



Bridges & Barriers: A Survey of Massachusetts College Access & Success Programs

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Preface

This report is based on a study organized and prepared under the auspices of the Aspire Institute at Wheelock College in Boston, Massachusetts. The project was funded through the federal College Access Challenge Grant Program administered by the Massachusetts Department of Higher Education (DHE).

The former Executive Director of the Aspire Institute, Jacob Murray, and Dr. James Jennings, Professor Emeritus at Tufts University, served as principal investigators. As senior co-author, Dr. Jennings provided overall coordination of the project, including the study's implementation and completion of the final report. Margaret Sprague, Interim Director for the Aspire Institute, also helped in the development and completion of the study and report. Ashley E. Harding provided editorial assistance and conducted some library searches relevant to bibliographic citations.

As part of the project, interviews were conducted by Eric Burkes, Program Coordinator of the Aspire Institute; Kerry Fleming, a former AmeriCorps New Sector Resident at the Aspire Institute; and Rachel Bernard, an attorney and former Director of the Fund for the Improvement of Postsecondary Education (FIPSE) Project at Massachusetts Bay Community College. Additionally, Mr. Burkes provided initial research of the state's college access and success programs and assisted in the editing process of the final survey, and Ms. Bernard investigated major themes in academic and programmatic literature germane to access and success programs in public higher education in Massachusetts.

Dr. Emily Mann, Associate Teaching Professor in Human Services and Senior Research Associate at the Dukakis Center for Urban and Regional Policy at Northeastern University, spearheaded the design and completion of the case studies and is the author of this section of the report. She was assisted by Sarah Faude, a doctoral candidate in Sociology at Northeastern University.

Cynthia Orellana, former Assistant Commissioner for Access and Success Strategies, her colleagues at DHE, and the Massachusetts Department of Elementary and Secondary Education (DESE), were very supportive and worked closely to ensure that information and data needed for the study would be

readily available. Appreciation is extended to the other members of this group, especially Robert Dais, Dr. Jonathan Keller, Elena Quiroz-Livanis, Nyal Fuentes, and Kathryn Sandel.

The research team also expresses its appreciation to both the former President of Wheelock College, Jackie Jenkins-Scott, and to Marta T. Rosa, Wheelock College's former Senior Executive Director, Department of Government & External Affairs and Community Impact/Chief Diversity Office, for their leadership and support of this study. We also thank them for their commitment to expanding access and success in higher education for all students.

Executive Summary

Introduction

Commissioned by the Massachusetts Department of Higher Education (DHE), *Bridges and Barriers: A Survey of Massachusetts College Access & Success Programs*, has two objectives: to identify the current landscape of access and success programs in the Commonwealth of Massachusetts, and to explore the views that local stakeholders of access and success programs hold regarding the challenges facing underrepresented groups, especially Black and Latino male students.

By developing a taxonomy of hundreds of access and success programs and initiatives in Massachusetts and interviewing stakeholders across the state, this report lays a foundation for increasing the possibility of collaborative initiatives aimed at enhancing opportunities for underrepresented groups in public higher education.

The report's second objective was actualized through interviews with educators and representatives of nonprofits and community-based organizations across Massachusetts who are involved directly or indirectly with college access and success programs. The report's objectives were also informed by the case studies of four municipalities (Holyoke, Southbridge, Brockton, and Fitchburg) used to describe how access and success programs in public higher education are working closely, or not, with community partners. While the statewide interviews focused on the perceptions of key informants regarding the experiences of Black and Latino males, the case studies placed this issue within a broader context of how public higher education and community-based organizations and nonprofits might work more closely together in responding to the needs of underrepresented groups.

The attention that this report designates regarding the experiences of Black and Latino male students in public higher education is based on academic data showing that these two groups stand out in terms of academic experiences when compared to White students, both in Massachusetts and throughout the nation.¹

¹ Ross, T., Kena, G., Rathbun, A., KewalRamani, A., Zhang, J., Kristapovich, P., and Manning, E., *Higher Education: Gaps in Access and Persistence Study*, U.S. Department of Education, National Center for Education Statistics, Washington, D.C. (August 2012); also see *Degrees of Urgency: Why Massachusetts Needs More College Graduates*, Massachusetts Department of Higher Education (October 2014).

Generally speaking, Black and Latino high school students are not doing as well as White or Asian high school students in the areas of academic achievement or graduation. This pattern continues into public higher education where gaps persist, especially among Black and Latino males. This pattern led the College Participation Advisory Group (CPAG), an advisory group established by DHE and the Massachusetts Department of Elementary and Secondary Education (DESE), “to make increasing college access, enrollment, retention, and success for low-income males, and particularly young, low-income Latino and African American men, an explicit priority for the Commonwealth.”²

According to a recent report by the Schott Foundation for Public Education, and based on data from the U.S. Department of Education’s National Center for Education Statistics, the 2012 high school graduation gap between Black and White male students in Massachusetts was 16.3%, and the gap between Latino and White male students was 23.1%.³ While a 91.6% graduation rate was reported for White students in 2015 and a rate of 92.4% for Asian students, the figure for Black students was 87.3% and for Latino students, 72.2%. The graduation rate for low-income students was 78.2% and for ELL students, 64%.⁴

In Massachusetts, 79% of Latino undergraduates and 72% of African American undergraduates attend a public college or university. Yet, six years after beginning their studies, less than one-third of these students earn college credentials.⁵

Gaps in dropout rates also exist between White high school students and underrepresented groups. For example, the *2013 -14 Student Dropout Rate Report* published by the DESE showed that the proportion of dropouts for all grades was 1.2% for White high school students but 3.6% for low-income students, 3.5% for Black students, and 4.9% for Latino students.⁶

Data reported by DESE for the 2012-13 period showed that 84.2% of Asian high school graduates were attending a college or university. For White students that figure was 78.3%; for Black students, 74.1%; for Latino students, 65.1%; and for all low-income students, 65.5%. Only 19.1% of all Asian high school graduates attending any college or university were found at a public community college; this figure rose to 23.2% for White high school graduates. Among Latino and Black high school graduates, however, the percentage of those attending public

² Memorandum to former Commissioner of Higher Education Richard Freeland and Commissioner of Elementary and Secondary Education Mitchell D. Chester (March 3, 2014).

³ *Black Lives Matter: The Schott Foundation 50 State Report on Public Education and Black Males*, Schott Foundation for Public Education, Cambridge, Mass. (2015).

⁴ <http://profiles.doe.mass.edu>

⁵ *The Degree Gap*, Massachusetts Department of Higher Education; National Student Clearinghouse.

⁶ <http://profiles.doe.mass.edu>

community college was considerably higher: 56% and 44.6%, respectively. And close to half of all low-income high school graduates – 49.3% – who were attending a college or university during this period were enrolled at a public community college.⁷

Gaps that began in earlier years carry forward into the future and thus endanger the state's social and economic well-being. Today, Black and Latino adult males (aged 25 years and older) have lower levels of educational attainment compared with other groups. For instance, 17% of all Black males in this age group do not have a high school diploma; the figure for Latino males is 34.3%. By comparison, 14.4% of Asian males and 7.6% of White males (not including Latinos) do not have a high school diploma.⁸

Such data raise obvious concerns about equity. But beyond the loss of access and opportunity for individual students, the gaps in attainment levels should concern every citizen of the Commonwealth. At a time when baby boomer retirements and declining high school enrollments are creating shortages in the state's high-skilled talent pool, Massachusetts' economic expansion depends squarely on a robust, steadily increasing supply of college graduates. Such growth cannot occur if students of color from low-income, first-generation to college families are denied the chance to earn credentials because they lack the preparation, support, and financial awareness to succeed in college.

It is within a context of continuing academic gaps by race, ethnicity, and economic inequality that the study team considered the following guiding questions: How many and what types of college access and success programs exist across Massachusetts? Where are these services and programs located? How do these programs work independently or collaboratively to ensure that the challenges facing Black and Latino males are being addressed? How do access and success programs in public higher education interact with other community-based or nonprofit sectors? These guiding questions provide a framework for continued research and evaluation of existing programs and initiatives in terms of best practices.

⁷ <http://profiles.doe.mass.edu>

⁸ U.S. Census, American Community Survey 2010-2014 5 Year Estimates.

Methodology

The access and success programs identified and discussed in this report include those with the aim of reducing or eliminating social and economic inequality and increasing access into higher education for students from underrepresented groups. Access and success programs are defined as those that either:

- Involve transition from high school to college specifically as it relates to low-income, disadvantaged, and underrepresented groups in higher education (e.g., first-generation students who are the first in their families to attend college)
- Improve access and success in higher education for these students and particularly Black and Latino males

These include initiatives and programs across Massachusetts such as Upward Bound, GEAR UP, Commonwealth Dual Enrollment Partnership, College Access Challenge Grant Partnerships, Science Technology Engineering and Math (STEM) initiatives, Education Opportunity Centers, Gateway to College National Network sites, Early College High School initiatives, Bridge to College programs, and Student Support Services (SSS).

This report includes a series of maps that show the location and concentration of college access and success programs throughout Massachusetts. Utilizing GIS, the maps indicate how various programs are distributed relative to the proportion of Black and Latino students in local high schools. The maps also acted as a tool for the selection of potential interviewees for this report.

The research team contacted and interviewed 49 educators involved with access and success programs in public schools, public colleges and universities, or nonprofit organizations that provide services related to access and success in public higher education. Four case studies (Holyoke, Southbridge, Brockton, and Fitchburg) were developed and used to understand how representatives of these educational institutions and non-profits are interacting in the interest of expanding post-secondary opportunities for students.

The criteria for selecting interviewees included a review of relevant literature, public documents, and institutional websites in order to identify individuals involved with leading or working with access and success programs, as well as a review of demographic data. The interviewees included individuals involved

with college access and success programming in public higher education as well as those who work with nonprofits and community-based organizations. Interviewees also included representatives of nonprofits operating outside of public higher education but involved with mentorship services and a range of supportive services related to schooling.

Educators were asked whether or not the issue of increasing and enhancing access for young Black and Latino males has emerged as they implement programs, and if so, then in what context. They were asked about their perceptions of the opportunities and challenges faced by students as they move from high school into higher education, and what factors might explain low levels of college persistence and graduation. The study inquired about best practices and innovative programs that are perceived to impact access and success programs for Black and Latino students. Additionally, educators and nonprofit representatives were asked about how they see potential collaboration between public higher education and community-based sectors for the purpose of expanding opportunities for underrepresented groups.

There are two limitations to this report. First, the report does not represent a systematic evaluation of access and success programs in public higher education or the nonprofits involved with access and success. A second limitation is that the report does not include the voices of students or parents. Future research should include ecological examination of the academic trajectory that includes both student and family experiences.

Voice in the Field: Themes

Ten themes emerged from the interviews and case studies. The themes are discussed in greater detail in the report and include the following:

Collaboration

1) Collaboration across sectors is of the utmost importance if the Commonwealth is to expand access and success opportunities for underrepresented students and more effectively target the needs of Black and Latino males.

Consistency: Institutionalization of Black and Latino male initiatives

2) Programs and initiatives with a focus on meeting the needs of Black and Latino males are not consistent across Massachusetts in terms of prioritizing the needs of this group. And even where there is an institutional decision to focus on these groups, the initiatives are often dependent on external funding.

Cultural competence and resonance

3) Cultural competency and cultural resonance between institutional and program representatives and underrepresented students in high schools and higher education can make a difference in academic persistence. While cultural competency of staff is very important, cultural resonance is especially so for Black and Latino males because it helps to generate a sense of belonging and confidence on the part of students.

Student empowerment

4) Black and Latino male students may not see themselves as “consumers” of educational experiences in some institutions and may feel unable to self-advocate for the help they need. Students need to feel empowered to ask questions about available resources.

Data management and analysis

5) Data collection tends to be bounded by information regarding program participation and program requirements but not necessarily by deep analysis regarding the experiences of underrepresented students.

Wrap-around supportive services in a context of inequality

6) Supportive services and learning resources for students underrepresented in higher education are still lacking. This lack of support particularly hurts Black and Latino males. They are often outliers in terms of successful academic experiences due to extreme economic pressures that may force attention away from academic pursuits.

7) The economic status of students underrepresented in higher education is a significant factor in their educational experiences; this factor is especially pronounced for Black and Latino male students in many urban areas.

Cross-sector communication

8) There is growing awareness and attention regarding the need for greater communication between educational institutions and organizations in non-education sectors such as community-based organizations and nonprofits.

Mentoring to involve students in early stages of learning

9) Mentoring can make a positive and sustained impact on the educational experiences of Black and Latino male students in secondary and higher education.

10) Preparation for college should begin as early as possible; while this idea is now a prevalent one, its adoption and implementation in low-income communities should be expanded with strong higher education partnerships.

These themes reflect the voices of educators and others involved with access and success programs, both in public higher education and in community-based settings. They represent ideas that should be considered by public higher education leadership and community-based partners for incorporation with strategies to enhance the impacts of access and success programs and to increase educational opportunities for underrepresented groups.

Next Steps

The themes touch upon strategies and observations aimed not only at strengthening and expanding access and success programs, but also at breaking through the barriers to college, building stronger bridges among the various sectors involved, and working with underrepresented youth. They point to three general areas for further consideration: improving collaboration and efficiency, striving for greater accountability and program impact, and expanding funding and support. A number of actions can be considered and implemented under these categories. They are presented here in summary but discussed in detail elsewhere in the report.

Improve collaboration and efficiency

- Work to advance and enhance communication and collaboration across public schools, higher education, and nonprofits within local geographic clusters aimed at greater positive impact
- Continue supporting and expanding cross-sector collaboration
- Strengthen and expand efforts at institutionalizing effective strategies to achieve greater positive impact regarding the academic success of Black and Latino males

Strive for greater accountability and program impact

- Support and expand data collection and evaluations of college access and success programs
- Utilize the taxonomy to develop a portal to share information among various sectors involved with access and success initiatives

Expand funding and support to enable collaborative strategies and program models

- Expand the availability of wrap-around services in public higher education, which is especially important due to the economic inequalities among students in Massachusetts
- Expand dual enrollment strategies and early college opportunities for underrepresented groups, with specific targeting of Black and Latino males
- Support and encourage program administrators to pursue innovation and flexibility related to outreach and access
- Expand student access to counselors in part by reducing student-counselor ratios, and increase professional development opportunities for high school and post-secondary counselors and administrators
- Foster service learning and apprenticeship opportunities for high school and college students; post-secondary curricula should be infused with an experiential learning component

Conclusion

This report is the first to identify the landscape of college access and success programs found in Massachusetts across the public higher education and non-education sectors, including nonprofits and community-based organizations. It highlights findings that can strengthen the outreach and impact of access and success programs on underrepresented groups and on Black and Latino male students in particular.

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Introduction

The goal of this report is to identify the current landscape of access and success programs and initiatives in Massachusetts public higher education and to present information about the challenges facing African American and Latino males.⁹ This study is the first one identifying the landscape of access and success programs in public higher education. While the study's design did not include a survey of student experiences, it did tap the insights and observations of select key voices belonging to individuals involved with access and success programs and strategies. Based on input from the Massachusetts Department of Higher Education (DHE), the study team focused on how these key voices perceived challenges facing underrepresented groups, especially Black and Latino male students.¹⁰ This emphasis also stems from an earlier report by the College Participation Advisory Group (CPAG), an advisory group established by DHE and the Department of Elementary and Secondary Education (DESE), that focused on the need "to make increasing college access, enrollment, retention, and success for low-income males, and particularly young, low-income Latino and African American men, an explicit priority for the Commonwealth."¹¹

⁹ Black and African American are used interchangeably in this report; the term is used to refer to both genders.

¹⁰ DHE has identified this group as especially vulnerable in terms of access and success programs. DHE Request for Proposals (RFP) for New FY 16 campus Performance Incentive Fund (PIF) projects was explicit in the call for funding proposals with this emphasis: "the new PIF grant will support partnerships to increase the college-going and completion rates for Massachusetts with specific focus on underrepresented, underserved, low-income, and first-generation students.... Where applicable, preference will be given to projects with a demonstrated focus on increasing college preparation, participation, retention, and completion among underrepresented students, which may include first-generation college students...low-income students, students of color, and particularly low-income males and males of color."

¹¹ Memorandum to former Commissioner of Higher Education Richard Freeland and Commissioner of Elementary and Secondary Education Mitchell D. Chester (March 3, 2014).

Generally, Black and Latino high school students are not doing as well as White or Asian high school students in the areas of academic achievement or graduation.¹² This pattern continues into public higher education and beyond where gaps continue to persist.¹³

According to a recent report by the Schott Foundation for Public Education, and based on data from the U.S. Department of Education's National Center for Education Statistics, the high school graduation gap between Black and White male students in Massachusetts was 16.3% in 2012; the gap between Latino and White male students was 23.1%.¹⁴ In 2015, Massachusetts reported a graduation rate of 91.6% for White students and 92.4% for Asian students. For Black and Latino students the graduation rate that year was 87.3% and 72.2%, respectively. For low-income students the figure was 78.2%, and it was 64% for ELL students.¹⁵

In Massachusetts, 79% of Latino undergraduates and 72% of African American undergraduates attend a public college or university. Yet six years after beginning their studies, less than one-third of these students earn college credentials.¹⁶

Gaps in dropout rates also existed between White high school students and underrepresented groups. For example, the *2013-14 Student Dropout Rate Report* published by DESE showed that the proportion of high school dropouts for all grades was 1.2% for White students, 3.6% for low-income students, 3.5% for Black students, and 4.9% for Latino students.¹⁷

Data reported by DESE for the 2012-13 period showed that 84.2% of Asian high school graduates were attending a college or university; for White students that figure was 78.3%; for Black students, 74.1%; for Latino students, 65.1%; and for low-income students, 65.5%. Only 19.1% of all Asian high school graduates attending any college or university were found at a public community college. This figure was 23.2% for White students, 56% for Latino students, 44.6% for Black students, and 49.3% for low-income students.¹⁸

¹² Although the 2014-2015 statewide population of Black high school students is relatively low (8.7%) when compared with all high school students, this population is concentrated in some cities where at least one high school has a student body that is 30% Black or higher. Additionally, there is a higher proportion of Latino students among all high school students in Massachusetts (17.9%). This group is also concentrated in some places where high schools may have student bodies that are 30% Latino or higher. In terms of public higher education, for 2015 DHE reported a full-time equivalent (FTE) enrollment of 61,300 students in the public community colleges. It reported that 42% of this number were comprised of "minorities." The FTE for all state universities was 44,905 students, of which 22.5% were "minorities."

¹³ For a report assessing the status of Black and Latino males outside of higher education see, Andrew Wolk and James Jennings, *Mapping Momentum for Boston's Youth: Programs and Opportunities for Black and Latino Young Men*, Root Cause (Spring 2016).

¹⁴ *Black Lives Matter: The Schott Foundation 50 State Report...*, Schott Foundation for Public Education, Cambridge, Mass. (2015).

¹⁵ <http://profiles.doe.mass.edu>

¹⁶ *The Degree Gap*, Massachusetts Department of Higher Education; National Student Clearinghouse.

¹⁷ <http://profiles.doe.mass.edu>

¹⁸ <http://profiles.doe.mass.edu>

The gaps that began in earlier years carry forward into the future and thus endanger the state's social and economic well-being. Today, Black and Latino adult males (aged 25 years and older) have lower levels of educational attainment compared to other groups. For instance, 17% of all Black males in this age group do not have a high school diploma; the figure for Latino males is 34.3%. This compares to 14.4% of Asian males and 7.6% of White males (not including Latinos) who do not have a high school diploma.¹⁹

The state's changing demography, in which the population of Latinos, Blacks, and immigrants continues to grow faster than the White population,²⁰ adds urgency to this pressing challenge: the persistent differences in access to college, retention, and graduation by race and ethnicity.

The target audience for this study includes representatives of access and success programs and initiatives found in public higher education in Massachusetts (including 15 community colleges, nine state universities, and five University of Massachusetts campuses) and in public high schools across the state, as well as nonprofits whose work focuses on initiatives aimed at increasing access to higher education for underrepresented populations.

The study's methodology included interviews, case studies, website/institutional searches, and a review of relevant public and scholarly publications. It also included the construction of a comprehensive taxonomy showing the location and types of access and success programs found in public higher education and community-based and nonprofit programs. The taxonomy was based on institutional searches, program and document reviews, follow-up telephoning, and geographic information system analysis (GIS).²¹ GIS was utilized to assess visually those parts of Massachusetts where high schools and communities reflected concentrations of Black, Latino, and low-income student populations, as well as areas with relatively high proportions of Black and Latino residents in the host communities. Data was collected about racial and ethnic characteristics reported in the *American Community Survey 2009-2013 5 Year Estimates* for the communities in which high schools are located. The latter was useful in targeting geographic cluster areas where there are concentrations of high school students

¹⁹ U.S. Census, American Community Survey 2010-2014 5 Year Estimates

²⁰ 2000 and 2010 Decennial Census; also see research report by J. Jennings, et al., *Blacks in Massachusetts: Comparative Demographic, Social, and Economic Experiences with Whites, Latinos, and Asians*, prepared for The Trotter Institute at the University of Massachusetts Boston, the John D. O' Bryant Institute at Northeastern University, New England Blacks in Philanthropy, and Black Educators Alliance of Massachusetts, available at www.umb.edu/trotter; other studies published by the Gaston Institute and the Asian-American Institute at the University of Massachusetts Boston provide additional information about demographic changes in Massachusetts.

²¹ The research team met with an advisory group of staff from the DHE and the DESE to discuss and finalize the framework and scope of the study on three occasions (October 28, 2014; March 12, 2015; and May 28, 2015).

of color and low-income students, as well as places where graduation rates and plans to attend college are lower than at other high schools. A review of select literature included publications and reports disseminated by DHE and DESE, as well as a content analysis of news reports using search terms such as: low-income, disadvantaged, underrepresented groups, families and first-time college goers, barriers to success, Black and Latino students in higher education, and other associated terms.

Based on the taxonomy of access and success programs, a synthesis of interviews, and the interviews nested in the four case studies, 10 findings that can be useful for enhancing the impacts of access and success programs in public higher education are explained in detail in the concluding section of the report. Generally, these findings are organized by a call to improve collaboration and efficiency, build greater accountability and program impact, and expand services and funding.



Identifying Public Access and Success Programs

There are a range of programs and initiatives implemented in public higher education with a focus on expanding both student access and success. Many of these programs are aimed at students from underrepresented groups.²² These programs are generally described as those involving the transition from high school to college specifically as it relates to low-income, disadvantaged, and underrepresented groups in higher education (i.e., “first-generation” students who are the first in their families to attend college), or programs that improve access and success in higher education for these students and Black and Latino youth in particular.²³ Some programs address the issue of Black and Latino students who repeat classes and/or drop out of school at substantially higher rates than White students.

²² An excerpt from *A Profile of the Federal TRIO Programs and Child Care Access Means Parents in School Program* (2008) states: “The history of TRIO is progressive. Upward Bound, the first of the TRIO programs, began as a pilot project authorized by the *Economic Opportunity Act of 1964* to encourage low-income youths to complete high school and prepare for college. A year later, Talent Search was created as part of the *Higher Education Act of 1965* to assist students applying for newly authorized federal financial aid for postsecondary education...The TRIO name itself was born four years later when the Higher Education Act of 1965 was amended in 1968 to include the Special Services for Disadvantaged Students program—what is now called Student Support Services (SSS). Upward Bound, Talent Search, and SSS formed a trio of federal programs designed to foster increased educational opportunity and attainment. Upward Bound and Talent Search focused on college preparation and admission while SSS helped eligible students stay in college until they earned a college degree....Since 1968, the TRIO programs have been expanded to provide a wider range of services. Today, nine TRIO programs are included under the TRIO umbrella. The 1972 amendments to the *Higher Education Act* created Educational Opportunity Centers (EOCs) to help adults select a postsecondary education program and obtain financial aid. Veterans Upward Bound (VUB) was also initiated in the 1972 as part of the Upward Bound program to serve returning Vietnam veterans. Amendments in 1986 added the Ronald E. McNair Postbaccalaureate Achievement Program (MCN) to foster doctoral degree attainment by students from underrepresented segments of society. In 1990, the U.S. Department of Education created the Upward Bound Math and Science (UBMS) program to address the need for specific instruction in the fields of mathematics and science.” Also see, U.S. Department of Education, *Fulfilling the Promise, Serving the Need: Advancing College Opportunity for Low-Income Students* (March 2016).

²³ Also see, *STATE REPORT* (September 2010) issued by the nonprofit organization Root Cause: “College Access and Success refers to the field occupied by organizations working to ensure that all students graduate from high school with the ability to enter college and successfully obtain a degree. By working with students and their families, college access programs address academic preparedness, college aspiration and knowledge, and financial barriers.”

This section of the report begins with a brief overview and description of the missions of these programs, followed by a summary of the numbers and types of public access and success programs found in Massachusetts. The taxonomy also includes nonprofits and other community-based programs involved with access and success for underrepresented students, or Black and Latino male students.

Many access and success programs are federally initiated and supported; for example, the 1976 education amendments that authorized the Training Program for Federal TRIO Programs, initially known as the Training Program for Special Programs Staff and Leadership Personnel. The 1998 amendments to the *Higher Education Act of 1965* established the TRIO Dissemination Partnership Program to encourage the replication of successful practices of TRIO programs. These amendments also authorized the Child Care Access Means Parents in School (CCAMPIS) program to assist institutions in providing campus-based child-care services for low-income student parents. Funding for the program began in 1999.

The *2001 Appropriations Act* amended the Student Support Services (SSS) program to permit the use of program funds for direct financial assistance (grant aid) for current SSS participants who are receiving Federal Pell Grants. In the *College Cost Reduction and Access Act of 2007*, Congress appropriated separate funding for new Upward Bound grants to all applicants in the fiscal year 2007 competition who scored below 92 points (the original cutoff score) and above 70 points.

These programs have been implemented in Massachusetts within a framework to ensure that all children have access to desegregated schooling regardless of race, ethnicity, language, or socio-economic status.²⁴

The DHE provides the following descriptions of specific federal access and success programs in the Commonwealth:

“The **College Access Challenge Grant Program** (CACGP)²⁵ is a federally funded formula grant that is designed to foster partnerships among federal, state, and local government entities and philanthropic organizations to significantly increase the number of underrepresented students who enter and remain in postsecondary education...[Massachusetts] **GEAR UP** (Gaining Early Awareness and Readiness for Undergraduate Programs) is a federally funded program designed to give more low-income students the skills, encouragement, and preparation needed to pursue postsecondary education and to strengthen academic programs and student services in seven school districts: Boston, Holyoke, Lawrence, Lowell, New Bedford, Springfield, and Worcester.”

Descriptions of other access and success programs are provided by the Massachusetts Education Opportunity Association (MEOA).²⁶ Its website states,

²⁴ See, *Massachusetts Racial Imbalance Act (1965); Metropolitan Council for Educational Opportunity (1966); Massachusetts Education Reform Act (MERA) (1992); McDuffy v. Secretary of the Executive Office of Education (1993); also, Hancock v. Commissioner of Education (2005)*.

²⁵ http://www.mass.edu/strategic/read_cacg.asp

²⁶ <http://www.meoaoonline.org>

for example, that SSS “helps low-income students to stay in college until they earn their baccalaureate degrees. Participants, who include disabled college students, receive tutoring, counseling, and remedial instruction.” Another section states that the goal of Upward Bound is “to increase the rates at which participants enroll in and graduate from institutions of postsecondary education. Upward Bound serves high school students from low-income families and high school students from families in which neither parent holds a bachelor’s degree.”

The Landscape in Massachusetts

Information about the existence of access and success programs in Massachusetts was based on a literature review including state studies, dissertation abstracts, and conference papers pertaining to access and success issues in Massachusetts; reviews of institutional websites of organizations under the above categories; and use of specialized search engines such as Guidestar, Boston Navigator, and Lexis-Nexis.²⁷ This work resulted in a taxonomy (Appendix A) of access and success programs by address and city that is categorized by type of program and sector. The taxonomy shows a plethora of access and success programs in public higher education. For example:

- Public high school-based programs include GEAR UP (15 programs across the state); Male Success Programs (3); Public Alternative and Student Support Programs (124); Stem Early College Programs (8)²⁸; and STEM Pathways Programs (3).
- Public higher education programs include Bridge to College Programs (16 programs across the state); Commonwealth Dual Enrollment Programs (28)²⁹; Campus Male Success Programs (10); Gateway to College Programs (19)³⁰; Regional College Access Challenge Grants (7); STEM Starter Academies (15); Student Support Services/TRIO (18); Veterans Upward Bound (2); Upward Bound Programs (12); and Other Campus-based Student Success Initiatives (10).

²⁷ The research team used a range of search phrases: education access; education attainment; achievement gaps; dual enrollment; early college; bridge to college; access to college; opportunity gap; race and success in education; Black and Latino males; access and success programs in Massachusetts; mentoring; public schools and Black and Latino males; college transition; low-income students; underrepresented groups; and other terms.

²⁸ This initiative was established in 2008 and provided one-time funding for 2015-2017. It was intended to serve first-generation college students, low-income students, and other students considered most likely to not graduate from high school; the national organization, Jobs for the Future (JFF), supports three of these sites in Massachusetts.

²⁹ Commonwealth Dual Enrollment Partnership (CDEP), a state funded initiative of the DHE, provides funding to Massachusetts public higher education institutions in partnership with local high schools to support eligible students in taking college-level courses free of charge at participating campuses. High school students earn a high school diploma while also attaining transferrable college credits. http://www.mass.edu/strategic/read_cdep.asp

³⁰ Gateway to College National Network (GtCNN) has six programs in Massachusetts (Bristol Community College, Holyoke Community College, Massasoit Community College, Mount Wachusett Community College, Quinsigamond Community College, and Springfield Technical Community College). It is a 501(c) (3) nonprofit organization based in Portland, Oregon, that creates partnerships between school districts and community colleges to give dual enrollment opportunities to dropouts (ages 16-21) and to help underprepared students (ages 18-21) www.gatewaytocollege.org

In addition to the public sector, the taxonomy identified 89 nonprofits involved with access and success and 49 mentoring programs.

The access and success programs and initiatives in public higher education are generally located in areas where there are higher proportions of African American and Latino high school students. However, as suggested in the maps below, in some places across the state certain programs may be absent despite the high proportion of Black and Latino high school students. The next series of maps, based on the taxonomy, show that some access and success programs bypass public high schools with high concentrations of Black and Latino students. Is it possible that students in these public high schools may not have access to programs like GEAR UP, Upward Bound, Commonwealth Dual Enrollment Partnerships, STEM Starter Academies, and STEM Early College Programs? The maps below do point to this scenario. This is also the case with regard to campus male student success programs; these programs are absent in some public high schools that enroll a relatively high proportion of African American and Latino students.

A note about the organization of the maps which follow. The blue symbols are used to indicate the location of access and success programs relative to the proportion of African American students in Massachusetts public high schools. Maps with the green symbols show the location of the programs relative to the proportion of Latino high school students. All maps show the location of the state's public high schools by the proportion of African American and Latino students as reported by DESE in 2015. What is most important to observe is the location of high schools with red symbols; these are the ones with the highest proportion of African American and Latino students. There were 45 high schools throughout the state where the African American student body comprised between 30% and 80.4% of the total student population. And there were 79 high schools where the proportion of Latino students ranged from 30% to 98.8%.³¹

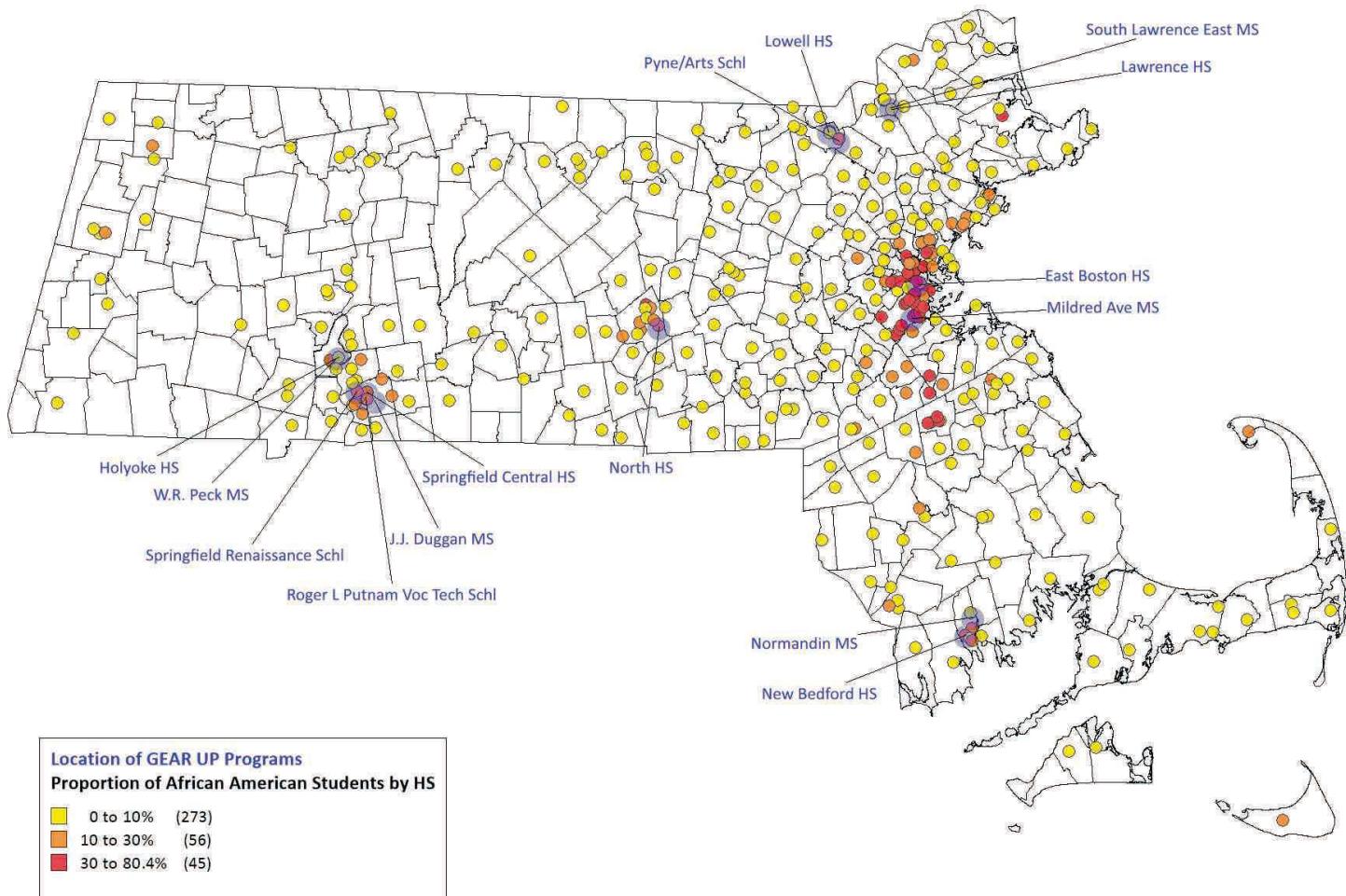
Generally speaking, the maps show that some access and success programs seem to be absent in some of these high schools (noted as red symbols). This is the case with GEAR UP but also initiatives like Upward Bound, Campus Male Student Success Programs, Commonwealth Dual Enrollment Programs, and STEM programs. Collectively, the maps show that the availability of access and success programs is not uniform across the state. However, the maps do not necessarily mean that there are high schools without any access and success programs or initiatives. While a high school may not have a particular type of program shown on a map, it could have others in operation. The purpose of this series of maps is merely to show the location of certain access and success programs in relation to potential and concentrated "markets" of African American and Latino high school students.

³¹ High schools with 30% or more of the student body being African American or Latino are described as having a high concentration of these students. Appendix C includes two maps showing where high schools with high concentrations of African American or Latino high school students are located by cities and towns.

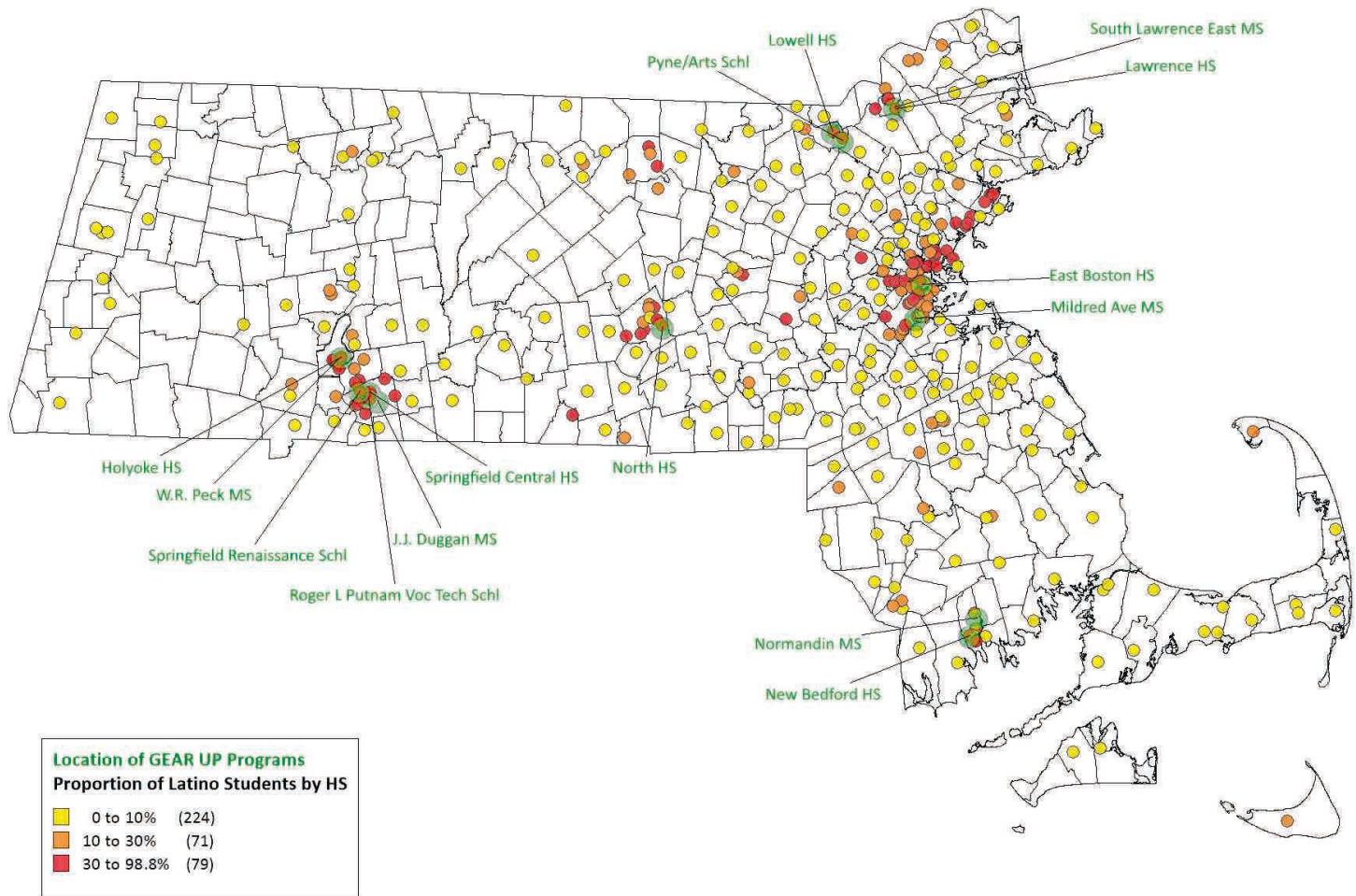
Maps

Map 1 and **Map 2** show the location of GEAR UP programs relative to the location of high schools and those with a high proportion (red dots) of either African American or Latino students.

Map 1

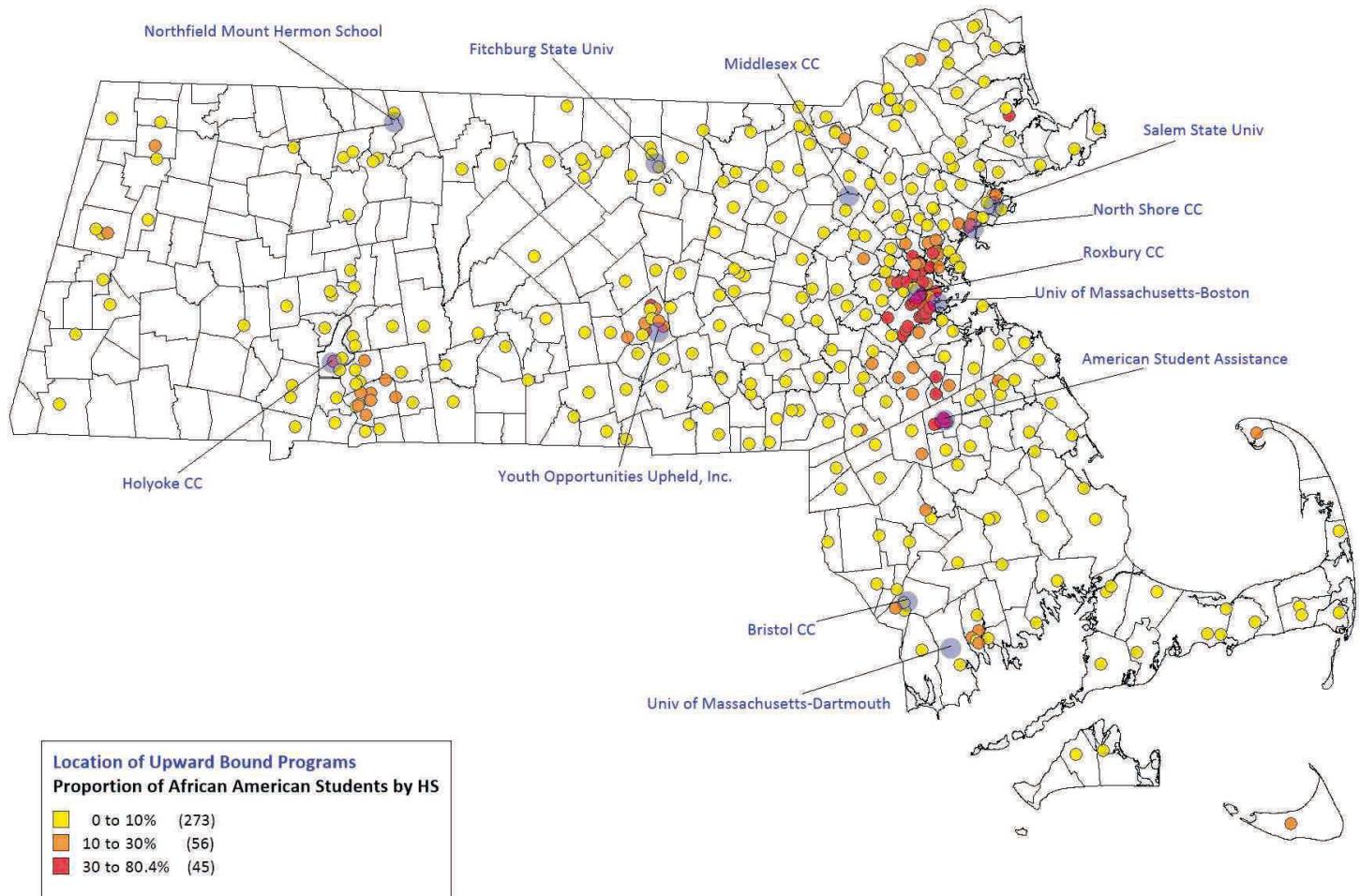


Map 2

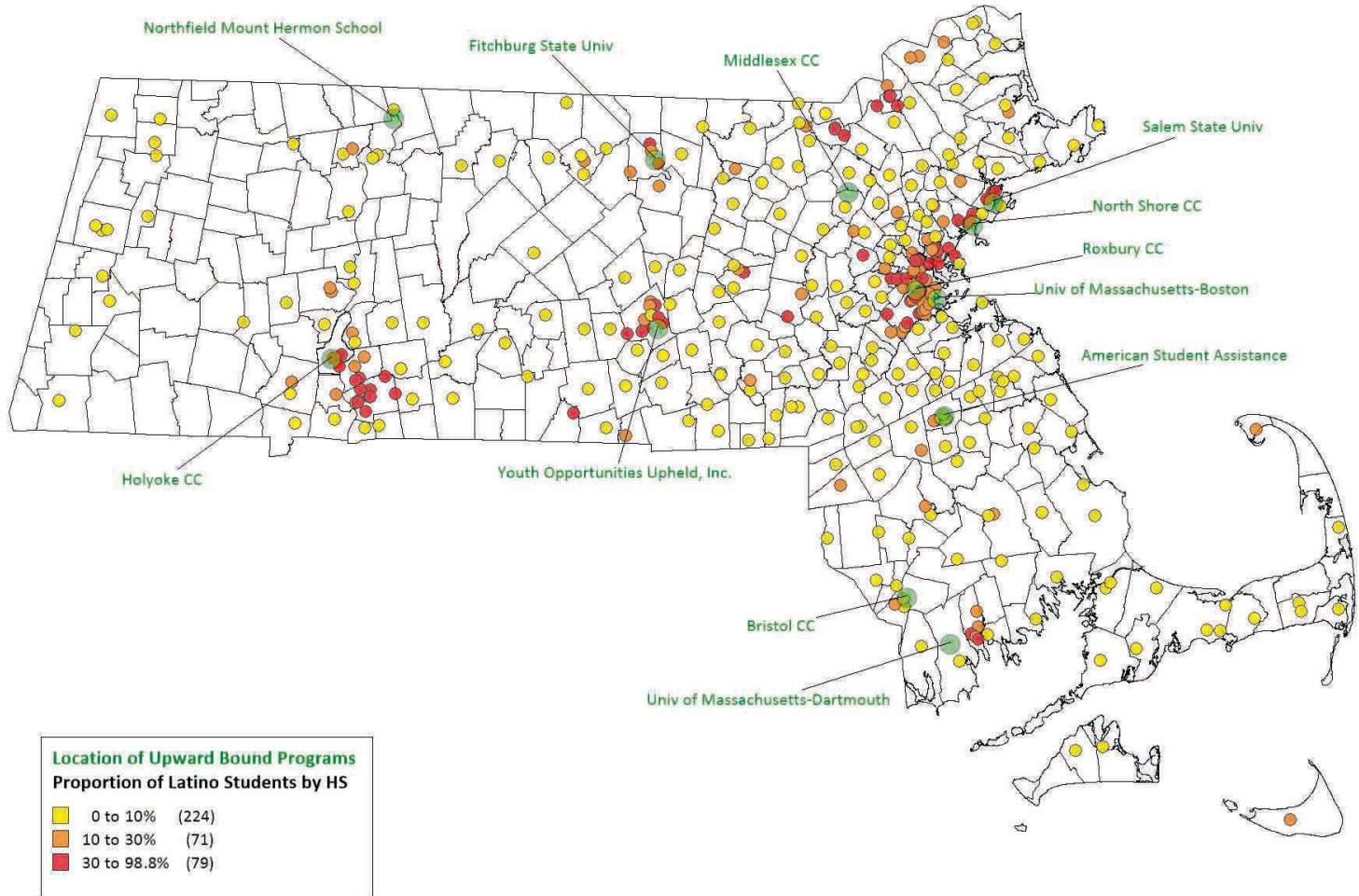


The next two maps (**Map 3** and **Map 4**) show the location of Upward Bound Programs across the state, and again, in terms of the proportion of African American and Latino students found in individual high schools.

Map 3

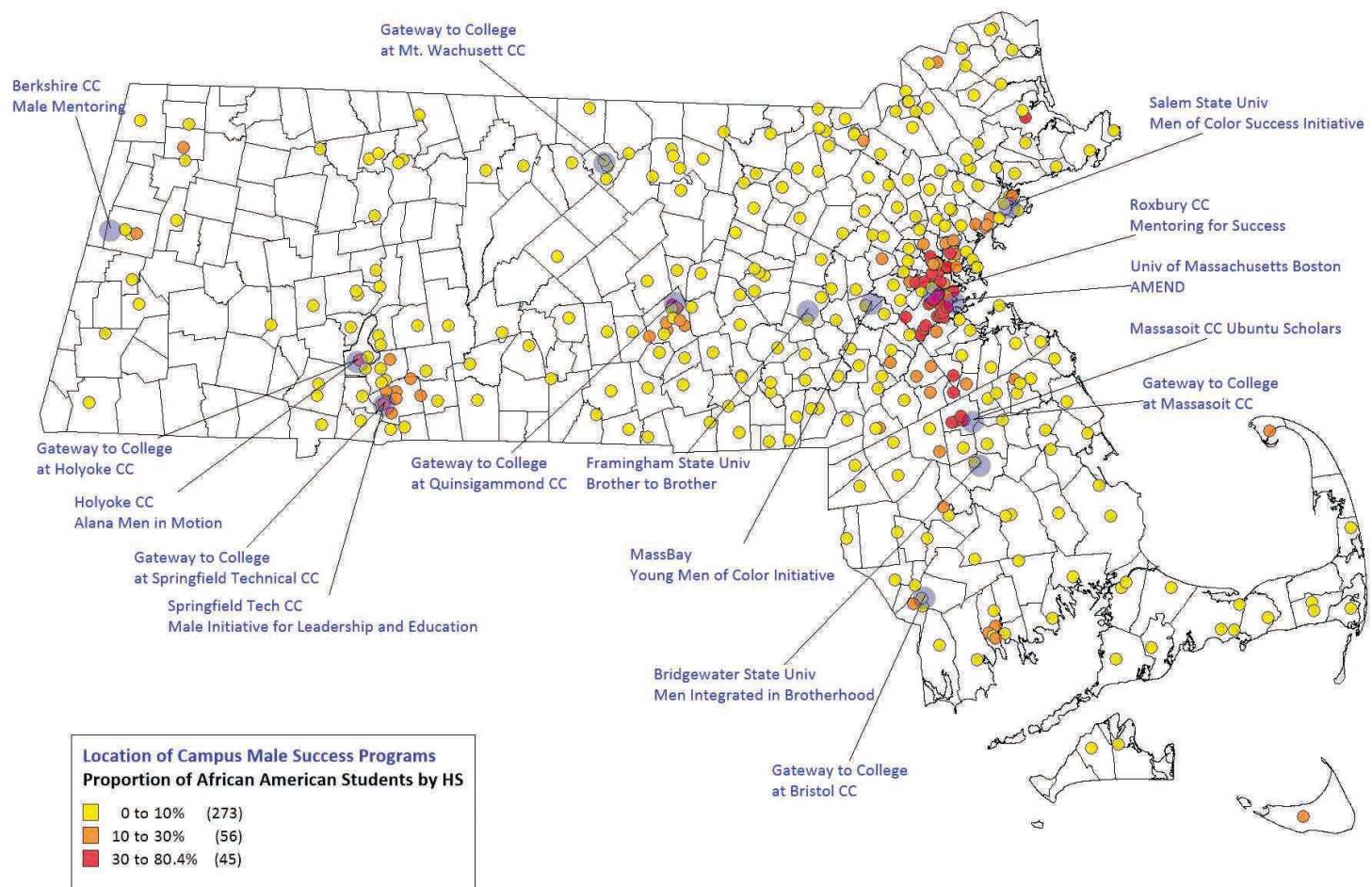


Map 4

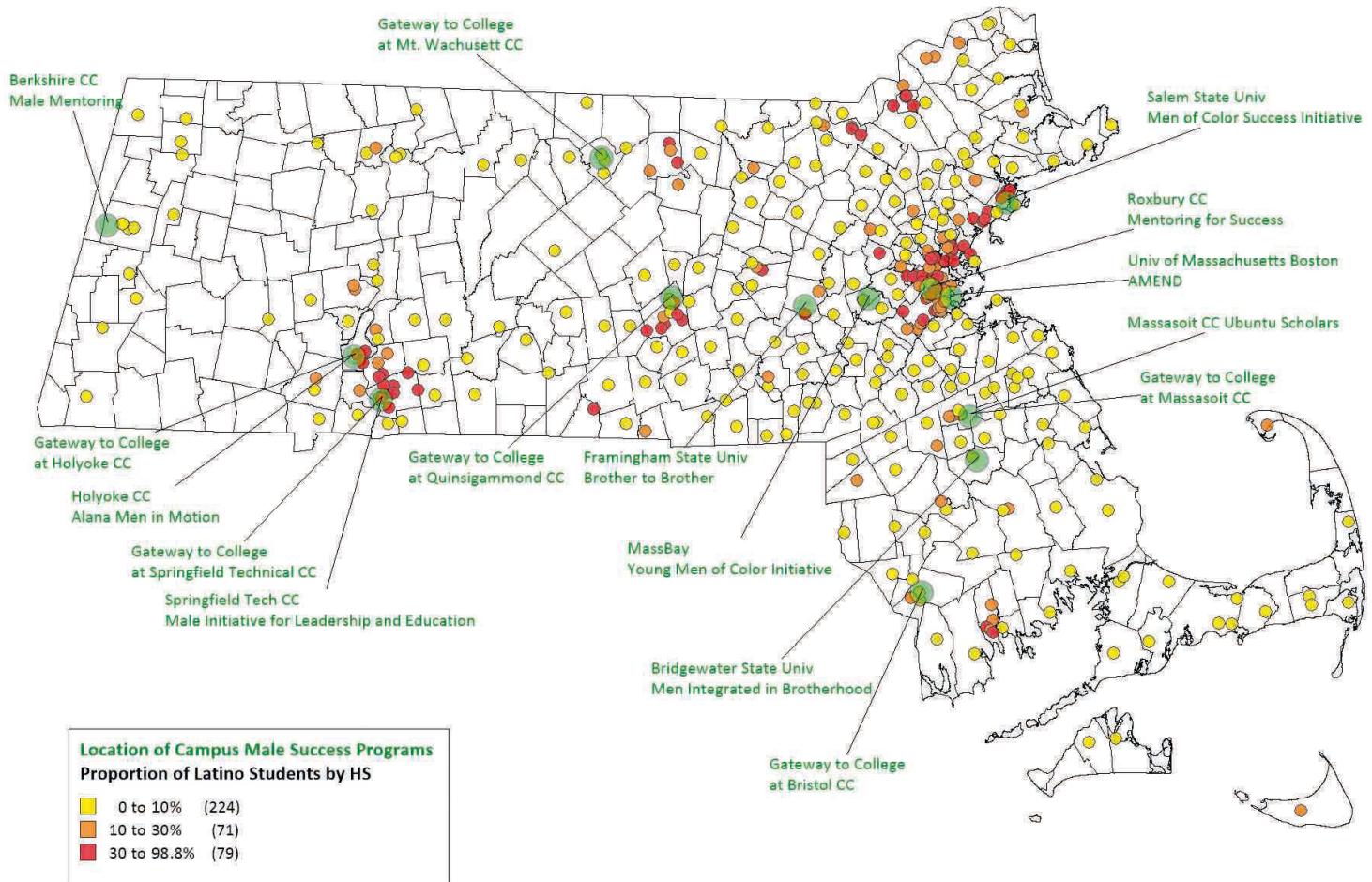


Map 5 and **Map 6** show information regarding the location of Campus Male Success Programs across the state in terms of the proportion of African American and Latino students found in individual high schools.

Map 5

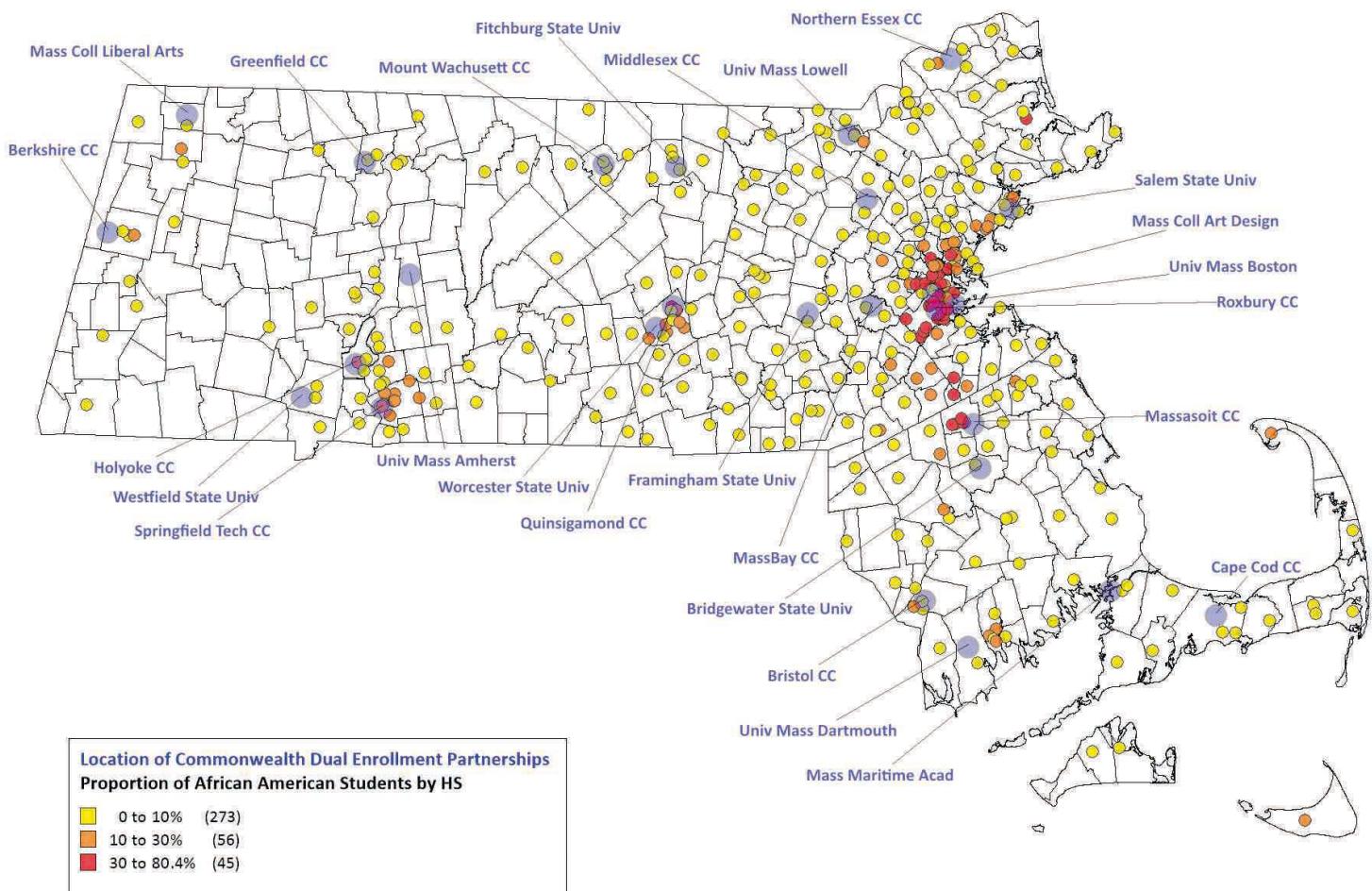


Map 6

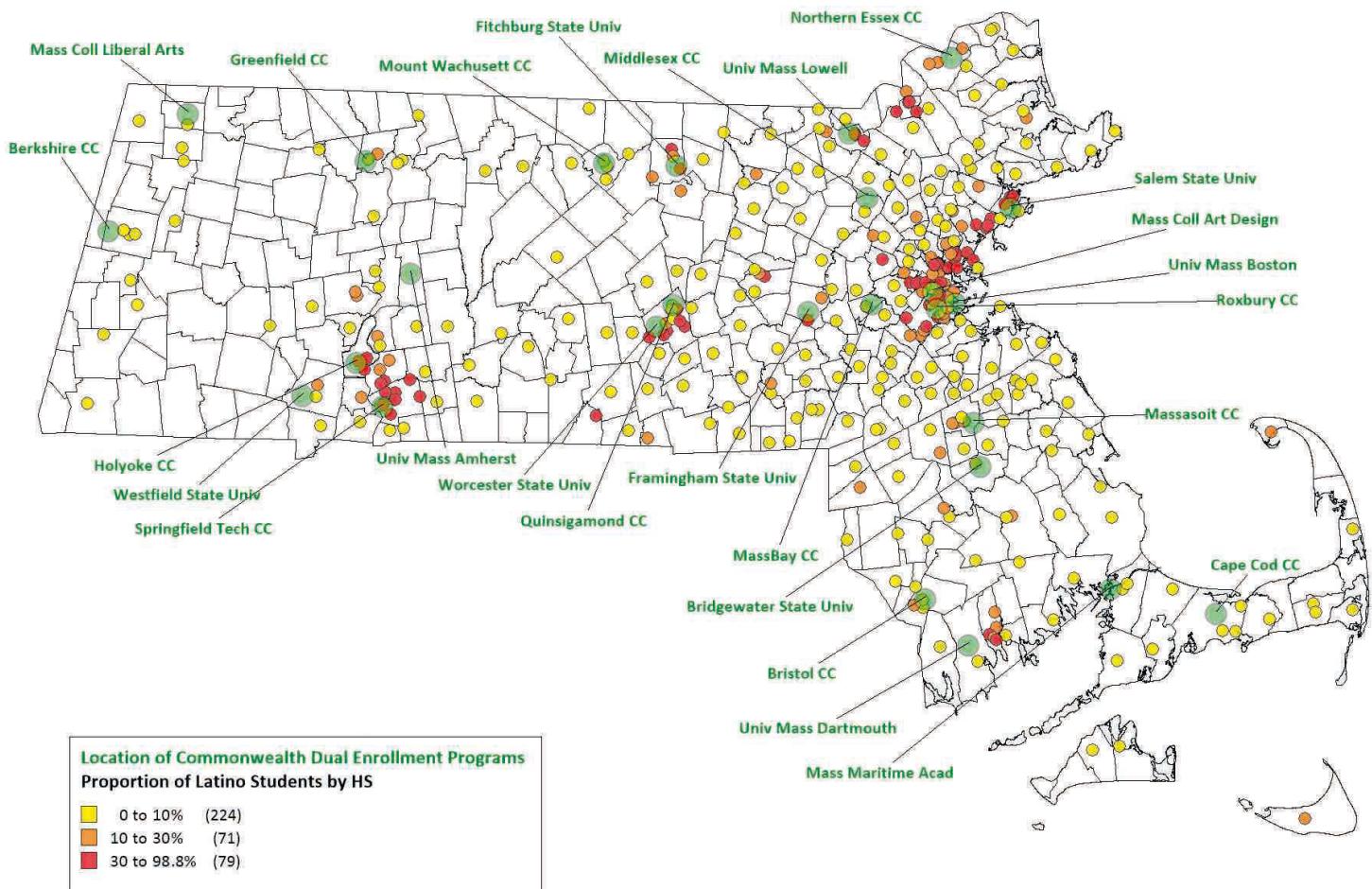


Map 7 and **Map 8** show the location of Commonwealth Dual Enrollment Partnerships across the state, and again, in terms of the proportion of African American and Latino students found in individual high schools.

Map 7

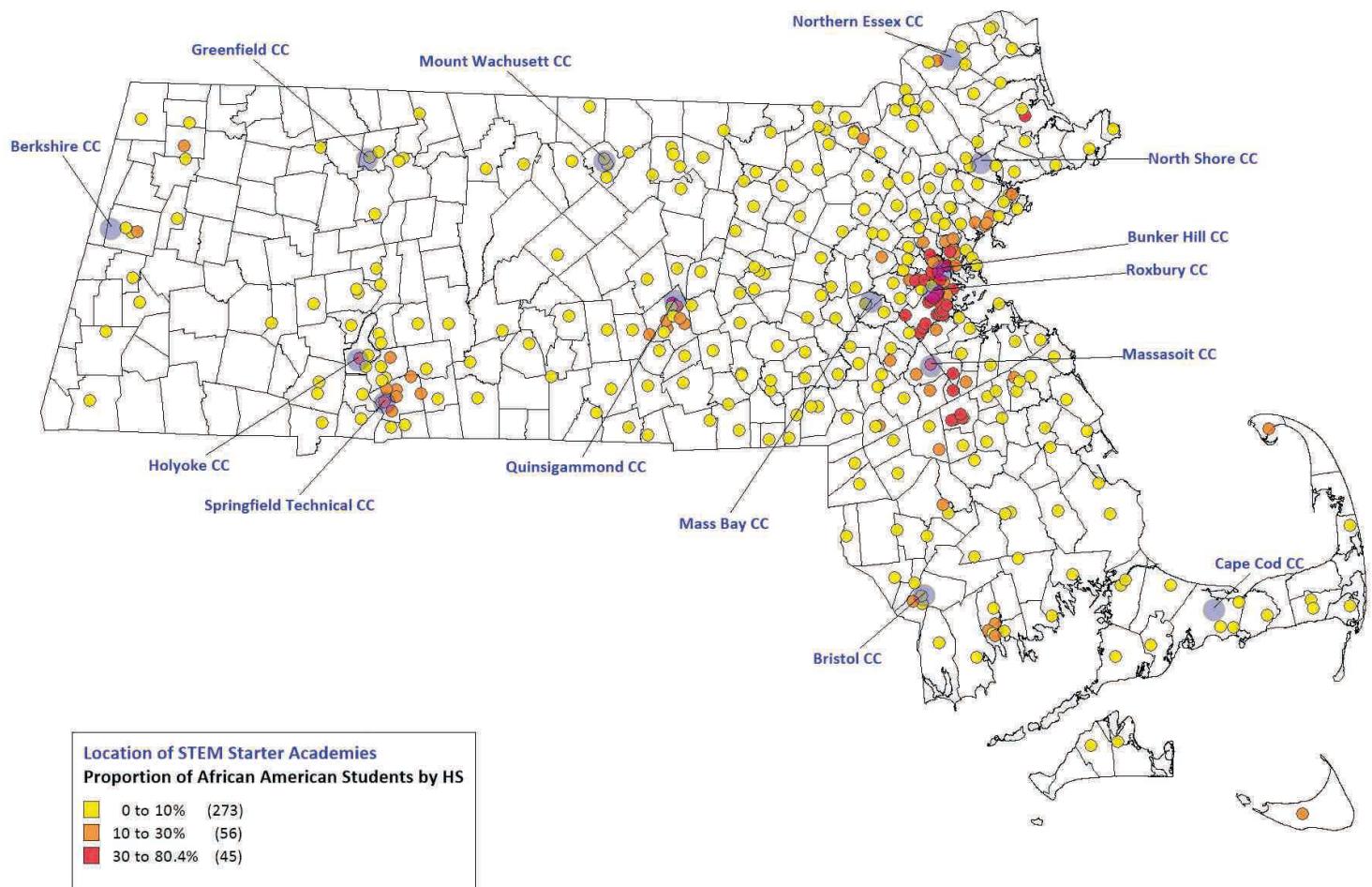


Map 8

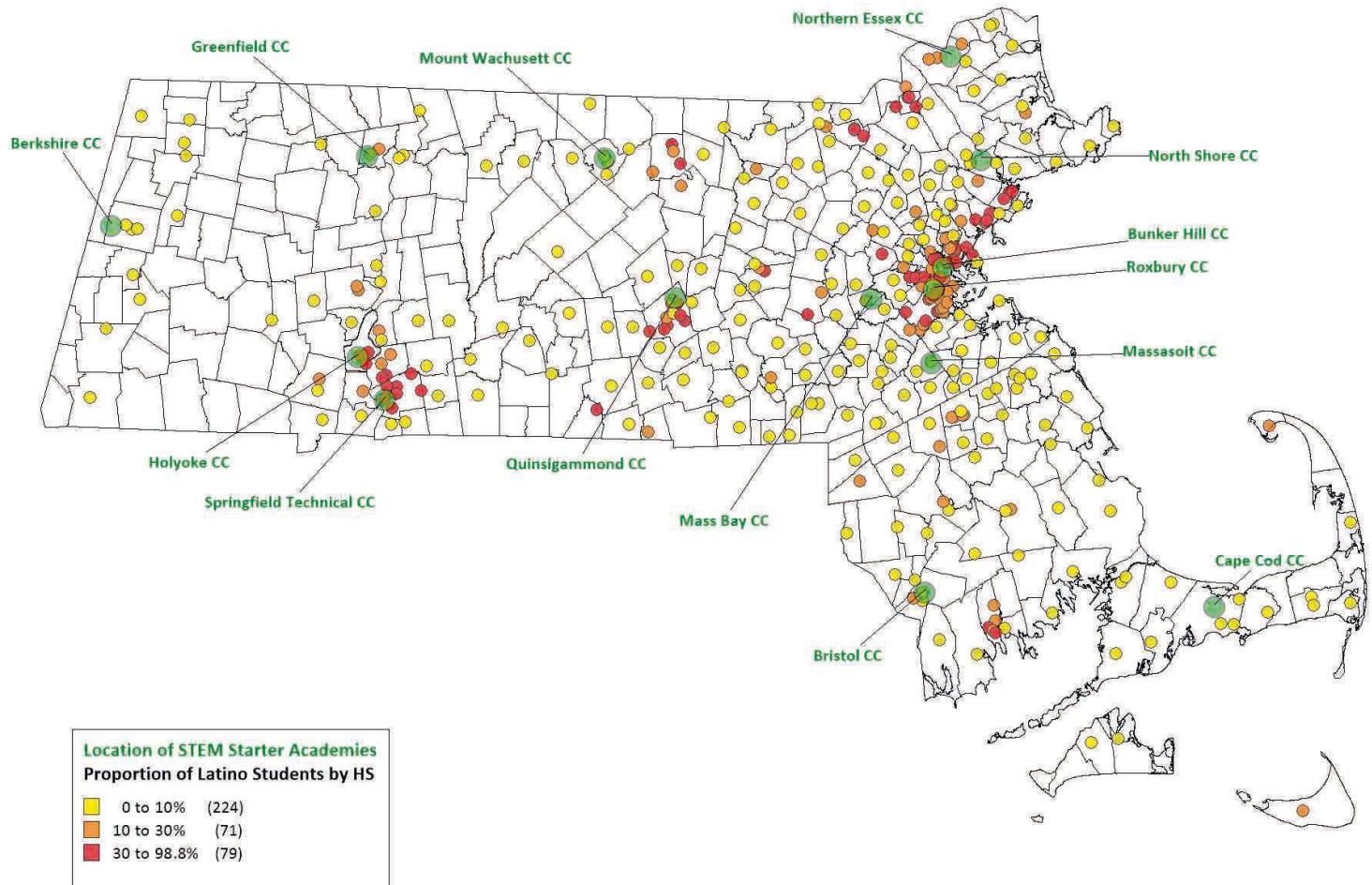


STEM Starter Academies (**Map 9** and **Map 10**), as is the case with STEM Early College High School programs (**Map 11** and **Map 12**), show that there are areas of the state with a high proportion of African American and Latino students who may not have access to these kinds of initiatives.

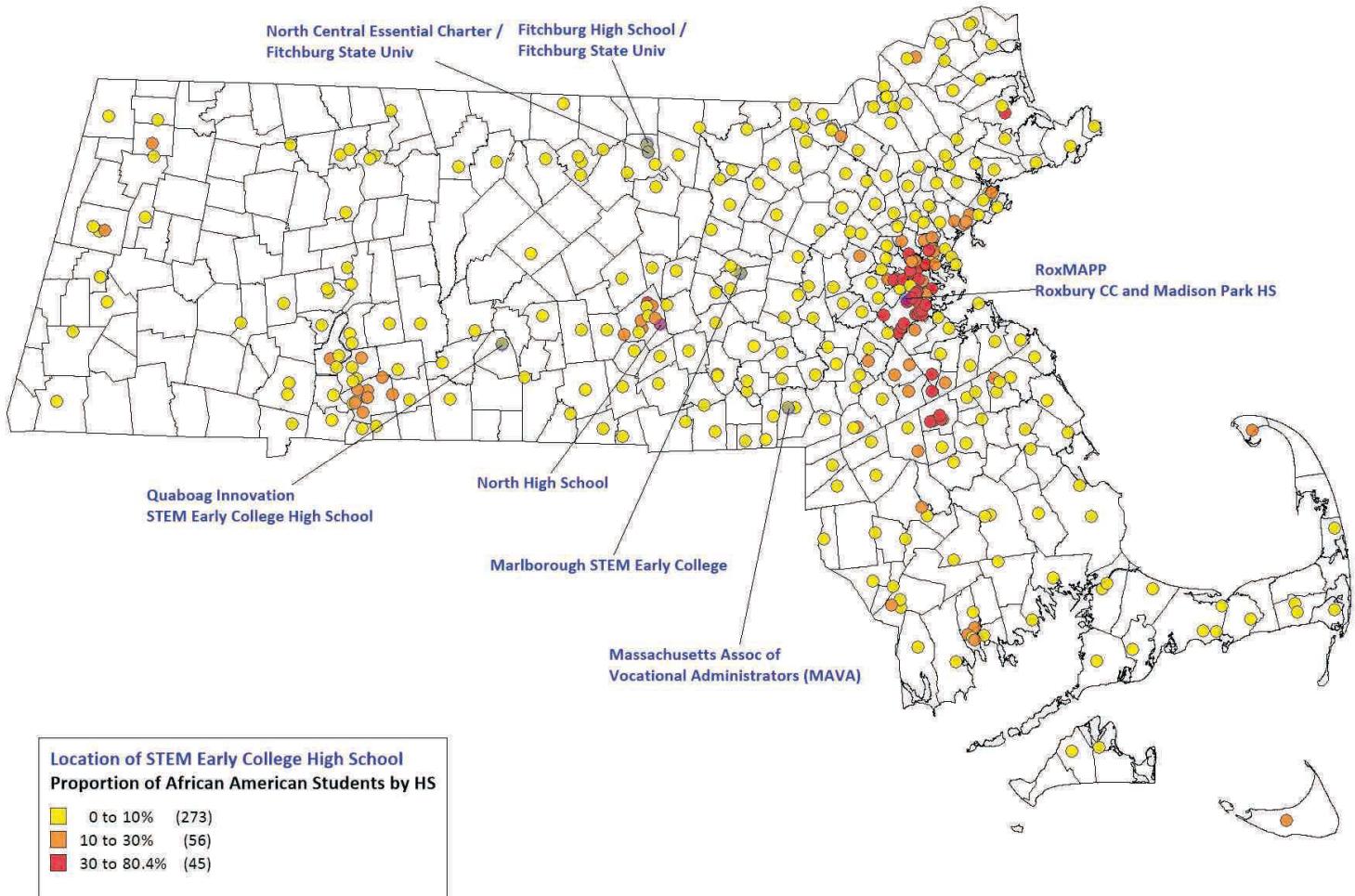
Map 9



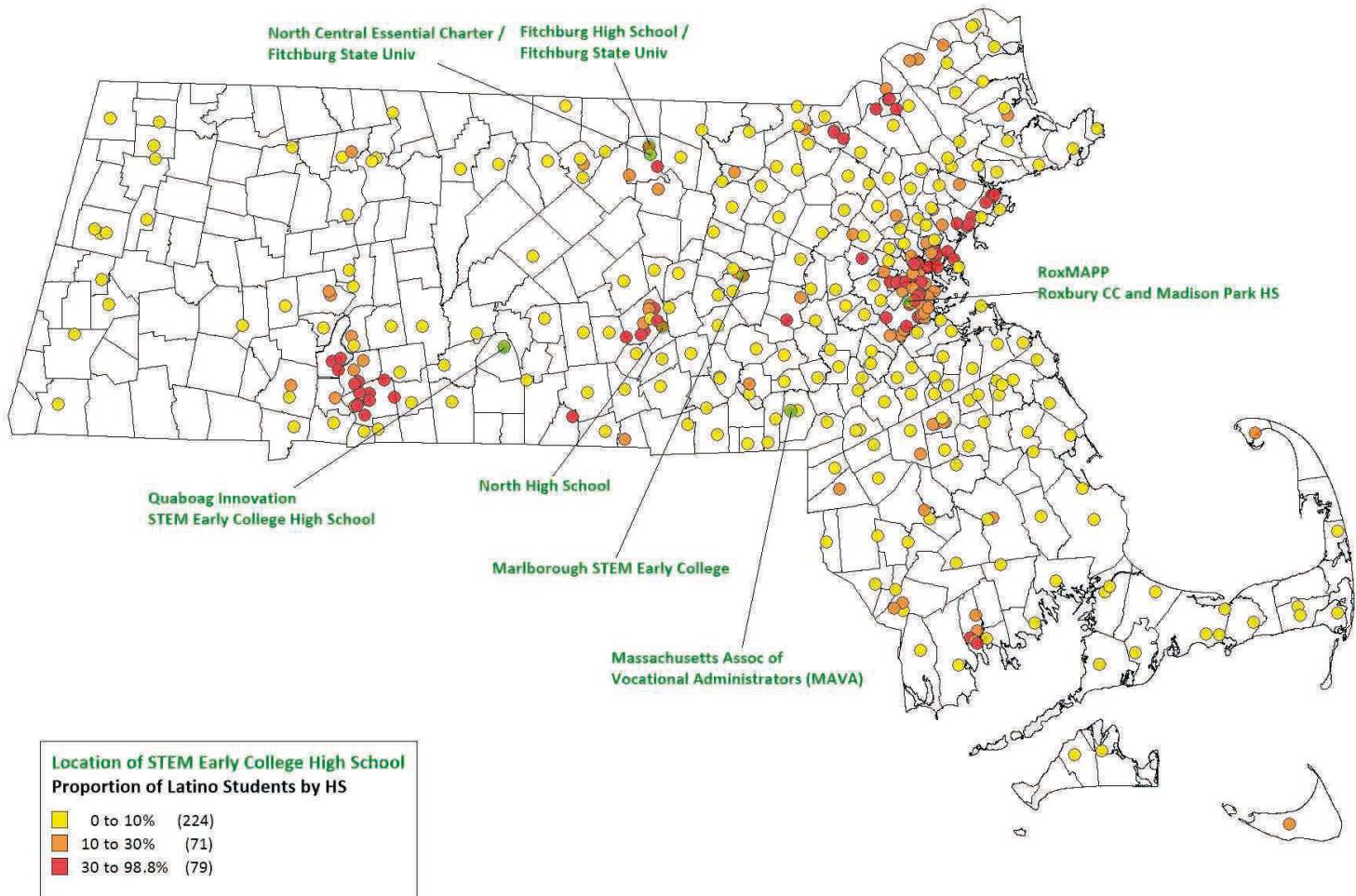
Map 10



Map 11



Map 12





Interviews

Given the challenges associated with the academic achievement and educational experiences of Black and Latino male students, the research team conducted 49 open-ended interviews and case study interviews with representatives from a range of access and success programs and initiatives about their insights, perceptions, and suggestions regarding next steps forward.³² The interviews did not solely focus on Black and Latino students in public higher education; they also sought to expand the current understanding of challenges facing many underrepresented students who may either be low income, or first-generation to college, or who live in economically distressed parts of Massachusetts. More so than the individual interviews, the case studies reflect this broader focus.

The criteria for selecting potential interviewees included a review of relevant literature, public documents, and websites to identify individuals involved with leading or working with access and success programs.³³ Some individuals approached for interviewing have direct program or administrative responsibilities related to access and success initiatives. The interviewees are representative of the sectors involved with college access and success programming in public higher education. As described in the previous section of this report, these include initiatives and programs such as Upward Bound, GEAR UP, Commonwealth Dual Enrollment Partnership, College Access Challenge Grant Partnerships, STEM initiatives, Education Opportunity Centers, Gateway to College National Network sites, Early College High School initiatives, Bridge to College programs, and SSS.³⁴

³² Some of the responses were provided in confidence to members of the research team, so some organizations and individuals are mentioned by name while others are not.

³³ A methodology (described in Appendix D) was also useful in identifying areas across Massachusetts from which to tap potential interviewees. Some interviewees were selected based on those geographic areas where there are relative concentrations of the target groups for this study, including Black and Latino high school students, and lower college participation rates, higher drop-out rates, and lower graduation rates; and greater proportions of low-income high school students.

³⁴ McNair Program and Upward Bound Veterans were not included since they represent targeted efforts for veterans and students who are poised for advanced post-secondary education; also as noted earlier, private higher education was not included in the scope for the study.

Additionally, interviewees included representatives of nonprofits operating outside of public higher education that are involved with mentorship programs and a range of supportive services related to schooling. Based on a two-wave approach to interviewing, the research team was able to use snowball sampling to further identify key contacts.³⁵ The research team also met periodically with members of the DESE College and Career Readiness Group to discuss the study's goals and progress.³⁶

The interviews were framed based on findings in select literature regarding the effectiveness of young male initiatives in education. The latter is important due to the growing awareness that this group faces unique and extraordinary challenges as noted in a growing number of reports.³⁷ We sought to discover information about strategic approaches for effective access and success activities including: outreach; connections between nonprofits, schools, and higher education; and best practices or lessons learned. Part of this charge included the identification of any themes regarding Black, Latino, and low-income male experiences related to access to higher education. The following open-ended questions were posed to interviewees:

- *Describe your program or initiative and how it is related to access and success in higher education. Has the issue of increasing or enhancing the access and, ultimately, the success of young Black or Latino males emerged in your recent experiences? Please explain, if so.*
- *Can you comment briefly on the following dynamics sometimes associated with access and success: supportive environment, focus on retention, cultural responsiveness, wrap-around services, and professional development?*

³⁵ A snowball approach is described in the chapter "Snowball Sampling" contributed by David L. Morgan in *The Sage Encyclopedia of Qualitative Research Methods*, Lisa M. Given (ed.) Sage Publications (2008): "The typical process for a snowball sample begins with interviewing an initial set of research participants who serve as informants about not only the research topic but also about other potential participants. In some cases, the process of snowballing that follows the initial interviews is indirect in the sense that these original sources mostly supply information about how to locate others like themselves; that is, where such people are likely to congregate, how to recognize them, and so on." (p.3).

³⁶ The DESE College and Career Readiness Group provides professional development and technical assistance to organizations regarding student support for college and career readiness via webinars, in-person conferences, etc. (<http://www.doe.mass.edu/CCR/CCRTA/>). Goals are to increase the five-year graduation rate; increase the completion rate of MassCore (the state's high school program of studies); increase the number of students who enroll in postsecondary education; reduce the number of students who enroll in developmental (remedial) coursework during their post-secondary educational experience; increase the numbers of students, schools, districts, and programs participating in career development education (including career awareness, exploration, and immersion activities).

³⁷ See, for example, S.R. Harper, et al., *Men of Color: A Role for Policymakers in Improving the Status of Black Male Students in U.S. Higher Education*, IHEP (November 2012), p. 9; S.R. Harper and J.A. Kuykendall, *Institutional Efforts to Improve Black Male Student Achievement: A Standards-based Approach*, Change 44, no. 2 (2012): 23-29; COSEBOC, April 2014; Nieto and Bode, 2012; Lewis, et al., 2010; N. Culbertson, J. Poulos, C. d'Entremont, Rennie Center, *Creating Pathways to Success for Opportunity Youth: Lessons from Three Massachusetts Communities* (November 2014); G. Chertavian, Task Force on Integrating College and Career Readiness, Massachusetts Department of Elementary & Secondary Education, *From Cradle to Career: Educating our Students for Lifelong Success* (June 2012).

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- *How is your program, or other programs, driven by changing demography in the school or in the host community?*
 - *Do you believe best practices have emerged for access and success in higher education, generally? What do you see as potential problems or challenges in increasing (and retaining) the presence of students of color in higher education? What kind of policies or supports would you recommend to increase access and success for underrepresented populations?*
 - *What might be gaps in access and success services or approaches, which if responded to, would impact positively the outreach and impact on Black and Latino students, and males, in particular?*
 - *Are there specific approaches for engaging families of students of color that you might recommend?*
 - *Do you believe that there are resources that can be tapped within community based-organizations for the educational benefit of students? Can you give examples? And, are there mechanisms for working with community-based organizations as partners?*
 - *Are there mechanisms for incorporation of voices of students in the design, implementation, and evaluation of your program; if so, then can you provide a brief example?*

Interview Findings

The following is a summary of 10 key themes emerging from the interviews and grouped under the categories of collaboration, program institutionalization, cultural competence, student empowerment, data management, wrap-around services, cross-sector communication, and mentoring at early stages of learning.

Collaboration

1) *Collaboration across sectors is important in order to expand access and success opportunities for underrepresented students and to effectively target and meet the needs of Black and Latino males.*

In some places around the state, the quantity of programs and initiatives to expand college access and success may not be a problem. Instead, the challenge is a lack of program coordination between the various sectors involved with providing access and success opportunities to students. According to interviewees, there are unintentional silos within colleges and universities that inhibit communication and collaboration as well as the sharing of information and data about students. One interviewee stated, “Many of the programs work largely in isolation from each other.” A study published by the Worcester Public Schools College and Career Readiness Network supports this assertion. The study also found that college and

university access programs “work largely in isolation” and do not reflect strong integration with district and school-based efforts.³⁸

There are examples where program leadership and staff have sought to move beyond silos for providing services in order to serve students more holistically. Interviewees noted that collaboration could result in greater sharing of resources for the benefit of vulnerable students. The study cited above points to The Worcester Network (comprised of 20 college access organizations across the city) as an example of systematic coordination. Together, network members are sharing data and attempting to identify students being served as well as opportunities for further collaboration.

Salem State University offers another twist on collaboration. According to an interviewee, the university is embarking on a “Brothers for Success” initiative to train some of its own Black and Latino students as mentors for at-risk students at Salem High School. Here, Salem State students can act as bridges between their institution and students in the high school. This approach can provide role models and information to high school students about participating in college and enhance their aspirations for higher education.

Collaboration takes on another form at Bridgewater State University, which has established a Bridge Program where 8th grade students from New Bedford and Boston spend at least two weeks on campus for workshops, activities, and meeting Black and Latino college students. Finally, there’s the relationship between Malden High School and Bunker Hill Community College. In exchange for a satellite office at the high school, Bunker Hill Community College guarantees seats to students graduating from Malden High. This college has also sponsored and organized courses at the John D. O’ Bryant High School in Boston, as well as with Chelsea High School. In fact, strong liaison relationships between high schools and higher education have proven to be successful along several dimensions: students enjoy a continuum of services, and expectations for higher education are more easily facilitated when a high school is imbued with a college presence.

³⁸ *Building Sustainable Practice: A Worcester Network Study*, Robert Dais, GEAR UP Massachusetts; Amanda Kershaw, Testing and Evaluation Specialist; David Perda, Research and Accountability Officer, Worcester Public Schools (Building Sustainable Practice Slide #8).

Program institutionalization of Black and Latino male initiatives

2) Some local campuses have initiated male student success initiatives with a specific focus on meeting the needs of Black and Latino males,³⁹ but these efforts are few in number throughout public higher education. Further, the initiatives are often based on external funding, according to what was reported to the study team. General concern was expressed that some programs and initiatives may rely heavily on the availability of grants versus institutional dollars.

One interviewee stated, “We have an epidemic with Black and Latino males,” suggesting a crisis mode in terms of retention in higher education or in maintaining appropriate levels of academic achievement. While there is wide-ranging support for access and success programs, the focus on Black and Latino males is “spotty,” according to some interviewees. In the opinion of one individual with a statewide perspective, the outreach to Black and Latino males has been marginal, for the most part, and subject to insecure funding.

To respond to this kind of challenge, Salem State University has established a “Black/Latino Male Initiative Core Team” under its Diversity and Multicultural Affairs Office to explore how the campus community can work more effectively and collaboratively to ensure the success of this population. In other cases, however, male success programs for Black and Latinos are not a part of an institution’s budget but rather based on external funding. A few interviewees suggested that the initiatives sometimes lack strong endorsement on the part of administrators or Board of Trustees; the latter limits commitment to long-range institutional planning and program sustainability.

Cultural competence and beyond

3) Cultural competency is a key ingredient for ensuring the success of students, especially since there are racial and ethnic diversity gaps between staff and students in many institutions of higher education. The absence of cultural competency can limit the effectiveness of staff as they seek to improve access and success for Black and Latino students. Many interviewees called for increasing professional development opportunities to enhance the cultural competency of staff and faculty in higher education. But others noted that while such professional development opportunities should be vastly expanded, it still may not be enough.

In the context of the current study, cultural competency is defined as an awareness on the part of staff and faculty about the differences that they may have with their students and how these differences can create barriers if not addressed. But cultural resonance, a concept similar to what CPAG described as “cultural responsiveness” in its 2014 memorandum to the DHE and DESE commissioners, expands the notion of cultural competency.⁴⁰

³⁹ See, “Campus Male Student Success” programs and initiatives listed in the taxonomy.

⁴⁰ See, Memorandum prepared for the Commissioners of DHE and DESE by the College Participation Advisory Group (March 3, 2014).

Even in the presence of culturally competent staff and leadership, students from underrepresented groups may feel that they do not belong, or that they cannot ask questions about services or program decision-making. Cultural resonance means, for instance, that institutions ensure that Black and Latino male students are welcomed as an integral part of the college community. This idea is consistent with the work of the Coalition of Schools Educating Boys of Color (COSEBOC), which identified imbuing cultural supports into a school's climate as an ingredient for high school and college success. The organization also notes that the absence of cultural supports can undermine the best intentioned efforts aimed at access, retention, and completion.

Black and Latino male students have to feel a sense of belonging on college campuses. This need for belonging explains the comment of one interviewee who noted, in the starker and most distressing terms, that even with the best efforts of program staff: "Most of these students are like ghosts [sometimes]. They are there, people know they are there, but the students are in the back of classrooms sitting there in silence. There is little to no [academic or intellectual] presence in the classroom. There is little to no participation." The students described here do not have a sense of belonging.⁴¹

Importance of student's empowerment for self-advocacy

4) In some institutions of higher learning, Black and Latino male students may not see themselves as "consumers." Many interviewees pointed out that this mindset is important because it supports a sense of empowerment or self-advocacy as a base for motivating students to ask questions about available resources.

Interviewees often mentioned that Black and Latino students, especially males, do not ask questions about available resources; they do not see themselves as consumers.⁴² These students do not seek assistance or reach out for help, even when resources are available, because they are not sure how their calls for assistance will be received. This tendency may have cultural origins since children and young people in dissimilar settings may be socialized differently. However, this behavior can also be institutional in nature, as noted by an individual who works with Black and Latino students attending a community college: "Students feel that no one cares about them." One interviewee stated: "We have to demonstrate that we are welcoming, and we want them to be here." Another interviewee commented: "Students need to be able to answer a key question for campus survival: *'I'm struggling – where can I get help?'*" Students also must believe that they have the right to ask such a question.

⁴¹ See, Executive Summary, *Standards and Promising Practices for Schools Educating Boys of Color*, Boston, Massachusetts (April 2014) at www.coseboc.org; also see, Angela Paige Cook, "Case Study of a Black Independent School: Reflections of Cultural Resonance in an Elementary and Pre-School Setting," Dissertation, University of Massachusetts Boston (June 2002).

⁴² A similar idea emerged in another study about the educational experiences of Latino males in five Massachusetts cities; see Thomas E. Conroy, Mary Jo Marion, Timothy E. Murphy, and Elizabeth Setren, *In Search of Opportunity: Latino Men's Paths to Post-Secondary Education in Urban Massachusetts* (Boston: The Boston Foundation/The Balfour Foundation, 2015); also, Wolk and Jennings, op. cit.

Another interviewee suggested that a response might be to empower students to express their voices via decision-making about the implementation of access and success programs and initiatives. Some interviewees called for greater service-learning opportunities to allow underrepresented groups, especially Black and Latino college students, to work in public schools. For students in middle school and high school, interacting with current college undergraduates could be of great educational value in helping them to visualize themselves in higher education settings. But clearly, as noted by one respondent: "They need to know that they not only belong here [in college], but they have a role here."

Data management and analysis

5) Data collection tends to be bounded by information regarding program participation and program requirements but not necessarily by deep analysis regarding the experiences of underrepresented students.

While interviewees agreed that data is important, much of the attention has been focused on the collection of participation and enrollment data. Resources to encourage greater attention to academic trends and impacts seem to be limited. For example, in some programs the use of data to understand demographic changes in places that represent current or new sources of recruitment and access issues is not a priority. Thus the collection of data about specific characteristics of underrepresented students may be missing in these programs. Or data about these groups might fall under "minority" without an explanation of what this term means.

Data collection tends to be *formative* rather than *summative*. The latter is important for understanding the short- and long-range impact of initiatives. Some institutions that we interviewed do have instruments in place to assess how students experience services, or to tap the voices of students, i.e., through surveys or student advisory councils. One institution places emphasis on the Program in Education, Afterschool, and Resiliency (PEAR) student assessment, which measures pre- and post-assessment; this same institution also utilizes another survey, "Survey of Academic Youth Outcomes" (SAYO).

Importance of wrap-around services in a context of pervasive social and economic inequality

6) Supportive services and learning resources for students underrepresented in higher education are still lacking in terms of their overall needs. According to many of the interviewees, this lack of services particularly hurts Black and Latino students who are outliers in terms of successful academic experiences due to economic pressures that force attention away from academic pursuits.

Interviewees raised concerns about the lack of alignment between available academic support for Black and Latino males in high school, and the future academic and social challenges these students will face in community colleges and universities. These concerns make clear that even the best access and success

programs in higher education will be limited in impact if they are not connected to underrepresented students in local high schools. One person described this situation, sadly, as “zero alignment.” An interviewee who has worked on statewide issues was similarly blunt: “Sometimes they get accepted to schools but are set up for failure.... Top elite students do well because colleges tend to provide the services and supports to them because they want them to succeed... [the] next tier of students – [schools] count them in their diversity numbers but don’t necessarily put in place the supports for these students.” Support systems are sometimes only available through externally funded initiatives like GEAR Up and Upward Bound. The response to this kind of situation was opined by another interviewee from higher education: “The big lesson...is that it is the school’s responsibility to respond to the students’ needs...[this] means you have to redesign the school.” This quote implies that unless educators are willing to accept the need for substantial change, the impact of access and success programs in some places will remain limited.

7) The economic status of underrepresented students in higher education can be significant in their educational experiences; lower economic status is especially pronounced for Black and Latino students in many urban areas.

Many interviewees proposed that underrepresented students in higher education, especially Black and Latino males, are more likely to live in families with low incomes and low levels of economic mobility. This fact can be overlooked when determining the availability and success of support services. However, a few interviewees suggested that unless there is greater acknowledgement of overall inequality – and how this inequality affects different students from various backgrounds – access and success programs may not be designed or implemented for maximum impact. One education leader explained: “When you are working with families of color, or first-generation students, you have to educate the entire family, and not just the student, on what college will be about.” Another observation: “Minority students generally come from low-income/first-generation families. Families from this demographic have multiple barriers they must overcome in order to succeed. When something happens [to a student] that prevents them in their academic journey – an obstacle occurs (no childcare, no transportation, illness, etc.) – then it becomes a major roadblock to their success. They often drop out to attend to the latest crisis, but then finding their way back to school can appear almost impossible.” This kind of situation is far more frequent, generally speaking, among underrepresented groups.

Issues such as homelessness, first-generation college-going status, and parental educational attainment are issues that require sensitivity as strategies are considered for outreach, targeting, and encouraging success for underrepresented students. Reflecting this situation, one school reported starting a food pantry for students. Another school works closely with some community-based organizations in providing health training and pregnancy prevention.

Need for greater cross-sector communication

8) There was widespread acknowledgement regarding the need to build bridges between access and success programs and nonprofits and community-based organizations to make available non-academic but essential resources for academic survival and achievement.

One interviewee noted that schools have to be “connected institutions, so assets from the community can get in.” Part of the reason for this growing realization is that while these two sectors have traditionally operated separate from each other, there is much to be gained with greater collaboration. This is a concern expressed by one interviewee, because “these relationships are essential to enhancing programming.”

There may not be enough opportunities to plan and network about partnership possibilities for representatives from elementary and secondary education, higher education, and nonprofits. At least at the high school level, there are no organizational spaces where educators and representatives of nonprofits can collaboratively plan activities. As noted by one person: “The 7 a.m. to 2 p.m. typical school day does not always match the schedules of some of these organizations that may have their volunteers and staff do a lot of their work during late afternoons, nights, and weekends.” Observed another interviewee: “Having an outside organization providing support gives these students another perspective – it gives students an option to have some insight from someone else besides their teacher or guidance counselor.” One person said that high school and college administrators and staff “need to be involved in programs like...local YMCA sites, and local Boys and Girls Clubs, so we can use these programs to further [inform] what is being offered to [underrepresented groups] and what is out there for them.”

There are some examples of bridge-building between access and success programs in higher education and local organizations and nonprofits. The Latino Education Institute at Worcester University, for example, works with parents and teachers to ensure that language assistance and housing instability are not obstacles to access and success in college. It refers students to a range of community services. At another institution, there is an effort towards linking academic support with mentoring and community engagement so that students can get a sense of empowerment.

The value of such connections is summarized by the following statement: “Community-based organizations, particularly those in the nonprofit world, provide much needed services and resources for this population. Working closely with these community partners can assist in establishing trust in the populations they serve, which are predominantly of minority status, and provide you with much needed status and validity in their eyes.”

The University of Massachusetts Boston also stands out with regard to bridge building; interviewees at that institution listed ongoing partnerships with nonprofits and other government agencies such as the Massachusetts Rehabilitation Commission, Freedom House, Dudley Street Neighborhood Initiative, uAspire, Institute for Contemporary Art, and the Boston Conservatory of Music. These nonprofits are utilized for student internships, outreach and recruitment, and referrals for services that students may need.

Mentoring in the early stages of learning

9) Mentoring can make a positive and sustained impact on the educational experiences of Black and Latino male students in secondary and higher education.

Representatives of various programs cited mentorships and supportive adult relationships as important resources for the academic success of Black and Latino male students. Related to this, “coaching” around college readiness in school and community settings was cited as a major reason for the graduation improvements made under “Success Boston,” a program serving students in the Boston Public Schools.

Mentoring does not necessarily emerge within a formal program format. It is also about empowering relationships between staff, faculty, and students. Mentoring is something imbued in a school’s overall environment. Mentoring can occur through introduction to role models who have had similar experiences to students. This is also a way to transfer “survival information” to Black and Latino students and other underrepresented groups in college settings. Such information can include anything from study habit tips; or knowing how others have responded to cultural insensitivities; or becoming part of a mutual support group; or information about getting involved with school activities. Mentoring can also be a resource for providing information about supportive services that are not known to students.

A number of obstacles, however, inhibit the availability and impact of mentoring. One problem is the lack of Black and Latino male mentors to meet the needs of students. Marty Martinez, Executive Director of the Mass Mentoring Partnership, noted that an overwhelming majority of the mentors this program recruits are White but at least 75% of the mentees are students of color. Martinez added that cultural competency (versus social representation) is also important: “It is not enough that a mentor physically looks like a student. Just because they have the same skin tone, doesn’t mean they have the same culture.” This is why professional development opportunities are important to strengthen the impact of mentoring on students.

10) Preparation for college should begin in middle and high schools; while this idea is now a prevalent one, its adoption and implementation in low-income communities should be expanded with strong higher education partnerships.

There should be greater emphasis on expanding pipelines into college, especially for students living in low-income communities. Infusing young people with college and career aspirations should begin in elementary schools and continue into high schools. One community college actively works with local high school guidance counselors to identify juniors interested in college after high school graduation. At this community college, high school students have opportunities to learn about college life and its expectations. Much of the work at this institution takes place in community settings so parents can be involved. As noted by an interviewee at another university: “Some of these students of color come from families that have no experience with higher education, so therefore, college is not expected.” Many interviewees offered that an effective but long-range response to this situation is to expose students to facets of the college experience early in their schooling. Dual enrollment strategies could be particularly useful here. Dual enrollment programs represent bridges that strengthen the pipelines leading to greater success in higher education.

Interviews resonate with select literature and reports

Interview findings reflect some major themes reported in the literature about access and success in college for Black and Latino students. The search for relevant literature and reports, generally based on a Massachusetts lens, highlighted gaps in educational attainment based on race and ethnicity.⁴³ These gaps point towards income and wage disparities later in key earning years. As in other states, Massachusetts also is experiencing a “pipeline leak” in which minority and low-income students predominate among those lost in the pipeline of college access and success.⁴⁴

The literature also indicates that students of color tend to bear significant risk factors that impact their chances for college success, such as: taking remedial classes, part-time enrollment, delayed entry into postsecondary education, being a parent, completion of high school by GED, and working full-time while enrolled. One indicator of access to and success in college is academic readiness; Black and Latino high school seniors are often associated with lower math and reading scores compared to White and Asian students.⁴⁵ Black and Latino students are also not enrolled in advanced classes at comparable rates to their Asian and White

⁴³ Bransberger, Peace, and Prescott, Brian T., *Knocking at the College Door: Projections of High School Graduates* (8th ed.), Boulder, CO: Western Interstate Commission for Higher Education (2012).

⁴⁴ Root Cause, 2010.

⁴⁵ Bransberger, Peace, and Prescott, Brian T. (2012).

peers.⁴⁶ There are also gaps in access to the institutional information available to underrepresented groups in higher education.⁴⁷ This does not mean that college aspirations are necessarily lacking among Black and Latino students, only that they often do not have access to reliable and institutional information. They rely instead on “word of mouth.” Black and Latino students also may not have been exposed to a culture of high academic or career expectations, which may reflect a lack of positive relationships or experiences with school leaders or teachers.⁴⁸ In some cases, these students are also the first in their families to seek or be admitted to a college and thus do not have the advantages of college-educated parents.⁴⁹

These obstacles are conjoined with a host of institutional factors that serve to intensify the already negative impacts faced by underrepresented groups. For example, there is a lack of coordination between college access providers and middle and high school staff.⁵⁰ Institutions in some communities overlook the need for more relevant outreach to the families of Black and Latino students. The admissions process and enrollment may lack holistic (emotional, social, intellectual) support and wrap-around services, which are critical for underrepresented groups facing enormous economic challenges and sacrifices.

Interviewees based at various colleges noted a lack of cultural awareness in approaches to serving students of color as well as low-income students, immigrant students, and non-English speaking students, even while these groups are growing in size. This lack of cultural awareness can be reflected in the absence of racial and ethnic diversity among administrators or faculty, the lack of information about the families or communities in which these students live, or the lack of materials that reflect emphasis on preparing all students for an increasingly diverse state and nation.

⁴⁶ Tung, R., Carlo, V. D., Colón, M., Del Razo, J. L., Diamond, J. B., Frazier Raynor, A., Graves, D., Kuttner, P. J., Miranda, H., and St. Rose, A., *Promising Practices and Unfinished Business: Fostering Equity and Excellence for Black and Latino Males*. Providence, RI, and Boston, MA: Annenberg Institute for School Reform at Brown University and Center for Collaborative Education (2015).

⁴⁷ The Schott Foundation, *The Urgency of Now: The Schott Foundation 50 State Report on Public Education and Black Males* (September 2012).

⁴⁸ Noguera, Pedro A., *The Trouble with Black Boys: ...And Other Reflections on Race, Equity, and the Future of Public Education*, John Wiley & Sons, 2009; Noguera, P., “Saving Black and Latino Boys: What Schools Can Do to Make a Difference,” *Phi Delta Kappan*, 93(5), 2012, 8–12; Noguera, P., “The Trouble with Black Boys: The Role and Influence of Environmental and Cultural Factors on the Academic Performance of Black Males,” *Urban Education*, 38(4), 2003, 431–459.

⁴⁹ <http://www.prnewswire.com/news-releases/latino-students-and-parents-hampered-by-lack-of-financial-aid-awareness-national-study-finds-72281117.html>; also, Bransberger & Prescott, 2012; Roderick et al., 2011; Jones et al., 2011.

⁵⁰ Rennie Center, 2014; also, Tung, R., et al., *Promising Practices and Unfinished Business: Fostering Equity and Excellence for Black and Latino Males*.

Opportunities for community engagement at secondary and post-secondary school levels are absent in some institutions, or not prioritized as a potential educational resource. Yet developing and sustaining such initiatives could prove to be invaluable for the college access and success of Black and Latino students, especially males. While participatory data is collected systematically in many places, as noted in one report, rigorous quantitative and qualitative evaluative studies to measure and understand impacts can be an important tool for comprehending the experiences of underrepresented students from any number of levels.⁵¹ Another institutional factor that must be considered is the school culture and how it approaches or frames racial and ethnic diversity.⁵² The latter holds messages for students from underrepresented groups who might feel as if the dream of higher education does not apply to them.

There is also growing acknowledgement regarding the importance of supportive services for underrepresented groups in higher education. Several national reports reiterate this concern.⁵³ Reports consistently call for higher graduation rates; effective K-12 preparation for higher education; increasing access and retention of underrepresented groups, particularly Blacks and Latinos, and males; and stronger linkages between community-based organizations, public higher education, and high schools. These observations also emerged as very important in the following case studies.

⁵¹ U.S. Department of Education, 2001; American Institutes for Research, 2013; Wilson et al., 2014.

⁵² Jones et al., 2011; also see Tung, Rosann, Vivian Dalila Carlo, Melissa Colón, Jaime L. Del Razo, John B. Diamond, Alethea Frazier Raynor, Daren Graves, Paul J. Kuttner, Helena Miranda, and Andresse St. Rose. *Promising Practices and Unfinished Business: Fostering Equity and Excellence for Black and Latino Males*, Annenberg Institute for School Reform at Brown University and the Center for Collaborative Education (April 2015).

⁵³ The Schott Foundation for Public Education provides information about some of these studies and has made them available on its website; see, <http://schottfoundation.org/resources>; also see footnote 37 in this report.



Case Studies

Four case studies allowed the team to explore further the presence of existing resources related to college access and success and underrepresented groups in higher education. The taxonomy allowed for a drilling down beyond the individual interviews for an understanding of how resources in both education (high school and higher education) and non-education settings were being utilized. The case studies provide a basis for expanding connections or initiating new ones between these sectors. The case studies also highlight some of the existing resources in places with high concentrations of Black, Latino, and low-income students.

Holyoke, Southbridge, Brockton, and Fitchburg were selected based on the relatively high proportion of Black, Latino, and low-income students found in these municipalities, as well as to provide a degree of geographic representation across the state. Each case study begins with a brief description of public institutions involved with access and success strategies and initiatives; the description is followed by a discussion of thematic findings including municipal and community strengths, opportunities, and promising practices. The case studies conclude with more thematic findings related to limitations, barriers, and challenges.

These case studies were not designed as comprehensive assessments of the strengths and weaknesses of access and success programs in a particular city or town, nor are they assessments of public schooling in these four municipalities. The case studies are presented only as snapshots that can be helpful regarding college access and success planning within a collaborative network that includes elementary and secondary schools, higher education institutions, and nonprofit organizations. The case studies also highlight the possibility of using self-identified “clusters” and place-based targeting to encourage these collaborative networks. Place-based clusters and related planning can bring together the access and success initiatives with community resources on behalf of underrepresented youth. The report’s taxonomy shows that there are many access and success programs inside and outside of public higher education that can work together to enhance the educational experiences of underrepresented youth and to link communities with secondary and higher education.

Case Study I: Holyoke, Massachusetts

College Access and Success in Holyoke, Massachusetts

Holyoke Community College (HCC)

HCC serves as a facilitator of higher education access both for students from the Holyoke Public Schools and the broader community. Many different programs at HCC began as or currently operate under grants (such as the National Science Foundation STEM Scholars Grant, Gates Foundation, or McNair Grant) and Title III-funded opportunities, although the college has worked to institutionalize many of these programs and enable coordination between them. One example of this coordination is HCC's recent creation of a Director of College Retention and Completion, a position designed to focus on "success, retention, completion, persistence, and using our success stories from smaller programs to leverage college outcomes."

HCC offers many different programs and resources related to college access, persistence, and graduation, and it also works to partner with four-year higher education institutions. Its resources include career counselors, tutors, an economic and financial success center, and transfer counselors who help students connect the associate programs at HCC to bachelor's programs at four-year institutions. HCC also offers specific programs to support the success of "underrepresented groups" such as Latino identified/ELL students. These include the Multicultural Academic Services, STRIVE, and Gateway to College, as well as content-specific programs such as STEM, which introduces and exposes students to the fields of science, technology, engineering, and mathematics through academics, career exploration, and lab experiences.

Nonprofit/Community-Based Organizations

The nonprofit community in Holyoke was described as "close-knit" and collaborative. One key informant described the community as a place where "groups come to the table and meet" to share insights around college access and success. Interviewees explained that integrated meetings around higher education access and success were divided by funding source, which limited collaboration between constituents. For example, one interviewee stated that meetings were usually separated into organizations that either did or did not receive DESE funding. This left out full participation within two major domains: mental health⁵⁴ and housing,⁵⁵ both of which impact the success of students in their educational trajectory.

⁵⁴ Megivern, D., Pellerito, S., and Mowbray, C. (2003). "Barriers to Higher Education for Individuals with Psychiatric Disabilities," *Psychiatric Rehabilitation Journal*, 26, 217- 231.

⁵⁵ <http://www.huduser.org/portal/periodicals/em/fall14/highlight1.html>

The Juntos Collaborative⁵⁶ is an example of several independent programs that align their policies and practices to support the mission of higher education access and success. Deeply connected to the Holyoke Public Schools, each organization within the collaborative is autonomous. The organizations meet monthly to compare and contrast barriers and opportunities and to share resources to promote their overall mission. Using this group, the organizations can focus on outcome goals, rather than on logistical constraints. The overall objective of the collaborative is to meet the unique needs of learners in a developmentally and culturally appropriate manner, while not duplicating services. For example, Holyoke Adult Learning Center (HALO) provides lower-level ESOL programming, while Community Education Project (CEP) offers higher-level services. This allows students to remain under the umbrella of Juntos while receiving aligned and developmentally appropriate services.

Holyoke Public Schools (HPS)

Recently, the Holyoke Public School system was reviewed by DESE and placed into state receivership. Our discussion of collaboration in this city should not be construed as a response to this recent development. This case study focuses on how a collaborative network of public higher education institutions, public agencies, and community-based nonprofits can work together more effectively with the aim of increasing the access and success of underrepresented students in higher education.

Holyoke's promise is weighed against several barriers including poverty (85% of students come from low-income households),⁵⁷ high rates of non- or limited English-speaking residents⁵⁸ (with an estimated 50% of students speaking English as their second language and nearly 30% of students as English Language Learners),⁵⁹ and public schools that have 25% of their students with disabilities.⁶⁰ Homelessness also presents significant barriers for Holyoke, with about 200 homeless families in the city.⁶¹ These barriers highlight needs within the public school system and exemplify the importance of developmental supportive services for children, youth, and their families as they navigate and transition from public primary and secondary schools into the post-secondary educational environment.

⁵⁶ Its website includes the following description: "The Juntos Collaborative is a group of adult education programs that share the goal of helping adults in Holyoke to get a free, high-quality education. The partners offer coordinated, comprehensive course sequences in Bilingual/Native Language Literacy, English ABE/ASE, and ESOL, along with counseling/referral services including college and vocational transition, to adult learners in Holyoke... since 1995." <http://juntoscollaborative.org>

⁵⁷ <http://learninglab.wbur.org/2015/04/27/7-things-to-know-about-holyoke-schools-potential-state-takeover>

⁵⁸ U.S. Census reports that 45.5% of residents report speaking a language other than English at home

⁵⁹ <http://learninglab.wbur.org/2015/06/01/state-names-former-boston-educator-as-holyoke-schools-receiver>

⁶⁰ <http://www.bostonglobe.com/metro/2015/05/01/holyoke-residents-react-state-receivership-order-for-schools/Oh4UubahC8hjxxwMjgsVRP/story.html>

⁶¹ http://www.masslive.com/news/index.ssf/2015/01/chicopee_holyokeOfficials_say.html

One example of how collaboration is related to greater effectiveness of access and success in higher education is the funding of the Juntos Collaborative by HPS. Another is the role HPS plays as the “biggest feeder” to HCC’s STEM program, which includes dual enrollment students. The STEM representative also stated that the program makes “deliberate outreach to the schools” to increase the flow of information regarding opportunities at HCC. These are the kinds of efforts that could be strengthened within a cluster-based planning framework.

Thematic Findings: Strengths, Opportunities, and Promising Practices

Collaboration and Continuity of Services

Organizational hubs such as HPS, HCC, Juntos Collaborative, Picknelly Adult and Family Education Center, and Valley Opportunity Council work to share resources, best practices, and avoid service replication. These networks of connected services utilize the resources within each agency to promote better outcomes for the students and families they serve. For example, one program participant may begin a GED class, participate in college transition programs, and then enroll in HCC. Throughout this process, a program participant may be directed to additional social and economic resources through allied programs, such as Enlace de Familias and Nuestras Raices.

Nested Services in Public Schools

The connection between the public schools and adult education community is a strength of the Holyoke community. For example, ESOL and adult educational programming nested within the public schools offers a familiar environment for families to receive supportive services over time. A nested adult educational model within the public schools highlights the importance of parental involvement in schools to support inter-generational success. Research suggests⁶² that K-12 outcomes for children are improved when their parents are able to communicate in English, have higher levels of literacy, and are therefore better positioned to advocate for their children.⁶³

Focus on the Whole Child

When students have a foundation of services to meet basic needs, they are more likely to stay on a path towards higher education. Students need access to day care/child care, transportation, and economic assistance. Students also need developmental supports around problem solving and executive functioning. For students who experience personal and familial stress, as well as for students experiencing the effects of trauma, multi-tasking and decision-making can be difficult and limited. The Care Center is an important program for wrapping

⁶²This link is a direct source and offers several reports on parental involvement and youth outcomes:
<http://www.nea.org/tools/17360.htm>

⁶³ELL and Parental involvement, see: http://greatlakescenter.org/docs/Policy_Briefs/Arias_ELL.pdf

services around educational opportunities for low-income youth. Today, approximately 120 students are accepted yearly on an open enrollment basis and attend classes and workshops in the Care Center building.

The Care Center is an organization that offers comprehensive programming to address the academic and social needs of its program participants, students who are young mothers and parenting teens. These students receive a student support counselor, who remains affiliated with the student throughout his or her time in the program. The Care Center also has a nurse practitioner. In addition, the center provides many opportunities for students to eat and to help address issues of hunger and food insecurity. The Care Center highlights the importance of serving food and allowing nutrition to become part of the educational experience. Additional services provided by the center include transportation and child care.

The Care Center is also deeply committed to enriching the academic experience of its students through dynamic programming. One example of this is STEM offerings though the Hypatia Research Center for Science and Math. This summer program offered both field trips and hands-on study. The Care Center has developed in-house college programming in partnership with Bard College. The theory behind creating associate level programming within the organization is to provide continuous social services to program participants while developing additional academic skills, rather than transition the students to new programming where they may lose access to the social supports.⁶⁴

Academic Skills

A general perception persists that one of the barriers to college success is college math. The assumption is that some non-traditional students struggle with or are unable to complete higher-level math classes due to the quality of their prior academic preparation. While key informants did acknowledge the barrier of math, they seemed to perceive this as a short-term and internalized barrier rather than a structural one. Some interviewees argued that the biggest obstacle to math success for many students is their own perception of their abilities. However, according to this view, these same students can become more successful with a range of math courses if they have access to math tutoring and support linked to the courses.

⁶⁴<http://www.carecenterholyoke.org>

Career Counseling

Interviewees in Holyoke believe that an early understanding of career pathways and trajectories can provide a roadmap for adult learners to pursue and achieve the academic and experiential training necessary to meet their goals. Students are best set up for success when provided with career counseling and structured career investigations early in their educational and higher educational careers. Also, additional supports such as mentorship, job shadowing, and career exposure allow students to navigate college and career pathways as informed consumers.

Thematic Findings: Limitations, Barriers, and Challenges

Funding

Funding was a consistent theme in interviews with stakeholders in Holyoke. One interviewee explained, “This year there is a little bit of uncertainty in terms of funding.” This uncertainty impacted the ability of programs to plan effectively for future cohorts, provide outreach to students, and hire appropriate staff. Specific gaps in funding were also cited, such as native language learning programs to support native language GED programs, or continued funding for programs with waitlists or students who need services. While early remediation and preparation programs help foster success in higher education, lack of funding for those programs in high-needs communities limits the reach of that success.

Some programs want to offer summer programming, particularly to bridge the transition to higher education, but they struggle to compete with the financial or family obligations that prohibit student participation. One example of funding that seemed to support these needs was in the STEM program at HCC. In this program, grant funding pays for student tuition and fees, a meal one day a week, and a stipend upon completion. While this helped with the program’s recruitment and student retention, the grant was not guaranteed year to year and the amount given to students was minimal. Key informants asked for more funding, and more reliable funding, to better achieve their program goals.

Although the programs at HCC reported success annually and over time at reaching and supporting underrepresented populations in higher education, the number of students reached is still minimal. The Multicultural Academic Services program reports having graduated 26 students at its peak in 2014, and the STEM program serves just under 50 students over the course of a summer. A tension exists between the scale of these programs and their desire to provide “one-on-one guidance” and the stability of funding, which impacts when they can begin recruiting students. The fundamental issue here is not simply the need for more money. The more critical part of this discussion is that access and success programs are not based on institutional dollars but rather on external funding that can change or be eliminated from year to year.

Poverty

Several structural and community challenges are clear barriers to college access and success for individual students and their families in Holyoke. Homelessness affects K-12 and adult educational outcomes and has been a growing concern within the community. While homelessness is an incredibly challenging status to measure, 31.5% of families in Holyoke live below the poverty line and 49.7% of children in Holyoke live below the poverty line⁶⁵ as compared to 16% statewide.⁶⁶ Holyoke also serves a large community of displaced and vulnerable families. A large number of families move from Puerto Rico to the Holyoke area each year to try and find work and better educational opportunities for their children. This transition, especially for those families without social networks, can be associated with social and emotional problems. Recently relocated families may need better access to information as well as supportive services to understand the range of resources available.

Physical and Mental Healthcare

Despite their successes, community programs that aim to foster educational access and success are stretched thin by having to multi-task and create wrap-around services and programs to meet the complex needs of their most vulnerable clients. Another example of the community and family challenges that these organizations are navigating is the physical and mental health needs of their clients in Holyoke. Gaps in healthcare and mental healthcare persist as both a barrier for students and families as well as for the programs that aim to serve students in the Holyoke community.

Aligning Program Goals to Community Needs - Adult Education

Given the complex needs of the Holyoke community, particularly within the adult education population, there is a great need for appropriate programs that can build a strong academic and social foundation so that students can achieve educational and vocational success. Instead, these interviews revealed a tension between the mission and goals of adult education and workplace development. Interviewees suggested the need to design programs around the sustainability and economic independence of their adult clients. We heard that what is needed in Holyoke are creative and flexible programs that can build upon previous student successes, training, and experience to create “stackable” degrees and certificates.

⁶⁵ <http://quickfacts.census.gov/qfd/states/25/2530840.html>

⁶⁶ <http://www.city-data.com/poverty/poverty-Holyoke-Massachusetts.html>

Similarly, the interviews revealed a gap in support and resources around disability services between K-12 programs and those for Adult Basic Education. The K-12 models already support and include a range of learners based on ability and disability, and often include a range of supportive therapies and interventions to meet the diverse needs of their populations. However, the agencies that support adult learners are often only able to provide this group with the most basic of disability services through networking with other providers. This speaks to the earlier section on gaps in funding, but it also identifies a specific need for disability services as a component of programming for adult learners.

Data and Evaluation

One limitation with data management and utilization is that data systems are not designed to measure the needs of mobile populations. For example, one organization found that the geographic mobility of some of its participants made traditional metrics like program attendance unreliable markers of program success. Organizations serving diverse and different populations will need to develop metrics capable of capturing the various ways in which effectiveness plays out. Additionally, organizations often described their work as being pieced together through multiple grants, all of which required different reports at the end of each funding cycle. More attention is needed to support the systematic collection, use, and management of program data so that it informs the strengths and limitations of specific practices and initiatives instead of just serving as a means of compliance.

Case Study 2: Southbridge, Massachusetts

College Access and Success in Southbridge, Massachusetts

Quinsigamond Community College (QCC)

Although the main campus is located in Worcester, QCC has a satellite campus in the town of Southbridge. QCC has grown during the past 10 years and increased the number of students it serves. In 2009, QCC served about 4,000 full-time students and another 4,000 part-time students;⁶⁷ it now serves over 13,000 annually.⁶⁸ The college is about 70% White, 10% Black, and 10% Latino. The average age of QCC students is 25 years old.⁶⁹ QCC offers over 70 associate degree and certificate programs, and it boasts that its tuition is the region's lowest at only \$125 per credit for in-state and \$331 per credit for out-of-state tuition.⁷⁰ The campus is connected to area nonprofits, schools, and community-based organizations to support Southbridge students who attend QCC, as well as to recruit local high school youth for engagement in QCC programs such as STEM Academy.

Nonprofit/Community-Based Organizations

Key informants in Southbridge were able to identify other programs and services that work to serve the needs of Southbridge students. The interviews make clear that nonprofit and community-based organizations do try to work together, but there are gaps in communication. Interviewees expressed concern that the community was unaware of the number and range of area services and resources available to them. Instead, community members often assume that they have to travel to Worcester for what they need instead of searching locally. This scenario may exist because some programs exist in Southbridge as a satellite of a larger program housed in Worcester; other programs are run by only one individual and therefore are limited in their capacity to do outreach.

Southbridge Public Schools (SPS)

The school district consists of three public elementary schools and one combined middle and high school. Together they serve around 2,200 students.⁷¹ The district serves a large proportion of high-needs students, with 60.5% classified as "economically disadvantaged" and 72% classified as "high needs" during the 2014-2015 school year.⁷² The district also serves a disproportionate number of students who speak English as a second language (26.3%) and are English Language Learners (17.2%), compared to state averages of 18.5% and 8.5%, respectively. The

⁶⁷ http://www.qcc.edu/files/irap/student_enrollment_and_demographics.pdf

⁶⁸ <http://www.qcc.edu/about/news-events>

⁶⁹ http://www.qcc.edu/files/irap/student_enrollment_and_demographics.pdf

⁷⁰ <http://www.qcc.edu/about/news-events>

⁷¹ <http://profiles.doe.mass.edu/>

⁷² <http://profiles.doe.mass.edu/>

school district also serves a greater proportion of Latino students than the town's previous demographics would suggest, with 44.7% of the student population identifying as Latino in 2014-2015, compared to 27% of the town's population in 2010.⁷³ Likewise, the number of White students is only 51.3% for the 2014-2015 school year, compared to 68.6% of the town's population in 2010. Several interviews noted that the Latino populations are predominately Puerto Rican and Dominican, although there is a small but growing number of students from Central and South America.

Given the high-needs population that the Southbridge Public Schools serve, the district's schools are working to increase both the quantity and quality of services that they provide; these partnerships have grown as the needs of the students have grown. In particular, the Southbridge Middle/High School has been an underperforming school for a decade; it has concentrated its efforts in recent years on improving graduation and retention rates. This includes home, church, and neighborhood visits to reach out to truant students and their families. In both reactive and proactive efforts to support the needs of students, the Middle/High School is directly involved with the courts and the Department of Children and Families, as well as proactively partnering with nonprofits like ASPIRA, YOU Inc., and Harrington Memorial to provide a range of supports, services, and enrichment activities.⁷⁴ In an effort to create a more supportive environment for students at an early age, the district has developed an advisory program in the middle school with a strong one-on-one mentoring component.

Thematic Findings: *Strengths, Opportunities, and Promising Practices*

Partnering with Families

Several interviewees in Southbridge spoke about the power of the families within the community that they serve. One interviewee spoke about the power of Southbridge as a small town and the ways in which families were willing to help out each other and the programming: "The parents here are absolutely amazing, and we're talking about families who barely have next to nothing and gladly make flan for our event and will gladly show up to our event. I am amazed by how much our families give back even when they have so little to give." The interviewee used this description within a context of enormous economic challenges faced by low-income and working-class families. This social reality, by the way, argues against the perception that children and parents in such settings are helpless. It is important that the social capital exhibited here be tapped as a resource, especially for first-generation college students.

⁷³ <http://profiles.doe.mass.edu>

⁷⁴ ASPIRA of Massachusetts in Southbridge is part of the national ASPIRA with a mission to advocate and empower on behalf of the educational needs of Puerto Rican and other Latino youth; see <http://www.aspira.org> YOU Inc. provides a range of family services in Southbridge; see, <http://www.youinc.org>

Partnering with Public Schools

Interviewees mentioned the power of working directly with and within the public schools in order to best understand the needs and resources already available to the students in their programs. Communication efforts between schools and other programs have improved relations and encouraged a greater focus on improving student performance. One interviewee said that the students in her program now generally have a positive reputation within the school, and teachers are in communication so that they can work together if there are any dramatic changes. Key informants also described the benefits and possibilities of collaborating to meet students' evolving needs.

Thematic Findings: Limitations, Barriers, and Challenges

Funding

Funding was raised consistently as an issue affecting programming related to college access and success in the Southbridge area. There were concerns that some services are reactive instead of proactive because of these resource gaps. In particular, program representatives mentioned that either increased funding or more flexible funding could help support wraparound services, pay to support students in college courses, supply better or permanent programming space, and increase program staffing.

For example, even an effective national program like ASPIRA is limited in impact due to local staff size. ASPIRA provides year-round programming in Southbridge to 40 middle and high school students including Saturday SAT programming, a six-week summer program with leadership development classes and paid internships, and a youth group. Yet, as important and impactful as ASPIRA can be, it is limited by local staff size (one year-round staff member at 20 hours per week). This means that the program's scale and offerings are limited, as is its ability to collect meaningful data; all information is currently in Excel because the organization cannot afford the staff or data management systems that would assist with compiling reports.

Coordination and Communication

Many of the interviews explicitly mentioned that they wished that services in Southbridge could be better coordinated and connected to serve the needs of families. One interviewee said that although she tries to work with other entities, she often does not know how to connect with them: "Everyone has the same end goal but nobody can get in touch with each other. [In Southbridge we have] all of these separate boxes and it would be better if they could all be connected."

Immigration, Language, and Citizenship Status

Southbridge is experiencing a demographic shift as more Latino residents move into the area. Of the town's total population of 16,700 residents, 68.6% were White and 27% were Latino,⁷⁵ according to the 2010 census, marking a large change from 2000 when the percentages were 75.7% and 20%, respectively.⁷⁶ Given the substantial and growing Latino population, interviewees indicated that there is an increasing need for Spanish-speaking service workers in the community in order to reach out one-on-one with families and keep them engaged. However, the growing Latino population is made up of many groups in addition to Puerto Ricans, who are U.S. citizens. These other Latino groups require assistance with immigration and citizenship issues, as well as language assistance.

Transportation

Although Southbridge is only about 30 minutes from Worcester by car, several interviewees pointed out that the town's residents lack easy access to Worcester and its hub of services and jobs. Transportation is a significant issue for the community's residents. While a bus line from Southbridge to Worcester began running in January 2014 with great success, it is only available on weekdays. Therefore, it is of limited value as a means to bridge service access between the two municipalities. Additionally, there are few health resources in Southbridge and most people have to travel to Worcester to get the care that they need. As suggested throughout this study, access and success in public higher education cannot be improved or enhanced within an institutional silo. The kinds of human services and jobs that residents in Southbridge might be able to access physically in Worcester can be important in improving educational access and success.

⁷⁵ <http://www.census.gov/quickfacts>

⁷⁶ <http://factfinder.census.gov>

⁷⁷ <http://www.telegram.com/article/20140402/NEWS/304029553>

Case Study 3: Brockton, Massachusetts

College Access and Success in Brockton, Massachusetts

Massasoit Community College (MCC)

MCC is one of the largest of the 15 community colleges in Massachusetts, serving nearly 8,000 students in the fall of 2014. Like many community colleges, it is more likely to serve older students (24% are 30 years of age or older), part-time students (57% of students), and students of color (42%) than other four-year pathways.⁷⁸ Community members noted that within student support services, each program serves a slightly different subset of students due to different qualifications for entry. These selection criteria are almost exclusively determined by the grants that fund those programs.

While there is some concern that institutional silos negatively impact programs and the collaboration between them, individual programs are working to increase their alignment with the broader campus vision as well as to provide partnerships and feeders between programs where applicable. But MCC has expanded services in Brockton and sought through its College Access Challenge Grant funding to involve community-based organizations and public schools in outreach to the Cape Verdean community and others in the city.

Bridgewater State University (BSU) Partnership

BSU participates in several access and success initiatives including the Bridge Partnership Summer School⁷⁹ and Friends and Mentors (FAM) for Change.⁸⁰ The Bridge Partnership is a two-week college immersion experience. It offers an on-campus college preparation program that targets students who may not be on a traditional college track. Participating students are immersed in college life by living on campus, taking classes, and engaging in additional campus enrichment activities, including field trips.

The program identifies Brockton High School students who are entering the 9th grade in need of academic and social support and pairs them with a college freshman for a four-year structured program that includes year-long mentoring and workshops and summer activities. Currently, the program serves approximately 70 students and mentors. Programming is adaptive to student needs and workshop offerings include diverse themes like domestic violence, alcohol and drug addiction, homelessness, and the impact of gang violence in the community.

⁷⁸ <http://www.massasoit.edu/Assets/documents/institutional-research/Fact%20Sheet%202014-15.pdf>

⁷⁹ <http://www.bridgeu.edu/news-events/news/summer-school>

⁸⁰ <http://www.bridgeu.edu/news-events/news/turn-around-o>

FAM for Change serves youth who are at risk of dropping out of high school. It works directly with Brockton High School staff to identify students for program placement as well as to make referrals for additional resources when needed. Participating students are incentivized to graduate from high school and seek access to higher education, even possibly earning a college scholarship to BSU.

Nonprofit/Community-Based Organizations

Brockton has also fostered community connections between the high school, institutions of higher education, and the nonprofit sector. For example, the Brockton Area Workforce Investment Board (BAWIB) and MCC are partnering for a multi-year study to explore college and career success. The partnership, known as the Massachusetts Institute for College and Career Readiness, is a data-driven approach to understanding success that highlights two key features: collaboration between community partners and a focus on collecting and analyzing data.⁸¹ This collaboration is funded by the Rennie Center for Education Research and Policy at Boston University and MassINC.

Another example of this type of connection is Brockton's Promise initiative established in 2003.⁸² In a 2010 mayoral press release, Brockton's Promise was described as "a community initiative of 70 local partners in the health, social services, nonprofit, and faith-based organizations. Together this coalition of dedicated individuals works to make a sustainable difference in the lives of youth in the city. The coalition's priority is to ensure that all young people in Brockton graduate from high school and succeed in work and life." The coalition has sought to understand best practices for involving youth in their communities as well as encouraging greater school attendance.

Brockton Public Schools

Brockton High School is the largest public high school in the state of Massachusetts and educates 4,200 students. The Brockton Public Schools encompass one of the state's most diverse districts, with 75% of students classified as low income and more than a third who speak a language other than English at home. Close to 400 students receive secondary education from high school programs including Champion High School and Edison Academy, and

⁸¹ <http://sites.bu.edu/miccr/>

⁸² <http://www.mass.gov/da/plymouth/events2003.html>

approximately 330 students receive alternative high school services through programs such as Pathways Center and Goddard Alternative School.⁸³ The Pathways Center is one of several alternative high school programs available to students at risk of academic failure. Pathways provides flexible credit-bearing classes that acknowledge the complex lives of the youth who enroll.

In the Superintendent's 2015 State of the Schools report, key challenges were noted in the following domains:

- The district's capacity to integrate technology for learning and assessment
- Its reliance on grant funds to maintain programs such as English Language Learning programs and alternative school programs
- The need to expand special education services to meet growing demand
- Overall district budget cuts associated with reductions to faculty and staff

Despite these challenges, Brockton High School was named by US News and World Report as one of the nation's top 1,600 high schools in 2014. Brockton High School was also named a top 500 high school for serving the needs of low-income students.⁸⁴

Thematic Findings: *Strengths, Opportunities, and Promising Practices*

Maximizing Community Resources

As Brockton continues to feel the effects of a limited school budget, programs within the district are looking for innovative ways to fund tutoring and mentoring programs that support high school students at risk of academic failure. One example of this is a program in the city that uses retired teachers⁸⁵ to support the program's goals. Interviews also reveal that organizations within the city do try to work together to offset needs. Small programs that rely on grant funds and maintain small budgets are able to reach more children and provide additional services when they construct creative partnerships. One community partner mentioned a strong association not only with MCC but also with Youth Careers Connect, the Brockton Boys and Girls Club, and the Brockton YMCA. Through access and success programs, community colleges can serve as a hub for creating and sustaining these kinds of partnerships.

⁸³ Brockton Public Schools State of the Schools 2015: http://www.brocktonpublicschools.com/uploaded/Administration/Superintendent/2014-2015/BPS_State_of_the_Schools_2015.pdf. High School programs are listed as Brockton High School, Champion High School and Edison Academy. Alternative programs are listed as Goddard Alternative, BB Russell Alternative, Gateway to College, Pathways to College, and "other."

⁸⁴ https://www.brocktonpublicschools.com/cf_news/view.cfm?newsid=442

⁸⁵ Pathways Center.

Dual Enrollment

Several Brockton interviewees discussed the benefits of the Commonwealth Dual Enrollment Partnership. In Brockton, shared resources between individual community nonprofits and MCC support the development of programs and practices that target youth for dual enrollment credit. These partnerships provide crucial preparation for youth who are on track to graduate high school but need additional foundational skills to foster successful pathways in higher education. Dual enrollment programs offer meaningful pathways to college, reducing the major barriers to college success.⁸⁶ In one case, MCC professors offered courses (and course credit) on campus within a particular program and allowed for “on the spot” admission interviews with graduating seniors in the spring for acceptance to MCC in the fall.

Focus on the Whole Child and Family

Educational success is tied to the complex needs of children and families in the city. Youth services looking to improve educational outcomes are deeply aware of their role in supporting academic progress as well as the emotional and psychological needs of youth. One informant discussed the ability to support the whole child as offering “good customer service.” Many programs highlighted their need to create a warm and welcoming community, one where students could build upon initial academic successes, discuss and unpack their identities and what those look like in a college context, and know that someone is looking out for them. One interviewee stated that the populations of students enrolling in alternative high schools have rarely felt success in traditional education programs and need supportive programming to help shift their expectations of educational programs. Some programs have found success with this model by offering a family-style environment, providing food, and celebrating academic milestones.

Programs throughout Brockton are also working together to meet the complex mental health needs of city youth in safe and supportive environments. The Pathway Center links educational support with in-house mental health support from three leading mental health agencies in Brockton and integrates therapeutic mentors into its academic planning. The center uses creative economic funding to provide a portion of the salary for the mental health professionals. This model allows mental health professionals to be nested within the educational environment so they are able to work with students during the day as a part of their comprehensive educational program. The model also removes both the stigma and barriers for referrals. Rather than make agency referrals, students can make immediate connections to supportive services. Staff from the center’s programs now “feel like we can handle and deal with mental health issues.”

⁸⁶<https://www2.ed.gov/programs/slcp/finaldual.pdf>

Several programs highlighted that their approach was multi-targeted to address the needs of youth and their parents/families. Examples of this approach include parent workshops, economic and financial planning courses, and college readiness programs. The focus on economic and college readiness was specifically to help address the unique needs of first-generation parents so that they could be acclimated to the college acceptance process. Other programs are trying to build in financial support for students through paid internships, and some offer cumulative stipends based on participation.

Another area of focus for programs was on social development and the importance of providing a cultural context to current events. For example, one interviewee stated that they discuss issues such as the current socio-political climate in the context of Black Lives Matter. Another key informant emphasized the importance of co-creating a collaborative community with male students of color to offset what is so often missing from their college experience. With an emphasis on leadership, role modeling, mentorship, and holistic identity models, the different programs in Brockton emphasized the importance of creating spaces that form a stable, supportive, and reflective community to support students in ways that their own families, social networks, and communities may be unable.

Role of Social Media

Keeping pace with current trends, one key informant explicitly mentioned the use of social media as a tool with which to reach students.⁸⁷ While our study did not identify this as a major theme in the interviews or case study discussions, it is important to note that social media can represent a powerful tool in reaching and engaging students. In some places, social media is proving itself to be an effective channel for reaching Black and Latino students with messages about academic opportunities and events. One educator in higher education is finding that social media is especially effective in engaging Black and Latino male students who may typically not be as involved in campus affairs as others.⁸⁸

⁸⁷ The role of social media and access to higher education was discussed in a Boston College blog on the subject: <http://isys6621.com/2015/02/19/a-tale-of-fostering-access-through-social-media>. The blog highlights key resources during the transition from high school to college, providing Twitter accounts on issues such as the CommonApp and the college admission process, as well as financial aid resources.

⁸⁸ Presentation by Dean Schvalia Rivera, "Leveraging Social Media for Student Engagement," The 25th Annual Association for Black Culture Centers Conference, Boston, MA, (November 7, 2015).

Thematic Findings: Limitations, Barriers, and Challenges

Economic Needs of District, Families, and Programs

A common theme noted throughout the interviews was the economic needs of Brockton's youth and their families. Students are too often faced with the difficult choice of staying in school or going to work to help support their families. One of the biggest individual risk factors mentioned in the interviews was economic hardship and the demands of employment over education. Several interviews stated that many students need an economic incentive to stay in school.⁸⁹ This linkage of educational and economic incentives may come in the form of short-term summer initiatives⁹⁰ or longer and more extensive full-year economic commitments. Another interviewee mentioned that many students were worn down by balancing time for work and school; they also were worn down physically by jobs that involved manual labor.

Along with the challenging economic conditions of the community, there is the economic reality of nonprofits within Brockton. An overarching theme from the nonprofit community was a lack of funds. In addition, some nonprofits felt at an economic disadvantage for grant funds, stating that their geographical location outside of Boston made them less competitive and therefore less likely to receive certain funding sources. One major consequence of limited educational and community funds is a lack of youth-centered recreation in the community. One key informant stated that while sports are such a crucial part of the community culture, there is not a single sports complex for youth in the city. The lack of youth recreational facilities and positive youth culture opportunities were stated by interviewees to be a significant barrier to supporting the needs of the whole child.

Need for Remediation in High School Degree Attainment and Post-Secondary Preparation

A barrier to higher education access is low rates of high school completion, making urgent the need for academic remediation. This is especially important in the state's largest high school with a significant proportion of low-income students. But even when considering the Brockton youth who do successfully complete high school, many of these students are underprepared for credit-bearing courses at the college level, according to some interviewees. One interviewee discussed the frustration that many high school graduates face when they spend time and limited financial resources on remedial classes that do not offer college credit. This transition, between high school completion and college attendance is a critical period in the development of higher educational trajectories.

⁸⁹ A small economic incentive is provided for FAM for Change youth who complete program activities/goals. The need for economic support of students was also highlighted in the Pathways model, where students can receive limited high school credits for experiential learning through their previous employment. This model highlights the value of high school internship-style programs that offer both economic and academic support to high school youth.

⁹⁰ <http://bawib.org/youthworks/summer-jobs/>

High school students who can easily build skills can move on quickly to credit-bearing courses. However, for all other students, the need for academic remediation is highly predictive of failure to persist in higher education. One key informant stated outright that “remediation is the killer” and described the frustration of struggling to get students to higher education institutions only to have them fail to accrue the necessary credits because of required remediation. Educators in high schools and higher education should explore more flexible and creative ways to provide remediation and academic strengthening resources before students enter college. This will help to not only expand access for students who might otherwise be intimidated by the prospect of college work, it will also serve to increase levels of persistence.

Student Barriers and Personal Limitations

Along with the structural barriers, personal barriers were also cited as influencing the educational outcomes within the community. Some students enter the educational system with undiagnosed disabilities, poor motivation, English language gaps, depression, and/or anxiety. Often, these students do not receive the resources and support needed to overcome the challenges associated with trauma, abuse, and neglect. Some key informants stated that students may at times lack the discipline and motivation to thrive in these challenging circumstances: “As a result, we have some students who can take two-plus years to finish what would otherwise be two semesters worth of work.”

Some youth also experience early parenthood and struggle to balance their family needs with their educational aspirations. While several interviewees stated that they were explicitly interested in increasing parental involvement and participation in programming, most organizations identified structural barriers that limited parental participation, such as the need for childcare and transportation to events. One key informant stated that budget restrictions associated with grant funding limited their ability to creatively disseminate resources (for taxi vouchers or to pay for onsite child care, for example).

Alternative High School Models that Stress Competence

While Brockton’s various high school alternative programs are a clear strength of the city, the traditional academic model of some of these programs continues to limit program participation and/or program persistence. One key informant identified the attendance policies of some alternative high schools as a specific barrier for completion. Students may lose needed points not because of issues of academic competence but due to a lack of attendance. This focus on accountability may disincentivize some students who face personal and structural barriers that impact their attendance. For example, students who seek a high school alternative may be involved in seasonal work, which limits their regular attendance. Through flexible programs that focus on competence and skills, rather than on attendance, Brockton students can find a path towards graduation and college participation.

Long-term Program Assessments and Measuring Impacts

Many programs are looking to develop long-term relationships with their student participants. But it is more typical for small nonprofit programs not to have the budget, software, or staffing to conduct formal long-term assessments of their participants. Adequate resources for assessments would make possible the identification of long-term outcomes and thereby enable a better understanding of the successes and barriers that youth continue to face when they graduate or drop out of academic programming. The assessments could be a basis for more effectively connecting services and the needs of students.

Case Study 4: Fitchburg, Massachusetts

College Access and Success in Fitchburg, Massachusetts

Mount Wachusett Community College

Mount Wachusett Community College, or “the Mount” as locals refer to it, is a two-year community college program that has been around for the past 50 years and serves 29 cities and towns through its four campuses.⁹¹ The main campus is located in Gardner, although there is a satellite campus in Fitchburg. The Mount serves over 12,000 students annually and offers a wide range of supports for students and youth in surrounding communities through its Division of Access and Transition. Through the division and its numerous programs, the Mount offers programming for about 4,000 students, largely funded through grants that total around \$3.5 million annually.

Fitchburg State University

Fitchburg State University is a liberal arts university that enrolls approximately 6,800 students, around 4,000 of whom are undergraduates.⁹² The university reports that about 80% of its undergraduate students receive some financial aid. The website states that Fitchburg State supports both traditional and non-traditional students, and it highlights that the university’s course structure allows for full- and part-time opportunities during day and evening time blocks. Fitchburg State has hosted programs that support college access and success for decades, including formally supporting and housing the Upward Bound program on its campus since 1989.

Nonprofit/Community-Based Organizations

All of our interviewees mentioned partnerships and collaboration with various nonprofit and community-based organizations. They all stressed the importance of working together, keeping an open line of communication, and being present in the community to best serve the students and families of Fitchburg. There was also mention of several different financial and economic/job placement agencies, in addition to academic and social support programs. Some examples of the partnerships in Fitchburg include work with the Cleghorn Neighborhood Center,⁹³ the local Boys & Girls Club,⁹⁴ and the Healthy Families program for first-time parents,⁹⁵ as well as various local businesses.

⁹¹ <http://mwcc.edu/about-mwcc/vital-stats/>

⁹² <http://www.fitchburgstate.edu/about-us/facts/>

⁹³ <http://www.cleghorncenter.org/eng/index.html>

⁹⁴ <http://bgcfl.org/>

⁹⁵ <http://www.gvnahealthcare.org/>

Public Schools Serving Fitchburg

Fitchburg Public Schools (FPS) consists of three elementary schools (one, K-4; two, PK-4), two middle schools (5-8), one high school (9-12), an alternative school (9-12), and a small PK-8 Innovation Arts Academy that sits on the Fitchburg State University campus.⁹⁶ FPS serve just over 5,000 students, 77% of whom come from low-income families, 23% of whom qualify as students with disabilities, and 15% of whom speak English as their second language. Demographically, the district is 47% Latino, 35% White, and between 5% – 10% Black, Black Asian, and Multi-race Non-Latino. The district is currently classified by the state as a Level 3, although it does have Level 1 schools within its bounds.⁹⁷

Although not part of the public school district of Fitchburg, the city is also the home of Montachusett Regional Vocational Technical High School (Monty Tech) as well as a grade 7-12 charter school called the Sizer School. Both schools serve the neighboring communities and operate as alternative public options within the bounds of Fitchburg. Compared to FPS, the two schools are disproportionately White. Despite reporting that 51% of its students were from Fitchburg during the 2011-2012 school year, Sizer students are 75% White, 14% Latino, and 51% low income. The only axis on which data is proportional is in the category of special education, with Sizer serving 24% special education students compared to FPS's 23%.⁹⁸ At Monty Tech, 80% of students are White and only 13% are Latino. Monty Tech is classified as a Level 1 by the state, while Sizer is classified as a Level 2.⁹⁹

Thematic Findings: Strengths, Opportunities, and Promising Practices

Networking and Partnerships Across Agencies

Interviewees in Fitchburg stressed that they had spent countless hours and energy fostering and maintaining relationships with various partners, and they spoke to the tremendous benefits that these working relationships had for their programs and the students they served. Formal bodies like the Massachusetts Educational Opportunity Association (MEOA), the New England Educational Opportunity Association (NEOA),¹⁰⁰ and the Massachusetts Workforce Investment Board (MWIB)¹⁰¹ were cited by interviewees as examples of productive places to convene those in “similarly-minded programs” to allow for both networking and professional development. While it was clear from both the conversations and the affiliated websites that TRIO partnerships and networks are a dominant participant in these partnerships, key informants noted that there were efforts to expand to be more inclusive of other participants.

⁹⁶ <http://profiles.doe.mass.edu/analysis>

⁹⁷ Massachusetts' Framework for District Accountability and Assistance “classifies schools and districts on a five-level scale, classifying those meeting their gap narrowing goals in Level 1 and the lowest performing in Level 5.” <http://profiles.doe.mass.edu>

⁹⁸ https://www.ncces.org/pdf/ncces_annual_report_11-12.pdf

⁹⁹ <http://profiles.doe.mass.edu/analysis>

¹⁰⁰ <http://www.neoaonline.org>

¹⁰¹ <http://www.mass.gov>

Flexible, Individualized Programming

Several program representatives offered examples of how they used innovative programming approaches to respond to the individualized needs and interests of their students. One interviewee described Fitchburg as a “very transient population,” particularly along cultural lines. An example of this is the Upward Bound Program, which used to be 25% Hmong. However, since that population has moved out of the area, the program now serves an increasing number of Ghanaian students. Given this shift, the organization’s programming has sought out specific cultural activities, regional events, and opportunities to meet the needs and interests of these students.

Other programs described offering supportive services to students in an effort to provide basic necessities such as clothing for interviews or internships, money to offset the cost of gas, financial support for students living on their own (utility bills, grocery store gift cards), and/or hygiene products. In this spirit of helping “to know and support the students holistically,” other programs focus on the specific developmental needs of students and how that intersects with their academic success. Expanding Horizons at Fitchburg State, for example, works with students with disabilities through an intrusive advising model to help them decide on appropriate course loads given those disabilities. Expanding Horizons also works collaboratively to create long-term plans so that smaller load semesters (and therefore slower completion rates) do not deter students from persistence in higher education.

College Exposure and Immersion

Several key informants spoke of ways that they try to bring students onto college campuses and into college spaces before they enroll. Particularly for students from first-generation college families, this opportunity to have a “structured way to know what to expect” and what the student and family will experience is critical. The Upward Bound Program facilitates this exposure through college visits and through a summer residential program in which students get to live at Fitchburg State during the week. Other organizations do this through extensive programming to acclimate students and their families to the college application process to provide them with “a better understanding of what a transition into college would look like.”

Planning for College Before the Senior Year

Some interviewees emphasized that one of their greatest frustrations is the amount of academic remediation that students need before they can begin taking courses for college credit. The Mount has begun to intervene in this issue through its College Access Challenge Grant. This grant funding was used to

provide the Accuplacer exam to high school seniors to help determine the types of remediation students may need when they get to college. However, the Mount made the decision to test juniors in high school as well so that it could help public high schools structure remediation for students before they started to pay for courses. Consequently, the Mount developed a math remediation initiative in collaboration with college and high school faculty. The initiative provides high school students identified in their junior year by the Accuplacer as needing math remediation with the opportunity to take a remedial math course in their high school during their senior year. College access and success programs should find ways to actively partner with public schools to assess student preparedness early enough to build in supports. This partnering effort could help change the chronic pattern of students incurring college debt for non-credit bearing courses, a known barrier to college persistence.

Collaboration and Combining Programming

Some individuals expressed that they benefitted from opportunities to collaborate and share resources with other programs. The clearest example of this was at the Mount. Many of the Mount's college access and success programs are housed in the Division of Access and Transition. As a result, these grants work together so that their resources can increase service outreach to both students and their communities. Managers of grants meet bi-weekly to share what is going on in their programs, coordinate offerings, share resources, and provide opportunities for staff to collaborate. The institutional housing of these programs allows for services and resources to be shared and used in ways that have a greater impact on students than a single program could afford to do. With money centralized in this way, the two programs are able to "pool our resources for the benefit of the students." Another advantage of this centralized structure is that students can participate in and benefit from multiple programs, and grant managers can recruit from this existing pool of high-needs students and schools to make sure that courses are filled by those most in need of access.

Thematic Findings: Limitations, Barriers, and Challenges

Funding

With nearly all of the financial support for the programs surveyed in Fitchburg coming through grant funding (much of it on a multi-year basis), organizations described themselves as being "always at the beck and call of the almighty grant dollars." One interviewee stressed that even with multi-year grants, especially federally funded ones, the money is not always guaranteed. This structure raises problems when a programming calendar and the grant funding calendar do not align. This misalignment might mean cuts or reductions to programs already being implemented. Many informants suggested that funding limitations inhibited innovation especially in regard to serving students with low to no-cost programming. The existence of more reliable funding programs could expand

the number of students reached, increase the tutors available to support students in specific content areas, provide more stable tutoring hours, increase cultural programming to expose students to different opportunities that are available, and increase services for older, out-of-school populations.

Extracurricular Opportunities for Middle and High School Youth

During the interviews with educators in Fitchburg it was pointed out that teachers are currently working without a valid contract.¹⁰² One interviewee stated that this has shifted the culture and opportunities available for Fitchburg students, particularly for middle and high school students. As a result of this political situation, students no longer have access to additional before- and after-school programming that teachers once ran. The interviewee said that there are kids all over town with nothing to do; there are simply “not enough healthy activities for students” to fill the gap. In spite of this situation, almost everyone mentioning this issue touted the critical importance of after-school opportunities for youth.

Students Who Are Over Age or Under Credited

One interviewee said that because students can drop out of school in Massachusetts at the age of 16, they often disappear from academic systems for several years. These students are most often over-age and under-credited. Students with low academic levels who are older may be more likely to give up, and therefore it becomes more difficult to encourage them to persist. A related concern raised in these interviews was that while services and supports to prevent dropouts were present in Fitchburg, those services seem uneven or porous. While some systems work really hard to prevent dropouts and re-engage them, others seem to let students slip through the cracks. One suggestion was to have a more streamlined effort to re-engage students before they fully drop out of the system, through exposure to higher education and the workforce opportunities that such a connection would offer.

Limited Local Supports

There are ongoing collaborations across sectors and with community-based organizations in Fitchburg, but there still is a need to enhance the comprehensiveness of these efforts. One program representative was explicit in telling us that “we are the only program of its kind in Fitchburg,” and concerns about funding were often in reference to the ways that their programs could not scale up to meet the variety and/or depth of needs in Fitchburg. Related to this, interviewees mentioned that while they worked hard to connect the most high-needs students to other agencies (like homeless shelters), at times nonprofits could be overwhelmed by the level of needs and not have the capacity to provide sustained or quality services.

¹⁰² <http://www.sentinelandenterprise.com/news>



V Conclusion

Along with the taxonomy, the report's findings and observations can be used by local representatives of public higher education, and also by public schools and nonprofits/community-based organizations, to consider how to work more closely together to enhance the impact of access and success programs and initiatives. A planning framework that reflects the study and its emphasis on underrepresented groups, and on Black and Latino male students, points to the following broad ideas for consideration: improve collaboration and efficiency, strive for greater accountability and program impact, and expand services and funding.

Improve Collaboration and Efficiency

Work within clusters that can help to enhance communication and collaboration across public schools, higher education, and nonprofits

Based on the taxonomy constructed, as well as input from local stakeholders, the adoption of place-based programmatic clusters for planning purposes, and for developing strategies to connect the work of high schools and public institutions of higher education with that of community-based organizations, could be useful. Place-based clusters would represent a targeted focus on a particular community or neighborhood, or on wider areas where the sectors above would concentrate on working together. A cluster approach targeting areas identified as having high proportions of Black, Latino, and low-income high school students could facilitate greater sharing of information and resources aimed at serving these groups. Place-based clusters can strengthen a similar idea proposed in a Rennie Center report: "Rethink boundaries: ...some challenges require solutions that cross the boundaries of the systems we know." The concept of place-based clusters is also consistent with DESE's Wrap-around Zone Initiative aimed at building the capacity of the district and its schools to address non-academic barriers to learning.¹⁰³

¹⁰³ See, *Condition of Education in the Commonwealth: Achieving the Vision: Priority Actions for a Statewide Education Agenda* (Winter 2015), p.13; also see, <http://www.masswaz.org/resources>

The cluster approach described in this report would add a place-based dimension to these kinds of recommendations. It can represent a foundation for the greater sharing of information about challenges or promising practices for enhancing the college access and success of underrepresented groups in places where the needs of Black and Latino males are greatest.¹⁰⁴

Continue supporting and expanding cross-sector collaboration

The cluster approach should be helpful in expanding cross-sector collaboration between secondary and public higher education and communities. This could also have the beneficial effect of reducing the duplication of services. For instance, there were situations in which students were served by more than one program due to a lack of communication. Some students may be receiving services in “pieces,” rather than holistically. Greater collaboration should be beneficial with these kinds of situations. While DHE has already considered this approach through a recent FY16 DHE Performance Incentive Fund (PIF) request for proposals inviting ideas for collaboration, it should be continued beyond the funding year and expanded to involve more public schools and nonprofit organizations.¹⁰⁵

Strengthen and expand efforts at institutionalizing effective strategies for improving the academic success of Black and Latino males

Many educators called for greater attention and efforts by high school and college leadership to institutionalize academic support programs aimed at reaching Black and Latino males. Specific access and success programs aimed at this population, for example, may rely on external funding and only for a specific duration. Institutions should consider how to ensure the long-term survival of these initiatives. Institutionalizing such efforts within educational institutions will also help to expand opportunities for collaboration with nonprofit and community-based organizations.

Strive for Greater Accountability and Program Impact

Support and expand data collection and evaluations of access and success programs and utilize the taxonomy to develop a portal to share information among various sectors involved with access and success initiatives

There should be greater emphasis and support to expand the utilization of data not just for formative evaluations but for impact studies as well. There should

¹⁰⁴ The National College Access Network has proposed a similar placed-based approach to increase “collective impact;” see <http://www.collegeaccess.org>

¹⁰⁵ See, DHE’s “Request for Proposals for New FY 16 Projects Performance Incentive Fund Grant Performance Incentive Fund Grant Program Guidelines.” Also see, *Degrees of Urgency: Why Massachusetts Needs More College Graduates Now*, a report from the Massachusetts Department of Higher Education (October 2014) where a “Big Three” plan included a call “to boost college and completion rates,” “to close achievement gaps,” and “to attract and graduate more students from underserved populations,” p.12.

be attention to the different kinds of data that can be collected and analyzed to understand the challenge of racial and gender academic achievement gaps in higher education.

Generally speaking, data collection was found to be primarily program-specific regarding participants and completion rates. Both middle and high schools should be encouraged to adopt a range of college readiness benchmarks for monitoring the progress of individual students.¹⁰⁶ This process should be strengthened, however, because as shown in some of the “drilled-down” case studies, traditional templates for collecting data overlooked the differing mobility rates among different groups of students. Another limitation of some current data collection is that data is driven by multiple grant requirements versus a more coherent vision of the purpose, role, and utilization of data. This limitation is also suggested in some of the case studies.

Even quality program-based data may be inadequate for understanding how to achieve greater impacts in resolving the challenges faced by institutions and students regarding college access and success. There should be more attention paid to a range of factors or variables that might impact success and completion rates in high schools and higher education. For example, what is the actual impact of parental involvement in recruitment and success initiatives? Another critical question to ask is what kinds of data about the status and experiences of Black and Latino males should be collected and reported in places where these students are found in a relatively high concentration?

It is also important that all published research should be reader-friendly and empowering for students and parents, as well as educators. This will ensure that research does not sit on shelves but is seized upon by students and people who can understand it, critique it, and consider its programmatic implications.

Expand funding and support, and address critical funding gaps that hinder efforts towards collaborative strategies and program models

Expand the availability of wrap-around services in public higher education; this is especially important due to the economic inequalities among various student groups in Massachusetts

Consideration should be given to how connections between education and non-education sectors involved with a range of human services can be tapped for the purposes of meeting the needs of underrepresented students. As reported in one of the case studies, “When students have a foundation of services to meet basic needs, they are more likely to stay on a path toward higher education.”

¹⁰⁶ *The Condition of College and Career Readiness 2014: Black Students*, ACT 2015.

For this reason, any college access and success program, especially in areas with higher needs, should be partnered with organizations that can assist in providing supportive wrap-around services.

The most effective models for access and success on the part of underrepresented groups (including Black and Latino youth) can be limited if economic conditions of poverty and housing instability are ignored. There are some places across the state with a very high proportion of low-income students in high schools, for example. Almost 25% of all Massachusetts high schools report that at least three-quarters of their students are on reduced cost or free lunch. At some schools, close to the entire student body is eligible for free breakfast and lunch assistance.¹⁰⁷ If students with greater economic need can have access to wrap-around social and human services typically offered by community-based or nonprofit entities, then this access might make an enormous positive difference in success and completion rates of underrepresented students. This is where greater and stronger connections between local high schools, public higher education institutions, and community-based organizations and nonprofits could represent an invaluable resource.

Many of the voices we heard suggested that the effectiveness and impact of access and success initiatives will be limited if structural inequalities are ignored in the design or implementation of programs. No longer can there be a disconnection between well-intentioned or good access and success programs and the economic realities that certain groups of students bring into public education. Social realities associated with poverty, immigration status, housing instability, and other issues have to be considered in the design and implementation of access and success programs.

Expand dual enrollment strategies and early college opportunities for underrepresented groups, and with specific targeting of Black and Latino males

Several individuals cited the need for the expansion of relationships between local high schools and institutions of higher learning under dual enrollment programs. The value of dual enrollment programs is multi-faceted, but one of the main strengths of the relationship is the ability to transform a student's confidence and perspective on college achievement, especially for those who did not otherwise see themselves as "college material." This is a critical message for Black and Latino students to hear. Dual enrollment can be a space to expand the message and its outreach.

¹⁰⁷ This is based on information reported by DHE for the year 2014-2015.

Some dual enrollment programs address the remedial needs of students while still in high school and provide a clear pathway towards receiving college credits by high school graduation, thus saving students additional time and money that might otherwise be spent on remediation in college. Some nonprofit organizations noted the use of dual enrollment options as specific features of their program, such as holding college courses at their locations. Offering college classes within the nonprofit environment provides direct linkages to higher education and earning college credit; importantly, it also offers students a nurturing environment to support the needs of the “whole child.”¹⁰⁸

Support and encourage program administrators to pursue innovation and flexibility related to outreach and access

In order to promote a greater level of holistic approaches and to maximize available resources, program administrators should have more flexibility with funders and institutions. There should be ample opportunities for administrators and staff to use funds to support collaborations between public schools, institutions of public higher education, and nonprofit organizations. Shared resources would allow programs to better leverage smaller funding sources to reach more students and enhance overall programming. Administrators should be encouraged to explore how current funding opportunities might be utilized for promoting participation, and incorporating supportive services, such as transportation, childcare, and food costs. There should be opportunities and encouragement for program administrators and staff to consider a variety of ways to deliver services related to access and success based on the particular location and needs of the target population.

Expand student access to counselors, and increase professional development opportunities for high school and post-secondary counselors and administrators

Interviewees indicated that one way to expand access to counselors is by bringing the students-to-counselor ratio down; this would improve the quality of counseling available to Black and Latino students. Some individuals reported that Black and Latino males are more responsive to professionals who they can get to know as a person, something not likely to happen if the counseling loads are enormous. Assuring that counselors have the latest information and expertise regarding college admissions, financial aid, and the resources available at various institutions of higher education will help them to give students a better chance at access and success in college. Training and professional development aimed at showing counselors how they can connect students to resources (in or out of school) should also prove beneficial.

¹⁰⁸ http://ascd.com/ASCD/pdf/books/scherer2010_sample1.pdf

A social-based framework may be useful with accomplishing the goals of training and professional development. There are three key elements of a social justice-based school counseling approach that would enhance the development of young men of color. These elements include: counseling and intervention planning; collecting and using data for systemic change; and connecting schools, families, and communities.¹⁰⁹ A social justice-based approach can help to elevate the importance of supports for young men of color among other populations. This framework helps to emphasize that the challenge presented by continuing academic achievement gaps by race or ethnicity is a concern for everyone, not just underrepresented groups.

Foster service learning and apprenticeship opportunities for high school and college students; post-secondary curricula should be infused with an experiential learning component as a norm

Service learning and work-based learning (including paid internships), with a strong outreach to Black and Latino males could represent a sort of glue to link high schools, colleges, and social services in the lives of students. The interviews and case studies point towards a service learning component within academic courses as a foundation for promising pathways to college and career readiness. Fostering partnerships that combine academic rigor and career preparation at the secondary and post-secondary levels can prove to be compelling experiences for students who do not see themselves as consumers in higher education institutions. These service learning opportunities could begin at the high school level but link to increasing career awareness and exploration, as well as aspirations for higher education. Service learning opportunities in the health sector, for example, or in other sectors that might also pay a stipend and result in school credits, could help to “lock in” student interest in higher education and advance career awareness.

Final Note

This report has created a foundation for better understanding the geography of access and success programs throughout Massachusetts, both in public higher education and in communities. We now know what is out there in terms of these programs. Based on interviews and case studies, we also know that there is an opportunity for linking the work of public higher education and community-based organizations to a greater extent in many local communities. Such linking could represent a foundation for responding more effectively to the needs of vulnerable students in public higher education. It could also be critical in ensuring that Black and Latino male students, who are now academic outliers, become more integrated within the fold of successful academic experiences in public higher education.

¹⁰⁹ Lee Jr, J. M., T. Ransom, and R. A. Williams. *The Educational Experience of Young Men of Color: A Review of Research, Pathways and Progress*, College Board Advocacy and Policy Center, (2011).

Appendix A:

Taxonomy of Public Access and Success Programs

Programs and Initiatives by Sector	Address	Zip	City/Town
HIGH SCHOOL-BASED PROGRAMS			
<i>GEAR UP Massachusetts</i>			
Mildred Avenue Middle School	5 Mildred Avenue	02126	Boston
East Boston High School	86 White Street	02128	Lawrence
Lawrence High School	70-71 Parish Road	01843	Lawrence
South Lawrence East Middle School	165 Crawford Street	01843	Lawrence
Lowell High School	50 Father Morissette Boulevard	01852	Lowell
Joseph G. Pyne Arts Magnet School	145 Boylston Street	01852	Lowell
New Bedford High School	230 Hathaway Boulevard	02740	New Bedford
Normandin Middle School	81 Felton Street	02745	New Bedford
Springfield Central High School	1840 Roosevelt Avenue	01109	Springfield
Peck-Lawrence Full Service Community School	1916 Northampton Street	01040	Holyoke
Holyoke High School	500 Beech Street	01040	Holyoke
John J. Duggan Middle School	1015 Wilbraham Road	01109	Springfield
Roger L. Putnam Vocational Technical Academy	1300 State Street	01109	Springfield
The Springfield Renaissance School	1170 Carew Street	01104	Springfield
North High School	150 Harrington Way	01604	Worcester
<i>Male Success Programs</i>			
The 10 Boys Initiative - Boston Public Schools (various schools)	2300 Washington Street	02119	Roxbury
100 Males to College - Springfield Public Schools (Partnership with Springfield Technical Community College, Westfield State University, and UMass Amherst)	1550 Main Street	01103	Springfield
100 Males to College - Framingham Public Schools (Partnership with Joseph P. Keefe Technical High School, MassBay Community College, Framingham State University, and the Metrowest College Planning Center)	73 Mt. Wayte Avenue	01702	Framingham
<i>Public Alternative Education and Student Support Programs</i>			
Alternatives to Work Program (SWAP)	36 Charter Road	01720	Acton
MAP	36 Charter Road	01720	Acton
East Street Alternative High School	31 Southeast Street	01002	Amherst
Workplace	869 Massachusetts Avenue	02476	Arlington
Alternative Classroom	1062 Pleasant Street	01331	Athol
Attleboro Community Academy	100 Rathbun Willard Drive	02703	Attleboro
Transitions	175 Blackstone Street	01504	Blackstone
University High School	200 Tremont Street	02111	Boston
City Roots Alternative High School	1483 Tremont Street	02120	Boston

Programs and Initiatives by Sector	Address	Zip	City/Town
EDCO Youth Alternative	650 Beacon Street	02215	Boston
Little House Alternative Middle School	275 East Cottage Street	02125	Boston
Excel	415 Center Street	02324	Bridgewater
Chances Program at Crittenton Women's Union	10 Perthshire Road	02135	Brighton
Project Grads	43 Crescent Street	02301	Brockton
The V.O.I.C.E. Program	900 Washington Street	02021	Canton
Graduation Assistance Program (GAP)	60 South Meadow Road	02330	Carver
Clark Ave Alternative Program	8 Clark Avenue	02150	Chelsea
Sokolowski Alternative Program	300 Crescent Avenue	02150	Chelsea
Chicopee Academy	650 Front Street	01013	Chicopee
Opportunities for Success	143 Pond Street	02025	Cohasset
Alt Pro	500 Walden Street	01742	Concord
Compass	500 Walden Street	01742	Concord
WINGS	24 Fournier Road	01341	Conway
Positive Alternatives to Learning (PAL)	35 Fox Road	01226	Dalton
Student Support Team	555 Bakerville Road	02748	Dartmouth
Job Corps Dual Enrollment	270 Jackson Road	01434	Devens
Dorchester Youth Alternative School (ms level)	18 Samoset Street	02124	Dorchester
El Centro Del Cardenal	185 Columbia Road	02121	Dorchester
Newcomers Academy	100 Maxwell Street	02124	Dorchester
Shepherd Hill Alternative Reinforcement Program (SHARP)	68 Dudley-Oxford Road	01571	Dudley
Credit Recovery	276 Maple Street	02720	Fall River
Durfee Academy	276 Maple Street	02720	Fall River
Resiliency Alternative School	276 Maple Street	02720	Fall River
Resiliency for Life	276 Maple Street	02720	Fall River
Falmouth High School	874 Gifford Street	02540	Falmouth
Fitchburg Alt. ED Program	111 Goodrich Street	01420	Fitchburg
Eugene Thayer Campus	50 Lawrence Street	01702	Framingham
Resiliency For Life at Framingham High School	115 A Street	01701	Framingham
Project Support	200 Catherine Street	01440	Gardner
The Alternative Program	11 Winter Street	01833	Georgetown
Collaborative Education Group (CEG)	1 Lenox Avenue	01301	Greenfield
STAY	775 Bay Road	01982	Hamilton
GTS Junior	351 Pleasant Lake Avenue	02645	Harwich
Graduate to Success	351 Pleasant Lake Avenue	02645	Harwich
Harwich High School Alternative Education Program	75 Oak Street	02645	Harwich
Monomoy Regional School District Alternative Education Program	100 Oak Street	02645	Harwich
Quest Program	75 Abington Street	02043	Hingham
Connections	370 Hollis Street	01746	Holliston
Center for Excellence	156 Cabot Street	01040	Holyoke
Holyoke Boys and Girls Club	70 Nick Cosmos Way	01041	Holyoke
Pathways to Success Credit Recovery	57 Suffolk Street	01040	Holyoke
Community Education Project (CEP)	317 Main Street	01040	Holyoke
Project Excel	744 West Main Street	02601	Hyannis

Programs and Initiatives by Sector	Address	Zip	City/Town
Freedom House	515 Hyde Park Ave	02136	Hyde Park
Log On Academy	515 Hyde Park Ave	02136	Hyde Park
Community Academy	25 Glen Road	02130	Jamaica Plain
High School Learning Center	183 Haverhill Street	01840	Lawrence
School of Exceptional Studies	233 Haverhill Street	01840	Lawrence
Leicester High School Alternative Program	174 Paxton Street	01524	Leicester
Renaissance	174 Paxton Street	01524	Leicester
LPS Engagement Center	125 Smith Street	01851	Lowell
Lowell High School Career Academy @ Hugh J Molloy School	125 Smith Street	01851	Lowell
Lowell Middlesex CS	67 Middle Street	01852	Lowell
McHugh Alternative Program @ Cardinal O'Connell School	21 Carter Street	01852	Lowell
The B.R.I.D.G.E. Program	33 Kearney Square	01852	Lowell
UTEC - United Teen Equality Center	35 Warren Street	01852	Lowell
LEEP (Lynn Evening Enrichment Program)	50 Goodridge Street	01902	Lynn
Mansfield Alternative Program	250 East Street	02048	Mansfield
Individual Support Program	135 Marion Road	02739	Mattapoisett
ALPHA Afternoon Program	1 Ranger Road	01844	Methuen
Horizons	1 Ranger Road	01844	Methuen
Transitions	31 West Fountain Street	01757	Milford
Advocacy Program	12 Martin Street	01527	Millbury
Nantucket High School Alternative Program	10 Surfside Road	02554	Nantucket
New Bedford Middle College	188 Union Street	02740	New Bedford
Parenting Teen Program	334 Maxfield Street	02740	New Bedford
Springboard	100 Walnut Street	02460	Newtonville
Transitional Night School	1 Wilson W Whitt Way	02760	North Attleboro
Project Access	100 Cable Road	02651	North Eastham
The Rebecca Amos Program	100 Edgartown-Vineyard Haven Road	02557	Oak Bluffs
Integrated Learning Center	507 South Main Street	01364	Orange
Middle School Alternative Program	507 South Main Street	01364	Orange
Project COFFEE	495 Main Street	01540	Oxford
Educational Options for Success (Pittsfield High School)	300 East Street	01201	Pittsfield
Educational Options for Success (Taconic High School)	96 Valentine Road	01201	Pittsfield
Educational Options for Success at JRC	269 First Street	01201	Pittsfield
Hibbard Alternative Program	280 Newell Street	01201	Pittsfield
Positive Options Program	269 First Street	01201	Pittsfield
Teen Parent Program	88 South Street	01201	Pittsfield
Plymouth After School Alternative Program	490 Long Pond Road	02360	Plymouth
Bethany	52 Coddington Street	02169	Quincy
Goals	12 Hunt Street	02171	Quincy
Jump Start Program	70 Coddington Street	02169	Quincy
New Start Program	52 Coddington Street	02169	Quincy
Randolph Alternative Program	70 Memorial Parkway	02368	Randolph
Coast Collaborative/Ombudsman	7 Everett Street	02151	Revere
Revere High School Newcomer Academy	101 School Street	02151	Revere

Programs and Initiatives by Sector	Address	Zip	City/Town
SeaCoast High School	15 Everard Street	02151	Revere
Greater Egleston Community High School	80 School Street	02119	Roxbury
YouthBuild Boston	27 Centre Street	02119	Roxbury
Scituate Alternative Evening High School	606 Chief Justice Highway	02066	Scituate
On Track - Seekonk High School	261 Arcade Avenue	02771	Seekonk
S.A.L.E. (Special Alternative Learning Environment)	P.O. Box 219	01257	Sheffield
Middle School Alternative Program	1 Wildcat Way	02190	So Weymouth
Notre Dame	200 Old Colony Avenue	02127	South Boston
New England Business Associates	1985 Main Street	01103	Springfield
Springfield Academy for Excellence (SAFE)	90 Berkshire Street	01151	Springfield
Central Program	390 Lincoln Road	01776	Sudbury
Old Mill Program	35 Crocker Avenue	01376	Turners Falls
The Mosaic Mill Studio	62 Capron Street	01569	Uxbridge
Instructional Support Services	30 West Silver Street	01085	Westfield
The Academy	33 Smith Avenue	01085	Westfield
Project Action	17 Main Road	02790	Westport
P.A.V.E.	427 Llnwood Avenue	01588	Whitinsville
The Learning Academy	427 Llnwood Avenue	01588	Whitinsville
Whitman Hanson COMPASS Program	600 Franklin Street	02382	Whitman
Community Service Learning Alternative Education Program	326 Chandler Street	01602	Worcester
First STEP at Harlow	15 Harlow Street	01605	Worcester
Gerald Creamer Center	120 Granite Street	01604	Worcester
New Citizens Center	1407A Main Street	01603	Worcester
School Age Mothers	120 Granite Street	01604	Worcester
Worcester Alternative School	22 Waverly Street	01604	Worcester

STEM Early College High Schools

RoxMAPP Roxbury Community College and Madison Park High School	75 Malcolm X Boulevard	02120	Boston
Fitchburg High School/Fitchburg State University	140 Arn-How Farm Road	01420	Fitchburg
North Central Essential Charter/Fitchburg State University	500 Rindge Road	01420	Fitchburg
Massachusetts Association of Vocational Administrators (MAVA)	147 Pond Street	02038	Franklin
Marlborough Early STEM College	431 Bolton Street	01752	Marlborough
Randolph High School	511 Millbrook Avenue	07869	Randolph
Quaboag Innovation STEM Early College High School	284 Old West Brookfield Road	01083	Warren
North High School	150 Harrington Way	01604	Worcester

Youth Career Connect (STEM Pathways) Programs (Supported by Jobs for the Future)

Brockton High School Youth CareerConnect	470 Forest Avenue	02301	Brockton
West Springfield High School Youth CareerConnect	425 Piper Road	01089	West Springfield
Marlborough High School	431 Bolton Street	01752	Marlborough

Programs and Initiatives by Sector	Address	Zip	City/Town
HIGHER EDUCATION-BASED PROGRAMS			
<i>Bridge to College Programs</i>			
UMASS Boston - Admission Guaranteed Program	100 Morrissey Boulevard	02125	Boston
UMASS Boston - Urban Scholars	100 Morrissey Boulevard	02125	Boston
Massasoit Community College Transition to College Program	1 Massasoit Boulevard	02302	Brockton
Mount Wachusett Community College Success Center at Fitchburg High School	326 Nichols Road	01420	Fitchburg
Fitchburg State University Summer Bridge Program	160 Pearl Street	01420	Fitchburg
Mt. Wachusett Community College MCAS Academic Pathways to Success Program	444 Green Street	01440	Gardner
Mt. Wachusett Community College Educational Talent Search (ETS)	444 Green Street	01440	Gardner
Holyoke Community College - ABE Transition to College and Careers Program	303 Homestead Avenue	01040	Holyoke
Multicultural Academic Services (MAS) at Holyoke Community College	303 Homestead Avenue	01040	Holyoke
Pathways at Holyoke Community College	303 Homestead Avenue	01040	Holyoke
New Directions at Holyoke Community College	303 Homestead Avenue	01040	Holyoke
AVANZA 2 College - Holyoke Community College	303 Homestead Avenue	01040	Holyoke
Northern Essex Community College Bridge Program	45 Franklin Street	01840	Lawrence
Berkshire Community College Connections Program	1350 West Street	01201	Pittsfield
Massachusetts Bay Community College 2015 High School Summer Bridge	50 Oakland Street	02481	Wellesley
Cape Cod Bridge to College Program	2240 Iyannough Road	02668	West Barnstable
Quinsigamond Community College Twelfth Year Program	670 West Boylston Street	01606	Worcester
<i>Commonwealth Dual Enrollment Partnership</i>			
UMASS Amherst	213 Whitmore Admin Building	01003	Amherst
Middlesex Community College	591 Springs Road	01730	Bedford
<i>Target Cities and Towns:</i> Bedford, Billerica, Burlington, Lowell, Groton, Tewksbury and communities served by participating regional/technical high schools: Ayer, Chelmsford, Littleton, Pepperell, Shirley, Townsend, Westford, Dracut, Dunstable, Tyngsboro, Acton, Arlington, Belmont, Concord, Lexington, Stow, Wayland, Weston			
Bunker Hill Community College	250 New Rutherford Avenue	02129	Boston
<i>Target Cities and Towns:</i> Boston, Cambridge, Chelsea, Everett, and Malden			
Mass College of Art and Design	621 Huntington Avenue	02115	Boston
<i>Target Cities and Towns:</i> Boston			
Roxbury Community College	1234 Columbus Avenue	02120	Boston
<i>Target Cities and Towns:</i> Roxbury, Dorchester, Mattapan, Hyde Park			
UMass Boston	100 Morrissey Boulevard	02125	Boston
Bridgewater State University	131 Summer Street	02325	Bridgewater

Programs and Initiatives by Sector	Address	Zip	City/Town
Massasoit Community College <i>Target Cities and Towns:</i> Brockton, Randolph, Braintree, Bridgewater, Raynham, Middleborough, Stoughton, Weymouth	1 Massasoit Boulevard	02302	Brockton
Mass Maritime Academy <i>Target Cities and Towns:</i> Boston, Fall River, Hyannis, New Bedford, Plymouth, Taunton, Wareham	101 Academy Drive	02532	Buzzards Bay
UMass Dartmouth <i>Target Cities and Towns:</i> Dartmouth, Fall River, New Bedford	285 Old Westport Road	02747	Dartmouth
Bristol Community College <i>Target Cities and Towns:</i> Acushnet, Attleboro, Berkley, Dartmouth, Dighton, Fairhaven, Fall River, Freetown, Lakeville, Mattapoisett, New Bedford, Norton, North Attleboro, Rehoboth, Rochester, Seekonk, Somerset, Swansea, Taunton, Westport	777 Elsbree Street	02720	Fall River
Fitchburg State University <i>Target Cities and Towns:</i> Fitchburg and Leominster	160 Pearl Street	01420	Fitchburg
Framingham State University <i>Target Cities and Towns:</i> Framingham, Marlborough, Ashland, Franklin, Holliston, Hudson, Medway, Milford, Millis, Natick, Waltham	100 State Street	01702	Framingham
Mount Wachusett Community College <i>Target Cities and Towns:</i> Ashburnham, Athol, Fitchburg, Gardner, Leominster, Lunenberg, Orange, Winchendon, Lancaster	444 Green Street	01440	Gardner
Greenfield Community College <i>Target Cities and Towns:</i> Greenfield, Turners Falls, Northfield, South Deerfield, Shelburne Falls, Northampton, Amherst, Westhampton, Hatfield, Hadley	1 College Drive	01301	Greenfield
Northern Essex Community College <i>Target Cities and Towns:</i> Haverhill, Lawrence, Amesbury, Methuen, North Andover, Andover	100 Elliott Street	01830	Haverhill
Holyoke Community College <i>Target Cities and Towns:</i> Holyoke	303 Homestead Avenue	01040	Holyoke
UMass Lowell <i>Target Cities and Towns:</i> Lowell	One University Avenue	01854	Lowell
North Shore Community College <i>Target Cities and Towns:</i> Lynn	1 Ferncroft Road	01923	Lynn
Massachusetts College of Liberal Arts <i>Target Cities and Towns:</i> Pittsfield, North Adams, Adams	375 Church Street	01247	North Adams
Berkshire Community College <i>Target Cities and Towns:</i> Lanesborough, Dalton, Windsor, Pittsfield, Hinsdale, Washington, Becket, Richmond, Lenox, Lee, Stockbridge, West Stockbridge, Housatonic, Great Barrington, Otis, Egremont, Sheffield, Sandisfield, New Marlborough	1350 West Street	01201	Pittsfield
Salem State University <i>Target Cities and Towns:</i> Salem, Beverly, Lynn, Revere, Winthrop, Gloucester, Manchester-by-the-Sea, Essex, Rockport, Amesbury, Byfield, Haverhill, Dorchester, Malden, Ipswich	352 Lafayette Street	01970	Salem
Springfield Tech Community College <i>Target Cities and Towns:</i> Agawam, Chicopee, Holyoke, Ludlow, Springfield, West Springfield	One Armory Square	01102	Springfield
MassBay Community College <i>Target Cities and Towns:</i> Framingham, Natick, Metro West Region	50 Oakland Street	02481	Wellesley
Cape Cod Community College <i>Target Cities and Towns:</i> Barnstable, Nantucket, Wareham, Dennis-Yarmouth, Sandwich, Bourne, Nauset, Monomoy, Mashpee, Falmouth	2240 Iyannough Road	02668	West Barnstable

Programs and Initiatives by Sector	Address	Zip	City/Town
Westfield State University <i>Target Cities and Towns: Westfield, Springfield, West Springfield, Holyoke, Granby</i>	578 Western Avenue	01086	Westfield
Quinsigamond Community College <i>Target Cities and Towns: Worcester, Marlborough, Southbridge, Northbridge, Dudley, Webster</i>	670 W Boylston Street	01606	Worcester
Worcester State University <i>Target Cities and Towns: Worcester</i>	486 Chandler Street	01602	Worcester
Massachusetts College of Liberal Arts	375 Church Street	01247	North Adams

Campus Male Student Success Programs

Roxbury Community College Mentoring for Success	1234 Columbus Avenue	02120	Boston
UMass Boston AMEND	100 Morrissey Boulevard	02125	Boston
Massasoit Community College Ubuntu Scholars	One Massasoit Boulevard	02302	Brockton
Bridgewater State University - Men Integrated in Brotherhood	131 Summer Street	02325	Bridgewater
Framingham State University Brother to Brother	100 State Street	01702	Framingham
Holyoke Community College Alana Men in Motion	303 Homestead Avenue	01040	Holyoke
Berkshire Community College Male Mentoring	1350 West Street	01201	Pittsfield
Salem State University Men of Color Success Initiative	352 Lafayette Street	01971	Salem
Springfield Tech Community College Male Initiative for Leadership and Education	1 Armory Street	01105	Springfield
MassBay Community College Young Men of Color Initiative	50 Oakland Street	02481	Wellesley

Gateway to College Programs (High School Diploma, Dual Credit Programs)

Gateway to College at Massasoit Community College	1 Massasoit Boulevard	02302	Brockton
Gateway to College at Mt. Wachusett Community College	444 Green Street	01440	Gardner
Gateway to College at Holyoke Community College	303 Homestead Avenue	01040	Holyoke
Gateway to College at Bristol Community College	777 Elsbree Street	02720	Fall River
Gateway to College at Quinsigamond Community College	670 W Boylston Street	01606	Worcester
Gateway to College at Springfield Technical Community College	1 Armory Street	01105	Springfield

Massachusetts Inclusive Concurrent Enrollment Initiative (targets students ages 18-22 with Intellectual Disabilities)

Bridgewater State University	131 Summer Street	02325	Bridgewater
Bunker Hill Community College	250 Rutherford Avenue	02129	Charlestown
Cape Cod Community College	2240 Iyannough Road	02668	West Barnstable
Framingham State University	100 State Street	01702	Framingham
Holyoke Community College	303 Homestead Ave	01040	Holyoke
MassBay Community College	50 Oakland Stret	02481	Wellesley
Middlesex Community College	591 Springs Road	01730	Lowell
Mt. Wachusett Community College	444 Green Street	01440	Gardner
Northern Essex Community College	100 Elliott St	01830	Haverhill
Roxbury Community College	1234 Columbus Avenue	02120	Boston
UMass Amherst	300 Massachusetts Avenue	01003	Amherst
UMass Boston	100 Morrissey Boulevard	02125	Boston
Westfield State University	577 Western Avenue	01085	Westfield

Programs and Initiatives by Sector	Address	Zip	City/Town
REGIONAL COLLEGE ACCESS CHALLENGE GRANTS PROGRAM - targets high school students and first-year college students (through June 2016)			
Success Boston (Boston Public Schools, uAspire, The Boston Foundation)	31 Milk Street	02109	Boston
<i>Serving High Schools in the following towns: Roxbury, Dorchester, Mattapan</i>			
Southeast: Massasoit Community College (Brockton Public Schools, Randolph Public Schools, and Bristol Community College - Fall River Public Schools)	One Massasoit Boulevard	02302	Brockton
<i>Serving High Schools in the following towns: Brockton, Randolph, Fall River, New Bedford</i>			
North Central: Mt. Wachusett Community College (with 9 area high schools)	444 Green Street	01440	Gardner
<i>Serving High Schools in the following towns: Fitchburg, Leominster, Athol, Gardner, Orange, Winchendon</i>			
Pioneer Valley: Holyoke Community College (Holyoke Public Schools and Greenfield Community College)	303 Homestead Avenue	01040	Holyoke
<i>Serving High Schools in the following towns: Holyoke, Springfield, Greenfield, Turners Falls, Northfield, Franklin</i>			
Northeast: Middlesex Community College (with Northern Essex Community College, North Shore Community College, Salem State University, and UMass Lowell)	33 Kearney Square	01852	Lowell
<i>Serving High Schools in the following towns: Lowell, Lawrence, Haverhill, Salem, Methuen, Lynn</i>			
Berkshire: Berkshire Community College (with Massachusetts College of Liberal Arts and Berkshire Public Schools)	1350 West Street	01201	Pittsfield
<i>Serving High Schools in the following towns: Adams, Cheshire, Dalton, Great Barrington, Lee, Lenox, North Adams, Pittsfield, Sheffield, Williamstown</i>			
Central/Southeast: MassEdCo (Southbridge High School, Wareham High School, Worcester High School, and New Bedford High School)	484 Main Street	01608	Worcester
<i>Serving High Schools in the following towns: Worcester, Southbridge, Wareham, New Bedford</i>			
STEM Starter Academies (High School Seniors and College Freshmen transition program)			
Berkshire Community College	1350 West Street	01201	Pittsfield
Bunker Hill Community College	250 Rutherford Avenue	02129	Charlestown
Bristol Community College	777 Elsbree Street	02720	Fall River
Cape Cod Community College	2240 Iyannough Road	02668	West Barnstable
Greenfield Community College	1 College Drive	01301	Greenfield
Holyoke Community College	303 Homestead Road	01040	Holyoke
MassBay Community College	50 Oakland Street	02481	Wellesley
Massasoit Community College	900 Randolph Street	02021	Canton
Middlesex Community College	591 Springs Road	01730	Lowell
Mt. Wachusett Community College	444 Green Street	01440	Gardner
North Shore Community College	1 Ferncroft Road	01923	Danvers
Northern Essex Community College	100 Elliott Street	01830	Haverhill

Programs and Initiatives by Sector	Address	Zip	City/Town
Quinsigamond Community College	670 West Boylston Street	01606	Worcester
Roxbury Community College	1234 Columbus Avenue	02120	Boston
Springfield Technical Community College	1 Armory Street	01105	Springfield

Student Support Services (SSS) TRIO Programs

Middlesex Community College	591 Springs Road	01730	Bedford
UMass Boston	100 Morrissey Boulevard	02125	Boston
Massasoit Community College	900 Randolph Street	02021	Canton
Bunker Hill Community College	250 Rutherford Avenue	02129	Charlestown
North Shore Community College	1 Ferncroft Road	01923	Danvers
Bristol Community College	777 Elsbree Street	02720	Fall River
Fitchburg State University	160 Pearl Street	01420	Fitchburg
Mount Wachusett Community College	444 Green Street	01440	Gardner
Northern Essex Community College	100 Elliott Street	01830	Haverhill
Holyoke Community College	303 Homestead Road	01040	Holyoke
Mass College of Liberal Arts	375 Church Street	01247	No Adams
UMass Dartmouth	285 Old Westport Road	02747	No Dartmouth
Berkshire Community College	1350 West Street	01201	Pittsfield
Salem State University	352 Lafayette Street	01970	Salem
Springfield Tech Community College	1 Armory Street	01105	Springfield
Cape Cod Community College	2240 Iyannough Road	02668	West Barnstable
Westfield State University	577 Western Avenue	01085	Westfield
Quinsigamond Community College	670 West Boylston Street	01606	Worcester

Veterans Upward Bound

Suffolk University Veterans Upwards Bound Program	73 Tremont Street	02108	Boston
UMASS Boston Veterans Upwards Bound Program	100 Morrissey Boulevard	02125	Boston

Upward Bound

Middlesex Community College	591 Springs Road	01730	Bedford
UMASS Boston	100 Morrissey Boulevard	02125	Boston
American Student Assistance	231 Main Street	02301	Brockton
Bristol Community College	777 Elsbree Street	02720	Fall River
Fitchburg State University	160 Pearl Street	01420	Fitchburg
Holyoke Community College	303 Homestead Avenue	01040	Holyoke
North Shore Community College	300 Broad Street	01901	Lynn
Northfield Mount Hermon School	One Lamplighter Way	01354	Mount Hermon
UMASS Dartmouth	285 Old Westport Road	02747	North Dartmouth
Roxbury Community College	1234 Columbus Avenue	02120	Roxbury Crossing
Salem State College	352 Lafayette Street	01970	Salem
UMass Amherst at High School of Commerce, Springfield	415 State Street	01105	Springfield
Youth Opportunities Upheld, Inc.	81 Plantation Street	01604	Worcester

Programs and Initiatives by Sector	Address	Zip	City/Town
<i>Other Campus Based Student Success Programs</i>			
Pathways to Prosperity (PEP) - Bunker Hill Community College	250 New Rutherford Avenue	02129	Boston
Students Taking Action for Nursing Diversity (STAND) - Bunker Hill Community College	250 New Rutherford Avenue	02129	Boston
Step Up to College - Bristol Community College	777 Elsbree Street	02720	Fall River
Mt. Wachusett Institute Program at Fitchburg State University	160 Pearl Street	01420	Fitchburg
Metrowest College Planning Center (MassBay Community College and Framingham State University partnership)	1000 Worcester Road	01701	Framingham
Pathways to Academic and Career Excellence (PACE) - Northern Essex Community College	45 Franklin Street	01841	Lawrence
Northern Essex Community College Student Success Center	45 Franklin Street	01840	Lawrence
North Shore Community College - Education Opportunity Center	300 Broad Street	01901	Lynn
North Shore Community College - Education Talent Search	300 Broad Street	01901	Lynn
Springfield Tech Community College Latino Peer Mentoring Network	1 Armory Street	01105	Springfield
Springfield Tech Community College Blacks and Latinos Striving for Success	1 Armory Street	01105	Springfield
Greylock Teach Fellows Program - for aspiring educators in Pittsfield public schools (Massachusetts College of Liberal Arts)	375 Church St.	01247	North Adams
STEM Academy - for entering MCLA STEM majors, focus on first generation and ALANA students	375 Church St.	01247	North Adams
413 STEM Academy - students interested in STEM majors (Massachusetts College of Liberal Arts, Berkshire Community College, Greenfield Community College, Holyoke Community College)	375 Church St.	01247	North Adams
LEAD Academy - leadership and jumpstart activities for entering students (Massachusetts College of Liberal Arts)	375 Church St.	01247	North Adams
Salem State University Academic Advising Implementation Committee	352 Lafayette Street	01970	Salem
Salem State University Student Advocacy Office	353 Lafayette Street	01970	Salem
Salem State University Student Navigation Center	354 Lafayette Street	01970	Salem
Salem State University Community Based Organizations	355 Lafayette Street	01970	Salem
Salem State University MAPworks	356 Lafayette Street	01970	Salem
Salem State University Center for Academic Excellence	357 Lafayette Street	01970	Salem
Salem State University Emerging Scholars Program	358 Lafayette Street	01970	Salem
Salem State University Summer Bridge Academy	359 Lafayette Street	01970	Salem
Salem State University Diversity and Multicultural Affairs	360 Lafayette Street	01970	Salem
Salem State University First Year Experience	361 Lafayette Street	01970	Salem
Salem State University Learning Communities	362 Lafayette Street	01970	Salem
Salem State University Veterans Center	363 Lafayette Street	01970	Salem
Salem State University STEP Program	364 Lafayette Street	01970	Salem

Programs and Initiatives by Sector	Address	Zip	City/Town
SELECT NON-PROFITS			
National Association for Urban Debate Leagues	225 Friend Street	02114	Andover
BU Prison Education Program/Partakers College	230 Central Street	02466	Auburndale
Behind Bars Programs			
American Student Assistance (ASA)	100 Cambridge Street	02114	Boston
ASA Boston College Planning Center Copley Square Library	700 Boylston Street	02116	Boston
ASA Chinatown College Planning Center Asian American Civic Association	87 Tyler Street	02116	Boston
Boston Higher Education Resource Center (HERC)	68 Northampton Street	02118	Boston
Boston Urban Youth Foundation	130 Warren Street	02119	Boston
Bottom Line	500 Armory Street	02130	Boston
College Bound Dorchester	18 Samoset Street	02124	Boston
Emmanuel Gospel Center	2 San Juan Street	02118	Boston
Freedom House	5 Crawford Street	02121	Boston
HOPE College Readiness	165 Brookside Avenue	02130	Boston
Hyde Square Task Force	351 Centre Street	02130	Boston
Let's Get Ready	89 South Street	02111	Boston
Mass General Hospital, Youth Scholars Program	55 Fruit Street	02114	Boston
Noonan Scholars	25 School Street	02108	Boston
Project Reach UMASS Boston	100 Morrissey Boulevard	02125	Boston
St. Stephen's - High School Program (S2POT)	419 Shawmut Avenue	02118	Boston
Roxbury Presbyterian Church Social Impact Center	382 Warrant Street	02119	Boston
Strong Women Strong Girls	262 Washington Street	02121	Boston
T.A.G. (Talented and Gifted Latino Program) @ UMass Boston	100 Morrissey Boulevard	02125	Boston
The Steppingstone Foundation	One Appleton Street	02116	Boston
The Trust Project	721 Massachusetts Avenue	02118	Boston
Today's Students Tomorrow's Teachers	225 Friend Street	02114	Boston
Trinity Boston Foundation	206 Clarendon Street	02116	Boston
uAspire	31 Milk Street	02109	Boston
YearUP	45 Milk Street	02109	Boston
Youth Enrichment Services (YES) - College Prep Program	412 Massachusetts Avenue	02118	Boston
City Connects	140 Commonwealth Avenue	02467	Chestnut Hill
Boston Youth Services Network	2 Oliver Street	02109	Boston
X-Cel	150 Forsyth Street	02115	Boston
Boston Higher Education Resource Center	68 Northampton Street	02118	Boston
FUEL	561 Boylston Street	02116	Boston
The Posse Foundation	45 Franklin Street	02111	Boston
Communities in Schools	77 Warren Street	02135	Brighton
ASA Brockton College Planning Center	231 Main Street	02301	Brockton
My Turn, Inc. - Connecting to College Program	1019 Crescent Street	02301	Brockton
School on Wheels - MA	7890 West Chestnut Street	02301	Brockton
Steps to Success	115 Greenough Street	02445	Brookline

Programs and Initiatives by Sector	Address	Zip	City/Town
SELECT NON-PROFITS (<i>Continued</i>)			
AVID Cambridge Rindge & Latin High School & Latin High School	459 Broadway	02138	Cambridge
Breakthrough Greater Boston - Cambridge Rindge Just a Start	459 Broadway 1035 Cambridge Street	02138 02141	Cambridge Cambridge
The Possible Project - College & Career Pathways	955 Massachusetts Avenue	02139	Cambridge
ASA Chelsea College Planning Center	175 Hawthorne Street	02150	Chelsea
Bunker Hill Community College			
Families United in Educ Leadership (FUEL)	561 Boylston Street	02116	Chelsea
Valley Opportunity Council	35 Mt. Carmel Street	01013	Chicopee
ASA Dorchester College Planning Center	690 Washington Street	02124	Dorchester
Codman Square Library			
Log School/Dorchester	222 Bowdoin Street	02122	Dorchester
STRIVE Boston Employment Services/Codman Square	651 Washington Street	02124	Dorchester
ASA East Boston College Planning Center	86 White Street	02128	East Boston
Project GRAD USA	1045 Main Street	01040	Holyoke
Community Adolescent Resource and Education Center (CARE Center)	247 Cabot Street	01040	Holyoke
Teen Resource Project at the Peck Middle School (CARE Center)	247 Cabot Street	01040	Holyoke
Picknelly Adult and Family Education Center	206 Maple Street	01040	Holyoke
ASA Hyde Park College Planning Center	35 Harvard Avenue	02128	Hyde Park
Xcel Education (4 Locations)	7 Glenvale Terrace	02130	Jamaica Plain
Lawrence Community Works - Afterschool Clubhouse Girls Inc.	168 Newbury Street 50 High Street	01841 01902	Lawrence Lynn
Jobs For The Future	88 Broad Street	02110	Lynn
KIPP	90 High Rock Street	01902	Lynn
LaVida Inc.	40 Green Street	01902	Lynn
The Governor's Academy	1 Elm Street	01922	Lynn
Lynn Educational Talent Search	50 Goodridge Street	01902	Lynn
Tufts University College Advising Corps	419 Boston Avenue	02155	Medford
Seven Hills Behavioral Health	10 Welby Road	02745	New Bedford
The Learning Connection, Inc.	141 North Street	01201	Pittsfield
Greater Boston Chinese Comm Serv	1 Linden Street	02170	Quincy
ASA Roxbury College Planning Center Eagleston Square Library	2044 Columbus Avenue	02119	Roxbury
Mission Main Community Center	39 Smith Street	02120	Roxbury
STRIVE/Ruggles	150 Forsyth Street	02115	Roxbury
Leap for Education	209 Essex Street	01970	Salem
ASA South Boston College Planning Center, South Boston Library	646 East Broadway	02127	South Boston
Aspira	114 Pleasant Street	01550	Southbridge

Programs and Initiatives by Sector	Address	Zip	City/Town
SELECT NON-PROFITS (Continued)			
Hull Lifesaving Museum -Maritime Apprentice Program	1117 Nantasket Avenue	02045	Southeast
MLK Comm Center -YECO Black College Tours	106 Wilbraham Road	01109	Springfield
More Than Words	376 Moody Street	02453	Waltham
Rediscovery, Inc.	296 Newton Street	02453	Waltham
One Family Scholars	800 South Street	02453	Waltham
La Vida	255 Grapevine Road	01984	Wenham
Advancement Via Individual Determination (AVID)	210 Park Avenue	01609	Worcester
AVID Burncoat Middle School	135 Burncoat Street	01606	Worcester
AVID Doherty Memorial High School	299 Highland Street	01602	Worcester
AVID Forest Grove Middle School	495 Grove Street	01605	Worcester
AVID North High School	140 Harrington Way	01604	Worcester
AVID South High Community School	170 Apricot Street	01603	Worcester
AVID Sullivan Middle School	140 Apricot Street	01603	Worcester
AVID Worcester Technical High School	1 Skyline Drive	01605	Worcester
AVID Worcester East Middle School	420 Grafton Street	01604	Worcester
Dynamy - Youth Academy	81 Plantation Street	01604	Worcester
Mentoring Programs			
ACE Mentor Program of America, Inc. - Boston	316 Huntington Avenue	02115	Boston
ACE Mentor Program of America, Inc. - Boston	290 Congress Street Suite 200	02210	Boston
Friends and Mentors (FAM) for Change (Bridgewater High School and Brockton High School)	131 Summer Street	02325	Bridgewater
Boys and Girls Club	56 Main Street	01002	Amherst
Massachusetts Academy of Sciences	611 North Pleasant Street	01003	Amherst
Reader to Reader	38 Woodside Avenue	01002	Amherst
Bristol Community College Attleboro	11 Field Road	02703	Attleboro
Endicott College	376 Hale Street	01915	Beverly
La Chic Mentoring Plus	PO BOX 144	01915	Beverly
Alray Scholars Program	PO Box 960400	02196	Boston
Artists for Humanity	100 W 2nd Street	02127	Boston
Blue Cross Blue Shield of Massachusetts	401 Park Drive	02215	Boston
Boston Chinatown Neighborhood Center	38 Ash Street	02111	Boston
Brooke Charter Schools	190 Cummins Highway	02131	Boston
Bunker Hill Community College	250 New Rutherford Avenue	02129	Boston
Chica Project, Inc.			Boston, Holyoke, Lawrence, Springfield
Minds Matter Inc.	P.O Box 51066	00225	Boston
We are Forever Free	PO Box 230096	02123	Boston
Bridgewater State College	95 Burrill Avenue	02325	Bridgewater
Schools On Wheels	790 West Chestnut Street	02301	Brockton

Programs and Initiatives by Sector	Address	Zip	City/Town
Mentoring Programs (Continued)			
Amphibious Achievement	77 Massachusetts Avenue	02139	Cambridge
Cambridge Community Services	99 Bishop Allen Drive	02139	Cambridge
Just-A-Start	1035 Cambridge Street	02141	Cambridge
Phillips Brook House Association	1 Harvard Yard	02138	Cambridge
The Crimson Summer Academy (at Harvard University)	126 Mount Auburn Street	02138	Cambridge
Chelsea REACH	299 Everett Avenue	02150	Chelsea
Dorchester Youth Collaborative	1514 A Dorchester Avenue	02122	Dorchester
Mpact (Boston Public Schools)	443 Warren Street	02121	Dorchester
Relevant Advice and Mentoring for Multicultural Students (RAMMS)- Framingham State University	100 State Street	01701	Framingham
Center for Academic Success and Advising (CASA) - Framingham State University	100 State Street	01701	Framingham
College Tomorrow - Framingham State University	100 State Street	01701	Framingham
Pelham Pals (mentoring program) - Framingham State University	100 State Street	01701	Framingham
Program Leading to Undergraduate Success (PLUS) Admissions Program - Framingham State University	100 State Street	01701	Framingham
Girls Inc. of Holyoke	6 Open Square Way	01041	Holyoke
NEFWC WIA Youth	205 High Street	01040	Holyoke
STRIVE - Holyoke Community College	303 Homestead Avenue	01040	Holyoke
Friends of the Children - Boston	555 Amory Street	02130	Jamaica Plain
Hyde Square Task Force	375 Centre Street	02130	Jamaica Plain
Summer Search	3840 Washington Street	02130	Jamaica Plain
Family Services of the Merrimack Valley	430 North Canal Street	01840	Lawrence
STRIVE - UMASS Lowell	220 Pawtucket Street	01854	Lowell
Girls Incorporated of Lynn	52 High Street	01902	Lynn
Boys and Girls Club of Cape Cod	31 Frank E. Hicks Drive	02649	Mashpee
Blue Hill Observatory Science Center Inc.	1 Observatory Service Road	02186	Milton
Dearborn's V.I.S.I.O.N	35 Greenville Street	02119	Roxbury
Success Boston College Completion Initiative	2300 Washington Street	02119	Roxbury
Black Men of Greater Springfield, Inc. Boys Club Springfield	418 Crew Street	01105	Springfield
Brandeis University - Waltham Group	415 South Street	02453	Waltham
Big Brothers Big Sisters of Central Mass/Metro West	484 Main Street	01608	Worcester

Appendix B: **Interviewees and Case Study Respondents**

LaDonna Bridges, Associate Dean of Academic Success, Framingham State University

Dana Brown, former Principal, Malden High School

Andrea Dawes, Director of Project Reach & Admission Guaranteed Program

Ana Gaillat, Associate Vice President of Academic Affairs;
Sarah Morrell, Dean of Division of Access and Transition;
and Rhonda Gabovitch, Vice President of Institutional Research, Planning & Assessment, Bristol Community College

Rebecca D. Cormage, Director of Diversity and Multicultural Affairs Office, The Brotherhood--Men of Color Initiative,
Salem State University

Donna Connolly, Director of Youth Access, Massachusetts Education and Career Opportunities, Inc., Worcester

Nicole Conroy, Site Manager/Education Specialist at MyTurn, Inc.

Krista Cosco, Administrative Assistant, GEAR UP Massachusetts

Yolanda Dennis, Executive Director for Institutional Diversity, Young Men of Color Initiative, Massasoit Community College

Robert Dais, Project Director, GEAR UP Massachusetts

Melissa Earls, Principal, Southbridge Middle/High School

Marsha Forhan, Director of Adult Programs & Career Pathways, Massachusetts Education and Career Opportunities, Inc.,
Worcester

Shanna Gray, School Adjustment Counselor, Pathways Center, Brockton

Dr. Felicia Griffin-Fennell, STEM Starter Academy, Springfield Technical Community College

Kristin Hagopian, Director of Upward Bound, University of Massachusetts, Dartmouth

Robin Hodgkinson, Executive Director of the Community Education Project

Leah Hamilton, Director of Education, Barr Foundation

Ashley Kenney, Reference Librarian for the Jacob Edwards Library

Jeff E. Joseph, Director of Minority Mentorship Programs and First Year Experience, Student Services Department, Massasoit Community College

Gretchen Lahey, Coordinator (Dual Enrollment & Malden High School), Bunker Hill Community College

James Lightfoot, Academic Advisor & Coordinator for Male Initiative for Leadership and Education, Springfield Technical Community College

Patrice Lincoln, Dean in the Division of Access and Transition at Mount Wachusett Community College, Gardner

Gisele Litalien, Upward Bound Director, Northfield Mount Hermon; also, former President of Massachusetts Educational Opportunity Association

Jill Luchetti, Program Coordinator of The Bridge Partnership Program, Bridgewater State University

Marty Martinez, President and CEO of Mass Mentoring Partnership, Boston

Pamela McCafferty, Assistant Vice President, Dean of Enrollment Management and Planning, Fitchburg State University

Mary Jo Marion, Executive Director of Latino Education Institute, Worcester State University

Marsha Innis-Mitchell, Director of Postsecondary Partnerships and Initiatives, Success Boston, Boston Public Schools

Terri Slater Morgan, Senior Director of Programs and Initiatives, Pre-collegiate Programs, University of Massachusetts, Boston

Kenny Monteiro, Assistant Director, Friends and Mentors (FAM) for Change, Bridgewater State University and Brockton High School Partnership

Martha Owen, Director of Holyoke Adult Learning Center (HALO)

Dawna Perez, Dean of Student Success, Northern Essex Community College – Lawrence Campus

Julie Primeau, Project Director of Upward Bound Program at Fitchburg State University, Fitchburg

Hilda Ramirez, Assistant Director of Latino Education Institute, Worcester State University

Judy Raper, Director of Student Development, Greenfield Community College

Bill Raynor, Young Men of Color Initiative, MassBay Community College

Wilnelia Rivera, Project Director and Senior Project Management Consultant, RoxMAPP @ Madison Park Technical Vocational High School, Roxbury Massachusetts Academic Polytech Pathway, Roxbury Community College

Mia Roberts, Vice President of Strategic Partnerships, Big Sister Association of Greater Boston

Jason Smith, Director of Expanding Horizons, Fitchburg State University, Fitchburg

Michele Snizek, Director of Retention and Student Success of STEM Academy at Holyoke Community College

Lecia Sligh, Upward Bound Program Manager, American Student Assistance

Thomas Taylor, Dean of Enrollment and Student Success, University of Massachusetts, Lowell

Kunthary Tahi-Johnson, Director of Programs, Upward Bound, University of Massachusetts, Boston

Anne Teschner, Executive Director of The Care Center

Myriam Quiñones, Coordinator of Multicultural Academic Services (MAS) at Holyoke Community College

Gilmarie Vongphakdy, Program Coordinator for ASPIRA of Massachusetts

Yanina Vargas, Vice President for Student Affairs, Holyoke Community College

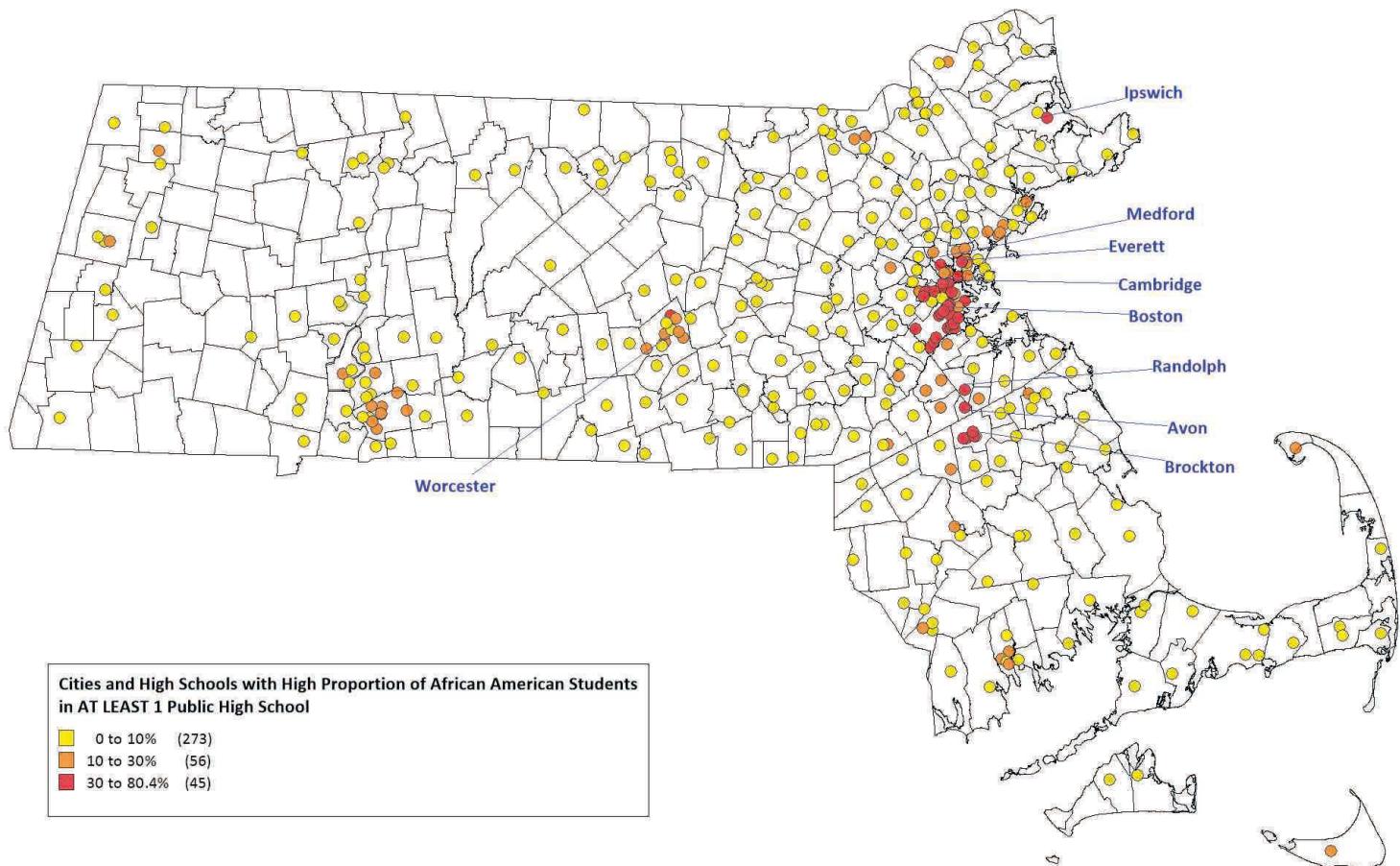
Susan Woods, Associate Dean of Student Support Services, Middlesex Community College

Appendix C:

Cities and Towns by Public High Schools with High Concentration of Black and Latino Students (Map 13 and Map 14)

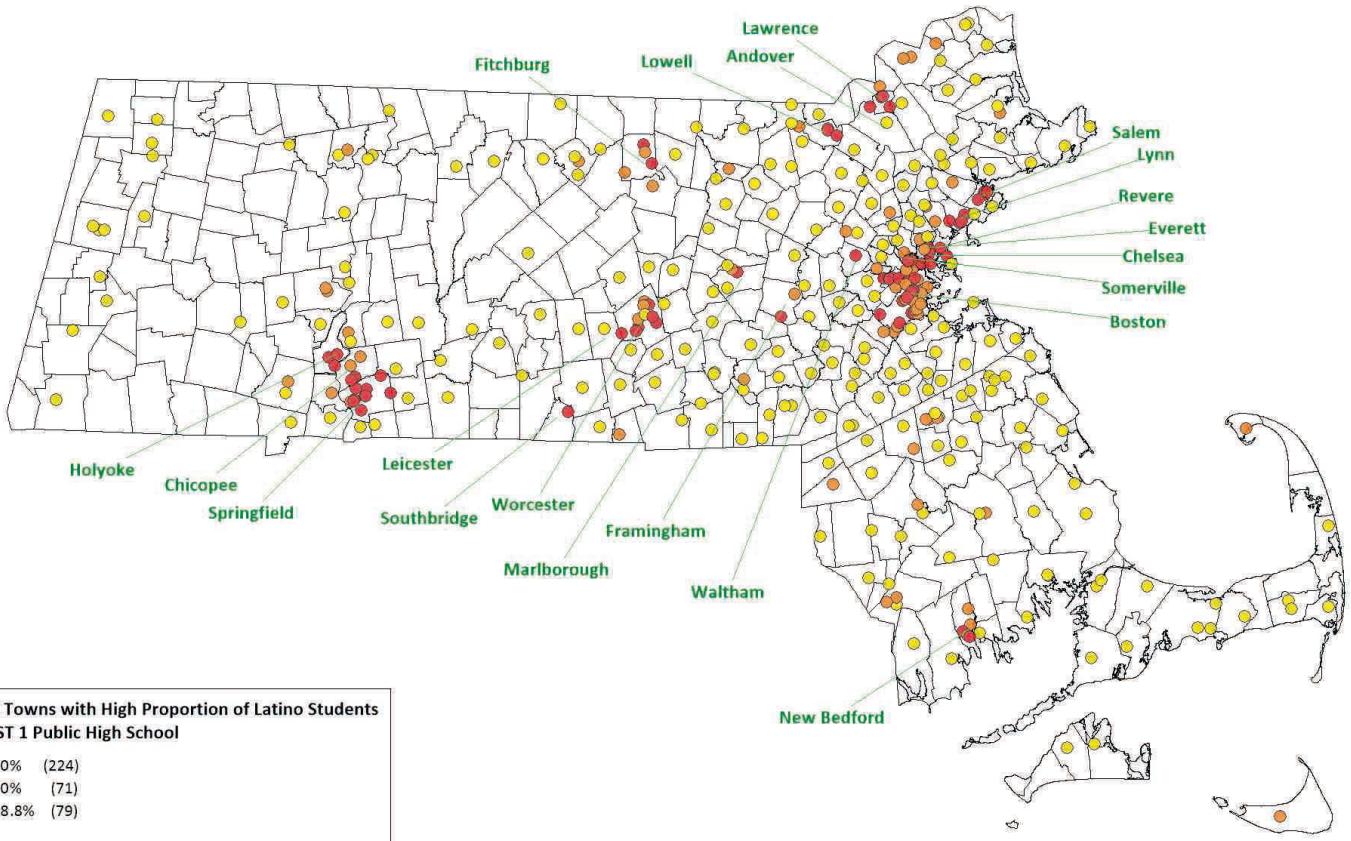
The following two maps show cities and towns and their public high schools by low proportion of student bodies composed of African American and Latino students (0% to 10%); by moderate composition (10% to 30%); and by a concentration of these two groups (30% or greater) in 2015.¹¹⁰

Map 13: Massachusetts Cities and Towns with High Proportion of African American Students in Public High Schools



¹¹⁰ <http://profiles.doe.mass.edu>

Map 14: Massachusetts Cities and Towns with High Proportion of Latino Students in Public High Schools



Cities and Towns with High Proportion of Latino Students
in AT LEAST 1 Public High School

- 0 to 10% (224)
- 10 to 30% (71)
- 30 to 98.8% (79)

Appendix D:

Using Site Score Methodology to Identify Potential Study Interviews

Data profiles based on DHE and DESE data for 2014 were generated for every high school in Massachusetts and used as a basis for constructing an index (or site score) ranking of high schools in terms of the following variables:

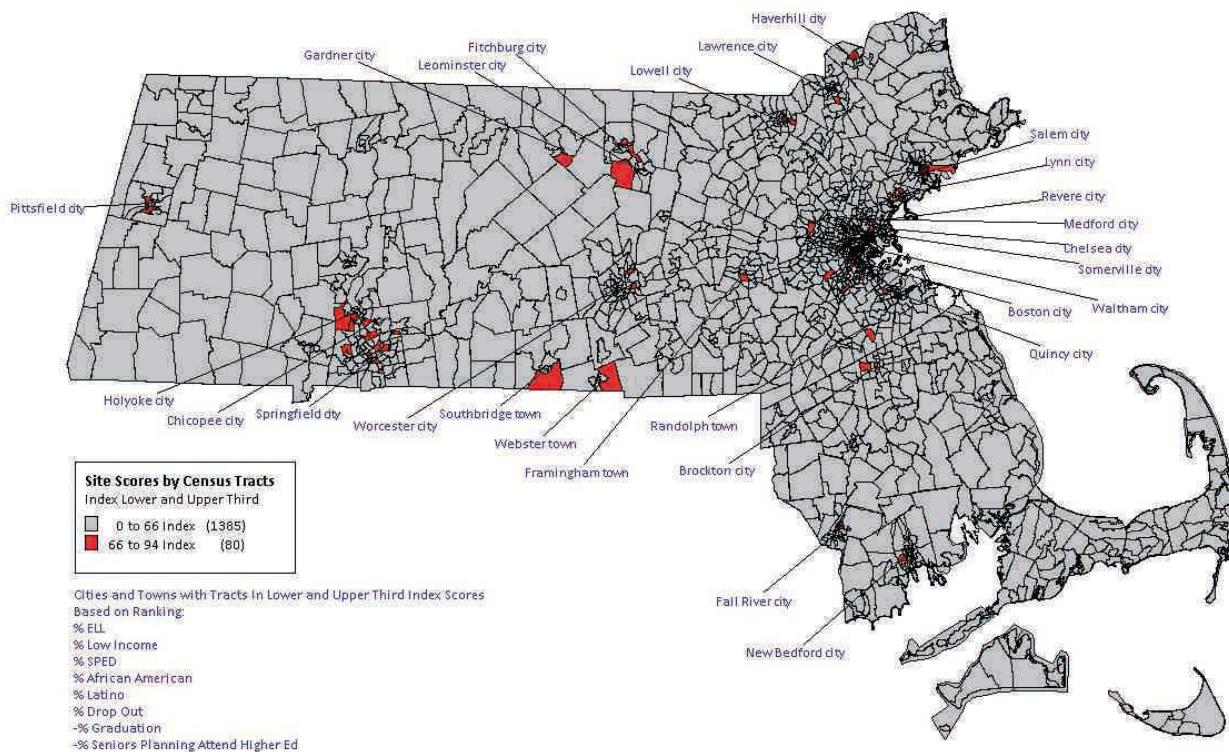
- Proportion of Black, Latino, and Asian students
- Proportion of low-income students (based on reduced cost and free lunch program)
- Proportion of special education students
- Proportion of English Language Learners
- Inverse proportion of seniors attending higher education
- Inverse proportion of juniors planning to apply and enroll in higher education
- Inverse proportion of graduation rates
- Proportion of dropouts at each high school

Each of these variables was given a weight of “1” and then GIS programs (PCensus and MapInfo 15) were utilized to assess how the variables are “bunched up” across high schools and geographically across the state.¹¹¹

The purpose of the maps is only to show places in Massachusetts with higher index scores (64 -99) in terms of these variables. The first map below shows places with high schools reflecting a greater bunching up of the variables. The second map shows the location of community colleges and universities in relation to areas with high site score findings.

¹¹¹ Two GIS programs (MapInfo and PCensus) were used to show the scores thematically on a map of Massachusetts census tracts, and cities and towns. The ranking index was organized by a relatively high score (66 to 94), and a low score (66 and under) based on what is described as “natural breaks” methodology. This approach is described in the MapInfo 11.5 User Guide: “Natural Break creates ranges according to an algorithm that uses the average of each range to distribute the data more evenly across the ranges. It distributes the values so that the average of each range is as close as possible to each of the range values in that range. This ensures that the ranges are well-represented by their averages, and that data values within each of the ranges are fairly close together. MapInfo Professional bases its Natural Break algorithm on the procedure described by Jenks and Caspall in their article “Error on Choroplethic Maps: Definition, Measurement, Reduction” from the Annals of American Geographers, June 1971 (p. 293).

Map 15: Site Scores by Select Demographic and High School Variables



Map 16: Site Scores by Select Demographic and High School Variables and Location of Public Community Colleges and Universities

