

## RC Racial Equity Committee 3/2/21 Meeting Agenda

**Zoom link:** <https://washington.zoom.us/j/99348358601>

**In attendance:** Janice, Jana, Kathryn, Nancy, Deenie, Curtis, Lisa, Teddi, Christine

### 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.*

- Whose land are you on? <https://native-land.ca/>
- What do you already know and what is your next learning step?

### 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

- Brief RC updates
  - Enrichment
    - Summer
      - Pivoted to online last year
      - Cancelled Challenge and kept Stretch
      - Very successful
      - Planning for online for this summer, will pivot in person as soon as possible
    - Saturday
      - Moved to online

- Got the word out more broadly, more rural areas
  - Had international students and students from other US states
  - Still offering tuition waivers, increased amount given (30%)
  - Enrollment and classes up
- TS
  - Apps showing students attended RC Sat and Sun, seeing the impact of enrichment classes
  - Middle of application season, early decisions already in, interviews starting
  - Lots of new learning in new role (Lisa)
  - Ongoing convo of representation, State Advisory convo happening
  - Culturally responsive teaching for current students, support for UR students who have not applied in the past
  - New ideas for Spring or Summer to support students who need app support
  - TS Faculty want to know why they are not seeing BIPOC students in the program
  - Trying to pivot with limited test options, offered own version for ACT
  - Added 3rd rec that could be other than a teacher
- EEP/Acad
  - Outreach changes - tiered approach
  - Up to 100 apps currently
  - EOP access for incoming students
  - BIPOC at the RC student group forming
  - More apps could be due to not requiring testing, not having another app component
- Questions from RC teams
  - Pre-college or pre-Academy summer program to prepare (7<sup>th</sup>/9<sup>th</sup>), preview of what's to come, interdisciplinary/IB approach as pre-TS, can we limit who is eligible?
    - Looking at test scores
    - Students self-advocating for entrance
    - How are we identifying students for our programs? That needs to be what our focus is for these programs
  - Testing and qualifications for programs
    - Test scores needed for 5th and 6th graders?
    - White parents wanting "like-minded peers"
    - Don't need qualifications for enrichment, it should just be enrichment
    - UW enrichment programs have qualifications?
    - Encourage choice for AP classes in HS and Honors in MS

- Placement tests for Math classes, “are you ready for this?”, curriculum based assessment
- Define what class covers and what students need to get there
- Reduce barriers for applying
- Want to set ourselves apart from other programs but also be more inclusive
- Brand of RC as excellence vs exclusive, what to do if UW summer day is emulating our programs?
- Use comments from parents and students about being in the program
- Lead the field with curriculum (e.g. Vanderbilt), carefully written and can be used by other teachers, pedagogical skills, online, published, accessible, (e.g. Duke TIP still has their curriculum)
- Equity - disseminate curriculum to other schools
- SPS - identify various entry points for students to different kinds of learning, what else would tell you that students are ready?
- Arguments from organizations that represent Students of Color who want to include test scores — they are less happy about using teacher recs. or GPA
- Best pathways to access are multiple: two or three letters of rec (could be hard for some families to obtain + bias factor), test scores, other options
- Need to diversify teacher workforce
- Need to do work with teachers to see talent in different ways - PD for teachers and how to think about hi cap thru different cultural lenses, need to shift to think more broadly about who is in their classroom
- Students being labeled from a deficit perspective based on language abilities in 4th grade
- 6-8 year transition for SPS to move to a new model of assessment
- RC could send info to teachers about who they are looking for and what that will look like (e.g. leadership looks different in different cultures), pre-admission work, short video? Checklist? Dr. Kristina Collins, pair with SPS on this work
- Need to get to teachers before they are asked for a rec, who are they talking to about our programs?
- Portfolio app system: students get to show us their best selves, how to evaluate?
- What do teacher recs get at? Could we have multiple options for students to demonstrate need for advanced learning?
- Are there ways to think about students who are taking on adult responsibilities in their families? Get at some of the skills regarding

responsibility and organization, How can we articulate the leadership/responsibility within that role at home? Renzulli's Task Commitment

- "portfolio" model - multiple ways for students to demonstrate readiness. Challenging to request documentation on things like work at home.
- Our problem to figure out how to ask for it and assess it!
- Is it necessary to compare applicants — what if instead the question is — is this the right fit — How many students would be a good fit that we don't have the capacity to serve?

- Questions for next meeting
  - How to open access for neurodivergent students?
  - Culturally responsive teaching practices – in service suggestions
  - How do your programs manage background checks? How do you talk about them in your hiring?
  - How can we influence/be part of the larger conversation so that more students who have not previously qualified for hi cap can? Regional event on equity in gifted ed? Would committee members want to help us plan?
  - How can TS teachers better meet the needs of students who have historically not been served by hi cap programs?
  - How do we better support students from underserved backgrounds once they're in TS and Acad? Academically and social/emotionally

## **Closing**

- Set next meeting date and time: May TBD