

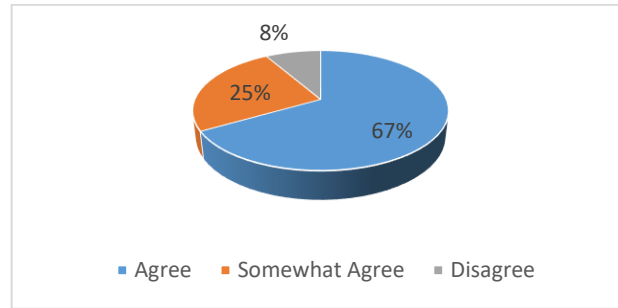
State Student Financial Aid Review Policy Task Force Dashboard for Week of April 23, 2018 – Updated

Policies Survey Results

Charge 2: Draft Policy Statements

Draft Policy Statement 1 – Eligibility Basis:

Missouri's student financial aid portfolio should include programs that reward students for academic achievement and address a student's ability to finance their postsecondary education. However, a student's financial need should be the highest priority with academic achievement and merit playing a supporting role.



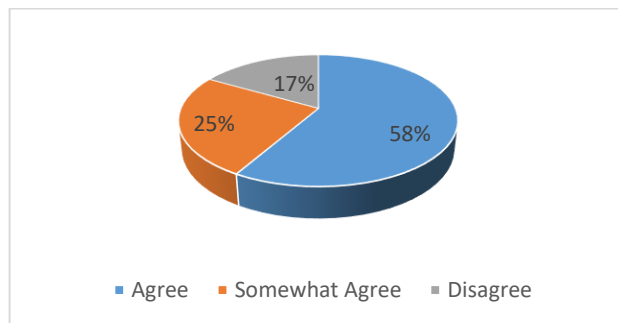
Comments:

- Colleges reward the top students with merit aid. State aid should help to support the growth of access and completion for the benefit of the state.
- The colleges and universities award most of their institutional aid based on merit. Therefore, the state should prioritize its support based on financial need.
- Absolutely. Merit aid ignores the correlation between affluence and preparedness. Such programs promote social reproduction and limit social mobility.
- There are already financial need programs in place. The current A+ program is needed as it provides a large number of students access to higher education who may not be eligible for need based aid.
- I still have concerns about middle income students who have limited resources to fund their college education.
- Considering what we know about the local economy and its need for more workers with postsecondary credentials, it seems most urgent and necessary to focus on how to support students with the greatest financial need. I would want to better understand in what way we might consider academic achievement and merit to play a supportive role.
- This type of program always seems to squeeze out middle class participants.

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Draft Policy Statement 2 - Enrollment:

Missouri's student financial aid portfolio should focus student eligibility primarily toward students who are attending a postsecondary institution on a full-time basis, as established by federal student aid regulations (12 semester credit hours per semester or the equivalent in other progress measurement systems) In addition, the programs should be structured in a way that encourages on-time completion.



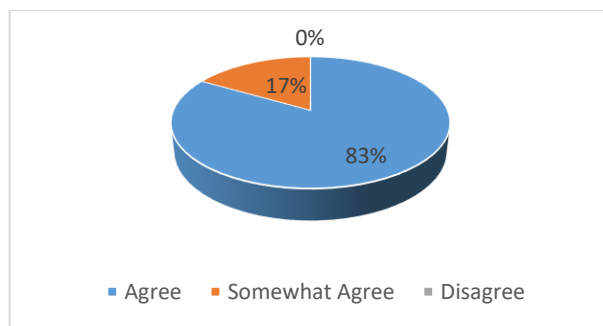
Comments:

- 15 to finish!
- I think we need to provide financial support for both traditional and nontraditional student populations. Students are definitely more likely to complete a degree if they enroll fulltime, but many students do not have that option.
- A total focus on full-time enrollment ignores the changing economic environment of our time. Underemployment and the vastly expanding need for life-time learning has changed the dynamic. To meet our attainment goals, we have to find a way to fund those that can only attend part-time. Of course, time to completion is important but it should not preclude working people from improving their credentials.
- The majority of community college students are part time, and need access to financial aid.
- While in theory I believe being full-time supports on-time completion, however, many students attending community colleges attend part-time out of necessity and have no other option.
- 8 semester cap?
- I believe it is essential we account for the significant increase in part-time students. Based on what the data show, part-time students are increasingly becoming the "traditional" student. I do agree that programs should be focused on supporting students to achieve on-time completion however that might be defined if we consider the needs of independent students overall and part-time students specifically.

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Draft Policy Statement 3 - Goals:

Missouri continues to struggle with providing equitable access to postsecondary education for traditionally underserved populations, including low-income, ethnic minority, and place-bound students. Missouri's student financial aid portfolio should include programs designed to provide improved access to postsecondary education for these populations, while at the same time encouraging students to persist to program completion.



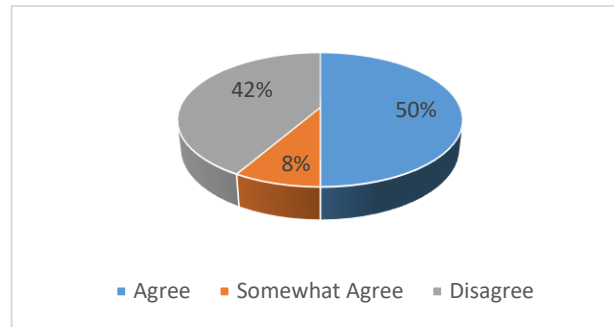
Comments:

- Missouri does not have a problem providing access to college for underserved groups. The real issue is these populations are not receiving adequate preparation for post-secondary education. We need to find ways for these students to receive remediation without using financial aid or avoid it all together.
- Yes. To avoid the unfortunate cycle of history repeating itself, we must invest more in the underserved. If we are to reach our attainment goals, we have to invest in these groups the very groups that our merit based emphasis (state and institutional) have left out.
- Access is important but we need to increase resources to support students "through" college. Gaining knowledge throughout the course of education is important, but value (in terms of career prospects) is increased significantly by the actual attainment of a degree or credential. Emphasis on completion is critical. Unfortunately, too many students are not able to successfully complete due to unmet financial need. In some cases, even small amounts of aid make the critical difference between stopping out or completing.
- Income should play a role. However, this type of program always seems to squeeze out middle class participants.

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Draft Policy Statement 4 – Inclusiveness (formerly Population):

Missouri's student financial aid portfolio should be targeted to primarily assist students who are of traditional college age (18 to 24 years of age) who matriculate directly from secondary education (high school, high school equivalency, home school) to postsecondary education.

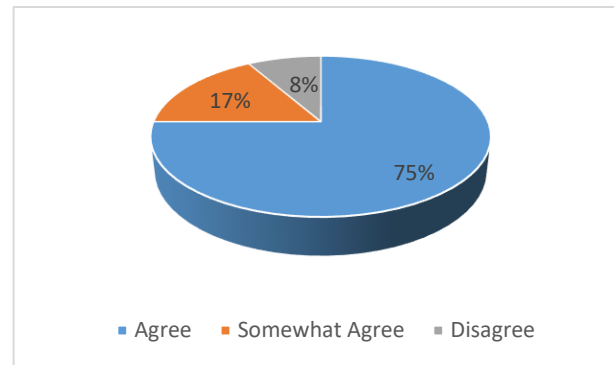


Comments:

- I agree but acknowledge some need for flexibility in order to support efforts that will improve the state overall.
- The traditional-aged student population is no longer the majority in higher education. We need to have targeted programs that provide financial support for a broader range of students.
- No. This ignores our great need for life-long learning in an increasingly complex world and job market. This ignores those that must also work to support a family AND must find a way to improve their credentials to live a better life.
- From a demographics perspective, in our large MSA, the growing sector is individuals 30 - 39 years of age, a huge untapped market for higher education who needs financial aid.
- This would simply eliminate a large percentage of Missouri citizens who need access to higher education in order to improve their workforce opportunities.
- Yes. This is the demographic most likely to complete college in the shortest amount of time (3-4 years) as they tend to not have any other obligations.
- We will need to account for the fact that the slight majority of students today would be considered "non-traditional" based on national data. I would be interested in Missouri data on this. Considering that fact, we need to broaden our emphasis and ensure that adults over the age of 25 are able to access essential resources that support their educational goals and our workforce needs. Investing in expanded educational opportunities for returning adults would have a positive impact on the state economy since it is investment in the continued skill development of our current workforce. As the economy changes, further credentialing will be essential and our state financial aid system should reflect this fact. Also, for adults who are currently unemployed or under-employed, education can support pathways to upward economic opportunity.

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Draft Policy Statement 5 – Eligibility/Awards: In order to ensure the greatest impact for the state dollars invested in student financial aid, the state program awards should, to the extent possible, take into account student eligibility for federal, non-loan aid, such as the Pell grant. The programs should provide students with flexibility in using awards so the funds can be used to cover any allowable educational cost (cost of attendance) rather than strictly focusing on covering only tuition and fees.

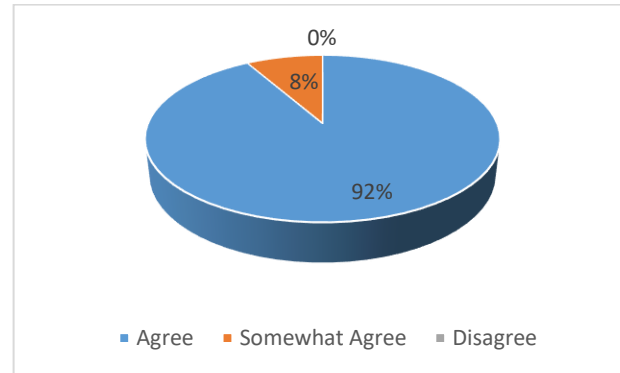


Comments:

- I agree with this but believe there should be some parameters in place to make sure students can make good financial choices.
- While I'm not sure there is a better way, I'm not a fan of the FAFSA approach. It focuses far too much on income and not enough on wealth to measure a family's ability to pay for college. Flexibility isn't always good. For instance, our loan programs have far too much flexibility allowing students to dig deeper holes for themselves than good judgment calls for.
- Like the federal loan program, this can lead to bad circumstances. Students often run up debt by using their loans as subsidies for their college income.

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Draft Policy Statement 6 – Complete Portfolio: Excessive student loan debt is a growing problem and the state student aid programs should seek to lessen that burden. As a result, the state should not consider developing state-level student loan programs but instead should focus on programs that provide non-repayable (gift) financial assistance, such as grant, scholarship, and/or state level work/study programs.

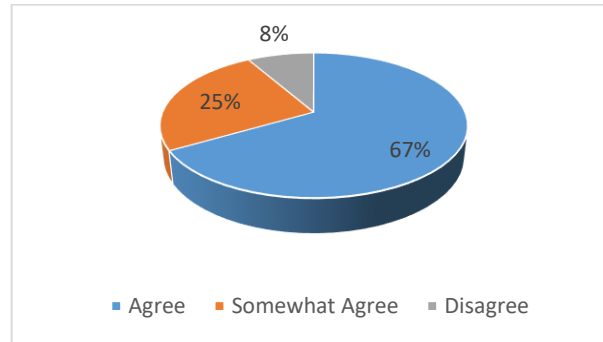


Comments:

- A lot depends on how these programs are structured, but I support these goals and the opportunity to think more creatively about aid.
- Yes. Affluent and middle class families are already sending their kids to college. If we are to reach our attainment goals, the increase will come from underrepresented minorities and low SES students. These students are in no position to accept the risks that come with debt.

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Draft Policy Statement 7 – Complete Portfolio: To the extent possible, Missouri's student financial aid programs should incorporate provisions that require high school students to demonstrate their preparation for postsecondary work (e.g., attendance, GPA or other academic performance, community service, etc.) in order to satisfy initial eligibility requirements.



Comments:

- I agree with this but believe this may make deserving students ineligible due to factors beyond their control (the need to work or take care of family members, etc.).
- This is tough. We don't want to waste people's time, effort, and money if they can't be successful; however, the democratization of higher education is one of the few particularly American virtues that we can still boast about. I think the institution's entrance policies accomplish this and it isn't the work of the state.
- Unfortunately low income and underrepresented minorities may have lower attendance due to unforeseen circumstances and also may not be able to offer as much community service as they would like to.
- I'm considered about tying eligibility for financial aid to demonstration of preparation for postsecondary work without clearly understanding what indicators might be used or why this would be necessary. As currently written, this could have the consequence of creating barriers to access.

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Charge 1: Policy Goal Short Definitions

Balanced	Efficient	Responsive
Need (x2)	Income caps for programs	Need-based
Prioritize financial need	Organized	Low administrative cost
Good proportions – need-based with merit component(s)	Timely	Timely notification of eligibility from state
Expand definition of merit	Establish final award amounts earlier	Timely awards
Merit	Stable technology	Timely notification of eligibility from school
Merit-based, goal oriented	Establish a system that is easier for schools to certify	Student portal for students to confirm eligibility
Should include part time students	Fund financial literacy programs	Efficient technology
More aid for part-time students	Make A+ seamless	Make A+ a scholarship program
Part-time and full-time students	Focus on what data show	Make A+ non-reimbursable
More opportunity for the underserved	Data-driven quality control	Flexible aid (emergency grants)
Traditional-aged and returning adults	More accountability; progress reports	Promotes degree attainment
Should cover cost of attendance	Measurable goals and objectives	Informed citizenry and strong workforce
Broaden awarding criteria	Measurable objectives	Supports life-long learning
Reduction of renewal GPA	Effective in moving the needle to the goal	Semester probation for low GPA
Different types of aid offered	Checks and balances	Variety of times/types of assistance available
Promote all sectors of HE	Improved communications with students	Create more balance between sectors
Same eligibility at all 4 year institutions	Promote funded programs only	Create self-help programs; i.e. work study
Fully funded programs	Don't forget the middle class	Easy to understand
Transparency of eligibility (x2)	Understandable	Approachable
Thought out, fair and easily explainable	Transparent and communicable	Make program eligibility predictable
Simplify criteria and eligibility	Eliminate unnecessarily complex provisions or requirements	Clear regulations
Closes achievement gaps	Simplify criteria and eligibility	Stable dollars
Open to many	Understandable structure for families, and all school levels	Accounts for today's students
Representative	Easy to navigate	Answering the problems students face
Access and completion	Stays consistent all four years	Developed specifically for the people in our state
Equity	Reduce or refine unnecessary programs	Programs change with state needs
Inclusion	Greatest chance to support completion	Flexible
Just	Fair and equitable	To and through institution
Forward Progression		

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