



## Los Angeles County Child Care Planning Committee

Minutes: May 4, 2007

12:00 p.m. to 2:00 p.m.

Location: The California Endowment  
1000 N. Alameda Street  
Los Angeles, CA 90013

**Members in Attendance:** (28) Whitney Byrd, Edilma Serna for Bobbie Edwards, Pamela Kwok, Peggy Sisson, Pamela Schmidt, Roseann Ghiazza for Corinne Sanchez, Anita Tetrault, Jenny Trickey, JoEllen Tullis, Amy Bigelow for Patrice Wong, Carolina Alvarez, Alan Guttman, Pat Mendoza, Mary Helen Vasquez, Craig Lancaster, Sheri Lewis, Sandra Menendez, Ancelma Sanchez, Rocio Bach, Noreen Clarke-Sheehan, Carol Hiestand, Wilma Kiel, Beverly Morgan-Sandoz, Alice Murphy, Dianne Philibosian, Lorraine Schrag, Wendy Tseng, and Alicen Vera.

**Guests and Alternates:** Celeste Salinas, Susan Peter, Jazmin Echeverria, Carla Herrera, Kay Johnson, and Kathy Schreiner.

**Staff:** Laura Escobedo

### I. Welcome and Introductions

Peggy Sisson, Chair of the Child Care Planning Committee (Planning Committee), opened the meeting at 12:14 p.m. She asked those present to introduce themselves and then read the opening statement. The Chair announced that Mary May, alternate for JoAnn Shalhoub-Mejia and a frequent participant on the Planning Committee, died in late April. Peggy stated that she would adjourn the meeting in Mary's honor.

### II. Approval of Minutes from April 4, 2007

**The Chair called for a motion to approve the minutes from the April 4, 2007 meeting. Jenny Trickey moved to approve; Carol Hiestand seconded the motion. There were no changes or additions. The chair called for the vote to approve the motion. The motion was approved with one abstention.**

### III. Membership Update

In the absence of the Chairs of the Membership Work group, Laura Escobedo reminded all current members that their applications were due if they wished to continue on the Planning Committee. She also indicated that no nominations for the positions of Chair and Vice-chair had been received.

### IV. Presentation: Young Children as Dual Language Learners

Carla Herrera, Los Angeles County Office of Education (LACOE), California Preschool Instructional Network (CPIN), was introduced as an expert trainer in the area of dual language learning. Her own experiences as a child, her experience as a parent raising children in a bilingual environment, and her years of teaching and training in elementary education have given her a unique perspective and an extensive background in this area. She provided all those in attendance with packets that included a guidebook entitled "Preschool English Learners". This book is used in CPIN training around dual language learning. Ms. Herrera began by stating that children come to us with their own language and culture. We need to continue to support growth in their own languages.

The Planning Committee had given Carla Herrera six questions as a guide to preparing her presentation. For each question she provided some information and then referred to one or more of the 10 principles for promoting language, literacy, and learning for preschool English learners which is found in the guidebook.

*What are the key issues to be aware of in working with young children whose first language is not English?*

All ten principles, mentioned above apply to this question and include the fact that continued development in the child's first language will benefit the child as he/she acquires a new language. In

addition there are several core beliefs (see guidebook) that describe important issues such as the fact that there are multiple paths to bilingualism.

*Is it reasonable to expect very young children to be proficient in a new language within a year?*

Children are not yet proficient in their primary language at ages three to five years. Basic proficiency in a first language generally develops at about age five. Children need time to develop their first language and add the second language (English, both social and academic). Learning language occurs in phases and children will go through these phases at different paces depending on age, development, and language environment.

*What approaches and strategies work best to help a child develop his/her own language skills while learning English?*

Again, Carla Herrera referred to the guidebook which describes many appropriate strategies. One that she mentioned was to connect the first and second languages. Another was to conduct activities in a single language. For example, instead of reading a book and translating back and forth throughout, read the book in the child's first language only. Then read it another time only in English. Once the child is familiar with the story, hearing it in English will make more sense.

*What is the role of the parent whose primary language is not English?*

It is critical that the child's program form meaningful relationships with the families of the children enrolled. The parent plays a role in helping the child to continue development of the home language through nurturing, conversation and introduction of the written word.

*How does a child's social/emotional development relate to language and culture?* Again Carla Herrera referred to the guide that includes extensive discussion of children's growth in language and social communication. Abruptly changing the language environment and the expectation of what language to use can have negative consequences.

*Is the process, approach different for a child that has a speech delay or other communication disability?*

The 10 principles speak to the importance of coordination and collaboration among families, teachers and specialists in supporting language and literacy development of children with disabilities and other special needs. It is also important to distinguish between a language disorder and language difference.

She finished her presentation with a review of literature on the subject and a number of children's books that can be used. She encouraged teaching staff to attend more training related to dual language learners.

#### V. Draft of California Department of Education (CDE)-developed Preschool Learning Foundations

Laura Escobedo presented a PowerPoint on the draft preschool learning foundations, which highlighted the assumptions behind the specific foundations as presented. Following the PowerPoint, the attendees divided into four groups, one for each of the domains: Social/Emotional, Language Development, Language and Literacy development, and Mathematics. The comments and suggestions which resulted from the discussion groups reviewing the draft language will be incorporated into testimony from the Planning Committee to be used at the May 22, 2007 hearings.

#### VI. Results of RFP for Pre-kindergarten Family Literacy Program (PKFLP) Funding

Laura Escobedo announced that the results of PKFLP proposals were posted. A list of organizations that were granted full-day or half-day funds was provided on the back table. She noted that only 60% of the funds allocated for Los Angeles County were actually awarded.

## VII. Announcements and Public Comment

Peggy Sisson began by announcing the kick-off event for the Los Angeles County Steps to Excellence Program (STEP) was to be held on June 22<sup>nd</sup> from 9:00 to 12:00 p.m. Invitations will be going out in the next few weeks.

The Planning Committee, under the leadership of the Inclusion Work Group will be holding an ad hoc planning session to develop a vision for early mental health services for the early childhood education sector as part of the preparation for the development of a County Plan for Prevention and Early Intervention component of Prop 63 (Mental Health Services Act). Anyone interested in participating in these planning session should let Laura Escobedo know.

State public hearings on the Preschool Learning Foundations, the California Department of Education Plan for Child Development, and the Plan for the Quality Improvement Activities will be held on May 22, 2007 at LACOE Head Start, Room T109 located at 10100 Pioneer Boulevard, Santa Fe Springs. The hearing on the preschool learning foundations will take place in the morning and the hearing on the quality improvement activities will take place from 3:00 to 5:00 p.m. State contact is Cecelia Fisher-Dahms at (916) 322-4883.

Wilma Kiel thanked all those who had participated in or supported the South Central Child Care Consortium's annual conference in April. It was a huge success.

## VIII. Adjournment

The meeting was adjourned at 2:07 p.m. with a minute of silence in honor of Mary May.