



Center-Based Environment: Administrator Checklist

For Programs Serving Deaf and Hard of Hearing Infants & Toddlers

Administrators play a critical role in ensuring that early intervention playgroups for deaf and hard of hearing infants and toddlers are language-rich, family-centered, and accessible. This checklist supports leaders in establishing systems, structures, and supports that enable high-quality service delivery, meaningful family engagement, and equitable access to bilingual language development.

Program Quality, Compliance & Continuous Improvement

- ☐ Ensure program compliance with applicable EHDI guidelines and Part C Early Intervention requirements, including documentation, service delivery, and referral timelines.
- ☐ Monitor program implementation for alignment with family-centered, culturally responsive, and evidence-based practices.
- ☐ Use data (e.g., attendance, engagement, outcomes, and compliance indicators) to inform decision-making and continuous program improvement.
- ☐ Establish and maintain systems for collecting, reviewing, and responding to family feedback.
- ☐ Identify program strengths, barriers, and opportunities for growth, and ensure policies, procedures, and staff supports reflect best practices in early intervention for deaf and hard of hearing children and their families.

Staffing & Professional Practices

- ☐ Ensure providers demonstrate knowledge of evidence-based practices for supporting deaf and hard of hearing infants and toddlers, including early language access and development.
- ☐ Provide and monitor ongoing professional development in family-centered early intervention, coaching practices, Deaf culture, and culturally and linguistically responsive services.
- ☐ Ensure providers are equipped and supported to promote early, accessible language and bilingual development (ASL and spoken language) and to guide families in embedding language strategies into daily routines and play.
- ☐ Ensure access to ASL-proficient staff, Deaf professionals, and/or qualified interpreters, and promote interdisciplinary collaboration to support coordinated, holistic services.
- ☐ Monitor provider capacity, well-being, reflective practice, and implementation of caregiver engagement practices to support high-quality service delivery.

Program Design & Learning Environment

- Establish and maintain standards to ensure playgroup environments maximize visual access and clear sightlines.
- Implement processes to routinely assess and optimize lighting (natural and artificial) for visual language access.
- Ensure room design standards include clearly defined, well-equipped activity zones that support language-rich interactions and smooth transitions.
- Maintain systems to ensure environments are stocked with bilingual (ASL/spoken language) materials that reflect Deaf culture and identity.
- Oversee processes for selecting, updating, and replenishing developmentally appropriate toys, books, and visual supports.
- Ensure policies and supports are in place for consistent access to hearing technology and assistive devices when applicable.

Family Engagement & Community Connections

- Establish and maintain systems that enable providers to ensure families have consistent access to bilingual (ASL/spoken language) learning materials embedded in daily routines and play.
- Ensure program-level expectations and supports are in place for providers to use materials that reflect diverse, updated bilingual resources and representation of Deaf adults and families in accessible formats (visual, multilingual, digital, print).
- Establish systems that support providers in maintaining ongoing, accessible communication with families regarding child development, language milestones, and early intervention services if qualified or applicable.
- Ensure structures, training, and program supports are in place for providers to facilitate family learning opportunities, caregiver engagement, and connections to Deaf and hard of hearing adult role models and mentors.
- Maintain systems that support providers in fostering family connections, peer support, and community engagement within and beyond playgroups, promoting belonging and sustained family networks.