



Infants and Toddlers, Culture, Race and Ethnicity: References for Course Developers

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Introduction

The following resource is designed to help higher education faculty who are creating infant-toddler coursework for non-traditional students and are seeking materials related to culture, race and ethnicity. Following a brief explanation of the Know-See-Do-Improve framework, this document provides a table for all references, followed by summaries of articles and a listing of books that include content about culture, race, and infants-toddlers. This is not an exhaustive list of references, but a guide to help think about what content to include when designing coursework. The articles are organized by the content areas found in the [2010 NAEYC Standards for Initial & Advanced Early Childhood Professional Preparation Programs](#).

Overview of NAEYC Content Areas		
Content Area	NAEYC Standard	Focus
Cultural Competency	2a	Knowing and understanding diverse family and community characteristics
Forming Relationships	2a & 4a	Knowing and understanding diverse family and community characteristics. Understanding positive relationships and supportive interactions as the foundation of their work with children
Culture in Classrooms	2c	Involving families and communities in their children's development and learning
Culture and Caregiving	1b & 2a	Knowing and understanding the multiple influences on development and learning. Knowing and understanding diverse family and community characteristics
Culture, Race, Learning and Development	1b	Knowing and understanding the multiple influences on development and learning
ECE, Race and Culture	2a	Knowing and understanding diverse family and community characteristics

Know-See-Do-Improve Framework

The Know-See-Do-Improve Framework used by Early Educator Central helps guide course designers to ensure elements of the course include not just content (know) but also the important opportunities to see examples of competencies, to do or practice new skills and to then improve through reflective activities. This document focuses on the first element of the framework, with a rationale provided for why course developers should also include opportunities and integration of the other elements of the framework, i.e. see-do-improve.

Know—Content that aligns with the [National Association for the Education of Young Children Standards for Early Childhood Professional Preparation](#), [Head Start and Early Head Start Relationship-Based Competencies](#), [CDA™ Competency Standards](#) and state core knowledge and competencies can promote a seamless career pathway from state to state and within states across sectors (portable) for the infant toddler workforce.¹ Aligning with NAEYC standards is also a useful strategy to promote articulation.

See—Content that includes field-based or web-mediated examples of competency promotes the link between course content and a course participant’s ability to understand what that competency looks like in a setting similar to their own.²

Do—Infant toddler professional development that provides an opportunity to apply knowledge in work/practicum settings allows caregivers to practice what they have learned and to reflect on their own demonstration of competency.³

Suggestions for this area of the framework include opportunities for teachers to video their own practice and then to have the instructor provide coaching to enhance the teacher’s practice. This includes designing course activities that include time for planning the integration technology as appropriate and also practicing working with families with technology. Early Educator Central provides The Coaching Companion as an open-source online digital observation tool to aid in this process.

Improve—Infant toddler professional development that includes self-reflection and assessment by a professional who uses an evidence-based tool provides the necessary components for competency-based learning and assessment.⁴ The final step in the framework provides an opportunity for caregivers to submit a new demonstration (self-selected exemplar) and reflect on

¹ U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service. (2010). Toward the identification of features of effective professional development for early childhood educators: Literature review. Retrieved from <http://www2.ed.gov/rschstat/eval/professional-development/literature-review.pdf>; NAEYC. (2009). *NAEYC Standards for early childhood professional preparation*. Retrieved from http://www.naeyc.org/files/naeyc/files/2009%20Professional%20Prep%20stdsRevised%204_12.pdf

² Hamre, B.K., Pianta, R.C., Burchinal, M., Field, S., LoCasale-Crouch, J., Downer, J.,...Scott-Little, C. (2012). A course on effective teacher-child interactions: Effects on teacher beliefs, knowledge, and observed practice. *American Educational Research Journal*, 49(1), 88-123. doi:10.3102/0002831211434596; Joseph, G. & Brennan, C. (2013). Framing quality: Annotated video-based portfolios of classroom practice by pre-service teachers. *Early Childhood Education Journal*, 41(6), 423-430; Pianta, R. C., Mashburn, A. J., Downer, J., Hamre, B. K. & Justice, L. (2008). Effects of web-mediated professional development resources on teacher-child interactions in pre-kindergarten classrooms. *Early Childhood Research Quarterly*, 23, 431-451.

³ Joseph, G. & Brennan, C. (2013). Framing quality: Annotated video-based portfolios of classroom practice by pre-service teachers. *Early Childhood Education Journal*, 41(6), 423-430; U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service. (2010). Toward the identification of features of effective professional development for early childhood educators: Literature review. Retrieved from <http://www2.ed.gov/rschstat/eval/professional-development/literature-review.pdf>; NAEYC. (2009). *NAEYC Standards for early childhood professional preparation*. Retrieved from http://www.naeyc.org/files/naeyc/files/2009%20Professional%20Prep%20stdsRevised%204_12.pdf

⁴ Id.

change with an expert PD professional. This final step can help to solidify understanding and application of new knowledge and skill.⁵

Over time, building in feedback loops with teachers will be imperative as they begin to practice new strategies and competencies for integrating culture competency and self-reflection into their practice. The use of multiple assessment tools is more effective when it includes the use of observation, self-reflection journaling and discussions with peers. Marilyn Chun's piece in *Young Child* (2014), [Preparing Tomorrow's Early Childhood Educators: Observe and Reflect about Culturally Responsive Teachers](#) provides some guidance on the need for reflection and observation of competencies within field experiences.

⁵ U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service. (2010). Toward the identification of features of effective professional development for early childhood educators: Literature review. Retrieved from <http://www2.ed.gov/rschstat/eval/professional-development/literature-review.pdf>; NAEYC. (2009). NAEYC Standards for early childhood professional preparation. Retrieved from http://www.naeyc.org/files/naeyc/files/2009%20Professional%20Prep%20stdsRevised%204_12.pdf

Quick Reference Table

Topic Area	Age Group	Document Type	Full Citation
Cultural Competency	Early Childhood	Position Statement	NAEYC (2009). Position statement on responding to linguistic and cultural diversity. Retrieved from https://www.naeyc.org/files/naeyc/file/positions/diversity.pdf
Cultural Competency	Early Childhood/ All ages	Research and Practice Report	National Black Child Development Institute (2013). Being black is not a risk factor: A strengths-based look at the state of the black child. Retrieved from http://www.nbcdi.org
Forming Relationships	Infants and Toddlers	Practice	Nemeth, K. N., & Erdosi, V. (2012). Enhancing practice with infants and toddlers from diverse language and cultural backgrounds. <i>Young Children</i> , 67(4), 49-57. Retrieved from http://www.naeyc.org
Forming Relationships	Infants	Practice	Petersen, S., & Wittmer, D. (2008). Relationship-based infant care: Responsive, on demand, and predictable. <i>Young Children</i> , 63(3), 40-42. Retrieved from http://www.naeyc.org
Forming Relationships	Infants and Toddlers	Practice	Watson, W., Koehn, J., & Desrochers, L. (2012). Expanding quality for infants and toddlers: Colorado implements Touchpoints. <i>Young Children</i> , 67(4), 58-64. Retrieved from http://www.naeyc.org
Forming Relationships	Infants and Toddlers	Practice	Gonzalez-Mena, J. (1992). Taking a culturally sensitive approach in infant-toddler programs. <i>Young Children</i> , 47(2), 4-9.
Forming Relationships	Infants and Toddlers	Practice	Gonzalez-Mena, J., & Bhavnagri, N. P. (2000). Diversity and infant/toddler caregiving. <i>Young Children</i> , 55(5), 31-35.
Culture in Classrooms	Infants and Toddlers	Practice	Raikes, H. H., & Edwards, C. P. (2009). Staying in step: Supporting relationships with families. <i>Young Children</i> , 64(5), 50-55.
Culture in Classrooms	Infants and Toddlers	Practice	Kaiser, B., & Rasminsky, J. S. (2003). Opening the culture door. <i>Young Children</i> , 58(4), 53-56.
Culture in Classrooms	Toddlers	Research	Rogoff, B., Mistry, J., Göncü, A., Mosier, C., Chavajay, P., & Heath, S. B. (1993). Guided participation in cultural activity by toddlers and caregivers. <i>Monographs of the Society for Research in Child Development</i> , 58(8). Retrieved from http://www.jstor.org/stable/1166109

Topic Area	Age Group	Document Type	Full Citation
Culture and Caregiving	Infants and Toddlers	Practice	Im, J., Parlakian, R., & Sánchez, S. (2007). Understanding the influence of culture on caregiving practices from the inside out. <i>Young Children</i> , 62(5), 65-66. Retrieved from http://www.naeyc.org
Culture and Caregiving	Infants and Toddlers	Practice	Szanton, E. S. (2001). For America's infants and toddlers, are important values threatened by our zeal to "teach"? <i>Young Children</i> , 56(1), 15-21.
Culture, Race, Learning, and Development	All ages	Research Perspectives	Quintana, S. M., Aboud, F. E., Chao, R. K., Contreras-Grau, J., Cross, W. E., Hudley, C.,...Vietze, D. L. (2006). Race, ethnicity, and culture in child development: Contemporary research and future directions. <i>Child Development</i> , 77, 1129–1141. doi: 10.1111/j.1467-8624.2006.00951.x
Culture, Race, Learning, and Development	Infants	Chapter	Greenfield, P. M., & Suzuki, L. K. (1998). Culture and human development: Implications for parenting, education, pediatrics, and mental health. <i>Handbook of Child Psychology</i> , 4, 1059-1109.
Culture, Race, Learning, and Development	Toddlers	Research	Cozzi, P., Putnam, S. P., Menesini, E., Gartstein, M. A., Aureli, T., Calussi, P., & Montiroso, R. (2013). Studying cross-cultural differences in temperament in toddlerhood: United States of America (US) and Italy. <i>Infant Behavior and Development</i> , 36(3), 480-483. doi:10.1016/j.infbeh.2013.03.014
Culture, Race, Learning, and Development	Early Childhood	Research	Burchinal, M. R., & Cryer, D. (2004). Diversity, child care quality, and developmental outcomes. <i>Early Childhood Research Quarterly</i> , 18(4), 401-426.
Culture, Race, Learning, and Development	Infants and Toddlers	Research	Burchinal, M., Steinberg, L., Friedman, S. L., Pianta, R., McCartney, K., Crosnoe, R. NICHD Early Child Care Research Network. (2011). Examining the black-white achievement gap among low-income children using the NICHD study of early child care and youth development. <i>Child Development</i> , 82(5), 1404-1420.
Culture, Race, Learning, and Development	Infants and Toddlers	Research	McFarland, M., & Smith, C. A. (2011). Segregation, race, and infant well-being. <i>Population Research and Policy Review</i> , 30(3), 467-493. doi: 10.1007/s11113-010-9197-7

Topic Area	Age Group	Document Type	Full Citation
ECE, Race and Culture	Infants and Toddlers	Research	Radey, M., & Brewster, K. L. (2007). The influence of race/ethnicity on disadvantaged mothers' child care arrangements. <i>Early Childhood Research Quarterly</i> , 22(3), 379-393. Retrieved from http://sciencedirect.com
ECE, Race and Culture	Infants and Toddlers	Research	Fram, M. S., & Kim, J. (2008). Race/ethnicity and the start of child care: A multi-level analysis of factors influencing first child care experiences. <i>Early Childhood Research Quarterly</i> , 23(4), 575-590. doi:10.1016/j.ecresq.2008.04.002
ECE, Race and Culture	Infants	Research	Day, M., & R. Parlakian, (2004). How culture shapes social-emotional development: Implications for practice in infant-family programs. Washington, DC: Zero to Three.
Reference Books	Early Childhood	Book	Maschinot, B, (2008). The changing face of the United States: The influence of culture on child development. Washington, DC: Zero To Three.
Reference Books	Early Childhood	Book	Greenfield, P. M., & Cocking, R. R. (Eds.). (2014). Cross-cultural roots of minority child development. Hillsdale, NJ: L. Erlbaum Associates.
Reference Books	Early Childhood	Book	Gonzalez-Mena, J., (2007). Diversity in Early Care and Education: Honoring Differences (5th ed.). New York: McGraw-Hill.

Cultural Competency

NAEYC (2009). Position statement on responding to linguistic and cultural diversity.

Retrieved from <https://www.naeyc.org/files/naeyc/file/positions/diversity.pdf>

This position statement was originally adopted by NAEYC in 1995 and last modified in 2009. It includes recommendations for working with culturally diverse families, young children as well as recommendations for preparing early childhood professionals. This summary stresses the involvement of families and their home languages in the early care and learning setting, honoring the culture and differences of all children and families and utilizing strategies for young children that help to encourage participation and learning. In sum, this document provides key recommendations for a strengths-based approach to working with diverse families and young children.

National Black Child Development Institute (2013). Being black is not a risk factor: A strengths-based look at the state of the black child. Retrieved from <http://www.nbcdi.org>

This report utilizes a strengths-based perspective and shares essays about Black children, families and communities. Information about successful organizations working with Black children and families are provided. Additionally, data is shared from multiple measures about the state of Black children and families. As Barbara Bowman states in the introduction, this report shares information about the challenges Black families and their children face, but there is also great examples of resiliency. A particularly relevant chapter for child care is written by Hakim M. Rashid. This chapter includes recommendations and specific indicators that should be used for assessing quality for teachers when working with young African American boys. In sum, this entire report offers a resiliency perspective into the lives of Black children and families.

Forming Relationships

Nemeth, K. N., & Erdosi, V. (2012). Enhancing practice with infants and toddlers from diverse language and cultural backgrounds. *Young Children*, 67(4), 49-57. Retrieved from <http://www.naeyc.org>

The authors share a story about a young toddler, whose home language is Mandarin, starting at a child care center in New Jersey. Staff and leadership have worked to prepare for her transition into the child care center by adopting developmentally appropriate strategies to help support the toddler's home language, culture and transition into the new settings. These strategies include: different ways to build connections with children and families, adopting linguistically and culturally appropriate practices (such as developing close teacher-child relationships), working effectively with diverse families and handling difficult conversations with a language barrier. In sum, the authors provide concrete strategies for leadership and infant/toddler teachers in order to foster an environment where home language and culture are integrated to help build relationships with young children and their families.

Petersen, S., & Wittmer, D. (2008). Relationship-based infant care: Responsive, on demand, and predictable. *Young Children*, 63(3), 40-42. Retrieved from <http://www.naeyc.org>

The authors share a story about two infant teachers working together in a classroom and their endeavors to provide relationship-based caregiving. Building a relationship with infants includes being responsive, predictable and on demand for the children's needs, all while remaining cognizant of the babies need to learn how to live in their own culture. In sum, this article can be used as an example of relationship building with infants during the routines of feeding, napping and diapering/toileting.

Watson, W., Koehn, J., & Desrochers, L. (2012). Expanding quality for infants and toddlers: Colorado implements Touchpoints. *Young Children*, 67(4), 58-64. Retrieved from <http://www.naeyc.org>

This article shares one state's work to implement Touchpoints to increase partnerships and meaningful relationship with families. Touchpoints is a strength-based approach to working with families. Highlighted in this approach is the understanding of child and family development and strategies for communicating with diverse families. The authors share the implementation in Colorado over time and common themes that emerged as guiding principles from this work. These principles include: using reflective practice, respecting each child and families unique culture, building strong, healthy relationships, respecting children's relationship with the family, considering the home environment of children, partnering with other organizations, observing and understanding children's behavior and recognizing families strengths and expertise. Overall, after seven years of implementation, this model demonstrates key learnings from the integration of this strengths-based approach to partnering with diverse families.

Gonzalez-Mena, J. (1992). Taking a culturally sensitive approach in infant-toddler programs. *Young Children*, 47(2), 4-9.

This article provides guidance to help infant-toddler teachers improve their ability to communicate with diverse cultures, to incorporate cultural sensitivity and to better understand individual differences. The author stresses the necessity of resolving and managing conflicts that can occur between viewpoints of caregiving practices, most often between teacher and parent. Four outcomes are projected to occur when working with cultural conflicts. The author continues by giving examples of infant-toddler teachers practicing three specific resolution techniques. Next, she provides an example of the fourth outcome, conflict resolution, which may also be necessary when working to resolve differences in viewpoints between parents and infant-toddler teachers. The article ends with tips for integrating cultural sensitivity while working with families.

Gonzalez-Mena, J., & Bhavnagri, N. P. (2000). Diversity and infant/toddler caregiving. *Young Children*, 55(5), 31-35.

This article concentrates on differences in caregiving practices based on cultural beliefs. The authors stress cultural sensitivity and discuss how teachers are often ill equipped from a training perspective to work with diversity. The authors provide 10 questions to ask when a family and a program are not in agreement about caregiving practices and to help find a creative solution between the two parties. The article ends by advocating for increasing the dialogue between parents and teachers to better understand beliefs and practices and to incorporate reflective-thinking on the part of the teacher.

Culture in Classrooms

Raikes, H. H., & Edwards, C. P. (2009). Staying in step: Supporting relationships with families. *Young Children*, 64(5), 50-55.

Supporting the growth and continuity of relationships with families is the theme of this article. The authors present eight principles for cultivating parent-teacher relationships and principles of programs that support these relationships. Infant-toddler teachers are encouraged to value the contributions of parents and also to remember that infant and toddler caregiving is often steeped in traditions and cultural values of child rearing. Forming a bi-directional relationship with parents and ensuring understanding of families cultural background helps to support the well-being of the child.

Kaiser, B., & Rasminsky, J. S. (2003). Opening the culture door. *Young Children*, 58(4), 53-56.

This article offers an overview of culture and the importance of culture in young children's lives. To start, the authors define and situate culture within the context of children's construction of their identity. They continue with discussing the true differences in culture, the ability to view our own culture and the culture of child care and schooling. The authors next move into discussing the challenges that children face, such as confusion and negative feelings, when moving from one culture to another. The article ends by advocating for teachers to get to know each child and family individually and consider all influences when addressing children's behavior.

Rogoff, B., Mistry, J., Göncü, A., Mosier, C., Chavajay, P., & Heath, S. B. (1993). Guided participation in cultural activity by toddlers and caregivers. *Monographs of the Society for Research in Child Development*, 58(8). Retrieved from <http://www.jstor.org/stable/1166109>

The authors conducted a study in four different communities: a Mayan Indian town in Guatemala, a middle-class urban group in the U.S., a tribal village in India, and a middle-class urban neighborhood in Turkey. The purpose was to examine how toddlers and their caregivers participate together in different activities. The authors focused on similarities in the process of guided participation in shared activities and the differences in how guided participation happened. Based on commonalities across cultures, the authors propose there are universal processes in the course of guided participation in activities. In addition, the authors documented variations in the

goals of development (differ by local practices and values) and in the ways that adults manage the learning of toddlers or that toddlers manage their own learning in activities. In sum, this study contributes to the importance of understanding the manner in which children learn through observation and participation in activities managed by adults and the cultural variations that can exist.

Culture and Caregiving

Im, J., Parlakian, R., & Sánchez, S. (2007). Understanding the influence of culture on caregiving practices ... from the inside out. *Young Children*, 62(5), 65-66. Retrieved from <http://www.naeyc.org>

This article provides information on the influence culture has on caregiving expectations. The article begins with a story of two infant/toddler teachers who have very different views of caregiving practices within their own classroom. The author's stress two important areas that infant/toddler teachers should think about and understand when providing care. The first is self-knowledge, which is defined for the purposes of this article as the ability "to know one's own cultural roots and group affiliations" (Haberman & Post, 1998). It is important to be aware of our own cultural practices before providing care to others. In addition, it is essential to have knowledge of culturally informed teaching. This is, in essence, the ability to create an open learning environment for all diverse families and children. The authors end by stressing that working with diverse children and families is an ongoing process that includes aspects of self-awareness and learning.

Szanton, E. S. (2001). For America's infants and toddlers, are important values threatened by our zeal to "teach"? *Young Children*, 56(1), 15-21.

This article offers many different thought provoking ideas and theories. In fact, it states in the article that one of the main purposes was to evoke conversation in multiple settings about the assumptions and ideas written. The author begins by discussing the research that is studied on universals of development, cultural and group differences and individual differences in development and points out the lack of research on national characteristics. She continues by addressing the values that are transmitted and encouraged by many Americans and within many infant/toddler programs. These values include: individualism and independence, choice and exploration, initiative and others. The author concludes by discussing that we are many cultures within one nation. She also illustrates the need for more training for teachers and the concerns from push down curriculum.

Culture, Race, Learning and Development

Quintana, S. M., Aboud, F. E., Chao, R. K., Contreras-Grau, J., Cross, W. E., Hudley, C., Vietze, D. L. (2006). Race, ethnicity, and culture in child development: Contemporary research and future directions. *Child Development*, 77, 1129–1141. doi: 10.1111/j.1467-8624.2006.00951.x

This introduction to the special issue published by Child Development in 2006, gives a synopsis on the current and future direction of research in race, ethnicity and culture in child development. The special issue has three general areas of topics: normative development in context, intergroup relations and attitudes, and identity development. While this edition does not specialize in the infant/toddler domain, the authors provide a foundational understanding of the current progress and focus of research. The current state of research includes: disentangling race, ethnicity, cultural and immigrant status, racial and ethnic identity development and intergroup processes. This issue also highlights methodological advances and challenges that exist in researching race, ethnicity and culture in addition to the importance of adhering to cultural validity.

Greenfield, P. M., & Suzuki, L. K. (1998). Culture and human development: Implications for parenting, education, pediatrics, and mental health. Handbook of Child Psychology, 4, 1059-1109.

This chapter shares information about culture and human development. While this chapter offers a great deal of information about culture and development broadly, of particular interest for infant/toddler teachers and course designers will be the following areas. The authors provide information on infant care, socialization and development. Specifically, they discuss sleeping and feeding arrangements and communication behaviors in the context of parental goals for infants. A section on cross-cultural perspectives on infant care offers implications for infant/toddler teachers. In addition, attachment is discussed in reference to cross-cultural perspectives as well as cultural models. In sum, this chapter offers a great deal of synthesized research and perspectives on culture and development.

Cozzi, P., Putnam, S. P., Menesini, E., Gartstein, M. A., Aureli, T., Calussi, P., & Montiroso, R. (2013). Studying cross-cultural differences in temperament in toddlerhood: United States of America (US) and Italy. Infant Behavior and Development, 36(3), 480-483. doi:10.1016/j.infbeh.2013.03.014

The authors compared different temperaments of toddlers in the US and Italy using the Early Childhood Behavior Questionnaire (Putnam, Gartstein & Rothbart, 2006). Findings indicate differences with higher scores on impulsivity, cuddliness, low intensity pleasure, perceptual sensitivity and positive anticipation for Italian toddlers with US toddlers rating higher on frustration, inhibitory control, shyness, high- intensity pleasure and soothability. Differences were attributed to different parent perceptions, expectation and parenting practices. One of the strengths of this study is that data used were from two U.S. locations and three geographic diverse locations in Italy.

Burchinal, M. R., & Cryer, D. (2004). Diversity, child care quality, and developmental outcomes. Early Childhood Research Quarterly, 18(4), 401-426.

Using secondary analysis from the United States, Cost, Quality, and Outcomes Study and the National Institute of Child Health and Development (NICHD) Study of Early Child Care, the authors

examined whether child care quality was differently associated with outcomes when comparing white children to African-American and English speaking Latino children. The authors investigated cognitive and social skills related to child care quality and the equivalent between the ethnicity of child and teacher and between the mother and teacher's child-rearing beliefs. Findings suggest that all of the ethnic groups investigated benefit from sensitive and stimulating care with outcomes related to school success. The authors further suggest that global dimensions of quality may be manifested in practices that are indicative of cultural differences.

Burchinal, M., Steinberg, L., Friedman, S. L., Pianta, R., McCartney, K., Crosnoe, R. NICHD Early Child Care Research Network. (2011). Examining the Black-White achievement gap among low-income children using the NICHD study of early child care and youth development. *Child Development*, 82(5), 1404-1420.

The authors utilize the National Institute of Child Health and Development (NICHD) study of early child care and youth development to investigate the Black-White achievement gap with low-income children. This study used an integrative model from Garcia Coll et al. (1996)⁶ to examine achievement differences in reference to the structure and process of community, school and family characteristics. Findings indicated that family and school characteristics were associated with a "substantial race gap" by three years of age. However, the combination of factors within the three settings progressively accounts for the Black-White achievement gap for low-income school age students. Based on these findings and previous research that indicates an early race achievement gap the authors recommend interventions that include access to quality care over time beginning in the infant years and including both the family and school.

McFarland, M., & Smith, C. A. (2011). Segregation, race, and infant well-being. *Population Research and Policy Review*, 30(3), 467-493. doi: 10.1007/s11113-010-9197-7.

The authors investigate residential segregation and how it influences infant well-being. Using data from the U.S. metropolitan statistical areas they explored infant well-being with a view of segregation (including five dimensions and a composite measure). While results indicate segregation had both negative and positive associations with infant well-being, racial differences are evident with Black infant well-being being more negatively impacted. In sum, this study demonstrates that segregation and infant well-being is a persistent issue and further examination into the impact and complexity of residential segregation is needed.

ECE, Race and Culture

Radey, M., & Brewster, K. L. (2007). The influence of race/ethnicity on disadvantaged mothers' child care arrangements. *Early Childhood Research Quarterly*, 22(3), 379-393. Retrieved from <http://sciencedirect.com>

⁶ Garcia Coll, C., Lamberty, G., Pipes McAdoo, H., Jenkins, R. & Vazquez Garcia, H. (1996). An integrative model for the study of developmental competencies in minority children. *Child Development*, 67(5), 1891-1914. doi: 10.2307/1131600

The authors used data from the Fragile Families and Child Wellbeing Study (Reichman, Teitler, Garfinkel & McLanahan, 2001)⁷ to examine the differences in child care arrangements for low-income mothers of one year old children according to race and ethnicity differences (Black, Hispanic and White). Findings indicate that mother's race/ethnicity was related to a variety of child care arrangements. Policy implications include the need to consider funding and the cultural differences within parents' race/ethnicity.

Fram, M. S., & Kim, J. (2008). Race/ethnicity and the start of child care: A multi-level analysis of factors influencing first child care experiences. *Early Childhood Research Quarterly, 23*(4), 575-590. doi: 10.1016/j.ecresq.2008.04.002

Taking a contextual perspective, the authors use data from the ECLK-K, the 1990 census and other sources, to investigate the age of first child care experiences and the type of care as it relates to race/ethnicity (individually and within the neighborhood). Utilizing a multi-level modeling approach, findings contribute to previous research showing that Hispanic parents tend to use lower rates of non-relative child care, and child care is typically started when children are older. Findings also indicated that higher proportions of Hispanic ethnicities in communities enroll their children into child care later as compared to other ethnicities. In sum, this article demonstrates that while there are cultural differences in child care participation, these differences can be accounted for by community level variables. Implications include the interconnectedness of race/ethnicity, community and socio-economic factors.

Books

The following books provide content area about culture and/or race and working with infant and toddlers. These books include content in multiple areas that may be relevant and helpful to course designers.

Day, M., & R. Parlakian, (2004). How culture shapes social-emotional development: Implications for practice in infant-family programs. Washington, DC: Zero to Three.

Maschinot, B, (2008). The changing face of the United States: The influence of culture on child development. Washington, DC: Zero to Three.

Greenfield, P. M., & Cocking, R. R. (Eds.). (2014). Cross-cultural roots of minority child development. Hillsdale, NJ: L. Erlbaum Associates.

Gonzalez-Mena, J., (2007). Diversity in Early Care and Education: Honoring Differences (5th ed.). New York: McGraw-Hill.

⁷ Reichman, N., Teitler, J., Garfinkel, I., McLanahan, S. (2001). Fragile families: Sample and design. *Children and Youth Services Review 23*(4): 303-326.

Additional Internet Resources

Office of Head Start, Head Start Cultural and Linguistic Responsiveness Catalogue, Volume One: Dual language learning (First Edition 2012); Volume Two: Native and heritage language preservation, revitalization, and maintenance (Second Edition 2012); Volume Three: cultural responsiveness (First Edition 2012)

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/ecd/early-childhood-development-learning.html>

The Office of Head Start offers many resources for use in classroom work. Several documents include information about culturally and linguistically responsive research and evidence-based practices. In addition, there are multiple documents for culturally and linguistically responsive strategies for caregivers, teachers, and home visitors as well as information on culturally appropriate assessment strategies.

Migration Policy Institute. The Migration Policy Institute is an independent, nonpartisan, nonprofit think tank dedicated to analysis of the movement of people worldwide. MPI provides analysis, development, and evaluation of migration and refugee policies at local, national, and international levels. Founded in 2001, MPI grew out of the International Migration Policy Program at the Carnegie Endowment for International Peace. MPI has a number of early childhood books and other reports relevant to culture, race, and ethnicity in the context of immigration. <http://www.migrationpolicy.org/topics/early-childhood-education>

About the Author

With over 20 years of experience in the field of early childhood, Kelley Perkins has worked as a teacher in early childhood classrooms, an administrator in infant/toddler and preschool programs, a technical assistant and in specific policy oriented positions. Additionally, she has experience designing higher education courses and extensive knowledge of designing and implementing professional development opportunities in the field. Currently, she is an Assistant Professor at Rowan University in Glassboro, New Jersey.