

**Delivering on the Promise of Effective Early Childhood Education for Black Children: Eliminating Exclusionary Discipline and Concentrating on Inclusion** <https://www.nbcdi.org/sites/default/files/resource-files/Delivering%20on%20the%20Promise%20of%20Effective%20Early%20Childhood%20Education.pdf>

The authors of this resource have very skillfully woven solid evidence together with specific practices that can be used to prepare early childhood professionals to support the full participation of Black children and their families. Recommendations are organized thematically (e.g., culturally-responsive practice, high expectations of children, developmentally appropriate pedagogy with positive guidance) with specific examples provided for implementation at child/family, classroom, program, and system levels. The interpretation of Maslow's hierarchy of needs vis-à-vis supporting Black children and families is just one of the thought-provoking features of this document.

**Factors to Close Opportunity Gaps Among Children of Color**

[http://earlylearningnetwork.unl.edu/2020/06/29/four-promising-factors-to-close-opportunity-gaps-among-children-of-color/?utm\\_content=&utm\\_medium=email&utm\\_name=&utm\\_source=govdelivery&utm\\_term=](http://earlylearningnetwork.unl.edu/2020/06/29/four-promising-factors-to-close-opportunity-gaps-among-children-of-color/?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=)

Since 2016, the ED-funded **Early Learning Network** teams across the country have been working to understand, explore, and identify factors programs and schools have the ability to change to narrow early learning gaps and help children maintain the preschool boost through early elementary school. Their work has identified four important factors and actions that may help eliminate or reduce early gaps based on race and income.

**Black Boys Matter: Cultivating Their Identity, Agency, and Voice**

<https://www.naeyc.org/resources/pubs/tyc/feb2019/black-boys-matter>

**Black Boys Matter: Strategies for a Culturally Responsive Classroom**

<https://www.naeyc.org/resources/pubs/tyc/apr2019/strategies-culturally-responsive-classroom>

This pair of articles reveals the evidence-based practices through which educators can make their classrooms learning spaces that are welcoming and supportive for Black boys. Each offers insights about strengths-based approaches that can support each child to achieve their full potential.

**Addressing the African American Achievement Gap: Three Leading Educators Issue a Call to Action**

<https://www.naeyc.org/resources/pubs/yc/may2018/achievement-gap>

The achievement gap is a problem not only for African American students and their families and communities; it affects the well-being of the entire country. But because social science research has focused primarily on group deficits rather than factors that have stymied progress, it has provided few clues as to how to construct support systems, even where there is a genuine wish to do so. This article reviews the root causes of the achievement gap, then offers insights about educator preparation and priorities that would yield differently prepared teachers, as well as differently successful children.

**Do Early Educators' Implicit Biases Regarding Sex and Race Relate to Behavior Expectations and Recommendations of Preschool Expulsions and Suspensions?**

[https://medicine.yale.edu/childstudy/zigler/publications/Preschool%20Implicit%20Bias%20Policy%20Brief\\_final\\_9\\_26\\_276766\\_5379\\_v1.pdf](https://medicine.yale.edu/childstudy/zigler/publications/Preschool%20Implicit%20Bias%20Policy%20Brief_final_9_26_276766_5379_v1.pdf)

Black children make up only 19% of preschool enrollment, but comprise 47% of preschoolers suspended one or more times. Black boys are three times as likely as Black girls to be suspended one or more times. This study sought to learn about the underlying causes behind the disproportionate expulsion of Black boys. The study revealed that most preschool teachers are guilty of unconscious racial bias when disciplining students. In analyzing 132 staff members of early childhood programs, most of whom were teachers, researchers found that most had "a tendency to more closely observe Black children and especially Black boys when challenging behaviors are expected." The team also found that Black teachers hold Black students to a higher standard of behaviors than white teachers do, and were more likely to punish them harshly.

### **Being Black Is Not a Risk Factor: A Strengths-Based Look at the State of the Black Child**

[https://www.nbcdi.org/sites/default/files/resource-files/Being%20Black%20Is%20Not%20a%20Risk%20Factor\\_0.pdf](https://www.nbcdi.org/sites/default/files/resource-files/Being%20Black%20Is%20Not%20a%20Risk%20Factor_0.pdf)

This 2013 compilation was amazing in and of itself but even more remarkable because it generated a number of state-specific versions which offered additional insights and strategies for supporting young Black children. It offers evidence and possibilities related to supporting young Black children and their families, including a reimagining of what teacher preparation might look like. Go to <https://www.nbcdi.org/news/being-black-not-risk-factor-read-reports> to learn from Florida, Georgia, Illinois, Michigan, Pennsylvania, and Wisconsin.

### **Implicit Bias: From Awareness to Positive Change**

<https://militaryfamilieslearningnetwork.org/2017virtualconference/allen/>

In this webinar, Dr. Rosemarie Allen explores the role of implicit bias through the lens of her expertise in Pre-K and elementary school classrooms. The content and examples are designed to help viewers working in a variety of contexts to understand the dynamics of implicit bias and its impacts, challenge them to reflect on our own unspoken biases, and share strategies to minimize biases in professional settings. The site provides free access to the webinar recording and the PowerPoints.

### **School Suspensions Are an Adult Behavior** <https://www.youtube.com/watch?v=f8nkcRMZKV4>

This August 2016 TED talk by Dr. Rosemarie Allen offers both personal and professional insights into the challenges of early childhood suspensions and expulsions of Black children. She speaks on identified behaviors exemplified by preschoolers being labeled destructive and disruptive. Dr. Allen identifies how adults perceive child behavior in comparison to their own behaviors, and offers insights about the eager behavior of Black preschoolers. A reflection is provided on the preschool to prison pipeline, along with a call for action to become self-aware as adults in creating safe and equitable teaching environments for preschoolers, with particular attention to Black boys.

### **Trajectories of Achievement Gaps Starting in Pre-K: Identifying Malleable Factors to Close the Gap for All Learners** <http://earlylearningnetwork.unl.edu/wp-content/uploads/2020/02/200108-Achievement-Gap-Final-Slide-Deck-compressed.pdf>

This resource provides research on descriptive, classroom-observation, and longitudinal studies describing systems-level policies and practices in support of early learning. The study also identifies teaching practices and classroom-level factors associated with preschool and elementary school readiness for obtainment of school achievement. Malleable factors are outlined in the study sharing disparities affecting school achievement.

### **Girlhood Interrupted: The Erasure of Black Girls' Childhood**

<https://www.law.georgetown.edu/poverty-inequality-center/wp-content/uploads/sites/14/2017/08/girlhood-interrupted.pdf>

This groundbreaking 2017 study provided data for the first time revealing that the adults surveyed viewed Black girls as less innocent and more adult-like than white girls of the same age, especially between 5–14 years old (p. 2). The research revealed that adults viewed Black girls as needing less nurturing, protection, comfort, and support, and documented other dimensions of the “adultification” of young Black girls. A thoughtful 2-minute video about this topic is available at <https://www.youtube.com/watch?v=QKzEF22fK24> Additional insights on this topic, including personal narratives, are captured in Listening to Black Women and Girls: Lived Experiences of Adultification Bias (<https://www.law.georgetown.edu/poverty-inequality-center/wp-content/uploads/sites/14/2019/05/Listening-to-Black-Women-and-Girls.pdf>)

Natural Resources is a free, one-way listserv that is distributed monthly. Each issue features high quality, readily available, and free resources on a specific topic related to children from birth through Grade 3, their families, and the professionals and systems that serve and support them. Natural Resources is compiled and distributed by Camille Catlett, and past issues are archived at <https://scriptnc.fpg.unc.edu/natural-resources-monthly-newsletter> To subscribe or unsubscribe, suggest resources, or get more information, please contact Camille Catlett at [camille.catlett@unc.edu](mailto:camille.catlett@unc.edu)