



# Example of Program Language Policy in Action

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on Head Start Research

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# Child Demographics

- 41% Black
- 43% Hispanic
- 10% Multi-racial
- 3% White
- 64% primary language English
- 35% primary language Spanish





## Number Enrolled 2009/10

- By end of 2010 school year, 314 total enrolled in Head Start
- 29% in full-day classrooms
- 35% in part-day classrooms
- 35% in HIPPI home based option
- Significant differences in demographics by program option





## Demographics by Program Option

- Center Full Day: 59% Black, 20% Hispanic
- Center Part Day: 36% Black, 48% Hispanic
- HIPPY: 8% Black, 89% Hispanic

Note: remaining percentages made up of white and multi-racial





# Primary Language By Program Option

- HIPPY: 83% Spanish
- Center Full Day: 15% Spanish
- Center Part Day: 37% Spanish





# Program Language Policy

- We believe in the importance of preserving home language.
- We view multilingualism as a strength.
- We promote an environment where first language is honored and valued, while supporting English language acquisition.





# Language Policy Foundations

- Serious work began in 2007 across Denver Metro area with multiple partners.
- A step by step ECE program guide was an outgrowth of this process.
- Clayton Educare policy document has been created based on this guide and the HS Checklist.
- Clayton-specific implementation guide is in development with staff and Policy Council.





# Policy Components

- Outline mirrors HS Document in most areas.
- Additional emphasis on staff professional development, mental health, advocacy, parent empowerment, and authentic reflection of children's cultures in learning materials, celebrations, and daily routines.





# Assessment Journey Preschool Children

- Educare Implementation Study is Descriptive in nature; thus we use measures/tools that permit comparison to other studies – PPVT for English speakers.
- TVIP is too dated for use with Spanish speakers; initially used WMLS.
- For 2010/11 using PLS-4 for Spanish.
- Considering using PLS-4 and PPVT for Bilingual children – issues of time and “over assessment”.

