Continuous Quality Improvement in PA
Building Cultural Competence, Welcoming all Children
and Families and Embracing Diversity (K1, K2, K3, K4, K5)
The purpose of this form is to provide information about initiatives that could support programs in addressing CQI after needs are identified though examination of relevant sources of evidence.

Title of activity/initiative:	**Supporting English Language Learners (ELLs) and Dual Language Learners (DLLs) in Early Childhood Classrooms**
Purpose, goal and expected outcomes of the initiative. How is this activity important to program quality?	The purpose of the ELL/DLL initiative is to present current research and best practices for teaching young English language learners in early childhood settings. Aimed at achievement of positive outcomes for children and their families, the content targets the supports, resources, instructional competencies and partnerships necessary for building a repertoire of curricular tools and practical tips for program implementation.
Description of initiative and any component parts (Technical assistance available, professional development, program assessment inventories, etc.)	The ELL/DLL initiative is a 15 hour (5, 3 hour modules) curriculum highlighting the critical knowledge base, competencies, skills and dispositions required by early childhood practitioners to effectively address the needs and challenges of children developing a second language. The modules provide the insights necessary for culturally responsive teaching in partnership with families and the community. Each module addresses the roles of the practitioner relative to facilitating gains in receptive and expressive language including the following topics: 1. Culture, Language and Learning: Teacher Perspectives, Family Perceptions and Children's Knowledge and Experiences 2. Integrating Developmental Framework of Second Language Acquisition into curriculum and classroom practices 3. Integrating Best Practices in the Early Learning Classroom in support of English Language Learners 4. Creating Family and Community Partnerships to Facilitate positive developmental and learning outcomes and academic Success for English Language Learning 5. Assessment: Unpacking Developmentally Appropriate Assessment Processes
Program eligibility criteria or recommended programs for initiative	Age Group Serving: ☐ Infant/Toddler X Pre-K ☐ SACC ☐ All Program Type: X All ☐ Head Start ☐ Early Head Start ☐ PA Pre-K Counts ☐ Early Intervention Providers ☐ School District ☐ PCHP ☐ NFP ☐ Keystone Babies Other: Child Care: X All ☐ STAR 1 ☐ STAR 2 ☐ STAR 3 ☐ STAR 4 ☐ Center ☐ Group ☐ Family
Website(s) for initiative	This link goes to the ELL Toolkit on the PA Key website and provides a wealth of supportive information: http://www.pakeys.org/pages/get.aspx?page=EarlyLearning_Tools http://www.pakeys.org/pages/get.aspx?page=ELLToolkit

Identify focus areas the initiative addresses (list the one main area at the top of the page under the title)	☐ Administrative Competencies X Best Practice in Teaching and Learning X Cultural Competence and Supporting Diversity X Engaging Families ☐ Healthy Children/Families/Practitioners ☐ Social Emotional Competence and Challenging Behavior ☐ Other (list): _____ ☐ Other (list): _____
Other initiatives, resources, organizations or professional development that support or enhance the initiative	Race Matters Cultural Competence – NAEYC Strengthening Families
Audiences for direct participation in the initiative, list all that apply	X Directors ☐ Management/Leadership Teams ☐ Teachers ☐ Assistant Teachers X All Staff ☐ Parents ☐ Board Members ☐ Community Stakeholders ☐ Children Is a component of the initiative that information be brought back to the program and intentionally shared with others? X Yes ☐ Not necessarily Notes:
Research or national context to support the initiative	Lee, Grigg, & Donahue. (2007). The child who speaks a language other than English is overrepresented among low achievers. Research documents that early language proficiency promotes educational success. August, D., & Shanahan, T. (Eds.). (2006). Developing literacy in second-language learners: Report of the National Literacy Panel on Language-Minority Children and Youth. National Research Council. (2008). *Early Childhood Assessment: Why, What, and How.* Committee on Developmental Outcomes and Assessments for Young Children, C.E. Snow and S.B. Van Hemel, *Editors.* Castro, D., Paez, M., Dickinson, D., & Frede, F., (2011). *Promoting Language and Literacy in Young Dual Language Learners: Research, Practice and Policy. Child Development Perspectives. 5(1), 15-21* Garcia, E. E., & Frede, E. C.,(2010). *Young English Language Learners: Current Research and Emerging Directions for Practice* and Policy. New York: Teachers College Press
Additional information or materials	1. Crompton-Lily, C., & Green, S. (2011). *Bedtime Stories and Book Reports: Connecting Parent Involvement and Family Literacy.* New York, Teachers College Press 2. Beauchat, K., Blammey, K., & Walpole, S., (2009). *Building Preschool Children's Language and Literacy One Story Book at a Time*. The Reading Teacher, 63(1) 26-39 3. Barone, D.M., & Hong Xu S., (2008) *Literacy Instruction for English Language Learners, PreK-K-2,* Newy York: Guilford Press 4. Moore, S., & Pérez Méndez, C. (2007) *Full circle: Language & literacy at home*

and at school. Boulder, CO: University of Colorado, Boulder. www.landlockedfilms.com

5. Betty Emarita, (2007) *Family, Friend, and Neighbor Care Best Practices: A Report to Ready4 K How Culturally Diverse Families Teach Their Children to Succeed and How Early Education Systems Can Learn from Them*, http://www.aecf.org/upload/PublicationFiles/EC3624J65.pdf.

6. Pérez-Méndez, C., & Moore, S.M. (2005). *Beyond words: Effective use of translators, interpreters, and cultural mediators* (bilingual DVD containing English and Spanish versions and downloadable companion materials). Boulder, CO: University of Colorado, Boulder. www.landlockedfilms.com

7. Sánchez, S. (1999). *Issues of language and culture impacting the early care of young Latino children*. Child Care Bulletin, 24. http://nccic.org/ccb/issue24.html

8. Santos, R.M., Corso, R.M., & Fowler, S.A. (2005). *Working with linguistically diverse families.* CLAS Collection #3. Longmont, CO: Sopris West

9. Tabors, P. O. (1997). *One child, two languages: A guide for preschool educators of children learning English as a second language*. Baltimore: Brookes.

10. *Meeting the Early Learning Challenge: Supporting English Language Learners,* (2011). http://www.clasp.org

11. *Making the Most of Assessment: What Every Practitioner Should Know about Assessing Young English Language Learners,* http://www.First5La.org/files/Making_the_Most_of%20Assessment_5-20-08.pdf

Contact person for questions about this Initiative	Dr. Bernadine Ahonkhai, 717-213-2064 0r beraho@berksiu.org Dr. Frances Langan, 570-945-8472 or fran.langan@keystone