

# Child Care & Early Education RESEARCH CONNECTIONS

*A partnership of the National Center for Children in Poverty, the Inter-university Consortium for Political and Social Research, the Child Care Bureau, and the Office of Planning, Research, and Evaluation*

## Young Dual Language Learners A Key Topic Resource List June, 2009

*Research Connections* conducted a comprehensive search of its collection for resources focused on child care and dual language learners (or also referred to as English language learners). This Key Topic Resource List includes an overview and listing of selected resources from the literature.

Resources of various types- including reports and papers, fact sheets and briefs, summaries, and reviews are included. Selection criteria included policy relevance and relatively recent publication (from the years 2000 to 2008). The resource results featured here primarily focus on the early learning of dual language learners, but this list does not exhaust the many resources in the *Research Connections* collection which contain information on dual language learners/ English language learners. These include additional resources on the experiences of immigrant families and children and families from various racial and ethnic backgrounds.

Based on the search results, resources were grouped into the following categories:

- Language and literacy development of young English Language Learners
- Involving families who speak English as a second language
- Teacher characteristics and interactions with young English language learners
- Interventions and assessments with young English language learners
- Serving young English language learners: Policy and practice considerations

Within each category, resources are organized according to publisher type and publication date. *Research Connections'* one-sentence descriptions are included for each resource. For complete citations, which include abstracts and full text for some resources, click on the titles.

### Overview:

Several factors- including increased attention to early development and school readiness, concerns that children who speak a primary language other than English at home and who are learning English may lag behind their counterparts, and growing numbers of linguistically diverse children in the school system— have prompted researchers and educators to study the language and literacy development of bilingual children and best practices for teaching dual language learners.

Many factors influence how children learn English and succeed academically such as: the family's socio-economic status, the child's exposure to English, the circumstances surrounding the family's immigration circumstances, and the family's values and customs. Researchers have therefore examined issues including- whether monolingual or bilingual instruction is more beneficial to children's learning, home language and literacy practices of English language learners (ELL), and the efficacy of language and literacy interventions, teaching strategies, and assessments.\*

Research questions include:

- What are the developmental benefits or drawbacks of children learning two languages?
- What are the academic outcomes of children participating in bilingual education programs compared to those in monolingual English immersion programs?
- What are the home language and literacy practices of families who speak English as a second language? What are effective strategies for schools and communities to use to engage families who speak English as a second language?
- Which interventions for English Language Learners have been shown to improve academic performance?

\*As noted above, the literature on family immigrant status and how this affects children's early development as well as child care selection is closely related to that of early learning of dual language learners. While these resources are beyond the scope of this Key Topic Resource List, see the *Research Connections* collection for these resources.

#### **Acknowledgements:**

This Key Topic Resource List was developed by staff at Child Care and Early Education *Research Connections*. Thanks to Linda Espinosa at the University of Missouri-Columbia and staff at the Office for Planning, Research, and Evaluation (OPRE) for their review and helpful feedback on earlier versions of this resource.

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## **Language and literacy development of young English language learners**

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### *Government*

**Ballantyne, Keira G., Sanderman, Alicia R., D'Emilio, Timothy, McLaughlin, Nicole. (2008). [Dual language learners in the early years: Getting ready to succeed in school](#) Washington, DC: National Clearinghouse for English Language Acquisition & Language Instruction Educational Programs**  
*A discussion of child, family, school, and community conditions for ensuring the learning readiness of three- to six-year-old dual language learners*

**United States. Office of Head Start (2008). [Dual language learning: What does it take?: Head Start dual language report](#) Washington, D.C.: U.S. Office of Head Start**  
*An assessment of local practices and needs related to the care and education of dual language learners in Head Start programs, based on data collected from over 200 parents and Head Start staff in conference calls, at meetings and in focus groups sessions*

**United States. Administration for Children and Families. Office of Planning, Research and Evaluation. (April 2006). [Research to practice: Supporting language and cognitive development in](#)**

**Early Head Start** Washington, DC: U.S., Administration for Children and Families, Office of Planning, Research and Evaluation

*An overview of critical early language and literacy experiences of participants in the Early Head Start Research and Evaluation Project, including highlights from the Project's findings*

**Escamilla, Kathy, 2000. Bilingual means two: Assessment issues, early literacy and Spanish speaking children** In A research symposium on high standards in reading for students from diverse language groups: Research, practice & policy (pp. 100-128). Washington, DC: U.S. Office of Bilingual Education and Minority Affairs

*A paper outlining issues in the instruction of dual language children in reading and writing and implications for bilingual education programs.*

*Journals*

**Fennell, Christopher T., Byers-Heinlein, Krista, Werker, Janet F. (2007). Using speech sounds to guide word learning: The case of bilingual infants** *Child Development*, 78(5), 1510-1525

*An investigation of the relationship between speech perception and word learning based on two experiments with bilingual infants between the ages of 14 and 20 months*

**Barnett, W. Steven, Yarosz, Donald J., Thomas, Jessica, Jung, Kwanghee, Blanco, Dulce. (2007). Two-way and monolingual English immersion in preschool education: An experimental comparison.** *Early Childhood Research Quarterly*, 22(3), 277-293

*A comparison of the effects of dual language versus monolingual English immersion preschool education programs on children's learning, comparing data from 20 classrooms taught in both English and Spanish, and 16 classrooms taught only in English*

**Kalia, Vrinda, (2007). Assessing the role of book reading practices in Indian bilingual children's English language and literacy development** *Early Childhood Education Journal*, 35(2), 149-153

*An examination of the impact of Indian bilingual parents' book reading practices on the development of their children's English oral language, narrative, and literacy skills, testing the skills of 24 bilingual children from two preschools in Bangalore, India*

**Macrory, Gee, (2007). Constructing language: Evidence from a French-English bilingual child** *Early Child Development and Care*, 177(6 & 7), 781-792

*An examination of the emergence and development of structures in two languages for bilingual children, drawing evidence from a case study of a French-English bilingual child, focusing on the development of questions in both languages*

**Bernhard, Judith K., Cummins, Jim, Campoy, F. Isabel, Ada, Alma Flor Winsler, Adam, Bleiker, Charles. (2006). Identity texts and literacy development among preschool English language learners: Enhancing learning opportunities for children at risk for learning disabilities** *Teachers College Record*, 108(11), 2380-2405

*A description and evaluation of the implementation of the Early Authors Program (EAP), an early language intervention designed to aid in the development of emergent literacy skills of bilingual preschool children at risk for learning disabilities*

Reyes, Iliana, (2006). [Exploring connections between emergent biliteracy and bilingualism](#) *Journal of Early Childhood Literacy*, 6(3), 267-292

*An observational study of the ways in which young bilingual children develop early literacy skills in their two languages using three case studies of four-year-old Mexican children and their families*

Wong Kwok Shing, Richard. (2006). [Enhancing English among second language learners: The pre-school years](#) *Early Years: An International Journal of Research and Development*, 26(3), 279-293

*An overview of factors found to be positively associated with second language learning in preschool children, including a discussion of the use of nursery rhymes in Hong Kong kindergarten classrooms*

Paez, Mariela M., Tabors, Patton O., Lopez, Lisa M. (2007). [Dual language and literacy development of Spanish-speaking preschool children](#) *Journal of Applied Developmental Psychology*, 28(2), 85-102

*An examination of bilingual preschool children's oral language and emergent literacy skills as compared with the skills of a sample of monolingual, Spanish-speaking preschool children in Puerto Rico*

Hammer, Carol Scheffner (2006). [Early language and reading development of bilingual preschoolers from low-income families](#) *Topics in Language Disorders*, 26(4), 322-337

*A review of studies discussing factors known to affect early language and emergent literacy skills and the effects of poverty and home literacy environments on bilingual preschool children's phonological awareness and letter knowledge*

Chow, Bonnie Wing-Yin, McBride-Chang, Catherine, Burgess, Stephen R. (2005). [Phonological processing skills and early reading abilities in Hong Kong Chinese kindergarteners learning to read English as a second language](#) *Journal of Educational Psychology*, 97(1), 81-87

*An investigation into the association between phonological processing skills and early reading abilities of Chinese kindergarteners, using longitudinal data from a sample of 227 kindergarteners in Hong Kong*

Proctor, C. Patrick, Carlo, Maria, August, Diane, Snow, Catherine, (2005). [Native Spanish-speaking children reading in English: Toward a model of comprehension](#) *Journal of Educational Psychology*, 97(2), 246-256

*A research-based structural equation model of second language (English) reading comprehension was applied to bilingual fourth-graders whose first language was Spanish*

Dickinson, David K., McCabe, Allyssa, Clark-Chiarelli, Nancy, Wolf, Anne. 2004. [Cross-language transfer of phonological awareness in low-income Spanish and English bilingual preschool children](#) *Applied Psycholinguistics*, 25(3), 323-347

*An examination of the pattern of phonological awareness development in preschool children from Spanish-speaking homes and an investigation of the extent to which phonological awareness development in one language is transferred to a second language and how it affects emergent literacy*

Hawkins, Margaret R., 2004. [Researching English language and literacy development in schools](#) *Educational Researcher*, 33(3), 14-25

*A sociocultural perspective on English as a second language acquisition in the classroom and its implications for research.*

Lesaux, Nonie K., Siegel, Linda S., (2003). [The development of reading in children who speak English as a second language](#) *Developmental Psychology*, 39(6), 1005-1019

*A longitudinal study comparing the development of reading patterns in children who speak English as a second language to reading patterns in native English speaking children*

Parke, Tim H., August, Drury, Rose, Kenner, Charmian, Robertson, Leena H., (2002). [Revealing invisible worlds: Connecting the mainstream with bilingual children's home and community learning](#) *Journal of Early Childhood Literacy*, 2(2), 195-220

*A synthesis of four studies of the impact of bilingual children's home and school environments on their early literacy development, stressing the effects that are demonstrated through young children's bilingual abilities*

#### *Universities and Research Organizations*

Ishizawa, Hiromi, (2006). [Child care arrangements of language-minority children: Care provider's language use](#) (CSE Technical Report 674). Los Angeles: University of California, Los Angeles, Center for Research on Evaluation, Standards, and Student Testing

*A study of the child care arrangements of language-minority children and the factors associated with having a child care provider who speaks a non-English language, based on the nationally representative National Household Education Survey, 2001.*

#### *Other*

Espinosa, Linda M., (2008). [Challenging common myths about young English language learners](#) (FCD Policy Brief Advancing PK-3 No. 8). New York: Foundation for Child Development

*A discussion of research findings that dispel common myths about dual language development and educational approaches to dual language learning for children ages three to eight*

Espinosa, Linda M. (2008). [Early literacy for English language learners](#) In Ed Bruin-Parecki, A. (2008) *Effective early literacy practice: Here's how, here's why* (pp. 71-86). Baltimore: Paul H. Brookes Pub. Co.; [Ypsilanti, Mich.]: High/Scope Press

*An overview of research on language and literacy development in young English language learners (ELLs), and a discussion of effective classroom strategies to nurture bilingualism in young children who speak languages other than English at home*

Espinosa, Linda M. (2007). [English-language learners as they enter school](#) In Pianta, R. C., Cox M. J., & Snow K. L. (2007) *School readiness and the transition to kindergarten in the age of accountability* (pp. 175-195). Baltimore: Paul H. Brookes

*An overview of the developmental profiles of English language learners (ELLs) at kindergarten entry, and examples of successful preschool programs and instructional approaches linked with positive long-term educational outcomes for ELLs*

Garcia, Eugene E., Jensen, Bryant. (2007). [Language development and early education of young Hispanic children in the United States \[Working draft\]](#) Tempe, AZ: National Task Force on Early Childhood Education for Hispanics

*A review of research examining the linguistic development of Hispanic children, from birth to 8 years of age, living in the United States, focusing on social aspects of language development and schooling options available for English as Second Language students*

August, Diane & Shanahan, Timothy (2006). [Developing literacy in second-language learners: Report of the National Literacy Panel on Language Minority Children and Youth](#) Mahwah, NJ : Lawrence Erlbaum; Washington, DC: Center for Applied Linguistics

*An identification, assessment, and synthesis of policy- and practice-informing research on the topic of English literacy attainment of children from language-minority families in English-speaking countries, including sections on children's literacy development, cross-linguistic relationships, sociocultural influences, instructional approaches, professional development, and student assessment.*

Espinosa, Linda M. (2006). [Social, cultural, and linguistic features of school readiness in young Latino children](#) In Bowman, B. & Moore, K. (eds.) *School Readiness and Social-Emotional Development: Perspectives on Cultural Diversity*. Washington, DC: National Black Child Development Institute Inc.

*A discussion, overview of research, and list of recommendations related to the school readiness of Hispanic/Latino children in the United States*

Tabors, Patton O., Snow, Catherine, (2001). [Young bilingual children and early literacy development](#) In S. B. Neuman & D. K. Dickinson (Eds.), *Handbook of early literacy research* (Vol. 1, pp. 159-178). New York: Guilford Press

*A discussion of the early literacy development of bilingual children during three periods (ages 0 to 3, 3 to 5, and 5 to 8) in the United States*

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*Involving families who speak English as a second language*

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*Journals*

Hooks, Laura McDonald, (2008). [Help! They don't speak English: Partnering preservice teachers with adult English Language Learners](#) *Journal of Early Childhood Teacher Education*, 29(2), 97-107

*A study of the mock parent-teacher conference with an English Language Learner as a tool to prepare preservice early education teachers for conferences with parents who speak English as a second language, based on a population of 44 preservice teachers in South Carolina*

*Other*

Matthews, Hannah, & Ewen, Danielle (2006). [Reaching all children?: Understanding early care and education participation among immigrant families](#) Washington, DC: Center for Law and Social Policy

*A study on the benefits and importance of high quality early childhood education for children of immigrants in the United States*

Naughton, Sandra, (2004). [Preschool issues concerning English language learners and immigrant children: The importance of family engagement](#) Oakland, CA: Children Now

*A review of research on the benefits of parents' involvement with their preschool children's education, focusing on families who speak English as a second language; strategies for engaging families in preschools are highlighted*

*Journals*

**Piker, Ruth A., October (2008).** [Influences of teacher-child social interactions on English language development in a Head Start classroom](#) *Early Childhood Education Journal*, 36(2), 187-193

*A study of the language use of four children from Spanish-speaking families and two teachers in a Head Start classroom*

**Cirino, Paul T., Pollard-Durodola, Sharolyn D., Foorman, Barbara, Carlson, Coleen D., Francis, David J. (2007).** [Teacher characteristics, classroom instruction, and student literacy and language outcomes in bilingual kindergartners](#) *The Elementary School Journal*, 107(4), 341-364

*An observational study of the effect of teacher quality on student language and literacy achievement in 35 bilingual kindergarten classrooms*

**Fumoto, Hiroko, Hargreaves, David J., Maxwell, Shirley. (2007).** [Teachers' perceptions of their relationships with children who speak English as an additional language in early childhood settings](#) *Journal of Early Childhood Research*, 5(2), 135-153

*An investigation of the relationship between early childhood educators' perceptions of their relationships with young children, including those who spoke English as a second language to determine the effects of speaking English as a second language on these relationships*

**Gillanders, Cristina, August 2007.** [An English-speaking prekindergarten teacher for young Latino children: Implications of the teacher-child relationship on second language learning](#) *Early Childhood Education Journal*, 35(1), 47-54

*A case study of an English-speaking prekindergarten teacher's development and use of strategies for teaching and communicating with students learning English as a second language*

**Espinosa, Linda M. (2005).** [Curriculum and assessment considerations for young children from culturally, linguistically, and economically diverse backgrounds](#) *Psychology in the Schools*, 42(8), 837-853.

*A review of research on effective teaching and assessment practices for young children from diverse backgrounds, including recommendations for school personnel in managing cultural and linguistic discrepancies between students and teachers*

**Stewart, Mark R. (2004).** [Phonological awareness and bilingual preschoolers: Should we teach it and, if so, how?](#) *Early Childhood Education Journal*, 32(1), 31-37

*A review of research on teaching phonological awareness to preschoolers and a discussion of how bilingualism affects phonological awareness, resulting in a review of research on cross-language transfer of phonological awareness and metalinguistic skills*

**Rubin, Renee, Carlan, Veronica Galvan (2005).** [Using writing to understand bilingual children's literacy development](#) *The Reading Teacher*, 58(8), 728-740

*A study of ways that teachers can use information from writing samples in Spanish and English to informally assess bilingual students and plan instruction, including a discussion of the writing process and its development in the presence of two languages*

Tabors, Patton O., Aceves, Consuelo, Bartolome, Lilia, Paez, Mariela M., Wolf, Anne (2000). [Language development of linguistically diverse children in Head Start classrooms: Three ethnographic portraits](#) *NHSA Dialog*, 3(3), 409-440

*An ethnographic inquiry into the acquisition of language skills by English-speaking, Spanish-speaking, and bilingual children, based on observations of children from three Head Start classrooms in the Boston metro-area, assessed using the revised Peabody Picture Vocabulary Test (PPVT-R)*

*Universities & Research Organizations*

FPG Child Development Institute, October 2007. [Crossing the language divide](#) (FPG Snapshot No. 49). Chapel Hill, NC: FPG Child Development Institute

*A summary of a case study of an English-speaking prekindergarten teacher, investigating the ways that the teacher develops and uses strategies for communicating with and teaching students learning English as a second language*

Freedson, Margaret J., [n.d.] [Language of instruction and literacy talk in bilingual and English immersion prekindergarten classrooms: Contributions to the early literacy development of Spanish-speaking children](#) Unpublished doctoral dissertation, Harvard University, Cambridge, MA

*An investigation of the impact of preschool teachers' differing patterns of language use in bilingual and English immersion classrooms on Spanish-speaking preschool children's emergent literacy skills*

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## Interventions & Assessments with young English language learners

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*Journals*

Xu, Yaoying, Drame, Elizabeth February (2008). [Culturally appropriate context: Unlocking the potential of Response to Intervention for English language learners](#) *Early Childhood Education Journal*, 35(4), 301-389

*A discussion of the potential of Response to Intervention (RTI), an intervention delivery system provided for all children regardless of ability levels, to increase the accuracy of referrals to special education among children learning English as a second language*

Lopez, Maria G. (2004). [Effects of a two-way bilingual program on the literacy development of students in kindergarten and first grade](#) *Bilingual Research Journal*, 28(1), 19-34

*A study investigating the effects of a two-way bilingual program on the literacy development of kindergarten children and first grade children who were English language learners (ELLs), former ELLs, and native English speakers*

*Universities & Research Organizations*

Buyse, Virginia, Aytch, Lynette S. (2007). [Early school success: Equity and access for diverse learners: Executive summary](#) Chapel Hill, NC: FPG Child Development Institute

*A summary of papers presented at a symposium dedicated to effective and promising educational practices for diverse learners from prekindergarten to third grade*



Gormley, Jr., William, (2007). [The effects of Oklahoma's pre-k program on Hispanic children](#) (CROCUS Working Paper No. 11). Paper presented at the annual meeting of the Association for Public Policy Analysis and Management, Washington, DC

*A study of the impacts of Oklahoma's publicly-funded, universal prekindergarten program on the early reading, writing, and math skills of Hispanic students in Tulsa, Oklahoma, and the variation of impacts with primary language spoken in the child's home, parents' country of origin, and teachers' Spanish-language ability, based on child assessment data*

Parks, Molly C. (2005). [An assessment of students in a content-based English language development curriculum for an after-school program](#) Unpublished doctoral dissertation, University of the Pacific, San Francisco

*An evaluation of an after school program curriculum designed to improve students' English language development*

#### Other

Goldsmith, Julie, Jucovy, Linda, Arbretton, Amy. (2008). [Gaining ground: Supporting English learners through after-school literacy programming](#) San Francisco: James Irvine Foundation  
*Findings from an evaluation of the Communities Organizing Resources to Advance Learning (CORAL) initiative, an after school initiative in five California cities focusing on literacy achievement, on the relationship of English language learners' participation in CORAL to their reading gains*

Espinosa, Linda M., Lopez, Michael. (2007). [Assessment considerations for young English language learners across different levels of accountability](#) Philadelphia: National Early Childhood Accountability Task Force

*A discussion of considerations and recommendations for assessing young English language learners in programs with different levels of accountability and an overview of current assessment measurements and strategies for English language learners*

Bernhard, Judith K., Cummins, Jim, Campoy, F. Isabel, Ada, Alma Flor, Winsler, Adam, Bleiker, Charles (2006). [Identity texts and literacy development among preschool English language learners: Enhancing learning opportunities for children at risk for learning disabilities.](#) *Teachers College Record*, 108(11), 2380-2405

*A description and evaluation of the implementation of the Early Authors Program (EAP), an early language intervention designed to aid in the development of emergent literacy skills of bilingual preschool children at risk for learning disabilities*

Vaughn, Sharon, Linan-Thompson, Sylvia, Pollard-Durodola, Sharolyn D., Mathes, Patricia G., Hagan, Elsa C. (2006). [Effective interventions for English language learners \(Spanish-English\) at risk for reading difficulties](#) In D. K. Dickinson & S. B. Neuman (Eds.), *Handbook of early literacy research* (Vol. 2, pp. 185-197). New York: Guilford Press

*An overview of studies on intervention strategies, conducted in English and Spanish, to improve English language literacy for bilingual kindergarten through third grade students at risk for reading difficulties*

Slavin, Robert E., Cheung, Alan C. (2004). [Effective early reading programs for English language learners](#) In *Contemporary perspectives on language policy and literacy instruction in early childhood education* (pp. 111-143). Greenwich, CT: Information Age Publishing.

*A review of fifteen studies assessing early reading programs for English language learners, including Success for All, Bilingual Cooperative Integrated Reading and Composition (BCIRC), and Reading Recovery*

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*Serving Young English Language Learners: Policy and Practice considerations*

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*Journals*

Garcia, Eugene E., 2009. [Early educational opportunities for children of Hispanic origins](#) *Social Policy Report*, 23(2), 1-20

*A discussion, with commentaries, of the demographic characteristics of, unique linguistic profile of, and empirical evidence supporting certain interventions for three- to eight-year-old Hispanic children, with policy recommendations for improving educational opportunities for these children*

Chiswick, Barry R., DebBurman, Noyna (2006). [Pre-school enrollment: An analysis by immigrant generation](#) *Social Science Research*, 35(1), 60-87

*A study of the patterns of pre-school enrollment of children who immigrated as children and the US-born children of immigrants*

Buysse, Virginia, Castro, Dina C., West, Tracey, Skinner, Martie (2005). [Addressing the needs of Latino children: A national survey of state administrators of early childhood programs](#) *Early Childhood Research Quarterly*, 20(2), 146-163

*A survey of early childhood administrators' attitudes regarding the challenges of serving Latino children and their families*

Collins, Raymond C., & Ribeiro, Rose. (2004). [Toward an early care and education agenda for Hispanic children](#) *Early Childhood Research & Practice*, 6(2)

*A discussion of the demographic trends involving Latino children and families, the child care and early education needs for Latinos, and of the way in which Latinos are served by early care and education programs*

*Universities and Research Organizations*

Hernandez, Donald J., Denton, Nancy A., Macartney, Suzanne E. April 2007. [Children in immigrant families: The U.S. and 50 states: National origins, language, and early education](#) (Publication No. 2007-11). Washington, DC: Child Trends

*An analysis of the proportion, dispersion, national origins, language, and early education of children in the United States with at least one foreign-born parent, based on Census 2000 data*

**Laosa, Luis M., Ainsworth, Pat. (March 2007). [Is public pre-k preparing Hispanic children to succeed in school?](#) (Preschool Policy Brief Issue 13). New Brunswick, NJ: National Institute for Early Education Research**

*An overview of Hispanic children's participation and achievement in preschool programs, with a discussion of challenges to increasing their access to and improving the quality of their preschool education*

**Laosa, Luis M., (2006). [Preschool program effects on Hispanic children's cognitive development: Is pre-k preparing Hispanic children to succeed in school?](#) New Brunswick, NJ: National Institute for Early Education Research**

*An examination of the effects of preschool education on the cognitive development of Hispanic children based on research findings from an evaluation of Oklahoma's universal prekindergarten program, the Head Start Impact Study, and the Early Childhood Longitudinal Study, Kindergarten Cohort (ECLS-K)*

#### *Other*

**Ewen, Danielle (2008). [CCDBG state plan reported activities to support limited English proficient \(LEP\) and immigrant communities](#) Washington, DC: Center for Law and Social Policy**

*A review of federal fiscal year 2006-2007 Child Care and Development Block Grant (CCDBG) state plans identifying initiatives that would benefit immigrant families and providers, limited English proficiency (LEP) families and providers, English language learner children, or cultural and linguistic diversity, with recommendations for meeting the needs of these groups*

**Kirmani, Rasmia, May 2008. [Breaking down barriers: Immigrant families and early childhood education in New York City](#) New York: Coalition for Asian American Children and Families**

*A discussion of the barriers to child care and early education services access facing immigrant families in New York City*

**National Task Force on Early Childhood Education for Hispanics, (2007). [Para nuestros niños: Expanding and improving early education for Hispanics: Main report](#) Tempe, AZ: National Task Force on Early Childhood Education for Hispanics**

*An analysis of the achievement gaps between Hispanic children and non-Hispanic white children from kindergarten through fifth grade*

**Matthews, Hannah, Jang, Deana. (2007). [The challenges of change: Learning from the child care and early education experiences of immigrant families](#) Washington, DC: Center for Law and Social Policy**

*A study of the child care and early education participation of children of immigrants and barriers to accessing child care and early education services for immigrant families, based on interviews with local leaders, policymakers, child care and early education service providers, and immigrant parents conducted during community site visits*

**Calderon, Miriam E., 2004. [Latino issues and universal preschool](#) Washington, DC: National Council of La Raza**

*A summary of the percentage of Latino children enrolled in center-based early childhood and education programs*

**Grossman-Swenson, Sarah, (2004). [California report card: Focus on children in immigrant families](#) Oakland, CA: Children Now**

*A report on California's immigrant children and families exploring family characteristics, employment rates, child care arrangements, and parents' backgrounds*

**Hepburn, Kathy Seitzinger, 2004. [Building culturally & linguistically competent services to support young children, their families, and school readiness](#) Baltimore: Annie E. Casey Foundation**

*A guide to help communities build culturally and linguistically competent services within preschools to increase the rate of young children's school readiness*

**Saracho, Olivia N., Spodek, Bernard. (2004). [Contemporary perspectives on language policy and literacy instruction in early childhood education](#) Greenwich, CT: Information Age Publishing.**

*A collection of discussions on preschool children's language acquisition and early literacy, focusing on literacy and language development of children who are non-native English speakers*

#### ***Studies to Watch For:***

**Ward, Helen D., 2007. [New Americans: The Child Care Choices of Parents of English Language Learners \(ELL\)](#) University of Southern Maine**

The goal of this study is to examine the individual, organizational and systemic factors that influence the child care choices of low income immigrant and refugee families of ELL children. This study examines efforts made and challenges at the provider, community and state level to address the needs of this population. The researchers collect data across two U.S. cities which include large populations of Mexican immigrants (Denver, CO) and Somalian, Sudanese and Cambodian immigrants (Portland, ME). Specifically, the researchers conduct focus groups of parents and interviews with the community organizations, community leaders and service providers who interact with them; they conduct surveys of child care providers and kindergarten teachers in counties with high concentrations of the study populations; and they review relevant federal, state and local laws and policies. The researchers plan to disseminate their findings with the goal of increasing the number and quality of culturally competent early childhood education settings for ELL children. The overarching research question for this study is: What factors influence the child care choices of low-income immigrant and refugee families of English Language Learners?

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To suggest additions to this Key Topic Resource List, please email us at [contact@researchconnections.org](mailto:contact@researchconnections.org).

To view and sort the full search results from which these resources were selected, including any resources added to the collection since selection of the Resource List, use the Create Updated Search Results function. The full results came from a search on— English language *exact phrase*, or bilingual, *exact phrase* or dual language *exact phrase*.