

INSIDE THIS ISSUE:

Let's Set the Facts Straight!	1, 4
Meet Michelle	1
Message from the President	2
FY 2011 Monitoring	2
Executive Directors Notes	3
Head Start State Collaboration Office	5
Health Care Bill	6
Principal Preparation	6
Head Start Field Alert: Comment Period Opens	7, 8
Kindergarten Readiness	9, 11
Importance of Father's	10
Poverty At All Time High	10
Well Being of Latino Children	12
Supporting Bilingual/Multilingual Learners	12
Office of Early Childhood Develop.	13, 15
Continuing Resolution	13
Article For Parents: Dollar Per Child	14
Cultural and Linguistic Competence	15

Let's Set the Facts Straight!

Head Start Notice of Proposed Rule Making - Designation Renewal System

By Lauri Morrison-Frichtl

This article is in response to the negative feedback from some partners who may not have a complete understanding of Head Start and have formed perceptions based on current chatter and not on facts. Please read "Head Start Field Alert" on Page 7 for a brief overview of the Proposed Rules regarding Recompetition. We encourage every program, staff and parents to submit comments.

Some things you have heard about the recent Head Start Notice of Proposed Rule Making on the Designation Renewal System may not be true. Let's check the facts –

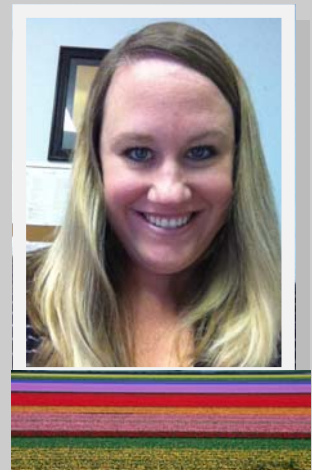
First and foremost Head Start and Early Head Start are committed to the highest standards of quality services for children and families and support a fair, transparent and equitable system of monitoring. Did you know that currently the Office of Head Start federal monitoring system reviews a Head Start program every three years on over one thousand and five hundred standards? This intensive, federal review was designed to "weed out" low performing programs.

The Proposed Rules are just that – PROPOSED! They propose -

- **At least 25 percent** of all Head start and Early Head Start grantees reviewed in a year will be re-competed
 - The 25 percent pool is determined by **seven specific performance conditions and criteria ("triggers") in three categories - Quality, Licensing and Operation, Fiscal and Internal Controls.**
 - If a program has any or more of the triggers, its grant would **automatically** be re-competed.
 - **IF** the seven triggers capture less than 25 percent of all grants to be competed, OHS plans to use additional, un-clarified **not yet specified** triggers.
- (cont. on Page 4)

Meet our Membership Services and Operations Manager:

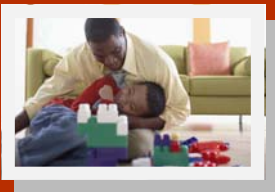
Hi, I am Michelle Iocca and I am the new Membership Services and Operations Manager for the Illinois Head Start Association. I am very excited to be part of the Illinois Head Start team and I am looking forward to meeting and working with each of you. To tell you a little about me, I previously was employed as a Sales Manager by the Hilton Springfield for over ten years. Prior to this, I was the General Manager for the Signature Inn in Springfield. I attended Western Illinois University for one year, received my Associate of Arts from Lincoln Land Community College and received my B.S. in Management from the University of Illinois in Springfield. However, my absolute proudest accomplishments are my two beautiful daughters, Caroline Noel (8) and Katharine Jude (21 months). Being a mom is the most rewarding and enjoyable job but working for the Illinois Head Start Association is a very close second! Thank you to everyone for the warm welcome and making me feel so at home in such a small amount of time. I look forward to growing and learning with each of you as we paint a brighter future for the children of our future!





"Children will not remember you for the material things you provided but for the feeling that you cherished them."

Richard L. Evans



Message from the President:



**Unita
Sims**

Over the past few months the Illinois Head Start Association has been working on your behalf. We have focused on the infrastructure of the Association, by developing policies that address human resource systems and reviewed the Bylaws to insure that the Association is operating efficiently. We have organized the work of the Association and revised the staff position of Office Manager to Membership Services and Operations Manager. The Association will also be adding a new position, an Assistant Head Start State

Collaboration Director. Beyond staff, we've added to our website, created a legislative map to track ARRA dollars, and lots more to support local Early Head Start and Head Start programs. These are challenging times for the Head Start community—a time for us to band together and rely on each other for support and guidance. The Illinois Head Start Association is ready to help. I encourage you to take full advantage of the services available thru the Illinois Head Start Association, workshops, conference, staff development and networking opportunities. At the same time I encourage one person and one program to join IHSA. To learn more about how to join IHSA, visit our web-site at www.ilheadstart.org. Secondly, encourage one person to attend the excellent training opportunities. Our mission, as we change seasons and move toward a new year, will be to continue to provide a strong voice on a state and national level for Illinois Head Start programs. Keep us informed of your needs, participate in Association events and together we will "shape our future".

Now Available: FY 2011 Office of Head Start Monitoring Protocol and Guides:

We are pleased to announce the FY 2011 Office of Head Start Monitoring Protocol and Guides are now on ECLKC in the Head Start Monitoring Section. Along with downloadable separate PDF documents by service area, e.g. Health, ERSEA, etc.

The protocol has been enhanced for FY 2011 to place a greater emphasis on the quality of the delivery and management of program services with a focus on making connections between program systems and collecting data on critical indicators on success in promoting school readiness. Additional information on enhancement to the Protocol and Guides is detailed in the Introduction section of the FY 2011 Office of Head Start Monitoring Protocol.

In addition, links to view the first quarter grantee webcast and a downloadable version of the webinar slides are now available. So note that the FY 2010 Monitoring Protocol is still posted and available via a link toward the bottom on the Monitoring page.

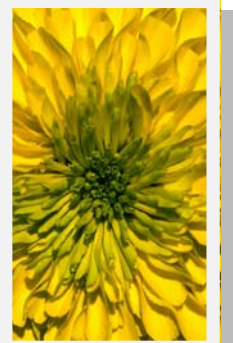
Executive Director's Notes:



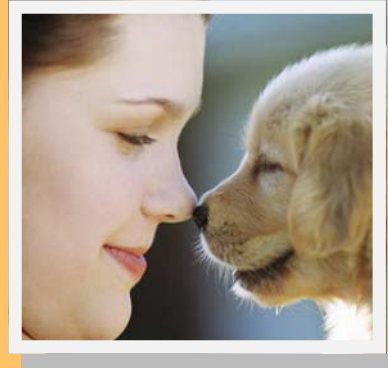
Lauri Morrison-Frichtl

Yes, the dog days of summer are gone! Fall is in full swing and now look what we have on our horizon. The Notice of Propose Rule Making on the Designation Renewal System, budget woes, the revision of the Head Start

Standards, and on and on and on. How do we keep it all moving forward? I recently came across this article about “what dogs know about life”. I think dogs might be smarter than we think. Here are some secrets of contented living that most dogs follow and maybe we too can benefit by incorporating into our daily lives.



- Never pass up a chance to go for a ride
- Always greet your loved ones enthusiastically, even if they've been gone for five minutes
- Sometimes obedience is the best strategy
- Carve out your niche and let others know when they've invaded your space
- Find time to run, chase things and play every day
- Eat with gusto!
- Be dependably loyal no matter what
- Take frequent naps
- Take time to stretch before getting up from your naps
- Don't bite when a growl will send the message
- When someone is having a bad day, stay close, be quiet, and nuzzle them now and then
- Enjoy long, rambling walks
- When you're happy, show it



I know you probably think I have gone over the deep end. But we all have to find one thing to “keep us moving forward”. Right? I believe we might be in for a “wild and crazy” year and have to keep things in perspective. Taking care of ourselves and investing in our own health is critical to our success.

So what have we been up to? The Illinois Head Start Association has been working diligently on the IHSA website. Check it out! www.ilheadstart.org. We have established Content or Service Area Experts to support and provide the “on the ground look” at the needs of Head Start staff. The Quality Enrichment Circle Series is a dynamic “community of learners” and is supporting staff back in their programs and the Leadership Series training with the University of Illinois @ Springfield brings us right on, targeted training to meet the new demands of this year. Plus, make sure you mark your calendar for the Annual Conference, March 2-4, 2011!

As always, we aim to please. If you have an idea or something you would like to see from your Association please do not hesitate to let us know. I look forward to our continued work together!



The child must know he is a miracle, that since the beginning of the world there hasn't been, and until the end of the world there will not be, another child like him."

Set the Facts Straight (cont. from Page 1)

The proposed **Seven Triggers or Performance Conditions** include:

1. A determination by ACF that the Agency has **one or more deficiencies** during a single monitoring review.
2. A determination by ACF that an Agency has **not established and taken steps to achieve its goals for improving school-readiness and has not analyzed individual child-level assessment data** in accordance with the Head Start Child Outcomes Framework or the Child Competencies in the Early Head Start Performance Measures Framework.
3. **Low scores on the Classroom Assessment Scoring System: Pre-K**("CLASS: Pre-K")
4. **Revocation of an agency's license** to operate by a state or local licensing agency
5. **Suspension** by ACF of an agency to operate a Head Start and Early Head Start program.
6. **Debarment** by any federal or state agency from receiving federal or state funds or if the agency is disqualified from the Child and Adult Care Food Program (CACFP).
7. A determination by an independent auditor, a state agency, the National External Audit Review Center, or the HHS Office of Inspector General that the agency has one or more **"material weaknesses"** or is determined to be unable to ensure that it can continue as a **"going concern"**.

Did you know that this impacts all Head Start programs, big, small and super?

Did you know that best practice indicates that the proposed CLASS Instrument should only be used for the specific purposes for which it was developed and validated for? Precautions must be taken to ensure that all assessment instruments are suited to the objectives of the assessment process, are appropriate for the populations being assessed, and are administered reliably. And the measure to be used for Early Head Start, since CLASS is not an appropriate instrument for children birth to age three, is **not yet specified**.

Did you know that Head Start programs located within school districts do not need to be licensed by DCFS?

Let's get the facts straight! The Illinois Head Start community will be establishing a statewide position and post this on our website by December 1st, 2010. We ask that each of our partners review this position and support the Head Start community. This Proposal is just that – a Proposal! We must help improve the proposed regulations by **reading** the Notice of Proposed Rules on Designation Renewal System, **reviewing** the Illinois Head Start Association Response and **submitting** comments. Comments may be submitted to <http://www.regulations.gov> by December 21st, 2010. Legally, OHS must respond to comments it receives and indicate in the preamble to the final rule what actions it took in response to the comments.

The Head Start community looks forward to the dialog over the next month and hopes that if you have any questions regarding the Proposed Rules that you will contact Lauri Morrison-Frichtl at lfrichtl@ilheadstart.org.



ILLINOIS HEAD START STATE COLLABORATION OFFICE:



She Didn't Know It Couldn't Be Done....

Ever heard the saying from Mary's Almanac: *"She didn't know it couldn't be done, so she went ahead and did it?"* That's the way my world is these days – sometimes I misstep and sometimes big... but it's all still moving! I remain temporarily assigned as the Acting Child Care Bureau Chief, in addition to trying to keep a handle on the collaboration work. Fortunately for us all, Gennie Gilmore, former DHS Assistant Collaboration Director, was available and has stepped up to shoulder much of the collaboration load in the interim.

So, to Gennie's credit, here is an update on what has been going on in Head Start state collaboration work recently:

Credentials. Shortly, we will be submitting a request to the ACF Office of Head Start to recognize the state Gateways to Opportunity Early Childhood and Infant/Toddler credentials with the CDA/Infant Toddler CDA already recognized by the Head Start Act. The only other state I know of that has done this is Oregon and they don't have a determination back yet. But ACF regional offices are supportive and as long as our credentials meet or exceed the rigor of the CDA, which they do, I don't anticipate problems. This would give staff more options for furthering their professional development and meeting Head Start requirements. I will keep you posted!

Statewide Disabilities Memorandum of Agreement. All parties have made their revisions to the agreement. We are just awaiting final edits from ACF Region 5. So after some years of dormancy, this agreement should be back in action shortly. Will keep you posted as to roll out/training strategies!

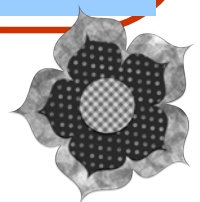
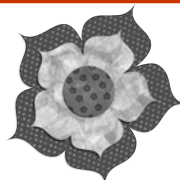
Child Welfare Collaboration. All cross trainings were completed in Southern Region; Dock Conner, DCFS School Readiness Liaison, and Gennie are now working with Head Start/Early Head Start grantees on needed follow-up. Central Region has held 1 planning meeting, with another one scheduled for this month. Northern Region has a planning meeting scheduled for October, so things are now moving statewide – Cook County led the way. Thanks to you all for your support and help in this endeavor; please watch for the leadership planning team meeting notices in your region and PARTICIPATE!

AAPD Dental Home Initiative. A mini-launch is scheduled for this month in the IL State Dental Society's (ISDS) district in the Champaign area. The mini-launches will bring the strategies and planning of the statewide launch to the local levels. All Head Start grantees that have counties in that ISDS district have been invited to the mini-launch, including Migrant & Seasonal Head Start. Please mark your calendars as you see activities coming to your areas and again – we need 100% participation on this to make it successful!

And in an effort to keep this short, but not short-change you, here is your ñapa. In Dominican Spanish, la ñapa refers to that little extra added on at the end. Just when you thought you'd gotten all that you would get, along comes your ñapa, like a baker's dozen, with one more pastelito, one more mango at the Mercado. Gennie has been working diligently with our collaboration web master, Dante Hamilton, to spruce up the IL early childhood collaboration web site (www.ilearlychildhoodcollab.org). The changes they are posting now are exciting and will include some interactive features we will all enjoy using! Stay tuned! And don't miss las ñapas in your life!

PS – Gennie's email address is thadgennigilmor@charter.net. Feel free to contact her with collaboration questions, issues, priorities and projects!

There are 3 things which if a man does not know he cannot live long in the world: what is too much for him, what is too little for him, and what is just right for him. ---Swahili proverb



HEALTH CARE BILL:



Six Health Care Changes That Go Into Effect. Setting aside the question of long term impact of the new law, Surge Desk outlines the list of the initial changes that went into effect in September 2010:

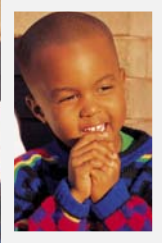
1. Insurance companies will no longer be able to deny children coverage for pre-existing conditions.
2. Children of parents with insurance will be allowed to remain covered under those policies until the age of 26
3. Insurance companies will be forbidden from terminating coverage for another reason than customer fraud
4. Insurance companies will no longer be able to cap the amount of benefits and treatment a person may receive
5. Insurers can no longer charge customers for preventative services like mammograms and colonoscopies
6. High risk pools are mandated to cover those who have been denied coverage because of pre existing conditions.

<http://www.whitehouse.gov/healthreform#healthcare-menu>



Principal Preparation Bill Signed Into Law:

On June 1st, Governors Quinn signed Senate Bill 226 into law (Public Act 96-0903). The law will create a new P-12 principal endorsement, effective 2014, that will replace the current Type 75 certificate and will require principals to be certified P-12. This follows the recommendations that came out of the Illinois School Leader Task Force (staffed by the Center) to refocus principal preparation programs committed to developing and rigorously assessing in aspiring principals the capacities that are most likely to improve student learning in P-12 schools.



*We worry
about what
a child will
become
tomorrow,
yet we
forget that
he is
someone
today.”
Stacia*

Head Start Field Alert: Comment Period Opens For Regulations:

Ted Waters (ewaters@filf.com) or Zoe Beckerman (zbeckerman@filf.com)

On September 22, 2010, Office of Head Start (“OHS”) in the Administration for Children and Families (“ACF”) issued a notice of proposed rulemaking (“NPRM”) to implement a provision of the reauthorized Head Start Act requiring a new “system of designation renewal,” otherwise known in the field as “re-competition.” The NPRM can be found at: <http://www.federalregister.gov/articles/2010/09/22/2010-23583/head-start-program>.

The re-competition requirement is not intended to replace either the current Head Start monitoring system or the ability of OHS to defund grantees for specific reasons, but rather would be a new, additional process for Head Start and Early Head Start (collectively, “Head Start”) programs.

The Head Start Act as amended in 2007 includes a requirement that Head Start grants become 5-year grants. Coupled with that, the proposed system in the NPRM would require that after a period of transition, “a minimum of 25 percent of all Head Start grantees (including both Head Start and Early Head Start grantees) reviewed in the same year” would re-compete for their grant in an open competition against other entities for the next five years of funding.

The proposed system as drafted is quite stringent, and as such, may impact significantly whether or not your agency continues to receive federal dollars.

Triggers for Re-Competition or “The Seven Deadly Sins”

The NPRM contains seven conditions that would subject “lower performing” Head Start grantees to open competition:

For Quality:

1. A determination by ACF that the agency has one or more deficiencies during a single monitoring review;
2. A determination by ACF that an agency has not established and taken steps to achieve its goals for improving school-readiness and has not analyzed individual child-level assessment data in accordance with the Head Start Child Outcomes Framework (or Early Head Start Program Performance Measures Framework);
3. Certain low scores on the Classroom Assessment Scoring System: Pre-K (“CLASS: Pre-K”);

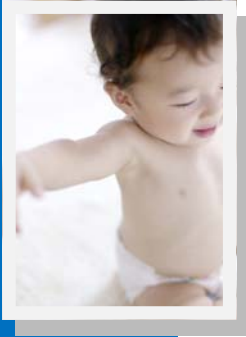
For Licensing and Operation:

4. Revocation of an agency’s license to operate by a state or local licensing agency;
5. Suspension from the Head Start or Early Head Start program;

For Fiscal and Internal Controls:

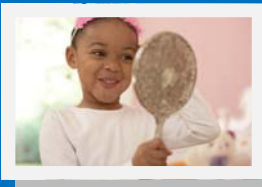
6. Debarment by any federal or state agency from receiving federal or state funds or is disqualified from the Child and Adult Care Food Program; or
7. A determination by an independent auditor, a state agency, the National External Audit Review Center, or the HHS Office of Inspector General that the agency has one or more material weaknesses or is determined to be unable to ensure that it can continue as a going concern.

In the case of Indian Head Start programs, the NPR outlines a different government-to-government consultative process. (cont. on page 8)



"Children are great imitators. So give them something great to imitate!"

Anonymous



Head Start Field Alert (cont. from page 7):

Reporting Requirements

In addition, the NPRM proposes new reporting requirements for grantees. It specifies that Head Start agencies would have to report to ACF in writing within 10 days of the occurrence of any of the following:

1. Revocation of a license to operate by a state or local licensing entity;
2. Filing for organizational bankruptcy or agreeing to a reorganization plan as part of a bankruptcy settlement;
3. Debarment from receipt of federal or state funds or disqualification from the Child and Adult Care Food Program ("CACFP");
4. Receipt of an audit, audit review, investigation or inspection report from the agency's auditor, a state agency, or the cognizant federal audit agency containing a determination that one or more material weaknesses exists or that the organization is at risk for ceasing to be a going concern.

Impact on Grantees

Given the importance of the scope of this NPRM, it has the potential to have a significant impact on current Head Start grantees. Because a grantee's past performance will be taken into account in determining whether to re-compete, it is imperative for grantees to consider carefully all of the elements upon which they might be judged. In addition, when this NPRM is finalized, we expect to see more grantees challenging audit findings, license revocation, and monitoring reports — otherwise, such findings are likely to form the basis for re-competition.

All grantees and other interested parties are encouraged to submit written comments to ACF on this proposed rule explaining the effects you expect it will have on your program and providing suggestions for alternatives. Comments can be submitted anytime until December 21, 2010, and may be submitted electronically via <http://www.regulations.gov>.



Kindergarten Readiness Assessment Illinois Kindergarten Development Assessment:



In February 2010, the Illinois State Board of Education (ISBE) launched a statewide Kindergarten Developmental Assessment Planning Initiative. With generous support from the McCormick Foundation, three organizations—Erikson Institute, the Ounce of Prevention Fund, and Advance Illinois—have staffed this initiative, including organizing a series of Kindergarten Assessment Stakeholder and Steering Committee meetings. The goal of the committee’s work is to make recommendations to ISBE on the possible development of a statewide kindergarten assessment process in Illinois.

Currently, twenty-eight states use kindergarten assessments to strengthen classroom instruction and guide decision-making. In accord with nationally recognized best practices, kindergarten assessment data in Illinois would be used to document the skills of children throughout kindergarten for the purposes of informing instructional and curricular decisions, guiding professional development, aligning early childhood and K-12 education systems, and monitoring readiness over time.

Below is a draft look of what is currently being proposed. Please review and if you have any immediate feedback email Lauri Morrison-Frichtl (lfrichtl@ilheadstart.org). Please note that the group went from “Kindergarten Readiness Assessment” to “Kindergarten Developmental Assessment”, taking out the word “readiness”.

Why a Kindergarten Developmental Assessment Process?

Determining the degree to which a kindergartener is prepared to succeed in school involves looking at more than cognitive ability alone. Rates of development among young children are unique and influenced by environmental factors such as early learning opportunities, economic status, family stability, health care, nutrition, and key adult relationships, the result of which is wide variability in children’s mastery of skills, knowledge, and behaviors. Recognizing this complexity, adequately assessing a kindergartener’s preparedness to take on the challenges of school requires looking across multiple developmental domains including physical well-being, social and emotional development, learning styles, language development, cognitive ability, and general knowledge. Proficiency in each of these domains is generally believed to be crucial to school success.

As Illinois strives for all children to do well in school, understanding kindergarteners’ competencies across the varied yet inter-related developmental domains can guide policymakers, school leaders, teachers, and parents in providing meaningful and enriching learning experiences in kindergarten and beyond. However, the immense variability and unevenness of early development makes it extremely difficult to collect accurate information about what a young child knows and is able to do. Adequately assessing whether Illinois’ kindergarteners have the complex set of skills and behaviors needed to succeed in school will involve more than administering a single assessment at one point in time. Rather, what is required is a comprehensive strategy—a multi-step process for learning about children’s competency across the various developmental domains. The core steps of this process include: stating the goals and objectives of the assessment; selecting an assessment instrument (or instruments) and providing training and support for assessors; administering the assessments over time; analyzing and reporting the data; and using the findings for educational decision-making. (cont. on page 11)



The Importance of Father's In the Healthy Development of Children:

The Importance of Fathers in the Healthy Development of Children manual recognizes the vital role that fathers play in all aspects of their children's lives. The manual offers research and resources for increasing the participation of fathers as part of desired outcomes for the entire family. Five principles describe how to reach the goal of family-centered practice. Download at: <http://www.childwelfare.gov/pubs/usermanuals/fatherhood/fatherhood.pdf>

"The most important thing a Father can do for his children is love their mother."

Unknown
Author

POVERTY AT AN ALL TIME HIGH:

While the national child poverty rate has hovered steady around 18 percent, the child poverty rate in Illinois reached almost 17 percent in 2008 and has been on the increase. Prior to the recession, 20 percent of children age 6 and younger were living below the poverty level in Illinois – the highest poverty rate among any age group. Counties in the southern region have a higher child poverty rate than other parts of the state – with Alexander County having the highest at almost 44 percent.

The Illinois profile on the KIDS COUNT Data Center not only features child poverty rates in Illinois and its counties, but it also has nearly 50 other indicators on children's well-being – categorized by the following four areas:

- Education - including enrollment in state-supported Pre-K programs, elementary and secondary school revenues, and county-level dropout rates
- Economic Well-Being – including county-level unemployment rates, food stamp recipients, and federal EITC claims
- Health – including children without health insurance, county-level low birth weight babies and infant mortality rates
- Safety and Risky Behaviors – including indicated cases of child abuse or neglect

The KIDS COUNT Data Center provides both Illinois and National KIDS COUNT indicators that measure the well-being of children. Its intent is to raise awareness of children's issues and help policy-makers and advocates make informed decisions to provide a better future for our state's children.

We encourage you to utilize the interactive online database where you can search for hundreds of indicators. For more information and how to access Illinois' profile, compare data nationally and across states, and customize your own data (including tables, graphs, and maps), please visit our Voices' KIDS COUNT Data Center page.

www.voices4kids.org

Kindergarten School Readiness:

(cont. from Page 9)



An underlying framework along with recommended guiding principles and next steps for designing a kindergarten developmental assessment process in Illinois are outlined below.

Underlying Framework for Illinois' Kindergarten Developmental Assessment Process

Creating a statewide kindergarten developmental assessment process presents an array of challenges and considerations. Of primary concern is the fact that early development—broadly defined as birth to age eight—is characterized by rapid, uneven, episodic, and variable growth patterns (NEGP, 1998). Additionally, early development is highly sensitive to and impacted by one's environment, including parent, caregiver, school, cultural, and community inputs (NEGP, 1998).

Given the immense variability of early development and the absence of a common set of learning experiences in the early years, children enter kindergarten with vastly differing skills, abilities, experiences, and approaches to learning (Meisels, 1996). This variability does not reflect a child's ability to learn. Rather, it reflects the linguistic, physical, cognitive, social and emotional skills a child has acquired prior to kindergarten, which collectively impact school readiness and later school success. Awareness of this inherent variability and the importance of environmental inputs is central to creating an assessment process that is fair, supportive, and responsive to all children.

Principle 1: Precautions will be taken to protect against "high stakes" use of assessment data.

Principle 2: The assessment process will include measures of child development across multiple domains.

Principle 3: Assessment methods will be psychometrically sound.

Principle 4: The assessment process will include criterion-referenced observational assessments in naturalistic settings repeated over time.

Principle 5: The assessment process will be appropriate for children of all cultural and linguistic backgrounds.

Principle 6: The assessment process will include strategies to accommodate children with developmental delays or disabilities.

Principle 7: Assessment data will be used to inform and improve instruction and monitor trends.

Principle 8: Assessment data will be used to support instruction, using teachers as assessors and providing on-going professional development.

Principle 9: The assessment process will support transition and alignment between kindergarten and the early elementary grades.

Recommended Next Steps for ISBE

Recommendation 1: Launch a kindergarten developmental assessment process that adopts the recommended guiding principles and next steps outlined in this report.

Recommendation 2: Develop a strategy to systematically collect information about existing kindergarten assessment strategies across the state.

Recommendation 3: Develop a communications strategy to build awareness of and support for Illinois' kindergarten developmental assessment process.

Recommendation 4: Adapt an existing assessment instrument to align with Illinois' early learning standards and the purposes of its kindergarten developmental assessment process.

Recommendation 5: Establish policies and guidelines for analyzing and reporting assessment data.

Recommendation 6: Pilot the assessment process using a sample of kindergarteners with the goal of expansion.

Recommendation 7: Provide on-going support to ensure the assessment process is reliable and valid.

Resource on the Well-Being of Latino Children:

The National Council of La Raza (NCLR) and the Population Reference Bureau (PRB) have coauthored America's Future: Latino Child Well-Being in Numbers and Trends, which provides an overview of Latino children in the US by integrating a range of key factors and outcomes in demography, citizenship, family structure and income, education and language, health, and juvenile justice. The report and a database with pertinent statistics for each of the 50 states are available online at http://www.nclr.org/index.php/publications/americas_future_latino_child_well-being_in_numbers_and_trends/. This web tool was specifically designed to provide researchers and advocates with access to data about Latino children in their state. Advocates can use the data in materials for policymakers, grantors, and the general public. Researchers will be able to turn to the web tool as a central location for raw data about Latino children in all 50 states. The data can be downloaded from NCLR's website and used to create tables and graphs comparing numbers from previous years and between states.

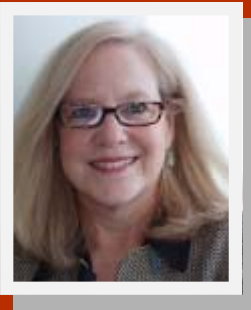
Source: NAEYC Children's Champions Update July 9, 2010



Supporting Young Bilingual/ Multilingual Learners:

Multilingual Living is a blog about raising bilingual children, with texts submitted by readers. There are many useful ideas and recommendations of textbooks, reading materials and more. For example, there is an idea by one of the readers about making up stories while listening to music in the car. The story can be in any language! To read more, go to <http://www.multilingualliving.com/2010/06/26/making-up-stories-music-with-your-bilingual-multilingual-children/>.

The Spanglish Baby is a website about raising bilingual children in Spanish and English. It is full of useful information. For example, a recent post by Monica Olivera Hazelton shared ways she is passing on her Latino heritage to her children, teaching them Spanish, and the method she is using to pass is to incorporate bilingual and bicultural children's literature into their routine. She describes her preferences and how she uses the materials. Access the site at <http://www.spanglishbaby.com/>. Olivera Hazelton's example is at <http://www.spanglishbaby.com/2009/04/use-bilingual-and-bicultural-literature-to-enhance-language-learning/>.



Office of Early Childhood Development

(Excerpt from Inside Gateways Fall 2010 Newsletter)

Shannon Christian (SC) is the director of the Office of Early Childhood Development (OECD), a new office that was established by executive order of the Governor in spring 2010. Shannon joined OECD on September 13, 2010, and talked to Inside Gateways (IG) about how the Office came into existence and what she hopes it can do for early care and education in Illinois.

IG: Can you tell us a little about your background and how you came to this position?

SC: I have been working on issues related to child development and family support for some time. Before coming to Illinois, I worked on welfare reform in Wisconsin for then-Governor Tommy Thompson. My work in Wisconsin led to my position as associate commissioner for the Child Care Bureau in the Administration for Children and Families from 2002–2006. The Child Care Bureau is the lead agency for child care for the federal government. In that position, I was responsible for managing the 5+-billion-dollar child care subsidy program, a block grant program to states to fund child care for eligible low-income working families and families in welfare-to-work programs. In addition, I spearheaded major pieces of the Administration's early learning initiative. The key components of the early learning initiative were to encourage and support all states in developing evidence-based early learning standards for 3- and 4-year-olds; to help states develop statewide professional development plans that would help providers across all early childhood settings develop the skills, knowledge, and dispositions they need to support children's development; and to help states promote collaboration across key programs and funding streams. My background seemed a natural fit with the new Office of Early Childhood Development in Illinois. Although I am a native of California, I have lived in the Midwest before and like it very much. I also have a twin sister in Chicago. It's great to be living close to her again. (cont. on page 15)

Head Start Under a Continuing Resolution:

Congress has important work to complete before the end of the year that will have a big impact on Head Start and Early Head Start. It must fund the ongoing operations of the government, either through a final appropriations bill (called "the Omnibus") or, more likely, a Continuing Resolution (called a "CR"), which essentially buys Congress time until it gets around to passing the Omnibus.

Best case scenario: The FY11 Omnibus passes during the lame duck session with funding levels at or near the President's budget. This measure would likely maintain funding for Head Start, Early Head Start and child care.

Lesser case scenario: The lame duck Congress instead passes a Continuing Resolution that would hold programs steady at their 2010 funding levels. That may sound swell, but remember 2010 levels effectively means a \$1 billion cut to the two major federal funding programs for early learning: Head Start and the Child Care and Development Block Grant (child care).

Worst case scenario: If election returns are to be taken as a mandate for significant budget cuts, the new Congress may cut deeper into existing programs and limit new programs. If that occurs we may see Head Start and child care fall to 2008 levels or even lower.

So stay tuned and watch your email for updates from IHSA! We will need your voice and support to move the budget to the "best case scenario".





ARTICLE FOR PARENTS: DOLLAR PER CHILD, PLEASE HELP!

By Shannon Chase

Dear Fellow Parents,

I address you to bring to your attention a program that Head Start participates in called "Dollar per Child." This program is to raise advocacy funds for our Head Start Programs. One of the ways that we try to get funds for Head Start is through our local programs. In order to advocate for Head Start we must support efforts to raise money that will be used at the National level to educate and influence members of Congress.

Unfortunately the grease that gets the wheels moving is money. We call it the "Dollar per Child" program because that is what we base our desired amount on, a dollar for every child served.

Now we know that not everyone can afford to give a dollar for their child. One of the ways that we have raised this money was a raffle for baskets. We have also used 50/50 raffles. Last year, we did not have a warning that these baskets were needed and we did not get a really good turn out. In order to make the most of the time we have to get ideas and work toward this goal of a dollar per child; I am getting your attention now at the beginning of the school year. Our annual conference is in March and we use that time to do our bigger fund-raising with these raffles.

A general feeling of wanting something new has been expressed by those attending the conference. I am looking for ideas for raffles. I have one idea of my own. I have two children and I know how much they like Build a Bear. The idea I have is to have each center build a bear and dress it to go with a set of favorite books. I know that Build a Bear has a large number of animals, and they range in price from \$10.00 and up. The clothing is from \$3.00 and up. Scholastic is a great source for books that are affordable and age appropriate. The idea is to find three to five books that are all similar, if it is Fancy Nancy, Toy Story, Baseball, etc. Then build a bear and dress it to go with the stories. These can get pricey but I believe that if you spend thirty dollars on a bear and then we put them up to raffle, they will pull their price in; most people are parents, grandparents, aunts, uncles or other to somebody. They may even want them for their classroom. These should be able to bring in over their cost in tickets and give the attendees of the conference a new and exciting raffle.

If you as parents have other ideas, please send them to me. My email address is schase79@yahoo.com or I can get letters at 22381 E. 1900th St. Prairie City, IL. 61470. I welcome and beg for your ideas. This is a program that is not just for our children. Head Start is also for us parents. Please help us keep our programs and extend our ability to serve our communities. Keep up the In-kind.

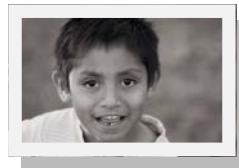
Sincerely,

Shannon M. Chase



Cultural and Linguistic Competence Family Organization Assessment

Instrument Overview/Purpose:



Organizational self-assessment is a necessary, effective, and systematic way to plan for and incorporate cultural and linguistic competency. An assessment should address the attitudes, behaviors, policies, structures and practices of an organization, including those of its board, staff, and volunteers.

While there are many tools and instruments to assess organizational cultural and linguistic competence, none has been specifically developed to address the unique functions of family organizations concerned with children and youth with behavioral-emotional disorders, special health care needs, and disabilities. The Cultural and Linguistic Competence Family Organization Assessment Instrument (CLCFOA) was developed to fill this void. The CLCFOA is intended to support family organizations to: (1) plan for and incorporate culturally and linguistically competent policies, structures, and practices in all aspects of their work; (2) enhance the quality of services and supports they deliver within culturally diverse and underserved communities; and (3) promote cultural and linguistic competence as an essential approach in the elimination of disparities and the promotion of equity. Your family organization may use assessment results: (1) to provide a summary of the strengths and areas for growth to advance cultural and linguistic competency, (2) for strategic planning, and (3) to improve the array and quality of services and supports offered for families and youth and the communities in which they live.

Conceptual Framework of the CLCFOA

The CLCFOA is based on three assumptions: (1) achieving cultural competence is a developmental process at both the individual and organizational levels; (2) with appropriate support, individuals can enhance their cultural awareness, knowledge and skills over time; and (3) cultural strengths exist within organizations or networks but often go unnoticed and untapped.¹ (Cultural competence and linguistic competence, while defined differently in this instrument, are integrally linked.) The CLCFOA and the outcomes of the assessment process are intended to assist family organizations to identify their strengths and areas for growth.

Office of Early Childhood Development :

(Cont. From Page 13)

IG: How did the Office of Early Childhood Development come into existence?

SC: The office was established by executive order of Governor Quinn in the spring of 2010 in response to a recommendation by the Early Learning Council (ELC). (Note: The ELC will be featured in the winter issue of Inside Gateways.) The ELC was appointed by the Governor in 2003 to enhance, coordinate, and expand programs and services for children birth to 5 statewide. The ELC, which pulls together stakeholders from across the state, realized it would be helpful to have an office to carry out some of their recommendations. OECD was placed in the Office of the Governor to ensure its visibility and reinforce early childhood policy and system development as cross-agency issues that call for shared responsibility. Recent federal stimulus dollars were made available to states to create early learning councils to assist with collaboration across agencies and funding streams that support early learning. Council, and I joined the Office as its director on September 13.

IG: What will the Office do for early care and education in our state?

SC: The Office of Early Childhood Development is tasked with shaping and coordinating the work of the ELC across agencies to build a state system that meets the needs of young children and their families. The Office will become a hub of information, linkages, and support to the enormous web of activity going on in Illinois to improve outcomes for children and families. That web of activity includes early care and education programs as well as other programs that support the full range of children's development—health care, food and nutrition, economic supports, and parenting support programs.

G: How will the Office of Early Childhood Development relate to other programs, offices, and efforts to address early care and education in Illinois?

SC: As I mentioned earlier, OECD will help to bring focus to the recommendations from the ELC and to move those recommendations forward. I'd like the ELC to include representatives from all of the major offices and initiatives that provide early learning and related services in Illinois, whether those programs are supported with state dollars, federal dollars, private dollars, or a combination of these.

Despite the economic challenges we face in Illinois and in the United States, these are exciting times in early care and education. Research tells us more and more about what children need to be successful in school and in life. We know that parents have the greatest impact, but the professional development of those who work with young children is also incredibly important to these long-term outcomes—and that exciting synergies exist between the two. It's good to be part of this effort in Illinois.



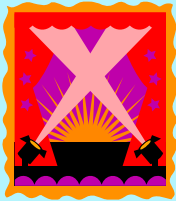
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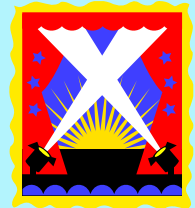


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