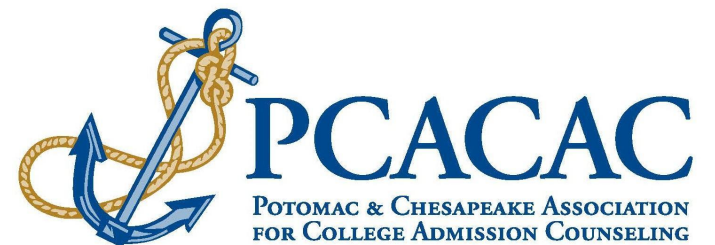


Welcome to the 21st Annual Summer Institute

B1 - Building Bridges: Empowering
Underserved Students and Families in the
College Journey

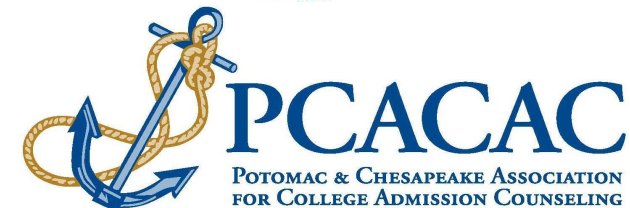




Presenters

Allen Smith, Concord University, (WV)

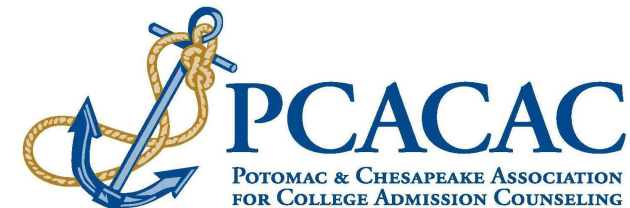
Rosemary Martin Edwards, University of Maryland (MD)





Learning Objectives

1. Understand the importance of personalized student support in the college access journey.
2. Learn effective strategies for fostering collaboration between high schools and universities to support student success.
3. Gain practical tools for empowering students and families in navigating the complexities of college admissions.





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.”¹

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

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



Who Are Historically Excluded (and Thus, Underrepresented or underserved) student?

- 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.)
- Middle to 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

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.

[First-Generation and Continuing-Generation College Students \(NCES 2018-421\)](#)



Common Barriers for Students

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
- Lack of understanding of available resources



Supporting Students Early in the Process

- Establish relationships with students and families
- Early education about course selection and pre-requisites - explain the why!
- Access to summer programs and college visits
- 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.
- Get buy in from faculty and staff to get creative with lessons



Supporting Students During the Process

- Remove Barriers
 - When and how events occur
 - Anticipate barriers and educate families to avoid
- Promote Opportunities
 - High school visits
 - Campus visits
 - Scholarships
 - Summer Enrichment programs
 - College application and essay workshop
- Advocacy
 - Educate colleges about your school and students - engage them if they have not
 - Advocate for students via calls, emails, or other forms of effective communication
 - Be a partner to colleges and lead with grace
- Meet families where they are
 - Materials and programs translated



Colleges Supporting Students During the Process

- 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?

Colleges Supporting Students During the Process 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!

Institutional Support for Students



- 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
 - Mental Health Resources
 - Social opportunities, (i.e. Affinity groups, Divine 9, Cultural greek life, cultural clubs, etc.)



What can I personally do?

- 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.

Thank You - Gracias!



Questions o Preguntas?



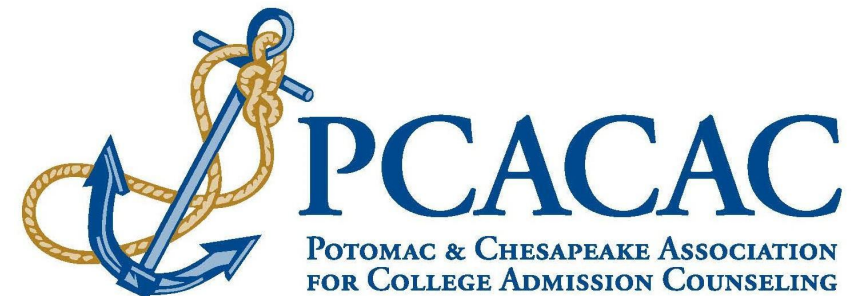
Audience feedback time (aka QUESTIONS)

Comments?

Insights?

Input?

Information gaps?



Please. . .

Complete the session evaluation on the Webex Summer Institute app before leaving the room today.

Thank you!

