



National Child Care Information Center

A service of the Child Care Bureau

NCCIC

243 Church Street NW, 2nd Floor
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World Wide Web: <http://nccic.org>

ORGANIZATIONS with INFORMATION on CULTURALLY and LINGUISTICALLY APPROPRIATE PRACTICES for EARLY CARE and EDUCATION

Children have different language and linguistic needs; for some it may involve learning English as a second language or as a bilingual learner. The following is a sample of organizations that provide resources to assist professional in serving children and families with cultural and linguistic diverse backgrounds.

Federal Agencies

■ **Head Start Information and Publications Center (HSIPC)**

1133 15th Street NW, Suite 450
Washington, DC 20005
202-737-1030 or 866-763-6481
World Wide Web: <http://www.headstartinfo.org/>

HSIPC disseminates resources and information to the Head Start community and general public. The HSIPC Web site provides information about upcoming conferences of interest to the Head Start community, online resources, and publications. HSIPC provides several publications on cultural and linguistic diversity. These publications are available on the Web at http://www.headstartinfo.org/cgi-bin/pubStore_subjectlist.cfm.

■ **Migrant and Seasonal Head Start Quality Improvement Centers (MSHS QIC)**

1825 Connecticut Avenue NW
Washington, DC 20009
202-884-8000
World Wide Web: <http://www.mhsqic.org/>

MSHS QIC is charged with providing training and technical assistance (T/TA) to Migrant and Seasonal Head Start (MSHS) programs nationwide. T/TA is the provision of direct or indirect services designed to increase the capacity of grantees to carry out their programmatic and management responsibilities in order to comply with the Head Start Performance Standards. The Center's goal is to work in partnership with Migrant and Seasonal Program Branch (MSPB), MSHS grantees, and the stakeholder community to benefit migrant and seasonal farm worker children and families, through the provision of culturally and linguistically appropriate high-quality, state-of-the-art, responsive training and technical assistance. The MSHS QIC is based in Washington, DC, and serves 24 grantees located in 35 States throughout the nation. The funding for the MSHS QIC comes through the Migrant Programs Branch of the Head Start Bureau.

- **U.S. Department of Education**
Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students (OELA)
330 C Street SW
Washington, DC 20202
202-205-5463
World Wide Web: <http://www.ed.gov/about/offices/list/oela/index.html?src=mr>

OELA is organized around three regional clusters (Eastern, Midwestern, and Western). These regional clusters provide technical assistance and support school districts in meeting their responsibility to provide equal education opportunities to limited English proficient children.

National and Regional Organizations

- **California Tomorrow**
1904 Franklin Street, Suite 300
Oakland, CA 94612
510-496-0220
World Wide Web: <http://www.californiatomorrow.org/>

California Tomorrow is a nonprofit organization dedicated to contributing to the building of a strong and fair multiracial, multicultural, and multilingual society that is equitable for everyone. It conducts research and provides information related to promoting equity on the basis of race, culture, and language. The organization publishes materials about the benefits of diversity and the approaches, policies, and investments needed to create and ensure equity.

- **Center for Applied Linguistics (CAL)**
4646 40th Street NW
Washington, DC 20016
202-362-0700
World Wide Web: <http://www.cal.org>

CAL is a nonprofit organization formed from a group of scholars and educators who use the findings of linguistics and related sciences in identifying and addressing language-related problems. CAL carries out a wide range of activities including research, teacher education, analysis and dissemination of information, design and development of instructional materials, technical assistance, conference planning, program evaluation, and policy analysis.

CAL has compiled digests from the former ERIC Clearinghouse on Languages and Linguistics and briefs from the Center for Research on Education, Diversity & Excellence (CREDE) and is making them available for easy reference and use in workshops and trainings. CAL digests are available in four series. Additional information about the Caldigests series is available on the Web at <http://www.cal.org/resources/caldigests.html>.

■ **Center for Language Minority Education and Research (CLMER)**

College of Education
California State University, Long Beach
1250 Bellflower Boulevard
Long Beach, CA 90840
562-985-5806

World Wide Web: <http://www.clmer.csulb.edu/>

CLMER at California State University, Long Beach is a university-wide appointed entity, affiliated with the College of Education. CLMER engages in a wide range of services, projects, and research initiatives to promote equity, excellence, and justice in schools and society, with a focus on traditionally underserved and underrepresented children, families, and communities. Their services, projects, and research initiatives align with their vision for an inclusive, democratic society and promote evidence- and research-based approaches to relevant organizational and educational change.

■ **Center for Research on Education, Diversity & Excellence (CREDE)**

University of California, Santa Cruz
1156 High Street
Santa Cruz, CA 95064
831-459-3500

World Wide Web: <http://www.crede.ucsc.edu/index.html>

CREDE is a Federally funded research and development program working to assist America's diverse student populations in achieving academic excellence. From 1996-2001, 31 research projects around the country focused on improving the education of students whose ability to reach their potential is challenged by language or cultural barriers, race, geographic location, or poverty. During 2001-2003, that research was synthesized for publication and tested and refined in school settings.

■ **Early Childhood Equity Alliance (ECEA)**

1403 34th Avenue
Seattle, WA 98122
206-324-4744

World Wide Web: <http://www.rootsforchange.net>

ECEA nurtures and connects people engaged in racial and social justice education and action with and for young children, families, and communities. It focuses on four areas of work: (1) to end isolation and strengthen ties by creating ways for individuals and groups to share resources, strategies, and lessons learned; (2) to support local education, leadership, and actions to strengthen communities and create places where all children belong, grow, and learn; (3) to expand the knowledge-base for change by initiating and supporting participatory action research; and (4) to support the first three goals by maintaining and strengthening ECEA's structures and capacity. A number of resources are available from their Web site for teachers working with linguistically and culturally diverse young children. The Web site is also available in Spanish at http://www.rootsforchange.net/index.cfm?Group_ID=2&wtm_language=1.

■ **Early Childhood Research Institute on Culturally and Linguistically Appropriate Services (the CLAS Institute)**

University of Illinois at Urbana-Champaign
61 Children's Research Center
51 Gerty Drive
Champaign, IL 61821
800-583-4135
World Wide Web: <http://clas.uiuc.edu/>

The CLAS Institute identifies, evaluates, and promotes effective and appropriate early intervention practices and preschool practices that are sensitive to and respectful of children and families from culturally- and linguistically-diverse backgrounds. CLAS provides a number of publications that can be used by early childhood/special education practitioners to help them select culturally and linguistically appropriate materials. The CLAS Web site also has a database of materials describing culturally and linguistically appropriate practices for early childhood/early intervention services. The Web site is also available in Spanish.

■ **Harvard Family Research Project**

Harvard Graduate School of Education
Longfellow Hall, Appian Way
Cambridge, MA 02138
617-495-9108
World Wide Web: <http://www.gse.harvard.edu/~hfrp/>

The Project has completed a study of programs from across the country which specifically serve Latino families through culturally and linguistically relevant child care and family support/family involvement activities. Their publication, *Supporting Latino Families: Lessons from Exemplary Programs* (1996), highlights family support programs serving Latino families that have developed parenting education programs as part of their overall efforts. These programs feature parenting courses, workshops, or classes on varying aspects of child growth and development and parenting, as well as training for parenting educators.

■ **National Association for Bilingual Education (NABE)**

1030 15th Street NW, Suite 470
Washington, DC 20005
202-898-1829
World Wide Web: <http://www.nabe.org>

NABE is a professional organization that represents both English language learners and bilingual education professionals. NABE represents over 5,000 educators and parents and has affiliate organizations in 28 States. NABE supports the education of English language learners by providing professional development opportunities for their members; collaborating with other civil rights and education organizations to ensure that the needs of language minority students are met in every State; and by lobbying Congress for adequate funding of all programs that serve English language learners.

■ **National Association for Multicultural Education (NAME)**

733 Fifteenth Street NW, Suite 430
Washington, DC 20005
202-628-6263

World Wide Web: <http://www.nameorg.org>

NAME was founded to bring together individuals from all academic levels and disciplines and diverse educational institutions, and other organizations, occupations, and communities who have an interest in multicultural education. NAME believes that multicultural education promotes equity for all regardless of culture, ethnicity, race, language, age, gender, sexual orientation, belief system, or exceptionality, and that multicultural education enables the individual to believe in his/her own intrinsic worth and culture. NAME provides publications and resources for working with culturally diverse children as well as links to other organizations committed to diversity in education.

■ **National Association for the Education of Young Children (NAEYC)**

NAEYC Academy for Early Childhood Program Accreditation
1509 16th Street, NW
Washington, DC 20036-1426
800-424-2460 or 202-232-8777, ext. 11360

World Wide Web: <http://www.naeyc.org>

NAEYC is a nonprofit professional organization with more than 103,000 members dedicated to improving the quality of care and education provided to the nation's young children. NAEYC administers the National Academy of Early Childhood Programs, a voluntary, national accreditation system for quality early childhood programs, and the National Institute for Early Childhood Professional Development, which provides resources and services to improve professional preparation and development of early childhood educators. NAEYC publishes books and resources related to developmentally appropriate care and services for young children, including the promotion of emerging and early literacy skills.

■ **National Black Child Development Institute (NBCDI)**

1101 15th Street NW, Suite 900
Washington, DC 20005
202-833-2220 or (800) 556-2234

World Wide Web: <http://www.nbcdi.org>

NBCDI is dedicated to improving the quality of life for African American children and youth. NBCDI houses the African American Early Childhood Resource Center, a clearinghouse and networking hub for enhancing the diversity of early care and education leadership and improving the quality of early childhood education practices.

■ **National Center for Cultural Competence (NCCC)**

Georgetown University Child Development Center
3307 M Street NW, Suite 401
Washington, DC 20007-3935
800-788-2066 or 202-687-5387

World Wide Web: <http://www.georgetown.edu/research/gucdc/nccc/index.html>

The mission of NCCC is to increase the capacity of health and mental health programs to design, implement, and evaluate culturally and linguistically competent service delivery systems.

Currently, most NCCC activities are funded through a Cooperative Agreement administered by the Maternal and Child Health Bureau (MCHB), Health Resources and Services Administration (HRSA), U.S. Department of Health and Human Services (DHHS). NCCC is housed within the Department of Pediatrics at the Georgetown University Medical Center.

■ **National Clearinghouse for English Language Acquisition & Language Instructional Educational Programs (NCELA)**

2121 K Street NW, Suite 260

Washington, DC 20037

800-321-6223

TTY: (202) 775-9193

World Wide Web: <http://www.ncela.gwu.edu>

NCELA supports the Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students (OELA) in its mission to respond to Title III educational needs, and implement No Child Left Behind (NCLB) as it applies to English language learners. NCELA is authorized to collect, analyze, synthesize, and disseminate information about language instruction educational programs for limited English proficient children and related programs.

■ **National Clearinghouse for ESL Literacy Education (NCLE)**

4646 40th Street, NW

Washington, DC 20016-1859

202-362-0700, ext. 200

E-mail: ncle@cal.org

World Wide Web: <http://www.cal.org/ncle>

NCLE is a national information center focusing on the language and literacy education of adults and out-of-school youth learning English. NCLE provides information on adult English as a second Language (ESL) and literacy education to teachers and tutors, program directors, researchers, and policy-makers interested in the education of refugees, immigrants, and other U.S. residents whose native language is other than English. NCLE is housed at the Center for Applied Linguistics (CAL), a nonprofit organization located in Washington, DC.

■ **National Head Start Association (NHSA)**

1651 Prince Street

Alexandria, VA 22314

703-739-0875

World Wide Web: <http://www.nhsa.org/>

The NHSA is a private nonprofit membership organization dedicated exclusively to meeting the needs of Head Start children and their families. The Association provides support for the entire Head Start community by advocating for policies that strengthen services to Head Start children and their families; by providing extensive training and professional development to Head Start staff; and by developing and disseminating research, information, and resources that enrich Head Start program delivery.

■ **National Latino Children's Institute (NLCI)**

320 El Paso
San Antonio, TX 78207
210-228-9997

World Wide Web: <http://www.nlci.org>

NLCI develops materials to encourage expansion of child care and Head Start programs for Latino children and works for development of culturally and linguistically relevant materials and bilingual, bicultural professionals to work as teachers, translators, and child care providers.

■ **Program for Infant Toddler Caregivers (PITC)**

WestEd, Center for Child and Family Studies
California Department of Education
CDE Press, Sales Office
P.O. Box 271
Sacramento, CA 95812-0271
415-289-2300

World Wide Web: <http://www.pitc.org>

The PITC curriculum was developed by WestEd, Center for Child and Family Studies in collaboration with the California Department of Education Child Development Division. It is a comprehensive training system developed to assist caregivers of children under the age of 3 in both understanding and carrying out day-to-day care. Module IV covers Culture, Family, and Providers.

■ **University of California Linguistic Minority Research Institute (UC LMRI)**

South Hall, Room 4722
University of California
Santa Barbara, CA 93106
805-893-2250

World Wide Web: <http://lmri.ucsb.edu/index.htm>

UC LMRI is a multi-campus research unit of the University of California that was established in 1984. The goal of UC LMRI is to pursue knowledge applicable to educational policy and practice in the area of language minority students' academic achievement and knowledge, including their access to the University of California and other institutions of higher education. The UC LMRI Web site provides information to researchers, students, practitioners, and policy-makers interested in issues of language, education, and public policy, especially as they relate to linguistic minorities.

■ **USC Center for Multilingual, Multicultural Research**

University of Southern California
Rossier School of Education
Waite Phillips Hall, Suite 402
Los Angeles, CA 90089-0031
213-740-2360

World Wide Web: <http://www.usc.edu/dept/education/CMMR/>

The Center is an organized research unit facilitating the research collaboration, dissemination, and professional development activities of faculty, students, and others in education and outside

organizations. The Center provides a base for those interested in multilingual education, English as a second language and foreign language instruction, multicultural education and related areas, as well as the opportunity to come together for research and program collaboration.

Publishers

- **Brookes Publishing Co.**
Customer Service Department
P.O. Box 10624
Baltimore, MD 21285-0624
World Wide Web: <http://www.pbrookes.com/>

Brookes publishes textbooks, professional references, practical handbooks, curricula, assessment tools, family guidebooks, and videos in the following subject areas: early childhood, early intervention, inclusive and special education, developmental disabilities, learning disabilities, literacy, communication and language, behavior, and mental health.

- **Redleaf Press**
450 North Syndicate, Suite 5
St. Paul, MN 55104-4125
800-423-8309
World Wide Web: <http://www.redleafpress.org>

Redleaf Press is a division of Resources for Child Caring, a nationally recognized nonprofit (501(c)(3)) organization specializing in issues related to child care. Their mission is to advance quality care and education of children in their crucial early years. They offer a variety of services and programs that support child care professionals, parents, and diverse communities in nurturing young children. Redleaf Press materials are aimed at teachers with multiple levels of training. In addition Redleaf Press has a backlist of eleven unique children's books, all of which have four-color original artwork and are presented in English and Spanish. Redleaf Press has several publications on anti-bias, diversity, and culture.

- **Teachers College Press**
Teachers College Press
1234 Amsterdam Avenue
New York, NY 10027
212-678-3929
World Wide Web: <http://www.teacherscollegepress.com/index.html>

The Teachers College Press publishing program seeks to open and expand the dialogue between theory and practice by looking at education, learning, and teaching in diverse ways; exploring the tension between the academy and the public school; challenging assumptions that devalue the quality of the educational experience at all levels of schooling; and providing substantive resources for all of the participants in the education process (teachers, teacher educators, researchers, academics, administrators, school board members, policy-makers, parents, and students).

The National Child Care Information Center does not endorse any organization, publication, or resource.

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