



Letter of Inquiry

Organization Information

Grant ID: I2015-0299

Legal Name of Organization: College Bound Dorchester, Inc.

Grant Type: Project Support

EIN Number: 04-2383512

NTEE Code: Human Services

Amount Requested from the Boston Foundation: \$534,980.00

Project Budget: \$1,318,824.00

Project Duration: to

Project Title, if applicable: SIF Application

Month Fiscal Year Begins:

Member of the Massachusetts Nonprofit Network:

Fiscal Year	Revenues	Expenses
Last Fiscal Year (actuals)	5874583.00	5848836.00
Current Fiscal Year (budget)	6645430.00	6638306.00
Next Fiscal Year (projected)	7498133.00	7455654.00

Organization Address:

18 Samoset Street
Dorchester, MA 02124-2415

Organization Description:

Serving the Dorchester community since 1965 with a wide spectrum of programs, College Bound Dorchester changed its mission, vision and name in 2009 to reflect its commitment to a single goal -- college graduation. College Bound's vision is to transform the community of Dorchester through education by providing opportunities for children, youth and families who are furthest off-track on the path to college.

College Bound's mission is to equip Dorchester students with the attitude, skills and experience to graduate from college and serves nearly 1,000 students annually in Early Education, Out of School Time and College Connections programs.

College Bound has received national recognition for several programs and has been successful with getting students back on track and on to college; and now plan to expand on this success.



Organization's Main Phone Number: 6172825034

Organization's Main FAX Number: 6172656020

Organization's Website: www.collegebounddorchester.org

Year Founded: 1965

Total Number of Board Members: 17

Number of Full Time Equivalent Staff: 80.00

Is there any open or pending litigation against your organization outside the normal course of business? N

Description of Litigation:

Contact Information

Head of Organization:

Mr. Mark H. Culliton, Chief Executive Officer
6172825034
mculliton@collegebounddorchester.org

Contact Person:

Ms. Michelle Caldeira, Director of Development
6172825034
mcaldeira@collegebounddorchester.org

OUTCOMES CHART

This Outcomes Chart and the goals articulated here will serve as the basis of the annual reports that track progress on the goals of your grant. We consider your first submission of this Outcomes Chart to be a DRAFT. It will be the basis of dialog with your program officer who will help you revise it to reflect Long Term Goals that both your organization and TBF agree are ambitious, achievable and meaningful. The final version will be the basis of your award. With the agreement of your program officer, it may be updated prior to subsequent payments of multi-year awards.

Please note any areas in which you currently do not have the data to assess progress. Measures may be numerical (25 people served) or narrative (partnership agreement finalized). You may expand the size of the cells. Use NOTES to explain any changes in plans or activities.

Agency: **College Bound Dorchester**
Program/Project Title: College Connections

Grant #:
Grant Period: 3/2015 – 3/2016

TBF Strategy: Boston Coaching for Completion Initiative

Report Date:

	Long Term Goals	Activities	Indicators	Baseline	Desired Results	Results as of Report Date
	<i>What long term results do you want to achieve at the end of the grant period?</i>	<i>What are your plans or activities (program delivery and/or organizational capacity building) to achieve these goals?</i>	<i>What will you measure?</i>	<i>What is the current status of the activity?</i>	<i>What short term results do you want to see at the end of this grant year?</i>	<i>What results did you achieve this year?</i>
1	Coach 310 students: 2015 – 60 students 2016 – 105 students 2017 – 145 students	<ul style="list-style-type: none"> Revised Launch Curriculum (social/emotional curriculum) Implementation of Social emotional curriculum/coaching model administered by College Readiness Advisors (CRAs) One on One check-ins (students and CRAs) Intake & Placement Specialist provides targeted recruitment, intake and orientation processes, with focus on 	<ol style="list-style-type: none"> Number of students who transition to college and coaching Retention rate Proficiency of social/emotional benchmarks 	<ol style="list-style-type: none"> CRAs currently providing support to 42 students 53% retention rate 70% proficiency of social/emotional benchmarks 	<ol style="list-style-type: none"> 60 new students transition to college 55% retention rate 80% proficiency on Social/emotional benchmarks 	

		<p>students who are not traditionally considered college bound</p> <ul style="list-style-type: none"> Recruitment to include partnerships with police departments (B-12, C-11), parole officers, Dorchester Courts, DCF etc) 				
2	40 students graduate from college	<ul style="list-style-type: none"> CRA coaching support to ensure student retention Student Leadership program for college support students (including mentoring) Partnerships with BHCC, RCC BFIT to provide coordinated coaching and support 	<ol style="list-style-type: none"> Number of students completing 2 or 4 year degree Retention rates (fall to fall) Percentage of students testing out of remedial classes 	10 students have graduated in the past 2 years	<ol style="list-style-type: none"> 10 graduates 75% students test out of all remedial courses 	
3	Increase the percentage of core influencers served in the target population from 20% to 35%	<ul style="list-style-type: none"> Further development and implementation of CBD's Student Impact Scale (including ongoing collaboration to norm) Assessment of all new students within one month of enrollment using the CBD Student Impact Scale Intake & Placement Specialist provides targeted recruitment, intake and orientation processes, with focus on students who are not traditionally considered college bound Professional development for staff focused on our target population Solidify system to track referrals to track core influencers from external partners (police 	<ol style="list-style-type: none"> Number of off-track students enrolled (enrollment/intake / attendance data); Student impact scale data Percentage of referrals from partners 	<ol style="list-style-type: none"> 20% of students are considered 'core influencers' based on CBD Student Impact Scale 35% of students referred by external partners 	<ol style="list-style-type: none"> 25% of students are considered 'core influencers' based on CBD Student Impact Scale Increase referral percentage to 45% 	

		departments, parole officers, DCF, etc.)				
4	Train a minimum of 18 new College Readiness Advisors (CRAs)	<ul style="list-style-type: none"> The CRA Institute developed by College Bound will be conducted every 6 months to provide the professional development needed for highly trained coaching staff Biweekly observations of CRAs (feedback/observation cycle) Quarterly professional development days targeting CRA competencies 	<ol style="list-style-type: none"> Number of new CRAs Retention of CRAs in College Bound programs v. referred to other programs 	CRA Institute held in Summer 2014 and planned for January 2015	<ol style="list-style-type: none"> 5 additional CRAs trained (2 to support coaching) 80% retention rate of CBD trained CRAs 	
NOTES:						

OUTCOMES CHART

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Please note any areas in which you currently do not have the data to assess progress. Measures may be numerical (25 people served) or narrative (partnership agreement finalized). You may expand the size of the cells. Use NOTES to explain any changes in plans or activities.

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	<i>What long term results do you want to achieve at the end of the grant period?</i>	<i>What are your plans or activities (program delivery and/or organizational capacity building) to achieve these goals?</i>	<i>What will you measure?</i>	<i>What is the current status of the activity?</i>	<i>What short term results do you want to see at the end of this grant year?</i>	<i>What results did you achieve this year?</i>
1	Coach 310 students to college graduation: 2015 – 60 students 2016 – 105 students 2017 – 145 students	<ul style="list-style-type: none"> Launch Curriculum (social/emotional curriculum) Implementation of Social emotional curriculum/coaching model administered by College Readiness Advisors (CRAs) One on One check-ins (students and CRAs) Intake & Placement Specialist's recruitment focused on target students (core influencers) Expansion of partnerships 	<ol style="list-style-type: none"> Number of students who transition to college and coaching Retention rate Proficiency of social/emotional benchmarks 	<ol style="list-style-type: none"> CRAs currently providing support to 60 students 55% retention rate 80% proficiency of social/emotional benchmarks 	<ol style="list-style-type: none"> 75 new students transition to college 55% retention rate 80% proficiency on Social/emotional benchmarks 	

2	40 students graduate from college	<ul style="list-style-type: none"> • CRA coaching support to ensure student retention • Implementation of Student Leadership program • Development of CBD alumni network and activities to provide support to college students • Further development of College Partnerships (BHCC, RCC BFIT); potential expansion to other sites (UMASS, Urban) 	1. Number of students completing 2 or 4 year degree 2. Retention rates (fall to fall) 3. Percentage of students testing out of remedial classes	20 students have graduated in the past 3 years	1. 15 graduates 2. 75% students test out of all remedial courses	
3	Increase the percentage of core influencers served in the target population from 20% to 35%	<ul style="list-style-type: none"> • Student Impact Scale assessment within one month of enrollment • Intake & Placement Specialist's recruitment focused on target students (core influencers) • Professional development for staff focused on our target population 	1. Number of off-track students enrolled (enrollment/intake / attendance data); 2. Student impact scale data 3. Percentage of referrals from partners	1. 25% of students are considered 'core influencers' based on CBD Student Impact Scale 2. 45% of students referred by external partners	1. 35% of students are considered 'core influencers' based on CBD Student Impact Scale 2. Increase referral percentage to 50%	
4	Train a minimum of 18 new College Readiness Advisors (CRAs)	<ul style="list-style-type: none"> • Revision/further development of CRA Institute based on outcomes and feedback • Implementation of CRA Institute (2x/year) • Biweekly observations of CRAs (feedback/observation cycle) • Quarterly professional development days targeting CRA competencies 	1. Number of new CRAs 2. Retention of CRAs in College Bound programs v. referred to other programs	CRA Institute held in Summer 2016 and planned for January 2017	1. 10 additional CRAs trained (3 to support coaching) 2. 80% retention rate of CBD trained CRAs	

NOTES:

November 12, 2014



imagine the possibilities

Elizabeth Pauley
The Boston Foundation
75 Arlington Street, 10th Floor
Boston, MA 02116

Ms. Pauley,

I am delighted to submit this letter of partnership in strong support of College Bound Dorchester's proposal to The Boston Foundation for the Boston Coaching for Completion program. Since 2009, College Bound Dorchester (CBD) and Bunker Hill Community College (BHCC) have collaborated to develop and implement novel strategies to make college a reality for some of the city's most disengaged young people. Sustained funding from The Boston Foundation will enable us to improve, expand, and demonstrate the utility of our model for other Boston and urban communities around the country.

BHCC is well suited for our role in this partnership. As the largest community college in Massachusetts, BHCC enrolls more than 14,000 students in flexible academic programming that recognizes the multiple demands of many of our students. Our classes take place from morning until midnight, on weekends and in internet-based and distance-learning courses. Many of our students are returning to school after an absence from their education, and more students from Dorchester attend BHCC than from any other neighborhood in Boston. Our highly diverse student body assures a welcoming environment for College Bound students.

CBD and BHCC have pioneered creative approaches to preparing the most off track young people to life success. BHCC relies on CBD's expertise to help us engage these students in our institution and fulfill our mission to support their success. Together we have pioneered original models including co-teaching students in CBD's Bridge to College program by a BHCC professor and CBD College Readiness Advisors. BHCC professors have worked with CBD to review and refine the curriculum to assure alignment with college courses and to strengthen students' core competencies and college readiness. They have collaborated on assessment tools with a focus on evaluating trends compared to traditional college students. BHCC offers its Boot Camp program on site at College Bound, and provides space on our campus for College Bound to facilitate ongoing support to students.

We believe our approach is working. In 2012 Mutual of America recognized the CBD-BHCC partnership as one of the top three partnerships in the country making a difference in the lives of young people.

We are enormously grateful for the Boston Foundation's consideration of this proposal and we look forward to our deepening partnership. Please contact me with any questions.

Sincerely,

Pam Y. Eddinger, Ph.D.
President

CHARLESTOWN CAMPUS

250 New Rutherford Avenue • Boston, Massachusetts 02129-2925
Telephone: 617-228-BHCC TTY: 617-228-2051

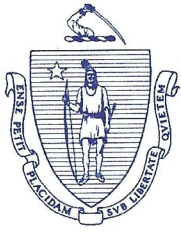
CHELSEA CAMPUS

175 Hawthorne Street • Chelsea, Massachusetts 02150-2917
Telephone: 617-228-2100 TTY: 617-228-3377

SATELLITE LOCATIONS

Cambridge • Chinatown • Revere • Somerville • South End

www.bhcc.mass.edu



Roxbury Community College
1234 Columbus Avenue
Roxbury Crossing, Massachusetts 02120-3400

Office of the President

(617) 541-5301

November 13, 2014

Elizabeth Pauley
The Boston Foundation
75 Arlington Street, 10th Floor
Boston, MA 02116

Dear Ms. Pauley,

I am very pleased to write this letter of partnership regarding Roxbury Community College's (RCC) collaboration with College Bound Dorchester (CBD) and the South Bay House of Corrections to assist in making college possible for one of the most troubled populations of young people in Boston. Our partnership's approach offers disengaged young men and women the essential mix of practical skills, knowledge, and hope for the future that will position them for enrollment and retention in college. Funding from The Boston Foundation will enable us to fully develop, implement, evaluate, and improve what we believe will be a replicable and sustainable model for other urban, imprisoned populations.

With a mission to facilitate the success of our students in achieving their educational goals, RCC shares with College Bound a passion for improving access to higher education for diverse urban students, while minimizing the economic, social, and academic barriers to educational opportunity. The student population from Dorchester is comprised of approximately 30% of our student body.

RCC, CBD and the South Bay House of Corrections have established an uncommon and exciting partnership called College Connections at South Bay. The program's aim is to help young people who have made mistakes but are motivated to launch a pathway from incarceration to college enrollment. The model involves: 1) pre-release, intensive (16 hours per week) math and English language instruction; 2) upon release from South Bay, participation in CBD's Bridge to College Program; and 3) application to and enrollment at RCC. Throughout, CBD's College Readiness Advisors will provide mentoring, social-emotional support, and practical help to students in accessing resources to address housing, addiction, unemployment, and other potential barriers to success. In 2015, we plan to enroll in the program, 60 young people currently at South Bay. We anticipate that 15 of these young people will enroll in the Bridge to College program, once they are released from South Bay, to begin their journey at RCC.

A Commonwealth of Massachusetts Community College

The Boston Connections for College program is a singular opportunity for RCC, who in partnership with College Bound Dorchester, and the South Bay House of Corrections, to be part of Success Boston. The populations of young people, who will be served in this initiative, are often forgotten and labeled as unable or uninterested in college. We know these youth have not given up, but they need our help. We appreciate The Boston Foundation's consideration of this proposal and look forward to working with you to truly extend college access and success to all.

Sincerely,

A handwritten signature in cursive script, reading "Valerie Roberson". The signature is written in dark ink and is positioned below the word "Sincerely,".

Dr. Valerie Roberson

President

Roxbury Community College

Office of the President
617-588-1324



21 Nov 2014

Elizabeth Pauley
The Boston Foundation
75 Arlington Street, 10th Floor
Boston MA 02116

Dear Elizabeth,

I am very pleased to write this letter in support of College Bound Dorchester's proposal to The Boston Foundation for the Boston Coaching for Completion program. The Benjamin Franklin Institute of Technology (BFIT) is working closely with College Bound to advance a partnership that meets the needs of our mutual students and helps assure their success both during and after their college experience.

BFIT is one of the oldest colleges in New England that still focuses on engineering and industrial technologies. Each BFIT student chooses one of 14 degree-to-job pathways supported by a carefully crafted curriculum and personalized learning environment, effective classroom and laboratory practices, and over 85 industry partnerships. Our diverse students pursue associate and bachelor's degrees in our "high-tech, high-touch" model with a student-faculty ratio of about 10 to 1. With a graduation rate three times higher than our peer colleges in Massachusetts and a job placement or continued study rate of 90 percent, the college well prepares our students for success in their chosen fields.

BFIT is eager to attract and retain students for whom college has traditionally been out of reach due to their academic record, at-risk behavior, and/or low income. We share with College Bound a deep commitment to disconnected youth and together we support those youth that are most off track. Through close communication, shared information, full participation in BFIT's case management systems, and space where needed, this partnership will empower through education more of those young people from Dorchester who most need the opportunities provided by a college degree.

College Bound is also a valued partner in BFIT's Early Access to College program (EAC), a comprehensive college preparation and retention initiative to encourage students in Boston Public Schools to pursue a college education, and in some cases, to achieve advanced standing to accelerate successful completion.

BFIT looks forward to strengthening our partnership with College Bound Dorchester with Boston Foundation funding. We are grateful for your consideration of College Bound's proposal to the Boston Foundation, and look forward to continued success for our students through the Coaching for Completion program.

Please feel free to call or write if I can provide additional information about our plans.

Sincerely,

A handwritten signature in black ink, appearing to read "Anthony Benoit", is written over a horizontal line.

Anthony Benoit,
President

November 21, 2014

Elizabeth Pauley
The Boston Foundation
75 Arlington Street, 10th Floor
Boston, MA 02116

Dear Ms. Pauley,

I am writing to express my excitement for the Boston Coaching for Completion program application from College Bound Dorchester as it will allow a growth of our already strong partnership. College Bound is uniquely positioned organization to carry out the goals of this important initiative to improve access to college for the most at risk and disenfranchised young people in our city. Together our two organizations are helping make higher education a reality for this challenged but promising population.

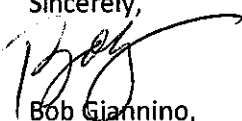
Recognizing that cost is one of the biggest barriers to college enrollment and retention, uAspire works to ensure that all young people have the financial information and resources necessary to find an affordable path to a postsecondary education. Of the more than 10,000 young people and their families served by uAspire every year, 75% graduate from college.

Like College Bound, uAspire is committed to assuring that all young people have the opportunity to reach their full potential by graduating from college. We chose to work with College Bound specifically because of the youth they serve. There is no one else in this City doing this work that is serving the students that you find at College Bound. They work the cast-offs and the left behinds, the ones that are failed out or that drop out of other college focused programming. When choosing community partners many years ago, we were drawn to College Bound because we knew that was where we could find the students who faced the biggest obstacles to college success.

Since 2010, College Bound and uAspire have partnered to help College Bound students complete the Free Application for Federal Student Aid (FAFSA). In 2012, College Bound and uAspire were recognized by Mutual of America for our partnership with Bunker Hill Community College. Through our collaboration, uAspire counselors provide College Bound students with accurate financial information and help completing the FAFSA on site at College bound Dorchester and when they matriculate to college. We are proud of our track record of helping these students maximize their financial aid and minimize the loans required for college enrollment.

uAspire is eager to deepen our partnership with College Bound Dorchester through the Boston Coaching for Completion initiative. Funding from The Boston Foundation will enable our two organizations to help additional students to access financial aid and create a financial plan for college. uAspire will gladly participate in any data sharing, reporting, and evaluation activities required by the Boston Coaching for Completion program.

Sincerely,



Bob Giannino,
Chief Executive Officer, uAspire

1. Work/Theory of Change/Program Model

In 2012, a local gang leader approached a College Readiness Advisor (CRA) at College Bound Dorchester (CBD) and questioned, *“What’s going on here?” Two of my guys are coming here every day and two who were here before are now in college. I want a piece of this.*” At College Bound, we focus on youth who are the hardest to reach and offer them “a piece” of college. The mission of CBD is to equip students with the attitude, skills, and experience to graduate from college. Many Boston organizations serve low-income youth and have great outcomes. College Bound Dorchester is the only organization in Boston that works with proven-risk young people who have not been successful in other programs AND has a goal to get them to and through college.

The College Connections program model is informed by our theory of change. College Bound believes that there are a small number of young people for whom no anti-poverty, anti-violence, vocational training or college access interventions has worked. These young people are disengaged from educational or employment interventions and disrupt the systems they are in, keeping neighborhoods stuck in challenge generation after generation. We believe that by focusing on this target population and setting the high expectation of college, you can begin to see change not only for individuals but finally, in neighborhoods. We believe these young people, generally between the ages of 16 to 27, are Core Influencers – disruptive youth who possess strong leadership qualities and the ability to significantly impact the behaviors of their peers. These individuals easily attract followers who mimic the negative behaviors and thus have a disproportionate effect on their communities, disrupting the systems in which they live and study. Through their disruptive behavior, Core Influencers create geographic Hot Spots: pockets of communities in which a large amount of resources are consumed by a relatively small number of individuals. These resources have a significant opportunity cost. Spending is directed towards reactionary services like incarceration and social work rather than preventative measures such as education, employment opportunities and affordable housing. In order to reach a point where these Hot Spot communities no longer see disproportionate challenges, as well as achieve success for low-income children, youth and families, we must target enough of the Core Influencers to “tip” the neighborhood toward success.

The program model that CBD has developed to prove this theory of change – College Connections – has shown success in the last three years. The model is focused on building relationships and reaching students – providing key readiness skills to build motivation, then offering academic instruction to prepare for college matriculation, and continuing with intensive mentoring and support to ensure that students persist through their first degree. In development since 2009, CBD structurally implemented this College Connections model in 2011. The model has two core components – academic skill building and a social emotional curriculum to increase motivation and readiness for college. College Connections currently serves 500 young people ages 16-27 who have dropped out, or are at risk of dropping out, of high school as well as young adults for whom English is a barrier to college access. Although the academic intervention varies by the needs of the individual student, College Connections programming is year-round with scheduled mentoring sessions, in group classes to teach the social emotional curriculum and individual one-on-one coaching. In 2014, CBD added evening programming to further meet the needs of our students. College Bound believes this intervention which targets students who are *least* likely to complete a post-secondary degree to increase high school completion, college matriculation and graduation rates has the highest potential return on investment for Boston neighborhoods.

2. Experience Serving Population

Boston Coaching for Completion’s (BosC4C) priority population is College Bound’s target population. Serving the Dorchester neighborhood since 1965, and specifically focused on underserved populations to provide education, healthcare and other social services, the organization changed its name, mission, and vision in 2009 with a goal of college graduation and a focus on young people deemed least likely to succeed. More than half of our students are from families that earn less than \$15,000 per year, 52% are male, 25% are immigrants participating in ESOL classes, and nearly 85% are Black or Latino. College Bound recruits and serves students who are the most off track, have low academic achievement and low motivation for college, and need a comprehensive system of support services to achieve academic success. We actively seek referrals from parole officers, street workers, the Boston Police Department gang unit, and partner with the South Bay House of Corrections to offer the College Connections programming to inmates. Our partner high schools – Charlestown High and Boston Adult Technical Academy – refer their most disruptive, poor performing students to College Bound. Our contract with Boston PACT (Partners Advancing

Communities Together) to work with 20 young people identified as the most proven-risk (shooters or victims) makes us the largest provider of services to PACT youth in the city. Our students are those that have been suspended multiple times, chronically absent from school or have stopped going to school altogether. If they are in school, they are the young people who sit in the back of the classroom and distract other students and teachers or hang out on sidewalk stoops and disrupt the neighborhood. College Bound does not, however, believe these young people are inherently disruptive. Instead, we operate with a fundamental belief that all of our students are geniuses.

With this target population in mind, College Bound hires staff that are of, and from, the community – 83% of the staff live in Boston with 58% living in the primary target area of Dorchester, Roxbury and Mattapan. This creates an organic referral & recruitment process that deeply connects us with the target population through both formal and informal networks. Further, the role College Bound's Program Support Specialist is to specifically connect with and recruit students through community events and partner organizations. Once students are recruited, the intake process begins with a connection to a Program Support Specialist to ensure a high retention rate from recruitment to enrollment. After students are enrolled, our program model, with its focus on reaching students first, begins with building deep connections between College Readiness Advisors and students to create a level of trust that keeps students engaged. This model is seeing success with a larger number of students every year. College Connections has grown from serving 200 students in 2011 to nearly 500 in 2014. College Bound's strategic plan calls for continued growth of 25% annually for the next three years. Currently, 80 College Connections students are pursuing an associates or bachelors college degree. The retention rate for students in college from the fall of 2012 to the fall of 2013 was 67%, more than double what was expected. This retention rate has remained above 50% from year to year which is higher than the national average particularly for students in this target population. This is attributed almost entirely to the social emotional support provided by the College Readiness Advisors who implement the readiness and support model and curriculum created by College Bound.

3. What will happen in the next year? During the multi-year grant period?

In 2015, College Bound will serve a total of 525 students in the College Connections program. Of these, 60 will be identified for Cohort I of the Coaching to Completion project. Transition coaching will be delivered by College Readiness Advisors. Coaching will continue until the student attains his/her first college degree, in one-on-one and small group sessions. College Readiness Advisors will manage a caseload of up to 40 students, and will address all of the issues identified in the BosC4C Request for Proposal that may impede their progress.

College Readiness Advisors will provide:

- Targeted academic instruction and support including online supplemental instruction based on core academic benchmarks and Accuplacer diagnostics
- Social emotional classes to teach and help students meet college readiness benchmarks
- Continual assessment of student's progress to determine readiness for college both academically and social emotionally

In year one 60 students will matriculate to college and enter the coaching cohort and two new CRAs will be added to ensure adequate staffing. In year two and beyond:

- 250 students will enter the coaching cohorts II & III (165 new matriculants and 85 returning students)
- Launch a student leader program to increase connections on college campuses
- Create an alumni system to continue tracking students and measure longer term outcomes

College Bound's model is to employ CRAs whose past circumstances may have mirrored our students' challenges and barriers to education. This brings in CRAs who connect with students easily and understand the challenges of the population and the community. However, this can also result in CRAs who have a variety of professional development gaps in functions that are essential to the work. Therefore, College Readiness Advisors (CRA) are trained in the CRA Institute, developed by College Bound in 2014 to formalize the training for professionals who support/coach students to college matriculation and through graduation. The first Institute was launched in June 2014, and will be implemented every 6 months to ensure a strong pipeline of staff who support/coach students through college. Training CRAs through the Institute is critical to maintaining, growing and ensuring success of coaching activity. Through the Institute, staff is prepared for their unique role as educator, coach and mentor with the target population. The CRA

Fellowship program is phased to combine classroom learning with practical on-the-job training in a way that eases staff into the role and the work of college readiness. Phase I, running six weeks, consists primarily of workshop style classes led by internal and external experts in youth development and college readiness. Phase II, running one CBD cycle of 10-12 weeks, consists of 'learning by doing' where CRA Fellows actually do the job with a reduced caseload of students under the supervision and guidance of a lead mentor and program staff. Phase III runs for one year with CRA Fellows on-the-job with a full caseload of students while continuing to receive support from the Lead Mentor and program staff. All three phases are designed to build the knowledge and provide practical application with seven competencies: 1) Relationship Building & Community, 2) Data, 3) Curriculum & Instruction, 4) Feedback, 5) Environment, 6) Professional Learning & Growth, and 7) Professionalism.

4. What additional resources do you need?

For continued growth and success, College Bound needs to invest in several key areas: additional staffing, professional development (Institute), and assessment/evaluation. The CRA Institute that College Bound has created will train new staff and increase the effectiveness of our College Readiness Advisors. Support for this professional development is critical to the success of our students. College Bound is committed to continuous learning. Our participation in Root Cause's Peer Performance Exchange for College Access and Success provided valuable information about our performance across multiple dimensions. Now we must dig deeper to fully understand the value of our assessment and mentoring processes in order to make adaptations to improve program quality and inform policy and replication of our model. Key to this assessment is additional resources for data tracking and analysis. We believe our results, growing base of local funders, and sustained support from The Boston Foundation positions us strategically to seek support from individual and national funders to strengthen our evaluation model.

5. What do you want to achieve and how will you contribute to BosC4C's goals and objectives?

College Bound Dorchester's ultimate goal is reflected in its vision – to transform neighborhoods through education. We believe that by focusing on students least likely to succeed, and offering them the coaching and support to get into and through college, we can realize this vision and achieve our goals. College Bound believes that our goal and vision aligns with The Boston Foundation's Coaching for Completion Initiative (BosC4C) and requests consideration as a sub-grantee to contribute to the overall goals of increasing the number of Boston students who achieve a post-secondary degree. College Bound believes it is uniquely positioned to be the only member of the Initiative that has been serving, and has been successful, with the priority populations identified for this project.

Our Outcomes Chart details how our goals, activities, and indicators reflect our focus on college enrollment, retention, and graduation as powerful vehicles of change for low-income students in Boston. For the next three years, College Bound will provide coaching to 310 students – 60 in year one, 105 in year two and 145 in year three – as part of the BosC4C initiative. However, over these three years, the number of students being actively engaged and supported to complete high school and matriculate to college will be close to 2,000. The goal is to provide high impact coaching and support to meet the following objectives: increase the number of Opportunity Youth matriculating to community colleges, increase the persistence rate for students in college, and increase the number of formerly disengaged students graduating with a two-year degree.

Further, College Bound's contributions to advancing the goals and objectives of BosC4C include: 1) Our theory of change will be further tested for its applicability to our target population; 2) Our efforts will demonstrate that all youth, including those with low skills and low motivation from neighborhoods with the highest poverty rates and lowest education attainment, can aspire to college graduation; 3) Our experience will inform replicable and sustainable approaches and educate funders, communities, and political leaders about the value of our model; 4) Over time, we expect to influence the community toward a college-bound culture in which college graduation is the norm, not the exception; and 5) Research demonstrates significant economic value for each student who completes high school, and increasing value with completion of each year of college.

6. Partners

College Bound is collaborating with three institutions of higher education and with uAspire to increase the number of students in Dorchester who attend college. We have worked closely with Bunker Hill Community College (BHCC) since 2010. As the largest community college in Massachusetts with 1,000 students from Dorchester, BHCC offers a flexible

selection of on site and internet-based courses that are well suited to the complex work, family, and educational responsibilities of our students. BHCC has substantially raised the number of degrees and retention rates of its students.

College Bound and BHCC's partnership has a strong track record. We have: 1) Pioneered a College Bound-based co-teaching model in the Bridge to College program by a BHCC professor and College Bound College Readiness Advisors, 2) Developed communication and referral systems between our organizations to ensure that students have a seamless pipeline of support, 3) Improved alignment of College Bound instruction with college coursework and reduced the number of students who need remedial coursework in college, 4) Established an on-campus presence to facilitate access by students to ongoing support and on-campus resources, 5) Implemented new tools to evaluate the impact of program activities on the performance of College Bound students compared to traditional college students, and 6) Offered the BHCC summer Boot Camp, an intensive math, reading, and writing instruction on site at College Bound.

College Bound, Roxbury Community College (RCC), and the South Bay House of Corrections have created College Connections at South Bay to ensure that young people who have made mistakes but are motivated to change have a pathway from incarceration to college enrollment. Together we are piloting an initiative serving inmates in the South Bay jail. Our goal is provide services to students who then enroll at RCC. College Readiness Advisors meet with students for 16 hours weekly to provide math and English language instruction, mentoring and social-emotional support, and skill development in such areas as conflict management, making positive choices, and teamwork. Staff connects students with resources that help to create a smoother transition back into civilian life and continued focus on a college pathway. We also work closely with the RCC Destination: College program, which provides academic and social support to help young adults with a HiSET transition to college. College Bound's partnership with RCC is strengthened by the role of our CEO Mark Culliton and Suffolk County Sheriff Steve Tompkins serving as Trustees of RCC, enabling them to be a voice within the institution about the needs and potential of off track young people.

College Bound and the Benjamin Franklin Institute of Technology (BFIT) have initiated a partnership to improve access for off track youth to college. Together we are designing a specialized process for recruitment process to BFIT for young people with an interest in technology and engineering. College Bound partners with BFIT's Early Access to College program, a comprehensive college preparation and retention initiative that provides opportunities to high school students to take college-level classes at no charge, earn up to one year of college credit that also counts as credit toward a Boston Public Schools high school diploma, and receive help from BFIT's Whole-Student Support Services, including with navigating the financial aid process.

College financing is an enormous barrier to college enrollment. College Bound partners with uAspire, which has helped students secure more than \$150 million in financial aid in the last three years and awarded more than \$5 million in need-based last dollar scholarships since its founding. Of students served by uAspire, 75% graduate from college. uAspire provides College Bound students with accurate financial information and help accessing resources for college, including by sharing on-site office space with College Bound at BHCC. For the past two years College Bound students have been able to avoid taking on private loans by maximizing their financial aid.

7. Higher Education Environment/Coaching to Improve Student Success Rates

College Bound works closely with our college partners to assure ongoing support for our students on campus, and to establish and maintain effective communications systems. Our partnership with BHCC is well established; our College Readiness Advisors have an on-campus presence and are knowledgeable about and connected to campus resources. Our newer partnerships with RCC and the South Bay House of Corrections and with BFIT will enable us to establish such systems that are tailored to work well at each institution.

Our model for transition coaching provided by College Readiness Advisors is well developed and tested, and as described above is producing results. College Readiness Advisors provide: regular in person check-ins with students, access to on-campus support, joint meetings with the student and college advisor or professor, individual and small group support meetings, and opportunities for college students to mentor and/or support current Bridge to College students. College Readiness Advisors are knowledgeable about on campus and community resources including financial aid, childcare, housing, and job options, allowing them to make informed referrals to their students. These include:

- Connection to the right offices and staff at colleges , such as Single Stop
- Supported help for course registration
- Utilizing group registration through the financial aid offices to provide peer support
- Consistent use of the writing and math lab at BHCC
- Finding additional financial resources for students such as scholarships for non-native students and internships
- Assistance working through the process of credit transfers

8. Assessment/Measuring Outcomes/Organizational Learning

College Bound uses multiple formative and summative approaches to assess our students' progress and identify areas for improvement. These include the Comprehensive Adult Student Assessment System, the College Board's Accuplacer, Pearson's myFoundationsLab and College Bound's own Social and Behavioral Benchmarks rubric in addition to teacher created tests and progress reports focused on academic development. The Evaluation and Impact Manager, who manages our program data analysis and evaluation, worked most recently at uAspire where he was closely involved with Success Boston initiatives. He oversees our use, tracking and analysis of these assessment tools. To assure consistent data collection across programs, College Bound has been using the Social Solutions' Efforts to Outcomes online performance management database for the past five years. We review student achievement using progress reports, report cards, student records, and staff observations, and review students' records and progress through high school graduation. Annual program dashboard goals have been set organizationally as well as by specific program. These are monitored quarterly against benchmark goals. Breaks between class cycles are used by staff to review the results, meet with students regarding progress and do a deeper analysis of the data to determine what adjustments in programming or student support need to be made for the upcoming cycle.

Given the unique nature of our target population and the lack of suitable associated measures of success, College Bound has designed creative approaches to assess impact. We created the Student Impact Scale to make sure we reach our target population and to assess our students' impact in their neighborhoods. Recognizing there is limited academic growth until students are ready and motivated to go to college, College Bound has developed social-emotional and behavioral readiness competencies and benchmarks. We identified nine competencies to measure "readiness" for college: grit, optimism, zest, citizenship, gratitude, curiosity, self-discipline, social intelligence, and self-control. We then created indicators to measure these competencies in three areas: 1) student motivation including attitudes and beliefs about personal success, 2) internal indicators such as students' eagerness to learn and pursue personal goals, and 3) external indicators such as collaboration with others and finding solutions to conflict. Our goal is that students demonstrate 75% proficiency in these benchmarks as an indication of college readiness.

We look forward to participating in all aspects of the BosC4C evaluation including reporting on student indicators and services, collecting qualitative data, and documenting the transition coaching intervention (as delivered by our College Readiness Advisors). We are eager to participate in evaluation training provided by The Boston Foundation and in a BosC4C learning community to assure our College Readiness Advisors receive culture and gender-specific competency training.

Impact story:

John Smith-St. Cyere is a former student and currently employed as a College Bound College Readiness Advisor. This is an excerpt from remarks John gave at a recent Rennie Center Forum: "I think what separates College Bound from other programs is family. Education was not celebrated in my family; success was not encouraged in my neighborhood. I had no foundation to stand on and crime quickly became my crutch. I dropped out of high school, I sold drugs, and my future began to fade. College Bound didn't just prepare me for my GED and kick me out the door. They gave me a foundation to stand on. I now had positive role models who showed me how important education was, not just for me, but for my community! Now as an employee I am able to reciprocate the care I was given. I am now helping to build a foundation for others. My story is not unique. So if you ask me what College Bound has done for me, all of the answers lie in what I am now able to do for my College Bound family. And there are thousands of students across Massachusetts just waiting for their opportunity."

College Bound Dorchester Clarification Questions

- 1) Clarification about proposed cohorts: please provide further clarification (in the form of a brief written description) on the makeup of the proposed cohorts, specifically a breakdown of anticipated special populations specific to college partnerships (e.g. RCC & formerly incarcerated youth), if any. Please also clarify whether the proposed cohorts are anticipated to be entirely Opportunity Youth or a combination of student populations.**

The students we serve are all proven-risk, low-income and come through three specific *College Connections* “pathways” in preparation to matriculate to, and graduate from, college. The High School pathway will help high school seniors (per year) finish high school/reach grade level benchmarks to graduate – those these students are in school they are at the highest risk of dropping out. The Foundations pathway will prepare students to pass the GED/Hiset. The Bridge to College (B2C) pathway supports students, including South Bay students, who have a GED/Hiset or high school credential but need additional academic and social-emotional instruction before matriculating to college.

In Year 1 (2015), we will serve 60 students – 40 will be Opportunity Youth (all students except 20 in High School pathway). The majority of students (36) will go to Bunker Hill Community College (BHCC), 12 will go to the Benjamin Franklin Institute of Technology (BFIT)/other local institutions, and 12 will go to Roxbury Community College (RCC) – five of the students at RCC will be formerly incarcerated youth from South Bay.

In Year 2 (2016), we will serve 105 students – 85 will be OY (all students except 20 in High School pathway). Thirty-two students will be from the 2015 cohort. Sixty-five students will go to BHCC, 20 will go to RCC (including seven returning and formerly incarcerated youth from South Bay), and 20 will go to other institutions (e.g. BFIT).

In Year 3 (2017), we will serve 145 students – 125 will be OY (all students except 20 in High School pathway). Fifty-five students will be from the 2015 and 2016 cohorts. The majority of students (85) will go to BHCC, 30 will go to RCC (including 10 returning and formerly incarcerated youth from South Bay), and 30 will go to other institutions (e.g. BFIT).

- 2) Clarification about partnership: Given the submission of a letter from uAspire, is there a formal partnership with the organization with respect to the BosC4C proposal? Specifically, is there a funding relationship connected to the proposal?**

We began our partnership with uAspire in 2009 when they selected CBD as one of five community partners – at the time we were the only organization serving OY. uAspire provides financial aid support to our students for no fee. There is no funding relationship connected to the proposal.