

Crosswalks Care Package

Content and instructional resources for providers of professional development related to culture, diversity, and responsive practices

May 2009

News and Updates

July 12-14 National Early Childhood Inclusion Institute Chapel Hill, NC

The Inclusion Institute is a place where the many sectors (Head Start, IDEA Programs, Child Care, Resource and Referral, parent leaders etc.) that serve young children, especially children with disabilities, come together to learn and share. This year the institute will provide participants an opportunity to problem solve and learn from others about how stimulus funds can help state or local programs promote inclusive services and supports for young children with disabilities. Institute participants will also learn about the latest research findings and resources to guide inclusive policy, professional development and practice; develop collaborative relationships and cross-agency systems to support early childhood inclusion; gain awareness of strategies and models to support inclusive services; and have the opportunity to meet, learn from and problem solve with peers.

<http://www.nectac.org/~meetings/inclusionmtg2009/mtghomepage.asp>

Oct. 14 – 17 ISSA Annual Seeds of Change Conference: Effective Investments in the Early Childhood for Enduring Social Progress Bucharest, Romania

ISSA, a leading network of early childhood education and development organizations from Central/Eastern Europe and Central Asia, proudly invites you to participate in its 2009 Annual Conference and celebrate its 10th anniversary. The conference will explore integrated approaches to early childhood development and education (ECDE), as the strongest foundation for well-being and success throughout life. Go to <http://www.issa2009.ro/> for details.

Oct. 28 – Nov. 1 The 19th Annual International Conference of the National Association for Multicultural Education (NAME)

The theme for 2009 is A Mile High Commitment to Change: Reaching New Heights in Equity and Social Justice Throughout the Global Community, and the destination is Denver. The call for online submission of proposals is available at

<http://www.nameorg.org/files/09/2009%20Call%20for%20Proposals.pdf>

Content Resources

From *Young Children* and *Beyond the Journal*

Engaging Young Children in Activities and Conversations about Race and Social Class

Rebekka Lee, Patricia G. Ramsey, and Barbara Sweeney's article shares ways to encourage children to compare and challenge their views through meaningful activities and questions.

<http://journal.naeyc.org/btj/200811/pdf/BTJRaceClassConversations.pdf>

On Our Minds: Children – Socioeconomic Class and Equity

Louise Derman-Sparks and members of NAEYC's Diversity and Equity Interest Forum wrote this article to highlight strategies for self reflection and action related to children and families who may not have economic security.

<http://www.journal.naeyc.org/btj/200905/pdf/BTJOnOurMinds.pdf>

Exploring Cultural Heritage in a Kindergarten Classroom

This article, by Lynn E. Cohen, explores ways to plan and implement curricula that reflect, support, and value the varieties of cultural backgrounds, religious affiliations, socioeconomic classes, and language groups that children represent.

<http://www.journal.naeyc.org/btj/200905/pdf/BTJCohen.pdf>

Mathematics and Social Justice in Grade 1: How Children Understand Inequality and Represent It

M. Shaun Murphy's article explores a variety of concepts including how children can use Cuisenaire rods to demonstrate an understanding of math, power, and social justice.

<http://www.journal.naeyc.org/btj/200905/pdf/BTJMurphy.pdf>

CSEFEL Infant Toddler Training Modules Now Available in Spanish

The Center on the Social and Emotional Foundations for Early Learning (CSEFEL) recently introduced a new Spanish version of the popular Promoting Social and Emotional Competence: Infant Toddler Training modules. These modules were designed based on input gathered during focus groups with program administrators, T/TA providers, early educators, and family members about the types and content of training that would be most useful in addressing the social-emotional needs of young children. Both the English and Spanish versions can be downloaded for FREE from the CSEFEL website.

http://www.vanderbilt.edu/csefel/modulos_infTodd.html?utm_source=TACSEI+%26+CSEFEL+Updates&utm_campaign=1724c11355-TACSEI+and+CSEFEL+Updates_4.2009&utm_medium=email (Spanish)

http://www.vanderbilt.edu/csefel/infTodd.html?utm_source=TACSEI+%26+CSEFEL+Updates&utm_campaign=1724c11355-TACSEI+and+CSEFEL+Updates_4.2009&utm_medium=email (English)

Early Educational Opportunities for Children of Hispanic Origins

A recent issue of the Society for Research in Child Development's *Social Policy Report* includes a paper entitled *Early Educational Opportunities for Children of Hispanic Origins* (2009) by Eugene Garcia and Bryant Jensen. The authors discuss the importance of addressing the early educational needs of young Hispanic children and review a large body of literature suggesting that early interventions can improve educational outcomes for these children. Recommendations about establishing and strengthening dual language programs are included. Download at http://www.srcd.org/index.php?option=com_docman&task=doc_download&gid=557

Instructional Resources

A Rapidly Growing Demographic That Needs Immediate Intervention

Hispanics are the largest and fastest-growing racial-ethnic group in the United States, but they trail whites and Asian Americans at all proficiency levels of reading and math, according to a new report from the Society for Research in Child Development. The authors urgently recommend an expansion in educational opportunities for three- to eight-year-old Hispanics through actions at the federal, state, and local levels. Read more:

http://www.srcd.org/index.php?option=com_content&task=view&id=229&Itemid=551

Application: *Discuss policies in your state, region, or local school district regarding dual language learning. What evidence supports the approach these programs are taking? What evidence is available to document how well dual language learners are doing in your state/regional/local systems?*

New Insight on Females and 'Math Phobia': Overcoming 'Stereotype Threat'

A new study shows that when women are aware of both negative and positive stereotypes related to performance, they identify more closely with the positive stereotype, according to Science Daily. The research by cognitive scientists at Indiana University pertains specifically to women and math ability, but has broad implications for other groups affected by "stereotype threat." While studies -- including this one -- have shown that women perform worse on mathematical tasks if made aware of the stereotype that women are weaker at math than men, this is the first study to examine the influence of concurrent and competing stereotypes. Read more:

<http://www.sciencedaily.com/releases/2009/05/090504094300.htm>

Application: *Do your students, colleagues, or staff have a handle on the number of children in your state who go to sleep each year without a home?*

Speaking of Inclusion

The National Professional Development Center on Inclusion (NPDCI) runs a blog called Speaking of Inclusion at <http://community.fpg.unc.edu/discussions/blog-speaking-of-inclusion>. Each week a new topic and related resources are posted. Topics have ranged from discussions of the need to define quality in inclusive settings to educating elected officials who make offhand remarks about Special Olympics.

Application: *Use an entry in the blog as the basis for a discussion or encourage participation in the conversation that takes place in the blog.*

New Report Finds One in Every 50 Children in America are Homeless Each Year

The National Center on Family Homelessness has released a new report entitled *America's Youngest Outcasts: State Report Card on Child Homelessness* (2009). The report documents the extent of child homelessness, provides comprehensive state-by-state data on the status of homeless children, describes the plight of these children and offers recommended solutions. It is available online at <http://www.homelesschildrenamerica.org/>

Application: Do your students, colleagues, or staff have a handle on the number of children in your state who go to sleep each year without a home of their own? Use the interactive map to learn more about the homelessness in your state. Or use the interactive features to hear the firsthand accounts of families, learn about effective community-based programs, or join a conversation on this topic. Continue the learning by discussing the efforts underway in your state to support the learning and development of young children who are homeless.

Recognition for Multiracial Children

Beginning in 2010, multiracial children enrolling in public school can check all boxes that apply in a two-step questionnaire with reshaped racial categories, the Washington Post reports. Since the 1960s, students have been designated as one of five racial and ethnic groups: American Indian or Alaskan native; Asian or Pacific Islander; Hispanic; non-Hispanic black; or non-Hispanic white. Now, parents can indicate whether a student is of Hispanic/Latino origin, then specify one or more of the following: American Indian or Alaska native; Asian; black or African American; native Hawaiian or other Pacific Islander; or white. The change is federally mandated for new students, but urged for everyone. In schools with diverse populations, such as those with many immigrants, demographic shifts, at least on paper, are likely. This will reconfigure educational metrics and reroute funding for reforms, but also make it harder to monitor progress of groups that have traditionally trailed in school. On the other hand, families long felt forced to deny their children's heritage will now feel acknowledgement. Read more: <http://www.washingtonpost.com/wp-dyn/content/article/2009/03/22/AR2009032202211.html>

Application: Discuss the implications of this change for children, families, teachers, and programs serving young children in your area.

- Find additional resources and measures related to culture and diversity at the Crosswalks website <http://www.fpg.unc.edu/~scpp/crosswalks/>
- Download past Care Packages at <http://www.fpg.unc.edu/~scpp/crosswalks/pages/carepackages.cfm>
- To learn more about resources, measures, and professional development related to increasing the emphasis on diversity in preservice coursework, practica, and program practices, please contact Camille Catlett at (919) 966-6635 or catlett@mail.fpg.unc.edu