

Language Access Webinar Summary

PD's Spring Webinar Series 2022

Webinar Format and Purpose

The goal of this webinar was to collect feedback and see what questions early learning providers had and to help us learn from the community about what we should gain knowledge from when considering expanding language access. Furthermore, the goal of this webinar was to identify any barriers that prevent early learning providers from accessing services.

Total Participants: 20-30

Program Types that Joined

- Early Learning
- School-Age
- Early Support for Infants and Toddlers (ESIT)
- Early Childhood Education and Assistance Program (ECEAP)
- Coach/Mentor

Primary Objectives

Our primary objectives were to obtain answers to the following questions:

- Learning from the community: What should we learn from early learning providers when thinking about expanding language access?
- Existing challenges: What challenges exist that prevent you as an early learning provider from accessing services?
- Hopes for the future: What type of language access support do you hope to see in the future? What does language access mean to you?

Previous Webinars

- Can be found on the Newsletters and Webinar webpage (they include time markers too!): dcyf.wa.gov/services/earlylearning-profdev/newsletters-webinars
- Jamboard link can be found here: [Spring Webinar LAC Jamboard - Google Jamboard](#)

What Brought You Here?

In the breakout rooms, we asked participants in both English and Spanish what they thought about the three questions listed above.

The following responses are actual participant feedback.



[5/17/22] Webinar

Original Date: June 9, 2022

Early Learning Division | Approved for distribution by Marlene White, Workforce Development & Public Relations Manager

Learning from the community: What should we learn from early learning providers when thinking about expanding language access?

- Need good communication with families - what does good communication look like for you?
- How do you (provider) define communication? (Written, verbal, etc.)
- Materials - what needs to be shared with families? (child development/parenting skills)
- How culture affects communication. Consider how "plain language" can help with comprehension. Surveys to help us understand the reading level requirements.
- How to better explain things like classroom supports for working with children with complex needs - how to do this with staff whose first language is not English.
- How does culture play a role in communicating with professionals whose preferred language is not English?
- There is a teacher shortage; what can we provide so that teachers can attend training?
- How do we support providers with developing their own language access plans? (ECEAP, Early Support Contractors, etc.)
- Training - are providers able to get out of the classroom to take trainings? What kind of support would be necessary to do so?
- How does culture tie into communication? (plain language, surveys to understand reading/literacy comfortability)
- How do you get the community involved in language access?
- Important to be aware of culture and communicate respectfully using a cultural lens.
- I have created my own flyers that explain to families the process of applying for WCCC.
- Our communities help each other and are closely knit together. The problem is there is no trust in the system (DCYF) and no feeling of being supported by DCYF. They don't believe there's help for them that's not a double-edge sword. They are afraid of us and cautious to interact with us.
- We have tried to help families with the phone line interpreter and we have had some very rude people trying to help our families over the phone.
- Flyers on what DCYF is about, what services they offer families. Keep it simple!
- Families don't want to apply because they don't have socials. What happens if their child doesn't have social skills? Where is the support in helping families understand the difference? We have lots of room for improvement in supporting families understand the application process better for WCCC.
- Fax doesn't work, email is being pushed more. We need a portal where we as providers can go in and help families. They don't have time to call and wait on the phone for 2-3 hours to talk to someone. Their lunches, if they get one, are 30 minutes maximum. We need to keep this in mind with our messaging and availability in times.
- Bigger child cares like ECEAP programs, Inspire are recruiting all of the children. They have the means to market. They have flyers everywhere, the church, laundry mats, etc. We end up with the young infants with lower ratios which means we have to hire an assistant.
- If families aren't eligible or don't know or are scared to apply for WCCC, then we feel compassion for them and charge them private rates that don't match what we should be charging. We also need to fill our enrollment spots.
- Bettering the system that approves family for WCCC.
- One-pagers or support/training on how to explain to families the process of applying in simple terms so they can understand.
- One-page flyers helping explain to families how to apply for WCCC (in multiple languages).
- Families who speak a dialect/indigenous language.

- How to provide additional support to families regarding language access resources in our centers because they visit frequently.
- What steps are community colleges taking to integrate DCYF work and expandable certification?
- There is a teacher shortage; what can we provide so that teachers can attend training?
- How do you get the community involved in language access?
- How do you engage the community in language access?
- If each provider must, as the saying goes, "reinvent the wheel," it is more likely that services will not be provided. Providers would require far too much expertise in this area to get it right, and there has never been a centralized location for shared resources.

Existing challenges: What challenges exist that prevent you as an early learning provider from accessing services?

- How is community involved in language access work?
- Translation does not include dialects (limited languages).
- Professionals not being aware of resources or supports that are available in their community.
- Compensation to pay staff so they can leave the classroom for coaching, training, interacting with families, and so on. There is enough staff to cover for those who must leave.
- Compensation - pay staff so they can leave their classroom for coaching, training, interacting with families, etc.
- Limited translation that excludes dialects. There is a huge demand for translation in formats other than written. Extra time and payment for translation.
- Need translation in other formats other than written.
- Need a shared space for professionals to find resources and supports (otherwise, every provider would have to develop their expertise to support language access in their programs).
- Translations - too academic, sometimes there aren't words for some concepts in other languages.
- How do we help families with dialects other than main language of a specific country?
- Not enough people to support teachers who are English-only speaking who have children in the classroom who speak languages outside of English.
- Sometimes we don't have the understanding we need about technology to be successful.
- A barrier is our lack of confidence and trust in DCYF.
- Take time to talk to people, with time and action comes respect. Create commercials on radio stations, billboards, tv. What is DCYF? They think of state systems being associated with immigration. They are scared bad things will happen by doing paperwork for DCYF.
- You see results in the product produced.
- A lot of people don't know who DCYF is.
- Do not just hire white skinned people who speak Spanish, we need all shades represented. We need them to be humble and kind. Not uptight and cold.
- We don't see ourselves in the people who represent DCYF. You are the first person from DCYF who has asked me what I think. You look like me, you speak my language, you come from a small town that is similar to my community. We need more people who are like us in DCYF.
- DCYF needs to come to the community, meet us, be with us, and get to know us.
- DCYF does not have the best reputation with the community who does know about it.
- Families and providers hear DCYF and think the worst.
- Compensation to pay staff so they can leave the classroom for coaching, training, interacting with families, and so on. There is enough staff to cover for those who must leave.

- We must go beyond simply providing qualified interpreters so that they do not have to reinvent the wheel.
- The limited translation excludes dialects. Other formats of translation, aside from written translation, are in high demand. Translation takes extra time and money.

Hopes for the future: What type of language access support do you hope to see in the future? What does language access mean to you?

- Workforce recruitment that is intentional and reflects the children, families, and communities we serve.
- Supports for providers where English is their second language and they want to be more proficient in English.
- Language access ensures that all of the families we serve are confident that their voices will be heard. It entails providing teachers with the resources they require to help their students succeed, as well as ensuring that everyone feels a sense of belonging.
- Resources developed in other languages and translated into English, video libraries in multiple languages (for those that don't read in home language).
- Language supports for required training for providers, multilingual trainers and materials created in collaboration with community.
- Basic computer skills and technology support for providers (outside of what already exists - specific to WA system).
- Language access is - communication tool to help those we serve better understand and receive adequate support with resources and services. To support and empower people to understand their rights.
- Communication - seamless high-quality two-way communication between families, students, providers as part of regular operations.
- Language access means - all families served feel confident that they'll be heard. Staff get resources to help students be successful and everyone experiences a sense of community.
- What resources are available to providers who speak English as a second language and want to improve their reading, speaking, and writing skills in English?
- International workforce recruitment is used to ensure that our staff reflects the children and students we serve.
- As a regular provider, you can expect seamless, high-quality two-way communication between families, students, and providers.
- Providers wish to learn fundamental computer skills. I'm still looking for resources to share, for example. The local library was mentioned as a possible resource. Language access has a much broader meaning for me.
- Language access ensures that all of the families we serve are confident that their voices will be heard. It entails giving teachers the resources they need to help their students succeed while also ensuring that everyone feels a sense of belonging.
- Resources created in other languages that have been translated into English language-specific video libraries. Early learning glossary in multiple languages to share with translation services.
- What types of assistance are available for providers who speak English as a second language and want to improve their reading, speaking, and writing skills?
- What resources are available to providers who speak English as a second language and want to improve their reading, speaking, and writing skills in English?
- There is a significant need for families/children with IEPs to be supported as they transition to the public-school system.

Poll Questions

The following questions were provided in Somali, Spanish, and English.

- Barnaamij nooc ee ah ayaad qayb ka tahay ama ka tirsan tahay? | ¿De qué tipo de programa eres parte? | What type of program are you a part of?
- Waa maxay noocyada kaalmada dhinaca tarjumaada ee barnaamijkaagu u baahan yahay? | ¿Qué tipos de apoyo de interpretación usaría más su programa? | What types of interpretation support would your program most use?
- Taageero tarjumaad ah ayuu barnaamijkaagu inta badan ka faa'iidaysan doonaa? | ¿De qué apoyo de traducción se beneficiaría más su programa? | What translation support would your program benefit the most from?

Additional Feedback

- I'd like to share briefly that WASCLA has received an increase in inquiries from early learning providers interested in learning more about language access. That's fantastic, but it highlights the need for shared resources. We'd be happy to talk more about the tasks and how WASCLA might be able to help DCYF and providers with this process. WASCLA is currently an all-volunteer organization, so we do not have the capacity to educate and train all of the providers who contact us on a one-on-one basis. We'd like to consider other options to ensure that best practices are shared.
 - Yes. We will connect to explore and to consider other options to ensure that best practices are shared.

Questions?

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