

First 5 San Joaquin Preschool Program

Child Abuse Prevention Council

Supporting Dual Language Learners



The Child Abuse Prevention Council (CAPC) receives funding from First 5 San Joaquin to support their preschool in serving vulnerable children and families. This includes children who are learning English as a second language (i.e., dual language learners).

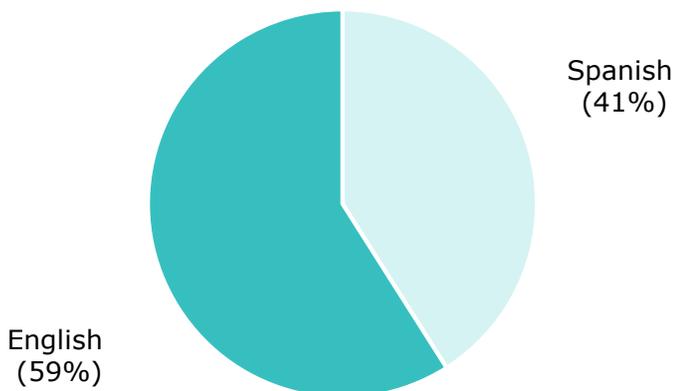
The purpose of this brief is to highlight the key strategies used across First 5 San Joaquin funded preschool programs to support and engage dual language learners and their families. It also presents data specific to the CAPC First 5 Preschool. This includes the diversity of languages spoken by children in their care as well as the impact of their engagement efforts on participating dual language learners, their families, and classroom quality.

Strategies to Engage Dual Language Learners and their Families

First 5 San Joaquin preschools implement a number of strategies to welcome, support, and engage dual language learners and their families. They include:

- **Materials in multiple languages** to support children’s early literacy and language development in English and their primary language.
- **Parent Advisory Meetings** with translation services to keep families informed and engaged.
- **Staff** that represent the different cultures and languages of children and families in their care.
- **Professional development** to help teachers increase their capacity to support dual language learners and their families.
- **Asset-based approaches** to recognize all home languages as contributing to the learning environment.

Languages Spoken by Preschool Children



In Fiscal Year 2018-2019, the CAPC First 5 preschool served 29 children ages 3-5 in the First Steps site. Of the children who participated, more than half (59%) spoke English as their primary language, and 41 percent spoke Spanish.

Supporting Dual Language Learner's Early Literacy Development

The CAPC First 5 Preschool implements several strategies to help dual language learners develop their early literacy skills. These strategies include:

Hiring bilingual staff - Both teachers at CAPC speak Spanish fluently which allows children and their families to feel comfortable in speaking their home language during preschool and at parent meetings.

Providing books in Spanish - CAPC's program provides books in Spanish through their Raising a Reader book bag exchange program, and teachers are encouraged to read books that have both an English and a Spanish version.

Labeling classroom items in English and Spanish - Items in the classroom have a label in both English (written in black text) and Spanish (written in red text) so children can familiarize themselves with the written version for each item.



100% of CAPC First 5 preschool sessions met quality standards for using practices that promote diversity



100% of CAPC First 5 preschool sessions were rated as meeting quality standards related to emotional support, classroom organization, or instructional support



68% of dual language learners were "building" or "integrating" English into their language at the end of the program, compared to 60 percent at the start of the program

“ The teachers and the Enrollment Specialist speak Spanish, and this makes parents feel more welcomed, comfortable, and able to open up to us.”

- CAPC Early Education Director

Engaging Parents of Dual Language Learners

Of the parents of dual language learners who completed a parent satisfaction survey...



100%

reported their CAPC preschool communicates with them in a language they feel comfortable



100%

reported their CAPC preschool respects all cultures and diversity



100%

reported they have a positive relationship with their child's CAPC preschool teacher



86%

reported their child gets exposed to their home language(s) at their CAPC preschool

The CAPC First 5 Preschool highlights their strong engagement with parents as key to the effectiveness of their program. Staff primarily engage parents through the following:

Providing translation services at parent meetings - In addition to providing all materials in English and Spanish and labeling important classroom objects in multiple languages, all parent meetings include translation services to ensure full community participation.

Being attuned to dialect differences - While small differences between the words used among Spanish-speaking families can cause challenges, CAPC teachers are attuned to these differences. They use words with common origins when possible to assist a child's dual language learning and also seek translation help to verify language in circulated materials is clear.