



P.R.I.D.E. in Philly Environmental Scan

Understanding **P**ositive **R**acial **I**dentify **D**evelopment in **E**arly Education





P.R.I.D.E. project participants and staff at the 2023 Annual First Up Conference. The conference, titled "The Joy of Teaching: Creating Meaningful Play Experiences," was held in Philadelphia on April 29, 2023 and included a panel discussion with teachers who participated in the Pittsburgh and Philadelphia P.R.I.D.E. Teacher Cohorts. The conference was a rich peer-learning opportunity where participants shared activities and projects that they produced that reflect culturally relevant pedagogy and program practices. *Inset photos throughout this report feature P.R.I.D.E. project participants at the conference.*

P.R.I.D.E. in Philly - Environmental Scan Understanding Positive Racial Identity Development in Early Education in Philadelphia

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Understanding Positive Racial Identity Development in Early Education in Philadelphia

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P.R.I.D.E. (Positive Racial Identity Development in Early Education), a program of the Office of Child Development at the University of Pittsburgh School of Education, aims to support the positive racial identity development of Black children ages 0 to 8.

P.R.I.D.E. works with families, educators, and community members to provide them with the knowledge, skills, and resources needed to support Black children in feeling good about their race, history, and heritage. The program also works to raise awareness more broadly about the ways all young children are impacted by race and racism.

Located in Philadelphia, First Up has been a champion of early childhood education (ECE) for over 50 years. Founded in 1967 by a small group of passionate early childhood educators, First Up has become southeastern Pennsylvania's most trusted partner and advocate for a more equitable ECE system that improves the educational and developmental outcomes for all young children.

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Executive Summary

The world has changed quite a bit since the Race and Early Childhood Collaborative completed the P.R.I.D.E. study, *Positive Racial Identity in Early Education: Understanding P.R.I.D.E. in Pittsburgh* in 2016.¹ The world experienced—and is still experiencing—a globally devastating pandemic that has killed close to seven million people. George Floyd, a 46-year-old father, brother, and son, was murdered in public by Minneapolis, Minnesota police officer Derek Chauvin (assisted by officers J. Alexander Kueng, Thomas Lane, and Tou Thao, who prevented bystanders from intervening and possibly saving Floyd's life). Floyd's murder sparked worldwide protests and a groundswell of interest in addressing race and racism in America.

Unfortunately, some in the United States, including those in powerful positions, responded negatively to this upswing in activism and increased consciousness. Rather than seeking understanding or dialogue, they chose instead to reject all efforts at reckoning and reconciliation. The result has been ugly attacks targeting school districts, school boards, superintendents, and teachers, as well as challenging book collections, using as a weapon critical race theory (CRT) or any curriculum containing books or content about race.

The early childhood care and education community has not been immune to this backlash. In places such as Arkansas and Oklahoma, legislators have challenged the idea of helping young children understand race. During the Supreme Court confirmation hearings for Ketanji Brown Jackson, the first Black female Associate Justice of the Supreme Court, Senator Ted Cruz questioned the legitimacy of a childcare center reading the book *Woke Baby*² to children. (Amazon sales of the book skyrocketed the next day.)



These attempts to quash already limited conversations about race in education settings have not gone unnoticed.

Fortunately, the important work required to help all children, and especially Black children, understand how race may affect them, their families, and their lives has continued. Hence, this new environmental scan to assess the early childhood education environment in a new geographic area.

The result of surveys, focus group sessions, interviews, and a new review of the literature and available resources on the topic of positive racial identity development, this First Up environmental scan has identified actionable steps that can help protect young children of African descent in Philadelphia from the potentially destructive effects of racism: that is, by supporting their positive racial identity development at home, at school, and in the community.

Focus

Like the Pittsburgh scan conducted in 2016, this scan will contribute to a growing literature base about positive racial identity (PRI) by examining what PRI means to the Philadelphia early education and care community, as well as inform our understanding of the state of young children in the Philadelphia region. It also aims to shed light on the literature and resources that might be most useful to parents and early education professionals as they take on the task of building children's positive racial identity in southeastern Pennsylvania. Guided by the 2016 scan, the current literature on race and early childhood, and work of the P.R.I.D.E. Program over the past 6 years, P.R.I.D.E. and First Up focused on understanding the status of PRI in Philadelphia with respect to awareness of the benefits of having a positive racial identity, the quantity and quality of existing interventions, and current policies in the city.

Race, Young Children and Positive Racial Identity Development • Not much has changed in findings related to how young children are impacted by race since the initial P.R.I.D.E. research. Studies still hold that three-month-old infants demonstrate a preference for same-race caregiver faces,³ that 6-month-old babies can categorize people by race nonverbally,⁴ and that children's racial attitudes do not always match those of their parents,⁵ but instead often reflect the country's prevailing social views. While studies show that Black children can have a white bias but still feel good about themselves as individuals⁶ and that having a positive racial identity is consistently correlated to positive outcomes for African American youth, we must question the persistence of the racialized experiences that lead Black children and other children of color to prefer white.⁷

Goals and Methods

This report aims to shed light on the thoughts, concerns, and hopes of teachers, parents, and stakeholders, with respect to the positive racial identity development of young Black children in Philadelphia.

Goals • The primary goal of this scan is to determine the status of positive racial identity development work in Philadelphia by asking:

- A. Have early educators and parents heard of positive racial identity, and how do they understand it?
- B. What practices do teachers and parents currently engage in that support children's positive racial identity development, and are they equipped with the knowledge, resources, and skills needed to provide that support?
- C. What have teachers' experiences with race—with colleagues, and with children—been like?
- D. What do teachers and parents need to support children?

Methods • Similar to the original P.R.I.D.E. scan, the data collection methods include:

- A. Electronic surveys of parents and educators
- B. Focus group sessions with parents and educators
- C. An updated literature review
- D. An updated curricula review
- E. Interviews with Philadelphia-based and national-level key informants

Findings and Recommendations

Positive racial identity work is needed in Philadelphia, and funding for training, increased awareness, and resources will be required to reach the large number of young children in the region, as well as their educators and families.

Educators • There is a need to raise awareness within the early education community in Philadelphia about race and young children and build on the racial awareness and trauma-informed work already being carried out by First Up with early educators.

Parents • Programming is also needed to enable parents to learn ways to help their children deal with racialized experiences and to communicate proactively with them about their heritage, race, culture, and ethnicity. Also needed are mechanisms for parents to connect with other families in order to learn from each other about race, racial socialization, and positive racial identity development. Additionally, parents could benefit from a resource portal providing access to information that will support them in learning how to build their children's positive racial identity.

Schools • Schools (including early childhood settings) benefit most when higher-level administrators also commit to building their racial awareness so that they have the language to discuss issues with staff and build a culture that is supportive of racial awareness. Also, schools should be given the opportunity to build professional learning communities that can provide teachers with the ongoing support they need in order to augment their early education training and practices with content that addresses race and culture as they relate to their colleagues, their students, and the families they work with.

Researchers and Policymakers • There remains a need for scholars to engage in racial-ethnic identity studies with younger children, eight years and under. Likewise, our work in this arena necessitates bridging the gap between the literature/research and knowledge direct service educators acquire. Additionally, in their roles as gatherers of information, research, and consulting advice, policymakers can play a significant part in establishing policies that will promote teacher learning about young children and race, as well as positive racial identity development. These influencers should also engage in strategies to bring knowledge about race and young children to scale, as well as develop statewide policy changes that can push the process forward.

In addition to the recommendations spelled out above, a critical call to action is needed to elevate the status and value of the early childhood care and education field in general, as well as with respect to racial awareness, anti-racist, and equity work. The persistence with which the broader American society—electoral politicians, researchers, social activists, and even the education field—diminish, overlook, or make invisible the important work of early education is frankly astonishing.

For example, in terms of teacher pay, as recently as 2017 childcare providers and preschool teachers were paid, on average, less than \$15 per hour.⁸ At some colleges/universities, faculty do not acknowledge the (early education) discipline as one that falls under the social sciences.⁹ And efforts at full government funding of childcare have been unsuccessful since the 1950s.¹⁰



Additionally, as was the case in 2016 when the Pittsburgh P.R.I.D.E. study was completed, with few exceptions, conversations about race and education do not include input from the early childhood education field. Even well-respected research and education programs across the country that focus on race and equity rarely (if ever) offer speaker events at which scholars whose work focuses on the early childhood education population are invited. From teacher pay to family support and academic status, the field continues to be undervalued.

Institutions and Organizations • Philadelphia institutions, particularly universities and colleges, would greatly benefit from offering more courses that focus specifically on young children and race, and encourage research focusing on this issue among graduate level students and future researchers. There is also a need for community-based organizations to work with the early care and education community to increase the number and availability of culturally-based activities designed for children eight years and under.

Funders • There also remains a need for more local funders to make a commitment to see broad change. Additionally, targeted funding at the state level could have a real impact on the largest city in Pennsylvania and potentially across the state.

Conclusion

The size and diversity of Philadelphia's child population might make addressing race and positive racial identity development in early childhood education feel daunting; to be honest, in many ways it is. But that does not mean it cannot be done. While Philadelphia's size and numbers dwarf those of the Pittsburgh region, there are dozens of programs, organizations, and individuals, beyond those mentioned in these pages, with the necessary passion to support P.R.I.D.E. work in Philadelphia. It simply takes will, knowledge, and commitment, which are plentiful in this region of the state. It can be done.



Introduction

A Growing Interest in Race and Positive Racial Identity

Since the George Floyd murder, many professions have become more interested in understanding race and racism; the field of early childhood education is particularly attentive to its impact on young children. Within the broad context of race and young children, concern about supporting young children's positive racial identity development has grown as well. In the brief time the P.R.I.D.E. Program has existed, many positive changes related to race and equity have taken place within the early childhood education arena. For example, professional statements focusing on equity have been issued by organizations such as the National Association for the Education of Young Children (NAEYC).¹¹ Other national and state organizations, including Zero to Three, the Administration for Children & Families, and Head Start have also changed their policies and practices,^{12,13,14} and a number of states, including Illinois and Washington have made changes to their standards, reflecting an awareness of the importance of race and ethnicity in the early childhood classroom.^{15,16}

There have also been increases in dissertations, research articles, professional development options, and active programs addressing race and early education. Work by Drs. Iruka, Curenton-Jolly, Escayg, and Durden has gained in popularity and practical use by many in the early childhood education field. Additionally, these same scholars are engaged in efforts to build a more robust and diverse scholarly population through their RISER—Researchers Investigating Sociocultural Equity and Race—initiative.¹⁷ Still, more must be done to help early care

and education professionals who may never consume the scholarly work, and who may not be positioned to connect with programs or trainings about young children and race that are available. Today, there remain far too few opportunities for most educators to easily learn about the intersections of race and young children, or about positive racial identity.

The Importance of Positive Racial Identity to Children and Families

Identity is the qualities and beliefs, as well as the looks and/or expressions that make up a person or group. It includes such things as the memories, experiences, and relationships that enable us to develop a sense of self, and that eventually are compounded to create a steady feeling of who we are over time. Racial identity has to do with our identification with membership in a racial group, our awareness of that membership, as well as our feelings or attitude about said group. That identification is influenced by the interactions we have with other individuals and through our relationship with the broader society. For instance, racial identification (awareness) is the ability to identify oneself as part of a racial group, and racial preference (outlook or inclination) is an indication of having a positive (or negative) feeling about that racial group.¹⁸

Children's racial identity formation is a critical aspect of their development and has implications across the lifespan. Having a positive racial identity has been linked to a myriad of beneficial outcomes for Black children and other children of color. They include such things as better test scores, a higher grade point average, and increased resilience. There are also unique outcomes among Black children six years and under who experience an 'African-centered home environment,' including better recall of factual information, improved behavior, and better problem-solving skills.¹⁹

Recent research exploring Black children's attitudes toward their racial group—or more specifically, representations of their race—have produced results that are consistent with some findings from the Mamie and Kenneth Clark doll studies conducted in the 1930s and 1940s,²⁰ but these newer studies also reveal complexities. For example, as recently as 2020, Sturdivant's study of Black girls' play behavior and conversation about dolls revealed what could be interpreted as negative attitudes and actions toward Black versus White and Latina dolls.²¹

Yet when Black children were given both a racial attitude measure and a self-concept measure (in which they completed items based on a picture of themselves), pro-white bias was not significantly correlated with Black children's attitudes about themselves.²² This research dispels the misguided belief that negative attitudes towards Black dolls, or line drawings of Black figures, means all Black children harbor feelings of inadequacy or self-hatred. Still, it is concerning that so many Black children begin to prefer white (when selecting playmates) at age 3 or 4.²³

“Having a positive racial identity has been linked to a myriad of beneficial outcomes for Black children and other children of color. They include such things as better test scores, a higher grade point average, and increased resilience.”

The ways we characterize children's behavior are also quite important to their self-concept. When adults make comments to or about children that are positive, negative, or neutral, they are providing data that is added to a child's mental structure of their identity. Therefore, messages that support the development of a positive self-concept generally, and that support development of a positive racial identity specifically, are very important. Key to addressing both personal and group attitudes among these children, as well as their development of a positive self-concept, are racial-ethnic socialization practices. Racial-ethnic socialization consists of developmental processes by which children acquire the behaviors, perceptions, values, and attitudes of an ethnic group, and come to see themselves and others as members of the group typically through the practices of their parents.²⁴

Studies indicate the use of racial-ethnic socialization practices promote healthy psycho-social well-being and support the development of a strong racial identity in children of color.²⁵

Racial-ethnic socialization practices include messages that: 1) prepare children to have the resilience and ability to cope when dealing with experiences of racism and discrimination, 2) teach children to be cautious of other groups, and 3) promote the idea that all people are equal and focus on the commonalities among various racial and ethnic groups.²⁶

These strategies have been correlated with mixed outcomes. However, a fourth strategy, cultural socialization, through which parents communicate cultural values and history to support their children's understanding of ethnic and racial issues, has demonstrated the most positive academic and social/emotional outcomes in children.²⁷ For example, Huguley et. al. (2019) found that most individual practices of ethnic-racial socialization were positively associated with global ethnic-racial identity, 'and the strongest relationship was with pride and heritage socialization'.²⁸

What Makes This Scan Different

The contractual agreement between the P.R.I.D.E. Program and First Up entailed much more than the completion of this environmental scan. From September 2021 through October 2022, the P.R.I.D.E. Program delivered professional development content to multiple Philadelphia entities including First Up staff, eight Philadelphia-based family childcare providers involved in a Drexel University early learning program as well as

early childhood educators from center-based early learning programs. The team also provided train-the-trainer content to key First Up leaders and delivered a special training series to a small 'Teacher Cohort' group of early educators. Teacher Cohort projects are included in "[Appendix A](#)".

The Context in Philadelphia

Akin to the original P.R.I.D.E. environmental scan, here we present information that substantiates the need for a Philadelphia scan and the need for a shift in early childhood practices to support children's understanding of race and build children's positive racial identity.

The Philadelphia area was home to the Lenape, or Delaware tribes in the Shackamaxon village, before the arrival of Europeans. These native peoples were displaced by Quakers and other religious minorities that settled in the Commonwealth of Pennsylvania in the late 17th and 18th centuries. Black migration into the city was heavy from the end of the American Revolution until approximately 1815, with people coming from rural areas around Philadelphia, as well as from the South. In a second movement, there was a later great migration to Philadelphia, which occurred in two waves: from 1917–1918 during the First World War, and again from 1920–1923.²⁹

Today, Philadelphia is the largest city in the Commonwealth of Pennsylvania, the sixth largest city in the U.S., the second-largest city in the northeast region of the country, and the 67th largest city in the world. It also has the fourth largest Black population in the country. Its population of over one and a half million people is extremely diverse and dwarfs the state's second largest city—Pittsburgh—in population (Philadelphia is more than five times as populous as Pittsburgh), as well as both its size and range of ethnic subpopulations. The city's youngest population is also considerable in comparison, at over 200,000 children aged 9 years and under, compared to approximately 37,000 children 9 years and under in Pittsburgh. The size and diversity of the Black population in the city, including the population of children aged 8 and under, presents the opportunity for more nuanced positive racial identity work that could potentially reach a large population of children and families.

Despite these remarkable numerical differences, many of the issues and challenges facing the early education communities in both these cities are surprisingly similar. Both currently face a childcare crisis brought on by the COVID-19 pandemic. Both cities struggle to diversify the early education workforce. And both see a persistent need to support the most vulnerable young children with respect to educational access and quality. Additionally, Pittsburgh and Philadelphia both clearly see the significance of and need to support young Black children's positive racial identity development.



Disparities in Philadelphia

Philadelphia has many problems that must be addressed in order to see more significant growth, including one of the country's highest poverty rates, high crime rates, a declining real estate market, and an unemployment rate above the nation's average. The city is often referred to as a 'majority-minority' city due to its racially and ethnically diverse population, with African Americans comprising close to 43% of the population, followed by whites at approximately 36%, people of Hispanic or Latino origin at 14%, Asian/Pacific Islanders at 7%, and other diverse groups collectively comprising a small percentage of the population. Like so many other cities in the U.S., the past and present socioeconomic realities among Philadelphians from diverse racial and ethnic backgrounds demonstrate the lingering effects of structural and implicit racism.³⁰

In 2016, the Government Alliance on Race and Equity launched *Racial Equity Here*, described as a cutting-edge initiative committed to advancing racial equity and advancing opportunity for all communities in five pilot cities. Philadelphia was selected as one of those cities, and in 2017 the city finalized its racial equity action plan to drive equity efforts.³¹ This and other initiatives are greatly needed in the city. The city's overall poverty rate has remained high despite years of growth in population, jobs, and development. The disparities disproportionately affect people of color and demand continued aggressive action.

Of the city's major racial and ethnic groups, the poverty rate among Black residents was second highest at 26.7% in 2019, pre-pandemic. (Hispanic residents had the highest poverty rate in 2019 at 40.2%).³² Current data shows that in the years since the Great Recession, there have been a number of class-action lawsuits against major mortgage lenders for their reverse redlining practices in Philadelphia. The result of these practices is that Philadelphia is one of the country's most racially segregated cities, as well as the "poorest" of the

largest U.S. cities. According to the U.S. Census, 23.3% of the city's residents live in poverty, surpassing the second poorest U.S. city, Houston, by 2.9% .

There are some signs of slow improvement in the unemployment rate for Philadelphians, but not for certain communities of color. For example, Black people currently have the highest unemployment rate at 14.6%, and while the national numbers show small gaps between certain races, local experts say the true picture for the Philadelphia region shows much wider gaps, with Black men facing the biggest challenges.³³

“According to the U.S. Census, 23.3% of the city's residents live in poverty, surpassing the second poorest U.S. city, Houston, by 2.9% .”

These housing, employment, and economic challenges greatly affect families in the city in many ways. For example, according to research reported by PEW Charitable Trusts in 2022, almost two-thirds of Philadelphians indicated that they heard gunshots in their neighborhood during the previous 12 months. The experience is disproportionate, affecting about four in five Black residents, compared with fewer than half of White residents. It also disproportionately affects families, with 74% of residents with children under age 18 in the household reporting they heard gunshots over the past year.³⁴

Culture and Education in Philadelphia

In terms of educational achievement, 2017-18 data available from the School District of Philadelphia show that, pre-pandemic, just 36.4% of students scored at proficient or advanced in ELA, 21.3% in math, and 36.2% in science as measured by PSSA and Keystone exams.³⁵

In March 2022, the Philadelphia Inquirer reported that 6 in 10 Philadelphia students attend low-performing schools. This data came from a report by the Philadelphia School Partnership (PSP), which found that 60% of elementary school children attend a low-performing district or charter school, defined as those below the average achievement for Philadelphia schools. Black and Latino students are overrepresented in those schools.³⁶

But not all is doom and gloom. In addition to multiple African American museums, Black historical sites, and cultural festivals, Philadelphia is home to a wealth of Black and African centered groups and institutions. They include organizations such as The Colored Girls Museum, a first of its kind museum that honors artifacts pertaining to the experience of Colored Girls; Philadanco, a long-

standing Black dance company; the Philadelphia African American Museum; and the Odunde Festival, the largest African American street festival in the country.* Additional organizations are identified in Appendix C.

A few of the Philadelphia educational institutions whose curricula focus on positive racial socialization include Sankofa Freedom Academy, Lotus Academy, and Harambee Institute of Science & Technology Charter School. While the parents who enroll their children in such schools and the educators teaching them clearly see the importance of providing Black students with an education that immerses them in their culture and ethnicity, this scan indicates such views have not yet trickled down to the early education arena in any significant way.

* *The Odunde Festival attracts up to 500,000 people annually and has a \$30 million dollar economic impact on the Commonwealth of Pennsylvania and a \$28 million dollar economic impact on the City of Philadelphia.*

The Early Childhood Care and Education Picture in Philadelphia

According to 2022 Start Strong PA data, 59% of young children eligible for care in Philadelphia County are presently unserved, and 67% of infants and toddlers remain unserved. Only 30% of Child Care Works (CCW) children under five years are in high-quality programs, and only 25% of CCW infants and toddlers are in high-quality programs. Additionally, just 37% of childcare capacity in the county meets high-quality standards. Statewide, more than half of Pennsylvania's three- and four-year-old children do not have access to public preschool programs. The reality is, there simply are not enough slots, even with slow-but-steady increases in state funding over the past several years.³⁷

Philadelphia is home to about 66,000 children under age three (i.e., infants and toddlers), and most (69.8% as of 2016) of these children are children of color. Even among children whose parents work daily, nearly one-third (32%) of Philadelphia's infants and toddlers still live in poverty—perhaps the single greatest risk to children's development. Comparing Philadelphia to other cities, New York has a lower share of infants and toddlers in poverty (25.4%), while Detroit's share is much higher (62.3%), nearly double Philadelphia's.³⁸

Nearly two-thirds (65%) of these infants and toddlers live in neighborhoods of concentrated poverty. In fact,

Philadelphia's infants and toddlers are twice as likely to live in neighborhoods with concentrated poverty than the national average.³⁹ The early childhood field has been especially hard hit by the COVID-19 pandemic, as have children and families in the Philadelphia region. According to an August 2022 report from Children First, as a direct result of the pandemic: 1) Philadelphia students fell behind in school, 2) Children became less healthy, 3) The risk of childhood communicable diseases rose, 4) Fewer children were in poverty (a result of government policy that temporarily lifted 16,000 children out of poverty the first year of the pandemic), and 5) Childcare providers and schools became weaker.

“Philadelphia's infants and toddlers are twice as likely to live in neighborhoods with concentrated poverty than the national average.”

Their recommendations for addressing these outcomes include prioritizing child well-being, investing in students, closing the gap in behavioral health services, protecting children from poverty, and making childcare more affordable. We can also note that childcare must be made more available. During the pandemic, 255 of just over 1,000 total childcare centers in the state permanently closed.⁴⁰

During the 2019–2020 school year, data showed that about 3,800 children and youth in Philadelphia experienced homelessness. However, the Philadelphia Department of Education suspects that the actual number of students experiencing homelessness is higher.⁴¹ Also, according to the Peoples Emergency Center (now HopePHL), during the pandemic, parents/caregivers were less likely to discuss early childhood programs with shelter staff, and less likely to have their children enrolled in an early childhood program.

At the same time, there are many early childhood focused organizations doing important work to support young children and families in Philadelphia. Those mentioned here by no means reflect an exhaustive list. They include programs such as The Children’s Hospital of Philadelphia PolicyLab’s Philadelphia Human Development Project (PHD), which has embarked on a study to analyze the impact of maternal knowledge and beliefs on family investment in child development.⁴² Another is the PHLpreK program, which funds quality Pre–K education at more than 180 childcare sites in Philadelphia for three- or four-year old children, regardless of parental income.⁴³ There is also Children First, a children’s advocacy program which sees its mission as “making sure every child has the fundamental building blocks for success via quality health care, high-quality education, proper nutrition, and

a dependable support network.” The organization shares resources to bring multiple stakeholders together to solve problems and has produced a report on Philadelphia’s Early Intervention System. Along with First Up, Children First is a founding partner of the Pre–K for PA campaign.⁴⁴

Another program is Cap4Kids, The Children’s Advocacy Project of Philadelphia, which helps parents and others learn about and connect with community agencies that improve or enhance the lives of children, teens, and families.⁴⁵ The Action for Early Learning (AFEL) Project, part of Drexel University’s Office of University and Community Partnerships, also requires mention. This project is a collaboration of social service and education agencies with community stakeholders working to create an education support system for students and families in the West Philadelphia Promise Zone.⁴⁶ Two other programs doing work to improve the outcomes for all children and, as such, touch the lives of Black children across the city include Read By 4th, a program of the Philadelphia Free Library, and Maternity Care Coalition, which aims to improve the lives of pregnant women, parents, and their children ages 0–3.^{47,48}

Anti-Critical Race Theory Backlash

While these programs struggle to achieve the basic goal of providing broad and targeted access to high-quality care, there is still the challenge of pushing the field to view equity and racial awareness and understanding as central to what represents quality. Helping young Black children develop a positive racial identity necessarily involves teachers gaining at least a rudimentary understanding of race, something that is being vehemently challenged these days.

“...there is still the challenge of pushing the field to view equity and racial awareness and understanding as central to what represents quality.”

Lest we think the early care and education profession is safe from the ongoing attack on critical race theory (CRT) mentioned earlier in this document, see as just one example Arkansas Senator Tom Cotton’s recently proposed legislation, which states:

“K–12 schools and even Pre–Kindergarten programs across the country are employing curricula, trainings, and other materials inspired by Critical Race Theory (CRT). These materials encourage

educators to teach age-inappropriate concepts to children and to treat them differently on the basis of race, in violation of federal civil-rights law. This amendment by Senator Tom Cotton would prohibit federal funds from being used to promote CRT or to compel individuals to affirm CRT in Pre–K programs and K–12 schools. This amendment will ensure that federal tax dollars are not abused to promote CRT in our schools.”⁴⁹

Cotton is only one of several lawmakers across the country⁵⁰ who have claimed that early educators are teaching CRT to Pre–K children. CRT, originally designed as a graduate law school course, is being taught in no K–12 public schools, and it is highly unlikely to be found in early education settings.

Still, according to the University of California Los Angeles law school’s Critical Race Theory Forward Tracking Project, 20% of the anti-critical race theory proposals from the past year were made at the local school board level with California, North Carolina, Florida, Pennsylvania, and Virginia seeing the most school board-level measures. Most active in these pursuits is Florida governor Ron DeSantis whose HB 7, formally called the “Individual Freedom” measure, bans educators from teaching certain

topics related to race and is designed, in part, to prevent teachers from “making students feel guilt or shame” about their race because of historical events.⁵¹

While such efforts by a noisy minority are troublesome, fortunately the majority of parents feel differently about the subject. Although less than half of parents of young children surveyed support the teaching of critical race theory, a recent USA Today poll⁵² found that most parents

believe children should learn about the ongoing effects of slavery and racism in U.S. society. This issue is important to consider, as these battles can have a profound impact on the way educators of young children approach the subject of race and positive racial identity development in the classroom.⁵³

Impetus for the Scan

In 2016, the Race and Early Childhood Collaborative (RECC)—which was comprised of staff from the University of Pittsburgh’s Office of Child Development, its Center for Urban Education, and the Director of the SEED Lab—produced the P.R.I.D.E. report: *Positive Racial Identity Development in Early Education: Understanding P.R.I.D.E. in Pittsburgh*. The report was an environmental scan that compiled information about racial disparities, attitudes, and awareness of positive racial identity in the city. It also served as a call to action regarding young children and race.

Three years later, in the spring of 2019, the ‘P.R.I.D.E.’ spark was lit in Philadelphia. After presenting a session on race and young children at the First Up (formerly Delaware Valley Association for the Education of Young Children) Annual Conference, P.R.I.D.E. director Dr. Aisha White struck up a conversation with First Up Executive Director Carol Austin and William Penn Foundation Program Officer Kellie Brown about bringing the P.R.I.D.E. model to Philadelphia.

In the summer of 2021, First Up was awarded a multiyear grant from the William Penn Foundation to implement P.R.I.D.E. professional development with First Up staff, local childcare programs, and a cohort of teachers, as well as to replicate the P.R.I.D.E. environmental scan in the Philadelphia area.

The P.R.I.D.E. in Philly project aims to replicate the work of the Race and Early Childhood Collaborative in creating a record of race and early education practices, awareness, and understanding in the Philadelphia region, as well as implement the P.R.I.D.E. Program professional development model. In addition to conducting the environmental scan, the project entails:

- Training for all First Up staff
- Train-the-trainer facilitation with select First Up professionals

- Training with early educators at three Philadelphia childcare sites, and
- Training with a ‘Teacher Cohort’ group

Goals of the environmental scan are to:

- Assess racial awareness and practices among parents and educators of young children in Philadelphia,
- Continue raising awareness about why having a positive racial identity is important to the healthy development of young children,
- Make a call to action for change in the Philadelphia early childhood education community and the broader Philadelphia community with respect to young children and race, and
- Issue recommendations for positive changes for early education institutions, educators, parents, researchers, funders and policymakers.

The scan sought to answer several key questions:

- A. Have early educators and parents heard of positive racial identity, and how do they understand it?
- B. What practices do teachers and parents currently engage in that support children’s positive racial identity development, and are they equipped with the knowledge, resources, and skills needed to do so?
- C. What have been teacher experiences with race—with parents, colleagues, and children?
- D. What kinds of things do teachers and parents need to support children?

The P.R.I.D.E. in Philly project

Components:

- Environmental scan
- Training for all First Up staff
- Train-the-trainer facilitation with select First Up professionals
- Training with early educators at three Philadelphia childcare sites, and
- Training with a 'Teacher Cohort' group

Goals:

- Assess racial awareness and practices among parents and educators of young children in Philadelphia,
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Key questions:

- Have early educators and parents heard of positive racial identity, and how do they understand it?
- What practices do teachers and parents currently engage in that support children's positive racial identity development, and are they equipped with the knowledge, resources, and skills needed to do so?
- What have been teacher experiences with race—with parents, colleagues, and children?
- What kinds of things do teachers and parents need to support children?



The Findings

Key Informants

Seven early care and education professionals were interviewed about their thoughts and experiences regarding race, young children, and positive racial identity development. Interviewees included Dr. Tonia Durden, Clinical Associate Professor and Birth through 5 Program Coordinator at Georgia State University; Dr. Jerlean Daniel, consultant and former Executive Director, The National Association for the Education of Young Children (NAEYC); Dr. Kerry-Ann Escayg, Associate Professor of Early Childhood Education, University of Nebraska at Omaha; Dr. Sherlyn Harrison, Pittsburgh Public Schools Early Head Start Delivery Manager; Cara Ciminillo, Executive Director, Trying Together; Dr. Cherie Crosby-Weeks, Dean of Business Education and Professional Studies, Manor College; and Dr. Andrea Terrero Gabbadan, Visiting Assistant Professor, Educational Studies, Swarthmore College.

Here responses are provided in aggregate with consideration for elicited themes. Individual speakers are not identified in this part of the report so as to prioritize the content of their remarks. Interviewees were first asked about their P.R.I.D.E.-related work.

Informants are currently engaged in work that ranges from providing professional development and overseeing professional learning communities to teaching college-

level courses that explore the issues of race and young children, and in-depth work with pre- and in-service teachers and researchers. They are also involved with organizations doing systems-level work that aims to change the nature of early childhood education by focusing on changes to teacher prep programs. Some of their work involves developing and delivering professional development sessions for teachers that focus specifically on antiracist teaching, and doing intensive organization-wide diversity, equity, and inclusion work with staff in tandem with leadership and resource development. One rather unique effort involves creating webinars for Historically Black Colleges and Universities (HBCUs) as a vehicle for developing early education faculty.

Informants were asked about PRI work they are aware of outside of the Pittsburgh based P.R.I.D.E. Program. Some referred to the scholarly work being done by their colleagues (Escayg, Iruka, Curenton-Jolly)⁵⁴ and the RISER Network referred to earlier in this report, while others

Interviewees:

Cara Ciminillo

*Executive Director
Trying Together*

Dr. Cherie Crosby-Weeks

*Dean of Business Education and
Professional Studies
Manor College*

Dr. Jerlean Daniel

*Consultant and former
Executive Director
The National Association for the
Education of Young Children (NAEYC)*

Dr. Tonia Durden

*Clinical Associate Professor and Birth
through 5 Program Coordinator
Georgia State University*

Dr. Kerry-Ann Escayg

*Associate Professor of Early
Childhood Education
University of Nebraska at Omaha*

Dr. Sherlyn Harrison

*Early Head Start Delivery Manager
Pittsburgh Public Schools*

Dr. Andrea Terrero Gabbadan

*Visiting Assistant Professor,
Educational Studies
Swarthmore College*

mentioned local institutions, such as Philadelphia libraries or programs such as the Center for Black Educator Development. Also mentioned were the National Black Child Development Institute (NBDCI) and the National Association for the Education of Young Children (NAEYC).

Interviewees also shared their knowledge about research being conducted around Black children's racial attitudes, including some mentioned in this report and others focusing on Black children and play, language, and ways Black children resist racism. Respondents were asked about any obstacles to promoting positive racial and ethnic socialization in early childhood, either in classrooms or home settings. Ideas shared include the need to dismantle privilege and related restrictions that prevent teaching about race. Some feel making racial awareness learning and training optional is a significant barrier to taking professional development to scale. Others feel that a combination of factors have come together to thwart efforts, such as the whiteness of the early education field, White fragility, the hesitancy to do internal work, the tendency to water down training content, and the common practice of avoiding racial conversations at the personal level altogether.

Internal work emerged more than once, with one respondent describing early educators as being able to discuss race intellectually but not emotionally, something she described as "headspace versus heartspace." A lack of knowledge, resources, and time were cited as obstacles to both parents and educators supporting young children. Another equally problematic impediment identified by respondents is the color-blind philosophy that teachers of young children tend to cling to. Others included the absence of a shared language, the anti-CRT scare tactics described previously, the need for more administrators of color, and White accountability.

What is Needed

Several suggestions were made for ways to meet the immediate needs of parents and educators who are seeking knowledge and resources. One idea was a podcast, which would bring the information to listeners in an easy-to-access way. Also mentioned were opportunities for parents to learn about the benefits of having a home environment that supports children's positive racial identity, including books, magazines, images, and toys, coupled with regular conversations and exposure to culturally affirming media and events. In terms of what is most needed to help Black children and children of color, one response was having opportunities to work with small groups of dedicated teachers and gradually building out a significant population of well-trained educators.

Another suggestion was to enmesh the work in higher education so that all teachers learn about race and young children before they exit college/university. Some proposed professional development, clarifying information, and better teacher prep programs as necessary; also discussed were increased recruiting of teachers of color, making concerted efforts to diversify the field, and making changes to the system and the people within it. One respondent felt strongly that what is needed is for leaders, teachers, and adults to "give children the space they need to be who they are and get out of their way!" Parallel to the barriers, some felt that there is a great need for ECE professionals to see and acknowledge their humanity and the ways anti-Blackness shows up in the classroom. This quote, in particular, poignantly describes what one informant believes Black children need:

"They need developmentally appropriate versions of our history, our Black ancestors who persevered and made a difference. They need video clips, books, and oral history from our grandparents. They need to hear from the adults who love them that are around them that we can overcome...They need to be affirmed of their physical qualities AND that they are smart. They need to be propped up by people who really see them. We have to pause and give kids a chance to ask questions, wonder and make them feel like they are embedded in the culture. These conversations can help children build rich cultural vocabularies."

Dreaming

Respondents were asked about their dreams for children related to race and positive racial identity.

"Invest wisely and invest boldly," was the response from one interviewee. Specifically, she suggested "go to centers that are already successful and are making an impact and provide the dollars to maintain or enhance them." Another echoed that view, stating that the first place to start is in providing funds. Also recommended were race-centered policies that would ensure that educators are trained in cultural competency and antiracist pedagogy. For others, the dream is to make this work central—not supplemental or periodic and limited—by providing it in courses so that the content is embedded even beyond early childhood education. Interviewees also suggested that scanning the field for race, early childhood, and positive racial identity courses, programs, and professional development would give us a greater sense of what is happening in the country, who is doing what, and where gaps exist.

Other ideas included having high-quality free or affordable training for early childcare centers, along with follow up, coaching, modeling of instruction, and modeling parent engagement. Mirroring responses to what is needed, some suggested investing in teacher education so that faculty have the skills to equip educators in culturally relevant pedagogy and antiracist pedagogy before they enter the field. Funding was also suggested as a "big dream" item, though from a different angle. One respondent felt that a guaranteed income for families and a real living wage for early educators would go a long way in improving the lives of all children in the country. And, lastly, one respondent shared a wish for families to take charge and feel empowered to make a difference in their communities.

A small number of additional informants doing P.R.I.D.E.-related work in Philadelphia were identified for the scan but unavailable for interviews. Still, their work and the work of their programs merit mention here.

Center for Black Educator Development

The Center for Black Educator Development works to ensure equity in the recruiting, training, hiring, and retention of quality educators who reflect the cultural background and socio-political interests of the students they serve. Their vision is to see that all Black students access high-quality, same race teachers throughout their Pre-K-12 experience.⁵⁵

Jubilee School From its humble beginnings in a little room in back of a thrift store in the Spring of 1977, Jubilee School began by filling a need and following a vision. Today the school helps children build their creative, intellectual, social, and physical skills, using their history and culture as the central starting place to learn about the world.⁵⁶

Lotus Academy Founded in 1974, The Lotus Academy is an independent, private, African centered school that has operated since day one on the basis of one primary objective: creating an academically superior and culturally affirming institution that develops future leaders, life-long learners, and world citizens.⁵⁷

Survey Results

P.R.I.D.E. in Philly Family Survey results

To capture an understanding of parents' ideas, opinions, and knowledge about young children and race, an electronic survey was sent to parents with questions about these topics. Of the 142 parents surveyed, 46 identified as Black/African American, 42 identified as White or Caucasian, 17 identified as bi-racial, 12 identified as Latino/a/e/, seven identified as Asian/Pacific Islander, one as Greek, one as Caribbean, and 16 chose not to include their race.

A majority of parents (over 60%) stated that children in the community talk about race. Less than half (41%) felt those conversations were neutral (as opposed to positive or negative). More than half (56%) stated that their own biological (or adopted) children also talk about race, with nearly half of those conversations (48%) being neutral. While only 27% of parents feel they have the right words to respond to their children's comments about a race, nearly as many feel they are able to respond with the right words some of the time.

All parents responded affirmatively when asked if they want their child to feel comfortable asking questions and talking about race, and nearly all parents agreed that they want their children to recognize the differences between races in terms that make sense for their age. A majority stated that their children need to know about race to prepare for discrimination, and a majority felt that their children were not too young to know about race. However, feedback was mixed when parents were asked if they wanted their child to be colorblind. While over half of respondents disagreed or strongly disagreed with that idea, just over one quarter strongly agreed, and a little less than one quarter agreed.

“Less than 30% of total respondents felt they had the right words to say in response to hurtful comments if their children experience them.”

When asked if parents should be discussing race with children ages one to eight years old, nearly 100% agreed they should. Likewise, a significant number of parents stated that they wished to have more resources or information in order to have those conversations. Parents' responses to questions about which resources they used to have conversations about race indicated that most—close to 82%—said picture books, with 'other' resources listed second, followed by books and articles for adults, and other parents. Additionally, most parents stated

that they had more than ten books or toys representing African Americans or people of color at home, with a little over one-third stating that they own four to nine such items.

A significant majority of parents (87%) reported that their children attended an educational program outside the home. While approximately 41% were not sure if racial topics came up at their child's school, 40% felt the conversations that did occur were positive, and a much smaller number (19%) felt the discussions were neutral. Close to 35% of parents said their child does not talk about race, and 65% of parents said neither they nor their child had been hurt by racial comments. Less than 30% of total respondents felt they had the right words to say in response to hurtful comments if their children experience them.

Most parents (61%) believe teachers should discuss race in the pre-K classroom, and a smaller number (51%) believe their child's teacher is currently doing so. A much smaller percentage of parents feel teachers talk about race a lot (22%), and an equally small number are unsure whether teachers talk some or a little. The majority of parents (more than 80%) are satisfied with teacher behavior. Still, a number of parents wish their child's teacher would talk about race because of the racial differences that exist in the world and they believe it is important for children to have this information.

Twenty-nine percent of parents stated that their child's classroom has access to books and toys representing African Americans and people of color, and a smaller number (23%) are unsure about the presence of such resources. Almost half of parents reported thinking now about the ways race will play a role in their children's schooling over the next two years, with the majority of those saying they feel hopeful (45%).

When asked if they would be willing to work with their child's teacher to encourage discussions about race in their child's educational setting, close to 48% responded yes. A slightly larger percentage of parents (about 50%) said yes when asked if they had thought about how their child's race would play a role in their experience starting school. Finally, when asked about their feelings when thinking about their child's race in school, most of the parents responding (27%) were hopeful, and a smaller percentage (17%) were either worried or unsure.

P.R.I.D.E. in Philly Teacher Survey results

One hundred teachers responded to the P.R.I.D.E. in Philly electronic survey. The majority of respondents identified as Black, and a smaller percentage reporting as other. Sixteen of the one hundred teachers completing the survey had a high school diploma, 21 held an associate's degree, 29 held a bachelor's degree, 33 a master's degree, and one held a doctorate.

Sixty-two percent of respondents reported that their college coursework covered culture, ethnicity, or race, and a smaller number reported that what they learned covered how to be inclusive in the classroom. Just 33% reported that their coursework prepared them to think about how race affects teaching and learning.

Related to this, 43% of respondents feel their teaching placement prepared them for thinking about race, and approximately half of respondents say they wish their coursework had taught them about connecting with children of different races, how to reflect on their own racial attitudes, how to introduce activities related to race in the classroom, and related topics. A majority of surveyed educators are currently working in the classroom (70%), most with preschool aged children (57%).

When asked if the children in their care talk about race, more (47%) said yes than said no (22%). Most of the comments were described as either positive (47%) or neutral (47%). Overall, teachers feel very comfortable

or somewhat comfortable (45% and 48%, respectively) responding to comments about race. While a majority (59%) said they felt very comfortable talking to parents in general, a small number felt very comfortable talking with parents about race (30%).

As to specific race-related teacher preparation, most teachers stated that they have engaged in professional development sessions that included content about addressing race in the classroom (42%), and most described the trainings as preparing them very well. When asked if they would sign up for race-related professional development in the future, an overwhelming majority of respondents (77%) said they "definitely" would. A nearly equal number of teachers reported having either a large variety (41%) or some level (43%) of resources to promote the development of positive racial identity for children in their classrooms. The resources teachers would like to have in the classroom include: 1) more books on diversity, 2) dolls (Barbie dolls and other dolls representing a variety of races, as well as other physical differences), and 3) more international toy foods. (There were no recorded responses to a question about needing more books about race.)

When asked if there was anything else they would like help with, educators stated that they absolutely need help with time to learn about these topics, as well as more information about racial identity, classroom practice, and biases.

Focus Groups

Focus Groups: PARENTS

Twenty parents participated in the P.R.I.D.E. in Philly virtual focus group sessions. The majority of parents were mothers of young children (8 years old or under), and all were African American or of African descent (from Jamaica, Haiti, and Senegal).

Parents responded to questions about their own racial experiences, including conversations they had as children with their own parents. While some had no conversations or only sporadic conversations about the topic, most reported that they did indeed have regular or intermittent conversations about internal (intra-group racial bias) and external (racism presented by individuals not of African descent) topics. Most of these conversations were not specifically about understanding race. Many parents did report talking with their parents about racial issues

after watching a movie, watching the news, or hearing stories shared by their grandparents or others. Parents also described engaging in positive cultural experiences during childhood, such as attending local cultural events with or at the direction of their parents.

When asked how those conversations, or the lack thereof, impacted them, many parents said that having conversations about race with their parents was or would have been helpful to them, both in childhood and adulthood. They said that some of their childhood experiences would have been more manageable if their parents had engaged in direct conversations, and that such discussions would have also better prepared them to have such conversations with their own children.

Parents' responses to questions about race and their own educational experiences varied widely. Some talked

about attending racially affirming schools where they had 100% positive experiences; others discussed attending diverse schools where they had negative experiences, such as microaggressions; still others talked about attending college with students who knew Ku Klux Klan members or who had family members who were part of the White supremacist organization.

Others revealed that they came to realize just how much their own education was lacking after working at a quality school as an adult and reflecting back on their own early education. Some expressed that they had no support as a student, while others said they did not receive adequate educational support until college. Some spoke about their HBCU experiences, some positive and some negative. One parent in particular spoke with high regard about an all-Black charter school she attended, that instilled racial pride and immersed her in positive experiences that were unique to the school.

“...many parents said that having conversations about race with their parents was or would have been helpful to them, both in childhood and adulthood. They said that some of their childhood experiences would have been more manageable if their parents had engaged in direct conversations, and that such discussions would have also better prepared them to have such conversations with their own children.”

Parents were also asked what worried them about raising Black children in America. While parent responses varied significantly, a common response was the fear of violence against themselves or their children. Parents by and large worry about their children's safety, but they also are concerned about their children's self-image, about them being ridiculed, about how they may be perceived, and about how they might interpret messages about race. Fears also included worries about the impact of pop culture on their children, worries that their children will not love who they are, that they will be confused about their race, or that they (parents) might be projecting things onto their child. A few parents stated that they were concerned that their children would not have the options or experiences that would support them in achieving their goals or in being successful.

When questioned about their children's educational experiences, most parents were quite satisfied with the schools or centers their children attend. However, there were a couple parents who described negative experiences, such as a teacher referring to Black people as “colored,” and a school that did not respond adequately to racial ridiculing her child experienced.

“Many parents want to know how to start such conversations with their children in ways that do not sugarcoat history but that do not frighten their children.”

The degree to which parents have conversations with their children about race varied. Some reported having affirming conversations about African American and Caribbean figures, using books and media to start conversations, and making conversations a regular part of their family practices. A few parents described having conversations about race and media with their children, while others reported using affirmations. But others said they hesitated to have such conversations because of their children's young age or because they did not want to stifle their children's freedom or their ability to express themselves. Many parents want to know how to start such conversations with their children in ways that do not sugarcoat history but that do not frighten their children. And others expressed a need for more historical and cultural information, as well as a desire to know more about early education, such as how to navigate the early childhood education environment.

When asked if they had ever heard of the phrase “positive racial identity development,” most parents said they had not. Some said they only learned about it through their involvement with the environmental scan and their connection to First Up. Others stated that they were aware of the phrase but did not know of many local organizations doing positive racial identity work.

Parents feel strongly that there are many things that their children need in order to support their positive racial identity development. The responses ranged from age-appropriate media that affirms them, freedom to be their authentic selves, and the ability to know their ancestry, to schools that involve parents consistently in meaningful ways and schools that inform parents of their diversity, equity, and inclusion policies. Some felt the formation of a group of like-minded parents who could gather to have conversations about these issues on a consistent basis would be helpful to them and their children, as would a central location where parents could take their children just to play and enjoy themselves. Parents also wished for a “community” similar to the environments they experienced when they were younger—in other words, a “village.”

Parents generally struggled to identify resources that exist to support children's positive racial identity development. The few responses they did offer included Sesame Street in Communities, the Philadelphia Free Library, Gracie's Corner, specific YouTube resources, Spotify, and dolls and books received from family and friends.

When questioned about what resources are needed to support children's positive racial identity development, again parents provided a wide range of responses. Some suggested using sports as a vehicle to communicate to parent groups or as a forum for parents. Others focused on books, puzzles, dolls, and crayons and markers that are “truly” flesh colored. Some mentioned that it is important that their children have access to Black professionals they might not ordinarily meet, and one parent suggested that it would be very helpful for parents to have short videos demonstrating how to talk to their children when asked questions about race and showing them how to talk about being safe. Other suggestions included exposure to more information and resources about positive racial identity, and resources and training for teachers.

Relatedly, when parents were asked if they felt schools had what they needed to work with young children around issues of race, most parents said they feel that teaching race is important but that schools should run what they plan to do by parents first, adding that some teachers may not be prepared for this type of work.

Focus Groups: TEACHERS

Thirty-five early childhood educators participated in the P.R.I.D.E. in Philly focus group sessions. The majority of teachers were of African descent, while a few were White or Latino/a/x/e. Teachers expressed a genuine interest in the topic and its challenging nature in their focus groups.

“...no teachers described being currently engaged in antibias or antiracist teaching or holding an antiracist philosophy. In fact, most did not identify with having a formal educational philosophy at all...”

When asked about the philosophy they utilize in their early education curriculum, a number of teachers stated that they either take a colorblind approach to teaching about race or they work to help children believe that people are all equals and should be treated as such. A smaller number of teachers specified that they do intentionally teach about differences, but no teachers described being currently engaged in antibias or antiracist teaching or holding an antiracist philosophy. In fact, most did not identify with having a formal educational philosophy at all, although their comments showed that they believe in and practice helping children understand differences. Some teachers said that they feel it is important to follow the children's lead in addressing racial issues, adding that they believe teaching about differences is important.

Educators were also asked about children's racial experiences in the classroom, such as whether they have observed children making racial comments or behaving in ways that reflect racial attitudes or ideas. One stated that the children in the classroom had been making comments about being “Black,” which compelled her to create a unit about the color black as a strategy to increase their awareness and understanding.

Another mentioned that the children had become particularly interested in a young Guatemalan child whose physical appearance was different from the majority of the other children, sparking a conversation led by the teacher. (According to this teacher, she felt this was the children's way of noticing differences, as the children were also described as being intrigued by a child who used a wheelchair.) General comments from teachers described children noticing things such as skin color, hair texture, and language differences, but teachers also mentioned comments made by children that were clearly racialized, such as one child referring to Black children as monkeys and a group of three white children stating that they did not like the African American characters in a book.

When questioned about racialized comments made by adults in the childcare setting, one teacher of African descent described a white teacher referring to her as being like “Cinderella,” meaning the person who cleans up. Other teachers talked about being discouraged by colleagues who would write off Black students as destined for prison, about colleagues not wanting to deal with Black parents, about hearing negative comments towards Muslims after 9/11, and about a teacher making negative comments about a Latinx child's food. Additionally, some teachers described having negative racial interactions with current and past colleagues.

A significant number of teachers stated that they and their fellow teachers are comfortable talking about race, with many adding this was possible because of administrative support. A smaller number of teachers feel that while some teachers are comfortable, others are clearly not; a still smaller number said teachers definitely are not comfortable with the topic. As for talking to parents about race, teacher responses were also mixed, with the majority of teachers stating that they were comfortable but not so sure about their colleagues.

As part of the focus group process, teachers responded to a hypothetical scenario in which an African American child comes to school wearing a different hairstyle, and the other children touch her hair and overwhelm her with questions and attention. Teachers were asked how they would handle such a situation. Most stated that they would engage the children in conversations about respecting personal space, while others stated that they

would use Sesame Street resources, along with books, videos, and dolls. Some added that they would engage the children in conversations about different types of hair, search Google to answer their questions, or alternatively, ask the children questions about their own hair.

Teachers were also asked specific questions about celebrating race, ethnicity, and culture in the classroom. Most felt that schools should proactively celebrate the races, ethnicities, and cultures of the children in their care; however, one teacher felt they (teachers) should be careful to take the pulse of the classroom and do their homework first, and another was unsure about what that type of curriculum would look like for younger children such as two-year-olds. Others stated that the celebrations should include all races, ethnicities, and religions—celebrating Ramadan, for example, in addition to Christmas—and that Black History Month celebrations should go beyond Rosa Parks, Martin Luther King Jr., and Malcolm X. When asked about specific holidays they currently celebrate in the classroom, one teacher said she feels these celebrations should be left to parents, but most either said that the celebrations are important or that they already celebrate Kwanzaa, Hanukkah, and Christmas, and—in some classrooms—Muslim holidays.

When questioned about the multicultural resources they use with students, teachers named Gracie's Corner, picture books, multicultural paper and markers, folk tales and fairy tales, and the resources recommended in the Keystone Stars rating system. When asked about

resources they would like to have available in order to talk about race and other differences, teachers listed “more books,” puzzles, ethnic clothes, diverse foods, and diverse language resources. The majority stated that they would like to have access to more multicultural/racial awareness materials if it were made available to them.

Teachers were also asked whether they feel they know enough about race and differences to have conversations and to develop and engage in activities with young children. Some felt they do but would benefit from learning more. One added that they would like to learn more about how children would process any racial or cultural information they (teachers) might share, while others said they would need to do more research before talking to parents and children about the topic. A minority of teachers said they do not know enough. Relatedly, when asked if they had participated in racial awareness training, a small number said they had taken training in the past and a few reported planning to take trainings, but a majority have not taken any at all.

Like parents, most of the teachers in focus groups said they had not heard of positive racial identity before participating in the focus groups. Only one reported hearing the phrase in a context outside of the P.R.I.D.E. work, while some said they learned about it through their engagement with staff at First Up. And when asked, an overwhelming majority of teachers stated they would use positive racial identity resources if they were available.

Summary of Survey and Focus Group Data

What is most encouraging from this research is that both parents and educators who contributed their time and ideas to this effort overwhelmingly agree that talking about race with young children is important and that learning and practicing doing so are key. The majority of them were also open to accessing or receiving resources that can support them in this work.

The issues of concern to teachers include colleagues' attachment to the colorblind teaching philosophy, limited awareness of positive racial identity development, and disparate opportunities for teacher training or cooperative learning. As to parents, their limited practice in having conversations with their children about race because of inexperience and/or a hesitancy to discuss race for protective reasons is also concerning. Opportunities for trainings, information sharing, dialogue, and discussion would go a long way to address these concerns.



Conclusions & Recommendations

Conclusions

When children have a positive racial identity, it means they have both positive attitudes and beliefs about themselves and about their racial group. These beliefs are connected to their personal identities—how they view their skin color, hair texture, or facial features so that having a positive racial identity means they accept and embrace how they look. But it also entails embracing and accepting all aspects of Blackness, including language, family practices, and all other ways of being.

The relationship between positive racial identity, racial awareness, and both anti-bias and anti-racist early education can best be explained using an interlocking model:

Anti-Bias

Children are engaged in conversations about all kinds of differences and encouraged to notice and celebrate differences. They learn that biases are harmful and that they should speak up and struggle against them.

Anti-Racist

Children begin to learn more specifically about racism, what it is, why it exists, why it is wrong, and how to fight it. While anti-bias curricula encompasses all biases including gender, ability, etc., anti-racist curricula focuses explicitly on racism.

Positive Racial Identity

Black children and children of color, having learned about race, and that biases and racism target them, receive positive messages about their physical appearance, their history, and their culture to counter those negative societal messages.

Increased interest in race across the early childhood community has resulted in a growth in programs, resources, and training for early educators seeking to take on race in the classroom. Additionally, some organizations and programs have initiated efforts to train not only teachers but all staff to better understand race, as a way to promote more equity across institutions. For example, from Fall 2021 to Fall 2022, the P.R.I.D.E. Program conducted in excess of seventy trainings focusing on race and young children in partnership with parent-serving programs, early education programs, and for regional and national conferences, as well as an international audience.

Likewise, a number of early education programs and organizations have created new content focused specifically on issues of race and young children (see Appendix D, Curriculum Review Table). Also, individual parents, educators, and scholars have initiated services and created resources focusing on race and ethnicity for adults serving or caring for young children, including EmbraceRace,⁵⁸ Rebekah Gienapp⁵⁹, Little Feminist⁶⁰, PBS Kids⁶¹, Sesame Street in Communities,⁶² Dr. Denisha Jones' Making Black Lives Matter in Early Education⁶³, Takiema Bunche Smith's Anahsa, LLC⁶⁴, and Iheoma Iruka, Kerry-Ann Escayg, Stephanie Curenton-Jolly, and Tonia Durden, among others.⁶⁵ Yet there remains a persistent lack of knowledge about how to engage these issues, among both parents and educators, including preK teachers.

The city of Philadelphia faces many challenges, from COVID-19 recovery to unemployment, poverty, housing issues, the burgeoning drug epidemic, and the crime that accompanies it. Like many large urban environments in America, the city continues to find it difficult to properly educate all its children. Focusing on helping the youngest learners understand race-related issues is not only the right thing to do, but also the logical, savvy thing to do. Young children are open to and eager to learn and are quite fascinated by the learning process. As such, helping younger children to gain an awareness and understanding of race, and to develop a positive racial identity could be less challenging than doing such work with older children.

According to the literature, by age 9 or 10 many children's ideas about race become solidified.⁶⁶ At this point, children's racial/ethnic attitudes tend to stay constant unless the child experiences a life-changing event that challenges them to rethink their beliefs. This means that, while not impossible, it certainly becomes more difficult for children to embrace ideas that conflict with their existing beliefs as they get older. Because we also know from the literature that there is a plethora of benefits connected to having a positive racial identity, all that is missing is a willingness on the part of the early education community to embrace the task, and a commitment from stakeholders—funders, policymakers, and researchers—to support their efforts. The year 2023 is an opportune time to elevate this work, given that more resources than ever exist for understanding how to cultivate positive racial identity.

Recommendations:

Positive racial identity work is needed in Philadelphia, and funding for training, increased awareness, and resources will be required to reach the large number of young children in the region, as well as their educators, families, and caregivers.

Early Childhood Care and Education Professionals

Funding that supports positive racial identity development work in the region will help:

1. Raise awareness within the early education community in Philadelphia about race and young children and build on the racial awareness and trauma-informed work being conducted by First Up.
2. Compensate early educators for time spent in racial awareness training.
3. Enable teacher participation in ongoing racial awareness training with stipends that supplement their income. (Early educator workdays are long and labor intensive, and most salaries are inadequate.)
4. Allow for the purchase of more high-quality, diverse, durable materials and resources to support the development of a positive racial identity among children in care. (While books can go a long way in driving home the message of positive racial identity, teachers need much more.)
5. Support programming and training that increases the level of parent-teacher interaction and the depth of parent engagement with teachers and students. (Based on both parent and educator input, it is clear that family-teacher engagement should be greatly enhanced).

Parents and Caregivers

Funding for programming is also needed in order to enable parents and caregivers to:

1. Learn developmentally appropriate ways to help their children deal with racialized experiences.
2. Understand how to communicate proactively with their children about race, culture, and ethnicity in ways that will support their understanding of race and build their positive racial identity.
3. Create mechanisms for parents to connect with other families through events, special programs and ideally through creation of parent groups where families can learn from each other about race, racial socialization, and positive racial identity development.
4. Develop a resource portal for parents and caregivers to access information about books, activities, articles, videos, and a range of information that will support them in learning how to build their children's positive racial identity, similar to one described for teachers, as discussed above.

Schools

1. The educators who were interviewed or surveyed that stated that they felt comfortable talking about race, culture, and ethnicity for the most part had administrative support. As such, schools should engage in efforts to raise the racial awareness of higher level staff so that they have the language to discuss and partner with front line educators in building a culture of racial awareness. This would also be useful in developing policies and practices that help educators, children, and parents appreciate the importance of racial understanding.
2. Schools should create professional learning communities that can provide teachers with the ongoing support they need to augment their race-related early education training and practices.

Researchers

For researchers, the the recommendations are consistent with those of the Pittsburgh study.

1. There is still a need for scholars to increase their racial-ethnic identity studies of children eight years and under. While there have been a few dissertations exploring racial awareness and identity issues over the past six years, much of the current literature discusses children's development of racial awareness and the need for anti-bias or anti-racist education policies in early education, not positive racial identity development among children under seven. While studies and discussions of the impact of race on black children are important, research specifically about PRI with young children still lags when compared to the quantity of works focusing on late elementary, middle school, high school, and college-aged youth.
2. There is also a need to bridge the gap between the literature and direct service educators. Mechanisms for connecting research findings to on-the-ground practice are sorely needed, as are turn-key resources developed in collaboration with practitioners. While teachers are open to learning about history and research, very often the bottom line for them is "what do I do next and how do I do it."

Colleges, Universities, and Community Organizations

As to Philadelphia institutions, such as colleges, universities, and community organizations, it would be beneficial to the early care and education community to:

1. Develop and offer more courses that focus specifically on young children and race or integrate the content into existing courses.
2. Encourage research focusing on this issue among graduate level students and future researchers.
3. Work with the early care and education community to increase the number and availability of culturally based programming and activities designed for children six years old and under.

Policyholders, Funders, and Supporters

1. Strategies to bring racial knowledge to scale are what's needed, and statewide policy changes could push that process forward.
2. At the state level, there has been a slow but steady increase in the number of trainings about race listed on the Office of Child Development and Early Learning (OCDEL) PA Key portal. The degree to which these are readily available to early educators, the robustness of the sessions, and the practical outcomes of the content are yet to be determined. Likewise, recent changes to standards that reflect an acceptance of the significance of race to healthy child development are encouraging—still, more is needed.



3. It is clear that the funding community can greatly impact this work. As such, more leadership from local and national funding institutions would go a long way in helping to more deeply and broadly ingrain the work that supports educators, parents, and caregivers.
4. Targeted funding at the state level could have a real impact on the largest city in Pennsylvania. Our hope is that funders will begin to take on this challenge in holistic ways that venerate children and welcome input from parents/caregivers, educators, and the wider community.

The size and diversity of Philadelphia's child population may make the dual goals of addressing race and building children's positive racial identity development seem daunting, and in many ways they are. But that does not mean they are not achievable. There are dozens of programs, organizations, and individuals, beyond those mentioned in these pages, with the necessary passion, knowledge, and resources to support robust, impactful racial awareness, and P.R.I.D.E. work in Philadelphia. What's needed is a coming together of all invested parties—there is much work to be done.



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Appendix



Appendix A P.R.I.D.E. in Philadelphia Teacher Cohort Projects

The P.R.I.D.E. Teacher Cohort consists of a group of self-selecting teachers who are eager to incorporate positive racial identity development lessons, conversations, and activities into their classrooms. The concept was developed by the P.R.I.D.E. team to help teachers, in a more focused and intimate way, to understand and learn more deeply about the ways race impacts young children. The overall purpose of the program is to provide teachers with information, resources, and opportunities to learn with colleagues. Ultimately, the cohort model

enables them to support young children's positive racial identity by creating content they are passionate about and that can be incorporated into their existing curriculum. Teachers who participate are asked to be willing to create and share ideas/activities/experiences that reflect the P.R.I.D.E. goals with the understanding that their projects will be compiled into a publicly-shared resource. These projects can be found on the First Up website at <https://www.firstup.org/p-r-i-d-e/>.



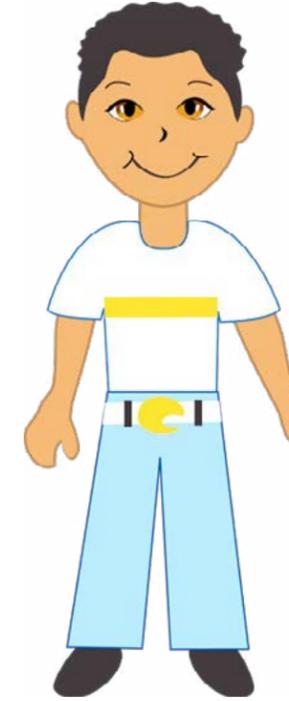
"Gigi and the Great Grands"



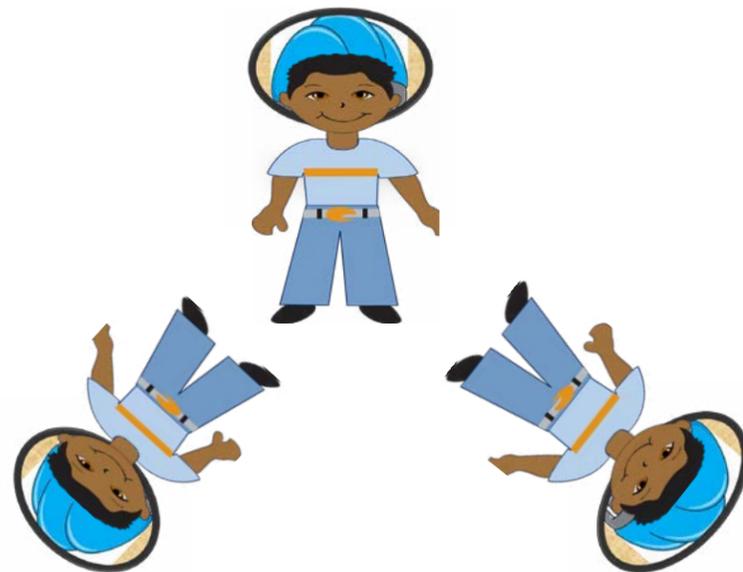
Gigi has three great grandchildren that she is raising in her home.
One girl and 2 boys. Their ages are 3, 4, and 5 years old.



Kia is the oldest girl of Gigi's great grandchildren. She has 2 younger brothers Khalid and Khalil. Kia enjoys singing and dancing all the time. She loves living with Gigi because she gets to love her as a mom, grandmom, and a great grandmom all in one, even though she is her great grandmom. They all call her Gigi.



Now, Khalil is the youngest of Gigi's great grandchildren. He tells Gigi all the time that he loves her and that she is the best Gigi ever. Khalil loves Gigi because she is a gardener and a very good cook. She opens her door to the whole family.



Khalid is the oldest great grandson. He loves living with Gigi because she dresses him and his younger brother in matching clothes most days. She said, if Khalil's clothes get too small for him, then Khalil will get an extra set of his favorite outfits.

His older cousin, Hakeem calls the clothes hand-me-downs, but Khalid likes the extra clothes anyway. Khalid loves to stand on his head, hang off the couch headfirst and hang upside down a lot, so, he often wears a soft helmet to keep his head safe.



Everyone always comes over to Gigi's house, where they get to meet and play with all 27 different cousins when they come to visit. Khalil remembers all the family members' names. No one ever calls before they come over Gigi's house, they just show up and Gigi welcomes them all every time. All grandchildren get to play, eat, and wrestle with the big cousins. Khalil feels like they are one big family of sisters and brothers.



Gigi's sister-friend Aaliyah picks up the kids in the morning in her ocean blue car and helps take Kia, Khalid, and Khalil to the Big Old House, where they can get free emergency childcare.

Gigi believes in a community of family whether you are real family or not. She tells family and friends that her home is like God's house; all are welcome. Gigi has many people in her village that share in her life and the lives of her great grandchildren.



Ms. Rasheeda and Ms. Dee-Dee do fun and exciting learning activities and crafts, as well as splash and play days with the kids, which makes them enjoy coming to the Big Old House. Gigi needs the childcare help so she can get to medical appointments, meetings, or to just take a break.

Ms. Erma at the Big Old House is an 82-year-old woman, who loves creating special grand mom only reading moments with the kids, which they all enjoy.



Then there's her neighbor Mr. Jamar, who picks the kids up from the Big Old House. Gigi has bad knee pain so walking and standing too long is sometimes difficult for her.





When the kids come home Gigi gives them a snack and lets them dance, sing, and learn from shows like Gracie's Corner, Omoberry or other characters that look like them while she prepares dinner.

Gigi also has two daughter-like young ladies in her village that braid her and Kia's hair when needed. Kia likes long hair with beautiful beads added to the braided hair style. Gigi likes burgundy colored hair braids and likes to tie a small scarf around the front edges. Gigi also knows a young man who is a barber. She lets him cut Khalid's hair in a bowl style cut when needed, but Gigi braids Khalil's hair because he does not want to go to the barber.



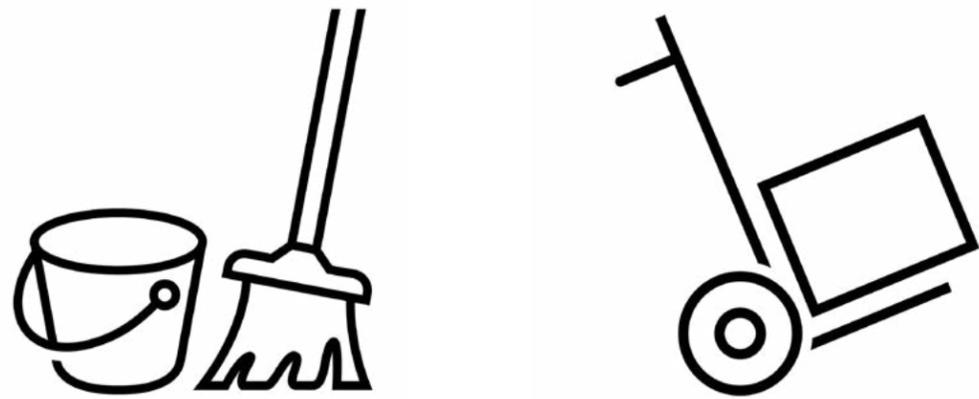
Ms. Aaliyah also helped Gigi talk with Kia when she shared that she did not like her skin. She wanted to change it to a lighter color. So, Ms. Aaliyah helped Gigi talk to Kia about how beautiful she is and what a gift it is to have her skin color.

They also read the book, "The Shades of Coco" together to help Kia with her feelings about her colored skin. Other times, they did silly dance moves and sang songs like, "Chocolate Girl and Brown Skin Girl" which Kia really enjoyed dancing to and singing out loud.

Gigi's daughter picks her up in her truck and takes her to the store to shop for food and other items for the family, so Gigi will not have to pay for an Uber ride.



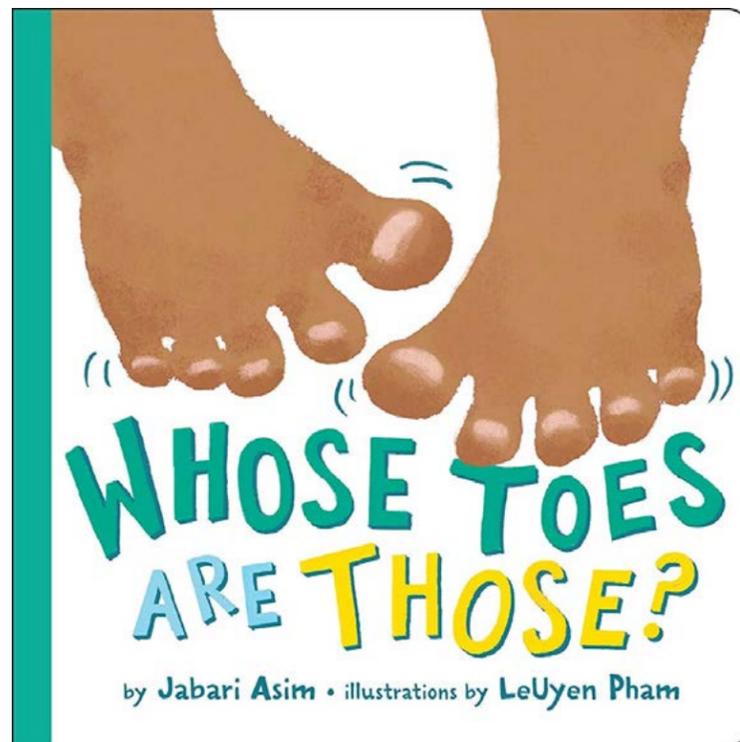
When Gigi's son comes to visit, he helps clean up, move items, or throw things out for her.



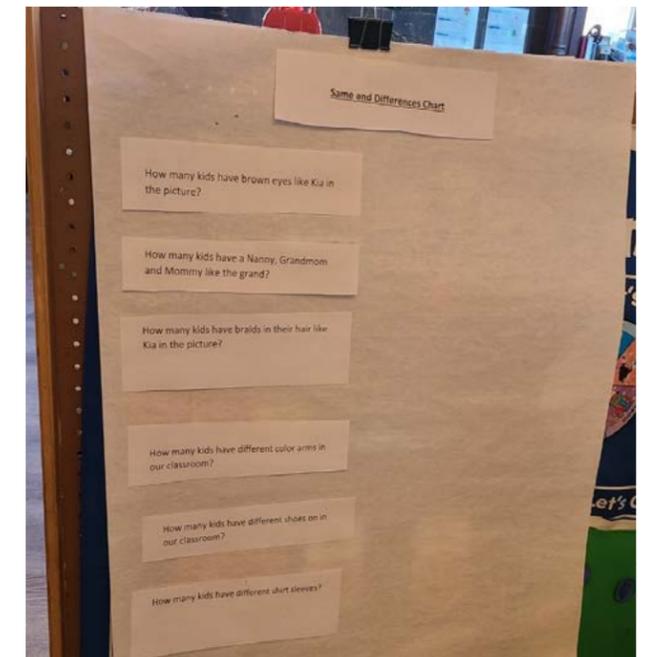
The End

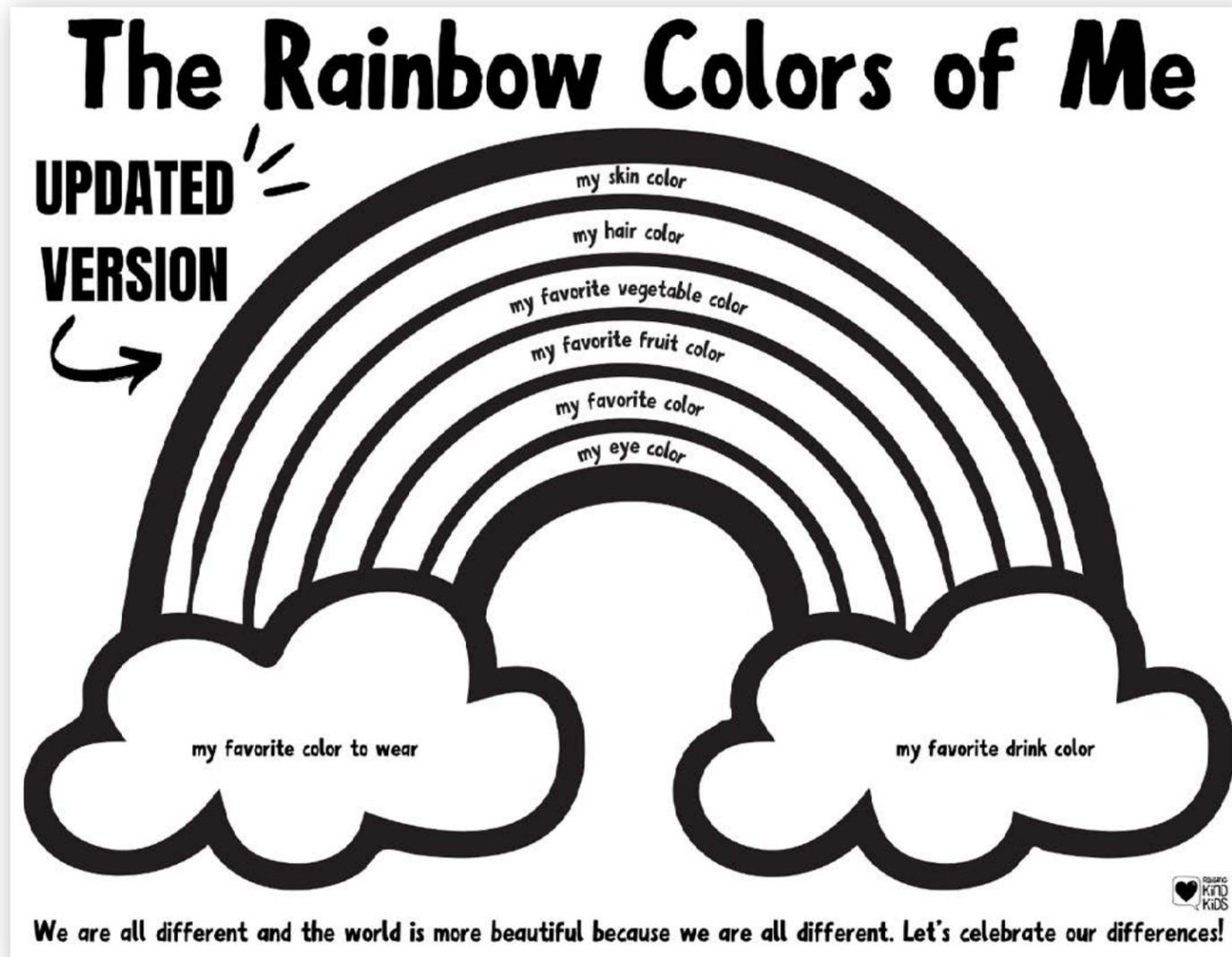


Gigi always opens and closes the day with a prayer and ends the night with a bedtime story, with characters that look like her Black/Brown family such as "Whose Toes Are Those." She is such a blessing.



Children's Activities





Teacher Cohort Project:

African Musical Instruments
by Glenny Alvarado



Music Around the World

As we go around the world, we see there are musical instruments which introduce that specific part of the world/ country. Throughout my research, I learned the different musical instruments which are used in Africa. Each instrument is unique, whether it is in color, shape, or even the sound! My personal favorite was the Kalimba, which also came with specific directions to maintain the Kalimba.

Kalimba



Tribal Style Nuts Shells Bracelet



Hand drum



Castanet w/ Thumb Handle and Jingle Top

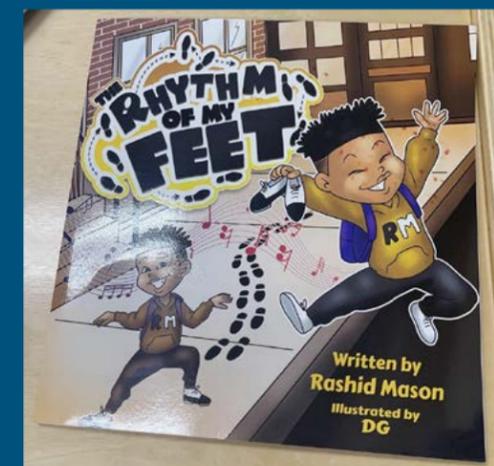


Tambourine & Wood Tone Block



The Rhythm of my Feet

Music means different things to different people. Through this book, we learned the relationship between music and the movement of happy, tapping feet.



Aslatus Rhythmic Ball





**Jennifer McDuffie Moore
P.R.I.D.E. Project**

**A Walk Through the Diaspora
By Jennifer McDuffie Moore**

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**Art Area : Multicultural
Playdough and Paper
were added**

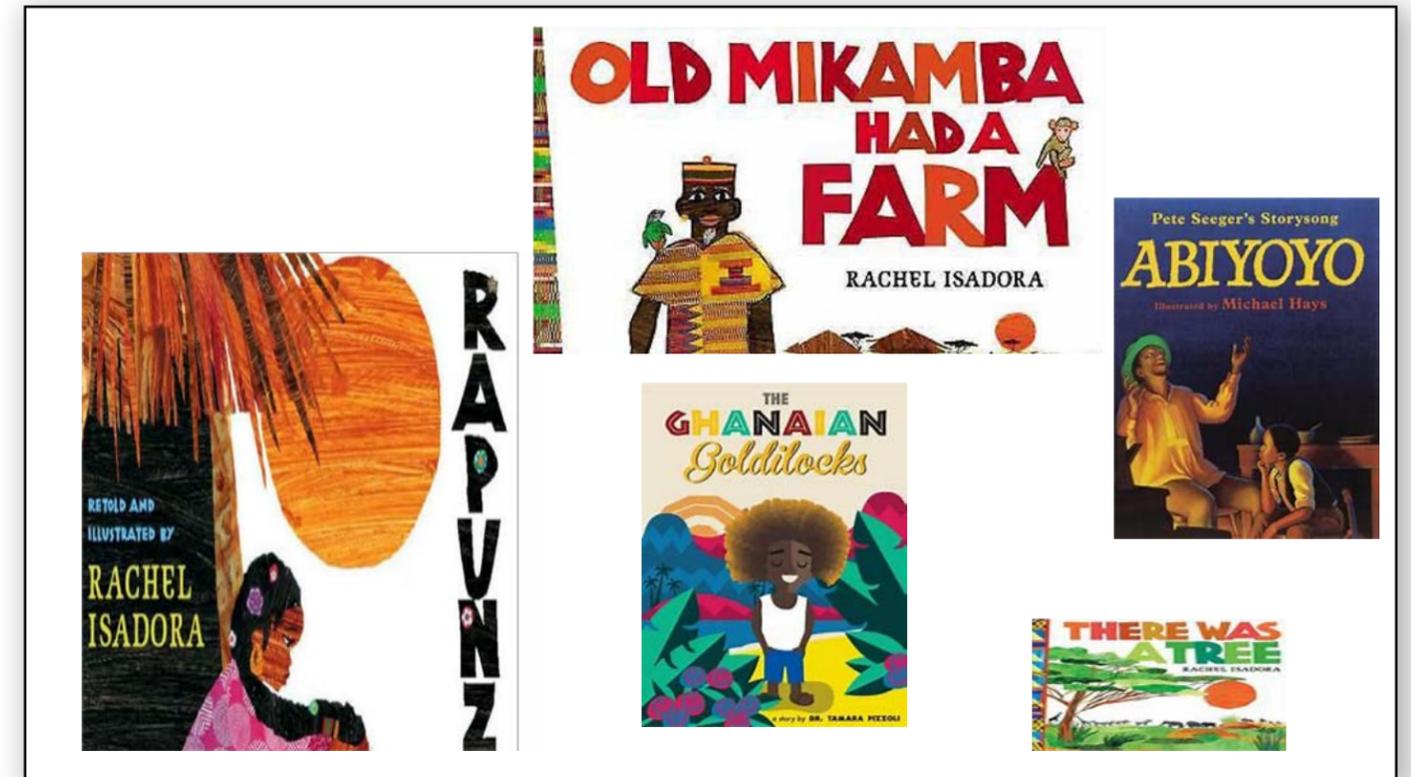
We often use multicultural art supplies for the children to explore and use. In the picture, the children were looking for their own skin colors (totally child centered).





Dramatic Play

- African Print Fabric (many of them used the fabric to put babies on their backs)
- A few pieces of costume jewelry
- Posting pictures of traditional dress from a few different African countries for the children



Science Area

Sharing the Story and Work of Wangari and her Trees of Peace

<https://youtu.be/9sKq2Xt4P9I>



Library Area filled with African inspired Fairy Tales and Fables



Celebration of Food

We shared Puff Puff, a Nigerian (West African) treat similar to a beignet, made of flour, sugar, water, yeast and salt that is deep fried and a lunch of chicken with Jolifo Rice. (Puff Puff was their favorite.)



Exploring Skin Tones with Preschoolers



Summary

To sum it up:

Give all the children a chance to share and learn what they learned during a group time;

Chart it and post it; and

Share it with families.

Start with a question...

Who knows what
our largest organ
is?

Answer: Skin

That's right! SKIN

What's so great about our skin?!

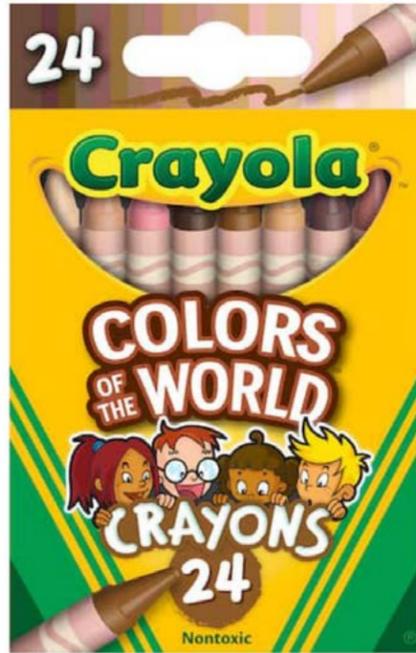
Skin is like a waterproof, insulating shield (kind of like a rain coat), guarding the body against extreme temperature, sunlight, and harmful chemicals.

Why do we have different skin colors?

This is in our DNA or family history. Some people just have more **MELANIN** than others. Melanin is the pigment or color that shows on our skin. Underneath our skin we are all made up of the same stuff!



Today we will use these mirrors and these crayons to express or show how our melanin looks on our body.



No matter what your skin color, you are beautiful!!

If ya'll have family engagement activities where families are invited to the center for programming, they can see the self portraits on your wall if you hang them up and families can be invited to make their own as well with their children.

“Poetically Resilient”

(An activity of resilience)

BY WILLIAM PATTERSON

“Activity Purpose”

This activity will teach the children about beating odds, and overcoming adversity despite race, color, economic status. It will introduce what being resilient means, and how to be resilient. The activity will explore what we need to succeed, and when those elements of life are not present or taken away and life is beyond challenging how we can still make our way through.



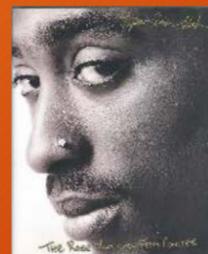
“The Activity”



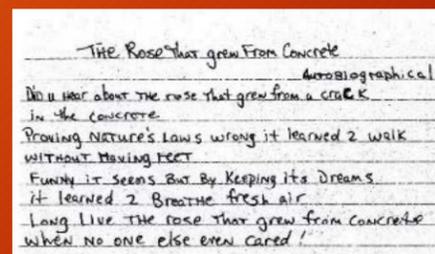
With the concept of the rose we will discuss if a rose or flower can grow in the concrete (adding what if we experienced rough times could we get through them and grow). We will then discuss what a rose or flower needs to grow beautiful and strong, and what will happen to the rose or flower if those elements are not there for the rose to grow (adding what if we didn't have what we needed to grow). After the discussion, we will revisit the poem, dissecting key lines such as, “through the concrete despite of.” Through our discussions, we will add vocabulary words such as resilient, adversity, race, etc.

“The Rose That Grew From Concrete”

“The Rose That Grew From Concrete,” is a poetry book written by the late and great Rapper, Actor, Entrepreneur Tupac Shakur. These poems depict pivotal moments in his rough and troubled life that touched him in one way or another. In the book there's a poem titled “The Rose That Grew From Concrete.”



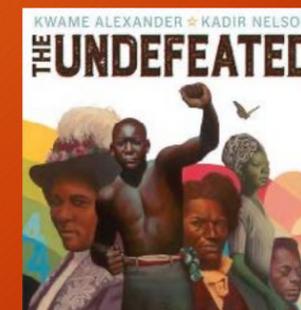
“The poem explains how through all the adversity, turmoil, and hardships of his life—whether it be family, friends, political restraints—all while being an African American Male that he stayed resilient and true to himself to make a life worth living for himself, and others.



“Materials”

- Poster Board (1)
- A Brick
- Seeds
- Watering can
- Dirt
- Hammer
- Chart Paper
- Writing utensils
- Journal Books

The Story Book:



“Resilience in Action”

1.) Read the poem from the poster board with some of the words replaced by pictures.

2.) While reading the poem, discuss being different, not having what you need, being strong, resilient, etc.

3.) Begin to discuss the rose in the poem, and how it grew without having what it needed.

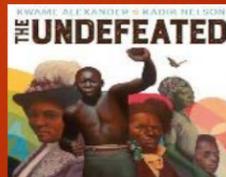
4.) Take the brick, water, and seeds out. Place the brick on the floor, put the seeds on the brick, and water it.

6.) Ask questions to spark predictions, such as “will the seeds grow?”

7.) Take out chart paper to begin collecting data, and have the children document in their journals. During this continue to use new vocabulary words and the discussion on being resilient.

8.) After a few weeks of observing, take the hammer, crack the brick up, put dirt inside the cracks, and put more seeds in. Ask questions to spark predictions.

9.) Document end results followed with the story:



“end result”

“Like the rose your un-nurtured essence can push through, and place beauty in the world with a little crack from resilience”

By W.D.P.



Appendix B Racially Affirming Philadelphia Organizations and Programs

Organization.....	Address
African American Children's Book Project.....	https://theafricanamericanchildrensbookproject.org
African American Museum in Philadelphia, The.....	https://www.aampmuseum.org
Arts Without Boundaries	https://awbphilly.com/
Barbershop Books	https://barbershopbooks.org
Chase Books.....	https://www.chasebooks.com
City Love	https://www.muchcitylove.com
Coded by Kids	https://codedbykids.com
Colored Girls Museum, The	http://thecoloredgirlsmuseum.com
Drummer Karen Smith.....	https://karensmithdrums.com
Fathers Read.....	https://www.facebook.com/fathersread365/
Gibson School of Music & Arts.....	https://www.gibsonschoolmusic.com
Hakim's Bookstore.....	https://hakimsbookstore.com
Harperman Dolls	https://www.harperiman.com
Harriet's Book Shop.....	https://bookshop.org/shop/harrietsbookshop
It Takes Philly.....	https://ittakesphilly.org
Kulu Mele African Dance & Drum Ensemble.....	https://www.kulumele.org
Lion's Story, The - Howard Stevenson	https://www.thelionsstory.org
Living Arts Dance Studio	https://www.livingartsdance.com
Maleek Jackson Fitness Boxing Gym	https://www.maleekjacksonfitness.com
MlaMbo DesiGns	https://www.etsy.com/shop/TheSewinista
Movement Alliance Project.....	https://movementalliance.org
Philly Children's Movement.....	https://phillychildrensmovement.org
Positive Choices	https://elegancextremeinc.org/
Positive Moments Drumline.....	https://www.whourockinwit.org
SNAP Co. Experience Arts Outreach, The.....	https://chestnuthillpa.com/business/scene-n-action-productions-company-/
Sugar and Spice Kiddie Spa.....	https://sugarandspicekidspa.com
Tree House Books.....	https://www.treehousebooks.org
Uncle Bobbie's Coffee and Books	https://www.unclebobbies.com
Young Artist Program, The	https://www.theyap.org

Appendix C Curriculum Review

Title/Organization & URL	Brief Overview	Resources/Description
The Equity Collaborative https://theequitycollaborative.com/resources/supporting-positive-racial-identity-development/	The Equity Collaborative helps schools & youth development organizations create educational equity.	We bring a deep knowledge of school systems, from the classroom level to the central office to the board level. We've taught in diverse public schools, designed and led schools, been district-level administrators, and offered innovative professional development and coaching services. We also have a broad network of content experts with whom we subcontract as needed to ensure that every piece of every contract is delivered with a high level of expertise and precision.
Project Ready : Reimagining Equity & Access for Diverse Youth UNC School of Information & Library Science https://readyweb.unc.edu/	Project Ready is a series of free, online professional development modules for school and public youth services librarians, library administrators, and others interested in improving their knowledge about race and racism, racial equity, and culturally sustaining pedagogy. The primary focus of the Project READY curriculum is on improving relationships with, services to, and resources for youth of color and Native youth.	If you are new to racial equity work, Project READY will help you build a solid foundation for future exploration. If you are already familiar with some of the foundational concepts covered here, Project READY will refresh your prior knowledge and give you tools to translate your knowledge into improved professional practice. If you are already deeply familiar with issues related to race and racism, Project READY can give you a starting point for discussions with colleagues who are not, and can give you additional real-world examples of how libraries are enacting racial equity work.
EELI Family Resource Guide The Equity in Early Learning Initiative A partnership of Wonders Early Learning and The Campagna Center and School Readiness Consulting. https://wonderslearning.org/wp-content/uploads/2019/08/EELI-Family-Resource-Guide-2018.01.18.pdf	Organized by age, the Family Resource Guide includes resources and activities that serve as a starting point for parents to begin thinking about ways to have conversations with their children about race.	Describes what parents should know before talking about race and why it's important. Provides important information about starting with infants and toddlers and moving through the preschool years. Includes information about managing how others interact with your child and concludes with advice on engaging children in activism and a wide range of resources
Sesame Street in Communities https://sesamestreetincommunities.org https://www.facebook.com/SesameStreetInCommunities/	An online community for sharing Sesame Street's educational resources with the adults in children's lives. More than 30 topic areas covering a wide range of issues important to young children.	Sesame Street in Communities builds on the company's almost 50-year commitment to addressing kids' developmental, physical, and emotional needs. The project's time-tested research model and thorough testing with families and providers ensures that these resources have a measurable impact in the lives of parents and children. With a goal to continually add content that meets the changing needs of communities, through ongoing collaboration, training experiences, and local partnerships, this initiative will evolve and help parents and educators continue to make a difference.
PBS Kids Talk About Race and Racism https://www.pbs.org/video/pbs-kids-talk-about-race-and-racism-wgnsvf/ https://www.pbs.org/parents/video/show/pbs-kids-talk-about?topic=all-videos	This new half-hour program features authentic conversations between real children and their parents and includes content from PBS KIDS series.	Featured are episodes from Daniel Tiger's Neighborhood, Arthur, and Xavier Riddle and the Secret Museum. The show features kids and their parents talking about race and racial justice-related topics in an age-appropriate way, such as noticing differences in race, understanding what racism can look like, and embracing the role we all have to play in standing up for ourselves and each other.

Title/Organization & URL	Brief Overview	Resources/Description
Diverse Book Finder https://diversebookfinder.org	An online resource that identifies dominant trends in representations of Black Indigenous, and people of color (BIPOC) by exploring which racial/cultural group is represented in current diverse picture books and how messages about those groups are presented.	Includes a collection of all depictions of BIPOC characters in picture books including a searchable database of diverse picture books featuring BIPOC characters. Offers real time data describing how BIPOC characters are depicted. Also includes collection analysis tool designed to help libraries diversify their book collections.
Learning for Justice & Learning Hard History https://www.learningforjustice.org	An online resource serving as a catalyst for racial justice in the South and beyond, that offers free tools focusing on Culture and Climate, Curriculum and Instruction, Leadership and Family and Community Engagement.	Offers articles, guides, lessons, films, webinars, frameworks and more to help foster shared learning and reflection for educators, young people, caregivers and all community members. Also provide engagement opportunities—conferences, workshops, and school and community partnerships, as well as to harness collective power and take action.
Facing History and Ourselves https://www.facinghistory.org	Facing History and Ourselves uses lessons of history to challenge teachers and their students to stand up to bigotry and hate.	Facing History offers professional development, coaching, support, and classroom strategies. By integrating the study of history, literature, and human behavior with ethical decision making and innovative teaching strategies, our program enables secondary school teachers to promote students' historical understanding, critical thinking, and social-emotional learning.
EduColor https://educolor.org/	Educolor mobilizes and advocates nationwide around issues of educational equity, agency and justice.	Provide supportive on and offline networks. Activities include Twitter chats, policy development, COVID-19 related emotional support, an annual summit, a newsletter, and professional development.
Resources for Teaching About Race and Racism With The New York Times https://www.nytimes.com/2021/03/04/learning/lesson-plans/resources-for-teaching-about-race-and-racism-with-the-new-york-times.html	A curated collection of over 75 lesson plans, writing prompts, short films and graphs relating to racism and racial justice.	This resource includes additional outside materials and advice from educators, organized into the following categories: 1) Identity; 2) Prejudice, Inequality and Racism; 3) History and Legacy; 4) Connections to Current Events; and 5) Taking Action.
National Museum of African American History & Culture 'Talking About Race' https://nmaahc.si.edu/learn/talking-about-race	Tools and guidance for conversations about race.	Customized resources based on a variety of audiences (parents, educators, community members committed to equity), Talking About Race provides articles, interactive activities and videos on topics including bias, race and racial identity, the historical foundations of race and racism, community building, social identity and systems of oppression and more.
Devereux Advanced Behavioral Health https://www.devereux.org/site/SPageServer/	With compassion, knowledge, collaboration, dedication, learning, and progress as core values, Devereux Advanced Behavioral Health changes lives – by unlocking and nurturing human potential for people living with emotional, behavioral or cognitive differences. The organization's diversity, equity, inclusion, and belonging initiatives are commendable and in 2022, it was selected as a top Healthcare Diversity Organization by the Healthcare Diversity Council.	Devereux offers a broad menu of training and consulting services for schools, organizations, and institutions including: School Based Services , The Institute of Clinical and Professional Training and Research which entails the Center for Effective Schools , the Center for Resilient Children , Direct Care Training Resources (DCTR) , a Professional Psychology Internship Training Program , and Project Management Consulting .

Title/Organization & URL	Brief Overview	Resources/Description
RISER Network https://www.bu-ceed.org/riser-network	Researchers Investigating Sociocultural Equity and Race (RISER) Network, co-founded by Stephanie M. Curenton (Boston University) and Iheoma U. Iruka (University of North Carolina at Chapel Hill), is a collaboration between senior, mid-level, and junior scholars working together to conduct applied child development research focused on the positive development of Black children and to disseminate research to policy makers in order to dismantle education and health disparities and to promote the thriving and academic success of children.	RISER engages in research, programming antiracist professional development, and publications focused on three initiatives: 1) Developing the RISER Network; 2) Language and Literacy for Liberation and 3) Education for Self-Actualization.
Rebekah Gienapp, The Barefoot Mama https://www.rebekahgienapp.com	Tools and resources designed to develop and nurture antiracist children.	Website features booklists of diverse children's books for children ages 2-12, guides for parents and classroom ideas for introducing social justice to children, and strategies for talking with children about race and racism.
The Conscious Kid https://www.theconsciouskid.org/resources	The Conscious Kid is an education, research and policy organization that supports families and educators in taking action to disrupt racism, inequity and bias.	Offers book lists, storytime videos, read-alouds and other resources, to help develop racial literacy, have conversations about race with children, and ways to cope with racial trauma. Also provides advice for how to be a co-conspirator and teach children about consent, race, racism, resistance, and more.
Art Class Curator – Black History Resources https://artclasscurator.com	A collection of posts and resources with artworks by Black artists, civil rights art, African art, art projects, book suggestions, and more to teach Black History art lessons.	Includes printable worksheets and lessons featuring the work of Black artists.
Little Feminist https://littlefeminist.com	A book club for children centering intersectional feminism, anti-racist, body positive, trans and gender fluid inclusion that challenges ableism and classism.	A team of educators and parents analyze, assess and curate a list of carefully selected diverse books and design discussion questions and activities to help the book and their themes come alive at home.
Anti-Racism and Anti-Bias Resources—Second Step https://www.secondstep.org/anti-racism-and-anti-bias-resources	Resources rooted in transformative social and emotional learning (SEL), which build on students' cultural assets, critically examines systems of power and develops better ways of teaching, learning and being.	Antiracist and anti bias, equity centered resources for educators, school districts and administrators, resources for working with students and resources from the Committee for Children including recommendations, frameworks, coaching, articles and videos.

Title/Organization & URL	Brief Overview	Resources/Description
Committee for Children Imagine Neighborhood The Imagine Equity Series https://www.imagineneighborhood.org/imagineequity	Imagine Equity: Six New Stories About Race, Identity, and Making Things Right focuses on helping young people recognize prejudice and injustice. The stories in the Imagine Equity series give listeners tools to take pride in their own identities, celebrate diversity, and stand up against discrimination.	Includes child-friendly audio stories and activity sheets aligned with story themes.
New York City Department of Education Guidance to Foster Ongoing Dialogue and Action About Race and Equity Toolkit https://infohub.nyced.org/docs/default-source/default-document-library/copy-of-doe-equity-resources-drft-6-3-20.pdf	A toolkit to foster ongoing dialogue and action about race, equity and civil disobedience in the United States and in the context of schooling.	Includes guidance and resources on social emotional learning, equity literacy, academic learning, interrogating systemic inequities and a list of NYC based student groups.
Positive Racial Identity Development and Books for Children. The Carnegie Library of Pittsburgh. https://www.carnegielibrary.org/positive-racial-identity-development-and-books-for-children/	A resource of the Carnegie Library of Pittsburgh that supports children's positive racial identity development through books and literacy.	A set of book lists grouped in the following themes: 1) Books about Racial Identity; 2) Racial Representation in Books for Children and Teens; 3) Black Joy, Positive Racial Identity and Storytelling.
Encouraging Positive Racial Identity in Young Children—Trying Together https://tryingtogether.org/dap/encouraging-positive-racial-identity-in-young-children/	Trying Together supports high-quality care and education for young children by providing advocacy, community resources, and professional growth opportunities for the needs and rights of children, their families, and the individuals who interact with them.	This resource includes an article with a description of helpful resources to support conversations about race with young children, positive racial identity development and the P.R.I.D.E. Program. Also includes a book list, ideas from PBS, an activities guide from the American Psychological Association and other resources to engage children in healthy race talk.
ATTACH: Teaching the World to Heal—Building a Healthy Racial Identity in Children and Youth. Resources, Reading List, Videos https://attach.org/resource-list-building-a-healthy-racial-identity-in-children/	The Association for Training on Trauma and Attachment in Children (ATTACH) is a national and international coalition of parents, professionals and caregivers with the know-how to increase awareness and understanding about attachment and its critical importance in human development.	A multimedia resource list that includes diverse books, and mini-films exploring race, bias and identity. The resource list is composed of a variety of articles, books and videos that build racial knowledge and support racial identity development in children.

Appendix D

Literature Review

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Appendix E

Parent Focus Group Protocol

Part I *When you were younger – your experiences and knowledge*

- When you were young did you talk about race in your family?
- What kinds of conversations did you have? Do you feel these conversations were on the whole positive/negative/neutral?
- Did they or do they influence the way you view race?
- Did they or do they influence the ways you talk with your own children about race?
- What (if any) kinds of experiences have you had regarding race and your own education?

Part II *As a parent – your experiences with your child(ren)*

- Now I/we would like to transition to a conversation about what you talk about and do with your own children around race.*
- When you think about race and your child(ren) what things seem to worry you the most?
- Do you have conversations with your child(ren) about race? If so, what are those like? Are these everyday kinds of conversations? Are they fueled by events?
- What resources do you know of or use to talk with your child(ren) about race. What would be helpful to you?
- What do you think your child needs in order to feel good about their race/ethnicity? How did you learn these things? Are there things you wish you knew about race and identity that you would like to share with your child(ren)?
- Have you ever heard of something called 'positive racial identity development'? (*From here we would describe for the group in simple terms what it is*). Are there local programs or organizations you're aware of that support families with this sort of thing? Do you think there should be? Why?
- If you could think about the one thing –and it doesn't have to already exist – like a program or resource that would be most helpful to you as the parent of an African American child(ren) as it relates to race, what would you want?

Part III *As a parent – your experience with your child's education*

- Lastly, I/we would like to transition to a conversation about race, your children, and education.*
- What (if any) kinds of experiences have you or your child(ren) had regarding race and your child(ren)'s education or school? Would you describe them as positive/negative? Have you had both kinds of experiences? If you feel comfortable, please share what happened/what that was like.
- If you could think about the one thing that would be most helpful to you as the parent of an African American child(ren) as it relates to race and the school system, what would be most helpful to you? Do you feel schools have what they need to help children with this? Do you feel the community has what it needs?
- How would you feel about teachers or other staff having discussions about race in the classroom?

Part IV *Wrap Up*

- Is there anything we didn't discuss that you think we should?
- Are you willing to participate in another conversation, answer additional survey questions, or recruit other families for focus groups?
- Since we'll be facilitating these focus groups with more parents, do you have any advice for us?

Appendix F

Teacher Focus Group Protocol

Part I First I want to ask you some questions about your teaching approach and some of your experiences as they relate to race and young children

1. What's your philosophy or approach to race in the education setting; for example do you take a 'color blind' approach, an anti-bias approach, or a different kind of approach?
2. In what ways does the issue of race or ethnicity come up in your classroom or in your school (for example, on the playground, at the lunch table, etc?) How do you typically respond?
3. Have you ever had experiences at school where either a parent, teacher, or other staff person said or did something that you believe was racially biased or offensive towards a child, a teacher, or a parent of color?
4. What was your response when this happened – could you describe how you felt?

Now I'm going to describe a scenario and I want you to imagine that they are happening in your classroom. Talk about what you might say or do...

Arianna, an African American student normally wears her hair in braids. One morning she comes in with her hair in an Afro. A few of the other students crowd around Arianna to touch her hair and ask why it "looks like that".

Part II Now I'm going to shift gears a bit and ask you about who you talk with, where you think it's appropriate to talk about race, and what resources are available to you.

5. Have you ever discussed or do you feel comfortable talking about issues of race with your colleagues? What about your superiors? If so, what kinds of conversations do you have; are those conversations helpful? How so? If not, how do you manage when these issues arise?
6. Do you feel teachers and staff in your school are comfortable communicating with parents that are different from them; either a different race or ethnicity? Have there been any sensitive issues that have come up related to that?
7. Do you believe discussions about race and ethnicity are appropriate in an ECE classroom, with children aged 2 to 8, particularly in a Pre-K or kindergarten classroom? If so, why; If not, why not?
8. Do you believe the early education curriculum should celebrate children's race/ethnicity? If so, why and how? If not, why not?
9. What resources does your school/program have available about race or multiculturalism that teachers can use? Do you typically use multicultural resources in your classroom (For example, books, art and creative projects, multi-ethnic dolls, curriculum)? If so, how?
10. Does your school have a specific approach toward celebrating diversity or racial pride (i.e., Events and celebrations)?

Part III Lastly, I want you to talk about how prepared you feel and what you might need to have these conversations or to introduce these concepts into the classroom - *What teachers know and need*

11. Do you feel you know enough about race and ethnicity to talk about it in the classroom and with parents? If so, how did you gain this knowledge? If not, what do you feel you need?
12. Have you participated in Courageous Conversations, Beyond Diversity or other race based trainings? What have those been like – useful, not useful?
13. If they were not useful, what do you believe was missing or needed? If they were useful, how so?
14. Would you be interested in resources to help you with talking about race and ethnicity or integrating ways to celebrate race or ethnicity (especially regarding African Americans) into the curriculum? If so, what kind of resources do you think would help? What topics do you think should be covered?
15. Do you have colleagues (other teachers or school staff inside or outside of your school) who have expressed interest in these types of resources? Tell us a little about that.
16. Have you ever heard of something called 'positive racial identity development'? (From here we would describe for the group in simple terms what it is.)
17. Imagine there's a classroom curriculum created to build positive racial identity development, is that something you would utilize – what would it take for you to implement it in the classroom?

Appendix G

Parent Survey Protocol

First Up and the University of Pittsburgh's Office of Child Development are partnering to better understand if and how Philadelphia families with young children, and preschool and kindergarten teachers are addressing cultural competence, specifically with respect to race and early childhood.

We'd like your help to better understand how young children (ages 0 – 8) understand and experience race.

Your responses are **voluntary** and **confidential**. You may skip any question or stop at any time. Your answers will not be linked to your name in any way. Thank you for your time!

The first set of questions is specifically about young children. (In a later section, we'll ask about you and your child's teachers). Think about any children you have who are aged 0 –8 as you're answering these questions.

1. When young children talk about race, they might make comments or ask questions about skin color or hair, or they might point out other differences between themselves and others. To the best of your knowledge, do children in your communities (your neighborhood, school, place of worship, etc.) talk about race or culture in these or other ways?
 - a. Yes –
 - i. If yes, Do you think the comments are mostly positive, negative, neutral or I'm not sure
 - b. No
 - c. I'm not sure
2. Does your child talk about race (hair, skin color, other differences)?
 - a. Yes –
 - i. Do you think the comments are mostly positive, negative, neutral or I'm not sure
 - ii. Do you feel you have the right words, knowledge, or resources to respond? (yes, sometimes, no, not sure)
 - b. No
 - c. I'm not sure

The next set of questions is related to your experiences and your home.

3. Please think about your child and rate each statement? (On a scale of 1 – 5 from agree to disagree) 1=strongly agree 2=agree 3=not sure 4=disagree 5=strongly disagree
 - a. I want my child to be colorblind – race doesn't matter, it's what's inside that counts
 - b. I want my child to recognize the differences between races in terms that make sense for their age
 - c. I want my child to feel comfortable to openly ask me questions and talk about race
 - d. My child needs to know about race to prepare for discrimination
 - e. My child is too young and does not need to know about race yet
4. Do you believe parents should be discussing the topic of race with their young children (1 – 8)*?
 - a. Yes – they should be actively bringing it up through books and conversations
 - b. Yes – they should address it, but only after children make comments or ask questions
 - c. No – I don't think it's appropriate to talk to young children about race
 - d. No – talking about race is uncomfortable
 - e. I'm not sure

*question applies to children aged 1 to 8

5. Do you wish you had more resources or information to help you discuss race with your young child?
 - a. Yes
 - b. No, I have enough resources
 - c. No, I don't want to talk about race with my child
 - d. Not sure

6. What are some of the resources you use to help your child understand race? (check all that apply)
 - a. Children's books – we read books together that talk about differences
 - b. Adult books/articles – I read books and/or articles about how to help my child understand race
 - c. Children's television – such as Daniel Tiger, Molly of Denali, Donkey Hodie, others
 - d. Other parents
 - e. Social media
 - f. Other – please list
 - g. Does not apply

7. How many books/toys do you have at home that represent African Americans or other people of color?
 - a. A lot (more than 10)
 - b. Some (about 4-9)
 - c. A little (1-3)
 - d. None

This last set of questions is about your child's school.

8. Does your child attend a preschool, childcare, or kindergarten program outside the home?
 - a. Yes – skip to Q10
 - b. No – If no skip all questions about school and add Q9

9. If your child will be starting school in the next 2 years, do you think about how his/her race will play a role in starting school?
 - a. Yes
 - i. When you think about your child's race in school, are you (check all that apply)
 1. Hopeful
 2. Worried
 3. Unsure
 4. Other - list
 - b. No
 - c. Not sure

10. Do topics about race (hair, skin color, other) come up at your child's school?
 - a. Yes – by comments from other children
 - i. Do you believe they are mostly positive, negative, neutral or I'm not sure
 - b. Yes – by comments from the teacher
 - i. Do you believe they are mostly positive, negative, neutral or I'm not sure
 - c. No
 - d. I'm not sure

11. Have **you** ever been hurt by comments about race (either yours or theirs) at their school? (check all that apply)
 - a. Yes – by comments from other children
 - b. Yes – by comments from the teacher or staff
 - c. Yes – by comments from other parents
 - d. No

- e. I'm not sure
 - i. If yes – If you feel comfortable, can you tell us more about that? Did you feel that you had the right words, knowledge, or resources to effectively handle the situation? Yes/sometimes/no/not sure (optional: Please briefly explain.)

12. Do you believe teachers should be discussing the topic of race with children in Pre-K/K?
 - a. Yes – they should be actively bringing it up through books and lessons
 - b. Yes – they should address it if children make comments or ask questions
 - c. No – I don't want my child's teacher to talk about race
 - d. No – I want the teacher to talk to me first
 - e. I'm not sure

13. Is your child's preschool/K teacher addressing the topic of race in the classroom?
 - a. Yes
 - i. How much are teachers talking about race
 1. Little – such as MLK day lesson only
 2. Some
 3. A lot – they read diverse books, they answer questions, they manage conflicts
 4. I'm not sure
 - ii. Are you happy or satisfied with this?
 1. Yes – why?
 2. No – why not?
 - iii. If you'd like, please tell us more (optional)
 - b. No – do you WISH your child's ECE/K teacher was talking more about race?
 - i. Yes – why?
 - ii. No – why not?

14. How many books/toys does your child's classroom have access to that represent African Americans or other people of color?
 - a. A lot (more than 10)
 - b. Some (about 4-9)
 - c. A little (1-3)
 - d. None
 - e. I'm not sure

15. Would you be willing to work with your child's teacher to encourage discussions about race in your child's educational setting?
 - a. Yes
 - b. Yes, but I'm not sure how to do that
 - c. No
 - d. I'm not sure



Appendix H

Teacher Survey Protocol

Finally, please help us understand a little more about you and your child.

16. How do you identify as your race?
- Black (African American, Afro-Caribbean, African)
 - Indigenous
 - Latino/a
 - Asian/Pacific Islander
 - Bi-Racial
 - Other (Please describe in your own words) _____

17. How many children do you have, and what are their ages and races?

18. What is your income?

Thank you very much for helping us with this important survey.
We appreciate your time and energy!

First Up and the University of Pittsburgh's Office of Child Development, P.R.I.D.E. Program are partnering to better understand if and how early childhood and elementary teachers and classrooms are addressing race.

We'd like your help to better understand how young children (ages 0 - 8) understand and experience race.

Your responses are **voluntary** and **confidential**. You may skip any question or stop at any time. Your answers will not be linked to your name in any way. Thank you for your time!

- Please describe your highest level of education
 - High School Degree or Less
 - Associates Degree from a School of Education
 - Associates Degree in other – please list
 - Bachelor's from a School of Education
 - Bachelor's in other – please list
 - Master's from a School of Education
 - Master's in other – please list
 - Doctorate from a School of Education
 - Doctorate in other – please list
 - None of the above – please list
- What university or college did you attend? _____
- When did you receive your most recent degree?
 - Within the last 2 years
 - 3-5 years ago
 - 6-10 years ago
 - 11+ years ago
- Did any of your coursework address culture, ethnicity, or race?
 - Yes
 - If yes, what if any percentage of the course addressed race specifically, such as how to be inclusive in the classroom, how to connect with people of all races, etc?
 - No
- Overall, how well do you think your **coursework** prepared you for thinking about how race affects teaching and learning?
 - Very well
 - Well
 - Somewhat well
 - Not well at all
- Overall, how well do you think your **teaching placement** prepared you for thinking about how race affects teaching and learning?
 - Very well
 - Well
 - Somewhat well
 - Not well at all



7. Which topics do you wish your coursework had taught you more about? (Check all that apply)
 - a. How to connect with children of all races
 - b. How to reflect on how your own race impacts your teaching
 - c. How to be inclusive in the classroom about all races (dolls with different skin colors, etc.)
 - d. How to talk to children about race
 - e. How to react to instances of discrimination in the classroom
 - f. How to connect with families of all different races
 - g. How to introduce activities in the classroom that help children understand race
8. Are you currently working in a classroom?
 - a. Yes – Infant, Toddler
 - b. Yes – Preschool or Prekindergarten (3 & 4 year olds)
 - c. Yes – Kindergarten
 - d. Yes – 1st grade
 - e. Yes – 2nd grade
 - f. Yes – Special Education classroom
 - g. Yes – other (explain)
 - h. No (skip all current classroom questions)
9. Do the children in your classroom ever talk about race (such as differences in skin color, hair, etc.)?
 - a. Yes – they ask questions/talk to me about it
 - b. Yes – they talk about it with each other
 - i. If yes, are the comments mostly
 1. Positive
 2. Neutral
 3. Negative
 4. Unsure
 - c. No
 - d. Not sure
10. If yes, how comfortable do you feel responding to or addressing questions or comments about race?
 - a. Very comfortable
 - b. Somewhat comfortable
 - c. Somewhat uncomfortable
 - d. Very uncomfortable
11. In general, how comfortable are you talking to parents of children in your classroom?
 - a. Very comfortable
 - b. Somewhat comfortable
 - c. Somewhat uncomfortable
 - d. Very uncomfortable
12. How comfortable are you/would you be talking to parents about topics dealing with race?
 - a. Very comfortable
 - b. Somewhat comfortable
 - c. Somewhat uncomfortable
 - d. Very uncomfortable

13. In the past 5 years, have you had any professional development opportunities (besides your experiences in higher education) that included information about how to address race in the classroom?
 - a. Yes – race was the main topic
 - b. Yes – race was addressed as part of another topic
 - i. Follow up to a or b – How well did this opportunity prepare you to address race in the classroom? *[Offer scale of very well to not well, 4 points.]*
 - c. No
14. If an opportunity arose for continued professional development around how to talk to children about race, would you sign up?
 - a. Yes – definitely, sign me up
 - b. Possibly, I'd be interested, but cautious
 - c. Not sure
 - d. No, I already know a lot about this topic
 - e. No, there are other topics more important to me
 - f. No, I am not interested in this topic at all
15. Does your classroom have resources to promote the development of positive racial identity for all the kids in your classroom (such as books with diverse children, music and art from diverse cultures, etc.)
 - a. Yes – we have a large variety of materials that represent the racial diversity of the classroom
 - b. Yes – we have some representative books and materials
 - c. No – we have some materials, but not all races are represented
 - d. No – all of our materials represent one race
16. What additional materials, if any, would you like to have in the classroom? Please list.
17. What is the approximate racial breakdown of your classroom? *[Offer categories with %.]*
18. How do you identify your race? *[Offer categories same as parent survey]*
19. Is there anything else you'd like to add to help us better understand this issue?



Appendix J Key Informant Protocol

1. Please describe any work you are doing where cultural competence, especially race, and early childhood intersect. (Please think about any connections to parents, early educators, and/or research and curricula)
2. What can you tell us about other people doing this work either locally or nationally?
3. What barriers, if any, do you see to promoting positive racial and ethnic socialization in early childhood, either in classrooms or home settings?
4. What do you think is most needed to help young children of color (especially African American children) develop positive racial identities that can help them succeed in school?
5. Now help us dream. If we could do one thing to improve racial disparities in early childhood in Philadelphia, what should it be?

Appendix K Surveyed Teacher Demographics*

Education Levels

- 16 High School Diploma
- 21 Associate Degree
- 29 Bachelor's Degree
- 33 Master's Degree
- 1 Doctorate

Years Teaching

- 25 within the last 2 years
- 18 3 – 5 years
- 23 6 – 10 years
- 26 11+ years

Race/Ethnicity

- 11 Latino
- 39 African American
- 26 White
- 1 Iranian
- 2 Asian/Pacific Islander
- 1 Indian
- 1 Indigenous
- 2 Bi-racial

Ages Currently Teaching

- 49 Preschool or Prekindergarten
- 16 Infant/Toddler
- 1 1st grade
- 1 2nd grade
- 1 6th grade

*Data represents responses collected. Not all survey questions were answered





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