



A Guide to the **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?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide meaningful opportunities to learn and develop within and across the domains of the HSELOF using the home language(s) as support?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support our education managers, coaches, and child development specialists to monitor curriculum implementation and fidelity?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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](#)