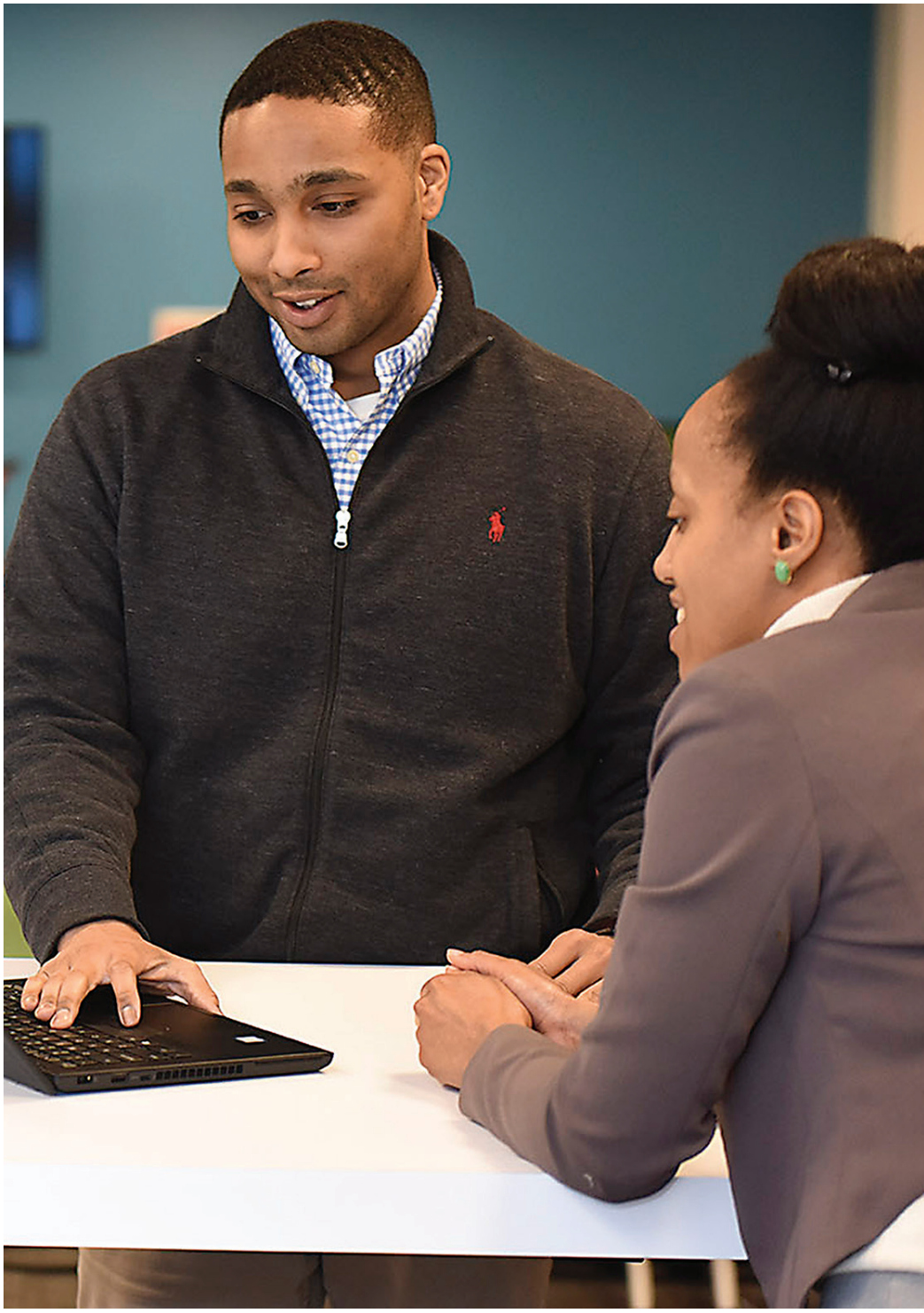
Prepared by
The University of Massachusetts
Donahue Institute
for Success Boston

Supporting Postsecondary Success Understanding the College Access and Success Landscape in Boston



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College Completion Initiative

About Success Boston

Success Boston is a college completion initiative dedicated to increasing the number of Boston Public Schools graduates who earn postsecondary credentials. The partners include the Boston Foundation, the City of Boston, the Boston Public Schools (BPS), the Boston Private Industry Council (PIC), 37 higher education institutions—led by UMass Boston and Bunker Hill Community College—and local nonprofit organizations. Success Boston is focused on low-income, first-generation students of color. The initiative was launched in 2008 in response to a study released by the Center for Labor Market Studies at Northeastern University and the PIC, which showed that only 35% of BPS graduates who had enrolled in college completed an Associate's or Bachelor's degree by the time they turned 25. Success Boston's theory of change is that cross-sector partnerships, guided by data and mutual accountability, will significantly change the postsecondary trajectory for BPS graduates. Success Boston's strategic framework focuses on helping Boston's high school students "Get Ready, Get In, Get Through" college, then "Get Connected" to jobs. One of Success Boston's intervention efforts is a coaching model. Other key activities within this framework include improving academic preparation and offering as-needed supports through higher education institutions until students successfully attain a degree prepared to enter the workforce.

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Supporting Postsecondary Success:
Understanding the College Access and Success Landscape in Boston

Prepared for Success Boston by

University of Massachusetts Donahue Institute
Applied Research and Program Evaluation Group

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Executive Summary

Supporting the postsecondary success of all students is essential for enhancing the quality of life of individuals, families, and communities, as well as building a healthy economy. The city of Boston has an extensive system of college access and success resources that help students pursue one route to postsecondary success—obtaining a college degree. Many of these resources focus on traditionally underserved groups of students, with the goal of providing all students with equal and equitable opportunities to succeed in their education.

This report presents the findings of a study of the college access and success (CAS) landscape in Boston. In 2016, the Boston Foundation and Success Boston contracted with the UMass Donahue Institute (UMDI) to develop an inventory of CAS services available to Boston students. The study also addresses the distribution of resources across the city, identifies gaps and duplication of services, describes strengths and challenges of the existing system, and offers recommendations to improve the system's effectiveness. Four appendices provides extensive information about each CBO, IHE, and high school that was identified as providing CAS supports; the organizations providing CAS services in each neighborhood; and the college access and success services provided by each organization.

Numerous key informants provided essential information for the study, and 130 high schools, institutes of higher education (IHEs), and community-based organizations (CBOs) responded to a survey about their current practices and students served. These respondents represented almost all high schools and about two-thirds of IHEs and CBOs surveyed. The Boston Foundation and UMDI deeply appreciate the support provided by all of these key informants and survey respondents.

In addition to this report, resources emerging from the study include: (1) a management brief of findings from a literature review of CAS programs, and (2) a technical appendix with additional quantitative findings and the study's survey protocols. These resources will be available on the Boston Foundation's website.

Cross-Program Findings

Extensive CAS services are offered across diverse settings. More than 100 CBOs and IHEs and more than 50 public and private high schools currently provide college access and/or college success programs and services to students from Boston. These programs are provided in high schools, on college campuses, and in community locations, with many programs operating in two or all three of these types of settings.

CAS programs focus on traditionally underrepresented students. Almost 90% of CAS program participants are from low-income families, nearly three-quarters are or will be first-generation college students, and about three-quarters are Black/African American or Hispanic/Latino. In addition, approximately two-fifths of participants are immigrants or refugees and about one-third are English language learners.

Latinos and males are underrepresented in CAS program participation. When compared to the demographics of the Boston Public Schools (BPS), a lower proportion of Hispanic/Latino students were reported as program participants by survey respondents. Specifically, BPS has 42% Latino students

compared to 37% served by college access programs and 33% served by college success programs. In addition, BPS has 48% male students compared to 40% served by college success programs.

CAS programs are not distributed equally across neighborhoods. The survey findings show neighborhoods with relatively low and high numbers of programs and students served. While students in certain schools or neighborhoods were relatively overserved, they were probably not overserved in the sense of receiving more services than they needed. Improved data systems could address questions of service gaps and duplication more precisely.

College Access Services

Sixty-nine college access programs offered by CBOs and IHEs reported serving more than 38,000 Boston students annually. The number of unique students served is lower, because many students were served by multiple programs. In addition, about 80% of Boston high school students received college access services directly from the staff of their schools.

The number of college access programs offered by CBOs and IHEs varied widely across neighborhoods. The number of programs ranged from 7 in Chinatown to 38 in Dorchester, with an average of 20 programs per neighborhood. College access programs in Dorchester, East Boston, and Roxbury served the most students, while programs in Chinatown, Fenway/Kenmore, and Roslindale served the fewest students.

The average percentage of high school students receiving college access services directly from the staff of their schools varied widely across neighborhoods. More than 90% of students attending schools in Hyde Park, Mission Hill, South Boston, and East Boston received college access services from staff at their school, compared with one-third of students attending schools in Mattapan and less than 60% of students attending schools in Jamaica Plain

Boston's college access programs primarily serve high school students, with a focus on higher grade levels. Eighty-six percent of college access programs operated by local CBOs and IHEs reported serving high school students. Moreover, the number of programs increase as students advance to higher grade levels. Services provided by high school staff also increase at higher grade levels.

Adult basic education (ABE) students and younger students are less commonly served. Fifteen percent of college access programs reported serving adult basic education (ABE) students, accounting for 7% of all students served. In addition, less than a quarter of college access programs that served high school students also served elementary or middle schools students.

The most common college access services are college selection and application support, financial aid application support, college campus visits, and academic skill development. At least three-quarters of high schools and college access programs operated by CBOs and IHEs reported providing these services. The least common college access services are bridge programs, placement test preparation, and dual enrollment programs. Less than 40% of respondents reported providing these services.

College Success Services

Thirty-nine college success programs offered by CBOs and IHEs reported serving nearly 7,000 college students from Boston annually. The number of unique students served may be lower, because some students may have been served by multiple programs.

The number of college success programs offered by CBOs and IHEs varied widely across neighborhoods. The number of programs ranged from two in Roslindale and West Roxbury to 13 in Roxbury. Programs in Charlestown, Dorchester, Downtown, and Roxbury served the most students, while programs in Chinatown, Roslindale, South Boston, and West Roxbury served the fewest students.

Boston's college success programs are offered most frequently during the first year of college. Ninety percent of college success programs were offered to college Freshmen. The number of programs decrease as students advance through school, with three-quarters of programs providing services in the second year of college and two-thirds of programs providing services in the third and fourth years of college.

The most common college success service is connecting students to academic resources. This service is provided by 92% of programs. Other college success services offered by at least 70% of programs include success coaching, academic advising, connecting to non-academic resources, and career advising and placement. The least common college success services are learning communities and developmental/remedial courses, which are each offered by 25% of programs.

Strengths of Boston's CAS System

Key informants reported the following strengths of Boston's CAS system:

Extensive resources and strong impacts. A large number of effective CAS organizations are staffed by dedicated and experienced individuals who are "doing the right work" and know how to support students and schools. In addition, numerous influential participants in city government, the public schools, CBOs, IHEs, businesses, and foundations are working intensively to improve the CAS system.

Program coordination resulting from private funders and public-private partnerships. The shared funding model being utilized by multiple funders has increased collaboration and reduced competition among organizations providing CAS services, yielding improvements to the CAS system.

Program coordination efforts by the Boston Public Schools. BPS is working effectively to increase program coordination and alignment among its many organizational partners, including those who provide CAS programs and services.

Coordination across individual organizations. In addition to the system-level coordination just described, key informants offered multiple examples of intentional service coordination across individual CAS organizations.

Improved data systems. Preliminary steps have been taken to improve data systems in order to align CAS resources more effectively and allocate services more fairly and efficiently. Two examples are the PartnerBPS.org website and the Success Boston database of success coaching participants.

Challenges of Boston's CAS System

Key informants and the organizational surveys also suggested the following challenges to the existing CAS system. Some of these challenges overlap with areas already identified as strengths, because progress has been made but improvements are still needed.

Lack of a centralized system. Despite the examples of effective collaboration discussed as strengths above, the groups that comprise the CAS system lack formal authority to create a centralized system. Some cities have more formal and centralized mechanisms to coordinate among key CAS stakeholders, which could be beneficial in Boston.

Need for expanded leadership from high schools, IHEs, and state agencies. Insufficient coordination across the Boston CAS system in certain areas impedes the progress of key stakeholders toward common goals. Expanded leadership could advance key goals such as curricular alignment between high schools and IHEs and more effective utilization of organizational partners.

Need for increased collaboration among private funders. Multiple funders now support collaboratives of CAS organizations. However, key informants said that increased communication and sharing of complementary information and resources across these groups—a "collaborative of the collaboratives"—would increase efficiency of CAS programs and help each funder reach their individual and collective goals.

Inequitable distribution of program resources to students. CAS services are not reaching all students equitably. The landscape audit identified disparities related to geography, ethnicity, gender, age, and other factors.

Further improvements in data systems. Despite the improvements already discussed, Boston lacks a city-wide system to record the services that each student is receiving, along with the student's address, gender, race/ethnicity, income status, and other key dimensions relevant to the system's goals. Developing a city-wide system would enable CAS services to be targeted more equitably.

Representation of certain organizations and program types. Key informants conveyed a sense of "haves" and "have nots" with regard to CBOs and the shared funding networks. Members of the charter school and adult education communities also felt that their students and organizations were not well-represented in efforts to provide CAS services and coordinate the CAS system.

Conflict between collaboration and the funding model. A challenge with maximizing the effectiveness of the CAS system is that programs are still competing for scarce resources despite successful efforts toward greater collaboration.

Sustainability and funding priorities. Possible future declines in funding for CAS initiatives highlight the importance of institutionalizing CAS supports within high schools and IHEs. However, limited public funding of school CAS programs makes this difficult. In addition, it is difficult to attract funding for system-level goals such as improved curricular alignment that are essential but lack the highly visible impacts that characterize some interventions.

Recommendations

The following recommendations for improving the CAS system in Boston are drawn primarily from the program surveys, key informant interviews, and professional literature on CAS systems.

Address disparities in distribution of program resources. The landscape audit identified disparities based on geography, ethnicity, gender, age, and other factors. Addressing these disparities will require enlisting key stakeholders and diverse system participants to further understand their causes, establish priorities, and implement change strategies. The findings of this study are one resource in a long-term process to achieve more equitable distribution of program resources.

Continue developing advanced data systems to track student information and delivery of programs and services. Informing decisions about service distribution, program effectiveness, and other key priorities of the CAS system will require more comprehensive tracking of the services received by individual students.

Structure public and private investments to promote effective, well-aligned initiatives. Multiple informants expressed concern that investments in CAS programs were not sufficiently focused on program effectiveness and alignment with the goals of the education systems. One strategy to address these concerns is for funders to increase their expectations for demonstrating effectiveness and alignment through formal program evaluations.

Structure public investments and curriculum to support CAS interventions. The current CAS system has become increasingly reliant on private funding. Achieving postsecondary achievement goals will also require the public education system to increase resources for college access and success services, either through increased funding or shifting priorities for the activities of school staff. Creative approaches can successfully combine specific classroom and college access activities.

Develop structures for collaboration among colleges and universities. IHEs have much to teach and learn from each other about implementation of college success interventions. One informant recommended resurrecting the Boston Higher Education Partnership, a former consortium of IHEs and the Boston Public Schools focused on CAS initiatives to improve student outcomes.

Consider deepened collaboration among CAS funders. Potential advantages of this collaboration include consistent accountability systems, aligned communication, mutual support, and reduced competition among programs. Some efforts are reportedly already underway. Possible strategies include discussions of costs and benefits, areas where collaboration would be beneficial, and examples of effective collaboration among CAS funders in other cities.

Assess the merits of specialization versus diversification. As funders make their investments in CAS programs, assessing how many organizations to support is an important consideration. While efficiencies may be realized by supporting a small number of larger programs that offer diverse CAS services, some organizations reportedly work very effectively in specialized niches.

Continue to cultivate structures for collaboration, alignment, and leadership in service of a coordinated system. Several informants believed that a coordinating body is needed to support and guide the work of the Boston CAS system. Possible strategies for developing such structures and systems include continued convenings of key stakeholders, incentives for participation in coordinated systems (e.g., access to settings, funding, and data), and enlisting consultants from cities that have reached a higher level of coordination.

Introduction

Supporting the postsecondary success of all students is essential for enhancing the quality of life of individuals, families, and communities, as well as building a healthy economy. For many students, obtaining a college education is a key element of postsecondary success, yet formidable challenges must be overcome to achieve that goal. Moreover, there are troubling gaps in college access and success for traditionally vulnerable or underrepresented populations.

College access programs work to ensure that all students graduate from high school with the ability to enter college and successfully obtain a degree. These programs focus on academic preparedness, college aspiration and knowledge, and financial barriers to entering college prepared to succeed. College success programs support students to complete college once they are enrolled. Both college access and college success programs frequently focus their efforts on traditionally underserved students.

This report presents the findings of a study of the college access and success (CAS) landscape in Boston. In 2016, the Boston Foundation and Success Boston contracted with the UMass Donahue Institute (UMDI) to develop an inventory of CAS programs and services available to Boston students. The study also sought to understand the system of public, private, and nonprofit organizations that provide and coordinate these services.

In addition to describing the services provided by a wide range of organizations, the report addresses the distribution of resources across the city, identifies gaps and duplication of services, describes strengths and challenges of the existing system, and offers recommendations to improve the system's effectiveness. Four appendices provide extensive information about each CBO, IHE, and high school that was identified as providing CAS supports; the organizations providing CAS services in each neighborhood; and the specific college access and success services provided by each organization.

Working closely with the Boston Foundation, UMDI reviewed key literature on CAS programs and systems, conducted interviews with numerous key informants in the Boston CAS system, identified and surveyed organizations that provide CAS services to Boston students, and obtained feedback on preliminary findings from an advisory group convened by the Boston Foundation.

In addition to this report, resources emerging from the study include: (1) a management brief of findings from the literature review, and (2) a technical appendix with additional quantitative findings from the program survey as well as the four survey protocols sent to community-based organizations, institutes of higher education, and Boston public and private high schools. These additional resources will be available on the Boston Foundation's website, http://www.tbf.org.

The Boston Foundation and UMDI deeply appreciate the support provided by the many key informants, advisory group members, survey respondents, and others who generously contributed their time and expertise to this effort. The Foundation intends for this report to contribute to the extensive efforts already underway in Boston to strengthen the college access and success system, enhance college outcomes, provide opportunities for the city's residents, and strengthen the city's economy. The findings are also intended to inform educational institutions and policies to ensure that students have equal and equitable opportunities to succeed in their education.

Methods

This report is based primarily on surveys and key informant interviews conducted by UMDI in close collaboration with the Boston Foundation (TBF) and the Boston Public Schools (BPS). The development and implementation of these data collection strategies are described in this section.

Surveys of CAS Programs

Four surveys were developed—one for community-based organizations (CBOs), one for institutions of higher education (IHEs), one for high schools in the BPS district, and one for charter and private high schools in Boston.[1] Through consultation with BPS, TBF learned that BPS already has an online system for capturing data about services provided to schools by community partners, called PartnerBPS. To reduce duplication of efforts, BPS and TBF made a joint decision to focus the high school surveys on CAS programs and services offered only by internal staff members of the schools hired by BPS, not about services provided within the schools by external community partners. CAS services provided in the schools by external partners were captured in the CBO and IHE surveys.

Survey questions were developed to identify the types of CAS programs and services currently available and the number and characteristics of students being served. For this report, the term "student" refers to currently enrolled high school or college students as well as any youth or adult currently receiving CAS services. For example, our sample includes: (1) "opportunity youth" (age 16–24) who are currently not working or enrolled in school, (2) nontraditional students (age 25+) with or without a high school diploma or GED, (3) adults taking ABE classes, and (4) individuals who left college before graduating. This report does not include organizations that only serve elementary and/or middle school students.

UMDI developed a list of recipients for each of the surveys by conducting online searches, literature reviews, and personal networking to identify organizations providing CAS programs and services directly to students. The IHE surveys were sent to all colleges and universities serving undergraduates in Boston, as well as 18 IHEs outside Boston that were working with TBF as part of the Success Boston initiative. The CBO and IHE surveys were sent to program directors, executive directors, and other organizational personnel who seemed appropriate based on our research. The high school surveys were sent to the principal and guidance director or college counselor at each school. Often the survey was sent to multiple recipients at each organization, with a request to decide among themselves who was the most appropriate respondent, or to forward to an appropriate individual in their organization. Organizations offering more than one CAS program were asked to complete a separate survey for each of their programs.

A link to the online surveys was emailed to all recipients in January 2017. Non-respondents from CBOs and IHEs also received three reminder emails over a three-week period, and high school survey recipients received two reminder emails over a two-week period. At least two rounds of follow-up calls were also made to all non-respondents. All emails and follow-up calls offered recipients the option to complete the survey by phone, and a few did so.

[1] Some survey items were adapted with permission from a questionnaire developed for Graduate NYC by Hezel Associates to use in a landscape audit in New York City.

The high school and IHE surveys were re-opened during June 2017 to increase the response rate. BPS staff contacted all BPS non-respondents and TBF staff contacted non-responding IHEs to encourage them to complete the surveys. These efforts yielded additional survey responses.

Survey Response Rates

In total, 130 organizations completed the survey, for a response rate of 76% (Table 1). This is a strong response rate for surveys of organizations that are not required to provide a response, and substantially higher than the one other CAS landscape audit of a large city that we identified that reported its survey response rate. Additional detail by organization type is described below.

- **CBOs** – Ninety CBOs were identified as potential survey respondents. Three did not respond to multiple requests for a contact email address, and thus never received the survey. Twelve more were removed from the sample because they did not provide direct services to students or only served grade levels below high school. Of the remaining 75 organizations, 51 completed the survey, for a response rate of 68%. These CBOs submitted surveys about 64 programs.

- **IHEs** – Surveys were sent to 40 Boston-area colleges and universities. One was removed from the list because they said that they are not serving any Boston students in their programs. Of the remaining 39 IHEs, 24 completed the survey, for a response rate of 62%. These IHEs submitted surveys about 42 programs.

- **High Schools** – Surveys were sent to 58 Boston high schools, and 55 responded, for a response rate of 95%. Additional detail by school type is provided in Table 1. The charter schools category in the report includes Commonwealth charter schools only. The three Horace Mann charter schools—Boston Green Academy, Boston Day and Evening Academy, and Edward M. Kennedy Academy for Health Careers—are categorized as BPS schools.

Table 1: Survey Participation by Organization and Program

Organization Type	# of Organizations Surveyed	# of Organizations Responded	# of Programs Reported	Response Rate (%)
CBO	75	51	64	68
IHE	39	24	42	62
BPS	38	36	36	95
Private	11	10	10	91
Charter	9	9	9	100
Total	**172**	**130**	**161**	**76%**

The response rates show that the survey findings represent almost all Boston high schools and about two-thirds of CBOs and IHEs. Not all respondents answered every question on the survey, and the tables in the report provide additional information about the number of respondents on specific topics. Findings with a higher percentage of respondents can be generalized to the Boston CAS system as a whole with greater confidence. The findings from the 130 organizations and 161 programs that responded to the survey provide extensive information that can inform future program and policy decisions to improve the CAS system in Boston.

Key Informant Interviews

The key informant interviews were carried out to gain an understanding of the college access and success landscape in Boston through discussions with individuals from key institutions and sectors of the CAS system. Informants were identified by members of the Success Boston team at the Boston Foundation to include leaders representing K–12 education (including both BPS and charter schools), IHEs, community organizations, and city government, with a focus on organizations engaged in system-level CAS coordination and activity. Some informants were also selected to represent specific sectors such as adult education.

At the request of the Boston Foundation, the interviews focused on the following questions:

- Who are the major players and organizations in the college access and success system in Boston?
- What partnerships and forums are in place to coordinate and align the college access and success work?
- What programs and supports are in place with evidence-based impacts and success?
- What system reform efforts are underway?
- What are the challenges to improving the local college access/success system's performance?
- What are the opportunities to improve the system?

Interviews were conducted with the following key informants:

Joan Becker, Vice Provost, Academic Support Services, UMass Boston
Ann Coles, Senior Fellow, uAspire
Turahn Dorsey, Chief of Education, City of Boston
Cinqué Dunham-Carson, Director of Community Engagement, Bottom Line
Pam Eddinger, President, Bunker Hill Community College
Eric Esteves, Director, Social Innovation Fund, The Boston Foundation
John Griffin, Program Associate, Social Innovation Fund, The Boston Foundation
Andrea Howard, Executive Director, West End House
Marsha Inniss-Mitchell, Director of College Readiness Initiatives, Boston Public Schools
Kristin McSwain, Executive Director, Boston Opportunity Agenda
Gaby King Morse, Executive Director, uAspire Massachusetts
Wanda Montañez, Director of College Success, Massachusetts Charter Public School Association
Alexandra Oliver-Davila, Executive Director, Sociedad Latina
Antoniya Owens, Education Program Officer, The Boston Foundation
Elizabeth Pauley, Senior Director, Education to Career, The Boston Foundation
Kristin Rhuda, Director of Operations, West End House
Miriam Rubin, Manager of School-Community Partnerships, Boston Public Schools
Jerry Rubin, President & CEO, Jewish Vocational Services
Kunthary Thai-Johnson, Upward Bound Director, UMass Boston
Lisa Ulrich, Executive Director (New England), Let's Get Ready

Boston CAS Program Resources

This section provides key findings from the CAS surveys. First, results from the high school surveys are presented, highlighting information on college access services provided directly by school staff members. Next, findings from the CBO and IHE surveys are presented together in the following three sections: (1) an overview of the findings, (2) college access, and (3) college success. This section concludes with a discussion of gaps and duplication in Boston CAS services that the survey findings demonstrate.

The surveys provided the following definitions of college access and success: "College access services provide supports with college readiness, application, and matriculation," and "College success services provide supports to students in completing college once they are enrolled."

College Access Programs Provided by High School Staff

This section provides information on college access services provided to Boston high school students by the staff of their schools. Fifty-five schools, representing 95% of Boston high schools, completed the college access survey (Table 2). The sample includes 66% BPS schools, 18% private schools, and 16% charter schools (Figure 1).

Figure 1: Respondents by High School Type

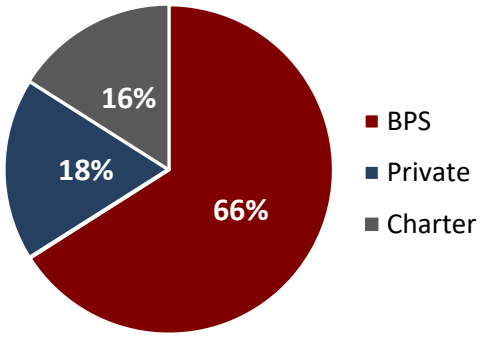


Table 2: Response Rates by High School Type

School Type	# Schools Received Survey	# Schools Completed Survey	Response Rate
BPS	38	36	95
Private	11	10	91
Charter	9	9	100
Total	**58**	**55**	**95%**

Schools were asked to identify the number of full-time equivalent (FTE) guidance counselors, college and career readiness (CCR) specialists, and other staff involved with college access programs. The identified staff needed to be hired by the school itself, because external organizations who provided college access services within the schools were surveyed separately. The college access services provided by school staff are hereafter referred to as "internal" services, to distinguish them from services provided by external organizations.

Schools were then asked to indicate the percentage of internal personnel's time that was devoted to (a) providing college access services to students directly, and (b) coordinating with external organizations that provided college access programs within the high school. Table 3 highlights the differences in percentage of time spent on college access work by both school and staff type. Overall, schools reported that their guidance counselors spent, on average, 45% of their time directly providing college access services and 18% of their time coordinating with external partners. CCR specialists devoted, on average,

76% of their time offering direct college access services and 15% of their time coordinating with external partners. The roles of other staff who provided college access services included Director of Postsecondary Success, Director of Persistence Project, Success Coordinator, Pathways Coordinator, Adjustment Counselor, Guidance Counselor Assistant, and Advisor.

Table 3: Percentage of Time Spent on Internal and External College Access Services

School and Staff Type	% of Schools Reporting Staff In Each Role	Average % of Time Spent on Internal College Access Work	Average % of Time Spent on Coordinating with External Partners
BPS			
Guidance Counselors	92	46	22
CCR Specialists	50	73	21
Other Staff	11	29	19
Private			
Guidance Counselors	80	36	2
CCR Specialists	70	80	7
Other Staff	20	55	3
Charter			
Guidance Counselors	33	75	25
CCR Specialists	78	81	12
Other Staff	33	43	10
Total			
Guidance Counselors	80	45	18
CCR Specialists	58	76	15
Other Staff	16	39	12

Staff FTEs were then converted to student-to-staff ratios for each high school, based on school year 2015–16 enrollment. Across all schools, an average of two internal staff members focused on college access services, serving an average of 284 students each (Table 4). Charter schools had the lowest student-to-staff ratios and Boston district schools had the highest ratios. The ratio ranged from 29:1 for a school with 115 students and 4.0 FTE staff members devoted to college access services to about 2,200:1 for a school with 500 students and 0.23 FTE staff members devoted to college access services.

Table 4: FTE School Staff Focused on College Access Services and Student-to-Staff Ratios, SY2015–16

School Type	# of Schools Responding	Average # of School Staff Devoted to College Access Services	Average # of Students per School Staff Member
BPS	34	2.0	325
Private	10	1.8	265
Charter	8	2.0	131
Total	**52**	**2.0**	**284**

All but three high schools (95%) reported that their internal staff members offer lessons, courses, and/or events focused on college readiness, application, and matriculation (Table 5). The remaining three schools were in the BPS district.

Table 5: Boston High School Staff Offering College Access Services to their Students by School Type, SY2015–16		
School Type	**# Offering Services**	**% Offering Services**
BPS	33	92
Private	10	100
Charter	9	100
Total	**52**	**95%**

Respondents were then asked to estimate the percentage of high school students that participate in college access lessons, courses, and/or events offered by internal school staff. Nearly half of Boston high schools reported that their staff provide college access services to all students, and three-quarters of high schools reported serving more than half of their students (Figure 2).

Figure 2: Percentage of High School Students Receiving Internal College Access Services (n=55)

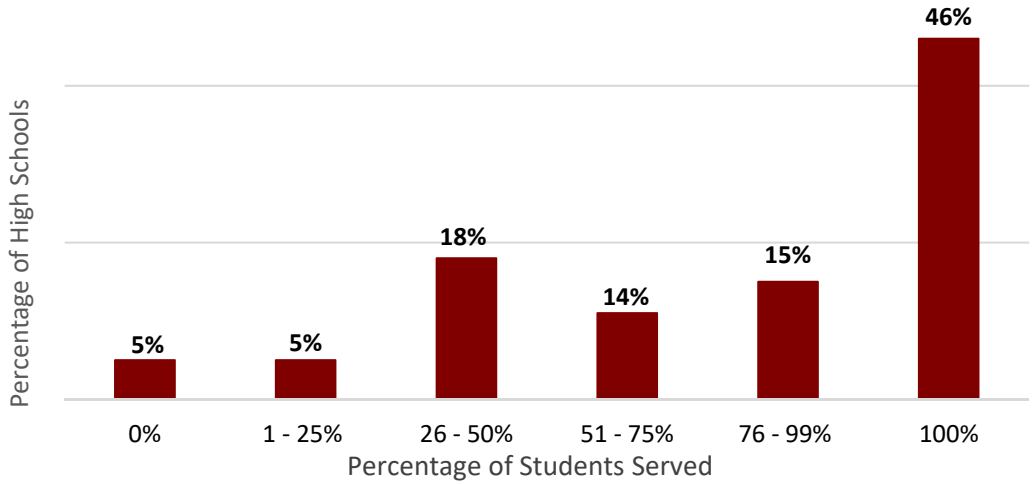


Table 6 shows the percentage of students served by school type. On average, staff at charter and private schools reported providing college access services to a higher proportion of their students than BPS schools.

Table 6: Percentage of Students Receiving Internal College Access Services by School Type							
School Type	**# of Schools**	**Percentage of Students Served**					
		0%	**1 - 25%**	**26 - 50%**	**51 - 75%**	**76 – 99%**	**100%**
BPS	36	8	8	19	14	19	31
Private	10	0	0	20	10	0	70
Charter	9	0	0	11	0	11	78
Total	**55**	**5**	**5**	**18**	**14**	**15**	**46**

Of the schools that reported providing internal college access services, their staff served 80% of students on average, with a range from 10% to 100% (Table 7).

Table 7: Average Percentage of Students Participating in College Access Services Staffed Internally by School Type

School Type	# of Schools	Average % Served	Range
BPS	33	74	10–100
Private	10	88	50–100
Charter	9	94	50–100
Total	**52**	**80**	**10–100**

*The average percentage served is weighted based on high school enrollment.

Each high school's enrollment was multiplied by the reported percentage of high school students served. This yielded an estimate that more than 18,500 high school students receive college access services directly from internal school staff members.

The average percentage of students served and the estimated number of students served were also calculated based on the neighborhood where schools are located (Table 8). Neighborhood assignments are shown in Appendix A. On average, respondents reported that 80% of Boston high school students receive some level of college access services directly from the staff of their schools. However, there is wide variation in the average percentage of students served across neighborhoods. For example, more than 90% of students in Hyde Park, Mission Hill, South Boston, and East Boston high schools receive college access services directly from staff of their schools compared with about one-third of students in Mattapan high schools and two-thirds of students in Downtown, Jamaica Plain, and Roslindale high schools.

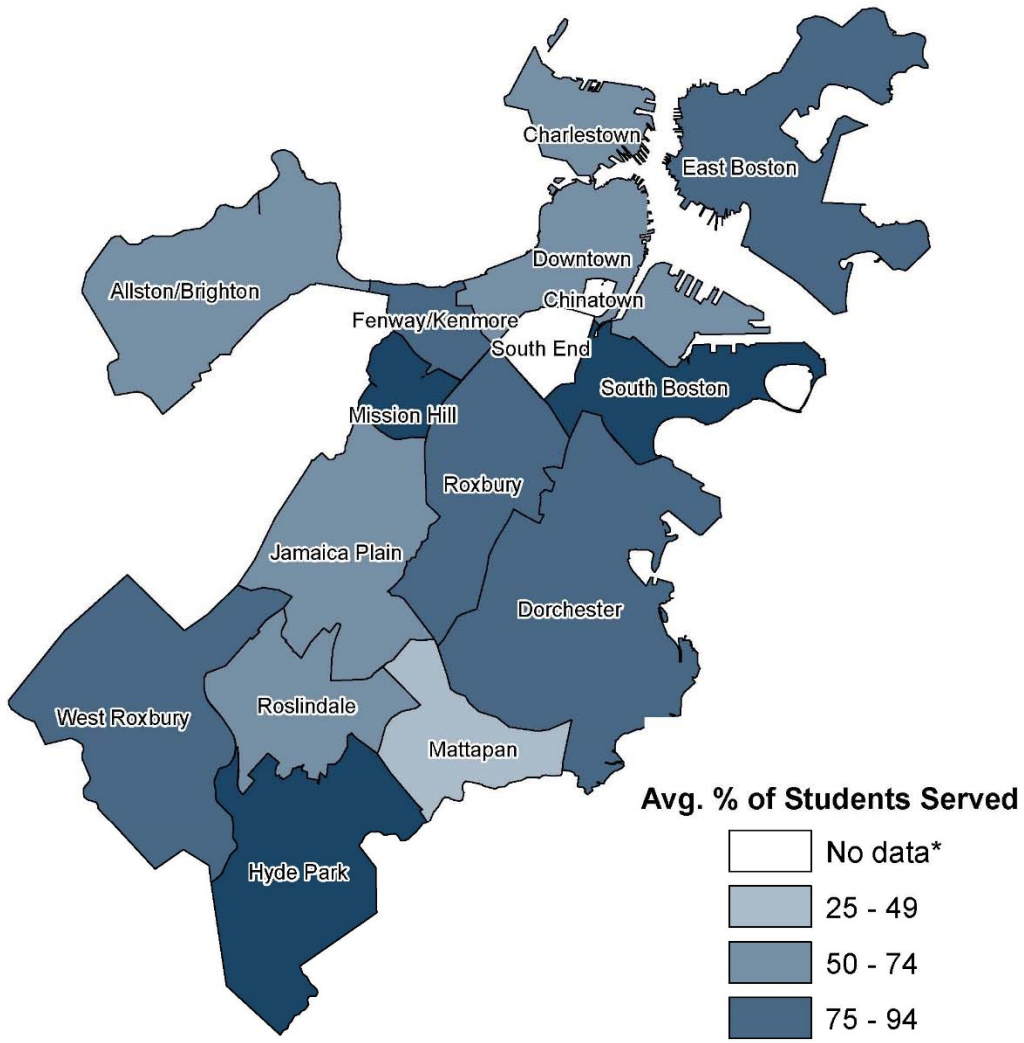
Table 8: High School Students Receiving College Access Services from the Staff of their Schools by Neighborhood, SY2015–16				
Neighborhood	**# of High Schools**	**# of High Schools Reporting**	**Average % of Students Served**	**Estimated # of Students Served**
Allston/Brighton	7	6	71	1,471
Charlestown	2	2	73	719
Chinatown*	0	NA	NA	NA
Dorchester*	9	9	91	3,410
Downtown	5	5	63	748
East Boston	2	2	86	1,381
Fenway/Kenmore	2	2	79	480
Hyde Park	5	5	100	1,508
Jamaica Plain	3	3	58	536
Mattapan	2	2	34	188
Mission Hill	4	4	99	2,369
Roslindale	2	2	60	207
Roxbury	9	9	75	3,850
South Boston	1	1	95	489
South End*	2	0	–	–
West Roxbury	3	3	75	1,173
Total	58	**55**	**80%**	**18,529**

Note: The average percentage is weighted based on high school enrollment.
*The average percentage and calculated number of students served are missing from (1) Chinatown because no high schools are located there, and (2) the South End because the two high schools there did not respond to the survey. The Elizabeth Seton Academy is not included in Dorchester because the school had closed and could not be surveyed.

Map 1 and Map 2 provide two different representations of the number of students being served by college access programs. Comparing these maps illustrates neighborhood-level differences. For example, while Roxbury and West Roxbury high schools report serving approximately the same average percentage of students, high schools in Roxbury are serving more than three times as many individual students as high schools in West Roxbury. This is because the number of schools and students enrolled in Roxbury is much higher (Table 8). Neighborhood assignments were based on where the high schools are located, not student addresses.

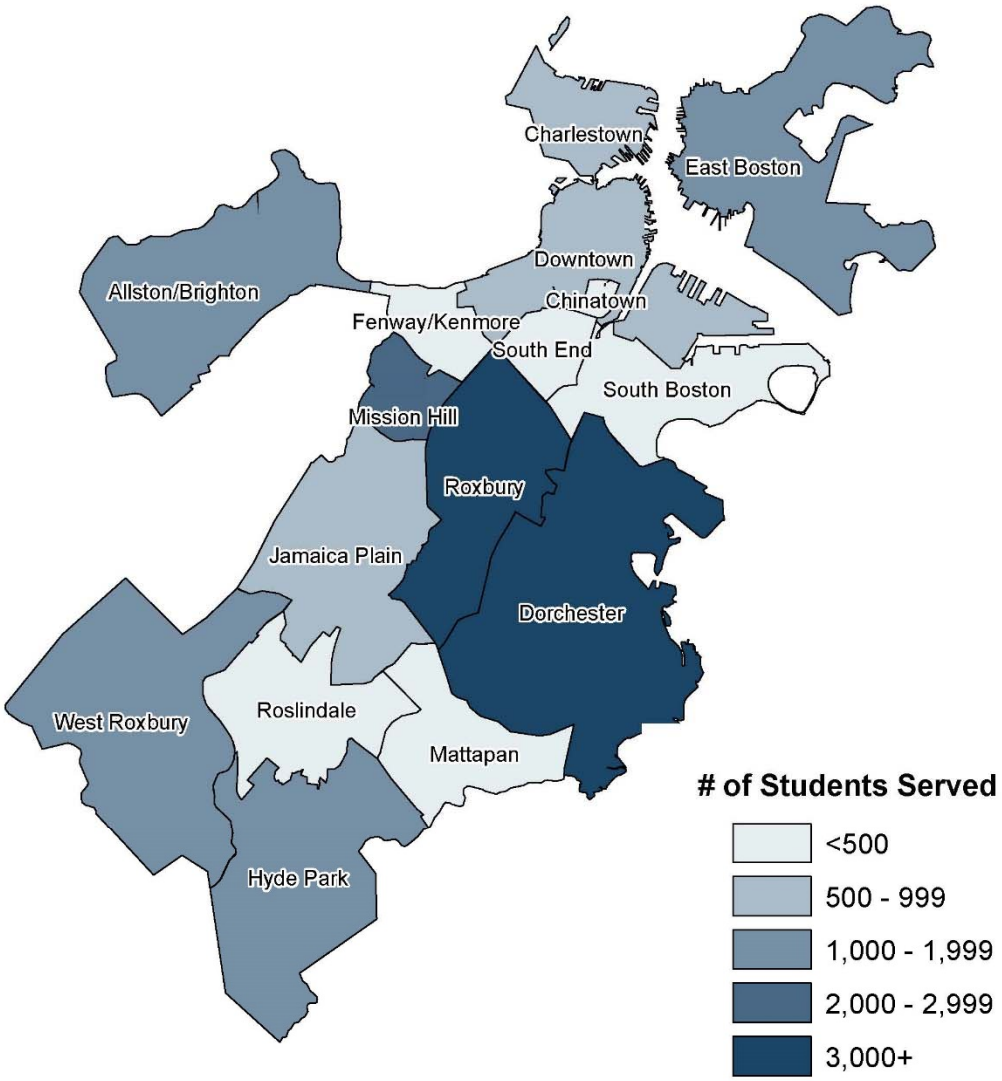
- Map 1 represents the average percentage of students in each neighborhood receiving college access services from high school staff. It is a weighted average based on high school enrollment.
- Map 2 represents the number of students in each neighborhood who are receiving college access services from high school staff. This number was obtained by multiplying enrollment in SY2015–16 by the percentage of students who received college access programs from internal staff.

Map 1: Average Percentage of Boston Students Receiving College Access Services from the Staff of their High Schools by Neighborhood (SY2015–16)



Neighborhood assignments were based on where high schools are located, not on student address. Percentage of students served by high school staff was reported by each responding high school, and weighted by annual enrollment. SY2015–16 includes summer 2016.
*No high schools are located in Chinatown, and the two high schools in the South End did not respond to the survey.

Map 2: Number of Boston Students Receiving College Access Services from the Staff of their High Schools by Neighborhood (SY2015–16)



Neighborhood assignments were based on where high schools are located, not on student address. Counts were obtained by multiplying annual enrollment at each school by the reported percentage of students served by high school staff. SY2015–16 includes summer 2016.

Schools were asked to estimate the average number of hours that students engage in college access lessons, courses, and/or events during each year of high school. This provides an indicator of the intensity of services received. The intensity increased substantially from 9th and 10th grades (10 and 12 hours) to 11th and 12th grades (31 and 41 hours; Figure 3 and Table 9).

Figure 3: Average Annual Hours Students Spend on College Access Services Provided by High School Staff (n=51)

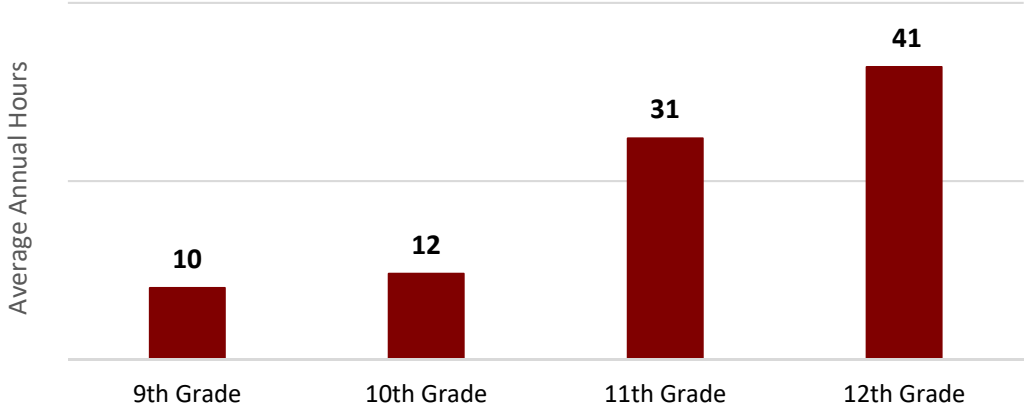


Table 9: Average Annual Hours Students Spend on Internal College Access Services by School Type				
School Type and Number Reporting	**Average Hours for 9th-Grade Students**	**Average Hours for 10th-Grade Students**	**Average Hours for 11th-Grade Students**	**Average Hours for 12th-Grade Students**
BPS (n=33)	10	12	30	36
Private (n=10)	4	5	27	40
Charter (n=8)	19	20	45	61
Total (n=51)	**10**	**12**	**31**	**41**

Finally, respondents were asked to describe the types of college access services offered by high school staff. The most common college access service was college application support, offered by nearly all high schools (98%) (Figure 4). Other college access services offered by at least 80% of high schools included: college fairs and recruiter visits, support selecting colleges, college campus visits, financial aid application support, and ACT/SAT/PSAT preparation. The least common services, offered by less than one half of schools, were bridge programs and placement-test preparation (e.g., Accuplacer, ALEKS).

Figure 4: Types of Internal College Access Services Provided by High Schools (n=55)

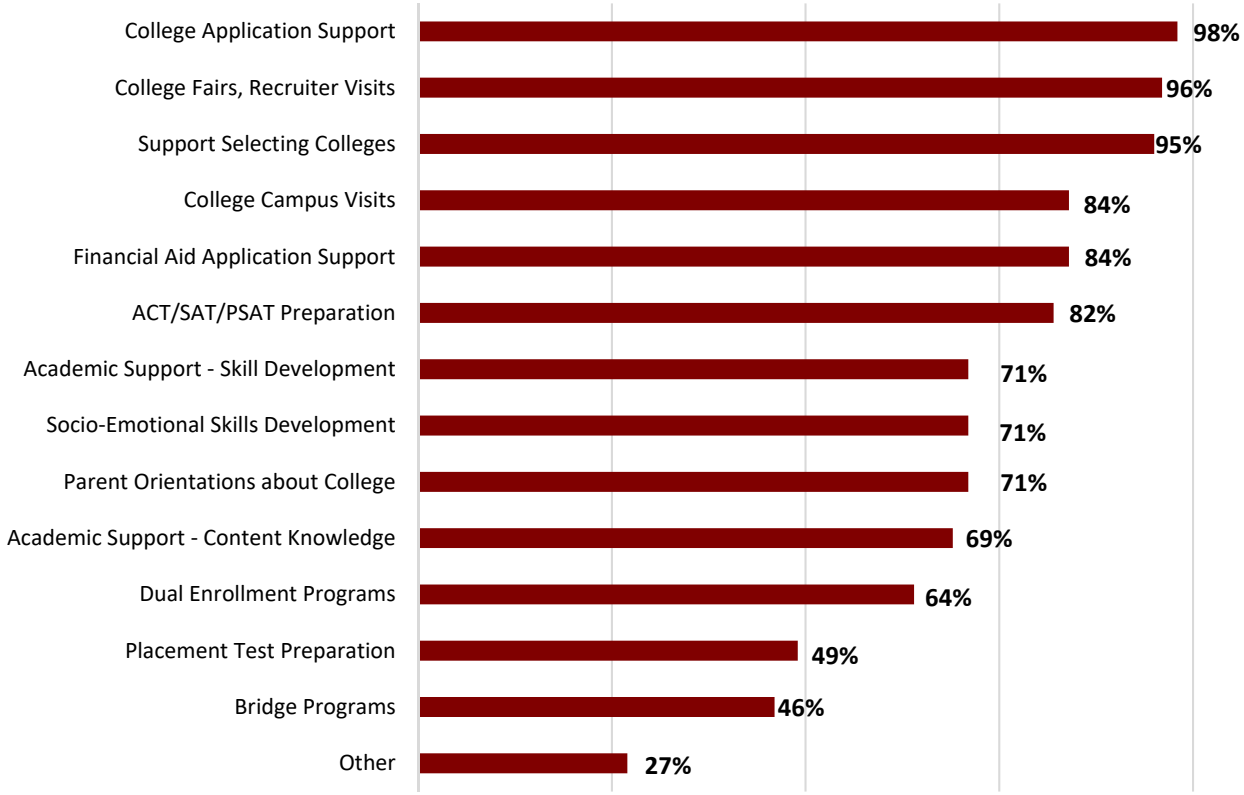


Table 10 highlights the similarities and differences in types of college access services offered by school type.

Table 10: Types of Internal College Access Services Provided by School Type

Access Services	Percentage of Schools Offering Services			
	BPS (n=36)	Private (n=10)	Charter (n=9)	Total (n=55)
College application support	100	100	89	98
College fairs, recruiter visits	97	100	89	96
Support in selecting colleges	92	100	100	95
College campus visits	86	60	100	84
Financial aid application support	81	90	89	84
ACT/SAT/PSAT preparation	75	90	100	82
Academic support: skill development	78	40	78	71
Socio-emotional skills development	81	40	67	71
Orienting parents to college and financial aid application process	61	100	78	71
Academic support: content knowledge	81	50	44	69
Dual enrollment programs	78	10	67	64
Placement test preparation	61	10	44	49
Bridge programs	50	10	67	46
Other[1]	30	20	11	27

[1]Other services include alumni panels, career exploration, summer programs, and assistance in understanding how selective schools make decisions

Overview of Combined CBO and IHE Survey Findings

Nearly three-quarters of the organizations that responded to the survey provided information on a single CAS program (Table 11). The remainder reported on multiple programs. This section provides information on the 106 CAS programs run by these 75 organizations.

Table 11: Number of CAS Programs Reported by CBOs and IHES (n=75)

# of Programs per Organization	# of Organizations	% of Organizations
1	54	72
2	15	20
3	4	5
4	1	1
6	1	1

Thirty-five of the organizations (30 CBOs and 5 IHEs) offer both college access and success services. At the program level, we find that three-quarters of CAS programs offer college access services and just over half (55%) offer college success services, as shown in Table 12.

Table 12: Type of CAS Services Provided by CBOs and IHEs (n=106)

Service Type	# of Programs	% of Programs
College Access	79	75
College Success	58	55

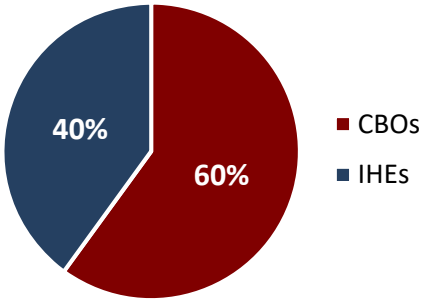
Note: Total percentage exceeds 100% because many programs offered both services types.

Three-fifths of the programs were offered by CBOs and two-fifths by IHEs (Table 13 and Figure 5).

Table 13: CAS Programs by Organizational Type (N=106)

Org Type	# of Programs	% of Programs
CBOs	64	60
IHEs	42	40

Figure 5: Type of Organizations Operating CAS Programs



More than half of the programs operate in community-based locations, serving students in the neighborhood where the program is based (Table 14). About two-fifths are located on college campuses, serving high school students or their own college students. Finally, nearly a third are located within one or

more Boston high schools and serve the students enrolled in those schools. Twenty-two programs operate across multiple settings.

Table 14: Program Setting of CAS Services Provided by CBOs and IHEs (n=106)

Program Setting	# of Programs	% of Programs
School-based	32	30
College-based	44	42
Community-based	57	54

Note: Total percentage exceeds 100% because some programs offered services in multiple settings.

Two-thirds of programs provide services to high school students and one-half to college students (Table 15). Twenty-one programs (20%) served both high school and college students. Twelve programs reported providing adult basic education (ABE) services such as literacy, English for non-native speakers, adult diploma, and high school equivalency programs. Five CBOs reported providing services to populations other than those shown in the table, including opportunity youth, students in pre-vocational training, and graduate students.

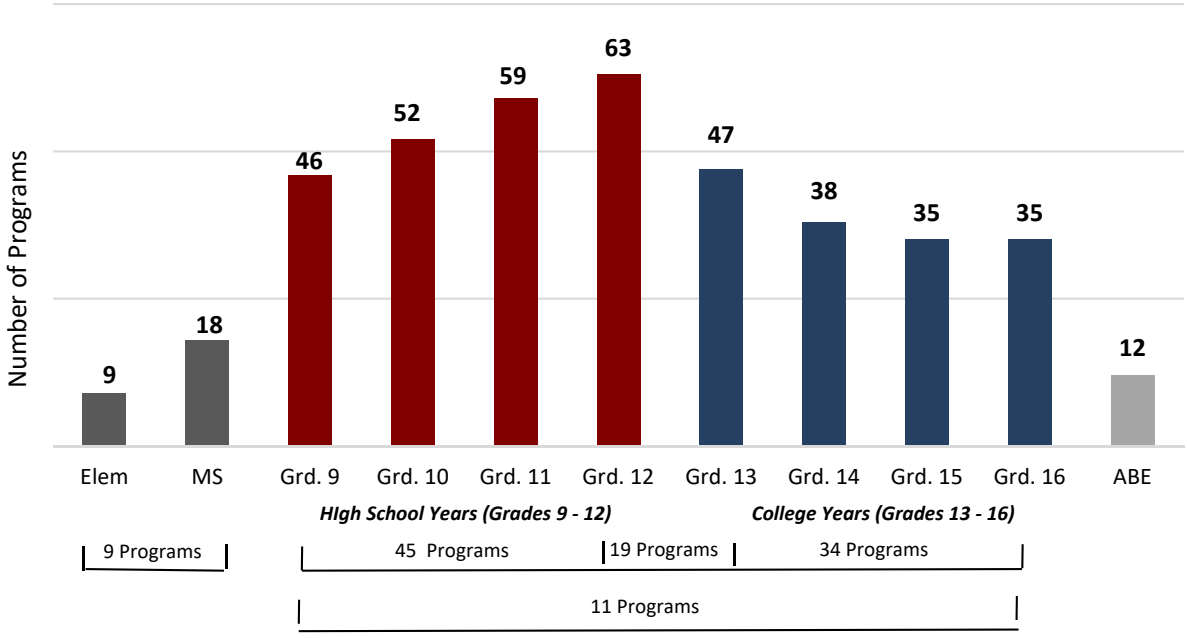
Table 15: Education Levels Served by CAS Programs Provided by CBOs and IHEs (n=106)

Education Level	# of Programs	% of Programs
Elementary School	9	8
Middle School	18	17
High School	68	64
College	53	50
ABE	12	11
Other	5	5

Note: Total percentages exceed 100% because respondents could select more than one option.

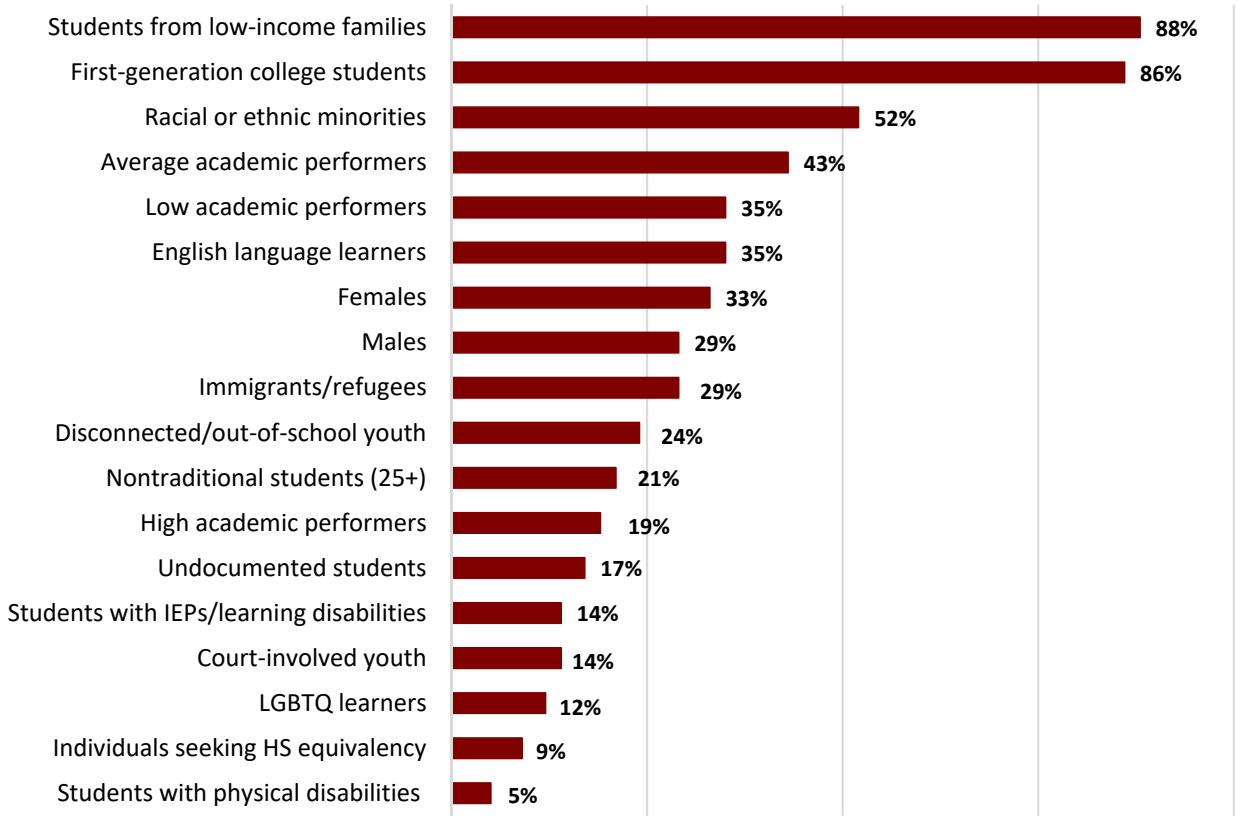
Programs most frequently serve students in high school – with the largest number of programs available for students in grades 11 and 12 and the first year of college (Figure 6). The lines below the figure indicate the range of grade levels served by programs. (The four years of college are indicated as grades 13 through 16.) For example, 45 programs serve students in all high school grade levels, and 34 programs serve students during each year of college. Nineteen programs offer both college access and college success services during the transition years from high school senior to college freshman. Only 11 programs offer both college access and college success services from grades 9 through 16. Eighteen programs served elementary and/or middle school students in addition to older students. Finally, 12 programs served ABE students, and six of these programs served ABE students exclusively.

Figure 6: Number of CAS Programs Provided by CBOs and IHEs Serving Each Grade Level (n=106)



CBOs providing college access and/or success services were asked to report on areas of expertise in supporting students with one or more of 18 population characteristics. Fifty-eight of the 64 CBOs (91%) responded. As shown in Figure 7, more than 85% reported expertise in serving first-generation college students and students from low-income families. In addition, approximately one-half reported expertise in serving racial or ethnic minorities. The remaining population characteristics were cited by less than half of programs, with the fewest responses (less than 10%) for expertise serving students with physical disabilities and individuals seeking high school equivalency credentials.

Figure 7: CBO Expertise in Serving Specific Populations (n=58)



Ninety-seven of the 106 CAS programs (92%) provided information on the annual number of students served during the 2015–16 school year and the summer of 2016. They reported serving more than 45,000 students, as shown in Table 16. Any students who received services from more than one CAS program would be counted multiple times, but identifying these duplicated counts was not possible with available data. The total high school enrollment of BPS and the other charter and private high schools that received the survey was 23,491 during the 2015–16 school year.

Table 16: Reported Number of Boston Students Served by CAS Programs Operated by CBOs and IHEs, SY2015–16 (n=97)

Service Type	# of Students Served	% of Students Served
College Access Services	38,425	85
College Success Services	6,832	15
Total	**45,257**	**100**

Finally, respondents were asked to rate their program's level of "collaboration or coordination" with external partners. As shown in Figure 8 and Table 17, respondents reported the highest level of collaboration and coordination with high schools, colleges and universities, and community-based organizations. Lower levels of collaboration and coordination were noted with city and state governments, middle schools, and businesses.

Figure 8: Level of Collaboration with CAS Partners

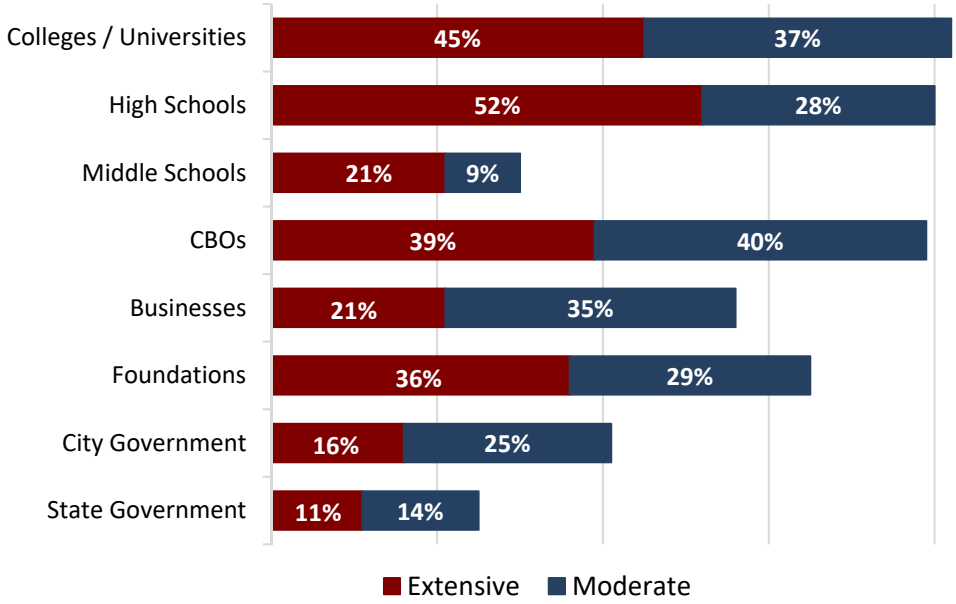


Table 17: Level of Collaboration with CAS Partners				
Sector	**Extensive (%)**	**Moderate (%)**	**Minimal (%)**	**None (%)**
Colleges and Universities (n=94)	45	37	12	6
High Schools (n=93)	52	28	14	6
Middle Schools* (n=58)	21	9	21	50
Community-Based Organizations (n=92)	39	40	16	4
Businesses (n=84)	21	35	36	8
Foundations (n=83)	36	29	27	8
City Government (n=87)	16	25	39	20
State Government (n=86)	11	14	45	30

* CBOs but not IHEs were asked about level of collaboration with middle schools.

College Access Programs Provided by CBOs and IHEs

This section provides an overview of college access programs in Boston, describing where programs take place, what services are offered, and how many students are served annually. The definition of college access provided in the surveys was "College access services provide supports with college readiness, application, and matriculation."

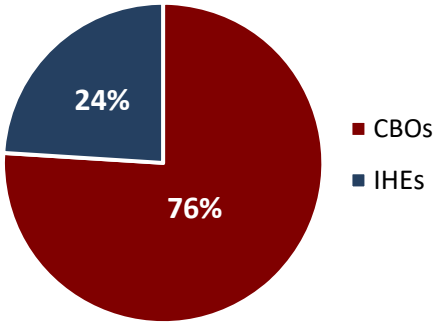
Overview

Seventy-nine programs provided information about college access services (Table 18 and Figure 9). About three-quarters of the programs (76%) are run by CBOs and the remaining one-quarter (24%) are operated by IHEs.

Table 18: College Access Programs by Organizational Type

Org Type	# of Programs	% of Programs
CBOs	60	76
IHEs	19	24

Figure 9: Types of Organizations Providing College Access Programs



Respondents were asked to select the type of meeting location(s) where their college access programs take place (Table 19). Multiple responses were allowed. Seventy percent are community-based, serving students in the neighborhood where the program is located. Approximately two-fifths of programs are located within one or more Boston high schools serving students enrolled in those schools, and 10% are located on Boston-area college campuses. Twenty-one programs (27%) operate in two or all three of these setting types.

Table 19: Settings of College Access Programs Offered by CBOs and IHEs (n=79)

Setting	# of Programs	% of Programs
School-based	32	41
College-based	8	10
Community-based	55	70

Note: Total exceeds 100% because some programs were offered in multiple settings.

Most college access programs (86%)—regardless of program setting—serve high school students. As Table 20 shows, the number of programs offered increases for students in higher grades, such as 46 programs for 9th graders compared with 63 programs for 12th graders. In addition to serving high school students, some college access programs also reported serving middle school students (23%) and elementary school students (11%).[2] Twelve college access programs (15%) provided services to adult learners/ABE students. Six of these twelve programs reported providing ABE services exclusively.

[2] Programs that served only elementary and/or middle school students were not included in this analysis.

Finally, five programs reported providing college access services to "other" populations, including opportunity youth, high school equivalency program students, graduates of their high school / college access programs, and pre-vocational training students.

Table 20: Education Levels Served by College Access Programs Operated by CBOs and IHEs (n=79)

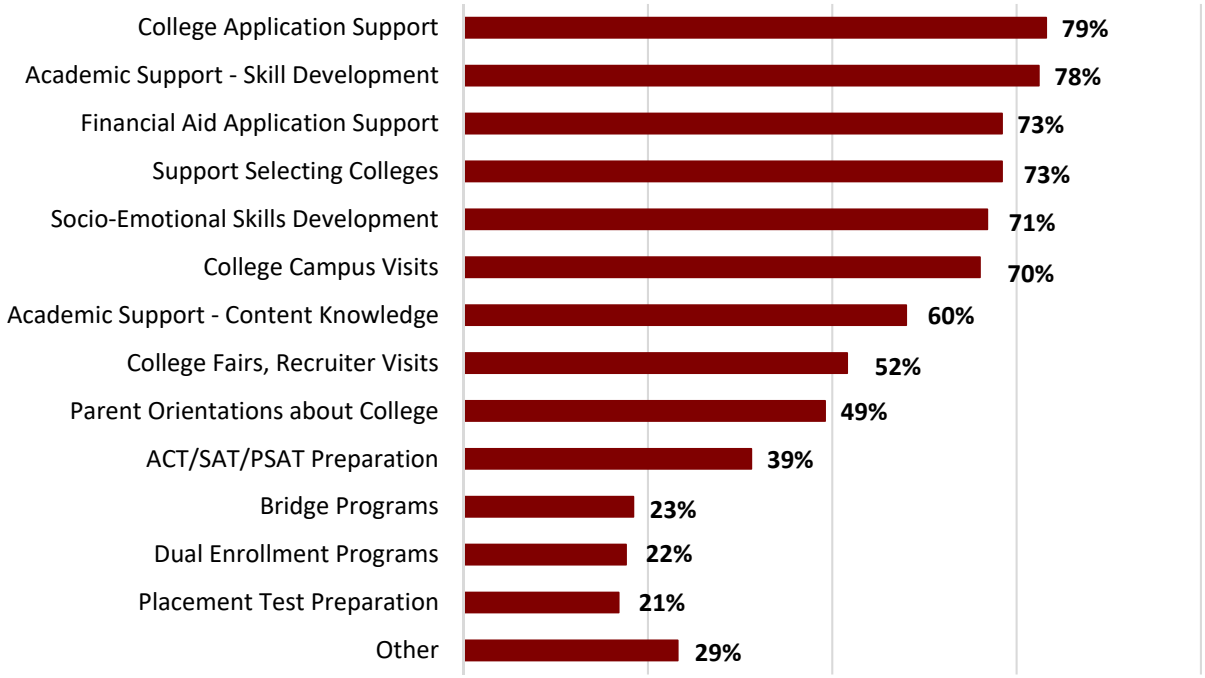
Program Level	# of Programs	% of Programs
Elementary School	9	11
Middle School	18	23
High School	68	86
9th Grade	*46*	*58*
10th Grade	*52*	*66*
11th Grade	*59*	*75*
12th Grade	*63*	*80*
ABE	12	15
Other	5	6

Note: The total number of programs exceeds 79 and the total percentage of programs exceeds 100 because some programs reported serving more than one program level.

College Access Services

Respondents described the types of college access services that their programs provided (Figure 10). The most common services, provided by at least 70% of programs, include college application support, academic support skill development (e.g., study, computer, and critical thinking skills), financial aid application support, support for selecting colleges, socio-emotional skills development, and college campus visits. The least common services reported include placement test preparation (e.g., Accuplacer, ALEKS), dual enrollment programs, bridge programs, and ACT/SAT/PSAT preparation. Finally, 29% of respondents also described providing the following "other" college access services: career exploration, exposure to various majors and internships, summer residential programs, mentoring, loan payment support, NCAA workshops and counseling, orienting families to available college supports, serving students of color, personal health and relationship management, and connecting students to groups on campus. None of the "other" services were reported by more than 10% of respondents.

Figure 10: Types of College Access Services Provided by CBOs and IHEs (n=77)



Reported Annual Number of Students Served by College Access Programs

Each respondent was asked to report the annual number of students from Boston served by their program during the 2015–16 school year and the following summer. Sixty-nine programs (87%) provided this information. The number of students served varied widely, with approximately one-third of programs serving less than 100, two-fifths serving between 100 and 500, and one-quarter serving at least 500 students annually (Table 21).

Table 21: College Access Programs Operated by CBOs and IHEs by Program Size (n=69)

# of Students Served	# of Programs	% of Programs
1–49	14	20
50–99	10	14
100–249	18	26
250–499	10	14
500–999	9	13
1,000 or more	8	12

Sixty-nine programs reported providing college access services to nearly 40,000 students (Table 22).[3] CBOs provide three-quarters of the programs, accounting for services to 79% of the reported students served. The average number of students served per program was 557, but the median was 140. The large

[3] As discussed later, some students were counted more than once, so fewer than 40,000 unique students were served. The 2015 American Community Survey reported a count of 48,099 youth ages 15–19 in Boston.

difference between the mean and the median is because there are many smaller programs and a few larger ones. Some students were counted more than once, because they were served by multiple programs.

Table 22: Reported Number of Boston Students Served by College Access Programs by Organization Type, SY2015–16

Organization Type	# of Programs Reporting	# of Students Served	Average	Median	Range
CBOs	52	30,215	581	200	19 – 5,320
IHEs	17	8,210	483	65	2 – 6,374
Total	**69**	**38,425**	**557**	**140**	**2 – 6,374**

Of the students served by CBO and IHE college access programs, nearly 80% are served in schools (Table 23). About one-fifth of students receive services in the neighborhood where the program is based and only 1% receive services on college and university campuses.

Table 23: Reported Number of Boston Students Served by College Access Programs Operated by CBOs and IHEs by Program Setting, SY2015–16 (n=69)

Setting	# of Programs Reporting	# of Students Served	% of Students Served
Schools	29	30,433	79%
Community-based	43	8,543	22%
Colleges and Universities	8	350	1%

Note: The total exceeds 100% because some programs (N=11) served students across multiple settings.

CBOs that offered college access services also reported how many of their students were in high school versus ABE/pre-college students. Fifty-two programs provided this information. Almost all of the students served were enrolled in high school, but ten programs reported serving approximately 2,000 ABE or pre-college students, accounting for seven percent of all students served.

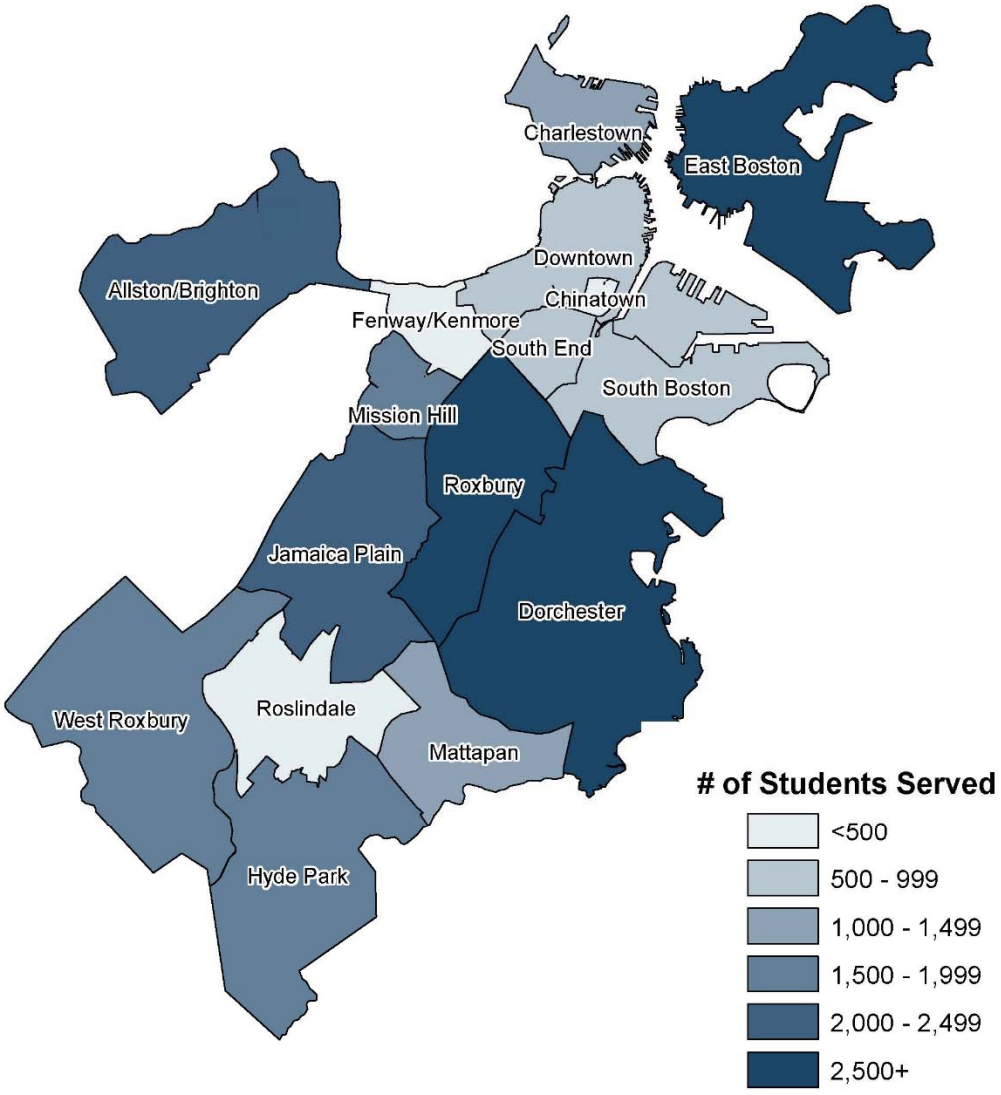
CBO and IHE programs were asked to report the neighborhoods in which they served students. Fifty-six programs provided this information, representing 71% of the college access programs that responded to the survey and 82% of the reported number of students served. Neighborhoods were assigned based on where services were provided, not where students reside. The number of programs per neighborhood ranged from 7 in Chinatown to 38 in Dorchester, with an average of 20 programs per neighborhood. The counts in Table 24 include students served by these programs in community, IHE, and high school settings. The neighborhoods with the most reported students served are Roxbury, Dorchester, and East Boston.

Table 24: Reported Number of Boston Students Served by College Access Programs Operated by CBOs and IHEs by Neighborhood, SY2015–16		
Neighborhood	**# of Programs Reporting**	**# of Students Served**
Allston/Brighton	22	2,360
Charlestown	15	1,204
Chinatown	7	47
Dorchester	38	5,311
Downtown[1]	18	977
East Boston	23	4,121
Fenway/Kenmore	13	361
Hyde Park	29	1,961
Jamaica Plain	22	2,299
Mattapan	23	1,053
Mission Hill	25	1,608
Roslindale	14	102
Roxbury	33	6,934
South Boston	13	725
South End	16	748
West Roxbury	12	1,583
Total	**56**	**31,394**

[1]Downtown includes Back Bay, Bay Village, Beacon Hill, the West End, and the North End.

Map 3 illustrates the reported neighborhood distribution of youth served based on where services are provided. Darker shading represents a higher number of students served. As previously noted, some students are likely counted multiple times, because they were reported by multiple programs.

Map 3: Number of Boston Students Served by College Access Programs by Neighborhood (SY2015–16)



Students who received services from multiple programs may be counted multiple times. Neighborhood assignments were based on where services were provided, not student address. Neighborhood information was provided by 71% of respondents, representing 82% of reported students served. SY2015–16 includes summer 2016.

Additional analysis by neighborhood was conducted to explore potential gaps or redundancies in college access services.[4] Most CAS services were provided at high schools, and Table 25 explores the extent to which students may have been served by multiple programs at their high schools. For each neighborhood, the number of reported students served was divided by total high school enrollment to calculate a ratio of students who were served at their high schools by external CBO and IHE programs. For example, the ratio of 1.2 for Charlestown indicates that CBOs and IHEs reported providing school-based college access services to 1.2 times the number of students who were enrolled in the two Charlestown high schools. Looked at another way, the ratio indicates that the average high school student in Charlestown received college access services from 1.2 external programs.

The ratios varied greatly by neighborhood—from 0.2 in Roslindale to 2.5 in East Boston—suggesting large differences by neighborhood in the level of college access services provided by external programs. The ratio was greater than 1.0 in nine neighborhoods. However, this does not imply that services provided in those neighborhoods were redundant or unnecessary, as further discussed in the Gaps and Duplication section. Of the students served in their schools by CBOs and IHEs, 99% attended public schools (district or charter), and 1% attended private schools.

Table 25: Percentage of High School Students Served by College Access Programs Operated by CBOs and IHEs by Neighborhood, SY2015–16

Neighborhood	# of High Schools	Reported # of Students Served in High Schools	Total HS Enrollment SY2015–16	Ratio of HS Enrollment Served
Allston/Brighton	7	2,330	2,099	1.1
Charlestown	2	1,190	980	1.2
Chinatown	0	N/A	N/A	N/A
Dorchester	10	4,411	3,849	1.2
Downtown	5	849	1,182	0.7
East Boston	2	4,048	1,604	2.5
Fenway/Kenmore	2	255	610	0.4
Hyde Park	5	1,840	1,508	1.2
Jamaica Plain	3	1,602	927	1.7
Mattapan	2	882	547	1.6
Mission Hill	4	1,361	2,385	0.6
Roslindale	2	52	344	0.2
Roxbury	9	6,053	5,125	1.2
South Boston	1	672	515	1.3
South End	2	118	254	0.5
West Roxbury	3	1,566	1,562	1.0
Total	**59**	**27,229**	**23,491**	**1.2**

Note: School year 2015–16 enrollment was obtained from the ESE website. Enrollment for Boston Central Adult High School, Saint Joseph Preparatory High School, and the Winsor School were estimated based on their school websites.

[4] Comparisons to neighborhood risk factors such as percentage of low-income families were not conducted, because student addresses were not available. Neighborhoods were assigned based on where services were provided.

Reported differences are even greater when considered at the level of individual high schools (Table 26). The ratios range from 0.0 to 5.7, suggesting that the typical student at these schools received school-based services from 0 to 6 external college access programs. Schools with a high ratio could have a high number of programs that serve the school, multiple programs that each serve a high percentage of the school's students, or both.

Ten schools were not listed as receiving school-based college access services from any of the CBOs or IHEs responding to the survey. The ten schools are all either private (80%) or charter (20%) high schools. However, in the high school survey, all ten of these schools reported that their internal staff provide college access services directly to their own students.

Table 26: Percentage of High School Students Served by College Access Programs Operated by CBOs and IHEs by Individual High School, SY2015–16

High Schools	# of Programs Providing Services	Reported # of Students Served in High Schools	HS Enrollment SY2015–16	Ratio of HS Enrollment Served
Academy Of The Pacific Rim Charter	1	46	220	0.2
Another Course to College	8	406	237	1.7
Boston Adult Technical Academy	2	31	179	0.2
Boston Arts Academy	6	252	437	0.6
Boston Central Adult High School	1	7	500	0.0
Boston Collaborative High School	1	52	183	0.3
Boston College High School	0	0	1,230	0.0
Boston Collegiate Charter School	0	0	306	0.0
Boston Community Leadership Acad.	9	788	502	1.6
Boston Day And Evening Academy	6	311	380	0.8
Boston Green Academy	7	362	288	1.3
Boston International High School	8	722	375	1.9
Boston Latin Academy	9	901	1,172	0.8
Boston Latin School	8	812	1,648	0.5
Boston Preparatory Charter	0	0	230	0.0
Boston Trinity Academy	0	0	161	0.0
Boston University Academy	0	0	169	0.0
Brighton High School	7	1,182	922	1.3
British International School of Boston	0	0	64	0.0
Cathedral High School	3	118	254	0.5
Catholic Memorial	0	0	547	0.0
Charlestown High	9	1,190	916	1.3
City on a Hill Charter, Circuit Street	1	49	284	0.2
City on a Hill Charter, Dudley Square	1	4	243	0.0
Codman Academy Charter	1	20	147	0.1
Commonwealth School	0	0	146	0.0
Community Academy	1	21	40	0.5

Table 26: Percentage of High School Students Served by College Access Programs Operated by CBOs and IHEs by Individual High School, SY2015–16				
High Schools	**# of Programs Providing Services**	**Reported # of Students Served in High Schools**	**HS Enrollment SY2015–16**	**Ratio of HS Enrollment Served**
Community Acad. of Science & Health	8	1,066	392	2.7
Cristo Rey Boston High School	6	87	374	0.2
Dearborn STEM Academy	5	151	108	1.4
Dorchester Academy	2	40	69	0.6
Dr. William Henderson Upper	3	160	172	0.9
East Boston High School	11	3,657	1,489	2.5
Edward Kennedy Academy for Health	4	344	341	1.0
Elizabeth Seton Academy*	2	152	91	1.7
English High School	7	1,289	585	2.2
Excel Academy Charter High School	3	391	115	3.4
Excel High School	4	672	515	1.3
Fenway High School	10	548	337	1.6
Greater Egleston Community School	2	12	180	0.1
Horace Mann School for the Deaf	1	1	22	0.1
Jeremiah E. Burke High School	16	1,343	531	2.5
O'Bryant School of Math & Science	12	3,076	1,140	2.7
Madison Park Technical Vocational	9	1,349	885	1.5
Margarita Muñiz Academy	6	292	302	1.0
Mary Lyon High School	5	737	130	5.7
Match Charter Public School	1	48	298	0.2
New Mission High School	10	600	319	1.9
Newman School	1	8	277	0.0
Quincy Upper School	4	380	207	1.8
Roxbury Prep High School	1	1	175	0.0
Saint Joseph Preparatory High School	0	0	270	0.0
Snowden International School at Copley	7	430	373	1.2
TechBoston Academy	9	1,552	601	2.6
Urban Science Academy	6	661	489	1.4
West Roxbury Academy	7	905	526	1.7
William McKinley	2	3	173	0.0
Winsor School	0	0	225	0.0
Total	**29**	**27,229**	**23,491**	**1.2**

* Elizabeth Seton Academy has since closed. Enrollment figures are from the 2014–15 school year.

Demographics and Subgroups Served

College access programs were asked to estimate the percentage of students served across various demographic categories. Two-thirds provided information on the sex of participants and three-fifths of programs provided information on their race/ethnicity. The data indicate that:

Figure 11: Sex of College Access Participants

- **Males and females receive college access services about equally.** Based on the programs responding, 52% of college access program participants are female and 48% are male (Figure 11). The sample is comparable to the demographic profile of BPS students in grades K–12. (Table 27).

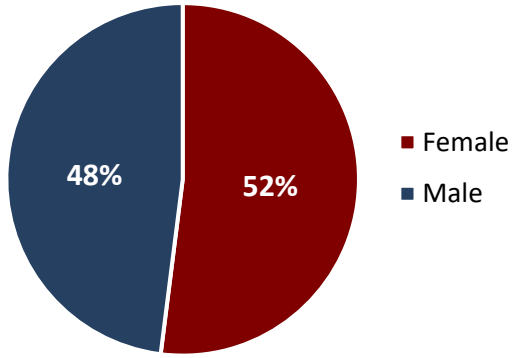


Figure 12: Race/Ethnicity of College Access Participants

- **Most college access services are provided to students from minority groups.** More than three-quarters of students served are Black/African American and/or Hispanic/Latino (Figure 12). The survey sample serves a higher proportion of Black/African American students and a lower proportion of Hispanic/Latino students than in the Boston district's K–12 demographic profile (Table 27).

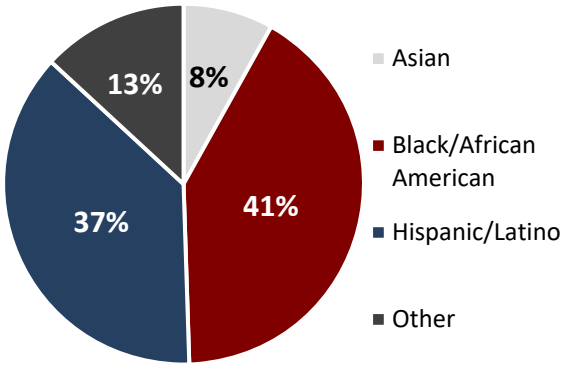


Table 27: Demographics of Boston College Access Program Participants Served by CBOs and IHEs, SY2015–16

Category and Number of Programs Reporting	# of Students Served	% of Students Served	% of Students in BPS K–12
Sex (n=53)			
Female	16,882	52	52
Male	15,490	48	48
Race/Ethnicity (n=47)			
Asian	2,476	8	9
Black/African American	12,951	41	32
Hispanic/Latino	11,746	37	42
Other*	4,236	13*	17

* "Other" was not a response category in the survey; the percentage was calculated by subtracting the reported race/ethnicity categories from 100.

Programs were also asked to estimate the percentage of participants representing ten subgroups (Figure 13). Depending on the subgroup, estimates were provided by 12 to 40 programs (Table 28). This variation may reflect that many programs do not collect the requested data. Due to the low percentage of programs responding to these subgroup questions, they may not be generalizable to Boston programs overall.

In addition to the sex and race/ethnicity data just presented, the subgroup data reported most often included the percentage of students with low income, English language learners, and first-generation college students served:

- **Low-Income** – Forty programs (51% of college access survey respondents) reported that 89% of their college access participants are students with low incomes. In comparison, the state's school district profile reported that 50% of BPS students were economically disadvantaged during the 2015–16 school year.

- **English Language Learners (ELL)** – Thirty programs (38% of college access survey respondents) reported that 29% of their college access participants are ELL students. This closely matches the 2015–16 school district profile which indicates that 30% of BPS students are English language learners.

- **First-Generation College Students** – Thirty programs reported that 70% of their college access participants would be the first students in their families to attend college. The BPS district profile does not provide statistics for the percentage of first-generation college students.

- **Students with IEPs or Other Learning Challenges** – Twenty-six programs reported that 17% of their students have "IEPs or other learning challenges." In comparison, the BPS district profile indicates that 20% of students had IEPs in the 2015–16 school year.

About one-third of programs reported that 43% of their participants are immigrants or refugees. The BPS district profile does not provide statistics for the percentage of immigrants and refugees. Subgroups with the lowest number of programs reporting also had the lowest percentage students served. These subgroups include students with physical disabilities, court-involved youth, undocumented students, LGBTQ learners, and students seeking high school equivalency credentials.

Figure 13: Percentage of Subgroups Served by College Access Programs

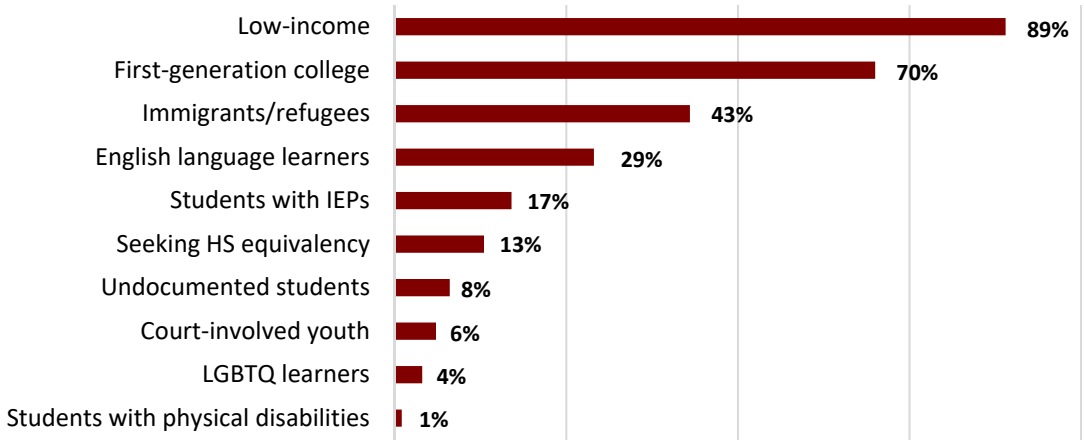


Table 28: Reported Subgroups Served by Boston College Access Programs Operated by CBOs and IHEs, SY2015–16				
Subgroups Served	**# of Programs Reporting**	**# of Students Served**	**% of Students Served**	**% of Students in BPS K–12**
Low-income	40	21,974	89	50
First-generation college students	30	6,740	70	–
Immigrants/refugees	22	4,766	43	–
English language learners	30	6,063	29	30
Students with IEPs or other learning challenges	26	3,263	17	20
Individuals seeking HS equivalency	18	386	13	–
Undocumented students	19	290	8	–
Court-involved youth	18	180	6	–
LGBTQ learners	12	59	4	–
Students with physical disabilities	15	26	1	–

Finally, respondents were asked about the academic performance of their college access participants (Table 29). Based on the 27 programs that responded, students at all levels of academic performance receive college access services. Nearly 40% of students receiving college access services were classified as average academic performers and approximately 30% of students were classified as either high or low academic performers.

Table 29: Boston College Access Participants Served by CBOs and IHEs by Level of Academic Performance, SY2015–16			
Level of Academic Performance	**# of Programs Reporting**	**# of Students Served**	**% of Students Served**
High academic performers	25	5,103	31
Average academic performers	25	6,358	39
Low academic performers	27	4,841	30

College Success Programs Provided by CBOs and IHEs

This section provides an overview of college success programs in Boston, describing where programs take place, what services are offered, and who and how many are served annually. The surveys defined college success as follows: "College success services provide supports to students in completing college once they are enrolled."

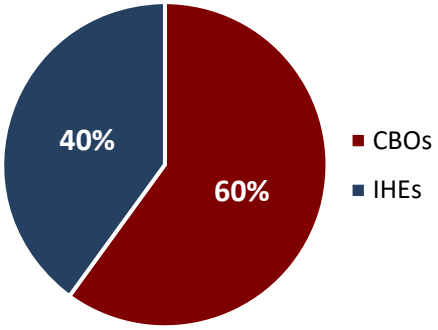
Overview

Fifty-eight programs responding to the survey reported offering college success services. Three-fifths of these programs are run by CBOs and two-fifths by IHEs (Table 30 and Figure 14).

Table 30: College Success Programs by Organizational Type

Org Type	# of Programs	% of Programs
CBOs	35	60
IHEs	23	40

Figure 14: Types of Organizations Operating College Success Programs



Respondents were asked to select the type of meeting location(s) where their college success programs take place (Table 31). Multiple responses were allowed. Nearly three-fifths of the college success programs provide on-campus services for their enrolled students and one-half provide services for students from Boston in community-based settings.

Table 31: Program Setting of College Success Programs (n=58)

Setting	# of Programs	% of Programs
College-based	34	59
Community-based	29	50

Note: Totals exceed 100% because some programs offered services in both settings.

College success services were offered most frequently during students' first year of college and then decreased over time (Table 32). Ninety percent of programs provide college success services during the first year of college, compared to about three-quarters during the second year and two-thirds during the third and fourth years.

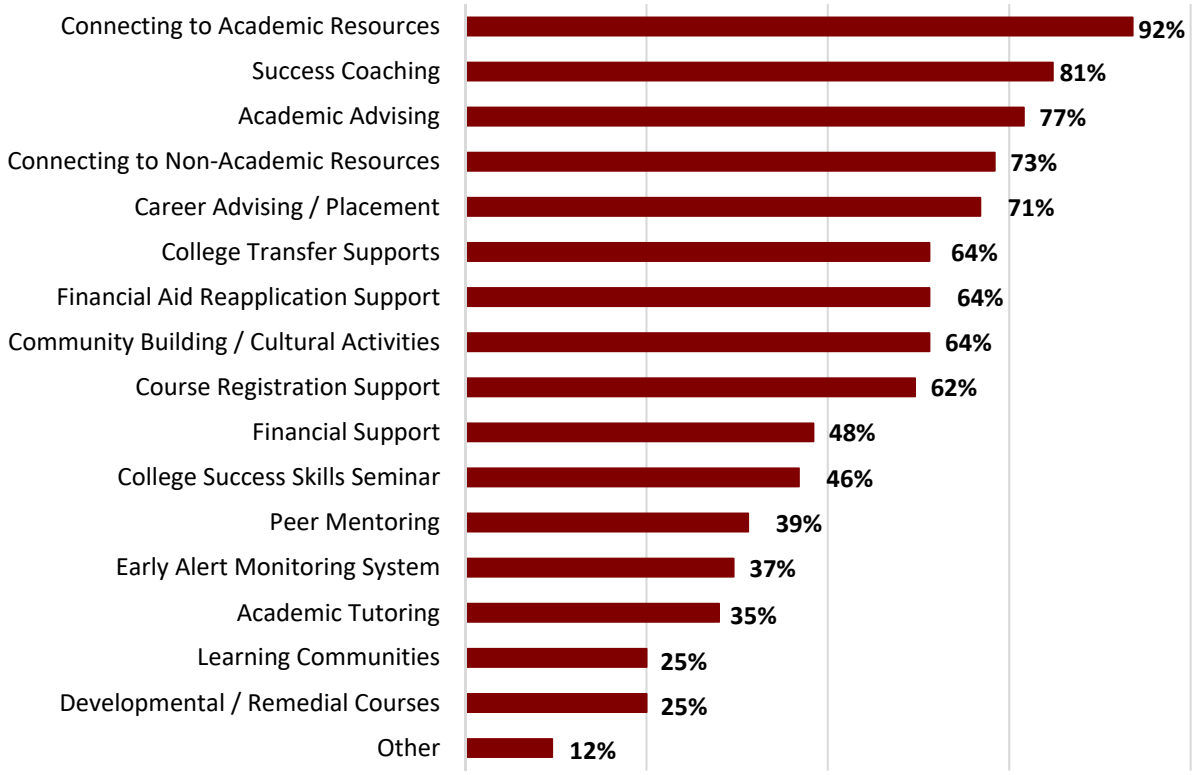
Table 32: Education Levels Served by College Success Programs (n=52)		
College Level	**# of Programs**	**Percent**
Freshman	47	90
Sophomore	38	73
Junior	35	67
Senior	35	67
Other	8	15

Note: "Other" survey responses included incoming college students, first semester of college, two-year college students, students earning college credits, and graduate students.

College Success Services

Nearly all (92%) college success programs reported connecting students to academic resources—e.g., tutoring, writing center, bursar (Figure 15). Other college success services cited by at least 70% of programs included success coaching, academic advising, connecting students to non-academic resources (e.g., daycare, employment, social services), and career advising and placement. The college success services offered least frequently were developmental/remedial courses, learning communities, academic tutoring, early alert/assessment/monitoring systems, and peer mentoring. Six college success programs noted providing the following "other" services: civic engagement, leadership development, adult mentors, support getting jobs/internships, clubs and organizations, project-based learning, and motivational speakers.

Figure 15: Types of College Success Services Provided (n=52)



Reported Annual Number of Students Served by College Success Programs

Approximately two-thirds of the college success programs reported the number of students they served. Program size varies widely, with nearly three-fifths of programs serving fewer than 100 students, 36% serving between 100 and 500, and 8% serving at least 500 students annually (Table 33).

Table 33: College Success Programs by Program Size, SY2015–16 (n=39)

# of Students Served	# of Programs	% of Programs
1–50	15	38
50–99	7	18
100–499	14	36
500–999	2	5
1,000+	1	3

Thirty-nine college success programs reported serving more than 6,800 students from Boston (Table 34). CBOs reported serving more students than IHEs, accounting for 85% of the reported student population. Some students may be reported by more than one program, but this cannot be determined from the available data.

Table 34: Reported Number of Boston Students Served by College Success Programs by Organization Type, SY2015–16

Organization Type	# Programs Reporting	Students Served per Program			
		Total	Average	Median	Range
CBOs	20	5,800	290	145	5–2,298
IHEs	19	1,032	54	22	2–300
Total	**39**	**6,832**	**175**	**85**	**2–2,298**

The majority of students (68%) received college success services on their college campus (Table 35). Based on the CBO and IHE surveys, the campuses where the highest number of students from Boston received college success services were Bunker Hill Community College (n=867), University of Massachusetts Boston (n=776), Urban College of Boston (n=300), Northeastern University (n=241), University of Massachusetts Dartmouth (n=205), and Boston University (n=201). In addition, approximately two-fifths of college students received services off-campus, in community-based settings in Boston neighborhoods. Four programs reported providing services in both college and community settings.

Table 35: Reported Number of Boston Students Served by College Success Programs by Program Setting, SY2015–16 (n=39)

Program Setting	# of Programs Reporting	# of Students Served	% of Students Served
College-based	27	4,645	68
Community-based	16	2,824	41

Note: Total exceeds 100% because some programs served students in both settings.

Survey respondents were also asked to report the neighborhoods in which they provided services. (The students served did not necessarily live in those neighborhoods.) This information was provided by 27 programs in Boston and 10 programs on college campuses outside Boston that work with the Success Boston initiative. The programs provided neighborhood data for more than 4,000 college students, representing about three-fifths (59%) of the reported youth served. The neighborhoods with the largest reported annual numbers served include Dorchester, Charlestown, Downtown, and Roxbury (Table 36).

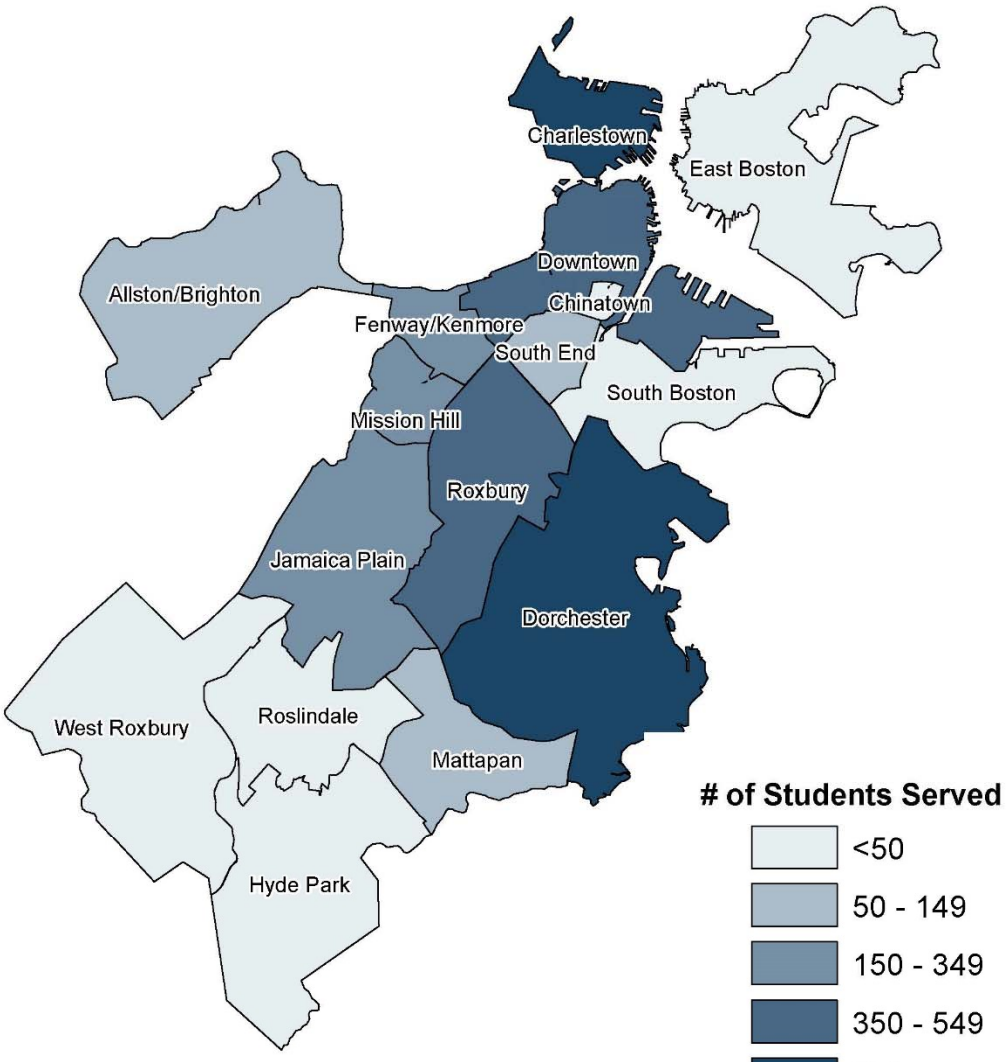
Table 36: Reported Number of Boston Students Served by College Success Programs by Neighborhood, SY2015–16

Neighborhood	# of Programs	# of Students Served
Allston/Brighton	5	83
Charlestown	9	870
Chinatown	3	4
Dorchester	12	1,195
Downtown[1]	8	512
East Boston	4	38
Fenway/Kenmore	4	203
Hyde Park	3	30
Jamaica Plain	5	268
Mattapan	5	55
Mission Hill	7	237
Roslindale	2	13
Roxbury	13	398
South Boston	3	13
South End	8	99
West Roxbury	2	5
All Boston Programs	**27**[2]	**4,023**
Outside of Boston	10	236
Total	**37**	**4,259**

[1] Downtown includes Back Bay, Bay Village, Beacon Hill, the West End, and the North End.
[2] This is less than the sum of the rows above, because many programs served multiple neighborhoods.

Map 4 illustrates where college success services are provided. Darker shading represents more students served in a given neighborhood. As previously discussed, some students may be counted multiple times, because they were reported by multiple programs, but this cannot be determined with certainty from the available data.

Map 4: Number of College Students from Boston Served by College Success Programs by Neighborhood (SY2015–16)



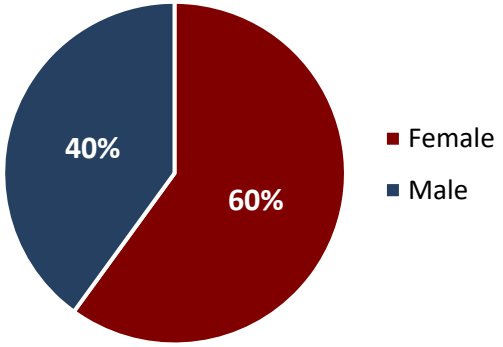
Students who received services from multiple programs may be counted multiple times. Neighborhood assignments were based on where services were provided, not student address. Neighborhood information was provided by 47% of respondents, representing 59% of reported students served. SY2015–16 includes summer 2016.

Demographics and Subgroups Served

College success programs were asked to estimate the percentage of students served across various demographic categories. Two-fifths provided information on the sex of participants and more than one-third of programs provided information on their race/ethnicity. The data indicate that:

- **Females receive college success services at a higher rate than males.** Based on our sample, 60% of college success participants are female and 40% are male. (Figure 16; Table 37).

Figure 16: Sex of College Success Participants



- **Most college success services are provided to students from minority groups.** Approximately two-fifths of the survey sample is African American/Black college students and one-third is Hispanic/Latino students. (Figure 17; Table 37).

Figure 17: Race/Ethnicity of College Success Participants

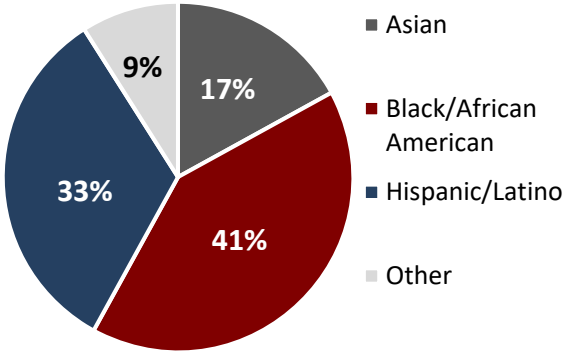


Table 37: Demographics of Boston College Success Program Participants, SY2015–16

Category and Number of Programs Reporting	# of Students Served	% of Students Served
Sex (n=23)		
Female	2,504	60
Male	1,655	40
Race/Ethnicity (n=21)		
Asian	708	17
Black/African American	1,703	41
Hispanic/Latino	1,386	33
Other*	375	9

*Other race/ethnicity was not a response category in the survey. The percentage was calculated by subtracting the reported race/ethnicity categories from 100.

Programs were also asked to estimate the percentage of participants representing nine subgroups (Figure 18). Depending on the subgroup, estimates were provided by 6 to 18 programs (Table 38). This variation may reflect that many programs do not collect the requested data. Due to the low percentage of programs responding to these subgroup questions, they may not be generalizable to Boston programs overall. In addition to the sex and race/ethnicity data just presented, the subgroup data reported most often included the percentage of low-income and first-generation college students served:

- **Low-Income** – Eighteen programs (31% of college success program respondents) reported that 91% of their college success participants are low income. This translates into college success services to more than 3,700 low-income individuals from these 18 programs.

- **First-Generation** – Seventeen programs (29% of college success program respondents) reported that 79% of their college success participants are first-generation college students. This translates into college success services to more than 3,700 first-generation students from these 17 programs.

About one-quarter of programs reported the percentage of ELL students and immigrants/refugees. They reported that approximately one-third of their participants are ELL students and/or immigrants or refugees. This corresponds to services for more than 500 ELL students and more than 500 immigrants/refugees for the programs that provided responses about these student subgroups.

Subgroups with the lowest number of programs reporting also had the lowest percentage of students served. These included court-involved youth, undocumented students, LGBTQ learners, and students with physical disabilities.

Figure 18: Percentage of Subgroups Served by College Success Programs

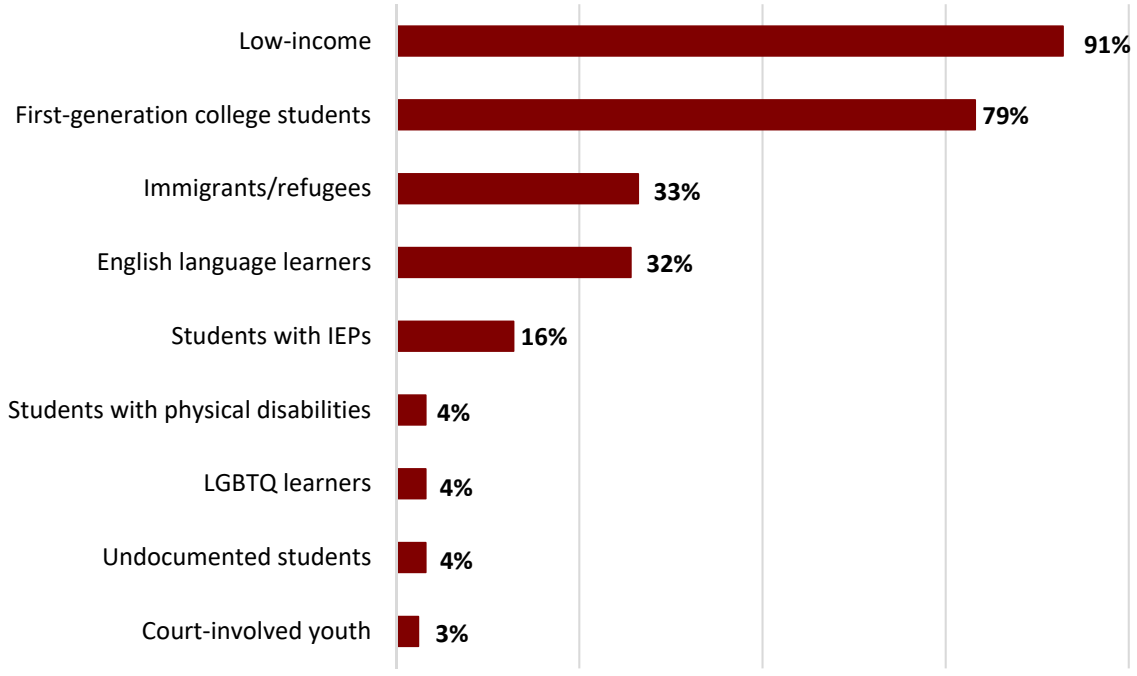


Table 38: Reported Subgroups Served by College Success Programs, SY2015–16			
Subgroups Served	**# of Programs Reporting**	**# of Students Served**	**% of Students Served**
Low-income	18	3,732	91
First-generation college students	17	3,217	79
Immigrants/refugees	13	537	33
English language learners (ELL)	13	523	32
Students with IEPs or other learning challenges	9	195	16
Students with physical disabilities	7	21	4
LGBTQ learners	7	23	4
Undocumented students	9	34	4
Court-involved youth	6	14	3

Finally, respondents were asked about the academic performance of their college success participants (Table 39). Based on the 17 programs that responded, services are provided to students across the spectrum of high (27%), average (44%), and low (29%) academic performers.

Table 39: College Success Program Students Served by Level of Academic Performance, SY2015–16			
Level of Academic Performance	**# of Programs Reporting**	**# of Students Served**	**% of Students Served**
High	17	1,070	27
Average	17	1,767	44
Low	16	1,136	29

Gaps and Duplication

The survey findings from 161 programs—representing nearly all Boston high schools and about two-thirds of CBOs and IHEs surveyed—provide numerous insights into potential gaps and duplication of services in the current CAS system. For example, more than 70% of college access programs operated by CBOs and IHEs provide support with selecting and applying to colleges, developing academic and socio-emotional skills, applying for financial aid, and visiting college campuses. In contrast, about one-quarter of these programs provide bridge programs (23%) or dual enrollment programs (22%).

Similarly, more than 70% of college success programs provide career advising/placement, academic advising, success coaching, and connecting to academic and non-academic resources. In contrast, less than 40% of these programs provide peer mentoring (39%), early alert monitoring systems (37%), academic tutoring (35%), learning communities (25%), or developmental courses (25%). Further comparisons regarding services provided can be made based on Figure 10 and Figure 15.

Notably, these differences do not necessarily constitute "gaps." Before a given level of service can be considered sufficient or insufficient, it is necessary to identify a goal or target level for that service. For example, the Boston CAS system may aspire to provide college application support to all high school students. If so, then providing this support for only 90% of students would be a gap. Alternatively, the system may aspire to provide bridge programs only to the 40% of Boston students with particular characteristics. If so, any gap in bridge programs could be eliminated by serving just those students. Determining the desired levels of different services, as well as their relative priorities, would facilitate the process of identifying gaps and making programming decisions.

With regard to gaps in services for specific neighborhoods, the surveys showed areas with relatively low and high numbers of students served. For example, the map of the number of students served by college access programs (Map 3) suggests that programs in Roxbury, Dorchester, and East Boston served the most students, while programs in Chinatown, Roslindale, and Fenway/Kenmore served the fewest students. Similarly, the map of the number of students served by college success programs (Map 4) suggests that programs in Dorchester, Charlestown, and Downtown serve the most students, while programs located in Chinatown, West Roxbury, Roslindale, South Boston, Hyde Park, and East Boston serve the fewest students.

These findings can inform funding and programming decisions by stakeholders in the Boston CAS system. While making these decisions, it is important to consider that the findings primarily represent the location where services are provided, rather than where students reside. Moreover, about one-third of CBOs and IHEs did not respond to the survey, so the true distribution of services may differ somewhat from the survey findings. Nonetheless, the survey findings provide much more detailed knowledge about the distribution of services than was previously available.

The survey also aimed to identify duplication of services, and it provides useful information about relative distribution of programs and services. As shown in Table 25, the number of students served in high schools located in nine neighborhoods—Allston/Brighton, Charlestown, Dorchester, East Boston, Hyde Park, Jamaica Plain, Mattapan, Roxbury, and South Boston—exceeds the neighborhood's total high school enrollment. For example, the two high schools in East Boston had a combined enrollment of 1,604 students, but organizations responding to the survey reported serving 4,048 students. Therefore, each student was served by an average of 2.5 programs. In contrast, the survey findings indicate that students in the four Mission Hill high schools were each served by an average of 0.6 programs, or less than 25% of East Boston's rate. These findings strongly suggest that East Boston receives more services than Mission

Hill, although it is also possible that programs serving East Boston responded to the survey at a higher rate than programs serving Mission Hill.

The number of programs serving each neighborhood is also relevant to gaps and duplication. An average of 20 programs per neighborhood responded to the survey, ranging from 7 in Chinatown to 38 in Dorchester (Table 24). While some of this difference may be attributable to response rates and number of residents, it also suggests real differences in the number of service providers in each location. Additional information should be gathered to learn more about the decision-making process for establishing programs in certain neighborhoods and/or partnering services with individual high schools.

While students attending schools in some neighborhoods may have been overserved compared to other Boston high school students, it is important to emphasize that they were not necessarily "overserved" in an absolute sense, nor was there necessarily duplication of the services they received. It is possible that multiple programs serving the same students are each providing different and complementary services, such as academic advising, financial advising, and college application support.

Clearly, the survey findings provide useful information but also have limitations with regard to assessing gaps and duplication in CAS services. Importantly, the findings underscore how essential it is to continue developing improved data systems and mechanisms to ensure compliance with those systems, as discussed in the Recommendations section.

Strengths and Challenges of Boston's CAS System

Key informants identified many strengths and challenges of the existing CAS system. Some topics appear in both the strengths and challenges sections below, because there are areas of strength in which key informants also identified needs and offered suggestions for additional progress.

Strengths of the CAS System

Extensive resources and strong impacts. Key informants identified many strengths of the existing CAS system. They described a large number of effective organizations staffed by dedicated and experienced individuals who are "doing the right work" and know how to support students and schools. They pointed out that the large number of organizations and people in the CAS space leads to substantial breadth and depth of resources. One key informant who has worked in multiple cities said that the Boston CAS programs have the strongest collective impact of any city where he[5] had worked.

Strong connectivity among major systems and stakeholders. Another informant who had worked in multiple cities said that Boston has "incredible connectivity" between the mayor, the superintendent, the philanthropic community, and the business community, and that key stakeholders in the CAS system can be in the same room with them and get access to them. She said, "It's rare that we're talking about something at a policy level that the funders haven't also been communicated with by that same policy person. It's rare that someone in the mayor's office doesn't know about something a corporation is taking on in support of college access. The people in those sectors who are working on college access and success are in contact with each other." She contrasted this to another city she had worked in, where "no one knew what other parts of the system were doing."

Program coordination resulting from private funders and public-private partnerships. Several informants mentioned the benefits of the shared funding model being utilized by multiple funders. The shared funders mentioned by multiple key informants included the Boston Foundation with regard to Success Boston, the State Street Foundation with regard to Boston WINs, and the Lewis Family Foundation with regard to its Community Advisory Group. They said that these efforts have reduced competition in the CAS space, "almost forcing organizations to work together by holding them accountable [for collaboration] in a way that did not exist before."

Success Boston was described as having initiated the shared funding work, which included organizing meetings across programs, offering program resources that have "played a huge role in moving the city's college access and success system forward," and coordinating efforts related to college success coaching. Boston WINs was praised for its coordinated-action meetings with several core CAS organizational partners to foster its workforce engagement initiatives. The Lewis Family Foundation was described as having similar goals as Success Boston and doing similar work on coordination and alignment across CAS programs, although at a smaller scale.

Boston After School and Beyond, a public-private partnership focused on expanding learning and skill development opportunities for students, was cited by multiple informants for its work to coordinate and align programs and services across numerous stakeholders in Boston's CAS system. Among private colleges, Boston University was singled out for its longstanding collaboration with BPS to coordinate

[5] Gendered pronouns are used to help narrative flow. However, to help protect the anonymity of informants, the pronoun does not necessarily match the gender of the person being described or quoted.

CAS providers so that they're not "tripping over each other" at certain high schools while other high schools are left without services.

Program coordination efforts by the Boston Public Schools. The BPS Office of School and Community Partners is working to increase program coordination among its many organizational partners, including those who provide CAS programs and services. They said that several organizations provide three "core services"—college advising, career advising, and financial aid advising—across all of the BPS high schools. These organizations work alongside school counselors and also help with the day-to-day coordination needed to identify which students are and are not receiving services. The Office of School and Community Partners also provides workshops and professional development opportunities that promote alignment of partner resources to the priorities of the school district.

BPS has created a new website, partnerbps.org, that provides an extensive searchable resource for all of their organizational partners across a range of program areas, program types, and grade levels served. For example, selecting the "college and career readiness" program area enables searching on numerous CAS program types including Advanced Placement, college advising, college applications, college visits, cultural proficiency, dual enrollment, financial aid, job and employment preparation, postsecondary planning, student leadership development, study skills development, test preparation, and workforce development. The website aims to centralize information as a strategy to support coordination and collaboration of the organizational partners, with the eventual goal of helping to spread resources evenly across the system.

Coordination across individual organizations. In addition to the system-level coordination just described, key informants offered examples of service coordination across individual organizations. For example, Alexandra Oliver-Davila, Executive Director of Sociedad Latina, described the Latino College and Career Access (LCCA) Network, which seeks to increase the employability of young Latinos and connect them to economic opportunities in Boston. LCCA is a subgroup of the Greater Boston Latino Network, which she said brings together all of the Latino organizations in Boston. Jerry Rubin, President and CEO of Jewish Vocational Services, described developing a successful collaboration with Bunker Hill Community College to implement its Bridges to Success program, a college preparation program that helps adult learners with both college access and college success. It provides dual enrollment programs in general studies, health information technology, and biotechnology, as well as providing success coaching at no cost to students.

Lisa Ulrich, New England Executive Director of Let's Get Ready, described her organization's collaboration with Bottom Line. Let's Get Ready is using Bottom Line's model with some of their own students on college campuses in Boston. She said, "We work with [Bottom Line] to take care of our students. It's an example of intentional collaboration. We are not seeking to reinvent the wheel. We are seeking to help students get the right resources; it doesn't have to be us. And that's often far more efficient if another organization we know does excellent work in an area we need." While exploring the full extent of these collaborations was not within the scope of the landscape audit, numerous additional ones are likely to exist and could play an important role in alignment and coordination of the CAS system.

Influential participants. UMDI was asked to identify "major players" in the Boston CAS system, including key leaders, community-based providers, educational institutions, and other influential participants. We asked our key informants who they saw as occupying these system-level roles regarding college access and success.

The funders they identified included the Boston Foundation, the State Street Foundation, the Lewis Family Foundation, and Strategic Grant Partners. Major players in city and state government included the

Boston Public Schools, the Mayor's Office of the City of Boston, the Massachusetts Department of Elementary and Secondary Education, and the Massachusetts Department of Higher Education. Educational institutions mentioned as having an influential system-level role included UMass Boston, Bunker Hill Community College, and Boston University. The community-based organizations cited by key informants as having a system-level role with broad reach and impact included the Boston Private Industry Council, Boston After School and Beyond, Bottom Line, and uAspire. Given the necessarily circumscribed list of our key informants (see list in Methods section), it is likely that this list of influential participants could be expanded.

Advanced data systems. The Gaps and Duplication section spoke about the importance of improved data systems in order to allocate CAS services fairly and efficiently. One such system, the PartnerBPS.org website, was described in the section above on program coordination efforts by BPS. Another key informant mentioned an advanced data system that has been developed by Success Boston and utilized by all of its partner organizations. Success Boston leadership and staff use the information from the database to identify program trends, successes, challenges, and needs in order to improve the intervention, identify its outcomes, and apply for additional funding.

Since its founding in 2009, Success Boston has used an online customer relationship management platform (Salesforce) to track the progress of the 4,000 students who have been served by the initiative's Transition Coaching program. Transition coaches from eleven Boston non-profit organizations who are Success Boston partners enter student data throughout the academic year, and the data also inform research on the program's impacts on participating students. The database has fields for each student that include information on student background and demographics, education, supports provided by transition coaches, and financial aid. Recently, Success Boston began using the database to support recruitment efforts, resulting in records for 3,000 additional students who were in the senior class of 2017. In order for each record to be completed, students must be actively engaged in providing the needed information. One key informant said that the database has supported coordination efforts by indicating which students have worked with which CAS organizations.

Challenges of the CAS System

The many strengths of the Boston CAS system just described co-exist with numerous challenges. For example, despite the many ways in which collaboration and coordination take place among programs, funders, schools, IHEs, and other stakeholders, key informants noted areas in which improved coordination would benefit students.

Lack of systematic coordination of the Boston CAS system. Numerous informants pointed out the challenges posed by the lack of a designated authority to coordinate the overall system of CAS programs and services. At the same time, they recognized that the system comprises multiple stakeholder groups that, for the most part, do not have the formal authority over each other to enable creating such a centralized system. Therefore, the system needs to create structures and incentives to promote coordination and collaboration. One informant referenced other cities, such as Detroit and Cincinnati, that have more formal systems of coordination among the key stakeholders in the city's CAS system. In Boston, these stakeholders include the Boston Public Schools, charter schools, private schools, foundations and corporate funders, city and state government, community-based organizations, and institutions of higher education.

One informant said, "The piece that I see where we're either going to solve this or not is in the coordinated action. We're not getting enough impact for the amount of resources being put into the problem, and that's because there are too many players that aren't coordinated, not working toward the same goal in a unified fashion." Another informant said he did not know if there was an actual formal

plan for the CAS system, and that "someone needs to convene the groups and get them to align their work." He noted that multiple stakeholders have made progress on this work, but that there is much more to be done.

Need for expanded leadership from high schools, IHEs, and state agencies. Informants from multiple stakeholder groups said that high schools, IHEs, and state agencies should play an expanded role in coordinating CAS efforts. One informant said, "The Boston Public Schools, as well as the charter schools as a network, are still in a position of accepting initiatives that may or may not get them to a long-term goal, because they do not fully have a plan for how to get there and how other partners can be part of that plan, so that we see more rapid progress for students."

Multiple informants felt strongly about the need for system-wide efforts between the high schools and the IHEs with regard to curricular alignment, to ensure that students graduate from high school with the academic skills needed to enter college without the need for developmental coursework. One informant said that alignment efforts in two other key CAS areas—coaching and affordability—were much more advanced, and that BPS, the IHEs, and other organizations that support academic skills development must give more attention to curriculum alignment. Specifically, she said that funds controlled by the state should be utilized to advance this agenda:

> There is some funding we can control, such as DESE [Department of Elementary and Secondary Education] funding. So they didn't need to be funding six different organizations in Chinatown, all teaching ESL.[6] They need to be funding one or two large ones who have curricular alignment with either the colleges or at least to the Common Core. To something! So there [need to be] standards and competencies that can be identified to go with that funding. Right now it's like "A thousand flowers bloom," and they're all different colors. And by the time the students get [to college], everybody needs to be re-aligned. It doesn't make sense.

She made a similar comment about adult education programs: "All of these [adult basic education] programs get funding from DESE, and they're competing with each other. And [the colleges] have to align curriculum with every single one of them individually. It's kind of crazy." Her implication was that organizations who receive public funding should have to demonstrate alignment with the curriculum frameworks of the public education systems.

Need for increased coordination among private funders. Informants noted that, unlike in the early years of Success Boston, there are now multiple private funders supporting collaboratives of CAS organizations, and that additional coordination among these groups would be beneficial. One said, "We need a collaborative of the collaboratives!" Similarly, another informant thought that the shared funder model has been very effective, but that it has some inefficiencies because it is relatively new. He thought that the funders should communicate more often and get together to do an asset mapping and coordination of their own—"Just like they ask the organizations to do"—to understand what they are each asking of each of the organizations they fund.

One informant said, "Part of the struggle is that many organizations work in more than one of the collaboratives, and how do we align those? How do all of the groups work together? Some organizations feel caught between a number of these groups, so it's important that the collaboratives talk to each other more than it seems they do now." Another informant explored this idea further, explaining that all of the funders share the common goal of college access and success, but they want organizations to be

[6] UMDI did not verify whether six ESE-funded organizations are in fact teaching ESL in Chinatown; the quotation was retained because of the informant's broader point with regard to attaching contingencies to public funding.

accountable for it in different ways. This "splits the attention" of the organizations and gives them "three different bosses."

One informant believed that closer collaboration among the funders could help each funder reach their individual and collective goals. She offered the example of Success Boston's efforts to increase college graduation rates and Boston WINS' efforts to create new jobs for college graduates. She believed that the two initiatives have complementary information and resources that are not currently being shared and that could be mutually beneficial.

Need for more equitable distribution of program resources to students. Multiple informants pointed out that services are not reaching all students equitably. "There is a wealth of resources, but a lot of them are touching the same students or at least the same groups of students," said one informant, at the same time that other students are not receiving any services. One informant believed that more centrally located neighborhoods receive more resources, because transportation for organizational and volunteer personnel is more difficult in peripheral neighborhoods, and also because some CBOs and IHEs want to work most closely with their local neighborhoods and are not evenly distributed throughout the city.

Two student subgroups that may be relatively underserved are Latino students and male students. The survey findings show that, when compared to the demographics of the Boston Public Schools (BPS), a lower proportion of Latino students were reported as program participants. Specifically, BPS has 42% Latino students compared to 37% served by college access programs and 33% served by college success programs. In addition, BPS has 48% male students compared to 40% served by college success programs.

Given the large number of survey respondents and the substantial subgroup differences, these findings seem unlikely to be an artifact of survey response bias. The findings also converge with recent studies showing that "Latino students are the least likely to enroll in and complete post-secondary programs, and with young Latino males showing the lowest levels of post-secondary success."[7] With regard to Latino students, one key informant believed that many CAS programs need greater linguistic and cultural competence in working with English language learners, immigrants, and first-generation college students.

Another challenge to equitable distribution is that many CAS programs are "opt-in," meaning that students and/or their parents have to be actively seeking college access and success services. An informant said, "We need to figure out how to get to and serve students who are sometimes harder to reach and not actively seeking these resources." Finally, an informant noted that some school leaders are more active and entrepreneurial with regard to forming partnerships, and that their schools tend to accrue a disproportionate amount of the CAS system's resources.

Need for improved data systems. One resource that would be needed in order to target services more equitably in terms of student need and student location would be improved data systems. Informants reported that the Boston Public Schools, Boston WINs, and Boston After School and Beyond are developing more advanced data systems, but currently there is no city-wide system that can provide comprehensive data about which students are receiving which services from which providers. As described earlier, Success Boston's Salesforce database has detailed information about current and prospective participants. BPS reported that PartnerBPS.org currently has the capacity for organizational partners to enter which students are enrolled in their programs. However, the capacity has not yet been enabled while the city investigates legal issues relevant to the system.

[7] Conroy, T., Marion, M. J., Murphy, T., and Setren, E. (2016). *In search of opportunity: Latino men's paths to post-secondary education in urban Massachusetts.* Boston, MA: The Boston Foundation. Retrieved from https://www.tbf.org/~/media/TBFOrg/Files/Reports/Latino%20Report%20Full%20Proof_FINAL-R.pdf

The most effective data systems would incorporate each student's demographic characteristics, school, and address (or at least neighborhood), so that service distribution could be assessed in terms of geographic location as well as by gender, race/ethnicity, low-income status, and other key dimensions. School and address information helps with mapping of service provision, because students are not always served where they live, and they do not always live near their school. Eventually data systems should also indicate the intensity of services received, such as whether a student participated in several small-group meetings or a one-time lecture to a full classroom.

Expanded representation of certain organizations and program types. Some informants pointed to perceived exclusion or marginalization of particular organizations and program types. There was a sense of "haves" and "have nots" with regard to whether particular CBOs are core partners of one or more of the shared funding networks. Some organizations that are not part of a network feel that they do not find out about key system resources, goals, or opportunities. Members of the charter school and adult education communities also felt that their students and organizations were not well-represented in efforts to provide CAS services and coordinate the CAS system.

Competition remains despite improved collaboration. As discussed in the strengths section, several informants reported that the shared funding model has reduced competition in the CAS space. However, comments from other informants made it clear that competition for scarce resources remains a major challenge to maximizing collaboration and the effectiveness of the CAS system. One informant said, "Lip service is paid to [collaboration], and it can look good on paper, but if you look under the sheets, it's not happening." She explained that the leaders of most programs believe that they are not rewarded for working together. Instead, to sustain their own funding, they need to be seen as leaders in the CAS space, entrepreneurial, in control, and accomplishing a lot. Another informant said,

> There's so much competition for funding, and such a great need to distinguish yourself as superior, and as uniquely adding value to the student, that it reduces the kind of collaboration needed to really effect the change that will ultimately benefit students and their families and communities. The funding model is a big challenge. This problem is beginning to be addressed through the shared funder model.

He further noted that the shared funding model is intended as a strategy to mitigate this issue, and that it is having some success. Others also said that the shared funding model is having some impact on competition, but there was not a sense that deep collaboration among all CAS organizations has been achieved. One explanation offered for this is that many of Boston's CAS organizations are not currently funded by any of the shared funding networks.

Funding priorities and sustainability. Several other challenges related to funding were reported. Although concerns were expressed about the efficiency of current spending, as described earlier, there was also widespread acknowledgment that additional funding would enable an increase in programs and services, leading to improved student outcomes. Some informants expressed concern about the fate of current reform efforts when funding for initiatives such as Success Boston ended. To prepare for that possibility, they emphasized the importance of institutionalizing CAS supports within high schools and IHEs as much as possible. They noted that state and district funding of school CAS programs has diminished over time, elevating the importance of private funding sources as well as the development of other sustained funding streams.

Some informants also mentioned essential elements of the CAS system that they felt were relatively underfunded. One informant said that "some of the really difficult problems that need to be solved—things like curricular alignment or development of system-wide pathways—they're not sexy, and

therefore they don't attract a great deal of foundation funding. But those are the basic pieces that need to happen in order for college access work at the college level to be successful."

Another informant said, "I don't think there's a lot of interest in [adult basic education]…not in the philanthropic community, not in the public policy community. It's not a priority, and it never has been. [There are] a few wonderful funders, but overall it's very small." She emphasized the anticipated shortage of workers in key employment areas and the economic benefit of supporting CAS programs for adults, many of whom are highly motivated and engaged in their education. Additional areas that were cited as relatively underfunded included basic academic skill building, dual enrollment programs, and interventions for students in the 9th and 10th grades.

Recommendations

The program surveys and key informant interviews provided rich information about strengths and challenges of the existing CAS system in Boston. The following recommendations for improving the system are drawn primarily from those sources, supplemented by the literature on CAS programs and systems.

Address disparities in distribution of program resources. The landscape audit found disparities in distribution of program resources based on geography, ethnicity, gender, and age. Specifically, some neighborhoods and student subgroups receive higher levels of college access and/or success services. These disparities were demonstrated by the survey findings, reported by key informants, or both. An important step in addressing these disparities is further understanding their causes. For example, differences based on geography were attributed in part to programs and volunteers wanting to work most closely with their local neighborhoods. Lower participation rates for Latinos were attributed in part to the need for programs to have greater linguistic and cultural competence in working with English language learners, immigrants, and first-generation college students. The relatively low percentage of ABE students was attributed in part to the CAS system not placing sufficient priority on older students.

In addition to understanding these myriad causes, another step is establishing priorities. Key stakeholders in the system need to determine which disparities they want to invest resources in addressing. Some stakeholders may be more invested in shifting resources to underserved neighborhoods, whereas others may want to focus on student subgroups such as Latinos, males, adults, or others. Each of these considerations will then contribute to the development and implementation of change strategies. Clearly the landscape audit findings need to be used in combination with a variety of resources for a complex and long-term process to strive for more equitable distribution of program resources.

Develop advanced data systems to track student information and delivery of programs and services. This study provides an audit of the major programs and services in the Boston CAS system, as well as the distribution of these services by neighborhood, service types, and subgroups served. As discussed in the Gaps and Duplication section, these findings can provide guidance for future decisions about distribution of CAS resources.

To reach a higher level of precision for these decisions, however, will require more comprehensive tracking at the level of individual students with regard to programs and services provided, as well as their intensity or dosage. Two examples of progress toward advanced data systems presented in the report are the PartnerBPS.org website and Success Boston's Salesforce database. Integration with existing city and state data systems could provide additional information about student demographic characteristics, school location, and neighborhood, as well as factors such as academic achievement, attendance, disability status, and English language learner status. This shift would enable more equitable distribution of resources across student subgroups and neighborhoods, as well as facilitating service delivery that is consistent with student need, thereby reducing both gaps and duplication.

Structure public and private investments to promote effective, well-aligned initiatives. Multiple informants expressed concern that investments in CAS programs were not sufficiently focused on program effectiveness and alignment. One informant said, "In addition to figuring out the distribution of programs, there are more difficult conversations to be had around whether all of these programs are even good, are having impact, or if they align programmatically and philosophically with what the [Boston school] district is trying to do." As discussed in the Challenges section, multiple informants

believed that partnerships and public funding should be contingent on alignment with the curriculum frameworks and CAS goals of the Boston Public Schools. An informant reported that BPS plans to incorporate such considerations into future RFPs for distributing the district's college and career readiness resources to external organizations.

Another informant said, "Now that measurement has improved, hopefully they will fund things that are working!" Multiple models were proposed for advancing such arrangements. Most fundamentally, some informants expressed that public and private funding should be contingent on programs conducting evaluations and demonstrating effectiveness. One informant noted that, in such an environment, BPS would need a mechanism to evaluate programs effectively and identify those that are having large impacts in relation to BPS goals, in order to further invest in those programs and partnerships.

One informant connected evidence-based funding with improved data systems and alignment of the CAS system. She proposed data-sharing arrangements in which BPS would provide CAS programs with information such as student attendance, grades, and test scores. The programs in turn would formally align their efforts with a strategic plan that BPS would create for the CAS system. Having fuller access to data would enable programs to target their interventions based on student need and ensure that they served students across a range of need levels. It would also facilitate more rigorous evaluations of program effectiveness. Then the schools could hold the programs more accountable for specific outcomes, such as improved math or reading scores, and the organizations that were most effective could be utilized most extensively. This informant pointed to cities such as Cincinnati and those in the Strive Network that have arrangements of this nature. (See case example below regarding the Strive Network.)

Another informant proposed experimenting with the "Pay for Success" model,[8] a relatively new innovation that ties payment for service delivery to the achievement of measurable outcomes. Private investors provide funds to support social interventions, such as CAS programs. If agreed-upon outcomes are achieved, typically as assessed by an independent evaluator, the government then pays the investor a specified return on their investment. In this way, the investor earns a profit and the government only pays for services that achieve intended outcomes.

One informant also felt that an outcome-oriented funding approach would be beneficial for the expansion of adult education programs. He believed that funding for adult education programs would increase if the system provided funding based primarily on a program's relative effectiveness in achieving the goals of the CAS system.

Structure public investments and curriculum to support CAS interventions. The current CAS system has become increasingly reliant on investment from private funders, who have catalyzed and supported essential innovations and expansion of effective practices. The public education system also needs to prioritize providing college access and success services, which are among their most central and vital goals. While seeking increased resources is often proposed and sometimes realized, another possibility is redeploying existing resources toward college access and success interventions. For example, the public education system may consider increasing the amount of time that college access work is conducted during advisory periods or in traditional academic classrooms—such as college selection work in social studies classrooms, college essay writing in English language arts classrooms, or college affordability work in mathematics classrooms. Some high schools locally and nationally have adopted such strategies and provided curricular and professional development resources to support implementation by teachers.

[8] http://www.payforsuccess.org/

Develop structures for collaboration among colleges and universities. As the key players in college success, IHEs have much to teach and learn from each other about implementation of successful interventions. One key informant recommended resurrecting the Boston Higher Education Partnership, a former consortium of 30 colleges and universities in the Boston area, the Boston Public Schools, the Boston Mayor's Office, and local business/industry associations that worked together on college access and success initiatives including both programs and research to improve student outcomes. BHEP included jobs and internships provided by the business community, increased recruitment and retention efforts and financial aid from IHEs, and a set of measurable goals regarding the impacts of these collaborative efforts.

Consider deepened collaboration among funders. This recommendation was summed up by the informant who said, "We need a collaborative of the collaboratives!" As already discussed in the Challenges section, several informants mentioned potential advantages of collaboration among the funders of Boston's CAS programs and initiatives. These advantages included consistent accountability systems, aligned communication, mutual support of each other's goals, and possible mitigation of funding contingencies that lead to competition rather than collaboration among programs.

Some efforts in this regard are reportedly already underway. Possible strategies include discussions of the potential costs and benefits of collaboration, areas where collaboration would be beneficial, and examples of effective collaboration among CAS funders in other cities.

Assess the merits of specialization versus diversification. One key informant said that greater efficiencies would be realized if a larger number of CAS services were integrated into a smaller number of programs. She referenced Upward Bound, which makes a long-term commitment to each student and uses an approach that integrates many CAS services. She also acknowledged that Upward Bound is much more expensive per student than many programs that serve larger numbers of Boston students. Several informants mentioned the very large number of CAS programs in Boston and the potential benefits of reducing the time spent coordinating across so many providers. At the same time, informants mentioned providers that were highly specialized but successful in their niches, such as uAspire in college affordability and Mass Insight Education in Advanced Placement programs. As public and private funders are considering their investments in CAS programs, they may wish to assess the costs and benefits of their decisions regarding how many organizations to support.

Continue to cultivate structures for collaboration, alignment, and leadership in service of a coordinated system. Several key informants believed that a coordinating body comprised of key stakeholders is needed to support and guide the work of the Boston CAS system. The common goals and interdependencies of stakeholders provide ample opportunities for such coordination. For example, high schools and IHEs can facilitate the work of program providers, providers have accountability to funders, and all stakeholders have a vested interest in student outcomes.

This common ground may be an effective basis for agreeing on system-level initiatives such as program alignment, development of common service pathways, and compliance with enhanced data systems. Current stakeholders have already carried out substantial efforts in this regard, but the system still lacks centralized coordination and a formalized common vision. Continued convenings of key stakeholders may be focused on developing such structures and systems. Incentives for participation in these systems, such as access to settings, funding, and data, may hasten progress. Enlisting consultants from cities or counties that have reached a higher level of coordination may also be beneficial. One key informant referenced initiatives in Cincinnati, Ohio and Santa Ana, California, as well as the Collective Impact model from Stanford University, as potential resources. Information on the Strive Partnership of Greater Cincinnati is provided below as a case example.

Case Example: The Strive Partnership of Greater Cincinnati

Established in 2006, the Strive Partnership is a collaborative initiative that includes leaders from the education, business, philanthropic, nonprofit, civic, and faith communities of Greater Cincinnati, working together to holistically transform and impact the education system. The partnership's work is dedicated to supporting every child from cradle to career, and is driven by five shared goals for every child: being supported inside and outside of school, being prepared for school, completing some form of postsecondary education or training, succeeding academically, and entering and advancing in a meaningful career.

These shared goals align with the following six community-wide academic outcomes: kindergarten readiness, early grade reading, middle grade math, high school graduation, postsecondary enrollment, and postsecondary completion. To accomplish these goals, the partnership works collectively to develop a shared vision, engage and empower leaders as agents of systems change, identify success indicators and use actionable data for continuous improvement, align resources to support what works, pursue local and institutional policy change, and advocate for equity at all levels of the system.

Key outcomes highlighting the impact of the Strive Partnership include:
- Eighty-six percent of the Strive Partnership's student outcome indicators are improving for students in Cincinnati and Northern Kentucky.[9]
- Third-grade reading achievement for Cincinnati Public School students has increased from less than 60% testing proficient or higher on the Ohio Achievement Assessment reading test in 2005–06 to 84% in 2015–16.[10]
- District-wide graduation rates for Cincinnati Public School students have increased from 63% in 2010–11 to 73% in 2015–16.[11]

In 2010, the Strive Partnership became a national initiative, known as StriveTogether, supporting more than 70 community partnerships. More information is available at http://www.strivepartnership.org and https://www.strivetogether.org.

[9] https://www.strivetogether.org/impact

[10] Data from Strive Partnership 2015–16 Annual Report with updated figures from Ohio's Department of Education for SY 2015–16.

[11] Data from Strive Partnership 2015–16 Annual Report with updated figures from Ohio's Department of Education for SY 2015–16. The state of Ohio moved to the four-year adjusted cohort rate in 2011 to measure the percentage of students who graduate within four years.

Appendix A – Organizations Providing CAS Services

The table below lists each CBO, IHE, and high school that was identified as providing college access and success supports to students from Boston. The table reflects all organizations that UMDI identified, and thus all survey recipients, not only those that responded. The "neighborhood" column is left blank for organizations that do not have a Boston address. The "Downtown" neighborhood includes Back Bay, Bay Village, Beacon Hill, the West End, and the North End.

Organization Name	*Address*	*Neighborhood*
Community-Based Organizations		
826 Boston	3035 Washington St, Roxbury, MA 02119	Roxbury
ABCD	178 Tremont St, Boston, MA 02111	Downtown
Accelerated College Experiences	281 Summer St, Boston, MA 02210	Downtown
Ace Mentoring of Greater Boston	2 Seaport Ln, Boston, MA 02210	Downtown
Advancement Via Individual Determination	605 East Robinson St, Orlando, FL 32801	-
Alray Scholars Program	PO Box 960400, Boston, MA 02196	-
American Assoc. for Advancement of Science	1200 New York Ave NW, Washington, DC 20005	-
American Student Assistance	100 Cambridge St, Boston, MA 02114	Downtown
Artists for Humanity	100 W 2nd St, Boston, MA 02127	South Boston
Asian American Civic Association	87 Tyler St, Boston, MA 02111	Chinatown
Asian Community Development Corporation	38 Oak St, Boston, MA 02111	Chinatown
Big Brothers Big Sisters	75 Federal St, Boston, MA 02110	Downtown
Boston Area Health Education Center	1010 Massachusetts Ave, Boston, MA 02118	Roxbury
Boston Cares (Service Works)	90 Canal St, Boston, MA 02114	Downtown
Boston Chinatown Neighborhood Center	38 Ash St, Boston, MA 02111	Chinatown
Boston Higher Education Resource	68 Northampton St, Boston, MA 02118	South End
Boston Partners in Education	44 Farnsworth St, Boston, MA 02210	Downtown
Boston Private Industry Council	2 Oliver St, Boston, MA 02109	Downtown
Boston Scholar Athletes	57 Magazine St, Roxbury, MA 02119	Roxbury
Boston Urban Youth Foundation	130 Warren St, Roxbury, MA 02119	Roxbury
Boston Youth Services Network	2 Oliver St, Boston, MA 02109	Downtown
Bottom Line	500 Amory St, Jamaica Plain, MA 02130	Jamaica Plain
Breakthrough Greater Boston	459 Broadway, Cambridge, MA 02138	-
Build Greater Boston	6 Beacon St, Boston, MA 02108	Downtown
Chica Project	98 N Washington St, Boston, MA 02114	Downtown
City Year	287 Columbus Ave, Boston, MA 02116	South End
College Bound Dorchester	18 Samoset St, Dorchester, MA 02124	Dorchester
Dorchester Youth Collaborative	1514 Dorchester Ave, Dorchester, MA 02122	Dorchester
Ensuring Stability Through Action in Our Community	2 Oliver St, Boston, MA 02109	Downtown
Freedom House	5 Crawford St, Dorchester, MA 02121	Dorchester
Gear Up	1 Ashburton Place, Boston, MA 02108	Downtown

Goodwill's Youth Initiative	1010 Harrison Ave, Boston, MA 02119	Roxbury
Hyde Square Task Force	30 Sunnyside St, Boston, MA 02130	Jamaica Plain
International Institute of New England	2 Boylston St, Boston, MA 02116	Downtown
Jamaica Plain Community Centers	20 South St, Jamaica Plain, MA 02130	Jamaica Plain
Jewish Vocational Services	75 Federal St, Boston, MA 02110	Downtown
JFYNetWorks	44 School St, Boston, MA 02108	Downtown
Judge Baker Children's Center	53 Parker Hill Ave, Roxbury Cross., MA 02120	Mission Hill
Junior Achievement of Northern New England	400 Fifth Ave, Waltham, MA 02451	-
Key Steps	14 Beacon St, Boston, MA 02108	Downtown
Let's Get Ready	89 South St, Boston, MA 02111	Downtown
Lewis Family Foundation	347 Congress St, Boston, MA 02210	Downtown
Match Beyond	50 Milk St, Boston, MA	Downtown
METCO	40 Dimock St, Roxbury, MA 02119	Roxbury
MGH Youth Scholars	55 Fruit St, Boston, MA 02114	Downtown
Minds Matter Boston	PO Box 51066, Boston, MA 02205	-
MLK Summer Scholars	90 Canal St, Boston, MA 02114	Downtown
Noonan Scholars	50 Milk St, Boston, MA 02109	Downtown
Notre Dame Education Center	200 Old Colony Ave, Boston, MA 02127	South Boston
One Goal	207 Dudley St, Boston, MA 02119	Roxbury
Partners Healthcare	800 Boylston St, Boston, MA 02199	Downtown
Skillworks	420 Boylston St, Boston, MA 02116	Downtown
Sociedad Latina	1530 Tremont St, Roxbury, MA 02120	Roxbury
SquashBusters	795 Columbus Ave, Roxbury Cross., MA 02120	Roxbury
St. Mary's Center for Women and Children	90 Cushing Ave, Dorchester, MA 02125	Dorchester
St. Stephen's Youth Programs	419 Shawmut Ave, Boston, MA 02118	South End
STRIVE	160 Gould St, Needham, MA 02494	-
Summer Search	3840 Washington St, Boston, MA 02130	Jamaica Plain
Tenacity	38 Everett St, Boston, MA 02134	Allston/Brighton
The 10 Boys Initiative	2300 Washington St, Roxbury, MA 02119	Roxbury
The Base	11 Walnut Park, Roxbury, MA 02119	Roxbury
The Dimock Center	55 Dimock St, Roxbury, MA 02119	Roxbury
The Posse Foundation	45 Franklin St, Boston, MA 02110	Downtown
The Steppingstone Foundation	1 Appleton St, Boston, MA 02116	South End
Today's Students Tomorrow's Teachers	33 Westchester Ave, White Plains, NY 10604	-
Trinity Boston Foundation	206 Clarendon St, Boston, MA 02116	Downtown
Tutors for All	89 South St, Boston, MA 02111	Chinatown
uAspire	31 Milk St, Boston, MA 02109	Downtown
WAITT House	117 Mt Pleasant Ave, Roxbury, MA 02119	Roxbury
West End House Boys & Girls Club	105 Allston St, Allston, MA 02134	Allston/Brighton
X-Cel Education	7 Glenvale Terrace, Jamaica Plain, MA 02130	Jamaica Plain
Year Up	45 Milk St, Boston, MA 02109	Downtown
Youth Enrichment Services	412 Massachusetts Ave, Boston, MA 02118	South End
YMCA Greater Boston	2 Centennial Dr, Peabody, MA 01960	-

YWCA Boston	140 Clarendon St, Boston, MA 02116	Downtown
Colleges/Universities		
Babson College	231 Forest St, Babson Park, MA 02457	-
Benjamin Franklin Institute of Technology	41 Berkeley St, Boston, MA 02116	South End
Bentley University	175 Forest St, Waltham, MA 02452	-
Berklee College of Music	Boston, MA 02215	Fenway/Kenmore
Boston Architectural College	320 Newbury St, Boston, MA 02115	Downtown
Boston College	Chestnut Hill, MA 02467	Allston/Brighton
Boston University	Boston, MA 02215	Fenway/Kenmore
Brandeis University	415 South St, Waltham, MA 02453	-
Bunker Hill Community College	250 New Rutherford Ave, Boston, MA 02129	Charlestown
Curry College	1071 Blue Hill Ave, Milton, MA 02186	-
Emerson College	120 Boylston St, Boston, MA 02116	Downtown
Emmanuel College	400 Fenway, Boston, MA 02115	Mission Hill
Endicott College - Boston	200 Tremont St, Boston, MA 02111	Downtown
Fisher College	118 Beacon St, Boston, MA 02116	Downtown
Framingham State University	100 State St, Framingham, MA 01702	-
Harvard (Crimson Summer Academy)	Cambridge, MA 02138	-
Laboure College	303 Adams St, Milton, MA 02186	-
Lasell College	1844 Commonwealth Ave, Newton, MA 02466	-
Lesley University	29 Everett St, Cambridge, MA 02138	-
Mass College of Art and Design	621 Huntington Ave, Boston, MA 02115	Mission Hill
Mass College of Pharmacy & Health Services	179 Longwood Ave, Boston, MA 02115	Mission Hill
MassBay Community College	50 Oakland St, Wellesley, MA 02481	-
Mount Ida College	777 Dedham St, Newton, MA 02459	-
Newbury College	129 Fisher Ave, Brookline, MA 02445	-
Northeastern University	360 Huntington Ave, Boston, MA 02115	Roxbury
Pine Manor College	400 Heath St, Chestnut Hill, MA 02467	-
Quincy College	1250 Hancock St, Quincy, MA 02169	-
Regis College	235 Wellesley St, Weston, MA 02493	-
Roxbury Community College	1234 Columbus Ave, Roxbury Cross., MA 02120	Roxbury
Salem State University	352 Lafayette St, Salem, MA 01970	-
Simmons College	300 Fenway, Boston, MA 02115	Mission Hill
Suffolk University	8 Ashburton Place, Boston, MA 02108	Downtown
Tufts University	419 Boston Ave, Medford, MA 02155	-
UMass Amherst	Amherst, MA 01003	-
UMass Boston	100 Morrissey Boulevard, Boston, MA 02125	Dorchester
UMass Dartmouth	285 Old Westport Rd, N Dartmouth, MA 02747	-
Urban College of Boston	178 Tremont St, Boston, MA 02111	Downtown
Wentworth Institute of Technology	550 Huntington Ave, Boston, MA 02115	Mission Hill
Wheelock College	200 Riverway, Boston, MA 02215	Mission Hill

District Schools		
Another Course to College	612 Metropolitan Ave, Hyde Park, MA 02136	Hyde Park
Boston Adult Technical Academy	20 Church St, Boston, MA 02116	Downtown
Boston Arts Academy	174 Ipswich St, Boston, MA 02215	Fenway/Kenmore
Boston Central Adult High School	55 Malcolm X Blvd, Roxbury Cross., MA 02120	Roxbury
Boston Collaborative High School	60 Hawthorne St, Boston, MA 02131	Roslindale
Boston Community Leadership Academy	655 Metropolitan Ave, Hyde Park, MA 02136	Hyde Park
Boston Day And Evening Academy	20 Kearsarge Ave, Roxbury, MA 02119	Roxbury
Boston Green Academy	20 Warren St, Brighton, MA 02135	Allston/Brighton
Boston International High School	100 Maxwell St, Boston, MA 02124	Mattapan
Boston Latin Academy	205 Townsend St, Dorchester, MA 02121	Roxbury
Boston Latin School	78 Avenue Louis Pasteur, Boston, MA 0211	Mission Hill
Brighton High School	25 Warren St, Brighton, MA 02135	Allston/Brighton
Carter Developmental Center	396 Northampton St, Boston, MA 02118	South End
Charlestown High School	240 Medford St, Charlestown, MA 02129	Charlestown
Community Academy	25 Glen Rd, Jamaica Plain, MA 02130	Jamaica Plain
Community Academy of Science and Health	11 Charles St, Dorchester, MA 02122	Dorchester
Dearborn STEM Academy	60 Washington St, Dorchester, MA 02121	Dorchester
Dorchester Academy	11 Charles St, Boston, MA 02122	Dorchester
Dr. William Henderson Upper	18 Croftland Ave, Boston, MA 02124	Mattapan
East Boston High School	86 White St, East Boston, MA 02128	East Boston
Edward M. Kennedy Acad. for Health Careers	360 Huntington Ave, Boston, MA 02115	Roxbury
English High School	144 McBride St, Jamaica Plain, MA 02130	Jamaica Plain
Excel High School	95 G St, South Boston, MA 02127	South Boston
Fenway High School	67 Alleghany St, Boston, MA 02120	Mission Hill
Greater Egleston High School	80 School St, Boston, MA 02119	Roxbury
Horace Mann School for the Deaf	40 Armington St, Allston, MA 02134	Allston/Brighton
Jeremiah E. Burke High School	60 Washington St, Dorchester, MA 02121	Dorchester
John D. O'Bryant School of Math & Science	55 Malcolm X Blvd, Roxbury, MA 02120	Roxbury
Madison Park Technical Vocational HS	75 Malcolm X Blvd, Boston, MA 02120	Roxbury
Margarita Muñiz Academy	20 Child St, Jamaica Plain, MA 02130	Jamaica Plain
Mary Lyon High School	95 Beechcroft St, Brighton, MA 02135	Allston/Brighton
New Mission High School	655 Metropolitan Ave, Hyde Park, MA 02136	Hyde Park
Quincy Upper School	152 Arlington St, Boston, MA 02116	Downtown
Snowden International School at Copley	150 Newbury St, Boston, MA 02116	Downtown
TechBoston Academy	9 Peacevale Rd, Boston, MA 02124	Dorchester
Urban Science Academy	1205 VFW Pkwy, West Roxbury, MA 02132	West Roxbury
West Roxbury Academy	1205 VFW Pkwy, West Roxbury, MA 02132	West Roxbury
William McKinley High School	97 Peterborough St, Boston, MA 02215	Fenway/Kenmore
Charter Schools		
Academy of the Pacific Rim Charter	1 Westinghouse Plaza, Hyde Park, MA 02136	Hyde Park
Boston Collegiate Charter School	11 Mayhew St, Dorchester, MA 02125	Dorchester

Boston Preparatory Charter Public School	1286 Hyde Park Ave, Hyde Park, MA 02136	Hyde Park
City on a Hill Charter, Circuit Street	58 Circuit St, Boston, MA 02119	Roxbury
City on a Hill Charter, Dudley Square	2179 Washington St, Roxbury, MA 02119	Roxbury
Codman Academy Charter Public School	637 Washington St, Dorchester, MA 02124	Dorchester
Excel Academy Charter High School	401 Bremen St, East Boston, MA 02128	East Boston
Match Charter Public School	1001 Commonwealth Ave, Boston, MA 02215	Allston/Brighton
Roxbury Prep High School	120 Fisher Ave, Boston, MA 02120	Mission Hill
Private Schools		
Boston College High School	150 William T Morrissey Blvd, Boston, MA 02125	Dorchester
Boston Trinity Academy	17 Hale St, Boston, MA 02136	Roslindale
Boston University Academy	1 University Rd, Boston, MA 02215	Allston/Brighton
British International School of Boston	529 Main St, Charlestown, MA 02129	Charlestown
Cathedral High School	74 Union Park St, Boston, MA 02118	South End
Catholic Memorial	235 Baker St, West Roxbury, MA 02132	West Roxbury
Commonwealth School	151 Commonwealth Ave, Boston, MA 02116	Downtown
Cristo Rey Boston High School	100 Savin Hill Ave, Dorchester, MA 02125	Dorchester
Newman School	247 Marlborough St, Boston, MA 02116	Downtown
Saint Joseph Preparatory High School	617 Cambridge St, Boston, MA 02134	Allston/Brighton
Winsor School	103 Pilgrim Rd, Boston, MA 02215	Mission Hill

Appendix B – CAS Organizations by Neighborhood

This appendix represents all CBOs and IHEs that reported via the survey their number of students served disaggregated by high school, neighborhood, or college campus setting. All of the organizations below are represented in the maps. High schools are not represented in this list, as it is assumed that they are all serving some portion of students in their respective neighborhoods.

Allston/Brighton		
Access		
CBOs	Ace Mentoring of Greater Boston	Let's Get Ready
	American Student Assistance	Minds Matter Boston
	Artists for Humanity	SquashBusters
	Asian American Civic Association	St. Stephen's Youth Programs
	Asian Community Development Corporation	Tenacity
	Boston Partners in Education	Trinity Boston Foundation
	Boston Private Industry Council	uAspire
	Boston Scholar Athletes	X-Cel Education
	Freedom House	Youth Enrichment Services
IHEs	Boston University	UMass Boston
	Emerson College	
Success		
CBOs	Artists for Humanity	Bottom Line
IHEs	Boston College	
Charlestown		
Access		
CBOs	Artists for Humanity	BUILD Greater Boston
	Asian American Civic Association	Key Steps
	Asian Community Development Corporation	Minds Matter Boston
	Boston Higher Education Resource	SquashBusters
	Boston Partners in Education	Tenacity
	Boston Private Industry Council	uAspire
	Boston Scholar Athletes	
IHEs	Boston University	UMass Boston
Success		
CBOs	Artists for Humanity	Freedom House
	Asian Community Development Corporation	Hyde Square Task Force

	Boston Private Industry Council	Skillworks
	Bottom Line	Sociedad Latina
Chinatown		
Access		
CBOs	Artists for Humanity	St. Stephen's Youth Programs
	Asian American Civic Association	X-Cel Education
	Asian Community Development Corporation	Youth Enrichment Services
	Boston Chinatown Neighborhood Center	
Success		
CBOs	Artists for Humanity	MGH Youth Scholars
	Asian Community Development Corporation	
Dorchester		
Access		
CBOs	826 Boston	Jamaica Plain Community Centers
	ACE Mentoring of Greater Boston	Judge Baker Children's Center
	American Student Assistance	Junior Achievement of Northern New England
	Artists for Humanity	MGH Youth Scholars
	Asian American Civic Association	Minds Matter Boston
	Asian Community Development Corporation	Sociedad Latina
	Boston Higher Education Resource	SquashBusters
	Boston Partners in Education	St. Stephen's Youth Programs
	Boston Private Industry Council	Tenacity
	Boston Scholar Athletes	Trinity Boston Foundation
	Breakthrough Greater Boston	uAspire
	BUILD Greater Boston	X-Cel Education
	Chica Project	Youth Enrichment Services
	College Bound Dorchester	
IHEs	Boston University	Suffolk University
	Emerson College	UMass Boston
	Northeastern University	
Success		
CBOs	Artists for Humanity	Freedom House
	Asian Community Development Corporation	Hyde Square Task Force
	Boston Private Industry Council	MGH Youth Scholars
	Bottom Line	SquashBusters
	College Bound Dorchester	St. Stephen's Youth Programs
Downtown (Back Bay, Bay Village, Beacon Hill, West End, North End)		
Access		
CBOs	ACE Mentoring of Greater Boston	Let's Get Ready

	American Student Assistance	Minds Matter Boston
	Artists for Humanity	SquashBusters
	Asian American Civic Association	St. Stephen's Youth Programs
	Boston Higher Education Resource	Tenacity
	Boston Partners in Education	uAspire
	Boston Private Industry Council	X-Cel Education
	Boston Scholar Athletes	Youth Enrichment Services
IHEs	Boston University	Urban College of Boston
Success		
CBOs	Artists for Humanity	Hyde Square Task Force
	Bottom Line	Sociedad Latina
	Freedom House	
IHEs	Boston Architectural College	Suffolk University
	Endicott College – Boston	Urban College of Boston
East Boston		
Access		
CBOs	ACE Mentoring of Greater Boston	JFYNetWorks
	American Student Assistance	MGH Youth Scholars
	Artists for Humanity	Minds Matter Boston
	Asian American Civic Association	SquashBusters
	Asian Community Development Corporation	St. Stephen's Youth Programs
	Boston Higher Education Resource	Tenacity
	Boston Partners in Education	uAspire
	Boston Private Industry Council	X-Cel
	Boston Scholar Athletes	Youth Enrichment Services
	Gear Up	
IHEs	Boston University	Northeastern University
Success		
CBOs	Artists for Humanity	SquashBusters
	MGH Youth Scholars	St. Stephen's Youth Programs
Fenway/Kenmore		
Access		
CBOs	American Student Assistance	Boston Private Industry Council
	Artists for Humanity	Judge Baker Children's Center
	Asian American Civic Association	Minds Matter Boston
	Asian Community Development Corporation	Tenacity
	Boston Partners in Education	uAspire

IHEs	Boston University	Emerson College
Success		
CBOs	Artists for Humanity Bottom Line	Hyde Square Task Force
IHEs	Boston University	
Hyde Park		
Access		
CBOs	Ace Mentoring of Greater Boston American Student Assistance Artists for Humanity Asian American Civic Association Asian Community Development Corporation Boston Higher Education Resource Boston Partners in Education Boston Private Industry Council Boston Scholar Athletes Breakthrough Greater Boston BUILD Greater Boston	Chica Project Jamaica Plains Community Centers Judge Bakers Children's Center MGH Youth Scholars Minds Matter Boston SquashBusters Tenacity Trinity Boston Foundation uAspire X-Cel Education Youth Enrichment Services
IHEs	Boston University Emerson College Northeastern University	Suffolk University UMass Boston
Success		
CBOs	Artists for Humanity MGH Youth Scholars	SquashBusters
Jamaica Plain		
Access		
CBOs	826 Boston Artists for Humanity Boston Higher Education Resource Boston Private Industry Council Boston Scholar Athletes Freedom House Hyde Square Task Force Jamaica Plains Community Centers Judge Baker Children's Center	MGH Youth Scholars Minds Matter Boston Sociedad Latina SquashBusters St. Stephen's Youth Programs Tenacity uAspire X-Cel Education Youth Enrichment Services
IHEs	Boston University	Northeastern University
Success		
CBOs	Artists for Humanity	SquashBusters

	Hyde Square Task Force MGH Youth Scholars	St. Stephen's Youth Programs
Mattapan		
Access		
CBOs	826 Boston ACE Mentoring of Greater Boston American Student Assistance Artists for Humanity Asian Community Development Corporation Boston Private Industry Council Boston Scholar Athletes Chica Project College Bound Dorchester	Key Steps MGH Youth Scholars Sociedad Latina SquashBusters St. Stephen's Youth Programs Trinity Boston Foundation uAspire X-Cel Education Youth Enrichment Services
IHEs	Emerson College Northeastern University	UMass Boston
Success		
CBOs	Artists for Humanity College Bound Dorchester MGH Youth Scholars	SquashBusters St. Stephen's Youth Programs
Mission Hill		
Access		
CBOs	ACE Mentoring of Greater Boston American Student Assistance Artists for Humanity Asian American Civic Association Boston Higher Education Resource Boston Partners in Education Boston Private Industry Council Boston Scholar Athletes Breakthrough Greater Boston	Chica Project Sociedad Latina SquashBusters St. Stephen's Youth Programs Tenacity Trinity Boston Foundation uAspire X-Cel Education Youth Enrichment Services
IHEs	Boston University Northeastern University	UMass Boston Wentworth Institute of Technology
Success		
CBOs	Artists for Humanity Bottom Line Hyde Square Task Force	Sociedad Latina SquashBusters
IHEs	Simmons College Wentworth Institute of Technology	Wheelock College

Roslindale		
Access		
CBOs	Artists for Humanity	SquashBusters
	Asian American Civic Association	St. Stephen's Youth Programs
	Asian Community Development Corporation	Trinity Boston Foundation
	Chica Project	uAspire
	Judge Baker Children's Center	X-Cel Education
	MGH Youth Scholars	Youth Enrichment Services
	Minds Matter Boston	
Success		
CBOs	Artists for Humanity	SquashBusters
Roxbury		
Access		
CBOs	826 Boston	Junior Achievement of Northern New England
	ACE Mentoring Greater Boston	Let's Get ready
	American Student Assistance	MGH Youth Scholars
	Artists for Humanity	Minds Matter Boston
	Asian Community Development Corporation	Sociedad Latina
	Boston Higher Education Resource	SquashBusters
	Boston Partners in Education	St. Stephen's Youth Programs
	Boston Private Industry Council	Tenacity
	Boston Scholar Athletes	Trinity Boston Foundation
	Breakthrough Greater Boston	uAspire
	Chica Project	X-Cel Education
	College Bound Dorchester	Youth Enrichment Services
	JFYNetWorks	
IHEs	Boston University	Suffolk University
	Emerson College	UMass Boston
	Northeastern University	
Success		
CBOs	Artists for Humanity	Hyde Square Task Force
	Boston Private Industry Council	MGH Youth Scholars
	Bottom Line	Sociedad Latina
	College Bound Dorchester	SquashBusters
	Freedom House	St. Stephen's Youth Programs
IHEs	Northeastern University	

South Boston		
Access		
CBOs	Artists for Humanity	SquashBusters
	Asian American Civic Association	uAspire
	Chica Project	X-Cel Education
	Minds Matter Boston	Youth Enrichment Services
	Notre Dame Education Center	
IHEs	Boston University	UMass Boston
Success		
CBOs	Artists for Humanity	SquashBusters
	Asian Community Development Corporation	
South End		
Access		
CBOs	Artists for Humanity	St. Stephen's Youth Programs
	Asian American Civic Association	The Steppingstone Foundation
	Asian Community Development Corporation	Trinity Boston Foundation
	Chica Project	uAspire
	Junior Achievement of Northern New England	X-Cel Education
	Minds Matter Boston	Youth Enrichment Services
	SquashBusters	
IHEs	Northeastern University	
Success		
CBOs	Artists for Humanity	Hyde Square Task Force
	Boston Private Industry Council	Sociedad Latina
	Bottom Line	St. Stephen's Youth Programs
	Freedom House	
West Roxbury		
Access		
CBOs	American Student Assistance	Minds Matter Boston
	Artists for Humanity	SquashBusters
	Boston Private Industry Council	Trinity Boston Foundation
	Boston Scholar Athletes	uAspire
	JFYNetWorks	Youth Enrichment Services
	Key Steps	
Success		
CBOs	Artists for Humanity	MGH Youth Scholars

Appendix C – College Access Services Provided by Program

This appendix identifies the college access services provided by programs that responded to the survey. Only organizations that responded to the survey are included in the table. Column titles are listed in greater detail at the end of the appendix.

Appendix C: College Access Services Provided by Each Program

Community-Based Organizations	Program Name (if applicable)	Test Prep	Acad Content	Acad Skills	Socio-emot	Bridge Prog	Placem Tests*	Dual Enroll	College Fairs	Campus Visits	College Select Support	College App Support	Finan Aid Supp	Parent Supp
826 Boston		✓	✓	✓	✓					✓	✓	✓	✓	
ACE Mentoring of Greater Boston			✓	✓						✓		✓		
American Student Assistance (ASA)	Gear Up	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓
	TRIO Talent Search	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓
	College Planning Center				✓						✓	✓	✓	✓
Artists For Humanity	Youth Arts Enterprise	✓	✓	✓	✓				✓	✓	✓	✓	✓	
Asian American Civic Association (AACA)	Next Steps Transitional English Program		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	
Asian Community Development Corporation	A-VOYCE (Asian Voices of Organized Youth for Community Empowerment)			✓	✓				✓	✓	✓	✓	✓	

Appendix C: College Access Services Provided by Each Program														
		Test Prep	Acad Content	Acad Skills	Socio-emot	Bridge Prog	Placem Tests*	Dual Enroll	College Fairs	Campus Visits	College Select Support	College App Support	Finan Aid Supp	Parent Supp
Boston Chinatown Neighborhood Center	Adult Education & Workforce Initiatives			✓							✓	✓		
	College Access Program	✓			✓					✓	✓	✓	✓	✓
Boston Higher Education Resources (HERC)	Passport to College Program	✓		✓	✓	✓			✓	✓	✓	✓	✓	✓
Boston Partners in Education	Aim High		✓	✓										
Boston Private Industry Council (PIC)	School-to-Career Initiative			✓	✓									
	Success Boston Transition Coaching											✓	✓	
Boston Scholar Athletes	Postsecondary Planning	✓	✓	✓	✓				✓	✓	✓	✓	✓	
Bottom Line	College Access Program					✓			✓		✓	✓	✓	
Breakthrough Greater Boston	High School Program		✓	✓	✓			✓		✓				✓
BUILD Greater Boston		✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓
Chica Project	Empowerment Institute		✓		✓					✓				
College Bound Dorchester	College Connections		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
ESAC (Ensuring Stability Through Action in Our Community)	GED Plus			✓	✓				✓	✓	✓	✓	✓	

Appendix C: College Access Services Provided by Each Program														
		Test Prep	Acad Content	Acad Skills	Socio-emot	Bridge Prog	Placem Tests*	Dual Enroll	College Fairs	Campus Visits	College Select Support	College App Support	Finan Aid Supp	Parent Supp
Freedom House	PUSH College			✓	✓	✓	✓			✓		✓	✓	
Gear Up		✓	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓
Hyde Square Task Force	Paths to College & Careers Program	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓
Jamaica Plain Community Centers	Curtis Hall Teen Drop in Center								✓	✓				
	Adult Learning Program		✓	✓	✓				✓	✓	✓	✓	✓	✓
Jewish Vocational Services	Transition to College		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
JFYNetWorks	JFYNet College & Career Readiness		✓	✓		✓	✓	✓						
Judge Baker Children's Center	Next Step: College Success			✓	✓				✓	✓	✓			✓
Junior Achievement of Northern New England			✓	✓										
Key Steps			✓	✓	✓			✓		✓	✓	✓		
Let's Get Ready		✓								✓	✓	✓	✓	
Match Beyond												✓	✓	
METCO		✓	✓	✓	✓					✓	✓	✓	✓	✓
MGH Youth Scholars Program		✓		✓	✓		✓		✓	✓	✓	✓	✓	✓
Minds Matter Boston		✓	✓	✓	✓				✓	✓	✓	✓	✓	✓
Noonan Scholars		✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓

Appendix C: College Access Services Provided by Each Program														
		Test Prep	**Acad Content**	**Acad Skills**	**Socio-emot**	**Bridge Prog**	**Placem Tests***	**Dual Enroll**	**College Fairs**	**Campus Visits**	**College Select Support**	**College App Support**	**Finan Aid Supp**	**Parent Supp**
Notre Dame Education Center	ABE Programs[1]	-	-	-	-	-	-	-	-	-	-	-	-	-
	High School Diploma Program		✓	✓				✓	✓	✓	✓	✓		
One Goal		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SkillWorks	College Navigator			✓	✓					✓	✓	✓	✓	
Sociedad Latina	Academy of Latinos Achieving Success		✓	✓	✓	✓		✓			✓	✓		✓
SquashBusters		✓	✓		✓				✓	✓	✓	✓	✓	✓
St. Mary's Center for Women and Children	Employment Training Program[1]	-	-	-	-	-	-	-	-	-	-	-	-	-
St. Stephen's Youth Programs		✓	✓	✓	✓					✓	✓	✓	✓	✓
Summer Search					✓						✓	✓	✓	
Tenacity			✓	✓	✓	✓				✓	✓	✓	✓	✓
	Pathway Program			✓	✓				✓	✓	✓	✓	✓	✓
The BASE		✓	✓					✓	✓	✓	✓	✓	✓	
The Steppingstone Foundation	College Success Academy	✓		✓	✓					✓	✓	✓	✓	✓
	Steppingstone Academy	✓		✓	✓					✓	✓	✓	✓	
Trinity Boston Foundation	Leadership Development Program			✓	✓					✓	✓	✓	✓	✓
uAspire	Afford Program/ Succeed Program					✓							✓	✓

Appendix C: College Access Services Provided by Each Program														
		Test Prep	**Acad Content**	**Acad Skills**	**Socio-emot**	**Bridge Prog**	**Placem Tests***	**Dual Enroll**	**College Fairs**	**Campus Visits**	**College Select Support**	**College App Support**	**Finan Aid Supp**	**Parent Supp**
West End House Boys & Girls Club	College Success Program		✓		✓				✓	✓	✓	✓	✓	✓
X-Cel Education	College Prep	✓	✓	✓	✓		✓					✓	✓	
	Opportunities Program										✓	✓	✓	
Year Up Greater Boston	Workforce Development Program		✓	✓	✓			✓	✓		✓	✓		
YES (Youth Enrichment Services)	College Prep			✓	✓				✓	✓	✓	✓	✓	
YMCA Greater Boston	Teen Center Programs and Resources		✓	✓	✓				✓	✓				
Colleges/ Universities	**Program Name (if applicable)**													
Boston University	College Advising Corps	✓		✓	✓				✓	✓	✓	✓	✓	✓
	Upward Bound	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓
Emerson College	Emerson WRITES/ Emerson THEATRE			✓								✓	✓	
Harvard	Crimson Summer Academy		✓	✓	✓			✓	✓	✓	✓	✓	✓	✓
Northeastern University	Balfour Academy	✓	✓	✓	✓						✓	✓	✓	✓
Pine Manor College	Success Boston Outreach												✓	✓
Regis College	Summer Scholars Program		✓	✓	✓			✓		✓		✓		
Roxbury Community College	Dual Enrollment Program		✓	✓							✓		✓	

Appendix C: College Access Services Provided by Each Program														
		Test Prep	**Acad Content**	**Acad Skills**	**Socio-emot**	**Bridge Prog**	**Placem Tests***	**Dual Enroll**	**College Fairs**	**Campus Visits**	**College Select Support**	**College App Support**	**Finan Aid Supp**	**Parent Supp**
Suffolk University	Upward Bound	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓
UMass Boston	Urban Scholars	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
	Upward Bound	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓
	Camp College New England	✓							✓	✓	✓	✓	✓	
	Admission Guaranteed Program (AGP)			✓	✓				✓	✓	✓	✓	✓	✓
	Inclusive Concurrent Enrollment (ICE)		✓	✓				✓						
	Talent Search		✓	✓	✓	✓			✓	✓	✓	✓	✓	✓
Urban College of Boston	Dual Enrollment		✓	✓	✓			✓	✓		✓	✓		✓
Wentworth Institute of Technology	Dual Enrollment		✓	✓				✓						
	RAMP - Pre-College Summer Bridge		✓	✓		✓				✓				
	SAT Prep	✓		✓										
High Schools														
Academy of the Pacific Rim Charter		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Another Course to College		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Boston Adult Technical Academy				✓					✓	✓	✓	✓	✓	
Boston Arts Academy		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Boston Central Adult High School			✓	✓	✓	✓	✓		✓		✓	✓	✓	✓

Appendix C: College Access Services Provided by Each Program													
	Test Prep	Acad Content	Acad Skills	Socio-emot	Bridge Prog	Placem Tests*	Dual Enroll	College Fairs	Campus Visits	College Select Support	College App Support	Finan Aid Supp	Parent Supp
Boston Collaborative High School	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	
Boston College High School	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓
Boston Collegiate Charter School	✓		✓	✓	✓	✓		✓	✓	✓	✓	✓	✓
Boston Community Leadership Acad.	✓					✓	✓	✓	✓		✓	✓	✓
Boston Day and Evening Academy	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Boston Green Academy	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
Boston International High School	✓	✓	✓				✓	✓	✓	✓	✓		✓
Boston Latin Academy	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Boston Latin School		✓	✓	✓				✓	✓	✓	✓	✓	✓
Boston Preparatory Charter	✓		✓		✓		✓	✓	✓	✓	✓	✓	✓
Boston Trinity Academy	✓			✓				✓		✓	✓	✓	✓
Boston University Academy	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓
Brighton High School	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	
British International School	✓			✓				✓	✓	✓	✓	✓	✓
Catholic Memorial	✓	✓	✓					✓	✓	✓	✓		✓
Charlestown High School	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	
City on a Hill Charter, Circuit Street	✓						✓	✓	✓	✓	✓	✓	
City on a Hill Charter, Dudley Square	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Appendix C: College Access Services Provided by Each Program													
	Test Prep	Acad Content	Acad Skills	Socio-emot	Bridge Prog	Placem Tests*	Dual Enroll	College Fairs	Campus Visits	College Select Support	College App Support	Finan Aid Supp	Parent Supp
Codman Academy Charter	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Commonwealth School	✓							✓		✓	✓	✓	✓
Community Academy	✓			✓			✓	✓		✓	✓		
Community Acad. of Sci. & Health	✓			✓	✓		✓	✓	✓	✓	✓	✓	✓
Cristo Rey Boston High School	✓				✓	✓		✓	✓	✓	✓	✓	✓
Dearborn STEM Academy	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓
Dorchester Academy		✓	✓	✓	✓			✓		✓	✓	✓	
Dr. William Henderson Upper		✓	✓	✓		✓		✓	✓	✓	✓		✓
East Boston High School	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓		✓
Kennedy Acad. for Health Careers			✓	✓				✓	✓	✓	✓	✓	
English High School	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	
Excel Academy Charter School	✓		✓	✓					✓	✓			
Excel High School	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓		
Fenway High School	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Greater Egleston High School	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	
Jeremiah E. Burke High School	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	
O'Bryant School of Math & Science		✓	✓	✓			✓	✓	✓	✓	✓	✓	
Madison Park Tech Voc HS	✓				✓	✓	✓	✓	✓		✓	✓	

Appendix C: College Access Services Provided by Each Program													
	Test Prep	Acad Content	Acad Skills	Socio-emot	Bridge Prog	Placem Tests*	Dual Enroll	College Fairs	Campus Visits	College Select Support	College App Support	Finan Aid Supp	Parent Supp
Margarita Muñiz Academy		✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
Mary Lyon High School	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Match Charter Public School	✓							✓	✓	✓	✓	✓	✓
New Mission High School	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓
Newman School	✓	✓	✓					✓		✓	✓	✓	✓
Quincy Upper School	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Roxbury Prep High School	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
Saint Joseph Preparatory High School	✓	✓						✓	✓	✓	✓	✓	✓
Snowden International School	✓	✓		✓			✓	✓		✓	✓	✓	✓
TechBoston Academy	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
Urban Science Academy	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
West Roxbury Academy	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓

Note: This table includes only programs that responded to the survey.
[1]These organizations responded to the survey, but did not complete this section
* "Placement tests" were not included as an option on the IHE survey

Column titles are fully spelled out below:
ACT/SAT/PSAT preparation
Academic support: content knowledge
Academic support: skill development (e.g., study skills, computer, critical thinking)
Socio-emotional skills development
Bridge programs

Placement test preparation (e.g., Accuplacer, ALEKS)
Dual enrollment programs
College fairs, recruiter visits
College campus visits
Support in selecting colleges
College application support
Financial aid application support
Orienting parents to the college and financial aid application process

Appendix D – College Success Services Provided by Program

This appendix identifies the college success services provided by programs that responded to the survey. Only organizations that responded to the survey are included in the table. Column titles are listed in greater detail at the end of the appendix.

Appendix D: College Success Services Provided by Program																	
		Acad Advising	Course Reg Supp	Connect to Acad Resour	Connect to non-Acad Resour	Success Coach	Skills Semin	Peer Mentors	Devel/ Remed Course	Acad Tutor	Learn Comm	Comm Build	Early Alert Sys	Finan Supp	Finan aid reapp supp	College transfer support	Career advis/ placemnt
Community-Based Organizations	**Program Name (if applicable)**																
Alray Scholars Program						✓		✓						✓		✓	✓
American Student Assistance (ASA)	Gear Up			✓	✓		✓	✓			✓	✓			✓		
	College Planning Center	✓	✓	✓	✓									✓	✓	✓	✓
Artists For Humanity	Youth Arts Enterprise			✓	✓	✓		✓							✓	✓	✓
Asian American Civic Association (AACA)	Next Steps Transitional English Program	✓	✓	✓	✓	✓						✓			✓	✓	✓
Asian Community Development Corporation	A-VOYCE (Asian Voices of Organized Youth for Community Empower.)	✓				✓		✓				✓					✓

Appendix D: College Success Services Provided by Program

		Acad Advising	Course Reg Supp	Connect to Acad Resour	Connect to non-Acad Resour	Success Coach	Skills Semin	Peer Mentors	Devel/ Remed Course	Acad Tutor	Learn Comm	Comm Build	Early Alert Sys	Finan Supp	Finan aid reapp supp	College transfer support	Career advis/ placemnt
Boston Higher Education Resource (HERC)	Passport to College Program	✓		✓	✓	✓	✓	✓				✓			✓	✓	✓
Boston Private Industry Council (PIC)	Getting Connected				✓												✓
	Success Boston Transition Coaching	✓	✓	✓	✓	✓	✓					✓	✓	✓	✓	✓	✓
Bottom Line	College Success program	✓	✓	✓	✓	✓						✓	✓	✓	✓	✓	✓
College Bound Dorchester	College Connections	✓	✓	✓	✓	✓			✓	✓	✓			✓	✓	✓	✓
ESAC (Ensuring Stability Through Action in Our Community)	GED Plus	✓	✓	✓	✓	✓									✓		✓
Freedom House	PUSH College	✓	✓	✓	✓	✓	✓		✓			✓				✓	
Hyde Square Task Force	College Success Program	✓	✓	✓	✓	✓	✓	✓				✓			✓	✓	✓
Jamaica Plain Community Centers	Adult Learning Program	✓	✓	✓	✓	✓	✓										✓
Jewish Vocational Services	Transition to College	✓		✓	✓											✓	✓
Judge Baker Children's Center	Next Step: College Success			✓	✓	✓	✓	✓									

Appendix D: College Success Services Provided by Program

		Acad Advising	Course Reg Supp	Connect to Acad Resour	Connect to non-Acad Resour	Success Coach	Skills Semin	Peer Mentors	Devel/ Remed Course	Acad Tutor	Learn Comm	Comm Build	Early Alert Sys	Finan Supp	Finan aid reapp supp	College transfer support	Career advis/ placemnt
MGH Youth Scholars Program		✓		✓	✓	✓								✓	✓	✓	
Match Beyond		✓	✓	✓	✓	✓				✓			✓	✓	✓	✓	✓
Noonan Scholars		✓		✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓
Notre Dame Education Center	ABE Programs[1]	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
One Goal				✓	✓	✓		✓									
SkillWorks	College Navigator	✓	✓	✓	✓	✓	✓					✓	✓	✓	✓	✓	✓
Sociedad Latina	Academy of Latinos Achieving Success	✓	✓	✓				✓								✓	
Squash Busters				✓		✓						✓		✓	✓	✓	✓
St. Stephen's Youth Programs		✓		✓		✓				✓		✓			✓	✓	✓
Summer Search				✓	✓	✓										✓	
Tenacity		✓	✓	✓	✓	✓				✓					✓	✓	✓
	Pathway Program	✓	✓	✓	✓	✓						✓			✓	✓	
The Stepping-stone Foundation	College Success Academy	✓		✓	✓	✓						✓			✓	✓	✓
	Steppingstone Academy	✓		✓	✓	✓						✓			✓	✓	✓
uAspire	Afford Program/ Succeed Program													✓	✓		

Appendix D: College Success Services Provided by Program																	
		Acad Advising	Course Reg Supp	Connect to Acad Resour	Connect to non-Acad Resour	Success Coach	Skills Semin	Peer Mentors	Devel/ Remed Course	Acad Tutor	Learn Comm	Comm Build	Early Alert Sys	Finan Supp	Finan aid reapp supp	College transfer support	Career advis/ placemnt
West End House Boys and Girls Club	College Success Program	✓	✓	✓	✓	✓	✓				✓	✓		✓	✓	✓	✓
X-Cel Education	Opportunities Program			✓	✓	✓											✓
YMCA Greater Boston	Teen Center Programs and Resources	✓		✓			✓			✓							✓
Colleges/ Universities	**Program Name (if applicable)**																
Benjamin Franklin Institute of Technology	Student Success Team Coaching	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Boston Architectural College	Foundation	✓	✓	✓		✓			✓	✓		✓	✓	✓	✓	✓	✓
Boston College	Opportunities Through Education (OTE)[1]	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Boston College (Woods College)	Personal advising for all accepted students	✓	✓	✓	✓	✓	✓										
Boston University	Menino Scholars			✓	✓	✓		✓				✓	✓				
Brandeis University	Myra Kraft Transitional Program	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓		✓
Endicott College - Boston	Smart Start	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Framingham State University	Center for Academic Success and Achievement[1]	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Appendix D: College Success Services Provided by Program																	
		Acad Advising	Course Reg Supp	Connect to Acad Resour	Connect to non-Acad Resour	Success Coach	Skills Semin	Peer Mentors	Devel/ Remed Course	Acad Tutor	Learn Comm	Comm Build	Early Alert Sys	Finan Supp	Finan aid reapp supp	College transfer support	Career advis/ placemnt
	Program Leading to Undergraduate Success (PLUS)	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓		✓		✓
MassBay Community College	Multi-cultural Mentoring Program[1]	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Young Men of Color		✓	✓								✓					
Northeastern University	Boston Scholarship Programs	✓	✓	✓		✓				✓		✓	✓	✓			
	Foundation Year	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	
Quincy College	College Success Program Pathways	✓	✓	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓
Salem State University	Summer Bridge Academy[1]	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	TRIO Upward Bound & TRIO Student Support Services	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓		✓	✓	✓	✓
Simmons College	Summit Program	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓			✓
Suffolk University	McNair	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Tufts University	Bridge to Liberal Arts Success	✓	✓	✓			✓					✓					
UMass Dartmouth	College Now	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓

Appendix D: College Success Services Provided by Program																	
		Acad Advising	Course Reg Supp	Connect to Acad Resour	Connect to non-Acad Resour	Success Coach	Skills Semin	Peer Mentors	Devel/ Remed Course	Acad Tutor	Learn Comm	Comm Build	Early Alert Sys	Finan Supp	Finan aid reapp supp	College transfer support	Career advis/ placemnt
Urban College of Boston	Student Services[1]	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Wentworth Institute of Technology	RAMP - Pre College Summer Bridge	✓	✓	✓		✓	✓	✓			✓	✓	✓	✓	✓	✓	✓
Wheelock College	Student Success Program	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Note: This table includes only programs that responded to the survey
[1]These organizations responded to the survey, but did not complete this section

Column titles are fully spelled out below:
Academic advising (e.g., course/major selection, degree planning)
Course registration support
Connecting to academic resources (e.g., tutoring, writing center, bursar)
Connecting to non-academic resources (e.g., day care, employment, social services)
Success coaching
College success skills seminar
Peer mentoring
Developmental/remedial courses
Academic tutoring
Learning communities
Community-building/cultural activities
Early alert/assessment/monitoring system
Financial support
Financial aid reapplication support
College transfer supports
Career advising/placement

Corporation for
NATIONAL &
COMMUNITY
SERVICE

Success Boston
COLLEGE COMPLETION INITIATIVE