



What Evidence Do We Have for How Well We Are Doing in Serving Young Children Who Are Culturally, Linguistically, and Ability Diverse?

This landing pad offers research (Just the Facts, Ma'am), videos and DVDs (See for Yourself), web resources (Find It Online), and organizations/initiatives that can be used to guide thinking about Quality Rating and Improvement Systems and the ways in which they are (or aren't) intentional in their focus on children and families who are diverse in terms of their race, ethnicity, socio-economic status, language, culture, and ability. The featured materials also highlight the importance of using explicit terms and definitions, examining current approaches to data collection and analysis, and considering new methods and models.

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Just the Facts, Ma'am

Basic Facts About Low-Income Children (2010)

Census numbers for 2010 show that the official child poverty rate in the United States increased for the fourth year in a row. The National Center for Children in Poverty (NCCP) has published updated fact sheets describing the demographic, socioeconomic, and geographic characteristics of young children and their families – highlighting important factors that appear to distinguish low-income and poor children from their less disadvantaged peers. [Read More](#)

Civil Rights Data Show Retention Disparities

New nationwide data collected by the U.S. Department of Education's civil rights office reveal stark racial and ethnic disparities in student retentions, with black and Hispanic students far more likely than white students to repeat a grade, especially in elementary and middle school. [Read More](#)

Disparities and Disproportionality in Child Welfare: Analysis of the Research

In 2010, the Center for the Study of Social Policy and The Annie E. Casey Foundation, as part of the broader activities of the Alliance for Racial Equity in Child Welfare, convened a symposium to discuss the findings from a series of papers analyzing and reflecting on current research related to racial differences in child welfare services, treatment and outcomes. The product of that symposium provides an analysis of what is known from the research. This information may be useful to put in place strategies, programs, policies and continued research toward the goals

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of removing inequities by race and improving child welfare outcomes for children and families of color. [Read More](#)

Kids Count Data Snapshot on High-Poverty Communities

The National League of Cities (NLC) Institute for Youth, Education and Families joined the Annie E. Casey Foundation to create this resource. It reveals the increased number of children living in poverty in America's states and 50 largest cities. [Read More](#)

Para Nuestros Ninos: Expanding and Improving Early Education for Hispanics

The set of resources (Executive Report, Full Report, Brochure) documents inequities in the patterns of achievement for young Latinas/Latinos. [Read More](#)

Prekindergarteners Left Behind: Expulsion Rates in State Prekindergarten Systems

Walter Gilliam's findings highlight that the prekindergarten expulsion rate is 3.2 times the rate for K-12 students. Further, rates were highest for older preschoolers and African-Americans, and boys were over 4½ times more likely to be expelled than were girls. [Read More](#)

State Baby Facts

This series of factsheets for each of the 50 states and the District of Columbia provides infant and toddler data in the framework of good health, strong families, and positive early learning experiences. [Read More](#)

When the Bough Breaks: The Effects of Homelessness on Young Children

Child Trends has published a brief that looks at how homelessness impacts the development of young children (February 2012). The brief reports that between 2006 and 2010, approximately 1.6 million children were homeless annually in the U.S. and about 40% of those children were under the age of six. The brief discusses research findings showing that preschoolers without a stable home are more likely to have a major developmental delay and higher rates of internalizing and externalizing behaviors than other children. It includes recommendations to help improve outcomes for these children, including access to high-quality child care and early education programs. [Read More](#)

See for Yourself

Achieving Cultural and Linguistic Competence

In this BUILD-sponsored webinar Tawara Goode, Director of the National Center for Cultural Competence, Georgetown University, delineates the multiple dimensions of culture within the contexts of young children, their families, and systems that provide them with services and supports. In addition, descriptions of conceptual frameworks for advancing and sustaining cultural and linguistic competence are presented, and system and organizational roles in addressing health and mental health equity are examined. [View Webinar](#) | [Download PowerPoint](#)

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Constructing Culturally Competent Quality Rating and Improvement Systems: A Conversation

Over the last decade many states have worked to develop and implement statewide Quality Rating and Improvement Systems (QRIS) focusing on the improvement of services and early childhood environments for young children and families. A recent scan of statewide QRISs shows that when considering quality in early learning environments few included explicit strategies for rating programs in terms of cultural competence, diversity or a child's home language. This presentation by Antonia Lopez, National Council of La Raza, addresses how to bring these topics into the definition of quality at the state level and helps leaders think about how a culturally competent QRIS might look. [Read More](#)

Find it Online

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

The Center for Law and Social Policy and the National Women's Law Center published this report which describes the experiences of child care center directors in several states with key QRIS components, including quality standards, monitoring and assessment, and financing and supports. It includes findings on meeting the needs of infants and toddlers, culturally and linguistically diverse children, and children with special needs within QRIS standards. Recommendations for policy-makers from the perspective of child care center directors are also included. [Read More](#)

Addressing Issues of Racial, Ethnic, Cultural, and Linguistic Diversity in Early Childhood Education Quality Rating and Improvement Systems

This extensive annotated list highlights resources and tools that are organized by the following topics: (1) System development and refinement; (2) Quality improvement; (3) Rating quality; (4) Standards; (5) Data; (6) Communicating with families; (7) Awareness-building resources; and (8) Communication with policymakers. [Read More](#)

Building Early Childhood Systems in a Multi-Ethnic Society: An Overview of BUILD's Briefs on Diversity and Equity

The BUILD Initiative has produced a series of briefs on diversity and equity to help fill a knowledge and communication gap in developing early childhood systems for a multi-ethnic society. The series describes efforts within states to address racial/ethnic disparities and promote equity and assesses the current state of the field and the research and information available that should undergird state strategies. [Read More](#)

FirstSchool: Uniting the Best of Early Childhood, Elementary, and Special Education

FirstSchool is a PreK-3rd grade initiative to promote public school efforts to become more responsive to the needs of an increasingly younger, more diverse population of children entering school. The FirstSchool framework for school improvement addresses schools' ongoing struggles to produce equitable outcomes for African American, Latino and low-income students, the increased presence of pre-kindergartens within public schools, and the challenge

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of sustaining high instructional quality in every early childhood and elementary classroom. [Read More](#)

Pursuing the Promise: Addressing Equity and Diversity in After School and Youth Programs: A Reflection and Dialogue Tool for Policy Makers and Funders

Don't be put off by the fact that the title doesn't speak directly to early childhood. This is a thought-provoking set of questions to examine issues of leadership on equity and diversity, initiative design and implementation, and ensuring program capacity and support. [Read More](#)

Quality Rating and Improvement Systems for a Multi-Ethnic Society

QRISs are designed to be powerful tools that shape provider practices and the professional development and quality improvement supports available based on what are considered important aspects of quality measured in the rating. With the increasing cultural and linguistic diversity of children in early learning programs, it is critical to understand the value that QRIS place on how well these programs provide culturally and linguistically responsive programming. In this issue brief you will find: 1) Why it is important to include cultural and linguistic responsiveness and anti-bias programming as aspects of early learning quality; 2) A content-analysis of common QRIS components with respect to how they include issues of diversity and support for English-language learners; 3) How states have included these issues in QRIS planning and development; and 4) Recommendations for how states can strengthen their QRIS rating components to be more culturally and linguistically competent and relevant. [Read More](#)

Quality Rating and Improvement Systems: A Social Equity Strategy?

This resource by Iheoma Iruka and Alison DeMarco highlights opportunities within Quality Rating and Improvement Systems to address issues of culture and diversity, along with recommendations for how that can happen. [Read More](#)

Race Matters Toolkit

This rich set of resources is designed to help decision-makers, advocates, and elected officials get better results in their work by providing equitable opportunities for all. The toolkit presents a specific point of view on addressing unequal opportunities by race and offers simple, results-oriented steps to help you achieve your goals. Because not all of the Race Matters materials apply directly to QRIS or early childhood, it may be helpful to start with the overview provided in the PowerPoint presentation. [Read More](#)

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

For states that want to put a lens on their QRIS program standards to assure that they are culturally and linguistically responsive, you may find this document from Head Start to be helpful. The Head Start Multicultural Principles are grounded in the belief that Head Start programs are effective when their systems and services reflect well-developed understandings of the cultures of enrolled families and when individual staff members are able to demonstrate their respect for, and respond to, all of the different cultures within their service area. [Read More](#)

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School Readiness: Closing Racial and Ethnic Gaps

By the time black and Hispanic children reach kindergarten, they are on average already far behind their more advantaged peers in reading and math readiness. These materials provide an introduction to the issue of school readiness and racial/ethnic gaps. It focuses on children's lives before they get to school in an effort to understand how to close the racial and ethnic gaps in educational outcomes. [Executive Summary](#) | [Policy Brief](#) | [Article Summaries](#)

Why Program Quality Matters for Early Childhood Inclusion. Recommendations for Professional Development

Only a handful of states address children with disabilities in their early child care quality rating systems. As a result, few states are evaluating the quality of inclusive programs and services. This problem is compounded by a lack of consensus on dimensions that define high quality inclusion and a need for additional measures of quality inclusive practices. This paper advocates for the need to link early childhood program quality and professional development, with a particular focus on how this topic relates to early childhood inclusion. [Read More](#)

Organizations and Initiatives

Center for Law and Social Policy

CLASP's child care and early education work is dedicated to promoting policies that support both child development and the needs of low-income working parents. A section of the site is dedicated to immigrant children and families. [Read More](#)

National Council of La Raza

See the publications area of the National Council of La Raza website for resources related to Latino children and their families. [Read More](#)

National Taskforce on Early Childhood Education for Hispanics

The National Task Force was established in May 2004 for the purpose of identifying major educational challenges facing Hispanic children throughout the United States from birth through the primary grades and making recommendations for actions. [Read More](#)

Examples

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)

This document includes a definition of inclusion that specifies desired results for children with and without disabilities. [Read More](#)

New Mexico Guiding Principles for the Full Participation of Young Children, Birth Through Age Eight, in New Mexico’s Early Learning System

Based on the DEC-NAEYC joint position on inclusion, this guidance spells out the explicit commitments to each New Mexico child. [Read More](#)

Quality Rating and Improvement System (QRIS) Standards for Cultural and Linguistic Competence in Early Care and Education Settings

After a recent BUILD-sponsored meeting on increasing the emphasis on cultural and linguistic diversity in QRIS, several participants drafted sample language for states to use in their efforts to be more explicit and intentional. While the document is still in draft form, it is available for states to use. [Read More](#)

References

BUILD Learning Table Session 1 References

The set of references mentioned by Sharon Ritchie during Learning Table Live Session 1. [Read More](#)

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