CULTURALLY AND LINGUISTICALLY RESPONSIVE
EXPRESS CHECKOUT

Now Open

CLR Express Checkout Worksheet …It's 'E'asy

A tool to ensure culturally and linguistically responsive resources

This *Culturally and Linguistically Responsive Express Checkout* worksheet is designed to guide 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 reviewers represent a wide variety of diverse perspectives and experiences and 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

The largest growing population in the United States is children under five who live in families that speak languages other than English. Forty-seven percent of children younger than five are part of culturally and linguistically diverse families (U.S. Census Bureau, 2009).

The *CLR Express Checkout* enables early childhood program staff to ensure that materials and resources reflect and/or are compatible with the unique values, preferences, and life-ways of the families they serve, and with the core values of their program and community. *CLR Express Checkout* 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, and
- 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.
Prior to completing the worksheet, explicitly state the proposed uses of the new material and the audience it is to be used with.

Step 2: ENSURE 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 3 or 4 individuals (including parents and staff at different levels) to review all potential materials and make recommendations based on their findings.

Step 3: EVALUATE each resource using the *CLR Express Checkout worksheet*.
Consider each question carefully in light of your program, community, and families.

Step 4: EMBRACE the resource that 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 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?	
Does the content reflect the experiences and backgrounds of the audience? (CMS, 2010)	
Is the content grounded in solid evidence, research and/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, i.e., does it use techniques such as writing the formal text and then paraphrasing it in plain language immediately afterward? (Covering Kids & Families, 2005)	

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| CONTENT << Continued	COMMENTS
Are people put first and then their language, culture, and/or disability second? Are abilities and strengths emphasized? (RTCIL, 2008)	
GRAPHICS	
Are the images of people and activities contemporary and representative of 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?	
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?	
ACCESSIBILITY AND DISSEMINATION	
Will there be multiple formats and multimedia resources (e.g., DVDs, CDs, podcasts, film, PowerPoints, 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, e.g., reading level, clarity of writing, adaptations for readers with disabilities, translations, etc.? (DEC, 2010)	

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TRANSLATIONS	COMMENTS
Is 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, e.g., definitions included with text, glossary in both English and 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 language (including quotations, conversation, etc.) of the translation accurately reflect the target audience in the use of:
 	
  a. Colloquialisms and slang?
 	
  b. The appropriate use of formal and informal language?
 	
  c. Dialect?
     (CLAS, 2001)	

Do any translation errors change the intended meaning or interfere with the overall comprehension of the resource? (CLAS, 2001)	
Does the content of the resource have merit in spite of minor translation errors? (CLAS, 2001)	

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

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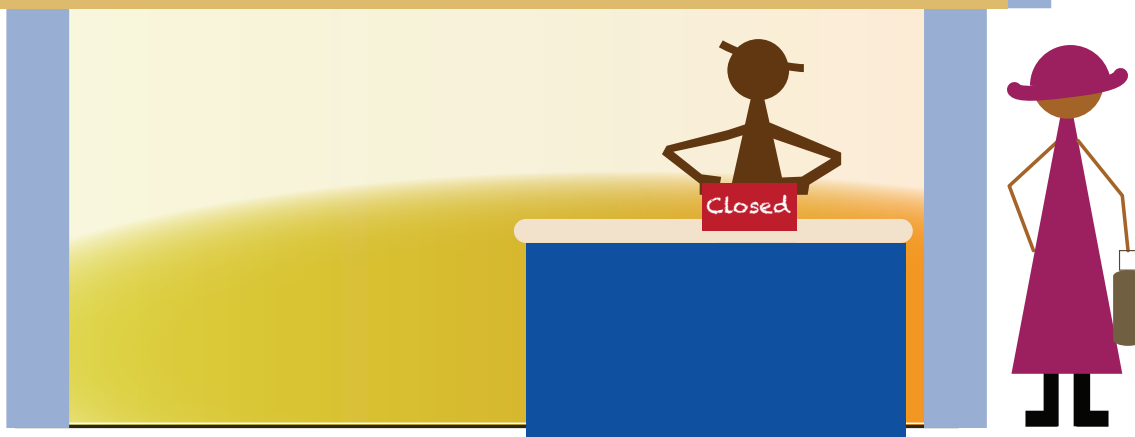
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GLOSSARY OF TERMS

The Glossary of Terms related to the education of culturally and linguistically diverse children can be downloaded from: http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/DLL_%20Resources/GlossaryofTerms.htm.