AGENDA

• Stories of Institutional Transformation
• Request for Proposal Overview
• Continuous Learning Model
• Solutions and Innovation Networks
• Learning from Our Partners
REMINDER: Pigeonhole

• Go online: [www.pigeonhole.at](http://www.pigeonhole.at)
• Enter Event Passcode: RFPLE1
• All responses are anonymous UNLESS you sign in
Delaware State University
BMGF| Postsecondary Success
Intermediaries for Scale RFP Learning Event

Tony Allen, Ph.D.
Provost and Executive Vice President

Lisa Dunning, DBA
Associate Vice President, Student Success
PROFILE

Established: 1891
356 Acre Main Campus
52 Buildings

4,872 Students
4,494 Undergraduate Students | 92%
378 Graduate Students | 8%

3,236 Female Students | 66%
1,636 Male Students | 34%

3,138 African-American Students | 64%
425 Caucasian Students | 9%
297 Hispanic Students | 6%
230 Non-resident Alien Students | 5%
63 Asian Students | 1%
719 Other/Unreported Students | 15%

15:1 Student to Faculty Ratio
211 Full-time Faculty

4 Academic Colleges
42 Bachelor's
16 Master's
5 Doctoral

TUITION
16,904 Out-of-State
7,868 In-State

FRESHMAN Profile
3.16 Avg. GPA
929 Avg. SAT (VM)

9 Residence Halls

47% Commuter Students
53% Residential Students

18 NCAA DIV. I SPORTS

DELAWARE'S ONLY HBCU

Location
Conveniently located in Dover, Delaware, our main campus is situated:
- 1 hour south of Wilmington
- 1.5 hours south of Philadelphia, east of Baltimore & Washington, DC
- 1 hour north of the beach area along the Delaware coastline

Core Values
Community • Diversity • Integrity
Outreach • Scholarship
A State of Transition

Since 2008, Delaware State University has experienced

- 5 Chairpersons of the Board of Trustees
- 4 Presidents
- 4 Provosts (including 2 years without a Provost)

During that time, State appropriations have remained flat or declining, while associated costs have skyrocketed

- Since 2008, University State Appropriations have dropped 13%
Despite Clear Growth

Nonetheless, during the past decade the University has experienced major growth
~ Enrollment: up 22% with 6 of last 8 years breaking records
~ 4-year graduation rate: from 23% to 36%
~ Degree offerings:
  ~ From 36 to 42 undergraduate degree programs
  ~ From 10 to 16 MA/MS degree programs
  ~ From 2 to 5 Ph.D programs
~ Research portfolio: from $14 to $20+ million annually
~ Faculty: from 195 to 225 FTE faculty
Delaware State University
New Freshman Retention and Graduation Rates History
Cohorts 1990 - 2017

- 1st Year Retention Rate
- 4 Year Graduation Rate
- 5 Year Graduation Rate
- 6 Year Graduation Rate

Graph showing trends in retention and graduation rates from 1990 to 2017.
Institutional Priorities

Student Success

- Redesign Academic Colleges
- Consolidated Academic Advising Framework
- Curricular Requirement for Experiential Learning
- Alignment of Initiatives to Support KPIs
- Institutional Research Dashboards and Data Analytics

Curricular Requirement for Experiential Learning
<table>
<thead>
<tr>
<th>Transformation Capacities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Developmental Education</strong></td>
</tr>
<tr>
<td>Mathematics Literacy Program</td>
</tr>
<tr>
<td>Credit Bearing Course Options</td>
</tr>
<tr>
<td><strong>Digital Learning</strong></td>
</tr>
<tr>
<td>DSU Apple IPad Pro and/or MacBook Pro</td>
</tr>
<tr>
<td>Student Engagement Initiative</td>
</tr>
<tr>
<td><strong>Student Services</strong></td>
</tr>
<tr>
<td>Restructured Enrollment Management and Consolidated</td>
</tr>
<tr>
<td>Academic Advising</td>
</tr>
</tbody>
</table>
Goal 2: STUDENT SUCCESS

KPI #2: % of students obtaining gainful employment in 12 months

- 2020 Goal: 80%

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>48%</td>
<td>77%</td>
<td>75%</td>
<td>83%</td>
<td>86%</td>
<td>80%</td>
<td></td>
</tr>
<tr>
<td>FY 2012-2013</td>
<td></td>
<td></td>
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<tr>
<td>FY 2013-2014</td>
<td></td>
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<tr>
<td>FY 2014-2015</td>
<td>77%</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>FY 2015-2016</td>
<td>75%</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>FY 2016-2017</td>
<td>83%</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>FY 2017-2018</td>
<td>86%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY 2019-2020</td>
<td>80%</td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
KPI Update

FY 2017-2018

Goal 2: STUDENT SUCCESS

KPI #3: Four-Year Graduation Rate

2020 Goal: 38%

KPI 3: Trend and Goal

<table>
<thead>
<tr>
<th>Year</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2012-2013</td>
<td>22.3%</td>
</tr>
<tr>
<td>FY 2013-2014</td>
<td>25.0%</td>
</tr>
<tr>
<td>FY 2014-2015</td>
<td>19.0%</td>
</tr>
<tr>
<td>FY 2015-2016</td>
<td>26.0%</td>
</tr>
<tr>
<td>FY 2016-2017</td>
<td>27.0%</td>
</tr>
<tr>
<td>FY 2017-2018</td>
<td>33.7%</td>
</tr>
<tr>
<td>FY 2019-2020</td>
<td>38.0%</td>
</tr>
</tbody>
</table>

Note: FY 2017-2018 Preliminary
### Goal 2: STUDENT SUCCESS

**KPI Update FY 2017-2018**

**KPI #4: 1st year Retention**
- **2020 Goal:** 80%

#### KPI 4: Trend and Goal

<table>
<thead>
<tr>
<th></th>
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<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2012-2013</td>
<td>65.2%</td>
<td>68.9%</td>
<td>72.1%</td>
<td>72.7%</td>
<td>70.7%</td>
<td>73.0%</td>
<td>80.0%</td>
</tr>
</tbody>
</table>

Source: Preliminary
INTERMEDIARIES FOR SCALE RFP

March 2019

Chrystie Hill
Deputy Director

Francesca Mazzola
Program Officer
INTRODUCTIONS

Francesca Mazzola
Program Officer
Postsecondary Success
OBJECTIVES

- Review role of Intermediaries for Scale in PS strategy
- Provide an overview of the Request for Proposal process
- Discuss the requirements and expectations for the Letter of Interest
- Answer questions
**RECAP: 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
Hundreds more colleges help millions more students obtain high value degrees or credentials while closing gaps in student success by both race and income.
## INTERMEDIARIES FOR SCALE: ACTIVITIES & QUALITIES

<table>
<thead>
<tr>
<th>Activities that Intermediaries for Scale may lead</th>
<th>Qualities that Intermediaries for Scale should have</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Build Awareness</strong> of successful and promising transformation strategies among campus leaders and communities</td>
<td><strong>Collaboration</strong> with constituents, partners, and other key stakeholders</td>
</tr>
<tr>
<td><strong>Inform and Influence Decisions</strong> about change strategies and options and support decision-makers in implementing change strategies</td>
<td><strong>Strategy</strong> harnessed to support institutional transformation</td>
</tr>
<tr>
<td><strong>Drive Transformation</strong> by providing guidance and resources for adopting, and implementing changes in policy and practice</td>
<td><strong>Operations</strong> to support successful implementation of scaling strategy</td>
</tr>
<tr>
<td><strong>Build Connections</strong> across colleges, universities, and supporting organizations to accelerate and streamline learning and sharing of promising practices</td>
<td></td>
</tr>
</tbody>
</table>

March 2019
STRONG COLLABORATION SKILLS ARE KEY TO AN INTERMEDIARY FOR SCALE’S SUCCESS

<table>
<thead>
<tr>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborative orientation</td>
</tr>
<tr>
<td>Demonstrates inclination and ability to collaborate; seeks out stakeholders and openly shares</td>
</tr>
<tr>
<td>Learning and Sharing</td>
</tr>
<tr>
<td>Builds connections; constructs feedback loops and enables continuous improvement between institutions and other intermediaries</td>
</tr>
<tr>
<td>Network Leader</td>
</tr>
<tr>
<td>Builds the capacity of constituents to identify shared goals, and work together to achieve them; supports peer-to-peer learning by connecting institutions</td>
</tr>
<tr>
<td>Influence and Reputation</td>
</tr>
<tr>
<td>Has a track record of successfully executing on select activities (e.g., building awareness) and has significant reach</td>
</tr>
<tr>
<td>Continuous Learning</td>
</tr>
<tr>
<td>Continuously gathering feedback, leveraging feedback effectively, and adjusting strategy as needed</td>
</tr>
</tbody>
</table>
Intermediaries for Scale will need to foster and participate in a variety of partnerships/collaborations. Examples include:

- Leveraging existing networks to increase awareness and generate demand among colleges and universities
- Supporting learning and communities of practice among colleges and universities
- Engaging in a learning community with other intermediaries for scale
- Potentially partner with other organizations to serve as an Intermediary for Scale
<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A mission focused on increasing student success in education after high school</strong></td>
<td><strong>A track record of working across multiple colleges and universities serving a significant number of low-income students and students of color</strong></td>
<td><strong>A demonstrated commitment and experience in:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Reducing college success disparities by race and income</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Promoting continuous learning and improvement through the use of data</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Identifying, implementing, and evaluating significant campus-level changes in policy and practice</td>
</tr>
</tbody>
</table>

*Please Note: Applying organizations must be U.S.-based entities*
We encourage organizations to form partnerships with other organization if this partnership allows you to more effectively serve as an Intermediary for Scale.

This could include partnering with others in order to:

• Expand your reach
• Deepen your support
• Build connections across colleges and universities

Ultimately we hope that partnerships can help leverage a coalition of organizations’ strengths and core competencies in order to help institutions transform to better serve students.
<table>
<thead>
<tr>
<th>FORMS OF PARTNERSHIPS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Loose Networks</strong></td>
</tr>
<tr>
<td>• Shorter-term, informal relationships</td>
</tr>
<tr>
<td>• Share information &amp; knowledge</td>
</tr>
<tr>
<td>• Separate goals, resources and structures</td>
</tr>
<tr>
<td><strong>Cooperation</strong></td>
</tr>
<tr>
<td>• Project based longer term effort.</td>
</tr>
<tr>
<td>• Some shared resources, limited sharing of rewards and risk</td>
</tr>
<tr>
<td>• Some planning and division of roles</td>
</tr>
<tr>
<td><strong>Coordination</strong></td>
</tr>
<tr>
<td>• Longer term relationships that go beyond a single project.</td>
</tr>
<tr>
<td>• All partners contribute resources and share rewards &amp; leadership</td>
</tr>
<tr>
<td>• May include new structure to support collaboration.</td>
</tr>
<tr>
<td><strong>Collaboration</strong></td>
</tr>
<tr>
<td><strong>Mergers</strong></td>
</tr>
</tbody>
</table>
At the end of this RFP process, we expect to:

- Invest in a portfolio of grantees; the portfolio will be comprised of 7-10 organizations (or coalition of organizations) for a total investment of up to $20M over an 18 month period.
- Meet organizations where they are in their development towards scale.
- For most organizations initial investments will support:
  - Development of capacities needed to execute new or emerging institutional transformation strategy
  - The creation of an initial business plan for executing the roles and responsibilities of an intermediary for scale
  - Initial preparation for validating and launching the business model

At the end of these first grants, the foundation will evaluate intermediaries’ progress and accomplishments and determine readiness for further active and engagement with campuses.
FUNDING FOR THIS WORK WILL SEEK TO MEET ORGANIZATIONS WHERE THEY ARE IN THEIR DEVELOPMENT TOWARDS SCALE

<table>
<thead>
<tr>
<th>Stage 1</th>
<th>Stage 2</th>
<th>Stage 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Developing the business model and building capacity to support it</em></td>
<td><em>Operating, testing, and refining the business model</em></td>
<td><em>Rolling out the business model to reach large numbers of institutions and/or suppliers</em></td>
</tr>
</tbody>
</table>

**Goals**

- **Stage 1**
  - Build capacities needed to execute new or emerging institutional transformation strategy
  - Develop initial business plan
  - Design plan for Stage 2
  - Begin testing delivery aspects of the model (e.g., ITA, PDP) with customers

- **Stage 2**
  - Begin to execute on the business plan
  - Thru trial launch with customers, validate key aspects of the business model
  - Refine business plan, as appropriate
  - Identify opportunities and targets for scale

- **Stage 3**
  - Develop and grow organizational systems, talent, and assets to support scaling
  - Refine and update business model, as needed
  - Operate at scale
## MAJOR STAGES AND DEADLINES

<table>
<thead>
<tr>
<th>Stage</th>
<th>Description</th>
<th>Deadline</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Letter of Interest</td>
<td>Organizations/networks meeting the eligibility criteria are asked to submit a brief statement outlining their mission, capabilities, and experience in working with diverse types of colleges and universities. Information about letters of interest and instructions for submitting materials are available on our website.</td>
<td>March 20, 2019</td>
<td></td>
</tr>
<tr>
<td>2 Request for Information</td>
<td>A subset of organizations/networks submitting letters of interest will be asked to provide additional information about their operations, approach to innovation, and experience and impact in collaborative efforts.</td>
<td>May 10, 2019</td>
<td></td>
</tr>
<tr>
<td>3 Request for Concept</td>
<td>A subset of organizations/networks responding to the request for information will be asked to prepare and submit a concept paper outlining their proposed approach to supporting colleges and universities in their transformation efforts and sharing learning across networks.</td>
<td>June 28, 2019</td>
<td></td>
</tr>
<tr>
<td>4 Request for Proposal</td>
<td>A final subset of organizations/networks (up to 10) will work with the foundation to develop formal proposals for funding, including: a) a multi-year scope of work; b) progress milestones and metrics; and c) a detailed budget and workplan.</td>
<td>Aug/Sep 2019</td>
<td></td>
</tr>
</tbody>
</table>
**LETTER OF INTEREST OVERVIEW**

<table>
<thead>
<tr>
<th>Overview</th>
<th>Assessment Criteria</th>
<th>Partnerships</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Brief statement outlining their mission, capabilities, and experience in working with diverse types of colleges and universities.</td>
<td>Mission/Vision: Focus on postsecondary success</td>
<td>Formalized partnerships are not required at any stage of the process, though we expect that success Intermediaries for Scale will need to collaborate and partner to successfully complete the work.</td>
<td>Applicants are not required to submit budgets until Stage 4.</td>
</tr>
<tr>
<td>2. A list of the institutions they work with</td>
<td>Equity: Experience supporting students of color and/or low-income students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. A commitment to learning more about activities and tools that we have found to be effective in supporting institutional transformation.</td>
<td>Learning Mindset: Commitment to and experience with continuous learning and sharing lessons learned</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Approach: Experience with key aspects of the integration</td>
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</tbody>
</table>
ACTIVITIES AND TOOLS

In the Letter of Interest application, we ask that applicants agree to learning more about the following:

1. Ensure all participating institutions are submitting specific key performance indicators (data disaggregated by race and income via the National Student Clearinghouse's Postsecondary Data Partnership (PDP)).

2. Ensure all institutions are participating in the Institutional Transformation Assessment (ITA).

3. Use data to support the institutional transformation process from prepare, reflect, prioritize, act, and monitor.

4. Coordinate and interact with qualified technical assistance and other service providers.

5. Engage institutions to opt-in to sharing data about service needs and outcomes with relevant service providers.

6. Actively participate in formative evaluation and learning, led by AIR, and incorporate findings into planning and implementation as appropriate.

7. Actively participate in a learning community with other intermediaries and the Gates Foundation.
### RFP TIMELINE

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 13</td>
<td>Informational Webinar No. 1</td>
<td>Optional</td>
</tr>
<tr>
<td>Mar 5-7</td>
<td>Learning Event No. 1</td>
<td>Optional</td>
</tr>
<tr>
<td>Mar 11</td>
<td>Informational Webinar No. 2</td>
<td>Optional</td>
</tr>
<tr>
<td>Mar 20</td>
<td>Letter of Interest Deadline</td>
<td>Major Deadline</td>
</tr>
<tr>
<td>May 1-2</td>
<td>Learning Event No. 2</td>
<td>Invite-Only Learning Event</td>
</tr>
<tr>
<td>May 10</td>
<td>Request for Information Deadline</td>
<td>Major Deadline</td>
</tr>
<tr>
<td>Jun 6-7</td>
<td>Learning Event No. 3</td>
<td>Invite Only Learning Event</td>
</tr>
<tr>
<td>Jun 28</td>
<td>Request for Concept Deadline</td>
<td>Major Deadline</td>
</tr>
<tr>
<td>TBD (Aug or Sep)</td>
<td>Request for Proposal Deadline</td>
<td>Final RFP Deadline</td>
</tr>
</tbody>
</table>

The two informational webinars and first Learning Event are completely optional. Participation is not a prerequisite to submit a Letter of Interest.

Learning Events 2 and 3 are required for applicants who advance to Stages 2 and 3, respectively.
We are committed to capacity building for intermediaries for scale, what would be most helpful to you? (10 minutes)
Questions?
THANK YOU!
REFLECT > PRIORITIZE > ACT

Overview of Tools and Resources for Institutional Transformation

March 2019

Jennifer Engle
Deputy Director
What do you think of when you hear “data”?
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.
A transforming institution continually builds its capacity to achieve equitable student outcomes at scale.
Our collective work seeks to understand and accelerate institutional transformation: *the integration of key solutions and capacities aligned to pathways to improve student success and close equity gaps* through a coordinated ecosystem of support from intermediaries and their networks operating at proof of scale.
INSTITUTIONAL TRANSFORMATION
AS A CONTINUOUS IMPROVEMENT PROCESS

Prepare
Institution leaders want to review, analyze and consider student success initiatives and goals

Reflect
Institution leaders gather information and people to reflect on goals, progress and plans

Prioritize
Leaders review data, discuss alternatives and prioritize in order to initiate/proceed with plans to address gaps

Act
Leaders make changes and investments in people, process and technology in order to address gaps

Monitor
Leaders monitor progress against goals and support the changes made

Prepare → Reflect → Prioritize → Act → Monitor
DATA-DRIVEN RESOURCES AND TOOLS TO SUPPORT TRANSFORMATION

**Prepare**
Institution leaders want to review, analyze and consider student success initiatives and goals

**Reflect**
Institution leaders gather information and people to reflect on goals, progress and plans

**Prioritize**
Leaders review data, discuss alternatives and prioritize in order to initiate/proceed with plans to address gaps

**Act**
Leaders make changes and investments in people, process and technology in order to address gaps

**Monitor**
Leaders monitor progress against goals and support the changes made

---

**NSC Postsecondary Data Partnership**

**Institutional Transformation Assessment (ITA)**
PROMISING TRANSFORMATION PRACTICES FROM LEADING INSTITUTIONS

**Prepare**
Institution leaders want to review, analyze and consider student success initiatives and goals.

**Reflect**
Institution leaders gather information and people to reflect on goals, progress and plans.

**Prioritize**
Leaders review data, discuss alternatives and prioritize in order to initiate/proceed with plans to address gaps.

**Act**
Leaders make changes and investments in people, process and technology in order to address gaps.

**Monitor**
Leaders monitor progress against goals and support the changes made.
NETWORKS OF SOLUTIONS PROVIDERS TO SUPPORT TRANSFORMATION

**Prepare**
Institution leaders want to review, analyze and consider student success initiatives and goals

**Reflect**
Institution leaders gather information and people to reflect on goals, progress and plans

**Prioritize**
Leaders review data, discuss alternatives and prioritize in order to initiate/proceed with plans to address gaps

**Act**
Leaders make changes and investments in people, process and technology in order to address gaps

**Monitor**
Leaders monitor progress against goals and support the changes made

---

**March 2019**

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DATA-DRIVEN TRANSFORMATION IN PRACTICE: REDESIGN REMEDIATION TO INCREASE MOMENTUM

Reflect / Prioritize

Use Gateway Course Completion KPI to identify completion gaps for remedial students

Prioritize / Act

Drill down into Gateway Course Enrollment and Completion to identify solutions for remedial students

Sources: IHELP (2010), Advancing by Degrees and PPIC (2018), Remedial Reforms at CCC.
Reflect / Prioritize
Use Credit Accumulation KPI to identify completion gaps for students without academic momentum

Prioritize / Act
Drill down by comparing Credit Accumulation to Retention to identify students in need of advising support

Sources: IHELP (2010), Advancing by Degrees and EdTrust (2014), Higher Education Practice Guide
DATA-DRIVEN TRANSFORMATION IN PRACTICE:
DISAGGREGATE DATA TO ENSURE EQUITY FOR ALL

Reflect / Prioritize
Disaggregate Retention KPI by Race and Income to identify success gaps

Prioritize / Act
Drill down into disaggregated Retention Rates to identify solutions for specific populations

Questions?
SUPPORTING BETTER DATA THROUGH THE POSTSECONDARY DATA PARTNERSHIP

March 2019

Nicole Ifill
Senior Program Officer
INTRODUCTIONS

Nicole Ifill
Senior Program Officer
Postsecondary Success
DATA CREATE FEEDBACK LOOPS THAT IMPROVE INSTITUTIONAL PERFORMANCE AND STUDENT OUTCOMES

Students: use data to choose programs and colleges offering best value
Institutions: use data to benchmark, drive improved efficiency and outcomes
Policymakers: use data to hold colleges accountable on costs and outcomes
Employers: use data to hire quality candidates and help develop the talent pipeline

Better Data → Better Decisions → Better Outcomes

Sources: See citations below for supporting research.

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CURRENT STATE

Incomplete, duplicative, disconnected data systems
Drawing on lessons learned from a decade of efforts to collect and use better data, *Toward Convergence* provides important, foundational details that support and build on the findings outlined in *Answering the Call* and enumerates the technical details of the metrics framework.
**REVIEW OF VOLUNTARY DATA INITIATIVES REVEALED FIELD CONVERGENCE AROUND KEY METRICS, BUT NO COMMON DATA INFRASTRUCTURE**

TO SCALE THE METRICS THAT MATTER IN A CONSISTENT MANNER
WE NEED A ROBUST SYSTEM

<table>
<thead>
<tr>
<th>Access</th>
<th>Progression</th>
<th>Completion</th>
<th>Cost</th>
<th>Post-College Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance</strong></td>
<td>• Enrollment</td>
<td>• Credit Accumulation</td>
<td>• Transfer</td>
<td>• Net Price</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Credit Completion</td>
<td>• Graduation</td>
<td>• Unmet Need</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Gateway Course Completion</td>
<td>• Success</td>
<td>• Cumulative Debt</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Program of Study Selection</td>
<td>• Completers</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Retention</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Persistence</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Efficiency</strong></td>
<td>• Expenditures per Student</td>
<td>• Cost of Uncompleted Credits</td>
<td>• Time/Credits to Credential</td>
<td>• Student Share of Cost</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Gateway Completion Costs</td>
<td>• Costs of Excess Credits</td>
<td>• Expenditures per Completion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Change in Revenue from Change in Retention</td>
<td>• Completions per Student</td>
<td></td>
</tr>
<tr>
<td><strong>Equity</strong></td>
<td>• Enrollment by at least Preparation, Income, Age, Race/Ethnicity</td>
<td>• Progression Performance at least by Preparation, Income, Age, Race/Ethnicity</td>
<td>• Completion Performance and Efficiency by at least Preparation, Income, Age, Race/Ethnicity</td>
<td>• Net Price and Unmet Need by at least Income</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Debt by at least Income, Age, Race/Ethnicity, Completion Status</td>
</tr>
</tbody>
</table>

**Key Student Characteristics**
- Academic Preparation
- Age
- Attendance Pattern
- Degree-Seeking Status
- Economic Status
- Enrollment Status
- First-Generation Status
- Gender
- Program of Study
- Race/Ethnicity

**Key Institution Characteristics**
- Degree/Program Mix
- Diversity
- Level
- Modality
- MSI Status
- Nontraditional Populations
- Resources
- Sector
- Selectivity
- Size

**Sources:** Answering the Call: Institutions and States Lead the Way Toward Better Measures of Postsecondary Performance and Toward Convergence: A Technical Guide for the Postsecondary Metrics Framework

© Bill & Melinda Gates Foundation
NSC provides public interfaces and reports for using data.

Initiative colleges supplement regular NSC reporting with new elements.

NSC provides reports, tools, extracts for initiatives/colleges.

Initiatives issue custom reports and tools to aid improvement and advocacy.

BMGF initiatives
Lumina initiatives
2-year initiatives
4-year initiatives
State initiatives
Federal initiatives
Other initiatives

Enrollment DegreeVerify Reverse Transfer
Postsecondary Data Partnership

State initiatives
Lumina initiatives
BMGF initiatives
Federal initiatives
Other initiatives
LEVERAGING COMPREHENSIVE ENROLLMENT, DEGREE, & COURSE DATA

Post Secondary Data Partnership

NSC StudentTracker

Complete and Accurate Data

- Enrollment
- Credit Accumulation
- Credit Completion
- Gateway Course Completion
- Persistence/Retention
- Outcome Completion
- Credentials Conferred
- Time to Credential
- KPI Summary (Executive)
- Analysis Ready File
- Additional Differentiators

Decrease institutional administrative burden

Fulfill voluntary reporting requirements

Implement targeted interventions

Collaborate with other Institutions (i.e., Reverse Transfer)
Questions?
ASSESSMENT AS LEARNING

Institutional Transformation Assessment (ITA)

March 2019

Hyunjun Kim
Program Officer
INTRODUCTIONS

Hyunjun Kim
Program Officer
Postsecondary Success
A LEARNING AND INQUIRY TOOL TO SUPPORT REFLECTION AND PRIORITIZATION

Within the continuous improvement process, we believe that it is important for institutions to reflect on their ongoing initiatives and overarching goals and prioritize efforts to properly resource key projects and reduce initiative fatigue.

Based on the need that our partners saw in the field, we funded the development of a tool that supports inquiry and learning on campus: the Institutional Transformation Assessment (ITA).
The Institutional Transformation Assessment is an inquiry and learning tool designed to help institutions better understand and align around their strengths and areas for improvement, in order to act on transformation efforts. It has two components:

**Individual Assessment**

**Group Conversation**

(“Consensus and Next Steps”)
The assessment provides an opportunity to reflect individually on the ongoing initiatives at an institution.

The consensus conversation brings together a group of leaders and key stakeholders across the campus to discuss the institution’s role in improving student success.

The consensus conversation helps institutions to prioritize areas for improvement and start moving toward action.
The assessment is comprised of indicators based on research and observed practices. These were developed by experts in the field and integrated into a single tool.

Equity is embedded into each set of standards

* The organization that created the original set of indicators (e.g., CCRC, Tyton Partners) differs from the one that will update and maintain the standards going forward (e.g., NASPA, Every Learner Everywhere)
Questions?
INTERACTIVE EXERCISE: INTRODUCTION

Over the next 20 minutes, please put yourself in the shoes of a leader at an institution: RFP College.

You will be using a tool that supports reflecting on and prioritizing student success efforts on your campus.

Instructions:

1. Find your analog ITA

2. Imagine that you are on the leadership team at RFP College. Pick a role on campus (e.g., Provost, Director of Academic Affairs, Director of Institutional Research)
Inside the analog ITA is a profile of your institution (RFP College).

Please spend 10 minutes reviewing the profile and answering the questions.

Next, please fill in the student success circle based on the corresponding ratings.
Hold up your student success circle – look around you and notice where there are similarities and differences in opinion.

• Are there 1-2 areas that should be prioritized?
• Are there 1-2 areas that warrant more attention given the goals and direction of the institution?
• Given the context of the institution, what should be the first steps to plan, consider, and resource further improvements around student success?
REMINDER: DATA-DRIVEN RESOURCES AND TOOLS TO SUPPORT TRANSFORMATION

**Prepare**
Institution leaders want to review, analyze and consider student success initiatives and goals

**Reflect**
Institution leaders gather information and people to reflect on goals, progress and plans

**Prioritize**
Leaders review data, discuss alternatives and prioritize in order to initiate/proceed with plans to address gaps

**Act**
Leaders make changes and investments in people, process and technology in order to address gaps

**Monitor**
Leaders monitor progress against goals and support the changes made

**Institutional Transformation Assessment (ITA)**

**NSC Postsecondary Data Partnership**
What do you think of when you hear “data”?
THANK YOU!
Brian Loft
Faculty Administrative Fellow
Office of the Provost
loft@shsu.edu
55% First-generation students
48% Members of a minority group
35% PELL grant recipients
50% Federal loan recipients

Most students work at least part time
Average # of years to graduation: 2014 vs 2017
Degree achievement gap for minority students

- Minority Enrollment
- Minority Degrees Awarded

2013: Minority Enrollment = 40%, Minority Degrees Awarded = 30%
2017: Minority Enrollment = 45%, Minority Degrees Awarded = 35%
SHSU ELITE:

Establishing Leadership In and Through Leadership

A Minority Male Initiative at SHSU established in 2010
Average GPA Over Nine Years

<table>
<thead>
<tr>
<th>Group</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELITE</td>
<td>3.2</td>
</tr>
<tr>
<td>All SHSU</td>
<td>2.4</td>
</tr>
<tr>
<td>All minority male FTF</td>
<td>2.4</td>
</tr>
</tbody>
</table>
Retention into the second year since 2010

- ELITE: 90%
- All SHSU: 80%
- All minority male FTF: 80%
5-year graduation rates since 2010

- ELITE: 5-year graduation rates
- All SHSU: 5-year graduation rates
- All minority male FTF: 5-year graduation rates
NACADA
THE GLOBAL COMMUNITY FOR ACADEMIC ADVISING

5x EAA

Excellence in Academic Advising (EAA)
GOALS

• Redesign the academic advising process, policies and procedures;
• Improve developmental education to ensure college preparedness; and
• Enhance digital learning to make higher education accessible to more students.
SAM Center redesign

- Teams of advisors, one for each college
- Development of a comprehensive 4-year advising curriculum; and
- Average time spent with each student: from 5 minutes to 30 minutes
Communications dashboard?

- customizable for a set of student profiles?
- dynamic, reflecting changes initiated by students or advisors?
- completion is incentivized?
Thank you for your time and attention.

Brian Loft  loft@shsu.edu  936-294-4465
INTRODUCTIONS

Rahim S. Rajan
Deputy Director
Postsecondary Success
RECAP: INSTITUTIONAL TRANSFORMATION AT SCALE

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.
INNOVATION NETWORKS = SOLUTIONS NETWORKS

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.

Connectivity
Data, Measurement, and Learning
Political Context
Economic Pressure
RECAP: NETWORKS OF SOLUTIONS PROVIDERS TO SUPPORT TRANSFORMATION

Prepare
Institution leaders want to review, analyze and consider student success initiatives and goals

Reflect
Institution leaders gather information and people to reflect on goals, progress and plans

Prioritize
Leaders review data, discuss alternatives and prioritize in order to initiate/proceed with plans to address gaps

Act
Leaders make changes and investments in people, process and technology in order to address gaps

Monitor
Leaders monitor progress against goals and support the changes made
“An evidence-based intervention or set of interventions, including practices, products, policy changes, and the institutional improvement process to effectively implement them, that address key loss and momentum points for low-income students and students of color in their higher education journey.”
According to the Community College Research Center: “Almost two-thirds of entering community college students and over one-third of students entering less-selective four-year colleges are judged as lacking in the math and language skills necessary for success in college-level courses.” (Bickerstaff, Jaggers 2018)

Guided Pathways Alignment: *Clarify the Paths; Help Students Get on a Path*

We invest in the scaling and codification of best practices that enable students who enter college requiring remedial education to proceed efficiently to and through credit-bearing math and English courses in their first academic year, substantially improving their graduation rates.

Those practices include:

- Placement
- Acceleration
- Courseware
- Early Access
Students in Pathways-aligned coursework have significantly higher odds of gateway course completion (4.96 odds ratio, which translates to an estimated probability of success of 58% versus 22% for comparison students), and increased credit accumulation (5.57 credits vs. 4.08).

Community colleges are implementing a range of acceleration approaches in at least 2 sections of math and English, with reported adoption by approach ranging from 16% to 53% of institutions.

Numerous state implementations operating at scale and beginning to demonstrate impact: Florida, Tennessee, Georgia, New York (CUNY/SUNY), Ohio, Arkansas.
## TECHNOLOGY ENABLED ADVISING

<table>
<thead>
<tr>
<th>Problem Statement</th>
<th>Description of the Solutions</th>
</tr>
</thead>
</table>
| Limited advising leads to credit (and debt) accumulation not matched to degree attainment. Advisor-to-student ratios at most 2 year and 4 year public institutions are at capacity and more than 40% of first year students only meet with an advisor once during their first year (Fosnacht, McCormick, Nailos, Ribera 2017). | We invest in the scaled implementation of integrated advising, enabling institutions to address student needs just-in-time with personalized supports, resulting in greater student success. The tools and functionality in these advising technologies that help institutions to deliver personalized supports, despite high student-to-adviser ratios, include:  

1. **Course planning and degree audits**  
2. **Analytics and reporting**  
3. **Caseload management**  
4. **Identification of at-risk students**  

We continue to explore how to better integrate more holistic student supports, career planning, financial aid, and additional academic tutoring supports. |
**TECHNOLOGY ENABLED ADVISING (PAGE 2 OF 2)**

<table>
<thead>
<tr>
<th>Efficacy and Evidence of Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>We see strong positive outcomes for institutions fully implementing these technology-enabled advising reforms combined with additional holistic supports.</td>
</tr>
<tr>
<td>Most notably, at GSU (and recently extending to Georgia Perimeter College) a multitude of reforms that have improved student supports and more personalized advising have enabled closure of equity gaps and helped improve graduation rates.</td>
</tr>
<tr>
<td>We are also seeing adoption of the technology elements of these reforms with companies offering products enabling 3 out of 4 core planning and advising functionalities (analytics &amp; reporting, caseload management, course planning &amp; degree audit, and identification of at-risk students) holding between 43% to 57% of market share by functionality. (Tyton Partners, Driving To A Degree 2017 &amp; 2018 Data Analysis)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Notable Exemplars in the Field:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numerous institutional implementations are beginning to demonstrate impact including:</td>
</tr>
<tr>
<td><strong>Georgia State University</strong></td>
</tr>
<tr>
<td><strong>Montgomery County Community College</strong></td>
</tr>
<tr>
<td><strong>Florida State University</strong></td>
</tr>
<tr>
<td>Problem Statement</td>
</tr>
<tr>
<td>-------------------</td>
</tr>
<tr>
<td>Today more than 30% of higher education students take at least one online course. 75% of low-income students at two year colleges need to combine work and school; many work more than 20 hours/week. Many of these students had poor academic preparation prior, and fail to enroll/pass gatekeeper and gen ed courses.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Description of the Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>We invest in scaling evidence-based digital learning practices that erase equity gaps in course outcomes and improve overall academic achievement in high enrollment, high drop/failure/withdrawal (DFW) general education as well as developmental education math courses.</td>
</tr>
</tbody>
</table>

This includes leveraging tools like digital courseware to deliver more active / adaptive learning via flipped classrooms and blended learning in high enrollment introductory courses critical to first year success.
In addition to compelling research about the urgency of shifting instructional modalities from passive to active learning approaches (Freeman 2014), we have also seen examples of equal outcomes for all learners in terms of pass rates, final exams, with potential savings for institutions and acceleration of learners (Bowen 2012).

More recently, we see modestly positive impacts with rigorous trials of Next Generation Courseware Challenge grantees (SRI 2018) on student learning with effect sizes on course grades at 0.09 overall and 0.16 for minority students.

We have also seen economic benefits and greater ROI for institutions when deployed at enterprise scale as well as in savings of materials costs for students when institutions adopt affordable digital courseware in place of expensive textbooks.

**Efficacy and Evidence of Impact**

<table>
<thead>
<tr>
<th>Notable Exemplars in the Field:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oregon State University</td>
</tr>
<tr>
<td>Houston Community College</td>
</tr>
<tr>
<td>Cerritos College</td>
</tr>
<tr>
<td>Arizona State University</td>
</tr>
<tr>
<td>University of Central Florida</td>
</tr>
</tbody>
</table>
REMINDER: PIGEONHOLE

- Go online: www.pigeonhole.at
- Enter Event Passcode: RFPLE1
- All responses are anonymous UNLESS you sign in
Based on your knowledge, what other evidence based interventions close equity gaps for low-income students and students of color?
Questions?
WHAT IS A SOLUTION NETWORK?

We have developed the following definition:

“A connected and multifaceted group of experts that collectively maintain and advance the development and/or delivery of a solution among institutions of higher education to support student success and institutional transformation.”

Networks include researchers, technical assistance providers, early adopter institutions, professional associations, and others.

Network members often play different roles, but all are aligned around the same goal, knowledge of the solution, and commitment to equity.

Solutions are elements within a broader and more holistic set of transformation efforts an institution is implementing.
### Solution Networks

Solution Networks vary across the following four dimensions:

<table>
<thead>
<tr>
<th>Origin</th>
<th>Solution Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional Capacities</td>
<td>Link to Student Journey and Transformation</td>
</tr>
</tbody>
</table>
By taking a network approach to solution delivery, we benefits from these advantages:

<table>
<thead>
<tr>
<th>Adaptability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning</td>
</tr>
<tr>
<td>Collective Leadership</td>
</tr>
<tr>
<td>Opportunity for Scale</td>
</tr>
</tbody>
</table>
WHAT DOES A SOLUTION NETWORK DO?

Networks act as a vehicle to improve implementation

Solution Networks

Improving Solution Availability
- Develop and curate key tools, resources, frameworks
- Collect evidence especially with respect to impact for students
- Ensure sufficient TA provider capacity

Better Awareness
- Provide field leadership and expertise – deep expertise
- Increase field understanding of why this solution is so critical to student improvement

Most solutions are implemented through a network.
WHAT DOES A SOLUTION NETWORK DO?

Networks act as a vehicle to improve implementation

Solution Networks

Greater Adoption

Build demand and advocate for wider adoption
Provide technical assistance and tailored supports – especially aligned to integration and transformation efforts

Better Solution Efficacy

Manage standards for implementation and solution improvement
Monitor ongoing market shifts and trends

Solutions

Most solutions are implemented through a network
INTRODUCTIONS – THE SOLUTIONS NETWORKS

Neal Holly
Omari Burnside
Stacey VanderHeiden Guney
Network Summary

Strong Start to Finish (SSTF) aims to amplify and accelerate evidence-based practices to address inequities in developmental education by ensuring students complete college-level math and English courses and enter a program of study in their first year.

Origin

Strong Start to Finish was created to better the chances of low-income students, students of color and returning adult students, to create a fundamental shift in the outcome of their college journey. Building on previous investments and learnings in the developmental education space, in 2015 a group of organizations developed “Core Principles for Transforming Remediation within a Comprehensive Student Success Strategy” which founded the basis for this Solution Network.

Potential Network Members*

- Achieving the Dream
- American Association of Community Colleges
- The Charles A. Dana Center
- Complete College America
- Community College Research Center
- Education Commission of the States
- Jobs for the Future
- The John Gardner Institute
- Motivate Labs
- Sova Solutions
- West Ed

* Network membership is still in development and not all partners are confirmed

Bold: Member in multiple networks; Italics: Network intermediary

Activities

- Develop a highly collaborative network: The Solutions Network depends on the cooperation and support of nationally recognized education organizations and university-based institutes.
- Support asset development, refinement and innovation: The Solutions Network provides resources and convenings to revisit and/or co-create tools that have a direct impact on scaling best practices around developmental education.
- Serve as a responsive concierge to network intermediary partners: The Solutions Network currently works with Frontier Set institutions and select Jobs for the Future Success Centers to cohort like institutions and their needs. In turn, the network will respond by packaging relevant services from network partners.
Acceleration: Limiting students’ time in developmental education.

Alignment: Mapping developmental education content to college coursework.

Integration: Propelling students into college coursework in an intended program of study

Faculty and Staff Supports: Supporting faculty and staff to improve individual practice and institutional policy for developmental education programs.

Goals and Outcomes: Setting clear goals and defined measurable outcomes.

Placement: Assessing students’ academic and non-academic strengths and weaknesses prior to or upon entry.

Refinement: Learning from reform efforts and how to use those insights to refine reform activities.

Scaling: Expanding institutional commitment to developmental education solutions’ potential to improve academic success and student progression.

Student Supports: Embedding academic and non-academic supports into developmental education instructional delivery and curriculum.
Amidst increasing energy for digital learning in the post-secondary space, BMGF provided multiple investments to support providers to bring together resources that form the basis of high fidelity implementation at scale.

WCET was selected as the intermediary organization to convene key stakeholders to coalesce around evidence-based practices, champion wider adoption, and catalyze the development of a sustainable market.

Our partners co-developed a highly-collaborative network strategy & began implementing it Nov ‘18.

Network Summary
Every Learner Everywhere aims to scale evidence-backed adaptive courseware and high-impact instructional practices that promote student success and equity in high enrollment, high drop/failure/withdrawal foundational courses.

Network Intermediary
ELE is run by 5 FTEs out of the WICHE** Cooperative for Educational Technologies (WCET)

Network Members*
• Achieving the Dream
• Association of Chief Academic Officers
• Association of Public & Land-grant Universities
• Digital Learning Research Network, University of Texas Arlington
• Digital Promise
• EdSurge
• EDUCAUSE
• Intentional Futures
• Online Learning Consortium
• SXSWedu Edu
• Tyton Partners
• WCET

Activities
• Institutional engagement: Deeply engage 12 “lighthouse” institutions to inform the design of scalable technical assistance models for different institutional types
• TA provision: By 2021, the hub hopes to be serving 200+ institutions with the assets and technical assistance expertise developed
• Asset development: Develop and manage core digital learning assets, such as:
  − Taxonomy, rubrics and assessment for digital learning (e.g., Courseware in Context framework, PEDL, Solution Rubric/Assessment)
  − Implementation guides and support
  − Case studies, ROI analyses, and product indices

* Bold: Member in multiple networks; Italic: Network intermediary

** Western Interstate Commission for Higher Education (WICHE)
Adaptive Courseware provides:

- Instructional content and assessments scoped and sequenced to support an entire course
- A more personalized and non-linear approach to instruction by analyzing student responses to assess mastery and provide additional support when needed
- Data for instructors so they know each student’s progress and needs, allowing for targeted instruction

Teaching and Learning: It’s not about the technology, it’s about how it’s used
THE ADVISING SOLUTION NETWORK

Network Summary:
The Advising Solution Network is a network of organizational partners whose mission is to identify, build, and scale effective advising solutions across the field of higher education to ensure academic, career, and personal success for all students with a focus on low-income students and students of color.

Network Intermediary:
NASPA – Student Affairs Administrators in Higher Education

Origin:
BMGF invested in IPASS and IPASS2 from 2013-2017 to elevate advising as a priority and accelerate the market for advising technologies through supply- and demand-side strategies. NASPA engaged in an evaluation to understand existing assets, priority needs of institutions, potential partner organizations, and the vendor landscape. NASPA has spent that last 7 months developing a scaling infrastructure with a vision, scaling strategy, and outcomes for the network.

Network Members*:
- AASCU
- Achieving the Dream
- EDUCAUSE
- NACADA
- National Resource Center for the First Year Experience and Students in Transition
- NASPA

Activities:
Develop and deliver high-quality and timely technical assistance to institutions
- Curriculum analysis and mapping
- Strategic communications support
- Policy audit and implementation support
- Change management support and resources
- Technology audit and implementation support
- Professional development for institutional leaders, staff, and advisors

Produce new assets (or resources) for the field
- Leverage elements of excellence in advising practices to identify and create tools and resources that further promote positive outcomes for students

* Bold = member in multiple networks; Italics = network intermediary

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OUR ROLE IN THE ECOSYSTEM

BEING AN SOLUTION NETWORK INTERMEDIARY

“Coming together is the beginning. Keeping together is progress. Working together is success.”

- Henry Ford

- Finding the right partners
- Managing and respecting all organization’s beliefs and way of working
- Setting the vision and charge for the work
- Preventing scope creep
- Facilitating consensus among all partners
- Setting and enforcing standards and processes for the work

BUILDING AND EXECUTING THE STRATEGY

Bill and Melinda Gates Foundation
- Thought-leadership around strategic direction
- Measurement and evaluation support
- Coordinate and facilitate communication throughout the ecosystem
- Auxiliary support (i.e. communications, equity guidance, evaluation, etc.)

Network Partners
- Help define the strategy
- Identify priority menu of services
- Develop and promote new advising resources for the field
- Deliver high-quality services to institutions

Fellow Solution Networks
“Learning Community”
- Share best practices and resources
- Participate in joint problem-solving
- Align efforts when most optimal
Q&A with the Foundation and Solution Network Intermediaries
IT’S GOING TO TAKE ALL OF US WORKING TOGETHER TO HELP FORGE A NEW PATH FORWARD.
THANK YOU