

**OFFERED BY COUNCILORS BRIAN WORRELL, JULIA M. MEJIA,  
BREADON, CULPEPPER, FITZGERALD, FLYNN, LOUIJEUNE, MURPHY,  
PEPÉN, SANTANA, AND WEBER**



## **CITY OF BOSTON**

**IN THE YEAR TWO THOUSAND TWENTY SIX**

### **ORDER FOR A HEARING TO EXPLORE THE CREATION OF A LEADERSHIP AND SERVICE YEAR PROGRAM IN THE CITY OF BOSTON FOR HIGH SCHOOL STUDENTS**

**WHEREAS,** Every year, an average of about 3,000-4,500 young Bostonians graduate high school across the City; *and*

**WHEREAS,** At this period of their lives, many young graduates are preparing to head off to college, but still many others are seeking out alternative pathways and jobs to help make ends meet and provide opportunities for development before heading off to college or as alternatives to college; *and*

**WHEREAS,** Boston's SuccessLink offers summer programming and after-school jobs for BPS students, but there's an opportunity to better align those opportunities with each student's goals and curricula; *and*

**WHEREAS,** There are also many students who seek such opportunities for growth while still in school so as to get an earlier start on career development, and directly engage with opportunities as a fitting compliment to the material they are learning in real time during the school day; *and*

**WHEREAS,** At the same time, there are many community needs to be met through a dedicated public service workforce, and the City has a wealth of different initiatives that could benefit from young leadership, leaving an opportunity to cultivate and empower the next generations of Boston's leaders; *and*

**WHEREAS,** A service year program typically provides recent graduates with the chance to develop different skills and experiences while introducing them to the world of public service; *and*

**WHEREAS,** Various non-profits, charities, and national government agencies run service year programs for high school graduates across the nation, such as AmeriCorps, which operates the very active City Year service program in Boston; *and*

**WHEREAS,** Very few state-or-city-run public service year programs exist, aside from Maryland's first-in-the-nation Service Year Option, signed into law by Governor Wes Moore in 2023, and which created paid year-long opportunities through partnerships for high school graduates to gain hard and soft skills while learning how to serve their communities; *and*

**WHEREAS,** As a home to many different service-focused organizations, private companies, non-profits, and universities, Boston has the chance to form a collaborative group of sustainable support for this endeavor to create real pathways for career development for our youth while also bolstering the City's public service infrastructure; *and*

**WHEREAS,** Nurturing and empowering future generations with the skills, knowledge, confidence, and drive for public service and civic engagement is both an investment in their future and the City of Boston as a whole and all of its residents;

**WHEREAS,** It would be beneficial to explore the benefits of establishing a Leadership and Service Year Program for high school students that operates post-graduation, compared with those options that would allow for a coterminous program during the school year; ***NOW, THEREFORE BE IT***

**ORDERED:** That the appropriate committee(s) of the Boston City Council hold a hearing to examine how Boston Public Schools (BPS) and the City of Boston can expand high-quality service-learning and civic service opportunities for students across the district, and to identify the actions and resources needed to ensure equitable access, strong implementation, and measurable outcomes; *and* ***BE IT FURTHER***

**ORDERED:** That the hearing shall include, but not be limited to, review of the following:

1. Current Landscape and Participation: An inventory of existing service-learning, civic engagement, internship, and career-connected service experiences across BPS high schools (and where applicable, middle grades). Inventory shall include participation levels and barriers to access by school, neighborhood, grade, and student group.
2. The potential implications and parameters of establishing a service year program that operates *upon and after* graduation, compared with a program that would operate *coterminous* with programming and opportunities throughout the school year.
3. Four possible integration models for consideration (not predetermined): An examination of three pathways to consider for districtwide integration, and their associated costs, staffing, equity safeguards, and implementation feasibility:
  - Option A — A coterminous option with programming embedded in existing coursework: A school-day integration model wherein service-learning units/projects are embedded within existing courses (e.g., social studies, science, health, arts), with preparation/action/reflection and shared rubrics.
  - Option B — A coterminous and voluntary service-learning pathway recognized upon graduation: A pathway for students to opt-in based on academic performance and standing, designed to expand and promote participation equitably, with clear criteria (including project hours, reflections, and a final capstone) leading to transcript/diploma recognition.
  - Option C — A districtwide *pre-graduation* standard: A structured model that could be adopted as a local standard by the appropriate governing body for students to be partnered with opportunities before or upon graduation, only after

assessing equity impacts, placement capacity, transportation/staffing needs, and safeguards to ensure no student is prevented from graduating due to access constraints.

- Option D — A districtwide *post-graduation* standard: A structured model that could be adopted as a local standard by the appropriate governing body for students to be partnered with opportunities upon graduation, only after assessing equity impacts, placement capacity, transportation/staffing needs, and safeguards to ensure no student is restricted due to access constraints.

Filed on: June 18, 2026