

Prepared by
Abt Associates
for
The Boston Foundation

DEGREES OF COACHING

Success Boston's Transition Coaching Model

Highlights Brief



About Success Boston

Success Boston is Boston's citywide college completion initiative. Together, the Boston Foundation, the Boston Public Schools (BPS), the City of Boston, 37 area institutions of higher education, led by UMass Boston, and local nonprofit partners are working to double the college completion rate for students from the BPS. Success Boston was launched in 2008 in response to a longitudinal study by Northeastern University's Center for Labor Market Studies and the Boston Private Industry Council, which showed that only 35% of those who had enrolled in college ever completed an Associate's or Bachelor's degree by the time they turned 25. Even as enrollment rates had steadily increased, completion rates had not. Together, the partner organizations implemented a four-part strategy: getting ready, getting in, getting through, and getting connected—to ensure Boston's young people are prepared to meet the challenges of higher education and achieve a degree that will allow them to thrive in the workplace.

In 2014, the Boston Foundation received a grant of \$2.7M from the Corporation for National and Community Service to expand this effort. The Social Innovation Fund award gives the Foundation the resources necessary to expand Success Boston's transition coaching model, Boston Coaching for Completion, from 300 to 1,000 students annually. In 2015, Corporation for National and Community Service awarded the Boston Foundation a second Social Innovation Fund grant totaling \$3.3M to support implementation of Success Boston's innovative coaching model for an additional two years. This \$6M total investment will allow Success Boston to support more than 1,000 students each from the Boston Public Schools classes of 2015, 2016 and 2017.

About Abt Associates

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

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About Success Boston Coaching and this study

Access to jobs—and to the middle class—increasingly requires postsecondary credentials. In fact, six of ten such jobs demand postsecondary education,ⁱ and by 2020, over 70 percent of Massachusetts jobs are estimated to require postsecondary credentials, a proportion that outstrips the likely supply of college graduates.ⁱⁱ Yet fewer than half of Boston’s high school graduates who enter college obtain a college degree within six years of high school graduation; the six-year college graduation rate for 2005 Boston Public Schools’ graduates was 47 percent.ⁱⁱⁱ While this represents a substantial improvement over the 39 percent seven-year graduation rate of the class of 2000, even more dramatic improvement will be necessary to meet the predicted demand for a college-educated workforce.

The connection between college completion and future economic stability—at individual, family, and community levels—is at the heart of an ambitious city-wide collaboration. Success Boston directly targets improving college completion rates for Boston’s public school graduates through program, policy, and practice-based activities. The Success Boston initiative represents a major partnership among the Boston Foundation, City of Boston, Boston Public Schools (BPS), the University of Massachusetts-Boston, other local colleges and universities, and local nonprofit organizations. Success Boston targets low-income, first-generation students of color, and with a long-term goal of at least 70 percent of BPS graduates earning a credential within six years of high school graduation.

Success Boston strategies include academic programming and college advising activities at the high school level; one-on-one coaching support for students transitioning into college through the first two years of college; and close collaboration with local higher educational institutions to track BPS graduates, to help them earn degrees, and to prepare them for successful entry into the workforce. Transition coaching, in particular, has demonstrable potential for improving college graduation rates, based on numerous studies, including earlier research in Boston.^{iv} Success Boston Coaching (SBC) represents a central component of the overall initiative; it focuses purposefully on easing the transition from high school to college, and, ultimately, increasing college completion.

During 2014-2015 its sixth year of supporting SBC, the Boston Foundation funded seven Boston-based nonprofit organizations to implement transition coaching with BPS graduates, working in partnership with multiple local colleges. Coaches work with students on academic skills, life skills, and study skills; they help students develop meaningful relationships, clarify goals, access networks, understand college culture, make college life feasible, and provide job and career mentoring. The Boston Foundation also launched a new, comprehensive evaluation of SBC, designed to learn how coaching is implemented across the network and to describe longer-term student outcomes such as college persistence and degree or credential attainment. This brief summarizes the first report and tackles one primary question: *How has Success Boston Coaching been implemented?*

Success Boston Coaching

- Launched in 2009
- Local nonprofit organizations include: American Student Assistance, Boston Private Industry Council, Bottom Line, Freedom House, Hyde Square Task Force, Sociedad Latina, and West End House
- College/university partners include: Benjamin Franklin Institute of Technology, Bridgewater State University, Bunker Hill Community College, Mass Bay Community College, Northeastern University, Roxbury Community College, Salem State University, Suffolk University, University of Massachusetts/Boston
- Earlier evaluation results indicated increases in students’ college persistence.ⁱⁱⁱ

Over the 2014-15 academic year, the study conducted intensive interviews with the nonprofit coaching organizations’ staff, administered an online survey to SBC students from the BPS graduating classes of 2013 and 2014, and analyzed information about coaches’ interactions with students maintained in an online program management database, Salesforce. The lessons learned from these different sources can inform the development of a common standard of practice, by describing the nonprofit coaching organizations’ activities, students’ experiences, and the commonalities and differences across the organizations. The first-year findings outline the elements of transition coaching that appear to be consistent across the seven nonprofit organizations—as well as idiosyncratic to individual organizations—and describe challenges faced by organizations, their staff, and by students. Unless otherwise noted, all findings refer specifically to the 2014-15 academic year.

SBC is reaching its target population—students from groups traditionally underrepresented in college

SBC is serving precisely the students it was designed to reach. Exhibit 1 summarizes key demographic characteristics of participating students from two cohorts—those who graduated in 2013 and 2014—as well as all their BPS and statewide counterparts. More so than other students from BPS and statewide, SBC students identify as non-white, and are from economically disadvantaged backgrounds, as measured by free and reduced price lunch eligibility. Additionally, almost two-thirds of SBC students are first generation college-goers.

Exhibit 1 Characteristics of Students: SBC, BPS, and MA

	Classes of 2013 and 2014		
	SBC (N=808)	BPS (N=6702)	MA (N=131,900)
<i>Gender</i>			
Female	60%	54%	50%
Male	40%	46%	50%
<i>Race/ethnicity</i>			
African American/Black	42%	43%	9%
Hispanic	36%	30%	12%
Asian/Pacific Islander	15%	12%	6%
White/Caucasian	6%	13%	71%
Native American	1%	<1%	<1%
Other/Mixed	1%	2%	2%
<i>Free and Reduced Price Lunch (FRPL) Eligibility</i>			
Not eligible FRPL	10%	19%	61%
Eligible FRPL	90%	81%	39%
<i>First generation college student</i>	61%	N/A	N/A

Sources: BPS student data; MA Department of Elementary and Secondary Education (DESE) student data; SBC Salesforce database.

The SBC students attend a variety of colleges in the greater Boston area. The large majority (94 percent) attend nine colleges (see Exhibit 2), and the remaining six percent attend another 34 colleges—some of which enroll only one or two SBC students. About two-thirds of SBC students—of those attending the nine colleges listed below—were enrolled in four-year colleges, where most of the student body is made up of full-time students, and the other third were enrolled in two-year

colleges, where most of the student body is made up of part-time students. The majority (73 percent) of SBC students attend moderately large colleges (with 10,000 - 19,999 students).^v

Exhibit 2 Characteristics of Colleges Serving SBC Students in 2014-15

Institution Name	# of SBC Students Enrolled	% of SBC Students Served	College Type	Percent Full-Time Students ^{vi}	Full-time Student Retention Rate ^{vii}	% of Students Living Off-campus ^{viii}
University of Massachusetts-Boston	265	33%	Four-year	61%	77%	100%
Bunker Hill Community College	249	31%	Two-year	33%	59%	100%
Bridgewater State University	73	9%	Four-Year	75%	81%	37%
Suffolk University	63	8%	Four-Year	79%	75%	38%
Benjamin Franklin Institute of Technology	26	3%	Four-Year	85%	N/A	76%
Salem State University	23	3%	Four-Year	67%	78%	24%
Massachusetts Bay Community College	16	2%	Two-Year	36%	58%	100%
Northeastern University	14	2%	Four-Year	90%	96%	1%
Roxbury Community College	13	2%	Two-Year	33%	48%	100%
Other	46	6%				
Not enrolled 2014-15	17	2%				

Source: U. S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS) 2013. 3 students were excluded from this exhibit because institution information was missing.

Coaching goals are consistent, and many practices were common across coaches and organizations

The seven nonprofit organizations and their coaches share many elements related to coaching. For example, all seven organizations sought coaches with comparable qualifications when hiring, all provided some training to coaches, and all expected coaches to engage in similar activities in their direct work with students. Coaches engage in a variety of outreach efforts, frequently interact with students, and address similar topics in their interactions with students. These core commonalities reflect a shared central goal: helping students enroll in and complete college.

Coaches have college degrees and previously worked with youth

All nonprofit organizations required coaches to have:

- previous experience with youth,
- some college coursework, preferably at least a Bachelor’s degree, and
- an ability to maintain student data.

Most of the organizations also prioritized bilingualism and the ability to work flexible hours, and hired coaches on as full-time staff.

Coaches benefit from similar kinds of preparation

All nonprofit organizations offered orientation and training to coaches, whether about coaching in general (three organizations) or transition coaching in particular (four organizations).

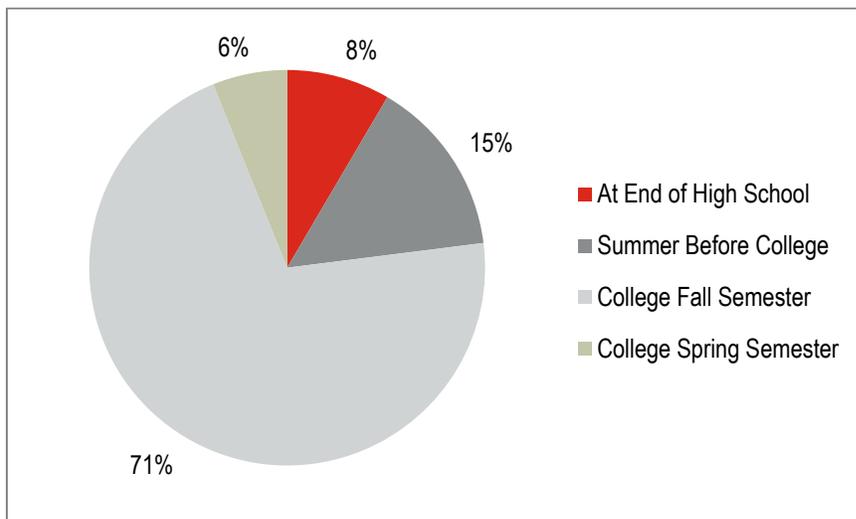
- Five organizations offered content-specific professional development seminars on such topics as youth development and completion of FAFSA forms.
- Three organizations' training sessions provided active practicing or modeling coaching behaviors, so that new coaches could shadow more experienced colleagues to observe coach-student interactions.

Interestingly, at least one coach from each organization reported needing additional training on such topics as students' personal and emotional needs.

Coaches interact with students early and often

SBC coaching started at different points in time, ranging from the beginning of the academic year, the summer, or the school year prior to students' enrollment in college. Exhibit 3 shows that the majority of students (71 percent) first interacted with coaches in their first fall semester of college; 23 percent of students had their first interaction earlier, during the summer between high school and college.

Exhibit 3 **Timing of Students' First Coaching Interaction, 2014-2015**



Source: Salesforce, N= 423 interactions

Note: To ensure that data from Salesforce are comparable over time, this exhibit includes only 2014 Cohort students. 18 students were excluded from this exhibit because date information was missing.

Interactions typically continue on a frequent basis throughout the academic year. In fact, the average number of one-on-one interactions (phone or in-person) a student had with his/her coach was eight, with some students having as many as 30 one-on-one interactions annually. Across coaching organizations, the average number of one-on-one student interactions ranged from four to twelve per year, with four organizations averaging seven or more one-on-one interactions with each student. These one-on-one interactions tended to last between 25 and 45 minutes. For the typical student

interacting with a coach eight times during the academic year, this translates into about four hours of one-on-one coaching per year.

In addition to one-on-one interactions, which occur primarily as in-person meetings (as opposed to phone calls), coaches interact with students through text messages,

emails, and social media. Across all modes, coaches communicated with students an average of 13 times per year, with some students having as many 44 contacts per year. Students' preferred method of communication was text messages; email and in-person communication were rated as second and third favorites, respectively.

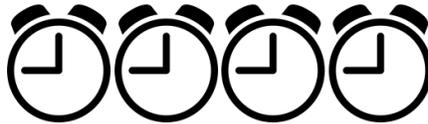
One-on-one coach-student interactions in 2014-15

Average number: 8

Number of interactions vary by student, with some students having more than 20 one-on-one interactions per year

Typical length: 30 minutes

One-on-one interactions tended to last between 25 and 45 minutes



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

Coach-student interactions can shift over time

Coaches reported having frequent interactions with freshmen as they adjust to college, and they tried to meet students at least every other week, either in person or by phone. Given that students' needs typically change according to the time of semester or year in college, both the number and content of in-person interactions changed accordingly. Common first-year topics included how to navigate college, manage time more effectively, and selection of classes, whereas second-year topics focused on finding internships, thinking about career goals, and steps toward declaring a major. Coaches recognized that sophomores were often busier and more acclimated to college, more likely to reach out for support from coaches when needed, and better able to advocate for themselves.

"The biggest challenge is accessing resources. It is new to them [students]. They don't know how to do that, 'how' is most common question I get. It is also a challenge to be independent. They do not have 8am to 3pm schedules anymore. They have to balance classes with a work-study job. They're not sure how to live on their own."

– SBC Coach

When students stop out of college, coaches actively try to reengage students, by remaining in contact, offering suggestions about re-enrolling, financial aid, and referring students to other organizations that can provide a combination of educational and employment experiences (e.g., Year Up).

Coaching is connected to college campuses

Most in-person coaching occurred on campuses, illustrating the importance of clear communication and coordination between coaches (and their organizations) and the local colleges attended by SBC students. Some meetings also occurred in organizational offices or at local restaurants and cafes.

Students benefit when coaches can connect them to available campus resources and supports, and coaches from all seven organizations acknowledged the importance of making such connections. In some cases, coaches introduced students to campus-based resources, and most coaches purposefully

encouraged students to seek out and use campus resources themselves, whether for assistance with financial aid, career services, or academic support centers.

Coaches universally reported that connecting students to campus resources was an essential support for students, and students agreed; 56 percent of students described coaches as “very helpful” at connecting them to other campus resources.

Coaches also interacted with college systems when accessing students’ academic information (grades and course enrollment). Some students provided coaches with their login information so that coaches could directly access the students’ records. Six organizations asked students to sign a Family Education Rights and Privacy Act (FERPA) waiver so they could access information directly from the colleges; coaches reported that most students signed waivers.

Strategies coaches use to help students follow-through after meetings include:

- Giving students summary notes from their meetings including reminders of things to do.
- Calling students to follow up after individual meetings.
- Sending text messages summarizing meetings.

Coaching interactions address diverse topics

The topics generally addressed in coaching fall into six categories: academic, personal and emotional, financial aid, administrative support, and career planning. The broad topics addressed most consistently were academic support, financial aid, and support for personal and emotional concerns.

Common topics discussed in-person with coach
✓ Financial aid counseling & FAFSA completion
✓ Registering for classes & course selection
✓ Time management & study skills
✓ Academic preparation & tutoring
✓ Exploring majors & academic pathways

From students’ perspective, SBC coaches provided assistance on the financial aid process, selecting courses, time management, academics, choosing a major, accessing campus resources, career planning, managing life responsibilities, and transferring to a new institution. Academic support was by far the most prevalent category; two-thirds of the over 8,685 coaching interactions had an academic focus. The other support topics (financial aid, career planning, personal and emotional support, and administrative support) were addressed somewhat less frequently, in approximately one of five interactions.

Organizations have shared practices, yet coaching also varies in important ways

Describing Success Boston coaching across nonprofit organizations, coaches, colleges, and students is important in and of itself. The study also examined implementation more systematically, using a structured index that integrates information from multiple data sources into a single multi-faceted measure. The index highlights both those specific coaching practices implemented across the program and those practices implemented more idiosyncratically. It offers an organization-specific lens to complement program-wide findings, and can help inform the Boston Foundation—and the participating organizations—about important sources of variation. Key findings from applying the index include:

- **Coaches across organizations reached out to students frequently, and used multiple modes of communication**, including in-person, text, email, and phone communications.

- **All nonprofit organizations have set up structures and processes** to facilitate SBC implementation, including hiring and training qualified coaches, setting standards for support activities, establishing coaching activities on college campuses and elsewhere, and participating in the Success Boston network.
- **Organizations addressed specific topics differently** during coach-student interactions; some organizations always included academic supports whereas others always included personal and emotional supports. Some organizations adapted according to students' first- or second-year status, while others' approaches were more consistent for first- and second-year students alike.

The index identified specific areas in which all or most of the nonprofit coaching organizations consistently implemented SBC, and areas in which organizations' implementation varied. The former include coaches' use of multiple modes of communication and the number of coaches with whom students have worked. Using varied communication modes allows coaches to "meet students where they are," and thereby increases coaches' capacity to connect with students on an ongoing basis. When students are able to work closely with one, or sometimes two coaches, throughout their participation in SBC, it is easier for them to establish and maintain a trusting coach-student relationship. These two areas point to strengths in SBC transition coaching. Six of seven nonprofit organizations consistently engaged with students both in-person and otherwise. Continuing, and where appropriate, expanding frequency and methods of communication may well enhance coach-student relationships. And maintaining stability in coach-student pairing, to the best of organizations' ability, may also foster strong, trusting relationships with students.

Three areas were implemented less consistently, and present opportunities for further development: nonprofit organizations' encouragement of staff participation in program-wide meetings and events, adjusting coaching activities to account for changing needs of first and second year students, and finding consistent access to adequate campus meeting space.

Variation in coach caseloads may underlie some of these less consistently implemented practices. Coaches with larger SBC caseloads (60 or more students per coach) faced regular challenges in their capacity to communicate with, monitor, and spend adequate time with their assigned students; this situation was compounded for those coaches whose caseloads included both SBC and non-SBC students. The number of students whom coaches support over the course of a given academic year ranges from fewer than 25 students to more than 80. These caseloads varied both within and between nonprofit organizations, and fluctuated throughout the school year. The average coach caseload of 63 students includes SBC and non-SBC students, and also includes first- and second-year students. Managing caseloads of this size meant that coaches struggled to find enough space and time to meet with students, especially when a given coach's students were distributed across multiple colleges,

Coaching differed across the organizations in another important way: integration into the colleges' respective service networks. Coaches (and therefore nonprofit organizations) had differential access to training, professional development and orientation from colleges, even as coaches recognized the importance of knowing about campus-specific resources and supports to which to connect students. While some coaches knew about campus supports because they had participated in formal trainings and workshops, others learned about these via informal interactions with campus staff or other coaches, or independently through online searches of colleges' websites.

each with its own schedule. Those coaches faced additional time pressures due to the amount of time required to travel between campuses. Consistent access to adequate campus space can also become more pressing a concern as individual coaches work with students on multiple campuses.

The index highlights an additional important facet of coaching: there are differences between what coaches *offer*, on one hand, and what students *actually take up*, on the other. Generally, coaches are prepared to address a wide range of topics in their interactions with students, yet any individual student may not receive support on all topics. This suggests that coaches tailored support services to individual student needs. However, coaches did not necessarily base their adaptations on students' progression through college.

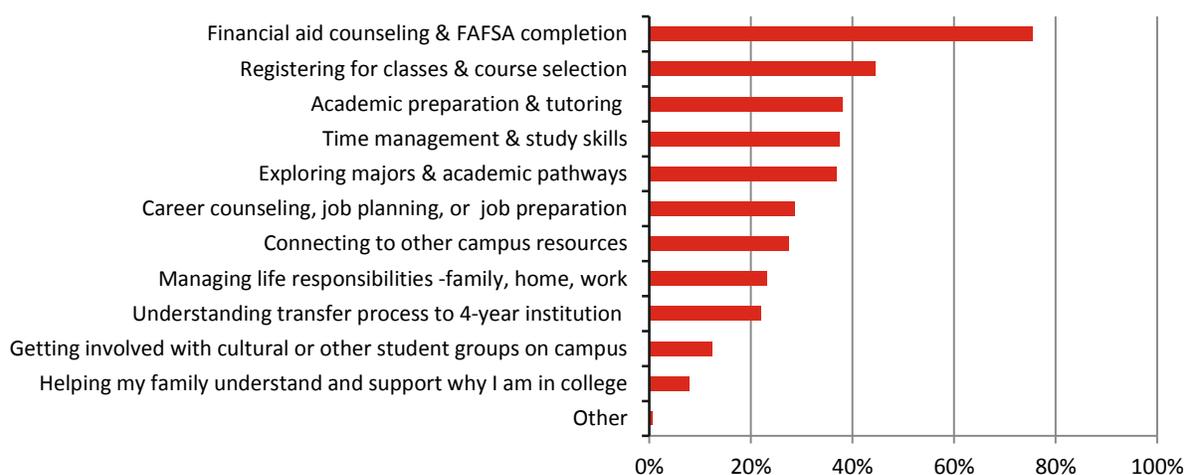
Students had overwhelmingly positive experiences with Success Boston Coaching

Students were surveyed about the perceived helpfulness of coaching, how comfortable they were with their coaches, and their assessment of their relationship with their coaches. Overall, students reported positive experiences working with their Success Boston coach. The large majority of students (85 percent or more) found their coaches to be a helpful resource, easy to reach, and planned to stay in touch next year.

When asked about helpfulness on specific topics, many students reported that, regardless of the topic of support (i.e. financial aid, academics), they found their coach's support to be *very* or *somewhat helpful*. Students nominated the topics about which their coach had been the *most* helpful during their first year of college (see Exhibit 4); the most frequently selected topics included "financial aid counseling and FAFSA completion" (75 percent), "registering for classes and course selection" (45 percent), and "academic preparation and tutoring" (38 percent).

"Success Boston coaching has been amazing and I truly value this program. It has made the transition from high school to college so smooth that I barely had difficulty getting through things and being connected to needed resources. I appreciate this program's support a lot...With Success Boston, I never once felt alone..."
 – SBC Student

Exhibit 4 Most Helpful Support Topics during First Year in College



Source: SBC Student Survey, Q44: "Which services or supports provided by your Success Boston coach were most helpful during your first year of college?", N = 417; Missing = 51

Note: Percentages do not sum to 100 because students were asked to select the top three most helpful topics.

Opportunities for Growth

Taken together, the first-year implementation findings, and these themes suggest some potential opportunities for growth at the coach, organization, and program levels.

Key Recommendations:

- ❖ Encourage coaches to continue current practices: reaching students through multiple modes, and tailoring their support and outreach according to students' needs and progression in college.
- ❖ Increase participation in SBC program-wide meetings to improve information dissemination and enhance program cohesiveness.
- ❖ Schedule at least one campus-specific orientation session for SBC coaches each year, and potentially once each semester, to introduce nonprofit coaches to key campus support staff as well as other SBC coaches who work with students at that college or university.
- ❖ Collaborate with colleges to identify and potentially designate spaces where coaches can meet with students on campus, either private meeting rooms or accessible public spaces.
- ❖ Expand the training and professional development opportunities provided by the Boston Foundation and nonprofit organizations to create and maintain common standards of practice. Initial topics might include how to support students with emotional needs and/or mental health concerns, transferring from two- to four-year colleges, navigating financial aid and FAFSA applications, and managing life-work balance.
- ❖ Consider expanding the availability of summer programming across all nonprofit organizations, and at a minimum, provide training and supports for nonprofit organizations to record students' participation in summer activities systematically.
- ❖ Establish a minimum threshold of both the number of coach-student interactions per semester and the amount of one-on-one time to increase the consistency of coaching across the program.
- ❖ Support nonprofit organizations to maintain, to the best of their capabilities, stability in coach staffing, thereby helping to foster strong, trusting, and enduring relationships with students.
- ❖ Assign students to coaches with caseloads and campus locations in mind to maximize coaches' abilities to successfully support students, in particular, through one-on-one interactions.

Summary

SBC coaches engage in providing the general kinds of supports proven helpful in research about beginning college outcomes for students (see Common Success Boston Coaching Characteristics box on page 10). Connecting students to resources, helping them plan their coursework and identify a major, and developing a positive relationship with coaches have all been identified as mechanisms by which supports may improve outcomes for community college students in particular. Two-thirds of SBC coaches reported that connecting students to resources on and off campus is an important component of transition coaching. Coaches and students communicated with one

“Seeing my students do things on their own, advocating for themselves...I love having them going in and doing what they need to be doing without me having to tell them anything.”

– SBC Coach

another through a variety of methods; generally, coaches relied upon the modes students most preferred—text, email and in-person.

In 2014-2015 the SBC program, as a whole, was providing support services on those topics aligned with prior research findings about the specific factors linked with college persistence and graduation, including financial aid support, course selection, time

management, connecting students to resources, setting goals, and selecting a course of study. Importantly, students concurred that their coaches were most helpful when providing support about these same topics. Coaches described two other central components of their work with students, including helping students learn to advocate for themselves, and developing the confidence to succeed, through encouraging students to meet with professors to discuss course requirements, seek out support services, and identify and apply for internships.

Prior research also suggests that the *amount* of communication and contact coaches have with students may contribute to improved college-related outcomes.^{ix} SBC coaches and students communicate frequently, as evidenced by the nearly 9,000

transition support interactions recorded for the 2014-2015 school year. Yet these same data suggest variability in nonprofit organizations' expectations about how often coaches should engage with students each semester. To ensure that all students receive a consistent threshold of coaching support, perhaps stakeholders could consider whether to establish a minimum number of interactions between coaches and their students or minimum amount of one-on-one coaching each semester.

The findings summarized in this brief illustrate how the SBC program has continued to help college-entering students navigate their first years in college. They also suggest possible connections between aspects of program implementation and later accomplishments—connections to be explored in subsequent reports about key student outcomes. The findings also point to some challenges faced by the nonprofit organizations, especially in terms of managing large and sometimes widely dispersed caseloads of students. Those coaches with caseloads of 60-plus students lamented the lack of adequate time with individual students, and coaches whose caseloads were distributed across multiple

Common Success Boston Coaching Characteristics

- Coaches hold college degrees and have experience working with youth
- Nonprofit organizations provide orientation and training to coaches, some through content-specific seminars and others through job shadowing.
- Coaches from all nonprofit organizations reached out to students using four or more methods of communication, through a combination of text message, email, in-person meetings, phone and social media.
- Individual meetings were typically between 25 and 45 minutes, and occurred an average of 8 times during the year.
- Coaches universally reported that connecting students to campus resources was an essential support for students.
- Academic support, financial aid guidance, and personal and emotional concerns were the primary topics covered; academic support was by far the most prevalent topic.
- Coaches adapted communication strategies and the topical focus when students stopped-out of college, and some coaches adapted strategies according to students' progress through college, by shifting focus to include career and internship planning by the second year.

campuses faced logistical hurdles in managing multiple college calendars and spending valuable time traveling between campuses. These impediments hindered coaches' capacity to support students effectively. Over the coming years, as SBC triples the number of students to be served, helping coaches and organizations manage these barriers will be even more critical.

ⁱ Carnevale, A. P., Jayasundera, T. and Hanson, A. R. (2012). *Career and Technical Education: Five Ways That Pay Along the Way to the B.A.* Center on Education and the Workforce, Georgetown University.

ⁱⁱ Carnevale, A. P., Smith, N., and Strohl, J. (2013). *Recovery: Job Growth and Education Requirements through 2020*. Center on Education and the Workforce, Georgetown University.

ⁱⁱⁱ Sum, A. Khatiwada, I., McHugh, W, and Palma, S. (2013). Getting Closter to the Finish Line. The College Enrollment and Completion Experiences of Graduates of the Boston Public Schools. The Boston Foundation.

^{iv} See, for example, Bettinger, E. P. and Baker, R. B. (2014). The Effects of Student Coaching: An Evaluation of a Randomized Experiment in Student Advising. *Educational Evaluation and Policy Analysis*, 36(1): 3-19; Carrell, S. E. and Sacerdote, B. (2013). Late Intervention Matter Too: The Case of College Coaching New Hampshire. National Bureau of Economic Research Working Paper 19031. Cambridge, MA: National Bureau of Economic Research; Castleman, B. L., Arnold, K. C., and Wartman, K. L. (2012). Stemming the tide of summer melt: An experimental study of the effects of post-high school summer intervention on low-income students' college enrollment. *Journal of Research on Educational Effectiveness*, 5: 1-18; Castleman, B. L., and Page, L. C., and Schooley, K. (2014). The Forgotten Summer: Does the Offer of College Counseling After High School Mitigate Summer Melt Among College-Intending, Low-Income High School Graduates? *Journal of Policy Analysis and Management*, 33(2): 320-344; Stephan, J. L. and Rosenbaum, J. E. (2013). Can High Schools Reduce College Enrollment Gaps with a New Counseling Model? *Educational Evaluation and Policy Analysis*, 35(2): 200-219.

^v The institution size categories for these IHEs are as follows: 20,000 students and above (Northeastern University), 10,000-19,999 students (University of Massachusetts Boston, Bunker Hill Community College, Bridgewater State University); 5,000 - 9,999 students (Suffolk University, Salem State University, Massachusetts Bay Community College); 1,000 - 4,999 students (Roxbury Community College); and under 1,000 students (Benjamin Franklin Institute of Technology).

^{vi} Percent of college's total student population.

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

^{viii} Living off campus with or without family.

^{ix} Castleman, B. L., and Page, L. C., and Schooley, K. (2014). The Forgotten Summer: Does the Offer of College Counseling After High School Mitigate Summer Melt Among College-Intending, Low-Income High School Graduates? *Journal of Policy Analysis and Management*, 33(2): 320-344.

