



ECLKC RESOURCES

Curriculum Consumer Report. 2020. Retrieved from <https://eclkc.ohs.acf.hhs.gov/curriculum/consumer-report>

The Curriculum Consumer Report assists programs as they review and assess comprehensive early childhood curricula. Criterion 11 examines how the curricula support culturally responsive interactions, learning experiences, and learning materials. Criterion 12 explores how the curriculum supports linguistic responsiveness.

Dual Language Learners' Toolkit. 2019. Retrieved from <https://eclkc.ohs.acf.hhs.gov/culture-language/article/dual-language-learners-toolkit>

This toolkit presents videos, policies, research, strategies, professional development materials, and other resources focused on supporting the school readiness of children who are dual language learners. The resources are designed for a variety of audiences including (a) administrators and managers, (b) teachers, caregivers, and family service staff, and (c) families.

Dual Language Learner Program Assessment (DLLPA): Curricula. Retrieved from <https://eclkc.ohs.acf.hhs.gov/publication/dual-language-learners-program-assessment-dllpa-curricula>

This guide helps programs rate their developmentally and age-appropriate, research-based curricula. These curricula are the cornerstone of effective teaching and learning experiences for young children who are dual language learners. Standard procedures and materials support curricula implementation and align with early learning standards. They also support and promote measurable child progress. This section is part of the DLLPA tool.

National Center on Early Childhood Development, Teaching, and Learning. n.d. *Exploring Your Curriculum: A Quick Guide for Teachers and Family Child Care Providers*. Washington, DC: Office of Head Start.

<https://eclkc.ohs.acf.hhs.gov/publication/exploring-your-curriculum-quick-guide-teachers-family-child-care-providers>

Exploring Your Curriculum supports center-based teachers and family child care providers as they explore their curriculum. It shares the ways curricula may need to be adjusted to fit the children in their group. A guide for using the resource in professional development is provided.

National Center on Early Childhood Development, Teaching, and Learning. 2017. *Making It Work: Implementing Cultural Learning Experiences in American Indian and Alaska Native Early Learning Settings*. Washington, DC: Office of Head Start.

<https://eclkc.ohs.acf.hhs.gov/culture-language/article/making-it-work-implementing-cultural-learning-experiences-american-indian-alaska-native-early>

Making It Work is a suite of resources that helps AIAN programs connect traditional cultural skills, values, beliefs, and lifeways to early childhood development and school readiness goals. It emphasizes family and community involvement.

National Center on Early Childhood Development, Teaching, and Learning. *Planned Language Approach*. Washington, DC: Office of Head Start.

<https://eclkc.ohs.acf.hhs.gov/culture-language/article/planned-language-approach>

The Planned Language Approach is a set of resources that encourage a coordinated approach to supporting the “Big Five” language and literacy skills for children who are dual language learners and other children. The approach emphasizes cultural and linguistic responsive practices throughout Head Start and child care classroom practices and program policies and systems.

National Center on Parent, Family and Community Engagement. *Family Engagement and Cultural Perspectives: Applying Strength-based Attitudes*. Washington, DC: Office of Head Start.

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/family-engagement-cultural-perspectives.pdf>

This resource presents a strength-based approach towards engagement with families from varied cultural backgrounds. It provides extended examples of how the approach looks in practice.

U.S. Department of Health and Human Services. n.d. *Head Start Program Performance Standards Excerpts*; 45 CFR Chapter XIII. Washington, DC: Office of Head Start.

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/hspps-excerpts-subparts-1301-1305.pdf>

This resource highlights the Head Start Program Performance Standards that include references to culturally and linguistically appropriate practices, languages and cultures, tribal programs, migrant & seasonal programs, American Indian and Alaskan Native programs, and dual language learners.

U.S. Department of Health and Human Services. n.d. *Selecting and Using Culturally Appropriate Children's Books*. Washington, DC: Office of Head Start.

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/selecting-culturally-appropriate-books.pdf>

This guide supports educators as they select and use children's books that are culturally appropriate. It provides suggestions for identifying bias and stereotypes and a worksheet for evaluating books.

U.S. Department of Health and Human Services. 2010. *Revisiting and Updating the Multicultural Principles for Head Start Programs Serving Children Ages Birth to Five*. Washington, DC: Office of Head Start.

https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/principles-01-10-revisiting-multicultural-principles-hs-english_0.pdf

The *Multicultural Principles* present Head Start's perspective on multiculturalism and its implications for Head Start. The ten principles inform a coordinated approach to cultural and linguistic responsiveness throughout all Head Start programs and systems.

U.S. Department of Health and Human Services. *Supporting the School Readiness and Success of Young African American Boys Project*. Washington, DC: Office of Head Start.

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/young-african-american-boys-project-guide.pdf>

This resource is designed to help early childhood professionals implement culturally responsive, strength-based practices that support the school readiness of young African American boys.

OTHER WEB RESOURCES

Bradshaw, W. 2013. "A Framework for Providing Culturally Responsive Early Intervention Services." *Young Exceptional Children* 16 (1).

<https://fpg.unc.edu/sites/fpg.unc.edu/files/resources/presentations-and-webinars/Bradshaw%20framework%20for%20culturally-responsive.pdf>

This resource provides a framework for supporting children with disabilities and other special needs in culturally responsive ways. The foundation of this approach is self-reflection on the role of culture in the educator's life.

California Department of Education. 2016. *Family Partnerships and Culture*. Sacramento, CA: California Department of Education.

<https://www.cde.ca.gov/sp/cd/re/documents/familypartnerships.pdf>

Family Partnerships and Culture supports early educators as they implement curricula with attention to children's cultures. This resource introduces guiding principles for cultural competence, provides information on culture, and offers specific guidance for using curricula in culturally competent ways.

Virmani, E. A. & P. L. Mangione. (Eds.) 2013. *Program for Infant/Toddler Caregivers. Infant/Toddler Caregiving: A Guide to Culturally Sensitive Care*. Sacramento, CA: California Department of Education.

<https://www.cde.ca.gov/sp/cd/re/documents/itguidesensitivecare.pdf>

This resource includes a series of articles on culturally sensitive care for infants and toddlers. It is part of the Program for Infant/Toddler Care and addresses children with special needs and relationships with families, among other topics.

VIDEOS

The Institute for Learning & Brain Sciences (I-LABS) at the University of Washington. n.d. *Race Today, What Kids Know as They Grow*. Seattle, WA: University of Washington.

<http://modules.ilabs.uw.edu/module/race-today-what-kids-know-as-they-grow/>

This module presents information on race, bias, and child development. It includes video, briefs, reflection questions, and additional resources.

ECE CompSAT. *Taking Culture off the Shelf-FCE*. 2:16.

<https://youtu.be/AZSkYZMxI-c>

This short video presents an early education provider describing how she documented the way children use families' cultural objects in the classroom. She explains how documentations supported cultural responsiveness.

Teaching at the Beginning Videos. *Video 3: Soyul and Teacher Yvette: Relationships, Strategies, and Culture*. 21:09.

<https://youtu.be/bIThzCEYmzU>

This video is part a series that highlights effective practices for children who are dual language learners. You'll work through the eyes of a young child who is learning Korean at home and is introduced to English in the early learning setting. The video focuses on relationships, strategies, and culture. It includes clips of the child in her early learning setting, her family's goals, and expert commentary.

BOOKS

Derman-Sparks, L. 2015. *Leading Anti-Bias Early Childhood Programs: A Guide for Change*. New York: Teacher's College Press.

This book provides resources to help staff lead early childhood programs that directly confront all types of bias, including cultural and ethnic bias.

York, S. 2016. *Roots and Wings: Affirming Culture and Preventing Bias in Early Childhood*. St. Paul, MN: Redleaf Press.

Roots and Wings offers early childhood professionals and leaders information about culture and bias, as well as specific suggestions for affirming culture and preventing bias in their practices and programs.