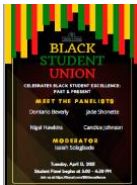



<p>2:00-2:10 (10 mins)</p>	<p>Welcome and Approval of Agenda and Minutes</p> <p>Zoom Meeting Logistics:</p> <ul style="list-style-type: none"> • Notetaker: Bettina • Time Keeper: Rebekah <p>Notes link</p> <p>Present/introductions:</p> <ul style="list-style-type: none"> • Rebekah Taveau • Manuel Perez • Candice Johnson • Ellen Young • Alison Field • Rosa Moncada • Adolfo Leiva • Valeria Estrada • Maria Huning • Milina Angelove • Karen Engel • Mahitha Rao • Saul Miranda • David Reed • Tammy Robinson • Ricoc • Mary Ho <p>Business</p> <ul style="list-style-type: none"> • Approval of Agenda: <ul style="list-style-type: none"> • Female voice motioned to approve • Adolfo seconded the motion • Candice and Maria abstained • Approval of Notes: <ul style="list-style-type: none"> • Allison motioned to approve • Mahitha seconded the motion 	<p>Rebekah</p>
<p>2:10-2:20 (5-10 mins)</p>	<p>Announcements/Updates:</p> <p><u>Candice – BSU:</u></p>  <ul style="list-style-type: none"> • BSU is bringing a celebration of our black students. • Looking at students past and present 	<p>Rebekah</p>

	<ul style="list-style-type: none"> • Talking to those former and current students about their experiences at this institution, as well as other institutions • storytelling and things like that • So yeah, I invite you all to register. • The registration link is at the bottom of the flyer. • Flyer was shared in chatbox <p><u>Rebekah - Cora Courses:</u></p>  <ul style="list-style-type: none"> • Did this in 2017; supporting men of color in the community college course • “Antiracism Course Design: <ul style="list-style-type: none"> ○ it's an online courses, 15 hours ○ looking for 10 faculty can be a part of this ○ Some faculty can do this together ○ 30 day access to a 15 week course ○ Can be extended if we need to • Candice shared that there’s a great level of expertise that instructors are coming with and both courses are “very powerful” • Manuel added: <ul style="list-style-type: none"> ○ This will mostly happen in the summer ○ If you are interested, please reach out to Rebekah <p><u>Rebekah - Campus Inclusion Team Initiative Work:</u></p> <ul style="list-style-type: none"> ○ Group was looking at the website ○ See where there's information about how to get support, and what to do if there's an incident of racism or discrimination ○ Also looking for ways that that could be improved and more student friendly. ○ They are working on a proposal to see if they could revise and improve that site ○ They've been meeting every Friday at 11 if people are interested in joining in on their efforts. 	
<p>2:20-2:35p m (10-15 mins)</p>	<p>Review and vote on ACES Mission and Bylaws:</p> <ul style="list-style-type: none"> • Final discussion and vote on the bylaws • Main changes that the taskforce made: <ul style="list-style-type: none"> • Made our goals more precise • Fine tune some of the language 	<p>Bylaws Task Force</p>

	<ul style="list-style-type: none"> • Membership: <ul style="list-style-type: none"> ○ Make sure to include learning center and library representative ○ Also would like committees supporting as many of the communities listed in bylaws as possible • Implement tri-chair model: <ul style="list-style-type: none"> ○ Staff ○ Faculty ○ DP co chairs • Rebekah shared the link to the bylaws in the chat box: https://docs.google.com/document/d/1e66u_bEK9PZ75FVPZKmj63I-jkk5KOed4HFoLOi-mCU/edit • It is important to place explicit anti-racist statements in all documents • <u>Approval of Bylaws:</u> <ul style="list-style-type: none"> ○ Karen made motion to approve ○ Valeria seconded the motion • All members voted to approve 	
<p>2:35-2:45pm (10-15 mins)</p>	<p>Report out from Equity Analysis Taskforce Resources:</p> <p>ACES Equity Gap Analysis Taskforce Steps and “Milestone Moments for Critical Reflection”:</p> <ul style="list-style-type: none"> • Rebekah: The taskforce to do deep dive into the equity data • Manuel: <ul style="list-style-type: none"> ○ In the first meeting, did framing and perimeters of this taskforce ○ Provides benchmarks <ul style="list-style-type: none"> ▪ Step 1: read and familiarize themselves the CUE report (https://drive.google.com/file/d/1Zn70BDahW8hZ8j5BgyPmtG37XQBPfu9X/view): ▪ Step 2: goals and metrics: https://canadacollege.edu/aces/SEAP%20Exec%20Summary_Final_6.27.19.pdf ▪ Step 3: use equity lens to discuss two questions: <ul style="list-style-type: none"> ▪ Are we making progress? ▪ Are our goals/metrics equity-minded? ▪ Step 4: is a wish list with suggestions • SEAP Annual Report revised post meeting with clarifications • Questions about Annual Report 	<p>Equity Analysis Task Force</p>

<p>2:45-3:45p m (60+ mins)</p>	<ul style="list-style-type: none"> • CCC Student Equity Plan Review: A Focus on Racial Equity : • California Community College Student Equity Plan Review: A Focus on Racial Equity: <ul style="list-style-type: none"> ○ 117 equity plans were reviewed and their focus was on how colleges are using equity plans to remove racism ○ Report shares important rationales ○ Remediating the institution ○ If we don't focus on race, we're not focusing on ... ○an act as anti-racist policy ○ Working toward vision for success goals to reduce outcomes.... • CUE Findings: Most SEAPs <ul style="list-style-type: none"> ○ Discuss generic equity not racial equity ○ Are not being used as tool for Vision for Success transfer goals ○ Focus more on structure and student rather than cultural change ○ Do not utilize inquiry ○ Focus on depts. versus campus wide ○ Focus on student services and administration rather than classrooms • Data findings: <ul style="list-style-type: none"> ○ Only 1% dedicated to creation/delivery of culturally relevant pedagogy ○ Only 3% included capacity building or PD on equity ○ 87% did not mention race or specific racial group ○ 54% focused on all students (not DI) ○ Only 16% mentioned transfer ○ About 2/3 do not directly involve faculty • Checklist: <ul style="list-style-type: none"> ○ Provide very specific language - Take it as a lens for our equity plan • Includes recommendations • Manuel: <ul style="list-style-type: none"> ▪ Thank you Michiko and Associated Students ▪ Highlights of the full report ("milestones") and provides specific examples: <ul style="list-style-type: none"> ▪ Executive summary ▪ Page 5: Vision for Success evidence based goals: ▪ PG 3 – Executive Summary ▪ PG 5 – Vision for Success evidence based goals 	<p>Rebekah Manuel</p>
--------------------------------	---	-----------------------

- Transfer Equity
 - Expanding Attainment
 - Mitigating Equity Gaps
- PG 9 – Why race must be the focus
- PG 14 – Key Terms
- PG 22 – Table 3. Language Type SEP Examples
 - PG 23 – Figure 8. Equity Word Search Table
 - PG 26 – Table 4. Unactionable and Actionable Activity Examples
 - PG 28 – Findings; In what ways do the SEPs address racial equity?
 - PG 30 – Table 5. Race-Neutral and Race-Specific Activity Description Examples
 - PG 34 – Race-Neutral and Race-Specific Transfer Activities
 - PG 35 – In what ways do the colleges acknowledge a lack of capacity to address racial equity in the Student Equity Plans?
 - PG 38 – Figure 21 and Figure 22 Data and Inquiry Paradigms
 - PG 44 – Table 6. Six Key Elements of an Exemplar Equity Planning Checklist
- PG 45 – 46 – District/College level recommendations

Six Key Elements of an Exemplar Equity Planning Checklist:

<https://docs.google.com/document/d/1DUkdkfT8J3IFd0299EMwa9N6fp92ASwW7wN5M2a3ZAg/edit>

- Focused on a few examples:
- Unactionable and Actionable Activity Example:

Plan Review_A...
 implement the activity. Or, was there a lack of information or detail, making the activity less...
 responsible or feasible? Table 4 provides... of both an unactionable and actionab...
 activity.

Open with

Table 4. Unactionable and Actionable Activity Examples

Example of an Unactionable Activity	Example of an Actionable Activity
Expand partnerships with financial aid office to promote and encourage FAFSA/DA/BOG completion	MESA Week Zero is an intensive, four-day (9am - 2pm) orientation program for new incoming students identified as low-income, Latino, Native American, and African American who are declared in the STEM disciplines, as well as a cohort of continuing MESA students. MESA Week Zero brings these students to campus two weeks before the fall semester begins to go through a series of activities that expose them to STEM disciplines and requirements, STEM faculty, Community STEM Professionals, and STEM student leaders.

The unactionable or unfeasible activity in Table 4 is unactionable because it does not provide enough detail as to how the activity will be implemented. For example, what does it mean to "expand partnerships with financial aid?" What steps does that entail and who would be involved? How long would...
 Page 26 / 65
 detail in terms of implement... take place, the duration, which student groups will be involved, and what types of activities will be part of the strategy.

- Page 30 on Table 5: has to do with language

Table 5. Race-Neutral and Race-Specific Activity Description Examples

	Definition	Activity Description & Metrics Example	Rationale
Race-Neutral	The activity description does not refer to any specific racial group (i.e., Black)	<p><i>Design and implement a mentoring program, special orientation and monthly support sessions aimed to increase certificate and associate degree completion.</i></p> <p>Corresponding Metrics: Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year Black or African American : Male : Attained the Vision Goal Completion Definition Hispanic or Latino : Male : Completed Both Transfer-Level Math and English Within the District in the First Year Hispanic or Latino : Female : Completed Both Transfer-Level Math and English Within the District in the</p>	<p>The activity description is focused on the general student population.</p> <p>The metrics associated with the activity are race-specific.</p>
Race-Specific	The activity description mentions at least one specific racial group (i.e., Latinx)	<p><i>The college will conduct targeted outreach activities to increase the number of African American and LGBTQ students that complete the matriculation process. Activities may include making presentations about the Unoja program and LGBTQ services at local high schools, college preview days, promoting dual enrollment opportunities, and contacting applicants via the call center to answer questions about the matriculation process.</i></p> <p>Corresponding metrics: Black or African American : Female : Enrolled in the Same Community College</p>	<p>The activity description is focused on a specific racial/ethnic group - which aligns with the targeted metrics for this activity. Alignment between metrics and activity are critical to closing equity gaps.</p>

- Race Specific example:

	Definition	Activity Description & Metrics Example	Rationale
Race-Specific	The activity description mentions at least one specific racial group (i.e., Latinx)	<p><i>The college will conduct targeted outreach activities to increase the number of African American and LGBTQ students that complete the matriculation process. Activities may include making presentations about the Unoja program and LGBTQ services at local high schools, college preview days, promoting dual enrollment opportunities, and contacting applicants via the call center to answer questions about the matriculation process.</i></p> <p>Corresponding metrics: Black or African American : Female : Enrolled in the Same Community College</p>	<p>The activity description is focused on a specific racial/ethnic group - which aligns with the targeted metrics for this activity. Alignment between metrics and activity are critical to closing equity gaps.</p>

Equity Plan:

- Analyze a little bit together
 - Do our goals relate to specific populations?
 - Do our activities line up with the goals and is our language explicit enough?

Executive Plan:

- https://canadacollege.edu/aces/SEAP%20Exec%20Summary_Final_6.27.19.pdf
- Look at: A through 13
- Equity Gap Taskforce would like our notes

Breakout Rooms:

- Each group shared feedback of the activities document and noted where they do not align to the checklist
- https://docs.google.com/document/d/1eQey_ypmKZ22MJ5CyEdLKZ7MezchejczDuY0v0Yciwg/edit

Summary and Discussion

[Google slides](#) with initial observations and applications of the checklist

<p>(3:45 - 3:55) (10-14 mins)</p>	<p>Standing Items</p> <p><u>Saul - Undocumented student support</u></p> <p>Dreamers Task Force Updates</p> <ul style="list-style-type: none"> ○ Job posting is now live! Secure, full-time, permanent. ○ “Thank you to everyone. You are all change makers.” ○ Sign up for vaccinations at Sienna Youth Center – 300 doses ○ 9am to 3pm: https://www.calvax.org/client/registration?clinic_id=27774&token=DqN67L2KAojsbbAgu8ELVAu2BbCkdV3V ○ Tell people to sign up for their 2nd dose at https://www.calvax.org/client/registration?clinic_id=27778&token=T DfsVP8oC1SQMxK4zspCYAxYGQ6iwCih ○ Events: <ul style="list-style-type: none"> ○ Wed the 7th at 6pm: Dream Fellowship Presentation <ul style="list-style-type: none"> ○ SF based paid leadership for students ○ Selfcare Thursdays: DIY face masks ○ April 8th: Destress and Relax Event ○ Undocu Tales: Bay Area colleges will have a discussion about undocumented tales ○ May 29th: Celebrate the accomplishments of graduating transfer and/or degree receiving undocumented students ○ Last Friday: Immigrants and Allis for high school students ○ Update on Anti-racism task force work <ul style="list-style-type: none"> ○ FLEX Day on the 22nd will be <ul style="list-style-type: none"> ○ Beginning of the day will be the District Council’s district wide presentation ○ Immediately after will be the college wide session ○ Anti-racism Task Force Goals and Commitment <ul style="list-style-type: none"> ▪ Curriculum Group Inquiry 	<p>Saúl Alison Manuel Rebekah</p>
---------------------------------------	--	---

(1-5 mins)	Closing comments Next Steps Next Meetings: The 4 th Tuesdays 2:00-4:00pm unless otherwise indicated April 27 May 11	
4pm	Adjourn	