

EQUITY- GROUNDED COUNSELING: Serving Black Students

WEBINAR SERIES

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



Welcome & Invitation to the Space

Dr. Adrean Askerneese
Counseling Faculty
MiraCosta College

Nkonsonkonson





Framing for the Work

Luis Chavez

Senior Director

Career Ladders Project

Founding Member, COLEGAS

Speakers



Nicole Jones, MS, MFT
Dean, Counseling Services
Cuyamaca College
Lecturer, San Diego State University
Coach/Consultant, North Compass Consulting



Dr. Wendy Stewart
Dean of Counseling & Student Development
MiraCosta College
Adjunct Faculty, UCSD Education Program/
National University



OVERVIEW

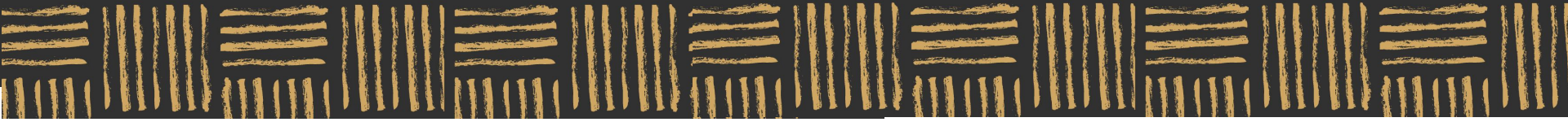


- I. Understanding systemic racism
- II. Black students in higher education
- III. A framework to identify and disrupt systemic racism in equity-grounded counseling work
- IV. A “call to action” around intentional leadership and improved outcomes

“If the ladder of educational opportunity rises high at the doors of some youth and scarcely rises at the doors of others, while at the same time formal education is made a prerequisite to occupational and social advance, then education may become the means, not of eliminating race and class distinctions, but of deepening and solidifying them”



What is Structural/Systemic/ Institutional Racism



- A form of **racism** that is embedded as normal practice within society or an organization that can lead to issues such as discrimination in criminal justice, employment, housing, health care, political power, and education, among others
- The normalization and legitimization of historical, cultural, institutional, and interpersonal dynamics that routinely advantage Whites while producing adverse outcomes for people of color

What is Structural/Systemic/ Institutional Racism

receive less overall health care, rates of coverage, access and quality of care

more likely to live in poverty

Underrepresented in high paying jobs, corporate hierarchies, and in government

dangerous jobs and unhealthy housing stock

higher exposure to environmental toxins

have a lower life expectancy

higher exposure to and more lethal consequences for reacting to violence, stress, and racism

more likely to be discriminated against in the workplace

higher death rates from a multitude of health threats

3 times more likely than Whites to get COVID-19 and more likely to work in jobs that do not accommodate remote work

“This Is Not America”



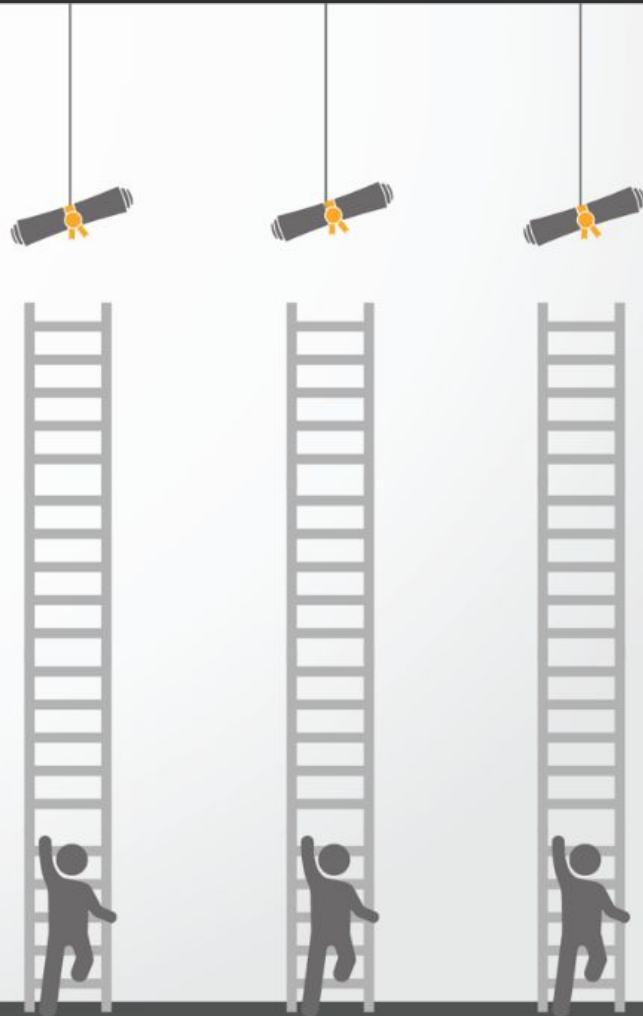
EQUALITY

imagines an
equal world.

*"I care about all
students equally"*



CENTER *for* URBAN
EDUCATION

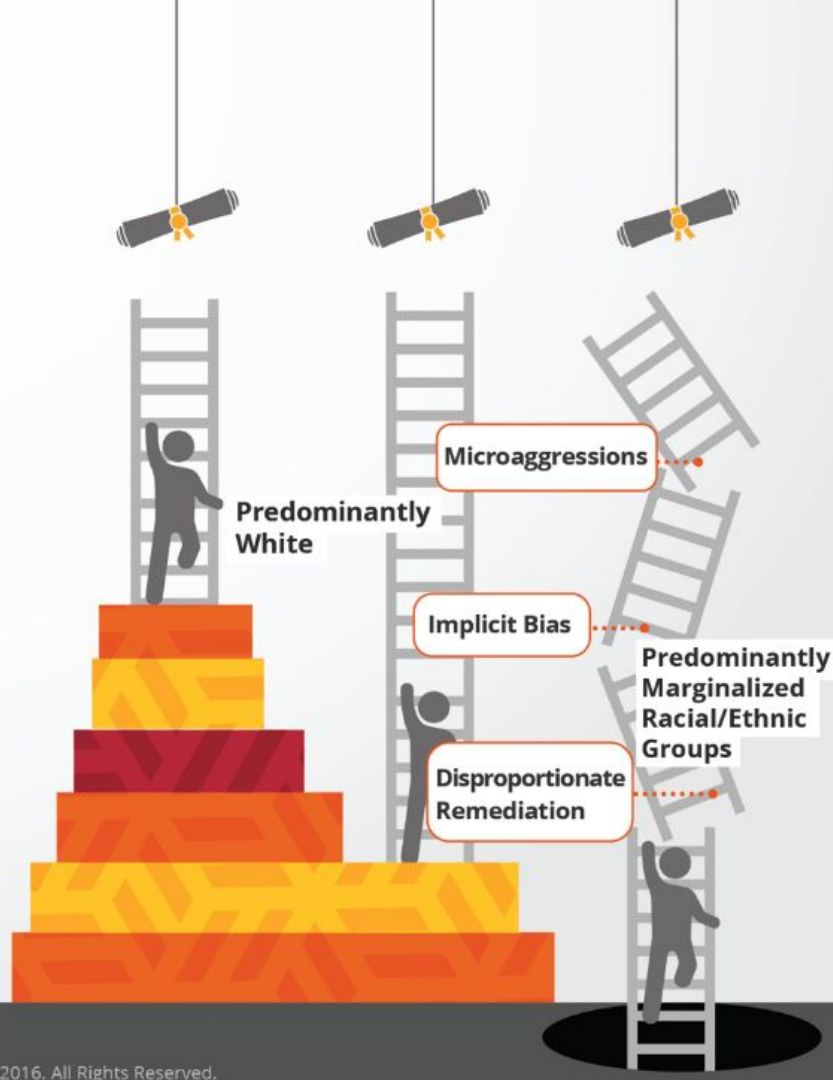


But the world
ISN'T EQUAL.



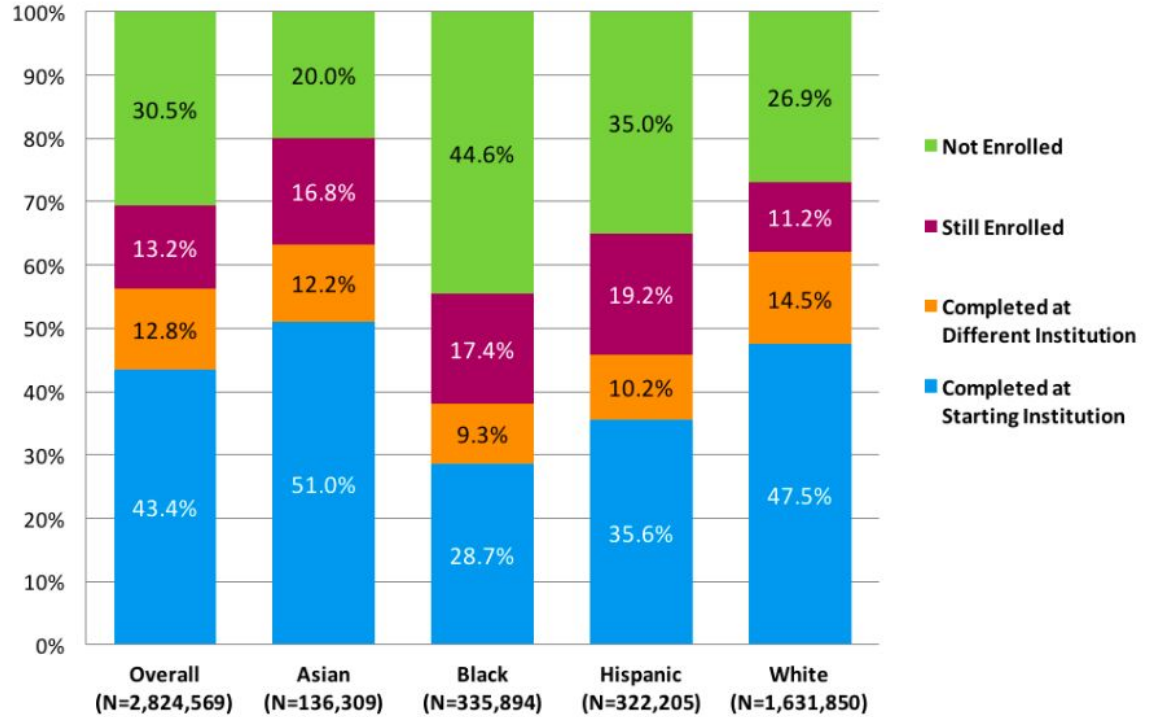
And it has

BIAS AND SYSTEMIC RACISM.



Institutional Racism in Higher Education

Figure 6. Six-Year Outcomes by Race and Ethnicity (N=2,824,569)*



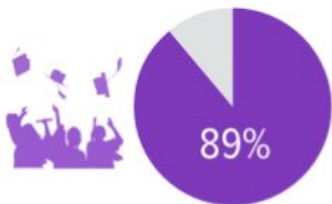
Completing College – National by Race and Ethnicity – 2017
by NSC Research Center | Apr 26, 2017 | 2017, Completions, National,
Postsecondary, Signature Report



The State of Higher Education for Black Californians

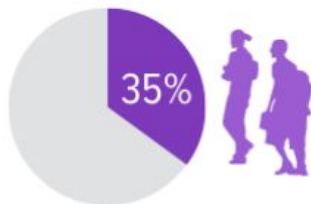


89% of black 19-year-olds graduate high school



But...

only 35% eligible to apply to UC or CSU



Two-thirds of black adults attended college

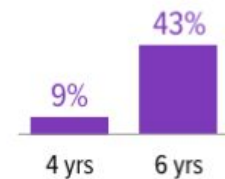


But...

only one third earned a degree

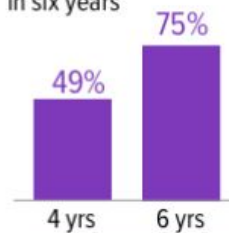


CSU graduates 9% of black students in four years; 43% in six years



California State University

UC graduates 49% of black students in four years; 75% in six years



University of California



The State of Higher Education for Black Californians



Black students make up 5.9% of students across 116 California Community Colleges (approx. 123, 900 students)

Community Colleges Only Transfer 35% of Black Students After Six Years



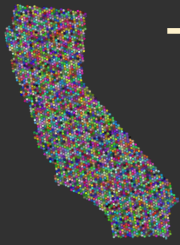
Source: California Community College Chancellor's Office, DataMart, 2017



- ALEXANDER WALKER-GRIFFIN
Former Community College Student

“If you don’t walk in and have a great counselor or know how to begin, transferring can be pretty confusing. I was enrolled in a Geology course without realizing I needed to take a lab. No one told me this. This delayed me from being able to transfer for an entire semester.”

63 percent of **Black community college students** do not earn a degree, certificate, or transfer within six years.



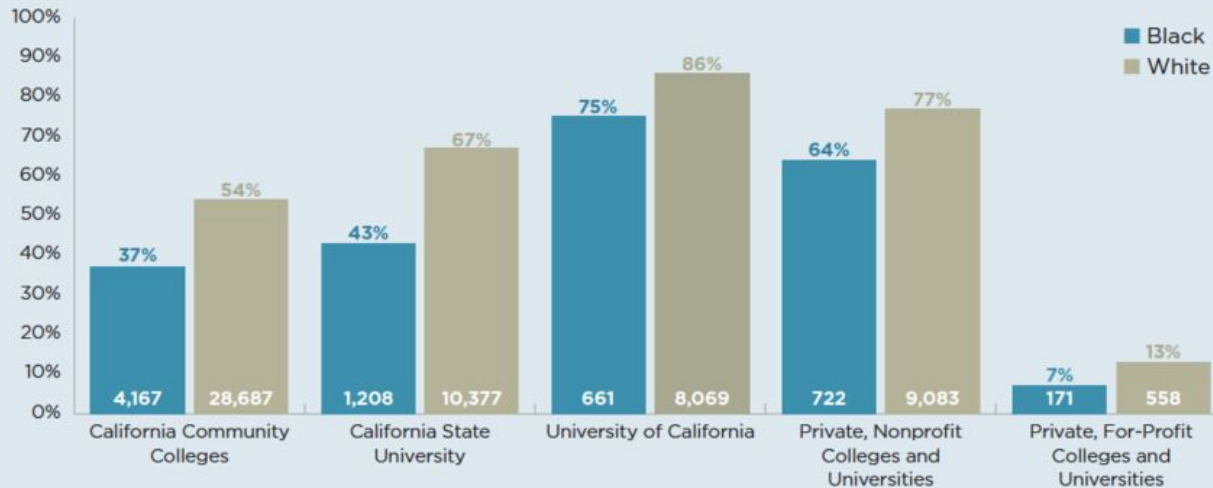
The State of Higher Education for Black Californians



Colleges and Universities Graduate Black Students at Lower Rates than White Students



6-year Completion Rates for Black Students Compared to White Students



Source: National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall Component, 2018; California Community College Chancellor's Office, DataMart, 2017

- Black workers are more likely to have lost their jobs, less likely to be able to work from home, and deemed essential front-line workers who are more likely exposed to the virus
- The severe wealth gap means people of color are much less able to cope with the loss of a job or wages.
- Inequity in society has contributed to higher COVID-19 mortality rates among Black Americans
- There is growing evidence that underserved student groups, including Black students, may be falling away from higher education permanently
- Research shows that an unexpected cost of \$500 or less can severely derail large percentages of Black families
- Roughly three-quarters of undergraduate students (77 percent) who responded to a recent poll from Education Trust and the Global Strategy Group said they were worried about being able to stay on track and graduate with the highest share of students (84 percent) being Black.

*Higher Education and Work Amid Crisis (June 17, 2020) by Paul Fain.
Insidehighered*

Impact of the pandemic on equity gaps for Black students



A photograph of a shark swimming in clear blue water, viewed from above. The shark is dark against the lighter water. Sunlight filters through the surface, creating a shimmering effect. The text is overlaid on the left side of the image.

“White supremacy isn’t the shark,
it’s the water”

- Kyle “Guante” Tran Myhre

What frame are you operating in?

Deficit Frame

- well-meaning but pessimistic attributions, such as concluding that students cannot be expected to overcome the disadvantages of poverty and under-preparation
- imply that the academic difficulties of minority students are either self-inflicted or a natural outcome of socioeconomic and educational background
- unequal outcomes are to be expected and are a problem without a solution

Diversity Frame

- focus their attention on demographic characteristics of the student body
- view diversity in terms of interracial contact and human relations
- diversity is also viewed as an institutional characteristic that promotes learning outcomes and better prepares students for an increasingly diverse workforce and society

Equity Frame

- are color conscious in an affirmative sense
- more prone to notice and question patterns of educational outcomes
- more likely to view inequalities in the context of a history of exclusion, discrimination, and educational apartheid
- far more likely to understand that the beliefs, expectations, and actions of individuals influence whether minority group students are construed as being capable or incapable

DEFICIT FRAME

Culture

*"I am more than
3%"*

INSTITUTION

Students viewed as either college prepared or unprepared

Black student resources are viewed in proportion to their percentage of the population

Language minimizes the mention of race in equity work

COUNSELING OFFICES

The most prepared students have the greatest access to Counselors and information

Black students are referenced as being a small percentage of the population in discussions about counseling strategies

Counseling services for Black students are relegated to counselors/programs geared specifically to Black students (eg. Umoja)

Students are expected to already know the importance of seeing a counselor and developing a plan

DEFICIT FRAME Environment

"I took my lunch break from work to get here, this is the only day I have to do this"

INSTITUTION

A system that can be accessed and provides supports to those who are most familiar with how to access and utilize the system

COUNSELING OFFICES

Students are expected to meet a series of screening requirements prior to booking an appointment

Appointments, drop-ins, and workshops are based on the most convenient schedules for the department

Equity trainings are optional and not mandated and equity is addressed only in the context of those working with specific programs (EOPS, Umoja, etc.)

Counselors and staff may or may not reflect the identities of the students served

DEFICIT FRAME

Outcomes

"It's clear that I'm not wanted in this space"

INSTITUTION

Inequitable outcomes that are perpetuated over time with specific populations:


College prepared persist
College unprepared do not

COUNSELING OFFICES

Educational plans and Counseling services are disproportionately used by dominant culture students

Black students face discrimination, prejudice, and conscious or unconscious bias that impacts the direction they are steered

Black students face barriers in accessing services that are not designed with them in mind



Where do you see evidence
of a deficit frame
in your counseling departments?

Please click on the link in the chat to respond.



INSTITUTION

The institution takes responsibility for meeting students where they are and ensuring success

There is evidence that Black student narratives and experiences are valued

Language is framed in terms of how the institution can meet the needs of Black students and optimize success

COUNSELING OFFICES

Efforts are intentional to connect with Black students early and underscore the relevance of Counseling

Students are seen through the lens of the Black experience with recognition of “the water”

Efforts to serve Black students are universal across all departments

EQUITY FRAME
Culture

“I know that I can come by anytime because I know I am wanted and welcome”

INSTITUTION

The institution designs strategies that address historical racism and oppression

There is authentic and intentional connections made with the Black community

Disaggregated data around Black student success is both accessible and regularly discussed

There are professional learning opportunities around anti-Black racism, white privilege, implicit bias, microaggressions, and additional relevant topics

COUNSELING OFFICES

Counseling services are flexible and designed to meet the needs of Black students as they come to the office

Services are offered in a variety of different modalities and times

Equity training is deemed critical and on-going with opportunities for self-awareness, and bias and assumption work

Efforts are intentional to have Counselors and staff that reflect the student population

EQUITY FRAME
Environment

"I couldn't make any of the workshops so I was so relieved that I could watch the recording with my baby in my lap and go online to ask questions"

INSTITUTION

Black students succeed due to intentional and targeted efforts to acknowledge, address, and disrupt “the water”

“I had never met or even seen a Black doctor before, so how could I imagine myself being one. He came back with a name and number for me to call”


COUNSELING OFFICES

Black students engage with Counselors and counseling services early

Educational planning addresses the impact of systemic racism and recommendations are made to disrupt the system

Counseling efforts are grounded in equity and actively work to disrupt anti-Black racism in serving Black students

EQUITY FRAME
Outcomes



Where do you see evidence
of an equity frame
in your counseling departments?

Please click on the link in the chat to respond.



EXAMPLES:

- Mobile counseling in the financial aid line
- Counseling hours in the club room
- Counselors and staff tabling at the welcome “Block Party”
- Data on Black student success is shared with students and they are engaged in strategies to address gaps
- Departments design activities and programs to intersect and support the Umoja program (transfer application workshops, drop-in counseling, EOPS intake sessions)
- Counseling retreats focused on equity
- Equity data and topics shared at All Counselor meetings or agendaized at departmental meetings

Report & Recommendations for Improving Black & African American Outcomes



- 1 Financial Aid is a major stumbling block
- 2 Isolation is a negative factor on campus
- 3 Low awareness of career education prevents students from pursuing new career pathways
- 4 Campus programs (Umoja, A2MEND, EOPS, etc.) are differentiators in ensuring student success
- 5 Optimism runs high, in spite of barriers
- 6 Outreach must be conducted early and often

CALL TO ACTION



- Don't just refer students, but work to actively dismantle systems that make it harder for them to succeed
- Look through a racial lens that acknowledges systemic racism that is PRESENT at your campus
- Work to not just dismantle but to BUILD bridges for students that provides access in ways beyond who the institution was built for

Intentional Leadership: The role of administration in dismantling racism



- . Balance compliance with meeting students where they are
- . Understand contracts and right of assignment
- . Advocate for resources for Counseling
- . Actively ask what is needed and provide support
- . Support and protect those engaged in equity efforts
- . Show empathy and address desensitization
- . Center equity in everything (agendas, priorities, efforts, etc.)
- . Look at and regularly discuss disaggregated data on Black students and be outraged by gaps that you find
- . Embed professional development into daily schedules, agendas, meetings, etc.

Intentional Leadership: The role of the institution in dismantling racism

- Taking institutional responsibility for equity work
- Demonstrating an institutional commitment to equity
- Allocating resources and resourcing equity programs and efforts (institutional versus categorical)
- Demonstrating an urgency for change

***“Every system is
perfectly designed to
get the results it gets”***

- Dr. Paul Batalden & W. Edward Deming



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 can you and your colleagues engage in honest and vulnerable dialogue about beliefs and assumptions about Black students?
- How would your day be different if you started from a place of “how can I center Black students, staff, and faculty today?”
- What is the evidence that your department or institution is actively dismantling anti-Black racism and acknowledging “the water”
- What does your data say about the success of Black students at your institution?
- How are programs geared towards Black students resourced?

JOIN THE CaCN COMMUNITY!

[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 slide features a dark background with a decorative border of yellow and black patterns. The patterns consist of vertical and horizontal lines, some solid and some with a hand-drawn, textured appearance. The main text is centered in a large, white, sans-serif 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.