

Maya Cardenas: Thank you, Nancy. All right. So, we've invited our guests representing the Student Senate, Academic Senate, and Chancellor's Office to share how LGBTQ+ issues and resources are being addressed in the system. Each of our panelists here will speak, and at the end we will have a mic, as Nancy said, for questions at the end. And I'm going to do my best to introduce you all, so please forgive me for any pronunciation.

Maya Cardenas: We have first our Dean of Educational Services and Support from the Chancellor's office and California Community Colleges Chancellor's Office, pronouns he/him, Michael R. Quiaoit.

Michael Quiaoit: Perfect.

Maya Cardenas: Thank you for being kind. And then also next to him we have Michelle Velasquez Bean, pronouns she/her, the areas senior representative for the Academic Senate for California Community Colleges. And finally we have our Student Senate president, Danny Thirakul.

Maya Cardenas: All right. Pronouns he/him. And yes, so I think I got everybody, right?

Michelle: Thank you.

Maya Cardenas: You have the floor.

Michelle Velasquez Bean: All right. I will start. My name is Michelle Velasquez Bean, and I am an executive member of the Academic Senate from California Community Colleges. As many of you know, we serve all of the faculty of the California Community College system, over 62,000. Area C is my title, Area Representative. And that Area C I represent in addition to the 62,000 faculty, but I also hold meetings for the LA area, Area C. We divide the Academic Senate, the state, into four parts, A, B, C, and D, and Area C is primarily the LA area and a little bit up the coast. Up into about San Luis Obispo. So I have the blessing of leading meetings with the local Senate presidents and leaders in that particular geographic area.

Michelle Velasquez Bean: As an Academic Senate executive member, I have also been given the charge of chairing the state-wide faculty leadership development committee. That committee is one where we plan. It's a group of volunteer faculty members from throughout the state, and we volunteer to plan and carry out professional development activities and create resources for faculty state wide to build leadership.

Michelle Velasquez Bean: Some of the other fun assignments that I am very proud to be part of are being the liaison to the Puente Project, the Umoja community, and recently I've collaborated with the Foundation for the Community Colleges and the Chancellor's Office on UndocuAlly trainings and webinars. And obviously being here, collaborating with you all at the Summit is a great joy as well.

Michelle Velasquez Bean: A few updates from the Academic Senate for California Community Colleges, which I'll say is ASCCC. That's the acronym that I'll use. We are currently working, as we have for the last few decades very intentionally to meet the needs of the LGBTQ+ students on our campuses. In fact, just a few weeks at our fall plenary, we adopted a new equity, diversity, and inclusion statement that has also been unanimously adopted by our board of governors at its September meeting. And also at our fall plenary, we adopted a new equity driven systems paper that we hope to be a foundation for community colleges to use in supporting inclusion and effective practices at their campuses. As well as a new resolution that I'm excited about advocating for schools to allow students to make name changes in the online management system that many of us use called Canvas.

Michelle Velasquez Bean: And in the last few decades, since about the early 1990s, we have been really intentional about passing the body – the faculty body – has passed about 13 resolutions in addition to those two that I just named recently in support of LGBTQ+ students and staff and faculty. And some of the topics, there's a wide variety. You can see them on our website. But there are things like support of all gender restrooms, the non-binary gender options on CCCApply, various topics in gender equity, research requests and data collection for the needs of our LGBTQ+ students, and support of LGBTQ+ inclusive curricula and anti-bullying policies, just to name a few.

Michelle Velasquez Bean: Our resolutions serve as the primary mechanism for decision making and advocacy efforts state-wide through the faculty perspective and lens. They are the process that drives our action at the state level. Our hope is that all of the colleges and the communities, all faculty, staff, and students, would model what is stated in state wide resolutions. And sometimes this work, it seems slow and difficult, but is important that we voice our opinions and concerns and our needs, so we're really thankful for all of the faculty that attend our plenaries and help us to know what your voices are and what you would like to see change in our system. So in representing the faculty, we commit to continuing our efforts in the ASCCC to support our LGBTQ+ community students, faculty, and staff.

Michelle Velasquez Bean: I know, a mouthful. But I'd like to share a little bit about my story as well. Because those are the things that I do in that role with ASCCC, but it's not who I am, and so I was asked, Emilie asked and Nancy asked to share a little bit about who I am. I am a woman of color. A fourth generation Mexican-American. Who I am is so important to tell my story, so I thank you for listening and being patient with me as I can be emotional.

Michelle Velasquez Bean: I grew up in East LA, Montebello area, but we moved around a lot. Of course we had, we had food and we had housing, but it was a new rental about every year. Every two years we're in a new place. My parents, though, they were very set on having some stability for me, so in around like third or fourth grade they made the really intentional efforts to send me to a private school.

My parents are very religious, so that was very important to them, and it did give me that privilege, and I acknowledge that, of attending private schools. And I really am thankful in that it gave me some social capital that helped propel me to a pathway towards college and set me on a trajectory that I am grateful for.

Michelle Velasquez Bean: But, at about my sophomore year of college I got pregnant, got married, and had my first of three sons. Life changed significantly. The struggle got real. My professors, my parents, and my husband supported me, and I stayed in school and it was super hard. But I finished with my bachelor's degree in English. I became a teacher. This is like safe space, only you guys will know this. This is the first time I'm sharing this story to a large crowd. I became a teacher because I wanted to be the mom who had the availability that I wanted to be with my sons was so I could have the same days off that they did. So I had summers off and winters and to be able to be with them. And that was important to me, so I taught in the high school in the same districts that once sons became elementary school age, we were in that same city. And I was there teaching in the high school seven or eight years, and then I moved to a full time position at Rio Hondo College in Whittier about 10 years ago.

Michelle Velasquez Bean: I tell you all this so that you know that I may not have the same exact story as you all, but I have a story, a lived experience. I may be here at the front of the room, but I want you to note that standing behind me, in me, around me, figuratively and symbolically, is all those who came before me. My parents who sacrificed to give me the opportunities of that education. My grandparents who suffered with back breaking labor cooking and cleaning other people's homes to make a home for me. My grandparents who blazed a trail, endured discrimination and racism like I could never imagine. And all my ancestors before them whose blood runs through me, whose perseverance everyday gives me strength to continue to be authentically me.

Michelle Velasquez Bean: I share all this with you so that perhaps you can take a moment right now to remember those who gave you strength. Those who give you love. Those who propel who even in the darkest times to take your light and change the world. I want my students to change the world. To take their light and follow their dreams to be authentically themselves. To shine and feel free and safe and brave. I want that for all of you. It's our responsibility as educators to provide and create those spaces for our community of learners, for you all. Social justice and inclusion is foundational to providing those spaces for courageous conversations, where we can dig deeper to examine ourselves, our backgrounds. To have that self-awareness that cultivates change. We all have different experiences and backgrounds and that's what makes us beautiful. Embrace the differences, love each other, love yourself.

Michelle Velasquez Bean: So how do we move toward systemic change to better our system for LGBTQ+ community, our members, our faculty, our staff, our students? I'm going to share with you something that, again hopefully safe space. I know it's going on a transcript, though. But it's important for me to say this. Sometimes it

makes me really sad to see that I'm like one of maybe a handful of faculty at Pride events or ally trainings on my campus. But I'm inviting you, all of you faculty members in the room, all of my colleagues, I guess in a way to have that positive peer pressure. And I'm just asking my dear faculty, attend ally trainings with us and encourage your colleagues to do that. Have that conversation, even if it's a little uncomfortable, because it's important.

Michelle Velasquez Bean: And know that we're right alongside you. The ASCCC is here to help with whatever you need, so invite us to your campus for technical visits if you need support in advocacy efforts or designing Pride Centers or any inclusive curricula. Anything like that. We are here to assist and to provide that technical support. We also have our LGBTQ+ caucus that meets every plenary, and even if you're not attending the plenary, please, I encourage you to take part in the caucus. And hopefully the caucus, I know Emilie is going to be part of that, will start even meeting outside of the plenary time as well, and ASCCC will do their best to support that as well.

Michelle Velasquez Bean: Ask your equity office or representatives for support and resources. And again, visit our website, www.ASCCC.org or email info@ASCCC.org if you have any questions or needs. And of course use culturally relevant and inclusive materials and pedagogies in your classrooms. Be a champion for your students. Provide the safe and brave spaces for every student. I know that you all, if you're in this room, you're doing that. But encourage your colleagues to do that as well.

Michelle Velasquez Bean: Let me end with reminding us of what Chimamanda Ngozi Adichie says: there is a danger in a single story. So I say, demand spaces to tell your story. And thank you for letting me tell mine. You all empower me. You make me so proud.

Danny Thirakul: Me? Wow, okay. I'm next. I've spoken in public before, but it's always still nerve wracking every single time I do it. So again my name is David Thirakul. I'm president of the Student Senate for California Community College. I'm honored to be in this position and to serve all of you here today.

Danny Thirakul: So I'm going to start with my story, then kind of take you through my journey. When I graduated from high school, I took a semester off. I decided to do a full time job, and I did not like it what so ever. It was a telemarketer job. Sorry if I called any of you. I was not happy. I was not happy, and I remember the words my sister said. It was "Whatever you do in life, just make sure you're happy, and take that with you wherever you go." I took that to heart. I quit my job after two weeks, and I enrolled at my closest community college that I was at, which was Sacramento City College. And I enrolled the next semester and I got my education done.

Danny Thirakul: But also through that kind of process, I was trying to figure out what makes me happy. And the answer to that was service. I really enjoyed giving back to my community and seeing the changes that I did to my community. And in 2016, I

ran for public office. I ran for my local K-12 school board. I lost, but it was such a great experience. My campaign revolved around student voices. I believe wholeheartedly that a student needs to be there in the room to help make those policy decisions. Right? And in terms of what we do here today in this room, right? LGBTQ+ issues aren't just happening at community college level and higher education. They start at K-12 as well. The education starts in K-12. I just want to plug that in.

Danny Thirakul: And so through that experience running for office, I gained so much experience. I got to learn about a whole bunch of different community groups. And I was upset, though, after I lost, because there wasn't a student voice in that. There wasn't one. And in community college though, through shared governance, which I am so happy that there is, students have a say in the process. And I'm so excited for that one. And I took that and I ran with it. I got involved in my local Student Senate. I ran for my district's student trustee position. I got it. And then I got involved in the Student Senate for California Community College.

Danny Thirakul: And through each position, I got to be involved in so many things and I got to see the work and what it really does when you're involved in the process. You get to see the change when you're in the process. And some people feel like they're not involved. Get involved. There is a space for you here in higher education. And it's all about reaching out, finding those places and then pulling up that seat and sitting down and saying "What do I got to do?" Right? Even now, right.

Danny Thirakul: So in my position as President, to know I represent the 2.1+ million students throughout California, and that is a tough, tough thing to do. Because everything that I say means and carries so much weight. Which is a lot. But it's important that when I speak and I talk about issues that they're articulated correctly. But it can't just be my voice. Part of our shared governance process is that in the different committees and groups in our state, that students do get a voice at those groups and at those committees. We refer to them as external committees. We have a list of them on our website, www.studentsenateCCC.org. And we still have availabilities on those positions. Not many students are signing up. And I encourage all of you who are interested in getting involved, just get in the system to make real change. To go to the website, fill out the forms, contact us so we know you're interested. We'll get you the information on what they need, and we'll cover your flight and travel. So if you're in So Cal and there's an in-person meeting in Sacramento, we'll fly you down there ourselves to make sure that you're at the table.

Danny Thirakul: We value student input, and that won't ever change. But we have to make sure that we actually want to be there at the table. And so the Student Senate of California Community Colleges has made an effort to go to different colleges throughout the state, having meetings, having student forums to engage all student groups. To make sure that they understand who are, what we do, and how to get involved.

- Danny Thirakul: Today, if you were able to go to one of the concurrent sessions, the Spectrum Caucus. Caucus, part of our organization that's meant for students in the community college system who are LGBTQ+. And that caucus is a way for my organization to be able to advocate on behalf of LGBTQ+ students and understand those issues better. Right? We can't advocate for something we don't know. And by having the Spectrum Caucus, we can go to this group and say "We have no idea how this bill is going to work for LGBTQ+ students. Can you let us know how you think this should be changed in order to serve us?" Because we're not experts on everything, and it would be a disservice if we didn't ask those specific student groups how it affects you. And we don't know the answers. What my opinion is doesn't compare to what all your opinions are. Right? Because you guys carry the weight, and you guys give me the power to be your voice. So I encourage all of you to join the Spectrum Caucus, it's also on our website, and participate.
- Danny Thirakul: Another way we try to engage is through our General Assembly. It's right up on there. We hold it once a year, and it's where a delegate, a college representative that represents all your students comes and votes on resolutions that are the priority for the students at California college. Those priorities become our guiding principle of what we stand for. Right? A resolution was adopted at our last assembly that would allow... that we would advocate for a place where students who are homeless to park overnight on their campus. Now that is a priority for us, and that is a bill in the legislature that we're trying to support and get through. So these things happen, the small things. When you join in at the table and participate, they can mean a lot on a state wide level. And I encourage all of you to participate.
- Michael Quiaoit: My name is Michael Quiaoit. People just refer to me as Michael Q, because my last name is very difficult. Lot of vowels. So if you hear Michael Q, that's me. Hopefully it's in a good way.
- Michael Quiaoit: So I'll share with you what I oversee at the Chancellor's Office. I oversee financial aid, student equity and achievement, Guided Pathways, veterans, campus safety and sexual violence, distance education, our online education initiative, CVC-OFI. Some of the other student faced technology (CCCApply, Starfish, etc.), and I also oversee the Student Senate. So I work with Danny a lot.
- Michael Quiaoit: As you can see, there's a lot of student service-oriented programs, and that's my charge. But before I talk about my "why" – One of the things the Chancellor talked about that is really important is AB 1887. The State of California put a travel ban on all the states that have anti-LGBTQ+ laws. No one in the state can use state funds to travel to those states that have anti-LGBTQ+ laws. The Chancellor put a memo and encouraged all the community colleges to do the same, because we can't really tell the community colleges to do the same. Don't spend any of your travel money, don't go to conferences in those states.

Michael Quiaoit: I want to call out those states, because I think it's important. It's Alabama, Iowa, Kansas, Kentucky, Mississippi, North Carolina, Oklahoma, South Carolina, South Dakota, Tennessee, and Texas. So no funds that come from the state of California from Chancellor's Office can be used to go to anything in that state. There's some few restrictions, like for contracts that existed already. But in any case, I think that's real important. I think it's important that everybody take that to heart, because money is what drives a change. If you take something away, that can influence behavior. So I think it's important that the Chancellor supported that and wanted all the community colleges to support it. So I think that's one thing that we're doing that's very positive.

Michael Quiaoit: Everything that we're talking about in sessions today, it's all about equity. This is an equity conversation, and equity is at the center of Guided Pathways. Equity is at the center of the student equity achievement program, which is 475 million dollars. That's the largest program outside of the student center funding that goes to colleges. These are huge amounts of money that influence the behaviors of what can be done. So one of the things that we do when we hired the Center for Urban Education (CUE), at the University of Southern California to look at all of our equity plans, and to look at all the disproportionate impacted populations and the activities that all of our colleges are doing. One of those Disproportionately Impacted groups is going to be LBGTQ+.

Michael Quiaoit: We are going to find out what colleges are actually doing and what has been successful and not successful. What they're spending and so forth. From a state-wide level, I think that's really important for us to know. We need to know who's doing what and what's going right. We need to raise up those folks that are doing the things that are positive and making the change that's necessary. From the State's perspective, that is helpful. It's data. We talk about what we need to understand, especially from the state wide level. And if we have to go in and ask for money from the legislature, I have to be able to prove the expenditures of fund by our colleges have an impact. I have to be able to say we've done x, y, and z. And if you want us to continue to do that kind of work, then we need funding to do so.

Michael Quiaoit: It is very very important that we're doing that study and having an independent entity tell us what we're doing right and what we're doing wrong, essentially. Maybe some folks are just kind of going through the motions with their equity plan, but they shouldn't be, Because that money is there for you. It doesn't need to be dedicated to activities that are not making a positive impact on disproportionately impacted students. All of what we've been doing, all these transformational change initiatives and frameworks at the Chancellor's Office is surrounded around equity and closing those gaps. This is what this is all about, right? So access to that, knowing what's in that equity plan, knowing what initiatives have been written for LBGTQ+ students is important. And having a voice in that those activities are is important.

Michael Quiaoit: Another thing we're doing, we're proud of helping with funding of this Summit and next year's Summit. And I'll say it right here and it will be on tape, that as long as I'm in this position I'll continue to fund this event, because this is what's necessary. We need to talk about it, we need to raise issues to the state level so they can be addressed.

Michael Quiaoit: I think it's important to talk about what we need to do moving forward. We had a lot of great conversations today. A lot of good tough conversations, but they need to be had. We need to have these conversations. And people need to be uncomfortable. This is what this is about. I would say to you, in 20 plus years of being in the education environment, in the community colleges now we have executive staff, you saw Eloy's opening, that is amenable to this. Has put in not only in Student Centered Funding Formula, but also in all of our policies and allowing for integrated use of funds, the ability to put equity at the center of everything we do. This is your opportunity, to have that conversation on your campus.

Michael Quiaoit: Now I'm not saying it's an easy conversation, because somebody's going to want to keep that money. But you can have that conversation now when you've never had it before and this is the time to speak up. This is the time to take action, because you have administration at the same level that's listening and it's open. So what we have to do... and you know, as open as we are, we don't know everything. And we aren't all educated as to what, but we need to be. But that's the start, right? That's the start is we need to start listening and be educated.

Michael Quiaoit: So for me, I think there's a balance between what we need to do to move this forward. We need to create a better voice for LGBTQ+ and infrastructure at the state level so that the conversations are happening for facilities, for categorical programs, for anything. This can't be something... for Guided Pathways. This isn't something that someone does. You know, a resource center. This is something that everybody should be doing. And everybody who's talking about funding, who's talking about facilities, who's talking about a center, should be talking about this. So even though I think we need a voice to raise it up and keep awareness, there also needs to be a balance of making sure that it's not just this separate island voice. That this voice is a thread through all these other things. That's the only way we're going to make structural change.

Michael Quiaoit: You know, we talk about this, right? But we now have the environment to do it. So it's up to all of us, me included and all of you. Both students, both faculty. We all want to work together. We have a... it's a little bit of a different world. You have people at the state level at various different opportunities to talk to each other now and put students and equity at the center of what we do. That's pretty radical, and that's not easy, folks. This work that we all are going to do is going to be hard. But it's the right work, and it's the challenging kind of work we need to do.

- Michael Quiaoit: So I think that's important for us. I think we, and then one last thing about that for the future is I know we don't have a good data for the state level. We don't have the right tool to do so. And so we're working on it. But I encourage you to continue to do the local climate surveys and your local data. Because that you can happen faster. That we can start reacting to, then we can fund those types of things. We need to see what's going on, because at the state level we don't have that view, but you have that view and that could help us and influence what our decision making and how we move things forward.
- Michael Quiaoit: One of the things I'm very proud to kind of... that I'm going to have Emilie talk to our student achievement work group. Because I don't think we focused enough on... we focused on a lot of different things, right? We never brought that to the table and raised up and made people aware of it so they could bring it back and start having conversation about it. So I need to have that in all my advisor committees. We we need to do and do more of. So raising that voice and trying to make a structural and infrastructure change will allow us to have the right funding necessary to continue this. And not make it just a siloed conversation, but a conversation that everybody has at every table.
- Michael Quiaoit: So with that, I'll kind of tell you my why of why I do what I do. I started out in education as financial aid counselor. And I was very linear. Was very much a rule person. I just interpreted the rules and was really good at that. And there was this one student that came to me. And she asked not for much. She just said "Hey, Michael, I was really hoping that I could get a student loan just to help me out a little bit." And then I said to her "Oh, okay. I can help get you that within the rules." I looked at her, and she looked a little stressed out. So I said "Well, what's going on? What's happening?" And then she let me know that she was working full time in San Francisco, supporting a heroin addicted mother and her little brother on her salary. And all she wanted from me was a student loan.
- Michael Quiaoit: And then I... and she wasn't asking for handouts, she wasn't asking for anything. She wasn't complaining. She just wanted a little bit of help. And it was then when I did what's called professional judgment in financial aid. And I said "The intent of these laws was to help students." Students just like her, even though she was helping herself. And the calculations came out where she didn't get any kind of grants or anything to help her, because she was working so much. So the formula was just a formula. It didn't know who the person was, it didn't know what her struggles were. It just looked at the money that she brought in. And so I approved a Special Circumstance. This allowed her to be eligible for a Pell grant, and several other types of grants available to her. Made sure she had everything so that she could actually be a student. She was 17 years old and she was doing all this stuff, and not complaining.
- Michael Quiaoit: I did that for her, and she later gave me a note, and I still have it today in my safe. Because when this stuff drags me down, I need to read it. But she basically said "Hey, Michael. I tell everybody else how much you've done for me. But now I'm telling you." So she went and just gave me a little thank you card that said

"You made a change in my life. I'm able to be a student." She was able to go to study abroad and do everything she wanted to be and be a student and just live her life and not be an adult at 17.

Michael Quiaoit: And so for me, at that point, I figured out that the personal was professional. And that changed me. That said, I thought that I was to have these grandiose things that I was going to change when I was young. And what I knew right then and there was that if I listened and I did what was in my power to help, I could change a person right in front of me. I could change things one person at a time if I listened. And so even though I'm very far from serving students directly now, I still feel that that's an important trait. And I think that's what all of us are trying to tell you, is that we're listening and we're hearing. And we're going to do everything in our power and what we can do and what we have control over to make this happen because we know it makes a change if we just do our jobs and what we need to do. But it starts with listening. So for me, that's why I'm here. That's why I do what I do. Because I know, I know it makes a difference. I know it makes a difference when I listen and I hear and I learn things. And that I have to go back and I have to do something about that. What can I do? What's in my power to make the change that I hear is happening or that's needed.

Michael Quiaoit: So that's my story, and I thank you all for everything that you've shared in all the sessions, because as much I like to think I know, I don't. And each session I learned more and more and more. And it gave me a lot to go back to and see where I could infuse what I've heard today into all the different programs and allies that I need to make sure that they're talking and they're listening as well.

Nancy Jean Tubb: So we're now going to open this to questions for the panel. You may direct it all the panel or an individual person. And someone with eyes and legs is going to recognize you, raise your hand, and bring you this microphone.

Emilie Mitchell: Any questions from the audience?

Speaker 7: Thank you, Emilie. So, Michael, I'll direct this to you. I know it's not within your area, but you're from the Chancellor's Office. One of the issues that came up today during a presentation, it was the RP group presenting about CCCApply and the data that we receive on LGBTQ+, and there were a lot of concerns expressed by students and others but especially students in the audience feeling that the questions need reformulation and some of the categories need to be expanded. And so one of the thoughts was what's the swiftest way to be able to get input to which persons at the Chancellor's Office or otherwise to make sure this work is done so that in turn over a longer period of time we have much better longitudinal data?

Michael Quiaoit: So I was there too, so I know exactly what you're talking about. So, I actually work with some of the technology projects like CCCApply. So one of the things is that if we do have the right categories that we can all feel comfortable with and that we feel that are correct, then those can get to me and I can get to my staff

that sit on the CCCApply committee and start working toward making that change. Now, of course in technology there's a cycle of when they do enhancements and so forth. So it will have to fit in to whenever that cycle is. I think they do enhancements twice a year. One in spring and one in fall. So we have to try to fit it into that enhancement there to get that done. But I think that's something that can be done.

Michael Quiaoit: I will say that as, and I shared this in that session too, as poorly as it is, we actually did try to get it right. We didn't put it through shared governments the first time, and we let it out there and discovered it was really inadequate. And we had a lot of complaints. And so I brought it back to the committee and we made some immediate changes. Went out and did focus groups with students. And went out there and made this change it looks like today. And then now it's... and I know that it is as well. More like okay. And so we need to keep innovating and changing. We're not always right with the best of intentions of what we're trying to change. So speak out, tell us. We are listening.

Michael Quiaoit: So I think if you, as a group, if there are standards and how it wants to be displayed and look like, that we can feel okay with and we can run it and vet it through another group that feels that it's good, then let's do it. Let's move forward. I can be your point person on that, because I know the issue. I know the problem. I'll make sure that I have staff on this, so I can make sure that they bring that to that committee and make sure that they begin talking about it. Like, get a time frame, so that we can get back and say "So, it will be in this enhancement list," or something. But I want to make sure that we've got it correctly, so that it's exactly what we think it is at this point in time.

Speaker 8: Thank you to all the panelists. I thank you, Michael, so much for representing the Chancellor's Office here today. I think it means a lot to everybody who knows how limited your bandwidth is as an office in Sacramento. This is just piggy backing off of the previous question. Can you say a little bit more about what is the exact channels or structures through which people on the campuses and at the districts across the state would be able to weigh in. Just logistically what are the exact ways to communicate that feedback to the Chancellor's Office around LGBTQ+ equity concerns?

Michael Quiaoit: That's a good question. Actually, we don't have infrastructure to be able to do that. We would have to build something, like a little task force or a little ad hoc. I would rather do that, because task force might get too political and take longer to get it. If I can put together a little work group, advisory group that I could work with all of you with and we could get that moving, get that done and that can happen a lot faster than if I did a... But I think we do at some point need to do a task force to talk about all the issues and all the things that we need to do that we have out there and prioritize them. So we can have things that we can always give to as talking points to every group. From guided pathway groups to equity groups. Everybody that's talking about that.

- Michael Quiaoit: So, no, we don't have anything existing. And yes, we should. Need to do that. And I'm willing to work and do that and make sure that that happens.
- Danny Thirakul: I would also add that in the meantime, for all the students here to get involved in the Spectrum Caucus and bring that issue up in that group. Because even for myself, I would not know what to put in the CCCApply application. I just wouldn't. And so having that caucus there with all the students, getting that input, I think would definitely help. We could pass that information on along that recommendation to the Chancellor's Office to get a better idea. So that's a good segue as a medium until we finally have a proper procedure and process.
- Speaker 9: Hello, my name is [...] and I work at [...] Community College. So I have a little bit of a preamble with my question, so bear with me. I promise there's going to be a question mark at the end. So on reflecting on today, I heard a lot about gaps in knowledge or empathy with a lot of people that hold influence and access traditional power. And a lot of frustration around how do you change that, because those people seem to hold the power. And so my question is to each of you, what are each of you doing to make sure that the people that are in your organizations are making sure that they're anti-white supremacists, anti-homophobic, anti-transphobic, and have the competency to lead with equity at the center? Anything that you can share would be helpful.
- Michelle Velasquez Bean: Thank you for that question. At our last plenary, we passed, the faculty body passed a resolution on anti-racist policies. And so we're having the conversations and hopefully getting started with resources to be able to put on our website and garnering feedback from faculty on what that will look like to support faculty in having those courageous conversations. And I know that the ASCCC leadership is working really hard to make sure that we have our own cultural competency training, implicit bias, and really having those tough conversations within ourselves as well. To look introspectively and have a self-awareness within our own group.
- Michelle Velasquez Bean: So I know that doesn't seem like the perfect answer just right now, but we're starting to have the conversations. And I believe that the faculty, and maybe some faculty can chime in here, that we're ready to really advocate and promote all inclusive strategies, all equity minded practices and promising practices.
- Michael Quiaoit: For the Chancellor's Office, I'm part of the professional development for all of that with HR, and part of what's on our agenda is that it's a mandatory meeting and that we're going to do implicit bias for all of our staff. Because all of our staff have understand this and deal with it. And we have another training about microaggressions as well. And these are all mandatory staff trainings that we have. So we are... it's not enough, but that's our start.
- Danny Thirakul: For the SSCCC, the Student Senate for California Community Colleges, I can say that every other month we have board of director trainings on various topics.

And to your point, we haven't had training on that specific issue or anything like that, so that's something I could take back to my board. Aside from our own code of conduct, being in this organization, being quote unquote democratically elected, we have to hold ourselves responsible. And so we have to make sure that our processes for electing student leaders within this organization that allows for that kind of open dialogue to really make sure we know exactly who is going to be representing students. One of the things that we've talked about internally is just that a lot of students, some students are really good speakers, but there's no substance behind it. And so that's one of things we're looking at process-wise to make sure we get the students that are knowledgeable and can represent the best interests of the students.

Speaker 10: Hi, this question is for Michael Q. We were wondering, it was a question that came up also in session one, the show me the numbers, about some of the statistics that were in that really amazing, wonderful welcome from the Chancellor. I know there that there were a number of people even at lunch asking where can we get those numbers? Where do we have that information? Is there a sheet, is there a report that we could use as we think about building infrastructures for Pride Centers and resources for LGBTQ+ students?

Michael Quiaoit: Emilie, you want to?

Emilie Mitchell: Sure, I mean I can reach out to the communications folks. They actually found some of those statistics themselves, and anybody can email me. I'm happy to share any of the resources that I have on national research and local research. Just some research, but Williams Institute on the UCLA Law School has great statistics. Fantastic statistics. I'm happy to share that, and I'm also happy to reach out to the folks who produced the video to ask them specifically for the citations for those particular numbers.

→ <https://williamsinstitute.law.ucla.edu/>

Michael Quiaoit: I think they took a... honestly, they took a look at some national research reports. That is my understanding. Just couldn't remember what exactly ones that they did.

Emilie Mitchell: Exactly. I think it's like the Hope study, Philadelphia.

→ <https://hope4college.com/california-community-colleges-realcollege-survey/>

→ <https://hope4college.com/wp-content/uploads/2018/09/Wisconsin-HOPE-Lab-Still-Hungry-and-Homeless.pdf>

Michael Quiaoit: The Hope Lab, I think.

Emilie Mitchell: Which was the 70 percent.

Speaker 10: The 70 percent. That's probably the biggest one. For as we're making campaigns focused on black and brown students, then often times we forget that black and brown students are also LGBTQ+ students. Right? So that's probably the number that specifically helps more, so.

Michael Quiaoit: Yeah, I'll take a look at it and find out. I don't know exactly about that. I think the number I saw was like 60 something percent.

Speaker 10: It's 70 percent.

Michael Quiaoit: Is it 70 percent?

Speaker 10: Yeah, 70 or something.

Emilie Mitchell: Any other question? Oh, thank you.

Speaker 11: Back to the CCCApply data, I'm curious on the whole 19 years old thing. So is there a reason why we're only collecting data for students who are 19 and older? Is there any mechanism at all for ever recollecting that data or is it part of the data that is back filled from campuses every semester in terms of MIS reporting and could it be and what needs to change for that happen? Why aren't we collecting 18 year olds, and is there any other demographic data that we are collecting for certain individuals or is this the one data point that we have an age cap on?

Michael Quiaoit: That was a lot of questions. I'm going to try to answer them like all rolled up in one. So, I can't recall exactly. So I know we're on tape, but I'm... So, I believe it was, this was probably like almost four years ago, but I believe it's in the legislation, right. There's two things I think happening. One was, I think the initial one when we got, when we put that on a CCCApply, there was a lot of complaints because I think parents were helping their students with this and though it was very intrusive. And the complaints came in, and like I said my memory from four years ago, came in. And so we went back to the legislation, said "Wait a second. Are we doing this, can we do this?" and so forth. And I think the main interpretation of that... I think it was they put a calculation in CCCApply to have it after 18, because somewhere in the legislation they allow for if it was about... like I said, I can't remember specifically, but it was due to the legislation. It enabled them to put in CCCApply that they wouldn't ask for it after the age of 18. Just a calculation so that it wouldn't... I don't think it displays if you're 18. And they do calculation.

Michael Quiaoit: So that is what actually happened. I have to go back and check all policy and what decisions were made on that at that time. I believe that's how that came about. Now, is that still valid or not four years ago when they made that decision? We can take a look at that again. But I think you may have some misinterpretation about the data too.

Michael Quiaoit: So, the data that is being provided, I think, is also... it's not unitary. It's aggregate data. So some of that information is just in general. So I don't think, because of the law, we can do any unitary for privacy perspective. For privacy, I mean. So that's a lot of aggregate data. We did have a... I think there were three components of that law that said that one, the Chancellor's office had to ask it. Two, it had to provide it in a secure manner to the colleges. And three, yeah, I think it was saying it had to be secure on both ends and then we had to provide it and then easily provide it to them. And then what had happened is that delayed for a year or so that they weren't capturing anything. And so finally we got our vendor to be able to create a secure way to capture that information and to deliver that information. And so we were finally kind of compliant with that law.

Michael Quiaoit: But, I'm more than willing to look into that, because I'm not sure why that really is. If it goes back to that law or what decision was made from that. I believe, if I can remember correctly, it was because of some political pressure, and then through that political pressure they looked back at the law and said "Can we do this, and is there a reason we couldn't do something else?" So I'll look at that again.

Speaker 11: I would just be super curious. I used to be in A&R and now I'm faculty, but I'm curious why 19 and not 18 if parents are pissed off. Because 18 year olds are legal adults. So I'm just curious about that age that was chosen, but also I know that there's constant MIS reporting back to the state and wondering if it could be possible that that be one of the data points that is collected and sent back to the state so that colleges that are intentionally collecting that more consistently, that's one of the automatic data points filling an MIS report back to the state. So it's a request, I suppose. And attempt to understand where 19 came from. It's like not 18, it's not 21. Like just somewhere in the middle.

Michael Quiaoit: Yeah, I'm not sure. So I'll have to check back.
[Fact check: It is displayed to applicants 18 years or older at the time of application.]

Speaker 11: Thank you.

Emilie Mitchell: And after this we'll have one additional question, and then we'll have to wrap.

Speaker 12: I just wanted to underscore what Michael said earlier about like encouraging local districts to develop systems of devising this information or developing it locally. I work at [...] College, my name is [...] and we've been working for a couple years on getting a matriculation survey in place so that every semester before students enroll in courses they have to answer four questions: sexual orientation, gender identity, housing status, and food insecurity. So we are semester-ly or daily having new data, and as we know, students' identities are changing. Their access to food, housing changes. And the CCCApply information, the CCCApply data is good, but students may only apply one time for college,

and they're with us for two, three, four, five, six years. So I just want to remind folks that that's only a small piece of a data pie, and we do need to encourage our data folks at our local districts to develop these more updated, relevant, useful metrics. And I don't know that those go back to the Chancellor's Office.

Michael Quiaoit:

No, they don't.

Speaker 12:

So that's all stuff that we need to devise locally and use it locally and use those in our conversations with them that does work up to what they're [the Chancellor's Office] giving us.

Speaker 13:

Hello. I have a question. When I got this pamphlet this morning and I opened the first page, I immediately saw the Queer Trans People of Color Conference and questioned why that was separate from this conference. I think it really promotes the idea that the LGBT community is inherently white, and I don't think it's very... while I do see the important of having a space for only people of color, I think it does kind of implement the idea that this an inherently white space. So I just wanted to know why that initiative was taken.

Nancy Jean Tubb:

I could answer that question.

Nancy Jean Tubb:

So UC Riverside is hosting this Summit, and we happen to be hosting the Queer and Trans People of Color conference this year. They're two separate events. And as an FYI, we did ask demographic questions on the online registration form, and about 65 percent of the people at this conference self-identified as a person of color. The purpose of the QTPOC Conference is to focus on issues for queer and trans people of color. Anyone may attend. Anyone of any sexual orientation, gender ID. Any race or ethnicity. But it's a separate event from this that rotates through UCs and Cal States, maybe one day a community college. And it just happens to be hosted by UCR also this year. So they're really not a reflection on each other. We just put the QTPOC conference in the program book because we want to let everyone who attended this event to know that they could also attend the QTPOC Conference. That means everyone. I hope that helps, and I'm happy to talk to... I'm sorry, I have terrible vision. If anyone wants to talk to me individually more about this, I'm happy to talk to you about it.

Emilie Mitchell:

And with that, if we could just take a moment to thank our panelists. And we wanted to thank you all for attending this second summit. We look forward to seeing you next year. There are refreshments in the back if you all are hungry. And now we're going to move to our sort of network and chit chatting part of the day. So thank you all very much.