WHIEEAA – EDUCATION & AA STUDENTS W/ DISABILITIES

- Idea of diversity and inclusion starts in school
- Mainstream long term effects
  - Increase in self confidence, self-esteem, socialization
  - Ability to compete in a non-disabled world
- Outcomes of students in segregated classrooms
  - Held to lower expectations, less academic rigor, lack the ability to analyze and think critically
  - Leading to increase dropouts, lower employment status and wages, lower rates of self sufficiency
WHIEEAA – EDUCATION & AA STUDENTS W/ DISABILITIES

- The role of parents and family is vital for African American students with disabilities
- Most families do not understand the process – start by understanding IDEA and the basic rights of children with disabilities
- Then engage the school system in a more meaningful and informed conversation
- The implications of receiving a mainstream education and parental and family supports – better educational and employment outcomes
WORKFORCE & LEADERSHIP DEVELOPMENT

- Focus areas include working with college students with disabilities
- Train employers on disability inclusion strategies
- Host college tours for high school students with disabilities

www.wrightchoice.org
WHIEEAA – EDUCATION & AA STUDENTS W/ DISABILITIES

- More than 1.6 million college students with disabilities and a disproportionately low number are African American
- Mainstream education is the foundation for college and career readiness
- Quality education leads to self sufficiency and higher quality of life
It Really Does Take a Village!

Networks of Support Make A Difference
African American Students with Disabilities

• Leadership matters at all levels
  • Inclusive
  • Knowledgeable
  • Adaptive
  • Culturally astute
• Strong teams = strong outcomes
  • Consistent
  • Focused
  • Prepared
• Student-centered programming requires adult engagement
  • Accountable
  • Responsive
Communication is Key!

Parent(s)/Caregivers

- Do I know what my child needs are now?
- Who is responsible for what service for my child?
- Do I know what to do if I am not satisfied with the level of service?
- What do I do if there is a problem?
- Where are my child’s records? What do they say about her?
- What are other options of support?
- Where can I get additional help or information?

School Teams/District

- How are we going to meet the needs of the student?
- Who is responsible for what services the student receives?
- How will challenges/conflicts be addressed?
- What is in the student’s file? What do we know about the student now?
- What interventions and supports are available to the student?
- What other sources of information can be provided?
The Supportive School Discipline Initiative (SSDI)

Kristen Harper
U.S. Department of Education,
Office of Special Education and Rehabilitative Services (OSERS)
What We Know

⇒ Overuse of punitive discipline:
   The majority of public school students in Texas were suspended or expelled at least once between 7th-12th grade.

⇒ Discipline disparities:
   Black students had a 31 percent higher likelihood of being disciplined for the same discretionary violation as white students.

   Nearly 3/4 of students qualified for special education services were suspended or expelled at least once.

⇒ Justice system involvement:
   Students suspended or expelled for a discretionary incident were nearly 3 TIMES as likely to be in contact with the juvenile justice system in the next year.
Civil Rights Data Collection (CRDC)

Civil Rights Data Collection (CRDC)

ED-DOJ School Discipline Guidance Package

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<td>A Resource Guide for Improving School Climate and Discipline</td>
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<td>Compendium of School Discipline Laws and Regulations</td>
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A resource guide outlining three priorities for policymakers, district officials, school leaders, and stakeholders to consider as they work to improve school climate and discipline.

**Principle #1:**
Climate and Prevention

**Principle #2:**
Expectations & Consequences

**Principle #3:**
Equity, Fairness & Continuous Improvement
Correctional Education Guidance Package

Guiding Principles for Providing High-Quality Education in Juvenile Justice Secure Care Settings

Dear Colleague Letter on the Individuals with Disabilities Education Act for Students with Disabilities in Correctional Facilities

Dear Colleague Letter on the Civil Rights of Students in Juvenile Justice Residential Facilities

Dear Colleague Letter on Access to Pell Grants for Students in Juvenile Justice

Package & other resources at http://www.ojjdp.gov/correctionaled

Attorney General Holder and Secretary of Education Duncan at Dec. 8, 2014 release of package.
Addressing the Root Causes of Disparities in School Discipline:
An Educator’s Action Planning Guide

• Stage 1: Digging into the Data -- “Do discipline disparities exist in our school or school district?”
• Stage 2: Getting at the Roots -- “What are the root causes of our discipline disparities?”
• Stage 3: Creating an Action Plan -- “How will root causes of discipline disparities be addressed?”

Includes excel-based Disciplinary Disparities Risk Assessment Tool, and...
  • Planning Templates
  • Real world examples
  • Sidebars and tip sheets
  • Links to useful resources
#RethinkDiscipline

Social media campaign – twitter & google hangouts -- to raise awareness by:

- Highlighting national data on discipline;
- Clarify the impact of removal;
- Share info in effective approaches.

Look out for our Google hangouts!
New Data Tool!

The Hidden Cost of Suspension: How can kids learn if they're not in school?

1. Out-of-School Suspensions: A Bigger Problem than You Think
2. Disciplining Disability: Addressing High Rates of Removal
3. Don’t forget the details! Race, Gender, and Disability

To understand how OSS impact our youth, we must examine data carefully and look for patterns by gender, race and ethnicity, disability, and other student characteristics.

See OSS for black males with disabilities and black females with disabilities.

Male  Female
SUPPORTING STUDENTS WITH DISABILITIES AND THEIR FAMILIES

Patrick Cokley, Program Director, Workforce Recruitment Program
Office of Disability Employment Policy
GUIDEPOSTS FOR SUCCESS

• ODEP and NCWD/Youth identified five elements as essential for all youth, including youth with disabilities, to effectively transition into postsecondary education and employment.
GUIDEPOSTS FOR SUCCESS

The five Guideposts are as follows:

• School-Based Preparatory Experiences
• Career Preparation and Work-Based Learning Experiences
• Youth Development and Leadership
• Connecting Activities
• Family Involvement and Supports
CAREER PREPARATION AND WORK-BASED LEARNING EXPERIENCES

• Exposure to career opportunities that ultimately lead to information about educational requirements, entry requirements, income and benefits potential, and asset accumulation, and

• Training designed to improve job-seeking skills and work-place basic skills (sometimes called soft skills).
YOUTH DEVELOPMENT AND LEADERSHIP

- Mentoring activities designed to establish strong relationships with adults through formal and informal settings
- Peer-to-peer mentoring opportunities
- Exposure to role models in a variety of contexts
- Training in skills such as self-advocacy and conflict resolution
- Exposure to personal leadership and youth development activities, including community service, and
- Opportunities that allow youth to exercise leadership and build self-esteem.
WHAT IS EFFECTIVE (WHAT IS BEING DONE)

- Executive level engagement
- Mentoring
- Accessible tech at work
- Inclusive programs
- Affinity Groups
IMPORTANCE OF WORKPLACE INCLUSION

• A culture of inclusion is the key element in supporting individuals with disabilities in the workplace
• Organizations that value and appreciate each person for their individual differences and experiences benefit from diverse perspectives. Creating such an inclusive culture isn't difficult, but does require some forethought.
SUPPORTING STUDENTS WITH DISABILITIES AND THEIR FAMILIES

Patrick Cokley, Program Director, Workforce Recruitment Program
Office of Disability Employment Policy