Welcome

Participating States and Territories:

- Alabama
- Arizona
- Delaware
- Idaho
- Kansas
- Louisiana

- Michigan
- Montana
- Rhode Island
- Texas
- Virginia

WiFi

Network: Hilton Honors

Password: DCAOT2024

Bathroom Code: 1254

(This information is also on the back of your name tag!)

Communities of Practice: Student Success

SHEEO

8:15 a.m.	Welcome and Overview
8:30 a.m.	Arnold Ventures Strategy
8:45 a.m.	Evidence to Action: Identifying Effective Student Success Strategies
9:30 a.m.	Break
9:45 a.m.	State Team Time
10:15 a.m.	Designing Comprehensive Student Success Policies
11:15 a.m.	Break
11:30 a.m.	Scaling a Successful Pilot: The Ohio College Comeback Compact
12:15 p.m.	Lunch
1:15 p.m.	From Crisis to Success: Addressing Basic Needs to Improve Student Outcomes
2:00 p.m.	Break, with snacks
2:15 p.m.	State Team Time #2
3:15 p.m.	Break
3:30 p.m.	Evidence-Based Practices to Meet the Affordability Challenge
5:30 p.m.	Dinner

Communities of Practice: Student Success

SHEEO Community of Practice: Student Success

Evidence to Action: Making the most of research

June 2024

Alex Mayer, MDRC

About MDRC

- Nonprofit, nonpartisan organization with experience conducting demonstrations in postsecondary education

Specializes in:

- Finding what works
- Random assignment evaluations
- Qualitative studies
- Assistance with program and policy enhancements

The Common Barriers to Using Evidence

- Policymakers and practitioners may have limited time and energy to engage with research

- Research is not always credible or persuasive to key audiences

- Putting proven reforms into practice can be costly

- Stakeholders may not know how to act on the evidence or make appropriate adaptions.

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Partnering to Overcome the Barriers

The barriers are significant — but there are good approaches to overcome them.

- Work to establish and maintain robust partnerships between policymakers, practitioners, and researchers.

- Focus on the right questions. Identify research questions that can be answered credibly.

- Know which research designs and methods work best for which questions.

- Use multiple types of research and data to understand programs and policies.

Different Questions, Different Methods

- Descriptive analyses can examine quantitative data, such as who participates in a program and their outcomes.

- Qualitative research give us richer perspectives on students' experiences, using data from interviews, focus groups, and surveys, for example.

- Implementation research helps us learn how well a program is implemented and whether students experience it as intended.

- Impact research evaluates whether a program caused a change in outcomes and requires strong careful designs.

- Research syntheses look across multiple studies to draw overarching lessons.

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Research Design is Critical

- Selection bias is when one group systematically differs from another, in a way that corresponds to the outcomes of interest

- Selection bias is one of the biggest threats to research on program impacts. It can also compromise descriptive research

- For descriptive studies, the research design needs to ensure the data reflect the target population.

- For impact research, the research design must produce a control group that is essentially the same as the program group, except for the program

Randomized Controlled Trials (RCTs)

- Random assignment is a lottery-like process to place students into a "program group" and a "standard services group" (aka control group).

- Allows researchers to measure the impacts (effects) on outcomes for each group.

- A fair way to determine who receives program services when resources are limited.

Use a Theory of Change to Guide Research

- Who is the target population and what proportion participate in the program?

- What were students expected to experience?

- What did students experience, and how did it differ from the status quo?

- What are the mechanisms that are expected to improve student outcomes, and what are the early indicators that the mechanisms are working?

- What are the longer-term outcomes that should improve?

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Answering the Essential Question

What works to improve outcomes for students? To find answers:

- Need partnerships between policymakers, practitioners, and researchers.

- Need to ask the right questions that can influence change

- Need a strong causal design to understand effectiveness

- Need multiple data sources to fully understand how students are improved

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Student Success Division: Strengthening our Culture of Evidence

The division will build a robust body of evidence of the programs currently implemented in Texas designed to positively impact student success. Our mission is to promote and support a statewide culture of learning, evaluation, and continuous improvement that positively impacts students to persist and complete their academic and career goals.

TIERED APPROACH to EVALUATION
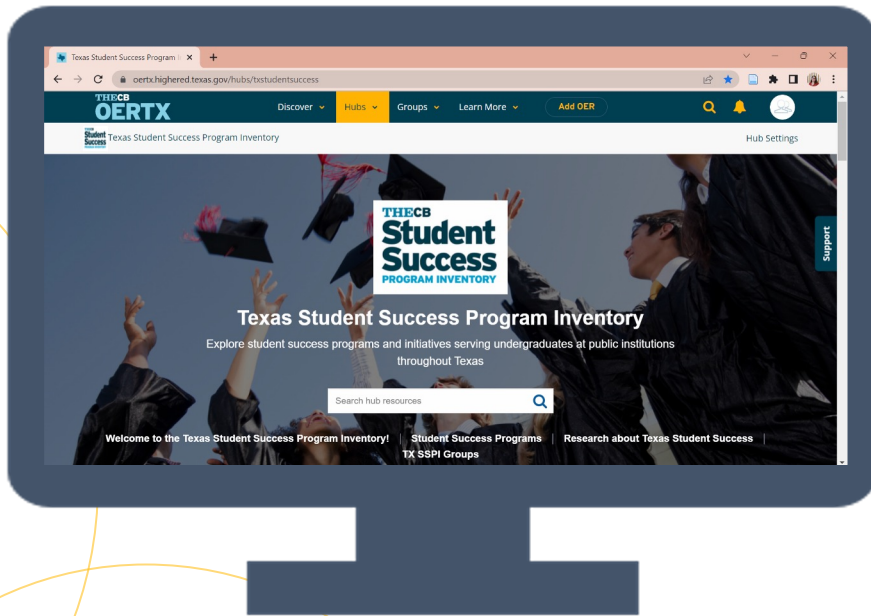
STUDENT SUCCESS PROGRAM INVENTORY

PROGRAM RUBRIC

Texas Student Success Program Inventory

What is the TX Student Success Program Inventory?

The inventory is an online resource that **organizes detailed information about innovative and impactful student success programs** at Texas colleges and universities on an easy-to-use, searchable platform.

https://www.highered.texas.gov/SSPI

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Programmatic Scope

Goals

A student success program is likely designed to improve:

- Retention/Persistence
- Credential Attainment/Graduation
- Academic Performance
- Post-Completion Goals
- Social Development & Well-being
- Make Credential Attainment Affordable

Practices

A student success program likely employs at least one of these practices:

- Orientation/onboarding
- Academic goal setting and planning
- Accelerated or fast-track developmental education
- Student success course/skill building
- Learning community
- Alert and intervention/proactive advising

- Experiential learning beyond the classroom (e.g., internships)
- Tutoring
- Supplemental instruction
- Career planning
- Basic needs assessment and provision
- Mentorship

- Cultural competency training for faculty and staff
- Teaching effectiveness training for faculty and staff
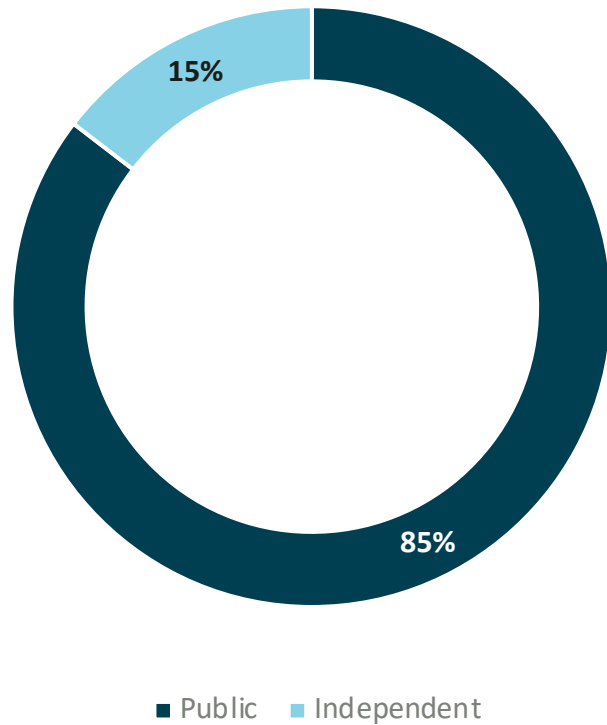- Alleviating financial strain

TX SSPI by the Numbers

439 Programs

107 Institutions
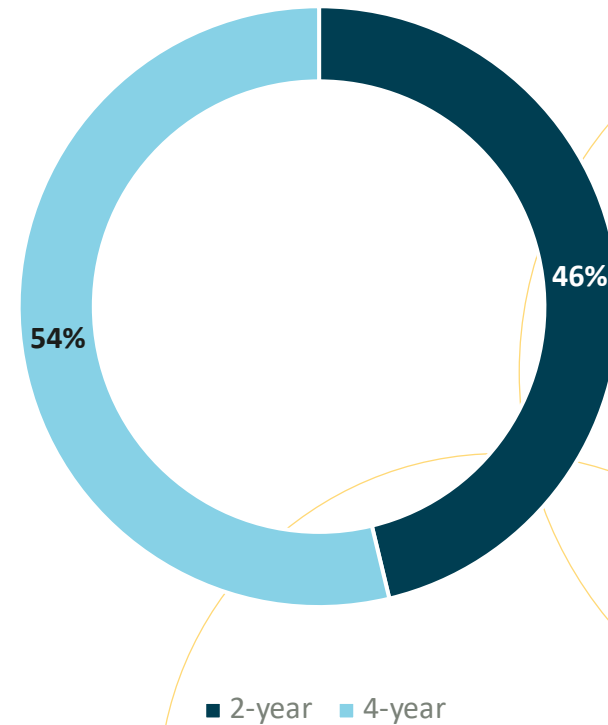
Percentage of Programs by Institutional Type

Public vs. Independent Institutions

2-year vs. 4-year Institutions

15%

85%

■ Public   ■ Independent

46%

54%

■ 2-year   ■ 4-year

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MAINTENANCE & ADDITIONS TO THE INVENTORY

EXPAND TO INCLUDE INDEPENDENTS

INCREASE COMMUNITY ENGAGEMENT & COLLABORATION

EVALUATION & ASSESSMENT

TX SSPI Phases 1-3

TX SSPI launched in late 2022 and we are currently in the 3rd phase of implementation. The Student Success division has engaged with the field to gather feedback. The division's goal is to continue to gather feedback for continuous improvement of the project.

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TX Student Success Evidence-Based Process & Rubric

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Rubric Resources

Rubric

Self-evaluation of student success program(s) based on five categories of impact rated on 4-point scale.

Companion Worksheet

Worksheet to aid institutional stakeholders to complete rubric based on current state of program.

Continuous Improvement

Stakeholders use guided questions for reflection and discussion beyond current state of program.

Rubric for a Student Success Program's Potential for Significant Impact

	1 – Room for growth in potential for impact	2 - Modest evidence of potential for impact	3 - High potential for impact	4 - Exemplary potential for impact
1. Use of Promising Practices				
Number of Practices with Evidence of Impact	Program uses none of the following practices: (1) promoting full-time or summer enrollment; (2) inducing increased advising use among students; (3) inducing increased tutoring use among students; and (4) providing increased financial support to students.	Program uses one of the following practices: (1) promoting full-time or summer enrollment; (2) inducing increased advising use among students; (3) inducing increased tutoring use among students; and (4) providing increased financial support to students.	Program uses two of the following practices: (1) promoting full-time or summer enrollment; (2) inducing increased advising use among students; (3) inducing increased tutoring use among students; and (4) providing increased financial support to students.	Program uses three or more of the following practices: (1) promoting full-time or summer enrollment; (2) inducing increased advising use among students; (3) inducing increased tutoring use among students; and (4) providing increased financial support to students.
Implementation Alignment with Evidence	The program's implementation of promising practices (including setting & sample) *does not* align with the implementation of practices found to have evidence in the literature.	The program's implementation of promising practices (including setting & sample) *somewhat* aligns with the implementation of practices found to have evidence in the literature.	The program's implementation of promising practices (including setting & sample) *mostly* aligns with the implementation of practices found to have evidence in the literature.	The program's implementation of promising practices (including setting & sample) *completely* aligns with the implementation of practices found to have evidence in the literature.
Consideration of Research & Best Practices	Prior research was not consulted in designing and implementing the program.	Research and data were used to establish the need for this program, but not necessarily incorporated into its design and implementation.	In designing and implementing the program, leaders drew on some lessons from similar programs at other colleges or from reputable research.	Results from reputable research or lessons drawn from similar programs at other colleges inform all aspects of the program.
Implementation Alignment with Goals	Program is not well-positioned to meet its stated goals.	Program is somewhat well-positioned to meet its stated goals.	Program is strongly well-positioned to meet its stated goals.	Program provides a national model for how to design a program to meet its stated goals.

Companion Worksheet

- The worksheet is designed to be used in conjunction with the rubric.

- Recommended to be used by teams of institutional stakeholders to aid in continuous program improvement.

- Each section will include:
  - Current State of Program
  - Rubric Self-Evaluation
  - Guiding Questions for Improvement

STUDENT SUCCESS PROGRAM INVENTORY (SSPI) EVALUATION PHASES

1. Self-Evaluation Conducted

To begin the evaluation process, IHEs will conduct self-evaluations using the PFSI rubric and companion worksheet.

2. Review Conducted

A vendor contracted by the THECB will then conduct an independent review and analysis of each program's results to ensure consistency of rubric application.

3. SSPI ID Published

Once phases one and two are complete, each program will be assigned an initial level included in the SSPI, including details based on the rubric and its dimension.

4. Continuous Improvement Action Plan Implemented

With technical assistance and support from external contractors, IHEs will develop and implement action plans. After implementing action plan, IHEs can undergo another evaluation cycle to potentially move up to the next level.

30

Rubric 1.0 May – Dec 24

Participants: TX SS CoP (20 TX IHEs)

GOAL: Refine & improve rubric to increase the applicability, usability, & consistency of findings.

Rubric 2.0 Jan 25 – Aug 26

Participants: TX SS CoP + 30-50 TX IHEs

GOAL: Identify & publish initial "rubric level" & supports IHEs in developing action plan to scale & enhance programs for broader impact.
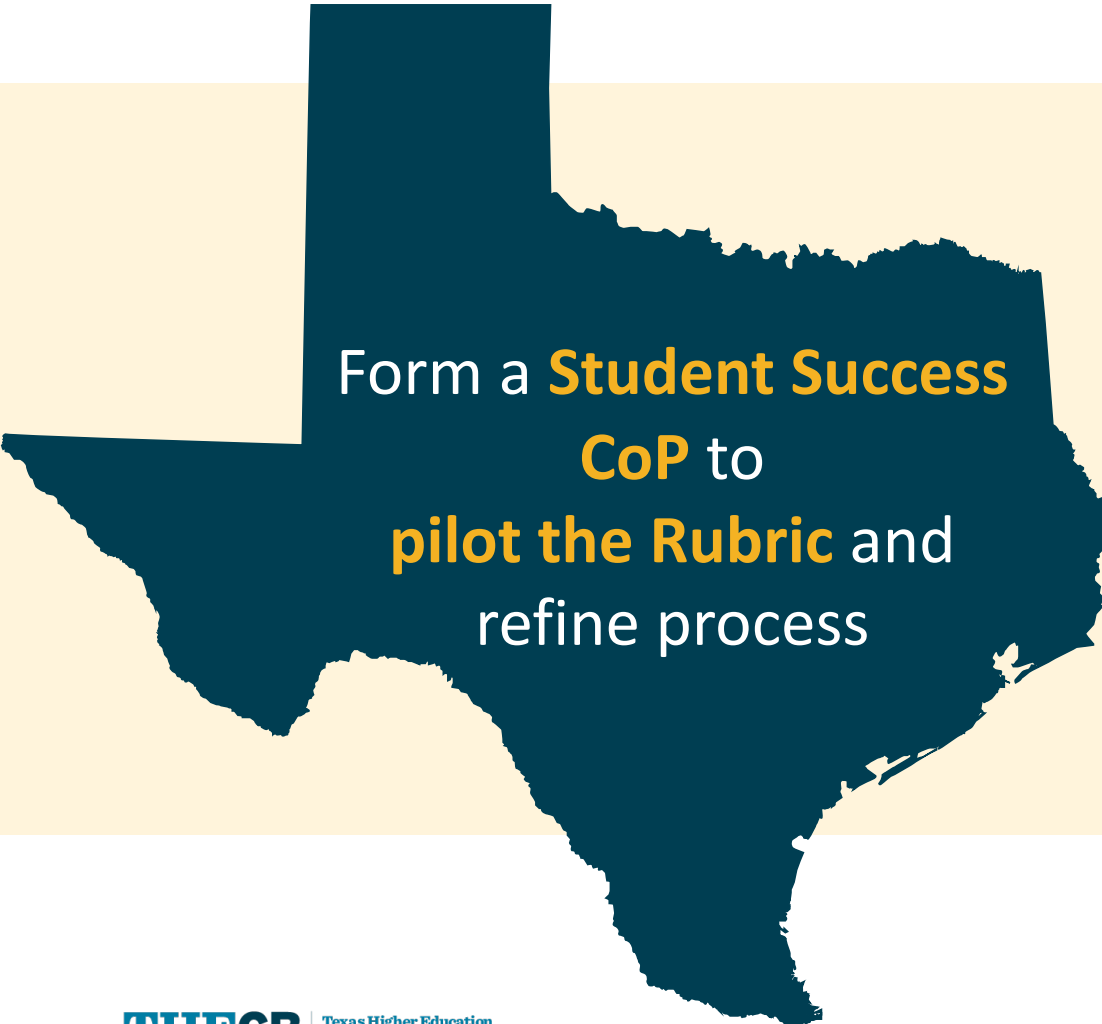
Rubric 3.0 Sept 26 -

Participants: Remaining IHEs in TX-SSPI

GOAL: Create a statewide inventory of evaluated programs based on credible evidence to contribute to a culture of evidence & create opportunities to better target resources & improve outcomes.

THECB
Student Success
Community of Practice

Collect Stakeholder Feedback

Form a **Student Success CoP** to
pilot the Rubric and refine process

STAKEHOLDERS

- Student success leaders

- Institutional research leaders

- Student Success Advisory Workgroup

- State and national experts

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THECB Student Success CoP Commitment

- Support the work of this CoP and the Evidence-Based Student Success Practices in Texas

- Provide a student success and institutional research point of contact

- Engage in monthly meetings

- Provide timely feedback by engaging in the Rubric's pilot

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We welcome your collaboration and feedback on the Rubric & Companion Worksheet:

THECB: Advancing Evidence-Based Student Success Practices Feedback Form

Texas Higher Education

COORDINATING BOARD

studentsuccess@highered.texas.gov

15-Minute Break

Coming Up Next:

- State Team Time

- Designing Comprehensive Student Success Policies

- Scaling a Successful Pilot: The Ohio College Comeback Compact

Communities of Practice: Student Success

State Team Time 1

Guiding Questions

1. Using the SMART goal framework, what are one or more goals that your team would like to accomplish? These goals should focus on efforts to incorporate evidence-based best practices into efforts to improve student success.

2. Who are the external actors (e.g., additional agencies, institutional leaders, stakeholders) that will be involved in meeting your goals?

Communities of Practice: Student Success

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SHEEO Community of Practice: Student Success

Designing Comprehensive Student Success Policies

June 2024

Alex Mayer, MDRC

A Crisis in College College Completion

- Less than 40% of students who start at community college earned a degree or credential within 6 years of enrolling.

- Large racial achievement gap. Adults and rural students also have lower completion rates.

- We have learned a lot about how to fix these problems, but struggle to use the most effective programs in policy and practice.

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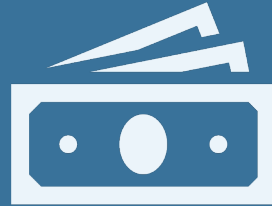# Why are college completion rates low?

Academic Challenges

Financial Barriers

Work-Life-School Balance

Lack of College Know-How

Institutional Barriers

Postsecondary Interventions + Policies
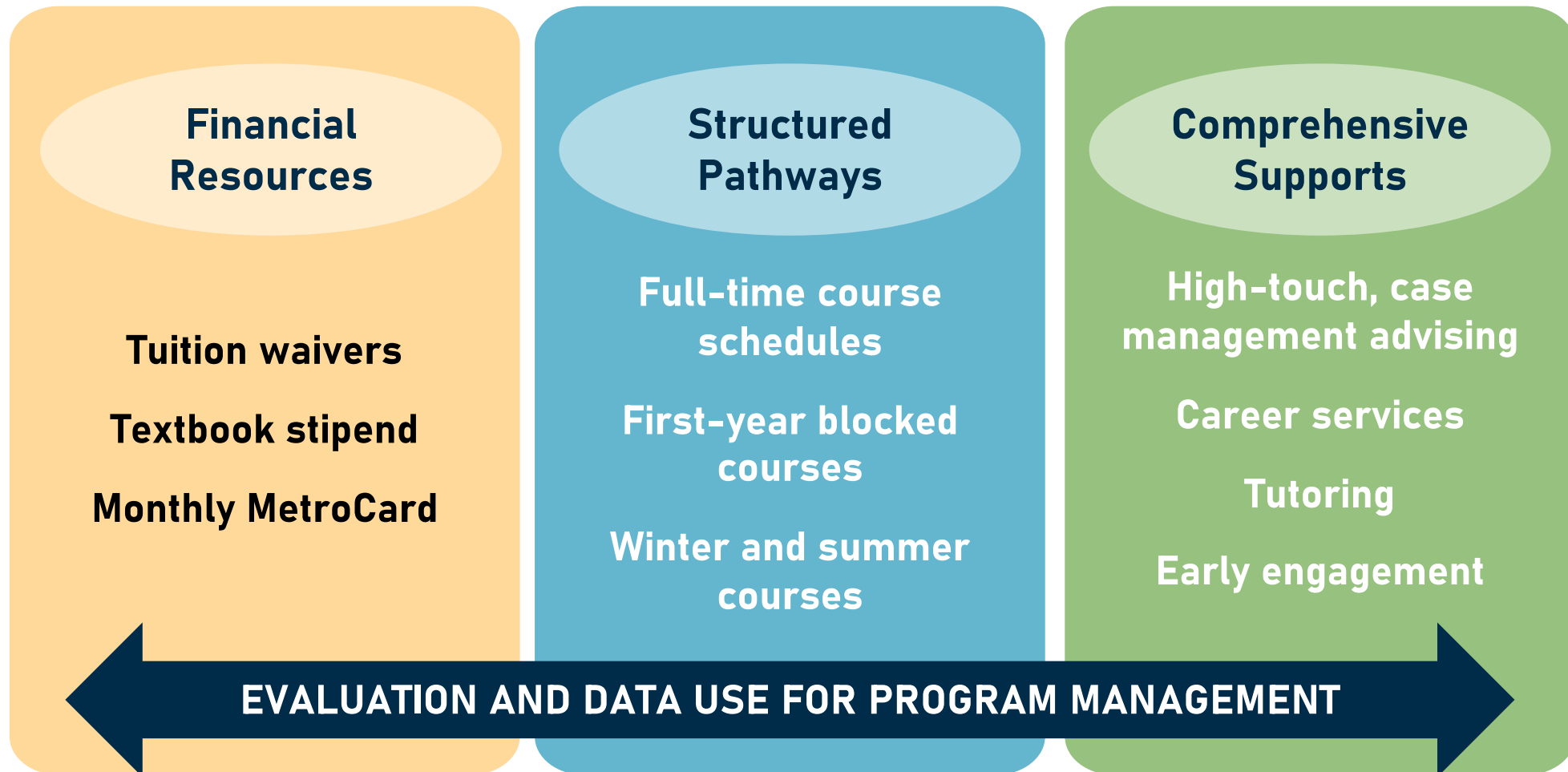
What does the evidence say?

Evidence for Short-Term Interventions

- **Short-term** interventions designed to address just one or a few barriers can lead to positive, but modest, effects

- Examples of short-term interventions:
  - Financial aid
  - Learning communities
  - Developmental education reform

  - Coaching/Advising
  - Summer engagement
  - Outreach + communication

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The Big Picture: What Works

- Comprehensive programs that combine strategies and are sustained over time can dramatically impact completion.

- Examples:

  - CUNY ASAP
  - ASAP in Ohio
  - Project Quest

  - Bottom Line
  - One Million Degrees
  - Valley Initiative for Development and Advancement

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CUNY ASAP Program Model

Financial Resources

Tuition waivers

Textbook stipend

Monthly MetroCard

Structured Pathways

Full-time course schedules

First-year blocked courses

Winter and summer courses

Comprehensive Supports

High-touch, case management advising

Career services

Tutoring

Early engagement

EVALUATION AND DATA USE FOR PROGRAM MANAGEMENT
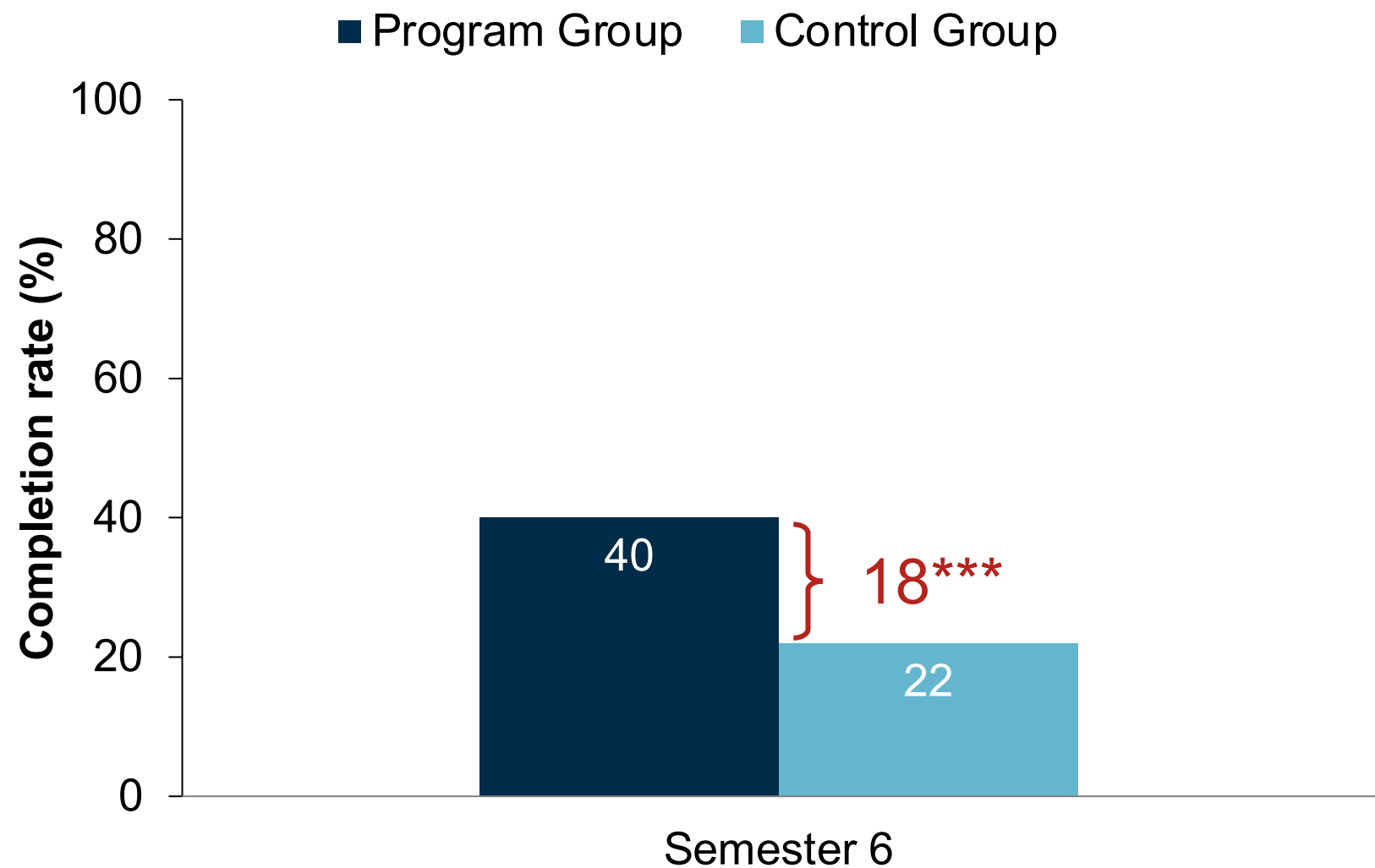
Where We Go from Here: Building on the Evidence

1. There is room to experiment and grow

2. Align and integrate with campus and state priorities

3. Focus on understanding student needs and their experiences, especially coming out of the pandemic

4. Respond to student needs and target holistic supports to those who are at risk of not completing.

5. Align staffing and monetary resources to support implementation

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The College Completion Strategy Guide

- Summarizes the research and provide clear policy guidance for strategies to increase college completion

    - Salient, relevant, and actionable

    - Centers Equity

    - Clear standards for evidence

- Leverages the expertise of MDRC, SHEEO, The Education Trust, and TICAS

- **16** briefs in production with **28** authors representing **17** organizations and universities

College Completion Strategy Guide

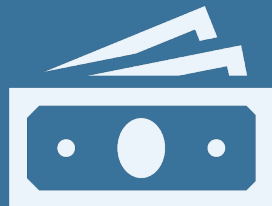| Specific Interventions or Topics	Unique Populations or Context	Cross-cutting Lessons for the Field
• Comprehensive Approaches to Student Success • Career Pathways • Advising • Developmental Education • Dual Enrollment • Multiple Measures • Corequisite Remediation • Cost and Return on Investment • Wrap-Around Supports	• TCUs and Indigenous Students • Women of Color • Men of Color • Post-traditional (Adult) Learners	• Centering Equity in Higher Ed • Equity Audits in Higher Education Finance • Learning Agenda

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Connecting to Useful Resources

Strategy Guide

https://www.mdrc.org/college-completion-strategy-guide

ROI Tool

https://www.mdrc.org/intervention-roi-tool

Crystine Miller

Director of Student Affairs & Student Engagement, OCHE

PELL STUDENTS

Graduate in 100% of usual time	Graduate in 100-150% of usual time	No degree, still enrolled	Dropped Out	Dropped Out with Debt

14%   **19%**   **6%**   **10%**   **50%**

AVERAGE DEBT: $8,840

ALL OTHER STUDENTS

19%   **21%**   **10%**   **21%**   **29%**

AVERAGE DEBT: $9,273
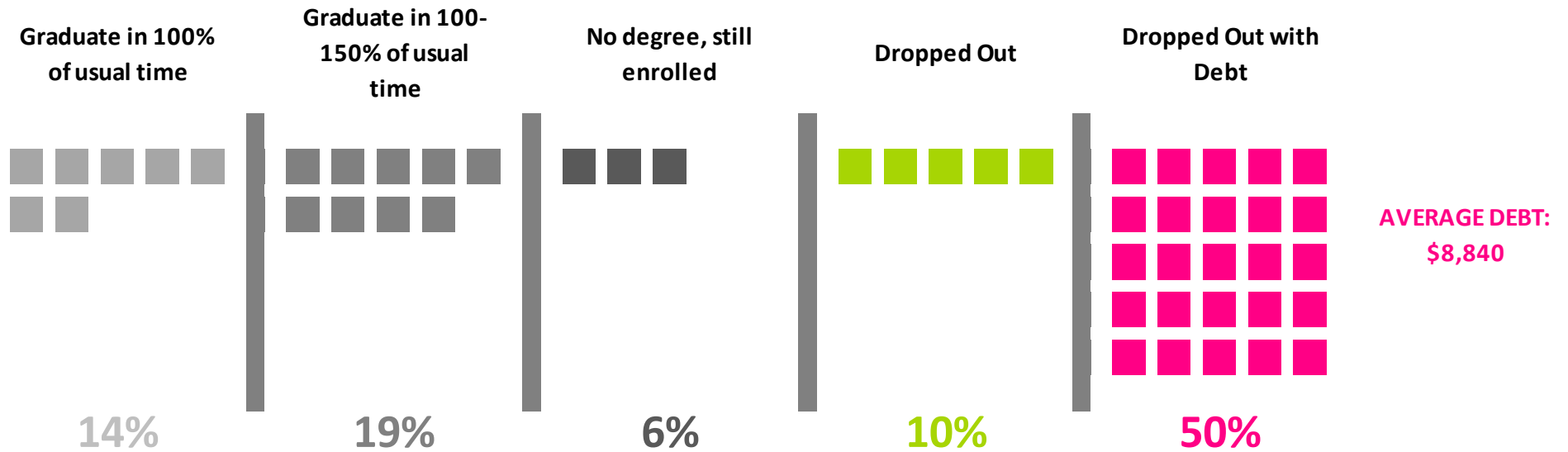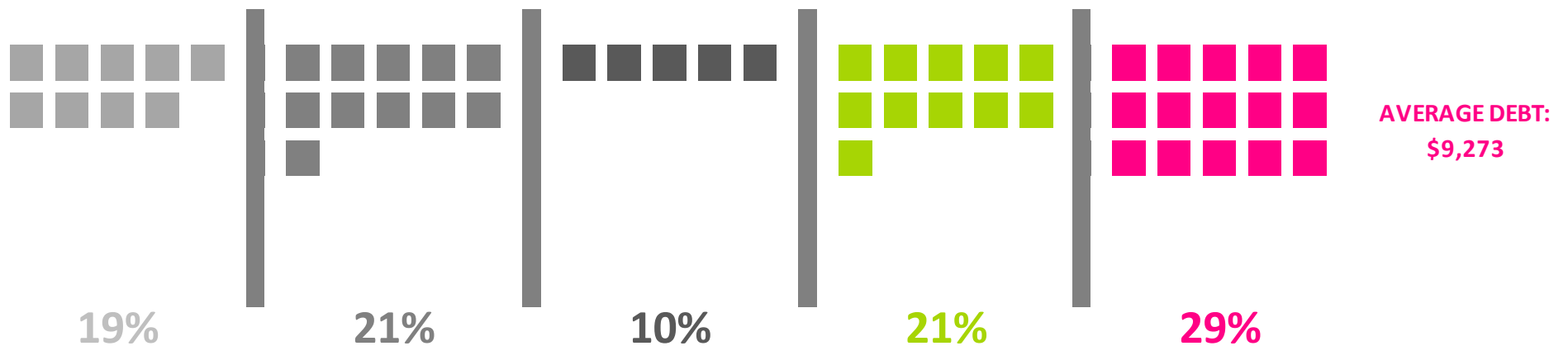
Source: MUS Student Data Warehouse

MONTANA 10

Montana 10 Framework

Financial Support

Scholarship
Textbook Stipend
Monthly Incentives

Academic Momentum

Full time Schedule
Corequisite Math & Writing
Tutoring

Purpose & Belonging

Individualized Advising
Career Development
Orientation
Freshman Seminar

Montana 10 Retention

UM Fall 2020 Cohort, MT resident

Fall 2021
- Pell: 61%
- MT10: 78% (+17%)
- General Population: 74%

Fall 2022
- Pell: 46%
- MT10: 62% (+16%)
- General Population: 62%

Fall 2020 Cohort
- 87 Pell Students
- 160 MT10 Scholars
- 370 General Population

Pell — MT10 — General Pop.
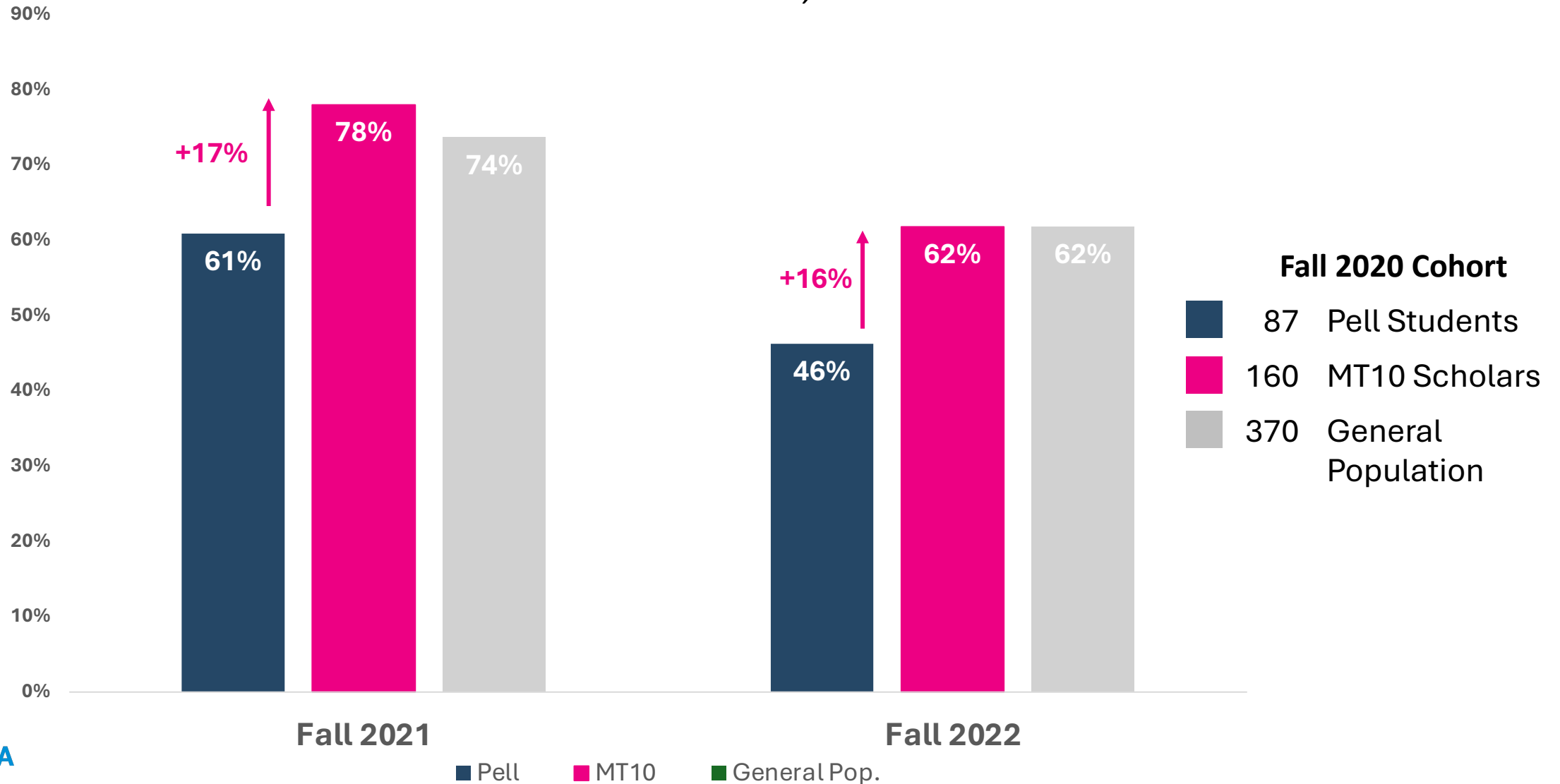
MONTANA 10

Retention: University of Montana, Cohort 2020

RETENTION	General Pop.			MT 10			PELL		
	Year 2	Year 3	Year 4	Year 2	Year 3	Year 4	Year 2	Year 3	Year 4
Institution Graduate		0.4%	4.5%			2.5%		0.7%	3.6%
		3	31			4		1	5
Institution Retained	76.4%	64.2%	57.4%	76.9%	63.1%	55.0%	58.7%	44.9%	39.9%
	525	441	394	123	101	88	81	62	55
System Retained	3.2%	3.3%	3.8%	1.3%	2.5%	3.8%	2.2%	2.2%	2.2%
	22	23	26	2	4	6	3	3	3
Unknown	20.4%	32.0%	34.4%	21.9%	34.4%	38.8%	39.1%	52.2%	54.3%
	140	220	236	35	55	62	54	72	75
Grand Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	687	687	687	160	160	160	138	138	138

Retention: Helena College, Cohort 2021

RETENTION	General Pop.		MT 10		PELL	
	Year 2	Year 3	Year 2	Year 3	Year 2	Year 3
Institution Graduate	1.1% 1	27.7% 26	3.0% 1	18.2% 6	1.9% 1	9.4% 5
Institution Retained	50.0% 47	13.8% 13	48.5% 16	24.2% 8	43.4% 23	18.9% 10
System Retained	3.2% 3	5.3% 5		3.0% 1	3.8% 2	3.8% 2
Unknown	45.7% 43	53.2% 50	48.5% 16	54.5% 18	50.9% 27	67.9% 36
Grand Total	100.0% 94	100.0% 94	100.0% 33	100.0% 33	100.0% 53	100.0% 53

College completion matters for return on investment

Wage outcomes for completers v. non-completers

Data source: Wage outcomes 1-, 3- and 5-years after departure from MUS enrollment for completers and non-completers. Wage data sourced from MT DLI unemployment insurance programs. Figures report outcomes for Montana residents who are employed in-state for at least one quarter during the reported year. All wages expressed in constant 2019 dollars. Year 1 reports students departing 2010-2016. Year 3 students departing 2010-2014. Year 5 students departing 2010-2012.
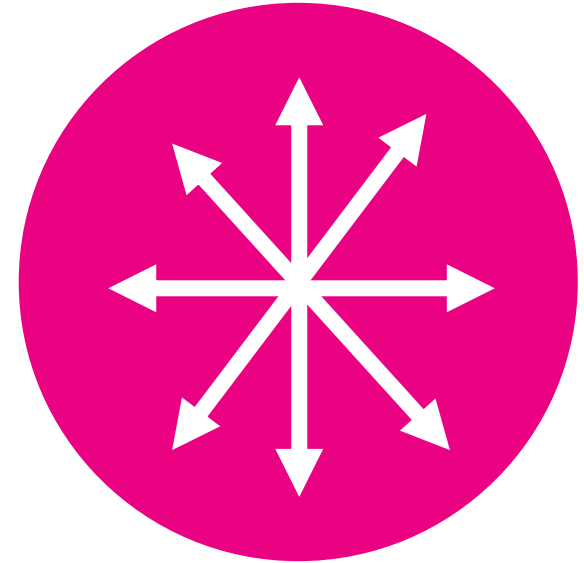
Scaling Considerations

Funding

Institutional Support

Fidelity

15-Minute Break

Coming Up Next:

- Scaling a Successful Pilot: The Ohio College Comeback Compact

- Lunch

Communities of Practice: Student Success

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Adult Learner Success and Access
Evidence-based Promising and Best Practices

Overview and Agenda

- Who are adult learners?

- Accessibility

- Affordability

- Awareness

- AAA in Action: Ohio College Comeback Compact

- Value of Partnerships

How do you define 'adult learners'?

Who are adult learners?

- May be 25+ years old

- May be working part-time or full-time

- May have dependents or family responsibilities

- May have different life experiences than a student entering directly from high school

- May be a student veteran

Why focus on adult learners?
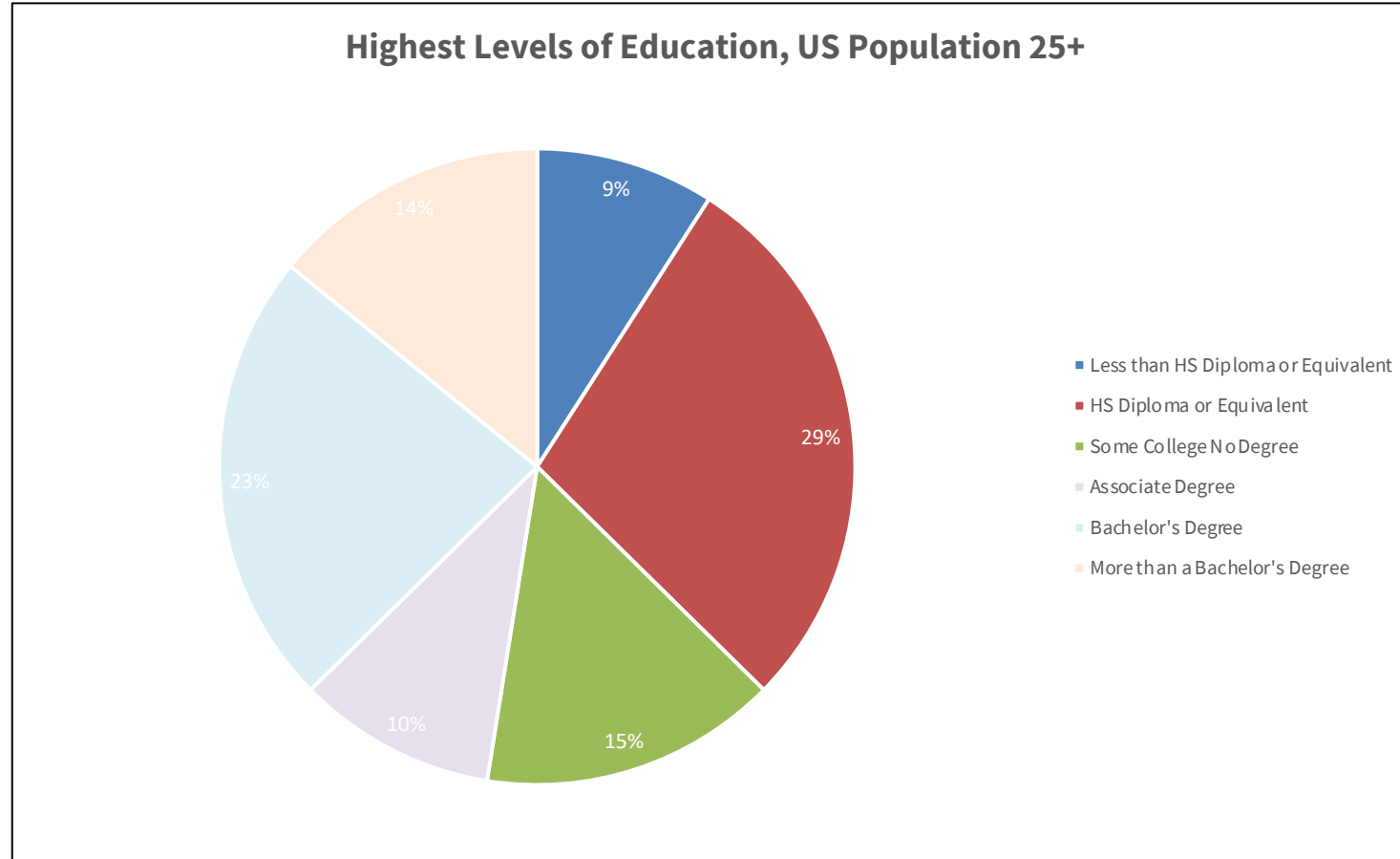
Source: U.S. Census Bureau, Current Population Survey, 2022 Annual Social and Economic Supplement (CPS ASEC).

Accessibility, Affordability, and Awareness

Accessibility

- Navigators and wraparound support services
  - Adult learners often navigate their return alone
  - Use of Navigators is one of the few evidence-based practices for helping adult learners and job seekers; Provide support/connection in multiple domains:
    - The institutions
    - Surrounding community
    - Industry
  - Cradle-to-grave approach that follows them from recruitment → enrollment → advising → graduation → workforce
- **In Ohio**: multi-agency conversation; beginning with self-serve portal Ohio Career Navigator

Accessibility

- Transparency around time, cost, and value
  - Adult learners are debt averse and simply providing sticker prices is not enough
  - Accurate estimate of cost should be aligned to a student's intended program of study and path to completion
  - Clear communication includes financial aid, post-graduation outcomes, and cost differential across different institutions if they transfer
- **In Ohio**: House Bill 27; requires each state institution to provide a financial cost and aid disclosure form

Department of Higher Education

HigherEd.Ohio.gov

Affordability

- Addressing unpaid balances and institutional debt
  - 1.5 million Ohioans have some college, but no credential; when they choose to return, they face barriers including past due debts
  - One solution is a debt forgiveness program aligned with returning and successfully completing academic terms

- **In Ohio**: In 2021, ODHE released "College Comeback" guidance clarifying that debt forgiveness is allowable under Ohio law

Affordability

- Aid programs designed with adults in mind
  - Most IHEs focus scholarships on first-time, full-time students, limiting the availability of funds for adults, transfers, and returning students
    - In addition, typically target students beginning in the fall term
    - Information about financial aid available to adults is often difficult to find
  - Important to remember that adults' income may make them ineligible for need-based aid while other commitments may prohibit them from dedicating significant portion of their income to educational endeavors
  - Financial aid programs that are simple to understand and provide surety are more likely to improve adult learner enrollment
- **In Ohio**: most aid programs are applicable to adult learners; Ohio Second Chance Grant developed in 2022

Awareness

- Comprehensive campaigns targeting adults
  - Adult learners are not conveniently located and accessible
  - Robust and comprehensive adult-learner support initiative requires effective marketing
- Tapping into community resources and support
  - Most likely to respond to encouragement to pursue additional education if it comes from a trusted source
  - Engaging community organizations, religious organizations, industry groups, employers, and unions is critical
- **In Ohio**: in 2019, Ohio instituted TechCred to incentivize businesses to provide training to current or future employees
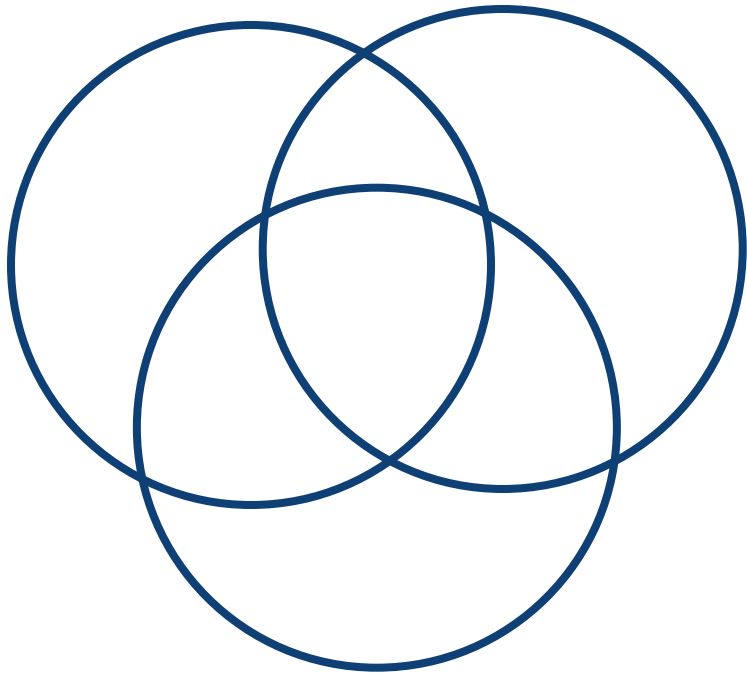
Ohio College Comeback Compact

One intervention at the intersection of accessibility, affordability, and awareness

- Release transcript holds so students can re-enroll and continue their education

- Reduce barriers that prevent students from degree completion by eliminating institutional debt

- Help institutions capture a portion of lost revenue they otherwise would not have

- Coordinate centralized outreach and advising to effectively target and reach stopped out adult learners

Hey Ohio! Finish Your Degree

Ohio College Comeback Compact

One intervention at the intersection of accessibility, affordability, and awareness

- Identifying and creating a framework for re-engaging a population that has traditionally been excluded from adult re-engagement efforts

- Addressing the immediate impediment– institutional debt and resulting holds– preventing adults from returning

- Partnering with a neutral third party to provide top-of-funnel outreach and coaching that is specific to this population

Department of Higher Education

HigherEd.Ohio.gov

Ohio College Comeback Compact

One intervention at the intersection of accessibility, affordability, and awareness

- Students from historically underrepresented groups are more likely to have an unpaid balance and more likely to participate in the Compact

- Pilot year outcomes were in line with expectations
  - 1.7% return rate, compared favorably to the 1.5% return rate of all Ohioans
  - 66% of students in the pilot year received debt forgiveness, additional 27% completed partial requirements

- The Compact put eligible students on the same footing as other SCNC students

- Second year saw significant growth in enrollment, continued to see historically underrepresented groups overrepresented

Ohio College Comeback Compact

One intervention at the intersection of accessibility, affordability, and awareness

- Participating students continue to face challenges related to cost of postsecondary education, competing priorities, and family obligations

- Intrusive advising and assistance are key to student success

- Students and administrators found they program to be a motivator for re-enrollment

Value of Partnerships

Thank You!

- Brittany Pearce
  - Program Manager, Educational Transformation Program, Ithaka S+R
  - Brittany.pearce@ithaka.org
- Chris Kacir
  - Associate Vice Chancellor for Student Success, Ohio Department of Higher Education
  - ckacir@highered.ohio.gov

Ohio Department of Higher Education

25 South Front St.
Columbus, Ohio 43215 U.S.A.

614 | 466-6000
highered.ohio.gov

Lunch

Located in Potomac Ballroom

Coming Up Next:

- From Crisis to Success: Addressing Basic Needs to Improve Student Outcomes

- State Team Time

Communities of Practice: Student Success

70 years SHEEO

About The Hope Center

Research

investigating students' lived experiences with basic needs insecurity and evaluating interventions
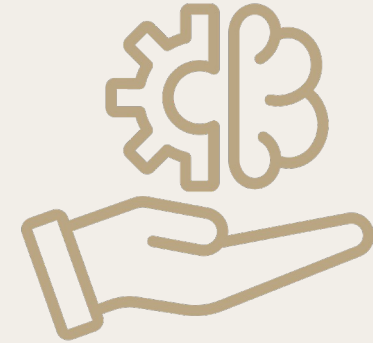
Policy

informing and advocating for systemic policy change to make college more affordable

Practice

technical assistance to meet student basic needs through systems transformation

How Do We Define Basic Needs?

Basic Needs includes ensuring access to:

➢ nutritious and sufficient food

➢ safe, secure, and adequate **housing**—to sleep, to study, to cook, and to shower

➢ healthcare to promote sustained **mental and physical well-being**

➢ affordable **technology** and **transportation**;

➢ resources for **personal hygiene**

➢ and **childcare** and related needs

What Do We Know About Basic Needs?
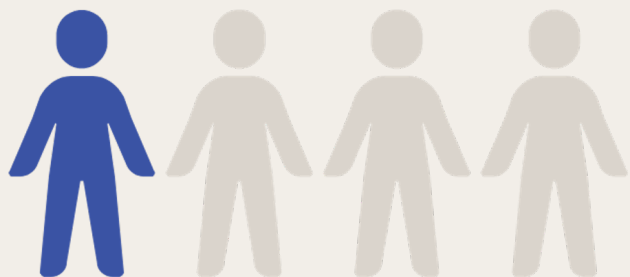
Nearly **1 in 4** undergraduate students experience **food insecurity**.

Food insecurity for undergrads is **double** that of U.S. households.

4.3 million

students aren't getting **enough to eat**

1.5 million

students are experiencing **homelessness**

Source: Hope Center analysis of NPSAS 2020

Beyond Food and Housing

12%

said **lack internet or technology** access interfered with academics
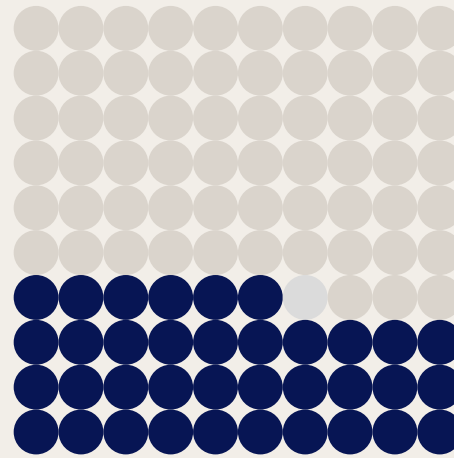
37%

Missed class due to **childcare**
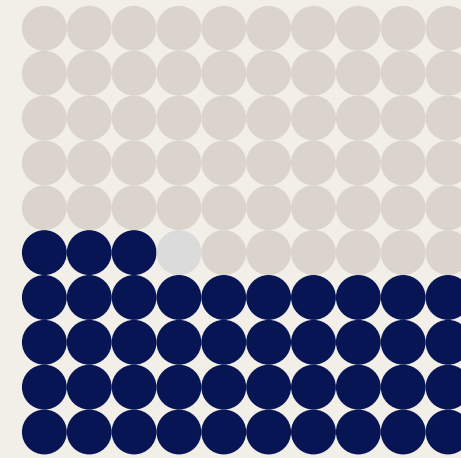
43%

find childcare unaffordable

(Hope Center, forthcoming)

"**It's challenging to be a student** with good grades when you're just focused on **surviving**, worrying about how you'll pay rent and bills and food; working to ensure you have the basic needs instead of focusing on homework and studying for your classes."

Mental Health is Essential for Basic Needs, and Vice Versa

41%

struggle with
clinically-significant
depression

36%

Experience anxiety

"**It's so much harder** than we are given credit for. I work three jobs and am a full-time student and I have the worst mental health that I have ever had in my entire life. I'm doing things **on my own** and it often feels like I am never going to make it out of this rut."

Impacts on Student Success

❑ Students experiencing one or more forms of basic needs security report significantly lower GPAs than their peers.

❑ Food and housing insecurity are associated with a lower likelihood of degree attainment, particularly for bachelor's, graduate, and professional degrees.

❑ Untreated mental health disorders are associated with lower GPAs, enrollment discontinuity, and dropout.

❑ Anti-poverty interventions improve educational attainment, health, and more.

Systems Are Not Designed for Success

College is **not** affordable

Students **need and deserve** help and support

Basic needs insecurity is **common**

Awareness of other resources is **limited**

Public benefits are **complicated**

Financial aid is **insufficient**
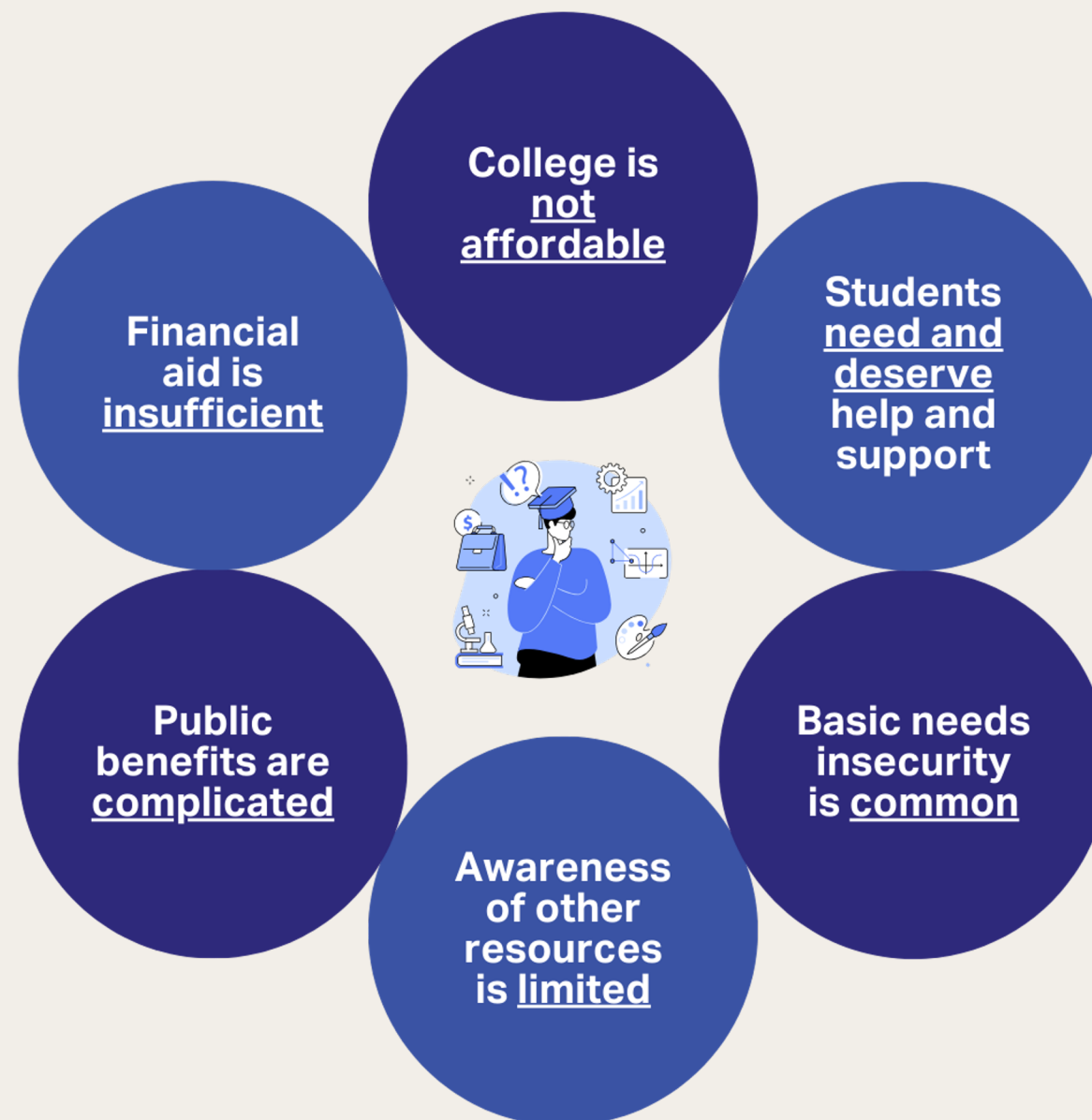
Systems Are Not Designed for Success

➢ Public benefit programs contain specific eligibility and additional work requirements that harm students.

➢ Financial aid and safety net eligibility are often not aligned, and higher ed is not recognized as work.

➢ Programs that exist in K-12 or for adults not enrolled in college, do not exist in higher ed.

➢ State implementation of safety net, financial aid, and other supports is inconsistent.
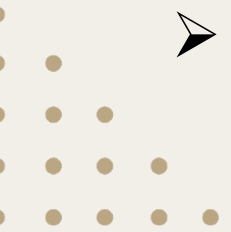
Low Student Uptake in Public Benefit Programs

Just **18%** (less than 1 in 5) of students who experience basic needs insecurity report receiving SNAP.

By comparison, **82%** of all eligible people in the U.S. receive SNAP benefits.

Low Student Uptake in Public Benefit Programs

Reasons why students experiencing BNI did not use campus supports	%
I do not think I am eligible	**73**
Other people need those programs more than I do	69
I do not know how to apply	52
I did not know they existed or were available	51
I do not need these programs	44
I am embarrassed to apply	26
People like me do not use programs like that	19
I had difficulty completing the application	14

(Hope Center, 2021)

Promising Interventions and Principles

➢ **Emergency aid** receipt associated with higher retention and graduation, and students report using emergency aid for basic needs expenses (HEERF, WGU, SNHU)

➢ **Connect students with benefits**: Coordinated basic needs centers/hubs and outreach coincided with dramatic increase in SNAP take-up (California) and retention/graduation (Washington)

➢ Access to **affordable childcare** linked to improved persistence and completion among parenting students (DeMario 2017; Reichlin Cruse et al. 2019).

➢ Extensive evidence on the effectiveness of investments in **mental health skills training, screening**, and other practices (ACE, 2023)

Federal Policy: Moving Backwards

Pandemic-era programs **explicitly designed to support student basic needs** have expired, including:

- **Emergency aid (HEERF)**
- **Affordable Connectivity Program (ACP)**
- **Expanded SNAP eligibility**
- **Expanded monthly Child Tax Credit (CTC)**

Federal investments **do not meet the scale and scope** of the crisis.

- **CCAMPIS grants** serve 1% of potentially eligible parenting students.
- 58 out of 3,600 schools receive **Garrett Lee Smith Campus** mental health grants
- The FIPSE **Basic Needs Grant** is currently limited to 14 institutions.

SHEEO Community of Practice

Thank you!

Mark Huelsman

Director of Policy & Advocacy, The Hope Center at Temple University

mark.huelsman@temple.edu

Hope.temple.edu

15-Minute Break

Snacks located in the Potomac Ballroom.

Coming Up Next:

- State Team Time

- Evidence-Based Practices to Meet the Affordability Challenge

Communities of Practice: Student Success

SHEEO

State Team Time 2

Guiding Questions

1. What are the short-term actions (next 6 months) you will need to take to achieve your goals?

2. Which stakeholders and other collaborators will be involved in completing these action steps?

3. Who will be responsible for organizing the stakeholders and advancing each of the short-term actions?

4. What are reasonable timelines to complete each of the short-term actions?

5. What research, resources, and technical assistance will your team need to accomplish the short-term action steps?

Communities of Practice: Student Success

SHEEO

15-Minute Break

Coming Up Next:

- Evidence-Based Practices to Meet the Affordability Challenge

Evidence-Based Practices to Meet the Affordability Challenge

Student Success Community of Practice
SHEEO

June 27th, 2024

SHEEO

INVESTIGATING THE IMPACTS OF STATE HIGHER EDUCATION APPROPRIATIONS AND FINANCIAL AID

KRISTEN CUMMINGS

SOPHIA LADERMAN

JASON LEE

DAVID TANDBERG

DUSTIN WEEDEN

Research Questions

- What happens to institutions if states increase (or decrease) public funding for higher education?

- What portion of state higher education funding should be allocated to general operating funds to potentially mitigate tuition rate increases for all students, and what portion should be allocated to more targeted financial aid programs?

- To what extent do each of these state finance strategies impact enrollment, credential completion, and other important post-collegiate outcomes like student loan repayment, employment, and earnings?

Overview of Today's Session

- Trends in Higher Education Finance

- State Appropriations Evidence

- Financial Aid Evidence

- Policy Recommendations

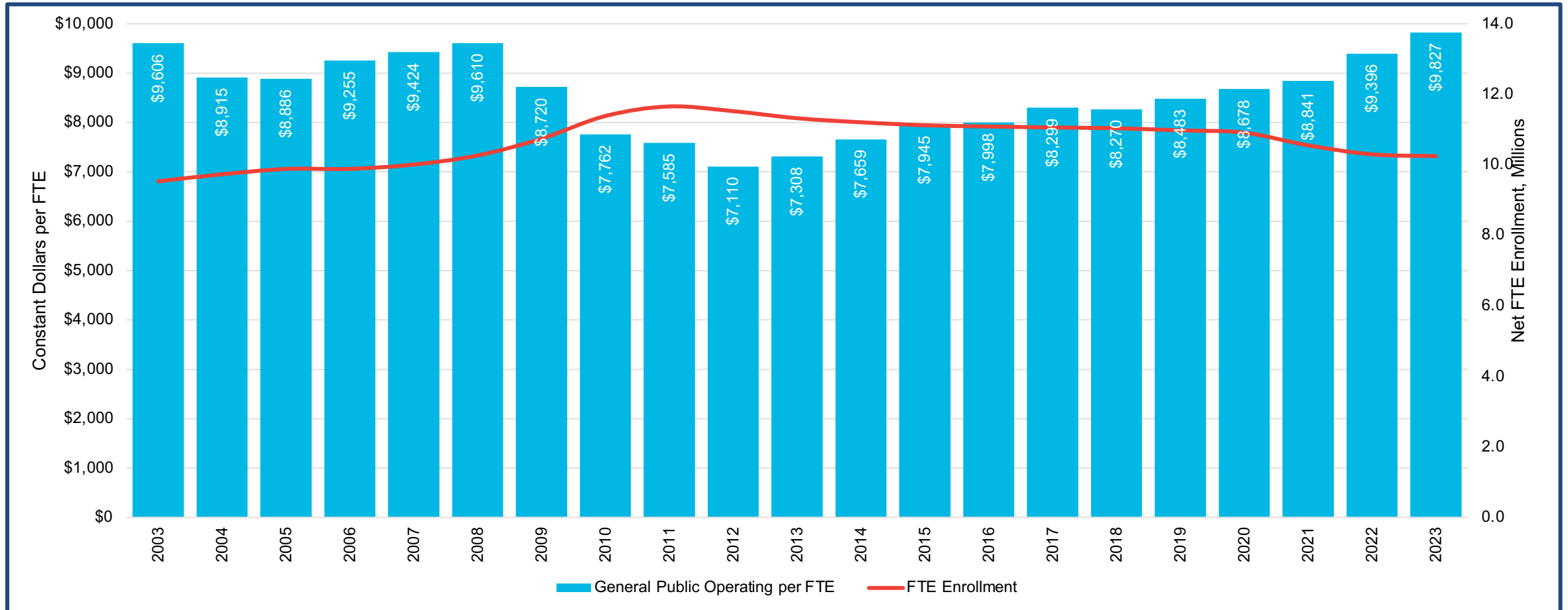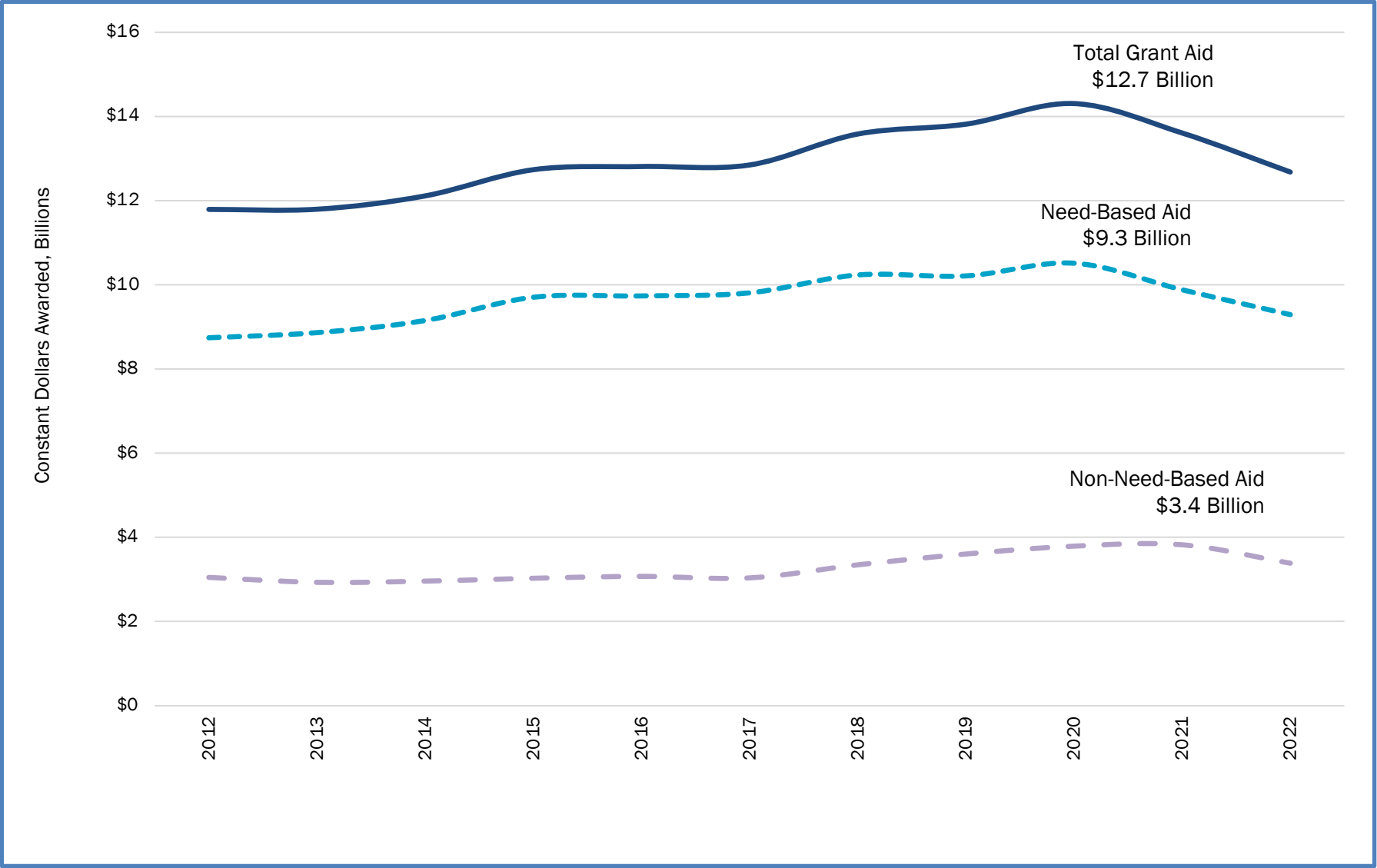# State General Public Operating Appropriations per FTE & FTE Enrollment

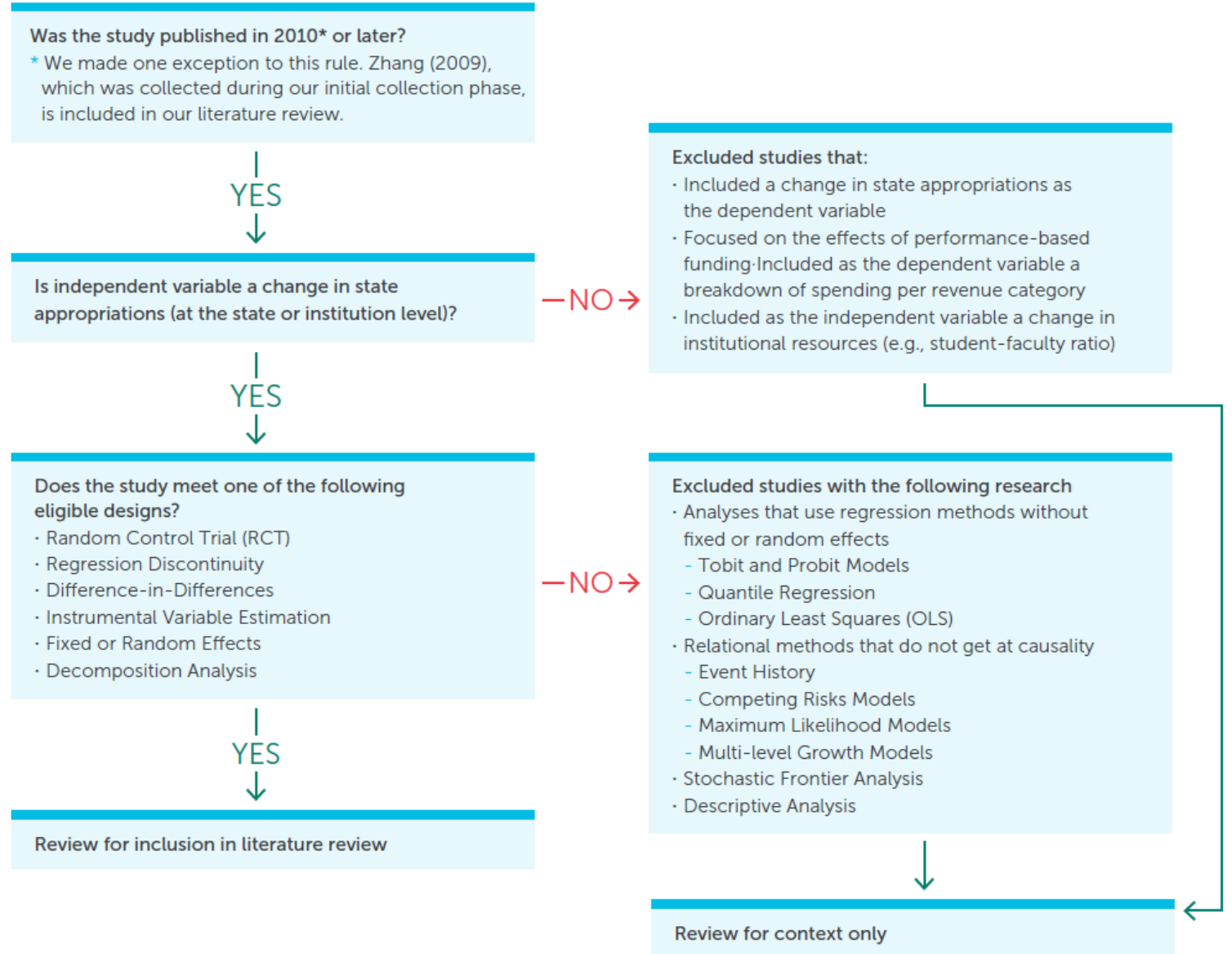# State General Public Operating Appropriations per FTE & FTE Enrollment

Source: State Higher Education Finance Report (2023)
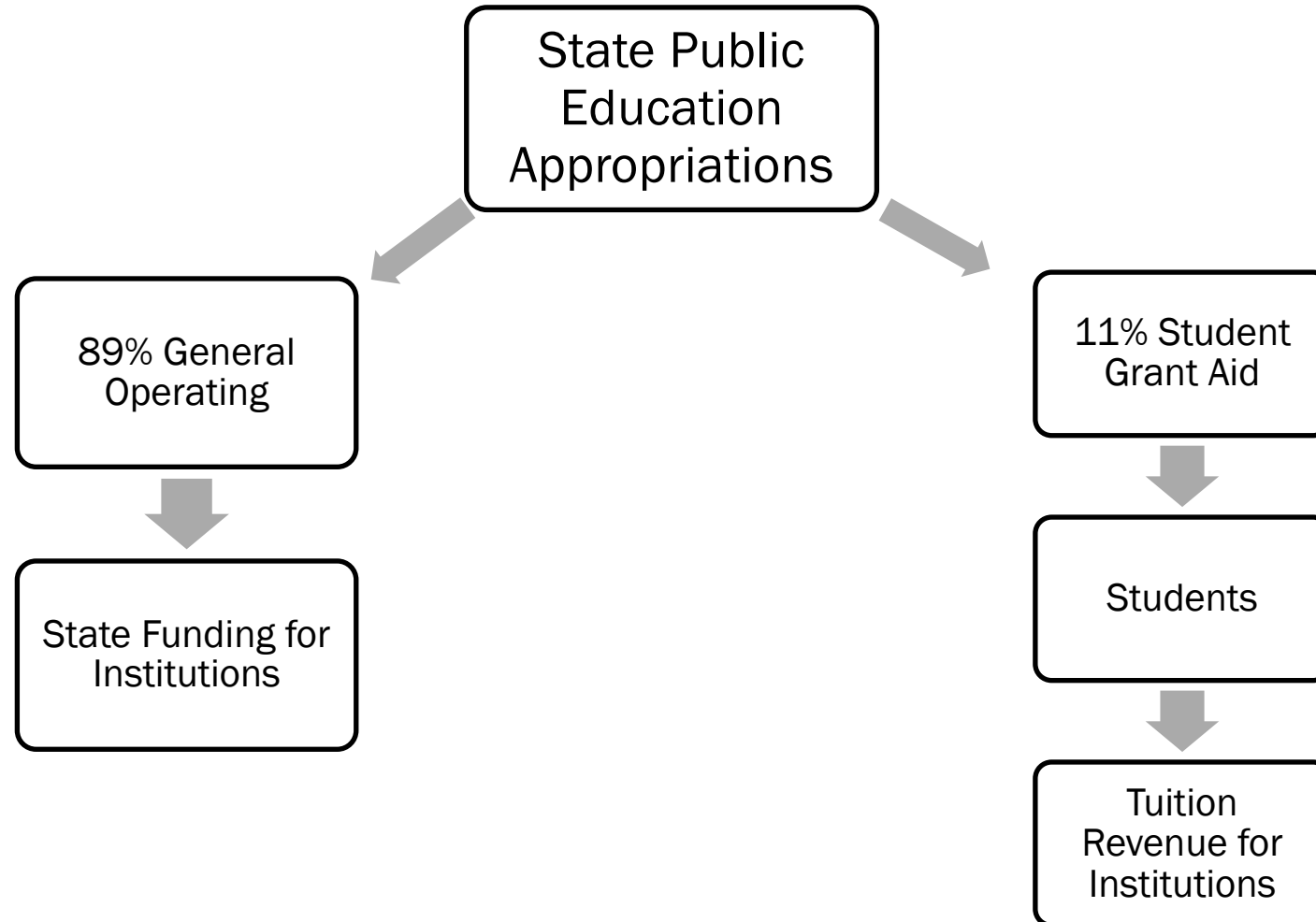
State Grant Aid for Need-Based & Non-Need-Based Programs

Review Criteria for State Appropriations Studies

Was the study published in 2010* or later?
* We made one exception to this rule. Zhang (2009), which was collected during our initial collection phase, is included in our literature review.

↓ YES

Is independent variable a change in state appropriations (at the state or institution level)? —NO→

Excluded studies that:
- Included a change in state appropriations as the dependent variable
- Focused on the effects of performance-based funding·Included as the dependent variable a breakdown of spending per revenue category
- Included as the independent variable a change in institutional resources (e.g., student-faculty ratio)

↓ YES

Does the study meet one of the following eligible designs? —NO→
- Random Control Trial (RCT)
- Regression Discontinuity
- Difference-in-Differences
- Instrumental Variable Estimation
- Fixed or Random Effects
- Decomposition Analysis

Excluded studies with the following research
- Analyses that use regression methods without fixed or random effects
  - Tobit and Probit Models
  - Quantile Regression
  - Ordinary Least Squares (OLS)
- Relational methods that do not get at causality
  - Event History
  - Competing Risks Models
  - Maximum Likelihood Models
  - Multi-level Growth Models
- Stochastic Frontier Analysis
- Descriptive Analysis

↓ YES

Review for inclusion in literature review

Review for context only

State Appropriations Literature Overview

- Focused on the effects of state appropriations on:
  – Institutions

  – Students

- Selection criteria:
  – Published since 2010

  – Rigorous quantitative research designs

  – Independent variable must be state dollars appropriated

- Two phases of data collection resulted in 81 studies reviewed

Effects of State Appropriations on Institutions

- Public institutions respond to declines in state appropriations in two ways
  - Raising tuition revenues:
    - Four-year institutions, especially more selective institutions
    - Increasing out-of-state and international student enrollment
  - Decreasing institutional expenditures:
    - Less selective institutions (broad access four-year and two-year)
    - Largest impact on instruction, academic support & student services

- Fewer in-state undergraduates enrolling

- Enrollment is not impacted equally across sectors, as evidence suggests students seek out for-profit institutions in response to cuts

- Research universities respond to cuts by increasing out-of-state enrollment

Effects of Decreased State Appropriations on Student Completion

- Decreases in state appropriations lead to fewer degrees and certificates awarded

- Decrease in graduation rates at four-year colleges with the largest impact at research/doctoral institutions

- Decrease in statewide bachelor's degree attainment

Effects of Increased State Appropriations on Post-Collegiate Outcomes

- Reduced student debt burden

- Reduced likelihood of negative debt outcomes

- Increased likelihood of owning a car

- Increased credit score

- Increased income

- Institution- and student-level effects of state appropriation declines vary by institution type

- These effects also likely vary across states

- These disparate impacts of funding changes occur in the context of inequality in funding across institution types

Review Criteria for Grant Aid Studies

Was the study published in 2000* or later?
* Earlier studies are provided for historical context.

↓ YES

Does the study meet one of the following eligible designs?
· Random Control Trial (RCT)
· Regression Discontinuity
· Difference-in-Differences
· Instrumental Variable Estimation

—NO→

Excluded studies with the following research designs:
· Analyses that solely rely upon fixed effects
· Relational methods that do not get at causality
  - Event History
  - Competing Risks Models
  - Maximum Likelihood Models
  - Multi-Level Growth Models
· Descriptive Analysis
· Propensity score matching and/or weighting

↓

Review for context only

↓ YES

Review for inclusion in literature review

Financial Aid Literature Overview

- Selection criteria:
  - Published since 2000
  - Rigorous quantitative research designs
- Two phases of collection resulted in 91 studies reviewed
- Others have systematically reviewed this literature:
  - LaSota et al., 2024
  - Dynarski, Page, & Scott-Clayton, 2022
  - Herbaut & Geven, 2020
  - Nguyen, Kramer, & Evans, 2019
  - Page & Scott-Clayton, 2016

Effects of Grant Aid on Enrollment

- Evidence consistently suggests that student grant aid programs successfully induce *where* students enroll, rather than *if* they enroll at all

- Programs with advising and mentoring components are more successful in causing students to enroll in college

- Programs with easy application processes, simple eligibility requirements, and marketing efforts are the most successful

Effects of Grant Aid on Persistence & Completion

- Receiving grant aid causes already enrolled students to remain in college

- Meta-analytic evidence suggests that $1,000 in grant aid increases the probability of completion by 2.5 percentage points

- Students with the most financial need are the most likely to benefit from student grant aid

- Grant aid programs that invest in supports beyond the award are the most successful

Effects of Grant Aid on Post-Collegiate Outcomes

- Evidence suggests state merit aid programs do not keep students in-state for employment

- More recent studies suggest that students and states experience significant returns on state aid investments

- Increase state support:

  – Cuts have tangible effects on completions, income, and ultimately, state budgets in the long-term

  – State support for financial aid should not come at the expense of general operating support

Policy Recommendations

- Consider alternative revenue sources when gauging the impact of state cuts
  - More prestigious, public, four-year institutions have more revenue sources than general operating appropriations
  - Across the board cuts to all public institutions disproportionately impact those institutions that cannot acquire revenue from alternative sources and that are more dependent on state support

- Consider and/or advocate for adequacy-based approaches to funding formulas
  - Provide bonuses to institution types that don't enjoy the same economies of scale that larger institutions do
  - Provide bonuses to student populations that are traditionally underserved by our educational systems to support their success

Policy Recommendations

- Consider conducting a state funding equity audit:
  - Take stock of current trends & race- and income-based gaps in institution-level allocations
  - Make results publicly available and accessible to the public
  - Read Hillman's (2020) Third Way report for more information

- Financial aid messaging matters:
  - Simple eligibility requirements have been shown to have a significant impact on aid take-up and subsequently student success
  - States should invest more in marketing financial aid programs to the students who would most benefit

- Create more equitable awarding mechanisms
  - Most state grant aid programs don't have enough money to fund all eligible students
  - Consider where the dollars awarded could have the most impact

- Public Investments in Higher Education Project Page
  - Executive Summary
  - Full Report
  - Blog Posts
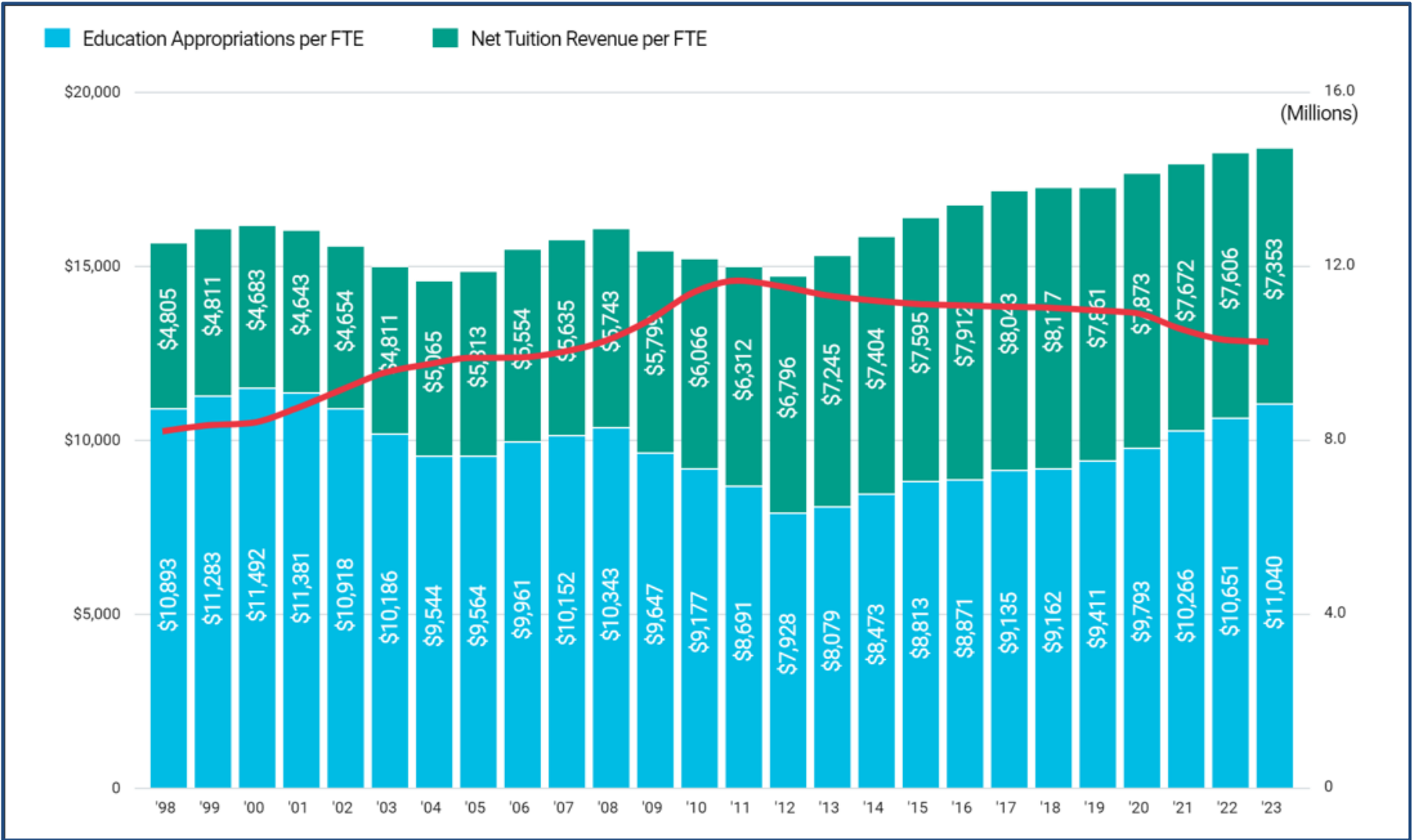 - Webinar series
  - Databases of Studies

Additional Resources

- Education Resource Information Center (ERIC)

- What Works Clearinghouse (WWC)

- E-mail authors

- Newsletters & listservs

Questions?

Jason Lee

Email: jjlee@rand.org

Public Higher Education Revenue by Source

Source: State Higher Education Finance Report (2023)

See you at dinner!

Find Alicia Engels or email aengels@sheeo.org.

Up Next:

- 5:30 p.m. Dinner (Grand Ballroom)

Day Two:

- 7:30-8:30 a.m. Breakfast (Potomac Ballroom)
- 8:30 a.m. Emerging Strategies: Work-Based Learning (Grand Ballroom)

Communities of Practice: Student Success

SHEEO
70 years

8:30 a.m.	Emerging Strategies: Work-Based Learning
9:30 a.m.	Break (Hotel Check-Out)
10:00 a.m.	State Team Time #3
11:00 a.m.	Break
11:15 a.m.	Coalition Building: Outreach and Communication Strategies
12:15 p.m.	Lunch
1:15 p.m.	Roundtable Discussions
2:00 p.m.	End of Day

Emerging Strategies: Work-Based Learning

Jeannine LaPrad

Managing Director, Policy and Research
National Skills Coalition

Omar Reyes

Director of Adult Programs
Rhode Island Office of the Postsecondary Commissioner

Emily Salmon

Assistant Director of Strategic Planning and Policy Studies
State Council of Higher Education for Virginia

Communities of Practice: Student Success

70 years

30-Minute Break

Hotel Check-Out

Coming Up Next:

- State Team Time #3

- Coalition Building: Outreach and Communication Strategies

Communities of Practice: Student Success

SHEEO

State Team Time 3

Guiding Questions for Intermediate Action Steps

1. What are the intermediate (6-18 months) actions you will need to take to achieve your goals?

2. Which stakeholders and other collaborators will be involved in completing these action steps?

3. Who will be responsible for organizing the stakeholders and advancing each of the intermediate-term actions?

4. What are reasonable timelines to complete each of the intermediate - term actions?

5. What research, resources, and technical assistance will your team need to accomplish the intermediate-term action steps?

Guiding Questions for Long-Term Action Steps

• Repeat questions 1-5 considering your long-term (18-36 months) actions.

Communities of Practice: Student Success

SHEEO

15-Minute Break

Coming Up Next:

- Coalition Building: Outreach and Communication Strategies

SHEEO

Pathway to 2030

INCREASE COLLEGE GOING

IMPROVE COLLEGE SUCCESS

RECOGNIZE ALL CREDENTIALS OF VALUE

www.laregents.edu/masterplan

IMPROVE
COLLEGE SUCCESS

RECO
CREDENTI
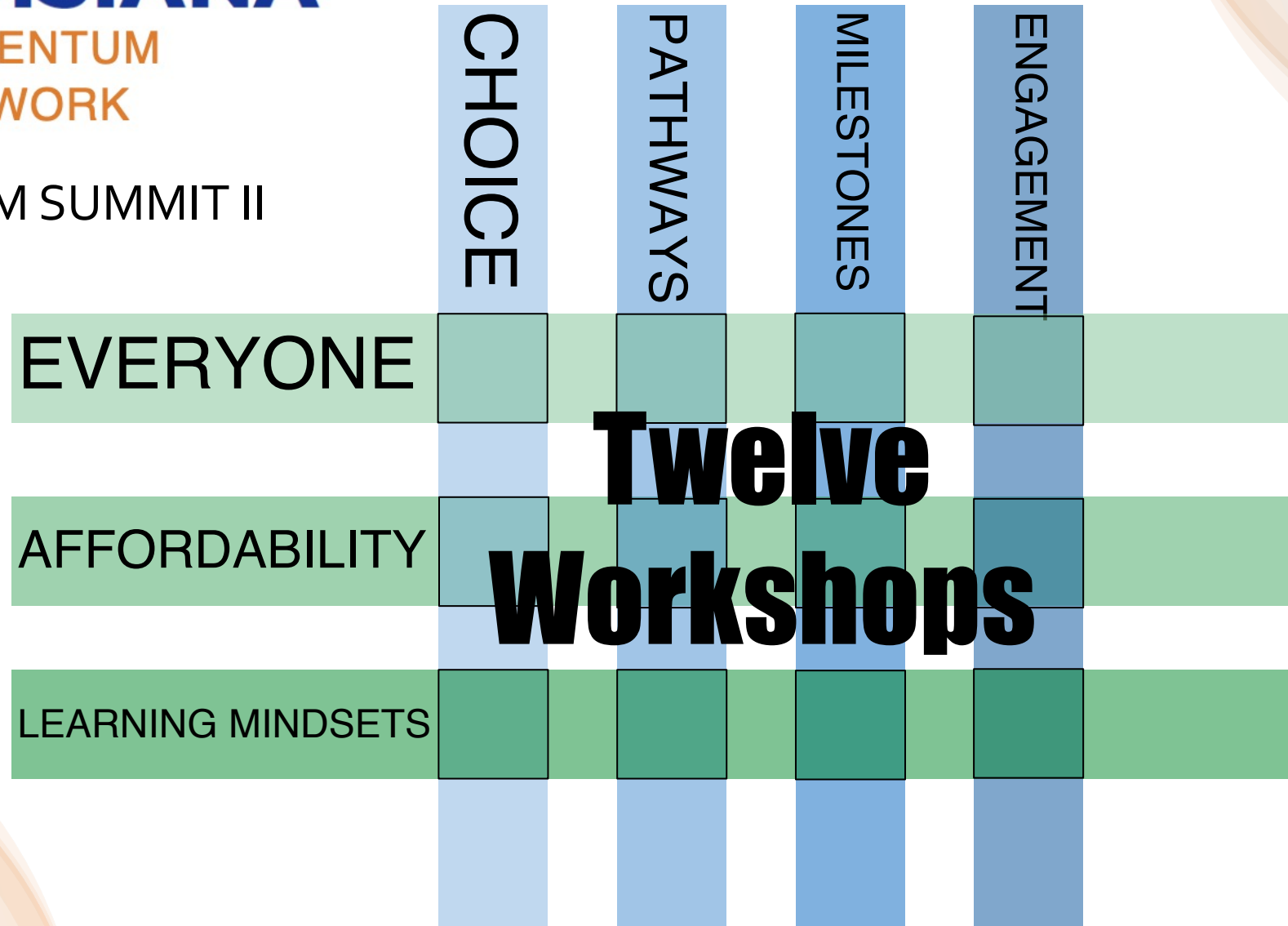
Choice for Everyone:

Developing Strategies to Serve All Students

Every Student, Every Time:

Using analytic tools to help more students make *Meauxmentum* schedules

AFFORDABILITY

Supporting Students to Success:

A Look at Comprehensive Student Support Programs and Their Impact on Student Success

Can We Guarantee It?

Work-Based Learning for All Students

LEARNING MINDSETS

Introducing **Learning Mindset** pedagogy strategies into the classroom

Transferable Skills and Knowledge:

From Classroom to Workplace

LOUISIANA PROSPERS
PATHWAY TO 2030

REGENTS

MEAUX
MENTUM

148

Supporting the Ecosystem to Accelerate Progress in 2024

MiLEAP | **60**

Michigan Department of Lifelong
Education, Advancement, and Potential

Sarah Szurpicki, Director, Office of Sixty by 60

The Office of Sixty by 30 was created to coordinate State efforts to meet the goal that Governor Whitmer set in her 2019 State of the State address: that by 2030, sixty percent of Michigan's working-age adults would have a degree or credential of value.

The Office of Higher Education was established within the new MiLEAP department as of December 1, 2023 by Executive Order of the governor.

Prior to FY24, Office of Sixty by 30 Authorized and Funded to:

Administer particular financial aid programs and select additional named appropriations/programs

Provide some support for student basic needs

Monitor compliance of community colleges with Reconnect requirements, including corequisite education

Administer specific named programs/appropriations

Provide grants to help schools adopt success strategies, alongside completion coach support

FY2024: **$112+ million** of new, one-time funding requiring new programming

$45 MILLION+ OF NEW COMPETITIVE GRANTS

Quick Start	College Success	Barrier Removal – Direct to Students	Barrier Removal – Growing Institutional Capacity	Reconnect Community Action Grants
Self-assessment, planning, elevation of student voice. Helping colleges hone their strategy for student success.	Three levels of grants that help colleges scale student success reforms and increase graduation rates.	Emergency grants and other direct aid to students to eliminate financial barriers to completion.	Developing supportive policies and practices for students struggling to meet basic needs.	Growing community support and partnership for post-secondary learning pathways.
subset of other categories	$12 million	$7 million	$5 million	$10 million

These amounts represent goals to award in 2024. Some funds will remain for awarding in 2025. There is flexibility to shift award amounts across the first four categories, based on needs identified by institutions.

CRITERIA FOR ALL GRANTS

Specific evaluation criteria in each grant category are described in the applications. But across all opportunities, proposals will be evaluated based on:

1. Commitment to centering the interests and experiences of learners

2. Commitment to the courageous examination of the impacts of institutional policies and practices on the experiences and outcomes of students

3. Commitment to approaching students from an asset-based perspective and to being tenacious in the work of removing institutional barriers to student success.

4. Commitment to rigorously evaluating impact and sharing learning

5. Demonstration of awareness of evidence-based best practices, research, and other networks/resources available

Elevated Readiness Grants

Communications and Support to Ensure High-Quality, Fundable Proposals for college Success Grants

Program Description:

- Workshops, convening, and consulting on: strategic planning to connect grant opportunities and institutional priorities, evaluating best practice evidence, budgeting, selecting high-quality vendors/consultants, designing metrics and evaluation, connecting with national networks and resources, implementation/program management, and planning for sustainability
- Up to $250,000 over one year

Grantees

- Michigan College Access Network (MCAN)
- Center for Student Success at Michigan Community College Association
- Michigan Center for Adult Student Success, in partnership with Michigan Association of State Universities and MCAN

AGE EXPANSION

- Launched October 2023

- Funded with $70 million of SLFRF (covid recovery) dollars

- Expands Reconnect to age 21-24 for a *limited window only*

- Students must enroll by Fall 2024 and apply by 11/15/24

- Goal: 20,000 enrollees

Age Expansion Interventions

Increasing:
- Applications
- Enrollment
- Persistence

ReUp Stop-Out Recruitment and Persistence Coaching	Traditional Marketing (vendor-led)	TA on Student Persistence (MCACS and MCCA)
FA Office Support to CCs	Marketing $ to CCs	REFS FAFSA support (MCAN)
Expansion Navigator Outreach	Employer-Led Recruitment with Michigan Works! agencies	Digital Marketing by CollegeApp (MCACS)
Community-based Outreach led by MCAN	"Prospects" Calling Campaign (CCs+vendor)	Targeted Nudges to Current Students (CCs)

Thank you

Sarah Szurpicki (SzurpickiS@michigan.gov)

MiLEAP | **60**
Michigan Department of Lifelong
Education, Advancement, and Potential

Level Up Virginia

Leveraging Partnerships to Advance Postsecondary Access and Success

State Agency Partnership

State Council of Higher Education for Virginia

Our Mission

- To advocate and promote the development of an educationally and economically sound, vigorous, progressive and coordinated system of higher education in Virginia.

We fulfill our mission by:

- Leading state-level strategic planning and policy development that promotes greater access, quality, affordability and accountability.

- Implementing policy and programs based on research and analysis.

- Facilitating collaboration among institutions of higher education that enhances quality, advances educational excellence and creates operational efficiencies.

- Recommending higher education policies and funding to the Governor and General Assembly that support our mission.

- Communicating openly, honestly and effectively to the public.

Virginia Department of Education

Vision

- The vision of the Virginia Department of Education is that Virginia will maximize the potential of all learners.

Mission

- The mission of the Virginia Department of Education is to advance equitable and innovative learning.

Building the Bridge for a Statewide College Access Initiative

LEVEL UP VIRGINIA

Mission

To foster school environments, education policies, staff expectations, resources, partnerships and technical assistance that support all students' pursuit of a postsecondary education, with particular focus on students who have been traditionally underrepresented in higher education.

Vision

- To increase college readiness, enrollment and completion for all students in Virginia.
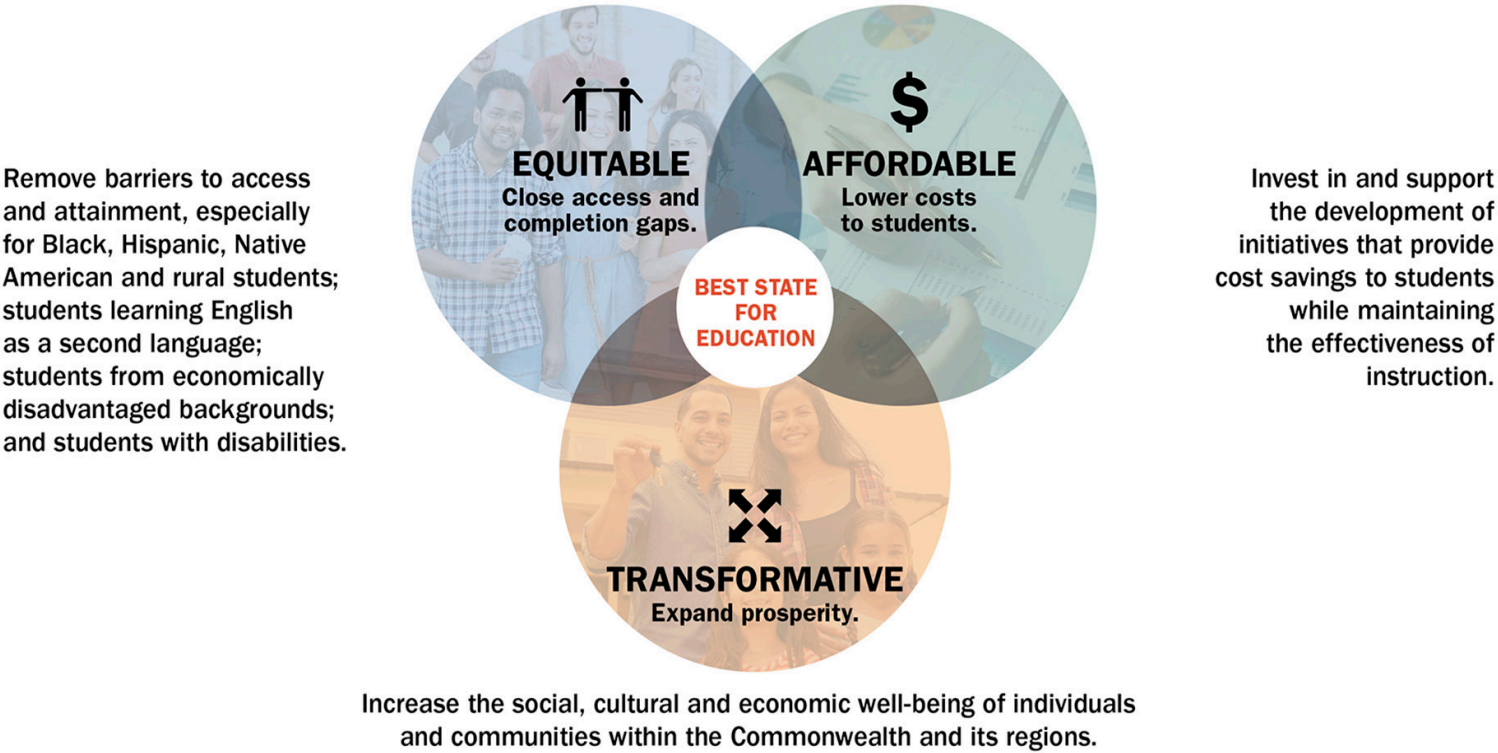
Guidance to Postsecondary Success (GPS)

- $250,000/year in General Funds to support
  - Inter-agency SCHEV/VDOE Postsecondary Access & Success Specialist (PASS) position "warm hand-off"
  - Statewide access & success efforts including:
    - Expanded college advising
    - FAFSA completion efforts
- Funding serves as in-kind for GEAR UP grant

Pathways to Opportunities: SCHEV's Strategic Plan

PATHWAYS TO OPPORTUNITY:
THE VIRGINIA PLAN FOR HIGHER EDUCATION

Remove barriers to access and attainment, especially for Black, Hispanic, Native American and rural students; students learning English as a second language; students from economically disadvantaged backgrounds; and students with disabilities.

EQUITABLE
Close access and completion gaps.

AFFORDABLE
Lower costs to students.

BEST STATE FOR EDUCATION

Invest in and support the development of initiatives that provide cost savings to students while maintaining the effectiveness of instruction.

TRANSFORMATIVE
Expand prosperity.

Increase the social, cultural and economic well-being of individuals and communities within the Commonwealth and its regions.

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

VIRGINIA DEPARTMENT OF EDUCATION

Level Up Virginia

Level Up Virginia (LUV) is a statewide initiative led by the State Council of Higher Education for Virginia (SCHEV) and the Virginia Department of Education (VDOE). Our mission is to increase postsecondary readiness, enrollment and completion for all students in the Commonwealth.

LUV focuses on increasing college access for historically underrepresented and marginalized student groups, including but not limited to rural students, Black and Latinx students and students from lower socioeconomic backgrounds. We recognize that these students face unique challenges in accessing and succeeding in postsecondary education.

Level Up Virginia Events

- College Nights in Virginia

- Virginia College Application Week

- FAF$A Next

- VCCS Spring Registration Roadshow (piloted 2024)

- Decision Day VA

Communications and Digital Strategy
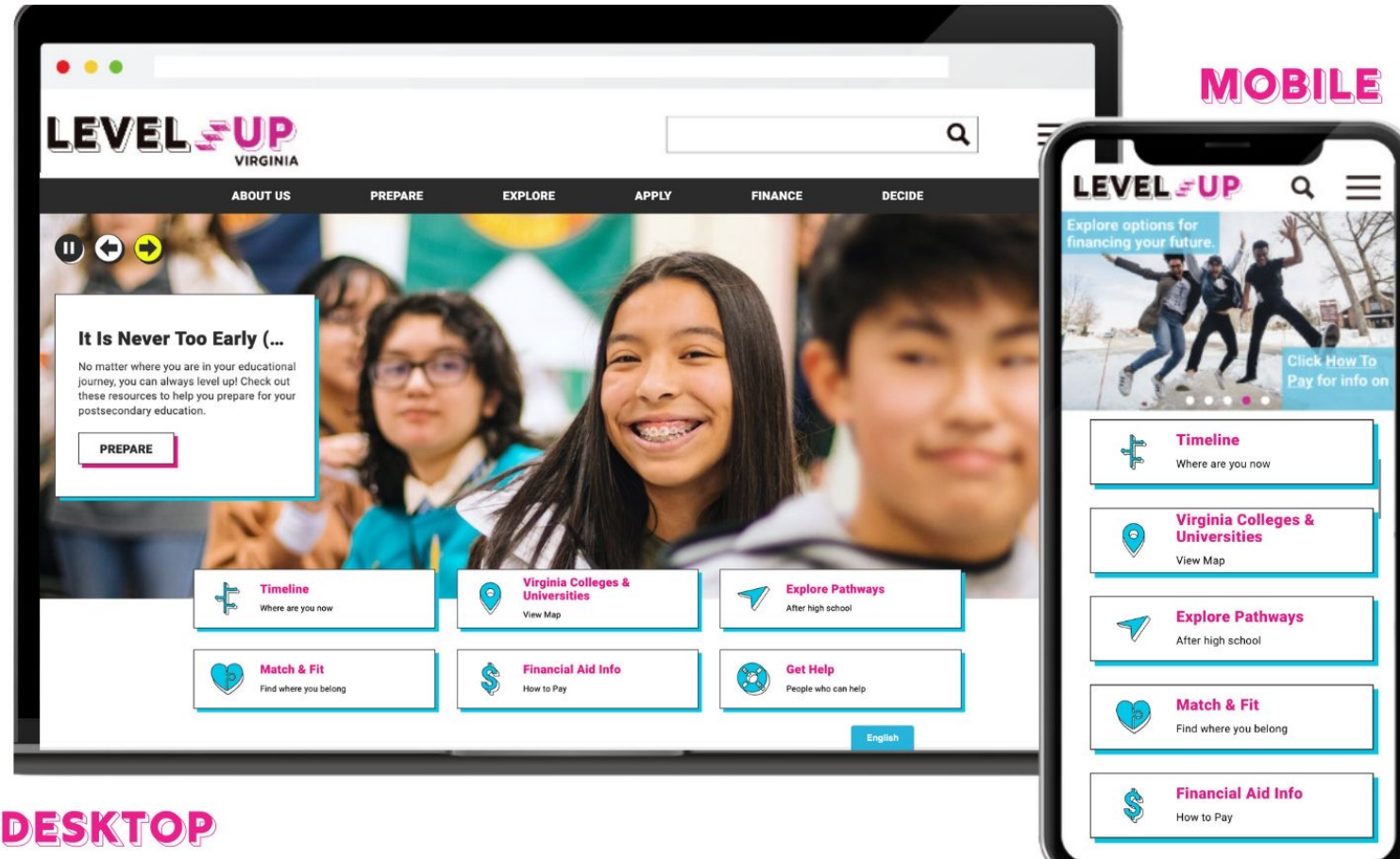
- Website

- Newsletter

- Social Media

Professional Development and Technical Assistance

Level Up Virginia Website

Engaging Stakeholders

GEAR UP Virginia

GEAR UP Virginia – cohort & priority pop

- 7-year $24.7 million federal college access grant

- Serving 8119 students in 12 school divisions

- Follow cohort of students from 7th grade to 1st year postsecondary

- Also serve juniors & seniors in three "priority" schools

For students:

- Tutoring, campus visits, summer camps (5), postsecondary (best match and fit) advising, financial aid advising, scholarships

For school faculty & staff:

- Professional development – STEM instruction, data-driven instruction, online teaching certification, family engagement, SEL, FAFSA walk-throughs, VirginiaCAN conference sponsorships
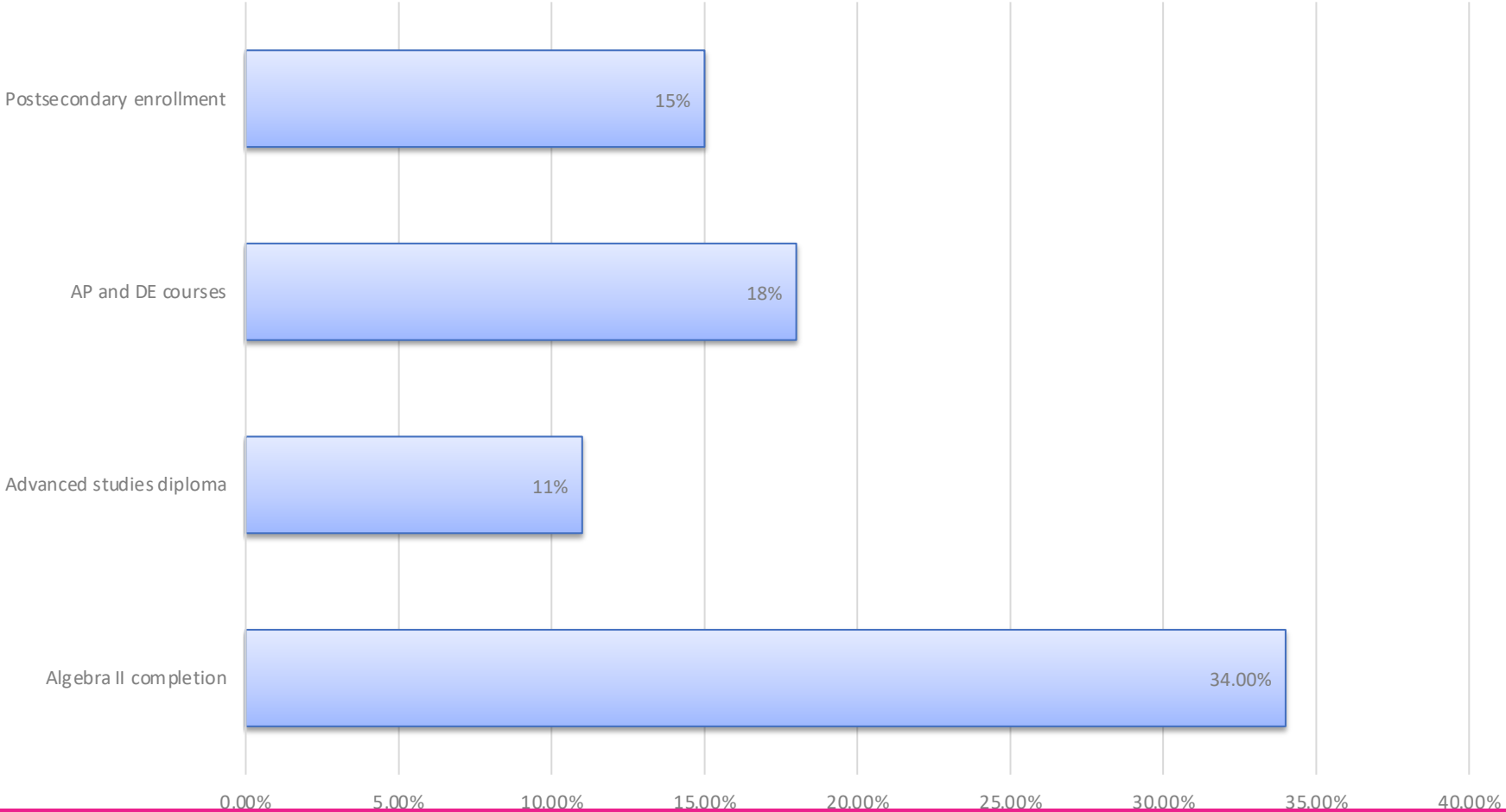
Partnership

- Advisory Board

- Conference sponsorships

- Student Success Professional Development

- Event Site Benefits
  - Decision Day VA t-shirts

- Middle School Campus Visit Project
  - 12 IHEs hosted 46 campus visits for almost 7,000 middle schoolers
  - 84% of participants said they wanted to continue education after high school

- FAFSA Completion Project
  - Student level FAFSA completion data

GEAR UP 2014-21 Outcomes

Increase for GEAR UP Class of 2020 compared to baseline

Category	Value
Postsecondary enrollment	15%
AP and DE courses	18%
Advanced studies diploma	11%
Algebra II completion	34.00%

Developing Partnerships Across the State

Council of Independent Colleges in Virginia

CICV is the collective voice of Virginia nonprofit private higher education and work collaboratively in the areas of public policy, cost containment, and professional development as well as providing support to our member institutions and their students.

Partnership:

- Participates in SCHEV's College Access Advisory Board

- Campus visits to private institutions

ECMC

Vision and Mission

ECMC Group is a nonprofit corporation whose vision is to empower underserved communities to thrive through education. ECMC Group's mission is to help students succeed by creating, providing and investing in innovative educational opportunities.

Partnership

- Co-sponsor of Level Up Virginia events
    - ECMC's College Nights in Virginia
    - Opportunity Booklets
    - Free statewide virtual FAFSA support (Pell Initiative)

VA 529

In 1994, the Virginia General Assembly authorized Virginia529, an independent, self-sustaining agency of the Commonwealth of Virginia, to develop a program that would help citizens save for the increasing costs of higher education.

In its more than 25-year history, Virginia529 has evolved and adapted to meet the expanded educational landscape and the changing needs of families. They have been able to support college access across the commonwealth.

Partnership

- $3.5 million match contribution to GEAR UP Virginia
- Participates in SCHEV's College Access Advisory Board

Virginia College Access Network

Mission

The mission of the Virginia College Access Network is to support and enhance post-secondary education access and attainment for residents of the Commonwealth of Virginia.

To accomplish this mission, VCAN will support access programs and foster new initiatives; develop information and financial resources for students and families; and promote the benefits of greater access to postsecondary education

Partnership

- Active board and listserv
- Virtual professional development
- Annual conference

Virginia College Advising Corps

Mission

Increasing the number of low-income, first-generation, and underrepresented high school students who enter and complete higher education.

Program Model

1. VCAC is a "near-peer" mentoring model. The program recruits recent college graduates who are near in age and have similar backgrounds to the high school students they serve.

2. VCAC College Advisers attend a comprehensive summer training program before entering their school sites.

3. VCAC College Advisers serve the whole school, rather than a cohort of particular students, in order to foster a school-wide college-going culture.

4. VCAC focuses on best-fit and best-match colleges. College Advisers help students identify and apply to postsecondary programs that will serve them well academically and socially--thus increasing the likelihood that these students will earn their degrees.

5. VCAC participates in a national, external evaluation conducted by Evaluation and Assessment Solutions for Education, a research group at Stanford University, to quantitatively measure outcomes and qualitative results.

Partnership

- Placing full-time advisers in all GEAR UP VA high schools

- Free statewide virtual FAFSA support (Pell Initiative)

- Participates in SCHEV's College Access Advisory Board

Virginia Community College System

Mission

"We give everyone the opportunity to learn and develop the right skills so lives and communities are strengthened."

Partnership

- New LUV Events Co-Sponsor: Spring Registration Roadshow
- Campus visits to community colleges
- Virginia Education Wizard
- Provide experts for professional development programming
- Participates in SCHEV's College Access Advisory Board
- Transfer VA Portal and Resources

Leveling Up: Future Directions

Partnership with Mainstay to provide chatbot services for Virginia students
- FAFSA Assistance
- Virginia Specific State Aid Assistance

SREB/GoAlliance
- Summer institute on college access for middle & high school counselors

AmeriCorps Planning Grant
- To explore the possibility of "AdviseVA"

Access Recognition Badge

Thank you

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Postsecondary Access and Success Specialist

LevelUpVirginia.org

Lunch

In Potomac Ballroom

Coming Up Next:

- Roundtable Discussions
- Closing Remarks

Communities of Practice: Student Success

Roundtable Discussions

Topics

- Transfer

- Evaluation Rubric

- Nontraditional Students

- Communication Plans

- Working with Institutional Faculty and Staff

- Incorporating Strategies into Funding Models

Thank you, safe travels!

Follow-up:

- Be on the lookout for a post-event survey.

- Return travel reimbursement forms by July 12.

- Contact aengels@sheeo.org with any questions.

Communities of Practice: Student Success

SHEEO