



**Community**

**Organizing and Family Issues (COFI)**

The Community Organizing and Family Issues (COFI) has received a total of \$215,000 worth in grants from the CCHD since 2007, the most recent being [\\$50,000 in 2020](#).

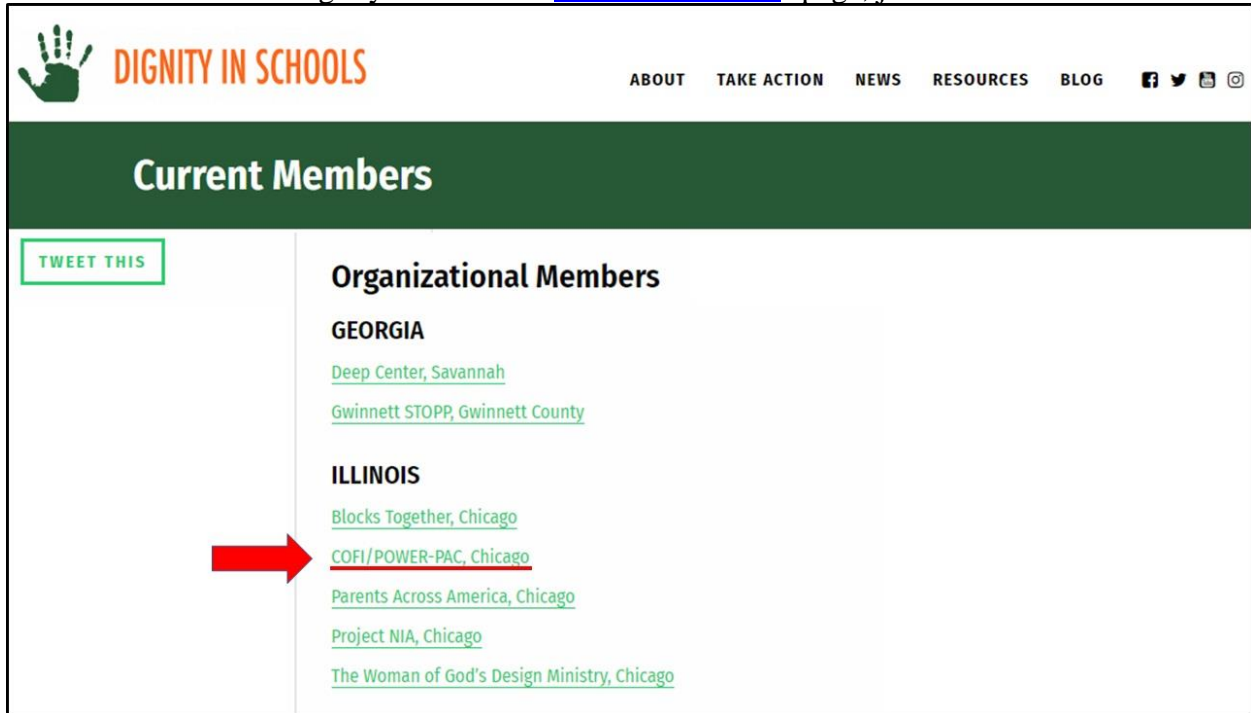
CATHOLIC CAMPAIGN FOR HUMAN DEVELOPMENT 2020-2021 GRANTEES			
Diocese	Grantee	Issue Area	Grant
Diocese of Belleville	Community Organizing and Family Issues/Parents United for Change	Education	50,000.00

At issue is COFI’s direct involvement with a campaign designed to encourage homosexual and transgender ideologies in public education.

In 2009, just two years after COFI received its first-ever CCHD grant, [American Life League](#) stated its concern that COFI had received a grant from the Playboy Foundation, saying “The contribution from the Playboy Foundation is a red flag, obliging the CCHD to immediately investigate.” To date, the CCHD has never addressed this concern, and Playboy is still identified on [COFI's list of funders](#).

While it may be unclear as to why COFI accepted a donation from Playboy, there is no mistaking the fact that COFI is member and on the steering committee of an organization thoroughly committed to LGBTQ indoctrination of children called Dignity in Schools.

COFI is identified on Dignity in School's "[Current Members](#)" page, just under Illinois.



The screenshot shows the Dignity in Schools website's "Current Members" page. The header includes the Dignity in Schools logo and navigation links: ABOUT, TAKE ACTION, NEWS, RESOURCES, BLOG, and social media icons. The main content area is titled "Current Members" and is divided into two columns. The left column contains a "TWEET THIS" button. The right column is titled "Organizational Members" and lists members by state. Under the "ILLINOIS" section, the link "COFI/POWER-PAC, Chicago" is highlighted with a red arrow.

State	Organizational Members
GEORGIA	<a href="#">Deep Center, Savannah</a> <a href="#">Gwinnett STOPP, Gwinnett County</a>
ILLINOIS	<a href="#">Blocks Together, Chicago</a> <a href="#">COFI/POWER-PAC, Chicago</a> <a href="#">Parents Across America, Chicago</a> <a href="#">Project NIA, Chicago</a> <a href="#">The Woman of God's Design Ministry, Chicago</a>

Not only is COFI a member of Dignity in Schools, but it is also represented by two individuals on the [Coordinating Committee](#), which determines the policy, public action, and direction of the entire campaign. One of COFI's representatives is the foundress of COFI's project called POWER-PAC, [Karen Lynn Morton](#), and the other is [Aida Palma Carpio](#), COFI/POWER-PAC IL's Policy Organizer.



## DSC Coordinating Committee & Staff

COFI/POWER-PAC

Lynn Morton



Aida Palma



LEPANTO NOTE: This image was truncated for space.

The duties and responsibilities of Dignity in Schools Coordinating Committee is set forth in a [policy manual](#) which also enshrined "LGBT rights" in its core mission. On page 21, under the heading "*Coordinating Committee composition*," the policy manual made clear that LGBTQ activists are to have a seat on the committee:

**“3 to 4 seats must be policy or advocacy groups. A policy or advocacy group is a non-profit organization that is engaged in reform efforts on issues that are central to the mission of DSC, such as school pushout, school-to-prison pipeline, educational justice, juvenile/criminal justice, racial justice/civil rights, disability rights, **LGBTQ rights**, and/or human rights.”**

The establishment of LGBTQ activists as a component of the Coordinating Committee for Dignity in Schools sets the tone for the entire focus of the organization and intention of the organization on the whole. In fact, all organizational members (including COFI) must [“sign on to DSC National Resolution for Ending School Pushout and DSC Principles of Unity:”](#)

### RESPONSIBILITIES OF ORGANIZATIONAL MEMBERSHIP IN DSC

- Basic requirements for membership include:
  - Sign on to DSC National Resolution for Ending School Pushout and DSC Principles of Unity
  - Participate in at least 50% of the 12 calendared Monthly Membership calls OR 50% of at least one Working Group’s monthly calls within a year
  - Attend Annual Membership Meeting (if funding permits).

The [Principles of Unity](#) are directed toward sexual perversity and misinformation in schools. They state:

“We are building a strong, clear, and explicit analysis in our work at all levels, intentionally examining issues such as race, class, **gender identity, sexual orientation**, immigration status, ability, religion, language and age. We regularly self-reflect and evaluate our practices as we seek to challenge injustice, be it in ourselves, our organizations, our communities, or our movement.”

Because of the requirement to sign this Principle of Unity, COFI cannot be ignorant of the LGBTQ ideologies being promoted by Dignity in Schools.

In October of 2013, Dignity in Schools produced a document titled, "[A Model Code on Education and Dignity: Presenting a Human Rights Framework for Schools.](#)" Beginning on page 66 of this document is section "4.2 Eliminating Disproportionate Use of Discipline." the goal of the section already singles out "gender identity and sexual orientation" saying:

**"Human Rights Goal:** Schools must take steps to eliminate any disparities in the use of disciplinary referrals, in the severity of punishments or in the impact of disciplinary action on students based on race, ethnicity, sex, **gender identity, sexual orientation**, [emphasis added] language, national origin, religion, disability, economic, or other status. School discipline must be administered in a fair and non-biased way"

Beginning on page 67 is section "**F: Districts and schools shall create safe spaces for all young people regardless of their sexual orientation, gender identity, and gender expression**," which calls for:


- the establishment of clubs rooted in homosexual and transgender ideologies,
- providing propaganda on LGBTQ ideologies,
- implementing school curricula that includes LGBTQ ideologies,
- withholding information from parents regarding the moral and mental wellbeing of their children,
- providing access to "health services" related to LGBTQ identities (which could potentially include "transitioning services),
- males and females to be allowed access to the locker rooms and bathrooms according to their preference and not their biological sex.

Here is a picture taken right from the manual:

- F. Districts and schools shall create safe spaces for all young people regardless of their sexual orientation, gender identity, and gender expression by:<sup>182</sup>**
1. Establishing and publicizing an anti-harassment policy that specifically includes actual or perceived sexual orientation, gender identity, and gender expression;
  2. Training staff to intervene when they hear slurs or negative comments based on sexual orientation, gender identity or expression, or gender non-conformity;
  3. Responding to harmful comments, harassment or behavior based on sexual orientation, gender identity or expression utilizing discipline methods that reflect a commitment to restorative practices and positive behaviors supports and without criminalizing student behavior.
  4. Supporting the establishment of Gay-Straight Alliances,<sup>183</sup> Gender and Sexuality Alliances or similar clubs;
  5. Ensuring that students know where to go for information and support related to sexual orientation, gender identity, and gender expression, such as healthcare, mental health or other services;
  6. Implementing curriculum that includes LGBTQ+ (lesbian, gay, bisexual, transgender/transsexual, queer and questioning individuals) people and information about sexual orientation and gender identity (i.e. LGBTQ+ history, literature inclusive of LGBTQ+ individuals, lessons on tolerance and diversity of families and individuals);
  7. Implementing a district-wide training program for all school administrators, teachers, police and security officers, school staff, and expulsion hearing officers on the mental health challenges, strains and duress endured by LGBTQ+ students;
  8. Ensuring that students have their right to privacy respected, and do not have their parents ,staff and/or faculty notified of the students' sexual orientation and gender identity or expression without the students' permission;
  9. Giving all students access to non-biased mental and physical health services, including having their privacy rights protected; and
  10. Providing access to locker rooms and bathrooms that match students gender identity or expression, including gender queer, gender non-conforming and or non-gendered individuals.

In 2019, Dignity of Schools published a revised version of “[A Model Code on Education and Dignity](#),” which claims to “present policymakers with recommended language for alternatives to pushout and zero-tolerance practices.” It also emphasizes the prioritizing of its “human rights” position: “This human rights framework envisions an educational system where schools adapt to meet the academic, social and emotional needs of every student...”

However, this document openly supports and promotes transgenderism among students.



## A MODEL CODE on Education and Dignity

### CHAPTER 3: DIGNITY

#### 3.7.d Model Policy on Dress Codes

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##### Human Rights Goal

All students should have a right to express themselves fully in school through choosing clothing, hair styles, jewelry and accessories that appropriately represent and affirm their varied identities, without the threat of punishment, removal, criminalization or harassment. Schools should be safe and affirming spaces for all students.<sup>251</sup>

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##### Definitions

1. **Culture** – The customary beliefs, social forms, and material traits of a racial, religious, or social group; also the characteristic features of everyday existence (as diversions or a way of life shared by people in a place or time).<sup>252</sup>
2. **Gender Identity** – One's innermost concept of self as male, female, a blend of both or neither—how individuals perceive themselves and what they call themselves. One's gender identity can be the same or different from their sex assigned at birth.<sup>253</sup> A Transgender Person is someone who identifies with a different gender from the gender they were assigned at birth. For example: your birth certificate says male, and you identify as a woman. Gender Nonconforming refers to people who do not follow other people's ideas or stereotypes about how they should look or act based on the female or male sex they were assigned at birth.<sup>254</sup>

On page 87, the document prohibits certain dress code policies that may prohibit LGBT students from being able to express their gender identity:

**“States, districts and schools should avoid dress code prohibitions that restrict students’ dress based on their gender identity or perceived gender.** They must ensure that dress codes do not discriminate against LGBTQ+ (Lesbian, Gay, Bisexual, Trans, Queer or Questioning) and TGNC (Trans and Gender Non- Conforming) students by enforcing strict gender roles that do not allow them to express their full identities.”

**C. States, districts and schools should avoid dress code prohibitions that restrict students' dress based on their gender identity or perceived gender. They must ensure that dress codes do not discriminate against LGBTQ+ (Lesbian, Gay, Bisexual, Trans, Queer or Questioning) and TGNC (Trans and Gender Non-Conforming) students by enforcing strict gender roles that do not allow them to express their full identities.<sup>257</sup> Some examples of things that should not be included in a dress code:**

1. Prohibiting students from wearing jewelry, dresses, skirts, long hair or any particular hairstyles, nail polish or make-up because they are or are perceived to be male.
2. Prohibiting students from wearing shorts or skirts of a certain length, tank tops or bare shoulders/arms, sneakers, ties, or baggy pants because they are or are perceived to be female.
3. Requiring students to wear certain items of clothing based on their gender or perceived gender, such as:
  - a. Having a different uniform based on students' perceived gender (i.e. skirts for girls and pants for boys) and not allowing students themselves to choose which option they prefer.
  - b. Requiring male students to wear belts, or female students to wear bras.
4. Codes should not include vague terms that are open to interpretation by school staff such as "tight-fitting," or "appropriately sized."
5. Codes should not include language that sexualizes students including describing their clothing as "revealing," "distracting," or "inappropriate."

characteristic features of everyday existence (as diversions or a way of life shared by people in a place or time).<sup>252</sup>

2. **Gender Identity** – One's innermost concept of self as male, female, a blend of both or neither—how individuals perceive themselves and what they call themselves. One's gender identity can be the same or different from their sex assigned at birth.<sup>253</sup> A Transgender Person is someone who identifies with a different gender from the gender they were assigned at birth. For example: your birth certificate says male, and you identify as a woman. Gender Nonconforming refers to people who do not follow other people's ideas or stereotypes about how they should look or act based on the female or male sex they were assigned at birth.<sup>254</sup>

On page 117 of the document, Dignity in Schools provides a full section on discrimination and gender identities titled, "LGBTQ+ and Gender Non-Conforming Students." Under the "Human Rights Goal" of this section, Dignity in Schools demands that students should be permitted to flaunt their sexual identity and perversity, and claims that the schools "have a responsibility" to incorporate curriculums that work against, "heterosexism, homophobia and transphobia.":

**“Students of all sexual orientations, gender identities and expression have a right to attend schools that affirm their identity and create a supportive environment for them to thrive. Schools have a responsibility to foster an environment that proactively works against heterosexism, homophobia and transphobia in the curriculum and school climate”**



## A MODEL CODE on Education and Dignity

### CHAPTER 4: FREEDOM FROM DISCRIMINATION

#### 4.6 LGBTQ+ and Gender Non-Conforming Students

##### Human Rights Goal

Students of all sexual orientations, gender identities and expression have a right to attend schools that affirm their identity and create a supportive environment for them to thrive. Schools have a responsibility to foster an environment that proactively works against heterosexism, homophobia and transphobia in the curriculum and school climate. If students experience harassment, bullying or gender-based violence by other students or school staff, schools must respond seriously with the goal of addressing the root causes of the behavior.<sup>345</sup>

##### Definitions

1. **LGBTQ+** – An acronym that stands for Lesbian, Gay, Bisexual, Transgender, Queer/Questioning and includes a + to indicate that an acronym will never be fully inclusive of everyone’s identities. Other variations of the acronym exist in an effort to be more inclusive, for example LGBTQI2S+. This version adds Intersex, Asexual, and Two-Spirit people to the acronym.
  - a. **Sexual orientation** – Who you’re attracted to and want to have relationships with. Sexual orientations include but are not limited to gay, lesbian, straight, bisexual, pansexual and asexual.
  - b. **Transgender person** – someone who identifies with a different gender from the gender they were assigned at birth. For example: your birth certificate says male, and you identify as a woman.<sup>346</sup>
  - c. **Cisgender person** – someone who identifies with the gender they were assigned at birth. For example: your birth certificate says female, and you identify as a woman.<sup>347</sup>
  - d. **Intersex** – is a general term used for a variety of conditions in which a person is born with a reproductive or sexual anatomy that doesn’t seem to fit the typical definitions of female or male. For example, a person might be born appearing to be female on the outside, but having mostly male-typical anatomy on the inside. Or a person may be born with genitals that seem to be in-between the usual male and female types.<sup>348</sup>

In addition to the aforementioned demands identified in the previous version, this updated document demands that schools use a students' preferred pronouns and ensure student privacy by allowing trans kids to transition during the school year with **or without** the knowledge of their parent or guardian. Here is some of the additional language:

4. Supporting the use of gender affirming pronouns as identified by students and school staff including through allowing students to choose their name and pronouns on their student IDs;
9. Ensuring that students have their right to privacy respected, **and do not have their parents, staff and/or faculty notified of the students’ sexual orientation, gender identity** or any of the examples below without the students’ permission:
  - a. Students may wear different clothes in school than at home;
  - b. Students may use a different name or pronouns than they can at home; and



c. **Trans students may transition during the school year** or from one year to the next, and their parent or guardian may or may not be aware of this;

In 2018, Dignity in Schools produced a [toolkit](#) for "School Communities on the Every Student Succeeds Act" and COFI is identified as a contributor.

# A Toolkit for School Communities on the Every Student Succeeds Act

Partners for Each and Every Child  
a project of the OPPORTUNITY INSTITUTE

DIGNITY IN SCHOOLS

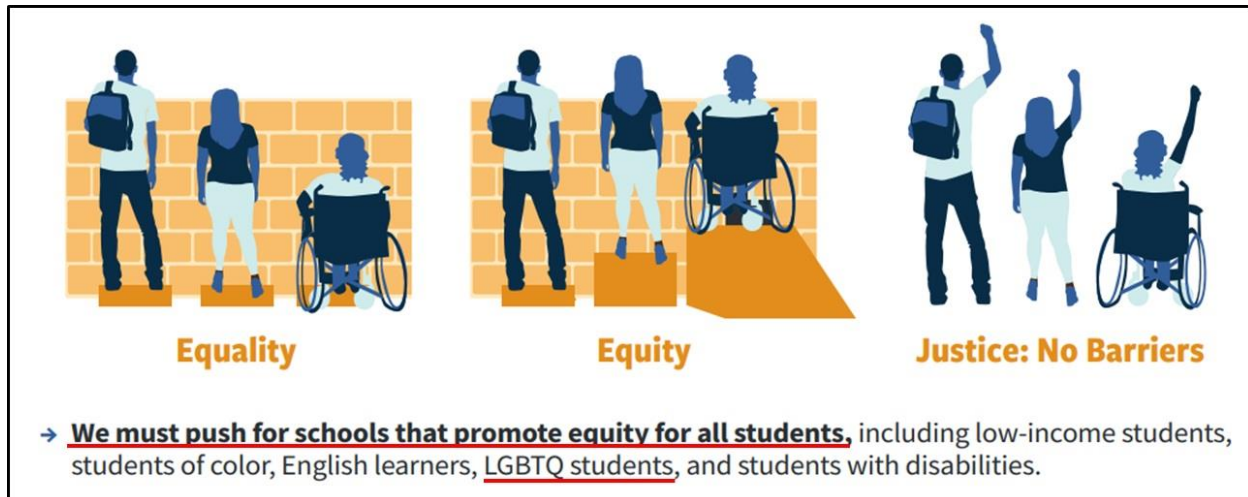
LDF  
DEFEND EDUCATE EMPOWER

EDUCATION IS A HUMAN RIGHT

## Thank You to Our Contributors

Action Communication Education Reform	Partners for Each and Every Child
Activists with a Purpose	(a project of the Opportunity Institute)
Blue Ribbon Youth Leadership Institute	Paterson Education Fund
<u>Community Organizing and Family Issues (COFI)</u>	PowerPAC
Families and Friends of Louisiana's Incarcerated Children	Racial Justice NOW!
Girls for Gender Equity, Inc.	Southern Echo, Inc.
Gwinnett SToPP	Student Advocacy Center of Michigan
The Leadership Conference Education Fund	Sunflower County Parents & Students United (SCPSU)
Midwest Center for School Transformation	The Dignity in Schools Campaign (DSC)
NAACP Legal Defense and Educational Fund, Inc.	

Page 6 of this toolkit specifically pushes LGBT ideologies, saying "We must push for schools that promote equity for all students, including low-income students, students of color, English learners, LGBTQ students, and students with disabilities."



In 2019, Dignity in Schools created an [Appendix for Glossary and Terms](#) used in the Model Code on Education and Dignity we indicated earlier. The Appendix provides definitions for terms such as

- Gender Non-conforming
- Gender Identity
- Gender Pronouns
- LGBTQ+
- Non-binary
- Transition

The definitions for these things are too long to be reproduced in this report, so a couple of examples will suffice. In the definition of LGBTQ+, the appendix indicates that the "+" is included:

"to indicate that an acronym will never be fully inclusive of everyone's identities. Other variations of the acronym exist in an effort to be more inclusive, for example LGBTQI2S+. This version adds Intersex, Asexual, and Two-Spirit people to the acronym."




Under the definition for "transition," Dignity in Schools directly indicates that this sometimes includes the use of hormone "therapy" and/or surgery. This is important, considering that this is the glossary of terms for the Model Code on Education and Dignity that demanded that students have a right to NOT have their parents notified if they are "transitioning."

**Transition** – A person's process of developing and assuming a gender expression to match their gender identity. Transition can include: coming out to one's family, friends, and/or co-workers; changing one's name; changing one's name and/or sex on legal documents; changing one's pronouns; changing one's hair style and/or clothing; hormone therapy (though not always); and possibly (though not always) some form of surgery. It's best not to assume how one transitions as it is different for everyone.<sup>433</sup>

Even on Social Media, Dignity in Schools pushes an LGBTQ agenda. Here are just a few examples.


On [September 2, 2015](#), Dignity in Schools posted an article supporting the notion that a male should be allowed to use a female bathroom saying, "it is important for Transgender students to



have the right to use the bathroom of their choice."

 **Dignity in Schools Campaign**   
September 2, 2015 · 

MUST READ: DSC youth member Lila Perry of Missouri GSA Network on [The New York Times](#) discussing why it is important for Transgender students to have the right to use the bathroom of their choice.

"A transgender high school student in Missouri is facing backlash from her peers after requesting to use the girls' bathrooms and locker room. More than 100 students at Hillsboro High School, about an hour south of St Louis, walked out of class on Monday in protest."



NYTIMES.COM  

**Missouri Teenagers Protest a Transgender Student's Use of the Girls' Bathroom**  
More than 100 students at Hillsboro High School staged a walkout after a transgender student...

In [February of 2017](#), Dignity in Schools condemned the Trump Administration's removal of transgender protection under Title IX saying, "Transgender students' civil rights are human rights."



Dignity in Schools Campaign

February 28, 2017 · 🌐



Our statement on last week's [U.S. Department of Education](#) and [The United States Department of Justice](#)'s decision to rescind the federal guidance released in May of 2016 which clarified that [transgender students are protected under Title IX](#), an existing federal law that protects students from discrimination based on sex.

"As a national coalition of students, parents, educators, organizers and advocates, the Dignity in Schools Campaign (DSC) condemns the Trump administration's decision to rescind the guidance. The DSC will continue to fight for the human rights of all students, especially our most vulnerable students. [Transgender students' civil rights are human rights.](#)"



DIGNITYINSCHOOLS.ORG



[The Dignity in Schools Campaign will Continue to Fight for Transgender Students' Civil Rights](#)

Clearly, the promotion of homosexual and transgender ideologies has been present in the Dignity in Schools campaign since at least as far back as 2013. It's unclear how long COFI has been a member and on the Coordinating Committee of Dignity in Schools, but we know that COFI has been on the Coordinating Committee and a member since at least 2017.

In [July of 2017](#), COFI congratulated two of its staff members for having been selected to Dignity in School's Coordinating Committee.



COFI  
@COFIOnline

...

Congrats to PPAC leader [@klynnm69](#) & COFI staff Janet Vargas who were elected to [@DignityinSchool](#) Coordinating Committee [#EndSchoolPushout](#)



2:30 PM · Jun 2, 2017 · Twitter Web Client

In [August of 2019](#), COFI actually hosted the kickoff event for Dignity in Schools' "National Week of Action."

## RACIAL JUSTICE NOW! PARTICIPATES IN THE DIGNITY IN SCHOOLS CAMPAIGN NATION EVENT TO END SCHOOL PUSHOUT.

Education News & Media

August 7, 2019 1403 0



cofionline.org

The National Week of Action Event Weekend was kicked off by an elegant welcome reception hosted by The Woman of God's Design Ministry (WOGD) at Community Organizing and Family Issues (COFI) offices. COFI and WOGD welcomed Dignity in School members who made it out even after having traveled all day.

On October 23, 2019, COFI tweeted a link to the Model Code recommendations we illustrated earlier in this report. Remember, those recommendations included hiding transgender and homosexual activities of students from their parents.



COFI  
@COFIOnline



Today @DignityinSchool releases new Model Code recommendations to demand

#EducateStudentsStopArrests, stop the school-to-deportation pipeline, end threat assessments and more! Check it out at [tinyurl.com/modelcode19](https://tinyurl.com/modelcode19)

[tinyurl.com/modelcode19](https://tinyurl.com/modelcode19)  
[#DSCWoA2019](https://twitter.com/DignityinSchool)

4:23 PM · Oct 23, 2019 · Twitter Web App

On [October 22 of 2022](#), COFI announced that it was "proud" to once again be participating in the

Dignity in Schools campaign, which includes homosexual and transgender ideologies.





COFI  
@COFIOnline



Proud once again to be a part of the annual National Week of Action Against School Pushout @DignityinSchool. Join parents as they continue to raise awareness and inspire collective action against school policing and zero tolerance policies!



10:45 AM · Oct 11, 2022 · Twitter Web App

## **Conclusion**

COFI, as an organization, is intimately connected to Dignity in Schools and would have been perfectly aware of its homosexual and transgender agenda. Not only did COFI sign the Principle of Unity, which included LGBT activist ideology, but it helped create a document that echoed this ideology. Furthermore, COFI promoted one of Dignity in Schools' most egregious documents - one which called for boys to be able to use girls' locker rooms and bathrooms, which called for the inclusion of LGBTQ curriculums, which called for dress codes to allow for boys to dress as girls and vice versa, one which called for faculty and staff to use the preferred gender pronouns of students, and which demanded that the transsexual and homosexual activities of children be hidden from their parents.

What COFI is involved with is an abomination, and the CCHD has helped facilitate this activism to the tune of \$215,000!

A simple examination of COFI's projects and activities would have revealed to even the most casual observer that COFI was neck-deep in this gravely immoral activity. And yet, it somehow got by the CCHD's self-professed "rigorous vetting process." The CCHD's ability (or willingness) to investigate these grantees is a joke! It's time to shut the entire thing down.