RC Racial Equity Committee
4/20/20 Meeting Agenda

Zoom link: https://washington.zoom.us/j/91036234938

In attendance: Kathryn, Nancy, Curtis, Christine T, Teddi, Christine L, Damaris

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.

I would like to acknowledge that we are on the traditional land of the first people of Seattle, the Duwamish people past and present and honor with gratitude the land itself and the Duwamish Tribe.

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

For discussion
- Addressing inequity in the time of covid-19
  - Conventional ways - tech access, time zones, synch vs async events, providing food
  - Moving online opens things up (folks from other countries)
  - Families sharing resources and space
  - Internet connectivity shifts during the day
  - What does it look like to be equitable in terms of our delivery in this time?
  - Folks needing to work to make up lost wages, illness, deaths, how not to add to burden? This all depends on age of participants
○ Must address SEL and not just academic content - students are scared!
○ What happens when teachers get sick or die?
○ What are the other needs?
○ Putting the crisis before the content - we are not working from home, we are working through a crisis
○ What will impact family decisions to engage with RC and UW programs during this time?
○ Harder to know what is happening with students without more direct access through physical RC and campus spaces
○ Poll families/students to ask about needs? (prepopulated + open ended areas) - share data with teachers in advance to help them prep for classes
○ Pay teachers more to move classes online
○ Universal class design to encompass all types of connectivity/tech options, rather than waiting for students to report an issue
○ People seem to want to be engaged right now
○ How to maintain/create connections within group and btwn individuals while online?
○ All pgms become free - have programs specific to being in this pandemic
○ Let families know in advance that we have tech to give out for classes (before they register)
○ Trying to help with additional needs (food, housing, rent)
○ Link on website to local resources to support families (food banks, etc)
○ Put more access options up front so families don’t have to ask

● How to do better with recruitment/admitting students from low income families into the Academy
  ○ Early reg for FRL families - how to make this happen with our current system that only has on/off option?
  ○ Events to help families register in the community
  ○ How to open registration system early for certain families?
  ○ FOCS can advertise early to their families - make clear communities are wanted and seen
  ○ Leverage networks at UW to have them message younger siblings (student groups)
  ○ Outreach to orgs outside of UW (north and south, SeaMar, El Centro)
○ Booths at community/cultural festivals!
○ How to broaden the pool of families who apply?
○ Communities of color at UW need to know about our programs!

● Other questions for program review? (visits likely moved to Fall 2020)
  ○ Alumni experience of moving through RC programs compared to peers who did not go through the RC
  ○ TS Spring quarter class guideline and limitations, why are certain classes restricted and are those restrictions still relevant? When can exceptions be made (e.g. a student with some language proficiency wanted to take more of that language, Heritage language class option?)
  ○ Talk to former RC staff about their experiences
  ○ What other programs have been developed since TS began and who pursues those programs? (e.g. Running Start)
  ○ Reviewing academics separately from social-emotional curriculum
  ○ Be sure we are on their schedule to interview

● Spring Equity conversations - maybe next yr in partnership with others
  ○ FOCS and TS students - happening via Zoom in Spring term
  ○ Could a focus for the conversations being on the current controversy with SPS programs?
  ○ Agreement that Dr. Collins and Dr. Grantham would be good guests to bring in - Zoom?

● Grant update - liked the equity convenings, hosted in different locations

● ACT/SAT not required for next year’s freshman, will we follow? Is that data necessary?
  ○ Families pressuring schools to improve a grade, resources to get better scores, essays
  ○ Timed essays as a more even metric to evaluate writing?
  ○ Asking students “how have you prepared for this application, test, etc?”
  ○ Take all the data points we can to evaluate a student, no one perfect data, having multiple readers

● How are parents reacting to our classes being cancelled? What will they do if no hi-cap pgms are offered? Can we ask them? Share resources?
  ○ https://iurbanteen.org/
  ○ “I wondered if this summer, the Challenge program could be made available for free, or maybe there is an option to pay as you can. Parents could sign up for a
“sampler series” of the different kind of classes a student could take Saturdays/Summers. For families who sign up, different teachers give a guest lecture (math, physics, literature, essay, microbio, etc) at the same time each day, maybe for 1-1.5 hours to give the kids a window into that subject.”

Closing

- Set next meeting date and time: **5/26/20, 5:30-7**