JOURNAL ARTICLES

Amaro-Jiménez, C., & Semingson, P. (2011). Tapping into the funds of knowledge of culturally and linguistically diverse students and families. *NABE News, 33*(5), 5-8.

This article recommends that educators use additive practices to engage meaningfully with children and families. It advocates for drawing on a Funds of Knowledge framework.

Caspe, M. S. (2003). How teachers come to understand families. *The School Community Journal, 13*(1), 115-131. http://www.adi.org/journal/ss03/caspe%20115-132.pdf

This article focuses on the results of analysis of 13 teacher interviews and explores the role of the educator in partnering with and learning about families in rural New England. Highlights of the findings include the importance of:

- Gathering information about families through conversation and observation.
- Comparing this information to knowledge about other families, the educator's own family, and within specific families over time.

Columbo, M. W. (2005). Empathy and cultural competence: Reflections from teachers of culturally diverse children. *Beyond the Journal: Young Children on the Web*, *1*, 1-8.

Understanding Funds of Knowledge when children come from diverse cultural backgrounds can help early childhood educators provide culturally competent instruction. This article describes the value of professional development that combines course work with cultural immersion experiences.

Im, J., Parlakian, R., & Sanchez, S. (2007). Understanding the influence of culture on caregiving practices . . . from the inside out. *Young Children, 62*(5*),* 65-67.

Caregivers of young children make choices about everything from feeding children to behavioral expectations based on cultural beliefs. This article proposes that caregivers would benefit from discussing the beliefs that underlie their approaches to reach a shared understanding and, eventually, an appreciation for different perspectives.

Suggested Resources

Jones, W., & Lorenzo-Hubert, I. (2008). The relationship between language and culture. *Zero to Three, 29*(1), 11-16.

This article presents best practices for improving the learning experiences of young children from diverse cultural and linguistic backgrounds. In particular, it focuses on forming partnerships with families to ensure that home and early learning environments align in their approaches.

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

Collaborating with families to understand their cultures is important for early childhood educators. This article defines culture and discusses aspects related to it that are relevant for early learning professionals.

Mosier, C., & Rogoff, B. (2003). Privileged treatment of toddlers: Cultural aspects of individual choice and responsibility. *Developmental Psychology, 39,* 1047-1060.

The authors of this article studied toddlers in two cultures and suggest that the concepts of *responsibility* and *freedom of choice* follow specific cultural norms. Understanding cultural expectations in these areas may be important for educators in working with children from different cultures.

GUIDES AND REPORTS

Staats, C., Capatosto, K., Wright, R. A., & Jackson, V. W. (2016). *State of the science: Implicit bias review.* Kirwan Institute for the Study of Race and Ethnicity, The Ohio State University. http://kirwaninstitute.osu.edu/wp-content/uploads/2016/07/implicit-bias-2016.pdf

This annual publication provides a snapshot of implicit bias by carefully following scholarly literature and public discourse. The publication looks at five domain areas—criminal justice, health and health care, employment, education, and housing—and discusses strategies for mitigating the influence of implicit bias.

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. (2013). *60 minutes from catalog to classroom, module 1*. https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/fcp/docs/60-minutes-from-catalogue-to-classroom-1.pdf

This professional development module is part of a series designed for early childhood educators to explore and have conversations about language and culture. This module focuses on the article *The Relationship Between Language and Culture* by Wendy Jones and Isabella Lorenzo-Hubert.

Suggested Resources

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. (2013). *Positive parent-child relationships*. https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/parent-child-relationships.pdf

This research-to-practice document highlights the role of positive parent-child relationships in boosting children's school readiness. It describes system-wide steps for Head Start and Early Head Start staff in supporting these relationships and factors that may influence these relationships.

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. (n.d.). *Bringing the Parent, Family, and Community Engagement Framework to your program: Beginning a PFCE assessment* [Version 1]. https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/ncpfce-assessment-101411.pdf

This guide aligns with the Office of Head Start's Parent, Family, and Community Engagement Framework. It provides questions that ask program staff to think about how to use the Framework and to deepen their family engagement practices.

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. (n.d.). *Building partnerships: Guide to developing relationships with families*. https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/building-partnerships-developing-relationships-families.pdf

This guide offers information for Head Start, Early Head Start, and early childhood programs in building positive, goal-oriented relationships with families to support child and family progress. Guide topics include: introductory information, strengths-based attitudes, relationship-based practices, reflective strategies, and additional resources.

U.S. Department of Health and Human Services, Centers for Disease Control and Prevention. *Developmental milestones.* https://www.cdc.gov/ncbddd/actearly/milestones/index.html

Free developmental milestone checklists for children 2 months old through age 5 are available on this website in addition to photos and videos of children at different stages of development.

Suggested Resources

BOOKS

Gonzalez-Mena, J. (2008). *Diversity in early care and education: Honoring differences* (5th ed.)*.* Boston, MA: McGraw-Hill.

This book explores diversity in early learning environments for children from birth to age 8.

Harkness, S., & Super, C. M. (1996). *Parents' cultural belief systems: Their origins, expressions, and consequences*. New York, NY: Guilford.

This volume provides a multifaceted view of the cultural belief systems of parents, their origins and expressions, and their implications for children's well-being and development.

Rogoff, B. (1990). *Apprenticeship in thinking: Cognitive development in social context*. New York, NY: Oxford University Press.

This interdisciplinary book integrates theory and research on how children develop their thinking as they do cultural activities. The author views development as an *apprenticeship*, where children use intellectual tools in activities with parents, other adults, and children.

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. (2010). *Revisiting and updating the multicultural principles for Head Start programs serving children ages birth to five.* https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/principles-01-10-revisiting-multicultural-principles-hs-english_0.pdf

A revised version of the multicultural principles published in 1991, this updated book states that Head Start staff and programs are most effective when they understand well the cultures of the children and families they serve. The book shares 10 principles addressing culture and home languages that early learning professionals can use in planning services and instruction.

VIDEOS

Colorado Department of Education. (n.d.). *Finley's parent-teacher conference*. Results Matter Video Library Practices—Here and There [Video file]. https://www.youtube.com/watch?v=_Il_hUMrE0s

This video shows parts of interviews with a preschool director and parent, as well as highlights of their parent-teacher conference.

Suggested Resources

EarlyEdU. (2017). *Celebrating culture* [Video file].
   https://eclkc.ohs.acf.hhs.gov/video/celebrating-culture

A parent describes how an early learning program values her family's culture, knowledge, and strengths. She also talks about how her family feels welcome in the program.

EarlyEdU. (2014). *Real to reel: Exploring culture and emotions* [Video file].
   https://eclkc.ohs.acf.hhs.gov/video/exploring-culture

This video shows how culture influences the expression of emotions. It features Dr. Jeanne Tsai from the Culture and Emotion Lab at Stanford University and parents and educators from Bing Nursery School.

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. (n.d.). *Funds of knowledge video* [Video file]. https://eclkc.ohs.acf.hhs.gov/video/funds-knowledge-video

In this video, Dr. Luis Moll, professor at the University of Arizona, describes the concept *Funds of Knowledge*, which are essential cultural practices and information embedded in the regular routines and activities of families. He talks about use of this concept in Head Start programs.

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. (n.d.). *Best practices in family & community engagement video series.* https://eclkc.ohs.acf.hhs.gov/community-engagement/article/best-practices-family-community-engagement-video-series

These seven videos are rooted in the Office of Head Start's Parent, Family, and Community Engagement Framework. Topics include family and community partnerships, engaging fathers, engaging families in the transition to kindergarten, cultural responsiveness, and using data and reflective practices.

For more information about this resource, please contact us:
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