MDHE™
Missouri Department of Higher Education
Building Missouri's future... by degrees®

State Student Financial Aid Committee

August 24, 2018

Agenda

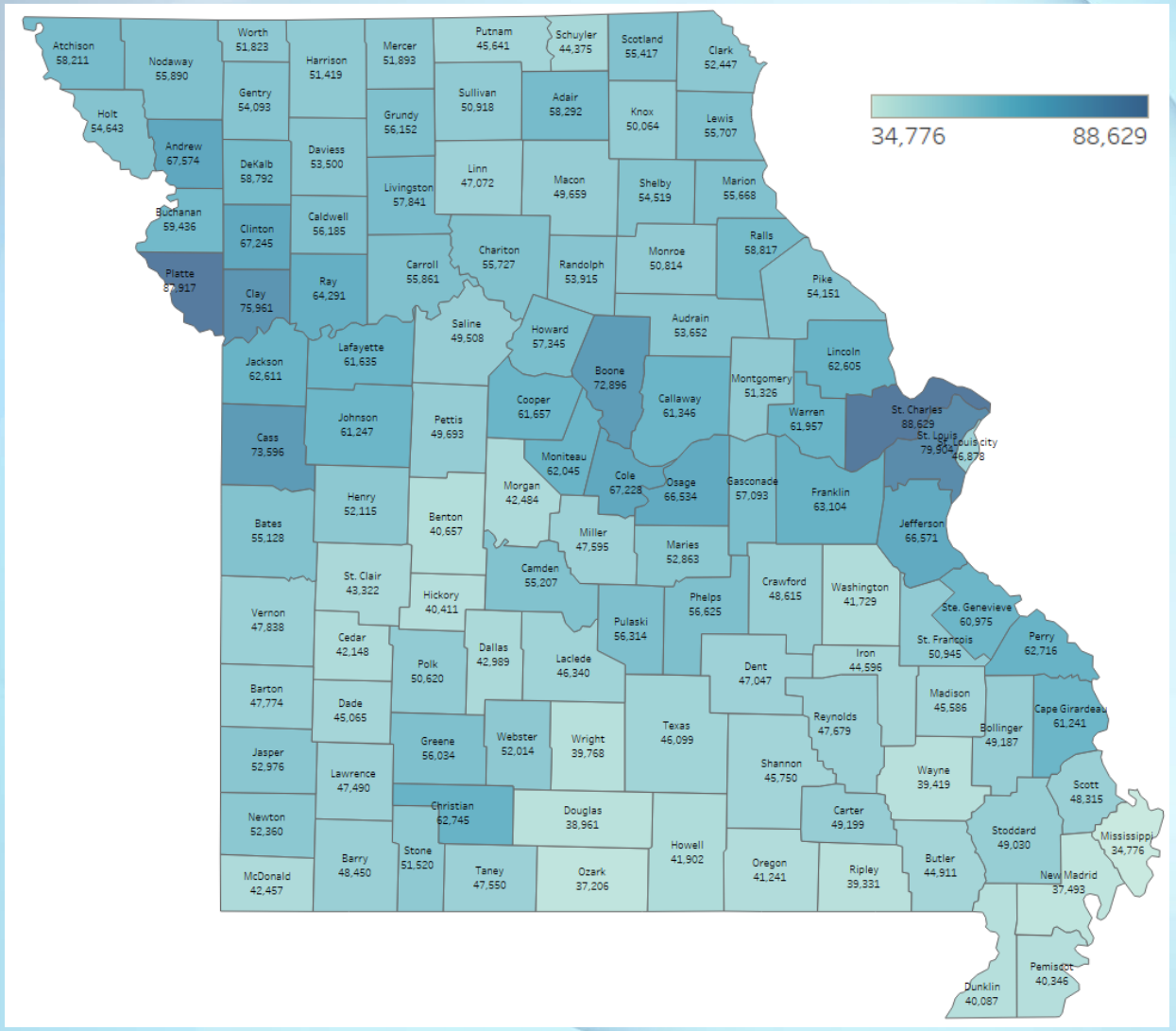
- Welcome/Introductions
- Data Review
- Connections to Policy Framework
- Lunch
- Discussion of Proposed Models
- Next Steps/Wrap Up

Data Review

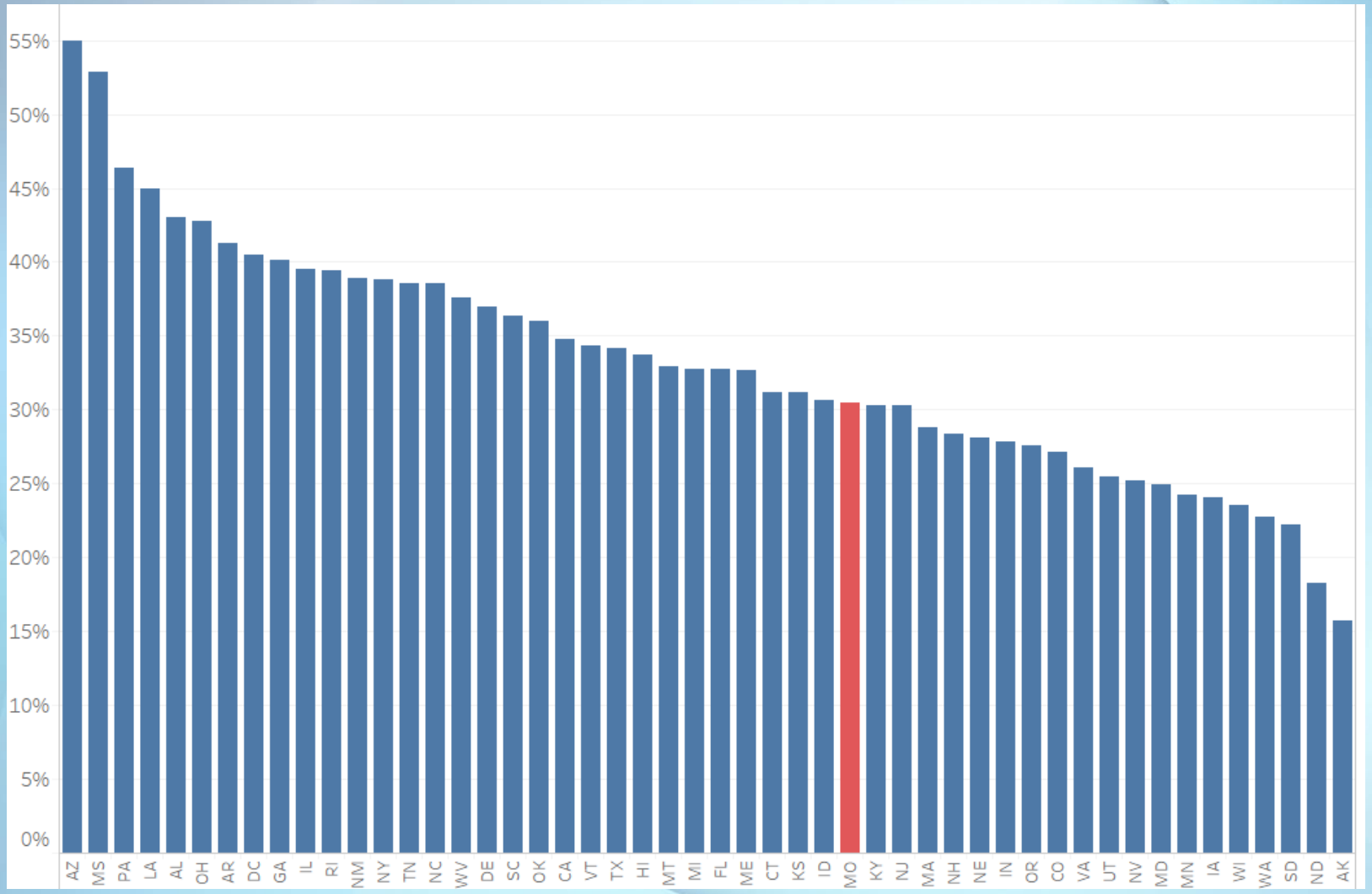
Percent of 18-22 Year Old Missourians Not Enrolled in College by Income Band, 2012-2016

Median Family Income by County, 2012-16

(CPI Adjusted 2016 Dollars)

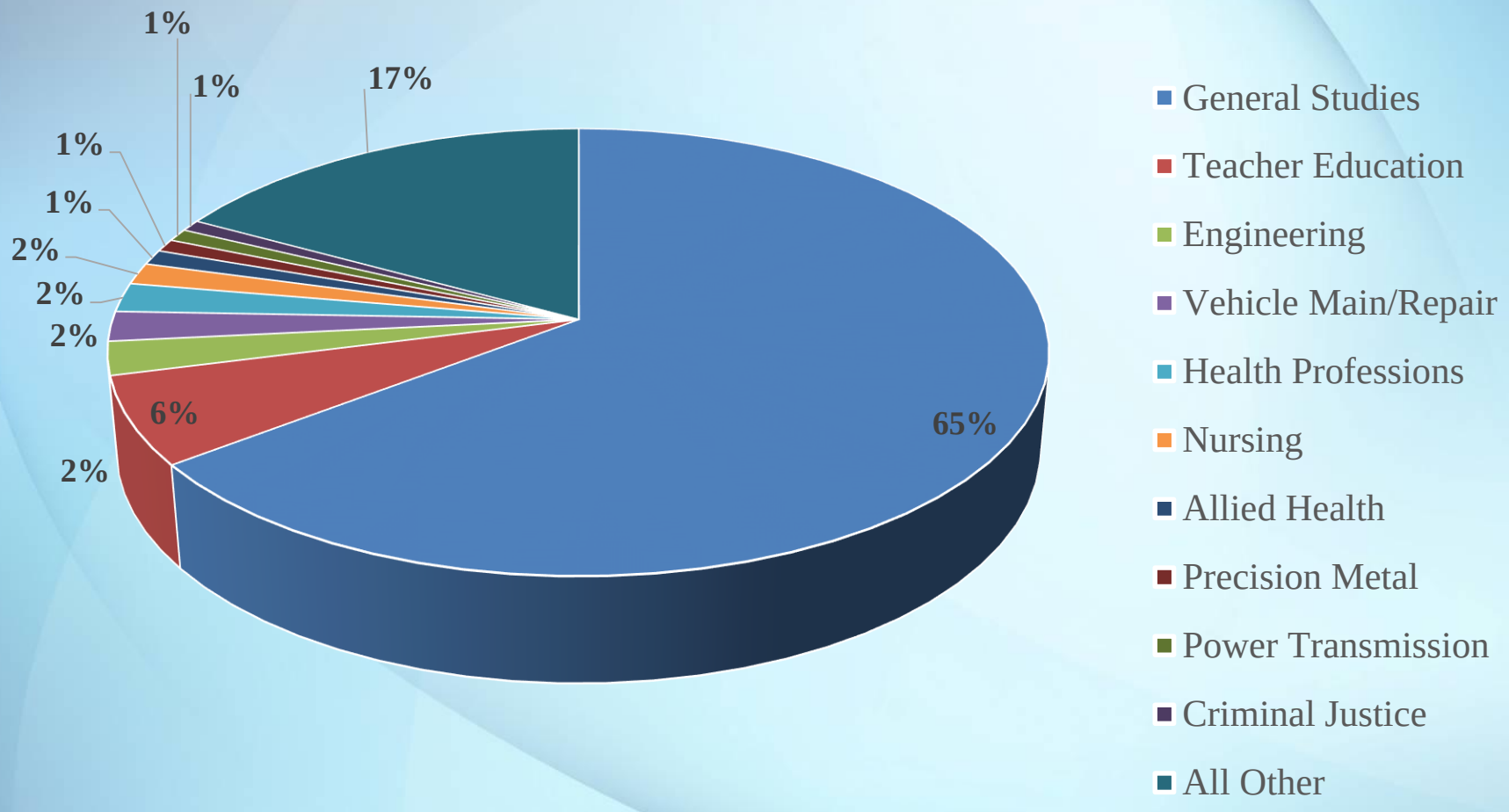


Share of Pell Recipients Among All Undergraduates, Public Comprehensive Institutions, 2016-17

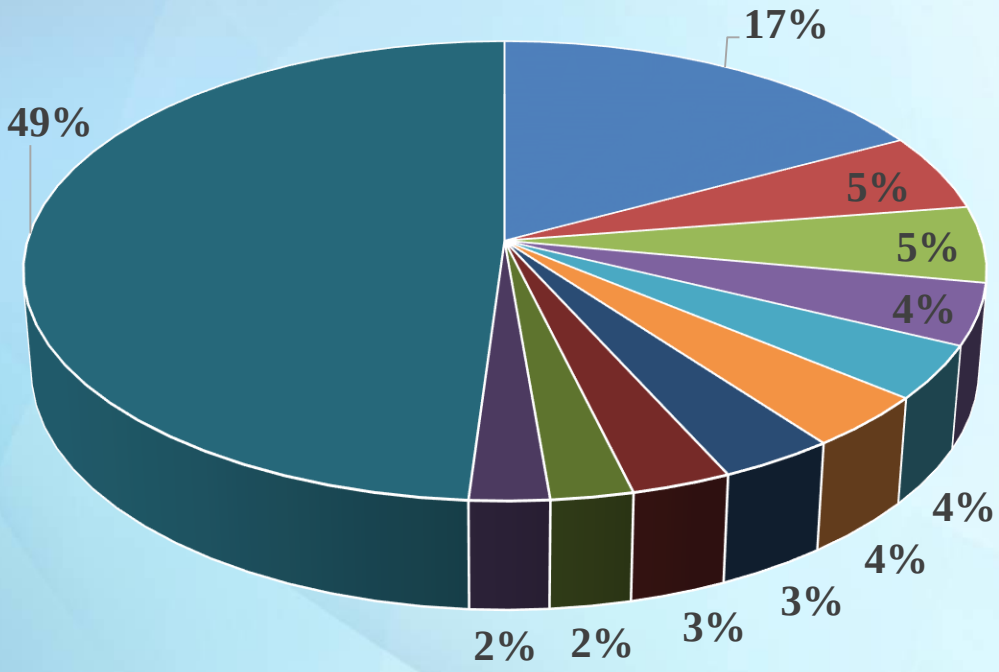


Need- and Merit-Based Grant Dollars per FTE, 2015-16 by State

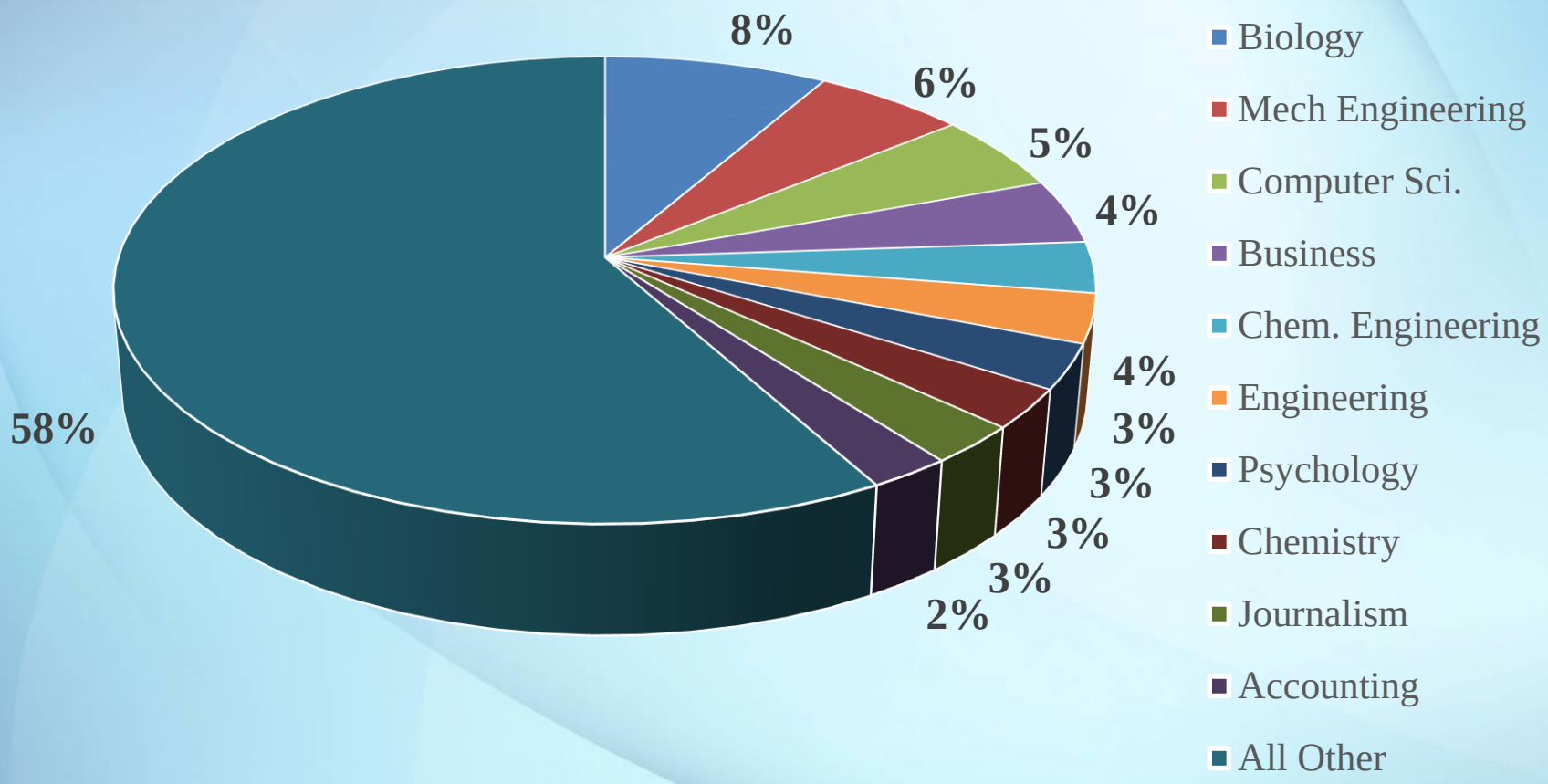
Top 10 Programs – A+ Recipients



Top 10 Programs – Access Mo



Top 10 Programs – Bright Flight



Missouri Department of Higher Education

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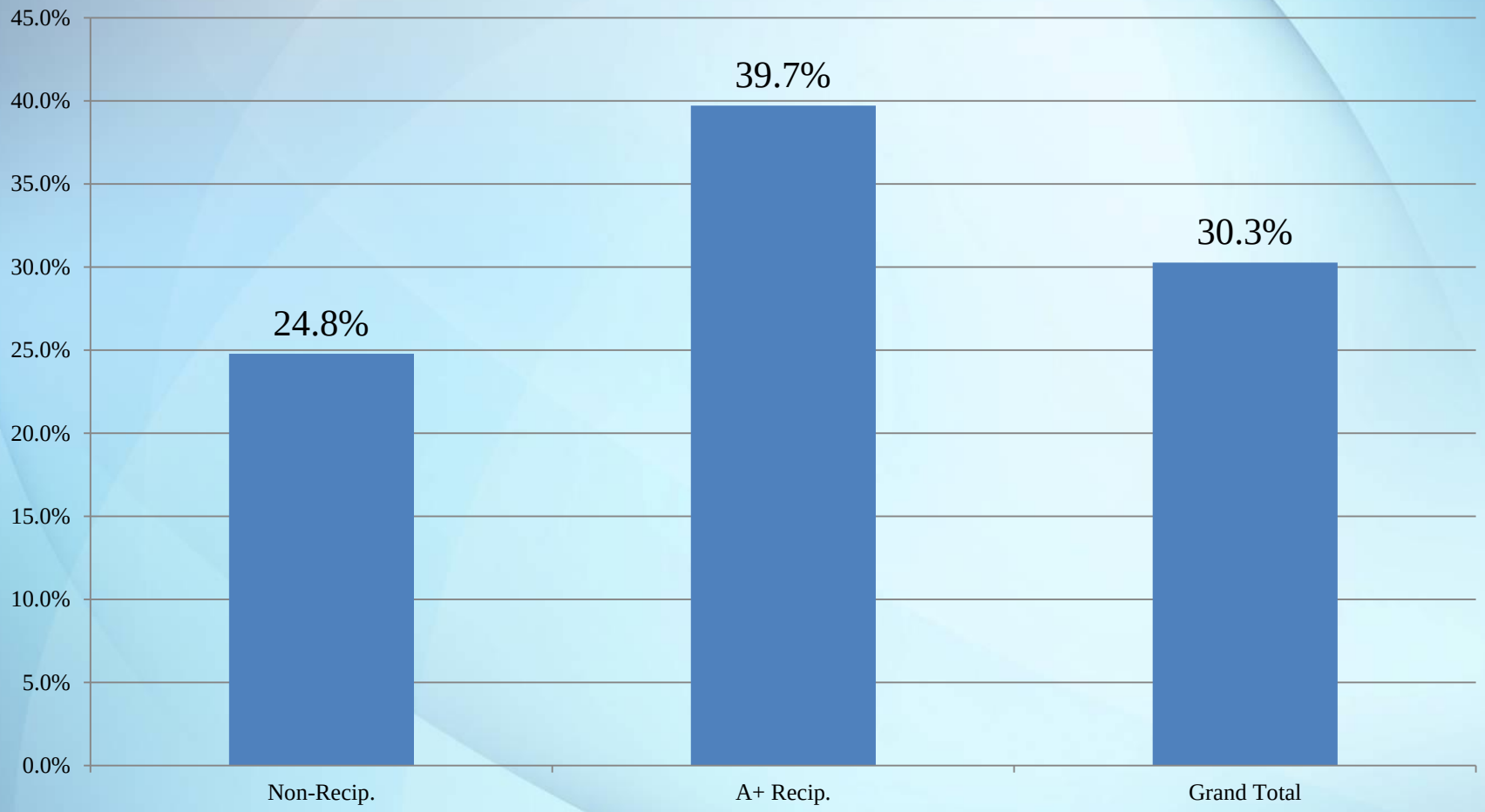
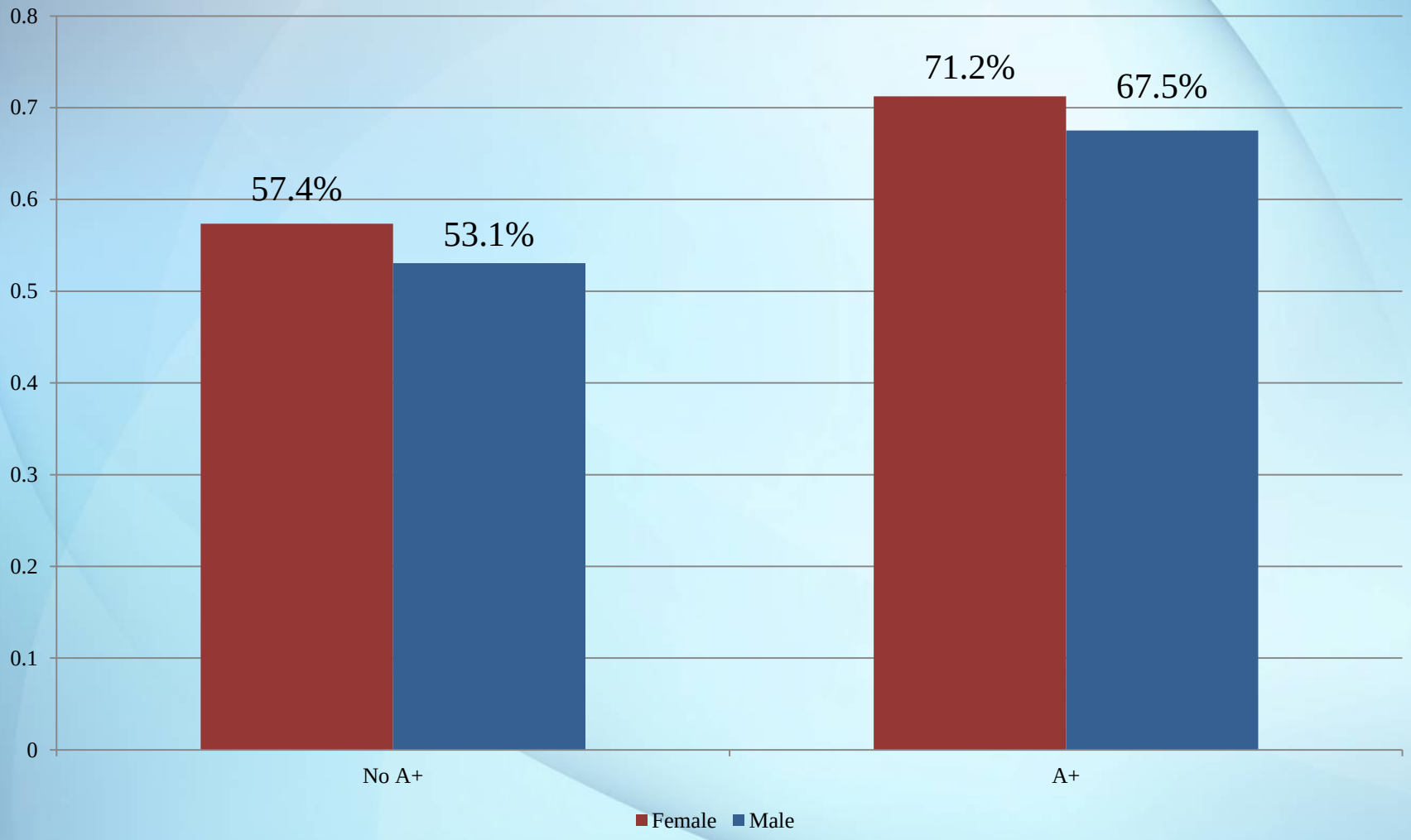
A+

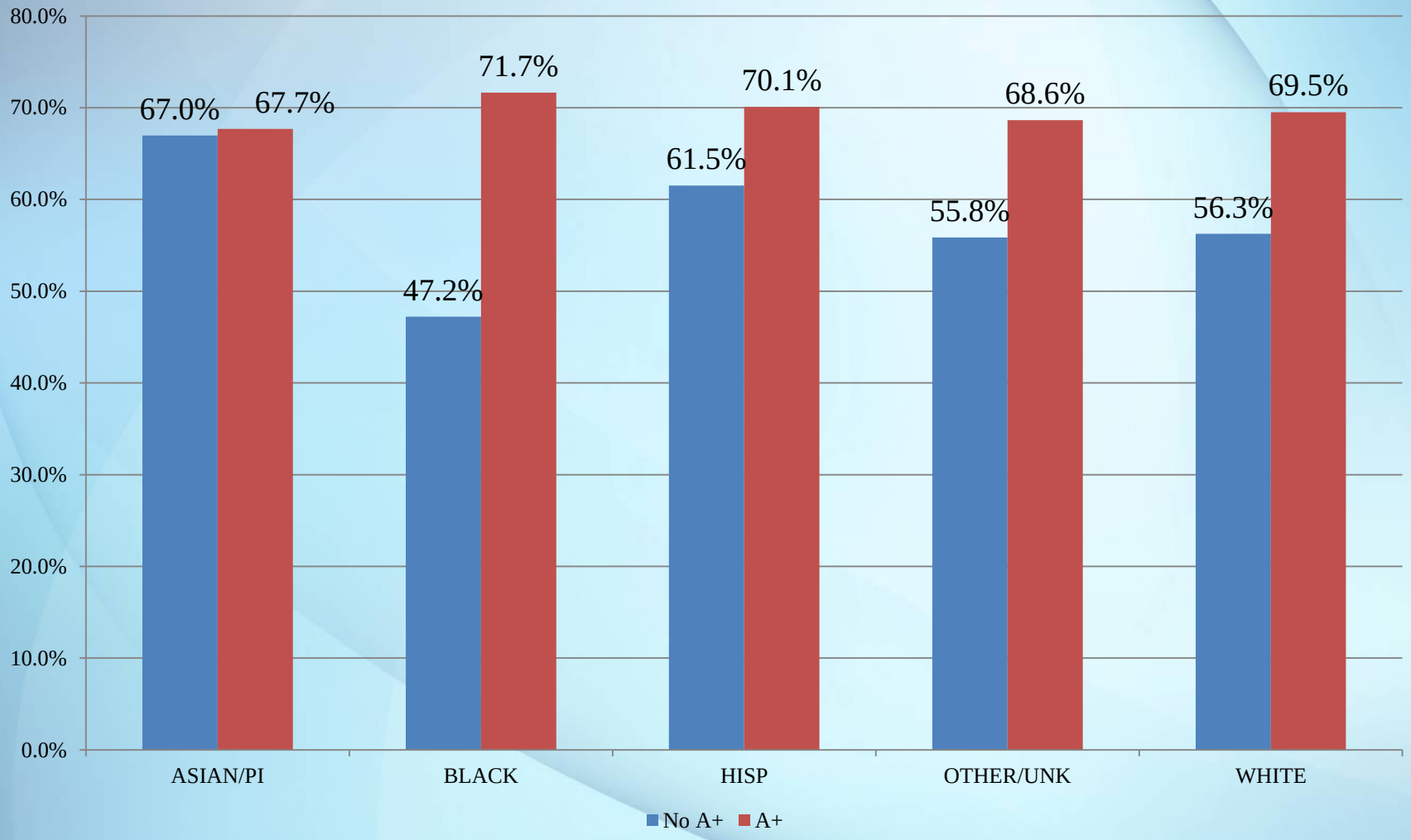
Transfer to 4-yr by A+ Status



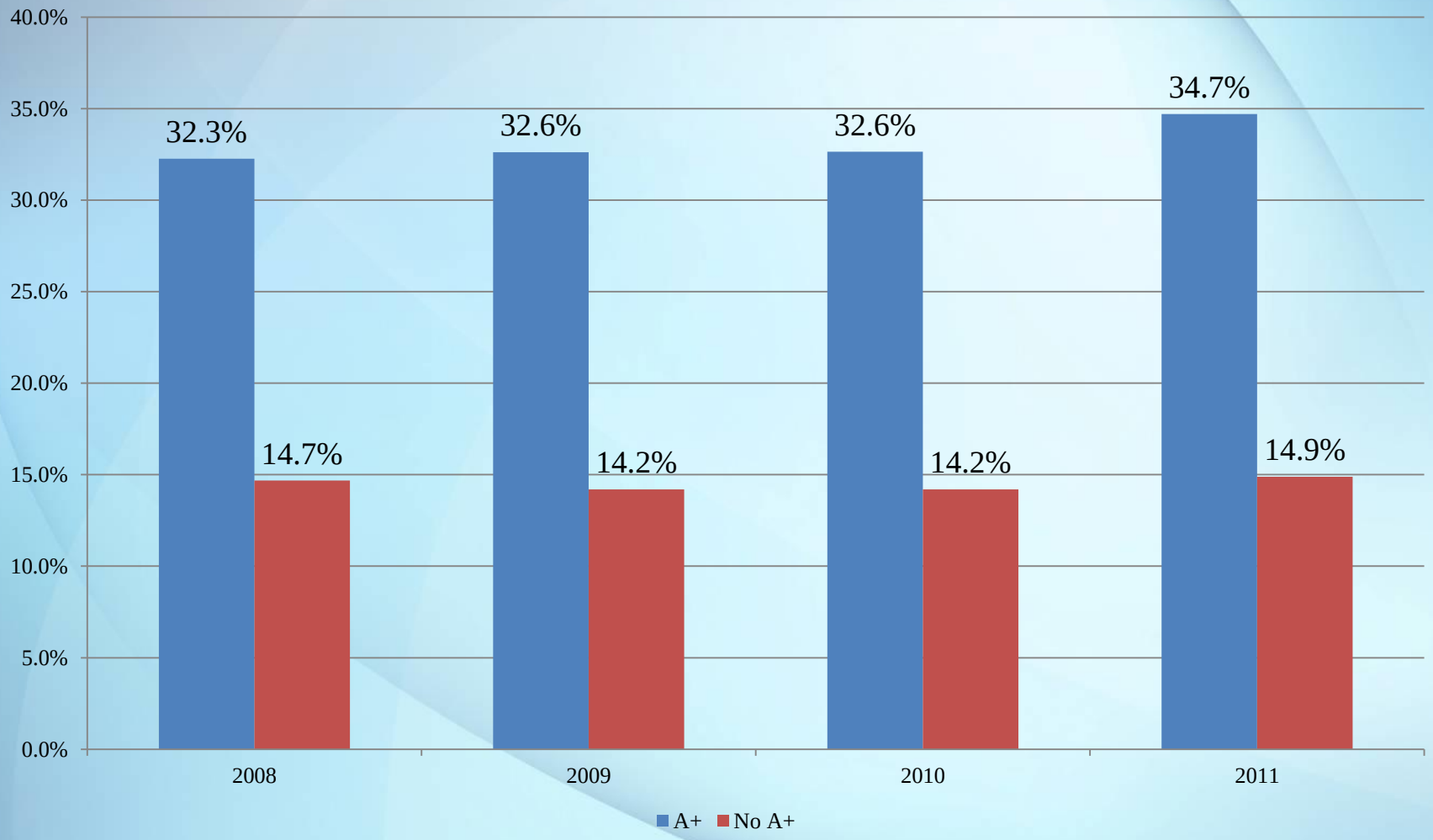
Retention Rates by A+ Status and Gender



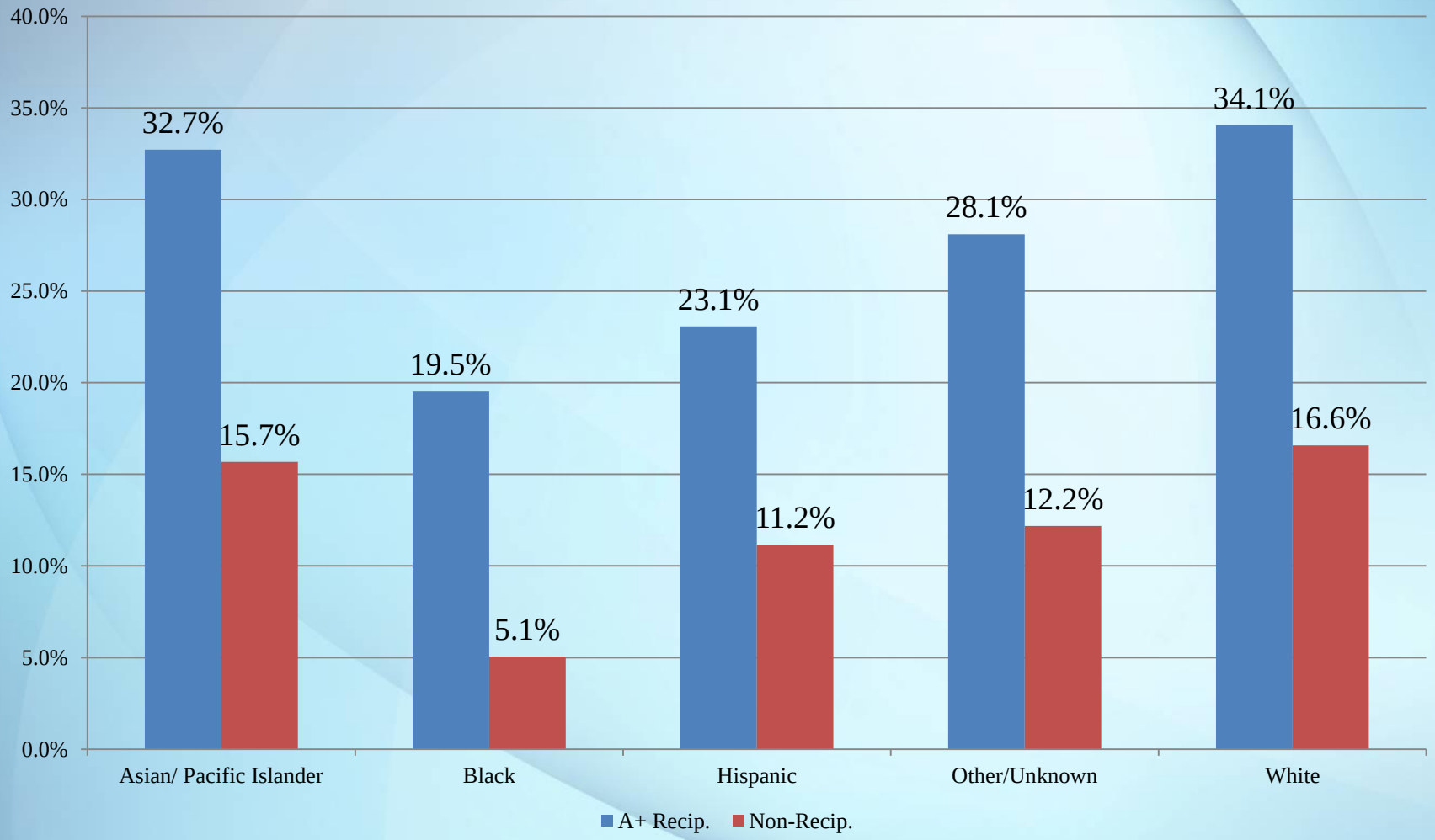
Retention Rates by A+ Status and Race/Ethnicity



Graduation Rate by A+ Status

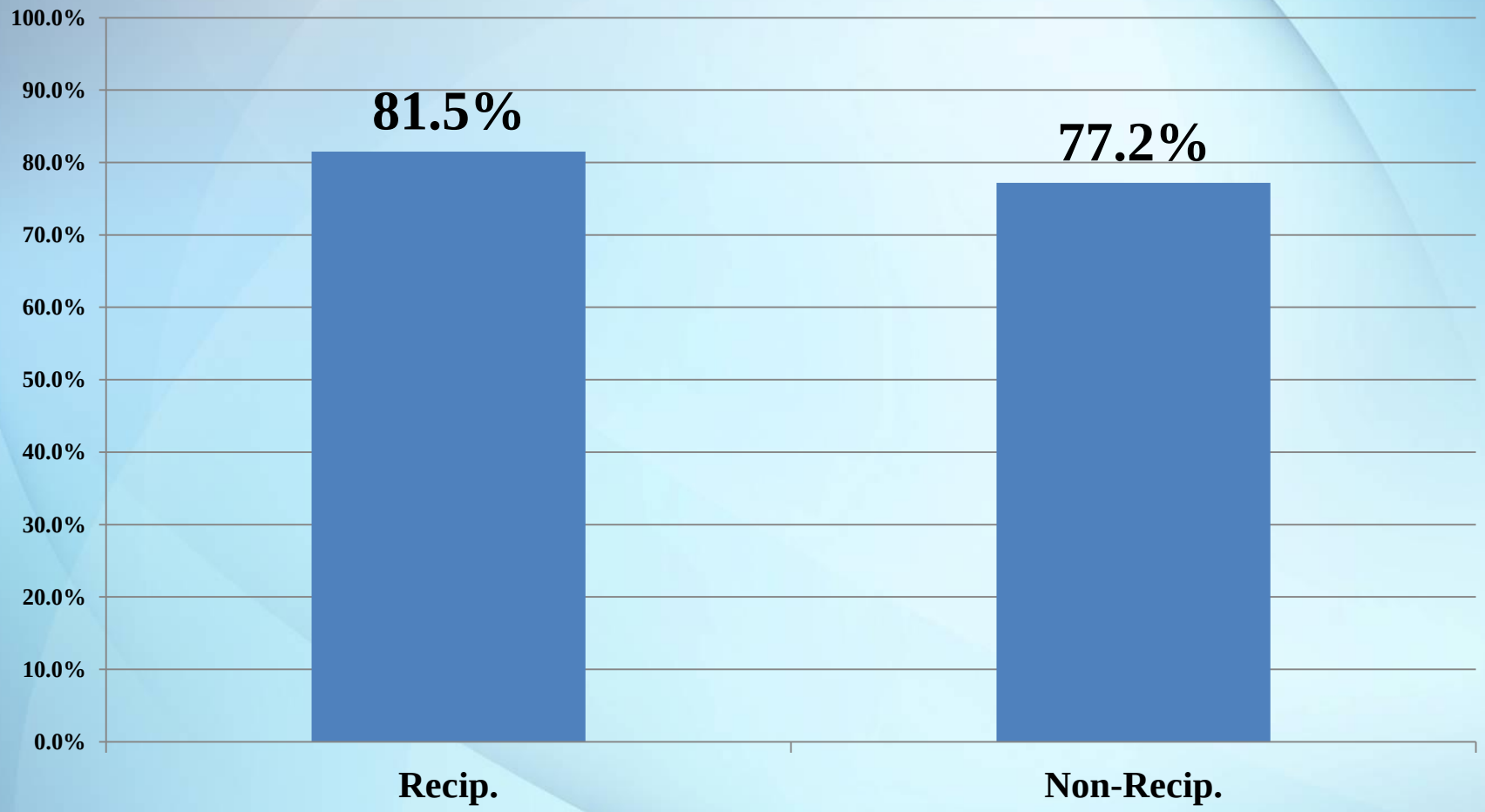


Graduation Rate by A+ Status & Race/Ethnicity



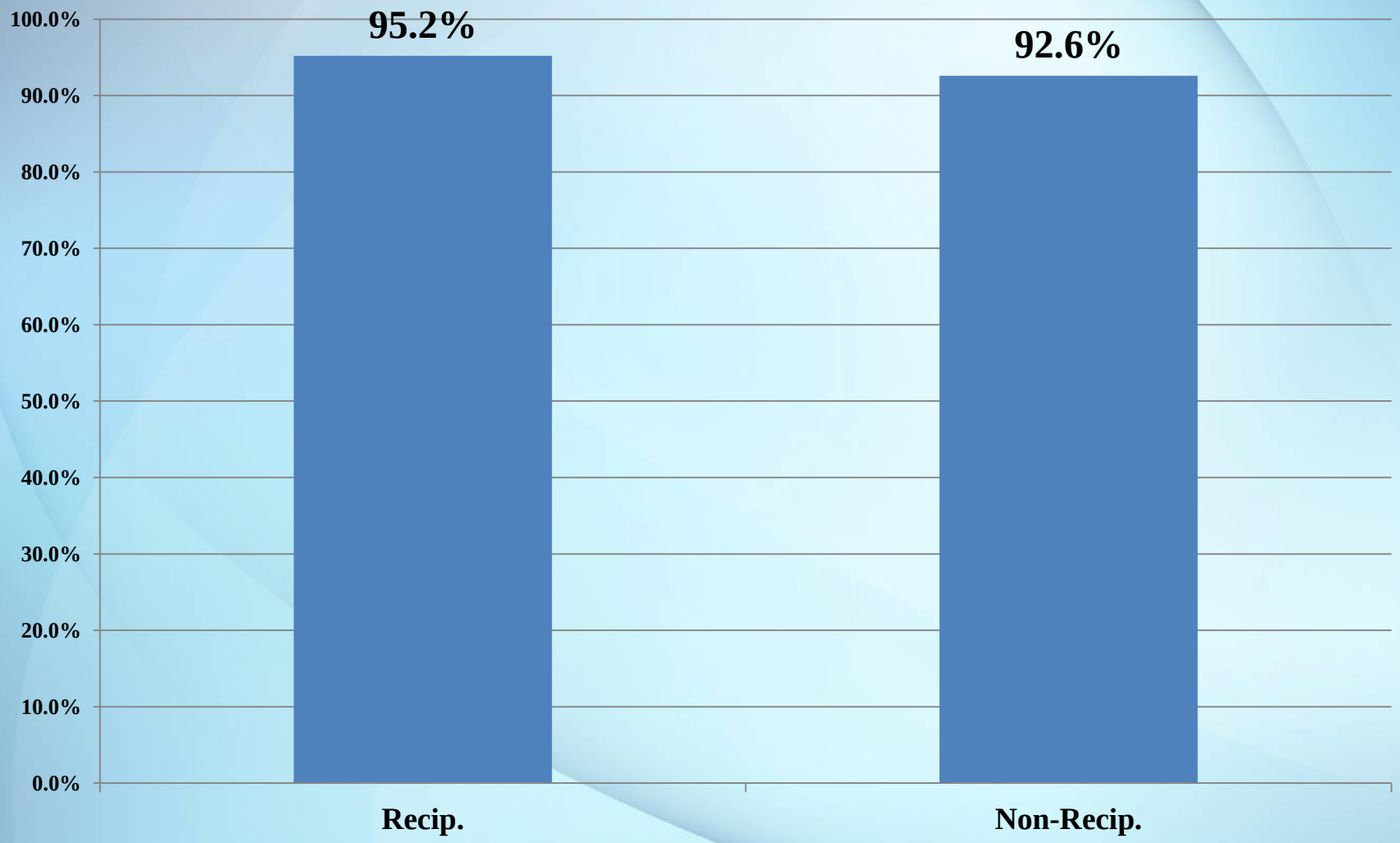
BRIGHT FLIGHT

Persistence Rate by Bright Flight Status – 2yr Institutions



Public High School Graduates, Fall to Fall Persistence

Persistence Rate by Bright Flight Status – 4yr Institutions



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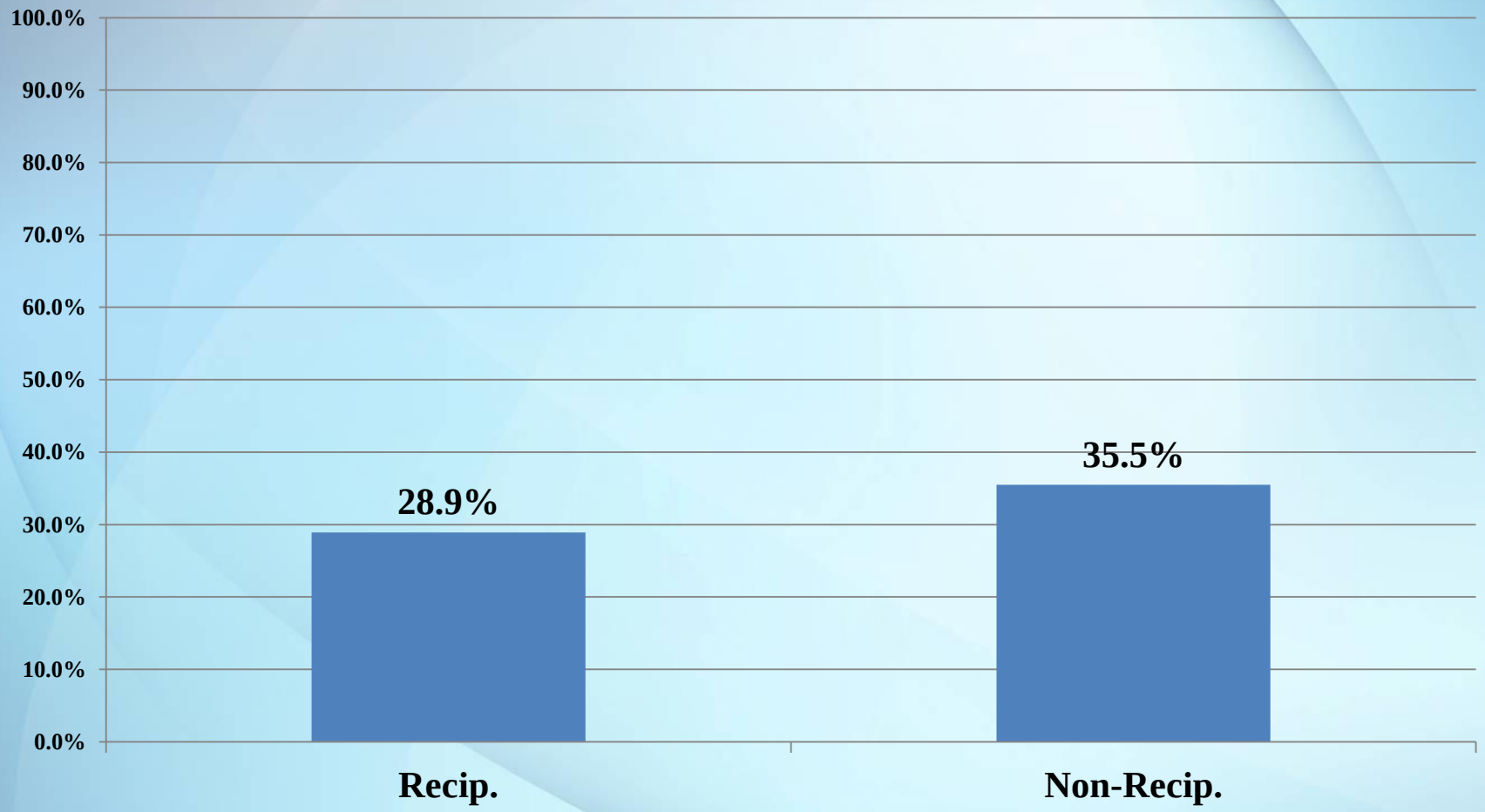

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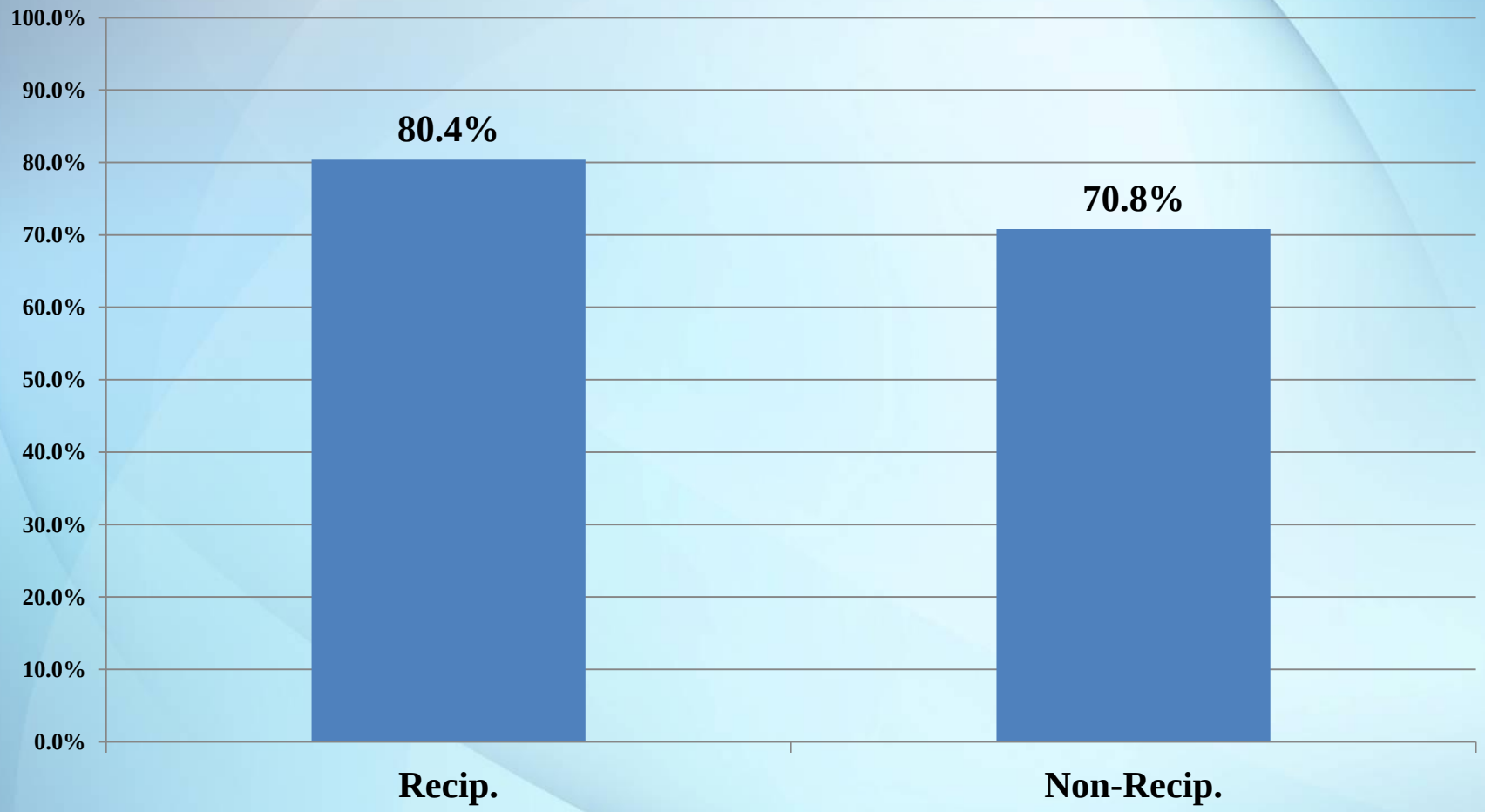
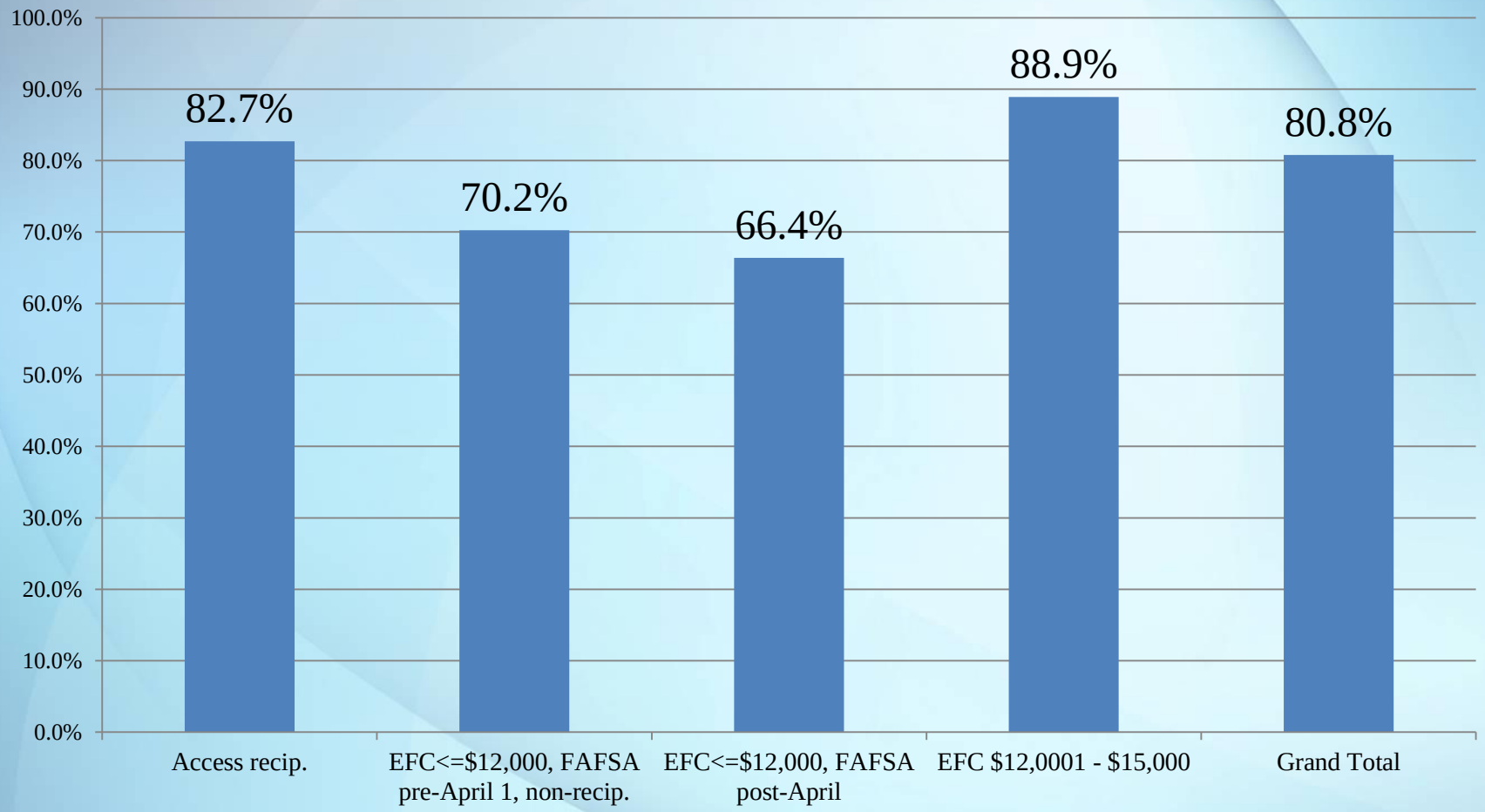


Bright Flight Workforce Retention

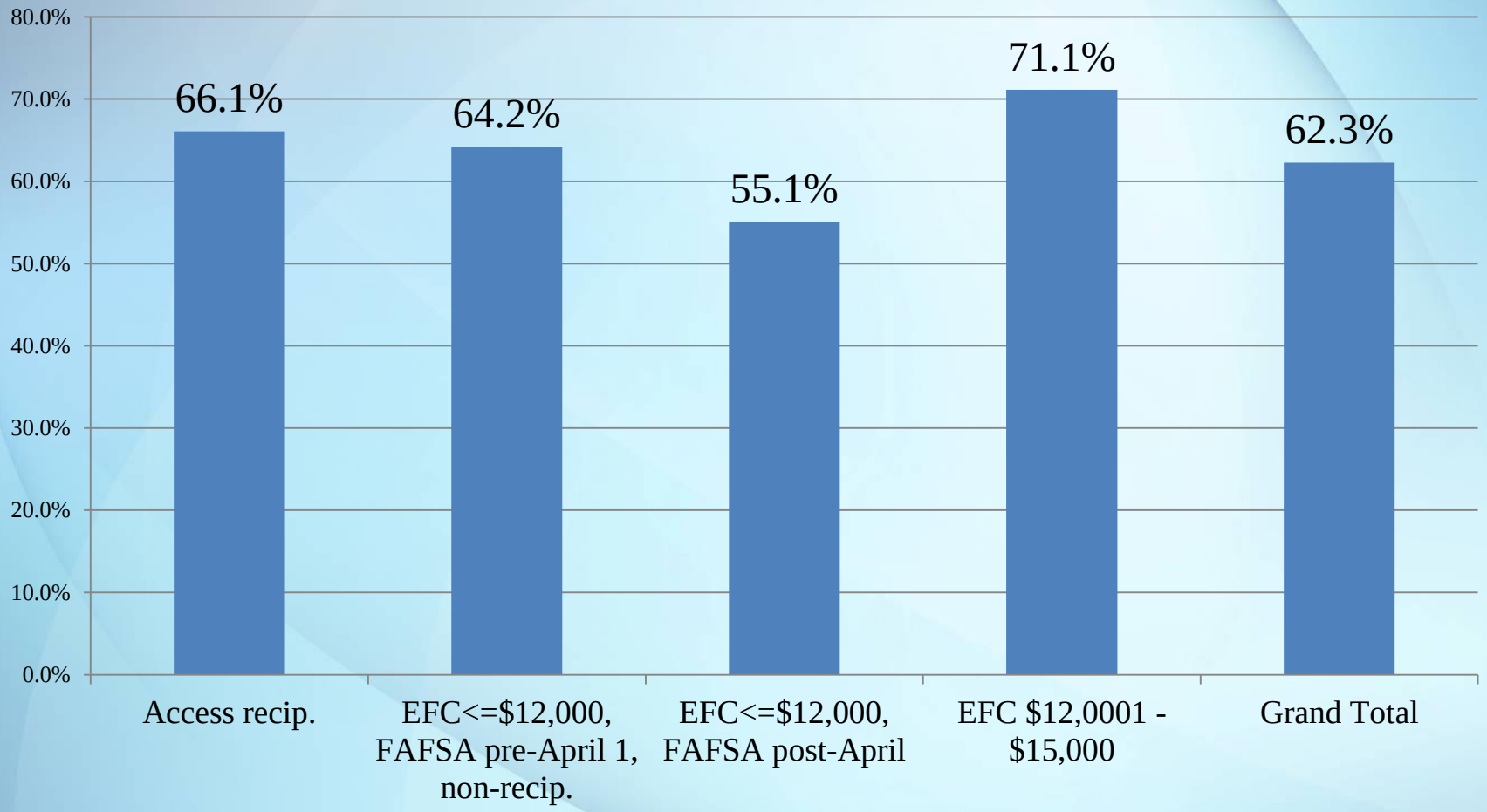
ACCESS MISSOURI

Persistence by Access Status

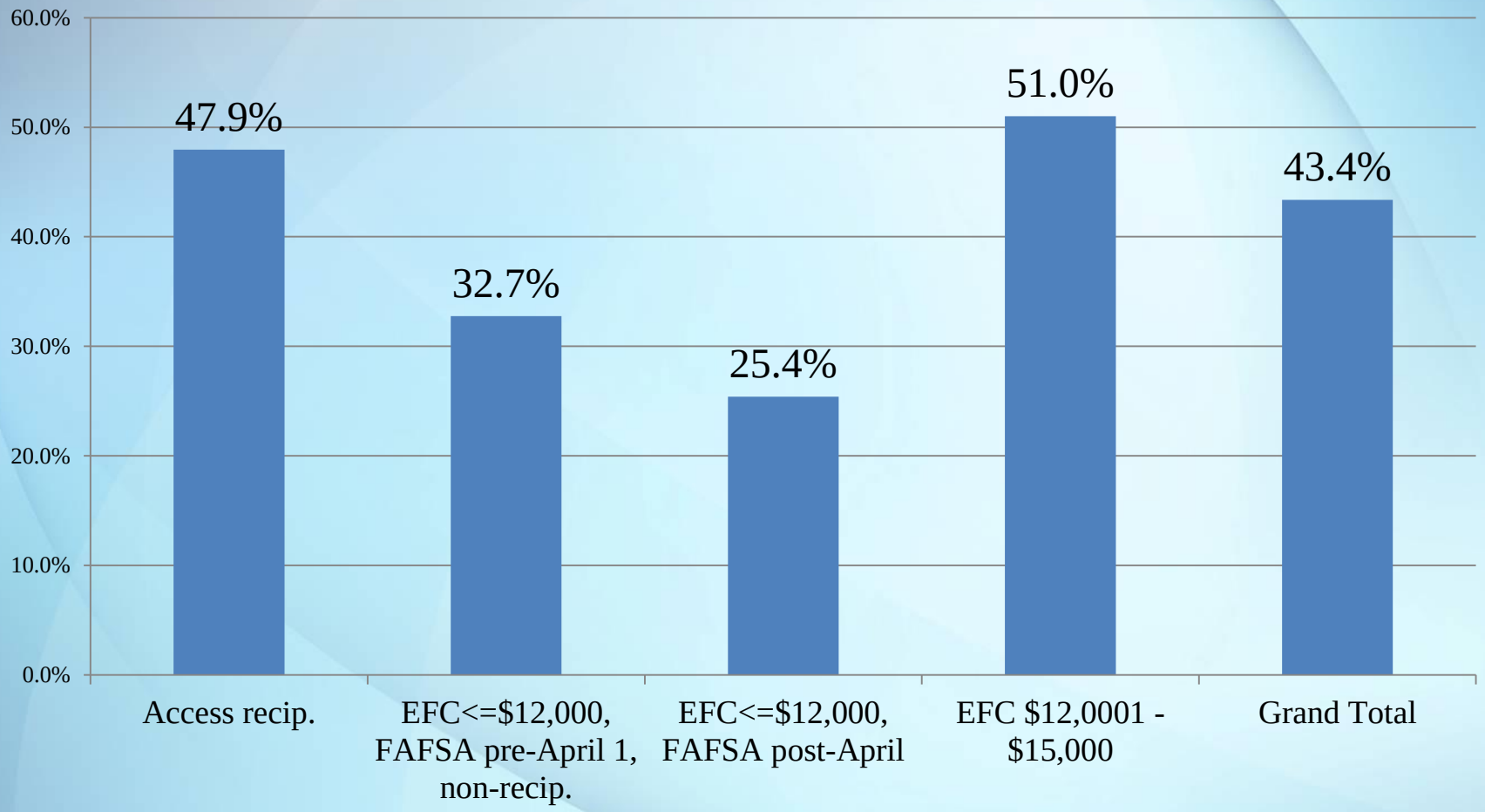


Same year high school graduates

Persistence by Access Status – 2yr Institutions

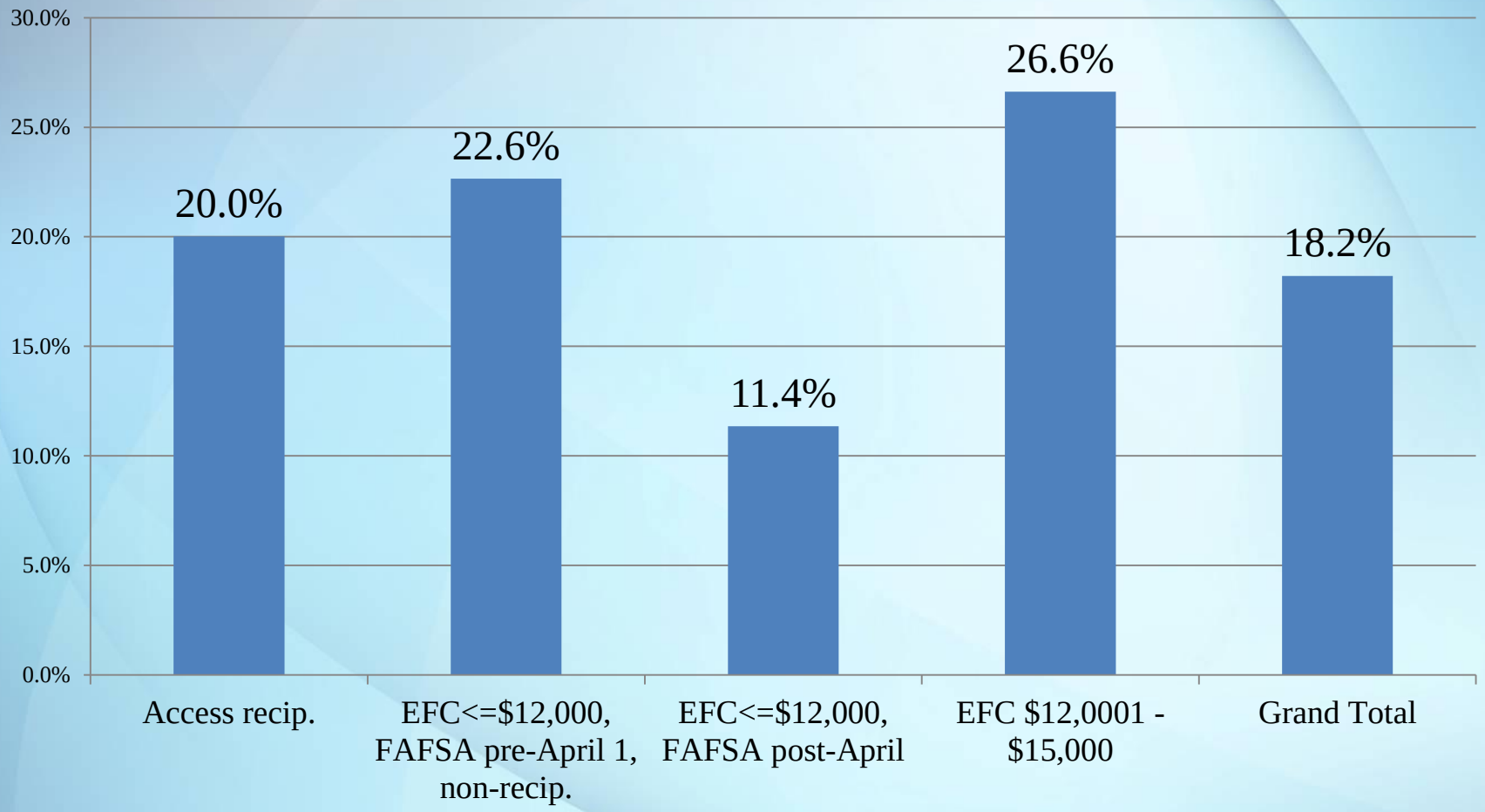


6 Year Graduation Rate – 4yr Institutions



Same year high school graduates, Class of 2008

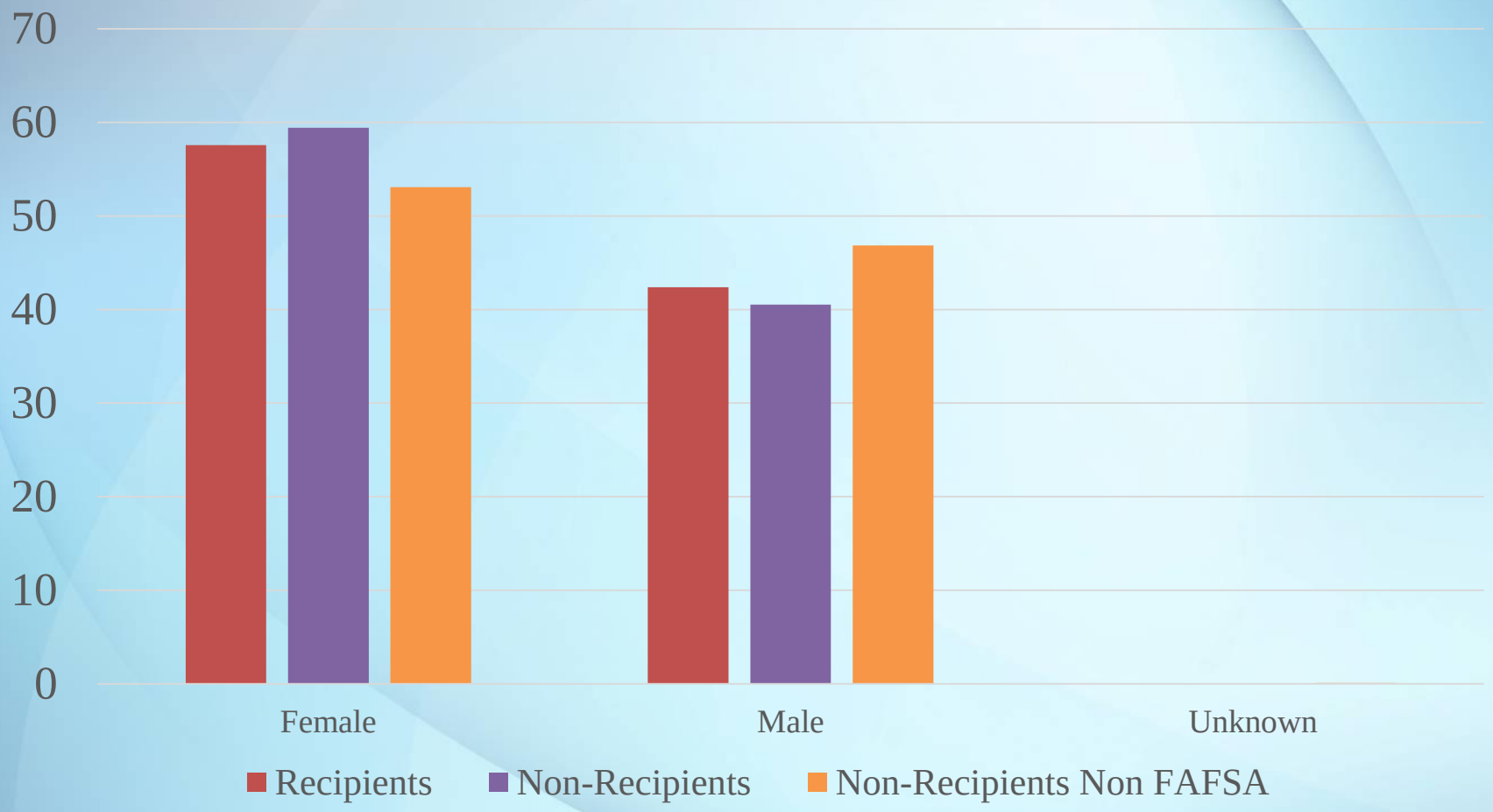
3 Year Graduation Rate – 2yr Institution



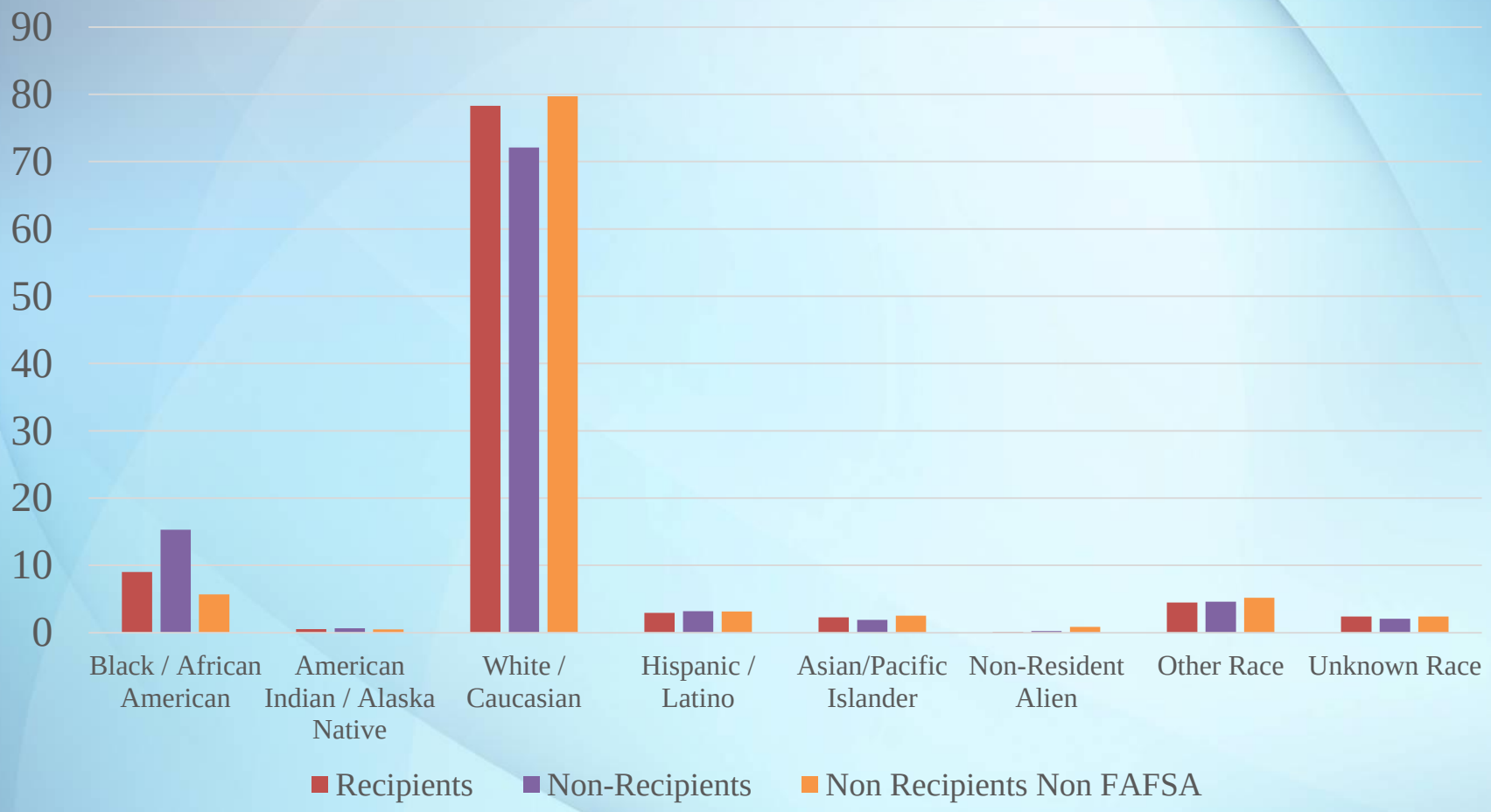
Same year high school graduates, Classes 2008 - 2011

ALL PROGRAMS

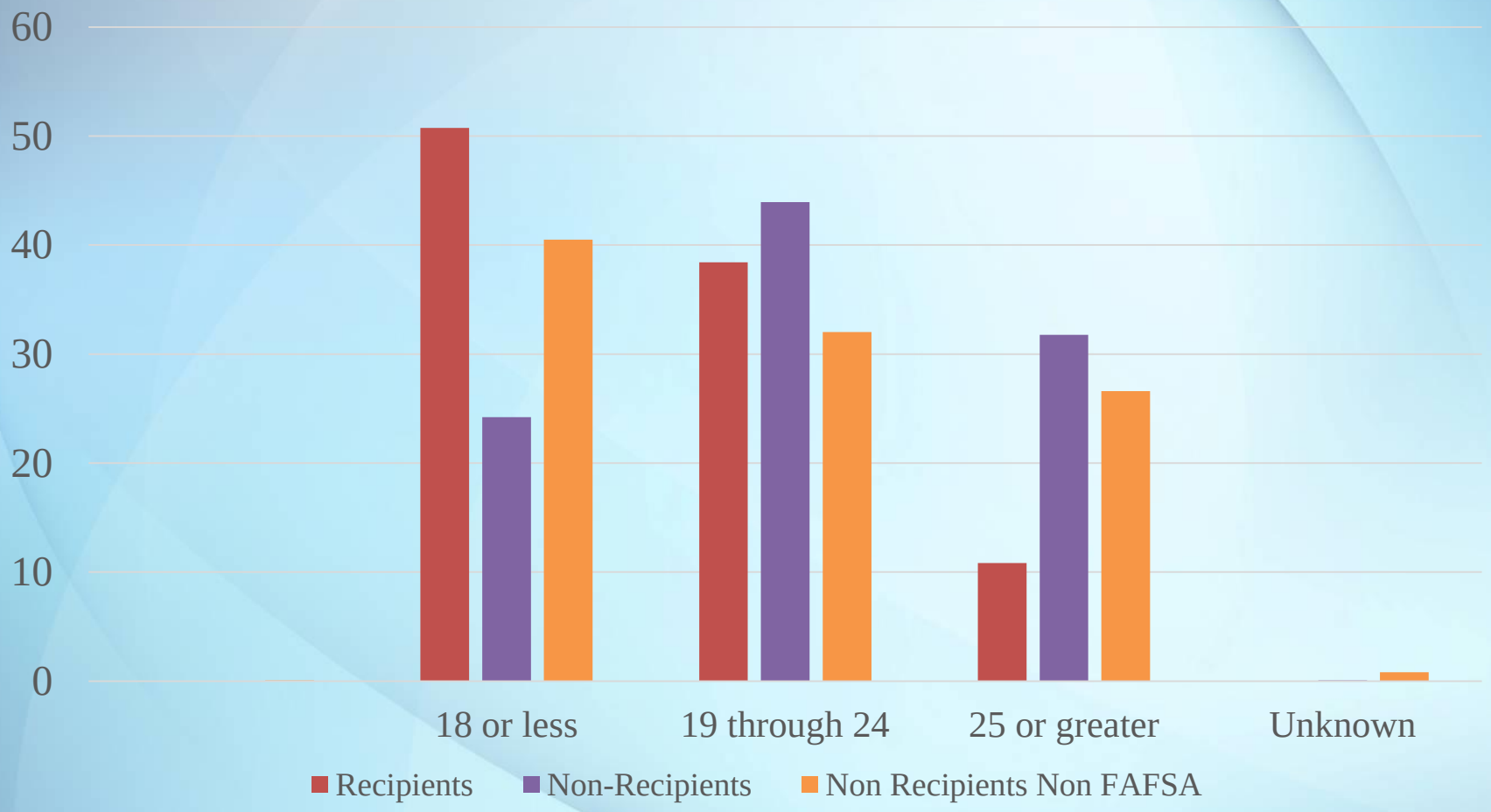
Gender Distribution – All Programs



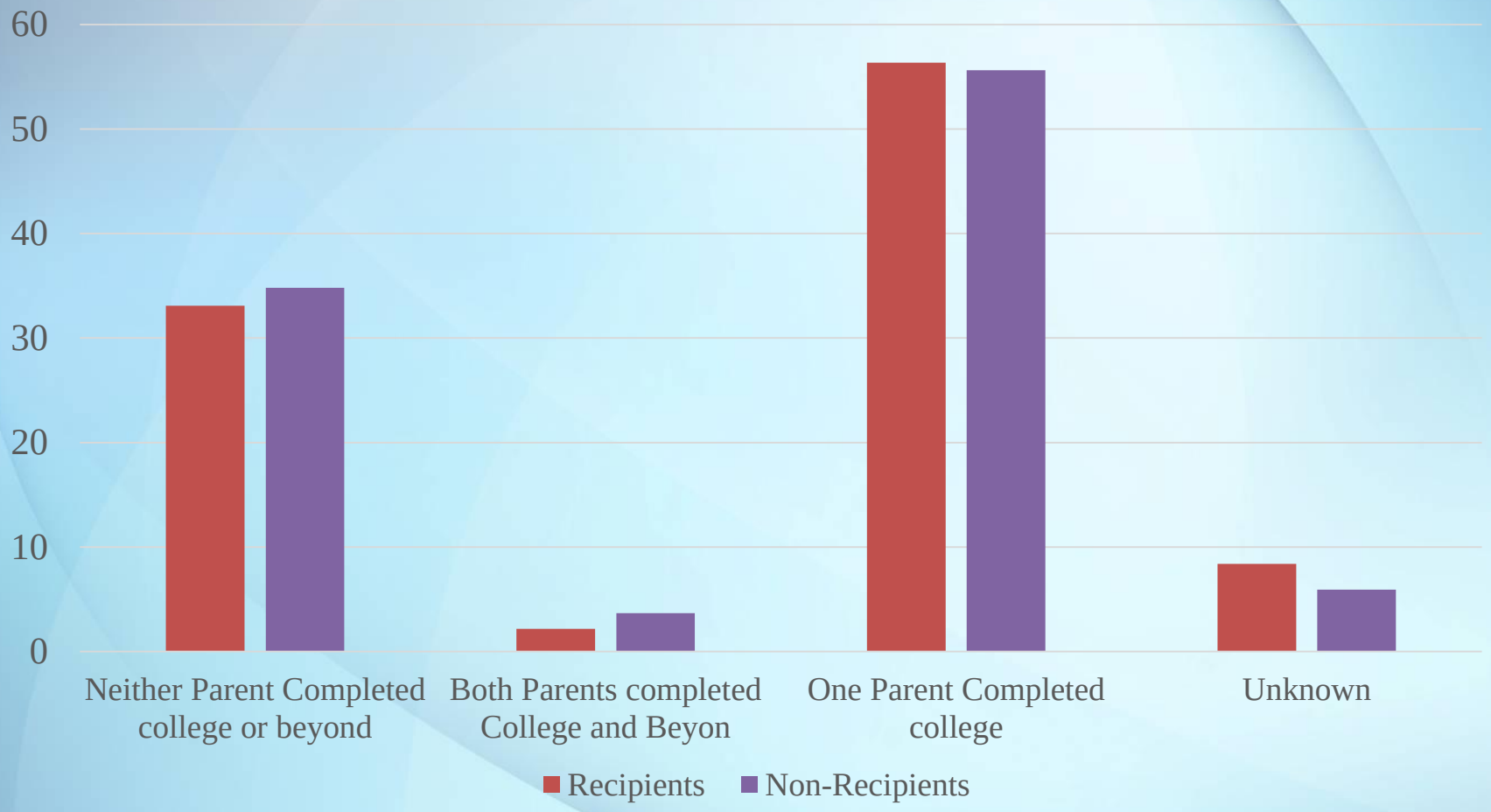
Race/Ethnicity Distribution – All Programs



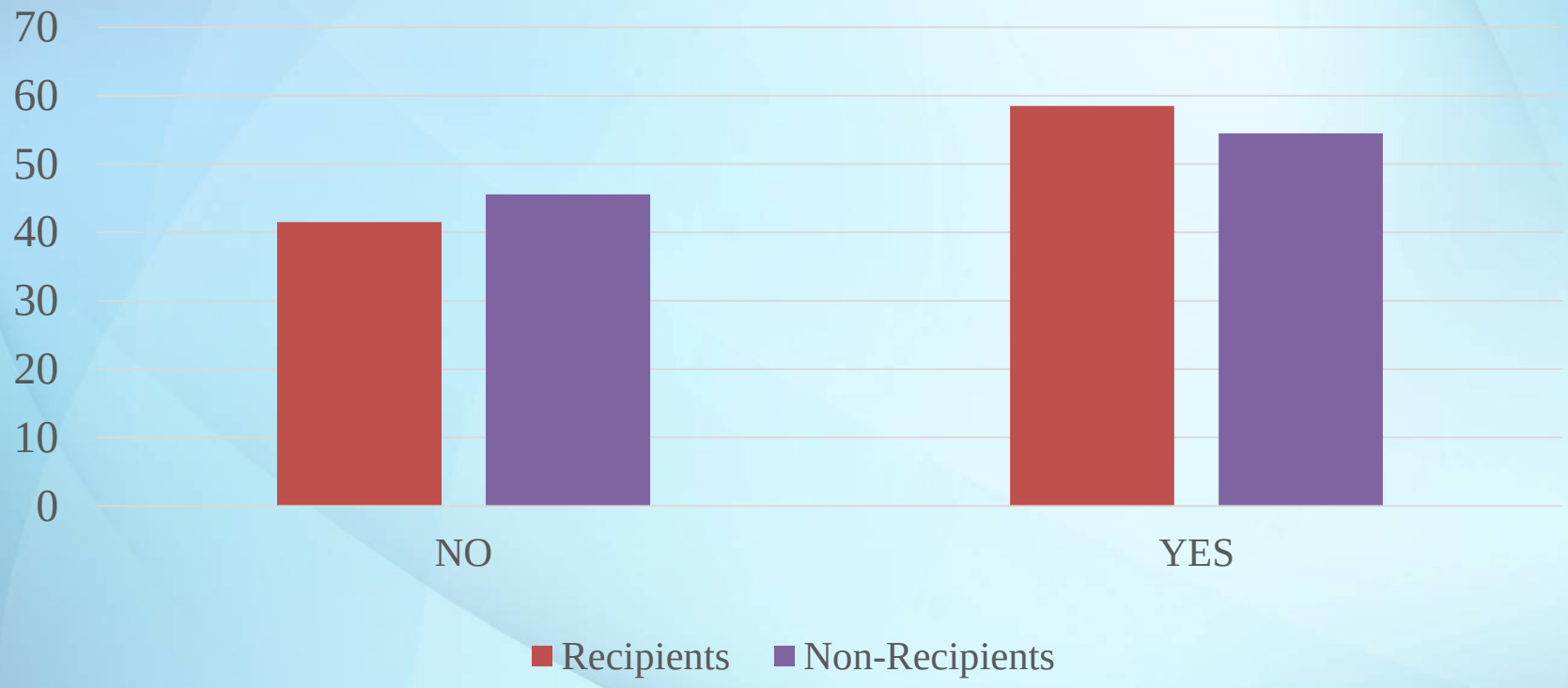
Age Distribution – All Programs



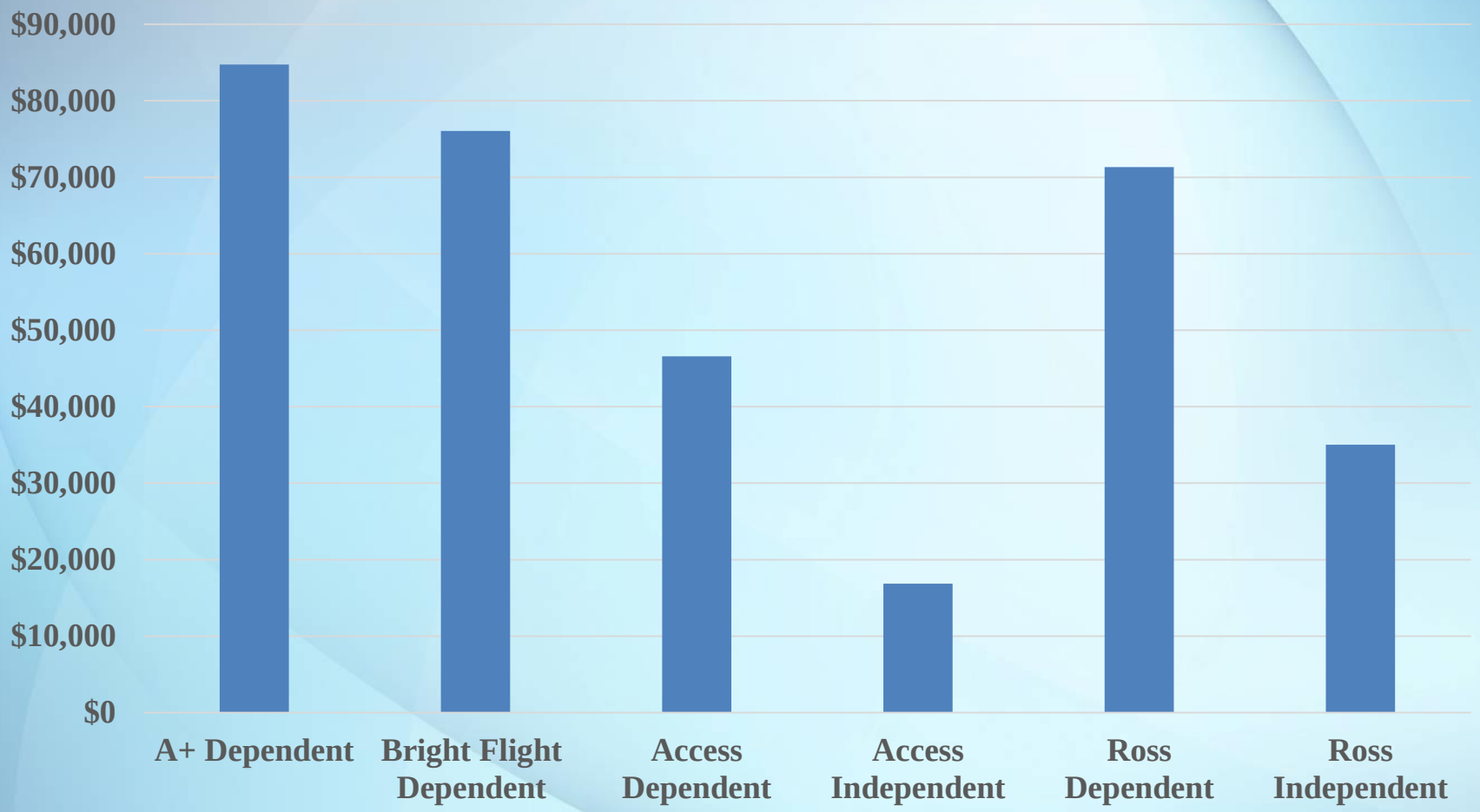
Parental Education – All Programs



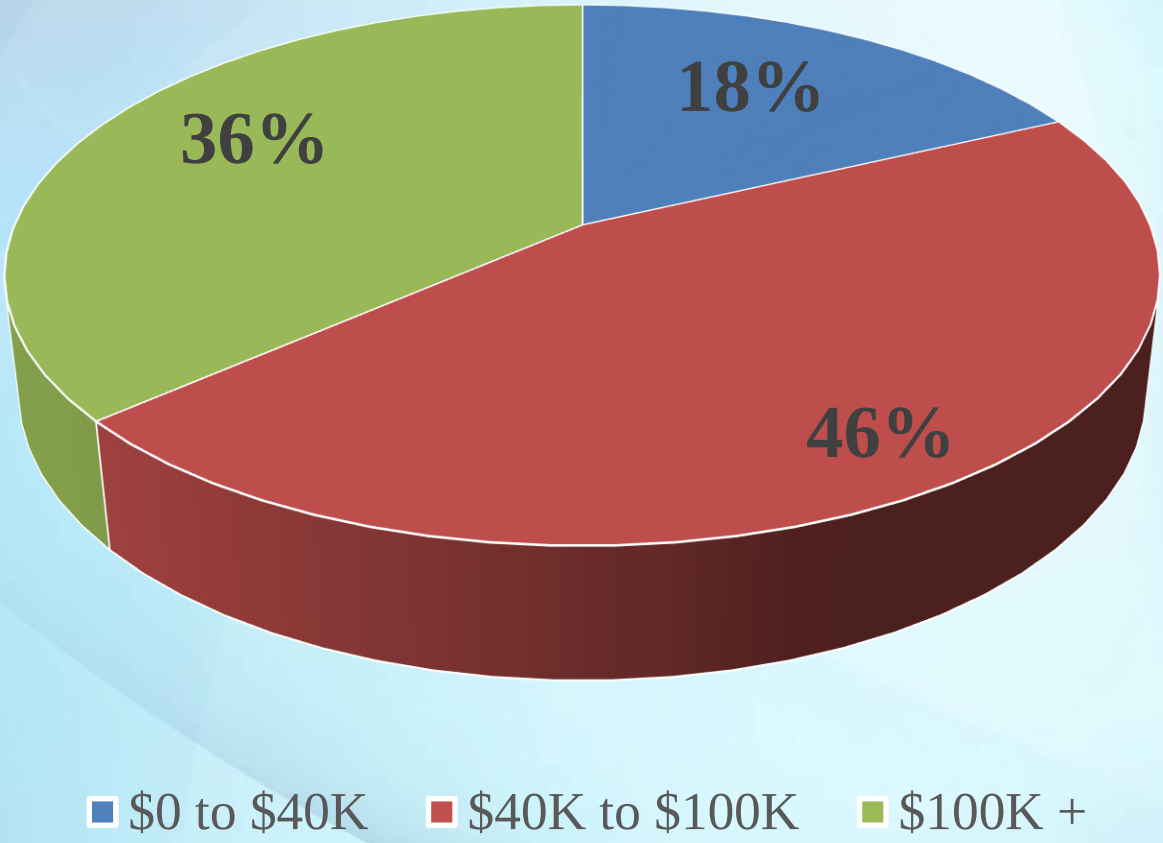
Pell Eligibility – All Programs



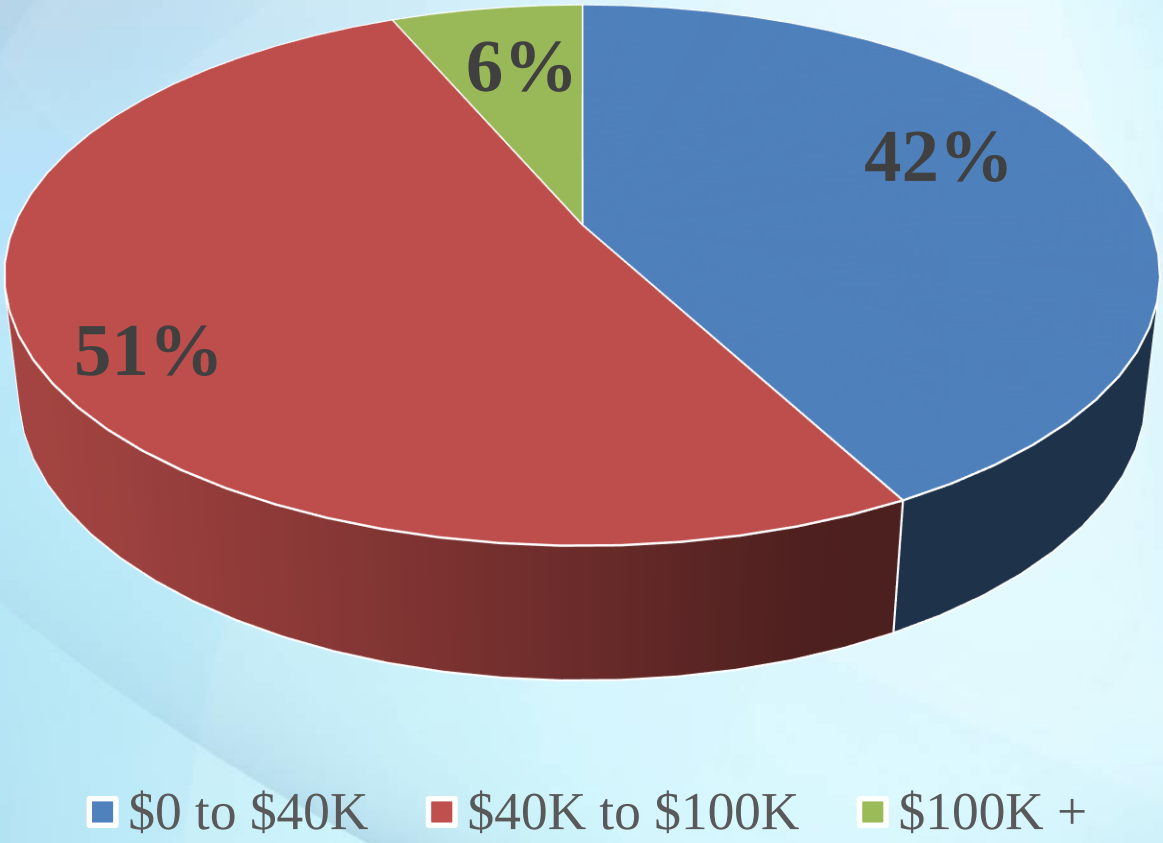
Median AGI, by Program



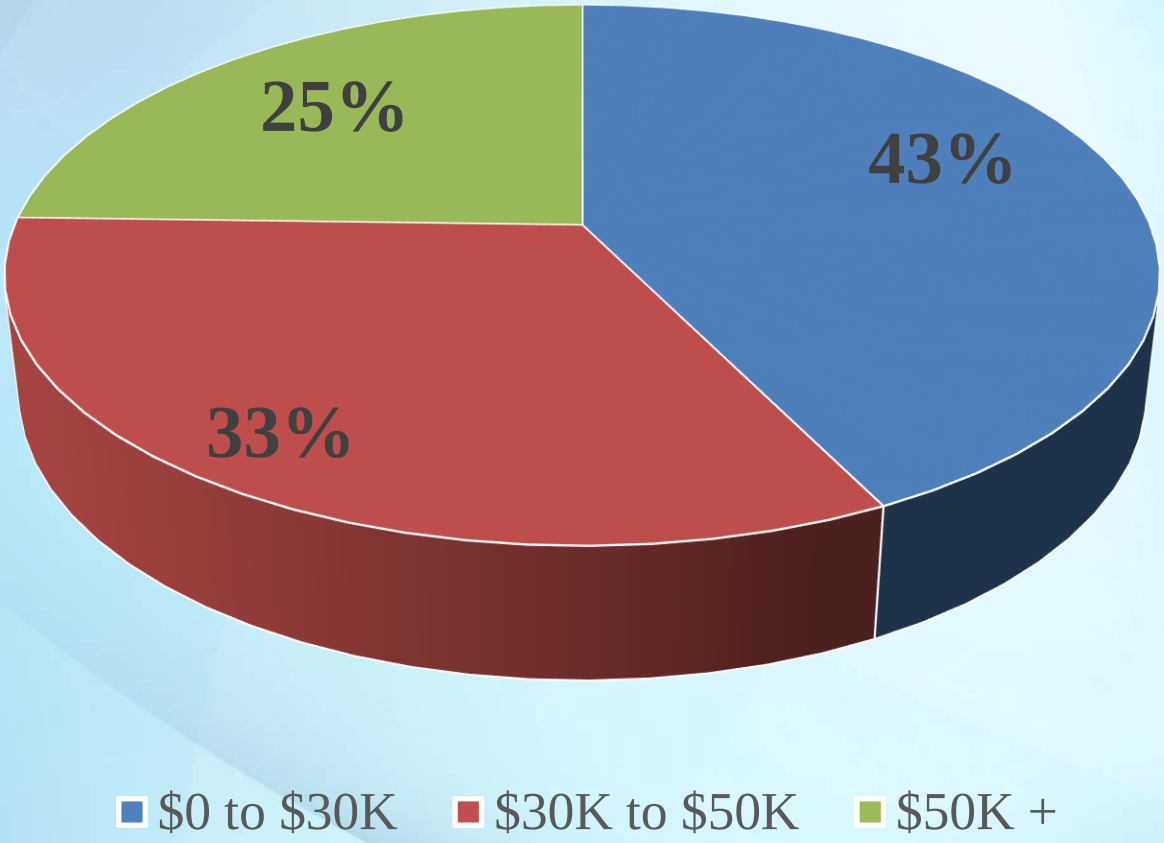
A+ Recipients (Dependent), by Income, FY 2017



Access Mo Recipients (Dependent), by Income, FY 2017



Ross Recipients (Independent), by Income, FY 2017



CONNECTING SURVEY TO POLICY

Connection to Policy

Policy – Why offer aid?

- Increase access
- Encourage persistence
- Timely completion
- Address workforce needs
- H.S. engagement/ postsecondary readiness

Operational Attributes

- Sensitive to financial need
- Bonus for progression milestones
- Bonus for high demand programs
- Expand program eligibility to short-term programs
- Early engagement, both academic and financial

Connection to Policy Framework

Policy –Who should be served

- "Traditional" students
- Low-income (need)
- Students with academic merit
- Underserved populations
- At-risk students
- Place-bound students
- Irrelevant factors
  - Age
  - Prior education experience
  - Delivery method
  - Attendance Status

Operational Attributes

- Avoid narrow eligibility definitions
- Prioritize financial need
- Bonus/reward merit
- Eliminate barriers
  - Deadlines
  - Full-time enrollment
- Eligibility not linked to course delivery structure
- Allow professional judgement

Connection to Policy Framework

Policy – What types of aid?

- Cost of attendance based
- Non-loan
- Stackable
- Other aid sensitive
- Awards consistent with goals
- Marketing/Information

Operational Attributes

- Award can be used for any education-related cost (COA)
- Allow receipt of multiple state awards
- Integrate with other aid, as practical
- Meaningful award amounts
- Expand access to information

Connection to Policy Framework

Policy – When should aid be delivered?

- Award notification
- Disbursement timing
- Consistent with program delivery

Operational Attributes

- Provide early estimated award information
- Flexible disbursement
- Allow summer payments for all programs

POTENTIAL MODEL PROGRAMS

Program Structures

- Single program (matrix model)
- Retain discrete programs
  - Early Awareness/Promise
  - Need-based
  - Merit-based
  - Part-time Enrollment
  - Late Decision/Adult
  - Survivor/targeted fields
- Mix of discrete and combined programs

Potential Program Attributes

- Differential awards based on weighted components component
  - Persistence
  - Need
  - Workforce
  - Merit
- Enrollment
  - Awards pro-rated for enrollment status
  - Separate program for part-time students
  - Require full-time enrollment
  - Require continuous enrollment
  - Allow enrollment breaks w/o penalty

Potential Program Attributes

- Deadlines
  - Retain hard deadlines
  - Multiple deadlines based on student type (adult, late decision, etc.)
  - No deadlines/first-come, first-served
- Award Delivery
  - Retain semester based award structure
  - Allow year round aid (including summer)
  - Based on federal payment periods

Potential Program Attributes

- Interaction of programs/awards
  - Need/non-need pathways
  - Stackable awards

POSSIBLE APPROACHES

Single Program Model

- Purpose
  - Encourage postsecondary readiness
  - Increase access by underserved populations
  - Reward persistence and completion
  - Recognize academic merit
  - Address workforce needs

Single Program Model

- Students served
  - Middle/High school students
  - Traditional high school graduates/equivalent
  - Non-traditional students
    - High school dropout
    - Gap after high school
  - Adults (25+)

Single Program Model

- Attributes
  - Matrix model (eligibility/award components are student specific)
  - Weighted components (state priorities)
  - Awards pro-rated for enrollment status
  - Differential award based on component
    - Persistence
    - Merit
    - Need
    - Workforce
  - Based on federal payment periods
  - Differential deadlines for late decisions/adults

Single Program Model

Component	Amount	Comment
Early Awareness (available first two years)	$$	Revised secondary requirements; need/non-need
“Transfer” award (second two years)	$$	Meet EA+ requirements, require Core 42 completion
Financial need	$$$$	EFC based; variable awards
Academic merit	$$$	ACT/GPA/Other
Persistence	$$	Progression milestones
High Demand Field	$$$	Include apprenticeships

Two Program Model

- Structure
  - Combined Need/EA
  - Merit
- Purpose – Combined Need/EA
  - Encourage postsecondary access and readiness
  - Expand service to underserved populations
- Purpose – Merit
  - Increase effectiveness of merit dollars
    - Encourage academic achievement
    - Integrate with institutional merit aid
    - Provide incentive for academically talented students to study in Missouri

Two Program Model

- Attributes – Need/EA
  - Matrix model (eligibility/award components are student specific)
  - Weighted components (state priorities)
  - Awards pro-rated for enrollment status
  - Differential award based on component
    - Persistence
    - Need
    - Workforce
  - Based on federal payment periods
  - Differential deadlines for late decisions/adults
  - Stackable with merit component

Two Program Model – Need/EA

Component	Amount	Comment
EA (available first two years)	$$	Revised secondary requirements; need/non-need
“Transfer” award (second two years)	$$$	Meet EA+ requirements, require Core 42 completion
Financial need	$$$$	EFC based; variable awards
Persistence	$$	Progression milestones
High Demand Field	$$$	Include apprenticeships

Two Program Model

- Attributes – Merit
  - Hybrid (centralized/decentralized)
  - State established general eligibility criteria
    - ACT/SAT
    - High School/Postsecondary GPA
    - Progression requirement
    - Other
  - Institution selects recipients and award amounts up to state maximum
    - Matching requirement
  - Institution reports student data to MDHE
  - Payments made to student/institution from MDHE

Three Program Model

- Structure
  - Early Awareness
  - Combined Need/Merit
  - Late Decision/Adult

Three Program Model – EA

- Purpose
  - Encourage postsecondary readiness
  - Increase access, persistence, and completion
  - Address workforce needs
- Students served
  - Completers of Early Awareness (middle and high school) criteria

Three Program Model – EA

- Attributes
  - Need/non-need pathways
  - Require full-time enrollment
  - Basic and transfer award structure
  - Components weighted based on priorities
    - Financial need
    - Merit
    - Persistence
    - High demand field/apprenticeship

Three Program Model – Need/Merit

- Purpose
  - Increase access, persistence, and completion
  - Address workforce needs
  - Reward academic merit
- Students served
  - Traditional high school graduates/equivalent
  - Non-traditional student populations
  - Adults

Three Program Model – Need/Merit

- Attributes
  - Need/non-need pathways
  - Pro-rated awards based on enrollment status
  - Components weighted based on priorities
    - Financial need
    - Merit
    - Persistence
    - High demand field/apprenticeship
  - Award components are separate but stackable

Three Program Model – Late Decision

- Purpose
  - Increase access for late decision makers with financial need
- Students served
  - Students with enrollment gap (first time or returning)
  - No age parameters

Three Program Model – Late Decision

- Attributes
  - Awards pro-rated based on enrollment status
  - Delayed application open/late or no deadline
  - Award priority based on need
  - Must be adult (25+) or have at least one academic year gap in enrollment

Next Steps/Wrap Up

- Follow up documents/Surveys
- Next Meeting
  - September 26, 2018
  - 10 to 3
  - Governor Office Building, Room 470