

Culturally and Linguistically Responsive EXPRESS CHECKOUT



CLR EXPRESS CHECKOUT WORKSHEET... IT'S 'E'ASY

A TOOL TO ENSURE CULTURALLY AND LINGUISTICALLY RESPONSIVE RESOURCES

Every child and adult is rooted in culture—and successful early childhood programs respect and incorporate the cultures of the children and families they serve (Office of Head Start n.d.). This *Culturally and Linguistically Responsive (CLR) Express Checkout Worksheet* is designed to guide Head Start and Early Head Start programs, Head Start National Centers, Head Start Training and Technical Assistance System providers, and the early childhood community to select resources that are culturally and linguistically suitable for the intended audience.

FOUR 'E'ASY STEPS

Establish the audience and the purpose for the resource.

Ensure that reviewers:

- Represent a wide variety of diverse perspectives and experiences
- Are up to date on demographic changes, trends, and research

Evaluate each resource with the *CLR Express Checkout Worksheet*.

Embrace the resource if it supports the core values of your organization and the people it serves.

CLR EXPRESS CHECKOUT

There are about 11.5 million children from birth to age 8 who are dual language learners (DLLs) living in the United States (McNamara 2016). In fact, children who are DLLs are the fastest growing population of young children in the United States (Park, Zong, and Batalova 2018). Of the approximately one million children enrolled in Head Start and Early Head Start, at least 308,750 children primarily speak a language other than English at home—and 29% of the Head Start population have a primary home language other than English (Office of Head Start 2017).

The *CLR Express Checkout Worksheet* helps early childhood program staff ensure that materials and resources reflect and/or are compatible with the unique values, preferences, and lifeways of the families they serve—and with the core values of their program and community. The *CLR Express Checkout Worksheet* provides information that allows programs to evaluate resources and materials and to make necessary modifications and adaptations.

DESCRIPTION

This simple tool includes a four-step process that is based on current research and evidence-based practices. It is designed to:

- Guide organizations as they develop or purchase culturally and linguistically appropriate resources
- Help them review materials quickly and efficiently
- Determine how and with whom specific materials are used

In some cases, there may not be a perfect choice. Each organization will need to make the best decision possible for their audience.

STEP 1:

ESTABLISH the audience and the purpose of the resources.

Before completing the worksheet, explicitly state the proposed uses of the new material and its intended audience.

STEP 2:

ENSURE that reviewers represent a wide variety of diverse perspectives and experiences and are up to date on demographic changes, trends, and research.

Identify a team of three or four individuals (including parents, family members, and staff in various roles within the program) to review all potential materials and make recommendations based on their findings.

STEP 3:

EVALUATE each resource with the *CLR Express Checkout Worksheet*.

Consider each question carefully in light of your program, community, and families.

STEP 4:

EMBRACE the resource if it supports the core values of your organization and the people it serves.

CULTURALLY AND LINGUISTICALLY RESPONSIVE EXPRESS CHECKOUT WORKSHEET

Resource Under Review:

ESTABLISH the audience and the purpose for the resource.

Who will use the resource:

What the resource will be used for:

ENSURE that reviewers represent a wide variety of diverse perspectives and experiences and are up to date on demographic changes, trends, and research.

Reviewer 1:	
Reviewer 2:	
Reviewer 3:	
Reviewer 4:	

EVALUATE the resource.

CONTENT	COMMENTS
Is the content culturally appropriate for the intended audience? For example, does the content address topics that are relevant or familiar to the audience?	
Does the content reflect the experiences and backgrounds of the audience? (CMS 2010)	
Is the content grounded in solid evidence, research, or promising practices?	
Does the resource use speech or language that is unfamiliar to the community or intended audience? (CMS 2010)	
Is the language user friendly; that is, does it use techniques such as following formal language and terminology with paraphrasing in plain language? (Covering Kids & Families 2005)	
Are people put first and then their language, culture, or disability put second (e.g., people with disabilities, children who speak Spanish)? Are abilities and strengths emphasized? (RTCIL 2008)	

GRAPHICS	
Are the images of people and activities current and up to date? Do the images represent the intended audience in their demographics, physical appearance, behavior, and cultural elements? (CMS 2010)	
Will your audience be able to connect with the pictures and visual images used? (CMS 2010)	
CASE STUDIES/VIGNETTES	
Do the case studies, scenarios, and vignettes reflect diverse cultural perspectives and diverse families? (Goode, Sockalingam, Bronheim, Brown, and Jones 2000)	
Will your audience be able to relate to the information provided?	
STATISTICS	
Do the statistics, demographic data, or trends presented include information about racially, ethnically, and linguistically diverse groups when appropriate? (Goode, Sockalingam, Bronheim, Brown, and Jones 2000)	
ACCESSIBILITY AND DISSEMINATION	
Will there be multiple formats and multimedia resources (e.g., DVDs, CDs, podcasts, film, PowerPoint slides, networking sites) to disseminate information and products to ensure that needed information reaches all intended audiences? (DEC 2010; Goode, Trivedi, and Jones 2010)	
Is the resource accessible to a wide variety of users; for example, reading level, clarity of writing, adaptations for readers with disabilities, translations, etc.? (DEC 2010)	

TRANSLATIONS	
Are the reading level and the vocabulary of the translation appropriate for the intended user? (CLAS 2001)	
Does the translation include an effective explanation of technical terms—for example, definitions included with text, glossaries in both English and a second language? (CLAS 2001)	
Is the resource difficult to understand because it is translated word for word? Is it translated in a way that communicates the full meaning of the original message? (CLAS 2001)	
Does the translation language (quotations, conversation, etc.) accurately reflect the target audience in the use of: <ul style="list-style-type: none"> ▪ Colloquialisms (popular, informal expressions) and slang; ▪ Appropriate use of formal and informal language; and ▪ Dialect? (CLAS 2001)	
Do any translation errors change the intended meaning or interfere with understanding the resource? (CLAS 2001)	
Does the content have merit, despite minor translation errors? (CLAS 2001)	

EMBRACE the resource if it supports the core values of your organization and the people it serves.

REFERENCES

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HEAD START BILINGUAL GLOSSARY

The Head Start Bilingual Glossary provides accurate and consistent terminology for translating Head Start materials from English into Spanish. Find it here:

<https://eclkc.ohs.acf.hhs.gov/culture-language/article/head-start-bilingual-glossary>.

ADDITIONAL RESOURCES

- Cultural Backgrounders on Various Refugees and Cultural Groups New to the United States
<https://eclkc.ohs.acf.hhs.gov/culture-language/article/cultural-backgrounders-various-refugee-cultural-groups-new-united-states>
- Dual Language Learners in Head Start
<https://eclkc.ohs.acf.hhs.gov/culture-language/article/using-data-support-full-effective-participation-children-who-are-dual>
- Dual Language Learners Program Assessment (DLLPA)
<https://eclkc.ohs.acf.hhs.gov/culture-language/guide-dual-language-learners-program-assessment-dllpa/dual-language-learners-program-assessment-dllpa-users-guide>
- Head Start A to Z, 2.0 - Foundation 1: Values, Regulations, and Decision-Making
<https://eclkc.ohs.acf.hhs.gov/organizational-leadership/article/foundation-i-values-regulations-decision-making>
- Indigenous Immigrant Families
<https://eclkc.ohs.acf.hhs.gov/culture-language/article/indigenous-immigrant-families>

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