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## Executive Summary

The Boston Foundation (TBF) is a grantmaking organization founded in 1915 and is one of the oldest and largest community foundations in the nation. Serving Greater Boston, TBF is made up of over 900 charitable funds established by thousands of donors over almost 100 years; funds are set up for the general benefit of the community or for special purposes, such as supporting individual nonprofit organizations in perpetuity. TBF is the largest public charity and the largest grantmaker in New England, with over \$950 million of assets.

Boston Coaching for Completion (BosC4C) is a proposed geographically-based Social Innovation Fund initiative, with a priority Youth Development focus. The initiative will serve Boston Public Schools (BPS), 78% of whom qualify for free or reduced priced lunches. BosC4C sub-grantees will be located in the metropolitan Boston area.

BosC4C is a component of the Success Boston collaborative initiative, with strategy execution through a partnership of the City of Boston, the Boston Public Schools (BPS), TBF, the Boston Private Industry Council, the University of Massachusetts Boston, area college access nonprofits and 37 other Massachusetts post-secondary institutions attended by BPS graduates.

Sub-grantee selection will be by a committee convened by TBF and including representation from two community colleges and UMass/Boston. Sub-grantee support will be coordinated by TBF and provided by TBF, external experts and members of the Success Boston collaborative. Performance and compliance monitoring will be managed by TBF with assistance from a to-be-hired external evaluation team.

TBF requests \$2,000,000 annually for five years and will match this funding with \$2,091,632 annually from a combination of TBF Endowment funds, as well as grants from partner individuals and philanthropic organizations.

### Project Summary:

Beginning in 2015, Boston Coaching for Completion (BosC4C) will provide high-impact transition coaching for 1,000 students yearly - 700 enrolling in local community colleges and another 300 attending other institutions of higher education (4-year public and private institutions).

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SIF funds and coaching resources will be strategically focused on those most likely to be non-completers, based on the prior two years of Boston-specific post-secondary completion data (including demographic data and institution-specific data related to their demographics' completion rates at the colleges they select). Programming will begin in their senior year of high school and continue into at least their first two years of college at 37 Greater Boston colleges (community colleges or four-year institutions).

BosC4C will invest in supporting non-academic skill development among those most likely to be non-completers, work which follows five years of coaching programming and corresponding data analysis which offer evidence that it is precisely investing in these skills that makes the difference in terms of likelihood of post-secondary completion for specific groups, including boys of color, community college students, etc.

Following our expansion of transition coaching through SIF, we will be able to demonstrate that a minimum of 70% of BPS graduates who enroll in college complete a post-secondary credential within six years of high school graduation.

Sub-grantees will be organizations with demonstrated track records in both direct-to-student service delivery and effective referral/connection services for students to maximize utilization of both on- and off- campus supports. Through convening sub-grantees and providing ongoing performance data as well as technical assistance and support, SIF will expand the impact of the sub-grantees in supporting post-secondary completion for BPS students.

BosC4C partners bring strengths and assets developed over a five year startup period for this work. Through the Success Boston initiative, potential BosC4C partners have worked collaboratively on a collective impact approach to improving college completion rates through a variety of programmatic, policy and practice-based activities.

The results of this work include identifying transition coaching as particularly effective and developing an evidence base to support its expansion, but also include the initial framework for shared data systems, joint fundraising and other collective impact operational tools which will guide us to future

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success in the SIF initiative.

### Program Design

#### A. GOALS AND OBJECTIVES

##### a) Target Population and Issue:

Each year approximately 2,200 Boston Public School (BPS) students graduate from high school and enter college (total annual graduation including those who do not attend college is approximately 3,300). Beginning in 2015, Boston Coaching for Completion (BosC4C) will provide high-impact transition coaching for 1,000 of these students yearly - 700 enrolling in local community colleges and another 300 attending other institutions of higher education (4-year public and private institutions). SIF funds and coaching resources will be strategically focused on those most likely to be non-completers, based on the prior years of Boston-specific post-secondary completion data (including demographic data and institution-specific data related to their demographics' completion rates at the colleges they select). Programming will begin in their senior year of high school and continue into at least their first two years of college at 37 Greater Boston colleges (community colleges or four-year institutions).

BPS students are 41 percent Hispanic, 36 percent Black, 13 percent White, 9 percent Asian, and 1 percent other/Multiracial. A full 74 percent are eligible to receive free and reduced-price meals in school and 45 percent are eligible to receive food assistance. Nineteen percent of BPS students are enrolled in special education programs. In addition, BPS has a high number of both US-born and foreign-born English language learners: 45 percent speak a language other than English as their first language and 30 percent are Limited English Proficient (LEP) or English Language Learners (ELL); of these students, 61 percent were born in the US.

On measures of assessment, BPS students lag behind their state peers: On the Massachusetts Comprehensive Assessment System (MCAS), Massachusetts' statewide standards based assessment, in 2013, 39 percent scored Proficient or Advanced in Grade 10 Science (compared to 71 percent statewide), 64 percent Proficient or Advanced on the Mathematics exams (compared to 80 percent statewide) and 79 percent performed at Proficient and Advanced level on the Grade 10 English/Language Arts exams (compared to 91 percent statewide). Average SAT results of BPS students are considerably lower than both their peers in Massachusetts and the US; BPS students average 434 in Critical Reading (compared to state average of 507), 460 in Mathematics (state average 522), and 433 in Writing (state average 501). (Boston Public Schools, 2011). This means that,

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academically, too many students are not ready for college.

We have also learned that once BPS students get to post-secondary education, they struggle to persist for academic as well as non-academic reasons. While many efforts are focused on the academic preparedness of students, including Success Boston (the larger community-wide college completion effort of which BosC4C is a part), BosC4C will target the related non-academic issues affecting college access and persistence for 1,000 of the most underserved BPS high school students and prospective college students. High-quality, evidence-driven, asset-based transition coaching will support the most at-risk students in developing all of the non-academic skills necessary for navigating higher education. Transition coaching will focus on non-academic factors and the experiences students encounter as they navigate many unfamiliar systems: financial need, personal and emotional support, career and life planning, and better utilization of existing academic supports on their new campuses.

b) Need:

Post-secondary completion rates are a challenge across the country, especially with respect to young men of color among other special subpopulations (immigrants, first generation college attenders, etc.). Boston is no exception; our K-16 system is persistently failing those who need it most.

Six years ago, Northeastern University's Center for Labor Market Studies, with funding support from the Carnegie Corporation of New York and the Boston Foundation, released findings of an analysis of Boston's public school graduates' outcomes after high school. The report, *Getting to the Finish Line: College Enrollment and Graduation*, tracked the seven-year outcomes of every BPS student who graduated from high school in the Class of 2000. Using BPS data including exit surveys, Boston Private Industry Council (PIC) surveys, and National Student Clearinghouse data supplemented by four MA colleges that do not participate in the Clearinghouse, the researchers reported students' outcomes in the areas of enrollment, persistence, and graduation. These outcomes were further analyzed by race/ethnicity, gender, type of high school (exam or non-exam), and type of post-secondary educational institution (public or private, two year or four year). In each major set of post-secondary educational institutions, graduation rates of BPS graduates fell below those of their national counterparts (Center for Labor Market Studies, Northeastern University, 2008).

The report found that only 35 percent of BPS graduates who enrolled in college completed an Associate's or Bachelor's degree within seven years of graduating from high school. What follows is the number of college attendees, number of graduates, and graduates as percentage of attendees, by subgroup in descending order of completion rate:

- Asian women, 130, 74, 56.9 percent

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- White men, 176, 97, 55.1 percent
- White women, 190, 98, 51.6 percent
- Asian men, 145, 69, 47.6 percent
- Black women, 537, 167, 31.1 percent
- Hispanic women, 205, 55, 26.8 percent
- Black men, 347, 82, 23.6 percent
- Hispanic men, 121, 23, 19.0 percent

By subgroup, it is readily apparent that Black men and Hispanic men have the lowest completion rates (23.6 percent and 19.0 percent, respectively). Additionally, when our three exam schools were excluded from the analysis, the overall 35 percent completion rate dropped to 24 percent. Of the 1,286 non-exam school graduates who enrolled in college, just over 300 completed a degree within seven years.

Poor post-secondary completion rates in Boston and nationwide present challenges to both individuals and society. These challenges relate to individuals' access to opportunity, but also have direct implications for employment rates and the competitiveness of the US workforce and economy.

Georgetown University's September 2013 report, *Failure to Launch: Structural Shift and The New Lost Generation*, documents the rise in the age of young adults reaching the median wage (from 26 to 30), the decline in the labor force participation rate for young adults to its now all-time low, and the way in which young men have faced particular challenges as blue-collar jobs have disappeared. The share of men in their late-20s who work full-time declined from 80 percent to 65 percent between 2000 and 2012. Moreover, those with at least some college suffered the least. The White - African-American full-time employment gap grew from 6 percentage points to 14 percentage points between 2000 and 2012.

Moreover, according to Georgetown University's September 2010 report, *Help Wanted: Projections of Jobs and Education Requirements through 2018*, nationwide there are likely to be three million fewer college graduates than the market demands by 2018. Massachusetts, predicted to rank 4th in the nation in post-secondary education intensity for 2018, will see growth in managerial and professional offices (specifically in the area of management), STEM (specifically in computer and mathematical science), Education, Healthcare (specifically practitioners vs. support positions), and Sales and Office Support. A full 68 percent of jobs (2.4 million) in Massachusetts will require some post-secondary training beyond high school in 2018. It is clear that Boston's young people - especially underserved Black and Latino men - need to be supported on a pathway to college completion for both their own

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economic well-being and for the health of Boston's and Massachusetts' economy.

c) Outcomes and Indicators:

In developing BosC4C we have worked from an evidence-informed theory of change. This has been done with a clear focus on our goal of ensuring that at least 70 percent of BPS graduates enrolled in post-secondary education successfully earn a credential within six years of high school graduation. The Boston Foundation (TBF) seeks Social Innovation Fund resources to expand our work in raising post-secondary completion rates, with a special focus on young men of color and other subgroups who, data shows, are likely to struggle to complete, through our tested transition coaching intervention, a program TBF supports through our Success Boston initiative. Success Boston is a partnership of the City of Boston, the Boston Public Schools (BPS), the Boston Foundation, the Boston Private Industry Council, the University of Massachusetts Boston, area college access nonprofits and 37 other Massachusetts post-secondary institutions attended by BPS graduates. Through Success Boston, each of these partners works collaboratively to identify new policies, practices and programs that can be adopted in service to our shared goal of raising post-secondary completion rates for BPS students (to at least 70 percent of those who enroll). One of the major activities of Success Boston has been the development of a coaching model ('transition coaching'), which is delivered through a partnership between TBF (funder), BPS (identifying students in their senior year), nonprofit organizations (recruiting, training, hiring and supporting coaches to work with BPS students transitioning from BPS to higher education), and colleges.

Through a diverse collection of nonprofit organizations, 2,000 BPS graduates have already benefited from this intervention, with promising results, especially among young men of color. A January 2013 report, entitled Getting Closer to the Finish Line, shows that the transition-coaching model has had a positive impact on all students' abilities to persist by managing the academic and non-academic challenges of higher education. Below are comparisons of one-year and two-year college persistence rates of Class of 2009 transition coaching participants compared to non-participants (group, percent persisting with coaching, percent persisting without coaching, percent difference):

One-Year Persistence

- All, 86.7, 73.8, +12.9
- Men, 84.0, 70.9, +13.0
- Women, 88.5, 76.1, +12.3
- Black, 91.4, 72.6, +18.9
- Hispanic, 83.2, 69.6, +13.6

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### Two-Year Persistence

- All, 73.9, 61.0, +13.0
- Men, 67.9, 56.3, +11.7
- Women, 77.7, 64.8, + 12.9
- Black, 77.1, 59.9, +17.3
- Hispanic, 68.3, 56.2, +12.1

Below are the regression-adjusted estimated impacts of Success Boston coaching on the one-year and two-year college persistence rates of class of 2009 BPS graduates in comparison to non-participants. These estimates also take into consideration gender, racial-ethnic group, MCAS scores, and college attended, and shows similar results (group, impact, significance level):

### One-Year Persistence

- All, +16.7, .01
- Men, +18.6, .01
- Women, +14.8, .01
- Black, +21.9, .01
- Hispanic, +17.0, .01

### Two-Year Persistence

- All, +15.6, .01
- Men, +16.3, .05
- Women, +15.9, .01
- Black, +18.9, .01
- Hispanic, +13.7, .05

Coaching is having its greatest impact on males and students of color. African-American students from the BPS Class of 2009 who received coaching support showed nearly 22 percentage point gains on one-year persistence.

Class of 2010 data on coaching continued to show effects that, while smaller than those for the Class of 2009, were still statistically significant and larger than those seen in other national evaluations. The effects for the Class of 2010 continued to show dramatic gains for African-American, Hispanic, male, and community college students.

Additionally, early (embargoed) findings on four-year results show continued gains for Success Boston participants. Class of 2009 graduates who participated in Success Boston had a 26 percent four-year completion rate overall, compared to 14 percent for students who did not participate in Success Boston

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coaching. At community colleges, Success Boston students had a 16 percent completion rate, compared to 9 percent for students who did not receive coaching. Additionally, between 77 and 83 percent of the Success Boston students from 2009-2011 combined are maintaining a cumulative GPA of 2.0 or higher.

Our overarching goal of 70 percent on-time completion is supported by multiple BosC4C milestones developed to augment the work of Success Boston's geographically-based collective impact strategy in the area of Youth Development which serves Boston Public Schools (BPS) students in Boston, Massachusetts. BosC4C is occurring simultaneously as a component of existing citywide collective impact efforts, including Success Boston, and the Boston Opportunity Agenda, a cross-sector partnership of stakeholders supporting the BPS Acceleration Agenda aimed at improving student achievement across all grade levels and communities. Both the Boston Opportunity Agenda and Success Boston focus on academic rigor as a strategy to increase high school graduation levels, college enrollment levels, and decrease the need for remediation at the college level. Higher Education partners are members of both efforts, and support the work of BPS. They have committed to systematically changing the way they help students as they enter, navigate through and graduate from their institutions. The Boston Foundation is the convening 'backbone' organization for Success Boston and BosC4C.

Supporting the central goal (70 percent of BPS graduates enrolled in post-secondary education successfully earning a credential within a six-year timeframe) are the following outcomes and indicators:

Outcomes: BPS systems change and transition coaching beginning in the senior year:

- Improved overall BPS high school graduation rates;
- Increase in number of BPS seniors applying to college;
- 100 percent of those eligible completing a FAFSA;
- Increased number of youth connected before high school graduation to a sub-grantee/ community partner who has a college partner.

Outcomes: Transition coaching occurring after high school graduation

- Connecting 1,000 BPS graduates annually with coaches as they enter two- or four-year colleges, including fall and January enrollees;
- 100 percent of those eligible to complete a FAFSA doing so each year;
- 90 percent of BosC4C students connecting to existing, as needed, on-campus support programs;
- Increasing numbers of BPS graduates maintaining GPAs above 2.0 throughout their post-secondary

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careers;

- Increased re-enrollment rates for BPS students in their 2nd, 3rd, 4th, etc. years;
- Expand coaching for highest risk students in cohort into their third year of post-secondary education;
- Capture lessons learned through a coaching evaluation (launching in 2014, and continuing in 2015, 2016).

d) Case for Support for focus, goal, and approach:

Our preliminary work in the first five years of this initiative, as well as a growing body of research, provide much evidence which informs our focus, goal, and approach. Our focus on helping the most underserved public school students (low-income, first generation college-goers, young men, and students of color) prepare for, access, and succeed in post-secondary education leading to sustainable employment is an undebated necessity in the highly educated Commonwealth of Massachusetts, the US, and our shared and increasingly globalized economy. This is essential in working to reduce persistent and often multi-generational poverty caused by disproportional unemployment in communities of color and, more generally, the problem of income inequality; some analyses show a link between the US's growth in income inequality and our falling behind other developed nations in multiple areas including educational outcomes, health outcomes, and patent production.

Our goal of at least 70 percent of our BPS graduates enrolled in post-secondary education successfully earning a credential within a six-year timeframe is aspirational but realistic. As previously noted, for the Class of 2000, only 35.5 percent of students had graduated from a two- or four- year college by June 2007. However, we are seeing a promising trend, with the Class of 2007's six-year post-secondary completion rate rising to 49 percent. This trend is in part attributable to college completion efforts like Success Boston. The scaling of transition coaching, with a more intentional focus on the most in need populations, through BosC4C would put us on a strong trajectory to achieve the goal. Our approach (offering transition coaching to those most at risk of non-completion) is supported by our early evidence and by an emerging body of research. We define transition coaching as high-quality programs (on- and off-campus) that provide students with a) one-on-one support, b) connection to existing college academic and non-academic supports, and c) group case management. Transition coaching is designed to help students develop the skills they need to navigate higher education, persist in college, and ultimately graduate. Life skills, study skills, 'help-seeking' skills and academic skills are all examples of the types of skills students and coaches work on in their final year of high school and their first 24 (in some cases 36) months of college. All BosC4C students experience

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barriers to access, persistence, and completion, and the transition coaching is the extra support they need.

Drawing on our own past programming experience as well as the research of Melinda Mechur Karp, we have created a coaching model that focuses on helping students to develop social relationships, clarify aspirations and enhance commitment, develop college know-how, and make college life feasible. This work is done both directly by coaches and by leveraging on- and off-campus supports and services.

Karp writes 'meaningful social relationships play an important role in promoting persistence because they help students feel comfortable in college and provide them with access to information that can ease their path toward a degree (Karp, M. J. M., 2011, Toward a new understanding of non-academic student support: Four mechanisms encouraging positive student outcomes in the community college: 6). For BosC4C students, the coach is a key relationship in itself; however, the key to successful transition coaching is helping a student access, maintain, and connect to on-campus networks (learning communities, demographically targeted success programs, mentoring programs, peer groups and clubs, study groups, and even coursework that involve team and service learning activities).

Research has also shown that students who do not have clear goals and cannot connect their education to occupational pathways are at risk of failing (Grubb, 2006 in Karp 2011: 10). Moreover, community college students are especially motivated by the 'utility' of a post-secondary credential (Grubb, 2006 and Cox, 2009 in Karp 2011:12). Coaches are key in helping students to understand and gain exposure to promising career pathways and the educational requirements of those pathways; additionally, they help to provide students with access to community mentorships, work shadowing experiences, and paid internships.

Perhaps the most important role of the coach is that of provider of what Karp terms 'College Know-How.' Coaches help students decode the 'unwritten rules' of the post-secondary environment (Karp, 2011: 14). The BosC4C coaches will help students gain 'cultural capital' (Bourdieu, 1973) without 'erasing students' home cultures or diminishing their import' (Karp, 2011: 18).

Finally, coaches help to 'make college life feasible' (Karp, 2011:18), directly and indirectly, by connecting students with on- and off-campus supports and solutions for their non-academic challenges. That is, they help students meet the emotional, logistical and financial demands of often-complicated work, family, and school lives. Although our coaches are excellent, more and more our partners in higher education are rising to the challenge and responding to needs identified through

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Success Boston by making structural changes such as addressing issues of affordability, providing on-site childcare, flexing the school day to include early mornings, late evenings, and weekends, and using technology to increase flexibility with coursework through online and blended learning classes. The skills gained in transition coaching give students the ability and networks to identify and maintain supports through any academic, employment, financial, and life challenges that threaten their on-time completion. To ensure this level of coaching quality, sub-grantees will be organizations with demonstrated track records in both direct-to-student service delivery and effective referral/connection services for students to maximize utilization of both on- and off- campus supports.

### e) Theory of change:

Students without a personal network of people who have navigated the system, who know how to make the transition to higher education and understand that change, are struggling the most in completing college. Nationally, organizations like Posse and Bottom Line have improved outcomes for students through individual and group coaching. Five years ago, Success Boston adapted those practices to serve the specific BPS students most in need of additional help to persist and complete post-secondary education. In the coming five years, a larger group of BosC4C community-based coaches will provide and leverage academic and non-academic supports from both on- and off-campus services to ensure that at least 70 percent of the most at-risk BPS graduates enrolled in post-secondary education (first generation, low-income, and/or students of color) are successfully earning a credential within a six-year timeframe. Coaches are experts at providing support as students navigate unfamiliar systems. Specifically, they address issues of 'college know-how' by assisting with issues such as financial aid, accessing academic help, and navigating registration; feasibility by successfully overcoming significant hurdles such as childcare, transportation, and food security; 'utility' by helping students identify academic paths to economically sustainable and personally satisfying careers; and social relationships by supporting students in finding and making connections to peer groups, a learning community, and providing emotional support. This work is all done in a way that builds on students' existing assets and honors their unique and diverse backgrounds. Coaching starts in the senior year of high school and continues through the first two years of college; for students with significant challenges or a GPA below 2.0, coaching may continue into their third year of post-secondary education.

### f) Value-added activities:

BosC4C will support partnerships between nonprofits (providing coaches), BPS and colleges. TBF, in the role of funder, will provide each of these organizations with technical assistance, training and

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other supports to enhance their work and ensure their ability to meet the initiative's goals. This technical assistance and training will include, but is not limited to: cultural competency training for coaches (including special training on gender and issues of masculinity), training in resource development for nonprofit sustainability teams, and access to and participation in a facilitated learning community of coaches who meet monthly to strategize and identify best practice. Additionally, TBF will ensure sub-grantees receive appropriate technical assistance related to evaluation activities, on topics such as data entry and quality, quality improvement, and data interpretation. This technical assistance will be supported by TBF departments including the Boston Indicator's Project, which provides a comprehensive, constantly-updated body of information about every aspect of life in Greater Boston through groundbreaking reports and an award-winning state-of-the-art website ([www.bostonindicators.org](http://www.bostonindicators.org)), and the Foundation's Non-Profit Effectiveness Group, which supports Massachusetts nonprofit organizations through a range of work focused on enhancing the long-term vitality of the Massachusetts nonprofit sector, such as facilitating a deeper understanding of nonprofits throughout Massachusetts and encouraging strategic philanthropy; helping to build the effectiveness of nonprofit organizations and leaders; and promoting and supporting strategic collaboration within the nonprofit sector and with public and private partners.

### B. DESCRIPTION OF ACTIVITIES: SUB-GRANTEE SELECTION

TBF, as Success Boston's backbone organization, will offer a three to six month open and competitive process to identify sub-grantee organizations for BosC4C. Our sub-grantee competition will seek to identify those nonprofit partners/organizations best prepared to effectively deliver services which support our goals, as outlined above, and which correspond to strategies in our theory of change. We anticipate making 10-15 awards to organizations that will employ coaches and work in partnership with one or more institutions of higher education while participating in the project-wide BosC4C evaluation. Grants will range from \$100,000 to \$200,000, with smaller grants awarded to those partners with promising approaches but who lack longer track records or evidence to support their work.

#### a) Sub-grantee Profile:

Sub-grantee applications will be accepted from organizations with proven success in working with low-income, first generation college students that are prepared to begin work with students in high school and carry on that work through the students' entry into post-secondary settings. Sub-grantees

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will apply in partnership with one or more institutions of higher education, with their proposals outlining their understanding of the college environment, existing supports and potential for improving student success rates on those campuses through transition coaching. Sub-grantees will also be evaluated on their willingness and ability to contribute to a learning community focused on providing culturally competent coaching, particularly with regard to young men of color, immigrant students, and those with very low incomes. Among other factors, TBF will evaluate sub-grantees on their track record of success working with young men of color and the other priority subgroups identified above. Priority will be given to sub-grantees with a demonstrated track record of success with helping young men of color complete post-secondary credentials, and those who will work with community colleges. Additional criteria for selection will include whether an organization is:

- Community-based and community-connected;
- Proven success in prior work with low-income and large numbers of BPS students (or former dropouts);
- Using current research to inform their programmatic approaches;
- Data-driven, doing work which is innovative and evidence-informed;
- Capable, by virtue of sound financial and technical infrastructure, of participating in our rigorous evaluation;
- Governed by a diverse, experienced Board of Directors (with a strong commitment to diversity) and led by staff with a demonstrated track record of successful management.

Once selected, sub-grantees will join a learning community, participating in culture- and gender-specific competency training with a special focus on how best to serve young men of color and other identified target groups through transition coaching, and working collaboratively to understand (and change) systemic barriers to success identified by coach-student-college partners.

Sub-grants will focus on transition coaching to provide comprehensive services in the area of college exploration, application, matriculation, persistence and successful maintenance of a GPA above 2.0. Transition coaches will work with students in their senior year to provide individual and cohort-based supports and intensive case management during the college application and selection process, such as identifying academic support for high school completion; developing a college list; registering and completing SATs; producing well-crafted applications; providing interview support; taking youth on college visits; and addressing issues of affordability through FAFSA completion, scholarship identification, and the negotiation of aid packages. Coaches continue for the first two years of college and into a third year for those students still struggling to get on track for completion. They support

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students in developing and achieving academic and career goals; connect students with social and academic resources on and off-campus; continue to help families address issues of affordability; assist students in learning time management to help balance school, work, and life; encourage students to pursue meaningful summer opportunities; and guide students in major and career exploration. Current Success Boston partners Bottom Line, Freedom House, Hyde Square Task Force, Boston Private Industry Council and American Student Assistance (ASA) provide transition coaching supported by TBF grants and have demonstrated moderate evidence of success. Although they will be invited to apply through the sub-granting process, these partners will not receive preference in the granting process based on their prior participation.

### b) Sub-grantee Selection Team and Process:

TBF will convene a Leadership Advisory Group for this initiative, including representatives from our major Success Boston funding partners (the Ford Foundation, the Lumina Foundation and the Massachusetts Department of Higher Education), Boston Opportunity Agenda staff, and representatives from three of Success Boston cohort's most frequently chosen colleges, UMass/Boston (UMB), Bunker Hill Community College (BHCC) and Roxbury Community College (RCC). The Leadership Advisory Group will advise and inform decisions on the selection of sub-grantees. TBF staff, using our existing due diligence process, will review grant applications. TBF will ensure that there are no conflicts of interest and that potential sub-grantees are clear of legal, financial or other conflicts that could impede success. TBF employs a proven model of grantmaking that ensures a high quality portfolio of service and implementation partners throughout our areas of investment. This process informs our proposed process for the Social Innovation Fund (SIF). Our grantmaking model is open and competitive, transparent, data-driven, evidence-informed, cost-effective, and strategic. We will use a three-stage process to select sub-grantees:

1) Initial grant review: ensuring alignment with the Success Boston coaching theory of change and programmatic alignment of activities with our goals and objectives. In this phase, in consultation with the Leadership Advisory Group, TBF staff will develop a Request For Proposals (RFP) in alignment with the Center for Effective Philanthropy's best practices - which includes viewing the RFP as a communication device which values the sub-grantee, making clear the connection between the funding opportunity and Success Boston's goals and strategies, and asking questions that elicit deep understanding of an organization's capacity while triggering a next round of questions. The RFP will be widely disseminated by BPS, TBF and Success Boston's 37 post-secondary partners to each of those institutions' current nonprofit partners working toward student success. All RFP documents will be

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available electronically and easy to read, with simple to follow directions. All RFPs will be distributed widely through multiple channels and stakeholder groups; we maintain an electronic mailing list of potential partners. A Frequently-Asked-Questions document will be created to minimize the burden on grant seekers and we will pay special attention to transparency and clarity at this stage.

In this process, RFP questions will query the organization's theory of change and track record of success with our target population and history of activity in the work areas outlined above. Multi-year outcomes charts, detailed financial information, an organizational chart, staff bios, a list of the Board of Directors, and references are collected along with the narrative in this stage. Last, preference will be given for organizations with a significant track record of success in a) working with young men of color, b) supporting low income BPS students in making successful transitions to college, and c) ability and willingness to participate in an active learning community regarding best practices/culturally competent coaching.

2) Screening: examination of evidence base supporting programmatic interventions, financial stability and capacity to meet both service delivery and matching requirements and partner interviews. During this stage, alignment will be tested, basic desk research and reference checking will occur, we will review our own history with the applicant, and the Leadership Advisory Group team will review proposals, in partnership with TBF staff. At this point, applicants may be eliminated based on clear criteria including lack of fit with the project theory of change, lack of evidence of ability to contribute effectively and efficiently in the project, and/or lack of organizational capacity. Based on the reviews, a preliminary list of recommended grantee organizations will be created.

3) Due Diligence: assessment of sub-grantee management systems, ability to participate in evaluation work and contribute to the growing body of knowledge regarding the effectiveness of our coaching interventions. Remaining applicants will be assessed by TBF for their depth of alignment and organizational strength, as well as their ability to collect and use data, including participation in our own data collection and evaluation efforts. Site visits will be conducted and formal write-ups completed. During a process of forced ranking, requests will be reviewed against available funds. Sub-grantees demonstrating a) higher levels of evidence and b) organizational capacity to hire, train and support sufficient numbers of coach/student matches will be allocated higher levels of funds. TBF staff will make final grant decisions at this stage. The sub-grants will be reported to TBF's Board of Directors as part of our grantmaking consent agenda.

### C. DESCRIPTION OF ACTIVITIES: PROPOSAL FOR EVALUATION

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### a) Description of Program Model:

As previously described, BosC4C will scale up Success Boston's transition coaching model. Transition coaches are hired by nonprofit organizations to work with 12th grade, newly-enrolled, and currently-attending students of BPS schools during their senior year of high school and their first 24-36 months of post-secondary education.

Coaches provide support through the college transition and connection stages to significantly improve BPS students' college persistence and graduation rates, providing one-on-one and small group coaching to newly-enrolled and currently-attending students who graduated from BPS. Typically, coaches support a caseload of 75-100 students and assist students in managing academic and non-academic issues, including referring students to advising, counseling and other support services on campus. This includes any of the following when appropriate:

- Conducting check-ins with each student in their caseload at key times in the semester;
- Monitoring and assessing academic progress of students in their caseload;
- Providing students with personalized guidance and coaching on decisions that may prevent them from persisting;
- Building rapport with students;
- Helping students connect to advising, academic and other appropriate support services;
- Encouraging students to participate in co- and extra- curricular activities.

At the institutional level, coaches also work in collaboration with college/university Academic Support Services teams, participate in the development, organization and enhancement of intentional community-building workshops to help participants connect with co- and extra- curricular opportunities and other students; attend monthly Advising Collaborative and city-wide Success Boston coaches' meetings to stay informed about changes to programs, policies and procedures; promote Success Boston to incoming and continuing graduates of BPS and the college communities in which they work; prepare and submit semester reports regarding students' progress and number of student contacts; communicate regularly with supervisor; and utilize university resources to resolve students' issues and support their success and persistence.

### b) Strategy to Collect Moderate Evidence over 3-5 Years:

TBF is proposing the replication and expansion of transition coaching, an evidence-based model that has significant positive associations with participants' post-secondary persistence and completion rates. With gains in persistence rates for participants as high as over 20 percentage points, expanding

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transition coaching to serve more students who need it most, particularly community college students, males, and students of color, will advance the work of Success Boston toward its ultimate goal.

Success Boston aims to ensure that 70 percent of Boston Public Schools graduates who enroll in college complete a degree or certificate within six years of high school graduation; BosC4C is a critical component.

Preliminary evidence of the effectiveness of transition coaching, combined with a collective commitment to using evidence for quality improvement and maintaining capacity for performance management and evaluation, will enable TBF to achieve moderate-level evidence in three years. TBF has a strong track record of using evidence, data and evaluation to design and refine the Success Boston model collectively, with grantee partners and an external research partner. This infrastructure has also enabled ongoing monitoring of grantee progress and the achievement of measurable outcomes. Over the past five years, the Center for Labor Market Studies (CLMS) at Northeastern University has served as the evaluator of Success Boston. In addition to providing annual updates on the post-secondary outcomes of BPS graduates, CLMS has conducted a quasi-experimental evaluation of the coaching intervention. BPS graduates who received transition coaching at seven colleges and universities were compared to BPS graduates who attended but did not receive SB coaching. Transition coaching participants experienced gains in one-year fall-to-fall college persistence rates of 20 percentage points; when regression adjusted, this gap was nearly 17 percentage points. Two-year regression-adjusted gains remained high at 15 percentage points, and were even larger for male and black students, at 16.3 and 18.9 percentage points, respectively.

TBF has also established a number of critical data structures and relationships for ongoing program delivery and improvement, as well as evaluation. Existing relationships, such as with the National Student Clearinghouse, provide information on a number of student characteristics, interim, and final outcomes, and local higher education partners have already indicated their willingness to provide needed data. TBF has also established a shared, grantee reporting system housed within a Salesforce database to collect and monitor student level indicators (e.g. student profile and demographic data, enrollment, GPA, credits earned, course type, and Pell eligibility) and services received (type, duration, frequency, and nature/content of interaction). Building on five years of success with this system, all sub-grantees will be required to regularly report on student activities, and will be supported in the use of this database, as detailed below.

c) Evaluation Strategy to Achieve Moderate Levels of Evidence within the SIF Timeframe:

To ensure rigorous evidence of Boston Coaching for Completion (BosC4C) effectiveness, TBF will

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work with an external evaluator to develop a portfolio evaluation strategy that will meet two interrelated priorities. First, evaluation activities will provide rigorous evidence of the impact of transition coaching on student success. Measuring success will include student interim outcomes through year three and final outcomes through year six, including college completion and rates of completion within six years of enrollment. Interim outcomes include post-secondary enrollment, enrollment status (full-time/part-time), course credits attempted and earned, courses passed and grade point average, and year-to-year persistence. Measurement of intermediate steps in academic success supports later impact estimates, as well as real-time 'course corrections' to program, if particular components fail to meet expectations or others appear to be particularly promising in leading to student progress.

Second, evaluation activities will also get inside the 'black-box' of coaching: identifying and documenting the BosC4C model, detailing how transition coaching contributes to college success and for whom, and enabling continued programmatic success and fidelity as the model is replicated and BosC4C's reach is increased. These dual priorities address the reality that understanding why and how transition coaching affects student outcomes is essential in providing evidence of the model's effectiveness. They also expedite comparability across sub-grantees, identify performance issues, and shape mid-course corrections.

If this proposal is successful, TBF - through BosC4C - will expand and build upon current evaluation infrastructure (especially pertaining to Success Boston) to implement a moderate level impact evaluation of SIF-funded investments meeting these dual priorities. If awarded, the evaluation design and implementation plan will be developed with parameters that include:

- TBF will contract with an independent researcher or firm to design and implement the coaching evaluation, in close coordination with Success Boston and BosC4C stakeholders.
- We will pursue a quasi-experimental design that can support causal conclusions, prioritizing internal validity. Operational constraints preclude a randomized design; however, earlier impact estimates could be strengthened with greater attention to the threats of selection bias. Therefore, the final design will estimate impacts using comparison groups defined using sophisticated techniques and a wealth of theoretically relevant, student-level characteristics (e.g. K-12 academic and demographic variables, such as standardized test scores, SAT scores, high school program of study, and low-income and English Language Learner status). Matching techniques could include propensity-score methods, coarsened exact matching, and analytic techniques such as difference-in-difference estimates. If feasible, the evaluation could employ a regression discontinuity or cutoff-based design, with

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assignment of participants to treatment and comparison groups based on an ordered assignment variable not directly related to treatment, enabling a closer approximation of experimental design. As needed, comparison group members could be drawn from urban districts in Massachusetts similar to Boston, again utilizing student and school-level data from the Massachusetts Department of Elementary and Secondary Education (DESE) and National College Clearinghouse records to ensure optimal comparability.

- TBF (and Bos4C and Success Boston) and the evaluator, selected through a competitive process, will leverage both qualitative and quantitative methods to estimate impacts (summative evaluation) and understand them (formative evaluation). Along with quantitative data on student characteristics and academic outcomes from administrative data, the evaluation should assemble data on program outreach and engagement, dosage, and participant experience and satisfaction through the most appropriate means available including administrative data, multi-wave surveys of service use and participant experiences, direct observation of the coaching model, and focus groups.

d) Technical Assistance Process for Sub-Grantees Related to Evaluation:

As is our current practice, TBF will require and support SIF sub-grantees to use data and evaluation to guide performance improvement and, collectively, assess program effectiveness. The evaluator will assess current management systems to ensure sub-grantees are able to effectively collect and review performance data (in Salesforce) and identify implementation issues, needs, and improvement strategies. Evaluation memos will also outline cross sub-grantee implementation issues identified through interviews, focus groups, performance reports and grantee progress reports. In turn, TBF will use these interim reporting strategies to identify trends, concerns, and technical assistance priorities related to data entry and quality, quality improvement, and professional development. TBF, or an appropriate third party (evaluator or otherwise), will provide technical assistance through both group (e.g. real and virtual learning communities, guidance memos) and one-on-one (e.g. coaching and consultation by evaluators and expert practitioners) engagement opportunities.

e) Evaluation Partner

TBF will ensure a high standard of quality and independence for the BosC4C evaluation, ensuring the production of evidence and supporting the SIF-funded BosC4C portfolio. Identified through a competitive process, TBF will partner with an external evaluator that has relevant methodological and substantive experience to meet BosC4C's dual evaluation priorities. While maintaining needed independence, the evaluator will be a learning partner with TBF, sub-grantees, and BosC4C evaluation stakeholders in the design and implementation of the evaluation, and the utilization of

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findings. To that end, the evaluator will provide technical assistance related to measurement for performance management and evaluation (as described above) and provide interim and final reporting (e.g. webinars/presentations, memos, and reports) on emerging trends in implementation and student outcomes. The evaluator will also convene partners to facilitate collective reflection on participant experiences and the identification of systems change opportunities for removing systematic barriers to student success.

### D. DESCRIPTION OF ACTIVITIES: PROPOSAL TO IDENTIFY INNOVATIVE, MORE EFFECTIVE SOLUTIONS

The transition coaching model piloted by Success Boston and proposed for expansion through BosC4C in partnership with the Social Innovation Fund is already identifying innovative and effective solutions to challenges that face every community in the US. College graduation rates in the United States are continuing to drop, and according to a report from the Organization for Economic Cooperation and Development (OECD), we are failing to keep pace with other advanced nations in educational attainment rates. According to the OECD, in 2000, 38 percent of Americans ages 25-34 had a degree from a community college or a four-year institution, putting the US in fourth place among advanced nations. In 2011, the US ranked 11th.

The model as described above is highly replicable; in fact, Success Boston has been replicating it with new campus partners, incorporating new nonprofit coaching partners and hiring new classes of coaches each year for the past five years. In addition, Success Boston has participated in several different national learning communities (including Communities Learning in Partnership, which was coordinated by the National League of Cities, and the Lumina Foundation's newly launched Community Partnership for Attainment). In those settings, we aspire to share what we are learning about coaching.

The transformative potential of expanding transition coaching is clear, as evidenced by Success Boston results to-date. Further study, as outlined in our evaluation strategy, will further uncover poorly understood barriers to student persistence and completion, and identify supports (on- or off-campus), which enable students to move beyond those barriers. In addition, through regular communications between and among coaches and post-secondary partners, systems issues can be identified and resolved or changed. For example, through the current coaching community of practice, we learned that the state of Massachusetts requires that full-time students have health insurance. In recent years,

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the cost of college-based health insurance on some campuses has risen to exceed what can be covered by Pell grants, causing some students to reduce course loads and drop down to part-time status because they couldn't afford the insurance. With our Success Boston partners, we are working to increase awareness of new health insurance coverage made available through the federal Affordable Care Act. The Success Boston partnership is also organizing to advocate for expanded student access to MassHealth (our public system), as well as a change in regulations that would enable students to pay for health insurance in two parts rather than at enrollment, making this a much more manageable cost.

Working toward both individual student success and systemic fixes as describe above is an urgent national cost-saving strategy. According to a report from the American Institutes of Research, the combined cost of state and local funding for community colleges alone is nearly \$4 billion over five years. To the extent that students are not completing (and completion rates are exceptionally low at community colleges - ranging from 8-30 percent on average nationwide), this is money down the drain. Furthermore, dropouts are costly: according to a 2010 study by the US Department of Education, state and federal governments spent an estimated \$9 billion between 2003 and 2008 on students who dropped out of college during their freshman year.

### E. DESCRIPTION OF ACTIVITIES: PROPOSAL FOR GROWING SUB-GRANTEE IMPACT

The success of BosC4C - and indeed of Success Boston - is dependent on the growth and success of our sub-grantees in achieving their intended impacts. To that end, all of the Success Boston partners are in agreement and alignment about the work we will jointly undertake to assure their success. Our strategy for providing that support is to:

- Convene coaches from across all partners on a variety of topics/practice areas, including: working with specific subgroups (immigrants, first generation college-attenders, men of color) to a) review data from our ongoing evaluation work, b) use data to drive inquiry and problem solving, and c) gather coaching insights into off-campus systems issues which can be prioritized for change and help accelerate student achievement.
- Convene coaches working at the same institutions of higher education to identify strengths, challenges, and priorities for change at those institutions' academic and non-academic student support services.
- Work with coaches, students, and institutional partners to identify public policy barriers and

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opportunities (e.g. the insurance payment issue noted above) to improve completion rates.

- Support all partners in working closely with the external evaluator and the evaluation process, advancing our data collection and analysis capacity and our ability to continuously cycle real-time performance data to the coaches in service to their a) continuous improvement of practice and b) awareness of systems barriers and other less visible impediments to student persistence and completion.

a) Assessing Sub-grantee Capacity for Growth and Supporting Expansion through TA:

A partnership with SIF to launch BosC4C will enable TBF and Success Boston to establish practices that will live beyond the life of the work we have been funding. Success Boston partners have a newly developed strategic plan and are actively participating in a national learning community (through the Lumina Foundation Charter, as part of the Community Partnership for Attainment). In this way, we are identifying and building cross-sector efforts to address systems barriers, which are responsible for the deep needs that our coaches are meeting.

Success Boston partners will help BosC4C sub-grantees plan for strategic and effective program growth toward long-term sustainability for the expanded transition coaching programs beyond the five year SIF period. Working to provide technical assistance tailored to the nonprofits own financial and resource development models, we will help sub-grantees map a pathway to continuation of the coaching program as part of regular technical assistance plans.

We will model this assessment and technical assistance delivery on our existing works as the backbone organization for SkillWorks, another local collective impact project that is focused on ensuring a skilled workforce for the Boston regional economy. This process includes: a range of capacity building services that will help to strengthen partnerships and program outcomes. The services will be determined through a comprehensive assessment of the strengths and capacity needs of each partnership and its partners. Consulting organizations (e.g. The Nonprofit Finance Fund, Interaction Institute and others) will work with each partnership to determine how they will best take advantage of a combination of individualized technical assistance, peer learning, and group training as part of their commitment to BosC4C. Some activities will be focused exclusively on BosC4C partnerships; others may be offered to the partnerships and to a broader range of organizations in order to bolster peer learning opportunities. We will seek to foster peer learning wherever possible and to complement it with individualized technical assistance where needed.

We will draw upon a core of local professionals to deliver the capacity building services, and will also draw upon national organizations and experts, including Noel-Levitz, David Conley and others, to

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provide partnerships with the latest models and thinking on effective strategies.

We have the ability to monitor work on an ongoing basis and will in turn make course corrections.

We have five years of data; we have a growing capacity for data analysis, and through the plan outlined above, have vehicles for real time communication with coaches about where practices are working and where more work is needed.

In growing the number of students receiving coaching each year, we will also be supporting sufficient numbers of coaching matches at our community colleges that we will also be catalyzing institutional transformation, changing culture and identifying (and changing) policy to be more supportive of high outcomes for previously underserved subpopulations of students. The successes that the BosC4C transition coaching model has had to date provide a platform for growth, and through enlarging the cohort, we'll also grow the knowledge base at a faster pace, enabling us to most effectively tackle institutional barriers to student success.

### Organizational Capability

#### A. HISTORY OF COMPETITIVE GRANTMAKING

The Boston Foundation, founded in 1915, is one of the oldest and largest community foundations in the nation. Serving the Greater Boston area, TBF is made up of over 900 separate charitable funds established by thousands of donors over almost 100 years; funds are set up either for the general benefit of the community or for special purposes, such as supporting individual nonprofit organizations in perpetuity. TBF is the largest public charity and the largest grantmaker in New England, with over \$950 million of assets.

Our discretionary endowment and quasi-endowment (unrestricted balances functioning as endowment) of over \$300 million provide an annual discretionary grantmaking budget of nearly \$16 million. Competitive general operating and project support grants are awarded to nonprofits through our Thriving People/Vibrant Places framework (found on our website), as well as through our initiatives such as Success Boston. TBF's net assets also include over \$100 million of endowment with designated purposes and over \$400 million of donor advised funds.

Administrative fees from all funds provide over two-thirds of the resources for the operating budget of \$15 million. The Civic Leadership Fund, an annual operating fundraising campaign, provides over 10 percent of the budget and The Philanthropic Initiative (TPI), a philanthropic advisory service, provides about 15 percent of the operating revenues. We also operate a variety of initiatives, or TBF-managed programs, annually totaling about \$10 million, which are funded by a combination of

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grants and third-party contributions. At the end of FY 2013, we had operating reserves of 30 percent, which satisfies the target level of 20-30 percent that is based upon the perceived level of volatility in our revenue stream and our ability to react to changing revenues.

We manage initiatives individually utilizing a combination of techniques by either matching expenditures on a year-to-year basis or over the expected duration of the initiative. At the end of FY 2013 our initiatives had an unexpended balance of over \$2.5 million, although much of that balance was already identified for specific expenditures and grants. We maintain adequate reserves to maintain the consistent funding of operations and initiatives; however, in order to responsibly maintain the scope of our operations, we also continually seek new and expanded resources to continue activities in support of our mission.

### B. EXPERIENCE GROWING PROGRAM IMPACT

Through our competitive grantmaking, we often help organizations grow impact by supplementing operating support investments with capacity-building support through targeted investments, networking, and technical assistance from our Nonprofit Effectiveness Group. Additionally, we have direct SIF-supported experience growing innovative program impact - including through the leveraging of additional public, private and philanthropic investments - through our experience as a sub-grantee for a Social Innovation Fund project through Jobs for the Future.

A ten-year \$25 million investment partnership, SkillWorks, which is housed at TBF and jointly supported by 14 funders, was awarded \$600,000 over two years in SIF subgrants to expand its innovative approaches to job training and career support. Aiming to improve workforce development in Boston and Massachusetts, through SkillWorks, we have brought together philanthropy, government, community organizations and employers to address the twin goals of helping low-income individuals attain family supporting jobs and businesses find skilled workers. Through SkillWorks partnerships, over 3,500 low-income workers have received skills training thus far, with over 700 workers placed in jobs, over 300 workers receiving promotions, and over 250 participants earning educational or industry-recognized credentials.

Our role in SkillWorks has been to amplify project impacts through offering technical assistance, coordination and supports, for example: 1) Adding capacity to integrate technology and digital literacy into training at the Hotel Training Center to improve participants' employability and career advancement prospects; 2) Adding additional academic coaching capacity at the Healthcare Training

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Institute to allow more participants access to these critical services during their transition to college; 3) Adding a new state certification refresher course for SkillWorks participants in the Emergency Medical Careers Partnership who have finished their EMT-basic coursework and are preparing for state certification; and 4) Making a new grant to the Boston Private Industry Council to hire a college navigator/coach for SkillWorks participants pursuing credentials in healthcare and business at Bunker Hill Community College.

Through BosC4C, we will leverage relationships developed through, and lessons learned from, SkillWorks. The strategies sub-grantees will utilize to generate growth in the number of people impacted, e.g., through expansions in sub-grantee capacity and innovations/partnerships to increase efficiencies, will be shared across all sub-grantees, and the services we offer, including networking, training and technical assistance, will support sub-grantees' planned growth. In fact, we already have invested in program expansion and innovation of nonprofits that are supporting students through coaching. For example, through investment in Bottom Line, we have grown the overall number of students getting coaching. Through grants to local nonprofits like Hyde Square Task Force, we have helped nonprofits better utilize data to retool programming for greater impact. Through programs like the Bottom Line have expanded to serve greater numbers of students, and programs like Hyde Square Task Force have used data to retool existing programs that had successfully supported students to college entry to continue to support students into their college careers. Some Success Boston grantees have leveraged their outcomes as well as the Success Boston investment to attract additional, new resources - including the Boston Private Industry Council, which invested new funds to expand coaching, and UMass/Boston with Roxbury Community College, who partnered on a successful \$300,000 Vision Project application to support coaching at their campuses.

### C. EVALUATION EXPERIENCE

Since 2001, in addition to making high impact competitive grants, TBF has served as a civic leader by commissioning and publishing research, and providing a platform for discussion and progress related to a wide range of challenges facing Boston and the region. Employing all the 'tools in our toolbox' to actively catalyze change at the people, place and systems levels under our pioneering model of strategic philanthropy, we are determinedly committed to using data to assess the impact of our investments and to help determine our opportunities to leverage change through future investments. We seek - and evaluate - measurable results in all our grantmaking, placing a high priority on

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organizations that are able to clearly articulate organizational goals, present a clear plan for achieving results, and track outcomes and impact (with data) on the people and communities served. In fact, operating and project grants are only made to organizations that can demonstrate their potential to achieve a measurable impact on the outcomes that TBF seeks.

One example of TBF's experience in managing and supporting evaluations of program models is the aforementioned SkillWorks initiative. TBF has supported extensive assessment of SkillWorks, with external evaluations being conducted at each phase, and data being tracked and utilized both at the initiative- and grantee- level to inform decision-making and improve performance along the way. Success Boston is another example of TBF managing a grants program that is based on data and that has utilized data to advance systemic change. Our Board conducts an annual review of all grants made, and expects a high level of due diligence from the staff. Grant decisions are tied directly to data related to each organization's advancement of our goal to double the college completion rates for students from Boston, as well as their participation in data entry for the common database and compliance with TBF's data sharing policies.

Research and analysis functions are critical components of our strategy - and a major focus of Success Boston supporting staff. Analysis of cohort data sets within the Sales Force database, in partnership with grantee organizations, allows for the use of real time data to make as-needed course corrections. TBF will help sub-grantees design performance measurements and evaluation systems based on the results of our earlier investments and the requirements and expectations of SIF as well as our external evaluator. Additionally we will use the results from our evaluation as they become available to update our systems and tools. By looking at the program implementation practices (e.g., duration and level of program intervention received) and level of impact achieved by program participants, ongoing performance systems can be developed to support program growth. All BosC4C as well as some Success Boston staff will be part of the team working to ensure success.

TBF staff already works closely with researchers at the Center for Labor Market Studies at Northeastern University to track the persistence, progress, and performance, as well as ultimate completion rates, for students from Boston Public Schools. This work will continue and be amplified in its impact through our BosC4C evaluation plan, described elsewhere.

**D. ABILITY TO PROVIDE PROGRAM SUPPORT AND OVERSIGHT, CAPABLE LEADERSHIP AND TRACK RECORD OF SUCCESS**

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The Boston Foundation has been a leader in large-scale transformation efforts in Boston over the past decades. In addition to the previously described SkillWorks initiative, another example comes from the Allied Health Initiative (AHI), a six-year workforce development initiative launched in partnership with three of Boston hospitals in 2007. Designed to respond to a need voiced by leaders of Boston hospitals regarding existing and anticipated future shortages of allied health professionals, AHI sought to invest in the development of pre-allied health educational "pipelines" to help entry-level and low-income incumbent workers develop the skills, academic readiness, and certifications necessary to advance into critically needed allied health positions.

We made AHI grants to three sets of hospital partners: Beth Israel Deaconess Medical Center/New England Baptist Hospital, Boston Medical Center, and Partners HealthCare. We committed \$1.5 million in AHI funding to these grantees, matched by approximately \$13 million from the hospital partners, with our contributions to be spent over the first three years of the initiative. The matching resources from the employers were applied over a six-year period, to help ensure that the key activities at the participating institutions continued after TBF-funding ended. This initiative required significant program oversight as well as intensive support from our staff to ensure the intended impacts were achieved.

Evaluator Scott Hebert provided internal guidance to our staff for this initiative and during the first three years of the initiative, he was able to identify and raise key themes, challenges and issues during group discussion with grantees in a constructive way that moved us forward rather than creating a defensive conversation. Through this process, we reinforced with hospitals that this was a six-year initiative that required their longer-term commitment in a way that engendered buy-in. We also flagged some rather tough issues midway through the initiative that led us re-focus the way technical assistance was provided to the hospitals; this course correction was critical to our success. Evaluation reports are available and confirm that the support and technical assistance we provided was as essential as the grant funding which catalyzed this successful initiative.

Our efforts in the education arena provide another example of our track record of success. Boston has historically been at the forefront of education reform designed to boost the performance and advance the prospects of low-income children, and eliminate the racial/ethnic achievement gap. City leaders have launched entrepreneurial solutions over the years, many of which have been supported by TBF, including Reach Out and Read which was founded at Boston Medical Center in 1989 as an effort to connect low-income parents of very young children with books through medical visits, and ReadBoston, founded as a public/private partnership which promotes reading in the home, schools,

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early education and child care centers and libraries.

Currently, TBF works to improve academic and life outcomes for children and adults across the education pipeline through the Boston Opportunity Agenda, Boston's cradle to career collective impact initiative. TBF is a founding member and works in partnership with other philanthropy organizations, nonprofits, university and community leaders, and local government to drive systems change and ensure that all Boston residents have the education they need to succeed. Success Boston is a signature initiative of the Boston Opportunity Agenda.

TBF's education initiatives are managed by a highly-skilled and well networked team at TBF, including a 20-member Board of Directors that is selected to represent diverse interests within the community, and 90 staff members that include professionals in the areas of grantmaking, philanthropy, development, finance and administration, and communications who work closely with donors, grantees, civic leaders, and community residents to have a positive impact on Greater Boston. Key TBF Success Boston and BosC4C project staff include Program Director Elizabeth Pauley and Program Officer Elizabeth Walczak. Ms. Pauley joined TBF in 2006 as Senior Program Officer with a focus on education. Prior to joining TBF, she worked at the MA Dept. of Education as Director of Leadership Initiatives in the Commissioner's Office, serving as the State Director of the State Action for Education Leadership Project. She holds a master's degree in Education Administration, Policy, and Social Planning from the Harvard Graduate School of Education and a bachelor's degree from Mount Holyoke College. Elizabeth Walczak serves as Program Officer at the Boston Foundation, focusing on education strategies. Prior to TBF, she was Director of Partnerships at Boston After School & Beyond, a public-private partnership dedicated to expanding learning and skill development opportunities for Boston's youth. At BASB, she focused on school -and district-level strategies for improving school-community partnerships. Elizabeth was previously Policy Advisor to Mayor Thomas Menino in Boston, where she worked on initiatives in the areas of education, health, and human services. Before joining the city, she worked as Public Relations and Policy Specialist at the national nonprofit expanded learning time program, Citizen Schools, providing media outreach support to national staff, managing state budget and advocacy efforts in Massachusetts, and supporting national policy efforts. She received her Master of Public Administration in Public and Nonprofit Management and Policy from New York University, and her BA from Hamilton College.

E. ABILITY TO PROVIDE FINANCIAL SUPPORT AND OVERSIGHT AND TRACK RECORD OF SUCCESS

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TBF makes nearly \$16 million in competitive grants annually and oversees \$60 to \$80 million in donor advised grants. For all competitive grants, we establish a 'line of sight' connection between TBF's giving and the contribution the grants make toward addressing the issue selected, as well as ensuring that there is solid accountability among grantees for responsibly managing funds. All grantees are required to have a completed profile in the Giving Common, a powerful online resource to increase community knowledge about our local nonprofits and to increase transparency for both donors and grant recipients. Through the Giving Common, TBF grantees collect and share information including: program descriptions, population served, budget, program success measurements, management and governance, board and staff members, and infrastructure and policies. Additionally, full financials are required including the current budget projections and a three-year financial analysis as well as a history of revenue and expenses, assets, endowment, and capital campaign information. Our staff helps grantees to ensure complete compliance with our requirements and to work with technical assistance providers to ensure sound internal processes result in strong financial systems.

We have a strong financial team to manage the SIF grant and sub-grants. The financial activities of the Foundation are subject to annual audits by an independent certified public accounting firm. The resulting reports and financial statements are published and available for viewing on our website. The past two years, we also completed successful A133 audits, with no question costs and no findings. We have a qualified Finance Department to support initiative staff in providing the required reporting, compliance, and oversight of the sub-grantees. Semi-annual reports for both the grant and sub-grantees will include tracking grant and match spending (e.g., expense allocations, time and activity reporting), compliance, and programmatic data. We require that all grantees also submit audited financial statements that are reviewed by our staff prior to receiving funds to ensure their financial stability.

Regarding SIF-funded BosC4C investments, the (to be hired) BosC4C director will prepare and manage the budget, and TBF's Chief Financial Officer (CFO) will review and approve the budget each year. Our Finance Department will handle all sub-grantee grant payments, budgeting and accounting; we have budgeted accordingly to provide this capacity. All contracts with consultants will be approved by TBF's Vice President of Program (VPP), and all payments over \$500 must be approved by the director of the initiative signifying that the work and/or products were satisfactory, and approved by the VPP. All contract payments must be accompanied by an invoice and receipts, when

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applicable.

Sub-grants will be awarded based on reviews (as outlined above) and on the available funds. Any returning/existing sub-grantees will be required to submit a re-application for funds each year, consisting of an updated work plan, budget and projected outcomes, a narrative describing challenges, successes and lessons learned, and a previous year financial expenditure report. Re-applications will be reviewed by staff and a team of funders, who will also conduct a site visit with the sub-grantees each year as part of the re-funding process.

Once selected, all sub-grantees will sign a grant agreement spelling out the terms of their grants and expected outcomes. No grant payments will be released until the grant agreement is signed and returned and any grant conditions are met. All payments will be tied to performance and administrative benchmarks (submission of financial and performance reports) and will be approved by the VPP.

As mentioned above, our SkillWorks initiative is currently funded in part by a Social Innovation Fund sub-grant so we are familiar with requirements and have in place necessary systems, policies, and processes to comply with all SIF rules. Two years of managing SIF have allowed TBF to build systems to support future awards including policies and procedures for match expenditures, contract oversight, time and effort allocation, conflict of interest and travel policies. Additionally TBF has secured an approval letter to justify 10% indirect cost rate and have completed two A133 audits with no question costs and no comments. There are many sub-grantees within the SkillWorks project, and, as a community foundation, we routinely manage multiple grants from many sources, including city and state funds.

Our experienced and successful development team has an extensive track record in securing diverse, non-federal resources. We focus on building long-term relationships with a highly engaged community of philanthropists, both through large scale funding initiatives and a full range of donor services. On average the TBF development team annually raises over \$80 million in funds, which help replenish existing donor advised funds, expand the Permanent Fund for Boston, and support our initiatives.

The Permanent Fund for Boston, a virtual endowment for the people of Greater Boston, provides the flexible, unrestricted dollars that offer our team the resources necessary to address the most urgent concerns of the day. Our competitive grantmaking program, which awards millions of dollars in grants to Greater Boston nonprofits every year, relies on this pool of funds to support programs that meet a broad range of community needs. Half of the required cash match, \$1M per year, will come

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from the Permanent Fund for Boston and this cash is available each year. The remainder will be raised through our philanthropic partners, donor advised funds and individual donors who are invested in generating a successful, local workforce.

### F. STRATEGY FOR SUSTAINABILITY

As part of the sub-grantee application and selection process, applicants will be asked to propose sustainability plans for both the nonprofit and the higher education partners. To date, existing efforts to develop sustainability plans have focused on 'embedding' the nonprofit staff within the college or university student support offices. This expands the capacity of the institution at no or low cost to the institution, and allows for common practices, professional development, and data sharing happening across all of the professionals working with BPS graduates. UMass Boston developed this practice, and both Bunker Hill Community College and Roxbury Community College have begun to replicate it. Even so, the Boston Foundation has funded the nonprofit coaches who have been embedded. Building a deeper research base on the effective practices of coaches will help to establish the case that coaching is a cost that should be incorporated in the operating budgets of both the nonprofits and the higher education institutions, and this is an explicit goal of our work with the Success Boston and BosC4C partners. Part of the work of the sub-grantees through SIF will include each sub-grantee analyzing their own costs and student supports, in order to identify what can be streamlined and how best to absorb a greater percentage of the coaching costs. BosC4C staff and partners will work together over the course of the five year project to identify the most promising strategies for moving the costs of coaching from a grant-funded programmatic line item to a standard and incorporated part of the routine operating costs of the post-secondary institutions.

### **Budget/Cost Effectiveness**

#### A. BUDGET JUSTIFICATION

This proposal is supported by a reasonable, strategic budget that efficiently meets the needs of the project and supports our goal of 70% of all 2013-2018 BPS graduates who enroll in post-secondary completing a degree within 6 years. Specific line items supporting this goal include the following: Personnel: Personnel expenses total \$229,181 (5.6% of the total budget) and include compensation, fringe, and travel for 2 FTE (a Director, Program Officer and Associate at 50%); the CNCS share is

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\$200,000 or 87% of this total line. These budgeted costs do not reflect the additional support and oversight to be provided by senior managers at the foundation who provide project oversight, staff management and strategic direction to this initiative.

Contractual and Consultant Services: Contractual and Consultant Services total \$720,000 (18% of total budget) and include: consulting days from senior level higher education consultants with extensive subject matter expertise and management skills; on campus support at targeted community colleges to help facilitate relationship with community based organizations; an expert in gender based learning; subcontracting of BPS staff; data management and; evaluation services. Evaluation services total \$270,000 (6.6% of the total budget).

Training: Training expenses total \$265,000 (6.5% of the total budget) and includes 2 convenings. Our trainings will be targeted at growing the capacity of subgrantees to deliver programming, evaluate their effectiveness, and sustain the work beyond the project period.

Evaluation: See Contractual and Consultant Services.

Subgrant Expenses: Subgrants total \$2,450,000 (60% of the total budget). The CNCS share is \$1,600,000 or 80% of the total CNCS share.

This budget supports our program design by mirroring the three major activities of the fund: subgranting funds to competitively selected nonprofit community organizations (60% of budget), supporting the growth of subgrantees program impact (leveraging value-added activities of TBF such as leadership development, research, public policy research, convenings, media efforts, donor engagement, and technical assistance), and managing an overall subgrantee evaluation strategy (6.6% of budget). Further, grants will be made in an open, competitive process with larger subgrants to programs that show higher levels of evidence. Additionally, the staffing structure represented in this budget will support the competitive subgrant selection process of 1) RFP development and distribution; 2) Proposal receipt and review; 3) Criteria tests; 4) Due diligence including site visits; 5) Forced ranking; and 6) Board approval and grant awards.

### B. DESCRIPTION OF MATCH SOURCES AND CAPACITY

TBF has \$1 million cash on hand for the year one match. This match, as verified by the CFO, is held in an unrestricted fund to be used for the purposes detailed in this proposal. We intend to continue to fundraise to leverage an additional \$1.5 million (the minimum match plus \$500,000) to support additional sub-grantees of high merit and/or extend the life of the project. Currently The Boston

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Foundation's development team raises in excess of \$85 million annually from local and national funding sources and will use these relationships and networks to secure needed matching resources, as well, support sub-grantees' matching efforts.

TBF's Philanthropic Partnership team (PPT) will provide coaching and technical assistance on topics related to prospect research, grant writing, cultivation and stewardship. The PPT is led by Mr. Orlando C. Watkins, a seasoned fundraiser, with over 20 years' experience working for big national organizations like BELL, Jumpstart and City Year. Additionally, Mr. Watkins has deep experience with national foundations. As the former Vice President of Programs and Grants for the Greater New Orleans Foundation, Mr. Watkins worked closely with countless local and national foundations in the years immediately following Hurricane Katrina. In addition, Mr. Watkins has significant experience managing and raising match funds for CNCS federal programs, in multiple states, including: Texas, Mississippi, Washington DC and Louisiana. Mr. Watkins also served as Executive Director of the Louisiana Serve Commission, managing all AmeriCorps and Learn and Serve federal grants funds for the State of Louisiana. This deep experience in fundraising and managing CNCS funds will serve the Boston Foundation's SIF sub-grantees well. Mr. Watkins is supported by a development team of researchers and grant writers who will also be available to support sub-grantees.

### Clarification Summary

Programmatic Issues for Clarification

1. How does your project differ from existing college access and persistence programs in Boston? Are there others that offer transition coaching services?

Boston is fortunate to be home to many nonprofit organizations that are actively working toward increasing college access and success, including several existing Social Innovation Fund subgrantees (e.g. Single Stop and uAspire). Additionally, there is a range of nonprofits that provide coaching support for students, most notably the Posse Foundation and the Bottom Line. These organizations have--on average--a 90% and 80% (respectively) graduation rate. Success Boston's coaching model (and Boston Coaching for Completion) is informed by these two organizations, both of which develop relationships with students while still in high school and support them with at least two years of transition coaching and support in college.

Boston Coaching for Completion (BosC4C) builds on these successful efforts and offers powerful

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added value as a unique contributor to Boston's landscape of student success. Specifically, BosC4C differs from existing college access and persistence programs in the following ways: our scale, focus, collaboration, and results. Each is described in greater detail below.

\*Scale: BosC4C is a component of the Success Boston collaborative initiative, a citywide partnership devoted to increasing post-secondary completion rates for students from the Boston Public Schools (BPS). Success Boston was launched in 2008 in response to a longitudinal study that examined--for the first time--the post-secondary outcomes of BPS graduates. The 2008 study found that only 35.5% of those BPS students who had enrolled in college actually completed a post-secondary credential within seven years of high school graduation.

Boston's then-Mayor Thomas Menino charged the Boston Public Schools, local nonprofits and the Boston Foundation, and area institutions of higher education to develop a set of strategies that would double that completion rate for BPS graduates that enroll in college. Raising the completion rate from 35.5% to 70% will position us as a national leader in student completion rates, pushing Boston well past the national average for college completion rates.

BosC4C is ambitious in its scale, allowing Success Boston to take its coaching from roughly 300 new graduates per year, to 1000, which will represent almost 45% of the college enrollees and will allow us to serve students at the greatest risk of abandoning their post-secondary pursuits. Given the coaching results that we have observed to date -- for two- and four-year college goers, and especially young men of color -- we are confident that expanding coaching in this way through a learning community of organizations has the potential to significantly increase post-secondary completion rates among Boston's students.

\*Collaboration: This partnership effort brings together the public school district with a handful of nonprofits and 37 area colleges and universities, all in service of improving outcomes for Boston's students, distinguishing it from other local efforts. Further distinguishing and advancing this work is the ongoing support and leadership of Boston City Hall.

The coaching provided through Success Boston and BosC4C is coordinated as part of a citywide partnership. Coaches participate in a network of other coaches to identify best practice and

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collectively solve problems. This coordination and community of practice not only strengthens service delivery, it also surfaces potential systems change opportunities as coaches identify common institutional barriers to student success.

\*Focus: Success Boston and BosC4C coaching are designed to expand what works and bring this intervention to populations of students who, prior to Success Boston, had not benefited from coaching: community college students. When Success Boston launched in 2008, there were no formal nonprofit coaching programs that provided community-based transition coaching for two years on community college campuses. Likewise, there were few (if any) nonprofits that recruited seniors who were bound for community colleges or other open access institutions of higher education in the same way Success Boston has since launching its coaching with high school students from the BPS Class of 2009.

Funded nonprofits who provided coaching include: the Hyde Square Task Force, Freedom House, TERI (now American Student Assistance), the Boston Private Industry Council, and Bottom Line. All of these organizations continue to provide coaching as part of Success Boston today, and all will be invited to apply to become subgrantees as part of the BosC4C coaching expansion. BosC4C will continue to leverage the strengths of existing coaching organizations, while also expanding coaching to serve students most in need of support through a diverse range of community-based and large nonprofit organizations.

\*Results: Success Boston's coaching model (the model for BosC4C) has already been shown to significantly increase persistence rates. The effect holds across class years; according to new data, students who received coaching from the Class of 2009 maintained gains as high or higher than 15 percentage points in annual persistence for four years. The Class of 2011 showed similar results, with even greater gains in two-year persistence. This effect also appears to hold for community college students, young men, and Latino and African American students. According to our research partners at Northeastern University, the coaching impacts observed for community college students and students of color make Success Boston a unique model, as our impacts are greater than those seen in national studies. Early results for the Classes of 2009 and 2010 can be found in a study completed by Dr. Andrew Sum and published by The Boston Foundation, *Getting Closer to the Finish Line*, and additional results about the longer term effect of coaching will be published this fall.

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Finally, it is important to note that while other organizations in Boston have been focused on college access, Success Boston is the first large scale effort to focus on college completion.

2. How do you plan to assess subgrantee capacity for growth? What characteristics will you use to assess capacity for growth?

BosC4C will use an open and competitive review and assessment process that is based on the competitive grantmaking process at the Boston Foundation. The selection process will seek to identify those nonprofit partners/organizations best prepared to effectively deliver services, at a scaled capacity, which support BosC4C's goals and which correspond to strategies in BosC4C's theory of change. Multi-year outcomes charts, detailed financial information, an organizational chart, staff bios, a list of the Board of Directors, and references will be collected, along with a narrative, and the process will place significant weight on:

\*Strategic Alignment: Subgrantee proposals will be assessed for alignment with BosC4C's priority goals, objectives and strategies, as articulated in an RFP that will be released after receiving SIF funding. Subgrantees will commit to coaching students at priority institutions of higher education, including local two- and public four-year colleges.

\*High-Need People and Places: BosC4C will look for subgrantees that have a particular focus on helping underserved populations complete a post-secondary credential. This will include a special emphasis on young men of color, residents of neighborhoods with low college completion rates, graduates of high schools with low college completion rates, and community college students.

\*Collaboration: Complex, long-standing problems require creative, multi-disciplinary approaches that are often beyond the capacity of a single organization. BosC4C will look for subgrantees with a track record of collaboration and collaborative groups of agencies working together to address significant community needs. Subgrantees must commit to participating in the BosC4C collaborative learning community, including a network of coaches as well as a broader network of organizations focused on student transitions.

\*Financial and Programmatic Capacity: We will assess the evidence base supporting applicant

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organizations' programmatic interventions, their financial stability and capacity to meet both service delivery and matching requirements, and partner interviews. Subgrantees must show evidence that they are stable, have a solid financial and program management team, a strong balance sheet and program plans that lend confidence that their work will be sustained beyond our investment.

\*Leadership: Subgrantees must have strong board and executive leadership that is collaborative and knowledgeable about the community and field in which they operate.

\*Measurable Results: Subgrantees must demonstrate their ability to participate in BosC4C's evaluation work and to contribute to the growing body of knowledge regarding the effectiveness of our coaching interventions, including clearly articulating organizational goals and a clear plan for achieving results and tracking outcomes and impact on the people and communities served. Preference will be given for organizations with a significant track record of success in working with young men of color and supporting low income BPS students in making successful transitions to college.

3. How you will use evidence of effectiveness to determine when or how a program is situated for growth?

Selecting subgrantees based on the criteria listed above will ensure that only those programs capable of growing their impact are engaged in BosC4C's portfolio. Further, ongoing assessment focused on indicators developed to track the progress of Success Boston grantees will enable us to determine the appropriate time and tools for growth. Indicators and methods that will be used to determine program effectiveness and readiness for growth include:

\*Data on student progress, performance, and persistence. Using a Salesforce database, Success Boston tracks coached students' FAFSA completion rates, enrollment in college, credits accumulation, year-to-year re-enrollment, and completion. BosC4C subgrantees will be asked to report annually on similar metrics. Success Boston is planning to adopt an on-track measure for students (based on credit accumulation and GPA) and once that is adopted, BosC4C organizations will be asked to report on this metric as well.

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\*Student demographics: Subgrantees will be asked to report on student demographic data, and will be compared to other subgrantees that serve students with a similar demographic profile (including race, gender, college where the students are enrolled, etc.)

In addition to using these performance indicators to assess whether an organization is well-positioned for growth, BosC4C will prioritize for growth organizations that display evidence of strong management practices, effective leadership, financial stability, and efficacy in serving BosC4C's target populations and achieving improved post-secondary outcomes.

4. What specific plans or strategies do you have for sustaining subgrantees growth beyond the life of the SIF grant?

All subgrantee organizations will be required to participate in sustainability planning (to begin in 2015) as a condition of receiving funding. TBF will also increase fundraising efforts, which we expect will be buoyed by the national recognition of SIF and accompanying highly rigorous evaluation, which will serve to further elevate, expand and establish the coaching model as a proven practice. In addition, together with our partners, we will explore potential public sources of funding -- either new funding or repurposing existing funding -- as we learn more about the most effective means of increasing post-secondary success for students.

\*Sustainability planning: The Boston Foundation and Success Boston have supported coaching since 2009. While this has helped to create an established coaching model, it also has created a soft yet predictable funding stream for coaching organizations. Beginning in 2015, organizations that had previously been providing coaching through Success Boston and new subgrantees selected as part of the BosC4C effort will be required to devote part of their Boston Foundation funding to sustainability planning for the function of coaching. As one of the required grant outcomes, subgrantees will be asked to develop plans for the long term sustainability of this work. To date, existing efforts to develop sustainability plans have focused on "embedding" the nonprofit staff within the college or university student support offices. This expands the capacity of the institution at no or low cost to the institution, and allows for common practices, professional development, and data sharing across all of the professionals working with BPS graduates. UMass Boston developed this practice, and both Bunker Hill Community College and Roxbury Community College have begun to replicate it.

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\*Increased Fundraising and Visibility: Coaching has begun to attract national attention. In December, Success Boston was selected by the Lumina Foundation to be a member of the Community Partnerships for Attainment initiative to increase college completion rates. As a collaborative, we are working with 19 other communities from around the country to identify best practices for accelerating student success. Sustainability is part of those conversations; even as we are learning from others, we hope our own fundraising efforts will benefit from the recognition that comes from participation in a national network.

In addition to increasing recognition through participation in high visibility collaborative efforts, we have also recently launched a quasi-experimental evaluation of the coaching model. An evaluation that uses even more rigorous matching than earlier evaluations will help identify and establish BosC4C as a proven practice, strengthening the case for coaching and attracting local funders who are committed to supporting what works.

\*Public funding streams: Building a deeper research base on the effective practices of coaches will also help to establish the case that coaching is a cost that should be incorporated in the operating budgets of the higher education institutions, and this is an explicit goal of our work with the Success Boston and BosC4C partners. Part of the work of the sub-grantees through SIF will include each sub-grantee analyzing their own costs and student supports, in order to identify what can be streamlined and how best to absorb a greater percentage of the coaching costs. As part of our Success Boston strategic plan, we have already begun conversations about potential public sources of funding. We will, with our partners, continue to diversify our resources, including new public funding, as well as repurposing existing student support funds.

### Budget Issues for Clarification

Please answer the following questions in your clarifications narrative or make the changes requested below directly in the application budget section in eGrants.

1. The requested amount on the SF 424 differs from amount requested in narrative. Please reconcile this discrepancy either in the clarifications or the budget section of your application.

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The total requested amount is \$2,000,000 and total budget amount is \$4,091,632, as reflected in the budget section of the application.

2. In the narrative, you state that The Boston Foundation has been approved for an indirect cost rate, however in the budget it states that The Boston Foundation does not have an indirect cost rate. Please reconcile this discrepancy.

The Boston Foundation uses a 10% indirect cost rate, which has been accepted with other grants from the federal government, but we do not have an official federally approved indirect cost rate.

3. Based on current SIF grantee experiences, the proposed budget of \$270,000 (6.6%) for evaluation may be inadequate for the size and scope of the evaluation they are planning. Please reevaluate your budget and submit a revised budget if you deem it necessary.

Upon further examination of the Boston Coaching for Completion (BosC4C) budget for evaluation, we have increased resources dedicated to this component in order to meet the learning and accountability needs of the intervention and the expectations of Social Innovation Fund awardees.

The total budget for evaluation has been adjusted to \$430,000 for year one, or 17.5% of the total grantmaking budget. Below is the justification for this increase and the intended breakdown:

\*Evaluation Contract: To implement a rigorous quasi-experimental evaluation, BosC4C will allocate \$350,000 to evaluation activities conducted by an external evaluation firm selected by The Boston Foundation. Evaluation activities will include planning and project administration, instrument development, Institutional Review Board (IRB) approval, evaluation design, sampling, data collection (extant, survey, and other data), data cleaning and merging, and data analysis. BosC4C will implement a mixed-methods evaluation, utilizing both qualitative and quantitative methods to estimate impacts (summative evaluation) and to understand them (formative). As such, this budget will also support a process evaluation and implementation analysis to more deeply understand coaching practice and the elements that lead to positive impacts on student outcomes. Finally, this will support costs associated with accessing and collecting data from multiple sources, including the

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Boston Public Schools, state, and higher education partners.

\*Evaluation Management: BosC4C will dedicate \$80,000 to evaluation management. Based on the Boston Foundation's experience in overseeing large-scale multi-year evaluation efforts, we plan to hire a dedicated staff person to oversee evaluation activities, liaise with an external firm, and ensure lessons learned are connected with practitioners. This person will report to the BosC4C Director, and will be responsible for coordinating and monitoring the evaluation. This function resembles The Boston Foundation's Street Safe Initiative, which employs a staff person who oversees evaluation and knowledge management, in addition to contracting with an external research team that conducts the longitudinal evaluation.

Together, the evaluation contract and the evaluation management will total \$430,000.

### 4. Section B. Personnel Fringe Benefits

Please provide the rate for each fringe listed in this section.

Please see the budget section for additional information.

### 5. Section C. Travel

For each line item please provide more detail on the costs included.

Please see the budget section for additional information.

### 6. Section F. Contractual Consultant

Please provide the contractual details for the following positions:

Note: Allocation changes are reflected in the budget section of the application.

6a. Higher Education Consultant: Please provide an estimate of hours or days and the rate.

Total of 75 days of work at \$800/day (\$100/hour) = \$60,000

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6b. Young Men of Color Consultant: Please provide an estimate of hours or days and the rate.

Further consideration of the need for increased resources dedicated to evaluation, as well as the larger role of trainings and convenings, has led BosC4C to eliminate this position. BosC4C will fold this into the overall training and grantee convening budget, and will reallocate the consulting line to evaluation.

6c. Boston Public Schools Staff person: Please provide the contractual details for this position. (And please note that in-kind contributions are not allowed as match on the SIF award.)

Since Success Boston's inception, The Boston Foundation has funded the salary and benefits for the Boston Public Schools' Director of College Readiness Initiatives position. This director oversees dual enrollment initiatives, PSAT and SAT efforts, and other high school and K12-higher education alignment projects across the district. This is a salaried position, and the funds are awarded as a grant with documentation provided by the district on related personnel costs. The position includes 20% in benefits.

6d. Evaluation Consultant: Please provide an estimate of hours or days and the rate.

This line item has been adjusted to reflect the overall evaluation budget of \$430,000, which is broken down with explanation in the section above (Section 3 of Budget Issues for Clarification).

6e. Cross Section Data Systems Development: Please provide more detail on this line item including contract position, activities, number of hours or days and daily rate.

As previously described, Success Boston has to date used a common database through Salesforce, in which all coaches record student level information on demographics, post-secondary progress and persistence, and other data. BosC4C proposes a dramatic increase in coaching, more than doubling the current scale and greatly increasing data system needs. As a result, BosC4C will dedicate \$100,000 to overall database improvement, management, connectivity, and use. Increasing our programmatic scale will require an expansion of our database, as well as improvements in its functionality. Dollars dedicated to cross-section data systems development will cover licensing costs, consulting services for

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software development, the purchasing of applications to enable more data integration between Salesforce and other data sources, and part-time staff capacity for data analysis and ongoing system monitoring and improvement. In addition to greater Salesforce capacity and functionality, we will seek to enable greater data integration with grantee organizations, higher education institutions, and related data sources that will greatly enhance our ability to track student progress and outcomes. Such an investment will also advance our evaluation efforts, and BosC4C will expect to dedicate funding each year to this purpose, to provide ongoing maintenance and data systems support. The anticipated breakdown of this line item is as follows:

Staff capacity: 30% of the time of one full-time analyst at \$60,000 = \$20,000

Licenses and Applications: \$500 per user per year at 60 users = \$30,000

Consulting Services for Software Development: \$200 per hour at 250 hours per year = \$50,000

### 7. Section H. Other Costs

Training: Grantee Convening - Please provide more detail on the expenses included in this line item.

The critical importance of evaluation, and the recognition that BosC4C needed to dedicate more resources to this task, has led to a decrease in the amount allocated to trainings and convenings to \$170,000. This amount will fully cover a robust professional development and training agenda, and support for a high functioning network of coaching organizations. Resources for trainings and convenings will be dedicated to the engagement of experts in areas of great importance to coaching practice, such as cultural competence, working with and engaging young men of color, and responding to student trauma. BosC4C will provide structured and regular professional development in these areas, as well as data use and analysis, including trainings on Salesforce (data entry and how to run organization-specific reports). We will aim to be responsive to the issues that coaches encounter, for example, providing trainings when policy changes occur that impact students (e.g. K12 assessments, changes to developmental education policy, etc.). Finally and importantly, the BosC4C team will provide organizational trainings and information sessions related to evaluation, sustainability and fundraising. Anticipated costs are expert consultant time (e.g. expert trainings on engaging young men of color), the costs associated with hosting large and small scale convenings, and the staff capacity of a network coordinator. This network coordinator will be responsible for overseeing and facilitating the network of coaching organizations, coordinating all convenings and

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trainings, and documenting best practice. The anticipated breakdown of this line item is as follows:

Network Coordinator: \$55,000

Trainings and Convenings: 23 sessions per year at \$5,000 per session (expert consultant/facilitator time and materials) = \$115,000

### 8. Section J. Federal Indirect Cost rate Agreement

Please remove. As stated in the application instructions only federally approved Indirect Cost Rate Agreements may be claimed in this section.

This section has been removed and indirect costs have been moved to the 'Other Costs' section.

### 9. Source of Funds

Please provide the source of match information.

Please see budget section.

### Continuation Changes

N/A