

Staying Intentional: *Advancing Integration Strategies for Students with Dis/abilities at the Intersection of Race, Sex, National Origin, and Religion*

TRANSCRIPTION

Dr. Kyser:

I want to give you an opportunity to say hello and greet everyone in the chat as I move forward, and would invite you to do so now. We are excited to have each of you here. We're excited about the, this, just the sheer interest in this particular topic. And we want to offer a sincere welcome, that you took the time out of your busy schedules to join us in this virtual space. As a part of introducing yourself, we would ask that you rename yourself with your first name, your last initial, preferred pronouns should you choose, and your state. Please engage my naming convention as a model. So, if you are able to perceive me speaking, you'll see that I have my first name, again, last initial, pronouns, should you prefer listing, and then your state. For those that may be unfamiliar with Zoom, you can essentially find your own image. When you hover over your image, you'll see three dots: an ellipse. You click on that, and you have the option to rename yourself. So, I'll give you about 30 seconds to rename yourself. This will also assist us in ensuring relative difference in terms of geography as we move into breakout sessions later on today. So again, I'll give you 30 seconds.

Dr. Kyser:

For those that perceive text a little bit better than auditory, Saba-Na'imah, who is going to introduce herself shortly, as well as myself, has entered those same directions in the chat. Thanks, Jo Kay, for introducing yourself in the chat. Appreciate that. As you all are updating your naming conventions, I'm thrilled to share that we have over 150 educators registered for today's convening, hailing from Indiana, Michigan, Kentucky, Nevada, Wisconsin, Delaware, California, Nebraska, Kansas, North Carolina, Ohio, Florida,

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Vermont, New Jersey, Maine, Louisiana, Maryland, Minnesota, Texas, and the District of Columbia. So, welcome everyone.

Dr. Kyser:

We are also joined from different sort of levels of our educational system via technical assistance centers, non-for-profits, community members, other technical assistance centers and community groups, other state agencies outside of state departments of education, but also including SEAs, and institutes of higher education. So, a really wonderful group today. And again, welcome to everyone.

Dr. Kyser:

One of our goals at the MAP Center is to engage participants in well-defined, content-rich technical assistance, such that knowledge and expertise are shared in a way that results in transformative systemic change, as well as personal reflection and growth. To this end, we aim to make this unique learning available on our website via recording and transcription. Additionally, sharing photos of today's conversation on our social media platforms. We encourage participants to consider this disclaimer as they share and engage today.

Dr. Kyser:

So, for those that may be unfamiliar with our, our Equity Assistance Center, again, we are the Midwest and Plains Equity Assistance Center, or MAP Center for short. We are one of four regional equity assistance centers funded by the United States Department of Education under Title IV of the 1964 Civil Rights Act. And we support in transformative change with state departments of education, schools, and districts and other, excuse me, schools and districts and other responsible governmental entities around the deseg areas

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of race, sex, national origin, and religion, and how those impact students with disabilities and socioeconomic integration across these 13 states. The maroon, which represent the Midwest states, and the gold, the Plains states. Thus: the Midwest and Plains Equity Assistance Center. To learn a little bit more about our Center, Saba-Na'imah has placed a link in the chat, should you be curious.

Dr. Kyser:

So, a little bit about our objectives for today. So, we all know that students are often targeted in bullying and harassment by other students, but also targeted by adults in exclusionary discipline. Today, today's convening is focused on confronting the realities students with disabilities, at other identity intersections, are experiencing in school; react and respond to this reality; leverage data for our collective meaning making, but also as a communication tool as we engage in our respective contexts after this convening; and finally, be introduced to a critical self-assessment tool designed with state agencies in mind and their reflection on preparedness to take United States Department of Education's five priorities outlined in their recent guidance, *Guiding Principles for Creating Safe, Inclusive, Supportive, and Fair School Climates*. And ensure they are understood, planned for, and executed via an equity lens.

Dr. Kyser:

Therefore, our learning objectives today are to increase our understandings of exclusionary discipline data in the U.S.; to build national networks to advance safe, inclusive, and supportive learning environments by sharing lessons learned, strategies, and resources; and finally, to engage with a critical self-assessment tool to reflect and plan on readiness, to realize safe and inclusive learning

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environments for students with disabilities at the intersections of race, sex, national origin, and religion.

Dr. Kyser:

Alright, Saba-Na'imah, I'll turn it back over to you. And also, I want to note that closed captioning has been enabled, should you all want to access closed captioning as well.

Saba-Na'imah Berhane:

Thank you. Yup. So, towards the end of our meeting today, I'm going to be hopping back on to take a group photo. So just a quick reminder, this photo is for social media platforms and our website. If you would not like to be included in photos that we take, then you'll have a chance to mute your video. When we get to that point, we'll give you a heads up and queue you before we do that picture.

Dr. Kyser:

Thank you Saba-Na'imah. Today's facilitation team is comprised of members of the MAP Center's leadership. I am thrilled to be the lead facilitator for today's session. My name is Tiffany Kyser, she/her, and I serve as the Associate Director of Networks and Engagement, Engagement and Partnerships with the MAP Center. And I'm joined by Dr. Seena Skelton, and Saba-Na'imah. And I'll give them an opportunity to introduce themselves. Seena?

Dr. Skelton:

Thank you, Tiffany. How excited am I to see everyone here this afternoon on, on, on the screen? It's just, we've been working on this for a very long time. We've had the pleasure of collaborating, collaborating with our fellow technical assistance colleagues on this tool that we will be showcasing today, and really engaging in this

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very important and critical conversation. When we talk about creating safe and inclusive schools, we have to keep in mind when we talk about all students, we're really talking about all students. And how do we ensure that we are thinking about students through an intersectional lens, right? So, that's really what this session is about: thinking about how we, at all levels of the system, but particularly at state agency levels, how we can...what considerations should we keep in mind as we're supporting local school districts and agencies in creating environments that are safe, that are inclusive, that are supportive, and that really recognize the whole child in all the various different, wonderful ways in which our students show up in our school houses every day. So, I'm excited to see you all this afternoon, and looking forward to the wonderful conversations that I'm sure will, will occur during our breakout sessions. Thank you, Tiffany.

Dr. Kyser: No problem. Thank you so much, Seena. Saba-Na'imah?

Saba-Na'imah Berhane: Yup, absolutely. So again, I'm Saba-Na'imah, here as technical director today, but I'm also a Learning Networks and Engagements Associate at the MAP Center. Yup, I'll leave it there. Thank you so much for coming today.

Dr. Kyser: Thank you, Saba-Na'imah. And I also want to honor Dr. Kathleen King Thorius, who's the Executive Director of the Great Lakes Equity Center and the MAP Center, of which the MAP Center is the largest project of the Great Lakes Equity Center. Kathleen's also an

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Associate Professor at the IUPUI School of Education. So, I want to acknowledge her leadership for this session as well.

Dr. Kyser:

I'm also very, very excited and thrilled to introduce our second sort of facilitator structure for today's convening. It's the MAP Center's Technical Assistance Advisory, Equity Advisory & Service Network. This Advisory Network comprises of two sub-Advisory structures, with unique foci. The first is the *Inclusion and Integration for Students with Disabilities at the Intersections of Race, Sex, National Origin, and Religion Recovery Technical Assistance Advisory Network*. This Network guides the MAP Center's leadership, and their framing approaches and service provision, to support students with disabilities at other identity intersections. So, those four talented, terrific national leaders are on your screen. We'll start with Alexandria, move from left to right through Dawn. And just want to hold space for each of you to introduce yourself. So, we'll kick it off with Alexandria. Dr. Alexandria Harvey.

Dr. Harvey:

Alright. Thank you, Tiffany. And good morning. Good afternoon. Depending on where you are situated in the country. I'm so excited and honored to share a space with you all today. My name is Alexandria Harvey. I am a Senior Program Associate at WestEd, and I serve as a TA facilitator for the National Center of Systemic Improvement. And what we do at NCSI, we provide technical assistance to some of the states that I see in the audience today, so thank you all for joining us. Really to best use your general supervision and professional development systems to establish and

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meet high expectations for every student with disabilities. So, thank you all for having me today, and I'm going to pass it on to Christina.

Christina Kasprzak:

Thanks, and hi everybody. I'm Christina Kasprzak, and I lead the Trohanis TA Project, which is at the Frank Porter Graham Child Development Institute at the University of North Carolina at Chapel Hill. And I co-direct the Early Childhood TA Center. And that Center really focuses on IDEA Part C, the Early Intervention, and the Part B, 619: Preschool Special Ed. And we support those state systems in developing more equitable, effective, and sustainable state and local systems. I just want to say we are very committed to racial equity throughout our work—internally, as an organization, and externally in supporting state and local programs. And a really key area of that work is really focused on addressing disproportionate and exclusionary discipline for our youngest children. It's, it's just as you know, unbelievable that even very young children, ages of birth through five, are in the same situation with disproportionate and exclusionary discipline. And so, looking at those children with disabilities, at intersectioning identities, and how, how our practices and programs support them. So, I'm so pleased to be here and being a part of the discussion, and I think I'm passing it to Erica next.

Dr. McCray:

Hi, everyone. I'm Erica McCray. I am the Director of the CEEDAR Center. You know, in our field, we love acronyms. It stands for Collaboration for Effective Educator Development, Accountability, and Reform. And we are funded by the Office of Special Education Programs to support states in improving professional learning for teachers and leaders, to be better prepared to meet the needs of

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students with disabilities. I have enjoyed being a partner with the Great Lakes Equity Center for the past several years. And this work aligns also with my own research as a faculty member of Special Education at the University of Florida. So, I look forward to learning alongside you today. Dawn.

Dr. Miller:

Thanks, Erica. Erica, I don't know that I'd ever heard what CEEDAR actually stood for. So...

Dr. McCray:

There will be a pop quiz!

Dr. Miller:

That was great. Well, hi everyone. Dawn Miller, joining you from the SWIFT Education Center. We're housed at the University of Kansas, and we have a variety of projects going on. And we are very fortunate to be launching our Technical Assistance Center on Inclusion Toward Rightful Presence. And, I always appreciate anything that the Equity Center puts out. This has been particularly near and dear to me, as I appreciated the new guidance that was put out by the Department of Ed with the Principles that we're going to talk about today. I had that moment of reflection that the issues that are leading to the need for that document, are certainly not new. But recognizing that our...our response to-date has really been insufficient. So, I really appreciated the conversation with the other colleagues here, of thinking about how could we possibly ask different questions that might lead us to different actions to change the outcomes that we're seeing. So, I can't wait to have that conversation extended with everyone. I'll pass it back to Tiffany.

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Dr. Kyser:

Thank you so much, Dawn. I now want to introduce our second Advisory Structure. And just want to appreciate this additional structure that comprises the Service Network for thought partnership as well. So, the second structure of Advisors is entitled, *The Advisors for Collaboration to Support Public Education Agency's Equity-Driven COVID-19 Recovery TA Network*. This particular structure guides the MAP Center's leadership in their framing, approaches, and service provision to support state education agencies, local education agencies, and education service centers, and other public educational agencies in providing high-quality, evidence-based supports in redressing inequitable conditions exacerbated and/or introduced by the COVID-19 global pandemic. So, I'll give an opportunity for Nelsinia and Caryn to introduce themselves.

Nelsinia Ramos:

Hi, I'm honored to be here today and be part of the Advisor Network for the Midwest and Plains Equity Center. My name is Nelsinia Ramos, and I'm Co-Director of the Parent Training and Information Center in Wisconsin. But I'm also part of the Parent Technical Assistance Center, the Region C specifically, which covers 16 states in the Midwest, and overlaps with what the Equity Center provides technical assistance to. Thank you.

Dr. Ward:

Hi. Good afternoon or good morning. I'm Caryn Ward. I am with Christina here at Frank Porter Graham Child Development Institute at UNC Chapel Hill. I lead the National Implementation Research Network here at UNC. And one of our projects is the State Implementation and Scaling-up of Evidence-based Practices TA Center funded by OSEP, depending where you are. We're known as

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[phonetic] “see-sep” or [phoetic] “sigh-sep” out there. Our goal is to support states and their regional and local education agencies to achieve those equitable outcomes through the use of practices and programs supported by implementation science and other systemic approaches. I am humbled to be here with you all today, and I have goosebumps in thinking about the conversations that we're going to engage in this afternoon.

Dr. Kyser:

Thank you, Nelsinia. Thank you, Caryn. I also want to, on behalf of Dr. Natalie Walrond, who's the Director of the National Center to Improve Social & Emotional Learning in School Safety, say hello. Dr. Walrond had a scheduling conflict and unfortunately couldn't reschedule, but she made it a point to communicate with me this morning about her excitement about today's convening and sends her regrets that she was unable to be here in person. But please know that her thought partnership and her contributions are alive and well in this space.

Dr. Kyser:

So, again, a very special thank you to our Technical Assistance Center Equity Advisory and Service Network, who were instrumental in providing such lovely thought partnership, such persistent focus on how to create conditions that state education agencies specifically, but educators broadly, can practically leverage in their very busy schedules in this sociopolitical moment, and all of the different ways that we navigate all the tensions to prioritize the various things within our spheres of influence. Were very thoughtful and sophisticated in how they were building on Ed's *Great Priorities* to ensure all of our learning environments across this country are safe and inclusive for

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students with disabilities at other identity intersections. So, thank you, thank you, thank you.

Dr. Kyser:

So, a little bit about the work that we're raving about that our Advisory...that our Advisors gave us in our Advisory Meetings. And I'll provide you a high-level overview. Then we're going to move into some rationale setting with data, and the rest of our time together is going to be in breakout rooms. So, I want to honor that this is a lot of upfront context, but just know as you all are engaging, we will be decentering our voices very soon, and spending a majority of the rest of our time in breakout rooms and in conversations.

Dr. Kyser:

So, with that in mind, the MAP Center's Technical Assistance Advisory Network engaged in three 90-minute, hour and a half long sessions with MAP Center leadership to discuss how to best support state education agencies as they guide their local schools and districts in consideration under Ed's guidance of *Guiding Principles for Creating Safe, Inclusive, Supportive, and Fair School Climates*. Further, how they can consider the considerations and supports to redress longstanding and current conditions and practices that result in exclusionary discipline for students with disabilities at other identity, excuse me, other identity intersections. This team was instrumental. In our first session, the Advisory planning group consisted of reviewing Ed's guidance, responding to key prompts specific to implications to SEAs across the MAP Center's region, considering what tool format or approach would be responsive to SEA leaders.

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Dr. Kyser:

In session two, the team considered what equity-oriented, evidence-based approaches should underpin considerations for both this convening, and for an SEA-focused tool. Through coding, analysis, and meaning-making, it was determined that a self-assessment tool for SEAs, which centered equity-oriented considerations of systemic conditions via people, policies, and practices, would be an accessible, practical, evidence-based approach. Thus, the team engaged in a first round of item generation.

Dr. Kyser:

In session three, and in the final round, we focus explicitly on generating items to support tool design by drafting key reflective and critical questions, aligned to Ed's priorities, that would surface more explicitly through an equity lens SEA's preparedness in the areas of people, policy, and practice to support schools and districts within their respective states. Redress exclusionary discipline practices for students with disabilities at other identity intersections. The key questions guiding these Advisory sessions were: How might we come together collectively to realize safety and accountability within education systems differently? Second, how do we create a customized tool and convening that state education agencies can leverage to better advance conditions where students with disabilities receive authentic services?

Dr. Kyser:

So, why this idea of exclusionary discipline practices for students with disabilities at the intersections of race, sex, national origin, religion? Why, why this, and why now? I've prepared some remarks and, to the extent that you all would like to take notes or reflect on those, feel free to do so now. We know that, in general, motivated by

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concerns about disciplinary disparities and their consequences for youth outcomes, educational leaders and policymakers across the United States have recently mounted a concerted effort to reduce the use of exclusionary discipline. We know that in 2011, the U.S. Department of Justice required schools to begin collecting new data on schools' exclusionary discipline rates. And the U.S. Department of Education launched an effort to aggressively investigate civil rights complaints related to school discipline.

Dr. Kyser:

We know in 2014, the Department of Education and Department of Justice issued a Dear Colleague Letter urging schools to eliminate discriminatory school discipline practices and promote more equitable school climates. Although later rescinded by the prior administration, the 2014 Dear Colleague Letter reflected a broad shift in the way schools approach school discipline. Educators and policymakers across the United States have responded to these calls by revising school discipline policies, limiting or prohibiting the use of suspensions for younger students, and minor misbehavior.

Dr. Kyser:

Yet the most recent Office for Civil Rights data collection from 2017-2018 reveals continued patterns of exclusionary practices by educators, disproportionately towards students with one or more other protected class in addition to disability. So, some salient examples. For example: students with disabilities served under IDEA represented 13.2% of the total student enrollment and received 23.3% of all expulsions with educational services, and 14.8% of expulsions without education services. We know too, that disparities worsen when the data was disaggregated by race. Black students

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served under IDEA accounted for 2.3% of total student enrollment, but received 6.2% of one or more in-school suspensions, and 8.8% of one or more out-of-school suspensions.

Dr. Kyser:

We also know that out-of-school suspensions of students with disabilities has increased over time. Among secondary students with particularly emotional disabled, in particular, rates of suspension have risen nearly 50% since the 1980s. 50%. We know that preschool students who were served under IDEA accounted for 22.7% of total preschool enrollment but accounted for 56.9% of preschool students who were expelled. We also know that students with disabilities were 200% more likely to be subject to restraint or seclusion, relative to their peers. 200% more likely. Similarly, Black students were almost 200% more likely and Hispanic Latina/Latino students were 45% more likely to experience a restraint or seclusion, than their white counterparts.

Dr. Kyser:

So, that was a lot of information, most of which we already know, but wanted to create kind of a cogent grounding of some of that data together. And we want to now shift into decentering me, specifically decentering my voice, and allowing the participants to react to some of this data before we move forward in examining a self-assessment tool that the Advisors guided us on. As Saba-Na'imah is creating the breakout rooms, I'm going to unpack what this particular guidance is. Before I do that though, I also want to lift up some information that's happening contemporary...contemporarily in our, our news. So, the opening remarks that I mentioned opened up about OCR data from 2017-2018. So, I also wanted to provide, and our team wanted to

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provide, what is happening in terms of the state of exclusionary discipline practices since 2017-18. So here are some most recent news articles starting from 2017 to present.

Dr. Kyser:

In 2017, an ACLU Arizona report found that certain schools punish minoritized students, and students with disabilities, at disproportionately high rates. In 2022, a video recorded at Arvin High School in Kern County, California show students bullying another student, including cutting the student's hair and verbally harassing the student. In January of this year, two students in a high school in Maryland were caught on video engaging in racist and ableist behavior towards a student of Color with a disability. Racial epithets and threatened...and, and threats of harm were observed on the video. Last month, we know that two high school students located in Florida went viral as they were seen tripping a third student of Color with a disability. This sparked outrage from the community, and the parents of the victim decided to press charges.

Dr. Kyser:

We know that this month that in a, in a school district in Nevada that a student is facing, or excuse me, a school district itself is facing, two lawsuits claiming that children with disabilities were victims of violent assault. One suit alleges, at a middle school where a teacher taunted, harassed, and assaulted a 12-year-old student. The second lawsuit says a student at an elementary school was bullied by peers, choked, and sexually assaulted by another student. So again, just to recap the legislative history and the efforts of redressing exclusionary discipline practice, the actual impact that students with disabilities at other identity intersections are experiencing up through

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2017-2018, the most recent OCR data. And from 2017 to 2018, at sort of a high-level extrapolation of what's happening across the country in terms of how students with disabilities at other identity intersections are experiencing harm, not only from peers, but also from educators within their school community.

Dr. Kyser:

So, as we move to process this alarming data, these concerning trends, and begin to interrogate perhaps the pernicious contexts and conditions that we can begin to interrogate collectively together, we want to move forward in a breakout room. So, what I would like for you each to do, is you all are going to move into a breakout room automatically. The first thing I would like for you to do is to assign group roles. Those group roles are facilitator: who will facilitate the conversation; recorder/reporter: who will take notes in the Padlet, which you all have a link for, and Saba-Na'imah will place that in the link again. To begin to have discussions around the fact sheet that is in the e-forum. And again, I'll pull all this information up and model it before we break. And as a team, collectively come together with one wow, something that's sort of is wowing you about the possibilities of change. Something, if the data really wowed you, and one wonder, one question or loving critique that you have. And you're going to document your team, your group's, one wow and one wonder in the Padlet.

Dr. Kyser:

So, we're going to start out with 12 minutes and see how we're doing to start there. And then we're going to have a whole group discussion afterwards. We will monitor, Advisors will monitor. And so, if we need a little bit more time, we'll try to give a little bit more time, but we're

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going to start with 5 minutes. In terms of the fact sheet, again, on your e-forum, you have access to that fact sheet. You would click that fact sheet, it will pull up a summation of what I just shared in some of my prepared remarks. And then it will extend. So, there'll be an upfront introduction. There will be further facts, some of which I've just shared, and also if you're interested in any of those news stories and more beyond. Unfortunately, there, it was not difficult, unfortunately, to find a lot of news stories—you have direct links to each of those news stories and summations, from across the country.

Dr. Kyser:

So, you're going to have that fact sheet, review that fact sheet, have a discussion about your wows and wonders. Your facilitator will guide you as you are coming to your consensus. And then, depending on your group number, you would essentially go to your Padlet. You could hit that plus and again, add your wow wonder activity. And then share your team's one wow and one wonder. And so that's essentially how you would use the Padlet. Before we break into our group activities, I want to pause and ensure there aren't any questions or any needed points of clarity. Take your time to process. Just scanning the virtual space.

Dr. Kyser:

Okay, Saba-Na'imah is now going to open the rooms. Advisors, you're going to be staged in each room. I would ask that Advisors be decentered from being the facilitator. We really want to honor your voices and perspectives. So, if you get into the breakout room, and everyone looks at the Advisor, I would ask for you to look at the beautiful assets within yourself and allow that Advisor to be more of

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a thought partner and critical friend. Alright, so timekeepers, once that's selected, take your time. Take about a minute or two to get your group roles and introduce yourselves. So, I'll give you some healthy time. But once you get started, you're going to have 12 minutes. Saba-Na'imah, if you can open up the rooms.

Dr. Kyser:

Welcome back everyone. I was just chatting with Nora about the embodied way, wanting to acknowledge the embodied way this data may be impacting each of us. We all are connected in different ways. Whether or not we're parent/caregiver, classroom teacher, district administrator, providing technical assistance support: we all exist in multiple states across the country, who are at different sort of spectrums. But we're all trying to come together and think thoughtfully about, and just sort of viewing some of the wows and wonders in real time, how we're feeling this, let alone thinking through what we do about it. And I just want to hold space and acknowledge as we move into a whole group discussion for a few minutes as teams.

Dr. Kyser:

To the extent the recorder/reporter would like to share out wows and wonders, I'll share the Padlet so that those folks that want to perceive that Padlet can do that as we're speaking verbally. I just want to hold space for anyone that, before we move into the wows and wonders, if there's anything anyone wants to lift up for the good of the group in terms of how you're feeling about this data, or how you're feeling about what to do with this data. And then we'll segue into the group wows and wonders. But again, understanding that some of this data is triggering, that some of this data is re-opening

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up harm. And just wanting to acknowledge that, and not gloss over that. I'll hold some space here [15 second pause]. A little bit more think time, process time [5 second pause].

Christina Kasprzak:

Tiffany I, if it's okay. I'll just say in our group, I think there was a lot of hurt in thinking about...we wish we were making more progress than we have been. And then I loved that one of our folks said, "We have to remember these numbers are real children." Like, how do we always keep that in mind? These aren't just numbers. Even though the numbers are powerful to just...and I, I thought that was something we should almost, you know, like, kind of always begin with. These aren't just numbers. These are kids and families.

Dr. Kyser:

Almost an imperative to sort of ground ourselves in before entertaining conversations about...maybe the first thing to do is to acknowledge the humanity and the, and the children behind this. Yeah. Thank you, Christina. Any other shares before I share the Padlet, and we can...and, Christina, what group number? Just so we know as...

Christina Kasprzak:

We were in group five.

Dr. Kyser:

Group five. Okay. Thank you for sharing out. Any other Advisors want to share anything, just sort of broad, in-general observation about reactions before we share the Padlet?

Dr. Ward:

We were in group three. I was in group three. And I would say it kind of echoed with what you were saying, Christina, as to like the

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reactions, but I, I invite Yolanda and, where'd she go, I'm missing her on my screen, and Laura, sorry, Laura, to, to jump in as well. But overall sadness and like, wow, that, you know, how many years have we been at this, and it's still at the state that it is. And as we go forward, and really thinking through that. So, I just echo with what Christina...and Christina, I appreciate your group keeping a center that these are real kids, real families that this is happening to.

Dr. Kyser:

Thank you, Caryn. Thank you, group three. Dawn said similar for group one. Okay. I want to share...have an opportunity to share that Padlet. You all may, if you're viewing your Padlet, may want to refresh. A lot of great thoughts. Of course, at the bottom you have a scroll bar where you can perceive all the groups. But any group recorder/recorder want to, reporter/recorder, excuse me, want to share out, or sort of elaborate on any wow or wonder that you may have, as everyone's sort of taking in the kind of communal collection of wows and wonders.

Nelsinia Ramos:

Well, for group two, besides the seclusion restraint that you can see in there. Actually, the first one there was something that we experience, are experiencing, like every day, and is how in the world children, early childhood, are being expelled at the rate that they're being expelled? Now, what it could be so bad that that can be happening? That was what I heard.

Dr. Kyser:

Thank you, Nelsinia, representing group two. I'm also noting that a lot of the wonders are: What are the next steps? Why does this keep happening? What do we do about it? How do we build stronger

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systems? What would it look, sound, feel like in order to do some of the work we need to do accurately? How can we get there in terms of systemic, tiered intervention models? What is actually happening, right? So, really getting down to this notion of this is hard to digest, this is hard to perceive. This is signaling, perhaps something more pernicious that's happening in our systems. But what do we then do about it? And I just wanted to sort of connect those dots across what was self-generated across the groups. Are there any other themes or any other points that maybe the Advisors want to bring up or underscore before we move into our next activity introducing the tool? Any other things?

Dr. Skelton: Sure, I'd like to share something, Tiffany.

Dr. Kyser: Please, Seena.

Dr. Skelton: I'm in group seven.

Dr. Kyser: Group seven.

Dr. Skelton: Really great conversation as well. One of the things that we talked about was while the, particularly around the news articles, and how, you know, awful, awful they are. But what, what's sometimes missed, and is not as publicized, is maybe it is, to your point, things that are happening in our schools to try to redress these issues. So, when, when districts are implementing like restorative practices, or other kinds of evidence-based programs, to focus on redressing, that those, those instances don't make it into the, into the media. And so,

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how do we, how do we eliminate those instances as well, so that we can learn from each other on ways to proactively, and better reactively, address some of these issues?

Dr. Kyser:

Thank you, Seena, and thank you, group seven.

Nora Thompson:

This is Nora Thompson. It occurs to me, and I know this is sort of an “uh huh” thing, but it is the impact on the students. But there are adults that have to change behavior, and, and they're adults at the schools, and you can't keep your eyes on everybody all the time, but it is adults that set the, that set the tone that, that create the climate that, that...you know, so, I just keep thinking about the, the, the end user is the, is the child, obviously, and these are the children. But the work we have to do with the adults, to me, is the place that we have to pay way more attention to.

Dr. Kyser:

Thank you, Nora. And what group were you with, Nora? I think you're muted, Nora.

Nora Thompson:

Nine.

Dr. Kyser:

Nine, group nine, okay. Thank you, group nine.

Dr. Harvey:

If I can contribute to some of what group four talked about. I think, you know, similar to what Nora said, we have to really start working on the adults. And not just the adults: the system. And as we work on the adults in the system, really moving away from blaming the students and the families for their students' behaviors, and really

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taking an internal look to see what is going on and why our systems are so messed up that we continue to have these wows of, “Wow, these numbers are still the same.” So, really looking at it from a systemic approach, rather than looking at and blaming the students, and continuously blaming the families and the parents.

Christina Kasprzak:

Yeah, and I'll just add to that, Alexandria, too, because we also talked a little bit about...also the children who are in some of those videos that are actually hurting other children with disabilities. It's like the system and the adults are almost giving permission for children to then be disrespectful, if not abusive, to other children. And so, how, how do we even not even blame the children that are the perpetrators sometimes? Because our system and our adults are sort of encouraging it by not actually preventing it and calling on it. So, it's really like all those children are products of our system not functioning right.

Dr. Kyser:

Thank you, Christina. Just some things to recap for those that might be taking notes, that I'm going to mirror back is some key shifts. One, or key imperatives, in sort of taking these wows, moving into the wonders, and then what to do about the wonders. One sort of imperative or sort of key shift that I want to mirror back is humanizing quantitative data, valuing story. That's one sort of theme that I heard is that these are children, but also these are children that are in front of adults that comprise an educational system. That these children, from preschool on, are matriculating into a system where they are more in front of adults than they are their own parents and caregivers.

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Dr. Kyser:

Another key shift is moving from the gaze, the focus of analysis and sort of strategy, or innovation, away from students and families, particularly students and families closest to experiences of harm, and shifting to the system. So, that's a key shift or key imperative. And one shift, I think underneath that wasn't made explicit, is Alexandria talked about blaming. And I want to tease that out, this idea of who is responsible and who bears the onus of harm? Who is subjected to harm disproportionately, and who is allowed to perpetrate harm and violence? So, how do we examine how to disrupt who traditionally is allowed to cause harm, and who traditionally is almost pathologized to receive harm, and then pathologized to be too unruly or too disruptive to appropriately sort of signal, "I'm experiencing harm. This school community is not safe for me," right?

Dr. Kyser:

So, whose emotions are allowed to be surveilled? Whose body? Whose mind? So, I just want to lift up those three: humanizing data and story, privileging, maybe qualitative data and story over quantitative numbers that remove or dehumanize; shifting from the onus of, of, of, of harm, those closest to harm as being sort of the holders of that harm, to the systems that might be complicit in that harm; and shifting our gaze from just students and families with disabilities at the intersections, to the systems that may be complicit in or perpetrating such harm. Those are three shifts. Any other shifts that anyone wants to sort of surface, and I'm going to honor the Advisors and Seena as an Advisor as well. Any other shifts to sort of signal before we move on?

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Dr. Skelton:

Tiffany, I wonder if you could place those shifts in the chat at some point? I, I saw people writing them down furiously, while you were sharing them. I think that would be helpful.

Dr. Kyser:

Absolutely. Make sure there are multiple modalities. Thank you, Seena. Hold a little bit more space. Okay. What we're going to do now is we're going to sort of close out this particular experience and shift into the next. And I just want to ground ourselves in the, in those three shifts. And again, I'll place those in the chat. And, and perhaps by realizing those three shifts in our everyday practice, beginning to implement them today, tomorrow, this week, this month, this year, to examine a tool that we're going to introduce, and how some of those shifts are baked into that tool.

Dr. Kyser:

I would like to ground us in a quote from Dr. Amanda Sullivan, MAP Center Equity Fellow out of Minnesota, and other colleagues about what might be at stake if we're not able to really embrace this sort of collective shift that we've talk about. So, a volunteer to read this quote. It's in two parts. So, the first volunteer, and feel free to unmute your mic and read out.

Alicia Quash-Scott:

I'll do it. So, "This basic evidence of disparate impact is alarming because exclusionary discipline is ineffective for reducing inappropriate behavior and is associated with a variety of negative educational and social outcomes, including future disciplinary infractions, repeated suspension, academic failure, school disengagement, push-out, overrepresentation in youth detention, and later incarceration."

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Dr. Kyser: Thank you, AQ. And the second part of the quote, volunteer to read?

Yolanda Jackson-Lewis: I'll go. "Demonstrating concern about the potential over-usage of exclusionary discipline with students with disabilities, in 1997, Congress amended IDEA to require states to monitor disparities in long-term suspension and expulsion of students with disabilities, and to identify policies, procedures, and practices that may contribute to the disproportionate exclusion (IDEA, 1997). More than 15 years later, desperate treatment..." is that right? No, "treatment persists." Help me with that.

Dr. Kyser: Thank you, Yolanda? No, you got it. Disparate treatment persists.

Yolanda Jackson-Lewis: Disparate. Thank you.

Dr. Kyser: So, after, after these waves of different guidance to monitor disparities, monitor long-term suspension and expulsion, students with disabilities are found to, 15 years later after that, still experience inequitable and disparate treatment. So back to these conversations, back to the wows of, "Why does this continue to happen? What is it about our systems?" And then lifting up those three shifts perhaps provide some insights. That it's not about students and families with disabilities at the intersections to hold the blame for experiencing their own disenfranchisement; we must shift to adult practices and adult behavior. That it is not about what may be the responsibility of students and families to thrive within a system that is harmful; but it's the responsibility of those leading those educational systems to disrupt and redress practices of violence that make it complicit for

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adults, and for students, to perpetuate harm for students with disabilities at the intersections.

Dr. Kyser:

So, I just want to offer about 30 seconds. Anywhere where you're capturing notes or you're, or you're writing. Just give you 30 seconds to just capture any final thoughts or next steps that you have for your next grade-level team meeting, or department meeting, or division meeting, or anything that you've been meaning to read that you want to schedule in, give yourself just 30 seconds to just sort of organize what you want to do in response to this conversation about the state of exclusionary discipline practices in our country. 30 seconds starts now [15 second pause]. About 15 more seconds. 15 more seconds, wrapping up that final thought or that next step [10 second pause]. About 5 seconds, 5 seconds remaining [5 second pause]. 2 seconds.

Dr. Kyser:

We now are going to move into an overview of what we're calling, which was collaboratively led of course, and lead thought partners with our Advisors, on your e-forum, which is entitled the *State Education Agency Self-Assessment and Pre-Planning Worksheet*. We too, as MAP Center leadership, and as our Advisors, had similar questions that you all had when we were confronted with the same data, coupled with our various expertise across a wide range of foci in educational systems, thought through thoughtfully, as I introduced earlier in the session, of a self-assessment tool. To in ways, Christina and Yolanda, AQ, Nora, to sort of surface, what are those critical imperatives that maybe can be a value-add to Ed's guidance to keep safe, inclusive, and fair school cultures and climates? But with the specific focus on students with disabilities at the

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intersections, due to the very concerning data that we've all spent such a good amount of time the last 40 minutes sorting through.

Dr. Kyser:

So, I'm going to provide a high-level overview of this tool. Advisors, feel free to let me know if I've missed anything, and then we're going to spend a, a, a good amount, the remainder of our time before we close today, really diving into this tool, making sure we understand this tool, and asking ourselves what are questions or considerations we may think through after this convening, to really have this tool be a viable practical tool that's utilized, that folks are galvanizing behind, that can leverage as part of, I'm sure, many great resources and tools and conversations that are already existing either at your state education agency level, your education service center level, or within your school community broadly.

Dr. Kyser:

So, the purpose of this tool, tool is to allow state agencies specifically, but can be applied to different school community contexts, but we have designed it specifically for state agencies and education service systems to support in examining to what extent one's systems are, at a systemic level, are at a preparedness level to apply Ed's guidance, through an equity lens. We have done this through really isolating what research tells us are three key le-, le-, levers into systemic transformation. And that is examining what we call the three P's at the MAP Center: people, policies, and practices. And so, this tool is set up in a, a, sort of a multi-step process.

Dr. Kyser:

There is a section, before I go over the directions, that breaks down each Guiding Principle for Ed's guidance document, there are five

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Guiding Principles. So, you'll see that there is a Guiding Principle section. That Guiding Principle is listed and enumerated. There's also a Principle Indicator, which is the ways in which we rate a particular indicator. Underneath the Guiding Principle, there are those three P's. So, you'll always see under the Guiding Principle, "people, policy, and practice." And this structure follows for each Guiding Principle, so Guiding Principle two—and you'll see the same structure, Guiding Principle three, and so on.

Dr. Kyser:

After the Guiding Principles, which have sort of evidence-based, practitioner-centered indicators to rate, there is a section where an individual or group can come together and engage in ways in which they're responding to the different domains that are going to be ranked. And I'll talk about that there shortly. But in step four, there are some key reflective questions to engage in individually, and then later as a team, to think through one's reaction to that self-assessment. And then step five, how to assess one's, an agency's sort of self-assessment. How to reflect on them, but then what do you do in response in terms of planning? So, really getting to the actionable steps of what do I do in response to the preparedness, and people, policies, and practices across those five Principles.

Dr. Kyser:

There are some key terms that follow, as well as references. And keep in mind as you go through this tool, should you have any feedback for us at the MAP Center, Advisors don't hesitate to let us know that as well in this activity we're going to break apart. But in terms of the instructions, there's a set of ratings. So, in those indicators, zero is confident that you feel like that systems are in

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place and ten means mostly or very confident. Zero means not at all confident, excuse me, ten means mostly or very confident. So, as you're reading the items, you're ranking: zero, I'm not confident this is in place in my agency. Or ten, I'm very confident.

Dr. Kyser:

After completing rating of each Principle Indicator, one would look at the Guiding Principle and note in following these instructions: Did I rate eight or above consistently? Did I rate four to seven consistently? Or did I rate zero to three consistently? And there's some guidance. If I rated pretty high at eight or above, I'm going to circle three under my Guiding Principle. So, I'm going to circle a three here under my Guiding Principle, which is to suggest that the practices, the practices for safety for students with disabilities, is at a standard that you have determined that that's sufficient.

Dr. Kyser:

If you're somewhere in the middle, four to seven, you're going to circle a two, a two for that domain. Which is to signal to you that you're not quite at standard, but you're developing in terms of safety for students with disabilities at the intersections. And if you find yourself or your team circling a lot of zeros to three, you're going to circle a priority level of one, which is to indicate you're not quite at standard, not quite at developing, but you're at the develop, excuse me, beginning stages in terms of the systemic levels and conditions of safety for students with disabilities at the intersections. So, steps one and two are the most tricky part, and I, and I wanted to make sure that I took time to share that.

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Dr. Kyser:

So that's a little bit of the overview for the tool. I want to pause before we move into our next breakout activity, where we really have some time to really dive in that tool. Saba-Na'imah is going to put you all back in those same breakout rooms because you've established your relationships. Is that right? Saba-Na'imah, I want to make sure that we're going to the same breakout rooms.

Saba-Na'imah Berhane:

Yes, for the majority of us. I think one or two people did get moved just because we had some attendance changes. People had things they had to leave to do.

Dr. Kyser:

Understood. Understood. Thank you, Saba-Na'imah. So, I want to hold space. Any questions or Advisors, did I miss anything? Or Seena, did I miss anything? Okay. Alright. So, what we're going to do is you're going back in your groups, you're going to be back in your group facilitator reporter/recorder role. Feel free to change those up if you'd like. You're going to, you're going to focus on an assigned Guiding Principle. Because there's five Principles, we want to make sure that you focus in on just one Principle, ok? So, Saba-Na'imah is putting those assignments in the chat. I'm also going to tell you verbally. Groups one and two are going to focus on Guiding Principle one. And again, this is in the chat box, and I'm verbally reading. Groups three and four are going to focus on Guiding Principle two. Groups five and six are going to focus on Guiding Principle three. Groups seven and eight are going to focus on Guiding Principle four. And groups nine and ten are going to focus on Guiding Principle five.

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Dr. Kyser:

And again, that's in your chat, feel free to, if you want to copy that in your chat, so you can move it over in breakouts, feel free to do that. You may want to take about a minute or two in this section of the activity. We're going to have a total, timekeepers, we're going to start out with 20 minutes. We may have a little bit more before we move to wrap up. After you have your group roles and you're clear on your Guiding Principle, you're going to review the self-assessment tool one more time, but then focus specifically on your Guiding Principle, and brainstorm resources that may support state agencies in preparing, engaging, and/or advancing equity-focused priorities for safe and inclusive learning for students with disabilities at the intersection, by the use of the tool, and you're going to capture those materials on the Padlet. So underneath your wows and wonders, you're going to stay in your same group and you're going to share links, videos, resources that you feel like, considerations you may want to type out that you feel like may be beneficial. So, before Saba-Na'imah breaks us into our rooms, I want to hold space. Any questions or any points of clarity?

Dr. Skelton:

Tiffany, can you share just one more time, how people can access the tool?

Dr. Kyser:

Absolutely, absolutely, absolutely. Thank you, Seena. So, I'm going to unshare my presentation, and I'm going to pull up the e-forum. The e-forum, Saba-Na'imah has placed in the link, and feel free to let her know if you need that again. Under the Quick Links box on the left, the third item down says, *State Education Agency Self-Assessment and Pre-Planning Worksheet*. You will click on that.

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That will open up the tool in a separate window. Thank you for that, Seena. Any other questions, points of clarity? Saba-Na'imah has replaced the e-forum link and password in the chat for your convenience. All right. Again, we're going to start out, let's start out with 20 minutes, and we'll give some bonus time if, if we need that. And Saba-Na'imah will open up the rooms now.

Dr. Kyser:

Welcome back. Welcome back everyone. There's never enough time, I know. But hopefully it felt like at least a good healthy start. We are going to move into closing, but I want to thank each of you. I was able, Saba-Na'imah and I were able to pop around to the various rooms. I just want to offer our deep gratitude for your labor and perspectives, and your care and consideration.

Dr. Kyser:

As we move to close, we want to offer special thanks to members of our design and marketing and dissemination team who are instrumental from marketing and dissemination, disseminating information about this event that allowed you all to register here, for folks that were super supportive for last minute, just-in-time questions that some of you had later...late last evening and, and this morning, for our Doctoral Research Assistants who, Kristina and AQ, who did a lot around research and putting together materials. So, we want to offer a deep thanks to, again, our extended team who may not be the face of this Convening, but were certainly very, very instrumental into putting it together. So, thank you.

Saba-Na'imah Berhane: Alright, so before we wrap up completely, I just wanted to go ahead and take a few moments to do our post-session questionnaire. So,

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we're an organization of continuous improvement, and that means that we would love to hear from you a little bit on what went well today, and what areas we can improve upon. And this test takes about five to ten minutes. I'm going to put the link for this post-session questionnaire in the chat. And if you prefer, you can also use the QR code on the PowerPoint on your screen now, as well as through the e-forum, to access that post-session questionnaire. Thank you in advance for your thoughts and your perspectives.

Dr. Kyser:

So, with that, I want to thank you all again and move us to close. I want to hold space for our Advisors who may have any final greetings or points of encouragement and ask Seena to do our formal close out.

Dr. Skelton:

Thank you Tiffany. I'm actually going to ask you, if you can reiterate for the group one more time what will happen with the tool, when the tool will be published live, and just the format. A lot of people had some great, great feedback and great contributions and really want people to know when they'll be able to access the final tool and what that tool will look like.

Dr. Kyser:

Absolutely. So, the Advisors have been vigilantly observing as MAP Center leadership, and just getting you all's reactions to the tool, your insights, your perspectives, and we will continue to refine through late June to mid-July. We will then take the recording of this video, and with the refinement of the tool and your insights and Advisors' continual insights as they were sort of reacting and observing how practitioners are engaging with this tool. We'll refine that through the

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summer, polish up the tool, and bundle it with the recording and the materials and resources such as the fact sheet, so that there is sort of almost like this mini toolkit or this suite that practitioners can leverage. We hope, Seena, to have it published by late summer. So, we're thinking late August through late September as that window. We will notify each of you who registered and attended when that is published, so that you have access to that.

Dr. Kyser:

You, of course, in the interim, have access to this current version of the tool, as well as the fact sheet, as well as the PowerPoint presentation. Additionally, you have access to all the Advisors who are on that e-forum, as well as Seena, myself, and Kathleen. So, if there are any questions or if you want to send further feedback or any perspectives, don't hesitate to do that throughout the summer. Ideally, the sooner we have it, the better we can guarantee that it's integrated, that feedback, into the tool. But again, we're thinking late August through late September to have that published. Thank you, Seena.

Dr. Kyser:

Any other final thoughts from our Advisers? Christina, Dawn, Alexandria? Anybody else want to share? Caryn? Okay.

Christina Kasprzak:

I just want to say thank you. I don't, I mean, the small group discussions were perfect. Tiffany, I think your leadership and facilitation was wonderful. And I just think the folks who participated today just seem to be both energized and thoughtful. And I just appreciate the community today.



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Dr. Kyser:

Thank you, Christina. Please have a wonderful rest of your day, a wonderful long weekend. And thank you for all the work that you all each individually do, that probably often goes unnoticed, for students and families in your school community. So, with that, have a great rest of your day.

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