



# A Guide to the **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?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensure that all our staff understand their roles and responsibilities to implement a coordinated approach?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have proportionate representation in our Policy Council that reflects the demographics of the families in our program?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Offer and facilitate multiple opportunities for our families who speak languages other than English to be involved in decision-making?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensure our advisory committees related to key governance responsibilities respond to the cultural and linguistic diversity of families and children?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Budget for language assistance, including bilingual personnel, translators, and interpreters?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Budget for culturally and linguistically responsive materials and learning experiences for children who are DLLs and their families?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Budget for recruiting and retaining bilingual personnel?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Budget for bilingual screening and assessment instruments?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Include stakeholders who represent the cultural and linguistic diversity of our community?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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]
  - » [Topic 1: Nuts and Bolts of Strategic Planning](#) [PDF, 1.0MB]
  - » [Topic 2: Five-Year Planning in Head Start](#) [PDF, 615KB]
  - » [Topic 3: Achieving Program Goals That Support Child and Family Outcomes](#) [PDF, 753KB]
  - » [Topic 4: Pulling It All Together—Program Examples](#) [PDF, 732KB]