



## 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 curricula support 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 Cultural and Linguistic Responsiveness and Bridging Refugee Youth and Children's Services (BRYCS). n.d. *Raising Young Children in a New Country: Supporting Early Learning and Healthy Development*. Washington, DC: Office of Head Start.

<https://eclkc.ohs.acf.hhs.gov/culture-language/article/raising-young-children-new-country-early-learning-healthy-development>

This handbook provides refugee families with information about healthy development, early learning and school readiness, and family engagement in early care. Materials are available in English and in Arabic.

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>

*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. *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. 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. 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](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.

National Center on Parent, Family, and Community Engagement. 2018. *Relationship-Based Competencies to Support Family Engagement. A Guide for Early Childhood Professionals Who Make Home Visits*. U.S. Department of Health and Human Services, Administration for Children and Families: Office of Head Start,

[https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/RBC\\_Home-Visitor\\_guide.pdf](https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/RBC_Home-Visitor_guide.pdf)

This guide describes the knowledge, skills, and individual practices that home visitors need to engage with parents and families. Competency two—self-aware and culturally responsive relationships—identifies the knowledge, skills, and practices that illustrate respect and respond to the cultures, languages, values, and structures of each family.

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## 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.

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## VIDEO

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.

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## 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.