

CMEA BP 7.0 – CMEA DEIA Policy (August 7, 2021)

7.1 CMEA Diversity, Equity, Inclusion, and Access Policy

In June 2021, the Executive Board reviewed the draft and made word choice and language adjustments to allow for longevity of the policy. The Executive Board was mindful of word choices that would be inclusive and support all facets of music education. The Executive Board ensured that all music educators find themselves within this policy to understand the urgency and importance of this work for CMEA and its current and future members. The draft policy was approved to move forward to present to the Board of Directors.

In August 2021, The Board of Directors reviewed and approved the June 16, 2021 draft of the DEIA Policy. After reviewing, the Board of Directors requested the addition of this preamble, to provide a historical context of the development process of this policy.

Access Definitions and Statements

DIVERSITY Definition

Diversity refers to the many markers of identity including the intersectionality of multiple identities within each individual. These identities include, but are not limited to ethnicity, language, culture, religion, learning modalities, socio-economic status, gender, sexual orientation, and ability.

CMEA Diversity Statement

CMEA values the *diversity* of California students by uplifting and honoring students' multifaceted identities as assets in music classrooms and environments.

EQUITY Definition

Equity refers to the ongoing provisions and practices that create conditions in which each and every student can reach their full potential in the study of music.

CMEA Equity Statement

Ensuring *equity* requires ongoing reflection, identification, and removal of barriers to culturally relevant and sustaining music pedagogy for all students, including deliberate attention to students needing additional supports, and intentional action to uncover biases and dismantle systems of oppression.

INCLUSION Definition

Inclusion refers to the practice of educating each and every student in music, honoring diversities as assets in students and families as bearers of culture.

CMEA Inclusion Statement

CMEA believes *inclusive* music education acknowledges the variability in every learner, ensures high learning outcomes, and intentionally promotes participation in music learning for each and every student. Music instruction must take into account student variabilities,¹ providing multiple means of engagement, representation, and action and expression,² and ensuring a safe learning space for each and every student.

ACCESS Definition

Access refers to the full availability of environments and resources, ensuring a free, active, and equitable pursuit of engagement in all opportunities.

CMEA Access Statement

Ensuring *access* requires the removal of each and every barrier in pedagogy, program, or pathway that deny or limit students' participation in music education. Ensuring *access* prevents any social or cultural factor³, from limiting a student's access to music education.

¹ including but not limited to cultural background, gender expression, sexual identity, visible and non-visible disabilities, neurodivergence, chronic illness, and physical barriers.

² Universal Design for Learning (UDL) Framework, 2021. <https://udlguidelines.cast.org/>

³ factors, including, but not limited to: perceived musical ability, aesthetic preferences, past academic performance, special education needs, and English-language ability.

7.2 CMEA Diversity, Equity, Inclusion, and Access Policy, *Advancing Music Education in California*

Each and every student deserves equitable access to the delivery of music education, as stated in the *California Arts Education Framework (2020)* and in the *Every Student Succeeds Act* as essential to a well-rounded and comprehensive education. The study of music includes people, places, and cultures involved in music creation and performance. The 2019 California Music Standards set criteria for teachers and students to study a variety of musical styles and music-making traditions from around the world.

CMEA works with school leaders and music educators to

- Create conditions for each and every student to access music instruction, regardless of the perceptions of their academic status, financial capacity, or other locally identified barriers.
- Expand music curricula, pathways, and programs to include content that is culturally responsive, relevant, sustaining, and inclusive of a variety of music making traditions and opportunities.
- Create a welcoming environment for each and every student who wants to participate in music, regardless of exceptionalities, identity, orientation, or cultural background in their music programs TK-12.

The California Music Educators Association will:

- Advance the respect for, and responsiveness to
 - the variety and diversity of cultures, and
 - the vast intersectionality of identities.
- Disrupt
 - exclusionary and marginalizing practices,
 - language that supports microaggressions
 - perceptions of gendered voices and instruments, and
 - practices and procedures of hierarchical assumptions.⁴
- Empower music educators to
 - Adapt teaching practices to include culturally relevant and sustaining pedagogies.
 - Expand music repertoire to design and implement an inclusive curricular framework.⁵
 - Build music programs that address achievement in all areas set forth in the 2019 California Music Standards by
 - including the study of a wide variety of music-making that encompasses styles and genres of music broadly representing California's cultural diversity.
 - broadening formats, structures, and ensembles so that students can explore and expand communication, collaboration, and music literacies.
- Pursue, conduct, and disseminate research that informs remedies for inequalities and injustices.

CMEA addresses DEIA by

- Coordinating professional learning to provide members the skills, information, and collegial support necessary to work with and support an increasingly diverse society, within and outside the music classroom.
- Engaging individuals from diverse backgrounds and identities to conduct professional learning for members.
- Conducting and promoting systematic research into the best practices for delivering music instruction to students, in a variety of musical styles and genres, and disseminating the results of that research.

CMEA works to reform, add, and diversify state-run events⁶ to extend and promote diversity, equity, inclusion, and access to opportunities that

- Focus on the four artistic processes (Creating, Performing, Responding, and Connecting) within the 2019 California Music Standards.
- Showcase student learning to include students creating in real-time and engaging in conversations about the process (responding and connecting).

- Engage in a continual broadening of musical styles and genres that are culturally and academically relevant and diverse.

CMEA supports efforts to recruit and retain persons of diverse cultures, identities, and ethnic origins to teach music in California schools, building a music educator workforce that reflects the diversity of California and our school populations.

CMEA identifies, recruits, and develops, through inclusionary practices, new and emerging leaders from all groups represented within CMEA, to participate in leadership of the association.

CMEA lobbies and advocates for policies, laws, and regulations at the federal, state, and local levels that promote diversity, equity, inclusion, and access to music education for each and every student.

CMEA partners with institutions of higher education and their societies and accrediting bodies that foster and provide an open and inclusive post-secondary music education. We seek institutions that actively value and model diversity and inclusion in both student and educator.

CMEA partners with Community Building Organizations (CBOs), arts organizations, businesses, and additional arts advocates that promote diversity, equity, inclusion, and access to music education for each and every student.

⁴ Such as, perceiving band as more important than choir and/or orchestra, “western art” ensembles as more important than additional courses or ensembles, or limiting access to ensembles or expanded pathways.

⁵ For example, seeking out, including diverse composers/arrangers (i.e., BIPOC, female, non-binary). Including descriptions such as, “As we select repertoire for our ensembles, consider programming music and composers that reflect the abundance of cultural diversity that is representative of our students across the state of California.”

⁶ i.e. festivals, clinics, workshops, etc.