WELCOME

Sparks for Change

March 2019

Chrystie Hill
Deputy Director
Postsecondary Success
INTRODUCTIONS

Chrystie Hill
Deputy Director
Postsecondary Success
THE THOUGHTS OF THOREAU

Selected with a Biographical Foreword
and Introduction by

Edwin Way Teale

DODD, MEAD & COMPANY - New York
I cut another furrow than you see. Where the off ox treads, there it is not, it is farther off; where the night ox walks, it will not be, it is higher still.

JOURNAL, April 7, 1841.

Ah, that life that I have known! How hard it is to remember what is most memorable! We remember how we itched, not how our hearts beat.

JOURNAL, June 11, 1851.

I went to the woods because I wished to live deliberately, to front only the essential facts of life, and
GOALS

• Share and understand the Postsecondary Success strategy
• Deepen and broaden our professional relationships
• Consider and prepare for the “Intermediaries for Scale” proposal process
AGENDA

• Bill & Melinda Gates Foundation
• Postsecondary Success Strategy
• Intermediaries for Scale & RFP
• Transformation Tools
• Optional Networking
LET’S GET STARTED

• Go online: www.pigeonhole.at
• Enter Event Passcode: RFPLE1
• All responses are anonymous UNLESS you sign in
Sample Pigeonhole Questions
THANK YOU!
Sparks for Change

POSTSECONDARY SUCCESS

March 2019
<table>
<thead>
<tr>
<th>OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduce the foundation and how we work with our grantees</td>
</tr>
<tr>
<td>Provide an overview of the Postsecondary Success strategy</td>
</tr>
<tr>
<td>Provide an overview of Intermediaries for Scale</td>
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<tr>
<td>Share our Learning Hypothesis</td>
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<tr>
<td>Answer questions</td>
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</table>
INTRODUCTIONS

Patrick Methvin
Director
Postsecondary Success
ALL LIVES HAVE EQUAL VALUE
The Bill & Melinda Gates Foundation

For the year ended December 31, 2017. Amounts in thousands of U.S. dollars. Value of grants total represents grants only.

<table>
<thead>
<tr>
<th>Program Strategies</th>
<th>Direct Grantee Support</th>
<th>Countries</th>
<th>Employees</th>
</tr>
</thead>
<tbody>
<tr>
<td>32</td>
<td>$4.7B</td>
<td>137</td>
<td>1,541</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Grantees</th>
<th>No. of Grants</th>
<th>U.S. States</th>
<th>Alumni</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,089</td>
<td>1,469</td>
<td>49</td>
<td>1,425</td>
</tr>
</tbody>
</table>
A PARTNER-DRIVEN APPROACH

Learning from work in the field informs & improves the strategy

Program Strategy

Partner Investments

Partner Investments

Partner Investments

Partner Investments

Strategy-Aligned Work in the Field

March 2019
HOW WE WORK WITH PARTNERS

Concept Development
• Generate and validate ideas and concepts that support program strategy
• Work with partners to determine desired outcomes and capabilities

Pre-Proposal
• Develop proposal and budget with grantees
• Review proposal and budget with internal and external experts, including foundation leadership

Development
• Submit proposal analysis and recommendations
• Determine funding
• Develop grant agreements

Execution & Learning
• Hold regular check-ins with partners
• Review periodic reports from partners
• Conduct site visits to learn from our partners
• Evaluate and measure progress toward goals
• Synthesize key learning
POSTSECONDARY SUCCESS
We believe that every person deserves the chance to lead a healthy, productive life. In the U.S., this means expanding life-changing opportunities, including—and especially—education.
We work with partners to expand opportunity by:

- Increasing the number of students achieving certificates and degrees.
- Closing gaps in student success by race and income.
### THE VALUE OF COLLEGE

**Lifetime Income Distribution of 100 Children Born into Poverty (Bottom Income Quintile)**

<table>
<thead>
<tr>
<th>Quintile</th>
<th>Did Not Attend College (100)</th>
<th>Attended College (100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>19</td>
</tr>
<tr>
<td>4</td>
<td>9</td>
<td>22</td>
</tr>
<tr>
<td>3</td>
<td>17</td>
<td>23</td>
</tr>
<tr>
<td>2</td>
<td>28</td>
<td>21</td>
</tr>
<tr>
<td>1</td>
<td>42</td>
<td>15</td>
</tr>
</tbody>
</table>

**Top Quintile: Richest 20%**

OUR STRATEGY: INCREASING OPPORTUNITY AND MOBILITY

Where We Are

- Low Student Success Rates
- Large Gaps in Success by Race and Income
- Less Mobility and Competitiveness

Where We Invest

- Innovation: Digital Learning, Technology-Enabled Advising, Redesigned Remedial Courses
- Transformation: Institutional Partnerships and Networks
- Policy Advocacy: Data and Information, Finance/Financial Aid

Where We Want to Be

- Increasing Student Success Rates
- Decreasing Gaps in Success by Race and Income
- More Mobility and Competitiveness
INNOVATION

We work to create **pathways** that provide students a clear route to a certificate or degree through:

- Digital learning
- Technology-enabled advising
- Redesigning remedial education
- Stronger connections to K-12 and workforce
We support colleges and universities working to transform themselves to increase student success and close success gaps by:

- Having a student-centered mission.
- Setting goals and being held accountable for them.
- Using data to make decisions.
- Creating a collaborative environment.
- Making a commitment to continuous improvement.

We do this by:

- Forming institutional partnerships like the Frontier Set.
- Investing in innovation, tools, and resources to help guide colleges and universities through the transformation process.
- Building and sustaining networks that connect institutions with peers and resources.
We promote policy change at the state and federal levels to ensure access and success for today’s students, specifically:

**Financial aid** that helps more students get to and through college.

**Data and information** that empowers better decision-making and improves accountability.
Hundreds more colleges help millions more students obtain high value degrees or credentials while closing gaps in student success by both race and income.
TABLE TOPIC

In your experience, what’s the ‘secret sauce’ in institutional transformations that results in increased completions and equity? (10 minutes)
Questions?
INTERMEDIARIES FOR SCALE
OUR RFP IS FOCUSED ON SELECTING NEW INTERMEDIARIES FOR SCALE

Our theory of change illustrates how we can work with partners to help hundreds more colleges provide millions more students with high-value degrees or credentials while closing gaps in student success by both race and income.

Impact
Hundreds more colleges help millions more students obtain high value degrees or credentials while closing gaps in student success by both race and income.
WE ARE LOOKING FOR ORGANIZATIONS THAT HAVE...

| 1 | A mission focused on increasing student success in education after high school |
| 2 | A track record of working across multiple colleges and universities serving a significant number of low-income students and students of color |
| 3 | A demonstrated commitment and experience in:  
  • Reducing college success disparities by race and income  
  • Promoting continuous learning and improvement through the use of data  
  • Identifying, implementing, and evaluating significant campus-level changes in policy and practice |

Please Note: Applying organizations must be U.S.-based entities
INTERMEDIARIES FOR SCALE
*Will build their capacity to reach, influence, support and sustain institutional transformation*

<table>
<thead>
<tr>
<th>Examples of the types of activities that intermediaries might do</th>
</tr>
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<tbody>
<tr>
<td>Increase awareness of successful and promising transformation strategies among campus leaders and communities.</td>
</tr>
<tr>
<td>Inform and influence campus-decisions about change strategies and options and support decision-makers in implementing change strategies.</td>
</tr>
<tr>
<td>Support institutional transformation by providing guidance and resources for adopting, implementing, evaluating, and sustaining changes in policy and practice.</td>
</tr>
<tr>
<td>Build connections across colleges, universities, and supporting organizations to accelerate and streamline learning and sharing of promising practices.</td>
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</tbody>
</table>
INTERMEDIARIES FOR SCALE – AN EXAMPLE

Jobs for the Future has been piloting this concept in partnership with Student Success Centers in fifteen states since 2017

Impact

~500 institutions served by Student Success Centers enroll 62% of US community college students; 70% of students of color and 59% of Pell Grant recipients at U.S. community colleges.
What do you see as the biggest challenge to the success of “Intermediaries for Scale” and how might you mitigate this challenge? (10 minutes)
Questions?
LEARNING HYPOTHESES
Across the foundation, we work on deeply complex problems and learn along the way. To achieve the greatest impact, we and our partners must be intentional about continually learning together as we go.

Our strategy has a few fundamental hypotheses we are testing:

• These hypotheses inform the questions we ask and what we measure (as evidenced in each investment’s measurement, learning, & evaluation).

• We use the hypotheses to align with leadership and hold ourselves accountable.

Learning can result in adjustments to our approaches and occasional shifts in our strategies themselves.
OUR STRATEGY HYPOTHESIS

*Our hypotheses should connect to our fundamental goals and theory of action*

1. We are here to support more equitable student success
2. We see the institution as the unit of change
3. We need to learn as much as we can about institutional transformation processes that forward equitable student success and then invest in supports that will encourage and support more institutions in their transformation
The Postsecondary Success team and partners are intentionally testing five key assumptions in our strategy: that we can understand, accelerate, scale, enable and sustain institutional transformation to dramatically increase equitable student success.
What do we still need to learn about how to support and scale institutional transformation? (10 minutes)
Questions?
THANK YOU!