# Dual Language Learners Program Assessment

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# Dual Language Learners Program Assessment: User's Guide

## A Coordinated Approach Across Management Systems and Program Services

Dual language learner (DLL) means a child who is acquiring two or more languages at the same time, or a child who is learning a second language while continuing to develop their first language. The term "dual language learner" may encompass or overlap substantially with other terms frequently used, such as bilingual, English language learner (ELL), Limited English Proficient (LEP), English learner, and children who speak a Language Other Than English (LOTE). Terms, 45 CFR §1305.2

The Dual Language Learners Program Assessment (DLLPA) assists Head Start, child care, and pre-K program assess their management systems and services to ensure the full and effective participation of children who are DLLs and their families. In Head Start, this comprehensive management structure is referred to as a coordinated approach ([Management system, 45 CFR § 1302.101(b)(2)](#)). A coordinated approach is not new to Head Start as this informs both management systems and program service delivery. The DLLPA helps programs promote school readiness for children who are DLLs and the engagement of their families.

The DLLPA can also help your program ensure the integration of culturally and linguistically responsive practices for all children. For Head Start programs, it is necessary to respect and incorporate families' cultures and languages into management systems and services provided. All program services need to actively promote the development of a positive cultural and individual identity for all children and their families. Program staff are also members of cultural groups that need to be acknowledged. These imperatives are woven into the [Multicultural Principles for Early Childhood Leaders](#).

> Most Head Start children who are DLLs speak Spanish at home. However, more than 140 languages are spoken by Head Start children and their families (Office of Head Start – Services Snapshot: National All Programs (2016–2017)

The dual purposes of the DLLPA—to assess systems and services for children who are DLLs and their families and to integrate culture and language for all children and families—makes this an invaluable tool for all Head Start and early learning programs.

To help you better understand the DLLPA, this guide addresses:

▸ What is its purpose?

▸ Who is it for?

▸ How is it organized?

▸ How is it scored?

▸ How is the data used?

▸ How do you get started?

▸ 10 Steps for Your Program to Follow

## What is its purpose?

The DLLPA is a self-assessment tool for Head Start, child care, and pre-K programs. It helps to assess management systems and services to ensure the full and effective participation of children who are DLLs and their families. In fact, a coordinated approach is mandated in [Subpart J—Program Management and Quality Improvement, 45 CFR § 1302](#) of the Head Start Program Performance Standards (HSPPS). Make the DLLPA part of your program's continuous improvement efforts. As part of your program's planning cycle, it can provide information that clarifies or expands data collected from other sources, including other program assessment tools. It is another resource for your program's toolbox.

The DLLPA focuses on continuous improvement in delivering Head Start and Early Head Start services to children who are DLLs and their families. It replaces the Program Preparedness Checklist 5 (PPC5) and the Organizational Capacity Checklist (OCC).

Using the DLLPA allows your program to:

▸ Review the HSPPS foundational to a coordinated approach for children who are DLLs

▸ Focus on the systems and services that support a program-wide coordinated approach for children who are DLLs

▸ Note the strengths of your program's coordinated approach

▸ Assess the integration of culturally and linguistically responsive practices for all children

▸ Identify priorities for improving program management and quality services

▸ Generate creative and open reflection for next steps

▸ Access related resources

## Who is it for?

The DLLPA is designed for Head Start and other early childhood programs that:

▸ Implement a coordinated approach to service delivery

▸ Integrate cultural and linguistic responsiveness

▸ Serve infants, toddlers, and preschoolers

▸ Use various program service delivery options (e.g., center-based, family child care, home-based)

## How is it organized?

The DLLPA has 10 sections, each of which is grounded in the Head Start Program Performance Standards (HSPPS), reflects current research, and identifies culturally and linguistically responsive practices. In fact, the entire DLLPA is anchored in the regulation requiring a program-wide coordinated approach to ensure full participation of children who are DLLs and their families (45 CFR § 1302.101(b)(2)). The DLLPA also incorporates other HSPPS regulations that refer to children who are DLLs, as well as citations from the Improving Head Start for School Readiness Act of 2007. The identified HSPPS inform meaningful integration of culture and language. Each HSPPS includes one or more of these terms:

▸ "Children who are DLLs and their families"

▸ "Culturally and linguistically appropriate"

▸ "Culture and language"

▸ "Subgroups of children," which implies children who are DLLs and others

Sources for these best practices include the Office of Head Start (OHS); the National Training and Technical Assistance (T/TA) Centers; and the Equity, Inclusiveness, & Culturally and Linguistically Responsive Practices Workgroup (EI&CLRP). Source documents include the HSPPS Preamble; the U.S. Departments of Health and Human Services (HHS) and Education (ED) Policy Statement on Supporting the Development of Children Who Are Dual Language Learners in Early Childhood Programs; the Multicultural Principles for Early Childhood Leaders; the Planned Language Approach (PLA): Research Base; PLA Classroom Language Models: A Leader's Implementation Manual; and other Early Childhood Learning and Knowledge Center (ECLKC) publications.

The 10 sections are grouped as management systems or program service areas.

| Management Systems | Program Service Areas (Program Operations, 45 CFR § 1302) |
| --- | --- |
| 1. Communication<br><br>2. Human Resources<br><br>3. Training and Professional Development<br><br>4. Program Planning and Service System Design | Education and Child Development Program Services<br><br>  5.  Teaching and the Learning Environment<br>  6.  Curricula<br>  7.  Child Screenings and Assessments<br>8.  Health Program Services<br>9.  Family and Community Engagement Program Services<br>10. Transition Services |

Following the HSPPS citations for each management system and program service area, there are a series of questions that target culturally and linguistically responsive best practices. They are examples of how the HSPPS might be implemented effectively in your program.

The questions about these effective practices that support the regulations are drawn from a variety of sources. They are not exhaustive. In fact, you may want to ask some additional questions that reflect the uniqueness of your program and the children and families you serve.

Answer the questions by rating your program's implementation of these practices. On a scale of 1–5, indicate how well or how frequently your program engages in the effective practice. Use "N/A" if you don't feel the practice is relevant to your current situation or circumstance.

You can record details of your program's implementation in a Notes box, including:

▸ How the HSPPS or best practices are being implemented in your program

▸ Challenges, next steps, or questions about the data

▸ Other practices that capture the unique facets of your program's coordinated approach or integration of culture and language

At the end of each section, you will find links to useful resources targeting the specific system or service areas addressed in the tool. Many of these resources are available in Spanish and other languages. The list is not exhaustive. You also might look at resources you're already using in your program's efforts to provide services to children who are DLLs and their families.

Refer to the 10 Steps for Your Program to follow for an overview of the DLLPA and its use.

## How is it scored?

In every section, rate the response to each question on a scale of 1–5, lowest to highest. When answering, use your best judgment of your program's current practice. Some questions should be answered based on the frequency of implementation. How often or consistently is the practice implemented? In other sections, indicate the quality of implementation. How well you think the system or service is put into practice?

The minus (-) and plus (+) symbols are used to distinguish the lowest and highest values of the rating scale, respectively. Use "N/A" if you don't feel the practice is relevant to your current situation or circumstance. The section total and the total scores in the Scoring Summary exclude the "N/A" responses.

When you use the DLLPA online, your ratings will be automatically recorded and tallied

at the bottom of each section. The average score for each section will also be computed. Once you have completed the DLLPA, you will receive a total summary score.

When using a printed version, you must tally the ratings of each section manually. A score sheet is provided for the total score and the average score of each section. You can also calculate the summary score for the entire DLLPA.

There is no scorecard that compares your program's ratings to those of other programs. There are no norms for program comparisons. In fact, the data from the DLLPA is used only by your program. Your program can decide what a rating means. Is a rating of 3 "adequate" or a 4 "very good?" It's up to you!

## How is the data used?

Your program will need to analyze and interpret its DLLPA results. Consider trying several of these approaches to using your data:

You will notice the management systems and program service areas identified in the DLLPA reflect those in the Head Start Management Systems Wheel. They are also integrated into the culturally and linguistically responsive practices you rated.

▸ Look at the ratings within each section to develop a set of goals and priorities for that particular system or service area

▸ Rank the section totals from lowest to highest

　》 Low scores indicate areas of likely program improvement

　》 Discuss goals and priorities

▸ Review all "Notes" and use the information to support your planning and assessment

▸ Compare the data from the DLLPA to information identified in your program

planning and community assessment processes

▶ Determine your next action items

▶ Celebrate your successes

▶ Access resources to help your program implement improvements

Use this information for a variety of management purposes:

▶ Identify program strengths

▶ Identify continuous improvement goals and strategies

▶ Plan training and professional development opportunities

▶ Write reports

▶ Prepare re-funding applications and grant proposals

▶ Track progress through ongoing monitoring

Using the results of the DLLPA can help your program ensure a coordinated approach for children who are DLLs and their families. By building stronger systems and services, your program can help ensure a culturally and linguistically responsive environment for all children and their families.

# How do you get started?

How you use the tool depends upon your program's size, needs, and priorities. There is not a right or wrong way. There are many approaches. Select one or more ways to use the DLLPA that makes sense for your program.

All program staff can participate. Consider having your:

▶ Leadership and management teams complete the entire DLLPA as part of your program's planning process. Managers of the human resources or financial systems should be included.

&raquo; Share the results with the agency's governing board/Tribal Council and Policy Council to establish goals, monitor and report progress, and plan or document program improvement efforts.

▶ Education managers complete one or more sections over a six-month period.

&raquo; Use the results to guide professional development plans and the work of supervisors and coaches.

&raquo; Use sections of the DLLPA as a foundation for education staffs' self-reflection or self-evaluation activities.

▶ Family service staff complete relevant sections and focus on culturally sensitive ways to promote partnerships and communication with families.

▶ Staff in other service areas complete sections. Depending on their specialty, they can rate the sections with an eye to children with identified disabilities or suspected delays or they can take a look at the nutrition and transportation services.

To help answer the questions, **have documents and data sources handy,** such as:

▶ Community assessment

- ▶ Program Information Report (PIR)

- ▶ Personnel policies

- ▶ Aggregated child assessment data

**Use a holistic approach** to consider how culture and language are integrated into and across your program's comprehensive services.

- ▶ Be sensitive to the intersection of the regulations that apply to children who are DLLs with identified disabilities or suspected delays

  - » The HSPPS also require that programs implement a coordinated approach to ensure the full and effective participation of children with disabilities.

- ▶ Pay attention to all regulations as you assess your program-wide coordinated approach and the integration of culture and language, not just the ones cited in the DLLPA.

- ▶ Consider fiscal implications and the cost of services or activities that may need to be added to your budget, including:

  - » Interpretation or translation services

  - » Recruitment of bilingual staff

  - » Purchase of culturally responsive classroom materials

  - » Professional development opportunities

# 10 Steps for Your Program to Follow

## Dual Language Learners Program Assessment (DLLPA)

The DLLPA self-assessment tool helps programs take a look at their implementation of a coordinated approach for children who DLLs. It also ensures culturally and linguistically responsive practices for all children. With this tool, you can assess both systems and services in your program.

### Getting Ready

☐ 1. Determine:

» Who in your program will fill out the DLLPA: Management team? Teams representing different systems and services?

» How they will fill it out: Individual sections? The entire tool?

☐ 2. Decide which program options to review: Only center-based and family child care? Only home-based? All options?

☐ 3. Review the 10 sections, including Head Start Program Performance Standards (HSPPS) that refer to children who are DLLs, culture, and language, and questions referring to relevant program practices which support the regulations.

☐ 4. Gather supporting documents or information to answer the questions (e.g., Program Information Report (PIR), community assessment, aggregated child data, screening data).

## Completing the Tool

☐     5.   Score each question 1 (low) to 5 (high), or N/A (not applicable or don't know).

☐     6.   Review your score at the end of each section. Online scoring is automatic; tally your score manually if using a printed version.

☐     7.   Comment in the Notes section, if applicable.

## What's Next?

☐     8.   Focus on areas of strength (higher scores). Congratulate yourself!

☐     9.   Identify areas needing improvement (lower scores).

☐     10.   Plan action steps using results from the DLLPA and resources from the Early Childhood Learning and Knowledge Center (ECLKC).

# Dual Language Learners Program Assessment (DLLPA)

## 1. Communication

> This section reinforces the importance of programs being able to effectively communicate with internal and external stakeholders. A strong communication system offers language assistance services to ensure access to all program services for children who are dual language learners (DLLs) and their families.

### Head Start Program Performance Standards

Consider your program's implementation of the following requirements. For **all program options**, does our communication system…

### Management system, 45 CFR §1302.101

(b) Coordinated approaches. At the beginning of each program year, and on an ongoing basis throughout the year, a program must design and implement program-wide coordinated approaches that ensure: […]

(2) The full and effective participation of children who are dual language learners and their families, by […]

(iii) Systematically and comprehensively addressing child and family needs by facilitating meaningful access to program services, including, at a minimum, curriculum, instruction, staffing, supervision, and family partnerships with bilingual staff, oral language assistance and interpretation, or translation of essential program materials, as appropriate. […]

# Culturally and Linguistically Responsive Practices

Indicate your overall rating for the following items. For all program options, does our communication system…

| | 1 | 2 | 3 | 4 | 5 | N/A |
|---|---|---|---|---|---|---|
| Identify each family's preferred language(s) and use this information for planning and providing services? | ○ | ○ | ○ | ○ | ○ | ○ |
| Use guidelines from national interpretation and translation associations to ensure high-quality service? | ○ | ○ | ○ | ○ | ○ | ○ |
| Provide language assistance at our meetings, trainings, and program events in families' preferred languages? | ○ | ○ | ○ | ○ | ○ | ○ |
| Provide language assistance in families' preferred languages during teacher-family conferences, home visits, and group socializations? | ○ | ○ | ○ | ○ | ○ | ○ |
| Translate our print, multimedia materials, and signage in the preferred language(s) of families? | ○ | ○ | ○ | ○ | ○ | ○ |
| Provide policies and procedures to address issues such as social media management and confidentiality? | ○ | ○ | ○ | ○ | ○ | ○ |
| Have guidelines for staff communication with our families, including how our program defines "considerate and respectful communication?" | ○ | ○ | ○ | ○ | ○ | ○ |
| Inform community stakeholders about our services to children who are DLLs and their families? | ○ | ○ | ○ | ○ | ○ | ○ |
| Ensure that our program transportation services provide bilingual support for children who are DLLs and their families? | ○ | ○ | ○ | ○ | ○ | ○ |

## Resources Related to the Communication System

- ▸ [Multicultural Principles for Early Childhood Leaders](#)

- ▸ [Using Consultants to Impact Change in the Area of Working with Dual Language](#)

- ▸ [Learners and Children from Culturally Diverse Backgrounds](#)

# Dual Language Learners Program Assessment (DLLPA)

## 2. Human Resources

> This section addresses the program policies that ensure staff and volunteers fulfill their responsibilities in culturally and linguistically respectful ways. The Human Resources system includes staff qualifications and competencies that ensure communicative competence in the language(s) spoken by children and their families.

### Head Start Program Performance Standards

Consider your program's implementation of the following requirements. For **all program options**, does our Human Resources system…

### Personnel policies, 45 CFR §1302.90

(c) Standards of conduct.
(1) A program must ensure all staff, consultants, contractors, and volunteers abide by the program's standards of conduct that: […]
(iii) Ensure staff, consultants, contractors, and volunteers respect and promote the unique identity of each child and family and do not stereotype on any basis, including gender, race, ethnicity, culture, religion, disability, sexual orientation, or family composition; […]
(d) Communication with dual language learners and their families.
(1) A program must ensure staff and program consultants or contractors are familiar with the ethnic backgrounds and heritages of families in the program and are able to serve and

effectively communicate, either directly or through interpretation and translation, with children who are dual language learners and to the extent feasible, with families with limited English proficiency. […]
(2) If a majority of children in a class or home-based program speak the same language, at least one class staff member or home visitor must speak such language.

Indicate your overall rating for the following requirements. For **center-based and family child care** program options, does our Human Resources system…

## Staff qualifications and competency requirements, 45 CFR §1302.91

(e) Child and family services staff. […]
(5) Center-based teachers, assistant teachers, and family child care provider competencies. A program must ensure center-based teachers, assistant teachers, and family child care providers demonstrate competency to provide effective and nurturing teacher-child interactions, plan and implement learning experiences that ensure effective curriculum implementation and use of assessment and promote children's progress across the standards described in the Head Start Early Learning Outcomes Framework: Ages Birth to Five and applicable state early learning and development standards, including for children with disabilities and dual language learners, as appropriate.

## Culturally and Linguistically Responsive Practices

Indicate your overall rating for the following items. For **all program options**, does our Human Resources system…

|  | 1 | 2 | 3 | 4 | 5 | N/A |
|---|---|---|---|---|---|---|
| Use interview questions that ensure job applicants or volunteers are culturally and linguistically responsive to our children, families, and other staff? | ○ | ○ | ○ | ○ | ○ | ○ |
| Assess the language competencies of job applicants to ensure they are effective communicators with our children who are DLLs and their families? | ○ | ○ | ○ | ○ | ○ | ○ |

Include questions in our staff evaluations that assess cultural and linguistic responsiveness to children, families, and other staff?  ○ ○ ○ ○ ○ ○

Identify strengths and areas needing improvement related to cultural and linguistic responsiveness in individual staff evaluations?  ○ ○ ○ ○ ○ ○

Include specific responsibilities in job descriptions of our education staff and home visitors for working with children who are DLLs and their families?  ○ ○ ○ ○ ○ ○

Ensure that our coaches are knowledgeable about cultural and linguistic diversity and can support improved teaching practices of staff working with children who are DLLs and their families?  ○ ○ ○ ○ ○ ○

Assist our staff in getting transcripts of their coursework taken in other countries analyzed and accepted by higher education institutions?  ○ ○ ○ ○ ○ ○

Collect data on the languages spoken by our staff to support service delivery for children who are DLLs and their families?  ○ ○ ○ ○ ○ ○

Have policies in place to promote retention of our bilingual staff?  ○ ○ ○ ○ ○ ○

Section 2. Human Resources section score _____

## Resources Related to the Human Resources System

‣ Affirmative Action and Head Start

‣ Facts About the Americans with Disabilities Act

‣ Developing a Search Strategy: Your Roadmap for Hiring

‣ Strategic Use of Consultants: A Guide for Head Start and Early Head Start Leaders

# Dual Language Learners Program Assessment (DLLPA)

## 3. Training and Professional Development

> This section highlights a systematic, research-based approach to professional development for education staff that focuses on effective and responsive practices to support children who are DLLs and their families.

### Head Start Program Performance Standards

Consider your program's implementation of the following requirements. For **all program options**, does our Training and Professional Development system…

### Training and professional development, 45 CFR §1302.92

(b) A program must establish and implement a systematic approach to staff training and professional development designed to assist staff in acquiring or increasing the knowledge and skills needed to provide high-quality, comprehensive services within the scope of their job responsibilities, and attached to academic credit as appropriate. At a minimum, the system must include: […]

(5) Research-based approaches to professional development for education staff, that are focused on effective curricula implementation, knowledge of the content in Head Start Early Learning Outcomes Framework: Ages Birth to Five, partnering with families, supporting children with disabilities and their families, providing effective and nurturing adult-child interactions, supporting dual language learners as appropriate, addressing

challenging behaviors, preparing children and families for transitions (as described in subpart G of this part), and use of data to individualize learning experiences to improve outcomes for all children. […]

## Culturally and Linguistically Responsive Practices

Indicate your overall rating for the following items. For **all program options**, does our professional development and training system…

| | 1 | 2 | 3 | 4 | 5 | N/A |
|---|---|---|---|---|---|---|
| Provide our education staff with research-based training regarding first and second language development, including information about individual differences? | ○ | ○ | ○ | ○ | ○ | ○ |
| Include an introduction to the Multicultural Principles for Early Childhood Leaders? | ○ | ○ | ○ | ○ | ○ | ○ |
| Focus on different cultural practices and beliefs related to children with disabilities and health and mental health? | ○ | ○ | ○ | ○ | ○ | ○ |
| Provide opportunities for all our staff who engage with children and families, including nutrition specialists and transportation specialists, to learn about appropriate cultural and linguistically supportive practices? | ○ | ○ | ○ | ○ | ○ | ○ |
| Provide tuition and other support to enable our staff to develop verbal and written communication skills in children's home languages and English, if necessary? | ○ | ○ | ○ | ○ | ○ | ○ |
| Include community partners and volunteers in our training on first and second language development and strategies for supporting home culture? | ○ | ○ | ○ | ○ | ○ | ○ |
| Work with school districts and early childhood programs to include our education staff in professional development about teaching children who are DLLs? | ○ | ○ | ○ | ○ | ○ | ○ |

Collect data on the languages spoken by our staff to support service delivery for children who are DLLs and their families?  ○ ○ ○ ○ ○ ○

Have policies in place to promote retention of our bilingual staff?  ○ ○ ○ ○ ○ ○

Section 3. Professional Development and Training section score _____

## Resources Related to Training and Professional Development

‣ Building Skills in Two Languages

‣ Raising Young Children in a New Country: Supporting Early Learning and Healthy Development [PDF, 3.4MB] Available in Arabic (العربية) and Spanish (español) [PDF, 3.4MB]

‣ Ways to Use *Raising Young Children in a New Country: Supporting Early Learning and Healthy Development Handbook* [PDF, 2.0MB] Available in Arabic (العربية) [PDF, 1.3MB] and Spanish (español) [PDF, 1.3MB]

‣ Planned Language Approach

‣ Administrators and Managers Support Dual Language Learners

‣ Classroom Language Models: A Leader's Implementation Manual [PDF, 3.0MB]

‣ 60 Minutes from Catalogue to Classroom: Using Journal Articles for Professional Development—Module 2: Empathy and Cultural Competence Reflections from Teachers of Culturally Diverse Children [PDF, 8.5MB]

- Ways to Use *Cultural Backgrounders* [PDF, 1.3MB] Also available in Spanish (español)

  - » Bhutanese Refugee Families [PDF, 359KB] | Spanish (español) [PDF, 443KB]

  - » Refugee Families from Burma [PDF, 364KB] | Spanish (español) [PDF, 506KB]

  - » Refugee Families from Iraq [PDF, 250KB] | Spanish (español) [PDF, 465KB]

  - » Refugee Families from Somalia [PDF, 244KB] | Spanish (español) [PDF, 339KB]

# Dual Language Learners Program Assessment (DLLPA)

## 4. Program Planning and Service System Design

> This section focuses on the collection and use of data from the community assessment about the cultural and linguistic diversity of children and families to ensure a program-wide coordinated approach. This system also incorporates sound fiscal principles and ensures that child-level assessment data are used to direct continuous program improvement.

### Head Start Program Performance Standards

Consider your program's implementation of the following requirements. For **all program options**, does our Program Planning and Service System Design…

### Determining community strengths, needs, and resources, 45 CFR §1302.11

(b) Community wide strategic planning and needs assessment (community assessment). (1) To design a program that meets community needs, and builds on strengths and resources, a program must conduct a community assessment at least once over the five-year grant period. The community assessment must use data that describes community strengths, needs, and resources and include, at a minimum:

(i)The number of eligible infants, toddlers, preschool age children, and expectant mothers, including their geographic location, race, ethnicity, and languages they speak, including:

A) Children experiencing homelessness in collaboration with, to the extent possible, McKinney-Vento Local Education Agency Liaisons (42 U.S.C. 11432 (6)(A));

(B) Children in foster care; and

(C) Children with disabilities, including types of disabilities and relevant services and resources provided to these children by community agencies; […]

## Management system, 45 CFR §1302.101

(b) Coordinated approaches. At the beginning of each program year, and on an ongoing basis throughout the year, a program must design and implement program-wide coordinated approaches that ensure: […]

(2) The full and effective participation of children who are dual language learners and their families, by:

(i) Utilizing information from the program's community assessment about the languages spoken throughout the program service area to anticipate child and family needs; […]

## §1302.102 Achieving program goals

(c) Using data for continuous improvement.

(1) A program must implement a process for using data to identify program strengths and needs, develop and implement plans that address program needs, and continually evaluate compliance with program performance standards and progress towards achieving program goals […].

(2) This process must:

(i) Ensure data is aggregated, analyzed and compared in such a way to assist agencies in identifying risks and informing strategies for continuous improvement in all program service areas;

(ii) Ensure child-level assessment data is aggregated and analyzed at least three times a year, including for sub-groups, such as dual language learners and children with disabilities, as appropriate, except in programs operating fewer than 90 days, and used with other program data described in paragraph (c)(2)(iv) of this section to direct continuous improvement related to curriculum choice and implementation, teaching practices, professional development, program design and other program decisions, including changing or targeting scope of services; and,

(iii) For programs operating fewer than 90 days, ensures child assessment data is aggregated and analyzed at least twice during the program operating period, including for subgroups, such as dual language learners and children with disabilities, as appropriate, and used with other program data described in paragraph (c)(2)(iv) of this section to direct continuous improvement related to curriculum choice and implementation, teaching practices, professional development, program design and other program decisions, including changing or targeting scope of services; […]

## Culturally and Linguistically Responsive Practices

Indicate your overall rating for the following items. For **all program options**, does our planning, fiscal, and program management system…

| | 1 | 2 | 3 | 4 | 5 | N/A |
|---|---|---|---|---|---|---|
| Intentionally use a variety of strategies to identify and recruit eligible children and expectant mothers from among all cultural and linguistic groups within our service area? | ○ | ○ | ○ | ○ | ○ | ○ |
| Make best use of our program leaders and managers to communicate how our program implements a coordinated approach to ensure full participation of children who are DLLs and their families? | ○ | ○ | ○ | ○ | ○ | ○ |
| Ensure that all our staff understand their roles and responsibilities to implement a coordinated approach? | ○ | ○ | ○ | ○ | ○ | ○ |
| Ensure our coordinated approach for children who are DLLs and their families is integrated with the other three coordinated approaches specified in the Head Start Program Performance Standards: training and professional development, children with disabilities, and data management. | ○ | ○ | ○ | ○ | ○ | ○ |
| Have proportionate representation in our Policy Council that reflects the demographics of the families in our program? | ○ | ○ | ○ | ○ | ○ | ○ |

| | | | | | | |
|---|---|---|---|---|---|---|
| Offer and facilitate multiple opportunities for our families who speak languages other than English to be involved in decision-making? | ○ | ○ | ○ | ○ | ○ | ○ |
| Ensure our advisory committees related to key governance responsibilities respond to the cultural and linguistic diversity of families and children? | ○ | ○ | ○ | ○ | ○ | ○ |
| Budget for language assistance, including bilingual personnel, translators, and interpreters? | ○ | ○ | ○ | ○ | ○ | ○ |
| Budget for culturally and linguistically responsive materials and learning experiences for children who are DLLs and their families? | ○ | ○ | ○ | ○ | ○ | ○ |
| Budget for recruiting and retaining bilingual personnel? | ○ | ○ | ○ | ○ | ○ | ○ |
| Budget for bilingual screening and assessment instruments? | ○ | ○ | ○ | ○ | ○ | ○ |
| Ensure equitable distribution of our program resources, including personnel, transportation, and classroom materials, to meet the needs of our children who are DLLs and their families? | ○ | ○ | ○ | ○ | ○ | ○ |
| Consider whether any cultural practices and beliefs of families in our program are not aligned with licensing or other standards and how these differences may be addressed? | ○ | ○ | ○ | ○ | ○ | ○ |
| Include stakeholders who represent the cultural and linguistic diversity of our community? | ○ | ○ | ○ | ○ | ○ | ○ |

Section 4. Planning, Fiscal, and Program Management section score _____

## Resources Related to Program Planning and Service System Design

- Data in Head Start and Early Head Start: Digging Into Data

- Voices from the Field: Plan to Succeed – Developing and Sustaining

- What Is Quality Data for Programs Serving Infants and Toddlers? [PDF, 961KB]

- Program Planning and Service Systems Design

- Governance, Leadership, and Oversight Capacity Screener

- Management Systems

- Program Planning in Head Start: The Program Planning Cycle[PDF, 378KB]

- Financing and Budgeting for Early Care and Education Facilities Guidebook

- Administrative Support

- Partnering with Families

- Self-Assessment: Your Annual Journey

- Ongoing Monitoring: Learning for New Leaders

- Self-Assessment: Learning for New Leaders

- Data in Head Start and Early Head Start: Creating a Culture that Embraces Data

- Block Three: Meeting the Needs of Hispanic Families

- Block Four: Meeting the Needs of Hispanic Children

- Eight Steps in the Design Process

- Program Administrator's Checklist for the Head Start Home-Based Program Option [PDF, 1.1MB]

▸ Disaster Recovery: A Guide to Recovery

▸ Financial Planning: A Guide for Disaster Preparedness

▸ Foundations for Excellence: A Guide for Five-Year Planning and Continuous Improvement, 2nd Edition [PDF, 4.3MB]

&raquo; Topic 1: Nuts and Bolts of Strategic Planning [PDF, 1.0MB]

&raquo; Topic 2: Five-Year Planning in Head Start [PDF, 615KB]

&raquo; Topic 3: Achieving Program Goals That Support Child and Family Outcomes [PDF, 753KB]

&raquo; Topic 4: Pulling It All Together—Program Examples [PDF, 732KB]

# Dual Language Learners Program Assessment (DLLPA)

## 5. Education and Child Development Program Services: Teaching and the Learning Environment

> This section supports programs to implement responsive care, effective teaching, and an organized learning environment for children who are DLLs. Teaching practices must support the development of the home language and English.

### Head Start Program Performance Standards

Consider your program's implementation of the following requirements. For **all program options**, do our teaching practices and the learning environment…

### Purpose, 45 CFR §1302.30

All programs must provide high-quality early education and child development services, including for children with disabilities that promote children's cognitive, social, and emotional growth for later success in school. A center-based or family child care program must embed responsive and effective teacher-child interactions. A home-based program must promote secure parent-child relationships and help parents provide high-quality early learning experiences. All programs must implement a research-based curriculum, and screening and assessment procedures that support individualization and growth

in the areas of development described in the Head Start Early Learning Outcomes Framework: Ages Birth to Five and support family engagement in children's learning and development. A program must deliver developmentally, culturally, and linguistically appropriate learning experiences in language, literacy, mathematics, social and emotional functioning, approaches to learning, science, physical skills, and creative arts. To deliver such high-quality early education and child development services, a center-based or family child care program must implement, at a minimum, the elements contained in §§1302.31 through 1302.34, and a home-based program must implement, at a minimum, the elements in §§1302.33 and 1302.35.

The **Purpose, 45 CFR §1302.30** stated above refers to the Head Start Program Performance Standards included in Subpart C, §§1302.31 through 1302.34, and for home-based programs, §§1302.33 and 1302.35.

## Education in home-based programs, 45 CFR §1302.35

(a)Purpose. A home-based program must provide home visits and group socialization activities that promote secure parent-child relationships and help parents provide high-quality early learning experiences in language, literacy, mathematics, social and emotional functioning, approaches to learning, science, physical skills, and creative arts. A program must implement a research-based curriculum that delivers developmentally, linguistically, and culturally appropriate home visits and group socialization activities that support children's cognitive, social, and emotional growth for later success in school. […]

(b) Home-based program design. A home-based program must ensure all home visits are:

(1) Planned jointly by the home visitor and parents, and reflect the critical role of parents in the early learning and development of their children, including that the home visitor is able to effectively communicate with the parent, directly or through an interpreter;

(2) Planned using information from ongoing assessments that individualize learning experiences;

(3) Scheduled with sufficient time to serve all enrolled children in the home and conducted with parents and are not conducted when only babysitters or other temporary caregivers are present;

(4) Scheduled with sufficient time and appropriate staff to ensure effective delivery of services described in subparts D, E, F, and G through home visiting, to the extent possible.

(c) Home visit experiences. A program that operates the home-based option must ensure

all home visits focus on promoting high-quality early learning experiences in the home and growth towards the goals described in the Head Start Early Learning Outcomes Framework: Ages Birth to Five and must use such goals and the curriculum to plan home visit activities that implement;

(1) Age and developmentally appropriate, structured child-focused learning experiences;

(2) Strategies and activities that promote parents' ability to support the child's cognitive, social, emotional, language, literacy, and physical development;

(3) Strategies and activities that promote the home as a learning environment that is safe, nurturing, responsive, and language- and communication- rich;

(4) Research-based strategies and activities for children who are dual language learners that recognize bilingualism and biliteracy as strengths, and:

(i) For infants and toddlers, focus on the development of the home language, while providing experiences that expose both parents and children to English; and,

(ii) For preschoolers, focus on both English language acquisition and the continued development of the home language; and,

(5) Follow-up with families to discuss learning experiences provided in the home between each visit, address concerns, and inform strategies to promote progress toward school readiness goals.

(e) Group socialization.

(1) A program that operates the home-based option must ensure group socializations are planned jointly with families, conducted with both child and parent participation, occur in a classroom, community facility, home or field trip setting, as appropriate.

(2) Group socializations must be structured to:

(i) Provide age appropriate activities for participating children that are intentionally aligned to school readiness goals, the Head Start Early Learning Outcomes Framework: Ages Birth to Five and the home-based curriculum; and,

(ii) Encourage parents to share experiences related to their children's development with other parents in order to strengthen parent-child relationships and to help promote parents understanding of child development;

(3) For parents with preschoolers, group socializations also must provide opportunities for parents to participate in activities that support parenting skill development or family partnership goals identified in §1302.52(c), as appropriate and must emphasize

peer group interactions designed to promote children's social, emotional and language development, and progress towards school readiness goals, while encouraging parents to observe and actively participate in activities, as appropriate.

(f) Screening and assessments. A program that operates the home-based option must implement provisions in §1302.33 and inform parents about the purposes of and the results from screenings and assessments and discuss their child's progress.

## Culturally and Linguistically Responsive Practices

Indicate your overall rating for the following items. For **all program options**, do our teaching practices and/or our home visiting strategies…

| | 1 | 2 | 3 | 4 | 5 | N/A |
|---|---|---|---|---|---|---|
| Integrate our assessment data on children who are DLLs in individual and group planning? | ○ | ○ | ○ | ○ | ○ | ○ |
| Recognize that children who are DLLs are individuals and represent diverse cultural and linguistic backgrounds? | ○ | ○ | ○ | ○ | ○ | ○ |
| Ensure learning experiences, such as music, math, and science, reflect the cultures and languages of our children? | ○ | ○ | ○ | ○ | ○ | ○ |
| Use culturally and age-appropriate approaches to build adult-child relationships and child-child relationships? | ○ | ○ | ○ | ○ | ○ | ○ |
| Promote learning through culturally and age-appropriate approaches to rest, meals, routines, and physical activity? | ○ | ○ | ○ | ○ | ○ | ○ |
| Include reading to our children in English daily and in their home languages, when possible? | ○ | ○ | ○ | ○ | ○ | ○ |
| Incorporate key words and phrases in the home languages of our children in learning experiences and everyday routines? | ○ | ○ | ○ | ○ | ○ | ○ |

Promote children's positive self-concept by using the correct pronunciation of our children's names? ○ ○ ○ ○ ○ ○

Promote, when possible, pairing our English-speaking children with children whose home language is not English to encourage child-child interactions in English? ○ ○ ○ ○ ○ ○

Accept code switching as a natural communication strategy for our children who are DLLs? ○ ○ ○ ○ ○ ○

Plan and use dialogic reading and other oral language strategies in order to promote English language development? ○ ○ ○ ○ ○ ○

Use a range of verbal and non-verbal methods to promote adult and child interactions with our children who are DLLs? ○ ○ ○ ○ ○ ○

Reflect an understanding of the stages of first and second language acquisition? ○ ○ ○ ○ ○ ○

Provide opportunities for our children to see, use, and discuss the written home language, when possible? ○ ○ ○ ○ ○ ○

Assist families in planning their child's learning experiences in our program that support home language development? ○ ○ ○ ○ ○ ○

Use intentional strategies to help our children who are DLLs comprehend what is happening in the learning environment, including demonstrations, videos, visuals, gestures, and props? ○ ○ ○ ○ ○ ○

Identify which adult will use the home languages of the children, at what times, and under what circumstances, as appropriate? ○ ○ ○ ○ ○ ○

Build our children's vocabulary by making explicit the connections between familiar words in a child's home language and new words in English? ○ ○ ○ ○ ○ ○

Display photographs of our children who are DLLs and their families that teachers refer to as part of planned teaching strategies? ○ ○ ○ ○ ○ ○

Use materials, visuals, and other items that reflect our families' cultures that teachers and home visitors include as part of planned teaching strategies? ○ ○ ○ ○ ○ ○

Use a wide range of materials throughout the learning environment to promote optimal development of our children's home language and English? ○ ○ ○ ○ ○ ○

Include environmental print in children's home languages, including labels, posters, and signs, which help our children make connections between their home language and English? ○ ○ ○ ○ ○ ○

Integrate culturally and linguistically responsive learning opportunities when children are being transported in program vehicles? ○ ○ ○ ○ ○ ○

Section 5. Education and Child Development Program Services: Teaching and the Learning Environment section score _____

## Resources Related to Teaching and Learning Environment Services

▸ Including Children's Home Languages and Cultures

▸ Inviting and Supporting Cultural Guides and Home Language Models [PDF, 732KB]

▸ Language Modeling with Dual Language Learning Infants [PDF, 534KB]

▸ Language Modeling with Dual Language Learning Toddlers [PDF, 557KB]

▸ Planning and Organizing Thematic Instruction [PDF, 1.2MB]

▸ Supporting Dual Language Learners with Classroom Schedules and Transitions [PDF, 565KB]

▸ Supporting English Language Development When Children Have Little Experience with English [PDF, 1.3MB]

- Code Switching: Why It Matters and How to Respond

- How to Use Bilingual Books [PDF, 715KB] | Spanish (español) [PDF, 574KB]

- Selecting Culturally Appropriate Children's Books in Languages Other Than English [PDF, 1.4MB] | Spanish (español) [PDF, 948KB]

- Selecting and Using Culturally Responsive Children's Books [PDF, 3.0MB]

- Creating Environments That Include Children's Home Languages and Cultures [PDF, 1.1MB]

- Designing Environments

  » Tips for Teachers [PDF, 480KB]

  » Tips for Families [PDF, 246KB]

  » Tools for Supervisors [PDF, 84KB]

  » Helpful Resources [PDF, 80KB]

- Managing the Classroom: Design Environments and Use Materials to Support Learning [PDF, 262KB]

- News You Can Use: Environment as Curriculum for Infants and Toddlers

- Home Visitors Help

- Supporting Children with Disabilities Who Are Also Dual Language Learners

# Dual Language Learners Program Assessment (DLLPA)

## 6. Education and Child Development Program Services: Curricula

> This section focuses on the use of age and developmentally appropriate, research-based curricula as the cornerstone of effective teaching and learning experiences for young children who are DLLs. Standard procedures and materials support implementation of curricula; align with early learning standards; and support and promote measurable child progress.

### Head Start Program Performance Standards

Consider your program's implementation of the following requirements. In our **center-based or family child care programs**, do our curricula…

### Curricula, 45 CFR §1302.32

(a) Curricula.

(1) Center-based and family child care programs must implement developmentally appropriate research-based early childhood curricula, including additional curricular enhancements, as appropriate that:

(i) Are based on scientifically valid research and have standardized training procedures and curriculum materials to support implementation;

(ii) Are aligned with the Head Start Early Learning Outcomes Framework: Ages Birth to Five and, as appropriate, state early learning and development standards; and are sufficiently content-rich to promote measurable progress toward development and learning outlined in the Framework; and,

(iii) Have an organized developmental scope and sequence that include plans and materials for learning experiences based on developmental progressions and how children learn.

(2) A program must support staff to effectively implement curricula and at a minimum monitor curriculum implementation and fidelity, and provide support, feedback, and supervision for continuous improvement of its implementation through the system of training and professional development.

(b) Adaptation. A program that chooses to make significant adaptations to a curriculum or a curriculum enhancement described in paragraph (a)(1) of this section to better meet the needs of one or more specific populations must use an external early childhood education curriculum or content area expert to develop such significant adaptations. A program must assess whether the adaptation adequately facilitates progress toward meeting school readiness goals, consistent with the process described in §1302.102(b) and (c). Programs are encouraged to partner with outside evaluators in assessing such adaptations.

## Education in home-based programs, 45 CFR §1302.35

(a)Purpose. A home-based program must provide home visits and group socialization activities that promote secure parent-child relationships and help parents provide high-quality early learning experiences in language, literacy, mathematics, social and emotional functioning, approaches to learning, science, physical skills, and creative arts. A program must implement a research-based curriculum that delivers developmentally, linguistically, and culturally appropriate home visits and group socialization activities that support children's cognitive, social, and emotional growth for later success in school. [...]

(d) Home-based curriculum. A program that operates the home-based option must:

(1) Ensure home-visiting and group socializations implement a developmentally appropriate research-based early childhood home-based curriculum that:

(i) Promotes the parent's role as the child's teacher through experiences focused on the parent-child relationship and, as appropriate, the family's traditions, culture, values, and beliefs;

(ii) Aligns with the Head Start Early Learning Outcomes Framework: Ages Birth to Five and, as appropriate, state early learning standards, and, is sufficiently content-rich within the Framework to promote measurable progress toward goals outlined in the Framework; and,

(iii) Has an organized developmental scope and sequence that includes plans and materials for learning experiences based on developmental progressions and how children learn.

(2) Support staff in the effective implementation of the curriculum and at a minimum monitor curriculum implementation and fidelity, and provide support, feedback, and supervision for continuous improvement of its implementation through the system of training and professional development.

(3) If a program chooses to make significant adaptations to a curriculum or curriculum enhancement to better meet the needs of one or more specific populations, a program must:

(i) Partner with early childhood education curriculum or content experts; and,

(ii) Assess whether the adaptation adequately facilitates progress toward meeting school readiness goals consistent with the process described in §1302.102(b) and (c).

(4) Provide parents with an opportunity to review selected curricula and instructional materials used in the program.

# Culturally and Linguistically Responsive Practices

Indicate your overall rating for the following items. In **all program options**, do our curricula…

| | 1 | 2 | 3 | 4 | 5 | N/A |
|---|---|---|---|---|---|---|
| Include scientifically valid research and have standardized training procedures and curriculum materials appropriate to our DLL population? | ○ | ○ | ○ | ○ | ○ | ○ |
| Align with the domains and sub-domains of the Head Start Early Learning Outcomes Framework (HSELOF) and, as necessary, with the State Early Learning Guidelines that pertain to our children who are DLLs? | ○ | ○ | ○ | ○ | ○ | ○ |
| Have an organized developmental scope and sequence of learning experiences based on how children who are DLLs acquire first and second languages, concepts, and skills? | ○ | ○ | ○ | ○ | ○ | ○ |
| Provide meaningful opportunities to learn and develop within and across the domains of the HSELOF using the home language(s) as support? | ○ | ○ | ○ | ○ | ○ | ○ |
| Support our education managers, coaches, and child development specialists to monitor curriculum implementation and fidelity? | ○ | ○ | ○ | ○ | ○ | ○ |
| Support our education managers, coaches, and child development specialists to provide feedback and supervision for continuous improvement of curriculum implementation for children who are DLLs? | ○ | ○ | ○ | ○ | ○ | ○ |

Section 6. Education and Child Development Program Services: Curricula section score _____

## Resources Related to the Education and Child Development Program Services: Curricula System

- Implementing Curriculum in a Responsive Environment, Birth to 5

- Early Childhood Curriculum Resources [PDF, 944KB]

- Classroom Language Models: A Leader's Implementation Manual [PDF, 3.0MB]

- Curriculum, Assessment, and the Head Start Framework: An Alignment Review Tool [PDF, 237KB]

- Choosing a Preschool Curriculum [PDF, 131KB]

- Guidance on Comprehensive and Domain-Specific Preschool Curriculum Consumer Report [PDF, 120KB]

- Preschool Curriculum Consumer Report [PDF, 1.3MB]

- Introducing the Preschool Curriculum Consumer Report

- Mathematics Preschool Curriculum Consumer Report [PDF, 9.8MB]

- Literacy and Language Preschool Curriculum Consumer Report [PDF, 9.7MB]

- Social Emotional Preschool Curriculum Consumer Report [PDF, 9.4MB]

- Implementation of Curriculum with Fidelity

- Administrators and Managers Support Dual Language Learners

- Teachers, Caregivers, and Family Service Staff Support Children Who Are Dual Language Learners

# Dual Language Learners Program Assessment (DLLPA)

## 7. Education and Child Development Program Services: Child Screenings and Assessments

> This section supports the use of valid and reliable tools and processes with the population of DLLs. Gathering child, parent, and family information with bilingual staff or interpreters is addressed.

### Head Start Program Performance Standards

Consider your program's implementation of the following requirements. For **all program options**, do our child screenings and assessments…

### Child Screenings and Assessments, 45 CFR §1302.33

[…](c) Characteristics of screenings and assessments. (1) Screenings and assessments must be valid and reliable for the population and purpose for which they will be used, including by being conducted by qualified and trained personnel, and being age, developmentally, culturally and linguistically appropriate, and appropriate for children with disabilities, as needed.

(2) If a program serves a child who speaks a language other than English, a program must use qualified bilingual staff, contractor, or consultant to:

(i) Assess language skills in English and in the child's home language, to assess both the

child's progress in the home language and in English language acquisition;(ii) Conduct screenings and assessments for domains other than language skills in the language or languages that best capture the child's development and skills in the specific domain; and, (iii) Ensure those conducting the screening or assessment know and understand the child's language and culture and have sufficient skill level in the child's home language to accurately administer the screening or assessment and to record and understand the child's responses, interactions, and communications.

(3) If a program serves a child who speaks a language other than English and qualified bilingual staff, contractors, or consultants are not able to conduct screenings and assessments, a program must use an interpreter in conjunction with a qualified staff person to conduct screenings and assessments as described in paragraphs (c)(2)(i) through (iii) of this section.

(4) If a program serves a child who speaks a language other than English and can demonstrate that there is not a qualified bilingual staff person or interpreter, then screenings and assessments may be conducted in English. In such a case, a program must also gather and use other information, including structured observations over time and information gathered in a child's home language from the family, for use in evaluating the child's development and progress. […]

## Culturally and Linguistically Responsive Practices

Indicate your overall rating for the following culturally and linguistically responsive practices. For **all program options**, do our child screenings and assessments…

| | 1 | 2 | 3 | 4 | 5 | N/A |
|---|---|---|---|---|---|---|
| Use assessment information for each child to individualize learning experiences and improve teaching practices and home visit strategies in a home-based program? | ○ | ○ | ○ | ○ | ○ | ○ |
| Use our ongoing observations of children's behaviors in the classroom, home, or other settings to provide information on the child's progress? | ○ | ○ | ○ | ○ | ○ | ○ |

Gather and use family's insights and observations of their child's behavior at home and in other settings to provide information about their child's progress?    ○  ○  ○  ○  ○  ○

Share screening and assessment results with our families in culturally and linguistically sensitive ways and in their preferred language, if possible?    ○  ○  ○  ○  ○  ○

Obtain parental consent for referrals to follow-up after a screening, relying on bilingual staff or an interpreter as necessary?    ○  ○  ○  ○  ○  ○

Partner with our families to access or deliver services to help address the child's identified needs, relying on bilingual staff or an interpreter as necessary?    ○  ○  ○  ○  ○  ○

Develop our staff's capacity and the capacity of others, including interpreters who assist staff, to use screening and assessment instruments with culturally and linguistically diverse children?    ○  ○  ○  ○  ○  ○

Have a process in place so that screening and assessment data on our children who are DLLs is not misinterpreted and lead to over- or under-identification of disabilities?    ○  ○  ○  ○  ○  ○

Develop our staff's capacity to use screening and assessment instruments with culturally and linguistically diverse children who have disabilities or suspected delays?    ○  ○  ○  ○  ○  ○

Section 7. Education and Child Development Program Services: Child Screenings and Assessments section score _____

**Resources Related to the Education and Child Development Program Services: Child Screenings and Assessments System**

▶ Child Screening & Assessment

▶ Screening Dual Language Learners in Early Head Start and Head Start: A Guide for Program Leaders

▶ Screening: The First Step in Getting to Know a Child

▶ Gathering and Using Language Information that Families Share [PDF, 1.3MB]

▶ Early Childhood Developmental Screening: A Compendium of Measures for Children Ages Birth to Five

# Dual Language Learners Program Assessment (DLLPA)

## 8. Health Program Services

> This section highlights nutrition, mental health, and other related health services that are culturally and linguistically responsive to children and their families.

### Head Start Program Performance Standards

Consider your program's implementation of the following requirements. For **all program options**, do our health services . . .

### Purpose, 45 CFR §1302.40

(a) A program must provide high-quality health, oral health, mental health, and nutrition services that are developmentally, culturally, and linguistically appropriate and that will support each child's growth and school readiness. [...]

### Collaboration and communication with parents, 45 CFR §1302.41

(a) For all activities described in this part, programs must collaborate with parents as partners in the health and well-being of their children in a linguistically and culturally appropriate manner and communicate with parents about their child's health needs and development concerns in a timely and effective manner.[...]

## Child nutrition, 45 CFR §1302.44

a) Nutrition service requirements.
(1) A program must design and implement nutrition services that are culturally and developmentally appropriate, meet the nutritional needs of and accommodate the feeding requirements of each child, including children with special dietary needs and children with disabilities. Family style meals are encouraged as described in §1302.31(e) (2). [...]

## Child mental health and social and emotional well-being, 45 CFR §1302.45

(b) Mental health consultants. A program must ensure mental health consultants assist:
(1) The program to implement strategies to identify and support children with mental health and social and emotional concerns;
(2) Teachers, including family child care providers, to improve classroom management and teacher practices through strategies that include using classroom observations and consultations to address teacher and individual child needs and creating physical and cultural environments that promote positive mental health and social and emotional functioning ; [...]
The **Purpose, 45 CFR §1302.40** stated above refers to all HSPPS included in Subpart D.

# Culturally and Linguistically Responsive Practices

Indicate your overall rating for the following linguistically and culturally responsive practices. For **all program options**, do our health services…

| | 1 | 2 | 3 | 4 | 5 | N/A |
|---|---|---|---|---|---|---|
| Provide our families with easy-to-understand information about common health issues and services in their preferred language? | ○ | ○ | ○ | ○ | ○ | ○ |
| Obtain information about each family's beliefs and practices, and consider them when making recommendations to families? | ○ | ○ | ○ | ○ | ○ | ○ |
| Incorporate learning experiences about health care, wellness practices, and nutrition information as sources of first and second language acquisition and development? | ○ | ○ | ○ | ○ | ○ | ○ |
| Ensure that our Health Services Advisory Committee has appropriate representation from our families and that it is culturally and linguistically responsive to our families' needs and strengths? | ○ | ○ | ○ | ○ | ○ | ○ |
| Help our staff use a family-centered and culturally sensitive lens when they discuss child health and mental health concerns with families? | ○ | ○ | ○ | ○ | ○ | ○ |
| Ensure our families are connected to medical and dental homes that have linguistically capable and culturally competent staff? | ○ | ○ | ○ | ○ | ○ | ○ |
| Invite our families to participate in the development of menus to ensure a variety of familiar foods? | ○ | ○ | ○ | ○ | ○ | ○ |
| Encourage our families to help prepare children's meals representing their cultures, as appropriate? | ○ | ○ | ○ | ○ | ○ | ○ |

Section 8. Health Program Services section score _____

## Resources Related to the Health Program Services System

▸ Healthy Habits Start Early [PDF, 4.1MB]

▸ Understanding and Eliminating Expulsion in Early Childhood Programs

▸ Head Start Health Services Competencies

▸ Healthy Gender Development and Young Children

▸ Brush Up on Oral Health: Oral Health in Rural Areas [PDF, 331KB]

▸ Health Manager's Orientation Guide (HMOG)

  » Chapter 3: Health Topic Self-Reflection Checklists [PDF, 328KB]

  » Chapter 2: The Foundation of Successful Health Services [PDF, 1.3MB]

  » Appendices [PDF, 594KB]

# Dual Language Learners Program Assessment (DLLPA)

## 9. Family and Community Engagement Program Services

> This section addresses the importance of offering culturally and linguistically responsive activities to parents that promote their role as the child's first teacher and lifelong advocate. This section also addresses the importance of engaging community stakeholders to support the program's efforts to work with families.

### Head Start Program Performance Standards

Consider your program's implementation of the following requirements. For **all program options**, do our family engagement services…

### Family engagement, 45 CFR §1302.50

[…] (b) Family engagement approach. A program must:
(1) Recognize parents as their children's primary teachers and nurturers and implement intentional strategies to engage parents in their children's learning and development and support parent-child relationships, including specific strategies for father engagement;
(2) Develop relationships with parents and structure services to encourage trust and respectful, ongoing two-way communication between staff and parents to create

welcoming program environments that incorporate the unique cultural, ethnic, and linguistic backgrounds of families in the program and community;

(3) Collaborate with families in a family partnership process that identifies needs, interests, strengths, goals, and services and resources that support family well-being, including family safety, health, and economic stability;

(4) Provide parents with opportunities to participate in the program as employees or volunteers;

(5) Conduct family engagement services in the family's preferred language, or through an interpreter, to the extent possible, and ensure families have the opportunity to share personal information in an environment in which they feel safe; and,[…]

## Parent activities to promote child learning and development, 45 CFR §1302.51

(a) A program must promote shared responsibility with parents for children's early learning and development, and implement family engagement strategies that are designed to foster parental confidence and skills in promoting children's learning and development. These strategies must include:

(1) Offering activities that support parent-child relationships and child development including language, dual language, literacy, and bi-literacy development as appropriate;

(2) Providing parents with information about the importance of their child's regular attendance, and partner with them, as necessary, to promote consistent attendance; and,

(3) For dual language learners, information and resources for parents about the benefits of bilingualism and biliteracy.

(b) A program must, at minimum, offer opportunities for parents to participate in a research-based parenting curriculum that builds on parents' knowledge and offers parents the opportunity to practice parenting skills to promote children's learning and development. A program that chooses to make significant adaptations to the parenting curriculum to better meet the needs of one or more specific populations must work with an expert or experts to develop such adaptations.

## Community partnerships and coordination with other early childhood and education programs, 45 CFR §1302.53

a) Community partnerships.

(1) A program must establish ongoing collaborative relationships and partnerships with community organizations such as establishing joint agreements, procedures, or contracts and arranging for onsite delivery of services as appropriate, to facilitate access to community services that are responsive to children's and families' needs and family partnership goals, and community needs and resources, as determined by the community assessment.

(2) A program must establish necessary collaborative relationships and partnerships, with community organizations that may include: […]

(iv) Educational and cultural institutions, such as libraries and museums, for both children and families;

## Management system, 45 CFR §1302.101

b) Coordinated approaches. At the beginning of each program year, and on an ongoing basis throughout the year, a program must design and implement program-wide coordinated approaches that ensure: […]

(2) The full and effective participation of children who are dual language learners and their families, by:

(ii) Identifying community resources and establishing ongoing collaborative relationships and partnerships with community organizations consistent with the requirements in §1302.53(a) […]

# Culturally and Linguistically Responsive Practices

Indicate your overall rating for the following culturally and linguistically responsive practices. For **all program options**, do our family engagement services…

| | 1 | 2 | 3 | 4 | 5 | N/A |
|---|---|---|---|---|---|---|
| Recognize the parents as their children's primary teachers and nurturers? | ○ | ○ | ○ | ○ | ○ | ○ |
| Integrate culturally and linguistically responsive strategies when partnering with our families? | ○ | ○ | ○ | ○ | ○ | ○ |
| Engage in a family partnership agreement process and goal-setting that is aligned with the Parent, Family, and Community Engagement Framework? | ○ | ○ | ○ | ○ | ○ | ○ |
| Share strategies and activities with our families that promote the child's use of the home language? | ○ | ○ | ○ | ○ | ○ | ○ |
| Work with our families to adopt a long-term commitment to supporting their child's home language development? | ○ | ○ | ○ | ○ | ○ | ○ |
| Observe and ask about children's learning experiences at home and in the community to identify strengths? | ○ | ○ | ○ | ○ | ○ | ○ |
| Ensure that our families are fully informed of our program's school readiness goals for children who are DLLs? | ○ | ○ | ○ | ○ | ○ | ○ |
| Use a research-based parenting curriculum that is culturally and linguistically appropriate for our families? | ○ | ○ | ○ | ○ | ○ | ○ |
| Help our families feel welcome by greeting them in their home languages and displaying images and items from their home cultures? | ○ | ○ | ○ | ○ | ○ | ○ |

| | | | | | | |
|---|---|---|---|---|---|---|
| Provide our families with verbal and written information and explanations in their preferred language to enable their full participation in Individualized Family Service Program or Individualized Educational Plan meetings and service evaluations? | ○ | ○ | ○ | ○ | ○ | ○ |
| Apply a culturally and linguistically sensitive lens when discussing family or child needs and services? | ○ | ○ | ○ | ○ | ○ | ○ |
| Specifically reach out to families of DLLs to engage them in learning activities with their child at home, in the classroom, and during group socializations? | ○ | ○ | ○ | ○ | ○ | ○ |
| Help us identify, recruit, and enroll eligible children and pregnant women from among all cultural and language groups within our service area(s)? | ○ | ○ | ○ | ○ | ○ | ○ |
| Help us identify speakers of home languages of enrolled children who can work or volunteer in classrooms and support our program in other capacities? | ○ | ○ | ○ | ○ | ○ | ○ |
| Help us identify qualified interpreters and translators? | ○ | ○ | ○ | ○ | ○ | ○ |
| Support the recruitment and professional development of our staff who speak home languages of children and families? | ○ | ○ | ○ | ○ | ○ | ○ |
| Include collaboration with our local school district(s) to develop school readiness goals that address the needs of culturally and linguistically diverse children who are DLLs? | ○ | ○ | ○ | ○ | ○ | ○ |

Section 9. Family and Community Engagement Program Services section score _____

## Resources Related to Family and Community Engagement Program Services

This section addresses the importance of offering culturally and linguistically responsive activities to parents that promote their role as the child's first teacher and lifelong advocate. Engaging community stakeholders supports program efforts to reach these goals.

**Family Engagement Services**

▸ [Family Engagement and Cultural Perspectives: Applying Strengths-based Attitudes](#) [PDF, 632KB]

▸ [The Importance of Home Language Series](#)

▸ [Program Environments: Responsive Programming for Migrant Families](#)

▸ [Las Manos de Apá Resources](#)

▸ [Journeys of Hope and Courage: Using Storytelling Approaches to Partner with Families](#)

▸ [Healthy Brain Development Tip Sheet](#) [PDF, 1.3MB] Available in [Spanish (español)](#) [PDF, 823KB] and [Arabic (العربية)](#) [PDF, 745KB]

▸ Family Well-Being Tip Sheets

    » [Prenatal Care](#) [PDF, 595KB] Available in [Spanish (español)](#) [PDF, 761KB] and [Arabic (العربية)](#) [PDF, 552KB]

    » [Health](#) [PDF, 451KB] Available in [Spanish (español)](#) [PDF, 673KB]and [Arabic (العربية)](#) [PDF, 550KB]

    » [Hygiene](#) [PDF, 1.0MB] Available in [Spanish (español)](#) [PDF, 1.5MB]and [Arabic (العربية)](#) [PDF, 593KB]

- » Oral Health [PDF, 1.1MB] Available in Spanish (español) [PDF, 678KB] and Arabic (العربية) [PDF, 475KB]

- » Nutrition [PDF, 566KB] Available in Spanish (español) [PDF, 889KB] and Arabic (العربية) [PDF, 565KB]

- » Sleeping, Waking, and Bedtime [PDF, 509KB] Available in Spanish (español) [PDF, 807KB]and Arabic (العربية) [PDF, 576KB]

**Community Engagement Services**

- ▸ Talking Points: Head Start and Refugee Provider Communication Guide [PDF, 189KB]

- ▸ Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) in Head Start and Early Head Start: Reaching Emerging Refugee and Immigrant Populations [PDF, 3.0MB]

# Dual Language Learners Program Assessment (DLLPA)

## 10. Transition Services

> This section addresses the critical nature of support for DLL children and families as they transition through the process of lifelong learning and development. Effective communication in families' home languages and outreach to community stakeholders are important considerations.

### Head Start Program Performance Standards

Consider your program's implementation of the following requirements. For **all program options**, do our family engagement services…

### Transitions from Head Start to kindergarten, 45 CFR §1302.71

[…] (b) Family collaborations for transitions. (1) A program must collaborate with parents of enrolled children to implement strategies and activities that will help parents advocate for and promote successful transitions to kindergarten for their children, including their continued involvement in the education and development of their child.
(2) At a minimum, such strategies and activities must: […]
(iii) Prepare parents to exercise their rights and responsibilities concerning the education of their children in the elementary school setting, including services and supports available to children with disabilities and various options for their child to participate in language instruction educational programs; […]

# Culturally and Linguistically Responsive Practices

Indicate your overall rating for the following culturally and linguistically responsive practices. For **all program options**, do our transition services...

| | 1 | 2 | 3 | 4 | 5 | N/A |
|---|---|---|---|---|---|---|
| Include service plans that describe a variety of strategies to recruit, enroll, and welcome children and families from diverse cultures and languages in the area into our program? | ○ | ○ | ○ | ○ | ○ | ○ |
| Share information on the developmental progress of children who are DLLs in our program with the staff in the new educational settings or staff within our own program? | ○ | ○ | ○ | ○ | ○ | ○ |
| Offer ongoing support groups and training for our families on transition topics specific to children who are DLLs? | ○ | ○ | ○ | ○ | ○ | ○ |
| Engage our families of children who are DLLS in conversations about school readiness and discuss specific strategies our families can use to support their children's readiness for school? | ○ | ○ | ○ | ○ | ○ | ○ |
| Develop individual plans with each family for their child's transition from Early Head Start to Head Start or from Head Start to the next program that include language and cultural considerations? | ○ | ○ | ○ | ○ | ○ | ○ |
| Approach destination programs and arrange for our children who are DLLs and families to visit prior to transition? | ○ | ○ | ○ | ○ | ○ | ○ |
| Use the home language, when possible, to facilitate the transitions of children who are DLLs and their families during their arrivals and departures? | ○ | ○ | ○ | ○ | ○ | ○ |

Support children's transition into and within our program by discussing classroom materials, the daily schedule, and basic rules of the classroom so that families may communicate this information with their child in their home language? ○ ○ ○ ○ ○ ○

Help our families understand that the transition to academic use of English may take up to five years, and even though their child has learned some English, the child might still be placed in a bilingual or English as a Second Language (ESL) kindergarten as appropriate? ○ ○ ○ ○ ○ ○

Develop memoranda of understanding with partners, such as local education liaisons, child care, and other early childhood programs, to ensure that our transition plans include strategies to support children who are DLLs? ○ ○ ○ ○ ○ ○

Section 10. Transition Services section score _____

## Resources Related to Transition Services

‣ Transitions

‣ Supporting Transitions: Resources for Building Collaboration

‣ Supporting Transitions: Working with Early Education Partners [PDF, 454KB]

‣ Supporting Transitions: Program Policies and Practices [PDF, 356KB]

‣ Informing the School of Your Intention to Enroll Your Child in a Private School at Public Expense

‣ Supporting Dual Language Learners with Classroom Schedules and Transitions

# DLLPA Summary Sheet

Date: _____

To calculate "Your Section Total" (column 3), divide "Your Program's Total" (column 2) by the number in "Possible Section Total" (column 1). Note: For "N/A" responses, adjust your total scores to reflect the percent of total responses you marked.

| Management Systems | Possible Section Total | Your Program's Total | Your Section Total Percentage* |
|---|---|---|---|
| 1. Communication | 45 | | |
| 2. Human Resources | 45 | | |
| 3. Training and Professional Development | 35 | | |
| 4. Program Planning and Service System Design | 70 | | |

| Program Areas | Possible Section Total | Your Program's Total | Your Section Total Percentage* |
|---|---|---|---|
| **Education and Child Development Program Service Areas** | | | |
| 5. Teaching and the Learning Environment | 115 | | |
| 6. Curricula | 30 | | |
| 7. Child Screenings and Assessments | 45 | | |
| 8. Health Program Services | 40 | | |
| 9. Family and Community Engagement Program Services | 85 | | |
| 10. Transition Services | 50 | | |

# Head Start Program Performance Standards and Head Start Act Citations Referenced in the Dual Language Learners Program Assessment

## Citations

### Enabling Regulations from the HSPPS

[Determining community strengths, needs, and resources, 45 CFR § 1302.11](#)

(b) *Community wide strategic planning and needs assessment (community assessment).* (1) To design a program that meets community needs, and builds on strengths and resources, a program must conduct a community assessment at least once over the five-year grant period. The community assessment must use data that describes community strengths, needs, and resources and include, at a minimum:

> (i) The number of eligible infants, toddlers, preschool age children, and expectant mothers, including their geographic location, race, ethnicity, and languages they speak, including: [...]

# Enabling Regulations from the HSPPS

[Subpart C—Education and Child Development Program Services, Purpose, 45 CFR § 1302.30](#)

All programs must provide high-quality early education and child development services, including for children with disabilities, that promote children's cognitive, social, and emotional growth for later success in school. A center-based or family child care program must embed responsive and effective teacher-child interactions. A home-based program must promote secure parent-child relationships and help parents provide high-quality early learning experiences. All programs must implement a research-based curriculum, and screening and assessment procedures that support individualization and growth in the areas of development described in the *Head Start Early Learning Outcomes Framework: Ages Birth to Five* and support family engagement in children's learning and development. A program must deliver developmentally, culturally, and linguistically appropriate learning experiences in language, literacy, mathematics, social and emotional functioning, approaches to learning, science, physical skills, and creative arts. To deliver such high-quality early education and child development services, a center-based or family child care program must implement, at a minimum, the elements contained in §§1302.31 through 1302.34, and a home-based program must implement, at a minimum, the elements in §§1302.33 and 1302.35.

## Statutory References from the Head Start Act

[Sec. 645A(i)(2)(D)](#)

[Sec. 641A(a)(1)(B)(x)](#)

[Teaching and the learning environment, 45 CFR § 1302.31](#)

(a) *Teaching and the learning environment.* A center-based and family child care program must ensure teachers and other relevant staff provide responsive care, effective teaching, and an organized learning environment that promotes healthy development and children's skill growth aligned with the *Head Start Early Learning Outcomes Framework: Ages Birth to Five*, including for children with disabilities. A program must also support implementation of such environment with integration of regular and ongoing supervision and a system of individualized and ongoing professional development, as appropriate. This includes, at a minimum, the practices described in paragraphs (b) through (e) of this section.

(b) *Effective teaching practices.* (1) Teaching practices must:

> (i) Emphasize nurturing and responsive practices, interactions, and environments that foster trust and emotional security; are communication and language rich; promote critical thinking and problem-solving; social, emotional, behavioral, and language development; provide supportive feedback for learning; motivate continued effort; and support all children's engagement in learning experiences and activities; [...]

(2) For dual language learners, a program must recognize bilingualism and biliteracy as strengths and implement research-based teaching practices that support their development. These practices must:

> (i) For an infant or toddler dual language learner, include teaching practices that focus on the development of the home language, when there is a teacher with appropriate language competency, and experiences that expose the child to English;

> (ii) For a preschool age dual language learner, include teaching practices that focus on both English language acquisition and the continued development of the home language; or,

(iii) If staff do not speak the home language of all children in the learning environment, include steps to support the development of the home language for dual language learners such as having culturally and linguistically appropriate materials available and other evidence-based strategies. Programs must work to identify volunteers who speak children's home language/s who could be trained to work in the classroom to support children's continued development of the home language.

(c) *Learning environment.* A program must ensure teachers implement well-organized learning environments with developmentally appropriate schedules, lesson plans, and indoor and outdoor learning experiences that provide adequate opportunities for choice, play, exploration, and experimentation among a variety of learning, sensory, and motor experiences and:

(1) For infants and toddlers, promote relational learning and include individualized and small group activities that integrate appropriate daily routines into a flexible schedule of learning experiences; and,

(2) For preschool age children, include teacher-directed and child-initiated activities, active and quiet learning activities, and opportunities for individual, small group, and large group learning activities.

(d) *Materials and space for learning.* To support implementation of the curriculum and the requirements described in paragraphs (a), (b), (c), and (e) of this section a program must provide age-appropriate equipment, materials, supplies and physical space for indoor and outdoor learning environments, including functional space. The equipment, materials and supplies must include any necessary accommodations and the space must be accessible to children with disabilities. Programs must change materials intentionally and periodically to support children's interests, development, and learning.

(e) *Promoting learning through approaches to rest, meals, routines, and physical activity.* (1) A program must implement an intentional, age appropriate approach to accommodate children's need to nap or rest, and that, for preschool age children in a program that operates for 6 hours or longer per day provides a regular time every day at which preschool age children are encouraged but not forced to rest or nap. A program must provide alternative quiet learning activities for children who do not need or want to rest or nap.

(2) A program must implement snack and meal times in ways that support development and learning. For bottle-fed infants, this approach must include holding infants during feeding to support socialization. Snack and meal times must be structured and used as learning opportunities that support teaching staff-child interactions and foster communication and conversations that contribute to a child's learning, development, and socialization. Programs are encouraged to meet this requirement with family style meals when developmentally appropriate. A program must also provide sufficient time for children to eat, not use food as reward or punishment, and not force children to finish their food.

(3) A program must approach routines, such as hand washing and diapering, and transitions between activities, as opportunities for strengthening development, learning, and skill growth.

(4) A program must recognize physical activity as important to learning and integrate intentional movement and physical activity into curricular activities and daily routines in ways that support health and learning. A program must not use physical activity as reward or punishment.

## Statutory References from the Head Start Act

Sec. 645A(i)(2)(D)

Sec. 641A(a)(1)(B)(x)

# Enabling Regulations from the HSPPS

Curricula, 45 CFR § 1302.32

(a) *Curricula*. (1) Center-based and family child care programs must implement developmentally appropriate research-based early childhood curricula including additional curricular enhancements, as appropriate that:

(i) Are based on scientifically valid research and have standardized training procedures and curriculum materials to support implementation;

(ii) Are aligned with the *Head Start Early Learning Outcomes Framework: Ages Birth to Five* and, as appropriate, state early learning and development standards; and are sufficiently content-rich to promote measurable progress toward development and learning outlined in the Framework; and,

(iii) Have an organized developmental scope and sequence that include plans and materials for learning experiences based on developmental progressions and how children learn.

(2) A program must support staff to effectively implement curricula and at a minimum monitor curriculum implementation and fidelity, and provide support, feedback, and supervision for continuous improvement of its implementation through the system of training and professional development.

(b) *Adaptation*. A program that chooses to make significant adaptations to a curriculum or a curriculum enhancement described in paragraph (a)(1) of this section to better meet the needs of one or more specific populations must use an external early childhood education curriculum or content area expert to develop such significant adaptations. A program must assess whether the adaptation adequately facilitates progress toward

meeting school readiness goals, consistent with the process described in §1302.102(b) and (c). Programs are encouraged to partner with outside evaluators in assessing such adaptations.

[Child screenings and assessments, 45 CFR § 1302.33](#)

(c) *Characteristics of screenings and assessments*. (1) Screenings and assessments must be valid and reliable for the population and purpose for which they will be used, including by being conducted by qualified and trained personnel, and being age, developmentally, culturally and linguistically appropriate, and appropriate for children with disabilities, as needed.

> (2) If a program serves a child who speaks a language other than English, a program must use qualified bilingual staff, contractor, or consultant to:
>
> > (i) Assess language skills in English and in the child's home language, to assess both the child's progress in the home language and in English language acquisition;
> >
> > (ii) Conduct screenings and assessments for domains other than language skills in the language or languages that best capture the child's development and skills in the specific domain; and,
> >
> > (iii) Ensure those conducting the screening or assessment know and understand the child's language and culture and have sufficient skill level in the child's home language to accurately administer the screening or assessment and to record and understand the child's responses, interactions, and communications.
>
> (3) If a program serves a child who speaks a language other than English and qualified bilingual staff, contractors, or consultants are not able to conduct screenings and assessments, a program must use an interpreter in conjunction

with a qualified staff person to conduct screenings and assessments as described in paragraphs (c)(2)(i) through (iii) of this section.

(4) If a program serves a child who speaks a language other than English and can demonstrate that there is not a qualified bilingual staff person or interpreter, then screenings and assessments may be conducted in English. In such a case, a program must also gather and use other information, including structured observations over time and information gathered in a child's home language from the family, for use in evaluating the child's development and progress. […]

## Statutory References from the Head Start Act

Sec. 641A(b)(2)(A)(D)(E)

Sec. 642(f)(10)

## Enabling Regulations from the HSPPS

Education in home-based programs, 45 CFR § 1302.35

(a) *Purpose.* A home-based program must provide home visits and group socialization activities that promote secure parent-child relationships and help parents provide high-quality early learning experiences in language, literacy, mathematics, social and emotional functioning, approaches to learning, science, physical skills, and creative arts. A program must implement a research-based curriculum that delivers developmentally, linguistically, and culturally appropriate home visits and group socialization activities that support children's cognitive, social, and emotional growth for later success in school. […]

(c) *Home visit experiences.* A program that operates the home-based option must ensure all home visits focus on promoting high-quality early learning experiences in the home and growth towards the goals described in the Head Start Early Learning Outcomes

Framework: Ages Birth to Five and must use such goals and the curriculum to plan home visit activities that implement;

(1) Age and developmentally appropriate, structured child-focused learning experiences;

(2) Strategies and activities that promote parents' ability to support the child's cognitive, social, emotional, language, literacy, and physical development;

(3) Strategies and activities that promote the home as a learning environment that is safe, nurturing, responsive, and language- and communication- rich;

(4) Research-based strategies and activities for children who are dual language learners that recognize bilingualism and biliteracy as strengths, and:

(i) For infants and toddlers, focus on the development of the home language, while providing experiences that expose both parents and children to English; and,

(ii) For preschoolers, focus on both English language acquisition and the continued development of the home language; and,

(5) Follow-up with families to discuss learning experiences provided in the home between each visit, address concerns, and inform strategies to promote progress toward school readiness goals.

(e) *Group socialization.* (1) A program that operates the home-based option must ensure group socializations are planned jointly with families, conducted with both child and parent participation, occur in a classroom, community facility, home or field trip setting, as appropriate.

(2) Group socializations must be structured to:

(i) Provide age appropriate activities for participating children that are intentionally aligned to school readiness goals, the *Head Start Early Learning Outcomes Framework: Ages Birth to Five* and the home-based curriculum; and,

(ii) Encourage parents to share experiences related to their children's development with other parents in order to strengthen parent-child relationships and to help promote parents understanding of child development;

(3) For parents with preschoolers, group socializations also must provide opportunities for parents to participate in activities that support parenting skill development or family partnership goals identified in §1302.52(c), as appropriate and must emphasize peer group interactions designed to promote children's social, emotional and language development, and progress towards school readiness goals, while encouraging parents to observe and actively participate in activities, as appropriate.

(f) *Screening and assessments*. A program that operates the home-based option must implement provisions in §1302.33 and inform parents about the purposes of and the results from screenings and assessments and discuss their child's progress.

## Statutory References from the Head Start Act

Sec. 645A(i)(2)(D)

Sec. 642(b)(7)(11)

## Enabling Regulations from the HSPPS

Subpart D—Health Program Services, Purpose, 45 CFR § 1302.40

(a) A program must provide high-quality health, oral health, mental health, and nutrition services that are developmentally, culturally, and linguistically appropriate and that will support each child's growth and school readiness.

[Collaboration and communication with parents, 45 CFR § 1302.41](#)

(a) For all activities described in this part, programs must collaborate with parents as partners in the health and well-being of their children in a linguistically and culturally appropriate manner and communicate with parents about their child's health needs and development concerns in a timely and effective manner.

[Child nutrition, 45 CFR § 1302.44](#)

(a) *Nutrition service requirements.* (1) A program must design and implement nutrition services that are culturally and developmentally appropriate, meet the nutritional needs of and accommodate the feeding requirements of each child, including children with special dietary needs and children with disabilities. Family style meals are encouraged as described in §1302.31(e)(2).

[Child mental health and social and emotional well-being, 45 CFR § 1302.45](#)

(b) *Mental health consultants.* A program must ensure mental health consultants assist:

> (1) The program to implement strategies to identify and support children with mental health and social and emotional concerns;

> (2) Teachers, including family child care providers, to improve classroom management and teacher practices through strategies that include using classroom observations and consultations to address teacher and individual child needs and creating physical and cultural environments that promote positive mental health and social and emotional functioning; [...]

## Enabling Regulations from the HSPPS

[Family engagement, 45 CFR § 1302.50](#)

(b) *Family engagement approach.* A program must:

(1) Recognize parents as their children's primary teachers and nurturers and implement intentional strategies to engage parents in their children's learning and development and support parent-child relationships, including specific strategies for father engagement;

(2) Develop relationships with parents and structure services to encourage trust and respectful, ongoing two-way communication between staff and parents to create welcoming program environments that incorporate the unique cultural, ethnic, and linguistic backgrounds of families in the program and community;

(3) Collaborate with families in a family partnership process that identifies needs, interests, strengths, goals, and services and resources that support family well-being, including family safety, health, and economic stability;

(4) Provide parents with opportunities to participate in the program as employees or volunteers;

(5) Conduct family engagement services in the family's preferred language, or through an interpreter, to the extent possible, and ensure families have the opportunity to share personal information in an environment in which they feel safe; and,[…]

## Statutory References from the Head Start Act

Sec. 645A(i)(2)(D)

Sec. 642(b)(7)(11)

Parent activities to promote child learning and development, 45 CFR § 1302.51

(a) A program must promote shared responsibility with parents for children's early learning and development, and implement family engagement strategies that are

designed to foster parental confidence and skills in promoting children's learning and development. These strategies must include:

(1) Offering activities that support parent-child relationships and child development including language, dual language, literacy, and bi-literacy development as appropriate;

(2) Providing parents with information about the importance of their child's regular attendance, and partner with them, as necessary, to promote consistent attendance; and,

(3) For dual language learners, information and resources for parents about the benefits of bilingualism and biliteracy.

(b) A program must, at minimum, offer opportunities for parents to participate in a research-based parenting curriculum that builds on parents' knowledge and offers parents the opportunity to practice parenting skills to promote children's learning and development. A program that chooses to make significant adaptations to the parenting curriculum to better meet the needs of one or more specific populations must work with an expert or experts to develop such adaptations.

## Community partnerships and coordination with other early childhood and education programs, 45 CFR § 1302.53

(a) *Community partnerships.* (1) A program must establish ongoing collaborative relationships and partnerships with community organizations such as establishing joint agreements, procedures, or contracts and arranging for onsite delivery of services as appropriate, to facilitate access to community services that are responsive to children's and families' needs and family partnership goals, and community needs and resources, as determined by the community assessment.

(2) A program must establish necessary collaborative relationships and partnerships, with community organizations that may include: [...]

(iv) Educational and cultural institutions, such as libraries and museums, for both children and families; [...]

## Statutory References from the Head Start Act

Sec. 645A(i)(2)(D)

Sec. 642(b)(7)(11)

## Enabling Regulations from the HSPPS

Transitions from Head Start to kindergarten, 45 CFR § 1302.71

(b) *Family collaborations for transitions.* (1) A program must collaborate with parents of enrolled children to implement strategies and activities that will help parents advocate for and promote successful transitions to kindergarten for their children, including their continued involvement in the education and development of their child.

(2) At a minimum, such strategies and activities must: [...]

(iii) Prepare parents to exercise their rights and responsibilities concerning the education of their children in the elementary school setting, including services and supports available to children with disabilities and various options for their child to participate in language instruction educational programs; and,[...]

## Statutory References from the Head Start Act

Sec. 642A(a)(7)(B)

## Enabling Regulations from the HSPPS

Personnel policies, 45 CFR § 1302.90

(c) *Standards of conduct*. (1) A program must ensure all staff, consultants, contractors, and volunteers abide by the program's standards of conduct that: [...]

    (iii) Ensure staff, consultants, contractors, and volunteers respect and promote the unique identity of each child and family and do not stereotype on any basis, including gender, race, ethnicity, culture, religion, disability, sexual orientation, or family composition;

(d) *Communication with dual language learners and their families*. (1) A program must ensure staff and program consultants or contractors are familiar with the ethnic backgrounds and heritages of families in the program and are able to serve and effectively communicate, either directly or through interpretation and translation, with children who are dual language learners and to the extent feasible, with families with limited English proficiency.

    (2) If a majority of children in a class or home-based program speak the same language, at least one class staff member or home visitor must speak such language.

## Enabling Regulations from the HSPPS

Staff qualifications and competency requirements, 45 CFR § 1302.91

(e) *Child and family services staff*. [...]

(5) *Center-based teachers, assistant teachers, and family child care provider competencies*. A program must ensure center-based teachers, assistant teachers, and family child care

providers demonstrate competency to provide effective and nurturing teacher-child interactions, plan and implement learning experiences that ensure effective curriculum implementation and use of assessment and promote children's progress across the standards described in the *Head Start Early Learning Outcomes Framework: Ages Birth to Five* and applicable state early learning and development standards, including for children with disabilities and dual language learners, as appropriate.

(6) *Home visitors.* A program must ensure home visitors providing home-based education services: […]

> (ii) Demonstrate competency to plan and implement home-based learning experiences that ensure effective implementation of the home visiting curriculum and promote children's progress across the standards described in the *Head Start Early Learning Outcomes Framework: Ages Birth to Five*, including for children with disabilities and dual language learners, as appropriate, and to build respectful, culturally responsive, and trusting relationships with families.

## Enabling Regulations from the HSPPS

[Training and professional development, 45 CFR § 1302.92](#)

(b) A program must establish and implement a systematic approach to staff training and professional development designed to assist staff in acquiring or increasing the knowledge and skills needed to provide high-quality, comprehensive services within the scope of their job responsibilities, and attached to academic credit as appropriate. At a minimum, the system must include: […]

> (5) Research-based approaches to professional development for education staff, that are focused on effective curricula implementation, knowledge of the content in *Head Start Early Learning Outcomes Framework: Ages Birth to Five*, partnering with families, supporting children with disabilities and their families, providing effective

and nurturing adult-child interactions, supporting dual language learners as appropriate, addressing challenging behaviors, preparing children and families for transitions (as described in subpart G of this part), and use of data to individualize learning experiences to improve outcomes for all children. [...]

## Enabling Regulations from the HSPPS

Management system, 45 CFR § 1302.101

(b) *Coordinated approaches.* At the beginning of each program year, and on an ongoing basis throughout the year, a program must design and implement program-wide coordinated approaches that ensure: [...]

(2) The full and effective participation of children who are dual language learners and their families, by:

(i) Utilizing information from the program's community assessment about the languages spoken throughout the program service area to anticipate child and family needs;

(ii) Identifying community resources and establishing ongoing collaborative relationships and partnerships with community organizations consistent with the requirements in §1302.53(a); and,

(iii) Systematically and comprehensively addressing child and family needs by facilitating meaningful access to program services, including, at a minimum, curriculum, instruction, staffing, supervision, and family partnerships with bilingual staff, oral language assistance and interpretation, or translation of essential program materials, as appropriate.

## Statutory References from the Head Start Act

Sec.642(b)(7)(11)

Sec. 641A(a)(1)(x)

## Enabling Regulations from the HSPPS

Achieving program goals, 45 CFR § 1302.102

(c) *Using data for continuous improvement.* (1) A program must implement a process for using data to identify program strengths and needs, develop and implement plans that address program needs, and continually evaluate compliance with program performance standards and progress towards achieving program goals described in paragraph (a) of this section.

(2) This process must:

(i) Ensure data is aggregated, analyzed and compared in such a way to assist agencies in identifying risks and informing strategies for continuous improvement in all program service areas;

(ii) Ensure child-level assessment data is aggregated and analyzed at least three times a year, including for sub-groups, such as dual language learners and children with disabilities, as appropriate, except in programs operating fewer than 90 days, and used with other program data described in paragraph (c)(2)(iv) of this section to direct continuous improvement related to curriculum choice and implementation, teaching practices, professional development, program design and other program decisions, including changing or targeting scope of services; and,

(iii) For programs operating fewer than 90 days, ensures child assessment data is aggregated and analyzed at least twice during the program operating period, including for subgroups, such as dual language learners and children with disabilities, as appropriate, and used with other program data described in paragraph (c)(2)(iv) of this section to direct continuous improvement related to curriculum choice and implementation, teaching practices, professional development, program design and other program decisions, including changing or targeting scope of services; [...]

## Enabling Regulations from the HSPPS

[Terms, 45 CFR § 1305.2](#)

*Dual language learner* means a child who is acquiring two or more languages at the same time, or a child who is learning a second language while continuing to develop their first language. The term "dual language learner" may encompass or overlap substantially with other terms frequently used, such as bilingual, English language learner (ELL), Limited English Proficient (LEP), English learner, and children who speak a Language Other Than English (LOTE).