

# Recognizing Barriers to Equity

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**As you enter into the meeting please type into the chat the following:**

- **Your school**
- **Your position**
- **The grade that students enter into the early college program at your school.**

# Session Aims

Leaders will identify potential barriers into and through the early college pipeline.

Participants will review a root cause analysis protocol for developing solutions to their key focus areas.

Leaders will explore the impact of equity goals on mitigating barriers into and through the early college program.

# Focus Designation Criteria Standards

## **Meets preliminary designation criteria:**

- The program presents an effective plan for outreach and recruitment of students who are traditionally underrepresented in higher education, including students of color, low income students, English language learners and students with disabilities. The program leverages the work of existing college access programming to identify students who would benefit from the program. Programs are encouraged to utilize the postsecondary Early Warning Indicator System (EWIS) to identify and target eligible students.
- Program design aims to reflect an admissions and placement policy that ensures that the highest number of first-generation and other underrepresented students are able to participate successfully in early college programming.

# Session Norms

- Be fully present
- Speak your truth
- Listen and notice
- Lean into the discomfort and the “brave space”
- No Shame. No Blame.
- Accept non-closure

# Equity Mindset

“Listen for what surprises you. Notice what disturbs you. If what you say surprises me, I must have been assuming something else was true. If something you say disturbs me. I must believe something contrary to you. My shock at your position exposes my own. These moments are great gifts.” - Margaret Wheatley

## Equality



The assumption is that **everyone benefits from the same supports**. This is equal treatment.

## Equity



**Everyone gets the supports they need** (this is the concept of “affirmative action”), thus producing equity.

## Justice



All 3 can see the game without supports or accommodations because **the cause(s) of the inequity was addressed**. The systemic barrier has been removed.

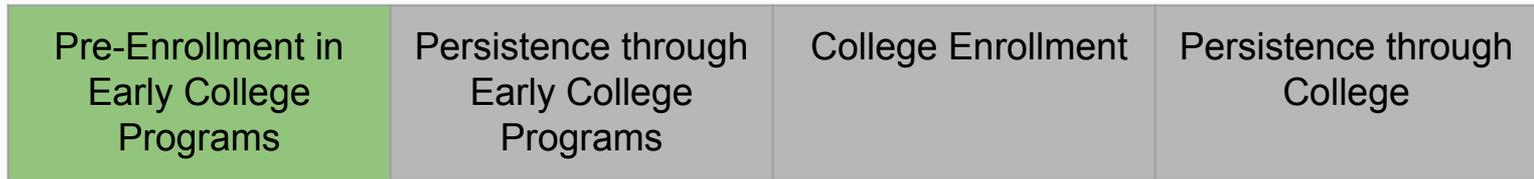
***Schools must develop systems to simultaneously pursue equity and justice.***

# Steps toward Systemic Equity

Systematic equity is a complex combination of interrelated elements consciously designed to create, support and sustain social justice. It is a robust system and dynamic process that reinforces and replicates equitable ideas, power, resources, strategies, conditions, habits and outcomes.

The Anne Casey Foundation  7 Steps to Advance and Embed Race Equity and Inclusion within your Organization	<b>Step 1</b>	<b>Establish an understanding of race equity and inclusion principles</b>
	<b>Step 2</b>	<b>Engage affected populations and stakeholders</b>
	<b>Step 3</b>	<b>Gather and analyze disaggregated data</b>
	<b>Step 4</b>	<b>Conduct systems analysis of root causes of inequities.</b>
	<b>Step 5</b>	<b>Identify strategies and target resources to address root causes of inequities</b>
	<b>Step 6</b>	<b>Conduct race equity impact assessment for all policies and decision-making</b>
	<b>Step 7</b>	<b>Continuously evaluate effectiveness and adopt strategies</b>

# Pipeline Gaps



# Who gets Into Early College Programs

Describe the process by which students gain admission into your school's Early College program.



# Collaborate Board

Describe the process by which students gain admission into your school's early college program

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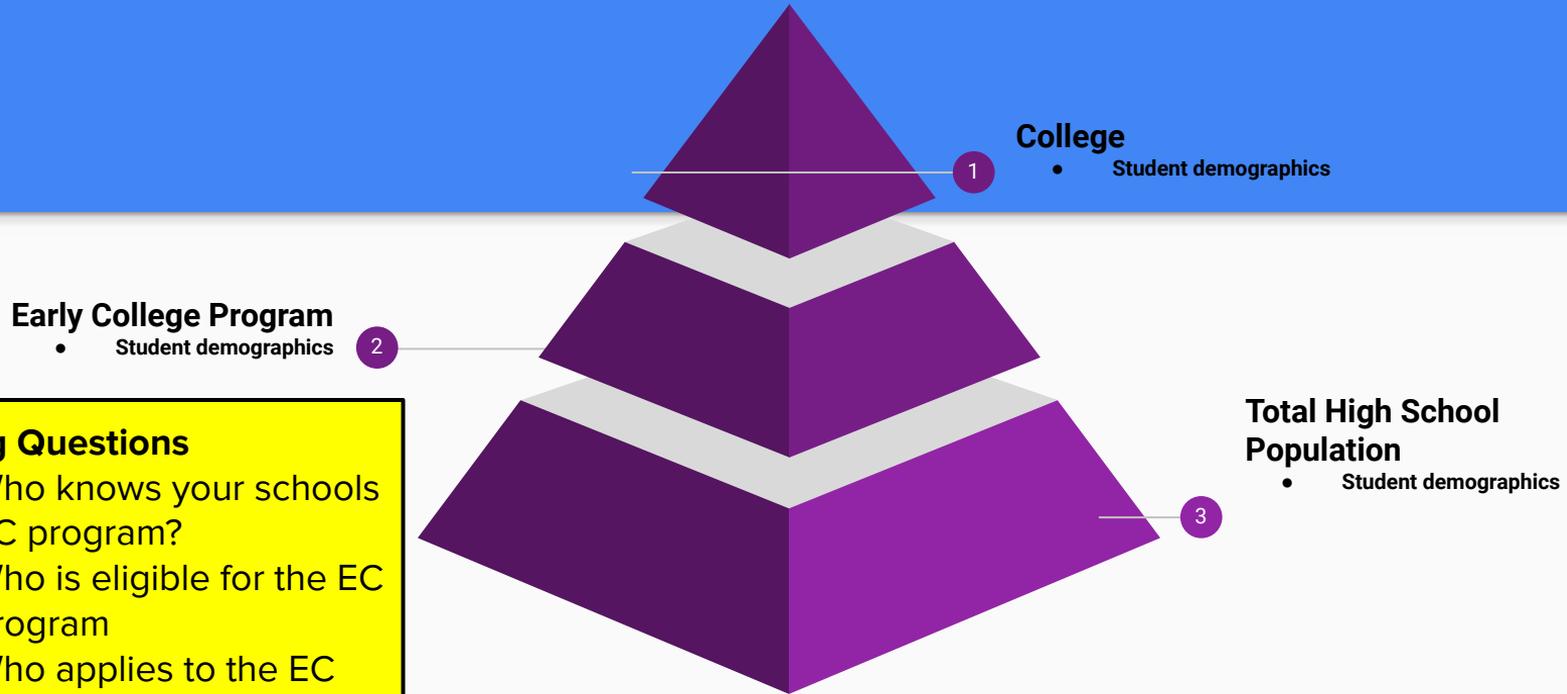


# Break Out Groups (5min)

In your breakout groups discuss the following:

- What is the impact of your school's early college admissions model on the resulting demographic of those admitted vs. the student population at-large.
- Amongst which students do you see a disparity in application & admission?

# Evaluating Equity of Access and Opportunity



## Guiding Questions

- Who knows your schools EC program?
- Who is eligible for the EC program
- Who applies to the EC program
- Who gets into the EC program
- Who persists?

## Probing Question:

- Would students who persist through college have likely done so without the EC program? Who needed it that didn't get it? Who benefited the most from it?

# Early College- *A Mirror and a Window*



# Self- Selection Bias

Occurs when the characteristics of the people who apply or have interest in the dual enrollment program are not reflective of the population at large.

Provides a message to future applicants about who should apply and who belongs within the group.



# Collaborate Board

What is the selection criteria for admission into your school's Early College Program?

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# Break Out Groups (10min)

In your groups discuss the following:

- What does it take to be eligible for early college programming at your school and how are decisions made about admission into the early college program?
- What purpose do the eligibility requirements serve? Have they been predictive of success?

# Rethinking Eligibility Criteria

Grade Level	Teacher recommendation	Extra-Curricular Profile	Performance Tasks
Attendance	Surveys & Questionnaire	Summer Program	Interviews
Course taking Patterns	Teacher/Staff Recommendation	Pre ACT & SAT programming	Exposure Opportunities
GPA overtime	Self-Recommendation	Essays	Remediation Courses

**Multiple measures of eligibility broaden the application pool and increase the validity of the application process (equity and justice).**

# Active vs. Passive Student Recruitment

	Process	Candidates
Active	The program proactively seeks out candidates	Those who are readily looking to apply
Passive	The program waits for candidates to apply	Those who are not currently seeking to apply

***How does the inclusion of both active and passive recruitment measure increase equity in early college programming?***

# Multi-Pronged Approach to Recruitment

To expand college access to a broader array of students, the report, *Differentiated Dual Enrollment and Other Collegiate Experiences: Lessons from the STEM Early College Expansion Partnership*, starts with these definitions

## Most advanced academically

Students who have always planned on going to college, and meet traditional dual enrollment eligibility requirements.

## Academically mid-range

Students who may hope to go to college, but are concerned about their academic eligibility, college costs and/or their likelihood of college success. These students are typically eligible for fewer advanced learning opportunities (dual enrollment or otherwise).

## Least academically advanced

Students who have lower academic performance and may not think of themselves as college material. That said, they may be willing to consider college under the right approach

## DUAL ENROLLMENT AND OTHER PRE-COLLEGIATE EXPERIENCES

<i>Students' prior academic record</i>	<i>General education- focused options</i>	<i>Career-focused options</i>
Most advanced academically <sup>10</sup>	<ul style="list-style-type: none"> <li>■ Dual enrollment.</li> </ul>	<ul style="list-style-type: none"> <li>■ CTE dual enrollment (more selective).</li> </ul>
Academically mid-range <sup>11</sup>	<ul style="list-style-type: none"> <li>■ Developmental coursework via dual enrollment programs.</li> <li>■ Dual enrollment with seminar or corequisite course.</li> <li>■ Transition courses.</li> </ul>	<ul style="list-style-type: none"> <li>■ CTE dual enrollment (less selective).</li> <li>■ Career pathways programs.</li> </ul>
Least advanced academically	<ul style="list-style-type: none"> <li>■ Student success or college-ready courses.</li> <li>■ Summer bridge programs.</li> <li>■ College readiness brush-up programs.</li> <li>■ On-campus experiences (tours, use of science labs, clubs, library, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>■ On-campus experiences (campus tours, use of labs, etc.).</li> </ul>

Source: *Differentiated Dual Enrollment and Other Collegiate Experiences: Lessons from the STEM Early College Expansion Partnership.*

# Strategic Risk in Pursuit of Equity

In many cases barriers to entry into honors and early college programs are rooted in the **perceived deficits of students** and their **unlikely potential for success** within a more rigorous highly independent program. The system perpetuates a **self-fulfilling prophecy** that predicts and results in the failure of marginalized groups.

There is a great deal to be learned from the **targeted introduction** and strategic support of previously underserved groups into programs.

# Steps toward Systemic Equity

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# Aspen Education Equity Statement

Educational equity means that every student has access to the right resources they need at the right moment in their education, despite race, gender, sexual orientation, ethnicity, language, nationality/immigration status, disability, family background, or family income. Equity does not mean creating equal conditions for all students, but rather targeting resources based on individual students' needs and circumstances, which includes providing differentiated funding and supports.

# Targeting an Equity Gap

Take a few moments to identify an equity gap in your applicant and admissions pool. Is there a group missing that you would like to target?

Select 2-3 reasons why this gap might exist.

<b>Equity Gap</b>	Currently there is a disparity in the number of LatinX males represented in the Early College Program
<b><i>Reason 1</i></b>	Many LatinX males do not presently desire to go to college after high school
<b><i>Reason 2</i></b>	Many LatinX males have not taken the pre-requisite courses necessary to be eligible for the program.
<b><i>Reason 3</i></b>	Many LatinX males do not wish to leave the campus to take classes in the Early College Program.

# Root Cause Analysis

<b>Equity Gap</b>	Currently there is a disparity in the number of LatinX males represented in the Early College Program
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<b>Reason 1</b>	Many LatinX males do not presently desire to go to college after high school
<b>Cause</b>	LatinX students do not feel that they belong in college
<b>Cause</b>	LatinX students do not have exposure to college experiences to build motivation
<b>Cause</b>	LatinX students more readily identify with work opportunities after high school.

# Break Out Groups

In pairs share your equity problem you would like to explore further. What are your reasons and root causes of the disparity?



# Collaborate Board

What is one thing you or your school have done to mitigate the inequities of the application and enrollment process for Early College Programming?

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