

Framingham State University  
Nonprofit Giving Course  
College Bound Dorchester Proposal

---

**ORGANIZATION**

**Overview & Mission**

College Bound provides a place-based college pathway to create community change, *equipping the furthest off-track and disengaged students with the attitude, skills and experience to graduate college*. Serving over 1,000 students annually, we provide a continuum of education support to build a college-going culture, from Early Education and Out-of-School Time programs to Boston's only Alternative Middle School and our flagship *College Connections* intervention model.

We are committed to ending the cycles of poverty, violence and lack of opportunity in low-income communities by providing the innovative *College Connections* intervention to over 600 of the most disengaged and high-risk youth – many are Core Influencers (i.e. gang-involved, recently incarcerated). We aim to support enough high-risk youth to and through college to break the low achievement mentality and “tip” low-income communities towards success and economic self-sufficiency – *breaking generational cycles of poverty and violence to build prosperity and peace*. The new college-going culture will lead to more youth with the skills to compete in the 21<sup>st</sup> century workforce and transform their communities.

**Who We Serve:**

- 600 high- and proven-risk youth (ages 16 – 27) who are highly disengaged and off-track
- 100% low-income; 96% people of color (50%Black, 35% Latino, 6% Asian; 5% Multi-Racial); 85% Opportunity Youth (ages 16 – 24, out of school and work); 48% female and 52% male; 18% are English Language Learners
- 90% are from Boston's most disadvantaged communities of Dorchester, Roxbury and Mattapan
- 23% are youth we call Core Influencers, who are gang/court-involved or have been incarcerated

**Community Need - Making College the Solution**

There are 5.6M Opportunity Youth (OY) in the U.S., who are not in school and unemployed. Of the 9,000 OY in Boston, many are Core Influencers (gang-involved, disruptive) who have an outsized impact on their low-income neighborhoods – they are often victims and perpetrators of the street violence and drive youth disengagement. These OY are more likely to live/raise families in poverty, have poorer health and experience higher rates of incarceration or criminal justice involvement than their connected peers (*Civic Enterprises*). *College Connections* is a response to the great societal cost of not engaging with these struggling young people and recognition of the great value and promise they represent if given the opportunity to transform their lives and communities.

*In the 21st century, that opportunity is best provided through a college education – leading to careers and not just low-wage jobs*. By 2018, two-thirds of jobs will require at least some college. Studies show that people with an Associate's degree earn 40% more than those with just a high school diploma, are 67% less likely to be unemployed/underemployed and are 97% less likely to be incarcerated. Additionally, the percentage of jobs available for high school graduates without a post-secondary certificate or degree is rapidly shrinking. Between January 2010 and February 2012, people with high school diplomas or less lost 230,000 jobs, while people with Associate's degrees or some college education gained 1.6M jobs (*Georgetown University's Center on Education and the Workforce, 2012*). Without the skills to be competitive in the job market, the pull of the “streets” will all but guarantee OY return to disruptive and disengaged behavior.

Of Boston's 9,000 OY, 28% have dropped out of high school and only 9% have a college degree (*Boston Private Industry Council*). Over a lifetime, the earnings difference between a high school dropout and a college graduate is more than \$1M in unpaid or lower taxes, use of public funds, court-involvement, incarceration, etc. (*Aspen Institute*). *College Connections* meets these students where they are to get them back on track and bridge the gap to college. A 2014 Bain study of *College Connections* found that only 10 Massachusetts nonprofits serve proven-risk youth. Of those 10, *College Bound* is the only one providing them with a comprehensive college pathway.

### **Long-Term Goals**

Our ultimate goal is to transform low-income urban neighborhoods in Boston and throughout the U.S. through education. In fall 2016, we will begin a three-year strategic growth plan aimed at enhancing and scaling the *College Connections* model to enhance and scale *College Connections* to serve over 900 students, ensuring 250 Core Influencers matriculate to college annually by 2019. We aim to increase our college retention rate for proven-risk youth to at least 60% per year and ensure at least 50% graduate on-time (three-years for Associates or six-years for Bachelors). The plan includes four strategies for expansion and impact: 1. Improve data collection and analysis for external evaluation; 2. Improve internal systems (e.g. staff training, Core Influencer recruitment, enhance clinical & holistic support services, etc.); 3. Increase organizational capacity to create toolkits for replication; and 4. Strengthen partnerships with local organizations, corporations and higher education institutions to build stronger, sustainable pathways to success. In 2019, we will begin expanding our replicable into 1-2 new communities in Massachusetts in preparation for national expansion in 2024.

### **Sources of Funding**

To ensure our sustainability, we practice careful fiscal and organizational planning, focusing on two key areas to build the organization's fiscal health. The organization has diversified revenue streams: government grants (56%), foundation grants (27%), Individual and Events (10%), Earned Income (4%) and United Way (3%). Our Early Ed, Out-of-School Time and Alternative Middle School receive consistent multi-year funding through state and city grants and contracts (i.e. Boston Public Schools, Department of Early & Secondary Education, Department of Children & Families Services, etc.).

The *College Connections* intervention relies on foundation and government grants, with government grants from the Boston Public Health Commission's PACT, Boston Police Department's Shannon CSI, Office of Workforce Development's WIOA and AEI. We actively seek foundation grant supporters to ensure we can successfully implement *College Connections*. Foundation supporters include the: Lynch Foundation, the Boston Foundation, Cummings Foundation, Schrafft Charitable Trust, Boston State Community Trust, Highland Street Foundation, etc.

### **Organizational Structure**

College Bound was established in 2009 from Federated Dorchester Neighborhood Houses, a multi-service agency that served Dorchester residents since 1965; our history is rooted in strong community connection and support, with many community members who either attended our programs in their youth or are familiar with our work in the community – 58% of our staff are from, or living in, Dorchester/Roxbury; 60% are Black, 15% are Latino and 5% are Asian; 56% are women & 44% are men.

Mark Culliton, CEO, has extensive experience leading organizations through growth and change. He previously served as Vice President for Business Development at Lighthouse Academies and as the Chief Operating Officer of BELL; Mark has a Bachelor's degree in History from the University of Michigan and an MBA from Yale University. Mark is supported by a four-person leadership team, who are all from and/or living in Dorchester. Brenda Rodriguez, Chief Financial Officer, and Michelle Caldeira, Senior Vice President, oversee the financial, development and administrative operations of the organization. Peg

Ecclesine, Chief Program Officer, works to evaluate and improve program quality and assessment. Matt Gallup, Chief Talent Officer, builds our organizational capacity, and oversees professional development and support for: 87 staff and 30 volunteers. All leadership staff, including our Director of College Connections, Kedan Harris, has extensive experience working in New England's education, non-profit and for-profit sectors (i.e. Pine Street, Lighthouse Academies, Network Schools in Chicago, New York, D.C., Gloucester Community Arts, Charter School, etc., PwC, New York Times Company).

Our College Readiness Advisors (CRAs) are the heart of our *College Connections* model as they provide consistent mentoring and case-management support to students as well as guided social-emotional instruction. We hire and train community-based CRAs with similar backgrounds as our proven-risk students to help build stronger, more trusting relationships.

## **PROJECT DESCRIPTION:**

### **College Connections Intervention Model**

We designed *College Connections* to provide year-round (Sept – Oct, including summer) academic and social-emotional instruction and mentoring support to steward the furthest off-track students to and through college – *building the skills and support networks to engage in academically and professionally rigorous environments, while staying motivated through the challenges involved in breaking cycles of failure.*

We provide three core education pathways:

1) The Foundations pathway supports students to obtain a high school credential (HiSet, formerly GED) in preparation for college and/or English language proficiency if language is the barrier to college. In February 2015, we acquired the Maritime Apprenticeship Program (MAP) from Hull Lifesaving Museum. MAP was a perfect addition to our model as 100% of MAP students are Core Influencers. MAP's career exploration model has been successfully blended with the *Foundations* pathway to build students' maritime industry skills, along with obtaining a high school credential, in preparation for a post-secondary certification in the technical trades. *Our blended model has led to MAP's strongest outcomes since it began a decade ago, with four students obtaining their HiSet and matriculating to the Benjamin Franklin Institute of Technology in January 2015.*

2) The Bridge to College pathway provides students with Accuplacer college diagnostic placement testing, competency-based English & Math remedial coursework instruction, one-on-one college advising, and coaching through the college application and financial aid processes.

In Spring 2016, we began a new dual enrollment initiative in partnership with Bunker Hill Community College (BHCC), where students can take free remedial Math and English courses taught by BHCC professors at our 18 Samoset location while taking credit-bearing BHCC classes on-campus. This initiative enables more students to test out of remedial coursework before they matriculate, utilize their financial aid can go towards credit-bearing classes and ensure they can earn their degree faster. More than 50% of students entering two-year colleges (20%+ for four-year) are placed in remedial classes, with 60% of BPS graduates requiring remedial coursework once enrolled in college (*The Boston Foundation, 2013*). Nearly 4 in 10 of remedial students at community colleges never complete their remedial courses and stay enrolled in college (*Complete College America, 2012*). If students receive the support to test out of remedial courses before they matriculate, they are more likely to stay engaged and motivated in complete college.

3) The College Support pathway provides students with on-going one-on-one mentoring and progress monitoring of grades/credit accumulation once they have successfully matriculated to college. CRAs also work to build a strong network and presence on-campus to ensure students feel supported, are properly utilizing on-campus resources and there is peer-mentoring/sharing.

In addition to the academic component of *College Connections*, the unique value of our model includes: Deep Mentoring Connections: Our students' engagement and progress are a result of the deep, consistent mentoring relationships they build with CRAs – relationships which provide stability and build their confidence. We hire and train community-based CRAs who have life experiences that mirror our proven-risk students'. It is this fundamental understanding of our students that drives CRAs' commitment and provides a level of credibility and trust with students' who are often hard to reach.

Social-Emotional Instruction: For our students, academic competency and progress are closely tied with their attitude and motivation. Coming from poverty and crime stricken neighborhoods, they often learn ways of engaging and survival that do not necessarily yield success in academic and professional environments. In response to this need, CRAs implement our Launch social-emotional curriculum, with 52 specifically identified competencies and benchmarks structured around: zest, gratitude, grit, curiosity, social-intelligence, optimism, relational maturity, self-control, citizenship and college ambition. Students receive weekly Launch classes as well as one-on-one check-ins.

Holistic Support: Our staff works closely with local mental health providers and clinicians to address students' issues stemming from anger management, substance abuse and Post Traumatic Stress Disorder. We provide job-readiness training and transitional employment opportunities. We also provide Dual Enrollment in our Early Education and Out-of-School Time programs for students who are parenting.

**College Bound respectfully requests a partnership with the Framingham State University Nonprofit Giving Course to support our *College Connections* intervention. Specifically, a \$10,000 grant will support the growth and enhancement of our unique *Bridge to College* and *College Support* pathways, ensuring over 300 high- and proven-risk students receive the academic, social-emotional and technical skills training they need to thrive in college and achieve economic self-sufficiency in the 21<sup>st</sup> century workforce. With the Foundation's support, during the 2016 program year we will ensure:**

- 300+ high- and proven-risk students are served;
- 40 students in transitional/summer employment;
- 65 students matriculate to college;
- 80% students increase their academic and social-emotional skill levels.

***Your grant will support:***

- 1) Bridge to College and College Support CRAs' working with students who are dually enrolled in our Bridge to College pathway as well as at BHCC (\$8,000 for .11 FTE of two CRAs);***
- 2) Additional training to increase CRA's use of data to target their instruction with each student (\$1,500 for training through intensive CRA Training Institute);***
- 3) Program supplies (\$500 Accuplacer testing and diagnostic online instruction, notebooks for classroom instruction and homework, etc.).***

### **Evaluation & Impact**

Upon joining *College Connections*, students take intake surveys to identify potential barriers and inform staff about their life choices and motivations. Program staff and students then create individualized plans to set and track academic and career goals. Students who join our *Foundations* pathway take the TABE assessment to determine Grade Level Equivalency in English and Math, with students' progress is then assessed quarterly until they obtain their HiSet credential. Students in the *Bridge to College* pathway are assessed using the Accuplacer diagnostic and placement test. The accompanying MyFoundationsLab online tool helps guide remedial coursework instruction based on the assessment (with targeted instruction for each student's specific gaps in English and Math).

Once in college, we have data-sharing agreements with our post-secondary partners that we use to track students' Grade Point Average, attendance and credit accumulation. Students' social-emotional skills are assessed by CRAs using our own Launch social-emotional rubric for emotional competencies & benchmarks and observations from one-on-one check-ins. These assessments also help to gauge each student's mental and physical health, housing, child and family care needs – CRAs meet 1:1 with students to discuss progress, goals and next steps. Student data is tracked in our *Efforts-to-Outcomes* online performance management system.

#### Proven Success

- ✓ Grown from 28 students matriculating to college in 2012 to 52 in 2015 (86% increase)
- ✓ Our college matriculation rate is 63% higher than the 17% national average for GED recipients
- ✓ 109 students currently pursuing two- or four-year degrees (57% persistence rate)
- ✓ Since 2012, 22 students earned two- or four-year degree and are employed
- ✓ 71% reduction in recidivism and 80% increased social-emotional/behavioral skills
- ✓ Top-three Student Rated Program Impacts: Set & Reach Goals, Academic Preparation & Add Stability to Life

Below are a couple of stories which show the impact of our model:

*Hector (name changed for story), 19, joined College Bound in spring 2015. He came to America a few years ago from El Salvador to get away from local gang members who were recruiting young men like him. Unfortunately, there is an equally strong gang-presence in East Boston as well. After moving to Boston, he was recruited into an East Boston gang and got locked-up two years ago on a gun charge. Upon release from the Department of Youth Services, he was referred to College Bound. Hector is committed to getting as far away from gang-life and the "streets" as possible. Our College Connections intervention provided an educational pathway and network of support that enabled him to change his life and strive towards his goal of becoming an Electrician. Since spring 2015, Hector has earned his HiSet, received Bridge to College coaching and matriculated to the Benjamin Franklin Institute of Technology in January 2016. He is pursuing a two-year Associate's degree in Electrical Engineering.*

---

*At the young age of 16, Rachael Swift's world was turned upside down with family deaths and chronic illness. She ended up moving from Maryland to live with her family in Hyde Park, MA. The move placed her in an environment where she was surrounded by fighting, drugs and alcohol abuse – and she decided to put her education on the backburner. This environment and domestic issues exacerbated her anxiety and depression but with therapy and medication Rachel slowly regained control. It was at this point that her social-worker recommended that she try to return to school and get her GED. They found College Bound and at the age of 20 she enrolled in our College Connections' Foundations pathway.*

*Rachel was completely terrified when she joined us, recalling that, "They [CRA] slid the test in front of me, told me to take a deep breath and said, 'it's ok if you don't know what you are doing – that's what we are here for.'" Our CRAs and Foundations Instructors worked with her to obtain her GED, helping to build her confidence, not only academically, but emotionally and socially as well. Rachel began progressing so quickly that she received her GED in three months and at which time we recommended her for Northeastern University's (NEU) Foundation Year program. With these successes under her belt, Rachel continues to persevere, completing her freshman year at NEU. She is majoring in English and holding a double-minor in anthropology and history.*

## AGM COMMON PROPOSAL FORM FY16 PROGRAM BUDGET SUMMARY

<b>Organization Name</b>	<b>College Bound Dorchester</b>
<b>Federal ID #</b>	<b>04-2383512</b>
<b>Fiscal Year End</b>	<b>9/30/2016</b>

	FSU Request		College Connections Budget (600+ students)		Organization Budget
<b>Income Sources</b>					
Government Grants & Contracts	\$ -	\$	679,700	\$	3,864,459
Foundation and Corporate Grants	\$ 10,000	\$	969,000	\$	1,649,000
United Way	\$ -	\$	205,920	\$	286,000
Individual Contributions	\$ -	\$	290,000	\$	290,000
Earned Income	\$ -	\$	-	\$	298,235
Other Income (Event & Misc)	\$ -	\$	403,800	\$	425,000
<b>Total Income</b>	<b>\$ 10,000</b>	<b>\$</b>	<b>2,548,420</b>	<b>\$</b>	<b>6,812,694</b>
<b>Expenses</b>					
Salaries and Wages	\$ 8,000	\$	1,006,928	\$	3,912,366
Employee Benefits and Taxes	\$ -	\$	171,178	\$	519,367
Total Personnel Costs	<b>8,000</b>	<b>\$</b>	<b>1,178,106</b>	<b>\$</b>	<b>4,431,733</b>
Bank/Investment Fees	\$ -	\$	-	\$	62,981
Depreciation Expense	\$ -	\$	46,152	\$	86,100
Equipment Rental & Maintenance	\$ -	\$	70,882	\$	108,686
Food Costs	\$ -	\$	25,000	\$	201,172
Fundraising Expenses	\$ -	\$	-	\$	100,000
Insurance Expense	\$ -	\$	33,215	\$	50,929
Marketing/Advertising	\$ -	\$	15,924	\$	85,750
Postage and Delivery	\$ -	\$	4,165	\$	6,386
Professional Development	\$ 1,500	\$	29,000	\$	25,000
Professional Fees	\$ -	\$	40,273	\$	38,500
Rent and Occupancy	\$ -	\$	149,191	\$	506,048
Supplies and Materials	\$ 500	\$	68,868	\$	105,597
Student Activities & Stipends	\$ -	\$	302,060	\$	318,570
Telephone Expense	\$ -	\$	53,911	\$	98,000
Transportation Expense	\$ -	\$	27,958	\$	405,176
Employee Recruitment	\$ -	\$	-	\$	10,000
Indirect Overhead	\$ -	\$	458,715	\$	-
Miscellaneous Expenses	\$ -	\$	45,000	\$	149,572
Total Non Personnel Costs	<b>\$ 2,000</b>	<b>\$</b>	<b>1,370,314</b>	<b>\$</b>	<b>2,358,467</b>
<b>Total Expenses</b>	<b>\$ 10,000</b>	<b>\$</b>	<b>2,548,420</b>	<b>\$</b>	<b>6,790,200</b>
<b>Excess of Revenue Over Expenses</b>	<b>\$ -</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>22,494</b>



Department of the Treasury  
Internal Revenue Service

P.O. Box 2508, Room 4010  
Cincinnati OH 45201

In reply refer to: 4077552845  
Feb. 08, 2010 LTR 4168C 0  
04-2383512 000000 00

00024273

BODC: TE

COLLEGE BOUND DORCHESTER INC  
18 SAMOSET ST  
DORCHESTER MA 02124-2415



035673

Employer Identification Number: 04-2383512  
Person to Contact: Mrs. Jones  
Toll Free Telephone Number: 1-877-829-5500

Dear Taxpayer:

This is in response to your Jan. 25, 2010, request for information regarding your tax-exempt status.

Our records indicate that your organization was recognized as exempt under section 501(c)(3) of the Internal Revenue Code in a determination letter issued in January 1966.

Our records also indicate that you are not a private foundation within the meaning of section 509(a) of the Code because you are described in section(s) 509(a)(1) and 170(b)(1)(A)(vi).

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

Beginning with the organization's sixth taxable year and all succeeding years, it must meet one of the public support tests under section 170(b)(1)(A)(vi) or section 509(a)(2) as reported on Schedule A of the Form 990. If your organization does not meet the public support test for two consecutive years, it is required to file Form 990-PF, Return of Private Foundation, for the second tax year that the organization failed to meet the support test and will be reclassified as a private foundation.

If you have any questions, please call us at the telephone number shown in the heading of this letter.



**IRS** Department of the Treasury  
Internal Revenue Service

P.O. Box 2508, Room 4010  
Cincinnati OH 45201

035673.689374.0146.003 1 MB 0.382 530



COLLEGE BOUND DORCHESTER INC  
18 SAMOSET ST  
DORCHESTER MA 02124-2415

035673

CUT OUT AND RETURN THE VOUCHER AT THE BOTTOM OF THIS PAGE IF YOU ARE MAKING A PAYMENT,  
EVEN IF YOU ALSO HAVE AN INQUIRY.



The IRS address must appear in the window.

Use for payments

BODCD-TE

4077552845

Letter Number: LTR4168C  
Letter Date : 2010-02-08  
Tax Period : 000000



\*042383512\*

INTERNAL REVENUE SERVICE  
P.O. Box 2508, Room 4010  
Cincinnati OH 45201  


COLLEGE BOUND DORCHESTER INC  
18 SAMOSET ST  
DORCHESTER MA 02124-2415

042383512 UT FEDE 00 2 000000 670 000000000000