

California Higher Education Recovery with Equity Taskforce

Meeting Agenda & Summary Notes

Tuesday, November 10, 2020 | 11am-2pm PT/2pm-5pm ET

MEETING OBJECTIVES

- *Review and discuss feedback received from Taskforce members to determine the final list of priority issue areas to be developed into the Taskforce’s final recommendations*
- *Organize Taskforce members into teams to develop and draft the content for the final set of Taskforce recommendations*

<p>11:00-11:15 AM PT</p> <p>Welcome and Agenda</p>	<p>Attendees:</p> <p>Taskforce Members: Lande Ajose, Loren Blanchard, Nathan Brostrom, Bridget Burns, Ben Cannon, Michelle Asha Cooper, Keith Curry, Bryan Daley, Millie Garcia, Daisy Gonzales, Shaun Harper, Michal Kurlaender, Monica Lozano, Tim Renick, Judy Sakaki, Deborah Santiago, Michele Siqueiros, Gabrielle Starr, Hayley Weddle, Michael Wiafe</p> <p>Education First & Team (supporting Taskforce efforts): Colette Astorgue, Ria Bhatt, Susan Bodary, Carl Christopher, Mario Jackson, Jaci King, Meg Ramey, Varsha Sarveshwar</p> <ul style="list-style-type: none"> • Lande Ajose (Chair) welcomed Taskforce members to the meeting, reviewed the arc of the Taskforce’s work, and informed Taskforce members about extending the work through January in order to further build out the recommendations. • Susan Bodary introduced the agenda and work for the day.
<p>11:15 AM - 12:10 PM PT</p> <p>Issue Areas: Arriving at a Final Priority List</p>	<ul style="list-style-type: none"> • Susan Bodary shared a summary of priority issue areas generated from one-on-one interviews with Taskforce members. The three majority-support issue areas include: 1. Packaging Basic Needs and Financial Aid (including Digital Equity), 2. Seamless K12-Postsecondary Transition and High Tech High Touch Advising (including Early College Credit), and 3. Statewide System for Admissions, Transfer and Articulation. Ideas with strong minority support include: 1. Teaching and Learning and Equity-Focused Institutional Culture, 2. Attainment Goal, 3. Holistic Adult Learning, and 4. Higher Ed Finance Structure. • Shaun Harper and Gabi Starr commented that the issue areas do not specifically address COVID-19 reopening and recovery. • Michele Siqueiros expressed a desire to be specific about what the big, overarching purpose is guiding all of the issue areas, which we might call a goal rather than a moonshot. The goal should close inequities that have been exacerbated by COVID, and re-design the system for students of color. • Several Taskforce members expressed support for a COVID-19-specific issue area, and for Michele’s overarching goal idea. • Several Taskforce members expressed a desire for the Taskforce’s recommendations to include upskilling faculty to better meet the needs of students in today’s evolving learning environment.
<p>12:10-12:30 PM PT</p>	<p>Break</p>

<p>Break</p>	
<p>12:30-1:45 PM PT</p> <p>Breakout Groups Revise Language for Each Issue Area Goal</p>	<ul style="list-style-type: none"> • Taskforce members volunteered for an issue area to work on in a small group. The Taskforce broke into small groups to discuss each issue area and refine the ideas and language included in the issue area’s goal statement. • Issue Area Breakout 1: Package Basic Needs and Financial Aid (include Digital Equity) <ul style="list-style-type: none"> ○ Existing description of issue area goal: Postsecondary students will receive coordinated, streamlined delivery of a full package of supports as a result of applying for financial aid. The package will include their financial aid award as well as the basic needs support they qualify for from state and local agency partners to help them persist and complete (including food, housing, dependent care, transportation, and tools for learning like internet and devices). Design of packaged supports will be accomplished with Black, Latinx and adult student input, and executed for the benefit of all students as they qualify. This solution places the emphasis on the system to offer supports, instead of the student asking for each service individually. ○ Revised description of issue area goal: California creates a seamless system that provides for all students’ basic needs, thereby securing a pathway to credential and degree attainment, and eliminating barriers to postsecondary achievement and attainment. Postsecondary students will receive coordinated, streamlined delivery of a full package of supports as a result of applying for financial aid. The package will include their financial aid award as well as the basic needs support they qualify for from state and local agency partners to help them persist and complete (including direct funding, food, housing, health and wellness, dependent care, transportation, and tools for learning like disability accommodations, internet and devices). Design of packaged supports will be accomplished with Black, Latinx and adult student input, and executed for the benefit of all students as they qualify. This solution places the emphasis on the system to offer supports, instead of the student asking for each service individually. ○ Notes: <ul style="list-style-type: none"> ▪ Add direct funding, health and wellness, and disability accommodations to the list of basic needs. ▪ Overarching language: CA creates a seamless system that provides for all students basic needs, thereby securing a pathway to credential and degree attainment, and eliminating barriers to postsecondary achievement and attainment. ▪ What is the role of the state? Institutions? Students? What do each need to do differently? ▪ Students shouldn’t have to reinvent the wheel when they move between systems. We should provide support for the jump. We should take care of it proactively for them so they can focus on their academics. • Issue Area Breakout 2: Seamless K12-Higher Ed Support, High Touch High Tech Advising (include Early College Credit)

	<ul style="list-style-type: none"> ○ Existing description of issue area goal: Match students with a professionally trained champion who will coach them one-on-one on their academic, career, and personal goals and pathways. Use predictive analytics to proactively target outreach and intervention. Merge the work between K12 and postsecondary to seamlessly support students along established pathways with warm handoffs from institution to institution, system to system, particularly for Black, Latinx, and adult students. Give all students the option for early college credit and automatically enroll students in local community college so that by spring of senior year, students are set up for a seamless transition to postsecondary education. ○ Revised description of issue area goal: Merge the work between K12 and postsecondary to seamlessly support students along established pathways. Beginning in K12 and through postsecondary, match students with a professionally trained champion who will coach them one-on-one on their academic, career and personal goals and pathways, and connect students with peer and professional mentors. Use predictive analytics to proactively target outreach and intervention, including a chatbot. Support students along established pathways from institution to institution, using degree planners as a tool to facilitate planning and adjusting throughout a students' postsecondary career. ○ Notes: <ul style="list-style-type: none"> ▪ Add degree planners. ▪ Add nuance that advising (and high tech system) should start in K12. ▪ Add peer mentoring and professional/career mentoring. ▪ Add chatbot. ▪ Consider overlap of this solution with the Basic Needs/Financial Aid solution in terms of the seamless transition from K12 to postsecondary. ● Issue Area Breakout 3: Statewide System for Admissions, Transfer and Articulation <ul style="list-style-type: none"> ○ Existing description of issue area goal: Guarantee seamless integration of early college credit, dual admissions, transfer and reverse-transfer degree pathways to support the timely completion of each student's desired postsecondary goals. Develop a statewide common platform to support expected multi-institutional college journeys to credentials and degrees, assuming that students will experience taking classes from at least two postsecondary systems. ○ Revised description of issue area goal: California will have a clear, transparent pathway for students from secondary to postsecondary. This pathway will guarantee seamless integration of early college credit, dual admissions, transfer and reverse-transfer to support the timely completion of each student's desired postsecondary goals. A statewide common platform will be developed to support students along this pathway in expectation of multi-institutional college journeys to credentials and degrees, assuming that students will experience taking classes from at least two postsecondary systems.
--	--

	<ul style="list-style-type: none"> ○ Notes: <ul style="list-style-type: none"> ▪ Common platform could be interpreted as giving students a better map to a terrain that is already too complex – that’s not good enough. The tool is better transfer system, not just a better map. Reengineering the system. ▪ Require the systems to change (don’t just encourage change), which means re-establishing where authority lies to determine what constitutes a degree. ▪ Allow families, local community partners, and local employers to be a part of redesigning classes and degrees. ● Issue Area Breakout 4: Teaching and Learning and Equity-Focused Institutional Culture <ul style="list-style-type: none"> ○ Existing description of issue area goal: Equip higher education institutions with tools, guidance, and resources to design equity-focused institutional cultures that engage students and cultivate a sense of belonging, and nimbly respond to the career interests of students and the pace of workforce demands. Achieve this through culturally relevant priorities, equity audits, and training and incentives for faculty and staff. Challenge postsecondary institutions and systems to design and cultivate cultures that use HBCU’s as an example. Academic leaders will design and advance equity-centered learning experiences that build upon students’ strengths and meet their unique needs with flexible support, access to relevant resources, and authentic connection between faculty and students to help in preparing them to enter the workforce. Improve the student learning experience by setting expectations with faculty and providing tools (PD and other supports) to help faculty engage, support, and respect all students, including the development of an equity toolbox that faculty can expand/adapt locally. ○ Revised description of issue area goal: California institutions of higher education will build equity-focused institutional cultures that engage their diverse student population, cultivate a sense of belonging, and nimbly respond to the students’ personal needs and career interests as well as workforce demands. Consistent with this culture, academic leaders will design and advance equity-centered learning experiences that leverage students’ knowledge and experiences and meet their unique needs with flexible support, access to relevant resources, and authentic connections between faculty and students. ○ Notes: <ul style="list-style-type: none"> ▪ Reframe to focus on institutional culture first, and that teaching/learning is one aspect of the broader culture. Add language on urgency and issues students are dealing with in COVID. ▪ Break down siloes between academic and student affairs. ▪ Stronger focus on adult students. ▪ Incentives for faculty: how do we incentivize culturally responsive teaching? ▪ Campus climate: break down barriers between students by ethnicity, income, age, etc.
--	---

	<ul style="list-style-type: none"> ▪ Potential specific goals: <ul style="list-style-type: none"> • Urgently facilitate low-cost or no-cost testing for every district in the state. • By 2022, upskill every educator with implicit bias and inter-cultural competency training to effectively support them in educating the most diverse student population in the nation. • By 2022, require the adoption of an equity audit in every segment by district and publicly post every July 31st thereafter. • By 2022, cross-segment transfer and first-gen college student centers. • Breakout 5: Overarching COVID considerations <ul style="list-style-type: none"> ○ Building a description of this overarching consideration for all issue areas: Various decisions will be made in the process of reopening, and within those decisions are beliefs/epistemology and implicit bias. Without intentionality and clear direction/guidance rooted in equity, our post-COVID reopening will result in perpetuating inequity. ○ Notes: <ul style="list-style-type: none"> ▪ What should be at the top of the list for reopening in-person because it can't be replicated online? ▪ Who are the priority groups? What students are being kept safe? Consider student parents of color and students in poverty. ▪ Decision-making should consider childcare, employer-sponsored remote employment, etc. ▪ Consider emotional health support, grief and loss of loved ones. ▪ Access to healthcare. ▪ Separate competing interests, put health first. ▪ Who is responsible for leading the charge for reopening? We need clarity on what part of government will lead the charge. We need to draft a focused statement to be used for decision-making during recovery and reopening.
<p>1:45-2:00 PM PT</p> <p>Review Next Steps</p>	<ul style="list-style-type: none"> • Carl Christopher shared next steps for the Taskforce: <ul style="list-style-type: none"> ○ Taskforce members are asked to please complete a feedback survey. ○ Education First will reach out to confirm Taskforce “team” members to work on each issue area, and will provide a recommendation framework template for each team. ○ Education First will reach out to schedule team meetings and additional Taskforce meetings. ○ Education First is currently collecting and analyzing feedback on the issue areas from stakeholders across the state including students.