

# Crosswalks Care Package

September/October 2008

## News and Updates

**Oct. 25-28** National Black Child Development Institute Atlanta, GA  
<http://www.nbcdi.org/ac>

**Nov. 12-16** National Association for Multicultural Education (NAME) New Orleans, LA  
<http://www.nameorg.org/conferences.html>

## Content Resources

### *Cultural Competency: What It Is and Why It Matters*

This thoughtful paper has much to offer. It endeavors to answer significant questions: What is cultural competency? Why is cultural competency important? What is culture? What does cultural competency look like? And what is a culturally competent organization? See if you agree with the five key statements about culture (1. Everyone has a culture. 2. There is diversity within cultures. 3. Cultures are not static. 4. Culture is not determinative. 5. Cultural “differences” are complicated by differences in status and power between cultures.) Download this resource (<http://www.californiatomorrow.org/media/ccompetecy.pdf>) and you’ll also discover some nice vignettes for use in professional development.

### *Supporting a Diverse and Culturally Competent Workforce: Research-Based Rationale*

Looking for research that supports the priority for cultural competence? Author Hannah Matthews has given you a head start. In addition to looking at what the research has to say about babies, toddlers, diversity, and cultural competency, this publication offers strategies and resources for aligning state quality rating and improvement systems (QRIS) with culturally competent practices. Download at [http://s242739747.onlinehome.us/publications/cp\\_rationale5.pdf](http://s242739747.onlinehome.us/publications/cp_rationale5.pdf)

### *Is Public Pre-K Preparing Hispanic Children to Succeed in School?*

Recently released census data show that of the nearly 21 million children younger than 5 in the country, roughly 25% are of Hispanic descent. The percentage of young children of Hispanic descent is projected by the U.S. Census Bureau to grow, with more than half a million more Hispanics expected to be in this age group by the year 2020. With increasing numbers of Hispanic preschool-age children eligible to enter pre-K education programs across the country, questions abound on how to reach and most effectively teach who may have home languages other than English. These concerns are addressed in a policy brief from the National Institute for Early Education Research (NIEER) entitled *Is Public Pre-K Preparing Hispanic Children to Succeed in School?* The brief is available online at <http://nieer.org/resources/policybriefs/13.pdf>

### *Lesson Plans: Learning to Teach in a Complicated World*

Read and enjoy or share this article on the implications of cultural competency for practice in the classroom, then read or contribute to the conversation that follows. The piece is written by a kindergarten teacher (Christina Shunnarah) at the International Community School in Decatur, GA, working with immigrant, refugee, and native-born children. Do you think “being sensitive to cultural differences is a soft form of discrimination?” Read all about it at <http://lessonplans.blogs.nytimes.com/2008/09/25/the-cross-cultural-classroom/>

### *Supporting Positive Language and Literacy Development in Young Language Minority Children: Research, Policy, and Practice*

One strategy to address some of the above issues is to develop parent-to-parent networks that use more experienced immigrant parents as guides for less experienced peers. Although the findings came from the experience of the New York City's families, they may have application to immigrant communities across the country. Learn more about by reviewing the handouts and PowerPoint presentations from the Language Minority Roundtable, an April 2008 event organized by Child Care and Early Education Research Connections

(<http://www.childcareresearch.org/Discover?displayPage=meetings%5Cell%5Cindex.jsp>)

The topics covered included bilingual development, the role of culture and family in linguistic development, effective programs for language-minority children, and conducting assessments with children who are culturally and linguistically diverse.

### *National Task Force on Early Childhood Education for Hispanics: Policy Recommendations on How to Close the Early Childhood Academic Achievement Gap as the Hispanic Population Grows*

In a few brief pages, this document traces a pattern of lower achievement for Hispanic learners before recommending actions by state and national governments, organizations, foundations, and researchers. Read all about it at <http://www.nasbe.org/index.php/file-repository?func=fileinfo&id=755>

### *Breaking Down Barriers: Immigrant Families and Early Childhood Education in New York City*

A recent report from the Coalition for Asian American Children and Families details the challenges that immigrant families have in tapping into New York City's early education system

([http://www.preknowinfocenter.org/ct/47s\\_p-71z4Wg/](http://www.preknowinfocenter.org/ct/47s_p-71z4Wg/)). Cited barriers included:

- Linguistic barriers, including lack of translated forms and bilingual personnel.
- Limited availability of full working-day programs.
- Parents' perception that their immigration or legal status makes them ineligible for services, even if their child is a citizen.
- Limited capacity among providers to perform adequate outreach that would raise awareness of the programs and build trust in immigrant communities.
- Parents trusting teachers to understand their children's needs and to value their involvement.
- Schools, parents, community-based and social service organizations collaborating to facilitate a successful transition.

Recommendations for more effective practices are also included.

## Instructional Resources

### *101 Tools for Tolerance: Simple Ideas for Promoting Equity and Celebrating Diversity*

Hate can only be conquered by ordinary people willing to promote tolerance. You may already be one of them. The ideas in this guide will help foster tolerance in yourself, your family, your schools, your workplace and your community. Some of the ideas are things to do. Some are things to think about. Some are things to remember. But a word of caution is in order: This booklet is not a sure-fire recipe for making the world a better place. These ideas are only some of the possibilities. The best ideas are those that work for you and your community. Download this resource at

[http://www.tolerance.org/101\\_tools/101\\_tools.pdf](http://www.tolerance.org/101_tools/101_tools.pdf)

### *SpecialQuest Multimedia Training Library Materials Now Available Online*

Free, high quality resources are just a few clicks away in the SpecialQuest Multimedia Training Library. This is the place to access an easy-to-use, comprehensive training curriculum suitable for early childhood educators, families, child care providers, inclusion specialists, early interventionists, and college and university professors working in the field of inclusion. The materials are being used in a variety of professional development settings for those working with young children birth to five. The materials are organized by themes: Including Infants and Toddlers (*and applicable to preschoolers*) with Disabilities; Building Relationships with Families; and Collaboration and Teaming, and each module includes a Facilitator's Guide, session scripts, handouts, and award winning videos. The handouts and videos are provided in both English and Spanish.

All the materials in the SpecialQuest Multimedia Library are online for viewing or downloading at <http://76.249.171.46/specialquest/trainingmaterials/index.lasso>. The site will allow you to participate in a tutorial, search for videos by title, and resources that have been developed by the Hilton/Early Head Start Training Program and SpecialQuest Birth–Five projects are available in the **Supplementary Materials** section. For more information, contact Sandy Tradewell ([sandy.tradewell@specialquest.org](mailto:sandy.tradewell@specialquest.org) or 707.849.4290).

### *In a Nation of Immigrants, Pluses and Minuses for Their Children*

Amid the nation's often furious debate over immigration, a new study sheds light on whether immigrants are assimilating as they have in the past. According to National Public Radio, the answer is an unequivocal "yes." In a report, *Inheriting the City: The Children of Immigrants Come of Age*, NPR sees more than the tendency of many immigrant parents to push their children to succeed. While that's long been the case, and while some immigrants are relatively uneducated themselves, NPR also says they are often adept at navigating the system to help their children get ahead. And because it's considered acceptable for children to live with their parents through their 20s, their families can benefit economically from that. Nevertheless, the study shows, native-born minorities in the United States continue to face difficulties, with the children of illegal immigrants often encountering a punitive climate. NPR's report includes the fact that, as of 2005, about one-fourth of all Americans younger than 18 who were born in the U.S. had at least one immigrant parent. Read more at

<http://www.npr.org/templates/story/story.php?storyId=93861094>

### *Cultural Competence: It all Starts at the Front Desk*

How often have you heard a story of a family for whom the first phone call or conversation with an agency or provider was less than welcoming? The National Center for Cultural Competence (NCCC) believes staff require professional development to develop the attitudes, behaviors, skills, and knowledge necessary to successfully serve families in culturally and linguistically competent ways. This thoughtful resource offers descriptive vignettes for use in training and thoughtful suggestions to guide more responsive practices. Download at

<http://www11.georgetown.edu/research/gucchd/nccc/documents/FrontDeskArticle.pdf>

Questions? Comments? Suggestions? Contact Camille Catlett at (919) 966-6635 or [catlett@mail.fpg.unc.edu](mailto:catlett@mail.fpg.unc.edu)