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# Promoting Tolerance and Respect for Diversity in Early Childhood

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*Toward a Research and Practice Agenda*

## Report of a Meeting, June 25, 2007

Mariajosé Romero, PhD

May 2008

**NCCP** National Center for  
Children *in Poverty*  
Columbia University  
MAILMAN SCHOOL OF PUBLIC HEALTH

**The National Center for Children in Poverty (NCCP) is the nation's leading public policy center dedicated to promoting the economic security, health, and wellbeing of America's low-income families and children. Using research to inform policy and practice, NCCP seeks to advance family-oriented solutions and the strategic use of public resources at the state and national levels to ensure positive outcomes for the next generation. Founded in 1989 as a division of the Mailman School of Public Health at Columbia University, NCCP is a nonpartisan, public interest research organization.**

## Report of a Meeting, June 25, 2007

Promoting Tolerance and Respect for Diversity in Early Childhood

by Mariajosé Romero, PhD

This report provides an overview of the issues raised at the Promoting Tolerance and Respect for Diversity in Early Childhood meeting held in Brooklyn, NY on June 25, 2007. The meeting brought together researcher, policymakers, evaluators, practitioners, and members of the foundation community to discuss what research, practice, and evaluation tell us about children's development of diversity, tolerance, respect for diversity and related concepts, and the implementation of programs targeting children from birth to 10 years of age and/or their parents, teachers or caregivers in the U.S. Based on the meeting panels and discussions, this report provides a brief description.

### AUTHOR

Mariajosé Romero, PhD, is senior research associate at NCCP, where her research focuses on the educational consequences of child poverty and issues of respect for diversity and social inclusion in early education.

### ACKNOWLEDGMENTS

Promoting Tolerance and Respect for Diversity in Early Childhood meeting was organized and facilitated by the National Center for Children in Poverty at the Mailman School of Public Health, Columbia University. We would like to extend special thanks to the meeting sponsors: The Third Millennium Foundation and the Bernard van Leer Foundation. We also would like to thank all of those who participated in the meeting, particularly the speakers. For a full listing of participants, see Appendix B; for speaker biographies, see Appendix C.

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### SECTION I

## Overview of the Project

In 2006 the Third Millennium Foundation (TMF) with supplemental support from the Bernard Van Leer Foundation (BvF) funded the National Center for Children in Poverty to carry out a project to describe the “state of the art” of research and practice in the U.S.; identify leading researchers, policymakers, practitioners, and organizations working on diversity, tolerance, and respect for diversity (DTRD) issues with young children; and determine the leverage points where a DTRD perspective might be integrated into early childhood education policy and practice.

To carry out these goals, NCCP:

- mapped the current status of early childhood diversity initiatives in the context of early childhood programs – see “Promoting Tolerance, and Respect for Diversity in Early Childhood: A View from the Field”;
- developed a literature review of the frameworks governing DTRD research and practice – see Annotated Bibliography; and
- convened researchers, policymakers, and practitioners to discuss the status of research, policy, practice, and evaluation on children’s development of diversity, tolerance, and related concepts, and the implementation of programs in this area, as well as opportunities, obstacles, and next steps to incorporate a DTRD perspective into the U.S. early childhood agenda. (See appendices for meeting agenda, participant list, and recommended readings.) The goals of the meeting were to:
  - build a learning network among practitioners, researchers and policy makers engaged in activities related to DTRD in early childhood education;
  - identify best practices, best research strategies, as well as gaps and silences;
  - identify research, practice, and policy leverage points to incorporate a DTRD perspective into the U.S. early childhood agenda.

Section II highlights the “take home” key findings from the project. Section III provides further elaboration, drawing particularly on the themes from the meeting. The report concludes with a brief discussion of the core recommendations for high leverage ways to continue to build momentum in the U.S. to promote tolerance and respect for diversity. We note that in carrying out this work, NCCP received continuing thoughtful and helpful guidance through quarterly meetings with a small advisory team including Dr. Ruby Takanishi, president of the Foundation for Child Development, and Dr. Oscar Barbarin, L. Richardson and Emily Preyer Bicentennial Distinguished Professor for Strengthening Families in the School of Social Work, and a fellow at the Frank Porter Graham Child Development Institute at the University of North Carolina, Chapel Hill, as well as with Connie Kendig from the Third Millennium Foundation, and briefly, Laurie Olsen, the executive director of California Tomorrow.

## SECTION II

### Key Findings in Brief

There is a relatively small core of practitioner led efforts to promote tolerance and respect for diversity in early childhood in the U.S. (For the purposes of this project, we focused not just on preschool years, but on birth to 10 years of age).

- Through our national scan, we identified 40 organizations conducting DTRD programming for young children, their parents, teachers, and/or caregivers, under the auspices of private foundations and government agencies. The approaches vary: only a small number use a formal curricula and focus on formal settings, such as schools and child care. Others use informal learning settings, such as TV (Sesame Workshop) and museums. Still others focus on training teachers. These initiatives are disconnected from each other and are in great need of technical assistance in improving current efforts and in designing and evaluating research-based programs, overcoming community opposition, and securing funding and sustainability.
- Efforts at infusing tolerance and respect for diversity into early childhood practice, many of which draw on the Louise Derman-Sparks' curriculum promoting anti-bias and respect for diversity, have encountered loud critiques and backlash in the U.S., mostly from right wing groups.
- Most curricula and interventions intended to promote tolerance and respect for diversity are not theoretically grounded and have been informed by general psychology, often disregarding the cultural and social contexts and the structure of power relations within which exclusion, intolerance and prejudice emerge, and failing to incorporate the lessons from critical cultural scholarship on education and schools in the U.S.

The nature and impact of relevant research, both basic and applied, on DTRD activities is limited, as is the research itself.

- Research suggests that from fairly early on, young children formulate and behave on the basis of perceptions of difference and status that can be prejudicial but are not impervious to change. There is, however, little translation of research and evaluation findings to inform the development and evaluation of interventions.
- There is a need to facilitate increased research about the most effective ways to promote tolerance and respect for diversity in the early years, particularly research that is embedded into practice. Both our survey and our experts' meeting clearly indicate that partnerships between these local organizations and other stakeholders (i.e., researchers, policymakers, evaluators, practitioners, funders) within the early childhood education sector, particularly universities, are of great value to those promoting tolerance and respect for diversity with young children, but formal mechanism to encourage them are scarce.
- Anecdotal evidence about the effectiveness of DTRD interventions is generally strong. However, we do not really know what young children take away from their participation in interventions promoting diversity and tolerance or what the developmental trajectory is, or if there are particularly important times to intervene.

There is only a haphazard effort to embed attention to tolerance and respect for diversity into the larger U.S. early childhood agenda.

- Thus far, states' definitions of early childhood teacher standards, and the extent to which these definitions include diversity topics represent the sole public policy approach in the U.S. relevant to issues of tolerance and respect for diversity. Only thirty states have developed these standards; all of them include diversity topics (such as, culture, language, special needs,

and inclusion): but the majority integrate diversity content in less than one-third of teacher competency domains. Less than 13% of required hours of course work in 4-year early childhood teacher preparation programs and very little practice address diversity issues.

There is a core of researchers, practitioners and national thought leaders who are eager to grow the early childhood focus on DTRD, but currently, these issues are not deeply embedded in the prevailing early childhood public dialogue.

## SECTION III

### Key Findings in Depth

#### **The State of Practice and Research on DTRD in Early Childhood**

The breadth, scope, limitations and possibilities of U.S. research on DTRD in the early years:

- We learned through our national scan that important efforts at promoting DTRD among young children are currently taking place in the U.S. We identified 40 organizations conducting DTRD programming under the auspices of private foundations and government agencies. But these organizations are disconnected from each other: there is virtually no communication and collaboration among organizations working with children under 10 years of age, their parents, teachers, and/or caregivers. Our survey suggests that these efforts are threatened in part by opposition from local communities, in part by the funding dynamics in the U.S., which make it difficult for smaller nonprofits to compete for resources, threatening their sustainability, and promoting program evaluations lacking theoretical and methodological rigor.
- While the research relevant to DTRD offers contradictory, often fragmented results, reflecting the divisions in the social science disciplines, there seems to be consensus that young children are not oblivious to the DTRD messages from the social context. On the contrary, from fairly early on, they formulate and behave on the basis of perceptions of difference and status that can be prejudicial but are not impervious to change. Important emerging research suggests that prejudice may develop earlier than we thought, before children have achieved an established sense of self.
- There is not much direct relevant research on the development of diversity and tolerance among young children, yet the fields of developmental and social psychology offer important insights on processes indirectly pertinent to these issues: for instance, research on attachment underscores the powerful influences that adults exert on children; the literature on empathy sheds light on its role in the development of understanding of other people; studies on identity illustrate how identity forms along with increasing awareness of difference and the other; research on conflict resolution points to the critical roles of adults in taking advantage of teachable moments to reduce discrepancies children have between views of the in-group and outsiders; lastly, the social psychology literature identifies equality of status, opportunities to engage in negotiation, active management of conflict, and adults' intentional use of teachable moments as conditions under which children's exposure to different peers is conducive to tolerant and respectful approaches to diversity.
- There is, however, little translation of research and evaluation findings to inform program design and evaluation. Our national scan suggests that most DTRD curricula and interventions are not grounded on a theoretical framework elucidating the mechanisms by which children develop perspectives and practices related to diversity and tolerance, or the pedagogical processes to bring about change.

- Interventions with young children often disregard the research on the importance of cultural and social contexts and the structure of power relations within which exclusion, intolerance and prejudice emerge, and fail to incorporate the lessons from the wealth of critical cultural scholarship on education and schools in the U.S. It is important to achieve a keener understanding of structures, cultures, settings and climate; how children, institutions and social action are situated within these contexts; and what it takes to make climate more tolerant.

## Lessons from Interventions in Formal Settings

Representatives from three different types of interventions in formal settings spoke about their experiences implementing DTRD programs with young children, their parents, teachers, and/or caregivers (see Boxes). The discussion highlighted the following issues:

- Interventions described at the NCCP/TMF meeting (for three examples, see boxes below) exemplify the payoff and high degree of intentionality embedded in DTRD work with young children, in terms of providing a safe place for people to talk about and promote change around issues of diversity and tolerance.
- Research-practitioner partnerships forged on the basis of mutual training are needed to document the lessons learned from DTRD interventions, codify their pedagogy, determine their replicability, and disseminate them regionally and nationally.
- DTRD work with young children also involves the development of leaders among parents, teachers, caregivers and children themselves to foster the values of diversity and tolerance. There is also a need for more leaders of color at the national level.
- Definitions of quality early childhood education ought to encompass diversity and tolerance among their criteria. In this respect, it is important to involve parents of the very young into the early education process and increase the recruitment of minority staff since they represent an important connection to family culture.
- Schools have not changed sufficiently to keep up the pace with demographic and cultural changes of their student bodies and communities. More work is required to study the kinds of school infrastructure and continued on-site support needed for teachers and staff to implement the lessons learned in DTRD professional development activities, as well as strategies to link schools efforts with early childhood programs. It is also important to understand how pressures for educational standards and accountability, as well as opposition to anti-bias work undermine efforts to promote diversity and tolerance in formal settings.

### Diversity Council

#### Description

A small, community focused, community led, volunteer supported organization working to create an inclusive and welcoming community through education and to eliminate discrimination in Olmstead County, MN. Programs include prejudice reduction workshops; Adult diversity education workshops; and Diversity toolkit for businesses.

#### Larger Context

(See above)

#### Target Audience

- Children (K through 12th Grade)
- Teachers, educators, other professionals
- Adults in the community

#### Program Components

- Children's services
- Professional development and training

#### Factors Facilitating Implementation

- Organization is moving beyond change in self to promote institutional change
- Workshops are mandated and implemented district-wide

#### Challenges

- Tension between goals of eliminating versus reducing prejudice
- Difficulties in assessing changes in adults

## Study Circles, Montgomery County Public Schools

### Description

A program implemented district-wide to examine how race and racism affect student achievement and parent involvement. It consists of a series of small-group discussions where parents and teachers come together to understand how racism impacts on student achievement and prevents school from succeeding in their mission, as well as to devise and implement a community action plan.

### Larger Context

This is a school district that is making a concerted and very successful effort to improve outcomes for its very diverse low-income population. (For a brief case study see *Promoting Effective Early Learning: What Every Policymaker and Educator Should Know* [http://www.nccp.org/publications/pub\\_695.html](http://www.nccp.org/publications/pub_695.html))

### Target Audience

- Children (High school)
- Teachers, educators, other professionals (K-12th Grade)
- Parents

### Program Components

- Professional development and training
- Development of materials and resources
- Parent involvement and training
- Community involvement and action

### Factors Facilitating Implementation

- Program is mandated and funded by the school district
- Program focuses deliberately on the impact of race and ethnicity on student achievement
- Study circles are linked to improvement plans required of each school building

### Challenges

- Parents, teachers and students bring different interests, motivations and views about what happens at schools; common ground is often developed in study circles, and frequently, there is change in school practices

## Early Childhood Resource and Training Center

### Description

A grassroots agency established in 1973 as a resource for building up families and communities to ensure the healthy development of all children. Programs and interventions include: Capacity building; University college credits, Child Development Associates (CDA); Entry Level in-service training; ELL computer lab; Culturally specific community leadership models (Latino/Chicano, Somali/Oromo, African American, cross cultural and rural); Literacy and school readiness home visiting; and Building Cultural Connections (diversity education training).

### Larger Context

This Minnesota effort, a state with a large influx of Hmong and Somali immigrants, was initially supported in state legislation. However, a new administration discontinued funding, reflecting the kind of tension that currently surrounds many efforts to respond to the needs of new immigrants and build capacity for successful interventions among their own community leaders and others working with their young children.

### Target Audience

- Teachers, educators, other professionals
- Parents
- Community leaders
- Community organizations

### Program Components

- Professional development and training
- Parent involvement and training
- Community involvement & action

### Factors Facilitating Implementation

- Participants make deliberate attempts to bring research, policy and practice into alignment

### Challenges

- Continued lack of professionalism of early childhood providers and low quality of early childhood services
- Persistent racial and ethnic gap in school achievement

## Lessons from Interventions in Informal Settings

Representatives from four different types of interventions in informal settings spoke about their experiences implementing DTRD programs with young children, their parents, teachers, and/or caregivers (see Boxes). Highlights from the discussion are below:

- It is important for researchers, practitioners and other stakeholders in the U.S. to carefully examine efforts in other countries to bring about diversity and tolerance in early childhood. Of particular importance is the work by DECET, a network of the Western European organizations, projects, trainers, practitioners, researchers and policy makers to promote diversity, tolerance, and high quality early childhood education, as well as other initiatives from around the globe described in *From conflict to peace building: The power of early childhood initiatives: Lessons from around the world* (Paul Connolly, Jacqueline Hayden, and Diane Levin, World Forum Foundation).
- It is also relevant to understand how the low priority assigned to issues of social justice and the overt, active resistance to dealing with issues of diversity and tolerance account for the limited fruition of DTRD efforts in early childhood in the U.S. Linking DTRD goals to other issues deemed important in our national context (such as, school readiness, early school success, family economic security, family strengthening, community building) was talked about as a strategy to overcome resistance and bring diversity and tolerance to the forefront of the early childhood agenda. However, this strategy was considered limited in that the links between DTRD and other goals are not direct or obvious; further, the main social justice issues may get lost when DTRD concerns are subsumed under other social goals.
- The current political atmosphere in the U.S., particularly the polarizing role of the immigration debate, may make it increasingly difficult to raise issues diversity and tolerance in early childhood; at the same time, this debate points to the urgency of this conversation in our context.

### Miller “World of Difference” Early Childhood Initiative of the Anti Defamation League

#### Description

An initiative devoted to prevent actions and beliefs that foster hate and encourage children to respect and embrace difference, as well as resist all forms of bigotry. Programs include workshops for caregivers, educators and aides; and Workshop for adult family members.

#### Target Audience

- Teachers, educators, other professionals working with 3-5 year olds
- Parents

#### Program Components

- Professional development & training
- Development of materials & resources
- Parent involvement & training

#### Factors Facilitating Implementation

- Anti-bias curriculum is conceptualized so as to fit into the everyday life and routines of early childhood classrooms and homes
- Web-based resources assist participants to sustain implement and changes after training workshops
- Flexibility in workshop scheduling and offering of CEU's assists in participant recruitment

## Sesame Workshop

### Description

A nonprofit organization creating and disseminating educational content for television, radio, books, magazines, interactive media and outreach to address children's developmental needs.

### Target Audience

- Children (Birth to 5 years of age)
- Parents

### Program Components

- Development of materials and resources
- Programming

### Factors Facilitating Implementation

- Program provides authentic role models for young children
- Diversity is approached as both a vehicle and end result of identity formation

## Japanese American National Museum

### Description

A museum devoted to disseminating information about the Japanese American experience and to exploring the meaning and value of ethnicity through programs that preserve individual dignity, strengthen communities, and increase respect among all people. Programs include summer institute for teachers in all grades; Exhibits; and Resource center.

### Target Audience

- Teachers, educators, other professionals

### Program Components

- Professional development and training
- Development of materials and resources

### Factors Facilitating Implementation

- Multi-year character of funded project allowed participants to spend time identifying and forging partnerships

### Challenges

- Limited time to use curricula in classrooms required simplification of information about complex historical issues

## Al Bustan Seeds of Culture

### Description

A non-profit arts organization based in Philadelphia, PA, and dedicated to exposing children and youth to the language and culture of the Arab world and to promoting understanding and respect both within the diverse community of Arab-American children and among children and youth of various ethnic, religious, and socio-economic backgrounds. Programs include summer camps; Teen camp; Apprenticeship program on Arab percussion; Arab music and culture appreciation program; Weekend workshops; Workshop on dramatic storytelling; After-school program; and Development of materials.

### Target Audience

- Children (6-12 years) and youth (13-18 years)
- Community associations
- Educators

### Program Components

- Children's services
- Professional development and training
- Development of materials and resources
- Community involvement and action

### Factors Facilitating Implementation

- The arts are a powerful medium to reach children in that they help children become involved in shaping culture

## Towards an Action Agenda

In the course of the meeting, there were a number of consistent themes about barriers and opportunities that could be turned into research, practice and policy points of leverage. Critical needs include:

- A shared U.S. framework to discuss DTRD issues. It is clear that the U.S. lacks a collective framework to talk about diversity and tolerance in early childhood in the U.S. Steps toward developing this framework may include summing up what we know about the development of diversity and tolerance from direct and indirect research; articulating the characteristics that we want children to develop; clarifying the pedagogy to bring about both individual and institutional change; and disseminating information about current DTRD initiatives with young children.
- Increased research on the development of diversity, tolerance and related processes (such as, social awareness, empathy) in very young children. These issues are typically studied only in school-age children. This could include mechanisms to engage young researchers in evaluating some of the kinds of interventions described here, developing more responsive measures and other strategies that could help build a more responsive, evidence-based framework.
- Mechanisms to promote young scholars' interest in research on DTRD and to improve the quality of measurement of both developmental process and impacts. Such mechanisms, for example, could include fellowships, convenings to develop new measures, etc.
- Mechanisms (such as, regional coalitions, clearinghouses for practitioners, researchers and evaluators) to facilitate long-term partnerships between researchers and practitioners and support small organizations while they stabilize themselves.
- Assessing the potential of incorporating DTRD requirements into the ethical standards of the professions, particularly for early childhood educators.
- Improving the status and wages of the early childhood education profession. Poor pay and working conditions constitute important barriers to recruiting and retaining a highly skilled workforce and promoting diversity and tolerance through professional development.
- Policy levers that deserve greater attention involve the incorporation of diversity topics into teacher standards defined by professional accreditation organizations, states' departments of education, and higher education teacher training programs. Current research suggests that while some progress has been made in these areas, little is known about the operational significance of these requirements, how they are implemented in actual practice, and what messages are made available in teachers' interactions with children.

## SECTION IV

# Conclusions and Recommendations

The issues raised at the Promoting Tolerance and Respect for Diversity in Early Childhood meeting will only become more pressing in the coming years, in view of the increasing racial and ethnic diversity in the U.S. population and the growing number of children born to immigrants. In order to advance a DTRD perspective into early education in the U.S., recommended steps for funders and others include:

- Continue to synthesize and disseminate the variety of research findings not just from developmental and social psychology but also from critical cultural studies of education and peer cultures that are relevant to the DTRD field.
- Strengthen the research base by systematically investigating the development of tolerance and respect for diversity among very young children. Both experimental and qualitative studies of children and their parents, teachers and caregivers in their natural settings ought to be promoted through these efforts. Of particular interest is how prejudice, bias, and social identities are formed through social interaction in peer groups in and out of school or preschool settings, and the implications for DTRD education.
- Foster long-term partnerships between researchers and practitioners in order to promote improved basic and applied research; jointly develop applied research and evaluation projects; translate available research findings and incorporate them in more systematic ways into program practice and evaluation; and disseminate the lessons learned from these efforts.
- Form regional coalitions of organizations and stakeholders doing DTRD work with under 10 year olds and their parents, teachers, or caregivers in the U.S., which would positively impact on the quality and reach of existing programs by promoting exchange and creating a learning community, and would help immerse a DTRD perspective into the early childhood agenda. A network of regional coalitions might also assist in mobilizing national research, policy and practice organizations and stakeholders to open up the conversation about diversity and tolerance in early childhood in the U.S., develop a collective framework around these issues, and act upon policy levers at the local, regional and national levels.

## APPENDIX A

# Meeting Agenda

Monday, June 25th, 2007

- 8:30-9:00 am Breakfast
- 9:00-9:30 am Welcome and Introductions  
Jane Knitzer, National Center for Children in Poverty  
Connie-Jean Kendig, Third Millennium Foundation
- 9:30-11:00 am Lessons from Research  
*DTRD research in the U.S.:* Oscar Barbarin, University of North Carolina, Chapel Hill  
*A view from the field:* Mariajosé Romero, National Center for Children in Poverty  
*Young children's understanding and production of race:* Lawrence Hirschfeld, New School for Social Research  
*First Reactor:* Robert L. Selman, Graduate School of Education, Harvard University  
*Group Discussion*
- 11:00-11:15 am Break
- 11:15-12:30 pm Lessons from Best Practices: Interventions in Formal Settings (Schools, preschools, child care centers)  
*District-wide, diversity initiatives in public school contexts:* John Landesman, Montgomery County Public Schools  
*State-wide initiatives to train ECE educators:* Sameerah Bilal-Roby, Early Childhood Resource and Training Center  
*Design, dissemination and implementation of DTRD curricula in school settings:* Kay Hocker, Diversity Council  
*First Reactor:* Jerlean Daniel, NAEYC  
*Group Discussion*
- 12:30-1:00 pm Lunch
- 1:00-2:15 pm Lessons from Best Practices: Interventions in Informal Settings (Museums, TV, CBOs, Others)  
*Interventions through media:* Charlotte Frances Cole, Sesame Workshop  
*Interventions through museums:* Allyson Nakamoto, Japanese American National Museum  
*Interventions through CBO's:* Linda Santora, Early Childhood Education Programs, Anti-Defamation League  
*Interventions through arts summer camps:* Hazimi Sayed, Al-Bustan Seeds of Culture  
*First Reactor:* Tom Roderick, Morningside Center for Teaching Social Responsibility  
*Group Discussion*

2:15-3:15 pm      Toward an Action Agenda

*Taking lessons to scale for research, policy and practice:* Miriam Calderón, Associate Director, Policy Analysis Center, National Council of La Raza; Carol Brunson Day, President, National Black Child Development Institute; Selcuk Sirin, Assistant Professor, Steinhardt School of Education, New York University

*Making the Case: Breakout Group Discussions*

3:15-3:30 pm      Break

3:30-4:00 pm      Synthesis and Next Steps

As ethnic diversity grows in the United States and we become an increasingly global society (by 2030, the majority of children will be of multiple races and ethnicities), it is time to sharpen the dialogue around issues of diversity, tolerance, and respect for diversity (DTRD). The National Center for Children in Poverty, with support from the Third Millennium Foundation and the Bernard van Leer Foundation, has been pursuing a new initiative – Promoting Tolerance and Respect for Diversity in Early Childhood: Toward A Research and Practice Agenda – to systematically analyze research, interventions, and evaluations that promote tolerance and diversity in early childhood settings, as well as describe promising approaches that could be implemented more widely. The ultimate aim is to embed attention to promoting tolerance and diversity into U.S. policy and practice in early childhood education.

This meeting will focus on DTRD education efforts targeting children from birth to 10 years of age and/or their parents, teachers or caregivers in the U.S. We will discuss what research, practice, and evaluation tell us about children’s development of diversity, tolerance, and related concepts, and the implementation of programs in this area. Our goals are to:

- build a learning network among practitioners, researchers and policy makers engaged in activities related to DTRD in early childhood education;
- identify best practices, best research strategies, as well as gaps and silences; and
- identify research, practice, and policy leverage points to incorporate a DTRD perspective into the U.S. early childhood agenda.

**Key Questions:**

- How can we promote an integrated research agenda that focuses on diversity and tolerance among young children, and advances theory and methods in this area?
- What are the best ways to foster and strengthen the links between research and practice so that research is increasingly relevant to policy and practice, and policy and practice are progressively based on rigorous research findings?
- How can the National Center for Children in Poverty assist toward integrating a DTRD perspective into early childhood education in the U.S.?

## APPENDIX B

### Participants' List

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## APPENDIX C

### Speaker Biographies

**Oscar A. Barbarin, PhD**, is the L. Richardson and Emily Preyer Bicentennial Distinguished Professor for Strengthening Families in the School of Social Work, and a Fellow at the Frank Porter Graham Child Development Institute at the University of North Carolina, Chapel Hill. He earned a PhD in clinical psychology at Rutgers University in 1975 and completed a post-doctoral fellowship in social psychology at Stanford University in 1983. Until 2000, he was a professor of Psychology and Social Work at the University of Michigan. He served as president of the American Orthopsychiatric Association from 2001-2003. His research has focused on the social and familial determinants of health and mental health. His most recent work concerns the development of self regulation and academic competence in African American and Latino children. He is principal investigator of a national study of the familial and social environments of young children and their impact on social and academic development. He is also interested in the effects of early intervention for mental health and academic achievement in ethnic minority children. His work on children of African descent extends to a 20-year longitudinal study of the effects of poverty and violence on child development in South Africa. This work has been the source of a book on early child development in South Africa, *Mandela's Children*.

**Sameerah Bilal-Roby** has been executive director of the Early Childhood Resource and Training Center (ECRTC) since 2000 and an employee since 1994. She has 30 years of experience in early childhood education. Bilal-Roby was instrumental in the design of the TOT and curriculum for the Building Cultural Connection Project, a Minnesota Statewide project which addresses race, bias and prejudice. Recent accomplishments include two organization strategic plans which focused on community growth, needs and rapid demographic change and how the organization should move forward in serving new immigrant communities. Nationally recognized as a Cultural Resource Center, ECRTC has demonstrated its expertise throughout the state with Bilal-Roby's leadership reflecting stakeholder input on community emerging needs and access. Her passion was influenced by her education from Metropolitan State University in Adult Training and Development, encouraging her to be creative and focused in a disciplined manner. She also received the Community Development Certificate from Metropolitan State University, helping her to design opportunities for community engagement. At this time Ms. Bilal-Roby is working with Metropolitan State University in responding to an RFP for the design of a culturally sensitive Infant Toddler Center.

**Miriam Calderón, MSW**, is the associate director of the Policy Analysis Center for the Office of Research, Advocacy, and Legislation, at the National Council of La Raza (NCLR) in Washington, DC. In this capacity, Ms. Calderón directs NCLR children's policy and advocacy work with a particular focus on early childhood education. Prior to joining NCLR, Ms. Calderón served as an Assistant to Multnomah County Commissioner Serena Cruz, the first Latina elected to the Board of County Commissioners in Portland, Oregon, where she coordinated the Coalition for Latino Education and implemented a task force to address gang violence in the Latino community. As a social worker, Ms. Calderón worked as a mental health consultant for Latino families in a Head Start center, coordinated a mentoring program for Latino youth involved in the juvenile justice system, and assisted Latino youth that had been unsuccessful in the public school system to pursue their educational goals. Ms. Calderón holds a BA in Sociology from the University of Delaware and a Master's in Social Work from Portland State University. She has published several reports on Latinos and early childhood education and her work is cited in both the English and Spanish media.

**Jerlean Daniel, PhD**, is deputy executive director of the National Association for the Education of Young Children (NAEYC). A former director of a child care center for 18 years, she

was associate professor in the Program of Child Development and Child Care at the School of Social Work, University of Pittsburgh, and center associate at the Learning Research and Development Center, working on the Early Literacy Project. She served at various times as a board member, secretary, and president of the Pennsylvania Association of Child Care Agencies; President of the Pittsburgh AEYC; governing board member of NAEYC; and past president of NAEYC. Dr. Daniel was part of the leadership team of the Allegheny County Early Childhood Initiative, a neighborhood by neighborhood expansion of high-quality early childhood services. She has written on transitions for infants, toddlers, and children with special needs in child care, and African-American child-rearing practices and children's names. Dr. Daniel earned three University of Pittsburgh degrees – a BA in political science; an MS in child development; and a PhD in higher education.

**Carol Brunson Day, PhD**, is currently the President of the National Black Child Development Institute, a national non-profit organization based in Washington, DC, committed to improving and protecting the quality of life of African American children and families. During her long career in early childhood education, she served for 20 years as President of the Council for Professional Recognition, the home of the Child Development Associate National Credentialing Program, as well as the National Head Start Fellowship Program. She has held faculty positions in human development, has worked as the liaison with the schools in Reggio Emilia, Italy, and is recognized as a leader in the field of early childhood education. Dr. Day sits on numerous national boards and speaks frequently at conferences and meetings across the United States and internationally. She has authored many publications on subjects such as professional development, equity, diversity and multicultural education, and cultural influences on development, and has a long history of interest and expertise on African-American culture and heritage. Dr. Day received a BA from the University of Wisconsin-Madison, a MEd from the Erikson Institute in Chicago, and a PhD from Claremont University in California.

**Lawrence Hirschfeld, PhD**, is professor of anthropology and psychology and the New School for Social Research. His areas of interest include cognitive development, cultural psychology, social cognition, and the anthropology and history of childhood. He received a BA degree in anthropology from the University of Michigan, a degree in French from the Université des Sciences Sociales de Grenoble in France, and an MA, MPhil, and PhD degrees in anthropology from Columbia University. Dr. Hirschfeld has worked at Stanford University, the University of Wisconsin, Madison, the Centre Nationale de la Recherche Scientifique in Paris, and the Laboratoire d'Anthropologie Sociale, in Paris, under the direction of Claude Lévi-Strauss. He has received grants from the National Science Foundation to study the cognitive foundations of biological reasoning and prejudice and the organization of young children's knowledge; and more recently, to implement a graduate research traineeship program for the study of culture and cognition, with Richard Nisbett. He is the author of *Biological and Cultural Bases of Human Inference and Race in the making: Cognition, culture and the child's construction of human kinds*, among others.

**Kay Hocker, MA**, is originally from Ames, IA, relocating to Rochester, MN in 1984. She took off for a little less than one year during her college undergraduate years to study dance with the Bill Evans Dance Company of Seattle. She holds a BS in Dance from Iowa State University, a MA in Management, and a MA in Health and Human Services Administration from St. Mary's University of Minnesota. Ms. Hocker worked in the corporate retail sector on many levels (manager, district manager, regional recruiter) for BGI corporation (Waldenbooks and Borders Books): for a little over 25 years, ending her career with BGI as a corporate trainer, and was involved in the roll-out of BGI's initial diversity training efforts. She volunteered for one year at the Diversity Council, was Education Director for four years, and is now the Executive Director of the Diversity Council. Ms. Hocker has extensive speaking experience, some of which includes presentation for the Building Racially Inclusive Communities conference, the Minnesota League of Cities, and the National School Board conference.

**Connie-Jean Kendig, MA**, was the director of research initiatives and grants manager at the Third Millennium Foundation in New York City since 2003. After conducting substance abuse treatment research at the Treatment Research Institute in Philadelphia, Kendig attained her masters in psychology at the New School University in New York City in 2004. She left the foundation and New York City to move to the west coast in August 2007 to pursue new opportunities within the philanthropic and research fields.

**Jane Knitzer, EdD**, is the executive director of the National Center for Children in Poverty (NCCP), whose mission is to promote research-informed policy to improve the lives of low-income children and families, and a clinical professor of population and family health at the Mailman School of Public Health. As a psychologist, Dr. Knitzer has focused her research on improving public policies related to children's mental health, child welfare, and early childhood. Her work on mental health includes the ground-breaking policy report, *Unclaimed Children: The Failure of Public Responsibility to Children and Adolescents in Need of Mental Health Services* and *At the Schoolhouse Door: An Examination of Programs and Policies for Children with Behavioral and Emotional Problems*. Most recently, Dr. Knitzer has been a leader in calling attention to the importance of addressing social and emotional issues in young children. She has been on the faculty at Cornell University, New York University, and Bank Street College of Education. She is a member of the New York State Permanent Judicial Commission on Justice for Children, and a past president of Division 37, Child, Youth, and Family Services, of the American Psychological Association, and of the American Association of Orthopsychiatry. Among other awards, she was the first recipient of the Nicolas Hobbs Award for Distinguished Service in the Cause of Child Advocacy from the American Psychological Association. She has also served as a member of the Institute of Medicine's recent Committee on Crossing the Chasm: Adaptation to Mental Health and Addictive Disorders.

**Danny Labin, EdM**, is a country director in the International Projects department of Sesame Workshop. Formerly involved in the diverse research projects and content development for the international co-productions of *Sesame Street*, he served as the content advisor for the *Sesame English* project, developing educational materials to supplement the series in its multi-national broadcast. Mr. Labin lived in Israel from 2002 to 2007, during which time he represented Sesame Workshop on the regional *Sesame Stories* project. Working together with Palestinian, Jordanian and Israeli production teams, he helped develop the educational content, research, and outreach initiatives as part of the comprehensive multi-media project. Following this regional endeavor, Mr. Labin worked with the Israeli, Jordanian and Palestinian production teams to produce additional seasons of localized *Sesame Street* programming and educational materials. He has worked in formal and informal settings as an educator in the United States, Israel, and the Former Soviet Union, and has served as a researcher with the UCLA Family Development Study, as well as a variety of other projects investigating the relationship between scholastic achievement and psychological adjustment. Mr. Labin holds a bachelor's degree in psychology from the University of California at Los Angeles, and a master's degree in education from Harvard University.

**John Landesman** is coordinator of study circles for the Montgomery County Public Schools in Maryland. Study Circles is a dialogue and action program that helps Montgomery County schools work toward closing the achievement gap by confronting racial and ethnic differences, engaging diverse stakeholders, and creating collaborative action. He also serves as a Senior Associate for the Study Circles Resource Center (SCRC): a national organization that is dedicated to finding ways for all kinds of people to engage in dialogue and problem solving on critical social and political issues. Landesman was formally the director of Community Assistance for SCRC, overseeing a team that provided technical assistance and tools to 200 communities around the country. He has written and collaborated on several dialogue and organizing tools and was a facilitator for the Congressional Conversations on Race, a program led by Congressmen John Lewis and Amo Houghton. Landesman was associate director for the InterReligious Council of Central New York. In addition to supervising program directors, he was responsi-

ble for developing and directing an on-going community-wide dialogue program to end racism, improve race relations, and begin racial healing. His program won the Freedom Award from NAACP of Central New York for this program. Landesman received a bachelor's degree from George Washington University in political communication.

**Allyson Nakamoto** works with educators and school districts from across the country to further the teaching of the Japanese American experience within the broader context of the United States' ethnic and cultural diversity. Recently, she participated in a multi-year partnership with the University of Arkansas at Little Rock and Arkansas master teachers to create multidisciplinary unit plans for grades 5-12 that explore the state's history of civil rights and social justice. The completed units were distributed to each public school in the state of Arkansas. Ms. Nakamoto is currently directing the National Museum's three-year project, *Enduring Communities: The Japanese American Experience in Arizona, Colorado, New Mexico, Texas, and Utah*, which will result in teacher-created, standards-based curricula distributed widely throughout the five states. Her work with national school districts and educators has been informed by her participation as a design team member for the Los Angeles Unified School District's Civitas School of Leadership, opened in fall 2007. A graduate of Claremont McKenna College, Ms. Nakamoto taught in Japan, England, and California before coming to the National Museum.

**Bonnie Neugebauer** is vice president of the World Forum Foundation and editor of Exchange magazine and Exchange Press Books. She directs program development for the World Forum on Early Care and Education and the Working Forums and provides editorial oversight for [www.ChildCareExchange.com](http://www.ChildCareExchange.com) and Exchange Everyday, a daily newsbrief. She has edited many books including: *Alike and Different: Exploring Our Humanity with Young Children*, *The Art of Leadership*, *The Wonder of It: Exploring How the World Works*, and *The Anti-Ordinary Thinkbook*. Ms. Neugebauer is also writer and photographer for Exchange publications. She has presented keynotes and workshop sessions throughout the United States and in several other countries.

**Mariajosé Romero, PhD**, joined the National Center for Children in Poverty (NCCP) in January 2002 to assist in the development of *Child Care and Early Education Research Connections* – a web-based hub for child care and early education policy and research. The former co-director of Research Connections, she is currently co-principal investigator of a study of diversity education for young children in the U.S., and a study of the causes and consequences of chronic absenteeism in early schooling, based on data from the Early Childhood Longitudinal Study, Kindergarten Cohort. Her interests focus on the sociology of early childhood education and the educational experiences and outcomes of Latino immigrants in the U.S. She has conducted evaluations of federally-funded education and prevention programs, as well as research for non-profit organizations in the U.S. and Colombia, and has taught in higher education institutions in both countries. Prior to joining NCCP, Dr. Romero worked in the evaluation of New York City's summer school and evaluated projects in the areas of family literacy, early literacy, parent needs assessment, bilingual education, and substance use and sex risk prevention education. A Fulbright scholar, she received her PhD and EdM degrees in sociology of education from the State University of New York at Buffalo, and a professional degree in psychology from Universidad de los Andes, Bogotá, Colombia. She is the author of two ethnographies of preschools.

**Linda A. Santora, MA**, is the director of early childhood education programs for the Anti-Defamation League (ADL). She joined the ADL in 2000 to develop and direct the Education Division's national early childhood anti-bias training programs and resources. She created and launched ADL's *The Miller Early Childhood Initiative of A WORLD OF DIFFERENCE® Institute*, reaching an estimated 64,000 early childhood educators, family members and children across the country. In addition, she led partnerships with other early childhood organizations developing more than a dozen anti-bias print, video, online and musical resources, distributed to more than 125,000 people. Her articles and advice have appeared in the National PTA's *Our Children*

*Magazine*, the *NYSAEYC Reporter*, Prentice Hall's textbook *Early Childhood Education Today*, *Nick, Jr.* and on Court TV. She has presented at numerous conferences and special events, including a keynote for the Santa Barbara School District. To sustain and expand ADL's early childhood efforts, she helped raise more than \$2 million dollars since she joined the League. Ms. Santora joined the ADL after a 10-year career in education during which she directed an NAEYC accredited early childhood center for Children First, managed the Children's Aid Society's Project LIVE Mentoring Program, and taught in New York City public schools. She earned a master's degree from New York University and a bachelor's degree from Skidmore College.

**Hazami Sayed**, an Arab-American and graduate of Columbia University and Stanford University, is an architect and has worked in the fields of architecture and urban development in Philadelphia and New York City. She founded the non-profit arts organization Al-Bustan Seeds of Culture in an effort to expose children and youth of diverse backgrounds to the Arabic language and culture and to promote cross-cultural exchanges through arts education. As Al-Bustan's president, she is responsible for developing and managing the various initiatives, which include Al-Bustan Camp, Arabic percussion and music appreciation program, and weekend and after school arts programs.

**Robert L. Selman, PhD**, is the Roy E. Larsen Professor of Education and Human Development at the Harvard Graduate School of Education (HGSE): where he served as the chair of the Human Development and Psychology area. He is a professor of psychology in the Department of Psychiatry at the Harvard Medical School, where he is senior associate at the Judge Baker Children's Center. Dr. Selman received a BA in psychology from Cornell University and a PhD from Boston University in clinical, community, and counseling psychology, in 1969. He then studied with Lawrence Kohlberg at Harvard University both under a National Institute of Mental Health (NIMH) post-doctoral fellowship in developmental psychology, and as a research associate. From 1975 to 1990, he directed the Manville School of the Judge Baker Children's Center, which provides special educational and clinical services for children with severe social, emotional, and behavioral difficulties. The founder and former director of HGSE's Risk and Prevention Program, Dr. Selman founded the Group for the Study of Interpersonal Development (GSID): a research and practice collaborative engaged in research, treatment, prevention and educational work to help children make and keep friends and to understand themselves and others. Recently it has focused on youngsters placed at high risk for psychological and social problems. Dr. Selman's research examines the child's developing capacity to coordinate points of view, develop interpersonal negotiation strategies, and become aware of the personal meaning of risk in the context of social relationships and the larger culture and, more recently, the social awareness of children and adolescents in contexts where they interact with others from different ethnic and cultural backgrounds. He is currently studying the relationship between the promotion of children's social awareness and of their literacy skills, in the elementary, middle and high school grades. A former trustee of the Devereux Foundation, Dr. Selman received two Fulbright Fellowships to Iceland, and was a Scholar in Residence at the Russell Sage Foundation. He is the author of *The Promotion of Social Awareness*, *The Growth of Interpersonal Understanding*, *Making a Friend in Youth* (with Lynn Schultz): *Fostering Friendship: Pair Therapy for Treatment and Prevention* (with Caroline L. Watts, Lynn H. Schultz and other GSID members): and the forthcoming, *Voices: Reading and Character Development Curriculum*.

**Selcuk R. Sirin, PhD**, is an assistant professor in the Department of Applied Psychology in New York University's Steinhardt School of Education. Dr. Sirin's research focuses on the lives of immigrant and minority children and ways to increase school professionals' ability to better serve them. He co-produced the Racial and Ethical Sensitivity Test and accompanying training program and is currently serving as the research coordinator for the Partnership for Teacher Excellence project. His most recent research focuses on Muslim American children and adolescents. Dr. Sirin's book with Michelle Fine, *Designated Others: Young, Muslim, and American*, is scheduled for publication in 2008.

# Selected Resources for Further Reading

## The Development of Diversity and Tolerance in Children

### Psychological and Anthropological Research

Hirschfeld, Lawrence. 1995. Do Children Have a Theory Of Race? *Cognition* 54: 209-252. A review of five experiments to support the argument that children's social categorizations include expectations of deeper commonalities among category members and not only superficial differences in appearance.

Katz, Phyllis A. 2003. Racists or Tolerant Multiculturalists? How Do They Begin? *American Psychologist* 58(11): 897-909. A discussion of theory and research on the origin of negative racial attitudes.

Nesdale, Drew. 1999. *Social Identity and Ethnic Prejudice in Children*. Paper presented at the International Conference, "Culture, Race and Community: Making it Work in the New Millennium," Melbourne, Australia. Accessed June 15, 2007, from <[www.vtput.org.au/docs/crc/drewnesdale.pdf](http://www.vtput.org.au/docs/crc/drewnesdale.pdf)> A discussion of research on the social self – that is, the self as defined through such group memberships as gender, ethnicity, and nationality.

Perkins, Donna M.; Mebert, Carolyn J. 2005. Efficacy of Multicultural Education for Preschool Children: A Domain-Specific Approach. *Journal of Cross-Cultural Psychology* 36(4): 497-512. A study of the impact of multicultural curricula on the development of racial expertise in preschool children.

Vandenbroeck, Michel. 2007. Beyond Anti-bias Education: Changing Conceptions of Diversity and Equity in European Early Childhood Education. *European Early Childhood Education Research Journal* 15(1). An analysis of changing perceptions of diversity and equity based on a historical analysis of Belgian child care policies.

Wainryb, Cecilia; Shaw, Leigh A.; Langley, Marcie; Cottam, Kim; Lewis, Renee. 2004. Children's Thinking About Diversity of Belief in the Early School Years: Judgments of Relativism, Tolerance, and Disagreeing Persons. *Child Development* 75(3): 687-703. A study of children's thoughts about diversity of belief and their implications for anti-bias education, in a sample of five-, seven-, and nine-year olds.

### Critical Cultural studies

Connolly, Paul. 2000. Racism and Young Girls' Peer-Group Relations: The Experiences of South Asian Girls. *Sociology* 34(3): 499-519. An ethnographic study of the significance of 'race' and the construction of racism in young girls' peer group relations.

Moore, Valerie A. 2003. Kids' Approaches to Whiteness in Racially Distinct Summer Day Camps. *Sociological Quarterly* 44(3): 505-522. A qualitative study of preadolescents' approaches to whiteness in racially distinct summer camps.

## DTRD in Early Childhood Settings

### Settings for 0-5 Children

#### *Curricula, Materials and Resources*

Mendoza, Jean; Reese, Debbie. 2002. Examining Multicultural Picture Books for the Early Childhood Classroom: Possibilities and Pitfalls. In Rothenberg, Dianne. 2002. *Issues in Early Childhood Education: Curriculum, Teacher Education, and Dissemination of Information: Proceedings of The Lilian Katz Symposium: Nov. 5-7, 2000*. (Catalog No. 227). Champaign: University of Illinois at Urbana-Champaign, Early Childhood and Parenting Collaborative. Accessed Aug. 16, 2005, from <[ceep.crc.uiuc.edu/pubs/katzsympro.html](http://ceep.crc.uiuc.edu/pubs/katzsympro.html)> 155-170. An analysis of the possibilities and pitfalls in the selection of multicultural literature for young children, through the examination of two books featuring Mexican Americans, with a discussion of critical race theory as a framework to inform the selection of multicultural picture books, and recommendations for educators and teacher education programs.

#### *Peer Cultures and Identities*

Brooker, Liz. 2006. From Home to the Home Corner: Observing Children's Identity-Maintenance in Early Childhood Settings. *Children and Society* 20(2): 116-127. <[www.childcareresearch.org/location/ccrca8488](http://www.childcareresearch.org/location/ccrca8488)> A qualitative study of a Korean private kindergarten and a U.K. reception class to examine children's gender and ethnic identities at home and in early childhood settings, suggesting that the transition from home to group settings may reinforce rather than diminish the stereotyping along gender and ethnic lines, while participation in 'research' conversations may provide children with opportunities to question and reflect on stereotypes.

### Elementary Schools

#### *Curricula, Activities and Resources*

Pfeifer, Jennifer H.; Brown, Christia S.; Juvonen, Jaana. 2007. Teaching Tolerance in Schools: Lessons Learned Since Brown v. Board of Education About the Development and Reduction of Children's Prejudice. *Social Policy Report* 21(2). A review of research on the environmental conditions affecting prejudice, the social cognitive constraints supporting prejudice, and the multiple manifestations of prejudice among school children since the Brown vs. Board of Education decision in 1954, and an analysis of multicultural curricula, cooperative learning techniques, and anti bias skills training as approaches to reduce racial prejudice, segregation, and inequality in education.

Short, Geoffrey; Carrington, Bruce. 1996. Anti-Racist Education, Multiculturalism and the New Racism. *Educational Review* 48, 65-77. An ethnographic study of the development of understandings of British culture and identity among eight-to-eleven year olds from a range of social and ethnic backgrounds.

#### *Organizations of Classrooms and Schools*

Khmelkov, Vladimir T. and Hallinan, Maureen T. 1999. Organizational Effects on Race Relations in Schools. *Journal of Social Issues* 55(4): 627-645. A discussion of how the quality of interracial interactions and the resulting relationships among students are influenced by students' status expectations, their cooperative versus competitive modes of academic and extracurricular interactions, and educators' views on racial/ethnic issues and preferences for instructional methods. Specific: country of origin ethnic group.

Slavin, Robert E. and Cooper, Robert. 1999. Improving Intergroup Relations: Lessons Learned from Cooperative Learning Programs. *Journal of Social Issues* 55(4): 647-663. A discussion of the impact of cooperative learning in promoting cross-race relations in integrated schools.

#### *Peer Culture and Identity*

Lewis, Amanda E. 2003. Everyday Race-Making: Navigating Racial Boundaries in Schools. *American Behavioral Scientist* 47(3): 283-305. An ethnographic study of the processes through which race and racial categories are reproduced and contested in daily life in elementary schools.

### **Early childhood Teachers**

#### *Licensing and Certification Requirements*

Jennings, Todd. 2006. Addressing Diversity in U.S. Teacher Preparation Programs: A Survey of Elementary and Secondary Programs' Priorities and Challenges from Across the United States of America. *Teaching and Teacher Education*. In Press. Available online Aug. 2006. A survey of how multicultural education is addressed in 142 public university elementary and secondary teacher preparation programs across the United States and of program coordinators' views of the challenges to including diversity topics.

Ray, Aisha; Bowman, Barbara; Robbins, Jean. 2006. *Preparing Early Childhood Teachers to Successfully Educate All Children: The Contribution of Four-Year Undergraduate Teacher Preparation Programs: Report to the Foundation for Child Development*. Chicago: Erikson Institute. A survey of four-year institutions of higher education offering early childhood teacher preparation programs to examine how program requirements reflect the developmental and educational needs of diverse children.

Ray, Aisha; Bowman, Barbara; Robbins, Jean. 2006. *Preparing Early Childhood Teachers to Successfully Educate All Children: The Contribution of State Boards of Higher Education and National Professional Accreditation Organizations: Report to the Foundation for Child Development*. Chicago: Erikson Institute. A study of the diversity content in the early childhood teacher standards of state boards of education and professional accreditation organizations.

#### *Teacher Perspectives*

Boyd, Dwights; Arnold, Mary L. 2000. Teachers' Beliefs, Antiracism and Moral Education: Problems of Intersection. *Journal of Moral Education* 29(1): 23-45. An analysis of the interaction between critical aspects of antiracism and moral education, and how antiracism education may face significant implementation problems when there are points of disjuncture between educational aims and teachers' interpretations of those aims.

Mueller, Jennifer; O'Connor, Carla. 2006. Telling and Retelling About Self and Others: How Pre-Service Teachers (Re)Interpret Privilege and Disadvantage in One College Classroom. *Teaching and Teacher Education*. In Press. Corrected proof, available online March 2006. A study of how a group of mostly White, upper-middle class pre-service teachers expressed resistance in one multicultural education course and re-evaluated their educational autobiographies upon comparing their educational story with those of others from different race and social class backgrounds.

Rebollo-Gil, Guillermo; Moras, Amanda. 2006. Defining an 'Anti' Stance: Key Pedagogical Questions About Engaging Anti-Racism in College Classrooms. *Race, Ethnicity and Education*

9(4): 381-394. A discussion of popular perceptions and definitions of racism, the difficulties in finding accurate definitions of antiracism, and how Whiteness prevents White Americans from adopting antiracist philosophies and practices.

### **The Role of Parents**

Bernhard, Judith K., Lefebvre, Marie L., Kilbride, Kenise M., Chid, Gyda and Lange, Rika. (1998). Troubled Relationships in Early Childhood Education: Parent-Teacher Interactions in Ethnoculturally Diverse Child Care Settings. *Early Education and Development* 9(1): 5-28. A qualitative study of the relations between early childhood educators and parents in three Canadian cities with large immigrant populations.

McHale, Susan M.; Crouter, Ann C.; Kim, Ji-Yeon; Burton, Linda M.; Davis, Kelly D.; Dotterer, Aryn M.; Swanson, Dena P. 2006. Mothers' and Fathers' Racial Socialization in African American Families: Implications for Youth. *Child Development* 77(5): 1387-1402. A study of parents' socialization practices and bias preparation and their relation to children's age and gender among African American families.

### **The State of Research and Evaluations**

Bigler, Rebecca S. 1999. The Use of Multicultural Curricula and Materials to Counter Racism in Children. *Journal of Social Issues* 687-705. A discussion of the limitations of multicultural education programs designed to reduce racial stereotyping and prejudice among children, and recommendations for future interventions.

Connolly, Paul. 1996. Seen but Never Heard: Rethinking Approaches to Researching Racism and Young Children. *Discourse: Studies in the Politics of Education* 17(2): 171-185. A critique of traditional approaches to the study of racial attitudes among young children.

Stephan, Walter G. 2006. Bridging the Researcher-Practitioner Divide in Intergroup Relations. *Journal of Social Issues* 62(3): 597-605. A discussion of the obstacles and benefits of the collaboration between practitioners and researchers.

