

Program: CalWORKs

Division: Student Services

Date: November 4, 2024

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SLO/SAO Point-Person: Amanda Ingold

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will inform the audience about your program. It is also used in creating division summaries, determining college planning priorities, and determining the allocation of resources. The final use is to document the fulfillment of accreditation requirements.

Please note: Program Review is NOT a vehicle for making requests. All requests should be made through appropriate processes (e.g., Instructional Equipment Request Process) or directed to your dean or supervisor.

Time Frame: This Program Review should reflect your program status during the 23-24 academic year. It should describe plans starting now and continuing through 2024-25.

Helpful Links:

- ★ [Tools for Writers](#) - with contacts for help with specific sections.
- ★ [Program Review Glossary](#) - defines key terms you can review when writing.
- ★ [Fall 2023 Program Reviews](#)
- ★ [Program Review FAQs](#)

For help with your program review, please contact Karin Spirn at kspirn@laspositascollege.edu

Sections

There are four sections to the document:

1. Review your program, including curriculum updates, accomplishments, challenges, and planning.
2. Data Analysis
3. SLO/SAO Review
4. Feedback on the PR template and process

Instructions

1. Please answer each question with enough detail to present your information, but it doesn't have to be long.
2. If the requested information does not apply to your program, write "Not Applicable."
3. Optional/suggested: Communicate with your dean while completing this document.
4. Send an electronic copy of this form to Program Review chair, Karin Spirn, and your Dean by Monday, Nov. 4, 2024

5. Even if you don't have much to report, we want to hear from you, so your voice is part of the college planning process.

Equity is a guiding principle. Here is the LPC definition:

Las Positas College will achieve equity by changing the impacts of structural racism, ableism, homophobia, and systematic poverty on student success and access to higher education, achieved through continuous evaluation and improvement of all services. We believe in a high-quality education focused on learning and an inclusive, culturally relevant environment that meets the diverse needs of all our students.

LPC Equity Definition: Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at the center of focus.

Section 1: Your Program In 2024-2025

Please place an X next to N/A where relevant

A. Accomplishments: Identify your main accomplishments from the 23-24 academic year.

Some areas you **may** want to note in your explanation are:

- Did your accomplishments support your program's plans identified in recent PRs?
- Did they relate to guided pathways?
- Were they in support of the colleges [equity definition](#)?
- Did they connect to any of the college [planning priorities](#)?
- Did you receive any positive/negative feedback from students?
- Are there any innovations or new processes you'd like to integrate?
- Has your program changed in response to the SCFF model of college funding? (completions, increasing enrollment, offering certificates, degrees, etc.)?

N/A_____

During the 2022-2023 academic year, the CalWORKs Program, in collaboration with the EOPS/CARE and NextUp programs, focused on four key program goals aimed at enhancing student support and program efficiency. Here is a summary of the progress made in each area:

Program Consolidation: Significant strides were made in consolidating services across the EOPS/CARE, CalWORKs and NextUp programs. This collaborative effort has led to the development of a unified program application for prospective students, streamlining the application process and improving access to resources. The integration of our Special Programs Canvas cohorts into a single "course" has further enhanced efficiency, allowing students to access a comprehensive range of resources from one location. This includes targeted sections for different programs, ensuring that students receive relevant information tailored to their needs. Additionally, we have consolidated our ConexEd case management system, which has improved staff efficiency and support for students. The ongoing testing of the new components within this system is expected to continue into the 2024-2025 academic year. Overall, the collective efforts of the EOPS/CARE, CalWORKs and NextUp programs have resulted in meaningful improvement in service delivery, student engagement, and staff collaboration. We look forward to building on these successes in the upcoming academic year.

Student-Centered Space: The reconfiguration of our office space has successfully created a more welcoming and student-friendly environment. By consolidating staff cubicles to increase the square footage dedicated to student use, we have improved the flow of the office. New features, such as a kitchenette and a living space and study locations, have encouraged students to spend more time in the office, which has fostered connections among peers in our programs. Adding more color and student artwork to the walls has further enhanced the atmosphere, making it a more inviting space for all.

Professional Development: recognizing the importance of ongoing professional development, our staff has actively participated in training opportunities to better support student programming. This is particularly crucial given the fluctuations and changes that occur within categorical programs. By ensuring that all staff members have a baseline understanding of eligibility guidelines and procedural requirements, we aim to prevent service

gaps. A centralized location for professional development materials has been established in our shared Teams and SharePoint sites, facilitating easy access for all staff.

Evaluation of CalWORKs Student Onboarding: The implementation of the combined program application streamlined the initial step of the onboarding process, allowing CalWORKs staff to be promptly notified when a student indicated their interest in the CalWORKs program. This proactive approach enables our staff to reach out to students early, guiding them through the necessary steps for program approval and enrollment. Previously, the onboarding process involved a cumbersome mix of digital and paper workflows. Which often detracted from the personal touch that is essential for our students. Our goal has been to integrate more automation and digitization into these processes while still fostering meaningful connections with each student. As a result. We have enhanced our ability to dedicate quality time to relationship-building through various communication methods and regular check-ins. These improvements have led to notable advancements in student onboarding and the timely completion of county-required documentation for our CalWORKs population. A significant contributor to this success has been our CalWORKs Counselor Assistant II, who diligently reaches out to students daily. Her efforts ensure that students complete their required reports. Meet with counselors to develop comprehensive education plans, maintain good academic progress, and access services provided by the county CalWORKs offices. I believe these initiatives have positively impacted our student headcount, as students remain eligible for county support and meeting satisfactory academic progress standards. We track our success through a case management spreadsheet, where we highlight in green each time a student successfully submits their required documentation. The sight of a spreadsheet filled with green is a testament to the hard work and dedication of our CalWORKs Counselor Assistant II, whose contributions have significantly improved our program's effectiveness. Our CalWORKs students have expressed their gratitude for her support, which has made a meaningful difference in their experience.

Other Accomplishments: The success of our Adopt a Family program is a testament to the collective spirit of our campus community and should be recognized as a campus-wide accomplishment, rather than solely a function of the CalWORKs program. Each year, our campus demonstrates its commitment to supporting CalWORKs and CARE students by generously donating to the Adopt a Family event, which provides gifts for families with young children. We are immensely grateful for the ongoing support from our campus community, especially as our students face increasingly challenging financial barriers due to the rising cost of the region while still meeting the CalWORKs income thresholds that have not improved over the last 50 years. It is important to highlight that a single mother (primary composition of the CalWORKs student population) with one child can only qualify for the CalWORKs program if her monthly income is approximately \$2000/month or less. This statistic serves as a reminder of the daily struggles our students endure, balancing the demands of providing for their families while pursuing their education. I encourage program reviewers to take a moment to empathize with our CalWORKs students and consider the multitude of challenges they face. These students must navigate the complexities of providing for themselves and their children, maintaining focus in class, finding time to study, ensuring compliance with CalWORKs requirements, and meeting the academic expectations of higher education – all while managing daily expenses that can quickly add up. The resilience and determination required for our CalWORKs students to succeed in school are remarkable. Therefore, when we witness the campus coming together to support the Adopt a Family program, the gratitude expressed by our students is profound. Many have shared that this support has been “the only way we could have made it through the holiday season”. This sentiment underscores the significant

impact of our community's generosity and the vital role it plays in the lives of our students during challenging times.

Accomplishments in relation to Guided Pathways and Equity: Our accomplishments in relation to Guided Pathways and equity are significant and reflect our commitment to supporting our students effectively. Here are the key highlights:

Cohort model and outreach: Our cohort model, integrated within categorical programming, aligns seamlessly with the principles of Guided Pathways and equity work. We employ various outreach and recruitment strategies throughout the year to inform potentially eligible students about their options. Our common application is designed to provide an initial comprehensive view of each student through targeted questions, allowing us to assess eligibility for our four programs. After reviewing application, we proactively reach out to all applicants to guide them through the eligibility process or refer them to other resources if they do not qualify.

Academic Advising and Counseling: To support students in choosing and entering their pathways, we require them to check in with an academic counselor at the beginning of their journey within their eligible program. Additionally, students must meet with a counselor at least once per semester to review their educational plans and career goals. This structured approach aligns with the Guided Pathways objective of helping students stay on their chosen pathways. We also customize support based on individual student needs and continuously refer them to both on- and off-campus resources.

Focus on equity: Our programs primarily serve students identified within the equity groups who are disproportionately impacted. We recognize that each student has a unique life experience, and we strive to tailor our support accordingly. Our programs highlight the systemic and oppressive social forces affecting our student populations, and we are committed to understanding these structural barriers. Our staff regularly meets to discuss ways to enhance our support services and collaborates closely with the other departments to ensure students receive all eligible resources.

Funding and program sustainability: Our program's operations have remained consistent despite the implementation of the student-centered funding formula (SCFF). Most of our students contribute to the district's "supplemental" allocation, as they typically are eligible for Pell grants and other financial aid or fee waivers. Additionally, the SCFF's "student success" component, which many of our students achieve, provided further funding. However, a point of concern is the general campus and District understanding of our programs. We believe that increased support for our students and the expansion of our programs could lead to greater overall funding for the campus, benefiting all students.

Our efforts in aligning with Guided Pathways and addressing equity issues have not only enhanced our service delivery but have also fostered a more inclusive and supportive environment for our students. We remain committed to continuous improvement and collaboration to ensure that all students have the resources and support they need to succeed.

B. Challenges, Pain Points, and Needs

What significant or ongoing challenges or obstacles did your Program face during the 23-24 academic year, especially related to accomplishing program goals/plans? Consider funding, staffing, materials, facilities, outside requirements such as legislative mandates, working on equity gaps, etc. Highlight/identify any challenges mentioned in previous reviews.

N/A_____

Complexity of CalWORKs regulations: The CalWORKs program serves participants across three counties – Alameda, San Joaquin, and Contra Costa – each with its own implementation of regulations. This inconsistency complicated our operations, as students must complete monthly attendance reports and semester enrollment packets, which all vary in format and required information. One county, in particular, has been resistant to our reports, leading to delays in financial reimbursements for students. This situation necessitates a high level of case management, which is disproportionate to our small cohort size.

Recruitment challenges: Efforts to recruit eligible students for the CalWORKs program have been hindered but the complexity of county eligibility determinations. Despite various outreach strategies, our success in attracting new students has been limited. Our primary recruitment success has stemmed from our combined program application and established relationships with county welfare departments, but these efforts are not sufficient to significantly increase our student headcount.

Perception and visibility of programs: There is consistent frustration regarding the perception of our programs as models for Guided Pathways and equity frameworks. Despite our potential to contribute to discussions on new funding formulas, we have not been recognized as a valuable resource in these conversations. This lack of visibility has limited our ability to secure additional support and funding, which could help increase our student headcount and generate more revenue for the campus.

Funding allocation concerns: Our funding allocation is directly tied to student headcount, similar to the campus as a whole. However, there is a need for greater awareness among campus employees about the CalWORKs program and its impact on serving diverse and underrepresented students. Enhancing this understanding could facilitate better support for our initiatives and ultimately help address equity gaps on campus.

Impact of legislative mandates: The ongoing requirements for CalWORKs recipients to report to the county through various forms of documentation create additional administrative burdens. This not only complicated the onboarding process but also detracts from the time and recourse available for direct students support.

The challenges faced by the CalWORKs program during the 2023-2024 academic year are multifaceted, involving regulatory complexities, recruitment difficulties, visibility issues, funding allocation concerns, and the impact of legislative mandates. Addressing these challenges is crucial for enhancing our program's effectiveness and ensuring that we can better serve our students.

C. Planning: What are your program's most important plans, either new or continuing?

N/A_____

Ongoing consolidation of programming: We will continue to analyze and refine the consolidation of our four programs. This integration has already improved the student experience by streamlining services and reducing barriers to access. We are committed to identifying further opportunities for improvement to ensure that our services are as effective and efficient as possible.

Outreach and recruitment: We will continue to look at opportunities for outreach and recruitment efforts, which will in turn, increase our allocation to provide additional support services to students. By expanding our reach to eligible students through targeted strategies, we hope to bolster our program enrollment.

Strengthening student support services: With the goal of improving student outcomes, we will explore new ways to strengthen our support services. This may include developing additional resources, workshops, and programming tailored to the specific needs of our student population. We will also continue to leverage our existing partnerships with community organizations and campus departments to provide comprehensive support.

Continuous evaluation and improvement: We will continue to integrate a systematic approach to evaluate the effectiveness of our programs and services regularly. This will involve feedback from students and staff, analyzing data on student success, and making informed adjustments to our practices based on this information.

Collaboration across departments: We will enhance our collaboration with other departments on campus to ensure that our students have access to a wide range of resources and support. By working together, we can create a more integrated support system that addresses the needs of our student population.

D. Identify any college, district, or legislative barriers to your program's equity work. What suggestions do you have for minimizing or eliminating these barriers?

Barriers: There is a need for improved methods of collaboration among various departments and divisions with the college. The lack of integration can hinder the development of comprehensive strategies to address equity issues effectively. Many campus members may not fully understand the challenges faced by our students, particularly those from misrepresented populations. This disconnect can lead to a lack of empathy and awareness in addressing their needs. The current campus structure may not adequately incorporate student feedback and experiences into decision-making processes, which is essential for creating equitable policies and practices.

Suggestions: Organizing regular forums or workshops that bring together staff and faculty from different departments to discuss equity issues and share best practices. These should include training on cultural competency and the importance of understanding the student experience. Student panels or listening sessions where students can share their experience and challenges in a safe and supportive environment could be helpful in fostering a culture of empathy and understanding. After discussions on equity, creating actionable plans with specific goals and timelines would improve the campus climate. Assigning responsibilities to various departments to ensure accountability and follow-through in equity initiatives. Encouraging departments to collaborate on projects that address equity issues is another possible solution to campus barriers to student success. This could involve joint programs, shared resources, or co-hosted events that highlight the importance of equity in education. Using student data on success rates and barriers could help drive campus-wide improvements. This information could better inform policies and practices that aim to reduce inequities and improve outcomes for all students.

N/A_____

E. Curriculum Updates

Reasons for updating include that it is required every two (CTE) or five (non-CTE) years, there is a program or college need, starting a new program, or new legislation.

1. Are you planning to update any curriculum in 24-25?
Yes_____ No_____
2. Comments (Optional):
3. Please review your program [maps](#). Do you need to make any modifications?
Yes_____ No_____
4. If yes, compare each [Program Map](#) to your current course offerings and sequencing. Pay close attention to prerequisite information, and classes offered only during certain semesters.
 - a) If your map requires a **non-curricular change** (i.e., course sequencing), consult your [Pathway counseling faculty liaison](#) to initiate changes.
 - b) **If your map requires a curricular change** (Program modifications) - these are initiated through the Curriculum Committee.Any questions? Contact the [Curriculum Chair](#) or the [Curriculum and SLO Specialist](#).

Section 2: Data Analysis – Quantitative and Qualitative

IR Data Review: Discuss any significant trends in the data provided by the Office of Institutional Research and Planning (or any other data you use for decision-making and planning).

(Note: Not all Programs have IR data available; if your program does not have a data packet or dashboard data, you may note that in the response box and reach out to [the IR team](#).)

Here are a few samples of data to review and reference if that's helpful.

- IR Data packets [are available here](#) (Posted Fall 24)
- Academic & Career [Pathway Specific data](#) (Posted Fall 24)
- Your program's survey data
- [Transfer data](#)
- Course Set Standard Overview & Success Rates Dashboard are in the middle of [this page](#)

Despite our ongoing efforts to support CalWORKs students, we have not observed significant changes in academic trends. Our students continue to experience lower success rates compared to the average student population, which is consistent with the challenges faced by the CalWORKs participants. These students often encounter substantial barriers and stressors that adversely affect their academic performance, making it difficult for them to achieve the same level of success as their peers. Recognizing these unique challenges is crucial as we continue to develop targeted support strategies to better assist our students in overcoming these obstacles.

B. Program-Set Standard (Instructional Programs Only):

The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. 95% of the rolling 5-year average. There are valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are asked to examine possible reasons and note any actions that should be taken, if appropriate. | [Program-set standard data can be found on this page.](#)

1. Did your program meet its program-set standard for successful course completion?

Yes____ No____

2. If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

Section 3: SLOs/SAOs: Assessment of Student Learning and Support

Program Review is the college's major data source on student learning and support and is, therefore, regularly reviewed. *Each year, programs must discuss their PSLOs, CSLOs, or Service Area Outcomes (SAOs.) This helps us to see how our students are progressing in their learning.* For assistance with these questions and instructions on running reports using eLumen, [click here](#).

Please complete at least one of the following three sections based on what is appropriate for your program.

Check at least one below:

- ☐ C1: Instructional Programs with PSLOs (disaggregated PSLOs)
- ☐ C2: Instructional Programs with CSLOs (*Departments without degrees, non-major courses, and/or other courses up for assessment*)
- ☐ C3: Non-Instructional Programs (SAOs)

C1: Instructional Programs with PSLOs (disaggregated PSLOs)

To assess PSLOs within eLumen, CSLOs must be correctly mapped to only one PSLO, and every mapped CSLO must have assessment data. Please review the items below and proceed accordingly.

- If the CSLOs are mapped correctly and there is data for each CSLO, then continue to question 2.
- If the CSLOs have assessment data and the mapping needs to be completed, then complete the mapping within eLumen ([See SLO Handbook, p. 7](#)) and continue to question 2.
- If not all mapped CSLOs have assessment data, then you cannot assess the PSLO. In this case, continue to section C2.

1. [Please review your 3-year plan](#) and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)

Will at least one SLO be assessed in each course by June 2026?

Yes____ No____

If not, please update your 3-year plan to include any courses you missed. If you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist and the SLO Chair](#).

2. Based on your [3-year plan](#), list the PSLO(s) for the academic year 2023-2024 that your program selected to review and explain why these were chosen.
3. What percentage of faculty completed the planned CSLO assessments? (In eLumen, [run a Faculty Participation report](#) for 23-24).
 - _____%
4. Analysis of PSLO(s): What conclusions can be drawn about student learning and equity in your program based on eLumen and/or other data? You may want to consider disaggregated data. When using eLumen [See the Guide](#) for instructions on how to disaggregate PSLO data.
5. Based on discussions with others in your program, explain potential changes designed to improve student learning and close any equity gaps identified through the analysis of PSLO data. Please also note if you decide to update any CSLOs or PSLOs based on this analysis (If updating, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this).
6. If you experienced any challenges in completing your PSLO assessment process, please list those below along with any items that would help you improve this process in the future.

C2: Instructional Programs with only CSLOs - Departments without degrees, non-major courses, and/or other courses up for assessment

1. [Please review your 3-year plan](#) and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)

Will all courses be assessed by June 2026?

Yes_____ No_____

If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist, and the SLO Chair](#).

2. Based on your [3-year plan](#), list the CSLO(s) for the academic year 2023-2024 that your program selected to review.
3. What percentage of faculty completed the planned assessments for the selected CSLO? (In eLumen, [run a Faculty Participation report](#) for 23-24).

4. What conclusions can you draw from the CSLO data and reflections in eLumen. If you used any additional evidence or methods to answer this question, please explain.
5. Explain potential program changes designed to improve student learning. Please also note if you have decided to update any CSLOs or PSLOs based on analysis (If updating, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this).
6. If you experienced any challenges in completing your CSLO assessment process, please list those in the box below, along with any items that would help you improve this process in the future.

C3: Non-Instructional Programs (SAOs)

1. [Please review your 3-year plan](#) and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)

Will all courses be assessed by June 2026?

Yes ☒ No ☐

If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist](#), and the [SLO Chair](#).

2. Based on your [3-year plan](#), list the SAO(s) for the academic year 2023-2024 that your program selected to review.

Through interaction with the CalWORKs program students will be able to clarify their career and educational goals

3. Based on discussion with others in your area, what conclusions can be drawn from the SAO data and reflection questions from eLumen or other sources of data?

Several conclusions regarding the effectiveness of our services and the impact on CalWORKs students can be made. First, is the importance of follow-up and case management services. CalWORKs students require a high level of follow-up and case management services to achieve success in their academic and career pursuits. The presence of a CalWORKs Coordinator and a full-time CalWORKs Counselor Assistant II is the minimum level of staffing allowable if we want to have a program that is supportive for CalWORKs students. During the 2020-2021 academic year, the CalWORKs program lost their fulltime CalWORKs Counselor Assistant II and the Coordinator had to split responsibilities between the CalWORKs and foster youth programs she oversees. When one staff was available to serve both CalWORKs and foster youth, there were clear indicators that this level of staffing was not effective in providing successful supportive services. In running the CalWORKs academic reports, what I saw were more students dropping out of school and losing their financial aid because the level of case management and follow-up was not feasible with one staff member. Once we were able to hire and train the CalWORKs Counselor Assistant II, there were noticeable differences in student outcomes (overall GPA, academic standing, and retention). Although this was the same timeframe as the campus closures due to the pandemic, I believe that was only part of the issue we saw with our downturn in successful student outcomes, and that staffing that allows higher levels of case management is key to success.

There is also a positive correlation between interactions and academic success. The more students interact with CalWORKs program staff the more students are able to get their needs met and/or barriers removed to focus primarily on their studies. Increased engagement with our staff has resulted in better academic progress and compliance with CalWORKs requirements, suggesting that consistency and communication are vital for success. Finally, the improvements previously discussed in our onboarding process, such as the combined application and early alerts implemented within our ConexEd case management system, have facilitated quicker approvals for students entering the CalWORKs program. This efficiency has allowed students more time to complete initial county required documentation within the onboarding system. This makes the start of their educational journey easier as they are prepared and have all they need in place prior to the start of the term. This efficiency allows students to begin their educational journeys sooner, which is crucial for maintaining momentum in their academic pursuits. Our enhanced collaborative efforts among our four programs have also created a more robust support system for students by decreasing wait times for follow-up services needed by our CalWORKs students. By providing additional reminders from various staff within our office space, students benefit from a comprehensive network that addresses their needs beyond just the CalWORKs program. One clear outcome is when the CalWORKs program has enough staffing to provide increased case management services, the student headcount in the CARE program also increases. Therefore, through our interactions, students have been able to clarify their career and educational goals more effectively, receive the maximum services allowable across all programs they are eligible for, and benefit from a comprehensive or holistic network of support.

Several programming changes were identified as a result of assessing this SAO. A more streamlined onboarding process became a priority when we recognized that we were losing potential students at the initial stages of becoming eligible for the CalWORKs program. One of the critical areas we identified for improvement was the integration of financial aid discussions into the onboarding process. Previously, these discussions were not sufficiently emphasized, leading to many students failing to meet financial aid academic standards and subsequently losing their financial aid. We have leveraged our ConexEd, Canvas, and Microsoft systems to better monitor students' successes and barriers, becoming more effective in removing barriers more proactively than reactively so students are not experiencing as many barriers during the term because they are addressed prior to the start of the term.

4. Explain any planned changes to improve outcomes in your service area. Please note if you have decided to update any SAOs based on this analysis.

At this point, we do not plan to update any Student Area Outcomes, as the current SAO effectively encourages staff to continuously seek improved methods of communication and interaction with students. Given the diverse responsibilities that many of our CalWORKs students manage, it is essential that our approaches are both efficient and meaningful. We will maintain our focus on evaluating and refining our interactions to ensure they are supportive of students' personal and academic needs, allowing us to better assist them in navigating their educational pathways.

5. If you experienced any challenges in completing your SAO assessment process, please list those below, along with any items that would help you improve this process in the future.

Section 4: Suggestions for the Program Review Committee (optional)

What questions or suggestions about this year's Program Review forms or process do you have?

I appreciated the guided prompts or suggestions with each section and the links to resources as well. I think my only suggestion is trying to create more reflection on equity within each question. I believe the prompts on topics to discuss were good, but I initially felt like talk on equity was almost optional. If equity was part of the language within each of the main questions, it forces everyone to reflect on it, which helps to create a stronger equity mindset overall. More equity reflection also leads to better services for all students so I don't think equity talk in each question would have a negative outcome.