



The Giving Common

An Initiative of the Boston Foundation

www.thegivingcommon.org

Urban College of Boston A Two Year College Inc.



General Information

178 Tremont Street
Boston, MA 02111 1006
(617) 449-7070

Website

www.urbancollege.edu

Organization Contact

Stephen Lozen stephen.lozen@urbancollege.edu

Year of Incorporation

1998

Statements & Search Criteria

Mission Statement

Urban College of Boston (UCB) was created by the legendary former head of ABCD, Robert M. Coard, who said "Men and women should not be condemned to a life of poverty due to a lack of opportunity." Instilling hope and creating opportunity has been the mission of UCB since Bob Coard's dream in the 1960s, becoming a reality in 1993.

The mission continues to offer affordable and quality higher education as a pathway for low-income and racially and linguistically diverse city residents to achieve their goals.

Among New England colleges and universities, UCB has the highest percentage of Hispanic enrollments (59%), 4th highest African-Americans (23%), and 8th highest Asian-Americans (10%). At least 60% speak English as a second language, over 90% work full-time, and almost all are first generation college students. The diversity of UCB students is vastly underrepresented in higher education due to low income status and limited English proficiency.

UCB is committed to educating students from these backgrounds so that they will complete their two-year degree, advance into growing careers, and be prepared to earn a four year degree.

Background Statement

Urban College of Boston (UCB) is an independent, non-profit 501(c)3 co-educational two-year college established to provide the opportunity for post-secondary education and professional advancement to those in the urban community traditionally underserved by higher education. Urban College of Boston was started in 1967 as an educational program for the employees of Action for Boston Community Development (ABCD), an anti-poverty agency, and the largest non-profit human services organization in New England today. In 1967, the then-President and CEO of ABCD, Mr. Robert M. Coard, had a longer term goal for UCB, that it would become a degree granting college particularly for low-income residents of Boston from diverse cultures. UCB is the only higher education institution established by an anti-poverty agency.

After 26 years of productive years providing education at the college level from a range of area higher education institutions to city residents, UCB was chartered in 1993 as a two-year college granting Associates of Arts Degrees and Certifications in Human Services Administration, General Studies and Early Childhood Education (ECE) with ECE as the most subscribed program.

Beginning at the Associates Degree level in ECE, UCB provides an educational trajectory for individuals to become childcare professionals and potentially licensed teachers. UCB's ECE program offers critical and timely long term impact for its students, the majority of whom are Hispanic, since Latino teachers are greatly needed in today's public schools. UCB is a recognized Hispanic Serving Institution of Higher Education.

To meet the English language proficiency needs of the majority of students, UCB uses a dual language approach. Classes are taught in the students' native language (Spanish, Cantonese and Mandarin) and in English; this dual language approach increases English language proficiency and is the hallmark to our students' academic, career and community success.

Facilities at Urban College of Boston are between downtown Boston and the Boston Theatre District. The UCB urban campus overlooks the Boston Common. Classrooms are located at 178 Tremont Street, as well as 19 Temple Place, 105 Chauncy Street and in other Boston neighborhoods by designation.

Impact Statement

Our biggest accomplishments from the past year include:

- 1) Continuing the trend of increased enrollment and interest by students in attending UCB, most recently evidenced by our graduating class of 2015 in which 163 students received degrees or certificates, our largest graduating class in the history of the college, and this summer when our fall 2015/16 registrations so far show that we will have a class of 1300, 650 more students than in 2013.
- 2) Developing of partnerships to better serve students in and around the Greater Boston area, such as new collaborations with Nurtury of Jamaica Plain, Southern Middlesex Opportunity Council of Worcester, and Cambridge College-Lawrence.
- 3) Establishing a development structure for robust fundraising strategies including grant proposal submissions to federal and private sectors with further plans for staff expansion in the near future.
- 4) Establishing strong financial progress, including the hiring of a new business manager, and receiving several highly competitive grants such as a \$100,000 award from the Cummings Foundation.
- 5) Creating a substantial increase in staff positions such as the hiring of a statewide Partnership Coordinator to help us better serve our student population.

Our top goals for the upcoming year include:

- 1) Achieving substantial increase in unduplicated enrollment by 6%.
- 2) Further expansion of partnerships such as with the Boston Public Schools in order to reach new students and markets.
- 3) Increase marketing and outreach to enhance the general public awareness of the Urban College of Boston and increase grant and foundation submissions and approvals.
- 4) Optimize technology to provide accessible and efficient student resources to further foster student success.
- 5) Continue to increase our capacity to research our programs' efficacy and be able to demonstrate the evidence-base of our programs and pedagogy.

Needs Statement

The most pressing needs of The Urban College of Boston include:

- 1) Ensuring the institution's success by affording to provide ongoing high quality services and staff and faculty to support all student programs and services.
- 2) Strengthening the financial means and growth of the school to aid in positive outcomes for our community and students.
- 3) Developing longer-term plans, including those for enrollment, and for locating new and expanded space.
- 4) Continuing to develop metrics to measure ongoing and post graduation student success especially ways to measure the effects of the dual language approach to increasing English language proficiency, and document the data for research and funding purposes.
- 5) Expanding updated program offerings.

CEO/Executive Director Statement

UCB is one of the most diverse colleges in New England, if not the country: 59% Hispanic, 23% African American, 10% Asian & 8% white and other. The average age of our students is 39 and 96% is female. Almost all of our students work full time, carry a half load of courses, on average have 3 children and many are single heads of households. UCB is committed to enrolling and retaining these students so that they complete postsecondary education, advance into growing careers, and potentially earn a four year degree. Our Associate Degree concentrations are: Early Childhood Education (ECE), Human Services Administration and General Studies with most students enrolled in ECE.

After 20 years, we know that language can be the single most difficult barrier to successfully entering and advancing in the ECE field. We seek to reverse this language barrier in a unique way by teaching courses in Spanish, Mandarin and Cantonese – our students' native languages - and simultaneously teach in English. We provide this service to assist our students with the challenge of transitioning both culturally and educationally, to increase their English language proficiency, and to give them confidence by taking a few of their courses in their native language. UCB prepares students who speak English as a second language to become proficient in English through this unique, dual language teaching approach. Students reach proficiency in English becoming truly bilingual. We do not use simultaneous translation. Our local evidence shows that this approach leads to English language competence, and yet we are not familiar with other institutions of higher education using this type of dual language approach. The key academic difference and what transforms the lives of our students is the dual language learning curriculum that enables non-English Speaking, or Limited English Proficient (LEP) students to enroll in advanced-content courses in their native language so they can build career credentials, while also enrolling in basic-to-advanced English classes. We are committed to formally measuring the efficacy of this approach for replication purposes locally and nationally.

We currently serve 1300 students annually. Approximately 75% of our students receive financial aid and all graduate with zero student loan debt. Most of our students come to our main campus in downtown Boston but we also offer courses at partnership sites throughout the metropolitan area. This May, we had our largest graduating class and the last two years we had the largest student enrollment in our history.

Service Categories

Two-Year Colleges

Higher Education

Adult Education

Geographic Areas Served

65% of our students come from Boston; the balance from cities in the Boston area.

Please review online profile for full list of selected areas served.

Programs

Early Childhood Education (ECE)

Description

The Early Childhood Education program provides the theoretical knowledge and practical experience needed to work successfully with young children in a variety of institutional and agency settings. Access to internships and job placement sites are readily available through Head Start and other child care programs. Transfer agreements with other colleges allow students to continue their education in this important career field.

The Early Childhood Education (ECE) program progresses from native-language instruction (Spanish, Cantonese and Mandarin) to full English competency. This dual path of teaching in native language along with beginning English courses increases the rate of college enrollment for adult students previously excluded from college because of language barriers, improves students' job placements since they have attained English proficiency, and accelerates degree completion for those continuing their education. Students take up to 8 courses in their native language along with 8 English courses; at completion, they are proficient enough in English to pass a reading, writing and speaking exam. They complete their remaining courses in English to achieve a certificate or Associates degree in Bilingual ECE.

Budget

\$1,300,000.00

Category

Education, General/Other Early Childhood Education

Population Served

Hispanic, Latino Heritage, Asian, Pacific Islander Heritage, Poor, Economically Disadvantaged, Indigent

Program Short Term Success

Students will demonstrate short-term success by achieving the required 66 course credits of this program:

General Education 33 credits

ENG 111, 112 College Writing I and II 6 credits

COM 111 Speech Communication 3 credits

PSY 100 General Psychology 3 credits

Humanities 6 credits

Social Sciences 3 credits

Natural Sciences 3 credits

Mathematics 3 credits

Computer Information System 3 credits

Health and Life Fitness 3 credits

Professional Concentration 24 credits

ECE 104 Child Growth & Development 3 credits

ECE 105 Observing, Recording & Assessing 3 credits

ECE 106 Guidance and Discipline 3 credits

ECE 107 Early Childhood Curriculum 3 credits

PRO 101, 201 Professional Seminar I & II 6 credits

PRO 102, 103 Internship I and II 6 credits

Electives 9 credits

Total Credits 66 credits

Program Long term Success

The main benefit is that these mostly immigrant students are able to enroll in college despite their lack of English language proficiency that would normally prevent them from being accepted in any college until they had achieved the cognitive academic language proficiency (CALP) necessary for most college requirements, a period of 4 to 7 years to achieve. Secondly, students in ECE will receive Certificates of Achievement or Associates of Arts Degrees and work as lead teachers, childcare professionals, childcare owners, or go on to earn their four year degree in education to seek teacher licensure.

Program Success Monitored By

Key measurements are program and class enrollment. Course completion is based on attendance, participation, and a passing grade of C or higher. Program continuation is defined as re-enrollment in the program according to class sequence.

Examples of Program Success

Program success examples include the percentage of students who continue in the ECE field as professionals, who go on to earn 4 earn degrees in ECE, and those who advance in their ECE or other educational positions.

Human Services Administration

| | |
|-----------------------------------|--|
| Description | <p>ASSOCIATE OF ARTS IN HUMAN SERVICES ADMINISTRATION</p> <p>The Human Services Administration major provides a carefully structured curriculum focused on the spectrum of human services and the clients who receive them. Areas of study include delivery of services, case management, interpersonal relations, the nature of prejudice, methods of changing behavior, public policy and decision making, and organizational management. Graduates are well-prepared to work with urban populations in a professional capacity and to foster positive change among clients and communities. This well planned course of study facilitates continuance to a baccalaureate program in a human services career field.</p> |
| Budget | \$300,000.00 |
| Category | Education, General/Other Postsecondary Education |
| Population Served | Adults, College Aged (18-26 years), Immigrant, Newcomers, Refugees |
| Program Short Term Success | <p>Students will demonstrate immediate outcomes by achieving the 66 course credits as required of this program:</p> <p><u>General Education 33 credits</u> ENG 111, 112 College Writing I and II 6 credits COM 111 Speech Communication 3 credits PSY 100 General Psychology 3 credits Humanities 6 credits Social Sciences 3 credits Natural Sciences 3 credits Mathematics 3 credits Computer Information Systems 3 credits Health and Life Fitness 3 credits</p> <p><u>Professional Concentration 24 credits</u> HUS 103 Introduction to Human Services 3 credits MAN 105 Principles of Planning & Evaluation 3 credits PSY 115 Counseling Methods & Interviewing Techniques 3 credits HUS 241 Case Management 3 credits MAN 216 Public Administration 3 credits PRO 101, 201 Professional Seminar I & II 6 credits PRO 102, Internship I 3 credits</p> <p><u>Electives 9 credits</u> <u>Total Credits 66 credits</u></p> |
| Program Long term Success | Students graduating from this program will enter into a range of positions within the growing human service and large non profit ("third") sector; over 50% will continue on to earn their 4 year degree and/or advance into higher level positions. |

Program Success Monitored By Grades, test scores, course completion, graduation rates, student and faculty surveys, internships, job placements.

Examples of Program Success Students remain in program to completion; reduction in drop out or stop out; over 20% request help in applying to for year degree programs in the human service field to advance knowledge and career growth.

General Studies

Description

ASSOCIATE OF ARTS IN GENERAL STUDIES

The General Studies Associate of Arts degree offers a foundation in the liberal arts and sciences, which prepares students for career advancement and for transfer into a broad range of academic and professional baccalaureate programs. Students will acquire communication and learning skills, knowledge and appreciation of the humanities and the natural and social sciences, along with an understanding of the direct relationship of the liberal arts to the world of work. The individual studies component of the major is developed to address the student's specific career objectives and to build upon his or her life experience.

Budget

\$200,000.00

Category

Education, General/Other Postsecondary Education

Population Served

Adults, Immigrant, Newcomers, Refugees, College Aged (18-26 years)

Program Short Term Success

Students will demonstrate short-term success when they achieve the 66 required course credits in this program:

General Education 33 credits

ENG 111, 112 College Writing I and II 6 credits

COM 111 Speech Communication 3 credits

PSY 100 General Psychology 3 credits

Humanities 6 credits

Social Sciences 3 credits

Natural Sciences 3 credits

Mathematics 3 credits Computer Information Systems 3 credits

Health and Life Fitness 3 credits

Professional Concentration 6 credits

PRO 101, 201 Professional Seminar I & II 6 credits

Individual Studies 6 credits (Courses taken reflect student's field of interest)

General Studies Component 21 credits

Seven courses chosen from

at least four of the following areas:

Humanities

Mathematics

Natural Sciences

Social Sciences

Management

Computer Information Systems

Total Credits 66 credits

| | |
|-------------------------------------|---|
| Program Long term Success | Long-term success of this program is demonstrated by the percentage of students who graduate with an Associate of Arts in General Studies who ultimately work in a range of satisfying and viable jobs or careers, and /or who proceed on to earn a 4 year degree or higher in a related field of interest having had the foundation courses and skills necessary for further post secondary education. |
| Program Success Monitored By | Course completion, grades, test scores, attendance, graduation, internships, student and faculty satisfaction surveys. |
| Examples of Program Success | Over 15% of the students from General Studies request assistance in applying for 4 year degree programs. |

The UCB (ECE) Transitional Bilingual Program

| | |
|-------------------------------------|---|
| Description | The transitional bilingual program is a career pathway for adult learners who speak languages other than English. The program builds on students' first language by offering ECE core courses in their native languages, and providing strong English language support to gradually transition them into the English program. The transitional bilingual program uses a comprehensive approach to build students' basic language and academic skills, sets high expectations for students, and ensures ready and competent professionals who excel in the field. Students are encouraged to simultaneously take courses in English while they are enrolled in the bilingual program, with a minimum requirement of one developmental English course for every two courses taken in native language instruction. The College currently offers courses in Spanish and Mandarin/Cantonese. |
| Budget | \$450,000.00 |
| Category | Education, General/Other Postsecondary Education |
| Population Served | Immigrant, Newcomers, Refugees, Hispanic, Latino Heritage, Asian, Pacific Islander Heritage |
| Program Short Term Success | Over 50% of the students will increase in their language proficiency in native and English languages by the end of the first year of study as measured by an oral exam and written test and scored using a rubric. |
| Program Long term Success | Over 90% of the students will become bilingual. |
| Program Success Monitored By | Rubrics, oral exams, written tests, grades, assignment completion and quality. |
| Examples of Program Success | 95% of the students will attain bilingual certifications and reach graduation and degree completion faster than average. |

Management

CEO/Executive Director

Executive Director

Mr. Michael Taylor

Term Start

Oct 2012

Email

Michael.taylor@urbancollege.edu

Experience

President Michael Taylor is the former Director of Workforce Development for the Massachusetts Executive Office of Labor and Workforce Development where he oversaw major federal demonstration

grants. Taylor is past President of the Benjamin Franklin Institute of Technology (BFIT) a two-year technology college. Under his Presidency, BFIT's student graduation rate increased from 39% to 51%. During his three years at UCB, Mr. Taylor led the College to record enrollment and profitability. Taylor has a decades-long history of leadership in workforce development and education. Appointed Director of the Office of Business Services (OBS) within the state's Office of Labor and Workforce Development, he oversaw the services for the 190,000 employers in the Commonwealth and served as co-leader in the development of a \$20 million Community College/Workforce System Grant from the U.S. Department of Labor.

Prior to the position at OBS, Michael was appointed by Governor Deval Patrick to lead the Department of Workforce Development (DWD). At DWD, Taylor led a staff of 1,200 to execute an aggressive reaction to mitigate the global fiscal crisis impact on the workforce system. In response, Taylor and his staff developed strategic initiatives, in partnership with state's workforce system, to maximize the delivery of critical career services and unemployment benefits to support the Commonwealth's impacted residents.

Taylor's turnaround of the Benjamin Franklin Institute of Technology led to increased student enrollment, graduation rate rose by 30 percent, and his strategic planning broadened and deepened financial support from government, business and foundations. Taylor established the Early Access to College program that served students from 16 Boston Public (BPS) high schools in what became the largest dual enrollment program in the Commonwealth.

Taylor earned his Bachelor of Science in Psychology from Boston State College and a Master of Education from Harvard University. His service to the community has included several board memberships such as the Boston Redevelopment Authority.

Senior Staff

Mr. Stephen Lozen

Title

Dean of Administration and Finance

Experience/Biography Mr. Lozen, also from BFIT, joined UCB in 2013 to become Dean of *Administration and Finance*. In his ten years at BFIT's Chief Operations Officer, Lozen stabilized finances, built classroom resources, and expanded enrollment from 280 to 600 students. He significantly increased private support, and secured three National Science Foundation grants. At UCB, Lozen has improved financial and administrative management. He has begun a private fundraising program and federal grants process to help strengthen finances; and the college has increased revenues and bottom line profit over the last two years.

Ms. Nancy Daniel

Title Dean of Academic Affairs

Experience/Biography Ms. Daniel has 35 years of experience in higher education and has developed the programs that serve the Hispanic students at Urban College. She has a bachelor's degree in education from Boston State College (now University of Massachusetts/ Boston), a Master's Degree in Special Education from Lesley University, a certificate of advanced graduate study in School Psychology from the University of Massachusetts/Boston and post-graduate training. Daniel has taught, designed curriculum, and supervised faculty at UCB since the College opened.

Ms. Carmen Pineda

Title Dean of Students

Experience/Biography Ms. Pineda, a doctoral candidate at Lesley University, has a Master's degree in education from Boston University. She came to UCB six years ago as case manager for a federally-funded program for improving post-secondary success for Hispanic and Chinese English Language Learners.

Ms. Avanti Seymour

Title Dean of Enrollment Services and Registrar

Experience/Biography Ms. Seymour has been with the college three years. She has significant experience in law and public policy. When working for the University of Chicago she participated in student evaluation and enrollment selection. She is a critical part of our effort to expand enrollment and extend our services. Under her direction, the College has achieved the highest enrollment and registrations in its history.

Staff Information

| | |
|------------------------|----|
| Full Time Staff | 14 |
| Part Time Staff | 54 |
| Volunteers | 4 |

| | |
|--------------------|---|
| Contractors | 0 |
|--------------------|---|

Staff Demographics - Ethnicity

| | |
|--|-----|
| African American/Black | 2 |
| Asian American/Pacific Islander | 1 |
| Caucasian | 5 |
| Hispanic/Latino | 6 |
| Native American/American Indian | 0 |
| Other | 0 0 |

Staff Demographics - Gender

| | |
|--------------------|----|
| Male | 2 |
| Female | 12 |
| Unspecified | 0 |

Formal Evaluations

| | |
|--|----------|
| CEO Formal Evaluation | Yes |
| CEO/Executive Formal Evaluation Frequency | Annually |
| Senior Management Formal Evaluation | Yes |
| Senior Management Formal Evaluation Frequency | Annually |
| NonManagement Formal Evaluation | Yes |
| Non Management Formal Evaluation Frequency | Annually |

Plans & Policies

| | |
|--|-------------------|
| Organization has a Fundraising Plan? | Under Development |
| Organization has a Strategic Plan? | Yes |
| Years Strategic Plan Considers | 5 |
| Date Strategic Plan Adopted | Apr 2014 |
| Does your organization have a Business Continuity of Operations Plan? | No |
| Management Succession Plan? | Under Development |
| Organization Policy and Procedures | Under Development |
| Nondiscrimination Policy | Under Development |
| Whistleblower Policy | No |
| Document Destruction Policy | No |

Collaborations

Child Care Circuit of Lawrence, Child Care Choices of Boston, and the Higher Education Information Center (BPL) augment UCB programs and curricula. Additional partnerships exist including the Boston Public Schools, Boston Chinatown Neighborhood Center, Action for Boston Community Development, Asian American Civic Association, Boston Chinatown Neighborhood Center, Project Hope, Freedom House, Associated Early Care and Education, Dimock Head Start, Boston Alliance for Early Education, and many others.

Collaborative two-year institutional partners include Bunker Hill, Quinsagmond and Roxbury Community Colleges.

Collaborating four-year colleges and universities include Emerson, University of Massachusetts/Boston, Cambridge College, University of Phoenix, Suffolk, Springfield, and Lesley Universities, and Wheelock, Regis and Endicott Colleges.

Board & Governance

Board Chair

| | |
|----------------------------|----------------------------|
| Board Chair | Mr. Peter L. Ebb Esq. |
| Company Affiliation | Partner, Ropes & Gray, LLP |
| Term | Sept 2010 to 0 |
| Email | pebb@ropesgray.com |

Board Members

| Name | Affiliation | Status |
|--------------------------------|--|---------------|
| Ms. Jean Babcock | Community Volunteer | Voting |
| Ms. Mary Chin | Community Volunteer | Voting |
| Dr. Constance Counts Ph.D. | Community Volunteer | Voting |
| Dr. Linda Dumas Ph.D. | Community Volunteer | Voting |
| Mr. Peter Ebb Esq. | Partner, Ropes & Gray LLP | Voting |
| Dr. Bard R. Hamlen Ed.D. | Lesley University (Retired) | Voting |
| Ms. Allison Matthews | Urban College Faculty Representative | Voting |
| Mr. Harold Mezoff | Vice President, Administration and Human Resources, ABCD | Voting |
| Dr. Margaret Power Ph.D. | President and Executive Director, Economic Opportunity Studies (EOS) | Voting |
| Mr. George K. Reagan Jr. | Founder, Regan Communications Group, Inc. | Voting |
| Ms. Sharon Scott-Chandler Esq. | Executive Vice President, ABCD | Voting |
| Mr. Charles Titus | Vice Chancellor, Athletics and Recreation, Special Projects and Programs, UMass Boston | Voting |
| Ms. Maren Tober | Urban College Student Representative | Voting |

Board Demographics - Ethnicity

| | |
|--|-----|
| African American/Black | 2 |
| Asian American/Pacific Islander | 1 |
| Caucasian | 9 |
| Hispanic/Latino | 0 |
| Native American/American Indian | 0 |
| Other | 0 0 |

Board Demographics - Gender

| | |
|-------------|---|
| Male | 4 |
|-------------|---|

| | |
|--------------------|---|
| Female | 8 |
| Unspecified | 0 |

Board Information

| | |
|--|-------------------|
| Number of Full Board Meetings Annually | 5 |
| Written Board Selection Criteria? | Under Development |
| Written Conflict of Interest Policy? | Under Development |
| Percentage Making Monetary Contributions | 100% |
| Percentage Making In-Kind Contributions | 100% |
| Constituency Includes Client Representation | No |

Standing Committees

Finance

Impact

Goals

Urban College of Boston aims to provide every student full access to the resources and support they need to succeed personally, academically and professionally. We ultimately seek to enrich the communities and neighborhoods of metropolitan Boston through our unique, rigorous and compassionate education that goes beyond the classroom and meets our diverse students in the context of their lives.

Our students graduate with the skills and experience to prosper in the Commonwealth's economy. They also receive the credentials to close the income gap and leave with the opportunity to advance on to earn a Bachelor's degree. Most of our students are already working in the field of early childhood education when they arrive at our doors. The credentials they receive at Urban College enable them to create wonder, joy and educational exploration to thousands of young children throughout the region every day.

Most of our students are mothers; studies have shown that a mother's reading level has a significant impact on the educational success of their children. Our student's dual roles as mothers and as college students - and in many cases learning English - is critical to reducing the cycle of poverty. UCB considers the mother's decision to pursue college and the profound impact that this has on the culture of her family, on a daily basis, and the value of education that is instilled into every member of the family. This inevitably has a positive impact in closing her children's educational achievement gap. The UCB student (mother) may achieve more confidence to be an educational advocate for her children. This is recognized at UCB.

Financials

Fiscal Year

| | |
|-----------------------------------|----------------|
| Fiscal Year Start | Sept 01, 2014 |
| Fiscal Year End | Aug 31, 2015 |
| Projected Revenue | \$3,109,971.00 |
| Projected Expenses | \$2,855,129.00 |
| Endowment? | No |
| Credit Line? | No |
| Reserve Fund? | No |
| Months Reserve Fund Covers | 0 |

Detailed Financials

Revenue and Expenses

| Fiscal Year | 2014 | 2013 | 2012 |
|-----------------------|-------------|-------------|-------------|
| Total Revenue | \$3,053,549 | \$2,967,827 | \$2,069,379 |
| Total Expenses | \$2,827,118 | \$2,104,280 | \$2,294,943 |

Revenue Sources

| Fiscal Year | 2014 | 2013 | 2012 |
|---|-------------|-------------|-------------|
| Foundation and Corporation Contributions | -- | -- | -- |
| Government Contributions | \$225,655 | \$426,571 | \$465,223 |
| Federal | -- | -- | -- |
| State | -- | -- | -- |
| Local | -- | -- | -- |
| Unspecified | \$225,655 | \$426,571 | \$465,223 |
| Individual Contributions | \$395,591 | \$136,971 | \$119,351 |
| Indirect Public Support | -- | -- | -- |
| Earned Revenue | \$2,432,303 | \$1,712,860 | \$1,472,578 |
| Investment Income, Net of Losses | -- | -- | -- |
| Membership Dues | -- | -- | -- |
| Special Events | -- | -- | -- |
| Revenue In-Kind | -- | -- | -- |
| Other | -- | \$691,425 | \$12,227 |

Expense Allocation

| Fiscal Year | 2014 | 2013 | 2012 |
|---|-------------|-------------|-------------|
| Program Expense | \$1,832,486 | \$1,614,991 | \$1,716,463 |
| Administration Expense | \$963,071 | \$489,289 | \$578,480 |
| Fundraising Expense | \$31,561 | -- | -- |
| Payments to Affiliates | -- | -- | -- |
| Total Revenue/Total Expenses | 1.08 | 1.41 | 0.90 |
| Program Expense/Total Expenses | 65% | 77% | 75% |
| Fundraising Expense/Contributed Revenue | 5% | 0% | 0% |

Assets and Liabilities

| Fiscal Year | 2014 | 2013 | 2012 |
|-----------------------|-----------|-----------|-------------|
| Total Assets | \$903,927 | \$698,662 | \$551,332 |
| Current Assets | \$903,927 | \$698,662 | \$551,332 |
| Long-Term Liabilities | \$0 | \$0 | \$672,169 |
| Current Liabilities | \$171,089 | \$301,997 | \$339,440 |
| Total Net Assets | \$732,838 | \$396,665 | (\$460,277) |

Short Term Solvency

| Fiscal Year | 2014 | 2013 | 2012 |
|---|------|------|------|
| Current Ratio: Current Assets/Current Liabilities | 5.28 | 2.31 | 1.62 |

Long Term Solvency

| Fiscal Year | 2014 | 2013 | 2012 |
|------------------------------------|------|------|------|
| Long-Term Liabilities/Total Assets | 0% | 0% | 122% |

Top Funding Sources

| Fiscal Year | 2014 | 2013 | 2012 |
|---|---------------------------------|----------------------------------|----------------------------------|
| Top Funding Source & Dollar Amount | Balfour Foundation \$100,000 | Balfour Foundation \$100,000 | Balfour Foundation \$100,000 |
| Second Highest Funding Source & Dollar Amount | Kelly Foundation \$100,000 | Barr Foundation \$100,000 | Barr Foundation \$100,000 |
| Third Highest Funding Source & Dollar Amount | Barr Foundation \$75,000 | US DOE / FIPSE Grant \$91,653 | US DOE / FIPSE Grant \$91,653 |

Capital Campaign

| | |
|---|-----|
| Currently in a Capital Campaign? | No |
| Capital Campaign Anticipated in Next 5 Years? | Yes |

Comments

CEO Comments

Urban College of Boston has witnessed a dramatic turnaround in its financial operations over the last two years. This is primarily a result of new senior leadership which has led to significant enrollment increases: our total headcount has increased by 57% and our registrations by 59% over this past two year period. This past fall and spring, our total enrollment and registrations were the highest in the College's history.

Our greatest challenge is continuing to provide affordable education and support services to such a significantly disadvantaged population. Seventy-five percent of our students qualify for Pell Grants covering the full cost of their education. The rest qualify for partial grants but, at their poverty levels, any personal outlay for an education is a prohibitive cost, so UCB raises the gap funds through gifts

and grants from individuals and organizations. As we expand programming to address unmet needs, the requirements for partial funding expand as well. Through a pending application to the Department of Education we hope to see the first endowment in the organization's history. Such an award requires matching elements, and will take five years to satisfy. Within the next decade we hope to begin covering some institutional costs from the endowment, and allow all gifts and grants to support capital projects or scholarships. Until then we must continue to look for support each year for all areas of our work

Foundation Staff Comments

Financial summary data in the charts and graphs above are per the organization's IRS Form 990s. Contributions from foundations and corporations are listed under individuals when the breakout was not available. The breakout of Program and Administrative expenses for fiscal years 2013 and 2012 is per those year's respective 990 Statement of Functional Expenses.

For the 2012 fiscal year, the independent auditors conducting this audit have issued a going concern opinion, which means simply whether there is significant doubt that the nonprofit will have sufficient resources in the foreseeable future. Please review the Auditors opinion for further information. Per the organization: Since the 2012 auditors going concern opinion, the College achieved dramatically improved financial results for both fiscal years ending in 2013 and 2014 showing a bottom line surplus of \$201,123 and \$226,431 respectively. In the fiscal year 2013 financial audit, the College's independent auditors no longer issued a going concern opinion. The College demonstrated financial responsibility in its latest financial audit for the period ending August 31, 2014 by achieving a federal financial score of 2.99 out of a maximum score of 3.00. In addition, the last two academic year enrollments and the 2015 graduation class were the highest in the College's history.