

# Supporting Historically Excluded Student Groups

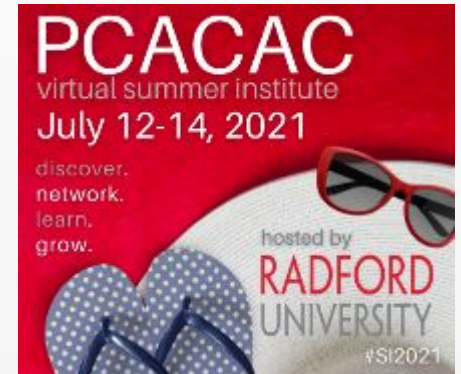
Welcome to PCACAC's Virtual 18<sup>th</sup> Annual Summer Institute



Session C3

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# FACULTY



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# Learning Objectives



1

- Identify and define historically excluded groups

2

- Why college/post-secondary education is important

3

- How can all sides of the desk work together to support these student groups

# What Does Historically Excluded Mean?

Relatively new to the lexicon, “historically excluded” refers to “any group of people that has been historically excluded from full rights, privileges, and opportunities in a society or organization.”<sup>1</sup>

In other words, any group that has been historically disenfranchised or that has been denied access or suffered past institutional discrimination (or continues to presently).

This includes:

- Redlining
- “Separate but equal”
- Higher rates of disciplinary action in schools
- Standardized testing (esp. without context)
- Poll taxes, literacy tests, gerrymandering

<sup>1</sup><https://diversityofficermagazine.com/cultural-competence/diversitypedia/heg/>

# Who Are Historically Excluded (and Thus, Underrepresented) Students?

- Black or African American
- Latinx/Hispanic
- Asian and Pacific Islanders
- Native American and Indigenous Peoples
- \*Middle Eastern
- LGBTQ+
- Non-Christians (e.g., Islam, Judaism, Hinduism, Agnosticism, Atheism, etc.)
- Low-income - and not just those who qualify for free or reduced meals
- First-generation to college
- Immigrant, first-generation U.S. citizens, and DACA and undocumented students
- English language learners
- Students with learning differences
- Adult learners

# Why Is College Important?

College graduates have:

- Higher rates of employment and lifetime earnings
- Higher levels of engagement in civic activities such as voting and volunteering
- Higher rates of living healthy lifestyles, including lower rates of smoking and obesity
- Increased likelihood of engagement in educational activities with one's children

Source: College Board, Education Pays 2013

# Why Is College Important?

Higher rates of employment and lifetime earnings

## Education pays

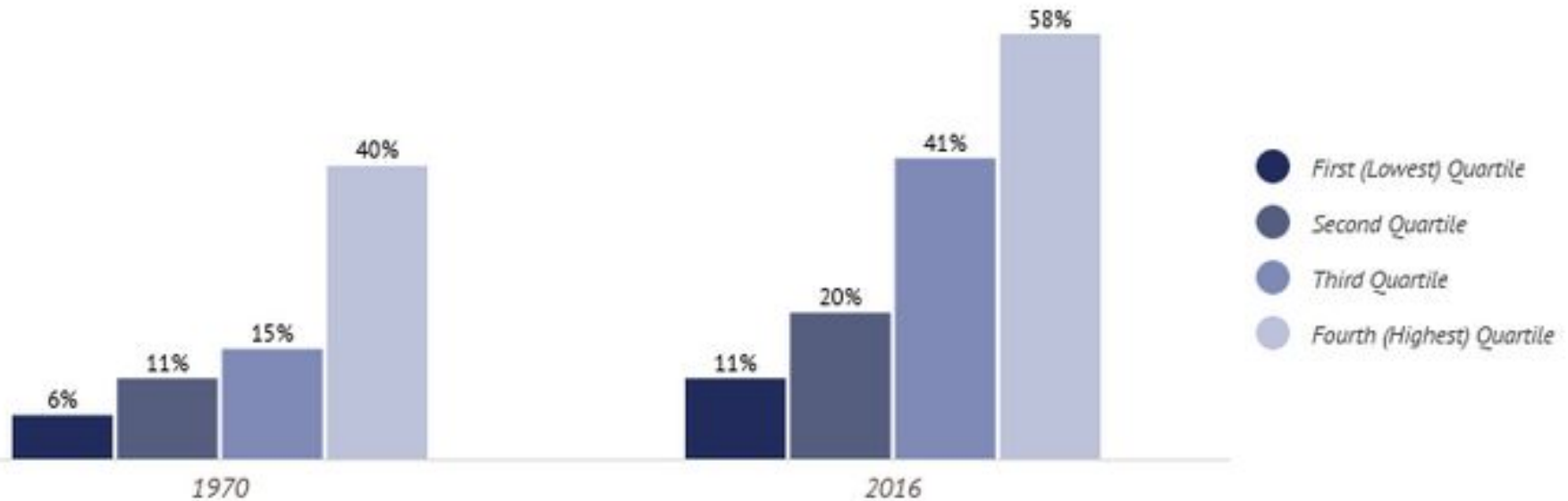
**Table 5.1 Unemployment rates and earnings by educational attainment, 2020**

Educational attainment	Median usual weekly earnings (\$)	Unemployment rate (%)
Doctoral degree	1,885	2.5
Professional degree	1,893	3.1
Master's degree	1,545	4.1
Bachelor's degree	1,305	5.5
Associate's degree	938	7.1
Some college, no degree	877	8.3
High school diploma	781	9.0
Less than a high school diploma	619	11.7
<b>Total</b>	<b>1,029</b>	<b>7.1</b>

Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.  
Source: Current Population Survey, U.S. Department of Labor, U.S. Bureau of Labor Statistics

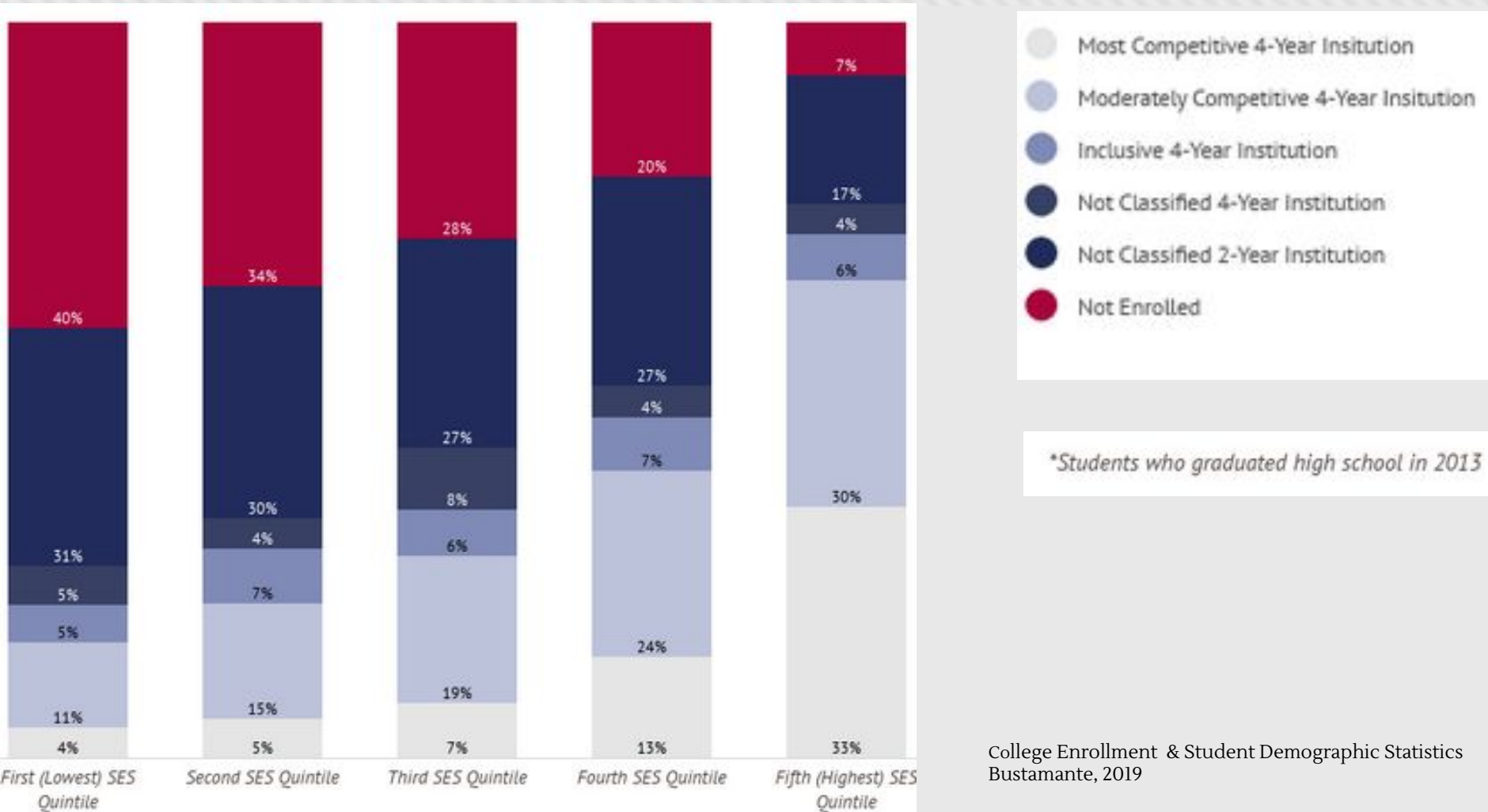
# College Enrollment by SES

Four-Year Degree Attainment Rate by Age 24 by SES (Socioeconomic Status): 1970 vs. 2016





# College Enrollment by SES

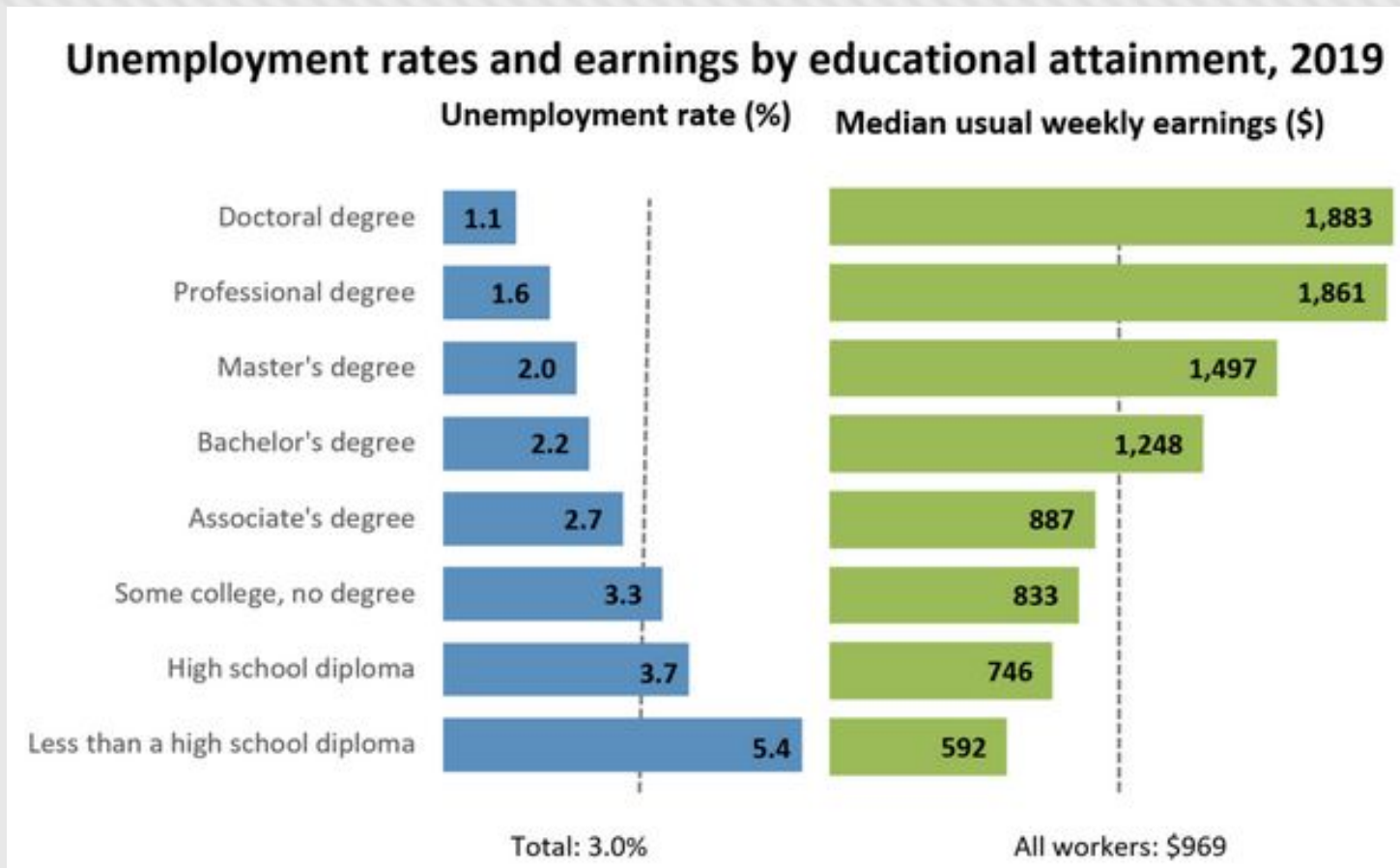


# College Enrollment for First-Generation Students

- 78% of non-first generation students enrolled in college three months after high school
  - Only 58% of students whose parents' highest credential is a high school diploma did so

Potential first-generation college students make up over 1/3 of U.S. children aged 5-17 – a larger subgroup than any racial or ethnic (non-white) group. First-generation students come from all income and racial backgrounds, but are overrepresented among low-income students and students-of-color.

# Why is College Important for Historically Excluded Populations?



Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.  
Source: U.S. Bureau of Labor Statistics, Current Population Survey.

# Helping students to advocate for their identities in the search process

- Establish relationships with students and families
- Empower students, particularly from underrepresented groups, to believe in themselves
  - Find their voice
  - Tell their stories (but not in a way that may retraumatize!)
  - Work together as a school community to support ALL students
  - Connect with campus communities in order to find advocates
  - Work together with families
- Connect students with mental health services/counseling as necessary. There is often an intersectionality between marginalization and mental health.

# Barriers to College for Historically Excluded Populations

## Personal

- Lack of preparedness for social transition to college
- College culture vs. Home culture
- Fewer role models with whom they identify

## Educational

- Lack of counseling and informational services
- Access to fewer Honors/AP/IB courses and college entrance exams
- Institutional Bias

## Financial

- Minimal family assistance
- Work schedules
- Responsibilities at home
- Sticker shock

# High School Perspective

- Remove Barriers
  - When and how events occur
- Promote Opportunities
  - Fly-ins
  - Scholarships
  - Summer Enrichment programs
- Advocacy Calls
- Meet families where they are
  - Materials and programs translated
- Re-evaluate your village

# How College Admissions Counselors Can Help

- Understand your institution's mission and goals so that you have a clear understanding of expectations for the class you're building
- Does your institution have a historic mission to serve particular students?
- Learn what your institution/office is already doing and look for gaps that fit the mission
- What goals does your office have for enrolling underrepresented students?

# How College Admissions Counselors Can Help, cont.

- Be vocal in your support of students from disenfranchised communities – they may need your voice!
- Put yourself in the shoes of your students/families you serve. Be patient and respectful in answering questions. Remember low-income students, unfortunately, often don't have access to quality college counseling - you might be their best resource.
- AND be a resource for counselors in underserved communities – they often spend very little of their time on college counseling and don't have the funds to attend professional development programs. It is your professional responsibility to use the knowledge you've gained to help. Pay it forward!



# Radford Efforts

## **Recruitment Efforts**

Intentional Programming

Spanish Speaking Programs

On-site Application Review

Financial Aid Sessions

## **Success & Retention**

University 100 - First Year  
Experience

Center for Diversity & Inclusion

First Generation Programming

# Initiatives at Bucknell

## Institutional

- Creation of DEI councils within each campus unit/division
- Campus-wide cross-cultural competency training
- Enhancing transition to college experience for all first-year students
  - Peer mentor for each incoming first-year student
  - Reimagining first-year experience and academic advising
- Implementing centralized communication and intervention system

## Enrollment Management

- Creation and implementation of DEI Strategic Plan that encompasses all aspects of our work (admissions and financial aid application processes, communications, hiring, events, training)
- New position on staff: Associate of Director of Admissions for Access and Outreach
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# Institutional Support

- Learn about the support services (financial and academic) in place on your campus
- Funding – what need-based and academic-based aid is available? State aid for in-state students? Federal aid? Who qualifies?
- Support Services – learning differences & physical disabilities
- Mentoring Programs/Allyship
- Academic advising & relationships with faculty and staff
- Multicultural affairs office & related student groups

# What Can I Do As an Individual?

- Recognize and examine my own implicit and explicit biases, **get comfortable with being uncomfortable**, develop an understanding of these patterns, and work to interrupt and break them.
- Provide opportunities for multiple perspectives to be shared in a safe/brave space and actively listen to understand (not to respond) to those individuals sharing.
- Seek out opportunities to educate myself about the culture and experience of people with social identifiers different from my own by attending trainings, forums, or cultural events; reading books and articles; participating in book club discussions, etc.
- Have the courage to speak up to students and my colleagues when their words, actions or views are biased and hurtful, and I communicate with respect even when we disagree.
- Work as an ally to validate and support students and colleagues who have less societal advantages than I do.

# Tips for Recruiting Historically Excluded Student Groups

- Center your admissions process around diversity. Build your class around underrepresented populations. Diversity can't be a "side project"!
- Hire staff to target these populations (e.g., hire a multilingual staff - it should not be the one Hispanic person's job in your office to translate for all Spanish-speaking families who walk through the door or call)

**\*\*\* BUT \*\*\***

IT  IS  STILL  EVERYONE'S  JOB   
TO  RECRUIT  THESE  STUDENTS 

# Tips for Recruiting, cont.

- Think about who your prospective families are *and* who you want them to be in regard to your institution's goals around increasing diversity in your pool. Begin building those supports so that they will come - and then thrive and graduate!
- Emphasize personal relationship with admissions counselors – full territory management approach from initial interest to enrollment. Cross-training in financial aid for admissions staff is crucial!

# Tips for Recruiting, cont.

- Strong connection with local public schools and CBOs. Visit all local public schools, make yourselves readily available for college fair and college night programs at all local schools even if poorly attended. Encourage schools to call on you for help. Offer ways in which you can help. (Think about your responsibility to the local community and not just to your institution's goals.)
- Facilitate group visits to campus for local high schools and some middle schools, based on availability. If you are even able to offer appropriate programming to elementary school students, remember that creating a college-going mindset starts early! Be a part of the change you wish to see!
- Proactive outreach to deposited/confirmed students who look like they might have trouble with aid
- If you are familiar with CBOs in your territories that you can connect with high schools or specific students you meet to provide additional help and support - it takes a village!

# Additional Resources

A Guide to Coded Language in Education

<https://classtrouble.club/blogs/resonance-archives/a-guide-to-coded-language-in-education-vol-i>

Attacking Systemic Racism in Higher Education

<https://www.higheredworks.org/2020/07/attacking-systemic-racism-in-higher-ed/?eType=EmailBlastContent&eid=a3063a16-0ebd-4b66-9d4b-f71368ddabbc&fbclid=IwAR2QsccyCRnBZ6Yp6X Sncim6YZw1ri3TP8OUTgYS7TW5tFzRKESdJzl17AU>

Project Implicit - bias tests created by non-profit group founded by scientists

<https://implicit.harvard.edu/implicit/takeatest.html>





# Questions?



# YOUR FEEDBACK MATTERS!

Please complete a session evaluation at [www.pcacac.org/summer-institute](http://www.pcacac.org/summer-institute).

Thank you!

