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Here's what you asked of us

- What are we hearing from the community about the report and what's missing?
- What should HECB emphasize in the 2008 master plan?
- How can HECB collaborate and work more closely to help our minority populations succeed?



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What are we hearing?

Generally, our constituents and friends are disappointed with the report

- The data collection was insufficient to delve deeply into the challenges faced by students of color – too many anecdotes and too little new data or insightful analysis
- There's a weak link between the real challenges facing students of color and the recommendations made in the report. The recommendations do not constitute a strategic approach.
- Too few people at our higher end institutions (or in the community) were consulted. HECB missed the chance to use the expertise of our state's Black deans and academicians who specialize in multi-cultural education.

What's missing?

- A data collection that shows how Black students are doing at every 2-year and 4-year institution, including major selection
- Data collection and analysis that delves deeper into the issues of readiness, recruiting, campus climate, transfer issues, completion rates, early exits, and other contributors to lower performance by Black students
- Fresh recommendations guided by better, more complete data
- A holistic strategy closely linked to the K-12 system
- A communication strategy that reveals the scope of this tragedy

What should HECEB do?

First, Raise up a great cry of distress and urgency on this issue

- Imagine what life will be like – just 13 years from now in 2020 – when 30 percent of the population is comprised of people of color -- and a large share of that group lacks secondary education.

What should HECB do?

Then the HECB must work on:

- The “pipeline problem” from K-12

Like it or not, this is **your number one issue** relative to diversity. It’s time to start working on it, in earnest, with K-12

- Campus “climate” problems, especially at 4-year schools
- The lack of a comprehensive statewide policy on “articulation agreements” to move students from 2-year to 4-year schools without penalties to students
- The urgent need for increased state and federal money for education across the board, including focused spending on diversity

How can HECB Collaborate?

Talk to the brilliant academicians and education advocates in the Black Community – and listen to what they say:

- Dr. James Banks, UW – School of Education
- Dr. Geneva Gay, UW – School of Education
- Dr. Dexter Gordon, UPS
- Dr. Michael Tate, WSU
- Dr. Thelma Jackson
- Mona Bailey
- And many, many more on our Roundtable and elsewhere

How can HECB Collaborate?

- Mobilize the research resources within the higher education institutions – implore them to talk **to students of various ages** (K through Doctorate), so their thinking and concerns get factored into this discussion
- Work across traditional “higher ed” boundaries to prompt systemic reform in K-12 education and treat K-12 as a real partner – this includes stopping the “creaming” and starting to “grow the pie.”
- Work across traditional “higher ed” boundaries to solicit increased funding for education at all levels

How can HECB Collaborate?

Approach business groups and philanthropists and work with them to craft an approach to diversity in higher education and to increase funding – starting at pre-kindergarten. Solicit private funds to supplement GEAR UP, MESA, TRIO, Upward Bound and others.

- Technology Alliance
- Prosperity Partnership
- Partnership for Learning
- Gates Foundation

What should HECB do?

Most importantly, HECB must provide leadership

- Start owning this crisis and using your leverage to prompt action – I-200 truly is not an impediment, but it has become an excuse
- Get involved deeply and comprehensively with the “pipeline problem”
- Resolve the issues with articulation agreements



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