

ENVISIONING POSSIBILITIES:

SUPPORTING BLACK & LATINX STUDENTS TO
PURSUE HIGHER EDUCATION



HOST: YAW ASANTE- BIO

TIME 10:00 – 11:20AM

PURPOSE

Considering student supports through
an equity lens for Black & Latinx
students in Early College Programs



FACILITATORS

DR. WILLIAM HAYES

Dr. William Hayes is the founding principal of Mastery High School of Camden, a Renaissance partner school in Camden, New Jersey. Dr. Hayes spent his early career as a high school teacher and administrator in Boston Public Schools. His work and advocacy has focused on closing the access and opportunity gap for low-income children of color particularly in urban areas. As the founding principal of Mastery High School Dr. Hayes successfully launched a dual enrollment and automotive certification program while simultaneously building a community hub for families in the area through the monthly foodbank. Dr. Hayes prides himself on being a humble servant leader with a heart for the people and a will for change.

Dr. Yolanda Johnson

Dr. Yolanda D. Johnson is the Executive Officer for Student Services for Springfield Public Schools, a Cabinet-Level position where she oversees school counseling and social work services, dropout prevention and graduation improvement strategies, college access and success initiatives and implements a variety of multifaceted programs that enhances excellence, scholarship, achievement, and equity for all students. She has worked for the Springfield Public Schools for the past 22 years as a school counselor, teacher, principal, and district administrator.. Further, she is a champion for educational equity and opportunities for underrepresented students in college and career pathways.

Also joining us today:

Manny **Jesenia** **& Kayla**
Cruz, **Tejada,** **Dorst**

Adam Seidel

Adam Seidel is the Managing Director of Program at OneGoal Massachusetts where he oversees OneGoal across the state of Massachusetts. This includes launching new secondary and postsecondary partnerships as well as a focus on program impact for our 700 OneGoal Fellows. Prior to OneGoal, Adam has spent the last 18 years working in education as a nonprofit partner with public schools throughout New York City and as a middle school and high school leader in Boston.

Amanda Seider

Amanda is the Executive Director of OneGoal Massachusetts. She is a proud graduate of Boston Public Schools, the first in her family to go from high school to college. Her career in the education nonprofit space has been dedicated to closing educational opportunity gaps for students in Massachusetts.

Keith Connors

Keith is the Program Director for Academic Affairs and Student Success at the MA Department of Higher Education. In this position, Keith manages the Department's most high-profile grants, such as the Higher Education Innovation Fund and the Commonwealth Dual Enrollment Partnership. The strategic management of these grants have helped advance the Department's and Board's Equity Agenda with the overarching goal to significantly raise success outcomes among under-represented student populations. Prior to managing the Department's high-profile grants, Keith spent five years in workforce development managing the Commonwealth's STEM Pipeline Fund.

Dr. William Hayes

For Conversation on Equity: Set Norms & Engage

- Frame how participants should aim to enter today's shared space and conversations.
- Engage discussion around equity mindfulness and creating comprehensive systems of support in Early College programming.

Community of Practice: Equity Series

Building Comprehensive Support Systems

What are the 5 underlying modes to help build a comprehensive support system? :

- 1. Onboarding**
- 2. Advising**
- 3. Community Building**
- 4. Targeted Academic Intervention**
- 5. Supplementary Enrichment**

BREAKOUT SESSION #1:

Problem of Practice -

My Early College program has few to little black males enrolled. Our program is open to all students that are interested. However, our data shows that the majority of our program are female. Why are the black male students not joining? Seems like students are self selecting out.

COME BACK TOGETHER

➤ SHARE OUT TAKEAWAYS





REFLECTIONS: WHAT INTENTIONAL STRATEGIES MAY SUPPORT BLACK MALES?

What intentional supports do you provide for Black students in your Early College program (i.e., demographic of students that are underrepresented in higher education) ?



Reflection

Reflect on your program supports that work or aren't working. Have you surveyed students or parents around the efficacy around current support systems?

BREAKOUT SESSION #2:

Problem of Practice -

Although our program aims to broaden which students get access to Early College, there are still persistent administrative practices and policies that seem to limit who has access to the program. Though these practices are often framed as being in the best interest of students, (i.e., we don't want them to fail) it is negatively impacting equitable access for Latinx students.

COME BACK TOGETHER

➤ SHARE OUT ANY TAKEAWAYS



REFLECTIONS: WHAT INTENTIONAL STRATEGIES MAY SUPPORT LATINX STUDENTS?

What intentional supports do you provide for Latinx students in your Early College program (i.e., demographic of students that are underrepresented in higher education) ?



Reflection

Reflect on your program supports that work or aren't working. Have you surveyed students or parents around the efficacy around current supports systems?

WHOLE GROUP SESSION:

Problem of Practice -

We provide supports around FAFSA completion for our Early college students. We know of the strong correlation between FAFSA completion and college going. As a result, our FAFSA completion rates for ALL EC students have increased. We believe that the FAFSA support, along with the ample supports provided by our college partner should be enough to drive up college-going rates for our Early College students. However, despite similar supports around FAFSA, we are still seeing discrepancies that some students (particularly our black and brown students) are still not attending college (2- or 4 year institutions) at the same rate as their peers in other racial and ethnic groups.



Early College

Topic Self Assessment Tool

Thank You!

Partial session recordings, guiding questions and session materials will be posted on the resource website after the conclusion of the Spring Summit.