MDHE
Missouri Department of Higher Education

Building Missouri's future... by degrees®
State Student Financial Aid Committee

July 27, 2018
Agenda

• Welcome/Introductions
• Guiding Principles
• Survey Follow-up
  – Clarifying Responses
  – Identify Additional Ideas
  – Prioritize Responses
• Connecting Responses to Policy Framework
• Wrap-up/Next Steps
GUIDING PRINCIPLES
ECS Framework

PRINCIPLE 1: STUDENT CENTERED

Financial aid programs should be student centered:
Aid programs designed around students and their needs set students up for successful outcomes.
ECS Framework

PRINCIPLE 2: GOAL DRIVEN, DATA INFORMED

Financial aid programs should be goal driven and data informed: Aid programs should have a clearly defined and easily understood intent aligned with measurable state education and workforce goals.
ECS Framework

PRINCIPLE 3: TIMELY AND FLEXIBLE

Financial aid programs should be timely and flexible:
Aid programs should provide financial support to students when it can have the greatest impact on enrollment and persistence decisions.
ECS Framework

PRINCIPLE 4: BROADLY INCLUSIVE

Financial aid programs should be broadly inclusive of all students’ educational pathways: Aid programs need to respond to the diverse enrollment options available to students.
SURVEY FOLLOW-UP
Barriers to Access - Underserved

Attendance
X Full-time requirement
✓ Required immediately following H.S. graduation
X Continuous enrollment

Program Inflexibility
X No professional judgment
✓ No year round aid
• Program unresponsive
• Stop outs difficult to reenter
• Transfer from credit to clock hours
• Deadlines
• Delayed awards/notice
• Too many applications
Barriers to Access - Underserved

Personal Issues
• Housing/Transportation
• College readiness
• Unfamiliar with campus/college life

Marketing
• Low program visibility (Access)
• Timely, actionable information
• Workload of H.S. counselors
• Underuse of community resources
Barriers to Access - Adults

Enrollment Breaks
- Outstanding balances
- Prior GPA problems
- Maximum timeframes (prior hours)

College Readiness
- Developmental Requirements
- Basic technology skill deficit
- Academic planning
- Time required to apply (admission and FA)
Barriers to Access - Adults

Program Structure
- Full-time enrollment
- Deadlines
- Static GPA requirement
- Timing of GPA/SAP checks
- Award timing
- Unable to assess merit eligibility

Marketing
- Low program visibility (Access)
- Understanding help is available

Personal
- Balancing life
- Persistence/completion
Need is a Priority

Responses
- Agreed upon definition of need
- Balance w/ merit
- Integrated need
  - Single program
  - Graduated awards
  - Incentives/rewards
- Address “indirect” costs in awards

Questions
- What level of priority is need?
- What is the right ratio/funding mix?
Aware of Other Aid

Responses

• Direct reduction of award
• Consider other sources in need calculations
  – Exclude loans
  – Stackability
• Avoid “double dipping”
• Coordinate/collaborate with institutional aid
• Comprehensive information

Questions

• Assuming multiple programs, should a student be limited to one program?
Broad-based Attributes

Responses

- Serving a variety of student groups
  - Targeted groups
  - No or limited age, other demographic restrictions
  - Collection of programs
- Serving students with a broad range of need
- Serving students regardless of institutional type (public, independent, virtual)
- Largest coverage/usage
- Largest impact (agreed upon criterion)
- Accessibility
  - Easy application
  - Keeping the door open longer

Questions

- Which type of “broad based” should be the focus?
- Are the types mutually exclusive?
Support Learning

Responses

• Scale award by hours enrolled/completed
• Bonus for exceeding FT
• Eliminate FT requirements
• Pro-rata awards (Pell payment table)
• Simplify/easily explained
  – Eligibility based on Title IV data
• Flexible award uses
• Transferable

Questions

• How do we balance simplicity with demanded accountability?
Supporting Completion

Responses
• Require mentorship participation
• Less restrictive timeframes
• Limit awards to major coursework
• Award consistency/funding adequacy
• Flexible enrollment requirements
• Guarantee renewal awards (entitlement)
• Reward progress milestones

Questions
• What timeframes are appropriate for part-time students?
• How do we balance flexibility with efforts to control costs, such as prompt completion?
Supporting Postsecondary Preparation

Responses

• Higher award levels for remedial coursework
• Early awareness
  – 529 connection
  – A+ type attributes
  – Early contact with potential recipients
  – Of awards
• Linkage to ACT scores
• Collaboration w/access organizations
• Academic merit components
• Guaranteed awards

Questions
Other Ideas

• Early awareness (promise) program w/ dedicated funding
• State 529 match
• Increase award amounts
• Encourage local attendance
• Early study/career information
• Incentives to not live on campus
• Funding for transportation
• Two years “tuition free” at public institutions
Other Attributes/Barriers

Attributes

• Responsive to funding (award priorities)
• 3 program approach:
  – Need
  – Merit
  – Work-study

Barriers

• Work-study administrative burdens
• Funding scarcity
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
Connection to Policy Framework

Policy – Who should be served
• “Traditional” students
• Low-income (need)
• Students with academic merit
• Ethnic/racial minorities
• Place-bound students
• At-risk students
• Irrelevant factors
  – Age
  – Prior education experience
  – Delivery method
  – Attendance Status

Operational Attributes
Wrap-up/Next Steps

• Follow up documents/Surveys
• Next Meeting
  – August 24, 3018
  – 10 to 3
  – State Information Center
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