Funding Statement

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Introductions - Members of the JEDI Team

→ Natasha Mitchell

→ Bettie Ray Butler

→ RaQuaam Smith

→ DJ Ralston

→ Brigid Griffin

→ Mary Morningstar

→ Dawn Rowe

→ Katherine Hurley

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Session Agenda

→ Ground today's Justice, Equity, Diversity and Inclusion (JEDI) efforts in a **historical context**.

→ Share the **process** the NTACT:C JEDI team enacted to support its work across NTACT:C

→ Co-Construct Ground Rules for Participatory Discussion
  o Small Group Discussions

→ Participate in group discussion about J.E.D.I
  o Large Group Discussion

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Session Objectives

At the end of this session participants will be able to:

→ **Understand** historical context surrounding the link between race and disability to inform around future planning.

→ **Describe** the process the JEDI team enacted to support its work across NTACT:C and why that process, in itself, is representative of justice, equity, diversity, and inclusion

→ **Consider** contemporary examples to inform state systems change for transition

Social Identifiers

- Social Identifiers are concepts created and defined by society
- Social Identifiers have been shaped by historical, cultural, psychological and political factors.
  - i.e race, gender, sexual orientation, disability label
- Because of this:
  - Deficit and ableist ideologies leverage social identifiers
  - Social identity categories and ability are intertwined in society by legalized discriminatory policies and practices
  - Decreased positive transition outcomes

Historical Context to Current Oppressive Climate

- Pseudosciences and western eugenics
- Justification for the deficit-based, ableist mindset toward race as code for "disabled"
- Legalized discriminatory policies and practices
- Ingrained racism and ableism into educational structures and systems (Annamma & Morrison, 2018).
  - IDEA in 1975
  - Continued segregation of races via the identifiers of disabled students
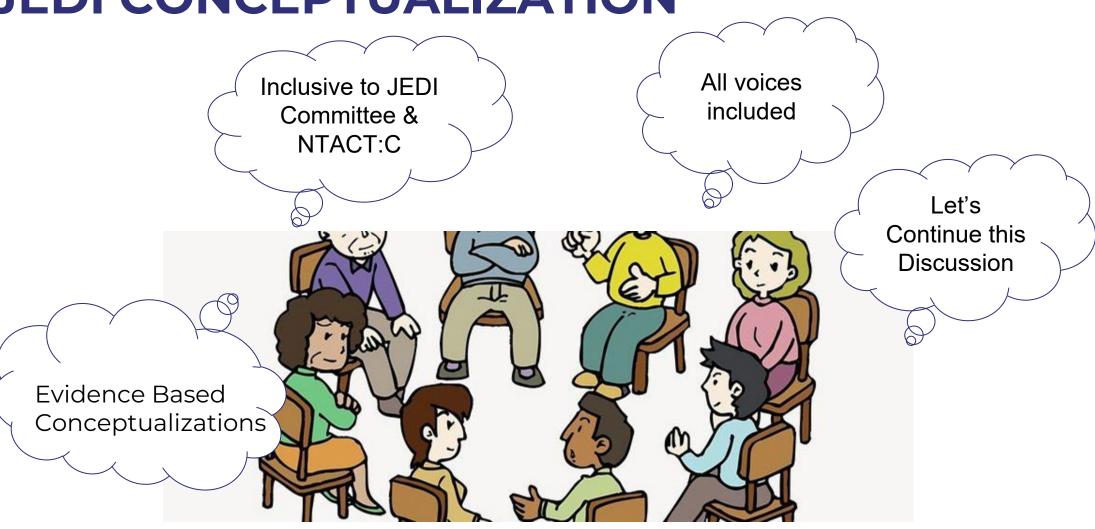- Many students in special education experience poor transition outcomes

JEDI Process

JEDI CONCEPTUALIZATION

Importance of *Co-Construction*

VISION (2023) *Co-construction*
(This is our aspiration; the statement describes <u>what</u> we hope NTACT:C will become)

As an organization who is meant to improve the lives of students and youth through the provision of TA and Training to State VR and State Education agencies our vision is ...To ~~develop~~ support <u>or</u> foster a (climate that cares- is this top-down ???) for students and youth with disabilities and their families by ~~seeking~~ obtaining the active and authentic participation of all persons and multiple diverse voices of the community in both decision making and knowledge construction where <u>EVERYONE is the DEI Team</u>.

To develop a climate that cares for students and youth with disabilities and their families by seeking the active participation of all persons and multiple diverse voices of the community in both decision making and knowledge construction where <u>everyone is the DEI Team</u>.

Updated: April 19, 2022 (NTACT:C All Staff Meeting)

Importance of *Co-Construction* *(2)*

Mission (2023) *Co-construction*

(This is the process by which we hope to reach our aspiration; the statement describes <u>how</u> we plan to support the vision)

This includes a commitment to consistent critical reflection of self and systems ~~on one's own mental models~~ and the co-construction of knowledge of youth transition ~~planning~~ in a way that values all individuals and their respective voices regardless of their race, ethnicity, dis/ability, and/or social identity.

We are committed to consistent critical reflection of self and systems and the co-construction of knowledge of youth transition in a way that ascribes value to all individuals regardless of social identity including both/and; race, ethnicity, dis/ability, gender identity, sexual orientation, SES, religion or other social identities.

Updated: February 14, 2023 (NTACT:C All Staff Meeting)

Breakout Group Discussion

- Group 1 - Define **J**ustice

- Group 2- Define **E**quity

- Group 3- Define **D**iversity

- Group 4 - Define **I**nclusion

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Justice (Guide Rails)

- Action-oriented
- Everyone exercises power consistent with humanity
- Mercy plus accountability
- Policy-focused
- Equity for all to end oppression and injustice
- Leveraging reciprocal relationships to humanize unique experiences through dialogue
- Intent to remove oppressive conditions impeding students with disabilities

Equity (Guide Rails)

- Not Equality

- Environments and systems promoting justice, impartiality, fairness

- Requires policies, procedures and processes to be equitable

- Distribution of resources and power

- Resource distribution to diverse and marginalized groups to achieve outcomes

- Ongoing process: assess needs, correct historical inequities, create conditions for optimal outcomes for members of social identity groups

Diversity (Guide Rails)

- Individual and group differences
- Differences within a given setting
- Multiple identities
- Identities are intersectional
- Social identities correspond to societal differences in power and privilege

Inclusion (Guide Rails)

- Part of a larger social, community, and societal system

- Providing supports to allow students to demonstrate their strengths and capacity

- Affirmation, celebration, and appreciation of different approaches, styles, perspectives, and experiences

Large Group Discussion

Present the "*draft*" definitions of each **J**, **E**, **D**, **I**

1. What's missing?

2. How does this resonate for you/your state team for transition?

3. How does this look in "action"?

4. How will this inform your work within your state team this week and as you operationalize change?

5. In what ways do we see the implications of this history manifest today?

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Justice, Equity, Diversity, and Inclusion
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Justice, Equity, Diversity, and Inclusion (2)
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Please take a moment to submit your session
Quick Reaction