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# Diversity, Equity, Inclusion & Outreach Guide and Practice State • Council • Unit

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## Greeting, PTA members,

*“Get out there and push and stand up and speak out, and get in the way the same that my generation got in the way. [Get in trouble] Good trouble. Necessary trouble.”*

*Honorable John R. Lewis*

Greetings and thank you for accepting the courageous challenge of creating and developing a diversity, equity, and inclusion committee for your PTA/PTSA association.

In 2018, our past Michigan PTA President, the late Sybil Collins Wilson, began revising the Diversity and Inclusion Committee and Toolkit for our association.

The terms diversity and inclusion are often mistakenly used interchangeably. **Diversity** is having representation of a wide range of individuals regardless of physical characteristics, religious or political ideology, age, gender identity, sexual orientation, or disability. **Inclusion** is when a space exists where individuals or groups feel supported, respected, and valued regardless of their perspective or uniqueness.

An essential goal for the DEI committee is ensuring that each PTA member, stakeholder, organization, and population group that we represent or partner with has a sense of belonging, feels supported, respected, and valued regardless of perspective or uniqueness. Embracing cultural integration of differences also contributes to our scope of work. The focus of this fully inclusive practice is for the well-being of all children and families.

**Jennifer Johnson,**

Chairperson, Michigan PTA

Diversity, Equity, Inclusion and Outreach  
2019 - 2021

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## Mission Statement

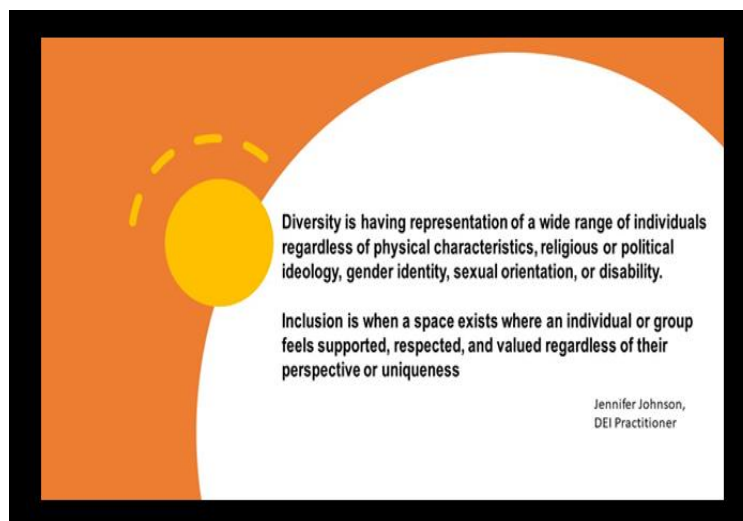
The mission of the Michigan PTA Diversity, Equity, Inclusion and Outreach Committee is to uphold and support an inclusive environment that understands and embraces the uniqueness of all students and families regardless of ethnicity, culture, religion, race, age, economic and social backgrounds at all levels of the association inclusive of the board of directors and committees. (State-Council-Unit).

Our focus is to:

- Identify and break down barriers that impede children from learning, or families from their full involvement in their children's education.
- Create and work together on common goals that focus directly on the needs of the community.
- Include in our active membership a representation of all stakeholders including families from the multitude of ethnic, cultural, religious, economic and social backgrounds residing in the community.

## Goals

- Openly assess beliefs and practices to ensure inclusiveness and guard against discrimination.
- Ensure that every effort is in place to create a PTA board and membership that is inclusive and reflective of its community
- Encourage PTA activities, and communications at the school are planned by a committee that is representative and inclusive of the population
- Foster programs and practices that eliminate bias, prejudice, and misunderstanding within the community



## **2019 – 2021 Michigan PTA Diversity, Equity, Inclusion, and Outreach Team**

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## National PTA Diversity and Inclusion Policy

The National Congress of Mothers, irrespective of creed, color or condition, stands for all parenthood, childhood, homehood."

– Alice McLellan Birney, 1898 Cofounder of National PTA

Those words, true in 1898, are even truer today.

PTAs everywhere must understand and embrace the uniqueness of all individuals, appreciating that each contributes a diversity of views, experiences, cultural heritage/traditions, skills/abilities, values and preferences.

When PTAs respect differences yet acknowledge shared commonalities uniting their communities, and then develop meaningful priorities based upon their knowledge, they genuinely represent their communities. When PTAs represent their communities, they gain strength and effectiveness through increased volunteer and resource support.

The recognition of diversity within organizations is valuing differences and similarities in people through actions and accountability.

These differences and similarities include age, ethnicity, language and culture, economic status, educational background, gender, geographic location, marital status, mental ability, national origin, organizational position and tenure, parental status, physical ability, political philosophy, race, religion, sexual orientation, and work experience.

### **Therefore, PTAs at every level must:**

- Openly assess beliefs and practices to assure inclusiveness and guard against discrimination.
- Make every effort to create a PTA board and membership that is inclusive and reflective of its community.
- Encourage that all PTA activities at the school be planned by a committee which is representative of the population.
- Foster programs and practices that eliminate bias, prejudice and misunderstanding within their communities.
- Become acquainted with the leaders of the many diverse groups in the community and collaborate with them to increase parent, family and community involvement.
- Educate its leaders and members to the needs, cultural beliefs, traditions and family structures of the population they serve; and
- Propose change wherever discriminatory practices are perceived.

PTA values and appreciates diversity, which enriches and strengthens the structure of our society within our state and nation.

†This policy should be used in its entirety with no portion quoted out of context.



## Diversity

Diversity is representation of, and respect for, people from different backgrounds and identities—including but not limited to race, culture, religion, socio-economic status, age, geographic area, sexual orientation and gender identification, language, learning style and physical appearance. It also involves bringing different ideas, perspectives, lived experiences, talents, values and worldviews to the table to represent the broad variety of children, caregivers, educators and communities within the PTA family.

### We Believe Diversity is Our Strength...

Being representative of the parents, caregivers, educators and communities of all children enables us to best achieve PTA's mission to make every child's potential a reality. A composite of backgrounds, perspectives and ideas allows us to best reflect the rich fabric of 21st century children, families, educators and community members, and creates the strongest future and direction for PTA.

*To embody and live this belief, PTA volunteers and staff must:*

- ➔ Acknowledge and appreciate individual ideas, knowledge and values that are different from their own.
- ➔ Seek out and learn from a diverse set of perspectives, skills and experiences, staying open to the unfamiliar and possibly uncomfortable.
- ➔ Actively recruit and elect a cadre of leaders who represent the school community they serve.
- ➔ Support units from less represented or resourced areas, backgrounds and perspectives.



## Equity

Equity provides fairness in resources, opportunities and outcomes so that all communities get what they need to be engaged and successful. This moves beyond an "equal across the board" approach to:

1. Recognize and address bias and privilege.
2. Understand and attend to specific individual and community needs, providing additional resources to those with greater needs.

### We Believe Equity Drives Our Mission...

With schools facing challenges like shrinking budgets and increasing educational inequity, PTA is more important than ever. We continually learn and change to reflect an increasingly complex and changing 21st century landscape in which unforeseen crises can affect our children, families and communities. We seize opportunities to build and share new models and ways of working on behalf of children.

*To embody and live this value, PTA volunteers and staff must:*

- ➔ Champion fair, just and data-informed approaches to children's educational success, health and well-being.
- ➔ Prioritize and advocate for innovative, sustainable solutions that work for a diverse range of children and families, especially those underrepresented and/or marginalized in their communities.
- ➔ Persist in the face of challenges and hold ourselves and our partners—including educators and policymakers—accountable.



## Inclusion

Inclusion is actions, behaviors and social norms that ensure all people feel they are safe, welcomed, and that they belong. This means putting diversity into action with skill and intentionality to ensure everyone feels respected, supported and valued—and can fully participate with equal voice and right to be heard. This includes actively seeking out voices that have been traditionally underrepresented and/or marginalized.

### We Believe Collaboration Must Be Inclusive...

We can only achieve our mission and vision in full collaboration and partnership with the broadest possible set of volunteers, staff, educators, schools and communities. We foster an association where everyone feels they belong, are integral to achieving our vision and have the opportunity to flourish and contribute at the highest level. That means tending to power dynamics where they occur and setting up a level playing field for all to engage in our work.

*To embody and live this belief, PTA volunteers and staff must:*

- ➔ Work cooperatively and respectfully with colleagues with different roles, goals and approaches.
- ➔ Share information, tools, resources and leadership opportunities among association members, partners and communities to increase the impact of our collective work.
- ➔ Engage a diverse range of voices and lived experiences from members and prospective members—and seek to meet individuals and communities where they are—especially those currently or traditionally underrepresented and/or marginalized in the association.
- ➔ Solicit stakeholder input, incorporate it in visible and meaningful ways, and share credit.
- ➔ Account for cultural, status and power dynamics in our many relationships.



## Diversity and Inclusion: What is the Difference?

### A diverse PTA...

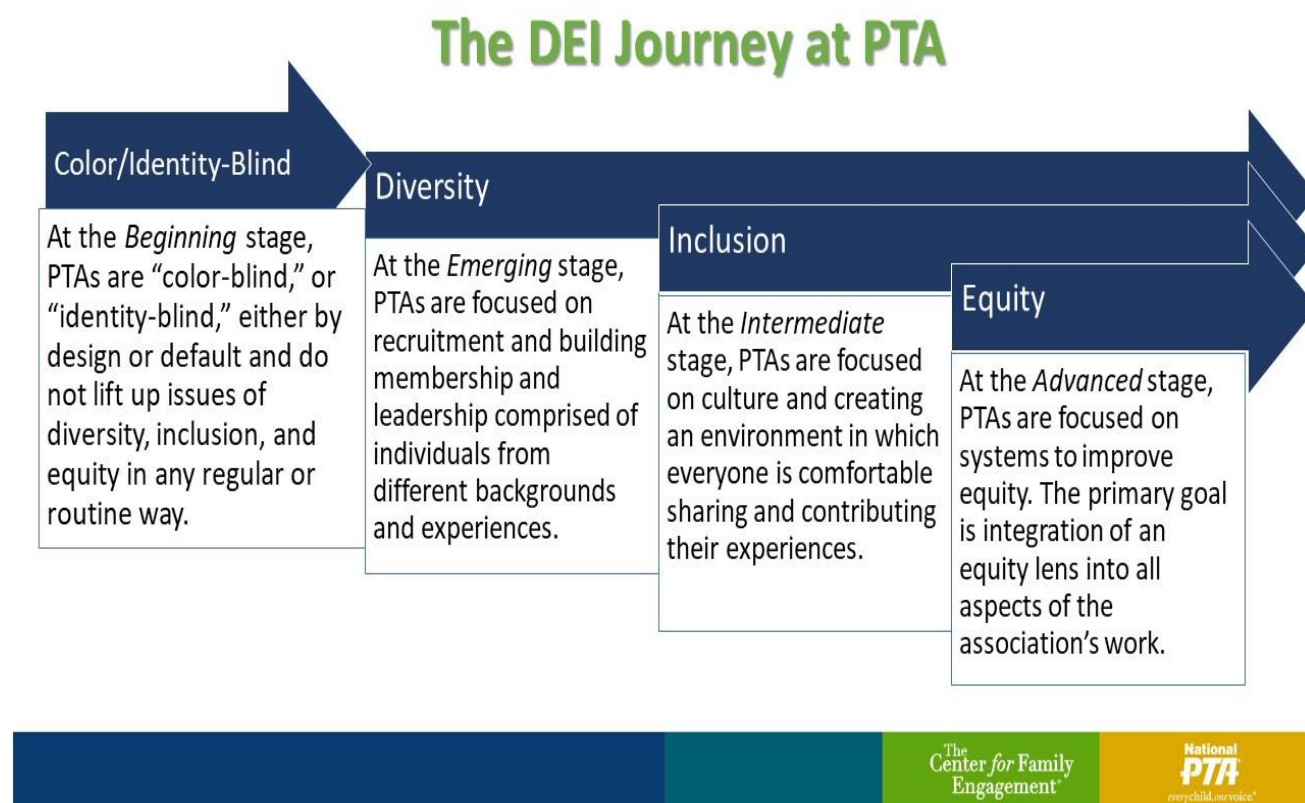
### An inclusive PTA...

Invites all members of the school community to its meetings.	Seeks out individuals from under-represented groups and invites them personally by letter, phone call, or face-to-face meeting. Neighborhood coffee shops, banks, and grocery stores are great places to reach out to diverse groups of people.
Has membership that reflects the cultures of the surrounding neighborhoods.	Holds cultural awareness events that invite parents and students to share their traditions with each other through traditional food, dance, artifacts, crafts and games.
Understands that their school community may have a significant population for whom English is a second language.	Arranges for a volunteer interpreter to assist with communications at meetings and events, and also for translating printed materials.
Accepts that there is an increasing number of grandparents raising grandchildren and these caregivers have unique interests and needs.	Provides amplification and printed materials at meetings and events for people who are hard of hearing, as well as accessible seating arrangements.
Is aware that approximately 1 in 4 Americans will experience some form of short- or long- term disability in their lifetime.	Sponsors an educational event that allows members of their school community to develop understanding of issues and policies affecting students with disabilities and their families.
Acknowledges that many parents rely on a dual-income and are challenged by actively participating in their child's school day due to work obligations.	Provides and effectively communicates many ways to be involved, beyond being on-site during typical working hours. Asks all parents for meeting preferences, then alternates days, times, and locations of meetings to accommodate schedules.
Empathizes with families who struggle to find childcare so they may attend PTA meetings and events.	Arranges for activities and supervision for children during meetings and events by recruiting local teenagers to play games and read stories to children on-site.
Understands that some cultural norms may prevent parents from questioning the authority of school staff, even when asked to take part in a collaborative discussion.	Encourages friendly, informal exchanges between staff and parents, such as "coffee talks". Provides alternative ways to give input, such as written response forms after these face-to-face sessions.
Knows that income does not affect the level of interest parents have in their child's activities at school.	Sponsors parent involvement activities that do not require fundraising or fees to participate, such as a social gathering where parents and children are provided with donated entertainment and food.



***Inclusiveness takes your PTA’s commitment to diversity up to the next level.  
You could be practicing diversity, but are you being inclusive?***

The following are goals set by National PTA for all state, region, council, and local level PTAs. This journey will be implemented by Michigan PTA at all levels.



### **Circumstantial Barriers for Involvement**

Time Demands/Stress Crisis	Lack of Financial/Other Resources Illiteracy	Lack of Transportation Child Care Issues
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### **Other Barriers for Involvement**

Defensiveness Fear	Intimidation Negative Experiences	Resistance Stereotyping and Bias
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*Diversity is counting everyone.  
Inclusion is making sure everyone  
counts.*

## **SUGGESTED STRATEGIES FOR STARTING A DEI COMMITTEE AT YOUR SCHOOL**



1. Start putting out the word to parents and gather names of parents by grade who are interested in serving as DEI champions. Once teacher assignments are announced, ask parents their child's assigned teacher and group parents by teacher to identify where additional outreach is needed for representation across ALL classes (i.e. including special education).
2. Identify a few teachers to vet proposed committee activities for implementation barriers and to serve as teacher reps on the committee.
3. Meet with the principal to discuss proposed committee activities (after teachers review).
4. Work closely with PTA Communications Chair to integrate DEI messages and images in templates for monthly newsletter and social media posts (ex. cultural Calendar events, etc.).
5. Committee Membership: Include at least one parent per classroom per grade and a few teachers, if possible. The teachers on the committee serve as liaisons to encourage fellow teachers to integrate more diversity into their instruction and student work.
6. Member Roles: DEI Committee members' primary role is to serve as a champion for diversity, equity, and inclusion in their child's classroom - by building a relationship with their child's teacher to facilitate opportunities to broaden students' exposure to various histories and cultures not currently standardized in the curriculum. They can also serve as lead parents to lend books or other related materials to their assigned teacher related to the monthly Cultural Calendar topics for Super Readers or other in-class reading activities.



# Every Child in Focus

**Every Child in Focus** reinforces National PTA's mission to advocate for every child—with one voice—so all families feel invited and welcomed within PTA, and are equipped with the tools to support their child and improve the school, which makes a difference for every child.

## What You Can Do

- **Join the conversation.** National PTA will work with the country's leaders in each group highlighted to provide dialogue, resources and information that will help schools embrace diversity and inclusion.
- **Host [Every Child in Focus Leadership Events](#).** Many of the webinars will include a discussion guide to help you fuel a robust conversation in your school or organization about key learnings and new ideas for more effective family engagement.
- **Follow our [Every Child in Focus Calendar](#).** Check Additionally, use the following calendar link for more diversity focused acknowledgements that might not be included in the Every Child in Focus Calendar from PTA. This will allow for more strategic planning for your association based upon your community demographic and its needs: [ADL Calendar of Observances](#)
- **Reach out to Families.** National PTA will also celebrate PTAs that are raising the bar in welcoming, engaging and supporting families in student success and school improvements. The intent is to motivate people into action and support the needs of every child.
- **Promote Every Child in Focus in your school.** View the National PTA [diversity toolkit](#) resource to welcome and support families of all backgrounds. You can also share our [Guide to Cultural Awareness](#) with state and local PTAs.
- **Read our [PTA One Voice Blog](#)** for PTA Success Stories and additional resources. You can also share your blog! We want to hear local and state PTA success stories on supporting student success through diversity and inclusion. Use our [blog share tool](#) to tell us your story.
- **Share the [Parents' Guides to Student Success](#).** These standards provide clear, consistent expectations for what students should be learning at each grade in order to be prepared for college and career.

# How to Engage Untapped Population Groups

## Inclusiveness and Diversity - PTA Leadership Practices

PTA values and appreciates diversity which enriches and strengthens the structure of our society within our state and nation. PTAs must be reflective of their communities to assure we speak for every child with one voice.

- Assure inclusiveness in all work with schools and families and within the PTA.
- Make every effort to create a PTA board and membership that are reflective of the community.
- Become acquainted with leaders of the many diverse groups in the community.
- Share community history and traditions. Focus on the rich diversity comprising the members of the school community.
- Propose change wherever you perceive exclusive or discriminatory practices.
- Empower your members with support and encouragement to build a learning community based upon trust, care and respect.
- Allocate ample resource support to meet programming needs.
- Measure results identify barriers and problem-solve as needed.
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### Example:

**GOAL:** This year, our PTA would like to include more Spanish speaking families.

**PLAN:** We plan to set up a meeting in Spanish. We plan to have all of our materials translated, we plan to recruit Spanish speakers to our board and committees.

**IMPLEMENTATIONS:** We'll ask our teachers to recommend parents. We'll approach parents at a coffee "meet and greet." We'll train parents. We'll find a position that best suits their interests and capabilities.

Just as there are many steps to becoming inclusive, there are many levels. It is good to develop a multiyear plan to provide continuity for the implemented programs and events. Example: Last year we were able to increase our number of Spanish-Speaking parents working on committees.

This year, we plan to promote some of those parents

## **Ways to Make People Feel Accepted**

***Acknowledge that differences in people exist.***

***Learn to understand, not judge, differences.***

People live many different lifestyles and in different family structures. Everyone is unique and carries his or her own set of values and traditions learned from their family, culture, ethnic background, religion, and life experiences.



Appoint an outreach committee of interested parents and teachers who can become knowledgeable about the diverse groups within the community and share the information in those meetings.

Feature different cultural groups at each meeting and ask parents from that group to help plan and participate in those meetings.

Discuss different traditions or events and let everyone share how they celebrate or practice, these in their homes. These can include children's birthdays, mealtime and holidays.

Learn about cultural difference in language, body language, dress, and attitudes about parenting and children.

***Remember that attitude "messages" are sent in nonverbal ways.***

No one is better than anyone else. Knowing a person will make it easier to respect and accept him or her.

Plan activities where members work together as equals. This is a good way to address social and economic issues.

Be aware of members' physical disabilities. Give consideration to event locations, seating, access, and restrooms to accommodate all members.

***Truly believe that everyone deserves respect.***

## **Getting to Know Your Multicultural Community**

### ***Getting to know your multicultural community and getting everyone involved in your PTA.***

It is very important to know and understand the culture of the community you are serving, such as race, religion and country of origin. Ask the questions: What holidays are observed? What are the unique cultural traditions, celebrations? What concerns do families have? What do parents need?

#### **We need to ask our parents these questions:**

- How can the PTA assist you? What needs do you have?
- Do you understand what the PTA is asking of you?
- Do you understand how important your involvement can be?
- Do you understand how PTA can assist you with your needs?

A great way to begin to know your community is to set up a meeting at your school site or community center, invite everyone. Introduce the board and committees. Explain what the PTA is, what it stands for, and how it operates. Explain what is expected when you join PTA. Explain why you are inviting and encouraging participation.

Understand that many cultures appreciate a personal invitation and that massive phone calls and emails may be perceived as too cold and impersonal. Invite parents in person!

#### **Explain to parents what the PTA does.**

Many of our newly immigrated families do not understand what the PTA is. Many countries do not have PTA organizations. Many cultures do not expect parent involvement at their schools. It is very important that our parents realize that the public school system in Michigan is designed to involve parents. It is important parents realize the expectation is “participation”.

It is also very important to convey that the PTA is a non-partisan organization. The PTA is not concerned about the family's legal status. The PTA does not share private information with any branches of the government. The PTA's role is to help all parents and to support them in the process of educating their children.

#### **Explain how parents can benefit by joining and participating**

It is very hard to adapt; to be new to a country, a language, a culture. There has to be a value for the parents to want to join and help. Yes, their children benefit, their children may become more proficient in school and better members of the community, but what about the parents themselves? We as a PTA need to ask what we can do for our multicultural families, not only what we would like them to do.

PTA provides great training that can be applied to many paying jobs. PTA is a great source of networking for parents. Every PTA should be a source of community resources for ALL of our families.

#### **How to become an inclusive PTA.**

Make the effort to invite your ethnic and minority members to serve on the executive board and committees in your units, council, district, to reflect the entire school's population. There are many steps to becoming inclusive. We recommend setting realistic goals and developing a plan for implementation.



*Taken from the 12th District PTA Multicultural Guide written and edited by Sylvia Cates and Lilly Dollenmayer*

## **Barriers or Roadblocks to Involvement**

It's not a lack of interest that keeps families from becoming involved in PTA or at school. Studies have shown that there are nine significant barriers which prevent families from becoming involved in their children's education. Consider the following as you reach out and ask people to join PTA:

**Cultural Differences** – people talk about common courtesy, but courtesy is not common – it is culturally determined. U.S. mannerisms, practices and habits can embarrass or offend people from different cultures. Likewise, the ways of other cultures may embarrass or offend people from the United States.

**Language** – Parents who do not speak English or don't speak it well may not understand newsletters, fliers, or speakers at meetings.

**Time** – It's hard for parents to find enough time to volunteer, attend meetings, and join decision-making committees at their children's school. These activities are often scheduled at times that interfere with work and other obligations, such as religious observances.

**Not Feeling Valued** – Some parents aren't sure they have anything of value to contribute. They feel intimidated by principals, teachers, and PTA leaders. These parents may have had unpleasant experiences when they were in school, or they may have limited education.

**Not Knowing How to Contribute** – Some parents feel they have talents but don't know how to contribute to the school or PTA.

**Not Understanding the System** – Many parents don't understand the system or how to be involved at their children's school. Many people from other countries have been taught to treat education with the greatest respect. As a result, they may not question or provide input about their child's education.

**Feeling Unwelcome** – Parents may feel they are not welcome at school. Many parents have met a principal, teacher, or school employee who sends the message "Parents need not interfere".

**Literacy** – Parents who cannot read may not understand the newsletters and brochures that are sent home.

**Not Understanding the Jargon** – Many people feel put-down, confused, and left out when school staff and PTA officers use jargon and expressions they don't understand. Highly specialized language promotes insider/ outsider groups.

**Not Being Part of the Clique** – Many people view PTA as an established clique that excludes others. This image of PTA can be a turn-off to new parents and many groups from cultures that are different from the dominant norm in your school community.

*\*Taken from National PTA's "Respecting Differences Resource Guide"*



## Bridges/Barriers for School, Family and Community Partnerships

By Joanne D. Martin, PhD, MSBA

Bridges*	Schools	Families/Parents/Guardians
Awareness	Embrace the roles parents/families play in the educational process and the benefits of involvement.	Understand the role they play in the educational process.
Value	Embrace participation as a critical tenet to success in education and securing our democracy.	Embrace their role as a critical tenet to the success of their children in education.
Beliefs/Attitudes	Form beliefs carefully, knowing they are often conveyed in attitudes.	Internalize their roles and responsibilities as parents and as community members.
Trust	Know they are serving the community well and establish active, positive relationships with members.	Security in knowing the educational system provides a just, caring, and quality education for their children.
Understanding	Learn, experiment, build an ability to work effectively with parents/families in participatory ways, in the common interest of all children.	Know how to participate actively as a community member.
Skills	Define required skills, provide all with direction, support, feedback and opportunities to develop skills.	Continually seek to improve skills as an engaged and involved community member in support of the well-being of all children.
Confidence	See positive results.	See positive results.
Language/Jargon	Effectively communicate.	Effectively communicate.
Culture	Understand and respect individual differences and embrace these differences by assuring cultural competence in instructional practices.	Understand how the educational system functions, understand how to navigate the education system, and understand how the expectations of the community stem from democratic values.
Welcoming	Openly share information with all community members; encouraging and enabling them to do their best.	Assure the community provides adequate support for the learning and development of all children.

\*Barriers exist where bridges do not.

## SAMPLE RESOURCES FOR FAMILIES AND EDUCATORS

*\*Not an exhaustive list*

1. [National PTA Statement on Addressing Institutional Racism](#)
2. [Michigan PTA Position Statement: Racial Injustice and Trauma in Children and Families](#)
3. [Michigan PTA Resolution: To support the inclusion, protection, and affirmation of LGBTQ students and families in Michigan](#)
4. [National PTA Diversity, Inclusion, and Outreach Toolkit](#)
5. [The Trevor Project-LGBTQ Youth Focus](#)
6. [Affirmations LGBTQ Community Center](#)
7. [Black Lives Matter at School](#)
8. [National Black Lives Matter and Resources](#)
9. [League of United Latin American Citizens](#)
10. [Autism Alliance of Michigan](#)
11. [Epilepsy Foundation of Michigan](#)
12. The National Conscious Kid Social Justice Library: [www.theconsciouskid.org](http://www.theconsciouskid.org)
13. Read Like a Rockstar: [www.readlikearockstarteaching.com](http://www.readlikearockstarteaching.com)
14. The BIPOC Project - <https://www.thebipocproject.org/>
15. Special Needs Network Inc. - <https://snnla.org>
16. Veterans & Youth Collaborative - <http://www.vycareer.org/>
17. Oh Freedom History [Curriculum](#)
18. Scaffolded Anti-Racist [Resources](#)
19. Anti-Racist [Book](#) List for Students
20. The [1619 Project](#) - New York Times American history curriculum that centers Black voices and the Black experience of resilience, perseverance, and the struggle for equal rights:
21. Multicultural vs Social Justice books [video](#)
22. Color-blind vs color-brave TedX with Mellody Hobson [video](#)
23. Hispanas Organized for Political Equality (HOPE) - [www.latinas.org](http://www.latinas.org)
24. Hispanic Association of Colleges & Universities (HACU) - <https://www.hacu.net/hacu/default.asp>

## GLOSSARY / DEFINITION OF TERMS

Source: Dr. Nooshin Valizadeh, [www.drnooshv.com](http://www.drnooshv.com)

This glossary will continue to be updated as needed to better represent all families and communities globally.

**Ableism:** Discrimination in favor of able-bodied people.

**Activism:** Any action using vigorous campaigning to bring about political or social change.

**Accountability (in equity work):** The ways in which individuals and communities hold themselves to their goals and actions, and acknowledge the values and groups to which they are responsible.

**Ageism:** Prejudice or discrimination on the grounds of a person's age.

**Ally:** Someone who makes the commitment and effort to recognize their privilege (based on gender, class, race, sexual identity, etc.) and work in solidarity with oppressed groups in the struggle for justice.

Allies understand that it is in their own interest to end all forms of oppression, even those from which they may benefit in concrete ways. Allies commit to reducing their own complicity or collusion in the oppression of those groups and invest in strengthening their own knowledge and awareness of oppression. In addition, they commit to developing their skills and to taking action with the goal of obtaining social justice.

**Americans with Disabilities Act (ADA):** a civil rights law that prohibits discrimination against individuals with disabilities in all areas of public life, including jobs, schools, transportation, and all public and private places that are open to the general public.

**Anti-blackness:** A two-part formation that both voids Blackness of value, while systematically marginalizing Black people and their issues (Council for Democratizing Education): Overt racism and covert structural and systemic racism which categorically predetermines the socioeconomic status of Black people in this country. The structure is held in place by anti-Black policies, institutions, and ideologies.

The unethical disregard for anti-Black institutions and policies. This disregard is the product of class, race, and/or gender privilege certain individuals experience due to anti-Black institutions and policies. This form of anti-Blackness is protected by the first form of overt racism.

**Antiracist:** One who is supporting an antiracist policy through their actions or through expressing an antiracist idea.

**Antiracist ideas:** Any idea that suggests the racial groups are equals in all of their apparent differences and that there is nothing wrong with any racial group. Antiracists argue that racist policies are the cause of racial injustices. (Kendi, 2019)

**Antisemitism:** Hostility to or prejudice against Jewish people.

**Artivism:** combining art and activism.

**Assimilationist:** One who is expressing the racist idea that a racial group is culturally or behaviorally inferior, and is supporting cultural or behavioral enrichment programs to develop that racial group (Kendi, 2019).

**Black Lives Matter:** A political movement addressing systemic and state violence against Black people. Per the Black Lives Matter organizers: “In 2013, three radical Black organizers—Alicia Garza, Patrisse Cullors, and Opal Tometi—created a Black-centered political will and movement building project called #BlackLivesMatter. It was in response to the acquittal of Trayvon Martin’s murderer, George Zimmerman. The project is now a member-led global network of more than 40 chapters. BLM members organize and build local power to intervene in violence inflicted on Black communities by the state and vigilantes.

Black Lives Matter is an ideological and political intervention in a world where Black lives are systematically and intentionally targeted for demise. It is an affirmation of Black folks’ humanity, our contributions to this society, and our resilience in the face of deadly oppression”.

**BIPOC:** Black, Indigenous, and People of Color.

**Colonization:** Any form of invasion, dispossession and subjugation of a people.

**Critical Race Theory:** Unlike traditional civil rights, which embraces incrementalism and step by step progress, critical race theory questions the very foundations of the liberal order, including equality theory, legal reasoning, Enlightenment rationalism and principles of constitutional law.

**Culture:** A body of learned beliefs, traditions, principles, and guides for behavior that are shared among members of a particular group.

**Cultural Appropriation:** Theft of cultural elements for one’s own use, commodification, or profit — including symbols, art, language, customs, etc.

**Cultural Hegemony:** The domination of a culturally diverse society by the ruling class who manipulate the culture of that society — the beliefs and explanations, perceptions, values, and mores — so that the imposed, ruling-class worldview becomes the accepted cultural norm.

**Cultural Sensitivity:** The ability to be open to learning about and accepting of different cultural groups.

**DHH:** Deaf or hard of hearing.

**Disability:** a person who has a physical or mental impairment that substantially limits one or more major life activities. This includes people who have a record of such an impairment, even if they do not currently have a disability. It also includes individuals who do not have a disability but are regarded as having a disability. The ADA also makes it unlawful to discriminate against a person based on that person’s association with a person with a disability (ADA definition).

**Discrimination:** To make a difference in treatment on a basis other than individual character.

**Diversity:** Ways in which people differ, encompassing all the different characteristics that make one individual or group different from another i.e. age, national origin, religion, disability, sexual

orientation, socioeconomic status, education, marital status, language, and physical appearance.. It is all-inclusive and recognizes everyone and every group as part of the diversity that should be valued. It also involves different ideas, perspectives, and values.

**DREAM Act:** The Development, Relief, and Education for Alien Minors or DREAM Act has been proposed in federal and California state government. While there have been several variations of the law, the goal of the DREAM ACT has been to increase higher education opportunities for undocumented students. Versions of the law have proposed allowing a path to legal residency based on students' enrollment in college, the military, or community service work and making financial aid programs (such as grants, loans, and work study) available to undocumented students.

**Equity:** achieving parity in student educational outcomes, regardless of race and ethnicity. It moves beyond issues of access and places success outcomes for marginalized students at the center.

**Equity Measures in Education:** Equity ratios are calculated by dividing the percentage of a subgroup with the desired outcome (using institutional data) by the percentage of the same subgroup represented in a given input (using census data). Ratios  $\geq 1$  indicate equity and  $< 1$  indicate inequity.

Equity percentage gaps are calculated by subtracting percentages of *all* students who succeed in an outcome from the percentage of students in a disaggregated subgroup who succeed in an outcome. Positive percentages indicate equity and negative percentages indicate inequity.

**Equity Mindedness:** "... a way of approaching educational reform that foregrounds the policies and practices contributing to disparities in educational achievement and abstains from blaming students for those accumulated disparities" (Beawarenessnsimon 2007; Dowd and Bensimon 2015).

"... an awareness of the ways in which many groups within US society have been historically excluded from educational opportunities, or marginalized within the structures and institutions that house those opportunities (Bensimon, Dowd, and Witham, 2016)."

**Ethnicity:** A social construct that divides people into smaller social groups based on characteristics such as a shared sense of group membership, values, behavioral patterns, language, political and economic interests, history and ancestral geographical base.

**Ethnocentrism:** To judge other cultures by the standards of one's own, and beyond that, to see one's own standards as the true universal and the other culture in a negative way.

**Genderism:** The belief that gender is a binary, comprising male and female, and that the aspects of a person's gender are inherently linked to their sex at birth.

**Heterosexism:** A belief in the inherent superiority of one pattern of loving overall and thereby the right to dominance. Discrimination or prejudice against LGB sexuality on the assumption that heterosexuality is the normal sexual orientation.

**Homophobia:** Dislike of or prejudice against homosexual people.

**Implicit bias:** Negative associations that people unknowingly hold, typically expressed automatically without conscious awareness.

**Inclusion:** Authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policymaking in a way that shares power.

**Indigeneity:** The existing descendants of the peoples who inhabited the present territory of a country wholly or partially at the time when persons of a different culture or ethnic origin arrived there from other parts of the world, overcame them, by conquest, settlement or other means and reduced them to a non-dominant or colonial condition.

**Individualized Education Program (IEP):** The IDEA requires that public schools create an IEP for each student who is found to be eligible under both the federal and state eligibility/disability standards. The IEP describes the student's present levels of academic achievement and functional performance, and how the student's disabilities affect or would affect the child's involvement in the general education curriculum. The IEP also specifies the services to be provided and how often, and it specifies accommodations and modifications to be provided for the student

**Individuals with Disabilities Act (IDEA):** Individuals with Disabilities Education Act (IDEA) is a four-part (A-D) piece of American legislation that ensures students with a disability are provided with Free Appropriate Public Education (FAPE) that is tailored to their individual needs.

**Institutionalized Racism:** The ways in which institutional policies and practices create different outcomes for different racial groups.

**Intersectionality:** "A prism to see the interactive effects of various forms of discrimination and disempowerment. It looks at the way that racism, many times, interacts with patriarchy, heterosexism, classism, xenophobia — seeing that the overlapping vulnerabilities created by these systems actually create specific kinds of challenges. (Crenshaw, 2018)

**Islamophobia:** Dislike of, or prejudice against Islam or Muslims, especially as a political force.

**Latinx:** a person of Latin American origin or descent (used as a gender-neutral or nonbinary alternative to Latino or Latina).

**LGBTQ:** Lesbian, Gay, Bisexual, Transgender, and Queer/Questioning.

**Microaggressions:** Verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.

**Model Minority:** Related to colorism and its root, anti-Blackness. The model minority myth creates an understanding of ethnic groups, including Asian Americans, as a monolith, or as a mass whose parts cannot be distinguished from each other. The model minority myth can be understood as a tool that white supremacy uses to pit people of color against each other in order to protect its status.

**Movement Building:** Effort of social change on agents to engage power holders and the broader society in addressing a systemic problem or injustice while promoting an alternative vision or solution. Movement building requires a range of intersecting approaches through a set of distinct stages over a long-term period of time.

**Multiculturalism:** The recognition and acknowledgment that society is pluralistic. In addition to the dominant culture, there exist many other cultures based on ethnicity, sexual orientation, geography, religion, gender, and class.

**Oppression:** The systematic subjugation of one social group by a more powerful social group for the social, economic, and political benefit of the more powerful social group.

**Othering:** View or treat (a person or group of people) as intrinsically different from oneself.

**People of Color:** Used as a collective term for referring to non-White racial groups.

**Power:** Unequal distribution, access and control over resources. Wealth, whiteness, citizenship, patriarchy, heterosexism, and education are a few key social mechanisms through which power operates. Also the ability to influence others and impose one's beliefs.

All power is relational, and the different relationships either reinforce or disrupt one another. Racism cannot be understood without understanding that power is not only an individual relationship but a cultural one, and that power relationships are shifting constantly.

**Prejudice:** An attitude, opinion, or feeling formed without adequate prior knowledge, thought, or reason.

**Privilege:** Unearned social power accorded by the formal and informal institutions of society to ALL members of a dominant group (e.g. white privilege, male privilege, cisgender privilege, etc.).

**Racial prejudice:** When that belief/discrimination is based on gender or race.

**Racism** = racial prejudice + power. The power aspect is based on the relationship with the authority granted through social structures over groups or individuals.

**Racist:** One who supports a discriminatory policy through the lens of race by their actions or inaction, or through expressing a racist idea. Racist policies produce racist ideas that normalize racial inequities.

**Stereotype:** A generalization of characteristics that are applied to all members of a cultural group.

**Structural White Privilege:** A system of white domination that creates and maintains belief systems that make current racial advantages and disadvantages seem normal.

**Transphobia:** Dislike of or prejudice against transsexual or transgender people.

**Undocumented Students:** a foreign national who: (1) entered the United States without inspection or with fraudulent documents; or (2) entered legally as a nonimmigrant but then violated the terms of his or her status and remained in the United States without authorization (as defined by the National Immigration Law Center). There are approximately 1.8 million undocumented children under the age of 18 living in the United States.

**White Fragility:** "A state in which even a minimum amount of racial stress becomes intolerable [for white people], triggering a range of defensive moves. These moves include the outward



display of emotions such as anger, fear, and guilt, and behaviors such as argumentation, silence, and leaving the stress-inducing situation. These behaviors, in turn, function to reinstate white racial equilibrium” (DiAngelo).

**White Supremacy:** The idea (ideology) that white people and the ideas, thoughts, beliefs, and actions of white people are superior to People of Color and their ideas, thoughts, beliefs, and actions.

**White Supremacy Culture:** Rooted in the United States’ history of white supremacy, white supremacy culture is the dominant, unquestioned standards of behavior and ways of functioning that are seen as mainstream, dominant cultural practices embodied by the vast majority of institutions in the US.

**Whiteness:** The specific dimensions of racism that serve to elevate white people over People of Color, giving privileges to some, while denying others with the justification of biological and social inferiority.

**Xenophobia:** Dislike of or prejudice against people from other countries.

**Sources:**

Cornell University School of Industrial and Labor Relations

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