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National Child Care Information and Technical Assistance Center

Welcoming All Children in Child Care Programs

Child care programs that are inclusive to all children and families create a respectful and welcoming environment. Establishing a culturally competent and caring environment can consist of, but is not limited to, the following:
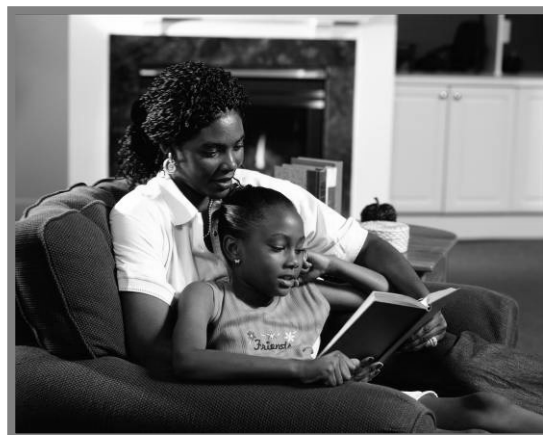
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◆ Integrating the various skills, abilities, and/or languages children and families have into the everyday life of your child care program.

◆ Recognizing the diverse countries, ethnicities, and beliefs represented in your program.

◆ Inviting all families in your program to help create a culturally competent environment.

In this resource guide you will find examples of available State resources that can support your efforts to make your child care program inclusive to all children and families. This guide also has a list of Federal agencies, federally-funded projects, private organizations, and other resources that can provide you with additional information.

Some States require trainings or courses on cultural competence or inclusion of children with special needs in child care programs. Contact your State licensing agency for more information about requirements and support. The National Child Care Information and Technical Assistance

Center (NCCIC) provides contact information for all State licensing agencies on the Web at http://nccic.acf.hhs.gov/statedata/dirs/display.cfm?title=licensing.

Many States also have systems that provide information about training and other resources to help you grow professionally. The *State Professional Development Systems and Initiatives for the Early Childhood Workforce* document on NCCIC's Web site at http://nccic.acf.hhs.gov/pubs/goodstart/state-ece.html can provide useful information about trainings and resources available in your State.

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State Examples

The following are examples of how some State early childhood programs, State child care resource and referral (CCR&R) agencies, and other early education programs are assisting child care providers. They are providing materials, trainings, and technical assistance to care for children with special needs, children who are English language learners, and children from tribal families. These examples do not include all States' efforts that address cultural competence in child care programs, but are meant to represent a range of approaches States have taken to implement cultural competency.

For more information about what your State is doing to meet the cultural needs of providers and families, contact your State CCR&R agency. Contact information for all State CCR&R agencies is available on NCCIC's Web site at http://nccic.acf.hhs.gov/statedata/dirs/display.cfm?title=ccrr.

Alaska
Through the Alaska IN! Project, Child Care Connection provides training, community support, and consultation to child care providers who care for children with special needs. Visit the Alaska IN! Project Web site at www.childcareconnection.org/ps/ps_alaska_in.htm for more information in English and at www.childcareconnection.org/ccc/spanish.htm for information in Spanish.

Arkansas
The Arkansas Division of Child Care and Early Childhood Education funds the Welcome the Children Project, designed to provide training and technical assistance to child care providers and educators who care for children who are Spanish speakers and have developmental delays.

Visit the Web at www.uams.edu/welcomethechildren/ or call 501-922-1880 for more information.

California
The Central Valley Children's Services Network's LEADS program offers training to child care providers caring for children with special needs. The LEADS staff work directly with providers and children in the child care program to identify and assess the needs of the children and link them to the resources that are required to meet their needs. Technical assistance is given to providers who request it so they can include children with special needs in their programs. Visit the Web at www.cvcsn.org/about_us/programs/providers/special_needs.html or call 559-256-0949 for more information.

The Special Needs Advisory Project (SNAP) works at providing education and resources to child care providers and families in English and Spanish. Visit the Web at www.snapla.org/about.php for information in English and at

http://snapla.org/esp/ for information in Spanish.

Minnesota

The State of Minnesota Building Cultural Connections offers trainings to child care providers and community members on the importance, respect, and celebration of culture in the healthy development of all children. Visit the Web at www.ecrc1.org/cdep.html for more information.

The Minnesota Tribal Resource for Early Childhood Care is a link that child care providers and other early childhood programs can access to find resources, information, and training that can enhance and/or strengthen the child care services for Native American children and families throughout the State. Visit the Web at www.mntrecc.net/ for more information.

The Early Childhood Resource and Training Center offers an English Language Learning program and various trainings on cultural competence to child care providers and those interested in becoming child care providers. Visit the Web at www.ecrc1.org/index.html or call 612-721-0112 for more information.

Missouri

The Missouri Child Care Resource and Referral Network promotes the inclusion of children with special needs in child care programs through training and technical assistance to child care providers and families. Visit the Web at www.moccrrn.org/ or call 800-200-9017 for more information.

Nebraska

The Nebraska Association for the Education of Young Children currently works with the Metropolitan Community College and Juan Diego Center in Omaha to offer college coursework in early childhood education in Spanish to child care providers. Visit the Web at www.nebraskaaeyc.org/ or call 402-476-2089 for more information.

Wisconsin

The guiding principles for the *Wisconsin Model Early Learning Standards* have been translated into Spanish and Hmong to inform the general public of the development and implementation of the standards. These standards also recognize that children's development reflects the ethnic, cultural, and linguistic diversity of their families and communities. The *Wisconsin Model Early Learning Standards* are available in English, Spanish, and Hmong at www.collaboratingpartners.com/EarlyLS_docs.htm. For additional information visit the Web at www.dpi.state.wi.us/ccic/ccichand.html.

Federal Agencies

◆ **Administration on Developmental Disabilities**
   U.S. Department of Health and Human Services
   Telephone: 202-690-6590
   World Wide Web: www.acf.hhs.gov/programs/add/index.htm

◆ **Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students (OELA)**
   U.S. Department of Education
   Telephone: 202-205-5463
   World Wide Web: www.ed.gov/about/offices/list/oela/index.html?src=mr

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◆ **Office of Head Start**
Administration for Children and Families
U.S. Department of Health and Human Services
World Wide Web: www.acf.hhs.gov/programs/hsb/

Visit the Web at
http://eclkc.ohs.acf.hhs.gov/hslc/Family%20and%20Community%20Partnerships/Family%20and%20Community%20Partnerships/Parent%20Education/Parenting%20Education/famcom_lea_00143_091905.html for information about working with families from a variety of backgrounds. You can also visit the Web at
http://eclkc.ohs.acf.hhs.gov/hslc/ecdh/Disabilities/Disabilities_intro.html for information about working with children with special needs.

Federally Funded Projects

◆ **Center for Evidence-Based Practice: Young Children with Challenging Behavior**
U.S. Department of Education, Office of Special Education Programs
Telephone: 813-974-4602
World Wide Web: http://challengingbehavior.fmhi.usf.edu/index.html

◆ **Center on the Social and Emotional Foundations for Early Learning (CSEFEL)**
Telephone: 877-275-3227
World Wide Web: www.vanderbilt.edu/csefel/

◆ **Migrant and Seasonal Head Start Technical Assistance Center**
Academy for Educational Development (AED)
Telephone: 202-884-8729
World Wide Web: www.aed.org/Projects/migrantheadstart.cfm

◆ **National Clearinghouse for English Language Acquisition & Language**
Instructional Educational Programs (NCELA)
Telephone: 800-321-6223; TTY: 202-775-9193
World Wide Web: www.ncela.gwu.edu

◆ **Nuestros Niños/Our Children Project**
Frank Porter Graham (FPG) Child Development Institute, University of North Carolina at Chapel Hill
Telephone: 919-966-2622
World Wide Web: www.fpg.unc.edu/~nuestros/

◆ **The Center for Early Literacy Learning (CELL)**
U.S. Department of Education
World Wide Web: www.earlyliteracylearning.org

◆ **Tribal Child Care Technical Assistance Center (TriTAC)**
Telephone: 800-388-7670
World Wide Web: http://nccic.acf.hhs.gov/tribal/index.html

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Private Organizations

◆ **Child Care Law Center (CCLC)**
Telephone: 415-394-7144
World Wide Web: www.childcarelaw.org

Visit the Web at www.childcarelaw.org/pubs-issue.shtml#disabilities for additional information.

◆ **Circle of Inclusion**
University of Kansas Department of Special Education
Telephone: 785-864-0685
World Wide Web: http://circleofinclusion.org/

Information is also available in Spanish, Japanese, Chinese, and Korean.
Visit the Web at http://circleofinclusion.org/english/models/index.html for more information about models of successful inclusive programs.

◆ **Crosswalks: Outreach to Infuse Diversity in Preservice Education**
FPG Child Development Institute, University of North Carolina at Chapel Hill
World Wide Web: www.fpg.unc.edu/~scpp/crosswalks/

◆ **English Learning for Preschoolers Project**
World Wide Web: www.edgateway.net/pub/docs/pel/home.htm

◆ **National Task Force on Early Childhood for Hispanics**
Telephone: 480-965-1315
World Wide Web: www.ecehispanic.org/

◆ **Teaching Diverse Learners (TDL)**
World Wide Web: www.alliance.brown.edu/tdl/index.shtml

Additional Resources

The following are a sample of resources about culture and other topics for providers who work with diverse communities. Additional resources are available via NCCIC's Online Library, which can be accessed at http://oll.nccic.acf.hhs.gov/nccic-OLL/searchnccic.cgi.

Web Resources

◆ **Americans with Disabilities Act (ADA)**
World Wide Web: www.usdoj.gov/crt/ada/adahom1.htm

This Web site provides information, materials, technical assistance and resources about the ADA act. For information about the ADA act as it relates to child care programs visit the Web at www.usdoj.gov/crt/ada/chcaflyr.htm. Answers to frequently asked questions are available on the Web at www.usdoj.gov/crt/ada/childq&a.htm.

◆ **Child Care plus+: the Center on Inclusion in Early Childhood**
Web site: www.ccplus.org

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This Web site has information about support and resources for inclusion of young children with special needs in early childhood programs. It also offers products, technical assistance and outreach, and in-service training about inclusion for early childhood providers in their local areas. Tip sheets about topics related to inclusion are available on the Web at www.ccplus.org/TipSheet.html.

◆ **¡Colorín colorado!**
Web site: www.colorincolorado.org/educators

This Web site has information about activities and resources for educators of English language learners.

◆ **First Nations Partnership Program**
Web site: www.fnpp.org/home.htm

This Web site has information about a training program designed to strengthen cultural communities to create and operate services for children, youth, and families. It is a university-accredited program of early childhood and youth care training that leads to a diploma from the School of Child and Youth Care at the University of Victoria.

◆ **National Dissemination Center for Children with Disabilities**
Web site: www.nichcy.org

This Web site has information and referral services for families, child care providers, professionals, and others for the purpose of improving the educational outcomes of all children and youth with special needs. It has links to resources in each State as well as a national information line and Internet site for information exchange.

◆ **PBS Parents Inclusive Communities**
Web site: www.pbs.org/parents/inclusivecommunities/

This Web site has information about how to improve the overall quality of life for children with or without special needs through the promotion of inclusion and respect.

◆ **Recognition & Response**
Web site: www.RecognitionandResponse.org

This Web site has information about resources to help early educators and parents recognize and respond as early as possible to the needs of young children who show signs that they might not be learning in an expected manner and could be at risk for learning disabilities.

◆ **The National Center of Medical Home Initiatives for Children with Special Needs**
Web site: www.medicalhomeinfo.org/

A service of the American Academy of Pediatrics, this Web site has information about support for individuals who care for children with special needs so that they have access to a medical home.

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◆ *Promoting Cultural and Linguistic Competence: Self-Assessment Checklist for Personnel Providing Services and Support in Early Intervention and Early Childhood Settings* is available on the National Center for Cultural Competence Web site at www11.georgetown.edu/research/gucchd/nccc/documents/Checklist.EIEC.doc.pdf.

◆ *Five Ways to Analyze Classrooms for an Anti-Bias Approach* is available on the National Network for Child Care Web site at www.nncc.org/Diversity/sac26_anti-bias.analyz.html.

◆ The National Head Start Hispanic Institute Web site provides information, resources, and workshops that can be downloaded from the Web at www.hsnrc.org/Hispanic/index.cfm. For materials in Spanish visit the Web at www.hsnrc.org/Hispanic/index.cfm?z=14&DocumentID=243.

◆ The 2nd National Head Start Hispanic Institute Web site also provides information, resources, and workshops that can be downloaded at www.hsnrc.org/Hispanic2a/. For materials in Spanish visit the Web at www.hsnrc.org/Hispanic2a/index.cfm?lang=sp.

Publications

◆ *Cultural Competency: What Is It and Why It Matters* (ND), by Laurie Olsen, Jhumpa Bhattacharya and Amy Scharf, published by California Tomorrow. Available on the Web at www.californiatomorrow.org/media/ccompetecy.pdf.

◆ *Reaching All Children? Understanding Early Care and Education Participation Among Immigrant Families* (2006). Available on the Web at www.clasp.org/publications/child_care_immigrant.pdf.

◆ English Language Learners (2005), in *Head Start Bulletin* No. 78, by the Head Start Bureau, Administration for Children and Families, U.S. Department of Health and Human Services. Available on the Web at www.headstartinfo.org/publications/hsbulletin78/cont_78.htm.

◆ Language and Literacy for All Children (2002), in *Head Start Bulletin* No. 74, by Patton O. Tabors, published by the Head Start Bureau. Available on the Web at www.headstartinfo.org/publications/hsbulletin74/hsb74_04.htm.

◆ *English Language Learners and the Five Essential Components of Reading Instruction* (2002), by Beth Antunez, published by Reading Rockets. Available on the Web at www.readingrockets.org/article/341.

◆ *English Language Learners Focus Group Report* (2002), by the National Head Start Child Development Institute. Available on the Web at www.headstartinfo.org/publications/english_learners/index.htm.

◆ Embracing Diversity in Early Childhood Settings (2005), a *Beyond the Journal* issue, by the National Association for the Education of Young Children. Available on the Web at www.journal.naeyc.org/btj/200511/.

◆ *Family, Friend, and Neighbor Care Best Practices: A Report to Ready 4 K: How Culturally Diverse Families Teach Their Children to Succeed and How Early Education Systems Can Learn From Them* (2007), by Betty Emarita. Available on the Web at www.ready4k.org/vertical/Sites/{C2E38BFF-E19D-4F31-8282-94D11BD421A4}/uploads/{54270F97-7386-43D0-9EB2-57F77E0EECF8}.PDF.

◆ Preparing Culturally Competent Early Childhood Teachers (2007), an *FPG Snapshot,* by FPG Child Development Institute. Available on the Web at www.fpg.unc.edu/~snapshots/snap37.pdf.