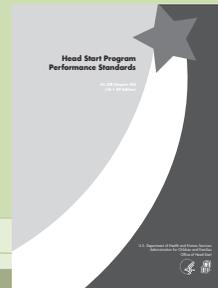
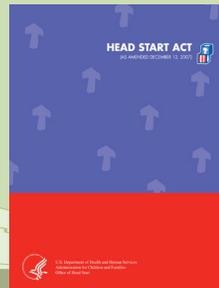


# Serving Head Start's Diverse Children and Families

*What Is the Law?*  
*What Are the Regulations?*



THE NATIONAL CENTER ON  
Cultural and Linguistic  
Responsiveness

Serving Head Start's Diverse Children and Families  
What Is the Law?  
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# Serving Head Start's Diverse Children and Families

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Head Start has long recognized the strengths and richness of its culturally and linguistically diverse families, and the importance of intentional, individualized support for all children. Reflective of shifting national demographics over the past several years, Head Start and Early Head Start programs now serve 300,000 dual language learners and their families who speak languages from around the world. The diversity of Head Start families' cultures and languages makes purposeful support for these families increasingly core to children's healthy development and readiness for school.

Head Start's commitment to supporting the diversity of the families it serves is clearly spelled out in law, *Improving Head Start for School Readiness Act of 2007* [ENGLISH](#) | [ESPAÑOL](#), and in the regulations, *Head Start Program Performance Standards*, 45 CFR Chapter XII [ENGLISH](#) | [ESPAÑOL](#), by defining the expectations for service delivery and administration in all Head Start/Early Head Start programs. Likewise, in 2010, the Office of Head Start (OHS) released the revised Head Start Child Outcomes Framework, renamed *The Head Start Child Development and Early Learning Framework* (HSCDELF) [ENGLISH](#) | [ESPAÑOL](#), which infuses support for dual language learners across all domains and includes a domain specific to English Language Development.

References to children and their families who speak a language other than English, and references to culturally and linguistically responsive practices, are threaded throughout the Act, the Performance Standards, the Framework, and other OHS communications and supporting documents.

This document reflects OHS's commitment to cultural and linguistic responsiveness across law, regulations, information memoranda, and program instructions by compiling the relevant language from each in dedicated sections. It illustrates the importance of respecting and supporting the home language and culture of all children and their families.

In this document, relevant portions of the following documents are highlighted, using direct quotes, regarding diverse Head Start children and families and cultural and linguistic responsiveness in Head Start.

- I *Improving Head Start for School Readiness Act of 2007.....Page 3*  
*Part 1. Requirements Applicable to the Secretary of HHS/Office of Head Start*  
*Part 2. Requirements Applicable to Head Start Grantees*
  
- II *Head Start Program Performance Standards, 45 CRF Chapter XII.....Page 11*
  
- III *The Head Start Child Development and Early Learning Framework.....Page 17*
  
- IV *Information Memoranda and Program Instructions.....Page 19*

# I. IMPROVING HEAD START FOR SCHOOL READINESS ACT OF 2007 (PL 110-134)



The *Improving Head Start for School Readiness Act of 2007* defines the responsibilities of both OHS (“The Secretary shall...”) and grantees (“Head Start agencies shall...”) in supporting children and families whose home language is other than English and who represent the diversity of cultures in U.S. communities. These responsibilities are excerpted below, as drawn from *Head Start the Act* (as amended December 12, 2007) [ENGLISH](#) | [ESPAÑOL](#). All excerpts are direct quotes. Citations are at the end of each excerpt.

## DEFINITIONS (SEC. 637)

The term ‘limited English proficient’, used with respect to a child, means a child—

- who was not born in the United States or whose native language is a language other than English;
- who is a Native American (as defined in section 9101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801)), an Alaska Native, or a native resident of an outlying area (as defined in such section 9101); and
  - who comes from an environment where a language other than English has had a significant impact on the child’s level of English language proficiency; or
  - who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- whose difficulties in speaking or understanding the English language may be sufficient to deny such child—
  - the ability to successfully achieve in a classroom in which the language of instruction is English; or
  - the opportunity to participate fully in society. §637(15)(A)(i)– (15)(B)(ii)

The term ‘professional development’ means high quality activities that will improve the knowledge and skills of Head Start teachers and staff, as relevant to their roles and functions, in program administration and the provision of services and instruction, as appropriate, in a manner that improves service delivery to enrolled children and their families, including activities that—

- ...assist teachers with...
  - acquiring the knowledge and skills to provide instruction and appropriate language and support services to increase the English language skills of limited English proficient children, as appropriate... §637(21)(G)(v)

## Requirements Applicable to the Secretary of HHS/Office of Head Start

### ALLOTMENT OF FUNDS; LIMITATIONS ON ASSISTANCE (SEC. 640)

From any amount remaining for a fiscal year...the Secretary shall...

- provide education and professional development to enable teachers to be fully competent to meet the professional standards...including
  - improving the qualifications and skills of educational personnel to become certified and licensed as bilingual education teachers, or as teachers of English as a second language...

Any remaining funds from the reserved amount described [above] shall be used to carry out any of the following activities:

- supporting staff training, child counseling, and other services, necessary to address the challenges of children from immigrant, refugee, and asylee families, homeless children, children in foster care, limited English proficient children, children of migrant or seasonal farmworker families... §640(a)(5)(A)(iii)(II), (B)(i)

For the purpose of expanding Head Start programs, the Secretary shall take into consideration...

- extent to which the applicant has undertaken a community wide strategic planning and needs assessment involving other entities, including community organizations, and Federal, State, and local public agencies including the local educational agency liaison designated under...the McKinney-Vento Homeless Assistance Act...that provide services to children and families, such as...
  - services for families in whose homes English is not the language customarily spoken §640(g)(1)(C)(v)

### DESIGNATION OF HEAD START AGENCIES (SEC. 641)

CONSIDERATIONS FOR DESIGNATION—In selecting from among qualified applicants for designation as a Head Start agency, the Secretary shall consider the effectiveness of each such applicant to provide Head Start services, based on—

- ...the plan of such applicant—
  - ...to provide, with respect to each participating family, a family needs assessment that includes consultation with...parents ...in a manner and language that such parents can understand...about the benefits of parent involvement...
- the plan of such applicant to meet the needs of limited English proficient children and their families, including procedures to identify such children, plans to provide trained personnel, and plans to provide services to assist the children in making progress toward the acquisition of the English language, while making meaningful progress in attaining the knowledge, skills, abilities, and development described in section 641A(a)(1)(B) [below]. §641(d)(J)(vi), (K)

STANDARDS; MONITORING OF HEAD START AGENCIES AND PROGRAMS (SEC. 641A)

CONTENT OF STANDARDS—The Secretary shall modify, as necessary, program performance standards... including—

- scientifically based and developmentally appropriate education performance standards related to school readiness... to ensure that the children participating in the program... develop and demonstrate—
  - in the case of limited English proficient children, progress toward acquisition of the English language while making meaningful progress in attaining the knowledge, skills, abilities, and development...including progress made through the use of culturally and linguistically appropriate instructional services... §641A(a)(1)(B)(x)

CONSIDERATIONS REGARDING STANDARDS—In developing any modifications to standards required under paragraph (1), the Secretary shall—

- consult with experts in the fields of child development... family services (including linguistically and culturally appropriate services to non-English speaking children and their families)... §641A(a)(2)(A)

CHARACTERISTICS OF MEASURES—The Secretary, shall use... relevant research to... provide guidance to Head Start agencies for utilizing scientifically based measures... The measures under this subsection shall—

- be developmentally, linguistically, and culturally appropriate for the population served...
- provide for appropriate accommodations for children with disabilities and children who are limited English proficient... §641A(b)(2)(A), (F)

MONITORING OF LOCAL AGENCIES AND PROGRAMS...CONDUCT OF REVIEWS—The Secretary shall ensure that reviews...

- are conducted by review teams that—
  - include individuals who are knowledgeable about Head Start programs and, to the maximum extent practicable, individuals who are knowledgeable about—
    - the diverse (including linguistic and cultural) needs of eligible children (including... limited English proficient children) and their families...
- include as part of the reviews, a review and assessment of whether programs have adequately addressed population and community needs (including those of limited English proficient children and children of migrant or seasonal farmworker families)... §641A(c)(2)(A)(i)(II), §641A(c)(2)(C)

**TECHNICAL ASSISTANCE AND TRAINING (SEC. 648)**

**SECRETARIAL TRAINING AND TECHNICAL ASSISTANCE—**

- **Activities**—In providing training and technical assistance and for allocating resources for such assistance under this section, the Secretary shall... to the maximum extent practicable—
  - assist Head Start agencies and programs in improving outreach to, increasing program participation of, and improving the quality of services available to meet the unique needs of...
    - limited English proficient children and their families, particularly in communities that have experienced a large percentage increase in the population of limited English proficient individuals, as measured by the Bureau of the Census... §648(a)(3)(B)(x)(II)

**ADDITIONAL SUPPORT**—The Secretary shall provide, either directly or through grants, contracts or other arrangements, funds... to...

- **Support training for personnel**—
  - providing services to limited English proficient children and their families (including services to promote the acquisition of the English language)... §648(b)(2)(A)

**OUTREACH**—The Secretary shall develop and implement a program of outreach to recruit and train professionals from diverse backgrounds to become Head Start teachers in order to reflect the communities in which Head Start children live and to increase the provision of quality services and instruction to children with diverse backgrounds. §648(c)

**CAREER ADVANCEMENT PARTNERSHIP PROGRAM—**

- **Authority**—[T]he Secretary is authorized to award demonstration grants...
  - to develop program curricula to promote high-quality services and instruction to children with diverse backgrounds, including—
    - in the case of historically Black colleges and universities, to help Head Start Agency staff members develop skills and expertise needed to teach in programs serving large numbers of African American children;
    - in the case of Hispanic-serving institutions, programs to help Head Start Agency staff members develop skills and expertise needed to teach in programs serving large numbers of Hispanic children, including programs to develop the linguistic skills and expertise needed to teach in programs serving a large number of children with limited English proficiency; and

- in the case of Tribal Colleges and Universities, to help Head Start Agency staff members develop skills and expertise needed to teach in programs serving large numbers of Indian children, including programs concerning tribal culture and language...
  - to provide other activities to upgrade the skills and qualifications of educational personnel to meet the professional standards ...to better promote high-quality services and instruction to children and parents from populations served by historically Black colleges and universities, Hispanic-serving institutions, or Tribal Colleges and Universities...
- **Application**—Each historically Black college or university, Hispanic-serving institution, or Tribal College or University desiring a grant under this section shall submit an application, in partnership with at least 1 Head Start agency enrolling large numbers of students from the populations served by historically Black colleges and universities, Hispanic-serving institutions, or Tribal Colleges and Universities, to the Secretary...including a certification that the institution of higher education has established a formal partnership with 1 or more Head Start agencies for the purposes of conducting the activities described in paragraph (1). §648(g)(1)(C)(i)-(iii), 648(g)(1)(D) and 648(g)(3)

RESEARCH, DEMONSTRATIONS, AND EVALUATION (SEC. 649)  
LIMITED ENGLISH PROFICIENT CHILDREN—

- **Study**—[T]he Secretary shall conduct a study on the status of limited English proficient children and their families participating in Head Start programs (including Early Head Start programs).
- **Report**— The Secretary shall prepare...a report containing the results of the study, including information on—
  - the demographics of limited English proficient children from birth through age 5, including the number of such children receiving Head Start services and Early Head Start services, and the geographic distribution of children described in this subparagraph;
  - the nature of the Head Start services and of the Early Head Start services provided to limited English proficient children and their families...;
  - procedures in Head Start programs and Early Head Start programs for the assessment of language needs and the transition of limited English proficient children to kindergarten...
  - the qualifications and training provided to Head Start teachers and Early Head Start teachers who serve limited English proficient children and their families;
  - the languages in which Head Start teachers and Early Head Start teachers are fluent, in relation to the population, and instructional needs, of the children served;

- the rate of progress made by limited English proficient children and their families in Head Start programs and in Early Head Start programs, including—
  - the rate of progress made by limited English proficient children toward meeting the additional educational standards described in section 641A(a)(1)(B)(ii) while enrolled in such programs;
  - a description of the type of assessment or assessments used to determine the rate of progress made by limited English proficient children;
  - the correlation between such progress and the type and quality of instruction and educational programs provided to limited English proficient children; and
  - the correlation between such progress and the health and family services provided by such programs to limited English proficient children and their families; and
- the extent to which Head Start programs and Early Head Start programs make use of funds ...to improve the quality of such services provided to limited English proficient children and their families.
  - Research and Evaluation Activities Relevant to Diverse Communities— For purposes of conducting the study ...and other research and evaluation activities relevant to limited English proficient children and their families, migrant and seasonal farmworker families, and other families from diverse populations served by Head Start programs, the Secretary shall award...funds ...to 1 or more organizations with a demonstrated capacity for serving and studying the populations involved. §649(h)

REVIEW OF ASSESSMENTS—

- **Inform and Revise**—In informing and revising any assessment used in the Head Start programs, the Secretary shall—
  - with respect to the development or refinement of such assessment, ensure...
    - developmental and linguistic appropriateness of such assessments for children assessed, including children who are limited English proficient...
- **Additional Requirements**—The Secretary...shall ensure that...
  - staff administering any assessments...have received appropriate training to administer such assessments;
  - appropriate accommodations for...children who are limited English proficient are made;
  - the English and Spanish (and any other language, as appropriate) forms of such assessments are valid and reliable in the languages in which they are administered... §649(j)(2)-(3)

## Requirements Applicable to Head Start Grantees

### POWERS AND FUNCTIONS OF HEAD START AGENCIES (SEC. 642)

**FAMILY AND COMMUNITY INVOLVEMENT; FAMILY SERVICES**—To be so designated, a Head Start agency shall...

- provide, with respect to each participating family, a family needs assessment that includes consultation with such parents ...in a manner and language that such parents can understand (to the extent practicable), about the benefits of parent involvement and about the activities...in which such parents may choose to be involved...
- provide to parents of limited English proficient children outreach and information, in an understandable and uniform format and, to the extent practicable, in a language that the parents can understand. §642(b)(7), (11)

**QUALITY STANDARDS, CURRICULA, AND ASSESSMENT**—To be so designated, each Head Start agency shall...

- develop procedures for identifying children who are limited English proficient, and informing the parents of such children about the instructional services used to help children make progress towards acquiring the knowledge and skills described in section 641A(a)(1)(B) and acquisition of the English language. §642(f)(10)

### HEAD START TRANSITION AND ALIGNMENT WITH K-12 (SEC. 642A)

**IN GENERAL**—Each Head Start agency shall take steps to coordinate with the local educational agency...to promote continuity of services and effective transitions, including...

- helping parents of limited English proficient children understand—
  - the instructional and other services provided by the school in which such child will enroll after participation in Head Start; and
    - as appropriate, the information provided to parents of limited English proficient children under...the Elementary and Secondary Education Act of 1965... §642A(a)(7)(A)-(B)

### EARLY HEAD START PROGRAMS (SEC 645A)

**STAFF QUALIFICATIONS AND DEVELOPMENT**...

- **Contents of standards**—The standards for training, qualifications, and the conduct of home visits shall include content related to...
  - methods to help parents promote emergent literacy in their children from birth through age 3, including use of research-based strategies to support the development of literacy and language skills for children who are limited English proficient... §645A(i)(2)(D)

### TECHNICAL ASSISTANCE AND TRAINING (SEC. 648)

FUNDS TO AGENCIES—Funds...shall be used by a Head Start agency to provide high quality, sustained, and intensive training and technical assistance...

- for 1 or more of the following:
  - activities that ensure that Head Start programs have adequate numbers of trained, qualified staff who have skills in working with children and families, including children and families who are limited English proficient...and their families.
  - activities that help ensure that Head Start programs have qualified staff who can promote language skills and literacy growth of children and who can provide children with a variety of skills...
- to support enhanced early language and literacy development of children in Head Start programs, and to provide the children with high-quality oral language skills and with environments that are rich in literature in which to acquire language and early literacy skills. Each Head Start agency... shall ensure that—
  - all of the agency's Head Start teachers receive ongoing training in language and emergent literacy...;
  - such literacy training shall include training in methods to promote vocabulary development and phonological awareness (including phonemic awareness) in a developmentally, culturally, and linguistically appropriate manner and support children's development in their native language;
  - the literacy training shall include training in how to work with parents to enhance positive language and early literacy development at home;
  - the literacy training shall include specific methods to best address the needs of children who are limited English proficient... §648(d)(1)(B), (D) and (2)(A)-(D)

# II. HEAD START PROGRAM PERFORMANCE STANDARDS

## 45 CFR CHAPTER XIII (2009)



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The Head Start Program Performance Standards define in detail the regulations with which all programs must comply. Cultural and linguistic responsiveness are infused across the Standards, reflecting the critically important role they play in preparing children for school and including families in supporting their children’s optimal development.

### Program Performance Standards for the Operation of Head Start Programs by Grantee and Delegate Agencies (Part 1304)

#### Subpart A—General

##### DEFINITIONS

- *Developmentally appropriate* means any behavior or experience that is appropriate for the age span of the children and is implemented with attention to the different needs, interests, and developmental levels and cultural backgrounds of individual children. §1304.3(a)(7)

#### Subpart B—Early Childhood Development and Health Services

##### CHILD HEALTH AND DEVELOPMENT SERVICES

- *Screening for developmental, sensory, and behavioral concerns*
  - In collaboration with each child’s parent, and within 45 calendar days of the child’s entry into the program, grantee and delegate agencies must perform or obtain linguistically and age appropriate screening procedures to identify concerns regarding a child’s developmental, sensory (visual and auditory), behavioral, motor, language, social, cognitive, perceptual, and emotional skills (see 45 CFR 1308.6(b)(3) for additional information). To the greatest extent possible, these screening procedures must be sensitive to the child’s cultural background. §1304.20(b)(1)

## EDUCATION AND EARLY CHILDHOOD DEVELOPMENT

- *Child development and education approach for all children*
  - In order to help children gain the social competence, skills and confidence necessary to be prepared to succeed in their present environment and with later responsibilities in school and life, grantee and delegate agencies' approach to child development and education must:
    - Be developmentally and linguistically appropriate, recognizing that children have individual rates of development as well as... languages, cultural backgrounds, and learning styles...
    - Provide an environment of acceptance that supports and respects gender, culture, language, ethnicity and family composition...
  - Parents must be: Invited to become integrally involved in the development of the program's curriculum and approach to child development and education;
    - Provided opportunities ...to share assessments with staff that will help plan the learning experiences...
  - Grantee and delegate agencies must support social and emotional development by:—
    - Encouraging development which enhances each child's strengths by:
      - ♦ Supporting and respecting the home language, culture, and family composition of each child in ways that support the child's health and well-being...
  - Grantee and delegate agencies must provide for the development of each child's cognitive and language skills by:
    - Promoting interaction and language use among children and between children and adults; and
    - Supporting emerging literacy and numeracy development through materials and activities according to the developmental level of each child. §1304.21(a)(4)(iii), (iv)
- *Child development and education approach for infants and toddlers*
  - Grantee and delegate agencies' program of services for infants and toddlers must encourage ...:
    - The development of secure relationships in out-of-home care settings for infants and toddlers by having a limited number of consistent teachers over an extended period of time. Teachers must demonstrate an understanding of the child's family culture and, whenever possible, speak the child's language... (see 1304.52(g)(2)). §1304.21(b)(1)(i)

## CHILD NUTRITION

- *Identification of nutritional needs*

Staff and families must work together to identify each child's nutritional needs, taking into account staff and family discussions concerning:

  - Information about family eating patterns, including cultural preferences... §1304.23.(a)(2)
- *Nutritional services*
  - Grantee and delegate agencies must design and implement a nutrition program that meets the nutritional needs and feeding requirements of each child, including those with special dietary needs and children with disabilities. Also, the nutrition program must serve a variety of foods which consider cultural and ethnic preferences and which broaden the child's food experience. §1304.23(b)(1).

### Subpart C—Family and Community Partnerships

## FAMILY PARTNERSHIPS

- *Family goal setting*
  - Grantee and delegate agencies must engage in a process of collaborative partnership-building with parents to establish mutual trust...
  - Meetings and interactions with families must be respectful of each family's diversity and cultural and ethnic background. §1304.40(a)(1), (5)
- *Parent involvement in child development and education*
  - Grantee and delegate agencies must provide... opportunities for children and families to participate... by:
    - Increasing family access to materials, services, and activities essential to family and literacy development; and
    - Assisting parents as adult learners to recognize and address their own literacy goals. §1304.40(e)(4)(i), (ii)

### Subpart C—Program Design and Management

## MANAGEMENT SYSTEMS AND PROCEDURES

- *Communication with families*
  - Grantee and delegate agencies must ensure that effective two-way comprehensive communications between staff and parents are carried out on a regular basis throughout the program year.
  - Communication with parents must be carried out in the parents' primary or preferred language or through an interpreter, to the extent feasible. §1304.51(c)(1), (2)

## HUMAN RESOURCES MANAGEMENT

- *Staff qualifications—general*
  - Staff and program consultants must be familiar with the ethnic background and heritage of families in the program and must be able to serve and effectively communicate, to the extent feasible, with children and families with no or limited English proficiency. §1304.52(b)(4)
- *Classroom staffing and home visitors*
  - When a majority of children speak the same language, at least one classroom staff member or home visitor interacting regularly with the children must speak their language. 1304.52(g)(2)
- *Standards of conduct*
  - Grantee and delegate agencies must ensure that all staff, consultants, and volunteers abide by the program's standards of conduct. These standards must specify that:
    - They will respect and promote the unique identity of each child and family and refrain from stereotyping on the basis of gender, race, ethnicity, culture, religion, or disability... §1304.52(i)(1)(i)

## FACILITIES, MATERIALS, AND EQUIPMENT

- *Head Start equipment, toys, materials, and furniture*
  - Grantee and delegate agencies must provide and arrange sufficient equipment, toys, materials, and furniture to meet the needs and facilitate the participation of children and adults. Equipment, toys, materials, and furniture owned or operated by the grantee or delegate agency must be:
    - Supportive of the cultural and ethnic backgrounds of the children... §1304.53(b)(1)(ii)

## Head Start Staffing Requirements and Program Options (Part 1306)

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### Subpart B—Head Start Program Staffing Requirements

#### PROGRAM STAFFING PATTERNS

- Grantees must meet the requirements of 45 CFR 1304.52(g), *classroom staffing and home visitors* [above], in addition to...
- Classroom staff and home visitors must be able to communicate with the families they serve either directly or through a translator. They should also be familiar with the ethnic background of these families. §1306.20(a), (f)

## Policies and Procedures for Designation Renewal of Head Start and Early Head Start Grantees (Part 1307)

### DEFINITIONS

- *Aggregate child-level assessment data* means the data collected by an agency on the status and progress of the children it serves that have been combined to provide summary information about groups of children...such as dual language learners... §1307.2

## Services for Children with Disabilities (Part 1308)

### Subpart D—Health Services Performance Standards

#### ASSESSMENT OF CHILDREN

- *The disabilities coordinator must arrange for further, formal, evaluation of a child who has been identified as possibly having a disability...*
  - If the LEA does not evaluate the child, Head Start is responsible for arranging or providing for an evaluation...
    - Testing and evaluation procedures must be selected and administered so as not to be racially or culturally discriminatory, administered in the child's native language or mode of communication unless it is clearly not feasible to do so. §1308.6(e)(2)(i) \*

#### ELIGIBILITY CRITERIA: HEALTH IMPAIRMENT

- A child may be classified as having an attention deficit disorder... to avoid overuse of this category, grantees are cautioned....
  - Children must not be classified as having attention deficit disorders based on:
    - Inattention due to cultural or language differences. §1308.7(d)(2)(v)

#### ELIGIBILITY CRITERIA: EMOTIONAL/BEHAVIORAL DISORDERS

- An emotional/behavioral disorder is a condition in which a child's behavioral or emotional responses are so different from those of the generally accepted, age-appropriate norms of children with the same ethnic or cultural background as to result in significant impairment in social relationships, self-care, educational progress or classroom behavior. §1308.8(a) \*

\* Note that guidance for sections 1308.6 – 1308.10 in the [Appendix to Part 1308](#) contains additional references to cultural and linguistic responsiveness.

### ELIGIBILITY CRITERIA: SPEECH OR LANGUAGE IMPAIRMENTS

- A child is classified as having a speech or language impairment whose speech is unintelligible much of the time, or who has been professionally diagnosed as having speech impairments which require intervention or who is professionally diagnosed as having a delay in development in his or her primary language which requires intervention.
- A child should not be classified as having a speech or language impairment whose speech or language differences may be attributed to:
  - cultural, ethnic, bilingual, or dialectical differences or being non-English speaking... §1308.9(b), (e)(1)

### ELIGIBILITY CRITERIA: MENTAL RETARDATION

- Valid and reliable instruments appropriate to the age range must be used. If they do not exist for the language and cultural group to which the child belongs, observation and professional judgment are to be used instead. §1308.10(c)

### ELIGIBILITY CRITERIA: LEARNING DISABILITIES

- An evaluation team may recommend that a child be classified as having a learning disability if:
  - The child shows deficits in such abilities as memory, perceptual and perceptual-motor skills, thinking, language and non-verbal activities which are not due to visual, motor, hearing or emotional disabilities, mental retardation, cultural or language factors, or lack of experiences which would help develop these skills. §1308.14(b)(3)

## Subpart E – Education Services Performance Standards

### DEVELOPING INDIVIDUALIZED EDUCATION PROGRAMS (IEPs)

- Grantees and their delegates must make vigorous efforts to involve parents in the IEP process. The grantee must:
  - Provide interpreters, if needed, and offer the parents a copy of the IEP in the parents' language of understanding after it has been signed... §1308.19(j)(3)

# III. THE HEAD START CHILD DEVELOPMENT AND EARLY LEARNING FRAMEWORK (HSCDEL F)



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In 2010, the Office of Head Start released the revised Child Outcomes Framework (originally published in 2000), renamed the *The Head Start Child Development and Early Learning Framework: Promoting Positive Outcomes in Early Childhood Programs Serving Children 3 – 5 Years Old* (HSCDEL F) [ENGLISH](#) | [ESPAÑOL](#). The revised *Framework*, comprising 11 domains, reflects new research on school readiness, as well as the increased emphasis in the *Head Start Act 2007* [ENGLISH](#) | [ESPAÑOL](#) on maximizing the school readiness of all Head Start children.

Below are excerpts from the (HSCDEL F), to demonstrate how dual language learners are included across all domains.

English Language Development Domain—a new domain which applies to children who speak a language other than English at home—addresses receptive and expressive English language skills and engagement in English literacy activities. The *Framework* stresses the importance of maintaining children’s home/first language as they learn English.

- Because the home language serves as a foundation for learning English, ongoing development of the home language also is essential (HSCDEL F, p. 21).

For each of the 10 other domains, OHS reminds programs that they are to:

- ...ensure that children who are dual language learners can demonstrate their abilities, skills, and knowledge in any language, including their home language.

On pages 4 and 5, the *Framework* states the following regarding dual language learners... Programs are to...

- ...ensure that children who are DLLs progress on each of the domain elements (p. 4).
- ...understand that the purpose of assessment is to learn what a child knows and is

able to do. With the exception of assessing a child's English language development, assessment does not depend on a child's understanding or speaking abilities in English...Assessing a child who is a DLL only in English will rarely give an accurate or complete picture of what the child knows or can do (p. 5).

- ...choose assessment instruments, methods, and procedures that use the language or languages that most accurately reveal each child's knowledge, skills, and abilities (p. 5).
- ...use culturally and linguistically appropriate assessments to capture what children who are DLLs know and can do in all areas of the Framework. (p. 5).

# IV. INFORMATION MEMORANDA AND PROGRAM INSTRUCTIONS FROM THE OFFICE OF HEAD START



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III IV

## Information Memoranda

- *Head Start and Early Head Start Relationship-Based Competencies for Staff and Supervisors who Work with Families* [[ACF-IM-HS-12-05](#)] (6/6/2012)—announces the release of the Relationship-Based Competencies, which include a competency in culturally responsive relationships that respect and respond appropriately to the culture, language, values and family structures of each family served. See *Head Start and Early Head Start Relationship-Based Competencies for Staff and Supervisors who Work With Families* [ENGLISH](#) | [ESPAÑOL](#).
- *Revisiting and Updating the Multicultural Principles for Head Start Programs Serving Children Ages Birth to Five* [[ACF-IM-HS-10-02](#)] (5/11/2010)—announces the release of the new Multicultural Principles, which were updated to reflect the revised Head Start Act and Performance Standards, the addition of Early Head Start, demographic changes to Head Start populations, and emerging research on the importance of supporting dual language learners and cultural diversity in early childhood programs. See *Revisiting and Updating the Multicultural Principles for Head Start Programs Serving Children Ages Birth to Five* [ENGLISH](#) | [ESPAÑOL](#).
- *Training and Technical Assistance* [[ACF-IM-HS-10-01](#)] (1/11/2010)—announces the creation of five\* new Head Start National Training and Technical Assistance Centers, including the National Center on Cultural and Linguistic Responsiveness, charged with providing information about current research and best practices, as well as other professional development materials, to infuse evidence-based practice into early education programs.

\* Since the release of this IM, a sixth Head Start National Training and Technical Assistance Center—the Head Start National Center on Health—has been funded.

## Program Instructions

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- *School Readiness Action Steps*—Attachment to [ACF-PI-HS-11-04](#) (11/8/2011): *School Readiness in Programs Serving Preschool Children*—provides recommendations on how grantees can comply with Section 641A(g)(2)(A) of the Act, requiring the establishment of school readiness goals that align with the HSCDELF, state early learning standards, and expectations of schools the children will be attending.
- *Sample Emergency Preparedness Survey*—Attachment to [ACF-PI-HS-09-09](#) (10/6/2009): *Head Start/Early Head Start Emergency Preparedness Survey*—includes sample survey questions about policies and procedures for communicating in emergencies with families and staff who speak languages other than English.
  - What accommodations for communicating emergency procedures have you made?
    - Posted emergency information in English and in other languages representative of the languages spoken by staff, parents, and volunteers (p.6).
    - Pictograms (such as pictures or diagrams of evacuation routes, locations of essential equipment or supplies).