



Leadership to Integrate the Early Learning Continuum (LINC) Advisory Committee

Minutes
August 5, 2008
Glenview, Illinois

In attendance:

Jill Bradley-Harris	Nancy Latham
Matthew Brue	Sarah Madson
Matthew Clifford	Jan Maruna
Lynne Curry	Erica Okezie-Phillips
George Davis	Sheena Panoor
Marina Escamilla	Anthony Raden
Lori Fanello	Christopher Rosean
Alicia Haller	Diane Rutledge
Ava Harston	Linda Saterfield
Kay Henderson	Brian Schwartz
Linda Hermes	Teri Talan
Lisa Hood	Joyce Weiner
Erika Hunt	Virginia York
Brenda Klostermann	

In attendance by phone:

Bette Bergeron	Aisha Ray
Brian Durham	Roger Eddy
Joanne Kelly	Deanna Demuzio

- | | |
|--------------------|---|
| 10:00 – 10:15 a.m. | Welcome (Erica Okezie – Phillips, McCormick Foundation)
Erika Okezie – Phillips opened the meeting and discussed the charge of the group which is not to create new work but to bridge between efforts and build a more cohesive system that strengthens early childhood leadership across the state |
| 10:15 – 11:15 a.m. | Introductions and Overview of Members' Work
Members began introducing themselves and their thoughts on the project charge. These included: <ul style="list-style-type: none">• To help preK and kindergarten teachers see the links in what they do and help them to work together; |

- To draw attention to the disconnect among Pre-K teachers even in public school and K-12;
- To prepare future ECE teachers to advocate and support strong ECE leadership and the continuum
- To help principals understand the connections between Pre-K programs and K-12 programs and within the leadership continuum of training and support to create transformative leaders to bridge the sectors;
- To bring attention to the importance of leadership, the links between leadership and school success, and the extent to which investment in early learning pays off in achievement at the middle and high school levels;
- To draw attention to the disconnect seen in professional development provided for both principals and teachers;
- To consider the need for parent leadership in this work;
- To consider how leadership can be brought in to address the needs of the most at-risk populations;
- To develop policies that will help principals enact the necessary connections;
- To consider the role of center-based and family-based early learning entities;
- To develop leadership that serves all of the ECE settings available to young children; and
- To develop leadership that represents linguistic, cultural and racial diversity.

11:15 – 11:30 a.m.

Review of the LINC Advisory Committee Charge and Protocol (Lisa Hood, Illinois State University)

Lisa Hood gave an overview of the LINC advisory committee charge and protocol (see attached power point presentation). To collect the feedback and insight of all advisory committee members, the Delphi survey method will be used. The Delphi method was developed by the RAND Corporation to bring together an informed group (such as our expert advisory committee) to formulate and define an issue (in our case, leadership and PK-3 alignment) and present policy options. A survey will be distributed through Survey Monkey to each advisory committee member after each meeting to present their positions, weigh pros and cons for theirs and others' positions, and come to a general consensus on appropriate policy recommendations resulting from this work.

11:30 – 12:30 p.m.

The Context of Our Work: Overview of State Initiatives for Early Childhood and School Leadership

Kay Henderson from the Illinois State Board of Education, Jan Maruna from the Illinois Network of Childcare Resource and Referral Agencies, Brian Schwartz from the Illinois Principals Association, and Diane Rutledge from the Large Unit District Association (on behalf of the Illinois State Board of Education and Illinois Board of Higher Education) made presentations on selected early learning and K-12 initiatives affecting leaders.

- Kay Henderson from the Illinois State Board of Education presented on the Preschool for All (PFA) initiative - (see attached power point). Preschool for All was passed into law in 2006 with the goal of raising the quality of preschool for 3- and 4-year-olds through the allocation of state grants to public and private early

learning centers (both center- and school-based). Key components of Preschool for All include:

- Monitoring and accountability
 - Training and technical assistance
 - Expanding the supply of Type 04 certified teachers
 - Statewide program evaluation
 - Social/emotional consultation
 - Maximum class sizes of 20, with a 1/10 adult/child ratio
 - High quality curriculum/assessment
 - Parent education and involvement
 - Community collaboration
- Diane Rutledge presented on the School Leader Task Force- (see attached power point). Diane overviewed the history of the SLTF, created in 2007 to look at improving school leadership preparation in Illinois. Recommendations of the Task Force include:
 - Reviewing the certification process for school leaders
 - Developing a new structure for leadership certification
 - Revising the current leadership standards
 - Revising the principal preparation program approval process
 - Revising the state school leadership exam
 - Providing support for master's level programs along the leadership continuum (e.g., development of teacher leaders)
 - Forming university / district partnerships that consider the district as the consumer
 - Refocusing principal preparation programs on building leader capacity to improve K-12 student learning
- Brian Schwartz from the Illinois Principals Association presented on the Illinois New Principal Mentoring and Illinois Distinguished Principal Institute.
 - The Illinois New Principal Mentoring Program (funded by ISBE) is a one year mandatory mentoring program for new principals. It matches principals with highly qualified- high performing principals based on:
 - grade level
 - gender
 - proximity
 - school size
 - Last year, the program served approximately 475 new principals in the state, of which approximately 150 were Chicago Public School principals. The

Illinois Principals Association proposed legislation to make the mentoring program a two-year (instead of one-year) requirement.

- The Illinois Distinguished Principal Leadership Institute is a voluntary intensive multiyear professional development for principals using face-to-face meetings and technology. The program was developed through funding by ISBE. IPA has not yet admitted its first cohort, but hopes to do that this year (contingent on state funding).
- Jan Maruna presented from the Illinois Network of Childcare Resource and Referral Agencies (INCCRRA) on the Gateways to Opportunity web site (www.ilgateways.com) and the Illinois Director Credential (see <http://www.ilgateways.com/credentials/idc/idchome.aspx>). Gateways to Opportunity was developed as a central resource to serve over 100,000 early care and education professionals in Illinois, providing resources related to credentialing, professional development and training, peer networking, and others (see website for a list of services). The Illinois Director Credential (IDC) is a voluntary program that validates skills necessary to administer high-quality early care and education programs. The credential is awarded at three levels, based on achievement of skills, experience, knowledge, and leadership demonstrated in the early care and education profession. The IDC credential is a state recognized credential that is also recognized by the National Association for the Education of Young Children. To date, over 300 individuals across the state have been awarded the Illinois Director Credential.

12:30 – 1:00 p.m.

Lunch

1:00 – 1:30 p.m.

Overview of the LINC Web Site and On-Line Research Compendium (Erika Hunt and Lisa Hood, Illinois State University)

Website: <http://www.centereducationpolicy.ilstu.edu/linc>.

- Erika reviewed the new project website, noting that it is still a work in progress. The web site will serve as a tool for committee members as well as the larger education community. Erika explained the different components of the site and asked for input from advisory committee members on what else should be included. Input included both suggestions for the web site as well as for the scope of work for the LINC initiative, including:
 - Adding articles on serving ELL learners
 - Adding information about collaborative efforts around the state between early learning and early elementary education
 - Highlighting the role of business in fostering leadership
 - Highlighting Abbott districts (New Jersey) and the role of center directors
 - Examining other states' initiatives in regard to early learning and leadership
 - Considering the work of other states (e.g., Virginia) to foster parent leadership
 - Looking at other states with populations similar to Illinois (e.g., New Jersey)

- Studying the content of the Illinois Administrator's Academy (required professional development for K-12 administrators) and the professional development they may be offering to better link the early learning continuum.
- Considering the work of the Foundation for Child Development that focuses on P-3 alignment
- Considering lessons learned from P-3 schools and their principals
- Considering the role of school boards and superintendents

1:30 – 2:15 p.m.

Group Breakout Session: Topics for Data Collection

Due to lack of time, the committee did not break out into small groups, but met as a committee of the whole. Lisa also distributed a reporting form (see attached) and asked members to return it to her by Friday, August 8th).

The group as a whole posed some suggestions that could contribute to project data collection:

- What are some systematic ways to share information, especially with people not directly working in education? What would be user-friendly formats for sharing knowledge?
- What are some ideas for expanding leaders' general understanding of 0-21 education?
- Where do barriers exist as a result of miscommunication? (e.g., lack of a common language for discussion P-3 issues)
- Do educators understand the links between the Early Learning Standards and the Illinois K-12 Learning Standards?
- Do elementary principals understand how to integrate early learning?
- How do superintendents and school boards make decisions and set policy regarding the P-3 continuum?
- Is there a difference in practices between smaller and larger school districts?
- How can we best define "exemplary practice" regarding the P-3 continuum?
- Is there empirical evidence that specialized early learning credentials (e.g., degrees, certifications) make a positive difference in student success?

2:30 – 3:00 p.m.

Key Messages/Next Steps Forward (Lisa Hood)

- By Friday, August 8th, members will submit their suggestions for the data that should be collected related to inform the committee members of current alignment practices and policies in Illinois.
- From these responses, project staff will design a research plan and present it to the members at the September 10 meeting.
- Members will send Lisa information about their organization's work and additional resources for the website to lhoo@ilstu.edu.

The next meeting will take place on Wednesday, September 10, 2008 from 10-3 p.m. at the Illinois Network of Child Care Resource and Referral Agencies (INCCRRA), 1226 Towanda Plaza, Bloomington, Illinois. The topic of the meeting will be focused on the national overview of PreK-3 alignment and leadership by Kristie Kauerz, Office of Colorado's Lieutenant Governor, and Mimi Howard, Education Commission of the States.