

Agenda item	Equity definition and statement
Context	<ul style="list-style-type: none"> • The Council adopted equity at the heart of the strategic framework and agreed there was a need to work with equity advocates to define equity and develop a statement for the Council. • A group was formed with external stakeholders and WSAC staff to work with the Council to do this. • In the first few conversations it was agreed that the Council’s focus on equity needed to lead with race.
Guiding Questions	<ol style="list-style-type: none"> 1. Does the equity statement accurately reflect the values of the Council and its charge? 2. How will the Council operationalize this statement (in the strategic action plan and otherwise)? 3. How will the Council ensure strategies are responsive to the needs of communities and result in equitable postsecondary outcomes for students of color?
Process and Timing	<ul style="list-style-type: none"> • The Council begin discussing a need to further define what it looks like for the Council to center equity in May 2020. • Melia LaCour, of Becoming Justice, was contracted to assist in the work over the past 6 months. • The equity workgroup met from June-September to develop definition and statement. • The Council discussed the equity definition and statement at the last meeting in September.
Possible Council Action	<ul style="list-style-type: none"> • Agreement that definition and statement reflect Council values, approach and understanding of equity. • Additional edits to statements or definition. • Identified next steps to engage communities of color to ensure the Council’s policy agenda and strategies are responsive to their needs.
Documents and Attachments	<ol style="list-style-type: none"> 1. Equity definition 2. Equity statement 3. Equity advocates approach

WSAC Draft Equity Statement

WSAC is prioritizing racial equity as a necessary part of our goal to increase student postsecondary credential attainment to 70 percent, especially because, for Washington state residents who are Black, Indigenous, Latinx, Native Hawaiian and Pacific Islander, regardless of immigration status, only 50 percent or less currently have a postsecondary credential. As a Council, we recognize the historic and current institutional and structural racism in our country and acknowledge our complicity in maintaining this reality by upholding policies, processes, and practices that have created barriers on the path to this goal for Black students, Indigenous students, Latinx students, Native Hawaiian and Pacific Islander students, regardless of immigration status, and their families and communities. We hold ourselves accountable as Council members and as individual leaders to eliminating these barriers by:

- Building authentic, long-term, relationships with Black students, Indigenous students, Latinx students, Native Hawaiian and Pacific Islander students, regardless of immigration status, in service of co-creating new and equitable policies, practices and processes informed by those who have been most impacted.
- Strongly advocating for funding and clearly prioritizing resources for systems change in support of Black students, Indigenous students, Latinx students, Native Hawaiian and Pacific Islander students.
- Collecting and sharing racially disaggregated data and bringing awareness of the opportunity gaps and progress made with organizational partners to invoke advocacy and action.
- Ensuring the Council and executive leadership reflect the racial diversity of the students and communities they serve.
- Engaging in continuous and long-term assessment of target intervention programs and the Council's progress against its post-secondary obtainment goal and the associated Strategic Action Plans.

Equity Advocates Model

The Equity Workgroup identified the following recommendations for the Equity Advocates Model:

- Ensure that students and communities represented in the equity statement (Black, Indigenous, Latinx, Native Hawaiian and Pacific Islander, regardless of immigration status) are included as Equity Advocates.
- Create space for parents and families to participate as Equity Advocates.
- Ensure WSAC is very intentional, clear, and specific about what they are asking of the Equity Advocates. Provide clear context and frame the work before engaging.
- Clarify by what is meant by “advocate.”
- Provide capacity building/education to any white participants so that they can participate using a racial equity lens.
- Remember that Black, Indigenous, Latinx, Native Hawaiian and Pacific Islander, regardless of immigration status are not a monolith.
- Invite grass roots organizations led by people who are Black, Indigenous, Latinx, Native Hawaiian and Pacific Islander, regardless of immigration status.
- Invite people within the criminal justice system to participate. (i.e. re-entry navigators)
- Support participants financially and provide connections to employment opportunities.
- Engage faculty and staff within the college system.