

WELCOME

Our session is about to begin ...



ARTS



EDUCATION
PARTNERSHIP



Are We Advancing Equity for Students with Disabilities?

SEPTEMBER 15, 2021



SPEAKER

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John F. Kennedy Center for the Performing Arts



SPEAKER

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SPEAKER

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Session Description

Today's discussions around diversity, equity, and inclusion frequently leave out disability.

We believe that the arts and education community is ready for a discussion on the intersectionality of disability with other marginalized communities and that educators who include disability in their Diversity, Equity, and Inclusion goals are critical to improving opportunities for students with disabilities.

If we don't talk about it, how will we as a community learn to dismantle ableism, avoid euphemisms, pity, and inspiration, honor and implement differentiation, make your organization and the arts classroom more reflective of the diversity in our communities and welcoming to students with disabilities?

Session Questions

This conversation is going to ask participants to discuss complex questions such as:

- Where does access for people with disabilities live in your work?
- How can we better include the voices of disabled Black and people of color in our work?
- Can we dismantle racism and ableism in our organizations and classrooms?

We believe that people with disabilities, of all ages, can learn through, participate in, and engage with arts ... we believe that you should too.

Agenda

- Who is Disabled?
- Arts Access and Systemic Thinking
- Dialogue with LaMondre

Note: *Please put questions in the chat.*

Who is Disabled?

61 Million Americans with Disabilities

26% or 1 in 4 Americans



8 % of Children



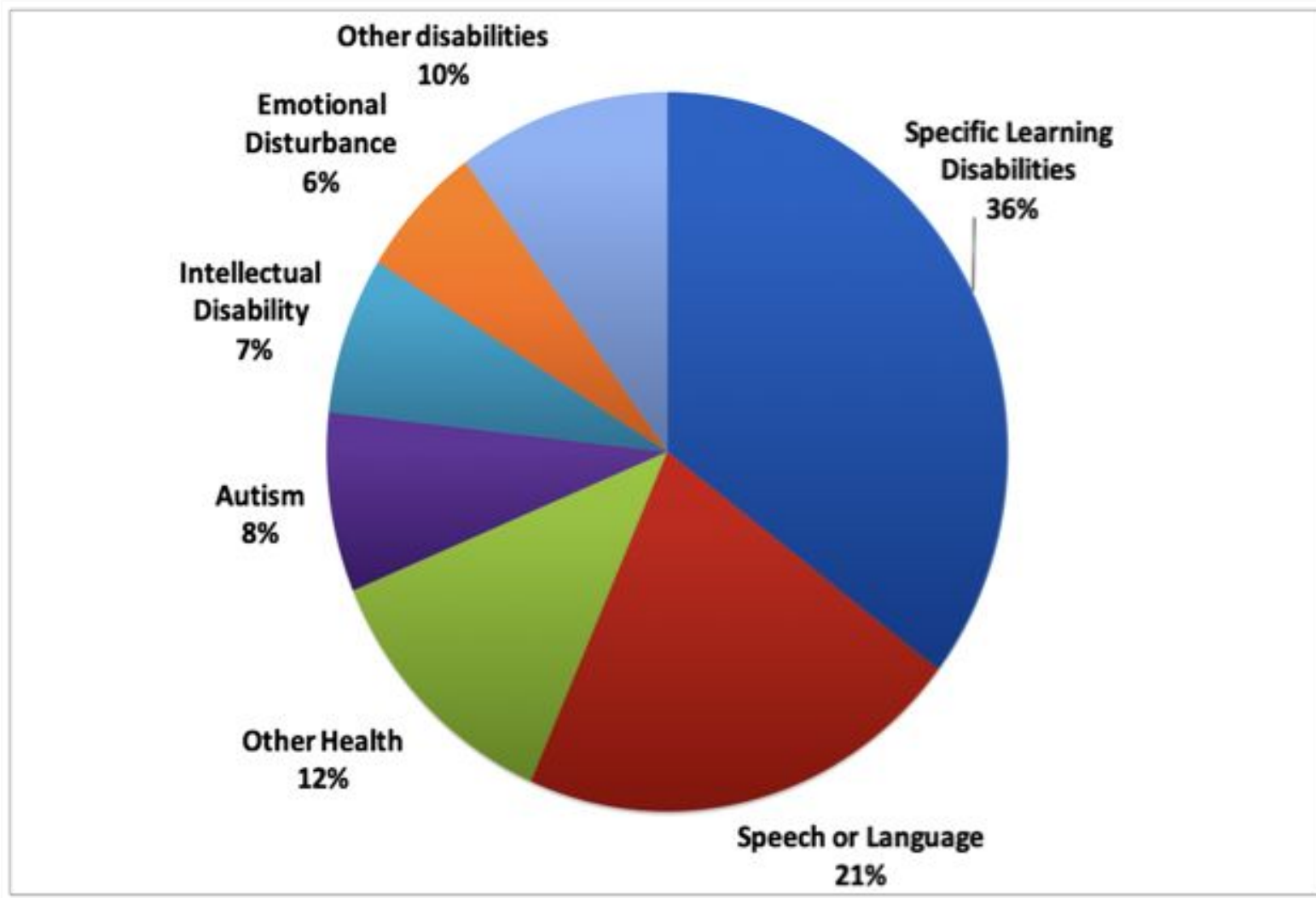
51% of Adults



41% Older Adults

- Disability crosses economic, geographic, social, gender, race, ethnicity and age
- Most people have mild disabling conditions, only 2.9% are severely disabled and 12.4% are moderately disabled
- Disproportionate impact on women, older people, people of color, and people in poverty

14% of Children (K-12) have a Disability



23 million parents have at least one child ages 5 -16 who has a disability.

Arts Access

Arts Access was founded in 1984 and is dedicated to increasing access to NC's thriving arts community for children and adults with disabilities.

Arts Access provides:

- accessibility resources
- training to arts and educational organizations
- audio description to performing arts venues
- resource-based website and social media
- outreach and advocacy

Wake Arts Inclusion Project

WHO & WHAT? A 3-year (2019-22) grant project to increase the number of kids with disabilities participating in the arts.

HOW? Create lasting change with individuals and organizations by giving teachers, teaching artists and arts administrators the tools and resources they need to better serve kids with disabilities.

WHERE? [WCPSS](https://www.wcpss.net/) - Wake County Public School System

- 14th largest school district in the US; largest in NC
- Wake County - most populous county in NC; anchored by Raleigh, but contains 12 municipalities



Questions To Consider:

- **Collaboration:** How can arts and special education teachers work together to serve students with disabilities?
- **Support:** Do students with disabilities have the support they need to succeed in the arts classroom? Do arts educators have the training?
- **Representation:** Where do disabled students see themselves represented? Artists, mentors, teachers? What about Black and indigenous/native disabled students?



What systems are in place that negatively impact the full inclusion of disabled students in arts education?

- **Pre-Service Systems:**
 - Lack of courses on disability for arts educators
 - Teachers are disproportionately white (79% in 2018) and nondisabled (~4.6% in 2016)
- **School Culture and Systems:**
 - Departmental silos: arts education and SPED
 - Lack of high expectations for students with disabilities in arts education classes
 - Administrative scheduling and assignment processes
 - Stigma around disability; unaddressed academic, mental health or behavior needs.
 - Subjective policies that push disabled students out of the classroom and into disciplinary cycles.

Sources:

- <https://nces.ed.gov/programs/coe/indicator/clr>
- <https://disabledteachersnetwork.weebly.com/survey-results.html>
- <https://dredf.org/legal-advocacy/school-to-prison-pipeline/>

Dialogue with LaMondre

THANK YOU!

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Thank you for attending!
