



BEYOND DIVERSITY PROJECTS

Looking at the Whole to
Seize Future
Opportunities

Presenters

Edwin Achola, Ph.D.

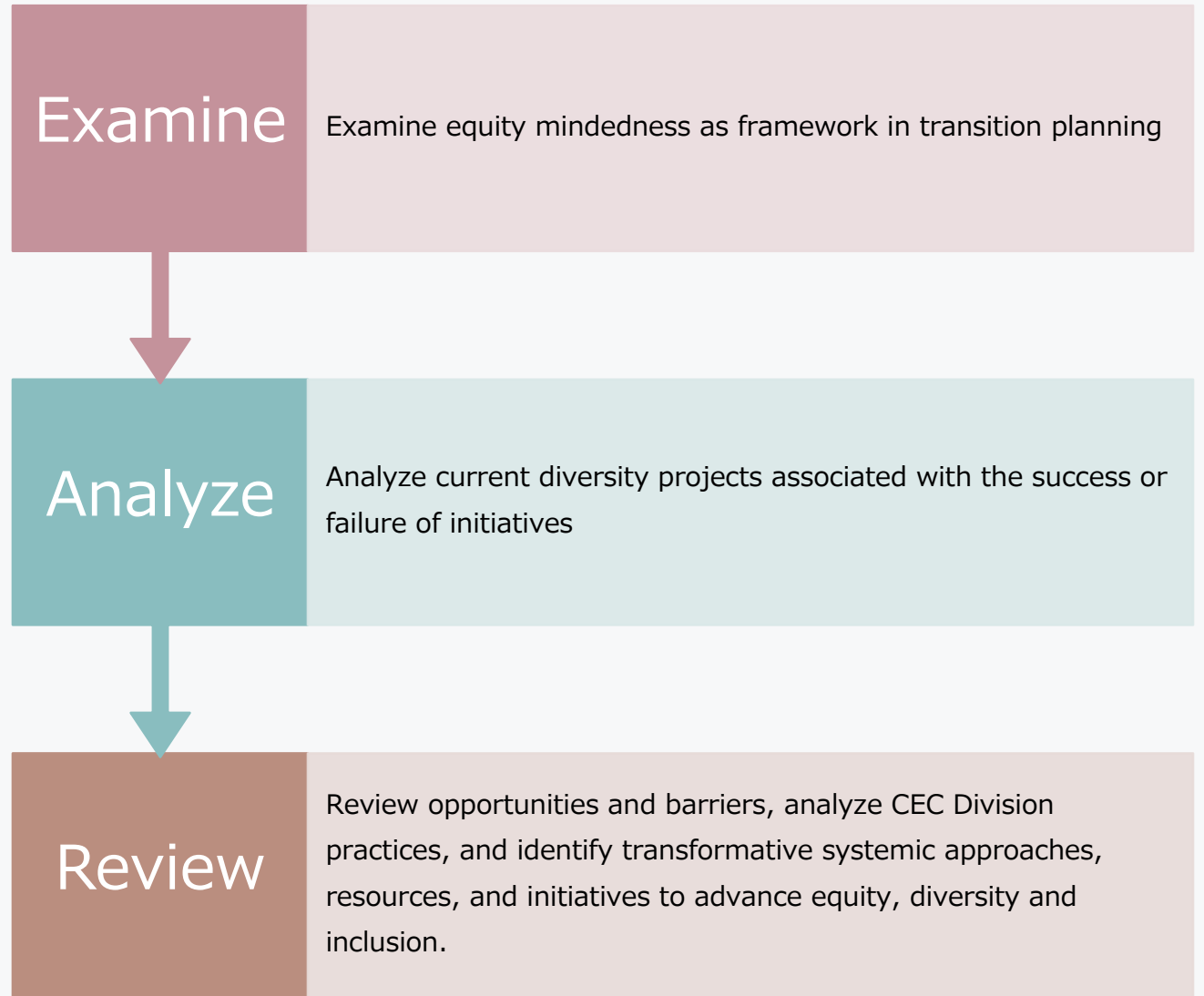
Mayumi Hagiwara, Ph.D.

James Ingram, Ph.D.

Judy Shanley, Ph.D.

Andrea Suk, Ph.D.

Objectives





POLL

Racial Justice and Equity

- USC Center for Race & Equity

<https://race.usc.edu/>

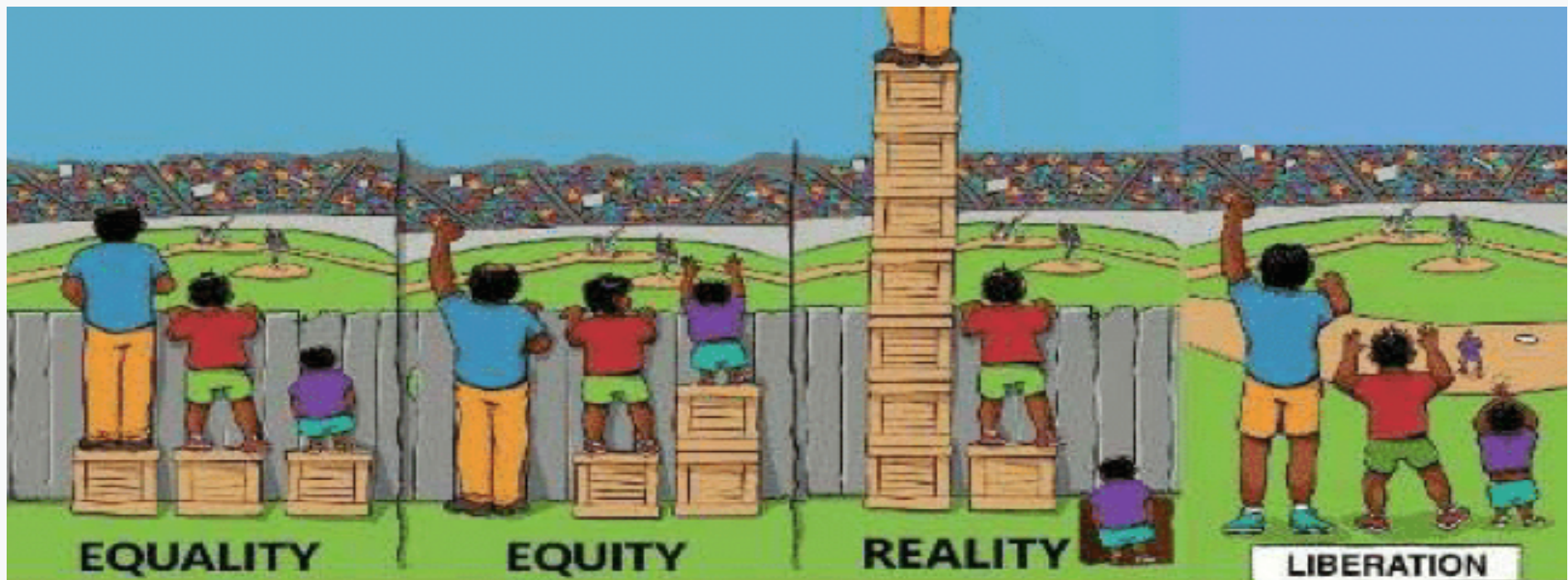
- Dr. Estela Mara Bensimon

<https://cue.usc.edu/directory/estela-mara-bensimon/>

Discussion

- **Basic**
- Definition of equity versus equality
- **Critical Perspective**

Equity - Equality - Reality - Liberation



Liberation

Critical Perspective

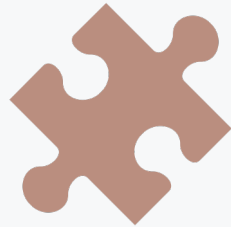
- Equity is a means of corrective justice: Debt owed
- Antiracist Project: Confronting Racism
- Critical lens for illuminating whiteness

Whiteness is not synonymous with white people

People have the choice to participate in the social construct of Whiteness

- **Construct, Perspective or Exclusionary category**-Political, institutional, and economic power
- Generally **invisible**
- **Used to exclude & dominate “others”**

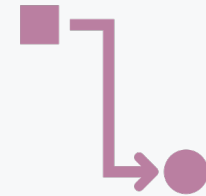
Equity Mindedness & Problem Solving



Different approach to
problem solving:



Poll: Student success



Underlying causes

Equity Mindedness & Transition Planning

Mindset/perspective

1. Call attention to patterns of inequity
2. Taking personal and institutional responsibility for the success of minoritized students
3. Critical reassessment of their own practices
4. Race-consciousness and awareness of the social and historical context of exclusionary practices in American Education Systems

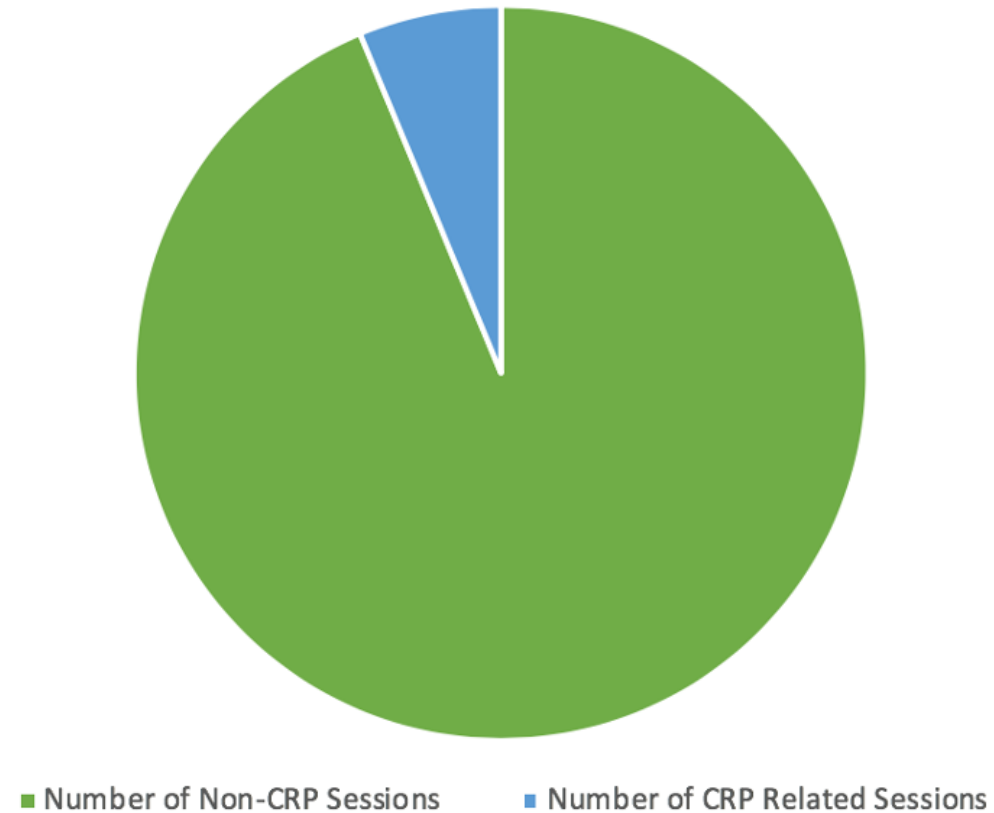
Investigation of Patterns

Reviewed past DCDT Conferences for Culturally Responsive Practices (CRP)

Critical Terms Used:

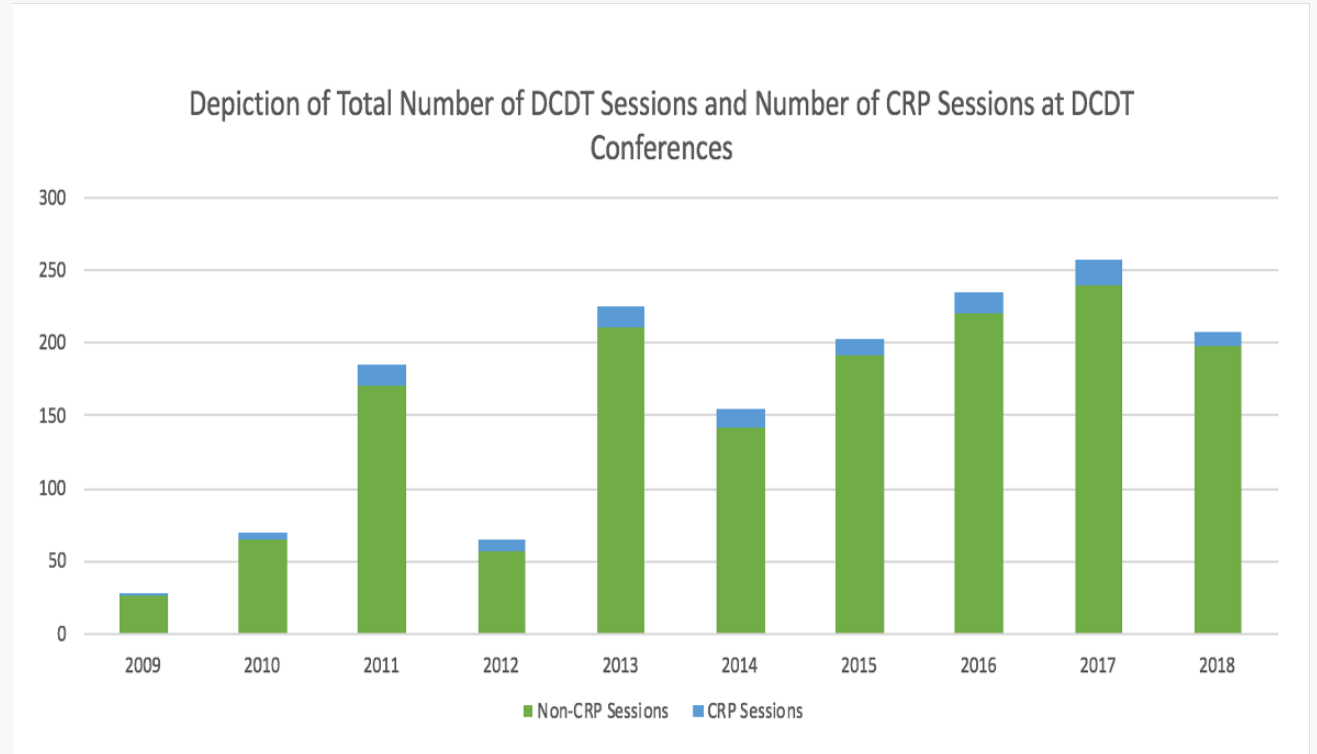
- **Culture, cultural**
- **Diversity, diverse**
- **Multicultural**
- **Equality**
- **Human rights**
- **Race, racial**
- **Ethnicity, ethnic**

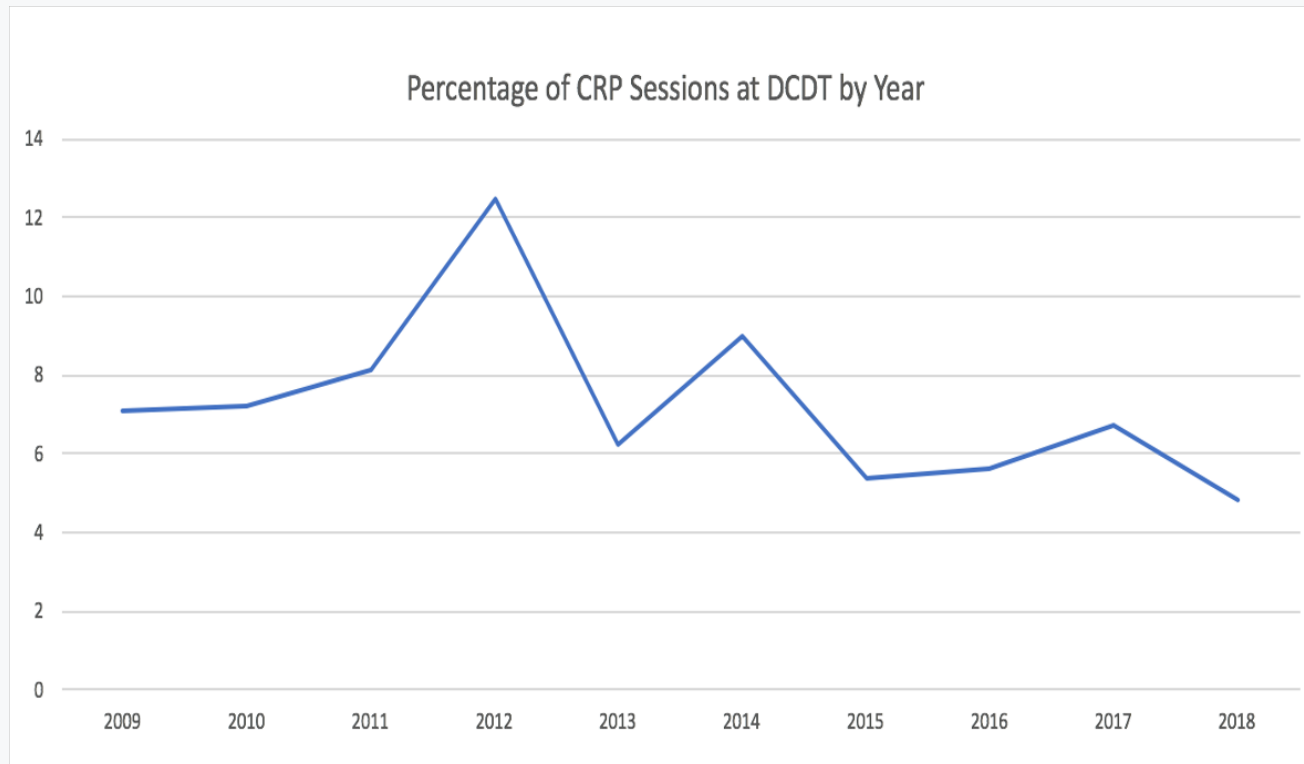
DCDT Conference Sessions from 2009 to 2018



WHAT HAS
DCDT BEEN
DOING?

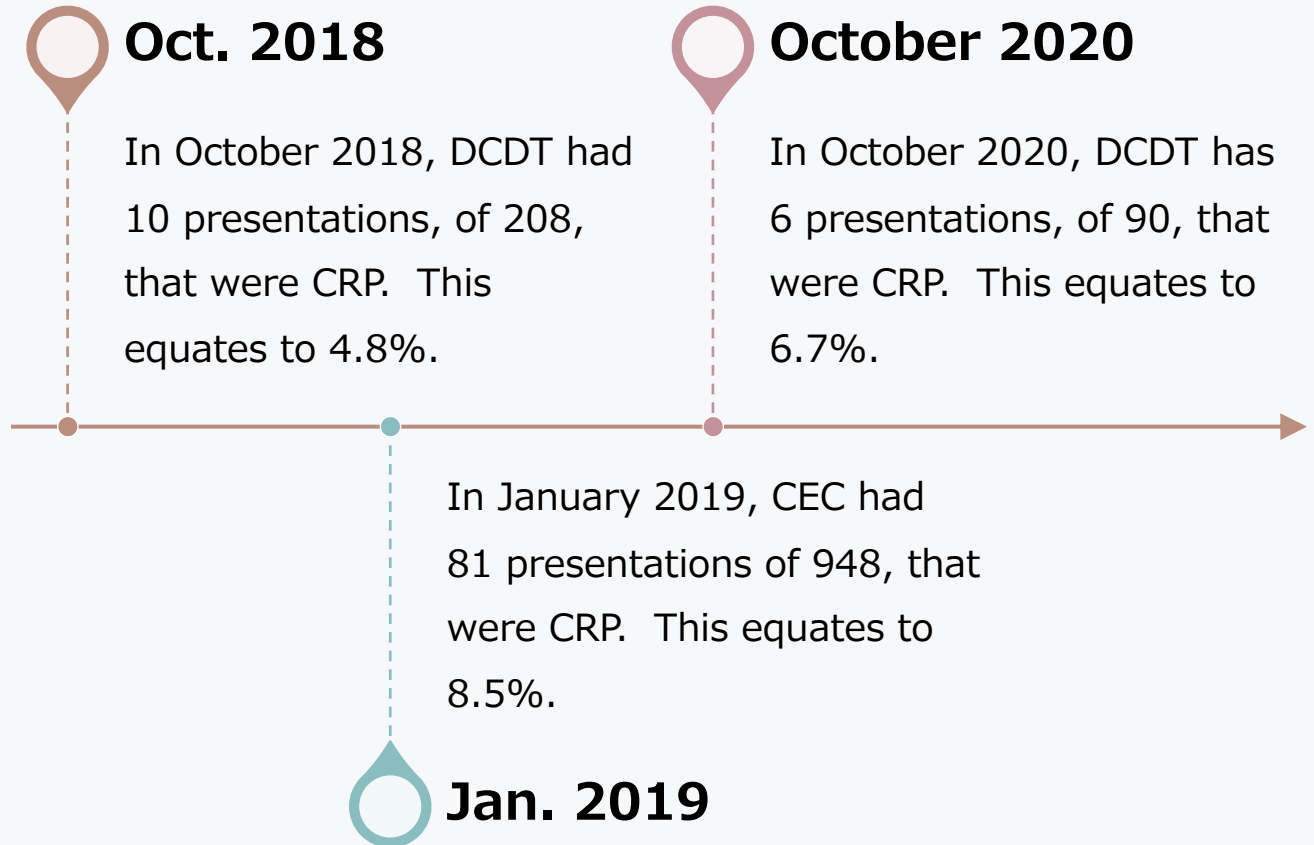
How Many CRP Presentations Happen Per Year?





IS DCDT
INCREASING CRP
PRESENTATIONS?

How Does DCDT Compare to CEC??



CONCERNS

- While DCDT has increased % of CRP presentations, we are still below CEC's low %.
- In 2019, only one presentation focused on CRP and transition at CEC.

Concerns

30% of CEC presentations (24) focused on bilingual learners, English language learners, reading, and language skills.

25% of CEC presentations (20) focused addressing bias and teaching overarching culturally responsive practices.

Additional Concerns

- 4 presentations focused on Hispanic youths with disabilities.
- 4 presentations focused on Black youths with disabilities.
- 1 presentation focused on LGBTQ students with disabilities.

Unanswered Questions

1. How many CRP focused proposals were submitted to both CEC and DCDDT?
2. If CRP proposals were submitted but not accepted, what reasons were proposals rejected?
3. Is the CEC and DCDDT proposal submission process conducive to CRP topics?



ADDRESS OUR OWN
EQUITY
MINDEDNESS AS AN
ORGANIZATION

Self- Reflective Assessment

WHERE IS THE
DCDT HRDC
HEADED?



Using What We Learned



Resources

- **USC - Center for Urban Education** <https://cue.usc.edu/about/equity/equity-mindedness/>

New to the Discussion?

1. Nice White Parents Podcast
2. White Fragility by Robin Diangelo
3. The New Jim Crow by Michelle Alexander
4. Eloquent Rage by Brittney Cooper



DIVISION ON CAREER
DEVELOPMENT AND TRANSITION
COUNCIL FOR EXCEPTIONAL CHILDREN
LIVING • LEARNING • WORKING

About DCDT ▾ DCDT State Subdivisions ▾ Publications & Research ▾ DCDT Conference ▾ Membership DCDT Awards & Grants ▾

CEC Transition Standards

Human Rights and Diversity

The **Human Rights and Diversity Committee** (HRDC) seeks to foster DCDT's commitment to diversity by creating a platform for special education professionals, families, students, and leaders to collaborate, share resources and expertise, and work to influence policies, practices, research, and laws advancing equity and social justice. To this end, the HRDC recognizes the importance of experiential and other forms of knowledge, addresses structural inequities, and promotes advocacy, high expectations, and improved outcomes for transitioning youths from traditionally marginalized communities. Further, The HRDC fosters critical, culturally inclusive and responsive transition practices guided by the following tenets:

1. Transition practices, research, and policies should reflect a deep understanding of intersecting identities (e.g. class, gender, sexual orientation, race, ability) and how the intersections mediate access to privilege and positive post-secondary outcomes.
2. Transition practices and research should promote the development of sociocultural awareness, including the critique of the master narrative, creation of counter-narratives, and critical cultural literacy.
3. Transition practices and research should be grounded in community well-being and community-based knowledge.
4. Culturally Responsive Transition Programing (CRTP) involves using an asset-based framework to foster connections between content, transition practices, professional dispositions and students' cultures for the purpose of improving transition outcomes and experiences for all students and their families.

Upon exploration, if you would like to be a HRDC committee member, or receive more information, [please complete this form](#).

If you are interested in collaborating with other members of the Human Rights and Diversity Committee, please check our members' bios here.

Presentations:

[Beyond Diversity Projects: Looking at the Whole to Seize Future Opportunities](#)

GET INVOLVED

Contact Information

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