INTRODUCTION

2006 New Head Start Requirement: Dual Language Policy for Programs who serve children whose Home Language is not English

2. Challenges that Impact Dual Language Learning

In 2006, YVY established a new department, YVY Research Institute

MISSIONS:

1. Official exclusive adaptation to Yiddish of the Communicative Development Inventory
2. Adaptation of developmental screening tool for 3 to 5 years olds adapted to Yiddish
3. Patterns of Dual Language Learning in YVY Spanish-speaking population
4. Adaptation of Communicative Development Inventory to Haitian Creole
5. Review of files of Dual Language Learners with Individualized Education Plans

PROJECTS

1. YVY CHALLENGES

YVY Sites located in two boroughs of NY, including the most multilingual borough in the country- Brooklyn;
About 15 different languages spoken by YVY children and their families.

2. Solutions

In 2006, YVY established a new department, YVY Research Institute

MISSIONS:

1. To conduct research projects that lead to a better understanding of YVY populations and their needs
2. To improve assessments, with the input of YVY staff and parents
3. To contribute to YVY educational policies and to YVY staff professional development
4. To disseminate findings with regional, national and international partners so they can benefit all children, families and communities.

PROJECTS

1. YVY CHALLENGES

YVY Sites located in two boroughs of NY, including the most multilingual borough in the country- Brooklyn;
About 15 different languages spoken by YVY children and their families.

Contributions of these Projects to the Development of YVY Dual Language Policy

1. Comprehensives of Demographic and Linguistic contexts in which YVY Dual Language Learners are raised
2. Involved extremely close “symbiotic” collaborations between researchers, YVY professionals and parents; feedback at different steps in the project and empowerment of education professionals;
3. The Yiddish, Spanish and Haitian Creole projects--extensive surveys of the demographic and linguistic contexts in which these speakers are raised;
4. Research Assistants: future education professionals, clinicians and researchers who are themselves members of relevant linguistic and cultural communities;
5. Have systematically been peer-reviewed (i.e. disseminated at research conference, in the peer-reviewed literature and/or approved by scientific boards).

All projects…

2006, Washington

Developing Culturally Sensitive Language Assessments with EHS and HS Professionals and Parents to Inform a Dual Language Policy Adapted to Your Populations:

Insights from a Project on Yiddish, Spanish and Haitian Creole Dual Language Learners*

I. Barriere1,2, Y. Blum1,2,3, C. Buchman4,2, D. Barnett4, R. Miles4,2, F. Schiffrin4,2, A. Gutierrez1,2

Barriere@brooklyn.cuny.edu

1YVY Research Institute, 2Brooklyn College/CUNY, 3Graduate Center/CUNY, 4YVY Head Start, 5Touro College, 6YVY Early Head Start

*Parts of this project have been funded by the Research Institute for the Study of Language in Urban Society-CUNY and by a PSC-CUNY Award (# 60108-39 40)

THANKS TO ALL YVY PARENTS AND PROFESSIONALS FOR THEIR CONTRIBUTIONS TO DIFFERENT ASPECTS OF THIS PROJECT

Hamers & Blanc (2003)