

MNCCC Bilingual Pilot Planning Group Meeting Notes Summary - December 21, 2010 and January 4, 2011

Attending: Marian Hassan, Angele Passe, Yer Vang, Anita Beaton and Susan Rydell

1. Attendees spend some time getting to know about each other.
2. Anita went over the contract with DHS and the contracts with the writers.
3. Time was spent working on the time line and clarification of expectations.
4. Discussion of translation, adaptation and bilingual presentation.
5. First significant question is how to determine which materials can be translated given the budget limitations. Susan will bring information of budget and costs for translations.
6. Review of the document that Angele developed based on discuss in December.
(See attached)
7. Discussion of how to handle materials which cannot be translated due to budget limitations. One of the most functional ways to do that would be for Anita to do summaries of the documents in English and then the writers would translate the summaries. The writers would then translate the summaries into home language.
8. Discussion of what needs to be translated in advance of the training and what can be translated on the spot by the bilingual trainer.
9. Discussion of what absolutely needs to be translated:
 - Kit materials?
 - Handouts?
 - Laminated handouts?
 - Posters?
 - Participants Guides?
10. Electronic version of curriculum will be made available on flashdrives.
11. Group will review Classes 1 and 3 for next meeting on January 20 at 4:30 PM

Attached:

Project Timeline

Project Considerations

MNCCC Bilingual Pilot Planning Group

Meeting Notes Summary

January 20, 2011 4:30PM

1. Opening discussion-

Some open ended thoughts about the goal of the curriculum:

Where do we start to make this experience relevant to the learner.

Start with participant's own memories of childhood and from there work to convey the nobility of the profession.

There is research on Somali parenting from the UofM - pioneer work

There may be opportunities for clarification of values around early childhood.

Culturally appropriate work to contextualize the content in Class 1.

There could be a question of how the provider prepares for the learning experience - contextualizing from the beginning.

For the Hmong, it is important to convey the value of the profession.

They could spend time reflecting on how they came to the work of child care and contextualize by providing examples of how authentic developmentally appropriate early childhood can be.

There is still concern about who and what level of preparation the learners will bring to the curriculum.

2. Class 1 - Welcome to the Profession

Translations needed:

a. Session Outlines

b. Glossary of Terms - Angele found 22 words from Class 1

Glossary would have the term in English so that provider know what the word is. Then we would provide a definition in home language with an appropriate translation of the concepts.

c. CDA description and requirements - Summary in non-jargon language with translation into home language. Perhaps an outline would work here.

Discussion:

Perhaps the Glossary becomes part of the Participant's Guides. There is the question of whether or not to translate the Participant's Guides.

d. Building Quality Checklist - translate definition and Introduction

Could this be used as a homework experience. Should it be addressed as a whole group activity? Perhaps we could translate key sections and do the rest orally? It is used throughout the curriculum - on going. the BQ Checklist will require very specific examples

e. Code of Conduct

Available in Spanish. Key concepts could be translated into Hmong and Spanish. Perhaps a summary. Oral work on this document would make sense. Sharing and a group reflection the trainer writes and the participant can take home for their own use.

Discussion at end of time on Class 1

- Certificates needed at the end of each class.
- Child Care providers want the Certificate in English - Perhaps they could be in home language on the alternate side.
- How would some kind of graphic organizer for writing the biographical materials and questions for them to answer.
- Would it be possible to have participants do their biographical work with a video?
- Could we have them review websites with a partner, an English speaking relative or friend?
- We could use the LCD projector to let them see what the websites look like.

f. Core Competencies

Definitional translation and translation of sections and descriptions of main categories.

3. Class 3 - DAP Child Development

- a. This class needs more visuals - photos, DVD's, videos.
Call Margaret Boyer to see how they did their work for Native American providers - The text is in English but every page has a photo.
- b. Consider using a video rather than a book at the beginning of Session C
- c. Translate pp. 7, 8 and 9 for a start with standard English to be translated
Develop translated posters of these three pages.
It would be wonderful to have these posters available to participants to put up in their homes or centers.

4. Final Discussion and Setting of Dates

All of the dates are on Tuesdays.

Feb. 15 at 4:30

March 8 at 4:30

March 29 at 4:30

April 12 at 4:30

April 26 at 4:30

May 10 at 4:30

May 24 at 4:30

June 7 at 4:30

June 21 at 4:30

Review and consider the items needing translation in the next two classes.