

Illinois Early Learning Council (IELC)
Linguistic and Cultural Diversity Committee Meeting
Thursday, December 11th 2008
9:30-Noon
Thompson Center, 100 W. Randolph St., 14th Fl

MINUTES

ATTENDING: Josie Yanguas (IL Resource Center, LCDC Co-chair), Martin Torres (Ounce of Prevention Fund), Rebecca Lawrence (DCFS – Educational Advisor), Diana Brown (IL Action for Children), Robin Lisboa (ISBE – Dept. of English Language Learners), Pat Chamberlain (UIC), Joyce Weiner (Ounce of Prevention), Marta Moya-Leang (CPS Belmont-Cragin Early Childhood Center), Reyna Hernandez (Latino Policy Forum, LCDC staffer), Nora Moreno Cargie (Boeing Company), Harriette Herrera (North Cook ISC, Independent Consultant)

BY PHONE: Barbara Somogyi (Illinois Association of School Boards), Sandra Taenzer (Independent Consultant), Jessica Rodriguez (Positive Parenting DuPage), Kathleen Liffick (Champaign County Head Start), Brian Michalski (IL Resource Center ECE)

- I. Review of Minutes from October 22, 2008 and August 6th, 2008
 - a. Changes: correction of PENCELLS (Providers of Education to North Cook English Language Learners) in October minutes, correction of NAEYC in August minutes
 - b. Minutes approved with changes
- II. Update on Immigration Status Verification Form – Josie spoke with Linda Satterfield at IDHS, who expressed that the issue was being addressed by IDHS
 - a. Latino Policy Forum had been corresponding with Ms. Satterfield, which told them she would make recommendations to remove the language from the form which stated that information would be verified with immigration authorities
- III. Workforce/Diversity Workgroup Update
 - a. Distribution of draft-version of “Four-Prong Approach to Increasing the Pool of EC Teachers to Serve Linguistically and Culturally Diverse Student Population in EC Centers” document prepared by Harriette Herrera, Four Prong Diagram, and Northeastern BECCA Sequence of Courses for Type 04/Bilingual and ESL approval program
 - b. Discussion of the NIU Transition to Teaching Bilingual Early Childhood Certification Assistance Program (BECCA), offered in partnership with various institutions
 - i. The Joint Workgroup is interested in how bilingual/ESL courses are tailored to early childhood (EC) and what type of clinical opportunities there are for students.
 - ii. The participating cohort was focusing on EC, and so courses were tailored for EC even though it was not expressly articulated
 - iii. Professors regularly tailor courses to the particular focus of the particular cohort

- iv. Comment on the importance of articulating the tailoring of the material, readings, and curriculum to focus on both EC and on teaching linguistically and culturally diverse students in order to facilitate replication of the program by other institutions
- v. Note that the early childhood certificate is for teaching birth to 3rd grade
- vi. Aisha Ray's (Erikson Institute) study on professional development programs for early childhood teachers will help identify additional programs with an emphasis in both areas, such as the DePaul program
- vii. There are many resources available, such as Gateways to Opportunity (<http://www.ilgateways.com/>), but we need to get the word out to people.
- c. Other issues discussed by the workgroup are having an addendum/appendix of terms and best practices included in the new RFP [for Preschool for All] and having more contact with the higher education council to talk about diversity issues in program development
- d. Harriette and Reyna recently attended the IL Network of Child Care Resource & Referral Agencies ("INCCRRA") in Bloomington to discuss outreach efforts for the Illinois Early Learning Project, which had developed many useful resources to support early learners, including tips sheets which are translated into Spanish. <http://illinoisearlylearning.org/>
- e. Gail Mendez from DePaul will attend the January 16th workgroup meeting to talk about a new program at DePaul that will integrate early childhood and bilingual coursework
- f. There was a meeting on November 21st with members of ACCESS (American Associate Degree Early Childhood Educators) to discuss the standardization of 7 core courses so they will articulate into 4 year programs
 - i. They have embedded information about linguistically, culturally, and ability diverse students into the courses
 - ii. They are also working on clinical opportunities
 - iii. They have aligned with NAEYC and Illinois Standards
 - iv. <http://www.accessece.org/>
- g. The workgroup dialogue has framed the issue of bilingual and ESL integration into Type 04 programs as a question of both depth and breadth of knowledge. Programs should weave working with diverse populations throughout all courses, but should also include courses which will give teachers a deeper understanding of methodologies and resources.
- h. The workgroup will develop workgroups to address specific pathways to certification
- i. A meeting will be taking place between the co-chairs of the LCDC and Workforce Diversity Workgroup and Linda Tomlinson and Linda Jamali and Kay Henderson at ISBE to discuss teacher certification issues
 - i. Indication that ISBE has had internal discussions regarding this issue
- j. Review of the Pathways Diagram
 - i. Concern about impact on bilingual teachers in CPS that were grandfathered in 1988 without Type 04 certificates or bilingual endorsements

- ii. Concern about language “requiring” versus “recommending” additional qualifications, we don’t want to eliminate experienced practitioners during this process.
- iii. Concern about the feasibility of the plan, need for long-term strategy
- iv. The legal department at ISBE reviews all such changes and could grandfather in those individuals
- v. Suggestion that the diagram have a separate prong for Type 03 teachers to acquire a Type 04
 - 1. With changes in bilingual programs in some suburban districts, some bilingual Type 03 teachers have lost their k-12 positions and are looking to remain in the area
 - 2. Some teachers are leaving k-12 because of the pressure of NCLB assessment
 - 3. Others have the perception that there are more resources in early childhood education, smaller classrooms and assistants

IV. Head Start Dual Language Institute

- a. Sharon Yandian @ Head Start offered a Dual Language Institute in Washington DC which addressed issues of ELLs in Head Start programs
- b. Head Start released a Dual Language Report
- c. About 50 people from Illinois went to the conference
- d. Discussion regarding the insight offered by the conference
- e. There are many resources on the website: www.eclkc.ohs.acf.hhs.gov
- f. IL Head Start will host a conference in March in Springfield
- g. The use of the words “Dual Language” instead of “bilingual” had an interesting connotation¹

V. Chicago Metro AEYC² will host an Opening Minds Conference Jan. 21-24

- a. The ELL commission is working on a myths and facts sheet which is research-based and has been reviewed by Mike Rosanova and Sonia Soltero
- b. Chicago Metro is looking for speakers, targeting primarily home-based providers

VI. Head Start programs have lost the ability to receive Preschool for All funding on Head Start collaboration in classrooms

- a. Gina Ruther has information regarding programs which still have Head Start funding and ISBE funding³
- b. Currently, programs could apply for money from ISBE for classrooms which were only ISBE-funded. Head Start would not cover ISBE administrative costs and ISBE will cover administrative costs up to 5% of the PFA grant

¹The term “dual language” has very specific pedagogical implications in the context of language acquisition models. (see following definition) In this context, however, the name “Dual Language Institute” was used by the Head Start simply to refer to instruction in two languages, and not to refer to the “dual language” model. “Dual Language Program: Also known as two-way or developmental, the goal of these bilingual programs is for students to develop language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually comprised of half native English speakers and half native speakers of the other language.” *Developing Programs for English Language Learners*, U.S. Department of Education – Office of Civil Rights

² <http://www.chicagometroaeyc.org/>

³ www.ilearlychildhoodcollab.org

- c. Head Start and ISBE funding were used for children with partial day for both, totaling 10-12 hour days, non-ISBE funds can be used to extend hours beyond 2.5 hours
 - d. Representatives from several agencies met to discuss this issue
 - i. Joyce will follow-up on having one of them report
 - e. Kathy Villano would be a resource on Head Start collaborations in Schaumburg
- VII. Review of Timeline [given to members]
- a. To make changes in IL law
 - i. The RFP worked towards that
 - b. Otherwise, committee has indirectly addressed best practices and parent engagement
 - c. Discussion regarding consideration of ELLs as “at risk”
 - i. Several members stated concerns over the negative approach of ELL students being considered “at risk” automatically, without the consideration of many other factors
 - 1. There is a need to raise community awareness about this issue
 - 2. example given of Dual Language programs supported primarily by monolingual English-speaking parents in some communities
 - 3. One district screened by looking at first and second language proficiencies separately, instead of just looking at ELL status
 - 4. Not all children in PFA programs are “at risk.” Some programs may have as many as 49% which are not “at risk”
 - ii. Concerns were also voiced over taking away local control of the definition of “at risk”
 - iii. Comment that in Chicago Public Schools, all students are considered to be “at risk” and so CPS no longer does a pre-screening prior to enrollment, and are no longer able to identify problems early on in the screening process
 - 1. Childfind offers some screening of 3 year olds, but there is still the question of available slots for those children
 - 2. This has outreach implications, because if programs are accepting students on a first-come, first-serve basis and are at full capacity, they have no reason to do outreach
- VIII. Announcements
- a. There is a new educational initiative called Advance Illinois, chaired by Jim Edgar and William Daley, Executive Director is Robin Steans
 - i. Advance Illinois is planning townhalls and focus groups around the state to get public input and participation. It is important for the Early Childhood community to participate
 - ii. For every 4 9th graders, 1 will dropout, 2 will only graduate from high school, and 1 will graduate from college
 - iii. Advance Illinois is not currently covering early childhood education because they feel it is well covered already⁴
 - iv. There is a need to reframe the view of education as beginning at birth, or prenatally

⁴ <http://www.advanceillinois.org/>

1. We talk about an educational continuum, but early childhood is generally seen from an asset-based approach and high school and higher education (i.e. dropouts) tend to be seen from a deficit model
2. Early childhood is often seen through multiple domains, while k-12 tends to consider the single, cognitive domain
 - v. When the forums are scheduled, we will notify the group.
 - vi. LCDC might consider preparing talking points and making sure people attend the forums
- b. www.change.gov has Barack Obama's transition plan
- c. Mention of Illinois School Leader Taskforce
- d. McCormick Foundation is funding a Link and UIC program
- e. Go To 2040, CMAP regional planning project also needs participation from individuals with an education perspective

IX. Next Meetings:

- a. Wednesday, February 4th, 2009 at the same location (Thompson Center, 14th Floor)
- b. Wednesday, April 1st, 2009 at Boeing, 100 N. Riverside
 - i. We will need an RSVP list in advance