

ADHE Update to Education Committees

JULY 18, 2016

Agenda

- ▶ Regional Workforce Grants
- ▶ Closing the Gap/Implementation Plan
- ▶ Outcomes-Based Funding Model Development

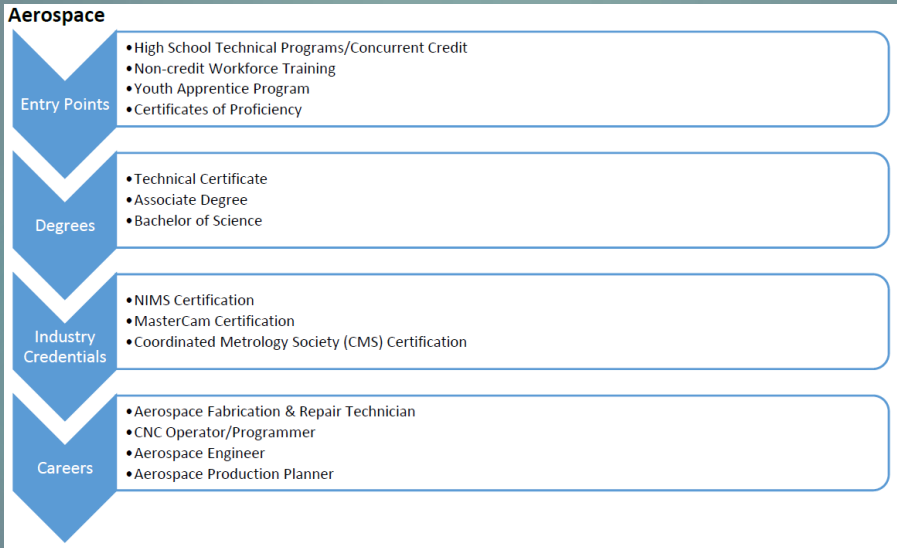
Regional Workforce Grants

- ▶ Workforce Initiative Act of 2015
- ▶ Planning Grant Phase
- ▶ Implementation Grant Phase
- ▶ Continuation Grant Phase

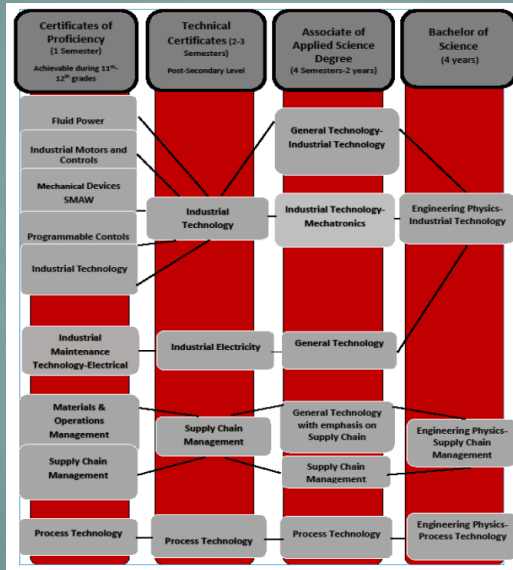
Implementation Proposals

- ▶ Program Need
- ▶ Program Plan
- ▶ Strength of Partnerships
- ▶ Budget Plan
- ▶ Sustainability Plan

Implementation Proposal Example



Implementation Proposal Example



Implementation Proposal Example

Table 4. Targeted Programs with Embedded Credentials

Certificate/Program	Credentials Embedded	Post-secondary Institution
Secondary Level Concurrent Programs		
High School/Tech Center		
Pocahontas, S-H, GCT, Paragould, Marmaduke	TC, Welding Technology	NCRC, OSHA 10, CPR/First Aid, NCCER, AWS BRTC-Pocahontas BRTC-Paragould
Pocahontas, S-H, GCT, Paragould, Marmaduke	TC, Machine Tool Technology	NCRC, OSHA 10, CPR/First Aid, NCCER BRTC-Pocahontas BRTC-Paragould
Pocahontas, S-H, GCT, Paragould, Marmaduke	TC, Industrial Electricity Electronics	NCRC, OSHA 10, CPR/First Aid BRTC-Pocahontas BRTC-Paragould
Pocahontas, S-H, GCT, Paragould, Marmaduke	CP, Nursing Assistant	NCRC, CPR/First Aid BRTC-Pocahontas BRTC-Paragould
Pocahontas, S-H	CP, Phlebotomy	NCRC BRTC-Pocahontas
Pocahontas, S-H	CP, EMT	NCRC BRTC-Pocahontas
Pocahontas, S-H	Prerequisites for LPN	NCRC BRTC-Pocahontas
NEACTC	CP, CNC Operator	4 NIMS ASU-N Jonesboro
NEACTC	Concurrent credit towards CP, Hospitality Services	ASU-N Jonesboro
ANCTC	Concurrent credit towards CP and/or TC Advanced Manufacturing	NCRC, NCCER, OSHA 10, CPR/First Aid ANC
ANCTC	Concurrent credit towards CP and/or TC, Welding Technology	NCRC, NCCER, OSHA 10, CPR/First Aid, AWS ANC
Post-secondary Level Programs		
AAS, Industrial Maintenance	NCCER	BRTC-Pocahontas
AAS, General Technology		BRTC-Pocahontas
CP, Hospitality Services	AHLEI	ASU-N Jonesboro
CP, Industrial Maintenance	NCCER	ASU-N Jonesboro
CP, CNC Operator	4 NIMS	ASU-N Jonesboro
TC, CNC Programmer/Set Up	NCRC, 4 NIMS	ASU-N Jonesboro
AAS, CNC Machining		ASU-N Jonesboro
CP, Advanced Manufacturing	NCRC, NCCER, OSHA 10, CPR/First Aid	ANC
TC, Advanced Manufacturing	NCRC, NCCER, OSHA 10, CPR/First Aid	ANC
AAS, Advanced Manufacturing	NCRC, NCCER, OSHA 10, CPR/First Aid	ANC
CP, Welding Technology	NCRC, NCCER, OSHA 10, CPR/First Aid, AWS	ANC
TC, Welding Technology	NCRC, NCCER, OSHA 10, CPR/First Aid, AWS	ANC
AAS, Welding Technology	NCRC, NCCER, OSHA 10, CPR/First Aid, AWS	ANC

Implementation Funding

- ▶ Total Funding – All Proposals
 - ▶ Requested \$17,372,468
 - ▶ Approved \$16,144,679

- ▶ Year 1 Funding – All Proposals
 - ▶ Requested \$8,686,234
 - ▶ Approved \$8,072,340

Closing the Gap 2020

Closing the Gap 2020 Objectives

This five year planning cycle is a critical component in the long-term objective to reach the 2025 goal of a 60% post-secondary attainment rate in Arkansas, increasing from the current estimate of 43.4%. By 2020, we will reduce the educational attainment gap in Arkansas by increasing the number of postsecondary credentials by 40% over 2013-2014 academic year levels.

	<u>Credentials Awarded</u> <u>2013-14 Academic Year</u>	<u>% Increase</u>	<u>Credentials Awarded</u> <u>2019-20 Academic Year</u>
Career & Technical			
Certificates	10,472	61%	16,880
Associates Degrees	8,685	36%	11,860
Bachelor's Degrees	<u>15,277</u>	28%	<u>19,520</u>
	34,434	40%	48,260

Closing the Gap 2020 Goals

GOAL 1: Raise completion and graduation rates of colleges and universities by 10%.

- Reduce the percentage of students needing remediation to prepare them for college-level course work
- Reduce the time needed for students to complete remedial requirements
- Raise first year retention rates of students to SREB regional averages

GOAL 2: By fall 2018, increase the enrollment of adult students, age 25 to 54, by 50%.

- Reduce the remedial course enrollments for adults by 50% through alternative means of preparing adults for college-level work
- Improve communication of the value of higher education to non-traditional students

GOAL 3: Raise the attainment rates of underserved student groups in the state by 10%.

- Raise the overall college-going rate for all student groups by 5% from 50.1% to 55.1%
- Raise the underserved student college-going rate to equal that of other students
- Raise completion rates of underserved student groups equal to other students

GOAL 4: Improve College Affordability through Effective Resource Allocation

- Reduced time to degree for students
- Allocate 25% of state scholarship funds to need-based programs
- Re-allocate institutional spending to maximize efficiency and effectiveness

Closing the Gap Imperative

Education Level	2014	2020	Attainment Gap
	Attainment Levels (1)	Projected Needs (2)	
High School Diploma or Less	61.2%	41.0%	
CTE Certificate	9.0%	22.0%	-13.0%
Associate's Degree	7.2%	12.0%	-4.8%
Bachelor's Degree	15.1%	18.0%	-2.9%
Master's Degree or Higher	7.5%	7.0%	0.5%

(1) *A Stronger Nation 2016*. Lumina Foundation

(2) *Recovery: Job Growth and Education Requirements Through 2020*. Georgetown University Center on Education and the Workforce

Arkansas Attainment Gap

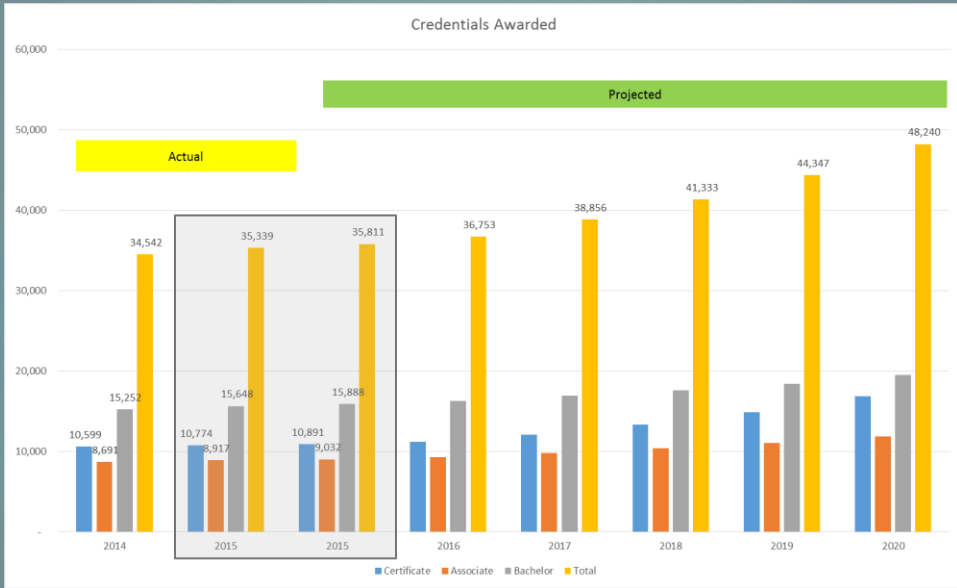
<https://cew.georgetown.edu/cew-reports/americas-divided-recovery/>

GEORGETOWN UNIVERSITY

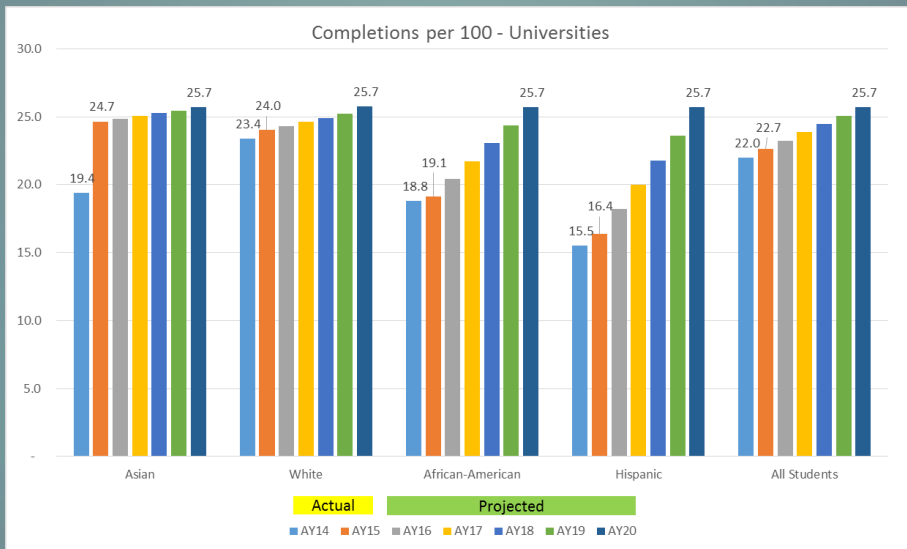
Job growth by education level

- Out of the 11.6 million jobs created in the post-recession economy, 11.5 million went to workers with at least some college education.
- Graduate degree holders gained 3.8 million jobs, Bachelor's degree holders gained 4.6 million jobs, and Associate's degree holders gained 3.1 million.
- Employment of workers with a high school diploma or less only grew by 80,000 jobs.

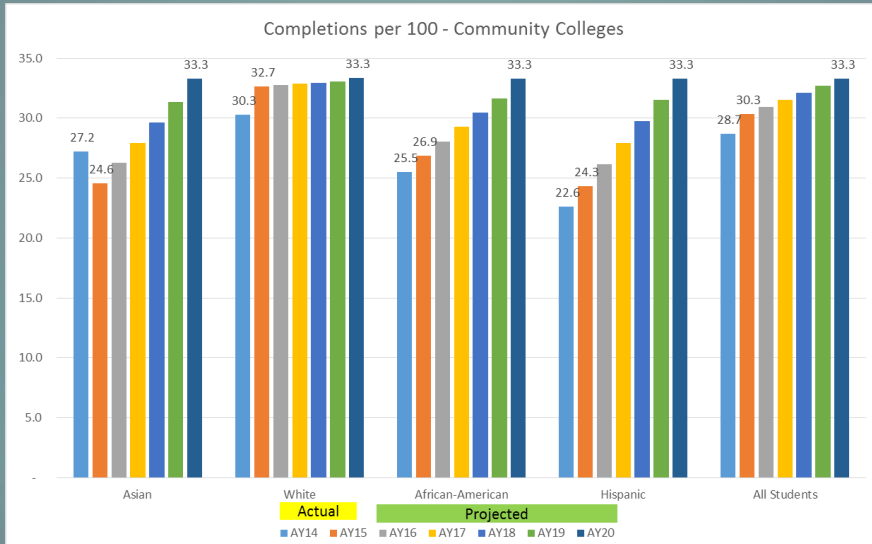
Data Dashboard



Data Dashboard



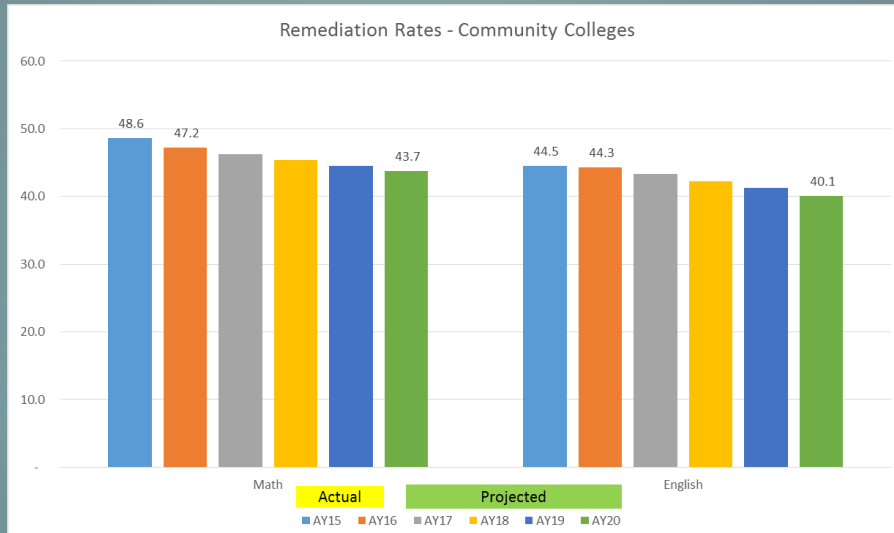
Data Dashboard



Data Dashboard



Data Dashboard



Implementation Plan Workgroups

- ▲ ADULT LEARNERS
- ▲ COLLEGE READINESS
- ▲ REMEDIATION
- ▲ STUDENT SUCCESS INNOVATION
- ▲ AFFORDABILITY
- ▲ INSTITUTIONAL FUNDING
- ▲ NON-FORMULA FUNDING
- ▲ COMMUNICATION STRATEGIES

Implementation Plan Strategies

Readiness

- **College and career advising and planning** Begin college and career exploration in elementary and middle school and continue through high school to create a college-going culture through advising and student success curriculum
 - **Financial education**, financial literacy, FAFSA completion, understanding of the costs of college attendance, awareness of the financial resources to enable college attendance, assistance applying for scholarships
 - **Academic Preparedness**: Early college course opportunities in high school – AP courses, concurrent/dual enrollment, and IB courses – along with ACT preparatory courses, bridge courses, and transitions courses to address remediation needs
 - **Mentoring/coaching** – personal preparation
- Some institutions are using abbreviated semesters—most choosing to divide the semester into 8-week segments allowing students to complete two remediation courses or a remediation course and then the following requisite course in math or writing.
 - Some institutions re-evaluate at the beginning of the semester whether a student has higher skills than prior testing and evaluation indicated and allow late entry into the appropriate class.

Adult Learners

- Prior Learning Assessment
- Fresh Start
- Flexible Course Offerings/Schedules
- Competency-Based Education

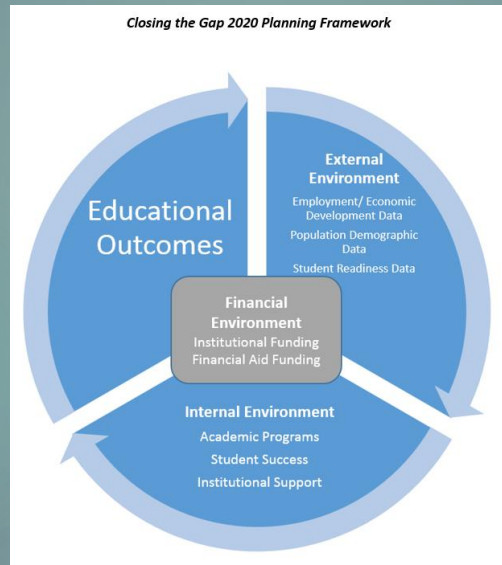
Affordability

- Financial literacy for secondary students, new post-secondary students
- Need based-financial aid
- Summer aid disbursement
- Administrative efficiencies through shared services
- Reduced time to degree:
 - Clear degree plans
 - Summer bridge
 - Effective advising

Outcomes-Based Funding

Outcomes-Based Funding

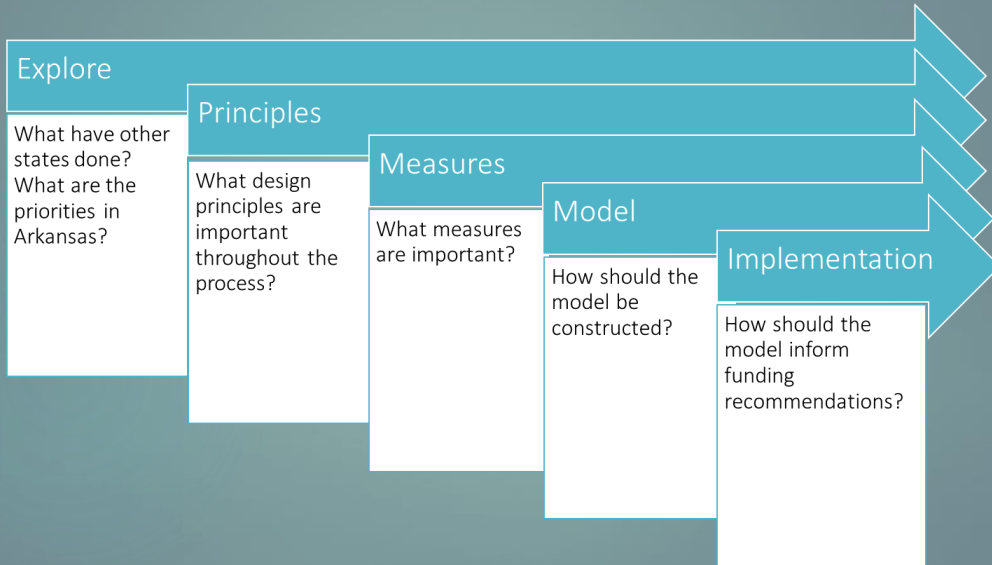
Why Outcomes-Based Funding?



Why Outcomes-Based Funding?

- ▶ “Many states are reconsidering enrollment-based funding model and instead are aligning funding models with state goals and priorities.”
 - ▶ National Conference of State Legislatures (July 31, 2015)
- ▶ “[Enrollment-based] allocation rewards expanded access to higher education but does not incent program/degree completion—one of today’s most pressing policy challenges.”
 - ▶ Snyder, Martha (2015). Driving Better Outcomes: Typology and Principles to Inform Outcomes-Based Funding Models. HCM Strategists. February 12, 2015.
- ▶ “Stakeholder engagement proceeds from people’s starting point attitudes and works to mend the splits and disconnects among stakeholders enough to make progress on a particular policy issue.”
 - ▶ Kadlec, A. and Shelton, S. (2015). Outcomes-Based Funding and Stakeholder Engagement. Lumina Issue Papers. November, 2015.

Process



Principles

• Guiding Principles for Outcomes-Based Funding Model •

PREAMBLE

The Institutional Funding Workgroup establishes a set of guiding principles, described below, to orient its mission of designing a new funding model and implementation plan for public higher education institutions. These guiding principles will allow the Workgroup to develop an outcomes-based funding model which is student-centered and responsive to the attainment goals outlined by the State of Arkansas in Closing the Gap 2020: A Master Plan for Higher Education in Arkansas. This will be accomplished by creating a funding context which enables innovation, increased efficiency and enhanced affordability.

Principles

ARKANSAS OUTCOMES BASED FUNDING GUIDING PRINCIPLES DEVELOPMENT	
STUDENT CENTERED	The model places at its center students and student's needs including both access to and completion of meaningful and quality post-secondary learning.
OUTCOMES	The model focuses on completion, with an emphasis on completions of under-served and at-risk students and completions in areas of need by the state and industry. This structure should recognize institutional differences in investment associated with meeting the evolving needs of students, the workforce, and the state.
COLLABORATION	The model provides incentives for cross-institutional collaboration and rewards the successful transition of students across institutions.
SUPPORTING INSTITUTIONAL MISSION	The model respects and is responsive to the diverse set of missions represented by each public institution of higher education.
FORMULA STRUCTURE	The model maintains clarity and simplicity.
FLEXIBILITY	The model is adaptable in the face of a dynamic institutional and external environment.
STABILITY AND TRANSITION	The model supports short-, mid- and long-term financial stability of the public institutions of higher education, while focusing attention on outcomes and the goals of the state. The transition from the current funding formula to a future outcomes-based funding formula should allow for a managed and intentional transition process which mitigates negative impact at any one or group of institutions.

Measures

Common Metrics	
Type of Measures	Examples
Student Progression and Momentum <i>Intermediate outcomes/key milestones important to student's progression toward completion</i>	<ul style="list-style-type: none"> Remedial education success Completion of first college-level mathematics and English courses Credit accumulation (e.g. 15, 30 credit hours)
Completion & Outcomes <i>Promote certificate, degree completion, transfer</i>	<ul style="list-style-type: none"> Number or rate of program completers Number of transfers Licensure pass rates Job Placement
Productivity & Institution Mission <i>Promote efficiency, affordability and focusing dollars on core mission functions</i>	<ul style="list-style-type: none"> Cost per undergraduate to institution Degrees per 100 FTE Research Workforce Training
Priority <i>Student categories and/or degree types that are a priority for the state to meet attainment and job needs. Student focus is on progression and completion, not just access.</i>	<ul style="list-style-type: none"> Adult students Academically underprepared students Low-income (Pell-eligible) students Minority students STEM-H degrees <p><i>Note: often reflected by providing an extra weight to progression and completion metrics</i></p>

Model Considerations

- ▶ Student-centric design
- ▶ Aligns funding with state priorities
- ▶ Recognizes differences in institutional missions
- ▶ Provides equal weighting of traditional and non-traditional students in most metrics
- ▶ Encourages efficiencies in spending
- ▶ Allows for stability in funding from year to year
- ▶ Encourages accountability to students and policymakers
- ▶ Encourages institutions to collaborate

Funding Recommendations

- ▶ Outcomes Index
- ▶ Inflation Index

