

AVID and Support Programs for Low-Income African American College Students

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Review Of The Related Literature

Completing college is a significant challenge to the poor and low-income earners. For instance, college completion rates have stagnated, a fact that has made them face different odds of getting to graduation. However, newer studies indicate that the students, most of them African Americans, can graduate at promising rates if they are offered financial support from external entities (Hubbard 368). Such includes parents, guardians, well-wishers, and governments, among other stakeholders. Each of the named entities has a specific role to play in ensuring that the designated students attain graduation, although much emphasis is given to the combination of both, which gives rise to the community.

Whereas some of the programs offer financial assistance regarding college fees, others cater for transportation, food and other logistics that enable low-earning students to survive efficiently at school (Obiakor et al. 18-29). Other programs essentially provide continuous support through counselling services, where the students are encouraged to stick to school programs irrespective of the challenges they face. Below is a detailed explanation of such programs, their effectiveness, and mechanisms of assisting the mentioned parties to graduate successfully. Other programs, as explained in other parts of the research, provide scholarships and other forms of support, all geared towards ensuring that African American learners and learners from poor backgrounds efficiently compete with their white counterparts.

Advancement Via Individual Determination (AVID)

Through this program, students who have been previously in the general and vocational classes have been placed in the academically rigorous category. Most of these students are African American and those who hail from low-income families. Teachers and counsellors facilitated the criteria used in selecting such students. The teachers and counsellors provided recommendations to the students who showed exceptional academic potential, and as a result, they were absorbed by the program. Therefore, bright but needy students are given a chance to fulfil their educational dreams, which is a significant move that facilitates educational empowerment.

Currently, the program has been very successful in ensuring that African American students attain college (Hubbard 363-383). As confessed by some of the successful participants, the aspect of joining college and graduating was far beyond their expectations, although they had a desire for the same.

Also, the program has helped participants maintain their grades, becoming a motivating factor as they are instilled with the belief that success was and is still possible. Such gives them a positive view towards education, making them work extra harder in school.

The Empowered Youth Programs

The Empowered Youth program is a program that acts as a link between parents of African American students and the educational community. Through this program, academic and social activity enhancements that need developmental and comprehensive approaches are determined. Also, the program facilitates the promotion of after-secondary school education and provides mechanisms through which parents can spur the academic success of their respective students. The program recognizes the role of parents since they are one of the significant players in facilitating the education of their children.

Therefore, to enhance the effectiveness of this program, several subcomponents are available. Some of them include the Saturday Academy, academic advisement and the exam lock-in. On the same perspective, the Saturday Academy helps the participants understand some of the complex attributes of university courses. It is held on Saturdays, and a considerable number of students have successfully enrolled in it. Besides, the academic advisements sub-component seeks to ensure that participants successfully enrol in college irrespective of their previous pre-college grades. Well-trained advisors facilitate the same. Finally, the exam lock-in subcomponent is meant to prepare the students for examinations. It is carried out towards the end of every semester and incorporates intensive examination preparation strategies facilitated by tutors. The effectiveness of this program has been partly reached because of support from the community, parents, and government towards the facilitation of this program.

The Resulting Outcome Of The Empowered Youth Programs

Data obtained indicate that more than 98% of the Empower youth programs successfully graduate from high school and, as a fact, join institutions of higher learning. Such is contrary to non-participants, where only 54% of African American learners graduate and are at risk of not participating in institutions of higher education (Bailey et al. 64-74). Additionally, the program has enhanced school-parent communication, an aspect that makes African American parents share information with teachers and other stakeholders. Through this communication, parents and teachers share essential information regarding the educational development of the student, a fact that enhances useful progress in their education.

The African American Alumni Organization

This program was established in the 1800s and is one of the oldest African American initiatives in the world. Although not many African Americans joined college during these periods, the establishment of Black colleges led to an increase in the number of admissions of blacks to the colleges (Murry & Mosidi 441). At the moment, the alumni play a significant role in ensuring that their counterparts in post-secondary institutions join college and consequently graduate upon finishing. For example, the alumni plan and facilitate fundraising with the intention of helping the African American learners, and in some instances, facilitate internships and other endeavours of the African American students.

Other than the elements mentioned earlier of ensuring that African American students efficiently graduate, the Alumni organization has also been at the forefront in providing scholarships to the learners. Furthermore, they provide funding to mainstream programs meant for African American students and learners from low-income families. Data obtained indicate that through this alumni, more than \$175,000 has been disbursed as grants, and an additional \$252,000 has been disbursed in the form of scholarships. Also, more than \$7.25 million is expected to be released this year for the same, with African American and students from needy families targeted.

Moreover, data obtained indicates that activities of the African American alumni organization, as presented above, have ensured that more black students are enrolled in school, especially through reunions planned by the alumni (Bailey & Lonnie 417). During the gatherings, some interaction acts as a motivating factor, where the following plans of the organization get executed. It's through such meetings that funds for scholarships and the criteria for determining successful applicants are defined.

The Neighborhood Academic Initiative

It is a college and university preparation project based at the University of Southern California. The program was created to assist low-income and urban minority students. With this project, family involvement is given priority to developing the social and cultural elements of the families in the Neighborhood Initiative academic program. Furthermore, data obtained indicates that the program recognizes barriers that are faced by learners when enrolling in college and, most importantly, as mentioned at the beginning, incorporates the family during this process.

The Mission of the initiative, according to their official website, is that Family and neighbourhood are essential aspects of learning. Therefore, through this blueprint, the organization strengthens the local community in different ways, identifies and celebrates some community understandings regarding identity and identity development, and finally, the program creates academic capital (Dyce & Cherryl 155). The named attributes, from a general perspective, play an essential role towards ensuring the success of education.

For instance, the cultural capital demonstrated above is used in the learner's education and, most importantly, in higher education preparation. Cultural capital encompasses diverse values like academic knowledge, as well as cultural values and behaviours that are relevant and promote educational development. On the other hand, social capital incorporates the connections between individuals in the family and the best possible ways through which the said connections facilitate action concerning educational development. At the moment, the program supports more than 3500 children in different programs, most of them through college access programs. It also helps close to 600 children in preschool and early literacy development programs annually. Furthermore, through this program, more than 1,000 students have enrolled annually.

The American School Counsel Association

As research indicates, counsellors play a significant task in promoting student progress. The American school counselling initiative defines the subcomponents of the counselling plan, which are relevant to both students and other involved stakeholders. Through the program, different counsellors with one vision and one voice are brought together, focused on ensuring that student achievement is a success.

Other than the above-named fundamental roles, the program also ensures that learners from low-income families access equitable education and systematically delivers counselling programs to the students (American School Counselor Association 169). Identical to the applications discussed before, this program identifies the collaborative efforts of the counsellors, parents and other educators towards promoting student achievement. As a result, all of them get incorporated into the program.

Therefore, when delivering, counsellors present their offering to students, parents, school officials and staff and finally, the community. Areas covered in this program include student planning and enhancement, where the counsellors monitor ongoing activities and enhance the student's ability to achieve their personal goals and objectives. Also, the students, through this program, are taught to be responsive to their immediate needs and concerns, which are fundamental life aspects.

The Brother Organization

This program was created on October 17, 1990, at the campus of Georgia Western University by Dr. Tyrone Bledsoe. The aim of the establishment was to seek solutions to the challenges faced by African American students in the institution (Zell 70-80). Incentives provided by the program include academic support in different forms, including seminars and empowering programs, financial assistance, advising of the students, increased motivation amongst the students, and development of leadership and skills through community services and engagement programs on the campus.

The movement's mission statement aims to empower students and promote brotherhood by embracing different principles of accountability, effective leadership, self-discipline, and intellectual

development (Goings et al. 346-368). At the moment, the movement has established more than 200 chapters in various institutions of higher learning, including schools, colleges, and universities across the United States of America.

Contrary to conventional expectations, the organization is not a social organization but rather an academic, social organization whose intention, as mentioned at the beginning, is to guide respective registered members to achieve their members achieve their desired educational goals. Other than academics, the organization, through different programs, urges its members to give back to the community (Gibson 70-82). For example, they offer clean-up services during the annual Earth Day cleanup, which occurs every April. Furthermore, the movement provides different community partnership programs to support and mentor local youths.

Lastly, the program gives back to society by organizing different leadership conferences across various campuses and other selected parts of the country. Through such, members are allowed to participate in multiple forums that are enhanced to improve their leadership skills (Kelly & others 80).

Student African American Sisterhood

This is a nonprofit organization whose roots can be traced to Indiana University. It was established in 2004 to help and motivate female African American students in their university to diversify their academic networks and personal support (Guiffreda 308-311). Through such collective support, problems could be amicably solved, as compared to individual processes of doing the same. After experiencing a massive expansion and transformation, the organization was restructured, and the new concepts allowed for the providence of intentional programming associated with intensive academic, social and support strategies. Therefore, to facilitate the achievement of their goals and objectives, the organization incorporates different aspects of their working functionalities. These include academic excellence, service learning, financial literacy, social unity and cultural awareness.

According to the organization, the objective is to help African American women through different developmental aspects of sisterhood, through which problem-solving is enhanced collectively (Carby 753-754). Furthermore, the organization aims to create different networks that support African American ladies and provide practical strategies through which attainment of educational success is improved. This program encourages its registered members to adopt decisive leadership and sisterhood in the academic environment and society from a broader perspective (Chavous 1076-1090). Some of the everyday activities they carry out in universities include serving as advisors and sponsoring different departments across universities.

Conclusion

Education is an essential aspect of the society, and therefore, its role cannot be underestimated. However, at some points, the attainment of learning becomes expensive, and therefore, several

members of the community find it difficult to finish their educational programs (Cameron & others 450). Organizations, such as the ones mentioned above, therefore, play that role. Some of the organizations offer financial support, whereas others provide guidance, counselling and additional critical logistical support. As research indicates, the programs have supported a significant number of students across the USA, enabling them to fulfil their dreams.

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