**Resources on Improving Experiences for Young Children Who Are Culturally, Linguistically, and Socio-Economically Diverse**

This landing pad offers evidence sources (Just the Facts, Ma’am), publications (Read All About It), audio visual materials (See for Yourself), and web resources (Find It Online) that can be used to guide Quality Rating and Improvement Systems toward improvements in the experiences of young children who are culturally, linguistically, and socio-economically diverse. An additional section (Tools You Can Use) offers some checklists and other instruments to support reflection and targeted changes.

**Just the Facts, Ma’am**

**The Changing Face of the United States: The Influence of Culture on Early Child Development**

ZERO TO THREE commissioned this publication which synthesizes available research evidence on many ways in which culture impacts the development of young children.

[**http://www.zerotothree.org/site/DocServer/Culture\_book.pdf?dicID=6921**](http://www.zerotothree.org/site/DocServer/Culture_book.pdf?dicID=6921)

**Disparities in Early Learning and Development: Lessons from the Early Childhood Longitudinal Study – Birth Cohort (ECLS-B): Executive Summary**

This brief uses a nationally-representative sample of infants born in the year 2001 to examine multiple characteristics that may serve as risk factors for developmental disparities at 9 and 24 months of age. Three domains of development are examined: cognitive development, general health, and social-emotional development. This brief examines disparities in each of these domains associated with family income, race/ethnicity, home language, and mother’s educational attainment.

[**http://www.childtrends.org/wp-content/uploads/2013/05/2009-52DisparitiesELExecSumm.pdf**](http://www.childtrends.org/wp-content/uploads/2013/05/2009-52DisparitiesELExecSumm.pdf)

**Early Childhood Curriculum, Assessment and Program Evaluation: Building an Effective, Accountable System in Programs for Children Birth Through Age 8**

Answers to questions about early childhood curriculum, child assessment, and program evaluation are the foundation of this position statement from the National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE). Two related resources are described below.

[**http://www.naeyc.org/files/naeyc/file/positions/pscape.pdf**](http://www.naeyc.org/files/naeyc/file/positions/pscape.pdf)

A supplement to the position statement on screening and assessment of young English language learners is available at [**http://www.naeyc.org/files/naeyc/file/positions/ELL\_SupplementLong.pdf**](http://www.naeyc.org/files/naeyc/file/positions/ELL_SupplementLong.pdf)

***Promoting Positive Outcomes for Children With Disabilities: Recommendations for Curriculum, Assessment and Program Evaluation***

This paper focuses specifically on children with disabilities, and is meant to serve as a companion document to the position statement.

[**http://dec.membershipsoftware.org/files/Position%20Statement%20and%20Papers/ Prmtg\_Pos\_Outcomes\_Companion\_Paper.pdf**](http://dec.membershipsoftware.org/files/Position%20Statement%20and%20Papers/%09Prmtg_Pos_Outcomes_Companion_Paper.pdf)

[**Getting It RIGHT for Young Children from Diverse Backgrounds: Applying Research to Improve Practice**](http://www.naeyc.org/store/node/17138)

Linda Espinosa’s book is grounded in real-life experiences and guided by rigorous research findings. To support practitioners in meeting the challenges of educating all young children, she summarizes the latest scientific evidence on the development and school achievement of English language learners and children living in poverty to offer classroom, program, and policy recommendations. Washington, DC: NAEYC. Cost: $30.00

**Positive Development of Minority Children**

This collection of papers deviates from the norm by focusing on approaches that will enable us to understand the assets and strengths of ethnic and racial minority children.

[**http://www.srcd.org/sites/default/files/documents/washington/spr\_272\_final.pdf**](http://www.srcd.org/sites/default/files/documents/washington/spr_272_final.pdf)

A brief summary of facts and research findings, *Highlighting the Positive Development of Minority Children*, has been derived from the collection above. The evidence included underscores the importance of focusing on and learning more about the positive development, adaptation, and adjustment of minority children, rather than focusing mostly on the maladjustment and adversity.

[**http://www.srcd.org/sites/default/files/documents/washington/spr\_brief\_minority\_childr en\_ 2013\_10\_11.pdf**](http://www.srcd.org/sites/default/files/documents/washington/spr_brief_minority_childr%09en_%092013_10_11.pdf)

**Racism and Young Children: What Does the Research Say?**

Ever wonder when young children begin to understand concepts like race and privilege and the difference that makes in early childhood classrooms? This article by Theresa Lee summarizes what research tells us, including confirmation that “the majority of children have a solid conception of racial and ethnic distinctions by the time they are about six.”

[**http://www.safeschoolscoalition.org/Racism&YoungChildren-byTheresaLee.pdf**](http://www.safeschoolscoalition.org/Racism&YoungChildren-byTheresaLee.pdf)

**Read All About It**

**Academic Challenge in High-Poverty Classrooms**

Research by the authors, reported in this article, highlights the positive impact for students in high poverty classrooms of instruction by experienced teachers that focuses on advanced skills (as opposed to remedial work) and that reflects the cultural contexts in which they live.

[**http://static.squarespace.com/static/524d7789e4b09f24d10798dd/t/524e1fa5e4b00829934f3c0d/1380851621625/Academic%20Challenge%20in%20High%20Poverty%20Classrooms%20--%20Clean.pdf**](http://static.squarespace.com/static/524d7789e4b09f24d10798dd/t/524e1fa5e4b00829934f3c0d/1380851621625/Academic%20Challenge%20in%20High%20Poverty%20Classrooms%20--%20Clean.pdf)

**Anti-bias Education for Young Children and Ourselves**

This rich resource from Louise Derman-Sparks and Julie Olsen Edwards offers guidance for building respectful and responsive programs. At the same time it has resources, reflection questions, and suggestions for how early childhood teachers can support each young learner to achieve their full potential. Washington, DC: NAEYC. Cost: $33.00

**Challenging Ethnocentric Literacy Practices: (Re)Positioning Home Literacies in a Head Start Classroom**

Mariana Souto-Manning’s article explores ways in which teachers can incorporate young people’s home and community literacy practices into classrooms when such practices vastly differ from the teachers’ literacy experiences.

[**http://qrisnetwork.org/sites/all/files/resources/magicspark/2012-10-17%2022:04/Souto-ManningChallengingEthnocentricPracticesinHeadstart-2010.pdf**](http://qrisnetwork.org/sites/all/files/resources/magicspark/2012-10-17%2022:04/Souto-ManningChallengingEthnocentricPracticesinHeadstart-2010.pdf)

**Enhancing Cultural Competence in Social Service Agencies: A Promising Approach to Serving Diverse Children and Families**

This research brief summarizes the state of the field on cultural competence in social services. The information is relevant for organizations serving children and families from diverse ethnic and racial backgrounds, but the brief highlights research and strategies in serving Hispanic populations. The brief describes cultural competence and provides service providers and administrators with concrete strategies for the ongoing self-reflection and development that is key to strengthening cultural competence. The brief provides references and links for additional resources, tools, and information.

[**http://www.acf.hhs.gov/sites/default/files/opre/brief\_enhancing\_cultural\_competence\_final\_022114.pdf**](http://www.acf.hhs.gov/sites/default/files/opre/brief_enhancing_cultural_competence_final_022114.pdf)

**FirstSchool: Transforming PreK-3rd Grade for African American, Latino, and Low Income Children**

Aisha Ray said, “We can greatly benefit from applying the knowledge, experience, and wisdom of the authors of this important book to reforming early schooling, teaching, and learning for our most vulnerable children.” Chapter topics range from involving teachers in establishing a culture for reform and improving instruction to home and school partnerships and program/policy considerations. New York: Teachers College Press. Cost: $39.95

**A Framework for Providing Culturally Responsive Early Intervention Services**

Don’t be put off by the title of this article. While the examples relate to programs serving young children of diverse abilities, the framework offers a way for staff to better meet the needs of the culturally diverse children and families they serve. This framework, created to organize existing research and literature on cultural responsiveness, draws from multiple fields of study and synthesizes knowledge and best practices into four guiding principles. Each principle ties together correspondent themes and ideas from multiple fields, and suggests knowledge and best practices that can be utilized to increase one’s cultural responsiveness when working with families.

[**http://yec.sagepub.com/content/16/1/3.full.pdf**](http://yec.sagepub.com/content/16/1/3.full.pdf)

**Interculturalism: Addressing Diversity in Early Childhood**

As young children start to recognize human differences, teachers can help them develop a foundation of respect and inclusion. This 2012 article by Leslie Ponciano and Ani Shabazian highlight effective practices for implementing an intercultural approach.

[**http://southernearlychildhood.org/upload/pdf/Interculturalism\_\_\_Addressing\_Diversity\_in\_Early\_Childhood\_\_\_Leslie\_Ponciano\_and\_Ani\_Shabazian.pdf**](http://southernearlychildhood.org/upload/pdf/Interculturalism___Addressing_Diversity_in_Early_Childhood___Leslie_Ponciano_and_Ani_Shabazian.pdf)

**New Voices Nuevas Voces: Guide to Cultural and Linguistic Diversity in Early Childhood**

The five modules and trainer’s guide in this publication are designed to help early childhood professionals create settings that are reflective of and responsive to the languages and cultures of the children and families served. Baltimore, MD: Paul Brookes. Cost: $34.95

**Oral Storytelling: A Cultural Art That Promotes School Readiness**

This article explores how early childhood educators can use storytelling as a culturally sensitive, age-appropriate learning tool to promote young children’s school readiness.

[**http://policy.rutgers.edu/faculty/curenton/Curenton%202006.pdf**](http://policy.rutgers.edu/faculty/curenton/Curenton%202006.pdf)

**Positioning Young Black Boys for Educational Success**

This Fall 2011 issue of *ETS Policy Notes* begins with a focus on the earliest achievement gap noted at 9 months of age and continues with innovative programs that may alter the achievement trajectory for these children.

[**http://www.ets.org/Media/Research/pdf/PIC-PNV19n3.pdf**](http://www.ets.org/Media/Research/pdf/PIC-PNV19n3.pdf)

**Through Race-Colored Glasses: Preschoolers’ Pretend Play and Teachers’ Ratings of Preschooler Adjustment**

This 2013 publication highlights examples of research in which preschool teachers viewed black children's pretend play negatively, yet viewed similar types of creative expressions among white and Hispanic children positively. The study underscores the importance of preparing teachers to be aware of their own internal biases and responsive to the diversity of the children they serve.

[**http://www.researchgate.net/publication/259133279\_Through\_race-colored\_glasses\_Preschoolers\_pretend\_play\_and\_teachers\_ratings\_of\_preschooler\_adjustment**](http://www.researchgate.net/publication/259133279_Through_race-colored_glasses_Preschoolers_pretend_play_and_teachers_ratings_of_preschooler_adjustment)

**See for Yourself**

**Chimamanda Adichie: The Danger of a Single Story**

Our lives, our cultures, are composed of many overlapping stories. Novelist Chimamanda Adichie tells the story of how she found her authentic cultural voice — and warns that if we hear only a single story about another person, country, child, or family, we risk a critical misunderstanding.

[**http://www.ted.com/talks/chimamanda\_adichie\_the\_danger\_of\_a\_single\_story**](http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story)

**Cultural and Linguistic Diversity and QRIS: Exploring Issues, Strategies and Challenges**

This webinar provided the forum for experts from around the country (Eva Marie Shivers, Aisha Ray, and Abby Thorman) to discuss why it is challenging to address diversity principles in a meaningful and impactful manner, and ideas and frameworks that can help guide states that are in various stages of QRIS development. Participants heard about a study conducted in Minnesota that explored parents’ concerns regarding culturally responsive care for their children and learned about a tool created by the NAEYC to assist states in developing culturally responsive QRIS standards. Participants also heard of efforts in Miami to revise their standards and improve provider training to assure greater cultural responsiveness and inclusion of diversity principles. Finally, the panel explored existing challenges and what we still need to know in order to address issues of diversity and culture through QRISs in ways that will impact measurable outcomes for young children. Handouts and PowerPoints from each presenter are included.

[**http://qrisnetwork.org/member/calendar/event/110922/cultural-and-linguistic-diversity-and-qris-exploring-issues-strategies-**](http://qrisnetwork.org/member/calendar/event/110922/cultural-and-linguistic-diversity-and-qris-exploring-issues-strategies-)

**Starting Small**

Seven classrooms in different parts of the United States form the core of this free DVD. Adults and children in each classroom illustrate strategies for promoting peace, equity, and justice. The DVD is 58-minutes long and comes with a free 250-page text with classroom profiles, commentary, activities, and a resource guide.

[**http://www.tolerance.org/kit/starting-small**](http://www.tolerance.org/kit/starting-small)

**Find It Online**

**Abriendo Puertas (Opening Doors)**

This program is designed for Latino parents with preschool children. The ten-session program, offered in schools in 28 states, teaches low-income Latino parents skills to strengthen parenting behaviors, build their knowledge of early childhood development, and advocate for their children’s healthy development.

[**http://ap-od.org/**](http://ap-od.org/)

**Child Trends’ Evaluation of the Abriendo Puertas/Opening Doors Program: Executive Summary and Discussion Brief**

This is the 2014 executive summary of a random assignment evaluation conducted by Child Trends of the Abriendo Puertas/Opening Doors program, one of the largest programs in the United States working with low-income Latino parents of preschool-aged children. Since it began in 2007, the program has served over 30,000 parents/families in 34 states. The evaluation study examined the effectiveness of the program’s 10 parent education and discussion sessions on a range of outcomes designed to improve parenting behaviors associated with helping young children prepare for success in school. Child Trends’ evaluation found positive outcomes in parenting practices that foster key child development areas associated with academic success, as well as increased parental confidence in their interactions with their child’s school teachers.

[**http://www.childtrends.org/?publications=child-trends-evaluation-of-the-abriendo-puertas-program-executive-summary-and-discussion-brief#sthash.dNQVHLlG.dpuf**](http://www.childtrends.org/?publications=child-trends-evaluation-of-the-abriendo-puertas-program-executive-summary-and-discussion-brief#sthash.dNQVHLlG.dpuf)

[**Access to High Quality Early Care and Education: Readiness and Opportunity Gaps in America**](http://ceelo.org/wp-content/uploads/2014/05/ceelo_policy_report_access_quality_ece.pdf)

This report describes readiness and opportunity gaps in access to high quality early education.  The report is organized into four main sections. The first describes the “readiness gaps” at kindergarten entry as of 2010. The remaining sections examine the extent to which there are “opportunity gaps” in the early care and education services that may be associated with those readiness gaps. [**http://ceelo.org/wp-content/uploads/2014/05/ceelo\_policy\_report\_access\_quality\_ece.pdf**](http://ceelo.org/wp-content/uploads/2014/05/ceelo_policy_report_access_quality_ece.pdf)

**Being Black Is Not a Risk Factor: A Strengths-Based Look at the State of the Black Child**

From the foreword by Barbara Bowman of the Erikson Institute to a closing essay by David Johns, Executive Director of the White House Initiative on Educational Excellence for African-Americans, this resource is designed to challenge the prevailing discourse about black children–one which over-emphasizes limitations and deficits and does not draw upon the considerable strengths, assets and resilience demonstrated by black children, families and communities. The report, which addresses the needs of policymakers, advocates, professional development providers, principals, teachers, family members, and others, weaves together three critical elements: 1) Essays from experts that focus on using the strengths of black children, families and communities to improve outcomes for black children; 2) “Points of Proof” from organizations that serve not as exceptions, but as examples of places where black children and families are succeeding; and 3) data points that indicate how black children and families are doing across a range of measures

[**http://www.nbcdi.org/sites/default/files/resource-files/Being%20Black%20Is%20Not%20a%20Risk%20Factor\_0.pdf**](http://www.nbcdi.org/sites/default/files/resource-files/Being%20Black%20Is%20Not%20a%20Risk%20Factor_0.pdf)

**A Count for Quality: Child Care Center Directors on Rating and Improvement Systems**

In the fall of 2010, the Center for Law and Social Policy (CLASP) and the National Women’s Law Center (NWLC) conducted interviews with child care center directors in eight states with statewide QRIS—IL, IA, KY, ME, NC,. OK, PA, and TN—and one county with a county-level QRIS—Palm Beach County, Florida. Forty-eight directors were asked a series of questions regarding the benefits and challenges of participating in a QRIS in order to bet­ter understand how a QRIS functions “on the ground” in different states and communities. In December 2010, CLASP and NWLC convened a group of 15 of the center directors who were interviewed to further discuss the benefits and challenges of QRIS in a two-day round­table forum. This paper provides findings from the interviews and the discussion.

[**http://www.clasp.org/admin/site/publications/files/ACountforQualityQRISReport.pdf**](http://www.clasp.org/admin/site/publications/files/ACountforQualityQRISReport.pdf)

[**Crafting Early Learning Standards for a Multi-Ethnic Society: Lessons Learned from Washington and Alaska**](http://www.buildinitiative.org/files/Build%20Initiative%20-%20Benchmarks%200909.pdf)This BUILD report provides information about experiences in Washington and Alaska that other states can learn from and build upon their efforts to address language and cultural issues through their early learning standards.

[**http://www.buildinitiative.org/WhatsNew/ViewArticle/tabid/96/ArticleId/119/Crafting-Early-Learning-Standards-for-a-Multi-Ethnic-Society-Lessons-Learned-from-Washington-and-Ala.aspx**](http://www.buildinitiative.org/WhatsNew/ViewArticle/tabid/96/ArticleId/119/Crafting-Early-Learning-Standards-for-a-Multi-Ethnic-Society-Lessons-Learned-from-Washington-and-Ala.aspx)

[**Culture and Language Elements Within Nine State Early Learning Standards Documents**](http://www.buildinitiative.org/files/Culture%20&%20Language%20Elements%20Nine%20States%20Early%20Learning%20Standards.doc)

Michelle Stover-Wright and Abby Copeland describe how states are developing early learning standards that seek to define expectations for children’s growth and development in the pre-school years (birth to school age), with a goal that these be aligned with learning standards in the K-12 years. This paper provides a content analysis of some state early learning standards and challenges and encourages those developing early learning standards to think beyond a dominant culture paradigm to a multi-cultural perspective.

[**http://www.buildinitiative.org/files/ContentAnalysisEarlyLearning.pdf**](http://www.buildinitiative.org/files/ContentAnalysisEarlyLearning.pdf)

**Early Childhood Education for the 21st Century: Linking Research, Language, and Culture**

The National Council of La Raza (NCLR) describes this document as articulating the Latino perspective on program evaluation, staffing, and instruction, as well as core qualities for programs to address when serving DLL and Latino children. Each core quality emphasizes the significance of collaboration among families, teachers, and program staff in developing comprehensive support for young Hispanic children. They delineate clear expectations for programs, as well as a structure for reaching these goals.

[**http://www.nclr.org/images/uploads/publications/ECE-21stCentury-CoreQualitiesResearchPaper\_1.pdf**](http://www.nclr.org/images/uploads/publications/ECE-21stCentury-CoreQualitiesResearchPaper_1.pdf)

[**Equity and Excellence: African-American Children’s Access to Quality Preschool**](http://ceelo.org/wp-content/uploads/2013/11/CEELO-NIEERequityExcellence-2013.pdf)

This policy report, released by the National Institute for Early Education Research (NIEER), the Center on Enhancing Early Learning Outcomes (CEELO), and White House Initiative on Educational Excellence for African-Americans (WHIEEAA), discusses the lack of access to high-quality early childhood education experiences for African-American children and offers recommendations to expand opportunities.

[**http://ceelo.org/wp-content/uploads/2013/11/CEELO-NIEERequityExcellence-2013.pdf**](http://ceelo.org/wp-content/uploads/2013/11/CEELO-NIEERequityExcellence-2013.pdf)

**Immigrant Families and Early Childhood Programs**The Migration Policy Institute (MPI) released a report in 2014 called [*Immigrant Parents and Early Childhood Programs: Addressing Barriers of Literacy, Culture, and Systems Knowledge*](http://www.migrationpolicy.org/research/immigrant-parents-early-childhood-programs-barriers). The report identifies the challenges immigrant and refugee families face as they try to engage in their young children's education, particularly those with low literacy or limited English proficiency. It also highlights strategies that can be used to address these challenges. It is based on field research in six states, expert interviews, a literature review, and a socio-demographic analysis.

[**http://www.migrationpolicy.org/research/immigrant-parents-early-childhood-programs-barriers**](http://www.migrationpolicy.org/research/immigrant-parents-early-childhood-programs-barriers)

**Implications of QRIS Design for the Distribution of Program Ratings and Linkages Between Ratings and Observed Quality**

The majority of states are currently implementing, designing, or piloting a Quality Improvement and Rating System (QRIS). One key component of a QRIS is the way it assigns program ratings. However, there is a great deal of variability in the structure states use to determine a program’s rating level, with states using three primary structures. Block structures specify a set of quality standards at each level of quality. Before a program can move up to a higher level of quality, it must meet all of the standards at that level and those at the lower levels. In contrast, a point structure assigns points to each quality standard. A rating is determined by adding up the points a program receives and assigning a rating based upon defined point ranges for each quality level. A hybrid structure is a combination of a block and points structure. The hybrid approaches vary; a typical example is to use blocks to define the two lower levels of the system while points are used to determine the higher levels of the system. This 2014 brief is designed to compare the three different structural models by using three hypothetical QRIS. The data from the Early Childhood Longitudinal Study-Birth Cohort (ECLS-B), was used to model three QRIS using the three structure models described above, with the idea that by using consistent data but changing the structure and rules for the standards, it will be possible to look at how different QRIS structures would relate to observed quality as measured by the ECERS-R.

[**http://www.acf.hhs.gov/programs/opre/resource/implications-of-qris-design-for-the-distribution-of-program-ratings-and-linkages-between-ratings-and-observed-quality**](http://www.acf.hhs.gov/programs/opre/resource/implications-of-qris-design-for-the-distribution-of-program-ratings-and-linkages-between-ratings-and-observed-quality)

**Multilingual Children: Beyond Myths and Toward Best Practices**

If you’re looking for current resources on how to conceptualize and implement supports for children who are multilingual, you will enjoy this issue of the *Social Policy Report*. It considers issues that range from the strengths of multilingual children (and the practices early childhood professionals can use to develop those strengths) to who is multilingual, with thoughtful attention to supporting young children who may speak different dialects.

[**http://www.srcd.org/sites/default/files/documents/E-News/spr\_27\_4.pdf**](http://www.srcd.org/sites/default/files/documents/E-News/spr_27_4.pdf)

**National Center on Cultural and Linguistic Responsiveness**

The National Center on Cultural and Linguistic Responsiveness provides research-based information, practices, and strategies to ensure optimal academic and social progress for linguistically and culturally diverse children and their families.

[**http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic**](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic)

**QRIS and P-3: Creating Synergy Across Systems to Close Achievement Gaps and Improve Opportunities for Young Children**

Kristie Kauerz and Abby Thorman crafted this paper to highlight two distinct reform movements with promise for the improvement of school readiness and the closing of achievement gaps, as well as how philanthropy could play a crucial role in making the desired synergy possible.

[**http://www.buildinitiative.org/files/QRIS\_P-3brief.pdf**](http://www.buildinitiative.org/files/QRIS_P-3brief.pdf)

**Race for Results: Building a Path to Opportunity for All Children**

This report explores the intersection of kids, race and opportunity. It features the Race for Results Index, which compares how children are progressing on key milestones across racial and ethnic groups at the national and state levels. The index is based on 12 indicators that measure a child’s success in each stage of life, from birth to adulthood. The indicators were chosen based on the goal that all children should grow up in economically successful families, live in supportive communities and meet developmental, health and educational milestones. The report also makes four policy recommendations to help ensure that all children and their families realize their full potential.

[**http://www.aecf.org/resources/race-for-results/**](http://www.aecf.org/resources/race-for-results/)

**Starting School at a Disadvantage: The School Readiness of Poor Children**

This report reminds us that high-quality early education has great potential for narrowing the school readiness gap between children from families with incomes below the poverty line and children from higher-income families. Of three interventions that researchers examined, preschool programs had the greatest positive effect on school readiness.

**http://www.brookings.edu/~/media/Files/rc/papers/2012/0319\_school\_disadvantage\_isaacs/0319\_school\_disadvantage\_isaacs.pdf**

**Subprime Learning: Early Education in America Since the Great Recession**

The authors of this January 2014 report look at indicators related to early care and education over the past five years, finding that although progress has been made in home-visiting programs, infrastructure-building, standards, and accountability across many states and federal policies; there has also been an increase in child poverty, a lack of attention to the growing population of dual-language learners, reduced funding, and widening achievement gaps between rich and poor. They conclude that the past five years have not worked in the favor of young children who need access to opportunities that would give them a strong start in school and life. [**http://newamerica.net/sites/newamerica.net/files/policydocs/NewAmerica\_SubprimeLearning\_Release.pdf**](http://newamerica.net/sites/newamerica.net/files/policydocs/NewAmerica_SubprimeLearning_Release.pdf)

**Supporting Immigrant Families' Access to Prekindergarten**

Given that children of immigrants form a growing share of the population of young children in the country, policymakers wishing to ensure that their prekindergarten programs are reaching children who could benefit from early education must continue to work to attract and include immigrant families and ELLs. This report is intended to help those interested in improving participation--from program staff to state directors and policymakers--learn from the experiences of other communities about ways to facilitate immigrant families' enrollment in public prekindergarten programs. To understand what strategies programs can adopt to enroll more children of immigrants, we conducted more than 40 telephone interviews with local prekindergarten program directors, outreach specialists, English as a second language (ESL) specialists, state prekindergarten directors, directors of other early childhood education programs such as Head Start, and national early childhood education specialists in communities and states across the country involved with diverse types of early childhood education programs. The strategies described to us fall into four main categories: outreach, enrollment assistance, building relationships with parents, and building immigrant-friendly prekindergarten programs. For each strategy, we describe actions used by local programs and regional program directors and discuss some of the policies, funding, and infrastructure at the state level that they identified as being helpful for this work. Some strategies involve substantial investments of resources and staff time, while others are quite simple and inexpensive to implement.

[**http://www.urban.org/UploadedPDF/413026-Supporting-Immigrant-Families-Access-to-Prekindergarten.pdf**](http://www.urban.org/UploadedPDF/413026-Supporting-Immigrant-Families-Access-to-Prekindergarten.pdf)

**Tools You Can Use**

**Core Qualities for Successful Early Childhood Education (ECE) Programs**

The purpose of this resource from NCLR Core Qualities for ECE is to facilitate children’s successful acquisition of school readiness skills and support children to become culturally and linguistically competent members of their families and communities. The ECE program materials focus on learning in all domains of development and are organized around eight core qualities:

Core Quality 1: High Expectations and High Supports  
Core Quality 2: Collaborative Leadership  
Core Quality 3: Cultural Competence  
Core Quality 4: Bilingualism and Biliteracy  
Core Quality 5: Sustained Meaningful Relationships  
Core Quality 6: Family Engagement and Community Collaboration  
Core Quality 7: Continuous Performance-Based Assessment  
Core Quality 8: Relationships with Institutions of Higher Education

[**http://www.nclr.org/index.php/issues\_and\_programs/education/programs/ece/core\_qualities\_for\_successful\_early\_childhood\_education\_programs/**](http://www.nclr.org/index.php/issues_and_programs/education/programs/ece/core_qualities_for_successful_early_childhood_education_programs/)

**Improving Access to Child Care and Early Education for Immigrant Families: A State Policy Checklist**

State policies can promote access to high-quality child care and early education for immigrant families. This document from the Center for Law and Social Policy (CLASP) provides a template for reviewing current state policies and prioritizing areas for change.

[**http://www.clasp.org/admin/site/publications/files/0385.pdf**](http://www.clasp.org/admin/site/publications/files/0385.pdf)

**Pathways to Cultural Competence**

The goal of NAEYC’s Pathways to Cultural Competence Project was to give early childhood programs that were participating in their state’s quality rating and improvement system two checklists to help guide them in reflecting and improving upon their use of culturally competent practices.

**Pathways to Cultural Competence Program Guide** provides an overview of NAEYC’s process for reflecting on the cultural competence of practices in a particular program. It also provides an overview of the program and teacher checklists.

[**http://www.ecementor.org/articles-on-teaching/Pathways\_to\_Cultural\_Competence\_Project.pdf**](http://www.ecementor.org/articles-on-teaching/Pathways_to_Cultural_Competence_Project.pdf)

**Pathways to Cultural Competence Teacher Checklist** is a tool for individuals to use in thinking about the extent to which their practices reflect cultural competence.

[**http://www.pakeys.org/uploadedContent/Docs/Early%20Learning%20Programs/Other%20Programs/Teachers%20Checklist.pdf**](http://www.pakeys.org/uploadedContent/Docs/Early%20Learning%20Programs/Other%20Programs/Teachers%20Checklist.pdf)

**Pathways to Cultural Competence Program Checklist** is a tool for programs to use in assessing the extent to which they are implementing culturally competent practices.

[**http://www.pakeys.org/uploadedContent/Docs/Early%20Learning%20Programs/Other%20 Programs/Programs%20Checklist.pdf**](http://www.pakeys.org/uploadedContent/Docs/Early%20Learning%20Programs/Other%20%09Programs/Programs%20Checklist.pdf)

**Promoting Cultural Diversity and Cultural Competency: Self-Assessment Checklist for Personnel Providing Services and Supports in Early Intervention and Early Childhood Settings**

Tawara Taylor Goode of the National Center for Cultural Competence developed this checklist to heighten the awareness and sensitivity of personnel to the importance of cultural diversity and cultural competence in human service settings.

[**http://www11.georgetown.edu/research/gucchd/nccc/documents/checklist.EIEC.doc.pdf**](http://www11.georgetown.edu/research/gucchd/nccc/documents/checklist.EIEC.doc.pdf)

**Quality Benchmark for Cultural Competence Tool**

Here’s the final product of NAEYC's Quality Benchmark for Cultural Competence Project (QBCCP), which was created to determine key elements of cultural competence for early childhood programs and ways to meaningfully integrate these concepts within quality rating and improvement systems (QRIS). The tool includes criteria related to seven core concepts of cultural competence, ideas for implementing culturally competent approaches in early childhood programs, and ideas for evaluating or measuring levels of cultural competence. This resource can be modified to reflect state and local priorities and can also be used to assess current practices and target priorities for change.

[**http://www.naeyc.org/files/naeyc/file/policy/state/QBBC%20Tool%20FINAL%20609.pdf**](http://www.naeyc.org/files/naeyc/file/policy/state/QBBC%20Tool%20FINAL%20609.pdf)

**Revisiting and Updating the Multicultural Principles for Head Start Programs Serving Children Ages Birth to Five**

This document identifies 10 principles for culturally responsive programs (e.g., Principle 1: Every individual is rooted in culture), each of which is backed up by relevant research citations. For each principle there are reflective questions, some targeted to self- discovery and others organized to build culturally competent practices. While this resource came from Head Start, the principles and accompanying materials are designed to be used with or by any early childhood program.

[**http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/  
Dual%20Language%20Learners/ecd/culture\_and\_diversity/manage\_pub\_00602a1\_092305.html**](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/ecd/culture_and_diversity/manage_pub_00602a1_092305.html)