

OFFERED BY COUNCILORS TANIA FERNANDES ANDERSON, RUTHZEE LOUIJEUNE,
JULIA MEJIA, ARROYO, 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 TO CREATE JOBS AND ACADEMIC SUPPORT FOR STUDENTS

- WHEREAS,** Seven percent of Hispanic students and five percent of Black students dropout of high school, while 25 percent of Black students and 33 percent of Hispanic students do not graduate within four years; and
- WHEREAS,** Black and Hispanic students struggle at higher rates than white students in school for reasons including high hunger rates, overcrowded homes, and unmet health, language and cultural needs; and
- WHEREAS,** 31.3 percent of Hispanic and 24 percent of Black residents in Boston live in poverty compared to twelve percent of white residents; and
- WHEREAS,** High poverty rates decrease food security and access to nutritious food, which often induces Black and Hispanic teenagers to work long hours to assist their families which leads to less time to do homework; and
- WHEREAS,** High poverty rates increase crowded living conditions where students are unable to find adequate space to complete schoolwork or focus on mental health; and
- WHEREAS,** Black and Hispanic students are have less access outside resources, such as tutoring and extracurriculars, which are available to white students; and
- WHEREAS,** Private and online tutoring is a multibillion dollar industry that excludes a majority of Black and Brown students; and
- WHEREAS,** There is a lack of after school support in Black and Hispanic and many predominantly Black and Hispanic high schools struggle to retain teachers, have inadequate facilities maintenance, and generally lack needed resources; and

WHEREAS, Many educators have low expectations in regards to Black and Hispanic students' ability to succeed academically, either because of racial bias or genuine concern about students' out of class lives; and

WHEREAS, Assumptions from educators lead to a deterioration in student-teacher relationships which can cause the students to not ask for help, and generally disengage from schoolwork; and

WHEREAS, Black students are two times more likely to be suspended than white students, which results in missed school, being stigmatized, or have unstructured and unsupervised free time where they may fall under to negative influences; and

WHEREAS, School discipline and the criminal justice system factor prominently into Black and Hispanic students drop out rates, and Black and Hispanic students face disproportionately higher rates of harsh discipline; and

WHEREAS, Many students of color to seek alternatives to school, such as entry level work, due to the perception of being pushed out of school, and significant financial needs; and

WHEREAS, Black people are about 25 percent of Boston's population, they make up nearly half of the homeless population, and homelessness and poverty act greatly to prohibit school success and performance; and

WHEREAS, Studies have shown that ten to twenty hours per week of work helps students manage money, gain valuable, transferable skills, acquire confidence, increase independence, and learn to use time wisely; and

WHEREAS, A recent study has shown the benefits of after-school activities for high school students increased academic achievement, prevention of drug use, and increased likelihood of obtaining work and gaining life skills experience; and

WHEREAS, The positive impacts of after-school activities increases the chance that students will succeed in school, attain jobs, and be less likely to engage in risky or addictive behaviors; and

WHEREAS, Poor and working class college students often work full time, which may lead to decreased academic performance, and an inability to access resources; and

WHEREAS, Students of color would benefit to work with and be tutored by college students of similar identities, where they could receive needed support, and be exposed to a successful older peer which can raise self esteem and confidence of Black and Hispanic students; and

WHEREAS, 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 students can open a savings or CD account, which will serve them as adults when they take on additional economic responsibilities; and

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

WHEREAS, Boston has a responsibility, as a resource rich city, to offer our Boston Public School students a world class education in innovative and creative ways, and institute measures that track the effectiveness and impacts of the policies implemented; and

WHEREAS, A program through the City of Boston should be implemented to create partnerships between colleges and high schools in which college students are contracted by their institutions to tutor BPS students who receive a stipend to participate; **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 local colleges that will create employment for low-income college students and academic support and employment opportunities for high school students.

Filed on: January 25th, 2023