



**PDAC QC ESL & Bilingual Credentials Committee Telenet
Minutes
October 12, 2018**

Attendees:

Amy Clark	Joyce Bezdicek	Miranda Lin	Steven Sharp
Susy Gonzalez	Joyce Weiner*	Pat Chamberlain	Tami O’Daniel
Christie Easley	Leslie Layman	Patricia Steinhaus	Tammy King
Cindy Camacho	Luisiana Melendez	Rebecca Vonderlack Navarro*	Tammy Notter
Deborah Rogers-Jaye	Maria Montalvo	Sandra Osorio	Teri Talan
Jamilah R. Jor’dan	Mariana Alvayero Ricklefs	Sergio Hernandez*	
Joni Scritchlow	Melissa Szymczak	Sherry Sullivan	

**Denotes Tri-Chairs*

Welcome and Introduction of Tri-Chairs

- Joni Scritchlow welcomed attendees to the meeting and gave information on the Professional Development Advisory Council (PDAC) and Committee structure.
 - The ESL & Bilingual Credentials Committee is a specially convened ad-hoc group which sits under the PDAC Qualifications and Credentials (QC) Committee, which Teri Talan co-chairs with Bela Mote’.
 - Gateways Credentials are administered by the Illinois Network of Child Care Resource and Referral Agencies (INCCRRA) on behalf of the Illinois Department of Human Services.
 - The ad-hoc committee will make recommendations to QC, Steering, and PDAC for piloting/testing of the Credential.
 - After feedback and adjustments, final recommendations will be made at which time the Credential will need to go through QC, PDAC Steering, PDAC, and then to the Illinois Department of Human Services (IDHS) for final approval.
- This Committee is fortunate to gain the expertise and skillsets of the following tri-chairs to help guide the development of the ESL & Bilingual Credentials:
 - Rebecca Vonderlack-Navarro from the Latino Policy Forum
 - Sergio Hernandez from the Illinois State Board of Education
 - Joyce Weiner from the Ounce of Prevention
- Tami O’Daniel is the primary contact at INCCRRA for this ad-hoc committee. Please email Tami at todaniel@incrra.org if you have any questions or need information.

Latino Policy Forum and the Ounce

- Rebecca Vonderlack Navarro and Joyce Weiner have assisted The Latino Policy Forum and The Ounce of Prevention in developing a set of recommendations to help boost the number of bilingual professionals in early childhood.
 - Stakeholders from higher education, community based providers, and advocates created a set of recommendations to help boost the number of bilingual professionals in early childhood.
 - The recommendation goals are to create clear pathways to lead to the ESL and/or Bilingual Endorsements and recognize not only those that can pass coursework demonstrating linguistic and cultural competence, but also those that can demonstrate bilingual proficiency.
 - Recommendations will be reviewed in early November to determine next steps.

- Eventually, these recommendations will be shared with the Early Learning Council and the Governor’s Office of Early Childhood Development.
 - Anyone interested in being involved with this work should contact Rebecca Vonderlack Navarro.
 - See the full set of recommendations at: <http://www.latinopolicyforum.org/publications/briefs/document/LCD-ECE-Recommendations-.pdf>
- **Question:** There are costs associated with testing and/or credentialing. How will we keep that in mind so that we aren’t adding burdensome costs to those testing or applying for a credential?
 - **Answer:** During a pilot there is a small amount of funding for institutions who agree to pilot. Individuals that take the course(s) are typically offered the Gateways Scholarship and we usually waive the credential application fee, currently \$65, for those participating in the pilot. When the pilot ends, those individuals can apply to keep using the Gateways Scholarship or other sources of funding that may be offered. Credential fees in the state were historically very high and times where they have been free. There are avenues that support cost of courses and sometimes ways to offset the credential fee.
- **Question:** In order to be as practical as possible, could we take advantage of the processes already in place for those with proficiency of literacy in another language? Do we have this capability or if there is another existing assessment we might be able use?
 - **Answer:** There is a target language proficiency test for the Bilingual Endorsement. We might be able to ask that that test be available for those at the associate’s level and/or to those already in the field or possibly accept the High School Seal of Biliteracy in place of the state language proficiency test. This would require some policy work.
- **Comment:** Steven Sharp stated that the Early Childhood Program at Governor’s State University has started requiring students at a bachelor’s level to take coursework for the ESL Endorsement. This also prepares students to take the bilingual test so that they have the potential of adding that endorsement as well.
 - Pat Steinhaus stated that Chicago State University has also been requiring the ESL and /or Bilingual Endorsement as a part of the licensure program and Chicago Public Schools have been very happy with this requirement.
 - Joyce Bezdicek stated that Millikin University is also requiring Early Childhood Education Licensure students to get the ESL and/or Bilingual Endorsement.
 - Over the last five years, many four year institutions in the state have added ESL coursework as a requirement of the PEL coursework.
- **Question:** If we develop courses at the associate’s level, we need to ensure that those courses will articulate to the Illinois State Board of Education endorsements. Is there anyone on the committee that is involved in the articulation agreement process?
 - **Answer:** Pat Steinhaus is a co-chair on the Illinois Articulation Initiative Committee which is working on this and that committee is waiting for the work on the ESL and Bilingual Credential Committee to be complete to ensure consistency.

Gateways Credentials/Goals

- Most higher education programs focus on teacher preparation for K-12 settings with a Professional Educators License (PEL). About 20 years ago the formation of the Professional Development Advisory Council began at the request of the Illinois Department of Human Services. The Council was asked to think about teacher preparation in line with the early care and education from birth to age eight and what type of knowledge and preparation was needed for someone working with this age group.
 - The Gateways Credentials were created to drive the development of coursework at 2- and 4-year institutions for the large number of those working in early childhood education outside of public school settings.

- Although a bachelor’s degree, tied to a PEL, is a requirement in the public school setting that is not necessarily the requirement in other settings.
 - Head Start has recently changed requirements so that those working with three and four year olds must have a bachelor’s degree.
 - Those in early childhood centers or homes have a large range of education levels.
- This new Credential will be added as a specialization of the ECE Credential. An individual would need the ECE Credential at a certain level and then could add on an ESL Credential.
 - Although most on this Committee are familiar with Gateways Credentials, more information can be found at: <http://www.ilgateways.com/credentials> .
 - Pulling from the existing Gateways framework and structure with 18 hours of courses leading to the ESL and Bilingual Endorsement will allow for scaffolding down to determine the beginning knowledge needed for the Level 2 and build from there.
- Funding is not always available for new Credentials and innovative ideas. Funding is often secured through partnerships with philanthropic foundations.
 - McCormick Foundation has partnered to fund the development of other Credentials and they have agreed to help fund the ESL & Bilingual Credentials.
 - Funding will help fund schools to pilot and for the consultant.

ISBE ESL & Bilingual Endorsements

- It takes 18 semester hours of specific coursework and 100 hours of teaching experience in a bilingual setting to earn the ESL Endorsement and then passing the target language proficiency test to earn the Bilingual Endorsement. See: <https://www.isbe.net/Pages/SpecificDistributionAreasforSelectedContent-AreaEndorsements.aspx> .
- There is a strong need in Illinois for teachers with ESL and Bilingual skillsets.
 - The “Teaching Strong in Illinois” report was referenced to highlight the shortage of teachers overall in Illinois. See: <https://www.isbe.net/Documents/Teach-Illinois-Memo.pdf> .
 - One of the recommendations from the Latino Policy Forum and the Ounce of Prevention was looking at certain policies to help address the shortage.
 - For the next five years teachers are allowed a provisional license to teach in Preschool for All programs.
 - Currently there is no way of tracking high school students with the Seal of Biliteracy.
 - Need to try and find a way to introduce these students to the teaching profession before leaving high school possibly through dual credit courses.
- Pat Steinhaus shared suggestions that the IAI Committee had for courses:
 - Foundations or Cross Cultural course is the best starting level.
 - Methods could be the most problematic for articulation.
 - **Comments:**
 - In looking at the ECE Level 2 competencies and thinking about the importance of home language at the foundational level, it seems a linguistics or language course would be a good starting point.
 - The language development and linguistics courses can be a difficult place to start in terms of articulation.
 - Language and linguistics courses can be difficult, but they are very important. Students at Erikson cannot take the methods course until they have taken the language course.
 - Supporting home language is foundational, but we need to look at where a person at the Level 2 may be and think about stackability. Language and culture really need to be at the base level.
 - Social and emotional along with cultural and diversity are foundational, along with language acquisition.

- Points to consider:
 - We may have individuals who never move past a Level 3 or 4. There are many people who are not in the public school system and they teach in a center or a family child care home.
 - Many may progress up the Gateways Career Lattice as we provide them supports to do so, and some may cross from Level 5 to a PEL. We want to build a bridge and be sure courses will articulate.
 - The ESL and Bilingual Credentials should be built in a way that we are mindful of what is required for the PEL and ESL and Bilingual Endorsements.
 - ESL Endorsement does not have to be designed at the 4 year level; it can also be designed at a community college level.
 - Truman College offers this option.

Gateways Credential Framework DRAFT

- A draft preliminary ESL Credential Framework was provided to give the committee an example of what ESL Credential development might look like.
- A baseline ECE Credential will be required at each Level of the specialization ESL Credential.
- Level 5 is already defined by ISBE as to what is required for the ESL and/or Bilingual Endorsements. We will scaffold down from there.
 - The hope is to make this Credential available to a broad range of students.
- At a Level 4 the maximum number of courses we would want to include is 9 semester hours or 3 courses and work back from there. So a Level 3 would be 6 semester hours or 2 courses and Level 2, 3 semester hours or 1 course.
 - Comment: The overview course that is required for all PEL students could be required for Level 2 and then add the other three between Levels 3 and 4 so that the student would only need 2 additional courses for the Level 5.
- All Gateways Credentials are required to have a practicum or work experience component.
 - Level 2 can be observation or supervised experiences.
 - Knowing that the ESL Endorsement requires 100 hours, we would want to make this parallel to that. For instance, Level 4 may have 50 hours or Work and Practical Experience in ESL and/or Bilingual.
- Gateways content is predetermined and set in state statute and administrative rule. We are simply adding the specialization pieces.

Next Steps

- Committee members are encouraged to think about what knowledge and skillsets are necessary at a Level 2 and then build from there and try to fill in the blanks on the framework to Level 4, knowing that the Level 5 is predetermined.
 - Note: The committee will not need to develop the competencies at each level. We have a partnership with the McCormick Foundation and they will allow us to give a small stipend to consultants who will do some drafting of that work.
 - The work of the committee will be to look at those drafts with some guidance from today on where to start and what competencies we could want to come at each level. Consultants will come to the committee for feedback and then refine.
- Next meeting will be a telenet on Friday, October 26 from Noon – 2:00 PM.
- A face to face meeting will be held at INCCRRA in Bloomington on November 14th from 10 AM – 3 PM.

Adjourn

