

OFFERED BY COUNCILORS TANIA FERNANDES ANDERSON, LOUIJEUNE, MEJIA, ARROYO, BOK, BREADON, COLETTA, FLAHERTY, LARA, MURPHY AND FLYNN



## CITY OF BOSTON IN CITY COUNCIL

### ORDER FOR A HEARING TO DISCUSS WAYS OF CREATING A PARTNERSHIP BETWEEN COLLEGES AND HIGH SCHOOLS THAT WILL CREATE JOBS AND ACADEMIC SUPPORTS FOR STUDENTS

**WHEREAS,** 7% of Hispanic students and 5% of Black students dropout of high school, and  $\frac{1}{4}$  of Black students and  $\frac{1}{3}$  of Hispanic students do not graduate within four years. Black and Hispanic students may struggle in school for many reasons, including high rates of hunger, living in overcrowded homes, and having unmet health, language and cultural needs; *and*

**WHEREAS,** 31.3% of Hispanics and 24% of Black residents in Boston live in poverty compared to 12% of white people. Such high poverty rates mean they are likely to be food insecure, or to not have access to nutritious food. Poverty often induces Black and Hispanic teenagers to work long hours to assist their families. It means they are more likely to live in crowded homes where they struggle to find adequate space or time to do homework. Additionally, they are less able to access outside resources, such as tutoring or extracurriculars, that are available to their counterparts; *and*

**WHEREAS,** Private and online tutoring is a multibillion dollar industry that excludes a majority of Black and Brown students, who are likely to be poor or working class. After school supports in Black communities are often bare or nonexistent, with many predominantly Black and Hispanic high schools struggling to retain teachers, having their building facilities maintained, and generally lacking resources; *and*

**WHEREAS,** That educators, either because of racial bias or because of genuine concern over the struggles of Black and Brown youth, at times have low expectations in regards to their ability to succeed academically. Additionally, these assumptions from educators can lead to a deterioration in the student-teacher relationship, causing the student to “tune their teachers out,” causing them to not ask for help or to generally disengage from their schoolwork; *and*

**WHEREAS,** That Black students are two times as likely to be suspended than their white peers, causing them to miss school, to be stigmatized, and to have unstructured free time where they may be unsupervised and fall under the sway of negative influences; *and*

**WHEREAS,** School discipline and the criminal justice system factor prominently into Black and Brown students dropping out. Such harsh discipline, meted out disproportionately to Black and Brown students, induce many students of color to seek alternatives to schooling, such as entry level work, due to both feelings of being pushed out of school and by their significant financial needs; *and*

**WHEREAS,** While Black people are about  $\frac{1}{4}$  of the population in Boston, they make up nearly  $\frac{1}{2}$  (47%) of the homeless population. Homelessness, and poverty in general, are crucial indicators that act to prohibit school success and performance; *and*

**WHEREAS,** Studies have shown it is beneficial for students to work part time. 10 to 20 hours per week of work has been shown to help students manage money, gain valuable, transferable skills, acquire confidence, increase independence, and learn to use time wisely; *and*

**WHEREAS,** When students receive after school assistance, they benefit. According to a recent study, “The benefits of afterschool activities for high school youth are well documented: increased academic achievement, prevention of drug use, and increased likelihood of obtaining work and gaining life skills experience.” Such positive impacts increase the chances that students will succeed in school, attain jobs, and be less likely to engage in risky and addictive behaviors; *and*

**WHEREAS,** Poor and working class college students need financial support. Too often, they must work full time while in college. This may lead to decreased academic performance, and an inability to access resources. Hence, any financial support they can ascertain will be beneficial; *and*

**WHEREAS,** It is helpful for students of color to work with, and be tutored by, college students of similar identities. This experience offers many benefits for the students involved. Not only do they receive needed support, but they are exposed to a successful, slightly older peer. This serves the function of raising the self esteem and confidence of the scholar; *and*

**WHEREAS,** When our youth and young adults have a job, they can acquire financial literacy. Students who work outside the home often open bank accounts, where they can learn associated skills, such as writing a check, using an atm card, and more. They can open a savings or cd account. These skills will serve them as adults when they take on additional economic responsibilities; *and*

**WHEREAS,** Acquired skills such as solid work habits, time management, and the navigation of available resources are all important in college. Furthermore, these skills are transferable to them as prospective employees, as their career readiness will transcend their less prepared peers; *and*

**WHEREAS,** Being a resource rich city, we have a responsibility to offer our BPS students a world class education. We can do this in innovative and creative ways and institute measurables that track the effectiveness and impacts of the policies that we implement. We can operate in the realm of concrete and tangible action by catering our programs to those with the greatest need. In short, we can make our actions match our jargon; *and*

**WHEREAS,** A program, through the city of Boston, can be implemented to create partnerships between colleges and high schools in which College Students are contracted by their college to tutor children who receive a stipend to attend; ***NOW, THEREFORE BE IT***

**ORDERED:** That the appropriate committee of the Boston City Council hold a hearing to explore the possibility of instituting a partnership between area high schools and colleges that will create employment for low-income college students and academic support and employment opportunities for high school students.

Filed on: May 18, 2022