

Equity Survey and Zoom Chat Summary

Survey Results:

- The group would like further discussion around remote/hybrid learning, managing consortiums, and engaging multiple stakeholders
- **Barriers to enrolling underrepresented students:**
 - Buy-in
 - Access to technology
 - Navigating systems and structure of college
 - Communication about the program
 - Limiting beliefs of students and teachers
 - Lack of engagement regarding program at earlier grade levels
 - Academic preparedness
- **Equitable Access could be improved by:**
 - Providing 1:1 technology
 - Increased funding
 - Sufficient resources
 - Multiple measures/assessments for placement (more than just Accuplacer and/or GPA)
- **Importance of barriers that hinder participation (ranked):**
 - Lack of support from home (#1)
 - Lack of knowledge regarding the needs of underrepresented students (tied for #2)
 - Mobility of students (tied for #2)
 - Lack of resources (#4)
- **In order to be successful, underrepresented students need (ranked):**
 - Access to timely, in-depth classroom support (#1)
 - Familiarity with postsecondary education (tied for #2)
 - Access to other, targeted student support services (tied for #2)
 - Familiarity with high-wage, high-growth occupations (#4)
 - Support from home (#5)
- **Challenges for enrolled, underrepresented students:**
 - Academic preparedness
 - Logistical issues
 - Access to technology
 - Lack of knowledge about the program
- **Recurring themes from the survey include:**
 - Support from home
 - Technology access
 - Prospective and enrolled students aren't familiar with postsecondary education

In the Equity Leadership session on July 21, several **challenges** were mentioned in the chat room, including:

- Ensuring ELL students have equitable access including:
 - making sure we reach ELL students who need early college
 - resources and intentional supports for ELL Early College students (and other high needs students)
- equitable access to instruction and resources whether we are in-person, hybrid and/or remote at different points during the year
- wrap around supports for students during remote/hybrid learning
- reaching and engaging our high need populations and providing appropriate supports for them as we continue with hybrid and remote learning – including ELL and students with learning challenges
- device/internet access and remote resources families need for their children
- aligning schedules to accommodate different groups of students
- providing appropriate supports for ELL, social/emotional needs, remote support for online learning
- access to timely coaching and supports to mitigate challenges transitioning to/engaging in college coursework.
- students working during the day during remote learning

Great ideas shared in chat:

- Create a space for parents to support one another.
- There is power in truly individual, earnest outreach.
- Developing relationships with families is key.
- Summer programming/engagement is important, although it is not allowed to be a part of the Designation because it can limit equity.