

Resource List WORKING DRAFT**Addressing Issues of Racial, Ethnic, Cultural and Linguistic Diversity in Early Childhood Education Quality Rating and Improvement Systems**

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Introduction

Research has consistently demonstrated that high-quality early care and education (ECE) programs support all domains of children’s development. Unfortunately, research also tells us that many of our country’s children, especially our most vulnerable, are not receiving the high-quality early learning experiences that they need to thrive.

The [BUILD Initiative](#) is committed to promoting equitable access to high-quality services for young children and families and to assist states in developing programs and policies that are culturally responsive to and representative of the child and family population that are served by state early learning systems, including through the use of Quality Rating and Improvement Systems (QRIS).

QRIS have emerged as a potentially powerful policy tool to improve the availability of high quality ECE programs and to enhance children’s school readiness skills. QRIS are a method to assess, improve and convey the quality of early learning programs. By communicating the quality of programs, parents are empowered to be savvy consumers of ECE programs and program funders are provided assurances regarding the effectiveness of their investments. QRIS assessments also offer providers a roadmap for quality improvement with technical assistance and professional development linked to the standards measure.¹

Methodology

Twenty-eight state or local QRIS administrators who participate in the [QRIS National Learning Network](#) website were contacted and asked to provide resources, tools, rating standards or policies they have used in their QRIS that relate to cultural equity, sensitivity, relevance or appropriateness as well as to multicultural or bi-lingual education. BUILD purposely did not give definitions to these terms acknowledging that multiple definitions exist. Each respondent was provided with a graphic representation found below that outlines the elements of a QRIS and provides examples of resources, tools, policies or rating criteria.

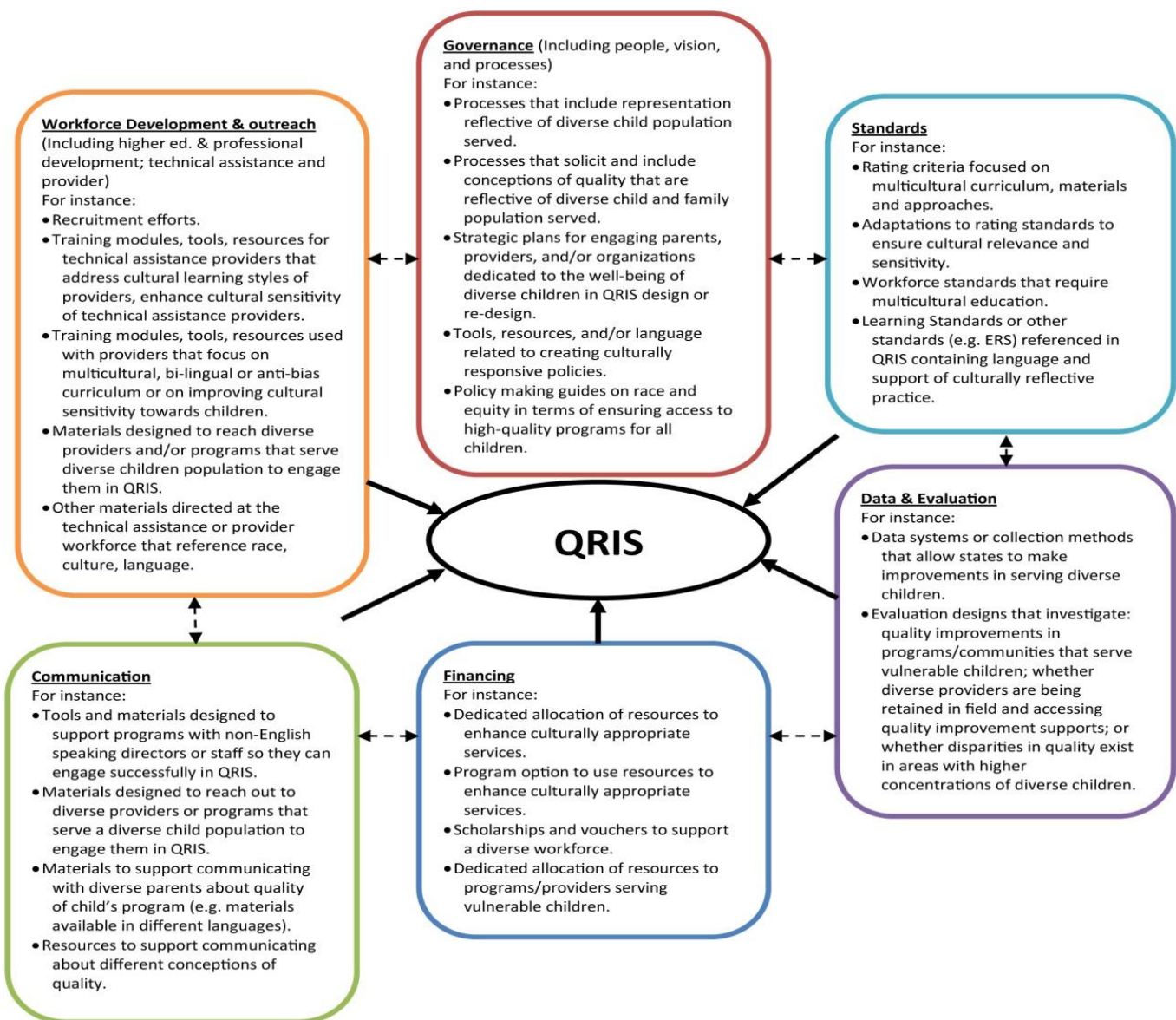
The graphic shows that the focus of our inquiry was not narrowly about rating standards, but more expansive and systematic related to all the supports and contexts within which state QRIS operate. We wanted to hear not just about rating criteria, but also about , for example, cultural sensitivity training for raters and technical assistance providers, on-site support for implementing anti-bias curriculum, policies and practices for using data and evaluation to understand whether quality improvement activities were effective across cultural groups of providers, use of data to determine QRIS participation in programs employing or serving primarily non-dominant culture practitioners or children, policies for

¹ Bruner, C. with Ray, A., Stover Wright, M., Copeman, A. (n.d.). *Quality Rating & Improvement Systems for a Multi-Ethnic Society: A Build Brief on Diversity and Equity*. Retrieved March 1, 2011 from <http://www.buildinitiative.org/files/QRIS-Policy%20Brief.pdf>

directing scholarships toward bi-lingual or culturally diverse practitioners, the adaptation of communication materials, and the inclusion of diverse stakeholders in designing and/or governing QRIS implementation.

Through an internet search, BUILD also compiled tools and resources that national organizations have developed that may not have been mentioned by states but were designed to help state leaders specifically build more culturally competent QRIS or ECE systems more broadly.

The resource list is not exhaustive; it is a working draft that can be updated as states and national organizations develop additional tools and document their policies and processes. Many states may have processes in place that have not yet been documented. And some resources and trainings that state leaders have used in the past may not have been identified due to staffing changes. Nevertheless, the list provides: (1) technical assistants with resources that may be useful as they work with state leaders and programs; (2) insight into the level of progress that states have made with respect to building culturally competent QRIS; and (3) a spotlight on gaps where further resources may need to be developed.



Learning from States

Across the 28 states surveyed, the Annie E. Casey Foundation's Race Matters Tool Kit and the National Association for the Education of Young Children's Pathways to Cultural Competence toolkit were most frequently used by state QRIS administrators.

With only two exceptions, most states we heard from do not have significant existing, state-developed QRIS-specific resources, tools, policies or trainings specific to cultural equity or sensitivity. Nor are there specific rating standards that reflect the professional development knowledge and competencies needed to implement culturally sensitive care or classroom instructional practices that reflect an anti-bias curriculum or multi-cultural educational approaches. The one exception to this was found in one item on the Environmental Rating Scales that rates the amount of classroom materials reflecting diverse cultures and abilities. There were also other references to culture in rating criteria that, for example, required family conferences to be offered in a families' home language.

A few states had existing resources that were not publically available such as internal mission statements to guide processes and interaction with parents, self-assessment tools, and ECE provider and technical assistance provider training tools. Due to difficulty in attaining these resources on a widespread scale, they are not included in the annotated bibliography, which outlines publicly-available resources.

In addition, several state leaders told us they are in the process of developing or refining their QRIS and are taking this opportunity to be intentional about ensuring the cultural sensitivity and relevance of the QRIS in their redesign. For instance, some states are offering more translation services for providers and families while some are currently revising their standards with a focus on building in items specific to the cultural competence of the ECE program.

There was a strong interest from states in tools that could help them increase responsiveness to and inclusivity of the diverse populations the QRIS serves.

Annotated Bibliography Outlining Existing, Publically Available Resources

Resources and tools are organized by the following topics:

- (1) **System development and refinement.** General tools that can help promote cultural appropriateness in QRIS system development and refinement.
- (2) **Quality improvement.** Quality improvement and professional development resources to address the needs of culturally and linguistically diverse workforce, children, and families. Resources listed here helps ECE professionals and trainers *do something* related to quality improvement.
- (3) **Rating quality.** Resources about rating quality and incorporating elements of cultural and linguistic diversity in the definition of quality.
- (4) **Standards.** Resources, tools, and sample language that support standards related to cultural and linguistic diversity.
- (5) **Data.** Population data and guidelines, tips, tools, and strategies related to data about racial equity and systems gaps.
- (6) **Communicating with families.** Information, strategies, and examples related to communicating with parents from diverse cultural and linguistic backgrounds.
- (7) **Awareness-building resources.** Fact sheets, issue and policy briefs, and other resources to build general awareness about issues of ethnic, cultural, and linguistic diversity and the need to have a multi-cultural perspective when developing and refining ECE and QRIS.
- (8) **Communication with policymakers.** Issue paper, fact sheet, outreach info and resources, and sample language to raise awareness with policymakers about why addressing cultural and linguistic diversity is important.

Purple highlight indicates items specific to QRIS.

Content area & brief description	Annotation	Publication	Document title	Author(s)	Date
1. System development and refinement. General tools and issue briefs that can help promote cultural appropriateness in QRIS system development and refinement.					
System development and refinement. Race Matters tool kit index.	Race Matters tool kit. List of various Race Matters tools with links. Some resources are listed individually in this resource list.	<i>The Annie E. Casey Foundation</i> www.aecf.org/KnowledgeCenter/PublicationsSeries/RaceMatters.aspx	List of various resources		
System development and refinement. Reflection and assessment tool.	From Race Matters tool kit. Self-reflection and assessment tool to reflect on whether existing and proposed policies, programs, and practices are likely to close the gap for racial disparities. Intended users are stakeholders, communities, organizations, and decision-makers.	<i>The Annie E. Casey Foundation</i> www.aecf.org/upload/publicationfiles/racial_equity_analysis.pdf	<i>Racial Impact Equity Analysis: Assessing Policies, Programs, and Practices</i>		
System development and refinement. Tool kit for communities, families, providers, program administrators, and policy makers.	To promote culturally and linguistically competent services to nurture early childhood development and increase school readiness. Includes checklists, tip sheets, guides, and self-assessment tools.	<i>The Annie E. Casey Foundation</i> www.eric.ed.gov/PDFS/ED485881.pdf	<i>Building Culturally & Linguistically Competent Services to Support Young Children, Their Families, and School Readiness</i>	Seitzinger Hepburn, K.	May 2004
System development and refinement. Discussion guide for anyone who wants to have productive conversations and/or messaging about race.	Guide for effective communication strategies and approaches to keep people engaged in productive conversations and about race.	<i>The Annie E. Casey Foundation</i> www.aecf.org/upload/publicationfiles/howtotalkaboutrace.pdf	<i>Race Matters How to Talk About Race</i>		
System development and refinement. Dialogue and reflection tool for policymakers and funders to increase access to youth programs.	Charts, including indicators, outlining opportunities to address equity and diversity as well as to map strengths and areas for improvement in three areas: (1) Taking Leadership on Equity and Diversity; (2) Initiative Design and Implementation; and (3) Ensuring Program Capacity and Support.	<i>California Tomorrow</i> www.californiatomorrow.org/media/ptppolicy.pdf	<i>A Reflection and Dialogue Tool for Policy Makers and Funders</i>		
System development and refinement. Race and equity toolkit.	From the W.K. Kellogg Foundation's "Learning Labs: Leading Change for Children." A toolkit focused on providing	<i>W.K. Kellogg Foundation</i> www.wkkflearninglabs.org/index.php/newtool/reg3/	<i>TOOLKIT: Racial Equity</i>		

Content area & brief description	Annotation	Publication	Document title	Author(s)	Date
	fairness and equal opportunity for all members of society. Toolkit is designed to: help you start conversations in your organization; improve racial equity in your community; and shows models of schools implementing policy change.				
Systems development and refinement. Improving access to quality care for children in immigrant families .	Ten suggested policies to improve children in immigrant families' access to quality child care.	<i>The Center for Law and Social Policy</i> www.clasp.org/admin/site/publications/files/0479.pdf			March 2009
System development and refinement. Tool for stakeholders to devise policies and practices that close the racial gap.	Assessment tool to “determine if existing and proposed policies, programs, and practices are likely to close the gap for specific racial disparities in the U.S.”	<i>The Annie E. Casey Foundation</i> www.aecf.org/upload/publications/files/racial_equity_analysis.pdf	<i>Race Matters</i> <i>Racial Equity Impact Analysis: Assessing Policies, Programs, and Practices</i>		
System development and refinement. Research brief exploring the need for diverse ECE workforce .	Useful for state QRIS and policy leaders. Makes the case for developing and supporting a diverse workforce and hearing input from diverse communities.	<i>California Tomorrow</i> www.californiatomorrow.org/media/gettingready.pdf	<i>Getting Ready for Quality, The Critical Importance of Developing and Supporting a Skilled, Ethnically and Linguistically Diverse Early Childhood Workforce</i>	Chang, H.	
System development and refinement. Lessons learned from developing skilled and diverse preschool workforce .	Lessons learned from New Jersey's Abbott Preschool experience with delivering high-quality preschool in the state's 31 poorest school districts where teachers had to get a BA and early childhood certification within four years and the implications for a the diverse workforce.	<i>The BUILD Initiative</i> www.buildinitiative.org/files/Abbott%20Diversity%20Briefing%20010-21-08_0.pdf	<i>Developing a Diverse and Skilled Workforce: Lessons From the New Jersey Abbott Preschool Experience</i>	J. Coffman, M. Green, and B. Reisman	October 2008
System development and refinement. Resource brief including lessons learned from effort to improve quality and maintain teacher diversity .	Lessons from New Jersey. See pp. 1-4/20 about teacher diversity, cultural competence, and professional development.	<i>The BUILD Initiative</i> www.buildinitiative.org/files/AbbottDiversityBrief.pdf	<i>Reaching for Quality: Lessons From New Jersey on Raising Preschool Teacher Quality While Maintaining Workforce Diversity</i>	Coffman, J. and M. Green with C., Bruner and Y. Daniel	March 2010

Content area & brief description	Annotation	Publication	Document title	Author(s)	Date
System development and refinement. “Why it matters” piece.	Issue paper that makes the case for why cultural and linguistic diversity must be addressed in pre-service and in-service training of ECE providers.	<i>University of North Carolina and Chapel Hill, FPG Child Development Institute</i> www.fpg.unc.edu/~scpp/crosswalks/pdfs/why_address_CLD.pdf	<i>Why Address Cultural and Linguistic Diversity in Pre-Service and In-Service Preparation</i>	Thorp, E. and Sánchez, S.	
System development and refinement. Fact sheet to build awareness on unequal opportunities related to school readiness.	From Race Matters tool kit. Quick source on unequal opportunity related to school readiness including why it matters, barriers, consequences, and strategies to improve conditions.	<i>The Annie E. Casey Foundation</i> http://www.aecf.org/upload/publicationfiles/fact_sheet2.pdf	<i>Race Matters Unequal opportunities for School Readiness</i>		
System development and refinement. List with links to various issue briefs .	“Policy briefs describing best practices and policies, state learning experiences, and key challenges and opportunities for the field in meeting the needs of all children in our multi-ethnic society.”	<i>The BUILD Initiative</i> www.buildinitiative.org/content/diversity-and-equity		Various	
<p>2. Quality Improvements. Quality improvement and professional development resources to address the needs of culturally and linguistically diverse workforce, children, and families. Resources listed here helps ECE professionals and trainers <i>do something</i> related to quality improvement.</p>					
Quality improvements. Overview and reflection guide for program staff concerning cultural competence in QRIS.	The National Association for the Education of Young Children (NAEYC) developed <i>Pathways to Cultural Competence</i> . NAEYC created two check lists to help states reflect and improve on their use of culturally competent practices in QRIS. This Program Guide includes definitions of culture & cultural competence and outlines reflection processes for program directors & teachers.	<i>Pathways to Cultural Competence</i> www.pakeys.org/uploadedContent/Docs/Early%20Learning%20Programs/Other%20Programs/PCCP%20Program%20Guide.pdf	<i>Pathways to Cultural Competence Program Guide</i>		April 2010
Quality improvements. Toolkit and resources for teachers, staff, families, community leaders and organizations to focus on the goals for teaching and learning in all domains of development including cultural and linguistic.	The National Council of La Raza developed <i>Core Qualities for Successful ECE Programs</i> as a resource for programs serving young Latino and dual language learner children. The purpose is to facilitate children’s successful acquisition of school readiness skills and support children to become culturally and linguistically competent members of their families and communities.	Core Qualities for Successful Early Childhood Education Research Report and Toolkit http://www.nclr.org/index.php/issues_and_programs/education/ece/core_qualities_for_successful_early_childhood_education_programs/	Core Qualities for Successful Early Childhood Education Research Report and Toolkit	National Council of La Raza	Summer 2011

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Quality improvements. Guide and training modules to assist early childhood professionals in creating culturally diverse settings.	This resource includes five training modules and a facilitator's guide and is designed to help early childhood professionals create culturally diverse settings for children.	New Voices Nuevas Voces: Guide to Cultural and Linguistic Diversity in Early Childhood http://www.brookespublishing.com/store/books/castro-70465/index.htm	New Voices Nuevas Voces: Guide to Cultural and Linguistic Diversity in Early Childhood (includes facilitators guide and bilingual version)	Dina C. Castro, M.P.H., Ph.D., Betsy Ayankoya, M.Ed., & Christina Kasprzak, M.A.	2011
Quality improvements Overview and recommendations about how culture and language factor in parents' ECE choices and how that information can be reflected in Parent Aware, MN's QRIS.	The Minnesota Early Learning Foundation commissioned research by Aisha Ray that explores how parents and child care providers from six MN cultural communities think about culture and language in ECE. The report provides information about how QRIS can communicate to parents about EC programs and cultural competence.	Minnesota Early Learning Foundation Parent Priorities in Selecting Early Care and Education Programs: Implications for Minnesota's Quality Rating and Improvement System & shorter fact sheet	Parent Priorities in Selecting Early Care and Education Programs: Implications for Minnesota's Quality Rating and Improvement System	Aisha Ray, Ph.D., Erikson Institute	March 2010
Quality improvements (training). Simulation tool for providers.	AWAKA is a simulation tool (for purchase) for providers to experience what families and children experience when they enter an ECE classroom that does not reflect their culture or language. Promotes awareness, understanding, and appreciate of cultural and linguistic diversity. Used in NJ's cultural competence mentoring program by Watson Institute at Thomas Edison State College.	<i>Discovery Learning</i> www.discoverylearning.com/products/awaka.aspx			
Quality improvements (classroom supplies). Bilingual items for ECE classrooms.	Bilingual (English/Spanish) items for purchase that support ECE providers in transforming classrooms. See specific product examples here: www.shopbecker.com/ProductDetails.aspx?ItemNumber=BSS231900	<i>Becker's School Supply</i> www.shopbecker.com/Default.aspx			

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Quality improvement. Parent communication self-assessment tool for programs.	From <i>Strengthening Families</i> , a tool designed to help programs build the protective factors with families and make changes in day-to-day practices. See listed pages for mentions of culture, diversity and language when reflecting about respectful interactions with parents and families: #6f p. 2/21, #4a p. 3/21, #3b p. 11/21, #2 p. 11/21, #6b p. 12/21, #8 p. 19/21.	<i>Center for the Study of Social Policy, Strengthening Families</i> strengtheningfamilies.net/images/uploads/pdf_uploads/(3.1_.1)_Strengthening_Families_Self_Assessment_Oct2009_.pdf	<i>Strengthening Families Program Self-Assessment, Strategy 1: Facilitate Friendships and Mutual Support</i>		
Quality improvement. Staff self-assessment about parent engagement.	From <i>Strengthening Families</i> , a paper and pencil staff self-assessment survey intended to be anonymous to gauge how <i>Strengthening Families</i> impacts providers' work. See #12 & #13 on p. 4/6 and #14 on p. 5/6 for self-reflection questions on engaging parents, including parents of different cultures than provider.	<i>Center for the Study of Social Policy, Strengthening Families</i> strengtheningfamilies.net/images/uploads/pdf_uploads/(3.1_.3)_Staff_Survey_.pdf	<i>Strengthening Families Staff Survey</i>		
Quality improvements. Reflection guide for programs on cultural competence.	From NAEYC. A guide for program directors to complete with teachers to assess how culturally competent practices are being used in the program.	<i>Pathways to Cultural Competence</i> www.pakeys.org/uploadedContent/Docs/Early%20Learning%20Programs/Other%20Programs/Programs%20Checklist.pdf	<i>Pathways to Cultural Competence Program Checklist</i>		2008
Quality improvements. Self-Assessment for classroom, program, and agency ECE personnel.	Self-assessment guide to gauge ECE classroom, program, and agency personnel's awareness and sensitivity to "the importance of cultural diversity, cultural competence and linguistic competence in early childhood settings." Examples provided of positive actions to take.	<i>National Center for Cultural Competence, Georgetown University Center for Child and Human Development, University Center for Excellence in Developmental Disabilities Education, Research & Service</i> nccc.georgetown.edu/documents/ChecklistEIEC.pdf	<i>Promoting Cultural and Linguistic Competency: Self-Assessment Check List for Personnel Providing Services and Supports in Early Intervention and Early Childhood Settings</i>	Goode, T.	June 1998, last revised 2009

Content area & brief description	Annotation	Publication	Document title	Author(s)	Date
Quality improvements (focused on equity). Program improvement tool for youth and afterschool providers and TA teams or individuals.	"Taking stock" checklists (not specific to QRIS) which includes indicators for training and TA teams to use collectively to chart strengths and opportunities for improvement in the areas of (1) training & TA, (2) process & pedagogy, and (3) ensuring access to diversity & equity support.	<i>California Tomorrow</i> www.californiatomorrow.org/media/ptptrainer.pdf	<i>A Reflection and Dialogue Tool for Technical Assistance and Training Providers</i>		
Quality improvements. Reflection guide for teachers on cultural competence.	From NAEYC. A daily checklist for teachers with the goal that teachers will share their reflections with program directors to inform overall program practices reflection as well as locate areas for improvement in their classroom instruction and environment and communication with families.	<i>Pathways to Cultural Competence</i> www.pakeys.org/uploadedContent/Docs/Early%20Learning%20Programs/Other%20Programs/Teachers%20Checklist.pdf	<i>Pathways to Cultural Competence Teacher Checklist</i>		2008
Quality improvements. Reflection guide for teachers on cultural competence. Pre-Assessment Tool .	As part of their piloting NAEYC's Pathways to Cultural Competence checklist, New Hampshire leaders have created a pre-assessment tool that they are using at the start of their technical assistance efforts. A post-assessment will be done at the end of the process to measure progress.	<i>Pathways to Cultural Competence New Hampshire Pre-Assessment Tool</i>	<i>New Hampshire PCCP Pre-Assessment Tool</i>	New Hampshire	2011
Quality improvements (professional development). Cultural competency training info .	From the Watson Institute at Thomas Edison State College about New Jersey's cultural competence mentoring program to promote cultural competence in ECE environments and curriculums. Program was piloted in 2007 and currently takes in a new cohort every June and now winter to train directors.	<i>Thomas Edison State College, Watson Institute</i> www.tesc.edu/files/Threads_of_CultureExecSumm_Aug2008.pdf	<i>Threads of Culture: The New Jersey Cultural Competency and English Language Learners Summer Institute/ Mentoring Program Executive Summary</i>	Berdecia, A. and Kosec, C.	August 2008
Quality improvement. Training modules adapted from Race Matters Toolkit.	From the Pennsylvania Office of Child Development and Early Learning, a list of tools with descriptions to promote cultural and racial equity including descriptions of modules (Mind in the Making) PA developed based on Race Matters Toolkit. To learn more about the modules, contact Deb Mathias (demathias@state.pa.us).	<i>Pennsylvania Early Learning, Keys to Quality</i> www.pakeys.org/pages/get.aspx?page=Programs_Other			

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Quality improvements (professional development, literacy). PowerPoint overview for teachers on critical literacy.	Overview created by experts from West Chester University (Pennsylvania). Explores how to build critical thinking skills through reading, unpacking literature, and preparing children to value and respect children of other, non-majority cultures. Includes examples of texts that allow all children to see themselves in positive roles (slide 7) and a list of sensitive topics that can be explored in picture books (slide 9).	<i>West Chester University</i> www.pakeys.org/uploadedContent/Docs/Higher%20Ed/2010%20Docs/Norris%20Lucas%20Pridhoe%20Critical%20Literacy.pdf	<i>Preparing Teachers to Use Critical Literacy in PreK-4 Classrooms</i>	Norris, K., Lucas, L., Pridhoe, C.	January 27, 2011
Quality improvement. English language learner's toolkit.	From the Pennsylvania OCDEL, a variety of useful tools for providers and programs teaching English language learners.	<i>Pennsylvania Early Learning, Keys to Quality</i> www.pakeys.org/pages/get.aspx?page=ELLToolkit			
Quality improvement. Results from English language learner training pilot for ECE providers.	Results from New Jersey's first Summer Institute/Mentoring Program pilot to promote cultural and linguistic competence in ECE providers. Training aimed to increase knowledge about English language learners and involved 20 ECE teachers.	<i>Thomas Edison State College, Watson Institute</i> www.edisoncollege.net/files/Threads_of_CultureExecSumm_Aug2008.pdf	<i>Threads of Cultures: The New Jersey Cultural Competency and English Language Learners Summer Institute Executive Summary</i>		August 2008
Quality improvement. DVDs about teaching English language learners.	DVD series (for purchase) showing evidence-based practices for teaching English Language Learners in grades Pre-K through second grade. Used in New Jersey's cultural competence mentoring program by Watson Institute at Thomas Edison State College.	<i>Teaching Strategies for Early Childhood</i> www.teachingstrategies.com/book/70106.cfm	<i>Starting Points</i>		
Quality improvements (general). Rich resource list.	From Pennsylvania's Higher Education Institute to promote diversity in early learning. Resource list for trainers, programs, and ECE professionals itemizing various resources that explore issues of inclusivity in ECE settings and instruction.	<i>Diversity Institute 2009</i> www.pakeys.org/uploadedContent/Docs/Higher%20Ed/2010%20Docs/Catlett%20Chapter%2049%20and%20Inclusion.pdf	<i>Chapter 49 and Inclusion: Resources to Support Your Work</i>	Catlett, C.	

Content area & brief description	Annotation	Publication	Document title	Author(s)	Date
Quality improvement. Tools and info (in resource lists) for TA providers, ECE providers, and state leaders related to diversity and NC's 10 birth-K standards .	See list of standards 1-10 and click on hyperlinks to right (red font) for rich resources lists including info on: <ul style="list-style-type: none"> • on responsive, inclusive, multi-cultural, bilingual, and anti-bias education and educational approaches and styles • general info on children of diverse racial and ethnic backgrounds and immigrant children • working with LGBT families and how children learn about race and racism (standard 6) • respecting family's cultural preferences and socioeconomic influences; respecting diverse cultural values and family structures; and effective communication with diverse families (standard 9). 	<i>Crosswalks National Institute</i> www.fpg.unc.edu/~scpp/crosswalks/toolbox/standards.cfm?stdlD=1	List of various resources	Various	
Quality improvements (professional development). Various materials for trainers, TA providers, and instructors to support programs in making diversity-related changes through pre-service education.	Access the latest handouts and materials from Crosswalks here regarding information on how to “prepare tomorrow’s workforce to work with today’s culturally, linguistically, and ability diverse young children and their families.”	<i>Crosswalks National Institute</i> (click here for homepage) www.fpg.unc.edu/~scpp/crosswalks/			
3. Rating quality. Resources about rating quality and incorporating elements of cultural and linguistic diversity in the definition of quality.					
Rating quality. Issue brief including chart of quality elements related to race, language, and culture.	See p. 5/12 for how states incorporate quality measures related to race, culture, and language. See p. 10/12 for elements of quality related to language and culture in chart form. See p. 12/12 for examples of multicultural components in QRIS.	<i>The BUILD Initiative</i> www.buildinitiative.org/files/QRI_S-Policy%20Brief.pdf	<i>Quality Rating and Improvement Systems for a Multi-Ethnic Society</i>	C, Bruner with A. Ray, M. Stover Wright, and A. Copeman	

Content area & brief description	Annotation	Publication	Document title	Author(s)	Date
Rating quality. Framework for embedding concepts of cultural competency into QRIS.	Pennsylvania's Keys to Quality posted this NAEYC tool for integrating cultural competency into existing QRIS policy. "QRIS criteria is included at the end of this document. It is arranged in matrix form, by each concept in the definition of cultural competence for early childhood. The tool includes ideas for implementing the criteria and includes guidance on how programs (and assessors and evaluators) can determine the level of cultural competence within a program by evaluation how well an early childhood program is performing culturally-competent practices and meeting the suggested criteria."	<i>National Association for the Education of Young Children</i> www.naeyc.org/files/naeyc/file/policy/state/QBCC_Tool.pdf	<i>Quality Benchmark for Cultural Competence</i>		
Rating quality. Examples of culture and language references in QRIS.	New Mexico's QRIS, AIM HIGH, references culture in the environment category of the 2, 3, and 4 star levels (p. 15/56, Definition includes: "The environment represents New Mexico's diverse languages and cultures"). Culture and language referenced in 4 star curriculum and assessment of child's progress category (4c, 1i, p. 7/56: "Evidence that each child's language and culture are integral components of the daily program").	<i>AIM HIGH</i> www.newmexicokids.org/content/caregivers_and_educators/aim_high/docs/AIM_HIGH_Essential_Elements_Final.20090401.pdf	<i>AIM HIGH: Essential Elements of Quality</i>		February 2009
Quality measurement and assessment of cultural responsiveness	Chapter 9 in <i>Quality Measurement in Early Childhood Settings</i> includes a proposal of a framework for the service delivery and quality assessment of cultural responsiveness in early childhood education and care settings, including recommendations for the improvement of measurement strategies and a discussion of the role of cultural responsive care in children's school readiness.	Quality Measurement in Early Childhood Settings	Chapter 9. <u>Measuring culturally responsive early care and education</u> http://www.brookespublishing.com/store/books/zaslow-71615/index.htm	Eva Marie Shivers, Kay Sanders, T'Pring Westbrook	2011

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Quality measurement and assessment of programs for dual language learners	Chapter 11 in <i>Quality Measurement in Early Childhood Settings</i> includes a discussion of elements of high quality early childhood education and care programs for dual language learners (DLLs), and an exploration of available quality measurement tools for the assessment of programs and practices to promote learning of DLLs.	Quality Measurement in Early Childhood Settings	Chapter 11. Defining and Measuring Quality in Early Childhood Practices that Promote Dual Language Learners' Development and Learning http://www.brookespublishing.com/store/books/zaslow-71615/index.htm	Dina Castro, Linda Espinosa, Mariela Paez	2011
Rating quality. Info and discussion guide to help state leaders define quality more inclusively .	Explores how to bring issues of cultural competence, diversity, and a child's home language into the definition of quality at the state level and helps leaders think about how a culturally competent QRIS might look.	<i>The BUILD Initiative</i> www.buildinitiative.org/content/diversity-and-equity (Look for document title on list)	<i>Constructing Culturally Competent Quality Rating and Improvement Systems...A Conversation</i>	A., Lopez	October 2008
4. Standards. Resources, tools, and sample language that support standards related to cultural and linguistic diversity.					
Standards. Early learning guidelines used by QRIS mentors referencing culture.	Virginia's early learning standards (Milestones) which are used by QRIS mentors with participating programs. See references to culture in strand 2 (exposure to music from a variety of cultures), strand 3 (knowledge of one's own culture), and in the guiding principles (#2, page 7/156). As of March 2011, the Milestones were in the process of being revised.	<i>Office of Early Childhood Development, Virginia Department of Social Services</i> www.dss.virginia.gov/files/division/cc/provider_training_development/intro_page/publications/milestones/milestones_one_document/milestones.pdf	<i>Milestones of Child Development, A Guide to Young Children's Learning and Development from Birth to Kindergarten</i>		2008
Standards. Sample language for diversity in environment .	From PA's QRIS (Keystone Stars). See link to <i>Site Environment Checklist & Start With STARS Grant Request – Centers/Groups</i> document from list. See #12 on p. 6/9 for the following language about diversity in environment: "There are toys, books, dolls and pictures that positively represent people of diverse races, cultures and abilities."	<i>Pennsylvania Early Learning, Keys to Quality</i> www.pakeys.org/pages/starsDocs.aspx	<i>Site Environment Checklist & Start With STARS Grant Request – Centers/Groups</i>		

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Standards. Sample language around value of culture and diversity in environment and process.	A scientific review of Indiana’s QRIS quality standards prior to planned implementation in 2008-2009. “Respect for diversity and individual child and families” is included in definition of “Process Quality” (see #4, p. 22/96). See sample language about cultural diversity on pages 73/96 (4.a.) and page 76/96 (4.g.). See more on diversity and process quality on pages 38, 49-50/96.	<i>Purdue University, Center for Families and Department of Child Development & Family Studies</i> www.cfs.purdue.edu/cff/documents/project_reports/07_paths_to_quality.pdf	<i>Paths to Quality—A Child Care Quality Rating System for Indiana, What is its Scientific Basis?</i>	Elicker, J., Clawson Langill, C., Ruprecht, K., Kwon, K.	October 23, 2007
Standards. Core competencies for ECE professionals (aligned with WA’s QRIS development).	Search for “diversity” and “culture” to find value statements and numerous examples of how ECE professionals can be aware and responsive to needs of children from diverse backgrounds.	<i>Washington State Department of Early Learning</i> www.del.wa.gov/publications/partnerships/docs/CoreCompetencies.pdf	<i>Washington State Core Competencies for Early Care and Education Professionals</i>	Juarez, C. and Catlin, L. with review from Washington State Professional Development Consortium and ZERO TO THREE	
Standards. Core competencies for providers of school-age children (aligned with WA’s QRIS development).	“What child and youth development professionals need to know and do to provide quality services for children and youth ages 5 – 18 years old and their families.” Search for “diversity” and “culture” to find value statements and numerous examples of how school-age care professionals can be aware and responsive to needs of children from diverse backgrounds.	<i>Schools Out Washington</i> www.schoolsoutwashington.org/documents/CoreCompetenciesSchool_FINAL.pdf	<i>Washington State Core Competencies for Child and Youth Development Professionals</i>		
Standards (cultural competence). Self-assessment tool for ECE providers.	Self-assessment checklist for ECE practitioners to promote cultural and linguistic competency. Reflection in the areas of environment, communication styles, and values and attitudes. Referenced in New York’s draft standards of QUALITYstarsNY.	<i>National Center for Cultural Competence; Georgetown University Center for Child and Human Development;</i> www11.georgetown.edu/research/gucchd/nccc/documents/Checklist.EIEC.doc.pdf	<i>Promoting Cultural & Linguistic Competency Self-Assessment Checklist for Personnel Providing Services and Supports In Early Intervention and Early Childhood Settings</i>	Goode, T.	June 1989, Revised 2009

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Standards. Early learning core body of knowledge referencing culture and diversity.	Pennsylvania’s core body of knowledge for early childhood and school-aged practitioners outlines what they need to know and do when caring for and educating young children.	<i>Pennsylvania Early Learning, Keys to Quality</i> www.pakeys.org/docs/cbk.pdf	<i>Pennsylvania Early Learning Keys to Professional Development, Core Body of Knowledge for Early Childhood and School-Aged Practitioners</i>		June 2006
5. Data. Population data and guidelines, tips, tools, and strategies related to data about racial equity and systems gaps.					
Data. Tool for presenting data.	From Race Matters tool kit. Provides “users with guidelines and tips for presenting data on race and racial equity in responsible ways that produce a strong case for addressing equity for all children.”	<i>The Annie E. Casey Foundation</i> www.aecf.org/~media/PublicationFiles/MORE_Data_Guide_2_20PK_Edits11.pdf	<i>Advancing Better Outcomes for All Children: Reporting Data Using a Racial Equity Lens</i>		
Data. Issue brief for state planners about data strategies.	Strategies for states to address “current and professional gaps in readiness, participation, cultural awareness and recognition, workforce diversity, and stakeholder participation” to assure that data systems collect the information needed to close the achievement gap.	<i>The Build Initiative</i> www.buildinitiative.org/files/Building_EC_Data_Systems.pdf	<i>Building Public Early Childhood Data Systems for a Multi-Ethnic Society: Issues and Opportunities</i>	C. Bruner and B., Emarita	September 2009
Data. Report about and tools for identifying risk factors and at-risk children.	From Pennsylvania OCDEL, information about the Risk and Reach Study. Data, report, and tools used to identify (a) the number of children affected by 10 risk factors for school failure and (b) the number of children served by Keystone STARS.	<i>Pennsylvania Early Learning, Keys to Quality</i> www.pakeys.org/pages/get.aspx?page=EarlyLearning_Reach#use			
Data. English language learner data and training materials.	General data on English language learners in Pennsylvania. Click on “Training Materials” and “Publications” for resource suggestions.	<i>Pennsylvania Training and Technical Assistance Network</i> www.pattan.net/teachlead/EnglishLanguageLearners.aspx			
Data. Research on disparities in income, race, and geography.	Research (full report and summary) spotlighting Minnesota. About disparities in 20 indicators of child and family health and well-being and system indicators of quality and access. Explores disparities in early learning.	<i>Wilder Research</i> www.wilder.org/reportsummary_0.html?tx_ttnews[tt_news]=2114	<i>Early Childhood Minnesota, Spotlight on disparities in income, race, and geography</i>	Valorose, J. and Chase, R.	June 2009

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Data (system development gaps). Overview of issue briefs from the Build Initiative.	Overview of importance of focusing on issues of race/ethnicity, cultural and language including national population data of young children and identifies where knowledge and communication gaps exist in developing early childhood systems in a multi-ethnic society.	<i>The Build Initiative</i> www.buildinitiative.org/files/Built%20Initiative%20-%20Overview%20of%20Policy.pdf	<i>Building Early Childhood Systems in a Multi-Ethnic Society: An Overview of BUILD's briefs on Diversity and Equity</i>		
6. Communication with families. Information, strategies, and examples related to communicating with parents from diverse cultural and linguistic backgrounds.					
Communication with families. Colorado's QRIS website in Spanish.	Spanish version of Colorado's QRIS (Qualistar) website including several outreach materials.	<i>Qualistar Colorado</i> sp.qualistar.org//home.html	Various		
Communication with families. Sample language in standards.	From Pennsylvania's QRIS program standards. Recommends materials be provided in parents' primary language if not English. See pp. 4-7/16 in documents "STAR 1 Worksheet - Centers (2010-2011)" and "STAR 1 Worksheet - SACC (2010-2011)" for sample language re. "Partnerships with Family and Communities" and recommendations about providing parent handbook in parents' primary language. PA has Bi-lingual STAR Managers, ERS Assessors, and Designators.	<i>Pennsylvania Early Learning, Keys to Quality</i> www.pakeys.org/pages/starsDocs.aspx			
Communication with families. Brochure about selecting quality child care in Spanish.	In Spanish, a guide to help parents find and choose quality child care. See English version here: www.bouldercolorado.gov/files/Children%20Youth%20and%20Families/referral/childcare_maze.pdf	<i>Qualistar Colorado and Colorado Bright Beginnings</i> sp.qualistar.org/uploads/file/ChildCareMaze_Spanish_2010.pdf	<i>Su Jornada en el Laberinto de las Guarderías (Working Your Way Through the Child Care Maze)</i>		
Communication with families. Engaging diverse families.	From Pennsylvania's Higher Education Institute to promote diversity in early learning. PowerPoint presentation outlining why family involvement matters, strategies for engaging and communicating with diverse families, and barriers to involvement.	<i>Diversity Institute 2009</i> www.pakeys.org/uploadedContent/Docs/Higher%20Ed/2010%20Docs/Langan%20Ahonkhai%20Engaging%20Diverse%20Families.pdf	<i>Engaging Diverse Families in Early Childhood Education</i>	Langan, F., Ahonkhai, B.	January 27, 2011

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Communication with families. Kindergarten transition tool kit.	From Pennsylvania OCDEL, see “Section 4 – Family to School” item 6 for info on reaching out to diverse families (www.pakeys.org/uploadedContent/Docs/ELinPA/Transition%20Toolkit/reachingouttodiverse.pdf) and item 9 (#1 for cultural background reference) for family and community engagement self-assessment including (www.pakeys.org/uploadedContent/Docs/ELinPA/Transition%20Toolkit/Selfassessment.pdf)	<i>Pennsylvania Early Learning, Keys to Quality</i> www.pakeys.org/pages/get.aspx?page=TransitionToolkit			
7. Awareness-building resources. Fact sheets, issue and policy briefs, and other resources to build general awareness about issues of ethnic, cultural, and linguistic diversity and the need to have a multi-cultural perspective when developing and refining ECE and QRIS systems.					
Awareness-building resources (closing achievement gaps). Policy brief on the achievement gaps seen in the early years.	Exploration of how parenting education and early learning programs can reduce the preparation and achievement gaps for black and Hispanic students by half.	<i>The Future of Children</i> futureofchildren.org/futureofchildren/publications/docs/15_01_PolicyBrief.pdf	<i>Closing Achievement Gaps</i>	R. Haskins and C. Rouse	Spring 2005
Awareness-building resources (equity, policy impacts). Paper about policy and inequities for African Americans.	Prepared for Annie E. Casey Foundation. An “examination of how the mutual and interlocking responsibility of effective government policy and African American fathers’ engagement can improve the lives of African American children, families, and communities.”	<i>Just Partners</i> www.justpartners.org/JPI_Web/JPI_5th_images/JPI_5th_Racial.html	(Full report) <i>Responsible Government: Investing in the Well-being of Black Fathers, Families and Communities</i>	Dressel, P. and Bouchet, S.	October 2009
Awareness-building resources. Info about boys of color.	“Promoting Academic Success of Boys of Color” is an initiative funded by the W. K. Kellogg Foundation focused on improving academic achievement of boys ages 3 to 8 years old. See “News” link for issue papers.	<i>University of North Carolina and Chapel Hill, FPG Child Development Institute</i> www.fpg.unc.edu/~pas/index.cfm			

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Awareness-building resources (segregation in education and housing). Research paper.	Report describes the disturbing extent of segregation in Twin City area schools and describes the resulting harm to children and the region. While focused on school-aged children, shows the impacts of segregation on inequality of educational outcomes.	<i>University of Minnesota, Institute on Race and Poverty</i> www.irpumn.org/uls/resources/projects/CIYFinalReport_topost.pdf	<i>The Choice is Ours: Expanding Educational Opportunity for all Twin Cities Children</i>		
8. Communicating with policymakers. Issue paper, fact sheet, outreach info and resources, and sample language to raise awareness with policymakers about why addressing cultural and linguistic diversity is important.					
Communicating with policymakers. Outreach tools and info.	From Pennsylvania OCDEL, a variety of outreach info and resources to use with community, legislator, and media on raising awareness about ECE issues. See items listed under “Fact Sheets” for awareness building pieces.	<i>Pennsylvania Early Learning, Keys to Quality</i> www.pakeys.org/pages/get.aspx?page=Community_Tools			
Communicating with policymakers. “Why it matters” piece.	Issue paper that makes the case for why cultural and linguistic diversity must be addressed in pre-service and in-service training of ECE providers. (Also listed in Systems development and refinement section.)	<i>University of North Carolina and Chapel Hill, FPG Child Development Institute</i> www.fpg.unc.edu/~scpp/crosswalks/pdfs/why_address_CLD.pdf	<i>Why Address Cultural and Linguistic Diversity in Pre-Service and In-Service Preparation</i>	Thorp, E. and Sánchez, S.	
Communicating with policymakers. Fact sheet to build awareness on unequal opportunities.	From Race Matters tool kit. Quick source on unequal opportunity related to school readiness including why it matters, barriers, consequences, and strategies to improve conditions. (Also listed in Systems development and refinement section.)	<i>The Annie E. Casey Foundation</i> www.aecf.org/upload/publicationfiles/fact_sheet2.pdf	<i>Race Matters Unequal opportunities for School Readiness</i>		
Communicating with policymakers (focused on diversity and equity). Sample language.	See language under “RACE MATTERS” for description of PA’s effort to promote racial and cultural equity in all programs.	<i>Pennsylvania Early Learning, Keys to Quality</i> www.pakeys.org/pages/get.aspx?page=Programs_Other			