

DLL Survey Results/Data - Table Activity

Causes/Explanations

Communication:

1. Limited number of languages offered (interpreters, materials, etc.)
2. Real time communication
3. Materials available to Directors – nothing, lack of knowledge to what is available to give to staff
 - Lack of interpreters
 - Trainings – what do they look like?
 - How are they offered?
 - PD – what is this? – Center-based (E), ESD
 - Lack of PD
 - What is/understanding policies (national)
 - Not knowing who to call
 - PSESD for whom to call (hotline)
 - What is recruitment process?
 - Training opportunity for interpreters is limited
 - Privilege
 - Interpreters not trained in content specific area
 - Communicating sensitive information
 - Use of technology
 - Lack of knowledge about what is available
 - Not having available technology
 - Fear of not being culturally sensitive
 - Lack of knowledge of cultural practices
 - Dialects are different within languages

Transitions

1. Didn't understand question
2. Some are...not All
3. Perspective of CEL
 - Surprised by % that are not doing it
 - Home language
 - Maybe don't meet bus
 - Training (all children)
 - Routine (not part of)
 - Not intentional
 - They are in wrong profession

Human Resources B

1. #E out of control of director. Educational barrier – not always proper credentials, experience is not being translated into required credentials
2. Not knowing what questions to ask
3. What is English proficiency? Scale? How measured? How to avoid subject results?

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- #C is a big deal depending on bigger system
- Job description reflects expectation
- #F How do you assess? Expectation of whose role to assess.
- Why would I evaluate differently based upon who has bilingual attributes?
- Lack of exposure can be a barrier to assessment. Skills?
- Be aware of perception? What does it mean to speak English?

Planning

1. Different cultural perspectives – science/euro data perspective
2. Lack of circumstances of lack of follow time
3. Misunderstanding, different understanding of what each means
 - Small programs don't have as many DLL. How does that fit?
 - We have it in our plans to provide DLL services
 - Read rubric in reverse
 - Speaking different languages – data vs information
 - Lack of comfort with technology
 - Dual language term vs multi-language term
 - Understanding TSG or other data system

Program Governance

1. Cultural experience & expectations
2. Competing demands on families , including lack of time with children
3. Adopt a more family-centered approach vs parent meeting
 - Increasing diversity
 - Family challenges to participation (transportation, work schedule, etc.)
 - Location of PC activities
 - Family beliefs and values
 - Reimbursement vs \$ up front (mileage)

Human Resources A

1. Classroom coverage for training time
2. Competing demands for staff time
3. What's required may not be available
 - Needs/population changes
 - Awareness of priority
 - Interpretation of questions
 - Level of knowledge needed
 - Breadth and depth of "A"
 - T Quals – OJT vs book learning
 - Requirement/policy changes

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- Meeting minimum requirements takes all time and energy
- Recruitment of second language teachers very hard
- T quals tough for DLL adults
- Availability of BIAs
- Qualls for FSS who speak other languages