

Session 3 Landing Pad on Improving Experiences



How Are We Improving Experiences for Young Children Who Are Culturally, Linguistically, and Ability Diverse?

This landing pad offers research (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 programs for young children who are culturally, linguistically, and ability 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 all the ways in which culture impacts the development of young children.

http://www.zerotothree.org/site/DocServer/Culture_book.pdf?dicID=6921

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>

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

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://www.dec-sped.org/uploads/docs/about_dec/position_concept_papers/Prmtg_Pos_Outcomes_Companion_Paper.pdf

Getting It RIGHT for Young Children from Diverse Backgrounds: Applying Research to Improve Practice

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

Read All About It

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.

[Add URL here](#)

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

See for Yourself

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

On this webinar, experts from around the country (Eva Marie Shivers, Aisha Ray, and Abby Thorman) discussed 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->

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>

Find It Online

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 both the interviews and the roundtable discussion.

<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

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/files/Build%20Initiative%20-%20Benchmarks%200909.pdf>

Culture and Language Elements Within Nine State Early Learning Standards Documents

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>

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.pdf>

Miller Early Childhood Initiative of a World of Difference Institute

Through the initiative, the Anti-Defamation League provides anti-bias workshops and materials designed to train early childhood educators, caregivers, and family members to help children understand, respect, and appreciate differences. The website has resources for children, teachers, and professional development providers that range from children's books to videotapes. Free professional development is also available to support work in early childhood classrooms.

<http://www.adl.org/education/miller/>

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>

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

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

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/

Early Childhood Inclusion: A Joint Position Statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC)

In addition to providing a thoughtful definition of inclusion for children with and without disabilities (e.g., *"a sense of belonging and membership, positive social relationships and friendships, and development and learning to reach their full potential"*), this document highlights the defining features of quality inclusive settings (access, participation, and [systemic] supports). Two related resources are described below.

http://npdci.fpg.unc.edu/resources/articles/Early_Childhood_Inclusion

Delaware MAPS: Meaningful Access Participation & Supports: A Guide to High Quality Inclusion of Children with Disabilities for Families and their Communities

Drawing on the defining features of inclusion, a Delaware parent created this guide to a parents-eye view of inclusion. It provides a great model for how engaged families can enhance program quality.

Research Synthesis Points on Practices That Support Inclusion

This 2011 publication from the National Professional Development Center on Inclusion highlights evidence-based practices for supporting young children with disabilities in quality inclusive settings, organized by the defining features of inclusion.

http://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/NPDCI-ResearchSynthesisPointsInclusivePractices-2011_0.pdf

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>

Including Children with Special Needs: Are You and Your Early Childhood Program Ready?

To help administrators and teachers build confidence in their abilities to be inclusive and increase their awareness of the needs of children with disabilities, the authors developed a Preschool and Kindergarten Inclusion Readiness Checklist for programs to use.

<http://journal.naeyc.org/btj/200903/pdf/BTJWatson.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. Several related products are described below.

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

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>

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%20Programs/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>

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>

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 the Office of 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