U.S. Department of Education

ATTAINING C🎓LLEGE EXCELLENCE AND EQUITY

RAISE THE BAR

Implementing Holistic Advising and Wraparound Services to Equitably Improve Postsecondary Student Success

A PLAYBOOK

Implementing Holistic Advising and Wraparound Services to Equitably Improve Postsecondary Student Success: A Playbook

A postsecondary credential has the potential to transform students' lives, especially students from low-income communities, students of color, and students with disabilities.[1]

However, getting to and through college can be a complex experience for students, and inadequate advising and support can impede their progress toward completion. In a recent survey, nearly half of college students reported that they have not been advised on the courses they need for graduation, including students in their senior year.[2] Colleges and universities have historically relied on advisors to guide students' academic choices. Increasingly, institutions are expanding the role of advisors to connect students with both academic and non-academic services, including financial support, basic needs assistance, disability supports, career counseling, and more. Effective advising—particularly holistic advising that is well-integrated with wraparound support services—can play a central role in helping students navigate the complicated systems and processes that are critical to success on their campuses. Innovative holistic advising models have been shown in recent years to significantly increase retention and completion rates for students.[3]

This playbook provides higher education leaders with research and resources for implementing comprehensive, integrated advising models to support every part of students' postsecondary journeys, including the transitions into postsecondary and from postsecondary into the world of work. This playbook was informed by leading researchers and practitioners in the field, many of whom participated in the U.S. Department of Education's (Department's) Attaining College Excellence and Equity Advising Summit held in April 2024, in partnership with the Institute for Higher Education Policy (IHEP). The summit was one in a series hosted by the Department as part of Secretary Cardona's Raise the Bar initiative. Since taking office, the Biden-Harris Administration and the Department have been committed to a new vision of college excellence—one that uplifts inclusivity, equity, and excellence, rather than exclusivity and privilege. The initiative reflects the Department's commitment to ensuring that

How this Playbook is Organized

This playbook focuses on four key tactics that institutions and states can consider using to maximize the impact of advising and support services on equitable student outcomes:

1. Implementing comprehensive, integrated advising models

2. Building guided pathways to academic success

3. Integrating wraparound services into holistic advising

4. Guiding students to career success beyond graduation

students of all backgrounds, ages, disability statuses, and income levels can succeed in any postsecondary pathway. Raise the Bar is focused on supporting institutions and states to implement key evidence-based strategies that address critical loss points along students' postsecondary education journeys, including data-driven improvement, holistic advising and wraparound services, credit mobility and transfer support, and career-connected learning pathways.

This playbook focuses on four key tactics that institutions and states can consider using to maximize the impact of advising and support services on equitable student outcomes: (1) implementing comprehensive, integrated advising models, (2) building guided pathways to academic success, (3) integrating wraparound services into holistic advising, and (4) guiding students to career success beyond graduation.

Implementing Comprehensive, Integrated Advising Models

To help drive student success efforts on campus, many institutional leaders are shifting away from optional, self-service advising with separate offices and services that students must navigate on their own. Instead, leadership at these institutions have been moving toward integrated advising models that design supports around students' needs and use case management approaches to bring together academic planning, career counseling, financial services, basic needs supports, and other resources to better help students. Campus leaders can take action to better integrate advising and wraparound services to support the whole student by (1) leveraging evidence-based advising policies and practices; (2) identifying institutional and student needs to inform advising (re)design; and (3) increasing institutional capacity to deliver holistic supports.

Leveraging Evidence-Based Advising Policies and Practices

There is a robust evidence base for using holistic advising practices to support students' success that campus leaders can use to get started on this work. The What Works Clearinghouse's (WWC) [Effective Advising for Postsecondary Students](#) practice guide, published by the Department's Institute of Education Sciences (IES), outlines four key evidence-based recommendations: (1) design and deliver comprehensive, integrated advising that merges academic and non-academic supports;

(2) create an advising culture that focuses on developing sustained, personalized relationships with students throughout their postsecondary journeys; (3) leverage mentoring and coaching to enhance comprehensive, integrated advising; and (4) establish incentives to encourage student participation and engagement in intentionally-designed advising structures.[4] Each recommendation is supported by studies of effective practices and includes guidance on how to put the recommendation into action, expert advice on how to overcome obstacles, and practical tools and resources to aid with implementation.

The City University of New York's (CUNY) Accelerated Study in Associate Program (ASAP) is one evidence-based program highlighted in the [WWC Advising](#) practice guide.[5] CUNY ASAP is an innovative and holistic approach to student advising, providing students with up to three years of extensive supports like financial resources, structured academic pathways, personalized advising, and tutoring and career advising. Studies show that, when compared with students who did not participate in the program, ASAP participants had higher graduation rates (18 percentage points) and transfer rates (8 percentage points).[6] The program's success has inspired replications at three Ohio community colleges that have also increased college completion rates.[7] To further scale these evidence-based practices, the State Higher Education Executive Officers Association and the CUNY ASAP | Accelerate, Complete, and Engage (ACE) National Replication Collaborative recently facilitated a learning community focused on replicating the CUNY model in Colorado, New Jersey, North Carolina, Michigan, and Washington.[8] Leveraging evidence-based advising practices can help institutional and state leaders maximize impact on student success at scale in their own contexts.

Identifying Institutional and Student Needs to Inform Advising (Re)Design

The advising model that works best for a college or university can depend on institutional context and student needs. For institutions early in their adoption of holistic supports, there are a number of resources that can help leadership get started. For example, Achieving the Dream's *Holistic Student Support Toolkit* outlines evidence-based, practitioner-tested tools, tips, and guides that can help move institutions from initial exploration and assessment of their campus needs through to implementation.[9] The American Association of State Colleges and Universities, in partnership with the Advising Success

Network (ASN), developed a *Senior Leadership Guidebook for Holistic Advising Redesign,* which offers guidance on how to implement evidence-based policies and practices that support strong advising models and can increase student success.[10] The ASN website also offers case studies highlighting effective advising models and promising practices in a variety of institutional contexts.[11] Additionally, the National Center for College Students with Disabilities research brief, *Access and Participation in Higher Education: Perspectives of College Students with Disabilities*, offers strategies to strengthen disability resource offices including building and strengthening relationships with staff, streamlining procedures for accessing accommodations, and supporting inclusive classroom experiences.[12]

Redesigning advising services to make them work better for students is not a one-and-done process. Institution leaders should regularly assess the efficacy of current practices and policies to enhance or improve function and impact on an ongoing basis. For example, leaders at Claflin University, a four-year, private Historically Black College and University (HBCU) in South Carolina and a grantee of the Department's Postsecondary Student Success Grant (PSSG) program, identified the need to shift from a faculty-only advising model to one that relies on cross-functional collaboration between success coaches, first- and second-year experience staff, faculty liaisons, and the academic success center to better support students on their academic journeys.[13] At the College of Lake County—a public, two-year Hispanic-serving institution (HSI) in Illinois—leaders developed their new *Equity in Student Access and Success Plan* after reviewing their institutional policies and procedures and recognizing persistent inequities for low-income students and students of color.[14] The plan provides a roadmap for addressing these inequities including by reengineering student onboarding experiences, reimagining their student support model, and improving financial and social service supports.[15]

Increasing Institutional Capacity to Deliver Comprehensive Advising Supports

Partnering with community-based organizations (CBOs) can help institution leaders increase capacity for delivering holistic and comprehensive student supports. For example, to scale services to more students, leaders at The City Colleges of Chicago (CCC) partnered with One Million Degrees, a Chicago-based nonprofit. The partnership has helped increase student access to wraparound services such as academic and career advising, mentoring, and scholarships. Studies show that the One Million

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Degrees service model improves outcomes for historically underserved student populations, with students served being 94 percent more likely to persist from fall to spring and 73 percent more likely to earn a degree.[16] The Institute for College Access & Success (TICAS) offers recommendations for how institutions and states can leverage partnerships to maximize impact on student success. These recommendations are grounded in learnings from rigorously studied college completion programs, such as InsideTrack and Bottom Line, which have been shown to have potentially positive impacts on enrollment, retention, and progressing in college.[17]

In addition to partnering with CBOs, campus leadership can also look to boost institutional capacity through external funding opportunities. For example, the University System of Maryland and Colorado State University System both received the Department's Postsecondary Student Success Grant (PSSG) program, and both are leveraging the grants to take a system-based approach to building institutional capacity to implement comprehensive advising. In Maryland, system leaders are partnering with eleven institutions to improve how students are connected to support services on their campuses through peer mentoring. The universities will train a team of peer mentors by equipping them with coaching-informed practices to support their work with newly enrolled students. The peer mentors will serve as a bridge to campus resources including mental health services and academic supports like writing and math centers.[18] The Colorado State University System is using its PSSG award to advance its Systemwide Collaborative for Advancing Learning and Equity with Data (SCALED-CSU). The initiative will centralize collection and analysis of student data to give users insights into the most effective completion strategies and interventions. CSU also plans to establish a systemwide advising network to amplify best practices that are implemented across campuses. These initiatives are designed to help the system achieve its goal of closing equity gaps and increasing retention and graduation rates.[19]

Building Intentional and Inclusive Pathways to Success

As noted, navigating academic pathways can be challenging for all students, including historically underrepresented student groups, such as students from low-income backgrounds, students of color, and students with disabilities. Campus leaders can take action to build more intentional and inclusive pathways to student success by (1) establishing guided pathways with clear progress milestones, proactive outreach, and support structures; (2) deploying data and technology to help students stay on track to achieve their academic goals; and (3) creating inclusive and supportive learning environments.

Establishing Guided Pathways to Student Success

Higher education leaders can implement guided pathways, including guided transfer pathways, to put students on a clear path to a credential leading to a career that fulfills their aspirations and goals.[20] It is critical for institution leaders to develop and communicate program pathways effectively to students and to assess policies and practices to identify where obstacles can throw students off course. The Community College Research Center's (CCRC) Guided Pathways Self-Assessment is designed to help institutions assess their progress in adopting and scaling essential practices that map pathways to student end goals, help students choose and enter a pathway, and ensure students are advancing toward successful completion on their pathway.[21] Key interventions include mapping and organizing programs into groups of majors to support onboarding and academic advising;

enhancing advising, scheduling, and progress monitoring; establishing individual program plans; and redesigning developmental education.[22] To date there are about 400 community colleges across 16 states that have implemented guided pathway reforms.[23] Emerging research shows that while full implementation of the guided pathways model can take at least five years to complete, guided pathways can have a positive impact on student achievement.[24]

Many higher education leaders have successfully leveraged these tools in their own contexts to help improve pathways to success for their students. Campus leaders at Pierce College District, a public, two-year Asian American, Native American, Pacific Islander Serving Institution (AANAPISI) comprised of several campuses in Washington State, leveraged the CCRC self-assessment to evaluate their progress in establishing guided pathways. Strong institutional buy-in, coupled with financial support from the Washington State legislature, enabled Pierce College District to implement guided pathways across their campuses.[25] In California, the legislature approved $50 million in funding for the continued implementation of guided pathway programs across the California Community Colleges (CCC) system.[26] The Chancellor's office at CCC provides several resources to support colleges, including offering a playbook with strategies and resources to guide implementation, providing technical assistance partnerships, hosting an online learning and communication platform, and establishing a team of regional coordinators who serve as a form of local support.[27] As these examples show, states can help institutions scale clear, guided pathways more effectively by providing funding and implementation support, in turn maximizing their impact on students' outcomes.
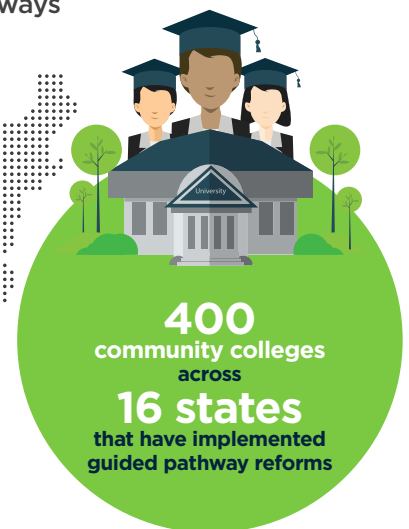

Example of Tools to Improve Guided Pathways

Example 1
Campus leaders at at Pierce College District leveraged the CCRC self-assessment to evaluate their progress in establishing guided pathways.

Example 2
California legislature approved $50 million in funding for the continued implementation of guided pathway programs across the CCC system.

400 community colleges across **16 states** that have implemented guided pathway reforms

Deploying Data and Technology to Support Students Along Pathways

Higher education leaders can also leverage data- and technology-enabled solutions to better support students along postsecondary pathways. *Explore Advising Technology Across the Student Journey,* written in partnership between the Ada Center and EDUCAUSE, reviews useful technologies to support students across critical postsecondary milestones, including recruitment, onboarding, degree planning, connecting to proactive advising and holistic support services, degree progress and completion, and career navigation.[28] This guide also helps institutions understand how they can use data generated by advising technologies to analyze and enhance the student experience for continuous improvement. The Advising Success Network (ASN) has a wealth of additional resources on deploying advising technologies such as degree planning and audit tools, alert tools, and case management tools, as well as institutional case studies.[29] ASN also includes resources to help institutions mitigate bias in the implementation of technology-supported advising tools.[30]

Arizona State University (ASU), a four-year, public HSI, is integrating next-generation advising technologies through their Artificial Intelligence (AI) fusion team, which is dedicated to scaling AI technologies to enhance the student experience. ASU has outlined AI guiding tenets to shape how leaders explore and leverage this new technology, including acknowledging a responsibility to keep pace with AI innovation, promoting equitable access to the technology, and closing accessibility gaps.[31] Whether institutions are at the start of their technology-enabled advising journey or at the cutting edge of advising technologies, there are resources available to meet their needs.[32]

Creating Inclusive and Supportive Environments to Keep Students on Pathways

Institution leaders may also examine how their campus advising practices can help foster inclusive and supportive learning environments where students from all backgrounds feel welcome and can thrive.[33] Advisors can attend to students' sense of belonging by regularly engaging with them in developmental and asset-based ways.[34] A developmental advising approach is built on strong student-advisor relationships and is focused on supporting students to achieve personal, educational, and career goals by helping them access a wide range of institutional and community resources.[35] Advisors who take an asset-based approach to their

> Institution leaders may also examine how their campus advising practices can help foster inclusive and supportive learning environments where students from all backgrounds feel welcome and can thrive. Advisors can attend to students' sense of belonging by regularly engaging with them in developmental and asset-based ways.

work do not see students as individually incapable of succeeding in their postsecondary studies, but rather understand that the higher education system can create obstacles that hinder students' persistence. By focusing on students' strengths and identifying systemic pitfalls in their postsecondary pathways, advisors can better identify the targeted programs and policies that can support students' success.[36]

The Student Experience Project (SEP), led by six national education organizations and involving six public urban universities, offers a hub of resources on evidence-based practices for fostering positive student experiences and a sense of belonging that have been shown to increase credential attainment, including destigmatizing the use of academic and social supports, creating inclusive campus climates, and developing student-centered structures and policies.[37] SEP draws on social belonging and learning mindset research to develop practical approaches to help campuses bolster student engagement, increase equity in outcomes, and support student success. Leaders at one SEP institution, the University of Colorado – Denver, a four-year public AANAPISI, are reconsidering how they communicate important information to students as they work to improve retention and completion rates. They became mindful of students' negative perceptions of "early alerts" and now use the term "early action" to signal to students they can take steps to utilize resources and still succeed in their courses.[38] This approach is bolstered by research showing that student-focused and solutions-based letters about academic standing can have a positive effect on student reception and response.[39]

Integrating Wraparound Services into Holistic Advising

Beyond academics, many students encounter financial hardships that hinder their success and overall wellbeing. By connecting students to wraparound services, including need-based and emergency aid, affordable childcare and housing, means-tested benefits, and mental health supports, institutions can help students overcome these barriers to succeed in their studies. Institution leaders can take action to integrate wraparound services into holistic advising by (1) providing financial and emergency aid to students, (2) supporting students' basic needs, and (3) addressing students' mental health needs.
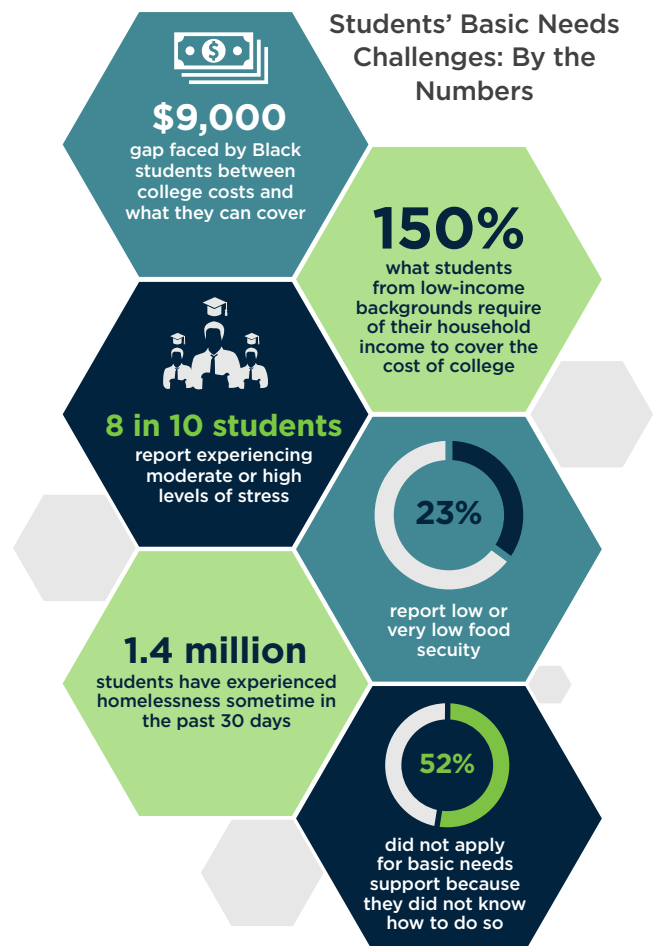
Providing Financial and Emergency Aid

Higher education leaders should keep in mind how college affordability can impact student persistence and success. Financial challenges are too often the reason that students are forced to pause their studies or stop out entirely.[40] Students with high unmet need - the gap between total college costs and funds available to students like grant aid and family resources - are more likely to work longer hours, take out loans, face housing and food insecurity, and stop or drop out of college.[41] This reality is even more stark for students from historically underserved backgrounds. An IHEP analysis of data from the 2019-20 National Postsecondary Student Aid Study (NPSAS:20) found that Black students have the highest average unmet need, facing a $9,000 gap between college costs and what students can cover through grant aid and family resources. Students from low-income backgrounds require nearly 150 percent of their household income to cover the full-time cost of attending four-year college, even after accounting for grant and scholarship aid.[42]

Higher education leaders working to advance free community college and other financial aid programs are helping to reduce barriers to success for students. For example, the Tennessee Promise Scholarship was the first universal free community and technical college program in the country offered to all high school seniors.[43] Their partner organization TNAchieves serves more than 90,000 students annually and offers several programs and wraparound services that augment this financial support to support students towards completion.[44] Some states like New Jersey are also working toward free college across sectors—for example, New Jersey's Tuition Aid Grant is a need-based program that covers a significant portion of tuition at public and private two- and four-year institutions.[45] Many

institutions also continue to make emergency aid available to students facing unexpected financial challenges, in some cases building upon programs that were created using Higher Education Emergency Relief Fund grant dollars.[46]

Supporting Students' Basic Needs

To further address affordability, higher education leaders should consider how they can help to meet the basic needs of their student population, which may include transportation, childcare, food and housing, and the cost of educational materials. A recent analysis of NPSAS data indicates that 23 percent of students report low or very low food security, more than double the rate of food insecurity for all U.S. households. Additionally, 1.4 million students have experienced homelessness sometime in the past 30 days.[47] Postsecondary leaders can help students overcome these and similar hurdles by providing access to wraparound and basic needs services. In July 2024, the Department released guidance on how institutions and state grant agencies can use FAFSA data for means-tested benefits outreach that leaders can consider when planning how to support students' basic needs.

Students' Basic Needs Challenges: By the Numbers

$9,000 gap faced by Black students between college costs and what they can cover

150% what students from low-income backgrounds require of their household income to cover the cost of college

8 in 10 students report experiencing moderate or high levels of stress

23% report low or very low food secuity

1.4 million students have experienced homelessness sometime in the past 30 days

52% did not apply for basic needs support because they did not know how to do so

The Hope Center's 2021 report *Basic Needs Insecurity During the Ongoing Pandemic* includes survey results that shed light on the pandemic's impact on students' basic needs security and well-being. The report highlights that 52 percent of students did not apply for basic needs supports because they did not know how to do so, and the gap between Black and White students experiencing basic needs insecurity was 16 percentage points.[48] Higher Learning Advocates' report: *Back to Basics: Solving Today's Students' Food, Housing, And Basic Needs Insecurities* recommends expanding eligibility and access to state and federal benefits programs; increasing broadband connectivity; subsidizing transportation, housing, and child care; and expanding health care coverage.[49]

A number of states and systems are working to tackle basic needs issues at scale. Massachusetts is developing a national model of evidence-informed interventions and best practices to support students' basic needs. The state has partnered with several agencies and higher education organizations to develop pilot programs, promote the availability of Supplemental Nutrition Assistance Program (SNAP) benefits to students, and collect data on the extent of student food and housing insecurity.[50] The California State University system is taking a systemic approach to student well-being in and outside of the classroom through their Basic Needs Initiative.[51] Campuses in the system address food needs and offer emergency funds and housing for students. Additionally, many campuses have staff available to assist students with accessing state resources and can refer or connect them with community organizations.[52] Oregon's state legislature recently passed a bill to fund "benefits navigators," staff dedicated to coordinating student access to state and federal basic needs resources at public universities and community colleges.[53] Ensuring that students can access basic needs like food, housing, and financial support is essential for supporting their academic success.[54]

Addressing Students' Mental Health

In recent years, college leaders have increasingly identified that supporting students' mental health is one of the most pressing issues for their campus communities.[55] About eight in 10 students report that they have experienced moderate or high levels of stress and that mental health challenges have impacted their academic performance.[56] Research indicates that unmet mental health needs for students during college are associated with adverse outcomes, including a low GPA and an increased likelihood of dropping out.[57] Many systems and institutions are working to meet student mental health needs and support their campus communities. During the pandemic, the Texas Higher Education Coordinating Board used federal relief funds to build on their long-standing commitment to support campus mental health by establishing a Student Success Acceleration Program – Implementation Grant. Of the 59 institutions that received funds, 17 focused on mental health programs. [58] The University of Texas (UT) System has also made a significant financial investment of $16.5 million in digital services and resources to help meet the growing demand for mental health services across all 14 UT campuses.[59] California State University - Long Beach, a four-year, public AANAPISI and HSI, is leveraging a federal

How Basic Needs are Being Addressed at State and System Level
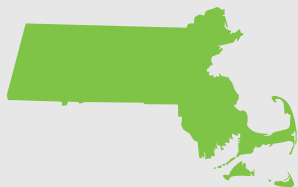
Massachusetts

A national model of evidence-informed interventions and best practices to support students' basic needs.

California

A systemic approach to student wellbeing in and outside of the classroom through CSU's Basic Needs Initiative.

Oregon

A bill to fund staff dedicated to coordinating student access to state and federal basic needs resources.

grant from the Substance Abuse and Mental Health Services Administration (SAMHSA) to establish a mobile crisis unit called the Campus Assessment and Stabilization Team to better support students experiencing urgent mental health needs.[60]

Mental health services should also be adapted to meet the unique needs of varying student populations. For example, the Trevor Project hosts several resources on supporting LGBTQIA+ students' mental health on their website.[61] Generation Hope's research also emphasizes the need for holistic and comprehensive services to support student parents.[62] Generation Hope puts this approach into practice through the organization's signature Scholar Program, which provides free mental health supports to participating students and their children in addition to tuition assistance, mentoring, and other supports.[63] The Steve Fund, in partnership with The Jed Foundation, created an Equity in Mental Health Framework to help institutional leaders address the mental health challenges of students of color.[64] Mental health services should also be evidence-based. As part of an analysis of what works to improve campus mental health, the American Council on Education conducted a comprehensive review of public health literature on mental health strategies. This work identified several successful strategies that have a strong evidence base of effectiveness such as investing in skill-training interventions that teach students social, emotional, and coping skills to promote mental health and prevent problems, as well as implementing routine screenings for mental health concerns. [65]

Guiding Students to Career Success Beyond Completion

Helping students envision and achieve their career goals is a critical component of effective advising. In fact, eight out of ten students believe that colleges and universities have a responsibility to prepare them for a job they love.[66] By integrating career exploration, planning, and experiences into the advising process, institutions can help ensure that students graduate not just with a credential, but with the knowledge and skills necessary to enter and thrive in a competitive, global workforce. Institution leaders can take action to guide students to career success by (1) better understanding students' career aspirations and needs; (2) aligning career advising with employer needs; and (3) integrating career-related experiences that prepare students for the workforce and set them on a pathway toward upward economic mobility.

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Understanding Students' Career Aspirations and Needs

While work outcomes are the top reason why college students pursue higher education, not all students need the same kind of preparation for pursuing their future careers.[67] Institution leaders should aim to better understand the career aspirations of their students in order to establish career advising models that tailor services to students' needs and contexts to help them achieve their goals. For example, first-generation students are less likely to have experience with social-capital building activities such as networking with professionals and alumni, interviewing and shadowing someone in their career of interest, or talking to faculty members about potential careers. [68] Helping first-generation students take advantage of these kinds of activities can build their confidence in pursuing work opportunities in their chosen field.[69] For college students with disabilities, institutions can take several steps to support their future success in the workplace, including expanding disability services to include career development and collaboration with on-campus career services.[70] Examining inequities in the career outcomes of their students can also help institutions better tailor career advising to support all of their students in transitioning into fulfilling careers. Spelman College, a private, four-year Historically Black College and University in Georgia, partners with Braven, a nonprofit dedicated to helping students from underrepresented backgrounds develop the skills needed to attain strong first jobs and embark on a meaningful career path. Braven graduates are more likely to have at least one internship or similar work-based learning experience and are more likely than their peers nationally to transition into a strong job or enroll in graduate school.[71]

Aligning Career Advising to Employer Needs

Establishing partnerships between institutions and employers can help higher education leaders to better connect college students with career opportunities. State higher education leaders can help institutions measure how education after high school aligns with employer needs by leveraging Strada Education Foundation's *State Opportunity Index*. The framework helps states to assess their progress in five key areas: clear student outcomes, quality coaching, affordability, work-based learning, and employer alignment. Using these metrics can inform policies and practices that help students realize the full value of their education and ensure employers have the workforce they need to fill high-demand jobs. The report also underscores the importance of institutions having access to regional labor market data that highlights the availability of well-paid jobs with pathways for upward mobility. Access to such data can help institutions evaluate what educational programs to establish or invest in to help meet labor demands.[72]

Integrating Career Support into Advising Models

By integrating career coaching and support into a comprehensive advising model, higher education leaders can help students better envision their career goals, align their studies with those goals, and build relevant skills throughout their postsecondary journeys. The National Resource Center on the First Year Experience and Students in Transition, in partnership with ASN, developed case studies highlighting models for providing integrated, comprehensive career counseling.[73] Norco College, a public, two-year AANAPISI and HSI in California, applies a cognitive information processing approach to its career development services to help students improve their problem-solving and decision-making skills to guide their career choices.[74] This approach, paired with its seven-step career decision-making model, allows students to enter career advising at different phases of their professional journeys so they can receive specialized assistance.[75]

The College of Liberal Arts (CLA) at the University of Minnesota Twin Cities, a public, four-year AANAPISI, has intentionally integrated career development into its department curricula and created a career readiness framework outlining specific learning outcomes. Upon graduation, CLA students can describe how their academic and co-curricular experiences in the liberal arts make them strong job candidates, have completed at least two career-relevant learning experiences (such as an internship, research, service learning, or studying abroad), and

can articulate why their intersectional identities are an asset to future employers. This innovative model sets liberal arts students on a path for strong career outcomes.[76] By integrating career advising across the postsecondary experience, students can more readily prepare for rewarding careers.

Additionally, the Department's Transition and Postsecondary Programs for Students with Intellectual Disabilities (TPSID) initiative has supported the development and expansion of programs for students with intellectual disabilities at 126 institutions of higher education in 34 states, creating viable paths to and through higher education with a continued focus on employment.[77] TPSID projects provide individual supports and services to support academic and social inclusion of students with intellectual disabilities. State Vocational Rehabilitation Agencies may also provide valuable resources that can assist students with disabilities on their pathway from education through employment.

Call to Action

This playbook is one in a series being produced by the U.S. Department of Education to disseminate lessons learned from the Raise the Bar: Attaining College Excellence and Equity summits. Other playbooks focus on data-driven improvement, credit mobility and transfer support, and career-connected pathways. The Department's Raise the Bar initiative is about lifting-up—and learning from—inclusive institutions that are pioneering new approaches to close equity gaps and propel more students to graduate into well-paying jobs and lead fulfilling lives. Through policies, investments, convenings, playbooks, and other resources, we are calling on America's colleges and universities to raise the bar by supporting inclusive student success, increasing completion rates, and living up to higher education's promise of upward mobility.

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