

HEAD START PROGRAM PERFORMANCE STANDARDS SUPPORT YOUNG DUAL LANGUAGE LEARNERS

SUBPART C – EDUCATION AND CHILD DEVELOPMENT PROGRAM

1302.30 Purpose

... 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.

1302.31 Teaching practices

(b)(1)(i) and (iv) ... Emphasize nurturing and responsive practices, interactions, and environments that ... are communication and language rich ... include developmentally appropriate learning experiences in language, literacy, social and emotional development, math, science, social studies, creative arts, and physical development that are focused toward achieving progress outlined in the Head Start Early Learning Outcomes Framework: Ages Birth to Five.

(b)(2) – For dual language learners, a program must recognize bilingualism and bi-literacy 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.

1302.33 Child screenings and assessment

(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 (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.

1302.35 Education in home-based programs

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

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

(c)(4) Research-based strategies and activities for children who are dual language learners that recognize bilingualism and bi-literacy 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;

(d)(1)(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.

1302.36 Tribal language preservation and revitalization

A program that serves American Indian and Alaska Native children may integrate efforts to preserve, revitalize, restore, or maintain the tribal language for these children into program services. Such language preservation and revitalization efforts may include full immersion in the tribal language for the majority of the hours of planned class operations. If children's home language is English, exposure to English as described in § 1302.31 (b)(2)(i) and (ii) is not required.

Subpart E – Family and Community Engagement Program Services

1302.50 Family 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. [...]

1302.51 Parent activities to promote child learning and development

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

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

Subpart I – Human Resources Management

1302.90 Personnel policies.

(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 background 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.

Subpart J – Program Management and Quality Improvement

1302.101 Management system

(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:

- (1)) The training and professional development system, as described in §1302.92, effectively supports the delivery and continuous improvement of high-quality services;
- (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.