



Promoting Tolerance and Respect for Diversity in Early Childhood

Toward a Research and Practice Agenda

A View from the Field

Mariajosé Romero, PhD

May 2008



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.

A View from the Field

Promoting Tolerance and Respect for Diversity in Early Childhood

by Mariajosé Romero, PhD

Promoting Tolerance and Respect for Diversity in Early Childhood: Toward A Research and Practice Agenda

An Initiative of the National Center for Children in Poverty, Mailman School of Public Health, Columbia University funded by the Third Millennium Foundation and the Bernard van Leer Foundation.

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.

A View from the Field

Mariajosé Romero, PhD | May 2008

Executive Summary

As part of our initiative, “Promoting Tolerance and Respect for Diversity in Early Childhood: Toward A Research and Practice Agenda,” the National Center for Children in Poverty (NCCP) attempted to map the nature of U.S. approaches to diversity, tolerance, and respect for diversity (DTRD) education in programs directed to children from birth to ten years of age, in order to identify: current DTRD curricula used in early childhood education and other initiatives; common components across initiatives; evaluation designs and methodologies; and barriers and opportunities related to implementation, as well as potential levers for taking DTRD education to scale. Approximately 40 organizations implementing DTRD programs with children from birth to 10 years of age, and/or their parents, teachers or caregivers were identified through internet searches, recommendations, or the literature. The foregoing pages present a summary of the main points discussed with representatives from ten organizations, followed by descriptive profiles of all the organizations identified.

DTRD Goals

Established solely for the purpose of promoting respect for diversity and reducing or eliminating prejudice, most organizations followed a broad approach to prejudice, focusing on a wide variety of disparities and stereotypes, and prompting program participants to draw parallels and examine similarities among different kinds of prejudice and the impact of government policies and social practices on different groups.

History

Organizations began their programming in different ways: as a result of the personal interests of the founder; as part of local public school districts; as part of already established formal organizations that were working on DTRD with other age groups; or in response to state-wide initiatives. In nearly all instances,

the need to address serious social problems affecting local communities was the pivotal factor for individuals to undertake DTRD programming.

Program Content

Most typically, organizations offered workshops for teachers and caregivers, and to a lesser extent parents and children. No organization provided direct services to the preschool population. To varying degrees, programs aimed at promoting intercultural understanding; helping participants obtain a more sophisticated knowledge of themselves and others; appreciating, respecting, and valuing difference; recognizing the psychological and social mechanisms of prejudice, intolerance, and exclusion; and helping disseminate that knowledge in the community. While all organizations ultimately intended to effect change in society at large, none of them followed a model of cultural emancipation and social reconstruction. They stood away from an essentialist, monolithic view of social groups, and stressed instead the need to appreciate differences along race, religion, language, nationality, social class, education, age, and immigration status in all social groups. Mostly designed by organizations’ staff themselves, programs did not evidence one single approach to DTRD education, but relied on a variety of strategies and techniques.

Participants

Organizations experienced little difficulties in recruiting and retaining participants, and reported instead high demand for their programs because of their strong network, as well as of their reputation and visibility in their communities.

Staff

Varying in size and complexity, organizations succeeded in recruiting and retaining committed volunteers for many years. While all organizations provided staff train-

ing and professional development on an ongoing basis, few systematically evaluated of these efforts.

Funding

Sources of funding for DTRD activities were fairly diversified, including federal, state, and/or local government agencies; private foundations and individual donors; fees; membership; and fundraising events.

Evaluation

While all organizations aimed to carry out a rigorous evaluation of their programs, few achieved this end. Most examined participants' self-reported behavior change, knowledge and perceptions of DTRD issues at the end of the program, with little follow up over time. Few conducted implementation studies. In all cases, anecdotal evidence provided strong support for program effectiveness.

Challenges

Most organizations have faced challenges managing their relatively fast growth and responding to the increasing demand for programs without compromising the quality of programming.

- Organizations encountered varying degrees of resistance on the part of participants and communities to address DTRD issues. Teachers were seen as easier to reach and exhibiting more buy-in if their participation was voluntary rather than required, yet they seldom saw DTRD issues as an important part of their professional development, or as having direct significance to their work. Parents were described as a harder-to-reach audience because they might not see DTRD issues as relevant in general or relevant to them, or were openly opposed a DTRD agenda.
- The greatest challenges recruiting and retaining staff resulted from the seasonal, part-time character of work, and in most cases, the relatively low salary, limited transportation and time, and burnout.
- In most cases, fundraising was seen as a constant struggle, particularly for small nonprofits.
- Difficulties evaluating programs were cited with regards to using outcome measures, following rigorous research-based, evaluation designs, and being able to attribute change to their programs. Organizations expressed the desire to partner with universities to develop more rigorous, experimental or longitudinal evaluation studies, as well as to secure funds to that end.

Conclusion

This exploratory scan suggests that, despite these obstacles, organizations provided participants with “life-transforming” experiences that allowed children to articulate a sense of ethnic identity and talk about it. The following preliminary conclusions and reflections are drawn:

- There appears to be no unified approach to DTRD education with young children in the U.S. Organizations examined implemented a wide variety of approaches to DTRD education, particularly with regards to philosophy, program components, activities, strategies, target audience, and program evaluation.
- Most organizations claimed to implement a program whose design was based on research. In-depth conversations with representatives of these organizations, however, did not evidence the sharing of a clear, common knowledge base or body of research on prejudice reduction and elimination on which their programming rested.
- Interestingly, some consensus was found regarding a DTRD framework that distances itself from essentialist, monolithic views of diversity and, in contrast, emphasizes differences between and within groups, as well as the commonalities among and uniqueness of various groups in the U.S.
- While each individual organization appears to be well connected, there is little communication and collaboration among organizations doing DTRD work with under ten year olds and their parents, teachers, or caregivers in the U.S.
- The organizations examined understand the need to look at their programs and their impact in a more rigorous way, not only to comply with funding requirements, but to inform program development and practice, and expressed the desire to form partnerships between universities and organizations.
- There is no direct DTRD work with under 6 year olds, mostly due to resistance to DTRD work in general, and misconceptions about the little relevance of this work with very young children. These misconceptions reflect a lack of knowledge of the most recent scholarship from developmental psychology and the critical, cultural studies of education. This scenario calls for renewed efforts to systematically investigate, translate and disseminate findings on the processes of prejudice and bias formation in the early years.

Introduction

As part of our initiative, “Promoting Tolerance and Respect for Diversity in Early Childhood: Toward A Research and Practice Agenda,” the National Center for Children in Poverty (NCCP) attempted to map the nature of U.S. approaches to diversity, tolerance, and respect for diversity (DTRD) education in programs directed to children from birth to ten years of age. This effort intended to identify:

- current DTRD curricula used in early childhood education and other initiatives;
- common components across initiatives (such as direct services for children; professional development and training; parent education and training; development of materials and resources; and community involvement and action);
- evaluation designs and methodologies; and
- barriers and opportunities related to implementation, and potential levers for taking DTRD education to scale.

Approximately 40 organizations implementing DTRD programs with children from birth to 10 years of age, and/or their parents, teachers or caregivers were identified through internet searches, recommendations, or the literature. In order to narrow the sample to a manageable size, organizations were selected if they had an explicit focus on DTRD, rather than an indirect one. A screener was designed to collect basic information on the characteristics, programming, target audience, funding, and evaluation practices of these organizations. Organizations were contacted via mail and asked to complete the screener; follow up postcards and emails were sent and phone calls were placed to remind organizations to return the completed screener. The response rates for the screener were low since only 13 out of 40 screeners were returned. A total of fifteen organizations from the original list were subsequently contacted by email and phone and asked to participate in an in-phone interview. Of these, representatives from ten organizations returned calls or emails and agreed to participate in phone interviews. The foregoing pages present a summary of the main points discussed, followed by descriptive profiles of all the organizations identified.

DTRD Goals

All but two organizations were established solely for the purpose of promoting respect for diversity and reducing or eliminating prejudice. Therefore, they did not offer any programming unrelated to DTRD, except for two organizations providing either social services, housing assistance, or health and mental health programs. DTRD goals encompassed one or more of the following:

- understand, respect and celebrate differences;
- develop critical thinking and critical literacy;
- combat racism and prejudice directly;
- reduce inter-group conflict;
- increase knowledge of own group and others;
- form group leaders; and
- promote equity and create an inclusive community.

Three organizations also aimed to discuss the history and contributions of specific racial/ethnic groups, and provide a context where younger members of that group could learn, express and recreate their cultural heritage. No organization stated as their sole purpose to promote interaction among different groups. Most followed a broad approach to prejudice, focusing on disparities and stereotypes along race, ethnicity, income, socioeconomic status, ability, gender, sexual orientation, age, and physical appearance, and prompted program participants to draw parallels and examine similarities among different kinds of prejudice and the impact of government policies and social practices on different groups. Most organizations examined racism and prejudice in terms of their impact on children, families, schools, and social life, and how they permeated every day life. All aimed to increase self-awareness of racism and prejudice among staff and participants. Representatives of four organizations expressed discomfort with the word ‘tolerance’ in that it represented too low a goal or a threshold to aim for. Likewise, some struggled with the phrase ‘prejudice reduction,’ since in their view the goal of their programs should be to eliminate prejudice but, as one participant stated, “prejudice is like mold, you clean it and it grows again.”

History

Organizations and their programming began in different ways. Six organizations emerged and began DTRD programming as a result of the personal interest of the founder who was able to mobilize friends, colleagues, the community, and other CBOs to design and provide activities and services. Eventually all these groups were formalized into nonprofit organizations. The four organizations that have been around the longest have become very well established in their communities, with close links to local government agencies, educational organizations, and other CBOs. Two programs emerged as part of local public school districts: in one instance, programming was separated from the school district and taken over by a new nonprofit; in another, programming continues as part of public school activities. Two programs emerged as part of already established formal organizations that were working on DTRD with other age groups and extended their agenda to include young children. For these two, the availability of additional funding targeted to these ends was a pivotal factor. Only two organizations emerged with an exclusive focus on DTRD programming for children younger than ten years of age. In two other instances, DTRD programming began or expanded in response to state-wide initiatives: one, as a result of the decision by a state superintendent of schools, the other, due to a law passed by the state legislature.

In nearly all instances, the need to address serious social problems affecting local communities was cited as the pivotal factor for individuals to undertake DTRD programming. Some of these issues included:

- gang related violence involving minority youth;
- poor educational achievement on the part of minority youth;
- social and educational needs of new immigrants arriving to the local community, who were commonly perceived as bringing with them such new social issues as crime, low educational performance, and violence, among others; and
- incidents of racism, prejudice, and hate crime.

At least seven representatives indicated that the events of Sept. 11, 2001, galvanized demand for additional DTRD programming on the part of CBOs, local schools, and the community.

Today, most organizations are nonprofits that rely heavily if not almost exclusively on volunteers and have a slim administrative and organizational infrastructure. Most organizations have succeeded in enlisting and retaining a cadre of committed volunteers that have remained with the organization since its inception, as well as in mobilizing support from local universities and CBOs. According to most respondents, universities provide interns and professors interested in community service and/or contract work, and contribute administrative infrastructure and space.

Program Content

Organizations followed a comprehensive approach to DTRD. Five organizations clearly targeted all types of diversity (such as, class, race, ethnicity, nationality, gender, ability, physical appearance, sexual orientation, age), without an exclusive focus on any. In four organizations, there was also an interest to promote greater understanding of and reduce prejudice toward a specific ethnic group. One organization focused on racism and its impact on children, without specific emphasis on a racial group.

Approach to DTRD

To varying degrees, all the programs were interested in promoting intercultural understanding; helping participants obtain a more sophisticated knowledge of themselves and others; appreciating, respecting, and valuing difference; to varying degrees, recognizing the psychological and social mechanisms of prejudice, intolerance, and exclusion; and helping disseminate that knowledge in the community. Some programs placed a greater emphasis on helping participants develop an understanding of the socio-psychological mechanisms of prejudice, and become aware of the “internalized oppressor” or their own personal biases, develop ways to respond to and prevent bias, or develop self-respect and empathy toward others. Other programs stressed an understanding of the social policies and practices anchored in and reproducing racism and prejudice, and the commonalities and differences in how these practices have been exercised in various historical periods and with different social groups. Three programs emphasized developing cultural competence by teaching the language, culture and art of specific groups, or by teaching minority students to ‘code shift’ and ‘code switch’ between the cultural codes of the family and the

school, helping them become aware of the contradictions and conflicts embedded in these cultural codes and understand that acceptance of the cultural code of the school was necessary for academic success but did not imply the abandonment or denial of the family cultural code. One organization stated explicitly as a goal to train minority educators to serve as role models for minority students.

Organizations' approach to DTRD did not follow a model of cultural emancipation and social reconstruction. All organizations ultimately intended to effect change in society at large. Two organizations had intentional community service or community action components, through which participants had to plan and implement change in their communities. Two organizations aimed at forming leaders. One expressed the need to tone down the language used to communicate DTRD messages (such as, by avoiding such words as racism and discrimination at first) so as not to scare participants and the community. One organization adopted a position of neutrality, expressing little desire to play an advocacy role or influence policy – no other organization adopted this position.

Overall, several organizations emphasized that their programs were very serious in their attempts to get participants to understand the causes and effects of prejudice, racism, and inequality and to commit to fighting racism and prejudice – such as, the program does not follow “a Kumbaya” approach, “it is not just singing,” “we tell it the way it is, in age appropriate ways.” Interestingly, organizations stood away from an essentialist, monolithic view of social groups: all respondents stressed the need to critique how social categories describing human groups are constituted as homogeneous ‘Others,’ ignoring important variations within social groups, and spoke at length about the need to appreciate differences along race, religion, language, nationality, social class, education, age, and immigration status in all social groups. Most organizations strived to have a diverse staff.

Programs and Activities Offered

All organizations but one provided workshops (such as, on prejudice reduction, cultural literacy, critical literacy) for either teachers or caregivers, and to a lesser extent, parents. All but three organizations provided direct services to children, ranging from one-hour workshops once per year, to school-year long workshops or after-school and apprenticeship programs, and summer

camp. No organization provided direct services to the preschool population. Commonly, organizations working with children also worked with teachers. Five organizations included activities involving community participation in the form of exhibits, art shows, art and essay contests, and conferences. Two included community action or community service components. Only four organizations included parent involvement and training components, which consisted mostly of workshops and were described as more informal, as well as more difficult to implement and “messier” to evaluate. Two organizations were considering seriously how to implement a more rigorous program with parents. Only four organizations developed some form of curricula and materials to be used by others, mostly teachers. Additional DTRD activities included publishing a journal, and offering a speakers bureau and human resources support.

Three organizations implemented their program at only one site. In two cases, however, the site was a school district and the program was implemented in most if not all schools. The remainder seven organizations implemented their programs in multiple sites; only two of them, however, had affiliates running their programs in different cities throughout the country.

Program Design

Five organizations stated the need to be flexible in the programming and activities offered, by adapting program content and format to the demands of the market and specific participants. In these cases, programming was often negotiated between organizations and their clients. Most representatives expressed the need for content to be ‘relevant and alive’ so that participants could visualize how issues explored related to their own lives.

The program designs followed by organizations did not illustrate one single approach to DTRD education, but a variety of strategies and techniques: critical media literacy; self-analysis and critical thinking; direct instruction in cultural practices; rubrics; DBQs; discussion and dialogue; in-depth study of Nobel laureates; service learning and community action. Most organizations adapted techniques to children's developmental stages. Program components, activities and curricula were designed for the most part by the organizations' founders and staff. While four organizations had developed their own curriculum package, another one followed the curriculum package created by the parent organization. At least three representatives had background in curriculum development and had participated in the design of the

program. In most cases, curricula had been developed in conjunction with teachers, experts in peace education and social justice education, university professors, artists, and other organizations doing similar work in the field but with adult populations. For organizations providing direct services to children in schools, one challenge was to ensure that workshop content was compatible with the school curriculum and state standards. Another challenge was to keep curriculum materials up to date and relevant for participants. Interestingly, while organizations had succeeded in creating and maintaining a network of supporters and partners which included well established organizations implementing DTRD programs with adults, there was little evidence of cross-collaboration, exchange of ideas, or communication among the 40 organizations identified in this study.

Participants

As the chart below shows, organizations varied in the composition of their target audience. Organizations used a variety of strategies (such as, word of mouth, marketing, information sessions, phone calls, referrals, reliance on contacts and networks) to recruit participants, encountering some difficulties in the process. One organization operated its program in a city-wide school district, thereby having a captive audience since the program was implemented in every classroom. Here, the emphasis shifted from recruiting participants to maintaining positive, collaborative relations with the school district to ensure continuation of the program. All other organizations reported a strong demand for their programs because of their strong network, as well as of their reputation and visibility in their communities. Most organizations were often unable to fully accommodate demand.

Composition of the Target Audience

Number of Organizations	Type of Target Audience			
	Children	Teachers or Caregivers	Administration and Staff	Parents
3	✓	✓	✓	✓
1		✓	✓	✓
1	✓	✓		✓
1		✓		✓
2	✓	✓		
1	✓			
1		✓		

Staff

Organizations varied considerably in the size of their staff and administrative infrastructure. Small organizations had from 3 to 15 full time people devoted to DTRD programming; relied on part-time facilitators, volunteers, and interns; paid hourly wages only to staff delivering the program (such as, teachers, facilitators, artists); had little or no administrative and clerical support; and had directors and board members involved in program delivery.

Organizations used a variety of strategies (such as, volunteer rosters, CBO partners and community networks, marketing, word of mouth) to recruit staff, with little difficulties. Most organizations had retained committed volunteers for many years. Organizations looked for individuals who had:

- experience and skills as facilitators;
- ability to communicate and connect with participants, helping them talk and reflect, and pushing them to probe deeper, without being overtly didactic;
- ability to articulate an interest in DTRD issues;
- a level of comfort probing DTRD issues on themselves;
- cross-cultural communication skills; and
- knowledge of and experience with diverse cultural groups.

All organizations provided staff training and professional development on an ongoing basis. In all cases, face-to-face training varied from a few to 52 hours per year, and focused on learning the DTRD curriculum, discussing DTRD issues and prejudices, as well as learning about diverse cultures and facilitating techniques.

In some instances, role playing and practicing techniques were also part of the training. In four cases, training workshops were followed by ongoing support and technical assistance; in three cases, this ongoing support was provided through observations and consultation, and/or peer learning.

Little formal evaluation of training and professional development was conducted. Most organizations performed formal or informal evaluations, examining whether staff's perceived needs were met. Two organizations had a more systematic process: in one, the director observed trainees while conducting a meeting and rated them on a Likert-type checklist to determine if the trainee had professional relations with participants; covered all objectives; linked activities to objectives; and had good relations with teachers. In the other, a team of five trainers reviewed all trainees and determined whether they were ready to facilitate and with whom they should be paired. No organization used standardized outcome or pre-post measures to evaluate their training and professional development. Most organizations were eager to receive assistance to implement a more rigorous staff training process.

Funding

Sources of funding for DTRD activities were fairly diversified. For the most part, organizations relied on at least two sources of funding. All but two organizations received public funds, from federal, state, and/or local government agencies. All but two obtained funding from private foundations and individual donors. All but three charged fees, for the most part, for professional development, speakers, workshops, and some activities. Five organizations raised money through memberships, and were actively seeking corporate memberships. Five organizations ran fundraising events. Three organizations relied on in-kind donations, most commonly space and computers, while seven organizations depended on volunteers at every level in order to keep costs down. Three organizations used Americorps and VISTA volunteers.

Evaluation

In order to evaluate the impact of programs on participants, five organizations conducted pre-post assessments of self-reported behavior change; knowledge and perceptions of DTRD issues; and attitudes toward DTRD issues. Post-assessments also examined participants' perceived quality of and satisfaction with program activities. Two organizations collected these data from teachers or parents, while the remaining two did so from children. In one instance, in addition to answering close-ended questions, children were asked to write an essay which was rated by evaluators according to a rubric to determine attitude change. One organization implemented a quasi-experimental design and collected pre-post measures from a matched comparison group, as well. In all cases but one, surveys were developed by the organizations themselves or their evaluators. Only one organization uses a standardized outcome measure – a multi-ethnic identity scale was used with children.

The remaining five organizations performed assessments at the end of program activities. The most common one was an evaluation survey at the end of a workshop, examining participants' perceptions of quality of and satisfaction with program activities in terms of content, delivery, utility of information, organization, quality of examples used, extent and value of dialogue, quality of responses to participants' questions, handouts, and recommendations. Some organizations conducted interviews with facilitators, teachers and/or children to collect this information. All but one organization providing direct services to children also collected evaluation data from them. Only one organization performed follow up assessments to determine the maintenance of program impact over time.

Three organizations conducted to some degree implementation studies, looking at various measures of output (such as, number of workshops conducted, number of participants, etc.), as well as at indicators of the degree and fidelity of program implementation. In one instance, the organization videotaped workshops to examine the quality of implementation, and was in the process of developing a formal assessment of video-recorded sessions.

Five organizations stated that they did not collect data on the extent to which the training of teachers and parents had any effect on their interaction with children in

schools or at home. In one instance, a provider training program included the observation of a home visiting component, which allowed staff to determine whether lessons learned during workshops were implemented in the field; in another instance, the organization examined what teachers actually did with children in school, if the professional development workshops were provided on a long-term basis.

In six organizations, evaluations were done internally, by staff or volunteers; in two of these instances, evaluations were done jointly by the organization and the client. The four remaining organizations contracted with outside, independent evaluators.

All organizations indicated that participants found program activities interesting, likable and enjoyable and would recommend workshops to others. They believed that their models were effective and fairly replicable, as long as they took into account the characteristics of the social context, as well as its changing demographics, resources and needs. They considered that the success of replication efforts depended on building networks of partners and collaborators with a shared vision to assist in the recruitment of participants, staff, and volunteers; in their view, institutional partners (such as, universities, school districts), not only provided resources and lowered costs, but gave credibility to the program and assisted in program design and evaluation. In addition to fundraising and staff development, most representatives also believed that it was critical for DTRD programming to secure buy-in from communities by involving them early on in the conceptualization and design of the program.

Challenges

Programming

Organizations' goals and mission have remained fairly stable over time. Organizations, however, have experienced substantial changes. Most common changes to programming included the expansion and diversification of offerings. In terms of program content, some organizations change the topics of activities every year to incorporate current events and/or respond to demands of participants. Many organizations make a deliberate effort to renew programming to attract and retain participants. Most organizations have undergone major changes in their internal organization and infrastructure to absorb growth and adapt to a larger scale. In the process, they have also expanded the base of partnering organizations and implemented program evaluation and monitoring procedures. Representatives of most organizations expressed interest in expanding their programs and helping other communities replicate their model.

Most organizations have faced challenges managing their relatively fast growth and responding to the increasing demand for programs without compromising the quality of programming. For organizations implementing programs in different sites, the challenge has been to ensure that the program in each site responds to the local cultural context while staying true to the goals and mission of the organization. While collaborations with other organizations have strengthened DTRD programs, it have also posed their own challenges: for some organizations, collaborations may lead to losing control of the vetting process and a program that does not fully reflect the organization's missions and goals; for others, over-reliance on collaborating organizations may result in the loss of control over resources, programming and evaluation practices, and may even threaten the survival of DTRD programming.

Participants

Most organizations reported good buy-in from participants. Some representatives did state that to some extent there was a process of self-selection in that participants were already more sensitive to DTRD issues. Children were described as feeling respected and listened to during activities, liking them and finding them enjoyable, and wanting programs back. One representative stated, however, that children were more likely

to remember the activity itself rather than the DTRD message. Three representatives indicated that teachers were easier to reach and exhibited more buy-in if their participation was voluntary (such as, through a conference workshop of their choice) than if it was required (such as, part of mandated professional development). They added, however, that teachers did not see DTRD issues as an important part of their professional development, or as having direct relevance to their work, as computer technology, math education, or CPR did, and as a consequence were less likely to enroll in DTRD workshops.

Parents were described as a harder-to-reach audience, both in terms of recruitment, retention, and buy-in, because of their convictions and expectations: some parents might not see DTRD issues as relevant; others openly opposed a DTRD agenda, while still others accepted it but did not see it as relevant to them (such as, “I did not move [to this community] to have diversity”). In this respect, organizations encountered varying degrees of resistance on the part of participants and communities to address DTRD issues, ranging from not seeing DTRD issues as a problem, to believing that social problems were not racism and prejudice but the recent, large influx of low income immigrants, to believing that DTRD activities were not for them, to explicit opposition to raising any question about racism or prejudice. Some representatives stated that in some areas DTRD education was difficult and “very emotional work,” particularly when it required that adults examine their own biases and prejudices. Among organizations experiencing high levels of resistance, the strongest opposition came from White, right wing, religious groups, and ranged from not showing to meetings; to making it difficult if not impossible for organizations to schedule activities, use resources, implement curricula; to launching attacks through phone calls and newspaper articles. This opposition led some organizations to tone down their language and message (such as, talking about culture instead of racism, avoiding “hard questions” or topics); other organizations simply disengaged from or discontinued the program. Generally, recruiting the “mainstream population” (that is, middle income, White) required additional resources and staff to do outreach. Obstacles to parent participation included their work schedule, since most workshops were in the evenings, and transportation and child care. Some programs provided these services, or money to reimburse expenses, or organized parents to help each other. Two organizations provided workshops and materials in Spanish. For organizations implementing DTRD programs in schools, success recruiting parents depended

of the quality of the relation and trust between parents and schools.

Greater difficulty was experienced addressing DTRD issues with children prior to formal schooling. As reported by many representatives, early childhood teachers tend not to see racism and prejudice as a problem in preschools but among parents and communities, and do not see themselves as playing any role in the DTRD conversation. Early childhood teachers also believe that young children are not developmentally ready to be aware of, understand, or engage in racism and prejudice.

Organizations faced challenges recruiting and retaining recent immigrant minorities because they were not used to participating in meetings, particularly at schools, visiting museums, or signing up their children for after-school activities or summer camps, and could not justify spending money on these activities. Their older children also had competing demands at home, helping with chores or with the family business, and did not have time to attend activities. Reaching recent immigrant minorities was also difficult because they had different perceptions of race, racism, and prejudice, they might not understand or connect with how these topics were addressed during workshops, and were more concerned about their children’s success in schools than DTRD issues.

While formal settings (such as, schools, early childhood centers, the workplace) provided a captive audience for DTRD programming, they posed serious challenges regarding time and money. Schools and early education centers did not have many professional development days or time and NCLB requirements left little time in the school day for DTRD activities. Difficulties were greater in early childhood education settings: early childhood teachers and providers were harder to reach because of the characteristics of this sector, the various types of providers, and the lack of organization. As one representative stated, it is impossible for organizations to get together all the early childhood educators in a state, even at the regional level.

Staff

The greatest challenges recruiting and retaining staff resulted from the seasonal, part-time character of work, and in most cases, the relatively low salary, limited transportation and time, and burnout. Other difficulties included ensuring that people had knowledge of DTRD issues, the level of personal awareness and self-

critique, as well as the skills to facilitate. Some organizations experienced difficulties attracting non-White facilitators.

Funding

In most cases, fundraising was seen as a constant struggle. The biggest challenges were ensuring funding for permanent staff; for reduced fees, scholarships or to eliminate fees altogether, particularly for low income and/or recent immigrant participants; for space and other resources; and, particularly, for conferences. Fundraising was also made difficult by the relatively small program size and capacity, since foundations commonly want to “see more than 30 teachers.” Small nonprofits saw themselves at a relative disadvantage vis-à-vis established nonprofits in the competition for grants since they could not afford professional grant writers as the latter did. In addition, reporting requirements tied to grants were seen as draining organization resources. Most representatives stated that fostering relations and other activities required to raise funds were time consuming. One representative indicated that currently it was very difficult to raise money because DTRD was no longer a “popular” topic in the community, there was strong opposition to DTRD education from right-wing, religious groups, and people believed that DTRD education was not needed with early childhood education since “teachers love children too much to be racist.” In one case, lack of funding was cited as one of the reasons for not expanding the DTRD work to include children before entering formal schooling; in another, a state-wide law requiring that all early childhood programs implement a DTRD curriculum was not enforced because of lack of funding and opposition from right-wing, religious groups. Only one organization did not see fundraising a struggle because community organizations and local government agencies continuously made grants to the organization – “the community takes care of [our organization].”

Evaluation

Overall, respondents spoke about the difficulty in evaluating their programs, specifically with regards to using outcome measures, following rigorous research-based, evaluation designs, and being able to attribute change to their programs. They recognized the importance of evaluation, particularly since funding agencies were increasingly requiring that applicants provide formal evaluation plans with outcome data showing the effectiveness of their programs. Four organizations expressed

the desire to partner with universities to develop more rigorous, experimental or longitudinal evaluation studies, as well as to secure funds to that end.

Despite these obstacles, organizations believed they had achieved many successes. In their view, they had become established organizations, with successful partnerships and programming; programs provided participants with “life-transforming” experiences; children articulated a sense of ethnic identity and talked about it; and if programs did not change participants’ behavior, at least “the message was out,” and people talked about racism and prejudice and, in some cases, engaged in artistic expression and service learning. One representative said that the biggest success of the program was “not to get killed” during workshops, as well as getting people to understand the dynamics of racism and achieve an “aha moment.”

Conclusions

The exploratory scan of organizations implementing DTRD programs with children younger than ten years of age in the U.S. suggests the following preliminary conclusions:

- There appears to be no unified approach to DTRD education with young children in the U.S. The ten organizations examined implemented a wide variety of approaches to DTRD education, particularly with regards to philosophy, program components, activities, strategies, target audience, and program evaluation. In every respect, the approaches followed were diverse, the result of local efforts and individual initiative.
- Most organizations claimed to implement a program whose design was based on research. In-depth conversations with representatives of these organizations, however, did not evidence the sharing of a clear, common knowledge base or body of research on prejudice reduction and elimination on which their programming rested.
- Interestingly, some consensus among representatives of organizations was found regarding a DTRD framework that distances itself from essentialist, monolithic views of diversity and, in contrast, emphasizes differences between and within groups, as well as the commonalities among and uniqueness of various groups in the U.S.

Looking forward toward integrating a DTRD mission and vision in the early childhood education agenda in the U.S., the reflections below emerge:

- While each individual organization appears to be well connected, there is no network of organizations doing DTRD work with under ten year olds and their parents, teachers, or caregivers in the U.S. A national or regional network of such organizations would help immerse DTRD education into the early childhood agenda, as well as positively impact on the quality and reach of existing programs by promoting exchange and creating a learning community. It is therefore important to understand why earlier efforts at creating such network have not come to fruition, and the obstacles that may remain (such as, geographic spread; size of the country and scale of efforts; continued marginalization of DTRD concerns; multidisciplinary character of the DTRD field; lack of communication and interaction across disciplines; low perceived status of early childhood education and work with young children, among others), as well as to learn from similar efforts in Europe, specifically through DECET and ISSA.
- The organizations examined understand the need to look at their programs and their impact in a more rigorous way, not only to comply with funding requirements, but to inform program development and practice. Representatives were aware of the need to anchor programs and evaluations on solid research findings and methods, and many expressed interest in partnering with universities and organizations to this end. Thus, a second promising area of work consists of forming partnerships between universities and organizations with the goals of
 - translating, disseminating, and incorporating in more systematic ways 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; and
 - conducting rigorous research-based evaluations to inform program development and applied research.
- None of the organizations identified works directly with under 6 year olds, but some work with their parents, teachers and/or caregivers. Many representatives spoke about the resistance to DTRD work in general, when first developing their programs. But resistance is not the only obstacle to conducting DTRD education with very young children: there is no consensus on its relevance among this age group, as a result of

commonly held perceptions that teachers are not biased with the very young, and young children are not developmentally ready or able to comprehend or engage in bias and prejudice. These misconceptions reflect a lack of knowledge of the most recent scholarship from developmental psychology and the critical, cultural studies of education. This scenario calls for renewed efforts to systematically investigate, translate and disseminate findings on the processes of prejudice and bias formation in the early years. 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 anti-bias and DTRD education.

This mapping of the nature of U.S. approaches to DTRD education during the early childhood years does not capture efforts by the National Association for the Education of Young Children (NAEYC) or Head Start to design and promote DTRD curricula. It is not clear how their curricula are used in day-to-day practice in preschool classrooms, family child care homes, or other early childhood settings, or what their impact is on children, teachers, parents, and communities. Time limitations did not allow us to conduct such a complex assessment. It is, however, another area of potentially productive work, particularly if a rigorous sampling of early care and education arrangements across the nation is combined with a mixed-methods design to examine the DTRD curriculum in use, the perspectives that teachers, children, and parents bring to the classroom, and the impact of DTRD education.

Organization Profiles

Al Bustan Seeds of Culture

Contact Information

Hazami Sayed, President and Founder
526 South 46th Street
Philadelphia, PA 19143
Tel: 267-303-0070
info@albustanseeds.org
www.albustanseeds.org

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.

Target Audience

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

Programs and Interventions

Summer camps; Teen camp; Apprenticeship program on Arab percussion; Arab music and culture appreciation program; Weekend workshops; Workshop on dramatic storytelling; After-school program; Development of materials.

Program Components

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

Curricula and Materials

Developed in house for all programs.

Funding

Funding received from public and private organizations, CBOs, and private donors. Fees charged for summer camp. Scholarships available based on financial need.

Alma Project

Contact Information

Loyola Martinez, Director
Denver Public Schools
900 Grant Street
Denver, CO 80203
Tel: 720-423-3575
Fax: 720-423-3823
almaproject.dpsk12.org

Description

A multicultural curriculum endeavor that provides standards-based units on the cultural and historical contributions of ethnic groups represented in the student population.

Target Audience

- Children in grades PreK through 12th

Programs and Interventions

Alma curriculum units (ECE through Grade 12th) on the history, issues and contributions of Latinos in the southwest United States.

Program Components

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

Curricula and Materials

Developed and field-tested internally, curriculum units in history, literature, science, art, and music from PreK through 12th grades cover the history of indigenous peoples in the Americas, contacts of Spanish explorers in the New World, exploration of Mexico and areas of the present-day United States, colonization of New Mexico and southern Colorado, and contemporary history, developments, events, issues concerning Latinos in the southwest United States, as well as the cultural and historical contributions of Latinos and other ethnicities represented in student body. Curricula include guides, support books and materials for teachers, sets of sets of books for students, and videos, cassettes, CDs, posters, maps, and musical instruments.

Funding

Public funding.

American Conference on Diversity

Contact Information

Diane Schwartz, President and CEO
109 Church Street
New Brunswick, NJ 08901
Tel: 732-745-9330
Fax: 732-745-9419
www.americanconferenceondiversity.org

Description

A nonprofit organization with eight chapters in New Jersey, dedicated to valuing diversity, promoting mutual understanding, fighting discrimination, educating and empowering leaders, and promoting inclusion and respect in schools, workplaces, community services, businesses, and communities.

Target Audience

- Children
- Teachers
- Parents
- Community leaders
- Community organizations

Programs and Interventions

Annual conference on diversity issues in higher education; Educators institute; Youth leadership institute summer programs; Youth leadership institute Many town forums; Youth leadership institute – Advanced peer leadership training; School swap

Program Components

- Children's and Youth services
- Professional development and training
- Community involvement and action

Curricula and Materials

Funding

Arab American National Museum

Contact Information

Celine Taminian, Manager of Education and Public Programming
13624 Michigan Avenue
Dearborn, MI 48126
Tel: 313-624-0208
Fax: 313-582-1086
ctaminian@accesscommunity.org
www.arabamericanmuseum.org

Description

A nonprofit organization whose mission is to document, preserve, celebrate, educate the public on the history, life, culture and contributions of Arab Americans, as well as serve as a resource to enhance knowledge and understanding about Arab Americans and their presence in the United States.

Target Audience

- Children (Grades K to 12th)
- Teachers, educators, other professionals
- Parents

Programs and Interventions

Joint tours with Detroit Institute of Arts; School-based program (workshops); Guided tours of the museum; Cultural competency workshops; Free summer camp program; Other summer camp-related activities; Craft Sundays; Global Thursdays; Public programming themes; Seminars

Program Components

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

Curricula and Materials

Lesson plans, educational materials.

Funding

Public and private funding, donations, membership fees, activity fees.

Boston Children’s Museum

Contact Information

Judy Battat, Native Project Manager
300 Congress Street
Boston, MA 02210
Tel: 617-426-6500
nativeprogram@bostonchildrensmuseum.org
www.bostonchildrensmuseum.org/educators/
wampanoag/index.htm

Description

A website developed by the Museum and Wampanoag Indian Advisors to help educators present the history of Wampanoag people with accuracy and respect, and promote understanding of Wampanoag culture, history and heritage from the voices of Wampanoag people.

Target Audience

- Teachers, educators, other professionals

Programs and interventions

The Wampanoag Native Project.

Program Components

- Professional development and training
- Development of materials and resources

Curricula and Materials

Teaching Kits developed by the Museum bring hands-on, object-based learning experiences to K-3rd grade classrooms. Multimedia, interdisciplinary teaching units, kits include activities, supplies, videos, photos, models and artifacts from the Museum’s teaching collection, and offer one- to four-week lesson plans for social studies, art, math, language arts, health and science.

Funding

Donations, contributions from corporations, tickets sales, membership fees.

Brown Eyes Blue Eyes

Contact Information

Jane Elliott
26708 China Drive
Sun City, CA 92585
www.janeelliott.com
jane@janeelliott.com

Description

Lectures and workshops based on an exercise that labels participants as inferior or superior based solely upon the color of their eyes and exposes them to the experience of being a minority, developed by Jane Elliott in response to the assassination of Martin Luther King, Jr., and the subject of the Peabody Award-winning film, “The Eye of the Storm.”

Target Audience

- Teachers, educators, other professionals
- Parents
- Other adults

Programs and Interventions

Lectures on the anatomy of prejudice, and power, perception and prejudice; Workshops on experiencing discrimination.

Program Components

- Professional development and training
- Development of materials and resources

Curricula and Materials

Books and videos.

Funding

Fee for services.

California Tomorrow

Contact Information

Laurie Olson, Executive Director
1904 Franklin Street, Suite 300
Oakland, CA 94612
Tel: 510-496-0220
Fax: 510-496-0225
laurieo@californiatomorrow.org

Description

A nonprofit that provides vision, leadership, research, models, customized strategies and ongoing support to community organizations, schools, family-serving institutions, after school and early childhood programs, community colleges, and private philanthropy, policy-makers, and advocates to promote equity and inclusion and embrace diversity.

Target Audience

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

Programs and Interventions

Research, policy analysis, technical assistance, capacity building, and networking in the areas of: early childhood education and school readiness; K-12 school reform; after school programs and youth development; community colleges; community leadership and engagement; and equity and diversity initiatives to philanthropic foundations.

Program Components

- Professional development and training
- Community involvement and action

Curricula and Materials

Training, research, and technical assistance materials; new models, strategies and policies to bring about equity and inclusion.

Funding

Council for Prejudice Reduction

Contact Information

Roberta Richin, Executive Director
1254 North Country Road
Stonybrook, NY 11790
www.cprnys.org

Description

A public-private partnership devoted to advancing equity and reducing prejudice in collaboration with public schools.

Target Audience

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

Programs and Interventions

Programs and services for PreK to graduate students; Professional development; Hate crimes education; Human resources support; Service learning; Character education; Civic engagement; Holocaust and genocide education; and Speaker bureau.

Program Components

- Children's services
- Professional development and training
- Parent involvement and training

Curricula and Materials

Rubrics.

Funding

Private funding, donations, fees for services.

Diversity Council

Contact Information

Kay Hocker, Executive Director
1130 ½ 7th Street, NW Suite 204
Rochester, MN 55901
Tel: 507-282-9951
Fax: 507-282-9964
info@diversitycouncil.org
www.diversitycouncil.org/

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

Target Audience

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

Programs and Interventions

Prejudice reduction workshops; Adult diversity education workshops; Diversity toolkit for businesses.

Program Components

- Children's services
- Professional development and training

Curricula and Materials

Curriculum and materials developed for use in house.

Funding

Public and private funding, in-kind donations, corporate and individual memberships.

Early Childhood Equity Initiative (ECEI)

Contact Information

Cecelia Alvarado
Teaching for Change
P.O. Box 73038
Washington, D.C. 20056
Tel: 800-763-9131
Fax: 202-238-0109
ecei@teachingforchange.org
teachingforchange.org/programs/ecei.html

Description

An organization that aims to develop leaders in early childhood education and to provide teachers, parents and policy makers with equity education to ensure the development and maintenance of linguistically and culturally-responsive pedagogy, curricula, standards and policies in early childhood education.

Target Audience

- Teachers, educators, other early childhood professionals working with 3-, 4- and 5-year-olds,
- Parents of 3-, 4- and 5-year-olds
- Policymakers

Programs and Intervention

Workshops; Web-based catalog; Core Leaders Group.

Program Components

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

Curricula and Materials

Workshop related curriculum and materials.

Funding

Private funds and anonymous donors.

Early Childhood Resource and Training Center

Contact Information

Sameera Bilal-Robey, Executive Director
4048 28th Avenue South
Minneapolis, MN 55406
Tel: 612-721-0112
Fax: 612-721-0435
sameerah@ecrc1.org
www.ecrc1.org

Description

A grassroots agency established in 1973 as a resource for building up families and communities to ensure the healthy development of all children.

Target Audience

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

Programs and Interventions

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).

Program Components

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

Curricula and Materials

Funding

Public and private funding.

Ed Change

Contact Information

41 Baker Street
Saint Paul, MN 55107
Tel: 651-291-1102
contact@edchange.net
www.edchange.org

Description

A coalition of experienced, established, educators dedicated to equity, diversity, multiculturalism, and social justice, who collaborate to develop resources, workshops, and projects that contribute to progressive change.

Target Audience

- Children (Preschool through 12th Grade)
- Teachers, educators, other professionals
- Community leaders
- Community organizations

Programs and Interventions

Workshops, presentations, assessment, training-of-trainers, leadership development, facilitator training and other forms of consulting and staff development for K-12 grade schools, colleges, universities, as well as community and government organizations; the Multi-cultural Pavilion, a Web hub of resources on equity and social justice, including curricular and pedagogical tools for teachers at all levels, historic speeches, articles and essays, classroom activities and exercises; Social Justice News Service, a weekly electronic news service with links to essays and articles.

Program Components

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

Curricula and Materials

Handouts for workshops, trainings, and classes.

Funding

Fee for services.

Educational Equity Center

Contact Information

Merle Froschl and Barbara Sprung,
Co-founders and Co-directors
The Academy of Educational Development
100 Fifth Avenue, 8th floor
New York, NY 10011
Tel: 212-243-1110
Fax: 212-627-0407
information@edequity.org
www.edequity.org

Description

A national nonprofit organization that promotes bias-free learning and aims to decrease discrimination based on gender, race/ethnicity, disability, and family income.

Target Audience

- Teachers, educators, other professionals
(Early childhood settings, elementary schools)
- Parents

Programs and Interventions

Quit it!, a guide to preventing teasing and bullying among children in K-3rd Grade; Playtime is Science, a hands-on science program for children in PreK-3rd Grade; After-School Science PLUS is an inquiry-based science program for after-school centers serving students aged 6-14; Including All of Us, a nonsexist, multicultural guide incorporating the topic of disability into the elementary school curriculum; Bridging the Gap, a national directory of services for women and girls with disabilities; Research and consulting.

Program Components

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

Curricula and Materials

Curricula and activity guides for all programs; Inclusive Materials Mini Kit, which includes games, Wheelchair Accessibility Symbols, among others.

Funding

Public and private funding.

Educators for Social Responsibility (ESR)

Contact Information

Larry Dieringer, Executive Director
23 Garden Street
Cambridge, MA 02138
Tel: 617-492-1764
Fax: 617-864-5164
educators@esrnational.org
www.esrnational.org

Description

A national organization working in the areas of social and emotional learning, character education, conflict resolution, diversity education, civic engagement, prevention programming, youth development, and secondary school improvement.

Target Audience

- Teachers, educators, other professionals
- Parents

Programs and Interventions

Early Childhood Adventures in Peacemaking, which integrates conflict resolution, social and emotional learning, and appreciation for diversity into curriculum and practice for 3- to 7-year-olds; Building Character and Social Skills through Classroom Instruction, which uses the Resolving Conflict Creatively Program (RCCP); Creating Safe, Caring, and Responsible Classrooms, to create optimal environments for academic success and character development in K - 6 classrooms; Keeping Peace in the Family, which teaches communication and conflict resolution to families with 3- to 12-year-olds; and Peer Mediation Programs for 4th-12th graders.

Program Components

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

Curricula and Materials

Curricula, lessons, and activities.

Funding

Public and private funding, individual donations, fee for services.

Institute for Humanistic Education and Parenting

Contact Information

6063 Hargis Street
Los Angeles, CA 90034
Tel: 323-870-4381
info@playmountain.org
www.playmountain.org

Description

A humanistic, alternative school committed to peace, social justice, environmental health, and the empowerment of all people, implementing community programs to promote peaceful conflict resolution, child-centered teaching and parenting, anti-bias education, communications skills, and problem-solving.

Target Audience

- Children (2 to 13 years old)
- Teachers, educators, other professionals
- Parents

Programs and Interventions

Child initiated curriculum; Peace education program; Sustainable environment curriculum; Anti-bias leadership program; Peaceful parenting program ; workshops on communication skills, family communication, prejudice reduction; family support services, including facilitation, mediation, and individual consultation.

Program Components

- Children's services
- Professional development and training
- Parent involvement and training

Curricula and Materials

Funding

Japanese American National Museum

Contact Information

Allison Nakamoto, Education Director
369 East First Street
Los Angeles, CA 90012
Tel: 213-625-0414
Fax: 213-625-1770
www.janm.org

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.

Target Audience

- Teachers, educators, other professionals

Programs and Interventions

Summer institute for teachers in all grades; Exhibits; Resource center.

Program Components

- Professional development and training
- Development of materials and resources

Curricula and Materials

Development of curricula and materials by teachers participating in the Summer institute; Teaching the Japanese American Experience: An Educator's Tool Kit, a resource for teachers, including lessons plans in U.S. history, civics, social studies, language arts, and/or visual arts for grades K-12th.

Funding

Public and private funding.

Kids Around the World

Contact Information

Global TeachNet
National Peace Corps Association
1900 L Street NW, Suite 205
Washington DC 20036
Tel: 202-293-7728, ext. 24
kidsaroundworld@rpcv.org
www.katw.org

Description

A web-based project of the National Peace Corps Association that introduces U.S. elementary school children to the lives of peers in developing countries to promote knowledge and understanding of, and respect for the people, cultures, and nations of the world.

Target Audience

- Children (elementary school)
- Teachers, educators, other professionals
- Parents

Programs and Interventions

Website.

Program Components

- Children's services
- Development of materials and resources
- Parent involvement and training

Curricula and Materials

Audio clips of children answering questions of interest to children of the same age; Transcribed interviews; Images of children in daily activities; Links to information about each country; and Lesson plans and booklists for teachers.

Funding

Public funding, membership fees, individual donations.

Miller Early Childhood Initiative

Contact Information

Linda Santora, Director, Education Programs
A World of Difference® Institute
Anti-Defamation League (ADL)
605 Third Avenue
New York, NY 10158-3560
Tel: 212-885-7700
Fax: 212-867-9406
lsantora@adl.org
www.adl.org

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.

Target Audience

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

Programs and Interventions

Workshops for caregivers, educators and aides;
Workshop for adult family members.

Program Components

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

Curricula and Materials

Bias Free Foundations curriculum; Early Childhood Guidebook and Activities for Educators; Early Childhood Poster; Early Childhood Resources; Early Childhood Activities for Families; all developed jointly by ADL and Sesame Workshop.

Funding

Private funding, fees for services, individual donations.

Morningside Center for Teaching Social Responsibility

Contact Information

475 Riverside Drive, Suite 550
New York, NY 10115
Tel: 212-870-3318
Fax: 212-870-2464
info@morningsidecenter.org
www.morningsidecenter.org

Description

A community-based, nonprofit devoted to help people develop the skills and convictions needed to shape a just, peaceful, and democratic society, through teaching conflict resolution and intercultural understanding, and promoting critical thinking, social awareness, and action.

Target Audience

- Children
- Teachers, educators, other professionals

Programs and Interventions

Resolving Conflict Creatively Program (K-12th Grade); 4Rs Program (Reading, Writing, Respect and Resolution), which integrates conflict resolution and intercultural understanding into the language arts curriculum for K-5th Grade; Early Childhood Adventures in Peacemaking, which teaches social and emotional skills; The PAZ (Peace from A to Z) After-School Program at P.S. 24, which offers conflict resolution, cooperative games and sports, and homework help; Teachable-Moment.Org, a website offering free teaching ideas and resources on conflict resolution, intercultural understanding, cooperation, and community-building.

Program Components

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

Curricula and Materials

Resolving Conflict Creatively (K-6 Grades); The 4Rs learning skills (K-5 Grades).

Funding

Public and private funding.

National Conference for Community and Justice (NCCJ)

Contact Information

760 North Frontage Road
Willowbrook, IL 60527
Tel: 630-789-6709
Fax: 630-789-6718
nationaloffice@nccj.org
www.nccj.org

Description

A human relations organization dedicated to fighting bias, bigotry and racism and promoting understanding and respect among all races, religions and cultures through advocacy, conflict resolution and education.

Target Audience

- Children
- Teachers, educators, other professionals

Programs and Interventions

Empowered to Lead, which engages classroom teachers, superintendents, principals, administrators, boards of education, and others to acknowledge, challenge and reduce their biases, stereotypes, and prejudices and become advocates for inclusion; Youth Leadership Programs, which increase awareness about diversity with elementary and middle school students across the U.S.

Program Components

- Children's services
- Professional development and training

Curricula and Materials

Funding

Individual donations.

Operation Respect

Contact Information

Mark Weiss, Executive Director
2 Penn Plaza 5th Floor
New York, NY 10121
Tel: 212-904-5243
info@operationrespect.org
www.dontlaugh.org

Description

A non-profit organization promoting school-based character education as well as social and emotional learning (SEL) programs to reduce ridicule, bullying and violence and, in general, the emotional and physical cruelty some children inflict upon each other.

Target Audience

- Children (elementary and middle school)
- Teachers, educators, other professionals
- Parents

Programs and Interventions

Don't Laugh at Me (DLAM) programs, for grades 2-5 and 6-8, which combine music, video and Resolving Conflict Creatively Program (RCCP) curricula of Educators for Social Responsibility (ESR); summer camps; after-school programs.

Program Components

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

Curricula and Materials

Don't Laugh at Me (DLAM) curricula, videos and music.

Funding

Private funding, individual donations.

Oyate

Contact Information

Beverley Slapin
2702 Mathews Street
Berkeley, CA 94702
Tel: 510-848-6700
Fax: 510-848-4815
oyate@oyate.org
www.oyate.org

Description

A Native organization striving to ensure that the lives and histories of Native peoples are portrayed honestly in textbooks, works of fiction and nonfiction, and resource materials.

Target Audience

- Teachers, educators, other professionals

Programs and Interventions

Evaluation of texts, resource materials and fiction by and about Native peoples; Teacher workshops, in which participants learn to evaluate children's material for anti-Natives biases; resource center and library; distribution of children's, young adult, and teacher books and materials, with an emphasis on writing and illustration by Native people.

Program Components

- Professional development and training

Curricula and Materials

Funding

Individual donations, in-kind donations.

Peace Games, Inc.

Contact Information

Eric Dawson, President
Peace Games National Office
280 Summer Street Mezzanine Level
Boston, MA 02210
Tel: 617-261-3833
Fax: 617-261-6444
info@peacegames.org
www.peacegames.org

Description

An independent, nonprofit organization that aims to empower children with the skills, knowledge, relationships and opportunities to be peacemakers and engage communities to support children as peacemakers.

Target Audience

- Children (K-12th Grades)
- Teachers, educators, other professionals
- Parents

Programs and Interventions

Peace Games weekly K-8 curriculum; Service learning projects to support the community; Targeted activities to support students who need special opportunities; Workshops; Mentor Teacher trained to serve as resource to staff; Professional networking opportunities; Family newsletter and events.

Program Components

- Children's services
- Professional development and training
- Parent involvement and training
- Community involvement and action

Curricula and Materials

Lesson plans; family resources; community service learning resources.

Funding

Individual donations, in-kind donations, fee for services.

Peace Jam Foundation

Contact Information

Kate Cumbo, Director of Programs
5605 Yukon Street
Arvada, CO 80002
Tel: 303-455-2099
Fax: 303-455-3921
info@peacejam.org
www.peacejam.org

Description

A community-based organization whose mission is to celebrate and promote cultural diversity and create a generation of young leaders to effect positive change in communities and world through the inspiration of Nobel Peace Laureates, with affiliates in 35 states in the U.S. and seven countries.

Target Audience

- Children
- Teachers, educators, other professionals

Programs and Interventions

Peace Jam Juniors (5-11 year olds); Peace Jam Leaders (11-14 year olds); Peace Jam Ambassadors (11-19 year olds); Peace Jam Warriors (juvenile justice curriculum); Peace Jam Scholars (College age youth).

Program Components

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

Curricula and Materials

Five curricular programs exploring the stories of 12 Nobel Peace Laureates and the ways they overcame problems in their communities.

Funding

Public and private funding, individual donations, fee for services.

Respect Diversity Foundation

Contact Information

Joan Korenblit, Executive Director
2808 West Lexington Way
Edmond, OK 73003
Tel: 405-359-0369
rdfrdf@cox.net
www.respectdiversity.org

Description

A non-profit organization seeking to help students of all ages understand other cultures and their own, create positive inter-group relationships and build strong communities throughout the state of Oklahoma.

Target Audience

- Children (PreK-12th grade)
- Teachers, educators, other professionals
- Parents
- Community leaders
- Community organizations
- Other

Programs and Interventions

Diversity workshops; Teacher In-Service Training Workshops and Seminars; Respect Diversity Art and Poetry Contest; Respect Diversity Symbol Exhibit; Holocaust Art Education Project; Symbol campaign; Speakers bureau.

Program Components

- Children's services
- Professional development and training
- Community involvement and action

Curricula and Materials

Art work, poetry, symbols of respect.

Funding

Public and private funding.

Sesame Workshop

Contact Information

Ellen Buchwalter
1 Lincoln Plaza
New York, NY 10023
Tel: 212-595-3456
www.sesameworkshop.org

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

Programs and Interventions

Sesame Street.

Program Components

- Development of materials and resources
- Programming

Curricula and Materials

Sesame Street curriculum, radio, books, magazines, interactive media.

Funding

Public and private funding, individual donations, program sales and product licensing.

Study Circles, Montgomery County Public Schools

Contact Information

John Landesman, Director Study Circles
Montgomery County Public Schools
Carver Educational Services Center
850 Hungerford Drive, Room 122
Rockville, MD 20850
Tel: 301-279-3455
Fax: 301-279-3205
john.landesman@mcpsmd.org

Description

A program implemented at Montgomery County Public Schools to examine how race and racism affect student achievement and parent involvement.

Target Audience

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

Programs and Interventions

Study Circles, 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.

Program Components

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

Curricula

Program follows Study Circles methodology.

Funding

Public funding.

Tanenbaum Center for Interreligious Understanding

Contact Information

Georgette Bennett, PhD, President
350 Fifth Avenue # 3502
New York, NY 10018
Tel: 212-967-7707
Fax: 212-967-9001
info@tanenbaum.org
www.tanenbaum.org

Description

A non-sectarian organization devoted to preventing verbal and physical conflict perpetrated in the name of religion.

Target Audience

- Teachers (K-12th Grade)
- Health care providers

Programs and Interventions

Religious Diversity in Education, an in-school and after-school training program for K-12 educators; Building Blocks for Democracy: Children Celebrate Their Traditions, a training program for elementary school teachers to prepare children respect differences by listening, sharing information about their own traditions, asking respectful questions, and becoming curious (instead of fearful) about differences.

Program Components

- Professional development and training
- Development of materials and resources

Curricula and Materials

Building Blocks for Democracy: Children Celebrate Their Traditions; Academic coexistence curricula that prevent bullying and teach life skills for primary and high schools.

Funding

Public and private funding, fee for services.

Teachers Against Prejudice

Contact Information

Elise Klein, Founder and President
58 Pine Street
New Canaan, CT 06840
info@teachersagainstoprejudice.org
www.teachersagainstoprejudice.org

Description

A nonprofit organization devoted to developing critical thinking skills and fighting prejudice, intolerance and bigotry through education.

Target Audience

- Children
- Teachers, educators, other professionals
- Parents

Programs and Interventions

Workshops and presentations for children; Professional development workshops; Essay and art contest; Review of books, films and other media products; Video guides for teachers; Keynote speakers.

Program Components

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

Curricula and Materials

Video guides for teachers; Book, film and media review.

Funding

Private funding, individual donations, in-kind donations, corporate and individual memberships, fee for services.

Teaching Tolerance and Tolerance.org

Contact Information

Rhonda Thomason, Grants Administrator
Southern Poverty Law Center
400 Washington Avenue
Montgomery, AL 36104
www.tolerance.org/teach/?source=redirectandurl=teachingtolerance
www.tolerance.org/index.jsp

Description

Two initiatives of The Southern Poverty Law Center, a civil rights law firm devoted to protecting civil rights, fighting against white supremacist activities, racism and hate crimes, and promoting tolerance education.

Target Audience

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

Programs and Interventions

Teaching Tolerance, an educational program for teachers and parents of children in K-12 grades to foster respect and understanding. Teaching Tolerance publishes a magazine, maintains a web site, disseminates anti-bias resources, as well as manages a grant program awarding funding for K-12 educators to implement anti-bias projects in their schools and communities. Tolerance.org, an online project offering daily news, guides, resources, activities, and other resources to support anti-bias activism.

Program Components

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

Curricula and Materials

Teaching Tolerance magazine; Web sites; anti-bias multimedia kits; Classroom activities and resources classified by subject and grade level; Parenting handbook.

Funding

Individual donations.

York Jewish Community Center

Contact Information

Randy Freeman
2000 Hollywood Drive
York, PA 17403
Tel: 717-843-0918
Fax: 717-843-6988
www.yorkjcc.org

Description

A human service agency that aims to strengthen and preserve Jewish culture, promote mutual understanding and the acceptance of diversity, and enhance individual and community well being through cultural, educational, physical, recreational, and social activities. The Center's diversity education programming intends to reduce prejudice in central Pennsylvania by helping individuals develop an awareness, understanding and appreciation of human differences.

Target Audience

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

Programs and Interventions

Green Circle, lessons for K-5th students to develop awareness, understanding, and appreciation of differences while encouraging a positive sense of self-worth; "Possibilities" School Assembly, a mini-musical production with accompanying classroom activities for K-5th children to explore difference; We're Alike – Differently, an interactive program for K-5th students to learn to embrace difference; The PROMISE program® (Prejudice Reduction Opens Minds In Schools Everywhere), lessons for 6th to 8th graders to recognize, accept, and celebrate diversity, and combat prejudice and stereotyping; Help Stop Hate, a program for 6th to 8th graders to examine how biased feelings, if left unchecked, can lead to hate; "Respect" School Assembly, for students in all grades to learn to respect themselves, each other, teachers, and school property; Topic Specific Workshops and Activities, classroom activities and workshops addressing specific needs as defined by schools; Adults Working to Accept and Respect Everyone, two-hour to all-day presentations leading to bias aware-

ness through self-discovery; Speakers' bureau on Jewish traditions and Holocaust education.

Program Components

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

Curricula and Materials

Developed in house

Funding

Private funding, fees for services.

