CFS Child & Family Services Operations Manual	**X** Program Information		Procedure		Policy
	Document Title: Cultural Responsiveness and Equity Position Statement				
	Content Area:				
	Policy Council Approval Date:	Board Approval Date:		Effective Date: 5/15/2012	
	Other Rev/App. Required:			Reviewed On: 3/28/18	
	Regulatory References: HSPS 1302.31; 1302.40; 1302.33; 1302.50				
	Key Word1:		Key Word2:		
	Related Documents:				

POSITION: Child & Family Services (C&FS) is committed to cultural responsiveness and social equity for children, families, staff and partners. Equity considerations include, but not limited to: race, nationality, ethnicity, language, sexual orientation, gender, age, physical ability, religion and socioeconomic status. C&FS will support diverse children and families by learning about, acknowledging and responding to the importance of each child's home language and culture, as well as respecting and infusing local culture and traditions into programming. Education practices will focus on supporting children to participate and contribute to "school culture" while preserving and respecting the diversity of the home language and culture that each child brings to the early learning setting. Family engagement practices will focus on valuing each parent's unique story that impacts all aspects of relationships and individual development.

STRATEGIES:

Family Partnerships & Curriculum Development
- Learn about a child and family's culture and language(s) early and often
- Actively involve families in early learning program activities and curriculum development
- Help all families realize the cognitive and social advantages of a child knowing more than one language
- Provide families with strategies to support, maintain, and preserve home language learning
- Promote opportunities in the classroom and the home environment to celebrate and honor family language, culture, and traditions (including an exploration of holidays)
- Encourage home language and literacy development and educate families about how these activities contribute to children's ability to acquire English language proficiency
- Provide children with many ways of demonstrating what they know and can do and document accordingly
- Include materials in the environment to reflect home language and culture of each child
- Incorporate local culture, traditions and customs into curriculum and family events
- Access and utilize interpreter and translator services as needed to assure clear communication with families
- Recruit parents as volunteers
- Invite parent feedback on policies, practices, printed materials, events, environments, etc.

Community Partnerships
- Access community, state, and national resources
- Actively engage public school partners to assure appropriate language supports are in place for child (4-year-olds)
- Identify and promote education opportunities for English Language Learners
- Recruit volunteers that reflect the language and culture of children in the program

Staff Development
- Provide professional development opportunities in the areas of culture, language, equity and diversity
- Provide opportunities for reflection, including personal and institutional bias

Related Resources:

➢ Responding to Linguistic and Cultural Diversity: Recommendations for Effective Early Childhood Education, *A position statement of the National Association for the Education of Young Children*: https://www.naeyc.org/positionstatements/linguistic

➢ Revisiting and Updating the Multicultural Principles for Head Start Programs Serving Children Ages Birth to Five: https://eclkc.ohs.acf.hhs.gov/culture-language/article/multicultural-principles-early-childhood-leaders

➢ Race Equity and Inclusion Action Guide: http://www.aecf.org/resources/race-equity-and-inclusion-action-guide/