**Equity Resources and Tools[[1]](#footnote-1)**

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| **Type of Resource** | **Details** |
| **Definitions/**  **Position Statements** | **The Aspen Institute Education and Society Program: Statement on Equity** [**https://assets.aspeninstitute.org/content/uploads/2018/06/Aspen-Education-equity-statement\_6.27.2018\_Final.pdf?\_ga=2.222431070.472554717.1556556901-1078709302.1556556901**](https://assets.aspeninstitute.org/content/uploads/2018/06/Aspen-Education-equity-statement_6.27.2018_Final.pdf?_ga=2.222431070.472554717.1556556901-1078709302.1556556901)  *Public education is essential to America’s aspirational identity as a land of opportunity and a pluralistic democracy. In an equitable education system, all individuals can attain sufficient knowledge and skills to pursue the college and career path of their choice, develop a sense of self, and become active and contributing members of their communities.* ***Personal and social identifiers such as gender, sexual orientation, race, ethnicity, language, disability, citizenship, religion, and/or income are not obstacles to accessing educational opportunities; the circumstances children are born into do not predict their access to the resources and rigor necessary for success.***  **Advancing Equity in Early Childhood Education: A Position Statement of the National Association for the Education of Young Children** [**https://www.naeyc.org/system/files/equity\_statement\_2-28-19\_0.pdf**](https://www.naeyc.org/system/files/equity_statement_2-28-19_0.pdf)  *This new resource highlights how advancing equity in early childhood education required understanding of the broader societal context, biases, and the ways in which historical and current inequities have shaped the early childhood profession. The biases referred to are based on race, class, culture, gender, sex, ability, language, religion, and other identities. It offers explicit recommendations for how early childhood educators, administrators, faculty/PD providers, and public policymakers can advance equity. The evidence for the position statement is also provided.* |
| **Evidence Sources** | **Advancing Equity-Driven Family Engagement for Systems Change in Early Childhood**  **https://cssp.org/wp-content/uploads/2018/08/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.*  **Child Care and Development Block Grant (CCDBG) and Racial Equity** [**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)  *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 policy brief provides recommendations to support state administrators committed to promoting racial equity.*  **Equity and Excellence: African-American Children’s Access to Quality Preschool http://nieer.org/wp-content/uploads/2016/08/Equity20and20Excellence20African-American20ChildrenE28099s20Access20to20Quality20Preschool\_0.pdf**  *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.* |

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| **Type of Resource** | **Details** |
| **Evidence Sources** | **Equity in IDEA (The Individuals with Disabilities Education Act) Final Regulations** [**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 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.***  **Equity Starts Early Addressing Racial Inequities in Child Care and Early Education Policy**  [**https://www.clasp.org/sites/default/files/publications/2017/12/2017\_EquityStartsEarly\_0.pdf**](https://www.clasp.org/sites/default/files/publications/2017/12/2017_EquityStartsEarly_0.pdf)  *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.* |
| **Guides, Handbooks, Tools** | **Equitable Classroom Practices Observation Checklist** [**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 Action Framework: Racial Equity in Early Childhood System**  [**http://buildinitiative.org/Portals/0/Uploads/Documents/Work/LearningCommunity/2017BUILDNationalMeeting/EquityActionFramework.pdf**](http://buildinitiative.org/Portals/0/Uploads/Documents/Work/LearningCommunity/2017BUILDNationalMeeting/EquityActionFramework.pdf)  *This framework is designed to support individuals and groups that want to advance racial equity in early childhood systems. The goal of a racial equity approach is to develop policies, practices, and programs that provide opportunities, promote fairness and access, and remediate racial inequities.*  **Equity in Early Childhood Systems: A Community Action Brief**  [**https://cssp.org/wp-content/uploads/2019/03/Community-Action-Brief-Equity-FINAL.pdf**](https://cssp.org/wp-content/uploads/2019/03/Community-Action-Brief-Equity-FINAL.pdf)  *This resource highlights ten systems-level strategies for ensuring that needed services are reaching young children and their families equitably, and serving all of them well.*  **Leading for Equity: Opportunities for State Education Chiefs**  [**https://ccsso.org/sites/default/files/2018-01/Leading%20for%20Equity\_011618.pdf**](https://ccsso.org/sites/default/files/2018-01/Leading%20for%20Equity_011618.pdf)  *This resource offers ten actions state chiefs can take to create a more equitable education system in their state. It also describes a process through which state education leaders can use the ten commitments to identify the most pressing concerns and greatest opportunities in their state and create an equity plan that allows their efforts toward educational equity to be monitored, modified, and measured.*  **Manifesto for Race Equity & Parent Leadership in Early Childhood Systems**  [**https://cssp.org/wp-content/uploads/2018/11/Parent-Manifesto-FINAL.pdf**](https://cssp.org/wp-content/uploads/2018/11/Parent-Manifesto-FINAL.pdf)(English)  [**https://cssp.org/resource/parent-leader-manifesto-spanish/**](https://cssp.org/resource/parent-leader-manifesto-spanish/)(Spanish)  *This Manifesto is a guide for early childhood agencies and systems to help them address inequities and racism by giving parents a voice and opportunity to be engaged and lead at all levels of change. It details five commitments for change that will create and promote equitable outcomes for all children.* |
| **Type of Resource** | **Details** |
| **Models** | **Bank Street Center on Culture, Race and Equity Model of Change**  [**https://www.bankstreet.edu/our-work-with-schools-and-communities/bank-street-education-center/center-on-culture-race-equity/approach/**](https://www.bankstreet.edu/our-work-with-schools-and-communities/bank-street-education-center/center-on-culture-race-equity/approach/)  *Bank Street’s work**supports change on personal, professional, and institutional levels through research and professional development. Their approach is grounded in a number of theoretical frameworks: critical race theory, culturally responsive practice, developmentally and culturally appropriate practice, and adult learning theory.*    **A Framework for Providing Culturally Responsive Early Intervention Services 1**  *Young Exceptional Children, 16*(1), 3-15.  *The purpose of this article is to provide a framework that offers a way for EI service providers to better meet the needs of the culturally diverse children and families they serve.*  **Pyramid Model Equity Coaching Guide**  [**https://new.apbs.org/sites/default/files/conference-2016/presentations/2018-03%20Coaching%20Manual%20RevisedA.pdf**](https://new.apbs.org/sites/default/files/conference-2016/presentations/2018-03%20Coaching%20Manual%20RevisedA.pdf)  *This guide provides the classroom coach with a reflection tool to examine the implementation of Pyramid Model practices through the lens of culturally responsive practices and identification of implicit bias. The guide can also be used for self-reflection and to identify when there are equity concerns related to practice implementation.* |
| **State Examples** | **States Leading for Equity: Promising Practices Advancing Equity Commitments**  [**http://www.ccsso.org/sites/default/files/2018-02/States%20Leading%20for%20Equity%20Online.pdf**](http://www.ccsso.org/sites/default/files/2018-02/States%20Leading%20for%20Equity%20Online.pdf)  *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. It includes many examples of promising equity practices that states have implemented. See page 13 for state profiles involving high-quality early childhood education (ECE) programs.* |
| **Self-Reflection** | **Can Equity Be Taught?** [**https://www.edutopia.org/article/can-equity-be-taught-carly-berwick?utm\_source=BUILD+Initiative+-+General+List&utm\_campaign=838e0cfbd4-EMAIL\_CAMPAIGN\_2018\_7\_3&utm\_medium=email&utm\_term=0\_48a0135618-838e0cfbd4-109575789**](https://www.edutopia.org/article/can-equity-be-taught-carly-berwick?utm_source=BUILD+Initiative+-+General+List&utm_campaign=838e0cfbd4-EMAIL_CAMPAIGN_2018_7_3&utm_medium=email&utm_term=0_48a0135618-838e0cfbd4-109575789)  *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.*  **Community-Based Equity Audit**  [**file:///C:/Users/camil/AppData/Local/Temp/Equity%20Audit%20COMMUNITY%20Audit.pdf**](file:///C:/Users/camil/AppData/Local/Temp/Equity%20Audit%20COMMUNITY%20Audit.pdf)  *The first component of a community-based equity audit is a self-audit designed to reveal one’s own implicit biases and how these biases affect one’s racial equity work. The second component of a community-based equity audit involves understanding perspectives that shape collective*  *decision-making.* |
| **Specific Perspectives** | **Building a Cultural Equity Plan** [**https://www.policylink.org/our-work/community/arts-culture/plan**](https://www.policylink.org/our-work/community/arts-culture/plan)  *This primarily online tool uses a form of planning that explicitly focuses on cultural equity as a dynamic, regular practice. The tool provides guidance and resources for agencies and communities that would like to complete a plan on cultural equity in their neighborhood, city, county, or region.*  **Diversity-Informed Tenets for Work with Infants, Children and Families** [**https://diversityinformedtenets.org/**](https://diversityinformedtenets.org/)  *This website features a list of ten tenets in English and Spanish as well as related resources.* |
| **Type of Resource** | **Details** |
| **Specific Perspectives** | **Equitable Classroom Practices Observation Checklist** [**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.*  **Equity in Education: Key Questions to Consider**  [**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 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*.  **Parent Engagement and Leadership Assessment Guide and Toolkit**  *Grounded in the idea that family engagement in early childhood is a core strategy to advance equity and community empowerment, this compilation offers thoughtful ways in which to examine and enhance opportunities to equitably engage families. The comprehensive tool guides consideration of practices in four areas: family -centered, equity-driven, collaborative, and transparent.*  **https://cssp.org/wp-content/uploads/2019/04/Parent-Engagement-and-Leadership-Assessment-Guide-and-Toolkit-FINAL.pdf** (full report)  [**https://cssp.org/wp-content/uploads/2019/04/Parent-Engagement-and-Leadership-Assessment-Guide-and-Toolkit-COMPREHENSIVE.pdf**](https://cssp.org/wp-content/uploads/2019/04/Parent-Engagement-and-Leadership-Assessment-Guide-and-Toolkit-COMPREHENSIVE.pdf) (comprehensive tool)  **Pursuing Social and Emotional Development Through a Racial Equity Lens** [**https://assets.aspeninstitute.org/content/uploads/ 2018/05/Aspen-Institute\_Framing-Doc\_Call-to-Action.pdf?\_ga=2.246606916.1709593544.1560972194-882463926.1560972194**](https://assets.aspeninstitute.org/content/uploads/2018/05/Aspen-Institute_Framing-Doc_Call-to-Action.pdf?_ga=2.246606916.1709593544.1560972194-882463926.1560972194)  *This K-12 resource is grounded in the premise that social and emotional development is not just about the skills that students and adults possess and deploy; it is also about the features of the educational setting itself, including culture and climate. The document provides definitions and examples.*  **Ripples of Transformation: Families Leading Change in Early Childhood Systems**  [**https://cssp.org/wp-content/uploads/2018/08/FirstFive-EngagementToolkit-5.pdf**](https://cssp.org/wp-content/uploads/2018/08/FirstFive-EngagementToolkit-5.pdf)  *This toolkit is organized around the concept of family engagement as a continuing stream of opportunity for families. The toolkit is divided into three sections of families engaging with their children, shaping programs and services, and influencing policies and systems. Each section provides examples, strategies, resources, and stories.*  **Tool for Organizational Self-Assessment Related to Racial Equity** [**http://static1.squarespace.com/static/5501f6d4e4b0ee23fb3097ff/ t/556d3ee9e4b031a6bf4387cf/1433222889078/Tool-for-Organizational-Self-Assessment-Related-to-Racial-Equity-2014.pdf**](http://static1.squarespace.com/static/5501f6d4e4b0ee23fb3097ff/t/556d3ee9e4b031a6bf4387cf/1433222889078/Tool-for-Organizational-Self-Assessment-Related-to-Racial-Equity-2014.pdf)  *The tool is designed to help an organizational leader to create snapshot of an organizations’ practices and policies as they relate to racial equity. The Tool is evidence-based and grounded in the belief that no single organization, program, or strategy will remedy our community’s inequities.*  **What Stories Do My Classroom and Its Materials Tell? Preparing Early Childhood Teachers to Engage in Equitable and Inclusive Teaching**by Mariana Souto-Manning, Ayesha Rabadi-Raol, Deejay Robinson, & Aura Perez. *Young Exceptional Children, 22*(2), 62-73.  *In this article, four early childhood teachers share a few ways in which they work to prepare early childhood teachers committed to equity and inclusion within the context of a graduate-level preservice program in a large urban center. The examples are flexible enough to be used by faculty and instructors in diverse preservice and inservice settings.* **1** |

1. Resources designated with this superscript (**1**) are available online at [**https://fpg.unc.edu/presentations/all-each-and-every-1**](https://fpg.unc.edu/presentations/all-each-and-every-1) [↑](#footnote-ref-1)