

**Resources to Support the Full Participation**

**of Young Dual Language Learners (DLLs) and their Families**

**aka *The Vermont Young DLL Resource Toolkit***

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**March 2016**

This document was compiled by Camille Catlett, Susan M. Moore and Clara Pérez- Méndez and was supported by a contract from the Vermont Agency of Education to

Puentes Culturales. Funding was provided through the Vermont Race to the Top Early Learning Challenge Grant.

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Recommended Citation:

Catlett, C., Moore, S. M., and Pérez-Méndez, C. (2015). ***The Vermont young DLL resource toolkit.***

[**http://fpg.unc.edu/resources/resources-support-full-participation-young-dual-language-learners-dlls-and-their-families**](http://fpg.unc.edu/resources/resources-support-full-participation-young-dual-language-learners-dlls-and-their-families)

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 Dual Language Learners (DLLs) and their families.

* The majority of resouces 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.

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| RESEARCH | PRINT | AV | WEB | Great Investments |
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* Resources that are available in Spanish are highlighted in yellow.

Sharing of this resources 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 dual language learners and their families.

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|  | **SUPPORTING THE LEARNING AND DEVELOPMENT OF YOUNG DUAL LANGUAGE LEARNERS** |
| **RESEARCH / EVIDENCE RESOURCES** 🕮 | **America’s Hispanic Children: Gaining Ground, Looking Forward** **(0-9)**  [**http://www.childtrends.org/?publications=americas-hispanic-children-gaining-ground-looking-forward**](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. It is a complex picture. Some facets will be familiar, while others are less well known. All have important economic and social implications, particularly with respect to education as the pathway to fulfilling aspirations and to full participation in the life of the nation.*  **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**](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 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. At the same time, the research summaries provide guidance to early childhood educators on how to support the learning and development of young dual language learners.*  [**The Changing Geography of Hispanic Children and Families**](http://www.childtrends.org/?publications=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**](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 United States 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**](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**](http://cecerdll.fpg.unc.edu/sites/cecerdll.fpg.unc.edu/files/imce/documents/3015-Research-Brief-11.pdf) **(0-6)**  [**http://cecerdll.fpg.unc.edu/sites/cecerdll.fpg.unc.edu/files/imce/documents/3015-Research-Brief-11.pdf**](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 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**](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 dual language learners.*  **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**](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.*  **Language and Literacy Development in Dual Language Learners: A Critical Review of the Research (0-5)**  [**http://cecerdll.fpg.unc.edu/sites/cecerdll.fpg.unc.edu/files/imce/documents/Brief%20%236%20Lang%20Final%207-15-11.pdf**](http://cecerdll.fpg.unc.edu/sites/cecerdll.fpg.unc.edu/files/imce/documents/Brief%20%236%20Lang%20Final%207-15-11.pdf)  *This research brief summarizes findings based on a review of the literature of that language and literacy development of DLLs from birth through 5.*  **Multilingual Children Beyond Myths and Toward Best Practices (0-9)**  [**http://www.srcd.org/sites/default/files/documents/E-News/spr\_27\_4.pdf**](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.* |
|  | **SUPPORTING THE LEARNING AND DEVELOPMENT OF YOUNG DUAL LANGUAGE LEARNERS** |
| **RESEARCH / EVIDENCE RESOURCES** 🕮 | **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**](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.*  **Research  Based  on  Best  Practices  for  DLLs  in  PreK-­3rd  Grade: Instructional Strategies and Language of  Instruction  (3-9)**  [**https://www.mcknight.org/system/asset/document/864/original/Castro\_NRSECEDLL\_2014.pdf**](https://www.mcknight.org/system/asset/document/864/original/Castro_NRSECEDLL_2014.pdf)  *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 dual language learners are discussed. Research-­based instructional strategies and language of instruction approaches for the education of dual language learners PreK­‐3rd grade are described, followed by a discussion of instructional approaches in multilingual classrooms.*  **Responding to Linguistic and Cultural Diversity: Recommendations for Effective Early Childhood Education** **(0-9)** [**http://www.naeyc.org/files/naeyc/file/positions/PSDIV98.PDF**](http://www.naeyc.org/files/naeyc/file/positions/PSDIV98.PDF)(English)  [**http://www.naeyc.org/files/naeyc/file/positions/PSDISP98.PDF**](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 (0-9)**  [**http://dec.membershipsoftware.org/files/Position%20Statement%20and%20Papers/ Position%20Statement\_Cultural%20and%20Linguistic%20Diversity.pdf**](http://dec.membershipsoftware.org/files/Position%20Statement%20and%20Papers/Position%20Statement_Cultural%20and%20Linguistic%20Diversity.pdf)  *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**](http://www.naeyc.org/files/naeyc/file/positions/ELL_SupplementLong.pdf)(English)  [**http://www.naeyc.org/files/naeyc/file/positions/ELLSupplementShortSpanish.pdf**](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 approp-riate, 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**](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 dual language learners’ (DLLs) social–emotional development birth to age 5. The review focuses on widely recognized dimensions of children's social–emotional development: self-regulation, social competence, social cognition, and problem behaviors. 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.* |

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|  | **SUPPORTING THE LEARNING AND DEVELOPMENT OF YOUNG DUAL LANGUAGE LEARNERS** |
| **research/evidence** 🕮 | **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**](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 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**](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**](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**](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.*  **Where We Stand on Assessing Young English Language Learners (0-9)**  [**http://www.naeyc.org/files/naeyc/file/positions/WWSEnglishLanguageLearnersWeb.pdf**](http://www.naeyc.org/files/naeyc/file/positions/WWSEnglishLanguageLearnersWeb.pdf)(English)  [**http://www.naeyc.org/files/naeyc/file/positions/ELLSpanishWWS.pdf**](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**](http://www.naeyc.org/files/naeyc/file/positions/diversity.pdf)  *NAEYC’s document summarizes recommendations for early childhood programs in working with families and young children from linguistically and culturally diverse background, as well as recommendations for preparing early childhood professionals.* |
| **Print resources** 👓 | **Assessing Classroom Quality in Settings Serving Young Dual Language Learners (3-5)**  [**http://www.buildinitiative.org/Portals/0/Uploads/Documents/AssessingClassroomQualityinSettingsServingYoungDualLanguageLearners.pdf**](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.*  **Challenging Common Myths About Young English Language Learners** **(3-9)**  [**http://fcd-us.org/sites/default/files/MythsOfTeachingELLsEspinosa.pdf**](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**](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.* |

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|  | **SUPPORTING THE LEARNING AND DEVELOPMENT OF YOUNG DUAL LNGUAGE LEARNERS** |
| **Print resources** 👓 | **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**](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**](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**](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**](http://main.zerotothree.org/site/DocServer/ZTT27-1_Parlakian.pdf)  *This article presents five knowledge bases about the influence of cultural 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**](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 DLLs’ development, including early bilingual development and how it affects children’s cognitive, language, literacy, and*  *social-emotional development, delineates the elements of high-quality early education for DLLs, including program and teacher characteristics, curriculum and instructional practices, and family involvement, and reviews available quality measures that assess the quality of practices to promote development and learning in DLLs.*  **Diversity and Discipline** [**http://www.pakeys.org/docs/DIdoc6.pdf**](http://www.pakeys.org/docs/DIdoc6.pdf) **(0-9)**  *Janet Gonzalez-Mena’s article offers insights into differing cultural views of discipline.*  **Dual Language Learners in Early Care and Education Settings (0-3)**  [**http://main.zerotothree.org/site/DocServer/Dual\_Language\_Learners.pdf?docID=6741**](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)**  [**http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/center/Dual%20Language%20Learners/ecd/supportive\_environments/DualLanguageLea.htm**](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/center/Dual%20Language%20Learners/ecd/supportive_environments/DualLanguageLea.htm)  *Children communicate so much through their behavior. Teachers and caregivers will find this article useful in identifying strategies for working with dual language learners exhibiting challenging behaviors.*  **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**](http://www.buildinitiative.org/Portals/0/Uploads/Documents/Dual%20Language%20Learning%20-%20What%20Does%20It%20Take.pdf)  *Following behind a project that assessed pro­gram needs, opportunities, and barriers and gathered existing resources and innovative programming ideas, this document was assembled to summarize those recommendations and suggestions from the field.* |

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|  | **SUPPORTING THE LEARNING AND DEVELOPMENT OF YOUNG DUAL LNGUAGE LEARNERS** |
| **Print resources** 👓 | **Enhancing Early Language Through Interactive Communication (0-5)**  [**http://www.puentesculturales.com/New\_Puentes\_Culturales\_Webpage/Resources\_and\_Links\_files/ Enhancing%20Early%20Language%20Through%20Interactive%20Communication.pdf**](http://www.puentesculturales.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**](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**](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.*  **Importance of Home Language Series** **(0-5)**  [**http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/center/home-language.html**](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/center/home-language.html)  *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 dual language learners should know. These materials are also available in an e-Book format.*  **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**](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**](http://files.eric.ed.gov/fulltext/ED500795.pdf) **(3-5)**  *This document provides and illustrates the answers to four questions: 1) Can we facilitate children’s acquisition of*  *English without the loss of Spanish (i.e., 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?*  **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**](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 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/meetingthehomelangage.pdf**](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/domains%20of%20child%20development/language%20development%20and%20communication/meetingthehomelangage.pdf)  *This article provides strategies that practitioners can use to support the home languages in their classrooms.*  **Phonological Awareness is Child’s Play!** **(3-9)** [**http://www.naeyc.org/files/yc/file/200901/BTJPhonologicalAwareness.pdf**](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.* |
|  | **SUPPORTING THE LEARNING AND DEVELOPMENT OF YOUNG DUAL LNGUAGE LEARNERS** |
| **Print resources** 👓 | **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**](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 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** **(3-5)**  [**http://www.cde.ca.gov/sp/cd/re/documents/psenglearnersed2.pdf**](http://www.cde.ca.gov/sp/cd/re/documents/psenglearnersed2.pdf)  This resource guide provides educators with the knowledge, practices, and tools they need to educate preschool English learners most effectively.  **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**](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 admin-istrators of pre-kindergarten and other early care and education programs, and proposes areas for additional research.*  **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**](http://ceelo.org/wp-content/uploads/2015/03/ceelo_annotated_bibliography_dll.pdf)  *This paper provides a foundational understanding on dual language learners, current research on the development of dual*  *language learners, and the cognitive benefits of being bilingual. Suggestions are given on how research can highlight federal, state, and local policy pathways to 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**](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.*  **Same, Different, and Diverse: Understanding Children Who Are Dual Language Learners (0-5)**  [**http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/fcp/docs/same-different-diverse.pdf**](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/fcp/docs/same-different-diverse.pdf)  *Evidence-based examples highlight**similarities among ALL young children – those who are learning one or several languages (e.g., children are born with natural capabilities for language and for learning), differences between children growing up with one language (monolinguals) and children who are DLLs (e.g., children may learn some ideas such as counting, in one of their languages but not the other), and diversity among children who are DLLs (e.g., individual differences of temperament, interests, etc.). The intent of this publication is to support the school readiness for Dual Language Learners by helping educators to understand each child’s unique characteristics and needs.*  **Second Language Acquisition Stages** **(0-9)**  [**http://www.puentesculturales.com/New\_Puentes\_Culturales\_Webpage/ Resources\_and\_Links\_files/Second%20Language%20Acquisition%20Stages.pdf**](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**](http://www.naeyc.org/files/yc/file/201101/GillandersOnline0111.pdf)  *This article explains the importance of storybook reading for 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.* |

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|  | **SUPPORTING THE LEARNING AND DEVELOPMENT OF YOUNG DUAL LNGUAGE LEARNERS** |
| **PRINT RESOURCES** 👓 | **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**](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.*  **Teaching English-Language Learners-Proven Strategies and Instructional Practices** **(0-9)** [**http://www.puentesculturales.com/New\_Puentes\_Culturales\_Webpage/Resources\_and\_Links\_files/ Teaching%20English-Language%20Learners-Proven%20Strategies%20and%20Instructional%20Practices%20%28Chapter%206%29.pdf**](http://www.puentesculturales.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 by Susan Moore and Clara Pérez-Méndez highlights the changing demographics in the U.S., implications for practice, what we know from research, some myths and misconceptions regarding second language acquisition and/or English-language learners, and proven strategies that can help each child and their family.*  **A Three-Way Conversation: Effective Use of Cultural Mediators, Interpreters, and Translators (0-5)**  [**http://puentesculturales.com/wp/wp-content/uploads/2016/03/10-A-Tree-Way-Conversation.pdf**](http://puentesculturales.com/wp/wp-content/uploads/2016/03/10-A-Tree-Way-Conversation.pdf)  *This article offers clear guidance for evidence-based practices for partnering with families and other cultural/linguistic partners (cultural mediators, interpreters, translators) to support young children.*  **Understanding the Impact of Language Differences on Classroom Behavior** **(0-5)** [**http://csefel.vanderbilt.edu/briefs/wwb2.pdf**](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.*  **What Teachers Need to Know About Language** (2000) [**http://files.eric.ed.gov/fulltext/ED444379.pdf**](http://files.eric.ed.gov/fulltext/ED444379.pdf) **(0-9)**  *Today’s teachers need access to a wide range of information to function in the classroom. They need a thorough understanding of how language figures in education, and for that reason they must receive systemic and intensive preparation in educational linguistics. A thorough grounding in linguistics would support teachers’ undertakings overall, and in particular in teaching literacy skills and working with English language learners. 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. 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**](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**](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 infor-mation 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.* |
| ✇ | **The "Big Bang" in Learning: Brain Changes and Childhood Learning (0-5)**  [**https://www.youtube.com/watch?v=4zgkSObH4dU**](https://www.youtube.com/watch?v=4zgkSObH4dU)  *The big bang in human learning happens in childhood. The big bang has two components: (a) critical periods for learning certain material that are time sensitive, and (b) the social environment that provides "brain food" to build a brain. Patricia Kuhl and Andrew Meltzoff describe the essential components that make early childhood learning a big bang that no child should miss and society can't ignore.* |

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|  | **SUPPORTING THE LEARNING AND DEVELOPMENT OF YOUNG DUAL LNGUAGE LEARNERS** |
| **audiovisual REsources** ✇ | **The Changing ELL Field: Seeing Language and Culture as Assets** **(0-9)**  [**http://www.colorincolorado.org/language-acquisition**](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**](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**](https://www.teachingchannel.org/videos/dual-language-programs) **(3-5)**  [**https://www.teachingchannel.org/videos/dual-language-programs**](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**](https://www.teachingchannel.org/videos/dual-language-learners-literacy-skills) **(3-5)**  [**https://www.teachingchannel.org/videos/dual-language-learners-literacy-skills**](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.*  **Diversity: Contrasting Perspectives** [**http://www.learningseed.com/catalog/diversity-contrasting-perspectives**](http://www.learningseed.com/catalog/diversity-contrasting-perspectives)  *This video introduces diverse perspectives on various aspects of caregiving that impact health, safety and nutrition in the home and child care settings. It discusses the cultural differences in caregiving practices ranging from feeding to toilet teaching.*  **Dual Language Learners with Disabilities: Supporting Young Children in the Classroom (3-9)**  [**http://iris.peabody.vanderbilt.edu/module/dll/**](http://iris.peabody.vanderbilt.edu/module/dll/)  *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.*  **Fostering a Culture of Inclusion: Supporting the Learning & Development of Dual Language Learners (0-9)**  [**http://scriptnc.fpg.unc.edu/sites/scriptnc.fpg.unc.edu/files/resources/Michelle%20Plaisance.pdf**](http://scriptnc.fpg.unc.edu/sites/scriptnc.fpg.unc.edu/files/resources/Michelle%20Plaisance.pdf)  *The PowerPoint slides from Dr. Michelle Plaisance’s 2014 presentation provide an overview of issues to consider in supporting young dual language learners and their families.*  **Frontloading for English Language Learners (3-5)**  [**https://www.teachingchannel.org/videos/vocabulary-english-language-learners**](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**](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 dual language learners.*  **The Linguistic Genius of Babies (0-2)** [**https://www.ted.com/talks/patricia\_kuhl\_the\_linguistic\_genius\_of\_babies**](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.*  **Parents on LENA Start** [**https://youtu.be/JEmWLNsNo60?t=131**](https://youtu.be/JEmWLNsNo60?t=131) **(0-2)**  *Families share examples of the evidence-based practices they’ve learned to implement to support the learning and development of their infants and toddlers.* |
|  | **SUPPORTING THE LEARNING AND DEVELOPMENT OF YOUNG DUAL LNGUAGE LEARNERS** |
| **audiovisual REsources** ✇ | **Preschool for English Language Learners Part 1: Language Learning, Part 2: Academic Skills (3-5)**  [**http://www.colorincolorado.org/webcasts/preschool/**](http://www.colorincolorado.org/webcasts/preschool/)  *In this webcast, Dr. Rebecca Palacios discusses several 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.*  **Revisiting: Using What You Know About Each Child to Individualize Instruction (3-5)**  [**https://www.youtube.com/watch?v=0xfxx-YsfMY&ebc=ANyPxKq1ffVy9C9cD\_4ly0OjNIxru53GpRrT6IGnuJm-YbBPxF3SjeUshH8cRzzWVkBVyP7mVpwnklSzYols3kveIeo-Pf09sA**](https://www.youtube.com/watch?v=0xfxx-YsfMY&ebc=ANyPxKq1ffVy9C9cD_4ly0OjNIxru53GpRrT6IGnuJm-YbBPxF3SjeUshH8cRzzWVkBVyP7mVpwnklSzYols3kveIeo-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 dual language learners and 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 development and 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**](http://www.youtube.com/watch?v=5HD2wydP0mE)  *Linda Espinosa’s PowerPoint presentation highlights the when and how of supporting young DLLs.*  **What You See Doesn’t Always Show What’s Beneath (0-5)**  [**https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/practice/fp/fpArchive2014.html**](https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/practice/fp/fpArchive2014.html)  *Children's behavior and social-emotional competence is linked to their home culture. This webinar shows how they are linked to culture and provides examples of behavioral and social competence diversity. The content also covers how to assess and address behavior in ways that are appropriate to children's cultures.* |
| **ONLINE Resources** 🖳 | **Child Trends Hispanic Institute** [**http://www.childtrends.org/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.*  [**Colorín Colorado!**](http://www.colorincolorado.org/)[**http://www.colorincolorado.org/**](http://www.colorincolorado.org/) **(0-9)**  *This is a bilingual site for families and educators of English language learners which features articles, videos, and other resources.*  **Dual Language Learners with Challenging Behavior (0-5)**  [**http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/center/Dual%20Language%20Learners/ecd/supportive\_environments/DualLanguageLea.htm**](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/center/Dual%20Language%20Learners/ecd/supportive_environments/DualLanguageLea.htm)  *Children communicate so much through their behavior. Teachers and caregivers will find this article useful in identifying strategies for working with dual language learners exhibiting challenging behaviors.*  **Dynamic Assessment** [**http://www.asha.org/practice/multicultural/issues/Dynamic-Assessment.htm**](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.*  **Hmong Cultural Center** [**http://www.hmongcc.org/**](http://www.hmongcc.org/) **(0-9)**  *The Center can be a resource for professionals who are supporting children and families of Hmong heritage.*  **Institute for Learning and Brain Sciences (I-LABS)** [**http://ilabs.washington.edu/**](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/**](http://www.languagecastle.com/) **(0-9)** *Karen Nemeth’s website has free and for-fee resources that can support young dual language learners, families, and educators.* |

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| **ONLINE Resources** 🖳 | **Mind in the Making: Books and Tips That Promote Life Skills** [**http://mindinthemaking.org/firstbook/**](http://mindinthemaking.org/firstbook/) **(0-9)**  *This website pairs children’s books with evidence-based strategies for using those books to support early learning and development.*  **National Center on Cultural and Linguistic Responsiveness** **(0-5)**  [**https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic**](http://hsicc.cmail20.com/t/j-l-hkzidd-hdekiidu-q/)(English)  [**https://eclkc.ohs.acf.hhs.gov/hslc/Espanol**](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.*  **National Association for Bilingual Education** [**http://www.nabe.org/**](http://www.nabe.org/) **(0-9)**  ***NABE’s priorities include i****mproving 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/**](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**](http://nccc.georgetown.edu/foundations/need.html)**).**  **National Clearinghouse for English Language Acquisition** (NCELA) [**http://www.ncela.us/**](http://www.ncela.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**](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.* **National Scientific Council on the Developing Child (0-9)**  [**http://developingchild.harvard.edu/science/national-scientific-council-on-the-developing-child/**](http://developingchild.harvard.edu/science/national-scientific-council-on-the-developing-child/)  *The* ***National Scientific Council on the Developing Child*** *is a multidisciplinary, multi-university collaboration committed to closing the gap between what we know and what we do to promote successful learning, adaptive behavior, and sound physical and mental health for all young children.* *The Council generates, analyzes, and integrates scientific knowledge to educate policymakers, civic leaders, and the general public about the rapidly growing science of early childhood development and its underlying neurobiology. It produces working papers, briefs, videos, and other communication tools through a knowledge synthesis and translation process designed to overcome common barriers to understanding and applying the science.*  **Pew Hispanic Center** [**http://www.pewhispanic.org/**](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. Because the center is strictly neutral, its experts, and by extension its products, do not make policy recommendations.*  **Puentes Culturales/Cultural Bridges** [**http://www.puentesculturales.com**](http://www.puentesculturales.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.* |
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| **ONLINE Resources** 🖳 | **Raising a Reader** [**http://www.raisingareader.org/site/PageServer?pagename=rar\_homepage**](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 dual language learners and families.*  **Reading Rockets** [**http://www.readingrockets.org/**](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.*  **WIDA** [**https://www.wida.us/**](https://www.wida.us/) **(3-9)**  *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 prekindergarten through Grade 12.* |
| **SOUND INVESTMENTS $$$** | Durbin, S., & Bedel, P. (2015*). Soyul and teacher Yvette DVD: Adventures in preschool second language acquisition.* St. Paul, MN: Redleaf. 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.  Vearnon-Fagans, L., Hammer, C.S., Miccio, A., & Manlove, E. (2002). Early language and literacy skills in low-income African American and Hispanic children. In S. Neuman, & D. Dickinson (Eds.),  *Handbook of early literacy research*, New York: Guilford Press.  Videos from Puentes Culturales  ***Beyond Words: Effective Use of Translators, Interpreters, and Cultural Mediators***  Order from Landlocked Films [**http://landlockedfilms.com/?page\_id=716**](http://landlockedfilms.com/?page_id=716)  ***Full Circle: Language and Literacy at School***  Order from Landlocked Films [**http://landlockedfilms.com/?page\_id=721**](http://landlockedfilms.com/?page_id=721)  ***Language and Culture: Respecting Family Choices***  Order from Landlocked Films [**http://landlockedfilms.com/?page\_id=743**](http://landlockedfilms.com/?page_id=743)  ***A Story About El Grupo de Familias*** Order from Landlocked Films [**http://landlockedfilms.com/?page\_id=711**](http://landlockedfilms.com/?page_id=711)  ***A Three-Way Conversation*** OrderfromWestern Media Products [**http://www.media-products.com**](http://www.media-products.com) |

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|  | **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**](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**](https://www.utoledo.edu/education/grants/partnerproject/focus/docs/Parent%20and%20Professional%20Collaboration%20Research%20Brief%20-%20Final.pdf)  **Harvard Family Research Project: Family Involvement** [**http://www.hfrp.org/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**](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**](http://www.mdrc.org/publication/impact-family-involvement-education-children-ages-3-8)  **Responsiveness to Family Cultures, Values, and Languages** (Division for Early Childhood)  [**http://www.dec-sped.org/uploads/docs/about\_dec/position\_concept\_papers/PositionPaper\_Resp\_FamCul.pdf**](http://www.dec-sped.org/uploads/docs/about_dec/position_concept_papers/PositionPaper_Resp_FamCul.pdf) |
| **PRINT RESOURCES** 👓 | **Asking the Right Questions in the Right Ways: Strategies for Ethnographic Interviewing**  [**http://leader.pubs.asha.org/article.aspx?articleid=2292396**](http://leader.pubs.asha.org/article.aspx?articleid=2292396)  **Building Partnerships: Guide to Developing Relationships with Families**  [**http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/building-partnerships-developing-relationships-families.pdf**](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/building-partnerships-developing-relationships-families.pdf)  **Early Childhood and Family Homelessness Resource List**  [**http://www.acf.hhs.gov/sites/default/files/occ/acf\_homeless\_resource\_list.pdf**](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/pcs\_assets/%202010/pknfamilyengagementfinalpdf.pdf**](http://www.pewtrusts.org/~/media/legacy/uploadedfiles/pcs_assets/%202010/pknfamilyengagementfinalpdf.pdf)  **Engaging Diverse Families** [**http://www.naeyc.org/familyengagement**](http://www.naeyc.org/familyengagement)  **Family and Community Involvement: Reaching Out to Diverse Populations**  [**http://www.sedl.org/pubs/family29/family\_involvement.pdf**](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**](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**](http://www.hfrp.org/content/download/4289/116678/file/FE-ChildrenWithDisabilities.pdf)  [**Growing Up with Undocumented Parents: The Challenges Children Face**](https://outlook.unc.edu/owa/redir.aspx?SURL=zOx92xY6-eRCxmapQza6G_6xTBYKJ8WZ9zBnhhwk3Rgo_LA9sizTCGgAdAB0AHAAOgAvAC8AbgBlAHcAYQBtAGUAcgBpAGMAYQAuAGMAbQBhAGkAbAAyADAALgBjAG8AbQAvAHQALwBkAC0AbAAtAGoAaAB1AGoAbQB5AC0AagB1AGQAZAB0AHUAeQBrAHIALQBkAC8A&URL=http%3a%2f%2fnewamerica.cmail20.com%2ft%2fd-l-jhujmy-juddtuykr-d%2f)(2016)  [**https://www.edcentral.org/undoc-parents/**](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/**](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=email**](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.puentesculturales.com/New_Puentes_Culturales_Webpage/Resources_and_Links_files/Partnerships%20with%20Families%20from%20Diverse%20Cultures%20Chapter1.pdf) **(**Susan Moore, Clara Pérez-Mendez, Louise A. Kaczmarek, 2011) [**http://www.puentesculturales.com/New\_Puentes\_Culturales\_Webpage/Resources\_and\_Links\_files/ Partnerships%20with%20Families%20from%20Diverse%20Cultures%20Chapter1.pdf**](http://www.puentesculturales.com/New_Puentes_Culturales_Webpage/Resources_and_Links_files/Partnerships%20with%20Families%20from%20Diverse%20Cultures%20Chapter1.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**  [**http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/ProgramPreparedn.htm**](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/ProgramPreparedn.htm)  [**Raising Young Children in a New Country: Supporting Early Learning and Healthy Development  Handbook and Tip Sheets**](file:///E:\Raising%20Young%20Children%20in%20a%20New%20Country:%20Supporting%20Early%20Learning%20and%20Healthy%20Development%20Handbook%20and%20Tip%20Sheets)[**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) |
|  | **PARTNERSHIPS WITH FAMILIES** |
| **PRINT RESOURCES** 👓 | **Reaching All Children: Understanding Early Care and Education Participation Among Immigrant Families** [**http://www.clasp.org/admin/site/publications/files/0267.pdf**](http://www.clasp.org/admin/site/publications/files/0267.pdf)  **Reversing the Trend: Latino Families in Real Partnerships with Schools**  [**http://www.nctm.org/resources/nea/TCM1999-01-296a.pdf**](http://www.nctm.org/resources/nea/TCM1999-01-296a.pdf)  **Supporting Parent and Caregiver Involvement in Early Literacy Practices with Young Children**  **from Diverse Backgrounds and Abilities** [**http://depts.washington.edu/hscenter/sites/default/files/ 01\_15m\_inclusion\_inservice/08\_family\_literacy/documents/family\_literacy\_research\_brief.pdf**](http://depts.washington.edu/hscenter/sites/default/files/01_15m_inclusion_inservice/08_family_literacy/documents/family_literacy_research_brief.pdf)  **Working with linguistically diverse families in early intervention** (Susan Moore, Clara Pérez-Méndez)  [**http://www.puentesculturales.com/New\_Puentes\_Culturales\_Webpage/Resources\_and\_Links\_files/ Working%20with%20Linguistically%20Diverse%20Families%20in%20Early%20Intervention.pdf**](http://www.puentesculturales.com/New_Puentes_Culturales_Webpage/Resources_and_Links_files/Working%20with%20Linguistically%20Diverse%20Families%20in%20Early%20Intervention.pdf) |
| **AUDIOVISUAL RESOURCES** ✇ | **CONNECT Module 3: Communication for Collaboration**  [**http://community.fpg.unc.edu/connect-modules/learners/module-3**](http://community.fpg.unc.edu/connect-modules/learners/module-3)  **CONNECT Module 4: Family-Professional Partnerships**  [**http://community.fpg.unc.edu/connect-modules/learners/module-4**](http://community.fpg.unc.edu/connect-modules/learners/module-4)  **Engaging Fathers** [**http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/center/video-series.html**](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/center/video-series.html)  **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**](http://www.researchconnections.org/files/meetings/ccprc/2009/Halgunseth.pdf) **Journeys of Hope and Courage: Journeys of Hope and Courage: Using Storytelling Approaches to Partner with Families** [**http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/relationship/journeys-hope-courage.html**](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/relationship/journeys-hope-courage.html) **Read (PSA** on the importance of reading to young children) [**https://www.youtube.com/watch?v=v1Ib9WaT1f8&feature=youtube\_gdata**](https://www.youtube.com/watch?v=v1Ib9WaT1f8&feature=youtube_gdata)  **Storytime: How to Share Books with Your Child** [**https://www.youtube.com/watch?v=95vUoHTl85Q**](https://www.youtube.com/watch?v=95vUoHTl85Q) |
| **ONLINE RESOURCES** 🖳 | **Boosting the Role of Parents of English Learners in Preschools**  [**http://edsource.org/2016/boosting-the-role-of-parents-of-english-learners-in-preschools/91578**](http://edsource.org/2016/boosting-the-role-of-parents-of-english-learners-in-preschools/91578)  **Foundations of Cultural and Linguistic Competence** [**http://nccc.georgetown.edu/foundations/index.html**](http://nccc.georgetown.edu/foundations/index.html)   * Conceptual Frameworks/Models; Definitions; Guiding Values and Principles   [**http://nccc.georgetown.edu/foundations/frameworks.html**](http://nccc.georgetown.edu/foundations/frameworks.html)   * The Compelling Need for Cultural and Linguistic Competence   [**http://nccc.georgetown.edu/foundations/need.html**](http://nccc.georgetown.edu/foundations/need.html)   * Policies to Advance and Sustain Cultural and Linguistic Competence   [**http://nccc.georgetown.edu/foundations/policies.html**](http://nccc.georgetown.edu/foundations/policies.html)  **Growing Readers** [**http://www.readingrockets.org/newsletters/extras**](http://www.readingrockets.org/newsletters/extras)  [**Indigenous Immigrant Families**](http://hsicc.cmail20.com/t/j-l-hkzidd-hdekiidu-c/)  [**http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/refugee-families/indigenous-immigrant-families.html**](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/refugee-families/indigenous-immigrant-families.html)  **National Center on Parent, Family, and Community Engagement**  [**http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family**](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family) |
| **$** | ***Beyond Words: Effective Use of Translators, Interpreters, and Cultural Mediators***  Order from Landlocked Films [**http://landlockedfilms.com/?page\_id=716**](http://landlockedfilms.com/?page_id=716)  ***Language and Culture: Respecting Family Choices***  Order from Landlocked Films [**http://landlockedfilms.com/?page\_id=743**](http://landlockedfilms.com/?page_id=743)  ***A Story About El Grupo de Familias*** Order from Landlocked Films [**http://landlockedfilms.com/?page\_id=711**](http://landlockedfilms.com/?page_id=711) |

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|  | **IMPACT OF POVERTY ON CHILDREN AND FAMILIES, INCLUDING DUAL LANGUAGE LEARNERS** |
| 🖳 | **CLASP: Policy Solutions That Work for Low-Income People** [**http://www.clasp.org/**](http://www.clasp.org/) |
| 🕮 | **Do These Numbers Add Up: Early Childhood in America** (2015) [**http://raisingofamerica.org/sites/default/files/Handout-DoTheseNumbersAddUp.pdf**](http://raisingofamerica.org/sites/default/files/Handout-DoTheseNumbersAddUp.pdf) |
| 🕮 | **Ending Child Poverty Now** (2015) [**http://www.childrensdefense.org/library/PovertyReport/EndingChildPovertyNow.html**](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**](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**](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**](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**](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/**](http://nccp.org/) |
| 🕮 | **National Portrait of Hispanic Children in Need**  [**http://www.childtrends.org/wp-content/uploads/2016/02/2016-15HispChildrenInNeed.pdf**](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/**](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**](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**](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**](http://www.nccp.org/publications/pdf/text_1133.pdf) |

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|  | **DUAL LANGUAGE LEARNERS WITH IDENTIFIED DISABILITIES** |
| 👓 | **Critical Questions About the Special Education Process and English Language Learners** (2002)  [**http://mtnboces.k12.co.us/special%20education/FOV2-00100D81/CLD%20-%20Special%20Ed.pdf**](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/**](http://iris.peabody.vanderbilt.edu/module/dll/)  *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.* |
| 👓 | **Hispanic Representation in Special Education: Patterns and Implications** (Marc Guiberson) (2009)  [**http://www.puentesculturales.com/New\_Puentes\_Culturales\_Webpage/Resources\_and\_Links\_files/Enhancing%20Early%20Language%20Through%20Interactive%20Communication.pdf**](http://www.puentesculturales.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.puentesculturales.com/New\_Puentes\_Culturales\_Webpage/Resources\_and\_Links\_files/Working%20with%20Linguistically%20Diverse%20Families%20in%20Early%20Intervention.pdf**](http://www.puentesculturales.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**](http://www.colorincolorado.org/article/culturally-relevant-books-ell-classroom) |
| 👓 | **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**](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/fcp/docs/selecting-culturally-appropriate-books.pdf) |

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|  | **INTERPRETERS, TRANSLATORS, AND CULTURAL MEDIATORS** |
| **$** | ***Beyond Words: Effective Use of Translators, Interpreters, and Cultural Mediators***  Order from Landlocked Films [**http://landlockedfilms.com/?page\_id=716**](http://landlockedfilms.com/?page_id=716) |
| 🖳 | **Interpreter Code of Ethics** [**http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/pdm/communication/InterpreterCode.htm**](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/pdm/communication/InterpreterCode.htm) |
| 👓 | **Teachers and Families of Dual Language Learners (DLLs): Partners from the Start** [**http://illinoisearlylearning.org/blogs/ell/bl-dll.htm**](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**](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**](http://www.southernearlychildhood.org/upload/pdf/Working_Effectively_With_Interpreters_Anarella_Cellitti_Volume_38_Issue_1_1.pdf) |

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|  | **RESOURCES FROM PUENTES CULTURALES** (Clara Pérez-Méndez and Susan Moore) |
| **$** | ***Beyond Words: Effective Use of Translators, Interpreters, and Cultural Mediators***  Order from Landlocked Films [**http://landlockedfilms.com/?page\_id=716**](http://landlockedfilms.com/?page_id=716) |
| **$** | ***Full Circle: Language and Literacy at School***  Order from Landlocked Films [**http://landlockedfilms.com/?page\_id=721**](http://landlockedfilms.com/?page_id=721) |
| **$** | ***Language and Culture: Respecting Family Choices***  Order from Landlocked Films [**http://landlockedfilms.com/?page\_id=743**](http://landlockedfilms.com/?page_id=743) |
| 🖳 | **Puentes Culturales/Cultural Bridges** [**http://www.puentesculturales.com**](http://www.puentesculturales.com) |
| **$** | ***A Story About El Grupo de Familias***  Order from Landlocked Films [**http://landlockedfilms.com/?page\_id=711**](http://landlockedfilms.com/?page_id=711) |
| **$** | ***A Three-Way Conversation*** OrderfromWestern Media Products [**http://www.media-products.com**](http://www.media-products.com) |

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|  | **VERMONT-SPECIFIC RESOURCES** |
| 🖳 | **Association of Africans Living in Vermont**  [**https://www.cctv.org/watch-tv/series/association-africans-living-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/documents/educ\_ell\_sped\_resource\_guide.pdf**](http://education.vermont.gov/documents/educ_ell_sped_resource_guide.pdf) |
| 🕮 | **New Americans in Vermont: The Political and Economic Power of Immigrants, Latinos, and Asians in the Green Mountain State** (June 2015) [**http://www.immigrationpolicy.org/sites/default/files/docs/new\_americans\_in\_vermont\_2015.pdf**](http://www.immigrationpolicy.org/sites/default/files/docs/new_americans_in_vermont_2015.pdf) |
| 👓 | **New Americans in Vermont Infographic** (2015)[**http://www.immigrationpolicy.org/sites/default/files/docs/ipc/images/infographics/2015/Vermont%202015.png**](http://www.immigrationpolicy.org/sites/default/files/docs/ipc/images/infographics/2015/Vermont%202015.png) |
| 🕮 | **State Immigration Data Profiles: Vermont** (2013)  [**http://www.migrationpolicy.org/data/state-profiles/state/demographics/VT**](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**](http://nccp.org/profiles/state_profile.php?state=VT&id=8) |
| 👓 | **Vermont Early Learning Standards** (2015)[**http://www.earlylearningnm.org/media/files/PED%20FOCUS%20draft.pdf**](http://www.earlylearningnm.org/media/files/PED%20FOCUS%20draft.pdf) |