



Resources to Support the Full Participation of Young Children Who Are Dual Language Learners (DLLs) And Their Families

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PURPOSE

With the growing number of young children (birth – third grade) increasing in Vermont, practitioners may struggle with implementing appropriate assessment strategies, utilizing culturally appropriate information gathering skills with families, engaging families in the process of assessment, intervention and preschool placement, and knowing how to work effectively with interpreters, translators, cultural mediators and parent school liaisons. Confidence, comfort, and capability with these skills are essential to supporting the full participation of each young child with a home language other than English and the successful engagement of each child’s family in supporting that child’s full potential.

The purpose of this toolkit is to provide early childhood colleagues with evidence-based practices, tools, and strategies improve and increase the use of inclusive, culturally appropriate, responsive, and research based practices for culturally and ability diverse young children who are Dual Language Learners (DLLs) and their families.

- The majority of resources in the toolkit are readily available to access online at no cost.
- Resources that are not free but are very worthwhile investments are highlighted in green boxes.
- Under each heading, resources are organized by type, using the coding system below.

RESEARCH	PRINT	AV	WEB	GREAT INVESTMENTS
				\$

- Resources that are available in Spanish are highlighted in yellow.

Sharing of this resource is encouraged. The compilers hope it will provide one form of professional support needed by providers to develop the practices they need to positively impact the lives of young children who are dual language learners and their families.

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SUPPORTING THE LEARNING AND DEVELOPMENT OF YOUNG CHILDREN WHO ARE DLLS



America's Hispanic Children: Gaining Ground, Looking Forward (0-9)

<http://www.childtrends.org/?publications=americas-hispanic-children-gaining-ground-looking-forward>

This report presents a rich and nuanced statistical portrait of America's Latino children, drawn from the latest nationally-representative data. Some facets will be familiar, others are less well known. All have important economic and social implications, particularly with respect to education as the pathway to fulfilling aspirations.

California's Best Practices for Young Dual Language Learners: Research Overview Papers (3-5)

<http://www.cde.ca.gov/sp/cd/ce/documents/dllresearchpapers.pdf>

As a set, these six research overviews reflect research related to the learning and development of young children who are dual language learners. They provide insight into how young dual learners. They provide insight into how young DLLs learn two languages, and also how they learn and develop in other domains. The research summaries provide guidance to early childhood educators on how to support the learning and development of children who are dual language learners.

The Changing Geography of Hispanic Children and Families (0-9)

<http://www.childtrends.org/wp-content/uploads/2016/01/Emerging-Communities.pdf?0.70219200%201454605819>

This brief reviews the changing geography of Hispanics in the US and the key demographic drivers of these changes.

Childhood, Culture and Creativity: A Literature Review (0-9)

http://www.academia.edu/679206/Childhood_Culture_and_Creativity_A_Literature_Review

Using the new sociology of childhood as a theoretical framework, this literature review synthesizes the research on childhood, culture and creativity. More specifically, this review examines the relationships between culture and creativity and the areas of play, multimodal communication, and new technologies for young children.

Cognitive Development of Young Dual Language Learners: A Critical Review of the Research (0-6)

<http://cecerdll.fpg.unc.edu/sites/cecerdll.fpg.unc.edu/files/imce/documents/3015-Research-Brief-11.pdf>

The purpose of this critical review was to synthesize the existing research on cognitive development in children who are dual language learners and to identify the gaps and methodological concerns present in the existing research.

Competencies for Working Effectively with Young Dual Language Learners (3-5)

<http://afabc.org/getmedia/8c3e612e-7c2a-46cb-8c7e-b3f30f09c16f/DLLTCreport.allLOW-RES.aspx>

This report thoroughly and thoughtfully lays out the competencies needed by teachers to work effectively with young children who are dual language learners.

Dual Language Learners: Science to Practice Briefs (0-5)

Explore the latest science and evidence-based practices to support the linguistic development of children who are dual language learners (DLLs) in the first five years. Each brief contains a discussion of recent bilingual research. They also include tips that teachers, caregivers, and family service staff can use to build on the skills of children who are DLLs'.

- Hearing Language Is Learning
<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/dll-01-hearing-language-learning.pdf>
- Growing Up as a Dual Language Learner
<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/dll-02-growing-up-dual-learner.pdf>
- Cognitive Benefits of Bilingualism
<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/dll-03-cognitive-benefits-bilingualism.pdf>

English Learner Tool Kit <https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/eltoolkit.pdf> (3-9)

The tool kit is designed to help state and local education agencies (SEAs and LEAs) in meeting their legal obligations to English Learners (ELs) and in providing all ELs with the support needed to attain English language proficiency while meeting college- and career-readiness standards. Each chapter provides (1) explanations of the civil rights and other legal obligations to ELs; (2) checklists SEAs, LEAs, and schools can use as self-monitoring tools; (3) sample tools that may be used or adapted to aid with compliance; and (4) additional resources that may provide further relevant information and assistance.

Federal Guidance - English Language Learners (3-9)

<http://www2.ed.gov/policy/elsec/leg/essa/essatitleiiiiguidenglishlearners92016.pdf>

This is a September 2016 collection of non-regulatory guidance that has been released to help States, school districts, and schools provide effective services that improve the language proficiency and academic achievement of English language learners through Title III, as amended by the Every Student Succeeds Act (ESSA). This and additional guidance related to the ESSA can be found at <http://www2.ed.gov/policy/elsec/leg/essa/index.html>

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Intersecting Inequalities: Research to Reduce Inequality for Immigrant-Origin Children and Youth (0-9)

<http://wtgrantfoundation.org/resource/intersecting-inequalities-research-to-reduce-inequality-for-immigrant-origin-children-and-youth>

This synthesis explores how inequality plays out along these six dimensions of disadvantage particular to immigrant-origin families, outlines how developments in educational and family contexts can alleviate unequal outcomes and opportunities, and introduces four broad areas of future research that may inform policies, programs, and practices to reduce inequality for immigrant-origin children and youth.

Multilingual Children Beyond Myths and Toward Best Practices (0-9)

http://www.srcd.org/sites/default/files/documents/E-News/spr_27_4.pdf

This compilation presents an array of practices, programs and policies that can support families and children to maintain their home language and subsequently their culture.

Perspectives on Assessment of DLLs Development & Learning, PreK-Third Grade (3-9)

<http://www.cal.org/content/download/3373/41810/version/1/file/NRSECDLL2014-Espinosa.pdf>

The chronic academic underachievement of the DLL population across the nation, and their lower school readiness scores in mathematics and literacy at kindergarten entry clearly reveal the need for more effective assessment approaches that are linked to improved instruction for young DLLs. Linda Espinosa's 2016 paper is organized around the following questions: 1) What are the important linguistic, cultural, and background factors to consider in the assessment of young DLLs? 2) What are the most appropriate methods for assessing young DLLs for certain purposes (e.g., instructional improvement and developmental screening)? 3) What technical considerations are required for testing DLLs? 4) What do teachers need to know about the valid assessment of young DLLs?

Policy Statement on Supporting the Development of Children Who Are Dual Language Learners in Early Childhood Programs (0-5)

This joint policy statement from the US Departments of Health and Human Services and Education was created to support early childhood programs and States by providing recommendations that promote the development and learning of young children, birth to age five, who are dual language learners (DLLs). The document describes specific challenges in policies and practices and makes recommendations to states.

PreK-3rd: Challenging Common Myths About Dual Language Learners: An Update to the 2008 Report (3-9)

<http://www.buildinitiative.org/Portals/0/Uploads/Documents/PreK-3rd%20-%20Challenging%20Common%20Myths%20About%20DLLs.pdf>

This brief presents two new and updates five commonly held beliefs about the development and learning of young children who are learning English as their second language and presents current research evidence that can better guide our policies and our support for young DLLs.

Promoting the Educational Success of Children and Youth Learning English: Promising Futures (0-9)

<https://www.nap.edu/catalog/24677/promoting-the-educational-success-of-children-and-youth-learning-english>

The committee that was responsible for this report was charged with answering fifteen questions across two areas of focus: 1) children birth to 8 years old who are dual language learners (DLLs) and 2) children in K–12 schools who are DLLs. For instance, the committee was asked, “What are the roles of languages, culture, and cultural identity in the development of young children who are English Language Learners (ELLs)/DLLs?” and “What strategies and practices show evidence of supporting optimal transitions establishing a learning progression in a continuum of education for young ELLs/DLLs from birth through third grade (i.e., between home, early childhood education and care settings, pre-K, kindergarten, and through third grade)?” The clarity and specificity of the questions led to this compilation of research and recommendations.

Research Based on Best Practices for DLLs in PreK-3rd Grade: Instructional Strategies and Language of Instruction (3-9)

This paper discusses the knowledge based needed to provide high quality education to this diverse group of children during the critical early years of schooling (Pre-K to third grade). Developmental and contextual considerations when designing instruction for children who are dual language learners are discussed. Research-based instructional strategies and language of instruction approaches for the education of children who are dual language learners PreK-3rd grade are described, followed by a discussion of instructional approaches in multilingual classrooms.



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Responding to Linguistic and Cultural Diversity: Recommendations for Effective Early Childhood Education (0-9)

<http://www.naeyc.org/files/naeyc/file/positions/PSDIV98.PDF> (English)

<http://www.naeyc.org/files/naeyc/file/positions/PSDISP98.PDF> (Spanish)

NAEYC's position statement describes children who are linguistically and culturally diverse and outlines the challenges in responding to the needs these diverse families. It also provides recommendations for working with children, their families, as well as recommendations for preparing professionals, and programs and practice.

Responsiveness to ALL Children, Families, and Professionals: Integrating Cultural and Linguistic Diversity into Policy and Practice http://dec.membershipsoftware.org/files/Position%20Statement%20and%20Papers/Position%20Statement_Cultural%20and%20Linguistic%20Diversity.pdf (0-9)

This short position statement presents six key features of organizations that are responsive to the culture, values, and language of families. It also includes a definition of the terms "culture" and "values."

Screening and Assessment of Young English Language Learners (0-9)

http://www.naeyc.org/files/naeyc/file/positions/ELL_SupplementLong.pdf (English)

<http://www.naeyc.org/files/naeyc/file/positions/ELLSupplementShortSpanish.pdf> (Spanish)

The aim of this document is to explain and expand on the meaning of "linguistically and culturally responsive," to discuss other issues uniquely related to the screening and assessment of young English-language learners, and to make specific recommendations to increase the probability that all young English-language learners will have the benefit of appropriate, effective assessment of their learning and development.

Social-Emotional Development of Dual Language Learners: Looking Back at Existing Research and Moving Forward with Purpose (0-5)

http://cecerdll.fpg.unc.edu/sites/cecerdll.fpg.unc.edu/files/imce/images/%232817_ResBrief%237_FinalRvsd-2.pdf

This 2014 review by Tamara Halle and her colleagues describes the state of existing knowledge with regard to children who are dual language learners' (DLLs) social-emotional development birth to age 5. The review focuses on widely recognized dimensions of children's social-emotional development. Results suggest that DLLs have at least equal (if not better) social-emotional outcomes compared to native English speakers. There is also evidence that the use of home language in early childhood classrooms can be a positive, moderating factor for DLLs' social-emotional development.

State Early Learning and Development Standards/Guidelines, Policies & Related Practices: How Responsive Are They to the Needs of Young Dual Language Learners? (3-5)

<http://buildinitiative.org/Portals/0/Uploads/Documents/BuildDLLReport2015.pdf>

This report summarizes research findings in response to two questions: 1) To what extent do the states' Early Learning and Development Standards (ELDS) reflect the current research and address the learning needs of preschool-aged children who are dual language learners (DLLs)?, and 2) What next steps can states take to better meet the needs of DLLs?

The State of Young Hispanic Children (0-9)

<http://www.childtrends.org/?publications=state-of-young-hispanic-children>

This fact sheet includes information about demographics, education, the family, and the health of Hispanic children.

Supporting Parent and Caregiver Involvement in Early Literacy Practices with Young Children from Diverse Backgrounds and Abilities (3-5)

http://depts.washington.edu/hscenter/sites/default/files/01_15m_inclusion_inservice/08_family_literacy/documents/family_literacy_research_brief.pdf

This brief highlights findings from six studies on evidence-based practices for supporting effective family/caregiver involvement in supporting literacy for young children from diverse backgrounds, languages, and abilities.

What Early Childhood Educators Need to Know: Developing Effective Programs for Linguistically and Culturally Diverse Children and Families <http://www.naeyc.org/files/tyc/file/WhatECENeedToKnow.pdf> (0-9)

This paper discusses issues commonly faced by second-language learners. It also describes the process of second-language acquisition, and provides ways in which this learning can be supported in the classroom and with parents.



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EVIDENCE SOURCES

Where We Stand on Assessing Young English Language Learners (0-9)

<http://www.naeyc.org/files/naeyc/file/positions/WWSpanishLanguageLearnersWeb.pdf> (English)

<http://www.naeyc.org/files/naeyc/file/positions/ELLSpanishWWS.pdf> (Spanish)

The recommendations in this synthesis, along with with specific indicators of effective practice, are intended to help policy makers, program administrators, teachers, and others improve screening and assessment practices for young DLLs.

Where We Stand on Responding to Linguistic and Cultural Diversity (0-9)

<http://www.naeyc.org/files/naeyc/file/positions/diversity.pdf>

NAEYC's document summarizes recommendations for early childhood programs in working with families and children from linguistically and culturally diverse background, as well as recommendations for preparing early childhood professionals.

PRINT RESOURCES

America's Languages: Investing in Language Education for the 21st Century (0-9)

https://www.amacad.org/multimedia/pdfs/publications/researchpapersmonographs/language/Commission-on-Language-Learning_Americas-Languages.pdf

In response to a bipartisan request from Congress, the American Academy of Arts and Sciences was tasked with finding the answers to the following questions: How does language learning influence economic growth, cultural diplomacy, the productivity of future generations, and the fulfillment of all Americans? What actions should the nation take to ensure excellence in all languages as well as international education and research, including how we may more effectively use current resources to advance language learning? In addition to findings and recommendations, this document paints a picture of who America's language learners are and how best to support the full potential of each of them.

Anhelos y Logros [Aspirations and Achievements] (5-9) https://ncela.ed.gov/files/uploads/22/Anhelos_y_Logros.pdf

This is a Spanish-language publication aimed at parents of dual language K-3 grade children that supports parents role as partners and advocates in education; this includes information about learning goals for each grade, how to establish study habits and home and how to collaborate with educators and schools to boost learning and achievement in K-3 children.

Assessing Classroom Quality in Settings Serving Young Dual Language Learners (3-5)

<http://www.buildinitiative.org/Portals/0/Uploads/Documents/AssessingClassroomQualityinSettingsServingYoungDualLanguageLearners.pdf>

This review examined various measures of classroom or childcare setting quality with predominantly Spanish speaking child populations and concluded that the currently used ECE classroom quality assessments operate similarly for DLLs and children who are monolingual English speakers.

The Brain Science of Bilingualism (0-2)

http://ilabs.washington.edu/sites/default/files/Naja_Pat_Bilingualism_NAEYC.pdf

Children who experience two languages from birth typically become native speakers of both, while adults often struggle with learning a second language and rarely attain native-like fluency. Studies show that the infant brain is adept at learning two languages and that infancy and early childhood represent the best possible time to do so. This article explains why babies are so good at language learning.

Challenging Common Myths About Young English Language Learners (3-9)

<http://fcd-us.org/sites/default/files/MythsOfTeachingELLsEspinosa.pdf>

In this article, Linda Espinosa addresses six common myths about the language development of young English language by providing evidence to refute each one.

Chaos for Dual Language Learners: An Examination of State Policies for Exiting Children from Language Services in the PreK-3rd Grades (3-9)

http://www.edcentral.org/wp-content/uploads/2014/09/chaosfordlls-conorwilliams-20140925_v3.pdf

This report examines of state policies for exiting children from language services in the PreK-3rd grades and offers guidance on developing policies and practices that are more supportive of children and families.

Child Care Experiences Among Dual Language Learners in the United States (0-5)

<http://journals.sagepub.com/doi/pdf/10.1177/2332858417699380>

This 2017 article reports how nationally representative data from the Early Childhood Longitudinal Study-Birth Cohort to examine child care experiences of children who are dual language learners (DLLs). After accounting for demographic and contextual factors, the results showed few differences in the quality and type of child care experienced by DLL children and non-DLL children. The findings underscore the importance of distinguishing among socioeconomic status, ethnicity, country of origin, and other factors when looking at the child care experiences of dual language learners.

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Code Switching: Why it Matters and How to Respond (0-5)

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/fcp/docs/code-switching.pdf> (English)

<http://eclkc.ohs.acf.hhs.gov/hslc/Espanol/aprendizaje/ncclr-esp/docs/code-switching-spanish.pdf> (Spanish)

This workbook is designed to assist programs to understand code switching by children and teachers, and identify and implement effective program policies and practices that promote children's development and school readiness.

The Cognitive Consequences of Early Bilingualism (0-3)

http://main.zerotothree.org/site/DocServer/29-2_Yoshida.pdf

The study of bilingual children shows that learning and using two languages may affect fundamental aspects of cognitive and neural development that influence how knowledge is acquired and used. The positive effects of bilingualism are seen most profoundly in what are known as executive function or self-control tasks, and in how the knowledge that young bilingual speakers have in one language is transferred to the other language. The author explores how the findings about cognitive flexibility among bilinguals are critical issues for classroom learning.

Cultural Influences on Early Language and Literacy Teaching Practices (0-3)

http://main.zerotothree.org/site/DocServer/ZTT27-1_Parlakian.pdf

This article presents five knowledge bases about the influence of culture on teachers and how it impacts their teaching practices. It also offers suggestions on how teachers can create a more culturally sensitive learning environment for children from diverse backgrounds.

Defining and Measuring Quality in Early Childhood Practices that Promote Dual Language Learners' Development and Learning (0-5)

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/fcp/docs/zaslow-chapter-11.pdf>

This chapter discusses important considerations for the development of measures of quality practices to promote development for children who are dual language learner. This includes early bilingual development and how it affects children's cognitive, language, literacy, and social-emotional development, the elements of high-quality early education for DLLs, and quality measures that assess the quality of practices to promote development and learning in DLLs.

Developing Culturally Responsive Approaches to Serving Diverse Populations: A Resource Guide for Community-Based Organizations (0-9)

<http://www.hispanicresearchcenter.org/wp-content/uploads/2017/03/Cultural-Competence-Guide.pdf>

This resource guide is designed to help community-based organizations to serve the needs of their diverse populations by using culturally thoughtful and responsive approaches. Along with an overview of existing instruments, tools, and resources, this document offers evidence-based insights, including ways to examine collaboration through a diversity lens.

The Development and Early Home Experiences of Young Latino Boys (0-5)

<http://www.hispanicresearchcenter.org/wp-content/uploads/2017/02/Development-and-Early-Home-Env-of-Latino-Boys.pdf>

This brief compares the development and early home environment of Latino boys to those of two peer groups—white boys and Latina girls—from birth to kindergarten entry. These two comparisons were chosen to understand how Latino boys' early development differs across ethnicity (compared to white boys, holding gender constant) and across gender (compared to Latina girls, holding ethnicity constant). The early childhood period is a time when children develop the foundational cognitive, language, and socio-emotional skills they need for formal schooling and for later life success; thus home and family experiences during this early period tend to have long-lasting effects on children. Understanding the nature of differences in development and early home environment can inspire interventions that would help Latino boys thrive.

Dual Language Learners in Early Care and Education Settings (0-3)

http://main.zerotothree.org/site/DocServer/Dual_Language_Learners.pdf?docID=6741

This compact article offers practice tips for language development, language mixing, supporting home language, and developing relationships, expressed in terms of what families and professionals can do.

Dual Language Learners with Challenging Behavior (0-5)

<https://eclkc.ohs.acf.hhs.gov/culture-language/article/dual-language-learners-challenging-behaviors>

Children communicate so much through their behavior. Teachers and caregivers will find this article useful in identifying strategies for working with children who are dual language learners and exhibit challenging behaviors.

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Dual Language Learning: What Does It Take? (0-5)

<http://www.buildinitiative.org/Portals/0/Uploads/Documents/Dual%20Language%20Learning%20-%20What%20Does%20It%20Take.pdf>

Following a project that assessed program needs, opportunities, and barriers and gathered resources and innovative programming ideas, this document was assembled to summarize recommendations and suggestions from the field.

Enhancing Early Language Through Interactive Communication (0-5)

http://www.puentes culturales.com/New_Puentes_Culturales_Webpage/Resources_and_Links_files/Enhancing%20Early%20Language%20Through%20Interactive%20Communication.pdf

Dr. Moore's article describes and gives examples of how to use effective, evidence-based practices, ranging from wait time and mirroring to following the child's lead and turn taking.

How Can You Create a Learning Environment That Respects Diversity? (0-9)

<http://www.adl.org/assets/pdf/education-outreach/How-Can-You-Create-a-Learning-Environment-That-Respects-Diversity.pdf>

This short article discusses how early childhood educators can create learning environments that are inclusive and respect diversity through the use of anti-bias materials, images, and language. A list of guiding questions is offered at the end of the article to help educators assess if their program provides an inclusive, bias-free environment.

How Do English Language Learners Learn to Read? (3-9)

http://www.ascd.org/ASCD/pdf/journals/ed_lead/el200403_slavin.pdf

This paper presents an overview of the research on reading instruction in bilingual education and effective reading programs. It concludes with implications for policy and practice.

¡Imagínate! [Imagine!] <http://www.ncela.us/files/uploads/22/Imagine.pdf> (3-5)

Here's a Spanish-language publication aimed at families of preschoolers who are DLLs to promote evidence-based early literacy practices, while leveraging the important role family members have in developing bilingual, bi-literate readers.

Importance of Home Language Series (0-5)

<https://eclkc.ohs.acf.hhs.gov/culture-language/article/importance-home-language-series>

This series of handouts is designed to provide early childhood professionals 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. These easy-to-read resources highlight important information that every adult living or working with young children who are dual language learners should know.

The Lasting Impact of Mispronouncing Students' Names (3-9)

<http://neatoday.org/2016/09/01/pronouncing-students-names/>

Taking the attendance at the beginning of class may seem a routine if not mundane task to many educators. But to students, their name can be a powerful link to their identity. This 2016 article shares insights and suggestions on this topic.

Los Niños Aprenden En Casa: Valuing & Connecting Home Cultural Knowledge With an Early Childhood

Program <http://www.naeyc.org/files/yc/file/200311/ValuingHomeCulture.pdf> (3-9)

This article presents the findings from a five-day parent Institute where parents from a bilingual community were taught how children learn, followed by an activity with the children and teachers. Parents were also asked to reflect on what they had learned. Through this Institute, parents realized the importance of teachable moments in the home and the teachers learnt to appreciate the strengths of the different families.

Making a Difference: A Framework for Supporting First and Second Language Development in Preschool Children of Migrant Farm Workers <http://files.eric.ed.gov/fulltext/ED500795.pdf> (3-5)

This document provides answers to four questions: 1) Can we facilitate children's acquisition of English without the loss of their first language? 2) How can we understand the how and when of developmental processes related to first and second language acquisition? 3) Does it matter how adults use English and children's home language when they talk to children? And 4) When we continue development of the first language and facilitate English, what does it look like day-to-day?

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Making Math Count More for Young Latino Children (4-6)

<http://www.childtrends.org/wp-content/uploads/2017/02/Early-Math-Report-2.8.pdf>

This 2017 report finds that Latino kindergartners' early math skills lag behind those of white kindergartners at the beginning of school - a disparity that is likely to persist or increase over time without intervention. The report discusses the implications of these findings and offers a number of research-based recommendations to address the issue.

Many Languages, One Teacher: Supporting Language and Literacy Development for Preschool Dual Language Learners (0-5) http://www.naeyc.org/yc/files/yc/file/201303/Many_Languages_Margruder_0313_0.pdf

This article highlights effective strategies for monolingual English-speaking teachers to use to promote language and literacy growth for children who are dual language learners, with emphasis on growth in the home language.

Meeting the Home Language Mandate: Practical Strategies for All Classrooms (0-9)

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/domains%20of%20child%20development/language%20development%20and%20communication/meetingthomelanguage.pdf>

This article provides strategies that practitioners can use to support the home languages in their classrooms.

Palabras [Words] <http://www.ncela.us/files/uploads/22/Palabras.pdf> (3-9)

This is a Spanish-language publication that draws from literacy and reading research and is aimed at parents of preK-3 grade children. It supports the influential role parents can play in helping their children develop vocabulary and offers information about the relationship between vocabulary development and overall school success.

Phonological Awareness is Child's Play! (3-9)

<http://www.naeyc.org/files/yc/file/200901/BTJPhonologicalAwareness.pdf>

This paper explains the importance of phonological awareness in reading development and describes useful and practical ways in which teachers can support children's phonological awareness development. Attention is paid to how English and Spanish phonemes vary, and the implications for supporting each young reader.

A Portrait of Latino Fathers: Strengths and Challenges (0-9)

<http://www.hispanicresearchcenter.org/wp-content/uploads/2017/02/A-Portrait-of-Latino-Fathers.pdf>

Using analyses of nationally representative data about Latino fathers, this research brief presents key socio-demographic information, such as fathers' educational attainment and residential, marital, and employment status, because these characteristics have been linked to father engagement and child well-being in previous studies.

Practical and Proven Strategies for Teaching Young Dual Language Learners (3-5)

<http://www.buildinitiative.org/Portals/0/Uploads/Documents/Practical%20and%20Proven%20Strategies%20for%20Teaching%20Young%20Dual%20Language%20Learners.pdf>

This chapter covers the components of research-based best practices for young children who are dual language learners (DLLs), the specific instructional enhancements that promote oral language development based on the POLL approach, how to conduct observational assessments and use assessment data for instructional planning, and effective outreach activities for engaging the families of young dual language families.

Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning: A Resource Guide <http://www.cde.ca.gov/sp/cd/re/documents/psenglearnersed2.pdf> (3-5)

This resource provides the knowledge, practices, and tools to educate preschool English learners most effectively.

Prioritizing Family Engagement to Support Dual Language Learners (3-9)

<https://www.newamerica.org/education-policy/edcentral/family-engagement-dlls/>

How can schools get engagement with DLLs' families right — especially in the early years? This 2017 report presents research on family engagement practices that have proven effective with linguistically diverse families.

Reaching All Children: Understanding Early Care and Education Participation Among Immigrant Families(3-9)

<http://www.clasp.org/resources-and-publications/publication-1/0267.pdf>

This paper summarizes evidence about the participation of young children of immigrants in early care and education programs as well as relevant demographic and socio-economic characteristics of immigrant families that can influence children's participation in early learning programs. It then discusses policy recommendations for state and local administrators of pre-kindergarten and other early care and education programs, and proposes areas for additional research.

SUPPORTING THE LEARNING AND DEVELOPMENT OF YOUNG DUAL LANGUAGE LEARNERS

Resources for Supporting Teachers and Administrators to Improve Outcomes for Dual Language Learners in Pre-K through Third Grade (3-9)

http://ceelo.org/wp-content/uploads/2015/03/ceelo_annotated_bibliography_dll.pdf

This paper provides a foundational understanding on children who are dual language learners, current research on the development of DLLs, and the cognitive benefits of being bilingual. Suggestions are given on how research can influence DLL initiatives, and how to coordinate policies and practices to better support the learning of DLLs.

Responding to Children Learning a Second Language (3-9)

http://www.puentesculturales.com/New_Puentes_Culturales_Webpage/Resources_and_Links_files/Responding%20to%20Children%20Learning%20a%20Second%20Language.pdf

The strategies in this document can serve as a guide to teachers in providing different options for responding to children as they move in and out of the different stages of learning a second language.

The Rising Focus on ELLs in the Early Years (0-8)

http://newsmanager.commpartners.com/tesolc/downloads/features/2017/2017-04_Early%20Childhood%20Ed.pdf

This article summarizes and provides links to 13 resources with information on how early childhood programs and professionals can support young children who are DLLs.

Same, Different, and Diverse: Understanding Children Who Are Dual Language Learners (0-5)

<https://eclkc.ohs.acf.hhs.gov/culture-language/article/same-different-diverse-understanding-children-who-are-dual-language>

Evidence-based examples highlight similarities among ALL young children – those who are learning one or several languages, differences between children growing up with one language (monolinguals) and children who are DLLs, and diversity among children who are DLLs (e.g., individual differences of temperament, interests, etc.). The intent of this publication is to help educators to understand each child's unique characteristics and needs.

Saving Stories <http://savingstories.community>

Saving Stories is a project to collect and save stories from refugee community members in the suburban Pittsburgh boroughs of Baldwin and Whitehall. The ultimate goal of the project is to see the stories preserved in the form of bilingual picture books for children. Both English and the refugee's native language are represented in each finished product, thus reaching a wider audience and promoting both native and English literacy. Illustrations created by district students accompany the text. Eight initial stories are available at <http://savingstories.community/action.html>

Second Language Acquisition Stages (0-9)

http://www.puentesculturales.com/New_Puentes_Culturales_Webpage/Resources_and_Links_files/Second%20Language%20Acquisition%20Stages.pdf

This document underscores what we know about key milestones in the second language acquisition process.

Storybook Reading for Young Dual Language Learners (3-5)

<http://www.naeyc.org/files/yc/file/201101/GillandersOnline0111.pdf>

This article explains the importance of storybook reading for children who are dual language learners and offers strategies for implementing these in the classroom. An example of a storybook reading lesson plan is provided at the end.

Strategies for Supporting All Dual Language Learners (0-5)

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/fcp/docs/dll-strategies.pdf>

In addition to providing evidence-based expectations for young children who are dual language learners, this resource includes vignettes that describe young DLLs of different ages and circumstances, suitable for use in teaching and training.

The Strengths of Latina Mothers in Supporting Their Children's Education: A Cultural Perspective (3-5)

<https://www.childtrends.org/publications/the-strengths-of-latina-mothers-in-supporting-their-childrens-education-a-cultural-perspective/>

This brief reports on what was learned through interviews with Latina immigrant mothers about the techniques they use to support their children's education. Implications of the finds are discussed as they relate to family empowerment and developing supporting family-teacher partnerships.

SUPPORTING THE LEARNING AND DEVELOPMENT OF YOUNG DUAL LANGUAGE LEARNERS

Supporting Young English Language Learners in the United States (3-9)

<http://www.futureofchildren.org/publications/docs/Article%208.pdf>

In this 2016 article, Lisa Barrow and Lisa Markman-Pithers examine the state of English learner education in the United States and review the evidence behind different teaching methods.

Teaching English-Language Learners-Proven Strategies and Instructional Practices (0-9)

http://www.puentes culturales.com/New_Puentes_Culturales_Webpage/Resources_and_Links_files/Teaching%20English-Language%20Learners-Proven%20Strategies%20and%20Instructional%20Practices%20%28Chapter%206%29.pdf

This chapter highlights the changing demographics in the U.S., implications for practice, what we know from research, myths and misconceptions regarding second language acquisition, and proven strategies to help each child and family.

Tools and Resources for Ensuring Meaningful Communication With Limited English Proficient Parents

<https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap10.pdf>

This 2016 publication highlights tools and evidence-based practices for building partnerships with family members in ways that support both diverse cultures and languages.

Understanding the Impact of Language Differences on Classroom Behavior (0-5)

<http://csefel.vanderbilt.edu/briefs/wwb2.pdf>

This What Works Brief from CSEFEL explains second language learning and development and presents key features of assessment to identify the child's strengths and needs. Suggestions for teachers and other caregivers are provided.

Unlocking Learning: Science as a Lever for English Learner Equity (5-9)

<https://west.edtrust.org/resource/unlocking-learning-science-lever-english-learner-equity/>

This January 2017 report lays out a blueprint for increasing access and achievement in science for young English learners. Key takeaways from the report include: 1) Weaving together science and language development can increase students' academic performance in reading, writing, and science simultaneously; and 2) Some promising practices are resulting in achievement levels that are double and even triple the state average for English learners who met or exceeded proficiency. The report concludes with district-level and state-level recommendations, along with a series of questions for community stakeholders to ask in their advocacy for closing English learner achievement gaps in science.

What Teachers Need to Know About Language <http://files.eric.ed.gov/fulltext/ED444379.pdf> (0-9)

This paper lays out a rationale for why current and prospective teachers need to know more about language, and what specific sorts of knowledge they need to support children who are dual language learners. Requisite knowledge about oral language, oral language used in formal and academic contexts, and written language is discussed.

When Learning a Second Language Means Losing the First (0-9)

<http://psych.stanford.edu/~babylab/pdfs/sdarticle.pdf>

This article discusses evidence and findings from a nationwide study of language shift among language-minority children in the U.S. The findings suggest that the loss of a primary language, particularly when it is the only language spoken by parents, can be very costly to the children, their families, and to society as a whole.

Young Dual Language Learners: Gathering Background Information (0-5)

<https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/fcp/docs/young-DLL.pdf>

In order to support learning and development for children who are Dual Language Learners (DLLs), early childhood staff need to understand children's backgrounds and experiences with more than one language. Staff should gather information from each child's parents and family to get the full picture of a child's overall language background. This helpful document offers suggestions for how practitioners can "put together the puzzle" of his/her languages and use this information for curriculum planning, individualizing and supporting continued progress.

Bilingualism & Young Children with Disabilities (0-5)

<https://militaryfamilies.extension.org/2017/04/19/fdei-ask-the-expert-vlog-bilingualism-young-children-with-disabilities/>

In this vlog, Dr. Greg Cheatham (University of Kansas) discusses bilingualism in early childhood special education and answers commonly asked questions about working with children with disabilities and their families who are also bilingual. A transcript of the vlog is also available.

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Bilingualism and Assessment in Early Childhood Special Education (0-5)

<https://militaryfamilies.extension.org/2017/04/26/fdei-ask-the-expert-vlog-bilingualism-and-assessment-in-early-childhood-special-education/>

In this vlog, Greg Cheatham (University of Kansas) discusses bilingualism and assessment and offers tips on working with families who have home languages other than English.

The Changing ELL Field: Seeing Language and Culture as Assets (0-9)

<http://www.colorincolorado.org/language-acquisition>

Rosalinda Barrera speaks eloquently about the importance of strengths-based approaches.

DYSA African American English (or Ebonics) in the Classroom (6-9)

<https://www.youtube.com/watch?v=xX1-FgkfWo8>

This clip from the documentary "Do you speak American?" demonstrates how one California school uses knowledge and structure of children's home dialect in the classroom as a tool for teaching children the academic American English dialect.

Developing Language Through Thematic Learning (3-5)

<https://www.teachingchannel.org/videos/dual-language-programs>

The preschool program at Mission Neighborhood Center features a teacher-based dual language model, where students learn from English and Spanish role models. In this video, we see students working on a thematic unit about community workers while simultaneously building language skills.

Developing Literacy Skills With Dual Language Learners (3-5)

<https://www.teachingchannel.org/videos/dual-language-learners-literacy-skills>

Carmen Ngan builds her students' expressive and receptive language skills through reading, writing, and speaking. Notice how Ms. Ngan grows her students' vocabularies and helps them develop an understanding of the relationship between spoken and written language.

Dual Language Learners: The Latest Social and Emotional Development Research (PowerPoint presentation)

http://www.ncsl.org/documents/cyf/DLL_Halle_PPT.pdf (0-5)

Tamara Halle's 2014 PowerPoint presentation summarizes the latest research on the social-emotional development of young dual language learners.

Dual Language Learners with Disabilities: Supporting Young Children in the Classroom (3-9)

<http://iris.peabody.vanderbilt.edu/module/dll/>

This Module offers an overview of young children who are dual language learners. It highlights the importance of maintaining children and families' home language at the same time they are learning a new or second language, discusses considerations for screening and assessing these children, and identifies strategies for supporting them in inclusive preschool classrooms.

Frontloading for English Language Learners (3-5)

<https://www.teachingchannel.org/videos/vocabulary-english-language-learners>

Watch this clip to see the different ways in which the teacher supports vocabulary development, engages children in a read-aloud and incorporates movement to facilitate learning.

Head Start Advisory Video II, Short Version (3-5)

<https://www.youtube.com/watch?v=Msi1UfUWDeU&feature=youtu.be>

This video offers several strategies for engaging families and supporting the participation and success of young children who are DLLs.

The Linguistic Genius of Babies (0-2) https://www.ted.com/talks/patricia_kuhl_the_linguistic_genius_of_babies

Dr. Patricia Kuhl's TED Talk highlights the many astonishing ways in which babies learn and use language.

Preschool for English Language Learners Part 1: Language Learning, Part 2: Academic Skills (3-5)

<http://www.colorincolorado.org/webcasts/preschool/>

Rebecca Palacios discusses aspects of a pre-K ELL program, namely language instruction, curriculum, professional development, and family outreach. A list of recommended readings, related links, and discussion questions is also provided.

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AUDIOVISUAL RESOURCES

Revisiting: Using What You Know About Each Child to Individualize Instruction (3-5)

https://www.youtube.com/watch?v=0xfxx-YsfMY&ebc=ANyPxKq1ffVy9C9cD_4ly00jNlxru53GpRrT6lGnuJm-YbBPxF3SjeUshH8cRzzWVvkBVyP7mVpwnkISzYols3kveleo-Pf09sA

This webinar does a nice job of covering a range of examples of how to teach intentionally in ways that individualize, including illustrations for children who are dual language learners and children who are gifted learners. Presenter Breeyn Mack illustrates how the observation, documentation, and assessment information that teachers gather using Teaching Strategies GOLD® can be used to promote each child's learning in ways that acknowledges strengths, needs, and interests.

Supporting the Oral Language Development of Young Dual Language Learners (0-5)

<http://www.youtube.com/watch?v=5HD2wydP0mE>

Linda Espinosa's PowerPoint presentation highlights the when and how of supporting young DLLs.

Teaching Young Dual Language Learners: A New Look at Planning the Environment (0-5)

<https://pdg.grads360.org/#communities/pdc/documents/13314>

In linguistically diverse classrooms, the materials used for teaching and learning can play a critical role, especially when the teachers don't speak all the languages of the children. In this January 2017 webinar, Karen Nemeth, engages classroom teachers, program administrators, policymakers, and teacher preparation program faculty in building their understanding about planning and implementing high quality learning environments for dual language learners. Participants examine what's on their bookshelves, in their displays, and throughout the room to support dual language learners and, using the new US DOE/DHHS DLL Toolkit, discuss how to plan and choose materials for a culturally and linguistically responsive environment and how to use those materials effectively.

Understanding and Supporting Early Language and Literacy Development of Young Dual/English Language Learners <https://pdg.grads360.org/#program/early-learning-language-and-literacy-series> (0-5)

This module focuses on supporting young children who are dual language learners (DLL) supporting early literacy skills. The module has presentation materials including a PowerPoint presentation, activities, handouts, and readings.

Video Snapshot: See How One Monolingual Teacher Supports Many Dual Language Learners! (3-5)

<https://www.linkedin.com/pulse/video-snapshot-see-how-one-monolingual-teacher-supports-sally-durbin>

This video focuses on Albert, who is learning two languages at school. It shows how the monolingual teacher, who speaks English only, provides support—in English and in Spanish.

The Young Dual Language Learner: 20 Short Videos (3-5)

https://www.youtube.com/channel/UCKQ5FgGVIFpdt36_sv9FL-Q/featured?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term

These videos demonstrate how monolingual English speaking teachers (and bilingual teachers) who work with young children who are dual language learners can be effective in advancing the early learning of those children.

ONLINE RESOURCES

Best Practices for Serving English Language Learners and Their Families (5-9)

<http://www.tolerance.org/publication/best-practices-english-language-learners>

For many educators, helping children learn English is a joy and a privilege. But classroom educators may not always know how their administration is approaching ELL students and vice versa. The use of key evidence-based practices can help move an entire school toward a comprehensive and culturally responsive approach to serving children who are English Language Learners and their families. This guide can help get the process started through emphasis on practices for instruction, classroom culture, family and community engagement, and policies, along with supplemental resource sections. In addition to best practices that can be applied throughout the school building, the guide includes at least one Teacher Leadership Spotlight in every section. These spotlights draw attention to ways in which teachers can take action outside the classroom to ensure ELL students and their families enjoy welcoming, equitable experiences at school.

Center for Applied Linguistics (CAL) <http://www.cal.org/> (0-9)

The mission of the CAL is to promote language learning and cultural understanding by serving as a trusted source for research, resources, and policy analysis. Through its work, CAL seeks solutions to issues involving language and culture as they relate to access and equity in education and society around the globe. The CAL website offers free resource briefs, family resources, and other information to support children who are dual language learners.

SUPPORTING THE LEARNING AND DEVELOPMENT OF YOUNG DUAL LANGUAGE LEARNERS

Child Trends Hispanic Institute <http://www.childtrends.org/hispanic-institute/> (0-9)

The Child Trends Hispanic Institute provides timely and insightful research-based information and guidance to policymakers, practitioners, the media, corporate leaders, and private philanthropy who work to improve outcomes for Latino children and youth in the U.S.

Cognate List: English and Spanish <http://www.colorincolorado.org/guide/cognate-list-english-and-spanish> (5-9)

Cognates are words in two languages that share a similar meaning, spelling, and pronunciation. 30-40% of all words in English have a related word in Spanish. In English and Spanish, this site includes a guide with a helpful list of cognates in Spanish and English and a video illustrating how cognates can be used instructionally to support dual-language learners.

Colorín Colorado! <http://www.colorincolorado.org/> (0-9)

This is a bilingual site for families and educators of English language learners, featuring articles, videos, and resources.

Dialogic Reading that Supports Children Who Are Dual Language Learners and Their Families (3-5)

<https://eclkc.ohs.acf.hhs.gov/culture-language/article/dialogic-reading-supports-children-who-are-dual-language-learners-their>

This ECLKC Professional Development Module is designed to guide program staff on using the dialogic reading strategy to support early literacy in children who are dual language learners (DLLs). It includes links to video clips, suggestions for children's books, a sequence of professional development, and options for follow-up.

Dual Language Learners and Social-Emotional Development: Understanding the Benefits for Young Children

<https://www.childtrends.org/dual-language-learners-and-social-emotional-development-understanding-the-benefits-for-young-children/> (0-5)

This blog highlights the social-emotional development of young children who are dual language learners.

Dual Language Learners in Early Childhood Education: A Federal Guidance Crosswalk (0-9)

<http://www.languagecastle.com/2017/05/dual-language-learners-early-childhood-education-federal-guidance-crosswalk/>

Twelve national reports and policy statements have been released over the past two years that provide recommendations for supporting dual language learners (DLLs) in early childhood. This crosswalk is designed to show how these recommendations can work together to support effective early childhood care and education. Column headings represent the components recommended by the various reports. Links to each of the documents are provided.

Dynamic Assessment <http://www.asha.org/practice/multicultural/issues/Dynamic-Assessment.htm> (0-9)

This website features Dr. Elizabeth Pena discussing an important outcome of dynamic assessment - that we're able to distinguish between language disorder and language difference, particularly with children from non-English backgrounds and for children who don't speak English as a primary language, which would not be possible with standardized tests.

Get Ready to Read <http://www.getreadytoread.org/> (0-6)

This website, which is sponsored by the National Center on Learning Disabilities, offers a variety of resources for young readers and their families, including literacy games, information, screening tools, and more. Look for a box on the right that asks "Do you prefer information in another language?" to access resources in Spanish, Chinese, Arabic, and Korean.

Institute for Learning and Brain Sciences (I-LABS) <http://ilabs.washington.edu/> (0-3)

The Institute for Learning & Brain Sciences (I-LABS) is an interdisciplinary center dedicated to discovering the fundamental principles of human learning, with a special emphasis on early learning and brain development. I-LABS research and resources often provide useful information and examples about how to support young language learners and families.

Language Castle – Better Early Education for Young Dual Language Learners <http://www.languagecastle.com/> (0-9) This website has resources to support young children who are dual language learners, families, and educators.

SUPPORTING THE LEARNING AND DEVELOPMENT OF YOUNG CHILDREN WHO ARE DLLS

National Center on Cultural and Linguistic Responsiveness (0-5)

<https://eclkc.ohs.acf.hhs.gov/hslc/ta-system/cultural-linguistic> (English)

<https://eclkc.ohs.acf.hhs.gov/hslc/Espanol> (Spanish)

This website offers a wealth of free, downloadable resources, in English and Spanish, many of which relate directly to supporting young DLLs and their families. Go to the website to access handouts, webinars, videos, checklists, guiding principles, and more like the examples below.

- [Creating Environments that Include Children's Home Languages and Cultures](#)
- [Including Children' Home Languages and Cultures](#)
- [Language Modeling with Dual Language Learning Infants](#)
- [Language Modeling with Dual Language Learning Toddlers](#)
- [Supporting Dual Language Learners with Classroom Schedules and Transitions](#)
- [Supporting English Language Development When Children Have Little Experience with English](#)

National Association for Bilingual Education <http://www.nabe.org/> (0-9)

NABE's priorities include improving instructional practices for linguistically and culturally diverse children, providing bilingual educators with more high-quality professional development opportunities, securing adequate funding for the programs serving limited-English-proficient students, and keeping the rights of language-minority Americans clearly in focus as states and communities move forward with educational reforms.

National Center for Cultural Competence <http://nccc.georgetown.edu/> (0-9)

*The mission of the Center is to increase the capacity of health care and mental health care programs to design, implement, and evaluate culturally and linguistically competent service delivery systems to address growing diversity, persistent disparities, and to promote health and mental health equity. The website offers a variety of resources, self-assessments, and checklists (e.g., *The Compelling Need for Cultural and Linguistic Competence**

<http://nccc.georgetown.edu/foundations/need.html>).

National Clearinghouse for English Language Acquisition (NCELA) <http://www.ncelea.us/> (3-9)

NCELA works to support the mission of the Office of English Language Acquisition (OELA), U.S. Department of Education, in meeting the needs of English learners (ELs) in our schools. The website offers diverse resources, toolkits, and sources of data on children with home languages other than English.

National Multicultural Institute (3-9)

<http://www.racialequityresourceguide.org/guides-workshops/national-multicultural-institute>

The mission of the National Multicultural Institute is to work with individuals, organizations and communities to facilitate personal and systemic change in order to build an inclusive society that is strengthened and empowered by its diversity. The Institute website offers a variety of downloadable resources on cultural, racial, and linguistic equity and diversity.

Pew Hispanic Center <http://www.pewhispanic.org/> (0-9)

The Center's experts provide analysis of trends shaping America and the world grounded in the center's rigorous empirical research. The center is strictly neutral; experts and products do not make policy recommendations.

Puentes Culturales/Cultural Bridges <http://www.puentes culturales.com> (0-9)

Puentes Culturales is an organization that has offered cultural competency analysis, educational programs, and professional development, interpretation, and translation services throughout the United States for more than 18 years. The resource sections of the Puentes Culturales website offer rich resources to use in supporting young children of diverse cultures and languages, and their families.

Raising a Reader http://www.raisingareader.org/site/PageServer?pagename=rar_homepage (0-9)

Raising A Reader's mission is to engage caregivers in a routine of book sharing with their children from birth through age eight to foster healthy brain development, healthy relationships, a love of reading, and the literacy skills critical for school success. A search of the website will reveal a variety of resources to use in supporting young children who are dual language learners and families.

Reading Rockets <http://www.readingrockets.org/> (3-9)

Reading Rockets offers a rich library of classroom strategies, articles, family tip sheets, FAQs, videos, research briefs and more — providing research-based and best-practice information for educators, parents, and others who work with young readers. Search under "dual language learners" or "English language learners" to find some great free resources.

SUPPORTING THE LEARNING AND DEVELOPMENT OF YOUNG CHILDREN WHO ARE DLLS

ONLINE RESOURCES

Toolkit of Resources for Engaging Families and the Community as Partners in Education (0-9)

The four parts of this thoughtful set of resources offer reflections, activities, and evidence that can be used to promote community and family engagement in ways that also reflect culturally thoughtful practices. Many of the activities could also be used in courses or staff development to build insights and understanding.

Part 1: Building an understanding of family and community engagement

<http://relpacific.mcrel.org/wp-content/uploads/2016/03/ToolkitPart1.pdf>

Part 2: Building a cultural bridge

http://relpacific.mcrel.org/wp-content/uploads/2016/03/Part-2_Jan2015.pdf

Part 3: Building trusting relationships with families and the community through effective communication

http://relpacific.mcrel.org/wp-content/uploads/2016/03/Part-3_Jan2015.pdf

Part 4: Engaging all in data conversations

http://relpacific.mcrel.org/wp-content/uploads/2016/03/Part4_May2015.pdf

WIDA <https://www.wida.us/> (2-9)

WIDA advances academic language development and academic achievement for linguistically diverse students through high quality standards, assessments, research, and professional development for educators. WIDA's "can do philosophy" believes in the assets, contributions, and potential of linguistically diverse students from PreK through Grade 12. Examples of WIDA early childhood resources are the WIDA English Language Development Standards Resource Guide (https://www.wida.us/standards/EarlyYears.aspx?utm_source=PAEEN+June+2017&utm_campaign=Build&utm_medium=email) and the WIDA Early Years Can Do Descriptors (https://www.wida.us/standards/CAN_DOs/?utm_source=PAEEN+June+2017&utm_campaign=Build&utm_medium=email#early), which provides examples of what children who are DLLs can do at various stages of language development.

SOUND INVESTMENTS \$\$\$

Espinosa, L. (2014). *Getting it right for young children from diverse backgrounds: Applying research to improve practice with a focus on dual language learners*. 2nd ed. Pearson.

Tabors, P. O. (2008). *One child, two languages: A guide for early childhood educators of children learning English as a second language*. (2nd ed.) Baltimore: Paul Brookes.

Videos from Puentes Culturales

Beyond Words: Effective Use of Translators, Interpreters, and Cultural Mediators

Order from Landlocked Films http://landlockedfilms.com/?page_id=716

Full Circle: Language and Literacy at School

Order from Landlocked Films http://landlockedfilms.com/?page_id=721

Language and Culture: Respecting Family Choices

Order from Landlocked Films http://landlockedfilms.com/?page_id=743

A Story About El Grupo de Familias Order from Landlocked Films http://landlockedfilms.com/?page_id=711

A Three-Way Conversation Order from Western Media Products <http://www.media-products.com>

PARTNERSHIPS WITH FAMILIES



RESEARCH/EVIDENCE

Family Engagement, Diverse Families, and Early Childhood Education Programs:
An Integrated Review of the Literature <http://www.naeyc.org/files/naeyc/file/research/FamEngage.pdf>

Fostering Parent and Professional Collaboration: Research Brief
<https://www.utoledo.edu/education/grants/partnerproject/focus/docs/Parent%20and%20Professional%20Collaboration%20Research%20Brief%20-%20Final.pdf>

Global Family Research Project <https://globalfrp.org/>
Harvard Family Research Project: Family Involvement <http://www.hfrp.org/family-involvement>

Having Their Say: Parents Describe Why and How They are Engaged in Their Children's Education
http://www.parentinvolvementmatters.org/system_files/library/34.pdf

The Impact of Family Involvement on the Education of Children Ages 3 to 8: A Focus on Literacy
and Math Achievement Outcomes and Social-Emotional Skills
<http://www.mdrc.org/publication/impact-family-involvement-education-children-ages-3-8>

Responsiveness to Family Cultures, Values, and Languages
http://www.dec-sped.org/uploads/docs/about_dec/position_concept_papers/PositionPaper_Resp_FamCul.pdf

Asking the Right Questions in the Right Ways: Strategies for Ethnographic Interviewing
<http://leader.pubs.asha.org/article.aspx?articleid=2292396>

Early Childhood and Family Homelessness Resource List
http://www.acf.hhs.gov/sites/default/files/occ/acf_homeless_resource_list.pdf

Engaged Families, Effective Pre-K: State Policies That Bolster Student Success
http://www.pewtrusts.org/~media/legacy/uploadedfiles/pes_assets/%202010/pknfamilyengagementfinalpdf.pdf

Engaging Diverse Families <http://www.naeyc.org/familyengagement>

Family and Community Involvement: Reaching Out to Diverse Populations
http://www.sedl.org/pubs/family29/family_involvement.pdf

Family Connections to Peers and Community
<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/rtp-family-connections.pdf>

Family Engagement and Children with Disabilities: A Resource Guide for Educators and Parents (2012)
<http://www.hfrp.org/content/download/4289/116678/file/FE-ChildrenWithDisabilities.pdf>

Growing Up with Undocumented Parents: The Challenges Children Face (2016)
<https://www.edcentral.org/undoc-parents/>

The Immigrant Guide: What Every Immigrant Needs to Know (Practice Information for Living and Succeeding in the
United States) <http://www.unitingresources.org/the-immigrant-guide-samples/>

Little Children, Big Challenges: Incarceration [http://www.sesamestreet.org/parents/topicsandactivities/toolkits/incarceration?utm_source=BUILD+ECE+News%2C+September+18%2C+2013&utm_campaign=Build+news&utm_medium=ema
il](http://www.sesamestreet.org/parents/topicsandactivities/toolkits/incarceration?utm_source=BUILD+ECE+News%2C+September+18%2C+2013&utm_campaign=Build+news&utm_medium=email)

Partnerships with Families from Diverse Cultures
http://www.puentes culturales.com/New_Puentes_Culturales_Webpage/Resources_and_Links_files/Partnerships%20with%20Families%20from%20Diverse%20Cultures%20Chapter1.pdf





A Portrait of Latino Fathers: Strengths and Challenges
<http://www.hispanicresearchcenter.org/wp-content/uploads/2017/02/A-Portrait-of-Latino-Fathers.pdf>














Program Preparedness Checklist Version 5: A Tool to Assist Head Start and Early Head Start Programs to
Assess Their Systems and Services for Dual Language Learners and Their Families
<https://eclkc.ohs.acf.hhs.gov/culture-language/article/program-preparedness-checklist-version-5>






Raising Young Children in a New Country: Supporting Early Learning and Healthy Development
Handbook and Tip Sheets [https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/fcp/docs/raising-young-
children-in-a-new-country-bryc5.pdf](https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/fcp/docs/raising-young-children-in-a-new-country-bryc5.pdf)















PRINT RESOURCES

PARTNERSHIPS WITH FAMILIES

 PRINT RESOURCES	<p>Reaching All Children: Understanding Early Care and Education Participation Among Immigrant Families http://www.clasp.org/admin/site/publications/files/0267.pdf</p> <p>Resource Guide: Building a Bright Future for All: Success in Early Learning Programs and Elementary School for Immigrant Families https://www2.ed.gov/about/overview/focus/early-learning-teacher-and-parent-resource-guide.pdf</p> <p>Reversing the Trend: Latino Families in Real Partnerships with Schools http://www.nctm.org/resources/nea/TCM1999-01-296a.pdf</p> <p>The Strengths of Latina Mothers in Supporting Their Children’s Education: A Cultural Perspective (3-5) https://www.childtrends.org/publications/the-strengths-of-latina-mothers-in-supporting-their-childrens-education-a-cultural-perspective/</p> <p>Supporting Parent and Caregiver Involvement in Early Literacy Practices with Young Children from Diverse Backgrounds and Abilities http://depts.washington.edu/hcenter/sites/default/files/01_15m_inclusion_inservice/08_family_literacy/documents/family_literacy_research_brief.pdf</p> <p>Working with Linguistically Diverse Families in Early Intervention http://www.puentesculturales.com/New_Puentes_Culturales_Webpage/Resources_and_Links_files/Working%20with%20Linguistically%20Diverse%20Families%20in%20Early%20Intervention.pdf</p>
 AUDIOVISUAL RESOURCES	<p>CONNECT Module 3: Communication for Collaboration http://community.fpg.unc.edu/connect-modules/learners/module-3</p> <p>CONNECT Module 4: Family-Professional Partnerships http://community.fpg.unc.edu/connect-modules/learners/module-4</p> <p>Engaging Fathers https://eclkc.ohs.acf.hhs.gov/video/engaging-fathers</p> <p>Family Engagement, Diverse Families, and Early Childhood Education Programs: An Integrated Review of the Literature (PowerPoint presentation) http://www.researchconnections.org/files/meetings/ccprc/2009/Halgunseth.pdf</p> <p>Journeys of Hope and Courage: Journeys of Hope and Courage: Using Storytelling Approaches to Partner with Families https://eclkc.ohs.acf.hhs.gov/family-engagement/article/journeys-hope-courage</p> <p>Read (PSA on the importance of reading to young children) https://www.youtube.com/watch?v=v1Ib9WaT1f8&feature=youtuve_gdata</p> <p>Storytime: How to Share Books with Your Child https://www.youtube.com/watch?v=95vUoHTI85Q</p>
 ONLINE RESOURCES	<p>Boosting the Role of Parents of English Learners in Preschools http://edsources.org/2016/boosting-the-role-of-parents-of-english-learners-in-preschools/91578</p> <p>Foundations of Cultural and Linguistic Competence http://nccc.georgetown.edu/foundations/index.html</p> <p>Growing Readers http://www.readingrockets.org/newsletters/extras</p> <p>Indigenous Immigrant Families http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/refugee-families/indigenous-immigrant-families.html</p> <p>National Center on Parent, Family, and Community Engagement http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family</p> <p>Our Journey to Success: Early Education for Children in Indigenous Migrant Families https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/our-journey-success-ind-flipbook-eng.pdf (English) http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/docs/ind-flipbook-esp.pdf (Spanish)</p>
 \$	<p><i>Beyond Words: Effective Use of Translators, Interpreters, and Cultural Mediators</i> Order from Landlocked Films http://landlockedfilms.com/?page_id=716</p> <p><i>Language and Culture: Respecting Family Choices</i> Order from Landlocked Films http://landlockedfilms.com/?page_id=743</p> <p><i>A Story About El Grupo de Familias</i> Order from Landlocked Films http://landlockedfilms.com/?page_id=711</p>

IMPACT OF POVERTY ON CHILDREN AND FAMILIES, INCLUDING DUAL LANGUAGE LEARNERS	
	CLASP: Policy Solutions That Work for Low-Income People http://www.clasp.org/
	Do These Numbers Add Up: Early Childhood in America (2015) http://raisingofamerica.org/sites/default/files/Handout-DoTheseNumbersAddUp.pdf
	Ending Child Poverty Now (2015) http://www.childrensdefense.org/library/PovertyReport/EndingChildPovertyNow.html
	For Every Child a Fair Chance: The Promise of Equity (November 2015) http://www.unicef.org/publications/index_86269.html
	How Hispanic Parents Perceive Their Need and Eligibility for Public Assistance http://www.childtrends.org/wp-content/uploads/2015/12/2015-46Hisp-Ctr-Perceptions-Eligibility.pdf?0.72386600%201454605819
	Income Instability in the Lives of Hispanic Children (2015) http://www.childtrends.org/?publications=income-instability-in-the-lives-of-hispanic-children
	Low and Stable Income: Comparisons Among Hispanic Children, From 204 Through the Period Following the Great Recession (2015) http://www.childtrends.org/wp-content/uploads/2015/12/Income-Brief-No.-3-Pre-Post-Recession.pdf?0.71033200%201454605819
	National Center for Children in Poverty http://nccp.org/
	National Portrait of Hispanic Children in Need http://www.childtrends.org/wp-content/uploads/2016/02/2016-15HispChildrenInNeed.pdf
	Parenting in America: Outlook, Worries, Aspirations are Strongly Linked to Financial Situation (December 2015) http://www.pewsocialtrends.org/2015/12/17/parenting-in-america/
	Reducing Child Poverty in the US: Costs and Impacts of Policies Proposed by the Children’s Defense Fund (January 2015) http://www.childrensdefense.org/library/PovertyReport/assets/ReducingChildPovertyintheUSCostsandImpactsofPoliciesProposedbytheChildrensDefenseFund.pdf
	Vermont Demographics of Young, Low-Income Children (2015) http://nccp.org/profiles/state_profile.php?state=VT&id=8
	Young Children in Deep Poverty: Fact Sheet (November 2015) http://www.nccp.org/publications/pdf/text_1133.pdf

DUAL LANGUAGE LEARNERS WITH IDENTIFIED DISABILITIES	
	Critical Questions About the Special Education Process and English Language Learners http://mtnboces.k12.co.us/special%20education/FOV2-00100D81/CLD%20-%20Special%20Ed.pdf
	Dual Language Learners with Disabilities: Supporting Young Children in the Classroom (3-5) http://iris.peabody.vanderbilt.edu/module/dll/ <i>This Module offers an overview of young children who are dual language learners. Further, it highlights the importance of maintaining children and families’ home language at the same time they are learning a new or second language, discusses considerations for screening and assessing these children, and identifies strategies for supporting them in inclusive preschool classrooms.</i>
	Hispanic Representation in Special Education: Patterns and Implications (Marc Guiberson) (2009) http://www.puentes culturales.com/New_Puentes_Culturales_Webpage/Resources_and_Links_files/Enhancing%20Early%20Language%20Through%20Interactive%20Communication.pdf
	Working with Linguistically Diverse Families in Early Intervention: Misconceptions and Missed Opportunities (Susan Moore, Clara Pérez-Méndez) (2006) http://www.puentes culturales.com/New_Puentes_Culturales_Webpage/Resources_and_Links_files/Working%20with%20Linguistically%20Diverse%20Families%20in%20Early%20Intervention.pdf
	Supporting Young Children Who Are Dual Language Learners With or At-Risk for Disabilities. Young Exceptional Children Monograph Series No. 14. Missoula, MT: Division for Early Childhood.

CHILDREN'S BOOKS AND MUSIC	
	Culturally Relevant Books in the ELL Classroom http://www.colorincolorado.org/article/culturally-relevant-books-ell-classroom
	International Children's Digital Library http://en.childrenslibrary.org/ <i>The mission of the International Children's Digital Library Foundation (ICDL Foundation) is to support the world's children in becoming effective members of the global community - who exhibit tolerance and respect for diverse cultures, languages and ideas -- by making the best in children's literature available online free of charge.</i>
	NCCLR Quick Guide For Teachers: Selecting Culturally Appropriate Children's Books in Languages Other Than English http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/fcp/docs/selecting-culturally-appropriate-books.pdf
INTERPRETERS, TRANSLATORS, AND CULTURAL MEDIATORS	
	Teachers and Families of Dual Language Learners (DLLs): Partners from the Start http://illinoisearlylearning.org/blogs/ell/bl-dll.htm
	Using Translating and Interpreting Services in Early Childhood Services http://www.resourcingparents.nsw.gov.au/ContentFiles/Files/diversity-in-practice-tipsheet-4.pdf
	Working Effectively with Interpreters http://www.southernearlychildhood.org/upload/pdf/Working_Effectively_With_Interpreters_Anarella_Cellitti_Volume_38_Issue_1_1.pdf
RESOURCES FROM PUENTES CULTURALES (Clara Pérez-Méndez and Susan Moore)	
\$	<i>Beyond Words: Effective Use of Translators, Interpreters, and Cultural Mediators</i> Order from Landlocked Films http://landlockedfilms.com/?page_id=716
\$	<i>Full Circle: Language and Literacy at School</i> Order from Landlocked Films http://landlockedfilms.com/?page_id=721
\$	<i>Language and Culture: Respecting Family Choices</i> Order from Landlocked Films http://landlockedfilms.com/?page_id=743
	Puentes Culturales/Cultural Bridges http://www.puentesculturales.com
\$	<i>A Story About El Grupo de Familias</i> Order from Landlocked Films http://landlockedfilms.com/?page_id=711
\$	<i>A Three-Way Conversation</i> Order from Western Media Products http://www.media-products.com
VERMONT-SPECIFIC RESOURCES	
	Association of Africans Living in Vermont https://www.cctv.org/watch-tv/series/association-africans-living-vermont
	English Language Learners in Vermont: Distinguishing Language Difference from Disability - A Resource Guide (2010) http://education.vermont.gov/sites/aoe/files/documents/edu-federal-programs-distinguishing-language-difference-from-disability.pdf
	New Americans in Vermont: The Political and Economic Power of Immigrants, Latinos, and Asians in the Green Mountain State (June 2015) https://www.americanimmigrationcouncil.org/research/new-americans-vermont
	New Americans in Vermont Infographic (2015) https://www.americanimmigrationcouncil.org/sites/default/files/infographics/vermont_infographic_2015.png
	State Immigration Data Profiles: Vermont (2013) http://www.migrationpolicy.org/data/state-profiles/state/demographics/VT
	Vermont Demographics of Young, Low-Income Children (2015) http://nccp.org/profiles/state_profile.php?state=VT&id=8
	Vermont Early Learning Standards (2015) http://education.vermont.gov/student-support/early-education/vermont-early-learning-standards