

OFFICE OF HEAD START
Administration for Children and Families
Department of Health and Human Services

Promoting Cultural and Linguistic Responsiveness in Head Start/Early Head Start(HS/EHS)

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Objectives

- Provide a brief snapshot of Head Start/Early Head Start national level statistics and information.
- Review select proposed regulations related to culture and language in the Notice of Proposed Rulemaking(NPRM) of the Head Start Program Performance Standards
- Highlight Training/Technical Assistance and Professional Development Strategies



Overall HS/EHS snapshot: 2013-2014

- 1,100,000 children from birth to age 5 including pregnant women received Head Start services.
- In addition to education services, Head Start programs provide children and their families with **health, nutrition, social-emotional, and family services.**
- 44,000 **pre-school teachers** and 16,600 **infant and toddler teachers.** 20,000+ **family services staff.** Head Start also offers family child care, and home visiting programs.



Overall HS/EHS snapshot: 2013-2014

- **71%** of Head Start Preschool Teachers have a baccalaureate and over **96%** have at least an associate degree.
- Over **91%** of Infant/toddler teachers have a CDA or higher, approximately 50% with a BA and/or AA.
- Nearly **90%** of Family Child Care Providers have a CDA or higher
- **1,600+** grantees nationwide including the territories.
- Over **239,000** Staff employed and **24%** are former arents
- Over 86% of all grantees serve children who are Dual Language Learners

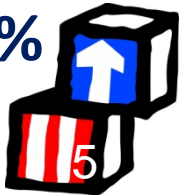
Source: 2014 Program Information Report (PIR)



Primary Languages

Over 310,000 children enrolled in 2014 spoke a language other than English at Home

- English **70%**
- Spanish **25%**
- Native C. American/S. American **0.3%**
- Caribbean **0.3%**
- Middle Eastern and South Asian Language **0.9%**
- East Asian Languages **1%**
- Native N. American or Alaska Native Languages **0.08%**
- Pacific Island Languages **0.3%**
- European & Slavic Languages **0.7%**
- African Languages **0.7%**
- Other/Unspecified **0.6%**



Head Start Children of Hispanic or Latino Origin

- 406,639 or almost 38% of total children enrolled are of Hispanic or Latino origin.
- Head Start programs assess community strengths and needs and implement program designs that are responsive
- Head Start's Migrant and Seasonal program enroll over 33,000 children, nearly all of them of Hispanic or Latino origin.
- Hispanic children are underrepresented in public pre-k



Head Start Program Performance Standards

- First Head Start Program Performance Standards published in 1970.
- Over the years, there have been piecemeal revisions and updates.
- In early June 2015 OHS announced a complete overhaul that reflects both the latest early childhood education research and 50 years of experience
- The proposed regulations include holistic requirements for meeting the needs of DLLS based on recognition of strength of learning two (or more!) languages



Specific Provisions for DLLS and CLR Throughout Proposed Program Operations Standards

- **Program Management and Quality Improvement** –Subpart J
- **Human Resources Management** -Subpart I
- **Family & Community Partnership Program Services**-Subpart E
- **Health Program Services**-Subpart D
- **Education and Child Development Services**-Subpart C
- **Transition Services**-Subpart G



Program Management and Quality Improvement in NPRM:

...Program(s) must design and implement a Program-wide (coordinated approach) to ensure the full and effective participation of children who are dual language learners and their families by providing services with appropriate materials, curriculum, assessment, instruction, staffing, supervision and partnerships. 1302.101(b) 2 Subpart J



Program Management and Quality Improvement in NPRM: Achieving Program Performance Goals

Ensure child 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, and used with other program data 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; Part 1302(c)(2)(ii)



Human Resource Management in NPRM- Communication with dual language learners and their families.

A program must ensure staff and program consultants 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 families with limited English proficiency.

If a majority of children in a classroom or home-based program speak the same language, at least one classroom staff member or home visitor must speak such language

Section 1302.90(d)(1)(2)Subpart I



Education and Child Development Services in NPRM--Screening & Assessment

- 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 personnel, and being age, developmentally, culturally and linguistically appropriate; and appropriate for children with disabilities, as needed.
- 1302.33(c)(1)(2) Subpart C



Child Screening and Assessment (NPRM)

If a program serves a child who speaks a language other than English, the program must:

(ii) Conduct screenings and assessments in the language or languages that best capture the child's development and skills in the specific domain;

(ii) 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; and,

(iii) Ensure that 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..... ..

1302.31(1)(2)(i)(ii)(iii)



Education and Child Development Services-NPRM

Teaching and Learning Environment

For dual language learners, a program must **recognize bilingualism as strength** and implement research-based teaching practices that support its development. These practices must include to the extent possible:

(i) For an *infant or toddler* dual language learner, a program must ensure teaching practices that focus on the development of **the home language**, when there is a teacher with appropriate language competency, and provide experiences that expose the child to English; and

(ii) For a *preschool* age dual language learner, a program must ensure teaching practices that focus **on both English language** acquisition and the continued development of the **home language**. Section 1302.31(b)(2)



Family and Community Partnerships^{-NPRM}

Programs must develop respectful two-way communication with parents that is responsive to and reflects the unique cultural, ethnic and linguistic backgrounds of families- including conducting family engagement services in the preferred language, or through an interpreter, to the extent possible **1302.50 Subpart E**



Health Program Services- NPRM

A program must provide high quality health, mental health, and nutrition services that are developmentally and linguistically appropriate and that will support each child's growth and school readiness. **Section 1302.40(b)(2)**

Subpart D



Human Resource Management-NPRM Training and Professional Development

- Program must implement a coordinated coaching strategy that aligns with the program's school readiness goals, curricula, and other approaches to PD.
- Utilize a coach with adequate training and experience in using assessment data to drive coaching strategies...
- Provide opportunities for staff to be observed and receive feedback and modeling on effective teaching practices... 1302.92



New Head Start Early Learning Outcomes Framework

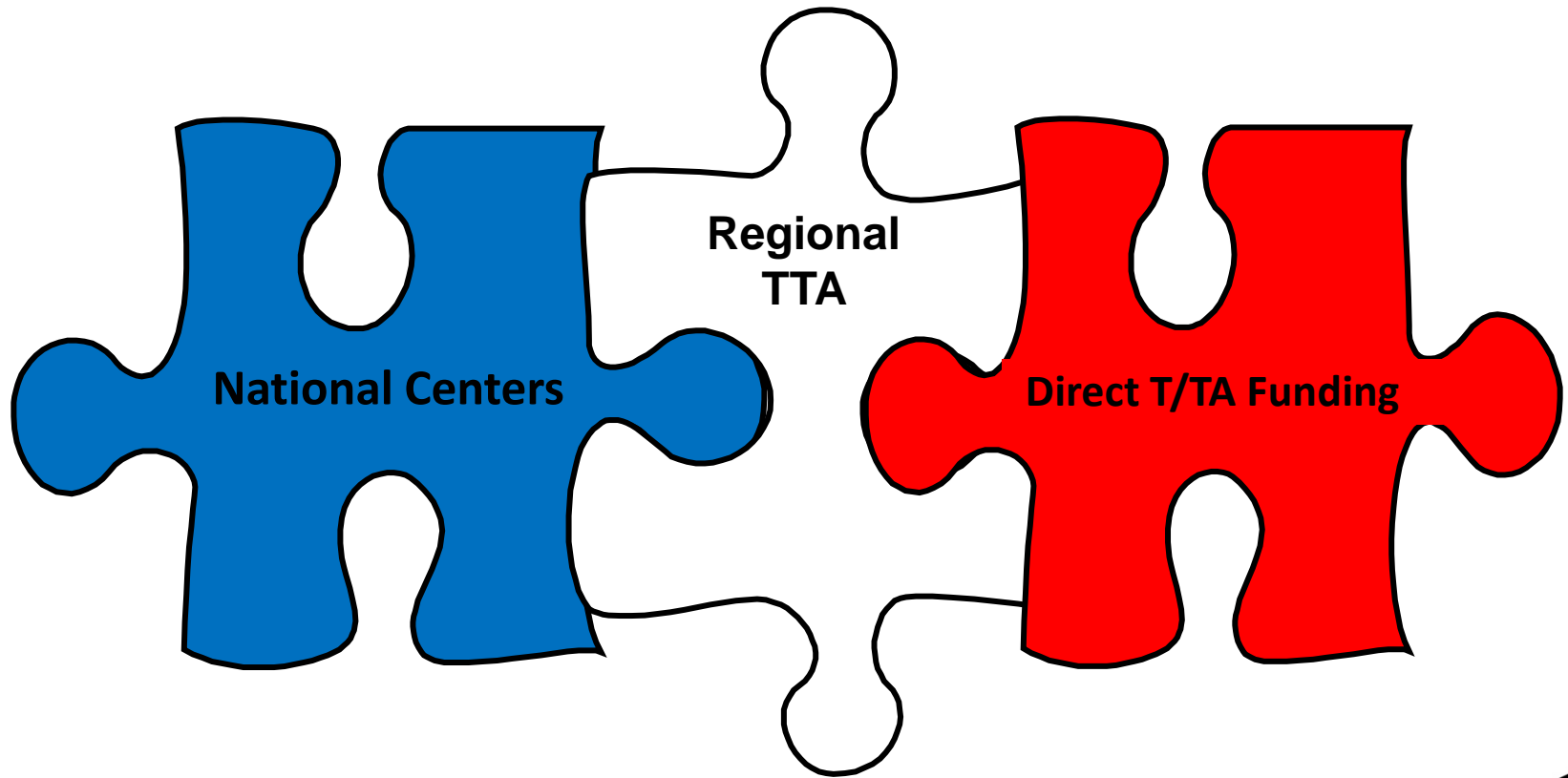
Ages Birth to Five



- Statement of what all children should know and do from birth to age five
- Includes five Central Domains-Approaches to Learning, Social and Emotional Development, Language and Literacy, Cognition, Perceptual, Motor, And Physical Development
- Will be used to help programs align school readiness goals, curriculum, assessment, instruction and professional development
- Recognizes and promotes the benefits of learning two languages and supports both English language and home language development



Current OHS Training and Technical Assistance System Components




Focus on cultural and linguistic responsiveness




REVISITING AND UPDATING THE

Multicultural Principles

for Head Start Programs Serving Children Ages Birth to Five




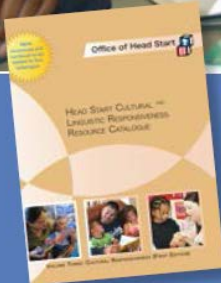

*Addressing Culture and Home Language
in Head Start Program Systems & Services*

60 Minutes from Catalogue to Classroom

Using Journal Articles for Professional Development

1

THE NATIONAL CENTER ON
Cultural and Linguistic
Responsiveness

The Multicultural Principles and copious other rich resources for meeting the needs of diverse children and families at

<https://eclkc.ohs.acf.hhs.gov/hslc>



HEAD START

An Office of the Administration for Children and Families
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News

6/18/2014

Conversion of Enrollment Slots from Head Start Children to Early Head Start Children (ACF-PI-HS-14-02)

Conversión de cupos de matrícula para niños en Head Start a cupos para niños en Early Head Start (ACF-PI-HS-14-02)

6/6/2014

Early Head Start Expansion and Child Care Partnerships Will Increase Early Learning Opportunities

Funding Opportunity Announcement for Early Head Start Child-Care Partnerships and Early Head Start Expansion

Newest Resources



Individualizing Care for Infants and Toddlers: Part 2

Use this technical assistance paper to plan care and curriculum that is tailored to the needs of infants, toddlers, and their families.



Individualizing Care for Infants and Toddlers: Part 1

Explore this technical assistance paper to learn why individualizing care in Early Head Start is so important.



Research to Practice: Family Well-being

For Families

Quality Teaching and Learning

Cultural and Linguistic

Head Start Locator

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Distance

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Thank You

