Supporting Cultural Responsiveness in Diverse Child Care Settings
Serving Infants and Toddlers
Welcome and Introductions

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Please Select the Role That Fits You Best
Session Overview

- Defining cultural responsiveness
- Why this topic is important for infants and toddlers
- Research and best practices for implementation across diverse child care settings
- State-level strategies for supporting cultural responsiveness
- Strategies and supports for implementation within CCDF Child Care, Early Head Start, and Family Child Care
- Resources related to culturally and linguistically responsive practices
Objectives

Participants will do the following:

- Increase their knowledge of cultural responsiveness and positive outcomes for infants and toddlers
- Explore strategies to support cultural responsiveness in diverse child care settings
- Identify strengths in culturally responsive care across Early Head Start, child care centers, and family child care settings
- Become familiar with resources and best practices to support the needs of diverse infant/toddler populations
What are some of the diverse populations reflected in child care?
Cultural Responsiveness and Positive Outcomes for Infants and Toddlers
Program for Infant/Toddler Care (PITC) Six Essential Program Practices

- Individualized care
- Inclusion of children with special needs
- Culturally Sensitive care
- Continuity of care
- Small group size
- Primary care

Why Is Culturally Responsive Care Important for Infants and Toddlers?

- Enhances the quality of care
- Strengthens identity development
- Creates a feeling of belonging
- Informs the infant’s sense of self

Why Is Culturally Responsive Care Important for Infants and Toddlers?

Culture shapes the context for social interactions that form the fundamental building blocks of the various dimensions of identity.

Culturally and Linguistically Responsive Care

A culturally responsive learning environment promotes continuity between children’s home environments and their early learning environments. Dual-language learning fosters children’s sense of belonging, social connectedness, and emotional attachment.

Culturally and Linguistically Responsive Care

Cognitive development advantages of bilingualism include increased cognitive control, enhanced problem solving abilities, greater working memory, and increased ability to focus, ignore distracting information, and apply known concepts to new situations.

Culturally and Linguistically Responsive Care

Infants and toddlers who were exposed to two languages before age 3 performed better in reading, phonological awareness, and competence in both languages.

National-Level Strategies to Support Culturally Responsive Practices
## CCDF and Cultural Responsiveness

<table>
<thead>
<tr>
<th>Section in Code of Federal Regulations</th>
<th>Related to cultural and linguistic responsiveness</th>
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<tbody>
<tr>
<td>§ 98.15(a)(9)(i)</td>
<td>Culturally and linguistically appropriate early learning and developmental guidelines</td>
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<td>§ 98.33(b)(1)(iv)</td>
<td>Best practices concerning children’s development and meaningful parent and family engagement</td>
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<td>§ 98.44(a)(6)</td>
<td>Research and best practice, including culturally and linguistically appropriate practices</td>
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<td>§ 98.44(b)(1)(iii)</td>
<td>Promoting child development across all major domains</td>
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<td>§ 98.44(b)(2)(iv)(D)</td>
<td>Ongoing accessible professional development appropriate for diverse populations</td>
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<tr>
<td>§ 98.53(1)(i)(A)</td>
<td>Culturally appropriate strategies to promote the social, emotional, physical, and cognitive development of children</td>
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<tr>
<td>§ 98.53(1)(iv)</td>
<td>Engaging parents and families in culturally and linguistically appropriate ways</td>
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Quality Rating and Improvement Systems (QRISs) and Cultural Responsiveness

QRISs and Cultural Responsiveness

19 states have cultural and linguistic diversity indicators within their QRIS standards

- Colorado
- Delaware
- Florida
- Georgia
- Idaho
- Illinois
- Massachusetts
- Michigan
- Minnesota
- Nebraska
- Nevada
- New Mexico
- New York
- Oregon
- South Carolina
- Texas
- Virginia
- Washington
- Wisconsin

State-Level Strategies to Support Culturally Responsive Practices
Florida’s Approach to Cultural and Linguistic Responsiveness
Florida’s Approach to Cultural and Linguistic Responsiveness

Erin Smeltzer, Manager
School Readiness Program
Florida Office of Early Learning
Strengths

- Statewide equity and cultural competence work – The Lens
- Translation options on OEL and several coalition websites
- Some parent forms and resources available in other languages
- Vroom tips for families in Spanish [www.vroom.org](http://www.vroom.org)
- Bilingual and diverse coalition staff and early educators
- Inclusive and responsive in trainings and resources for providers and educators
- Training and technical assistance for educators in Spanish
- Development of Communities of Practice for ESL early educators
- Development of guidelines for preventing expulsion, dismissal and suspension
- Child screening results in Spanish
- Training and technical assistance for educators in Spanish
Challenges

- Awareness
- Persistent language barriers in daily communication with families, program materials, family resources, training for educators, etc.
- Comprehensive understanding that cultural responsiveness is more than just translation

- Lack of data:
  - The impact of implicit bias
  - Historical data on expulsion/dismissal
Lessons Learned

- Awareness comes first
- Equity in resources
- Listen well
- Invite your opposition
Next Steps/Goals for the Future

- Translation of resources and trainings
- Awareness trainings (implicit bias, cultural responsiveness and understanding of norms)
- Dual-language learning specialization to guide parent choice
- Expulsion data analysis
Questions or reflections for Florida
Minnesota’s Approach to Cultural and Linguistic Responsiveness
Minnesota’s Approach to Cultural and Linguistic Responsiveness

Kathy Schwartz, Infant Toddler & Professional Development Specialist
Minnesota Department of Human Service
Strengths

◆ Community Engagement
  ▪ Gathering community and stakeholder input
  ▪ Creating recommendations
  ▪ Feedback to communities prior to implementing changes

◆ Recruitment and support of trainers, coaches and the workforce
  ▪ Trainer mentorship program
  ▪ Cultural adaptations to state curricula
  ▪ Professional Development Advisors

◆ Locally Designed Supports
  ▪ Ojibwe and Dakota language supports for children in child care
  ▪ Learning communities paired with coaching
Challenges

- **Data collection and data sharing across systems**
  - Improve workforce and child level data collection
  - Consistently collect data across agencies
  - Strengthening opportunities to share data

- **Recruiting and retaining quality child care programs**
  - Offer variety of supports- including business planning
  - Exploring new partnership opportunities
Lessons Learned

- Equity and inclusion have to be a priority at all levels in order to impact change.

- Engagement isn’t “one and done”. Just as continuous quality improvement is on-going, so must stakeholder engagement be on-going.
Lessons Learned

- Relationships matter. Those working together will not always agree, but it is important to keep the dialog going in order to build trust over time.

- Process and outcomes are equally important, especially when working on issues related to equity and inclusion. Both must be strong.

- Change cannot happen without trust, trust will not happen without change.
Next Steps / Goals for the Future

- Strategic planning through an equity lens
- Continue to learn more about human centered design, and apply it in our policy development work
- Strengthen the evaluation of resource investments
Questions or reflections for Minnesota
Share in the Chat

What strategies, supports, and resources for cultural and linguistic responsiveness would you like to share?
Diverse Child Care Settings: Strategies, Supports, and Resources
NAEYC Pathways to Cultural Competence

Concept 1: Children are nested in families

Concept 2: Identify shared goals among families and staff

Concept 3: Authentically incorporate cultural traditions in the classroom

Concept 4: Acknowledge child development as a culturally-driven, ongoing process that should be supported across contexts in a child’s life (e.g., school and home)

Source: Pathways to Cultural Competence from NAEYC and the Build Initiative
http://www.buildinitiative.org/WhatsNew/ViewArticle/tabid/96/ArticleId/281/Pathways-to-Cultural-Competence.aspx
NAEYC Pathways to Cultural Competence

Concept 5: Individuals and institutions’ practices are embedded in culture

Concept 6: Ensure decisions and policies embrace home languages

Concept 7: Ensure policies and practices embrace and respect families cultural values, attitudes, and beliefs toward learning

Concept 8: Equalize balances of power; counter stereotyping and bias through intentional teaching

Source: Pathways to Cultural Competence from NAEYC and the Build Initiative
http://www.buildinitiative.org/WhatsNew/ViewArticle/tabid/96/ArticleId/281/Pathways-to-Cultural-Competence.aspx
Culturally Responsive versus Culturally Insensitive

- Culturally Responsive Practices
- Culturally Insensitive Practices

Positive to Negative

State Capacity Building Center
# PITC Strategies

Create collaborative and reciprocal relationships with culturally and linguistically diverse families

Establish clear two-way communication with families

Express interest in children’s home language

Include children with special needs in diverse child care settings

Inquire about parents’ goals for their children’s learning and development

Collaborate with families to support children’s bicultural and bilingual development

Ask, acknowledge, and adapt

Family and Community Engagement
Developing Culturally Responsive Caregiving Practices

- Ensure ongoing, dynamic, and mutually respectful interactions.
- Use problem-solving strategies to create collaborative solutions that reflect both staff and family ideas and practices.

Environments: Infusing Culture and Language into the Early Childhood Classroom

- Music & movement
- Art
- Fine motor & manipulatives
- Language & Literacy
- Dramatic play
- Block area
- Sensory activities
- Gross motor
- Nature & Science
Strategies for Culturally and Linguistically Responsive Practices

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<td>Demographics and community data</td>
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<td>Family involvement in the planning process</td>
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Strategies for Culturally and Linguistically Responsive Practices

- Supporting workforce diversity that reflects the race, ethnicity, languages, and cultural backgrounds of children
- Supporting dual and multilingual learning
- Including all children with differing abilities
- Identifying and developing resources
- Assessing the environment and building support
- Determining staff development needs and interests
Strategies for Culturally and Linguistically Responsive Practices

1. Using intentional learning to build on cultural backgrounds for curriculum implementation
2. Setting goals and outlining action steps
3. Implementing culturally and linguistically responsive practices
4. Using evaluation data and parent satisfaction feedback
5. Practicing continuous quality improvement
Training and Supports for Implementation

- Infant/toddler specialist networks
- Child care resource and referral (CCR&R) agencies
- Quality rating and improvement systems
- Others: state-level, regional, and local
Toolkits and Resources
Resource Guide: Developing Culturally Responsive Approaches to Serving Diverse Populations

Contents

1. Defining and Understanding Cultural Competency
2. Choosing Interventions for Diverse Populations
3. Conducting a Needs Assessment
4. Measurement Considerations for Diverse Populations
5. Collaboration through a Diversity Lens
6. Workforce Diversity—Organizational and Staffing Capabilities
7. Budgeting—The Cost of Responsiveness to Serving Diverse Populations

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Table 2. Resources for addressing the understanding of diverse populations
Table 3. Resources for conducting a needs assessment
Table 4. Resources for measurement and measurement considerations
Table 5. Resources for collaboration tools
Table 6. Resources for organizational and staffing capabilities
Table 7. Resources for budgeting

Resource: Building Culturally and Linguistically Competent Services to Support Young Children, Their Families, and School Readiness

Annie E. Casey Foundation. Building Culturally and Linguistically Competent Services to Support Young Children, Their Families, and School Readiness

Resource: Multicultural Principles

Resource: *Family Engagement and Cultural Perspectives: Applying Strength-based Attitudes*

National Center on Parent, Family and Community Engagement, *Family Engagement and Cultural Perspectives: Applying Strengths-based Attitudes*  
Resource: *Race Equity and Inclusion Action Guide*

Questions

Reflections
Break to Evaluate
Poll Question 2

How likely are you to use one of the strategies or resources that you heard about today?
Poll Question 3

How much has your understanding improved regarding cultural responsiveness with infants and toddlers?
Poll Question 4

What other webinar topics would be useful to you?
Thank you!!
# Featured Resources

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<td><strong>Culture and Language</strong></td>
<td>Early Childhood Learning and Knowledge Center (ECLKC), <a href="https://eclkc.ohs.acf.hhs.gov/culture-language">https://eclkc.ohs.acf.hhs.gov/culture-language</a></td>
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<td><em>Enhancing Practice with Infants and Toddlers from Diverse Language and Cultural Backgrounds</em></td>
<td>NAEYC, retrieved from <a href="https://eric.ed.gov/?id=EJ992259">https://eric.ed.gov/?id=EJ992259</a></td>
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Resources


- Core Qualities for Successful ECE Programs: Self-Assessment Tool from the BUILD Initiative and the National Council of La Raza [http://www.buildinitiative.org/Portals/0/Uploads/Documents/Core%20Qualities%20For%20Successful%20ECE%20Programs%20Self-Assessment.pdf](http://www.buildinitiative.org/Portals/0/Uploads/Documents/Core%20Qualities%20For%20Successful%20ECE%20Programs%20Self-Assessment.pdf)

- Culture and Language [https://eclkc.ohs.acf.hhs.gov/culture-language](https://eclkc.ohs.acf.hhs.gov/culture-language)


- Enhancing Practice with Infants and Toddlers from Diverse Language and Cultural Backgrounds [https://eric.ed.gov/?id=EJ992259](https://eric.ed.gov/?id=EJ992259)
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Resources

- Program for Infant and Toddler Care (PITC) Six Essential Program Practices for Relationship-based Care: Culturally Sensitive Care

- Promoting Cultural Competence Self-Assessment Checklist from the National Center on Cultural Competence
  [https://nccc.georgetown.edu/assessments/](https://nccc.georgetown.edu/assessments/)

- Quality for Whom? Supporting Diverse Children and Workers in Early Childhood Quality Rating and Improvement Systems

- Selecting and Using Culturally Responsive Children’s Books

- Selecting Culturally Appropriate Children’s Books in Languages Other Than English
Resources

◆ Supporting the School Readiness and Success of Young African American Boys Project: Reflections on a Culturally Responsive Strength-Based Approach

◆ Tip Sheet: Creating Environments That Include Children’s Home Languages and Cultures

◆ Tip Sheet: Including Children’s Home Languages and Cultures

References


- Lopez Morgan, C. Cultural sensitivity is... [Handout from Module IV, Responding to Families in Culturally Sensitive Ways training session]. Unpublished document. Sausalito, CA: The Program for Infant/Toddler Care

References (continued)


- Ray, A. (2015, April). *Culture as the lens through which children learn best: Implications for policies to improve teaching*. Workshop presented at the 2015 BUILD Initiative & Center on Enhancing Early Learning Outcomes Conference Learning Table on State Policy to Improve Teaching and Children’s Learning, Chicago, IL.

