Expanding Affordability: Multi-State Approaches to Make College Within Reach
presenters

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Student-Ready Strategies

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Indiana CHE

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West Virginia HEPC

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College and Career Access Officer 
Idaho SBE
181% increase in textbook costs

4.2% decrease in recreational book costs

Source: AEI | Carpe Diem analysis of BLS data; 1998 - 2016
# Prevalence of Unmet Need

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Public 2-year</th>
<th>Public 4-year</th>
<th>Private Not-for-Profit</th>
<th>For-Profit</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>71%</td>
<td>75%</td>
<td>78%</td>
<td>93%</td>
</tr>
<tr>
<td>Asian-American</td>
<td>72%</td>
<td>79%</td>
<td>81%</td>
<td>94%</td>
</tr>
<tr>
<td>Black</td>
<td>81%</td>
<td>86%</td>
<td>89%</td>
<td>96%</td>
</tr>
<tr>
<td>Latinx</td>
<td>76%</td>
<td>83%</td>
<td>87%</td>
<td>95%</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>76%</td>
<td>82%</td>
<td>78%</td>
<td>96%</td>
</tr>
<tr>
<td>Native</td>
<td>72%</td>
<td>72%</td>
<td>82%</td>
<td>94%</td>
</tr>
<tr>
<td>White</td>
<td>66%</td>
<td>69%</td>
<td>74%</td>
<td>88%</td>
</tr>
</tbody>
</table>

average unmet need

<table>
<thead>
<tr>
<th>Income Quartile</th>
<th>Public 2-year</th>
<th>Public 4-year</th>
<th>Private Not-for-Profit</th>
<th>For-Profit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bottom</td>
<td>$6,903</td>
<td>$12,792</td>
<td>$18,727</td>
<td>$16,194</td>
</tr>
<tr>
<td>Lower-Middle</td>
<td>$6,315</td>
<td>$11,928</td>
<td>$17,774</td>
<td>$16,620</td>
</tr>
<tr>
<td>Upper-Middle</td>
<td>$3,967</td>
<td>$8,475</td>
<td>$15,124</td>
<td>$14,630</td>
</tr>
<tr>
<td>Top</td>
<td>$1,920</td>
<td>$3,946</td>
<td>$8,056</td>
<td>$9,072</td>
</tr>
</tbody>
</table>

innovations in affordability

- Promise programs
- “Middle-dollar” scholarships
- Open educational resources
- Dual enrollment
- Guaranteed admissions
- Mandatory FAFSA for HS graduation
- Reducing time to degree
- Reforming SAP policy and process
21st Century Scholarship
Established in 1990 to increase Hoosier students’ aspirations for and access to higher education

Income-eligible students enroll in 7th or 8th grade

Students who fulfill the Scholar Pledge earn up to four years of paid tuition at an Indiana college

Since it’s inception, 21st Century Scholars has helped over 45,000 Hoosier earn a degree or credential
Graduate with at least a Core 40 high school diploma and a cumulative 2.5 Grade Point Average

Complete the Scholar Success Program to plan, prepare and pay for college success

Refrain from using alcohol and illegal drugs or committing a crime or delinquent act
## Scholar Success Plan

### 21st Century Scholars

<table>
<thead>
<tr>
<th>GRADE</th>
<th>REQUIRED ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>09</strong></td>
<td>Create a Graduation Plan&lt;sup&gt;1&lt;/sup&gt;</td>
</tr>
<tr>
<td><strong>10</strong></td>
<td>Take a Career Interests Assessment</td>
</tr>
<tr>
<td><strong>11</strong></td>
<td>Visit a College Campus</td>
</tr>
<tr>
<td><strong>12</strong></td>
<td>Submit Your College Application</td>
</tr>
</tbody>
</table>
Complete FAFSA every year while in school before April 15th deadline

Earn at least 30 credit hours or the equivalent the last award year

Maintain Satisfactory Academic Progress (SAP)
21st Century Scholars Completing 30+ Credits Freshman Year at 4-Years

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall/Spring Only</th>
<th>Using Pre-College &amp; Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>26.8%</td>
<td>26.5%</td>
</tr>
<tr>
<td>2013-14</td>
<td>41.3%</td>
<td>37.2%</td>
</tr>
<tr>
<td>2014-15</td>
<td>40.7%</td>
<td>36.0%</td>
</tr>
</tbody>
</table>

21st Century Scholars Completing 30+ Credits Freshman Year at 2-Years

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall/Spring Only</th>
<th>Using Pre-College &amp; Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>13.4%</td>
<td>8.3%</td>
</tr>
<tr>
<td>2013-14</td>
<td>23.7%</td>
<td>15.1%</td>
</tr>
<tr>
<td>2014-15</td>
<td>27.2%</td>
<td>18.7%</td>
</tr>
</tbody>
</table>
SHEEO 2022
Workforce Ready Grant
In 2013, only 3.9% of Scholars at two-year institutions and just 14.5% of Scholars at four-year institutions graduated on time.

As of 2021, 21.8% of Scholars at two-year institutions and 46.6% of Scholars at four-year institutions graduated on time.
The Workforce Ready Grant provides free education and training for Hoosiers in the state’s highest demand jobs. These industries have higher median salaried jobs and are rapidly growing in Indiana.

Programs are in the five sectors below:
• The Workforce Ready Grant (WRG) covers tuition and mandatory fees for approved certificate programs

• The program is last dollar which means all other forms of gift aid must be used first (State aid, Pell, etc.)

• The WRG is not limited by family income
Certificate (CT) in Industrial Electrical Technology
21 Credit Hours

Technical Certificate (TC) in Industrial Electrical Technology
34 Credit Hours

Associates of Applied Science (AAS) degree in Industrial Technology
60 Credit Hours
College & Career Access

Office of the Idaho State Board of Education

Sara Scudder | 8/9/2022
(208) 488-7580
sara.scudder@osbe.idaho.gov
The Invite

Direct Admissions

(208) 488-7580
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The Application

Apply Idaho

(208) 488-7580
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The Jumpstart

Advanced Opportunities

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PURPOSE
To provide financial and non-financial incentives to accelerate the use of OER in higher education in West Virginia.

CATALYST
- Higher education affordability challenges
- WV House Bill 2853
VALIDATION OF NEED

Of students surveyed after taking an OER course...
85% of students report they typically spend over $100 on course materials each semester, and of those, 47% are typically spending over $250 per semester.

70% of students reported they have delayed or avoided purchasing course materials in the past, and of those, 64% said it was because they didn’t have enough money.
OPEN LEARNING WV
GRANT BENEFITS

- A grant of $1,000
- A letter of commendation for potential inclusion in tenure & promotion portfolio
- Public, named recognition of participating faculty members in WVHEPC reports to the legislature, the institutions, and the public about this project
- Opportunities for professional development around OER
- Inclusion in an OER community of practice for peer-to-peer support
GRANTEE RESPONSIBILITIES

- **Modify required course materials** for an existing course to exclusively use OER, either by selecting the most effective material for adoption or creating it themselves.
- **Begin the relevant course** exclusively requiring OER no later than spring 2022.
- **Administer a student feedback survey** to evaluate the effectiveness of the OER. The survey will be provided and monitored by WVHEPC.
- **Complete a brief post-implementation survey**, including data on the number of students affected by the OER transition and estimated cost savings.
- **Submit the following documents to WVHEPC** to validate completion of the grant obligations:
  - Course syllabus with the course materials (textbooks and other learning materials) explicitly listed
  - Electronic copies and/or sources of the course materials utilized
  - Proof of an entry in the course schedule that identifies the course as a no/low cost course
SELECTION CRITERIA

Scale. How many students will be affected by the use of OER? How many sections of a course will utilize OER? How soon will OER be implemented?

Cost Savings. What is the current cost of materials for this course before implementation of OER?

Broader Impact. Did the applicant participate in today’s workshop or a similar professional development experience? Will the applicant actively participate in the OER community of practice? Is the applicant willing to share knowledge about OER and selected materials with other faculty across the state after the project concludes?
IN 3 ROUNDS OF GRANTS...

117 faculty converted 147 courses

impacting >4,000 students

saving, in aggregate, >$620,000

For everyone one dollar spent on faculty grants, students save 4 dollars.
IN 3 ROUNDS OF GRANTS...

93% of faculty members agree that they plan to convert additional courses to OER in the future.

96% of the faculty who adopted OER strongly agree or agree that switching to OER was worthwhile.

95% strongly agree or agree that the OER they used was high-quality.
90% of students said it was somewhat or extremely important that they did not have to purchase textbooks for the class.

98% of students reported it was easy to access the course materials.

89% are more likely to take a course with a low-cost option in the future.
Other cost-containment approaches in-progress

- Expanding Course Sharing
- Exploring Statewide Admissions Process
- Revised Program Review