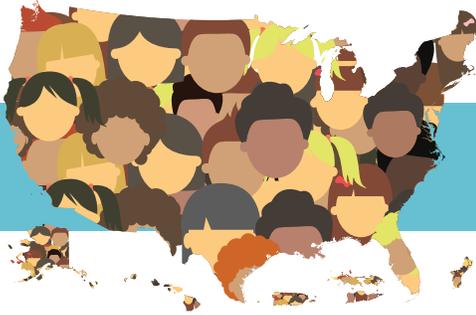


DUAL LANGUAGE LEARNERS IN HEAD START



Who are dual language learners (DLLs)?

Children who are DLLs are learning two or more languages at the same time, or learning a second language while continuing to develop their first language¹. *Terms 45 CFR §1305.2*

Did you know that children who are DLLs receive cognitive benefits? The brains of dual language learners get an extra workout, which can help them switch between tasks, manage impulses, and solve problems.

11.5 MILLION

DLL children ages birth to 8 are living in the U.S.²

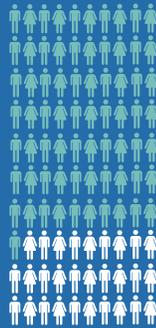
DLLs are the **fastest growing population of young children** in the U.S.³

Approximately,

ONE MILLION children are enrolled in **Early Head Start and Head Start** programs⁴.

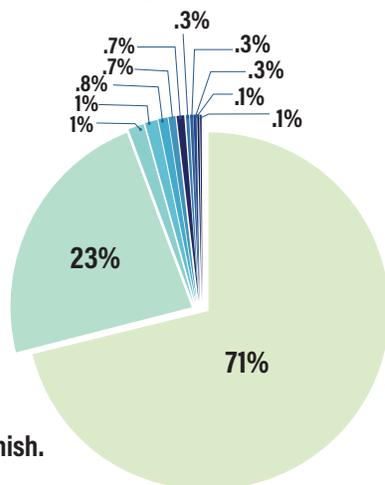
Of those, at least

308,750 children primarily speak a language other than English at home⁴.



29% of the Head Start population have a primary home language other than English.

Head Start families: Primary Languages⁴



Of all the dual language learners in Head Start, **80%** speak Spanish.

- English
- Spanish
- Middle Eastern & South Asian Languages (e.g. Arabic, Hebrew, Hindi, Urdu, Bengali)*
- East Asian Languages (e.g. Chinese, Vietnamese, Tagalog)*

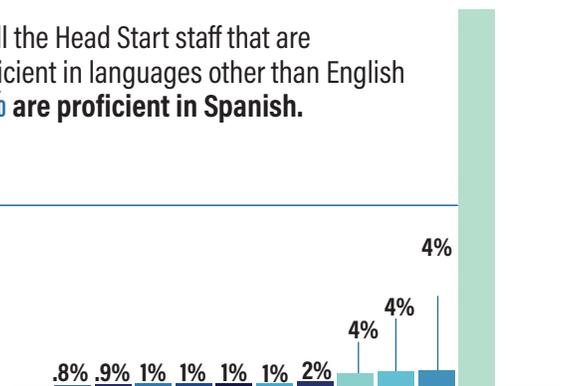
- African Languages (e.g. Swahili, Wolof)*
- European & Slavic Languages (e.g. German, French, Italian, Croatian, Yiddish, Portuguese, Russian)*
- Caribbean Languages (e.g. Haitian-Creole, Patois)*
- Pacific Island Languages (e.g. Palauan, Fijian)*

- Native Central American, South American & Mexican Languages (e.g. Mixteco, Quichean)*
- Native North American/Alaska Native Languages (e.g. Eskimo-Aleut, Haida, Tsimshian)*
- Unspecified
- Other

* includes other languages not mentioned

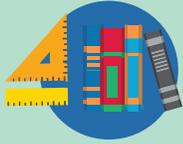
Head Start staff: Proficiency in languages other than English⁴

Of all the Head Start staff that are proficient in languages other than English **84%** are proficient in Spanish.



HEAD START PROGRAM PERFORMANCE STANDARDS SUPPORT DLLS

Education and Child Development Services



Provide **developmentally, culturally, linguistically appropriate learning experiences** in language, literacy, mathematics, social and emotional functioning, approaches to learning, science, physical skills & creative arts⁵. 45 CFR §1302.30

Recognize bilingualism and bi-literacy as strengths and implement research-based teaching practices that support their development⁵. 45 CFR §1302.31



(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. 45 CFR §1302.31 (b)(2)

Health Program Services

Provide high-quality health, oral health, mental health, and nutrition services that are developmentally, **culturally, and linguistically appropriate** and that will support each child's growth and school readiness⁵. 45 CFR §1302.40



Family and Community Engagement



Develop relationships with parents and structure services to encourage trust and respectful ongoing two way communication between staff and parents to create welcoming program environments that **incorporate the unique cultural, ethnic, & linguistic backgrounds of families in the program and community**⁵. 45 CFR §1302.50

Human Resources Management

Ensure staff and program consultants or contractors are familiar with the ethnic background and heritage 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 proficiency⁵. 45 CFR §1302.90



Program Management and Quality Improvement

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:



The full and effective participation of children who are dual language learners and their families [...], by: utilizing information from the program's community assessment about the **languages spoken throughout the program service area to anticipate child and family needs[...]**⁵ 45 CFR §1302.101



SOURCES:

¹U.S. Department of Health and Human Services, Administration for Children and Families, Office of the Deputy Assistant Secretary for Early Childhood Development. Policy Statement on Supporting the Development of Children Who Are Dual Language Learners in Early Childhood Programs. Washington, DC, January 2017.

²McNamara, Keith. "Dual Language Learners in Head Start: The Promises and Pitfalls of New Reforms" (September 2016)

³Migration Policy Institute. Growing Superdiversity among Young U.S. Dual Language Learners and Its Implications. Washington, DC, 2018

⁴U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start. Program Information Report (PIR) Summary Report - 2017 - National Level. Washington, DC.

⁵U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start. Head Start Performance Standards Excerpts 45 CFR Chapter XIII Subchapter B- The Administration for Children and Families, Head Start Programs. Washington DC, February 2017.