Recruitment and Support of Culturally and Linguistically Diverse Providers

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Session Agenda

• Context: Cultural and linguistic diversity in early childhood programs
• Early Head Start-Child Care Partnership strategies
• Innovative State strategies:
  – California
  – Iowa
  – Minnesota
• Question/Answer opportunity
• Integrating culturally and linguistically responsive practices across ACF
• Resources on recruiting and supporting a diverse workforce
• Wrap Up
Figure 1: Children of Immigrants as Percentage of All Children under Age 6, by State: 1990 and 2011-13

Note: The percentages are sorted by the share observed in 2011-13
Source: Authors’ tabulations of U.S. Census Bureau 1990 Decennial Census and pooled 2011-13 ACS data
Used with permission from the Migration Policy Institute (MPI). MPI is an independent, nonpartisan think tank in Washington, DC, dedicated to the study of the movement of people worldwide. See reference list for full citation.
Dual Language Learners

Young children who are learning two (+) languages at the same time, or learning a second language while continuing to develop their first language. DLLs are:

- A highly diverse group who speak many different languages at home (Spanish is the most common);
- AIAN children who speak or are learning a heritage language.
- About 1/3 of the children in Head Start;
- 27% of children under 6 come from homes where at least one parent speaks a language other than English (LOTE).
- About 1/5 of school aged children come from homes where a LOTE is spoken.
- Over 140 languages spoken by Head Start children and families
Supporting Dual Language Learners in Early Childhood Programs

• Partner with communities to expand PD opportunities to bilingual aides, paraprofessionals, support staff, etc.

• Ensure that credentials include an understanding of cultural competence, dual language development, and strategies that support the development of DLLs.

• Partner with institutions of higher education to ensure that all degree programs for early education professionals include an understanding of dual language development and cultural competence.

• Ensure that existing TA efforts include specific supports for providers who serve DLLs. Coaches and consultants who are part of the State’s TA efforts should understand how cultural and language considerations inform their services, and build teachers’ capacity in serving all children, including DLLs.

Expulsion and Suspension in Early Childhood Settings

• Include practice-based PD in State entry-level credentials, focused on promoting children’s social-emotional and behavioral health and capacity to identify and eliminate biases.

• Work with institutions of higher education to ensure that teacher preparation includes a strong foundation in social-emotional and behavioral development and self-reflection to identify and eliminate biases.

• Implement statewide models of coaching and consultation, including Early Childhood Mental Health Consultation and age-appropriate Positive Behavior Intervention and Supports (PBIS).

• Build early childhood career pathways that incorporate progressively advanced capacity in social-emotional and behavioral health promotion and self-reflection to identify and eliminate biases at each step in the career ladder.
Early Head Start-Child Care Partnership Strategies

- CDA cohorts
- Spanish CDA courses
- Communities of Practice
- Meaningful professional development opportunities and support for Spanish speaking Family Child Care providers
- Innovative recruitment strategies
CA’s Child Care Initiative Project (CCIP) Efforts to Recruit Culturally and Linguistically Diverse Family Child Care Home Providers
Child Care Initiative Project (CCIP)

- Offered through local Child Care Resource & Referral (CCR&R) organizations to recruit, train, & retain licensed family child care providers
- http://www.rrnetwork.org/ccip_quality
CCIP Contract

• Using CCDF Quality Improvement funding, the CCR&Rs:
  – Recruit, train and support family child care providers
  – Focus on the recruitment of licensed family child providers in order to increase the supply and quality of child care in home settings
  – Recruit providers who will provide care for infants and toddlers
• Contract can be found at:
  http://www.cde.ca.gov/fg/aa/cd/quality.asp
Project Implementation Plan

• Report of current family child care supply and licensed capacity in the service delivery area
• Recruitment and training goals
• Description of recruitment, training, and support activities to be conducted
• Timeline of the activities to carry out the project goals, including a plan for recruitment, training, technical assistance, retention and on-going support for the providers
## 2,568 CCIP Providers by Language

<table>
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<td>English</td>
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<tr>
<td>Spanish</td>
<td>696</td>
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<tr>
<td>English &amp; Spanish</td>
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<tr>
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<td>Russian</td>
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<td>Arabic</td>
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<tr>
<td>Farsi</td>
<td>3</td>
</tr>
<tr>
<td>Vietnamese</td>
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</tr>
</tbody>
</table>
Recruitment Strategies

- Reach out to community members who indicate interest in providing child care, including license-exempt individuals.
- Provide training in the languages of the communities where R&R child care inquiry data demonstrates that there’s a need.
- Co-train or facilitate linguistic cohorts with a language partner from the community.
Additional Strategies

• Recruit at licensing orientations
• Present CCIP information at CalWORKs (TANF) Career Centers
• Provide hands-on training for potential providers at play days
• Contact in-person or by phone, especially in their language
• Coordinate home tours of licensed FCC for non-English speakers
• Offer a stipend for completing defined number of training hours
California Early Childhood Online

Welcome to CECO

To support early childhood teachers, the California Early Learning and Development System provides an integrated set of resources based on state-of-the-art information for early learning and development and best practices in early education. The courses provided on the California Early Childhood Online (CECO) Web site enable teachers to increase content knowledge and ability to provide developmentally appropriate experiences for children in their care. Meeting the developmental needs of young children and their families requires a comprehensive approach. CECO provides access to comprehensive resources and courses in one centralized location to meet the ever-changing needs of the early childhood field.

Learn More  Modules Available  View Tutorial  FAQs
New Online Training Modules

- Health & Safety and Family CC Business Practices modules to be posted on CECO at:
  https://www.caearlychildhoodonline.org
  - Will facilitate tracking provider progress towards completion of training
  - Will be functional in Spanish this fall

- Supported by R&Rs providing language cohort facilitation

- Training topic scripts being developed
Promoting a Diverse Early Childhood Workforce
ECAC: Equity Advisory Committee

**FIVE GAPS** (Bruner et al., n.d.)

1. Kindergarten readiness gap
2. Participation gap
3. Cultural awareness and recognition gap
4. **Workforce diversity gap**
5. Stakeholder planning and decision-making gap

Diverse Workforce Development Strategies

• Identify ongoing needs for the Iowa’s early childhood workforce in terms of cultural and linguistic diversity and translation services.

• Encourage the expansion of targeted programs or grants providing opportunities for professional development and involvement in the early childhood workforce, especially T.E.A.C.H. and WAGES.

• Learn from other systems or employers who have had success in recruiting and maintaining a representative, diverse work force.
Higher Education Summit (May 22, 2016)

• Student recruitment and retention practices that ensure student success
• Teach skills for learning: be on time, be ready, be aware & focused, complete assignments
• Promote culturally responsive teaching (explicitly addressing implicit bias)
• Address extant barriers
  • I do not belong here.
  • I do not feel safe here.
Other strategies

• Create supports for working and non-traditional students:
  • Increase evening and online classes
  • EarlyEdU
  • T.E.A.C.H. and WAGE$
• Identification and promotion of diverse practicum sites
• New 1-credit Community College Course on Teaching DLLs
Planned Language Approach (PLA)

- PLA is the way we support all DLLs in Head Start, PreK and Child Care
- Incorporated PLA into Iowa Culture and Language Conference
- Developed cohorts and promoted PLA practices
  - Classroom Language Models
  - Program Readiness Checklist
Planned Language and the Workforce

**Classroom Language Models (CLM)**

- Identify appropriate CLM:
  - English With Home Language Support
  - Dual Language
  - Home Language as a Foundation for English Development
  - English—EHS

- Identify desired CLM and staff accordingly (high quality language model plus appropriate qualifications)

**Organizational Capacity Checklist (e.g.)**

- Job descriptions include expectations that teachers are high quality classroom language models
- Bilingual staff assessed in all proficient languages
- Interpreters and translators have job descriptions, specified qualifications, ongoing professional development
Recruiting and Supporting Diverse Child Care Providers in Minnesota

Deb Swenson-Klatt and Cindi Yang, Minnesota Department of Human Services, STAM 2016
Minnesota’s Reality

- Nearly 50 percent of kids aren’t ready for kindergarten: Kids that start behind often never catch up
- **Some of the worst achievement gaps in the nation:** Achievement gaps begin early. Minnesota’s achievement gap between white students and African American, American Indian and Latino students is worst in the US
- **Demographics are increasingly more diverse:** Minnesota has seen an increase in the number and size of New American communities throughout the state
A Commitment to Equity and Access

- DHS’ Framework for Future highlights agency goals to serve People, ensure Integrity and Innovation support and Equity
  - **Equity measures** aim to reduce disparities and improve outcomes
  - For DHS Child Care Programs -- **More children of color and American Indian children have access to quality child care**
Recruiting and Supporting Diverse Child Care Providers: An Equity Lens

- Understand historical context
- Engage those impacted in designing purpose, equity goals and strategies
- Describe and monitor both positive and negative impacts
- Anticipate barriers to equity goals and address proactively
- Describe and measure what success looks like
A Comprehensive Approach

**Parent Aware QRIS**
- Helps families find quality child care and early education and supports programs to improve their practices
- Equity Goals
  - Increase QRIS participation among providers of color and providers speaking languages other than English
  - Embed culturally responsive practices in Parent Aware Rating Tool

**Professional Development**
- Increases the skills and knowledge of the child care workforce
- Equity Goal -- Provide cutting-edge, culturally responsive training, education and coaching to all licensed child care professionals

Child Care Aware System -- 19 local agencies and a statewide office that provide parent education and referral services and support the professional growth of child care professionals. Equity Goal -- Build and support a service delivery infrastructure for Parent Aware, workforce supports and professional development that ensures access for all families and providers
Parent Aware Equity and Access Strategies

- Provide **culturally-specific Parent Aware coaching and Technical Assistance** to Somali, Hmong, Spanish, and African-American providers and for providers in Minnesota’s 11 tribes.

- Maintain **statewide language line** for parents and child care providers accessing child care services offered by the Child Care Aware system. Provides interpreters for those speaking Spanish, Somali and Hmong.

- Increase pool of **bilingual, bicultural trainers** providing Parent Aware-required training.
Parent Aware: Equity Successes and Challenges

- **Successes**
  - Providers who speak languages other than English and who self-identify as other than White are more likely to participate in Parent Aware than providers who only speak English or self-identify as White only.
  - Revised standards and indicators strengthen culturally responsive practices.

- **Challenges**
  - Providers speaking languages other than English need more time and supports to prepare for ratings.
  - Application materials need to be more accessible for non-native English speakers to easily use and understand.
Professional Development System Equity Strategies

- Support a diverse and culturally competent trainer and coach community
  - Bilingual/bicultural trainer initiative
  - Training available for all trainers and coaches on cultural responsiveness

- Use a universal, multicultural design framework to develop and revise training curriculum

- Deliver key trainings in Hmong, Spanish and Somali
Professional Development Equity
Successes and Challenges

- **Successes**
  - 35 trainers statewide training in 8 languages -- Somali, Arabic, Spanish, Oromo, Hmong, Karen, Bhutanese and Amharic
  - All state-funded training curricula, including training required for Parent Aware and CCDF-required health and safety training is developed using our universal design, multicultural framework

- **Challenges**
  - Pool of trainers and coaches is still not diverse enough to meet the needs of our child care provider population
  - Fundamental barriers of access to higher education and adequate compensation hamper our efforts
Child Care Aware System Equity Strategies

- **MN Tribal Resources for Early Childhood Care (MNTRECC)** – A tribal “district” that is integral to MN’s CCR&R system, connecting tribes to Child Care Aware, Parent Aware and Professional Development

- **Language line** – A live phone system provides families and providers with access to interpreter services in Hmong, Spanish and Somali

- **New American Network** – A Twin Cities metro area leadership and professional development initiative for Hmong, Somali and Latino child care providers, both licensed and legally unlicensed
Questions? Please contact us:

Deb Swenson-Klatt, Manager, Child Development Services – deb.Swenson-klatt@state.mn.us
Cindi Yang, Director, Community Partnerships and Child Care Services -- Cindi.Yang@state.mn.us
Questions for the State panel?
Supporting Dual Language Learners in Early Childhood Programs: U.S. Departments of Health and Human Services (HHS) and Education (DOE) Joint Policy Statement

• The joint HHS and ED policy statement advances state practices by:

  • Setting expectations for high-quality and appropriate supports and services for young children who are DLLs;
  • Increasing awareness about the benefits of bilingualism and home language development;
  • Reviewing the research on the unique strengths of and challenges faced by this population, and highly effective strategies to promote learning and development;
  • Providing recommendations to early childhood programs, tribes, and States on establishing policies and implementing practices that support children who are DLLs;
  • Providing considerations for tribal communities engaged in Native language revitalization, maintenance, restoration, or preservation efforts within their early childhood programs; and
  • Identifying free resources to support States, tribal communities, programs, teachers, providers and families in supporting the development and learning of children who are DLLs.

Integration of Culturally and Linguistically Responsive Practices in ACF- Early Childhood Training and Technical Assistance (T/TA) System

• The Equity, Inclusiveness & Culturally and Linguistically Responsive Practices (EI&CLRP) Workgroup: OHS and OCC joint Approach

• Our Goals & Objectives:
  • To develop an approach and strategies for incorporating equity, inclusiveness, and culturally and linguistically responsive practices (EI&CLRP) into the TTA Transformation.
  • To intentionally coordinate and collaborate on the ongoing development of EI&CLRP TTA policies and procedures across all National TTA Centers.
  • To build on key messages that help to clarify EI&CLRP in systems, program environments and individual relationships with children and families.
  • To continually analyze grantee needs around equity, inclusiveness, culture, language and bias, and to prioritize the development of resources and training accordingly.
  • To ensure that all TTA National Centers have a coordinated and collaborative approach to EI&CLRP processes, content, terminology and overall TTA.

• Our Accomplishments and Next Steps
School Readiness – Four Steps to Succeed

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**STEP 1. SETTING GOALS**

School readiness goals describe the intended purposes and expected results from quality teaching and learning. This includes meaningful and responsive relationships, experiences, and interactions. Once established, the program’s school readiness goals will not change substantially from year to year. However, goals for individual children and families will likely change based on needs and progress revealed by ongoing data collection. Read more »

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**STEP 2. PLANNING AND IMPLEMENTING**

Every Head Start and Early Head Start program is required to develop a plan of action to meet desired outcomes of school readiness, family engagement, professional development, curriculum, assessment, and teaching practice. A key part of this plan is to make sure teachers, home visitors, and family child care providers intentionally support children’s progress. For this to happen, systems and services must come together as early as possible. Read more »

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**STEP 3. ASSESSING AND AGGREGATION**

With goals and a plan of action in place, the next challenge is to identify ways to measure...
Framework for Effective Practice: Highly Individualized Teaching and Learning

Young children vary widely in their skills, knowledge, backgrounds and abilities. Effective teaching for all children requires individualized teaching and learning opportunities to access, participate, and thrive in the preschool classroom.

Individualizing instruction helps ensure effective teaching and learning for all children across the Head Start Child Development and Early Learning Framework domains.

Use the table below to explore key aspects of highly individualized teaching and learning. Before you begin, learn more by viewing Highly Individualized Teaching and Learning: An Overview 15-minute in-service suite.

Embedded learning refers to the teaching and learning that takes place during daily classroom activities. Teachers plan short, systematic instructional interactions during daily activities and routines to enhance a child’s learning of specific skills or concepts.

15-minute In-service Suites

The in-service suites are organized around one topic or big idea and address effective teaching practices. For more information on how to use them, read the Guide to the 15-minute In-service Suites.

Managing the Classroom

- Break it Down: Turning Goals Into Everyday Teaching Opportunities
- Activity Matrix: Organizing Learning Throughout the Day
- The Teaching Loop

Resources

- Head Start Center for Inclusion Training Modules: Embedded Learning Opportunities
The Policy Statement on Supporting the Development of Children Who Are Dual Language Learners in Early Childhood Programs [PDF, 351KB] provides recommendations to early childhood programs that promote the development and learning of young children who are dual language learners (DLLs). It also provides support to tribal communities in their language revitalization efforts within tribal early childhood programs.
Resources for Administrators and Managers

Administrators and Managers

Early childhood programs and staff must be prepared to enhance experiences for a growing number of young children who are learning their home languages and English. We can promote positive experiences for these dual language learners (DLLs) by holding high expectations and emphasizing their strengths, including cultural and linguistic strengths. Staff also provide children and their families with individualized learning supports necessary to succeed in school. These DLL Toolkit resources help program directors and managers better support the learning and development of young children.

Program managers and administrators can build systems and develop policies to improve practices across all service delivery areas by identifying and implementing a planned, intentional approach to language use in the classroom. Classroom Language Models: A Leader’s Implementation Manual [PDF, 3.0MB] describes a number of ways to support home language use in early childhood education programs.

- Research
- Systems, Policies, and Practices
- Support for Staff Development

Return to Dual Language Learner Toolkit homepage
Home language support is the foundation for developing English language skills. Today’s early childhood staff must be prepared to enhance experiences for a growing number of young children who are learning their home languages and English. We can promote positive experiences for these children by holding high expectations and emphasizing their strengths, including cultural and linguistic strengths. We also provide children and their families with the individualized learning supports necessary to succeed in school. All early childhood program staff want to understand what young dual language learners (DLLs) need in order to thrive in Head Start and beyond. These DLL Toolkit resources give teachers, caregivers, and family service staff support to foster the learning and development of young children.
Parents and families are key to holding high expectations and supporting home language development for their dual language learners (DLLs). Families can promote positive experiences for these young children by emphasizing their strengths, including cultural and linguistic strengths. They also provide learning supports necessary to succeed in school. These DLL Toolkit resources can assist families in supporting the learning and development of their young children.

- Importance of Your Language and Culture
- Understanding Home Language and English Language Development
- Resources for Families in Multiple Languages
Tips for Keeping Children Safe: A Developmental Guide

During the first five years, children constantly acquire new skills and knowledge. Caregivers who know what children can do and how they can get hurt can protect them from injury.¹

All children develop differently. Staff individualize their approach because "children have different rates of development as well as individual interests, temperaments, languages, cultural backgrounds and learning styles." Ongoing child assessment helps staff determine each child's developmental level.

This tool provides safety tips for early childhood staff working with young children in classroom environments. Each action includes a description of development and safety tips organized by daily routines. Some tips apply to all children. Others address the developmental needs of children in a specific age group. If children in your classroom fit more than one developmental level, review the safety tips for each.

Center-based programs can use this tool to:

Using the Tool

<table>
<thead>
<tr>
<th>Young Infants</th>
<th>Mobile Infants</th>
<th>Toddlers</th>
<th>Preschoolers</th>
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The toddler years are a time when children are building skills in all areas. They remember what they learn and share it with others. They understand things more deeply, make choices, and engage with others in new ways. The changes in their physical, cognitive, and social-emotional development help them to build new skills that prepare them for school and later learning. Read More about Toddlers  

- All Daily Routines
- Diapering and Toileting
- Meal Times
- Napping
- Indoor Play
- Outdoor Play
Resources for Staff Working with Immigrant and Refugee Families

Immigrant and Refugee Families

- Cultural Backgrounders
- Community Engagement and Assessment
- Indigenous Immigrant Families
- Raising Young Children in a New Country
- U.S. Refugee Resettlement Maps and State Contacts
Professional Development Resources

T/TA Resources

The Training and Technical Assistance (T/TA) system supports program staff in delivering high-quality services to children and families. The Office of Head Start (OHS) provides leadership and direction to programs through T/TA resources. These evidence-based resources guide Head Start programs in leading the field of early childhood care and education.

- T/TA System
- Early Childhood Health and Wellness
- Early Head Start
- Parent, Family, and Community Engagement
- Cultural and Linguistic Responsiveness
- Early Head Start-Child Care Partnerships
- Program Management and Fiscal Operations
- Professional Development
- Early Childhood Development, Teaching, and Learning
“PD to Go”

Professional Development Systems

Professional Development in Head Start

Excellence in early childhood programs depends on a commitment to building high quality services within the context of continuous improvement (CI).

Regulations

Federal Offices and National Organizations

Video: Professional Development in Head Start

e-Catalogue

Early Educator Central
Targeted topics for PD to Go

Program Management

- Head Start Program Governance Training: Building Skills of Head Start Leaders
- Management Matters: What Is Leadership?
- Self-Assessment: Your Annual Journey
- Lessons in Leadership – Lead, Learn, and Pass It On [PDF, 1.2MB]
- Virtual Birth to Three 2013 Archive—Track D: Management and Professional Development
- Learning for New Leaders: Head Start A to Z
- Strategic Use of Consultants: A Guide for Head Start and Early Head Start Leaders
- Data in Head Start and Early Head Start
- Digging Into Data
- Wage and Fringe Benefits Comparability Survey Toolbox
- Management Matters: The Head Start Program Planning Cycle
- Management Matters: Cost Allocation
- Head Start Governing Body and Tribal Council Certification

Resource Key: ⚪ = Infant/Toddler  ⚫ = Preschool  ⚪⚫ = Infant/Toddler and Preschool

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<th>Regulations</th>
<th>Video: Professional Development in Head Start</th>
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<td>Federal Offices and National Organizations</td>
<td>Early Educator Central</td>
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Featured Resources & Key Websites

**Resource Guide: Starting and Operating a Child Care Business**
Starting and operating a child care business is both a personal and a business decision; prospective child care providers must take the right steps to ensure that their businesses are profitable and sustainable this guide can help.

**Cultural and Linguistic Responsiveness/Multicultural Principles**
Provides resources for English speakers and resettlement workers on how to be aware of cultural practices that they themselves have been taught and how that might affect programming and how to resolve those issues.

**Head Start Bilingual Glossary**
Helpful for clients who speak Spanish and provides a list of terms in English then translated into Spanish that are directly linked to childcare.

**Early Educator Central**
No matter what your infant-toddler career pathway is, you’ll find resources to help you build your competency and your impact. Resources on this website are organized by role for easy access.

**Colorín colorado**
A bilingual site for educators and families of English language learners

**Talk, Read, and Sing Together Every Day!**
Tip Sheets for Families, Caregivers and Early Learning Educators in English and Spanish
Thank you!

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- Jennifer Amaya-Thompson, Office of Head Start - Jennifer.Amaya-Thompson@acf.hhs.gov
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