

# Crosswalks Care Package

November 2008

## News and Updates

On December 31, 2008 the Crosswalks project will officially come to an end. While the project is ending fiscally, I plan to continue to send out Care Packages every other month with new resources for preparing personnel to work with young children who are culturally, linguistically, and ability-diverse and their families. The Crosswalks Web site will remain intact and you will always be able to access measures, handouts from Crosswalks Talks, past Care Package, handouts from the 2007 Crosswalks National Institute, and other resources at <http://www.fpg.unc.edu/~scpp/crosswalks/>.

Over the two weeks I will be compiling the final report for the U.S. Department of Education project. If you have resources provided by Crosswalks to be useful in your work, please drop me a note. I would like to be able to include evidence of the difference this project has made in the report. Thank you for your help and support.

*Camille Feltlett*

## Content Resources

### **Library of Inclusive Education**

The Hong Kong Institute of Education's Library of Inclusive Education is a great resource for people looking for any research related to inclusive education. They have compiled approximately 100 articles published in international journals with topics ranging from how to organize inclusive education and parental perspectives to more complex topics such as those that target specific disabilities like Autism and Attention Deficit-Hyperactivity Disorder. To visit the library, visit: [http://www.lib.ied.edu.hk/rss/feed/ebSCO\\_includu.html](http://www.lib.ied.edu.hk/rss/feed/ebSCO_includu.html)

### **New NCCRESt Professional Learning Module Available**

The National Center for Culturally Responsive Educational Systems (NCCRESt) has released its newest professional learning module, *Culturally Responsive Pedagogy and Practice*, designed to help educators understand and create a classroom atmosphere and curriculum that integrate and respond to the vast diversity of cultures present today in our schools. There are three academies within this professional learning module:

- *Academy 1: Understanding Culturally Responsiveness* explores what it means to be culturally responsive and how to apply this concept to education.
- *Academy 2: Culturally Responsive Classrooms* provides guidelines for how to create culturally responsive classrooms.
- *Academy 3: Culturally Responsive Curriculum* focuses on the ideas of content integration and knowledge construction through curriculum review and redesign.

Module: [http://nccrest.org/professional/culturally\\_responsive\\_pedagogy-and.html](http://nccrest.org/professional/culturally_responsive_pedagogy-and.html)

## ***Absences in Early Grades Tied to Learning Lags***

Analyzing the U.S. Department of Education's Early Childhood Longitudinal Study, Kindergarten Cohort, Hedy Chang and Mariajose Romero, found that more than 11 percent of kindergartners and close to 9 percent of 1st graders are chronically absent. In schools serving poor children, the percentages are probably higher, according to their recent report, Present, Engaged, and Accounted For: The Critical Importance of Addressing Chronic Absence in the Early Grades. The authors found that going to school regularly in the early years was especially critical for children living in poverty. Among poor children, chronic absence in kindergarten predicted the lowest levels of educational achievement at the end of 5th grade.

Executive Summary: [http://www.nccp.org/publications/pdf/download\\_250.pdf](http://www.nccp.org/publications/pdf/download_250.pdf)

Full Report: [http://www.nccp.org/publications/pdf/text\\_837.pdf](http://www.nccp.org/publications/pdf/text_837.pdf)

## ***Dual Language Learners in Early Care and Education Settings***

This tip sheet provides ideas for ways professionals working with very young children can support dual language learners. Learn how to incorporate play, gestures, and repetition into your work with children and families.

[http://www.zerotothree.org/site/DocServer/Dual\\_Language\\_Learners.pdf?docID=6741](http://www.zerotothree.org/site/DocServer/Dual_Language_Learners.pdf?docID=6741)

## ***Recent Reports from the National Center for Children in Poverty***

The National Center for Children in Poverty (NCCP) has recently published the following reports:

- Basic Facts about Low-Income Children Birth to Age 3: Fact Sheet (October 2008), by Ayana Douglas-Hall and Michelle Chau - [http://www.nccp.org/publications/pub\\_849.html](http://www.nccp.org/publications/pub_849.html)
- Basic Facts about Low-Income Children Birth to Age 6: Fact Sheet (October 2008), by Ayana Douglas-Hall and Michelle Chau - [http://www.nccp.org/publications/pub\\_847.html](http://www.nccp.org/publications/pub_847.html)
- Who are America's Poor Children? The Official Story (October 2008), by Sarah Fass and Nancy K. Cauthen - [http://www.nccp.org/publications/pub\\_843.html](http://www.nccp.org/publications/pub_843.html)
- Present, Engaged, and Accounted For: The Critical Importance of Addressing Chronic Absence in the Early Grades (September 2008), by Hedy N. Chang and Mariajosé Romero - [http://www.nccp.org/publications/pub\\_837.html](http://www.nccp.org/publications/pub_837.html)

## **Instructional Resources**

### ***Role, Relevance, Reinvention: Higher Education in the Field of Early Care and Education***

Eight universities and non-profit organizations have worked together to spell out steps for the future role of higher education in preparing early childhood educators with significant emphasis on cultural and linguistic diversity. Their findings call for changes in the way that teachers of young children are prepared.

Brochure: [http://www.cdacouncil.org/PDF/report\\_brochure.pdf](http://www.cdacouncil.org/PDF/report_brochure.pdf)

Report: [http://www.cdacouncil.org/pdf/Role\\_Relevance\\_Reinvention.pdf](http://www.cdacouncil.org/pdf/Role_Relevance_Reinvention.pdf)

### **Minorities' College-Enrollment Gains Trail Population Growth**

Despite a big increase in the number of minority students enrolling in college in recent years, a report by the American Council on Education says, that gain has not kept pace with demographic changes. "The tradition of young adults in the United States attaining higher levels of education than previous generations appears to have stalled," the report declares, "and for far too many people of color, the percentage of young adults with some type of postsecondary degree compared with older adults has actually fallen." The report also notes that educational attainment among racial groups is widening. With respect to high school completion, it says the rate for African Americans remained "relatively flat" (at about 76 percent) over the past two decades. Hispanics, even with some improvement, continued to have the lowest rate (68 percent) among all racial and ethnic groups, while Asian Americans had the highest rate (about 91 percent).

Summary Report:

[http://www.acenet.edu/AM/Template.cfm?Section=Press\\_Releases2&TEMPLATE=/CM/HTMLDisplay.cfm&CONTENTID=29423](http://www.acenet.edu/AM/Template.cfm?Section=Press_Releases2&TEMPLATE=/CM/HTMLDisplay.cfm&CONTENTID=29423)

### **Cohort Programs Help Early Childhood Educators Attain Higher Degrees**

By allowing small cohorts of students to attend the same classes and participate in other student support activities together, "cohort programs" provide support for early childhood professionals pursuing bachelor's degrees. Research has shown these to be particularly beneficial to students from diverse racial and linguistic backgrounds who are the first in their families to attend college. Recently, the Center for the Study of Child Care Employment at the University of California at Berkeley released its report about the performance of such programs in California called, *Learning Together: A Study of Six B.A. Completion Cohort Programs in Early Care and Education*. The researchers surveyed and interviewed both students, university leaders, and staff learn about contributors or barriers to student success and recommendations for improving the programs.

Overall, the students were pleased with their experience, although some thought that the teaching, program administration, and student support could be improved. Most students felt that the cohort relationships helped them academically and boosted their morale. They felt that the program has helped them in their workplace and has given them more confidence. After one year, the vast majority expressed interest in further education beyond a bachelor's degree. Keys to their success included accessible classes (i.e., location, time), financial aid, and support from families and employers, while inhibitors were language skills (especially academic writing) and technology skills (mostly related to computers).

Report: [http://www.iir.berkeley.edu/cscce/pdf/learning\\_together08.pdf](http://www.iir.berkeley.edu/cscce/pdf/learning_together08.pdf)

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