2024

Strong Start to Finish

Network Partner Service Menu

About Strong Start to Finish

There is a persistent problem among colleges and universities for students placed in developmental courses like math and English. They are not completing the courses and, in most cases, should not be taking them in the first place. While developmental education outcomes are deeply troubling for state and institutional leaders and practitioners, for low-income students, students of color and returning adults who see college as a path to something greater, our collective failure to adequately support their success is a heavy burden to bear.

This is why we exist.

Who We Are. Strong Start to Finish (SStF) is a network of like-minded individuals and organizations from the policy, research, and practice spaces who've come together for one reason – to help all students, not just the select few, find success in postsecondary education. As experts in this space, we leverage and elevate the talent that surrounds us by pooling together some of the best and brightest in our fields to establish practices that work. Because we've been there – teaching on campus, serving on leadership boards, and working in the field – we know how to create the change we want to see for these students.

What We Do. We connect higher education systems and institutions with proven tools, quality technical assistance and financial and human capital resources to give every student the best start on the path toward their degree. Our work focuses on those who are at the highest risk of failure, including low-income students, students of color, and returning adults—based on the challenges that come from taking first-year developmental courses.

> We believe in the possibility and power of change at scale.

Pooling this level of expertise takes a commitment from everyone involved, and it is our charge to bring leaders to the table, create shared knowledge, and work with individuals to turn learnings into action. We work with the higher education community that wants to bring these proven practices to their campuses by connecting them with the resources that will work best and the experts they need.

Why We Are Different. We believe in the possibility and power of change at scale. By aligning best practices, sound system and state policy, and networking our knowledge, we can impact more students, in more places, in a shorter duration, than working alone.

We are impatient and dedicated. We know that by working together we are creating a ripple effect and leveraging momentum that will ultimately increase success for all students and give them a strong start to a meaningful postsecondary credential.

Change at this level can only come from practices that are scalable and can work for institutions big and small. And while the work we're doing is not new, our efforts to identify and expand best practices that can be implemented at any institution of any size are truly first of their kind. Our holistic approach is meant to improve the whole system. We are here to bring together individuals to share ideas, move the needle and foster change at scale.

Our Commitments

Equitable Outcomes

At Strong Start to Finish, our unwavering commitment to equitable outcomes is the bedrock of our mission. Embedded in every facet of our work is the conviction that every student, regardless of background or circumstance, deserves an equal opportunity for success in postsecondary education.

Equity is not just a goal; it is the driving force shaping our strategies, practices, and partnerships. Our commitment is evident in the deliberate design of our initiatives to address the unique challenges faced by historically marginalized groups, including low-income students, students of color, and returning adults.

Equity-First Partners. As a part of our commitment to equity, we proudly include Equity-First Partners (EFP) as a part of our network — these organizations are deeply rooted in the ethos of equity and provide actionable support for institutions to achieve it. These partners are dedicated to ensuring that our SStF services are tailored to meet the diverse needs of all students.

Equity-First Partners

- Judy Marquez Kiyama Equity Consulting
- Morley & Associates
- Wigginton Services

These partners are equipped to deliver services on their own or seamlessly integrate into existing programs, ensuring a nuanced understanding of the equity imperatives at the heart of our work. Whether it's providing technical assistance, sharing research insights, or contributing to policy discussions, our Equity-First Partners play a pivotal role in shaping equitable outcomes for all students. Their expertise enriches our collective efforts, ensuring that no student is left behind on their journey to a meaningful postsecondary credential.

Quality Service Design and Delivery

Recognizing that meaningful change begins with effective solutions, the SStF Network prioritizes excellence in every aspect of our work. Our commitment to quality is reflected in the meticulous design of our services, leveraging evidence-based practices and drawing on the expertise of our network. We strive to ensure that every service we offer is not only innovative, but also tailored to the unique needs of institutions, students, faculty, and staff.

We embrace a holistic approach to service delivery, emphasizing efficiency, effectiveness, and measurable impact. Our commitment extends to continuous improvement, with a dedication to refining and adapting our services based on ongoing feedback and evolving best practices.

At the core of our mission is the belief that every student deserves access to high-quality educational support. By upholding rigorous standards in service design and delivery, we empower institutions to provide the best possible start on the path toward meaningful postsecondary credentials. Our commitment to quality ensures that the impact of our services is not only transformative but sustained, fostering success for all students.

Components of the Menu

This menu is designed to facilitate the process of matching institutions that are pursuing equitable developmental education reform with the appropriate services and providers. This section describes the informational elements included on the menu. The full menu is at the end of this document.

Service Category

Mathematics Pathways: Services that support the implementation of strategies designed to ensure gateway mathematics courses are aligned to majors or program requirements and are relevant for future careers.

Corequisite Support: Services that support the implementation of strategies designed to accelerate students' progress through developmental coursework, or bypass developmental coursework.

Placement Redesign: Services that support the implementation of strategies designed to equitably assess a student's academic skills to determine appropriate course placement in their first mathematics and English courses.

Other Support Structures: Services that do not alter any of the above structures, but rather provide added information and support to developmental education reform efforts (e.g., student and faculty mindset work).

Equity-First Integration Support: Services that address over-arching equity needs and equip institutions to seamlessly integrate equity considerations in reform initiatives.

Broad Service Overview

A general overview of the service provided.

Example Deliverables

The tangible output(s) of the service.

Typical Duration

The typical timeframe to complete the service from start to finish (*e.g., 6 months*).

Institutional Obligations

The task(s), responsibilities, or commitments of the institution throughout the duration of service.

Typical Service Type

The type of experience the service *typically* provides, as listed below.
(Note that services can be customized as different service types, if requested.)

Technical Assistance: Technical assistance is a targeted form of support, which usually involves temporarily integrating into an organization as a quasi-team member to undertake tasks that demand specialized knowledge or time resources, alleviating the burden on individuals within the college, university, or organization. The primary focus is on offering and supporting practical solutions to implement, optimize, or troubleshoot complex systems or processes, completing tasks essential to projects or initiatives, and shouldering the project's mental load.

Professional Development: Professional development services impart knowledge, skills, and competencies to individuals or groups, with an emphasis on teaching them how to perform certain tasks or functions effectively. Unlike technical assistance, which encompasses both instruction and hands-on support, professional development primarily focuses on education and skill-building without direct involvement in the practical implementation of those skills.

Consulting: Consulting services offer expert guidance, recommendations, and solutions to address specific organizational challenges or opportunities, focusing on helping clients identify what needs to be done to move their work forward. Unlike technical assistance, which provides support in both identifying and implementing solutions, consulting primarily focuses on providing strategic advice and direction without direct hands-on assistance in execution. (Also referred to as coaching.)

Stage of Implementation

The stage of implementation at which this service is most useful or appropriate. These stages are:

Exploring: Services are most appropriate for those just beginning to consider implementing developmental education reforms.

Designing: Services are most appropriate for those developing their scaling strategies, but have not yet begun a large-scale implementation. "Large-scale" in this context would mean working with a large majority of institutions to implement developmental education reforms for all students.

Scaling: Services are most appropriate for those that have implemented a scaling strategy.

Refining: Services are most appropriate for those who have implemented developmental education reforms at a large scale and are ready to assess and refine their efforts.

Service Modality

The way(s) in which participants will engage with the service, based on the typical service type. These modalities are:

Asynchronous Service: Services that occur independently of real-time interactions, with significant work product generated by the service provider. These services may include check-ins or other meetings with 1-2 project leads, but will otherwise have limited synchronous engagement.

Meetings: Service will require synchronous participation in a series of 1-2 hour meetings from a group of people (*e.g., cross-institutional project team, departmental faculty, academic advisors*). This is a deeper level of synchronous activity than project check-ins as described above, with more substantive content and decision-making. These can be virtual or in-person.

Events: Service will require a group of people to assemble for day-long block(s) of time for the purpose of learning, collaborating, and/or planning. This can be virtual or in-person. Travel will likely be required for in-person events.

How to Request Service

⊘ **Align services to needs**
  - Use the menu to determine what services you feel will support your institutional needs.

⊘ **Reach out to SStF staff to schedule a meeting**
  - Send an email to Julie Adams at jadams@strongstart.org to schedule a meeting to discuss service options.
  - In the email, please provide any detail you can share about your institution(s) and prospective service needs (e.g., number of institutions, state(s), type of service(s) listed in the Menu you think could support your institution(s), or other details that will help inform a conversation about institutional needs and preferences).

⊘ **Provide ample detail about institutional needs and preferences at the meeting**
  - Share institutional needs and service preferences with the SStF staff (*e.g., any additional context about institutional needs, etc.*).

⊘ **Participate in a matching process**
  - SStF will conduct a collaborative matching process, inviting you, aligned service providers, and an EFP, if appropriate, to further discuss needs and craft a scope of work.

⊘ **Receive service(s)**
  - The service provider will then work with you to deliver and evaluate the service.

Customization Caveats

While the service menu lays out detailed options to guide you, it is critical to know that services can be customized to meet institutional needs. The pricing of each service is influenced by this customization. Details such as **the selected service provider, modality of the service, the length of service, and the number of institutions receiving the service, influence the pricing.**

These service details will be collaboratively worked out between the site and the service provider, fostering a personalized and impactful approach to transformative change.

Network Partners

Achieving the Dream (ATD)
ATD is committed to advancing equitable outcomes for students from historically marginalized backgrounds such as Black, Latinx, and Indigenous, students who are the first in their families to go to college, and poverty-impacted students. Our mission is to support colleges and universities in the transformative change necessary to eliminate systemic barriers, and we believe that developmental education requires this transformation. Developmental education supports college students in achieving equitable experiences and outcomes through research-based strategies related to instruction, course design, academic interventions, personal counseling, academic advising, and career counseling. In addition, developmental education can be viewed as a proactive measure, whereby educators consider students' experiences pre-college and the bridges that can be built to connect them from pre-k through high school and onto college, providing a significant advantage for college readiness, participation, completion and career preparation.

Bruce Vandal Consulting LLC (BVC)
BVC uses its deep knowledge of successful developmental reforms across the nation and vast network of educational reformers who have unique experience implementing developmental education reforms to provide unique insights into the design, implementation, and scale of reforms. BVC engages in collaborative partnerships that support the development of reforms and builds the capacity of leaders to sustain reforms. BVC clients have included national intermediaries and service providers, national foundations, state/system leaders, and institutional reformers committed to equitable and improved outcomes for students in gateway math and English courses.

Carnegie Math Pathways/WestEd
The Carnegie Math Pathways (CMP) was one of the earliest leaders in promoting and designing accelerated math pathways. Now housed at WestEd, CMP draws from its 10+ years of working with faculty and institutions on developmental education reform as well as WestEd's extensive experience and resources in leading systems change and research. This foundation informs CMP's offering of services that support state, system and institutional implementation of modernized, equitable math pathways with corequisite supports. Our work is grounded in three principles: 1) Codevelop solutions with the people in the systems and institutions; 2) Engage all stakeholders; 3) Keep students, especially underserved groups, central to the work. Our services include consulting on managing systems-change and maximizing cross-institutional stakeholder engagement, professional learning on course design, equitable instructional practices, alignment of pathways to programs of study and advising practices related to math pathways. WestEd also offers the CMP courses, Statway and Quantway, as open-resource curricular options (starting Fall 2024).

Charles A. Dana Center
The Dana Center works to dismantle barriers in education systems to ensure all students—especially those from diverse backgrounds—have equitable access to an excellent education. Our team of passionate professionals works across the education spectrum—from developing and delivering innovative curriculum and professional learning to catalyzing the evolution of systems, structures, and policies. Our work supports educators, administrators, and policymakers in creating seamless transitions throughout the K–16 system for all students, especially the underserved.

Complete College America (CCA)
Complete College America (CCA) is a bold national advocate for dramatically increasing college completion rates and closing institutional performance gaps by working with states, systems, institutions, and partners to scale highly effective structural reforms and promote policies that improve student success. CCA envisions a nation where all students, regardless of race, ethnicity, socioeconomic status, or familial educational achievement, have equal opportunities to access and complete a college education or credential of value because postsecondary institutions, policy makers, and systems of higher education welcome, invest in, and support these students through and to an on-time completion. CCA believes the most impactful colleges create equitable outcomes by understanding the unique needs of every student and building clear, supportive pathways to graduation. CCA champions 4 pillars of success—Purpose, Structure, Momentum, Support—each with a set of corresponding strategies that must be at the center of all student-centered higher education systems. CCA focuses on developmental education reform through multiple measures for placement, math pathways, and corequisites support.

John N. Gardner Institute for Excellence in Undergraduate Education (Gardner Institute)
The Gardner Institute works to ensure demographics like family income, geography/zip codes, gender, and race/ethnicity are eliminated as predictors of college success and graduation. The Gardner Institute employs a contextualized, comprehensive approach to produce transformative outcomes for institutional departments, colleges, universities, and educators.

MDRC
MDRC is committed to finding solutions to some of the most difficult problems facing the nation—from reducing poverty and bolstering economic self-sufficiency to improving public education and college graduation rates. MDRC builds and applies evidence about changes in policy and practice that can improve the well-being of people who are economically disadvantaged. Over the last 20 years, MDRC's Postsecondary Education Policy Area has become a national leader in conducting large scale, rigorous research to learn what works (and does not work) to improve educational outcomes for traditionally underrepresented and college students with low-incomes. Our efforts depend on the cooperation and support of nationally-recognized education organizations and university-based institutes. In addition to generating rigorous evidence, MDRC synthesizes findings and lessons from research to design promising new strategies and provide evidence-based technical assistance. MDRC provides institutions with the supports they need to adopt, sustain, and scale proven strategies—even in the face of resource constraints and competing priorities—and thereby increase student success.

Motivate Lab

Our mission is to improve people's lives through rigorous motivation research. Motivate Lab was founded in 2015 to accommodate the burgeoning demands for rigorous motivation research and support for K-12 and higher education partners interested in leveraging the power of learning mindsets to improve academic outcomes, particularly for students from traditionally underserved backgrounds. The Motivate Lab partners with organizations to employ the latest in rigorous motivation research to collaboratively solve identified problems of practice. Our work is customized for and driven by our stakeholder's goals. We have a distinct focus on supporting equitable system change within the organizations we work with.

Sova

Sova is a mission-driven consultancy that works side-by-side with higher education leaders at multiple levels to accelerate the pace and improve the quality of large-scale, student focused reform of policy and practice. We specialize in practical change leadership & management, strategic communications and will-building, strategy design, and implementation support. We have experience coordinating state-level policy design and implementation projects, facilitating the development of strategic frameworks for change, curating SMEs for safe-space professional learning opportunities, and providing project management and project coordination capacity support to systems and cohorts of institutions.

Student-Ready Strategies

Student-Ready Strategies partners, plans, and problem-solves with colleges and universities as they evolve to ensure the success of diverse students with complex lives. Our focus populations include Black, Latine, Indigenous, and adult students, as well as those affected by low socioeconomic status. We believe inequities in student outcomes will persist as long as there are inequities among the higher education institutions that serve them, thus we strive to work with community colleges and other open access institutions. A large part of our work focuses on increasing gateway course success through innovative practices like placement reform and implementation of corequisite support.

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Service Menu: Mathematics Pathways

Service	Broad Service Description	Example Deliverables	Typical Service Type	Stage of Implementation	Typical Duration of Service	Institutional Obligations	Service Modality(ies)
Equity-centered Data Support	Provider conducts data analysis focused on math course outcomes, and surveys department chairs to collect and synthesize required math competencies by program of study.	• Summary of Findings and Recommendations • Methodology Document	TA	Exploring and Designing	3-6 months	• Populate data template with institutional data and securely share with provider • Disseminate survey to department chairs	Asynchronous Service
Course Alignment Workshop	Provider provides frameworks and instructions for faculty to align gateway math courses to programs of study, via a workshop.	• Workshop Agenda, Activities, and Facilitation • Alignment Framework • Map of Math Pathways to Programs of Study	PD	Exploring	1-2 days, plus planning and follow-up	• Complete pre-work • Attend workshop	In-person or Virtual Event
Course + Syllabus Design	Provider helps faculty create syllabi, identify prerequisite skills, and design gateway math courses with corequisites.	• Course Syllabus • Documented Course Design	PD	Designing	1-2 days (plus follow up)	• Complete pre-work • Attend workshop	In-person or Virtual Event
Math Pathways Action Planning	Provider facilitates cross-departmental collaboration to arrive at a co-developed plan for implementation and prioritization.	• Action Plan	TA	Scaling	9-12 months	• Meet at regular intervals with appropriate academic leadership and faculty • Make decisions	Meetings

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Service Menu: Mathematics Pathways

Service	Broad Service Description	Example Deliverables	Typical Service Type	Stage of Implementation	Typical Duration of Service	Institutional Obligations	Service Modality(ies)
Casemaking for Math Pathways	Provider synthesizes data, research, influence levels, and perspectives to help institutions make a strong case for math pathways to diverse stakeholders.	• Case-Making Slide Deck • Talking Points by Audience • Engagement Plan	TA	Scaling	2-3 months	• Provide stakeholder information and insights • Schedule and staff stakeholder engagement opportunities	Asynchronous Service + In-person and/or Virtual Meetings
Policy Development and/or Revision	Provider ensures that institutional policies support and sustain the institution's math pathways approach and assists with amending and creating policy as needed. This can be for institutions and/or system and SHEEO offices.	• Policy Review Framework • Red-Lined Policy Documents • 1-Page Overview of Policy Changes	TA	Scaling	3-6 months	• Provide existing policies for review • Formally adopt new or amended policies	Asynchronous Service
Academic Advisor Training	Provider delivers training to support academic advisors and success coaches in effectively advising students into math pathways and the appropriate gateway courses.	• Training Agenda, Activities, and Facilitation • Advising Manual	TA	Scaling and Refining	1-2 days, plus planning and follow-up	• Require or incentivize advisors to attend sessions • Coordinate dates, time, and space/virtual platform	In-person and/or Virtual Meetings
Program Evaluation	Provider conducts qualitative and quantitative data analysis to determine whether math pathways implementation efforts are working, or need to be adopted, adapted, or abandoned.	• Research designs • Data Analysis Reports • Short-cycle Improvement Plans	TA	Refining	3-6 months	• Identify key stakeholders to participate • Scaffold participation in meetings • Follow-through on implementing changes and making program improvements	Asynchronous Service + Virtual Meetings

Service Menu: Corequisite Support

Service	Broad Service Description	Example Deliverables	Typical Service Type	Stage of Implementation	Typical Duration of Service	Institutional Obligations	Service Modality(ies)
Equity-centered Data Support	Provider conducts data analysis focused on course outcomes, retention and graduation outcomes, student voice, and faculty/staff perspectives to articulate the current state and inform design decisions and stakeholder engagement approach.	• Summary of Findings and Recommendations • Methodology Document	TA	Exploring and Designing	3-6 months	• Populate data template with institutional data • Securely share with provider	Asynchronous Service
Corequisite Model Design + Action Planning	Provider collaborates with diverse leaders to design an equitable corequisite approach, including plans for implementation and evaluation.	• Documented Design Decisions • Implementation Plan • Evaluation Plan • Individual Coaching	C*	Designing	6-18 months	• Meet at regular intervals • Make decisions about the model	Asynchronous Service + Virtual Meetings
Casemaking for Corequisite Support	Provider synthesizes data, research, influence levels, and perspectives to help institutions make a strong case for corequisite support to diverse stakeholders.	• Case-Making Slide Deck • Talking Points by Audience • Engagement Plan	TA	Scaling	2-3 months	• Provide stakeholder information and insights • Schedule stakeholder engagement opportunities	Asynchronous Service + In-person and/or Virtual Meetings
Policy Development and/or Revision	Provider ensures that institutional policies support and sustain the institution's corequisite approach and assists with amending and creating policy as needed. This can be for institutions and/or system and SHEEO offices.	• Policy Review Framework • Red-Lined Policy Documents • Overview of Policy Changes	TA	Scaling	3-6 months	• Provide existing policies for review • Formally adopt new or amended policies	Asynchronous Service

C* – Consulting

Service Menu:
Corequisite Support

Service	Broad Service Description	Example Deliverables	Typical Service Type	Stage of Implementation	Typical Duration of Service	Institutional Obligations	Service Modality(ies)
Equitable Teaching and Learning Strategies and Instructional Design	Provider offers professional learning on equitable teaching and learning strategies and instructional design relevant to corequisite support, covering strategies such as culturally responsive curriculum, online course design, and shortened academic terms.	• Culturally Responsive Curriculum Scorecard • Pedogogy Strategy Plan • Summary of Findings and Recommendations	PD	Scaling and Refining	Depends on service type (min =1 hour, max= 8 months)	• Attend sessions • Share course curriculum • Complete work assignments	Asynchronous Service and/or In-person or Virtual Event
Academic Advisor Training	Provider delivers training to support academic advisors and success coaches in effectively advising students about the corequisite model and options.	• Training Agenda, Activities, and Facilitation • Advising Manual	TA	Scaling and Refining	1-2 days, plus planning and follow-up	• Require or incentivize advisors to attend sessions • Coordinate dates, time, and space/virtual platform	In-person and/or Virtual Meetings
Program Evaluation	Provider conducts qualitative and quantitative data analysis to determine whether corequisite implementation efforts are working, or need to be adopted, adapted, or abandoned.	• Research Designs • Data Analysis Reports • Short-cycle Improvement Plans	TA	Refining	3-6 months	• Identify key stakeholders to participate • Scaffold participation in meetings • Follow-through on implementing changes and making program improvements	Asynchronous Service + Virtual Meetings

Service Menu: Placement Redesign

Service	Broad Service Description	Example Deliverables	Typical Service Type	Stage of Implementation	Typical Duration of Service	Institutional Obligations	Service Modality(ies)
Equity-centered Data Support	Provider conducts data analysis focused on predictability of placement measures, course performance, and course enrollment to articulate the current state and inform design decisions and stakeholder engagement approach.	• Summary of Findings and Recommendations • Methodology Document	TA	Exploring and Designing	3-6 months	• Populate data template with institutional data and securely share with provider	Asynchronous Service
Multiple Measures Design and Toolkit	Provider delivers content that empowers colleges and universities to establish or enhance a multiple measures placement process, including practical tools and guides.	• Multiple Measures Placement Toolkit	PD	Designing	8 weeks	• Engage with course material • Complete activities • Use tools and guides	Meetings
Guided Self-Placement Workshops	Provider delivers content to help institutions design and document a guided self-placement model, as well as equitably advise students within it.	• Workshop Agenda, Activities, and Facilitation	PD	Designing and Scaling	1-2 days, plus planning and follow-up	• Complete pre-work • Attend workshop	In-person or Virtual Event
Placement Action Planning	Provider facilitates cross-departmental collaboration to arrive at a co-developed plan for implementation and prioritization.	• Action Plan	TA	Scaling	9-12 months	• Meet at regular intervals with appropriate academic leadership and faculty • Make decisions	Meetings

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Service Menu: Placement Redesign

Service	Broad Service Description	Example Deliverables	Typical Service Type	Stage of Implementation	Typical Duration of Service	Institutional Obligations	Service Modality(ies)
Casemaking for Placement Redesign	Provider synthesizes data, research, influence levels, and perspectives to help institutions make a strong case for placement redesign to diverse stakeholders.	• Case-Making Slide Deck • Talking Points by Audience • Engagement Plan	TA	Scaling	2-3 months	• Provide stakeholder information and insights • Schedule and staff stakeholder engagement opportunities	Asynchronous Service + In-person and/or Virtual Meetings
Policy Development and/or Revision	Provider ensures that institutional policies support and sustain the institution's placement approach and assists with amending and creating policy as needed. This can be for institutions and/or system and SHEEO offices.	• Policy Review Framework • Red-Lined Policy Documents • 1-Page Overview of Policy Changes	TA	Scaling	3-6 months	• Provide existing policies for review • Formally adopt new or amended policies	Asynchronous Service
Academic Advisor Training	Provider delivers training to support academic advisors and success coaches in effectively advising students within a multiple measures placement system.	• Training Agenda, Activities, and Facilitation • Advising Manual • Student Placement Document	TA	Scaling and Refining	1-2 days, plus planning and follow-up	• Require or incentivize advisors to attend sessions • Coordinate dates, time, and space/virtual platform	In-person and/or Virtual Meetings
Program Evaluation	Provider conducts qualitative and quantitative data analysis to determine whether placement redesign efforts are working, or need to be adopted, adapted, or abandoned.	• Research designs • Data Analysis Reports • Short-cycle Improvement Plans	TA	Refining	3-6 months	• Identify key stakeholders to participate • Scaffold participation in meetings • Follow-through on implementing changes and making program improvements	Asynchronous Service + Virtual Meetings

Service Menu:
Other Support Structures

Service	Broad Service Description	Example Deliverables	Typical Service Type
Mindset Support	Provider delivers a wide variety of services aimed at improving student mindset as a transformation strategy.	• Workshop Agenda, Activities, and Facilitation • Surveys • Mindset Toolkits	PD
Leadership Development	Provider delivers advising and content to one or more of a variety of professional roles to assist in leadership-related skill-building.	• One-on-one Coaching • Workshop Agenda, Activities, and Facilitation	C or PD
Instructional Support	Provider delivers content to faculty to improve curriculum, pedagogy, and social-emotional learning in their courses.	• Workshop Agenda, Activities, and Facilitation • Community of Practice Facilitation	PD

C* - Consulting

Service Menu:
Equity-First Integration Support

Service	Broad Service Description	Example Deliverables	Typical Service Type
Social Identity and Professional Practice Workshop	Provider delivers professional learning through exploration of the intersectional aspects of identity and positionality to support belonging and student success.	• Workshop Agenda, Activities, and Facilitation	PD
Equity Thought Partner & Organizational Counsel	Provider serves as a thought partner and equity coach in building out organization equity goals.	• Regular Team Meetings or 1-1 Meetings	C
Public Document Equity Review	Provider conducts a comprehensive examination of reports and organizational documents through an equity lens, and/or support the design of equity statements.	• Equity Statement • Written Feedback on Public Documents	TA
Equitable Search Committee Procedures	Provider delivers hands-on training to academic administrators, search chairs, and committee members, covering every step of an equity-based search process.	• Workshop Agenda, Activities, and Facilitation • Participants create: 　○ Job Announcements + Description 　○ Committee Formulation 　○ Targeted Recruiting Plan 　○ Search Procedures Document 　○ Rubric Design 　○ Search Committee Meeting Facilitation Plan	PD

C* - Consulting

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TO FINISH