS Belmont-Cragin Early Childhood Center), Francesca Alcozer (DePaul), Jessica Dugan (Positive Parenting DuPage), Ava Harston (Workforce Development co-chair), Barbara Somogyi (Il Assoc. of School Boards, Dist. 59), Judy Yturriago (Northeastern Illinois University), Jana Flemming (Erikson Institute)

BY PHONE: Joyce B (Urban), Rebecca Lawrence (DCFS – Educational Advisor), Nora Moreno-Cargie (Boeing), Kay Henderson (ISBE – Early Childhood)

1. Welcome by Dr. Aisha Ray
2. Review and Approval of Minutes
 - a. Changes: specify "Linguistic and Cultural Diversity Committee and Workforce Development Committee", instead of "parent committees" on page 4, correct PENCELLS on page 1
 - b. Approval of minutes with changes
3. Bilingual/Preschool Proposed Rule Changes
 - a. Overview of Anticipated Timeline - ISBE sought comments from members of the Illinois Advisory Committee on Bilingual Education (IACBE) and the Illinois Early Learning Council (IELC) in September, the ISBE board will receive the [possibly revised] rules by the October board meeting, there will probably be 45 days to comment, the agency may make revisions, the rules will go back to the board for approval, if accepted they will go to the Joint Committee on Administrative Rules, by April or May JCAR will probably sign off and by approximately July 1, 2010 we expect the rules to go into effect
 - b. Review of Summary of the Changes:
 - i. Home language survey included
 - ii. Screening for English proficiency – Pre-IPT
 1. The WIDA Consortium is in the process of submitting a proposal to develop “TOY BOX” which should be aligned with assessment at K-12 and may be a better option for the state’s screening instrument

- a. Even if WIDA gets the grant, development and release of the product could take at least 3 years
 - b. This tool is a conceptual toy box, gives you options on components, and will be in Spanish as well
 - c. The screener would probably be administered the same way as WIDA's other screeners, through a screening team or teacher or trained screeners
 - d. We might want to include comments to ISBE that putting Pre-IPT in the rules might be unnecessary and ties us to that tool until another rule change
 - i. One option is to refer to the "most recent version of this screener"
- iii. Program of Instruction: 20 student enrollment threshold, more than 20 same-language preschoolers enrolled at a center require a Transitional Bilingual Education (TBE) program and less than 20 require a transitional program of instruction
- 1. Discussion about dual language instruction programs
 - a. Two-way immersion programs qualify as TBE programs in Illinois
 - b. There is some confusion in the field, particularly between “dual language” models and just bilingual programs
 - c. The Illinois Resource Center defines “dual language” as a program that runs at least until 5th or 6th grade, and at least half of the student population speaks native English and other half native other language, though some students may be bilingual and serve as “bilingual brokers,” learning language and content in both languages
 - d. Schools with dual-language elementary programs are great for developing dual language early childhood programs, but cannot have new students after around 1st grade (attrition is a big problem)
 - e. There are also heritage language programs – all Latinos that are dominant in one or the other and become biliterate and bilingual
 - f. Should this group recommend promoting dual language models
 - i. Not necessarily for the rules, but certainly as an overall practice recommendation
 - ii. We would need to explain the program if we make any recommendations – specifying dual language versus heritage language
 - g. Some programs want to go from ESL model to dual without already having a strong bilingual program, which is an even more difficult transition

- iv. Preschool years do not count towards years of participation for bilingual
- v. Exiting – children will go into a bilingual program once identified. There are some concerns about the length between entry and assessment (which will not happen until the middle of kindergarten)
 - 1. Some people initially thought students would be re-assessed with the Model screener upon entering kindergarten, but because Model is a screener, and not an exit instrument/assessment, preschool students will not be assessed upon entering kindergarten under the current rules
 - 2. A transition plan by the teacher that reports to parents about child's progress at the end of preschool could help with the correct placement
 - 3. Concern that some assessment during that time is necessary.
 - 4. Concern that parents will not have enough information about child's progress – if children are using a lot of English, some parents will question their continuing in the program – even though the child's literacy is not fully developed. Perhaps language samples or something similar will help explain continuance in the program.
 - 5. For some parents, exiting the child and sending them to an English-speaking school may be more convenient, particularly if it is the same school as the child's siblings.
 - 6. What assessment would be appropriate for 3 and 4 year olds?
 - a. A transition plan has to be very systematic, begins in march, and teachers have to talk to every family
 - 7. At one CPS program, the decision about bilingual placement happens before march – when they enroll children they tell parents language program is a commitment, the child is only with the program for one year in the language – they determine placement far sooner and parents know children will continue in the program
 - 8. Another program collected data in the portfolio that addressed the Illinois English language learner standards
 - 9. Another question is what a parent's refusal of bilingual services will mean at preschool?
 - 10. Consensus that ELLs are not fully developing their language when they are just learning English (not getting the cognitive, linguistic development that other kids are getting).
 - a. Suggestion that committee make a statement that our solid belief is that children eligible at preschool will continue to be eligible at kindergarten – because of the complexities of fully developing language

- b. The state is missing opportunities to have truly “bilingual” and “biliterate” students in our ELL population, though bilingualism is nurtured in middle and upper-class communities
 - vi. Professional Development: a Type 04 with the appropriate bilingual/ESL approval is required by July 1, 2014
 - 1. This is related to the Erikson workforce study
 - 2. Districts should be encouraged to get their teachers to take their type-29 application
 - a. The workforce development survey is currently on hold, but is related
 - vii. Requirements only apply to “school district administered” programs - Community based organizations, non-district affiliated, are not required to comply; however SD 299 has a lot of non-profits which are sub-grantees and would be required to comply
 - 1. Programs which receive funds directly from ISBE are not required to comply
 - 2. When this group made recommendations to the state regarding the Preschool For All RFP, we wanted changes incorporated into the program, to apply to all programs
 - 3. There are very few downstate programs that are not school based
 - 4. Many downstate programs already implement good practices for ELLs at various ISBE funded programs. Under the current PFA application, programs have to show how they would serve all children in order to get money. Furthermore, there are other non-state providers like Head Start to which these rules will not apply
4. Recommendations from Workforce Diversity Workgroup– this draft incorporates changes proposed by workforce development
- i. Interested in feedback on Rec. 4 about type 29 teachers - The committee is interested in creative ways of filling gap to meet the need the state will have of dual-certified teachers
 - ii. What type of experience and knowledge should a type 29 have to be able to teach while they are earning their early childhood certificate?
 - 1. Comment that the current minimum requirement of a Type-04 certificate is the minimum
 - iii. What about a foreign early childhood teacher?
 - 1. Concern that reducing current qualifications would negatively impact children because of their young age, distinguishing them from elementary school students. Because the state has to consider all children and not only special interests, opening the door to legislatively reducing qualifications could have a negative result.

- iv. Some programs use co-teaching systems
 - 1. Some programs supplement with type 29 now
 - v. Filling this gap will be similar to the long and contentious issue to getting type 04 teachers in early childhood programs; many had individuals who had been long serving at their centers and were not qualified and did not meet the requirements
 - 1. Suggestion to look at professional development opportunities through funding instead of changing requirements
 - vi. Is there potential in the current language of provisional early childhood and provisional alternative early childhood teachers? (The law includes these other certification types)
 - vii. Can bilingual funds be used at preschool to supplement early childhood classroom for children that speak another language?
 - viii. Phase-in is the primary concern; however, the desired end result is qualified type04 & bilingual certified teachers. What are ways we can get up to speed to meet the demand?
 - 1. This group might make recommendations to the state for interim guidance in meeting the language needs of language minority students in preschool programs, including descriptions of creative ways of complying, staffing patterns, etc...
 - ix. E-mail any comments or suggestions to Joyce Weiner
5. ARRA Recommendations – currently a grant is being written for ARRA funds for the state advisory council on early childhood. Project funding is being considered within three key areas by other committees: outreach, data, and workforce development
- a. Oversight and coordination committee – addressing outreach to special populations and intergovernmental work, data group is addressing data, workforce development is addressing workforce
 - b. Kay Henderson is part of small workgroup writing the grant for ARRA funds. Julie Smith is chairing workgroup and commented that an announcement would be forthcoming regarding position and office of early childhood
6. Next meeting for Wed. Dec. 2nd – UIC tentatively
- a. February 3rd, Roosevelt university
 - b. School board meeting in October – will probably have all meetings scheduled on same day – rules and waivers will review these rules – mtg will probably start at 8:30 on the 30th. General mtg will have public participation opportunity
 - i. At this meeting, board is just reviewing recommendations, but is not adopting or approving them