MDHE™

Missouri Department of Higher Education

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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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