

THE RACE AND EARLY CHILDHOOD COLLABORATIVE

Positive
Racial Identity
Development
in
Early Education

Understanding
PRIDE
in Pittsburgh





University of Pittsburgh

SCHOOL OF EDUCATION

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THE CENTER FOR URBAN EDUCATION'S (CUE) vision is to be a transformative institution for asset-based discovery, knowledge sharing, and service to urban communities in order to improve educational experiences and the human condition. Our mission is to impact urban education on local, regional and national levels. We focus our research and service through people, products, projects and events in three core areas: Educator Preparation and Development, Community Partnerships and Engagement, and Student Academic and Social Development.

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THE OFFICE OF CHILD DEVELOPMENT (OCD) is a university-community partnership dedicated to improving the lives of children, youth, and families. Through interdisciplinary collaborations across research, practice, and policy, we strive to turn knowledge into action and respond creatively and collaboratively to challenges facing children in Pittsburgh and around the world. Work on this scan was an outgrowth of Ready Freddy (readyfreddy.org), a collaborative project with Pittsburgh Public Schools, community organizations, and parents designed to support transition to and through kindergarten.



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THE SUPPORTING EARLY EDUCATION AND DEVELOPMENT (SEED) Lab is directed by Dr. Shannon Wanless and consists of undergraduate and graduate students in the School of Education at the University of Pittsburgh who are interested in early childhood research and practice. Recent projects include providing local professional development, collaborating with the Fred Rogers Company, and studying psychological safety across contexts.

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Positive Racial Identity Development in Early Education

Understanding **PRIDE** in Pittsburgh

Executive Summary

ACCORDING TO CRITICAL RACE THEORISTS, racism in America is so entrenched that it has become ordinary.¹ Although the effects may vary, it impacts all Americans, Black and White, old and young. For young children of color the experience is daily messages, explicit or subtle, from individuals and institutions: you are not as good, not as lovable, not as beautiful, and not as smart as children of the dominant race. Messages from school, such as lower teacher expectations² and disproportionate suspensions,³ begin early and continue as children grow and mature. When the events are repeated, the negative impact on their well-being is compounded.⁴ For African American children in particular, these encounters have been associated with increased negative perceptions of themselves and their racial group.^{5, 6} Because it is such a deep-rooted problem, a societal level response is required in order to address racism systemically, however there is a place to begin at the local level.

After reviewing available literature; collecting input from teachers, stakeholders, and parents; and observing local early childhood classrooms, **this scan identified a proactive, actionable concept with the potential to protect young African American children in Pittsburgh from the harmful effects of racism: supporting their positive racial identity development in early education (PRIDE).** For the purposes of this report, racial identity describes a person's identification with membership in a socially designated racial group. Positive racial identity development has been linked to a plethora of affirming social, emotional, and academic outcomes in children from preschool age through high school, including better problem solving and improved behavior. The conclusions and recommendations presented here aim to help young African American children, ages 3 to 6, develop a *positive racial identity*, which supports positive self-perception and a sense of belonging to their own racial group⁷ and encourages future academic success.⁸

As with other things that are different, children seek to understand and interpret racial differences, for example skin color or hair texture. When they have questions about race, they naturally turn to the important adults in their lives—teachers, parents, other family members—for answers. Yet often adults are afraid to talk about race, don't have the right resources, or just don't know how to start. This scan suggests a myriad of ways that parents, educators, and all stakeholders concerned about increasing equity in early education, reducing the racial achievement gap,^{9*} and promoting the social-emotional wellbeing of young children in Pittsburgh can identify, build, and implement PRIDE skills and resources in education, home, and community settings.



Children of color experience daily messages, explicit or subtle, from individuals and institutions: you are not as good, not as lovable, not as beautiful, and not as smart as children of the dominant race.

⁹Increasingly referred to as the 'opportunity gap' or what Dr. Gloria Ladson-Billings calls 'the education debt'.

PRIDE

Positive
Racial
Identity
Development in
Early Education



Focus of the Scan

The Race and Early Childhood Collaborative is a partnership of the Office of Child Development, the Center for Urban Education, and the Supporting Early Education and Development (SEED) Lab within the University of Pittsburgh School of Education. Guided by the literature on race and early childhood, the collaborative focused on understanding the local status of PRIDE in terms of parent, teacher, and stakeholder awareness of PRIDE benefits, the quantity and quality of existing interventions, and current policies.

Goals and Methods

The goals of the scan were to assess if and how parents and teachers discuss race with young children, to determine what developmental issues exist as they relate to positive racial identity, and to generate recommendations and encourage collaborations around this important issue. The process was centered on learning from the research and from parents, educators, and other key informants, what is already *known*, what currently is *being done*, and what *gaps* exist regarding race and young children. This information was gathered through focus groups, surveys, interviews, classroom observations, and literature and curricula reviews. These methods and the resultant recommendations were guided and reviewed by a diverse advisory committee made up of representatives from various disciplines, practices, races, and ethnicities.

Findings – Racial identity for young African American children is an urgent concern and more resources are needed.

There is a great deal of interest among key stakeholders in Pittsburgh and elsewhere in creating ways to improve PRIDE by intentionally addressing race with young

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children. Parents and teachers recognize the critical role that race plays, both at home and in the school setting, in children’s healthy development, but many adults are not prepared to answer children’s race-related questions. Parents and teachers consistently expressed a need for more resources to build children’s positive racial identity and more support in learning what to do and what to say when issues of race emerge. These adults want to know how to initiate thoughtful conversations and activities that will help children feel good about every aspect of themselves—race, ethnicity, skin color, hair texture—and how to encourage them to embrace the differences of others. Likewise, stakeholders representing schools, community organizations, and the child development field, all believe more work is needed to support children’s positive racial identity development, which is correlated with multiple social-emotional and academic benefits.

Conclusions/Recommendations – Pittsburgh is primed to make a difference for young African American children.

Changing the way all young children understand and experience race will ultimately require comprehensive and systemic change. The challenge, however, is that current theories and best practices in early childhood education have largely ignored race, while groups and organizations focused on race have largely ignored young children. Pittsburgh is uniquely ready to take on this challenge now. Local strengths include a rich base of expertise in early childhood and a growing community of researchers and practitioners focused on race who both agree that addressing race based inequities is a priority. Together they have a *unique opportunity* to collaborate and develop needed resources for parents and educators to support young African American children in the Pittsburgh region in knowing just how good, lovable, beautiful, and smart (capable) they really are, and that they *can* succeed.



Parents and teachers consistently expressed a need for more resources to build children’s positive racial identity and more support in learning what to do and what to say when issues of race emerge. These adults want to know how to initiate thoughtful conversations and activities that will help children feel good about every aspect of themselves—race, ethnicity, skin color, hair texture—and how to encourage them to embrace the differences of others.

The recommended steps for achieving this include:

1. Raising community awareness
2. Developing and identifying resources for parents, teachers, and schools; and
3. Putting forth a call for researchers, policy makers, and practitioners to make this a priority and to use their skills to study, engage in activities, and promote policies that enhance racial equity in Pittsburgh.

The vision that has emerged from the work of the collaborative is for funders, the early education community, racial justice groups, universities, and community based cultural institutions to begin to work both on their own and collaboratively to develop ways to support parents and educators in helping our youngest and most vulnerable children. The hope is that the efforts and projects that are created will become models for other communities engaging in this work.

Introduction

The University of Pittsburgh School of Education’s Office of Child Development, Center for Urban Education, and the Supporting Early Education and Development (SEED) Lab partnered to conduct an environmental scan to identify promising practices that support positive racial identity development in early education (PRIDE). The scan sought information from national literature, experts in the field, and local stakeholders, including parents,* teachers, educators, and funders, with the goal of developing recommendations for implementation in Pittsburgh that could be used as a model for other cities nationally.

Scholars have generated a substantial amount of research demonstrating that students of color (African American, Latina/o, Asian, and Native American—ALANA) learn best in culturally familiar settings and when they have strong positive racial identities.

The Nature of Positive Racial Identity

In the 1940s, psychologists Kenneth and Mamie Clark conducted a series of experiments known colloquially as “the doll tests” to study the psychological effects of segregation on 3 to 7 year old African American children.¹⁰ The Clarks concluded that the self-esteem of young African American children was being damaged by racial prejudice and segregation. Their conclusions were used as evidence in the historic 1954 *Brown v. Board of Education* school desegregation case, and the studies sparked research interest in children’s psychosocial development and racial identity.¹¹ Since the Clark experiments, scholars have generated a substantial amount of research demonstrating that students of color (African American, Latina/o, Asian, and Native American – ALANA) learn best in culturally familiar settings and when they have strong positive racial identities¹², that is, a **positive attitude and belief about one’s racial group. According to the literature, positive racial and ethnic identity has been linked to higher resilience¹³, self-efficacy¹⁴, self-esteem¹⁵, grades¹⁶, GPA, higher standardized test scores¹⁷, ability to solve more problems on SAT exams¹⁸, and reduced risky behaviors.¹⁹** Likewise, positive racial and ethnic identity has been shown to weaken the effects of teacher discrimination and of daily discrimination and hassle on grade point average and educational aspirations.²⁰ It also mutes the effects of stereotype threat: a situational predicament in which people are or feel themselves to be at risk for confirming negative stereotypes about their social group.²¹

In essence, research tells us that positive racial and ethnic identity, as well as racial socialization (the deliberate and/or unintended messages about race and ethnicity that parents transmit to their children through attitudes, behaviors, and direct communication²²), can serve as shields to protect African American students from the impact of racism and discrimination, which, according to the National Association of School Psychologists can otherwise have a profoundly negative effect on school achievement, self-efficacy, and social-emotional growth.²³

Its importance for young children and their families

Some might ask, “Shouldn’t we just let children develop ideas about race on their own?”, or “Isn’t preschool too early to start talking about race?” But the literature is clear that young children are already processing racial differences. As early as age 3 months, infants who are shown pictures of a variety of faces visually categorize them by race and gender, and show a preference for faces of the race and gender they encounter most often—typically their own race and the gender of their primary caregiver. By

* Parents is used here to refer to family members (and others) who are the primary home caregivers of young children.



Social biases in children begin to form as early as 3-5 years, with 3-year-olds attributing more positive traits to the dominant societal race and 5-year-olds attributing negative traits to non-dominant races.

9 months, children lose the ability to distinguish facial features of unfamiliar races, but are able to retain that ability when regularly shown picture books with faces of other races.²⁴ At 2 years, children use racial categories to make sense of others' behaviors.²⁵ Social biases in children begin to form as early as 3-5 years, with 3-year olds attributing more positive traits to the dominant societal race and 5 year olds attributing negative traits to non-dominant races.²⁶ In general, young children at this age are starting to develop their perceptions about self and others and have a natural tendency to categorize similarities and differences. Developing racial awareness is a likely outgrowth of this. Many view the negative associations with race that children of color can internalize as the result of living in the 'smog' of American racism which Dr. Beverly Tatum describes thus: "sometimes it is so thick it is visible, other times it is less apparent, but always, day in and day out, we are breathing it in."²⁷ In an essay on race (included as Appendix A), a local Pittsburgh teen describes her experience: "I learned that I was bad because I was black...I hate racism because, at 4 years old, I felt unwanted."²⁸

"I learned that I was bad because I was black... I hate racism because, at 4 years old, I felt unwanted."

The literature shows that many parents believe fostering an understanding of race is valuable to their children's healthy development. For example, a study of parent perspectives on racial socialization²⁹ found that a majority of African American parents of children birth to 4 years old viewed teaching their children about race as an important part of school readiness. **Scholars suggest that increased awareness of stereotyping and prejudice may improve stigmatized children's self- and group-esteem³⁰ and research has shown that engaging in frequent and age-appropriate conversations about race, racial differences, and even racial inequity and racism are associated with lower levels of bias in young children.³¹** The benefits of racial and cultural socialization among our youngest children have been associated with greater amounts of factual knowledge, better developed problem-solving skills, and fewer behavior problems among African American preschoolers.³² Armed with the necessary resources and skills, parents and teachers have the ability to protect children of color from the harmful effects of racism and to help children develop positive understandings of racial differences.

However, despite evidence on the benefits of teaching and promoting positive racial differences, many teachers and parents of young children take a colorblind



Researchers, trainers, and facilitators all agree that racial “colorblindness,” or disregard of racial characteristics, is misguided.

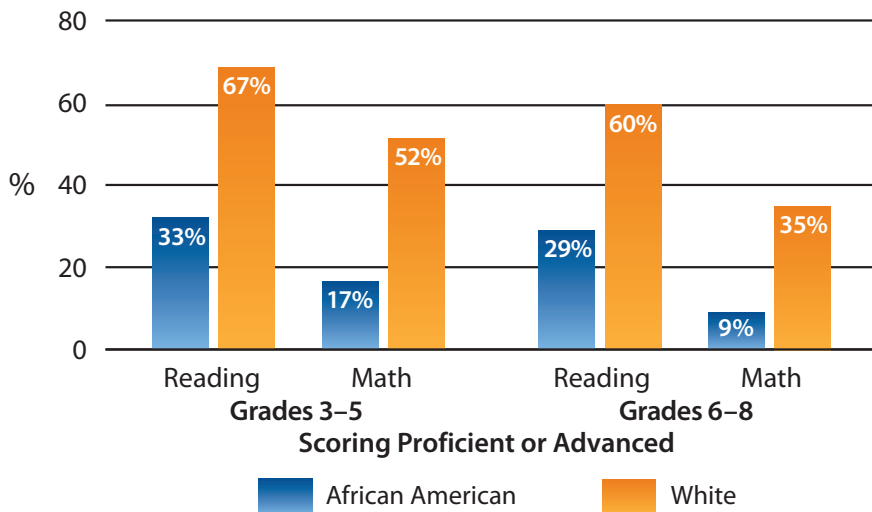
approach and believe that ignoring racial and ethnic differences and treating all children the same, will promote racial harmony. Others believe children are too young to engage in critical discussions of race.³³ But young children are thinking about, asking questions about, and generally curious about race,³⁴ and researchers, trainers, and facilitators all agree that racial “colorblindness”, or disregard of racial characteristics, is misguided.³⁵

The Context in Pittsburgh

Like other localities, our region has begun to engage in broader discussions about the impact of race on communities of color. In 2010 the Center on Race and Social Problems at the University of Pittsburgh hosted its first *Race in America* Conference. In 2015 Pittsburgh was selected by the Department of Justice as one of six cities to host community conversations on race. The city also accepted President Barack Obama’s 2014 directive to become a *My Brother’s Keeper* Community. And, the local YWCA of Greater Pittsburgh Center for Race and Gender Equity has worked for years to promote racial equality in the region. Local efforts to keep race central in discussions of education are supported by programs and organizations such as the Center for Urban Education at the University of Pittsburgh, A+ Schools, and the Pursuing Equitable Restorative Communities project which will implement restorative practices in half of Pittsburgh’s 50 public schools during the 2015-16 and 2016-17 school years.

But Pittsburgh, one of the most racially segregated (residentially) cities in the country, has a long history of racial injustice and inequalities to overcome as well. For more than 20 years the Pittsburgh academic community has documented local racial disparities—Black/White differences in particular. For example, the University of Pittsburgh School of Social Work Center on Race and Social Problems’ report *Pittsburgh’s Racial Demographics 2015: Differences and Disparities*³⁶ revealed that one-third of African Americans live in poverty in the city of Pittsburgh. In terms of education, in grades 3-5 only 33% of African American Pittsburgh Public School students scored proficient or advanced on Pennsylvania System of School Assessment (PSSA) reading tests compared to 67% of White students, and only 17% of African Americans scored proficient or advanced on PSSA math tests compared to 52% of Whites. In

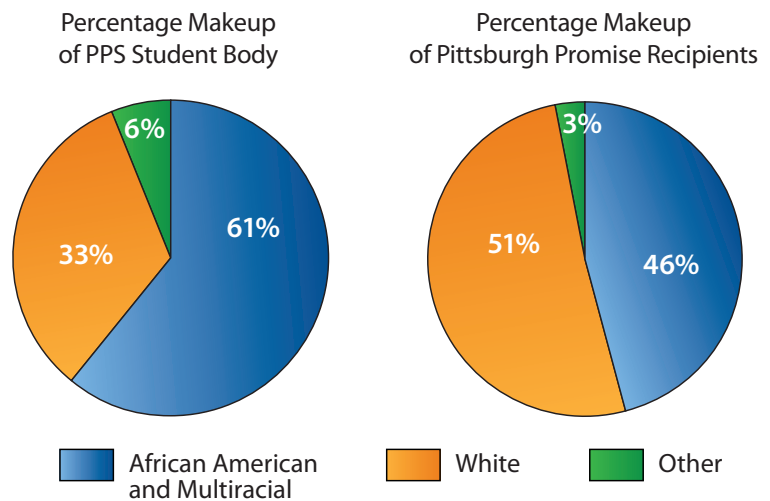
FIGURE 1. PSSA TEST SCORE DISPARITIES AT PPS



grades 6-8, 29% of African American students scored proficient or advanced on PSSA reading tests compared to 60% of White students, and only 9% scored proficient or advanced on PSSA math tests compared to 35% of Whites.³⁷ An analysis of Pittsburgh Public Schools data by the Allegheny County Department of Human Services found that White students achieve a 2.5 GPA at higher rates than African American students from first grade through high school.³⁸ Among students who have received any human services, only 32% of African American students had a GPA of 2.5 or higher compared to 61% of White students.³⁹ The difference in grades is a key factor for the disparities in the Pittsburgh Promise scholarship program, which requires a 2.5 GPA to receive up to \$30,000 for college. African American and Multiracial students make up 61% of Pittsburgh Public Schools, but only 46% of Pittsburgh Promise recipients. Comparatively, White students are 33% of the Pittsburgh student population and 51% of the scholarship recipients.⁴⁰ Pittsburgh Public Schools has expressed a commitment to focus on increasing equity and reducing racial disparities, which are monitored and addressed by the district’s Equity Office and the Equity Advisory Panel.

Additionally, there is a large disparity between the race of the students and those who teach them. In Pittsburgh Public Schools, 85% of the teachers are White.⁴¹ This matters because research shows that parents are less likely to feel connected to their child’s teachers when there is a racial and cultural difference between the families and teachers, and that higher family engagement is related to a racial/ethnic similarity between parents and teachers.⁴²

FIGURE 2. PITTSBURGH PROMISE DISPARITIES



An analysis of Pittsburgh Public Schools data shows White students achieve a 2.5 GPA at higher rates than African American students from first grade through high school.

Allegheny County Department of Human Services



I want my daughters to be school-ready, but I also want them to be proud of their African American heritage and to develop an identity that embraces their language, history, hair, ancestry, and cultural roots in general.”

Dr. Rich Milner, Director
University of Pittsburgh Center for
Urban Education

Impetus for the scan

For the last 8 years, the Office of Child Development has partnered with the Pittsburgh Public Schools to develop and implement *Ready Freddy*, an initiative to find, welcome, and help families and children move comfortably into kindergarten. While the Ready Freddy team has long understood the ways a quality pre-kindergarten experience can affect a child’s transition into kindergarten, close work with the Pittsburgh Public Schools Early Childhood Education department led to a better understanding of the ways race plays out in the early childhood setting. That awareness was sparked by an article titled, *A Black Father’s Search for a Diverse Preschool*, written by Dr. Rich Milner, Director of the University of Pittsburgh Center for Urban Education. In the article he voiced the need for pre-school and kindergarten programs in the city that are both racially diverse and high quality, stating: “I want my daughters to be school-ready, but I also want them to be proud of their African American heritage and to develop an identity that embraces their language, history, hair, ancestry, and cultural roots in general.”⁴³ Milner’s research cites the importance of understanding and addressing race in the classroom for teacher effectiveness and student success.⁴⁴

The Office of Child Development hosted a conversation with Dr. Milner to increase community understanding of how children develop racial awareness and to begin to identify solutions that will support children’s academic success. Subsequently, the Office of Child Development, the Center for Urban Education, and the SEED Lab formed a collaborative team to develop next steps. This scan was proposed as a way to investigate more thoroughly the local and national landscape around positive racial identity development in early education and to seek potential strategies for Pittsburgh that could be replicated across the country.

This scan

The scan had three primary goals: 1) raise awareness, 2) create a call to action, and 3) make recommendations. Local parents and teachers as well as local and national key informants provided data and opinions about resources and needs with respect to the intersection of race and early childhood. Information was gathered through focus groups, surveys, interviews, classroom observations, a literature and curricula review, and meetings with a local advisory board (see Appendix B: Methodology Chart for details and a list of key informants). The scan sought to answer several key questions:

1. What does the research literature say about racial identity, its relation to children’s development, and promising practices to support it? Is there a research gap?
2. To what extent do parents talk about race with their 3 to 6 year old children, and, if so, how? Do they feel equipped to address difficult questions with their children? Is there a gap in parent resources, in terms of materials and trainings available nationally, state-wide, and locally?
3. Do teachers address racial identity in early childhood and elementary classroom settings? If so how? Do they feel equipped to discuss difficult questions with the children in their care? Is there a gap in curriculum and professional development resources available nationally, state-wide, and locally?
4. What recommendations can be made to address parent-child, parent-teacher, and teacher-child communication regarding race and identity that would support families and children as they enter the early education years?



The findings

Young children are thinking about race.

“I feel like I need to start having conversations... My daughter said— ‘I’m not as beautiful as Elsa’ [a popular White Walt Disney princess]. And I don’t know how to have those conversations.”

– Parent of a 3-year-old African American child

Of the 66 respondents with children ages 3-6 who completed the parent survey, 65% (n=43) said their children were talking about race, but 100% (n=11) of the African American parents said their children were talking about race. In focus groups, African American parents stated that race emerges as an issue either in their everyday interactions with their young children or in their concerns about their children’s health and safety. For example, one parent described some of the ways she helps her daughter feel good about her natural hair, and another parent became very emotional when discussing the sense of urgency she feels for confronting and correcting racial attitudes here and now. About half of the teachers in classrooms with young children surveyed (55%, n= 18/33) said children talk to them about race and 36% (n=12/33) said children are talking to each other about race. Teachers participating in focus groups (all currently working with young children) also gave examples of specific incidents where race was an issue, for example, an African American preschool student told a White teacher he didn’t have to listen to her because she was White and a White kindergarten student called African American students the ‘N’ word.

Young children of color need supports to develop positive racial identities.

Adult silence about race does not keep children from noticing race and developing racial biases and prejudices.⁴⁵ Although young children are thinking and talking about race, most of the parents who participated in the focus group sessions indicated that they do not intentionally discuss race with their children. However, some did give examples of how their own childhood experiences shaped their views and



The majority of parents are not sure about which aspects of race are being taught in the classroom, and while they would like schools and teachers to do more than discuss the “same three people” (Harriet Tubman, Martin Luther King Jr., and Rosa Parks) during Black History Month, they have concerns about the skills and abilities that teachers bring to the subject.

behavior about race and the ways those experiences influence how they talk to their own children when race does come up. The majority of parents are not sure about which aspects of race are being taught in the classroom, and while they would like schools and teachers to do more than discuss the “same three people” during Black History Month, they have concerns about the skills and abilities that teachers bring to the subject. All of the parents expressed a desire for their children to have more and broader life opportunities, and most felt that their children required additional positive supports because of their race.

“Yes, we need to talk with them earlier. There is a Black and White issue. We need to discuss what happens versus keeping blinders on. I think society will change because we will be producing children with more understanding.”

– Preschool Teacher

Most educators in the focus groups felt that early childhood classrooms are an appropriate place to talk about race, in part because children are already doing it and are noticing racial differences, but also to normalize these conversations and prepare children for a future that continues to grow more diverse every day. Educators discussed ways they already celebrate race and diversity in their classrooms such as books, apps, and games, and by including parents who share traditions and stories. These findings contradict direct observations of other teachers’ preschool classrooms (see Appendix C: Classroom Observations) which found that children and teachers were not talking about or acknowledging race. However, focus group teachers self-identified as interested in discussing race for this scan, which could explain the discrepancy. A national key informant reported that teachers’ readiness and training to engage children in conversations about race varies widely.

Moreover, although educators in the focus groups acknowledged the importance of addressing racial and cultural differences in the classroom, their approaches varied from treating all children the same (using a colorblind approach) to focusing more explicitly on the importance of acknowledging racial differences. When given scenarios that involved interactions with young children around the topic of race in the classroom, educators offered a variety of responses, including modeling positive

behavior, engaging parents, and letting the child take the lead. Some also shared positive communications strategies, such as answering questions children ask or reacting to comments they make in non-judgmental ways, demonstrating through verbal and body language that it's ok to talk about these things and using the conversations as an opportunity to learn more about themselves and each other.

Parents want more resources to help young children develop positive racial identities.

In focus groups, African American parents expressed that race is an urgent concern for them. They also discussed how the development of their own racial identities has informed their parenting style. Respondents shared painful narratives about their own experiences, from micro-aggressions to blatant and sometimes violent racism in their communities and schools. Their comments made it clear that their personal racial encounters, including racial discrimination from White peers and colorism (prejudice or discrimination, typically among people of the same ethnic or racial group against individuals with dark or light skin) from family members, shaped their early childhood and adolescent years. A smaller number talked about their positive experiences, with one parent indicating that she grew up in an Afro-centric household and “was encouraged by my family to love myself and my skin color.” Parents who had positive or negative race related childhood experiences all made it clear that they wanted their own children to have experiences that would help them feel good about themselves and about their race.

Parents’ ideas regarding how they should talk to their children about race were somewhat varied. A few worried their children were too young, while others wanted to have the conversations but were not sure what to say. Parents did state that they are more likely to talk to their children about race if the child brought it up, as opposed to taking a proactive, intentional approach. In the survey, only 44% (n=19) of parents felt they had the right words, knowledge, or resources to respond to their children.

“One of my children told me, ‘Mommy you’re White and I’m Black’ [both are African American, the child has darker skin]. I want to sit down and talk with him about how we are all beautiful and come in different shades and colors. He’s not comfortable in the skin he’s in. It’s the first time I’ve had to deal with this. I don’t know where he got it from. I wish there was something I could say to him.”

– Parent of 4 year old African American child

About half of the parents who completed the survey (52%, n=34) as well as most of the parents in the focus groups indicated they want more resources to talk to their children about race. Focus group parents discussed some resources they use to engage their children in positive racial messages, but felt those were very limited (i.e., not many African American characters on television, few African American events focused on young children). Many parents stated that they were not equipped to teach their children about African American history because they had learned so little about it themselves. **Parents also expressed the need for information that would enable them to respond in developmentally appropriate ways to their children’s questions or comments about race.** There was broad interest among parents in engaging more with their children around this issue, and parents felt

Colorism – prejudice or discrimination, typically among people of the same ethnic or racial group against individuals with dark or light skin.





that having more, and affordable activities, particularly beyond Black History Month (BHM), would be useful. Almost all parents felt BHM, although embraced by all schools, has been consistently covered in a shallow manner.

Specific parent requests for helpful resources included opportunities to:

- learn from other parents in both community and school settings,
- access their own family history and genealogy,
- get help in responding to specific incidents of discrimination,
- benefit from more books and hands-on activities,
- participate in community-based activities focused on young children, and
- access more diverse media images.

Parents also wanted to be assured that teachers had access to enough resources, training, and assistance to effectively support children around race in the classroom.

Teachers want more resources to enhance their professional development and support young children's positive racial identity development.

Of the surveyed teachers currently working with children 3 to 6 years old (pre-k through 1st grade), 42% (n=13/31) thought their college and masters coursework did not prepare them well at all for thinking about how race affects teaching and learning, compared to 10% (n=3/31) who felt very well prepared. Moreover, although 64% (n=21/33) had participated in professional development addressing race in the last 5 years, only 33% (n=7/21) felt well prepared to address race in the classroom. Fifty-eight percent (n=19/33) said they would definitely be interested in more professional development on talking to children about race. Topics teachers of young children wanted to learn more about included how to connect with families of different races (60%, n=20/33), how to react to instances of discrimination in the classroom (52%, n=17/33), and how to talk to children about race (45%, n=15/33).

“They look at color as the color of crayons. One child said, ‘You’re not Black’ and I said, ‘I am Black but my skin color is lighter.’ How do you explain that to kids [identity vs. skin color]?”

– Preschool Teacher

All educators indicated that they would be interested in additional resources to support their understanding (e.g., trainings) and enhance their teaching (e.g., books, music, dance, dramatic play, and technology resources). In focus groups, teachers shared that they need more opportunities to learn, generate, and share ideas. One teacher who works at an African centered elementary school described some of the ways she infuses racial and cultural activities into her daily routine and the positive impact of those activities. For example she recently had a casual conversation with students about what they call their ‘grandmother’. Examples included granma, maw maw, madea, g-ma, nana and other names. (*Madea is a traditionally African American portmanteau for “Mother Dear”*). This simple activity allowed children to see their differences and similarities, and presented a teachable moment. Nearly all of the teachers in that particular focus group appreciated her comments, wanted to hear more, and stated that they would use some of her ideas with their students. Teachers stated that they want more time to focus on this issue, want more support from their



principals and administrators, and want to develop connections with parents that will enable the use of consistent messages in school and at home. They also said they want to help children to connect with each other across racial and cultural lines, and that as adults they want opportunities to reflect on their own racial identities.

Some resources exist for understanding how to cultivate positive racial identity.

In terms of children’s resources, for more than 40 years the public television show *Sesame Street* stressed racial, ethnic, and gender balance while at the same time promoting developmentally appropriate prosocial messages for young children. In 1995, PBS also aired a television program called *The Puzzle Place* that followed a multi-ethnic group of kids encountering moral dilemmas, racism, and sexism, but broadcast of program reruns ended in 2000. Here in Pittsburgh, Family Communications, Inc., (now The Fred Rogers Company) developed a video based curriculum called *Different and the Same* for grades 1-3, which used puppet animals to address issues of prejudice and discrimination. The continuing desire for such materials demonstrates the need for more sustained efforts to distribute and present these programs. Also locally, the Oplenell Montgomery Preschool Learning Academy at Bethany House on Pittsburgh’s Northside, offers a curriculum that includes Swahili, African and African American history, and African drumming activities for children aged 3-5.

For adults, several local and national curricula designed to increase racial awareness were identified and reviewed (see Appendix D: Curriculum Review Table). Locally, Pittsburgh Public Schools offers the *Beyond Diversity* training to their staff, and the Pittsburgh Association for the Education of Young Children (PAEYC) offers a training titled *Race Matters* to early educators. Each of these trainings provides opportunities for participants to reflect on and challenge their own racial biases. Trainers and participants agree that these professional development opportunities are a great start to the conversation, but they also acknowledge that one-time trainings are not sufficient, in part because becoming fully racially conscious requires long term personal growth. While these sessions do not address PRIDE specifically, they do support increased racial awareness for adults working with young children, an important step toward reducing racism. As educators learn more about race they can become better prepared to create safer spaces for African American and other students of





color. Nationally, Teaching Tolerance, a project of the Southern Poverty Law Center, has a growing list of classroom resources available on their website, which can be sorted by age and topic. There are resources for pre-kindergarten and kindergarten classrooms linked to the four anti-bias domains: action, diversity, identity, and justice. These are some of the best examples of materials that address PRIDE in the classroom, but it is unclear whether local teachers are aware of and/or accessing them.

Other curricula and materials developed by national organizations and grassroots online communities were reviewed. They include ideas and practical activities for addressing race in early childhood and beyond. Some are developed for implementation by individuals, others for systems-level approaches. Target audiences for materials include children in classrooms, families, educators, school and district administrators, and community organizations. The content of materials covers several domains, such as how to create a tolerant or anti-bias classroom or useful strategies for African American parents. Length of resource implementation ranged from one workshop to ongoing support spanning months or years. **While many of these curricula are excellent resources, only a few provide concrete strategies and examples on how to develop positive racial identity for young children. Parents and teachers have both identified that they need specific and tangible resources to build their confidence and provide tools to start and respond to conversations with their children.**

This work is needed in Pittsburgh, and a comprehensive approach may be most effective.

“When children have that [positive] sense of self at an early age, when they’re met with challenges at school, they’re grounded. They have a sense of personal agency and confidence.”

– Key Informant

Key informants and the local advisory committee all agreed that effective strategies for supporting PRIDE should be broad and deep and should keep in mind the larger social context within which that work occurs.

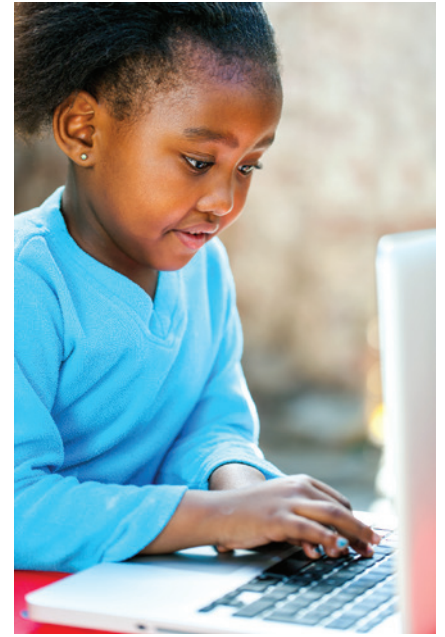


They stated that:

- Understanding race is important to the healthy development of young children; it should begin as early as birth and should include opportunities for children to meet peers who are racially different than they are (virtually, if necessary).
- The educational environment should respect and support parents and should develop ongoing supports, such as within-group and inter-group dialogues, idea sharing, and training for directors and teacher supervisors so that teachers aren't doing this work in isolation.
- Changes in the early childhood education coursework at colleges and universities are critical. Informants expressed a need for colleges to better prepare early educators to understand the importance of race and how to address it in the classroom. They also felt the teacher education curriculum should prioritize teacher-child relationships and social-justice pedagogy.
- The work will require broad (including policy) changes to counteract the effects of poverty and institutional racism. Informants also felt the kind of change envisioned will require both systemic and individual change.

They noted there are many opportunities to begin to engage in these efforts. For example:

- Increase the number of positive, racially diverse images in classrooms and at home,
- Improve interactions between teachers and other educators, and parents,
- Enhance partnerships between schools, families, and community organizations focused on African American families,
- Increase funding and opportunities for teacher training in both pre-service and in-service settings, and
- Find ways to increase educational time for young children with African American adults by hiring more African American teachers and using mentors and positive role models from the community.





Conclusions and Recommendations

Supporting PRIDE will require consistent work at many levels.

Researchers, teachers, and parents alike believe white privilege and systemic institutional racism must be addressed if young African American children are to ever reach their fullest potential. Similarly, many understand that adults have to address racism through individual means including increased personal awareness of race, and, for educators, through ongoing race-focused professional development.

This scan adds to that understanding the need for concrete, tangible, developmentally appropriate conversations, activities, and curricula that build PRIDE at a crucial time in children's lives: ages 3 to 6. The report demonstrates the degree to which these skills can potentially influence the long term achievements of young African American children and as such how important it is that they are encouraged and supported both at home and in school. It also shows that parents and teachers are hungry for strategies to build PRIDE. Mechanisms for practical application are currently missing and must be implemented now.

Therefore, the scan recommendations are:

1. Raise community awareness

The PRIDE scan is just one of many sparks needed to start conversations about race and early childhood—parents, educators, and advisors agree that more is needed. While there are some community leaders, groups, and organizations that already celebrate African American culture locally, specific recommendations to build awareness are:

- **Organize a lecture series on race and early childhood.** Expert speakers will draw attention to the issue, highlight new and critical research, broaden community knowledge, and generate new ideas.
- **Host events that focus on young African American children and their families.** Pittsburgh has a growing base of activities and cultural events that celebrate African Americans. However, many of these programs are designed



for adults and older children and do not offer opportunities to help the youngest children celebrate their race and culture. Similarly, there are many rich activities for young children and families in Pittsburgh, but the vast majority are coordinated by white organizations, attract predominantly white families, and rarely focus intentionally on activities that promote positive racial identity. (A couple exceptions are Community Empowerment Association and Sankofa Village.) There is a great opportunity to build on these strengths to incorporate the best aspects of cultural projects into programming for early childhood.

- **Identify potential collaborations** that bring together leaders from multiple fields of knowledge. Pittsburgh has a long-standing and well respected early childhood community plus a growing number of advocates for racial justice who should join forces to enhance the existing conversations about how to make Pittsburgh great for all children. Our hope is that these discussions will produce opportunities to increase positive racial identity development in young children; African American children in particular.



2. *Develop and identify resources for parents, teachers, and schools*

A pervasive theme across all respondents was the need for more resources and more support. Positive racial identity development in young children is an important issue, but many parents and teachers do not know where to start. Resources should be developed that will allow people to engage in this work now while helping them to become more aware and better skilled over time. For some, that could be something as simple as reading books to children that contain more diverse characters. For others, that could mean developing policies that promote positive racial identity development and create safe, nurturing environments where all children feel valued and represented. Some places to start this work include:

FOR PARENTS:

- **Create and provide multimodal materials** (e.g., books, videos, and songs) that foster children’s racial and cultural pride, including diverse children’s films, and African American stories.
- **Develop concrete implementation strategies** for parents that explain the importance of positive racial identity development.
- **Develop curriculum and training for parent groups/family groups** where parents can learn skills, share resources, and provide each other with support in helping their children develop positive racial identity and where parents and children can come together for positive experiences such as group readings of racially and ethnically diverse books.
- Provide resources, training, and modeling that will **support parent-child and parent-teacher communication** about race.
- Provide access to **affordable means to trace family ancestry**.
- Offer tools, resources, and information to **help families evaluate their children’s learning environments** for culturally relevant teaching.
- **Engage family support centers, early childhood programs, and other parent gathering places** to offer these groups and resources.



FOR TEACHERS:

- **Expand training opportunities that increase racial awareness**, including pre-service preparation (classroom and placement) and ongoing in-service professional development (traditional trainings and informal learning communities).
- Develop and support the use of more resources that allow teachers to **intentionally foster positive racial identities for all students**.
- Provide resources, training, and modeling that will **support teacher-child and teacher-parent communication** about race.
- Offer support to **develop and maintain racially responsive classrooms and teaching practices** (see Appendix E: Racially Responsive Teaching Practices for a scale).

FOR SCHOOLS:

- Make available increased opportunities for teachers and parents to have **conversations about race in the classroom**.
- Provide more school-wide **supporting materials and technical assistance**.
- Offer increased opportunities to **partner with community members who are knowledgeable about race** including leaders within organizations or parents and teachers at the school.

3. Call to Action for researchers, practitioners, and policy makers

FOR RESEARCHERS:

- Conduct more **research on positive racial identity development** and its impact on child development outcomes with a focus on young children ages 0-6.
- Produce more research on **teaching practices** that support positive racial identity development.
- Explore children's development of **race-related skills** and outcomes (see Appendix F: Race Related Skills) as a mechanism for creating racially responsive classrooms.

FOR PRACTITIONERS:

- **Develop networks and learning communities** to gain more knowledge and awareness about race and young children.
- Provide **training and learning opportunities on race** for professionals, paraprofessionals, and others who work with families.

FOR POLICY MAKERS, FUNDERS, AND SUPPORTERS:

- Encourage grantees to **include PRIDE activities** in their work.
- Require **racial awareness training** for teacher certification.
- Recommend **early childhood education advocates join conversations about race**, thereby focusing race discussions on the youngest population.
- Ensure positive racial identity development and racially responsive classrooms are **incorporated into standards**.
- Incorporate training on race into **evaluations and career lattices** for teachers.



- Expand opportunities **for African American teachers and mentors to engage with the youngest students**, both in school and through community and out of school time activities.

Findings of the scan confirmed that there is a critical need for parents and teachers to support positive racial identity development among young children of color and to help teachers to move away from a “colorblind” approach. The information gathered also demonstrates that there is a broad gap between the need and desire on the one hand and the awareness, supports, research, programs, and policies available on the other. It is clear that to have the largest impact for children, efforts to address positive racial identity need to be developed and addressed at multiple levels across the community. Parents, educators, and key stakeholders stated that the networks available to better understand and support each other in this work need to be stronger and broader. In addition, efforts are needed that will address disparities, while creating wide-ranging change. The hope is that these scan findings will contribute to the knowledge developing around race and will be used to find solutions to educational inequalities, particularly those impacting our youngest children.

Appendices

Appendix A

Ciara Bailey explores her never-ending battle with racism in her essay 'Making sense of what killed me'.

This piece ran in the
Pittsburgh Post-Gazette
The Next Page
January 17, 2016

Making Sense of What Killed Me

Ciara Bailey has found racism a never-ending battle

When I was 4 years old, I learned that I was bad.

Not because I would sneakily throw away my vegetables after dinner, not because I would resist my totally unfair bedtime of 8:30, not even because of the time that I broke Mama's souvenir magnets on the refrigerator (and pinky-promised her that I really didn't do it). I learned that I was bad because I was black.



Ciara Bailey at age 4.

It started in preschool. As for any adventurous 4-year-old, outdoor playtime was the highlight of my day. I had my best friend by my side as we played countless games, tapping into our vast imaginations. I didn't know she was white. I didn't even fully understand that I was black. At 4, I didn't quite grasp the concept of race. All I knew was that with her, I could be myself.

But everything changed when she suddenly stopped playing with me. I asked, "What's wrong? Can we still play together?" Expecting her to say yes and invite me over to the monkey bars, I extended my hand to her.

But instead, she told me, "You can't play with me because you're not white."

Puzzled, I glanced at the callused, whitish palms of my hands and replied, "But I am white! See?" I'm trying to recall what happened after this, but I can't remember. I just know that I never spoke to her again.

Even 12 years later, this experience weighs heavily on my heart. Sometimes I wonder if that conversation impacted her as much as it did me. On that day, I learned that I was bad because I was black. I doubt she even remembers those simple yet hateful words that I can never forget. I hate racism because, at 4 years old, I felt unwanted.

As an 8-year-old, I learned that dark skin is bad. I remember that in third grade, there was a boy in my class with very dark skin. He was always the go-to person to make fun of — sometimes jokingly and sometimes not. One day at lunch, I was sitting with a large group of people and among them was this dark-skinned boy. Per usual, people were bothering and laughing at him. I couldn't stand to see this go on any longer, so I told them to leave him alone. "Who cares how dark his skin is? Back off!" I was pretty brave, I think.

Someone responded, "Ciara, you have ugly dark skin, too. And you know it."

Of course, I cried. I also told myself that I would never stand up for this boy again because I didn't want to be made fun of next. For the rest of the year, I was careful to keep quiet when he was being picked on for having dark skin. Sometimes I mouthed the words "I'm sorry" when he was being bullied, but I don't think that was enough. I regret not standing up for him. He and I live in the same neighborhood and occasionally I see him in passing. Each time I see him, I wonder whether I should

apologize for what happened almost 10 years ago. I wish I could. Maybe someday I will. I hope that the racially motivated bullying he experienced hasn't affected him, but I'm sure it has. I just want him to know that he isn't bad because of his dark skin. I hate racism because it scared me into being a bystander to bullying.

• • •

Sixth grade was the year that racism really got hold of my spirit.

I hated how I looked. At 12 years old, I was suicidal. Looking in the mirror with tears streaming down my hot, red face, I grabbed a pen and paper and wrote down all the reasons I hated myself. "Wide nose. Big lips. Bad, puffy, Afro hair. Dark skin."

Now, I realize that this list was just a compilation of typical black physical features. I wanted to kill myself because of internalized racism, European-centric beauty standards and colorism.

This experience is so painful to talk about. I rediscovered this list in my cluttered room about a month ago. I cried for the old me. I was in so much pain at such a young age. I wish I never hated myself because of my chocolate skin, my big and beautiful hair, and every other part of me that is a big middle finger to European beauty standards. Years of therapy might help me undo toxic thoughts and self-hatred. Hundreds of milligrams of medications may help stabilize my mood. But there is no permanent fix for the pain and trauma that racism causes me and so many others. And still, every now and then, I start to dislike my dark skin or my wide nose. I hate racism because this is a battle that I will have to fight forever.

• • •

In 10th grade, I found a solid group of supportive and like-minded friends.

Most of them are black girls who have some of the same stories and experiences as I do.

Finally, in my predominantly white school, I feel comfortable in my skin. Every once in a while, I come to school with my hair in an Afro. In my heart, I am no longer ashamed of my dark skin. In fact, I feel most alive when I am outside on a hot day as my skin welcomes the sun's warm and loving rays. Now that isn't to say that colorism doesn't creep into the corner of my mind and make me want to hide sometimes. But it means that I have grown so much, and I am proud of how far I've come. I am glad that I don't constantly feel the need to conceal my blackness anymore.

But recently, I've encountered a new obstacle.

I have dealt with countless personal racist experiences from micro aggressions to blatant anti-blackness. But over the past three or four years, I have become more socially conscious. So, I, along with anyone who pays even the slightest bit of attention to the news or checks a Twitter feed, have noticed how racism affects my people as a whole. The dark skin that I have learned to love is seen as a threat, especially to law enforcement officers. Every day, I worry that I or someone I love will become another hashtag.



Ciara Bailey—today a junior at Winchester Thurston High School.

It hurts to know that it is not unrealistic to imagine such a nightmare. As a black person, it is difficult to live a carefree and confident life while operating under racially oppressive systems. As a black person in America, living in fear is the default. It has to be, because race is a matter of life and death. I hate racism because I am sick and tired of being scared.

• • •

I am in 11th grade now. And in so many ways, I have healed since preschool.

But it is a difficult and never-ending journey, at least for me. Even still, I subconsciously carry the heavy burden of these negative experiences in my everyday life. Sometimes, when I go to a party, I wonder, “Will they not want to talk to me because I’m black?” Sometimes I edit my Instagram selfies to make my skin look lighter. Sometimes, I fall back into the pattern of hating my black features. Logically, I know that I’m not bad because I’m black, but I’m still working to undo 16 years of internalized racism and colorism.

This is me trying to make sense of what killed me. But, in many ways, I am alive again.

I am alive because I have grown into a strong Black girl who has learned to question everything she is told. I am alive because my struggles have pushed me to boldly redefine who I am. I am alive because my progress encourages and uplifts me in times of hopelessness and despair. I know that my painful journey can help people just like me. I use my story to comfort others. My race does define me. My experiences do define me. I find strength and comfort in knowing that my ancestors’ spirits are with me everywhere I go. No one can take that away from me. My identity is a prize, and my story is the most valuable thing I own. Thanks to what killed me, I am alive.

Ciara Bailey is a junior at Winchester Thurston School.

ABOUT THIS ESSAY

Ciara Bailey won second place in the high school division of the Martin Luther King Jr. Writing Awards for an essay exploring racism’s enduring impact on her life.

She is one of 17 local high school and college students whose essays and poetry captured awards in the annual contest, sponsored by Carnegie Mellon University.

The event, in its 17th year, is a highlight of the university’s Martin Luther King Jr. Day celebration. It is open to the public.

Created by English professor Jim Daniels, the program is defined by the university as a “safe space where students can create an honest and open dialogue about their experiences” with prejudice and discrimination.

This essay was reprinted with permission from the author and her parents.

Appendix B

Methodology Chart

Method	Description	Demographics
Focus Groups	<p>4 Parent Focus Groups (23 participants)</p> <p>2 Educator Focus Groups (15 participants)</p>	<p>All African American Parents (21 mothers, 2 fathers) 18/23 Family Support parents 5/23 Community network parents</p> <p>4 PPS Early Childhood Teachers 2 PPS Early Childhood Instructional Coaches 2 PPS Kindergarten Teachers 1 Charter school kindergarten Teacher 4 Private preschool teachers 2 Licensed home daycare providers 10/15 African American educators 5/15 White educators</p>
Key Informant Interviews	9 Interviews (3 local, 6 national)	<ol style="list-style-type: none"> 1. Camille Catlett, Scientist, University of North Carolina's Frank Porter Graham Child Development Institute 2. Maureen Costello, Director, Teaching Tolerance 3. Jerlean Daniel, retired, former President, National Association for the Education of Young Children 4. Huberta Jackson-Lowman, Associate Professor, Florida A&M Psychology Department and President Elect, Association of Black Psychologists 5. Keith Murphy, Executive Director, Bethany House 6. Chereese Phillips, Diversity Officer, Allegheny County Office of Children Youth & Families 7. Sharon Ritchie, Senior Scientist, University of North Carolina's Frank Porter Graham Child Development Institute 8. Roberta Schomburg, retired, former Associate Dean and Professor of Early Childhood, Carlow University School of Education 9. Caryl Sheffield, retired, former Associate Provost and Associate Vice President of Academic Affairs, California University of Pennsylvania
Surveys	<p>1 Online Parent Survey (101 total participants)</p> <p>1 Online Educator Survey (103 total participants)</p>	<p>66/101 parents of children ages 3-6 (majority White, upper income) 35/101 parents of older children</p> <p>33/103 participants teach 3-6 year olds (majority White respondents) 70/103 participants teach infants or students older than 6</p>
Classroom Observations	9 half day preschool classroom observations (teacher to student/ parent and student to student interactions)	<p>8/9 classrooms majority African American students</p> <p>7 Pittsburgh neighborhoods (North Side, Beechview, McKees Rocks, Swissvale, Highland Park, Larimer, Morningside)</p>
Advisory Committee	16 Advisory Committee participants	Funders, parents, community providers, educators, community activists. For more information see list in acknowledgements
Literature Review	<p>40 Research Articles</p> <p>11 Websites</p> <p>4 Books</p>	The most relevant literature reviewed is included in references cited or included in further recommended reading, included as Appendix G
Curriculum Review	18 items reviewed	For more information, see Appendix D

Observations of Prekindergarten Classrooms

Shannon Wanless, PhD and Jennifer Briggs, MSW

Between October 1 and December 1, 2015 we conducted observations of 9 pre-kindergarten classrooms. Classrooms varied in the proportions of children that were White, Black, and other races, but in 8 of 9 classrooms the majority of the children were African American. As is representative of the field of early childhood education, the majority of teachers were White. Observations of the children, who were 3-5 years old, began at the time children arrived at school and ended when lunch time began. In general, most observations included drop-off by caregivers, circle time with activities such as announcing job helpers, looking at the calendar and weather, and talking about who was present or absent that day. Observations then moved on to breakfast, whole group activities, free play in the centers, and one-on-one projects with teachers and student interns.

Observers generated a running record of notes about materials in the classroom and in school hallways (e.g. books, wall posters, and dolls), teacher interactions with parents and children, choices made about where children would play or sit, language used among adults and with children, and instances when children exhibited challenging behaviors.

Although this report of findings only includes one observation per classroom, the researchers are continuing to observe for the rest of the 2015-16 school year to get a more informed sense of how representative the findings are of the typical experience in prekindergarten classrooms. As such, the findings below are considered preliminary.

FINDING #1.

Children did not talk about race with each other or with teachers. No overt race-related discrimination was observed, and neither were any neutral or positive comments related to race overheard. General silence about this particular feature of the children's identities stood in stark contrast to the frequent mention of gender, another aspect of children's identities.

FINDING #2.

Teachers did not talk about race with each other or with the children. Similar to finding #1, no race-based discrimination was observed in response to children's behavior, and no inequitable distribution of opportunities to engage in activities or experiences were witnessed. In fact, teachers appeared to have equitable relationships with children in the classroom, regardless of race. This lack of mention of race also meant that no positive messages about pride in one's race or fairness to others regardless of race were observed.

FINDING #3.

Most of the White teachers' interactions during drop off were with the children, not with the families. Black teachers, however, had more direct interactions with families. Children were warmly welcomed by Black and White teachers who used their names and offered activities for them to engage in. There was less teacher interaction, however, with the adults who dropped the children off. As a result, it is not clear whether families would feel comfortable reaching out to teachers with any concerns around race.

FINDING #4.

In most classrooms there were several books and posters representing children and families of different races. These were typically generic (something that could be ordered from a catalog) rather than individualized to the families or experiences of the children in the classroom. This was not, however, the case in every classroom. In certain instances, there were photos of the children posted around the room and one classroom had photos of the children's families in frames in the dramatic play area. Children showed high interest in photos of themselves and their families, and seemed to pay little attention to premade multi-racial posters and signs.

FINDING #5.

In a couple of the classrooms, the majority of girls were one race, and fewer girls were a different race. Across these classrooms, the girls who were the minority (whether White or Black), spent most of their unstructured time (free play) playing alone or playing minor, unpowered roles in games and pretend play. This preliminary finding was striking because the girls who played alone engaged in many other positive social interactions with children during more structured times (e.g. walking in line, sitting at the breakfast table, sitting on the carpet for circle time). One way the girls who were the minority sought out solitary play during unstructured times was to choose to play with the classroom iPads. This pattern did not seem to be the case for boys.

In sum, these findings suggest that although children are at the phase of development to begin understanding their own and others' races, and are likely to let their conceptualizations of race inform their behavior, they are not initiating conversations about race in their classrooms. Teachers are also not initiating these conversations. Therefore, children are forming their own ideas about this aspect of their identity, without input from the important adults in their educational life.

Finally, choices children make about how to interact with others, based on race, may be subtle and difficult for teachers to notice amidst the many activities and happenings in a typical classroom. Further research is needed to understand how teachers could intentionally bring up race to convey to children that talking about this important aspect of their identity is welcome in the classroom. Purposefully bringing up race could increase children's sense of psychological safety in the classroom as well as increase the likelihood that they will develop a trusting relationship with their teachers and peers. It could also contribute to children's race related skills such as their positive racial identity, their understanding that race influences others' perspectives, their ability to create interracial friendships, and their capacity to recognize and resist race-related social injustices.

This project is made possible through a partnership with the Pittsburgh Public Schools Early Childhood Education Department. Funding for these observations is provided by the University of Pittsburgh's Central Development Research Fund from the Provost's Office, and the Faculty Student Research Award from the School of Education.

Appendix D Curriculum Review Table

Resource/Implementer/Audience	Brief Overview	Outcomes & Implementation
<p>Resource: Teaching Tolerance (Classroom Resources) See: tolerance.org</p> <p>Implementer: Teachers</p> <p>Target Audience: Youth in classrooms at all age levels – can specifically select “PreK to K”</p>	<p>Classroom activities and lessons, which include lists of materials needed, exact description of procedures, and PDF printouts. These are related to several relevant topics including: Appearance, Race & Ethnicity, School Climate, & The Civil Rights Movement (see website for more resources, ideas, and information)</p>	<p>Outcomes: 4 “Anti-Bias” domains – Action, Diversity, Identity, and Justice. The relevant domain(s) linked to each lesson/activity is identified</p> <p>Implementation: Some lessons seem to be over a span of a week or even weeks; some activities would just be one class period</p>
<p>Resource: Teaching Tolerance (Professional Development) See: tolerance.org</p> <p>Implementer: Administrators and Teachers</p> <p>Target Audience: Administrators, school staff, teachers; also all ages of youth in classrooms, as some of the suggestions are for use in the classroom</p>	<p>3 Broad Categories: (1) School Climate; (2) Classroom Strategies; (3) Reflective Teaching. Especially promising resources include:</p> <ul style="list-style-type: none"> - 4 measures to assess school climate - “Speak up at School” - videos & discussion tools - “Diversity Responsive Schools” - a paper for school leaders - A list of 13 essential principles for reducing racial & ethnic prejudice - A list of 10 tips to identify bias incidents; A list of 7 steps for responding - Strategies for responding to conflict - A contract on bullying - 6 lessons from Jena, Louisiana - Critical Practices for Anti-bias teaching - “American Promise” documentary and PD modules - Teaching the Civil Rights Act of 1964 - Family Engagement (tips, videos, PDFs, research) - ‘Reflective Teaching’ self-guided activities include: On Racism & White Privilege; “American Promise” modules & reflection activities; Do’s & Don’ts of MLK day (displays, curriculum, & discussion); 5 ways a teacher can make her classroom more culturally sensitive; White Anti-Racism: Living the Legacy (reflections from 4 community activists) 	<p>Outcomes: 4 “Anti-Bias” domains – Action, Diversity, Identity, and Justice. The relevant domain(s) linked to each lesson/activity is identified</p> <p>Implementation: Some PD modules may be complete after a workshop or a series of workshops. Some strategies might take longer (e.g. distributing and assessing school climate surveys)</p>
<p>Resource: Different and the Same</p> <p>Created by Family Communications Inc. (now The Fred Rogers Company) (See: www.educationworld.com/a_curr/profdev016.shtml for an interview with Mr. Rogers in which he mentions this. However, the link to the ‘Different and the Same’ web page within this interview is no longer active)</p> <p>Implementer: Designed to help teachers and their students talk about, understand, and prevent prejudice</p> <p>Target Audience: Created for early elementary children, specifically those in grades 1-3</p>	<p>Different and the Same is based on four principals that form the acronym FAIR:</p> <ol style="list-style-type: none"> 1. Fairness 2. Awareness 3. Inclusion 4. Respect <p>These principles are seen as the basic ingredients of a just society which respects all people, their unique history, and common humanity. Curriculum is a mixture of videos and lessons (demonstrates pro-social modeling) but does not appear to be in use anywhere right now.</p>	<p>Outcomes: Resisting peer pressure, looking beyond stereotypes, including others, reaching out to helpful adults, expressing feelings, honoring differences and similarities, problem solving, and taking positive action</p> <p>Implementation: Has a 90 minute training workshop (video). Curriculum includes 9 videos and lessons (along with recommended support materials).</p>

Resource/Implementer/Audience	Brief Overview	Outcomes & Implementation
<p>Resource: Race Matters Contact: Hosanna House; www.hosannahouse.org</p> <p><i>Pittsburgh area educators have participated in this curriculum.</i></p> <p>Implementer: Trainers, Consultants</p> <p>Target Audience: People/organizations who work with children of all ages</p>	<p>Workshop series focused on learning about racism in an informational way while encouraging personal reflection through facilitated group discussions. Offered via consulting, needs-based workshops, group training. Resources include: literature, technological tools, racial equity organizational assessment, technical assistance, network mobilization, customized product development, speaking engagements.</p>	<p>Outcomes: Inclusion, equity, awareness</p> <p>Implementation: Short workshops; 1.5 day training; extended involvement</p>
<p>Resource: BUILD Initiative See: buildinitiative.org</p> <p>Implementer: State ECE systems and initiatives (PA is one of the partner states, Project LAUNCH is referenced on their website); communities</p> <p>Target Audience: Research is provided for policy-makers, administrators, and practitioners (not direct curriculum for ECE settings)</p>	<p>Resources re: “Diversity & Equity” (e.g., cultural competence); “Community Systems Development Toolkit” has 4 sections:</p> <ol style="list-style-type: none"> 1. Setting & Resetting the Stage 2. Assessment & Planning 3. Working Together & Taking Action [“Engaging in Program Development” workbooks, assessments, tools, tips, inventories, etc] 4. Measuring Progress & Evaluating Impact [PDF for “A Framework for Evaluating Systems Initiatives”]; Build Initiative provides financial support and technical assistance to childhood leaders from public sector as well as private advocacy groups and community foundations. 	<p>Outcomes: Systems building. The Child & Family Policy Center is the national evaluator for the BUILD Initiative</p> <p>Implementation: Ongoing</p>
<p>Resource: National Association for the Education of Young Children (NAEYC) Pathways to Cultural Competence</p> <p>See: naeyc.org/files/naeyc/file/policy/state/QBCC_Tool.pdf</p> <p>Implementer: Teachers</p> <p>Target Audience: Teachers and children</p>	<p>The goal of the NAEYC Pathways to Cultural Competence Project is for individuals to use the project resources in thinking about the extent to which their classroom practices actually reflect cultural competence.</p>	<p>Outcomes: Unknown</p> <p>Implementation: Programs participating in the state quality rating and improvement system use checklists to help reflect on and improve their classroom practices.</p>
<p>Resource: Border Crossers</p> <p>See: bordercrossers.org</p> <p>Implementer: Educators</p> <p>Target Audience: Educators, young people and students of color</p>	<p>Initially consisted of small student groups, then expanded to teacher workshops in 2011. “Talking About Race” tool for schools, online reading list/educational materials</p>	<p>Outcomes: Workshops reviewed as “High quality & beneficial to classroom”</p> <p>Implementation: Workshops</p>
<p>Resource: Dr. Molefi Kete Asante; The Afrocentric Curriculum</p> <p>See: asante.net/articles/6/the-asante-principles-for-the-afrocentric-curriculum/</p> <p>Implementer: Trainers and teachers</p> <p>Target Audience: Teachers and students</p>	<p>The Afrocentric Curriculum is one centered on or derived from Africa or Africans. Emphasizes and promotes African culture and the contributions of Africans to the development of civilization.</p> <p>The Afrocentric curriculum is founded on Afrocentricity, the intellectual idea which suggests that all discourse about African people should be grounded in the centrality of Africans in their own narratives.</p>	<p>Outcomes: Unknown</p> <p>Implementation: Implemented in Toronto Canada, Chicago Illinois, Baltimore Maryland, Washington D.C., and other districts. Plans are underway for implementation in the Pittsburgh Public Schools.</p>

Resource/Implementer/Audience	Brief Overview	Outcomes & Implementation
<p>Resource: New York Collective of Radical Educators (NYCoRE)</p> <p>See: nycore.org</p> <p>Implementer: Teachers, community members, parents, students</p> <p>Target Audience: Students, people of color, working class</p>	<p>Books for educators, lesson plans, quick response guides, "Inquiry to Action" groups, "Educators of Color" group, protests ("Occupy the DoE"), undoing racism workshops, etc.</p>	<p>Outcomes: Book reviews, workshop details, protest details, and Inquiry to Action Group topics can be found online</p> <p>Implementation: Ranges from full academic year to frequent two-hour session</p>
<p>Resource: Courageous Conversations/ Beyond Diversity</p> <p>See: equity.spps.org/courageous_conversations</p> <p>See: www.pacifieducationalgroup.com/pages/services</p> <p>Highly rated by Pittsburgh educators.</p> <p>Implementer: Versions for teachers, administrators, and families</p> <p>Target Audience: Versions for teachers, administrators, and families</p>	<p>Curriculum influenced by <i>Courageous Conversations about Race</i>, by Glenn Singleton & Curtis Linton. The seminars help participants examine the achievement gap through a racial lens. The hope is that these conversations create a learning community to promote academic equity. The discussions challenge educators to be honest about race, and facilitators provide tools to stimulate and inform the conversation. The facilitator's guide contains 13 topical chapters with agendas for half-day, full-day, or multiple-day seminars.</p>	<p>Outcomes: Participants develop and learn how to apply "critical competencies" during the workshops, along with practical and applicable job skills</p> <p>Implementation: Sample agendas included for: half-day, full-day, or multiple-day seminars</p>
<p>Resource: Raising Race Conscious Children</p> <p>See: raceconscious.org</p> <p>Implementer: Parents & Teachers</p> <p>Target Audience: Young children</p>	<p>The blog is a place to collect posts, share workshop opportunities, share individual stories, etc. It provides a list of 10 'strategies' culled from blog posts in terms of discussing race with young children:</p> <ol style="list-style-type: none"> 1. Name race/whiteness 2. Affirm children's questions/comments about race 3. Speak to images/words that make you uncomfortable 4. Challenge stereotypes 5. Consider feelings 6. Explore through play 7. Talk about fairness / unfairness 8. Show your children how they can be activists and how they can create change 9. Pare down the various issues 10. Acknowledge the difference between public and private spaces 	<p>Outcomes: Children are aware of race, build empathy, strengthen leadership skills, and deepen understanding of what is fair and unfair</p> <p>Implementation: n/a</p>
<p>Resource: Effective Black Parenting</p> <p>See: http://www.cebc4cw.org/program/effective-black-parenting-program/detailed</p> <p>Implementer: Community service providers who work with African-American families at risk for child maltreatment</p> <p>Target Audience: African-American families at risk for child maltreatment (re: kids age 2-12)</p>	<p>Originally designed as a 15-session program to be used with small groups of parents. A one-day seminar version of the program for large numbers of parents has been created.</p>	<p>Outcomes: Scored a 3 out of 5 from CEBC (California Evidence-Based Clearinghouse)</p> <p>Implementation: 15 session or 1 day workshop</p>

Resource/Implementer/Audience	Brief Overview	Outcomes & Implementation
<p>Resource: National Black Child Development Institute</p> <p>See: NCBDI.org</p> <p>Implementer: National Black Child Development Institute themselves, as well as organizations they support (community-based organizations, foundations, corporations, school systems, elected officials, government, child care, Head Start, and other public and private partnerships)</p> <p>Target Audience: Community-based organizations, foundations, corporations, school systems, elected officials, government, child care, Head Start, and practitioners in these settings</p>	<p>Annual conference; resources on their website such as reports, frameworks, and other resources from partner orgs; One report – <i>Framework for Planning, Implementing, and Evaluating PreK-3rd Grade Approaches</i> – includes 8 categories of efforts essential to high-quality PreK approaches:</p> <ol style="list-style-type: none"> 1. Cross-sector work 2. Administrator effectiveness 3. Teacher effectiveness 4. Instructional tool 5. Learning Environment 6. Data-driven improvement 7. Family Engagement 8. Continuity and Pathways 	<p>Outcomes: n/a</p> <p>Implementation: n/a</p>
<p>Resource: Creating Democracy</p> <p>See: creatingdemocracy.org</p> <p>Implementer: Parents & Teachers</p> <p>Target Audience: Young children</p>	<p>One promising page on their website is devoted to talking to children about race. This includes resources, toolkits, and tips for activities (e.g., tracing hands and coloring them in; matching skin color to paint swatches, and writing a poem about the paint name that matches their skin, etc.). Also, 5 tips for talking to kids about race:</p> <ol style="list-style-type: none"> 1. The time to talk is younger than you think. 2. Kids are not color blind. 3. No mistake you could make when talking to your kids about race and skin color is as damaging as silence has been. 4. If we're going to teach kids to recognize how the world is unfair (an important part of developing critical thinking around fairness), we also need to teach them to speak up for themselves and others to make the world fair. 5. When people feel connected across differences with a shared goal of ending oppression, whether you win or not, you realize your capacity for genuine human experience. 	<p>Outcomes: Unknown</p> <p>Implementation: Unknown</p>
<p>Resource: Head Start</p> <p>See: https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic</p> <p>Implementer: Head Start Administrators and Teachers</p> <p>Target Audience: Head Start teachers and enrolled children (infants, toddlers, and preschoolers)</p>	<p>This section of the Head Start website includes links to several sets of resources including those dedicated to: Multicultural Principles, Immigrant & Refugee Families; Professional Development; and a Program Preparedness Checklist.</p>	<p>Outcomes: Head Start staff members should demonstrate respect for and respond to the cultures in their community and among their co-workers</p> <p>Implementation: n/a</p>
<p>Resource: Rethinking Schools</p> <p>See: rethinkingschools.org</p> <p>Implementer: Magazine intended for educators and educational activists.</p> <p>Target Audience: Educators and Educational Activists</p>	<p><i>Rethinking Schools</i> magazine focuses on 2 areas – classroom teaching/curriculum articles and organizing/activism/policy; requires a paid subscription</p>	<p>Outcomes: Unknown</p> <p>Implementation: Varies</p>

Other organizations and projects that target older children and/or adults who serve them:

Resource/Implementer/Audience	Brief Overview	Outcomes & Implementation
<p>Resource: Values for Life – Center for Family Excellence</p> <p>See: http://www.cffei.org/</p> <p>Implementer: Values for Life Staff</p> <p>Target Audience: Students – Preschool through college</p>	<p>Values for Life is a character education curriculum which utilizes seven aspirations (or values) that were developed based on feedback from Black and White parents and grandparents. The Value Categories include:</p> <ol style="list-style-type: none"> 1. Love & Respect 2. Interpersonal Skills 3. Learning Orientation 4. Self-Confidence 5. Self-Persistence 6. Self-Esteem 7. Self-Reliance <p>Implementation entails the use of cultural proverbs, biographies, stories, and icons, routines, and networking. The curriculum is utilized in schools and other settings.</p>	<p>Outcomes: Evaluations of implementation have demonstrated links to improved 2nd through 4th grade test scores.</p> <p>Specifically, the curriculum “enhances school success” by accelerating cognitive skills, increasing basic motivation, and improving socioemotional skills</p> <p>Implementation: Curriculum has been implemented in one Pittsburgh public elementary and one 6-12 school, and one public charter school over the course of 2 years, as well as in a counseling/mentoring program.</p>
<p>Resource: Youth Undoing Institutional Racism (YUIR)</p> <p>See: https://afsc.org/youth-undoing-institutional-racism-yuir</p> <p>Implementer: YUIR is a project of American Friends Service Committee (AFSC) and The People’s Institute Northwest (PINW). They provide a facilitator but also engage community leaders and organizations</p> <p>Target Audience: Youth (14-24)</p>	<p>As of March 2016, youth and youth leaders in Pittsburgh have participated in two full weekends of training. The goal was to facilitate discussion and critical thinking exercises to educate youth about the history of racism in the US so that they may better understand the current realities of racial inequalities, and the intersection of racism and poverty. Particular focuses were the school-to-prison pipeline and the impact of racism on Pittsburghers.</p>	<p>Outcomes: A shared analysis of race and racism, learning how people have been socialized within these systems, and learning more about how to organize for change</p> <p>Implementation: Locally, there was one YUIR preview meeting to build interest, followed by weekend-long trainings in Oct. 2015 and one planned for March 2016</p>
<p>Resource: School of Unity & Liberation (SOUL)</p> <p>See: www.schoolofunityandliberation.org</p> <p>Implementer: Community organizers, educators, young women, young people, people of color, working class and queer people</p> <p>Target Audience: Community organizers, educators, young women, young people, people of color, working class and queer people</p>	<p>SOUL works to build the capacity of young and/or marginalized leaders/groups so that they can have a greater impact from within grassroots organizations and movements; free online training materials</p>	<p>Outcomes: Unknown</p> <p>Implementation: 3-4 day training institutes (NYC & San Francisco), Weekly Sunday school; 3-month, 40hr/week Summer School, 3 day Training for Trainers Seminar</p>

Resource/Implementer/Audience	Brief Overview	Outcomes & Implementation
<p>Resource: Facing History and Ourselves</p> <p>See: facinghistory.org</p> <p>Implementer: Facing History and Ourselves team members provide technical assistance & training to school districts & administrators. Educators and administrators can also use resources independently or semi-independently</p> <p>Target Audience: Educators mostly in middle and high-school settings</p>	<p>This group targets racism, anti-Semitism, and bigotry. Relevant “resource collections” (which include PDFs, links, lessons/units, library resources, online videos, etc.) include:</p> <ul style="list-style-type: none"> - Bullying & Ostracism - Choosing to Participate - Civil Rights - Eugenics, Race, & Membership Resource Collection - The Sounds of Change (music in relation to the civil rights movement) <p>*They post PD opportunities on a calendar. None scheduled in PA as of March 2016, but some are webinars (e.g., “Teaching To Kill a Mockingbird” or “Choices in Little Rock”)</p>	<p>Outcomes: A 2014 study, published in Teachers College Record of Columbia University showed that participating students developed critical thinking skills and showed civic and academic growth</p> <p>Implementation: Can be ongoing if participants formally partner with <i>Facing History and Ourselves</i> for a “Whole School Approach”; Educators can also make use of individual lesson plans</p>
<p>Resource: Teaching For Change: Building Social Justice Starting in the Classroom.</p> <p>See: teachingforchange.org</p> <p>Resource categories include: Professional Development, Parent Power, and Publications</p>	<p>Teaching for Change (TFC) encourages teachers and students to question and re-think the world inside and outside their classrooms, build a more equitable, multi-cultural society, and become active global citizens. The organization provides tools for teachers and parents to create schools where students learn to read, write and change the world.</p> <p>Program offers workshops and courses on TFC publications; a ‘Tellin’ Stories Project to build grassroots multiracial parent power in schools; and publishes their own books and other materials</p>	<p>Outcomes: Unknown</p> <p>Implementation: Professional development workshops and courses for teachers, grassroots organizing for parents, publications, and a webstore of resources and materials</p>
<p>Resource: PACT: An Adoption Alliance</p> <p>See: pactadopt.org</p> <p>Pact is a non-profit organization whose mission is to serve adopted children of color.</p>	<p>PACT’s goal is for every child be a cherished member of a strong family with proud connections to their rich cultural heritage. The program believes that adopted children’s and adults’ connections to birth family and birth heritage should be respected and maintained and that it is essential to educate ourselves and others about the pervasive power of race and racism as they affect our children, our families, ourselves and our society.</p> <p>PACT’s ‘Racial Identity’ page includes background information about positive racial identity, over 100 documents about race and identity, and dozens of videos about racial identity, transracial adoption, and other parenting issues.</p>	<p>Outcomes: Unknown</p> <p>Implementation: Support and services for children, youth, and families including Pact Family Camp, workshops, conferences and one-on-one consultations.</p>

Racially-Responsive Teaching Practices (RRTP)

Shannon Wanless, PhD

LOW

COLOR-BLIND. In this low level of RRTP adults adopt the policy of not seeing or being influenced by their students' race. In this approach, teachers do not engage in direct conversations or discussions with children about race. However, the absence of any messages about race still sends a message to children about race:

1. For students of color, their experiences can become invisible in the classroom.
2. Because there is no intentional talk about race, there are no positive acknowledgements of race either, even when classroom books and other materials may reflect diverse families.
3. Children are left to develop their own understandings about race, and if they ask questions, they are met with adults who are not willing or able to adequately talk about race in the school setting.

MEDIUM

COLOR-AWARE. An improvement on the color-blind approach, teachers who practice being color-aware intentionally celebrate children's racial differences as an important part of who they are and teach children about race in direct and honest ways. Adults in color-aware classrooms find ways to incorporate positive discussions of race into the curriculum, and take advantage of teachable moments related to race. Teachers utilizing this approach respond to children's questions and race-related interactions in ways that help children know talking about race is okay. These teachers also furnish additional books and activities to keep the conversation going.

HIGH

SOCIAL JUSTICE. This RRTP category is considered ideal and encompasses actively empowering young children to recognize and act on race-related injustices. This means involving them in projects that allow real participation in the process of change such as the popular early childhood Band-Aid company experience*. At the social justice level, teachers show children that although there are many societal problems, there are people and organizations invested in positive change and that even young children can help make that change.

* ONE DAY, WHILE ATTENDING TO A MINOR SCRAPE, early childhood teacher Louise Derman-Sparks said to the children, "Look at this—it says on the box that these bandages are flesh-colored. That means they are the same color as our skin. Let's see if it really is true." Each child then received a bandage on his or her arm, and they noticed that the bandages matched very few of the students' skin tones. The next day, they invited members of other classrooms to participate in the experiment. Noticing that the bandages were, indeed, not a universal skin color, they opted to write a letter to the company. The children dictated what they wanted, Derman-Sparks added a description of their experiment, and the letter was mailed to the company. They also got parents involved, sending letters home about what they were doing. A few weeks later the class received a box of bandages from the company with a polite note reading, "Enclosed find some transparent strips which are more flesh-colored." (Derman-Sparks, 2006)⁴⁶

Race Related Skills

Shannon Wanless, PhD

These skills describe abilities that support and reflect positive racial identity development among young ALANA (African-American, Latino/a, Asian, and Native American) children. They are listed in continuum format since #1 — positive personal/group identity — is important to children’s ability to fully embrace the remaining four skills.

1. Being aware of and embracing your own racial/ethnic group completely; building a positive sense of personal and group identity.
2. Being aware of other races; fostering consideration for other races.
3. Understanding how race may influence others’ perspectives; having respect and appreciation for other racial/cultural groups.
4. Having an ability to form relationships across races; being open to people and elements of other cultures.
5. Recognizing and standing up to race-related injustices; having a desire to eliminate all forms of prejudice, discrimination, and inequity.

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