

2021 MAECP Spring Summit:

Building a Community of Practice

The mini self-assessment provided here is meant to serve as a “gauge” for how your program is currently engaging in the topic addressed today at the Early College Summit. It is meant to ground partners in an initial understanding of where they are at so that they can further conversations on where they would like to go. Guiding questions are also provided to structure the conversation on what planning considerations might be needed. It is our hope and intention that programs would then be able to complete the program reflections requested of the Departments over the summer and set goals for the next program year.

MA Early College: Supporting Black and Latinx Students Assessment*

(1= not really being done, 2= being somewhat done, 3=being done most of the time, 4= this happens on a regular and consistent basis)

		1	2	3	4	Not sure
1	Both Black male and female students are prioritized in recruitment and enrollment and our program demographic data reflects this priority.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2	Both Latinx male and female students are prioritized in recruitment and enrollment and our program demographic data reflects this priority.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3	Black students stay enrolled (do not formally exit the program) at a proportionate rate as their program peers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4	Latinx Students stay enrolled (do not formally exit the program) at a proportionate rate as their program peers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5	Black students enroll in college-level courses at the same rates as their program peers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6	Latinx Students enroll in college-level courses at the same rates as their program peers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7	Black students are completing college courses with a C-or higher at same rates as their program peers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8	Latinx students are completing college courses with a C-or higher at same rates as their program peers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9	Black students are provided strong resources and support in navigating college, workplace and professional cultures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10	Latinx students are provided strong resources and support to navigate college, workplace and professional cultures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11	Collegiate and high school program partners have aligned intentional supports designed to sustain welcoming environments and build positive relationships with student participants, especially across differences in culture and identity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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12	Early College program staff and faculty are well supported in providing welcoming environments and building positive relationships with student participants, especially across differences in culture and identity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13	Early College faculty, staff, career speakers, mentors, etc. are racially and ethnically diverse.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14	Early College students and their families have been surveyed about how they feel supported in the Early College program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15	If your program has graduates: Black students, both male and female, are enrolling in college at the same rates as their program peers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
16	If your program has graduates: Latinx students, both male and female, are enrolling in college at the same rates as their program peers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

* You may also adapt questions to create a program assessment regarding other groups of historically underrepresented students in higher education (recognizing that there may be overlap between groups of underserved students).

Score: _____

Assessment Rating:

(16-32 = *Work to be Done*, 33-48 = *Some Supports in Place*, 49-64 = *Intentional Support*)

Guiding Questions for Program Development and Goal Setting

- 1) How many black and Latinx students are represented in the EC program? Is this number proportionate to the student population at school? What intentional strategies do you employ or may think about employing to invite students of color to participate?

- 2) Overall, have black and Latinx students stayed enrolled in the program at the same rates as their peers? What do you think attributes to this result?

- 3) If they are disproportionately represented in any of the assessment questions, what are some of the causes you have identified? How are you working to address them?

2021 MAECP Spring Summit:

Building a Community of Practice

- 4) Has your staff, institution, or partnership adopted specific anti-racist practices? How have these been shared out with the school or program community? Are there other ways in which you have been explicit about your support of Black and Latinx students?

- 5) If your program has surveyed Black and Latinx students and their families, what did you find out about whether they feel included and supported by your Early College Program? If you haven't surveyed families, how might you do so?

- 6) Have you identified any goals and strategies for supporting Black and Latinx students in the upcoming program year?