Non-Traditional No More:
The Finance Picture
Financing higher ed ... HOW!

The flow of funds

Economy

Student aid

Institutions

Federal Government

State and Local Government

Donors Foundations Corporations

Tuition

Student aid (restricted)

Scholarships & waivers

Appropriations/grants

Research & other grants (restricted)

Gifts

Tax revenues

Income

Source: NCHEMS
Financing higher ed ... HOW!

The flow of funds

- Economy
  - Tax revenues
- State and Local Government
  - Student aid
  - Appropriations/grants
- Students
  - Income
  - Student aid
  - Scholarships & waivers
- Institutions
  - Tuition
- Federal Government
  - Research & other grants (restricted)
  - Student aid (restricted)
- Donors
  - Foundations
  - Corporations
  - Gifts

Source: NCHEMS
Financing higher ed ... HOW!

The flow of funds

- **Economy**
  - Tax revenues

- **State and Local Government**
  - Student aid
  - Appropriations/grants

- **Institutions**
  - Tuition
  - Scholarships & waivers

- **Students**
  - Income
  - Student aid (restricted)

- **Federal Government**
  - Student aid (restricted)
  - Research & other grants (restricted)

- **Donors Foundations Corporations**
  - Gifts

Source: NCHEMS
**General approach** | **Desired approach**
---|---
Appropriation Leads | Policies in sync
Tuition follows | ATFA
Financial Aid fills in

Appropriations, tuition, and financial aid policies working intentionally together
What makes good finance (*ATFA*) policy

- Resource allocations reinforce the State’s priorities
- Resource allocations make higher ed affordable
  - To students, and
  - To state
- Resources sustain (and may even enhance) institutional capacity
- Resource allocations are fair
  - Shared contributions reflect shared benefit
- Resource policies are transparent
  - Legislators and Governor understand them
  - Citizens understand them
  - Providing institutions understand them
Project Goals

• Develop strategy for student services that expands outreach to adult learners.

• Identify policy barriers which impede low income adults from returning and develop solutions.

• Identify strategies that have worked when taking the servicing of this population to scale: sharing information from other states or other efforts on successful marketing, delivery mechanisms, and venues for reporting back to stakeholders.
Project Goals

• Continue to explore state-wide transfer policies to ensure smooth transition between institutions.

• Investigate the process used state-wide and across the country to assign credit to industry-recognized credentials.

• Increase state-wide marketing and communications efforts for adult learners.

• Develop standards to ensure data for adult students is consistent across campuses.

• Work with the institutions that are ready to participate in an initiative to increase access for adults.
Project Goals

• Identify and enrich data system to improve contact information.
• Expand data collection to capture non-SURE students, out of state students, military, and self-employed.
• Increase data integrity and safety/privacy.
Definitions

• Non-traditional Students

• Adult Students

• Ready Adults
  – Baccalaureate*
  – Associates*
  – Graduate

*Denotes specific education level.
GAP I: Financial Holds

“Prior debt/defaults affects eligibility for returning students”
Gap II: Different Needs

“Unique financial aid needs of working adults”
Gap III: The Financial System

“Lack of capacity in credit/bank industry in this fiscal environment”
Gap IV: Transparency and awareness

“Lack of awareness of financial support options discourages adults from trying to return”
Bringing It All Together

• Data needs
• Prioritizing Policy Change Needed
• Prioritizing Financial Resource Needs and Possibilities