

# **EQUITY- GROUNDED COUNSELING: Serving Black Students**

## **WEBINAR SERIES**

### *Addressing Basic Needs in Educational Counseling Environments*



# Welcome & Invitation to the Space

*Dr. Wendy Stewart*

*Dean of Counseling & Student Development  
MiraCosta College*

# Community & The Porch

*Dr. Adrean Askerneese*

*Counseling Faculty  
MiraCosta College*

**Nkonsonkonson**





# Framing for the Work

*Luis Chavez*

*Senior Director*

*Career Ladders Project*

*Founding Member, COLEGAS*

# Speakers



**Devon Boone, LCSW  
CARE Manager  
MiraCosta College**



**Don Love, MA  
Umoja Counselor/Coordinator  
MiraCosta College**



# MiraCosta CARE: Overview of Services



- Case management and linkage to referrals on- and off-campus
- Campus Food Pantry and Farmer's Market
- Emergency Grants
- CalFresh Application Assistance
- Rental Assistance
- Student Technology Request

# What are basic needs?



Basic needs refer to those things that are necessary to sustain life. It is the minimum requirements of a community for a decent standard of life. Basic needs consists of adequate food, shelter, and clothing plus some household equipment and furniture. They also include essential services provided by and for the community-at-large such as safe drinking water, sanitation, health and education. [State v. Bunting]



# Defining Prevalent Basic Need



## Homeless & Housing Insecure

- Sheltered: Emergency shelters, transitional housing, or other permanent supportive housing
- Unsheltered: Cars, parks, sidewalks, transit stations, abandoned buildings

## Displaced

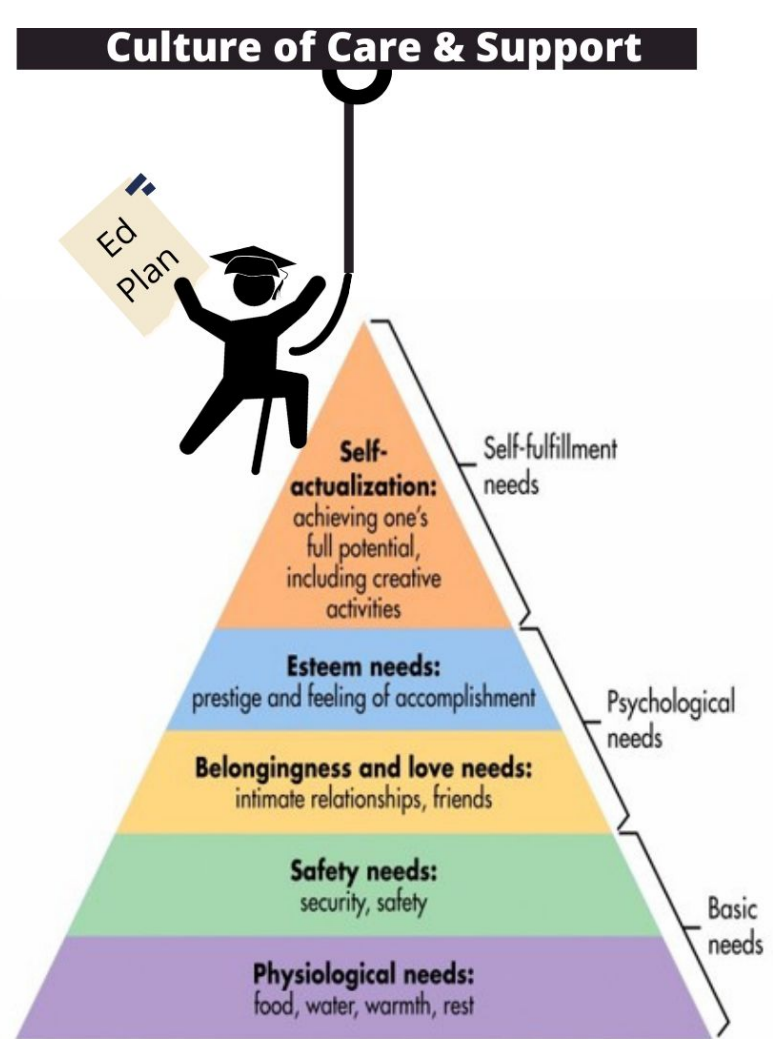
- Displaced: Housing situation is unstable and/or driven by economic pressure
- Doubled Up: Two related or unrelated families residing together like a parent living with an adult child.

## Food Insecure

Someone is considered food insecure if they are without reliable access to food that is affordable, nutritious, culturally appropriate, and sufficient in quality.



# Maslow's Hierarchy of Needs



# BASIC NEEDS: California Statewide

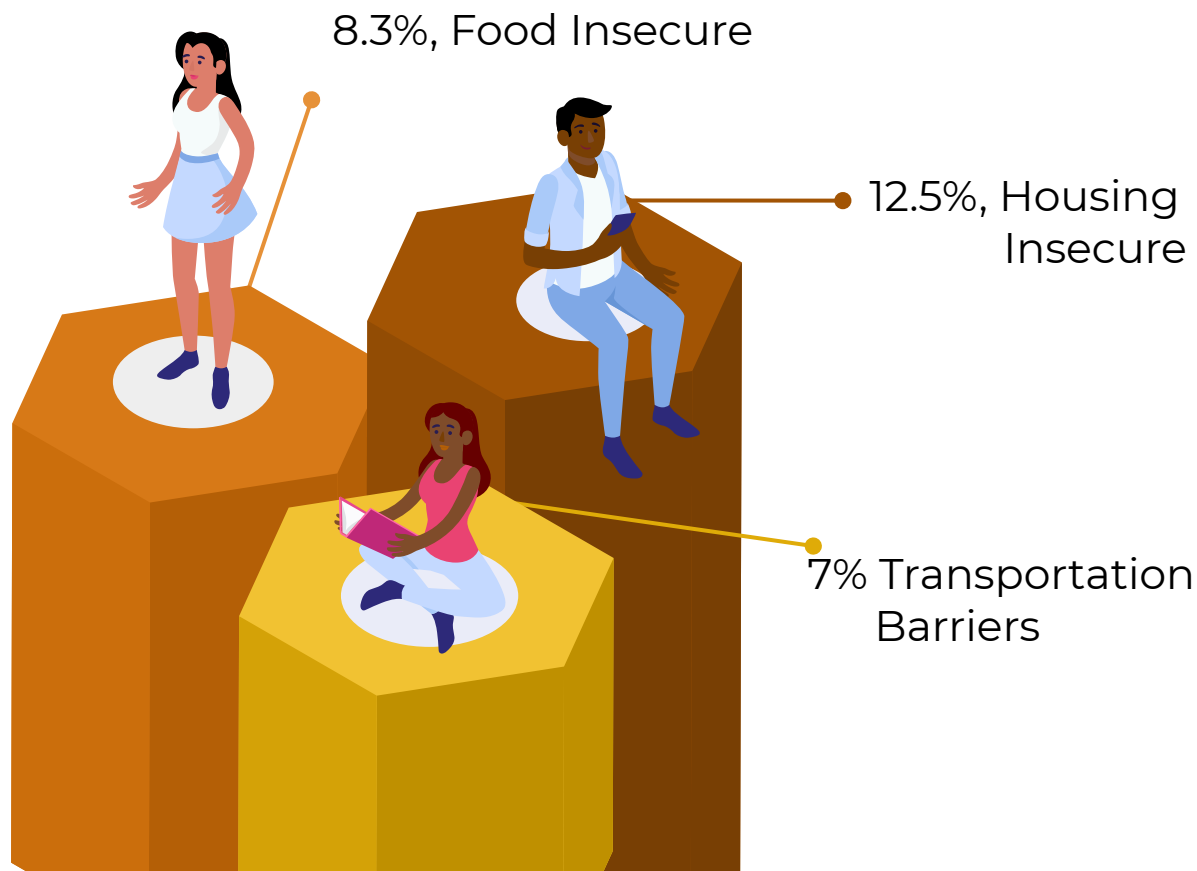
Based on 2016 & 2018  
#RealCollege Survey Data

- Almost 40,000 California Community College students were surveyed from 57 community colleges.
- 50% reported Food Insecurity
- 60% reported Housing Insecurity
- 19% reported homelessness
- Many disparities reported amongst Black and African American students as well as LGBTQIA students.



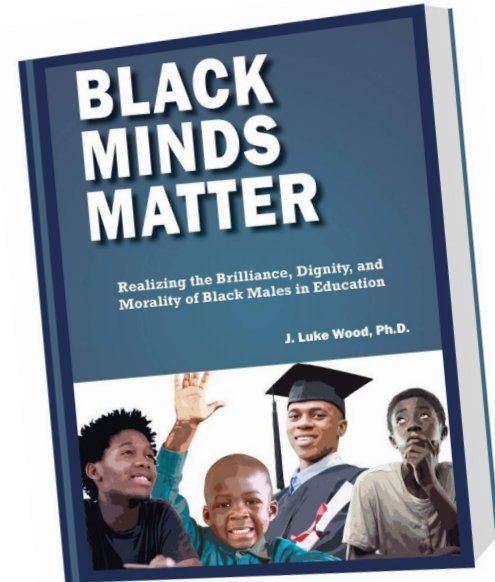
# BASIC NEEDS: MiraCosta College

- **2,518** students were experiencing some form of basic needs insecurity
- Disproportionate impact was found amongst **Black/African, LGBTQIA\***, and **students between ages 25-49**.
- Our **Black/African American** students are struggling the most in all three basic needs categories.



# Black Minds Matter

*“Nearly all educators are racist. They are not overtly white supremacists but they harbor perceptions of black males that are informed by what they have seen in wider society through the media, news, in books and in film. They engage black males from a point of stereotypes, microaggressions and bias.” - Dr. J. Luke Woods*



# Trauma-Informed Care (TIC): A Shift Of The Lens



- Assumes others have experienced trauma
- Recognizes trauma is complex and can be experienced on a cultural and racial level
- Leads with empathy by asking “What’s happened to you?” vs “What’s wrong with you?”
- Emphasizes avoiding retraumatization
- Holistic approach that considers a “person in environment”

# “Person In Environment”

## *Bronfenbrenner’s Ecological Theory*

**Macrosystem:** Overarching beliefs and values

**Exosystem:** Economic system, Political System, Educational System, Governmental

**Mesosystem:** The relationships between microsystems

**Microsystem:** Family, School, Peers, Workplace, etc.



# Trauma-Informed Care: The Principles



Safety



Choice



Collaboration



Trust



Empowerment

**Trauma-Informed  
Considerations**

**SAFETY**

## How can I provide safety and build trust?

- Give your unconditional positive regard
- “Hold space”
- Meet the student where they are at
- Provide clear expectations from the beginning
- Be clear on your role and scope of competence



# Trauma-Informed Considerations

## CHOICE

## In what ways can I provide the student choice?

- The student prioritizes the goals.
- The student is the expert on their own lives.
- What are the students options to switch supports if you are not the right fit? How is this communicated?
- How does the student prefer to communicate with you? What steps are you prepared to take if this does not align with your communication style?
- How does the student prefer to be addressed?
- What are the students option for terminating services?

**Trauma-Informed  
Considerations**

**COLLABORATION**

## **In what ways can I collaborate with the student?**

- **Discuss expectations you may have about collaborating.**
- **Ask the student about their priority focus area.**
- **“How can I best support you right now?” or “Where would you like to start?”**
- **Be cautious of taking up too much space with questions**
- **Continuously assess what’s effective and what is not.**

**Trauma-Informed  
Considerations**

**EMPOWERMENT**

## **How do I empower this student?**

- **Listen out for strengths and support networks then reflect that back to the student.**
- **Highlight resilience and small steps toward goals.**

# What lens do you see Black students?



Racial Equity Lens  
framework by  
Maketa Wilborn:

1. Centering Race
2. Ensuring Access
3. Seeing White
4. Building Bridges
5. Shifting & Sharing Power
6. Centering Relationships

# Institutional Responsibility

- Ensure Physical Safety – Create Safe Environments
- Improve Emotional/Relational Safety
- Improve Staff and Faculty Awareness and Understanding of Trauma and the disproportionate impact on Black students
- Provide regular training for faculty, staff, and student leaders/groups



# Institutional Responsibility cont'd

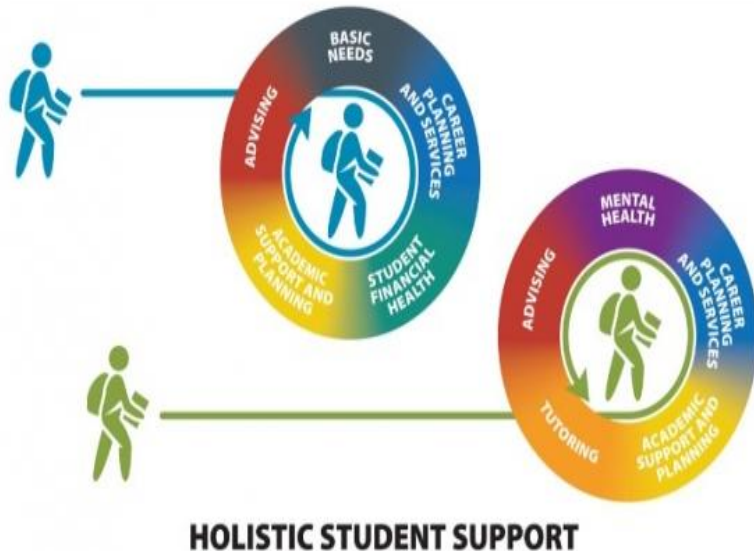


Recognize that:

- The college is a system that requires the entire campus community to be engaged in creating a trauma informed climate.
- Every staff member and department must work together.
- Create a learning environment that syncs with students living with a trauma narrative.



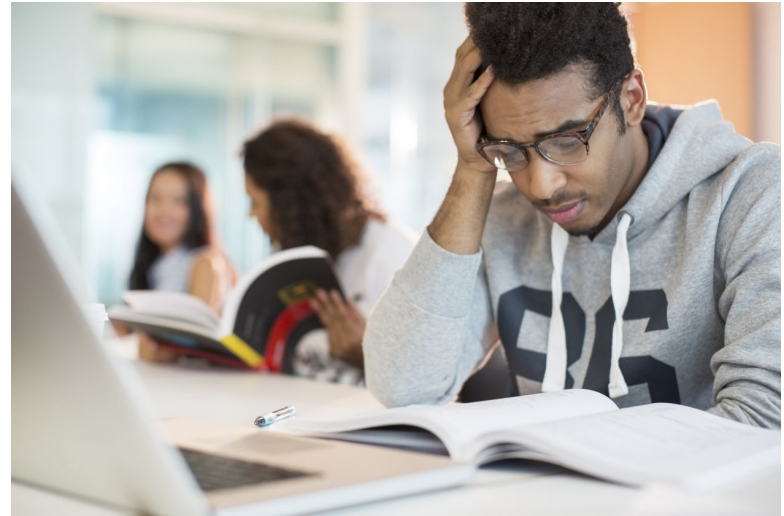
# Basic needs and educational planning



- Holistic Counseling Services
  - Prioritize our DI students
  - Looking at the whole student
  - Who are they?
  - What do they need?
  - What service may they need to get connected to immediately?

- Basic Needs Insecurities
  - Food, Housing, and Financial needs
  - Trouble accessing counseling and other campus resources
  - Difficulty accessing campus resources
  - Utilization of campus resources once found
- Access to digital resources
  - Lacking access to digital technology
  - High-speed internet
- Dual roles for home and school
  - Balancing family requirements (elderly parents, kids)
  - Home environment

# Challenges Facing Black Students





# INTRUSIVE COUNSELING

## *Counseling During COVID-19*



- Umoja Practice—Everybody's Business
- Holistic Approach
  - Mind, Body, & Spirit
- Importance of the Intake Form
- Be Responsive to the Students Needs
- Change the emphasis from CSEP first to building the relationship

# INTRUSIVE COUNSELING cont'd

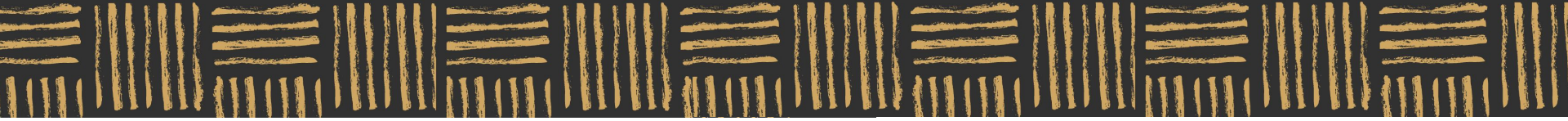
## *Counseling During COVID-19*

- Connect with students first - don't wait!
- Ensure that resources are easily accessible
- Connect via multiple methods
  - Text
  - Email
  - Social Media
  - Mobile



# INTRUSIVE COUNSELING cont'd

## *Counseling During COVID-19*



- Make the relationship central to gain trust
- Connect them to resources and services personally
- Don't let students fall into the digital abyss

# Black Student Resources

- Black Student Support Group (SU2020)
- Drive-through or mailing resources to students
- Umoja Village Hours
- Black Alliance First Fridays
- Emergency Fund Access
- Black Student Resource Guide
- Umoja Porch Talks



# Student Voices



**Christopher Burroughs**



**Patricia Crowley**



# Summary of application

Use a racial  
Equity Lens

Basic Needs **MUST** be met first in order to reach academic and personal success.

Relationship  
Building

Safety, choice, collaboration, trust, and empowerment are pillars in maintaining a trauma informed approach with your students.

Use Intrusive  
Counseling  
Practices

Shift your lens from “what’s wrong with you?” to “what has happened to you?” as you consider how our students navigate their academic “environment”

# Questions?

## Zoom users:

Please let us know your questions in the chat

## YouTube users:

You will need to log in to add your questions in the live chat function.

# TAKE IT TO THE PORCH

- How do you and colleagues “hold space” and “meet students where they are” in your Counseling office? What does this look like?
- What would you need to change in your counseling practice to prioritize basic needs in an appointment or student interaction?
- Are Counselors and Counseling staff aware of disaggregated data around basic needs (homelessness, housing insecurity, food insecurity, transportation) at your campus?
- Do you know what your campus data says about Black students and how they have been impacted by COVID?
- What types of trainings are available for Counselors to ensure they are equipped to address basic needs?



# NEXT WEBINAR:

## Maintaining an Equity Focus in the face of Oppressive Structures

February 26th  
8:30 am to 10:00 am

# EQUITY GROUNDED COUNSELING

## *Serving Black Students*

### 4-PART WEBINAR SERIES

#### EMPATHY AS A TOOL FOR EQUITY

JANUARY 29TH  
8:30 - 10:00 AM



Dr. Adrean Askerneese  
Counseling Faculty  
MiraCosta College



Devon Boone, LCSW  
CARE Manager  
MiraCosta College



Dr. James Canady  
Counseling Faculty  
Grossmont College

#### DECONSTRUCTING THE PROCESS OF CAREER AND EDUCATIONAL PLANNING

FEBRUARY 5TH  
8:30 - 10:00 AM



Selam Gebrekristos, MS, LMFT  
Counselor & Coordinator  
EOPS/Next Up Program  
San Diego City College



Jonathan Henderson, MA  
Regional Coordinator  
Umoja Community  
Education Foundation



Don Love, MA  
Umoja Co-Counselor/  
Coordinator  
MiraCosta College

#### ADDRESSING BASIC NEEDS IN EDUCATIONAL COUNSELING ENVIRONMENTS

FEBRUARY 19TH  
8:30 - 10:00 AM



Nicole Jones, MS, MFT  
Dean, Counseling Services  
Cuyamaca College



Dr. Wendy Stewart  
Dean, Counseling &  
Student Development  
MiraCosta College



Mercedes Tiggs, LCSW  
Umoja Co-Coordinator/  
EOPS Counselor  
Palomar College

#### MAINTAINING AN EQUITY FOCUS IN THE FACE OF OPPRESSIVE STRUCTURES

FEBRUARY 26TH  
8:30 - 10:00 AM

Sponsored by:



# JOIN THE CaCN COMMUNITY!



- Home
- Pings
- Hey!
- Activity
- My Stuff
- Find

Go to the Clientside for Public →

Public

## CACN, a community of practice sponsored & facilitated by the Career Ladders Project

The CaCN (California Counseling Network) basecamp group, open to ALL student support services professionals and counselors at high schools and community colleges, serves as a communication and exchange tool in support of student success and equity.



### Campfire

- Kerry Compton 1:42pm  
Not to my knowledge, but I
- Deidre Hill-Valdivia, Ed.D 1:55pm  
Thanks, Kerry.

### Message Board

- Student Supports Going Virtual!
- Student Supports Going Virtual!

### Docs & Files



The background features a decorative border with a repeating pattern of yellow and black vertical and horizontal lines, resembling a woven or knitted texture. The main text is centered in a large, bold, white font.

# Thank you for joining us!

The recording, presentation and resources from today's session will be emailed to all those that registered.

*Images & videos in this presentation are not owned by MiraCosta College nor Career Ladders Project.*