



APLU'S

POWERED BY PUBLICS

SCALING STUDENT SUCCESS

## Progress Report for APLU's Powered by Publics

*Based on preliminary data (current as of December 13, 2021)*

### Introduction

Obtaining a four-year college degree remains one of the best determinants of one's lifetime financial success and job satisfaction. College-educated workers are also key to fueling the innovation and growth that distinguish our nation's economy. Yet far more Americans need to complete a college education to ensure a thriving middle class. Even more alarmingly, race and class remain the most reliable predictors of completion, and equity gaps persist among low-income and minoritized students. Left unaddressed, these gaps will lead higher education to reinforce, rather than reduce, inequity.

The COVID-19 pandemic has made the situation even more dire. Recent [Bureau of Labor Statistics](#) data show that those with a high school education or less lost more jobs in the early days of the pandemic and have been left behind in the economic recovery. The disparities by race are significant, with Black women suffering more employment losses than any other demographic group. It's more important than ever to help Americans, particularly those of color, access and succeed in higher education.

In November 2018, the Association of Public and Land-grant Universities launched Powered by Publics, its largest-ever degree completion and equity initiative, to help four-year public colleges and universities collaborate to boost completion numbers. More than 125 universities and systems from 48 states – collectively serving more than 3 million undergraduates, including 1 million Pell recipients – signed on to the five-year initiative's ambitious goals of:

1. Producing hundreds of thousands more graduates by 2025 with an emphasis on underrepresented minority, low-income, and first-generation students.
2. Cutting in half the equity gap by 2025 for underrepresented minority, low-income, and first-generation students while increasing access.
3. Sharing key data, learning, and effective practices to drive innovation and transformation across the higher education sector.

### KEY FINDINGS

- Retention at Powered by Publics members increased by 2 percent for all undergraduates, by 4 percent for Black students, and by 3 percent for Latino students (from Fall 2018-Fall 2019).
- Degrees awarded increased by 821 from AY 2018/19 to AY 2019/20.
- Six-year graduation outcomes improved by 2 percentage points between the Fall 2013 and Fall 2014 cohorts.
- Equity gaps for 6-year outcomes, however, widened between Black and Latino students and all students, by 1 and 2 percentage points, respectively, between the Fall 2013 and Fall 2014 cohorts.
- Powered by Publics clusters produced significant new knowledge and resources for the field through collaborative projects, detailed in this report.

These universities began working together in “transformation clusters,” highly engaged peer learning communities focused on addressing key barriers to student persistence and completion. Cross-functional campus teams, appointed by their presidents and chancellors, examine the complex system of determinants that lead to student success, identified institutional barriers, and began testing ideas for improvement. The clusters are highly social, with members nudging each other to make policy and practice changes that lead toward transformation. Together, the 16 clusters<sup>1</sup> are tackling a range of issues from affordability to student support services to teaching and learning. An equity lens and key data for assessing progress inform all focus areas.

Even when launched, this initiative was ambitious with no guarantee of success. The challenges of the last two years have made our task even more daunting. From the rapid pivot to online courses, the necessary engagement of the campus community in protesting anti-Black violence and racial injustice, and unpredictable disruptions to college enrollment patterns – these changes have demanded campuses adapt, often in creative ways. Examples of innovations abound, some of which are highlighted in this report. The campus teams participating in Powered by Publics continued to maintain their focus on retention and completion even while navigating the ups and downs of their daily workloads.

This report seeks to document the progress of Powered by Publics at its halfway point. It contains the results of two years of data collected by APLU directly from institutions. Most importantly, this report seeks to document the significant, but often less tangible, examples of progress and innovation occurring within the clusters. The work of transforming a complex system is never straightforward, and APLU hopes that these examples will illuminate our successes and opportunities as well as ongoing challenges.

## Progress Toward Goals

In October 2019, 94% of participating institutions set campus-specific targets for degree completion and reducing the equity gap – which are shared within and across clusters but not externally. To monitor progress towards these stretch goals, APLU asked members to share data for eight key performance indicators. These [Core Data Metrics \(CDM\)](#) were developed by an advisory group of institutional research professionals at selected Powered by Publics institutions.

The metrics include enrollment, retention, degrees, and 6-year outcomes (completion at the home institution, completion at another institution, still enrolled at the home institution, still enrolled at another institution, or unknown). These metrics are disaggregated (at the institution level) for 15 subgroups: All undergraduates, first-time/full-time, transfer/full-time, male, female, Pell recipients, and all the race/ethnicity categories. This report highlights analysis of baseline data in these areas to benchmark progress as more data becomes available.

In 2020 and 2021, APLU collected data directly from institutions. Not all Powered by Publics institutions chose to share data. A total of 116 unique institutions shared data in either year (2020 or 2021), with 94 of those institutions sharing data in both years (2020 and 2021).

In 2020, we defined the equity gaps to be between Black students and White students or Latinx students and White students. As a result of race consciousness in reporting and best practices in equity-minded

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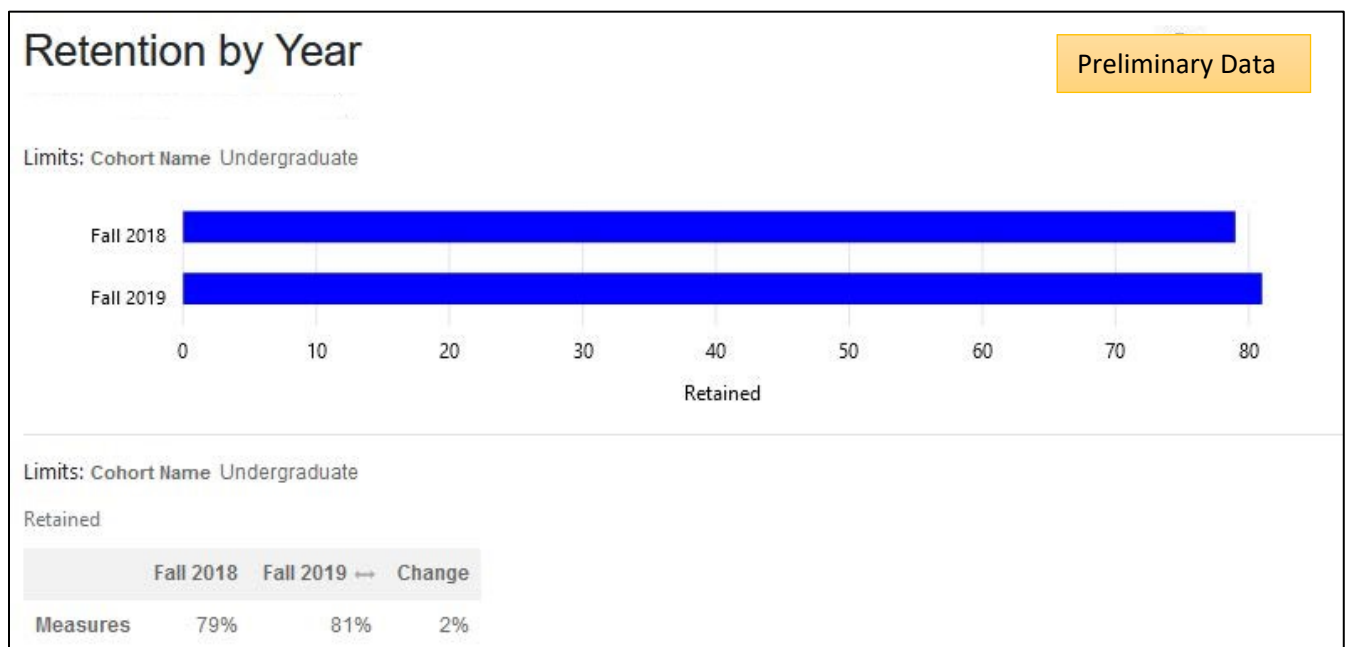
<sup>1</sup> Fourteen of the clusters are actively managed and staffed by APLU. The University System of Georgia and California State University System are also affiliated with Powered by Publics as systems.

data, APLU has updated the definition of the equity gap and defined the gap as the difference between an individual subgroup and the average of all undergraduates. This new definition reflects a more inclusive population of students without holding White students as the standard to which all other groups must meet. This report will show graphs highlighting retention and completion gaps in 2020 and 2021 using the updated definition and will also report the actual retention and completion data by racial/ethnic groups.

In both years, sharing data proved to be particularly challenging for institutions given the ongoing impact of the COVID-19 pandemic on university personnel, including budget cuts, furloughs, and increased workloads for Institutional Research offices. The analysis in this report is based on final data from the 2020 collection and *preliminary* data from the 2021 collection (current as of December 13, 2021). These data are still being validated and will be finalized in January 2022. Data reside in APLU’s [VSA Analytics](#) tool for use by Powered by Publics institutions.

### Retention

When examining the Fall 2018 and Fall 2019 undergraduate cohorts<sup>2</sup>, **the percentage of students who were retained in the following year went up by 2 percentage points overall (Figure 1).**



**Figure 1: Retention from Fall 2018 to Fall 2019, for all data-submitting Powered by Publics institutions (N=116), for all undergraduate students.**

<sup>2</sup> All Undergraduates includes Hispanic, Black/African American, Asian, American Indian/Alaska Native, Native Hawaiian/Pacific Islander, Nonresident Alien, White, 2 or more races, and race/ethnicity unknown.

While retention improved overall, Black students had the greatest improvement in retention rates (4 percentage points) (Figure 2).

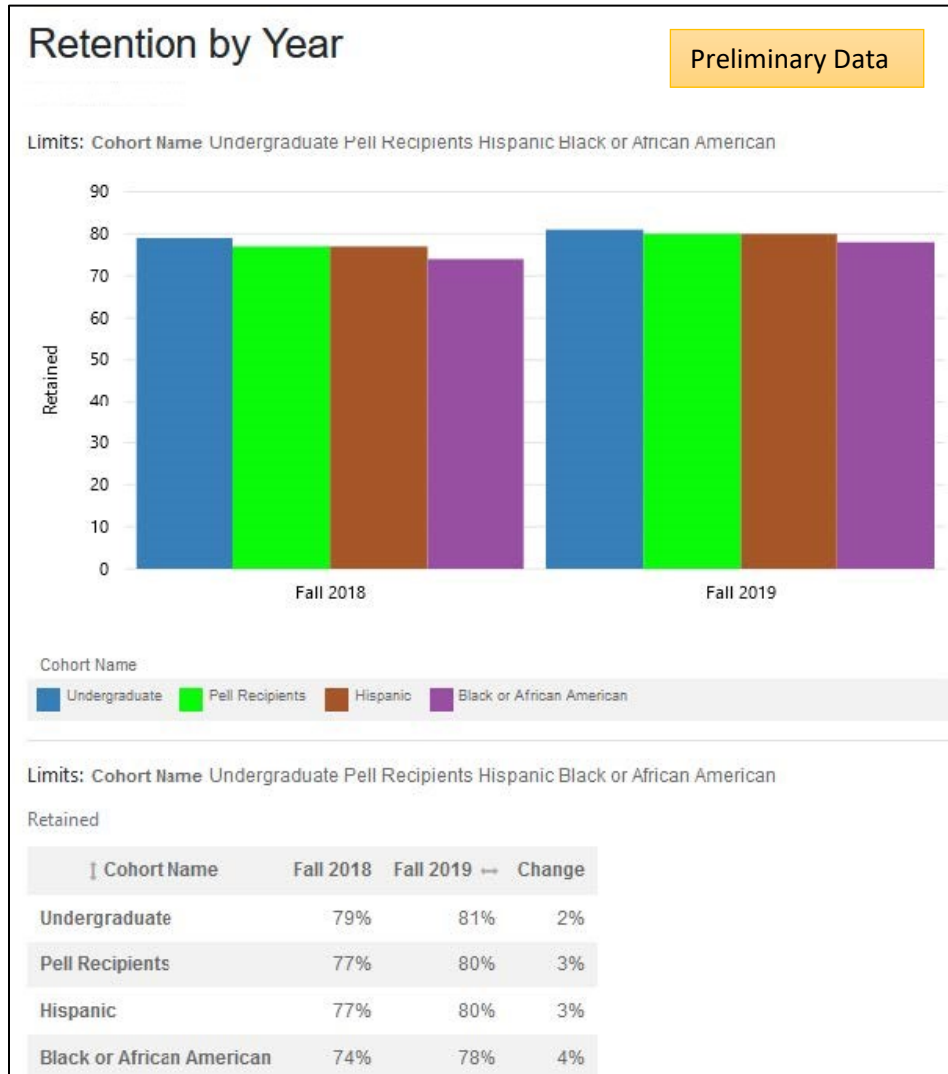


Figure 2: Retention from Fall 2018 to Fall 2019, for all data-submitting Powered by Publics institutions (N=116), for Black, Latinx, Pell, and All Undergraduates subgroups.

Between Fall 2018 and Fall 2019, Black student retention improved by 4 percentage points compared to only 2 percentage points for all undergraduates. The rates for Latinx and Pell students improved by 3 percentage points. This suggests that that equity gaps in Fall-to-Fall retention are closing for Black, Latinx, and Pell students. Table 1 shows the retention rates by race/ethnicity and the calculated gaps for each racial/ethnic group compared to all undergraduates.

Table 1: Retention rates for all subgroups, Fall 2018 and Fall 2019, for all data-submitting Powered by Publics institutions (N=116).

<b>Retention Rates: Fall 2018 and Fall 2019</b>		<b>Preliminary Data</b>			
Cohorts	Fall 2018 cohorts	Fall 2019 cohorts	2018 Equity Gaps	2019 Equity Gaps	Change in Gap
Undergraduate	79%	81%			
Hispanic	77%	80%	-2%	-1%	1%
Black or African American	74%	78%	-5%	-3%	2%
Asian	82%	85%	3%	4%	1%
American Indian or Alaska Native	71%	72%	-8%	-9%	-1%
Native Hawaiian or Pacific Islander	70%	66%	-9%	-15%	-6%
Nonresident Alien	81%	81%	2%	0%	-2%
White	79%	81%	0%	0%	0%
2 or more races	76%	79%	-3%	-2%	1%
R/E Unknown	74%	79%	-5%	-2%	3%

*Notes: Cohorts consist of all students (full and part-time) entering the university as either transfer student or new freshmen are included in the cohorts, disaggregated by their race/ethnicity category. Retention rates reflect the percentage of students who returned a year after entering. The data for American Indian/Alaska Native and Native Hawaiian/Pacific Islanders are sparse and may result in dramatic shifts in the gap analysis.*

### Degrees Conferred

**Preliminary data show that the number of bachelor’s degrees awarded increased by 821, from 408,136 in AY 2018/19 to 408,957 in AY 2019/20 (Figure 3). This represents an increase of less than 1%.**

<b>Number of Bachelor's Degrees Awarded*</b>			<b>Preliminary Data</b>
AY 2018/19	AY 2019/20	Difference	
408,136	408,957	821	
*Data are from 94 institutions submitting data in both years.			

Figure 3: Number of bachelor’s degrees awarded in AY 2018/2019 and AY 2019/202, for institutions submitting data in both years (N=94).

## 6-Year Graduation Outcomes

When examining the Fall 2013 and Fall 2014 undergraduate cohorts, the percentage of students who completed (either at their home institution or at another institution) within 6 years increased by 2 percentage points overall (Figure 4).

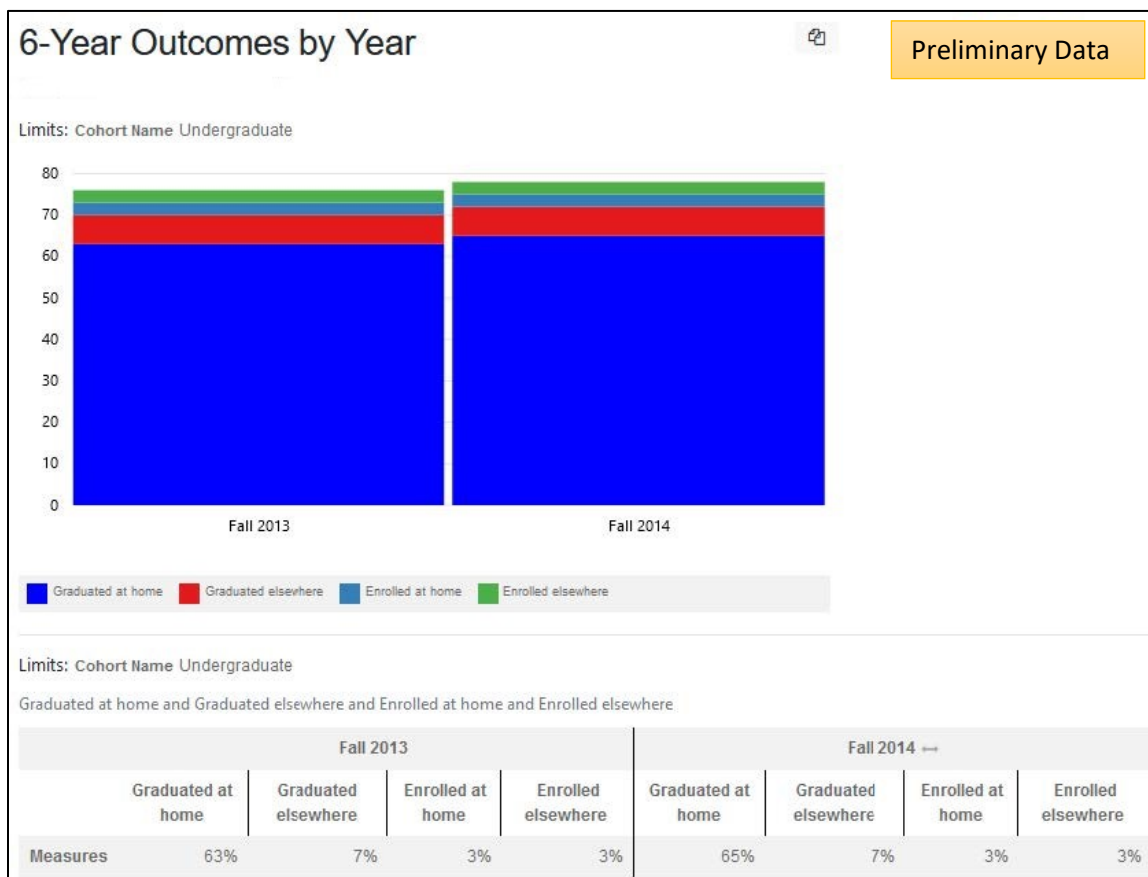


Figure 4: 6-year outcomes for all undergraduates, for all data-submitting Powered by Publics institutions (N=116), for the Fall 2013 and Fall 2014 cohorts.

Although completion rates increased for Black students and all undergraduate students, equity gaps have widened between Latinx and all undergraduate students by 2 percentage points, and the equity gap between Black students and all undergraduates has widened by 1 percentage point (Figure 5).

The Fall 2013 and Fall 2014 cohort data showed an increase in 6-year completion rates (at the home institution or elsewhere) for Black students but not Latinx students. The equity gap between Latinx

**Disclaimer:** Because students in the Fall 2013 and Fall 2014 cohorts began their educational journey prior to the launch of the Powered by Publics project, APLU cannot and does not claim that the project had any impact on the results for degrees awarded or 6-year outcomes. Participating institutions signed on to Powered by Publics because they were already committed to student success; these results simply demonstrate the continued progress these institutions are making and should be interpreted as a baseline for measuring future impact.

students and all undergraduates increased from 3 percentage points to 5 percentage points; for Black students the gap increased from 10 percentage points to 11 percentage points.

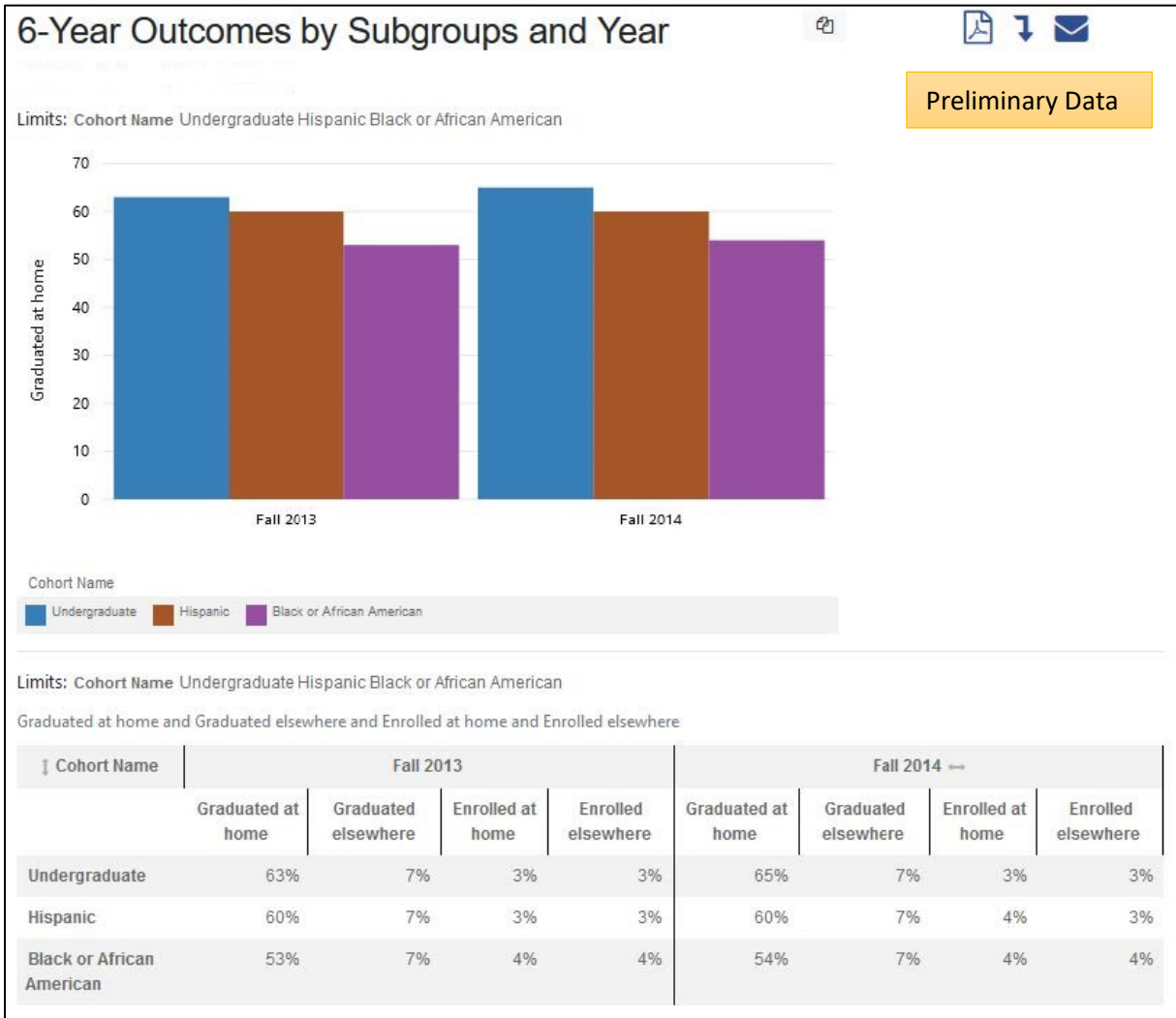


Figure 5: 6-year outcomes for Black and Latinx students and all undergraduates, for all data-submitting Powered by Publics institutions (N=116), for the Fall 2013 and Fall 2014 cohorts.

Although 6-year outcomes (at the home institution or elsewhere) increased by 1 percentage point for Pell students, the equity gap between Pell students and all undergraduates widened by 1 percentage point (Figure 6).



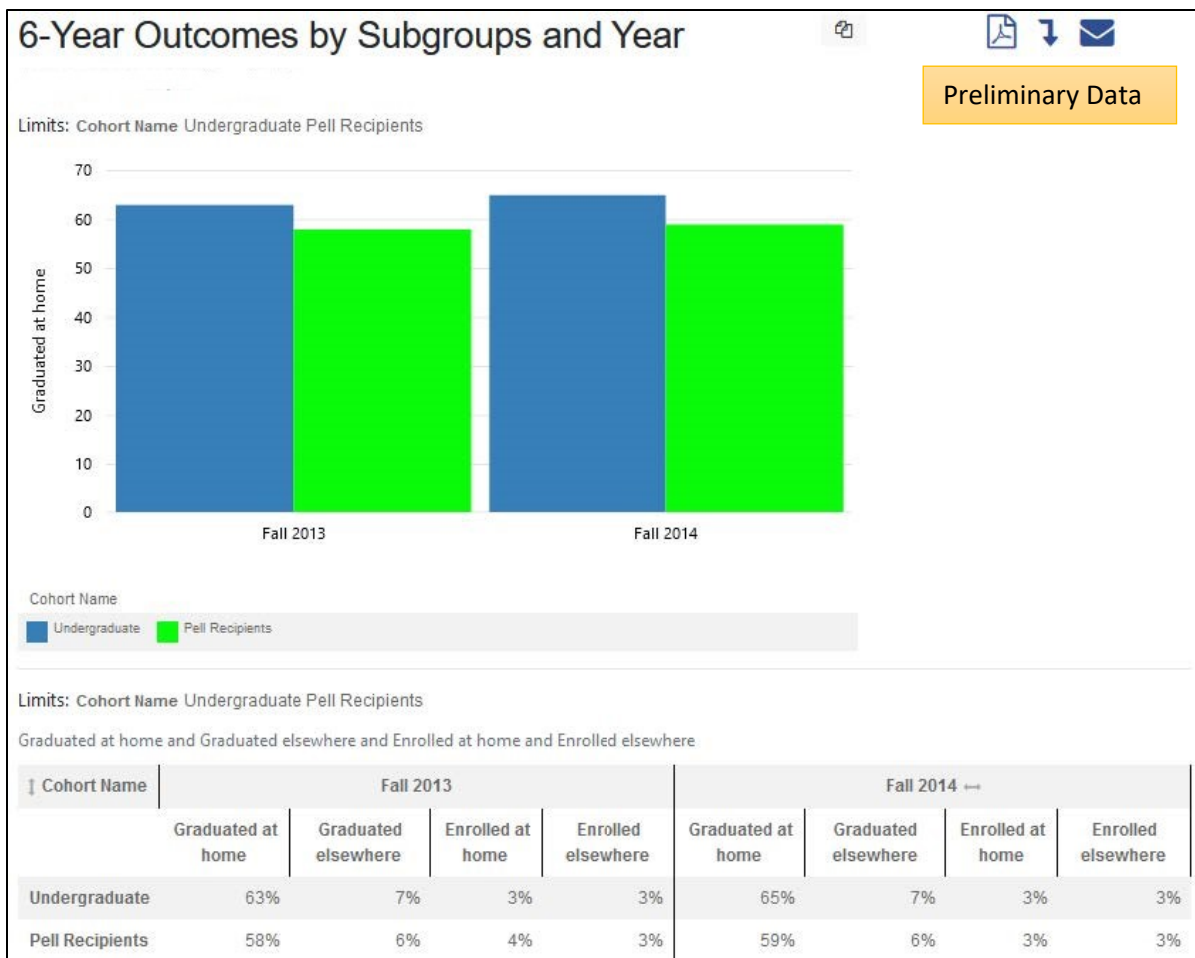


Figure 6: 6-year outcomes for Pell students and all undergraduates, for all data-submitting Powered by Publics institutions (N=116), for the Fall 2013 and Fall 2014 cohorts

Table 2 below shows the completion rates by race/ethnicity and the calculated gaps for each racial/ethnic group compared to all undergraduates.



Table 2: Change in 6-year outcomes between the Fall 2013 and Fall 2014 cohorts, for all data-submitting Powered by Publics institutions (N=116), for all subgroups.

**Change in 6-Year Completion Gaps**  
**Fall 2013 Cohorts and Fall 2014 Cohorts**

Preliminary Data

Cohorts	Fall 2013 entering cohorts	Fall 2014 entering cohorts	Fall 2013 Gap	Fall 2014 Gap	Change in Completion Gap
	Graduated at home or elsewhere	Graduated at home or elsewhere	Between subgroup and all undergraduates	Between subgroup and all undergraduates	From the Fall 2013 cohort to the Fall 2014 cohort
Undergraduate	70%	72%			
Hispanic	67%	67%	-3%	-5%	-2%
Black or African American	60%	61%	-10%	-11%	-1%
Asian	75%	77%	5%	5%	0%
American Indian or Alaska Native	57%	58%	-13%	-14%	-1%
Native Hawaiian or Pacific Islander	70%	66%	0%	-6%	-6%
Nonresident Alien	68%	73%	-2%	1%	3%
White	73%	75%	3%	3%	0%
2 or more races	65%	67%	-5%	-5%	0%
R/E Unknown	72%	72%	2%	0%	-2%

*Notes: Cohorts consist of all students (full and part-time) entering the university as either transfer student or new freshmen are included in the cohorts, disaggregated by their race/ethnicity category. Completion rates are calculated after 6 years to determine if they graduated at the home institution or at another university by the National Student Clearinghouse data. The data for American Indian/Alaska Native and Native Hawaiian/Pacific Islanders are sparse and may result in dramatic shifts in the gap analysis.*

Interpretation

Although the 2021 data are still being validated, the preliminary results suggest that Powered by Publics institutions are making steady progress on retention and graduation outcomes across a variety of student characteristics. Importantly, however, equity gaps for students from minoritized groups (Black and Latinx) continue to widen. The implication of these results for the remainder of the project are clear: APLU and its members must work even harder to deliver success for students from these populations. It is imperative that we understand institutional barriers that are impeding persistence and graduation for these students, target solutions to meet the needs of these populations, and take explicit and intentional action to rectify inequities wherever they are found.

The results for degrees are positive, but far less than hoped for. The results for this measure reflect significant disruptions to higher education institutions during the COVID-19 pandemic. It is possible that students who would have graduated in Spring 2020 may not have been able to complete their coursework due to the COVID-19 disruptions.

## Key Accomplishments from the Powered by Publics Clusters

The following are selected highlights from the work of the Powered by Publics clusters, organized by elements of our conceptual framework (Figure 6). Powered by Publics are working within the areas of Teaching and Learning, Holistic Student Supports, and Affordability. This framework encompasses many of the key determinants of degree completion as well as critical strategic priorities and capacities institutions must build to deliver student success at scale. Commitments to equity and data-informed decision making are cross-cutting enablers of student success and, ideally, should be embedded into all policies, processes, and programs at the university.

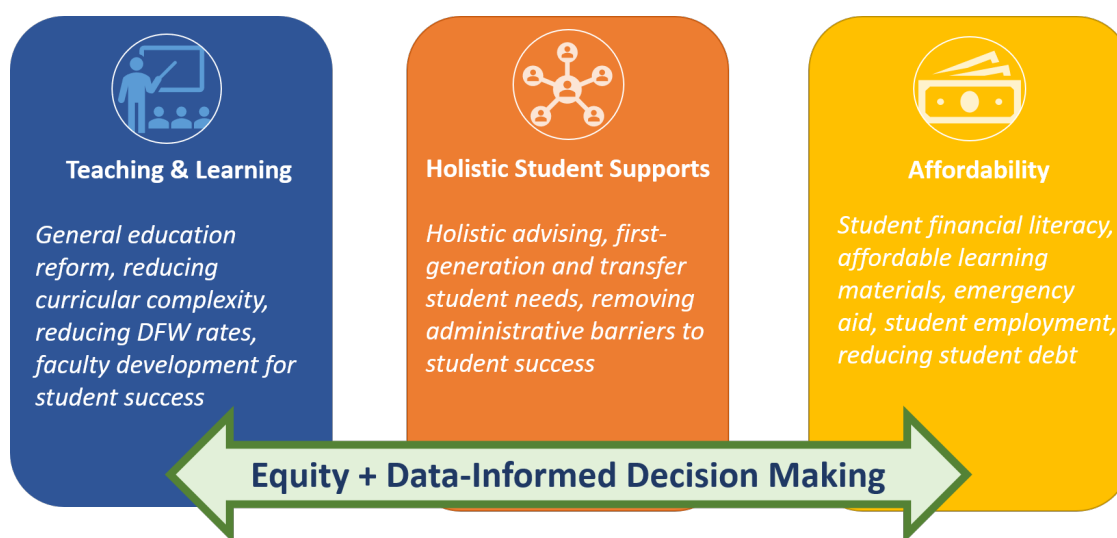


Fig 6. Conceptual framework with important determinants of student success

### Affordability

*Powered by Publics members are working to lower college costs for students, shorten time to graduation, help students reduce their debt, and ensure graduates are prepared with skills needed to succeed in the workforce. Combined, these efforts help ensure equitable access to higher education and contribute toward more equitable student outcomes.*

Nine institutions from four clusters worked together on a project, **Financial Aid Innovations for College Affordability and Student Debt**, with funding from the [TIAA Institute](#). These institutions sought to better understand student financial needs and the efficacy of financial aid innovations with an equity lens. Promising practices identified in the research included one-stop centers, completion grants, institutional debt forgiveness programs, affordable learning materials, and industry-university partnerships. As the bulk of their work took place during the COVID-19 pandemic, these institutions also conducted a preliminary examination of how emergency aid from the CARES Act was distributed to students. APLU published three reports based on the collaborative work and research findings of these institutions:

- [The Pandemic, College Affordability, and Student Debt](#)
- [Insights on Emergency Student Aid, Student Need, and the CARES Act](#)
- [Addressing Student Need Beyond Crisis Management](#)

APLU also hosted a virtual convening featuring the nine institutions in March 2021, and session recordings are available on the [Powered by Publics website](#). The institutions participating in this effort were: Cleveland State University; Rutgers University-Newark; University of Cincinnati; University of Louisville; University of North Texas; University of Texas at San Antonio; Virginia Commonwealth University; Wayne State University; and West Virginia University.

In addition to this work, the [High-Pell Cluster](#) (led by Rutgers University-Newark) examined the delivery, content, and assessment practices for financial wellness programs on campus, culminating in the development of a [Financial Wellness Conceptual Framework](#). This framework may help institutions improve their existing financial wellness programs to better support college access, affordability, and completion.

### Holistic Student Supports

*Holistic, wraparound services designed to meet the diversity of students' non-academic needs are essential for advancing degree completion and eliminating equity gaps. Powered by Publics members are implementing supports grounded in evidence and explicitly targeted toward those who need them most – students who are low-income, minoritized, first-generation, or transfer students.*

The [Metropolitan Cluster](#) (led by the University of Texas at Arlington) is working to strengthen the use of holistic advising practices including proactive and coaching-based advising. **Building Financial Confidence in Students through Coaching-Based Advising** produced a [suite of resources](#) on coaching-based advising, including a virtual workshop for frontline advisors held in May 2021. The cluster also conducted a survey of 968 advisors and advising administrators on the use of proactive advising, which informed a [grounded theory model](#) for implementing proactive advising. A preliminary [learning memo](#) on this work is available, with a larger report and two peer-reviewed articles forthcoming. Six institutions in the cluster have started to undertake a more intensive effort to implement evidence-based practices for proactive advising, starting in Fall 2021, co-led by Indiana University-Purdue University Indianapolis and the University of Louisville. This effort was supported by a competitive seed funding grant from APLU.

The [Southeastern Cluster](#) (led by Clemson University), is focused on transfer student success. Over the past year, the institutions in the cluster shared additional data with each other and contributed to a dashboard for tracking success metrics for transfer students. In addition to this dashboard, five universities in the University of North Carolina system were recently awarded seed funding from APLU for their project, **Improving Transfer Credit Efficiency**, which will be ongoing through 2022 in partnership with local community colleges in North Carolina. This effort is supported by a competitive seed funding grant from APLU.

### Teaching and Learning

*Several clusters are working to develop and scale innovative programs, practices, and policies that improve teaching practices and foster an inclusive learning environment for students. Doing so will increase a sense of belonging at the university, contribute to academic success, and ultimately degree completion, particularly for first-generation students and those from underrepresented backgrounds.*

The [Western Coalition Cluster](#) (co-led by the University of Hawai'i System and Washington State University) is working to provide faculty with actionable strategies and tools for connecting with students, identifying early warning signs, and targeting support to student needs. The cluster is focused

on faculty interventions that can be clearly linked to improved student outcomes such as retention and completion, and reducing equity gaps for low-income, minoritized, and first-generation students. In Spring 2021, the cluster piloted the **Western Coalition Designing for Student Success Faculty Learning Community** with five institutions, led by instructional design specialists from Boise State University. Participants engaged in eight hours of research-informed instruction and dialogue, then developed action plans for incorporating evidence-based strategies into the design of a Fall 2021 course. The success of this implementation will be evaluated through a brief self-reflection exercise at the end of the Fall 2021 semester. Further details can be found in [a preliminary report](#). The following institutions contributed faculty to the learning community: Boise State University; the University of Montana; University of Hawai'i System; University of South Dakota; Washington State University. This effort was supported by competitive seed funding from APLU.

The [Big 10 Cluster](#) (led by the University of Illinois at Urbana-Champaign), is focused on reducing DFW (D grade, fail, withdraw) rate equity gaps in gateway courses. These introductory courses are students' first deep dive into the college experience, and their success or failure in these courses can have a profound effect on persistence and completion. The cluster spent their first year taking a deep dive into student outcomes data for selected high-enrollment, entry-level courses to identify the root causes of students receiving low grades, dropping, or withdrawing from the courses. Their investigation uncovered significant variation across student groups, with higher DFW rates for certain minoritized populations and Pell students. A cross-cluster virtual learning event, **Exploring Foundational Course DFW Rates, Equity Gaps, and Progress to Degree**, is available for [on-demand viewing](#), accompanied by a [brief report](#). The cluster plans to build upon this foundational work by executing an improvement plan to reduce DFW rates in these courses during the remaining years of the initiative.

The [Western Land-grant Cluster](#) (led by Colorado State University) with is using the [Curricular Analytics](#) tool, combined with disaggregated student performance data, to address overly complex curricular pathways that can delay or even prevent students' graduation. The **Curricular Analytics and Equity** project will 1) improve data-driven knowledge concerning the relationship between curricular complexity and equity, 2) test strategies for making improvements to curriculum oversight and university-wide program review processes, and 3) increase faculty and staff attention toward the relationship between curricular complexity and equity. The group also hopes to position APLU alongside its partners as a leading sponsor of open access tools designed to strengthen higher education. The group has produced a [preliminary report](#) describing the results of a pilot with Curricular Analytics and [a video](#); several campuses from the cluster were also featured in [a recent article](#) in the *Chronicle of Higher Education*. This effort was supported by competitive seed funding from APLU.

### Equity and Data-Informed Decision Making

*All clusters strive to be equity-minded and data-driven, as evidenced by their focus on student groups experiencing institutional barriers to success and their collection of disaggregated data. The following projects provide additional leadership and capacity-building support to the Powered by Publics network.*

The [Tech Cluster](#) (led by the New Jersey Institute of Technology) established a **Winner-Take-All Equity Challenge** for itself, with members aiming to make as much progress as possible toward retention and 4-year graduation rates for underrepresented minority and Pell students by the end of 2023. A \$30,000 prize awaits the winning institution that makes the most visible progress. Each university will build on its existing programmatic efforts to achieve the goal, which include expanded use of advising systems,

supportive services, and peer mentoring. Additionally, the cluster will capture lessons learned as they seek to improve in the context of a global pandemic and accelerating disruption of higher education. This effort was supported with competitive seed funding from APLU.

Five institutions in the [Northern Cluster](#) (led by the University of Maine) launched a pilot **Data Literacy Institute**, in partnership with the [Association for Institutional Research \(AIR\)](#) and with funding from [Ascendium Education Group](#). The first cohort of institutions will provide professional development to several dozen staff, faculty, and leaders from across campus to build knowledge and skills in the use of data for decision making; participants will apply their knowledge through a hands-on data project in Spring 2022. A second cohort of six institutions is expected to launch in Fall 2022.

The [Data Integration Cluster](#) (led by Texas Tech University) is focused on building institutional capacity for data-informed decision making. The cluster has developed a [Data Maturity Index](#) tool to support campuses in integrating data across programs, strengthening data governance and policies, and fostering data literacy at all levels of staff, faculty, and university leadership. The self-assessment tool helps campuses understand where they are in their journey toward becoming a data-informed campus and makes suggestions for further improvement. A brief [learning memo](#) explains how the tool was developed. The **Data Maturity Index** was supported with competitive seed funding from APLU.

### Additional Investments

In addition to core staffing, APLU continues to provide technical assistance, subawards, and fundraising support to the clusters. Notable efforts from the first half of the project include:

- **Crisis-Response Services:** Collaboration with AASCU, the Advising Success Network, Every Learner Everywhere, and Strong Start to Finish, with funding from the Bill & Melinda Gates Foundation, to support institutions' emergent needs related to the COVID-19 pandemic. APLU and its partners delivered twelve discrete services related to advising, digital learning, and college readiness to 16 APLU institutions from September 2020 through October 2021. An evaluation of these services is summarized in [a final report](#).
- **Intermediaries for Scale Demonstration Project:** In Spring 2021, APLU issued a Request for Proposals from institutions interested in participating in a demonstration project for the [Intermediaries for Scale](#) network, funded by the Bill & Melinda Gates Foundation. The 16 selected institutions have launched a peer learning community, conducted a comprehensive needs assessment, and submitted course-level data to the [Postsecondary Data Partnership](#) with the National Student Clearinghouse. Each university received a subaward of \$15,000 to support their participant and will receive services (valued at \$20-\$50K per institution) from the Advising Success Network, Every Learner Everywhere, and Strong Start to Finish in Spring 2022 to meet the needs identified during their assessment.
- **Strategic Equity Action Plan and Roadmap:** APLU worked with the consulting firm [Advisory 83](#) to develop a strategic equity action plan for supporting member institutions in advancing racial equity. The strategy will be shared at the Powered by Publics Annual Meeting in early November, along with an institution-facing roadmap and other resources. Earlier this year, Powered by Publics released a [Commitment to Equity](#) that articulates its vision for advancing

equity across higher education. APLU staff supporting Powered by Publics also received comprehensive diversity, equity, and inclusion training in Spring 2021.

- **Seed Funding Program:** APLU distributed [\\$150,000 in seed funding awards](#) through a competitive process to support collaborative projects in six transformation clusters, all of which are detailed above in the accomplishments section.

### On the Horizon

- **Powered by Publics Equity Roundtables:** In 2022, with generous support from the Lumina Foundation, Powered by Publics will coordinate four regional roundtables and a capstone public virtual convening to advance dialogue and develop a call to action for achieving racial equity in higher education. The roundtables, hosted by selected member universities, are intended to provide inclusive spaces for candid conversations among university personnel, current students, and alumni from a diverse group of institutions.
- **Learning Exchange:** In response to member feedback, APLU is developing an online learning exchange to expand and accelerate dissemination of new knowledge from the clusters and participating institutions. The exchange will go live by the end of December 2021 and will allow institutions to share content and engage with their peers in the network.
- **Continuous Improvement:** In response to member feedback, APLU is working to strengthen application of the [six core principles of continuous improvement](#) to each cluster's work together. This scientific and data-driven approach will allow us to test change ideas across many campuses, forging a pathway toward systemic reforms that will have a lasting impact on low-income, first-generation, and minoritized students. This work is led by the [Evidence Improvement Cluster](#), with support from [WestEd](#).

*This report was co-authored by Julia Michaels, Executive Director for Powered by Publics and Dr. Denise Nadasen, DM, Assistant Vice President for Research and Policy Analysis at APLU. Please direct any questions to [jmichaels@aplu.org](mailto:jmichaels@aplu.org).*