

## Infrastructure of Opportunity to even the playing field

***Break down barriers to help people find resources to understand what is available to help themselves.***

— There Is Nothing for You Here: Finding Opportunity in the Twenty-First Century by Fiona Hill

### Programs to help bring information to potential students

<b>Mentoring programs</b>
<b>Job placement programs</b>
<b>Internship opportunities</b> --- <a href="https://www.internships.com/">https://www.internships.com/</a>
<b>Foundation programs that help low-income, working-class families to go on the trade/college</b> <a href="https://www.collegeraptor.com/">https://www.collegeraptor.com/</a> ---- <a href="https://www.ncsl.org/research/human-services/pathways-for-advancing-careers-and-education.aspx">https://www.ncsl.org/research/human-services/pathways-for-advancing-careers-and-education.aspx</a>
<b>Institutional education organizations that help these groups of potential students</b>

### Discuss from Fiona Hill

**“If you are retired and have free time:** Volunteer as a mentor or teacher for one of the many social service and nonprofit organizations that serve the disadvantaged, including local schools. Act as a local ambassador for public and national service programs, volunteering schemes, and other community-wide initiatives. Raise awareness about the benefits and importance of assisting these organizations within your own peer and social groups with a concrete call to action. Ensure that those with more limited access to information or resources”

“also know about these ventures. Participate in intragenerational exchanges and collaborations. **Offer counsel to younger groups, especially those from underrepresented communities and youth with no parental or mentor figures in their lives.** Encourage them to be purposeful and help”

“break barriers. Tell your own stories. Communicate your regrets and failures, including what you have learned from your personal experiences. If logistically possible, consider



acting as a host by offering free or affordable housing to students, school exchange participants, interns, volunteers, or young professionals who have limited financial means, including in exchange for housekeeping or other services.

**If you are an experienced working professional:** Make a conscious effort to nurture diverse talent within your workplace and help prepare younger colleagues—especially women, racial minorities, and other underrepresented groups—for leadership roles. Equip them with the necessary skills and confidence to succeed. Act as a professional connector between people from different social, economic, racial, and geographic (rural/urban) backgrounds.

Convene groups inside and outside the workplace with diverse sets of perspectives and experiences to encourage nontraditional synergies. Build active mentor-mentee relationships with young professionals, especially those coming from less advantaged backgrounds. If you know others who might be better equipped to play the mentor role for a certain individual, facilitate an introduction. Reach back to your college alumni networks as well as to local further education institutions to offer mentoring or opportunities for current students to seek career advice.”

“Create peer networks within your organization to assist colleagues from nontraditional backgrounds who may be struggling in the workplace. Maintain ties with alumni networks for college and high school to offer next-steps career guidance. Volunteer to host physical or virtual career fairs at your organization.

Act as a mentor or volunteer for a local social service or nonprofit with educational programs for disadvantaged youth. Pool resources with other young professionals to sponsor a young person from the local community to cover the costs for that person to take advantage of opportunities that might otherwise be out of reach, such as attending an educational summer camp or taking part in sports or other enrichment programs.”

Open courses virtually to high school students from underprivileged backgrounds to give them a taste of college. Partner with organizations that fund educational programs in high-poverty areas. Pair school and college students who enroll in these courses together for further content discussions and to foster mentoring relationships that will help disadvantaged kids apply to college. Establish bridge and advisory programs for incoming students from under resourced public schools and those who are the first in their families to attend college to assist them with the academic, social, and cultural transition to the first year. Create initiatives that encourage students from different backgrounds to participate in study or peer groups to listen and learn from each other’s perspectives, not just review course materials. Offer students course credit for mentoring K-12”

“students and volunteering in local community projects, nonprofits, and other organizations that offer programs for disadvantaged youth. If you are a college student: Use volunteer time as an opportunity to explore potential career paths as well as gain new skills for professional development.” “students and volunteering in local community



projects, nonprofits, and other organizations that offer programs for disadvantaged youth. If you are a college student: Use volunteer time as an opportunity to explore potential career paths as well as gain new skills for professional development. Identify service opportunities and organizations that make a local impact and raise campus awareness about their activities. Consider taking college courses with a service component. Initiate collaborations with peers from other academic institutions, including community colleges and universities”

“with historically underrepresented student populations. Encourage faculty members to develop joint virtual programming on areas of common interest. Take an alternative spring break. Ask your friends and classmates to volunteer with you and make a difference together. Seek out opportunities”

“with historically underrepresented student populations. Encourage faculty members to develop joint virtual programming on areas of common interest. Take an alternative spring break. Ask your friends and classmates to volunteer with you and make a difference together. Seek out opportunities to volunteer in geographies (rural/ urban) and communities different from your own. Provide free tutoring to middle and high school students. Prioritize students from underprivileged communities as well as students with learning difficulties and disabilities. Offer insight and assistance on” “choosing future courses of study. Share your own experiences.

If you are a teacher: Ensure that all students in class are able to access the full range of federal, state, and community programs and other social and academic assistance they are eligible for. In some cases their” “families may simply not know that resources are available. Pay particular attention to children with no parental or mentor figures in their lives. Consider how they can tap into school or community networks, including counselors, other teachers, nonprofit organizations, and recent”

“alumni who can assist them. Explore opportunities to create ties with teachers in other schools for virtual class exchanges and to share best practices. If you are a private-school teacher, reach out to a public-school counterpart in a disadvantaged area. Conversely, connect with another teacher and” “break barriers. Tell your own stories. Communicate your regrets and failures, including what you have learned from your personal experiences. If logistically possible, consider acting as a host by offering free or affordable housing to students, school exchange participants, interns, volunteers, or young”

“his or her class in a more racially diverse or different type of (rural/ urban) school system. Encourage underprivileged students to think about college early in their K-12 education, and enroll in service learning, local community projects, and sports and other groups that offer summer camps, tutoring,”

“and other preparatory programs for disadvantaged children. Consider partnering your class with specific local organizations.”

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## Connecting with the community

Big Brother/Sister <https://bbbscm.org/big-brothers-big-sisters-of-central-mass-metrowest-elect-8-new-board-members/> **Brandon Portillo**

*Framingham Manager, Mazie Mentoring Program*

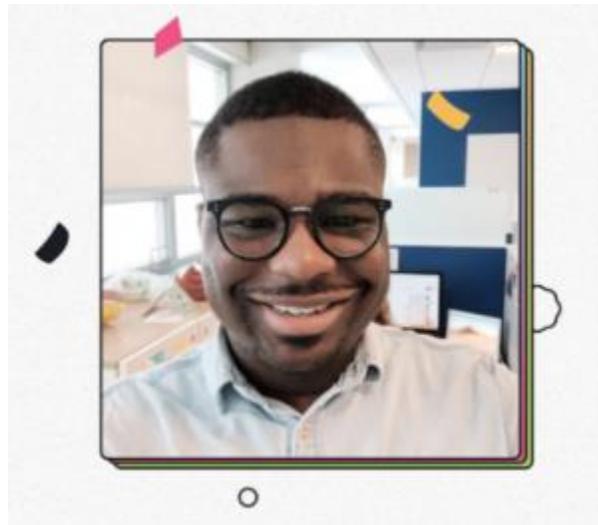
### Local Library

**JFS- speak to Shoshana Savitz 617-935-3925, Karen Block 508 733 3965**

**Check with Framingham coordinator Claudia Calderon Avila [ccalderon@framingham.k12.ma.us](mailto:ccalderon@framingham.k12.ma.us)**

## DeMario Bell – Head of Community at Mentor Collective

<https://www.mentorcollective.org/>



DeMario Bell works at Mentor Collective which is a startup EdTech company that partners with higher education institutions to close the opportunity gap through mentorship. Particularly, DeMario is responsible for

leading community and partner engagement initiatives. He enjoys building community and fostering positive relationships. DeMario comes to the EdTech space after spending time in higher education. Previously, he was the Mentorship Program Manager for Alumni Engagement at the University of Michigan. In this role, DeMario was responsible for developing and





implementing a high-impact mentorship program for the College of Literature, Science, and the Arts. His passion lies at the intersection of mentorship and diversity, equity, and inclusion.



