

PSESD Early Learning DLL Program Preparedness Checklist Results Spring 2014

Background

In April 2014 the PSESD Early Learning program invited subcontractors to complete an anonymous web-based survey. The survey, known as the DLL Checklist, focuses on practices and strategies the center utilizes to support Dual Language Learners.

The survey had two purposes: to provide an opportunity for subcontractor staff to reflect and self assess their programs' practices in serving Dual Language Learners; and to gain baseline information about subcontractors' perceived strengths and areas of growth to inform early learning program-wide professional learning and support.

Subcontractors were encouraged to invite up to three people from the center educational leadership team to complete the survey; each subcontractor could submit up to three separate completed surveys. Because the survey was anonymous it is not possible to know which subcontractors completed the survey.

The survey invitation was sent to 70 recipients. 44 completed surveys were submitted.¹ Of these, 46% of respondents serve between 0-30% Dual Language Learners, 16% serve 31-50%, and 38% serve 51-80% DLLs. No respondents reported serving more than 80% Dual Language Learners (see Table 1).

Results

Survey questions used a scale of 1-5. The question ratings were based on frequency (*Seldom-Always*) or quality (*Not Well-Very Well*) depending on the question. There was no *Not Applicable* response option. Respondents were required to answer all questions before they could move on to the next section of the survey. This means respondents were required to choose a response option even if the question was not relevant to their program. This may have resulted in answers that don't accurately reflect the respondent's true perspective. For example, 55.6% of respondents with 0-10% DLLs rated themselves as *Always* on question 13a (*Provide interpretation for all Policy Council, Policy Committee, and Parent Committee meetings*). If these respondents do not serve any or few DLLs it is possible they do not provide interpretation, but *Always* may have seemed like the best response option.

Table 1: Please estimate the percentage of Dual Language Learners you serve.

Percent of DLLs served	Number of Responses	Percent of Responses	
0-10%	9	21%	46%
11-20%	5	11%	
21-30%	6	14%	
31-40%	4	9%	16%
41-50%	3	7%	
51-60%	8	18%	38%
61-70%	5	11%	
71-80%	4	9%	
81-90%	0	0%	
91-100%	0	0%	
TOTAL	44		

Note: May not equal 100% due to rounding

Key to shading in the results table: **Between 20-49%**

50% or greater

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	1s & 2s PERCENT	1s & 2s & 3s PERCENT
1. Communication: We have systems in place that result in effective and ongoing communication with all families enrolled in our program. We...		
a. Implement written procedures in order to identify each family's preferred language(s) and use this information for planning and providing services.	0%	14%
b. Provide written and oral communication to families in their preferred languages(s), once the family's preference is known.	0%	43%
c. Use guidelines from national interpretation and translation associations for our written and oral communication.	16%	64%
d. Provide oral interpretation at all meetings, trainings, and events, once families' preferred languages are known, to ensure understanding and full participation.	0%	27%
e. Have written policies and professional development in place that provide guideline for staff communication with families, including descriptions of how our organization defines "considerate and respectful" communication.	3%	43%
f. Have written policies and professional development in place that provide guidelines for staff-to-staff communication.	9%	43%
2. Community Partnerships: We work in partnership with agencies and others in our community/communities to support all families enrolled in our program. We...		
a. Work with organizations in the community as part of our outreach and recruitment procedures in order to identify, recruit, and enroll eligible families from among all cultural and language groups within our service area(s).	2%	16%
b. Work with organizations and individuals in the community who speak the home languages of enrolled children to volunteer in classrooms and/or other capacities.	5%	43%
c. Ensure that families are fully informed of our school readiness goals and their relationship to Early Learning program services.	0%	16%
d. Approach our local school districts in order to develop school readiness goals that address the needs of culturally diverse and dual language children.	7%	32%
3. Curriculum: We implement a research-based curriculum that enables teachers to be responsive to all of the cultures and languages of children enrolled in the classroom. We...		
a. Plan learning experiences that connect with the prior knowledge and life experiences of all children in the classroom.	0%	32%
b. Provide children with dramatic play opportunities and materials that reflect their families and communities.	0%	27%
c. Allow children to choose which activities to participate in, how to carry them out, and to select the materials they will use.	0%	14%
d. Ensure that our curriculum addresses each of the domains of the Head Start Child Development and Early Learning Framework, including the domain of English language development.	5%	16%
e. Ensure that children have opportunities to interact and demonstrate their abilities, skills, and knowledge in any language, including home language.	0%	27%
f. Ensure education managers work with teachers so they are able to explain the research that supports the program's curriculum and the written plan for the strategic use of languages, including home language.	9%	48%
g. Review our school readiness goals, monitor curriculum implementation, and review child data to ensure that children who are DLLs make optimal progress.	0%	32%

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	1s & 2s PERCENT	1s & 2s & 3s PERCENT
4. Disabilities Services: We ensure that our procedures to screen, assess, and identify children with disabilities are inclusive and respectful of the cultures and languages of all families. We...		
a. Obtain information on children's development and progress from parents and/or other family members and incorporate the information into curriculum planning, classroom activities, and other service delivery.	0%	16%
b. Have a process in place so that screening and assessment data based on a child's home language or cultural background may not be misinterpreted and lead to over or under identification of disabilities.	2%	32%
c. Share information on disabilities services, including screening and assessment results, with families in culturally and linguistically sensitive ways.: Disabilities Services: We ensure that our procedures to screen, assess, and identify children with disabilities are inclusive and respectful of the cultures and languages of all families. We...	0%	25%
d. Provide teachers with training about the needs of dual language learners with speech and language delays or disorders.	21%	61%
e. Provide families with verbal and written information and explanations in their preferred language to enable their full participation in Individualized Family Service Program or Individualized Educational Plan meetings and service evaluations.	9%	41%
f. Develop knowledge of a child's cultural and linguistic background prior to collecting and interpreting screening and assessment data.	2%	41%
5. Environments: We provide high-quality classroom environments that are culturally and linguistically responsive and that reflect the cultures and languages of all of the children and families we enroll. We...		
a. Display photographs of children and families throughout the classroom that teachers refer to as part of planned teaching strategies and learning opportunities.	0%	16%
b. Display throughout the classroom, materials, visuals, and other items that reflect families' homes, and teachers refer to these as part of planned teaching strategies and opportunities.	0%	39%
c. Identify music, songs, and stories from the cultures and languages of the children and families and use these as part of planned teaching strategies and learning opportunities.	0%	36%
d. Identify books that contain authentic images and information as well as text that reflect the cultures and languages of the children and families and use these as part of planned teaching strategies and learning opportunities.	0%	32%
e. Prioritize the use of children's home language for infants and toddlers, to promote cultural and individual identity, family relationships, cultural appreciation, and cognitive and social-emotional development.	28%	64%
f. Utilize all areas of the classroom and a wide range of materials to promote optimal development of children's home language and English.	2%	30%
g. Create culturally and linguistically responsive environments for family and parent education events including socialization activities.	2%	30%
h. Provide warm and responsive interactions with all children, regardless of language, using gestures, smiles and facial expressions to communicate.	0%	2%
6. Family Partnerships Subsection A, Parents and family members as a child's first teachers: Parents and family members are a child's first and most important teachers. We...		
a. Observe and ask about teaching and learning experiences in the family (home and community) in order to identify strengths of the family environment and to integrate this information with our service delivery.	0%	16%
b. Exchange information on a child's developmental progress and discuss the child's goals, strengths, and needs with families on a regular basis.	0%	5%

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c. Continuously dialogue with families about the importance of supporting their child's home language.	0%	14%
d. Include community partners and volunteers in our training on first and second language development and supporting home culture.	23%	59%
7. Family Partnerships Subsection B, Family Partnership Agreements: Family Partnership Agreements (FPA)/Family Goals are a meaningful way for ongoing collaboration with families. We...		
a. Work diligently to ensure that families understand the FPA process and are equal partners in creating, revisiting, and revising their FPA.	0%	36%
b. Listen to and work with families to include family literacy goals into the FPA that lead to economic self-sufficiency and financial literacy.	5%	41%
c. Listen to and work with families to include family literacy goals in the FPA that encourage them to do literacy-related activities with their child.	5%	27%
d. Include information about families' goals for their children's home and/or English language development in the FPA.	0%	34%
e. Write FPA's in the preferred language(s) of the family.	18%	57%
8. Family Partnerships Subsection C, Family involvement in children's learning: We actively promote family engagement in all aspects of children's learning and development. We...		
a. Warmly welcome family members to the classroom, explain the activities and learning in progress, and encourage their questions.	0%	9%
b. Actively promote family engagement in all aspects of children's learning and development.	0%	20%
c. Encourage families to adopt a long-term commitment to supporting their child's home language development throughout their school years.	0%	11%
d. Specifically reach out to families of dual language learners to encourage their participation in projects and activities with their child at home and in the classroom.	0%	25%
9. Health and Nutrition Services: We actively promote culturally and linguistically responsive services in the areas of health and nutrition. We...		
a. Serve meals that are planned with families' culture and ethnicity in mind.	21%	66%
b. Provide all families with easy-to-understand information about common health issues and services in their preferred language.	0%	25%
c. Obtain information about each family's beliefs and practices, and consider them when making recommendations to families.	7%	32%
d. Incorporate learning experiences about health (health care) and nutrition information and experiences as sources of first and second language acquisition/development.	5%	41%
e. Ensure that our Health Services Advisory Committee has appropriate representation from program families and that importance is placed on cultural and language needs.	32%	64%
10. Human Resources Subsection A, Ongoing Professional Development: We provide ongoing professional development opportunities to improve the capacity of staff at all levels to support the optimal development of children and families who speak languages other than English. We...		
a. Provide all staff with training regarding first and second language development, including information about individual differences, early literacy, conceptual development, and social-emotional development.	12%	68%

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b. Provide all staff with training to promote cultural competence and to further their understanding of how child-rearing and educational expectations vary across cultures.	5%	64%
c. Provide orientation and ongoing training to staff at all levels about revisiting and updating the Multicultural Principles for Head Start Programs Serving Children Ages Birth to Five.	25%	68%
d. Provide tuition and other support to enable staff to develop verbal and written communication skills.	25%	73%
11. Human Resources Subsection B, Employ staff who are familiar with the cultural and linguistic background of children and families enrolled in the program: We seek to employ staff who are familiar with the cultural and linguistic backgrounds of the children and families enrolled in our program. We...		
a. Recruit staff who are bilingual and/or bi-cultural, with the goal of providing adults who speak the home languages of children.	7%	36%
b. Develop and use interview questions that ensure all staff are culturally and linguistically responsive.	7%	34%
c. Develop and use performance review questions that ensure all staff are culturally and linguistically responsive.	16%	48%
d. Include specific responsibilities in job descriptions for working with children and families who speak languages other than English.	21%	57%
e. Assist staff in getting transcripts of their coursework taken in other countries analyzed and accepted by higher education institutions.	34%	52%
f. Assess the language proficiency of staff prior to hiring to ensure that applicants are fluent and provide strong language models for children.	14%	55%
12. Planning: We have written policies and procedures that describe how we provide quality services to families and children from all cultural and language groups enrolled in our program. We...		
a. Have software and systems in place in order to analyze data on the developmental progress of children who are dual language learners.	5%	39%
b. Have software and systems in place in order to analyze data on classroom staffing patterns, i.e., the extent to which teaching staff speak the language(s) of children in their classrooms.	34%	70%
c. Collect and analyze data about all cultural and language groups enrolled in our program.	10%	61%
d. Intentionally use a variety of strategies to identify and recruit eligible families from among all cultural and linguistic groups within our service area.	7%	50%
13. Program Governance: We promote the involvement of families who speak languages other than English in all aspects of program governance. WE..		
a. Provide interpretation for all Policy Council, Policy Committee, and Parent Committee meetings.	0%	34%
b. Have proportionate representation in the Policy Council that reflects the demographics of the children in our program.	7%	48%
c. Intentionally recruit eligible families to reflect local demographics.	5%	34%
d. Provide interpretation and materials in the home languages of all families for parent elections and trainings.	5%	57%

	1s & 2s PERCENT	1s & 2s & 3s PERCENT
e. Create multiple opportunities for families who speak languages other than English to be involved in developing policies and procedures.	3%	57%
f. Write and implement Training and Technical Assistance plans that address how our organizational capacities, services, and systems can be improved to better serve diverse children and families.	19%	64%

14. Screening and Assessment: We gather and use many sources of information to plan learning experiences that address the individual strengths, interests, and needs of all children in the classroom. Our screening and assessment procedures are based on The Head Start Child Development and Early Learning Framework and the recognition that culture and home language are central to children's development. We...

a. Have a procedure for identifying and reviewing linguistically/culturally responsive screening and assessment tools.	21%	50%
b. Have staff or contracted consultants who are fluent in the languages spoken in our classrooms to conduct screening and assessment of dual language learners.	0%	43%
c. Use a variety of carefully chosen tools and approaches to screen dual language learners.	5%	50%
d. Rely on a variety of carefully chosen tools and approaches for the ongoing assessment of dual language learners' progress on each of the domain elements in the Head Start Child Development and Early Learning Framework in English and their home language.	5%	48%
e. Rely on a variety of carefully chosen tools and approaches for the ongoing assessment of dual language learners' progress in the acquisition of English.	3%	48%
f. Rely on a variety of carefully chosen tools and approaches for the ongoing assessment of dual language learners' progress in their continuing development of their home language.	21%	61%
g. Have "filled the gaps" with additional data collection methods when we feel we do not have appropriate tools to meet our screening and/or assessment standards.	18%	48%
h. Use ongoing observations of children's behaviors in the classroom, home, and other settings to carefully plan and individualize learning experiences.	0%	16%
i. Collect ongoing observations of children's behaviors in home and/or community settings and use this information to plan interactions with parents/family members.	7%	55%
j. Use ongoing assessment practices to track and plan for DLLs' growth and development of their home language.	14%	61%
k. Use ongoing assessment practices to track and plan for DLLs' acquisition of English.	2%	45%
l. Ensure that our assessment practices address each of the domains of The Head Start Child Development and Early Learning Framework, including the domain of English language development.	3%	43%
m. Develop staff's capacity to use screening and assessment instruments with culturally and linguistically diverse children.	5%	48%

15. Teacher-Child Interactions Subsection A, Using Home Language (When one or more teachers speak the home language of one or more children in the classroom.): We promote the optimal development of children's home language through staff who speak that language. Our written plan defines/describes how we implement teaching strategies and learning opportunities to support children's development in all domains of The Head Start Child Development and Early Learning Framework. We...

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a. Have at least one teacher in the classroom who speaks that language when a majority of the children in the classroom speak a language other than English.	7%	45%
b. Read books, poems, and other written materials in the children's home language.	9%	43%
c. Initiate ongoing conversations and help children make personal connections with the content of books and written materials.	7%	41%
d. Provide opportunities for children to see, use and discuss the written home language, when the home language is a written home language.	9%	57%
e. Work together with families to plan learning experiences in the classroom so that staff and family can support language and conceptual development.	10%	41%
f. Hire teaching staff who speak the children's home language when more than half the children in a preschool classroom speak a home language other than English.	12%	55%
g. Implement a range of strategies to support the home language of infants and toddlers.	37%	75%
h. Encourage bilingual teachers to avoid simultaneous interpretation and minimize their own code switching.	21%	64%
i. Plan and use dialogic reading and other oral language strategies in order to promote home language development.	25%	70%
j. Plan and implement individualized learning experiences and conversations that explicitly support vocabulary acquisition and continued conceptual development.	10%	43%

16. Teacher-Child Interactions Subsection B, Using English Language (When teachers speak English AND do not speak the home language of one or more children in the classroom.): We promote the optimal acquisition of English for children enrolled in our program. We...

a. Have a written plan that describes how each children's home language is supported in the classroom when there are multiple languages in one classroom, e.g., high school student or other volunteers, materials written in the language, parents and other community members who come into the classroom.	32%	77%
b. Utilize all areas of the classroom and a full range of developmentally appropriate learning experiences to promote children's acquisition of English.	0%	23%
c. Read to children in English daily, using books and written materials that support comprehension for individual children.	0%	7%
d. Learn key words and phrases in the home languages of the children, and learn to pronounce the names of all children correctly, in order to build positive relationships.	2%	20%
e. Promote, when possible, pairing English-speaking children with children whose home language is other than English during learning experiences to encourage child-child interactions in English.	0%	23%
f. Create print-rich environments that include all of the languages of children in the classroom, which teachers can refer to frequently and incorporate into learning experiences.	3%	50%
g. Encourage teachers to accept code switching from children as a natural communication strategy for young dual language learners.	3%	43%
h. Plan and use dialogic reading and other oral language strategies in order to promote English language development.	5%	32%
i. Plan and implement individualized learning experiences and conversations with children based upon their level of English language development.	0%	25%

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	1s & 2s PERCENT	1s & 2s & 3s PERCENT
j. Use a range of communication strategies, including verbal and non-verbal methods to build relationships with children and to support children's comprehension of spoken English.	0%	11%
k. Ask education managers who work with teachers to identify and articulate the specific teaching that they will use to match each DLL child's level of English language development, and to know when and how to change strategies as the child progresses.	28%	68%
l. Have a pool of volunteers and/or paid individuals who regularly speak/read to children in their home language.	30%	70%
17. Transitions: We actively support culturally and linguistically diverse children and families as they experience transitions. We...		
a. Have written service plans that describe a variety of strategies to recruit, enroll, and welcome children and families from diverse cultures and languages in the area into the program.	5%	34%
b. Share information on children's developmental progress to support their transitions to new educational settings or within our own program.	0%	14%
c. Offer ongoing support groups and training for families on transition topics.	14%	48%
d. Engage families in conversations about school readiness and discuss specific strategies families can use to support their children's readiness for school.	0%	16%
e. Develop individual plans with each family for their child's transition from one Early Learning Program to the next program that includes language and cultural considerations.	9%	27%
f. Approach destination programs and arrange for children and families to visit prior to transition.	7%	39%
g. Actively and intentionally welcome all children into the program from the first day of school as they exit the bus and/or enter the classroom.	10%	45%
h. Support children's transition into our program by discussing classroom materials, the daily schedule, and basic rules of the classroom so that families may communicate this information with their child in their home language.	10%	45%