



CHILD CARE

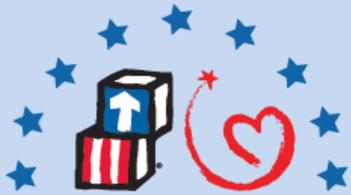
State Capacity Building Center

What Culturally Competent Care Looks and Feels Like to Infants and Toddlers: Establishing Policies and Practices

BUILD QRIS National Meeting

July 12, 2016

New Orleans, Louisiana



CHILD CARE

State Capacity Building Center

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What Inspires Us to Be Here and Why?



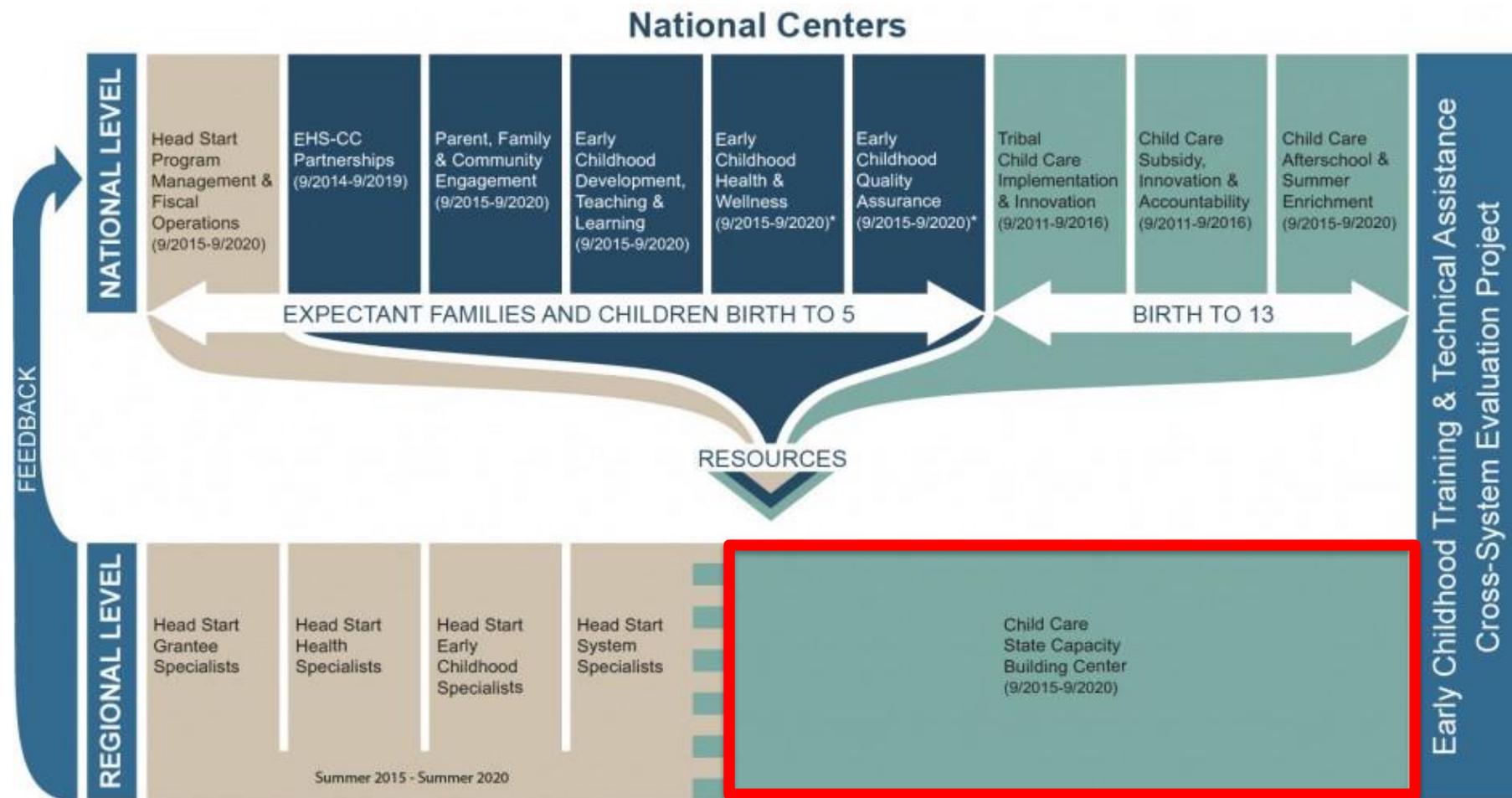
Introducing the State Capacity Building Center

- ◆ Ensures the effectiveness of programs implemented under the Child Care and Development Fund (CCDF)
- ◆ Develops strategies to improve the quality and increase the supply of infant and toddler services
 - Use of 3% set-aside
- ◆ Advances the development of early childhood systems

Infant/Toddler
Specialist Network



Where Do We Fit Within the Administration for Children and Families (ACF) Training and Technical Assistance (T/TA) System?



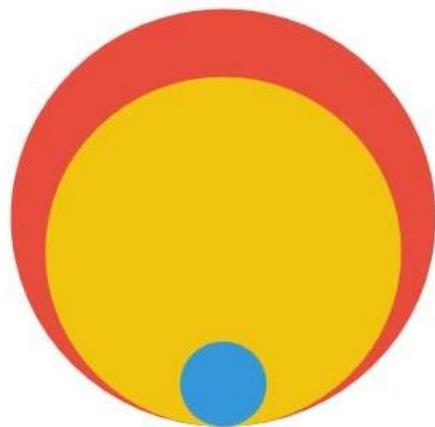
Source: Administration for Children and Families Web site. Retrieved from <http://www.acf.hhs.gov/programs/ecd/interagency-projects/ece-technical-assistance>

Session Outcomes

- ◆ Access our own assumptions, actions, and inspirations, for the purpose of recognizing our own mental models and being open to the mental models of others
- ◆ Examine the critical function of cultural competence in the infant and toddler classroom and what it looks and feels like in high-quality infant and toddler care settings
- ◆ Explore systems, policies, and program design that intentionally support cultural competence and the optimal development of **all** children

National Picture of Infants and Toddlers in Child Care Settings

Nearly 7 million children under the age of 3 spend some or all of their day being cared for by someone other than their parents



■ Poor Quality (~ 40%) ■ Average Quality (~50%)
■ Good Quality (~ 10%)

More than 40% of infants and toddlers are in child care of poor quality



Infant Toddler Child Care Quality

What Is It Like?

- ◆ What is it like to attend an infant and toddler program as an actual infant or toddler?
- ◆ What is it like to send your child to an infant and toddler program?
- ◆ What is it like to be a program leader overseeing an infant and toddler program?
- ◆ What is it like to be a leader in building systems for high-quality care for infants, toddlers, and their families?

Picture This

***DVD Clip: Early Months,
California Infant/Toddler
Learning & Development
Foundations***

Promoting Equity

- ◆ Creating equitable, high quality early care and education systems that have sufficient policies, programs and capacities in place to support and sustain optimal developmental and educational outcomes for all children, including the most vulnerable.
- ◆ Creating a workforce at all levels that is able to provide equitable, high quality, culturally responsive, intellectually rigorous, and emotionally supportive care and education for children, including the most vulnerable.

Attribution: Aisha Ray, Ph.D., Erikson Institute; *Culture as the Lens Through Which Children Learn Best: Implications for Policies to Improve Teaching*; Chicago, Illinois, April 28–29, 2015

Children Birth to Age 3 in the U.S.

- ◆ A very complex group that includes:
 - Children from cultural and racial/ethnic groups—African American, Asian American, Alaskan Native, Latino, Native American, Pacific Islanders, and children of immigrants
 - Children whose first languages and dialects
 - Children in poverty—children from all groups including children of color, immigrant children, and White children
 - Children with diverse abilities
 - Children from the world's cultures
- ◆ Children in these categories are more likely to have poorer early developmental and educational outcomes than middle-class children

Attribution: Aisha Ray, Ph.D., Erikson Institute; *Culture as the Lens Through Which Children Learn Best: Implications for Policies to Improve Teaching*; Chicago, Illinois, April 28–29, 2015

Children in poverty and children of color are more likely than other groups of children to face significant developmental and educational challenges

Attribution: Aisha Ray, Ph.D., Erikson Institute; *Culture as the Lens Through Which Children Learn Best: Implications for Policies to Improve Teaching*; Chicago, Illinois, April 28–29, 2015

Theory, Research, and Consensus Documents in the Early Childhood Field

1. Development occurs in the context of culture and relationships
2. Young children's cultural and language identity are essential to their optimal development
3. Young children's home culture and language should be used as platforms for teaching and learning
4. Young children have a right to the knowledge and skills of power (e.g., literacy, "school English") and a right to their cultural and linguistic traditions

Attribution: Aisha Ray, Ph.D., Erikson Institute; *Culture as the Lens Through Which Children Learn Best: Implications for Policies to Improve Teaching*; Chicago, Illinois, April 28–29, 2015

Culturally Responsive Education and Interactional Patterns

- ◆ All children can learn (no exceptions)
- ◆ High standards: Excellence and rigor in teaching and learning
- ◆ All programs, tools and activities (e.g., teaching, curriculum) help children gain the skills and capacities needed for educational success at school and in life
- ◆ Authentic assessment tied to learning—multiple assessment strategies; assessment supports instruction
- ◆ Highly prepared culturally responsive environments and staff at all levels
- ◆ Authentic, deep and rich involvement with families and children's communities
- ◆ Rich curriculum that reflects cultures—grounded and taught through children's cultures, capacities, and prior experiences

Attribution: Aisha Ray, Ph.D., Erikson Institute; *Culture as the Lens Through Which Children Learn Best: Implications for Policies to Improve Teaching*; Chicago, Illinois, April 28–29, 2015

What Are We Asking Teachers to Do?

- ◆ Support the healthy emotional and social development of young diverse children;
- ◆ Support cognitive, language and physical development of diverse children;
- ◆ Create robust stimulating care and learning environments—in center-based, home based and other services;
- ◆ Prepare them for school and support transitions;
- ◆ Assess diverse children appropriately and use assessment to enhance learning;
- ◆ Engage in critical self-reflection to improve their practice;
- ◆ Partner with colleagues (other teachers, administrators) to support a learning environment within the classroom and program;
- ◆ Partner with diverse families and understand the communities from which children come;
- ◆ Understand diversity and demonstrate cultural competence and engage in anti-bias practice;
- ◆ Act ethically;
- ◆ Be life long professional learners—honing their knowledge and skills;
- ◆ Adhere to standards of local, state and national entities.

Attribution: Aisha Ray, Ph.D., Erikson Institute; *Culture as the Lens Through Which Children Learn Best: Implications for Policies to Improve Teaching*; Chicago, Illinois, April 28–29, 2015

Teachers and Early Care Staff Cannot Do It Alone

- ◆ Tendency in research and practice to focus on changing teachers and caregivers through pre- and in-service 'diversity' or cultural competence training
- ◆ Professional Development regarding diversity is generally fragmented, not targeted to specific teacher needs, and there is little follow-up
- ◆ Cultural competence is not only an individual but a systems task and responsibility

Attribution: Aisha Ray, Ph.D., Erikson Institute; *Culture as the Lens Through Which Children Learn Best: Implications for Policies to Improve Teaching*; Chicago, Illinois, April 28–29, 2015

Questions to Further Ignite Reflection

- ◆ How do we build effective, culturally competent, and racially equitable early child care systems, including a diverse workforce, for children birth to age three?
 - What will it take?
 - Where are the successes?
 - What are the barriers?
 - What actually makes a difference?
- ◆ Where might a small change have a long-lasting impact on the system? How can we use what we know about the system to identify leverage actions?
- ◆ Why is it important for programs to build in strong policies at the program level, county level, and state level? How do we ensure all children have a strong foundation of early care and learning during the first three years?



What are my future steps as a result of this session?

What is inspiring me to act?

Am I open to other points of view?

As I learn about new perspectives in the system, am I willing to change my mind (aka mental model)?



Thank You!



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Resources

- ◆ **Multicultural Principle Learning Extensions**
<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/fcp/docs/multicultural-principles-learning-extensions-principle-01.pdf>
- ◆ **Planned Language Approach**
<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/planned-language-approach>
- ◆ **Why Do We Need a Planned Language Approach?**
<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/planned-language-approach/docs/why-do-we-need-a-pla.pdf>
- ◆ **Incorporating Cultural Competence in Quality Rating and Improvement Systems (QRIS)**
<https://www.naeyc.org/policy/statetrends/qrisculturalcompetence>
- ◆ **Quality Rating and Improvement Systems for a Multi-Ethnic Society**
<http://www.buildinitiative.org/WhatsNew/ViewArticle/tabid/96/ArticleId/181/Quality-Rating-and-Improvement-Systems-for-a-Multi-Ethnic-Society.aspx>
- ◆ **Systems Thinking: What Is Systems Thinking? (Waters Foundation)**
<http://watersfoundation.org/systems-thinking/overview/>
- ◆ **The Fifth Discipline: The Art & Practice of the Learning Organization (Peter M. Senge)**
<https://www.getabstract.com/en/summary/human-resources/the-fifth-discipline/1257/>
- ◆ **Video: The Fun Theory 1 - Piano Staircase**
<https://youtu.be/SByymar3bds>

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