

ENVISIONING POSSIBILITIES:

SUPPORTING BLACK & LATINX STUDENTS TO PURSUE
HIGHER EDUCATION



HOST: YAW ASANTE- BIO

TIME 10:00 – 11:20AM

Supplementary Slides

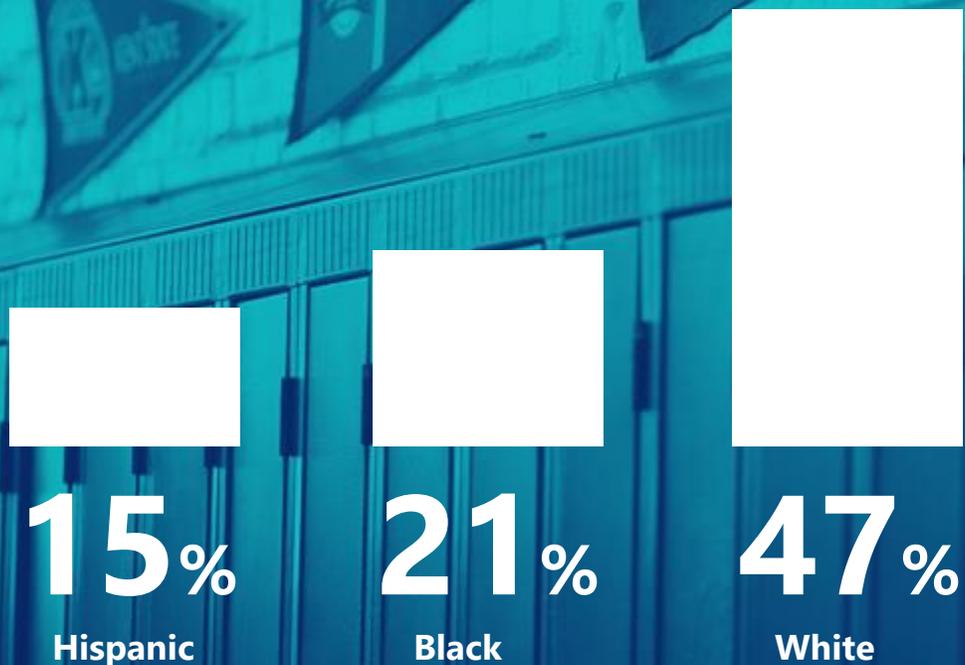
LEARN MORE ABOUT FACILITATORS, INITIATIVES AND ORGANIZATIONS INVOLVED
THAT JOINED US DURING THIS SESSION !

April 2021

OneGoal Massachusetts



In Massachusetts, racial gaps in degree attainment continue to widen.



What the degree divide means for Massachusetts

While **64%** of students from low-income communities enroll in college, only **18%** are expected to graduate.

Across the state, Black and Hispanic students of all socioeconomic backgrounds are earning postsecondary degrees at half the rate of white students—and the gap is growing.

How the Pandemic Impacts our Students

The long-term impact of COVID-19 can be devastating for our students and communities.

1 in 5

In spring 2020, nearly 1 in 5 high school students postponed or canceled their postsecondary plans. Many won't pick them back up, diminishing their future job and wage prospects.

13%

Only 13 percent of college students who withdraw ever return and even fewer graduate.

We believe the landscape of higher education and postsecondary planning is complex and should be explicitly taught as a subject matter. This is especially true for first-generation students and those from low-income communities.



The OneGoal Approach: We partner with high schools and colleges to make postsecondary planning, preparation, and support an integral part of the high school experience, and continue the transition into college or other postsecondary pathways.



Bridge High School + College

OneGoal starts as a credit-bearing class during students' junior year of high school and continues through the first year of a Fellow's chosen postsecondary path. **We ensure our Fellows enroll + persist.**



Teacher Expertise + Training

Our curriculum is delivered through school-based educators who hold a deep understanding of students' environments. We train and coach them to contextualize lessons and help students find and enroll in their choice of postsecondary institution.



Culturally Relevant Teaching

We ensure students achieve academic growth while grounding our teaching and approach in Culturally Relevant Pedagogy so they can identify postsecondary paths aligned to their personal aspirations.



Unique Student Profile

We prioritize students who have potential and postsecondary ambitions, but who are often overlooked by other programs.

Students typically begin OneGoal with a GPA of 2.0-2.7.

Contact

email@onegoalgraduation.org

www.onegoalgraduation.org



 **OneGoal.**

LEAP *for Education*

LEARN EXPLORE ASPIRE PURSUE

Our mission is to empower underserved students to achieve social and economic mobility by cultivating personal, educational, and career growth.

136

Middle
School Youth



209

High School
Youth



62

Post-Secondary
Youth



87%

ECONOMICALLY-
DISADVANTAGED

70%

STUDENTS OF
COLOR

75%

FIRST-GENERATION-
TO-COLLEGE

33%

ENGLISH LEARNERS (EL)
& FORMER EL (FLEP)

95%

ON-TIME HIGH SCHOOL
GRADUATION

90%

POST-SECONDARY
ENROLLMENT

86%

POST-SECONDARY
PERSISTENCE

72%

POST-SECONDARY
GRADUATION



LEARN EXPLORE ASPIRE PURSUE

Supporting Early College Students

Junior Year:

Structured Component of Salem Early College Program

- Workshops on college awareness, exploration, and immersion
- College essay drafts
- Strategies for college success, including:
 - College study skills
 - Note taking skills
 - Communication and self-advocacy skills
- Understanding a college syllabus
- Campus visits

Senior Year:

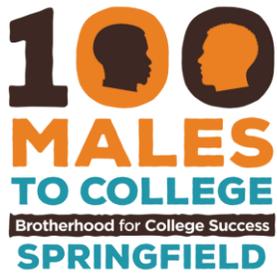
Structured Component of Salem Early College Program

- Assistance with college and financial aid applications
- Updating of resumes
- Submitting FAFSA's, Common App (as applicable)
- Navigating being a successful post-secondary student

Supplemental Resources and Services:

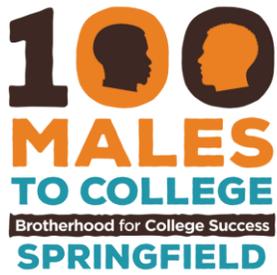
Available to Students at LEAP

- One-on-one academic support and tutoring
 - Social-emotional support through peer mentoring groups "Brothers for Success" and "Sisters for Success"
 - Career awareness, exploration, and immersion opportunities
 - Sustained support through post-secondary advising
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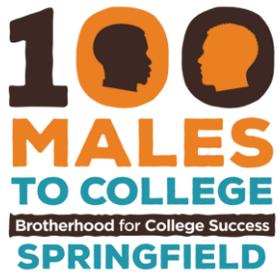
Context

1. The Springfield Public Schools (SPS), is a large and diverse district with 26,000 students in 60 locations. Our student population is diverse: 18.6% African American; 2.1% Asian; 67.9% Hispanic; 0.2% Native American; 9.1% White, and 2.1% Multi-Race/Non-Hispanic. District wide 83% of our student population is Economically Disadvantaged; 86.5% are High Needs; 24.7% are students with disabilities; 16.3% English Language Learners; and 29.8% are First Language not English.
2. In Springfield, the median income in Springfield is \$35,432. The national median is \$ 68,703).
3. 44.5% of 2019 graduates were enrolled in post-secondary education in the following fall. (Source: National Student Clearinghouse StudentTracker)
4. 35.9% of 2020 graduates enrolled in post-secondary education in the fall immediately after graduation. (Source: National Student Clearinghouse StudentTracker)



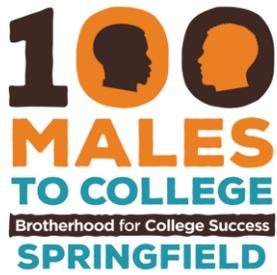
Background

1. Launched in 2015, 100 Males to College is a “tier 3” college access strategy to address a critical issue of the college enrollment rates of Black and Latino males in Springfield Public Schools.
2. This initiative has been an important strategy to collectively shift the male achievement narrative in our city, as well as, create a framework of understanding about the relationship between degree attainment and economic growth. This is a social justice issue.
3. The overarching goal is to help young men of color across our district from socioeconomically disadvantaged backgrounds, first-generation, and some second-generation students become *competitive* for college admission while in high school, matriculate into an institution of higher education, be retained, and graduate with a degree prepared to enter the workforce or continue their education.



Program Philosophy

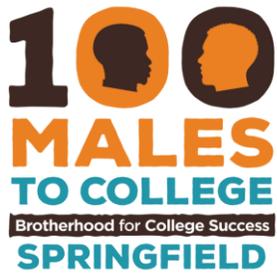
100 Males to College is designed to focus on the goals of equity and access for all students. We focus on increasing the number of students from under-resourced populations to graduate from high school and continue to college in a seamless transition, either to a community college or four-year institution of higher education, thereby decreasing the college attainment gap. In Springfield, we have targeted our “movable middle”, those young men and transgender students who do not represent the top 10% of their graduating class.



Program Objectives

100 Males to College provides a positive step to address the needs of this critical population and targets Black and Latino young men to advance the following:

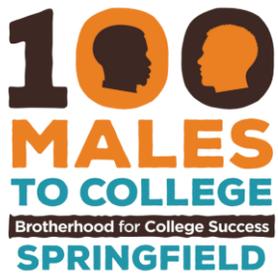
- Provide Mentoring
- Enroll In dual credit courses
- Support academic preparation and achievement
- Increase financial literacy and support financial aid awareness (includes the family)
- Engage students in career exploration activities
- Raise awareness, knowledge and beliefs around identity and positive masculinity



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Best Practices/Opportunities

We have found that while there are early college initiatives and opportunities to increase college success for Black and Latino young men, early college experiences can not be monolithic. We have learned the following:

- Reframe Black and Latino College Achievement
- Anti-Deficit Achievement Framework
- Matters of Engagement
- Respond to Racism
- Build Summer Bridges to Student Success Programs at the Community College Level
- Remember Masculinities
- Dual Enrollment Opportunities that are Engaging
- Career Exploration
- Financial Literacy

Thank You!

Partial session recordings, guiding questions and session materials will be posted on the resource website after the conclusion of the Spring Summit.