Dear Participants,

As we gather for our third Learning Network Convening, we have so much evidence that our collective work is effecting positive change and better outcomes for students at scale. We began as an initiative involving four systems and 104 institutions working with nearly 1.4 million students. Today, we have the distinct honor to work with six systems and 250 institutions serving 3.7 million undergraduates. In the months ahead, we are poised to expand our footprint yet again to include additional states and serve even more institutions. Around us, we see evidence that Strong Start to Finish has amplified and accelerated the momentum of developmental education reforms. Today, at least 27 states offer or are exploring co-requisite remediation. We have seen the use of co-requisite math in colleges jump from 16% in 2015 to 52% last year. And more than 30 state systems are implementing or considering statewide requirements for multiple measures for placement.

These changes represent a fundamental shift in the college experience for hundreds of thousands of students who are low-income, of color and/or returning adults. By connecting higher education systems and institutions with proven tools, quality technical assistance and financial and human capital resources, the growing number of systems and institutions engaged in Strong Start to Finish are giving every student the strongest start toward completing their degree.

Even as we grow, our focus remains laser-like, guided by our Core Principles. We are driving toward our founding goal of working at scale to ensure all students pass their first credit-bearing English and math courses during the first year of study. To accomplish this, SSTF’s work is focused squarely on Engaging systems to create change at scale, Deepening our collective understanding, Growing a network of individuals and organizations, and Connecting the field to actionable, evidence-based policy and practice through publications & events. We do all of this for one reason – to help all students, not just the select few, find success in their postsecondary education.

We believe in the possibility and power of realizing evidence-based change at scale. By aligning best practices, sound system and state policy, and networking our knowledge we are impacting more students, in more places, in a shorter duration, than when we do this work alone. Pooling this level of expertise takes a commitment from everyone involved, but the past two years of progress in developmental education reform remind us the commitment is worth it. It is our charge to continue to bring leaders to the table, create shared knowledge, and work with individuals to turn learning into action.

Strong Start to Finish wishes to acknowledge the authors and changemakers of system design principles upon which our collective work is based and system-located partners who work tirelessly every day to implement change.

We look forward to important, thoughtful conversations and continued collaboration during our time together in Miami. This is a chance for us to learn from one another. But even more important is that we bring the insights gathered here back to our campuses, classrooms and organizations and use that knowledge as a catalyst for reform at scale. The success of this convening will be best measured by how we bring our learnings back to the field, to further accelerate the scaling of proven developmental education reforms.

We should never underestimate our collective capacity to use our efforts and reforms to increase the number of historically underserved students completing degrees, licenses and certificates with labor market value.

Sincerely,

Rahim Rajan
Deputy Director, Bill & Melinda Gates Foundation and Chair of the Strong Start to Finish Funder Advisory Board

Dr. Christopher M. Mullin
Director, Strong Start to Finish, Education Commission of the States
Monday, March 2

5:30 to 7:00pm
POOL TERRACE
(7th Floor)
Welcoming Reception

7:30 to 9:30pm
OFF-SITE
Funder Advisory Board Dinner
(By invitation only)

Tuesday, March 3

7:00 to 8:00am
PRE-ASSEMBLY
Networking Breakfast

8:00 to 8:15am
SALON A to D
Welcome and Introduction to the Learning Network Convening
Jeremy Anderson, Education Commission of the States &
Christopher M. Mullin, Strong Start to Finish

8:15 to 8:45am
SALON A to D
An Amazing Race Through Strong Start to Finish
Christopher M. Mullin, Strong Start to Finish
This session will provide an interactive opportunity to engage with the collective work of the Strong Start to Finish network of sites, partners and resources.

8:45 to 9:15am
SALON A to D
Maintaining Momentum
Christopher M. Mullin, Strong Start to Finish
This session will recap where developmental education has been and will soon be.

9:15 to 10:15am
Informing Reform in Action
These interactive breakout sessions encourage participants to engage peers from leading systems in a conversation focused on how they implemented various aspects of developmental education reform and leave with adaptable resources to apply to their own context.

- Lessons from the Momentum Year: BUENOS AIRES 1
  Tristan Denley, University System of Georgia

- The Financial Implications of a Shift to Corequisite Remediation: BUENOS AIRES 2
  Sarah Truelsch & Mari Watanabe-Rose, The City University of New York

- Supporting Continuing Progress in Developmental Education Across Campuses: MADRID
  Tom Sudkamp, Ohio Strong Start to Finish

- Leveraging SSTF Supports within Existing Student Success Reform Efforts: NEW YORK
  Jennifer Miller, Jill Lansing, & Alma Kanic-Franco, The State University of New York

- Collecting New Developmental Education Reform Data in a Large, Decentralized State: LONDON 1
  Stacy Fisher, California Community College Foundation

- Ensuring Institutional Implementation Progress and Quality: LONDON 2
  Mike Leach, Arkansas Community Colleges
  Linus Yu, University of Arkansas-Fort Smith
  Charles Watson, University of Central Arkansas
  Jessie Walker, Arkansas Department of Higher Education
  Heather Ortiz, The Charles A. Dana Center, UT-Austin
<table>
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<tr>
<th>Time</th>
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<tr>
<td>10:15 to 10:30am</td>
<td>Networking Break (Snacks &amp; Refreshments)</td>
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| 10:30 to 11:15am | **Plenary Address: “Getting an A”**  
Paul Tough, Author  
Paul Tough, author of “The Years that Matter Most,” will provide an address focused on the chapter “Getting an A.”  
**SALON A to D** |
| 11:15 to 12:00pm | **Lessons from the Classroom: Delivering Co-requisite Courses**  
Uri Treisman, The Charles A. Dana Center, UT-Austin  
This session will spotlight the lessons learned by Uri Treisman as he implemented co-requisite models at the University of Texas-Austin.  
**SALON A to D** |
| 12:00 to 12:45pm | Lunch                                                                                             |
| 12:45 to 1:00pm | Networking Break                                                                                 |
| 1:00 to 2:15pm | **Problems of Practice: Co-Constructing Tools**  
During this interactive breakout session, participants will engage in activities and provide feedback on draft worksheets and decision frameworks to support action based upon available evidence.  
**SAFETY & ACCESS, MENTORSHIP, AND STRENGHTENING INSTITUTIONAL READINESS: LONDON 1 & 2**  
• **Assessment and Placement: Lessons Learned and Future Directions:** BUENOS AIRES 1  
  Nikki Edgecomb & Tom Brock, Community College Research Center  
• **Aligning Courses through Maps:** BUENOS AIRES 2  
  Sarah Ancel & Vanessa Keadle, Student Ready Strategies  
• **Advising and Supporting Developmental Education Reform: An Opportunity for Collective Problem-Solving:** MADRID  
  Melinda Karp, Phase Two Advisory  
• **Using Continuous Improvement to Support Effective Corequisite Models:** LONDON 2  
  Lindsay Daugherty, RAND Corporation  
• **Supporting Institutional Readiness:** LONDON 1  
  Chris Baldwin, Chris Baldwin Consulting |
| 2:15 to 2:30pm | Networking Break (Snacks & Refreshments)                                                          |
| 2:30 to 3:45pm | **Reflection for Action**  
During this interactive session, teams will connect and reflect on their work to-date with the guidance of a semi-structured activity.  
**SCALING SITES TEAM TIME:** LONDON 1 & 2  
Susan Vermeer Lopez & Emily Warren, Strong Start to Finish  
**Partner Roundtables for Invited Systems:** SALON A to D  
Molly Sarubbi & Vilan Odekar, Strong Start to Finish  
**Funder Advisory Board meeting (Invitation only):** NEW YORK |
| 3:45 to 4:00pm | Networking Break                                                                                 |
### Agenda

**4:00 to 4:55pm**
**Funders Perspectives**

_Brian Sponsler, Education Commission of the States_  
_Amy Kerwin, Ascendium Education_  
_Rahim Rajan, Bill & Melinda Gates Foundation_  
_Ed Smith, The Kresge Foundation_  
_James Benson, Institute of Education Sciences, U.S. Department of Education_

This panel will center on the perspective of leading foundations and their strategic vision and lessons learned through the pooled funding approach that supports Strong Start to Finish.

**4:55 to 5:00pm**
**Recapping the Day**

_Christopher M. Mullin, Strong Start to Finish_

**5:30 to 7:00pm**
**Reception**

**POOL TERRACE (7th Floor)**

**7:00 to —**
**Dinner on your own**

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### Wednesday, March 4

**7:00 to 8:00am**
**Networking Breakfast**

**8:00 to 9:00am**
**The 2020 Core Principles for Transforming Remediation Within A Comprehensive Student Success Strategy: A Statement from the Field**

_Alison Kadlec, Sova_  
_Johanna Duncan-Poitier, The State University of New York_  
_Martha Ellis, The Charles A. Dana Center, UT-Austin_  
_Dhanfu Elston, Complete College America_  
_Ryan Kelsey, Achieving the Dream_  
_Mari Watanabe-Rose, The City University of New York_

This panel session will present the refreshed version of the Core Principles for Transforming Remedial Education.

**9:00 to 9:30am**
**Core Principles in Action**

_Christopher M. Mullin, Strong Start to Finish_

This session will situate Strong Start to Finish efforts within the refreshed Core Principles.

**9:30 to 10:00am**
**Hitting Their Stride: Examples from the Field**

_Gates Bryant & Lindsay Whitman, Tyton Partners_

Tyton Partners will provide preliminary findings from the second annual national survey of developmental education reforms.

**10:00 to 10:30am**
**Networking Break (Snacks & Refreshments)**
10:30 to 11:30am  
**Shaping Quality Responses to Demand**  
This workshop will engage technical assistance providers (supply) and sites receiving support (demand) to advance a quality standard for assistance.

- **Scaling Sites & Invited Systems:** BUENOS AIRES 1 & 2  
  Lara Couturier, HCM Strategists

- **Partners:** LONDON 1 & 2  
  Bruce Vandal, Bruce Vandal Consulting

- **Funder Advisory Board meeting (Invitation only):** NEW YORK

11:30 to 11:45am  
**Networking Break**

11:45 to 1:00pm  
**SALON A to D**  
Lunch with performance by Singer & Songwriter Royce Lovett

1:00 to 1:15 pm  
**Networking Break**

1:15 to 2:00 pm  
**SALON A to D**  
**Equity-Focused Research & Practice**
  Judy Marquez Kiyama, University of Denver  
  Elena Quiroz-Livanis, Massachusetts Department of Higher Education  
  Alycia Marshall, Anne Arundel Community College  
  Greg Rathert, Minnesota State Colleges and Universities  
  Brian Sponsler, Education Commission of the States

  This panel session will present the current learning agenda as captured by recent national efforts.

2:00 to 2:30pm  
**SALON A to D**  
**Recap and Next Steps**
  Christopher M. Mullin, Strong Start to Finish

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**HOTEL MAP**

**JW Marriot WIFI:**
**Connection Name:** SSTF Learning Network Convening  
**Password:** StrongStart2020  
(Case Sensitive)

**The Pool Terrace is located on the 7th Floor**
Our Commitment to ENGAGING SYSTEMS

SSTF works to engage systems that commit to implement actionable, evidence-based policy and practice about student entry to and success in their initial year of college at scale. We are leveraging momentum so that more students will succeed by supporting systems as they implement educational reforms at scale by undertaking the following key initiatives:

Provide ongoing “concierge services” to systems. SSTF staff leverages technical assistance providers, co-authors of the Core Principles document, solution network partners, site-based leaders and other experts to support systems in roles including but not limited to speakers, confidants, or service providers.

Form site cohorts through cross-site engagements. SSTF staff coordinates with site leaders to identify and promote opportunities such as site-specific events, conferences, and other convenings to encourage cross-site learning, as well as facilitates monthly webinars to elevate key learnings and engage in cross-site discussion.

Learn with the sites. SSTF staff conducts a review of semi-annual reports on site workplan activities to ensure compliance with grant agreement(s) and annual reports of network participation grant sites. SSTF staff engages sites in conversations about their workplan items to extract learning underway and disseminate key observations. Additionally, SSTF staff is in regular communication with sites and conducts site visits on an annual basis to understand “ground-level” implementation of workplan items.

SUPPORT AT A GLANCE

Below are engagement activities provided by SSTF to support sites.

- Co-constructing learning through regularly reviewing material
- Convening sites around content of value
- Hosting calls and webinars
- Responding to requested support
- Supporting workplan activities
- Visiting campuses to support learning

Strong Start to Finish is comprised of the following Six Scaling Sites.

[Logos for Strong Start to Finish in Arkansas, CUNY, Foundation for California Community Colleges, Ohio STRONG START TO FINISH, SUNY]
Our Commitment to DEEPENING KNOWLEDGE

SSTF works to deepen our collective knowledge so that actionable, evidence-based policy and practice about student entry to, and success in their initial year of college are systematically implemented. We augment existing knowledge through the collaborative curation and generation of an actionable, evidence-based knowledge agenda by undertaking three key initiatives:

Co-constructing a learning agenda with Scaling Sites, technical assistance partners and other stakeholders. The curation, creation and dissemination of knowledge from workgroups elucidate exemplary practices and identify effective actions to address ongoing challenges. SSTF staff leverages the knowledge of experts to address each strand of the learning agenda.

Develop actionable, evidence-based knowledge artifacts. SSTF staff publishes original material informed by the learning agenda, reports, partnerships and knowledge from the field. We partner with other organizations to publish information of value.

Leverage the collective and emerging knowledge from the field. SSTF staff leverages the knowledge of experts to support the learning agenda.

RESOURCES AT-A-GLANCE

Below are publication series disseminated by SSTF.

Learning from the Reform papers provide case studies of scaling sites.

People in the Reform papers put a face and voice to the specific reform efforts to lift-up individuals who are involved in reforms through interviews.

Podcasts from Strong Start to Finish provide ‘how-to’ instructions for practitioners in the field as they implement reforms.

Points of Interest support the case for change by extracting a key takeaway from a research study of policy brief and summarizing the work in a one-page document.

Steps to Success papers provide “how-to” documents to practitioners in the field as they work to implement reforms.

Strategic Investment Impacts papers provide a step-by-step guide, with accompanying worksheets, to calculate financial measures, offer a set of questions to lead a dialogue with senior staff and suggests ways to communicate the information with internal and external stakeholders.
Our Commitment to
GROWING A NETWORK

SSTF works to grow a network so that systems will implement actionable, evidence-based policy and practice about student entry to and success in their initial year of college at scale. We engage leaders, practitioners and partners in a network of value focused on working at scale by undertaking the following key initiatives:

**Develop a highly collaborative network** The Solutions Network depends on the cooperation and support of nationally recognized education organizations and university-based institutes. The network will utilize 2015’s Core Principles for Transforming Remediation within a Comprehensive Student Success Strategy as its principle document to frame the mission of the network, as well as the resources and services to be provided.

**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. Network activities focused on asset development include a revision of the Core Principles for Transforming Remediation, developing new informational pieces that align with the Institutional Transformation Assessment (ITA) and examine opportunities to package services to maximize network provider capacity.

**Serve as a responsive concierge to network intermediary partners** The Solutions Network currently works with Gates Foundation Frontier Set institutions and select Jobs for the Future Success Centers to cohort like institutions and their needs as identified through the ITA. In turn, the network will respond by packaging relevant services from network partners. The network will track both requests and provided services and resources to better understand developmental education demand and capacity.

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**RESOURCES AT-A-GLANCE**

Below is a list of service areas related to developmental education to be offered by the SSTF Solutions Network. These services areas are provided as asynchronous digital resources or interactive engagements with quality technical assistance providers.

- **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 nonacademic 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.
Partners
The following organizations serve in these capacities:

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CORE PARTNERS

- Achieving the Dream™
- Complete College America
- The University of Texas at Austin Charles A. Dana Center
- Education Commission of the States
- Carnegie Math Pathways WestEd
- SOVA

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RESEARCH & SERVICE PARTNERS

- ACUE Association of College and University Educators
- The Ada Center
- Advising Success Network
- Association for Institutional Research
- ASA research
- BVC Bruce Vandal Consulting College Success Strategies
- Community College Research Center Teachers College, Columbia University
- every learner everywhere
- Gardner Institute Celebrating 20 Years of Excellence
- Motivate Lab
- National Resource Center First-Year Experience® and Students in Transition University of South Carolina
- Phase Two Advisory
- Student-Ready Strategies
Our Commitment to
CONNECTING A NETWORK

SSTF works to connect the field to actionable, evidence-based policy and practice through publications & events. We disseminate actionable, evidence-based materials focused on reforming developmental education at scale during the first year of college. We have a substantive role in state and national gatherings and media platforms, and execute the annual Learning Network Convening and support other convenings to bring leaders, practitioners and partners together.

Initiate a communications strategy targeted at various audiences This is achieved by developing and implementing a communications strategy for reaching core constituents.

Inform other efforts working at scale We disseminate content from the press, partners, Scaling Sites and original materials. We also attend and present at state and national gatherings and contribute our voice to media.

Host events to maintain and accelerate momentum The Learning Network Convening provides a forum for partners, Scaling Sites, system leaders, practitioners and funders to come together to discuss the progress of our efforts to bring scale to developmental education reform. Through other convenings and gatherings throughout the year, we also advance our collective work.
Participants

Crystal Abba, Nevada System of Higher Education

Elizabeth Althouse, Education Commission of the States

Sarah Ancel, Student-Ready Strategies

Jeremy Anderson, Education Commission of the States

Jim Applegate, Illinois State University

Chris Baldwin, Baldwin Consulting

Kenn Barron, Motivate Lab

Abderrazak Belkharraz Idrissi, The City University of New York

James Benson, Institute of Education Sciences, U.S. Department of Education

Rachana Bhatt, University System of Georgia

Elizabeth Brand, Oregon Student Success Center

Thomas W Brock, Community College Research Center

Mark Brodsky, Carnegie Math Pathways - WestEd

Barbara Brown, University System of Georgia

Gates Bryant, Tyton Partners

Francesca Carpenter, Achieving the Dream

Lisa Castillo Richmond, Partnership for College Completion

Ignacio Chaparro, U.S. Department of Higher Education

Sue Clery, ASA Research

Shannon Colavecchio, Moore Agency

Lizzie Costello, Moore Agency

Lara Couturier, HCM Strategists

Jeff Crosby, Ascendium Education

Lindsay Daugherty, RAND

Stephanie Davidson, Ohio Department of Higher Education

Alina DeLuna, Education Commission of the States

Tristan Denley, University System of Georgia

Dominique DiTommasp, The City University of New York

Scott Dressel-Martin, Moore Agency

Johanna Duncan-Poitier, The State University of New York System Administration

Nikki Edgecombe, Community College Research Center

Martha Ellis, Charles A. Dana Center, UT-Austin

Dhanfu Elston, Complete College America

Jessica Espinosa, Minnesota State System Office

Stacy Fisher, Foundation for California Community Colleges

Antionette Garcia, Education Commission of the States

John Gardner, John N. Gardner Institute for Excellence in Undergraduate Education

Emily Goldman, Partnership for College Completion

Jonathan Gyurko, ACUE - The Association of College and University Educators

Rebecca Hartzler, Bill & Melinda Gates Foundation

Nia Haydel, Complete College America

Andres Hernandez, The Ada Center

John Hetts, California Community Colleges Chancellor's Office

Neal Holly, Education Commission of the States

Chris Hulleman, Motivate Lab

Gina Johnson, National Center for Higher Education Management Systems

William Jones, Moore Agency

Alison Kadlec, Sova

Alma Kanic Franco, The State University of New York

Melinda Karp, Phase Two Advisory

Vanessa Keadle, Student-Ready Strategies

Ryan Kelsey, Achieving the Dream

Amy Kerwin, Ascendium Education

Alexandra Kistner, American Institutes for Research

Karon Klipple, Carnegie Math Pathways / WestEd

Zac Koch, National Center for Higher Education Management Systems

Petra Kohlmann, ACUE - The Association of College and University Educators

Jill Lansing, The State University of New York

Asia Larkin, Foundation for California Community Colleges

Mike Leach, Arkansas Community Colleges

Jason Lewis, Association for Institutional Research

Susan Lopez, Education Commission of the States

Royce Lovett, Artist

Paul Markham, Sova
<table>
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<td>Alex Mayer, MDRC</td>
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<td>Cindy McQuade, Inter-University Council of Ohio</td>
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<td>Theo Meek, Nevada System of Higher Education</td>
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<td>Jennifer Miller, The State University of New York</td>
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<td>Mark Mirasol, The State University of New York</td>
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<td>Nyema Mitchell, Jobs for the Future</td>
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<td>Ricardo Moena, University of Cincinnati</td>
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<td>Anny Morrobel Sosa, University Wisconsin System</td>
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<td>William Moses, The Kresge Foundation</td>
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<td>Christopher Mullin, Education Commission of the States</td>
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<td>Janet Newhall, Louisiana Board of Regents</td>
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<td>Vilan Odekar, Education Commission of the States</td>
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<td>Sara Olan, Education Commission of the States</td>
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<td>Matt Padilla, Education Commission of the States</td>
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<td>Kathy Paul, Wisconsin Association of Independent Colleges and Universities (WAICU)</td>
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<td>Taryn Peitzman, Moore Agency</td>
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<td>Christel Perkins, APLU/Coalition of Urban Serving Universities</td>
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<td>Kim Poast, Colorado Department of Higher Education</td>
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<td>Michael Preston, University of Central Florida</td>
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<td>Greg Rathert, Minnesota State Colleges and Universities</td>
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<td>Rico Reed, National Resource Center for the First-Year Experience and Students in Transitions</td>
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<td>Laura Rittner, Ohio Association of Community Colleges</td>
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<td>Maxine Roberts, Education Commission of the States</td>
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<td>Julia Rodemeier, Lakeland University</td>
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<td>Andy Rojas, The City University of New York</td>
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<td>John Squires, Whitfield County Schools</td>
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<td>Bruce Vandal, Bruce Vandal Consulting</td>
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<td>Rebecca Villarreal, Ascendium Education</td>
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<td>Jessie Walker, Arkansas Division of Higher Education</td>
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<td>Emily Warren, Education Commission of the States</td>
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<td>Mari Watanabe-Rose, The City University of New York</td>
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<td>Charles Watson, University of Central Arkansas</td>
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<td>Wendy Weaver, Mount Mary University</td>
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<td>Meredith Westheimer, Moore Agency</td>
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<td>Lindsay Whitman, Tyton Partners</td>
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<td>Rhoda Wolle, Wisconsin Lutheran College</td>
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<td>Chenoa Woods, California State University</td>
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<td>Chihchien Yu, University of Arkansas Fort Smith</td>
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<td>Sarah Zauner, The Ada Center</td>
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<td>Lucinda Zoe, The City University of New York</td>
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## Leadership

### Funder Advisory Board

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<th>Name</th>
<th>Title and Institution</th>
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<tbody>
<tr>
<td>Amy Kerwin</td>
<td>Vice President, Community Investments, Ascendium Education Group</td>
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<tr>
<td>William Moses</td>
<td>Managing Director, Education Program, The Kresge Foundation</td>
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<tr>
<td>Rahim Rajan</td>
<td>Deputy Director, Postsecondary Success, Bill &amp; Melinda Gates Foundation</td>
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### Knowledge Management Advisory and Editorial Board

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<th>Name</th>
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<tr>
<td>Jim Applegate</td>
<td>Visiting Professor, Center for the Study of Education Policy, Illinois State University</td>
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<tr>
<td>Jeremy Martin</td>
<td>Senior Policy Analyst, Higher Education, The University of Texas at Austin, Charles A. Dana Center</td>
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<tr>
<td>Alycia Marshall</td>
<td>Associate Vice President of Learning and Academic Affairs, Anne Arundel Community College</td>
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<tr>
<td>Ricardo Moena</td>
<td>Assistant Department Head and Professor of Mathematical Sciences, University of Cincinnati</td>
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<tr>
<td>Erica Orians</td>
<td>Executive Director, Michigan Center for Student Success</td>
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<tr>
<td>John Squires</td>
<td>Program Director, College and Career Readiness, Southern Regional Education Board</td>
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### Strong Start to Finish, Education Commission of the States Staff

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Christopher M. Mullin</td>
<td>Director</td>
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<tr>
<td>Brian Sponsler</td>
<td>Vice President, Policy, Education Commission of the States</td>
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<tr>
<td>Matt Padilla</td>
<td>CFO, Education Commission of the States</td>
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<tr>
<td>Neal Holly</td>
<td>Assistant Director</td>
</tr>
<tr>
<td>Viian Odekar</td>
<td>Senior Policy Analyst</td>
</tr>
<tr>
<td>Susan Lopez</td>
<td>Senior Project Manager</td>
</tr>
<tr>
<td>Emily Warren</td>
<td>Project Manager</td>
</tr>
<tr>
<td>Maxine T. Roberts</td>
<td>Equity Principal, Education Commission of the States</td>
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<tr>
<td>Molly Sarubbi</td>
<td>Senior Project Manager</td>
</tr>
<tr>
<td>Sara Olán</td>
<td>Meeting and Events Assistant</td>
</tr>
<tr>
<td>Josh Ruiz</td>
<td>Senior Accountant</td>
</tr>
<tr>
<td>Alina Deluna</td>
<td>Administrative Assistant</td>
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