

KY COUNCIL ON POSTSECONDARY EDUCATION MEETING AGENDA

Thursday, April 25, 2019 - 4:00 PM
CPE Offices, Conf Rm A



1. **Welcoming and overview of meetings**
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 - a. Campus spotlight panel
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5. **Q&A Session on April 26 business meeting items**
6. **Adjournment**

The Council will meet in a business meeting on April 26, 2019 at 9:00 a.m. ET

WORK SESSION ITEM

KY COUNCIL ON POSTSECONDARY EDUCATION

April 26, 2019

TITLE: Improving Transparency around College Costs

DESCRIPTION: A panel of financial aid experts from four Kentucky campuses will discuss financial literacy initiatives at their institutions to help increase transparency around college costs, the process of paying for college and student debt.

CAMPUS SPOTLIGHT PANEL

Four campus representatives will be attending the work session to provide a comprehensive view of the work being done in this area.

1. Sandra Neel, Executive Director, Office of Financial Aid, University of Louisville
2. Wendy Cain, Director, Office of Financial Aid, Murray State University
3. Bryan Erslan, Director of Student Financial Assistance, Eastern Kentucky University
4. Doug Cleary, System Director of Financial Aid, Kentucky Community and Technical College System

IMPLEMENTATION OF STUDENT LOAN LETTERS

At its February 2018 meeting, the Council approved a resolution stating that comprehensive, transparent information about college costs, financial aid, and student loans communicated regularly to students while in college can encourage them to borrow responsibly, finish a degree, and transition to a meaningful career. Further, it urged campus leaders to implement a financial literacy program at their campus that provides a regular and concise snapshot of students' cumulative debt, potential total payout, and potential monthly payments.

Since that time, CPE staff have been in regular communications with the financial aid directors at each campus. Following is an update on activities:

University of Kentucky

UK sent out the first iteration of a comprehensive student loan debt letter in mid-April (see attachment A). It was sent to all loan recipients enrolled at UK in the 2018-19

academic year, and the letter includes a list of additional UK resources to assist students with financial issues.

University of Louisville

UofL be providing a student loan debt letter annually and a copy of the template can be view as attachment B.

Eastern Kentucky University

EKU has contracted with KHEAA (Kentucky Higher Education Assistance Authority) to send out annual loan letters. The first letters will be sent in May 2019, and a copy can be viewed as attachment C. Additional sources of financial and debt information are being provided to students through the following measures:

- EKU uses a financial planning worksheet for all incoming students when they receive their initial award notification. This allows families have a much better idea about whether they can afford to attend ECU prior to enrolling. See attachment C.
- Many first year classes incorporate a chapter on personal finances and the financial aid staff supplement the studies with a presentation on financial aid, the process in general, and the programs are available to students. Beginning in fall 2019, this presentation will be offered in all first year courses. Attachment C also includes the PowerPoint presentation slides used in this course.

Kentucky State University

KSU has developed Student Loan Information Letters for all student borrowers. The first letters will be sent out following the spring 2019 term. A copy of the letter was not provided.

Morehead State University

Prior to the resolution, MoSU did not have annual letters, however they did regularly provide information to their students regarding responsible borrowing, including entrance and exit counseling, and we speak to all the FYS classes. Recently they have developed a student loan debt letter that notifies students of their cumulative debt. See attachment D.

Murray State University

At the time of exit counseling, MuSU students are provided with a financial literacy packet, and it includes the basics of financial literacy, links to the Federal Student Loan (FSA) Repayment Estimator and other helpful links. A link is also provided to the FSA National Student Loan Data System (NSLDS) at

https://nslds.ed.gov/nslds/nslds_SA/. This website provides users with the most up to date and personalized information on the following:

- The student's federal loans, grants and aid overpayments (including cumulative debt, potential total payouts, and potential monthly payments)
- The student's enrollment status on record with FSA
- The status of the student's loans that are subject to subsidized usage limits.
- Complete Exit Counseling for loans and/or TEACH Grants
- The ability for the student to authorize a loan servicer to view their information on the NSLDS Professional Access site

While this information is provided at the time of exit counseling, the University regularly emails all students with links and information to communicate this NSLDS website option to students in an effort to ensure they understand the full details of their federal aid.

By stressing the use of this website, the University minimizes the risk of student financial information falling into the wrong hands with paper or emailed documents. The NSLDS website is accessed only with sign on credentials created by the student and minimizing the University's risk of distributing this type of data.

Northern Kentucky University

Students are provided with loan information annually when students are packaged with financial aid. This information is provided is provided via student loan entrance counseling, the student portal provides a link NSLDS in addition to loan information being on the ISIR.

At the time of exit counseling, students are provided with information about loan repayment additional resources to address loan repayment questions. Since the resolution, NKU has also developed a personalized student loan debt letter for all student loan borrowers. The first iteration will be mailed May 2019 (Attachment E) and will be sent annually with supplemental loan disclosure information provided upon loan disbursements each semester.

NKU has developed other strategies to improve financial transparency, including:

- Redesign of the Financial Aid Award that includes estimated direct cost, estimated aid, estimated direct cost less aid, and explanation of aid programs awarded
- Launched CashCourse Program – CashCourse is a premier online financial literacy tool designed for college and university students. It provides free

online financial education courses as well as customizable financial tools as worksheets, a budget wizard, quizzes and calculators.

- The Office of Student Financial Assistance partnered with the Center of Economic Education to enhance campus-wide financial literacy programming.

Western Kentucky University

In November 2018, WKU sent a plan of action that indicated a summary loan statement that includes cumulative loan debt (to date) and estimated monthly payments based on current interest rates will be sent to all currently enrolled borrowers. When available, private loan information also will be included. On April 23 they provided copy of the final template. (See Attachment F)

Kentucky Community and Technical College System

Prior to the resolution, KCTCS did not have any type of consistent messaging to students that provided them with a concise snapshot of their debt, total payout, and potential monthly payments. Over the past year they have developed Student Loan Information Letters that will be provided to all student borrowers. The first letters will be sent in April 2019, and a template of that letter can be found in Attachment G.

FURTHER READING

[*Financial Literacy Efforts at Kentucky's Public Colleges and Universities: Address Student Debt and Affordability*](#), CPE, January 2018.

**Resolution adopted by the Council on February 2, 2018
Financial Literacy of Kentucky's College Students**

WHEREAS, education beyond high school strengthens state and regional economies, ensures a stronger workforce, and improves economic opportunity for all citizens; and

WHEREAS, according to a report from Gallup¹, “young adults cite college costs as their top financial problem, and paying for college tops the financial concerns of U.S. parents who have children younger than eighteen”; and

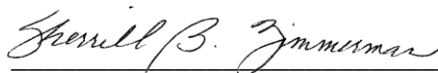
WHEREAS, a strong foundation in financial literacy, or understanding how money is made, spent, and saved in order to make informed decisions, is particularly important during the transition to and through college; and

WHEREAS, comprehensive, transparent information about college costs, financial aid, and student loans communicated regularly to students while in college can encourage them to borrow responsibly, finish a degree, and transition to a meaningful career; and

WHEREAS, several Kentucky universities have introduced or are exploring the use of annual loan letters to help provide clear information to students and families about cumulative debt, potential total payout, and potential monthly payments; and

WHEREAS, in recent years all of Kentucky's colleges and universities, in partnership with the federal government, state, and private organizations, have expanded financial literacy programs and introduced tools to provide students and families with clearer information about college costs and student debt;

NOW, THEREFORE, BE IT RESOLVED, that the Council on Postsecondary Education commends the campuses for the work that has been done to improve the financial literacy levels of Kentucky's college students; however, the Council urges campus leaders to implement a financial literacy program at their campus that provides a concise snapshot of students' cumulative debt, potential total payout, and potential monthly payments. The attached template may be used to communicate this information so that this can be in place for the term beginning in January of 2019.



Sherrill Zimmerman, Chair



Robert L. King, President

¹ Busted, Brandon and Stephanie Kafka, “Most Americans Say Higher Education Not Affordable,” Gallup News, April 16, 2015. http://news.gallup.com/poll/182441/americans-say-higher-education-not-affordable.aspx?g_source=affordable%20for%20all&g_medium=search&g_campaign=tiles

XXXXXXXXXX
XXXXXXXXXX
XXXXXXXXXX

Dear xxxxxx:

This is a summary of your estimated current student loan indebtedness. This information is being provided to you *before* you take on additional debt. We encourage you to make use of the academic and financial planning resources suggested here (see other side) to minimize future borrowing while you complete your degree at xxxxx.

Estimate of Your Total Education Loans: \$12,000

*See the "Important Information" section on the other side of this letter regarding all loan estimates.

Interest Rates

Student loan interest rates vary based on when you borrowed and the loan type. Calculations in this letter are estimated at 4.45%

Estimated Monthly Payment – All Loans

Total Education Loans:	\$12,000
Standard Repayment Term:	10 years
Assumed Interest Rate:	4.45%
Monthly Payment:	\$124
Cumulative Payments:	\$14,889
Projected Interest Paid:	\$ 2,889

Federal Direct Loans

The Federal Direct Loan program provides the majority of loan funds for xxxx students. The total you have borrowed from this program, including both subsidized and unsubsidized loans, is \$xxxxxx

The maximum you may borrow as a Dependent student and degree objective is \$31,000 and \$57,500 as an Independent student not to exceed \$23,000 total in Subsidized loan.

Other Education Loans

The estimated total of your education loans includes amounts below, based on xxxx's records about your borrowing history:

Federal Perkins Loans:	\$xxxxxxx
Private Alternative Loans Certified at xxxx:	\$0
Other Loans Certified at xxxx:	\$0

Academic & Financial Planning Resources

Loans offered for the upcoming academic year are included in the figures provided in this letter. There is still time for you to reduce future debt by planning your expenses carefully and borrowing only what you really need. Meet with your academic advisor and set a plan to expedite completing your degree, if possible. We encourage you to make use of these resources to find ways to balance your budget:

Salt: <https://www.saltmoney.org>

You are also invited to make an appointment or drop by the Financial Aid Office to review your loan debt figures, talk about future borrowing and discuss repayment options with a counselor.

The standard 10-year repayment plan for Federal Direct Loans is one of many options. To find out about alternatives, visit this site: <https://studentaid.ed.gov/repay-loans/understand/plans>

To calculate payments on loans of all types; or to estimate your monthly obligation for your cumulative debt under various repayment options, visit this website: <https://studentaid.gov>

Loan Terms Glossary - <https://studentloans.gov/myDirectLoan/glossary.action>

Important Information about These Loan Estimates

***IMPORTANT: Figures provided in this notice are NOT a complete and official record of your student loan debt.**

The most accurate information about your Federal student loans is available in the National Student Loan Data System (NSLDS). <https://www.nsls.ed.gov>

Log in using your personal information and the FSA Id you used to sign your FAFSA.

Please read this important information about why loan totals in this letter may be incomplete or inaccurate.

- Students who have borrowed at multiple institutions, who have consolidated loans, had loan debt discharged or forgiven, or who have repaid a portion of their debt may find that these estimates are inaccurate.
- State or institutional loans and private Alternative loans from other institutions are not included in these estimates.
- Interest that accrues while you are enrolled, which must be paid first or capitalized (added to your debt), has not been projected here and therefore has not been included in these estimates.
- The Federal Direct and Perkins Loan figures in this letter are based on the most recent information sent to The University of Louisville by NSLDS and should include loans from any institution. However, if you recently received Direct or Perkins loans at another institution, these may not have been included in the information provided by NSLDS.
- State Teaching scholarships and Federal TEACH grants, which may be converted to loans if scholarship terms and conditions are not met by the recipient, are not included in these estimates.
- Education loans your parent took out on your behalf, and parent loans you may have taken for your children, are not included in these estimates.
- Loans included in this letter may have been discharged or forgiven.

UK Wildcat Student
 Winning Avenue #9
 Lexington, KY 40506

April 19, 2019

Dear UK Wildcat,

This letter is a personalized summary of your estimated student loan indebtedness. Please use the information below, along with the academic and financial planning resources on page two, to help minimize future borrowing while you complete your degree at the University of Kentucky.

Your Total Estimated Education Loan Debt: \$ 20000

*See the “Important Information” section on page 2 of this letter regarding loan estimates.

Interest Rates

Student loan interest rates vary based on the type of loan and when the loan was borrowed. For the purpose of this letter we are using an estimated interest rate at 6.80%.

Estimated Monthly Payment – All Loans

Total Education Loans:	\$ 20000
Standard Repayment Term:	10 years
Assumed Interest Rate:	6.80%
Monthly Payment:	\$ 231
Cumulative Payments:	\$ 27720
Projected Interest Paid:	\$ 7720

Federal Stafford Loans

The Federal Stafford Loan program is available to students who file a Free Application for Federal Student Aid (FAFSA). The amount offered is based on students’ grade level and financial need. The total you have borrowed from this program, including both subsidized and unsubsidized loans, is \$ 20000.

Other Education Loans

In addition to your Federal Stafford loans, the estimated total of your education loans includes the amounts below which are based on your borrowing history at the University of Kentucky:

Federal Perkins Loans: \$ 1400
 Private Loans Certified at UK: \$ 2500
 Other Loans Certified at UK: \$ 0 (Graduate PLUS and Federal Health Profession Loans)
 Institutional Young Loans at UK: \$ 0

Academic & Financial Planning Resources

There is still time for you to reduce future debt by planning your expenses carefully and borrowing only what you really need. Please visit the UK MoneyCATS website below for helpful information on how you can reduce your educational expenses to help minimize future loan borrowing.

MoneyCATS: <http://www.uky.edu/financialwellness/moneycats-team>

Please feel free to contact the Student Financial Aid Office to review your loan debt information and talk about future borrowing. Your financial aid counselor contact information can be found at <http://www.uky.edu/financialaid/financial-aid-contact-us>.

The standard 10-year repayment plan for Federal Stafford Loans is one of many repayment options. Please visit website: <https://studentaid.ed.gov/sa/repay-loans> to view the different repayment plans and the repayment estimator. The repayment estimator allows you to determine which repayment plans you may be eligible for and to estimate your monthly obligation for your cumulative debt. You will also find the Loan Terms Glossary on this website.

Important Information about These Loan Estimates

***IMPORTANT: Figures provided in this notice are NOT a complete and official record of your student loan debt.**

The most accurate information about your Federal student loans (excluding Title VII and VIII Health Profession Loans) is available in the National Student Loan Data System (NSLDS). http://www.nsls.ed.gov/nsls_SA/

Log in using your personal information and FSA ID you used to sign your FAFSA.

Please read this important information about why loan totals in this letter may be incomplete or inaccurate.

- Students who have borrowed at multiple institutions, have consolidated their loans, or who have repaid a portion of their debt may find that these estimates are inaccurate.
- Grad PLUS Loans, Federal Health Profession Loans, state or institutional loans and private loans from other institutions are not included in these estimates.
- Federal Health Profession Loans, institutional loans and private loans certified at UK before the 2006-07 academic year are not included in these estimates.
- Interest that accrues while you are enrolled, which must be paid first or capitalized (added to your debt), has not been projected here and therefore has not been included in these estimates.
- The Federal Stafford and Perkins Loan figures in this letter are based on the most recent information sent to the University of Kentucky by NSLDS and should include loans from any institution. However, if you recently received Stafford or Perkins loans at another institution, these may not have been included in the information provided by NSLDS.
- Federal TEACH grants may be converted to loans if grant terms and conditions are not met by the recipient. They are not included in these estimates.
- Education loans your parent took out on your behalf, and parent loans you may have taken for your children, are not included in these estimates.

Sincerely,

Office of Student Financial Aid and Scholarships
University of Kentucky

Student Financial Aid Office
 e-mail: finaid@louisville.edu
 online: louisville.edu/financialaid

Dear sample data,

In an effort to assist you in monitoring your student loan debt while attending The University of Louisville, we are providing you this summary of your estimated current student loan indebtedness. While you complete your degree at the University of Louisville, we want you to know that we care about your financial future and we stand ready to assist you with your debt management efforts.

Your Federal Student Loan Debt

Information on your federal student loan debt (Title IV loan data), such as loan servicer contact information and how much you have borrowed is available at the National Student Loan Data System website at <https://nslds.ed.gov>. Click on the *Financial Aid Review* to sign in and view your NSLDS information. If you do not have internet access, you can identify your loan holder by calling 1-800-4-FED-AID.

According to NSLDS, the table below is a summary of your federal combined Direct Subsidized and Unsubsidized student loan debt as of or after July 23, 2012. This table may include loan amounts you have recently canceled, discharged, had forgiven or repaid. Please allow some time for NSLDS to receive and list any recent loan updates. Contact your servicer(s) if you have questions concerning your loan amounts.

Type of Loan	Aggregate Total ^{1,3}	Estimated Average Anticipated Monthly Payment ^{2,4}	Estimated Total Payment ^{2,4}
Combined Federal Direct (subsidized + unsubsidized)	\$254,553.00	\$4,688.92	\$5,203.27

There is still time for you to reduce future debt by planning your expenses carefully and borrowing only what you need. Also, meet with your academic advisor and set a plan to expedite completing your degree, if possible.

Financial Awareness Counseling

The U.S. Department of Education Federal Student Aid offers optional financial awareness counseling which provides tools and information to help you understand your financial aid and assist you in managing your finances. If you are interested in this counseling, please see below:

To complete Financial Awareness Counseling:
<ol style="list-style-type: none"> 1. Navigate to the Federal Student Aid Student Loans website at https://studentloans.gov and log in with your FSA ID. 2. Select "Complete Counseling" then select "Complete Financial Awareness Counseling"

Support and Questions

You have options should you encounter any difficulty with understanding your NSLDS record, please contact your loan servicer, the Department of Education or our office for assistance. To contact our office you can call (502) 852-5511 or send us an email at finaid@louisville.edu. To calculate payments on loans of all types; or to estimate your monthly obligation for your cumulative debt under various repayment options, navigate to the Federal Student Aid Student Loans website at <https://studentloans.gov>. A Federal Student Loan Ombudsman is available should you have any difficulty with your loan servicer. The Ombudsman's can be contacted at (877)-557-2575 or at this website <https://studentaid.ed.gov/sa/contact>.

We wish you success as you pursue your educational goals at the University of Louisville.

Student Financial Aid Office

University of Louisville

Website: louisville.edu/financialaid

Email: finaid@louisville.edu

Call Center: (502) 852-5511

Destination Address: sample data (samp)

1 The aggregate total may include a pending disbursement; monitor NSLDS until this is updated. Loan amounts listed may also be consolidated. The total may not include recent loan disbursements, and does not include any loan offer for a future term/aid year.

2 Calculations are estimates only. Values may not reflect the actual amount computed by your loan servicer. Estimated average anticipated monthly payment and total are based on the Standard Repayment Plan, 120 months, and 6.8% interest rate for Direct Loans.

3 This total does not include Perkins, Parent PLUS, or private student loans you may have borrowed.

4 If your estimates indicate 'N/A', you will not have an estimate. If your aggregate total is less than \$4,345 and your interest rate is 6.8%, you may or may not have 120 payments under the Standard Repayment Plan. Use the repayment estimator navigate to the Federal Student Aid Student Loans website at <https://studentloans.gov> for an estimate of your anticipated monthly payments.

SCHOOL LOGO

Dear (Borrower Name),

Below is a current summary of your personal estimated student loan debt. It is important to *Be Loan Smart* and know what and who you owe! Keep this information for your records to help make informed decisions regarding future borrowing and repayment of student loans.

Be Loan Smart - Know What You Owe

Estimated Total of Federal Direct Education Loans:	\$ (add below)
Federal Subsidized Student Loans:	\$ (Agg amt from FAH)
Federal Unsubsidized Student Loans:	\$ (Agg amt from FAH)
Federal PLUS Grad/Professional Loans:	\$ (Agg amt from FAH)
Estimated Total of Other Education Loans:	\$ (add below)
Federal Perkins Loans:	\$ (Agg amt from FAH)
Private Student Loans:	\$ (from school)
State Education Loans:	\$ (from school)
Total Estimated Student Loan Debt:	\$ (add above totals)
Estimated Monthly Payment @ 6.8% interest rate:	\$ (calculate)
Total Principal paid over 10 years:	\$ (calculate)
Total Interest paid over 10 years:	\$ (calculate)

***IMPORTANT:** This notice is NOT a complete and official record of your student loan debt.

Under the Federal Direct Loan program, there are limits to what you may borrow annually and over your academic career in subsidized and unsubsidized loans. Based on your dependency status and academic level, the maximum you may borrow is \$(Aggregate for dependency status/level). Based on the summary above, you have borrowed (Aggregate Combined O/S Prin Bal / Aggregate for dependency status/level)% of the maximum available for Federal Direct subsidized and unsubsidized loans.

Keep in mind that interest rates vary based on the type of loan and when loans were borrowed. Therefore, your actual monthly payment may vary from the above calculation. For Federal Direct loans, log in using your FSA ID at <https://studentloans.gov/myDirectLoan/repaymentEstimator.action> and use the repayment estimator to calculate your monthly payment.

Be Loan Smart - Know Who You Owe

Do you know how many loans you have that make up the above totals and who is servicing them? You may have more than one servicer, and it is important to know so that you can ensure you remain on track to successful repayment on *all* of your loans. To find out, you can contact NSLDS (National Student Loan Data System) at 800-433-3243 or log in using your FSA ID at https://nslds.ed.gov/nslds/nslds_SA/.

For more information regarding financial literacy and student loans visit this website: www.beloansmart.com.

PLEASE READ IMPORTANT INFORMATION ABOUT YOUR STUDENT LOANS ON BACK *(if letter, not here if email)*

***IMPORTANT:**

- **This notice is NOT a complete and official record of your student loan debt. This summary may be incomplete or inaccurate due to the following:**
 - You have borrowed to attend more than one college
 - You consolidated your loans
 - Your loans may have been forgiven or discharged
 - You have paid off some of your debt
 - You have applied for additional loans not yet finalized
 - Interest accruing on loans during enrollment has not been calculated and included
 - Loans your parent took out on your behalf are not included
 - Loans you took out on behalf of your children are not included
 - State Teaching scholarships and Federal TEACH grants converted to loans if scholarship terms and conditions are not met are not included

**Financial Planning
Worksheet**

Eastern Kentucky University

2019-20

Student's Name :



Student ID:



ESTIMATED Costs for 2019-20 - Using a 3% increase in tuition

Direct costs	Fall	Spring	Total
Tuition	\$ 4,633.00	\$ 4,633.00	\$ 9,266.00
Fees	\$ 400.00	\$ 400.00	\$ 800.00
Room	\$ 3,149.00	\$ 3,149.00	\$ 6,298.00
Meals	\$ 1,930.00	\$ 1,930.00	\$ 3,860.00
<i>Cost Totals</i>	<u>\$ 10,112.00</u>	<u>\$ 10,112.00</u>	<u>\$ 20,224.00</u>

Financial Aid

Federal Grants	Fall	Spring	Total
Pell Grant	\$ 3,047.50	\$ 3,047.50	\$ 6,095.00
SEOG	\$ -	\$ -	\$ -
State Grants			
CAP Grant - Estimate	\$ 1,000.00	\$ 1,000.00	\$ 2,000.00
KEES - Estimate	\$ 432.00	\$ 432.00	\$ 864.00
	\$ -	\$ -	\$ -
Awards			
State Tuition Waiver	\$ 4,678.00	\$ 4,678.00	\$ 9,356.00
SMART Award	\$ -	\$ -	\$ -
Athletic	\$ -	\$ -	\$ -
Grants	\$ -	\$ -	\$ -
Outside Scholarships	\$ -	\$ -	\$ -
Total Aid BEFORE Loans	<u>\$ 9,157.50</u>	<u>\$ 9,157.50</u>	<u>\$ 18,315.00</u>
Total Balance due BEFORE Loans	\$ 954.50	\$ 954.50	\$ 1,909.00

Student Loans			Borrowing	
Subsidized Direct Loan	\$ 1,723.75	\$ 1,723.75	\$ 3,500.00	\$ 3,447.50
Unsub Direct Loan	\$ 985.00	\$ 985.00	\$ 2,000.00	\$ 1,970.00
Parent Plus Loan	\$ -	\$ -	\$ -	\$ -
Federal Work Study	-	\$ -	\$ -	\$ -
Total Financial Aid	<u>\$ 11,866.25</u>	<u>\$ 11,866.25</u>		<u>\$ 23,732.50</u>


Total Balance Due **\$ (1,754.25)** **\$ (1,754.25)** **\$ (3,508.50)**

Other expenses include personal exp., transportation, etc - Books are covered with Honors Scholarship



Financial Aid

Definition:
Any monetary assistance a student receives from federal/state government, scholarships, and private agencies to help pay for college.



Financial Aid Sources may include:

- Scholarships
- Grants
- Student Loans
- Student Employment

Scholarships

EKU SCHOLARSHIPS

- Foundation, departmental, retention, honors, students w/ disabilities, diversity...

OUTSIDE SOURCE SCHOLARSHIPS

- Scholarship checks should be sent to Student Accounting Services
- Please report your scholarship – form available on our website



APPLY FOR AS MANY SCHOLARSHIPS AS YOU CAN!

<https://scholarships.eku.edu>

KEES Kentucky Educational Excellence Scholarship

- ✓ High school – the better you did, the more \$\$
- ✓ Award is based on GPA and highest ACT score
 - ✓ Renewable up to 4 years
- ✓ Must maintain required GPA and be “on track to graduate”
 - ✓ Check your KEES scholarship award at <https://www.kheaa.com>

Grants

- **FEDERAL PELL GRANT** - Maximum award for 2018-19 is \$6,095, varies depending on student's eligibility and enrollment status
- **STATE CAP GRANT** (College Access Program) awards are \$1900 per year based on full-time enrollment
- **FEDERAL SEOG GRANT** (Supplemental Educational Opportunity Grant) awards are \$550 per year

Grants are gifts of money from the state and federal government.

Student Loans

STUDENT LOANS ARE ACTUAL LOANS THAT YOU MUST REPAY

- Signature Loans meaning no credit check, cosigner, or collateral are required
- Typical repayment starts 6 months after graduation or if student is no longer enrolled at least half-time

Types of Student Loans

SUBSIDIZED

- *Interest rate is 5.05% for 2018-19
- **Does not* accrue interest while student is enrolled in school
- *As of July 1, 2013, limited borrowing up to 150% of program

UNSUBSIDIZED

- *Interest rate is 5.05% for 2018-19
- **DOES* accrue interest while student is enrolled in school

PARENT PLUS LOAN

- * A loan taken out by parents to help pay a student's educational costs
- * Interest rate is 7.6% for 2018-19

Federal Direct Subsidized/Unsubsidized Loan Limits Per Year (dependent students)

Freshman \$5,500	Sophomore \$6,500	Junior \$7,500	Senior \$7,500
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Federal Work Study

- Eligibility is determined by FAFSA
- Students work part-time on campus
- Students earn minimum wage
- Typical work week is 10-12 hours

**READY, SET,
FAFSA!**

IT TAKES OFF OCTOBER 1.

2019-2020 FAFSA
Use 2017 tax/income information

FAFSA How to Apply

<https://fafsa.gov>

- Must have FSA ID User Name and Password for you and parent (for dependent students) to electronically “sign” the FAFSA
- Secure user names and passwords; will be same for entire college career unless you change them

EKU School Code: 001963

Need money for college?

Complete the FAFSA® (Free Application for Federal Student Aid) form to apply for financial aid for college, career school, or graduate school.

NEW TO FAFSA.GOV?

Submitting the FAFSA form is quick, and most importantly, it's FREE. Get started today

[START HERE >](#)

RETURNING USER?

- Make a correction
- Add a school
- View your Student Aid Report (SAR)

[LOG IN >](#)



Mobile FAFSA Access

Mobile-Friendly FAFSA.gov website

Mobile FAFSA app

Mobile-friendly FAFSA now fits screen size/shape of any device (desktop, laptop, smartphone, tablet)

myStudentAid mobile app available from Apple App Store and Google Play

myStudentAid Mobile App



- Mobile ability to begin, complete, save, and submit the FAFSA

Mobile App Features

- Information protected same as FOTW
- Prompts applicants to create a save key, allowing completion at a later time
- Successful completion of each section indicated; FAFSA completion is tracked
- Digital signature
- Confirmation of submission
- Estimated EFC calculation

Use Data Retrieval Tool

Available through the [FAFSA website](#) and on the mobile app
Saves time and effort in the following ways:

- No need to locate your tax return records
- No need to worry about making mistakes entering your tax return information on your FAFSA
- If you use the IRS DRT and do not change any of the retrieved information in your FAFSA; you won't need to provide tax transcripts to KHEAA if you're selected for federal verification; and
- If you use the IRS DRT it will reduce the chances of questions from the financial aid office or the Department of Education regarding conflicting information from your FAFSA records.

Did you know 1 in 3 students are selected for federal verification?

Selected for Verification?

- Process by which information on the FAFSA is verified or confirmed
- About 1/3 of EKU students who complete the FAFSA randomly selected by U.S. Department of Education
- KHEAA (Kentucky Higher Education Assistance Authority) completes verification for EKU students
- **Crucial** for documentation to be submitted to KHEAA immediately
- No financial aid until verification is complete

Respond to requests for additional information *immediately.*

Any email KHEAA or Financial Aid sends you is **important.**

Withdrawing from courses?

Withdrawing from a class **can** affect your financial aid. Talk to us first.

Withdrawing from Courses What could happen?

- Financial aid may be adjusted
- Financial aid disburses prior to completion of required courses
- Withdrawing completely from a semester may result in a large balance due to the University.

SAP and Financial Aid...What??



Satisfactory Academic Progress (SAP)

All students must make satisfactory, measurable academic progress toward completion of a degree in order to receive federal financial aid.

SAP Requirements - Undergraduates

- GPA = at least 2.0
- PACE: Earn at least 2/3, or 67%, of the credit hours you attempt.
- To earn hours at EKU, a student must receive a grade of A, B, C, D or S.
- All other grades including F, FN, I, IP, U or W count as attempted, but not earned hours.

Can I get my financial aid back?



It's possible!




Without an Appeal

Contact the Student Financial Aid Office to have your financial aid reinstated if you:

- have taken additional courses to bring your GPA up to the minimum 2.0
- have taken additional courses to bring your pace back to 67% or better

With an Appeal

- You may appeal if you had extenuating circumstances which prevented you from making Satisfactory Academic Progress.
- Extenuating circumstances = significant life experiences, out of your control, that impacted your emotional and/or physical health so much that you were unable to make good academic progress.
- Must have:
 - Appeal form, your letter of appeal, supporting documentation



Your time is limited.

Associates Degree – 90 credit hours

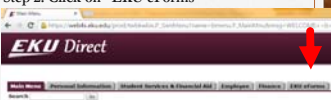
Bachelors Degree – 180 credit hours

Authorization for Release of Information


You must give written consent if you want the Office of Student Financial Assistance or the Office of Student Accounting Services to discuss any of your financial aid, scholarship or billing/account information with anyone other than yourself, including parents.

Step 1: Login to EKUDirect

Step 2: Click on "EKU eForms"



Step 3: Click on "Authorization to Release Financial Information"



Step 4: Fill out the authorization form and submit.

Step 1: Login to EKUDirect

Step 2: Click on "EKU eForms"

Step 3: Click on "Authorization to Release Financial Information"

Step 4: Fill out the authorization form and submit.

How Do I Find Out More About Financial Aid & Scholarships?

Visit with our professional staff
in the Whitlock Building
Second floor, Room 251

BRING PHOTO ID

Email us: finaid@eku.edu Call
us: 859-622-2361

Stay Connected!

 [@EKUFinancialAid](https://twitter.com/EKUFinancialAid)
finaid.eku.edu
scholarships.eku.edu



Questions?

Morehead State University
Office of Financial Aid
205 Enrollment Services Center
Morehead, Kentucky 40351

March 29, 2019

NAME
ADDRESS
CSZ

Dear FIRST:

This is a summary of your *estimated* current student loan indebtedness. This information is being provided to you *before* you take on additional debt. We encourage you to make use of the academic and financial planning resources suggested here (see other side) to minimize future borrowing while you complete your degree at Morehead State University (MSU).

Estimate of Your Total Education Loans: \$77,259.00

*See the "Important Information" section on the other side of this letter regarding all loan estimates.

Interest Rates

Student loan interest rates vary based on when you borrowed and the loan type. Calculations in this letter are estimated at 4.5%.

Estimated Monthly Payment – All Loans

Total Educational Loans:	\$77,259.00
Standard Repayment Term:	10 Years
Assumed Interest Rate:	4.5%
Monthly Payment:	\$933.55
Cumulative Payments:	\$112,025.55
Projected Interest Paid:	\$34,766.55

Federal Direct Loans

The Federal Direct Loan program provides the majority of loan funds for MSU students. The total you have borrowed from this program, including both subsidized and unsubsidized loans, is 24,822.

The maximum you may borrow based on your current academic level as a Dependent student is \$31,000 and as an Independent student is \$57,500, not to exceed \$23,000 total in Subsidized loan.

Other Education Loans

The estimated total of your education loans includes amounts below, based on MSU's records about your borrowing history:

Federal Perkins Loans: \$1,000

Private Alternative Loans Certified at MSU: \$51,437.00

Academic & Financial Planning Resources

Loans offered for the upcoming academic year are included in the figures provided in this letter. There is still time for you to reduce future debt by planning your expenses carefully and borrowing only what you really need. Meet with your academic advisor and set a plan to expedite completing your degree, if possible. We encourage you to make use of these resources to find ways to balance your budget:

You are invited to make an appointment or drop by the Office of Financial Aid to review your loan debt figures, talk about future borrowing and discuss repayment options with a counselor.

The standard 10-year repayment plan for Federal Direct Loans is one of many options. To find out about alternatives, visit this site: <https://studentaid.ed.gov/repay-loans/understand/plans>.

To calculate payments on loans of all types; or to estimate your monthly obligation for your cumulative debt under various repayment options, visit this website: <https://studentaid.gov>.

Loan Terms Glossary - <https://studentloans.gov/myDirectLoan/glossary.action>

Important Information about These Loan Estimates

***IMPORTANT: Figures provided in this notice are NOT a complete and official record of your student loan debt.**

The most accurate information about your Federal student loans is available in the National Student Loan Data System (NSLDS). <https://nslds.ed.gov>

Log in using your personal information and the FSA Id you used to sign your FAFSA.

Please read this important information about why loan totals in this letter may be incomplete or inaccurate.

- Students who have borrowed at multiple institutions, who have consolidated loans, had loan debt discharged or forgiven, or who have repaid a portion of their debt may find that these estimates are inaccurate.
- State or institutional loans and private Alternative loans from other institutions are not included in these estimates.
- Interest that accrues while you are enrolled, which must be paid first or capitalized (added to your debt), has not been projected here and therefore has not been included in these estimates.
- The Federal Direct and Perkins Loan figures in this letter are based on the most recent information sent to MSU by NSLDS and should include loans from any institution. However, if you recently received Direct or Perkins loans at another institution, these may not have been included in the information provided by NSLDS.
- State Teaching scholarships and Federal TEACH grants, which may be converted to loans if scholarship terms and conditions are not met by the recipient, are not included in these estimates.
- Education loans your parent took out on your behalf, and parent loans you may have taken for your children, are not included in these estimates.
- Loans included in this letter may have been discharged or forgiven.

Office of Student Financial Assistance
 Northern Kentucky University
 Administrative Center, Room 416
 Highland Heights, KY 41099-7101
 (859) 572-5143

May 1, 2019

XXXXXX XXXXXX
 7777 Adams Rd
 Covington, KY 99999

STUDENT ID
999999999

This is a summary of your estimated current student loan indebtedness. This information is being provided to you *before* you take on additional debt. We encourage you to make use of the academic and financial planning resources suggested here (see other side) to minimize future borrowing while you complete your degree at Northern Kentucky University.

Estimate of your Total Education Loans: \$5,500.00

*See the "Important Information" section on the other side of this letter regarding all loan estimates.

Interest Rates

Student loan interest rates vary based on when you borrowed and the loan type. Calculations in this letter are estimated at 4.45%

Estimated Monthly Payment - All Loans

Total Education Loans:	\$5,500.00
Standard Repayment Term:	10 years
Assumed Interest Rate:	4.45%
Monthly Payment:	\$56.96
Cumulative Payments:	\$6,835.62
Projected Interest Paid:	\$1,335.62

Federal Direct Loans

The Federal Direct Loan program provides the majority of loan funds for XXXXXX students. The total you have borrowed from this program, including both subsidized and unsubsidized loans, is \$5,500.00.

The maximum you may borrow as a Dependent student and degree objective is \$31,000 and \$57,500 as an Independent student not to exceed \$23,000 total in Subsidized loans.

Other Education Loans

The estimated total of your education loans includes amounts below, based on Northern Kentucky University's records about your borrowing history:

Private Alternative Loans Certified at xxxx:	\$0
Other Loans Certified at xxxx:	\$0

WKU Communication Plan to Loan Borrowers Regarding Cumulative Loan Debt/Repayment

WHO	WHAT	WHEN
Fall withdrawals with loan debt	<p>WKU sends email with exit counseling info & directs student to NSLDS for cumulative loan debt amount</p> <p>WKU sends ID to KHEAA & KHEAA counsels students on options & encourages re-enrollment (as part of our Cohort Default Management Plan)</p> <p>Loan servicer sends info to borrower once enrollment info is received from Clearinghouse</p>	WKU sends weekly after 100% drop-add period
Fall <half-time with loan debt	<p>WKU sends email with exit counseling info & directs student to NSLDS for cumulative loan debt amount</p> <p>WKU sends ID to KHEAA & KHEAA counsels students on options & encourages re-enrollment (as part of our Cohort Default Management Plan)</p> <p>Loan servicer sends info to borrower once enrollment info is received from Clearinghouse</p>	WKU sends weekly after 100% drop-add period
Fall enrolled, no spring re-enroll with loan debt	<p>WKU sends email with exit counseling info & directs student to NSLDS for cumulative loan debt amount</p> <p>Loan servicer sends info to borrower once enrollment info is received from Clearinghouse</p>	WKU sends after 100% drop-add period
Fall graduates	<p>WKU sends email with exit counseling info & directs student to NSLDS for cumulative loan debt amount</p> <p>WKU SFA counselors meet with student borrowers attending the Grad Fair & provide exit counseling & cumulative loan debt info</p> <p>WKU sends ID to KHEAA & KHEAA counsels students on repayment options (as part of our Cohort Default Management Plan)</p> <p>Loan servicer sends repayment info to borrower based on graduation status</p>	WKU sends one email midway through student’s final semester & then another after graduation

Spring withdrawals with loan debt	<p>WKU sends email with exit counseling info & directs student to NSLDS for cumulative loan debt amount</p> <p>WKU sends ID to KHEAA & KHEAA counsels students on options & encourages re-enrollment (as part of our Cohort Default Management Plan)</p> <p>Loan servicer sends info to borrower once enrollment info is received from Clearinghouse</p>	WKU sends weekly after 100% drop-add period
Spring <half-time with loan debt	<p>WKU sends email with exit counseling info & directs student to NSLDS for cumulative loan debt amounts</p> <p>WKU sends ID to KHEAA & KHEAA counsels students on options & encourages re-enrollment (as part of our Cohort Default Management Plan)</p> <p>Loan servicer sends info to borrower once enrollment info is received from Clearinghouse</p>	WKU sends weekly after 100% drop-add period
Spring enrolled, no fall re-enroll with loan debt	<p>WKU sends email with exit counseling info & directs student to NSLDS for cumulative loan debt amounts</p> <p>Loan servicer sends info to borrower once enrollment info is received from Clearinghouse</p>	WKU sends after 100% drop-add period
Spring graduates	<p>WKU sends email with exit counseling info & directs student to NSLDS for cumulative loan debt amount</p> <p>WKU SFA counselors meet with student borrowers attending the Grad Fair & provide exit counseling & cumulative loan debt info</p> <p>WKU sends ID to KHEAA & KHEAA counsels students on repayment options (as part of our Cohort Default Management Plan)</p> <p>Loan servicer sends repayment info to borrower based on graduation status</p>	WKU sends one email midway through student's final semester & then another after graduation
Summer graduates	<p>WKU sends email with exit counseling info & directs student to NSLDS for cumulative loan debt amount</p> <p>WKU SFA counselors meet with student borrowers attending the Grad Fair & provide exit counseling & cumulative loan debt info</p> <p>WKU sends ID to KHEAA & KHEAA counsels students on repayment options (as part of our Cohort Default Management Plan)</p>	WKU sends one email midway through student's final semester & then another after graduation

	Loan servicer sends repayment info to borrower based on graduation status	
Spring term enrolled students	WKU sends annual email to student borrowers that includes cumulative loan debt, estimated repayment information, resources & other info encouraging students to borrow wisely	June of each year

Dear Student,

This is a summary of your estimated current student loan indebtedness. This information is being provided to you before you take on additional debt for the upcoming school year. **THIS IS NOT A BILL.** At Western Kentucky University, our top priority is for our students to obtain their degree, and do so with as little debt as possible. We encourage you to make use of the academic and financial planning resources provided in this letter to minimize future borrowing while you complete your degree.

Estimate of Your Total Education Loans: \$XX,XXX

*See the "Important Information" section on the other side of this letter regarding all loan estimates.

Interest Rates

Student loan interest rates vary based on when you borrowed and the loan type. Calculations in this letter are estimated at 5.05%

Estimated Monthly Payment – Subsidized and Unsubsidized Loans

Total Education Loans:	\$XX,XXX
Standard Repayment Term:	10 years
Assumed Interest Rate:	5.05%
Monthly Payment:	\$XXX
Cumulative Payments:	\$14,889
Projected Interest Paid:	\$x,xxx

Federal Direct Loans

The Federal Direct Loan program provides the majority of loan funds for students. The total you have borrowed from this program, including both subsidized and unsubsidized loans, is \$XX,XXX.

The maximum you may borrow as a Dependent student pursuing a degree is \$31,000 and \$57,500 as an Independent student, not to exceed \$23,000 in Subsidized loans.

Other Education Loans

The estimated total of your education loans above do not include the amounts for any other type of educational loan. For loans that you have borrowed other than Subsidized and Unsubsidized at WKU, we have figured up the totals below, however they are not included in your interest rate or estimated monthly repayment. To obtain that information please contact your alternate lender.

Federal Perkins Loans: \$XXXX

Private Alternative Loans: \$XXXX

Other Loans Certified at WKU: \$XXXX

Date

Name
Address
City, State Zip

Dear (first name):

It's important to understand the costs to attend college and keep informed in order to reduce your loan indebtedness. We would like to help by offering you information on how to access your estimated current student loan indebtedness. This information is being provided to you before you take on additional debt for the upcoming academic year. We encourage you to make use of the academic and financial planning resources suggested here to minimize future borrowing while you complete your degree at KCTCS.

Estimate of Your Total Education Loans

There are different types of student loans available to help fund your education. Loans need to be paid back, with interest. Interest rates may be different for each loan depending on the interest rate at the time the loan was taken out. Know your expenses to limit what to borrow and help minimize your debt.

Your total cumulative student loan debt is <cumloandebt>. Below are some helpful links that will provide access to potential total monthly payments.

Can I reduce my loans?

There is still time for you to reduce future debt by planning your expenses carefully and borrowing only what you really need. Meet with your financial aid advisor at your school and set a plan to expedite completing your degree, if possible.

Repayment of your loans

How do I know what monthly payments and potential total payout will be?

The Department of Education (DOE) provides a number of ways to repay federal loans. Below is a link to the DOE website to access a repayment estimator. Use the information from NSLDS to enter your total Loan amount and Interest Rate to provide.

Loan Repayment Estimator [Click Here](#)

Additional information about federal student loans repayment:

Guide to Repaying Your Federal Student Loans [Click Here](#)

Quick Links ([Click Here](#)): There's a lot to consider when it comes time to repaying your federal student loan. Quick Links on the Federal Student Aid website provides additional information that includes a Repayment Checklist, Loan Consolidation, Deferment and Forbearance options, Forgiveness, Cancellation, and Discharge options and Understanding Delinquency and Default.

Loan Forgiveness

This program provides student loan forgiveness to eligible full-time workers in public service. To qualify, you must make 120 monthly payments on eligible federal student loans from the Direct Loan Program. Eligible loans include Federal Stafford, Parent PLUS and Consolidation loans made after September 30, 2007. For more information, visit the Public Loan Service Loan Forgiveness section [Click Here](#).

TITLE: 2019 Legislative Session Summary

DESCRIPTION: Staff will discuss the 2019 legislative session activity that will impact postsecondary education.

SUPPORTING INFORMATION

The following postsecondary-related legislation was adopted during the 2019 session. These bills were passed by both houses of the legislature and either signed by the Governor or were enacted without signature after the expiration of the veto period.

Unless otherwise noted, the effective date of the legislation is June 27, 2019.

Bills:

- **HB 61** allows KEES funds to be used for qualified workforce training programs. A “qualified workforce training program” is a program that is in one (1) of Kentucky's top five (5) high-demand work sectors as determined by the Kentucky Workforce Investment Board.
- **HB 181** expands the definition of “proprietary schools” under the jurisdiction of the Commission on Proprietary Education to include not-for-profit institutions offering programs below the baccalaureate level. Currently the Council licenses all non-profit institutions offering courses for college credit. Due to the passage of this bill, College for Technical Education and Brighton Center for Employment Training will no longer be licensed by the Council and must seek licensure with the Commission.
- **HB 254** requires that public postsecondary institutions adopt policies ensuring the protection of freedom of speech and expression by students and faculty as provided by the First Amendment and that policies be made available to students and faculty. It also creates a state cause of action for a violation of these policies.
- **HB 268**, effective March 28, 2019, amends the 2018-2020 Executive Branch budget. It ensures that postsecondary institutions have the authority to dispose

of real property at their discretion and designate the proceeds on a proportionate basis to the funding sources used for acquisition. It also mandates that the Council recommend a process for the sale or disposal of property owned by the institution to the Interim Joint Committee on Appropriations and Revenue by December 1, 2019. And finally, it provides Kentucky State University with an additional \$290,000 in fiscal year 2018-2019 to assist in meeting its land-grant match obligation.

- **HB 296** creates a Kentucky Department of Veterans Affairs nurse loan repayment program for registered nurses and licensed practical nurses employed at the state veterans facilities.
- **HB 392** codified the Executive Order that reorganized Kentucky Adult Education from the Council to the Education and Workforce Development Cabinet.
- **SB 98** codified the Executive Order creating the Work Ready Kentucky Scholarship program.

Resolutions:

- **SR 249** confirms the reappointment of Ronald C. Beal to the Council for a term expiring December 31, 2023.
- **SR 250** confirms the appointment of Laura R. Harper to the Council for a term expiring December 31, 2022.

Detailed information on the 2019 legislative session may be accessed from the Legislative Research Commission's website:

<https://apps.legislature.ky.gov/record/19rs/record.html>

TITLE: Expiration of Administrative Regulations

DESCRIPTION: CPE staff will provide an update on the administrative regulations that are set to expire on July 1, 2019.

PRESENTER: Travis Powell, Vice President and General Counsel

SUPPORTING INFORMATION

At the February 22 meeting Travis Powell discussed House Bill 50, passed in the 2017 Regular Session, which required action be taken on administrative regulations at least every seven (7) years or the regulation would be repealed. Action can be in the form of certification that the agency either intends to keep the regulation in effect “as is,” or amend the regulation within 18 months.

As originally described in House Bill 50, the first date of expiration is July 1, 2019 for regulations last adopted or amended on or before July 1, 2012. Per this, the following Council regulations were set to expire on July 1, 2019 unless action was taken.

[13 KAR 1:030 - Campus security, private institutions](#)

[13 KAR 1:050 - Licensed out-of-state college’s eligibility for Kentucky tuition grant](#)

[13 KAR 2:025 – College preparatory education](#)

[13 KAR 2:050 – Tuition at public institutions of higher education in Kentucky](#)

[13 KAR 2:070 – Administrative hearing procedures for determination of residency status](#)

[13 KAR 2:080 – State Autism Training Center](#)

[13 KAR 2:100 – Campus security, public institutions](#)

However, HB 4, which was enacted this legislative session, modified the timeframe in the analysis provided above. Action still must be taken at least every seven (7) years on administrative regulations to avoid expiration, and the options for action identified are the same; however, now for regulations that have not been updated since before March 1, 2013, action must be taken by March 1, 2020; instead of July 1, 2012 and July 1, 2019, respectively. Mr. Powell will discuss the plans for these regulations now that the date for action (or inaction) has been extended.

TITLE: Pilot Council Meeting Structure for 2019-20

DESCRIPTION: Based on the Council's recommendations and comments, CPE staff propose the Council implement a new business meeting structure on a pilot basis through June 2020.

SUPPORTING INFORMATION

At the 2019 board retreat the Council expressed a desire to establish new procedures for the quarterly Council meetings. The main goals of this change would be to increase efficiency and effectiveness of the Council as a whole.

Council staff recommends the following proposal on a one-year pilot basis, commencing with the June 2019 Council meeting. This does not require a formal vote, however we would like consensus from the Council on the following items.

1. Retaining "two-day" quarterly Council meetings

Council staff recommends the board retain the two-day meeting structure currently in place, but with several adjustments. Work sessions will begin in the late afternoon and focus on specific issues identified by the board. Dinner will be served, as appropriate, with continuing discussions to occur throughout the evening. An opportunity for social networking may occur after adjournment.

Materials and research regarding the issues will be provided to Council members in their electronic board materials at least one week prior to the meeting. Unless requested by the board, materials will not be presented by staff during the meeting. The work session is designed to allow time for the board to discuss and prioritize issues.

The business meetings will focus primarily on action items and may include a short report on relevant and recent data. Except in unusual circumstances, business meetings will last no longer than two hours.

2. Meeting Locations

Staff recommends that when possible, meetings be held on campuses. However, due to declining campus budgets CPE will host at least one meeting per year at the offices in Frankfort.

3. Committee Meetings

* To see the potential standing committee make-up, see the following Agenda Item for Committee Structure Proposal.

There are two options for the meeting schedule of regular standing committee meetings. In either circumstance, committees maybe held in person or by teleconference. CPE staff would like the Council to discuss these options and decide what best fits their needs.

- a) All committees meet on the same day prior to the Council work session. The advantage of this method is that members would not have additional travel days and this will keep per diem and travel reimbursement expenses at its current level. The disadvantage is that the full committee report would not be available until the night before or day of the Council business meeting, thus limiting the amount of time the remaining council members would have to review it prior to any actions that may be recommended.
- b) All committees meet 2-3 weeks prior to the quarterly Council meeting (as needed). The advantage is that minutes can be compiled, reviewed, and approved by committee members prior to being posted to the full Council business meeting materials, thus allowing members to have plenty of time to review them and ask questions if needed. The disadvantage is that it would require an additional half-day from already busy schedules and it will incur additional per diem and travel reimbursement expenses. Additionally, items may arise between the committee and Council meetings that would not be included and have to wait for the following scheduled meetings.

4. Action Items on the Agenda

To create an efficient meeting structure, Council staff recommend the implementation of a consent agenda.

A consent agenda is a board meeting practice that groups routine business and reports into one agenda item. The consent agenda can be approved in one action, rather than filing motions on each item separately. A consent agenda moves routine items along quickly so that the board has time for discussing more important issues. The types of items that appear on a consent agenda are non-controversial items or routine items that are discussed at every meeting. They can also be items that have been previously discussed at length where there is group consensus.

In the case of CPE, all matters that are reviewed and recommended for approval by a committee, as well as meeting minutes, would be put forth for approval in consent agenda form. Any items that did not have consensus among the committee, or items that arose since the committee met would have a formal discussion and individual vote.

How the Consent Agenda works: At the beginning of the meeting, the board chair asks members if any of the consent agenda items should be moved to the regular discussion items. If a member requests that an item be moved, it must be moved. Once the item has been moved, the chair may decide to take up the matter immediately or move it to a discussion item. When there are no items to be moved or if all requested items have been moved, the chair or secretary reads out loud the remaining consent items. The chair can move to adopt the consent agenda. Hearing no objections, it can be announced that the items on the consent agenda have been adopted. It's not necessary to take a formal vote on consent agenda items.

BONUS: Coming Soon!

A couple of updates will coming your way in the next six months!

1. Implementation of a new digital board book system – We adopted BoardBook.org in 2014 for the purpose of going digital and to save costs. Since that time, this board has evolved and so has its needs. Staff are reviewing new platforms that feature a true board portal for all relevant policies, documents, toolkits, etc.; agenda books that allow for annotations to be made directly on your tablet or device; in-app polls, surveys, and action items; membership directories and listings; and the convenience of automatic notifications when something has been added or revised. The goal is to create greater efficiencies and less ad hoc

emails from staff that require keeping up with. Expected implementation will begin at the June 2019 meeting.

2. Development of a new online board training program – In 2016 the legislature passed HB 15 which required the completion of 6 hours of formal board training for all new institutional and CPE board members. This can be completed in person or online, but must be completed within one year of the person's appointment. The in-person training occurs in the fall and usually in tandem with the Trusteeship Conference; however, the online version was built and hosted by the Kentucky Virtual Campus (KYVC) platform and available only after being enrolled in the course. CPE will provide a different platform for the training with several benefits that include lower annual costs, topical modules, seamless transitions to any device, self-registration, tracking of completion, and the instantaneous ability to update and modify the course as needed. Additionally, the new platform will allow us to create continuing education courses for all board members to review and complete as often as they choose and on their own pace. Expected implementation is July 1, 2019.

TITLE: Proposed Board Committee Structure

RECOMMENDATION: Based on the Council's recommendations and comments, CPE staff present a proposed committee structure.

SUPPORTING INFORMATION

At the 2019 board retreat the Council expressed a desire to establish formal standing committees to allow more conversation and evaluation than is possible during business meetings. This structure would replace the various ad hoc committees and work groups currently in place.

The main goals of this change are to increase communication of essential matters to the board, provide greater opportunity for in-depth discussion about matters of interest, and make business meeting agendas more efficient.

While the role of the committees will vary based on their work, their essential functions will be to review issues in depth and provide formal recommendations to the full Council. Following each committee meeting minutes will be provided to the full Council for review prior to the next business meeting.

Proposal: Establish Two Additional Standing Committees

Staff proposes retaining the Executive Committee (the board's current standing committee) and adding two new committees focused on finance issues and programmatic items/strategic initiatives.

- 1) Executive Committee: This committee would retain its current charge, including reviewing all agency budget matters, leading the appointment and evaluation of the agency CEO, managing the annual audit of the agency, and performing other activities assigned by the Council. Under this proposal, the Executive Committee have the added responsibilities of working with staff to plan the annual board retreat and review and approve the President's annual incentive plan (as appropriate). The current chair and vice chair of the board automatically serve

on this committee and three additional members are appointed by the Chair for one-year terms. All members may serve up to three consecutive terms.

- 2) Finance: This standing committee assume the work of the former tuition and budget development work groups, as well as lead other finance-related matters of interest to the board. Members of the committee would be responsible for reviewing all applicable data and providing recommendations to the full Council in the following areas: biennial budget request; tuition and mandatory fees; performance funding; and capital projects; and college costs. Five members would be appointed by the Chair for two-year terms, and may serve up to three consecutive terms.

- 3) Academic and Strategic Initiatives: This committee would regularly review and oversee the progress toward the objectives of the statewide Strategic Agenda and efforts to achieve the state's 2030 educational attainment goal. This committee also would be responsible for the review and recommendation of new academic programs, receiving status updates on academic program reviews, and providing input on the development of statewide academic-related initiatives such as dual credit and transfer. Five members would be appointed for two-year terms, and may serve up to three consecutive terms.

The Nominating Committee (three board members appointed by the Chair on an annual basis) would not be altered.

Basic governance standards

To ensure work is evenly divided among the Council and all members have a say in matters of the work being completed, each committee will have the following stipulations:

- Council members may serve on up to two standing committees at one time, with the exception of the chair and vice chair, who serve on all standing committees due to the leadership nature of their role.

- More than five members can be appointed to a committee; however it is best if the membership totals an odd number, in the case of a voting tie.

- Council members may not chair more than one standing committee at any time.

- Council members not appointed to a specific committee may still attend the meetings of that committee; however, that member shall not have voting rights on that committee.
- Committees shall meet no less than twice per year, but may meet as many times as called by the committee chair.

TITLE: Board Priorities

DESCRIPTION: Data and research related to the five priorities identified by the board at the February 2019 retreat.

SUPPORTING INFORMATION

At the 2019 board retreat the board identified five possible strategies to help close the gap between the state's current educational attainment trajectory and the needed trajectory to achieve the state's 60x30 goal. The board asked that staff review each of the proposals and bring back information and data to the board responding to the following questions:

- Will this strategy help Kentucky accelerate progress on the 60x30 attainment goal?
- Is it feasible to implement the strategy given budget and other resource constraints?
- How should the various strategies be prioritized in terms of their return-on-investment and impact?

Included in the agenda packets for the work session are discussion documents or slide decks on the five priority items from the retreat (see below). The information was pulled together by CPE staff and is intended to serve as background information to help stimulate conversation and ideas. Staff will not be making presentations on these topics, but will be available to respond to questions at the work session.

FIVE IDENTIFIED PRIORITIES

1. Free tuition program for one or two years of college
2. Developing incentives for out-of-state students
3. Retaining students and understanding why students are dropping out
4. Developing tools and programs to facilitate the pathways between K-12 and postsecondary education.
5. Developing strategies to improve access and success of adult students

Free College and Promise Programs

Kentucky Council on Postsecondary Education

Discussion Document

April 25, 2019

Free college programs (sometimes known as promise programs) have become a popular approach for both states and municipalities to respond to workforce/economic development needs and growing concerns about college affordability. According to the National Conference of State Legislators, 17 states and 350 localities across 44 states now have some variation of free college programs.¹

Program Purpose

Generally, these programs are designed to increase postsecondary participation and completion and enhance local economic and workforce development. The most effective programs do this by clearly communicating there is an affordable path to a postsecondary credential and responding to concerns about college cost and student debt. The programs also signal to citizens a willingness by the government to invest in their futures and a commitment to building a vibrant workforce.

Variation in Program Design

There is a great deal of variety in how free college programs are structured depending on the program goals and availability of funding. (See Appendix A for to view a matrix outlining parameters for specific state-level programs).

- Often student eligibility for the program is restricted in some way, whether by age, full or part-time status, income, academic merit, state residency, or program of study pursued.
- In some programs, eligibility is limited to certain degree levels (i.e. for certificates or associate degrees only) or the number of credits that are supported by the program may be limited.
- Sometimes only community college students are eligible for a promise program, while other programs are open to two-year and four-year campuses, and in some cases, public and private institutions.
- Several programs require community service or a certain high school GPA as a prerequisite for eligibility while others require some level of ongoing mentorship and advising to remain eligible.

- Some programs only ensure tuition is covered, while other programs also cover course fees, books, and other necessary academically-related costs.

First Dollar, Last Dollar, Middle Dollar and Debt Free Programs

When discussing free college programs, terms like “first dollar” or “last dollar” and increasingly “debt free” are used to discuss the mechanics of how funds are distributed and the extent to which college costs are covered by the program.

- Most free college programs are “**last dollar**” – that is, they kick in after a student has been awarded state and federal grant aid and cover any outstanding tuition costs. Since many students will already be eligible for state and federal income-based grants, this allows program funding to go relatively far.
- A “**first dollar**” free college program, on the other hand, would cover tuition costs regardless of other sources of aid. While these programs would be easier to manage (there would be no requirement that students fill out the FASFA for example) the program costs would be significantly higher than the last dollar approach.
- “**Middle dollar**” or supplemental programs start with a last dollar structure but provides a set amount of additional dollars beyond tuition to cover necessary expenses like course fees, books, or living expenses.
- Increasingly, there is discussion not only about free college, but **debt free college**ⁱⁱ. This responds to the reality that on average less than half of overall college costs are tuition-related and much of the debt students take on is due to non-tuition costs like books, fees, required course materials, transportation, childcare and living expenses. Debt free programs would leverage existing federal and state grants but would bridge the total college cost gap rather than simply the tuition gap.

Pioneering Free College Programs

Indiana’s 21st Century Scholars is regarded as one of the first state promise programs.

Launched in 1990, it is a last dollar program designed to increase college-going for low income students who meet certain high school grade requirements and citizenship standards (no drug use or crime). It also includes a strong mentorship and advising component to help students navigate the path to and through up to four years of college.

While not a state program, the **Kalamazoo Promise** ushered in a model that is now common in a number of states. The program is built on a last dollar structure, but eligibility is not income-based. Any student graduating from a Kalamazoo high school is eligible, regardless of financial need, GPA or other demographic characteristics. Like Indiana’s program, there is a strong advising and support infrastructure that helps students stay on track in college.

In recent years, Tennessee's promise programs have probably gotten the most public attention. The **Tennessee Promise** launched in 2014 and is designed to offset tuition and fees at the state's community and technical colleges, and later was expanded to associate degrees at the universities. It's a last dollar program that also provides comprehensive mentoring and advising services. Other than age, there are few eligibility restrictions. All graduating Tennessee high school students who are accepted in postsecondary programs and attend full-time are eligible for up to five semesters of tuition coverage.

In 2018 the state launched **Tennessee Reconnect** in response to concerns about the lack of financial resources for students 25 and older. The program combines a last dollar scholarship program with a network of "reconnect communities" that provide outreach, advising, and referral services. Eligibility is limited to enrollment at the state's technical colleges. Due in part to strong marketing, the program has been extremely popular, with over 30,000 applicants in its first year. Nearly 70% of these students are women.ⁱⁱⁱ

Kentucky's Free College Program

Kentucky launched the **Work Ready Scholarship Program** in Fall 2017 in response to concerns about workforce gaps in high need industries (healthcare, advanced manufacturing, transportation/logistics, business services/IT, and construction). This last dollar program is limited to students who have not yet earned a postsecondary degree and encourages completion of an industry-recognized certificate or diploma in one of the five priority areas. The program was amended in 2018 to provide funding to high school students enrolled in eligible dual credit programs and to students enrolled in applied associate degree programs in the high need areas. There is no age or income restriction. Funding is available for up to four semesters, 60 hours of enrollment, or receipt of the first associate degree, whichever comes first. Students can also receive up to \$400 for course fees per year.

According to the Higher Education Assistance Authority (KHEAA), during its first year (pre-dual credit and applied associate eligibility) only 1,194 students used Work Ready funding for a total cost of \$2.8 million. Eighty percent of funding was directed to students at KCTCS while twenty percent went to students attending private colleges and universities^{iv}. KHEAA does not have 2018-19 program data available for review.

While there's been no research or analysis to determine why there has been limited interest in the Work Ready Scholarship, minimal marketing of the program, no mentoring/advising component, the limited impact on low-income students and the complexity around eligibility requirements may be contributing factors.

Costing Out Free College Programs

The costs of free college programs vary widely depending on program design, student eligibility requirements, time limitations, academic program eligibility, the inclusion of support and advising services, etc.

While **Kentucky's** program expenditures have been fairly limited to date (\$2.8 million in 2017-18), growing interest in the program and the inclusion of high school students will increase costs over time. Other states invest significantly more in their free college programs, particularly when building in associated costs for outreach, marketing, mentoring and advising functions.

Tennessee established an endowment (funded in part by lottery reserves) to support the Tennessee Promise program. Annual costs are approximately \$35 million a year.^v The Tennessee Reconnect Program (the program for adult students), when established was estimated to cost approximately \$10 million a year; however, demand for the program has outpaced expectations so current costs may be trending higher. It's also unclear whether these costs include mentoring services, TN Connect Centers, training and program administration.^{vi} Program costs for **Indiana's** 21st Century Scholarships topped \$160 million in 2016 due to the popularity of the program, the length of time students can receive funding, the level of scholarships, and support structures that are part of the program.^{vii}

Costs for **Oregon's** promise program, similar in scope and structure to the Tennessee promise program for traditional age students, are approximately \$40 million a year, and there are concerns that these funds are not covering program needs.^{viii}

In 2016 CPE did a preliminary cost analysis for a free college program in Kentucky modeled on the Tennessee Promise program (last dollar, full-time, recent high school graduates only, up to associate degrees). Based on that analysis, and updated with 2018-19 data, CPE estimates the program would cost \$15-\$20 million annually, plus funding for support and advising structures and program administration costs.

Building an Effective Free College Program

While free college programs have been celebrated for changing perceptions about college affordability and promoting college going, **the most significant criticism of free college programs is the limited financial benefit they often have for low income students.** Most of these students receive Pell grants and other income-sensitive state and federal grants which already cover their tuition charges. This aid often disqualifies these students for any "free college" funding, particularly if the program is limited to covering tuition costs only.

Several national education organizations, including [The Education Trust](#) (a national nonprofit that works to close educational opportunity gaps), have done extensive analysis of free college programs around the country and offer a number of recommendations to ensure the programs are achieving stated goals of expanding student access and increasing success:^{ix}

- **Target low income students:** Structure programs to eliminate often insurmountable financial barriers beyond tuition costs, including providing some support for necessary living expenses, course fees and materials, books, travel, and childcare.
- **Cover the cost of four-year programs:** Supporting certificate and/or associate degree attainment is an important start for many students but limiting financial support to these programs limits social mobility and broader career pathways.
- **Include part-time, adults and returning students:** Limiting programs to recent high school graduates and full-time students leaves out a large portion of a state's population in need of a postsecondary degree or credential to respond to workforce needs.
- **Reduce program complexity:** GPA, program intensity, age restrictions, and credit accumulation requirements may add layers of complexity that will shut many of the students who need resources the most out of the system.
- **Communicate and market:** One of the strengths of free college program is to change perceptions about accessibility of postsecondary training and education and create a broad-based college-going culture. To do this, students and families must know about and understand the program and its benefits.
- **Provide support structures:** Finances are not the only challenges facing students when pursuing a postsecondary degree or credential. Navigating the path to and through college, finding the right institution and program fit, and having good advisors and mentors often makes the difference between success and failure.

Do Free College Programs Work?

Evaluations of some of the more established programs such as Kalamazoo's promise program and Indiana's 21st century scholars program show positive effects on college access and completion and an improved college-going culture. They also show an increase in engagement activities such as mentoring advising by postsecondary institutions and through partnerships with business and community organizations. In part, this has been attributed to strong communications strategies, effective partnerships, and simple program design.^x

Early evaluations of the Tennessee Promise Program show strong results in terms of increased college going (up 5.9%) in the programs first year, increase FAFSA completion, a significant

increase in first time freshmen at the state's community colleges and technical colleges, and increases in 1st to 2nd year retention rates.^{xi}

While these free college program evaluations point to positive results, it should be noted that because of the complexity of factors leading to student success in postsecondary education it is hard to determine precisely what effect these programs have on college-going, retention and graduation.

Possible Next Steps for Kentucky

1. Evaluate and possibly amend Kentucky's Work Ready Scholarship:

Kentucky's free college program, the Work Ready Scholarship, is in its second full year of implementation and was codified into law in the most recent legislative session. As the name of the program implies, its goal is to increase the work readiness of Kentucky citizens for middle skilled jobs in high demand workforce areas.

Program statistics for the first year show limited utilization of the scholarships. Based on anecdotal feedback from students, administrators and others, there is limited public knowledge about the program and some confusion about eligibility requirements. Unlike a number of the free college programs in other states, there are no accompanying/required support and advising services to help students access and complete programs.

A comprehensive program evaluation should respond to questions such as:

- Is the program as currently structured achieving its intended goals?
- Has the program led to a greater number of Kentuckians accessing postsecondary programs leading to a job in a high demand business or industry?
- Is the program supporting the state's goal to increase educational attainment to 60% by 2030?
- Is the program disproportionately supporting moderate- and higher-income students who would likely attend college anyway?
- Should program eligibility be changed to include a broader range of academic and training programs including access to bachelors-level programs?
- How can business, industry, and community organizations partner with the state to increase program utilization and support services?

- Should program benefits be expanded to include support for academic-related expenses and/or living expenses that may create insurmountable barriers to college access and completion?
- Similarly, should it become a first- or middle-dollar program to allow Pell and other income-based grants to be used for non-tuition expenses?
- How can should Kentucky better communicate and market the program to its intended audiences?

2. *Review all sources of state grants and scholarship for Kentucky students:*

Kentucky is a leader among states for the investment made in students through a variety of state grants and scholarships. Through the KEES program (merit program that rewards achievement in high and college), the College Access Program (program for Pell eligible students), the Kentucky Tuition Grant (state aid for students attending private colleges), the Kentucky Work Ready Scholarships and other smaller grants, **Kentucky invests nearly \$230 million annually in grants and scholarships** for Kentucky students. To put this in perspective, Kentucky's annual General Fund appropriation to the KCTCS system is \$175 million and \$300 million for six regional, comprehensive universities.

A comprehensive evaluation of state financial aid should determine whether the programs taken collectively are meeting intended goals of improving the college going culture, expanding access and encouraging college completion, and responding to workforce needs. Are the specific program goals (some established in the 1970s and 80s) still the correct ones for Kentucky? Is there adequate awareness about the programs? Are the programs responsive to innovations in academic program delivery? Are they an incentive to not only enroll but complete postsecondary programs? Is the purchasing power of the awards effective? Are state dollars (taken as a whole) responsive enough to the needs of lower income students? Should additional aid be reserved for non-traditional age students?

ⁱ *A Promise is a Promise: Free Tuition Programs and How they Work*, National Conference of State Legislators, March 2019.

ⁱⁱ *Progressives want to go further than tuition-free college — here's their proposal to make it debt-free*, VOX, March 7, 2019.

ⁱⁱⁱ *Free Tennessee community college for adults program shatters expectations in its first year*, The Tennessean, August 29, 2018.

^{iv} *Work Ready Kentucky Scholarship Program Annual Report, 2017-18*, Kentucky Higher Education Assistance Authority.

^v *Tennessee Promise, Frequently Asked Questions*, Tennessee Higher Education Commission.

^{vi} *Tennessee Reconnect One Pager*, TN.Gov.

^{vii} *Most 21st Century scholars not on track to receive state funding*, Indy Star, June, 2016.

^{viii} *Oregon promised free tuition. Now it's cutting back*. CNN Money, August 2017.

^{ix} *A Promise Fulfilled: A Framework for Equitable Free College Programs*, Education Trust, 2018.

^x *Indiana's 21 Century Scholars Program, Years of Impact*, Indiana Commission on Higher Education, 2015.

^{xi} *The Tennessee Promise Annual Report*, The Tennessee Commission on Higher Education, 2018.




Key design features of Promise programs created in the past thirty years

State/ Year Passed	First/ Middle/ Last Dollar	Institutions ¹	Tuition and/or other costs	Income limits	Occupation limits	Age Requirement ²	Residency post-grad	Student Supports/ Requirements in College	Part-time/ Full-time	HS GPA/ Curric
AR '17	L	CC	Tuition/ fees	No	Yes	No	Yes (3)	Mentoring + CS***	PT/FT	No
DE '05	L	CC	Tuition	No	No	HS	No	No	FT	2.5
HI '17	L	CC	T/F/B/ TR/S**	Unmet need	No	No	No	No	6 cr/sem	No
IN '17	L	Cert	Tuition/ fees	No	Yes	Indep	No	No	PT/FT	No
IN '90	1st	2/4	Tuition/ fees	\$46K ³	No	8th grade enrollment	No	No	FT	2.5/curric
KY '17	L	CC	Tuition/ fees	No	Yes	No	No	No	PT/FT	2.0
LA '98	1st	2/4	Tuition	No	No	HS	No	No	FT	2.5/ACT/ curric
MO '93	L	CC ⁴	Tuition/ fees	No	No	HS+4 yrs	No	No	FT	2.5/ACT CS/att
MN '15	L	CC	Tuition/ fees	\$90K	Yes	HS	No	Mentoring	FT	No
MS '97	1st	2/4	Tuition/ fees	\$39.5K	No	HS+1	No	No	FT (30 credits)	2.5/ACT/ curric
NV '17	L	CC	Tuition/ fees	No	No	<20	No	No	FT	Men/CS
NY '17	L	2/4	Tuition ⁵	\$100K- \$125K	No	No	Yes (=yrs)	No	FT (30 credits) ⁶	No
OK '92	1st	2/4	Tuition	\$55K ⁷	No	10th grade enrollment	No	No	PT/FT	2.5/curric
OR '15	M	CC	Tuition +\$1K	EFC ⁸	No	HS	No	1st yr exp	PT/FT	2.5
RI '17	L	CC	Tuition/ fees	No	No	HS	Yes (= yrs)	No	FT (30 credits)	No
TN '14	L	CC	Tuition/ fees	No	No	HS	No	Mentoring/ CS	FT	No
TN '17	L	CC	Tuition/ fees	No	No	>24/Indep	No	College success	PT/FT	No
WA '07	F/L ⁹	2/4	T, F, B	\$46K ¹⁰	No	8th grade enrollment	No	No	PT/FT	2.0

Source: "The Future of Statewide College Promise Programs," The Century Foundation.

*Additional features not included in this table: number of semesters of availability, limits around existing AA/BA/certificate holders, budgetary limitations (some run out of money), amount available at non-public institutions, SAP or GPA requirements once in college, coverage of development courses, small "co-pays," state residency requirements before enrolling, eligibility of undocumented students, proactive notification by the state. **T = tuition, F = fees, B = books, S = supplies, TR = transportation. ***Community Service

1 Some programs cover associate's or certificates that are typically awarded at community colleges but that a student pursues at a four-year institution. 2 Requirements that a student enroll after high school vary from the semester following graduation to several years after high school. 3 Maximum for a family of four; the ceiling increases for larger families. 4 Schools must be listed as participating—most community colleges participate. "Eligible A+ Community Colleges and Vocation Technical Colleges," <https://dhe.mo.gov/ppc/grants/documents/EligibleAplusPostsecondarySchools.pdf>. 5 The Scholarship covers up to \$5,500 in tuition. If tuition is higher than that and no other aid makes up for it, SUNY or CUNY must award a "tuition credit." 6 If a student does not maintain 30 credit hours, will owe money for the second semester. 7 \$55K when they enroll, must be below \$100K when they start receiving benefits. 8 Did not originally have income limits, now has a maximum EFC limit of \$20,000 set by their Commission. 9 The College Bound Scholarship is last-dollar when it comes to state aid, but does not take into account Pell when it comes to covering the gap in tuition. 10 \$46K when they enroll, \$55K when they graduate from high school.



Nonresident Student Tuition Policy: A Preliminary Review

Kentucky Council on Postsecondary Education
April 25, 2019

Kentucky Council on
Postsecondary Education

Background Information

- During the early 2000s, Council policy required only that published tuition and fee charges be higher for nonresidents than for Kentucky residents
- Before the 2004-05 academic year, the Council adopted a nonresident rate floor of 2X the in-state rate
- A shortcoming of this approach was that it did not consider scholarship discounts to nonresident students
- In April 2016, the Council approved a new policy that requires net tuition and fee revenue per nonresident student to cover 100% of direct instructional costs



Background Information (Cont'd)

The impetus for the new nonresident policy was to:

- Eliminate the need for exceptions to previous policy
- Level the playing field between institutions providing scholarship versus price discounts to nonresidents
- Reduce state subsidies going to out-of-state students
- Generate added revenue from nonresident students to help maintain lower tuition for resident students
- Continue prior policy direction requiring out-of-state students to pay a larger share of educational costs



3

Current Nonresident Policy

- The Council and the institutions believe that nonresident students should pay a larger share of their educational costs than do resident students
- As such, published tuition and fees levels adopted for nonresident students shall be higher than prices for resident students enrolled in comparable programs
- Every institution shall manage its tuition and fees, price discounting, and scholarship aid for out-of-state students, such that average net tuition and fee revenue generated per nonresident student equals or exceeds 100% of direct instructional and student services costs per student



4

Rationale for Review

Over the past decade, the fiscal climate and enrollment patterns of Kentucky higher education have changed

Trend data and projections in four areas speak to the need for a review of the Council's current nonresident student tuition policy:

- Loss in state support for campus operations
- Declining numbers of high school graduates
- Softening student demand for higher education
- Persistent college enrollment declines



5

Rationale for Review

Loss in State Support

- State support for postsecondary institution operations peaked in 2007-08 (enacted budget, before mid-year cut)
- Between 2008 and 2019, system total appropriations decreased by -\$223 million or -21% (nominal dollars)
- After adjusting for inflation, postsecondary institutions lost -\$3,292 or -36% of their per student funding
- Unless resolved in special session, a 70% increase in KERS contributions will ensue (same as -9% budget cut)
- Given underfunded pension and expanding Medicaid, prospects for postsecondary reinvestment not good



6

Rationale for Review

Loss in State Support (Cont'd)

Kentucky Public Postsecondary Institution
 Change in General Fund Appropriations for Campus Operations
 Between Fiscal Years 2007-08 and 2018-19

(Nominal Dollars in Millions)

Institution	FY 2007-08 General Fund ¹	FY 2018-19 General Fund ⁴	Dollar Change	Percent Change
University of Kentucky	\$335.1 ²	\$258.5	(\$76.6)	-22.9%
University of Louisville	168.6	127.1	(41.5)	-24.6%
Eastern Kentucky University	79.8	64.2	(15.6)	-19.5%
Kentucky State University	27.4	25.5	(2.0)	-7.2%
Morehead State University	48.2	38.9	(9.3)	-19.4%
Murray State University	56.1	45.6	(10.5)	-18.7%
Northern Kentucky University	55.1	53.3	(1.8)	-3.2%
Western Kentucky University	85.1	73.8	(11.3)	-13.3%
KCTCS	228.7 ³	174.6	(54.1)	-23.7%
System Total	\$1,084.0	\$861.4	(\$222.7)	-20.5%

¹ As enacted, before implementation of a mid-year budget reduction order.

² Includes \$2,000,000 special session appropriation for UK's Center for Applied Energy Research.

³ Includes \$2,373,800 reorg. transfer to KCTCS for Kentucky Board of Emergency Medical Services.

⁴ Sum of regular appropriation and earned share of \$31.0 million performance distribution.

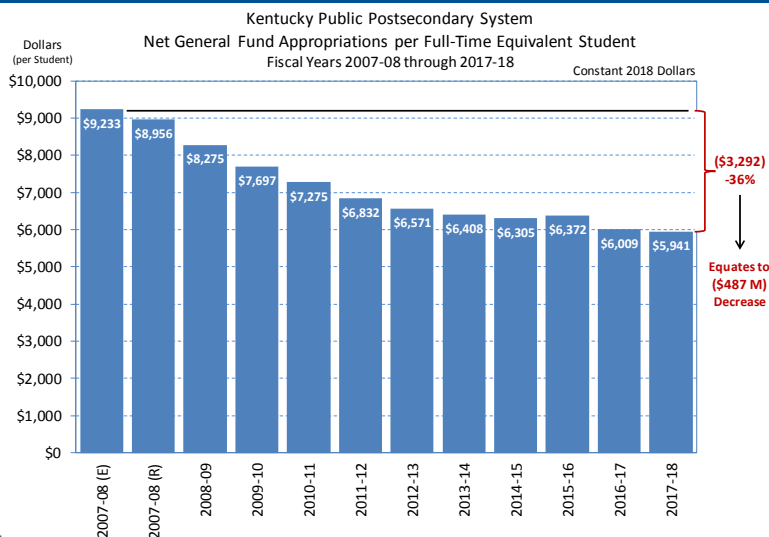


Source: Kentucky Budget of the Commonwealth, multiple biennia.

7

Rationale for Review

Loss in State Support (Cont'd)



Sources: Kentucky Budgets of the Commonwealth; Commonfund Institute, Higher Education Price Index.

(E) = Enacted; (R) = Revised.

8

Rationale for Review

Declining High School Graduates

- Nationwide high school graduates projected to plateau through 2023, peak in 2026, then drop -8% by 2032
- Growth in graduates is expected in the South and West regions, with decreases in the Midwest and Northeast
- Unfortunately Kentucky’s high school graduate profile looks more like the Midwest than the South
- Between 2013 and 2023, the number of high school graduates in Kentucky is projected to decrease by -8%
- A six percent drop is expected over the next four years

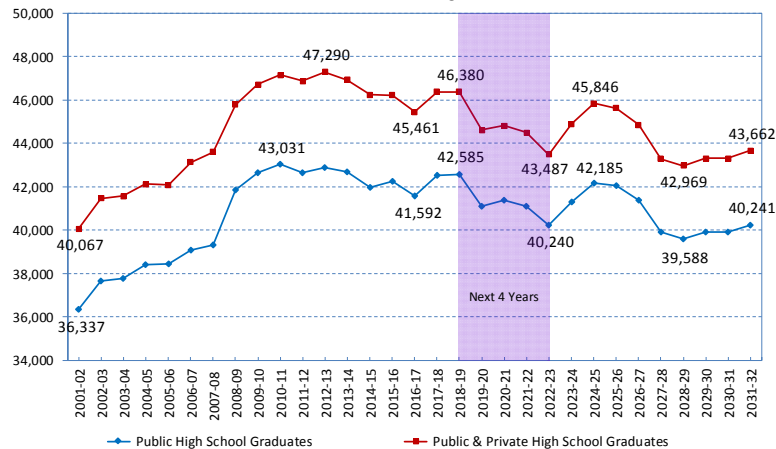


9

Rationale for Review

Declining High School Graduates (Cont'd)

Commonwealth of Kentucky
Reported Counts and Projections of High School Graduates
School Years 2001-02 through 2031-32



Source: WICHE, *Knocking at the College Door: Projections of High School Graduates*, December 2016.

10

Rationale for Review

Softening Student Demand

- The college-age population is projected to decrease by 15% between 2025 and 2029, due to a dramatic decline in birthrates 18 years earlier (Grawe, 2018)
- The impact of this decrease on student demand is expected to vary by region and institution type
- The Northeast is expected to be hardest hit, whereas some Mountain States may see increases in demand
- Regional universities in only a handful of states are predicted to see increases in enrollment between 2012 and 2029



11

Rationale for Review

Softening Student Demand (Cont'd)

- In Kentucky, the number of students attending regional universities is expected to decrease by -7.5% to -15.0% during this period (Barshay, 2018)
- The impact of declining college-age population is not expected to be as severe for top 100 elite institutions (based on U.S. News and World Report rankings)
- Student demand is expected to grow for the nation's most elite institutions between 2012 and 2029

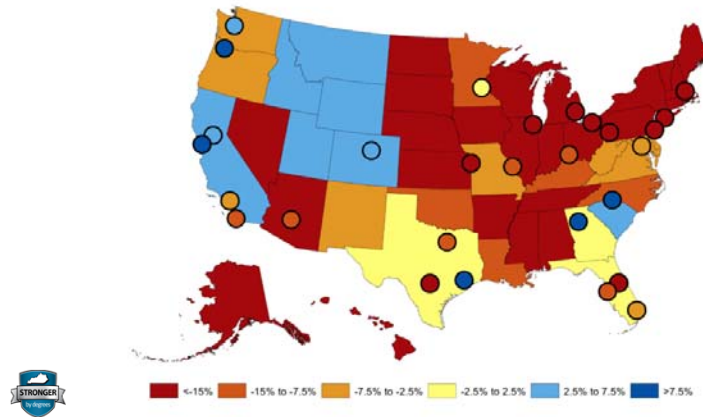


12

Rationale for Review

Softening Student Demand (Cont'd)

Only a handful of states, colored in blue, are predicted to see an increase in the number of students attending regional four-year colleges and universities between 2012 and 2029. The rest will see declines in students. The dots represent large metropolitan areas, which may diverge from state or regional trends (Grawe, 2018).



13

Rationale for Review

Declining College Enrollment

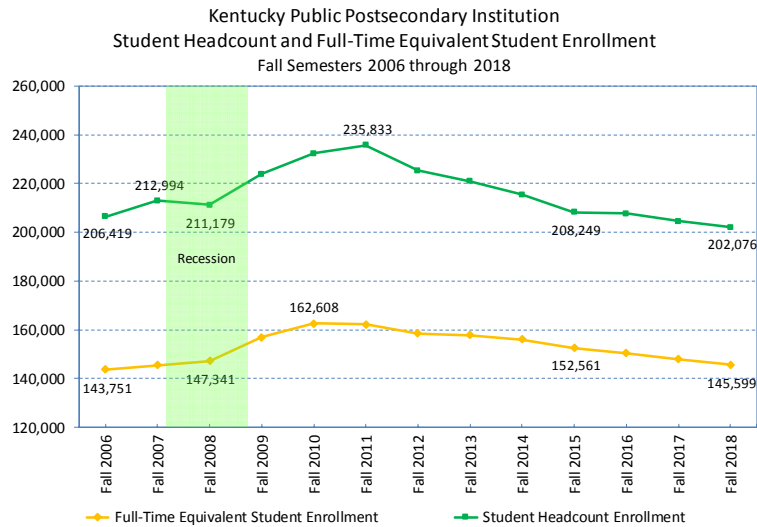
- After peaking at 235,833 in 2011, student headcount at Kentucky public postsecondary institutions declined for seven straight years, a loss of -33,757 or -14.3%
- Between fall semesters 2010 and 2018, FTE student enrollment decreased by -17,009 students or -10.5%
- While college enrollment tends to increase with onset of recession and fall when the economy improves, Kentucky's decline has been persistent
- Likely the result of declining numbers of high school graduates (projected decrease of -8%, 2013 to 2023)



14

Rationale for Review

Declining College Enrollment (Cont'd)



15

Statement of the Problem

- Kentucky’s public postsecondary system expanded facilities and program offerings to accommodate enrollment growth during the 1st decade of reform (1998 -2008)
- Reductions in state support and mandated increases in retirement contributions since the Great Recession have increased campus reliance on tuition and fee revenue
- Declining enrollment stemming from a stronger economy and falling numbers of high school graduates are creating budgetary pressures and excess capacity
- Three universities have indicated a desire to lower prices to out-of-state students to maintain enrollment and revenue

16

Statement of the Problem (Cont'd)

- Should the Council consider a change in nonresident student tuition policy that would allow the institutions greater flexibility in out-of-state student pricing?



17

Kentucky Pricing Strategies

What is the current status of university pricing strategies?

- Most universities charge out-of-state students 2X the in-state rate or higher (i.e., regular published rate)
- Institutionally funded scholarships to nonresident students provide discounts off the regular rate and vary across institutions
- Some institutions provide lower, special rates for out-of-state students based on geographic criteria
 - NKU EDGE (Educational Discount to Graduate and Excel)
 - WKU TIP (Tuition Incentive Program)



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Kentucky Pricing Strategies

Out-of-State Price Premiums

Kentucky Public Four-Year Institutions
 Annual Tuition and Fees by Residency Status and Out-of-State Price Premiums
 Academic Year 2018-19

Institution	Resident Tuition and Fee Charges	Nonresident Tuition and Fee Charges	Out-of-State Price Premium	Out-of-State Price Multiple
UK (Lower Division)	\$12,070	\$28,902	\$16,832	2.4
UK (Upper Division)	12,420	29,296	16,876	2.4
UofL	11,656	27,278	15,622	2.3
EKU	9,596	19,374	9,778	2.0
KSU	8,800	20,100	11,300	2.3
MoSU	9,070	13,546	4,476	1.5
MuSU (Admitted Prior to Summer 2016)	8,592	23,376	14,784	2.7
MuSU (Admitted Summer 2016 or After)	9,084	24,540	15,456	2.7
NKU	10,032	19,680	9,648	2.0
WKU	\$10,602	\$26,496	\$15,894	2.5

Note: Tuition and fee charges are annual full-time comparison rates, assuming a student takes 15 credit hours per semester for two semesters (i.e., fall and spring) for a total of 30 credit hours taken during the academic year.



Kentucky Pricing Strategies

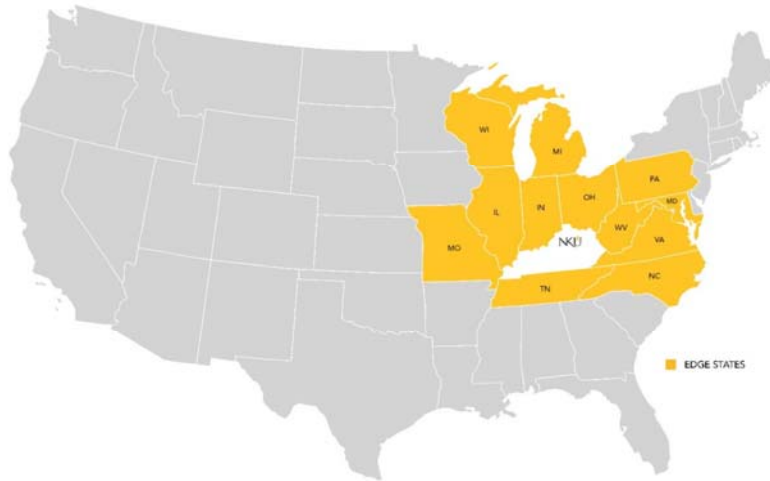
NKU EDGE Program

- Beginning in fall 2019, NKU is unveiling a new EDGE program (Educational Discount to Graduate and Excel)
- EDGE offers a tuition discount to students from 12 states and 12 countries outside of Kentucky
- New first-time, full-time freshman will pay \$10,000 annual tuition, over \$9,000 off out-of-state tuition
- Nonresident students must have a high school GPA of 2.5 or greater to qualify
- Consecutive full-time enrollment and good academic standing must be maintained to continue discount



Kentucky Pricing Strategies

NKU EDGE Program (Cont'd)



Tuition discounts provided to students from 12 states

21

Kentucky Pricing Strategies

WKU TIP Program

- WKU offers a Tuition Incentive Program to students who are residents of specific counties in 18 states
- Students residing in TIP counties can attend WKU for nearly half of the regular out-of-state rate
- Students who graduate from a high school located in a TIP county are also eligible for the TIP rate
- In 2019-20, WKU's proposed annual full-time resident rate is \$10,802 and its nonresident TIP rate is \$13,896
- Nonresidents with strong academic profile also eligible to receive additional TIP Scholarship (\$2,500 per year)



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Pricing Strategies in Other States

What pricing strategies are being used in other states?

- Out-of-state price premiums at Kentucky four-year institutions rank 5th lowest among 16 SREB states
- Kentucky’s out-of-state price multiple ranks lowest among SREB states
- In-state tuition and fees tend to be lower in states that have the highest out-of-state price multiples
- Institution specific examples:
 - University of Arkansas, NRTA Program
 - University of Maine, Flagship Match Program

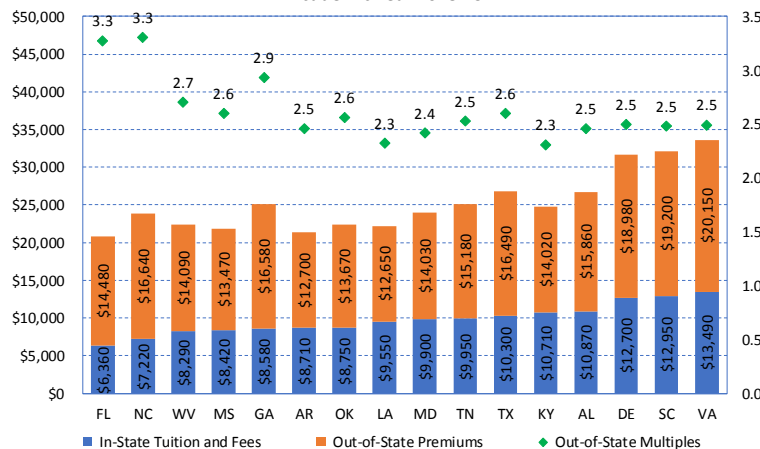


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Pricing Strategies in Other States

Out-of-State Price Premiums

Public Four-Year Universities in SREB Member States
In-State Tuition and Fees, Out-of-State Premiums, and Out-of-State Multiples
Academic Year 2018-19



Source: College Board, Trends in College Pricing 2017.

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Pricing Strategies in Other States

University of Arkansas, NRTA Program

- Implemented fall 2013, the Non-Resident Tuition Award (NRTA) covers most of the difference between out-of-state and in-state tuition and is automatically granted to eligible degree-seeking students
- The NRTA is awarded to entering freshmen and transfer students from Illinois, Kansas, Louisiana, Mississippi, Missouri, Oklahoma, Tennessee, and Texas
- Awards vary in amount from between 70% and 90% of the tuition differential depending on GPA and ACT/SAT scores
- The scholarship is renewable provided the student completes 24 hours per year and maintains a 2.75 GPA



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Pricing Strategies in Other States

University of Arkansas, NRTA (Cont'd)

To qualify to receive the maximum NRTA award a nonresident student must:

- Apply for admission (submission of financial aid application is encouraged, but not required)
- Be degree-seeking
- Have minimum 3.20 high school GPA and 24 ACT/ 1160 SAT (entering freshmen)
- Have minimum 3.00 college GPA and 24 hours of college credit (transfer students)

NRTA scholarships are available to incoming new students and transfer students only



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Pricing Strategies in Other States

University of Maine, Flagship Match

- In November 2015, the University of Maine unveiled a new Flagship Match program, offering out-of-state students in six nearby states admission at the published in-state price of flagship institutions in their home states
- The program specifically targets students from Connecticut, Massachusetts, New Hampshire, New Jersey, Pennsylvania, and Vermont
- To qualify for the maximum award, students must have a GPA of at least 3.0 and SAT score of at least 1050
- Prorated awards were offered to students not meeting the criteria for the maximum award



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State Board Approaches

How do state governing and coordinating boards address nonresident tuition and fees?

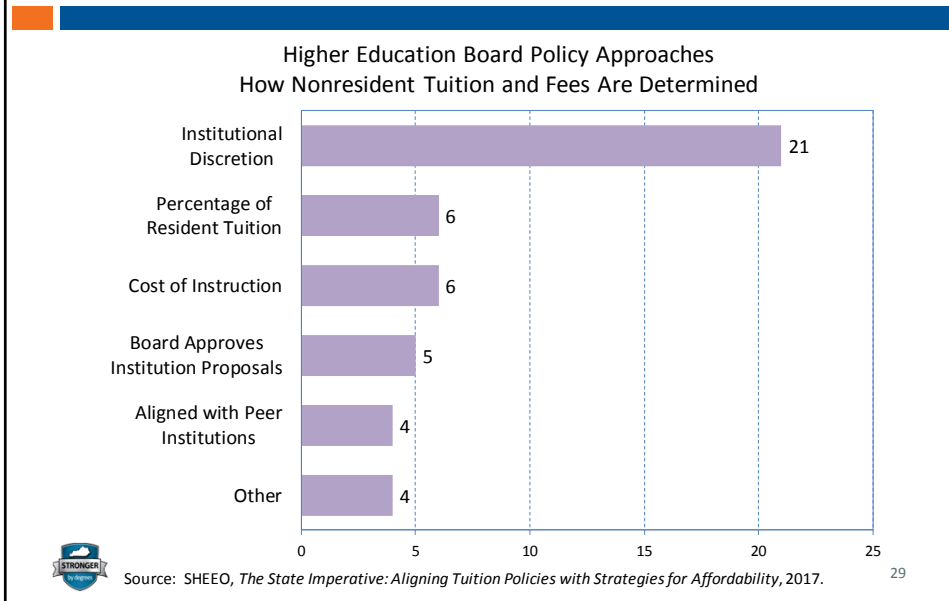
- Based on a recent survey, state boards in 21 states leave out-of-state pricing decisions to the institution
- In 12 states, boards either index out-of-state rates to a percent of in-state rates or to cost of instruction
- In five states, boards review and approve campus generated proposals for nonresident rates
- Nonresident tuition and fees are aligned with peer institutions in four states (SHEEO, 2017)



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State Board Approaches

Survey of Nonresident Tuition Policies



Policy Relevant Data

This section attempts to answer the following questions:

- *Over the past decade, have out-of-state prices grown faster than in-state prices? Does it vary by institution?*
- *Has out-of-state student enrollment increased or decreased during this period? Does it vary by sector?*
- *Do out-of-state students progress and complete degrees at similar rates to in-state students?*
- *How many out-of-state students who graduate from a Kentucky institution choose to remain in state? Does it vary by institution?*



Policy Relevant Data

Price Growth by Residency Status

Kentucky Public Four-Year Institution
 Percent Change in Annual Tuition and Fees by Residency Status
 Between Academic Years 2007-08 and 2017-18

Institution	In-State Tuition and Fees			Out-of-State Tuition and Fees		
	2007-08	2017-18	% Change	2007-08	2017-18	% Change
UK	\$7,199	\$11,772	64%	\$14,995	\$27,856	86%
UofL	6,870	11,264	64%	17,664	26,286	49%
EKU	5,682	9,296	64%	15,382	19,074	24%
KSU	5,320	8,184	54%	12,490	19,638	57%
MoSU	5,280	8,950	70%	13,340	13,426	1%
MuSU	5,418	8,820	63%	14,718	23,820	62%
NKU	5,952	9,744	64%	10,776	19,104	77%
WKU	\$6,419	\$10,202	59%	\$15,470	\$25,512	65%

Note: Tuition and fee charges are annual full-time comparison rates, assuming a student takes 15 credit hours per semester for two semesters (i.e., fall and spring) for a total of 30 credit



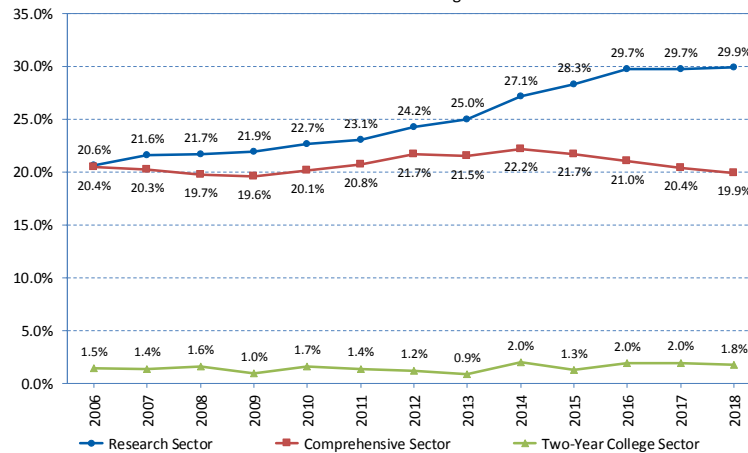
Source: Southern Regional Education Board, State Data Exchange.

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Policy Relevant Data

Out-of-State Enrollment Share

Kentucky Public Postsecondary Sectors
 Out-of-State Student Share of Total FTE Student Enrollment
 Fall Semesters 2006 through 2018



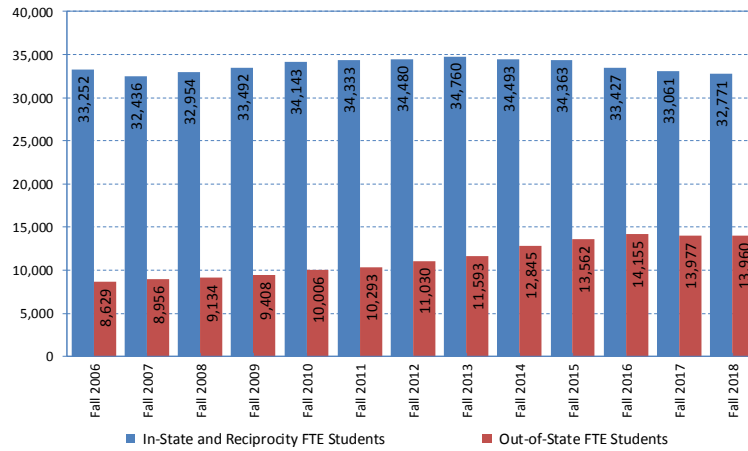
Source: Council on Postsecondary Education, Comprehensive Database.

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Policy Relevant Data

Research University Enrollment

Kentucky Public Research Universities
Full-Time Equivalent Student Enrollment by Residency Status
Fall Semesters 2006 through 2018



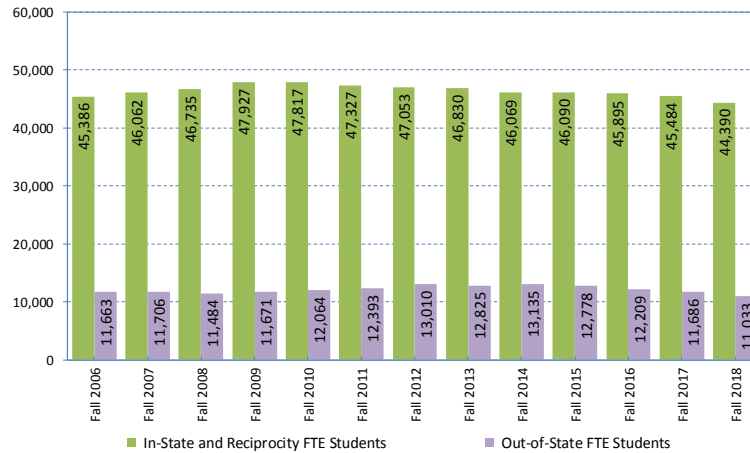
Source: Council on Postsecondary Education, Comprehensive Database.

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Policy Relevant Data

Comprehensive University Enrollment

Kentucky Public Comprehensive Universities
Full-Time Equivalent Student Enrollment by Residency Status
Fall Semesters 2006 through 2018

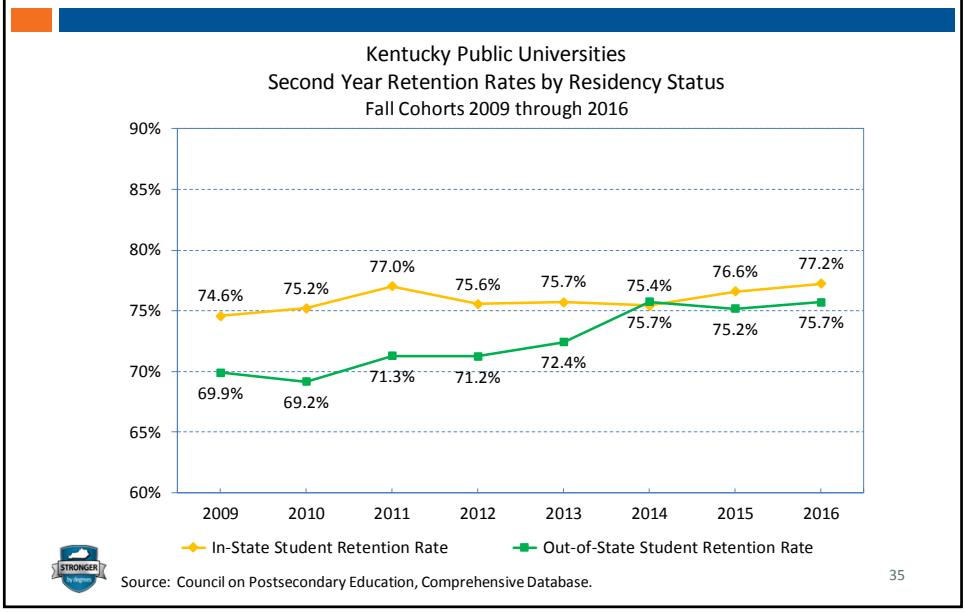


Source: Council on Postsecondary Education, Comprehensive Database.

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Policy Relevant Data

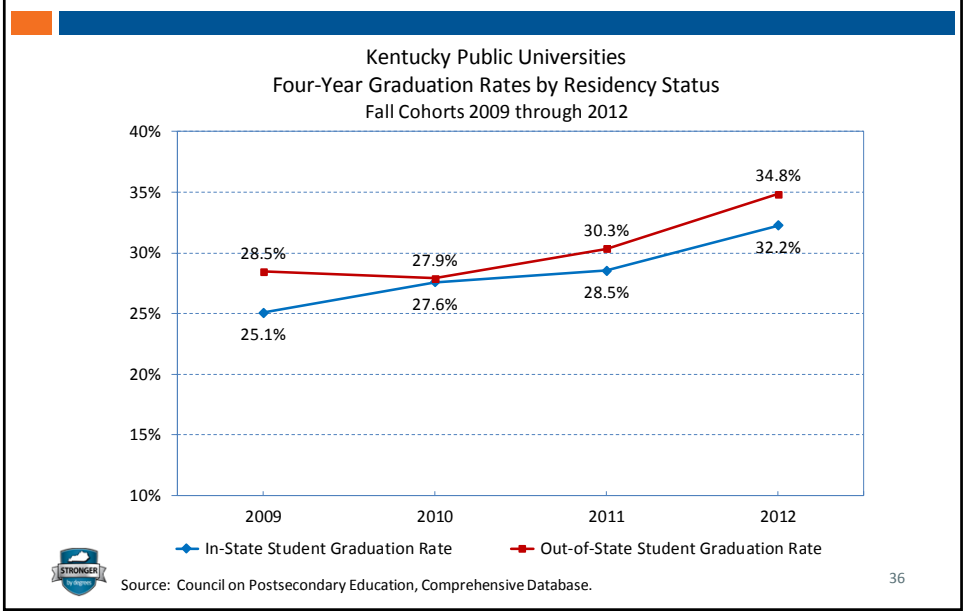
Two-Year Retention Rates



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Policy Relevant Data

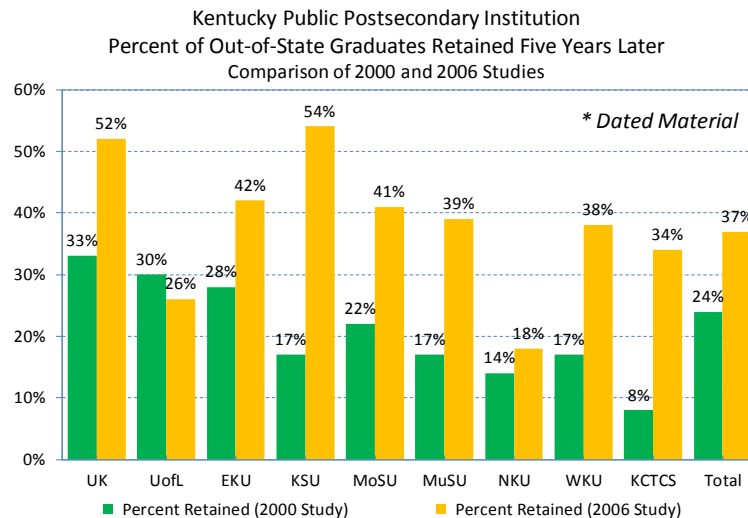
Four-Year Graduation Rates



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Policy Relevant Data

Out-of-State Graduates Retained



Source: Council on Postsecondary Education, *Brain Gain: Retaining Kentucky Graduates*, 2007.

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Potential Policy Options

- Consider a bifurcated approach: one for regular rates and another for special or targeted rates
- For regular rates, consider the following options:
 - Continue to index nonresident rates to cost of instruction (current approach)
 - Multiple of in-state rates (e.g., 2x), but stipulate that discount % for out-of-state students cannot exceed discount % for in-state students (new approach)
- For special or targeted rates, consider approach that requires campus proposals submitted for Council review and approval (e.g., MOU process)



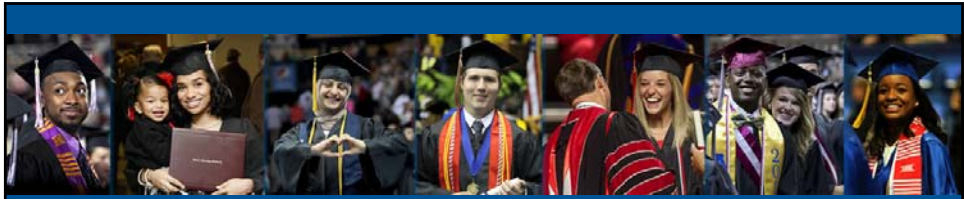
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Next Steps

- Discuss possibility of change in nonresident student tuition policy with campus CBOs and presidents
- Convene the Finance Committee of the Council and engage that group in discussions
- Conduct additional research and gather additional data as advised by postsecondary community stakeholders
- Commission updated graduate retention study by institution to determine how many remain in state
- Try to achieve consensus and bring proposal to Council in time for academic year 2020-21 tuition process



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Why do some KY students not complete a postsecondary credential?

April 18, 2019


Kentucky Council on Postsecondary Education

Why do some KY students not complete a postsecondary credential?

1. Completion rates of KY students
2. Why KY students do not complete: What the data tell us
3. Summary of student success research from 1970 & best practices on campus
4. Student success initiatives and ideas for consideration
5. Can improving student success numbers lead us to reaching 60x30 goal?
6. Conclusions

Internal working group

- Aaron Thompson
- David Mahan
- Melissa Bell
- Travis Muncie
- Cody Davidson



Kentucky Council on Postsecondary Education 2

KY Six-year Completion Rate vs Nat'l Average

The KY 4-Year public institution completion rate remains lower than national average, yet gap is closing

- KY 62% of students complete in 6 years
- Nat'l 66% of students complete in 6 years

(2013 gap -6.4 pps, 2017 gap -4.0 pps, 2018 gap -5.2 pps, 2019 gap -3.5 pps)

The KY 2-Year Public Institution completion rate is higher than national average

- KY 42% of students complete in 6 years
- Nat'l 39% of students complete in 6 years

(2013 KY +1.3 pps, 2017 KY +0.3 pps, 2018 gap -0.3 pps, 2019 KY +2.8 pps)



Source: The Signature Report on Student Completion – National Student Clearinghouse

KY Six-year Completion Rate vs Nat'l Average Race/Ethnicity Gaps

4-Year Public Institutions: A larger proportion of white students complete vs. black students in KY and in nat'l averages

Race & Ethnicity	KY Completion Rate	Nat'l Completion Rate
Asian	70.56	76.74
Black	40.51	47.56
Hispanic	62.22	57.42
White	66.97	72.06

Note: Red arrows indicate gaps of 26.46 for Black students and 24.50 for White students between KY and Nat'l rates.



Source: The Signature Report on Student Completion – National Student Clearinghouse

Why KY students do not complete: What the data tell us

Lower grades in 1st year, high costs after grant aid, low family income, lower high school grades, not registering for 15 hours in first semester

Variable	Model Contribution	Relationship
GPA Freshman Year	51.47%	(+)
Remaining Student Costs Grant Aid	15.97%	(-)
Fed Loan Amount	10.63%	(-)
Low Income Status	7.54%	(-)
High School GPA	4.73%	(+)
Completed FAFSA	3.81%	(+)
Registered 15 hours 1 st semester	3.16%	(+)
Underprepared Student	2.69%	(-)

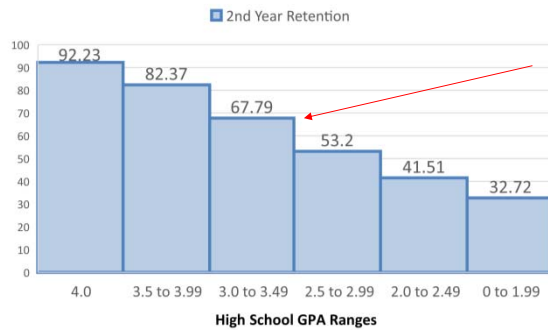
Tech Notes

- LOGIT Regression: Binary 2nd Year Retention
- 61 variables considered
- 137,407 records considered
- (KY 4-year public first-time, full-time students)
- 80% Concordant
- Cox & Snell Pseudo R²=0.24



Why KY students do not complete: What the data tell us

High School GPA is strongly associated with student retention

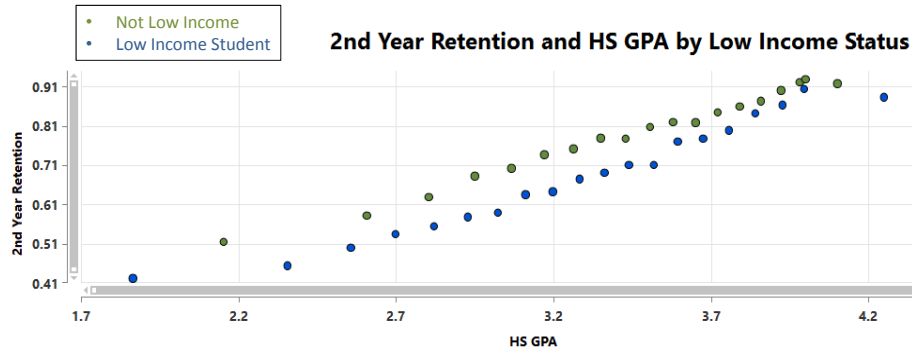


KY Admission Regulation for 4-Year Publics: 2.5 GPA, associated with a 50% probability of being retained in the 2nd year



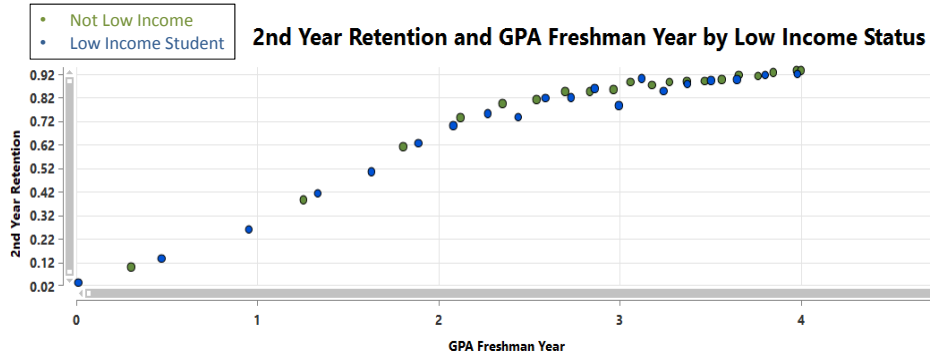
Why KY students do not complete: What the data tell us

Family income influences academic performance in high school and thus retention in college



Why KY students do not complete: What the data tell us

Family income has less of an impact on academic performance in 1st year of college, but remains a significant factor



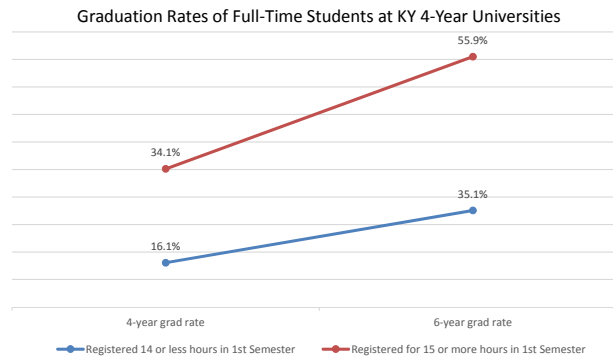
'15 to Finish': Students are more likely to graduate by registering for 15 or more credits in their 1st Semester

12 credits hours per semester is considered full-time

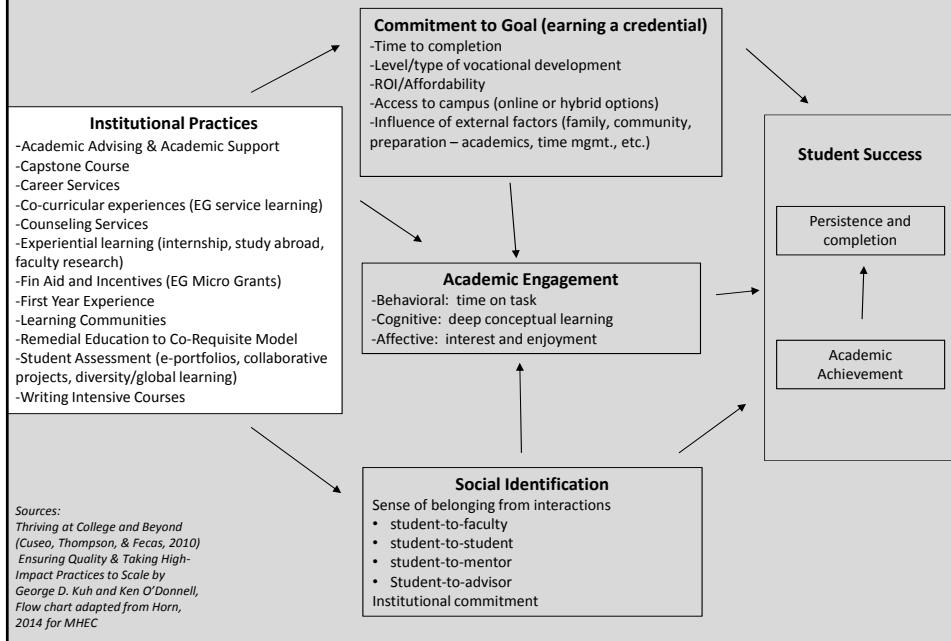
- Yet it is impossible to finish on-time (120 hours in 4 years)
- And it reduces likelihood of finishing at all

Regardless of student factors, enrollment intensity is a positive predictor of degree completion.

- 2-Year or 4-Year Institution
- Race/Ethnicity
- Income level
- Academic preparedness



Review of the literature: Institutional Practices with Student Success



Best indicators to Completion

4 Year Institution

Traditional Age

Persistence Factors

high school GPA, college GPA, Low-Income, URM, 'grit', costs, changing majors

Best Practices

register 15+ hrs., simplify pathways, experiential learning, faculty engagement, 1st year seminar

2 Year Institution

Traditional Age

commitment to major for employment (technical), commitment to transfer (gen ed.), college GPA, Low-Income, URM, 'grit'

faculty engagement, academic counseling, simple transfer pathway, online, complete 30 hrs. in year, tech students: employer sponsor or career opportunity, experiential learning

Adults

Costs, work life balance, college GPA, commitment to major for employment

Online, competency based, prior learning credit, complete 30 hrs. in year, employer sponsor or career opportunity, experiential learning, flexible programming, year long enrollment, accelerated courses, flexibility billing



Kentucky Council on Postsecondary Education

What we are doing to support more student completions in KY

Career Pathways from high school to postsecondary to the workforce

CPE (KCTCS, 4-year publics, AIKCU), KHEAA continue working with KDE (K-12)

Area of Technology Center (ATC), internships/apprenticeships, immediate career opportunities

Simplified curricular pathways in postsecondary

Degree pathways

Meta majors

Reduce curricular complexity in academic departments

Financial incentive to complete 30 credit hours in an academic year

For example, KCTCS currently offers a free course for those completing 15 credit hours in a term and registering for an additional 15 hours in the subsequent term

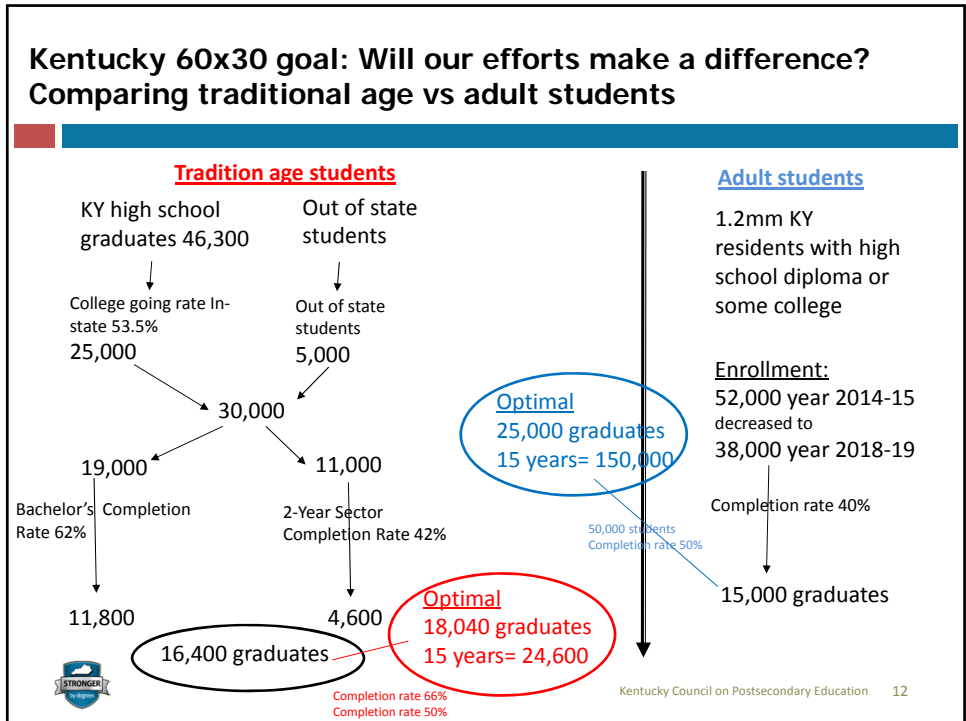
Change financial aid definition of a full-time undergraduate student

Student registered for 15 credit hours in a term rather than 12.



Source: Kentucky Postsecondary Education Data System

Kentucky Council on Postsecondary Education 12



Conclusions

KY Completion Rates

- The KY 4-Year public institution completion rate remains lower than national average, yet the achievement gap is closing. A larger proportion of white students complete vs. black students in KY and in nat'l averages
- The KY 2-Year Public Institution completion rate is higher than national average

Why do some KY students not complete?

- Lower grades in 1st year, high costs after grant aid, low family income, lower high school grades, not registering for 15 hours in first semester

Effect on KY 60x30?

- Much promising work is being done to improve student success. Only by enrolling more adults can we reach the KY 60x30 attainment goal

Kentucky Council on Postsecondary Education 14

College Information and Advising

Kentucky Council on Postsecondary Education

Discussion Document

April 25, 2019

The Issue

To meet educational, economic and workforce goals, Kentucky needs to increase the education and training levels of its citizens. Strong advising is key to making strong postsecondary decisions. Too many Kentuckians do not have access to informed advising and existing postsecondary access advising is often under-informed or limited in scope. The process of identifying a career pathway and selecting the best postsecondary option is inconsistent, convoluted and opaque. Kentucky needs to do better.

At the Council on Postsecondary Education retreat in February 2019, the board determined that one their top priorities was to develop better tools and programs to facilitate pathways between K-12 and postsecondary education and a greater understanding about college-going. This discussion document provides an overview of the issue and proposed deliverables to help meet this goal.

Background

College-going rates of Kentucky's high school graduates remained nearly flat at a 55% for more than five years, and a declined to 53.5% in academic year 2018-19. For low- income students the numbers are worse. Only 43% of low-income high school graduates transition on to a postsecondary program the fall after their high school graduation. Researchers have outlined a number of factors that negatively affect the college-going rates of students (Goodwin, Li, Broda, Johnson & Schneider, 2016):

1. lower levels of academic preparation,
2. **lower educational aspirations,**
3. **less encouragement and support to attend college (particularly from family),**
4. **less knowledge about the college application process**
5. fewer financial resources to pay for college, and
6. **less knowledge about the ways to pay for college.**

In combination, these factors reduce the chance that these students will choose to go to college at all, limit the types of colleges they consider attending, and lessen their chances of completing a degree. **NOTE:** *Four of*

*these six factors are specific **outcomes of advising** and not related to traditional K-12 academics, assessments, or curricula.*

Enhancing Advising Services

The American School Counselor Association reported in 2015 that Kentucky's P-12 counselor-to-student ratio as 1:453. This is nearly double the 1:250 recommended as a minimum ratio for student success (American School Counselor Association, 2016). In a survey of Kentucky K-12 schools, the majority of respondents reported employing at least one counselor (full- or part-time) on staff, although 20% indicated that para-professionals (e.g., GEAR UP, FRYSC, and Upward Bound) are the sole providers of college-readiness advising.

Schools indicated counseling staff spend large portions of their time dealing with issues such as students with special needs and accommodation plans (92%), Individual Education Plans (85%), disciplinary referrals (76%) and academic remediation (62%). In contrast, these same schools report lower percentages of time dedicated to proactive college counseling (46%) and understanding assessment scores (46%).

As detailed in this proposal, CPE staff emphatically endorse the development of two interconnected strategies (curriculum and information portal) to address systemic shortcomings critical to access and student.

The Need for Common Standards and Definitions

While Kentucky has made significant strides in adopting system-wide definitions and standards related to academic readiness, those standards do not identify a set of knowledge and behavior competencies. To support the success of all students, Kentucky must engage educators and community partners at all levels and regions in collectively defining what it means for students to be holistically prepared for college and career success.

A common definition that encompasses this broader continuum of readiness does not currently exist among those directly providing advising and counseling in Kentucky's systems, programs and communities. This lack of shared understanding and alignment results in fragmented efforts that limit progress toward the common goal of increasing college & career readiness and success for all students.

Without broadening the definition of what it means to be *ready* for college and career, Kentucky will continue to see sustained opportunity gaps in postsecondary completion and successful entry into the workforce.

Standards for Educating and Hiring School Counselors

School counselors play a central role in leading college and career success and coordinating college advising efforts. Economists have noted that having a school counselor is twice as impactful on student achievement as reducing class sizes, and has a similar impact as increasing the quality of every teacher in the school to a status of "highly qualified." School counselor preparation in Kentucky must focus on college and career readiness

strategies, as well as other evidence-based interventions, to reduce equity gaps and increase college and career completion rates.

Expanding capacity to advise and inform

The most impactful model for student-centered advising and the delivery of college-and-career readiness strategies requires multi-tiered interventions involving varied stakeholders. Student success requires high-touch college-and-career advising in which students connect regularly with individuals who have the knowledge and skills to support successful transitions to college-and-career opportunities.

Resources for school counselors to support all students at this level do not exist and expanded future funding is not likely. Professional school counselors can serve as leaders and coordinators in this work but need near-peers, para-professionals and/or volunteers to provide comprehensive access to this guidance for *all* students. National models such as College Advising Corps, state models such as Kentucky College Coaches, and intervention models such as GEAR UP Kentucky all provide evidence of positive impacts on student success.

However, a shared statewide definition of the body of knowledge and range of skills and knowledge these high-touch advising professionals need to have to be effective does not currently exist. A common training model that focuses on college and career competencies for student success must be established across Kentucky.

The Proposal

Primary Deliverables

1. **Portal** - A dynamic and engaging information portal that provides the information, resources, and tools necessary to prepare, select, and succeed in a Kentucky postsecondary education option that matches students' life/career goals and fits individual student capacity.
2. **College Knowledge Course** (online and/or classroom) – Adaptable, competency-based curricula designed to provide students essential college-knowledge, financial literacy, self- and system-awareness necessary to navigate and succeed in educational pursuits after high school.
3. **Public Awareness/Engagement Campaign** – A sustained, multi-tiered effort to improve the perceived value of postsecondary education, raise awareness of available resources, address myths and misconceptions, and support broader community engagement in increasing the educational attainment of Kentuckians.

Secondary Deliverables

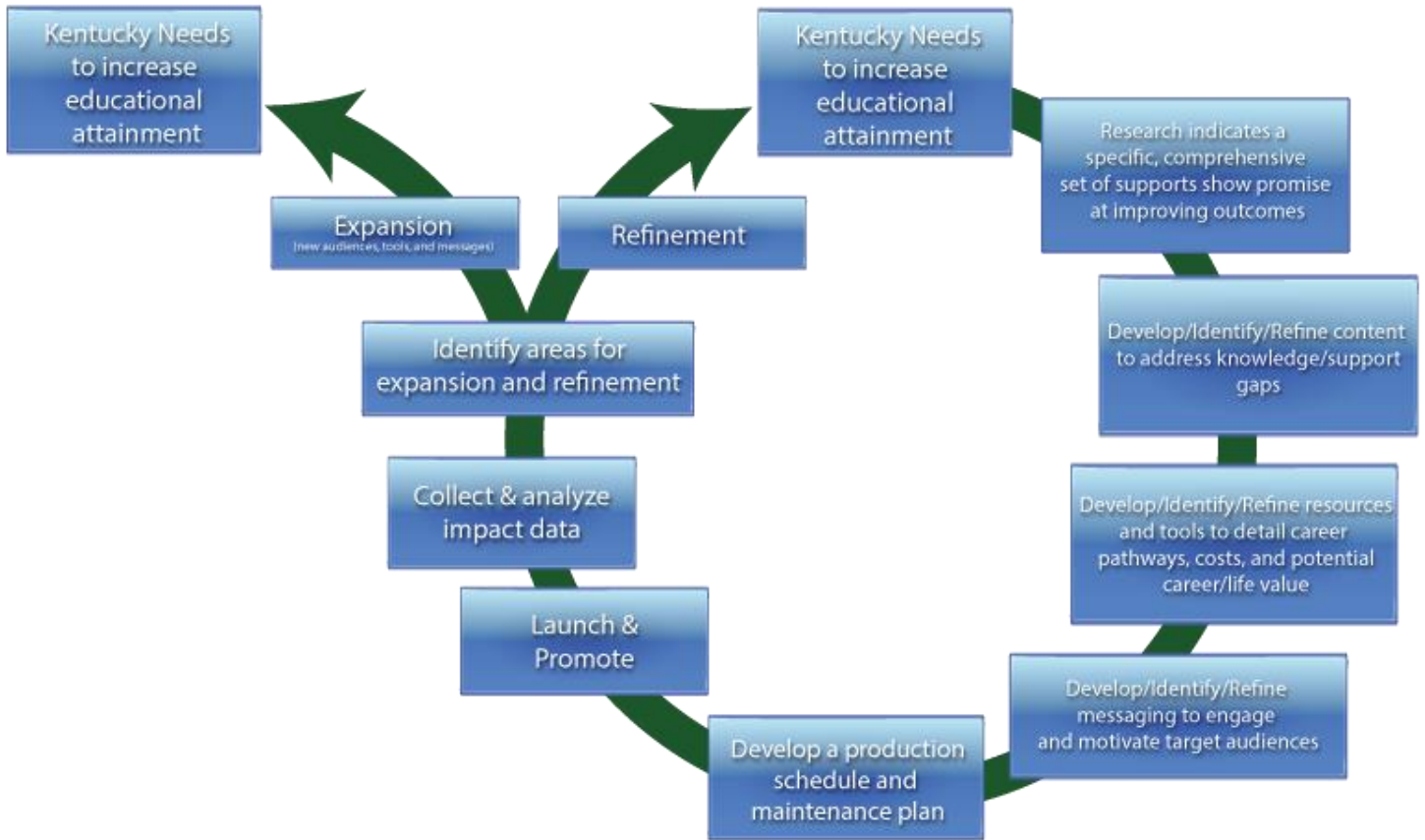
1. Standard Definitions for college readiness efforts (college coach, student-learning outcomes, teacher preparation coursework.)

2. Common College-Access Course Competencies and Evaluation Metrics
3. Web-based application(s) to compare cost, value, transferability, degree pathways across Kentucky public postsecondary education system.
4. Common educational standards for teacher and counselor preparation programs.
5. Common training and employment standards for para-professionals
6. A growth and sustainability plan to maintain resource relevance, access, and functionality.

Assumptions:

- Resources and messaging to be developed will be relevant and supportive of the needs of *all* students/potential student populations as well as supportive, engaged family members, institutional staff, and community members.
- A significant effort should be made to adapt and integrate existing resources and expertise in order to maximize the impact while reducing redundancy and waste.
- Unless significant funding is identified the development plan should look at an initial 3-5 year develop, assess, refine, and expand development cycle (see figure 1A on the next page).
- No effort detailed here can be successful without a significant and sustained effort to make the intended audiences informed and motivated. A comprehensive communication effort must be aligned to support the proposal, its purpose, and the broader messages of value and opportunity.
- The CPE will direct the evaluation and sustained impact of each deliverable and the overall value proposition.

FIGURE 1A



Deliverable #1

Functional Definition: Make the college-going process (preparation, selection, financing, and support) more accessible for all.

Project: Build a comprehensive student/advisor information portal with a focus on relevant functionality.

Estimated Outcomes:

Tier 1: Outcome: Update the existing content and refresh the images and design.

Explanation: GEAR UP Kentucky will dedicate resources and staff to the review and update of all audience information on the existing KnowHow2GOKy.org Website. *This will not include any additional functionality.*

Tier 2: Outcome: All of Tier 1 Outcomes + the introduction of a new online application to detail and compare by institution the anticipated cost and value of a postsecondary education (disaggregated by income tiers). Static Degree and Career pathway information by institution. Final resources will also be made available and promoted to public institutions for local integration.

Explanation: CPE will work with institutions to standardize and collect all relevant cost and value data. Staff will coordinate the development of standardized degree maps. The supporting data infrastructure will utilize existing CPE resources (staff and platform.) Annual maintenance will focus on data updates.

Tier 3: Outcome: All of Tier 1 and Tier 2 Outcomes + the introduction of a new online application to articulate pathways to connect student interest and aptitude to the careers sectors that best match and then promote the Kentucky programs that feed those careers. Final resources will also be made available and promoted to all relevant agencies and public institutions for local integration.

Explanation: CPE will lead the effort to identify and engage a vendor(s) to develop a data system to meet this goal and provide Kentucky-specific information and support. Annual maintenance costs will focus on data updates and third-party application access.

Estimated Costs:

- **Tier 1: No new funds allocated**
- **Tier 2: \$125,000 Development - \$15,000 annual content maintenance**
- **Tier 3: \$475,000 Development - \$200,000 annual content/application maintenance**

Anticipated Timeline(s):

- **Tier 1:** Initial Portal Launch – January 2020
- **Tier 2:** Initial Portal Launch – January 2020 / Functionality Spring 2020
- **Tier 3:** Initial Portal Launch – January 2020 / Functionality Spring 2020 / Expanded Functionality

Initial Action Steps

- Establish a development team that includes key stakeholders, audience members, and content experts
- Engage and secure content partners, providers, and experts.
- Create a development timeline, staff leads, budget and key milestones
- Review, update and expand existing KnowHow2GOKy information site wide
- Align content and messaging the Ky Advising Taskforce Standards & Competencies
- Establish a new design standards
- Identify or Develop new functionality resources (career pathways, value and cost comparisons)
- Test Content and functionality
- Launch – Assess – Refine – Expand (see figure 1A)

Key engaged CPE Units: GEAR UP; Communications; Academic Affairs; Data & Information; Executive Unit

Key External Partnerships: KHEAA; KDE; Education & Workforce Development Cabinet; Public Postsecondary Education Institutions; Ky Chamber of Commerce; The Commonwealth of Kentucky's Office of Employment and Training; AIKCU

Environmental Scan: There are many college-going portals. Most focus on one aspect of the challenge (i.e. paying for college, or selecting a college). The majority do not cover the wide range of audiences and depth of information required to meet the CPE goal. Below are a few of the leading sites and resources.

- KHEAA.com, Kentuckygoestocollege.com - Kentucky Higher Education Assistance Authority
- Focus Career/Explorer – Kentucky Career Centers/Burning Glass tool for job seekers
- Careercruising.com – paid interest\campus\career exploration tool (formally Ky ILP)
- CollegeGO App – College Board
- Learnhowtobecome.org – a resource for adults returning to college
- collegeaffordabilityguide.org – Degree Prospects, LLC
- Collegewise.com – paid online college advising
- Gotocollege.com – Petersons college selection tool

Deliverable #2

Functional Definition: Make the college-going process (preparation, selection, financing, and support) more accessible for all.

Project: Establish a competency-based, college-knowledge course (student learning outcomes, learning modules, lesson activities and resources, student/educator assessments.) This deliverable should address students' knowledge gaps and goals. All student-learning outcomes will align to the Kentucky College and Career Advising Standards and Competencies.

Assumptions: Digital course will be developed in a portable and platform-agnostic format.

Initial Action Steps:

- Build classroom/digital learning platform curricula/resources for:
 - Late/limited delivery – 11th-12th grade
 - Early and sustained delivery – Middle School through HS
 - Adult Ed/Returning Adult/Military
- Build teacher/coach/advisor training model(s)
 - Direct delivery resources
 - Online resources (videos, digital learning platform classes)
- Pilot the training model(s)
 - Assess and refine
- Pilot the course(s) then assess and refine
- Announce and Promote* online resources for direct delivery as well as self-guided (digital learning - online and mobile apps) then assess and refine

Potential Additional Action Items: Endorse and certify state standards for education, training, student competencies

Estimated Costs: \$150,000-\$200,000 annually: GEAR UP Kentucky is developing and field-testing a college-knowledge course that would serve as the foundation for all variants. Additional expertise in applications development, gamification, and audience-specific content will be necessary to round-out development, as proposed.

Estimated costs are limited to development and testing, and refinement expenses. Direct Delivery **does not** include educator expenses or the production of physical materials. Online learning modules development **does not** include a statewide platform.

Anticipated Timeline(s):

- **Cycle 1:** Direct-delivery curricula, for 7th and 12th grade traditional students and adult (military, first-time and returning) – Summer 2020. 8th – 11th grade Summer 2021.
- **Cycle 2:** Digital learning variant – Pilots on a one-year delivery cycle after the direct-deliver counterpart.

Deliverable #3

Functional Definition: Make the college-going process (preparation, selection, financing, and support) more accessible for all.

Project: A sustained, multi-tiered effort to improve the perceived value of postsecondary education, raise awareness of available resources, address myths and misconceptions, and support broader community engagement in increasing the educational attainment of Kentuckians.

Initial Action Steps:

- Establish a development team that includes key stakeholders, audience members, and content experts
- Engage and secure partners.
- Create a development timeline, budget and key milestones
- Establish, refine and prioritize channels, messages, and resources
- Establish a new creative brief for each targeted audience/message
- Develop new messaging resources (radio, tv, print, social media)
- Launch communication and engagement campaign
- Test audience response
- Launch – Assess – Refine – Expand (see figure 1A)

Estimated Costs: \$150,000-\$200,000 annually: CPE will coordinate the development of an editorial calendar along with series of outreach resources (ads, print materials, messaging guidelines, and local engagement toolkit) for all identified audiences. Capitalizing on the federal funding for the GEAR UP Kentucky program will collaborate with the CPE effort to provide access to radio/television/print placements that value nearly \$3,000,000 annually. Additional expertise will be provided in audience research, message development, and advertising production. Evaluation will include traditional marketing metrics (reach) as well as the success of the other deliverables details in this proposal (impact.)

Anticipated Timeline(s):

- Launch - Roll out of first round of messaging to coincide with the launch of Deliverable #1 - January 2020.
- Annually – One new value statement along with new, revised and expanded audience-specific messages each year to coincide with new resource development.

Educating More of Kentucky's Adults to Increase Educational Attainment and Improve Economic Opportunity

Kentucky Council on Postsecondary Education Discussion Document

April 25, 2019

The Issue

The Council on Postsecondary Education's mission is to enhance Kentucky's health and well-being by enrolling more residents in postsecondary education and preparing them to excel in a global economy and culture. To this end, CPE established an ambitious educational attainment goal—for 60% of Kentuckians to obtain a postsecondary credential by the year 2030, up from the current level of 45%.

When setting this attainment goal, CPE worked on an analysis of population projections, high school graduates in the pipeline, enrollment patterns, in- and out-migration, and college completion trends. We determined:

- **By 2030, a 7% decrease in high school graduates is expected.** Even if we raise college-going rates from 54% to the national average (70%), there are not enough traditional-age students in the pipeline to meet our attainment goal. Kentucky high schools only produce around 45,000 graduates per year (and falling).
- **Kentucky imports about as many people as it exports each year,** so migration patterns are unlikely to affect our educational attainment in the short term.
- **Kentucky has significant achievement gaps** that, if closed, could boost educational attainment and create a more level playing field. Only 25% of African Americans and 24% of Hispanics in Kentucky have an associate degree or higher. The six-year graduation rate for underrepresented minority students is 37%, compared to the statewide rate of 51%.
- **Enrolling and graduating more adults is essential to meeting the state's 60x30 goal.** There are about 1.2 million Kentucky adults (25-64) without a postsecondary credential. Of those, more than 500,000 attended college but did not complete a degree or certificate. Despite the enormous size of this market, the number of adult students enrolled in postsecondary in 2017 was only 49,000, down from 74,000 in 2013.

Kentucky is not alone in the challenge to enroll and graduate more adult learners to improve the talent pipeline in states and create more economic opportunity for citizens. According to the Lumina Foundation's new strategic plan, nearly 11.6 million adults will need to earn a college certificate or degree to meet their national postsecondary attainment goal of 60% by 2025.ⁱ

Adult Learners Versus “Traditional” Students

Adult learners, sometime called non-traditional learners, returning adults, “post-traditional,” or even “new traditional students” bring a variety of experiences, backgrounds, responsibilities and capabilities to a college campus.

They differ from traditional students due to age (usually but not always 25 and older), employment status (most all are working), responsibilities (many have families and dependents), purpose for enrolling (to get a foot on the career ladder, or advance in a job), experience in college (some have stopped or dropped out and are returning, while others have never set foot on campus), and access to resources (unless funding is available through their jobs, financial aid is often limited).

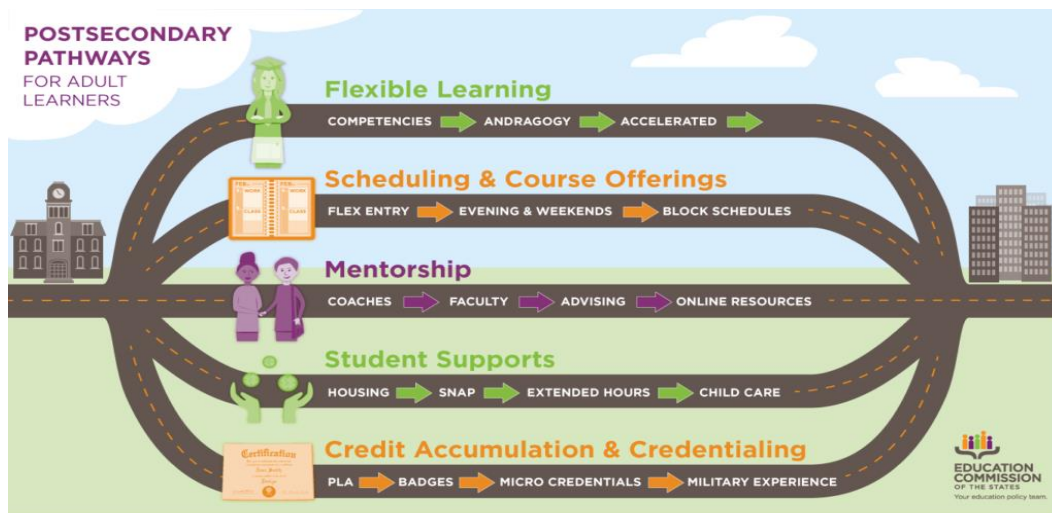
Adult learners may also bring significant life experiences, such as time in the military, to the classroom. They may be more highly motivated to learn, while at the same time anxious about their capacity to succeed. And they bring more complicated, busy lives to campus and need greater flexibility in programming and services than a traditional, dependent 18 to 22-year-old student.

Adult learners are not a homogenous group. There are several subgroups within this population, including: 1) adults who started but never completed a degree, 2) adults with an associate degree who may want to complete a bachelor’s degree, 3) high school graduates with no postsecondary experience, and 4) GED completers with no postsecondary experience. Policy strategies and program initiatives must be tailored for each of these groups.

Strategies to Help Adult Learners Succeed

Even though a significant percentage of college enrollment nationally and in Kentucky is 24 years or older (currently 25% of students at Kentucky’s public universities and 36% of students at KCTCS), many postsecondary programs are still organized primarily around the needs of the traditional-age learner. Often program schedules are not organized in a way that allow busy adults to progress through to a degree or credential, support services are designed for traditional students, extensive work and life experiences are not valued, and courses are offered only in traditional face-to face formats.

As the infographic below from [Education Commission of the States](#) showsⁱⁱ, the success of adult students depends on rethinking traditional ways of offering postsecondary programs and supporting students. Flexible program design and scheduling, accessible counseling and advising services, braiding together various federal and state support systems, and offering credit for prior learning and job experience are important pieces of the success pathway for adult learners.



Kentucky and CPE's Focus on the Adult Learner

CPE has supported campus efforts to focus on adult learners for over a decade. **CPE's Lumina Foundation-funded Adult Learner Initiative** (2007-2010) brought together higher education representatives, elected leaders, and the private sector to develop policy recommendations, partnerships, and programs to support adult learners (particularly those with some college credit). The resulting policy framework prioritized credit for prior learning/experience, financial aid, and flexible academic programming as among the highest need areas for adult students.

In addition to supporting a number of campus programs through the Adult Learner Initiative, CPE held a series of workshops related to prior learning assessment, supported consulting services for several institutions related to credit for prior learning, provided funding for a policy and procedures audit of KCTCS.

For the past decade, CPE has coordinated [Project Graduate](#), an outreach and support program to help adults with 80 or more undergraduate credit hours but no credential re-enroll in college and complete a degree. Project Graduate advisors at each public institution offer various forms of individualized assistance, from performing degree audits, removing financial holds, waiving application fees, and providing priority enrollment or quick admits.

Last fall, Project Graduate advisors participated in a coordinated effort to recruit former students through direct mail, emails, phone calls, and social media, with digital and print advertising templates provided by CPE at minimal cost. More than 3,000 students have completed a degree through this program; more competency-based, online instruction and credit for prior learning would likely increase its attractiveness to adults balancing work and family.

Beginning in 2011, CPE staff worked with campuses for several years to help develop competency-based educational programs that would allow students to learn and progress at a rate that met their abilities and schedules. This builds on the ["Learn on Demand"](#) competency-based model KCTCS introduced several years

ago. Staff also met with Western Governor's University to determine the viability of forming a statewide partnership so Kentuckians could access online, competency-based offerings.

CPE worked with campuses to develop a [one-stop, on-line resource](#) for veterans and members of the military interested in attending or returning to a Kentucky campus to complete a degree. More recently, Kentucky's Adult Education's partnered with KCTCS to offer [GED Plus](#) to allow adults with no high school credential earn a GED and college certificate simultaneously and tuition free.

Funding Opportunities for Adult Learners in Kentucky

In the fall of 2017, Kentucky launched the [Work Ready Scholarship](#), a \$15 million promise program to encourage Kentuckians get the training needed for high-wage, high-demand careers. This last-dollar program is designed to get students on the first rung of the postsecondary ladder by covering tuition costs and some fees for short-term, career-related certificates and applied associate degrees in certain fields.

Recipients must earn a grade point average of 2.0 or higher each semester to maintain eligibility. The program is for individuals who do not have an associate degree or higher, and there are no age limitations. Currently, the program is being marketed heavily to high school students in vocational and technical training tracks.

CPE received a \$400,000 Lumina Foundation grant in December 2018 to increase adult participation in this program through more targeted marketing and recruitment efforts, community involvement, and mentoring and wrap-around services, particularly in low-income areas and among underrepresented populations. Adults without a college credential who wish to change jobs or advance in their current field could be reached at their place of work through new business/industry partnerships.

While the program does cover some course fees, the amount is minimal, and students may remain shut out of programs due to non-tuition-related costs such as childcare and other living expenses, books, course material requirements, and travel.

Adult students are eligible for Kentucky's College Access Program grants, but the first-come, first-served structure of the program often precludes adult learners who tend to apply for admission later in the enrollment cycle from benefitting. At the institutional level, campuses increasingly are directing institutional aid dollars to students – including adult learners - with financial need. These dollars may come in the form of grants built into a student's larger financial aid package or provided on an emergency basis for short-term needs.

Promising Approaches in Other States

Last year Complete College America (CCA) launched [A Better Deal for Returning Adults](#) as one of its game changing strategies improve completion rates and improve educational attainment. The key to the success of this approach is a more efficient path to graduation for adults "including redesigned schedules with shorter terms, year-round enrollment, and consistent time blocks." Also important are giving credit for previous learning and experience, strong advisors and mentors to help navigate the path to and through college.ⁱⁱⁱ

CCA highlights Indiana, Mississippi, and Florida as states with comprehensive strategies to help adult learners enroll, persist and succeed in college. **Indiana's "You Can. Go Back."** initiative is a multi-pronged approach to enrolling and graduating adult learners that includes a statewide communications campaign and supporting on-line resources, guiding strategies for Indiana campuses, financial aid (including a state aid program focused solely on adult learners), and targeted outreach to students and employers through direct mail and calls.

Mississippi's Complete to Compete initiative targets students who have stopped or dropped out and features a Pathfinder application to help students understand how close they are to getting a degree through a transcript audit and the best path to get there. The initiative includes a comprehensive information portal specifically for adult learners, the ability to connect with C2C coaches, the Pathfinder application, and \$500 C2C grants to help pay off past debt or current college expenses.

Florida's legislature passed **Complete Florida** in 2013 to encourage more students to finish programs they started. Housed at the University of West Florida, Complete Florida works with colleges and universities in Florida to help provide accessible, affordable and accelerated options for degree completion. The program offers coaching services, guided pathways to help students find and complete suitable programs, financial aid opportunities, and works with students to help them get college credits and work experience they have already earned.

Next Steps for Kentucky

For some time, CPE and Kentucky campuses have recognized the need to reach out to adult learners and help them skill up and earn postsecondary credentials. **But translating action and intent into sustained impact has been difficult.** In an almost perfect inverse correlation, as the economy has improved over the past five years enrollments of adult learners has steadily declined, with a precipitous drop at KCTCS. Given the challenges that adult learners face in college, the incentive for many of them to return for additional education and training has evaporated.

While this enrollment loss can be attributed to a better economy, **some of the decline may stem from the fact that traditional postsecondary institutions are not well designed for adult learners.** As discussed above, financial aid programs are often not geared towards adults and adults generally need more flexible programs and support structures than institutions can easily provide.

While the challenge is huge, Kentucky can benefit from a wealth of national, state, regional and campus models to better engage and reengage adults in postsecondary programs. And through work like the Adult Learner Initiative, Project Graduate, competency-based efforts like Learn on Demand, and scholarship programs that include adults like the Work Ready Scholarship, **Kentucky is well positioned to expand our work and improve opportunities for adult learners.**

Among the possible next steps:

1. Assess the state's current financial aid programs to ensure adult learners have adequate access to grants and scholarships;
2. Target subpopulations of adults who are more likely to enroll, or reenroll in college, particularly younger adults (22-35), and those who are close to completion.
3. Build out centralized, on-line resources to help adults navigate the path to college, choose the best programs of study for their long-term goals, understand how to pay for college and access aid, and understand how existing college credit can apply to a credential;
4. Strengthen outreach and communications to adult audiences to help connect them with on-line resources and campus programs;
5. Encourage one of the four-year campuses to become the state's lead institution focusing extensively on adult learners. Like the University of West Florida does in Florida, this institution could work with other Kentucky colleges to develop flexible, affordable, accelerated options for adult learners.
6. Evaluate various campus incentives for enrolling and graduating adult learners, including adding a premium for these students in the funding model;
7. Support tax or other incentives for employers to provide time off and tuition support for employees who need to skill up.
8. Develop state policies that provide definition and direction related to reverse transfer, the process of awarding degrees or certifications retroactively to students who may have the necessary program credits from one or more institutions.
9. Develop state policies that standardize practices around awarding credit for prior learning and life experiences and encourage campuses to embrace this practice.

A key advantage of creating more adult friendly campuses and policies is that all students will benefit. Every student needs strong support and advising services, flexible academic programs, clear program pathways leading to a career, better access to financial aid, and ways to benefit from previous learning experiences.

Each of these recommendations require deeper analysis and evaluation to determine budget and staffing requirements and return on investment for students, campuses and the Commonwealth.

ⁱ *Lumina Strategic Plan for 2017-2020*, Lumina Foundation, 2017.

ⁱⁱ *Navigating the Adult Learner Life Cycle*, Education Commission of the States, 2019.

ⁱⁱⁱ [A Better Deal for Returning Adults](#), Complete College America, 2018.