Topics of Focus

- State longitudinal data systems
- WICHE’s College Access Challenge Grant Consortium and Network (and an update on federal legislation pertaining to college access)
- Non-traditional No More: Policy Solutions For Adult Learners
State Longitudinal Data Systems
A Brief, Recent History of Longitudinal Data Systems

- Abortive attempt to create a federal unit-record system
- Three rounds of Statewide Longitudinal Data Systems (SLDS) grant competitions funded by IES
- Creation of the Data Quality Campaign
- Gates-funded WICHE project to link K-12, postsecondary, and workforce data
- Economic collapse and ARRA
  - SFSF assurances related to data systems
  - $250 million for another SLDS grant competition
  - Language in bills currently moving through Congress for more
Meeting in Boulder in December 2008
14 of 15 WICHE states

Foci
- Linking the three databases – purpose, design/architecture, governance
- Mythbusting about FERPA compliance

Led to:
- Contract with Alaska to conduct a landscape review of current state data capacity and use
- Conversations about a pilot effort to stitch multiple states’ longitudinal data systems together.
Efforts to Develop a Multi-State Data Exchange

- Meeting in Olympia in June 2009
  - Washington
  - Oregon
  - Idaho
  - Hawaii
- What questions will it answer? (What purpose does it serve?)
- What should the architecture be?
- How should it be governed?
- A Framework for a Multi-State Human Capital Development Data System
The Five Types of Policy Questions

1. What proportion of students beginning college in Oregon earn a bachelor’s degree in six years?

2. What proportion of students completing high school in Hawaii enroll in college in that state within a year?
The Five Types of Policy Questions

3. What proportion of high school graduates in Washington complete college within 10 years and are earning $35,000 or more per year?

4. What proportion of students who were enrolled in college in Idaho in a given year are enrolled in Washington, Oregon, or Hawaii the next year?
5. What proportion of students who complete high school in Washington also complete at least an associate’s degree and are employed in the aeronautics industry in the state or in Idaho, Oregon, or Hawaii?
The Two “Master” Questions

1. How are former high school students from performing in post-secondary education?
   - Within a certain time period?
   - By school/institution attended?
   - By key demographics (race/ethnicity, gender)?
   - By type of HS curriculum?
   - By level of readiness?
   - By CIP code?
   - By “departure condition” (diploma, GED, no award)?
   - By different postsecondary enrollment conditions (financial aid awardee, full-time/part-time)?
   - By different postsecondary completion outcomes?

2. How are former high school and postsecondary students performing in the workforce?
   - Within a certain time period?
   - By key demographics (race/ethnicity, gender)?
   - By school/institution attended?
   - By field of postsecondary study (CIP code) or type of high school curriculum?
   - By industry of employment?
   - By region within state?
   - By different departure conditions (graduated/not graduated, number of postsecondary credits earned)?
Principal Contributions to Education Research

- **Outcomes**
  - Postsecondary performance for remediated students, dually enrolled students, etc.
  - Milestone achievement
  - Completion of degree/certificate
  - Workforce outcomes
  - Linkage between supply of educated individuals and workforce needs

- **Disaggregation**
Design Discussions

• Architecture and governance
  ○ The Florida model
  ○ A Web of MOUs
  ○ Crosswalk database
  ○ Common core extractions

• Usage and Sustainability
  ○ Enhanced analysis stimulates additional demand
  ○ Use helps ensure quality data
  ○ Focus on usage at the outset

• Research focus vs. Transactional focus
Serving the “Ready Adult”

NON-TRADITIONAL NO MORE: POLICY SOLUTIONS FOR ADULT LEARNERS
Many Types of Adult Learners

Those who:
- Have not graduated from high school
- Have never gone to college
- For whom English is their second language
- Have a degree but no job (displaced workers)
- Are returning military personnel and veterans (2 million have served in Iraq and Afghanistan!)
- Have some college, but aren’t close to having a degree
- **Are close to having a degree (ready adults)**
Non-traditional No More: Policy Solutions for Adult Learners

- Three-year project funded by Lumina Foundation for Education.
- To stimulate and guide policy and practice changes that will make it easier for “ready adults” – those who are just shy of having enough credits to obtain a degree but haven’t yet returned to college – to earn their diplomas.
- Working with Arkansas, Colorado, Nevada, New Jersey, and South Dakota.
- Focus on state and institutional policies and practices.
Comprehensive Approach

- Data
- Financing/Financial Aid
- Academic Affairs
- Student Services
- Communications/Marketing
Dispelling the Myths
(Mostly Data from South Dakota)

- Most are in good academic standing
- They left because:
  - Irreversible Circumstances
    - Deceased
    - Judicial Hearings
    - Military Service
    - Death in Family
  - Institutional Fit
    - Size & Social Environment
    - Program Availability
    - Proximity/Distance From Home
    - Transferred
Dispelling the Myths: Data from South Dakota

- Life Happened!
  - Administrative/Academic Performance
  - Illness/Injury
  - Work Obligations
  - Personal Problems
  - Health/Mental Health Issues
  - Schedule Conflicts
  - Inadequate Scholarships
  - Financial Problems
  - Family Leave
Barriers – Data

- Many institutions know who their ready adults are, but states don’t.
- If states do know who their students are, they don’t always know how to reach them.
- No data system captures all ready adults in the state (migration).
- Working across data systems is challenging if not impossible (Departments of Labor, Motor Vehicles, etc.)
Barriers for Ready Adults?
Barriers – Financing/Financial Aid

- Paying tuition in one lump sum.
- Too few financial aid options for adult or part-time students.
- Misperception that loans are not a useful or desirable source of aid for adults.
- Students might have financial holds that prevent them from returning to the university.
- Financing incentives sometimes encourage universities to attract traditional students who will be around for awhile.
Barriers – Academic Affairs

- Institutions require last 30/15 hours to be completed at the institution.
- Ready adults often need to brush up on skills.
- Credits don’t transfer cleanly or easily.
- Ready adults would like to earn credit for some of their work/life experience.
- Going to class at traditional times is challenging and often impossible.
Barriers – Student Services

- Confusion about how to navigate the system.
- Many services available only during business hours.
- Advising and counseling services are often designed with traditional students in mind.
- Lack of parking.
- Child care challenges.
- General anxiety.
Barriers – Communications

- Adults often hear messages that are targeted to traditional students.
- Web sites are often geared toward traditional students.
New Ways of Doing Business

- Requires a change in mindset particularly at the research universities.
- Expand thinking to include students who are not normally part of the routine.
- Develop new and creative ways to promote and encourage student success – it doesn’t have to cost a lot of money!
- Course of action depends on the context – state strategies, institutional strategies, or both.
Policy and Practice Change – Overall Strategies

• **STATE:**
  - Conduct a state policy and practice audit.
  - Ensure that your state-level policies that affect adults are aligned with federal policy.

• **INSTITUTION:**
  - Conduct an institutional policy and practice audit.

• **STATE/INSTITUTION:**
  - Conduct institutional and student assessments of levels of adult-friendliness (Arkansas).
    - CAEL’s Adult Learning Focused Institution
Policy and Practice Change - Data

- **STATE:**
  - Consider policies that improve state data capabilities.
    - In many states, identifying adult learners (particularly those with some college and no degree) is challenging at best
  - Develop strategies for identifying the hard-to-find ready adults – go beyond the usual databases.
• **STATE/INSTITUTION:**
  - Allow monthly, automatic debit payment plans (Nevada).
  - Adjust financial aid policies to allow for part-time students and adult learners (Arkansas).
  - Present borrowing as a viable option for adults (consider return on investment).

• **INSTITUTION:**
  - If a student owes money to the university, consider forgiving the debt, creating a payment plan, or working it off (Nevada).
Policy and Practice Change – Academic Affairs

- **STATE:**
  - Develop transparent statewide articulation and transfer processes.

- **INSTITUTION:**
  - Be open to alternative modes of delivery (e.g., online learning).
  - Offer alternative scheduling options.
    - Evenings and weekends

- **STATE/INSTITUTION:**
  - Consider offering alternative degree pathways (Colorado, Nevada).
  - Rethink residency policies.
  - Offer targeted, efficient remediation (Nevada, Tennessee).
  - Accept credit for prior learning.
    - Military personnel and veterans
Policy and Practice Change – Student Services

- **STATE/INSTITUTION:**
  - Develop a concierge service – one stop shopping (Arkansas, Colorado, Nevada).

- **INSTITUTION:**
  - Provide different levels of services – some need case managers, while others need less.
  - Offer or require professional development for how to advise non-traditional students.
  - Provide office hours and other services at alternative times.
  - Offer child care options.
  - Create Adult Student Centers so that adult students have a place to go (Nevada).
STATE/INSTITUTION:

- Launch well-researched, statewide marketing and communications efforts that are targeted to adult learners (Kentucky, Oklahoma).
  - Sometimes, you have to do this inexpensively...Don’t Wait, Graduate!
- Don’t promise what you can’t deliver - before launching a marketing campaign, make sure your institutions are prepared to serve the students.
- Coordinate the web presence to include adult learners.
Increasing College Access (and Success)

COLLEGE ACCESS CHALLENGE GRANT CONSORTIUM AND NETWORK
**Purpose:** To foster partnerships among federal, state, and local governments and philanthropic organizations through matching challenge grants that are aimed at increasing the number of low-income students who are prepared to enter and succeed in postsecondary education.

- Federal, formula grant program with minimum award of $330,000.
  - 2 years
  - $66 million for FY 2008 and FY 2009
• CACG Consortium.
  ○ Alaska
  ○ Nevada

• CACG Network (Consortium states are also Network members).
  ○ Alaska
  ○ Nevada
  ○ North Dakota
  ○ Washington
  ○ Others?
CACG Consortium

- Grant development.
- Program implementation.
- External project evaluation.
  - Northern Illinois University’s Center for Governmental Studies
CACG Network

- Two meetings per year.
  - April 2009 – Las Vegas, Nevada
  - July 2009 – Boulder, Colorado
  - February 2010 – Seattle, Washington
- Interactive website (www.wiche.edu/cacg).
- Western Policy Exchanges (handout).
  - Will be disseminated to the federal project officer and others at the US Department of Education to highlight the work of the Network
- Expert consultation, advice, and guidance (particularly on developments at federal level).
What Does the Future Hold?

- **Student Aid and Fiscal Responsibility Act.**
- **Primary sponsor:** Representative George Miller (D-CA).
- **Status:**
  - Passed the House (09/17/09)
  - Referred to Senate Health, Education, Labor, and Pension Committee in the Senate (09/22/09)
Student Aid and Fiscal Responsibility Act

- Uses savings (estimated $87 billion) from eliminating the Federal Family Education Loan Program (FFELP) to:
  - bolster the Pell Grant program
  - fund a new Federal Direct Perkins Loan program
  - increase funding in other higher education and K-12 programs
Student Aid and Fiscal Responsibility Act

- Increases the maximum annual Pell Grant scholarship to $5,550 in 2010 and to $6,900 by 2019.
  - Starting in 2011, the mandatory portion of the Pell will be linked to match rising costs-of-living by indexing it to the Consumer Price Index plus 1 percent ($40 billion)
- Converts all new federal student lending to the Direct Loan Program.
  - Beginning July 1, 2010, all new federal student loans will be originated through the Direct Loan program, instead of through lenders subsidized by taxpayers in the federally-guaranteed student loan program
Student Aid and Fiscal Responsibility Act

- Replaces the current Federal Perkins Loan Program with a new Federal Direct Perkins Loan Program.
  - Replaces the campus-based program that provides low-cost federal loans to students, by providing the program with more reliable forms of credit from the federal government and expanding the program to include significantly more college campuses
- Provides loan forgiveness for members of the military who are called up to duty in the middle of the academic year.
- Simplifies the Free Application for Federal Student Aid (FAFSA) form.
  - Dramatically cuts down the number of questions
  - Allows students and families to apply using information from their tax returns (pilot)
Launches the American Graduation Initiative.
- Overarching goal: graduate 5 million new graduates by 2020
- $12 billion into community colleges (series of competitive grants)

Invests $2.55 billion in Historically Black Colleges and Universities and Minority-Serving Institutions to provide students with the support they need to stay in school and graduate.
College Access and Completion Fund

- Continues the College Access Challenge Grant Program.
  - Current structure remains the same
  - Increases funding from $66 million to $150 million annually
  - FY 2010 – FY 2014

- Creates the State Innovation and Completion Grants Program (competitive).
  - Implements activities and services that increase student persistence (especially for underrepresented students) in and completion of postsecondary education ($300 million annually)
College Access and Completion Fund

- Creates the Innovation in College Access and Completion National Activities Grants Program (competitive).
  - Funds innovative programs that advance knowledge about, and adoption of, policies and practices that increase the number of individuals with postsecondary degrees or certificates ($144 million annually)
  - Directs the Secretary to award competitive grants to higher education institutions that have at least 100 full-time students who are veterans so that they can hire Veterans Resource Officers to increase veterans' college completion rates
In sum...

- States need to strategically position their current CACG work to be competitive in the new programs.
  - Start thinking about how to include success component in your current projects.
  - Focus on innovative ideas.
  - Include strong evaluation components so you can demonstrate success.
  - Think about how to scale up successful projects!
<table>
<thead>
<tr>
<th>Demarée K. Michelau</th>
<th>Brian T. Prescott</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director of Policy</td>
<td>Director of Policy</td>
</tr>
<tr>
<td>Analysis</td>
<td>Research</td>
</tr>
<tr>
<td><a href="mailto:dmichelau@wiche.edu">dmichelau@wiche.edu</a></td>
<td><a href="mailto:bprescott@wiche.edu">bprescott@wiche.edu</a></td>
</tr>
<tr>
<td>303.541.0223</td>
<td>303.541.0255</td>
</tr>
</tbody>
</table>

Western Interstate Commission for Higher Education
3035 Center Green Drive, Suite 200
Boulder, CO 80301

www.wiche.edu/policy