Building Missouri's future... by degrees®
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

Estimated Need Based UG Grand Dollars/UG FTE

Estimated Merit Based UG Grand Dollars/UG FTE
Top 10 Programs – A+ Recipients

- General Studies: 65%
- Teacher Education: 17%
- Engineering: 6%
- Vehicle Main/Repair: 2%
- Health Professions: 2%
- Nursing: 2%
- Allied Health: 2%
- Precision Metal: 2%
- Power Transmission: 1%
- Criminal Justice: 1%
- All Other: 1%
Top 10 Programs – Access Mo

- General Studies: 49%
- Teacher Education - Level: 17%
- Nursing: 5%
- Biology: 5%
- Business: 5%
- Teacher Education - Subject: 4%
- Psychology: 4%
- Undeclared: 3%
- Business Management: 3%
- Criminal Justice: 2%
- All Other: 2%
Transfer to 4-yr by A+ Status

- Non-Recip.: 24.8%
- A+ Recip.: 39.7%
- Grand Total: 30.3%
Retention Rates by A+ Status and Gender

- No A+:
  - Female: 57.4%
  - Male: 53.1%
- A+:
  - Female: 71.2%
  - Male: 67.5%
Retention Rates by A+ Status and Race/Ethnicity

- ASIAN/PI: 67.0%
- BLACK: 71.7%
- HISP: 61.5%
- OTHER/UNK: 55.8%
- WHITE: 69.5%

[Bar chart showing retention rates by A+ status and race/ethnicity]
Graduation Rate by A+ Status

2008: A+ 32.3%, No A+ 14.7%
2009: A+ 32.6%, No A+ 14.2%
2010: A+ 32.6%, No A+ 14.2%
2011: A+ 34.7%, No A+ 14.9%
Graduation Rate by A+ Status & Race/Ethnicity

- Asian/Pacific Islander: 32.7% (A+ Recip.), 15.7% (Non-Recip.)
- Black: 19.5% (A+ Recip.), 5.1% (Non-Recip.)
- Hispanic: 23.1% (A+ Recip.), 11.2% (Non-Recip.)
- Other/Unknown: 28.1% (A+ Recip.), 12.2% (Non-Recip.)
- White: 34.1% (A+ Recip.), 16.6% (Non-Recip.)

Legend: A+ Recip., Non-Recip.
BRIGHT FLIGHT
Persistence Rate by Bright Flight Status – 2yr Institutions

81.5% for Recip.
77.2% for Non-Recip.

Public High School Graduates, Fall to Fall Persistence
Persistence Rate by Bright Flight Status – 4yr Institutions

- Recip.: 95.2%
- Non-Recip.: 92.6%
Graduation Rates by Bright Flight Status – 2yr Institutions

- Recip.: 28.9%
- Non-Recip.: 35.5%
Graduation Rates by Bright Flight Status – 4yr Institutions

- Recip.: 80.4%
- Non-Recip.: 70.8%
Bright Flight Workforce Retention

![Graph showing Bright Flight Workforce Retention across years with data points at 0.0%, 10.0%, 20.0%, 30.0%, 40.0%, 50.0%, 60.0%, 70.0%, 80.0% for PRE, Year 1, Year 2, Year 3, Year 4, Year 5, Year 6. The graph includes lines for Bright Flight, Near-BF, and N/A.]
ACCESS MISSOURI
Persistence by Access Status

- Access recip.: 82.7%
- EFC<=$12,000, FAFSA pre-April 1, non-recip.: 70.2%
- EFC<=$12,000, FAFSA post-April: 66.4%
- EFC $12,0001 - $15,000: 88.9%
- Grand Total: 80.8%

Same year high school graduates
Persistence by Access Status – 2yr Institutions

- Access recip. 66.1%
- EFC<=$12,000, FAFSA pre-April 1, non-recip. 64.2%
- EFC<=$12,000, FAFSA post-April 55.1%
- EFC $12,000 - $15,000 71.1%
- Grand Total 62.3%
6 Year Graduation Rate – 4yr Institutions

<table>
<thead>
<tr>
<th>Category</th>
<th>6 Year Graduation Rate</th>
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<tbody>
<tr>
<td>Access recip.</td>
<td>47.9%</td>
</tr>
<tr>
<td>EFC&lt;=$12,000, FAFSA pre-April 1, non-recip.</td>
<td>32.7%</td>
</tr>
<tr>
<td>EFC&lt;=$12,000, FAFSA post-April</td>
<td>25.4%</td>
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<tr>
<td>EFC $12,001 - $15,000</td>
<td>51.0%</td>
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<tr>
<td>Grand Total</td>
<td>43.4%</td>
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Same year high school graduates, Class of 2008
3 Year Graduation Rate – 2yr Institution

<table>
<thead>
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<th>Category</th>
<th>Graduation Rate</th>
</tr>
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<tbody>
<tr>
<td>Access recip.</td>
<td>20.0%</td>
</tr>
<tr>
<td>EFC&lt;=$12,000, FAFSA pre-April</td>
<td>22.6%</td>
</tr>
<tr>
<td>EFC&lt;=$12,000, FAFSA post-April</td>
<td>11.4%</td>
</tr>
<tr>
<td>EFC $12,0001 - $15,000</td>
<td>26.6%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>18.2%</td>
</tr>
</tbody>
</table>

Same year high school graduates, Classes 2008 - 2011
ALL PROGRAMS
Gender Distribution – All Programs

Female
- Recipients
- Non-Recipients
- Non-Recipients Non FAFSA

Male
- Recipients
- Non-Recipients
- Non-Recipients Non FAFSA

Unknown
Race/Ethnicity Distribution – All Programs

- Black / African American
- American Indian / Alaska Native
- White / Caucasian
- Hispanic / Latino
- Asian/Pacific Islander
- Non-Resident Alien
- Other Race
- Unknown Race

- Recipients
- Non-Recipients
- Non Recipients Non FAFSA
Parental Education – All Programs

Neither Parent Completed college or beyond
Both Parents completed College and Beyond
One Parent Completed college
Unknown

Recipients
Non-Recipients
Pell Eligibility – All Programs

<table>
<thead>
<tr>
<th></th>
<th>Recipients</th>
<th>Non-Recipients</th>
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<tbody>
<tr>
<td>NO</td>
<td></td>
<td></td>
</tr>
<tr>
<td>YES</td>
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</tbody>
</table>
Median AGI, by Program

A+ Dependent
Bright Flight Dependent
Access Dependent
Access Independent
Ross Dependent
Ross Independent
A+ Recipients (Dependent), by Income, FY 2017

- $0 to $40K: 36%
- $40K to $100K: 18%
- $100K +: 46%

$0 to $40K: blue
$40K to $100K: red
$100K +: green
Access Mo Recipients (Dependent), by Income, FY 2017

- $0 to $40K: 51%
- $40K to $100K: 42%
- $100K+: 6%
Ross Recipients (Independent), by Income, FY 2017

- $0 to $30K: 25%
- $30K to $50K: 43%
- $50K +: 33%
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

<table>
<thead>
<tr>
<th>Component</th>
<th>Amount</th>
<th>Comment</th>
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</thead>
<tbody>
<tr>
<td>EA (available first two years)</td>
<td>$$</td>
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</tr>
<tr>
<td>“Transfer” award (second two years)</td>
<td>$$$</td>
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<td>$$$$$</td>
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<td>Persistence</td>
<td>$$</td>
<td>Progression milestones</td>
</tr>
<tr>
<td>High Demand Field</td>
<td>$$$</td>
<td>Include apprenticeships</td>
</tr>
</tbody>
</table>
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