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| FH  ­­­­ | **Culture, Diversity, and Equity Resources[[1]](#footnote-1)** |
| **Evidence Sources** | **Child Care and Development Block Grant (CCDBG) and Racial Equity (0-5)**  [**https://www.nbcdi.org/sites/default/files/resource-files/NBCDI\_CLASP%20Policy%20Brief%20CCDBG%20and%20Racial%20Equity.pdf**](https://www.nbcdi.org/sites/default/files/resource-files/NBCDI_CLASP%20Policy%20Brief%20CCDBG%20and%20Racial%20Equity.pdf)  *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)**  [**https://www2.ed.gov/about/offices/list/ocr/docs/crdc-discipline-snapshot.pdf**](https://www2.ed.gov/about/offices/list/ocr/docs/crdc-discipline-snapshot.pdf)  *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 (*[***https://www2.ed.gov/about/offices/list/ocr/docs/2013-14-first-look.pdf***](https://www2.ed.gov/about/offices/list/ocr/docs/2013-14-first-look.pdf)*) and What Does the Civil Rights Data Tell Us About Early Learners? (*[***https://www.newamerica.org/education-policy/edcentral/crdc-earlyed/***](https://www.newamerica.org/education-policy/edcentral/crdc-earlyed/)*)****.***  **Disparities and Disproportionality in Child Welfare: Analysis of the Research (0-9)**  [**http://www.cssp.org/publications/child-welfare/alliance/Disparities-and-Disproportionality-in-Child-Welfare\_An-Analysis-of-the-Research-December-2011.pdf**](http://www.cssp.org/publications/child-welfare/alliance/Disparities-and-Disproportionality-in-Child-Welfare_An-Analysis-of-the-Research-December-2011.pdf)  *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)**  [**http://ziglercenter.yale.edu/publications/Preschool%20Implicit%20Bias%20Policy%20Brief\_final\_9\_26\_276766\_5379.pdf**](http://ziglercenter.yale.edu/publications/Preschool%20Implicit%20Bias%20Policy%20Brief_final_9_26_276766_5379.pdf)  *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) http://nieer.org/wp-content/uploads/2016/08/Equity20and20Excellence20African-American20ChildrenE28099s20Access20to20Quality20Preschool\_0.pdf**  *This policy report, released in November 2013 by the National Institute for Early Education Research (NIEER), the Center on Enhancing Early Learning Outcomes (CEELO), and the White House Initiative on Educational Excellence for African-Americans (WHIEEAA), 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)**  [**https://www.federalregister.gov/documents/2016/12/19/2016-30190/assistance-to-states-for-the-education-of-children-with-disabilities-preschool-grants-for-children**](https://www.federalregister.gov/documents/2016/12/19/2016-30190/assistance-to-states-for-the-education-of-children-with-disabilities-preschool-grants-for-children)  *With the goal of promoting equity under IDEA, these regulations establish a standard methodology states must use to determine whether significant disproportionality based on race and ethnicity is occurring in the state and in its local educational agencies (LEAs). This guidance applies for children from age 3 through grade 12,* ***with and without disabilities.*** *Additional guidance for states is available at* [**https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/significant-disproportionality-qa-03-08-17.pdf**](https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/significant-disproportionality-qa-03-08-17.pdf) |
| ­­­­ | **Culture, Diversity, and Equity Resources** |
| **Evidence Sources** | **Gender Differences in the Benefits of an Influential Early Childhood Program (0-5)**  [**http://www.nber.org/papers/w23412.pdf**](http://www.nber.org/papers/w23412.pdf)  *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. For them, home care, even in disadvantaged environments, is more beneficial than lower-quality center childcare for many outcomes. This phenomenon is not found for girls.*  **Highlighting the Positive Development of Minority Children (0-8)**  [**http://www.srcd.org/sites/default/files/documents/washington/spr\_brief\_minority\_children\_2013\_10\_11.pdf**](http://www.srcd.org/sites/default/files/documents/washington/spr_brief_minority_children_2013_10_11.pdf)  *This two-page overview synthesizes points made in a full issue of the Social Policy Report on the development of minority children which may be found at* [***http://www.srcd.org/sites/default/files/documents/washington/spr\_272\_final.pdf***](http://www.srcd.org/sites/default/files/documents/washington/spr_272_final.pdf)*. Among other things, the overview reminds us that many past efforts to describe the development of minority children have focused only on the most disadvantaged and on problems and challenges, reinforcing negative stereotypes and disregarding evidence on positive development.*  **Policy Statement on Expulsion and Suspension Policies in Early Childhood Settings (0-5)** [**http://www2.ed.gov/policy/gen/guid/school-discipline/policy-statement-ece-expulsions-suspensions.pdf**](http://www2.ed.gov/policy/gen/guid/school-discipline/policy-statement-ece-expulsions-suspensions.pdf)  *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;* * *Highlight early childhood workforce competencies and evidence-based interventions and approaches that prevent expulsion, suspension, and other exclusionary discipline practices, including early childhood mental health consultation and positive behavior intervention and support strategies; and* * *Identify free resources to support states, programs, teachers, providers, and families.*   **Race for Results: Building a Path to Opportunity for all Children (0-9)**  [**http://www.racialequityresourceguide.org/resource/race-for-results-building-a-path-to-opportunity-for-all-children**](http://www.racialequityresourceguide.org/resource/race-for-results-building-a-path-to-opportunity-for-all-children)  *This 2014 report by the Annie E. Casey Foundation 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.* |
| **Print Sources** | **Advancing Equity-Driven Family Engagement for Systems Change in Early Childhood (0-5)**  [**https://www.cssp.org/young-children-their-families/body/FirstFive-BRIEF.pdf**](https://www.cssp.org/young-children-their-families/body/FirstFive-BRIEF.pdf)  *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.*  **Being Black is Not A Risk Factor (0-9)**  [**http://www.nbcdi.org/sites/default/files/resource-files/Being%20Black%20Is%20Not%20a%20Risk%20Factor\_0.pdf**](http://www.nbcdi.org/sites/default/files/resource-files/Being%20Black%20Is%20Not%20a%20Risk%20Factor_0.pdf)  *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)**  [**https://tcf.org/assets/downloads/A\_Better\_Start.pdf**](https://tcf.org/assets/downloads/A_Better_Start.pdf)  *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.* |
| ­­­­ | **Culture, Diversity, and Equity Resources** | |
| **Print Sources** | **Bias Isn’t Just a Police Problem, It’s a Preschool Problem (3-5)**  [**http://www.npr.org/sections/ed/2016/09/28/495488716/bias-isnt-just-a-police-problem-its-a-preschool-problem**](http://www.npr.org/sections/ed/2016/09/28/495488716/bias-isnt-just-a-police-problem-its-a-preschool-problem)  *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)**  [**http://www.naeyc.org/yc/building-anti-bias-programs**](http://www.naeyc.org/yc/building-anti-bias-programs)  *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.*  **Checklist: Creating An Anti-Bias Learning Environment Checklist**  [**https://www.deanza.edu/equityoffice/pdf/adl.anti-bias.checklist\_walkthru-1.pdf**](https://www.deanza.edu/equityoffice/pdf/adl.anti-bias.checklist_walkthru-1.pdf)  *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)**  [**http://school-diversity.org/pdf/DiversityResearchBriefNo10.pdf**](http://school-diversity.org/pdf/DiversityResearchBriefNo10.pdf)  *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.*  **The Continuing Need to Rethink Discipline (3-9)** [**https://www.whitehouse.gov/sites/default/files/docs/school\_discipline\_report\_-\_120916.pdf**](https://www.whitehouse.gov/sites/default/files/docs/school_discipline_report_-_120916.pdf)  *This December 2016 report provides updates about projects launched and local progress made in response to efforts to rethink discipline, an initiative that aims to support all students and promote a welcome and safe climate in schools.*  **Critical Practices for Anti-Bias Education (adults, 5-9)**  [**http://www.tolerance.org/sites/default/files/Critical%20Practicesv4\_final.pdf**](http://www.tolerance.org/sites/default/files/Critical%20Practicesv4_final.pdf)  *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 (*[***https://www.tolerance.org/frameworks/critical-practices***](https://www.tolerance.org/frameworks/critical-practices)*) offers additional resources.*  **Culturally Appropriate Positive Guidance With Young Children (3-5)**  [**http://www.naeyc.org/yc/culturally-appropriate-positive-guidance**](http://www.naeyc.org/yc/culturally-appropriate-positive-guidance)  *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)**  [**http://www.naeyc.org/yc/culturally-responsive-strategies-support-challenging-behavior**](http://www.naeyc.org/yc/culturally-responsive-strategies-support-challenging-behavior)  *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 Matters (3-9)** [**http://www.equityallianceatasu.org/sites/default/files/Website\_files/CulturallyResponsiveTeaching-Matters.pdf**](http://www.equityallianceatasu.org/sites/default/files/Website_files/CulturallyResponsiveTeaching-Matters.pdf)  *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)**  [**https://beatnik24.com/2017/08/16/dear-teachers-who-teach-my-black-child-3/**](https://beatnik24.com/2017/08/16/dear-teachers-who-teach-my-black-child-3/)  *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.* |
| ­­­­ | **Culture, Diversity, and Equity Resources** | |
| **Print Sources** | **Developing Culturally Responsive Approaches to Serving Diverse Populations: A Resource Guide for Community-Based Organizations (0-9)**  [**http://www.hispanicresearchcenter.org/wp-content/uploads/2017/03/Cultural-Competence-Guide.pdf**](http://www.hispanicresearchcenter.org/wp-content/uploads/2017/03/Cultural-Competence-Guide.pdf)  *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.*  **Diversity and Discipline** [**http://www.pakeys.org/docs/DIdoc6.pdf**](http://www.pakeys.org/docs/DIdoc6.pdf) **(0-5)**  *Janet Gonzalez-Mena’s article offers insights into differing cultural views of discipline.*  [**Do No Harm: Creating Welcoming and Inclusive Environments for Lesbian, Gay, Bisexual, and Transgender (LGBT) Families in Early Childhood Settings**](https://www.naeyc.org/files/yc/file/201001/LesserOnlineExtra2.pdf) **(0-9)**  [**https://www.naeyc.org/files/yc/file/201001/LesserOnlineExtra2.pdf**](https://www.naeyc.org/files/yc/file/201001/LesserOnlineExtra2.pdf)  *This article offers practical strategies for supporting young children whose family members are LGBT. An online supplement* ([**https://www.naeyc.org/files/yc/file/201001/LesserHandout310\_2.pdf**](https://www.naeyc.org/files/yc/file/201001/LesserHandout310_2.pdf)) *identifies children’s books that positively feature characters who are LGBT.*  [**Exploring Gender Identity in Early Childhood through Story Dictation and Dramatization**](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0ahUKEwjO9tmYpozVAhVBbiYKHUSeB5gQFgg5MAA&url=https%3A%2F%2Fwww.naeyc.org%2Ffiles%2Fnaeyc%2Ffile%2Fvop%2FVOP_Daitsman_Final%281%29.pdf&usg=AFQjCNGm4e9_nLitIp1R3aL-vi8lhGWkMQ&cad=rja) **(3-5)**  [**https://www.naeyc.org/files/naeyc/file/vop/VOP\_Daitsman\_Final(1).pdf**](https://www.naeyc.org/files/naeyc/file/vop/VOP_Daitsman_Final(1).pdf)  *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)**  [**https://imhdivtenets.org/**](https://imhdivtenets.org/)  *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)**  [**http://www.signetwork.org/content\_page\_assets/content\_page\_250/Equitable%20Classroom%20Practices%20Observation%20Checklist%20part%202.pdf**](http://www.signetwork.org/content_page_assets/content_page_250/Equitable%20Classroom%20Practices%20Observation%20Checklist%20part%202.pdf)  *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)**  [**http://www.ecs.org/ec-content/uploads/Equity\_in\_Education\_Key\_questions\_to\_consider.pdf**](http://www.ecs.org/ec-content/uploads/Equity_in_Education_Key_questions_to_consider.pdf)  *The Education Commission of the States has published this series of key questions (June 2017) for education leaders to consider as they evaluate their 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. Additional resources are provided*.  **Extreme Diversity in Cities: Challenges and Solutions for Programs Serving Young Children & Their Families (5-9)** [**http://www.naeyc.org/yc/extreme-diversity-cities**](http://www.naeyc.org/yc/extreme-diversity-cities)  *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.*  **Gender Identity and Expression in the Early Childhood Classroom: Influences on Development Within Sociocultural Contexts** [**http://www.naeyc.org/yc/files/yc/VOP%20.pdf**](http://www.naeyc.org/yc/files/yc/VOP%20.pdf) **(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?* |

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| **Print Sources** | **How Silence Can Breed Prejudice: A Child Development Professor Explains How And Why To Talk To Kids About Race (adults)**  [**https://www.washingtonpost.com/news/parenting/wp/2015/07/06/how-silence-can-breed-prejudice-a-child-development-professor-explains-how-and-why-to-talk-to-kids-about-race/?utm\_term=.14bbc6831698**](https://www.washingtonpost.com/news/parenting/wp/2015/07/06/how-silence-can-breed-prejudice-a-child-development-professor-explains-how-and-why-to-talk-to-kids-about-race/?utm_term=.14bbc6831698)  *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.*  **If I Were President: Teaching Social Justice in the Primary Classroom (6-7)**  [**http://www.naeyc.org/files/naeyc/file/vop/Voices\_GossFINAL.pdf**](http://www.naeyc.org/files/naeyc/file/vop/Voices_GossFINAL.pdf)  *In this article, a primary grade teacher in inner city Chicago demonstrates how 6- and 7-year-olds can eagerly engage with difficult issues of social justice like slavery and collective action.*  **Immigrant and Refugee Children: A Guide for Educators and School Support Staff (3-9)**  [**http://www.aft.org/sites/default/files/im\_uac-educators-guide\_2016.pdf**](http://www.aft.org/sites/default/files/im_uac-educators-guide_2016.pdf)  *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)**  [**https://www2.ed.gov/about/inits/ed/earlylearning/files/2017/pep-inequities-2017-01.pdf**](https://www2.ed.gov/about/inits/ed/earlylearning/files/2017/pep-inequities-2017-01.pdf)  *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)**  [**http://kirwaninstitute.osu.edu/wp-content/uploads/2016/04/Implicit-Bias-Strategies-Early-Childhood.pdf**](http://kirwaninstitute.osu.edu/wp-content/uploads/2016/04/Implicit-Bias-Strategies-Early-Childhood.pdf)  *This document draws from implicit bias research to provide 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)**  [**http://www.huffingtonpost.com/marian-wright-edelman/its-hard-to-be-what-you-c\_b\_8022776.html**](http://www.huffingtonpost.com/marian-wright-edelman/its-hard-to-be-what-you-c_b_8022776.html)  *This brief article by Marian Wright Edelman underscores the importance of children who are diverse in terms of race, ethnicity, heritage, and ability to see themselves in the books, stories, wall art, and conversations that are part of each preschool. Read it, then inventory your classroom 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)**  [**http://www.antibiasleadersece.com/wp-content/uploads/2016/03/ABE-EPCS-naeyc\_youngchildren\_201603.pdf**](http://www.antibiasleadersece.com/wp-content/uploads/2016/03/ABE-EPCS-naeyc_youngchildren_201603.pdf)  *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.*  **Play and Cultural Context** **(0-9)**  [**http://www.child-encyclopedia.com/sites/default/files/textes-experts/en/774/play-and-cultural-context.pdf**](http://www.child-encyclopedia.com/sites/default/files/textes-experts/en/774/play-and-cultural-context.pdf)  *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)**  [**http://www.ets.org/Media/Research/pdf/PIC-PNV19n3.pdf**](http://www.ets.org/Media/Research/pdf/PIC-PNV19n3.pdf)  *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.* |

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| **Print Sources** | **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 *Understanding (Positive Racial Identity Development in Early Education/PRIDE) in Pittsburgh* [**http://www.ocd.pitt.edu/Files/Publications/RaceScan-FullReport12.pdf**](http://www.ocd.pitt.edu/Files/Publications/RaceScan-FullReport12.pdf) * Executive Summary *Understanding PRIDE in Pittsburgh* [**http://www.ocd.pitt.edu/Files/Publications/RaceSummary.pdf**](http://www.ocd.pitt.edu/Files/Publications/RaceSummary.pdf)   **Prekindergarteners Left Behind: Expulsion Rates in State Prekindergarten Systems** **(3-5)** [**http://www.hartfordinfo.org/issues/wsd/education/NationalPreKExpulsionPaper.pdf**](http://www.hartfordinfo.org/issues/wsd/education/NationalPreKExpulsionPaper.pdf)  *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.*  **Quality for Whom? Supporting Diverse Children and Workers in Early Childhood Quality Rating and Improvement Systems (QRIS) (0–5)**  [**http://www.migrationpolicy.org/research/supporting-culturally-and-linguistically-diverse-children-and-workers**](http://www.migrationpolicy.org/research/supporting-culturally-and-linguistically-diverse-children-and-workers)  *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)**  [**http://www.buildinitiative.org/TheIssues/DiversityEquity/Toolkit/ToolkitResourceList/ViewToolkit/tabid/224/ArticleId/177/Quality-Rating-and-Improvement-Systems-A-Social-Equity-Strategy.aspx**](http://www.buildinitiative.org/TheIssues/DiversityEquity/Toolkit/ToolkitResourceList/ViewToolkit/tabid/224/ArticleId/177/Quality-Rating-and-Improvement-Systems-A-Social-Equity-Strategy.aspx)  *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)**  [**https://www.zerotothree.org/resources/1598-racism-and-violence-using-your-power-as-a-parent-to-support-children-aged-two-to-five**](https://www.zerotothree.org/resources/1598-racism-and-violence-using-your-power-as-a-parent-to-support-children-aged-two-to-five)  *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.*  **Speak Up at School: How to Respond to Everyday Prejudice, Bias and Stereotypes (adults)**  [**http://www.tolerance.org/sites/default/files/general/Speak\_Up\_at\_School.pdf?utm\_source=PAEEN+April+2017&utm\_campaign=Build&utm\_medium=email**](http://www.tolerance.org/sites/default/files/general/Speak_Up_at_School.pdf?utm_source=PAEEN+April+2017&utm_campaign=Build&utm_medium=email)  *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)**  [**http://assets.hrc.org//files/documents/SupportingCaringforTransChildren.pdf?\_ga=2.262682959.291440414.1500155397-2083149848.1500155397**](http://assets.hrc.org//files/documents/SupportingCaringforTransChildren.pdf?_ga=2.262682959.291440414.1500155397-2083149848.1500155397)  *This guide 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)**  [**http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/docs/young-african-american-boys-project-guide.pdf**](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/docs/young-african-american-boys-project-guide.pdf)  *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.* |
| ­­­­ | **Culture, Diversity, and Equity Resources** | |
| **Print Sources** | **The Ugly Truth About Children’s Books** [**https://www.youtube.com/watch?v=Z1Jbd4-fPOE**](https://www.youtube.com/watch?v=Z1Jbd4-fPOE)  *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**](http://www.rwjf.org/content/dam/farm/reports/issue_briefs/2016/rwjf431300/subassets/rwjf431300_4)  [**http://www.rwjf.org/content/dam/farm/reports/issue\_briefs/2016/rwjf431300/subassets/rwjf431300\_4**](http://www.rwjf.org/content/dam/farm/reports/issue_briefs/2016/rwjf431300/subassets/rwjf431300_4)  *This 2016 publication discusses barriers to accessing quality education for boys of color (high costs; insuf-ficient availability of free or subsidized programs; and implicit biases, which consistently send boys of color negative mes-sages about their behavior, identity, and future). The authors offer recommendations reduce disparities in access for boys of color.*  **We Need To Deal With Our Discomfort And Talk To Our Kids About Racism (adults)**  [**https://www.washingtonpost.com/lifestyle/on-parenting/we-need-to-deal-with-our-discomfort-and-talk-to-our-kids-about-racism/2015/06/30/ec6db7e8-1a9a-11e5-ab92-c75ae6ab94b5\_story.html?tid=a\_inl&utm\_term=.b018c7e5b302**](https://www.washingtonpost.com/lifestyle/on-parenting/we-need-to-deal-with-our-discomfort-and-talk-to-our-kids-about-racism/2015/06/30/ec6db7e8-1a9a-11e5-ab92-c75ae6ab94b5_story.html?tid=a_inl&utm_term=.b018c7e5b302)  *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 Refuge Children into Early Childhood Classrooms (2-6)**  [**http://www.naeyc.org/tyc/article/welcoming-refugee-children-early-childhood-clasrooms**](http://www.naeyc.org/tyc/article/welcoming-refugee-children-early-childhood-clasrooms)  *This brief article offers both effective practices and resources.*  **What Is Anti-Bias Education? (0-8)**  [**http://www.naeyc.org/files/naeyc/Anti-Bias%20Education%20for%20Young%20Children%20and%20Ourselves%20%20-%20Chapter%201.pdf**](http://www.naeyc.org/files/naeyc/Anti-Bias%20Education%20for%20Young%20Children%20and%20Ourselves%20%20-%20Chapter%201.pdf)  *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.*  **Why Does Gender Matter? Counteracting Stereotypes With Young Children (3-5)**  [**https://www.southernearlychildhood.org/upload/pdf/Why\_Does\_Gender\_Matter\_Counteracting\_Stereotypes\_With\_Young\_Children\_Olaiya\_E\_Aina\_and\_Petronella\_A\_Cameron.pdf**](https://www.southernearlychildhood.org/upload/pdf/Why_Does_Gender_Matter_Counteracting_Stereotypes_With_Young_Children_Olaiya_E_Aina_and_Petronella_A_Cameron.pdf)  *This article explores how young children’s experiences with gender biases affect their development and opportunities for leading successful lives and what can teachers do to counteract these stereotypes.* |
| **Audiovisual Resources** | **Diversity: Contrasting Perspectives (0-5)**  [**http://www.learningseed.com/catalog/diversity-contrasting-perspectives**](http://www.learningseed.com/catalog/diversity-contrasting-perspectives)  *This video introduces diverse perspectives on aspects of caregiving that impact health, safety, nutrition, and develop-ment in home and early childhood settings. It discusses cultural differences in practices ranging from feeding to toilet teaching.*  **Know Your Bias: Implicit Bias (adults)**  [**https://www.bing.com/videos/search?q=youtube+the+implicit+bias+tests&view=detail&mid=EDEF231B8ECF118C795AEDEF231B8ECF118C795A&FORM=VIRE**](https://www.bing.com/videos/search?q=youtube+the+implicit+bias+tests&view=detail&mid=EDEF231B8ECF118C795AEDEF231B8ECF118C795A&FORM=VIRE)  *This video provides a brief overview of implicit bias, how to recognize it, and what to do about it.*  **Leading for Equity: Ensuring a Competent Workforce that Supports All Children (adults)**  [**http://ceelo.org/wp-content/uploads/2017/06/ ceelo\_build\_naeyc\_pli\_2017\_presentation\_equity.pdf?utm\_content=&utm\_medium=email&utm\_name=&utm\_source=govdelivery&utm\_term=&utm\_source=BUILD+Initiative+-+General+List&utm\_campaign=e88c953c0a-EMAIL\_CAMPAIGN\_2017\_05\_24&utm\_medium=email&utm\_term=0\_48a0135618-e88c953c0a-109575789**](http://ceelo.org/wp-content/uploads/2017/06/ceelo_build_naeyc_pli_2017_presentation_equity.pdf?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=&utm_source=BUILD+Initiative+-+General+List&utm_campaign=e88c953c0a-EMAIL_CAMPAIGN_2017_05_24&utm_medium=email&utm_term=0_48a0135618-e88c953c0a-109575789)  *This set of PowerPoint slides from a 2017 presentation at the NAEYC Professional Learning Institute offers video clips, graphics, and discussion questions that can be used to promote thinking about issues of early childhood equity.*  **The Lunch Date (adults)**  [**https://www.youtube.com/watch?v=ty\_hn7l1zKE**](https://www.youtube.com/watch?v=ty_hn7l1zKE)  *This short film on the peril of making assumptions won an Academy Award in 1990.* |

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| ­­­­ | **Culture, Diversity, and Equity Resources** | |
| **Audiovisual Sources** | **Positive Racial Identity Development in Early Education: Understanding PRIDE in Pittsburgh (3-6)**  [**https://www.youtube.com/watch?v=TLgmBq86z0U&feature=youtu.be**](https://www.youtube.com/watch?v=TLgmBq86z0U&feature=youtu.be)  *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.*  **Supporting Young Children: Addressing Poverty, Promoting Opportunity, and Advancing Equity (0-5)**[**https://pdg.grads360.org/#communities/pdc/documents/13391**](https://pdg.grads360.org/#communities/pdc/documents/13391)  *The statistic that every 1 in 5, or 4.2 million, children under the age of 5 lives in poverty is very troubling in a nation as wealthy as the United States. This situation is made even more troubling by the fact that poverty does not impact all children equally. Young children of color are significantly more likely to experience poverty than their white peers. 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)**  [**https://www.ispot.tv/ad/wtdy/procter-and-gamble-talk-about-bias**](https://www.ispot.tv/ad/wtdy/procter-and-gamble-talk-about-bias)  *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.*  **We See Equal (all)** [**https://www.youtube.com/watch?v=g6E4pfAzUCE**](https://www.youtube.com/watch?v=g6E4pfAzUCE)  *This is a brief and thought-provoking video about gender bias.* |
| **Online Sources** | **Anti-Bias Education and Leadership in Early Childhood Services (adults)**  [**http://fpg.unc.edu/presentations/master-class-1**](http://fpg.unc.edu/presentations/master-class-1)  *Beth Truzansky has set the stage for three different discussions about race, bias, inclusion, and multiculturalism by pairing informative readings with thought-provoking discussion questions. The ideas in this handout could be used in teaching and training, or to build the capacity of early childhood groups (e.g., educators, administrators) or organizations.*  **C.A.R.E.: Strategies for Closing the Achievement Gaps (5-9)**  [**http://www.nea.org/assets/docs/CAREguide2011.pdf**](http://www.nea.org/assets/docs/CAREguide2011.pdf)  *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)**  [**http://www.tolerance.org/critical-practices**](http://www.tolerance.org/critical-practices)  *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 at* [**http://www.tolerance.org/sites/default/files/Critical%20Practicesv4\_final.pdf**](http://www.tolerance.org/sites/default/files/Critical%20Practicesv4_final.pdf)  **EdChange: Professional Development, Research, and Resources for Diversity, Multiculturalism and Cultural Competence (adults)**  [**http://www.edchange.org**](http://www.edchange.org)  *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*](http://www.edchange.org/handouts/class-equity.pdf)*), many of which may be found under the Publications and Handouts tabs.* |
| ­­­­ | **Culture, Diversity, and Equity Resources** | |
| **Online Sources** | **Family Engagement Toolkit (0-9)**  [**http://www.buildinitiative.org/Resources/FamilyEngagementToolkit.aspx**](http://www.buildinitiative.org/Resources/FamilyEngagementToolkit.aspx)  *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 partnership throughout the early elementary school years.*  **How Can I Prevent Gender Bias? (0-9)**  [**https://www.adl.org/sites/default/files/documents/assets/pdf/education-outreach/How-Can-I-Prevent-Gender-Bias.pdf**](https://www.adl.org/sites/default/files/documents/assets/pdf/education-outreach/How-Can-I-Prevent-Gender-Bias.pdf)  *This resource from the Anti-Defamation League highlights a variety of measures adults can take to create fair and gender equitable environments for young children.*  **How to Talk to Your Child About Race (5-8)**  [**http://www.babycenter.com/0\_how-to-talk-to-your-child-about-race-ages-5-to-8\_3657097.bc**](http://www.babycenter.com/0_how-to-talk-to-your-child-about-race-ages-5-to-8_3657097.bc)  *This site offers guidance for effective ways to respond to the questions young children ask.*  **Implicit Association Test (IAT) (adult)**  [**https://implicit.harvard.edu/implicit/takeatest.html**](https://implicit.harvard.edu/implicit/takeatest.html)  *The term implicit bias refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. Everyone has them, and they do not necessarily align with our declared beliefs or even reflect stances we would explicitly endorse. The Implicit Association Test (IAT) measures attitudes and beliefs that people may be unwilling or unable to report. To learn more about your implicit biases, visit this website. It has a variety of tests related to race, gender, religion, disability, and more.*  **Implicit Bias in School Discipline (5-9)**  [**http://kirwaninstitute.osu.edu/researchandstrategicinitiatives/school-discipline/**](http://kirwaninstitute.osu.edu/researchandstrategicinitiatives/school-discipline/)  *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)**  [**https://earlyeducatorcentral.acf.hhs.gov/sites/default/files/public/resources/Infants%20and%20Toddlers%20Culture%20Race%20and%20Ethnicity%20References%20for%20Course%20Developers.pdf**](https://earlyeducatorcentral.acf.hhs.gov/sites/default/files/public/resources/Infants%20and%20Toddlers%20Culture%20Race%20and%20Ethnicity%20References%20for%20Course%20Developers.pdf)  *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.*  **Master Class 1: Supporting Diverse Young Children and Their Families (0-9)**  [**http://fpg.unc.edu/presentations/master-class-1**](http://fpg.unc.edu/presentations/master-class-1)  *This site includes handouts, activities, PowerPoints, and other resources from a full-day presentation in September 2017 by Rosemarie Allen and Camille Catlett. The Master Class focused on essential content related to supporting children who are racially, ethnically, and culturally diverse and tools/strategies for incorporating this content into teaching and training.*  **Multicultural Principles for Early Childhood Leaders (0-5)**  [**https://eclkc.ohs.acf.hhs.gov/culture-language/article/multicultural-principles-early-childhood-leaders**](https://eclkc.ohs.acf.hhs.gov/culture-language/article/multicultural-principles-early-childhood-leaders)  *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 and each chapter presents one multicultural principle, the research and guidance to support that principle, and questions and/or discussion activities. Anyone may download the individual chapters, or the entire resource, in English or Spanish to use for their professional learning activities, or for personal professional development.* |
| ­­­­ | **Culture, Diversity, and Equity Resources** | |
| **Online Sources** | **Race Matters Collection (adult)**  [**http://www.aecf.org/KnowledgeCenter/PublicationsSeries/RaceMatters.aspx**](http://www.aecf.org/KnowledgeCenter/PublicationsSeries/RaceMatters.aspx)  *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.*  **Racism and Violence: Using Your Power as a Parent to Support Children Aged Two to Five (2-5)**  [**https://www.zerotothree.org/resources/1598-racism-and-violence-using-your-power-as-a-parent-to-support-children-aged-two-to-five**](https://www.zerotothree.org/resources/1598-racism-and-violence-using-your-power-as-a-parent-to-support-children-aged-two-to-five)  *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.*  **Teaching for Change: Building Social Justice Starting in the Classroom (3-9)**  [**http://www.teachingforchange.org/**](http://www.teachingforchange.org/)  *This extensive website has many resources related to equity and social justice. For example, go to the section on Anti-Bias Education Articles (*[***http://www.teachingforchange.org/anti-bias-education-articles***](http://www.teachingforchange.org/anti-bias-education-articles)*) to discover over 100 free down-loadable articles on anti-bias early childhood education presented in the categories of curriculum, identity development, language development, and parent/family resources. Nearly all of the articles are available in English and Spanish.*  **Ten Multicultural Education and Equity Websites for Teachers (0-9)**  [**https://www.nsrfharmony.org/sites/default/files/2014.Nov\_.Connections.TenEquityWebsites.pdf**](https://www.nsrfharmony.org/sites/default/files/2014.Nov_.Connections.TenEquityWebsites.pdf)  *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 engage-ment 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.*  Part 1: Building an understanding of family and community engagement  [**http://relpacific.mcrel.org/wp-content/uploads/2016/03/ToolkitPart1.pdf**](http://relpacific.mcrel.org/wp-content/uploads/2016/03/ToolkitPart1.pdf)  Part 2: Building a cultural bridge  [**http://relpacific.mcrel.org/wp-content/uploads/2016/03/Part-2\_Jan2015.pdf**](http://relpacific.mcrel.org/wp-content/uploads/2016/03/Part-2_Jan2015.pdf)  Part 3: Building trusting relationships with families and the community through effective communication  [**http://relpacific.mcrel.org/wp-content/uploads/2016/03/Part-3\_Jan2015.pdf**](http://relpacific.mcrel.org/wp-content/uploads/2016/03/Part-3_Jan2015.pdf)  Part 4: Engaging all in data conversations  [**http://relpacific.mcrel.org/wp-content/uploads/2016/03/Part4\_May2015.pdf**](http://relpacific.mcrel.org/wp-content/uploads/2016/03/Part4_May2015.pdf) |

1. This collection was compiled and annotated by [Camille Catlett](mailto:camille.catlett@unc.edu) for the Vermont Agency of Education and funded by the Vermont Race to the Top Early Learning Challenge Grant. It is current as of September 2017. Highlighted resources are available in English and Spanish. [↑](#footnote-ref-1)