



AFTER SCHOOL INITIATIVE

CULTURAL COMPETENCY



The Role of After School Programs in
Supporting Diverse Youth



ACKNOWLEDGEMENTS

The publication and dissemination of this document was made possible by the generous support of The Colorado Trust through the After School Initiative.

The Colorado Trust's five-and-one-half-year, \$11 million After School Initiative is designed to support and enhance effective after-school programs that provide youth with opportunities for constructive use of their time and skill building. Targeted at children between fourth and ninth grades, these programs will implement multifaceted, culturally appropriate strategies that promote positive youth development.

This document is one in a series of publications highlighting best practices in the following four Core Elements of the After School Initiative:

- ❑ Positive Youth Development
- ❑ Partnerships
- ❑ Cultural Competency
- ❑ Sustainability

The Colorado Foundation for Families and Children is pleased to be a partner of The Colorado Trust in providing training and technical assistance to After School programs supported by The Trust in the Denver metro area and northeast Colorado

THE COLORADO FOUNDATION FOR FAMILIES & CHILDREN

The mission of the Colorado Foundation for Families & Children is to improve the effectiveness of organizations and individuals who serve children, youth, and their families in educational, health, or human service settings.

Developed by: Carol Mehesy, Colorado Foundation for Families & Children



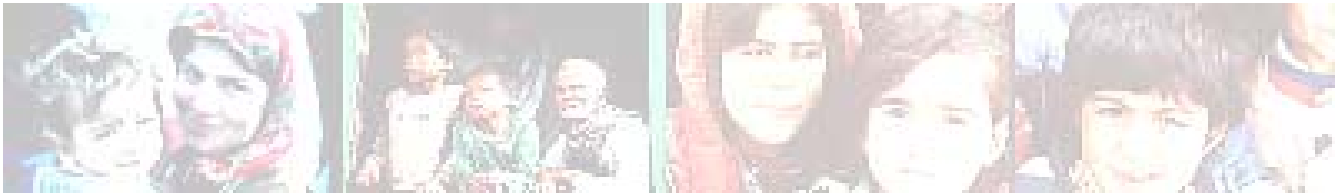
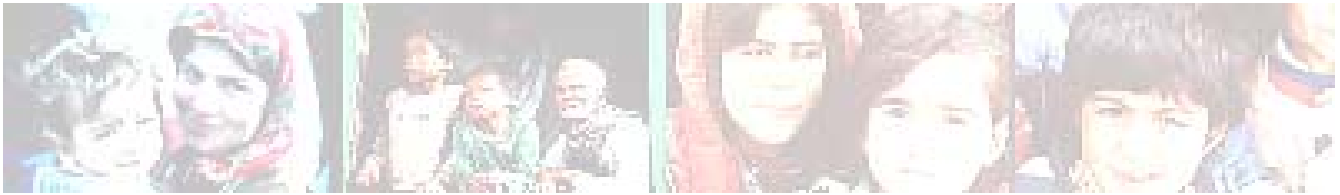


TABLE OF CONTENTS

Definition.....	4
Purpose.....	5
Introduction.....	6
Identity Development.....	7
Social Development.....	13
Civic and Moral Development.....	15
Research and References.....	17



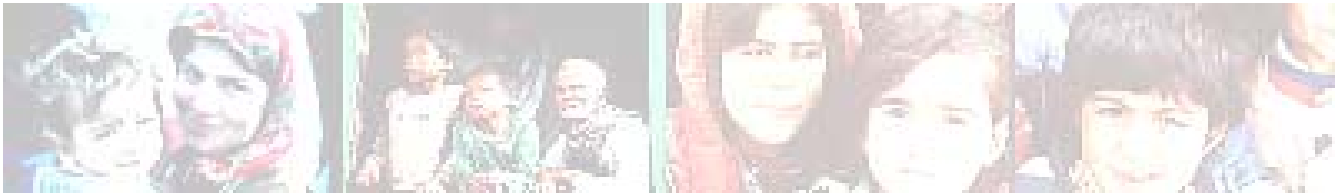


CULTURAL COMPETENCY ~ DEFINITION

Cultural competency is an ongoing process and practice that builds the capacity of organizations and individuals to understand, accept, value and honor the unique contributions of all people, including but not limited to people's: ability, age, disability, ethnicity, gender, gender identity, geographic region, health, language, mental health, race, religion, sexual orientation, socioeconomic status and spirituality.

Source: The Colorado Trust



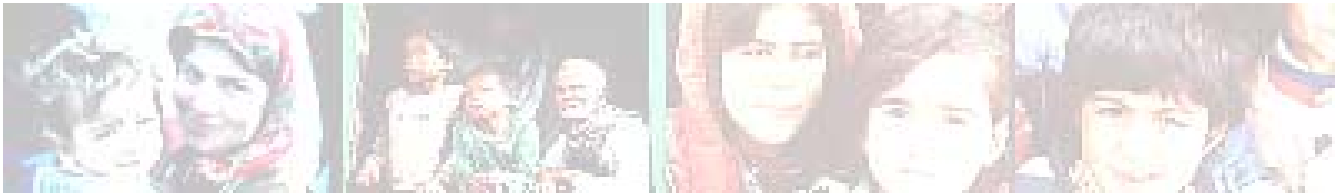


PURPOSE OF THIS DOCUMENT

To support after school programs funded by The Colorado Trust After School Initiative in the following areas:

- ✓ To explore the development of youth in relation to culture and identify development
- ✓ To explore the social development of youth
- ✓ To explore the civic and moral development of youth
- ✓ To provide ideas and resources for after school programs who wish to explore issues of culture and diversity to support the healthy development of the youth they serve





INTRODUCTION

Today's youth are growing up in an increasingly diverse nation. According to the U.S. Census data on youth ages 10-19, 63% are White, 15% are African American, 14% are Latino/Hispanic, 4% are Asian/Pacific Islander, 1% are American Indian, and 3% are two or more races (U.S. Census Bureau, 2001). Added to this growing ethnic diversity is linguistic diversity. According to the U.S. Department of Education, the number of youth with limited English skills has doubled in the last decade to five million (Zhao, 2002). In addition, gay and lesbian youth are becoming aware of their sexual orientation at an earlier age (age 9 for boys and 10 for girls) and both boys and girls are "coming out" and making their orientation public by age 16 (Ryan and Futterman, 1998). Youth are also likely to have classmates that are differently-abled thanks to laws that promote mainstreaming youth who are disabled into regular school classes and activities (IDEA, 1997). Youth today are faced with many issues of diversity, both personally and in their schools and communities.

After School programs nationally and locally are even more diverse than the population at large. A national study of after school program participants found that 33% were White, 28% were African American, 28% were Hispanic/Latino, and 7% were classified as Other (Mathematica, 2002). According to preliminary data in the Colorado Trust After School Initiative, 51% of participants are White, 34% are Latino, 4% are African American, 1% are Asian, 1% are American Indian, and 8% do not indicate their ethnicity (National Research Center, 2002).

After School programs can play an important role in supporting youth in exploring issues of diversity and culture in three important ways:

- ✓ **Personal Identity Development**
 - Supporting youth in developing a healthy self-concept and self-esteem
 - Supporting youth in developing their cultural identity

- ✓ **Social Development**
 - Supporting youth in learning the skills to interact in a healthy way with all types of people

- ✓ **Civic and Moral Development**
 - Supporting youth in learning about and becoming involved in their community





PERSONAL IDENTITY DEVELOPMENT

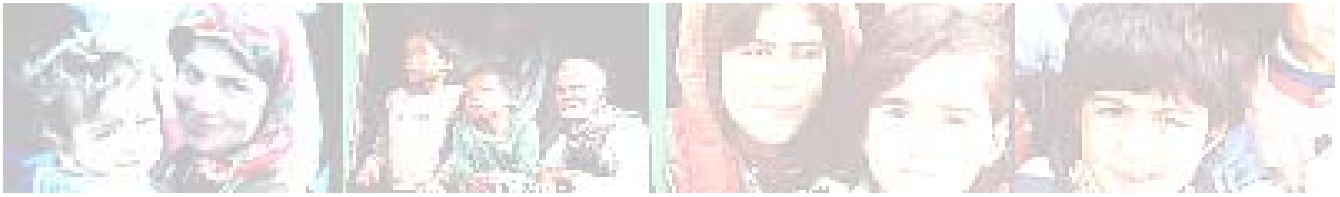
Adolescence is a time when youth learn to answer the question “who am I?” in a way that, if healthy, is satisfying to them personally and acceptable to society at large. Positive identity formation involves developing a “firm and clear sense of self with the ability to explore the meaning, direction, and purpose of life” (Adams, et al., 2001). Erik Erikson suggested that the primary developmental challenge of adolescents is the struggle to develop a strong sense of identity and avoid identity diffusion (Erikson, 1968). Adolescents are simultaneously experiencing physical, emotional, and cognitive changes that affect their identity development (Gentry & Campbell, 2002). Personal identity development includes incorporating those changes and developing an integrated self-concept (including a positive cultural identity) and a sense of self-esteem (Gentry & Campbell, 2002).

SELF-CONCEPT

Self-concept is a “set of beliefs about oneself” that includes one’s characteristics, roles and goals, interests, values, and beliefs (Gentry & Campbell, 2002). In general, youth form their identities through a process of experimentation, validation, and integration (Guanipa-Ho & Guanipa, 2001). Youth experiment with various roles, characteristics, and interests based on their personal beliefs and values as well as those presented by parents, peers, and the media. Youth receive feedback from peers and adults and must then integrate those values, beliefs, and characteristics that better define their sense of self (Adams, Gullotta, & Montemayor, 1992). This is a challenge because youth must be able to explore and integrate many parts of their identity including: ethnicity, gender, sexual orientation, socioeconomic status, physical health and appearance, values, personality, talents and interests.

Youth whose ethnic, socioeconomic, or religious backgrounds are different from the dominant culture often face contrasting options in defining their self-concept because their values and beliefs may conflict with those of their school or peer group (Yeh & Drost, 2002). For students who are bi-racial, constructing an integrated self-concept may prove even more difficult because they may personally hold cultural norms and values of more than one group (Yeh & Drost, 2002). Youth in immigrant families face a similar disconnect between the culture, values, and language spoken at home and those they face at school or with their peers. Youth practitioners can play an important role in helping minority youth confront discrimination and develop the bi-cultural skills needed to maintain a healthy self-concept and navigate successfully in society (Gentry & Campbell, 2002). Practitioners should also work with non-minority youth to combat racism and discrimination and to recognize the privileges and responsibilities of being a member of the dominant culture.





PERSONAL IDENTITY DEVELOPMENT, CONT.

SELF-ESTEEM

Self-esteem includes how youth feel about themselves overall (global self-esteem) and how they feel about specific parts of their identity (specific self-esteem) (Gentry & Campbell, 2002). While most youth experience some degree of struggle with self-esteem during adolescence - minority youth, girls, and youth who differ from the dominant images portrayed in the media may be particularly challenged in their efforts to develop a healthy self-concept and positive self-esteem. These adolescents often face challenges to developing a healthy self-esteem based on gender stereotypes, ethnicity and related racism, sexual orientation, and physical ability or attractiveness (Gentry & Campbell, 2002).

Studies have shown that girls' sense of self-esteem tends to decline during adolescence, starting around the middle school years (Brown, et al., 1998; Pipher, 1995). While boys' self-esteem tends to remain solid, studies suggest that adults can support both boys and girls in their identity development by encouraging them to explore non-stereotypical gender behavior. For example, supporting girls in practicing assertive behavior and supporting boys in cooperative behavior and in expressing a full range of emotions, beyond anger (Gentry and Campbell, 2002).

For youth of color, development of a healthy self-esteem has been closely linked to the development of their ethnic identity (Mendelberg, 1986; Parham & Helms, 1985; Phinney, 1990; Phinney, Lochner & Murphy, 1990; Plummer, 1995). Adolescents with a positive sense of ethnic identity have higher self-esteem than their peers who do not identify as strongly with their ethnic group (Gentry & Campbell, 2002).





PERSONAL IDENTITY DEVELOPMENT, CONT.

CULTURAL IDENTITY DEVELOPMENT IN DOMINANT AND NON-DOMINANT CULTURES

Dominant culture is defined as the group of people who are either “greatest in number or who have the most political or economic power” (Yeh & Drost, 2002). In the United States, the dominant youth culture portrayed in the media is “White, heterosexual, thin, and able-bodied middle-class teens” (Gentry & Campbell, 2002). In developing a positive cultural identity, youth from both dominant and non-dominant cultures go through a parallel journey of confronting difference to embracing their own identity and developing skills for living in a multicultural world.

Positive identity and self-esteem for youth from non-dominant cultural groups such as youth of color or gay and lesbian youth includes (Phinney, 1990; Yeh & Drost, 2002):

- ✓ Self-identification as a group member
- ✓ A sense of belonging
- ✓ Positive attitudes towards one’s group
- ✓ Ability to negotiate and bridge identities between personal identity and values and dominant culture values

The following chart is adapted from the work of William Cross as cited in *Why Are All The Black Kids Sitting Together in the Cafeteria* and is further elaborated by Lisa Sung (Sung, 2002; Tatum, 1997). It illustrates the steps that youth from non-dominant cultural groups go through as they encounter their ethnicity in relation to existing prejudice and discrimination and attempt to develop a positive identity. It also shows the struggle of dominant culture youth to confront the reality of prejudice and privilege and develop a positive non-prejudiced ethnic identity. This chart illustrates a full range of possible stages from initial encounter to becoming involved in social justice. It is not meant to suggest that all youth or adults will complete every stage but to show a range of possibilities. It is also likely that youth in the non-dominant group will proceed through the stages at a more rapid rate than those in the dominant group. For example, most minority youth will have already experienced prejudice by the time they are adolescents and will likely be well into the “immersion in own culture” stage, while youth from the dominant culture may just be becoming aware of issues of prejudice and discrimination at this age.



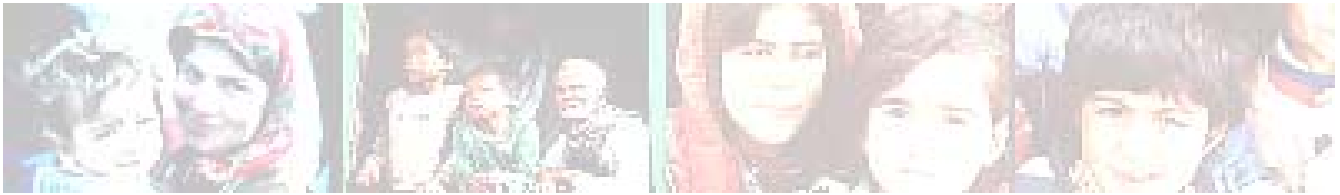


PERSONAL IDENTITY DEVELOPMENT, CONT.

**Adapted from "Stages of Racialized and Ethnic Identity Development" Cross & Sung.*

Stages of Identity Development for Youth in Dominant and Non-Dominant Cultural Groups			
Dominant Culture Youth Identity Development		Non-Dominant Culture Youth Identity Development	
Stage	Typical Characteristics	Stage	Typical Characteristics
Pre-Encounter & Initial Contacts	<ul style="list-style-type: none"> *Feels "normal", no sense of ethnic or cultural identity *Disinterest or naïve curiosity about the "other" *Says things like "I don't have a culture" and "I don't see why they always focus on the differences, we're all just people" 	Pre-Encounter	<ul style="list-style-type: none"> *Limited sense of being different *Seeks acceptance and/or assimilation with dominant group *Says things like "Don't call me _____ I'm an American" and "I just want to be treated as an individual"
Encounter with Prejudice & Discrimination	<ul style="list-style-type: none"> *Becomes aware of racism, homophobia, and prejudice *Feels guilt and anger and sense of disillusion in beliefs about equality in society *May try to distance self from own cultural identity or overly identify with another culture *Says things like "I'm not like most Whites, I'm not prejudiced" and "I'm colorblind" 	Encounter With Prejudice & Discrimination	<ul style="list-style-type: none"> *Experiences prejudice or stereotyping of self and/or group *Feels hurt and angry *May develop an "oppositional identity" to keep the dominant group at a distance *May be drawn to role models from own group who have a developed identity *Says things like "My color/sexual orientation wasn't supposed to matter, but obviously it does"





PERSONAL IDENTITY DEVELOPMENT, CONT.

Stages of Identity Development for Youth in Dominant and Non-Dominant Cultural Groups			
Dominant Culture Youth Identity Development		Non-Dominant Culture Youth Identity Development	
Attempts to Re-establish Sense of Security	<ul style="list-style-type: none"> *Deals with feelings of guilt and tension by reasserting beliefs about individualism and the American ideal *Defensive and may try to "blame the victim" *Says things like "I'm not responsible for the hate of a few" and "Everybody can succeed if they work hard enough" 	Immersion in Own Culture	<ul style="list-style-type: none"> *Primary peer group becomes members of youth's culture *Outsiders are irrelevant *Begins redefining self and seeking positive symbols of identity *Says things like "Black is beautiful"
Intellectual Acceptance	<ul style="list-style-type: none"> *Understands and accepts the reality of prejudice and dominant group privilege but unsure what to do *Says things like "I accept everyone and I think everyone should" and "What difference can I make?" 	Personal Positive Identity	<ul style="list-style-type: none"> *Positive cultural identity is established and integrated into self-concept *Willing to establish relationships outside group with those who respect their identity
Personal Positive Identity and Commitment to Social Justice	<ul style="list-style-type: none"> *Begins to explore own ethnic or cultural identity *Seeks to develop personal positive identity that includes ethnic or cultural identity and understanding of privilege in self-concept *Begins to address issues of prejudice with friends of dominant culture *Willing to partner with members of own culture and other cultures to address social justice issue 	Commitment to Social Justice	<ul style="list-style-type: none"> *Willing to act as spokesperson or advocate for group *Willing to partner with other minority groups and dominant group to address social justice issues





PERSONAL IDENTITY DEVELOPMENT, CONT.

HOW CAN AFTER SCHOOL PROGRAMS SUPPORT HEALTHY IDENTITY DEVELOPMENT IN YOUTH?

- ✓ Provide youth with **adult role models with whom they can identify** in terms of gender, culture, sexual orientation, and language
- ✓ Create a climate in which **all youth can feel they ‘belong’** (physically accessible, culturally and linguistically inclusive, no bullying or name calling)
- ✓ Organize activities that **encourage youth to explore and express** different aspects of their **cultural and ethnic heritage**
- ✓ Organize activities and dialogues that **encourage youth to explore non-stereotypical gender roles** such as organizing math and science clubs for girls and mentoring or volunteering opportunities for boys
- ✓ Engage youth in activities and dialogues that **examine and challenge media portrayals** of gender, ethnicity, sexual orientation, spirituality, and class
- ✓ Organize **activities for disabilities awareness week**
- ✓ Engage youth in activities and dialogues that **examine the values and beliefs** of their family, culture, and peers





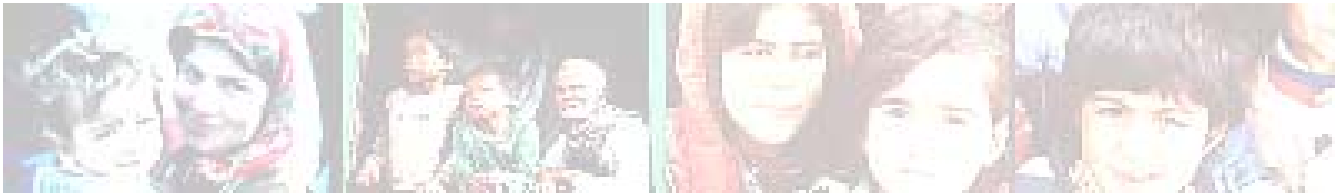
SOCIAL DEVELOPMENT

One of the hallmarks of adolescence is the shift in focus in relationships from the family to the peer group (Gentry & Campbell, 2002). While adolescent's shift to their peer groups signals their desire for growing independence and search for their personal identity, it does not indicate a lessening in the importance of their relationships with their parents (O'Koon, 1997). In particular parents and other adults can influence youth choices around alcohol, drugs, tobacco, initiation of sexual intercourse and development of a strong ethnic identity (Resnick, et al., 1997; Phinney, et al., 1997; Thornton, et al., 1990).

Peers play many important roles during this time, providing a temporary reference point for youth to develop their sense of identity, help them define how they differ from their parents, and as a result begin to develop their personal sense of morality and values (Bishop & Inderbitten, 1995; Micucci, 1998). Youth's ability to form positive peer relationships and friendships has been linked with healthy psychosocial adjustment in later life (Gentry & Campbell, 2002). Adults can help youth form positive friendships by modeling and coaching youth in social skills such as starting conversations, listening, expressing emotions appropriately, learning empathy, and maintaining appropriate personal boundaries (Gentry & Campbell, 2002). If strong cultural differences exist in what social skills are considered appropriate, adults can help by explicitly discussing this with youth and modeling what is culturally appropriate in different situations (Payne, 2001).

During younger adolescence, typically during middle school years, youth are likely to belong to one primary peer group. These peer groups are usually similar in makeup in regards to gender and ethnicity (Savin-Williams & Berndt, 1990). Middle school years are when youth are most susceptible to peer influences and the desire to belong and pressure to conform are at their highest (Gentry & Campbell, 2002). Youth practitioners can best support youth who may be developing a peer group with 'negative' influences by providing them opportunities to socialize with other peers that pass the 'cool enough' standard and may be more positive, rather than directly criticizing the negative peer group (Gentry & Campbell, 2002). For minority youth, peer groups may be particularly important as they may provide a much-needed safe haven and sense of belonging in a school or community in which they do not feel a part of the dominant culture (Spencer & Dornbusch, 1990). In some cases it is healthy and helpful to offer gender or ethnic specific activities along with integrated ones.





SOCIAL DEVELOPMENT, CONT.

HOW CAN AFTER SCHOOL PROGRAMS HELP WITH SOCIAL DEVELOPMENT?

- ✓ Provide opportunities for **youth to socialize outside their primary peer group**
- ✓ Encourage youth to **learn and practice healthy conflict resolution**
- ✓ Provide youth with opportunities to work in teams and learn **cooperative behavior**
- ✓ Encourage **parents to continue to be involved** in youth's lives by including them in activities
- ✓ Provide opportunities for youth to interact with and **learn from youth with different cultural identities**
- ✓ Provide youth with access to a **positive peer group** and alternatives to experimentation with drugs, alcohol, and sex between the critical hours of 3-6
- ✓ Encourage youth to **develop healthy social skills** including: initiating conversation with youth who are different from them, listening, appropriate sharing and boundaries
- ✓ Provide activities that **encourage empathy** or putting oneself in another's situation such as role playing or recognizing disabilities awareness week





CIVIC AND MORAL DEVELOPMENT

Moral and civic development is described as “the development of a sense of values and ethical behavior” in personal and community life (Gentry and Campbell, 2002). It has long been recognized that moral development is a form of cultural transmission of values and is strongly influenced by parents and members of one’s community or cultural group (Paget & Wright, 1998). Moral development involves three key components:

- ✓ A consistent set of values and moral beliefs
- ✓ Moral reasoning
- ✓ Civic/community involvement

The first step in moral development for most youth is developing a consistent set of values and beliefs. Parents and family provide the foundation of a youth’s values and beliefs system (Adams, et al., 2001; Paget & Wright, 1998). This foundation is often a combination of parent’s personal values, cultural values, and spiritual values. The struggle for adolescents is to confront and reconcile values and beliefs presented by the media, peers, and other adults that may conflict with or reinforce their family’s values (Gentry & Campbell, 2002; Yeh & Drost, 2002; Adams, et al., 2001). This struggle becomes more intense in a highly diverse community or multicultural society where the difference in values may be greater.

Moral reasoning is the ability to apply a consistent set of personal values and beliefs to “real life” decision-making. This consists of examining a decision or conflict and being able to identify what personal values and what societal values apply to the situation and how you will make the decision (Gentry & Campbell, 2002). If more than one personal value applies or if personal values conflict with those of the dominant culture it is sometimes helpful to “rank” the values in order of importance to self and others involved and to identify the decision making process. Common moral decision-making processes include: deciding based on loyalty or obligation, deciding based on values or universal principles, or deciding based on the effect or outcome (Ruggiero, 1992). Adults and parents can help youth in this process by identifying issues of fairness or morality and encouraging youth to discuss these, express their values, examine alternate viewpoints, consider implications of their decision, and evaluate their reasoning (Gentry & Campbell, 2002).





CIVIC AND MORAL DEVELOPMENT, CONT.

For youth, becoming involved in their community through volunteer projects or efforts to address social issues is often a natural outgrowth of the moral development process. Not only does volunteering provide youth with an opportunity to further their moral development and express their values in a concrete way, it is also associated with other positive outcomes. In one study, girls who volunteered were significantly less likely to be pregnant and made more positive gains academically than girls who did not volunteer (Allen, et al., 1997). Being involved in community also gives youth a chance to “do something” about social issues that they feel are morally unjust, including working to combat prejudice and discrimination.

HOW CAN AFTER SCHOOL PROGRAMS SUPPORT CIVIC AND MORAL DEVELOPMENT IN YOUTH?

- ✓ Engage youth in activities and dialogues that **examine the values and beliefs** of their family, culture, and peers
- ✓ Engage youth in activities and dialogues that **present moral dilemmas** and have them **identify their values**, which apply
- ✓ Study or present examples of **how different cultures apply different values to solving problem**
- ✓ Engage youth in activities like community surveys or mapping to **identify social issues in their communities**
- ✓ **Provide youth with opportunities to volunteer** to help others and to address community issues
- ✓ **Engage parents and community elders** in these dialogues and in volunteering

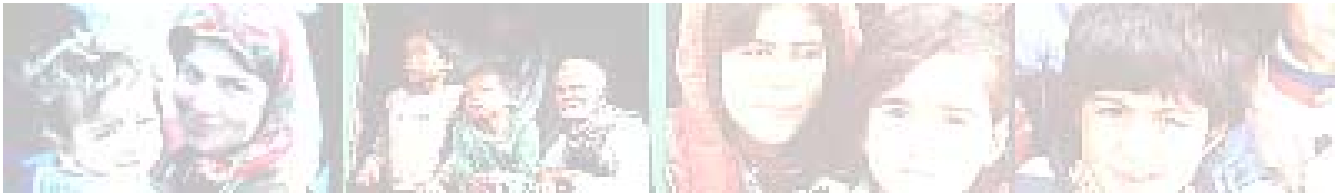




RESEARCH AND REFERENCES

- Adams, Gerald Ph.D.; Cote, James Ph.D.; Marshall, Sheila Ph.D. 2001. "Parent/Adolescent Relationships and Identity Development: A Literature Review and Policy Statement". Report to the Division of Childhood and Adolescence. Health Canada.
- Adams, Gerald; Gullotta, Thomas; Montemayor, Raymond. 1992. Adolescent Sexuality: Advances in Adolescent Development. Sage Publications.
- Allen, et al. 1997. "Preventing Teen Pregnancy and Academic Failure: Experimental Evaluation of a Developmentally Based Approach". Child Development. 64.
- Bishop, J.A.; Inderbitzen, H.M. 1995. "Peer Acceptance and Friendship: An Investigation of their Relationship to Self-esteem". Journal of Early Adolescence. 15.
- Brown, et al. 1998. "Changes in Self Esteem in Black and White Girls Between the Ages of 9 and 24 Years". Journal of Adolescent Health. 23.
- Erikson, E.H. 1968. Identity, Youth, and Crisis. Norton. New York, NY.
- Gentry, Jacquelyn, Ph.D.; Campbell, Mary. 2002. "Developing Adolescents: A Reference for Professionals". American Psychological Association. Washington, D.C.
- Guanipa-Ho, Carmen, Ph.D.; Guanipa, Jose, M.D. 2001. "Ethnic Identity and Adolescence". Available from edweb-www.edweb.sdsu.edu/people/CGuanipa/ethnic.htm
- Individuals with Disabilities Education Act (IDEA). 1997. Public Law 105-17. www.us.gov
- Mathematica Policy Research, Inc. 2002. "When Schools Stay Open Late: The National Evaluation of the 21st Century Community Learning Centers Programs". First Year Findings.
- Mendelberg H. 1986. "Identity Conflict in Mexican-American Adolescents". Adolescence. 21:81
- Micucci, J.A. 1998. The Adolescent in Family Therapy: Breaking the Cycle of Conflict and Control. Guilford Press. New York, NY.
- National Research Center. 2002. "The Colorado Trust After School Initiative: Preliminary Demographic Data". www.n-r-c.com.





RESEARCH AND REFERENCES, CONT.

O’Koon, J. 1997. “Attachment to Parents and Peers in Late Adolescence and their Relationship to Self Image”. *Adolescence*. 32.

Paget, Kathleen; Wright, Lois. 1998. “The Moral Reasoning Abilities of Neglected Children”. Paper presented at the International Conference on Research for Social Work Practice. Orlando, FL.

Parham, T. & Helms, J. 1985. “Relation of Racial Identity Attitudes to Self-actualization and Affective States of Black Students”. *Journal of Counseling Psychology*. 32,.

Payne, Ruby. 2001. Framework for Understanding Poverty. A Ha! Process, Inc. Publishing.

Phinney, J. S. 1990. “Ethnic Identity in Adolescents and Adults: Review of Research”. *Psychological Bulletin*. 108.

Phinney, J. S., Lochner, B. & Murphy, R. 1990. “Ethnic Identity Development and Psychological Adjustment in Adolescence”. In A. Stiffman & L. Davis Eds., Ethnic Issues in Adolescent Mental Health. Sage Publishing. Newbury Park, CA

Phinney, J.S.; Cantu, C.L.; Kurtz, D.A. 1997. “Ethnic and American Identity as Predictors of Self-esteem Among African American, Latino, and White Adolescents”. *Journal of Youth and Adolescence*. 26.

Pipher, Mary. 1995. Reviving Ophelia: Saving the Selves of Adolescent Girls. Ballantine Books.

Plummer, D. L. 1995. “Patterns of Racial Identity Development of African American Adolescent Males and Females”. *Journal of Black Psychology*. 21:2.

Resnick, et al. 1997. “Protecting Adolescents from Harm: Findings from the National Study on Adolescent Health”. *Journal of the American Medical Association*. 278.

Ruggiero, Vincent Ryan. 1992. Thinking Critically About Ethical Issues. 3rd ed. Mountain View: Mayfield

Ryan, Caitlin MSW; Futtermann, Donna MD. 2002. “Lesbian and Gay Adolescents: Identity Development”. *The Prevention Researcher* 8:1.





RESEARCH AND REFERENCES, CONT.

Savin-Williams, R.C.; Berndt, T.J. 1990. "Friendship and Peer Relations." In S.S. Feldman and G.R. Elliot, Eds. At The Threshold: The Developing Adolescent. Harvard University Press. Cambridge, MA.

Spencer, M.B.; Dornbusch, S.M. 1990. "Challenges in Studying Minority Youth". In S.S. Feldman and G.R. Elliot, Eds. At The Threshold: The Developing Adolescent. Harvard University Press. Cambridge, MA.

Sung, Lisa. 2002. "Stages of Racialized and Ethnic Identity Development".
http://www.ivcf.org/glw/cfw/kog02/kog3_pkg_racial_&_ethnic_identity_charts.pdf

Tatum, Beverly Daniel. 1997. Why are all the Black Kids Sitting Together in the Cafeteria and Other Conversations about Race. Basic Books Publishing.

Thornton, M.; Chatters, L.; Taylor, R.; Allen, W. 1990. "Sociodemographic and Environmental Correlates of Racial Socialization by Black Parents". *Child Development*. 61.

Yeh, Christine; Drost, Christopher. 2002. "Bridging Identities Among Ethnic Minority Youth in Schools". ERIC Digest. Number 173.

U.S. Census Bureau. 2001. www.census.gov.

Zhao, Yilu. 2002. "Wave of Pupils Lacking English Strains Schools". *New York Times*. August 5, 2002. www.newyorktimes.com.

