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# The First of the Firsts: Leadership and Legislation for Bilingual Preschools in Illinois

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# The First of the Firsts: Leadership and Legislation for Bilingual Preschools in Illinois

## **Cover Page Footnote**

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# The First of the Firsts: Leadership and Legislation for Bilingual Preschools in Illinois

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With the rising numbers of bilingual children, particularly young Latinos, in 2010 Illinois was the first state to pass legislation requiring preschool sites that serve 20 or more emergent bilinguals to offer home language instruction. The purpose of this study was to examine the responses of early childhood directors to the changes required by the 2010 policy through an online survey. The results indicate that the directors do not have a background in bilingual education and are mixed philosophically regarding the benefits of bilingualism—highlighting the silo effect between the discipline of bilingual education and early childhood education. Anxiety and frustration toward a state mandated policy initiative are also voiced, along with the offering of immediate solutions to meet the policy requirements for the original deadline in 2014.

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**Keywords:** early bilingualism, bilingual education, language policy, language planning, benefits of bilingualism, Latinos

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Bilingual preschools have been a part of the educational landscape due to two key pieces of legislation from almost fifty years ago: the Head Start preschool legislation passed under the Elementary and Secondary Act of 1965 and the Bilingual Education Act of 1968. Bilingual preschools developed due to federal aid to high-poverty school districts in order to assist them in addressing the needs of young emergent bilinguals who were mostly recent immigrants from Latin America and Asia (Crawford, 1989, 2004). In the era of Civil Rights, language rights in American public schools resulted in bilingual education policy and legislation in which the child's home language was used in the initial years of schooling in order to build a strong foundation in a known language and then transition to English as a second language (Baker, 2001; Cummins, 2000). However, Ovando (2003) explains that the anti-immigrant and anti-bilingual politics from the conservative-era 1980s and 1990s led to the dismantling of the earlier Civil Rights-era bilingual policy and programming. The passing of Proposition 227 in California and Proposition 203 in Arizona marked the pinnacle of the English-only movement, which argued for a sheltered English immersion program instead. However, not all states followed the English-only movement and therefore continued to maintain bilingual education.

Today the pendulum is swinging back with the revitalization of bilingual preschools along with a strong interest in teaching rare languages, such as Chinese, to preschool children. The state of Illinois has been a forerunner in the nation in enacting

a series of legislations to establish preschool education for all children and offer instruction in more than one language to young learners. This section details the key laws that have traced this innovating and promising path.

In 2006 and amended in 2010, the State of Illinois launched the nation's first effort to offer publically funded full-day preschool to all low-income 3- and 4-year-olds known as Preschool for All (Public Act 096-0948, 2010). This landmark legislation allowed every community to offer high-quality preschool in a variety of settings, including public and private schools, childcare centers, and licensed family childcare homes, private preschools, park districts, faith-based organizations, and other community-based agencies. Illinois became a pioneer in early childhood education by becoming the first of the firsts to offer state funded preschool.

In January 2009, under Illinois Administrative Code Title 23 Part 228 Transitional Bilingual Education, Illinois continued its pioneering work as the first state to adopt legislation for bilingual education at the preschool level, which was officially enacted into law by August 2010. Now all early childhood centers in Illinois are required to apply the same regulations for emergent bilinguals as young as 3-years old. Below we include the wording specifying this requirement:

When a preschool program of the school district has an enrollment of 20 or more students of limited English proficiency of any single language classification other than English in an attendance center or a non-school- based facility, the school district shall establish a TBE (transitional bilingual education) program for each language classification represented by the students. If the preschool program of an attendance center or non-school-based facility has 19 or fewer students of limited English proficiency of any single language classification other than English, then the school district shall meet the requirements of subsection (a)(2) of this Section when determining placement and the program to be provided. (Illinois Administrative Code, 2010, 2017, Section 228.35 c).

If there are 20 or more children in a Pre-Kindergarten program who are native speakers of the same language and who did not meet the required cut-off score on an established assessment such as the pre-IPT (IDEA Oral Language Proficiency Test) or other screening procedures, the preschool or childcare center is required to offer bilingual education in the child's home language. Here are the Illinois State Board of Education rules for the screening procedures:

- Be age and developmentally appropriate;
- Be culturally and linguistically appropriate for the children being screened;
- Include one or more observations using culturally and linguistically appropriate tools;
- Use multiple measures and methods (e.g., home language assessments; verbal and nonverbal procedures; various activities, settings, and personal interactions);
- Involve family by seeking information and insight to help guide the screening process without involving them in the formal assessment or interpretation of results; and

- Involve staff that is knowledgeable about preschool education, child development, and first and second language acquisition. Screening procedures may be modified to accommodate the special need of students with IEPs.

In addition, this same law required teachers to complete a Bilingual/ESL endorsement by July 1, 2014. Later this deadline was extended to July 1, 2016. According to the Illinois State Board of Education website, by July 2016, all certified early childhood educators who teach preschool emergent bilingual children were required to obtain a Bilingual and/or ESL Endorsement, which entails 18 semester credit hours of graduate coursework to attach to their initial early childhood teaching certificate. At the same time, in Illinois, schools can apply for a waiver if they feel that they cannot meet the requirements for bilingual preschools such as not being able to find qualified bilingual teachers, especially for hard-to-staff languages like Burmese and Urdu.

On August 8, 2012, the then Illinois Governor Pat Quinn signed an additional law (HB3819, now Public Act 097-0915, 2012). This law strengthened the state's already innovative early childhood bilingual education program by requiring schools to create a Bilingual Parent Advisory Council (BPAC) in order for bilingual parents to become a part of the school's decision making base when it comes to determining changes to the school's bilingual programs (Illinois Government News Network, 2013).

The 2012 law also required *cultural competency* by the teachers and administrators involved with ELs. Beginning in 2013, the Illinois Professional Teaching Standards required all college-level teaching programs for aspiring K-12 teachers to include at least two courses in ESL/Bilingual Education, similar to what is required for special education. Colleges and universities can no longer offer a series of workshops or integrate the standards for ESL/Bilingual education into other courses. Rather, teaching candidates must show college-credit coursework in their transcripts in order to be certified. The likelihood of encountering an emergent bilingual student in one's classroom is the same as a special education child and therefore every new teacher in Illinois is taught to meet the needs of their emergent bilingual students, even if it is just two courses (one methods course and one foundation course). School administrators seeking licensure are also being asked for the first time to have two courses in relation to working with emergent bilingual students and their families—including early childhood center directors. However, the large majority of current teachers and administrators are not required to go back and acquire new coursework in ESL/Bilingual education.

This additional bill was supported by the Mexican American Legal Defense and Educational Fund (MALDEF) from the beginning and passed unanimously in both chambers. The State Representative Linda Chapa LaVia and State Senator Iris Martínez sponsored this law, whose goal was to create a more inclusive atmosphere for immigrant families in the suburbs of Chicago and encourage them to take an active role in their child's early education.

Early on, researchers and early childhood experts agreed that Illinois made bilingual preschools a priority and demonstrated leadership in policy making since the

mandate covers 585 preschool programs run and funded by public districts, serving about 85,000 students:

'If you start early, there's a very good promise that you will not have achievement-gap issues later on,' said Eugene Garcia, an education professor at Arizona State University and former chair of the National Task Force for the Early Education of Hispanics. 'What Illinois has done is take the lead in the state policy arena.' (Malone, 2010).

Since then, in addition to Illinois, New Jersey and Texas also adopted legislation for bilingual preschools.

However, as discussed in a *New York Times* article, it was found that suburban school districts in Illinois are not complying with the state requirements for bilingual education in elementary schools, let alone preschools, pointing to the disjuncture between policy and practice and resistance to state rules and regulations from suburban and rural districts:

Of the 58 suburban school districts visited by state monitors in the past three years, none met all of Illinois's tough education requirements for students learning English, and 22 failed to provide a bilingual program for all of the students who qualified for it, according to a *Catalyst Chicago* analysis of Illinois State Board of Education records from fiscal year 2009 to October 2011 (Harris, 2012, September 25, p. A21).

The reaction to the 2010 early childhood legislation at the ground level has been mixed. Some school administrators argue that the bilingual preschool can provide the language-rich environment needed for the development of the child's first language and therefore a stronger cognitive foundation for acquiring the additional language, English. Others argue that it will be challenging to find qualified early childhood educators who have successfully acquired their Bilingual and/or ESL Endorsement by July 2016 (Malone, 2010). Researchers in early childhood education argue that it is still challenging to accurately measure language proficiency, whether it is the home language or the additional language, in 3-to-4 year old children using a formal test like the pre-IPT primer assessment and therefore question the validity of such normed assessments for emergent bilingual children (Hakuta, Butler, & Witt, 2000; Valdes & Figueroa, 1994).

The purpose of our study was to explore early childhood directors' experiences with the 2010 Illinois initiative for bilingual preschools. By implementing an online survey and analyzing the response data from early childhood directors, we aimed to uncover some of the issues influencing the implementation of this law. In this article we report on the data and critically consider ways of enhancing the application of the 2010 early childhood bilingual initiative at the institutional and agency levels. In the article, we first review the literature on early childhood bilingual education, then describe the research methods, analyze and discuss the data, and present conclusions at the end.

### **Review of Literature**

There is an extensive body of research supporting the long-term positive effects of a preschool education in general such as increased graduation rates and reduced

crime rates (Barnett, 2008). From pioneering research studies, such as the Perry Preschool and Abecedarian programs, to current research from the Foundation for Child Development, gains in language development, reading and math have been reported with about a third of a year of additional learning in large-scale, public preschools (Yoshikawa et al., 2013). The economic benefits of preschool for low-income children have also shown to increase a country's economic power by measuring its Gross Domestic Product (GDP; Dickens, Sawhill, & Tebbs, 2006).

The Heckman Equation, based on the Noble Prize winning theories of economist James Heckman, shows that early intervention programs for at-risk children can provide the social and emotional development (such as persistence, attention, and self-regulation), along with the cognitive development (such as IQ and vocabulary), needed for leverage later in life (Heckman, 2000). Therefore, there are high-benefit cost ratios and rates of return from strong public preschool programs such as federally funded Head Start as well as state funded preschools, especially for emergent bilingual students more so than even monolingual children (Gormley & Gayer, 2005). Research in other countries confirms many of the US findings regarding short- and long-term outcomes of a preschool education. In countries like New Zealand and the United Kingdom as well as Latin America quasi-experimental research studies found generalizable long-term benefits all the way into middle age in relation to decreased school failure, increased educational attainment, and positive effects on attention, class participation, and discipline (Barnett, 2008; Berlinski, Galiani, & Manacorda, 2008).

In the National Head Start Impact Study conducted in Tulsa, Oklahoma, effects for Latino students who came from homes where Spanish was the primary spoken language (emergent bilinguals) were larger than effects for Latino students who came from homes where English was the primary spoken language. In this landmark study, researchers found significantly stronger positive impacts of Head Start on language and school performance at the end of kindergarten for emergent bilingual students (Gormley, Phillips, & Gayer, 2008). Yet, there are no large-scale meta-analytic studies of bilingual education in preschool education similar to the Perry Preschool Project from the 1960s and the Abecedarian studies from the 1970s. There are meta-analyses of bilingual education at the elementary school level; however, large-scale studies examining the impact of bilingual preschools are few and far between. The majority of the comprehensive bilingual education research focuses on K-12 classrooms.

One of the first large scale studies on the effectiveness of bilingual preschools was conducted by Rodríguez, Díaz, Durán, and Espinosa (1995) who found that Latino children attending bilingual preschools showed more growth in both languages than a control group of Latino children who did not attend preschool. In a replication of the Rodríguez et al. study, Winsler, Díaz, Espinosa, and Rodríguez (1999) showed a similar positive effect of bilingual preschools in the improvement of bilingual proficiency among Latino preschool students in comparison to a control group that did not attend any preschool. A follow up study showed that the students who had attended bilingual preschool maintained their superior English language proficiency one year after the initial intervention (Winsler et al., 1999). Not many studies though have compared children who attended bilingual preschools in relation to children who attended English-only preschools.

There was one study that examined four-year-old Latino students from low-income families who were enrolled in the Even Start program, while the comparison group consisted of ethnically and linguistically diverse four-year-old preschool students also from low-income families but who were in an English-only classroom (Ryan, 2005, 2007). All of the students in the study received preschool education at the same site. The instruction in the Even Start class used a bridging approach whereby a bilingual co-teacher would integrate the use of Spanish to facilitate student understanding of the otherwise English-only instruction. As the students' language skills improved, the use of Spanish was gradually reduced over the course of the school year. This mode of bilingual education corresponds approximately to the sheltered English immersion or early exit models of bilingual education and is not a true bilingual program (Rennie, 1993) in that it does not aim for bilingualism or biliteracy. Other differences in the intervention received by the Even Start students versus that which was received by the comparison group were that families in the Even Start program were required to receive home visits, participate in adult education, and participate in parent and child interactive literacy activities. Ryan's (2007) analysis of two years of preschool data showed that the students who did not receive bilingual education performed worse on posttest literacy assessments but only at marginally significant levels of statistical inference. Therefore, there is a need for more studies to discern effect sizes of bilingual preschools over a longitudinal period.

Even with the research base supporting the overall benefits of a bilingual preschool education, a 2010 study published by the National Task Force on Early Childhood Education for Latinos states that about 35 percent of four-year-old Latino children attend some type of preschool in comparison to 66 percent of Caucasian children and 54 percent of African-American children (Fuller & Kim, 2011). In this same national study, researchers from Berkeley University tracked 380 Illinois children born in 2001 for nearly a decade, monitoring everything from the child's social and cognitive development to how often the child read with their parents at home. As early as age two, Latino children were behind their peers in early literacy skills, such as recognizing words or turning to the cover page of a children's book.

In the City of Chicago, more than 40% of children younger than five are Latino. In more than 30 suburbs outside of Chicago, including Carpentersville in the north and Franklin Park in the west, more than half of preschool-age children are Latino (Fuller, Kim, & Bridges, 2010). In some of the older inner-ring suburbs like Cicero and Melrose Park, more than 80% of preschoolers are Latino. Suburban school districts that have seen dramatic increases of Latino students during the last decade have sought to keep up with the population surge through dual-language programs and cultural competency workshops for teachers; but they did not focus heavily on early childhood education—creating a sharp disjuncture when Latino children transitioned from English-only preschools to bilingual kindergartens.

Furthermore, poverty has also shifted to the suburbs and now there are more low-SES preschool children in the inner-ring suburbs than the City of Chicago, where poverty levels are now declining and urban Head Start centers are shutting down due to low enrollment (Cooke & Marchant, 2006; Zielinski, 1996). Demographers monitoring the growth of the Latino population nationwide state that the community's increasing



proportion relative to other groups is driven mostly by births, though immigration is also a factor. A decline in the White birthrate has helped accentuate the demographic shift and the number of White children is declining in 46 states, including Illinois, with the growth in Latinos helping keep the overall state population stable (Olivio, Mullen, & Bowean, 2011).

In some parts of Chicago and the surrounding suburban communities where Latino enclaves have formed, the demand for early childhood services often exceeds the capacity to supply them. Latino communities and neighborhoods have seen longer waitlists as more young Latino families try to enroll their children in preschool. Therefore, one of the reasons for low attendance among Latinos in preschool programs is a lack of programs in poor neighborhoods. The National Task Force on Early Childhood Education for Latinos surveyed programs in Los Angeles and Chicago and found an overall shortage of pre-kindergarten slots in Latino neighborhoods (Sussman & Gillman, 2007). There is also a shortage of preschool programs in Chicago due to fast-paced demographic shifts where neighborhoods dominated by older Whites suddenly became populated by immigrants, in particular younger Latino families, but without the infrastructure of facilities and the capital infusion needed for building preschool facilities (Ramirez, 2009). At the *El Hogar del Niño* early childhood development center in Pilsen, a Latino enclave in the City of Chicago, 102 families are on a wait list (Olivio, Mullen, & Bowean, 2011).

Many feel that the preschool enrollment gap for Latino children could result in poorer school performance later in life, potentially affecting high school dropout rates, college enrollment and, eventually, the quality of the state's workforce (García, E. E., 2002). Study after study confirms that early childhood education is essential for human capital, social capital, and economic capital (Sylva, Melhuish, Sammons, Siraj-Blatchford, & Taggart, 2010). Early childhood education advocates strongly believe that a preschool program can close the academic gap at an early age for Latino children whose numbers are growing across the nation. In 2011, University of Minnesota researchers led by Arthur Reynolds released a longitudinal report that tracked 1,400 Chicago Public School students for 25 years. It found that Latino children who attended a high quality early childhood program were more likely to graduate from high school, more likely to stay out of jail, and less likely to abuse drugs or alcohol than students who did not attend such a program. In fact, Reynolds' research team found evidence that for every \$1 invested in a Chicago early childhood education program, nearly \$11 is projected to return to society over the children's lifetimes—in other words an 18 percent annual return on program investment (Reynolds, 2012; Reynolds, Temple, White, Ou, & Robertson, 2011).

Currently in Illinois, another challenge is the hodgepodge of early childhood education options and the challenges with trying to centralize bilingual preschools in disparate settings such as: (a) federally funded Head Start centers located in church basements, (b) state-funded Preschool for All programs in public schools, private schools such as Montessori preschools, approved childcare centers in the homes of local matriarchs that often run all day long, and (c) center-based programs operated by powerful non-profit organizations like Educare and Metropolitan Family Services. Childcare providers who primarily serve the Latino community also state that many

families are unaware that programs exist or don't quite understand the value of early childhood education as of yet (Harris, 2012, February 9). Others state that enrollment requirements often become a barrier for low-income families such as the income verification requirement for some childcare programs, which can disqualify immigrants who often live together in one home but do not share income (Ramirez, 2009).

Even when programs exist in impoverished neighborhoods, early childhood experts cite other obstacles that may delay early learning for Latino children (García, E. E., 2002). Language is perhaps the most significant issue for recent immigrants, leading to the increased demand for bilingual preschool teachers that currently surpasses the low supply of them in the State of Illinois. At the same time, many Latino families prefer homecare options for child rearing as opposed to an early childhood center due to cultural norm of parenting (Harris, 2012, February 9). Barnett's (2008) research, however, found that family day care homes show no effect on cognitive development. Therefore, interaction and engagement with the local community is critical in order to increase the enrollment of Latino children into high-quality bilingual preschools—everything from knocking on doors on Saturday morning to leaving flyers in the local laundromat as well as giant billboards on highways announcing a new preschool.

Furthermore, the current research in neuroscience supports the learning of languages at an early age before students reach puberty—a critical period for language learning. Specifically, research shows that bilingual preschool children exhibit increased cognitive, metacognitive, and sociolinguistic growth in comparison to their monolingual peers (Barac & Bialystok, 2012; Wang, Kuhl, Chen, & Dong, 2009). These cognitive advantages relate to superior metalinguistic awareness, superior performance on concept formation tasks, and stronger analogical reasoning ability later in life (Kuhl, 2009). A review by UNC Chapel Hill researchers confirms that children who speak two languages make greater gains in early education programs than their peers who speak only English (Buysse, Peisner-Feinberg, Paez, Scheffner Hammer, & Knowles, 2014). Bilingual preschools develop a strong foundation in the child's first language in order to prevent language loss later and to begin balancing both languages in parallel form at a young age (Castro, Ayankoya, & Kasprzak, 2011; Puig 2010). Studies further indicate that a strong home language foundation in preschool acts as a supporting ballast in learning a second language making English acquisition an easier and faster process and supporting the argument that reading skills transfer quickly and easily to a second language once children have mastered the ability to read in their first language (Méndez, Crais, Castro, & Kainz, 2015).

An instructional approach that engages students' use of their languages in their learning process is based on translanguaging. This construct urges the use of a student's entire linguistic repertoire, as a pedagogical choice, that can dynamically contribute to a new type of integrative education that is multilingual and multicultural (Li, 2014). Translanguaging encourages the two languages to cross and intersect with one another in a fluid manner, therefore, challenging the sanctioned policy of strict separation of languages for academic instruction in dual language bilingual education programming (Palmer, Martínez, Mateus, & Henderson, 2014).

In a dual language approach, a bilingual preschool may choose to separate the languages of instruction by alternating days or times when each is the medium of instruction or by having two teachers in the classroom each dominant in one of the languages (Lindholm-Leary, 2001). In a translanguaging approach, the emergent bilingual student's home language would be used as a scaffold to teach English and the teacher would switch to the home language in order to explain academic content and aid comprehension and vocabulary acquisition (Vaish & Subhan, 2015). Emergent bilinguals are also given the freedom to use their home language and the English language strategically by switching back and forth when and if they need to for the sake of communication (Levine, 2011).

Researchers argue that emergent bilinguals intermix different linguistic features from various languages at home and therefore they should be given the freedom to mix languages in their classrooms as well, such as listening to a story in English from the teacher but discussing it in Spanish with their peers (Hornberger & Link, 2012). Translanguaging practices are therefore in direct contrast to an English-only approach and can be seen as an additive process in which mixing languages is a tool to negotiate meaning in classroom settings (García, O., 2009). However, there is still debate in the field of bilingual education as to whether a strict language separation policy found in a dual language approach is the best method for language acquisition versus a fluid translanguaging approach in which the home language functions as a scaffold (Palmer et al., 2014).

Given the above landscape of early childhood bilingual education in Illinois, the purpose of our study was to explore the views of early childhood directors on the 2010 policy changes intended to improve the lives of young Latino children in our state through bilingual preschools. We originally designed a multi-question study to explore several issues regarding the implementation of the changes imposed by the 2010 policy. However, in this article, we only discuss the program directors' reactions to the 2010 policy change. The exploration presented here was guided by the following research question: How are directors of early childhood centers reacting to the new state policy mandating bilingual preschools? The section below describes the methods used in the study.

## **Research Methods**

Our study used an online, email-based survey methodology, which is an important mechanism for population-focused data collection as well as the collection of both quantitative and qualitative data (McInroy, 2016). Online survey methodologies generally permit convenient, timely, and cost-effective research (Bartell & Spyridakis, 2012). Some research has found that online surveys facilitate improved response rates, both for whole surveys and for individual items, including more detailed responses to qualitative questions (Gunter, Nicholas, Huntington, & Williams, 2002). We chose an online, email-based survey because (a) it was faster and easier to design and administer; (b) it provided numerous approaches to sampling and recruitment; (c) increased response rates over time; (d) the automatic deployment of the survey was convenient; (e) several design options were offered; and (f) there was improved survey completion and data entry. Online research allows respondents to feel increased

comfort and autonomy and decreased inhibitions to participation as a result of knowing that their contributions will remain confidential and that they have the ability to complete the survey privately (McDermott & Roen, 2012; Willis, 2011).

While some components of the larger study are ongoing, the data discussed in this article focuses specifically on how early childhood program directors have reacted thus far to the 2010 policy changes, identification of obstacles, priorities for programs, and adaptations needed. The specific and narrow survey questions posed in our study generally asked the “what” questions rather than the “why” and “how” questions. Our survey first collected specific information about the respondents then collected information about the respondents’ reactions to the 2010 bilingual policy and their subsequent behaviors, as well as their opinions of bilingual education.

Using the Illinois State Board of Education website, we emailed the 480 contact names of all early childhood program directors by county for the state’s Preschool for All centers for ages 3- to 5- year-old children from January 2013 to June 2013. The administrators and directors represent a diverse pool of early childhood centers: urban public schools with a Latino majority, suburban public schools with a growing Latino population and rural communities with a mobile Latino population, as well as the directors of federally funded Head Starts and state funded preschools. We disseminated the online survey over six months and ended with a total of 99 responses—a 21% percent response rate. The readers need to interpret findings in light of the low rate of response. Although the data might not suggest robust generalizations, it could certainly be indicative of possible trends in the reactions of administrators to the 2010 policy requirements.

Our online survey had four parts: 17 short answer questions, 6 yes or no questions, 11 Likert-scale questions and 4 multiple-choice questions. In Appendix A we include Parts I-III of the survey explored in this article. Part IV of the survey will be analyzed in a different publication.

- (1) Part I included demographic information about the school site, student population, levels of poverty using the federal guidelines for free and reduced price lunch, parent education and income levels, languages present in the school, teacher qualifications, and the educational background and certifications of the director.
- (2) Part II asked open-ended questions in which the respondents wrote about their beliefs and attitudes towards bilingual education.
- (3) Part III of the survey included a set of Likert-scale questions on a scale of 1 to 5 in which we asked respondents to indicate to what extent they agreed with statements regarding bilingual education; bilingual resources, curricula, and assessments; the impact of bilingualism on teaching and learning; and the levels of social and cultural awareness needed in an early childhood school site.

## Findings and Discussion

### Demographic Information about the School Site

Table 1 below specifies that the average number of years a director worked at a site is 6.9 years, with a range from 1 year of experience to 30 years of experience in the role of the early childhood center director. The survey respondents represented seven different educational backgrounds: Elementary Education was most represented in the data (31 respondents, 31.3%) and the least represented were Bilingual/ESL education and Psychology backgrounds, each with 9 survey respondents (9.0%).

Table 1

*Educational Background of Early Childhood Directors*

Background	Frequency N=99
Elementary Education	31
Educational Administration	28
Special Education	24
Type 75 Administrative Certificate	19
Masters Degree in Education	10
Bilingual/ESL Education	9
Psychology	9

The fact that there are a greater percentage of directors with a Special Education background rather than a Bilingual/ESL background is a bit disconcerting, given the prevailing conflation of special education and bilingual education. The overrepresentation of poor and bilingual children in special education classrooms is still a continuing problem (Cole, 2014; Conner & Boskin, 2001), even when research strongly suggests that cognitive differences are inherently different from linguistic and cultural differences (Artiles, Harry, Reschly, & Chinn, 2010).

Furthermore, experts in the fields of special education and second-language acquisition frequently identify unfair assessment procedures for the overrepresentation data. Researchers contend that these procedures have unjust outcomes for emergent bilinguals that are directly attributable to the limited availability of tests in the students' home languages; shortage of bilingual examiners; few university preparation courses focusing on best practices and cultural awareness; and examiners' frequent failure to comply with federal and/or state regulations (Flanagan, Ortiz, & Alfonso, 2013).

Table 2 below summarizes data on the number of preschool programs that offer bilingual education. It illustrates that the majority of the survey respondents 61 (62%) do not offer bilingual education at their preschool sites. Also, we were surprised to find

that of the 38 (38.3%) programs that offered bilingual education, only nine participants 9 (9.0%) serve a predominantly Latino student population. The other bilingual preschool settings serve either a predominantly African American student population or a predominantly White student population with a Latino minority.

Table 2

*Do you offer a bilingual preschool program?*

Response	Frequency N=99
Yes	38
No	61

Interestingly, a closer examination of the preschool programs not offering bilingual education revealed that there were four (6.5%) sites with at least a 50 percent Latino student population that do not yet offer a bilingual preschool classroom; one of these sites was not prepared for the

original Illinois policy implementation deadline of 2014, while the others are in progress of making the necessary changes to meet the requirements. The implication is that there is still a lack of representation of Latino children in early childhood centers, even as their numbers slowly climb up, and that Latino children are integrating into either all-Black or all-White preschool settings. The question remains whether these early childhood directors' will actively push forth an agenda to recruit more Latino children into their preschools, which requires an active engagement with their local communities.

Table 3

*Are you prepared for the July 2016 deadline and can your site meet the state requirements?*

Response	Frequency N=99
Yes	51
No	12
In Progress	36

Of the languages served in bilingual preschools, Spanish was the most common at 45 (45.6%), Polish was second with 22 (22%), while languages such as Chinese, Arabic, and Hindi-Urdu make up the remaining 21 (21%) of the preschool sites. The State of Illinois has tried to recruit bilingual teachers in hard-to-serve languages such as Chinese, Arabic, and Hindi-Urdu but it has

never been able to satiate the demand, especially in suburban school districts where even Spanish bilingual teachers are hard to find (Shinneman, 2013). Lastly, close to 59 (60%) of the early childhood centers surveyed serve students from low-income households.

### Views about New Policy Initiative

The majority of survey respondents (94.92%) were aware of the upcoming change in state legislation, which suggests that top-down information was disseminated early and often enough throughout the State of Illinois by several constituents, organizations, school districts, agencies, and universities. The policy was vertically integrated across the State of Illinois. While most participants wrote that Illinois has done a good job notifying them about the legislation deadline and its requirements, at least 3% of respondents expressed feeling pressured and rushed to meet state requirements. This feeling of anxiety amongst a few is captured in one response to Item

19: *How do you feel about the new policy change in early childhood education?*

*I understand the changes yet I feel that the full implementation of this plan has been too fast with not enough publicity. Also, this has been very hard for our teachers as this mandate was not well funded in terms of the education and endorsements our teachers needed to obtain. In fact, many of the teachers had to endure the majority of cost for this endorsement as the scholarships offered had too many restrictions regarding who would qualify for funding.*

The same participant also responded to Item 23: *What are questions and concerns you still have about the new state policy legislation?*

*At times, I feel the state is still figuring this out and can be unclear in their explanations and guidelines. I truly feel a slower, tiered approach would have been better received and have more integrity in implementation.*

Yet, as shown in Table 3, even though the respondents were aware of the 2010 policy change, not all were prepared for the changes to be enacted by July 2014. Out of the 99 respondents, 12 (12.1%) stated that they would not be ready to meet the state deadline while 36 (36.4%) stated that they are making progress to meet the deadline less than a year away by July 2014, the original deadline. Due to similar concerns cited in this article, the 2014 deadline was moved forward to July 2016 by the Illinois State Board of Education after it opened up public comments on its website (Sanchez, 2014).

Although our 2013 survey did not ask for specific markers of progress, one area of preparation we investigated was the hiring of new Bilingual/ESL early childhood teachers in order to meet the needs of the state policy. Table 4 shows that 39 (39.4%) respondents are not currently undertaking this task.

Table 4

*Have You Made Hiring Changes Based Upon the Changes in State Policy?*

<b>Response</b>	<b>Frequency N=99</b>
Yes	60
No	39

certificate instead.

As indicated in Table 5, a smaller number, 17 (17.2%), of respondents reported reassigning teachers within their sites so that those teachers with a Bilingual and/or ESL Endorsement are being placed in the early childhood classrooms, even if they do not have an early childhood teaching certificate and most likely have an elementary

Table 5  
*Have You Shifted Teachers Around the School to Meet Mandate Requirements?*

Response	Frequency N=99
Yes	17
No	82

In terms of how many current early childhood teachers at the preschool sites have their Bilingual and/or ESL Endorsements, 19 (19.67%) of the respondents stated that the majority of their early childhood teachers have the required endorsements; most are currently relying on their bilingual teaching

assistants to meet the state requirements. The teaching assistants, although not certified as teachers, were able to still provide language support. According to the *Catalyst Chicago* journal (Harris, 2010), only 1,200 teachers across the State of Illinois had a Bilingual and/or ESL Endorsement and an early childhood teaching certificate, since the majority of Bilingual/ESL teachers are in K-3 elementary school settings. In the year previous (2008-2009) to the publication of the *Catalyst Chicago* article, just 33 teachers joined the group of candidates with both a Bilingual and/or ESL Endorsement and an early childhood teaching certificate. This suggests that the slow-moving pipeline, indicated in the literature review section, held true in Illinois at the time when the original Bilingual Education in Preschool Centers law was enacted in 2010. Our study provided some insights as to the continuation of this pattern in early childhood centers since 2010.

Survey respondents provided a wide range of answers to the issue of having enough early childhood teachers with a Bilingual and/or ESL Endorsement. The answers ranged from having several certified teachers in bilingual education or in English as Second language education to having teachers in the process of acquiring such endorsements. Some respondents acknowledged using other bilingual personnel (teaching aides, social workers) to work with emergent bilingual preschoolers. See Appendix B for representative statements illustrating the range of responses.

The range of answers speaks to the lack of consistency across the sites. As suggested by an informal survey of the representative statements included in Appendix B, notable also is the greater number of teachers with an ESL endorsement (about 20) in the pool than a Bilingual endorsement (about 8). This may explain the reliance on school staff that happens to be bilingual. However, because of the 2010 policy requirements, early childhood centers can no longer rely solely on their bilingual teaching assistants and personnel for full-time language support services. It seems that some respondents did not take into account a possible increase in the number of Latino children projected at their preschool sites.

Very few teachers who at the time of data collection worked with emergent bilinguals in the State of Illinois had the adequate ESL/Bilingual coursework; out of the 2,600 certified early childhood teachers in Illinois, less than six percent had Bilingual and/or ESL Endorsements in 2012 (Harris, 2013). A 2013 report by the Council of the Great City Schools, a policy and advocacy group, found that about half of large city school districts either have a shortage of teachers for those learning English, or will



have one within the next five years—requiring many school districts to hire teachers from international countries such as Spain and Puerto Rico (Camera, 2015).

Our results also suggest that there is a gap between the demands of bilingual preschools from state legislation and the directors' own initiatives to comply. As we analyze below this gap may be due to the difficulty of implementing policy through layers of state bureaucracy as well as the required time commitment and the financial burdens.

Considering the range of responses from administrators presented above, an argument can be made that this policy change required both an individual and collective response. The intent of state policies sent down from above is that it will lead to change in how our daily educational practices are structured (Taylor, Rizvi, Lingard, & Henry, 1997). Yet, one can sense the exasperation of some administrators as they try to respond to the policy prescriptions in a few years' time (initially from 2010 to 2014, and later to 2016). Educational policy is often viewed as a broader response to societal changes but policy also prescribes changes that our educators are expected to implement quickly and without hesitation. Even though the 2010 legislation for bilingual preschools is a commitment to educational equity, there are nonetheless tensions with the cultural and economic imperatives of such policy changes.

One main policy concern, related to the preparation of teachers in Bilingual/ESL Education, was in relation to the financial burden to obtain a Bilingual and/or ESL Endorsement. Analysis of the qualitative item responses from administrators, eight (0.08%) participants expressed concern about the lack of financial help for teachers to obtain their endorsements, which can cost, on average, anywhere from \$10,000 to \$18,000, for the six graduate courses at local universities. Within those survey responses, the most common terms used were "*not well funded*," "*hard for teachers*," "*unfunded mandate*," and "*money issues*." Variations in responses related to the economic hardship included whether the state can provide scholarships or encourage institutions to offer financial aid to teachers who want to obtain their Bilingual and/or ESL Endorsements. Furthermore, 42 (42.4%) participants stated that they do not have the financial means for the materials and supplies needed to effectively run a bilingual preschool.

There has also been growing backlash against the costs of obtaining a Bilingual and/or ESL Endorsement with a 2013 amendment titled 101 ILCS 5/14C-13.5 (HB 1268) that pushed for substituting a series of teacher workshops for actual stand-alone coursework (Salinas-Duda, 2013). Voices from higher education, the Illinois Association of Multilingual Multicultural Education, and the Latino Policy Institute challenged and defeated the legislation.

Similar tensions can also be identified across the US. While most states require ESL and bilingual teachers to have a specialist certification or endorsement, a handful of states lack specialist certification requirements, which leaves local school districts to decide whether to require ESL/bilingual certification even if state policy does not. For example, due to a 2002 English-only law, Massachusetts allows general education teachers working with English learners to apply for an SEI Endorsement (Sheltered English Instruction) through multiple pathways and not just through stand-alone

coursework, such as through a state assessment and professional development hours. Currently there are no teacher preparation programs in the state aimed at preparing teachers to work in dual language programs (García & Carnock, 2016). There is also variation across the country as to what type of preparation a teacher should have in order to be able to address the needs of emergent bilingual students since the type of language program can vary from English-only instruction in mainstream classrooms to programs that balance both languages (Terrazas & Fix, 2009).

### **Beliefs and Attitudes Toward Bilingual Education**

The inherent contradiction between believing in the bilingual education research agenda without espousing it in practice at the sites is defined as the “bilingual paradox” (Hornberger, 2000, p. 173). Saying “no” to bilingual education becomes a way for local schools to challenge the state policy and power, both the positive and negative aspects, as well as the absolute nature of the policy in the first place. Hornberger’s research focuses on the concept of the bilingual paradox and the “ideological tensions between assimilationist and pluralist discourses about linguistic and cultural diversity” (2000, p. 173). We know the research says that bilingual education is effective but we are failing to implement bilingual preschools because of our fears that the emergent bilinguals will fail to learn English and therefore not assimilate into mainstream society. Rather than approach early childhood education from an intercultural perspective, there is instead a bias toward an English-only curriculum and instruction framework.

The workings of this paradox are clearly visible in the responses to question #8 of the second part of the survey. The question asked if the directors believe bilingual education is effective in a preschool setting. In terms of beliefs and attitudes toward bilingual education, 93 (94%) of the survey respondents agree that there is strong research that favors bilingual education at an early age, with only four participants (0.04%) expressing uncertainty about the merits of bilingual education and commenting about the need to speak only in English when in the United States. Interestingly, these same four participants still agree that teaching children to read and write in their home language is important for language development as a whole; three out of the four (0.03%) who did not support bilingual preschools nonetheless agree that there is strong research in favor of bilingual education at a young age.

To explore more deeply the paradox issue we decided to analyze in more detail, certain Likert-Scale questions regarding the director’s beliefs and attitudes toward bilingual education presented in the survey’s section 3. The findings are shown in Table 6 below. However, not all survey respondents answered all of the Likert-scale questions, which is why the final numbers do not total 99. The analysis of the Likert-scale questions is nevertheless useful in suggesting beliefs configurations of those administrators who did answer.

Table 6  
*Beliefs and Attitudes Toward Bilingual Education*

Survey Question	Response		
	"I agree"	"I Strongly Agree"	Frequency #
Bilingual education should begin as early as 3 years of age.	43	26	69
Bilingual education is an effective form of language education.	36	29	65
Bilingual education means that children first learn in their native language and then transition to the English language.	41	24	65
Teaching children to read and write in their native language before English helps build a strong foundation for language as a whole.	0	32	32

The responses between the two columns favor consistently the "I Agree" category as opposed to the "I Strongly Agree" category. The oscillation between these two affirming categories leads us to believe there is still a bit of skepticism amongst the respondents in relation to wholeheartedly supporting bilingual education. The skepticism may not all be negative; rather, it shows a sense of flexibility and adaptability in thinking about bilingual education and the challenge of implementing a successful model in practice. The one exception to the results above is this survey question: "Teaching children to read and write in their native language before English helps build a strong foundation for language as a whole." Unlike the other questions, here 32 survey respondents answered with "I Strongly Agree" with nobody answering with "I agree." The act of teaching young children to read and write in their native language seemed a universal, essential, and natural act without contradiction and struggle for at least a third of the participants.

### Curriculum Implementation

In terms of curriculum implementation in the early childhood centers, close to 89 (90%) of the survey respondents implement *The Creative Curriculum for Preschool*, now also called *Teaching Strategies GOLD*, while a smaller percentage (less than 5%) implement the Scholastic Early Childhood Program or an inquiry/project based curriculum of their own design.<sup>1</sup>

Our initial investigation revealed that there is a lack of emphasis on the parallel development of two languages in many early childhood curricula including the two used in the Centers surveyed in the study. *The Creative Curriculum*, however, did recently include objectives for Spanish language development for dual language learners, along with books in Spanish and discussion cards for lessons in Spanish. The development of biliteracy has only recently made its way into early childhood curricula,

which still tend to base their foundation on theories of play and the social-emotional development of the child. Even though there is still a greater focus on best practices for English language acquisition, the Creative Curriculum added this statement at the end of its website:

To support classrooms where Spanish is spoken, *The Creative Curriculum for Preschool* is available in three ways: in English, in Spanish, or as a fully bilingual curriculum. The bilingual option offers all curriculum components in both Spanish and in English, meaning that programs can make the choice that best fits their unique needs (*Creative Curriculum® for Preschool, 2017*).

At the same time, there is no citation or mention of bilingual education theories and the benefits of bilingualism on the Creative Curriculum® website.

Another question that stood out for us was whether the early childhood directors implemented the national World-Class Instructional Design and Assessment (WIDA) Consortium Standards for English Language Learners. The answers to this question were divided as follows among the 99 survey respondents: 14 (14%) said “Not at All”; 12 (12.3 %) said “Somewhat”; 31 (31.6%) said “Not Sure”; 33 (33.0%) said “Well”; and 9 (8.8) said “Very Well.” The majority of the early childhood centers in our sample do not implement the WIDA Standards, even though all P-12 schools serving English Language Learners are required to implement the WIDA Standards in Illinois. Based out of the University of Wisconsin-Madison and originating out of the *No Child Left Behind* legislation, WIDA is a national leader in the development of English and Spanish Language development standards, assessments, and professional development, and WIDA recognizes the urgent need to provide linguistically relevant instruction and assessment for early language learners. In 2014 WIDA released the Early-English Language Standards (E-ELD) for the early childhood classroom; including childcare centers, caregivers, Head Starts, and preschools. Here is what the document titled “The WIDA *Early English Language Development Standards, Ages 2.5–5.5, 2014 Edition*” states about the intent of these new standards:

The purpose of the E-ELD standards is to provide a developmentally sound framework for supporting, instructing, and assessing dual language learners (DLLs), ages 2.5-5.5 years. Specific consideration has been given to the nature of early language and cognitive development, family, and community-based socio-cultural contexts for language learning, and the psycholinguistic nature of second language acquisition in preschoolers who are still developing the foundational structures and rules of language (WIDA, 2014, p. 3).

WIDA worked with the Massachusetts Department of Early Education and the Wisconsin Department of Public Instruction to develop these early childhood standards. Furthermore, through a 2010 federal grant, WIDA and the State of Illinois already have worked in synchronicity to develop the first-in-the-nation Spanish language standards for the bilingual P-12 classroom known as SALSA—*Spanish Academic Language Standards and Assessments*. WIDA states that the SALSA Standards can be used to inform bilingual preschools, even though it has not officially developed Spanish language standards as of yet for the bilingual preschool. WIDA also suggests on its

website that the SALSA Standards should be used to inform the teaching of other languages as well such as Polish and Chinese.

The lack of knowledge about the WIDA Standards from our participants suggests a “silo” effect (defined here as a stack of data in a specific discipline without cross-talk with other disciplines) in Illinois in which there is a lack of dialogue between and amongst the early childhood world and the world of bilingual and ESL education. Even at the university level, such as our own respective institutions, early childhood departments may not always get a chance to collaborate with Bilingual/ESL departments and this recent policy change is causing our two departments to sit down and cross-pollinate so early childhood teachers can get their Bilingual and/or ESL Endorsements and bilingual/ESL teachers can get their early childhood teaching certificates. This cross-pollination is bringing up questions regarding the role of play, parallel language development, and reading/writing in the birth to five-year-old setting and how to share this information rapidly with all educators across Illinois. Learning silos are seen across schools of education, but the trend is now towards curricular integration—the idea of interdisciplinary learning by combining multiple disciplines (Taylor & Taylor, 2017).

There is also a need for multiorganizational and multisector collaborations, such as between WIDA and early childhood organizations, so that we can build greater organizational capacity as well as better serve early childhood centers. By working across organizational boundaries, there is the potential to improve outcomes by leveraging resources, lowering costs and identifying solutions quickly (Bevc, Retrum, & Varda, 2015). When decisions become heavily localized, there is preference for homogeneity, tightened social networks and the status quo. In practice, early childhood organizations and bilingual education organizations must break down silos, bridge gaps and create a collective synergy that encourages multicultural and multilingual approaches.

## Conclusion

In terms of the State of Illinois, a 2010 school year report from the Illinois State Board of Education stated that there were over 183,000 ELs in the K–12 setting, which means nearly one out of ten students in the state was an EL. According to a 2012 report by the University of Chicago Consortium on Chicago School Research, one out of every seven students in Chicago Public Schools (CPS) is designated as an “English Language Learner” (ELL). Thirty percent of students in the entire district have been designated as ELs at some point while enrolled in CPS. In addition, according to the Illinois State Board of Education website, in SY 2014, 726 school districts/educational entities in Illinois enrolled 207,834 EL students, an increase of about 131 students from SY 2013.

Due to these demographic changes two key laws were enacted to better serve young emergent bilingual students. The 2010 and the 2012 laws, discussed in this article, influenced changes to expand the capacity of early childhood programs to work with early learners who are ELs and to better prepare teachers and administrators working with them.

Along with the 2010 policy change for bilingual preschools, one can conclude that the State of Illinois is moving in the right direction toward creating an inclusive

education for emergent bilinguals. Illinois, along with states like Texas and New Jersey, is still a stronghold for bilingual education. Yet, from the results of our study, it is apparent that the methodology of policy implementation needs to be reexamined since it seems quixotic in its present moment. The general conclusion that can be drawn from the survey responses is that, for the most part, the early childhood directors empathize with the student population they serve but they are unsure whether they can offer bilingual education at their site to meet state requirements.

Thus, the state needs to support early childhood centers in developing a compliance strategy in order to meet the requirements of the 2010 legislation through a contingency plan. Based on our survey, there are still many remaining questions the survey respondents have about the state policy and its implementation relating to teacher certification requirements; accountability and monitoring; parent choice on the languages of instruction; deadlines for compliance. We are not sure as to how and whether the state is addressing these unanswered questions. The survey responses clearly indicated a sense of anxiety, along with resistance toward the state's prescriptions versus a set of workable options.

Given the already lax nature of implementing ESL and Bilingual policies across school districts in Illinois, the 2010 policy makes us wonder how the state will enforce the rules for hundreds of early childhood centers (ranging from home-based caregivers to Head Starts) when so many elementary schools do not comply (Harris, September 25, 2012). What happens when the majority of centers are out of compliance? Will the state provide a remediation plan for centers out of compliance?

What often looks brilliant on paper is not always so easy to implement in practice and policy can fail if stakeholders are not engaged early on. One troubling issue about fast-moving policy is that it does not leave much room for incubation and innovation. The rules have now changed for early childhood education in Illinois but the curriculum and instruction remain the same. The state and its working group of educators and academics who advised them did a good job of selling the policy and barreling ahead with consensus building but the end result was a rigid and shortsighted framework as stated by the survey respondents in our study. At the same time, there is also some resistance on the part of the early childhood programs towards teaching from a bilingual framework, especially when they have been monolingual driven from inception.

It is often claimed that policy is driven by ideology rather than feasibility. Along with frustration toward the new policy, there was also plenty of affirmation from the survey respondents regarding the long-term effects of the policy. The short-term effects on their lives were stridently stated in the open comments section of the survey: the difficulty of hiring new bilingual teachers, allocating resources, engaging parents, etc. The long-term effects have yet to be measured, but the respondents clearly saw the need to make a strong curricular transition from bilingual preschools to bilingual kindergartens.

From their collective responses, it is clear that the early childhood directors do not want to go the way of Arizona where bilingual education options do not exist without waivers from the state. We are optimistic in Illinois; there is wide support for

bilingual education. Even opponents say they believe in the research supporting the learning of multiple languages at an early age. It is hard to imagine the disappearance of bilingual education from the landscape. Although, our research suggests more steps toward improving implementation of the 2010 policy still need to take place across the state, the opportunity to enhance preschool education for emergent bilinguals has nonetheless increased through its enactment. Perhaps introducing bilingual education at the earliest opportunity – in preschool – will reward our optimism, and being the first state to introduce policy on bilingual education at the preschool level will serve as an example that extends that optimism to the other states.

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## Appendix A: Online Survey

Part I asked the participants to complete demographic information about their school site by typing in answers to 10 questions regarding their own education background in terms of teaching degrees and certifications, type of student population served at school site, the number of students served, the type of early childhood curriculum, levels of poverty at the school, parent education and income levels, the teaching qualification of the early childhood educators in terms of their certifications and endorsements, and the languages present in the school site, etc.

Part II asked open-ended questions in which the participants answered questions regarding the new policy initiative in answer boxes:

- 1) Are you aware of the new state policy changes for early childhood education which require a Bilingual and/or ESL Endorsement for early childhood educators working with an ELL (English Language Learner) student population of 20 or more?
- 2) Are you prepared for the July 2014 deadline and can your site meet the state requirements?
- 3) Do you have enough qualified early childhood educators with either a Bilingual and/or ESL Endorsement attached to their Type 04 teaching certificate in early childhood education?
- 4) Are you aware of the screening process for ELL students in preschool?
- 5) Have you made hiring changes based upon the changes in state policy?
- 6) Have you shifted teachers around the school to meet the mandate requirements?
- 7) How do you feel about the new state policy change in early childhood programs?
- 8) Do you think bilingual programs are effective in an early childhood setting?
- 9) Should immigrant children be taught in their native language at an early age?
- 10) Do you have the materials and resources to implement a bilingual preschool successfully?
- 11) What are questions and concerns you still have about the new state policy legislation?

Part III of the survey included a set of Likert-scale questions on a scale of 1 to 5 in which we asked participants to clarify their definition of bilingual education; to choose among options for presenting bilingual education in their early childhood programs (experiences, curriculum, assessments) and to choose how language education issues affect the teaching and learning process as well as social and cultural awareness in an early childhood school site:

5=I absolutely agree

4=I agree

3=Not sure

2=I agree somewhat

1=I do not agree

- 1) Bilingual education is an effective form of language education.
- 2) Bilingual education should begin as early as 3-years of age.
- 3) Bilingual education means that children learn in both their first native language and in English.
- 4) Singing songs in the child's first language is good enough for an early childhood center.
- 5) Teaching children to read and write in their first language before English helps build a strong foundation for language as a whole.
- 6) Only one language should be taught at a time and there should be no mixing of languages.
- 7) Learning languages at a young age is not as important as social skills and the role of play.
- 8) Young children can have many difficulties learning more than one language.
- 9) The research in favor of bilingual education is strong.
- 10) Children should not be allowed to speak to other in their native language in the early childhood classroom.
- 11) Screening children for language needs is not necessary.

## **Appendix B: Illustrative Responses to the Issue of Number of Teachers with Bilingual Education Endorsement**

- I. Have teachers with Bilingual or ESL Endorsements or in the process of obtaining them
- We have a full time bilingual teacher.
  - 1 Teacher has ESL Endorsement, 9 do not.
  - 1 teacher yes, 1 teacher in the process of completing ESL Endorsement.
  - 1 bilingual, 1 ESL, 4 ESL to be completed from July 2013 to June 2014.
  - Yes 2 of the 4 teachers have their bilingual/ESL endorsements. Each class also has bilingual assistants.
  - Yes. One teacher holds a Bilingual endorsement; 3 teachers hold an ESL endorsement and 1 teacher is currently enrolled in an ESL endorsement program.
  - We have 7 teachers that have their ESL endorsements and have now hired 5 Bilingual teachers.
  - All of our teachers will have their ESL endorsements by 2014. We will also be beginning a Spanish bilingual program with bilingual endorsed teacher.
  - We will have 3 that will have their endorsements by June 2013. We have 1 teacher that will not have their endorsement by that date.
  - One teacher, who serves the bi-lingual pre-K population is ESL endorsed.
  - 1 teacher has a Bilingual/ESL endorsement, the other three are all ESL endorsed.
  - We are working with two teachers to obtain the necessary certification and endorsement.
  - As of now, yes. We have two as of now. We will be looking for another qualified staff member to help meet the needs of our students just in case our numbers increase.
- II. Other personnel are used to work with emergent bilingual preschoolers
- No. Our ECE Social Worker is bilingual (Spanish).
  - No, however, the teacher does have experience working with the Spanish population.
  - We have a full time bilingual teacher on staff; the others do not possess an ESL or Bilingual Endorsement attached to their Type 04 (Early Childhood Teaching Certificate).

## End Note

<sup>1</sup> *The Creative Curriculum for Preschool* is a research-based, comprehensive collection of knowledge-building and daily practice resources that explains the “what,” “why,” and “how” of preschool teaching. There are 38 learning objectives addressed in the lessons, which focus on social-emotional learning, language development, physical development, cognitive development, literacy, mathematics, science and technology, social studies, the arts, and English language acquisition. Copyright© 2016 by Teaching Strategies, LLC.

*The Scholastic Early Childhood Program* is a comprehensive, year-long curriculum that provides explicit instruction in early language, reading, and math skills. *The Scholastic Early Childhood Program* immerses children in real-world themes that begin with what is familiar to children and connects to the world around them.