



## Letter of Inquiry

### Organization Information

**Grant ID:** I2015-0300

**Legal Name of Organization:** Freedom House, Inc.

**Grant Type:** Project Support

**EIN Number:** 04-2240448

**NTEE Code:** Education

**Amount Requested from the Boston Foundation:** \$956,826.00

**Project Budget:** \$477,918.00

**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)	933889.00	674333.00
Current Fiscal Year (budget)	884958.00	845304.00
Next Fiscal Year (projected)	1097800.00	1083650.00

### **Organization Address:**

5 Crawford St  
Dorchester, MA 02121

### **Organization Description:**

The Freedom House mission is to transform the economic and cultural fabric of high-need communities through education and leadership development.

Our work reflects the symbiotic relationship between community and individual success. Our coaching model helps lower-income, minority, and first-generation students to access and succeed in college. Our civic approach gives students real-world experience and leadership skills that result in both student and community success.

Freedom House's college program is structured to help young people with the skills, navigational strategies and support networks necessary to complete college. Our expertise as a community partner increases the capacity of colleges (particularly community and state schools) to increase their graduation rates. Overall, Freedom House will serve more than 1000 members of the community in 2014 and will expand to serve more than 1400 people in 2015.



**Organization's Main Phone Number:** 6174453700

**Organization's Main FAX Number:** 6174426201

**Organization's Website:** [www.freedomhouse.com](http://www.freedomhouse.com)

**Year Founded:** 1949

**Total Number of Board Members:** 14

**Number of Full Time Equivalent Staff:** 9.00

**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:**

Ms. Katrina Shaw, Chief Executive Officer  
6174450068  
[kshaw@freedomhouse.com](mailto:kshaw@freedomhouse.com)

**Contact Person:**

Mrs. Debra Farrar-Parkman, Chief Development Officer  
6174453700  
[dfarrar-parkman@freedomhouse.com](mailto:dfarrar-parkman@freedomhouse.com)

**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: **Freedom House**  
 Program/Project Title: Preparing Urban Students for Success in Higher Education

Grant #: \_\_\_\_\_  
 Grant Period: March 2015-March 2016

TBF Strategy: Boston Coaching for Completion

Report Date: \_\_\_\_\_

	<b>Long Term Goals</b> <i>What long term results do you want to achieve at the end of the grant period?</i>	<b>Activities</b> <i>What are your plans or activities (program delivery and/or organizational capacity building) to achieve these goals?</i>	<b>Indicators</b> <i>What will you measure?</i>	<b>Baseline</b> <i>What is the current status of the activity?</i>	<b>Desired Results</b> <i>What short term results do you want to see at the end of this grant year?</i>	<b>Results as of Report Date</b> <i>What results did you achieve this year?</i>
<b>1</b>	70% of Community college students graduate/transfer in 100% - 150% time	Full time professional coaches serving caseload of students through transition to college and first and second year of college.  Strengthen relationships with students prior to college by bridging high school program with college program.	Number of students enrolled, engaging in coaching and support services  Number of students from our pipeline programs	80% first year students enrolled in college (cohort 6)  50% of community college students are from pipeline programs	90% of students are enrolled in FA '15  60% of students served come from pipeline programs	

		<p>Partner with uAspire &amp; ASA to ensure timely FAFSA &amp; Financial Aid process is completed.</p> <p>Use late intervention strategies to decrease student time in remedial coursework i.e. Bootcamps, early CPT, online courses.</p> <p>Work strategically with Higher Ed partners at connecting students to Higher Ed resources for leadership and career development skills.</p> <p>Use coaching interventions to encourage students to persist &amp; perform at a high academic level</p>	<p>Number of completed FAFSA &amp; CSS Profiles completed prior to deadline (May 1<sup>st</sup>)</p> <p>Number of students that complete bootcamps/and online courses to advance from remedial and/or within the remedial track</p> <p>Number of referrals to students that address such resources</p> <p>GPA, credit accumulation</p>	<p>All eligible students complete their FAFSA on time.</p> <p>38% of first year CC students are enrolled in remedial courses 12 students took bootcamps</p> <p>100% of students have been referred to campus or community resources appropriate to their customized coaching</p> <p>Over 70% of Cohort 6 students are on track to earn more than 10 college credits for FA '15</p>	<p>All eligible students complete their FAFSA on time.</p> <p>Less than 35% of first year students need to be enrolled in remedial courses</p> <p>100% of students referred to campus or community resources appropriate to their customized coaching</p> <p>75% maintain a GPA of 2.0 or above or 70% of students earn 10-15 college credits</p>	
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<p><b>2</b></p>	<p>70% of university students graduate in 100-150% time</p>	<p>Full time professional coaches serving caseload of students through transition to college and first and second year of college.</p> <p>Strengthen relationships with students prior to college by bridging high school program with college program.</p> <p>Partner with uAspire &amp; ASA to ensure timely FAFSA &amp; Financial Aid process is completed.</p> <p>Work strategically with Higher Ed partners to Connecting students to Higher Ed resources for leadership and career development skills.</p> <p>Use coaching interventions to encourage students to persist &amp; perform at a high academic level</p>	<p>Number of students enrolled, engaging in coaching and support services</p> <p>Number of students from our pipeline programs</p> <p>Number of completed FAFSA &amp; CSS Profiles completed prior to deadline (May 1<sup>st</sup>)</p> <p>Number of referrals to students that address such resources</p> <p>GPA, credit accumulation</p>	<p>38% of students are enrolled in university</p> <p>16% of students served are from our pipeline programs</p> <p>100% of eligible students completed FAFSA on time</p> <p>100% of students have been referred to resources appropriate to their customized coaching</p> <p>Over 70% of Cohort 6 students are on track to earn more than 10 college credits for FA '15</p>	<p>50% of cohort 7 students are university 90% are enrolled in FA '15</p> <p>20% of students served come from pipeline programs</p> <p>All eligible students complete their FAFSA on time.</p> <p>100% of student referred to campus or community resources appropriate to their customized coaching</p> <p>75% maintain a GPA of 2.0 or above or 70% of students earn 10-15 college credits</p>	
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NOTES:

## FREEDOM HOUSE & BUNKER HILL COMMUNITY COLLEGE PARTNERSHIP AGREEMENT 2015-2016

### SCOPE OF WORK

Freedom House and Bunker Hill Community College (BHCC) are entering into a partnership to provide BHCC students support with their transition to college. The goal is to help students from the Dorchester/Roxbury/Mattapan community continue their academic progress as they transition from high school to college.

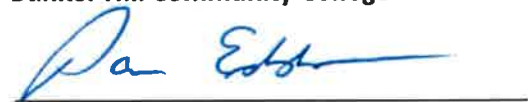
#### Freedom House will:

- Provide one-on-one and small group coaching sessions to support college transition and persistence to complement existing college resources.
- Manage a total caseload consisting of 40 students during the 2015 – 2016 academic year and an additional 40 students during the 2016 – 2017 academic year.
- Build rapport with students to help them connect to appropriate college support services and encourage participation in co- and extra-curricular activities.
- Monitor and assess academic progress and conduct check-ins at key times of the semester with each student.

#### Bunker Hill Community College will:

- Provide technical assistance – access to internet, copy machine, fax machine
- Provide training for coaches in BHCC enrollment and advising strategies and methods, and BHCC resources available to program participants.
- Provide monthly meetings for Coaches for the duration of the project.
- Provide access for Coaches to data on course registrations and grades for students in Coach's caseload who sign a BHCC release form, provided that the Coach signs a privacy statement agreeing to abide by College policy and federal regulations governing student information.

**Bunker Hill Community College**



Pam Y. Eddinger

President

Bunker Hill Community College

**Freedom House**



Katrina Shaw

CEO

Freedom House



**UNIVERSITY OF MASSACHUSETTS BOSTON**  
Academic Support Services

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Boston, MA 02125-3393  
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F: 617.287.6552  
[www.umb.edu](http://www.umb.edu)

November 24, 2014

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

Dear Elizabeth,

It gives me great pleasure to submit a letter of support on behalf of Freedom House's proposal for a Boston Coaching for Completion (BosC4C) grant supported through the Social Innovation Fund. We fully support Freedom House'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 Freedom House and the university to scale up the transitional coaching intervention and contribute to the goal of doubling the college completion rate of BPS graduates.

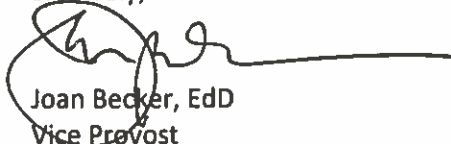
Under the leadership of my special assistant, Liliana Mickle, Academic Support Services and Undergraduate Studies' staff will continue to coordinate the coaching services provided by non-profits and departments within the university. Through this partnership, we will continue to provide ongoing professional development for coaches to ensure that they understand the existing university support services, programs, policies and procedures. Freedom House'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.

Freedom House's college planning program has been a long time partner of the university and was instrumental in assisting us in the establishment of the embedded coaching model in 2010. Freedom House's commitment to the community they serve is evidenced by their partnership with one of our feeder high schools, Jeremiah E. Burke. The work they do through their Summer Intensive Institute and Push High School and College programs has been instrumental in preparing students to enroll in and be successful at the university. They have a long track record of preparing students and providing the support necessary for them to be successful.

To support Freedom House's participation in BosC4C, UMass Boston will provide \$25,000 in unrestricted funds toward the required match should Freedom House be selected.

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

Sincerely,



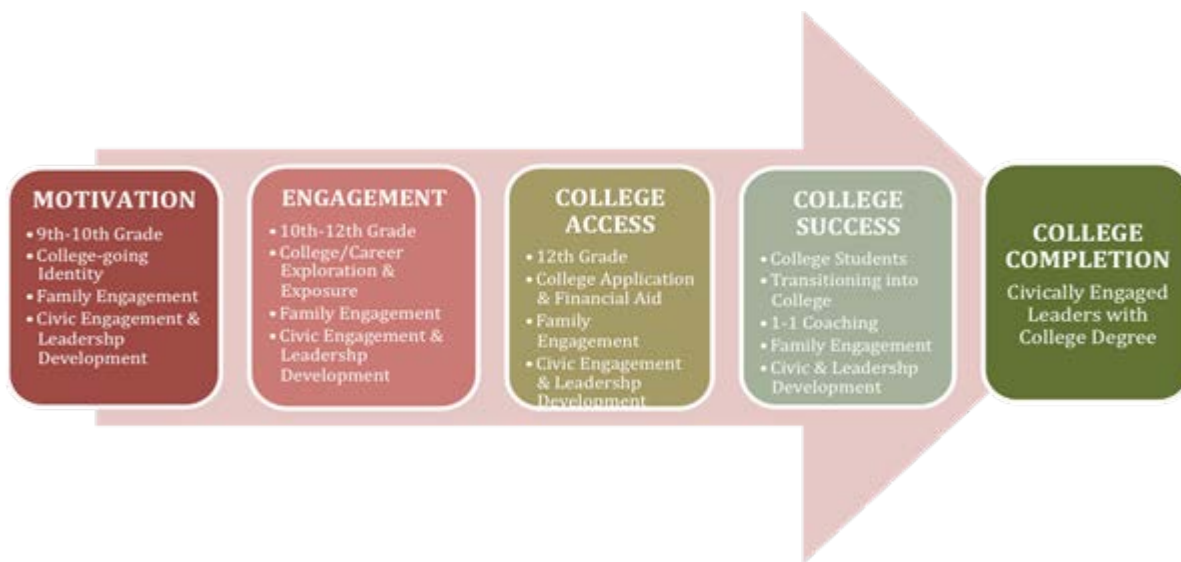
Joan Becker, EdD  
Vice Provost



## **Boston Coaching for Completion: Social Innovation Fund Transition Coaching Expansion 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.** Freedom House, in partnership with the University of Massachusetts-Boston (UMass-Boston) and Bunker Hill Community College (Bunker Hill) is seeking a three-year grant totaling \$477, 918 from The Boston Foundation (TBF) and Social Innovation Fund's (SIF) Boston Coaching for Completion (BosC4C) Initiative. The grant will be used to expand transition coaching for Boston Public School (BPS) graduates entering college at either of our partner institutions. These students will be blended into and coached as part of our ongoing Preparing Urban Students for Success in Higher Education (PUSH) program, which has been a long-time agency partner of TBF's Success Boston Initiative. PUSH is a two-tiered college access/success program that focuses on BPS high school students and graduates who attend local public colleges and universities. BosC4C grant funds will be used to provide transitional coaching to a total of 225 college freshmen and sophomores over the duration of the grant. Per the requirements of the grant, Freedom House will provide \$478,908 over three years to match the BosC4C grant of \$477,918. The total three year project budget is \$956, 826. Freedom House currently has a 25.8% match toward our year one funding request as outlined in the attached partnership letter from UMass-Boston which includes \$25,000 in committed funding from UMass-Boston as well as a dated and signed letter from Freedom House Chief Executive Officer Katrina Shaw for \$12,000 from Freedom House's unrestricted funds for 2015.

Freedom House's efforts to get students into and through college are reflective of the symbiotic relationship between community and individual success. We use our PUSH coaching model to help predominantly lower-income young people of color, immigrants and first-generation students get into college, graduate and give back. In addition, we provide real-world civic engagement opportunities that teach students leadership skills as well as academic success, realizing that this formula translates into both student and community prosperity. PUSH removes barriers to educational success and opens avenues to opportunity by: providing one-on-one and group coaching to students, creating college-level learning opportunities, and offering intense college preparation during the summer. We place PUSH coaches within high schools and colleges to foster a strong academic environment while creating a college-going identity. Our expertise as a community partner increases the capacity of public school systems to graduate students who are college ready and colleges (particularly community and state schools) to increase their graduation rates. PUSH draws students of all races, from across the city and while the majority of our students come from the lower-income neighborhoods of Roxbury, Dorchester and Mattapan, we also serve students from South Boston, Roslindale, Hyde Park, Jamaica Plain and East Boston. Freedom House also offers global competitiveness through online learning, technology partnerships and summer and weekend intensive institutes. Our theory of change is based on engaging students as soon as they enter high school and working with them through college graduation. A distinct strand of our theory of change focuses on community engagement and leadership development:



**2. What experience does your organization have in serving Boston students and graduates, or similar populations, especially BosC4C’s priority populations?** Freedom House was founded in 1949 by Muriel and Otto Snowden as a catalyst for promoting equality for people residing in Boston’s lower-income communities of color. The initial goal of the organization was to centralize community activism in the fight for neighborhood improvement, good schools and harmony among racial, ethnic, and religious groups in the Roxbury/Dorchester area. In 1974, when courts ordered Boston schools to desegregate, Freedom House established the Institute on Schools and Education as a means of information dissemination to families, as well as to ensure the safety of school children being bused to hostile neighborhoods attempting to block the order. The Institute grew to become a locus of community action, offering tutoring and teacher training, as well as a forum for communication between families and city administrators. Freedom House’s mission today is to transform the economic and cultural fabric of high need communities through education and leadership development. Freedom House is located in Dorchester in Grove Hall, the most economically-depressed neighborhood of Boston, where poverty rates are higher than they are in the city overall, in the state and in the nation – 29% of individuals live below the poverty level compared to 21.1% in the city overall, 11.6% in the state, and 15.9% in the nation<sup>1</sup>. Forty-two percent (42%) of children in the area we serve live in poverty (this percentage includes Roxbury, Dorchester and Mattapan), representing the state’s largest concentration of child poverty. Just 18% of adults in this part of Boston hold a 4-year college degree and in a number of census tracts, 40%-50% of residents lack a high school diploma<sup>2</sup>.

Freedom House has 65 years of experience working to assure that everyone has access to a quality education 25 of it focused on college access/success. Our current program, PUSH, is modeled after a previous major educational experiment. In 1988, Freedom House launched Project REACH, which was funded by the Stratford Foundation and ran through 1995. The original intent of Project REACH was to support lower-income students of color through college via case management and summer workshops. This effort reaped an unexpected benefit: a community transformation was beginning to take shape as a result of engaging Project REACH students with this combination of services. In total, 300 students came through Project REACH with 97% receiving bachelor’s degrees, 46% obtaining Master’s degrees and 16% gaining professional degrees. Of those graduates, 55% currently give back to their communities in some form, including serving on Boards and 20% holding a political office. Project REACH was the first community-based program that focused on lower-income students of color with an intentionality of producing a cadre of future leaders while providing critical counseling throughout their college careers. Our lesson learned was that by providing these students with the supports they needed to get into and graduate college made the difference between their success and failure to thrive.

<sup>1</sup> US Census, 2010-2011

<sup>2</sup> The Measure of Poverty, A Boston Indicators Project

Freedom House currently serves over 1,000 Boston area students. PUSH High School serves students at two BPS high schools, Muriel Snowden International and Jeremiah Burke (a feeder school to UMass-Boston), as well as opportunity youth and youth from various BPS high schools during the summer. PUSH College currently serves BPS graduates attending UMass-Boston, Bunker Hill, Benjamin Franklin Institute of Technology, and Roxbury Community College. Since its inception in 2009, PUSH College has grown to serve nearly 250 students in partnership with Success Boston. Our students are gradually improving their academic performance. Ten percent (10%) make the Dean's List and the remaining students are maintaining an average 2.8 GPA. Our PUSH College goal is to assure that students graduate college within six years. Freedom House has been proud to be in partnership with TBF through various educational endeavors, including Project REACH and currently through Success Boston. We seek to continue our partnership through BosC4C.

**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.** We will use BosC4C funding over the next three years to deepen our partnership with UMass-Boston and Bunker Hill exclusively enabling us to more effectively serve BPS graduates who have matriculated to one of the institutions and require intensive case management to navigate the often challenging and unfamiliar college environment. During year one (2015-2016) of the BosC4C funding period, we will work with 30 students from our current Success Boston Cohort 6 (who will be sophomores during that period) in addition to 65 incoming freshmen students. During year two of the grant, an additional 65 students, incoming freshmen, will be added to our coaching caseload to complement the returning 65 students who will have reached their sophomore year. The Cohort 6 students will roll over into our regular PUSH program, which serves students through college completion. The new student cohorts for 2015-2016, 2016-2017 and 2017-2018, will include approximately 25 UMass-Boston students and 40 Bunker Hill students per year. New students will be comprised of a mix of recent BPS graduates or former BPS students, some of them young adults categorized as opportunity youth who have passed their High School Equivalency Test (HiSET) and are prepared to enter or, in some cases, return to college. Opportunity youth may also come from a population that we have been contracted by BPS to coach and work with at Freedom House starting in early 2015. New student cohorts will also include PUSH High School graduates from the Burke and Snowden High School classes of 2015 and 2016 who have matriculated to either of those institutions. In 2017-2018, the final grant year, we will complete coaching the 65 incoming students from 2016-2017 under the BosC4C grant and roll them into our regular PUSH program and will add 65 new freshmen students to our transitional coaching caseload. In total, we will coach 225 BPS graduates attending UMass-Boston or Bunker Hill over the three-year term of the BosC4C grant.

Program coaches will provide transitional coaching to 225 BosC4C students during their freshmen and sophomore years, which will consist of one-on-one coaching/student meetings every two weeks to ensure that a student is on course to graduate within three to six years depending on whether that student is attending a two-year or four-year college. Coaches will respond to red flags such as poor attendance and academic alert status and provide individualized counseling around add/drop courses, withdrawal/ pass deadlines, registration deadlines, etc. The BosC4C students will be monitored with phone calls, e-mails or face-to-face interactions; aided in solving personal obstacles such as transportation, housing or family issues; assisted with academic advisors, financial aid counselors and other campus supports. During the summer of 2015, the first Cohort of BosC4C students will have the opportunity to participate in a PUSH Program Orientation and a day and a half retreat including offsite teambuilding activities. The orientation will illustrate the values of Freedom House and as well as the importance of setting and working toward goals. Another offering for incoming and continuing college students is the Summer Leadership Series which includes workshops on Budgeting/Financial Literacy, Foundations of Employment, and Wellness. Eight similarly focused workshops are offered during the school year as well as networking opportunities.

Because our primary goal is to increase the college graduation rate among BPS graduates, we work with BPS students from high school through college completion (for those college students who attend public colleges within Boston) and, therefore will roll BosC4C students into our PUSH program once they become juniors, should they wish to continue engaging with us. Our PUSH College coaching relationship with juniors and seniors is less intense in that one-on-one meetings occur only once or twice a semester versus biweekly. However, should a junior or senior experience a setback, coaches are available to meet with the student more frequently and provide the necessary guidance, supports and

resource referrals to get the student back on track. Juniors and seniors will remain on the PUSH general email tree and will receive invitations and notifications for academic, financial, career, leadership and civic engagement opportunities and deadlines.

Freedom House has received consistent funding for PUSH from five key funders and successfully sought a combined 50% increase in funding from two longtime PUSH supporters during 2014. We also received program grants from two new funding sources and unsolicited invitations to apply for 2015 program funding from two foundations. We will continue to aggressively fundraise for PUSH to support the increased student caseload and staff expansion that we will experience with the transition of BosC4C students as they become juniors and seniors.

**4. What additional resources do you need?** In order for us to successfully coach 225 BosC4C students over the next three years and beyond, we will hire an additional college coach in 2016. Adding a coach will also give us the ability to absorb BosC4C students into our general PUSH program when they become juniors and their eligibility in the BosC4C program expires or the funding is exhausted, whichever comes first. A key goal for PUSH is to continue to scale our program to coach more BPS graduates in their pursuit of a college education and BosC4C will help to move us toward that goal, both with the student caseload and the additional staff person.

**5. What do you want to achieve and how will you contribute to advancing BosC4C's goals and objectives?** We want to see more BPS students, particularly those from historically marginalized populations, graduate from high school and attend and complete college. In addition, we want more community college students to pursue and obtain bachelor's degrees. An added Freedom House goal is for our students to become and remain engaged in their communities and in turn serve as role models for youth in the community. Our contribution to advancing BosC4C's goals and objectives is to provide our expertise in transition coaching via PUSH, as well as a framework and strategies that will enable us to remain an active thought partner in increasing the persistence and college graduation rates of BPS students.

**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.** As an integral member of Success Boston for the past five years, Freedom House has partnered most closely with UMass-Boston and Bunker Hill Community College in this endeavor, providing holistic and intensive wrap around services for students, utilizing our coaches to help to create a strong infrastructure for lower-income, students of color, immigrant and first generation college students on those campuses. UMass-Boston serves nearly 17,000 students and has the most diverse student body than any four-year college - 44% students of color and immigrants- in New England. UMass-Boston provides our coaches with access to students and information as well as office space in the University Advising Center. Coaches attend staff meetings and trainings, enabling them to connect students more easily to academic and other support services. Coaches attend the university-wide Advisory Collaborative and monthly Advising Center meetings and meet with the head Advisor and the Special Assistant to the Vice Provost to review all of our students focusing on their academic status, what supports they may need, and potential activities the university can implement to keep students connected and promote college completion. Freedom House also has a relationship with UMass-Boston's College of Public and Community Service which enables us to actively promote civic engagement with our student population and keep true to our legacy of producing a cadre of educated, civically-engaged leaders.

Bunker Hill is one of the most diverse two-year institutions in the state, with more than 67 percent of the school's 14,000 students identified as students of color. At Bunker Hill, coaches meet monthly with Bunker Hill staff to share pertinent updates, deadlines, policies, procedures, etc. The strength of this partnership recently enabled us to work together to eliminate obstacles for our students with regards to increased healthcare costs, which resulted in some students registering for fewer classes. With the assistance of the Boston Private Industry Council, students were granted funds to cover gaps and were able to increase their enrollment from part-time status.

Both UMass-Boston and Bunker Hill will identify incoming freshmen students for 2015, 2016 and 2017 who are BPS graduates and who would benefit from becoming part of a BosC4C Cohort. In addition, the three of us as partners agree to follow all of the commitments outlined in the attached partnership letters.

**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.** Existing supports on both campuses include: academic tutoring and academic skill-building workshops. In addition, our coaches are apprised of all services related to overcoming personal obstacles such as mental health, hunger and financial challenges. Both schools have introduced our coaches to supplemental online resources such as MapWorks at UMass-Boston and Life Map at Bunker Hill. These platforms offer online tools for students to explore their career interests, create academic plans and set goals. These tools allow for our coaching interventions to emphasize the school's student centeredness. As we deepen our partnership with the two institutions, Bunker Hill in particular is working to increase our access to shared data over the next year, and is working to assure that PUSH becomes fully embedded within the school in a model similar to that of UMass-Boston. Having this full integration at Bunker Hill by 2016 will be integral to helping us to achieve our goals.

**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.**

We are currently engaged in two TBF-funded capacity building programs to better manage our outcomes and increase our capacity to measure and assess program impact. Through these programs, we are designing a sustainable evaluation infrastructure that will concretely evaluate the correlation between program actions and program results. We are also engaged in a comprehensive performance measurement project through the Boston Capacity Tank. This two-year project seeks to build a unified data collection system that will connect the impact of all of Freedom House's programs directly back to staff performance. The project also interconnects logic models for all of our programs. The anticipated result: expanded capacity to connect student outcomes with staff performance and organizational operations, including program methodology and models.

At present, PUSH works to improve knowledge, perception, and behavior toward college readiness and post-secondary options. Some of the indicators we use to measure the success of PUSH High School students are attendance, grade point averages (GPA), advancing to the next grade, college awareness and readiness, FAFSA completion, college acceptance, and college enrollment. We also have the luxury of continuing to monitor the outcomes of our PUSH High School students who graduate and become PUSH College students.

The major outcome that we will track for college students pertains to them being on course to graduate. We use Salesforce to capture relevant data including college credits earned, continuous enrollment, GPAs, FAFSA completion and completion of requirements toward a specific degree. We also capture transitional supports, e.g., when and where coaching occurs, how much time is spent with a student as well as the specific topics covered during an interaction. Tracking such information enables coaches to see trends and further develop coaching capacity based on those trends.

Freedom House agrees to participate in a BosC4C portfolio evaluation. Further, we agree to comply with all federal guidelines and policies connected to this grant opportunity as well as with all accounting practices and financial reporting requirements for federal funding.

**9. Impact Story: Please share a brief story (200 words or less) about the organization, its programs or clients that illustrates its impact.** When we piloted the high school component of PUSH at the Snowden in 2012 as an after-school program, only 63% of graduates attended college. In 2013, we fully embedded PUSH into the school and operate in coordination with the guidance department and school staff. As a result of this whole school approach, college attendance rates have risen: 95% of Snowden's 2014 graduating class are attending college. In addition, the percentage of students attending a four-year school has increased from 30% to 68% over the same time period. One final highlight is that 100% of 2014 Snowden graduates completed their FAFSAs resulting in their graduating class receiving more than \$1.15 million in college scholarships. We expanded PUSH High School to the Burke in September 2014, a school where only 48% of graduates are attending college this year. We believe that this strategy of operating full-time within a school and engaging students around college attendance as soon as they enter high school, will result in students being better prepared-academically, emotionally and financially- for the rigors of college and as a consequence, lead to a significant increase in the number of students who enter and graduate college within six-years.

**Clarification On Proposed Cohorts:**

While Freedom House anticipates that 16% of the 225 students it will coach during the BosC4C three-year funding period will emanate from partner pipelines, a very small number will come from our Opportunity Youth pipeline. The population of students whom we will coach for year one of the BosC4C grant will include a mix of incoming freshmen who are BPS graduates referred to us by our partner higher education institutions and BPS graduates from our partner high schools the Snowden and the Burke. During year one of the grant, our Opportunity Youth will be working toward credit recovery that may take up to two years before they become college-ready. However, an as yet undetermined number of Opportunity Youth will participate in online dual enrollment courses that potentially will enable them to be college ready within a year. We estimate coaching as many as 10 Opportunity Youth who have matriculated to college during the grant period: 3 to 4 during year two (2016-2017) and an additional 5 to 6 during year three (2017-2018).