

DUAL LANGUAGE LEARNERS PROGRAM ASSESSMENT: A COORDINATED APPROACH ACROSS SYSTEMS AND SERVICES

KEY MESSAGES

The Dual Language Learners Program Assessment (DLLPA) assists Head Start, child care, or pre-K programs to assess their management systems and services to ensure the [full and effective participation of children who are DLLs and their families](#). In Head Start, this comprehensive [management system](#) is referred to as a coordinated approach for DLLs. A [coordinated approach](#) is not new to Head Start as this informs both management systems and program service delivery. The DLLPA helps programs improve their coordinated approaches to promote school readiness for children who are DLLs and the engagement of their families.

The DLLPA can also help a program make sure it has integrated culturally and linguistically responsive practices for all children, including those who are not DLLs, and their families.

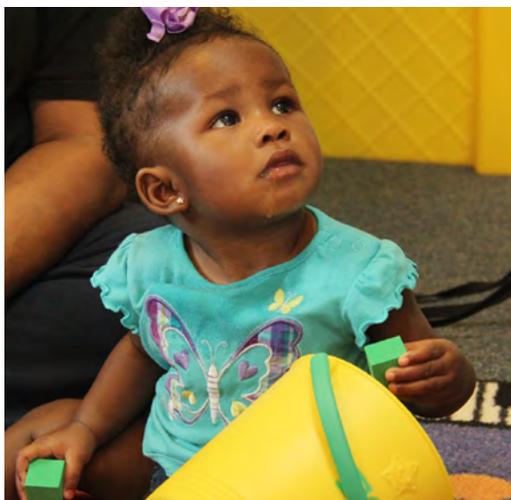
The DLLPA has self-assessment questions to address **four management systems areas** and **six program services areas**.

Management Systems	Program Services
<ol style="list-style-type: none"> 1. Communication 2. Human Resources 3. Training and Professional Development 4. Program Planning & Service System Design 	<ol style="list-style-type: none"> Education and Child Development Services 5. Teaching and Learning Environment 6. Curricula 7. Child Screenings and Assessments 8. Health Program Services 9. Family and Community Engagement Program Services 10. Transition Service

The information gained through completing the **DLLPA is useful for a variety of management purposes**. For example, managers might use it to

- identify program strengths;
- identify continuous improvement goals and strategies;
- plan training and professional development;
- write reports;
- prepare refunding applications and grant proposals;
- track progress through ongoing monitoring; and
- determine progress during the annual self-assessment.

“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).”—Head Start Program Performance Standards, Part 1305 - &1305.2 Terms



To help programs get started with the DLLPA, a guide titled **Ten Easy Steps for Your Program to Follow**, walks programs through a process they can use to complete their assessment.

Following the guide, programs gather a team and select their approach based on their program’s size, needs, and priorities. Programs use the guide to ensure a holistic approach to consider how culture and language are integrated in—and across—the program’s comprehensive services. Programs do this by working together to gather the information requested on the DLLPA and plan for improvements based on the results. Sections in the DLLPA have links to associated resources that support implementation and growth. Completing the DLLPA allows a program to celebrate the strengths and accomplishments of the program.

