Diversity, Equity and CLC: Tools to Grow Your Capacity to Support Young English Language Learners and Their Families

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OBJECTIVES

Participants will:

1. Differentiate between English Language Learners and Dual Language Learners

2. Discuss the basic elements of cultural and linguistic competence in early care and education programs.

3. Explore the concepts of diversity, equity and cultural and linguistic competence.

4. Explain the relationship between culture, language, and the importance of the early years.

5. Identify their personal views related to culture, language, perceptions and expectations and how they may impact their interactions with families and young children.

6. Cite at least four new approaches that they can incorporate into their cultural and linguistic competence tool kit for use in their programs.
What’s the right terminology?

Language Minority Students or LMS
Dual Language Learners
English Learners
English Language Learners

Limited English Proficient or LEP
Culturally and Linguistically Diverse or CLD
Children who speak a language other than English or LOTE

What's the right terminology?

Dual Language Learners are....

Children learning two (or more) languages at the same time, as well as those learning a second language while continuing to develop their first (or home) language.

English Language, or ELLs, are students who are unable to communicate fluently or learn effectively in English, who often come from non-English-speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses.

National Data

- One in five U.S. residents speak a language other than English at home.
- One in five children is born into a family with at least one foreign-born parent.
- Approximately 15% of children birth-5 and not enrolled in kindergarten have parents who speak a language other than English at home.
- Eighty-six percent of Head Start programs serve dual language learners.

Source: U.S. Census Bureau, 2010 American Community Factfinder, National Center for Education Statistics (NCES), U.S. Census Bureau, Administration for Children & Families, and Education Data Express Total English Language Learners in MD: 2015 (respectively).

Head Start Data on Dual Language Learners

- **Key Statistics on Dual Language Learners in Head Start**
  - More than one-quarter of all children served in Head Start or Early Head Start come from homes in which a language other than English (LOTE) is spoken.
  - In these households, Spanish is by far the most commonly spoken language (more than fourth-fifths of LOTE homes).
  - Ninety-two percent of DLLs entering Head Start were born in the United States, while 86 percent of mothers and 90 percent of fathers of children entering the program are foreign born.
  - About 26 percent of DLLs also received child care in settings outside Head Start such as family- or home-based care.

Why focus on English Language Learners?

- Growing population of infants and toddlers exposed to two or more languages
- Increased attention on early development and school readiness
- Concerns that English language learners (ELL) may lag behind monolingual peers
- Many ELL come from families with lower income
- Critical need for appropriate policy, program and practice to support ELL as early as possible

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Research indicates.....

- Knowledge of home language makes it easier to learn a second language,
- Home language and culture:
  - impart a sense of identity and belonging
  - Shows young children how to relate to and communicate with others
- Children who know two languages often have higher cognitive achievement than their monolingual peers,

**Pop(ulation) Quiz!**

In Maryland,

- What are the top three largest populations by race or origin?
- What are the top five languages spoken in Maryland?
- What is the fastest growing population of young children in Maryland?

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**Top 5 Languages Spoken in Maryland**

1. Spanish
2. French
3. Chinese
4. Amharic
5. Vietnamese
Maryland: Children in Immigrant Families

Data Source: Kids Count Data Center: Children in Immigrant Families, and Children in Linguistically Isolated Households

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### About Languages Spoken

- **Did you know that:**
  
  A linguistically isolated household is defined as a household in which:
  
  (a) no person 14 years old and over speaks only English, and
  
  (b) no person 14 years old and over who speaks a language other than English speaks English “very well”.

  - 41% of those who speak a language other than English at home describe their English language use as “not very well”?  
  - In Maryland, 16% of the foreign born population live in “linguistic isolation”?

(Source: US Census Bureau, 2016)
Ten Take Home Messages

- Increasing diversity
- Childrearing reflects culture
- Parenting embeds culture in early years
- Childrearing differences influence developmental outcomes
- Foundations of relationships and socialization are culturally embedded
- Parent expectations differ about achievement
- Language development and early learning are similar across cultures
- Culture is not static, it evolves
- Examine early childhood policies and practices through a cultural lens
- Programs must assess appropriateness & effectiveness

Culture

is an integrated pattern of human behavior which includes but is not limited to:

- communication
- thought
- customs
- rituals
- courtesies
- manners of interacting
- roles
- relationships
- beliefs
- practices
- expected behaviors
- languages

... of a racial, ethnic, religious, social, or political group; the ability to transmit the above to succeeding generations; dynamic in nature.
Culture is…

- Culture is a complex set of shared values, beliefs, understandings, behaviors, language, customs, activities, rites and rituals that guide specific groups of people.
- Culture includes a range of ideas about family, aspects of family life, wellness, disability, child rearing practices, interpersonal relationships and expectations for learning and child development.
- Culture changes over time, and is passed down from one generation to the next.

Four Simple Truths about Culture

- Everyone has a culture
- Culture is a strength that bonds us to others and bolsters our personal identity
- Culture is dynamic and evolutionary
- Our culture affects everything we do:
  - Our perceptions
  - Our thoughts
  - Our actions
Culture ...

- is applicable to all peoples
- is active & dynamic
- is multi-layered
- is viewed as thick, thin, or compartmentalize
- exists at conscious and unconscious levels
- structures perceptions & shapes behaviors
- is a total way of life – tells group members how to behave & provides their identity

Adapted from Vivian Jackson, NCCC, 2003
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Multiple Cultural Identities

Race or Ethnicity
Profession
Gender or Gender Identity
Religious or Spiritual Affiliation

POINT IN TIME & CONTEXT

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Cultural Diversity

The term \textit{cultural diversity} is used to describe differences in ethnic or racial classification \& self-identification, tribal or clan affiliation, nationality, language, age, gender, sexual orientation, gender identity or expression, socioeconomic status, education, religion, spirituality, physical and intellectual abilities, personal appearance, \& other factors that distinguish one group or individual from another.

Goode \& Jackson, 2009

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A theory of culture \& its transmission


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Building Equity in Early Learning

An Iceberg Concept of Culture

dress • age
gender • language
• race or ethnicity
• physical characteristics

• eye behavior •
• facial expressions •
body language • sense of self •

• notions of modesty • concept of cleanliness
• emotional response patterns •
• rules for social interaction •
• child rearing practices •
• decision-making processes •
• approaches to problem solving •

• concept of justice • value individual vs. group •
• perceptions of & beliefs about of mental health, health, illness, disability •

• patterns of superior and subordinate roles in relation to status by
age, gender, class • sexual orientation • gender identity & expression

and much more…

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CULTURAL COMPETENCE

...requires that organizations have a clearly defined, congruent set of values and principles, and demonstrate behaviors, attitudes, policies, structures, and practices that enable them to work effectively cross-culturally.

(adapted from Cross, Bazron, Dennis & Isaacs, 1989.)

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Five Elements of Cultural Competence

INDIVIDUAL LEVEL

1. acknowledge cultural differences
2. understand your own culture
3. engage in self-assessment
4. acquire cultural knowledge & skills
5. view behavior within a cultural context

(Cross, Bazron, Dennis, and Isaacs, 1989)

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Cultural Competence Continuum

(Cross, Bazron, Dennis, and Isaacs, 1989)

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The Common Cold

Think back to your childhood; what were some of the remedies used to treat you when you had a common cold?

Share what the treatment was, and how it was applied; as well as the outcome.

What were the beliefs or values attached to your family’s preferred remedies for treatment of the common cold?

Language and culture are inextricably linked

Culture is encoded in language through forms of expression, communication preferences, and the way words are used.

Values, beliefs, and attitudes and a broad array of nuances are enmeshed in words and symbols, forming the base of knowledge and a system for communicating within every culture.
LINGUISTIC COMPETENCE FRAMEWORK

Goode & Jones, Revised 2009, National Center for Cultural Competence

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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 groups including persons of limited English proficiency, those who are not literate or have low literacy skills, individuals with disabilities, or those who are deaf or hard of hearing

- requires organizational and provider capacity to respond effectively to the health literacy and mental health literacy needs of populations served

- ensures policy, structures, practices, procedures and dedicated resources to support this capacity

Goode & Jones, Revised 2009, National Center for Cultural Competence

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Test Your Values, Assumptions and Mental Models

Nadia and her beads

Do you have any particular feelings about this picture?, Nadia?

Why do you think her parents have styled her hair this way?

What do you think that you know about Nadia and her family based upon how her hair is groomed?
Mercedes Enters Care

As a team:
1. Read about Mercedes and her family as she enters the child care setting
2. Discuss Mercedes’ development in terms of
   - Parental perspectives and expectations
   - Influences on early care and education expectations and practices
   - Individualized care
3. Identify strategies that would provide “cultural continuity” and support parent expectations
4. Include any questions or concerns the group may have about balancing perspectives of family and early care and education provider

Influence on Practice: Mercedes

<table>
<thead>
<tr>
<th>My Values</th>
<th>Cultural Message</th>
<th>Influence on Practice, Actions and Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independence</td>
<td>Children encouraged to explore</td>
<td>Support and encourage self-directed play</td>
</tr>
<tr>
<td>Creativity</td>
<td>Making something is more valuable than buying something</td>
<td>Crafts and gifts</td>
</tr>
<tr>
<td>Playfulness</td>
<td>Time for work and time for play</td>
<td>Weekends are play time; dress for comfort and activity</td>
</tr>
<tr>
<td><strong>Professional</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child growth and development</td>
<td>Developmentally appropriate practice</td>
<td>Foster independence</td>
</tr>
<tr>
<td>Playfulness</td>
<td>Play is child’s work</td>
<td>Provide variety of activities</td>
</tr>
<tr>
<td>Individualization</td>
<td>Freedom to explore</td>
<td>Encourage free play and exploration</td>
</tr>
</tbody>
</table>

THINK Mercedes should wear play clothes.
Me? Biased! Really?

GOING DEEPER — ASSESSING BIAS

- A bias is a preference for one thing, person or group over another.
- We all have biases.
- Bias becomes a concern when it becomes a prejudice against certain people or groups in ways that are unfair and lead to discrimination.

Bias in a natural human reaction.
Equality vs Equity

Equality is the quality or state of being equal.

Equity is freedom from bias or favoritism.

In 2015 the U.S. Departments of Justice and Education provided guidance to school systems regarding their responsibility to provide DLL with instruction “to ensure that [DLL] students can participate meaningfully and equally in educational programs and services.”


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An Iceberg Concept of Culture

Adapted by the NCCC

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Promising Practices

Cultural and Linguistic Competence for Early Childhood Personnel is based on the premise that promising practices:

1. Accept, honor, and respect diverse cultures.
2. Preserve home culture and home language.
3. Incorporate cultural knowledge into program practices.
4. Foster parents and community as partners in early education.
5. Offer community members culturally responsive connections to early education.
6. Demonstrate measurable outcomes that are culturally relevant and linked to school readiness.

Understanding My Own Culture: It Starts with Me
Values

VALUES
- Beliefs or standards
- Qualities
- Intrinsic worth
- Guiding principles
- Guides for how you behave or highly valued qualities that fit and support your way of life.

IN EARLY CARE AND EDUCATION...
Those personal, practice, or organizational beliefs, standards, or qualities that influence your work and interaction with others, including children, families, co-workers, and community partners.

Learning About Family Culture

- An open approach
- Genuine interest and sensitive inquiry
- All aspects of culture

In what ways in your work have you tried to learn about another person’s culture or worldview?
What has been most useful?
Culturally and Linguistically Competent Early Care and Education Programs

- Learn about and appreciate diversity and/or represent the diversity of the community.

- Employ cultural continuity in care, teaching and learning strategies, and curriculum.

- Honor languages spoken by children in care.

- Reflect the traditions, customs, and home lives of children in the early care or education setting.

- Provide a curriculum or program that helps children understand/appreciate differences and promotes anti-bias perspectives.

- Involve parents as decision makers with opportunities for sharing cultural perspectives.

- Have policies that support cultural and linguistic diversity in planning and implementing responsive early care and education.

- Demonstrate measurable outcomes that are culturally relevant and linked to school readiness.
Culture is the lens by which we view the world.

From your world view, describe what you see occurring in the scenarios depicted in the photos that follow.
“Culture is the context within which all of our learning takes place during the first three years and throughout our lives.”

(Source: Zero to Three Center for Program Excellence, 2002)

The Developmental Niche: A Model for Culture and Child Development


Slide Source: © 2017 - Georgetown University National Center for Cultural Competence
The Cultural Context of Family and Community

- Identity Formation
  - Attachment and sense of belonging
- Language Development
  - Home language and interaction
- Developmental Milestones
  - Parenting and daily routines

The Cultural Context of Family and Community

- A child’s “first world”
- Foundation of relationships and child development
- Parent belief systems impact parenting practices and parent-child interaction
- Generational transfer
- The role of community
Mean Age Expectations in Months for Milestone Attainment

<table>
<thead>
<tr>
<th>Task</th>
<th>Anglo</th>
<th>Puerto Rican</th>
<th>Filipino</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training Cup</td>
<td>12.0</td>
<td>17.1</td>
<td>21.9</td>
</tr>
<tr>
<td>Use Utensils</td>
<td>17.7</td>
<td>26.5</td>
<td>32.4</td>
</tr>
<tr>
<td>Wean</td>
<td>16.8</td>
<td>18.2</td>
<td>36.2</td>
</tr>
<tr>
<td>Sleep Alone</td>
<td>13.8</td>
<td>14.6</td>
<td>38.8</td>
</tr>
<tr>
<td>Dress Self</td>
<td>38.2</td>
<td>44.2</td>
<td>39.2</td>
</tr>
<tr>
<td>Play Alone</td>
<td>25.0</td>
<td>24.8</td>
<td>12.3</td>
</tr>
</tbody>
</table>

(Sources: Carlson & Harwood, 2000; Schulze et al, 1999)

The Anti-Bias Perspective

- Construction of a knowledgeable, confident self-identity
- Comfortable, empathic interaction with people from diverse backgrounds
- Critical thinking about bias
- Ability to stand up for herself or himself, and for others in the face of bias

(Source: Derman-Sparks and the ABC Task Force, 1989; Hohensee & Derman-Sparks, 1992)
Implementing a Multi-Cultural and Anti-Bias Curriculum

- Awareness of “unintentional messages”
- Tie learning to children’s everyday world
- Talk openly about differences/similarities
- Focus on unique experiences to avoid stereotypes
- Integrate cultural perspectives into lessons
- Plan for change and adaptation

(Source: Derman-Sparks and the ABC Task Force, 1989; Hohensee & Derman-Sparks, 1992)

Revisiting Nadia Using a CLC Lens

Author: Natasha Anastasia Tarpley
Engaging Families for a Multi-Cultural Perspective

- Parent and provider/teacher relationship
- Respect for family perspectives and preferences
- Maintaining connection to home and family
- Families contribute to understanding their child
- Families expand the learning experiences of all children in the classroom

(Source: Derman-Sparks and the ABC Task Force, 1989; Hohensee & Derman-Sparks, 1992)

Growing your capacity to support DLL children and their families takes……..

- willingness to understanding of the impact of culture on beliefs, practices on parental expectations
- acceptance of families as the expert on their child and family
- understanding of family preferences and needs
- ability to suspend judgment
- capacity to partner with families
- capacity to cede the expert role
- willingness to advocate with and on behalf of families

(Source: National Center for Cultural Competence, 2017)
Growing your capacity to support DLL children and their families takes…….

- ability to communicate effectively cross-culturally
- capacity to provide information in Spanish
- competent bilingual staff or trained interpreters
- knowledge of how to work with interpreters
- capacity to educate and inform families about services available in their language
- ability to work with cultural brokers or community liaisons

Growing your capacity to support DLL children and their families takes…….

- offer information via ethnic media in different languages
- services and supports that promote ethnic inclusion
- collaborate with ethnic-serving agencies and organizations

Slide Source: National Center for Cultural Competence, 2017
Essential Elements of Cultural Responsiveness

Cultural responsiveness in teaching is using the cultural characteristics, experiences, and perspectives of ethnically diverse children and their families as conduits for teaching and supporting them more effectively including:

- developing a knowledge base about cultural diversity
- including ethnic and cultural diversity content in early care and education, services and supports
- demonstrating caring and building learning communities
- communicating effectively with ethnically diverse children and their families
- responding to ethnic diversity in communications with families about expectations

DATA SOURCE: Journal of Teacher Education  Slide Source:© 2017 - National Center for Cultural Competence
As a culturally competent _________
I am capable of interacting positively with people who do NOT

look like,
talk like,
move like,
think like,
believe like,
act like,
live like...

ME!!!

Source: Multnomah County Department of Health
Modification from Mike Magy, Massachusetts Department of Mental Health, November 2005

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