

## STRATEGIES AND CHALLENGES BETWEEN MINORITY AND LOW-INCOME STUDENTS

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Persistent unevenness in academic performance between minority and low-income students compared to their more advantaged views, remains a significant challenge in education. It is a clear challenge despite efforts to reduce these gaps, effects such as systematized test scores, high school graduation rates, and college enrollment and completion rates.

Here are the factors that contributes to the Achievement Gap. Socioeconomic Status is one of the factors that affects achievement gap between two groups of students. Poverty and economic disadvantage often outrun with lower academic achievement often because of limited access to quality resources, unstable home environments, and inadequate healthcare. Moreover, Equitable School Funding both minority and low-income students may choose schools with fewer resources, lower-quality teachers, and less attentive curricula, but will lead to reduced academic opportunities and outcomes.

In addition, Strategies for Addressing the Achievement Gap is important for increasing the rate of minority. Early Intervention Programs which are investing in high-quality early childhood education programs. It can help lessen the impact of socioeconomic inequality on academic achievement by providing at-risk students with a strong foundation for learning. Additionally, Equitable School Funding that ensure schools in serving minority and low-income students in receiving sufficient funding and resources that is essential for addressing unevenness in educational opportunities and outcomes. Another, Culturally Responsive Teaching can implement instructional practices that acknowledge and incorporate students' cultural backgrounds and

experiences can help engage and support minority students in their academic pursuits. Next is Targeted Support Services where they can also provide additional academic support, counseling services, and mentoring programs that can focus on to the needs of minority and low-income students that can conclude in addressing individual barriers to success and promote academic achievement. Last one is Community Partnerships can also help in achieving this strategy. Teaming up with community organizations, businesses, and other stakeholders can widen the range of resources and support available to minority and low-income students, both inside and outside the classroom.

On the other hand, Challenges and Considerations are inevitable in the process. Educators must add considerations along the way. Implicit Bias that addresses the achievement gap which requires confronting implicit biases and stereotypes that may influence educational practices and decision-making processes. Policy Barriers that structural inequities in education policy, such as funding formulas and accountability measures, may perpetuate disparities in resource allocation and academic outcomes, and the last one is Intersectionality recognizing the intersectionality of identities and experiences among minority and low-income students is crucial for developing comprehensive strategies that address their diverse needs and challenges.

Therefore, we can conclude that closing the achievement gap in minority and low-income students requires a diversified approach that addresses the underlying socioeconomic, cultural, and institutional factors contributing to unevenness in academic achievement. By implementing evidence-based strategies, fostering collaboration among stakeholders, and advocating for equity-focused policies, educators and policymakers can work towards creating more inclusive and equitable educational opportunities for all students.

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