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

- **Review**
  - Review opportunities and barriers, analyze CEC Division practices, and identify transformative systemic approaches, resources, and initiatives to advance equity, diversity and inclusion.

- **Analyze**
  - Analyze current diversity projects associated with the success or failure of initiatives

- **Examine**
  - Examine equity mindedness as framework in transition planning
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
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
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
WHAT HAS DCDT BEEN DOING?
How Many CRP Presentations Happen Per Year?
IS DCDT INCREASING CRP PRESENTATIONS?
How Does DCDT Compare to CEC??

Oct. 2018
In October 2018, DCDT had 10 presentations, of 208, that were CRP. This equates to 4.8%.

Jan. 2019
In January 2019, CEC had 81 presentations of 948, that were CRP. This equates to 8.5%.

October 2020
In October 2020, DCDT has 6 presentations, of 90, that were CRP. This equates to 6.7%.
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.
1. How many CRP focused proposals were submitted to both CEC and DCDT?

2. If CRP proposals were submitted but not accepted, what reasons were proposals rejected?

3. Is the CEC and DCDT 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

- **Aggregate**
  - Aggregate responses across survey questions

- **Identify**
  - Identify patterns and trends in responses

- **Communicate**
  - Communicate learning to DCDT Board and HRCD Committee

- **Develop**
  - Develop an informational report to present what we learned to division membership

- **Highlight**
  - Highlight findings in a DCDT Webinar

- **Examine**
  - Examine opportunities for professional development and strategies to enhance equity knowledge and skills across members

- **Share**
  - Share our work with CEC and other divisions to extend learning
Resources

- USC - Center for Urban Education [https://cue.usc.edu/about/equity/equity-mindedness/](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
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 these intersections mediate access to privilege and positive post-secondary outcomes.
2. Transition practices and research should promote the development of sociocultural awareness, including understanding 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 Programming (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
Contact Information

- Edwin Achola at Edwin.Achola@csulb.edu
- Mayumi Hagiwara at mhagiwara@sfsu.edu
- James Ingram at James.Ingram@nau.edu
- Judy Shanley at shanley@easterseals.com
- Andrea Suk at alsuk@salisbury.edu