Incorporating Cultural Competence in Quality Rating and Improvement Systems (QRIS)

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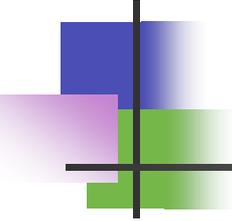
Presentation Overview

- What is cultural competence?

- Why is cultural and linguistic competence important in early childhood standards?

- How can QRIS support cultural and linguistic competence?
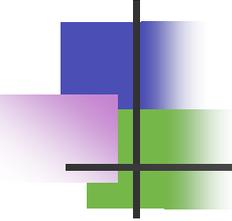
What is Cultural Competence?

"Cultural competence is a congruent set of behaviors, attitudes, policies, structures, and practices that come together in a system, agency or among professionals and enable that system and agency or those professionals to work effectively in cross-cultural situations.

"Cultural competence is achieved by identifying and understanding the needs and helps seeking behaviors of individuals and families.

"Culturally competent organizations design and implement services that are tailored or matched to the unique needs of individuals, children, families, organizations and communities served.

Source: National Center for Cultural Competence
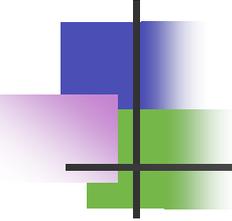
Why Address Cultural Competency Through Standards?

- Increase responsiveness to diverse children, families, and providers.

- Build capacity to address the needs of diverse children and providers.

- Ensure that definitions of quality are inclusive of *all* children and families.

    - Incorporate new standards of quality.
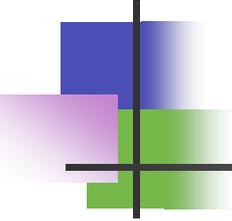
Why is it Important?

- Nearly half (45 percent) of young children in the US are children of color.
- One out of five young children lives in an immigrant family.
- One out of seven young children has at least one LEP parent.
- One out of three young children of immigrants lives in a linguistically isolated household.

Source: National Center for Children in Poverty, 2006; Urban Institute, National Survey of America's Families, 2002.
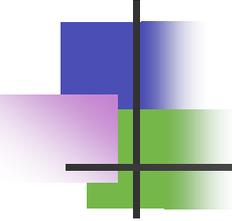
Why is it Important?

- Most child care workers (63 percent) and preschool teachers (78 percent) are White, non-Hispanic.

- Language capacity of early childhood workers varies, no national data.

- LEP and minority providers may face barriers accessing licensing, training, or higher education.

Bureau of Labor Statistics, 2006; Saluja, et al., "Demographic Characteristics of Early Childhood Teachers and Structural Elements of Early Care and Education in the United States."
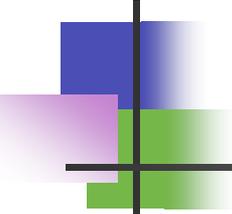
Why is it Important for Immigrant Families?

- Many immigrant families, and immigrant-serving organizations, are unaware of early care and education programs and the importance of high-quality early learning experiences.

- High-quality programs are insufficiently available in immigrant communities.

- There is a shortage of bilingual and bicultural providers.

- Many programs lack intentionality in working with immigrant families or ELLs.

Source: *The Challenges of Change*, Center for Law and Social Policy, 2007.

All Standards Can Address Cultural and Linguistic Competency

- Quality rating and improvement systems
- Licensing and monitoring systems
- State pre-kindergarten standards
- Early learning guidelines

"To enhance early learning, view children holistically—as members of families and communities, and as participants in their culture." - Betty Emarita
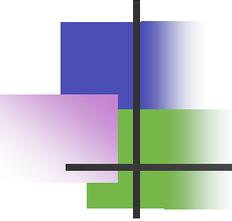
QRIS and Cultural Competency

- QRIS can be a tool to
  - Increase cultural and linguistic competency in early childhood programs
  - Provide technical assistance to immigrant and LEP providers
  - Increase immigrant parents' understanding of quality early care and education

  …if QRIS are intentional about the needs of culturally and linguistically diverse families and providers.

QRIS and Cultural Competency

- Development of QRIS

- QRIS Standards

- Implementation of QRIS
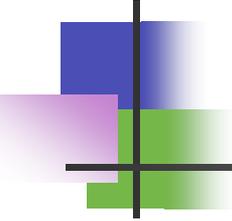
Development of QRIS

- Who is included in the design and development of QRIS?
  - Representatives of immigrant communities
  - Ethnic and language minority groups
  - Other community partners
- What research informs development of QRS?
  - Research on second language acquisition
  - Research on cultural identities, multiculturalism or cultural bias

QRIS Standards

- At a minimum programs should:
  - support home language development
  - incorporate children's home culture in daily activities
  - have staff who reflect the children and community served
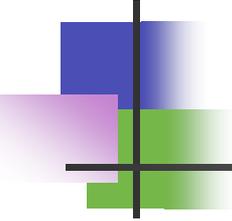
QRIS Standards, some examples of criteria

- **Staff Qualifications**
  - Fluency in languages other than English
  - Deep understanding of cultural practices
  - Proficiency in second language acquisition strategies
  - Experience working with diverse families
- **Professional Development**
  - Meaningful cultural competency training
  - Training in second language acquisition strategies
  - Opportunities for cross-cultural learning
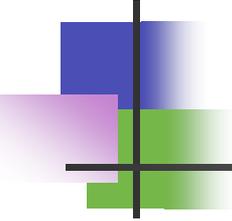
QRIS Standards, cont'd

- Family Involvement
  - Communication with LEP families (translation, interpretation)
  - Opportunities for meaningful involvement by speakers of languages other than English
- Family Supports
  - Use of cultural mediators and trusted messengers
  - Access to culturally and linguistically appropriate comprehensive services
  - Linkages with diverse community organizations
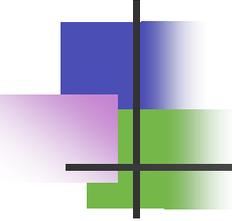
QRIS Standards, cont'd

- ## Learning Environment
  - Classrooms, materials, and interactions reflect value for children's home languages and culture
  - Multilingual capacity
  - Opportunities for ELLs to lead, excel
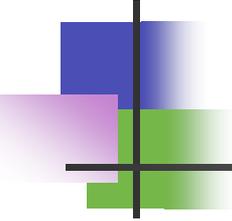
QRIS Implementation

- Training and Technical Assistance
  - Increase the pool of qualified, bilingual and bicultural providers, including training and technical assistance for immigrant and LEP providers
    - Community-based training in multiple languages
    - Financial supports including scholarships and incentives.
- Parent Outreach/Consumer Education
  - Translation and dissemination to diverse communities
- External Evaluation
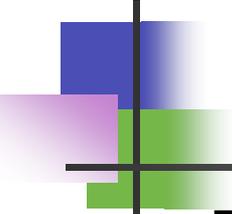
More Information from CLASP

- Reports are on our website, along with additional resources: www.childcareandearlyed.clasp.org

  - CCDBG State Plan Reported Activities to Support Limited English Proficient and Immigrant Communities

  - Improving Access to Child Care and Early Education for Immigrant Families: A State Policy Checklist

  - Selected State and Local Policies to Support Immigrant and Limited English Proficient Early Care and Education Providers

  - The Challenges of Change: Learning from the Child Care and Early Education Experiences of Immigrant Families

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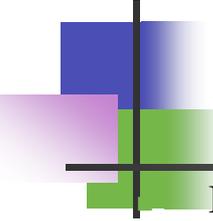
Additional Resources

- Bowman, Barbara and Evelyn K. Moore. *School Readiness and Social-Emotional Development: Perspectives on Cultural Diversity.* National Black Child Development Institute, Inc. 2006.

- Chang, Hedy. *Getting Ready for Quality: The Critical Importance of Developing and Supporting a Skilled, Ethnically and Linguistically Diverse Early Childhood Workforce*. 2006. http://www.californiatomorrow.org/media/gettingready.pdf.

- Emarita, Betty. *Family, Friend, and Neighbor Care Best Practices: A Report to Ready4 K How Culturally Diverse Families Teach Their Children to Succeed and How Early Education Systems Can Learn from Them.* Ready 4 K. 2007. http://www.aecf.org/upload/PublicationFiles/EC3624J65.pdf.

- Hepburn, Katherine Seitzinger. *Building Culturally and Linguistically Competent Services to Support Young Children, Their Families and School Readiness.* 2004. www.aecf.org/publications/data/cctoolkit.pdf.

- NAEYC. *Responding to Linguistic and Cultural, Diversity: Recommendations for Effective Early Childhood Education*. 1995. http://naeyc.org/about/positions/linguistic_and_cultural_diversity.asp.

- Tabors, Patton O. *One Child, Two Languages: A Guide for Preschool Educators of Children Learning English as a Second Language.* 1997.

- More resources available at: The Early Childhood Research Institute on Culturally and Linguistically Appropriate Services, www.clas.uiuc.edu; The Crosswalks Project, www.fpg.unc.edu/~scpp/crosswalks; and the Center for Social and Demographic Analysis, University at Albany, SUNY, http://www.albany.edu/csda/children.

- See also, Bibliography in Hannah Matthews and Deeana Jang, *The Challenges of Change: Learning from the Child Care and Early Education Experiences of Immigrant Families,* Center for Law and Social Policy, 2007, http://www.clasp.org/publications/challenges_change.htm.

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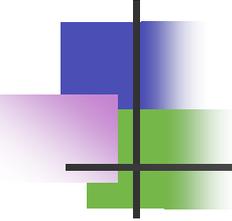
A Definition of Linguistic Competence

- "Linguistic competence is the capacity of an organization and its personnel to communicate effectively, and convey information in a manner that is easily understood by diverse audiences including persons of limited English proficiency, those who have low literacy skills or are not literate, and individuals with disabilities. Linguistic competency requires organizational and provider capacity to respond effectively to the health literacy needs of populations served. The organization must have policy, structures, practices, procedures and dedicated resources to support this capacity."

Source: National Center for Cultural Competence

Percent Change in Population of Children of Immigrants, Under Age 6, 1990-2000
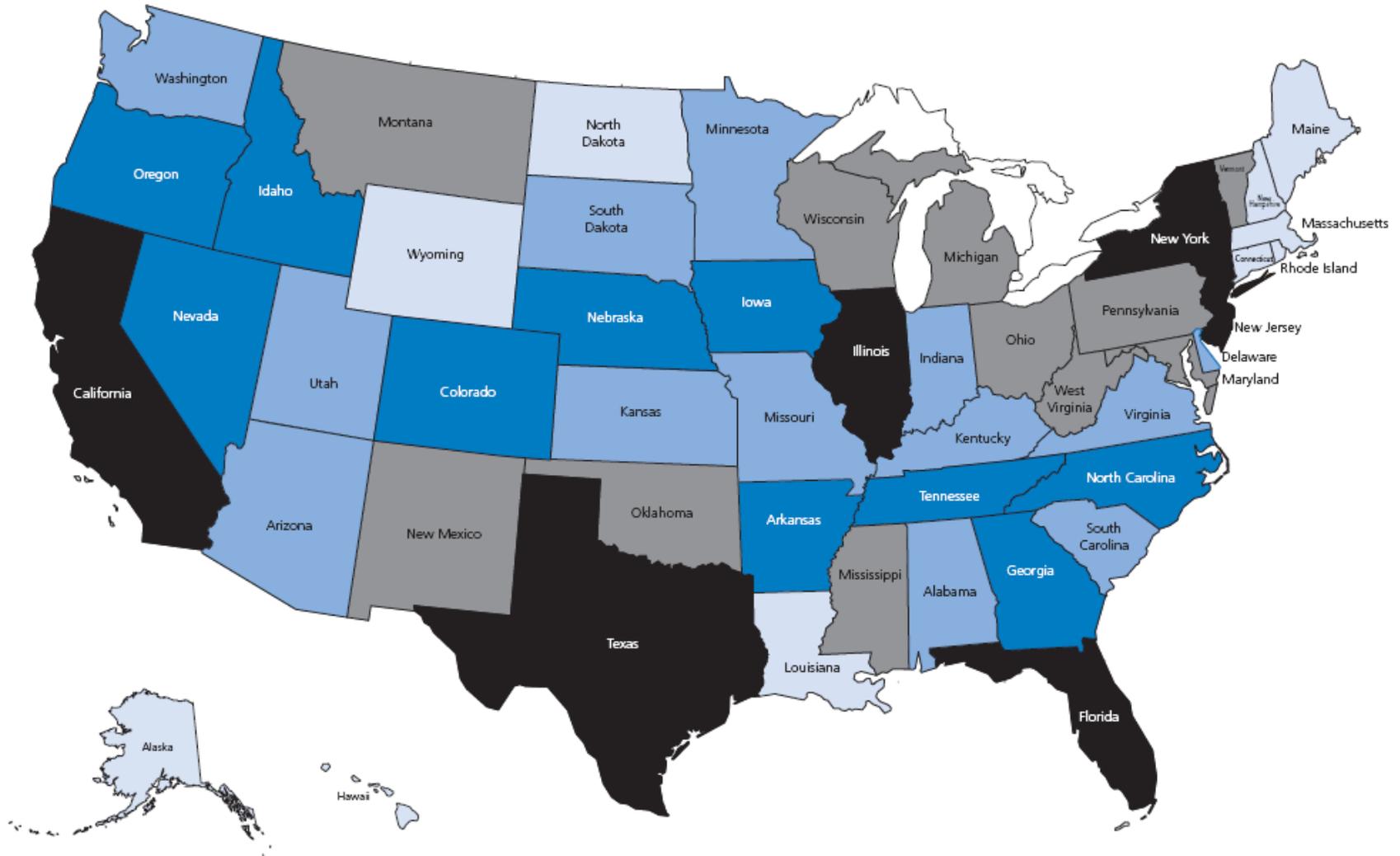
Percent change, 1990-2000

- ☐ -7 to 33%
- ☐ 35 to 76%
- ☐ 81 to 144%
- ☐ 152 to 270%
- ■ Major immigration states (35 to 76%)

Source: Capps et al., *The Health and Well-Being of Young Children of Immigrants.*

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