

**Illinois Early Learning Council (IELC)**  
**Linguistic and Cultural Diversity Committee Meeting**  
**Wednesday, October 22<sup>nd</sup> 2008**

9:30-Noon

Thompson Center, 100 W. Randolph St., Room 2-029

Telephone Conference Call-In #: 800-864-5102

Pass Code: 7002809#

**MEETING MINUTES**

ATTENDING: Awilda Adorno (co-chair, Independent Consultant), Josie Yanguas (Co-chair, IRC), Reyna Hernandez (staffer, Latino Policy Forum), Pat Chamberlain (Independent Consultant), Harriette Herrera (North Cook ISE, Providers of Education to North Cook English Language Learners PENCELLs, Workforce/Diversity Joint Committee co-chair), Joyce Weiner (Ounce of Prevention), Rebecca Lawrence (DCFS), Brian Michalski (IRC:EC), Marta Moya-Leang (CPS Belmont-Cragin EC Center), guest presenter Dan Lesser (Shriver Center on Poverty Law)

BY PHONE: Gail Conway (CMAEYC), Sandy Tanzer (Independent Consultant), Kathlene Liffick (Champaign Co. Headstart), Jessica Rodriguez (Positive Parenting DuPage)

I. Review of Minutes

1. Members pointed out various inaccuracies
2. Approval tabled until December 10<sup>th</sup> meeting [actually Dec. 11<sup>th</sup>]

II. Agenda

1. Suggestion to reschedule Dec. 10<sup>th</sup> meeting due to the Pre-K Now Webinar on that date, rescheduled for December 11<sup>th</sup>
2. Preschool For All (PFA) RFP Recommendations
  - i. Executive Committee Report – Recommendations were made on behalf of the LCDC committee to the Executive Committee, including the following:
    1. Screening for English and native language should be incorporated into programs
    2. Education Programs should incorporate ESL/bilingual into their curriculum, when relevant
    3. Parent Involvement through outreach and communication should be culturally and linguistically appropriate
    4. Community Collaboration should include written procedures that would assist in transitioning the children into the program and out to kindergarten
    5. Professional Development should require that teaching staff hold Bilingual/ESL endorsement/approval as well as early learning certification, when relevant
      - a. The word “require” raised concerns before the Executive Committee

6. Assessment/ Evaluation should take place for language acquisition and literacy as well as academic performance, in English and native language when relevant
- ii. Additional Issues
  1. similar recommendations were made by other committees
  2. additional recommendations included making RFP more user friendly and shorter
  3. Recommendations were made for 2 different RFPs: infant & toddler and 0-3yrs
  4. Recommendations were accepted by the executive committee, which means that they will go to the executive council
  5. ISBE legal department and Kay Henderson have been involved in the recommendation process and will now review the recommendations
3. Discussion About Professional Development Recommendations
  - i. Concerns were raised about whether or not the RFP is the appropriate step in the process (as apposed to the PFA rubric or a statutory change)
  - ii. Concerns were raised over whether such a requirement, in light of the current teacher shortage, would hamper programs' ability to comply
  - iii. Concerns raised about perpetuating and institutionalizing the status quo if there is no "requirement" to incorporate the additional qualifications somehow
  - iv. Concerns over unrealistic recommendations harming the efforts of the committee
  - v. suggestion made that committee keep long-term and short-term goals in mind
    1. the grant writing process is happening now, but professional development and training takes at least two years
  - vi. Aisha Ray at the Erikson Institute is conducting a study about 2 yr and 4 yr EC teacher programs, with a focus on those which are equipped to serve racially, linguistically, and culturally diverse populations
  - vii. Suggestion that LCDC voice best practices for professional development and not make recommendations for modifying the school code to require a teacher pool that doesn't exist, that LCDC focus on administrative advocacy and not legislative advocacy
  - viii. Comments that PFA Rubric should reflect the need for developing the linguistic and cultural competencies of PFA teachers and staff
  - ix. Teacher preparation programs can incorporate the most relevant portions of the bilingual/ESL endorsement/approval requirements (e.g. Foundations of Bilingual Education and Cross-Cultural Studies for Teaching LEP Students)
    1. The committee can look at the Type 04 preparation programs' incorporation of special education, as a model
  - x. Suggestion that the committee identify teachers with type 04 and bilingual/ESL endorsement/approval through the Division of English

- Language Learners to identify a pool of already qualified and culturally competent EC educators
- xi. Concern that recommendations are ahead of the workforce that is presently available, considering that special education programs exist because of litigation
  - xii. Concern about the appropriateness of bringing Type 29 teachers into EC classrooms without EC content
    - 1. Point made that some Type 29 teachers have EC content
  - xiii. Suggestion that committee engage higher education representatives to discuss teacher preparation programs addressing linguistic and culturally diverse populations
    - 1. Sonia Soltero at DePaul was suggested
  - xiv. Suggestion that the committee look into courses addressing diverse populations that teachers could take now, scholarship money for cohorts, dialogue with institutions regarding the creation of long-term teacher preparations programs
    - 1. The organization of Provosts and Deans was suggested
  - xv. The Joint LCDC/Workforce Development Workgroup is working on the issue of professional development, however, it is a discussion which is of interest and priority to the LCDC committee overall
  - xvi. Suggestion for the committee to make recommendations for ELS/bilingual coursework that should be taken by EC professionals, and possibly writing a memo to Kay [Henderson] suggesting that the PFA RFP point system/rubric provide incentives for ESL/bilingual professional development efforts and progress
4. IDHS Childcare Application, Immigrant Status Verification Form
- i. Dan Lesser from the Shriver Center on Poverty Law, guest speaker
    - 1. Shriver Center works state-wide and sometimes nationally, publishes a journal, has active advocacy group, specialize in childcare and education
  - ii. The Immigrant Verification Form Issue
    - 1. 1996 immigration law limited public benefits btwn qualified and unqualified immigrants
    - 2. there are a lot of different categories – some are qualified and others aren't, long list of who this law applies to Federal Child Care Block Grant is one of them
      - a. Can't use federal funds, but IL uses a lot of state funds
    - 3. countervailing provision in federal benefits law passed at same time saying charitable non-profits cannot be required to verify immigration status
    - 4. In 1998, Clinton issued guidance, not regulation but interpretation of reconciling these two things
      - a. Clarified that we were only looking at child's status, not parent's status (some states do that)
      - b. And question of who determines eligibility

- c. IDHS doesn't make determination, it contracts out to CRRs, there are 18, and they employ benefit determination workers and are charitable non-profits (and thus exempt from requirement)
    - d. Status quo has been that we have not verified immigration status
    - e. State allowed this to go on, not knowing whether it still had to verify status
    - f. Headstart is exempt, and in 1998 all headstart providers were considered to be exempt even for fully CBG funded enrollees
  - 5. Bush guidance – non-profits are not required, but state is still obliged if the charitable non-profit declines to do so (and their contract can be cancelled if contractor decides not to verify status) (may of this year, issued)
    - a. People in federal agency are saying that they are not requiring this
    - b. Guidance also says that Headstart grantees are only exempt for programs with headstart funds and following headstart guidelines
  - 6. IDHS recently started using this new form to verify status, it is temporary/interim
    - a. Currently in English only, and since form is not required (not conditional for eligibility) they don't have to put it in Spanish (but it is required)
    - b. This is just to determine who is eligible for federal funds/matching funds, GRF is unmatched for these children
      - i. Want to know so they can claim as many as possible
      - ii. All kids also asks for this, but does it in a better way
  - 7. IDHS should consult in advance of doing something like this, they have plenty of advisory groups for doing that
  - 8. Families don't have to write an Alien registration number if they don't have one, but if they do, then they must provide supporting documentation
  - 9. Copy of Latino Policy Forum draft letter to IDHS was distributed and those interested in signing onto it should contact Michelle Kaplan at LPF
  - 10. The issue is the process being followed, and the understanding of people who have to implement the program (CCR&Rs) is also a concern
5. Joint Workforce Development/LCDC Workgroup
- i. Very pleased at turnout, want people from outside of Chicago area, south of I-80, to get involved
    - 1. invitation to those calling-in to get involved in the working group
  - ii. Aisha Ray presented her research project to the workgroup

- iii. The group is currently working on prioritizing its agenda
  - iv. Next meeting Monday, Nov. 3, 1pm-2:30 at the Ounce of Prevention
  - v. Suggestion that higher education representatives get recruited
    - 1. UIC representative will be sought
      - a. Pat will contact someone at UIC in Early Childhood Special Education
      - b. Getting UIC involved is very important, Kathy Maine is in charge of early childhood, they have only certification program that is on early childhood and is front ended, Steve Toger was just funded by McCormick Foundation to do an urban school leadership project (principals for), he has a degree from Erickson, that is a perfect way to start looking at this, to break down those silo's
  - vi. Other outlets to higher education might be through 2 year and 4 year faculty associations which are just getting started again
  - vii. Potential members for joint workgroup should be sent to Joyce Weiner at [JWeiner@ounceofprevention.org](mailto:JWeiner@ounceofprevention.org)
6. New Projects: looking at HeadStart collaborations
- i. Concerns have been raised about the implementation of Headstart programs, as they relate to teaching linguistically and culturally diverse populations
  - ii. There is a need to learn more about the application and funding process for Headstart
    - 1. Programs make an application to office of Headstart, it is a direct federal level to the local grantee (no middle step at state level)
      - a. No expansion announcements, so current grantees cannot add to their enrollment, and don't foresee any expansion availability
      - b. No specific line of money for language instruction, but the program can align its budget for that
      - c. Process has been same for years
      - d. Programs cannot make a proposal for increased costs for quality and anticipate that would be funded
      - e. If program submits annual grant, it will be funded but amount does not change
      - f. No additional quality dollars to accommodate improvements in instruction
      - g. Headstart requires hiring teachers with degrees, but there is no increased money to pay for additional qualifications, such as bilingual/ESL qualifications
      - h. The Headstart application requires applicant to discuss how we plan to serve our area (including demographic changes)
      - i. Headstart has national performance standards including cultural competency of program
        - i. Each program has to show that it meets those standards

2. In Champaign, many families coming into the service industry from Mexico and other countries, but also have multiple languages from UofI parents
  3. Headstart has been very flatlined, and has actually lost money
    - a. Changes in Headstart take place many years out based on three-year reauthorization periods.
      - i. A reauthorization just happened in December of 2007 and will happen again 3 years from then
    - b. Committee might consider doing outreach to Headstart individuals, like Laurie Morrison Frickle and Elva DeLuna
    - c. Committee should be prepared to do outreach as Pres. Obama's administration begins, due to anticipated improvements in Federal EC funding
  4. An additional issue is that in 2006 Headstart programs were able to receive some PFA money and were able to get children enrolled in both programs, but afterwards in 2007/08 application Kay said no Headstart program would get PFA money because they are trying to reach other locations that children are attending that don't meet the standards of headstart
    - a. Suggestion that committee support Headstart Programs' ability to receive PFA funds
  5. Concerns over the vertical transition of students from Headstart, particularly LCD students
    - a. Public school system transition is also a concern, because funding mandates English only assessment
  6. Suggestion that committee consider conducting a survey about what is happening around the state at Headstart programs, like what another committee did with transportation issues
- III. Next Meeting December 11<sup>th</sup>, 9:30-12:00pm, location TBD and the following will be February 4<sup>th</sup>, 2009 at 9:30-12:00pm.
1. Reyna will e-mail group the updated contact list