**Virtually Connecting With Students in a Virtual Environment.** Guest presenter Christina Horton of San Antonio College spoke on the college’s strategy for proactively reaching students online.

**MDRC’s Center for Applied Behavioral Science.** The center has produced the Issue Focus paper “Using Behavioral Science to Help Achieve Postsecondary Goals.” This resource explains the role of behavioral science in education and offers strategies for integrating behavior science into college settings.

**Equitable Postsecondary Supports.** Carolynn Lee, presenting “Data, Who Knew? Using Data to Inform Effective, Rapid, and Equitable Postsecondary Supports” at the NCAN 25th Anniversary Conference on September 14-16, explored the use of data to inform effective, rapid, and equitable postsecondary supports. The paper includes four recommendations for using data to support student success.

**What We’ve Learned About Just-in-Time Aid.** The University Innovation Alliance (UIA) has issued a report on just-in-time aid and its effects on student retention and completion.

**Districts Take Next Steps After Text Steps.** The Text Steps project, featured in the ASCD blog, was a two-year research project co-funded by Ascendium and the National Center for Education Statistics. Text Steps provided resources and strategies to help districts develop and refine their emergency aid programs in response to the COVID-19 pandemic.

**Insights from Behavioral Science to Help Achieve Postsecondary Goals.** MDRC’s Center for Applied Behavioral Science has produced the Issue Focus paper “Using Behavioral Science to Help Achieve Postsecondary Goals.” This resource explains the role of behavioral science in education and offers strategies for integrating behavior science into college settings.

**COVID-19’s Effect on Transfer: Toward a Clearer Understanding.** The National Student Clearinghouse Research Center has released a report on the long-term effects of COVID-19 on student transfer patterns. The report provides a clear understanding of the nationwide shift to remote teaching and learning, what is emerging from this context, and what is the role of state and local policies, practices and other updates. This work is part of two multi-year Ascendium grants available for the development of an understanding of the nationwide shift to remote teaching and learning, what is emerging from this context, and what is the role of state and local policies, practices and other updates.

**Student-Centered Credit Mobility Prototype and Policies.** As part of Ascendium’s COVID-19 Impact Response Fund initiative, this grant to the Aspen Institute includes a $100,000 grant to the Student-Centered Credit Mobility Project. The grant supports the development of a student-centered credit mobility prototype that enables seamless transitions between institutions.

**Digital Learning Task Force and Policy Recommendations.** The Digital Learning Task Force, supported by $250,000 from the State Higher Education Executive Officers Association, has produced policy recommendations to help high-impact institutions and systems transition to remote learning in the fall.

**Caring Campus Webinars a Hit.** In June, Ascendium held two widely attended webinars this summer on how college campuses can provide student support during the COVID-19 pandemic. The first webinar, “Connecting With Students in a Virtual Environment,” featured guest presenter Christina Horton of San Antonio College. The second webinar, “Districts Take Next Steps After Text Steps,” was attended by more than 400 districts that participated in the Ascendium-funded Text Steps project.

**That’s why Ascendium is co-funding a two-year research project by the MDRC’s Center for Applied Behavioral Science to document, in near real time, how the COVID-19 pandemic is affecting higher education transfer patterns.** Ascendium is contributing emerging patterns. Now more than ever, we all need to keep reforms rolling and emerging patterns. Now more than ever, we all need to keep reforms rolling and reforms rolling and...