Case Study: Franny was a Black female teenager attending an all-girls high school in New York City. As a student, she was taking accelerated Math & Science courses and had a strong interest in medicine. She noticed, however, that she was one of a handful of Black students in her honors Math classes. Throughout her four years, the only Black teacher she had was her music teacher. Besides a small unit on African tribes in Global History and discussion of slavery and the Civil Rights Movement in US History, she never learned about any other Black history. In science class, she only learned contributions by white male scientists. By the time she became a senior, she was the only Black student in her AP Chemistry class and just one of two Black students in her AP Calculus class, making her feel isolated. It put extra pressure on her to succeed. While many of her white peers were given assistance to apply to summer programs, Franny had to figure it out on her own. Applying to college, her counselor pushed her to apply to many Tier 2 schools. However, her counselor told her, “I think this Ivy League school is too high a reach. I think you should apply to Barnard instead.” Franny did not listen -- she applied to her dream Ivy League school and got in, proving her counselor wrong. However, she faced stereotypes from her high school peers. For example, one peer behind her back said: “She only got in because she is Black and poor and because of affirmative action.” Franny ended up graduating valedictorian of her class, proving those people wrong. When Franny got to college, she had a different experience that shaped her pursuits. She finally saw many Black females pursuing STEM careers. Having older pre-med students as mentors, she learned about summer college opportunities targeting students of color. She also learned how to network, providing her with opportunities to network with Black female doctors she admired. She used this to pay it forward and help other Black female students who may not have that support system in high school and college.
Not seeing enough role models, not enough close peer relationships to go through challenging curriculum—everyone benefits from support.

Bring in more students of color, past students who excelled, connect with people outside of school environment.

Encourage more applications for students to get into top academic programs, encourage guidance counselors to promote strong science courses.

Which obstacle(s) is this Black female student currently confronting?

What strategies would you use to help rectify the situation as a teacher?

What strategies would you use to help rectify the situation as a school leader?

An all-girls high school in New York City. As a student, she was taking accelerated Math & Science courses and that she was one of a handful of Black students in her honors Math classes. Throughout her four years, the only small unit on African tribes in Global History and discussion of slavery and the Civil Rights Movement in US History, for which she only learned contributions by white male scientists. By the time she became a senior, she was the only student in her AP Calculus class, making her feel isolated. It put extra pressure on her to succeed. While summer programs, Franny had to figure it out on her own. Applying to college, her counselor pushed her to apply to Ivy League schools. She applied to Barnard instead. "Franny did not listen, proving her counselor wrong. However, she faced stereotypes from her high school peers. For example, one peer and poor and because of affirmative action." Franny ended up graduating valedictorian of her class, proving a different experience that shaped her pursuits. She finally saw many Black females pursuing STEM careers. She made sure to summer college opportunities targeting students of color. She also learned how to network, providing her with opportunities. She used this to pay it forward and help other Black female students who may not have that support system.
Case Study: Franny was a Black female teenager attending an all-girls high school in New York City. As a student, she was taking accelerated Math & Science courses and had a strong interest in medicine. She noticed, however, that she was one of a handful of Black students in her honors Math classes. Throughout her four years, the only Black teacher she had was her music teacher. Besides a small unit on African tribes in Global History and discussion of slavery and the Civil Rights Movement in US History, she never learned about any other Black history. In science class, she only learned contributions by white male scientists. By the time she became a senior, she was the only Black student in her AP Chemistry class and just one of two Black students in her AP Calculus class, making her feel isolated. It put extra pressure on her to succeed. While many of her white peers were given assistance to apply to summer programs, Franny had to figure it out on her own. Applying to college, her counselor pushed her to apply to many Tier 2 schools. However, her counselor told her, "I think this Ivy League school is too high a reach. I think you should apply to Barnard instead." Franny did not listen -- she applied to her dream Ivy League school and got in, proving her counselor wrong. However, she faced stereotypes from her high school peers. For example, one peer behind her back said: "She only got in because she is Black and poor and because of affirmative action." Franny ended up graduating valedictorian of her class, proving those people wrong. When Franny got to college, she had a different experience that shaped her pursuits. She finally saw many Black females pursuing STEM careers. Having older pre-med students as mentors, she learned about summer college opportunities targeting students of color. She also learned how to network, providing her with opportunities to network with Black female doctors she admired. She used this to pay it forward and help other Black female students who may not have that support system in high school and college.

Franny is underestimated

Franny felt like she had to overachieve inside the classroom to overcome others not believing in her or putting her talents down.

Franny feels underrepresented

Don't allow for barriers to hold students back.

What strategies would you use to help rectify the situation as a teacher?

I'd like to help her get outside experience/internships to help inspire her. I'd help her college aspirations by offering to write her a college recommendation.

Stop the student chatter/hateful comments whenever I hear it.

I would ask her teacher do my best to expose her to black women in science who have made great contributions

Provide more opportunities in HS to see Black females in STEM careers, diversity amongst staff and curriculum

At the community level, I would promote STEM events
**Case Study:** Franny was a Black female teenager attending an all-girls high school in New York City. As a student, she was taking accelerated Math & Science, but had a strong interest in medicine. She noticed, however, that she was one of a handful of Black students in her honors Math classes. Throughout her four years, she never learned about any other Black history. In science class, she only learned contributions by white male scientists. By the time she became a senior, she was the only Black student in her AP Chemistry class and just one of two Black students in her AP Calculus class, making her feel isolated. It put extra pressure on her to succeed since many of her white peers were given assistance to apply to summer programs, Franny had to figure it out on her own. Applying to college, her counselor pushed her to apply to many Tier 2 schools. However, her counselor told her, “I think this Ivy League school is too high a reach. I think you should apply to Barnard instead.” Franny did not listen -- she applied to her dream Ivy League school and got in, proving her counselor wrong. However, she faced stereotypes from her high school peers. For example, one peer behind her back said: “She only got in because she is Black and poor and because of affirmative action.” Franny ended up graduating valedictorian of her class, proving those people wrong. When Franny got to college, she had a different experience that shaped her pursuits. She finally saw many Black females pursuing STEM careers.

Having older pre-med students as mentors, she learned about summer college opportunities targeting students of color. She also learned how to network, providing her with opportunities to network with Black female doctors she admired. She used this to pay it forward and help other Black female students who may not have that support system in high school and college.

---

**Which obstacle(s) is this Black female student currently confronting?**

- Microaggressions and isolation
- Stereotype threat in classes
- Bias from guidance counselor
- Microaggressions from fellow students

**What strategies would you use to help rectify the situation as a teacher?**

- Teacher should encourage her in her science interests.
- As a teacher, I would have more representations and highlight Black scientists stories.
- As a teacher I’d be her advocate, in preparing for college and pursuing her dreams.

**Establish a mentorship program for BIPOC kids**

**What strategies would you use to help rectify the situation as a school leader?**

- School needs to hire and retain more Black teachers.
- Franny needs an advocate at the high school.
- Incorporating BIPOC experiences and authors in school curricula.

**All students need to be taught that it is unacceptable to say someone got into a college due to affirmative action.**
Case Study: Franny was a Black female teenager attending an all-girls high school in New York City. As a student, she was taking accelerated Math & Science courses and had a strong interest in medicine. She noticed, however, that she was one of a handful of Black students in her honors Math classes. Throughout her four years, the only Black teacher she had was her music teacher. Besides a small unit on African tribes in Global History and discussion of slavery and the Civil Rights Movement in US History, she never learned about any other Black history. In science class, she only learned contributions by white male scientists. By the time she became a senior, she was the only Black student in her AP Chemistry class and just one of two Black students in her AP Calculus class, making her feel isolated. It put extra pressure on her to succeed. While many of her white peers were given assistance to apply to summer programs, Franny had to figure it out on her own. Applying to college, her counselor pushed her to apply to many Tier 2 schools. However, her counselor told her, “I think this Ivy League school is too high a reach. I think you should apply to Barnard instead.” Franny did not listen -- she applied to her dream Ivy League school and got in, proving her counselor wrong. However, she faced stereotypes from her high school peers. For example, one peer behind her back said: “She only got in because she is Black and poor and because of affirmative action.” Franny ended up graduating valedictorian of her class, proving those people wrong. When Franny got to college, she had a different experience that shaped her pursuits. She finally saw many Black females pursuing STEM careers. Having older pre-med students as mentors, she learned about summer college opportunities targeting students of color. She also learned how to network, providing her with opportunities to network with Black female doctors she admired. She used this to pay it forward and help other Black female students who may not have that support system in high school and college.

Which obstacle(s) is this Black female student currently confronting?

What strategies would you use to help rectify the situation as a teacher?

What strategies would you use to help rectify the situation as a school leader?