



Moon Shot for Equity

Memorandum of Understanding

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Purpose and Scope

To accomplish the goal, before this decade is out, of erasing equity gaps in higher education within institutions and across entire regions...

...all students must have fair and equitable opportunities to gain the knowledge and skills necessary to complete college degrees and credentials of value. Through the Moon Shot for Equity initiative, EAB is partnering with other national experts, philanthropies, and employers to provide select regions with the consulting and technological tools necessary to eliminate equity gaps by 2030.

Measured and evaluated in all aspects through an equity lens, this initiative involves the collective implementation of cohesive best practices, policies, and technologies to achieve the delivery of more college graduates, in less time, for less money, and with better career outcomes. Such a substantial "Return on Education" must be equally available and beneficial to all, confirmed by race, income, and first-generation status.

The purpose of this Memorandum of Understanding (MOU) is to identify the parties, common goal, time frame, roles and responsibilities, and award timeline for the Moon Shot for Equity initiative as described in subsequent sections.

As Moon Shot for Equity efforts are implemented, participating campuses expect to engage faculty, staff, and students in accordance with existing governance practices that are consistent with federal, state, higher education system (where applicable), and institutional policies. It is understood that some institutional policies will be revised or eliminated as new practices are implemented. It is also understood that changes to and implementation of some institutional policies and/or practices may be limited by federal, state, or local laws, as well as regulations and governing body requirements.

Parties

This Memorandum of Understanding is entered into by and between EAB and

- XXXX

["the Participating Institutions"] to establish an agreement for collaboration and consultation in support of the implementation of the Moon Shot for Equity.

Term and Modification

This MOU shall be effective upon selection of the region by EAB as a member of the Moon Shot for Equity initiative and will remain in force for a period of five years from the date of selection or until superseded by a signed program order form between EAB and each Participating Institution. This MOU is renewable for an additional five-year term. Amendments may be made only by written agreement signed by all Participating Institutions within a region and by EAB.

Commitment

The success of the Moon Shot for Equity depends upon collective commitment by and between EAB and Participating Institutions within regions and across the country; therefore, EAB and Participating Institutions are expected to help support and sustain one another's best efforts.

One Common Goal

Parties agree to carry out roles and responsibilities of this agreement, subject to legal obligations and financial ability, to achieve the goal of eliminating identified equity gaps in higher education within Participating Institutions and across participating regions by 2030.

Roles and Responsibilities of Participating Institutions and Regions

I. Change Management and Equity Leadership Development

Leadership Institute: Change Management and Equity Skill-Building

- **Justification:** Many campus leaders have never received formal training on issues of equity in higher education or in the change management skills necessary to lead the substantial changes required to close equity gaps. The skills honed and improved during the Leadership Institute will prepare campus leaders, regardless of preparation level, to implement the policies and practices outlined in this document.
- **Action:** Participating Institutions will select relevant campus leaders to participate in the Leadership Institute. Leaders who are best positioned to urgently advance and achieve the initiative's goals will receive priority placement in the Institute.
- **Action:** Leaders selected by each individual institution shall commit to participating in the entirety of the Leadership Institute programming to acquire and apply necessary change management and equity leadership knowledge and skills.

Campus Climate Assessment

- **Justification:** Campus leaders can better understand the experiences and perspectives of their students via access to quantitative data about students' perspectives of belongingness and inclusion and access to data on the diversity, equity, and inclusion climate on their campuses. Recent years have heightened the need for shared understanding, given the increasing demographic differences among students and the faculty and administrators who serve them. Leaders need better information and guidance informed by data collected from their students. (National Assessment of Collegiate Campus Climates, USC Race and Equity Center)
- **Action:** Participating Institutions shall conduct a campus climate assessment and leverage campus- and ecosystem-wide findings to inform regional Moon Shot for Equity goals, objectives, and strategies. Any relevant campus-level data from previous such assessments will be utilized to inform the design of these new evaluations; however, the utilization of common measures is necessary to facilitate accurate cross-institutional and cross-regional comparisons.

II. Access and Enrollment

Community-Based Partnerships

- **Justification:** Community-based organizations (CBOs) across the country have been achieving success in supporting the higher education aspirations of first-generation, lower-income, and underrepresented students. These programs have achieved superior outcomes with students through their intentional recruitment efforts, robust college prep programming, and close support of students from high school through college graduation. Colleges seeking to grow their representation of underserved students while increasing graduation rates have found success in building meaningful relationships with CBOs in their key recruitment markets. (“Better Together: Expanding Access and Opportunity Through Community-Based Organization and College Partnerships, American Talent Initiative”)
- **Action:** Participating Institutions, with the support and guidance of EAB, shall increase their collaboration with CBOs to expand their diversity recruitment and enrollment efforts. Participating Institutions will improve college access by partnering with local high schools and CBOs to provide underserved students with resources and information on how to identify best-fit universities, search for scholarships, and connect with counselors.

Access to a Second Chance

- **Justification:** Thirty-five million adults over the age of 25 have completed some college credits without having earned a degree. Many of these students have exhausted their eligibility for Pell grants or are in default on student loans. In addition, these adult learners are often reluctant to return to school because they do not feel they are welcome or belong, not to mention their fear of repeating the same failures.
- **Action:** Participating Institutions shall develop marketing and financial support plans to invite their own adult students (age 24+) who have been out of school for at least two academic years and meet additional institution-defined criteria. Institutions shall help them reenroll in an in-demand associate degree or bachelor’s program by providing financial assistance, which could include scholarships, paid internships, apprenticeships, and work-study options. Institutions shall also explore offering credit for prior learning and experience and providing specific support that could include but is not limited to career counseling, program advising, and mentoring to help them navigate the system.
- **Action:** Participating Institutions shall provide adult learners with flexible learning opportunities that could include but are not limited to accelerated courses, year-round enrollment, and predictable scheduling.

III. Academic Policy and Practice

Registration Holds

- **Justification:** Complex registration processes add barriers and confuse students, often discouraging them from reenrolling. The most common barriers are registration holds levied by offices to compel students to complete paperwork,

pay balances, or carry out other transactions. (Student Success Playbook, Rec. 1, EAB)

- **Action:** Participating Institutions shall conduct an audit of all registration holds and eliminate or revise those that are unnecessary, obsolete, or burdensome. Any new registration hold practices shall be reviewed and approved by using the Participating Institution's governance practices prior to implementation.

Retention Grants

- **Justification:** Financial holds are intended to ensure collection of owed balances but often do just the opposite. Students who leave because of holds often do not return to pay their bills. Worse, even relatively small financial setbacks can mean the difference between completing courses and dropping out. (Student Success Playbook, Rec. 2, EAB)
- **Action:** Participating Institutions shall develop plans and processes to award mini-grants or other financial assistance to address small account balances for qualified students. The Participating Institution shall set the amount and determine the administrative process for assigning such grants or awards. Student accounts will be reviewed regularly, with grants provided strategically and proactively.

Aligned Mathematics

- **Justification:** Gateway mathematics courses should reflect students' programs of study—in many cases, not College Algebra or Precalculus. With new Math Pathways, there are viable, high-quality, alternative courses in mathematics. "Broad consensus now exists in the American mathematics community that relevance as well as rigor are hallmarks of good mathematics education." (Dr. Uri Treisman, Founder and Executive Director, Charles A. Dana Center at the University of Texas at Austin)
- **Action:** Participating Institutions, led by faculty and under each institution's governance structure over the curriculum, shall work together across the region to review and alter requirements such that all programs of study require mathematics skills most appropriate for success in associated degree programs/pathways. Mathematics aligned to programs shall also be embedded in transferable degree maps shared with all two- and four-year institutions.

Meta-Majors and Majors

- **Justification:** Meta-majors group a much larger number of individual programs of study under a broader academic umbrella and offer students a more refined range of clear pathways to graduation and careers. "Freedom and choice are surely good, but there can be too much of a good thing. The last thing we want to do if our aim is to increase college completion rates is to offer students a set of possibilities that will paralyze them, weaken their self-discipline, and undermine the satisfaction they get from the work they have already done. Smart institutions aiming to increase completion will offer students choice, to be sure. But the choice will be within well-defined limits, or constraints, so that the path to success is clearly marked. Paradoxically, the more opportunities we give students to do exactly what they want, the less likely they are to do anything at all." (Dr. Barry Schwartz, author of *The Paradox of Choice: Why More Is Less* and Dorwin Cartwright, Professor of Social Theory and Social Action at Swarthmore College)

- **Action:** Institutions, using appropriate local governance processes, shall devise and implement meta-majors that include all programs of study. Wherever possible, meta-majors shall be aligned amongst two- and four-year institutions.
- **Action:** Students who enter college undecided on a major shall choose among a limited number of meta-majors at the beginning of their first semester. In collaboration with faculty, institutions shall develop and implement credit-bearing first-year experience courses or specific experiences designed to provide students broad overviews of specific majors within the meta-major or programs of study, including workforce outcomes and career opportunities.

Remediation and Developmental Education Reform

- **Justification:** “Each year, more than a million students begin college in remediation—prerequisite coursework that costs thousands of dollars but doesn’t count toward a degree. For most of these students, remediation will be their first and last college experience—a reality that is disproportionately true for low-income students and students of color. Corequisite Support allows students who need additional support in college-level math and English to enroll in those credit-bearing courses and receive extra help. Several states have scaled Corequisite Support, and as a result, have doubled or tripled the percentage of students who are completing gateway math and English courses in one academic year.” (Corequisite Support, Game Changers, Complete College America)
- **Action:** Ensuring faculty governance over the curriculum, replacements for existing developmental education courses shall be designed and implemented so that students deemed underprepared for college-level writing and/or math shall be enrolled in college-level, gateway English and mathematics courses with mandatory corequisite academic support. Institutions shall use evidence-based multiple measures, including high school GPA and course-taking, to assess students’ level of preparation.

Academic Maps

- **Justification:** Students who pass all their classes can still end up paying preventable “hidden costs” if they take more courses than expected. There are four main reasons why this happens: excessive credit requirements, courses that do not count toward completion of program requirements, noncredit developmental education courses, and credits that do not transfer. Academic maps establish clear pathways to timely completion of courses that count, reducing the time (and money) to graduation. (Student Success Playbook, Rec. 11, EAB)
- **Action:** Participating Institutions, led by their faculty, shall develop maps for all undergraduate academic degrees that are shared with students and include recommended course sequences for on-time completion and that incorporate the following principles:
 - Completion of 30 credits per year (inclusive of summer and/or winter terms and year-round scheduling)
 - Completion of gateway math and English in the first year
 - No more than 120 credits for bachelor’s degrees and 60 credits for associate degrees unless required by external professional associations or accrediting bodies

- Completion of a minimum of nine credits in the selected program of study within the first year
- Alignment with relevant careers and workforce needs
- **Action:** Participating Institutions shall ensure that courses with sufficient capacity are offered during semesters indicated in the academic maps. Institutions will regularly review course demand data and schedule courses at times and in modalities that enable and encourage credit completion.
- **Action:** Degree requirements as reflected in academic maps shall be maintained in the institution’s Student Information System or Degree Audit System in a manner that can be utilized by Navigate technology.

Transfer Pathways

- **Justification:** Students who transfer often are unable to articulate all of their previously earned credits at their new institution. By some measures, students transferring from two-year schools to four-year schools lose 40% of their previously earned credits. Transfer is also an often-overlooked equity issue: students of color are often much less likely to successfully transfer credits. (Student Success Playbook, Rec. 11, EAB)
- **Action:** Courses in AA and AS academic maps at two-year Participating Institutions shall transfer and apply to appropriate degrees at four-year Participating Institutions without creating excess credit. Students who complete AA and AS degrees at Participating Institutions on Moon Shot academic maps and transfer to participating four-year institutions will do so with junior-level status. For students in AAS programs, Participating Institutions will develop academic maps to fully maximize the transferability of courses.
- **Action:** Participating Institutions shall deploy the EAB Prospective Student Portal to ensure efficient articulation of earned credits and inform students of viable transfer pathways leading to timely completion and career opportunities.
- **Action:** Participating Institutions shall maintain and make available degree rules and equivalency tables in a manner that can be utilized by Navigate technology.

IV. Advising and Support

Proactive Advising Enabled by Technology

- **Justification:** “Innovations in technology allow supports to be targeted to meet the needs of individual students. Early warning systems make it easy for institutions to track student performance in required courses and target interventions when and where they are most needed. For example, systems can automatically place a student on administrative hold and require a meeting with an advisor if a critical path course in the student’s major is not completed on time. This targeted approach allows professional and faculty advisors to focus their attention almost exclusively on students most in need of services instead of spreading themselves too thin.” (“The Four-Year Myth,” a report by Complete College America)
- **Action:** Participating Institutions shall conduct a review of their advising infrastructure, including student-to-advisor ratios, advising reporting structures, job descriptions, selection criteria, performance management systems, training, and professional development. Based on results of these reviews, institutions

shall seek to make infrastructure improvements needed to ensure the delivery of best practice proactive advising.

- **Action:** Participating Institutions shall implement a comprehensive advising assessment plan and establish a process for utilizing assessment results to make continuous advising improvements.
- **Action:** Participating Institutions shall deploy Navigate to manage advising data, degree plan structure, student reenrollment, and progress-through-degree plans and implement strategies to engage staff and faculty in early warning systems that signal student struggles to enable just-in-time advising interventions.
- **Action:** Participating two-year institutions shall encourage their students to make informed choices regarding specific degree programs aligned with the appropriate academic maps no later than the end of their first semester. Participating four-year institutions shall encourage their students to select majors no later than the end of their first year.

Coordinated Care Network

- **Justification:** Support offices such as financial aid, career advising, academic support, and the student health and counseling centers have a positive impact on student success but are often underutilized. Underutilization means that students are not always getting the help they need and institutions are not getting the fullest return out of the investment they have made in those offices. (Student Success Playbook, Rec. 5, EAB)
- **Action:** Advising and other student support offices (e.g., mental health counseling, career services, residence life, tutoring, financial aid, and other wraparound resources) shall use Navigate to coordinate and collaborate on student support.

Confidence-Building and Belongingness

- **Justification:** Participating Institutions that are fully committed to equity and student support take measures to address systemic biases and create an environment committed to fostering inclusiveness and belongingness. Leaders who invest in initiatives and policy changes that address self-confidence, academic preparation, and sense of belonging will be the first to move the dial on equitable outcomes. (Student Success Playbook, Rec. 7–9, EAB)
- **Action:** Institutional leaders shall evaluate best practices and develop plans for responding quickly and appropriately to equity-related “flashpoint” incidents, such that all students, especially from underserved backgrounds, feel supported and valued by their community.
- **Action:** Participating Institutions shall explore adding or expanding precollege programs that build confidence and belonging among incoming students by allowing them to earn college credits in a low-stakes and highly supported environment during the summer before their first term.
- **Action:** Participating Institutions shall explore adding or expanding concurrent or dual-enrollment programs that offer opportunities for high school students to earn college credit in appropriately certified courses to reduce the time and cost of earning an undergraduate degree.

V. Technology Implementation and Adoption

- **Justification:** Students, advisors, faculty, and administrators are served most effectively and efficiently within institutions and across a connected ecosystem of higher education by common and convenient technology systems and user experiences.
- **Action:** Participating Institutions shall work toward full implementation of all modules of Navigate, EAB's Student Success Management System (Strategic Care, Intelligence, Milestone Guidance, and Academic Planning) and the Prospective Student Portal.
- **Action:** Institutions shall comply with all "Organization Responsibilities" and "Data and Technical Requirements" sections outlined in the Program Order Form (Navigate technology platform agreement) to successfully implement and drive ongoing value through the technology, e.g., provide data in a timely manner, identify sponsors and main contacts.

VI. Data Transparency, Metrics Alignment, and Assessment

- **Justification:** To facilitate progress, measure outcomes across the Moon Shot for Equity regions, and evaluate program effectiveness, the establishment of common definitions of success and common standards for data collection and reporting is essential.
- **Action:** Participating Institutions shall work with EAB to establish common data definitions that align with IPEDS and/or other nationally recognized and widely utilized higher education data frameworks to measure student progress and success to achieve common reporting across the Moon Shot for Equity initiative.
- **Action:** Participating Institutions within the region shall agree on common, specific Moon Shot for Equity regional and college-specific goals related to equitable student outcomes.
- **Action:** Leveraging the Navigate platform, Participating Institutions shall bi-annually provide student progression and outcomes data disaggregated by race, ethnicity, income, and first-generation status (in accordance with FERPA) to EAB and all institutions participating in the Moon Shot for Equity across their regions and the country.

VII. Regional Governance

Leadership and Project Management Structure

- **Justification:** Committed and sustained leadership, trained to effectively manage change and empowered to pursue equity for all students, is essential to achieve the goals of this unprecedented initiative.
- **Action:** Executive leadership at the institution and ecosystem levels shall incorporate the Moon Shot for Equity and its goals and commitments into their strategic visions, management, accountability structures, and ongoing communication plans.
- **Action:** Institutions shall dedicate executive leadership time required to serve on the Moon Shot for Equity Regional Steering Committee.

- **Action:** The region shall establish cross-institutional strategic communication platforms (e.g., website, social media, etc.) to rapidly share new knowledge and celebrate institutional and regional progress and success, guided by the Regional Steering Committee.
- **Action:** Participating Institutions shall dedicate the leadership, staff, and faculty resources required to serve on cross-institutional Task Forces/Working Groups aligned to the individual strategic priorities of the Moon Shot initiative. Each Task Force/Working Group shall conduct a gap analysis, determine strategies to address root cause challenges, and oversee the successful execution of identified solutions.
- **Action:** Each region shall have a minimum of two cross-institutional Regional Project Managers.

Convenings

- **Justification:** Participating Institutions and regions must be readily available and accessible to one another in order to quickly advance learnings and insights. They must also accept their responsibility to be exemplars to the country.
- **Action:** Each region shall host and provide strategic, logistical, and operational support for an annual convening of all institutions within the region, EAB, and Technical Assistance providers as needed to share best practices and lessons learned and advance the goals of the Moon Shot for Equity. The Regional Steering Committee and EAB shall collaborate on the creation of the agenda.
- **Action:** Institutions shall each send a minimum of two leadership representatives to CONNECTED, EAB's national student success conference. Participants are responsible for travel costs; EAB will provide convening programming, logistics, and support.

VIII. Community Engagement and Philanthropic Support

- **Justification:** Erasing equity gaps in higher education will require a community-wide and holistic response in support of students. The Moon Shot for Equity provides an important opportunity to strengthen services, build new capacities, and enhance connectivity between higher education institutions and their communities.
- **Action:** Participating Institutions shall substantially and thoughtfully engage with appropriate community-based organizations to develop and implement new structural connections through policy and practice to address student needs, including, but not limited to, college-prep programming, financial assistance, homelessness, food insecurity, and physical and mental wellness.
- **Action:** Institutions shall seek to provide meaningful support to local CBOs and schools to advance their critical missions to help more lower-income students progress "to and through" colleges. Such support might include offering college admission and financial aid workshops; helping students to complete important documents, including the FAFSA; and providing mentors to students.
- **Action:** Institutional leaders shall reach out to local and regional philanthropies and employers to establish stronger partnerships and new sources of financial support in furtherance of the successful deployment of the strategies and technologies necessary to achieve the goals of this initiative.

Roles and Responsibilities of EAB

I. Leadership Institute: Change Management and Equity Skill-Building

- **Justification:** Erasing equity gaps requires three essential elements:
 1. Leadership that harnesses equity-mindedness to relentlessly pursue progress by utilizing proven management strategies and tactics to advance change,
 2. Best practices and policies—deployed at scale and with fidelity—to fundamentally restructure higher education delivery for more student success, and
 3. Technology that boosts effectiveness, efficiency, and connectedness to create Coordinated Care Networks across institutions for students—providing wraparound support, spotlighting points of institution friction, and sustaining reforms with improved structures and new guardrails.
- **Action:** EAB shall facilitate a cohort-based Leadership Institute, beginning in Year Two, to build equity-minded leaders armed with exceptional change management skills to uphold the Moon Shot for Equity principles and drive and sustain change throughout the region. Participants shall engage over approximately 18 months both virtually and/or in person at the region, to the extent reasonable given current travel restrictions. Learning objectives will include:
 - **Change Management:** For EAB’s consideration and approval, Participating Institutions shall nominate candidates who are deemed fully empowered to drive change across their institutions and regions. EAB shall deliver curriculum focused on successful organizational change principles such as vision setting, strategic communication, prioritization, and accountability.
 - **Equity Skills:** Participating Institutions shall collaborate with EAB to determine appropriate numerical representation from each institution and will jointly solicit institutional and/or philanthropic support necessary to directly contract for training and consulting services from agreed-upon Technical Assistance provider(s). In collaboration with Technical Assistance partner(s) specializing in equity skill-building, EAB shall facilitate the convening of key institutional and regional leaders for cohort-based and project-focused training sessions on equity-mindedness and action.

II. National Mentors

- **Justification:** While Moon Shot for Equity Participating Institutions must possess a “pioneering spirit” as they break new ground in advancement of the national college completion movement, their progress will be swifter under the guidance and support of institutional and regional exemplars who already have achieved great success.
- **Action:** To assist ecosystems with the implementation of policy and practices, EAB shall recruit exemplary institutions and organizations (such as Georgia State University and the Houston GPS cohort) to serve as Moon Shot for Equity “national mentors.” National mentors will share their approaches to best

practices, deliver technical assistance, and provide experts to guide implementation of the actions outlined in this document.

III. Best Practice Research and Diversity, Equity, Inclusion, and Justice (DEIJ) Services

- **Justification:** The Moon Shot for Equity is within our reach because of evidence-based best practices and policies that have already been deployed at scale across institutions. Yet, achieving our goal of racial equity requires understanding systemic racism, clear strategy and priorities, accountability mechanisms, and coordination and collaboration to ensure this work in perpetuity. Participating Institutions must have easy access to that knowledge as well as dedicated services to elevate their strategy, planning, and execution, all while rapidly contributing their own groundbreaking discoveries in furtherance of our shared effort to erase equity gaps across entire regions.
- **Action:** Institutional leaders will receive full access to EAB’s Moon Shot for Equity best practice work and the DEIJ research module. This includes invitations to relevant events for leadership and full access for all institutional staff to EAB’s DEIJ best practice research portal, including webinars, toolkits, and other related resources.
- **Action:** EAB will partner with Participating Institutions to deliver DEIJ advisory services, research, and data analysis. Institutional teams will participate in the development of and have access to the following services:
 - DEIJ Plan Design Lab: A custom assessment of each Participating Institution’s DEIJ plan, including identification of metrics and facilitation of a workshop to cascade the plan to campus divisions.
 - Experiential Major Map Design Lab: An action plan to accelerate the embedment of cocurricular engagement opportunities and career exploration in degree maps.
 - Mental Health and Well-Being Collaborative: A convening of leaders (two per institution across the two tracks) to participate in an intensive engagement to assess current clinical and preventive mental health strategies, identify new opportunities for improvement, and set milestones for tracking and communicating progress.
 - Equity Across the Curriculum Collaborative: A convening of Participating Institutions to assess and determine opportunities across the curriculum for improvement and set new milestones for tracking and communicating progress.
 - Virtual “Pop-Up” Consultations: Facilitated discussions with Research experts to accelerate progress in critical areas such as program retention, adult student success, and faculty engagement in student success.
- **Action:** EAB will commit research teams to continuously research student access and success best practices and policies for equity-mindedness. New practices and insights will be published in digestible resources and proactively distributed to Participating Institutions. Those institutions with the most progressive practices and policies will also be provided opportunities to be featured in case study publications disseminated nationally to all EAB partner institutions.

IV. EAB Technology

EAB Student Success Management System

- **Justification:** Common student success technology, deployed at scale across multiple institutions within a region, creates a nearly seamless approach and infrastructure to collectively identify obstacles, collaboratively design interventions, rapidly compare results, and urgently deliver improvements. More important, common technology experiences for students—in the palms of their hands—provides reassurance and security that a connected ecosystem of support exists to help advance their individual dreams.
- **Action:** Upon completion of a technology gap analysis, Moon Shot for Equity Participating Institutions will receive all appropriate modules of Navigate, EAB’s comprehensive Student Success Management System technology platform, and EAB’s Prospective Student Portal.

Cappex Digital Recruitment Platform

- **Justification:** Today’s students utilize online platforms and resources to learn about new colleges to identify institutions where they will apply and eventually enroll. These digital resources allow students to virtually “visit” campuses, organize their colleges lists, and stay on top of important deadlines. These same online platforms can help colleges efficiently recruit students who meet the institution’s enrollment objectives, allowing institutions to recruit students 24x7 and enter new markets.
- **Action:** Participating Institutions will have the ability to digitally recruit students on the Cappex.com online platform. Institutions will receive inquiries from students in key recruitment markets who meet their targeting parameters.

V. Implementation Expertise and Project Management

- **Justification:** Good intentions are essential starting points, but they don’t drive change. That requires structured, measurable, deadline-driven deliverables that are achieved with a sense of urgency.
- **Action:** EAB will deploy technology implementation teams to guide Participating Institutions in the installation, training, and use of the student success technologies. These teams will draw on strategies and resources developed over 500+ prior implementations, including timetables, toolkits, diagnostics, and artifacts gathered from other collaborations.
- **Action:** In addition to the implementation and strategic teams, EAB will deploy a dedicated Moon Shot for Equity consulting team specifically tasked with assisting Participating Institutions with implementing the practices and policies outlined in this agreement.
- **Action:** As part of onboarding, the Moon Shot for Equity dedicated consulting team will conduct a gap analysis in collaboration with the institutional Task Forces/Working Groups to determine areas of opportunity for the ecosystem, as well as relative strengths and weaknesses compared with other regions.
- **Action:** Growth opportunities deemed outside of EAB’s core expertise will be aligned with national technical experts, as necessary. EAB will facilitate the identification and deployment of these technical experts and will provide support to help solicit any needed philanthropic contributions.

VI. Data Transparency, Metrics Alignment, and Assessment

- **Justification:** We will learn faster—within institutions and across regions—when we use apples-to-apples comparisons of our progress and success. Common metrics for measurement and assessment are essential for rapid adjustment and improvement—and to enable the Moon Shot for Equity to produce respected and influential exemplars for the country.
- **Action:** To align goals, EAB strategy experts will facilitate institutional and regional leaders to establish and agree on shared equity objectives, target metrics, and timelines for the ecosystem.
- **Action:** To create a common data lexicon, EAB technical experts will engage institutional and regional leaders to align key metrics and data definitions to be shared by all institutions across the ecosystem.
- **Action:** To accelerate change, EAB will provide support for institutional leadership using the “Plan, Act, and Evaluate” quantifying impact framework as well as calibration tools to establish cascading goals and objectives and assess progress each year.
- **Action:** EAB will recognize regional progress by sharing regular progress reports for each ecosystem across ecosystems as well as within the broader higher education sector, including media and other influencers.

VII. Convenings

- **Justification:** Electronic communications platforms, while important to efficiently share results, are no match for regular person-to-person collaboration delivered in engaging, facilitated, and structured work sessions.
- **Action:** EAB shall organize a series of Moon Shot for Equity convenings across the year, inviting representatives from each Participating Institution:
 - Regional Summit. Convened on an annual basis and hosted by each individual ecosystem. EAB will work with Participating Institutions to design the agenda and facilitate and support the delivery of programming.
 - CONNECTED, the higher education industry’s largest student success summit. Convened every 12–18 months and hosted by EAB. Teams from all Participating Institutions and regions will be invited to attend, and the summit will include special programming for Moon Shot for Equity regions. Participating Institutions will be responsible for their travel expenses.
 - Leadership Institute. Convened over an 18-month period beginning in Year Two and hosted by EAB both virtually and/or in person at the region, to the extent reasonable given the current travel restrictions. Participating Institutions will be responsible for their travel expenses.

Provisional Award Timeline

EAB will reserve a spot for the XXX region in the Moon Shot for Equity provided the following steps are completed:

- Memorandum of Understanding signed by all Participating Institutions in the region by XXXX
- Individual College/University Leadership Team Discussions, Technical Feasibility and IT Security Review (if needed) by XXXX
- Final Program Order Form agreements signed by XXXX+30 days

If the Participating Institutions signed to this Memorandum of Understanding do not execute Program Order Form agreements with EAB by [XXXX], EAB reserves the right to cancel this MOU without notice.

David Felsenthal, Chief Executive Officer, EAB

Date

Scott Schirmeier, President, Technology, EAB

Date

Tom Sugar, Vice President, Partnerships, EAB

Date

Signatures

Name, President, College

Date

Name, President, College

Date

Name, President, College

Date