



IMPACT OF COVID & SYSTEMIC RACISM ON STUDENTS OF COLOR

By Kellie Hale

A big takeaway from the Covid-19 pandemic is the inequalities of educational opportunities for students of color. Unfortunately, there was already a lacking of resources and funding for communities of predominately Black, Indigenous, and other majority-minority areas. The existing racial and economic discrepancies further create setbacks and a lack of opportunities for students of color.

When the first Covid-19 shutdown occurred in March of 2020, vulnerable communities' differences were no longer being ignored. "The good news, of course, is that many schools were very fast in finding all kinds of ways to try to reach kids," said Fernando M. Reimers, Ford Foundation Professor of the Practice in International Education and director of GSE's Global Education Innovation Initiative and International Education Policy Program. But, as a result, many students merely lacked the access they would need to be successful.

Last month, I wrote about digital equity and how, "The overall goal of digital equity is to make sure that students from rural and urban communities have equal access to technology (e.g., software, the Internet). It is also vital that students have adequately trained educators to help navigate with these tools." It would appear that people finally understand that technology is not only a basic need but a fundamental right. How can a person participate in society in the 21st century without proper and efficient access to technology? The answer is you can't. Sadly, research has shown that too many students have no computer/technology devices, no connectivity to the Internet, nor do they have any way to get technical support at home. >>>

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“These students don’t know what they don’t know,” says Dr. Don Stansberry, Vice President for Student Engagement and Enrollment Services at Old Dominion University. “This is true for many students, but it is disproportionately true for our black and African American students.”

The disruptions brought on by the COVID pandemic did not allow for African American students to seek guidance from high school or college counselors to attend high school events like open houses at community colleges or universities. This could have caused black and brown students to feel they had no one to turn to for guidance about attending college or university.

In the spring of 2021, the number of students enrolled in colleges and universities was significantly lower than in 2020; about 603,000 fewer students. That is a decline of 3.5%. Since the pandemic, the number

of black students enrolled as first-year students have declined by 22.3%, with an overall drop rate of 12.3%.

Students have different needs. It is essential for high schools, community colleges, and universities to invest in the proper resources that benefit all students (i.e., black and brown, LGBTQ+, and those that need access to functional needs). Educators must learn and adapt to better understand what specific needs students have and help meet those needs, whether it is a student’s home life or school life.

Source:

[The crisis in black university enrollment and graduation by Nathan M Greenfield](#)

[How COVID taught America about inequity in education by Clea Simon](#)

HIGHLIGHTING PIERCE COLLEGE’S EDI CARES

EDI: Equity, Diversity, and Inclusion

CARES: College Access, Retention, and Engagement Services

WHAT IS EDI CARES?

The EDI CARES, College Access, Retention, and Engagement Services office is brave space focused on empowering students to achieve their academic, professional, and life goals. Pierce College’s EDI CARES office plays a critical role in fulfilling the college’s most important mission in creating quality educational

opportunities for a diverse community of learners to thrive in an evolving world. EDI CARES is also charged with achieving this mission for all of the College’s most powerful students who may have faced various forms of marginalization, equity and economic barriers, and educational barriers.

HISTORY OF PIERCE COLLEGE’S EDI CARES

Since 2001, TRIO Student Support Services program has supported 160 students a year, serving as the lighthouse for our region’s first generation, low-income and students with disabilities. The overall goal and vision has always been to serve more promising students who desire social support, and a community where they can showcase and cultivate their identity, personal, academic and personal development. The College believes that every student who enters our community is destined for greatness.

nine programs serving over 4,000 students within the past seven years. The EDI CARES Office is now the home of multicultural student services, student life engagement and an oasis where all our students learn in an empowering community, build long lasting relationships, and thrive in their journey to know their purpose in completion of their degrees.

Learn more about EDI CARES:
<https://youtu.be/rfgLISrkHKA>

With this strong foundation, EDI CARES College Access and Retention programs have grown from one to

For more information, visit:
<https://www.pierce.ctc.edu/edi>

Interview with Jason Petrait - CoE Aerospace and Advanced Manufacturing Director



By Kellie Hale

Kellie: Tell us about yourself? What is your educational and professional background?

Jason: I'm a Northwest native and I found my passion for getting people good jobs when I lucked into work at South Seattle College (SSC). Like a lot of adult job seekers, I'd bounced around without a real career path. Then I got to SSC, started working with manufacturing students, and found that everything from resume building to administering classes to working with teachers felt right.

I'd always loved helping people get jobs. It hadn't occurred to me that that could be a job. I got a BA from University of Washington, then when I was at SSC, I was urged to get a graduate degree. I use my Masters of Public Administration from Seattle U every day.

Kellie: What drew you to the Center of Excellence for Aerospace & Advanced Materials Manufacturing?

Jason: When I started at the college I got to know the manufacturing, maritime, and constructions Centers. They seemed--and are--such an important connection point across industry and education. No one ever sat me down and told me what the Centers do. It was just obvious how important it is that people work across colleges and programs, with industry.

I've always had a passion for flying. Being lucky enough to grow up here I got to fly on a seaplane at a young age. To look down on land and water, and then land on the water! I still remember.

Kellie: What should people know about your Center?

Jason: We're dedicated to being that link between industry and the colleges, ensuring that what we're teaching across our system is meeting industry need. I've only been in the role 3 months, but I'm pushing us to be informed by data, to understand the demand story in industry and the supply story coming out of the colleges, to lean into the advances happening in electric and green aviation. We also want

the Center to play a central role if colleges are looking for grants or other resources like national information or technical assistance.

Kellie: What is interesting about aerospace?

Jason: What isn't! Just take the "space" part of aerospace, what's happening in private space flight, satellite deployment, and rockets, much of it right here in Washington. Then there are the advances in drone technology, getting lighter and cheaper and used in everything from firefighting to agriculture to construction.

In my first week I had a chance to tour Eviation in Arlington. They're getting ready to flight test a fully-electric airplane in the coming weeks, and to see what they're working on is amazing. Such elegant lines on the plane, paired with a big huge battery pack--3000 pounds if I recall correctly. To walk in a hangar and see one of the most cutting-edge planes in the world, I thought, "Wow I am in the right place!"

Kellie: Is your industry popular? What kind employment opportunities are there for people? How so?

Jason: Aviation and aerospace have such a long and rich history in Washington State. We've been worldwide leaders for a hundred plus years. Sometimes we forget other parts of the country don't have this rich flying heritage paired with good jobs and possibilities for advancement.

The jobs pay well, and there are opportunities for anyone from high school graduates to Masters-level engineers to find a calling in the industry. We at the Center especially appreciate the role apprenticeship plays in aerospace. We see that as a path to the middle class and living wage employment. And we're proud many of the apprentices in Washington are also community college students!

Kellie: Where does education go from here in terms of online and grounded courses, along with making sure students are provided with the resources need to so they succeed in their classes/programs?

Jason: You left the toughest question for last. In manufacturing and aerospace, hands-on is essential. Students must learn and do with their hands. But there are classes that can be successful online. Coming into this role, it's been amazing to learn how Everett Community College, our host college, pivoted in such an uncertain time. That said, it's been fun to see students back on campus.



EDUCATION JOURNEY – BRICK AND MORTAR OR ONLINE OR...?

By Nancy Aird

Human Rights Watch, hrw.org, report “Years Don’t Wait for Them – Increased Inequalities in Children’s Right to Education Due to the Covid-19 Pandemic”. Bede Shepard, Hye Jung Han, and Elin Martinez, May 17, 2021. By April, 190 countries worldwide shut out 1.4 billion students from pre-primary through secondary schools. This is roughly 90% of the world’s school-aged children’s education disrupted. As a California middle school teacher summed up in the report, “A lot of these problems that we are facing with distance learning are problems that we deal with every day in the classroom: lack of internet at home, lack of resources, lack of parent support at home, uncertainty around food, uncertainty around housing. These aren’t new problems. They just became very, very apparent when all of a sudden, teachers have a front-row seat to see it in these children’s homes through Zoom or the fact that they were not at school.”

The report continued, “Barriers

to distant learning tended to be exceptionally high for students from groups already facing discrimination and exclusion from education even before the pandemic. This would include children living in or near poverty, children with disabilities, and ethnic and racial minorities in the countries where they live. The report also found that girls, especially in countries with gender inequalities in enrollment and achievement, also face adversity, along with lesbian, gay, bisexual, and transgender (LGBT) children.

This report further addresses “digital divides,” diminished quality of education even with students who could access alternative education. A regression in progress and loss of ancillary social protections, pressures on parents and teachers from school closures, and international human rights standards guarantee that all children have a right to education. Source:

<https://www.hrw.org/report/2021/05/17/years-dont-wait-them/increased-inequalities-childrens-right-education-due-covid>

Current colleges and universities are facing the same issues. Will classes be taught in brick and mortar, online, or hybrid format in the future? As the above study noted, online learning has pro and con issues depending on the social/economic status of the student accessing it. In 2014, I went back to college to get an Associate in HSEM. The class format was all online, with fewer classes requiring additional books. I had no problem adapting to the structure. Still, I already have a Bachelor’s degree and have a strong ability to study and absorb learning from reading (I usually read a novel a day online). I struggled with setting up my computer to access information from Canvas. Also, I need in-person classes with math and statistics as my remembered knowledge was 43 years out of mind.

As the world enters the 3rd year of COVID disrupted learning, the education gap increases. Educator John Dewey wrote, “All genuine learning comes through experience... education is not the preparation for life:

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education is life itself.” Dorn, Emma, Hancock, Bryan, Sarakatsannis, Jimmy and Viruleg, Ellen, July 27, 2021, COVID-19, and education: The lingering effects of unfinished learning, McKinsey & Company. Source:

<https://www.mckinsey.com/industries/education/our-insights/covid-19-and-education-the-lingering-effects-of-unfinished-learning>

Statistics from one year of COVID-19 education disruptions was already causing ripple effects by delayed learning. The study noted by the end of 2020-21, 98% of students had possible access to some form of in-person education. “Unfinished learning” terminology noted a reality that students could not complete all the learning they would have traditionally completed in a typical school year. This disruption cascade continues each year of COVID. This study estimates unfinished education could reduce lifetime earnings for K-12 students by an average of \$49,000 to \$61,000. This continues to a GDP loss of \$128 to \$188 billion by 2040 from lower earnings, lower

education achievement on K-12 and advancing to higher education, and loss of innovation.

Motivation to go back to a brick and mortar education environment could also be driven by competition of learning styles. Availability of remote work due to quality of life issues, moving from urban to rural locations, childcare, work-life balance, and salary is creating the 2021 Great Resignation. As workers reevaluate life with COVID, potential students will apply these same criteria to further educational goals. Can they afford the local education opportunities, or is online a better and perhaps cheaper choice? A community college locally or a nationally known college with a perceived better-recognized name choice.

In my opinion, colleges should also consider certificates as an educational draw for unfinished learning students. Increasing the earning potential of workers will draw them into the education field from the first-time user to the continuing learner. Combining a certificate with online or

hybrid learning will allow workers to access the classes for the convenience of quality of life, childcare, and work-life balance. More spending salary will also promote a positive education outlook for future studies.

All three models will have a place in continuing education.

Learning is not a static issue as everyone’s learning style varies, from visual, auditory, kinesthetic, and reading/written. In addition, every person remembers information by creating a personal style; therefore, students will need all types of educational practices to succeed.

Center's New Legislative Webpage

Want to stay up-to-date on Washington State's Legislative proceedings and outcomes? We have a new webpage on www.coehsem.com dedicated to legislative information. Under the "About" tab, you will see "Legislative Info."

In addition, you will have resources on different legislative information such as budget links, session laws, employment opportunities, public records requests, and data on legislative bills.

For more information, visit:
<https://www.coehsem.com/legislative-info/>

BREAKING NEWS – 322ND YEAR ANNIVERSARY CASCADIA SUBDUCTION ZONE EARTHQUAKE/Tsunami

By Nancy Aird

January 26, 1700, at 9:00 pm, the last Cascadia Subduction Zone megathrust earthquake (CSZ) was estimated at magnitude 8 or 9, and the subsequent tsunami devastated the Pacific Northwest.

How are we able to estimate the magnitude of the fault slippage, date, and devastation without modern seismic data?

Indigenous knowledge, geo-forensics, and written history from other parts of the world provided clues.

YouTube.com, "Tsunami Preparedness Oral History of the Hoh," features Hoh elder Viola Rieke telling the story of Thunderbird and Whale roles in tsunamis. Hoh tradition tells of a specific tsunami occurring around 1700.

Rieke speaks of her personal experiences of the 1960 Chilean Tsunami as it reached the Hoh village shore.

The children saw the water receding and thought, "cool." However, the elder knew from oral tradition and experience a tsunami was coming.

[What is a ghost forest?](#) Invading advances of seawater encroaches on the land, replacing the freshwater.

This salty water poisons the living trees, leaving dead and dying timber stands. Copalis, Washington, and Neskowin Beach State Recreation Site near Depoe Bay, Oregon, are examples of ghost forests. The 1700 tsunami created both sites. Geologists Brian Atwater and David Yamaguchi estimated the land at Copalis dropped 5-6 feet and became completely inundated

with salt water from the quake and tsunami. Tree rings from the forests helped document the date of the quake's devastation. Brian Atwater published in 1987 evidence of the tsunami from deposits of sand layers overlaying buried peat.

["The orphan tsunami of 1700—Japanese clues to a parent earthquake in North America"](#) is a written report by Atwater, B.F., Musumi-Rokkaku, S., Satake, K., Tsuji, Y., Ueda, K., and Yamaguchi, D.K. The report provides scientific discoveries through Japanese history from January 1700 from noted samurai, merchants, and villagers who wrote of minor flooding and damage from an orphan tsunami, but no earthquake had been felt. Modern Japan drills their public in earthquake/tsunami preparation.

Even with awareness, the 2011 Tohoku Japanese earthquake/tsunami resulted in over 16,000 deaths. The Tohoku fault had been quiet for more than 800 decades before 2011.

Are mitigation steps being done today to prepare for our next CSZ event? The CSZ starts in Cape Mendocino, CA, and moves to Vancouver Island, Canada. FEMA Region 10, Idaho, Oregon, Washington, Canada, with support from the military, created the Cascadia Rising Exercise 2016 to find the flaws and gaps in disaster response.

I participated in the 2016 drill on the sub transportation committee. Also, I created a student training at Pierce College for interested HSEM students wanting to gain knowledge and participate in the Exercise. >>>



This year's event starts on June 13-17, 2022. The scenario will be a 9.0 magnitude Cascadia Subduction Zone (CSZ) earthquake occurring along the 700-mile fault. The Exercise will be discussion-based, focusing on core capabilities: Operational Coordination, Mass Care, and Infrastructure Systems (i.e., critical transportation); if you have questions, contact: fema-r10-exercises@fema.dhs.gov.

Training courses and general public Independent Study (IS) are available in Earthquake Specific and Exercise Design. *Information or inquiries about trainings contact:* FEMA-R10-Training@fema.dhs.gov. Earthquake Specific topics available include IS-0008.a-Building for the Earthquakes of Tomorrow: Complying with Executive Order 12699; IS-0323- Earthquake Mitigation Basics for Mitigation Staff; and IS-0325- Earthquake Basics: Science, Risk, and Mitigation. Exercise Design topics include IS-0120. c-An Introduction to Exercise; IS-0130.a How to be an Exercise Evaluator; and IS-139.a- Exercise Design and Development.

The biggest takeaway from the Cascadia Exercises: Everyone needs to have two weeks of preparedness for their families. Businesses need to create business continuity plans. Schools, buildings, and infrastructure need to be retrofitted to current earthquake codes. A catastrophic event will take out or severely damage our infrastructure and government response.

Localized responders will need to secure their own families and homes, check on the condition of available resources, and assess damages to supply lines. Neighbors helping neighbors will be some of the best resources in many areas, i.e., OSO. Resources mobilizing outside of the region will need 72 hours to get supplies ready and organized to get them started into affected areas. Cascadia 2016 created plans to mobilize supplies/responders and get them flowing to designated distribution points.

Plan for yourself, your family, pets, neighbors, and your community. Cascadia is coming!



DON'T MISS THIS EXCITING INTERVIEW WITH AMAZON'S HEAD OF GLOBAL BUSINESS RESILIENCY

You simply must carve out 20 minutes of your time for [this engaging interview](#) between two WBCM community members – Michele L. Turner and Andrea Abrams! With Turner's new book – *Lessons Learned: Short Stories of Continuity and Resilience* – as the jumping off point, Turner and Abrams explore material from the book and share informative, touching insights about the personal, the professional, and how to achieve what Turner calls “work-life harmony.”

Turner, MBCP, is Head of Global Business Resiliency for Amazon, a DRI instructor, a member of the DRI Board of Directors, and Director of Giving for the DRI Foundation. Abrams, CBCP, is Senior Business Analyst for the Federal

Reserve Bank of San Francisco's Cash Services, and a member of the DRI Professional Practices Committee. They are both members of the DRI WBCM community and WBCM LinkedIn group.

Spend a coffee break with the pair. You'll be richer for the experience and feel like you've made two amazing new friends.

Credit: <https://foundation.drii.org/2022/01/31/dont-miss-this-exciting-interview-with-amazons-head-of-global-business-resiliency/>

Interview Link: <https://thebosnet.family/lsh/mturner>

INTRODUCING THE CONFLUENCE INDEX!

We are proud to announce our Confluence Index! Thanks to the hard work of our very own, Nancy Aird, the list includes all of Confluence's article names as well as interviews to date.

To view the index, visit:
<https://www.coehsem.com/confluence-newsletter/> or
<https://www.coehsem.com/our-services/>

