



SUPPORTING DIVERSE POPULATIONS WITHIN THE EARLY CHILDHOOD WORKFORCE

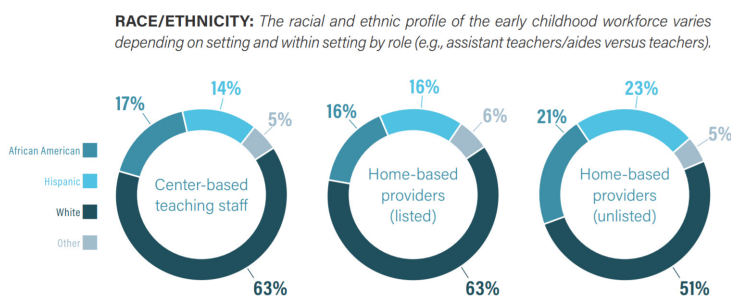
BACKGROUND AND RATIONALE

Early childhood programs lay the foundation for a child's education and influence the way they think about school. Data indicate that about one in five school-aged children speak a language other than English at home. Estimates indicate that even more children under the age of six are speaking and hearing another language at home (U.S. Department of Education, 2016). Our early childhood systems work to make sure all children have a positive first experience in an early childhood setting. To achieve this goal our workforce needs to be prepared to care for and educate children who are dual language learners and English learners (DLL/ELs). The resource from the National Academies of Sciences, Engineering, and Medicine titled *Promoting the Educational Success of Children and Youth Learning English: Promising Futures* states that the knowledge, skills, and expertise of early childhood professionals working with children who are DLLs/ELs are some of the most influential factors in high-quality and effective practices. This resource also stresses a sustained, demanding professional development approach for staff working with children who are DLL/ELs. This approach should model effective instructional styles that combine academic content with English language lessons and includes classroom practice, coaching and mentoring, reflective practice, and communities of learning.

The rise in the number of children learning English as a second language and who have different cultural and educational backgrounds than their teachers poses both opportunities and challenges for education staff. Opportunities include capitalizing on the cultural and linguistic skills of a diverse population. Challenges include increasing the workforce's knowledge of and ability to support families' diverse needs.

In addition, the data show that the early childhood workforce itself is quite diverse. The most recent comprehensive national study of the workforce is the National Survey of Early Care and Education conducted in 2012. It lists demographic and professional characteristics of the paid workforce, in both center- and home-based settings. It also shares some limited information about the larger unpaid caregiving population (NSECE, 2012). The Early Childhood Workforce Index describes early childhood employment conditions and policies on a state-by-state basis. The index also includes tables with characteristics of the early childhood workforce using calculations based on NSECE data (NSECE, 2016). Below is a graphic from the index that depicts race and ethnicity.

This document offers resources about policy development, dual language learners, and staff's competence



and skills when supporting diverse populations. These resources help state Child Care and Development Fund (CCDF) administrators and other early childhood leaders provide professional development to help education staff support diverse populations and set policies that result in a more diverse workforce and fair outcomes for all children and families.

RESOURCES RELATED TO THE EARLY CHILDHOOD WORKFORCE

PROFESSIONAL AND WORKFORCE DEVELOPMENT

Matthews, H. (2008). *Supporting a Diverse and Culturally Competent Workforce: Charting Progress for Babies in Child Care Research-Based Rationale*. Center for Law and Social Policy. Washington, D.C.

This brief provides a basis for recruiting, keeping, and supporting diverse and culturally sensitive infant and toddler providers and caregivers.

<http://www.policyarchive.org/handle/10207/13792>

National Survey of Early Care and Education (NSECE). (2010-2015).

The source website describes the resource in the following way. “The National Survey of Early Care and Education (NSECE) documented the nation’s utilization and availability of early care and education (including school-age care) in 2012, to deepen the understanding of the extent to which families’ needs and preferences coordinate well with provider’s offerings and constraints. The experiences of low-income families were of special interest as they are the focus of a significant component of early care and education/school-age (ECE/SA) public policy. The NSECE collected data from a nationally-representative sample including interviews in all fifty states and Washington, DC.”

<https://www.acf.hhs.gov/opre/research/project/national-survey-of-early-care-and-education-nsece-2010-2014>

National Academies of Sciences, Engineering, and Medicine. (2017). *Promoting the Educational Success of Children and Youth Learning English: Promising Futures*. The National Academies Press. Washington, D.C.

The introduction of this report states, “The purpose of this report is to examine how scientific evidence relevant to the development of [children who are] dual language learners/English learners (DLLs/ELs) from birth to age 21 can inform education and health policy and related practices that can result in better educational outcomes. Chapter 12, entitled Building the Workforce to Educate English Learners, explores the demographics, qualifications, ethnic, racial, and linguistic diversity of the workforce that teaches [children who are] DLLs/ELs. The chapter goes on to explore the state and federal policies, preparation, and professional development practices that impact this workforce.”

<https://www.nap.edu/read/24677/chapter/14>

Institute of Medicine & National Research Council. (2015). *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation* the National Academies Press. Washington, D.C.

The report by the Institute of Medicine (IOM) and National Research Council (NRC) offers a blueprint for building an early childhood workforce with a foundation in the science of child development and the shared knowledge and abilities that teachers need to provide consistent, high-quality care for children’s development and early learning.

<http://www.nationalacademies.org/hmd/Reports/2015/Birth-To-Eight.aspx>

Washington, V. (2014). *Diversity and Inclusion in Early Care and Education*. Council for Professional Recognition. Washington, D.C.

This white paper explores the changing demographics in our society. It examines how these changing demographics will impact early childhood education. It looks at new professional development strategies and which current professional development strategies should be used to support children of color. This white paper prompts the field to consider the limitations of current methods in meeting the needs of both children in early care and education settings and the staff working with them.

http://www.cdacouncil.org/storage/documents/Media_Room/Diversity-WhitePaper_final.pdf

Whitebook, M., McLean, C., Austin, L.J.E., & Edwards, B. (2018). *Early Childhood Workforce Index - 2018*. Center for the Study of Child Care Employment, University of California, Berkeley. Berkeley, CA.

The source website describes the report in the following way: “The Index provides a current appraisal of workforce conditions and policies across states. It is divided into four topical chapters:

1. About the Workforce provides a national snapshot of characteristics of the early educator workforce across settings and discusses state-level variation.
2. Earnings and Economic Security provides national and state data on ECE workforce pay in relation to other occupations and presents new analyses of pay.
3. Early Childhood Workforce Policies assesses state policies in five areas: qualifications and educational supports; work environments; compensation and financial relief strategies; workforce data; and financial resources.
4. Family and Income Support Policies assesses state policies across occupations in two areas: income supports and health and well-being.

These indicators represent opportunities for state policies that have the potential to enhance the lives of the many children and adults affected by ECE employment conditions. Throughout the Index we spotlight recent research or promising developments that advance new policies or improved conditions.”

<http://cscce.berkeley.edu/early-childhood-workforce-2018-index/>

Whitebook, M. (2014). *Building a Skilled Teacher Workforce: Shared and divergent challenges in early care and education and in grades K-12*. Institute for Research on Labor and Employment, University of California, Berkeley. Berkeley, CA.

This paper examines the personnel-related opportunities and challenges the early childhood education field faces, and how these differ from those in grades K-12. The goal is to adopt an early learning strategy in the US that improves educational outcomes for young children. The paper describes key features of personnel systems that have emerged, comparing them along several dimensions, including diversity and cultural competence, and concludes promoting a skilled and stable early care and education workforce.

http://cscce.berkeley.edu/files/2014/Building-a-Skilled-Teacher-Workforce_September-2014_9-25.pdf

POLICY DEVELOPMENT

Maki, M., McHugh, M., Batalova, J., & Zong, J. (2015). *Immigrant and Refugee Workers in the Early Childhood Field: Taking a Closer Look*. Migration Policy Institute. Washington, D.C.

This report examines demographic and socioeconomic trends in both the immigrant-origin child population (ages five and under) and the ECE workforce in the United States. It goes on to discuss policy implications and chances to support immigrant ECE workers as part of an overall effort to improve the quality of the ECE workforce.

<http://www.migrationpolicy.org/research/immigrant-and-refugee-workers-early-childhood-field-taking-closer-look>

Mathews, H., & Ewen, D. (2007). *Selected State and Local Policies to Support Immigrant and Limited English Proficient (LEP) Early Care and Education Providers*. Center for Law and Social Policy, Child Care and Early Education Policy Analysis, Research, and Technical Assistance. Center for Law and Social Policy. Washington, D.C.

The Center for Law and Social Policy (CLASP) created this checklist of selected policies that support immigrant providers, particularly those with limited language proficiency. It offers strategies and examples to improve policies in language access, training, and professional development.

<http://www.clasp.org/resources-and-publications/publication-1/0383.pdf>

Mathews, H., & Ewen, D. (2009). *Reinvesting in Child Care: State Infant/Toddler Policies*. Center for Law and Social Policy. Washington, D.C.

This brief article outlines the research and state policy options that support a diverse and culturally competent workforce. The focus of the article is on recruiting, maintaining, and supporting diverse and culturally sensitive infant and toddler caregivers.

<http://www.clasp.org/resources-and-publications/publication-1/0467.pdf>

Sugarman, J., & Park, M. (2017). *Supporting Culturally and Linguistically Diverse Children and Workers in Early Childhood Quality Rating and Improvement Systems*. Migration Policy Institute. Washington, D.C.

The source website describes this resource in the following way. “This report examines how diverse providers access QRIS and the processes built around them, what indicators can be used to better capture program elements that are valuable to immigrant and refugee families, and how the rollout of QRIS in different states has affected these communities. Drawing on interviews with education staff and examples of best practice from across the country, it offers state decision makers a range of strategies that can be used to ensure QRIS are accessible, fair, and more accurately capture and value program elements needed to effectively serve culturally and linguistically diverse children and families.”

<https://www.migrationpolicy.org/research/supporting-culturally-and-linguistically-diverse-children-and-workers>

PRESENTATIONS

State and Territory Administrators Meeting (STAM)

Presentation on Recruitment and Support of Culturally and Linguistically Diverse Providers.

Presenters: Shantel Meek, Office of the Deputy Assistant Secretary for Early Childhood Development, Jennifer Amaya-Thompson, Office of Head Start, Jani Kozlowski, National Center on Early Head Start-Child Care Partnerships, Cecelia Fisher-Dahms, California Department of Education, Tom Rendon, Iowa Department of Education, Deb Swenson-Klatt and Cindi Yang, Minnesota Department of Human Services

http://www.occ-cmc.org/stam2016/SessionMaterials/STAM_2016_Recruiting_Culturally_Linguistically_Diverse_Providers_092116_FINAL.pdf

TOOLKITS

National Academies of Sciences, Engineering, and Medicine. (2017). *Promoting the Educational Success of Children and Youth Learning English: Promising Futures Toolkit*. Washington, DC: The National Academies Press.

This online resource is based on the report entitled Promoting the Educational Success of Children and Youth Learning English: Promising Futures. The toolkit provides chapter summaries, quick links to chapters on language development and early childhood promising practices, and a robust list of federal resources.

<https://www.nap.edu/resource/24677/toolkit/index.html>

SUPPORTING DIVERSE CHILDREN AND FAMILIES

PROFESSIONAL AND WORKFORCE DEVELOPMENT

Core Knowledge and Competencies

Core knowledge and competencies (CKCs) define what early childhood professionals should know and be able to do. Below are three examples from state CKCs related to serving diverse populations. They indicate what professionals understand about how varying contexts of development contribute to cultural, social, linguistic, and developmental diversity in early childhood settings. They indicate that staff should respect each child's culture, home language, individual abilities or disabilities, family context, and community. Staff should also use respectful, culturally responsive communication and adopt inclusive and anti-bias practices with children, families, and colleagues.

EXAMPLES OF CORE KNOWLEDGE AND COMPETENCIES RELATED TO SERVING DIVERSE POPULATIONS

New Jersey:

CKC 7. Serving Diverse Populations

<http://www.state.nj.us/education/ece/njcyc/ECSACReport.pdf>

Alaska:

Standard 2: Building Family and Community Relationships

B. Recognizing Diverse Family and Community Characteristics

<http://threadalaska.org/layouts/thread/files/documents/forms/CKC%20Comprehensive%20Edition%206-24-2015.pdf>

Texas:

Core Competency Area 6: Diversity and Dual Language Learners

<https://tecpds.org/Resource/pdf/CoreCompetencies/texascorecompetencies-pract-admin.pdf>

Chu, M., Martinez-Griego, B., & Cronin, S. (2010). *Using a Culturally and Linguistically Responsive Approach to Help Working Teachers Earn Degrees*. Young Children, National Association for the Education of Young Children. Washington, D.C.

The source website describes this resource in the following way. “The authors set out to support early childhood teachers in meeting higher educational requirements, including preparation to teach dual language learners. This goal led to a vision of community collaboration to increase teachers’ college graduation rates and to develop coursework in which teachers experience an infusion of language and literacy strategies for working with dual language learners (specifically children who are learning in both Spanish and English). In this article, the authors discuss the key strategies in this effort and share a collective reflection by teachers and collaborators.”

<https://www.naeyc.org/resources/pubs/yc/nov2016/culturally-responsive-strategies>

Daniel, J., & Friedman, S. (2005). *Preparing Teachers to Work with Culturally and Linguistically Diverse Children*. *Beyond the Journal*. National Association for the Education of Young Children. Washington, D.C.

This article considers how training programs are preparing teachers to work with young children who are linguistically and culturally diverse. Overall, there has been a lot of progress over the last quarter century. However, recent research indicates that teachers don’t believe they’re adequately prepared to teach children from different cultural and linguistic backgrounds (Ray & Bowman 2003; Ryan, Ackerman, & Song 2005).

<http://www.buildinitiative.org/WhatsNew/ViewArticle/tabid/96/ArticleId/258/Taking-the-Next-Step-Preparing-Teachers-to-Work-with-Culturally-and-Linguistically-Diverse-Young-Chi.aspx>

Espinosa, L., LaForett, D., Burchinal, M., Winsler, A., Hsiao-Chuan, T., Peisner-Feinberg, E.S., & Casto, D. (2017). *Child Care Experiences Among Dual Language Learners in the United States: Analyses of the Early Childhood Longitudinal Study–Birth Cohort*. Washington, D.C.

This study examines the child care experiences of children who are DLL and children who are non-DLL at 9, 24, and 52 months. After accounting for demographic and related factors, the authors found few differences in the quality and type of child care offered to children who are DLL and children who hear only English in the home. Differences in child care experiences were more often related to a child’s country of origin, ethnicity, or immigrant status. Non-parental caregivers were more likely to speak the child’s home language in home-based care than center care. Findings state that it is important to distinguish socioeconomic status, ethnicity, country of origin, and immigrant status when considering children who are DLLs’ child care experiences.

<http://journals.sagepub.com/doi/pdf/10.1177/2332858417699380>

Language Revitalization Report. (2015).

This Office of Head Start report shares efforts to renew tribal languages. The report is based on visits to programs and discussions with tribal leaders, program staff, and parents. The chapters focus on preparing and developing a language learning plan for children and adult learners, and building community support. There are program examples and teaching tips, along with a list of resources. The report affirms the value of maintaining tribes’ cultural and linguistic heritage.

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/report-tribal-language-revitalization.pdf>

POLICY DEVELOPMENT

Mathews, H., & Ewen, D. (2010). *Early Education Programs and Children of Immigrants: Learning Each Other's Language*. Center for Law and Social Policy. Washington, D.C.

This paper discusses the federal and policy landscape for serving children of immigrants in early care and education programs and includes policy recommendations for improving access for immigrant families.

<http://www.clasp.org/resources-and-publications/publication-1/0383.pdf>

Reid, J., & Kagan, S.L. (2015) *A Better Start: Why Classroom Diversity Matters in Early Education*. National Center for Children and Families. Teachers College. Columbia University.

The source website describes this resource in the following way: “This report presents the results of a review and analysis of demographic data, current research, and position statements of national early childhood organizations. The authors suggest that quality and equity are inextricably linked, that programs that are segregated by race/ethnicity and income are rarely of equal quality, and that efforts to make early childhood investments sustainable must take this into account. Specific recommendations are offered.”

http://www.prrac.org/pdf/A_Better_Start.pdf

Schmit, S., & Walker, C. (2016). *Disparate Access: Head Start and CCDBG Data by Race and Ethnicity*. Center for Law and Social Policy. Washington, D.C.

This brief highlights state-level data, organized by race and ethnicity, related to access to Head Start preschool, Early Head Start (EHS), and Child Care and Development Block Grant (CCDBG)-funded child care. The brief also identifies possible policy implications and gaps in the data that limit our ability to completely analyze the findings.

<http://www.clasp.org/resources-and-publications/publication-1/Disparate-Access.pdf>

PRESENTATIONS

NAEYC Professional Learning Institute 2017

Presentation on *Leading for Equity: Ensuring a Competent Workforce that Supports All Children*.

Presenters: Lori Connors-Tadros, National Institute for Early Education Research; Jana Martella, EDC; Debi Mathias, Build Initiative; Aisha Ray, Erikson Institute; Kate Tarrant, New York Early Childhood Professional Development Institute, CUNY.

This PowerPoint presentation discusses equity in developing an early childhood workforce that can educate and care for all children. It includes the results and outcomes of the BUILD-CEELO Learning Table on the topic of teaching and learning.

http://ceelo.org/wp-content/uploads/2017/06/ceelo_build_naeyc_pli_2017_presentation_equity.pdf

Place and Race Matter: *Head Start and CCDBG Access by Race, Ethnicity, and Location* (2016)

This PowerPoint presentation jointly developed by the Center for Law and Social Policy (CLASP) and diversitydatakids.org discusses racial, ethnic, and native disparities in Head Start and child care access at the state and neighborhood levels.

<http://www.clasp.org/resources-and-publications/publication-1/Place-and-Race-Matter.pdf>

TOOLKITS

Atchison, B., Diffey, L., Rafa, A., & Sarubbi, M. (2017). *Equity in Education: Key Questions to Consider*. Education Commission of the States. Denver, CO.

The source website describes this resource in the following way: “To move the needle on equity in education, the Education Commission of the States proposes increased intentionality of policy assessment and development across four pillars of work: teaching and leading, learning and transitioning, measuring and improving, and financing. In this brief, a list of key equity-minded questions to consider within each of these target areas is included. This list— though not exhaustive—can serve as a guide for state education leaders as they evaluate their policy options.”

[https://www.ecs.org/ec-content/uploads/Equity in Education Key questions to consider.pdf](https://www.ecs.org/ec-content/uploads/Equity_in_Education_Key_questions_to_consider.pdf)

Dual Language Learner Electronic Toolkit for Programs, Early Educators, Child Care Providers, and Families.

The Dual Language Learner (DLL) Toolkit, released by Health and Human Services, Office of Head Start, includes free resources on supporting the learning and development— including dual language development—of children who are DLLs at home, in early learning settings, and in the community. The DLL toolkit is available at no cost to all early childhood programs. The toolkit is available to home visitors in all fifty states supported by the Maternal Infant and Early Childhood Home Visiting program and the families they serve.

<https://eclkc.ohs.acf.hhs.gov/culture-language/article/dual-language-learners-toolkit>

Equity Toolkit for Administrators

Developed in 2010 by the Colorado Department of Education, the Equity Toolkit for Administrators helps communities create a plan and develop action steps to begin intervention and upkeep of a more accepting culture. The toolkit offers resources to work a crisis, and create intervention and maintenance plans outside of a crisis. This model is community-based and relies on the participation and voices of the community.

<https://www.cde.state.co.us/postsecondary/equitytoolkit>

Lopez, M., Hofer, K., Bumgarner, E., & Taylor, D. (2017). *Developing Culturally Responsive Approaches to Serving Diverse Populations: A Resource Guide for Community-Based Organizations*. National Research Center on Hispanic Children and Families. Washington, D.C.

This resource guide was developed to help community-based service programs find and access resources about cultural competency to better serve their targeted populations. It provides an array of valuable tools and resources that communities can consult, use, and adapt to provide more culturally skilled service delivery programs.

<http://www.hispanicresearchcenter.org/wp-content/uploads/2017/03/Cultural-Competence-Guide.pdf>

Making It Work: Connecting Cultural Learning Experiences in American Indian and Alaska Native Classrooms and Communities with the Head Start Child Development and Early Learning Framework

Making It Work is a planning process that supports American Indian and Alaska Native (AIAN) Head Start programs to teach their language, culture, beliefs, and lifeways while still meeting Head Start requirements.

<https://eclkc.ohs.acf.hhs.gov/culture-language/article/making-it-work-connecting-cultural-learning-experiences-american-indian>

The Planned Language Approach

The planned language approach (PLA) is a comprehensive, systemic, research-based way for child care, Head Start, and Early Head Start programs to ensure optimal language and literacy services for children who speak English and for dual language learners. The PLA materials include handouts, guides, organizational tools, and videos. They are designed to build and refine language and literacy services for all children and to be used to promote staff development. Resources demonstrate how to help children who are DLLs develop their home language as they also move toward becoming proficient in English. These multimedia materials are designed to support program leaders, families, as well as education, family and community engagement, human resources, interpretation, and translation staff.

<https://eclkc.ohs.acf.hhs.gov/culture-language/article/planned-language-approach>

Race Matters Collection. (2013).

Developed by the Annie E. Casey Foundation, this toolkit is designed to help policymakers and other individuals design equitable policies and practices for all children, families, and communities.

http://www.aecf.org/search?title=Race%20Matters%20Collection&facet%5B%5D=report_series%3ARace+Matters+Collection

STATE EXAMPLE – IOWA

Recruiting a diverse early childhood workforce has long been on Iowa's agenda. In 2005, Early Childhood Iowa (ECI, the state's state advisory committee) created an equity advisory committee to make sure the early childhood system development work was responsive to racially, ethnically, and linguistically diverse communities.

The BUILD Initiative's brief entitled "Building Early Childhood Systems in a Multi-Ethnic Society" was an influential document in Iowa's work in this area. (<http://www.buildinitiative.org/Portals/0/Uploads/Documents/BuildingEarlyChildhoodSystemsinaMultiEthnicSociety.pdf>).

The brief describes five gaps for early childhood systems to focus on the following:

1. Kindergarten readiness
2. Participation
3. Cultural awareness and recognition
4. Workforce diversity
5. Stakeholder planning and decision-making

The workforce diversity gap is the difference in diversity of young children and those that teach them. Iowa has taken steps to address this gap. The state found reliable data about the workforce, which showed that disparities exist in Iowa—a state where racial and ethnic minorities are less than 10 percent of the population. Seeing the data raised questions. What barriers kept teachers from early childhood jobs? What could address the gap?

The data found one exception to the disparities—Iowa’s T.E.A.C.H. and WAGE\$ programs, had recipients of color at or above the expected ratio of the general population. These data offer one successful strategy - remove economic barriers that keep families from participating in education programs and work to better educate the workforce. Story after story emerged of new immigrants, diverse staff in urban child care centers, and African American family child care providers going to school and earning degrees.

They also talked to private businesses about how they attract and hire diverse workers and create welcoming and inclusive workplaces. The state created a career pathway so workers could enter and grow in the field. In May 2017, ECI sponsored a faculty summit to find recruitment and retention strategies that make sure students of color succeed. One strategy included encouraging colleges to offer evening and online classes. This supports non-traditional students and promotes culturally responsive teaching, connecting and engaging students. To give all students more experience working in racially and linguistically diverse classrooms, they developed a list of practicum sites in Head Start classrooms. This encouraged college faculty to place students in these setting and provided direct experience teaching in a cross-cultural early childhood setting.

Finally, the state started using the Planned Language Approach (PLA) in early childhood programs in addition to Head Start classrooms. As a result, Iowa better supported children who are DLLs. PLA encourages teachers to use classroom language models to help them use different languages to teach. Bilingualism becomes a more desirable and marketable asset in teachers.

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