RC Racial Equity Committee
6/20/19 Meeting Agenda

In attendance: Kathryn, Nancy, Teddi, Deenie, Christine L, Amanda, Mike M, Kaila, Michael

Opening practice
How do we refer to you? (Name, gender pronouns used, etc.)
What is your connection with the RC?
How are you arriving at today’s meeting? (How are you feeling? What’s on your mind?)

Land acknowledgement: The University of Washington acknowledges the Coast Salish peoples of this land, the land which touches the shared waters of all tribes and bands within the Suquamish, Tulalip and Muckleshoot nations.

- 38 by Layli Long Soldier: https://onbeing.org/poetry/38/
- Whereas by Layli Long Soldier

Context for this committee
- Committee acknowledges the fact that the work of race & equity isn’t only for staff to be thinking about, it’s something that parents, students, community members, alumni etc. are affected by, have experiences with, and should be part of this work that involves our larger community.
- ‘We’ not as RC Staff, ‘We’ as RC community.
- Field of gifted education has been working on equity for years, RC as part of that conversation, advocating for access to gifted education

We spent time talking about the history of gifted ed and how it came to be in its present state
- “Gifted” as a social construction
- Giftedness as eminence (Worrell and Subotnik)
- Gifted meaning educational needs
- Gifted kids who grow up into average adults
- Historically marginalized students have less access to the means of producing “greatness”
- Need to get away from percentages when identifying gifted kids, not top % or bottom % - this has been misquoted
- Equity and gifted don’t get along
- Students will figure out ways to get needs met
- Gifted can be a “golden ticket” into small class sizes, better teachers, all white classrooms, college track
- In TX, students have to be tested for gifted programs in a language they can understand (or nonverbal)
- WA requires services from Kindergarten on with universal screening (other states have a later requirement or none at all), though K enrollment is not required
- Creativity ‘beaten out’ of kids by 2nd grade
- Standard deviation from the mean is larger with younger students
● **NAEYC position statement** on high stakes placement

For discussion

● RC updates
● Addressing questions from RC Teams
  ○ TS applicant question: *The UW Robinson Center is committed to the mission of improving racial equity in gifted and higher education, and creating a respectful educational environment for a diverse student population. How would you contribute to this mission if admitted to the Transition School? What experience do you have working on racial equity and social justice?*
    ■ Have this as an interview question or application essay?
    ■ Define terms (inclusive, education, environment)
    ■ Why is it important to have or develop these areas?
    ■ Share TS curriculum topics on website or in advance to families
    ■ Make it clear that this statement is more than lip service
    ■ Think about words other than inclusive (belonging, shared/built community)
    ■ Shift service learning (originated with the Peace Corps) to community partnership

● Strategizing for next year’s group
  ○ Recruitment worksession
    ■ Targeted invitations? Nominations?
    ■ Student Leadership?
    ■ Clarify membership: commitment, expectations
    ■ What do we want the team to look like?
    ■ Who should be here? Folks outside of RC community? Who is our community? (big and broad)
    ■ Broad definition of community - who else should be included?
    ■ Who else is working in equity and education?
    ■ People need to be directly asked
    ■ Summer teachers
    ■ Clear info about commitment/structure of group
    ■ What’s a good group size?
    ■ Build pipelines and relationships for application to group
  ○ Reflection on the year
    ■ Group format is working, could we read a shared book?
    ■ Othello space works to meet, free parking is great!
    ■ If we are going to meet in North Seattle/UW, a later time works better
    ■ Train is easy for the commute
    ■ Are current students seeing equity issues being fixed or addressed?

● Resources since last meeting:
  ○ **Soul Work Conference** - Dr. Kenneth Hardy
  ○ **2019 Success in Education – Register today!**
Thursday, July 18th

Closing

- Check out: how you feeling as we leave tonight?
- What work have you committed to doing before we met next?