Success Boston Coaching for Completion

2015-16 Implementation Report

Success Boston
COLLEGE COMPLETION INITIATIVE

SOCIAL INNOVATION FUND
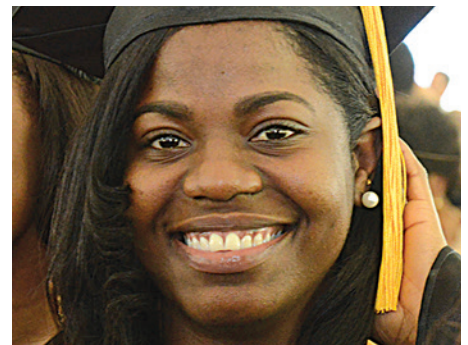
About Success Boston

Success Boston is Boston's citywide college completion initiative. Together, the Boston Foundation, the Boston Public Schools (BPS), the City of Boston, the Boston Private Industry Council, 37 area institutions of higher education, led by UMass Boston and Bunker Hill Community College, and local nonprofit partners are working to double the college completion rate for students from the BPS. Success Boston was launched in 2008 in response to a longitudinal study by Northeastern University's Center for Labor Market Studies, which showed that only 35% of those BPS graduates who had enrolled in college ever completed a postsecondary certificate, Associate's or Bachelor's degree within seven years of graduation from high school. Together, the partner organizations implemented a three part strategy: getting ready, getting in, and getting through—to ensure Boston's young people are prepared to meet the challenges of higher education and achieve a degree that will allow them to thrive in the workplace. Recently, Success Boston has expanded its mission to include "getting connected" to the labor market upon graduation from college. In 2014, the Boston Foundation received a grant from the Corporation for National and Community Service to expand this effort. This $6 million Social Innovation Fund award gives the Foundation the resources necessary to expand Success Boston's transition coaching model from serving 300 to 1,000 students from each of the Boston Public Schools classes of 2015, 2016 and 2017.

About Abt Associates

Founded in Cambridge, Massachusetts in 1965, Abt provides applied research and consulting services to government agencies, philanthropic, nonprofit, and commercial organizations around the world. Abt's mission is to improve the quality of life and economic well-being of people worldwide. It applies its exceptional subject matter expertise, outstanding technical capabilities in applied research, and strategic planning to help local, national and international clients make better decisions and deliver better services.

About the Social Innovation Fund

This report is based upon work supported by the Social Innovation Fund (SIF) which unites public and private resources to evaluate and grow innovative community-based solutions with evidence of results. The Social Innovation Fund is a program of the Corporation for National and Community Service, a federal agency that engages millions of Americans in service through its AmeriCorps, Senior Corps, Social Innovation Fund, and Volunteer Generation Fund programs, and leads the President's national call to service initiative, United We Serve.

Boston Coaching for Completion (BosC4C)

2015–16 Implementation Report

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List of Exhibits

Executive Summary

Access to jobs—and to the middle class—increasingly requires postsecondary credentials. College graduates earn more, are less likely to suffer job losses in a recession, and are projected to have superior long-term labor market prospects (U.S. Census Bureau 2014). Nationally, more than three of ten jobs already require postsecondary education (BLS 2017) and more than six of ten current jobs are filled by candidates with postsecondary education (Carnevale, Smith, and Strohl 2013a). These figures reflect the competitive advantage of postsecondary education: even when a job does not explicitly require a degree, a candidate with a degree will tend to be hired over an equally qualified candidate without one. By 2020, over 70 percent of Massachusetts jobs are projected to be filled by workers with postsecondary credentials (Carnevale, Smith, and Strohl 2013b), a proportion higher than the state's likely supply of college graduates, creating additional competitive pressure on Massachusetts residents in the labor market. In Boston, the six-year college graduation rate for the city's 2009 public high school graduates who enrolled in college was 51 percent (McLaughlin et al. 2016). This rate improves upon the 39 percent seven-year rate for 2000 graduates, yet is not sufficient to meet the predicted demand for a college-educated workforce. [1]

Students from low-income backgrounds and racial/ethnic minority groups may fail to enroll in, persist in, and graduate from college because of social, academic, and logistical barriers. Specifically, students face a lack of support both socially and academically (Arnold et al. 2009; Roderick et al. 2008; Scott-Clayton 2011), and they may also be unfamiliar with how to manage key deadlines (Castleman and Page 2015; Avery and Kane 2004).

> **Boston Coaching for Completion (BosC4C)**
>
> - Launched in 2015
> - Replicates and expands Success Boston Coaching
> - Nine local nonprofit organizations: Boston Private Industry Council, Bottom Line, College Bound Dorchester, Freedom House, Hyde Square Task Force, Match Beyond, Sociedad Latina, The Steppingstone Foundation, and West End House
> - College partners include Benjamin Franklin Institute of Technology, Bridgewater State University, Bunker Hill Community College, College for America, Massachusetts Bay Community College, Northeastern University, Roxbury Community College, Salem State University, Suffolk University, and University of Massachusetts Boston
> - Evaluation of the predecessor program, Success Boston Coaching, found that students' college persistence and achievement increased (Sum et al. 2013).

One strategy proven effective in helping students meet these challenges is one-to-one coaching from experienced counselors (Castleman, Arnold, and Wartman 2012; Castleman, Page, and Schooley 2014; Carrell and Sacerdote 2013;

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[1] A 2008 report, *Getting to the Finish Line: College Enrollment and Graduation, A Seven-year Postsecondary Longitudinal Study of the Boston Public Schools Class of 2000 Graduates*, found that 64% of nearly 3,000 BPS Class of 2000 graduates enrolled in a postsecondary institution within the first seven years of high school graduation, yet only 35.5% of college enrollees had earned a certificate, a two-year degree, or a four-year degree (Sum et al. 2008). That figure was later revised to 39%.

Scrivener and Weiss 2009; Sum et al. 2013; Stephan and Rosenbaum 2013). Such coaching can start as early as students' senior year of high school and continue through their first two years in college.

The connection between college completion and future economic stability—at individual, family, and community levels—is at the heart of a city-wide collaboration. In 2008, the Success Boston initiative began with an ambitious goal: to improve the college completion rates of Boston high school graduates, many of whom are members of groups traditionally underrepresented in college, and thereby increase these students' access to employment in Boston's industries that require advanced training, such as technology, financial services, higher education, and medical sectors.

Partners in the Success Boston initiative include the Boston Foundation, City of Boston, Boston Public Schools, the Boston Private Industry Council, University of Massachusetts Boston, Bunker Hill Community College, other institutions of higher education, and local nonprofits. The Boston Foundation (TBF) funds coaching and other activities, and is the convening backbone organization for one of the initiative's core components: transition coaching.

Beginning with the Class of 2009, Success Boston provided transition coaching to Boston high school graduates to help reduce barriers to college success, particularly for students from groups traditionally underrepresented in college. Since the fall of 2015, and funded in part through a Social Innovation Fund (SIF) grant from the Corporation for National and Community Service (CNCS), Boston Coaching for Completion (BosC4C) has broadened the reach of its predecessor program, Success Boston Coaching, from several hundred to 1,000 Boston young adults per cohort. The transition coaching model offers students sustained, proactive, and responsive support provided by nonprofit organizations. Importantly, BosC4C prioritizes serving students who enroll in two-year colleges; it also supports students who initially enroll in four-year institutions.

TBF contracted with Abt Associates to design and conduct an evaluation of the BosC4C program. Building on Abt's ongoing evaluation of Success Boston Coaching, the BosC4C evaluation will, over its duration, examine program implementation, short- and long-term impacts, and cost-effectiveness. This report represents the first of three that will be released over the course of the study. It answers two primary questions:

- How has BosC4C been implemented?

- What was the cost to implement the program?

Over the 2015-16 academic year, the study collected data, including by conducting intensive interviews with staff from the nonprofit organizations and from 10 partner colleges; administering an online survey to participating students; conducting focus groups with non-participating students; and analyzing information from the program's records of coaches' interactions with students.

This report is designed to help develop a common standard of practice by describing the nonprofit coaching organizations' and colleges' activities, students' experiences, commonalities and differences across the organizations, and costs of implementing the BosC4C program. It also outlines the elements of transition coaching that appear to be consistent across the nine nonprofit organizations— as well as idiosyncratic to individual organizations—and describes challenges faced by organizations and their staff and by students. Based on what we learned, several themes have emerged.

BosC4C is reaching its target population—students from groups traditionally underrepresented in college—and it has nearly reached its target number of students served. Almost three-quarters of the 928 BosC4C students served in 2015-16 are Black or Hispanic, and 61 percent self-identify as the first generation in their family to attend college. These students attended 56 different colleges during the 2015-16 academic year, and more than half (55 percent) attended four-year colleges. In 2015-16, BosC4C served a greater proportion of students enrolled in two-year colleges than in the prior academic year (41 percent versus 36 percent in 2014-15). BosC4C students have high aspirations about their educational futures; more than three-quarters expect to earn a bachelor's degree (78 percent), but a majority also aspire to a graduate degree (62 percent). Two-thirds of the students (67 percent) work for pay while in college, either full- or part-time, an average of 22 hours per week.

Coaches benefit from similar kinds of preparation. Network-wide monthly coaches' meetings offer coaches opportunities for continuing professional development, above and beyond what had been offered by their respective nonprofit organizations; coaches can (and do) request specific types of training during the meetings. The nonprofit organizations also provide trainings to their coaches, although such training sessions vary in focus, frequency, and formality. Coaches consistently described trainings (program wide and organization-specific) on the following topics as the most helpful: financial aid and financial literacy, coaching styles, building relationships with students, and bolstering student engagement. On the whole, coaches reported satisfaction with their training opportunities and experiences; however, numerous coaches were interested in continuing to receive trainings on specialized topic areas.

The majority of transition supports were provided to students in-person. The modes by which coaches communicate with students vary across coaching organizations, coaches, and students, as well as by time of year. Nonetheless, the majority of transition supports over the 2015-16 year occurred in-person (60 percent).

Coach-student communications occur throughout the academic year. The average number of one-on-one interactions (phone or in-person) a student had with his or her coach was six, and about one-quarter of students had seven or more one-on-one interactions annually. Across the nine nonprofits, the average number of one-on-one student interactions ranged from three to 15 per year (at the organization level). On average, interactions lasted between 25 and 40 minutes. For the typical student, who interacts with a coach six times during the academic year for an average of 34 minutes per interaction, this translates into about 3.5 hours of one-on-one coaching per year. The majority of students (85 percent) met with their coach at least once during each semester. It is important to note that students also interacted with coaches via text messages, emails, and social media; these interactions, *plus* the one-on-one interactions, totaled an average of nine times per year.

Coaching interactions address diverse and often multiple topics. The topics addressed by coaches during coaching interactions fall into four main categories: academics, financial aid, career planning, and managing life responsibilities. On the whole, academic topics—such as course registration or checking in about how classes are going—represent the topics coaches most commonly discussed with their students; nearly two-thirds of the 8,322 coaching interactions logged in the program database in 2015-16 had an academic focus. Another one-third of coaching interactions focused on helping students manage life responsibilities, and one-quarter addressed topics related to financial aid. Fewer interactions addressed career planning or "other" topics (15 percent and 8 percent, respectively). According to students, the five most commonly discussed topics were checking in

about how classes are going; completing or renewing FAFSA forms; balancing school, work, and home; registering for courses; and time management. Importantly, nearly one-third (29 percent) of coaching interactions covered two or more topic areas.

Coaching is connected to college campuses. Nonprofit organization coaches and college staff alike acknowledged the importance of fostering coach-college communication, both to help coaches better understand campus support services available to their students and to connect BosC4C students to the appropriate supports more easily. Coaches learned of campus supports through ad hoc means, as well as through more formal channels. Those channels differed widely across the coaches, their organizations, and the colleges, which also used multiple means to communicate information about their support services available. For example, three colleges hold ongoing monthly or biweekly meetings for all BosC4C coaches on their campuses, about one-third of coaches participate in formal orientation(s) to a college campus, and some rely on more experienced colleagues for knowledge about a specific college.

Coaches communicate with one another to build their knowledge of the college campus(es) where they serve students. Many coaches leverage the knowledge and experience of their fellow coaches—from both their own organization and other organizations in the Success Boston Coaching network—to learn about the campus(es) on which they provide support. More than one-third (39 percent) of the coaches, across six organizations, reported that they learned about campus support services through their peer network. Ten coaches also reported relying on more experienced colleagues who were more familiar with the college(s) where their students enrolled, as an important information source about campus services.

Costs of transition coaching are almost evenly split between costs of providing direct services to students and administrative costs. The estimated total cost to implement BosC4C in 2015-16 was $5,301,423, or $5,713 per student. That cost represents multiple inputs, including both direct services to students and program administration. Because 2015-16 was the program's launch year, start-up expenses are reflected in this total cost; future per student costs may be lower. Given that the BosC4C coaching model hinges on one-on-one support provided by coaches to students, the cost of employing the personnel who provide that support represents the largest input, or more than 40 percent of total costs. In monetary terms, this translates into an investment in staff supporting BosC4C students' academic success of nearly $2,342 per student.

Students had overwhelmingly positive experiences with BosC4C transition coaching. Student-coach relationships are a key ingredient in the overall success of the BosC4C model. When students perceive their coach more favorably, this in turn can increase student engagement and enhance a coach's ability to help the student access needed resources. Overall, students expressed favorable perceptions of their coaches and the services they offered. The majority of students reported that it was easy for them to get in touch with their coach and that the coach was generally a helpful resource (91 percent and 90 percent, respectively). Two-thirds or more students reported their coach was very helpful, across 11 different support topics. Most students also noted that they planned to stay in touch with their coach the following year, and that coaching had taught them how to access the resources they needed (88 percent and 87 percent, respectively).

Recruitment for BosC4C in 2015-16 started later and spanned a longer period than in previous years. The substantial increase in the number of students served in 2015-16 (as compared to 2014-15)

meant more recruitment and a longer recruitment period, which had implications for the start of active transition coaching. The vast majority of students (87 percent) experienced their first coaching interaction in the fall college semester, three percent had worked with a coach before the start of the academic year, and 10 percent first experienced coaching during the spring college semester. The months of August and September were characterized by low numbers of coach-student meetings, significantly fewer than in the prior year. Specifically, 63 percent of 2014 BPS graduates had coach interactions during September 2014, compared with 29 percent of 2015 BPS graduates, although the lower number of September interactions may well reflect scale-up challenges.

Taken together, the first-year implementation findings and these themes suggest some potential opportunities for development at the coach, organization, and program levels. In particular, BosC4C could improve its implementation (and potentially, its impact on student outcomes) in several ways:

- **Develop processes and communication channels to coordinate student recruitment as early as possible.** Starting recruitment in the late summer or early fall pushes back the start of transition coaching with students to mid-fall, or later. Instead, additional programmatic support to nonprofit organizations, including coordination across them, to begin recruitment activities at the end of high school and over the summer could allow coaching to begin at the start of the college academic year. Early development of processes through which coaches and college partners could work together to identify potential BosC4C participants could also expedite the startup of coaching.

- **Foster increased communication and coordination between nonprofit coaches and the partner colleges.** Certain colleges have put strategies in place to facilitate effective communication and coordination with the nonprofit coaches working on their campuses. These strategies include a point of contact at each partner college with knowledge of the coaches and nonprofit organizations serving students on campus; campus-specific orientation sessions for BosC4C coaches at partner colleges once a year or more that introduce them to key campus support staff, support services available on campus, and other BosC4C coaches; and regularly scheduled coaches' meetings on campus to improve communication and coordination between BosC4C coaches and college support staff.

- **Continue to expand and enhance the training and professional development opportunities** provided by the Boston Foundation and nonprofit organizations to create and maintain common standards of practice and efficient delivery of supports. Topics for future *coaches' meetings* could include how to support students with emotional needs and/or mental health issues, transferring from two- to four-year colleges, and managing life-work balance. Topics for future *transition meetings* for nonprofit organization leaders could include setting specific expectations of coaches, cost management techniques, and defining the role of a coach to allow for assessing coaching delivery, giving targeted feedback, and measuring coach progress.

This report explains the institutions and organizations that make up the BosC4C program, summarizes the transition supports BosC4C provides to students, describes how students use these supports, summarizes the costs of resources used to implement BosC4C, and identifies areas for improvement. Based on a thorough investigation of BosC4C during the 2015-16 academic year, this report offers a comprehensive picture of 2015-16 BosC4C coaching.

This report does not yet describe the implications of these coaching activities for student outcomes, which will be described in an interim report (scheduled for 2019), once the team has obtained and analyzed data on short-term student outcomes such as persistence, grade point average, and renewal of the Free Application for Federal Student Aid. The interim report will also link key features of implementation to short-term outcomes. In the meantime, short-term outcomes for the cohorts prior to the BosC4C will be released in early 2017, and they will provide some insight about the observed impact of transition coaching on student outcomes.

As BosC4C continues, the findings and recommendations presented here may inform ongoing improvements for transition coaching in Boston.

1. Introduction

Success Boston is a city-wide collaborative initiative focused on improving college completion rates for Boston's public school graduates through program, policy, and practice-based activities. Partners include the Boston Foundation, City of Boston, Boston Public Schools, the Boston Private Industry Council, University of Massachusetts Boston, Bunker Hill Community College, other institutions of higher education, and local nonprofits. The Boston Foundation (TBF) funds transition coaching and other activities, and is the convening backbone organization for the transition coaching program, Boston Coaching for Completion (BosC4C).

BosC4C represents an expansion of the Success Boston Coaching initiative, which provided coaching to graduates of the Boston Public Schools (BPS) from the classes of 2009 through 2014 to reduce barriers to college success, particularly for students from groups traditionally underrepresented in college.[2]

1.1 About Boston Coaching for Completion (BosC4C)

In 2014, TBF received a Social Innovation Fund (SIF) grant from the Corporation for National and Community Service (CNCS) to broaden the reach of Success Boston Coaching from several hundred students per cohort to a transition coaching program serving 1,000 Boston young adults per cohort, with a priority on serving students enrolling in two-year colleges.

BosC4C is designed to support those students entering college in 2015, 2016, and 2017 who are most likely to leave before completion—that is, first-generation college and low-income students of color. Through this program, students can access one-on-one coaching at the start of the fall semester or shortly thereafter and continue through their first two years of college. Coaching is provided by staff from partnering nonprofit organizations, supported by competitive subgrant awards from TBF.

Similar to Success Boston Coaching, BosC4C targets non-academic issues affecting college access and persistence (e.g., financial need, personal and emotional support, career and life planning, and better utilization of existing academic supports). Coaches work with students on life skills, study skills, help-seeking skills, and academic skills; they help students develop meaningful relationships, clarify goals, access networks, understand college culture, and make college life feasible.

Raising the college completion rate of Boston high school students to at least 70 percent is the ultimate goal of the coaching (see Appendix A for a detailed logic model of the program).

Students are generally recruited into BosC4C through several channels, including high school counselors, college counselors, and prior participation in the nonprofit organizations' programming. In 2015-16, nine subgrantee organizations provided direct student service delivery and referral services to 928 students through BosC4C. Coaching models vary from organization to organization;

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[2]   This report generally uses *college* as shorthand to reference participating colleges and universities.

however, all subgrantees employ full-time coaches and work in partnership with one or more colleges that are typically located in Boston.[3]

1.2   Evaluation Research Questions

TBF contracted with Abt Associates to design and conduct an evaluation of the BosC4C program. Building from Abt's current evaluation of Success Boston Coaching, the BosC4C evaluation will carefully examine implementation, short- and long-term impacts, and cost-effectiveness. In particular, the evaluation is designed to answer four main research questions about implementation and impact:

1. What is the effect of BosC4C coaching—above and beyond the services received by students in the comparison group—on the following key outcomes: annual persistence, grade point average (GPA), academic standing, Free Application for Federal Student Aid (FAFSA) completion, and postsecondary completion?

2. What is the nature of variation in the impacts of BosC4C coaching for student outcomes, and how is observed variation associated with student characteristics, such as gender and race/ethnicity, and with features of the coaching, including dosage and topics covered?

3. How is BosC4C implemented across partner organizations (i.e., what is the dosage, caseload, method of delivery, etc.) and partner colleges (i.e., how is coaching integrated into campus support service delivery, what coordination exists between coaches and campus staff)? How do the coaching models vary across partner organizations? How do the coaching and support services provided vary by college?

4. What resources are necessary to implement BosC4C and to achieve desired student outcomes?

1.3   About This Report

This report is the first of three reports to be produced as part of the BosC4C evaluation. It focuses on two topics: how the partner nonprofit organizations implemented coaching across colleges during the 2015-16 academic year, and what the costs of implementing the SIF-funded expansion are. The report integrates information from multiple data sources to summarize variation in that implementation for the first BosC4C cohort (students entering college in 2015-16, primarily 2015 high school graduates[4]). These sources included interviews with staff from the nine nonprofits and 10 colleges; an online survey of participating students; focus groups with non-participating students; and a program database, which stores records of coaches' interactions with the participating students.

The second report, to be released in early 2019, will examine outcomes after the first two cohorts of BosC4C students have been out of high school for at least two years. The final report, to be released

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[3]   Some 76 percent of students served by BosC4C in the 2015-16 academic year enrolled at one of the following colleges: Benjamin Franklin Institute of Technology, Bridgewater State University, Bunker Hill. Community College, Massachusetts Bay Community College, Northeastern University, Roxbury Community College, Salem State University, Suffolk University, or University of Massachusetts Boston.

[4]   The majority of students in the first BosC4C cohort graduated from high school in 2015; 11 percent of students in this cohort graduated in previous years.

in the spring of 2022, will combine measures of implementation with the impact results to explore long-term outcomes and variation in impacts.

In the chapters that follow, we first present the relevant literature related to improving college enrollment and completion. Next, we review the evaluation design, describing the study's data sources and approach to conducting analyses. Chapter 4 summarizes characteristics of the BosC4C students. Chapters 5 and 6 describe BosC4C's coaching structures and activities, drawn from the staff interviews, student survey, and coaches' records from the program database. The costs associated with implementing BosC4C in 2015-16 are estimated in Chapter 7. The implementation index and analyses are described in Chapter 8. Chapter 9 presents the discussion and recommendations.

2. Improving College Enrollment and Completion

In Boston, as elsewhere across the nation, it has become increasingly essential that students pursue—and complete—postsecondary degrees to have access to middle class wages and be competitive in today's job market. College graduates earn more, are less likely to suffer job losses in a recession, and are projected to have superior long-term labor market prospects (U.S. Census Bureau 2014). Nationally, more than three of ten jobs already require postsecondary education (BLS 2017) and more than six of ten current jobs are filled by candidates with postsecondary education (Carnevale, Smith, and Strohl 2013a). These figures reflect the competitive advantage of postsecondary education: even when a job does not explicitly require a degree, a candidate with a degree will tend to be hired over an equally qualified candidate without one. By 2020, over 70 percent of Massachusetts jobs are projected to be filled by workers with postsecondary credentials (Carnevale, Smith, and Strohl 2013b), a proportion higher than the state's likely supply of college graduates, creating additional competitive pressure on Massachusetts residents in the labor market. In Boston, the six-year college graduation rate for the city's 2009 public high school graduates who enrolled in college was 51 percent (McLaughlin et al. 2016). This rate improves upon the 39 percent seven-year rate for 2000 graduates, yet is not sufficient to meet the predicted demand for a college-educated workforce. [5]

Despite an overall increase both nationally and locally in college-going rates in recent decades, students from low-income backgrounds and racial/ethnic minority groups are less likely to attend, persist, and complete college than their peers (e.g., U.S. Department of Education 2016; Haskins 2008; Bailey and Dynarski 2011). Low-income students, in particular, along with first-generation college students, ethnic minorities, and males have all been found to be underrepresented in postsecondary education (Arnold, Lu, and Armstrong 2012; Harper 2006; Harper and Griffen 2011; Tym et al. 2004). In the early 2000s, across the income distribution, only 29 percent of those from the lowest income quartile attended a postsecondary institution, compared with 80 percent of those from the top income quartile (Bailey and Dynarski 2011). College completion rates among low-income students paint an even bleaker picture: only 9 percent of youth from the lowest income quartile attain a college degree, compared with 54 percent of those from the top income quartile.

Success Boston's recent *Reaching for the Cap and Gown* report highlights similar trends for Boston; college access and success cut along both racial/ethnic and gender lines among Boston high school graduates. Boston's White and Asian students are more likely than their Black and Hispanic peers to enroll in college and to earn a college credential, and its female students across all racial groups graduate from college at higher rates than male students do (McLaughlin et al. 2016).

Previous research attributes low college enrollment and completion rates among students from low-income backgrounds and racial/ethnic minority groups in part to informational and support gaps for these students both before and once they enroll in college (Avery, Howell, and Page 2014; Avery and Kane 2004; Bozick and DeLuca 2011; Roderick et al. 2008). Gaps in services can affect college-intending

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[5]   A 2008 report, *Getting to the Finish Line: College Enrollment and Graduation, A Seven-year Postsecondary Longitudinal Study of the Boston Public Schools Class of 2000 Graduates*, found that 64% of nearly 3,000 BPS Class of 2000 graduates enrolled in a postsecondary institution within the first seven years of high school graduation, yet only 35.5% of college enrollees had earned a certificate, a two-year degree, or a four-year degree (Sum et al. 2008). That figure was later revised to 39%.

students the summer following their senior year of high school, when they do not have access to high school services. In particular, researchers have documented the phenomenon of summer melt, whereby low-income college-intending high school graduates fail to matriculate to the college of their choice during the summer following their senior year of high school (Arnold et al. 2009; Cooper et al. 1996; Hossler and Gallagher 1987). Summer melt has been attributed to several factors. One is the difficulty students have with making sense of their financial aid package and determining how they will acquire the funds needed to bridge the gap between their financial aid package and the cost of college. Another is the number of administrative tasks students are required to complete on time, such as course registration and FAFSA completion (Arnold et al. 2009; Castleman, Arnold, and Wartman 2012; Castleman and Page 2015; Castleman, Page, and Schooley 2014).

Students from groups traditionally underrepresented in college, in particular, may lack opportunities for professional guidance on understanding the financial aid process and options (Arnold et al. 2009; Bettinger et al. 2012; Roderick et al. 2008), including reminders about completing these tasks (Hoxby and Turner 2013; Ross et al. 2013). Students may struggle socially and emotionally with the adjustment to college–particularly around fitting in and whether they belong in college–which, in turn, has been found to affect students' overall college engagement, achievement, and adjustment (Walton and Cohen 2011).

In addition to these challenges, many students enter higher education underprepared for college-level academic demands, which can further impede them from successfully persisting in and completing a degree (Greene and Winters 2005). A 2013 study that examined the relationship between academic advising and retention of first-generation college students found that academic advising can consistently and effectively connect these students to academic resources on campus. In fact, this analysis found that the odds of a first-generation college student being retained at a college increased 13 percent for every meeting with an advisor (Swecker, Fifolt, and Searby 2013).

Moreover, though college advisor systems have been found to be beneficial for students in need of academic remediation (Bahr 2008; Swecker, Fifolt, and Searby 2013), academic advisors may have limited time to provide the level of support students need, particularly students attending two-year and four-year public institutions. A survey of college academic advisors found that the median caseload of a full-time academic advisor is 441 advisees at community colleges and 260 advisees at public four-year colleges (Carlstrom and Miller 2013). A separate study, which conducted a national survey of college counseling center directors, found that at 55 percent of community colleges, the ratio of counselor to advisees is 1 to 1,500 (Gallagher 2010).

One promising intervention to help address student financial, administrative, and academic obstacles is transition coaching, in which coaches follow high school graduates as they enter and adjust to college. In particular, BosC4C aims to bridge the gap for students who may not have sufficient resources and supports during this transitional time.

2.1 How Coaching Can Address Challenges in the Transition to College

Transition coaches can help students navigate the financial aid process to reduce the gap between the cost of college and what students can actually afford. In their qualitative study of why students who enrolled in college failed to actually attend, Arnold and colleagues (2009) found that many students believed it was too expensive and did not know how to acquire additional aid in order to pay for it. Coaches can help students complete lengthy and complex financial aid forms and remind students of key due dates (Bettinger et al. 2012; Roderick et al. 2008).

Students from low-income backgrounds and racial/ethnic minority groups are more likely to be first-generation college students (Aud et al. 2012) whose parents and peers are unfamiliar with the range of academic, financial, and social-emotional challenges students face when matriculating to college (Castleman and Page 2013; Stephens et al. 2015). As a result, students may lack support from their families as they deal with stress related to the social and academic demands of college. Coaching programs offer a promising solution to help provide information, guidance, and general support to students who lack these resources in their familial and social networks (Avery and Kane 2004; Bettinger, Boatman, and Long 2013; Deming and Dynarski 2009; Roderick et al. 2008).

Coaching can also support students encountering social-emotional challenges as they transition to college, such as fitting in or responding to academic challenges and setbacks. Research suggests that opportunities for adolescents to have meaningful engagements and supportive relationships with adults can influence a range of outcomes, including educational performance, mental health, and problem behavior (DuBois and Silverthorn 2005; Eby et al. 2008; Rhodes and DuBois 2008).

Finally, as students navigate through their first years in college, they may experience academic challenges such as struggles with a difficult class, appropriate course selection for degree completion and chosen major, and time management. Coaching supports can promote persistence and completion when they are directed at helping students make informed course and internship choices based on students' skills, interests, and career goals, and assisting students who are struggling to stay on task in their courses, including through locating additional supports (Bettinger, Boatman, and Long 2013; Castleman and Page 2015; Johnson and Rochkind 2009; Karp 2011; Oreopoulos and Petronijevic 2016).

2.2   Research on Impact of Transition Coaching

Much of the recent rigorous research on transition coaching focuses on the summer between students' senior year of high school and freshman year of college—whereas most BosC4C services begin during the fall of students' first year in college. The research nonetheless yields important insights on the potential effects of coaching, as the types of summer activities examined are often very similar to BosC4C academic-year activities.

Multiple recent studies—including several randomized controlled trials (RCTs), viewed as the gold standard in education research—find that coaching interventions significantly increase college matriculation and college persistence among students. Those same studies provide particularly strong evidence regarding the impact of coaching on students' college outcomes:

- In a study of the Beacon Mentoring Program at South Texas College, students in mathematics classes were randomly assigned either to no mentor or to a mentor who encouraged then to use tutoring and other campus services and who offered one-on-one support if needed. The program increased students' use of the campus tutoring center and reduced the likelihood that they would withdraw from the course (Visher, Butcher, and Cerna 2011).

- In a study conducted at the urban Big Picture high schools, students were randomly assigned either to receive systematic outreach and assistance from transition coaches over the summer or to a business-as-usual condition. Students assigned to coaches were significantly more likely to follow through with their postsecondary plans and enroll in four-year colleges than those who did not receive such services (Castleman, Arnold, and Wartman 2012).

- A 2014 study replicated the Big Picture schools pilot study design under different conditions. Castleman, Page, and Schooley (2014) randomly assigned students in two districts, Boston and Fulton County, Georgia, to summer outreach and coaching. Coaching increased college enrollment among students in the treatment group compared with students in the control group, who did not receive coaching, across both districts.

- Bettinger and Baker (2014) examined the effect of another coaching program, Inside Track, that provides one-on-one coaching targeting students currently attending college. The study found that freshman students who received targeted coaching were more likely to have persisted in college, compared with those who did not receive the coaching.

- Oreopoulos and Petronijevic (2016) evaluated the effects of a coaching program in which first-year students are matched with upper-year undergraduate coaches. The study randomly assigned students to a coach who provided one-on-one support (either in-person or via Skype) to students on a variety of college-related topics. Students who received coaching had significantly higher average grades and GPAs as compared to those who did not receive these services.

2.3   Research on Success Boston Coaching Intervention

Prior research focused specifically on BosC4C's predecessor, Success Boston Coaching, provides further promising evidence of the benefits of coaching. In 2014, the Center for Labor Market Studies (CLMS) at Northeastern University directly investigated the effect of the Success Boston Coaching initiative using a matched comparison group design. The study compared outcomes of students from BPS who graduated in 2009 and participated in Success Boston Coaching versus other similar BPS 2009 graduates who attended the same colleges but did not receive Success Boston Coaching (Sum, Khatiwada and Palma 2014). Examining outcomes of students at the seven top-enrolling colleges and universities, the study found preliminary evidence of a positive and statistically significant effect on college persistence. Success Boston Coaching students had larger one-, two-, three-, and four-year college persistence rates than did their non-coached peers. Persistence rates varied slightly by gender and ethnicity and were generally greater for Black students. The study also found preliminary evidence of a positive and statistically significant effect on college graduation rates (Sum et al. 2014).

Success Boston's 2016 report *Reaching for the Cap and Gown* provides a descriptive examination of college enrollment and completion for participants in the Success Boston Coaching initiative from the BPS class of 2009, comparing them with non-participating students. The report found that the coached and non-coached students who initially enrolled in four-year colleges generally completed college at similar rates of about 60 percent, which is also similar to the national six-year completion rate of 62 percent for students entering college in fall 2009 (Shapiro et al. 2015). Success Boston coached students have an edge when they attend two-year colleges, however: 35 percent of coached students and 24 percent of non-coached students completed a degree or credential within six years. At the seven colleges and universities enrolling the largest share of SBC students (roughly 70 percent), nearly half (49 percent) of the SBC students completed a degree, compared with 38.5 percent of non-coached students. Further, the overall completion rates for Black SBC students—who represented over one-third (35.6 percent) of SBC students—were higher than the completion rates of students who did not participate in coaching through Success Boston: 53.2 percent versus 40.6 percent (McLaughlin et al. 2016).

The impact analysis portion of the current evaluation builds on the CLMS study and the 2016 Success Boston report by applying a more rigorous design involving local and focal matching, using a more extensive set of baseline characteristics in the matching process, and including a larger pool of students comprising several cohorts of students. Further, the current study builds on the persistence and completion outcomes to include academic achievement, FAFSA renewal, and college graduation rates, and it investigates how differences in key programmatic features affect those outcomes.

The potential benefits of coaching, and BosC4C transition coaching specifically, make a more thorough understanding of how it is implemented in practice, an important avenue of research. In particular, given that Castleman, Page, and Schooley (2014) found that factors related to the amount of contact coaches had with students may have affected the impact of the intervention, much can be learned from purposeful research about how coaching is administered by different nonprofit organizations and across different populations of students, as well as how such variation might affect program results.

3. Evaluation Design

To understand how BosC4C was implemented, the study team evaluated data from a variety of sources: interviews with leaders and coaches at the nonprofit coaching organizations, records from the program database, surveys of participating students, interviews with college leaders and support staff, focus groups with students not participating in BosC4C, and invoices and other administrative records. Collectively, these data sources allow for a comprehensive depiction of how the program was implemented by coaches, nonprofit coaching organizations, and colleges; how students perceive program services; what services non-participating students access; and a summary of the full cost of implementing the BosC4C program. This chapter provides a detailed description of each data source and then describes the approach used to analyze these various data.

3.1 Data Sources

3.1.1 Nonprofit Organization Leader Interviews

At the nine nonprofit organizations delivering BosC4C coaching, a leader from each organization was interviewed by the Abt team to gather information about participation in the program. The interviews took place in late March through May 2016 and each lasted approximately one hour. With permission, each interview was audiotaped, and the notes were analyzed in NVivo by the Abt team.[6]

The interview questions captured information about both the mission and coaching model of the nonprofit organization, as well as its leaders' roles in BosC4C. Coaching model questions focused on understanding the resources and supports available to coaches, coach caseload size, and management. The interviews honed in on the leaders' experiences participating in BosC4C, their relationships with other organizations, and the benefits and challenges of the expanded scope of the program during the 2015-16 year. (See Appendix B for the interview protocol.)

3.1.2 Coach Interviews

Coaches at each of the nine nonprofit organizations were invited to participate in a 30-minute interview that used a standardized semi-structured interview protocol (see Appendix C). Thirty-one (31) coaches whose caseloads were predominately filled with BosC4C students were selected for interviews. Each of the coach interviews was conducted in April 2016. With permission, each interview was audiotaped, and the notes were analyzed in NVivo by the Abt team.

Prior to the interview, coaches completed a pre-interview questionnaire that asked about their educational, professional, and demographic backgrounds and collected information about their BosC4C caseload (see Appendix D). The topics discussed during the interviews themselves included coaching activities, relationship(s) with specific colleges involved in BosC4C, trainings provided to coaches, coaches' connection to the program, and their accomplishments and challenges as a coach. Exhibit 3.1 summarizes the number of completed interviews across the nine nonprofit organizations.

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[6]   NVivo™ is a qualitative data analysis software program.

Exhibit 3.1. BosC4C Coach Interviews, by Nonprofit Coaching Organization

Nonprofit Organization	Number of Interviews
Boston Private Industry Council (PIC)	5
Bottom Line	14
College Bound Dorchester	2
Freedom House	3
Hyde Square Task Force	1
Match Beyond	2
Sociedad Latina	2
Steppingstone Foundation	1
West End House	1
Total	**31**

3.1.3 Program Database

The program data is stored in Salesforce™, a cloud-based client relationship management (CRM) database widely used in the nonprofit sector to track participant-level data. The BosC4C program database houses information on student demographics, educational background, and college academic progress and achievement, as well as real-time details about each coach-student interaction for all students served by each coaching organization. Data from the BosC4C program database identifies the students who received BosC4C support during the 2015-16 academic year, and it records student exposure to BosC4C (amount of time).

Coaches are responsible for entering student information and the details of students' interactions on an ongoing basis. TBF has set 12 data deadlines throughout the year to ensure data are captured in real time. Within the Transition Supports section of the database, coaches enter data related to the following fields:

- date of the interaction
- duration (in minutes)
- type of support provided (Academic, Personal and Emotional, Financial, or Career and Future Plans)
- direct support or a referral
- method of communication
- location
- group or individual support
- coach name
- notes

Because the program database records can be edited and information updated at any time simultaneously, the data for the study were downloaded at two specific time points: March 2016 and June 2016. Students belonging to BosC4C Cohort 1 (i.e., college entrants during 2015-16 academic

year) were identified based on records in the program database on March 23, 2016; final data for the implementation analysis were pulled on June 20, 2016.

3.1.4   Student Survey

An online survey of students participating in BosC4C was administered over a seven-week period in March and April 2016. The survey was designed to learn how the students perceived the activities and services provided by BosC4C coaches during the 2015-16 academic year. The survey asked students about the specific topic areas they discussed with their coach(es) and how they interacted with them and with other campus support services. Specifically, the survey asked questions about:

- frequency, mode, and content of communications between the student and coach(es)

- perceptions about the helpfulness of coaching

- topics where additional support would be useful

- student's relationship with the coach(es).

The survey also included a series of student background questions, many of which were drawn from existing national surveys, which allows the study to benchmark BosC4C students against a national sample of their peers. These questions focused on important student background information not available in the program database or BPS's administrative datasets, such as current employment status and whether or not students have their own children. Additionally, the survey asked about students' academic experiences and preparation and their educational aspirations. (See Appendix E for the complete survey and Appendix F for a selection of survey comments.)

The program database identified 928 students as 2015-16 BosC4C program entrants as of March 23, 2016.[7] These students were sent a survey invitation via email on March 28, 2016. During the seven-week period the survey was live, we sent students weekly reminders via both email and text to encourage survey completion. Students who completed the survey received a $10 electronic gift card (Dunkin' Donuts, CVS, or Target) and were entered into raffles for a chance to win one of three $100 prizes. BosC4C coaches also encouraged their students to complete the survey.

The final survey response rate was 73 percent (n=676).[8] Exhibit 3.2 shows the distribution of student survey responses rates by college type. The proportions of survey respondents enrolled in two-year and four-year colleges (40 percent and 57 percent, respectively) are similar to the proportions of all BosC4C students enrolled in two-year and four-year colleges (41 percent and 55 percent, respectively).

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[7]   A student was considered to be a program entrant if there was an intake form submitted into the program database for the student by March 23, 2016, regardless of whether or not transition support records were associated with the student.

[8]   Seven students opened the survey but declined to participate; they are not counted as respondents.

Exhibit 3.2. BosC4C Cohort 1 Survey Respondents, by College Type

	Respondents		BosC4C Cohort 1	
	N	**Percent**	**N**	**Percent**
Enrolled in two-year college*	272	40	383	41
Enrolled in four-year college	383	57	508	55
Not enrolled in a college	21	3	37	4
Total	**676**	**100**	**928**	**100**

* Two students whose colleges were noted as "Other" in the program database are included in the two year college counts.

3.1.5 College Support Staff and Leaders Interviews

Support staff were interviewed by the Abt team at 10 partner colleges selected based on high expected numbers of BosC4C students and connection to the overarching Success Boston initiative. The interviews took place in April and May 2016. Support staff were interviewed regarding how their support service departments work alongside or collaborate with BosC4C coaches to serve their institution's student population (see Appendix G for the interview protocol). With staff permission, each interview was audiotaped, and the notes were analyzed in NVivo.

In collaboration with TBF, the Abt team selected four of the colleges for an in-depth examination of BosC4C on college campuses, paying particular attention to the availability and delivery of regular support services there (i.e., the "business as usual" condition). The four were chosen for case studies because of their substantial or growing numbers of BosC4C students and a priority for two-year colleges. In April and May 2016, college administrators familiar with BosC4C at the four colleges were interviewed about the support services provided to all students, integration of BosC4C on campus, and how BosC4C fits into broader institutional goals, policies, and practices (see Appendix E for the full protocol). With administrators' permission, each interview was audiotaped, and the notes were analyzed in NVivo.

3.1.6 Student Focus Groups

Students not receiving BosC4C coaching at the four case study campuses were invited to participate in 45-minute focus groups during April 2016. Using a semi-structured focus group protocol, the questions focused on their college's academic, financial, career, personal, and other support services and their experiences accessing and using such resources (see Appendix H for the protocol). Information from these non-participating students helps to identify what supports students typically receive in college, providing an understanding of how BosC4C supports replicate or supplement them. With students' permission, each focus group was audiotaped, and the notes were analyzed in NVivo.

3.1.7 Administrative Cost Records and Quarterly Invoices

Each of the nine nonprofit organizations submitted quarterly invoices to TBF covering the time period of April 1, 2015, to March 31, 2016. The invoices, provided to Abt staff by TBF, detail their BosC4C budgets, match budgets, and expenditures for personnel, contractual, and partnership services. The study team extracted key data elements from the invoices to calculate totals, and it examined differences in spending across organizations (see Appendix I for cost worksheet). In addition, nonprofit organization staff with knowledge of BosC4C finances participated in phone

interviews with the study team to clarify the information provided in their organization's invoices and to estimate the value of any other program inputs not listed in the invoices.

In addition to cost data provided by the nine nonprofit organizations, TBF staff participated in phone interviews with the study team to provide information on all of the various costs associated with managing the BosC4C program, such as personnel, information technology, federal regulation compliance, student recruitment, strategic planning, events, outreach, and facilities. TBF also provided documentation describing the funding it provided to five colleges to support college liaisons.

uAspire, a program partner that provides trainings to BosC4C coaches and offers financial aid support to students, shared its proposed budget, describing the timing and cost for the services it provides to support the BosC4C program.

3.2   Analytic Approach

Abt collected both qualitative and quantitative data, which required correspondingly diverse approaches to analyzing descriptive and cost data, as well as the creation of an implementation index, which summarizes the variation in the implementation of BosC4C coaching. This section provides an overview of the qualitative methods used to analyze focus group and interview data and the quantitative analyses used to assess survey and administrative data. It then provides an overview of the steps taken to create the implementation index and concludes with an overview of the approaches used to analyze the administrative cost data.

3.2.1   Qualitative Data Analysis

At the conclusion of the data collection period, the study team met several times to review the focus group and interview notes and discuss themes that had emerged. During these conversations, the team developed a coding scheme, through consensus, that incorporated *a priori* topics of interest, as well as patterns that emerged from the data. Using the initial coding scheme, team members conducted preliminary analysis using NVivo. The coding process was iterative; the study team held regular analytic meetings to review the coding, discuss questions, and revise the coding strategies as needed.

To ensure quality and consistency in qualitative data, all interviewers had been trained on interview protocols and attended weekly meetings throughout the data collection period. Later, a portion of focus group and interview notes were double-coded by the analysis team to establish coding reliability.

3.2.2   Quantitative Data Analysis

Student survey data and the program data were analyzed using quantitative data analysis techniques. First, student survey data were cleaned and analyzed to generate descriptive statistics (i.e., counts, ranges, frequencies, means, and standard deviations) regarding the experiences of students who participated in BosC4C. A total of 676 of 928 students completed the survey (73 percent).

Additionally, the program data were analyzed to summarize the types and frequencies of services provided by coaches and nonprofit coaching organizations. The program data include real-time records of coach-student interactions, so the study team often began analyses by aggregating multiple records to create a single summary or average score per student. It is worth noting that when analyzing the program data, it was necessary for the study team to assume that coaches recorded all

substantive interactions with students to the fullest extent possible, and the absence of data in the program database indicates that no activity occurred. Though it is possible that some coaches did not enter activity information into the program database, there is no way for the study team to know whether this happened.

3.2.3   Implementation Index

The program data were integrated with the student survey data and coach interviews into an *implementation index*. The implementation index serves two purposes: (1) it integrates information from multiple data sources into one measure that summarizes variation in nonprofit coaching organizations' BosC4C implementation efforts; and (2) it represents a measure that could later be used to explore relationships between the level of BosC4C implementation and student outcomes.

Building from the implementation index that Abt developed for the Success Boston Coaching implementation analysis (Linkow et al. 2015), the index is organized according to two primary **constructs**: (1) *Operations* and (2) *Coaching Processes and Activities* (see Exhibit 3.3). Each of these constructs in turn consists of two or three **components**. The Operations construct comprises (a) *Coach Capacity Building* and (b) *Integration with College* components. The *Coaching Processes and Activities* construct comprises (a) *Structure of Coach-Student Engagement*, (b) *Nature of Coach-Student Engagement*, and (c) *Nature of Support Activities* components. Lastly, each component comprises three or four **indicators**.

Exhibit 3.3. Implementation Index Constructs, Components, and Indicators

Construct	Component	Indicator
Operations	Coach Capacity Building	Coach on-boarding
		Ongoing coach training
		Encourages participation in BosC4C meetings/events
	Integration with College	Campus meeting space
		Access to student data
		Coach knowledge of college
Coaching Processes and Activities	Structure of Coach-Student Engagement	Mode of communication
		Frequency of interactions
		Intensity of one-on-one interactions
	Nature of Coach-Student Engagement	Provides support for re-engagement
		Coach helpfulness
		Coach-student connection
		Number of coaches with whom students have worked
	Nature of Support Activities	Sustained variety of support
		Exposure to support
		Transition supports

To create the implementation index, student surveys, program data, and coach interviews were coded and then aggregated to the nonprofit organization level in order to assign **indicator scores**; indicator scores were summed to create each of five **component scores**. Finally, component scores were summed to create **construct scores**, and construct scores were summed to create a total **index score**.

3.2.4 Cost Analysis

To understand the resources required to generate student benefits from coaching, the evaluation includes a cost-effectiveness analysis. This report includes a cost analysis that will feed into the cost-effectiveness analysis connecting costs to the primary outcome of coaching—college completion—in the final report to be released in 2022. The cost analysis relies on the ingredients method to understand actual costs.[9] The "ingredients" (e.g., coaching staff time, facilities, and materials) required to implement BosC4C across nonprofit coaching organizations were quantified to dollar amounts to estimate the full cost of BosC4C implementation. Costs were estimated on an annual basis for the full program and on a per student basis. Access to financial records of the program and the nonprofit coaching organizations, coupled with in-depth interviews with coaching organization staff, provides information on the administrative, labor, and supplies costs, as well as in-kind donations needed for the cost analysis. Additional detail on the study team's cost data collection and analysis approach is presented in Section 7.1.

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[9] The method draws from an approach outlined by Levin and McEwan (2002).

4. Who Participates in Coaching

In this chapter, we describe the BosC4C students themselves and provide contextual information through comparisons with their peers, both locally and statewide. The chapter draws primarily from a survey of BosC4C students, augmented by extant data from relevant state and national sources (e.g., Boston Public Schools, Massachusetts Department of Elementary and Secondary Education (MA DESE), and the Integrated Postsecondary Education Data System (IPEDS). The student survey asked students about their experiences with coaches, their educational expectations and experiences, and demographic characteristics.

In the first section, we summarize BosC4C students' demographic characteristics. Next, we describe where BosC4C students attend college. Lastly, the third section provides detail on students' expectations for their educational futures and perceptions of their academic preparation.

Key Findings

- BosC4C students attended 56 different colleges during the 2015-16 academic year, and more than half (55 percent) attended four-year colleges. In 2015-16, BosC4C served a greater proportion of students enrolled in two-year colleges as compared with 2014-15 (41 percent versus 36 percent).

- Most BosC4C students did not live on campus (77 percent) and attended colleges where the majority of students are also commuters.

- BosC4C students have high aspirations about their educational futures. While the majority of students enrolled at both two-year and four-year colleges reported that they aspire to obtain a graduate degree (53 percent and 69 percent, respectively, and taken together 62 percent), they simultaneously acknowledged that they expected to earn a bachelor's degree.

- The majority (67 percent) of BosC4C students were working for pay either full- or part-time while in college, with students working an average of 22 hours per week. Of the students who reported working while in school, most worked off-campus.

4.1 Whom Does BosC4C Serve?

Through the 2015-16 academic year, the Success Boston initiative has provided coaching to more than 3,000 students. BosC4C served students in the target demographic, including first generation college-goers (61 percent) and nearly three-quarters under-represented minorities in college; 72 percent were Black or Hispanic.[10]

Exhibit 4.1 presents key demographic characteristics of the BosC4C Cohort 1 students (those entering college during the 2015-16 academic year), as well as all their BPS and statewide counterparts. The majority of BosC4C students in the sample were 19 years old (58 percent), and more BosC4C students were female (59 percent) than male. The BosC4C students were a racially and ethnically diverse population: 41 percent Black, 31 percent Hispanic, 14 percent Asian or Pacific Islander, and 4

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[10] First generation status is available for BosC4C students from the program database; it is not available for students in BPS or MA DESE databases. Therefore, no comparable data on first generation status of BPS students or MA students are reported.

percent White, Non-Hispanic. In fact, BosC4C served a proportionally greater percentage of non-White students (96 percent) compared with all BPS and Massachusetts high school graduates from the class of 2015 (85 and 29 percent, respectively).

Exhibit 4.1. Characteristics of Students: BosC4C 2015-16 College Entrance, Boston Public Schools Class of 2015, and Massachusetts Class of 2015

	Class of 2015		
	BosC4C Students	**BPS Students**	**Massachusetts**
Gender			
Female	59%	52%	51%
Male	41%	48%	49%
Age as of July 2016			
Younger than 18	0%		
18	10%		
19	58%	Not available	Not available
20	18%		
21 and older	14%		
Race/ethnicity			
Black	41%	39%	8%
Hispanic	31%	30%	13%
Asian/Pacific Islander	14%	14%	6%
White	4%	15%	71%
Native American[a]	0%	0%	0%
Other/Multiracial	9%	2%	2%

[a] Percentage rounds to zero.
NOTES: N=928 BosC4C students; BosC4C gender data: Missing = 1. BosC4C age data: Missing = 5. BosC4C race/ethnicity data: Missing = 107. N=2,843 BPS students. N=63,270 MA students. Percentages may not sum to 100 due to rounding.
SOURCES: Program Database, BPS, MA DESE

The student survey collected in-depth information about BosC4C students' non-academic life responsibilities, including commitments to jobs and caring for family members. Two-thirds of BosC4C students (67 percent) were employed, working on average 22 hours each week during the academic year at jobs that were primarily off campus (84 percent of those employed). A much smaller proportion worked on campus (21 percent, although 5 percent reported working both on and off campus). A small proportion of students reported other responsibilities, such as taking care of a sick family member (7 percent) or taking care of a child (3 percent). Among students who reported life responsibilities, such as work or caring for family members, 55 percent reported that these responsibilities interfered with their ability to attend college classes or finish assignments.

4.2   Where Do BosC4C Students Attend College?

Students graduating from high schools in Massachusetts, and the Boston area in particular, have an unusually rich set of higher education institutions from which to choose, including community colleges, state universities, and technical and specialized colleges, as well as comprehensive research institutions. The students participating in the BosC4C do, in fact, attend a large number of colleges (56), although the majority (89 percent) of BosC4C students is concentrated in 16 colleges.

In the 2015-16 academic year, the majority of BosC4C students (54 percent) attended four-year colleges (noted in Exhibit 4.2).[11] Though the initiative did not reach its goal of 70 percent of students served being enrolled at two-year colleges in 2015-16, the proportion of two-year college students receiving coaching did increase from the previous year (41percent in 2015-16 versus 36 percent in 2014-15). Another 4 percent of students assigned to BosC4C coaches were not enrolled in college.[12]

Exhibit 4.2. BosC4C Students Enrolled in Two-Year vs. Four-Year Colleges
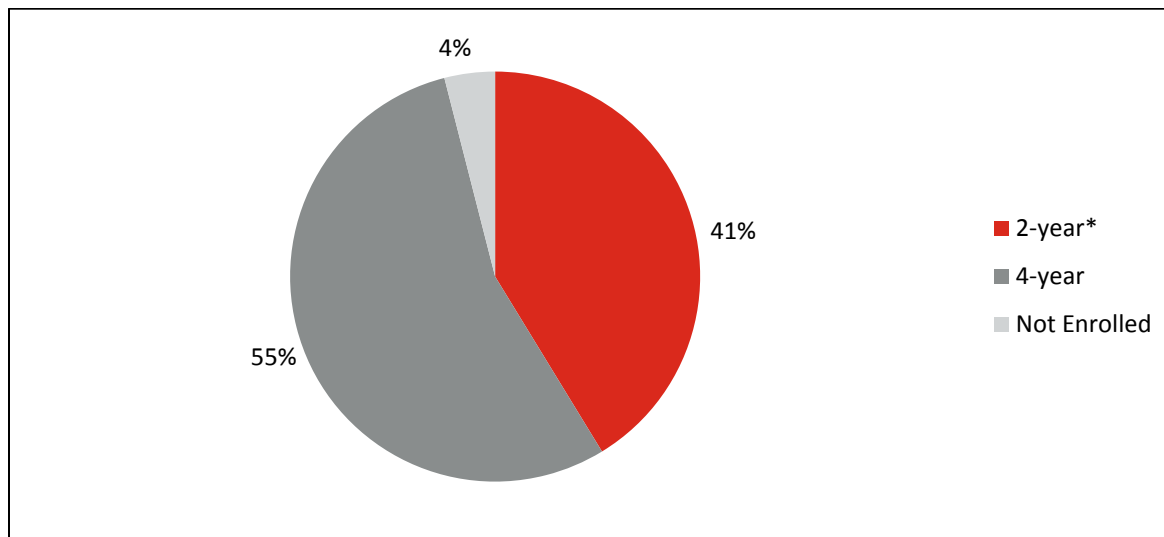
* Two students whose colleges were noted as "Other" in the program database are included in the two-year college counts. Three students who participated in the Year Up program in 2015-16 are also included in the two-year college counts.
NOTES: N=928 students.
SOURCE: Program Database

BosC4C students were enrolled in 56 different colleges during the 2015-16 academic year. However, the overwhelming majority of BosC4C students (89 percent) were concentrated within 16 schools. Roughly half of the students attended two colleges: Bunker Hill Community College (297 students, or 32 percent) or University of Massachusetts Boston (179 students, or 19 percent). The remaining

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[11]   Two-year versus four-year designations for colleges based on IPEDS 2014. Benjamin Franklin Institution of Technology is identified as a four-year institution in IPEDS, as it does grant four-year degrees; however, the majority of its degrees granted are two-year degrees, and therefore we have classified it as a two-year institution for purposes of reporting.

[12]   Students were not enrolled when the program database was pulled in June, 2016. These students may have intended to enroll in college in 2015-16 or were enrolled at the time they were assigned to a coach's caseload.

students were enrolled at another 14 schools, with the number of BosC4C students ranging from 10 to 46. Exhibit 4.3 shows characteristics of the colleges serving the majority of BosC4C students.

Exhibit 4.3. Characteristics of Colleges Serving the Majority of BosC4C Students, 2015-16

Institution	College Type	BosC4C Students		Total Undergraduate Population		
		BosC4C Students Enrolled	Percent of all BosC4C Students	Full-Time Students[a]	Full-Time Student Retention Rate[b]	Dorm Capacity[c]
Bunker Hill Community College	Two-year	297	32%	32%	67%	0%
University of Massachusetts Boston	Four-year	179	19%	72%	80%	0%
University of Massachusetts Dartmouth	Four-year	46	5%	85%	79%	64%
Bridgewater State University	Four-year	42	5%	83%	81%	39%
Benjamin Franklin Institute of Technology[d]	Two-year	32	3%	85%	Not Available	7%
Framingham State University	Four-year	30	3%	85%	75%	48%
Suffolk University	Four-year	27	3%	93%	76%	19%
Boston University	Four-year	26	3%	92%	93%	48%
College for America @ SNHU	Four-year	24	3%	48%	68%	11%
Massachusetts Bay Community College	Two-year	24	3%	35%	62%	0%
Northeastern University	Four-year	20	2%	100%	96%	49%
Roxbury Community College	Two-year	20	2%	32%	55%	0%
Salem State University	Four-year	20	2%	78%	81%	31%
Wentworth Institute of Technology	Four-year	18	2%	89%	84%	58%
Lesley University	Four-year	10	1%	72%	76%	38%
University of Massachusetts Amherst	Four-year	10	1%	93%	90%	58%

[a] Percentage of college's total undergraduate student population.

[b] A measure of the rate at which full-time students persist in their educational program at an institution, expressed as a percentage. For four-year colleges, this is the percentage of first-time bachelor's (or equivalent) degree-seeking full-time undergraduates from the prior fall enrolled in the current fall. For all other colleges, this is the percentage of full-time first-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall.

[c] Ratio of dorm capacity to total full-time enrollment. This variable is the closest proxy available to deem a college a commuter or residential campus.

[d] Benjamin Franklin Institution of Technology (BFIT) does grant four-year degrees; however, the majority of its degrees granted are two-year degrees, and therefore we have classified BFIT as a two-year institution for purposes of reporting.
NOTES: N=928, Missing=0. Collectively these colleges enrolled 89 percent of the BosC4C students in 2015-16.
SOURCES: Program Database, IPEDS 2014

The types of colleges BosC4C students attend vary not only by college type (two year vs. four year), but also in the types of students served. For example, for most of the four-year colleges serving BosC4C students, at least two-thirds of their student bodies are enrolled full-time; in contrast, the two-year colleges where BosC4C students enrolled serve primarily part-time students.

Additionally, the majority of BosC4C students (67 percent) attended predominately commuter schools.[13] Consequently, the large majority of BosC4C students reported living off campus with their parents/guardians (70 percent) or in another off-campus situation (7 percent). This characteristic is noteworthy, as in general, commuter students are more likely to be present at the college only when attending classes, which may limit students' efforts to engage with their college community outside the classroom.

4.3   Academic Aspirations, Expectations, and Perceptions of Preparation

BosC4C served students with varied educational aspirations and experiences. In this section, we examine BosC4C students' aspirations and expectations for their educational futures, as well as their own perceptions of their academic preparation for college.

4.3.1   Educational Futures

Overall, BosC4C students reported having high aspirations and expectations about their educational futures. The survey asked two different, yet related questions about students' educational futures. First, it asked what kind of degree(s) students would like to earn if there were no obstacles in their way. The overwhelming majority of BosC4C students (79 percent of students enrolled in two-year colleges and 90 percent of students enrolled in four-year colleges) reported that they aspire to obtain *at least* a bachelor's degree. The majority of BosC4C students, whether enrolled in four- or two-year colleges, also aspire to obtain a graduate degree (i.e., master's degree or higher), with 69 percent of four-year college students and 53 percent of two-year students aspiring to a graduate degree (62 percent across two- and four-year colleges) (see Exhibit 4.4).

These high aspirations are particularly noteworthy for students enrolled at two-year colleges, as national data show that only about one-quarter of students who start at a two-year community college transfer to a four-year institution within six years (Shapiro et al., 2015).

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[13]   To define commuter school, we use IPEDs ratio of dorm capacity to total full-time enrollment. This variable is the closest proxy available to determine whether a campus is primarily residential or commuter. In this report, we define commuter campuses as institutions with dorm capacity for one-third of students or less (33 percent).

Exhibit 4.4. BosC4C Students' Highest Degree Aspirations, by College Enrollment Type
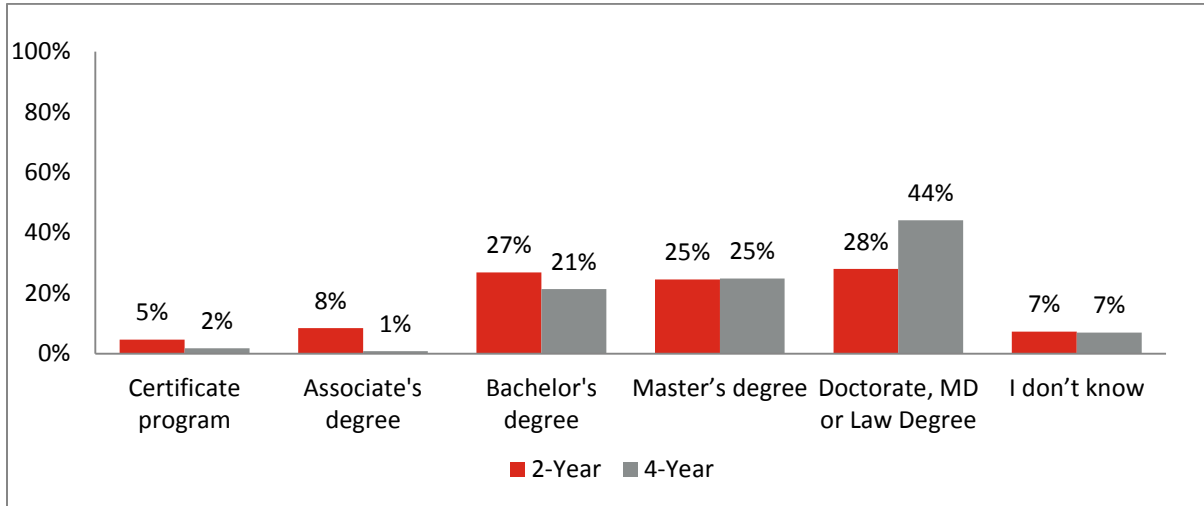
NOTES: N=928, Missing=301.
SOURCE: Student Survey, Question 34

The second question asked students about the type of degree they expect to *actually earn.* As Exhibit 4.5 illustrates, students were most likely to say they expect to complete a bachelor's degree (46 percent of students enrolled in four-year colleges and 41 percent of students in two-year colleges) as their highest degree. These findings are noteworthy in a few ways. First, these percentages suggest that many of the students who aspired to completing a master's degree or higher expect to earn a bachelor's degree. Students' aspirations are more ambitious than their current expectations of what they will be able to accomplish. Expectations still remain high, with about two-thirds of students attending two-year colleges and more than four-fifths of those attending four-year colleges expecting to earn at least a bachelor's degree.

Exhibit 4.5. BosC4C Students' Expectations for Highest Degree Attainment, by College Enrollment Type
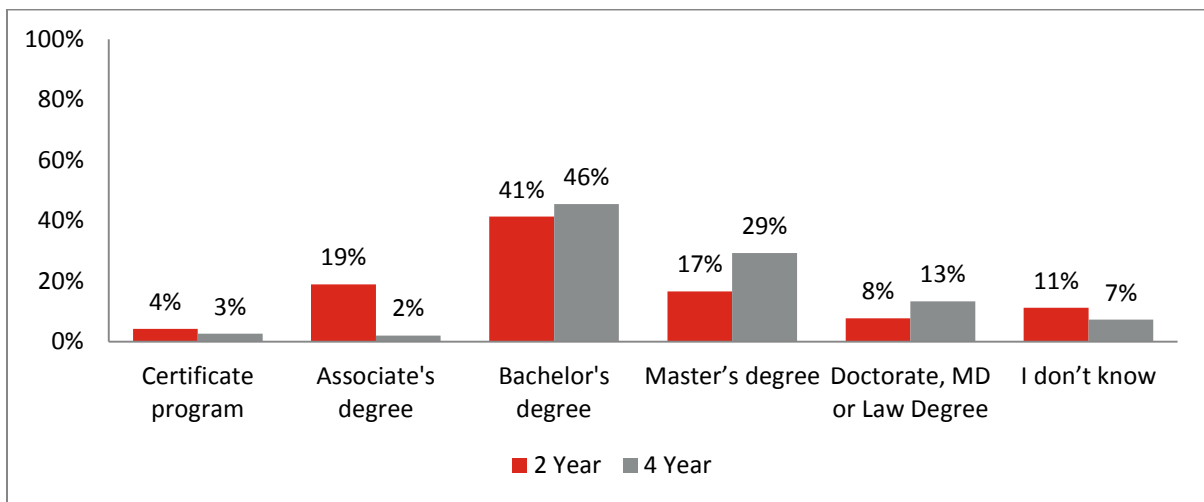
NOTES: N=928, Missing=303.
SOURCE: Student Survey, Question 35

4.3.2 Academic Preparation

Exhibit 4.6 illustrates BosC4C students' perceptions of how well their high school experiences helped prepare them academically for college. In general, many BosC4C students believe their core high school coursework prepared them "a great deal" for college. Almost half (47 percent) of BosC4C survey respondents reported that their high school math courses prepared them "a great deal" for college, and two-thirds (66 percent) reported the same for their high school English or writing courses.

Exhibit 4.6. BosC4C Students' Perceptions of Preparedness for College
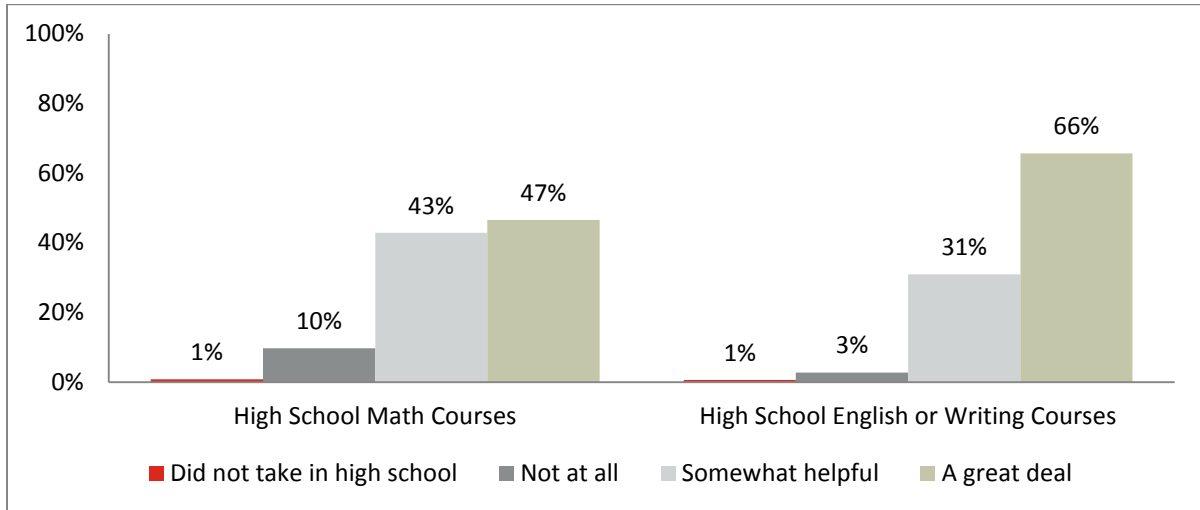
NOTES: N=928. For math courses data, Missing=301. For English or writing courses data, Missing=304.
SOURCE: Student Survey, Question 31

Despite many students' positive views of their academic preparation, there remained a sizeable portion of students who believed that their core high school coursework prepared them only "somewhat" or "not at all" for college. Thirty-one percent said that their high school English or writing courses "somewhat" prepared them for college, and 3 percent said that these courses did "not at all" prepare them for college. More students said their high school math courses did not fully prepare them for college; 43 percent reported math courses "somewhat" prepared them, and 10 percent reported math course did "not at all" prepare them for college.

As shown in Exhibit 4.7, BosC4C students' reports of whether their high school courses prepared them for college align closely with responses from a national sample of their peers. Nationally, 60 percent of students reported their English or writing courses prepared them "a great deal" for college, and 46 percent reported their mathematics courses also prepared them "a great deal."[14]

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[14] The national sample of peers includes students who entered college in 2003-04 and were included in the Beginning Postsecondary Students (BPS) Longitudinal Study survey. The BPS Longitudinal Study of 2004/09 included a nationally representative sample of first-time, beginning students who were first enrolled in postsecondary education between July 1, 2003, and June 30, 2004.

Exhibit 4.7. BosC4C Students' Perceptions of Preparedness for College vs. National Sample
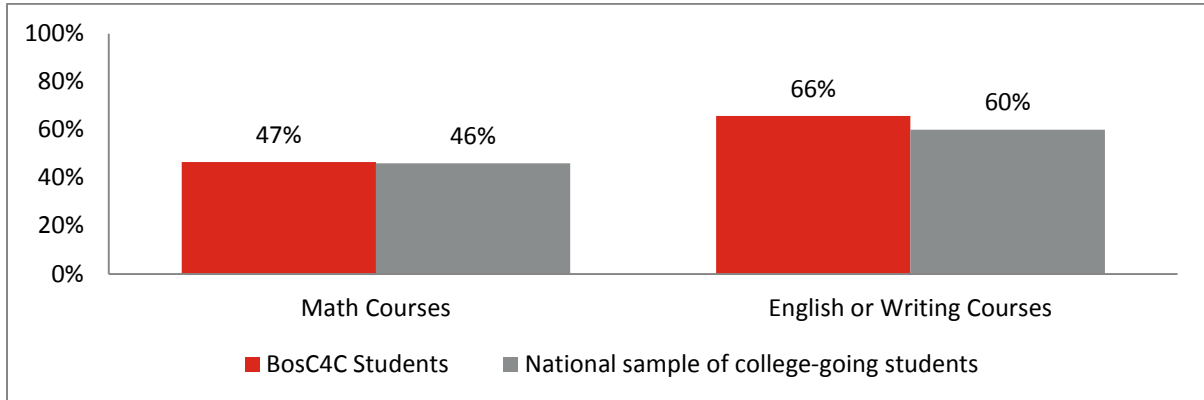
NOTES: N=928. For math courses data, Missing=301. For English or writing courses data, Missing=304. Student reported course prepared them "a great deal" for college.
SOURCES: National Center for Education Statistics (NCES), Education Longitudinal Study of 2002 (ELS:2002) and BosC4C Student Survey, Question 31

BosC4C students reported positive perceptions of their own academic abilities. The survey asked students to recall the most difficult course they took during the previous semester of college and then assess their academic abilities relative to other students in that specific class. As illustrated in Exhibit 4.8, the majority (57 percent) of students reported having average academic ability when compared with their peers, and about one-third (32 percent) reported being "above average" or "very much above average." In total, nearly 90 percent of BosC4C students perceive their academic abilities to be average or above.

Exhibit 4.8. BosC4C Students' Assessment of Academic Abilities Relative to Other Students
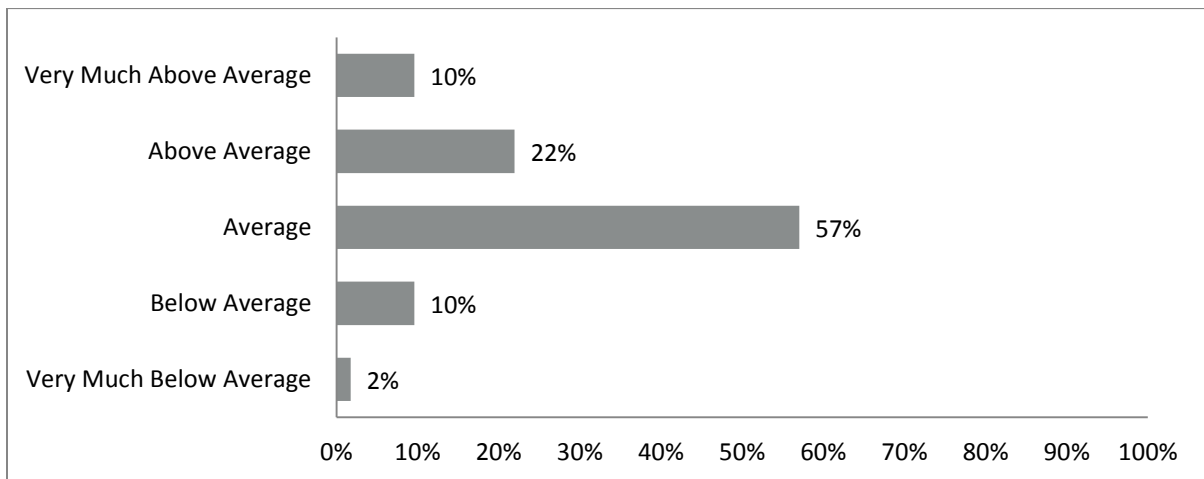
NOTES: N=928, Missing=304.
SOURCE: Student Survey, Question 32

Similarly, BosC4C students are confident in their academic abilities. When asked about a time they worked on a challenging task in their most difficult class, two-thirds (66 percent) of BosC4C students reported being "confident," "very confident," or "extremely confident" that they would succeed (see Exhibit 4.9). Nevertheless, one-third of BosC4C students reported feeling only "somewhat confident" or "not at all confident" in their ability to succeed academically.

Exhibit 4.9. BosC4C Students' Confidence in Their Own Abilities to Succeed Academically
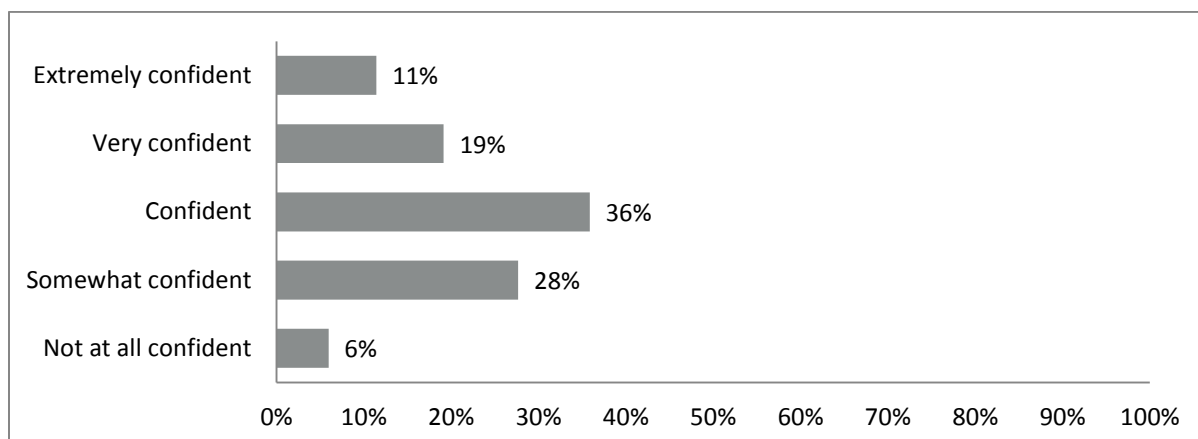
NOTES: N=928, Missing=306.
SOURCE: Student Survey, Question 33

4.4 Learning Points

The demographic characteristics of BosC4C students highlight the continued commitments made by the Success Boston initiative and the nonprofit organizations to serve a population who have historically been less likely to enroll, persist, and complete college than their peers. BosC4C students' demographic characteristics indicate that the program has met its goals to engage a diverse and traditionally underserved population from Boston Public Schools.

Results from the student survey show that many BosC4C students navigate balancing school with other life responsibilities, primarily work. Given the large number of BosC4C students juggling class and work responsibilities, coaches may serve as a resource for students trying to balance non-academic commitments as they pursue their education. In fact, as discussed later in Chapter 6, students identified balancing school, work, and life responsibilities as one of the most commonly discussed topics with their coach.

Most BosC4C students did not live on campus (77 percent) and attended colleges where the majority of students are also commuters. In addition to helping BosC4C students with possible time-balancing challenges associated with commuting to campus, coaches also help students get to campus by offering discounted public transit cards. In fact, nearly half of students reported having discussed the topic of transportation to school with their coach.

Consistent with the previous implementation report (Linkow et al., 2015), BosC4C students across four- and two-year colleges reported high aspirations for degree attainment. The overwhelming majority of all BosC4C students (79 percent of students enrolled in two-year colleges and 90 percent of students enrolled in four-year colleges) reported that they aspire to obtain at least a bachelor's degree, with many of these students aspiring to a graduate degree. Interestingly, national transfer rates among two-year college students show that only about one-quarter of students who started at a two-year community college transferred to a four-year institution within six years (Shapiro et al., 2015). The high level of interest in obtaining a bachelor's degree among BosC4C students who started at a two-year college suggests that the transfer process may be an area in which coaches could provide targeted support and resources to students.

5. Supportive Structures

This chapter describes the structures within which transition coaching occurs, setting the stage for a closer look at coaching activities (see Chapter 6). It draws from interviews with leaders of the nine nonprofit organizations, all 31 BosC4C coaches from the 2015-16 academic year, and college support staff from 10 partner colleges.

In the first section, we provide an overview of how coaching is organized and offered and describe key structures that support coaching. In the second section, we describe the nonprofit organizations and their approaches to training, conceptualizing coaching, caseloads, and their relationships with the Success Boston Coaching network. This section also examines perceived challenges to the implementation of BosC4C, particularly related to recruitment and program scale-up. The last section describes partner colleges' roles in supporting coaching on their campuses, the college contexts in which coaching is implemented, and the perspectives of coaches and college staff on how coaching is integrated into their respective campuses.

Key Findings

- Coaches rely on three primary student recruitment methods to identify their BosC4C caseloads: (1) their respective organization's existing high school-to-college pipeline programs, (2) presentations and information sessions at Boston public schools, and (3) recruitment events at partner colleges.

- During the 2015-16 academic year, only about half of organizations (four of nine) met their scale-up student caseload targets. Organizational capacity and timing of coach hiring, in particular, posed the biggest challenges to reaching the goals.

- Coaches and nonprofit organization leaders rely primarily on the monthly coaches' meetingcoaches' meetings—provided by the Success Boston Coaching network—for training; they would appreciate additional trainings in the future.

- Coaches and college staff value regular communication between coaches and partner colleges, especially as a mechanism for integrating coaching with existing campus services more effectively. It also is a way to ensure coaches can direct students to appropriate campus-based services. The degree of communication varies substantially across colleges, however. Some colleges have well-established channels for connecting with coaches and other colleges have minimal or no direct communication.

5.1   How Is Coaching Organized and Provided?

Nine nonprofit organizations participated in BosC4C during the 2015-16 academic year, six of which TBF previously funded as part of the Success Boston Coaching program.

5.1.1   BosC4C's Coaching Model

Exhibit 5.1 highlights the core components of the BosC4C coaching model, shared across the nine nonprofit organizations. Though the organizations share a common model for providing coaching, they also vary both in approaches to coaching and in processes established to support transition coaching. Each nonprofit organization *identifies* and recruits Boston high school graduates—whether

through their own organization's pipelines or through partnerships with local colleges—to participate in the BosC4C transition coaching program. Local colleges *partner* with the nonprofits and coaches to coordinate coaching activities on their campuses. Once confirmed as coaching participants, coaches *connect* with students through multiple modes—in-person or via text, email, or phone—to help students navigate the college-going process. Through one-on-one meetings, coaches provide ongoing *support* to students across a range of topics and *refer* students to supports on their campuses.

Success Boston Coaching network, overseen by TBF, facilitates communication across organizations and provides coaches access to ongoing trainings. Coaches make themselves available to students as needed throughout the academic year, offering on-demand guidance to students to help them stay on track toward graduation.

Exhibit 5.1. BosC4C Coaching Model
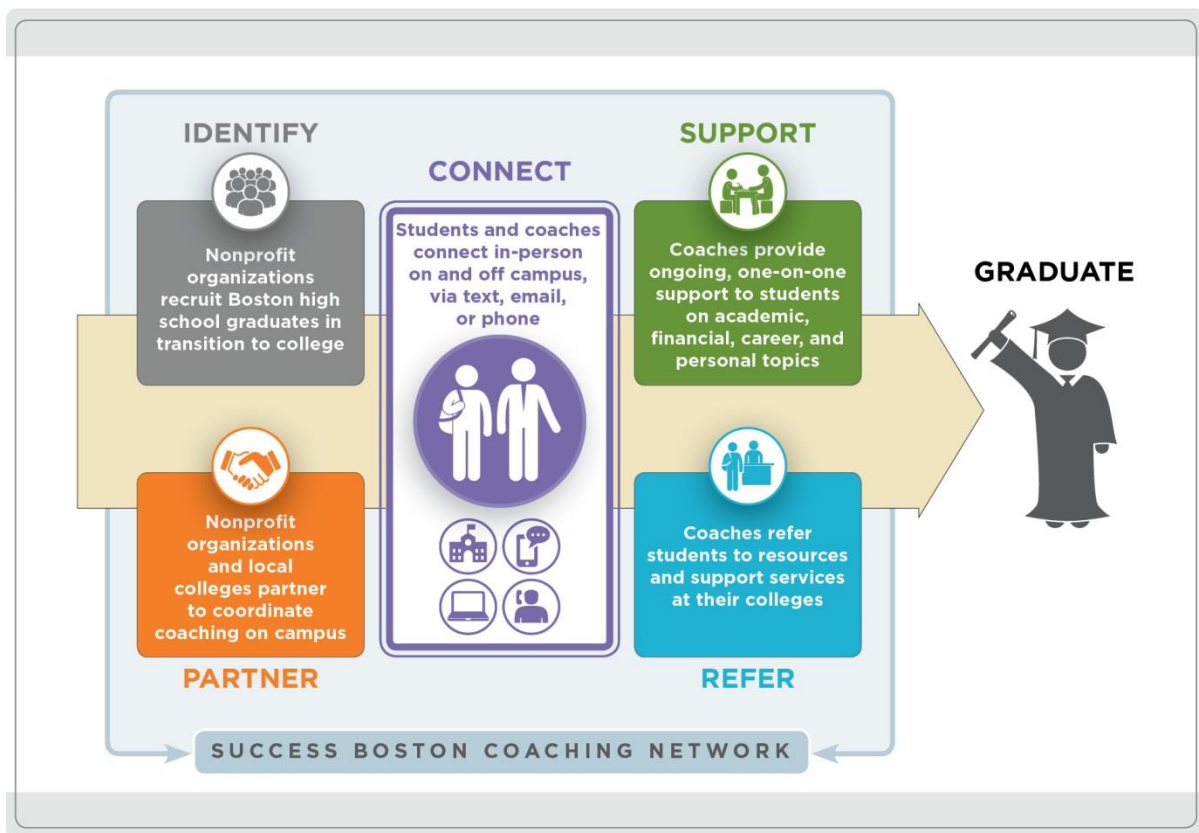
5.1.2   Key Structures Supporting Coaching

The transition coaching operates through several key structures: the **nonprofit organizations**, which employ and support the coaches serving students; **partner colleges**, which communicate with coaches and help coordinate coaching services on their campuses; and the **Success Boston Coaching network**, overseen by the Boston Foundation, which facilitates communication across organizations and provides coaches access to training sessions designed specifically for the BosC4C initiative. Together, these structures support transition coaching activities, share resources, and expand the initiative's capacity to serve as many students as possible.

Nonprofit Organizations

The nine Boston-based nonprofits vary in terms of number of coaches and students served.[15] The largest organization employs 14 coaches, who serve 375 BosC4C students; the smallest organization employs one coach and serves 23 BosC4C students. The network average is between three and four coaches per nonprofit organization.

The nonprofit organizations use similar criteria for hiring coaches. A majority of organizations reported that a bachelor's degree, previous experience in urban settings or with similar student populations, and strong relationship-building skills were among the most valuable coach attributes. Each organization leader also noted seeking out such organization-specific qualities as fluency in both English and Spanish, a flexible schedule, specific personality traits (e.g., caring, supportive, resourceful), and a driver's license.

Eight of nine nonprofit organizations offer other programming for local youth beyond coaching services, ranging from tutoring and mentoring services to youth leadership and STEM programs. Seven organizations reported partnering with Boston high schools to provide programming focused on increasing student preparedness and access to college; these organizations' high school college access programs serve as a pipeline for BosC4C. As a result, some BosC4C students had experience with one or more of the nonprofit organizations before or during high school.

The nonprofit organizations support coaches' day-to-day activities, including providing initial and ongoing training, space for coaches to use for meetings with students, and hosting monthly coaches' meetings.

The 2015-16 academic year represented a substantial scaling up of the BosC4C program. The number of first year college students served in 2015-16 was more than twice that of the prior year, and the number of nonprofit organizations expanded from six to nine.

Partner Colleges

The transition coaching is also supported through partnerships with local colleges where students enroll. Several of the partner colleges support recruitment efforts by working with nonprofit organizations to identify BPS graduates to work with a coach. Through coordination and communication with the coaches, partner colleges also help coaches learn about the colleges where their students are enrolled, including various campus support services to which coaches can refer students.

BosC4C students are enrolled at both two- and four-year institutions, primarily in and around Boston. The great majority of BosC4C students (89 percent) are enrolled at 16 colleges (see Exhibit 4.3 in Chapter 4). Among these colleges, seven have formal or informal channels to support the coaching on their campus; of the seven, five have designated Success Boston college liaisons (college employees) who help coordinate the coaching services.

Success Boston Coaching Network

BosC4C brings together community-based nonprofit organizations (and their coaches) from across the city. Participating coaches have access to the Success Boston Coaching network, which includes

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[15]   One organization has offices in three other cities in addition to Boston.

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monthly meetings for all coaches from the initiative's nonprofit organizational partners, organized by the Boston Foundation and hosted at the nonprofit organizations' offices. The monthly coaches' meetings focus on professional development topics such as financial aid workshops or trauma training, and on administrative topics, including training on using the program database and coordinating the use of discounted public transit cards for BosC4C students. The meetings offer regular opportunities to collaborate and share resources across the network. Coaches can request specific professional development topics to be offered at the monthly meetings. Coaches also participate in other Success Boston events organized by TBF, including the annual kickoff event for all participating BosC4C students, hosted by one of the partner colleges, which brings together coaches, nonprofit leaders, students, college partners, and community representatives.

Another partner in the network is uAspire, an organization that works with the nonprofits to provide financial aid counseling to BosC4C students, as well as hosts FAFSA completion events for students. For coaches, uAspire offers up to eight hours of professional training on such college transition topics as FAFSA completion and strategies for reducing summer melt. Coaches could attend training sessions of their choice (including webinar and in-person options) hosted by uAspire. Additionally, uAspire administers a text messaging program, which sends bi-weekly reminders to students on topics related to college affordability, with the option to reply back for additional help from a uAspire staff person. Two-thirds of BosC4C students received such messages in 2015-16.

5.2   Nonprofit Coaching Organizations

Universally, the nonprofit organization leaders reported a common goal, one that is well-aligned to Success Boston's central goal of helping students succeed academically to persist and graduate from college. . Nonprofit organizations provided varying degrees of specificity about their program model; however, six of the nine noted clear goals beyond helping students persist and graduate. For example, three organizations emphasize supporting students' social-emotional and non-academic needs as an essential part of their coaching model. Three also focus on preparing students to be career ready and promptly connected to employment resources after graduation. Two organizations focus on helping students make sound financial decisions, especially about financial aid and loans.

Program models also reflect individual organizations' target student populations. Though all nine nonprofit organizations serve Boston students, especially students from low-income neighborhoods, some also prioritize particular student subpopulations. Three organizations specifically recruit students of color from low-income backgrounds, and three prioritize first-generation college-going students during recruitment.

Of the three nonprofit organizations new in 2015-16, two focus on serving non-traditional college students. One organization, for example, exclusively serves students enrolled in an online degree program offered through the College for America. The other organization serves youth identified as "core influencers," defined as gang-involved or gang-affiliated youth identified as disconnected from education, from training, or from work in general.

5.2.1   Who Are the Coaches?

During the 2015-16 academic year, 31 coaches supported 928 BosC4C students. Of the 31 coaches, 14 coaches were continuing from the prior year, and 17 coaches were new to the program. As shown in Exhibit 5.2, two-thirds of coaches (20 coaches) have worked for their nonprofit organizations for

more than a year, including five who have been involved for more than three years. One-third of coaches (11 coaches) were newly hired to their organizations during the 2015-16 academic year.

Exhibit 5.2. BosC4C Coaches' Years Working with Coaching Organization
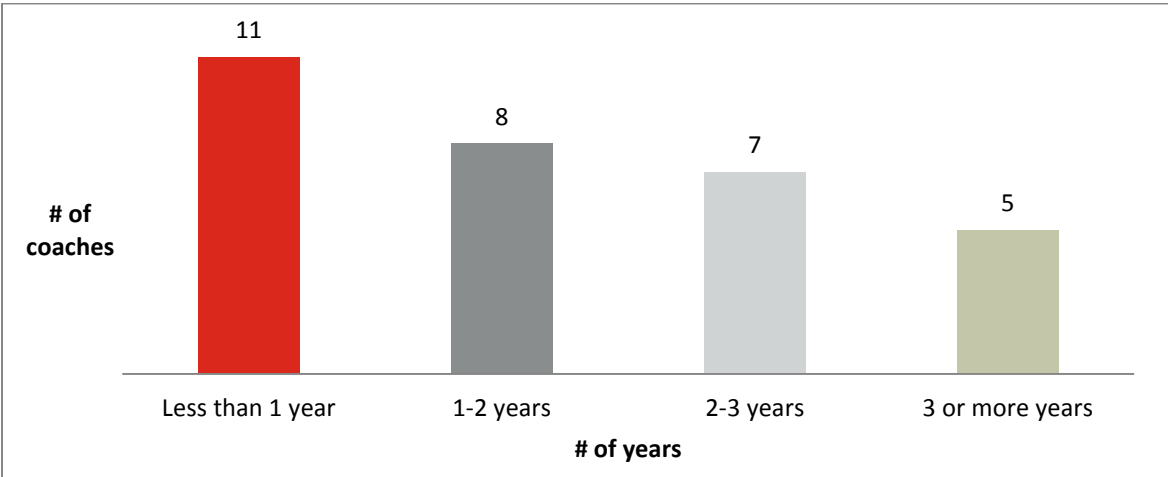
NOTES: N=31, Missing=0.
SOURCE: Coach Pre-Interview Questionnaire

Five of the nine nonprofit organization leaders spoke about valuing diversity in their coaches, as reflected in their efforts to hire coaches who resemble or understand the student population they serve. Nearly half of the coaches identify as African American or Black (14 coaches), and one-quarter identify as White or Caucasian (eight coaches) (see Exhibit 5.3).

Exhibit 5.3. BosC4C Coaches' Race/Ethnicity
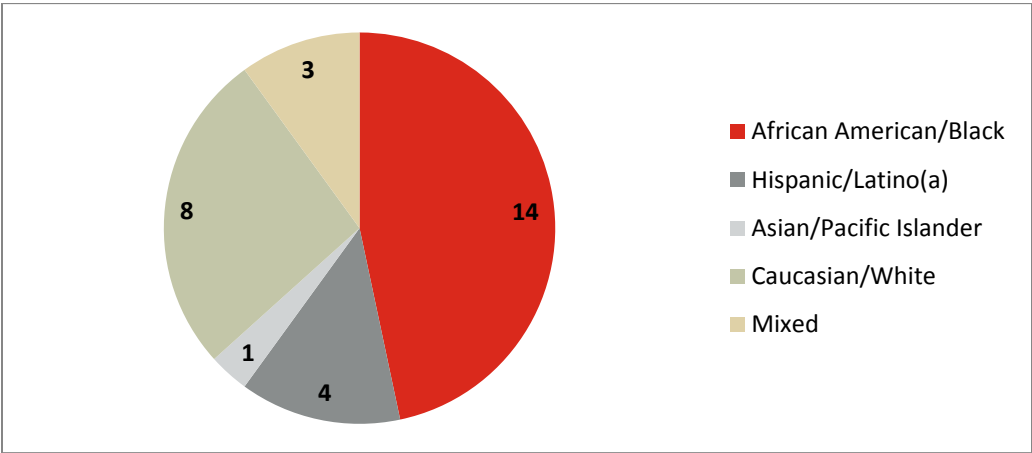
NOTES: N=31, Missing=0.
SOURCE: Coach Pre-Interview Questionnaire

5.2.2   Coach Caseload

Throughout the year, each coach worked with a caseload of BosC4C students; the caseloads ranged from 12 to 65 students (see Exhibit 5.4). The majority of coaches have students on their caseloads at three or more colleges. Five coaches serve students at just a single college, seven coaches serve students at two colleges, and 22 coaches serve students at three or more colleges.

Exhibit 5.4. Average BosC4C Student Caseloads, by Nonprofit Organization

Nonprofit Organization	Average BosC4C Student Caseload
Organization A	27
Organization B	27
Organization C	12
Organization D	25
Organization E	18
Organization F	28
Organization G	38
Organization H	60
Organization I	65

NOTES: Some coaches reported having additional students on their caseloads not included in the BosC4C 2015-16 cohort (e.g., students from previous cohorts, students not eligible for BosC4C). These additional students are not reflected in average caseloads. N=9 organizations, Missing=0.
SOURCE: Program Database

The expansion of the transition coaching during the 2015-16 academic year resulted in increases in the number of both coaches delivering and students receiving coaching over 2014-15 levels. Nine of 14 returning coaches reported higher student caseloads in 2015-16, and two each indicated the caseloads that were the same or lower.[16] Although the *numbers* of students in their caseloads increased, the demographic *composition* of the caseloads remained stable from 2014-15 to 2015-16.

5.2.3   Identifying Students for BosC4C

During the spring and summer prior to college enrollment, Boston high school students are identified and recruited by organizations to participate in the transition coaching program. Nonprofit organizations generally use two primary approaches to student recruitment: pipeline programs and partnership with Boston high schools. Coaches also recruit students from partner colleges once the academic year has begun, which is discussed in more detail in Section 5.3.2.

Across the organizations, coaches described the process of identifying and recruiting students not only as a means to meet caseload goals, but as a relationship-building process. Several coaches pointed to how establishing a relationship with students during recruitment can be valuable for keeping students engaged throughout the year.

Seven of the nine nonprofit organizations offer college pipeline programs, among larger sets of services available to students in the community. These organizations recruit younger students—often beginning in high school, but sometimes as early as third or fourth grade. The nonprofit organizations' pipeline programs support student progress through elementary and/or secondary school through to high school graduation. The pipeline programs are a natural place for these seven nonprofit organizations to recruit students into BosC4C. Nonprofit organization staff develop relationships with students participating in pipeline programs and then transition these students into BosC4C, which allows the organizations to continue to serve them through two years of college.

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[16]   No data available on change in caseload for one coach.

All nine organizations also recruit students from BPS high schools. The recruitment of high school seniors generally begins in the spring of each year (around March) after college applications are due, as students are deciding which college to attend in the fall. Seven of the nonprofit organizations reported having partner high schools with which they work to recruit students. Often, two organizations will partner and recruit students from the same high school, and students interested in BosC4C indicate their organizational preference before joining. Some coaches visit the partner high schools and give presentations on the coaching program, describing what students can expect from coaches, as well as the resources available to students through participation. Students then fill out intake forms and begin the process of joining with an individual organization.

As students are recruited, the organizations match them with coaches and officially add them to coach caseloads. Organizations approach matching coaches and students in different ways based on the organizational structure and capacity. Three organizations match students to coaches based on the coaches' existing caseloads; leaders at these organizations noted the importance of keeping coaches' caseloads balanced and manageable. Two organizations match students to coaches based on the recruiting coach, with an understanding that students can shift if they fit better with a different coach. Another two organizations that also serve students from the prior Success Boston Coaching cohort reported assigning students to coaches based on cohort; for example, one coach works with students from the BPS class of 2015 and the other works with second-year students from the BPS class of 2014. Only one organization matches coaches to students based on the colleges where students enroll in the fall.

5.2.4   Training for Coaches

The nonprofit organizations provide coaches with training both before and throughout the academic year to help prepare coaches and build their capacity to support students. Trainings provided through the Success Boston network, including professional development offered by uAspire, supplement the trainings opportunities available to coaches through their nonprofit organization.

Initial Training

The majority of nonprofit organizations offer initial trainings to introduce what it means to be a BosC4C coach, how to track interactions with students, and what supports are available to coaches. The organizations determine the amount and content of trainings provided to coaches, as well as the resources and tools available.

Four nonprofit organizations offer informal initial trainings such as new coaches shadowing veteran coaches as the latter carry out their coaching activities and responsibilities. Another three organizations offer a combination of formal and informal trainings. One organization offers a formal initial training only, such as an orientation focused on the mission of the organization and the structure and progression of coaching. (See Exhibit 5.5.)

Exhibit 5.5. Types of Initial Coach Training, by Nonprofit Organization[17]

	Formal Training Only	Informal Training Only	Mix of Formal and Informal Training
Organization A		✓	
Organization B			✓
Organization C			✓
Organization D		✓	
Organization E	✓		
Organization F			✓
Organization G			
Organization H		✓	
Organization I		✓	

SOURCE: Coach Interviews

Across the nonprofit organizations, coaches described receiving varying amounts of initial trainings, through different methods, and on an assortment of topics.

More than half of the coaches (16 coaches from four nonprofit organizations) described receiving a formal training or orientation prior to working with students. These four organizations' trainings focused on familiarizing coaches with the organization's model and mission and coaches' roles and responsibilities. Of these four organizations, two organizations' coaches participated in a multi-week on-boarding program, one week of which is dedicated specifically to delivering transition coaching to college students. A coach from one of these organizations described having attended a weeklong orientation that kicked off a six-week training period.

> **Examples of Initial Trainings**
> - One coach reported engaging in mock coaching scenarios to practice coaching delivery.
> - A few coaches at three organizations described being able to shadow a more veteran coach.
> - Three coaches (from three organizations) characterized their trainings as mostly "on-the-job learning."

Three organizations offer a mix of formal and informal initial training sessions to coaches. Coaches participate in formal training sessions covering topics such as how to address student trauma, social-emotional learning, and financial aid, as well as informal training opportunities, including spending time shadowing veteran coaches.

Eleven coaches (across seven nonprofit organizations) had received informal trainings at the beginning of the 2015-16 year on supporting students and transition coaching delivery, and two noted they had participated in both informal and formal trainings before the academic year began. Two coaches (across two nonprofit organizations) reported that they did not receive any form of initial training from their nonprofit organization before working with students. It is important to note that individual experiences with initial trainings may vary within a nonprofit organization.

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[17] Pseudonyms are used for each nonprofit organization to protect the identity of individual respondents.

Ongoing Trainings

Of the 31 Success Boston coaches, 29 received ongoing trainings from their organization directly or as part of the Success Boston Coaching network throughout the 2015-16 year. Coaches participated in periodic network-wide trainings on specific topics of interest, including trainings provided by uAspire on financial aid/literacy. Coaches also received individualized support and feedback from nonprofit organization leaders and staff and attended monthly coaches' meetings. Exhibit 5.6 shows the wide range of topics covered in ongoing trainings, either from their nonprofit organizations or the Success Boston Coaching network, including uAspire.

Exhibit 5.6 Example Topics Discussed in On-Going Coach Trainings

Topics Covered
• Transition coaching strategies
• Supporting social and emotional learning
• Addressing student trauma
• Discussing diversity and inclusion
• Youth development
• Study skills for students
• Helping students with housing instability
• Financial aid award letters
• FAFSA completion

NOTES: List does not include topics for which coaches received training from partner colleges.
SOURCE: Coach Interviews

The nonprofit organizations provide targeted workshops, professional development opportunities, and group meetings with their own coaches to help improve coaching delivery. Ongoing trainings provide opportunities to answer specific questions that have arisen from working with students, as well as feedback and growth. Two organizations schedule regular meetings with their coaches to discuss organizational updates and provide professional development workshops focused on aspects of transition coaching. Coaches from two other organizations described organizational trainings approximately twice per semester, covering trauma and social emotional learning, among other topics.

One organization gives each coach $250 to spend on his or her own professional development, including attending conferences, purchasing supplemental materials, and participating in workshops. This allows the coaches to personally tailor their own learning and development and share information with other coaches across the organization. One coach used the $250 to attend a trauma training; another coach described using some of the funds collaboratively to purchase books for the counselor library.

Most Helpful Training Topics

- One-third of coaches (12 coaches across eight nonprofit organizations) described student **financial aid** or **financial literacy** trainings as the most useful trainings received in 2015-16.

- Five coaches characterized trainings focused on using different **coaching styles**, **building relationships with students**, and **bolstering student engagement** as particularly beneficial.

- Other topics described as useful by multiple coaches include supporting social and emotional learning, addressing student trauma, and discussing diversity and inclusion.

Coaches across three organizations described receiving individual support and guidance from their respective organizations, through one-on-one meetings to discuss recruitment and student engagement, and training sessions on how to answer student-specific questions. For example, a coach described meetings during which organizational leadership discusses student issues from her caseload and provides guidance on how to handle them. She explained,

> *If you have a difficult moment in a [student] case, how do you deal with that, you know, talking through it with our team. So I never have to deal with difficult [student] cases by myself, and they make that very clear from the beginning that we work as a team to come up with action plans and talk through those things.*

> *"The resources TBF is able to provide (training, networking opportunities) are great. The challenges have been around the logistics of recruitment, communicating with students, and how organizations work together. Before, they were competing for dollars, and after, very specific recruitment goals. Now having each other's success in mind is different. Knowledge sharing is happening, though at first it was a little strange. The need to look after your organization's best interests is still there."*
>
> – Nonprofit organization leader

Supports Provided by Success Boston Coaching Network

In addition to the trainings provided by nonprofit organizations, the Success Boston Coaching network also offers coaches and leaders a range of professional development opportunities. Specifically, the network offers monthly meetings for all coaches from the initiative's nonprofit organizational partners, known as "coaches' meetings," and monthly "transition meetings" for leadership from the nonprofit organizations.

During the 2015-16 academic year, nonprofit organization leaders confirmed that representatives from all nine organizations regularly attended the transition meetings. Topics discussed included the mission of the BosC4C initiative, student recruitment, and planning and use of available resources.

> *"I think that Success Boston is doing a great job in terms of stretching us as coaches and as professional individuals and bringing us challenging situations that challenge us to grow a little bit."*
>
> – BosC4C coach

The monthly coaches' meetings are organized by TBF and hosted at the nonprofit organizations' offices. These coaches' meetings serve to disseminate new information and updates and provide training on topics that coaches recommend. They also provide a forum for information sharing across organizations, especially on issues that require high levels of coordination across organizations, such as student recruitment. As part of the monthly coaches' meetings, TBF provided a program database training in the early fall of 2015.

The majority of coaches (20 of 31 across all nine organizations) consider these meetings mandatory, or at least highly advisable to attend. Seven coaches (from one organization) mentioned not having attended any Success Boston coaches' meetings or events during the 2015-16 academic year. This organization generally sends a few representatives (staff and selected coaches) to the meetings, who then share relevant information within their organization.

One function of the coaches' meetings is to support coaches from organizations with limited capacity to provide their own regular trainings to coaches. Professional development topics covered included time management for coaches and work-life balance, addressing issues related to student housing

stability, and supporting student FAFSA completion and understanding financial aid. One organization leader credited TBF trainings with addressing a gap for her coaches and providing integral support that her organization cannot.

The coaches' meetings also serve as a forum for coaches to share their experiences working with students and to ask questions about specific issues encountered. One coach said,

> *"I mean [Organization H] as a whole has benefited from, I think, hearing people's best practices, from noticing like what's common place versus what feels extraordinary, just as far as the practices of these organizations go. And I think, to be honest, it also helps us to identify our niches within the Boston education community because it's a vast community."*
>
> – Nonprofit organization leader

I actually always find [coaches' meetings] extremely helpful. … And so I think it's really great, in that regard, that we all get in the same room and figure out who knows which resources are really great from that. And sometimes, you bring in your personal experiences, coaches do, and it's great because, like, oh, I don't have that team member here, but I have that team member at another organization.

For the three nonprofit organizations newest to the network, both the transition and coaches' meetings facilitate assimilation of staff and coaches and allow staff to learn from one another's experiences. Overall, coaches spoke about the monthly coaches' meetings positively and discussed the ability to share knowledge and resources with one another more fluidly across organizations.

Returning coaches reported seeing improvements to the structure and content of the coaches' meetings, including more coach training opportunities, from the previous year. Coaches also offered suggestions for improving future meetings. For example, a few coaches (from three nonprofit organizations) pointed out that because the specific topics covered during a given meeting are not necessarily immediately relevant for each coach, some coaches appear to be less connected to the conversation. One coach noted that there is not always enough time to cover topics thoroughly during coaches' meetings and that it would be worthwhile to spend more time as a group getting on the same page and covering important topics, such as recruitment, in more depth.

The nonprofit organization leaders also offered recommendations for building on and improving the coaches' meetings, including providing more network-wide guidance on specific coach expectations disseminated across organizations. Organization leaders also offered long-term suggestions for improving these meetings, including better defining the role of a coach to allow organizations to assess coaching delivery, provide targeted feedback, and measure coach progress. Another leader recommended working on facilitating more fluid sharing of knowledge, resources, and best practices, eventually to be communicated through a coaching handbook distributed to organizations.

uAspire Trainings

Partnering with TBF, uAspire provides BosC4C coaches with up to eight training hours that can be used for a variety of online webinars and in-person workshops over the course of the year. During a December 2015 coaches' meeting, uAspire staff led a three-hour in-person training on FAFSA completion and financial aid. uAspire also grants coaches access to its "Partner Portal," through which coaches can post specific questions for uAspire staff to answer.

Over the 2015-16 academic year, coaches completed numerous uAspire trainings, often related to financial aid. Half of all coaches (16 coaches) across all of the nine nonprofit organizations reported attending at least one uAspire training or having a content-related conversation with uAspire staff. uAspire staff regularly attend the coaches' meetings, providing a consistent resource for coaches on questions and concerns related to financial aid. The "After the FAFSA" in-person uAspire training that covers student FAFSA completion support was the most attended by coaches.

The uAspire trainings topics mentioned most frequently included financial aid (e.g., understanding changes to the FAFSA, financial aid award letters, verification process) and financial literacy (e.g., student budgets, money management); other trainings addressed college affordability, engaging parents, and summer melt.

5.2.5   Cross-Organization Collaboration and Relationships

Cross-organization collaboration allows nonprofit organization leaders and coaches to share experiences and best practices and fosters network-wide community building. A majority of the nonprofit organization leaders discussed developing integral partnerships within the coaching network. Many explained that because of the network-wide collaboration, better student recruitment processes are in place, including dividing up recruitment presentations across multiple organizations delivered at different BPS high schools. Relatedly, another nonprofit organization leader appreciated access to other leaders running nonprofit organizations with pipeline programs. These leaders described evolving relationships between nonprofits, acknowledging that there is still room to grow, especially when collaborating at the coach level.

Some nonprofit organizations shared tools and resources for use by coaches and students served by other organizations. For instance, Organization D offers mock interviews for any BosC4C students, not only its own program participants. Another, Organization A, hosts a jobs fair relay race staffed by coaches from many organizations who conduct mock interviews with students. One organization coordinates the transit pass program, although coaches across the initiative volunteered to help distribute the monthly passes to students.

Knowledge and best practices are also shared across the nonprofits, through the monthly transition meetings and coaches' meetings. These provide initiative-wide updates and foster conversations and relationship building. One coach stated, "Sometimes it seems like we are just getting more and more information about like what other organizations are doing, but that's really good in terms of here's something that my [students] would benefit from or if I could help with something that they're dealing with." Two coaches also mentioned shadowing coaches from other nonprofit organizations to learn more about different coaching styles and what it means to be a BosC4C coach.

One challenge the nonprofit organizations face is ensuring that individual BosC4C students are not working with coaches from multiple organizations. Because nonprofit organizations increased the number of students they are serving this year from both the same high schools and many of the same colleges, organization staff and TBF work together to make sure each student is associated with only one coach. This requires open and frequent communication across organizations and with TBF, communication that typically occurs during coaches' meetings or at coaches' meetings held at individual colleges. A few coaches called for even more cross-organization collaboration and reduced competition across the nonprofit organizations.

5.2.6   Pressures on Implementation of BosC4C Coaching

Leaders from the nine organizations cited both successes and challenges to scaling up the delivery of BosC4C coaching. Six organization leaders mentioned that, above all else, the scale-up allowed them to grow their new or existing college coaching programs and reach more students in need of coaching. Three leaders also credited the scale-up effort with helping them address their missions and increase their impact on the community.

In order to serve more students, many of the nonprofit organizations grew their coaching capacity by hiring new coaches or staff members, identifying new community partners and spaces, and adjusting or developing coaching materials and/or trainings. For example, one leader described the challenge of simultaneously scaling up organizational systems and student recruitment. Meeting target caseload goals led six of the nine organizations to adapt their student recruitment processes. Three organization leaders acknowledged having to enroll students later than desired because they were trying to meet caseload goals. Three nonprofit organizations noted that the scaling-up meant changes to the timing of summer programming and also reduced contact with students before the academic year begins. One nonprofit leader lamented that there was less time for relationship building because the enrollment process had extended further into the academic year: "We are meeting students in September rather than June, and we are able to support those students and improve their outcomes. But we could have improved [their outcomes] even more if we had connected with them in June."

Four nonprofit organizations of nine reported reaching or exceeding their target number of students served during the 2015-16 academic year. The five nonprofit organizations not reaching their recruitment goals came quite close; four of them were about 10 students short of their recruitment goals, and one missed its target by three students. Reasons for not reaching their recruitment goals include the timing of hiring and on-boarding of coaches, and struggling to identify SIF-eligible students to recruit.

Individual coach caseloads were also affected by the scale-up year. Of 16 coaches who discussed their caseloads, 11 described increases over the prior year, three coaches reported no changes, and two reported decreases.

5.3   Relationships with Partner Colleges

The Success Boston Coaching model looks to local colleges as partners in the implementation of transition coaching. Colleges engage by supporting recruitment efforts, providing space for coaches, and supporting and communicating to integrate coaching on campus. Though colleges vary in their level of involvement with the program, both the nonprofits and TBF have made efforts to actively engage colleges as partners that will recognize and support coaching efforts on their campuses. The nonprofit organizations, for example, are required to obtain a letter of partnership from at least one college where they intend to serve students, as a contingency of receiving program funding.

The partner colleges vary in the degree of coordination with the nonprofits and individual coaches. Colleges serving the greatest number of BosC4C students, as well as colleges that have been involved with the Success Boston initiative for a number of years, tend to have more codified systems for integrating BosC4C coaching on their campuses. Two colleges with high proportions of BosC4C students and a long history with the initiative have the most clearly established channels of

communication with the coaches and nonprofit organizations of all the college partners. In contrast, colleges with smaller numbers of BosC4C students enrolled—which also tend to be newer to the initiative—report less direct and routine communication with the coaches working on their campuses. Thus, coaches' relationships with the partner colleges at which they work are subject to influence by larger contextual factors—namely how many BosC4C students are enrolled on campus and the college's relationship with the initiative more broadly.

Colleges themselves offer a wide range of support services to all of their students. Communication and coordination between partner colleges and coaches help to ensure that coaches are not reinventing the wheel, and instead are aware of where to refer students on campus.

5.3.1 Resources Available on College Campuses

The partner colleges offer diverse academic, financial, and personal resources to their student populations. Staff and leaders at 10 partner colleges described the resources provided to students on campus and their respective partnership efforts with BosC4C coaches and nonprofit organizations. All 10 of these colleges reported offering services to support students' general academic needs, such as academic advisors, tutoring centers, online peer communities, first-year seminars, disability centers, retention specialists, and transfer services, as well as a few instances of college-specific coaching programs. Financial student support services are also offered at all 10 partner colleges; staff referenced their financial aid offices most frequently, as well as supplementary services to help students purchase books and other resources necessary for school. Six colleges described career services such as internship and job opportunities and resume workshops. An equal number (six) described health and/or personal resources made available to students, often including free counseling services. One Stop and Single Stop, on-campus resource centers at six partner colleges, also assist students with money management, emergency funds, and other life supports. Other types of resources described include empowerment groups for both men and women of color and resources for international students.

Partner college staff use multiple strategies to communicate with students about available resources and events to keep students engaged and supported in their college communities. The most commonly used strategies (reported by six colleges) relied on digital communication methods such as email, school website postings, and webinars to disseminate key details. Four colleges reported communicating through faculty members, relying on them to refer students to supportive services. Three used paper communications, such as flyers and handouts in a public area; another three used student orientation as a main way to distribute information at the beginning of the year or semester. In-depth examinations of the supports available on four of the partner college campuses are provided in case studies in Chapter 10.

For non-BosC4C students, learning about support services on campus can prove challenging. Some students at each of the four focus groups of non-participating students reported that they were either generally unaware of such resources or, at times, unable to access school resources due to their busy schedules. At one college, a college staff member described the challenge of making students aware of college resources as "guerilla warfare" in terms of "get[ting students] to know what's available."

> **Support Services Similar to BosC4C's Available at Partner Colleges**
>
> Staff at four colleges described services similar to BosC4C coaching available campus-wide:
> - Assign coaches to every first-year incoming student. (three colleges)
>   - Purposefully do not assign college-provided coaches to BosC4C-coached students, which helps reduce the caseloads of the college coaches. (two colleges)
>   - Assign coaches to all students enrolled in the college's learning community seminars to provide time management and educational planning support during class time; BosC4C students may therefore have two coaches. (one college)
> - Assigns college coaches to a subset of non-BosC4C students identified as needing more support, which means that a larger number of students can participate in some coaching. Coaching model is similar to the BosC4C model. (one college)

5.3.2   Coach Coordination and Integration at Partner Colleges

The extent to which colleges coordinate with and integrate coaches into their support systems varies across campuses. Coaches acknowledged using multiple techniques to integrate themselves into college campuses and learn about existing student resources, including accessing student data, meeting with students at on-campus locations, attending student orientations, conducting regular meetings between coaches and college staff, and initiating and maintaining other forms of communication.

Access to Student Data

Coaches access student data to inform and guide services and supports offered to their students. One coaching organization reported using access to student data to assess students' challenges and triumphs at the end of each semester. As a coach from the organization explained, "We'll log into their account, see what their progress was, and we'll see if there was anything that we may have missed that we need to work on next semester or if there was really any huge successes that we want to celebrate." Almost half of coaches (14 of 31) have been granted some level of access to student data directly from colleges, such as financial bill information and academic grades and progress, although access varies across colleges.

- Coaches typically work at multiple colleges, and their access to student data differs according to the specific college. Nearly all of the coaches (28 of 31) reported receiving access to their students' data from students directly at one or more of the colleges in which their students are enrolled, either by students giving coaches with their college portal login information or by sitting alongside a student as he/she logged in.

- About half of the coaches (16 of 31) reported having no direct access to student information at one or more of the colleges in which their students are enrolled. These coaches access student-level data during interactions with students as students log in.

- About one-quarter of coaches (seven of 31) obtain relevant student-level data and updates on academic progress by asking their students directly via email, phone call, or in-person.

Importantly, about one-third of coaches (11 of 31) reported having very limited or no access to student data at one or more colleges, which means these coaches either were unable to view or only rarely had access to student data.

Campus Meeting Space

Most coaches (22) served students at three or more colleges during 2015-16, and coaches described varying access to meeting spaces across the campuses at which they worked. According to college support staff, four of 10 partner colleges offer designated space (i.e., office space) for coaches to meet with students. Ten coaches mentioned working with students on campus in spaces provided by the college, including a departmental office, a tutoring center, and conference rooms. Interestingly, the large majority (26 of 31) of coaches reported often meeting with students more opportunistically in public locations, including student centers, lobbies, and libraries. Two coaches noted that not having access to dedicated meeting space, they were able to find quiet spaces on campus, such as empty classrooms, to talk to students privately when needed.

Most meeting spaces on college campuses (public or otherwise) were available to coaches whenever they needed them, and four coaches noted that space was available if they reserved it in advance. About half the coaches expressed satisfaction with the meeting spaces available at one or more of the colleges attended by their students. Challenges primarily focused on meeting spaces being too loud or not private enough for coach-student conversations. Staff from one coaching organization reported that at one college, coaches from other nonprofit organizations had access to a dedicated coaching space to which they were not privy. Five coaches observed that meeting spaces had changed from the prior year; four reported improvements and one reported worse space due to an unexpected disruption.

Learning about Campus Support Services

An important aspect of a coach's role is to build relationships with staff at the colleges attended by their BosC4C students. Oftentimes coaches do not provide services directly to students but refer and introduce students to campus resources. Thus, the more knowledgeable coaches are about campus supports and the staff who run the services, the easier it is for coaches to connect students to existing resources. For example, some even walk students directly to an office or department to take advantage of a college service. As one coach explained, "We really don't do academic coaching but direct them to resources on campus if they're missing classes or struggling with classes."

To learn about supports available on campus, about one-third (10 of 31) of coaches reported initially meeting with college support staff and introducing themselves to relevant staff members. Another 10 coaches reported relying on their fellow coaches to orient them to the services colleges provide. Four coaches had themselves attended the college now attended by their BosC4C students, which meant they had considerably more familiarity with campus services and systems. One coach, a former transfer student who currently works with transfer students at the same college, characterized his own transfer experience as having provided him an overall understanding of the college's services and nuances. A second coach reported being strategically placed at her alma mater because of her knowledge of the campus, and a third reported that her history at the college became beneficial to her coaching in terms of coordination and contacts.

Nine coaches reported having participated in college-organized orientations to campus services, and seven coaches reported having no formal introduction to campus services from the colleges. Another

seven toured campuses themselves or were shown around by another coach; four had joined college-organized campus tours.

Coach-College Communications

Coach coordination with colleges occurs through multiple mechanisms, including direct meetings between college staff and coaches. From the college perspective, effective coordination and communication practices within the initiative occurred through regular meetings and ongoing open communication with coaches, cited as a best practice by staff from five colleges. Other college staff (from three colleges) cited coaches actively seeking out and forming relationships with them. Another two staff members (from two colleges) discussed organizations ensuring buy-in from college leaders as an effective practice to promote coordination.

Three colleges hold regular (monthly or biweekly) BosC4C coaches' meetings on campus to foster coordination. College support staff and BosC4C coaches from across organizations serving students at the particular college attend these meetings. Most coaches (23) discussed attending coaches' meetings at one, two, or three colleges; however, at least one coach working at a college with regular meetings discussed not being invited to attend the college's coaches' meeting.

Professional development is offered at these meetings, institution-specific experiences are shared, and in some cases, case management discussions occur about how best to deliver supportive services for particular students. Professional development topics at these meetings ranged from learning more about financial aid and financial literacy to accessing career services to facilitating conversations between college staff and coaches on timely matters such as class registration.

Overall, coaches at the three colleges with coaches' meetings reported feeling satisfied with and supported by the college coaches' meetings. They also noted that the meetings at the three colleges helped them better understand and refer their students to college support services on the college campuses. One coach described her experience at a college coaches' meeting:

> *I like feeling like we're part of a bigger network, of an initiative that's striving towards the same goal. I like when we are all in the lobby. It's a melting pot of information that our students benefit from. ... If a student has an issue, I can turn around to another coach not from [Organization F] and I'll ask the student if I can share and I explain the issue and then the coach will help.*

Coaches also noted that a fourth college would begin implementing regular coach meeting in the near future.

Communication between coaches and colleges was not without its challenges in 2015-16. College staff reported three challenges: different cultures and expectations between colleges and nonprofit organizations, worries about the sustainability of BosC4C funding and thus nonprofit organizations' coaching services disappearing, and coach turnover at select organizations. Staff from six colleges reported that BosC4C coaches did not have much visibility or presence on campus. Staff from four colleges noted that they generally saw coaches only at regularly scheduled coaches meetings. In general, however, college staff described transition coaching as beneficial to their students.

Five nonprofit organization leaders reported that the recent scale-up has helped to deepen relationships between partner colleges and the nonprofit organizations. Leaders reported that

coordination with college staff and coach visibility on campuses both increased in 2015-16. One organization leader pointed to workshops for students on campus jointly led by the college and the coaching organization as an example of greater collaboration between coaches and staff. Another leader described a coach's effort to improve recruitment efficiency by sharing a list of eligible students not currently coached and who might benefit from college resources. On some campuses, coaches coordinate with college staff to co-lead student events, giving coaches access to eligible students. These examples point to a deliberate coordination between a college and coaches to recruit and serve students on their campus.

5.4   Learning Points

BosC4C unites nine nonprofit organizations, in partnership with local colleges and with the support of TBF and uAspire, to help Boston high school graduates persist in and complete college. The collaborative nature of the initiative requires that nonprofit organization leaders and coaches cooperate across organizations and share resources, knowledge, and best practices. Monthly transition meetings (for nonprofit organization leaders) and coaches' meetings (for coaches) provide the opportunity for leaders and coaches to build cooperative relationships and reinforce the mission of the program. On the whole, coaches reported satisfaction with their training opportunities and experiences; however, multiple coaches expressed interest in continuing to receive trainings in more specialized topic areas.

The key supportive structures—nonprofit organizations, partner colleges, and the Success Boston Coaching network—are essential to connecting coaches with students and supporting the day-to-day coaching activities. Collaboration across these entities helps to increase the capacity of both individual coaches and the broader initiative. Coaches and college staff alike acknowledged the importance of fostering communication to help coaches better understand campus support services available to their students and to connect BosC4C students to the appropriate supports more easily.

The scale-up of BosC4C allowed the nonprofits to grow their coaching programs and reach more students in need of coaching; however, the expansion also posed some difficult challenges for organizations, particularly related to the timing of recruitment. Meeting caseload targets required a longer recruitment window, which then led to delayed on-boarding of new students, curtailed summer programming, and limited relationship building between coaches and students before the fall semester began.

6. Coaching in Practice

This chapter describes transition coaching in practice, including what, how, and when coaching supports are provided, as well as students' perceptions of coaching. It draws from three sources, interviews with coaches, the student survey, and the program database, to provide a comprehensive depiction of BosC4C coaching in practice.

In the first section, we provide an overview of the coaching activities over the course of the academic year to understand what coaches do and when. Next, we explore both how students are recruited to BosC4C and how coaches interact with students with whom they are connected. Third, we describe the modes by which students and coaches communicate, the frequency of interactions, and the topics about which coaches provide support. Additionally, we highlight common coaching practices across the nine nonprofit organizations. Finally, we describe students' perceptions of their experiences working with a BosC4C coach.

Key Findings

- The topic of support provided (e.g., academic, financial aid) and the modes by which coaches communicate with their students (e.g., in-person, email) shifted over the course of the semester and the year. Academic support was consistently the most common topic addressed during coaching interactions, however, regardless of time of year.

- The proportion of BosC4C students receiving transition supports also varied month to month throughout the academic year; for example, the proportion of students who had one or more coaching interactions more than doubled from September to October 2015 (29 and 63 percent, respectively). A comparison with the 2014-15 academic year, during which 63 percent of students from the class of 2014 interacted with their coach during September 2014, indicates that the relatively low proportion of BosC4C students who interacted with their coach in September 2015 (29 percent) may be unique to the scale-up year.

- Transition coaching can start at various points in time, including the high school year prior to students' college enrollment, the summer before college, or the beginning of the college academic year. The majority of students (87 percent), however, first receive transition support from coaches in their first fall semester of college.

- The majority of transition support is provided in-person (60 percent). Text messaging and emails combined comprised one-third of coaching interactions.

- Students had an average of six one-on-one interactions (phone or in-person) with their coach over the 2015-16 year; about one-quarter of students had seven or more one-on-one interactions. One-on-one interactions typically lasted between 25 and 40 minutes. On average, students interacted (by any mode) with their coaches nine times during the 2015-16 academic year.

- Overall, students expressed favorable perceptions of their coach and the services offered. The overwhelming majority of students reported that their coach was generally a helpful resource (90 percent), and their coach had taught them how to access the resources they needed (87 percent).

6.1   BosC4C Coaching Throughout the Year: What Coaches Do and When

How BosC4C coaches communicate with students, the frequency of meetings, and the focus of support provided all vary as a function of when during the semester or year coaches and students communicate. Exhibit 6.1 shows month-to-month variation in the focus of coaching activities across all nonprofit organizations over the course of the 2015-16 academic year. Academics were consistently the most commonly discussed topic, even more frequently recorded in the first month or two of each semester. Financial aid and managing life responsibilities were the next most frequently discussed topics, albeit in different ways: financial aid was especially evident during the spring semester as students prepared FAFSA forms for the following year, whereas managing life responsibilities was relatively consistent over the entire academic year.

Exhibit 6.1. Topic Focus of All BosC4C Coaching Interactions, by Month
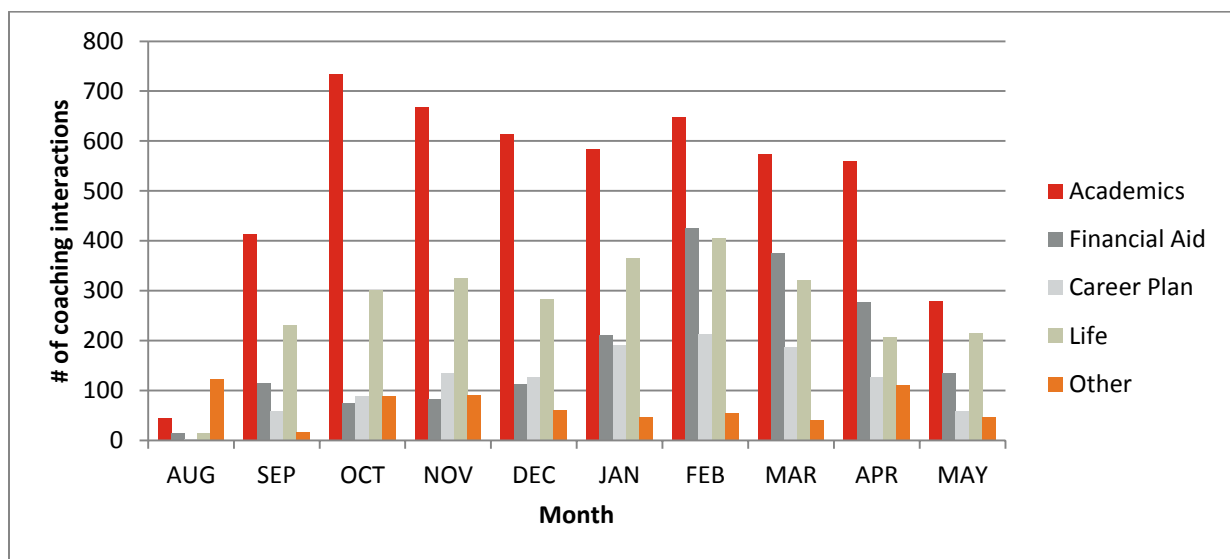
NOTES: Individual coaching interaction topic areas are not mutually exclusive. N=8,322, Missing=243.
SOURCE: Program Database

Students' interactions with coaches also vary substantially from month to month. Exhibit 6.2 shows, for each month, the percentage of students who connected with their coach at least once by any mode (e.g., in-person, via email, by text), comparing BosC4C students in 2015-16 with coached students from the class of 2014 during the 2014-15 academic year. During the 2015-16 academic year, substantially fewer students met their coach during August or September (10 percent and 29 percent, respectively) than during October through April, when at least half of the students connected with their coach at least once each month.

Comparing the 2015-16 academic year with the previous year, a substantially smaller proportion of BosC4C students interacted with their coach during September 2015 as compared with coached students in September 2014 (29 versus 63 percent). This may be related to slower-than-anticipated recruitment efforts to meet scale-up caseload goals, which in turn delayed the start of coaching interactions with BosC4C students. The drop-off in May, which can be seen in 2014-15 and 2015-16, likely coincides with the end of the academic year.

Exhibit 6.2. Percentage of 2015 vs. 2014 Students Connecting with Coach, by Month
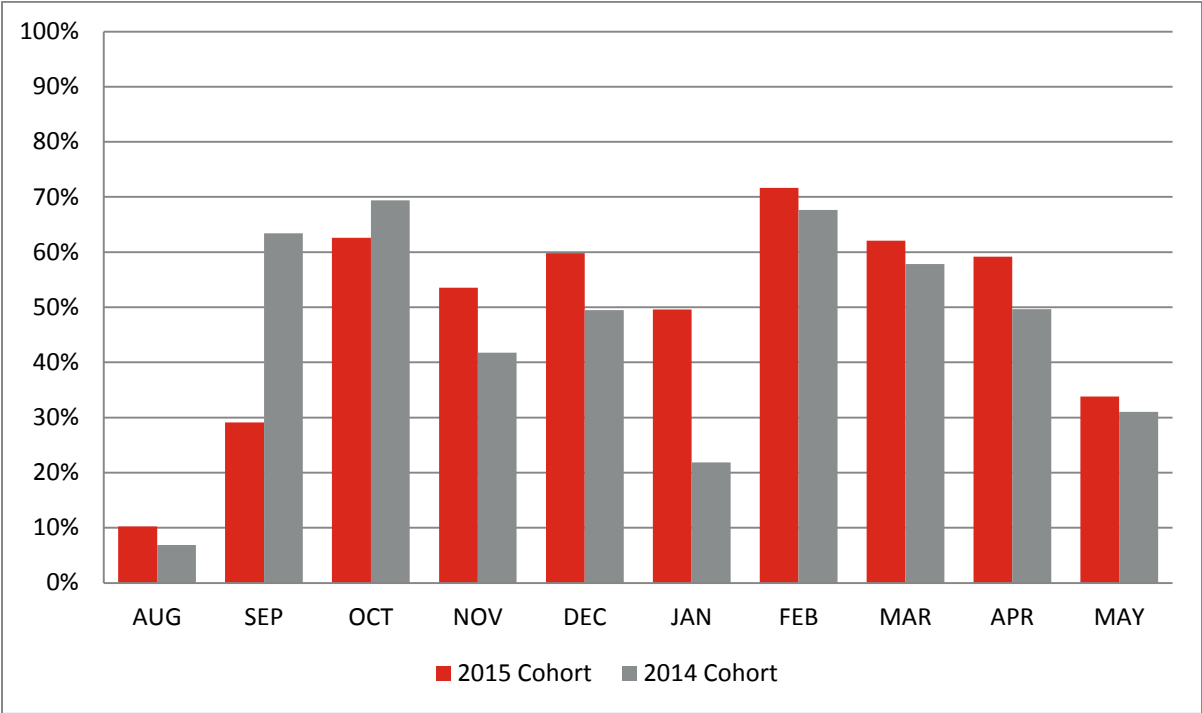
NOTES: N=928 students, Missing=34 for 2015 Cohort, and N=467 for 2014 Cohort. N=8,322 Individual coaching interactions.
SOURCE: Program Database

Coaches interact with students through multiple modes throughout the year; in-person meetings were the most common mode. One-on-one support for students—either in-person or by phone—is an important component of the transition coaching model. The frequency with which students meet one-on-one with their coach also varies by month (Exhibit 6.3). Students were most likely to have met one-on-one with their coach in October, February, and March.

Exhibit 6.3. Percentage of BosC4C Students Connecting with Coach, by Mode and Month
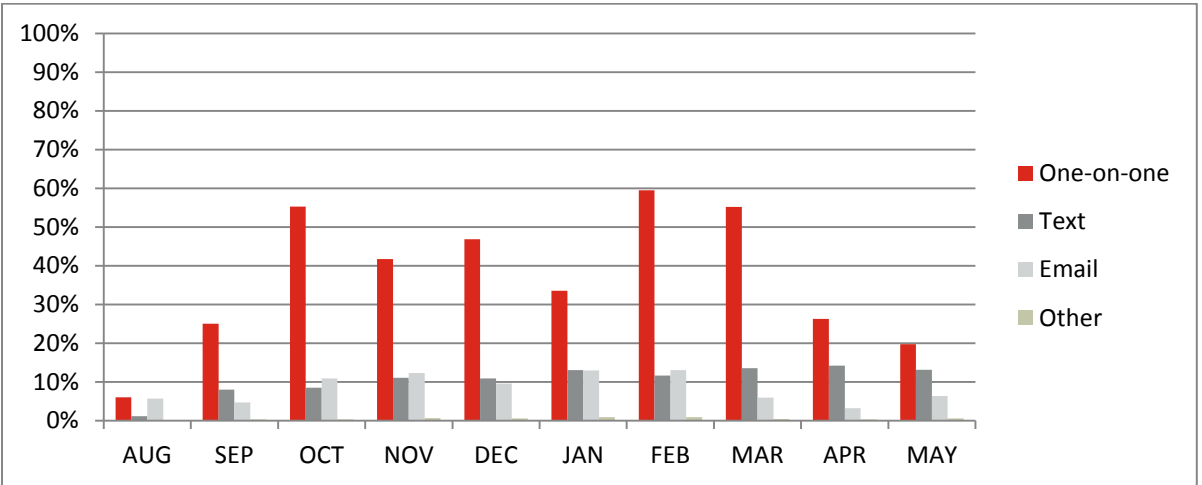
NOTES: Mode categories are not mutually exclusive. N=928 students, Missing=34.
SOURCE: Program Database

6.2 What Are Coaches' Interactions with Students?

How and when students interact with coaches differ across individual students and across nonprofit organizations. This section describes interactions in more detail, examining the same indicators (e.g., time of initial interaction, frequency of one-on-one meetings, modes of communications, and topics) from the coach and organizational perspectives.

6.2.1 Recruitment

The ways students learn about and connect to the Success Boston initiative varies across individual students and nonprofit organizations, which in turn, affects when students begin to interact directly with their BosC4C coach. The nonprofit organizations used the following three methods to recruit students to their organizations: (1) high school-to-college pipeline programs, (2) recruitment at Boston public high schools, and (3) recruitment at partner colleges.

"What I say to students when I'm doing recruitment, both for pipeline [students] and for [college name] recruits, is that being a part of Success Boston means that your city is behind you. It means, like, you know, there's all of these nonprofits in your city that says, 'I believe in you and I want to see you succeed."

— BosC4C coach

All nine nonprofit organizations began actively recruiting students during high school, usually during the spring semester, and continued recruitment efforts into the college fall semester. Eight organizations have highly structured high school programs that serve as a key pipeline for BosC4C. Seven nonprofits reported that they also rely on visiting high schools, participating in college fairs, and working with guidance counselors to identify students for BosC4C while they are still enrolled in high school. Several organizations also reported collaborating with both partner college staff and other BosC4C nonprofits to identify and recruit eligible students.

BosC4C students reported learning about the BosC4C from different, and sometimes multiple, sources (see Exhibit 6.4). The three most common sources of information were high school faculty or staff (33 percent), someone from their college (24 percent), and someone from a Success Boston Coaching organization (20 percent). More than one-quarter of BosC4C students (28 percent) first learned about Success Boston Coaching at their college or university, either through college or nonprofit organization staff and activities on campus (24 percent) or through friends from the college (4 percent). About 20 percent of students first learned about BosC4C from some other source, such as directly from a coach, online, or from neighborhood friends.

Exhibit 6.4. How Students Learned about BosC4C
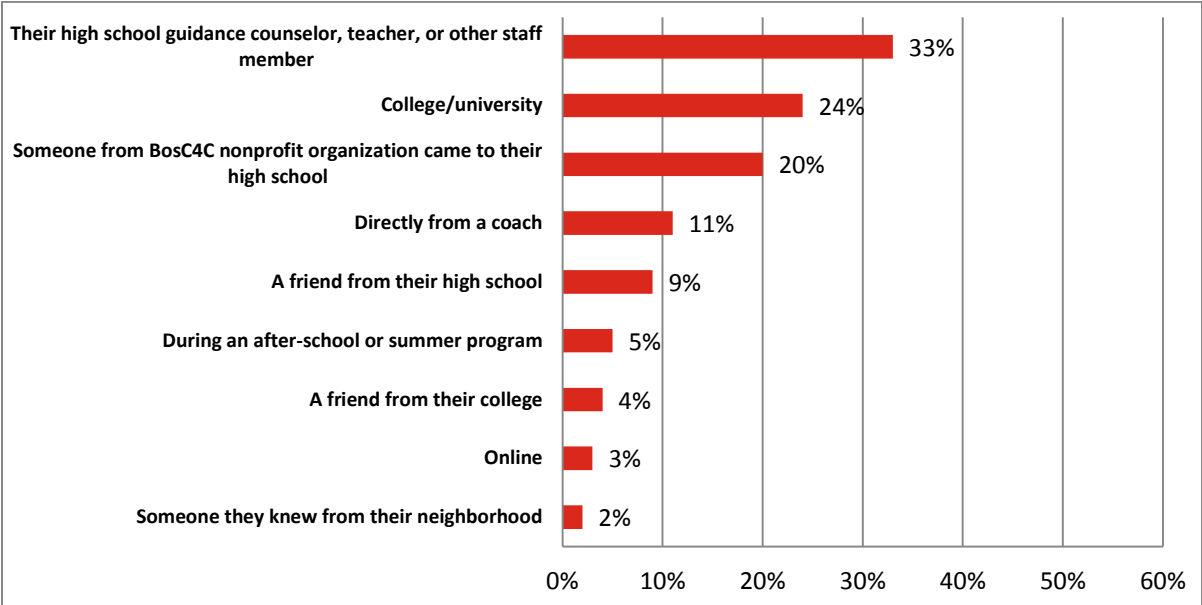
NOTES: N=928, Missing=252. Response categories not mutually exclusive; 119 students reported learning about BosC4C from multiple sources.
SOURCE: Student Survey, Question 1

6.2.2   Start of Coaching

Transition coaching can start during students' senior year in high school, the summer between high school and college, or at the beginning of the college academic year. Exhibit 6.5 shows that the majority of students (87 percent) first interacted with coaches in their first fall semester of college; and 10 percent had their first transition support during the spring semester of college. A very small proportion (3 percent) first interacted with coaches prior to the start of college (before August 1, 2015).

Exhibit 6.5. Timing of BosC4C Students' First Coaching Interaction
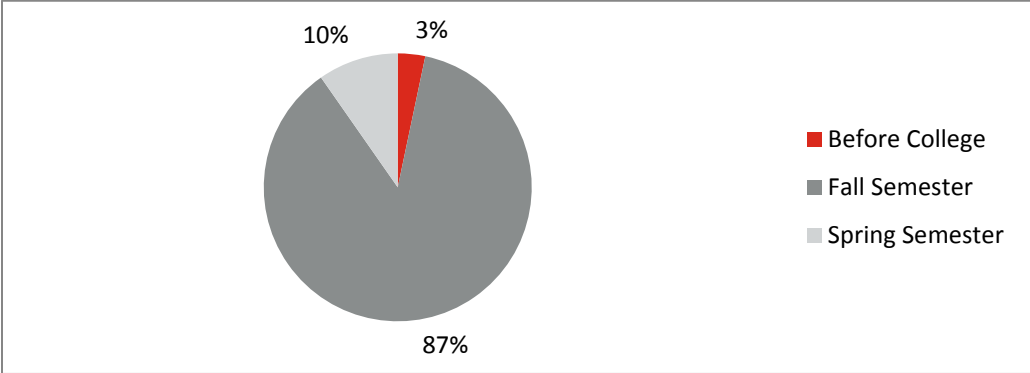
NOTES: N=928 students, Missing=33. 57 students (6%) started college in spring 2016, and therefore were unlikely to have met with a coach prior to the spring semester.
SOURCE: Program Database

Interestingly, though relatively few students initially received transition support from coaches prior to the start of college (as recorded in the program database), seven nonprofit organizations offered

summer activities and programs explicitly for students transitioning to college in the fall. Activities included orientations, welcome sessions for students (and their families), team building, and checklists of activities to prepare for college attendance. This summer programming, though open to BosC4C students at their respective nonprofit organizations (where available), was not offered exclusively to BosC4C students. As such, summer programming is generally not considered part of transition coaching, and perhaps that is why summer participation was not systematically recorded in the program database.

6.2.3   Modes of Communication

During the 2015-16 academic year, coaches regularly communicated with students through multiple modes: in-person, email, phone calls, text messages, and sometimes through Facebook or online chat conversations (social media). All 31 coaches reported using at least two modes of communication, and the majority reported using at least three modes, to provide transition supports to their students throughout the academic year. Exhibit 6.6 shows how coaches communicated with their students across various modes. Across the nine organizations, coaches provided the majority of support to students in-person (60 percent of all transition supports), and conducted approximately one-third of interactions via text or email.

Exhibit 6.6. Modes of BosC4C Coach Transition Supports
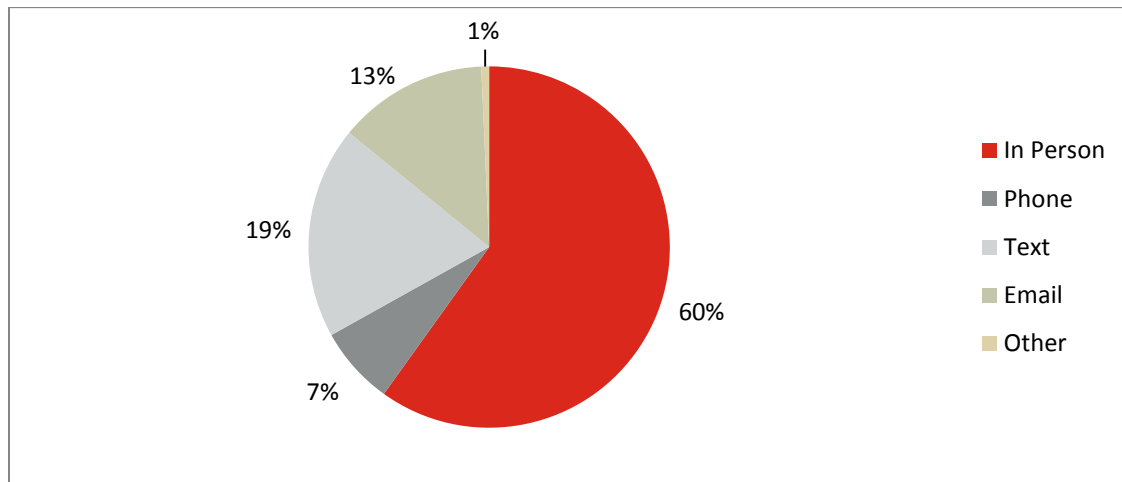
NOTES: N=8,322 individual coaching interactions, Missing=333.
SOURCE: Program Database

The modes by which coaches reached out to students varied substantially across nonprofit organizations. As illustrated in Exhibit 6.7, four nonprofit organizations supported students primarily in-person (three-quarters of coaching interactions or more); another four organizations relied more heavily on text and email communications. One organization had roughly equivalent proportions of in-person and text communications.

Exhibit 6.7. Modes of BosC4C Coach Transition Supports, by Nonprofit Organization
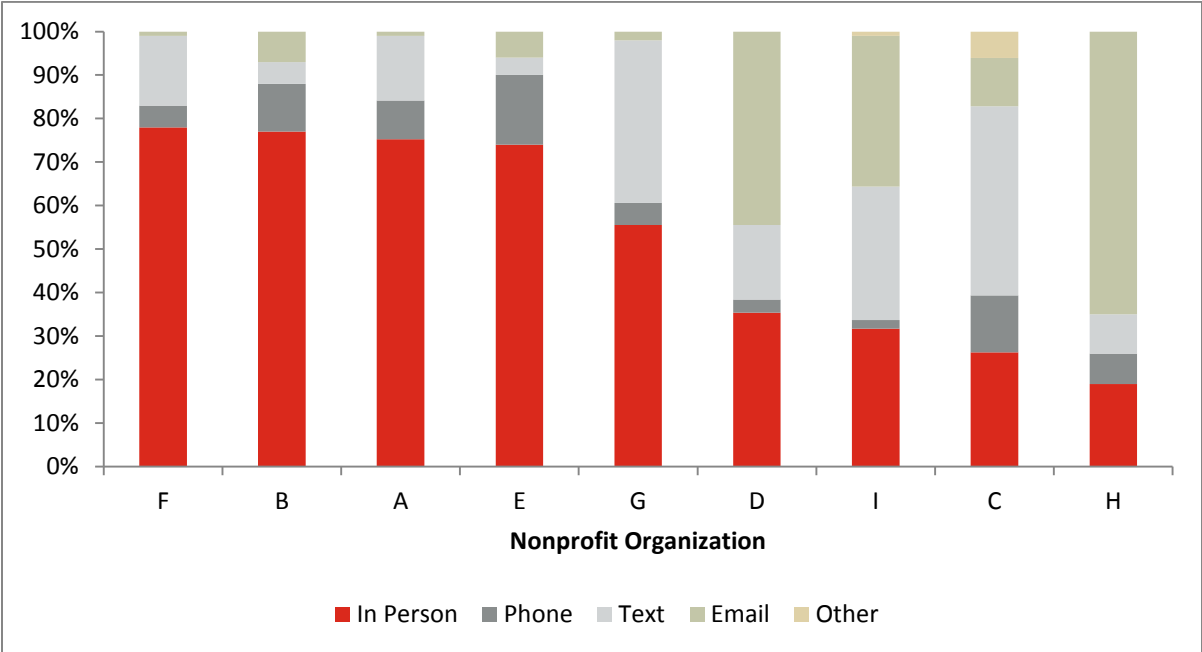
NOTES: N = 8,322 individual coaching interactions, Missing = 333.
SOURCE: Program Database

Several coaches noted that using different modes may allow them to communicate with students more effectively than relying primarily on modes to which students have not responded. One coach explained that varying modes can be particularly important for reaching students who have withdrawn from college or have stopped communicating with their coach. Several coaches also observed that they tailor the modes of communication according to students' schedules. For example, one coach explained that she has a group of students who take mostly early morning or online courses, and therefore she tends to meet with these students via phone rather than in-person because they are not on campus when she is in the afternoons.

When coaches meet in-person with students, the majority of students reported meeting with their coach on campus (78 percent), and about two-thirds of students (63 percent) reported meeting their coach specifically in a public area on campus, such as a lobby or student center. Off-campus meetings (for the 20 percent of students who meet with their coach off campus) generally occurred at the local nonprofit organization office where their coach works. Two percent of students reported meeting with their coach in some other location.

6.2.4   Frequency of BosC4C Coach-Student Interactions

Coaches documented the frequency of their interactions with students in the program database (see Exhibit 6.8). On average, coaches reported students interacted (by any mode) with them nine times during the 2015-16 academic year. However, those average numbers may obscure the fact that more than one-third of students interacted with their coach five or fewer times, and one-quarter did so 12 or more times.

Exhibit 6.8. Frequency of BosC4C Coach-Student Interactions per Student
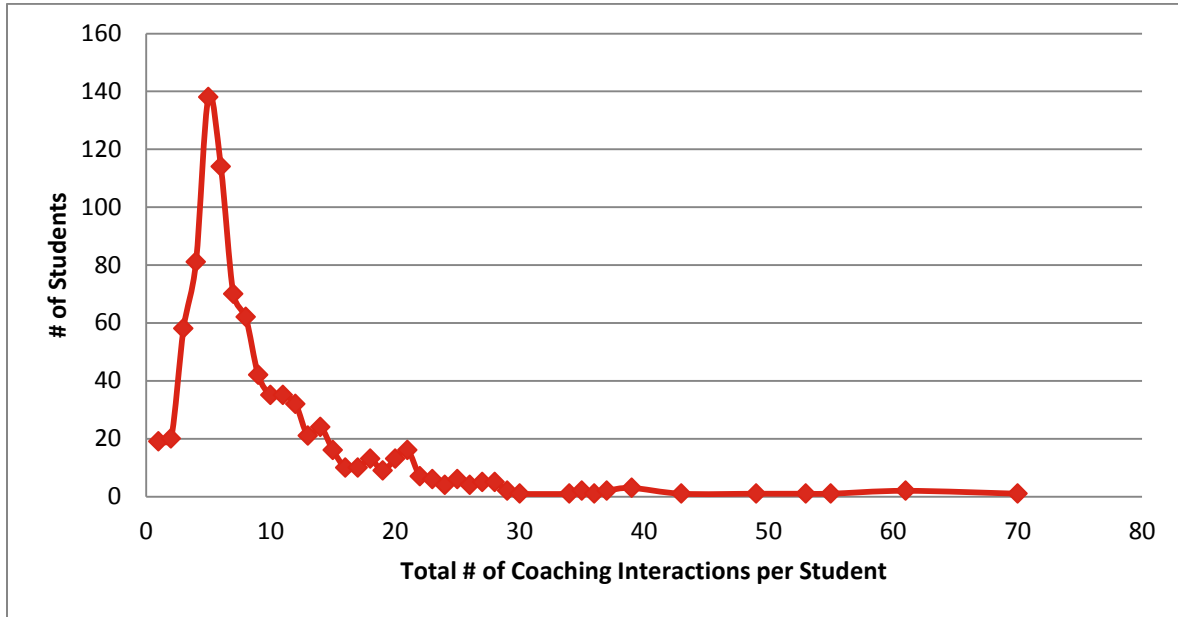
NOTES: N=8,322 individual coaching interactions; N=928 students.
SOURCE: Program Database
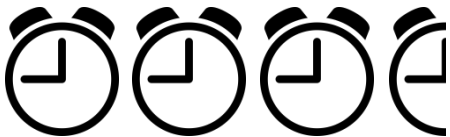
The average number of one-on-one interactions (phone or in-person) students had with their coach was six, and about one-quarter of students had seven or more one-on-one interactions annually. Across the nine nonprofits, the average number of one-on-one student interactions by organization ranged from three to 15 per year. Students working with four of the nine organizations had an average of seven or more one-on-one interactions annually. On average, students across all organizations interacted one-on-one with their coach six times.

Interactions generally lasted between 25 and 40 minutes. As illustrated in Exhibit 6.9, for the typical student interacting with a coach six times during the academic year averaging 34 minutes per interaction, this translates into about 3.5 hours of one-on-one coaching per year.

Exhibit 6.9. One-on-One Coach-Student Interactions in 2015-16

Average number: 6
Number of interactions varies by student, with about one-quarter of students having 7 or more one-on-one interactions per year

Typical length: 34 minutes
One-on-one interactions tended to last between 25 and 40 minutes

3.5 hours average of one-on-one coaching per year

Exhibit 6.10 presents information, from the student survey, on how often students initiated contact with their coach and vice versa. The majority of students (85 percent) reported that their coach

reached out to them at least once per month; among those students, almost half reported that their coach reached out at least once per week. Students reached out to their coach with similar, but slightly less, frequency. Students were less likely to reach out once or multiple times per week than their coach was.

Exhibit 6.10. Frequency of Outreach, According to BosC4C Students (Student vs. Coach)
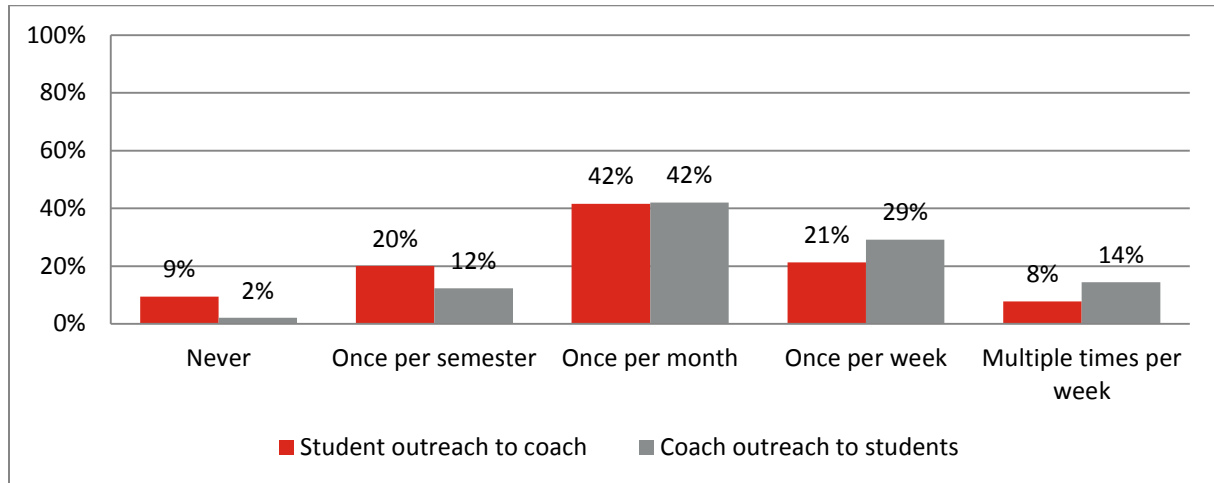
NOTES: N=928 students, Missing=263 for Question 4 and Missing=269 for Question 9.
SOURCE: Student Survey, Questions 4, 9

Student reports of frequency of coach-student communications were generally higher than coach reports documented in the program database. Coaches reported that they recorded only coaching interactions of substance in the program database (i.e., discussing something related to one of the four main topic areas of academics, financial aid and planning, career planning, and managing life responsibilities). Students, in contrast, may not separate out interactions of substance from casual encounters (e.g., seeing their coach in passing at their college student center), and therefore their reported frequency of interaction may not be directly comparable to interactions recorded by coaches in the program database. Alternatively, because the student survey was optional, its respondents may have been more engaged than non-respondents with transition coaching in general, and thus more inclined to respond to the survey, which may account for their higher reported frequency of communications.

6.2.5   Topics of Support

As noted earlier (see Exhibit 6.1), coaches worked with students on a range of topic areas. Exhibit 6.11 summarizes, across all *modes* of support (in-person, phone, email, and text) the topics discussed in 2015-16 coach-student interactions. Not surprisingly, academic support (e.g., reviewing course syllabi, course selection and degree planning, connecting students to on-campus tutoring services) is by far the most prevalent topic; 63 percent of all 8,322 coaching interactions. The next most frequently addressed topics were managing life responsibilities (e.g., time management, balancing work and school) and financial aid and planning (33 and 23 percent, respectively). Fewer interactions addressed career planning (15 percent).

Importantly, nearly three in ten (29 percent) of coaching interactions covered two or more topic areas.

Exhibit 6.11. Topics Covered during BosC4C Coaching Interactions (Coach-Reported)
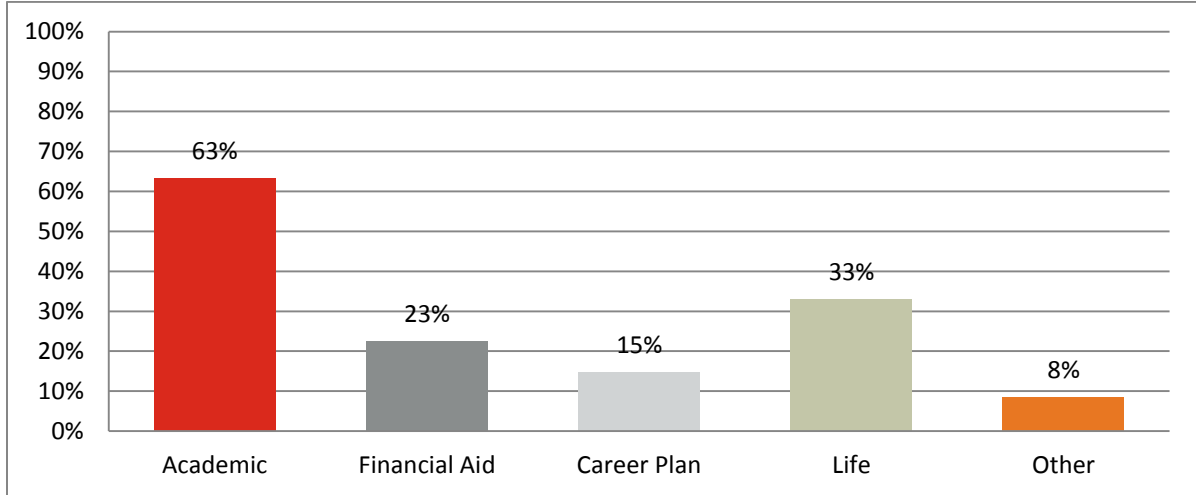
NOTES: N=8,322 individual coaching interactions, Missing=243.
SOURCE: Program Database

The student survey also solicited information about the specific topics discussed between coaches and students. Exhibit 6.12 shows which specific topics students most commonly discussed. The top two topics included checking in about how classes were going and completing or renewing their FAFSA (86 and 85 percent, respectively). In general, topics related to academics, financial aid, and managing life responsibilities were more commonly discussed than topics related to career planning were.

Exhibit 6.12. Topics Most Commonly Discussed with Coach (Student-Reported)

Legend:
- Academic
- Financial Aid
- Career Planning
- Managing Life Responsibilities

Topic	Percentage
Checking in about how my classes are going	86%
Completing or renewing my FAFSA	85%
Balancing school, work, and home life	76%
Registering for classes and course selection	74%
Managing my time effectively	72%
Strategies for studying and being successful in my courses	67%
Understanding the financial aid I am eligible for	64%
Understanding how to maintain my financial aid	57%
Exploring college major options	55%
Communicating and connecting with my professors	54%
Applying for internships and jobs	54%
Developing a plan for how I will complete my degree	52%
Exploring career options	49%
Finding and applying for scholarships or grants	49%
Understanding my student loan options	46%
Figuring out transportation	45%
Developing my resume	46%
Managing stress	46%
Understanding the process to transfer to a 4-year institution	41%
Resolving personal matters	38%
Preparing for job interviews	34%

NOTES: N=928 students, Missing=270 academic, Missing=271 financial aid, Missing=274 career planning, Missing=277 life.
SOURCE: Student Survey, Questions 10, 12, 14, 16.

Coaches also connect students with supports available on their campus. Exhibit 6.13 shows how often students reported that coaches had referred them to various campus support services. For example, more than 80 percent of students had been referred to a tutoring or academic support center or to the financial aid office at least once per semester. Students were less likely to be referred to health services on campus than to other campus supports; two-fifths reported ever being referred to campus health services.

Exhibit 6.13. Frequency of BosC4C Coach Referrals to Campus Services (Student-Reported)
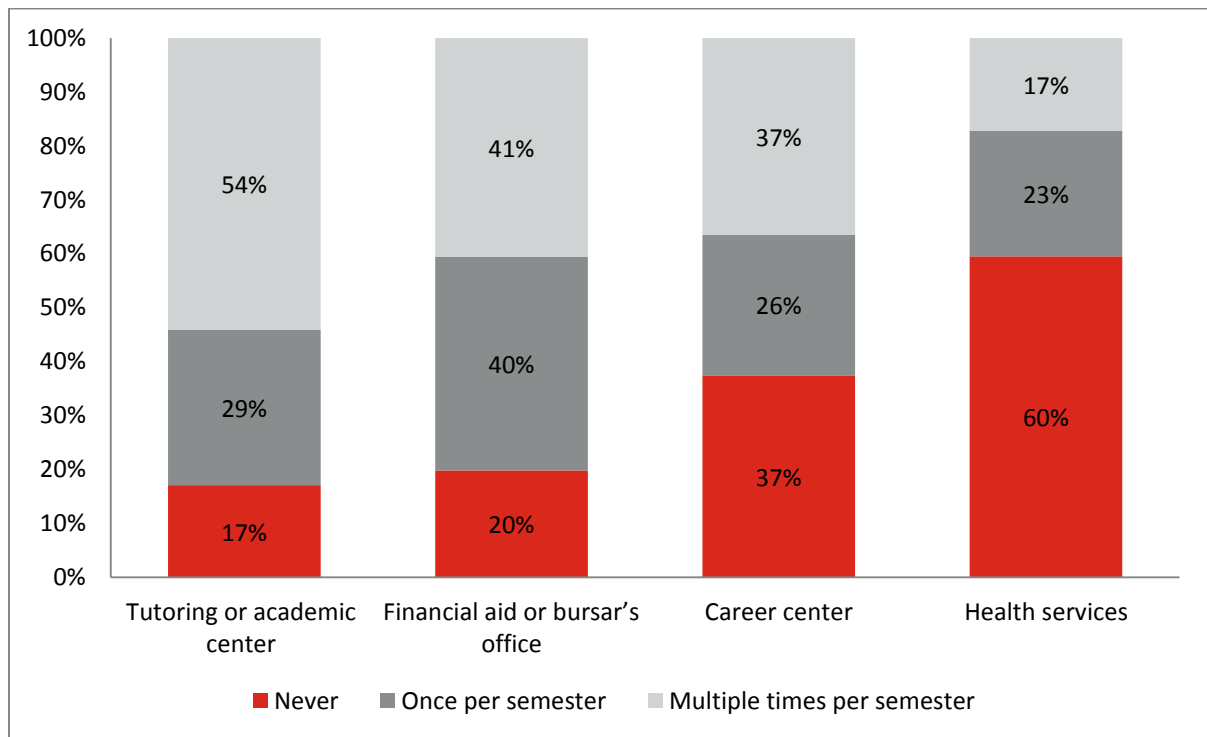
NOTES: N=928 students, Missing=366 tutoring or academic center, Missing=358 financial aid, Missing=383 career center, Missing=434 health services.
SOURCE: Student Survey, Question 19

Common Coaching Practices

Despite some variation across individual students, coaches, and coaching activities throughout the academic year, the nine nonprofit organizations and their coaches share many coaching practices.

Majority of transition support provided in-person

- The mode by which coaches communicate with students varies across coaching organization, coaches, and individual students, as well as by time of year.
- The majority of transition supports provided over the course of the 2015-16 year took place in-person (60 percent).

Coaches and students communicate throughout the academic year

- The average number of one-on-one interactions (phone or in-person) a student had with his/her coach was six, and interactions generally lasted between 25 and 40 minutes.
- For the typical student interacting with a coach six times during the academic year averaging 34 minutes per interaction, this translates into about 3.5 hours of one-on-one coaching per year.
- The majority of students (85 percent) met with their coach at least once during both the fall and spring semesters.

Coach-student interactions address diverse and often multiple topics

- According to coaches, academics was the most commonly discussed topic (about two-thirds of all interactions). Another one-third of coaching interactions discussed managing life responsibilities, and one-quarter addressed financial aid topics. Fewer interactions addressed career planning or other topics (15 and 8 percent, respectively).
- According to students, the five most commonly discussed topics were checking in about how classes are going; completing or renewing FAFSA forms; balancing school, work, and home; registering for courses; and time management.
- Nearly three in ten (29 percent) coaching interactions reported by coaches covered two or more topic areas.

Coaches communicate with one another to build their knowledge of the college campuses where they serve students

- Many coaches leverage the knowledge and experience of their fellow coaches—both from their own organizations and from other organizations in the Success Boston network—to learn about the campuses on which they provide support. In fact, more than one-third of the coaches, across six of the nine organizations, reported that they learned about campus support services through their peer coach network.
- A third of coaches reported looking to more-experienced coaches, who were more familiar with the colleges where their students enrolled, as an important information source about campus services.

6.3   Student Perceptions of Coaching

Coach-student relationships are a key ingredient in the overall success of the BosC4C model. When students perceive their coach more favorably, this in turn can increase student engagement and enhance coaches' ability to help them access needed resources. The student survey included several questions that help us to better understand how students perceive their BosC4C coaches.

Overall, students expressed favorable perceptions of their coach and the services the coach offered. As presented in Exhibit 6.14, the majority of students reported that it was easy for them to get in touch with their designated coach and that the coach was generally a helpful resource (91 and 90 percent, respectively). Similarly large majorities also reported that they planned to stay in touch with their coach the following year, and that coaching had taught them how to access the resources they needed (88 and 87 percent, respectively). A slight majority reported that they would have liked to have had more one-on-one time with their coach (57 percent).

Exhibit 6.14. Student Perceptions of Relationships with BosC4C Coaches
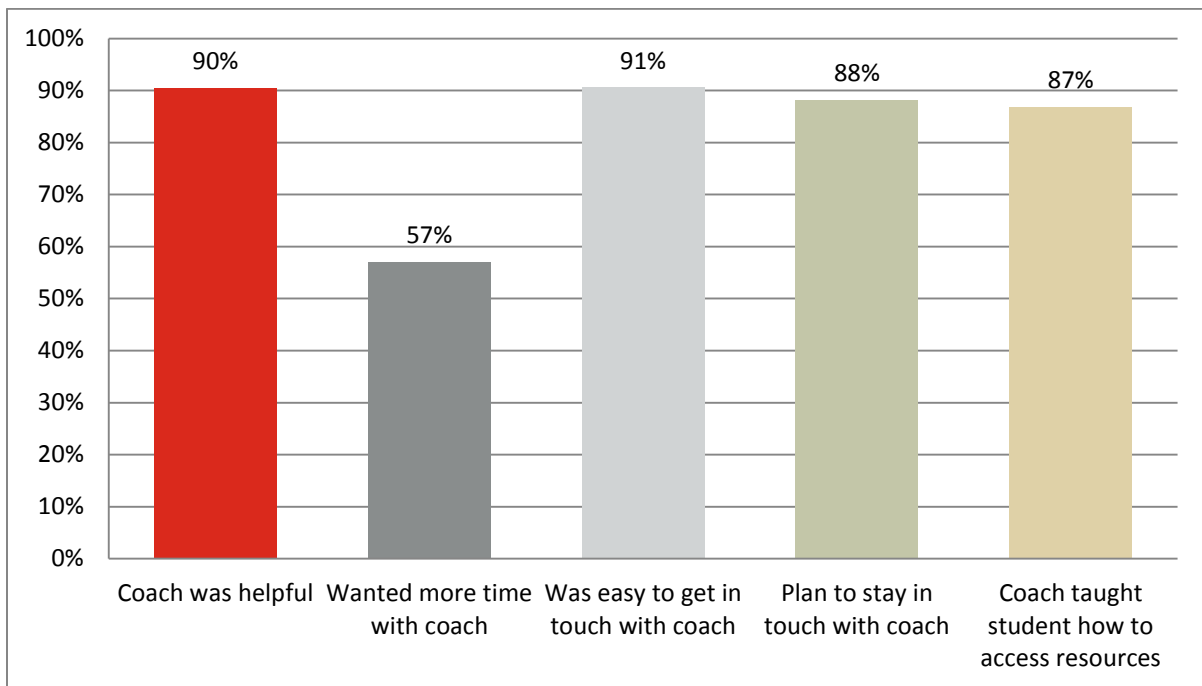
NOTES: N=928 students, Missing=309. Student agreed or strongly agreed with statement.
SOURCE: Student Survey, Question 22

Further, Exhibit 6.15 below illustrates that the large majority of students (three-quarters or more) were comfortable reaching out to their coach regardless of topic area. Somewhat larger proportions of students reported they were more comfortable discussing academic, financial, and career planning issues with their coach (89 percent, 90 percent, and 85 percent, respectively) than they were discussing issues related to managing life responsibilities (77 percent).

Exhibit 6.15. Comfort Reaching Out to BosC4C Coach, by Topic (Student-Reported)
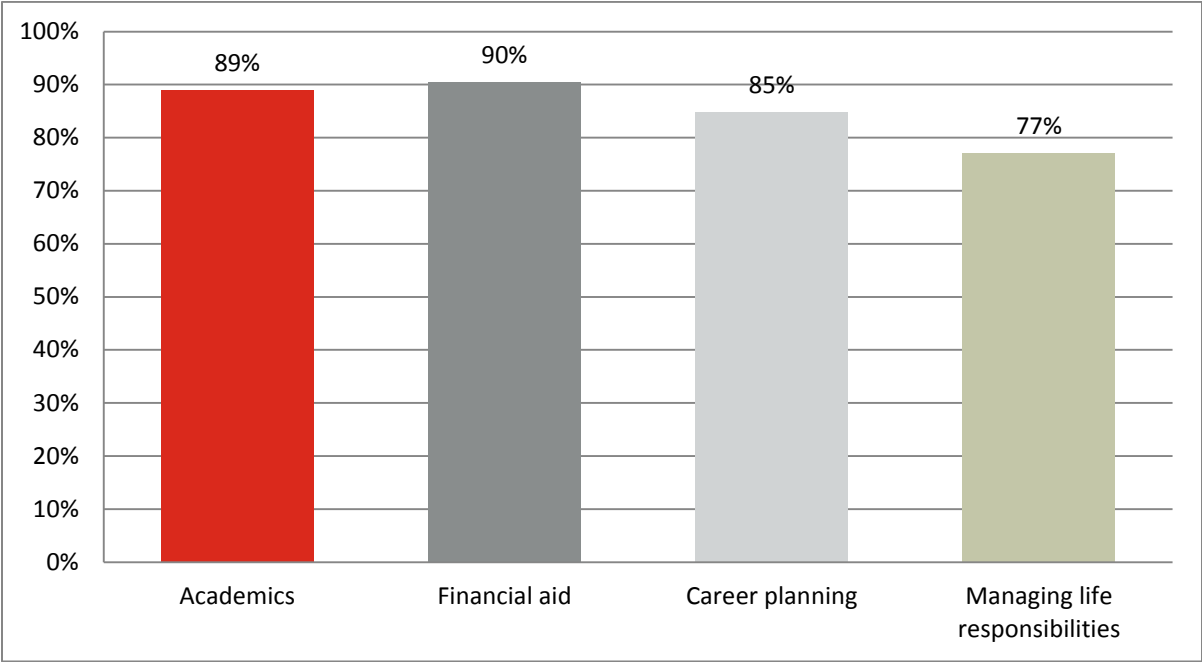
NOTES: N=928 students, Missing N=302 to 305. Student agreed or strongly agreed with statement ("I am comfortable reaching out").
SOURCE: Student Survey, Question 21

Students described the helpfulness of their coach in providing different kinds of support within each of the four main topic areas, as well as in connecting them to campus resources (see Exhibit 6.16).

Two-thirds or more students reported that coaches were very helpful on 11 different support topics.

The support topics most often identified as very helpful pertained to financial aid: (1) completing or renewing the FAFSA, (2) understanding the financial aid the student is eligible for, and (3) how to maintain financial aid (e.g., by meeting specific grade requirements). Topics with the fewest students reporting the coach was very helpful tended to concentrate within the broader categories of career planning and connecting to campus resources.

> *"It was time for me to pay off tuition, but I wasn't sure about the current balance for which I had to pay. My coach helped my investigating, through the school office, whether what it was stated online was accurate or not. Because of his help I was able to complete the monetary transaction accurately."*
>
> – BosC4C student

Exhibit 6.16. Topics on Which Coach Was "Very Helpful," by Topic (Student-Reported)

Topic	Percent
Completing or renewing my FAFSA	78%
Understanding the financial aid I am eligible for	74%
Understanding how to maintain my financial aid	70%
Figuring out transportation	70%
Registering for classes and course selection	70%
Understanding my student loan options	69%
Strategies for studying and being successful in my courses	68%
Developing my resume	68%
Understanding the process to transfer to a 4-year institution	66%
Developing a plan to complete my degree	66%
Managing my time effectively	66%
Finding and applying for scholarships or grants	65%
Balancing school, work, and home life	63%
Managing stress	63%
Resolving personal matters	62%
Connecting to financial aid or bursar's office	62%
Preparing for job interviews	60%
Exploring college major options	60%
Exploring career options	58%
Connecting to tutor or academic center	57%
Applying for internships and jobs	56%
Connecting to the campus career center	56%
Connecting to health services	52%

Legend:
- Academic
- Financial Aid
- Career Planning
- Managing Life Responsibilities
- Connecting to Campus Resources

NOTES: N=928 students, Missing N=388 to 736.
SOURCE: Student Survey, Question 20

6.4   Learning Points

Though coaches from across the nonprofit organizations generally adhere to a common coaching model, day-to-day coaching practices vary across several dimensions, including by nonprofit organization, as a function of individual students and their needs, and by time of year. As described in Chapter 5, the transition coaching model aims to provide on-demand support to help students navigate the college-going process. This model hinges on coaches' real-time responsiveness to students' individual needs. Coaches from across the nonprofit organizations emphasized the importance both of being responsive to student needs and of customizing support provided to students (including how often) because individual students need differential support and contact. The variation in the frequency, modes of communication, and topics of supports may reflect coaches' efforts to "meet [students] where they're at." Thus, the differences in student experiences point to a collective coaching philosophy that puts the individual needs of students at the forefront.

> "There is no typical meeting. Meetings cover different topics during the summer, fall, and spring. Also each student differs and what support that is required to fit the student's needs vary."
>
> – BosC4C coach

An examination of coaching interactions by month points to interesting variation across the academic year. During the first scale-up year for BosC4C (2015-16), for example, the months of August and September were characterized by fewer coach-student meetings than might have been expected. By comparison, 63 percent of students had interacted with their coach during September 2014, whereas just 29 percent interacted with their coach in September 2015. This may reflect recruitment challenges experienced as part of the scale-up effort, which required nonprofits to recruit a substantially greater number students to the 2015-16 cohort, between April and September, than in previous years. Nonprofits also received grant award notifications later than in past years, delaying the start of recruitment efforts. In fact, recruitment for BosC4C continued well into the Fall 2015 semester, which in turn may have limited the amount of time coaches had available to conduct coaching activities.

Despite variation in coaching activities across the nonprofit organizations and individual students, coaches also shared several important coaching practices. For example, coaches relied on multiple modes to connect with students, but the majority (60 percent) of all coaching interactions took place in-person. These in-person meetings are an essential component of coach-student relationship building. One coach explained, "even though texting is great and people respond, it's not the best way to form a relationship," and that she has a strong preference for in-person meetings with students. Another coach concurred, acknowledging that texting and email provide easy ways to check in with students, yet in-person meetings offer an important opportunity to talk about more sensitive topics or get to know a student better.

7. Resources Used to Implement Coaching

This chapter describes the costs of implementing BosC4C for the 2015-16 academic year. For the purposes of this report, we define **costs** as the monetized value (in dollar terms) of the resources required to implement transition coaching. We purposefully include resources for the nonprofit organizations that provided the coaching, as well as the resources provided by TBF and other network-wide community partners (i.e., colleges, uAspire, and BPS) whose contributions included thought leadership, coordination, and managing the SIF grant and Success Boston Coaching program. All of those resources combined represent the actual costs of operating the BosC4C program.

After collecting information about these resources, we aggregate the monetized value of the collected resources used to implement coaching in 2015-16, and then divide the total amount by the number of students served. This approach is commonly referred to as a cost analysis (Levin and McEwan 2002), and it can be used to come up with an average cost of Success Boston Coaching at the student level.

Key Findings

- The combined monetized amount of resources used to implement coaching in 2015-16 totaled $5,301,423.

- BosC4C provided coaching through the federal SIF grant to 928 students in 2015-16, resulting in a total cost per student of $5,713.

- Given that the BosC4C coaching model hinges on one-on-one support provided by coaches to students, the cost of hiring employing the personnel who provide that support represents the largest input, or more than 40 percent of total costs. In monetary terms, this translates into an investment in staff supporting BosC4C students' academic success of $2,342 per student.

The first section summarizes our approach to cost data collection and analysis. Next, we describe this total cost in more detail, by discussing program-level variation in costs, as well as the costs reflected in TBF and community partner activities. The third section presents a cost "inventory," which identifies the sources of funds and in-kind contributions that, taken together, comprise the program costs. The chapter concludes with lessons learned from the cost analysis.

7.1 Data Collection and Analysis Approach

It is important to note that our approach was purposefully designed to produce a comprehensive cost measure that includes *all* the resources used to implement transition coaching. By deliberately casting a broad net, we can more accurately characterize the full scope of the program—including costs not captured within the framework of SIF grant reporting. We do so in order to describe the full set of resources used to implement BosC4C coaching. The cost analysis translates these resources into a quantitative metric to complement the BosC4C activities and support summaries in earlier chapters. The cost analysis also categorizes the specific types of costs associated with program implementation into two primary categories: **direct services to students** and **administration**. These two broad categories are then further broken into subcategories, including personnel, facilities, organizational overhead, program activities, and direct assistance, to show how resources are allocated.

To implement the approach, the study team first clearly defined all activities that constitute the coaching program. We focused specifically on those resources that support coaching, as distinguished from

resources used to support other initiatives. For example, some BosC4C coaches are employed in organizations that operate multiple programs; by defining the activities specific to BosC4C coaching, we can separate out the activities and salaries spent on BosC4C coaching versus those allocated to other activities and programs. We do so by prorating such coaches' salaries to reflect the share of their time spent on BosC4C coaching more accurately.

For the purpose of identifying which resources to include in the cost analysis, we considered those activities and supports only BosC4C students could access because they were participants in the BosC4C coaching program, and not the kinds of resources available to *all* students at a given campus. For example, BosC4C students could be referred by a coach to their college's advising services. However, that advising is generally available to all its students, not just students enrolled in the BosC4C coaching program. We distinguish between the BosC4C coach's time required to make such referrals, which is included as a program resource (and is typically recorded as a coaching interaction in the program database), and the time spent by college advisors to provide the services, which is not included as a BosC4C resource, even though BosC4C coaching may have led to increased use of the college-provided services. Similarly, many nonprofit organizations offer high school programming in addition to BosC4C coaching. Although high school programs can and do serve as a pipeline for connecting students to BosC4C, the staff time/resources for the high school programming is not considered a necessary resource for implementing BosC4C coaching, because BosC4C students are not enrolled in the *college* coaching program when the high school programming occurs. However, recruitment efforts for BosC4C specifically—that is, the time coaches spend actively recruiting students to participate (e.g., via presentations at high schools, coordination with colleges) are captured as a program cost.

Resources are classified into categories both to assist in collecting data and to facilitate cost analysis. Breaking out costs by type of resource helps us understand how the coaching program is structured, and it helps us appreciate the specific "inputs" that together comprise the coaching program. This is meant to complement the information presented in Chapters 5 and 6. Cost categories and examples of resources within them are presented in Exhibit 7.1.

Exhibit 7.1. Cost Categories and Resource Examples

Overall Category	Subcategory	Examples of Resources
Administrative	Personnel	• Executive director • Program director • Finance/accounting staff • Coach supervisor
	Overhead	• General overhead • Technology • Insurance • Office materials
	Facilities (Space used for admin functions)	• Rent and rental value of owned space used for administrative activities • Utilities costs
Direct services to students	Personnel	• Coaches • Recruitment staff • Volunteers • Dedicated college staff
	Facilities (Space used for program activities)	• Rent and rental value of owned nonprofit space used for providing services • Dedicated space on campus provided by colleges • Utilities costs
	Activities and assistance	• Special events • Workshops • Transportation subsidy

To collect cost data, the study team took advantage of existing records with cost information. Data collection began with a review of administrative records generated as part of SIF grant reporting. We used quarterly invoices to TBF for the fiscal year ending March 31, 2016, for each nonprofit organization. Data contained in the invoices allowed the study team to prepopulate a cost summary worksheet template (see Appendix I) to generate a preliminary list of each organization's costs. We also reviewed notes from organization leader interviews for each nonprofit organization. The team noted relevant activities, events, and program elements on the cost summary template.

After this prepopulation exercise, we conducted telephone interviews with nonprofit organization staff familiar with coaching activities and with BosC4C financial statements and as well as with TBF staff.[18] During those interviews, we reviewed its prepopulated cost worksheet with each organization. All nine organizations actively engaged in helping the study team identify any missing resources, classify resources as devoted to either administrative or coaching activities, and determine a monetary value of the resource.

Sometimes resources were identified as being used both for administrative functions and for coaching activities. Such resources were typically personnel responsible for managing the program as well as interacting with students, including program directors and senior coaching personnel. Facilities were also used both by administrative staff and for coaching activities. In these cases, the study team and organization staff discussed how these resources were generally used, and we collaboratively determined how to allocate costs most appropriately across the categories.

As necessary, items were identified for follow-up so organization staff could confirm figures and/or check with colleagues. Finally, the list of activities, events, and tasks identified from notes of early interviews was reviewed to verify that all activities and associated resources had been identified.

After conducting interviews with all organizations, data were organized and processed and then reviewed for consistency across organizations. At this stage, we focused on calculating estimated dollar cost values for resources that did not involve direct expenditures such as occupancy costs, donated goods, and volunteer time.

> **Imputing costs of volunteer time**
>
> *To value volunteer time, we asked organizations what it would cost them to hire staff to provide the services delivered by the volunteers. So, a professional giving an overview of career opportunities in a particular field has a higher associated cost than a college student peer tutor.*
>
> *Responses were similar across organizations for similar types of volunteers, and the study team used consistent, conservative rates across all organizations.*
>
> **Imputing occupancy costs**
>
> *Imputing a value for occupancy costs of owned space is critical for determining costs for programs operating in space(s) they own. By coming up with a value for owned space, we can compare these programs' costs with the costs of leasing space for programs that lease their space.*
>
> *To estimate these costs, the study team collected information from the organizations about the size of the space(s) in the office used for coaching, and then identified current market rental rates for similar properties nearby. To be more conservative, we used a low-end value of these rates to impute the unobserved occupancy cost. The imputed costs for the two programs that own their respective spaces were comparable with the occupancy costs for those nonprofit organizations that lease facilities.*

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[18]   The study team emphasized that the data were being collected as part of the evaluation, not as part of SIF grant reporting, and that the data would not be subject to either an audit or a compliance review. This was done to encourage open dialogue that would, we hoped, result in a more complete and accurate picture of actual costs as implemented, regardless of funding source.

Seven organizations relied on volunteer time, and two organizations own the facility out of which their respective coaching programs operated and therefore do not have lease expenses. As noted in the analysis presented below, these resources make up a small fraction of overall costs. However, they do represent a tangible input valued by organizations as important resources for providing transition coaching activities. Our approach to imputing values for volunteer time and occupancy costs is described in the box on previous page.

To calculate total cost per student, the number of BosC4C students coached at each organization was merged to the cost data. After a final quality review of data collected for each organization, the study team summed costs across all initiative partners—the nonprofit organizations, TBF, and network-wide partners. These costs were then divided by the total number of students coached and analyzed.

7.2   Costs of BosC4C

This section presents the overall cost of transition coaching. Costs are broken out for the two main resource categories, administrative functions and direct services to students, as well as into the subcategories listed in Exhibit 7.1. Next, we describe variation in costs across the nonprofit organizations, and then report costs of resources used by TBF and network-wide partners to support BosC4C. Please note that cost figures have been rounded to nearest whole dollar amounts.

Overall Costs

The total value of resources used to implement the BosC4C coaching is estimated to be $5,301,423. This amount includes the value of all resources used by the nine nonprofit organizations, TBF, and network-wide partners to provide BosC4C to 928 students served during the 2015-16 fiscal year (from April 2015 through March 2016).[19] Exhibit 7.2 presents the overall costs across all funding sources broken into the two main categories. Slightly more than half of costs (55 percent) support direct services to students, and 46 percent of costs reflect administrative functions.

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[19]   This time period substantially overlaps but does not perfectly align with the academic year over which outcome data are collected (August 1, 2015–June 1, 2016). The cost data collection window was driven by the SIF grant fiscal year and to facilitate real-time data collection. However, because a full year of costs are captured, these costs are representative of the annual cost of the first year of the BosC4C initiative.

Exhibit 7.2. Importance of Resource Types in Costs of Transition Coaching

**$5.3 million coaching initiative
$5,713 per student**

Admin Personnel 25%

Direct Services Personnel 41%

Overhead 16%

Facilities 5%

Facilities 9%

Activities 5%

■ Administrative, 46%

■ Direct services for students, 55%
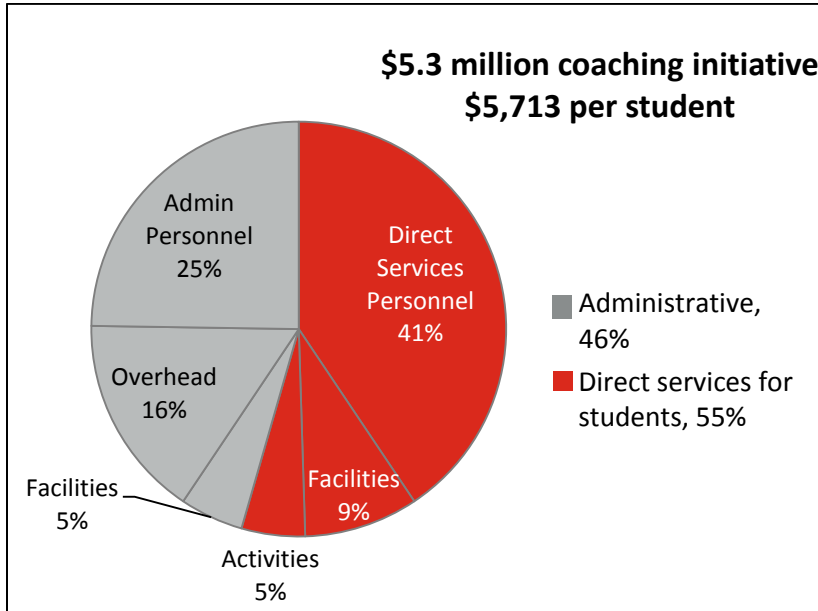
NOTES: Percentages sum to 101% due to rounding.
SOURCE: BosC4C cost data

Within the direct services category, compensation of personnel who provide direct services to students (primarily BosC4C coaches) represents the largest cost subcategory (41 percent of total costs). The next largest subcategory is the cost of facilities in which coaching interactions occur (9 percent). These facilities costs include space used by coaches onsite at nonprofits, such as offices and common space where students can interact with coaches. Most frequently, when coaches interact with students on campuses, they make use of available public space—typically common areas or empty classrooms—and we do not consider the cost of this space in calculating the cost of the coaching program, because the space would not otherwise be used for some other coaching purpose. Coaches from three nonprofits used dedicated space on a college campus for coaching, with the space donated as an in-kind resource by the college; we do take the value of those in-kind resources into account in estimating the direct services facilities cost. The smallest subcategory is activities and assistance (5 percent). This subcategory includes costs of resources used for workshops and events, for community support activities such as tutoring, and for limited direct cash or cash-equivalent assistance to students such as transportation subsidies.

Within the administrative category, again personnel costs represent the largest share of resources, comprising 25 percent of total costs. Organizational overhead costs account for 16 percent and include staff recruitment costs, technology and insurance costs, and national organization fees. Finally, the occupancy cost associated with facilities used by administrative staff and for administrative functions represents 5 percent.

Variation in Costs across Nonprofit Organizations

Not surprisingly, the costs of coaching vary across organizations for multiple reasons, including organization size, number of students with whom coaches work, and differences in the amount of time coaches spend with each student and where coaching occurs. In particular, at the organization

level, average per-coach caseloads range from 12 to 65. To some extent, the availability of resources also contributes to cost differences. Some organizations are housed in larger facilities with more space for both administration and programming, and others rely on their own space, as well as on community resources, for activities such as career nights or tutoring and mentoring programs. Program size and coaches' level of experience are also related to costs per student. Organizations serving larger numbers of students and that had coaching programs prior to participating in BosC4C tended to have lower per-student costs. Differences in administrative cost share also drive costs, as discussed in greater detail below.

Exhibit 7.3 uses a box-and-whisker plot to illustrate variation in the distribution of per-student costs across the nine nonprofit organizations. The plot shows that half of the organizations (represented by the shaded box) have costs that fall in the range of $3,661 (the 25th percentile, or the left border of the box) to $6,857 (the 75th percentile, or the right border of the box), with a median per-student cost of $5,381 (represented by the line in the middle of the box). Two programs have relatively high costs— as shown by the dots—approximately double the highest of the others. The remaining organizations have costs that are below but close to the 25th percentile cost, represented by the line extending to the left of the box.[20]

Exhibit 7.3. Per-Student Costs Vary across Nonprofit Organizations
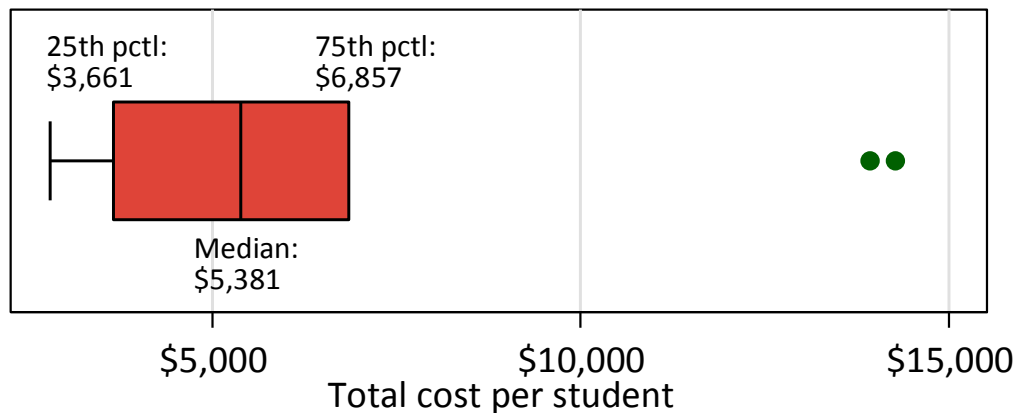
SOURCE: BosC4C cost data

The nine nonprofit organizations also differ in the mix of resources used to support coaching activities. Exhibit 7.4 depicts the variation in the share of costs associated with providing direct services to students versus the share of administrative costs across the nine organizations. Half of the nonprofits have direct services cost shares between 49 percent (the 25th percentile) and 65 percent (the 75th percentile), as represented by the shaded box. The lines extending from either side of the box represent the full range of the amount that individual organizations spend on direct services, which ranges from 43 to 69 percent of total program costs.

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[20]   Lower costs are not necessarily better than higher costs. Factors that drive variation in costs may also be related to program effectiveness.

Exhibit 7.4. Share of Total Program Costs Allocated to Direct Services to Students
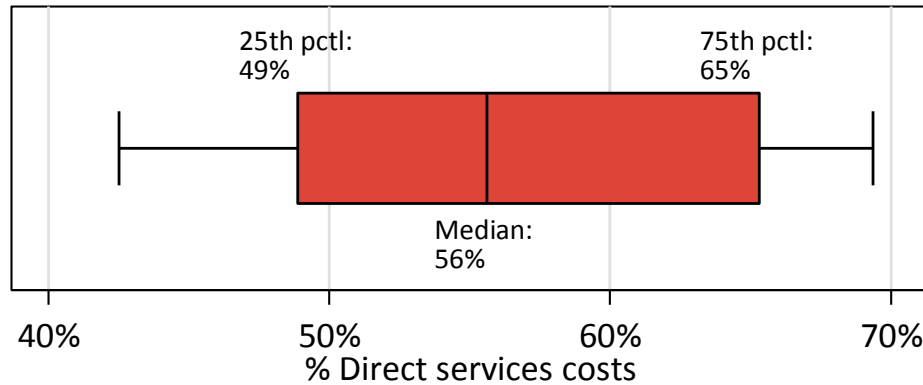
SOURCE: BosC4C cost data

Differences in administrative costs are also driven by various factors—the amount of time senior staff spend training and monitoring coaches; how much experience the organization has with coaching (organizations in their first year of implementing coaching expected decreases in administrative costs per-student in future years); and the nonprofit's organizational structure, including whether other programming provided by the organization shares overhead resources, their experience with federal grant compliance and whether the organization pays membership fees to a larger or parent organization.

Two additional types of resources that contributed to costs are in-kind contributions from the community at large and resources provided by college partners. Although they represent a small share of costs (detailed in Section 7.3 below), nonprofit partners considered both of these types of resources to be important to their approach, and therefore these contributions are included among costs of direct services to students. In-kind contributions are used by all but one program to provide transition coaching. Examples of in-kind contributions include community volunteers providing tutoring, reduced-fare passes provided by the transit authority, career night presentations or mock job interviews by community professionals, space and food for annual events, and AmeriCorps volunteers who provide low-cost staffing.

Three of the nine nonprofit organizations rely on campus space provided by colleges, and we include that space as a program cost. Though all nine nonprofits engage with colleges to coordinate coaching activities with general college services such as academic advising, in these three instances, colleges provide dedicated space—cubicles or scheduled time in offices or classrooms—to the nonprofit coaching program, so the value of this resource is included in program costs. TBF also provided colleges with funding to support liaisons to the nonprofit organizations. These costs are included, and are described below.

Costs to the Boston Foundation and Network-Wide Community Partners

TBF and network-wide community partners—colleges, uAspire, and the BPS—support the work of BosC4C coaches and the nonprofits both through direct mechanisms, via trainings and supports for coaches, and through less direct means, including thought leadership, program management and coordination, and strategic direction. The value of the resources used for TBF and network-wide

partner efforts was $1.15 million, which represents 22 percent of total program costs, or $1,256 of the $5,713 cost per student. These resources are reflected in Exhibit 7.2 above, which shows the combined resources that support BosC4C coaching; they are not reflected in the organization costs shown in Exhibit 7.3.

Multiple staff from TBF contributed to the management and administration of the BosC4C program and the SIF grant. The Success Boston director, the program director, the program officer, and program associate together are responsible for managing BosC4C program implementation and grant administration. The Success Boston program director and program associate reported spending approximately 50 percent of their time supporting student recruitment efforts. Program finances were managed by TBF's chief financial officer, its finance director, and its finance coordinator. TBF employs a communications team of four employees, who allocated a portion of their time to publicizing BosC4C and its events, and another staff member whose responsibilities include fundraising, who allocated approximately one-third. Taken together, these staff salaries represent $430,000 in personnel compensation.

TBF also used SIF funds to provide $200,000 to fund college liaison positions at five partner colleges, positions designed to provide nonprofit organizations with a dedicated point of contact to coordinate coaching activities on campus. TBF also allocated $250,000 for program partner uAspire, which offered services specifically focused on supporting BosC4C, including training for BosC4C coaches, hosting FAFSA completion events for BosC4C students, and mounting a text message program for BosC4C students (refer to Chapter 5 for more information on uAspire's role in BosC4C programming).

In addition to personnel compensation, TBF had other costs; these include overhead ($153,340), facilities ($105,858), and materials ($15,000). Overhead costs include space, phones, and information technology. For example, TBF considerably reconfigured its program database, which it had earlier developed to track students and coach-student interactions, for the BosC4C program.

Some of the costs borne by TBF represent those associated with launching (or expanding) an initiative, and consequently, some of the upfront costs may decline in future years. Revamping the program database, learning about the SIF-specific grant reporting requirements, setting up procedures to monitor the nonprofit organizations' spending and grant compliance, and establishing procedures for preparing SIF financial reporting are all initial costs that might be expected to decrease over time. However, some level of administrative burden is expected to accompany public funding sources, even with familiarity gaining from experience with reporting.[21]

7.3   Sources of Funds and In-Kind Contributions

This section describes the sources of the $5.3 million used to provide BosC4C coaching in 2015-16, which is useful information for thinking about how the initiative functions and for future decision making about the initiative. Specifically, some funding sources represent one-time supports during 2015-16; others may continue in future years.

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[21]   Though this administrative burden contributes to costs, increased accountability and reporting efforts may also improve program effectiveness.

Exhibit 7.5 outlines the sources of funds and in-kind contributions that provide the resources to implement coaching. It divides the sources into two broad categories: **SIF grant-related funds** and **additional non-SIF support**. The SIF grant-related amounts are taken directly from grant reports that the nonprofit organizations submit to TBF, as well as from interviews with TBF staff.

Exhibit 7.5. Resources Provided, by Source

Funding Source	Funding Amount	Total
SIF grant-related funding		
SIF grant-related funds, nonprofits		$2,859,163
SIF grant funds to nonprofits	$986,027	
Local SIF match at nonprofits	$1,489,683	
TBF SIF match to nonprofits	$383,453	
SIF grant funding of TBF costs		$750,012
SIF grant funding of college liaisons	$40,000	
TBF SIF match for college liaisons and uAspire	$410,000	
SIF grant support of TBF costs	$91,715	
TBF SIF match for college liaisons and uAspire	$208,297	
Subtotal		**$3,609,175**
Additional non-SIF support sources		
Colleges in-kind dedicated space	$99,000	
Other community in-kind, partner, and volunteer resources	$123,417	
Balance of nonprofits' costs not covered by SIF-related funding (absorbed by nonprofits' general operating funds)	$1,066,405	
Balance of TBF costs not covered by SIF-related funding	$403,426	
Subtotal		**$1,692,248**
Total support of BosC4C initiative		**$5,301,423**

SOURCES: SIF grant reporting documents; BosC4C cost data

The SIF grant provided nearly $1 million in funding to nonprofit organizations. SIF also requires both the nonprofits and TBF to raise additional resources to match their SIF funds dollar for dollar; as such, the SIF grant was matched with almost $1.5 million in local funds and $383,453 TBF funds. In addition, TBF redirected $40,000 in SIF funds to local colleges to support college liaison positions and provided $410,000 in SIF match funding to support the college liaisons and uAspire's coaching-related activities. TBF also used $91,715 of SIF funds to cover its own BosC4C-related personnel costs and designated $208,000 of personnel costs as SIF matching funds. In total, the SIF grant provided more than $1.1 million to support the initiative; an additional $2.5 million was provided in matching funds tied to the SIF grant.

As a share of sources of funds, the SIF grant covered 21 percent of total costs, local matching funds accounted for 28 percent, and TBF match funding represented 19 percent. So together, SIF grant-related funds accounted for 68 percent of the resources used to provide coaching.

The second source of funding support was separate from the SIF grant. This second category reflects the fact that multiple resources—beyond those provided by the SIF grant—were used to implement coaching. For example, the nonprofit organizations used $222,000 of volunteer and in-kind support,

including dedicated space provided by colleges ($99,000). Additionally, not all resources used by the nonprofit organizations were allowable expenses in the context of the SIF grant (e.g., organizational overhead, occupancy costs of owned space, fundraising costs), and some organizations incurred costs that may have been allowable but were not recognized as SIF grant expenses due to the timing or implementation of the grant process. We determine this amount by subtracting reported SIF grant-related funding from the total costs reported in earlier in this section. Somewhat more than $1 million in nonprofits organizations' costs and $403,426 of TBF's costs were not covered by SIF-related funds.

The cost of resources absorbed by the nonprofits and TBF represents approximately 28 percent of all funds. The remaining 4 percent of resources are contributed by colleges and other community resources.

7.4   Learning Points

The study team estimates the cost to implement BosC4C in 2015-16 was $5.3 million, or approximately $5,700 per student. Because the BosC4C coaching model hinges on one-on-one support provided by coaches to students, expectedly the cost of hiring the personnel who provide direct services to students represents the largest input, or more than 40 percent of total costs. In monetary terms, this translates into an investment in staff supporting BosC4C students' academic success of nearly $2,342 per student.

This cost analysis is unique in that it monetizes a complex, collaborative, comprehensive program. Given the multifaceted role of coaches and the combined efforts of the higher education community and TBF, there are few comparable programs across the country, none of which has assigned comprehensive costs to date. Oreopoulos and Petronijevic (2016) include a cost estimate of a peer coaching program, which totals approximately $700 per student. However, unlike BosC4C which employs full-time coaches, this estimate is based on a coaching program which employs college students as coaches who work just seven hours per week. Moreover, the cost estimate includes only the cost per student based on the cost of labor (hourly wage of the peer coaches), and does not account for additional costs associated with implementing such a coaching program (e.g., facility costs, staff trainings and benefits).

Two caveats are important to understanding the overall program costs, particularly administrative costs. First, the period measured represents the first fiscal year in which both TBF and participating nonprofit organizations operated the Success Boston Coaching initiative using SIF grant funds. The SIF funding came with reporting requirements that added to administrative cost, and some organizations noted increased demands on staff time to become familiar with the grant management process.

Second, seven of the nonprofit organizations had previously offered coaching (six as part of Success Boston initiative, one independent of the initiative); two were implementing coaching programs (of any kind) for the first time. For the two organizations new to the provision of coaching, per-student costs may decrease in future years, as first-year costs associated with one-time start-up activities and making new connections to colleges, high schools, and community resources subsequently decline. Initial hiring and training of coaches may also be more expensive than hiring additional or replacement coaches into an existing team with some experience.

Another avenue for per-student cost reductions in future years may well be an increase in the number of students served. Organization leaders from several nonprofit organizations noted that many administrative functions would not be affected by an increase in program scale, and in some cases, coaches' caseloads were below potential capacity. Serving more students with the same resources would mean lower per-student costs.

Per-student costs and the relative importance of different cost categories varied substantially across organizations. This is not surprising, as program implementation (e.g., frequency of coach-student interactions, average caseloads) also varied substantially across the nonprofit organizations and coaches, as did the numbers of students served and the size of the nonprofit organizations. Furthermore, the costs to provide BosC4C coaching may decrease as the initiative matures and organizations become more familiar with the grant administration process and the nonprofit organizations new to coaching develop and codify their program practices.

8. Implementation Index

In this section, we present the BosC4C 2015-16 *implementation index*, which integrates information from multiple data sources and highlights the commonalities and variations across the different organizations' implementation efforts. The index helps identify which program components appear to be consistently implemented and which components have been conceptualized and implemented differently across organizations. To the extent that variation across organizations highlights inconsistency of coaching, the index can help inform aspects of program implementation.

The index also represents a measure that will be used in the final outcomes report to explore relationships between the level of implementation across selected indicators and student outcomes. Linking the index scores to student outcomes in this way will provide insights into which aspects of implementation matter most in achieving desired student outcomes.

In the 2015 report, *Degrees of Coaching: Success Boston's Transition Coaching Model*, the study team developed an initial index, with input from the Boston Foundation, to examine variation across the nonprofit organizations' implementation efforts (Linkow et al., 2015). The implementation index has been refined to better reflect the expanded scope of BosC4C, to ensure that the coaching activities and structures were captured both for the six continuing and three new nonprofit organizational partners, and to capitalize on the study's broader data collection activities.

In the first section, we outline the overall structure of the implementation index and define the individual constructs, components, and indicators that comprise it. Next, we describe how we operationalized the index to examine implementation levels across individual index components and better understand variation in implementation across the nonprofit organizations. Finally, we highlight key lessons learned about the commonalities and variation in the implementation of BosC4C transition coaching during the 2015-16 academic year.

Key Findings:

- The index shows areas where nonprofit organizations are implementing consistently. Across organizations, all nonprofit organizations' scores demonstrate a high level of implementation on the *Nature of Coach-Student Engagement* component. Within organizations, indicator scores are most consistent in the *Nature of Support* component.

- Scores on the *coach-student connection* and *coach helpfulness* indicators (both within the *Nature of Coach-Student Engagement* component) are among the most consistent of any in the index: scores for eight of nine organizations demonstrate high implementation on the *coach-student connection* indicator—giving this indicator the highest average score in the index—and eight of nine organizations score at moderate levels on the *coach helpfulness* indicator.

- The high average score across organization on the *ongoing coach training* indicator *(in the Coach Capacity Building component)* reflects that the nonprofits are helping to grow coaches' capacity to support students and are committed to providing support to their coaches throughout the academic year.

- Variation is also present across the index. Interestingly, scores on the *number of coaches with whom students have worked* indicator within the *Nature of Coach-Student Engagement*

component are among the most variable in the index (two nonprofits score at the low implementation level, four at the moderate level, and three at the high level).

- The *Structure of Support* component contains the indicator with the lowest average score in the index, *mode of communication.* However, while *mode of communication* does have the lowest average score, the score of 1.9 is still at the moderate level of implementation.

8.1   Structure

The implementation index is organized into two constructs, five components, and 16 indicators, as illustrated in Exhibit 8.1. The index focuses specifically on implementation of BosC4C coaching by the nonprofit organizations and coaches, as they are the primary drivers of coaching activities and services; it does not incorporate activities and structures that other partners, such as TBF and colleges, have in place to support coaching.

The index draws on interviews with nonprofit organization leaders and coaches, student survey responses, and program data.

Exhibit 8.1. BosC4C Implementation Index Structure

Operations

Coaching Processes & Activities

Coach Capacity Building

Coach on-boarding

Ongoing coach training

Encourages participation in BosC4C

Integration with College

Campus meeting space

Access to student data

Coach knowledge of college

Structure of Coach-Student Engagement

Mode of communication

Frequency of interactions

Intensity of one-on-one interactions

Nature of Coach-Student Engagement

Provides support for re-engagement

Coach helpfulness

Coach-student connection

Number of coaches with whom students have worked

Nature of Support Activities

Sustained variety of support

Exposure to support

Navigational supports

The implementation index comprises two broad constructs— *Operations* and *Coaching Processes and Activities*—hypothesized as essential to the BosC4C coaching model. The *Operations* construct includes the foundational and structural elements that allow coaches to do their work. This construct has two components: (1) *Coach Capacity Building*, and (2) *Integration with College*. The *Coaching*

Processes and Activities construct includes information on how coaches work and the specific actions they take in support of students, and it has three components: (3) *Structure of Coach-Student Engagement,* (4) *Nature of Coach-Student Engagement,* and (5) *Nature of Support Activities.* (Detailed definitions of each indicator are included in Appendix J.)

Construct 1: Operations

Component 1: Coach Capacity Building

The *Coach Capacity Building* component measures the extent to which nonprofit organizations provide structures and resources to build and develop coaches' capacity to serve and support their students. This component consists of three indicators. Interviews with coaches were the data source for these indicators, defined as follows:

- *Coach on-boarding* reflects provision by the nonprofit organizations of initial training for coaches and coach participation in BosC4C-sponsored initial trainings.

- *Ongoing coach training* describes ongoing training provided for and participated in by coaches throughout the academic year, including training provided by the nonprofit organizations and BosC4C.

- *Encourages participation in BosC4C* provides information about whether participation at program meetings or events is required for all coaches and deemed important by the organization.

Component 2: Integration with College

The *Integration with College* component reflects how coaches embed themselves on college campuses to provide transition support to students. This component consists of three indicators. The student survey and interviews with coaches were the data sources for these indicators, defined as follows:

- *Campus meeting space* describes (a) whether coaches meet with students on campus and (b) coaches' satisfaction with the space available to meet with students (e.g., availability of space, ability to have private/sensitive conversations with students when needed).

- *Access to student data* indicates how academic data are shared with coaches (e.g., coaches are granted direct access by the college, coaches log in with students to view their grades or relevant information).

- *Coach knowledge of college* incorporates coaches' reports of whether and how often they formally communicated with college staff (e.g., on regular basis) and were included in staff meetings and functions on college campuses.

Construct 2: Coaching Processes and Activities

Component 3: Structure of Coach-Student Engagement

The *Structure of Coach-Student Engagement* component measures the extent to which coaches maintain consistent, targeted engagement with the students on their caseloads. This component consists of three indicators. The program database is the data source for these indicators, defined as follows:

- *Mode of communication* is a measure of how many different ways (modes) coaches with students. This measure reflects the number of students on a coach's caseload to whom coaches reached out using three or more modes (text message, email, social media, phone, in-person).

- *Frequency of interactions* indicates the frequency with which coaches meet one-on-one with students throughout the academic year. One-on-one is defined as interactions conducted in-person or by phone.

- *Intensity of one-on-one interactions* combines data on the average duration of one-on-one interactions between coaches and students with the total number of one-on-one coaching interactions per academic year. This indicator captures the frequency with which coaches had one-on-one meetings averaging 30 minutes or more with students from their caseloads.

Component 4: Nature of Coach-Student Engagement

The *Nature of Coach-Student Engagement* component describes the ways in which coaches engage and build rapport with students, including student reports of how helpful coaches have been, the ease with which students can reach out and communicate with their coach, and the stability of coaching. This component consists of four indicators. Interviews with coaches and the student survey were the data source for these indicators, defined as follows:

- *Provides support for re-engagement* describes coaches' reports of active efforts to re-engage students no longer enrolled in college.

- *Coach helpfulness* incorporates students' reports of how helpful (rated as "very helpful" on the student survey) coaches have been in supporting and connecting students to campus resources in various topic areas (i.e., academic support, financial aid, career planning, managing life responsibilities).

- *Coach-student connection* is a measure of the relationship coaches have built with students. It includes students' comfort with their accessibility to their coach; students' reports of the ease with which they can reach out to and communicate with their coach; and students' intentions to stay in touch with their coach during the next academic year.

- *Number of coaches with whom students have worked* indicates the stability of coaches over the course of the academic year.

Component 5: Nature of Support Activities

The *Nature of Support Activities* component describes the ways in which coaches interact with and provide support to students, including the variety and sustained frequency of support activity across topics and the extent to which coaches help students navigate campus support services. This component consists of three indicators. The program database and the study survey are the data sources for these indicators, defined as follows:

- *Sustained variety of support* describes the extent to which coaches provide transition supports across a variety of topic areas multiple times throughout the academic year.

- *Exposure to support* is a measure of whether a coach provided transition support on the four main topic areas (academics, financial aid, career planning, managing life responsibilities) at any point during the academic year. This indicator captures the extent to which coaches discussed at least three different support topics (at least once in 2015-16) with students on their caseload.

- *Navigational supports* represent students' report of being referred by their coach to campus support services. The metric for this indicator is the proportion of students on a coach's caseload referred to at least two campus resources once or more per semester.

8.2   Constructing and Scoring the Index

The index incorporates data from student surveys, the program database, and coach interviews, all of which were coded and then aggregated to the nonprofit organization level.

Each *indicator* is assigned a score ranging from 1 to 3 (see Appendix J for a more detailed description of the scoring), corresponding to a level of implementation: low (score of 1 to 1.4), moderate (score of 1.5 to 2.4), or high (score of 2.5 to 3). Specific thresholds for each indicator were based on BosC4C program goals and determined using an iterative process.

Low	*Moderate*	*High*
Score 1 to 1.4	Score 1.5 to 2.4	Score 2.5 to 3
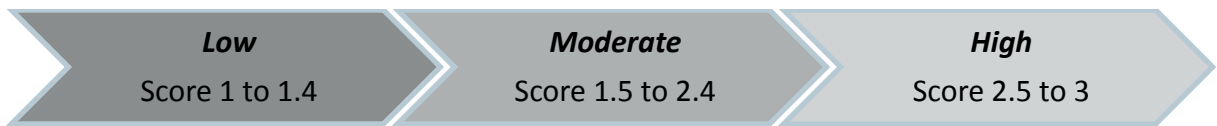
Next, indicator scores are summed to create a score for each of the five *components.* Finally, component scores are summed to create two *construct* scores, and *construct* scores are summed to create an overall index score. The overall score for the index can range from 16 to 48.

8.3   Findings

8.3.1   Overall Index Scores by Construct and Nonprofit Organization

Exhibit 8.2 presents the overall index scores, broken out by construct, and displays the average score for each nonprofit organization participating in the BosC4C program. Index scores range from 33.2 to 40.2 (average=36.8), and no nonprofit organization achieves the highest possible score of 48. The *Operations* construct scores range from 12.0 to 16.5 (the highest possible score is 18), and the *Coaching Processes and Activities* construct scores range from 19.4 to 24.8 (the highest possible score is 30). (See Appendix K for a complete table of index, construct, component, and indicator scores by organization.)

Exhibit 8.2. Overall Index Scores, by Construct and Nonprofit Organization
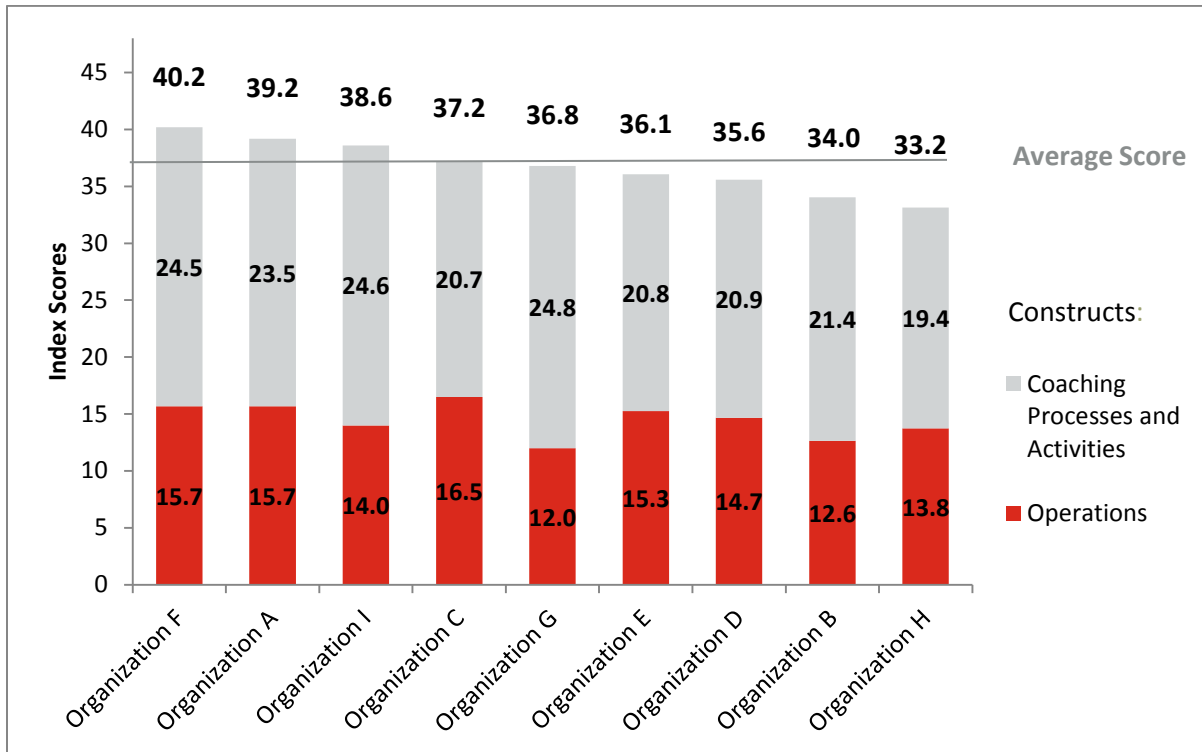
SOURCES: Coach Interviews, Student Survey, Program Database

Next, we describe indicator scores for each construct across the initiative, followed by a more detailed examination of indicator scores at the nonprofit organization level; the latter highlights variability in scores within the initiative.

8.3.2 Operations Construct

The *Operations* construct is made up of the *Coach Capacity Building* and *Integration with College* components, each with three indicators. Component scores can range from 3 to 9.

Coach Capacity Building Component

The *Coach Capacity Building* component measures aspects of the nonprofit organizations' on-boarding supports, ongoing training, and encouragement for coach participation in BosC4C meetings/events. The box below highlights the key characteristics of high, moderate, and low implementation levels.

High Implementation (score of 7.5 to 9)	Moderate Implementation (score of 5.5 to 7.4)	Low Implementation (score of 5.4 or less)
• Coaches within organizations are provided with *formal* on-boarding training • Coaches attend ongoing trainings • Coach participation in BosC4C meetings/events is mandatory	• Coaches within organizations are provided *informal* on-boarding training • Coaches attend some ongoing trainings • Coach participation in BosC4C meetings/events is voluntary	• Organizations provide coaches no on-boarding training • Coaches do not attend ongoing trainings • Coaches do not attend BosC4C meetings/events

Exhibit 8.3 presents the average score for each of the three indicators contributing to the *Coach Capacity Building* component. Exhibit 8.4 presents information about each indicator and the overall component score for each organization.

- On average, nonprofit organizations' scores demonstrate a moderate level of implementation for the *coach on-boarding* indicator (average score of 2.2) and high levels of implementation for the *ongoing coach training* and *encourages participation in BosC4C meetings/events* indicators (average score of 2.7 and 2.5, respectively).

- On average, nonprofit organizations' scores are at a moderate level of implementation (7.3 out of 9). Individually, most nonprofit organizations' scores demonstrate high levels of implementation on this component (six of nine organizations have scores of 7.5 or higher); two score at the moderate level of implementation, and one scores at a low level of implementation.

- Variability in scores within organizations is present for all nine organizations, regardless of the overall component score. For example, although Organization I scores among the highest on this component, the organization scores at the high level of implementation on two of the three indicators. Likewise, Organization G, which scores the lowest on this component, has indicators at both the low and moderate levels.

- Indicator scores for this component indicate that nonprofit organizations are generally implementing the *ongoing coach training* and *encourages participation in BosC4C meetings/events*. Scores on the *coach on-boarding* indicator, however, indicate this could be an area of growth for some organizations.

Exhibit 8.3. *Coach Capacity Building***: Average Indicator Scores**
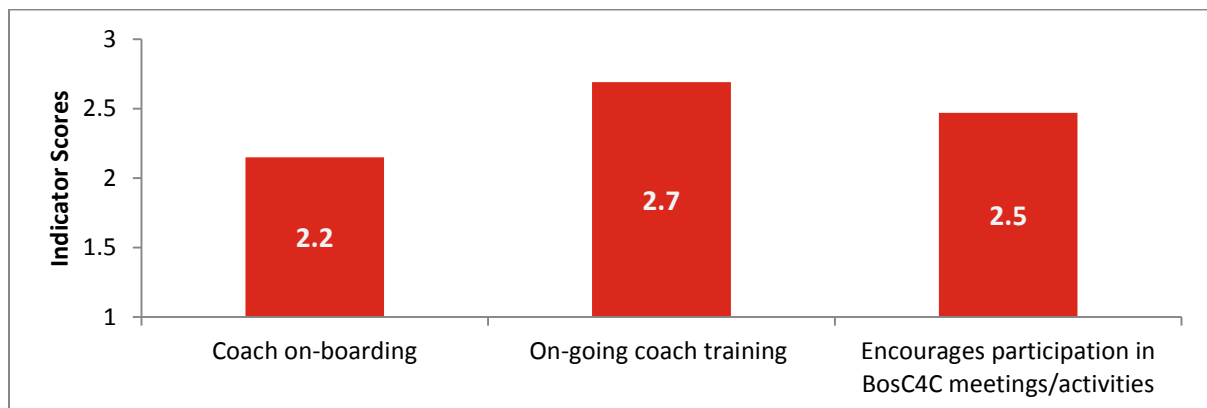
SOURCE: Coach Interviews

Exhibit 8.4. *Coach Capacity Building*: **Indicator and Component Scores, by Organization**
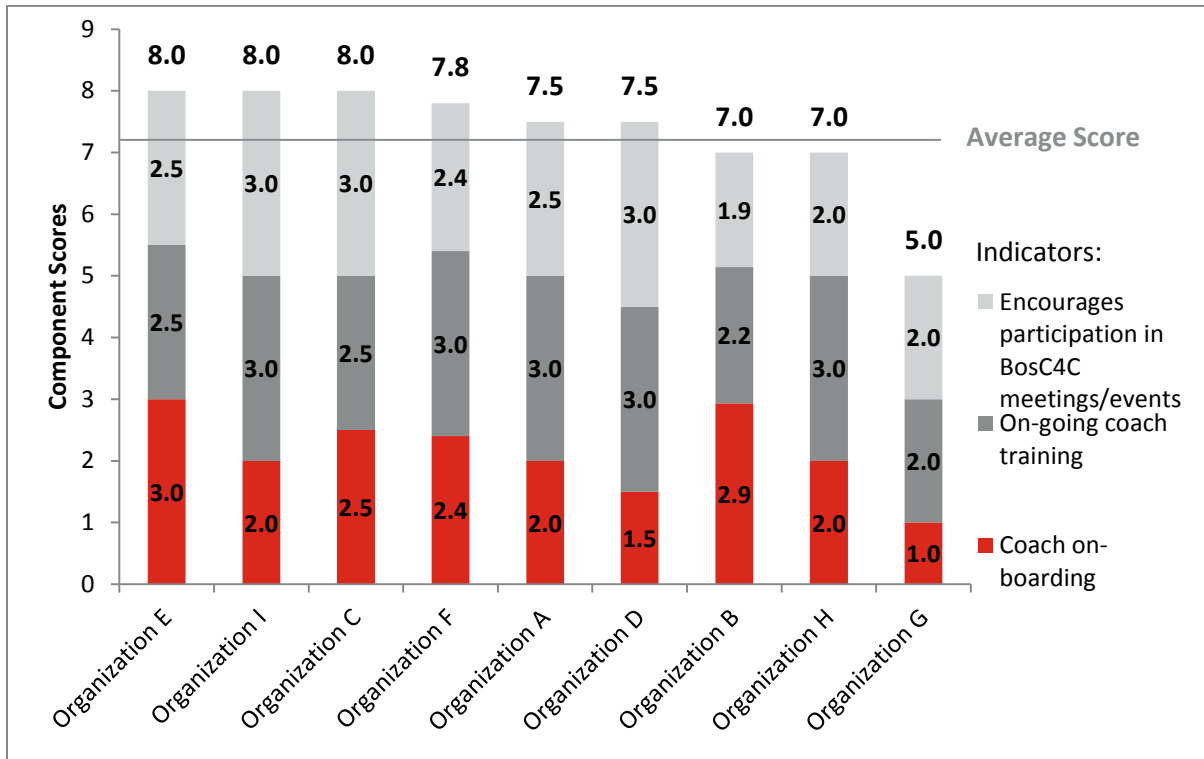
SOURCE: Coach Interviews

Integration with College Component

The *Integration with College* component measures the extent to which coaches have access to and knowledge of the colleges they work with. The component is measured by three indicators. The box below highlights the key characteristics of high, moderate, and low implementation levels.

High Implementation (score of 7.5 to 9)	Moderate Implementation (score of 5.5 to 7.4)	Low Implementation (score of 5.4 or less)
• Coaches are satisfied with campus meeting space and most students meet with their coach on campus[22] • Coaches have access from the colleges to student data • Coaches have formal channels of communication with colleges	• Coaches are neither satisfied nor dissatisfied with the campus meeting place, and some students meet with their coach on campus • Coach access to student data is provided using student login information (rather than directly from the college) • Most coaches have established formal lines of communication with colleges	• Coaches are dissatisfied with campus meeting space, and few students meet with their coach on campus • No coach access to student data • Few coaches have formal communication channels with colleges

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[22]   Or at the nonprofit organization's office, for those supporting students on virtual campuses.

Exhibit 8.5 presents averages on each indicator contributing to the *Integration with College* component. Exhibit 8.6 presents information about each indicator and the overall component score for each organization.

- Nonprofit organizations' scores average a moderate level of implementation on the *campus meeting space* and *access to student data* indicators (2.2 for each) and a high level of implementation on the *coach knowledge of college* indicator (2.7).

- On average, nonprofit organizations' scores demonstrate implementation of this component at a moderate level (7.2 of 9). However, fewer nonprofit organizations demonstrate high levels of implementation (only three score 7.5 or higher); five organizations' scores are at the moderate level of implementation.

- All organizations' scores demonstrate some variation in implementation levels across indicators. Organization B, with the lowest component score, has indicators at the low, moderate, and high levels. Organization F, with a high component score, has indicator scores that are both moderate and high.

Overall, the findings suggest that though most organizations have formal channels of communication with colleges, additional structures and communication channels could potentially improve access to campus meeting spaces and student data. These findings echo those highlighted in Chapter 5, which summarizes coach perceptions on college integration.

Exhibit 8.5. *Integration with College*: Average Indicator Scores
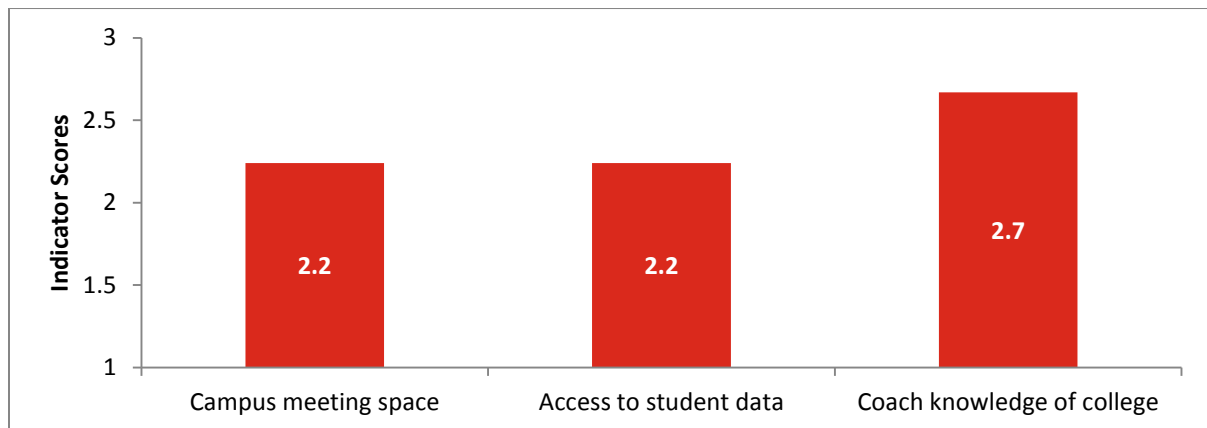
SOURCES: Coach Interviews, Student Survey

Exhibit 8.6. *Integration with College*: **Indicator and Component Scores, by Organization**
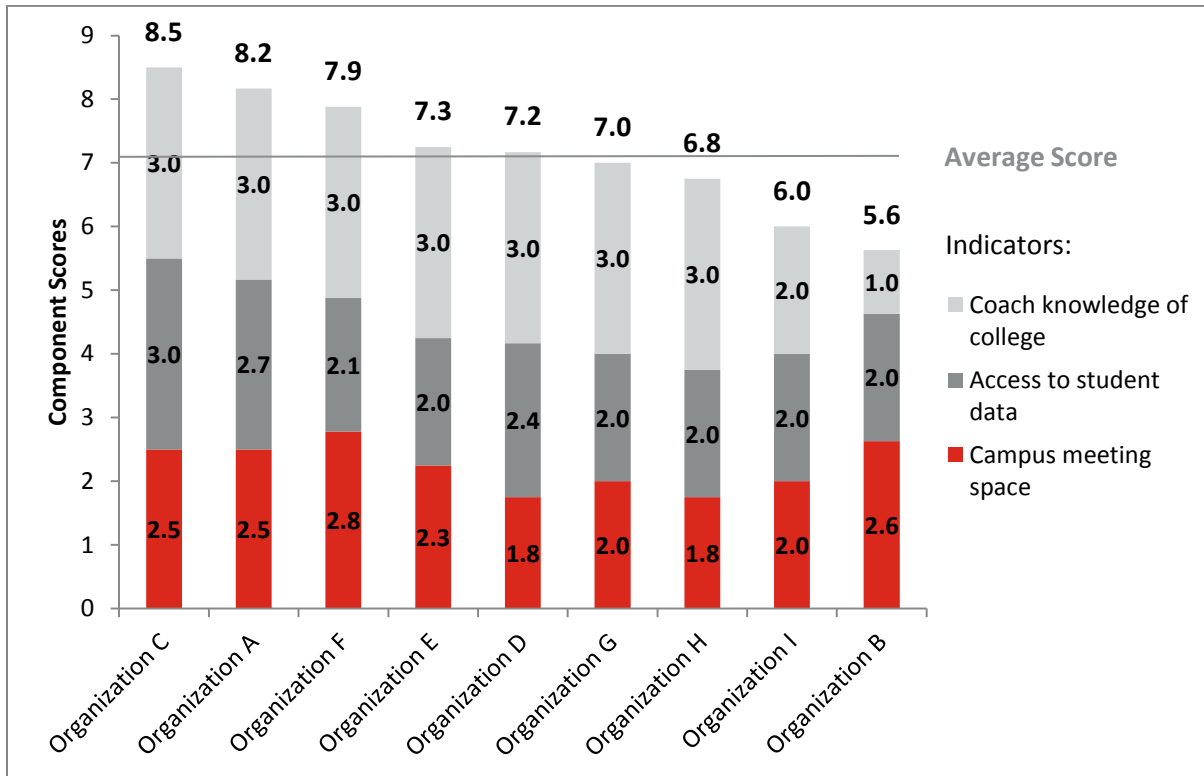
SOURCES: Coach Interviews, Student Survey

Coaching Processes and Activities Construct

The *Coaching Processes and Activities* construct is made up of three components: *Structure of Coach-Student Engagement*, *Nature of Coach-Student Engagement*, and *Nature of Support Activities*. The first and third components have three indicators each (component scores can range from 3 to 9); the second component has four indicators (component scores can range from 4 to 12).

Structure of Coach-Student Engagement

The *Structure of Coach-Student Engagement* component captures information about how coaches communicated with students, how often, and for how long. The box below highlights the key characteristics of high, moderate, and low implementation levels.

High Implementation (score of 7.5 to 9)	Moderate Implementation (score of 5.5 to 7.4)	Low Implementation (score of 5.4 or less)
• Most students are contacted using multiple (three or more) modes of communication • Students meet over the phone or in-person with coaches at least eight times during the academic year • There are at least four phone or in-person meetings with coaches lasting 30 minutes or longer during	• Some students are contacted using multiple (three or more) modes of communication • Students meet over the phone or in-person with coaches at least four times a year, regardless of meeting length	• Few students are contacted using multiple (three or more) modes of communication • Students meet with their coach fewer than four times throughout the academic year

the academic year		

Exhibit 8.7 presents averages on each indicator contributing to the *Structure of Coach-Student Engagement* component. Exhibit 8.8 presents information about each indicator and the overall component score for each organization.

- On average, indicator scores are the lowest for this component: nonprofit organizations' scores demonstrate a moderate level of implementation on the *mode of communication* (1.7) indicator, the lowest average score of all indicators in the index. Scores are also moderate, and slightly higher, for the *frequency of interactions* (2.1) and *intensity of one-on-one interactions* (2.2) indicators.

- No nonprofit organizations scores at a high level of implementation for this component, and the average component score across organizations (6 out of 9) is lower than scores on the other components of this construct. Most organizations' (seven of the nine) scores demonstrate a moderate level of implementation; two score at a low level of implementation.

- The indicator scores vary within nonprofit organization. For example, Organization A scores among the highest on this component, and its indicators are scored at both the low and high levels.

Overall, the findings suggest that the S*tructure of Coach-Student Engagement* component may suggest room for improvement for all nonprofit organizations, and specifically in terms of the number of modes of communication used to reach out to students. Typically, students were contacted using an average of two modes of communication and, as highlighted in Chapter 6, they interacted primarily with their coach in-person and through texting. Prior research suggests that the amount of communication and contact coaches have with students may contribute to improved college-related outcomes (Castleman, Page, and Schooley 2014). Using a variety of modes to reach out to students may offer a means to increase the amount of contact coaches have with students, especially students who are difficult to reach or unresponsive to one or more modes of communication.

Exhibit 8.7. *Structure of Coach-Student Engagement*: **Average Indicator Scores**
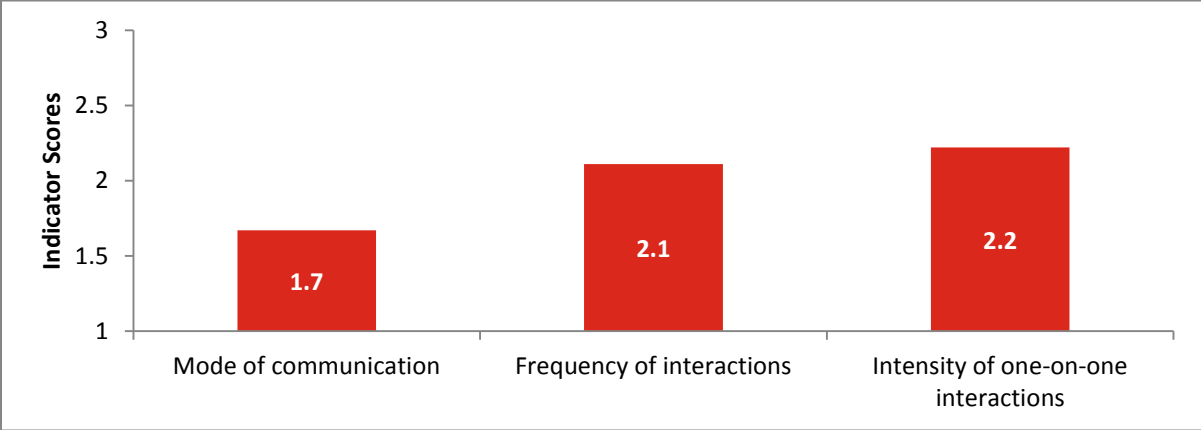
SOURCE: Program Database

Exhibit 8.8. *Structure of Coach-Student Engagement*: Indicator and Component Scores, by Organization
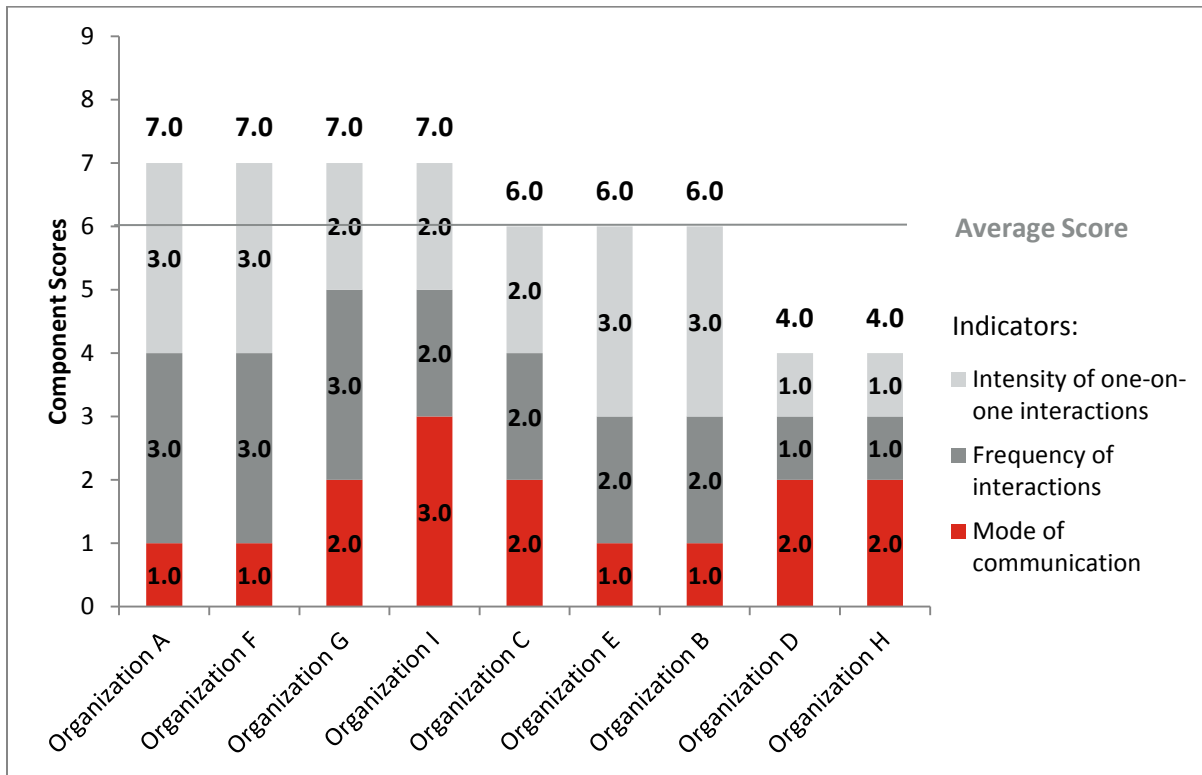
SOURCE: Program Database

Nature of Coach-Student Engagement

The *Nature of Coach-Student Engagement* component measures an array of topics with four indicators: coach support for re-engagement, coach helpfulness, coach-student connection, and the number of coaches a student works with. The box below highlights the key characteristics of high, moderate, and low implementation levels.

High Implementation (score of 9.5 or more)	Moderate Implementation (score of 7.5 to 9.4)	Low Implementation (score of 7.4 or less)
• Coaches report active efforts to re-engage students no longer enrolled in college • Students report positive relationships with coaches, whom they find to be very helpful across a range of support topics • Most students work with only one coach	• Some coaches provide active re-engagement for students no longer enrolled in college • Some students report positive relationships with coaches and high levels of coach helpfulness • Some students report working with only one coach	• Few coaches provide support for re-engagement for students no longer enrolled in college • Few students report positive relationships with coaches or find coach supports helpful • Few students report working with only one coach

Exhibit 8.9 presents averages on each indicator contributing to the *Nature of Coach-Student Engagement* component. Exhibit 8.10 presents information about each indicator and the overall component score for each organization.

- Overall, scores on this component are at the high level of implementation (9.6 out of 12). Individually, five of nine nonprofit organizations' scores are at the high level of implementation (9.5 or higher) and four score at a moderate level (7.5 to 9.4).

- Nonprofits score at the high implementation level on the p*rovides support for re-engagement* (2.7) and *coach-student connection* (2.9) indicators and at the moderate implementation level on the coach helpfulness (1.9) and *number of coaches with whom students have worked* (2.1) indicators.

- Scores on the *number of coaches with whom students have worked* indicator are among the most variable in the index (two nonprofits score at the low implementation level, four at the moderate level, and three at the high level). At the same time, the *coach-student connection* and *coach helpfulness* indicators are among the most consistent of any in the index: scores for eight of nine organizations demonstrate high implementation on the former, and eight of nine score demonstrate moderate levels on the latter.

The *Nature of Coach-Student Engagement* is distinct from other components: it is the only component on which organizations consistently score at a high level of implementation and for which indicators are both the most and the least variable. Note also that implementation levels on the *coach-student connection* and *coach helpfulness* indicators (2.9 and 1.9, respectively) differ by a full point; this variation may reflect that they capture, by design, different aspects of the coach-student relationship. The *coach-student connection* indicator focuses on the relationships coaches have established with students and students' perceived accessibility to their coach. The *coach helpfulness* indicator focuses on students' reports that their coach has been <u>very</u> helpful across a variety of support topics.

Exhibit 8.9. *Nature of Coach-Student Engagement*: Average Indicator Scores
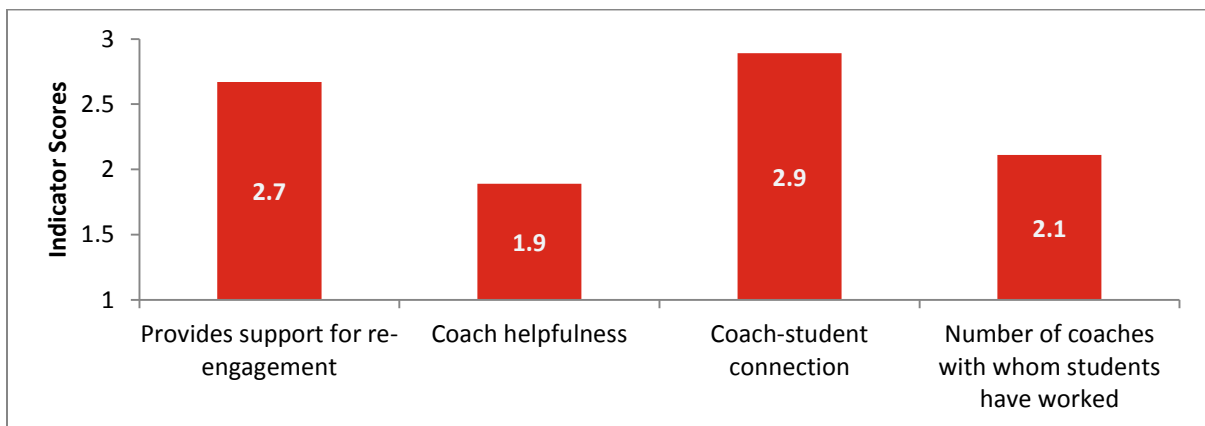
SOURCES: Student Survey, Coach Interviews

Exhibit 8.10. *Nature of Coach-Student Engagement:* **Indicator and Component Scores, by Organization**
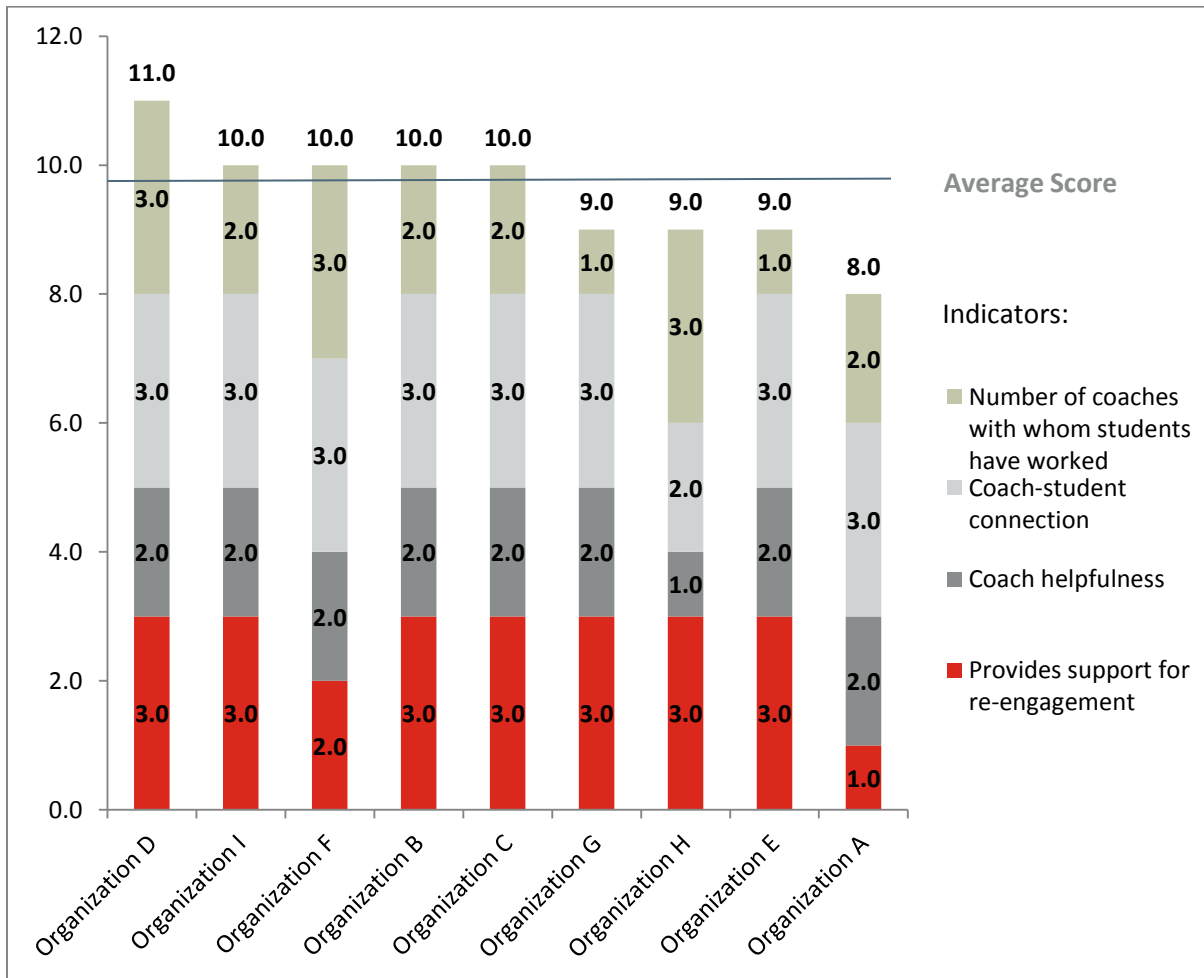
SOURCES: Student Survey, Coach Interviews

Nature of Support Activities

The *Nature of Support Activities* component focuses on sustained exposure to a variety of supports. The box below highlights the key characteristics of high, moderate, and low implementation levels.

High Implementation (score of 7.5 to 9)	Moderate Implementation (score of 5.5 to 7.4)	Low Implementation (score of 5.4 or less)
• Most students receive frequent support on a range of topics • Most students are provided with an array of transition supports	• Some students receive frequent support on a range of topics • Some students are provided with an array of transition supports	• Few students receive frequent support on a range of topics • Few students are provided with an array of transition supports

Exhibit 8.11 presents averages on each indicator contributing to the *Nature of Support Activities* component. Exhibit 8.12 presents information about each indicator and the overall component score for each organization.

- Average indicator scores across organizations are almost identical: the *sustained variety of support* (2.2), *exposure to support* (2.2), and *navigational supports* (2.3) scores all reflect a moderate level of implementation.

- As would be expected given the average indicator scores highlighted above, on average, organizations implement this component at a moderate level (6.7 out of 9). Individually, four nonprofit organizations' scores are at a high level of implementation on this component (7.5 or higher); three organizations' scores are at a moderate level (5.5 to 7.4); and two are at a low level (5.4 or less).

- Variation in implementation levels within organizations is the lowest of all components; that is, nonprofit organizations generally scored at the same level for each indicator in this component. For example, five of the nine organizations demonstrate the same implementation level across all indicators (A and G all high; D, E, and H all moderate).

Overall, results suggest that some, but not most, students receive frequent support on various topics and are provided with an array of transition supports. Results also suggest that this component is implemented more consistently within organizations than the other components are. Thus, across the board, nonprofit organizations could expand the number of topics and support services they discuss with students, and potentially increase the frequency with which these are discussed.

Exhibit 8.11. *Nature of Support Activities***: Average Indicator Scores**
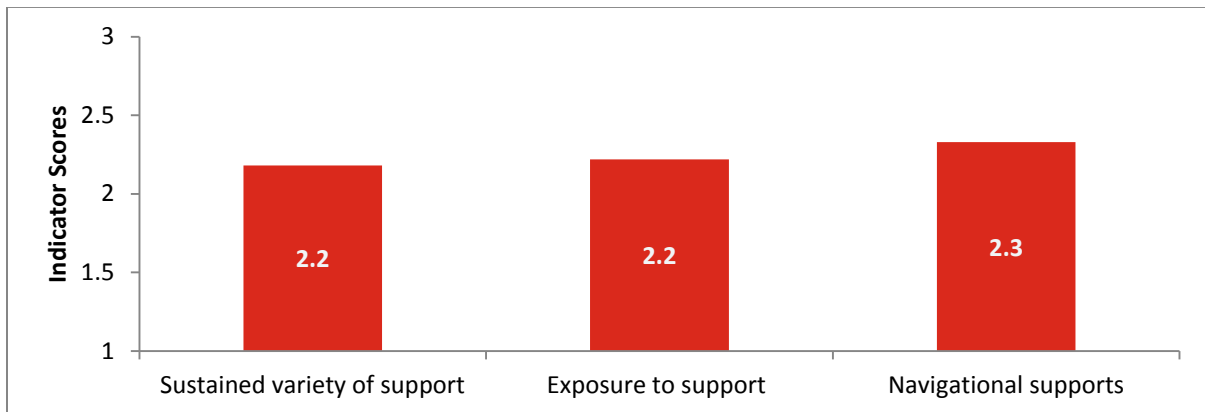
SOURCES: Student Survey, Program Database

Exhibit 8.12. *Nature of Support Activities*: Indicator and Component Scores, by Organization
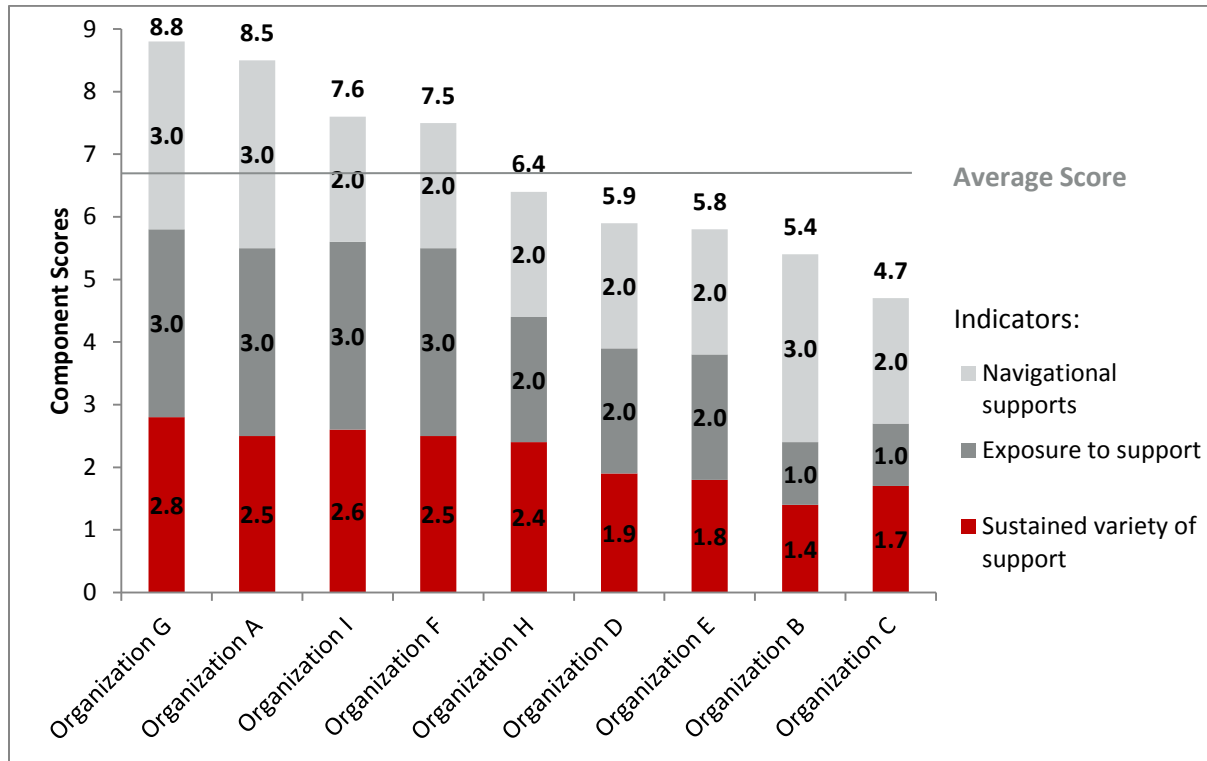
SOURCES: Student Survey, Program Database

8.4   Learning Points

The implementation index integrates data from multiple sources—coach interviews, student surveys, and the program database—to create a measure that describes the implementation of BosC4C. The index identifies specific areas in which all or most of the nonprofit organizations consistently implemented the BosC4C coaching model and areas in which their implementation varied.

The two indicators with the **lowest average scores** suggest moderate implementation in these areas across the organizations and so could present opportunities for further development:

- mode of communication (1.7)[23] and

- coach helpfulness (1.9).

The *mode of communication* indicator measures the extent to which coaches are reaching out to students using multiple modes; the average score on this indicator may suggest that some coaches are relying on only one or two modes to connect with students. Particularly given some coaches' reports of having a difficult time getting in touch with certain students, increasing the number of modes by which coaches reach out to students may be an area for growth. Interestingly, though the average

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[23]   In the 2015 *Degrees of Coaching* report, this indicator was highlighted as being especially high; for the current report, however, both the definition and the data source changed. Thus, the indicator is not directly comparable across years.

score on the *coach-student connection* indicator is high, suggesting students feel connected to their coach, the average for the *coach helpfulness* indicator is only just moderate, suggesting that even if students perceive their relationship generally with their coach as positive, they may not always find that the direct support they receive from their coach as helpful as desired.

Across all five components in the index, nonprofit organizations' scores are quite variable. Generally, even when a nonprofit organization scores at one end of the implementation spectrum for a particular component (whether high or low), that organization's scores reflect a combination of high, moderate, and low implementation levels at the indicator level. The *Nature of Support Activities* component is an exception to that pattern: its variation in indicator scores *within* organizations is the lowest of all components, meaning that nonprofit organizations' scores for multiple indicators are generally similar.

Scores on the *number of coaches with whom students have worked* indicator in the *Nature of Coach-Student Engagement* component are among the most variable in the index. At the same time, in this same component, scores on the *coach-student connection* and *coach helpfulness* indicators are among the most consistent of any in the index.

In summary, the index offers a helpful tool for understanding the BosC4C coaching model, as well as the commonalities and variation in how organizations approach program implementation. The index provides a metric for assessing whether and how aspects of implementation influence student outcomes. As such, the index may help codify our understanding of best practices in transition coaching.

9. Discussion

The six-year college graduation rate for Boston's 2009 high school graduates who enrolled in college was 51 percent (McLaughlin et al., 2016). Though this represents a substantial improvement over the 39 percent seven-year graduation rate of the class of 2000, even more dramatic improvement will be necessary to meet the predicted demand for a college-educated workforce. Though Success Boston is a multi-faceted initiative, one of its core programs, **transition coaching**, has documented particular potential to boost college graduation rates for Boston Public School graduates.

In 2015-16, Success Boston's coaching effort underwent a dramatic expansion, through BosC4C broadening its reach from nearly 400 to more than 900 students from each class served by transition coaching. The BosC4C continues to serve its target population: students traditionally underrepresented in postsecondary education. The diversity of the BosC4C student population represents an impressive accomplishment in its own right.

This report describes the partner nonprofit organizations and colleges that collectively comprise the BosC4C program, summarizes the transition supports BosC4C provides to students and how students use them, reports on the costs required to implement BosC4C, and identifies areas for improvement, based on a thorough investigation of BosC4C during the 2015-16 academic year. Additionally, the study's examination of implementation has identified student characteristics and coaching activities that may help us understand variation in student outcomes (to be reported in a future impact-focused report).

9.1 Key Findings and Lessons Learned

Drawing on key findings and lessons learned from program implementation in 2015-16, we can examine the implications for BosC4C practices in the future and offer recommendations for program implementation.

BosC4C students aspire to attain postsecondary and advanced degrees

The majority of BosC4C students—at both four-year and two-year colleges—expect to earn at least a bachelor's degree (78 percent); 44 percent of students expect to attain a bachelor's and 35 percent expect to attain a graduate degree. Indeed, the majority of students enrolled at two-year colleges expect to complete at least a bachelor's degree (65 percent), suggesting that many current two-year college enrollees anticipate transferring to a four-year college, or possibly enrolling in a four-year institution after completing their associate's degree.

Because a sizeable portion of BosC4C students hope to complete a bachelor's degree (and those at two-year colleges will need to transfer to four-year institutions), both the program as a whole and its coaches may have an opportunity to focus services and supports specifically on the transfer process, and thereby ultimately improve students' chances of success. In fact, some coaches indicated that additional training about the transfer process would be helpful. Transferring to a four-year institution and degree completion are among the outcomes that the study will examine in the future.

Coaches support students to successfully navigate college, through both referrals to campus resources and direct support

BosC4C coaches engage in providing supports in areas that research suggests can be helpful in improving student outcomes (Bettinger et al. 2012; Bettinger and Baker 2014; Carrell and Sacerdote 2013; Castleman, Arnold and Wartman 2012; Castleman, Page and Schooley 2014; Stephan and Rosenbaum 2013). Connecting students to resources such as tutoring and financial aid services, helping them plan their coursework and identify a major, working with them to understand financial aid processes and options, and developing a positive relationship with students have all been identified as mechanisms by which supports may improve outcomes for community college students in particular. College partners, BosC4C coaches, and students reported that connecting students to resources on and off campus is an important and common component of transition coaching. Almost 90 percent of students reported that their coach had taught them how to access needed resources on their college campus.

> **Potential Training Topics**
>
> *For coaches:*
> - *how to support students with emotional needs and/or mental health issues*
> - *transferring from two- to four-year colleges*
> - *managing life-work balance*
>
> *For nonprofit coaching organization leaders:*
> - *setting specific expectations of coaches*
> - *cost management techniques*
> - *defining the role of a coach to allow for assessing of coaching delivery, providing targeted feedback, and measuring coach progress*

Some partner colleges may offer introductory meetings or orientations for coaches to share information about on-campus student support services; however, more than half of coaches indicated they identify resources and services for their students independently, whether informally from fellow coaches or through exploring the college on their own. To support coaches' continued referral efforts, coaches may benefit from campus-specific orientation sessions at partner colleges. These would introduce them to key campus support staff and to fellow BosC4C coaches on campus, to build knowledge of available supports on college campuses for the network of coaches and student support personnel.

In addition to making referrals to specific campus services, coaches provide direct support to students, which requires coaches to be knowledgeable about a range of topics. One area that might benefit from purposeful attention program wide is college-work-life balance for students. Two-thirds of BosC4C students reported that they worked during the 2015-16 academic year, in jobs that were primarily off campus; these students' work commitments claimed an average of 22 hours a week. Students indicated that balancing academics and work was challenging; half of the students with life and work responsibilities reported that these responsibilities interfered with their ability to attend classes or finish assignments. Both students and coaches reported that time management was a commonly discussed topic. An avenue that may be worth exploring is whether there may be ways for students to request (and receive) additional financial aid, which might alleviate the pressure to work additional hours while enrolled in college.

Continued support in obtaining financial aid has been linked with college persistence and graduation (Castleman and Page 2016; Public Agenda 2009). In fact, BosC4C coaches universally reported that they supported students in completing financial aid and FAFSA forms. Coached students' perceptions

reinforce the importance of such support, as the three topics about which students characterized coaches as most helpful are all related to financial aid (i.e., completion, renewal, understanding eligibility).

Given that financial aid renewal is an outcome of interest, and it is related to persistence and completion outcomes, nonprofit organizations and TBF may want to continue to encourage coaches to provide support about financial aid in general, and enhance the availability of and coaches' participation in uAspire financial aid trainings.

Coaching models are fairly consistent across nonprofit organizations, yet variation in delivery of coaching is present

Once transition coaching begins, coaches from across the nonprofit organizations emphasized two essential features of coaching: being responsive to student needs and customizing support to address each student's individual needs for support and contact. Coaches vary the frequency, modes of communication, and focus of supports to "meet [students] where they're at." The BosC4C program, as a whole, provided support services on precisely those topics consistently found to influence college persistence and graduation, including monitoring course progress, financial aid support, course selection, time management, connecting students to resources, and study strategies. Though one *coach* may provide support on all of these topics, and more, any individual *student* may not receive support on all topics, depending on that student's needs and interests.

The amount of coaching students receive also varies. On average, students interact with their coach nine times throughout the year. About one-quarter of students interacted with their coach 12 or more times during the year, and about one-third of students had five or fewer such interactions. The majority of students' interactions with coaches were one-on-one meetings (in-person or by phone), corresponding to an average of six one-on-one meetings. Here, too, there is considerable variation in the number of one-on-one interactions: some students had 15 or more, and others had fewer than three. Students also interacted with coaches using email and texts, and to a lesser extent through phone calls and social media such as Facebook. The differences in student experiences point to a collective coaching philosophy that puts the individual needs of students at the forefront.

Coaches typically use one or two modes of communication, which may reflect coaches' efforts to tailor modes according to students' responsiveness. Yet, coaches from specific nonprofit organizations tended to rely more heavily on certain modes than on others; roughly half of the nonprofit organizations supported students primarily in-person, four organizations relied primarily on texts and emails, and one organization relied on both in-person meetings and texts. To continue to engage students, particularly the hard-to-reach or disengaged students, coaches may consider reaching students through multiple modes.

Prior research suggests that the *amount* of communication and contact coaches have with students may contribute to improved college-related outcomes (Castleman, Page, and Schooley 2014). On average, BosC4C coaches and students communicate less than once per month during the academic year and meet one-on-one every other month; the most communication occurred during October and February. The data also suggest inconsistencies in nonprofit organizations' expectations about how often coaches should engage with students each semester. To ensure that all students receive a consistent threshold of coaching support, perhaps stakeholders could consider whether to establish a minimum number of interactions coaches should have with their students each semester.

Costs are almost evenly split between providing direct services to students and program administration

The cost to implement BosC4C in 2015-16 totaled $5.3 million. This amount includes the value of all resources used by the nine nonprofit organizations, TBF, and network-wide partners (i.e., colleges, uAspire, and BPS) to provide BosC4C to 928 students during the 2015-16 fiscal year. The largest portion, representing 41 percent of all resources, amounting to $2,340 per student, went to personnel supporting BosC4C students' academic success. Another 45 percent of resources went to administrative functions. Per-student costs and the relative prevalence of different cost categories varied substantially across organizations, reflecting variation in key aspects of program implementation (e.g., frequency of coach-student interactions, average caseloads), as well as variation in the numbers of students served and the size of the nonprofit organizations. As organizations became more familiar with SIF grant-reporting requirements and, for the three nonprofit organizations new to the Success Boston initiative, more familiar with BosC4C, some administrative costs may decrease. Moreover, expanding the number of students served by individual nonprofits to maximize economies of scale may also help to reduce program costs.

Increased coordination among stakeholders could yield more efficient and effective program delivery

The substantial increase in the number of students served in 2015-16 (as compared to 2014-15) meant more recruitment and a longer recruitment period, which had consequences for the start of active transition coaching. The vast majority of students (87 percent) experienced their first coaching interaction in the fall college semester, three percent had worked with a coach before the start of the academic year, and 10 percent first experienced coaching during the spring college semester. The months of August and September were characterized by low numbers of coach-student meetings, significantly fewer than in the prior year. Specifically, 63 percent of 2014 BPS graduates had coach interactions during September 2014, compared with 29 percent of 2015 BPS graduates, although the lower number of September interactions may well reflect scale-up challenges. Perhaps the combination of launching recruitment activities sooner after high school graduation and improving communication and coordination between nonprofit organizations and partner colleges could increase the efficiency of student recruitment; this, in turn, might allow coaching to start for most students in the first month of college, or earlier.

In addition to better communication at the start of the year, coaches and the partner colleges believe ongoing communication and coordination throughout the year both helps to establish and maintain constructive relationships and allows BosC4C coaching to supplement the support services already available on campus. At several colleges, routine communication through regularly scheduled meetings between coaches and partner college staff is one mechanism for integrating coaching with existing campus services. Coordinated provision of supports means that coaches can more easily direct students to pertinent campus-based services, when appropriate. (The case studies of four college partners provide more insight into relationships between coaches and partner colleges; see Chapter 10 of this report.)

Key Recommendations

Based on the key findings and lessons learned from implementation of BosC4C in 2015-16, we offer the following recommendations:

- Continue to expand and enhance the training and professional development opportunities provided by the Boston Foundation and nonprofit organizations to create and maintain common standards of practice and efficient delivery of supports.

- Schedule campus-specific orientation sessions for BosC4C coaches at partner colleges at least once each year, possibly once each semester, to introduce nonprofit coaches to key campus support staff and to other BosC4C coaches on campus, to build knowledge of available supports on college campuses for the network of coaches and student support personnel.

- Clearly define expectations for coach participation at uAspire trainings to encourage coaches to better take advantage of their trainings.

- Encourage coaches to continue current practices of reaching students through multiple communication modes and of tailoring support and outreach according to students' needs and academic progress.

- Establish a minimum number of coach-student interactions required per semester to increase the consistency of coaching across the initiative.

- Expand the number of students served by individual nonprofits to maximize economies of scale, potentially reducing program costs.

- Support nonprofit organizations efforts to begin recruitment activities at the end of high school and over the summer to allow sufficient time for transition coaching to take root as students enter their first college semester in the fall.

- Develop processes through which coaches and college partners can work together early to identify potential BosC4C participants.

- Provide a point of contact at each partner college with a list of coaches and nonprofit organizations serving students on that campus to facilitate communication and coordination between coaches and college staff.

- Encourage partner colleges to hold regular coaches meetings to improve communication and coordination between BoC4C coaches and college support staff.

9.2   Looking Forward

The implementation index highlights the variability in coaching practices, student experiences, and costs both within and across nonprofit organizations in how BosC4C is implemented. Generally, regardless of whether a nonprofit organization's overall index score is at the high or low end of the implementation continuum for a particular component, that organization's scores on other components may reflect a combination of high, moderate, and low implementation levels. As the BosC4C program continues to serve new cohorts of students and engage new coaches, key stakeholders could continue to collaborate to identify specific coordination, recruitment and coaching practices shown to be effective both on the basis of prior research and the shared experiences of earlier years of implementation. Ongoing knowledge sharing and coordinated collaboration could result in more efficient provision of transition coaching and reduce costs.

The findings described above illustrate how the BosC4C program has continued to support college-entering students to navigate their first year in college, and also point to connections between aspects of program implementation and subsequent outcomes to be examined once we have obtained detailed

information about key student outcomes. The findings also suggest that the nonprofit organizations have faced some challenges, especially in terms of filling caseloads and coordinating with college partners. These challenges hindered coaches' capacity to support students as effectively as intended. As BosC4C continues to add new cohorts of students, helping coaches, their organizations, and the college partners manage these hurdles will clearly be important.

The findings reported here document the supportive structures already in place at nonprofit organizations, the partner colleges, and the Boston Foundation. These structures represent the essential elements of transition coaching. The report describes the what, when, how, and where coaching occurs, as well as the level of resources used, and coach and student perceptions about coaching, including identification of potential areas for improvement. As such, this report creates a comprehensive picture of BosC4C during the 2015-16 academic year. This report does not yet describe the implications of these coaching activities for student outcomes—that will occur in the interim report (scheduled for 2019), once the team has obtained and analyzed data on short-term student outcomes such as persistence, GPA, and FAFSA renewal. The interim report will also link key features of implementation to short-term outcomes. In the meantime, short-term outcomes for the two earlier cohorts will be released in early 2017, and will provide some insight about possible changes in student outcomes. As BosC4C continues with the second year of scale-up, the findings and recommendations presented here may inform ongoing improvements for transition coaching in Boston.

10. Case Studies

Four colleges serve as case study sites, which together provide more information on the college campus contexts within which BosC4C is implemented. The four case studies describe how and when BosC4C, and its predecessor, Success Boston Coaching, are integrated on these college campuses, the support services available to all students, and how BosC4C and Success Boston Coaching may influence support service provision on college campuses.

Partner colleges vary in their history of collaborating with BosC4C and Success Boston Coaching, enroll vastly different numbers of BosC4C students, host different nonprofit organizations, and vary in whether and how coaching has been integrated into the campus. However, the colleges also share similarities in their perceptions of BosC4C transition coaching as supplementing, not replacing, their own support services, in common recognition that communication is important, and in shared understanding of roles and goals.

> **Data Sources for the Four Case Studies**
>
> ***College leaders and staff*** *at Bunker Hill Community College, Massachusetts Bay Community College, Roxbury Community College, and University of Massachusetts Boston who were familiar with BosC4C were interviewed about the support services provided to all students, integration of BosC4C on campus, and how BosC4C fits into broader institutional goals, policies, and practices. See Appendix E for the interview protocol.*
>
> ***Students not receiving BosC4C coaching*** *at the four campuses participated in focus groups. Questions focused on students' awareness and use of their college's academic, financial, career, personal, and other support services. See Appendix F for the focus group protocol.*

College personnel across the four case study sites also expressed concern about the sustainability of BosC4C, and whether/how to integrate it fully into college operations given the finite length of grant funding. The four colleges offered several recommendations to help the program be as successful as possible:

- *Designate a point person to communicate with coaches.* This staff person could facilitate conversation and coordination with coaches and college staff.

- *Ensure coaches are aware of campus support services,* thereby decreasing potential for misunderstanding and promulgation of misinformation.

- *Institute monthly meetings for coaches* in which experienced college support staff can train coaches on valuable skills, communicate campus-specific information, and coordinate activities.

Though these cases studies provide rich detail about this set of four college campuses, these are but four of 50-plus colleges attended by BosC4C students. The study team interviewed diverse college administrators, staff and students across the four campuses, yet the sample sizes of each respondent group (college leadership, college support staff, and non-BosC4C students) were small. As a result, findings reported below should be interpreted with caution, and are not representative of the complete set of partner colleges.

10.1   Roxbury Community College

Roxbury Community College (RCC), located in Boston's Roxbury neighborhood, is a public institution that offers two-year associate degrees and enrolls more than 2,400 students annually. RCC serves primarily part-time and adult learners. It began its relationship with Success Boston in 2009. Between 2009 and 2015, RCC experienced significant leadership changes and the changing policies and practices that often follow; it weathered enrollment declines during this period, as fewer BPS graduates enrolled in RCC immediately following high school.

Despite frequent change at RCC, transition coaching remains a consistent, albeit small, presence on campus. Between the 2009-10 and 2015-16 academic years, 82 RCC students participated in transition coaching through Success Boston Coaching and BosC4C. Each year, RCC enrolls a relatively small number of coached students. During 2015-16, 20 RCC students participated in BosC4C; five coaches from four (of nine) nonprofit organizations worked with the students.

Student Support Services at RCC

In addition to BosC4C, RCC provides other campus support services available to students. RCC leaders (n=1), support staff (n=4), and non-BosC4C students (n=7) described the supports available and those commonly used. They also provided ideas for additional supports.

Staff described the following types of support services as available to students:

- **Academic supports**, such as academic advisors assigned to all currently enrolled students; tutoring services; and math and writing centers;

- Financial aid and planning supports, such as a financial aid office and Single Stop, a service that connects students to community services and state and federal financial support;

- **Career services**, such as a career development coordinator and an internship coordinator.

Support staff and students were less specific about the **health and personal supports** available to students.

The RCC student focus group participants expressed general satisfaction with their academic advisors and their experiences with both math and writing tutoring centers. One student who struggled with writing described how her academic advisor checked in with her regularly about her writing skills, and called her if she did not show up for a tutoring session. A second student described visiting the math help room every day when she was taking a statistics class, and using the writing center to gain "a different perspective" on her writing.

Focus group students, as a group, were less familiar with financial, career, and mental health resources available on campus. College staff also reported that it can be difficult to disseminate information to students about the different resources available to them on campus, particularly because services are spread across multiple offices. However, staff reported that once students knew what was available, they generally responded and used the services.

Given that RCC serves a large population of adult learners and nearly half of RCC students enroll part-time, students' limited availability and time spent on campus might increase the difficulty for support staff to engage and support students with campus support services. RCC support staff also

described their own offices as "siloed" from one another; they explained that they do not interact with or see other group interview participants frequently. Staff believe this separation to be a challenge to community building and collaboration across departments and offices.

Students' concerns may have reflected lack of knowledge about available support services; they expressed concerns and frustrations with the overall organization and quality of the services. For example, just one (of seven) focus group students knew of a job fair occurring on campus that same day, with the other participants reporting that this was the first they had heard about the event. Another said that, when she did seek help, career services staff just pointed her to resources she could have found on her own and, as a result, she did not feel like she received the support she was looking for.

In terms of academic supports, students explained that the writing and math centers offered students a limited amount of tutoring time per week, causing issues for students taking multiple writing and/or math courses. As one student elaborated, "Sometimes I would spend my entire day [at the center] and you can only have one hour of tutoring and that's not enough if you're taking three English classes." Another student expressed concerns about the quality of tutoring provided, explaining that while some tutors are very helpful, others are not. Further, students expressed that this variation in quality leads them to want to return only to seek support from the specific tutors with whom they have developed a relationship.

Students reported challenges accessing Single Stop, which they described as run by one person, which they found to be "tough" and a "crazy" amount of responsibility for the amount of services the office provides. One student explained, "The one problem with Single Stop is they try to help [too] many students and they plan events to go to, but that doesn't help the individual needs of students." The student elaborated that sometimes when seeking support on a particular topic, instead of holding a one-on-one meeting, students are directed by Single Stop to an upcoming event about that same topic, which can cause problems for time-sensitive issues.

Integration of BosC4C Coaching on Campus

The college leader described BosC4C coaching as a service that supplements the college's existing support services. The college leader and support staff expressed more limited knowledge, however, about how the coaches interact with students and college staff on a day-to-day basis. RCC's college support staff were less aware of BosC4C than the college leader, with two of four support staff learning about BosC4C coaching during the group interview. The other two support staff, who knew of BosC4C, generally corroborated the college leader's observation that BosC4C coaches provided supplemental services, in particular to support students across RCC's more specialized, and siloed, support offices. One staff member said the coaches were "generalists" and explained that, "It's hard for us as employees here to know everything at the college and to ask [BosC4C] coaches to do that, that's going to take a lot more time to roll out."

The two staff members familiar with BosC4C noted that one coach in particular actively collaborated with college staff and engaged students, whereas the other BosC4C coaches did not do so. One of these two staff members works in transfer services, and explained that providing supplemental supports can be successful and collaborative by working with one of the BosC4C coaches at RCC who also works with students transferring to the University of Massachusetts Boston. She pointed to her relationship with this coach as an ideal model for support, explaining that he directs students to

her transfer office when necessary, and will also walk students' transcripts directly to UMB offices, a service her office has neither the time nor the budget to provide. She elaborated, "[The coach] will know a lot of specific of things at [a different partner college] but I won't to that degree that he does. So that's what I mean by working together. It's really an awareness of how the institution functions." This type of communication and collaboration is something RCC staff expressed an interest in increasing in the future.

Staff did not necessarily perceive the BosC4C and college goals as aligned. Staff mentioned two challenges with integration of goals and purpose of coaching and college supports: (1) the goals of coaching organizations may differ from those of the college, and (2) coaches may not have a strong enough handle on the services available, impeding their ability to provide students with accurate guidance. The staff member most familiar with BosC4C coaching said the coaches' own organizational goals and objectives were sometimes "superimposed" on the college's aims. She explained, "[Coaches] come in with a clear set of goals to a place that already has goals and objectives for students. They have reporting requirements and it's independent of our reporting requirements." She also stressed the need for coaches to be more aware of the services RCC provides so they can see what "the gaps are for students and … build a bridge to the best of their ability, meeting their reporting requirements, but bridging those gaps." Ultimately, when coaches were less aware of college support services, she reported, coaches sometimes provided students with inaccurate, conflicting information.

Staff perceived coaches as "generalists" and acknowledged that coaches therefore need to be informed across the various areas of support services at RCC. At the same time, staff across offices mentioned feeling isolated from one another. That isolation may impede coaches' abilities to acquire the knowledge needed to fill the generalist role at RCC.

RCC staff mentioned communication with coaches as a challenge, which RCC addressed by designating a BosC4C college liaison (in 2015). The liaison, who oversees and facilitates BosC4C on campus, selected a colleague in the student life office to help coaches schedule office space and to facilitate coordination and communication. This BosC4C coordinator held introductory meetings with the coaches, but reported limited subsequent interactions with most coaches. Email is the primary means of communication between the college liaison and coaches.

RCC's BosC4C college liaison explained that, in addition to the introductory meeting, one of her first steps was to develop a clear understanding of the coaches' roles and goals. Similar to the RCC support staff, the college liaison also acknowledged the need to increase coaches' awareness of campus services; she believed that to date a collaborative relationship with open communication is present only with one of the BosC4C coaches. As a result, college staff expressed hopes to convene a meeting with BosC4C coaches and college support staff to discuss what is working and what can be improved on.

BosC4C coaches, too, see the need for greater communication and coordination with RCC staff, particularly related to awareness of campus support services. Two BosC4C coaches who worked at RCC described learning about campus services informally, through an initial meeting with college leadership, and then walking around and introducing themselves to staff from different departments.

Accessing student data is a challenge for coaches at RCC. The college does not have a process in place whereby coaches can access student data; moreover, no plans exist for setting up a process—for example, through students' signed Family Educational Rights and Privacy Act waivers.

One staff member described coaches as being particularly active and attending barbeques, student fashion shows, and other activities to check in with the students on their caseloads. However, support staff also believed coaches are largely unaware of how to engage and target students on campus.

College support staff discussed how to address challenges with integrating coaches on campus. They suggested including BosC4C coaches in monthly support staff meetings so that college staff, as one staff member described, "could get an update and … hear an update from us about ways to integrate so it's not so isolated" and to continue to deepen the relationships between the two groups. If not monthly meetings, college staff suggested holding a single event for both support staff and BosC4C coaches to improve understanding other each other's roles and open lines of communication.

Influence of Coaching on Practices and Policies

Data from interviews with support staff and the college leader, the BosC4C coaches interviews, and the student focus group do not point to any changes at RCC in policies or practices resulting from participation in BosC4C and its predecessor, Success Boston Coaching. However, college staff suggested it would be valuable for RCC to create its own program, especially given that the BosC4C coaching program will likely end at some point in the coming years. One college staff member specifically voiced concerns about program sustainability and student success when BosC4C ends. She expressed interest in hiring someone part-time to provide coaching services to students once BosC4C ends. Staff also expressed interest in expanding coaching services beyond BosC4C to be able to provide similar support services to more of its student population.

Lessons Learned

RCC offers a variety of supports to all its students; commonly reported supports include academic, financial, and career services. Students reported access to academic supports most commonly, but noted that the level of academic support currently available at RCC is not always sufficient. Students were less aware of financial, career, and mental health resources. College support staff reported difficulty getting the word out to students about the myriad of support services and events available on campus.

RCC's leadership and support staff, as well as BosC4C coaches themselves, also viewed communication and collaboration between the college and coaches as a challenge. Communication is critical to successful integration of BosC4C coaching on college campuses. Strategies identified in interviews to improve communication and collaboration include a larger and more concrete role for the point person designated to mediate between the two, and coordinated meetings between college staff and coaches to increase the latter's awareness of available college services and supports.

On the whole, RCC staff view BosC4C coaching as a valuable supplemental support, and they discussed the possible creation of a part-time coach position housed at and funded by Roxbury Community College.

10.2 University of Massachusetts Boston

University of Massachusetts Boston (UMB) is a public, four-year university that serves just under 17,000 students. UMB began working with the Success Boston Initiative in 2009. Between the 2009-10 and 2015-16 academic years, 733 UMB students worked with a coach from a nonprofit organization as a part of Success Boston and BosC4C transition coaching. The number of UMB enrollees participating in coaching provided by the nonprofit organizations has steadily increased each year; 28 participated in 2009-10, and 179 did so in 2015-16. UMB enrolled nearly 20 percent of BosC4C students; those students worked with 21 BosC4C coaches from seven (of nine) nonprofit organizations in 2015-16.

BosC4C coaches, however, do not serve all BPS students at UMB. In 2010, UMB launched its own coaching program to provide support services, to BPS graduates outside the reach of the BosC4C coaches, both to address capacity constraints and as part of efforts by the college to integrate and embed the coaching model within the college As a result, since 2010, UMB Success Coaches served additional 470 students, ensuring that all incoming first-time BPS graduates are assigned to a coach. UMB Success Coaches also support BPS graduates who enter UMB as transfer students and other non-BPS graduates who are referred to them by other UMB offices or programs.

Student Support Services at UMB

Through interviews and a focus group, UMB leaders (n=2), support staff (n=11), and non-BosC4C students (n=6) described a diverse and connected array of support services available to all currently enrolled students. The types of support services commonly described as available to students were:

- **Academic**, ranging from academic advisors to tutoring services to UMB's own Success Coaches. All new students are assigned an academic advisor when they enroll at UMB; students can either drop in to speak with an advisor informally or schedule an appointment. Further, UMB recently changed the structure of its academic advising system and hired additional professional advisors that are based within the colleges to help reduce faculty advisor caseloads. First-year students are typically assigned to one of the professional advisors, who are able to help with non-academic topics pertaining to college life and success as well as with academic advising. UMB also employs MAP-Works, a student retention and success software package, to which every UMB student has an account and is able to log in and track his or her academic progress.

- **Financial**, including the financial aid office and One-Stop, an on-campus resource center that assists students with services ranging from financial aid to billing inquiries to registrar questions. It also offers support in money management and emergency funds.[24]

- **Career,** including resume reviews and MyCareerOnline, a jobs database available to students looking for jobs and internships. The career services office offers walk-in sessions, during which students can meet with a peer advisor, who is UMB-trained by career services to assist students, or can schedule an appointment with a career specialist.

- **Health and personal**, including counseling services, which include mental health services and self-care resources for students.

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[24] https://www.umb.edu/campus_center/services/one_stop

UMB staff also discussed offering students other resources outside academic, financial, career, and counseling offices. These included community service programs, as well as programs and English classes specifically for English Language Learners.

The six students participating in the focus group expressed general satisfaction with the academic, financial, career, and personal resources available to them at UMB. Overall, students described most frequently accessing:

- advising and tutoring services

- career services

- FAFSA support, and

- mental health counseling.

Two students in the focus group also had access to UMB Success Coaches.

Students reported a mix of experiences and ways in which they were introduced or connected to resources. Overall, they agreed that advisors and friends play a substantial role in connecting them to support services. One student stressed the importance of working with an advisor to ensure collegiate success, recommending, "Get a connection with an advisor as soon as you get into the university. I wasn't getting the right guidance for adding and dropping [classes], so you need to keep in touch with [your advisor]. … Don't do it on your own."

Another student who used the mental health services on campus believed the services available were beneficial. However, this student noted that a family member had directed him to the mental counseling services, and that he had not received any informational materials from UMB directly about this support. He explained, "I found it myself. No one helped me find it here." Another student recommended mental health services be "expanded and advertised," so that on-campus mental health professionals could reach more students.

Overall, focus group students reiterated their satisfaction with the availability and quality of services UMB provides. One student elaborated: "I think UMass Boston offers a lot and went way above and beyond my expectation for those services. I'm trying to use those services as much as I can, but it's time [that is the issue]."

Though generally satisfied with the supports available, students reported challenges actually accessing the supports on campus. In particular, they cited their busy schedules. Students recommended that UMB increase its offering of tutoring and career services drop-in hours to more readily accommodate students' class schedules, extracurricular activities, and part-time jobs.

Focus group participants reported less satisfaction with MAP-Works, which none of the participants had found to be beneficial to his or her college experience. One explained: "If you miss like one class, you get a low percentage. As if you're going to fail." Another student echoed this experience, calling MAP-Works "dangerous" because of how discouraging the system can be for students. Asked how the program could be improved, a third student suggested (and her peers agreed) that MAP-Works focus more on mental health. She explained, "Rather than asking, did you miss class, ask *why* you missed class" to get to the root of absenteeism and retention problems. While MAP-Works does not technically track students' day-to-day attendance, students' misconceptions about the system may

also have reinforced their frustrations. Since 2015-16, MAP-Works has been discontinued and replaced with a new student retention and success software.

Integration of BosC4C Coaching on Campus

Success Boston coaches at UMB were described by college staff as helping to supplement the diverse array of services UMB provides for its student body. UMB leadership stressed the importance of integrating the coaches into its efforts to enhance student success and development. They went on to distinguish between the role of a BosC4C coach and the role of an advisor, explaining that "UMB was very clear that you are coming on as a coach and effective referral agent and understanding our practices toward graduation, but you are not taking on the role of academic advising and registering students for classes. We want that to stay in the hands of the advisors." UMB leaders expressed that coaches' job is to teach students how to take full advantage of advising and other campus services and resources and to help them problem-solve challenges they may be facing outside of school. A second UMB support staff member, a student advisor and a former Success Boston student, also distinguished the role of an advisor from that of a coach with an analogy likening BosC4C coaches to football coaches. He explained,

> *If the quarterback is sacked, you have multiple spectators. You have people watching from multiple angles. The coaches' position is unique because they have gone through that experience and know the fans and ... they can guide the players in this game, so to speak. Just like coaches at practices, BosC4C coaches are on campus. When I [as a Success Boston student] thought about dropping out, my coach was here and talked to me in the cafeteria, and that's what makes it unique.*

Though the Success Boston coach role was described as supplemental to support services at UMB, support staff recognized the unique and personal relationships BosC4C coaches formed with the students on their respective caseloads, and noted that college staff were not so easily able to establish such close relationships. In addition to close relationships, staff also noted that coaches had the time and freedom to work with students in ways college employees could not. One career services staff member described an instance in which a BosC4C nonprofit organization brought some of its UMB students to a Hispanic career fair, an after-hours event UMB staff members could not attend themselves. The same staff member described how helpful it is to have coaches take a first pass at revising students' cover letters and resumes. The staff member elaborated, "I can't edit a whole cover letter in a 30-minute period, so that additional level of sitting with them and working through it, it meant a higher quality document.… That additional level has helped students get over the hump."

UMB support staff actively create and maintain strong, communicative relationships with BosC4C coaches. UMB hosts monthly meetings, which include BosC4C coaches, UMB Success Coaches, and select UMB support staff. These monthly coaches' meetings offer an opportunity for coaches from across the different organizations all serving UMB students to come together and to meet college support staff and learn about campus services. In addition, biannually, UMB Success Coaches and BosC4C coaches review students' progress toward graduation (i.e., degree audits) to determine which UMB students are on track academically and to identify potential trends among the students they serve. UMB also designates a point of contact between the university and BosC4C coaches to ensure the coaches are integrated into the university's student success efforts, to facilitate coordination and co-planning, and to regularly communicate with coaches about campus space, deadlines, and events.

BosC4C coaches reported meeting with students in multiple locations at UMB, including the library, the cafeteria, and designated shared-workstations assigned to coaches. The designated workstations are shared amongst several coaches, and UMB staff members recognized that "space here [at UMB] is a challenge." Though coaches meet students in varying locations on campus, UMB staff members still reported that BosC4C coaches are visible. Another employee noted how UMB has strategically tried to integrate the BosC4C program into its broader system of student supports; instead of being "an aside thing," it is a purposefully embedded support.

In terms of accessing student data at UMB, a college leader explained that some coaches have limited access to the UMB student database. UMB classifies these coaches as contingent workers and they receive monthly supervision from the Director of the Advising Center. Coaches without this classification can receive updates on students' academic progress from UMB provided they obtain signed Family Educational Rights and Privacy Act (FERPA) waivers from their students. Given the various administrative steps in obtaining direct access to the system, many coaches reported accessing academic progress directly with their students.

Overall, 10 of 11 support staff at UMB said that the BosC4C coaches were well integrated with their services and work on their campus. The disability center was the only exception; its staff described "very little interaction" with the BosC4C coaches, and wished they could provide the coaches with more training on disabilities and disability services. Leaders at UMB also acknowledged needing to increase collaboration between coaches and the disability center, recognizing that coaches sometimes work with students with complex disabilities who need more support. College leaders also cited differences between how nonprofit organizations, structure coaching caseloads, as being a potential hindrance to integration with UMB. For example, some organizations assign students to coaches based on where they attend college or based on existing relationships coaches have with students; this results in some coaches serving students at just one or two colleges, while other coaches work across many different colleges. Another challenge, cited by the leaders, was turnover among BosC4C coaches.

College staff recommended other ways in which the program could be even more beneficial and better integrated on campus. For example, financial aid office staff observed that occasionally, coaches had provided students with information not aligned with the college's guidance, which concerned them since financial policies and practices are externally regulated. A second staff member concurred that "[A coach] can't be an expert in everything," and suggested that coaches should refer students to relevant college staff if they are unsure of how to advise students on a particular subject instead of trying to figure it out themselves.

College leaders raised questions about the sustainability and future of BosC4C coaching, especially because UMB, even with its own set of coaches, reported feeling "dependent" on BosC4C coaches' support to reach all BPS students enrolled at UMB. They noted, if the program were to end, they would be left without a key student support service.

Influence of Coaching on Practices and Policies

Partnership with the BosC4C program and its predecessor, Success Boston Coaching, contributed to UMB's decision to establish its own set of Success Coaches in 2010. In fact, since its launch, the Chancellor of UMB has served as co-chair of the Success Boston initiative, helping to spearhead implementation of the coaching program by the nonprofit organizations and, recognizing coaching's

potential early on, to proactively embed coaching into UMB's own support services. The university uses its coaches to support BPS graduates outside the reach of the Success Boston coaches; its coaches are included in monthly meetings with Success Boston coaches. The purposeful inclusion of both types of coaches reflect UMB leadership's interest in creating an even more collaborative, beneficial relationship with Success Boston coaches to help inform how the university allocates its resources and "open up conversation about curriculum and design." UMB recognizes that all four years of students' experiences, not just the first two years, are crucial in enabling them to succeed and graduate.

Lessons Learned

One UMB staff member, a former Success Boston student at UMB, described the element of Success Boston Coaching he believes sets it apart from all other support services:

> *When it comes to working with people and young people, I've learned that the work is done out of sympathy or empathy. It's sympathy if you feel like you should give back and you do so 9 to 5. But Success Boston is approaching students through an empathetic lens. If sympathy is 9 to 5, empathy is 24/7. ... Success Boston coaches have gone to graduations and to funerals.*

He concluded that one of his largest lessons learned is that "the organic nature" of the BosC4C coaching is why the program "has continued to work." His statement received a round of applause from his colleagues, prompting multiple staff members to agree: "I couldn't have said it better."

10.3 Bunker Hill Community College

Bunker Hill Community College (BHCC) is a public, two-year community college that serves more than 14,000 students across two main campuses in Charlestown and Chelsea, Massachusetts, with three satellite campuses, one in Malden and two in Boston neighborhoods. BHCC first partnered with Success Boston in 2009. BHCC consistently enrolls approximately one-third of students coached through BosC4C and its predecessor, Success Boston Coaching; in 2015-16, one-third (32 percent) of all BosC4C students attended BHCC and worked with 28 BosC4C coaches from eight of nine nonprofit organizations.

BHCC also offers its own coaching program to all new students, including BosC4C students. Incoming students, enrolled in one of the college's Learning Communities Seminars, are assigned to a BHCC Success Coach who support their transition to college.

Student Support Services at BHCC

Over the past 10 years, the student population at BHCC has nearly doubled in size.[25] Consequently, BHCC provides support services to more students than ever before. Interviews with one BHCC leader (n=1), support staff (n=4), and a focus group with non-BosC4C students (n=18) described the diverse and connected array of support services available to all enrolled students. College staff estimated that between one-quarter and one-third of students take advantage of one or more available student

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[25] From 8,212 students enrolled in the Fall 2006 semester (http://www.bhcc.edu/media/03-documents/FactBook0607.pdf) to 14,047 students enrolled in Fall 2015 (http://www.bhcc.mass.edu/about/institutionaleffectiveness/fastfacts/)

services.

BHCC provides wrap-around services, academic, financial aid, career-oriented, and personal supports.

- **Wrap-Around Services.** The LifeMap Commons marries services in six distinct student areas (career planning, education planning, e-portfolio, financial planning, social network, and support network). Modeled after the LifeMap program at Valencia College (Florida), BHCC adapted its program to be the hub for both student services and academic affairs on campus. Through the LifeMap center, students can access other services including:

  - Tutoring and Academic Support Center

  - Career Services Center

  - Summer transition programs, and

  - Transfer workshops.

  In 2006, under a Federal Title III grant, , BHCC launched the Learning Communities Seminars (LCS). New students can choose from one of the numerous LCSs to aid their transition to BHCC. The LSCs are led by faculty and supported by 11 BHCC Success Coaches[26]; they are smaller courses that integrate hands-on activities. The Success Coaches aim to support students' educational, career, and personal needs during their first semester. One college staff member estimated that 6,500 students are assigned to one of the 11 Success Coaches each academic year (4,000 in the fall and 2,500 in spring semesters) as part of the LCSs.

  BHCC has a Single Stop initiative designed to provide rapid-response, wrap-around services to students, including access to food, shelter, financial counseling, health insurance, and other essential supports.

- **Academic supports**. The Tutoring and Academic Support Center (TASC) provides students with academic support through tutors who provide both individual and group review sessions. TASC staff refer students to other specialized centers on campus, including the Writing Place, the Language Lab, and the Math Space. These supports provide students with subject area–specific tutoring, workshops, and review sessions. Disabilities Support Services support eligible students' additional academic needs through testing, arranging course accommodations and academic and career advising.

- **Financial Aid.** The financial aid office offers students advising and counseling services about financial aid status and packages. The Textbook Assistance Program (TAP) is a popular campus program through which students borrow textbooks; students who return the books at the end of the semester become eligible to borrow again the next semester.

- **Career services.** The career services office provides information on internship opportunities for students, career advancement and planning, and workshops and resources to students (e.g., creating a resume, interview skills, and job placement). The Learn and Earn program, launched

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[26]   BHCC leadership indicated that two additional coaches will be hired in the future.

during the 2012-13 academic year, places students in internships in the Greater Boston area. BHCC staff reported that more than 100 students per semester participate in the program to gain career-related experience.

- **Health and personal supports.** BHCC employs two health counselors on campus who provide crisis counseling to students and refer them to long-term community resources when necessary. During the 2015-16 academic year, BHCC launched the Campus Assessment, Response and Evaluation (CARE) team, providing behavioral interventions and health and safety supports to students, especially to those demonstrating concerning behavior.

Despite the breadth and depth of services available, some college staff observed that students do not necessarily take advantage of the services, perhaps because the students aren't aware they exist. Although students have access to a wide range of services, college staff reported that in recent years they noticed that students were not familiar with these services and not taking full advantage of support services. To improve knowledge of and access to supports, in recent years BHCC updated information disseminated in new student orientation materials, course catalogues, and course curricula; asks its instructional faculty to professors integrate services into course assignments (e.g., requiring students to visit and learn about the services on campus, requiring students workshop provided by the college); and sends support service coordinators (i.e., from TASC or the Language Lab) into classrooms to present information directly to students. Based on informal student feedback, it also expanded TASC's hours and provided more flexibility in how students access services (e.g., drop-in sessions, appointments, group review sessions).

BHCC also made a concerted effort in recent years to raise staff awareness of all support available. Advising staff, including the Success Coaches, regularly refer students to relevant support services on campus, sometimes even escorting them directly to a relevant service. One college staff member described this shift: "And I think my staff would say that over the past eight years, we went from students saying 'Huh, we have a tutoring center?' to 'Yeah, I've been there.'"

BHCC staff believe the cumulative effect of these efforts has led to a recent upswing in student awareness and take-up of services offered. To help promote student use of services, college staff plan to develop a technology-based tool to disseminate information about them.

BHCC focus group students reported that they access support services most frequently through the LifeMap Commons, especially for TASC tutoring services. Two students noted that it took them some time to learn how the LifeMap Commons could benefit them, and as a result, they began using it regularly only after their first semester at BHCC.

Two other students discussed positive interactions with Single Stop staff; whom they noted can help answer personal and financial questions and support more than just students' academic needs. Two other students indicated they had made regular appointments with Disabilities Support Services when they first started at BHCC. Two other students expressed appreciation for the varied ways they can get services through these offices, including both drop-in sessions and appointments.

Two focus group participants were transfer students who described accessing and navigating support services as challenging, because the college's processes (e.g., registering for courses, advising) were not intuitive and straightforward. Although they reported using services and resources on campus,

these two students emphasized that student support service offices can be difficult to navigate despite the role that the LifeMap Commons plays on campus as a hub for student information.

Integration of BosC4C Coaching on Campus

Though the BHCC Success Coaches on campus aim to provide services similar to the BosC4C transition coaching, they cannot support the entire student population. College staff reported that, ideally, Success Coaches would be able to dedicate equivalent amounts of time to each student as do BosC4C coaches, yet 11 Success Coaches do not have the time or capacity to serve 14, 000 BHCC students. One staff member commented,

> We haven't been able to do the kind of the intensive advising that they're doing, the coaching. And so that was always our hope that we would get there. But in reality, we've got 11 full-time staff right now, and we've got to divide 14,000 students by 11, and it's just not a reasonable caseload.

At BHCC, BosC4C represents a meaningful extension of services beyond those provided by Success Coaches, albeit to a specific subgroup of enrolled students. All students enrolled in BHCC Learning Community Seminars are assigned Success Coaches through BHCC. When incoming BHCC students have pre-existing connections with BosC4C nonprofit coaching organizations, they are supported by both BosC4C coaches and Success Coaches. In practice, because Success Coaches have large student caseloads, students with both a Success Coach and a BosC4C coach are encouraged to rely on their BosC4C coach for college-based coaching and individual support.

Since 2009, when Success Boston Coaching, and now BosC4C coaching was introduced at BHCC, staff indicate that the coach-college partnership has become more cohesive. College staff said that over the years, BosC4C coaches have become increasingly familiar with BHCC student services, and college staff now view BosC4C coaches as an essential supportive service available to eligible students. One staff member explained that she believes that it is important for students to hear about BHCC services from multiple sources, including Success Boston coaches, to emphasize their availability.

BHCC staff host monthly coaches' meetings for BosC4C coaches and staff from any other similar coaching programs on campus (e.g., Cambridge and Chelsea coaching programs). These monthly meetings generally last an hour and a half; the first half is generally devoted sharing college updates, and the second half is usually used to familiarize coaches with BHCC-specific systems and processes. Representatives from different student support service offices (e.g., LifeMap, Single Stop, TASC) attend meetings, as relevant, to promote active coordination and collaboration with coaches. In each student support office, BosC4C coaches are assigned a point of contact, and these representatives are often the staff who attend the monthly meetings. The meetings foster easier information sharing between coaches and staff, and provide opportunities for coaches to provide feedback about services, based on their experiences and what they hear from students.

The college also designated one BosC4C coach as the point person through whom information is disseminated from staff to coaches and vice versa. The college staff voiced their appreciation for having the coach represent the BosC4C program; they believe that this is an invaluable strategy for helping everyone—BHCC staff and BosC4C coaches—to be on the same page.

BosC4C coaches do not have direct access to student academic information. Staff reported that many of the coaches log into student accounts with their students to retrieve this information. BHCC does have a data sharing agreement with Success Boston to provide coaches with lists of incoming eligible students for coaching each semester, helping coaches to better focus their recruiting efforts on campus.

At BHCC, the BosC4C coaches make themselves visible on campus by wearing Success Boston t-shirts and lanyards. The BHCC staff noted that BosC4C coaches appeared to be more active and unified on campus during the 2015-16 academic year than in previous years. Coaches meet with students in public spaces around campus. Coaches and college staff concur that coaches would benefit from a dedicated meeting space on campus where coaches could work with students, and where information about the initiative could be centrally located.

BHCC staff reported that they are always looking for ways to better integrate the coaches on campus. To date there is not a formal BosC4C coach orientation to college services, although BHCC is considering implementing one in the future. BHCC plans to hire a dedicated staff member to coordinate the monthly coaches' meetings and to support communication with coaches on campus. Although BHCC has invited coaches to only one professional development event offered by the college, it plans to provide more such opportunities once the new staff member is hired. Despite the lack of a formal orientation and limited shared professional development opportunities, BHCC staff know that veteran BosC4C coaches mentor newer coaches and use the monthly coaches' meetings to teach coaches about support services for students.

Influence of Coaching on Practices and Policies

BHCC has yet to introduce new policies or programs specifically in response to the Success Boston initiative. However, college staff and coaches communicate openly and regularly, and coaches provide college staff with valuable feedback, including through contributions to specific campus policy discussions. BHCC is planning to hire additional staff (two Success Coaches and one coach coordinator) to expand the reach of its Success Coaches and better coordinate with the BosC4C coaches.

Over the past seven years, college staff describe the relationships between the college and BosC4C (and Success Boston) coaches transforming into a cohesive partnership that can improve on each year. Although BHCC does not intend to form its own group of transition coaches to replicate Success Boston Coaching, staff and leadership hope the partnership will continue to support eligible students and allow the Success Coaches and advisors to focus their efforts on serving other students assigned to their caseloads.

Lessons Learned

With a growing student population, BHCC staff have developed strategies to provide student support services to its students in numbers not experienced by offices in recent years, including through hiring two new Success Coaches to work with students in LSCs, and developing online technology that will allow students faster and easier access to services. College staff view BosC4C and its predecessor, Success Boston Coaching, as a resource for eligible students on campus to benefit from transition coaching that BHCC does not have the capacity to provide all students.

Open and regular communication between coaches and staff is essential at BHCC, given that 28 BosC4C coaches from eight nonprofit organizations work with almost 300 students on campus. BHCC has a designated BosC4C coach who communicates with staff and relays information to coaches, and it is also planning to hire a coordinator to serve in this role for the college staff. Through established communication channels, staff hope to orient coaches to the services on campus more deeply, and to encourage coaches to refer their students to relevant services. The monthly coaches' meetings provide a means by which information is shared about students and the college, and BHCC staff plan to incorporate more professional development into these meetings via the soon-to-be-filled coordinator position.

10.4   Massachusetts Bay Community College

Massachusetts Bay Community College (MassBay) is a public, two-year community college that serves more than 8,000 students across three campuses in Wellesley, Ashland, and Framingham, Massachusetts. MassBay first partnered with the Success Boston initiative in 2014. During the 2015-16 academic year, three coaches from three of the nine nonprofit organizations served 24 BosC4C students.

Student Support Services at MassBay

Through interviews with a college leader (n=1) and support staff (n=2) and a focus group with non-BosC4C students (n=16), MassBay staff and students described a diverse and connected array of support services available to all currently enrolled students. MassBay staff believe that student support services information must be readily available and easily accessible to students from the moment they arrive on campus, through both online and physical resources. One college staff member noted that offices strive to have information immediately available so students can access it as soon as they are ready. She explained,

> *We try our best to get the information [about services] out there, but ... when a first-year student shows up at college, you know, they're really more anxious about ... mak[ing] friends ... and things of those sorts. When you talk to them about financial aid ... it kind of goes over their head until they need it.*

MassBay offers support services primarily through three offices: the Academic Achievement Center, the academic advising office, and the student development office.

- **Academic supports.** The Academic Achievement Center is composed of five areas: (1) Reading and Writing Center, (2) Math and Science Center, (3) Peer Tutoring, (4) Disability Resources, and (5) Testing Services. From professional and peer tutors spanning almost every subject area, students can access flexible individual or group academic supports. Through Disability Resources, eligible students work with staff to make sure the proper accommodations are in place to promote academic success. During the 2014-15 academic year, MassBay also launched a Science, Technology, Engineering, and Mathematics (STEM) Mentor Program, matching students majoring in STEM subjects with relevant employers in the region to develop relationships and career experiences.

  The academic advising office consists of academic advisors (both faculty and administrators) who are assigned to all new full-time students. Students and advisors are matched based on area of study. All BosC4C students at MassBay are assigned to one of two academic advisors, both of

whom are familiar with and contribute to coordinating BosC4C on MassBay's campus. The MassBay transfer coordinator is also supported through the academic advising office. This coordinator supports students who transfer from MassBay to another institution, providing individual counseling, workshops, and college fairs for students.

- **Financial aid supports**. The financial aid office provides support to students on the financial aid process and student accounts; it offers workshops on FAFSA completion and provides information on scholarships. Staff attend new student orientation and throughout the year hold information sessions.

- **Personal and career supports.** The student development office is a hub for student life-related supports, including students' personal, career, and mental health needs. The office offers career services, counseling services, student orientations, student activities and athletics, and support services for student subgroups (e.g., Gay, Lesbian, Bisexual, Transgender Support Services; Veterans Affairs). One college staff member explained, "We do whatever we can to help students who hit bumps in the road or just need some triaging or emotional support to kind of get them on the right track."

The majority of focus group participants reported that they access services through the Academic Achievement Center; the Reading and Writing Center and Disability Resources were both described as commonly accessed supports, followed by the student development office and the Academic Advising Center and lastly, the financial aid office. Students who had accessed supports through the student development office noted that it serves as a central place on campus for information about all of the support services, and staff there refer students to other offices and services on campus.

Students reported that during class and through assignments, professors also actively encourage student use of campus resources. One student explained,

Almost every class tells you about all the resources available to you. You don't have to read the emails; there are signs everywhere, and there are also people in the cafeteria to tell you about services, and professors will include them in the syllabus and will tell you to email them if you need more.

Focus group participants also acknowledged appreciating the services offered to them, although one student expressed concern about their availability, noting that services offered through the Academic Achievement Center are often in high demand and getting a reservation for tutoring was difficult. Other students also reported that peer tutors have limited availability, too, and the times they are available are not always convenient for students. Recently, MassBay launched released a website and online tool for student essay review and writing support online in order to improve student access to academic supports.

Another student observed that coordination among the three MassBay campuses about service availability was a concern, because services varied from campus to campus and shuttle service between campuses was limited.

In recent years, MassBay has been challenged by budgetary constraints, resulting in the loss of six full-time staff, some of whom had been delivering support services to students. Further, MassBay's three-year Performance Incentive Fund grant (PIF) ended in spring 2015; it had funded a Career and

Academic Success coaching program. Similar to BosC4C coaches, PIF's part-time coaches provided students with more individualized support and helped students to take full advantage of other available MassBay student services. Despite these budgetary and staffing setbacks, MassBay still makes many of the same support services available to students, and interviewed staff noted that they have taken on more responsibility to do their best to continue to provide sufficient support services.

MassBay staff indicated that they (and the college) continue to look for ways to improve student experiences when accessing services, an observation corroborated by a focus group participant who said that MassBay staff frequently solicit student feedback about how support services on campus can be improved. Other focus group students noted that they would like to see improvements to the student-advisor matching process, mental health services and follow-up, child care services, study space on campus, and information on public safety and incident reporting.

Integration of BosC4C Coaching on Campus

The number of BosC4C coaches working on campus has expanded from one in 2014-15 to three in 2015-16. BosC4C coaches provide supplemental supports to eligible students on campus. College staff reported that the BosC4C coaches are familiar with the support services offered and often refer students to relevant offices.

BosC4C coaches work primarily with a designated MassBay staff member, the BosC4C college liaison, who serves as their point of contact. In 2015-16, the BosC4C liaison was one of the two student advisors assigned to all BosC4C students on campus. Her responsibilities include providing college updates, coordinating communications between coaches and college staff, and answering BosC4C coaches' questions. She regularly met with coaches for each nonprofit organization on campus separately, although she hoped to establish (in the future) a formal monthly check-in meeting with all coaches during which specific student issues can be addressed.

At the beginning of each year, BosC4C coaches participate in an orientation to college processes and support services available to students, during which they tour the Wellesley campus and meet key staff members with whom they will interact. MassBay staff explained that they provide an orientation to coaches as part of a larger effort to foster open communication and to share as much information about student services with coaches as possible: "The more the coaches know, the better. The more they know not just that we have counseling but who the counselors are. They could walk them down." The BosC4C coordinator also invites coaches to attend the student orientation at the beginning of each year to learn more about student services. During the 2015-16 academic year, MassBay staff led a training for coaches to discuss the academic advising program and the student course registration process in more detail. Coaches also learn about services offered on campus by shadowing a veteran coach. At the end of each year, MassBay staff host a debrief session with the coaches to discuss what went well and how the coaches' experience can be improved in the following year.

BosC4C coaches do not have access to student academic data through the college's portal. Coaches log into the student portal with their students to view academic information. MassBay's BosC4C coordinator flags certain issues for coaches, and when deemed appropriate by a student's advisor, coaches are invited to attend advising meetings between students and their academic advisors. Since all of the BosC4C students are intentionally assigned to one of two academic advisors, coaches have built strong relationships with these advisors.

The BosC4C coaches generally meet with students in the college's café on the Wellesley campus, so they are visible to students and staff members. As noted by the BosC4C coordinator, when the college advisors sit in the café, students do not generally approach them to check in, whereas if the BosC4C coaches sit in the café, students sit with and talk to them. Occasionally, if the BosC4C coordinator needs to contact a Success Boston advisee, she will sit next the coach in the café. She explained that the coaches and staff work as partners, and that the staff recognize that coaches are able to form closer, more casual relationships with students than college staff can. As a result of the café's public location, it is also easy for the college staff to informally check in with coaches.

The closure of the PIF coaching program in spring 2015 means that MassBay does not offer any coaching programs similar to BosC4C. However, college staff reported that the level of engagement BosC4C coaches maintain with their students is unparalleled. One MassBay staff member noted that the attention BosC4C coaches can give to their students allows them to identify symptoms of a student issue early, improving the chances of solving the issue before it escalates into a crisis. Early intervention is more difficult for MassBay staff, because of their limited capacity given the recent budget and staff cuts. A staff member reported that if the college received additional funding through a grant program similar to PIF, she would push MassBay to consider dedicating funds to expanding coaching availability on campus. She explained, "If we had more grant money or the college was able to, you know, have more money in terms of support services, the [coaching] model is one that we see a lot of strength in and we really want to support it."

MassBay staff explained that they believe transition coaching supplements the support services that MassBay offers; these perceptions are based on their experience with both the PIF coaches and BosC4C coaches. Staff mentioned that they are considering developing a student mentoring program, through which BosC4C students would mentor some of their non-BosC4C peers.

Influence of Coaching on Practices and Policies

Over the past few years, MassBay's budget and staffing issues affected the implementation of student services on campus, limiting the college's ability to make changes to supports in response to the BosC4C coaches. Instead, MassBay focused on maintaining a consistent level of student support services, despite budget and staffing challenges. Notable, in 2015-16, was the absence of the PIF Career and Academic Success Coaches that focused on introducing students to the college community and resources and supporting them through their first year. Staff recognize that cuts have limited the level and frequency of individualized student support they offer.

MassBay is in the process of rebuilding its student support staff and restructuring responsibilities across staff. Staff indicated that that they believe the student support services are moving in the right direction, and staff are working to fill vacant positions. They hope for increased stability in the resources to improve their ability to strategically plan for the long term.

Lessons Learned

At Mass Bay, an essential factor promoting implementation of BosC4C is that the college staff have recent experience working with coaching programs (both Success Boston Coaching and the PIF coaches). Staff observed students benefitting from coaching services and place value on individualized coaching models. MassBay staff recognize that part of the effectiveness of the BosC4C program comes from coaches developing a deep knowledge of the student support services offered on

campus. If coaches know how to navigate the services offered to students, they can better refer and support them.

Despite partnering with the Success Boston initiative for only two years, MassBay staff have developed methods through which its coaches are integrated on campus, centered on efficient and regular communication. Staff reported that designating a single staff coordinator to oversee collaboration with the BosC4C coaches helps to ensure that coaches and staff have the same information and can share with one another effectively. The coordinator has developed a rapport with the coaches, providing them with a way to give feedback about their students' experiences with campus services. As MassBay staff continue to improve their communication and feedback loops with coaches, they plan to create formal monthly coaches' meetings to foster regular and open conversations, in place of the informal meetings with each nonprofit's coaches held now.

Inputs

The BosC4C intervention comprises three main factors, shown as **Key Inputs** on the logic model on the next page: subgrants distributed to nonprofit organizations, which in turn organize the provision of services to students; partnerships between each subgrantee organization and the colleges/universities attended by students receiving the organization's services; and use of experienced coaches, who provide one-on-one and cohort-based support to students following their senior year of high school and into college.

Further supports (**Secondary Inputs**) include initiative-wide staff (e.g., BosC4C program director and associate director) and subgrantee staff (e.g., program directors and campus and non-campus-based college liaisons), who oversee activities, develop program models, and provide professional development opportunities along with other trainings and resources to coaches.

Connecting Activities to Outputs and Outcomes

BosC4C coaches are expected to help students access and use information and supports as they transition and adjust to college (**Activities**). This often begins with reminding students about and helping them to complete the FAFSA and other financial aid documents. Coaches also connect students with supports and resources as needed; help students learn how to manage their time across school, home, and work demands; advise and remind students about course selection and registration deadlines; and support students in their career decisions. Further, coaches are expected to manage their respective caseloads and attend monthly practitioner meetings to capture and share best practices and address organizational challenges.

As discussed in the literature review (Section 2.1), interventions in which coaches provide such supports to students have been shown to have a positive effect on intermediary college outputs (**Intermediary Outputs**), including filing/renewing FAFSA forms, college enrollment, academic achievement and credit accumulation, and continued college persistence (see, e.g., Castleman and Page, 2013a; Castleman, Page, and Schooley, 2014).

Each of these outcomes can in turn lead to higher college completion rates, the primary goal (**Outcome**) of BosC4C.

Exhibit A-1. Boston Coaching for Completion (BosC4C) Logic Model

Resources	Activities	Intermediary Outputs	Outcomes

Key Inputs

Grants to nonprofit organizations

Partnerships between nonprofit organizations and colleges/universities

Coaches to provide real-time navigational support for 1,000 students per cohort

Secondary Inputs

Program management and support staff including program director, network coordinator, and campus and non-campus-based college liaisons

One-on-one and cohort-based coaching spanning the end of students' senior year of high school and through at least the first two years of college, including:

- Intensive case management
- Connecting students with supports and resources on and off campus
- Helping students complete the FAFSA and financial aid processes
- Helping students learn time management to help balance school, work, and life demands
- Advising students on course selection and registrations
- Helping students identify and obtain summer jobs and internships

Program model development, monthly coach meetings, professional development and access to technical and other resources

Increased college enrollment rates

Increased FAFSA completion and renewal rates

Increased college credit accumulation

Stronger college academic achievement

Reduced course withdrawals and course failures

Increased college persistence

Expanded and enhanced learning community of practitioners; capturing/sharing of best practices

Increased two- and four-year college graduation rates

Coaching Model

First, I would like to ask you generally about the goals of your organization and the services your coaches provide.

- What are the goals of your organization's navigation coaching? (probe: specific student outcomes)

    - VETERAN: How have these goals changed since last year?

- Do you have a schedule of activities? If yes, please describe the sequence of activities.

- What specific coaching services does your organization provide?

    - Describe specific activities in which coaches interact with students.

    - Which coaching activities are most important to helping your organization achieve its goals for student outcomes? [Probe for which features are helpful for different outcomes]

    - VETERAN: What changes (if any) have you made this year (compared to last year) in activities/services offered by coaches?

    - What summer programming does your organization offer for students between high school and college?

    - *If they offer programming*: Who is eligible to participate in the summer programming? [Probe: are they just BosC4C?]

Target Population

Next, I would like to ask you a few questions about the students whom your organization serves.

- How are students identified for BosC4C?

    - Are there any specific requirements to work with a coach? (e.g., GPA, SES, first-generation college)? VETERAN: How have these changed since last year?

    - How are students matched to coaches? VETERAN: How has that process changed since last year?

    - How are prospective students identified? (e.g., are they referred by their schools, friends, other?)? VETERAN: How have these changed since last year?

- When do students first start working with their coach?

- NEW: In general, what are the challenges your target students face as they make the transition to college?

    - NEW: What are the 1-2 most important strategies your organization uses to address these challenges?

Coaches

Now I have some questions about how your organization selects and trains coaches.

- What are the specific characteristics/qualifications you look for in coaches?

- Probe: What are the job requirements of coaches? (E.g., college degree, prior experience working with youth)

- What specific types of training does your organization require of all coaches (new & veteran/returning)? (by whom)

- What kinds of training opportunities are made available to (though not required of) your organization's coaches?

  - Which elements of (required/optional) training reflect *your* organization's philosophy?

  - How does your organization incorporate principles of youth development into (required/optional) training?

  - What other types of supports and/or resources are provided to coaches (by your organization)?

  - What types of support/training/resources are provided to coaches by sources outside your organization (Probe: uAspire)?

Participation in BosC4C

I would also like to ask you about your organization's participation in BosC4C activities and events.

- Please describe your participation, as a [title] at [coaching organization name], in meetings and/or activities with BosC4C during the 2015-16 school year. (Such as the monthly transitions meetings or the monthly coaches' meetings)

- Who else from your organization attends such meetings?

  - Which BosC4C trainings and/or meetings? Are these meetings mandatory?

- Which trainings were most helpful?

- From your perspective, about which topics could/would your organization's coaches benefit from additional training/support?

- How does your organization interact with other participating BosC4C partner organizations/colleges this year?

- VETERAN: How have your partnerships with other coaching organizations and/or IHEs changed over the last year, if at all?

Caseload

I also have a few questions about the caseloads of your coaches.

- How many BosC4C coaches does your organization employ?

- How close to your projected *total* BosC4C caseload are you as of [date]? What are the factors that have influenced differences between projected/actual caseloads?

- If unable to reach target caseload, what were the biggest challenges to meeting this goal?

- What is the typical total caseload of one of your coaches?

- What are coaches' responsibilities with respect to working with other (non-BosC4C) college students? (Probe: If they have outside students, what percentage of their caseloads is outside students?)

Benefits and Challenges with Expanded Scope

- VETERAN: What are the organizational benefits of expanding to serve a larger number of students/participating in BosC4C this year? What are the challenges?

Appendix C. Coach Interview Protocol

Part I. Coaching Activities

I would like to start by asking you about your coaching activities. I'll ask about the ways in which you communicate with students, the kinds of support you provide to students, and how your coaching activities might change across the course of an academic year.

We've understand that you provide students with help across a range of areas or support topics.

1) In general, what topics do you focus on most frequently with your students?

2) Please describe how you prepare for a typical in-person meeting with a student. How long does it typically take you to prepare?

3) How does the focus of the help and support you provide to students (or the topics you cover with students) change over the course of the academic year?

4) Please describe whether and how you interact with students who drop out of school during their first or second year.

5) Which topics do you wish you had more training and/or resources to work on with students?

Challenges/Successes: (*2 minutes*)

6) Please describe any challenges you've experienced engaging students this year.

7) Please describe any aspects of engaging students that have gone well this year.

*For Returning Coaches***:** Describe how your coaching practice has changed this year (as a result of the scale up for BosC4C)?

Part II. Relationship with IHEs

Next I'd like to ask you about the different colleges that you are working with. Our records indicate that you are currently serving students at [NAME IHEs]. [NOTE: If coach serves students at more than 3 schools, ask these question for colleges where coach serves the majority of students.]

For the next set of questions, I'd like you to talk about how things work at each of the colleges.

REPEAT QUESTIONS 8 - 13 FOR EACH OF THE COLLEGES AT WHICH THE COACH IS WORKING.

8) How do you get access to information about student progress (student records, grades, progress information)?

- ❑ [College name] provides me a login/password to student data system
- ❑ Student provides his/her login information
- ❑ Login with the student
- ❑ I don't have access to student data or progress
- ❑ Other Describe:

9) If you meet on campus, where on campus do you meet?

10) How do you secure a meeting space on campus?

11) Please describe any orientation to campus services the college provided to you. What aspects of the orientation did you find most helpful?

12) Please describe the ways in which you learn about campus services and campus supports for students.

13) [For coaches serving students at more than 3 IHEs] Please share any additional information you have about your experiences working at other colleges.

Part III. Training

The next set of questions asks about any trainings or professional development you might have received or participated in.

14) Please describe the initial training you received from your coaching organization, when you first became a coach. What was the focus of the training?

15) Please describe any additional training or professional development you've received from your coaching organization. What topics were covered?

  o   What topics did you find the most helpful or useful to your coaching practice?

16) Please describe any trainings you attended with UAspire. What was the focus of the training? What aspects did you find most/least helpful?

Part IV. Partnership with Success Boston Initiative and BosC4C Program

We'd like to ask about your partnership with the Success Boston Initiative and the BosC4C program.

Please describe the meetings and/or events you participate in as part of BOSC4C.

  a.   Coaches' meeting

  b.   Transition Support meeting

  c.   Other

17) What is most/least helpful about these meetings?

18) What other topics or supports could BosC4C provide to help your coaching practice?

19) Which of these meetings are required by your organization?

20) Which of these meetings are required by The Boston Foundation?

21) In which other BosC4C events do you participate?

Finally, we'd like to ask about how you interact with the initiative-wide database, Salesforce.

22) How do you use Salesforce? How frequently do you update student transition records? (As a weekly upload? Daily?)

23) What guidance have you received about logging interactions into Salesforce?
Probe: What types of student interactions do you record in Salesforce?

24) How likely are you to log brief (less than 5 minute) interactions through any mode in Salesforce?
  ❑ Very likely
  ❑ Likely
  ❑ Somewhat likely
  ❑ Unlikely

25) How likely are you to record text message communications in Salesforce?
  ❑ Very likely
  ❑ Likely
  ❑ Somewhat likely
  ❑ Unlikely

26) Describe your process for adding a student onto your caseload. Specifically, we are interested in what happens between the time a student has been identified as a potential Success Boston Coaching participant and when the first transition support is recorded in Salesforce.

  o   What screening criteria, if any, do you consider prior to adding a student onto your caseload?

  o   When do you generally enter a student's intake form into Salesforce?

 o   When do you enter the first transition support record for a student?

Appendix D. Coach Pre-Interview Questionnaire

Part I. Education & Employment

Please tell us about your education and employment background.

2) What is your highest educational degree?
- ❑ High School
- ❑ Some College
- ❑ College degree
- ❑ Some post graduate college
- ❑ Graduate degree

3) How long have you been a coach at your organization?
[*enter numeric value*]

4) Is this job
- ❑ Full-time (35 hours/week or more)
- ❑ Part-time (Program: If = part-time, show 3a)

3a. IF PART-TIME: How many hours per week do you work as a BosC4C coach?
[*enter numeric value*]

5) Are you Hispanic or Latino/Latina?
- ❑ Yes
- ❑ No

6) What is your race? (Check all that apply)
- ❑ White
- ❑ Black or African American
- ❑ Asian
- ❑ Native Hawaiian or other Pacific Islander
- ❑ American Indian or Alaska Native

Part II. Student Caseload

7) What is your current caseload?
[*enter numeric value*]

8) Approximately what proportion of the students in your caseload are first year students?
[*enter numeric value*]%

9) Approximately what proportion of the students in your caseload are second year students?
[*enter numeric value*]%

10) Approximately what proportion of the students in your caseload are BosC4C students?
[*enter numeric value*]%

11) Did you work as a Success Boston coach during the 2014-15 school year?
- o Yes (Program: If = yes, then display Q11)
- o No (Program: If = no, then skip to 12)

For Returning Coaches: *We would like to understand how your caseload and the students you are supporting might be different this year compared to last year.*

12) How has the number of students on your caseload changed since last year? (Increased? Decreased?)

   11a. Please describe whether students are assigned to your caseload in a different manner this year as compared to last year. For example, are any of the students on your caseload assigned to you by a college?

   11b. Please describe any other differences in your caseload this year. For example, do students come from different high schools, students come from different neighborhoods, students are attending different colleges?

Part III. Communicating with Students

We would like to learn about how you communicate with students and the kinds of support you provide. We recognize that you may communicate with students in multiple ways, and to ensure that we record as accurate a description as possible, we will ask you specific questions about each of the communication strategies you use.

13) Please indicate by which modes (if any) you discuss the following topics:

Topic	Mode					I do not discuss this topic with my students
	Email	Text message	Phone call	In-person meeting	Other	
Academic supports						
Connecting to tutor or academic center (for example, Writing Center)						
Registering for classes and course selection						
Exploring college major options						
Strategies for studying for and succeeding in courses						
Understanding the transfer process to a 4-year institution						
Communicating and connecting with professors						
Checking in about how classes are going						
Financial aid						
Completing or renewing FAFSA						
Connecting to financial aid or bursar's office						
Finding and applying for scholarships or grants						

Understanding student loan options						
Career planning						
Connecting to the campus career center						
Developing resume						
Applying for internships and jobs						
Preparing for job interviews						
Developing a plan for how to complete degree						
Exploring career options						
Managing life responsibilities						
Managing my time effectively						
Balancing school, work, and home life						
Figuring out transportation (for example, getting a discounted T pass)						
Managing stress						
Connecting to health resources						
Resolving personal concerns						

14) Please share any additional topics you discuss with students by any mode.

15) Where do you and your students usually meet when you meet ***in-person***?
   - o   On campus
   - o   Off campus
   - o   At coaching organization offices

Appendix E. Student Survey

The Success Boston Initiative wants to hear from you! Complete this 15-minute survey to help Success Boston better understand student experiences with coaching. If you worked with a coach or mentor from Boston Private Industry Council (PIC), Bottom Line, College Bound Dorchester, Freedom House, Hyde Square Task Force, Match Beyond, Sociedad Latina, Steppingstone Foundation, or West End House this year then you are part of Success Boston Coaching. Your responses to this survey could help to improve the Success Boston Coaching experience for other students like you.

To thank you for your time, we will send you a $10 eGift card to your choice of Dunkin' Donuts, CVS, or Target once you complete this survey. And if you complete the survey by April 7th, you will also be entered to win $100!

You are not required to complete this survey. Your participation is voluntary and you may choose not to answer a question or to stop the survey at any point. You can continue to participate in Success Boston Coaching even if you do not complete the survey.

Protecting your privacy is very important to us. Your name will not be included in any reports or data produced by the study. There is a small chance of loss of confidentiality but we have many procedures in place to reduce this risk.

Are you willing to take this survey? *(Mandatory question)*

☐ Yes

☐ No

If you have any questions about participating in the study, please call 1-617-520-2968, or email Marble_Karuu@abtassoc.com. If you have any questions about subjects' rights, please contact Abt's Institutional Review Board Administrator, Katie Speanburg, by phone at (877) 520-6835 [toll-free number].

IF NO:

Thank you for your time!

Section 1: Participation in Success Boston Coaching

To begin, we would like to learn about how you connected with your Success Boston coach.

1. How did you first hear about Success Boston Coaching? (Check all that apply)

   ☐ My college/university

   ☐ Someone from a Success Boston Coaching organization came to my high school

   ☐ My high school guidance counselor, teacher, or other staff member

   ☐ A friend from my high school

   ☐ A friend from my college

   ☐ Someone I know from my neighborhood

   ☐ Online

   ☐ During an after-school or summer program

   ☐ Directly from a coach

   ☐ Other, please explain: _____

   ☐ I don't recall exactly (Exclusive choice)

2. How many Success Boston coaches have you primarily worked with since you graduated high school?

   ☐ 1

   ☐ 2

   ☐ 3

   ☐ 4

   ☐ more than 4

Now, we would like to know more about your interactions with your current Success Boston coach.

3. How does your coach usually get in touch with you? (Check all that apply)

   ☐ Text messages

   ☐ Facebook, Twitter, Instagram, or other social media

   ☐ Email

   ☐ Phone calls

   ☐ Finding me on campus

4. How *frequently* does your coach get in touch with you?

   ☐ Once per semester

   ☐ Once per month

   ☐ Once per week

   ☐ Multiple times per week

   ☐ Never

5. How frequently do you meet <u>in-person</u> with your coach?
   - ☐ Once per semester
   - ☐ Once per month
   - ☐ Once per week
   - ☐ Multiple times per week
   - ☐ Never

6. Where do you meet most often with your coach?
   - ☐ On campus in a public area (for example, lobby, student center, library)
   - ☐ On campus in a specific office or center
   - ☐ Off campus at a location selected by me
   - ☐ Off campus at a location selected by my coach
   - ☐ At the local organization/office where my coach works
   - ☐ Other, please describe:_____
   - ☐ I don't meet in-person with my coach

7. Do you often see your coach around campus?
   - ☐ Yes
   - ☐ No

8. How do <u>you</u> usually get in touch with your coach when you want to reach out? (check all that apply)
   - ☐ Text messages
   - ☐ Facebook, Twitter, Instagram, or other social media
   - ☐ Email
   - ☐ Phone calls
   - ☐ Finding my coach on campus

9. How frequently do <u>you</u> reach out to your coach?
   - ☐ Once per semester
   - ☐ Once per month
   - ☐ Once per week
   - ☐ Multiple times per week
   - ☐ Never

Section 2: Coaching Activities

Now, we would like to learn about the specific topics you talked about with your Success Boston coach this school year.

10. Which of the following **academic support** topics did you discuss with your coach? (Check all that apply)

Registering for classes and course selection	☐
Exploring college major options	☐
Strategies for studying and being successful in my courses	☐

Understanding the process to transfer to a 4-year institution	☐
Communicating and connecting with my professors	☐
Checking in about how my classes are going	☐

Programming: If Q10 = yes for at least one topic, display Q11

In general, how often did you discuss <u>any</u> **academic** topics with your coach?

- ☐ Once per semester
- ☐ Once per month
- ☐ Once per week
- ☐ Multiple times per week
- ☐ Never

11. Which of the following **<u>financial aid</u>** topics did you discuss with your coach? (Check all that apply)

Completing or renewing my FAFSA	☐
Understanding the financial aid I am eligible for	☐
Understanding how to maintain my financial aid, for example by meeting specific grade requirements	☐
Finding and applying for scholarships or grants	☐
Understanding my student loan options	☐

Programming: If Q12 = yes for at least one topic, display Q13

12. In general, how often did you discuss <u>any</u> **financial aid** topics with your coach?

- ☐ Once per semester
- ☐ Once per month
- ☐ Once per week
- ☐ Multiple times per week
- ☐ Never

13. Which of the following **<u>career planning</u>** topics did you discuss with your coach? (Check all that apply)

Developing my resume	☐
Applying for internships and jobs	☐
Preparing for job interviews	☐
Developing a plan for how I will complete my degree	☐
Exploring career options	☐

14. In general, how often did you discuss <u>any</u> **career planning** topics with your coach?
    - ☐ Once per semester
    - ☐ Once per month
    - ☐ Once per week
    - ☐ Multiple times per week
    - ☐ Never

15. Which of the following topics related to **<u>managing life responsibilities</u>** did you discuss with your coach? (Check all that apply)

Managing my time effectively	☐
Balancing school, work, and home life	☐
Figuring out transportation (for example getting a discounted T pass)	☐
Managing stress	☐
Resolving personal matters	☐

16. In general, how often did you discuss <u>any</u> topics related to **managing life responsibilities** with your coach?
    - ☐ Once per semester
    - ☐ Once per month
    - ☐ Once per week
    - ☐ Multiple times per week
    - ☐ Never

Programming: If student selects topic in, Q10, Q12, Q14, or Q16 display topics in Q18.

17. Thinking about this school year, please select the <u>three topics</u> you discussed *most frequently - in-person* with your coach. (Select up to 3 topics)
    - ☐ Registering for classes and course selection
    - ☐ Exploring college major options
    - ☐ Strategies for studying and being successful in my courses
    - ☐ Understanding the process to transfer to a 4-year institution
    - ☐ Communicating and connecting with my professors
    - ☐ Checking in about how my classes are going
    - ☐ Completing or renewing my FAFSA
    - ☐ Understanding the financial aid I am eligible for
    - ☐ Understanding how to maintain my financial aid, for example by meeting specific grade requirements
    - ☐ Finding and applying for scholarships or grants
    - ☐ Understanding my student loan options
    - ☐ Developing my resume
    - ☐ Applying for internships and jobs
    - ☐ Preparing for job interviews
    - ☐ Developing a plan for how I will complete my degree
    - ☐ Exploring career options
    - ☐ Managing my time effectively
    - ☐ Balancing school, work, and home life
    - ☐ Figuring out transportation (for example, getting a discounted T pass)
    - ☐ Managing stress
    - ☐ Resolving personal matters

18. This year, how frequently did your coach refer you to the following campus offices or centers?

	Never	Once per semester	Once per month	Once per week	Multiple times per week	Not applicable
Tutoring or academic center (for example, Writing Center)						
Financial aid or bursar's office						
Career center						
Health services						

19. In general, how **<u>helpful</u>** is your current Success Boston coach at answering your questions about the following topics?

Academic Support	Not helpful	Sometimes helpful, sometimes not helpful	Somewhat helpful	Very helpful
Registering for classes and course selection				
Exploring college major options				
Strategies for studying and being successful in my courses				
Understanding the process to transfer to a 4-year institution				
Communicating and connecting with my professors				
Checking in about how my classes are going				

Financial Aid	Not helpful	Sometimes helpful, sometimes not helpful	Somewhat helpful	Very helpful
Completing or renewing my FAFSA				
Understanding the financial aid I am eligible for				
Understanding how to maintain my financial aid, for example by meeting specific grade requirements				
Finding and applying for scholarships or grants				
Understanding my student loan options				

Career Planning	Not helpful	Sometimes helpful, sometimes not helpful	Somewhat helpful	Very helpful
Developing my resume				
Applying for internships and jobs				
Preparing for job interviews				
Developing a plan for how I will complete my degree				
Exploring career options				

Managing Life Responsibilities	Not helpful	Sometimes helpful, sometimes not helpful	Somewhat helpful	Very helpful
Managing my time effectively				
Balancing school, work, and home life				
Figuring out transportation (for example getting a discounted T pass)				
Managing stress				
Resolving personal matters				

Connecting to Campus Resources	Not helpful	Sometimes helpful, sometimes not helpful	Somewhat helpful	Very helpful
Connecting to tutor or academic center (for example, Writing Center)				
Connecting to financial aid or bursar's office				

Connecting to the campus career center				
Connecting to health services				

20. How much do you agree with the following statements about working with your current Success Boston coach?

I am comfortable reaching out to my coach for help with questions related to…	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Academics					
Financial aid					
Career planning					
Managing life responsibilities					

21. Please indicate how much you agree with the following statements about your relationship with your Success Boston coach:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I feel comfortable with my coach reaching out to me.					
In general, my coach was a helpful resource during my first year of college.					
I wish I could have had more one-on-one time with my coach.					
My coach was easy to get in touch with when I needed him/her.					
I plan to stay in touch with my coach during my next academic year.					
My coach taught me how to access the resources that I need.					
Working with my coach helped me to be more confident asking questions and advocating for myself.					
Working with my coach helped me to be more confident in my ability to succeed in college.					

Section 3: Your Background

In this section, we have a few questions about you.

22. Since finishing high school, is this the first year you have been enrolled in college?

- ☐ Yes
- ☐ No

23. Are you currently: (*Check all that apply*)

- ☐ Working for pay at a part-time or full-time job (including work study and/or campus-based employment)
- ☐ Taking care of a sick family member
- ☐ Taking care of your child
- ☐ None of the above (Exclusive choice)

[Program: If Q24 = 1]

24. For your current job(s), do you work: (*check all that apply)*

- ☐ On-campus
- ☐ Off-campus

[Program: If Q24 = 1]

25. On average, how many hours do you work each week during the school year?
Enter number: _____

[Program: If Q24 ≠ 4]

26. Do your life responsibilities such as work, caring for family member or child interfere with your ability to attend college classes or finish assignments?

- ☐ Yes, once per week or more
- ☐ Yes, a couple of times this semester
- ☐ No
- ☐ I'm not sure

27. Do you live…[27]

- ☐ On-campus or in other school-provided housing
- ☐ With parent(s)/guardian(s)
- ☐ Someplace else (off campus)

---

[27] Source: 2004/09 Beginning Postsecondary Students (BPS) Longitudinal Study Survey

28. Do you have any children that you support financially?[28]

- ☐ Yes
- ☐ No

[Program: If Q29 = Yes]

29. How many children? (*dropdown*)

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ more than 3

Section 4: Academic Experiences

In this section, we would like to learn about your academic experiences and preparation for college.

30. To what extent did the following high school courses prepare you for college? [29]

	Not at all	Somewhat	A great deal	Did not take in high school
High school math				
High school English or writing courses				

31. Thinking of the hardest class you took last semester, compared with other students in that class would you say your abilities were:

- ☐ Very much above average
- ☐ Above average
- ☐ Average
- ☐ Below average
- ☐ Very much below average

---

[28] Source: 2004/09 Beginning Postsecondary Students (BPS) Longitudinal Study Survey

[29] Source: NCES, Education Longitudinal Study of 2002 (ELS)

32. When you were working at a challenging task in that class, how confident were you that you would succeed?

    ☐ Extremely confident

    ☐ Very confident

    ☐ Confident

    ☐ Somewhat confident

    ☐ Not at all confident

Section 5: Educational Goals

Next, we have a couple of questions about your educational goals.[30]

33. If there were no barriers, how far in school would you want to go?

    ☐ Complete a certificate or diploma from a school that provides occupational training

    ☐ Complete an Associate's degree—that is, a 2-year college degree

    ☐ Complete a Bachelor's degree—that is, a 4-year college degree

    ☐ Complete a Master's degree

    ☐ Complete a Ph.D., M.D., law degree, or other high level professional degree

    ☐ I don't know

34. As things stand now, how far in school do you think you will actually get?

    ☐ Complete a certificate or diploma from a school that provides occupational training

    ☐ Complete an Associate's degree—that is, a 2-year college degree

    ☐ Complete a Bachelor's degree—that is, a 4-year college degree

    ☐ Complete a Master's degree

    ☐ Complete a Ph.D., M.D., law degree, or other high level professional degree

    ☐ I don't know

Section 6: How to Improve Coaching

Finally, please share with us how you think coaching could be improved.

Programming: Tables and answer options have been randomized and will appear in random order for each respondent.

35. For which specific topics would you like additional support from your coach? (*Check all that apply*)

Academic	
Connecting to tutor or academic center (for example, Writing Center)	☐
Registering for classes and course selection	☐

---

[30]   Source: NCES, High School Longitudinal Survey of 2009 (HSLS)

Exploring college major options	□
Strategies for studying and being successful in my courses	□
Understanding the process to transfer to a 4-year institution	□
Communicating and connecting with my professors	□
Checking in about how my classes are going	□
Other, please specify:	
There are no **academic topics** for which I would like additional support (*program: exclusive choice*)	□

Financial aid	
Completing or renewing my FAFSA	□
Understanding the financial aid I am eligible for	□
Understanding how to maintain my financial aid, for example by meeting specific grade requirements	□
Connecting to financial aid or bursar's office	□
Finding and applying for scholarships or grants	□
Understanding my student loan options	□
Other, please specify:	
There are no **financial aid topics** for which I would like additional support (*program: exclusive choice*)	□

Career planning	
Connecting to the campus career center	□
Developing my resume	□
Applying for internships and jobs	□
Preparing for job interviews	□
Developing a plan for how I will complete my degree	□
Exploring career options	□
Other, please specify:	
There are no **career planning topics** for which I would like additional support (*program: exclusive choice*)	□

Managing life responsibilities	
Managing my time effectively	□
Balancing school, work, and home life	□
Figuring out transportation (for example, getting a discounted T pass)	□
Managing stress	□
Connecting to health resources	□
Resolving personal matters	□
Other, please specify:	

I do not need additional support **managing life responsibilities** (*program: exclusive choice*)	□

36. Are there any other topics we missed for which you would like additional support?

37. What advice, if any, would you give to your coach to help improve the supports he/she provides?

38. Please share a short story about a time when your coach helped you overcome a challenge.

39. Is there anything else you would like us to know about your experience with Success Boston Coaching?

Thank you for taking the Success Boston survey!

You will receive an <u>email</u> at [insert email address] with your $10 e-gift card in the next 2 weeks. If this is not your email address, please give us an updated email address below.

Please click the submit button to save and complete the survey.

Appendix F. Selected Quotes from Student Survey

Academic Support

- "Math was always hard in the past two years. My coach clearly explained to me how to address teachers for extra help and he also found time to give me some assistance."

- "I was doing bad in a class and she helped me learn ways to study. So by the end of the semester I got a decent grade in that class."

- "When I was struggling with a class and she helped me figure out that I can do it."

- "Facing the challenge of not passing my first exam, my coach helped me conduct good study habits and I was successful and passed the course."

- "I had hard time trying to find a topic to write about, and when I asked my couch is she could help me, she was very happy to do it, and she helped me find a variety of topics and I felt that with her help I was able to do a good project."

- "I was struggling Bio 411 and my coach hooked me up with an academic mentor."

- "My coach has helped me check on my progress in each class, to allow me to keep track of my grades and what I need to do to get the grade I want."

- "I was telling them how I don't like my math class because everything is easy they told me to work hard and show the professor that I wasn't made to be in that class so they can change me into a class that's more challenging for me."

Financial Aid Support

- "Filling out my FAFSA has been very hard because my father's income has gone up a lot and my coach has helped me deal with the situation."

- "When my financial aid letter came in late, she helped me learn how to apply to a class even last minute."

- "During FAFSA season, I was very confused about how to fill out a lot of sections. I asked my coach for help and she got back to me instantly and I was able to successfully fill out the sections. This meant a lot to me because I was very stressed at the time due to all the work I had to do. FAFSA was a challenge during a difficult time."

Balancing Work, Life, and School

- "My coach has helped me make sure my FAFSA was done and filled out properly. My coach has also helped me with managing my free time with time to study and do homework."

- "I was having a lot of trouble balancing out my school work amongst other responsibilities that I had, and I was worried about my grades and losing my scholarship. But my coach gave my good advice and I was able to destress."

Personal and Emotional Support

- "My coach are very nice and easy to talk to, also the [coaching organization name] care packages are very nice."

- "Going through family matters, I was going through a situation where I wasn't paying attention to a specific class. I told my coach about it and they both kept reminding me about that class and pushing me through it."

- "There were times where I didn't like my college and I wanted to transfer and he kept pushing me to get involved and really get the feel of the school before I decided if I actually wanted to transfer."

- "Helped me no longer be discouraged about finishing school, by sharing his personal experience with me."

- "When I told him about my difficulties making friends here and how he advised me to approach it and reassured I am not the only one going through this."

- "I was really stressed out and it was close to finals week. My coached gave me some advice and then recommended me to see a counselor."

Navigating College

- "I was debating whether to withdraw from a course or not, and he helped me understand my options and make a decision."

- "Thank God there has not been major challenges during my first year of college. I can recall how resourceful my coach … was in assisting me during my transfer process. I plan to transfer out of Salem State into another four-year institution."

- "My coach helped me start a new semester by meeting with me and helping me transition from high school to college."

- "My coach helped me sign up for my classes when I didn't know how to and made sure I was good on everything."

- "I was having problems with one of my professors and she convinced me to talk to him about how I was doing in class even though at first I was extremely hesitant."

Time Management

- "I was offered multiple options for my summer after my first year of college and she helped me work it out with pros and cons and helped me come to a decision that would be best for me now and what I should do during my future summers."

- "I was stressed out about managing work, basketball and classes until my success coach helped me plan the perfect schedule for Fall and Spring."

- "Once upon a time, I had trouble finding ways to get things done for my life to continue. I would always plan things to get done on time but will always procrastinate. Then one day my coach gave me nice speech to motivate me to keep on top of my plans. Not only did he give me a motivation speech he gave me examples on what to do, also by relating to it."

General Support

- "I lost my bus pass and I needed it to go to school. I emailed her and told her my issue. Two days after, she told me that she would be able to help me find another one. I was happy because I was

worried about getting around (going to school, appointments etc.). She helped find another bus pass and I thanked her for that."

Areas for Improvement

- "Spend more time with students."

- "Have more resources."

- "My coach has been extremely helpful with everything. I don't really have any tips for her to improve. I would love to see her more often instead of 3 times a semester just to see how her day is going."

- "Be more flexible."

- "Help me more with personal issues."

- "Visit campus more."

- "Connect with their students on a more personal level. Like, 'how was your day' ask questions like, 'What in your life is hindering you from accomplishing your goals?'"

- "Some advice that I would give to my coach is to check up on their students more often not just once a month."

Appendix G. College Support Staff/Leader Interview Protocol

Background

To begin, we would like to learn more about the different types of support services available to all students at your college/university.

1) Please briefly describe the support services available to students at [institution]:

   ❑ Academic support services (e.g., tutoring services, writer's center)

   ❑ Financial aid

   ❑ Federal support programs (e.g., SSS program)

   ❑ Other support services [probe on services specific to individual IHE]

   > [Probes: please describe services available to specific subgroups of students (first-year students, first-generation students, members of minority groups) as well as those available universally]

COLLEGES LEADERS ONLY: For each support service mentioned:

2) How long has this support service/program been in place at [institution]?

3) How does [institution] communicate to students to inform them about the support services available? [E.g., via flyers, materials distributed during registration/orientation/online]

4) What kinds of information does [institution] collect about student participation in these different services? If relevant, who is responsible for managing/reviewing such information?

   ❑ What percent of students use this support service/program? (Probes: would you say only a small number of students, some students, or the majority of students?)

5) Which services/programs have been introduced *in response to* the Success Boston initiative? (Probe: what has your institution done in response to the initiative? For example, has your institution decided to provide similar services to non-SB students? How to these services complement SBC?)

6) Which services/programs have been changed or expanded in response to the Success Boston initiative?

SB Coach Presence on Campus

Next, we are interested to learn about your interactions with the Success Boston coaches this year.

7) Please describe Success Boston coaches' presence on your campus this year [Probes: where do coaches work while on campus, whether they share office space with other college support staff (if respondents know)].

8) Please describe your/your staff's interactions with Success Boston coaches on your campus (Probes: formal/informal mechanisms for communication and coordination, frequency, individual vs. group)

Coordination with SB Coaches

9) Do Success Boston coaches attend any meetings/trainings offered to you/your staff? If yes, for what?

10) Have you/your office provided any resources or trainings to coaches? If yes, on what?

11) Please describe your communication with Success Boston coaches about students. (Probes: shared access to college data systems, formal/informal communication about individual students)

12) How does Success Boston Coaching complement the services your college provides (i.e., services available to all students on campus)?

13) How might Success Boston coaches better leverage services your college provides?

14) What has changed (if anything) in the interactions with Success Boston coaches this year compared to prior years? (Probes: communication, access to data, meeting space)

15) What factors promote effective coordination and integration between college support services staff and Success Boston coaches? (Probes: formal/informal communication, leadership, other)

16) What factors impede effective coordination and integration between college support services staff and Success Boston coaches ? (Probes: formal/informal communication, leadership, other)

Institutional Change

COLLEGES LEADERS ONLY:

Lastly, we are interested to hear about any changes your institution has made or plans to make related to student support services offered.

17) Describe any major changes in the support services provided over the past year? What about over the past three years? (Probes: introducing new services/strategies/targeting specific populations, altering existing services/strategies/outreach)

18) How has the presence of Success Boston Coaching on your campus influenced any of the upcoming changes on campus?

19) What changes do you anticipate will occur over the next year/three years?

Appendix H. Student Focus Group Protocol

Start by quickly going around the room, asking each student to state his/her name and his/her year in college.

1) Let's start today talking about the offices or programs available on your campus where you can go if you have questions about:
    - o Academic support (Probe: Tutoring? Help signing up for or choosing classes?)
    - o Financial aid support (Probe: Filling out your FAFSA? Financial aid questions?)
    - o Career planning (Probe: Looking for summer jobs or internships? Creating a resume?)
    - o Support for personal issues (e.g., time management, mental health, family issues)
    - o Other support programs or campus staffs who help you?
        - ▪ Do you have a coach or mentor with whom you work?

2) Thinking back to when you started at [institution name] what resources and supports did you use? (Probe: orientation meetings, handouts or other print/online resources, other students already enrolled, other mentors or coaches)
    - o Which of resources do you continue to use?
    - o Describe examples of how you use the supports and resources.

3) How easy / challenging is it for you to **access** the following offices or types of services at [institution name]:
    - o Academic support
    - o Financial aid support
    - o Career planning
    - o Support for personal issues
    - o Other support programs

4) What makes it easy / challenging? (Probe: proximity, availability on your schedule, feeling welcome)

5) Which services/offices do you use *most frequently*? Which services/offices have you never used? Why?

6) Which services/supports have been *most helpful* to you this year? Why?

7) Which services/supports have been *least helpful*?

8) In which area(s) do you wish you had access to additional supports? What supports do you wish you had had when you first started at [institution name]?

9) Please share any additional thoughts about or experiences you have had with the support services available at [institution name].

Appendix I. Cost Data Collection Template

	Category	Ingredient		Cost (Q1-Q3, FY16)
Nonprofit organization name				
Comprehensive Staffing, Materials, and Facilities Inventory				
Administrative / Management / Overhead				$
	Personnel	Admin Position 1		$
		Admin Position 2		$
		Admin Position 3		$
	Facilities	Rent/occupancy cost		$
	Overhead	Overhead item 1		$
Direct services to students				$
	Personnel	Position 1		$
		Position 2		$
		Position 3		$
	Facilities	Rent/occupancy cost		$
	Activities	Supplies, etc.		$
	Direct assistance	Transportation, cash, supplies, etc.		$
Total				$

Program-specific questions

1)

2)

Review of program activities

Activity	Staffing	Other Resources
Activity 1		
Activity 2		
Activity 3		

Appendix J. Implementation Index Map

Construct	Component	Indicator	Data Source(s)	Indicator Scoring	Roll-Up to the Organization Level
Operations	Coach Capacity Building	Coach on-boarding	Coach Interview	1 = No on-boarding training for coaches 2 = Informal on-boarding training provided to coaches 3 = Formal on-boarding training provided to coaches	Indicator scores were averaged within organizations. Scores ranged from 1 (low implementation) to 3 (high implementation)
		Ongoing coach training	Coach Interview	**A. Ongoing training provided by coaching organization and/or uAspire** 0 = Coaches do not attend or do not have access to ongoing trainings 1 = Coaches attend ongoing trainings provided by their coaching organization and/or uAspire **B. Coaches engage in ongoing training provided by BosC4C** 0 = Coaches do not attend monthly coaches' meetings 1 = Coaches attend monthly coaches' meetings and/or ongoing trainings provided by BosC4C **Scores for A and B were totaled and assigned the following scores:** 1 = total score of 0 2 = total score of 1 3 = total score of 2	Indicator scores were averaged within organizations. Scores ranged from 1 (low implementation) to 3 (high implementation)
		Encourages participation in BosC4C meetings/events	Coach Interview	1 = Coach does not participate in monthly coach meetings and/or other initial events, and participation in BosC4C meetings and/or events is not mandatory 2 = Coach participates in monthly coach meetings and/or other initial events, but participation in BosC4C meetings and/or events is not mandatory 3 = Coach participates in monthly coach meetings and/or other initial events, and participation in BosC4C meetings and/or events is mandatory	Indicator scores were averaged within organizations. Scores ranged from 1 (low implementation) to 3 (high implementation).

Construct	Component	Indicator	Data Source(s)	Indicator Scoring	Roll-Up to the Organization Level
	Integration with College	Campus meeting space	Student Survey	**A. Campus meeting space** 0 = Student did not meet with coach on campus 1 = Student met with coach on campus (For Match Beyond, substitute coach office for campus space)	**A. Campus meeting space** 1 = Few (50% or less) students met with coaches on campus 2 = Some (51%-74%) students met with coaches on campus 3 = Most (75% or more) students met with coaches on campus
			Coach Interview	**B. Coach satisfaction with campus meeting space** 1 = Coach is dissatisfied with campus meeting space 2 = Coach is neutral regarding campus meeting space 3 = Coach is satisfied with campus meeting space (For coaches serving more than one IHE, an average was calculated)	**B. Coach satisfaction with campus meeting space** Indicator scores were averaged within organizations. Scores were averaged across the two data sources for each organization. Scores ranged from 1 (low implementation) to 3 (high implementation)
		Access to student data	Coach Interview	1 = Coach does not have access to student data 2 = Student provides login info or logs in with coach 3 = IHE provides access to student data (For coaches serving more than one IHE, an average was calculated)	Indicator scores were averaged within organizations. Scores ranged from 1 (low implementation) to 3 (high implementation)
		Coach knowledge of college	Coach Interview	0 = No formal communication with college 1 = Formal communication with college (For coaches serving more than one IHE, an average was calculated)	1 = Fewer than half of coaches reported having clearly established communication with campus staff across the campuses where they work 2 = At least half, but not all, coaches reported having clearly established communication with campus staff across the campuses where they work 3 = All coaches reported having clearly established communication with campus staff across the campuses where they work and were included in staff meetings and functions on college campuses
Coaching Processes and	Structure of Coach-Student	Mode of communication	Program database	0 = Students were contacted using fewer than three modes of communication	1 = Few (50% or less) students were contacted using three or more modes of communication

Construct	Component	Indicator	Data Source(s)	Indicator Scoring	Roll-Up to the Organization Level
Activities	Engagement			1 = Students were contacted using three or more modes of communication	2 = Some (51%-74%) students were contacted using three or more modes of communication 3 = Most (75% or more) students were contacted using three or more modes of communication

Construct	Component	Indicator	Data Source(s)	Indicator Scoring	Roll-Up to the Organization Level
		Frequency of interactions	Program database	The total number of phone or in-person TSRs was calculated for each student.	Averaged the number of school year phone or in-person interactions within each organization and assigned the following scores:[31] 1 = Three or fewer TSRs 2 = Four to seven TSRs 3 = Eight or more TSRs
		Intensity of one-on-one interactions	Program database	The average duration (in minutes) of phone or in-person TSRs was calculated for each student. The total number of phone or in-person TSRs was calculated for each student.	Averaged the number and duration of academic year phone or in-person interactions within each organization and assigned the following scores:[32] 1 = Student had fewer than four meetings, regardless of meeting length 2 = Student had four or more meetings, with meetings averaging less than 30 minutes

31 To avoid penalizing spring entrants for having potentially fewer TSRs, cutpoints for these students were as follow: 1=one or fewer TSRs, 2=two to three TSRs, and 3=four or more TSRs. To calculate these cutpoints across the full and spring samples, the total number of student-level phone or in-person records was divided by the number of months in the academic year (assuming an eight-month year for students in the sample for the full year and a four-month year for spring entrants). The result is the proportion of the academic year that students engaged in phone or in-person interactions. These proportions were averaged at the organizational level and then converted into the cutpoints recorded in the "Roll-Up to the Organization Level" column.

32 Same as previous footnote.

Construct	Component	Indicator	Data Source(s)	Indicator Scoring	Roll-Up to the Organization Level
					3 = Student had four or more meetings for full sample, with meetings averaging 30 minutes or more
	Nature of Coach-Student Engagement	Provides support for re-engagement	Coach Interview	0 = Coach provides passive or no re-engagement 1 = Coach provides "active re-engagement"	1 = Fewer than half of coaches reported providing "active re-engagement" 2 = At least half, but not all, coaches reported providing "active re-engagement" 3 = All coaches reported providing "active re-engagement"

TSR is transition support record

Construct	Component	Indicator	Data Source(s)	Indicator Scoring	Roll-Up to the Organization Level
		Coach helpfulness	Student Survey	0 = Student did not indicate coaching in topic was very helpful 1 = Student indicated coaching in topic was very helpful Scores were averaged across multiple subtopic questions to create overall topic area scores. Then overall scores were averaged across all five topic areas	1 = Average organization scores are between 0 and .5 2 = Average organization scores are between .51 and .74 3 = Average organization scores are .75 or greater
		Coach-student connection	Student Survey	Student responded to each connection statement; for example: "I feel comfortable with my coach reaching out to me" ... "My coach was easy to get in touch with when I needed him/her" ... "I plan to stay in touch with my coach during my next academic year" Score was calculated for each statement: 0 = Student disagreed or strongly disagreed with statement 1 = Student agreed or strongly agreed with statement Then scores were averaged across all statements	1 = Average organization scores are between 0 and .5 2 = Average organization scores are between .51 and .74 3 = Average organization scores are .75 or greater
		Number of coaches with whom students have worked	Student Survey	0 = Student worked with two or more coaches since HS graduation 1 = Student worked with one coach since HS graduation	1 = Few (50% or less) students within the organization reported working with only one coach since HS graduation 2 = Some (51%-74%) students within the organization reported working with only one coach since HS graduation 3 = Most (75% or more) students within the organization reported working with only one coach since HS graduation
Nature of		Sustained	Program	1 = Anything less than three topics	Indicator scores were averaged within organizations.

Construct	Component	Indicator	Data Source(s)	Indicator Scoring	Roll-Up to the Organization Level
	Support Activities	variety of support	database	2 = Three topics at least twice per year 3 = Three topics at least eight times per year[33]	Scores ranged from 1 (low implementation) to 3 (high implementation)
		Exposure to support	Program database	0 = Exposure to fewer than three topic areas 1 = Exposure to at least three topic areas	1 = Less than 50% of students within the organization were exposed to at least three support topic areas 2 = 51-74% of students within the organization were exposed to at least three support topic areas 3 = 75% or more of students within the organization were exposed at least three support topic areas
		Navigational supports	Student Survey	0 = Student was not referred to at least two campus offices or centers at least once per semester 1 = Student was referred to at least two campus offices or centers at least once per semester	1 = Few (0-50%) students were referred to at least two campus offices/centers at least once per semester 2 = Many students (51-74%) were referred to at least two campus offices/centers at least once per semester 3 = Most students (75% or more) were referred to at least two campus offices/centers at least once per semester

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[33] To avoid penalizing spring entrants for having potentially fewer TSRs, cutpoints for these students were as follow: 1=Fewer than three topics once per semester, 2=Three topics at least once per semester, and 3=Three topics at least four times per semester.

Appendix K. Full Implementation Index Scores

Type of Element			Index Element	Org. A	Org. B	Org. C	Org. D	Org. E	Org. F	Org. G	Org. H	Org. I
		Total		39.2	34.0	37.2	35.6	36.1	40.2	36.8	33.2	38.6
Constructs			Operations	15.7	12.6	16.5	14.7	15.3	15.7	12.0	13.8	14.0
			Coaching Processes & Activities	23.5	21.4	20.7	20.9	20.8	24.5	24.8	19.4	24.6
Components	Operations		Coach Capacity Building	7.5	7.0	8.0	7.5	8.0	7.8	5.0	7.0	8.0
			Integration with College	8.2	5.6	8.5	7.2	7.3	7.9	7.0	6.8	6.0
	Coaching Processes & Activities		Structure of Coach-Student Engagement	7.0	6.0	6.0	4.0	6.0	7.0	7.0	4.0	7.0
			Nature of Coach-Student Engagement	8.0	10.0	10.0	11.0	9.0	10.0	9.0	9.0	10.0
			Nature of Support Activities	8.5	5.4	4.7	5.9	5.8	7.5	8.8	6.4	7.6
Indicators	Coach Capacity Building		Coach on-boarding	2.0	2.9	2.5	1.5	3.0	2.4	1.0	2.0	2.0
			Ongoing coach training	3.0	2.2	2.5	3.0	2.5	3.0	2.0	3.0	3.0
			Encourages participation in BosC4C meetings/events	2.5	1.9	3.0	3.0	2.5	2.4	2.0	2.0	3.0
	Integration with College		Campus meeting space	2.5	2.6	2.5	1.8	2.3	2.8	2.0	1.8	2.0
			Access to student data	2.7	2.0	3.0	2.4	2.0	2.1	2.0	2.0	2.0
			Coach knowledge of college	3.0	1.0	3.0	3.0	3.0	3.0	3.0	3.0	2.0
	Structure of Coach-Student Engagement		Mode of communication	1.0	1.0	2.0	2.0	1.0	1.0	2.0	2.0	3.0
			Frequency of interactions	3.0	2.0	2.0	1.0	2.0	3.0	3.0	1.0	2.0
			Intensity of one-on-one interactions	3.0	3.0	2.0	1.0	3.0	3.0	2.0	1.0	2.0
	Nature of Coach-Student Engagement		Provides support for re-engagement	1.0	3.0	3.0	3.0	3.0	2.0	3.0	3.0	3.0
			Coach helpfulness	2.0	2.0	2.0	2.0	2.0	2.0	2.0	1.0	2.0
			Coach-student connection	3.0	3.0	3.0	3.0	3.0	3.0	3.0	2.0	3.0
			Number of coaches with whom students have worked	2.0	2.0	2.0	3.0	1.0	3.0	1.0	3.0	2.0
	Nature of Support Activities		Sustained variety of support	2.5	1.4	1.7	1.9	1.8	2.5	2.8	2.4	2.6
			Exposure to support	3.0	1.0	1.0	2.0	2.0	3.0	3.0	2.0	3.0
			Navigational supports	3.0	3.0	2.0	2.0	2.0	2.0	3.0	2.0	2.0

SOURCE: Coach Interviews, Student Survey, Program database

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