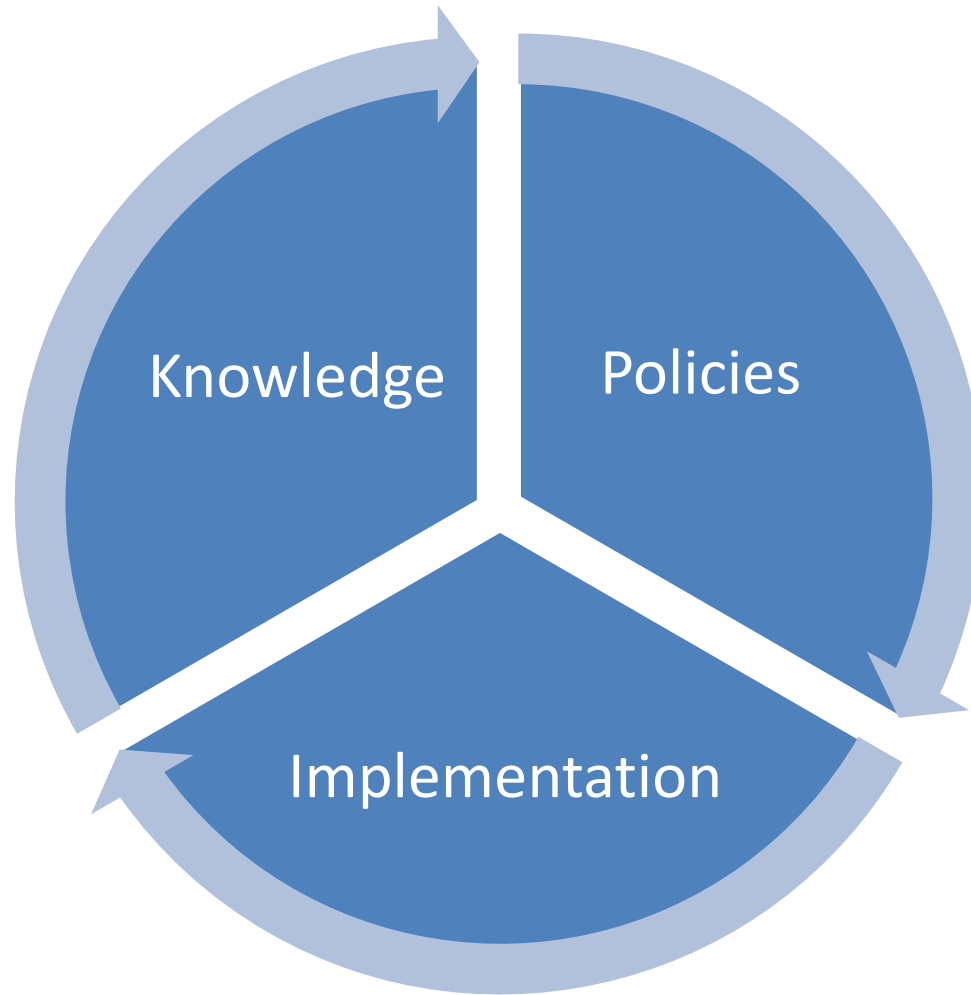


*Tradition & Transition:*  
Capacity Building Efforts to Support  
Quality Services for Culturally &  
Linguistically Diverse Children and  
Families in Head Start

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Torino, Italy  
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# The Head Start Landscape



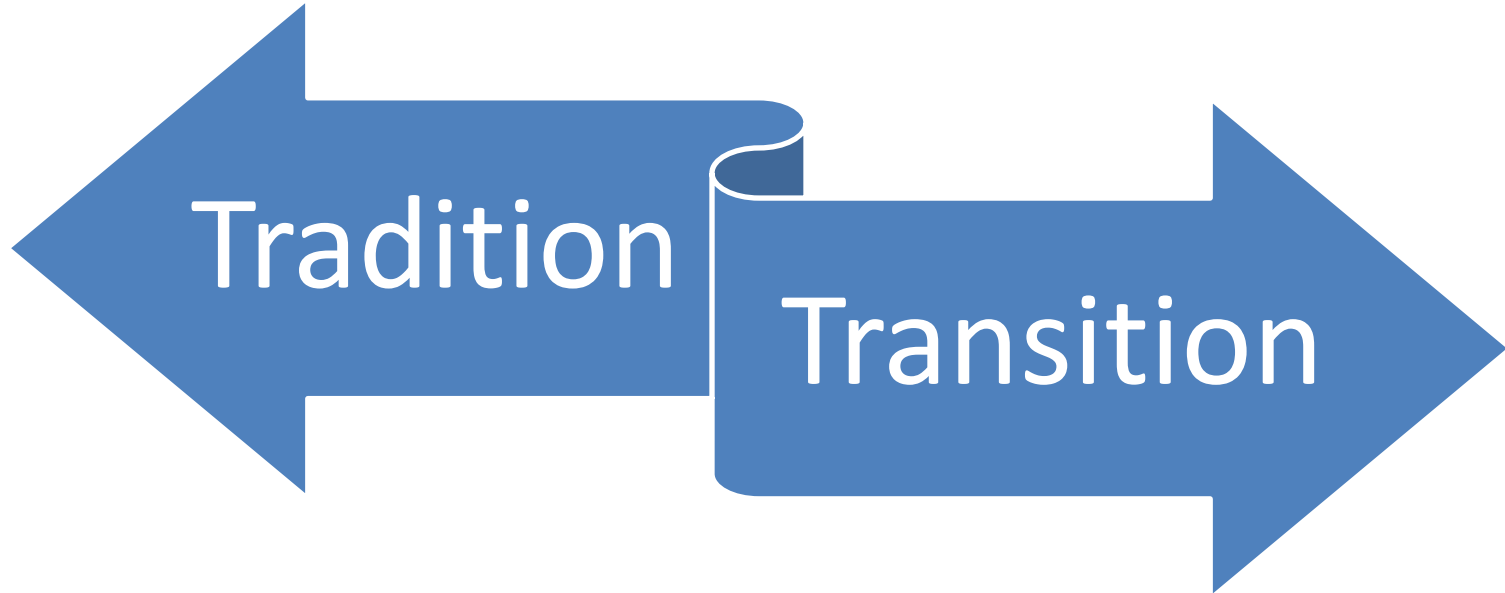
# “Quality”: Head Start

- ALL Head Start programs are monitored, per 2008 Congressional mandate
- Classroom quality is measured using the CLASS Instrument: 3 domains predictive of school success: Emotional Climate; Classroom Organization; Instructional Strategies

# Head Start Classroom Data: A Mixed Picture

- National aggregate data: 2010 – 2015  
Scale: 1 = “inadequate, 7 = “excellent”
- Emotional Climate: slightly below 6
- Classroom Organization: between 5 - 6
- Instructional Strategies: slightly below 3

# The Head Start Program Today



# The Head Start Program Today

- Head Start recently celebrated its 50<sup>th</sup> anniversary
- Core features: comprehensive services for low-income children & families; extensive federal regulations, technical assistance & monitoring....as well as
- A history of inclusion, including: racial, ethnic, cultural, linguistic & developmental diversity

# Transition

- Local programs are characterized by **substantial variability of implementation** as well as **diversity** (including children & families; staff; and organizational)
- Transition: systems revisions & capacity building efforts intended to improve program quality

# Transitions

- Program Performance Standards
- Early Learning Outcomes Framework
- Technical Assistance System
- Organizational Capacity Building -> Electronic Resources/Technology



# Program Performance Standards

- Tradition: extensive standards; comprehensive services; “whole” child in context of family/community; respect for & responsiveness to home languages & cultures
- Challenge: How to effectively monitor program implementation?

# Program Performance Standards

- Transition: new Standards in development (Congressionally mandated process)
- Goal: reduce the total number of Standards
- CLASS Instrument has evolved due to concerns about implementation in linguistically diverse classrooms; challenge of monitoring remains to be answered

# Child Outcomes Framework

- Tradition: Child Outcomes Frameworks
- Transition:
- 2000: Focus = English speaking children; 2 DLL items (increase receptive & expressive language skills in English)
- 2011: DLLs = a “separate slice”; importance of assessment in all a child’s languages \*
- 2015: occasional statements in domain introductions & some specific indicators

# Technical Assistance

- Tradition: funding for a dedicated system
- Transition: National Centers funded 2010-2015; separate Center for Cultural & Linguistic Responsiveness – multiple materials posted on-line
- System re-configured and funded; CLR to be “embedded” into the Center for Teaching and Learning

# Electronic Resources

- Between 2010 – 2015, a variety of electronic resources were developed to support programs to work effectively with diverse children and their families. Several examples:
- **Planned Language Approach**
- **Program Preparedness Checklist**
- **Importance of Home Language Series**

# Planned Language Approach



# Program Preparedness Checklist

- helps programs to promote school readiness for Dual Language Learners (DLLs) by examining their systems and services for children and families who speak languages other than English
- indicators in 13 program “systems”
- drawn from the Head Start Program Performance Standards, the research, and recommended practices

# Program Preparedness Checklist

- PPC is an electronic document that provides:
- **Automatic tabulation of data and summary pages** to support analysis and interpretation
- Embedded **links to guidance** on the recommended practices
- Guidance on **how to use the data** for program planning and decision making



# Importance of Home Language

- This series of handouts is designed to provide staff and families with basic information on topics related to children learning two or more languages.
- They emphasize the benefits of being bilingual, the importance of maintaining home language, and the value of becoming fully bilingual.

# Links

- Planned Language Approach

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/planned-language-approach>

- Program Preparedness Checklist

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/ProgramPreparedn.htm>

- The Importance of Home Language

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/home-language.html>

# Summary of System Changes

- Head Start programs are characterized by substantial variation – both overall and for culturally & linguistically diverse children and families
- Traditional value upon inclusion has been strengthened somewhat through system changes and electronic resources, but much more remains to be accomplished

# National Council of La Raza

- The National Council of La Raza (NCLR) is the largest Hispanic civil rights and advocacy organization in the United States.
- Through its network of nearly 300 affiliated community-based organizations, NCLR reaches millions of Hispanics each year.
- NCLR conducts applied research, policy analysis, and advocacy, providing a Latino perspective in five key areas—assets/investments, civil rights/immigration, education, employment and economic status, and health.

# For follow-up, contact

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