Civic Engagement Resource Guide for Allies and Advocates of Black Women with Disabilities
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Black Girls Vote is a nonpartisan organization designed to represent the concerns and interests of Black women.

The mission of the Black Girls Vote Advocacy Committee is to organize our membership and community around issues that disproportionately affect black women and girls. We do this by organizing education events, utilizing partnerships and demanding policy changes from elected officials. The Black Girls Vote Advocacy Committee is dedicated to using black women's collective vote and voice to improve the conditions of their lives and the lives of others.

#BGVAdvocacy aims to cultivate a community of well-informed citizens to support policies that align with BGVs strategic aims to:

- Advance Education
- Advance Economic Development, and
- Advance Health and Wellness
- Advance Voting Rights

**Black Girls Vote 2022 Advocacy Strategic Focus Areas**

- Voting Rights
- Reproductive Justice
- Student Debt Relief
- Police Reform
- Universal Child Care
- Black Girl School Pushout
- Equal Rights Amendment
- Sick Leave
- Black Women's Equal Pay
- Violence Against Women
- Health Disparities
- Paid Leave

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Executive Summary

Black Girls Vote offers this toolkit first to all disabled Black women, knowing that we are together in this fight to advocate for the right for a full meaningful life; while we highlight the added barriers. Our hopes are to lift each other and ensure that we all feel heard, seen, and affirmed in our existence and experiences. Oftentimes, the issues Black women and girls with disabilities face are shadowed or co-opted within the larger disability community, as everyone’s issue. Also, within the Black community, disability doesn’t appear as a priority in the fight for liberation. However, this ignores the very specific experience Black women and girls with disabilities face are on a daily basis; from continued racism to the added layer of ableism. This toolkit aims to explicitly name the specific ways Black women and girls with disabilities experience racism and ableism differently from other people with disabilities.

This toolkit is an extension of our collaboration investigating the effect of racism and ableism on the Social Determinants of Health (SDOH) Black women and girls with disabilities. Black women with disabilities exist at margins that have a disparate impact on their health outcomes, education and financial inequality. Our toolkit analyses the effect racism and ableism have on the school to prison pipeline, reproductive justice and economic disadvantage for Black women with disabilities. While it isn’t enough to just highlight the experiences Black women with disabilities face in health, economics and education, it is our hope this toolkit will be used in advocacy efforts by the wider disability community and within the Black community. The toolkit offers statistics, readings, facts and myths and research articles to help advocates be more efficient as they fold the experience of Black women and girls with disabilities into their advocacy efforts for both the disability community and the Black community.

This toolkit looks to highlight the relationship race and disability have on the lived experience of those who live at the margins, particularly Black women and girls.
**What is a Disability?**

A Disability is defined as a condition or function that substantially limits one or more major life events. Major life events include: caring for oneself, manual tasks, seeing, hearing, eating, sleeping, breathing, learning, reading, concentrating, communicating or working and major bodily functions including functions of the immune system, normal cell reproduction, digestive, bowel, bladder, neurological, respiratory, circulatory, endocrine and reproductive functions\(^1\). Disability is used to refer to individual functioning, including physical impairment, sensory impairment, cognitive impairment, intellectual impairment, mental illness, and various types of chronic disease. There are eight primary categories that disabilities can fall into. They are Mobility/Physical, Spinal Cord (SCI), Head Injuries (TBI), Vision, Hearing, Cognitive/Learning, Psychological and Invisible\(^2\). Disabilities are diverse and can vary. Some examples of disabilities are listed below:

<table>
<thead>
<tr>
<th><strong>Bipolar disorder</strong></th>
<th><strong>Blindness</strong></th>
<th><strong>Cancer</strong></th>
</tr>
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<tbody>
<tr>
<td>Cerebral Palsy</td>
<td>Deafness and hearing complications</td>
<td>Diabetes</td>
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<tr>
<td>HIV/AIDS</td>
<td>Intellectual Disability</td>
<td>Major Depressive Disorder</td>
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<td>Missing limbs</td>
<td>Mobility Impairments</td>
<td>Multiple Sclerosis</td>
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<td>Muscular Dystrophy</td>
<td>Obsessive Compulsive Disorder</td>
<td>Post-Traumatic Stress Disorder</td>
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<tr>
<td>Schizophrenia</td>
<td>Spina Bifida</td>
<td>Sickle Cell</td>
</tr>
</tbody>
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\(^1\) [42 U.S. Code § 12102 - Definition of disability | U.S. Code | US Law | LII / Legal Information Institute (cornell.edu)]

\(^2\) [Disabilities: Definition, Types and Models of Disability - Disabled World (disabled-world.com)]
There are a lot of myths that must be debunked, when referring to people with disabilities. The most common myths for persons with disabilities are rooted in the notion of ableism. The prejudice against persons with disabilities is substantially higher, than against those with disabilities that are not commonly visible.

Black women with disabilities encounter less ableism than their peers and more racism in healthcare, jobs and schools. This can be evidenced by countless studies conducted by the Department of Education, Department of Labor, and Department of Health and Human Services. In an article by Kres-Nash (2016) it was noted that ableism will always exist, because it is a tool of racism – which creates societal barriers for people of color with disabilities. The typical social models for disability historically within the disability community have embraced people of color, while ignoring the struggle of those persons of color. The intersectionality within disability as it refers to race and gender is never fully taken on, because people of color are always left to fight for their own rights and issues separately.

**Myth:** All disabilities are visible.  
**Truth:** Some disabilities are visible and may require things like a wheelchair, but there are various invisible disabilities that people can have. Some can include but are not limited to the following:

- Autism Spectrum Disorder
- Attention Deficit Hyperactivity Disorder (ADHD)
- Asthma
- Epilepsy
- Allergies
- Migraines
- Arthritis
- Chronic Fatigue Syndrome

Another common myth is that most people are born with disabilities. As people age, the likelihood of having a disability increases 7 percent between ages 18 to 20, in

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comparison to other races; and the disparity increases to more than 50 percent between age 61 to 65 for Black women in comparison to other races. These disparities continue within the Black community, and greatly impact Black women with disabilities.

**Myth:** All people with disabilities are born with them.

**Truth:** “There are many types of disability, including disabilities that children are born with, disabilities that develop after birth, and disabilities that are caused by injury. Children with disabilities may have special needs and require early intervention and as much support as possible.”

It is true that people with disabilities can lead full and productive lives, but many Black women still face barriers when it comes to this notion. The barriers are not linear. The barriers come when seeking employment, because being a person with a disability, comes with barriers to employment; but the added context of being a Black woman adds in a layer of intersectionality that creates an income and poverty barrier.

Boston, Goodman, Morris & Walton (2019) found that the overall disparities for education, income, health and food availability require urgent and immediate attention; and that these same disparities rob Black women with disabilities of dignity and self-respect while simultaneously reducing participation in the workforce, and economic mainstream therefore diminishing the overall quality of life.

There needs to be more work done to ensure the inclusion of Black women with disabilities, into the workforce from a young age. The role that jobs play, and education plays is pivotal to the overall success throughout the lifetime of any individual, especially people with disabilities.

**Myth:** People with disabilities cannot live full and productive lives.

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5 What is a childhood disability? | Pregnancy Birth and Baby (pregnancybirthbaby.org.au)

Truth: People with disabilities can live full lives. It’s up to society to make sure proper accommodations are available to allow people with disabilities full inclusion into society.

Disability Statistics

Data on the number of people living with disabilities is often difficult as the census done every 10 years does not ask about disabilities. Most estimates for disability statistics come from the American Community Survey which is sent to a small sample of the country where statistics are used to estimate for the rest of the population. The Center for Disease Control has estimated every 1 in 4 adults (about 26%) in America has a disability be it hearing, vision, mobility, intellectual or cognitive. As people age, disabilities become more common as 40% of people 65 and older report living with a disability. Non Hispanic African Americans are diagnosed with severe disabilities 1.5x non Hispanic whites which can be due to lower socioeconomic status of African Americans because when that is controlled, rates of disability are the same. In 2012, there were 14.8% non hispanic African-Americans with severe disabilities. In 2019, there were 14.0% African Americans in the US and 12.5% in Maryland living with disabilities based on the 2019 American Community Survey estimates.

Percent of individuals living with disabilities across the United States

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7 CDC: 1 in 4 US adults live with a disability | CDC Online Newsroom | CDC
8 CDC: 1 in 4 US adults live with a disability | CDC Online Newsroom | CDC
9 Racial/Ethnic Disparities in Disability Prevalence - PMC (nih.gov)
10 S1810: DISABILITY CHARACTERISTICS - Census Bureau Table
Overview of the Americans with Disabilities Act and its Importance

Modeled after the Civil Rights Act of 1964, the Americans with Disabilities Act was signed in 1990, prohibiting discrimination explicitly against people with disabilities from participating fully and equally in society. Prior to the passage of the ADA, Section 504 of the Rehabilitation Act passed in 1973 which prohibited entities that receive federal funds from discriminating against people with disabilities. However the entities delayed in creating the necessary changes to achieve inclusion and in April of 1977, disabled activities staged a sit-in at federal buildings throughout the country11. Activists sat in federal buildings from April 5 to April 28th with help from allies such as The Black Panther Party and Gray Panthers to lay the groundwork for the Americans with Disabilities Act through direct action12. Section 504 of the Rehabilitation Act acknowledged the responsibility of the government to create an accessible and inclusive world for people with disabilities for the first time.

When the Americans with Disabilities Act passed in 1990, it was acknowledgement of society’s responsibility to create an inclusive and accessible world for all people with disability. For the first time, public and private entities were prohibited from discriminating on individuals with disabilities and required to ensure access to all programs, services and actives. It made reasonable accommodations a standard, rather than an afterthought and provided legal recourse for discrimination based on disability. Society had come to view inclusion for individuals with disability as a fundamental right. While we’ve come a long way for disability rights and justice, we still have a long way to go. Particularly, incorporating a racial justice lens in our advocacy to ensure those who live at the margins are included in our broader fight for disability justice.

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11 The 30th Mark - A Look at the History of the Americans with Disabilities Act. - NCLD
12 The Black Panthers and Disability History - Independence Now (innow.org)
Intersections in Disability

Disability rights and justice has been a long fight beginning long before the passage of the American with Disabilities Act in 1990. The ADA, as well as the Olmstead Act moved people with disabilities from exclusion and segregation to full integration into society; and provided a legal recourse for discrimination against persons with disabilities. Since the passage of the ADA, we’ve seen some movement made in the lived experience of individuals with disabilities with respect to support and services, but there are still barriers that must be overcome. There is more progress to be made as we explore ways to meet the needs of people with disabilities. There are so many ways to impact the lives of people with disabilities, and one lens to explore it are the ways in which intersectionality plays a part for disability rights and justice.

Intersectionality, coined by Kimberle Crenshaw in 1989, explains the ways the law does not consider nor recognize the ways different identities; specifically Black women, experience discrimination as by race and gender. Experiencing both racism and sexism, discrimination presents itself in a unique way for Black women; especially for Black women with disabilities. Black women with disabilities experience job discrimination at a rate higher than their disabled peers (Smith, 2020). When you account for disability, outcomes and effects make the lived reality of Black women with disabilities entirely different from other women. Even in a post-ADA world, people with disabilities can face barriers to completing their education, and education is linked to overall health in myriad ways, including individual health knowledge and behaviors, access to health care, exposure to environmental toxins, and jobs that are more physically demanding or dangerous (Brookings Institute, 2022).

Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics (uchicago.edu)


Black women with disabilities within education, reproductive justice, socioeconomics and voting:

**Education**

The school-to-prison pipeline refers to the policies and practices that push schoolchildren, especially those most at-risk, out of classrooms and into the juvenile and criminal justice systems. Rather than addressing behavioral challenges through positive behavior interventions and supports, schools exclude students from the classroom through suspension, expulsion, school-based arrest, informal removal, forced transfer to alternative school and other measures that remove students from the protective safety net of school. These exclusionary discipline measures are harmful to youth and do not address the underlying cause of the behavior and do not teach youth how to improve their behavior. Rather, they cause students to miss valuable class time and place students at risk for school avoidance, increased school drop-out and involvement with the juvenile and criminal justice systems.

The Individuals with Disabilities Education Act ensures students with disabilities ages 3 to 21 have access to free and public education in the least restrictive settings & special education services are available for eligible students. Out of the 1.88 million girls receiving education under IDEA, 9.2% were Black girls during the 2013-2014 school year\(^7\). Women and girls are often underrepresented and underreported for having learning disabilities, mainly because their disabilities do not present in the same ways as their male counterparts. Often, they present with anxiety, timidness, disinterest or withdrawal. For Black girls, they can also be overreported due to negative perceptions of their behavior commonly known as the angry Black woman stereotype where they are seen as more aggressive and combative than other girls. For many neurodivergent Black girls with autism or ADHD, getting diagnosed and figuring out treatment does not happen until later in their life. A study in 2016 found that 70% of Black children do not receive a diagnosis for ADHD than their white peers\(^8\).

There are many hurdles to receiving a diagnosis for neurodivergence and medical professionals underdiasgnosed neurodivergent girls and without medication or treatment can result in other mental health issues such as depression and social anxiety. Distrust


of medical professionals, especially the racial history of medicine and its effects on black women and girls can also present a barrier to testing and effective treatment. There is a cost barrier to get tested and receive an official diagnosis that can run patients up to $2,000.

The school-to-prison pipeline manifests as we see school resource officers and punitive measures result in arrests of black kids. Black students in Maryland face exclusionary discipline at 2.6x the rate of White students. Black students with disabilities in Maryland face exclusionary discipline at 5.2x the rate of White students without disabilities\(^\text{19}\). Black teachers being underrepresented in the workforce makes folks look for punitive ways to punish students who don’t look or act like them. Additionally, if there is not an equitable representation of teachers with disabilities, there may be missed opportunities to create safe and graceful environments for students.

**Reproductive Justice**

In July, the Supreme Court overturned Roe v. Wade which provided women the constitutional protection and right to an abortion. Without this constitutional protection, women are left vulnerable and without the right to choose. The right to body autonomy for disabled women has always been contested, starting with the forced sterilizations of disabled women and girls; whom had to endure sterilization while institutionalized or had to be sterilized in order to be released from institutionalization\(^\text{20}\). Even under conservatorship, women with disabilities do not have the bodily autonomy to choose to carry or not.

Disabled women and girls need to be included in the conversation around access to abortion, especially Black women. The overturning of Roe v. Wade. Women impacts everyone, especially women with disabilities, whom often find themselves at a higher risk for needing an abortion; due to underling health conditions. Women with disabilities are three times more likely to be sexually assaulted than non-disabled women\(^\text{21}\). Even when women with disabilities become pregnant, they face ableism from healthcare providers.


\(^{20}\) [With Roe v. Wade overturned, disabled people worry how they'll be affected]: NPR

\(^{21}\) [Sexual Violence and the Disability Community - Center for American Progress](https://www.americanprogress.org/issues/women/reports/2017/03/29/448937/special-needs-boys/)
workers who misunderstand or refuse to accommodate their disability. This is due to the desexualization of disabled women who are not seen as sexual beings in the same way non disabled women are. However, disabled women have intimate lives and therefore need access to affordable reproductive health care in the same way non disabled women receive reproductive health care. The cost of reproductive care for disabled women also presents a barrier, as 22.9% of disabled women live in poverty compared to the 11.4% of non disabled women.

Currently, only 15 states and Washington D.C. cover abortions through Medicaid. Even then, some states place restrictions on the reason you can receive an abortion, limiting them to cases where either the mother’s life is in danger or “fetal impairment”, which is ableist. Now that some states have banned abortion, some women have to travel to other states to receive care, which also increases the cost to an abortion. Even telehealth appointments can create a barrier for disabled women who do not have access to the internet or assistive technology devices that enable them to use a computer.

**Economic Empowerment**

There are multiple economic barriers that people with disabilities face that prevent them from achieving their economic goals that can ensure them a comfortable life not only for themselves but their families as well. It is not a secret that wealth passed down from generation to generation provides security for future generations to build upon. Black people in America have been systemically barred from building generational wealth with policies such as redlining that prevented them from buying homes in neighborhoods with white people due to racism. Owning homes is one of the most important factors of building and maintaining generational wealth in America. However Americans living with disabilities are also effectively barred from this opportunity due to current economic policies.

The rates of disabled workers vs non-disabled workers in America is 19.1 of disabled workers vs 63.7% of non-disabled workers. When you account for race, Black disabled

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22 With Roe v. Wade overturned, disabled people worry how they'll be affected : NPR
23 With Roe v. Wade overturned, disabled people worry how they'll be affected : NPR
24 https://tcf.org/content/commentary/removing-economic-barriers-for-disabled-people-requires-understandin g-intersectionality/?agreed=1&agreed=1
workers make up 15.4% of employed disabled workers compared to 19.1% of White employees with disabilities\textsuperscript{25}. These numbers also highlight the difficulty in finding gainful employment for disabled people, where employers are often reluctant to employ a person with disabilities. Disabled employees also face bias and ableism within the workplace by how they are treated by fellow employees and employers. They may be denied advancement opportunities, have their skills undervalued or be underpaid. For example, disabled employees were found to be paid 74 cents for every dollar their non-disabled colleagues earn. Black disabled workers were found to earn 68 cents for every dollar their white non-disabled colleagues are paid\textsuperscript{26}. Additionally, the subminimum wage was established in 1989 to encourage employers to hire people with disabilities. However, this legally allows certain employers to pay workers with disabilities pennies on the dollar for their labor, often trapping disabled workers in horrible employment conditions earning less than they deserve.

Even when disabled people find gainful employment, social safety net benefits such as social security disability insurance prevents them from saving their income due to outdated and strict restrictions on assets. For single beneficiaries, they cannot have more than $2000 in assets and for couples, the limit is set at $3000\textsuperscript{27}. This makes it difficult for people with disabilities to save for a rainy day or emergencies. They also deter people with disabilities from opening and maintaining bank accounts due to asset limitations and discountiance of benefits if they breach limits. Consider the “crip tax” that disabled people often experience such as medical bills which can be destabilizing for any family. Additionally, having to pay for accessibility features such as assistive technology devices and personal attendant care. In fact, research has shown a household with a disabled adult can spend an extra $17,690 per year than the average American household without a disabled adult\textsuperscript{28}.

\textsuperscript{25}https://tcf.org/content/commentary/removing-economic-barriers-for-disabled-people-requires-understanding-intersectionality/?agreed=1\&agreed=1

\textsuperscript{26}https://tcf.org/content/commentary/removing-economic-barriers-for-disabled-people-requires-understanding-intersectionality/?agreed=1\&agreed=1

\textsuperscript{27}https://tcf.org/content/commentary/removing-economic-barriers-for-disabled-people-requires-understanding-intersectionality/?agreed=1\&agreed=1

\textsuperscript{28}https://tcf.org/content/commentary/removing-economic-barriers-for-disabled-people-requires-understanding-intersectionality/?agreed=1\&agreed=1

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Voting Rights

People with disabilities often face physical barriers that prevent them from casting a ballot and participating in the electoral process. These can include inaccessible polling locations with features such as heavy, narrow and closed doors, polling locations with no ramps for wheelchair accessibility, obstructed pathways, lack of proper signage directing disabled voters, long lines, and inaccessible voting machines. Despite voters with disabilities making up about 1 in 5 eligible voters, these physical barriers can discourage a large part of the electorate from participating in the electoral process. Furthermore, some unseen barriers can include inadequately trained poll workers who are not familiar with the rights people with disabilities are entitled to such as who can assist a voter with disabilities at the polls. Voters with disabilities may also be questioned about their disabilities or denied accommodations they are entitled to such as using an accessible voting machine.

Voters with disabilities also have a difficult time accessing candidate information to make an informed decision at the polls. Often candidates do not have a platform or agenda to address the important needs of the disability community nor do they regularly engage the disability community as they campaign. This often leaves disabled voters between a rock and a hard place, choosing candidates they’ve heard of in passing without really knowing what the candidate stands for.

Due to COVID-19 we’ve seen an expansion of accessibility in casting ballots. We now have options to turn in our ballots to drop boxes or mail them in. Some voters with disabilities can also receive their ballots through their email, using an accessible feature to select their choices, print and send off their ballots in the mail. Flexibility in casting ballots proved to be helpful, especially for voters with disabilities, as we saw 62% of voters with disabilities cast a ballot in 2020 versus the 56% in 2016. The increase in voter participation from people with disabilities is important in ensuring every American has equal access to the ballot.

Key Definitions

Ableism - discrimination in favor of able-bodied people; social prejudice against people with disabilities.

Accessibility - Accessibility describes the enabling of persons with disabilities to access, on an equal basis as others, the physical environment; transportation; information and communications, including information and communications technologies and systems; and to other facilities and services open or provided to the public, both in urban and rural areas.

Accommodation - An adjustment to make a program, facility, service or resource accessible to a person with a disability.

Adaptive Technology - Hardware or software products that provide access to a computer that is otherwise inaccessible to an individual with a disability.

Assistive technology - Technology used to assist a person with a disability, e.g., wheelchair, hand splints, computer-based equipment.

Braille - System of embossed characters formed by using a Braille cell, a combination of six dots consisting of two vertical columns of three dots each. Each simple Braille character is formed by one or more of these dots and occupies a full cell or space. Some Braille may use eight dots.

Community Living - Community living is realized when persons with disabilities live in the community and participate in society as equal citizens as opposed to institutionalization where disabilities are kept out of sight and mind. The focus of community living is to create an enabling social and physical environment so that all persons are able to be included and participate in a community.

Disability - Physical or mental impairment that substantially limits one or more major life activities; a record of such an impairment; or being regarded as having such an impairment (Americans with Disabilities Act of 1990).

Discrimination - Act of making a difference in treatment or favor on a basis other than individual merit.

Disability Justice - Disability justice is a social justice movement which focuses on examining disability and ableism as they relate to other forms of oppression and identity such as race, class and gender. It was developed in 2005 by the Disability Justice Collective, a group including Patty Berne, Mia Mingus, Stacey Milbern, Leroy F. Moore Jr., and Eli Clare. In disability justice, disability is not considered to be defined in "white terms, or male terms, or straight terms." The movement also believes that
ableism makes other forms of prejudice possible and that systems of oppression are intertwined.\[1\] The disability justice framework is being applied to an intersectional reexamination of a wide range of disability, human rights, and justice movements.

**Guardianship**- This term refers to the legal arrangement where the court may deem an individual to lack capacity to make decisions for themselves and appoint a person, called the guardian, who the court authorizes to make decisions on the individual’s behalf. Guardianship is also referred to as substituted decision-making. For the human rights-based approach to individual capacity and decision-making, please see “supported decision-making.”

**Hearing Impaired**- Complete or partial loss of ability to hear caused by a variety of injuries or diseases including congenital defects.

**Impairment**- The loss or reduced function of a particular body part or organ including brain, eyes, ears, limbs.

**Interpreter**- Assists deaf individuals to access spoken instruction and provides a platform for hearing individuals to communicate with deaf persons.

**Neurodivergent**- Refers to variations in the human brain and cognition from what is considered ‘typical’; includes variations in socialiability, learning, attention, mood and more. Can be used to describe a person with Autism, ADHD/ADD, OCD, Dyslexia, or other neurological diagnosis.

**Reader**- Volunteer or employee of an individual with a disability (e.g., visual impairment, learning disability) who reads printed material in person or records to audiotape.

**Social Determinants of Health**- Social determinants refer to underlying factors that determine an individual’s health. Social determinants include access to safe and potable water and adequate sanitation; an adequate supply of safe food, nutrition and housing; healthy occupational and environmental conditions; access to health-related education and information, including on sexual and reproductive health; education; availability of social services; and income.

**Sensory Impairment**- A disability that affects touch, sight, taste, and/or hearing.

**Sign Language**- Manual communication commonly used by deaf or hard of hearing individuals. Each sign has three distinct parts; the handshape, the position of the hands, and the movement of the hands. American Sign Language (ASL) is the most commonly used sign language in the United States. Black American Sign Language (BASL) was developed as a response to segregation in the South. BASL differs from ASL in its phonology, 2 hand signs versus the one hand signs in ASL and utilizing a larger signing space than ASL.
**Supported Decision-Making** - allows people with disabilities to retain their decision-making capacity by selecting people to assist them in making their own informed decisions. This is an authorization rather than a power of attorney which makes decisions when an individual is incapacitated or conservatorship and guardianships. Supported decision making is very important as legal entities such as doctors and banks are often weary of trusting a person with disabilities from making their own decisions in fear of lawsuits.

**Vision Impairment** - Complete or partial loss of ability to see, caused by a variety of injuries or diseases including congenital defects. Legal blindness is defined as visual acuity of 20/200 or less in the better eye with correcting lenses, or widest diameter of visual field subtending an angular distance no greater than 20 degrees.
Key Readings

- 10 Principles of Disability Justice
- LOVING YOUR BLACK DISABLED WOMANHOOD AS RADICAL PRAXIS: KERI GRAY ON SELF-ACCEPTANCE, VISIBILITY AND THE POLITICS OF BEING UNAPOLOGETIC
- Celebrating the Lasting Legacy of Black Disability Advocates
- Reproducing Dignity: Race, Disability, and Reproductive Controls
- Women's Disability Activism: A Timeline
- Work In The Intersections: A Black Feminist Disability Framework
- Black (Disability) History: Past, Present, & Future
- What it’s like to be Black and Disabled in America
- Four Black Disability Rights Activists Who’ve Paved The Way to Where We Are Today
- Honoring Black History Month: Unsung Heroes of the Disability Rights Movement
- Notable Black Activist in the Disability Canon
- I Am a Black Woman With a Disability. Hear Me Roar.
- Black Women and Girls With Disabilities
- 8 influential black women with disabilities to follow
- Meet the Black woman advocating for greater disability visibility
- Black Disabled Women in Media
- Avoiding Ableist Language
- Resources for #BlackDisabledLivesMatter
- Common Myths and Misconceptions About Disability
Key Organizations

- American Association of People with Disabilities
- American Bar Association Disability Rights
- BLACK, DISABLED, AND PROUD: COLLEGE STUDENTS WITH DISABILITIES
- Disability: IN
- Disability Rights Maryland
- Harriet Tubman Collective
- National Alliance of Melanin Disabled Advocates
- Native American Disability Law Center
- National Black Deaf Advocates
- National Black Disabilities Coalition
- National Council on Independent Living
- Ramp Your Voice
- Transgender Law Center Disability Project
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- https://idpwd.org/key-terms/
- Racial/Ethnic Disparities in Disability Prevalence - PMC (nih.gov)
- Non-Institutionalized Population Who Reported a Disability by Race/Ethnicity | KFF
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