

PROGRAM PREPAREDNESS CHECKLIST

Version 5.0

A Tool to Assist Head Start and Early Head Start Programs to Assess Their Systems and Services for Dual Language Learners and Their Families



THE NATIONAL CENTER ON
**Cultural and Linguistic
Responsiveness**

 **PROGRAM PREPAREDNESS CHECKLIST**

Version 5.0

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PROGRAM PREPAREDNESS CHECKLIST

The Program Preparedness Checklist is a tool to assist Head Start and Early Head Start programs to assess their systems and services for dual language learners and their families. The goal is that programs use this Checklist to review and reflect upon their systems and services for children who are DLLs and their families, in order to promote their optimal readiness for school and life. The Office of Head Start definition of dual language learners (DLLs) includes children who “acquire two or more languages simultaneously” (i.e., from birth), as well as children who “learn a second language while continuing to develop their first language.”

Once completed, the Checklist can be used as a resource to: identify strengths and areas for improvement, establish program goals as well as to track improvement efforts, write T/TA plans, plan professional development opportunities, and/or transition children. Suggestions for using the data as an ongoing resource are provided at the end of the Checklist.

The Checklist is divided into 13 sections, which are ordered alphabetically. The sections are:

1. Communication
2. Community Partnerships
3. Curriculum
4. Disabilities Services
5. Environments
6. Family Partnerships
7. Health and Nutrition Services
8. Human Resources
9. Planning
10. Program Governance
11. Screening and Assessment
12. Teacher-Child Interactions
13. Transitions

Each section of the Checklist contains indicators that refer to specific program systems or services. Some indicators were taken from, or were based upon, the Head Start Program Performance Standards and/or the Head Start Child Development and Early Learning Framework. Other indicators were selected from the literature on recommended practices.

How to Use this Checklist

Programs may Use the Checklist in different ways. For example:

- Management teams might complete the entire Checklist as part of the program’s annual self-assessment process. Management teams might also use the Checklist results with the agency’s Board of Directors and Parent Policy Council to establish goals, to monitor and report progress, and to plan or document program improvement efforts.
- Education Managers might choose to complete one or more sections of the Checklist, for example, several times during the program year and to use the results to guide their work with teaching staff. Programs may also consider using one or more Checklist sections as a foundation for teacher’s self reflection or self-evaluation activities.
- Family Service Workers (or other staff working with families) might complete one or more sections of the Checklist that are relevant to their work. For example, to identify ways to promote partnerships and communication between learning experiences that families implement in the home and the classroom curriculum.
- Other service area managers or program staff may complete sections of the Checklist that are relevant to their work as frequently as desired.

Although this version of the Program Preparedness Checklist is an electronic document, the data belong to, and are the responsibility of, programs completing the Checklist. The NCCLR will not review, gather, or save the data. Therefore, it is imperative that programs save the information from the Checklist onto their own computers, servers, and/or back-up systems.

Completing the Checklist

Rating the Indicators

Each section begins with a brief introductory statement, followed by several indicators that are located in the center of the page. Each indicator is rated on a 1 – 5 scale which is located in the right column of the page. There are two buttons, “Go Back” and “Next,” at the bottom of each page. These enable Checklist users to move forward and backward within the Checklist.

Each indicator should be reviewed and rated to indicate the current degree of implementation. Checklist users should use their best judgment of their program’s current practices when rating the indicators. As individual indicators are rated, the scores for each section (and the entire Checklist) are totaled automatically, with results available in the Summary Sheet.

Some indicators should be rated based on the **frequency** of implementation – how often or consistently the indicator is implemented. At other times, the rating scale asks about the **quality** of implementation – how well the system or service is put into practice.

System Requirements

[Adobe Reader 6.0 or higher.](#)

RATING SCALE – frequency of implementation

Indicator	Seldom (-)			Always (+)	
	1	2	3	4	5
a. Provide interpretation for all Parent Policy Council (PCC) meetings.					

RATING SCALE – quality of implementation

Indicator	Not Well (-)			Very Well (+)	
	1	2	3	4	5
a. Implement written procedures in order to identify each family's preferred language(s) and use this information for planning and providing services.					

To simplify, within the Checklist itself, the “-” and “+” symbols are used to distinguish the lowest and highest levels of the rating scale.

Gathering Information

The left-hand column of the Checklist has light bulb icons that hyperlink to guidance in the form of articles, resources, and other materials. It is intended to provide helpful information about the corresponding indicator or area of the Checklist. Checklist users may select the light bulb that reads “Click to Open” to see a list of this guidance, then click on a specific resource to learn more about it. Select the light bulb that reads “Click to Close” to return to the Checklist.

Some words or phrases in the Checklist have a blue dotted underline. Checklist users can mouse-over (hover over) these words or phrases to temporarily see a pop-up with a definition, explanation, and/or example. Simply move the mouse away from the word or phrase to return to the Checklist.

Finally, each section includes space to enter written notes. Programs are encouraged to use this as a way to capture the key information that was used to rate the indicators in that section, as well as to document the self-assessment process.

After Completing the Checklist

There is a one-page Program Preparedness Checklist Summary Sheet at the end of the Checklist, and a list of suggestions for how programs can use the results from the Checklist as an ongoing resource for program improvement.

Programs are encouraged to visit the National Center on Cultural and Linguistic Responsiveness webpages to obtain other resources related to DLL development and to assess systems and services delivery <http://eclkc.ohs.acf.hhs.gov/hslc>.







The NCCLR will continue to develop the Program Preparedness Checklist to include additional sections/indicators that are more specific to Early Head Start, American Indian/Alaska Native, and Migrant and Seasonal Head Start programs. Please send suggestions to: NCCLRinfo@edc.org or call 855-494-0331 (toll-free).

1. Communication

We have systems in place that result in effective and ongoing communication with all families enrolled in our program.



We...

Guidance	Indicator	-					+
		1	2	3	4	5	
	a. Implement written procedures in order to identify each family’s preferred language(s) and use this information for planning and providing services.						
 	b. Provide written and oral communication to families in their preferred language(s), once the family’s preference is known.						
 	c. Use guidelines from national interpretation and translation associations for our written and oral communication.						
	d. Provide oral interpretation at all meetings, trainings, and events, once families’ preferred languages are known, to ensure understanding and full participation.						
 	e. Have written policies and professional development in place that provide guidelines for staff communication with families, including descriptions of how our organization defines “considerate and respectful” communication.						
	f. Have written policies and professional development in place that provide guidelines for staff-to-staff communication.						

Section 1. Communication sub-score _____ /30

Section 1. Communication indicator average _____

2. Community Partnerships

We work in partnership with agencies and others in our community/communities to support all families enrolled in our program.



We...

Guidance	Indicator	-					+
		1	2	3	4	5	
	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).						
	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.						
	c. Ensure that families are fully informed of our school readiness goals and their relationship to Head Start program services.						
	d. Approach our local school districts in order to develop school readiness goals that address the needs of culturally diverse and dual language children.						









Section 2. Community Partnerships sub-score _____ /20

Section 2. Community Partnerships indicator average _____

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...  

Guidance	Indicator	-					+				
		1	2	3	4	5	1	2	3	4	5
 	a. Plan learning experiences that connect with the <u>prior knowledge</u> and life experiences of all children in the classroom.										
	b. Provide children with dramatic play opportunities and materials that reflect their families and communities.										
	c. Allow children to choose which activities to participate in, how to carry them out, and to select the materials they will use.										
 	d. Ensure that our curriculum addresses each of the domains of the <i>The Head Start Child Development and Early Learning Framework</i> , including the domain of English language development.										
 	e. Ensure that children have opportunities to interact and demonstrate their abilities, skills, and knowledge in any language, including their home language.										
 	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.										
	g. Review our school readiness goals, monitor curriculum implementation, and review child data to ensure that children who are DLLs make optimal progress.										



Section 3. Curriculum sub-score _____ /35

Section 3. Curriculum indicator average _____

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....  

Guidance	Indicator	-					+				
		1	2	3	4	5	1	2	3	4	5
 	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.										
	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.										
	c. Share information on disabilities services, including screening and assessment results, with families in culturally and linguistically sensitive ways.										
	d. Provide teachers with training about the needs of dual language learners with speech and language delays or disorders.										
	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.										
	f. Develop knowledge of a child’s cultural and linguistic background prior to collecting and interpreting screening and assessment data.										

Section 4. Disabilities Services sub-score _____ /30







Section 4. Disabilities Services indicator average _____

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...

Guidance	Indicator	-					+						
		1	2	3	4	5	1	2	3	4	5		
	a. Display photographs of children and families throughout the classroom that teachers refer to as part of planned teaching strategies and learning opportunities.												
	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.												
	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.												
 	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.												
 	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.												
	f. Utilize all areas of the classroom and a wide range of materials to promote optimal development of children's home language and English consistent with the 2007 Head Start Act.												
 	g. Create culturally and linguistically responsive environments for family and parent education events including socialization activities.												
	h. Provide warm and responsive interactions with all children, regardless of language, using gestures, smiles and facial expressions to communicate.												

Section 5. Environments sub-score _____ /40







Section 5. Environments indicator average _____

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...  

Guidance	Indicator	-					+
		1	2	3	4	5	
 	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.						
 	b. Exchange information on a child's developmental progress and discuss the child's goals, strengths, and needs with families on a regular basis.						
 	c. Continuously dialogue with families about the importance of supporting their child's home language.						
	d. Include community partners and volunteers in our training on first and second language development and supporting home culture.						

Subsection A. Family Partnerships sub-score _____/20





Subsection A. Family Partnerships indicator average _____

6. Family Partnerships

Subsection B: Family Partnership Agreements

Family Partnership Agreements (FPA) are a meaningful way for ongoing collaboration with families.

We...

Guidance	Indicator	-					+					
		1	2	3	4	5	1	2	3	4	5	
 	a. Work diligently to ensure that families understand the FPA process and are equal partners in creating, revisiting, and revising their FPA.											
	b. Listen to and work with families to include family literacy goals into the FPA that lead to economic self-sufficiency and financial literacy.											
 	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.											
	d. Include information about families' goals for their children's home and/or English language development in the FPA.											
	e. Write FPAs in the preferred language(s) of the family.											

Subsection B. Family Partnerships sub-score _____ /25







Subsection B. Family Partnerships indicator average _____

6. 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...

Guidance	Indicator	-					+
		1	2	3	4	5	
 	a. Warmly welcome family members to the classroom, explain the activities and learning in progress, and encourage their questions.						
 	b. Actively promote family engagement in all aspects of children’s learning and development.						
 	c. Encourage families to adopt a long-term commitment to supporting their child’s home language development throughout their school years.						
	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.						

Subsection C. Family Partnerships sub-score ____ /20



Subsection C. Family Partnerships indicator average _____

7. Health and Nutrition Services

We actively promote culturally and linguistically responsive services in the areas of health and nutrition.



We...

Guidance	Indicator	-					+
		1	2	3	4	5	
 	a. Serve meals that are planned with families' culture and ethnicity in mind.						
	b. Provide all families with easy-to-understand information about common health issues and services in their preferred language.						
	c. Obtain information about each family's beliefs and practices, and consider them when making recommendations to families.						
	d. Incorporate learning experiences about health (health care) and nutrition information and experiences as <u>sources of first and second language acquisition/development</u> .						
	e. Ensure that our Health Services Advisory Committee has appropriate representation from program families and that importance is placed on cultural and language needs.						

Section 7. Health and Nutrition Services sub-score _____ /25







Section 7. Health and Nutrition Services indicator average _____

8. 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...

Guidance	Indicator	-					+						
		1	2	3	4	5	1	2	3	4	5		
	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.												
 	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.												
 	c. Provide orientation and ongoing training to staff at all levels about <i>Revisiting and Updating the Multicultural Principles for Head Start Programs Serving Children Ages Birth to Five</i> .												
 	d. Provide tuition and other support to enable staff to develop verbal and written communication skills.												

Subsection A. Human Resources sub-score _____ /20

Subsection A. Human Resources indicator average _____

8. Human Resources

Subsection B: Employ staff who are familiar with the cultural and linguistic backgrounds 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...

Guidance	Indicator	-					+
		1	2	3	4	5	
	a. Recruit staff who are bilingual and/or bi-cultural, with the goal of providing adults who speak the home languages of children.						
	b. Develop and use interview questions that ensure all staff are culturally and linguistically responsive.						
	c. Develop and use performance review questions that ensure all staff are culturally and linguistically responsive.						
	d. Include specific responsibilities in job descriptions for working with children and families who speak languages other than English.						
	e. Assist staff in getting transcripts of their coursework taken in other countries analyzed and accepted by higher education institutions.						
	f. Assess the language proficiency of staff prior to hiring to ensure that applicants are <u>fluent</u> and <u>provide strong language models</u> for children.						







Subsection B. Human Resources sub-score _____ /30

Subsection B. Human Resources indicator average _____

9. 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...  

Guidance	Indicator	-					+
		1	2	3	4	5	
 	a. Have software and systems in place in order to analyze data on the developmental progress of children who are dual language learners.						
	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.						
 	c. Collect and analyze data about all cultural and language groups enrolled in our program.						
	d. Intentionally use a variety of strategies to identify and recruit eligible families from among all cultural and linguistic groups within our service area.						







Section 9. Planning sub-score _____ /20

Section 9. Planning indicator average _____

10. Program Governance

We promote the involvement of families who speak languages other than English in all aspects of program governance.

We...

Guidance	Indicator	-					+
		1	2	3	4	5	
   	a. Provide interpretation for all Policy Council, Policy Committee, and Parent Committee meetings.						
	b. Have proportionate representation in the Policy Council that reflects the demographics of the children in our program.						
	c. Intentionally recruit eligible families to reflect local demographics.						
	d. Provide interpretation and materials in the home languages of all families for parent elections and trainings.						
	e. Create multiple opportunities for families who speak languages other than English to be involved in developing policies and procedures.						
 	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.						

Section 10. Program Governance sub-score _____ /30















Section 10. Program Governance indicator average _____

11. 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...

Guidance	Indicator	-					+
		1	2	3	4	5	
 	a. Have a procedure for identifying and reviewing linguistically/culturally responsive screening and assessment tools.						
	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.						
 	c. Use a variety of carefully chosen tools and approaches to screen dual language learners.						
 	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.						
	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.						
	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.						
 	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.						
 	h. Use ongoing observations of children’s behaviors in the classroom, home, and other settings to carefully plan and individualize learning experiences.						
 	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.						
 	j. Use ongoing assessment practices to track and plan for DLLs’ growth and development of their home language.						

Continued >>

11. Screening and Assessment << Continued

We...

Guidance	Indicator	-					+
		1	2	3	4	5	
 	k. Use ongoing assessment practices to track and plan for DLLs' acquisition of English.						
	l. Ensure that our assessment practices address each of the domains of <i>The Head Start Child Development and Early Learning Framework</i> , including the domain of English language development.						
	m. Develop staff's capacity to use screening and assessment instruments with culturally and linguistically diverse children.						

Section 11. Screening and Assessment sub-score _____ /65







Section 11. Screening and Assessment indicator average _____

12. 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 *The Head Start Child Development and Early Learning Framework*.





We...  

Guidance	Indicator	-					+
		1	2	3	4	5	
 	a. Have at least one teacher in the classroom who speaks that language when a <u>majority of the children in the classroom</u> speak a language other than English. (Mouseover opens the explanation of the <u>rating scale</u> for this indicator.)						
	b. Read books, poems, and other written materials in the children’s home language.						
	c. Initiate ongoing conversations and help children make personal connections with the content of books and written materials.						
	d. Provide opportunities for children to see, use, and discuss the written home language, when the home language is a written home language.						
 	e. Work together with families to plan learning experiences in the classroom so that staff and family can support language and <u>conceptual development</u> .						
	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.						
 	g. Implement a range of strategies to support the home language of infants and toddlers.						

Continued >>

12. Teacher-Child Interactions << Continued

Subsection A: Home Language

	h. Encourage bilingual teachers to avoid <u>simultaneous interpretation</u> and minimize their own <u>code switching</u> .	
 	i. Plan and use <u>dialogic reading</u> and other oral language strategies in order to promote home language development.	
 	j. Plan and implement individualized learning experiences and conversations that explicitly support vocabulary acquisition and continued conceptual development.	

Subsection A. Teacher-Child Interactions sub-score _____/50









Subsection A. Teacher-Child Interactions indicator average _____

12. 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...  

Guidance	Indicator	-					+
		1	2	3	4	5	
 	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 students or other volunteers, materials written in the language, parents and other community members who come into the classroom. (Mouseover opens the explanation of the <u>rating scale</u> for this indicator.)						
 	b. Utilize all areas of the classroom and a full range of developmentally appropriate learning experiences to promote children's acquisition of English.						
 	c. Read to children in English daily, using books and written materials that support comprehension for individual children.						
	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.						
	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.						
	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.						
	g. Encourage teachers to accept <u>code switching</u> from children as a natural communication strategy for young dual language learners.						
 	h. Plan and use <u>dialogic reading</u> and other oral language strategies in order to promote English language development.						

Continued >>

12. Teacher-Child Interactions

Subsection B: English Language << Continued

i.	Plan and implement individualized learning experiences and conversations with children based upon their level of English language development.	
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.	
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.	
l.	Have a pool of volunteers and/or paid individuals who regularly speak/read to children in their home language.	



Subsection B. Teacher-Child Interactions sub-score _____/60

Subsection B. Teacher-Child Interactions indicator average _____

13. Transitions

We actively support culturally and linguistically diverse children and families as they experience transitions.  

We...

Guidance	Indicator	-					+
		1	2	3	4	5	
 	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.						
	b. Share information on children’s developmental progress to support their transitions to new educational settings or within our own program.						
	c. Offer ongoing support groups and training for families on transition topics.						
	d. Engage families in conversations about school readiness and discuss specific strategies families can use to support their children’s readiness for school.						
	e. Develop individual plans with each family for their child’s transition from EHS or HS to the next program that includes language and cultural considerations.						
	f. Approach <u>destination programs</u> and arrange for children and families to visit prior to transition.						
	g. Actively and intentionally <u>welcome</u> all children into the program from the first day of school as they exit the bus and/or enter the classroom.						
	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.						

Section 13. Transitions sub-score _____/40

Section 13. Transitions indicator average _____

Program Preparedness Checklist Summary Sheet

Date: _____

Area	Total Possible	Total	Average
1. Communication	30		
2. Community Partnerships	20		
3. Curriculum	35		
4. Disabilities Services	30		
5. Environments	40		
6. Family Partnerships			
Subsection A: Parents and family members as a child's first teachers	20		
Subsection B: Family Partnership Agreements	25		
Subsection C: Family involvement in children's learning	20		
Total Section total score	65		
7. Health and Nutrition Services	25		
8. Human Resources			
Subsection A: Ongoing Professional Development	20		
Subsection B: Employ staff who are familiar with the cultural and linguistic background of children and families enrolled in the program	30		
Total Section total score	50		
9. Planning	20		
10. Program Governance	30		
11. Screening and Assessment	65		
12. Teacher-Child Interactions			
Subsection A: When one or more of the teachers speak the home language of one or more children in the classroom	50		
Subsection B: When the teachers speak English and do not speak the language of one or more of the children in the classroom	60		
Total Section total score	110		
13. Transitions	40		

Program Preparedness Checklist: Using the Data

Once completed, the Program Preparedness Checklist is a management resource. The data can be used to support a number of different management purposes: identifying program strengths; identifying continuous improvement goals and strategies; writing reports, training and professional development plans, refunding applications and grant proposals; and conducting self-assessments.

Identifying Program Strengths

To develop systems and services to promote school readiness among DLLs, programs are encouraged to use Checklist data to identify their areas of strength. This may be accomplished in several ways.

First, the PPC Summary Sheet (page 24) and PPC Results Bar Graph (Checklist attachment) provide data aggregated by section. Programs can rank the data in the “Average” column from highest to lowest, and then identify the top 4-5 section averages. Once this is done, programs can use this information to frame a description of current strengths within systems and services.

Second, programs can identify strengths by looking within the data of each section. That is, an individual section may not be in the top 4-5 section averages. However, by looking within the section, it may be possible that there are a number of indicators rated as a “4” or a “5.” It is possible to identify one or more program strengths by looking at indicator ratings within a section.

Third, programs may be able to identify strengths in their systems and services by utilizing the “Notes” sections of the Checklist, found at the bottom of each section. When completing the Checklist, programs are encouraged to use this section to identify the evidence, documents, and information they used to rate the indicators in that section. These notes can play a valuable role in assisting a program to identify strengths in ways that they currently serve DLLs and their families.

Identifying Program Improvement Goals

In order to improve systems and services for DLLs, programs are encouraged to use CHECKLIST data to identify and prioritize improvement goals. As in the case of identifying program strengths, this may be accomplished in several ways.

Programs can rank the data in the “Average” column from highest to lowest, and then begin a discussion of goals and priorities. In addition, programs can look at indicator ratings within a section to develop a set of goals and priorities for continuous improvement. Finally, programs can make use of the data entered into the “Notes” sections to further support planning.

Program Preparedness Checklist Results Bar Graph

Data from the completed Checklist can also be visually represented by using the Program Preparedness Checklist Results Bar Graph form. Click on the paperclip in the left-hand sidebar menu to access the form. To create the graph, input the numbers from the Average column on page 24, the Program Preparedness Checklist Summary Sheet, into the boxes next to each section title.

Program Preparedness Checklist Guidance

A compiled table of the Checklist Guidance for printing purposes is available as an attachment to this document. Click on the paperclip icon in the left-hand sidebar menu to access the document.