

HEAD START PROGRAM PERFORMANCE STANDARDS EXCERPTS
45 CFR Chapter XIII
SUBCHAPTER B – THE ADMINISTRATION FOR CHILDREN AND FAMILIES, HEAD START PROGRAMS

MIGRANT & SEASONAL HEAD START PROGRAMS

PART 1302-PROGRAM OPERATIONS		
Subpart A-Eligibility, Recruitment, Selection, Enrollment, and Attendance	Content Area	Notes
<p>1302.11 Determining community strengths, needs, and resources.</p> <p>(a) <i>Service area.</i> (1) A program must propose a service area in the grant application and define the area by county or sub-county area, such as a municipality, town or census tract or jurisdiction of a federally recognized Indian reservation.</p> <p>(b) <i>Community wide strategic planning and needs assessment (community assessment).</i> (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:</p> <p>(i) The number of eligible infants, toddlers, preschool age children, and expectant mothers, including their geographic location, race, ethnicity, and languages they speak. [...]</p> <p>§1302.12 Determining, verifying, and documenting eligibility. [...]</p> <p>(b) <i>Age requirements.</i> [...]</p>	<p>ERSEA</p>	<p>Community assessment, ethnicity, language, migrant or seasonal families</p>

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<p>(3) For Migrant or Seasonal Head Start, a child must be younger than compulsory school age by the date used to determine public school eligibility for the community in which the program is located. [...]</p> <p>(f) Migrant or Seasonal eligibility requirements. A child is eligible for Migrant or Seasonal Head Start, if the family meets an eligibility criterion in paragraphs (c) and (d) of this section; and the family’s income comes primarily from agricultural work.</p> <p>§1302.14 Selection process.</p> <p>(a) <i>Selection criteria.</i> (1) A program must annually establish selection criteria that weigh the prioritization of selection of participants, based on community needs identified in the community needs assessment as described in §1302.11(b), and including family income, whether the child is homeless, whether the child is in foster care, the child’s age, whether the child is eligible for special education and related services, or early intervention services, as appropriate, as determined under the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.) and, other relevant family or child risk factors.</p> <p>(2) If a program serves migrant or seasonal families, it must select participants according to criteria in paragraph (a)(1) of this section, and give priority to children whose families can demonstrate they have relocated frequently within the past two-years to pursue agricultural work.</p>	<p>ERSEA</p>	
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<p>(3) If a program operates in a service area where Head Start eligible children can enroll in high-quality publicly funded pre-kindergarten for a full school day, the program must prioritize younger children as part of the selection criteria in paragraph (a)(1). If this priority would disrupt partnerships with local education agencies, then it is not required. An American Indian and Alaska Native or Migrant or Seasonal Head Start program must consider whether such prioritization is appropriate in their community. [...]</p>		
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Subpart B - Program Structure	Content Area	Notes
<p>§1302.21 Center-based option. <i>(b) Ratios and group size. [...]</i></p> <p>(2) An Early Head Start or Migrant or Seasonal Head Start class that serves children under 36 months old must have two teachers with no more than eight children, or three teachers with no more than nine children. Each teacher must be assigned consistent, primary responsibility for no more than four children to promote continuity of care for individual children. A program must minimize teacher changes throughout a child’s enrollment, whenever possible, and consider mixed age group classes to support continuity of care.</p> <p><i>(c) Service duration. (1) Early Head Start. (i) By August 1, 2018, a program must provide 1,380 annual hours of planned class operations for all enrolled children.</i></p> <p><i>(ii) A program that is designed to meet the needs of young parents enrolled in school settings may meet the service duration requirements in paragraph (i) if it operates a center-based program schedule during the school year aligned with its local education agency requirements and provides regular home-based services during the summer break.</i></p> <p><i>(2) Head Start. (i) Until a program is operating all of its Head Start center-based funded enrollment at the standard described in paragraph (iv) or (v), a program must provide, at a minimum, at least 160 days per year of planned class operations if it operates for five days per week, or at least 128 days per year if it operates four days per week. Classes must operate for a minimum of 3.5 hours per day.</i></p>	<p>Program Management</p>	<p>Migrant or Seasonal Head Start</p>

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<p>(5) <i>Exemption for Migrant or Seasonal Head Start programs.</i> A Migrant or Seasonal program is not subject to the requirements described in §1302.21(c)(1) or (2), but must make every effort to provide as many days and hours of service as possible to each child and family.</p>		
<p>Subpart C- Education and Child Development Program Services</p>	Content Area	Notes
<p>§1302.30 Purpose. 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 <i>Head Start Early Learning Outcomes Framework: Ages Birth to Five</i> 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.</p>	Education	<p>Culturally and linguistically appropriate learning experiences to promote high-quality early education and child development services.</p>
<p>§1302.31 Teaching and the learning environment. [...] (b) <i>Effective teaching practices.</i> (1) Teaching practices must:</p>	Education	<p>Bilingualism and biliteracy, home language, language</p>

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Subpart C- Education and Child Development Program Services	Content Area	Notes
<p>(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; [...]</p> <p>(iv) 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 <i>Head Start Early Learning Outcomes Framework: Ages Birth to Five</i>.</p> <p>(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:</p> <p>(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;</p> <p>(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,</p>	<p>Education</p>	<p>rich, dual language learners</p>

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Subpart C- Education and Child Development Program Services	Content Area	Notes
<p>(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.</p>	Education	
<p>§1302.32 Curricula. [...] (b) <i>Adaptation.</i> A program that chooses to make significant adaptations to a curriculum or a curriculum enhancement described in paragraph (a)(1) 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</p>	Education	Meet needs of specific populations
<p>§1302.33 Child screenings and assessment. (a) <i>Screening.</i> (1) In collaboration with each child’s parent and with parental consent, a program must complete or obtain a current developmental screening to identify concerns regarding a child’s developmental, behavioral, motor, language, social, cognitive, and emotional skills within 45 calendar days of when the child first attends the program or, for the home-based program option, receives a home visit. A program that operates for 90 days or less must complete or obtain a current developmental screening within 30 calendar days of when the child first attends the program. [...]</p>	Education	Reliable screenings and assessments that are developmentally, culturally, and linguistically appropriate MSHS (< 90 days)

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Subpart C- Education and Child Development Program Services	Content Area	Notes
<p>(c) <i>Characteristics of screenings and assessments.</i> (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.</p> <p>(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:</p> <p>(i) Assess language skills in English and the child’s home language, to assess both the child’s progress in the home language and in English language acquisition;</p> <p>(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,</p> <p>(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.</p> <p>(3) If a program serves a child who speaks a language other than English and qualified bilingual staff, contractors, or consultants are not able conduct screenings and assessments, a</p>	<p>Education</p>	

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Subpart C- Education and Child Development Program Services	Content Area	Notes
<p>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).</p> <p>(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, screenings and assessments can 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.</p>	Education	
<p>§1302.34 Parent and family engagement in education and child development services. [...] (b) <i>Engaging parents and family members.</i> A program must offer opportunities for parents and family members to be involved in the program’s education services and implement policies to ensure: [...]</p> <p>(8) Teachers that serve migrant or seasonal families make every effort to conduct home visits to engage the family in the child’s learning and development.</p>	Education	Migrant or seasonal families
<p>§1302.35 Education in home-based programs. (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</p>	Education	Research-based evidence curriculum that delivers developmentally,

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<p>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.</p> <p>(b) <i>Home-based program design.</i> A home-based program must ensure all home visits are:</p> <p>(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; [...]</p> <p>(c) <i>Home visit experiences.</i> 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 <i>Head Start Early Learning Outcomes Framework: Ages Birth to Five</i> and must use such goals and the curriculum to plan home visit activities that implement:</p> <p>2) Strategies and activities that promote parents’ ability to support the child’s cognitive, social, emotional, language, literacy, and physical development;</p> <p>(3) Strategies and activities that promote the home as a learning environment that is safe, nurturing, responsive, and language- and communication- rich;</p>	Education	culturally, and linguistically appropriate practices, home-based program

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<p>(4) Research-based strategies and activities for children who are dual language learners that recognize bilingualism and biliteracy as strengths, and:</p> <p>(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,</p> <p>(ii) For preschoolers, focus on both English language acquisition and the continued development of the home language;</p> <p>d) <i>Home-based curriculum.</i> A program that operates the home-based option must:</p> <p>(1) Ensure home-visiting and group socializations implement a developmentally appropriate research-based early childhood home-based curriculum that:</p> <p>(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. [...]</p> <p>(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</p>	<p>Education</p>	

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Subpart D-Health Program Services.	Content Area	Notes
<p>additional recommendations from the local Health Services Advisory Committee that are based on prevalent community health problems;</p> <p>(ii) Assist parents with making arrangements to bring the child up-to-date as quickly as possible; and, if necessary, directly facilitate provision of health services to bring the child up-to-date with parent consent as described in §1302.41(b)(1).</p> <p>(2) Within 45 calendar days after the child first attends the program or, for the home-based program option, receives a home visit, a program must either obtain or perform evidence-based vision and hearing screenings.</p> <p>(3) If a program operates for 90 days or less, it has 30 days from the date the child first attends the program to satisfy paragraphs (b)(1) and (2).</p>	Health	
<p>§1302.44 Child nutrition.</p> <p>(a) <i>Nutrition service requirements.</i> (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)</p> <p>§1302.45 Child mental health and social and emotional well-being.</p> <p>[...]</p>	Health	Culturally and linguistically appropriate practices

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Subpart D-Health Program Services.	Content Area	Notes
<p>(b) <i>Mental health consultants.</i> A program must ensure mental health consultants assist:</p> <p>(1) The program to implement strategies to identify and support children with mental health and social and emotional concerns;</p> <p>(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 ; [...]</p>		

Subpart E- Family and Community Engagement Program Services	Content Area	Notes
<p>§1302.50 Family engagement. [...] (a) Purpose. A program must: [...]</p> <p>(2) Develop relationships with parents and structure services to encourage trust and respectful, ongoing two-way communication between staff and parents to create welcoming</p>	Family and Community Engagement	Culture, ethnic, and linguistic backgrounds, preferred languages

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Subpart E- Family and Community Engagement Program Services	Content Area	Notes
<p><i>(a) Community Partnerships. [...]</i></p> <p>(2) A program must establish necessary collaborative relationships and partnerships, with community organizations that may include: [...]</p> <p>(iv) Educational and cultural institutions, such as libraries and museums, for both children and families.</p>		

Subpart G-Transition Services. (Noting: language instruction programs)	Content Area	Notes
<p>§1302.71 Transitions from Head Start to kindergarten. <i>[...]</i> <i>(b) Family collaborations for transitions.</i> (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.</p> <p>(2) At a minimum, such strategies and activities must: [...]</p>	Family and Community Engagement	Language instruction education programs

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Subpart G-Transition Services. (Noting: language instruction programs)	Content Area	Notes
(iii) Prepare parents to exercise their rights and responsibilities concerning the education of their children in the elementary school setting, including various options for their child to participate in language instruction educational programs.		
§1302.72 Transitions between programs. [...] (c) A migrant or seasonal Head Start program must undertake efforts to support effective transitions to other migrant or seasonal Head Start or, if appropriate, Early Head Start or Head Start programs for families and children moving out of the community in which they are currently served.	Family and Community Engagement	Migrant or seasonal HS

Subpart I- Human Resources Management	Content Area	Notes
§1302.90 Personnel policies. (a) <i>Establishing Personnel Policies.</i> A program must establish written personnel policies and procedures that are approved by the governing body and policy council or policy committee and that are available to all staff. (c) <i>Standards of conduct.</i> (1) A program must ensure all staff, consultants, contractors, and volunteers abide by the program’s standards of conduct that: [...]	Human Resources and Professional Development	Communication with DLL and their families, Staff qualifications

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<p>(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;</p> <p>(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.</p> <p>(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.</p> <p>§1302.91 Staff qualifications and competency requirements. [...]</p> <p>(5) <i>Center-based teachers, assistant teachers, and family child care provider competencies.</i> 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 <i>Head Start Early Learning Outcomes Framework: Ages Birth to Five</i> and</p>	<p>Human Resources and Professional Development</p>	
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<p>applicable state early learning and development standards, including for children with disabilities and dual language learners, as appropriate.</p> <p>(6) <i>Home visitors.</i> A program must ensure home visitors providing home-based education services:</p> <p>(i) Have a minimum of a home-based CDA credential or comparable credential, or equivalent coursework as part of an associate’s or bachelor's degree; and,</p> <p>(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 <i>Head Start Early Learning Outcomes Framework: Ages Birth to Five</i>, including for children with disabilities and dual language learners, as appropriate, and to build respectful, culturally responsive, and trusting relationships with families.</p>		
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Subpart I- Human Resources Management	Content Area	Notes
<p>§1302.92 Training and Professional Development. [...] (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</p>	<p>Human Resources and Professional Development</p>	

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Subpart I- Human Resources Management	Content Area	Notes
<p>scope of their job responsibilities, and attached to academic credit as appropriate. At a minimum, the system must include: [...]</p> <p>(5) Research-based approaches to professional development for education staff, that are focused on effective curricula implementation, knowledge of the content in <i>Head Start Early Learning Outcomes Framework: Ages Birth to Five</i>, 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), and use of data to individualize learning experiences to improve outcomes for all children. [...]</p>		DLL

Subpart J- Program Management and Quality Improvement	Content Area	Notes
<p>§1302.101 Management system. [...] (b) <i>Coordinated approaches.</i> 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:</p>	Program Management	Dual Language Learners, language spoken, bilingual staff, tribal laws.

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Subpart J- Program Management and Quality Improvement	Content Area	Notes
<p>(1) The training and professional development system, as described in §1302.92, effectively supports the delivery and continuous improvement of high-quality services;</p> <p>(2) The full and effective participation of children who are dual language learners and their families, by:</p> <p style="padding-left: 40px;">(i) Utilizing information from the program’s community assessment about the languages spoken throughout the program service area to anticipate child and family needs;</p> <p style="padding-left: 40px;">(ii) Identifying community resources and establishing ongoing collaborative relationships and partnerships with community organizations consistent with the requirements in §1302.53(a); and,</p> <p style="padding-left: 40px;">(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.</p>		

PART 1304 FEDERAL ADMINISTRATIVE PROCEDURES		
Subpart B-Designation Renewal	Content Area	Notes
<p>§1304.11 Basis for determining whether a Head Start agency will be subject to an open competition. A Head Start or Early Head Start agency shall be required to compete for its</p>	(Part 1304 is not included in a content	Domains of language and

NOTE: This document consists of excerpts from the final Head Start Program Performance Standards (HSPPS). The relevant terms are highlighted in yellow. Missing text is indicated by [...]. This document is a working document. Readers are advised to review the complete standards. Revised: 2/23/17

HEAD START PROGRAM PERFORMANCE STANDARDS EXCERPTS
 45 CFR Chapter XIII
 SUBCHAPTER B – THE ADMINISTRATION FOR CHILDREN AND FAMILIES, HEAD START PROGRAMS

MIGRANT & SEASONAL HEAD START PROGRAMS

PART 1304 FEDERAL ADMINISTRATIVE PROCEDURES		
Subpart B-Designation Renewal	Content Area	Notes
<p>next five years of funding whenever the responsible HHS official determines that one or more of the following seven conditions existed during the relevant time period covered by the responsible HHS official's review under §1304.15: [...]</p> <p>(b)(1)(ii) Align with the Birth to Five Head Start Child Outcomes Framework, state early learning guidelines, and the requirements and expectations of the schools, to the extent that they apply to the ages of children, birth to five, participating in the program and at a minimum address the domains of language and literacy development, cognition and general knowledge, approaches toward learning, physical well-being and motor development, and social and emotional development; [...]</p>	<p>area although it may be considered under Administrative and Fiscal Requirements)</p>	<p>literacy development</p>
<p>§1304.11 Basis for determining whether a Head Start agency will be subject to an open competition. [...]</p> <p>(b)(2)(ii) Analyzing individual ongoing, child-level assessment data for all children birth to age five participating in the program and using that data in combination with input from parents and families to determine each child's status and progress with regard to, at a minimum, language and literacy development, cognition and general knowledge, approaches toward learning, physical well-being and motor development, and social and emotional development and to individualize the experiences, instructional strategies, and services to best support each child.</p>	<p>(Part 1304 is not included in a content area although it may be considered under Administrative and Fiscal Requirements)</p>	<p>Domains of language and literacy development</p>

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MIGRANT & SEASONAL HEAD START PROGRAMS

PART 1305 DEFINITIONS

1305.2 **Terms.** For the purposes of this subchapter, the following definitions apply:

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).

Migrant family means, for purposes of Head Start eligibility, a family with children under the age of compulsory school attendance who changed their residence by moving from one geographic location to another, either intrastate or interstate, within the preceding two years for the purpose of engaging in agricultural work and whose family income comes primarily from this activity.

Migrant or Seasonal Head Start Program means: (1) with respect to services for migrant farm workers, a Head Start program that serves families who are engaged in agricultural labor and who have changed their residence from one geographic location to another in the preceding 2-year period; and, (2) with respect to services for seasonal farmworkers, a Head Start program that serves families who are engaged primarily in seasonal agricultural labor and who have not changed their residence to another geographic location in the preceding 2-year period.

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