



QSA
SECTION 11

Effectively Supporting Language Learners:

In our program, the program environment is conducive to non-English speakers and staff adapt activities to be accessible to English Learners

In our Program...	Low Quality Indicators	Approaching Quality Indicators	Quality Indicators
<p>Element A</p> <p>The program environment is conducive to non-English speakers</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Staff have no experience working with non English speakers or English language learners and are baffled by their learning process/needs Staff and youth speak louder to participants, or get closer to them 	<ul style="list-style-type: none"> <input type="checkbox"/> Staff check for understanding before moving into next activity <input type="checkbox"/> Instructions are charted, spoken, and include pictures or modeling whenever possible <input type="checkbox"/> Staff break activities into smaller parts <input type="checkbox"/> Staff are aware of current theories of language use and acquisition, including English as a second language 	<ul style="list-style-type: none"> <input type="checkbox"/> Staff or community volunteers are available to translate instructions and written materials into home languages <input type="checkbox"/> Staff communicate at least monthly with families about English learners’ needs and accomplishments <input type="checkbox"/> Staff support families to understand school and medical systems to ensure youth are informed and healthy
<p>Element B</p> <p>Staff adapt activities to be accessible to English Learners</p>	<ul style="list-style-type: none"> <input type="checkbox"/> English language learners are left out of activities. <input type="checkbox"/> Appropriate modifications are not attempted. 	<ul style="list-style-type: none"> <input type="checkbox"/> Instructions are charted, spoken, and include pictures or modeling whenever possible <input type="checkbox"/> Staff break activities into smaller parts <input type="checkbox"/> Staff respond to attempts at language by extending their words without correcting them (e.g. if the child says “doggy,” say “Yes, the little black dog is wagging his tail”) 	<ul style="list-style-type: none"> <input type="checkbox"/> Staff connect with English language learners teachers from the school day to learn of strategies that work with a particular student <input type="checkbox"/> Some staff can speak to youth in their home language <input type="checkbox"/> Staff respond to English language learners’ behavior with understanding of their possible meanings, e.g. tries to comfort children and find causes for and solutions to their problems
<p>NOTES:</p>			

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In our program youth interaction is supported and youth are provided safe opportunities to practice English

In our Program...	Low Quality Indicators	Approaching Quality Indicators	Quality Indicators
<p>Element C</p> <p>Youth interaction is supported</p>	<ul style="list-style-type: none"> <input type="checkbox"/> There is little or no interaction between English language learners and English speaking participants 	<ul style="list-style-type: none"> <input type="checkbox"/> Youth are paired with strong English speakers to support their progress and participation <input type="checkbox"/> Youth are encouraged to connect with strong English speakers through informal interactions during activities 	<ul style="list-style-type: none"> <input type="checkbox"/> Staff hold a facilitated discussion with program participants to explore strategies to create an inclusive community when one member is learning English
<p>Element D</p> <p>Youth are provided safe opportunities to practice English</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Youth are teased when they mispronounce a word or use language incorrectly <input type="checkbox"/> Hate speech and racial slurs are used casually <input type="checkbox"/> English language learners students are not given time to express ideas when time is short 	<ul style="list-style-type: none"> <input type="checkbox"/> English language learners students have their own clubs where they practice presenting, speaking and expanding vocabulary <input type="checkbox"/> Staff ensure no teasing or name calling happens during programs <input type="checkbox"/> Programs blend academic and enrichment activities that allow youth to expand vocabulary and make connections, such as book clubs, hosting a talk show, drama groups, spoken word poetry 	<ul style="list-style-type: none"> <input type="checkbox"/> Youth and staff demonstrate appreciation of English language learners' efforts to integrate new words into their vocabulary <input type="checkbox"/> 1:1 English practice sessions are held for youth to dialogue about a variety of topics to connect social English to Academic English <input type="checkbox"/> Homework tutoring is done in both English and home languages to separate content mastery from English mastery