



Letter of Inquiry

Organization Information

Grant ID: I2015-0294

Legal Name of Organization: Hyde Square Task Force, Inc.

Grant Type: Project Support

EIN Number: 04-3118543

NTEE Code: Youth Development

Amount Requested from the Boston Foundation: \$154,000.00

Project Budget: \$331,000.00

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)	2097751.00	2339289.00
Current Fiscal Year (budget)	1992765.00	1980200.00
Next Fiscal Year (projected)	2000000.00	2000000.00

Organization Address:

375 Centre Street
Jamaica Plain, MA 02130

Organization Description:

The mission of the Hyde Square Task Force is to develop the skills of youth and their families so that they are empowered to enhance their own lives and build a strong and vibrant urban community.

Children & Youth: We work with 1,000 youth ages 6-24 every year, through leadership development, college prep, arts & cultural enrichment, and youth-led community development initiatives. These efforts provide youth with safe, supportive learning opportunities, celebrate Afro-Latin culture, and foster positive relationships with other youth and adults.

Education: Our programs provide youth with year-long learning opportunities. Teens participate in tutoring and receive college and career support from caring mentors. After high school graduation, they partner with coaches who support them through their college careers.



Community Empowerment: We support youth as they lead project-based community education and social action efforts that engage hundreds of children and families through education, community development, health, and the arts.

Organization's Main Phone Number: 6175248303

Organization's Main FAX Number: 6175242747

Organization's Website: <http://www.hydesquare.org>

Year Founded: 1991

Total Number of Board Members: 11

Number of Full Time Equivalent Staff: 20.00

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. Claudio M. Martinez, Executive Director
6175248303 307
claudio@hydesquare.org

Contact Person:

Ms. Yi-Chin Chen, Deputy Director
6175248303
yichin@hydesquare.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: **Hyde Square Task Force, Inc.**
 Program/Project Title: **College Success Program (CSP)**

Grant #: _____
 Grant Period: March 2015 – June 2016

TBF Strategy: **Boston Coaching For Completion (Social Innovation Fund Initiative)**

Report Date: _____

	Long Term Goals <i>What long term results do you want to achieve at the end of the grant period?</i>	Activities <i>What are your plans or activities (program delivery and/or organizational capacity building) to achieve these goals?</i>	Indicators <i>What will you measure?</i>	Baseline <i>What is the current status of the activity?</i>	Desired Results <i>What short term results do you want to see at the end of this grant year?</i>	Results as of Report Date <i>What results did you achieve this year?</i>
1	Youth will successfully complete the higher education program of their choice.	Recruitment of high school seniors to fill CSP with 50 students from the Class of 2015, through three streams: <ul style="list-style-type: none"> <u>Building relationships</u> with seniors who are part of HSTF's college exploration & preparation programming; helping them understand what 	# of students in class of 2014 # of students in class of 2015 # of students in the class of 2014 withdrawn from college # of students in the class of 2015	42 (see note below) TBD (currently being recruited) 6 TBD	50 75 No more than 10 (based on goal of 80% retention rate) No more than 15 (based on	

	<p>Success Boston will offer.</p> <ul style="list-style-type: none"> • <u>High school outreach</u> to visit the senior classes at partner BPS high schools and introduce them to the CSP, giving them a chance to ask questions and sign up. Partners include English High, Another Course to College, Boston Community Leadership Academy, Boston Arts Academy, City on the Hill, and Margarita Muñiz Academy. • <u>Referrals from college partners:</u> UMass Boston and Bunker Hill Community College will assign specific students to HSTF. <p>Summer Academy for all first and second year students:</p> <ul style="list-style-type: none"> • <u>1st Year Summer Academy:</u> The Summer Academy 	<p>withdrawn from college</p> <p>Total # and % of Class of 2014 students who reenrolled in Fall 2015 (one-year persistence)</p> <p>Total # and % of Class of 2014 students who maintained a cumulative GPA of 2.0 or higher</p> <p>Total # and % of Class of 2015 students who maintained a cumulative GPA of 2.0 or higher</p> <p>Total # and % of Class of 2014 students on track to earn a degree in 150% of the time (earning 10 or more credits toward graduation each semester, not including remedial courses) as of completion of the</p>	<p>TBD (To be determined during re-enrollment period)</p> <p>TBD (first semester grades aren't in yet)</p> <p>TBD</p> <p>TBD (at completion of spring 2015 semester)</p>	<p>goal of 80% retention rate)</p> <p>At least 40, 80%</p> <p>28 students, 56%</p> <p>42 students, 56%</p> <p>80%</p>	
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		<p>for 1st year students will be 5-weeks long and will offer a number of specific workshops and external activities that will help prepare students for their first year in college. The workshops will be held in the evening and coaching times with coach will be scheduled throughout the weeks.</p> <ul style="list-style-type: none"> • <u>2nd Year Summer Academy</u>: The Summer Academy for 2nd year students will serve both as refresher course and as a Peer Mentoring Program, in which students will be able to take part in goal-setting and skill-building workshops, connect with on- and off-campus resources, and also have the 	<p>Spring 2015 semester</p> <p>Total # and % of Class of 2015 students on track to earn a degree in 150% of the time (earning 10 or more credits toward graduation each semester, not including remedial courses) as of completion of the Spring 2016 semester</p> <p>Total # and % of Class of 2014 students enrolled in 1 or more remedial courses in Fall 2015</p> <p>Total # and % of Class of 2015 students enrolled in 1 or more remedial courses in Fall 2015</p> <p>Total # and % of Class of 2014 students who renewed FAFSA</p> <p>Total # and % of</p>	<p>TBD (at completion of spring 2016 semester)</p> <p>8 students, 23% of those enrolled in classes</p> <p>TBD</p> <p>40 students, 95%</p> <p>TDB</p>	<p>80%</p> <p>No more than 5% of those enrolled</p> <p>No more than 10% of those enrolled</p> <p>100%</p> <p>100%</p>	
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		<p>opportunity to advise 1st year students and discuss their own first years of college.</p> <p>School-Year Coaching Sessions College students meet one-on-one with their coach at least every other week throughout the school year. During these sessions, coaches and students will address a variety of topics, including:</p> <ul style="list-style-type: none"> • Building personal skills such time management, developing good study habits, navigating the new college environment, persisting through discouragement, and setting goals and priorities. • Effectively connecting students with a variety of resources on and 	<p>Class of 2015 students who renewed FAFSA</p> <p>Total # of referrals made to other campus/community resources, for class of 2014</p> <p>Total # of referrals made to other campus/community resources, for class of 2015</p>	<p>41</p> <p>TBD</p>	<p>n/a</p> <p>n/a</p>	
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		<p>off campus, including financial aid, tutoring and academic support, work-study opportunities, students organizations, and so on.</p> <ul style="list-style-type: none">• In coordination with college advisors, coaches will provide guidance through the process of registering for classes and planning a class schedule.• Coaches will help students maintain a cumulative GPA of 2.0 or higher in order to stay on track to graduate, avoid school probation, and avoid jeopardizing any financial aid support. The coaches will communicate with students with college support systems, while keeping students				
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		<p>accountable and encouraging them to develop intrinsic motivation.</p> <p>Student Events Throughout the year, coaches will organize several special events that will support the students, give them opportunities to learn, and will also bring them together as a group to bond and relax. These events vary from year to year, but will include:</p> <ul style="list-style-type: none">• College Success Program Kick-Off• Self-Care Workshop• Community Service Day• Peer Tutoring Week for Finals• FAFSA Renewal Nights• Financial Aid Workshop• Student Leadership Council• Career Skills Workshops (described more fully below)				
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		<p>Family Workshops Several times during the year, parents, guardians, and other family members will have the opportunity to learn information and skills that will allow them to best support the students, and will give them information about available resources. Families will be invited to events like the College Success Program Kick-Off, and we will hold a series of workshops specifically for parents focused on FAFSA renewal and other financial aid.</p> <p>In addition to these internal activities, HSTF staff will meet regularly with our network of partners to ensure open, constructive communication and coordination of college success efforts throughout the city.</p>				
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<p>2</p>	<p>Youth are employment-ready when they complete their course of higher education and our college success program.</p>	<p>Employment Readiness Workshops and Events HSTF coaches will organize a number of workshops and events designed to help students explore various career paths and to develop job readiness skills. These will include</p> <ul style="list-style-type: none"> • Resume Writing Workshop • Career Fair • Financial Literacy Workshop (includes topics like making a budget, setting up checking and savings accounts, thoughtfully using credit & long-term financial goals) <p>Career Planning During Coaching As part of their regular coaching sessions, students will discuss their career goals (or possible career goals) with their coach, who will support them in</p>	<p>Percentage of students taking advantage of employment readiness workshops.</p>	<p>20%</p>	<p>At least 50%</p>	
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		<p>creating a study plan that will promote these goals. Coaches and students will also discuss and plan for internships, job shadowing opportunities, and other possibilities for further exploring potential career paths.</p> <p>Connection with On-Campus Employment Resources</p> <p>As part of their coaching, coaches will also help connect youth with on-campus career centers and resources.</p>				
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NOTES:
 We are currently working with 52 students in the Class of 2014, but only 42 are entered into Salesforce. By December, all 52 should be entered and their data will be tracked.



OFFICE OF THE PRESIDENT

November 21, 2014

Paul S. Grogan
President
The Boston Foundation
75 Arlington Street, 10th floor
Boston, MA 02116

Dear Mr. Grogan:

On behalf of Bunker Hill Community College, I am happy to provide a letter in support of the Hyde Square Task Force's Boston Coaching for Completion proposal. We look forward to continuing our partnership in support of Boston Public School graduates as they transition to Bunker Hill Community College. Most of the Hyde Square Task Force's students are first generation college students and students of color. The Hyde Square Task Force has a track record since 2009 of supporting these students in their transition to and through college, and Bunker Hill Community College has been a partner in this work with them for many years. Approximately 40% of college students that the Hyde Square Task Force has worked with either have attended or are currently attending BHCC. We will work with the Hyde Square Task Force's coaches to ensure that the Hyde Square Task Force is able to support even more BHCC students in the coming academic years.

Hyde Square Task Force coaches have provided valuable support to our students with regard to accessing resources on campus, ensuring that students are following through on coursework, and a wide range of other supports. While we have been successful in this work to date, there is still such potential for an even deeper partnership. We look forward to working with the Hyde Square Task Force so they are able to have an increased presence on campus, support through regular monthly meetings of coaches, and access to more professional development for coaches provided by Bunker Hill Community College, among other things. With this strengthened relationship, our students will become more successful as students and young adults. Thank you for your consideration of the Hyde Square Task Force's proposal.

Sincerely,

Pam Y. Eddinger, Ph.D.
President

CHARLESTOWN CAMPUS

250 New Rutherford Avenue • Boston, Massachusetts 02129-2925
Telephone: 617-228-2000 TTY: 617-228-2051

CHELSEA CAMPUS

175 Hawthorne Street • Chelsea, Massachusetts 02150-2917
Telephone: 617-228-2101 TTY: 617-228-3377

SATELLITE LOCATIONS

East Boston • Malden • South End

www.bhcc.mass.edu



UNIVERSITY OF MASSACHUSETTS BOSTON
Academic Support Services

100 Morrissey Boulevard
Boston, MA 02125-3393
P: 617.287.5862
F: 617.287.6552
www.umb.edu

November 24, 2014

Elizabeth Pauley
Director, Education to Career
The Boston Foundation
75 Arlington Street, 10th Floor
Boston, MA 02116

Dear Elizabeth,

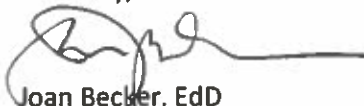
It gives me great pleasure to submit a letter of support on behalf of Hyde Square Task Force's proposal for a Boston Coaching for Completion (BosC4C) grant supported through the Social Innovation Fund. We fully support Hyde Square Task Force's continued provision of transition coaching services to Boston Public Schools (BPS) graduates entering UMass Boston as first-time freshmen. This partnership leverages our respective strengths and will enable both Hyde Square Task Force and the university to scale up the transitional coaching intervention and contribute to the goal of doubling the college completion rate of BPS graduates.

Under the leadership of my special assistant, Liliana Mickle, Academic Support Services and Undergraduate Studies' staff will continue to coordinate the coaching services provided by non-profits and departments within the university. Through this partnership, we will continue to provide ongoing professional development for coaches to ensure that they understand the existing university support services, programs, policies and procedures. Hyde Square Task Force's coaches will be effective referral agents who will ensure students' success at the university by connecting them to appropriate on-campus and off-campus support services. Evidence of the impact that increased emphasis on the success of BPS graduates at the university is their second year retention rate, which for the cohort of 2013 was 85.6%--this is in comparison to 78.5% for non-BPS first-time students.

Hyde Square Task Force's model of preparing students to be successful in college and life begins at an early stage—9th grade—and continues in and through college. Their focus on supporting a vulnerable population of students (low-income and English Language Learners) is aligned with the university's mission of providing intentional service to at-risk populations. Hyde Square Task Force's commitment to providing holistic and long-term support and helping youth develop yearly academic and life plans are exactly the type of commitments needed for the BosC4C grant's target population to be successful.

In conclusion, UMass Boston fully supports Hyde Square Task Force's application to scale up the transition coaching intervention and we welcome them as continued partners in this work.

Sincerely,



Joan Becker, EdD
Vice Provost

Boston Coaching for Completion Initiative: Proposal Narrative

1. Describe your work in supporting low-income high school students and graduates in transitioning to and through post-secondary education, including a description of your theory of change and program model.

Hyde Square Task Force (HSTF) has been a core member of Success Boston since the Initiative's launch in 2009. For well over five years, we have used the transitional coaching model to promote BPS graduate's success in getting into and succeeding in college. This program is a key part of our mission to build the skills of youth and their families so they are empowered to improve their own lives and build a strong and vibrant urban community.

Young people are at the heart of all our work. We believe that for a community and a city to thrive and grow, teens and young adults need to have opportunities succeed academically, flourish in careers, and become community leaders. To do this, they need to develop confidence, resilience, and a range of personal and academic success skills like communicating clearly, advocating for themselves and seeking out resources, managing their time and priorities well, and working effectively in teams. All HSTF programming is designed to give youth the opportunities to begin building these skills immediately, while receiving support from trusted and caring adults.

HSTF's College Success Program (CSP) is embedded in our larger scope of programming. It first grew out of our Paths to College and Careers Program, an eight-year pipeline beginning with college exploration in ninth grade of high school and continuing through college graduation – and beyond, as they join our alumni network.

The program model is based on transitional coaching, and partnership between HSTF, institutions of higher education, the students themselves, and the students' families. Our coaches meet at least every other week, and provide students with a variety of supports, including assistance with class registration and financial aid planning and renewal, career exploration, choosing a major, transferring from one school to another if desired or necessary, seeking out extracurricular activities and organizations, and – crucially – connecting with resources that are already available on campus and in the community. It is extremely important to us that coaching has a large component of emotional support and addresses youth on personal levels as well as academic ones. During coaching, students and coaches plan logistics and details of their schedules, credits, and internships, and they can also discuss issues they're facing like family crises, prejudice they've encountered, addressing bullying and violence, and more. Students build strong, trusting connections with their coaches, which allows us to give them the maximum amount of support, encouragement, and accountability. Simultaneously, coaches work with staff at our higher education partners to build a strong school system for all students and ensure young people are taking advantage of the resources that are being offered.

2. What experience does your organization have in serving Boston students and graduates, or similar populations, especially BosC4C's priority populations?

Located in the heart of Boston's Latin Quarter, HSTF has extensive experience with working with the BosC4C's priority populations. For over twenty years, we have worked with young people in the priority populations through college exploration, preparation, and success programming, and also in a variety of other types of programs, including arts, organizing and advocacy, physical activity, and many others. Since our College Success Program officially launched in 2009, our emphasis has been on high-risk BPS graduates, and the demographic profiles of those we serve corresponds closely to BosC4C's priority populations:

- In this program, we have worked exclusively with BPS students and graduates.
- 97-99% of the students we have worked with have identified as people of color, primarily as Latino/a and/or Black/African-American. While we have worked with more young women than young men, 100% of the young men we've worked with identify as men of color.

- We began tracking whether or not youth were first-generation college students this year; based on these records and the knowledge of our coaches, we estimate 90% of the students we work with are first-generation college students.
- We are not currently tracking the immigration status of the students we work with, but the majority are either first- or second-generation immigrants.
- 50% of the youth we work with attend community colleges; our work with the Success Boston Initiative has allowed us to deepen our relationships with local high schools and local community colleges, strengthening these connections.

Our experiences working with these populations have allowed us to develop the effective strategies and relationships needed to help these youth succeed in high school, college, and beyond.

3. What will happen in the next year? During the multi-year grant period? Be sure to demonstrate how you will maintain or grow number of student/coach matches during the BosC4C engagement, and preliminary plans for sustaining coaching activity beyond the BosC4C funding period.

During the coming year (March 2015-June 2016), the 52 students from the BPS high school class of 2014 who are already enrolled in our College Success Program will complete their first year of college, then transition into and complete their second years of college. During this time, they will meet with their transitional coaches at least every other week, and additionally as needed.

We are currently recruiting 75 students from the BPS class of 2015. About 20 of these students will be recruited from our internal college exploration and preparation pipeline, about 35 will be recruited through outreach to BPS high schools. These students will participate in pre-coaching during the spring of their senior years, during which they will meet with a mentor every week, working through the college application and financial aid process, discussing possible majors, and developing proven personal college success skills like time management, persistence, and communication. The final 20 students in the cohort will be referred to us by UMass Boston and Bunker Hill Community College during the first two weeks of summer 2015. We plan to at a minimum maintain the work of working with 75 students per year, while still seeking opportunities for additional funding. If we are able to secure additional funding and partnerships, we are open to the opportunity of growing our cohort.

We are planning to increase the number of students we serve from 50 to 75 per year while maintaining our level of high-intensity, individualized coaching. Our coaches are experienced and well-supported by their managers, and we are confident they will be able to handle this increase in students. In this, they will be aided by our higher education partnerships, which will help cut down on travel time by centralizing most of the students we coach on just two campuses, and will require less time communicating with the staff of several different colleges about individual students and campus-wide information.

Our College Success Program is a core component of our programming. The College Success Program is integrated into our eight-year Paths to College and Careers Pipeline. HSTF is totally committed to sustaining transitional coaching after the grant period. We will continue to seek a wide range of private, public, and corporate funds to support this work. Over the past several years numerous funders have supported us, and in the past few years they have expressed their confidence in our work by increasing their giving and making multi-year grants. We are committed to supporting this program through allocations of time from program staff, senior managers, and support staff, and by making fundraising for the College Success Program a priority.

4. What additional resources do you need?

The proposed resources around adding point people to campuses and increasing evaluation are very welcome, and we believe they will be extremely valuable to our program. Beyond that, we would appreciate resources focused on capacity-building activities that will support our College Success Program's long-term sustainability. During the next few years of our College Success Program, we would particularly welcome discussions with all members of the network about potential collaborative fundraising strategies, and developing long-term funding strategies and plans. Having more professional

development opportunities for our coaches would also be an extremely valuable resource for us, allowing them to continue to build their skills and become even more effective as mentors, connectors, and advocates.

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

The vision of our College Success Program is that young people in Boston will have the skills and support they need to complete higher education programs and successfully enter the workforce. In support of this larger vision, HSTF supports students from their first year of high school to their last year of college graduation. We aim to give teens the opportunities they need to build the personal and academic success skills to succeed in college and their careers, and to advocate for themselves. HSTF's College Success Program's goals are very in line with those of BosC4C:

High School systems change and transition coaching beginning in the senior year of high school: Every year, HSTF works with 120 high school students, including a minimum 20 seniors, giving them opportunities to explore various college and career paths, develop personal and academic support skills, and be guided through the college exploration and application process by a trusted adult mentor. This well-established pipeline means we are in an excellent position to begin our College Success Program transition coaching during students' senior year of high school. This work is also crucial to *increasing the number of Boston seniors applying to college*. We will work closely with local high schools and higher educational institutions to establish relationships with more students and connect them to our success programs, which will *increase the number of youth connected to college partner coaching before high school graduation*.

As a founding partner of the Success Boston Initiative, we have experience in assisting *all eligible students in our program in completing a FAFSA each year*, and even in going beyond this to connect with the school and develop a fully fleshed-out and sustainable college financing plan. To date, we have connected 50 students a year with coaches, and during the 2015-2016 school year and going forward we will be connecting 75 students with coaches, contributing to BosC4C's goal of *1,000 BPS graduates working with coaches*. Our coaches have strong relationships with our higher education partners, which allow us to accept some students who enroll in the fall and winter. In addition, these relationships help us *connect at least 90% the students who will work with us with existing on-campus support programs*. We will work closely with colleges and students to support students' academic success to *increase the number of BPS graduates maintaining post-secondary GPAs above 2.0*, whether that means connecting students with on- or off-campus tutoring, helping them find resources like writing centers, or identifying and addressing other problems – from a learning disabilities to finding a work/school balance.

While for now the BosC4C program is currently focused on the first two years of college, HSTF does continue to work with students through college graduation. In fact, working with students for all four years of college is a key component of our partnership with UMass Boston, and a goal that is particularly meaningful to them. Our experience and our established 4-year coaching program will provide a framework that will be an opportunity and/or framework for BosC4C to *expand coaching for highest risk students in the cohort into a 3rd year of post-secondary education*.

As described below, we also have extensive experience with evaluating this program, and will be happy to *participate in and capture lessons learned through portfolio evaluation*.

6. With whom do you work? Please include a description of your partner institution(s) of higher education and a brief overview of the proposed partnership.

During the past several years we have worked with numerous different colleges: while the highest numbers of our students have attended UMass Boston and BHCC, we've also worked with Wheelock College, Quincy College, Roxbury Community College, Benjamin Institute of Technology, and many others. These relationships have been key to our success, allowing us to effectively connect students to resources, to communicate up-to-date information, and to regularly meet with all the students. Both

UMass Boston and BHCC have made space available for HSTF coaches, so that they can hold monthly ‘office hours’ and meet with students who are on a variety of different schedules. We chose these partners because a high percentage of the students we work with – over 50% -- already attend these schools.

Our proposed partnerships with UMass Boston and BHCC will build on our current, strong partnerships. We will work closely with the staff of these schools, who will share information about events, policies, and procedures. This information is especially valuable when on-campus policies change, and it’s also important because it helps our coaches know what’s available, so they can help students navigate the supports available on campus and advocate for themselves. The partnerships also allow our coaches to work closely with UMass and BHCC staff when a student is struggling; when the student, coaches, and college staff work together to address a problem, it is more possible to come up with workable solution. The significant change in our partnerships with these schools will be the change in recruiting students. As described above, from the class of 2015 on, approximately 30% of the students in our College Success Program will be referred to us by one of our higher education partners.

7. Please describe your understanding of the institution(s) of higher education’s environment and existing supports, and the potential for improving student success rates through transition coaching.

Both of our higher education partners have extensive supports currently available for their students, providing academic and personal resources: both UMass Boston and Bunker Hill Community College provide tutoring programs and writing centers, financial aid offices, offices focused on the needs of students with disabilities, centers for veterans who are students ,and a wide variety of extracurricular activities and active student centers like Black Student Unions, Latino Student Clubs, and LGBTQ centers. In addition, both schools support low-income students with “one stop” centers that provide assistance with financial aid, access to campus food pantries, vouchers/assistance with textbooks, and connection to community/government services like SNAP (food stamps). The schools support their student’s long term goals with community service centers, career service offices, topic- and major-specific clubs, career fairs, and connections to internships.

Each of the schools also has unique supports. UMass Boston promotes programs focused on leadership-building, like Latino Leadership Opportunity Program and the Beacon Award for community service and leadership. UMass also hosts summer bridge program, including a deferred students program, which allows students who have been deferred to complete a rigorous transition summer program in order to ensure admittance. Bunker Hill Community College recently launched a new “life maps” project, a tool that allows students to map out their progress, goals, and requirements for degree completion, and to reflect on their long-term goals and priorities. BHCC also communities places first year students in “learning communities”, each of which addresses a different topic, but all of which gives students the opportunity to learn from each other and learn how to work at the level of rigor expected in college.

Coaching can help youth take advantage of these supports by explaining the purpose of resources, connecting youth directly to the resources, and providing individualized one on one support and emotional connections – many of the students we work with are first generation college students, and need guidance in understanding how to effectively navigate and take advantage of the supports available to them. In addition, a city-wide network of coaches can help improve student outcomes by providing coordination and communication between schools and coaches: both schools have monthly coaches meetings, so the partners can communicate with each other, and give feedback and support. In the upcoming year there will be staff from the school and network to discuss campus-wide issues and school-specific concerns like when a drop date is, what the curriculum for a new major is, or what new student services are being added.

8. How will your organization measure and learn from this work? Be sure to include a description of your data collection/management systems and identify how you will ensure compliance with all BosC4C and SIF reporting and evaluation requirements.

Evaluation, assessment, and growth in response to evaluation is at the heart of all Hyde Square Task Force's program strategies, and we work hard to ensure our programs are thoroughly assessed using qualitative and quantitative measures. As a founding partner of the Success Boston Initiative, HSTF has been instrumental in helping develop the current systems of evaluation, including the intake form and procedures for using Salesforce. Since we began using these tools in 2009, we have a lot of experience with recording, sharing, updating, and analyzing outcomes using Success Boston evaluation tools. Coaches collect and record notes from all coaching sessions and interactions with students, as well as tracking course enrollment, credits earned, remedial classes, and other academic information. We use FERPA to ensure we have access to all student information, and track all data we collect using Salesforce database.

In all our programs, HSTF staff review and analyze our progress toward our goals every quarter. During this grant period, all College Success Program staff will meet quarterly to discuss this progress. Guided by our Director of College Success and Community Ventures, Barbara Civill, they will reflect on quantitative data points but also on particular successes, lessons learned, and any strategies that need to be adjusted or added in the upcoming quarter. To ensure we are in compliance with all reporting and evaluation requirements, we have budgeted for staff time that will be dedicated to evaluation and reporting, including monitoring by Ms. Civill. HSTF is very experienced in these evaluations, and in compliance with private and public reporting standards. We are confident we will be able to fulfill all requirements, and use the evaluation tools to continue to improve our College Success Program.

9. Impact Story: Please share a brief story (200 words or less) about the organization, its programs or clients that illustrates its impact.

Gabi has been part of HSTF's since high school, and when he graduated from our college preparation program he immediately joined the College Success Program. In the fall of 2013 he enrolled in the Benjamin Franklin Institute of Technology (BFIT), where he began to pursue a career in repairing small electronics. During the spring of 2014, however, he ran into trouble: Gabi was not only in school full time, he was also working nearly 40 hours a week at to help support his family. With so much of his time committed, he began to struggle his schoolwork, and soon found himself on academic probation. He and his coach reached out to the on-campus tutoring center, but didn't find it useful. In order to succeed during his second year, Gabi and his coach needed a serious strategy and more resources, and they developed one! Gabi's coach connected him with another tutor based at HSTF, with whom he's now working every week. They also worked closely with each other and the school to plan a work/school balance and find more financial resources. Through Gabi's self-advocacy and the support of his coach, BFIT was able to award him a President's Merit Scholarship. His calculus grades are improving, and now he's getting A's and B's in all his other subjects. Coaching, and his relationship with HSTF, allowed Gabi to access the resources and support he needed to channel his natural dedication and passion.