HARNESSING OPPORTUNITIES FOR POSTSECONDARY EDUCATION (H.O.P.E.) ACADEMIC & LEADERSHIP ACADEMY

“The Linking Secondary & Postsecondary Education for Underrepresented and Underserved Students”

ACT 31st Annual Enrollment Planners Conference

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Supporting Academic and Higher Educational Institutions
H.O.P.E. Academic and Leadership Academy 2016

“Where Eagles Soar and the Flame of Knowledge is Always Burning” – Alexander Hines

“Information is Knowledge and Knowledge is Power to Make Well Informed Decisions for Life” – Alexander Hines

“Education means emancipation. It means light and liberty. It means the uplifting of the soul of man into the glorious light of truth, the light by which men can only be made free.” – Frederick Douglass, Blessings of Liberty and Education. Speech. 1894.
Harnessing Opportunities for Postsecondary Education (H.O.P.E.) Academic and Leadership Academy co-sponsored by Winona State University and Minnesota Southeast Technical College is a ten-day summer residential program for 9th through 12th grade high school students.

- **Application Process**
- **First Come-First Served**
- **$50 Application Fee** (At this time $40 is returned and $10 is applied towards an official WSU transcript.)
- **$1,500 per student**

The purpose of the Academy is to provide students with an opportunity to experience authentic campus residential living, a snapshot of university/college courses taught by university/college faculty. Positive adjustment is addressed through identity and psychosocial development models, workshops and seminars for a successful transition from high school to real college life or to acquire new knowledge and skills to take back to their high schools.
Mission and Vision: To provide 9th through 12th grade underrepresented and underserved female and male students with opportunities to engage in relevant academic coursework and classes, cognitive strategies of learning, critical thinking, problem-solving, skill-building, motivational, and informational workshops and forums.

Goal: To provide classes, programs and activities that are proactive as well as responsive to the authentic academic, financial, motivational, leadership, race, gender, and educational barriers to postsecondary access, success, and life-long opportunities.
H.O.P.E. is needed because..........................

- Undeniably, access to American higher education has expanded greatly over the past few decades.

- Yet, while a college degree has become an achievable goal for students from all backgrounds and walks of life, there still remain substantial disparities in the educational attainment of students from certain racial and ethnic, socioeconomic, and family educational backgrounds.

- More students of color are now enrolled in higher education than ever before, with nearly one in three college students being a person of color.

- While there are thousands of excellent pre-collegiate academic development programs, H.O.P.E. Academy through its curricular and co-curricular methodology exemplifies all of the principles of practice that connect research-based student-focused interventions with evaluation designs that allow the program to determine its effectiveness. The exception is K-12 integration; none of the programs on the next slide integrate K-12 school reform with their academic development efforts.
Instead, they represent three common types of pre-collegiate academic development programming: (1) Informational Outreach: Primarily information dissemination and advising; little or no academic intervention in the way of actual instruction; (2) Career-Based Outreach: Academic, motivational and informational interventions designed around students’ career aspirations and intended to link those aspirations with college majors; and (3) Academic Support: Instructional services designed to increase student performance in college preparation classes or to improve students’ opportunity to enroll in such classes.
The need continued..................

➢ Researchers and practitioners for the most part agree that outreach efforts that increase students’ aspirations, expose them to the rigors of college at an early age, and provide interventions aimed at increasing their academic performance have been instrumental in illuminating the barriers to equitable opportunity for higher education (Fenske, Geranios and Moore, 1995; Perna, 2002; Gandara, Larson, Mehan and Rumberger, 1998).
Figure 3.5. Percent of Students Who Met ACT College Readiness Benchmark Scores by Race/Ethnicity: ALL FOUR

- All Students: N = 46,852, % Ready = 39
- Black/African American: N = 2744, % Ready = 10
- American Indian/Alaska Native: N = 220, % Ready = 14
- White: N = 33,790, % Ready = 45
- Hispanic/Latino: N = 2562, % Ready = 20
- Asian: N = 2913, % Ready = 27
- Native Hawaiian/Other Pac. Isl.: N = 34, % Ready = 21
- Two or More Races: N = 1053, % Ready = 34
In general, the curriculum, institutes and workshops of H.O.P.E Academy as a pre-collegiate outreach program aim to counter negative school or community influences by providing the missing elements that help students aspire to, prepare for, and obtain college enrollment. In this way, programs attempt to provide students with the social capital necessary to achieve college enrollment (Perna, 2002). H.O.P.E. Academy provides a series of interventions that emphasize not only academic preparation, but the psychosocial development of identity, attitudes and beliefs about college that will potentially result in increased postsecondary access and in a positive college enrollment, retention and graduation outcome.
### 2016 H.O.P.E. Academy Scholar Demographics

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Females</th>
<th>Males</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American/Black</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td>Asian American</td>
<td>11</td>
<td>4</td>
</tr>
<tr>
<td>Native American or Alaskan Native</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Latino American</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Caucasian/Europid/White</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>26</strong></td>
<td><strong>32</strong></td>
</tr>
</tbody>
</table>
2016 H.O.P.E. Scholar Demographics Continued

- 24 Females from Minnesota High Schools
- 1 Female from Wisconsin
- 1 Female from Illinois
- 31 Males from Minnesota High Schools
- 1 Male from South Carolina

<table>
<thead>
<tr>
<th>Grades</th>
<th>Females</th>
<th>Males</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>10th</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>11th</td>
<td>9</td>
<td>10</td>
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<tr>
<td>12th</td>
<td>12</td>
<td>10</td>
</tr>
</tbody>
</table>
1st Generation: 26 students:
- 11 out of 26 females identified as First-Generation
- 15 out of 32 males identified as First-Generation

High School GPA Range:
- Female Participants: 0.97 - 3.97 – Average GPA 2.94 – 2 students GPA unknown
- Male Participants: 2.33 – 4.12 – Average GPA 2.56 – 6 students GPA unknown
- Returners: 13
Facilitators & College Mentors H.O.P.E. 2016

2 Day Training
- Icebreaker - Cultural Perspectives
- H.O.P.E. Review and Expectations
- Working with Minors and Mandatory Reporting of Abuse
- True Colors Leadership Assessment
- Coping Skills, Mental Health & Anxiety Conversations
- Community Building
- Keep My Name Out Yo’ Mouth: Lost in Translation in the Age of Social Media

This presentation will engage participants on aspects of cultural micro-aggressions, conflict resolution styles and communication breakdowns in an era where the use of technology is disrupting positive social skill development of young people and adults alike. Participants will reflect on examples related to perception of "good/bad" behavior, one's own socialization of how you solve problems, and analyze building rapport with young learners.
Institutes

Institutes Included:

Saturday

- The Leadership Institute: Teamwork, Ethical, Moral and Character Development
  - Team Building
  - Trust Building and Leadership Development
- Dangerous Minds: Student Leadership, Activism & Identity in a Climate of Inequity
- Group Dynamics & Leadership Styles, Traits & Characteristics

Sunday

- Applications of Womanhood
- Applications of Manhood
- Combined Male & Female Institute
Cultural Immersion Workshops

- Latin American Cultures
- African/Pan African Diaspora
- Muslim Culture: Understanding the Five Pillars and the Western Discourse of Islam
- Hmong Culture
- Sharing Your Heritage to the World
Academic Course Overview at H.O.P.E. 2015

- Biology 118: General Biology
- Chemistry 212: Principle of Chemistry
- Composite Material Engineering 103: Introduction to Engineering
- Computer Science 115: Computer Systems and Internet Technology
- English 111: Introduction to College Writing
- English 112: Research Writing
- Math 100: College Algebra
- Math 120: Pre-Calculus
- Political Science 177: Politics & Violence,
- Physical Education and Sport Science 144 Contemporary Activities: Tai Chi, Kung Fu & Meditation
- Women’s Gender and Sexuality Studies 220: Intersections of Power & Privilege
Academic Course Overview at H.O.P.E. 2016

- BIOL 118 - General Biology
- CMST 191 - Introduction to Public Speaking
- CME 103 – Introduction to Engineering
- ECON 201 - Principles of Microeconomics
- ENGL 220 - Multicultural American Literature
- ETHN 168 - Introduction to Ethnic Studies
- PESS 144 - Contemporary Activities – Kung Fu, Tai Chi & Meditation
- STAT 110 - Fundamentals of Statistics
- WGSS 220 - Intersections of Privilege and Power
Workshops  2015

- Getting to Know Us: Diversity, Culture & Race 101
- Times Have Changed: Young People, Power and the Will to Resist
- College Possible: How to Play the College/University Admissions Game
- Everybody Wanna be a Nigga But Nobody Wants to be a Nigger: The Miseducation of the Word Nigger
- Race Relations in a Post-Racial/Color-Blind Society: Developing Skills for Race Conversation
- The Quality of Your Life Can Be Improved by Making Better Decisions
- Nine Steps to Student Success: Reaching Your Destiny
- No Justice, No Peace: Youth Activism in the New Millennium
- Extortion & Exploitation: Examining the Social Constructs of Stereotype Threats & Microracial Aggressions through the Lens of the Media
- Information Technology Careers – Mayo Clinic
- The Chameleon: Who Am I in the Social World?
- Positive Images for Black Girls and Women
- Building Racial and Cultural Community Collectivism
- Get Out Your Feelings: How to Manage Your Anger & Emotions
DOCUMENTARIES AND REFLECTIONS 2015
Workshops 2016

- Getting to Know Us: What?
- Diversity, Culture, White Advantage & the Foundations of Race & Racism 101
- Life of a Black Panther
- Race Relations in a Post-Racial/Color Blind Society: Developing Skills for Race Conversations
- Speech is My Hammer
- It Is Our Duty to Spit: Poetry as a Community Experience
- Everybody Wanna Be a Nigga But No One Wants to Be a Nigger: The Miseducation of the Word Nigger
- Get Out Your Feelings: How to Manage Your Anger & Emotions
- The Myth of the Model Minority
- Understanding How You Learn and Your Learning Style(s)
- Reclaiming Resiliency: Factors for Academic and Social Success for Diverse Learners
- Financial Aid 101
- Leaving the Margins: Importance of Taking up Space
- College Possible- How to Play the Admission Game
- Extortion & Exploitation: Examining the Social Constructs of Stereotype Threats through the Lens of History and the Media
- The Confederate Flag - Contested American Identities: It’s History, Freedom of Expression and Speech, and Symbol of Hate
Workshop Facilitators 2016
DOCUMENTARIES AND REFLECTIONS 2016
Assessment and Evaluation

- ACCUPLACER
- School Engagement Scale: Behavioral, Emotional, Social, and Cognitive Engagement
- Student Interviews – African American Registry
- Faculty/Course Evaluation
- Overall Program Evaluation
Testimonials from H.O.P.E. Scholars

“H.O.P.E. Academic & Leadership Academy is not a camp. It’s not discipline, it’s structure. The information you learn is essential and overall H.O.P.E. Academy is essential for all students.”

“This academy is so different and unique in what and how it teaches. I feel I can really take the lessons and advice here, and apply it when I get home.”

“H.O.P.E. Academy prepares young students for challenges they will face in college and overall future and it also teaches students to be socially aware of what’s around them.”

“This academy was really eye opening to me and made me change in a lot of ways.”

“H.O.P.E. Academy delivered information that was always jaw dropping which was relevant to our lives which made me start to think critically.”

“H.O.P.E. Academy has taught me so much that I never knew before. All the classes and workshops taught me about the things that are happening in my community and school. I also learned about other participants and got to know them and their culture in a short time. The experience was something that I really enjoyed.”
Testimonials from H.O.P.E. Scholars

“Every day was very different, going and learning about things I had never thought about. This program is truly eye-opening and coming from a place with limited racial equality, I know I’ll be able to apply what I learned to my life.”

“I believe that H.O.P.E. Academy allows students of all cultures and backgrounds to learn not only more about their own culture, but also that of their peers.”

“There were awesome educators/speakers that came in and brought joy to us and educated us with information either that was never presented to us or kept away.”

“The program really helped me and other scholars learn a lot during 10 days and a feel for college life. The workshops provided me with information that I didn’t and wouldn’t learn in my high school.”
Faculty Testimonials

“My biggest outcome is that the students come away with a positive, yes I can attitude and my goal was to encourage them to think that they can do great things by believing in themselves.”

“I personally was surprised by the fact that many (if not most) of them came from an urban environment and there were not many from rural areas. I was also blown away by their overall level of artistic talent, which in many cases I had not realized until the graduation ceremony.”