



What is HighScope Doing to Support Racial Equity, Diversity, and Inclusion &

What Can You Do Too?

Presented by HighScope's Racial Equity, Diversity, and Inclusion (REDI) Committee



Meet Our Team!



Jessica Logan



Kenneth Sherman



Erica Hill



Beth Scholz



Linda Horne



Henry Brown



Evie Talbot



Sarah Bishop



Patty Bruder



Kamy Singhal



Objectives

Participants will:

- **Reflect on their personal and professional REDI journey**
- **Obtain REDI resources to develop a call-to-action plan**

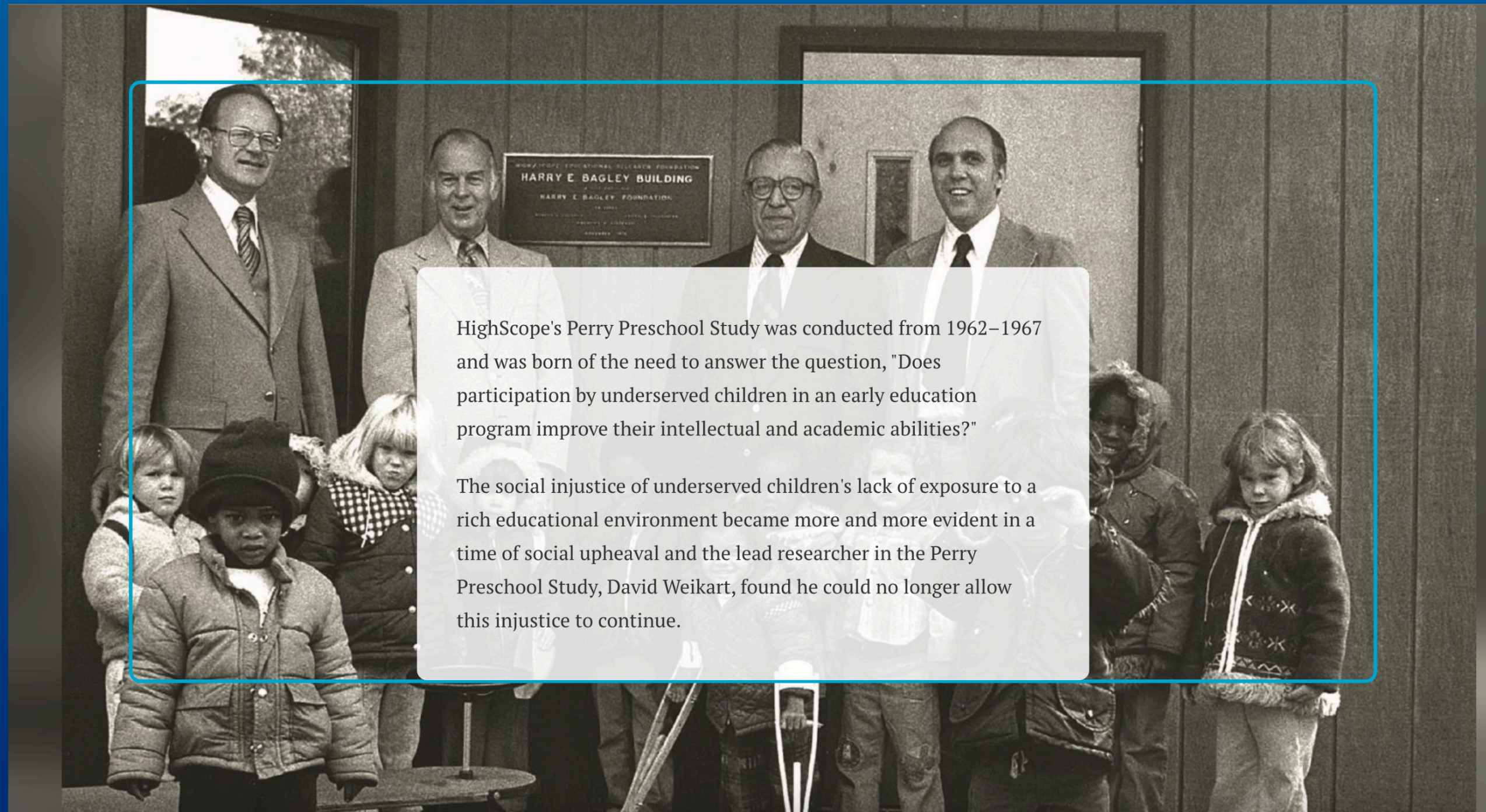


Is your everyday life *racially and ethnically diverse?*



pgs. 49 – 50

The History of REDI @HighScope



HighScope's Perry Preschool Study was conducted from 1962–1967 and was born of the need to answer the question, "Does participation by underserved children in an early education program improve their intellectual and academic abilities?"

The social injustice of underserved children's lack of exposure to a rich educational environment became more and more evident in a time of social upheaval and the lead researcher in the Perry Preschool Study, David Weikart, found he could no longer allow this injustice to continue.



While the Perry Preschool Study was born of the need for empirical data on the effect of high-quality early education on underserved children, the HighScope Curriculum & Approach was born of the need for a program that reflected the Perry researchers' commitment to a high-quality intervention that was effective in producing positive outcomes *and* meeting the social and emotional needs of the children they were serving.



Children play at Gretchen's House @ HighScope's Demonstration Preschool in Ypsilanti, Michigan.



How did HighScope
REDI Committee Begin?

REDI Committee influenced our organization?

How has HighScope's



Development with a REDI lens...

HighScope's REDI Style Guide



LEADERS IN EARLY CHILDHOOD EDUCATION

REDI Style Guide:

Resources:

<https://www.naeyc.org/resources/pubs/yc/may2016/culturally-responsive-classroom>
<https://aceseditors.org/resources/diversity-inclusion-resources>
<https://apastyle.apa.org/style-grammar-guidelines/bias-free-language/general-principles>

Notes on Terms:

Parents or terminology that is more specific is preferred to *Families*
Children with disabilities is preferred to *Children with special needs*
Diverse should be used carefully, and not only used to refer to children or people who are non-White.
Black/White are preferred to *African American* and *Caucasian*.
Individual with disabilities is preferred to *disabled* or *special needs*

From APA Manual 7th Edition:

Describe at the appropriate level of specificity:

- Focus on relevant characteristics – it is not always relevant to include characteristics when describing individuals or groups. Assess what characteristics need to be identified in the context of your writing.
- Acknowledge relevant differences – evaluate the meaning of the word “difference” in the context of your writing, assess how populations or things are different, and describe those differences appropriately.
- Consider the appropriate level of specificity – do not mention characteristics gratuitously, but be more specific rather than less, as specificity improves readers’ ability to understand the generalizability of information

generalizability of information

Be sensitive to labels:

- Acknowledge people’s humanity – choose labels with sensitivity, ensuring that the individuality and humanity of people are respected. Avoid using adjectives to label people (e.g., “the poor”) or labels that equate people with their condition (e.g., “drug users”). Descriptive phrases are preferred to labels (e.g., “people living in poverty”).
- Avoid false hierarchies – avoid using a group as a standard against which others are judged. Be mindful that the order in which social groups are listed may imply that later-mentioned groups are abnormal or lesser (e.g., “men and women”). When referring to multiple groups, thoughtfully consider the order in which to present them.

Reducing bias by topic:

- **Age:**
 - Avoid using open-ended definitions such as “under 18 years”. Be as specific as possible in the context of your writing.
- **Disability**
 - Be mindful of person-first language and identity-first language. – in person-first language, you emphasize the person, not their disability (e.g., “person with epilepsy,” rather than “epileptic”). In identity-first language, often used an expression of cultural pride, the disability becomes the focus (i.e., “autistic,” “blind person”). When choosing between these,

HighScope Educational Research Foundation

T 734.485.2000 • F 734.485.4467 • 600 N. River St., Ypsilanti, MI 48198
HighScope.org

Reflection through a REDI lens...



HighScope's Webinar Series

The image shows a YouTube interface with two main video player areas. The left player is for the 'SEGREGATION BY EXPERIENCE Book Study' playlist, which includes 8 videos. The right player is for the 'DON'T LOOK AWAY Book Study' playlist, which includes 6 videos. Both players show a 'NOW PLAYING' video at the top and a list of other videos below. The 'SEGREGATION BY EXPERIENCE' playlist includes sessions on inequity in ECE, agency in learning, educators' ideas about marginalized communities, working with families, politics of tea, learning, and children's lives long-term. The 'DON'T LOOK AWAY' playlist includes sessions on tying to research roots, minding the gaps, language justice, engaging families, and assessment to equity. A 'Roundtable' video is also featured at the bottom right of the 'DON'T LOOK AWAY' section.



Subscribe today @youtube.com/@highscopepreschool

Reflection through a REDI lens...

HighScope's Staff Book Club



**DON'T
LOOK
AWAY**

Embracing ANTI-BIAS Classrooms

Iheoma Iruka, PhD • Stephanie Curenton, PhD • Tonia Durden, PhD • Kerry-Ann Escayg, PhD



IHEOMA U. IRUKA, PHD, is the chief research officer for HighScope Educational Research Foundation. She is the former director of research and evaluation at the Buffett Early Childhood Institute at the University of Nebraska and a former associate director at the Frank Porter Graham Child Development Institute at UNC-Chapel Hill.



STEPHANIE M. CURENTON, PHD, is a tenured associate professor in the Wheelock College of Education and Human Development at Boston University. She is director of the Ecology of School Readiness Lab.



TONIA R. DURDEN, PHD, is a clinical associate professor of early childhood and elementary education and is a program coordinator at the Georgia State University College of Education and Human Development.



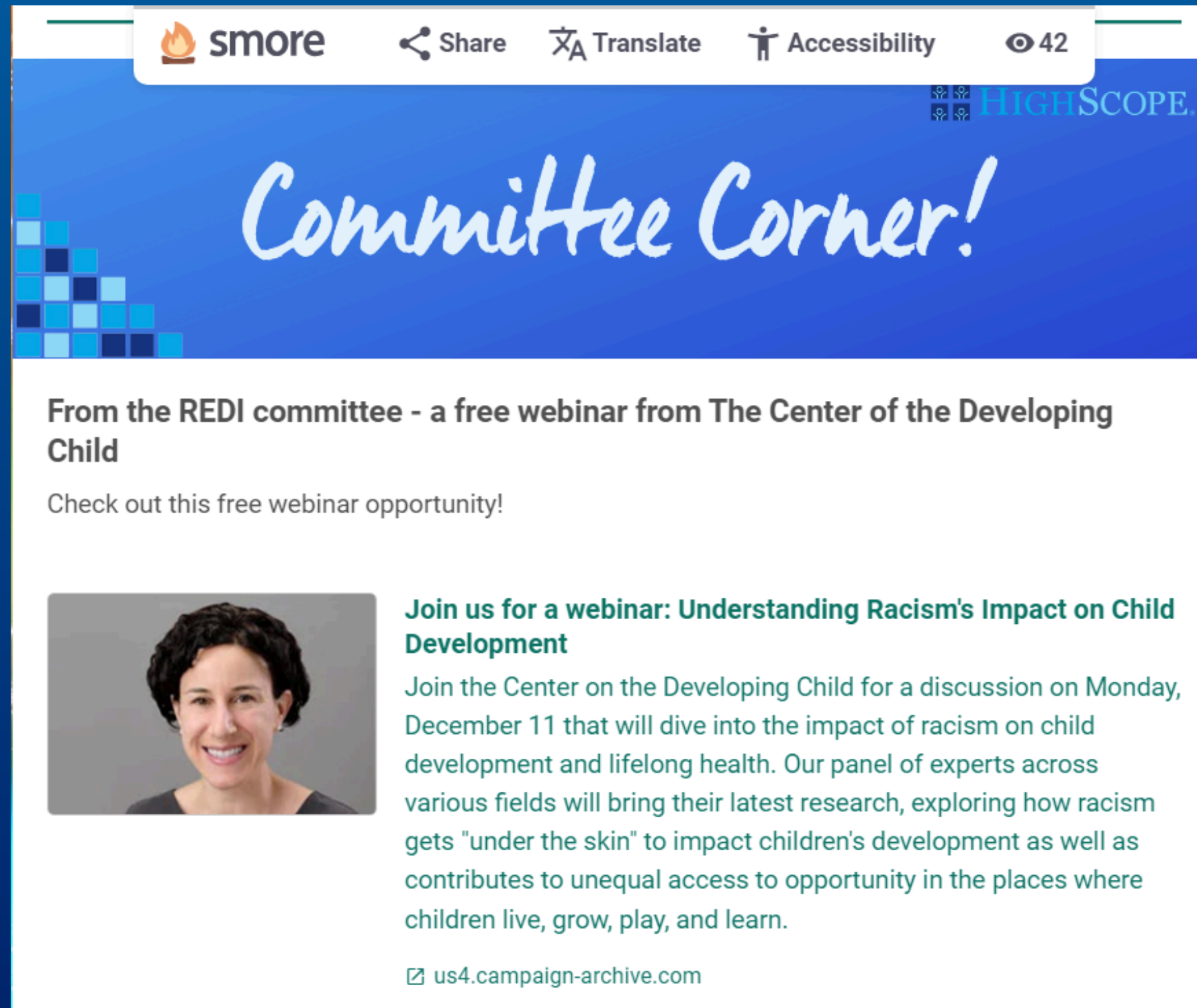
KERRY-ANN ESCAYG, PHD, is an assistant professor of early childhood education at the University of Nebraska-Omaha.



Scan here
to purchase

Other Staff REDI Resources...

HighScope Highlights Committee Corner



The screenshot shows a digital flyer on the Smore platform. At the top, there are navigation icons for 'smore', 'Share', 'Translate', 'Accessibility', and a view count of '42'. The main title 'Committee Corner!' is written in a large, white, cursive font on a blue background. Below the title, the text reads: 'From the REDI committee - a free webinar from The Center of the Developing Child'. A sub-headline says 'Check out this free webinar opportunity!'. To the left is a portrait of a woman with short dark hair. To the right of the portrait is the text: 'Join us for a webinar: Understanding Racism's Impact on Child Development'. The main body text describes the webinar: 'Join the Center on the Developing Child for a discussion on Monday, December 11 that will dive into the impact of racism on child development and lifelong health. Our panel of experts across various fields will bring their latest research, exploring how racism gets "under the skin" to impact children's development as well as contributes to unequal access to opportunity in the places where children live, grow, play, and learn.' At the bottom right, there is a link: 'us4.campaign-archive.com'.

smore Share Translate Accessibility 42

HIGHSCOPE.

Committee Corner!

From the REDI committee - a free webinar from The Center of the Developing Child

Check out this free webinar opportunity!

Join us for a webinar: Understanding Racism's Impact on Child Development

Join the Center on the Developing Child for a discussion on Monday, December 11 that will dive into the impact of racism on child development and lifelong health. Our panel of experts across various fields will bring their latest research, exploring how racism gets "under the skin" to impact children's development as well as contributes to unequal access to opportunity in the places where children live, grow, play, and learn.

us4.campaign-archive.com

Creating a Safe Environment for Learning

HighScope REDI Professional Learning Statement

Infant-Toddler Syllabus

HighScope Racial Equity, Diversity, and Inclusion (REDI) Professional Learning Statement

Advancing racial equity has been at the core of HighScope's vision since its beginnings with the landmark Perry Preschool Study. Building on our history and ongoing work in the field of early childhood education, HighScope has made racial equity, diversity, and inclusion central to all professional development programs. In all aspects of our work, we advocate for equity through awareness and personal reflection as we encourage educators to celebrate, respect, and incorporate diversity in their programs. We intentionally seek to eradicate racism and other inequities that oppress the potential of children, families, and adults from marginalized and underrepresented groups. Through consultation, training, mentoring, and coaching, HighScope's professional learning courses are designed to respond to participants' individual strengths and focus on practical application and implementation in real-world settings.

Participants are expected to reflect on how they can mitigate biases and inequitable practices, as well as

engage with other participants and HighScope trainer(s) on what they are learning and how the content of the course can be used to support the work they do with children and families in their respective early childhood programs and communities. HighScope has established a protocol to ensure that (1) all training content supports participants' knowledge base and practical application and implementation efforts; (2) all training is implemented at the highest level and as intended; and (3) all training and resource materials incorporate REDI practices and address issues of privilege and cultural sensitivity, as well as the importance of humility in our relationships with families and young children.

As we grow more aware of REDI concepts in our lives and practices, we must understand that equity and inclusion require a continual process of growth. It is important to remember that everyone has their own learning curve, and so as we strive for a more equitable and inclusive world for our children, there will be a need for both hope and grace.

REDI Callouts

Daily Routine Overview - Preschool

Active Learning:

- How can understanding children's home cultures help teachers to more appropriately support their choices, communication, interest in materials, and engagement throughout the day?

Using a Daily Message Board in the Preschool Classroom

Who's Not Here? Messages:

- Be aware of the reason for the absence of a teacher or child(ren) as it can lead into sharing families' culture and traditions. For example, a child is absent because there is a new baby in their family; a child is going on a trip to see their grandparents in Mexico; a teacher is out sick, so children make cards).

SharePoint & Resources



ABOUT ▾ PROJECTS ▾ PHILADELPHIA ACE SURVEY ▾ RESOURCES ▾ SECONDARY TRAUMATIC STRESS

4 SIMPLE STEPS
to provide your children with the best care

[LEARN MORE](#)

The banner features a purple background on the left with the text "4 SIMPLE STEPS to provide your children with the best care". On the right, there is a photograph of an adult's hand holding a child's hand. A blue button with a white information icon and the text "LEARN MORE" is positioned in the bottom right corner of the banner.

What are some REDI resources you use?

<https://eclkc.ohs.acf.hhs.gov/culture-language/multicultural-principles-early-childhood-leaders/multicultural-principles-early-childhood-leaders>

newsletter

HighScope Books

Parents and staff - Anti-Bias Work Group

DEI audit

Harvard developing child webinars

AI

Webinar

What are some REDI resources you use?

I used the "NAEYC Reading Your Way to a Culturally Responsive Classroom" in my coursework.

Newsletters

Implicit bias tests

<https://alfaro.io/disrupting-bias-with-a-code-word-a-guide-for-leaders/#:~:text=The%20%22purple%20flag%22%20used%20by,is%20not%20assigned%20nor%20defensiveness>

Embrace Race
AmazeWorks.

ECLKC
(.gov)<https://eclkc.ohs.acf.hhs.gov>ECLKC

<https://www.learningforjustice.org/>


[https://www.readingrockets.org/Great for ELL learners](https://www.readingrockets.org/Great-for-ELL-learners)



Let's

Brainstorm Ideas!

What does REDI look like in programs?

- Families
 - Classroom Teachers
 - Other staff (kitchen, janitorial, bus, etc.)
 - Administration
- 

Call to Action!



Implementation *Plan*

Plan	Resources	Barriers
<i>What can I do immediately?</i>		
<i>What do I want to do within the next few months?</i>		
<i>What do I want to do long term?</i>		



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