The Right Stuff
Resources to Help Realize the
Promise of Each Vermont Child

VERMONT
AGENCY OF EDUCATION
VERMONT EARLY LEARNING STANDARDS

Culture, Diversity, and Equity & Expression Resources

Evidence Sources

AAP Diversity and Inclusion Statement (0-9)

In March 2018, the American Academy of Pediatrics (AAP) released this statement on diversity and inclusion to communicate its commitment to "promoting nurturing, inclusive environments" and to "actively opposing intolerance, bigotry, bias, and discrimination." The AAP plans to continue using policy, advocacy, and education that supports inclusivity and cultural effectiveness for all children and families, as well as, foster a health care system and communities that honor diversity.

Advancing Equity in Early Childhood Education

This 2019 position statement from the National Association for the Education of Young Children underscores the necessity of promoting policies, practices, environments, and interactions that support each and every child and family. Included in the position statement are recommendations for everyone, early childhood educators, administrators, faculty and PD providers, and policymakers.

Advancing Equity-Driven Family Engagement for Systems Change in Early Childhood (0-5)

This policy brief explores how early childhood leaders can advance efforts to engage families along a continuum, from first teacher to policy advocate for systems change in early childhood. The brief recommends actions to program directors, agency directors, funders and policy makers.

Child Care and Development Block Grant (CCDBG) and Racial Equity (0-5)

New regulations for the Child Care and Development Block Grant (CCDBG) Act include provisions designed to: 1) strengthen requirements to protect the health and safety of children in child care; 2) help families make informed consumer choices and access information to support child development; 3) provide equal access to stable, high-quality child care for low-income children; and 4) enhance the quality of child care and the early childhood workforce. This 2017 policy brief provides recommendations to support state administrators committed to promoting racial equity in accessing high-quality child care.

Civil Rights Data Collection (3-9)

Analyses of The Civil Rights Data Collection (CRDC) reveal that students of certain racial or ethnic groups and students with disabilities are disciplined through suspension and expulsion at far higher rates than their peers, beginning in preschool. The CRDC data also show that an increasing number of students are losing important instructional time due to exclusionary discipline. This [snapshot](#) describes and displays both national and state-by-state data. Two additional publications that form the same data are: [A First Look: Key Data Highlights on Equity and Opportunity Gaps in Our Nation's Public Schools](#) and [What Does the Civil Rights Data Tell Us About Early Learners?](#)

Disparities and Disproportionality in Child Welfare: Analysis of the Research (0-9)

In 2010, the Center for the Study of Social Policy and The Annie E. Casey Foundation, as part of the broader activities of the Alliance for Racial Equity in Child Welfare, convened a symposium to discuss the findings from a series of papers analyzing and reflecting on current research related to racial differences in child welfare services, treatment and outcomes. The product of that symposium provides an analysis of what is known from the research, as well as recommendations for policy and practice. The [document](#) also provides definitions of disparity and disproportionality (p. 8).

Do Early Educators' Implicit Biases Regarding Sex and Race Relate to Behavior Expectations and Recommendations of Preschool Expulsions and Suspensions? (3-5)

This Yale University Child Study Center research study [brief](#) addresses preschool suspension and expulsion rates and uncovers mixed evidence suggesting that implicit teacher bias may account for discriminatory application of discipline. The brief provides an overview of the study's findings as well as potential explanations.

Equity and Excellence: African-American Children's Access to Quality Preschool (3-5)

This [policy](#) report discusses the lack of access to high-quality early childhood education experiences for African-American children and offers recommendations to expand opportunities.

Equity in IDEA (The Individuals with Disabilities Education Act) Final Regulations (3-9)

With the goal of promoting equity under IDEA, these regulations establish a standard methodology states must use to deter- mine whether significant disproportionality based on race and ethnicity is occurring in the state and in its local educational agencies. This [guidance](#) applies for children from age 3 through grade 12, with and without disabilities. More guidance is available [online](#).

Equity Starts Early Addressing Racial Inequities in Child Care and Early Education Policy (0-5)

This December 2017 [resource](#) gives a current and historical account of how race and ethnicity have shaped policies concerning child care and early education policy. It also provides a list of recommendations for addressing affordability and access, building racially and culturally competent programs, and making high quality jobs for a diverse workforce.

A Fair Start: Ensuring All Students Are Ready To Learn (0-8)

[Executive Summary](#), [Full Report](#)

This report highlights evidence-based steps toward high-quality pre-school through 3rd grade education, community and family engagement, and educator development to provide educational equity that can help close the opportunity gap, improve school readiness, and combat other complex challenges facing children birth to age eight.

Gender Differences in the Benefits of an Influential Early Childhood Program (0-5)

This May 2017 [paper](#) estimates gender differences in life-cycle impacts across multiple domains of an influential enriched early childhood program targeted toward disadvantaged children that was evaluated by the method of random assignment. The research on which they report assessed the impacts of the program on promoting or alleviating population differences in outcomes by gender. For many outcomes, boys benefit relatively more from high-quality center childcare programs compared to low-quality programs.

Highlighting the Positive Development of Minority Children (0-8)

This 2-page overview synthesizes points made in a full issue of the Social Policy Report on the development of minority children which may be found [online](#). The overview reminds us that many past efforts to describe the development of minority children have focused only on the most disadvantaged and on challenges, reinforcing negative stereotypes and disregarding evidence on positive development.

Policy Statement on Expulsion and Suspension Policies in Early Childhood Settings (0-5)

This December 2014 joint HHS and ED [policy statement](#) aims to:

- Raise awareness about expulsion, suspension, and other exclusionary discipline practices in early childhood

- Provide recommendations to early childhood programs and states on establishing preventive, disciplinary, suspension, and expulsion policies and administering those policies free of bias and discrimination; and
- Highlight early childhood workforce competencies, evidence-based interventions, and resources.

Quality for Whom? Supporting Diverse Children and Workers in Early Childhood Quality Rating & Improvement (0-5)

This report examines how diverse providers access Quality Rating and Improvement Systems (QRISs), what indicators can be used to better capture program elements that are valuable to immigrant and refugee families, and how the rollout of QRISs in different states has affected culturally and linguistically diverse communities.

Race for Results: Building a Path to Opportunity for all Children (0-9)

This 2014 report explores the intersection of children, race and opportunity. The report features the new Race for Results index, which compares how children are progressing on key milestones across racial and ethnic groups at the national and state level. Specific sections address results for children who are African-American, American Indian, Latino, Asian, and white.

Racial Inequity in Policies Impacting Infants, Toddlers, and Families

This 2019 paper from CLASP and ZERO TO THREE explores racial disparities, including the policies that drive them, among infants and toddlers and their families. It highlights key examples in recent history and their continued consequences for young children of color and their families. The paper concludes with recommendations to ensure new or reformed policies reduce racial disparities.

States Leading for Equity (0-9)

Educational equity means that every student has access to quality educational resources across race, gender, ethnicity, language, disability, sexual orientation, family background and/ or family income. The Council of Chief State School Officers in collaboration with the America's Promise Alliance and the Aspen Education & Society Program released this brief (February 2018) to share the progress states have made towards educational equity. See page 13 for state profiles involving high-quality early childhood education (ECE) programs.

Print Sources

Becoming a Culturally Responsive Early Childhood Educator: A Tool to Support Reflection by Teachers Embarking on the Anti-Bias Journey (0-9)

This article describes (and includes) a reflective tool structured to provoke thinking about attitudes, assumptions, and knowledge base regarding culturally responsive teaching.

Being Black is Not A Risk Factor (0-9)

The National Black Child Development Institute's 2013 publication takes a strengths-based look at the state of the black child in the United States. Each chapter examines a different topic and highlights both the assets of and the challenges faced by black children and their families.

A Better Start: Why Classroom Diversity Matters in Early Education (3-5)

This 2015 report presents the results of a study finding racial/ethnic and economic disparities in preschool enrollment and in the quality of preschool that children experience. Among families who do enroll in preschool, the study finds that most children attend classrooms that are homogenous in family income, and often in race/ethnicity as well. The result is a segregated system in which low-income and minority children often attend low-quality and non-diverse early-childhood programs. The authors discuss why the socioeconomic and racial/ethnic composition of early childhood classrooms is important and provide suggestions for steps that can be taken to increase diversity.

Bias Isn't Just a Police Problem, It's a Preschool Problem (3-5)

This article summarizes research that suggests that many preschool teachers look for disruptive behavior in much the same way: in just one place, waiting for it to appear. The problem with this strategy (besides it being inefficient), is that, because of implicit bias, teachers are spending too much time watching black boys and expecting the worst.

Building Anti-Bias Early Childhood Programs: The Role of the Leader (0-8)

This article is excerpted from Leading Anti-Bias Early Childhood Programs: A Guide for Change (2015), by Louise Derman-Sparks, Debbie LeeKeenan, and John Nimmo, published jointly by Teachers College Press and NAEYC. The article highlights the leader's role in working strategically with staff, families, and the community to implement an anti-bias approach.

Can Equity Be Taught? (Adults)

This article describes efforts underway in Montgomery County, Maryland to build the capacity of predominantly white teachers to develop the self-knowledge and capacity to teach the county's very diverse students in ways that are respectful, responsive, and equitable.

Checklist: Creating An Anti-Bias Learning Environment Checklist

Any family member, educator, specialist, or administrator could use this tool to identify strengths and areas for improvement.

The Complementary Benefits of Racial and Socioeconomic Diversity in Schools (5-9)

This March 2017 research brief explores what is known about the importance of both racial and economic diversity in schools. Findings underscore that both racial and economic diversity are beneficial to students, particularly low-income students and students of color, especially when within-school practices like classroom assignment ensure equal access to opportunity.

Critical Practices for Anti-Bias Education (Adults, 5-9)

This guide offers practical strategies for creating a space where academic and social-emotional goals are accomplished side by side in an educational setting. It also provides advice for how teachers can implement culturally responsive pedagogy and bring anti-bias values to life. Critical Practices for Anti-Bias Education is organized into four sections: Instruction, Classroom Culture, Family and Community Engagement, and Teacher Leadership. In each section, you can explore recommended practices, find helpful explanations and learn how each practice connects to anti-bias education. A companion website offers additional resources.

Culturally Appropriate Positive Guidance with Young Children (3-5)

This thoughtful article illustrates how young children benefit when teachers and families establish healthy partnerships and define common goals for children, even when that may require bridging cultural differences.

Culturally Responsive Strategies to Support Young Children With Challenging Behavior (3-6)

This article describes five culturally responsive core strategies to promote positive teacher relationships with young children in preschool and minimize challenging behavior: learn about children and families, develop and teach expectations, take the child's perspective, teach and model empathy, and use group times to discuss conflict.

Culturally Responsive Teaching

DO NOT be misled by the subtitle of this [document](#) (A 50-state survey of teaching standards), which sounds boring to me. It starts by defining culturally responsive teaching (CRT) and delineating the benefits to children and families that accrue from teachers who are prepared to implement CRT. Teacher competencies that promote CRT are also spelled out. Then what follows is a thoughtful analysis of ways in which professional teaching standards are being used to build a diverse pool of educators who are prepared to demonstrate culturally responsive teaching. For example, self-knowledge is an important process through which teacher candidates analyze their cultural backgrounds and recognize biases and societal "isms" they may hold. Yet just over half (28) of state teacher standards address self-knowledge. In case your state is considering revisions to current teacher preparation standards, author Jenny Muniz shows how the teacher competencies in each state stack up and provides excerpts from excellent teaching standards to serve as models.

Culturally Responsive Teaching Matters (3-9)

This [resource](#) defines culturally-responsive teaching, then offers both highlights of the benefits to be accrued from using these practices and examples of what the practices might look like in different early childhood settings.

Dear Teachers Who Teach My Black Child (Adults)

This thoughtful [essay](#) by former high school teacher Randi Bryant offers insights toward preparing educators to support black children in ways that are culturally informed and responsive.

Delivering on the Promise of Effective Early Childhood Education for Black Children: Eliminating Exclusionary Discipline and Concentrating on Inclusion

The authors of this new [resource](#), Cemeré James and Iheoma Iruka, have very skillfully woven solid evidence together with specific practices that can be used to prepare early childhood professionals to support the full participation of black children and their families. Recommendations are organized thematically (e.g., culturally responsive practice, high expectations of children, developmentally appropriate pedagogy with positive guidance) with specific examples provided for implementation at child/family, classroom, program, and system levels. The authors' interpretation of Maslow's hierarchy of needs vis-à-vis supporting black children and families on page 17 is just one of the thought-provoking features of this document.

Developing Cultural Critical Consciousness and Self-Reflection in Preservice Teacher Education (5-9)

In this article, the authors argue that developing personal and professional critical consciousness about racial, cultural, and ethnic diversity should be a major component of preservice teacher education. They also suggest both strategies and resources for accomplishing this.

Developing Culturally Responsive Approaches to Serving Diverse Populations: A Resource Guide for Community-Based Organizations (0-9)

This resource guide is designed to help community-based organizations to serve the needs of their diverse populations by using culturally thoughtful and responsive approaches. Along with an overview of existing instruments, tools, and resources, this document offers evidence-based insights, including ways to examine collaboration through a diversity lens.

Do No Harm: Creating Welcoming and Inclusive Environments for Lesbian, Gay, Bisexual, and Transgender (LGBT) Families in Early Childhood Settings (0-9)

This article offers practical strategies for supporting young children whose family members are LGBT.

Equity Starts Early: Addressing Racial Inequities in Child Care and Early Education Policy (0-8)

This Executive summary explores critical racial equity issues in major early childhood programs, policies, and systems, including CCDBG, Head Start, and state pre-kindergarten programs. It provides demographic and historical context for creating racially equitable early childhood policies and analyzes policy issues related to access, quality, and the early childhood workforce. Finally, the report offers state and federal policy strategies that can begin to address inequities.

Exploring Gender Identity in Early Childhood through Story Dictation and Dramatization (3-5)

This article highlights the central role of narrative in play and how it can be a rich venue to explore the ideas of difference and similarity, particularly relating to gender preferences and expression. The author shows how the children's stories reveal the influence of cultural stereotypes yet harbor the potential to move beyond rigid gender boundaries as well.

Diversity-Informed Infant Mental Health Tenets (0-3)

The Tenets are a set of guiding principles that raise awareness about inequities and injustices embedded in our society. They can be used to reflect on personal, team or organizational values or applied to practices for supporting toddlers and families.

Equitable Classroom Practices Observation Checklist (3-9)

This document is a checklist of 27 specific, observable teacher behaviors that reflect culturally responsive teaching through examples. This tool can be used as self-reflection or by an external observer to become more aware of incorporating such practices. Please note that the statements in red offer more definitive guidance regarding the equitable classroom practice.

Equity in Education: Key Questions to Consider (3-9)

The Education Commission of the States has published this series of key questions for education leaders to consider as they evaluate policy options that support goals of advancing educational equity in their state. The questions are focused on four areas: teaching and leading, learning and transitioning, measuring and improving, and financing, and resources are provided.

Equity Starts Early Addressing Racial Inequities in Child Care and Early Education Policy (0-5)

This December 2017 report addresses racial inequities in child care and early education. The report gives a current and historical account of how race and ethnicity have shaped policies concerning child care and early education policy. It also provides a list of recommendations for addressing affordability and access, building racially and culturally competent programs, and making high quality jobs for a diverse workforce.

Extreme Diversity in Cities: Challenges and Solutions for Programs Serving Young Children & Their Families (5-9)

Even though each city is unique, cities have a lot to learn from each other about how they support children and families from many different cultural and linguistic backgrounds, and the breadth of their experiences can be informative for nonurban communities as well. Karen Nemeth's article highlights examples of successful approaches for supporting children in grades K- 3 drawn from school districts throughout the U.S.

A Fair Start: Ensuring All Students Are Ready To Learn (3-9)

Executive Summary, Full Report

In the U.S., where children start, and their eventual educational success, can often be predicted their by race and socio- economic status. This report, reflecting two years of study, highlights evidence-based steps toward high-quality preschool through third grade education, governance structure, community and family engagement, and educator development to provide educational equity that can help close the opportunity gap, improve school readiness, and combat other complex challenges facing children birth to age eight.

Gender Identity and Expression in the Early Childhood Classroom: Influences on Development Within Sociocultural Contexts (4-5)

Author/teacher Jamie Solomon's article shares highlights from projects that addressed three research questions: 1) How can I offer a curriculum that provides children with more opportunities for acting outside of traditional gender roles? 2) How can I encourage and support children who wish to behave outside of traditional gender roles? And 3) How can I foster increasingly flexible thinking about gender among 4- and 5-year-old children?

Getting To know You: Sharing Time as Culturally Relevant Teaching (3-6)

When effectively employed, sharing time can provide children with opportunities to explore in sensitive and meaningful ways the uniqueness of themselves and others. In doing so, children can gain cultural knowledge and understanding, which can lead to valuable social and academic skills and most importantly to acceptance and value of others. This article offers ways to use sharing time as a component of culturally sensitive teaching, and shares the benefits of doing so.

How Silence Can Breed Prejudice: A Child Development Professor Explains How And Why To Talk To Kids About Race (Adults)

Questions from children offer great opportunities to teach children about race and diversity in a way that makes them both tolerant and comfortable with the topic. This article underscores the importance of discussing these issues and offers some strategies for how to do that.

How To Talk to Kids About Racism: An Age-By-Age Guide (0-9)

Do you talk with young children about race and racism? Maybe you think they're still too young or that a specific conversation isn't necessary? They're never too young, and an ongoing dialogue about race and racism is a really good idea. This article offers some ideas for how to choreograph those conversations.

Immigrant and Refugee Children: A Guide for Educators and School Support Staff (3-9)

This guide was created for those who teach, mentor and help open the doors of opportunity for undocumented youth and unaccompanied and refugee children currently living in the US. It's important that educators, school support staff and service providers know the tools and resources available to help protect and prepare youth and families.

Implementing the Pyramid Model to Address Inequities in Early Childhood Discipline (3-5)

This article highlights the components of the Pyramid Equity Project (PEP), which has been funded to develop, demonstrate and disseminate an effective approach for the promotion of social competence in young children and the prevention of suspension, expulsion, and discipline disparities in early learning programs.

Implicit Bias Strategies: Addressing Implicit Bias in Early Childhood Education (0-9)

This document offers strategies to reduce bias both on an organizational and individual level. Each will address the contextual and cognitive factors that lead to implicit bias in these domains and offer a practical application to counter their effects.

It's Hard to Be What You Can't See (Adults)

This article underscores the importance of children who are diverse in terms of race, ethnicity, heritage, and ability to see themselves in the books, stories, art, and conversations that are part of each preschool. Read it, then use it to make sure children can see themselves and the accomplishments of people who look like them in your classroom resources.

Moving Beyond Anti-Bias Activities: Supporting the Development of Anti-Bias Practices (3-8)

This article's authors explore what it means to embrace an anti-bias stance every day. They found that adopting an anti-bias perspective requires more than implementing a few well-meaning activities. Instead, doing so asks educators to think differently about their work, take risks, and put new ideas/beliefs into practice. This article shares how.

Picture Books That Teach Kids to Combat Racism (3-9)

Books are a great teaching tool, especially when it comes to talking to kids about tough subjects. Families may struggle with talking to their children about institutionalized racism and prejudice. Books about racism can help to create some open and honest dialogue.

Play and Cultural Context (0-9)

Using an ethnographic and observational approach, this [publication](#) looks at culture in the play of young children, including the main factors affecting the frequency, duration and the nature of play activities, gender differences, and other cultural conceptions and practices that impact time, space, materials and play partners.

Positioning Young Black Boys for Educational Success (0–9)

Prager's 2011 [article](#) discusses the reasons behind the achievement gap for young Black males as well as how this gap can be closed in terms of educational policies and practices.

Positive Racial Identity Development in Early Education (3-6)

Recognizing that Pittsburgh is growing to be an increasingly more diverse place, and eager to understand how to support positive racial identity for Pittsburgh's youngest residents, a group of thinkers, advocates, experts, writers, and funders put their heads together to conduct a scan of their city. These documents highlight what was learned in the scan. The conclusions and recommendations offer insights to help young African American children, ages 3 to 6, in any locale, to develop a positive racial identity, which supports positive self-perception and a sense of belonging to their own racial group and encourages future academic success.

- [Full Report](#)
- [Executive Summary](#)

Pre-kindergarteners Left Behind: Expulsion Rates in State Prekindergarten Systems (3-5)

This [article](#) highlights Walter Gilliam's findings on the rates of PreK expulsion, including specific findings related to race and gender (e.g., African-American preschoolers were about twice as likely to be expelled as European American (both Latino and non-Latino) preschoolers and over five times as likely as Asian-American preschoolers; boys were expelled at a rate over 4½ times that of girls). A subsequent study showed that when teachers were supported to use evidence-based practices that promote children's social emotional competence expulsion rates went down.

Preparing "Learner-Ready" Teachers: Guidance from NTEP States for Ensuring a Culturally Responsive Workforce (Adults)

The objective of this [guidance document](#) is twofold: 1) to provide state leaders with a common language for understanding culturally responsive teaching and relevant pedagogy, and 2) to provide state leaders with recommendations for ensuring a culturally responsive teacher workforce and promising examples, where available, in order to apply this document to collective action. States can select from the recommendations based on their particular context

and priorities to ensure teachers are better equipped to meet the needs of each learner. For instance, some states may be committed to revamping state licensure policies, while others may be committed to incentivizing changes in the design and implementation of teachers' professional learning experiences.

Quality for Whom? Supporting Diverse Children and Workers in Early Childhood Quality Rating and Improvement Systems (QRIS) (0–5)

Drawing on interviews with practitioners and examples of best practice from across the country, this [report](#) offers decisionmakers a range of strategies that can be used to ensure QRIS are accessible, fair, and more accurately capture and value program elements needed to effectively serve culturally and linguistically diverse children and families.

Quality Rating and Improvement Systems: A Social Equity Strategy? (0–9)

This [resource](#) highlights opportunities within Quality Rating and Improvement Systems to address issues of diversity and equity, along with recommendations for how to support equity-related changes.

Racism and Violence: Using Your Power as a Parent to Support Children Aged Two to Five (2-5)

This [resource](#) provides thoughts and guidelines for talking about the complex issues of racism and equality in age-appropriate ways with children aged two to five years of age.

Reflection: The First Step for Addressing Bias in Infant and Toddler Programs (0-3)

Awareness of beliefs and biases is important for growing as intentional teachers; both our gut reactions and our carefully considered opinions influence our behaviors, so the more we reflect, the better prepared we will be to respond in supportive ways to situations that regularly present themselves in infant and toddler settings. This [article](#) shares information about anti-bias practices and offers insights on how to support each and every child and family.

Speak Up at School: How to Respond to Everyday Prejudice, Bias and Stereotypes (adults)

This [printable booklet](#) from Teaching Tolerance offers effective strategies and advice about how to respond when someone – a student, a colleague, even a family-member – uses biased language or stereotypes. While the examples are all school based, this resource can help anyone who wants to develop the skills to speak up themselves.

Supporting and Caring for Transgender Children (5-9)

This [resource](#) is designed for anyone who knows a transgender or gender-expansive child, plans to write about children who transition, or simply wants to learn more. It reviews what medical and education experts know about transgender children, explores some myths about gender transition in childhood, and offers suggestions for adults with a transgender child life.

Supporting the School Readiness and Success of Young African American Boys (3-5)

This [resource](#) highlights materials that were developed, professional development that was conducted, and resulting insights on how to best support young African American boys in early learning settings.

We Need To Deal With Our Discomfort And Talk To Our Kids About Racism (Adults)

This [article](#) by Meghan Leahy shares both why it is important to talk with young children about race and racism and offers some strategies for supporting such conversations.

Welcoming Refugee Children into Early Childhood Classrooms (2-6)

This brief NAEYC [article](#) offers both effective practices and resources.

What Is Anti-Bias Education? (0-8)

NAEYC has made this first chapter to [Anti-Bias Education for Young Children and Ourselves](#) available as a service to the field. The chapter frames the importance of confronting and eliminating barriers of prejudice, misinformation, and bias, while helping staff and children to respect each other, themselves, and all people.

Audiovisual Sources

Audiovisual Sources Anti-Bias Curriculum Engages Preschoolers in Discussions (3-5)

In this short [video clip](#) from the PBS series Making the Grade, teachers explain how their anti-bias curriculum engages thoughtful discussion with preschoolers about race. Also, a brief interview with Louise Derman-Sparks discusses how the skin color seen in books or other visual teaching materials, or of preschool staff working in different positions all send important messages to young children about who matters in the world, who's visible, who's not, and who has power.

Boys and Girls Paid Differently (5-8, Adults)

This brief video provides a look at gender inequality from the perspective of children.

Diversity: Contrasting Perspectives (0-5)

This video introduces diverse perspectives on aspects of caregiving that impact health, safety, nutrition, and development in home and early childhood settings. It discusses cultural differences in practices ranging from feeding to toilet teaching.

Hear Me Out - Stories for Schools about Equity and Inclusive Education (Adults)

This 20-minute video documents the short- and long-term impact of social inequity (particularly, racism, homophobia and sexism) when played out in the school milieu. Older youth and adults with professional expertise share experiences and perspectives on the importance of fostering healthy and equitable learning environments.

Implicit Bias: From Awareness to Positive Change (Adults)

In this webinar, Dr. Rosemarie Allen explores the role of implicit bias through the lens of her expertise in Pre-K and elementary school classrooms. The content and examples are designed to help viewers working in a variety of contexts to understand the dynamics of implicit bias and its impacts, challenge them to reflect on our own unspoken biases, and share strategies to minimize biases in professional settings. The site provides free access to the webinar recording and the PowerPoints.

Know Your Bias: Implicit Bias (Adults)

This video provides a brief overview of implicit bias, how to recognize it, and what to do about it.

The Lunch Date (Adults)

This short film on the peril of making assumptions won an Academy Award in 1990.

Positive Racial Identity Development in Early Education: Understanding PRIDE in Pittsburgh (3-6)

This video discusses the importance of discussing and positively addressing race in early childhood programs. While the content evolved from results of a scan to assess if and how parents and teachers discuss race with young children in Pittsburgh, the concepts are presented in a way that will be relevant in any setting.

Sometimes You're a Caterpillar (Adults)

This cartoon explains privilege in the most non-confrontational way possible.

Starting Small: Teaching Tolerance in Preschool and the Early Grades (3-8, Adults)

The vision of community that the early childhood classroom provides can color children's expectations about equity, cooperation and citizenship for a lifetime. This training kit for early childhood educators profiles seven innovative classrooms in which teachers are helping children practice fairness, respect and tolerance. The Starting Small kit includes the 58-minute film on DVD and the Teacher's Guide, a 114-page set of additional information about each classroom as well as resources, activities, and reflections. It may be ordered from the URL above. The Teacher's Guide may also be downloaded online.

Supporting Young Children: Addressing Poverty, Promoting Opportunity, and Advancing Equity (0-5)

This January 2017 webinar reviews the data on poverty, and examines the policies and systems that create and maintain these racial disparities, denying millions of young children of color access to equitable opportunities for learning and healthy physical and social-emotional development. She suggests steps that can be taken at the policy and practice levels and provides examples of these in action.

Talk About Bias (All)

This video from Procter & Gamble and the My Black is Beautiful community celebrates the beauty and confidence of several black moms who have "The Talk" with their kids. The women open a dialogue about the biases their kids will experience, the ugly words they will hear and the times they will be pulled over and offer strong reminders to protect their kids before they leave home.

The Ugly Truth About Children's Books

This brief video highlights the extent to which powerful and positive images of girls and women are missing from many children's books.

Unequal Access: Barriers to Early Childhood Education for Boys of Color

This 2016 publication discusses barriers to accessing quality education for boys of color (high costs; insufficient availability of free or subsidized programs; and implicit biases, which

consistently send boys of color negative messages about their behavior, identity, and future). The authors offer recommendations reduce disparities in access for boys of color.

We See Equal (All)

This is a brief and thought-provoking [video](#) about gender bias.

Online Sources

Advancing Equity Initiative (0-8)

This [website](#) pulls together an evolving collection of resources to address inequities in their many forms and to support early childhood colleagues to support the implementation of NAEYC's recent equity position statement (Advancing Equity in Early Childhood Education). Free resources include recommendations for specific groups, articles, and more.

The Alarming Effect of Racial Mismatch on Teacher Expectations (Adults)

This [online publication documents](#) mounting evidence for examples of non-black teachers who have significantly lower educational expectations for black students than black teachers do when evaluating the same students. The author goes on to discuss the "soft bigotry" of low expectations and chronicles well-documented correlations between teachers' expectations and student outcomes.

C.A.R.E.: Strategies for Closing the Achievement Gaps (5-9)

The purpose of this [guide](#) is to offer research-based suggestions for what you can do tomorrow to create a learning environment in which diverse students can learn and to challenge educators to meet accountability demands while still offering quality instruction to those students who need the most help. Chapters include references to original research, Web sites, books, and other publications that will help build educators' knowledge base as they work with diverse groups of students. There is also a resource section at the end of the guide.

Critical Practices for Anti-bias Education (Adults, 5-9)

This [website](#) offers practical strategies for creating a space where academic and social-emotional goals are accomplished side by side in an educational setting. It also provides advice for how teachers can implement culturally responsive pedagogy and bring anti-bias values to life. Free resources are organized under four headings: instruction, classroom culture, family and community engagement, and teacher leadership. A downloadable PDF with highlights from the website is available [online](#).

EdChange: Professional Development, Research, and Resources for Diversity, Multiculturalism and Cultural Competence (Adults)

EdChange's mission is "building equitable and just schools, communities, and organizations through transformative action." Their website has resources for early childhood colleagues (e.g., Eleven Things You Can Do to Bring Class Equity to Your Classroom), many of which may be found under the Publications and Handouts tabs.

Family Engagement Toolkit (0-9)

This online collection, developed by BUILD, was designed for all stakeholders in the lives of children. Divided into four components—equity and access, shared decision-making, two-way communication, and sustainability—its resources are targeted primarily at family engagement and reinforcing an authentic family-school partnerships.

How Equitable Are Your Infant-Toddler Policies and Practices?

This paper explores racial disparities, including the policies that drive them, among infants and toddlers and their families. It highlights key examples in recent history and their continued consequences for young children of color and their families. The paper concludes with recommendations to ensure new or reformed policies reduce racial disparities.

Implicit Bias in School Discipline (5-9)

This webpage features Kirwan Institute research on racialized discipline disparities in K–12 public education. Understanding these disparities, particularly in disciplinary actions that exclude students from school, is crucial, as students who are "pushed out" of the classroom are denied educational opportunities. This research seeks to shed light on racialized discipline disparities and disrupt the school-to-prison pipeline by focusing specifically on implicit racial bias as a contributing factor to persistent discipline disproportionalities in schools.

Infants and Toddlers, Culture, Race and Ethnicity: References for Course Developers, Kelley Perkins, Ph.D. (0-2)

This resource is designed to help higher education faculty who are creating infant-toddler coursework 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 include things like culture in classrooms and culture and caregiving.

Multicultural Principles for Early Childhood Leaders (0-5)

This [resource](#) provides recent research and perspectives on key multicultural principles and offers guidance to staff on how to implement these principles in their programs. Information is divided into 10 chapters; each chapter presents one multicultural principle, the research and guidance to support that principle, and questions and/or discussion activities. Download individual chapters, or the entire resource, in English or Spanish for professional learning activities or personal professional development.

Picture Books That Teach Kids to Combat Racism (5-9)

[Books](#) are a great teaching tool, especially when it comes to talking to kids about tough subjects. Families may struggle with talking to their children about institutionalized racism and prejudice. Hopefully these books about racism will help to create some open and honest dialogue.

Race Matters Collection (Adult)

This [website](#) includes a toolkit and other resources is designed to help decision-makers, advocates, and elected officials get better results in their work by providing equitable opportunities for all. The toolkit presents a specific point of view on addressing unequal opportunities by race and offers simple, results-oriented steps to help you achieve your goals. The toolkit includes tools, assessments, guiding questions, and information for bringing a diversity-related lens to topics that range from system development/refinement and advocacy to child welfare and accountability.

Ten Multicultural Education and Equity Websites for Teachers (0-9)

Educators can easily find a wealth of information addressing issues of equity, diversity and multicultural education on the internet. Here are [ten](#) that may be particularly useful.

Toolkit of Resources for Engaging Families and the Community as Partners in Education (5-9)

This set of resources offer reflections, activities, and evidence that can be used to promote community and family engagement in ways that also reflect culturally thoughtful practices. Many of the activities could also be used in courses for staff development to build insights and understanding.