

OCTOBER 2023



Postsecondary Competency-Based Education Program Model Map **Framework**



Contents

<u>Overview</u>	<u>3</u>
<u>Institutional Context</u>	<u>5</u>
<u>Administrative Elements</u>	<u>6</u>
<u>Competencies</u>	<u>8</u>
<u>Program and Curriculum Design</u>	<u>9</u>
<u>Assessment Strategies</u>	<u>11</u>
<u>Learner Experience</u>	<u>12</u>
<u>Program Pathways and Support</u>	<u>13</u>
<u>External Partners</u>	<u>15</u>
<u>Transparency of Learning</u>	<u>16</u>
<u>Continuous Improvement</u>	<u>17</u>

This document contains a framework of **Postsecondary Competency-Based Education (CBE) Program Model Map** design features and is meant to be updated as the CBE field evolves. For a snapshot in time, please see the accompanying [research brief](#), which presents data collected in spring 2023.

Overview

The Postsecondary CBE Program Model Map Framework was developed to document and understand the diversity of CBE program model designs at colleges and universities in the United States.

CBE programs align with overarching concepts, including designing curricula around specific competencies; advancing learners based on demonstration and mastery of competency; and allowing variation in the time it takes for learners to demonstrate a competency. Although CBE programs align with these concepts, individual programs vary in several key dimensions. This variation in design represents important innovation and experimentation but can cause challenges for researchers, practitioners, and policymakers trying to understand the most common program design features and the ways in which they impact learner outcomes.

The field will likely continue to experiment with varied design choices, offering rich learning opportunities for researchers and practitioners about what works and for whom—a [critical priority to support responsible adoption and scaling of CBE](#). The purpose of this Postsecondary CBE Program Model Map Framework is twofold:

1. To support existing and emerging CBE programs in their programmatic decision making and knowledge sharing across model types.
2. To support researchers in the field in identifying the ways in which CBE programs vary and therefore informing further investigation about CBE efficacy—the ways different design features affect student outcomes.

The purpose of this framework is *not* to define CBE or to identify which design choices constitute CBE; instead, this tool intends to support description and communication in the field.

The [American Institutes for Research](#) (AIR) developed the CBE Program Model Map Framework in partnership with the [Competency-Based Education Network](#) (C-BEN) and key advisors from leading CBE programs. The initial framework was informed by a literature/document review, as well as input from an advisory group made up of CBE researchers and practitioners. The framework was delivered in survey format to leaders of current CBE programs, who were asked to test the process of mapping their CBE programs against this framework. The survey was primarily designed for CBE programs; however, the research team recognizes that some institutions have started to offer individual CBE courses. Data from the survey were used to make further refinements to the framework.

¹ C-BEN's Quality Framework offers quality standards for CBE programs, remaining agnostic about program model. This CBE Program Model Map Framework is intended to complement that tool, offering a descriptive tool for program model design choices without any judgment about quality.

The CBE Program Model Map Framework groups the design features into 10 categories, which generally align with the eight elements in C-BEN's [CBE Quality Framework](#):¹

1. INSTITUTIONAL CONTEXT
2. ADMINISTRATIVE ELEMENTS
3. COMPETENCIES
4. PROGRAM AND CURRICULUM DESIGN
5. ASSESSMENT STRATEGIES
6. LEARNER EXPERIENCE
7. PROGRAM PATHWAYS AND SUPPORT
8. EXTERNAL PARTNERS
9. TRANSPARENCY OF LEARNING
10. CONTINUOUS IMPROVEMENT

Within each dimension, the framework identifies distinct design features. Nested within each design feature are design options representing choices made by CBE programs. Again, these design options are not listed on a scale or in order of importance; this tool does not make judgments. The following table provides a visual guide for the way to interpret the series of tables that make up the CBE Program Model Map Framework.

ELEMENT	
Design Feature	<i>Design Option 1</i>
	<i>Design Option 2</i>
	<i>Design Option 3</i>

Some dimensions include additional exploratory items found in callout boxes to the right of the design features. The exploratory items shown in callout boxes were included on the survey as either “Select all that apply,” or “Yes” or “No,” questions. Exploratory items were often follow-up questions included for the purpose of narrowing down response options in future versions of the framework. Most design features are tagged according to the design principles they fall under in the CBE Program Model Map Research Brief. Items without a tag may align with a design principle but were added to the framework after the survey that resulted in the research brief and therefore do not map to a design principle section in the research brief at this time.

This framework can be useful for both practitioners and researchers. For practitioners, this can serve as a useful language and structure to understand the ways the CBE program models may vary and support cross-program conversations about the ways individual program models differ, as well as the way that has shaped or may shape implementation. For researchers, this framework provides structure around the varying design features of CBE programs and the types of practices and systems in CBE program models that may be important for research on CBE efficacy and design. For more detailed information on potential uses, please see Appendix A of the CBE Program Model Map Research Brief.

Institutional Context

Institutional context includes information about the institution in which the CBE program is housed and the way the CBE program fits into the larger university structure. This tool was designed with institutions of higher education in mind, rather than employer-based CBE programs or other options.

DESIGN FEATURES

DESIGN OPTIONS

INSTITUTION TYPE

- Public 2-year
- Private nonprofit 2-year
- Private for-profit 2-year
- Public 4-year
- Private nonprofit 4-year
- Private for-profit 4-year
- Primarily graduate institution

PROGRAM CREDENTIAL/TYPE

- Noncredit (no credential)
- Industry certification
- Certificate (undergraduate/subbaccalaureate)
- Associate's (undergraduate)
- Bachelor's (undergraduate)
- Noncredit (graduate)
- Certificate (graduate or postbaccalaureate)
- Master's (graduate)
- Professional, doctoral, or other terminal degree (graduate)

PROGRAM LOCATION WITHIN INSTITUTIONAL STRUCTURE

- Housed within a traditional college, school, or department within the institution, alongside a comparable traditional degree in this discipline or area
- Housed within a traditional college, school, or department within the institution, with no comparable traditional degree in this discipline or area
- Housed in a workforce training or noncredit division
- Separate online college within the institution
- Separate CBE college within the institution
- Institution that only offers CBE programs

Administrative Elements

The program's administrative elements describe the general administrative features of the program.

DESIGN FEATURES

FEDERAL FINANCIAL AID

FLEXIBILITY

DESIGN OPTIONS

- CBE programs are approved for "Direct Assessment"² by the U.S. Department of Education.
- CBE programs are credit-bearing (sometimes called course based).
- CBE programs are not designated for Title IV federal financial aid (designated as a correspondence program or opted not to pursue Title IV at this time).

FEDERAL STUDENT AID (FSA) CALENDAR

- Standard term
- Nonstandard term
- Nonterm
- Subscription

FINANCIAL AID DISBURSEMENT

- Subscription-based disbursement
- Financial aid disbursed same as traditional student disbursement
- Module-based financial aid disbursement
- Not eligible

ACCREDITOR REVIEW/ APPROVAL

- Only an institutional accreditor (national or regional accreditor, including engaging in a substantive change process)
- Specialized accreditor (program-specific, e.g., nursing accreditation via the Commission on Collegiate Nursing Education) AND an institutional accreditor
- Only a specialized accreditor

² <https://fsapartners.ed.gov/knowledge-center/library/dear-colleague-letters/2013-03-19/gen-13-10-subject-applying-title-iv-eligibility-direct-assessment-competency-based-programs>

Administrative Elements

DESIGN FEATURES

DESIGN OPTIONS

PRICING

FLEXIBILITY

- Per credit
- Per course or assessment
- Subscription pricing (pay per semester/term—as many courses or competencies as a student can take)
- Flat rate for full program (e.g., “\$10,000 bachelor’s degree”)
- Learners can select their pricing structure (select this option if you offer at least two of the above statements for students to choose from)

PRICE SET HIGHER, LOWER, OR ABOUT THE SAME AS TRADITIONAL PROGRAMS

FLEXIBILITY

- CBE higher priced than traditional programs
- CBE lower priced than traditional programs
- CBE about the same price as traditional programs

LENGTH OF PERIOD/TERM

FLEXIBILITY

- 8 weeks or fewer
- 9–12 weeks
- 13–16 weeks
- 16–26 weeks
- More than 26 weeks

Competencies

This section begins to articulate the form and type of competencies in a CBE program. This section is limited, however, by the lack of a consistent definition of a competency or its components in the field. Therefore, we include a relatively short list of common features at this time as a first step.

DESIGN FEATURES

COMPETENCY SIZE

COMPETENCY & LEARNING

DESIGN OPTIONS

- Each competency is the same “size.”
- Program includes competencies of different sizes.

EXPLORATORY ITEM(S): COMPETENCIES



COUNT OF COMPETENCIES

While the count varies by degree/credential type, a key question often is about how many competencies are included in a program. As a first step, compare the number of competencies with credits in a similar traditional program at that degree level:

- more competencies
- same number of competencies
- fewer competencies

Program and Curriculum Design

This section includes information about program design, including sequencing and faculty model. There are several options for CBE programs when it comes to structuring program curricula. This can include the number of units, faculty structure, program sequencing, and personalization of curricula.

DESIGN FEATURES

CURRICULUM STRUCTURE: UNITS

COMPETENCY & LEARNING

DESIGN OPTIONS

- Learners enroll in individual competencies (each competency is a single unit).
- Learners enroll in units (like courses) that embed multiple “crosscutting competencies” (or competencies that span many courses/the program).
- Learners enroll in units (like courses) that include multiple competencies in each course.

CURRICULUM STRUCTURE: COURSES

- Learners can take one course at one time.
- Learners can take two or more courses at one time.

FACULTY MODEL³

SUPPORT

- Traditional Faculty Model 1**
 - Individual faculty members are responsible for (and have autonomy over) all activities for their course or competency.
 - The same faculty member develops course/competency content and assessments, provides instructional support to learners, and assesses learners' work.
- Traditional Faculty Model 2**
 - Course/competency content and assessments are developed at the program/faculty team level.
 - For individual courses/competencies, individual faculty both provide instructional support and assess student work.
- Disaggregated faculty model**
 - Content and assessments are set at the program/faculty team level.
 - “Instructional” faculty provide direct support/instruction for learners, and a different “assessment” faculty assess learners' work.

(This option includes situations in which faculty in academic departments develop content and assessments, and separate faculty and coaches support students via an e-Campus or similar unit.)

³ Faculty model options here do not directly address situations in which faculty developing courses are part of a traditional academic unit and instructional or assessment faculty are part of a separate e-Campus or similar infrastructure unit.

Program and Curriculum Design

DESIGN FEATURES

DESIGN OPTIONS

PRIOR LEARNING

FLEXIBILITY

- Learners all start with an identical or predefined set of courses or competencies.
- All learners are assessed for prior learning credit at entry, before starting the remaining predefined set of courses or competencies.

LEARNER AGENCY

FLEXIBILITY

- The program establishes a fixed set of courses or competencies that must be completed in the predefined order.
- The program establishes a fixed set of courses or competencies, but learners have agency over the order in which they complete some courses.
- The program establishes a fixed set of courses or competencies, but learners have agency and can complete them in any order.
- The program gives learners agency in terms of the set of courses or competencies they complete (similar to “electives”) and, therefore, also the sequencing of courses or competencies.

ENGAGEMENT TIMING (SYNCHRONOUS AND ASYNCHRONOUS)

- Engagement (with faculty, coaches, peers) is exclusively synchronous.
- Engagement (with faculty, coaches, peers) is a blend of synchronous and asynchronous.
- Engagement (with faculty, coaches, peers) is exclusively asynchronous.

FLEXIBILITY OF PACING

FLEXIBILITY

- Learners can complete courses at set lengths or times; no acceleration is possible within a course to demonstrate mastery early (or later). Course lengths are traditional.
- Learners can adjust their pacing but are anchored to a set term end date; there is flexibility within terms, but not across terms.
- Learners can adjust their pacing, including completing a course/competency more quickly or slowly than in a traditional term; there is flexibility within and across terms.

Assessment Strategies

This section focuses on the policies, activities, and design sources that were included to create assessment approaches.

DESIGN FEATURES

ASSESSMENT APPROACH

COMPETENCY & LEARNING

DESIGN OPTIONS

- Assessments are designed and/or established primarily at the individual course or competency level (e.g., all faculty involved in certain competencies use the same assessments, but this may not apply to all competencies).
- Assessments are designed and/or established primarily at the instructor/faculty level at this time (e.g., each faculty member has considerable autonomy in the design of assessments).
- Assessments are designed and/or established primarily at the program level (all competencies).

ASSESSMENT ATTEMPTS POLICIES

COMPETENCY & LEARNING

- Policies permit multiple attempts on summative assessments with no restrictions (e.g., no delay, generally unlimited attempts).
- Policies permit multiple attempts on summative assessments with restrictions (e.g., delays, attempt limit, requirements to revisit material after a certain number of attempts).
- Policies do not permit multiple attempts; retaking an assessment requires restarting the competency.

EXPLORATORY ITEM(S): ASSESSMENT STRATEGIES



SUMMATIVE ASSESSMENT ACTIVITIES

COMPETENCY & LEARNING

- Summative assessments include project or performance-based authentic assessments with prewritten criteria.
- Summative assessments include selected response or multiple choice assessment.
- Summative assessments include academic essays, papers, or presentations.

ASSESSMENT DESIGN SOURCES

COMPETENCY & LEARNING

- Assessments are designed by subject matter experts (e.g., faculty).
- Assessments are designed by instructional (or assessment) design staff.
- Assessments are designed by external partners (e.g., industry partners).
- Assessments are designed by workforce or professional certification assessments.

Learner Experience

This section focuses on the learner's experiences throughout the entry process and progress through competencies within the CBE program.

DESIGN FEATURES

RECRUITMENT APPROACH

SUPPORT

DESIGN OPTIONS

- CBE program has the same institution-wide recruiters/recruitment structure.
- CBE program has dedicated recruiters (or intentional recruitment strategy) specific to CBE.
- CBE program has partnerships with individual employers, and their employees make up the majority or all of the CBE program learners.

ADMISSIONS APPROACH

SUPPORT

- Admissions requirements are the same as those for any traditional program at this level.
- Admissions requirements for the CBE program are different from traditional programs at this level.

INITIAL PROGRAM ENROLLMENT

FLEXIBILITY

- Learners can initiate enrollment in the program at least weekly.
- Learners can initiate enrollment in the program approximately once a month.
- Learners can initiate enrollment in the program less frequently than once a month (this option includes, for example, two specific start dates in a traditional semester).
- Learners can initiate enrollment up to a certain deadline in the term (e.g., 4 weeks into the term).

ORIENTATION APPROACH

SUPPORT

- Learners in CBE programs participate in the same orientation activities as learners in traditional programs.
- Learners in CBE programs participate in CBE-specific orientation activities (in addition to traditional orientation).

LEARNER PROGRESSION TO NEXT UNIT/COURSE

- Learners progress when this unit/course is over.
- Learners progress when the unit/course is over but only up to a certain point in the term.
- Learners progress only at the start of a new term.

EXPLORATORY ITEM(S): LEARNER EXPERIENCE



METHODS FOR GRANTING CREDITS FOR PRIOR LEARNING

FLEXIBILITY

- Recognition of credits or credentials earned before enrollment (e.g., credits, industry certifications, prior relevant work).
- Use of assessments to grant credit for prior learning (e.g., portfolio based, performance based).
- No credit for prior learning.

Program Pathways and Support

This section describes the services, supports, and resources that are available for students as they work to complete their program. These can range from peer supports to supports provided by the program or university. These supports can be focused on students' personal or professional lives.

DESIGN FEATURES

DESIGN OPTIONS

COACHING/ADVISING/ MENTORING ROLE

SUPPORT

- A coach employed by the institution (professional, not considered qualified as a faculty member) is the main contact throughout a learner's journey, providing nonacademic support and academic advising. Please explain.
- Faculty academic advisor is the main contact throughout a learner's journey, providing academic advising and nonacademic support.
- Professional staff academic advisor is the main contact throughout a learner's journey, providing academic advising and nonacademic support.
- Shared: Academic advisors provide traditional advising guidance, and a separate coach (employed by the institution or provided by a partner organization) provides ongoing nonacademic support throughout the learner's journey.

WRAPAROUND SERVICES⁴

SUPPORT

- CBE learners have access to wraparound services unique to CBE learners.
- CBE learners have access to wraparound services unique to CBE learners, as well as institution-wide wraparound services.
- CBE learners have access to the institution-wide wraparound service (no CBE-specific services).

CAREER SERVICES/CONNECTIONS

SUPPORT

- CBE learners have access to career services/employment connections unique to CBE learners.
- CBE learners have access to career services unique to CBE learners, as well as institution-wide career services.
- CBE learners have access to the institution-wide career services (no CBE-specific services).
- CBE learners do not have access to institution-wide career services yet.

⁴ Examples of wraparound services include basic needs support (food pantry, medical), childcare, and transportation.

Program Pathways and Support

DESIGN FEATURES

DELIVERY MODALITY

FLEXIBILITY

- Delivery is fully online.
- Delivery is blended (partially online, partially in-person).
- Delivery is fully in-person.

WORK-BASED LEARNING: OPPORTUNITIES

SUPPORT

- These opportunities are available.
- These opportunities are required.
- These opportunities are not offered.

WORK-BASED LEARNING: STRUCTURE

SUPPORT

- Work-based learning opportunities are a separate unit within the program once a certain milestone has been reached.
- Work-based learning opportunities are a separate unit within the program available at any point in the program.
- Work-based learning opportunities are ongoing throughout the program/across multiple units.

EXPLORATORY ITEM(S): PROGRAM PATHWAYS AND SUPPORT



LEARNER ENGAGEMENT WITH PEERS/OTHER LEARNERS

SUPPORT

- Learners engage with other learners during individual courses/competencies, which may vary over time (program initiated/facilitated).
- Learners have the option to engage with other learners, but structures and direction from the program are minimal.
- Learners join part of a peer work group not associated with specific courses/competencies, lasting most of the learner's journey (program initiated/facilitated).
- Learners do not engage with one another.

REDIRECTION POLICY

- Designated interventions occur by instructor/staff to discuss enrollment in CBE or transition to traditional if a student cannot master a competency
- Designated interventions do not occur if a student cannot master a competency

External Partners

This section focuses on industry, employer, and community partners and explores structure(s) that CBE programs have for engagement with external partners.

DESIGN FEATURES

EMPLOYER/INDUSTRY CONNECTIONS

SUPPORT

DESIGN OPTIONS

- There is no connection with a specific employer/industry partner.
- There is a connection with a specific employer/industry partner.
- There are connections with multiple employers/industry partners, all in one industry.
- There are connections with multiple employers/industry partners across multiple industries.

COMMUNITY-BASED ORGANIZATIONS CONNECTIONS⁵

SUPPORT

- There is no partnership(s) with community-based organizations.
- There is a partnership with a single community-based organization.
- There are partnerships with multiple community-based organizations.

EXPLORATORY ITEM(S): EXTERNAL PARTNERS



EMPLOYER/INDUSTRY PARTNER ENGAGEMENT ACTIVITIES

SUPPORT

- Employer/industry partners give input on competencies and updates to field trends.
- Employer/industry partners give input on assessments.
- Employer/industry partners provide staff to serve as instructors of courses.
- Employer/industry partners provide staff to serve as assessment evaluators.
- Employer/industry partners provide equipment or other resources.
- Employer/industry partners provide internship and/or hiring opportunities.
- Employer/industry partners provide guaranteed tuition benefits.

EMPLOYER/INDUSTRY PARTNER RELATIONSHIP

- Employer/industry partners engage in a formal, signed partnership.
- Employer/industry partners serve on the advisory board.
- Employer partners provide one-time input on competencies.

⁵ An example of an institution partnering with a community-based organization is an institution working with organizations within their region to serve on the advisory board and help to identify competencies for specific programs.

Transparency of Learning

This section focuses on credentialing approach and transcription, both of which are approaches to making learning transparent to the learners, as well as to other institutions, faculty, staff, accreditors, regulators, and potential employers.

DESIGN FEATURES

DESIGN OPTIONS

CREDENTIALING

COMPETENCY & LEARNING

- Program awards credentials only at the completion of a program.
- Program awards or offers at least one “stackable” or other “on the way” credential, in addition to a credential at the completion of the program.
- Program does not award credentials.

TRANSCRIPTION/LEARNING TRANSPARENCY

COMPETENCY & LEARNING

- Program uses a comprehensive learner record that includes a traditional transcript only.
- Program uses a comprehensive learner record that includes a competency-based transcript only.
- Program uses a traditional transcript only.
- Program uses both a competency-based transcript and a traditional transcript for learners.

GRADING

COMPETENCY & LEARNING

- Grades are traditional letter grades (A, B, C, D, F).
- Grades are either Pass or Fail.
- Grades are Not yet, Mastery, or Mastery Plus (or similar, including A, B, F).

EXPLORATORY ITEM(S): TRANSPARENCY OF LEARNING



“ON THE WAY”/STACKABLE CREDENTIAL

COMPETENCY & LEARNING

- Microcredential designed by the institution
- Stackable Credential
- Industry Recognized Credential

Continuous Improvement

This section focuses on the processes and metrics that are utilized to assess factors such as learner progress and program efficacy.

DESIGN FEATURES

TRACKING LEARNER METRICS

COMPETENCY & LEARNING

DESIGN OPTIONS

- CBE programs primarily use existing institutional data systems with substantial modifications to align with the CBE model format.
- CBE programs primarily maintain local Excel (or other) files to track learner metrics outside existing institutional data systems.
- CBE programs primarily use existing institutional data systems with few or no modifications.
- CBE programs do not currently track learner metrics beyond institution-wide reporting requirements.

APPROACH TO UPDATING COMPETENCIES

COMPETENCY & LEARNING

- All competencies are on a standard update/refresh cycle.
- Competencies are updated but at instructor discretion, and there is no program standard.
- Once built, courses remain static.

APPROACH TO UPDATING ASSESSMENTS

- All assessments are on a standard update/refresh cycle.
- Assessments are updated but at instructor discretion, and there is no program standard.
- Once developed, assessments remain static.

APPROACH TO UPDATING PROGRAM PATHWAYS AND SUPPORTS

- All programs and pathways are on a regular review and assessment cycle.
- Programs and pathways are reviewed and assessed on an ad hoc basis.

EXPLORATORY ITEM(S): CONTINUOUS IMPROVEMENT



ASSESSING PROGRAM EFFICACY

COMPETENCY & LEARNING

- CBE programs analyze administrative student outcome data (e.g., enrollment, completion); could include descriptive or quasi-experimental designs.
- CBE programs collect and analyze learner feedback via surveys and/or course evaluations.
- CBE programs collect and analyze learner feedback via interviews.
- CBE programs do not currently assess program efficacy.

DISAGGREGATING DATA

COMPETENCY & LEARNING

- CBE programs disaggregate data to explore experiences of distinct subgroups of learners.
- CBE programs do not disaggregate data to explore experiences of distinct subgroups of learners.

Acknowledgements

This framework was developed by Kelle Parsons, Kellie Macdonald Mayer, Mark Hatcher, Kate Caton, and Aysha Young.

But this piece includes contributions from experts and institutions across the field. We deeply appreciate the institutional representatives who responded to the Competency-Based Education (CBE) Program Model Mapping Survey in 2023, whose information helped to inform the refinement of this framework. We also want to thank members of the Competency-Based Education Network for their ongoing collaboration throughout this process. In addition, we are grateful to our advisory group members who helped inform the CBE Program Model Mapping Survey, as well as our group of user-testers whose thoughtful feedback helped refine both the framework and accompanying brief. Special thanks to Jessica Mason, Alexandria Walton Radford, and Preeya Mbekeani, of the American Institutes for Research (AIR), for their guidance and feedback on drafts of this framework, as well as Joanne Blank, of AIR, for design support.

The authors are grateful to Ascendium Education Group for their financial support, which makes this work possible.

Citation

We encourage the use of this tool and do not require permission to use or adapt the content in this framework. Should you wish to cite this work, please refer to the following citation:

Parsons, K., Mayer, K.M., Hatcher, M., Caton, K. & Young, A.. (2023). *Postsecondary competency-based education program model map: Framework*. Washington, DC: American Institutes for Research.



Established in 1946, the American Institutes for Research® (AIR®) is a nonpartisan, not-for-profit institution that conducts behavioral and social science research and delivers technical assistance both domestically and internationally in the areas of education, health, and the workforce. AIR's work is driven by its mission to generate and use rigorous evidence that contributes to a better, more equitable world. With headquarters in Arlington, Virginia, AIR has offices across the U.S. and abroad. For more information, visit [AIR.ORG](https://www.air.org).



Ascendium Education Group is a 501(c)(3) nonprofit organization committed to helping people reach the education and career goals that matter to them. Ascendium invests in initiatives designed to increase the number of students from low-income backgrounds who complete postsecondary degrees, certificates and workforce training programs, with an emphasis on first-generation students, incarcerated adults, rural community members, students of color and veterans. Ascendium's work identifies, validates and expands best practices to promote large-scale change at the institutional, system and state levels, with the intention of elevating opportunity for all. For more information, visit <https://www.ascendiumphilanthropy.org>.