

11/24/09
SCHOLAR-
SHIP
DISCUSSION
JOINT W/
SEDC

2007FA Reports

Report	Scholarships	Casper College		Central Wy. College		Eastern Wy. College		Laramie County CC		Northwest College		Sheridan College		Western Wy. CC		Community College Total		UW		Grand Total		
		HC	Amount	HC	Amount	HC	Amount	HC	Amount	HC	Amount	HC	Amount	HC	Amount	HC	Amount	HC	Amount	HC	Amount	
1	Estimate Report 8/1/07	Honors	75	\$119,867	18	\$28,800	19	\$30,400	37	\$59,200	52	\$78,916	56	\$44,200	42	\$67,200	299	\$428,583	625	\$1,000,000	924	\$1,428,583
2		Performance	187	\$223,600	53	\$63,600	30	\$36,000	97	\$115,333	120	\$139,999	61	\$73,152	84	\$100,800	632	\$752,484	500	\$630,000	1,132	\$1,382,484
3		Opportunity	146	\$115,332	38	\$30,400	19	\$14,400	82	\$65,600	68	\$53,746	40	\$31,268	69	\$55,200	462	\$365,946	250	\$200,000	712	\$565,946
4		Career	69	\$54,067	20	\$16,000	20	\$16,000	16	\$12,800	40	\$30,482	14	\$10,336	16	\$12,800	195	\$152,485	0	\$0	195	\$152,485
5		Need Award	15	\$5,062	0	\$0	3	\$1,225	1	\$105	13	\$2,812	0	\$0	5	\$5,200	37	\$14,404	215	\$210,000	252	\$224,404
6		Estimated Sch.Shps.	477	\$517,928	129	\$138,800	88	\$98,025	232	\$253,038	280	\$305,955	171	\$158,956	211	\$241,200	1,588	\$1,713,902	1,375	\$2,040,000	2,963	\$3,753,902
7	Mid Term (30 Day) Report 10/11/07	Honors	65	\$102,933	16	\$25,600	21	\$33,600	35	\$56,000	46	\$66,874	31	\$47,600	42	\$67,200	256	\$399,807	638	\$1,020,800	894	\$1,420,607
8		Performance	189	\$220,400	55	\$65,300	39	\$46,500	112	\$130,200	118	\$135,984	85	\$100,308	114	\$134,876	712	\$833,568	502	\$601,900	1,214	\$1,435,468
9		Opportunity	147	\$110,195	32	\$25,132	25	\$18,601	93	\$68,335	65	\$50,318	64	\$47,656	89	\$67,976	515	\$388,213	235	\$187,466	750	\$575,679
10		Career	65	\$46,868	18	\$13,000	26	\$19,799	29	\$18,135	33	\$24,044	30	\$21,232	16	\$12,600	217	\$155,678	0	\$0	217	\$155,678
11		Need Award	40	\$14,810	1	\$216	13	\$5,568	5	\$1,033	9	\$1,694	4	\$1,066	0	\$0	72	\$24,387	263	\$254,521	335	\$278,908
12		Actual Sch.Shps.	466	\$495,206	121	\$129,248	111	\$124,068	269	\$273,703	262	\$278,914	210	\$217,862	261	\$282,652	1,700	\$1,801,653	1,375	\$2,064,687	3,075	\$3,866,340
13	Supplemental Report 12/5/07	Honors														0	\$0			0	\$0	
14		Performance															0	\$0			0	\$0
15		Opportunity			1	\$800			1	\$400	2	\$1,600					4	\$2,800			4	\$2,800
16		Career	1	\$667	1	\$800	1	\$600			1	\$766					4	\$2,833			4	\$2,833
17		Need Award															0	\$0			0	\$0
18		Additional Sch.Shps.	1	\$667	2	\$1,600	1	\$600	1	\$400	3	\$2,366	0	\$0	0	\$0	8	\$5,633	0	\$0	8	\$5,633
19	End of Term (Post Sem) Report 3/17/08	Honors	65	\$102,933	16	\$25,600	20	\$32,000	35	\$56,000	45	\$65,274	33	\$50,800	40	\$64,000	254	\$396,607	639	\$1,017,600	893	\$1,414,207
20		Performance	189	\$220,500	55	\$65,300	38	\$45,300	111	\$129,000	107	\$122,166	88	\$103,908	117	\$138,176	705	\$824,350	532	\$625,500	1,237	\$1,449,850
21		Opportunity	147	\$110,195	33	\$25,932	23	\$16,934	93	\$68,268	59	\$45,688	68	\$51,223	86	\$65,443	509	\$383,683	210	\$165,499	719	\$549,182
22		Career	66	\$47,535	17	\$11,534	27	\$20,265	29	\$18,135	29	\$21,245	31	\$22,096	15	\$11,667	214	\$152,477	0	\$0	214	\$152,477
23		Need Award	39	\$14,363	5	\$757	9	\$4,086	7	\$1,999	8	\$1,594	5	\$1,816	0	\$0	73	\$24,615	279	\$266,591	352	\$291,206
24		Final Sch.Shps.	467	\$495,526	121	\$129,123	108	\$118,585	268	\$273,402	240	\$255,967	220	\$229,843	258	\$279,286	1,682	\$1,781,732	1,381	\$2,075,190	3,063	\$3,856,922

2008SP Reports

Report	Scholarships	Casper College		Central Wy. College		Eastern Wy. College		Laramie County CC		Northwest College		Sheridan College		Western Wy. CC		Community College Total		UW		Grand Total		
		HC	Amount	HC	Amount	HC	Amount	HC	Amount	HC	Amount	HC	Amount	HC	Amount	HC	Amount	HC	Amount	HC	Amount	
1	Estimate Report 8/1/07	Honors	67	\$107,200	16	\$25,600	20	\$32,000	44	\$70,400	45	\$63,740	32	\$47,200	42	\$64,000	266	\$410,140	625	975,000	891	\$1,385,140
2		Performance	193	\$230,000	55	\$66,000	39	\$46,800	130	\$156,000	108	\$122,786	92	\$108,000	120	\$138,777	737	\$868,363	490	575,000	1,227	\$1,443,363
3		Opportunity	151	\$120,200	33	\$26,400	27	\$21,600	118	\$91,200	60	\$46,495	65	\$50,400	90	\$69,577	544	\$425,872	230	175,000	774	\$600,872
4		Career	65	\$52,000	20	\$16,000	24	\$19,200	40	\$32,000	30	\$22,753	30	\$23,200	18	\$14,400	227	\$179,553	0	0	227	\$179,553
5		Need Award	39	\$15,725	5	\$759	12	\$5,091	6	\$1,371	9	\$1,697	5	\$1,800	7	\$1,900	83	\$28,343	245	240,000	328	\$268,343
6		Estimated Sch.Shps.	476	\$525,125	124	\$134,759	110	\$124,691	332	\$350,971	243	\$257,471	219	\$230,600	270	\$288,654	1,774	\$1,912,271	1,345	1,965,000	3,119	\$3,877,271
7	Mid Term (30 Day) Report 3/7/08	Honors	63	\$98,267	15	\$24,000	20	\$32,000	34	\$54,400	40	\$56,247	35	\$55,264	41	\$65,600	248	\$385,778	644	\$1,024,267	892	\$1,410,045
8		Performance	198	\$230,550	46	\$55,000	32	\$37,900	109	\$128,300	110	\$126,624	89	\$104,400	117	\$137,377	701	\$820,151	521	\$612,466	1,222	\$1,432,617
9		Opportunity	146	\$108,735	32	\$25,533	19	\$15,200	97	\$72,469	65	\$49,582	63	\$47,672	87	\$67,177	509	\$386,368	196	\$156,501	705	\$542,869
10		Career	58	\$43,467	12	\$9,133	23	\$18,267	32	\$22,268	34	\$25,452	22	\$17,336	18	\$13,400	199	\$149,323	0	\$0	199	\$149,323
11		Need Award	37	\$15,279	3	\$367	7	\$3,264	6	\$1,992	8	\$1,597	6	\$1,765	12	\$2,016	79	\$26,280	267	\$257,656	346	\$283,936
12		Actual Sch.Shps.	465	\$496,298	105	\$114,033	94	\$106,631	272	\$279,429	249	\$259,502	209	\$226,437	263	\$285,570	1,657	\$1,767,900	1,361	\$2,050,890	3,018	\$3,818,790
13	End of Term (Post Sem) Report 7/9/08	Honors	63	\$98,267	15	\$24,000	20	\$32,000	33	\$52,800	40	\$56,247	34	\$54,064	43	\$68,800	248	\$386,178	646	\$1,027,600	894	\$1,413,778
14		Performance	200	\$232,950	47	\$56,200	31	\$37,200	104	\$123,200	111	\$127,098	91	\$106,800	118	\$138,577	702	\$822,025	525	\$616,666	1,227	\$1,438,691
15		Opportunity	147	\$109,535	32	\$25,533	19	\$15,133	94	\$70,069	67	\$51,432	63	\$48,072	88	\$67,977	510	\$387,751	198	\$158,101	708	\$545,852
16		Career	58	\$43,467	12	\$9,133	23	\$18,267	30	\$21,268	34	\$25,452	21	\$16,536	17	\$12,600	195	\$146,723	0	\$0	195	\$146,723
17		Need Award	37	\$15,279	3	\$367	7	\$3,264	5	\$1,767	8	\$1,597	5	\$1,367	12	\$2,016	77	\$25,657	272	\$258,566	349	\$284,223
18		Final Sch.Shps.	468	\$499,498	106	\$115,233	93	\$105,864	261	\$269,104	252	\$261,826	209	\$226,839	266	\$289,970	1,655	\$1,768,334	1,369	\$2,060,933	3,024	\$3,829,267

2008FA Reports

Report	Scholarships	Casper College		Central Wy. College		Eastern Wy. College		Laramie County CC		Northwest College		Sheridan College		Western Wy. CC		Community College Total		UW		Grand Total		
		HC	Amount	HC	Amount	HC	Amount	HC	Amount	HC	Amount	HC	Amount	HC	Amount	HC	Amount	HC	Amount	HC	Amount	
1	Estimate Report 8/11/08	Honors	95	\$147,137	24	\$38,400	17	\$27,200	63	\$94,072	39	\$61,382	42	\$59,456	66	\$105,600	346	\$533,247	1,140	\$1,822,400	1,486	\$2,355,647
2		Performance	256	\$298,200	55	\$64,800	49	\$58,800	175	\$192,645	105	\$121,667	115	\$121,388	134	\$159,100	889	\$1,016,600	1,000	\$1,200,000	1,889	\$2,216,600
3		Opportunity	188	\$133,896	38	\$30,400	52	\$41,660	174	\$126,733	73	\$56,495	87	\$57,753	94	\$28,000	706	\$474,937	512	\$409,600	1,218	\$884,537
4		Career	111	\$80,867	26	\$20,800	46	\$36,800	55	\$40,267	36	\$25,811	40	\$27,000	19	\$13,798	333	\$245,343	0	\$0	333	\$245,343
5		Need Award	38	\$15,380	0	\$0	11	\$6,143	5	\$1,236	6	\$1,133	0	\$0	5	\$1,467	65	\$25,359	354	\$305,383	419	\$330,742
6		Estimated Sch.Shps.	650	\$675,480	143	\$154,400	164	\$170,603	467	\$454,953	253	\$266,488	284	\$265,597	313	\$307,965	2,274	\$2,295,486	2,652	\$3,737,383	4,926	\$6,032,869
7	Mid Term (30 Day) Report 10/10/08	Honors	85	\$132,237	18	\$28,800	17	\$27,200	40	\$59,006	42	\$64,592	36	\$54,784	40	\$64,000	278	\$430,619	989	\$1,575,210	1,267	\$2,005,829
8		Performance	243	\$281,200	49	\$56,800	38	\$45,000	150	\$169,819	109	\$127,062	123	\$140,770	103	\$120,600	815	\$941,251	773	\$927,200	1,588	\$1,868,451
9		Opportunity	181	\$130,611	35	\$27,733	32	\$25,133	134	\$95,106	82	\$63,592	89	\$65,918	73	\$55,862	626	\$463,955	376	\$305,200	1,002	\$769,155
10		Career	80	\$54,867	26	\$17,266	42	\$32,067	48	\$34,069	32	\$22,596	43	\$30,322	19	\$13,932	290	\$205,119	0	\$0	290	\$205,119
11		Need Award	43	\$20,586	0	\$0	19	\$8,357	6	\$1,666	8	\$2,766	7	\$2,607	5	\$1,467	88	\$37,449	396	\$359,996	484	\$397,445
12		Actual Sch.Shps.	589	\$619,501	128	\$130,599	129	\$137,757	372	\$359,666	265	\$280,608	291	\$294,401	235	\$255,861	2,009	\$2,078,393	2,138	\$3,167,606	4,147	\$5,245,999
13	End of Term (Post Sem) 03/06/09	Honors	85	\$132,237	19	\$30,400	17	\$27,200	42	\$62,206	41	\$62,992	37	\$57,328	37	\$59,200	278	\$431,563	1,001	\$1,599,610	1,279	\$2,031,173
14		Performance	243	\$281,200	50	\$59,200	39	\$45,800	149	\$168,619	111	\$128,362	127	\$143,586	106	\$125,000	825	\$951,767	793	\$948,800	1,618	\$1,900,567
15		Opportunity	181	\$130,712	39	\$30,800	31	\$24,333	132	\$93,599	82	\$63,592	90	\$67,118	83	\$63,598	638	\$473,752	395	\$315,537	1,033	\$789,289
16		Career	79	\$54,334	29	\$21,134	45	\$34,467	49	\$34,869	35	\$24,629	43	\$30,522	21	\$15,532	301	\$215,487	0	\$0	301	\$215,487
17		Need Award	43	\$20,087	2	\$376	22	\$9,356	9	\$2,680	9	\$3,072	7	\$2,607	5	\$1,467	97	\$39,645	414	\$373,530	511	\$413,175
18		Final Sch.Shps.	588	\$618,570	137	\$141,910	132	\$141,156	372	\$361,973	269	\$282,647	297	\$301,161	247	\$264,797	2,042	\$2,112,213	2,189	\$3,237,477	4,231	\$5,349,690

2009SP Reports

Report	Scholarships	Casper College		Central Wy. College		Eastern Wy. College		Laramie County CC		Northwest College		Sheridan College		Western Wy. CC		Community College Total		UW		Grand Total		
		HC	Amount	HC	Amount	HC	Amount	HC	Amount	HC	Amount	HC	Amount	HC	Amount	HC	Amount	HC	Amount	HC	Amount	
1	Estimate Report 12/10/08	Honors	75	\$123,972	17	\$27,200	17	\$27,200	63	\$37,420	44	\$67,392	41	\$53,888	44	\$128,000	301	\$465,072	960	1,566,544	1,261	\$2,031,616
2		Performance	237	\$282,900	51	\$61,200	39	\$46,800	179	\$210,763	112	\$129,773	130	\$137,834	109	\$241,300	857	\$1,110,570	760	918,944	1,617	\$2,029,514
3		Opportunity	178	\$140,083	40	\$32,000	32	\$25,600	171	\$136,342	87	\$69,064	92	\$65,324	79	\$119,665	679	\$588,078	381	285,743	1,060	\$873,821
4		Career	86	\$65,999	31	\$24,800	45	\$33,600	68	\$54,400	39	\$31,466	47	\$24,469	20	\$28,332	336	\$263,066	0	0	336	\$263,066
5		Need Award	44	\$18,600	0	\$0	22	\$8,745	5	\$1,150	10	\$3,301	7	\$2,603	5	\$2,933	93	\$37,332	390	333,976	483	\$371,308
6		Estimated Sch.Shps.	576	\$631,554	139	\$145,200	133	\$141,945	481	\$440,075	282	\$300,996	310	\$284,118	252	\$520,230	2,173	\$2,464,118	2,101	3,105,207	4,274	\$5,569,325
7	Mid Term (30 Day) Report 03/06/09	Honors	77	\$120,238	17	\$27,200	18	\$28,800	42	\$64,228	47	\$70,355	34	\$53,600	41	\$65,330	276	\$429,751	1,006	1,608,800	1,282	\$2,038,551
8		Performance	241	\$284,877	40	\$46,000	39	\$45,100	150	\$173,500	108	\$126,200	113	\$130,132	103	\$120,900	794	\$926,709	800	\$955,894	1,594	\$1,882,603
9		Opportunity	185	\$139,217	41	\$31,467	32	\$25,133	121	\$91,201	73	\$56,294	88	\$66,245	73	\$56,422	613	\$465,979	376	\$298,589	989	\$764,568
10		Career	82	\$59,765	28	\$21,067	43	\$34,000	45	\$32,735	37	\$26,156	40	\$29,997	17	\$12,673	292	\$216,393	0	\$0	292	\$216,393
11		Need Award	40	\$19,471	2	\$375	25	\$11,168	6	\$1,647	9	\$2,903	6	\$1,424	4	\$1,000	92	\$37,988	393	\$350,810	485	\$388,798
12		Actual Sch.Shps.	585	\$623,568	126	\$126,109	132	\$144,201	358	\$363,311	265	\$281,908	275	\$281,398	234	\$256,325	1,975	\$2,076,820	2,182	\$3,214,093	4,157	\$5,290,913
13	End of Term (Post Sem)	Honors																				
14		Performance																				
15		Opportunity																				
16		Career																				
17		Need Award																				
18	Final Sch.Shps.																					

2009FA Reports

Report	Scholarship	Casper College		Central Wy. College		Eastern Wy. College		Laramie County CC		Northwest College		Sheridan College		Western Wy. CC		Community College Total		UW		Grand Total	
		HC*	Amount	HC*	Amount	HC*	Amount	HC*	Amount	HC*	Amount	HC*	Amount	HC*	Amount	HC*	Amount	HC*	Amount	HC*	Amount
Late Report (4/2009)	Honors	89	\$141,067	24	\$38,400	13	\$20,800	50	\$78,090	54	\$84,800	60	\$92,528	33	\$52,800	323	\$508,485	1,307	\$2,091,200	1,630	\$2,599,685
	Performance	267	\$302,250	58	\$69,600	30	\$36,000	162	\$189,555	146	\$171,386	153	\$159,216	69	\$82,800	885	\$1,010,807	1,071	\$1,285,200	1,956	\$2,296,007
	Opportunity	218	\$159,801	53	\$42,400	31	\$24,800	163	\$122,660	124	\$97,800	102	\$68,066	33	\$26,400	724	\$541,927	511	\$408,800	1,235	\$950,727
	Provisional Opportunity	138	\$98,599	35	\$28,000	34	\$26,800	95	\$73,569	58	\$45,299	82	\$49,936	19	\$15,200	461	\$337,403	5	\$4,000	466	\$341,403
	Need Award	45	\$20,316	0	\$0	17	\$6,440	12	\$3,576	1	\$117	8	\$2,063	6	\$3,400	89	\$35,912	499	\$460,456	588	\$496,368
	Estimated Sch.Shps.	712	\$722,033	170	\$178,400	108	\$114,840	470	\$467,450	382	\$399,402	397	\$371,809	154	\$180,600	2,393	\$2,434,534	2,894	\$4,249,656	5,287	\$6,684,190
(30 day) Report (22/2009)	Honors	84	\$133,467	21	\$33,067	8	\$12,533	54	\$83,690	46	\$71,126	54	\$83,859	49	\$78,400	316	\$496,142	1,295	\$2,072,288	1,611	\$2,568,430
	Performance	253	\$294,100	55	\$65,200	38	\$45,566	154	\$174,976	120	\$138,936	134	\$155,804	114	\$133,400	868	\$1,007,982	1,056	\$1,264,412	1,924	\$2,272,394
	Opportunity	216	\$160,593	53	\$40,067	36	\$28,934	163	\$117,393	111	\$85,109	112	\$81,323	80	\$60,754	771	\$574,173	533	\$425,749	1,304	\$999,922
	Provisional Opportunity	121	\$83,467	38	\$28,334	45	\$34,936	89	\$57,845	59	\$43,533	71	\$50,206	44	\$31,722	467	\$330,043	5	\$3,336	472	\$333,379
	Need Award	88	\$41,034	0	\$0	19	\$10,812	15	\$4,701	6	\$2,609	21	\$5,314	0	\$0	149	\$64,470	538	\$483,175	687	\$547,645
	Mild-Term Sch.Shps.	674	\$712,661	167	\$166,668	127	\$132,781	460	\$438,605	336	\$341,313	371	\$376,506	287	\$304,276	2,422	\$2,472,810	2,889	\$4,248,960	5,311	\$6,721,770
Term Report	Honors																				
	Performance																				
	Opportunity																				
	Provisional Opportunity																				
	Need Award																				
	Final Sch.Shps.	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0

HC* Count of scholarship \$ recipients

Joint House/Senate Education Committee
Anchorage, AK
November 24, 2009
Scholarship Discussion

Representative Paul Seaton, House Chair

● Grant Air

Leave Homer at 8:45 a.m.

Leave Anchorage at 6:30 p.m.

Budget Rent-A-Car confirmation number

● 301580

Louie Flora

From: Louie Flora
Sent: Tuesday, November 10, 2009 9:37 AM
To: 'Ledoux, Larry S (EED)'; 'Jeans, Eddy (EED)'
Cc: 'Herman, Marcy J (EED)'
Subject: questions on the Governor's Performance Scholarship
Attachments: 2008 Wyoming Hathaway Scholarship Report.pdf

Hello,

Representative Seaton asked me to write in advance of the Joint House and Senate Education Committee meeting in Anchorage on November 24th to seek further information on the Governor's Performance Scholarship (GPS) proposal. Specifically, we would like information on the merit component of the scholarship and analysis from the administration on the impact of this proposal as far as the anticipated effects and the purpose of the merit-only scholarship.

1. Is it the anticipation that the GPS will increase participation of students or it will serve to lower costs for currently participating students at UA?
2. What population is it anticipated that the GPS will influence? Since the population of the University of Alaska appears to be quite similar to population of two year colleges in the lower 48, and since the Hathaway plan only has 4.7% of the Community College scholarship recipients also receiving the needs based award, how is it anticipated the GPS program will expand the student population in AK universities?
3. Since our college population has a major component of older and returning non-traditional students, how will the GPS address this large population of non-tradition students?
4. Please provide us with analysis on remediation. Does the University of Alaska have information on A students, B students and C students in high school to determine if these groups and in what proportion need remediation. What percent had to take some remediation when they went to college?
5. Can we look at the current UA Scholars program model to determine if current scholarships led to remediation not being required?
6. On the Governor's Web-site a series of course completion qualifications for receipt of the GPS are listed. I understand the purpose is having GPS students not require remediation. Is data available on students that have been attending the University of Alaska to determine if the proposed GPS qualification of four years of math, science, and English will be effective tools for eliminating remediation?
7. For those students who don't have independent economic resources to cover those costs above tuition, how does this plan that only addresses tuition expense enable them to go to college?

8. What is the percentage of students who are going to college in Alaska under the existing AK Scholars merit program compared to the anticipated number who will stay in Alaska because of a Hathaway style plan?
9. Please cite data from Hathaway and Taylor plans on how they were effective in addressing the goals of the GPS as stated on the Governor's web-page and how these results are superior to the current Alaska Scholars plan:

The GPS will accomplish many goals. These include:

- Improved high school graduation rates
- Increased parental involvement
- Higher college entrance exam scores
- Help to make college and job training affordable
- Position Alaska's economy for growth with a better prepared workforce
- Help to keep our best, brightest students in Alaska after college.
- More opportunities for job training
- Fewer remedial classes needed in college
- More students completing their post-secondary degree in a timely manner

Thank you for your attention to these questions.

Attached is the Wyoming 2008FA Report

Louie Flora

Staff, Representative Seaton

(907) 235-2921

House Members attending:

Representative Seaton, House Education Chair
Representative Keller
Representative Munoz
Representative Buch
Representative Gardner

Excused:

Representative Edgmon
And Representative Wilson

Senate Members attending:

Senator Thomas, Senate Education Co-Chair
Senator Meyer, Senate Education Co-Chair
Senator Olson
Senator Huggins

Joint House and Senate Education Committee meeting November 24th from 1 p.m. to 5 p.m. at Anchorage LIO conference room

Agenda and presenters:

1. Department of Education and Early Development **Commissioner Larry LeDoux** presents Governor Parnell's proposed Governor's Performance Scholarship (GPS)
2. In the audience or on-line to answer questions on the proposal, and on current AK financial aid offerings including the UA Scholars program are **Eddy Jeans, Director of School Finance and Facilities, Diane Barrans, Executive Director of the Alaska Commission on Postsecondary Education** and **Linda English, Director of the UA Scholars program** at University of Alaska, as well as **Saichi Oba, Assistant Vice President, Student Services & Enrollment Management at UA**
3. Break

4. **David Longanecker, President, Western Interstate Commission for Higher Education (WICHE), Boulder, CO presents on The Pros and Cons of Need-based and Merit Based Financial Aid Programs.**

Documents in Committee packet in the following order:

1. Governor's Performance Scholarship white paper
2. Diane Barrans e-mail including Heller and Ferrel Merit Impact papers
3. Wyoming Hathaway Scholarship materials
4. UA Scholars letter
5. WICHE Policy Exchange
6. College Access Report 2007 (entitled "Making Alaska More Competitive...")
7. David Longanecker WICHE PowerPoint

Rep. Paul Seaton

From: Rep. Paul Seaton
Sent: Monday, November 23, 2009 4:09 PM
To: Louie Flora
Subject: UAA Chancellor's office report Seawolfweekly

USUAA invited Alaska legislators to lunch on campus to talk about important issues including the need for needs-based scholarships. Legislators who visited included **Sen. Johnny Ellis, Sen. Hollis French, Sen. Fred Dyson, Rep. Sharon Cissna, Rep. Berta Gardner, Rep. Bob Lynn, Rep. Pete Petersen, Rep. Mike Doogan and staff from the offices of Rep. Max Gruenberg, Rep. Lindsey Holmes, Rep. Charisse Millett, and Sen. Con Bunde.** Thank you to students for hosting this luncheon!

I recently attended a two day workshop as a member of the Western Interstate Commission for Higher Education (WICHE) legislative advisory panel. I want to share some of the most interesting topics for Alaska with you.

College completion rates

In the late 60's Alaska had one of the highest proportions of college graduates. Recent data shows that 31.4% of Alaskans between the ages of 25 and 34 have completed either an associates or bachelors degree. This compares with a nationwide average of 37.1%, 47.9% in the top 5 states, and 52.8% in the most educated countries. This is a sobering statistic when we consider that a major criterion for industry and business to locate in an area is the quality of the workforce.

Obviously we need to consider the effectiveness of our institutions and how their productivity in producing graduates can be enhanced. Specifically, how can we:

1. Enhance the degree completion rate of students.
2. Directly address the critical non-completion factors.
3. Increase degree completion among "nontraditional" (older) students who may already have up to three years of college credit. With only one year of scholarship they can become college graduates.

Merit and Needs-based scholarships

Alaska has an effective merit scholarship design. The Alaska Scholars program awards a scholarship for the University of Alaska to high school students in the top 10% of their graduating class. Other states have experienced a high school "grade inflation" problem with scholarships based on grade point average (as opposed to percent of graduating class) as high schools attempt to advantage their graduates.

A significant number of Alaska students have to take remediation courses when they reach college. Remedial courses contribute to lowering the graduation success rate by adding an additional semester or year of schooling. The Alaska Scholars program does entice more high-performing students to remain at Alaskan institutions. However, to increase the number of college graduates we need to expand the cohort of college entrants beyond just high school graduates.

On November 24th the House and Senate Education Committees will be receiving an overview on the Governor's Performance Scholarship which is an alternative merit-based proposal. A WICHE staffer has agreed to come to Alaska to help us understand successful scholarship plans in other states and how they can be modified to work for Alaska.

Of particular interest is the Oregon Plan which incorporates a strong student/parent based responsibility component and could be modified to include a high school or entering student commitment to be prepared without remediation.

Other items of interest

Things like a late deadline to drop a class can affect graduations as well. Since some scholarships require maintaining a high GPA, recipients may drop classes late in the semester if they are not performing well. An uncompleted credit costs the State just as much as a completed credit and often deprives another student of the class slot. Perhaps basing financial support on completed credits instead of enrolled credits would be the proper incentive.

The new WICHE Internet Course Exchange (ICE) program will allow virtual correspondence courses from any of the 15 states at the resident tuition rate. This will allow institutions to focus on their core courses instead of trying to offer such a diversity of courses that are noneconomic because of the size of the student population needing that course. WICHE ICE will also allow traditional and 'non-traditional' students the scheduling flexibility needed to enable 'on time' completion of a degree or certificate. Other materials on increasing the productivity of post-secondary education - defined as the most completed degrees and certificates for the money invested - are available through the WICHE website at <http://www.wiche.edu/info/lac/2009/Jones.pdf>.

Alaska must effectively invest to increase both workforce certifications and college graduations if we are going to be competitive in the 21st Century.

Rep. Paul Seaton

Documents in Committee packet in the following order:

1. Governor's Performance Scholarship white paper
2. Diane Barrans e-mail including Heller and Ferrel Merit Impact papers
3. Wyoming Hathaway Scholarship materials
4. UA Scholars letter
5. WICHE Policy Exchange
6. College Access Report 2007 (entitled "Making Alaska More Competitive...")
7. David Longanecker WICHE PowerPoint

From: Barrans, Diane M (ACPE) [mailto:diane.barrans@alaska.gov]
Sent: Thursday, October 22, 2009 9:15 AM
To: Louie Flora
Cc: Rep. Paul Seaton; Herman, Marcy J (EED)
Subject: Info on Merit programs

Good morning, Louie,

On our recent call Rep. Seaton inquired about any literature/research on the impacts of merit aid (vs needs-based or a hybrid) on attendance rates of lower income students. The concern he expressed was that a merit only program may result in the awarding of funds to students who already were intending to go on to postsecondary ed and would not increase the overall percent of AK students going on to college.

Attached are excerpted portions of two papers which are available in their entirety at www.eric.ed.gov, a repository of education-related literature. I didn't want to bury you in paper so I pulled the sections that were particularly on point to Paul's area of inquiry.

While there are limited data related to this question, it does appear that the concern is a valid one. Having said that, I would note that there are other valid policy objectives to bear in mind relative to a merit only criteria. Alaska's historical performance relative to access, persistence, and completion at the postsecondary level only goes from bad to worse with each of these separate metrics. Although only about 28% of our college age students go on to college, over half of those students need remedial education, they have high attrition rates, and, only about a quarter of those entering postsecondary ed actually have their credential in 150% of the normal time to degree for their program. By designing a program that focuses on a core secondary curriculum and associates strong academic performance with a meaningful financial award, the expectation is that all boats will lift in a rising tide. My understanding is Governor Parnell's intention is to propose a fundamentally strong basis for a statewide program that will go a long ways toward creating a college going culture in Alaska.

It is also interesting to note, in looking at the early data available from my colleagues in WY, although they do have a needs component in their program, they have not experienced high participation rates by low income students. In FY09, only 18.5% and 4.7% of scholarship recipients at UWY and the Comm. Col. system, respectively, qualified for the needs-based awards provided for in the Hathaway Plan. That outcome

strongly suggests that for low income students, other interventions and strategies (in addition to financial aid) are needed to ensure increasing rates of participation in postsecondary education.

I hope this information is helpful. As always, give me a ring if I can be of assistance. BTW, I'm ccing Marcy Herman as EED's leg. liaison. She is very involved in supporting the Commissioner's activities around this proposal.

Diane

Do Merit Scholarships Promote College Access?

Evidence From Two States

Paper Presented at the Annual Conference of the
Association for the Study of Higher Education
Richmond, Virginia
November, 2001

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Do Merit Scholarships Promote College Access? Evidence From Two States

Introduction

Publicly-funded scholarships in the United States historically have been awarded based on the financial need of the student and his or her family, and with the goal of increasing access to college. Beginning with passage of the Higher Education Act of 1965, and in particular, establishment of Basic Educational Opportunity Grants in the 1972 Amendments, federally-funded student aid has been used in order to help achieve equality of postsecondary educational opportunity (Mumper, 1996). The State Student Incentive Grant program, also part of Title IV student aid programs, encouraged the development of state-funded scholarships. These state programs historically also used financial need as the primary criterion for awarding grants, and have grown to the extent that they now award almost \$1 in aid for every \$2 awarded in the federal Pell Grant program.

Since the 1980s, however, the use of financial need as the basis for awarding scholarships by the states has been eroding. Between 1982 and 2000 spending on need-based scholarships for undergraduates by the states increased 7.4 percent annually, while spending on merit programs increased at a 13.6 percent annual rate. The proportion of state grants awarded based on merit has risen from 9 percent to 22 percent during this period (Heller, in press, 2002; National Association of State Student Grant & Aid Programs, 2001).

TABLE 4
Scholarship Rates by High School Free Lunch Quintile

Quintile	Florida	Michigan
1 st quintile (schools with fewest students receiving free lunch)	28.4%	45.6%
2 nd quintile	24.1	43.7
3 rd quintile	20.3	38.9
4 th quintile	19.1	30.2
5 th quintile (schools with most students receiving free lunch)	11.1	16.4
Correlation of school free lunch percentage and school scholarship rate	-0.58 (p<.001)	-0.54 (p<.001)

Note: The analyses were weighted by the number of graduating seniors in each high school.

Data on the number of students who continued on to postsecondary education after graduating from high school were used to estimate the postsecondary attendance rate in each public high school for the academic year before implementation of the merit scholarship program (1995-96 in Florida, averages of the 1996-97 through 1998-99 rates in Michigan).

To further explore this relationship, we divided the high schools into quintiles, based on their college attendance rates before implementation of the merit scholarship programs. We then compared the scholarship rates of the schools in each group. Table 5 presents the scholarship rates for the high schools in each state, arranged by the high school's college participation quintile.⁵ Schools with the highest proportion of students attending college (before implementation of the

⁵ The Michigan data are based on high schools' report of their graduates status in the fall following graduation from high school. Because the high schools do not report the data every year, we took the average rate from a three-year period. The Florida data are based on student-level enrollment

state's merit scholarship program) had the highest percentage of students receiving a scholarship.

TABLE 5
Scholarship Rates by High School College Participation Rate Quintile

Quintile	Florida	Michigan
1 st quintile (highest college participation rate)	26.1%	44.0%
2 nd quintile	20.4	37.5
3 rd quintile	17.4	39.1
4 th quintile	9.6	34.7
5 th quintile (lowest college participation rate)	5.2	25.4
Correlation of school free lunch percentage and school scholarship rate	0.58 ($p < .001$)	0.34 ($p < .001$)

Note: The analyses were weighted by the number of graduating seniors in each high school.

Discussion

The data presented here demonstrate that a very strong relationship exists between socioeconomic characteristics and the rate at which students qualify for merit scholarships in Florida and Michigan. In both states, African Americans and Hispanics qualify for the scholarships at rates well below those of White and Asian American students. There is also a strong relationship between the income levels in the communities in which students attend school, as measured by the proportion of students who qualify for free lunch, and the probability that a student would earn a scholarship.

records in public and private universities in Florida, and thus exclude students attending college outside of the state.

The groups of students least likely to be awarded these scholarships are the populations who have traditionally been under-represented in higher education. Data on college participation rates by race indicate a large disparity between White and Asian American students, who have higher college-going rates, and African Americans and Hispanics, who attend college at lower rates (Heller, 1999b; Koretz, 1990). Other studies have demonstrated the gap in college participation by income level (Advisory Committee on Student Financial Assistance, 2001; Ellwood & Kane, 1999; Mortenson, 2000).

There do not appear to be large differences in the criteria used for awarding the scholarships in the two states, and the resulting distribution of the awards. Overall, a higher percentage of students in Michigan than in Florida were awarded scholarships, but the distributional effects within the two states were very similar. The difference between the use of a statewide criterion-referenced test (in Michigan) and the use of high school grades and national standardized tests (in Florida) was negligible.

Our final research question asked about the relationship between the distribution of scholarship awards and the college attendance patterns of high schools in the state. This question addresses the core issue of whether these programs are likely to have much impact on college access in each state. Because the greater proportion of the awards have been distributed to students in high schools with higher college-participation rates (before implementation of the merit scholarship programs), we conclude that the impact is likely to be much less than

those scholarship programs that target their awards to students based on financial need.

A few sample high schools can help to illustrate this conclusion. Table 5 shows the college participation rates for Michigan high schools (before implementation of the Michigan Merit Award Scholarship Program), and the scholarship award rates for those schools. For example, Grosse Ile High School, located in a wealthy suburb of Detroit, sent 94 percent of its students on to some form of postsecondary education before the scholarship program was implemented. Thus, the scholarship program could have induced at *most* the remaining 6 percent of the graduates in that school to attend college.⁶ However, 64 percent of the students in this school qualified for scholarships, indicating that at *least* 58 percent of the scholarships went to students who would likely have been college-bound anyway.⁷

⁶ This assumes, of course, no large behavioral changes in the college-going patterns of the students in this school due to other factors in the first year the program was implemented.

⁷ It should be noted here the possibility that the scholarships could have had some impact on college choice among these students. For example, the \$2,500 award may have induced a student who otherwise would have enrolled in a community college to enroll instead in a 4-year institution. But increasing college choice was not a legislated goal of the program; increasing college access was.

ARE STATE NON-NEED, MERIT-BASED SCHOLARSHIP PROGRAMS IMPACTING COLLEGE ENROLLMENT?

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Abstract

This study examines whether non-need, merit-based scholarship programs are effective in encouraging students to enroll in postsecondary education and, more specifically, attend an in-state college. National residence and migration data from 1992 to 2004 (alternating even years) were used within a fixed effect regression framework. This approach, combined with interaction terms that capture different program implementation periods, is an attempt to enhance the current understanding of scholarship programs on college enrollment. The results suggest that these programs have a significant impact on college enrollment after controlling for state-level factors, but the effect depends on when the program was implemented, who is eligible to receive aid, and how much aid these students are awarded.

1. INTRODUCTION

In today's competitive economic environment, individuals have realized that acquiring additional education beyond high school is critical in gaining access to well-paying and stable employment. As a result, first-time, full-time freshmen enrollments in college increased 8 percent between 1992 and 2004.¹ Yet despite the overall increase in college attendance, certain states continue to struggle with persistently low high school graduation and college participation rates, which may leave them at a competitive disadvantage compared with other states. Recognizing the relationship between a strong public higher education system and future economic prosperity (ACSFA 2001; Carnevale and Fry 2001), several state governments have taken steps to encourage their high school graduates to enroll in postsecondary education by establishing non-need, merit-based scholarship programs.²

Historically, a high priority among states was to support and expand need-based financial aid programs for undergraduates (Schmidt 2002). However, in the early 1990s, the invention of merit scholarship programs signaled a sudden shift in state public policy—from concentrating on serving the most economically disadvantaged through need-based financial aid to rewarding and alluring high academic achievers through non-need, merit-based financial aid (Heller 2002; Linn 1998; Longanecker 2002; Parsons 1997). Presently, fourteen states have implemented non-need, merit-based scholarship programs. As shown in table 1, they are Alaska, Florida, Georgia, Kentucky, Louisiana, Massachusetts, Michigan, Mississippi, Missouri, Nevada, New Mexico, South Carolina, Tennessee, and West Virginia. The first state to implement a merit scholarship program was Arkansas in 1991, but two years later the state applied an income cap to the scholarship. In 1993, Georgia crafted a state lottery for the specific purpose of funding its new HOPE (Helping Outstanding Pupils Educationally) scholarship program, which is widely acknowledged as the first broad-based scholarship program (Heller 2002). Massachusetts and Tennessee have implemented their programs within the past four years.

These scholarship programs are based only on academic achievement without taking into consideration family financial need or income cap. There are other notable differences, namely: (1) *scholarship amount coverage*, that is, as a lump sum, tuition only, or tuition plus fees; (2) *program eligibility criteria*, determined by academic performance during high school and/or college; (3) *college choice restrictions* control whether the scholarships can be used at public or private institutions, or both; and (4) *enrollment eligibility*, available to either

-
1. Authors' calculations based on National Center for Education Statistics (NCES) Integrated Postsecondary Data System (IPEDS) first-time, full-time freshmen migration data, 1992 to 2004.
 2. In the remainder of the article, "state non-need, merit-based scholarship programs" will be referred to as "state merit scholarship programs."

ARE MERIT SCHOLARSHIP PROGRAMS IMPACTING COLLEGE ENROLLMENT?

Table 1. State Non-need, Merit-Based Scholarship Programs

State	Year Implemented and Funding Source	Eligibility Criteria	Award Amount and Postsecondary Criteria
Alaska Scholars	1998 Land lease and sales	High school class rank	Public: Four years tuition (\$11,000) at one of the University of Alaska system schools Private: No
Florida Bright Futures scholarship	1997 State lottery	GPA and SAT or ACT	Can attend half time Public: Four years tuition + educational allowances Private: Comparable amount based on Florida's public institution tuition
Georgia Helping Outstanding Pupils Educationally scholarship (HOPE)	1993 State lottery	GPA	Can attend half-time Public: Four years tuition and fees + stipend for books Private: \$3,000 per academic year
Kentucky Educational Excellence Scholarship (KEES)	1999 State lottery	GPA and ACT	Public and private: Up to \$1,000 a year at any accredited approved institution for up to four years
Louisiana Tuition Opportunity Program for Students awards (TOPS)	1998 General revenues	GPA and ACT	Public: Up to four years tuition and fees Private: Comparable tuition at a private institution
Massachusetts John and Abigail Adams scholarship program	2004 General revenues	State test (MCAS)	Public: Tuition Private: No
Michigan Michigan merit award	2000 Tobacco settlement	State test (MEAP) ^a	Public and private: \$2,500 scholarship lump sum for in-state approved institutions
Mississippi Eminent Scholars Grant	1998 General revenues	GPA and SAT or ACT	Public and private eligible Mississippi institution: Four-year scholarship up to \$2,500 per year for tuition, fees, and books
Missouri Bright Flight scholarship	1997 General revenues	SAT or ACT	Public and private: \$2,000 per year for four years
Nevada Millennium scholarship	1999 Tobacco settlement	GPA and state test	Public: Up to \$80 per credit up to \$10,000 or 120 credits Private: \$80 per credit up to \$10,000 or 120 credits at eligible independent institutions
New Mexico Lottery Success scholarship	1997 State lottery	College GPA	Public: Four years tuition and fees Private: No
South Carolina Legislative Incentive for Future Excellence (LIFE)	1998 General revenues and state lottery	GPA, SAT, or ACT, and class rank	Public: Up to \$6,700 per year for four years and book stipend Private: Comparable tuition at eligible private institution
Tennessee Education Lottery scholarship program	2004 State lottery	GPA or SAT/ACT	Public and private: Up to \$4,000 at a four-year and \$2,000 at a two-year institution

Table 1. Continued.

State	Year Implemented and Funding Source	Eligibility Criteria	Award Amount and Postsecondary Criteria
West Virginia Promise scholarship (Providing Real Opportunities for Maximizing In-state Student Excellence)	2002 State lottery and taxes on amusement devises	GPA and SAT or ACT	Public: Four years tuition + mandatory fees Private: Comparable tuition

*Michigan merit award was increased to \$3,000 in 2005. In 2007, the name changed to the Michigan Promise scholarship, and awardees will receive \$4,000 after successfully completing two years of college (Michigan Government 2006).

Sources: Krueger 2001; Sellngo 2001; state Web sites.

full- and part-time students or only those attending full time. In general, all but the second characteristic are examined in this study.³ Support for these scholarship programs comes from four primary sources: state lotteries, general state revenues, land leases, and the national tobacco settlement fund. The majority of programs cover students' full tuition costs for up to four years at a public, in-state, postsecondary institution, and a few of the states allow students to enroll part time (Farrell 2004a).

Unlike more traditional need-based financial aid, merit scholarship programs invariably target the state's "best and brightest," who are already more likely to attend college without such inducements. So while expanding college enrollment in the aggregate is desirable, from the perspective of state policy makers the primary goal of merit scholarship programs is to improve in-state college attendance.⁴ Another objective is to retain the students upon graduation from college. States make this scholarship program investment because they assume that these students, as graduates, will stay and contribute to the economy and help develop a high-quality workforce. This strand of research is conspicuously absent. Thus, to better understand the economic efficiency of these programs, additional research is needed on the production of degrees and the migratory patterns of merit scholarship recipients (Heller 2003). However, as mentioned by Longanecker (2002, p. 35), "State policy makers have only a modest capacity to influence the human capital levels of their population by investing in higher education degree outputs." It should be noted that the

3. There are almost as many program eligibility criteria as there are states that offer merit scholarship programs. Thus it would be difficult to disentangle individual state attendance patterns from the unique program eligibility criteria.

4. Preferably, students would attend one of the state's public institutions, but in some states the scholarships can be used to support enrollment in a private postsecondary institution.

focus of this study is on the proportion of high school graduates who enroll in college—in particular, an in-state college—the following fall semester and not whether students complete a degree and/or stay in the state for employment. These ancillary questions are left for future consideration.

Thus far few studies have analyzed whether states with such merit scholarship programs have experienced improvements in the college enrollment rates and, in particular, whether a greater percentage of high school graduates choose to stay in-state compared with those states that do not offer such merit scholarship programs. This study uses the most recent data available to determine the extent to which these policy goals are being met. Additional tests are conducted to determine whether the amount of aid or various restrictions, such as eligible institutions and enrollment intensity thresholds, have a differential effect on college enrollment. The article unfolds as follows. The next section reviews the recent literature on college-going behaviors and state merit scholarship programs, followed by a discussion of the methodology used in the study. The article concludes with a summary of the major findings, limitations of the analysis, and possible policy implications and next steps.

2. LITERATURE REVIEW

A vast majority of the college financial aid literature points to a variety of economic and social factors as influencing high school graduates' college enrollment and choice patterns. This section begins with summaries of a few notable studies that use human capital for the study's framework and ends with highlights from previous merit scholarship program studies that, while limited in their scope to a single state or group of states, motivate the current study.

Financial Aid and College Enrollment

The relationship between financial aid and enrollment in college is a lot more complex than just looking at tuition. One would assume that financial aid is a discount to the tuition rate, and students should react to the same increase in financial aid or decrease in tuition, which would result in the same net cost to students (Heller 1999). Unfortunately, this is not the typical case for most students. Research consistently has demonstrated that all else being equal, higher levels of costs, resulting from less aid or greater tuition and other costs, tend to reduce the likelihood of a student and family making an investment in higher education and enrolling in college (Becker 1992; Manski and Wise 1983; Paulsen 1998).

Perna and Titus (2004) studied individual data from the third follow-up of the National Education Longitudinal Survey (NELS) and found that state funding policies, such as appropriations for public postsecondary institutions, tuition, and K-12 education, influence the distributions of college

enrollments within a state. A larger gap in the average tuition at public and private postsecondary institutions is associated with an increased likelihood of enrolling in a public four-year institution. In addition, state need-based financial aid programs with relatively large awards per member of the traditional college-age population appear to be particularly effective at promoting enrollment in private four-year institutions within the state.

When states are the unit of analysis, a common finding from the college choice literature is that when tuition increases at public four-year institutions, their enrollments decrease and those at public two-year institutions increase (Kane 1995). In an analysis of High School and Beyond (HS&B) and NELS data, Kane (1999) found that enrollment rates were lower in states with higher than average tuition costs for postsecondary education, especially in states with high two-year institution tuition. However, the decline in public two-year enrollments can be offset through need-based financial aid (Heller 1999; Perna and Titus 2002) and non-need financial aid (St. John et al. 2004).

State Non-need, Merit-Based Scholarship Programs

Given that most state-sponsored, non-need, merit-based scholarship programs are relatively new, few studies have been conducted on the programs, and the studies thus far have focused on one state or compared a specific state with these scholarship programs to neighboring states without such programs. Eight of the merit scholarship programs are located in states that are members of the Southern Regional Education Board (SREB), where many of the states were experiencing low high school graduation and college participation rates. These states have therefore created a perfect natural experiment to study the effect of merit scholarship programs over time.

For instance, in one of the first studies on state merit scholarship programs, Dynarski (2000) compared Georgia's HOPE scholarship program with a group of southern states that did not offer a merit scholarship program. Using Current Population Survey data, she found that students in Georgia are more likely to attend college in state compared with students in the neighboring states. Specifically, the attendance rates of eighteen- to nineteen-year-olds in Georgia increased between 7 and 8 percentage points from 1989 to 1997. In particular, she found that the Georgia HOPE scholarship had a greater impact on college choice than college access—students were choosing four-year colleges over two-year institutions and two-year institutions over no college at all. The latter result was also found by Cornwell and Mustard (2002), who estimated the effect of Georgia's HOPE program on in-state college enrollment. They found that the number of students enrolling in four-year and private institutions

5. CONCLUSION

This study's findings illustrate the complex relationship between financial aid and college enrollment, and the fact that policy makers do not have full control over their states' socio-educational and economic characteristics. First, to answer the policy question posed earlier, the analysis provides evidence that state merit-based scholarship programs are having a positive impact on college enrollment and keeping students in state for college. Over the twelve-year period, in-state college enrollment for states with merit scholarship programs were on average 4.6 percentage points higher than states without such programs. This difference in college in-state enrollment is meaningful because, of the fourteen states that offer merit scholarship programs, seven are located in states where high school graduation and college attendance rates are quite low.

Nevertheless, a few words of caution are needed based on the different dimensions of these state merit scholarship programs. Although such programs meet their stated policy objectives, implementing a merit aid scholarship program will not magically fix all the systemic barriers to college access and in-state enrollment. The findings point to a spike in college and in-state college enrollment when the programs are implemented, but the percentage of college goes flattens out over time, especially for in-state enrollment. Taking into consideration the state merit award amount, college choice restrictions, and enrollment eligibility in the estimates, we begin to understand why in-state enrollment flattens over time despite the significant impact of these programs on college enrollment after controlling for state-level factors.

The first dimension analyzed was the amount of the award by the state. The findings indicate that the largest gains in college enrollment were experienced by states that have provided generous merit award amounts. In general, states offering merit aid amounts in the top quartile—near to full tuition scholarships—experienced a 5.5 percent increase in college participation and a 6.7 percent increase in first-time freshmen staying in state for college. Conversely, states such as Michigan and Missouri that are not as generous as the other merit scholarship states because they do not cover full tuition have not experienced the same gains in college enrollment as some of the other states. The implication of this finding for state policy makers is clear. If the objective of establishing a merit scholarship program is to improve the rate of college enrollment, the evidence suggests that the merit awards need to be substantial in order to improve in-state college enrollment. Within the past few years, a few of the states (e.g., Florida, Kentucky, Louisiana, New Mexico) had to increase funding for the programs because of greater numbers of awardees over time. This finding may therefore discourage certain states from exploring merit-based scholarship programs as a means of

improving economic competitiveness because they may not have the financial resources to support such programs at the level necessary to reap the greatest benefits.

Another dimension of the state programs analyzed was college choice restrictions. Overall, states that allow merit scholarships to be used only at public four- and two-year institutions experienced the largest improvements in college participation. One can argue that these programs should be used only at public institutions because of the funding sources, especially those funded through state general revenues or a state lottery. The states that offer comparable tuition or a set award at private institutions are Florida, Louisiana, Nevada, South Carolina, and West Virginia. Georgia provides a set amount to attend a private institution compared with offering full tuition at public institutions. But when the time-varying aspect and state control variables are factored into the equation, the findings indicate that states will benefit from offering a choice between public or private institutions, especially for keeping the "best and brightest" in state for college. For example, New Mexico restricts the award to public institutions, but there are few choices of public higher education institutions for the "best and brightest." Initially, New Mexico experienced an increase in in-state enrollment, but over time the students started migrating to out-of-state institutions. In addition, there are few private higher education opportunities in New Mexico for the best and brightest. Lastly, Alaska, Nevada, and New Mexico are members of the Western Interstate Commission on Higher Education (WICHE), and WICHE states offer opportunities for students in these states to attend colleges in other member states. This could also be the case for the high migration of Alaska students.

Enrollment eligibility was also studied, and the evidence suggests that allowing student awardees to enroll part time in college is beneficial. The argument can be made that allowing students to enroll part time is increasing access to college for many students. On the other hand, one can argue that this is not financially beneficial for the state because it prolongs the time in college, thereby increasing the likelihood that a student will drop out prior to attaining a degree.

The goal of this research study was to provide evidence-based results that could help policy makers and researchers understand the impact of merit-based scholarship programs on college enrollment. While it accomplishes this policy objective, states also need to consider other factors, such as the strength of the state's higher education and K-12 system and economic growth, state need-based financial aid, and state funding formulas for higher education institutions. For example, states need to consider need-based aid, which can have an impact upon high-achieving students who are from lower socioeconomic families enrolling in college. The fourteen states that have merit scholarship

programs, on average, have not increased their need-based funding. As a result, the study's findings illustrate the complexity of these state merit scholarship programs, including how K-12 and higher education funding and state policy are intertwined.

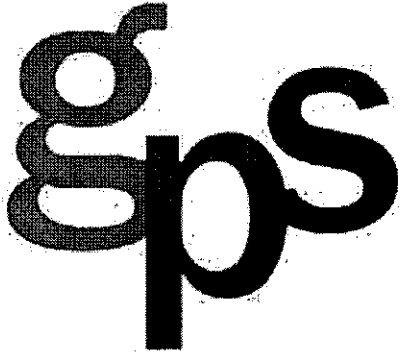
Future research by the authors includes developing an event history model to analyze whether there are significant time-since-implementation effects of merit scholarship programs on college enrollment. Implementation effects will include changes to the merit scholarship program policy, funding, and scholarship amounts. In addition, longitudinal studies on the current fourteen-state merit scholarship programs need to continue, as does research on individual changes to enrollment and financial aid policies at institutions within these merit scholarship states.

The authors would like to thank Drs. James S. Fairweather and David D. Arsen for starting them on the path of this important research, as well as Dr. Donald E. Heller, Dr. Laura W. Perna, and Kenneth E. Redd for insight and suggestions on our earlier work.

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GOVERNOR'S PERFORMANCE SCHOLARSHIP

Q&A: Governor's Performance Scholarship

Q: What must high school students do to meet the requirements of the GPS program?

A: To qualify, students will be required to meet GPA requirements and pass a rigorous high school curriculum, which may include:

- Four years of math
- Four years of science
- Four years of language arts
- Three years of social studies

Q: Is the GPS needs-based?

A: No. The award will be based on merit. The higher grade-point average a student achieves, the higher his or her scholarship will be. (*See next question*)

Q: Will students with a higher GPA earn a higher scholarship?

A: Yes. Students who earn a 2.5 GPA or higher in high school will qualify for a 50 percent tuition scholarship. A 3.0 GPA or higher will earn a scholarship equal to 75 percent of tuition. And students who earn a 3.5 GPA or higher will qualify for a scholarship equal to 100 percent of tuition. (Tuition amounts will be benchmarked against the current University of Alaska in-state tuition amounts. More details to come.)

Q: Can the scholarship be used for vocational education?

A: Yes.

Q: Will students be able to attend outside institutions using the GPS?

A: No. The GPS will be awarded only to students who attend accredited, Alaska post-secondary institutions,

including colleges, universities, and job-training programs.

Q: Where did the idea for GPS come from?

A: The idea originated with the late Patrick Taylor, a businessman from Louisiana who personally challenged a handful of young people to greater educational achievement – and paid their way to post-secondary education. Mr. Taylor's vision took root in Louisiana's merit scholarship program and later spread to 21 other states. One of these is Wyoming's Hathaway Plan, which the Governor's Performance Scholarship is patterned after.

Q: How will this program be paid for?

A: Alaska has about \$8 billion in savings between the Constitutional Budget Reserve Fund and the Statutory Budget Reserve Fund. Governor Parnell is calling on the Legislature to set aside five percent (\$400 million) of these State dollars in savings. The interest and earnings from that money will pay for the scholarships.

Q: Is this program costing the State \$400 million?

A: No. The \$400 million will not be spent. It will be used to produce earnings that fund the scholarships. Years from now, Alaska will still have the \$400 million in the bank, plus we'll have a better trained and prepared Alaska workforce.

Q: What is the goal of the Governor's Performance Scholarship?

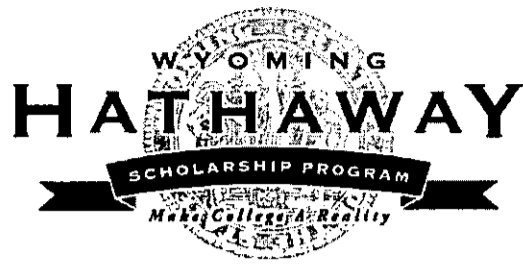
A: The GPS will accomplish many goals. These include:

- Improved high school graduation rates
- Increased parental involvement
- Higher college entrance exam scores
- Help to make college and job training affordable
- Position Alaska's economy for growth with a better prepared workforce
- Help to keep our best, brightest students in Alaska after college.
- More opportunities for job training
- Fewer remedial classes needed in college
- More students completing their post-secondary degree in a timely manner

Q: Why is the Governor's Performance Scholarship important to Alaska?

A: Alaska employers are crying out for highly qualified and better educated workers. We are losing many of our young people to opportunities in the Lower 48 and abroad; and Alaskans need jobs. The GPS program addresses all these issues. This scholarship will promote economic growth and opportunity for Alaska's families.

Governor Parnell will be releasing more details about the GPS program in the coming weeks. He has pledged to work closely with the Legislature to make this program a reality. For more information, please bookmark the governor's web site, www.gov.state.ak.us, or subscribe to the Governor's Report e-newsletter by clicking here.



Quick Reference for Counselors/Advisors

- ◆ **Application Procedures**
- ◆ **Eligible Wyoming Post-secondary Institutions**
- ◆ **Calculation of Unmet Need for Hathaway Need-Based Scholarship**
- ◆ **Hathaway Scholarship Levels and Eligibility**
- ◆ **Continued Eligibility Requirements**
- ◆ **Q & A**

Wyoming Department of Education
Educational Quality & Accountability Unit
2020 Grand Avenue, Suite 500, Laramie, WY 82070
307-777-8665

Hathaway Scholarship Application Procedures

Students who meet the eligibility requirements should apply directly to the eligible Wyoming community college or the University of Wyoming.

- ✓ Students must make application for the Hathaway Scholarship at the time they apply for admission or prior to the beginning of the semester. Each community college has its own application; the university requires no separate application.
- ✓ Students must submit their most current transcript with cumulative GPA and ACT, SAT or WorkKeys scores to the college or university.
- ✓ Final scholarship eligibility is determined by the college or university.

Hathaway Scholarships are available to attend the following Wyoming post-secondary institutions:

- Casper College (CC), Casper; www.caspercollege.edu
- Central Wyoming College (CWC), Riverton; www.cwc.edu
- Eastern Wyoming College (EWC), Torrington; www.ewc.wy.edu
- Laramie County Community College (LCCC), Cheyenne; www.lccc.wy.edu
- Northwest College (NWC), Powell; www.northwestcollege.edu
- Sheridan College (SC), Sheridan; www.sheridan.edu
- Western Wyoming Community College (WWCC), Rock Springs; www.wvcc.wy.edu
- University of Wyoming (UW), Laramie; www.uwyo.edu

Hathaway Need-Based Scholarship

The Hathaway Need-Based Scholarship is intended to supplement the Hathaway Merit Scholarship by providing additional assistance for students with unmet financial need, as determined by the financial aid offices at the Wyoming community colleges and the University of Wyoming. Contact the college or university financial aid office for further information.

Calculation of Unmet Need for Hathaway Need-Based Scholarship

College Cost of Attendance (COA)	COA used by schools for federal need determination
- Expected Family Contribution	Amount determined by FAFSA analysis
- Hathaway Merit Award	\$1,600; \$2,400; or, \$3,200 annual award
- Grants/Scholarships	Other grants/scholarships received by the student
- \$2,000	Hathaway Scholarship-required student commitment
Unmet Need	Amount used to determine need-based scholarship

If the student's annual unmet need is less than \$2,000, he/she is not eligible for the need-based Hathaway Scholarship.	
HONORS	If the student's annual unmet need is greater than \$2,000, he/she will receive the full amount of unmet need which is greater than \$2,000, half awarded each semester; minimum award \$100.
PROVISIONAL OPPORTUNITY, OPPORTUNITY or PERFORMANCE	If the student's annual unmet need is greater than \$2,000, he/she will receive 25% of annual unmet need which is greater than \$2000, half awarded each semester not to exceed \$750 per semester; minimum award \$100.

Hathaway Scholarship Levels and Eligibility Requirements

Scholarship Level	Provisional Opportunity <i>(Students must begin at a Wyoming community college)</i>	Opportunity • Performance • Honors <i>(May be used for a certificate or degree at a Wyoming community college or a degree program at the University of Wyoming)</i>		
Merit Award Amount (for full-time enrollment of 12 hours or more per semester; awards are pro-rated for students attending part-time of 6-11 hours)	\$800/semester	\$800/semester	\$1200/semester	\$1600/semester
Eligibility Criteria				
• Minimum High School GPA (cumulative)*	2.50	2.50	3.00	3.50
• Minimum GED	500	500	540	575
• Minimum ACT score (composite score, does not include writing section)	17 or WorkKeys score of 12 points	19	21	25
• High School Curriculum	Equal to requirements set by the Wyoming Department of Education (Success Curriculum)	Equal to requirements set by the Wyoming Department of Education (Success Curriculum)	Equal to requirements set by the Wyoming Department of Education (Success Curriculum)	Equal to requirements set by the Wyoming Department of Education (Success Curriculum)
Length of Award	Equivalent of 4 full-time semesters with the option of 4 additional semesters	Equivalent of 8 full-time semesters; no more than 4 may be used at a WY community college	Equivalent of 8 full-time semesters; no more than 4 may be used at a WY community college	Equivalent of 8 full-time semesters; no more than 4 may be used at a WY community college
*There is no high school GPA requirement for home-based education programs or for students who receive a GED. Students who receive a home-based education must submit to their post-secondary institution a list of classes they successfully completed and their ACT or WorkKeys score. Students who complete high school through a GED must submit to their post-secondary institution their GED score and their ACT or WorkKeys score.				
Continued Eligibility Requirements				
	Provisional Opportunity*	Opportunity	Performance	Honors
• Minimum College GPA (cumulative)	2.25	2.25	2.50	2.50
• Enrollment Status	Enrolled for minimum of two semesters per academic year	Enrolled for minimum of two semesters per academic year	Enrolled for minimum of two semesters per academic year	Enrolled for minimum of two semesters per academic year
• Evidence of satisfactory academic progress (SAP) as measured by the completion of the minimum number of semester hours				

*May be extended based on eligibility requirements and pursuit of an additional certificate or degree up to four (4) additional full-time semesters.

Q & A

1. Q. Who is eligible for a Hathaway Scholarship?

A. Students who

- graduate from an eligible high school; or
- successfully complete a home-based education program; or
- receive a GED after April 1, 2006 while residing in Wyoming and attended a Wyoming high school prior to receiving their GED; and
- apply within two years of the students' high school graduation date; and
- comply with the U.S. selective service system registration requirements (if applicable); and
- are US citizens or permanent resident aliens

Next, students must meet the scholarship specific eligibility requirements for each level of the scholarship. There are additional requirements that vary depending on whether the student is a high school or home school graduate. Home schooled graduates must meet all eligibility requirements except GPA, apply for the award and enroll at an eligible college prior to age 21. Graduates from eligible high schools must apply for the award and enroll at an eligible institution within two years of graduation. All students must be Wyoming residents and have graduated no sooner than 2006. Students must declare they are not in default on a federal Title IV education loan, do not owe a refund on a federal Title IV student aid program, and have not been convicted of a felony.

2. Q. What is the Wyoming residency requirement?

A. In addition to specific Hathaway Merit Scholarships eligibility requirements, a student must demonstrate Wyoming residency which is determined by the post-secondary institution. A student whose custodial parent or legal guardian is a Wyoming resident at the time the student graduates from high school or is in active military service and maintains Wyoming as their domicile state is considered a Wyoming resident.

3. Q. If a student attends an out-of-state college and returns to Wyoming, can the student apply for a Hathaway Scholarship?

A. Yes, if the student meets all the initial eligibility requirements and applies within two years of his/her high school graduation date.

4. Q. What if a student wants to enter the military before beginning post-secondary education?

A. A two-year timeframe from high school graduation is allowed to apply for the Hathaway. The timeframe may be extended if the student enters active military duty in the U.S. Armed Forces and is honorably discharged. This same extension is granted for those who choose to engage in religious service for a period of time (i.e. missionary work). Initial eligibility requirements for the scholarship must be met.

5. Q. Can the GPA or ACT score be waived? What if a student took the SAT instead of ACT?

A. The minimum GPA and ACT scores must be met. SAT scores equivalent to the ACT as determined on The College Board conversion tables is allowed. See the post-secondary institution for more information.

6. Q. If a student graduates early from high school, can he/she be eligible for the Hathaway?

A. The student becomes eligible based on the graduation date provided by the school district.

7. Q. If a student already has a state-funded scholarship from a Wyoming community college or the University of Wyoming, is he/she eligible for a Hathaway Scholarship?

A. Yes; Furthermore, Need-Based Hathaway Scholarships will not be affected as long as the student is not awarded more than the cost of attendance.

8. Q. If a student gets a higher GPA in college, can he/she move up to a higher award level of the Hathaway Scholarship?

A. No, Hathaway awards are based on academic performance in high school; certain academic standards in college are required to continue eligibility for the scholarship, but cannot be used to earn a higher scholarship level than was originally awarded.

9. Q. Can a Hathaway Merit Scholarship be used during the summer term?

A. Yes, it may be used at an eligible institution. However, summer does not count as part of the academic year, so the student must also attend the fall and spring semesters of the academic year. The summer term does count toward the student's total scholarship eligibility for an equivalent of eight (8) full time semesters or 96 credits.

10. Q. Can a student receiving a Hathaway Merit Scholarship transfer between eligible institutions?

A. Yes, the transcript will need to be transferred and the credits at all eligible institutions that are earned while receiving the scholarship will be counted in the cumulative GPA requirements.

11. Q. What happens if a student doesn't maintain the minimum Hathaway GPA requirement?

A. A student must maintain at least a 2.25 GPA for the Provisional Opportunity and Opportunity levels and at least a 2.50 GPA for the Performance and Honors levels of the scholarship. If a student doesn't maintain the appropriate Hathaway GPA, all Hathaway Scholarship eligibility is lost. Once a student restores his/her Hathaway GPA, he/she is eligible to regain the Hathaway Scholarship.

“Will I Qualify for the Hathaway Scholarship Program?”

Student _____

I hope you will “Make College a Reality” and take advantage of the Hathaway Scholarship if you plan on attending one of our Wyoming community colleges or the University of Wyoming!

Below are the general criteria required to determine your eligibility for one of the Hathaway Merit Scholarship levels. Each community college has its own application; the University of Wyoming requires no separate application. You can view their web sites or call them for information.

The Hathaway Need-Based Scholarship is also available for eligible students. It provides additional financial assistance for students with unmet financial need. This is calculated by the financial aid office at the college or the university.

Please visit with me if you have any questions. I will be glad to discuss your eligibility and assist you in completing your application. Don't miss this opportunity!

_____ Counselor/Advisor

GPA _____ **ACT Score** _____ **HS Graduation Date** _____

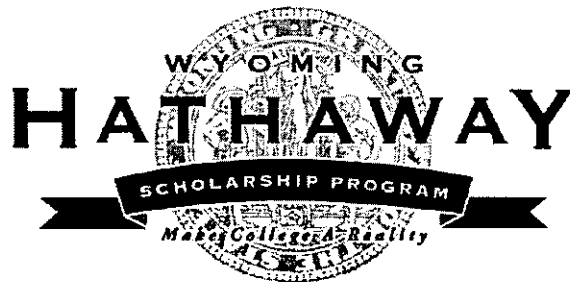
Wyoming College or University: _____

Planned enrollment: ___ Part time ___ Full time

Merit Eligibility*: ___ Provisional Opportunity ___ Opportunity ___ Performance ___ Honors

Amount per semester: \$ _____

*In addition to your high school cumulative GPA and ACT score, eligibility for each level of the Hathaway Scholarship is based on completing a Hathaway Success Curriculum. The Success Curriculum covers five content areas: math, language arts, science, social studies and foreign language.





Hathaway Success Curriculum – MATH Requirements

Hathaway Scholarship	Math	Math
	Phase-In 2009-10 Graduating Class	Graduating Class of 2010-11 And Thereafter
Honors or Performance Scholarship Requirements	Algebra I, Algebra II, and Geometry or their functional equivalents*	FOUR years of math to include: Algebra I, Algebra II, and Geometry (or their functional equivalents*), plus an additional math course taken in grades 9 through 12.
Opportunity Scholarship Requirements	Current high school graduation requirements	FOUR years of math to include: Algebra I, Algebra II, and Geometry (or their functional equivalents*), plus an additional math course taken in grades 9 through 12.
Provisional Opportunity Scholarship Requirements	Current high school graduation requirements	The current high school graduation requirements must include and combination of at least TWO years of the following courses: Algebra I, Algebra II, and Geometry or their functional equivalents*

*Courses which districts intend to be used as the functional equivalent of the specified math courses, including courses taken before grade nine used to satisfy the level of the requirement of Algebra I, Algebra II, and Geometry must be approved by the Wyoming Department of Education.

It is the intent of the legislature that, beginning in their 8th grade year, each student be counseled concerning their course history, options for future course selections, and consequences attached to selecting course pathways ***prior to registering for high school classes***.



Hathaway Success Curriculum – Language Arts Requirements

Hathaway Scholarship	Language Arts	Language Arts
	Phase-In 2009-10 Graduating Class	Graduating Class of 2010-11 And Thereafter
Honors or Performance Scholarship Requirements	Current high school graduation requirements	FOUR years of language arts at the college or industry preparatory level in grades 9 through 12, to include standards in Reading, Writing, Listening and Speaking.
Opportunity Scholarship Requirements	Current high school graduation requirements	FOUR years of language arts at the college or industry preparatory level in grades 9 through 12, to include standards in Reading, Writing, Listening and Speaking.
Provisional Opportunity Scholarship Requirements	Current high school graduation requirements	Current high school graduation requirements

Courses which districts intend to be used as college or industry preparatory level must be approved by the Wyoming Department of Education (WDE).

It is the intent of the legislature that, beginning in their 8th grade year, each student be counseled concerning their course history, options for future course selections, and consequences attached to selecting course pathways prior to registering for high school classes.



Hathaway Success Curriculum – Science Requirements

Hathaway Scholarship	Science	Science
	Phase-In 2009-10 Graduating Class:	Graduating Class of 2010-11 And Thereafter
Honors or Performance Scholarship Requirements	Choose THREE from the following courses: Physical Science; Physics I; Physics II; Chemistry I; Chemistry II; Biology I; Biology II; Geology I; Computer Science I	Choose THREE from the following courses: Physical Science; Physics I; Physics II; Chemistry I; Chemistry II; Biology I; Biology II; Geology I; Computer Science I Plus , a FOURTH year from any of those courses specified above <u>or</u> an approved additional science course*.
Opportunity Scholarship Requirements	Current high school graduation requirements	FOUR science courses taken in grades 9 through 12, THREE of which shall satisfy High School graduation requirements.
Provisional Opportunity Scholarship Requirements	Current high school graduation requirements	Current high school graduation requirements

*Courses intended to be used as an additional science course must be approved by the Wyoming Department of Education.

It is the intent of the legislature that, beginning in their 8th grade year, each student be counseled concerning their course history, options for future course selections, and consequences attached to selecting course pathways **prior to registering for high school classes**.



Hathaway Success Curriculum – Social Studies Requirements

Hathaway Scholarship	Social Studies	Social Studies
	Phase-In 2009-10 Graduating Class	Graduating Class of 2010-11 And Thereafter
Honors or Performance Scholarship Requirements	Courses covering the subject matter of: American History; and World History.	THREE years of social studies in grades 9 through 12 to include a <i>combination</i> of the following subject matter: World History; American History; Geography; American Government; and Economic Systems and Institutions.
Opportunity Scholarship Requirements	Current high school graduation requirements	THREE years of social studies in grades 9 through 12 to include a <i>combination</i> of the following subject matter: World History; American History; Geography; American Government; and Economic Systems and Institutions.
Provisional Opportunity Scholarship Requirements	Current high school graduation requirements	Current high school graduation requirements

It is the intent of the legislature that, beginning in their 8th grade year, each student be counseled concerning their course history, options for future course selections, and consequences attached to selecting course pathways prior to registering for high school classes.



Hathaway Success Curriculum – Foreign Language Requirements

Hathaway Scholarship	Foreign Language	Foreign Language
	Phase-In 2009-10 Graduating Class	Graduating Class of 2010-11 And Thereafter
Honors or Performance Scholarship Requirements	<p>ONE year of foreign language which must be taken in grades 9 through 12.</p> <p>The native language of the Eastern Shoshone or the Northern Arapaho may be taken in fulfillment of this requirement.</p> <p>American Sign Language (ASL) may be taken in fulfillment of this requirement.</p>	<p>TWO sequenced years of the same foreign language which: need not be taken consecutively; and</p> <p>at least ONE year of which shall be taken in grades 9 through 12.</p> <p>The native language of the Eastern Shoshone or the Northern Arapaho may be taken in fulfillment of this requirement.</p> <p>American Sign Language (ASL) may be taken in fulfillment of this requirement.</p>
Opportunity Scholarship Requirements	Current high school graduation requirements	Demonstrate proficiency on the state standards for the foreign cultures and languages common core of knowledge requirements.
Provisional Opportunity Scholarship Requirements	Current high school graduation requirements	Demonstrate proficiency on the state standards for the foreign cultures and languages common core of knowledge requirements.

It is the intent of the legislature that, beginning in their 8th grade year, each student be counseled concerning their course history, options for future course selections, and consequences attached to selecting course pathways prior to registering for high school classes.



Wyoming Department of Education

Dr. Jim McBride, Superintendent of Public Instruction
Hathaway Building, 2nd Floor, 2300 Capitol Avenue
Cheyenne, WY 82002-0050

Phone 307-777-7673 Fax 307-777-6234 Website www.k12.wy.us

Hathaway Scholarship Statistics 2008/09

2006-07 Cohort
("Juniors")

10/30/2009

Table of Contents

Reports

Persistence

Persistence Rate by Institution and Scholarship Level 2

Retention

Retention Rate by Institution and Scholarship Level 3

Loss of Eligibility

All Students who Lost Eligibility

	By Community Colleges/UW and Scholarship Level.....	5
	By Instructional Program.....	6

Students who Failed to Complete the Required Minimum Non-Remedial Credit Hours

	By Community Colleges/UW and Scholarship Level	8
	By Instructional Program.....	9

Students who Failed to Meet the Required Cumulative Grade Point Average (GPA)

	By Community Colleges/UW and Scholarship Level	11
	By Instructional Program.....	12

Students who Failed to Meet Cumulative Grade Point Average AND Credit Hours

	By Community Colleges/UW and Scholarship Level	14
	By Instructional Program.....	15

Students who Failed to Maintain Continuous Enrollment

	By Community Colleges/UW and Scholarship Level	17
	By Instructional Program.....	18

Table of Contents

Students who Lost Eligibility and Qualified through HS Graduation – GPA and ACT Scores	
By Community Colleges/UW and Scholarship Level	20
By Instructional Program.....	21
Students who Lost Eligibility and Qualified through HS Graduation – GPA and WorkKeys Scores	
By Scholarship Level.....	23
Students who Lost Eligibility and Qualified through GED and ACT Scores	
By Scholarship Level.....	24
Students who Lost Eligibility and Qualified through A Home Based Education Program ACT Scores	
By Scholarship Level.....	25
Graduation	
Students who Graduated within Three Years	
By Institution and Scholarship Level.....	27

Persistence and Retention Rates



Cohort 1 ("Juniors")

Students who Initiated the Scholarship in 2006-07

Persistence Rates by Institution and Scholarship Level

Statutory Reference: 21-16-1308(c)(iii)

Persistence Rate means for each cohort of students, receiving Hathaway Scholarships in a given fall or spring term, the proportion continuing to receive Hathaway Scholarships the following fall term at any eligible institution. This report shows the percentage of the first Cohort of Hathaway students receiving the scholarship in fall-08 (excludes students who reached 48 hours at a community college or received a degree during the 2007-08 school year). A student not receiving the scholarship in fall-08 does not necessarily mean he/she did not enroll.

Students are assigned to the last institution he/she attended prior to the 2008-09 school year.

		Casper College	Central Wyoming College	Eastern Wyoming College	Laramie County Community College	Northern Wyoming Community College District	Northwest College	Western Wyoming Community College	Community College Subtotal	University of Wyoming	Grand Total
PROVISIONAL OPPORTUNITY	07/08 Hath. Students	13	3	6	4	3	5	3	37	0	37
	Received \$ in Fall 08	6	1	0	2	1	1	1	12	0	12
	Percent	46.2%	33.3%	0.0%	50.0%	33.3%	20.0%	33.3%	32.4%	0.0%	32.4%
OPPORTUNITY	07/08 Hath. Students	23	3	1	18	9	11	15	80	77	157
	Received \$ in Fall 08	12	2	0	12	5	7	7	45	63	108
	Percent	52.2%	66.7%	0.0%	66.7%	55.6%	63.6%	46.7%	56.3%	81.8%	68.8%
PERFORMANCE	07/08 Hath. Students	30	13	6	29	18	13	24	133	206	339
	Received \$ in Fall 08	21	8	3	19	10	6	16	83	179	262
	Percent	70.0%	61.5%	50.0%	65.5%	55.6%	46.2%	66.7%	62.4%	86.9%	77.3%
HONORS	07/08 Hath. Students	22	3	7	13	9	11	11	76	285	361
	Received \$ in Fall 08	18	1	6	10	8	9	8	60	272	332
	Percent	81.8%	33.3%	85.7%	76.9%	88.9%	81.8%	72.7%	78.9%	95.4%	92.0%
Total	07/08 Hath. Students	88	22	20	64	39	40	53	326	568	894
	Received \$ in Fall 08	57	12	9	43	24	23	32	200	514	714
	Percent	64.8%	54.5%	45.0%	67.2%	61.5%	57.5%	60.4%	61.3%	90.5%	79.9%



Cohort 1 ("Juniors")

Students who Initiated the Scholarship in 2006-07

Retention Rates

by Institution and Scholarship Level

Statutory Reference: 21-16-1308(c)(i)

Retention Rate means the measure of the rate of continuous enrollment of a cohort of students from one semester to the next.

In this report, the fall enrollment counts include students who did not receive the scholarship but used the semester to regain eligibility. It excludes students who graduated in the fall, or students who "used up" their 48 Hathaway hours at a community college at the end of the fall semester and did not continue.

The students are assigned to the college they were enrolled in during the fall semester. However, they did not necessarily enroll in the same institution in the spring.

		Casper College	Central Wyoming College	Eastern Wyoming College	Laramie County Community College	Northern Wyoming Community College District	Northwest College	Western Wyoming Community College	Community College Subtotal	University of Wyoming	Grand Total
PROVISIONAL OPPORTUNITY	Fall Enrollment	9	3	2	5	3	2	7	31	0	31
	Continuing in Spring	7	1		5	3		5	21	0	21
	Retention Rate	77.8%	33.3%	0.0%	100.0%	100.0%	0.0%	71.4%	67.7%	0.0%	67.7%
OPPORTUNITY	Fall Enrollment	36	8	0	25	9	9	13	100	155	255
	Continuing in Spring	29	6	0	22	9	8	10	84	127	211
	Retention Rate	80.6%	75.0%	0.0%	88.0%	100.0%	88.9%	76.9%	84.0%	81.9%	82.7%
PERFORMANCE	Fall Enrollment	34	7	4	20	19	13	13	110	253	363
	Continuing in Spring	28	4	2	15	17	12	12	90	215	305
	Retention Rate	82.4%	57.1%	50.0%	75.0%	89.5%	92.3%	92.3%	81.8%	85.0%	84.0%
HONORS	Fall Enrollment	15	2	2	9	8	4	6	46	312	358
	Continuing in Spring	14	2	2	6	8	4	6	42	301	343
	Retention Rate	93.3%	100.0%	100.0%	66.7%	100.0%	100.0%	100.0%	91.3%	96.5%	95.8%
Total	Fall Enrollment	94	20	8	59	39	28	39	287	720	1,007
	Continuing in Spring	78	13	4	48	37	24	33	237	643	880
	Retention Rate	83.0%	65.0%	50.0%	81.4%	94.9%	85.7%	84.6%	82.6%	89.3%	87.4%

Loss of Eligibility



Cohort 1 ("Juniors")

Students who Initiated the Scholarship in 2006-07

Overall Loss of Eligibility After 3rd Year by Institution and Scholarship Level

Statutory Reference: 21-16-1308(c)(ii)

For reporting purposes, students who had not yet regained eligibility, or students who discontinued receiving Hathaway after receiving a certificate/degree, or after "using up" their 48 scholarship hours at a community college, are not considered students who can lose eligibility.

A student enrolling in more than one institution during the year is only counted once and is assigned to the last institution he/she enrolled in within the school year.

Due to confidentiality, individual rates not provided due to low group counts. Individual rates will be provided to stakeholders upon request.

		Community College Subtotal	University of Wyoming	Grand Total
PROVISIONAL OPPORTUNITY	Students	16	0	16
	Lost Eligibility	7	0	7
	Percent	43.8%	0.0%	43.8%
OPPORTUNITY	Students	29	125	154
	Lost Eligibility	5	31	36
	Percent	17.2%	24.8%	23.4%
PERFORMANCE	Students	34	238	272
	Lost Eligibility	16	25	41
	Percent	47.1%	10.5%	15.1%
HONORS	Students	12	324	336
	Lost Eligibility	2	21	23
	Percent	16.7%	6.5%	6.8%
Total	Students	91	687	778
	Lost Eligibility	30	77	107
	Percent	33.0%	11.2%	13.8%



Cohort 1 ("Juniors")
Students who Initiated the Scholarship in 2006-07

**Overall Loss of Eligibility After 3rd Year
by Instructional Program**

Statutory Reference: 21-16-1308(c)(ii)

For reporting purposes, students who had not yet regained eligibility, or students who discontinued receiving Hathaway after receiving a certificate/degree, or after "using up" their 48 scholarship hours at a community college, are not considered students who can lose eligibility.

Due to confidentiality, individual rates not provided where there are low group counts. Individual rates will be provided to stakeholders upon request.

<u>Instructional Program</u>	<u>Students</u>	<u>Lost Eligibility</u>	<u>Percent</u>
Agriculture, Agriculture Operations, and Related Sciences	40	5	12.5%
Area, Ethnic, Cultural, and Gender Studies			
Biological and Biomedical Sciences	49	3	6.1%
Business, Management, Marketing, and Related Support Services	98	17	17.3%
Communication, Journalism, and Related Programs	21	2	9.5%
Communications Technologies/Technicians and Support Services			
Computer and Information Sciences and Support Services	12	2	16.7%
Education	116	14	12.1%
Engineering	88	13	14.8%
Engineering Technologies/Technicians			
English Language and Literature/Letters	15	0	0.0%
Family and Consumer Sciences/Human Sciences	11	3	27.3%
Foreign languages, literatures, and Linguistics			
Health Professions and Related Clinical Sciences	55	5	9.1%
History	10	3	30.0%

Instructional Program

	<u>Students</u>	<u>Lost Eligibility</u>	<u>Percent</u>
Legal Professions and Studies			
Liberal Arts and Sciences, General Studies and Humanities	25	12	48.0%
Mathematics and Statistics	7	1	14.3%
Mechanic and Repair Technologies/Technicians			
Multi/Interdisciplinary Studies	6	3	50.0%
Natural Resources and Conservation			
Parks, Recreation, Leisure, and Fitness Studies	41	2	4.9%
Personal and Culinary Services			
Philosophy and Religious Studies			
Physical Sciences	16	3	18.8%
Precision Production			
Psychology	33	4	12.1%
Public Administration and Social Service Professions	8	0	0.0%
Security and Protective Services	27	2	7.4%
Social Sciences	57	5	8.8%
Undeclared or Unknown	6	0	0.0%
Visual and Performing Arts	18	4	22.2%
Grand Total	778	107	13.8%



Cohort 1 ("Juniors")

Students who Initiated the Scholarship in 2006-07

Loss of Eligibility - Credit Hours Not Met by Institution and Scholarship Level

Statutory Reference: 21-16-1308(c)(ii)

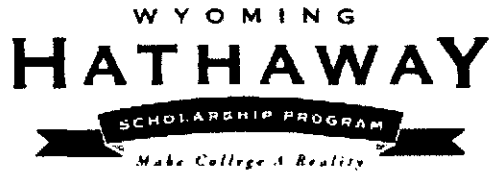
This report includes students who lost eligibility due to not meeting the required credit hours during the academic year (2008-09).

For reporting purposes, students who had not yet regained eligibility, or students who discontinued receiving Hathaway after receiving a certificate/degree, or after "using up" their 48 scholarship hours at a community college, are not considered students who can lose eligibility.

A student enrolling in more than one institution during the year is only counted once and is assigned to the last institution he/she enrolled in within the school year.

Due to confidentiality, individual rates not provided due to low group counts. Individual rates will be provided to stakeholders upon request.

		Community College Subtotal	University of Wyoming	Grand Total
PROVISIONAL OPPORTUNITY	Students	16	0	16
	Lost Eligibility	1	0	1
	Percent	6.3%	0.0%	6.3%
OPPORTUNITY	Students	29	125	154
	Lost Eligibility	1	11	12
	Percent	3.4%	8.8%	7.8%
PERFORMANCE	Students	34	238	272
	Lost Eligibility	4	5	9
	Percent	11.8%	2.1%	3.3%
HONORS	Students	12	324	336
	Lost Eligibility	0	7	7
	Percent	0.0%	2.2%	2.1%
Total	Students	91	687	778
	Lost Eligibility	6	23	29
	Percent	6.6%	3.3%	3.7%



Cohort 1 ("Juniors")
Students who Initiated the Scholarship in 2006-07

**Loss of Eligibility - Credit Hours Not Met
by Instructional Program**

Statutory Reference: 21-16-1308(c)(ii)

This report includes students who lost eligibility due to not meeting the required credit hours during the academic year (2008-09).

For reporting purposes, students who had not yet regained eligibility, or students who discontinued receiving Hathaway after receiving a certificate/degree, or after "using up" their 48 scholarship hours at a community college, are not considered students who can lose eligibility.

Due to confidentiality, individual rates not provided where there are low group counts. Individual rates will be provided to stakeholders upon request.

<u>Instructional Program</u>	<u>Students</u>	<u>Lost Eligibility</u>	<u>Percent</u>
Agriculture, Agriculture Operations, and Related Sciences	40	1	2.5%
Area, Ethnic, Cultural, and Gender Studies			
Biological and Biomedical Sciences	49	0	0.0%
Business, Management, Marketing, and Related Support Services	98	4	4.1%
Communication, Journalism, and Related Programs	21	1	4.8%
Communications Technologies/Technicians and Support Services			
Computer and Information Sciences and Support Services	12	0	0.0%
Education	116	2	1.7%
Engineering	88	6	6.8%
Engineering Technologies/Technicians			
English Language and Literature/Letters	15	0	0.0%
Family and Consumer Sciences/Human Sciences	11	0	0.0%
Foreign languages, literatures, and Linguistics			
Health Professions and Related Clinical Sciences	55	1	1.8%
History	10	1	10.0%

Instructional Program

	<u>Students</u>	<u>Lost Eligibility</u>	<u>Percent</u>
Legal Professions and Studies			
Liberal Arts and Sciences, General Studies and Humanities	25	5	20.0%
Mathematics and Statistics	7	0	0.0%
Mechanic and Repair Technologies/Technicians			
Multi/Interdisciplinary Studies	6	1	16.7%
Natural Resources and Conservation			
Parks, Recreation, Leisure, and Fitness Studies	41	0	0.0%
Personal and Culinary Services			
Philosophy and Religious Studies			
Physical Sciences	16	1	6.3%
Precision Production			
Psychology	33	1	3.0%
Public Administration and Social Service Professions	8	0	0.0%
Security and Protective Services	27	1	3.7%
Social Sciences	57	2	3.5%
Undeclared or Unknown	6	0	0.0%
Visual and Performing Arts	18	0	0.0%
Grand Total	778	29	3.7%



Cohort 1 ("Juniors")
Students who Initiated the Scholarship in 2006-07

Loss of Eligibility - GPA Not Met
by Institution and Scholarship Level

Statutory Reference: 21-16-1308(c)(ii)

This report includes students who lost eligibility due to not meeting the required GPA during the academic year (2008-09).

For reporting purposes, students who had not yet regained eligibility, or students who discontinued receiving Hathaway after receiving a certificate/degree, or after "using up" their 48 scholarship hours at a community college, are not considered students who can lose eligibility.

A student enrolling in more than one institution during the year is only counted once and is assigned to the last institution he/she enrolled in within the school year.

Due to confidentiality, individual rates not provided due to low group counts. Individual rates will be provided to stakeholders upon request.

		Community College Subtotal	University of Wyoming	Grand Total
PROVISIONAL OPPORTUNITY	Students	16	0	16
	Lost Eligibility	0	0	0
	Percent	0.0%	0.0%	0.0%
OPPORTUNITY	Students	29	125	154
	Lost Eligibility	0	9	9
	Percent	0.0%	7.2%	5.8%
PERFORMANCE	Students	34	238	272
	Lost Eligibility	0	5	5
	Percent	0.0%	2.1%	1.8%
HONORS	Students	12	324	336
	Lost Eligibility	0	5	5
	Percent	0.0%	1.5%	1.5%
Total	Students	91	687	778
	Lost Eligibility	0	19	19
	Percent	0.0%	2.8%	2.4%



Cohort 1 ("Juniors")
Students who Initiated the Scholarship in 2006-07

Loss of Eligibility - GPA Not Met
by Instructional Program

Statutory Reference: 21-16-1308(c)(ii)

This report includes students who lost eligibility due to not meeting the required GPA during the academic year (2008-09).

For reporting purposes, students who had not yet regained eligibility, or students who discontinued receiving Hathaway after receiving a certificate/degree, or after "using up" their 48 scholarship hours at a community college, are not considered students who can lose eligibility.

Due to confidentiality, individual rates not provided where there are low group counts. Individual rates will be provided to stakeholders upon request.

<u>Instructional Program</u>	<u>Students</u>	<u>Lost Eligibility</u>	<u>Percent</u>
Agriculture, Agriculture Operations, and Related Sciences	40	1	2.5%
Area, Ethnic, Cultural, and Gender Studies			
Biological and Biomedical Sciences	49	3	6.1%
Business, Management, Marketing, and Related Support Services	98	3	3.1%
Communication, Journalism, and Related Programs	21	0	0.0%
Communications Technologies/Technicians and Support Services			
Computer and Information Sciences and Support Services	12	0	0.0%
Education	116	2	1.7%
Engineering	88	4	4.5%
Engineering Technologies/Technicians			
English Language and Literature/Letters	15	0	0.0%
Family and Consumer Sciences/Human Sciences	11	1	9.1%
Foreign languages, literatures, and Linguistics			
Health Professions and Related Clinical Sciences	55	0	0.0%
History	10	1	10.0%

Instructional Program

	<u>Students</u>	<u>Lost Eligibility</u>	<u>Percent</u>
Legal Professions and Studies			
Liberal Arts and Sciences, General Studies and Humanities	25	1	4.0%
Mathematics and Statistics	7	0	0.0%
Mechanic and Repair Technologies/Technicians			
Multi/Interdisciplinary Studies	6	0	0.0%
Natural Resources and Conservation			
Parks, Recreation, Leisure, and Fitness Studies	41	0	0.0%
Personal and Culinary Services			
Philosophy and Religious Studies			
Physical Sciences	16	1	6.3%
Precision Production			
Psychology	33	1	3.0%
Public Administration and Social Service Professions	8	0	0.0%
Security and Protective Services	27	0	0.0%
Social Sciences	57	0	0.0%
Undeclared or Unknown	6	0	0.0%
Visual and Performing Arts	18	1	5.6%
Grand Total	778	19	2.4%



Cohort 1 ("Juniors")

Students who Initiated the Scholarship in 2006-07

Loss of Eligibility - Credit Hours and GPA Not Met by Institution and Scholarship Level

Statutory Reference: 21-16-1308(c)(ii)

This report includes all students who lost eligibility due to not meeting the required credit hours and GPA during the academic year (2008-09).

For reporting purposes, students who had not yet regained eligibility, or students who discontinued receiving Hathaway after receiving a certificate/degree, or after "using up" their 48 scholarship hours at a community college, are not considered students who can lose eligibility.

A student enrolling in more than one institution during the year is only counted once and is assigned to the last institution he/she enrolled in within the school year.

Due to confidentiality, individual rates not provided due to low group counts. Individual rates will be provided to stakeholders upon request.

		Community College Subtotal	University of Wyoming	Grand Total
PROVISIONAL OPPORTUNITY	Students	16	0	16
	Lost Eligibility	0	0	0
	Percent	0.0%	0.0%	0.0%
OPPORTUNITY	Students	29	125	154
	Lost Eligibility	0	5	5
	Percent	0.0%	4.0%	3.2%
PERFORMANCE	Students	34	238	272
	Lost Eligibility	0	1	1
	Percent	0.0%	0.4%	0.4%
HONORS	Students	12	324	336
	Lost Eligibility	0	1	1
	Percent	0.0%	0.3%	0.3%
Total	Students	91	687	778
	Lost Eligibility	0	7	7
	Percent	0.0%	1.0%	0.9%



Cohort 1 ("Juniors")
Students who Initiated the Scholarship in 2006-07

**Loss of Eligibility - Credit Hours and GPA Not Met
by Instructional Program**

Statutory Reference: 21-16-1308(c)(ii)

This report includes all students who lost eligibility due to not meeting the required credit hours and GPA during the academic year (2008-09).

For reporting purposes, students who had not yet regained eligibility, or students who discontinued receiving Hathaway after receiving a certificate/degree, or after "using up" their 48 scholarship hours at a community college, are not considered students who can lose eligibility.

Due to confidentiality, individual rates not provided where there are low group counts. Individual rates will be provided to stakeholders upon request.

<u>Instructional Program</u>	<u>Students</u>	<u>Lost Eligibility</u>	<u>Percent</u>
Agriculture, Agriculture Operations, and Related Sciences	40	0	0.0%
Area, Ethnic, Cultural, and Gender Studies			
Biological and Biomedical Sciences	49	0	0.0%
Business, Management, Marketing, and Related Support Services	98	1	1.0%
Communication, Journalism, and Related Programs	21	1	4.8%
Communications Technologies/Technicians and Support Services			
Computer and Information Sciences and Support Services	12	0	0.0%
Education	116	1	0.9%
Engineering	88	0	0.0%
Engineering Technologies/Technicians			
English Language and Literature/Letters	15	0	0.0%
Family and Consumer Sciences/Human Sciences	11	1	9.1%
Foreign languages, literatures, and Linguistics			
Health Professions and Related Clinical Sciences	55	0	0.0%
History	10	0	0.0%

Instructional Program

	<u>Students</u>	<u>Lost Eligibility</u>	<u>Percent</u>
Legal Professions and Studies			
Liberal Arts and Sciences, General Studies and Humanities	25	1	4.0%
Mathematics and Statistics	7	1	14.3%
Mechanic and Repair Technologies/Technicians			
Multi/Interdisciplinary Studies	6	0	0.0%
Natural Resources and Conservation			
Parks, Recreation, Leisure, and Fitness Studies	41	0	0.0%
Personal and Culinary Services			
Philosophy and Religious Studies			
Physical Sciences	16	0	0.0%
Precision Production			
Psychology	33	0	0.0%
Public Administration and Social Service Professions	8	0	0.0%
Security and Protective Services	27	0	0.0%
Social Sciences	57	0	0.0%
Undeclared or Unknown	6	0	0.0%
Visual and Performing Arts	18	1	5.6%
Grand Total	778	7	0.9%



Cohort 1 ("Juniors")

Students who Initiated the Scholarship in 2006-07

Loss of Eligibility - Failed Continuous Enrollment by Institution and Scholarship Level

Statutory Reference: 21-16-1308(c)(ii)

This report includes all students who lost eligibility due to not meeting the the continuous enrollment requirement.

For reporting purposes, students who had not yet regained eligibility, or students who discontinued receiving Hathaway after receiving a certificate/degree, or after "using up" their 48 scholarship hours at a community college, are not considered students who can lose eligibility.

Due to confidentiality, individual rates not provided due to low group counts. Individual rates will be provided to stakeholders upon request.

		Community College Subtotal	University of Wyoming	Grand Total
PROVISIONAL OPPORTUNITY	Students	16	0	16
	Lost Eligibility	6	0	6
	Percent	37.5%	0.0%	37.5%
OPPORTUNITY	Students	29	125	154
	Lost Eligibility	4	6	10
	Percent	13.8%	4.8%	6.5%
PERFORMANCE	Students	34	238	272
	Lost Eligibility	12	14	26
	Percent	35.3%	5.9%	9.6%
HONORS	Students	12	324	336
	Lost Eligibility	2	8	10
	Percent	16.7%	2.5%	3.0%
Total	Students	91	687	778
	Lost Eligibility	24	28	52
	Percent	26.4%	4.1%	6.7%



Cohort 1 ("Juniors")

Students who Initiated the Scholarship in 2006-07

Loss of Eligibility - Failed Continuous Enrollment

Statutory Reference: 21-16-1308(c)(ii)

by Instructional Program

This report includes all students who lost eligibility due to not meeting the the continuous enrollment requirement.

For reporting purposes, students who had not yet regained eligibility, or students who discontinued receiving Hathaway after receiving a certificate/degree, or after "using up" their 48 scholarship hours at a community college, are not considered students who can lose eligibility.

Due to confidentiality, individual rates not provided where there are low group counts. Individual rates will be provided to stakeholders upon request.

<u>Instructional Program</u>	<u>Students</u>	<u>Lost Eligibility</u>	<u>Percent</u>
Agriculture, Agriculture Operations, and Related Sciences	40	3	7.5%
Area, Ethnic, Cultural, and Gender Studies			
Biological and Biomedical Sciences	49	0	0.0%
Business, Management, Marketing, and Related Support Services	98	9	9.2%
Communication, Journalism, and Related Programs	21	0	0.0%
Communications Technologies/Technicians and Support Services			
Computer and Information Sciences and Support Services	12	2	16.7%
Education	116	9	7.8%
Engineering	88	3	3.4%
Engineering Technologies/Technicians			
English Language and Literature/Letters	15	0	0.0%
Family and Consumer Sciences/Human Sciences	11	1	9.1%
Foreign languages, literatures, and Linguistics			
Health Professions and Related Clinical Sciences	55	4	7.3%
History	10	1	10.0%

Instructional Program

	<u>Students</u>	<u>Lost Eligibility</u>	<u>Percent</u>
Legal Professions and Studies			
Liberal Arts and Sciences, General Studies and Humanities	25	5	20.0%
Mathematics and Statistics	7	0	0.0%
Mechanic and Repair Technologies/Technicians			
Multi/Interdisciplinary Studies	6	2	33.3%
Natural Resources and Conservation			
Parks, Recreation, Leisure, and Fitness Studies	41	2	4.9%
Personal and Culinary Services			
Philosophy and Religious Studies			
Physical Sciences	16	1	6.3%
Precision Production			
Psychology	33	2	6.1%
Public Administration and Social Service Professions	8	0	0.0%
Security and Protective Services	27	1	3.7%
Social Sciences	57	3	5.3%
Undeclared or Unknown	6	0	0.0%
Visual and Performing Arts	18	2	11.1%
Grand Total	778	52	6.7%



Cohort 1 ("Juniors")

Students who Initiated the Scholarship in 2006-07

Overall Loss of Eligibility After 3rd Year Qualified Through High School GPA and ACT by Institution and Scholarship Level

Statutory Reference: 21-16-1308(c)(ii)

For reporting purposes, students who had not yet regained eligibility, or students who discontinued receiving Hathaway after receiving a certificate/degree, or after "using up" their 48 scholarship hours at a community college, are not considered students who can lose eligibility.

A student enrolling in more than one institution during the year is only counted once and is assigned to the last institution he/she enrolled in within the school year.

Due to confidentiality, individual rates not provided due to low group counts. Individual rates will be provided to stakeholders upon request.

		Community College Subtotal	University of Wyoming	Grand Total
PROVISIONAL OPPORTUNITY	Students	15	0	15
	Lost Eligibility	7	0	7
	Percent	46.7%	0.0%	46.7%
OPPORTUNITY	Students	29	125	154
	Lost Eligibility	5	31	36
	Percent	17.2%	24.8%	23.4%
PERFORMANCE	Students	31	237	268
	Lost Eligibility	15	25	40
	Percent	48.4%	10.5%	14.9%
HONORS	Students	11	321	332
	Lost Eligibility	1	20	21
	Percent	9.1%	6.2%	6.3%
Total	Students	86	683	769
	Lost Eligibility	28	76	104
	Percent	32.6%	11.1%	13.5%



Cohort 1 ("Juniors")
Students who Initiated the Scholarship in 2006-07

**Overall Loss of Eligibility After 3rd Year
Qualified Through High School GPA and ACT
by Instructional Program**

Statutory Reference: 21-16-1308(c)(ii)

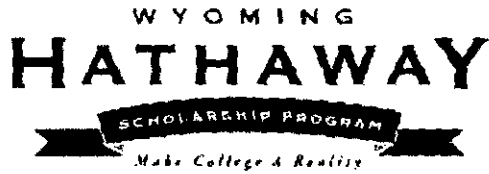
For reporting purposes, students who had not yet regained eligibility, or students who discontinued receiving Hathaway after receiving a certificate/degree, or after "using up" their 48 scholarship hours at a community college, are not considered students who can lose eligibility.

Due to confidentiality, individual rates not provided where there are low group counts. Individual rates will be provided to stakeholders upon request.

<u>Instructional Program</u>	<u>Students</u>	<u>Lost Eligibility</u>	<u>Percent</u>
Agriculture, Agriculture Operations, and Related Sciences	38	4	10.5%
Area, Ethnic, Cultural, and Gender Studies			
Biological and Biomedical Sciences	49	3	6.1%
Business, Management, Marketing, and Related Support Services	98	17	17.3%
Communication, Journalism, and Related Programs	21	2	9.5%
Communications Technologies/Technicians and Support Services			
Computer and Information Sciences and Support Services	12	2	16.7%
Education	115	13	11.3%
Engineering	88	13	14.8%
Engineering Technologies/Technicians			
English Language and Literature/Letters	15	0	0.0%
Family and Consumer Sciences/Human Sciences	11	3	27.3%
Foreign languages, literatures, and Linguistics			
Health Professions and Related Clinical Sciences	55	5	9.1%
History	10	3	30.0%

Instructional Program

	<u>Students</u>	<u>Lost Eligibility</u>	<u>Percent</u>
Legal Professions and Studies			
Liberal Arts and Sciences, General Studies and Humanities	25	12	48.0%
Mathematics and Statistics	7	1	14.3%
Mechanic and Repair Technologies/Technicians			
Multi/Interdisciplinary Studies	6	3	50.0%
Natural Resources and Conservation			
Parks, Recreation, Leisure, and Fitness Studies	40	2	5.0%
Personal and Culinary Services			
Philosophy and Religious Studies			
Physical Sciences	16	3	18.8%
Precision Production			
Psychology	33	4	12.1%
Public Administration and Social Service Professions	8	0	0.0%
Security and Protective Services	26	1	3.8%
Social Sciences	55	5	9.1%
Undeclared or Unknown			
Visual and Performing Arts	18	4	22.2%
Grand Total	769	104	13.5%



Cohort 1 ("Juniors")

Students who Initiated the Scholarship in 2006-07

Overall Loss of Eligibility After 3rd Year- Qualified Through High School GPA and WorkKeys by Institution and Scholarship Level

Statutory Reference: 21-16-1308(c)(ii)

For reporting purposes, students who had not yet regained eligibility, or students who discontinued receiving Hathaway after receiving a certificate/degree, or after "using up" their 48 scholarship hours at a community college, are not considered students who can lose eligibility.

A student enrolling in more than one institution during the year is only counted once and is assigned to the last institution he/she enrolled in within the school year.

Due to confidentiality, individual rates not provided due to low group counts. Individual rates will be provided to stakeholders upon request.

		Grand Total
PROVISIONAL OPPORTUNITY	Students Lost Eligibility Percent	1 0 0.0%
Total	Students Lost Eligibility Percent	1 0 0.0%



Cohort 1 ("Juniors")

Students who Initiated the Scholarship in 2006-07

Overall Loss of Eligibility After 3rd Year Qualified Through GED and ACT by Institution and Scholarship Level

Statutory Reference: 21-16-1308(c)(ii)

For reporting purposes, students who had not yet regained eligibility, or students who discontinued receiving Hathaway after receiving a certificate/degree, or after "using up" their 48 scholarship hours at a community college, are not considered students who can lose eligibility.

A student enrolling in more than one institution during the year is only counted once and is assigned to the last institution he/she enrolled in within the school year.

Due to confidentiality, individual rates not provided due to low group counts. Individual rates will be provided to stakeholders upon request.

		Grand Total
PERFORMANCE	Students Lost Eligibility Percent	2 0 0.0%
HONORS	Students Lost Eligibility Percent	2 2 100.0%
Total	Students Lost Eligibility Percent	4 2 50.0%



Cohort 1 ("Juniors")

Students who Initiated the Scholarship in 2006-07

Overall Loss of Eligibility After 3rd Year Qualified Through a Home School Program and ACT by Institution and Scholarship Level

Statutory Reference: 21-16-1308(c)(ii)

For reporting purposes, students who had not yet regained eligibility, or students who discontinued receiving Hathaway after receiving a certificate/degree, or after "using up" their 48 scholarship hours at a community college, are not considered students who can lose eligibility.

A student enrolling in more than one institution during the year is only counted once and is assigned to the last institution he/she enrolled in within the school year.

Due to confidentiality, individual rates not provided due to low group counts. Individual rates will be provided to stakeholders upon request.

		Grand Total
PERFORMANCE	Students Lost Eligibility Percent	2 1 50.0%
HONORS	Students Lost Eligibility Percent	2 0 0.0%
Total	Students Lost Eligibility Percent	4 1 25.0%

Graduation Rates



Cohort 1 ("Juniors")
Students who Initiated the Scholarship in 2006-07

Certificate/Graduation Rates
by Institution and Scholarship Level

Statutory Reference: 21-16-1308(c)(iv)

This report shows the number and rate of students who received a certificate or degree within the first 3 years of initiating the scholarship.

The percentage is based on the original number of enrolled students from the first year of the program. A student who graduated is accounted for under the institution where the student received the certificate or degree.

		Casper College	Central Wyoming College	Eastern Wyoming College	Laramie County Community College	Northern Wyoming Community College District	Northwest College	Western Wyoming Community College	Community College Subtotal	University of Wyoming	Grand Total
PROVISIONAL OPPORTUNITY	Students	36	14	15	21	10	20	12	128	0	128
	Received Cert/Degree	7	1	3	1	4	2	3	21	0	21
	Percent	19.4%	7.1%	20.0%	4.8%	40.0%	10.0%	25.0%	16.4%	0.0%	16.4%
OPPORTUNITY	Students	108	26	8	66	39	39	54	340	212	552
	Received Cert/Degree	31	9	1	12	7	10	16	86	3	89
	Percent	28.7%	34.6%	12.5%	18.2%	17.9%	25.6%	29.6%	25.3%	1.4%	16.1%
PERFORMANCE	Students	83	28	17	59	48	57	55	347	341	688
	Received Cert/Degree	33	12	6	17	18	25	33	144	1	145
	Percent	39.8%	42.9%	35.3%	28.8%	37.5%	43.9%	60.0%	41.5%	0.3%	21.1%
HONORS	Students	31	5	4	17	26	21	19	123	366	489
	Received Cert/Degree	22	3	7	10	14	13	17	86	1	87
	Percent	71.0%	60.0%	175.0%	58.8%	53.8%	61.9%	89.5%	69.9%	0.3%	17.8%
Total	Students	258	73	44	163	123	137	140	938	919	1,857
	Received Cert/Degree	93	25	17	40	43	50	69	337	5	342
	Percent	36.0%	34.2%	38.6%	24.5%	35.0%	36.5%	49.3%	35.9%	0.5%	18.4%



Wyoming Department of Education

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Hathaway Scholarship Statistics

2008/09

2007-08 Cohort
("Sophomores")

10/30/2009

Table of Contents

Reports

Persistence

Persistence Rate by Institution and Scholarship Level	2
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Retention

Retention Rate by Institution and Scholarship Level	3
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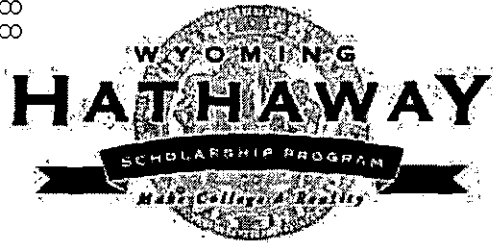
Loss of Eligibility

All Students who Lost Eligibility	By Institution and Scholarship Level.....	5
	By Instructional Program.....	6
Students who Failed to Complete the Required Minimum Non-Remedial Credit Hours		
	By Institution and Scholarship Level.....	8
	By Instructional Program.....	9
Students who Failed to Meet the Required Cumulative Grade Point Average (GPA)		
	By Institution and Scholarship Level.....	11
	By Instructional Program.....	12
Students who Failed to Meet Cumulative Grade Point Average AND Credit Hours		
	By Institution and Scholarship Level.....	14
	By Instructional Program.....	15
Students who Failed to Maintain Continuous Enrollment		
	By Institution and Scholarship Level.....	17
	By Instructional Program.....	18

Table of Contents

Students who Lost Eligibility and Qualified through HS Graduation – GPA and ACT Scores	
By Institution and Scholarship Level.....	20
By Instructional Program.....	21
Students who Lost Eligibility and Qualified through HS Graduation – GPA and WorkKeys Scores	
By Scholarship Level.....	23
Students who Lost Eligibility and Qualified through GED and ACT Scores	
By Scholarship Level.....	24
Students who Lost Eligibility and Qualified through A Home Based Education Program ACT Scores	
By Scholarship Level.....	25
Graduation	
Students who Graduated within Two Years	
By Institution and Scholarship Level.....	27

Persistence and Retention Rates



Cohort 2 ("Sophomores")
Students who Initiated the Scholarship in 2007-08

Persistence Rates
by Institution and Scholarship Level

Statutory Reference: 21-16-1308(c)(iii)

Persistence Rate means for each cohort of students, receiving Hathaway Scholarships in a given fall or spring term, the proportion continuing to receive Hathaway Scholarships the following fall term at any eligible institution. This report shows the percentage of the second Cohort of Hathaway students receiving the scholarship in fall-08 (excludes students who reached 48 hours at a community college or received a degree during the 2007-08 school year). A student not receiving the scholarship in fall-08 does not necessarily mean he/she did not enroll.

Students are assigned to the last institution he/she attended prior to the 2008-09 school year.

		Casper College	Central Wyoming College	Eastern Wyoming College	Laramie County Community College	Northern Wyoming Community College District	Northwest College	Western Wyoming Community College	Community College Subtotal	University of Wyoming	Grand Total
PROVISIONAL OPPORTUNITY	07/08 Hath. Students	53	14	19	32	27	28	14	187	0	187
	Received \$ in Fall 08	16	4	9	17	11	12	9	78	0	78
	Percent	30.2%	28.6%	47.4%	53.1%	40.7%	42.9%	64.3%	41.7%	0.0%	41.7%
OPPORTUNITY	07/08 Hath. Students	123	25	19	81	58	52	69	427	141	568
	Received \$ in Fall 08	51	14	8	46	22	26	42	209	72	281
	Percent	41.5%	56.0%	42.1%	56.8%	37.9%	50.0%	60.9%	48.9%	51.1%	49.5%
PERFORMANCE	07/08 Hath. Students	151	33	26	87	59	79	76	511	344	855
	Received \$ in Fall 08	99	22	18	50	35	51	49	324	232	556
	Percent	65.6%	66.7%	69.2%	57.5%	59.3%	64.6%	64.5%	63.4%	67.4%	65.0%
HONORS	07/08 Hath. Students	36	11	12	21	20	23	26	149	368	517
	Received \$ in Fall 08	28	9	11	20	12	15	17	112	319	431
	Percent	77.8%	81.8%	91.7%	95.2%	60.0%	65.2%	65.4%	75.2%	86.7%	83.4%
Total	07/08 Hath. Students	363	83	76	221	164	182	185	1,274	853	2,127
	Received \$ in Fall 08	194	49	46	133	80	104	117	723	623	1,346
	Percent	53.4%	59.0%	60.5%	60.2%	48.8%	57.1%	63.2%	56.8%	73.0%	63.3%



Cohort 2 ("Sophomores")
Students who Initiated the Scholarship in 2007-08

Retention Rates
by Institution and Scholarship Level

Statutory Reference: 21-16-1308(c)(i)

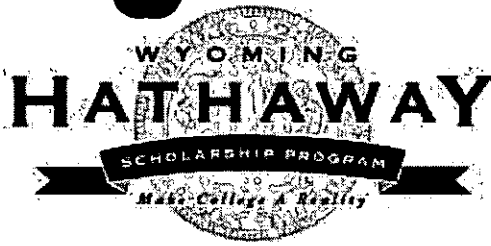
Retention Rate means the measure of the rate of continuous enrollment of a cohort of students from one semester to the next.

In this report, the fall enrollment counts include students who did not receive the scholarship but used the semester to regain eligibility. It excludes students who graduated in the fall, or students who "used up" their 48 Hathaway hours at a community college at the end of the fall semester and did not continue.

The students are assigned to the college they were enrolled in during the fall semester. However, they did not necessarily enroll in the same institution in the spring.

		Casper College	Central Wyoming College	Eastern Wyoming College	Laramie County Community College	Northern Wyoming Community College District	Northwest College	Western Wyoming Community College	Community College Subtotal	University of Wyoming	Grand Total
PROVISIONAL OPPORTUNITY	Fall Enrollment	25	7	12	23	11	19	9	106	0	106
	Continuing in Spring	22	5	11	18	10	17	5	88	0	88
	Retention Rate	88.0%	71.4%	91.7%	78.3%	90.9%	89.5%	55.6%	83.0%	0.0%	83.0%
OPPORTUNITY	Fall Enrollment	87	20	9	61	35	40	43	295	136	431
	Continuing in Spring	80	19	8	52	28	37	39	263	109	372
	Retention Rate	92.0%	95.0%	88.9%	85.2%	80.0%	92.5%	90.7%	89.2%	80.1%	86.3%
PERFORMANCE	Fall Enrollment	106	22	15	51	45	58	53	350	257	607
	Continuing in Spring	97	18	13	43	39	51	48	309	219	528
	Retention Rate	91.5%	81.8%	86.7%	84.3%	86.7%	87.9%	90.6%	88.3%	85.2%	87.0%
HONORS	Fall Enrollment	23	9	9	19	17	17	20	114	329	443
	Continuing in Spring	20	9	9	19	14	17	20	108	315	423
	Retention Rate	87.0%	100.0%	100.0%	100.0%	82.4%	100.0%	100.0%	94.7%	95.7%	95.5%
Total	Fall Enrollment	241	58	45	154	108	134	125	865	722	1,587
	Continuing in Spring	219	51	41	132	91	122	112	768	643	1,411
	Retention Rate	90.9%	87.9%	91.1%	85.7%	84.3%	91.0%	89.6%	88.8%	89.1%	88.9%

Loss of Eligibility



Cohort 2 ("Sophomores")
Students who Initiated the Scholarship in 2007-08

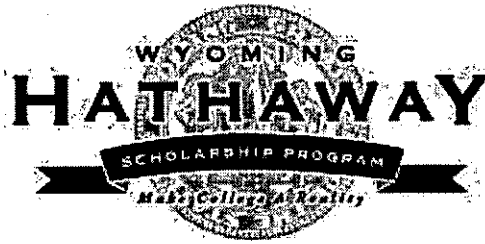
Overall Loss of Eligibility After 2nd Year
by Institution and Scholarship Level

Statutory Reference: 21-16-1308(c)(ii)

For reporting purposes, students who had not yet regained eligibility, or students who discontinued receiving Hathaway after receiving a certificate/degree, or after "using up" their 48 scholarship hours at a community college, are not considered students who can lose eligibility.

A student enrolling in more than one institution during the year is only counted once and is assigned to the last institution he/she enrolled in within the school year.

		Casper College	Central Wyoming College	Eastern Wyoming College	Laramie County Community College	Northern Wyoming Community College District	Northwest College	Western Wyoming Community College	Community College Subtotal	University of Wyoming	Grand Total
PROVISIONAL OPPORTUNITY	Students	31	9	10	16	11	16	10	103	0	103
	Lost Eligibility	11	6	1	7	2	8	5	40	0	40
	Percent	35.5%	66.7%	10.0%	43.8%	18.2%	50.0%	50.0%	38.8%	0.0%	38.8%
OPPORTUNITY	Students	76	16	12	59	33	30	47	273	110	383
	Lost Eligibility	25	0	2	24	8	7	13	79	38	117
	Percent	32.9%	0.0%	16.7%	40.7%	24.2%	23.3%	27.7%	28.9%	34.5%	30.5%
PERFORMANCE	Students	102	21	17	54	38	50	57	339	256	595
	Lost Eligibility	17	7	1	20	13	8	15	81	45	126
	Percent	16.7%	33.3%	5.9%	37.0%	34.2%	16.0%	26.3%	23.9%	17.6%	21.2%
HONORS	Students	23	9	9	21	14	22	22	120	340	460
	Lost Eligibility	6	2	0	1	3	3	2	17	25	42
	Percent	26.1%	22.2%	0.0%	4.8%	21.4%	13.6%	9.1%	14.2%	7.4%	9.1%
Total	Students	232	55	48	150	96	118	136	835	706	1,541
	Lost Eligibility	59	15	4	52	26	26	35	217	108	325
	Percent	25.4%	27.3%	8.3%	34.7%	27.1%	22.0%	25.7%	26.0%	15.3%	21.1%



Cohort 2 ("Sophomores")
Students who Initiated the Scholarship in 2007-08

Overall Loss of Eligibility After 2nd Year
by Instructional Program

Statutory Reference: 21-16-1308(c)(ii)

For reporting purposes, students who had not yet regained eligibility, or students who discontinued receiving Hathaway after receiving a certificate/degree, or after "using up" their 48 scholarship hours at a community college, are not considered students who can lose eligibility.

Due to confidentiality, individual rates not provided where there are low group counts. Individual rates will be provided to stakeholders upon request.

<u>Instructional Program</u>	<u>Students</u>	<u>Lost Eligibility</u>	<u>Percent</u>
Agricultural Sciences			
Agriculture, Agriculture Operations, and Related Sciences	65	6	9.2%
Architecture and Related Services			
Area, Ethnic, Cultural, and Gender Studies			
Biological and Biomedical Sciences	54	8	14.8%
Business, Management, Marketing, and Related Support Services	145	31	21.4%
Communication, Journalism, and Related Programs	35	4	11.4%
Computer and Information Sciences and Support Services	21	5	23.8%
Construction Trades			
Education	181	33	18.2%
Engineering	112	23	20.5%
Engineering Technologies/Technicians	16	2	12.5%
English Language and Literature/Letters	33	10	30.3%
Family and Consumer Sciences/Human Sciences	18	2	11.1%
Foreign languages, literatures, and Linguistics			

Instructional Program

	<u>Students</u>	<u>Lost Eligibility</u>	<u>Percent</u>
Health Professions and Related Clinical Sciences	190	40	21.1%
History	9	2	22.2%
Legal Professions and Studies	7	2	28.6%
Liberal Arts and Sciences, General Studies and Humanities	161	47	29.2%
Mathematics and Statistics	13	3	23.1%
Mechanic and Repair Technologies/Technicians	24	9	37.5%
Multi/Interdisciplinary Studies	31	13	41.9%
Natural Resources and Conservation			
Parks, Recreation, Leisure, and Fitness Studies	42	3	7.1%
Personal and Culinary Services	8	0	0.0%
Philosophy and Religious Studies			
Physical Sciences	27	3	11.1%
Precision Production	31	9	29.0%
Psychology	59	13	22.0%
Public Administration and Social Service Professions	10	2	20.0%
Security and Protective Services	36	7	19.4%
Social Sciences	69	10	14.5%
Transportation and Materials Moving			
Undeclared or Unknown	11	8	72.7%
Visual and Performing Arts	111	26	23.4%
Grand Total	1,541	325	21.1%



Cohort 2 ("Sophomores")
Students who Initiated the Scholarship in 2007-08

Loss of Eligibility - Credit Hours Not Met
by Institution and Scholarship Level

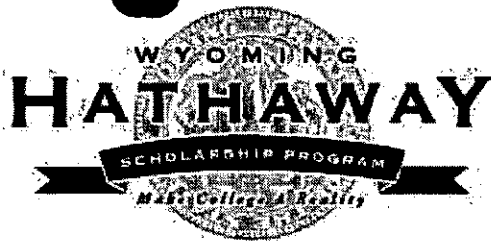
Statutory Reference: 21-16-1308(c)(ii)

This report includes students who lost eligibility due to not meeting the required credit hours during the academic year (2008-09).

For reporting purposes, students who had not yet regained eligibility, or students who discontinued receiving Hathaway after receiving a certificate/degree, or after "using up" their 48 scholarship hours at a community college, are not considered students who can lose eligibility.

A student enrolling in more than one institution during the year is only counted once and is assigned to the last institution he/she enrolled in within the school year.

		Casper College	Central Wyoming College	Eastern Wyoming College	Laramie County Community College	Northern Wyoming Community College District	Northwest College	Western Wyoming Community College	Community College Subtotal	University of Wyoming	Grand Total
PROVISIONAL OPPORTUNITY	Students	31	9	10	16	11	16	10	103	0	103
	Lost Eligibility	1	1	0	2	0	2	0	6	0	6
	Percent	3.2%	11.1%	0.0%	12.5%	0.0%	12.5%	0.0%	5.8%	0.0%	5.8%
OPPORTUNITY	Students	76	16	12	59	33	30	47	273	110	383
	Lost Eligibility	11	0	0	11	2	5	6	35	5	40
	Percent	14.5%	0.0%	0.0%	18.6%	6.1%	16.7%	12.8%	12.8%	4.5%	10.4%
PERFORMANCE	Students	102	21	17	54	38	50	57	339	256	595
	Lost Eligibility	6	2	0	7	5	2	7	29	9	38
	Percent	5.9%	9.5%	0.0%	13.0%	13.2%	4.0%	12.3%	8.6%	3.5%	6.4%
HONORS	Students	23	9	9	21	14	22	22	120	340	460
	Lost Eligibility	2	1	0	1	0	0	2	6	4	10
	Percent	8.7%	11.1%	0.0%	4.8%	0.0%	0.0%	9.1%	5.0%	1.2%	2.2%
Total	Students	232	55	48	150	96	118	136	835	706	1,541
	Lost Eligibility	20	4	0	21	7	9	15	76	18	94
	Percent	8.6%	7.3%	0.0%	14.0%	7.3%	7.6%	11.0%	9.1%	2.5%	6.1%



Cohort 2 ("Sophomores")
Students who Initiated the Scholarship in 2007-08

**Loss of Eligibility - Credit Hours Not Met
 by Instructional Program**

Statutory Reference: 21-16-1308(c)(ii)

This report includes students who lost eligibility due to not meeting the required credit hours during the academic year (2008-09).

For reporting purposes, students who had not yet regained eligibility, or students who discontinued receiving Hathaway after receiving a certificate/degree, or after "using up" their 48 scholarship hours at a community college, are not considered students who can lose eligibility.

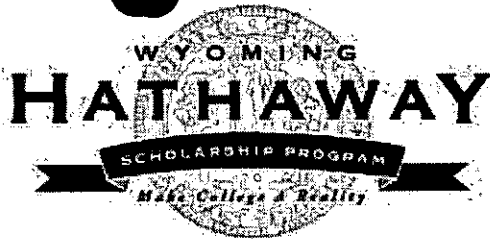
Due to confidentiality, individual rates not provided where there are low group counts. Individual rates will be provided to stakeholders upon request.

Instructional Program

	<u>Students</u>	<u>Lost Eligibility</u>	<u>Percent</u>
Agricultural Sciences			
Agriculture, Agriculture Operations, and Related Sciences	65	3	4.6%
Architecture and Related Services			
Area, Ethnic, Cultural, and Gender Studies			
Biological and Biomedical Sciences	54	2	3.7%
Business, Management, Marketing, and Related Support Services	145	7	4.8%
Communication, Journalism, and Related Programs	35	1	2.9%
Computer and Information Sciences and Support Services	21	1	4.8%
Construction Trades			
Education	181	15	8.3%
Engineering	112	4	3.6%
Engineering Technologies/Technicians	16	1	6.3%
English Language and Literature/Letters	33	4	12.1%
Family and Consumer Sciences/Human Sciences	18	0	0.0%
Foreign languages, literatures, and Linguistics			

Instructional Program

	Students	Lost Eligibility	Percent
Health Professions and Related Clinical Sciences	190	16	8.4%
History	9	0	0.0%
Legal Professions and Studies	7	0	0.0%
Liberal Arts and Sciences, General Studies and Humanities	161	12	7.5%
Mathematics and Statistics	13	2	15.4%
Mechanic and Repair Technologies/Technicians	24	2	8.3%
Multi/Interdisciplinary Studies	31	2	6.5%
Natural Resources and Conservation			
Parks, Recreation, Leisure, and Fitness Studies	42	1	2.4%
Personal and Culinary Services	8	0	0.0%
Philosophy and Religious Studies			
Physical Sciences	27	0	0.0%
Precision Production	31	1	3.2%
Psychology	59	4	6.8%
Public Administration and Social Service Professions	10	0	0.0%
Security and Protective Services	36	1	2.8%
Social Sciences	69	2	2.9%
Transportation and Materials Moving			
Undeclared or Unknown	11	5	45.5%
Visual and Performing Arts	111	7	6.3%
Grand Total	1,541	94	6.1%



Cohort 2 ("Sophomores")
Students who Initiated the Scholarship in 2007-08

Loss of Eligibility - GPA Not Met
by Institution and Scholarship Level

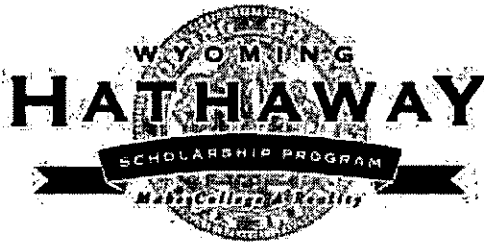
Statutory Reference: 21-16-1308(c)(ii)

This report includes students who lost eligibility due to not meeting the required GPA during the academic year (2008-09).

For reporting purposes, students who had not yet regained eligibility, or students who discontinued receiving Hathaway after receiving a certificate/degree, or after "using up" their 48 scholarship hours at a community college, are not considered students who can lose eligibility.

A student enrolling in more than one institution during the year is only counted once and is assigned to the last institution he/she enrolled in within the school year.

		Casper College	Central Wyoming College	Eastern Wyoming College	Laramie County Community College	Northern Wyoming Community College District	Northwest College	Western Wyoming Community College	Community College Subtotal	University of Wyoming	Grand Total
PROVISIONAL OPPORTUNITY	Students	31	9	10	16	11	16	10	103	0	103
	Lost Eligibility	0	1	1	2	0	1	0	5	0	5
	Percent	0.0%	11.1%	10.0%	12.5%	0.0%	6.3%	0.0%	4.9%	0.0%	4.9%
OPPORTUNITY	Students	76	16	12	59	33	30	47	273	110	383
	Lost Eligibility	1	0	0	1	0	0	0	2	14	16
	Percent	1.3%	0.0%	0.0%	1.7%	0.0%	0.0%	0.0%	0.7%	12.7%	4.2%
PERFORMANCE	Students	102	21	17	54	38	50	57	339	256	595
	Lost Eligibility	0	0	0	0	0	0	0	0	8	8
	Percent	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	3.1%	1.3%
HONORS	Students	23	9	9	21	14	22	22	120	340	460
	Lost Eligibility	0	0	0	0	0	0	0	0	5	5
	Percent	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.5%	1.1%
Total	Students	232	55	48	150	96	118	136	835	706	1,541
	Lost Eligibility	1	1	1	3	0	1	0	7	27	34
	Percent	0.4%	1.8%	2.1%	2.0%	0.0%	0.8%	0.0%	0.8%	3.8%	2.2%



Cohort 2 ("Sophomores")
Students who Initiated the Scholarship in 2007-08

**Loss of Eligibility - GPA Not Met
 by Instructional Program**

Statutory Reference: 21-16-1308(c)(ii)

This report includes students who lost eligibility due to not meeting the required GPA during the academic year (2008-09).

For reporting purposes, students who had not yet regained eligibility, or students who discontinued receiving Hathaway after receiving a certificate/degree, or after "using up" their 48 scholarship hours at a community college, are not considered students who can lose eligibility.

Due to confidentiality, individual rates not provided where there are low group counts. Individual rates will be provided to stakeholders upon request.

<u>Instructional Program</u>	<u>Students</u>	<u>Lost Eligibility</u>	<u>Percent</u>
Agricultural Sciences			
Agriculture, Agriculture Operations, and Related Sciences	65	2	3.1%
Architecture and Related Services			
Area, Ethnic, Cultural, and Gender Studies			
Biological and Biomedical Sciences	54	0	0.0%
Business, Management, Marketing, and Related Support Services	145	1	0.7%
Communication, Journalism, and Related Programs	35	1	2.9%
Computer and Information Sciences and Support Services	21	1	4.8%
Construction Trades			
Education	181	1	0.6%
Engineering	112	7	6.3%
Engineering Technologies/Technicians	16	0	0.0%
English Language and Literature/Letters	33	1	3.0%
Family and Consumer Sciences/Human Sciences	18	1	5.6%
Foreign languages, literatures, and Linguistics			

Instructional Program

	<u>Students</u>	<u>Lost Eligibility</u>	<u>Percent</u>
Health Professions and Related Clinical Sciences	190	4	2.1%
History	9	0	0.0%
Legal Professions and Studies	7	0	0.0%
Liberal Arts and Sciences, General Studies and Humanities	161	5	3.1%
Mathematics and Statistics	13	1	7.7%
Mechanic and Repair Technologies/Technicians	24	0	0.0%
Multi/Interdisciplinary Studies	31	1	3.2%
Natural Resources and Conservation			
Parks, Recreation, Leisure, and Fitness Studies	42	0	0.0%
Personal and Culinary Services	8	0	0.0%
Philosophy and Religious Studies			
Physical Sciences	27	0	0.0%
Precision Production	31	1	3.2%
Psychology	59	2	3.4%
Public Administration and Social Service Professions	10	1	10.0%
Security and Protective Services	36	1	2.8%
Social Sciences	69	1	1.4%
Transportation and Materials Moving			
Undeclared or Unknown	11	0	0.0%
Visual and Performing Arts	111	2	1.8%
Grand Total	1,541	34	2.2%



Cohort 2 ("Sophomores")
Students who Initiated the Scholarship in 2007-08

Loss of Eligibility - Credit Hours and GPA Not Met
by Institution and Scholarship Level

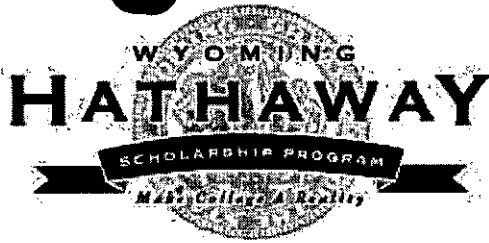
Statutory Reference: 21-16-1308(c)(ii)

This report includes all students who lost eligibility due to not meeting the required credit hours and GPA during the academic year (2008-09).

For reporting purposes, students who had not yet regained eligibility, or students who discontinued receiving Hathaway after receiving a certificate/degree, or after "using up" their 48 scholarship hours at a community college, are not considered students who can lose eligibility.

A student enrolling in more than one institution during the year is only counted once and is assigned to the last institution he/she enrolled in within the school year.

		Casper College	Central Wyoming College	Eastern Wyoming College	Laramie County Community College	Northern Wyoming Community College District	Northwest College	Western Wyoming Community College	Community College Subtotal	University of Wyoming	Grand Total
PROVISIONAL OPPORTUNITY	Students	31	9	10	16	11	16	10	103	0	103
	Lost Eligibility	0	0	0	1	0	2	0	3	0	3
	Percent	0.0%	0.0%	0.0%	6.3%	0.0%	12.5%	0.0%	2.9%	0.0%	2.9%
OPPORTUNITY	Students	76	16	12	59	33	30	47	273	110	383
	Lost Eligibility	3	0	1	5	0	2	0	11	8	19
	Percent	3.9%	0.0%	8.3%	8.5%	0.0%	6.7%	0.0%	4.0%	7.3%	5.0%
PERFORMANCE	Students	102	21	17	54	38	50	57	339	256	595
	Lost Eligibility	2	0	0	4	0	2	0	8	10	18
	Percent	2.0%	0.0%	0.0%	7.4%	0.0%	4.0%	0.0%	2.4%	3.9%	3.0%
HONORS	Students	23	9	9	21	14	22	22	120	340	460
	Lost Eligibility	1	0	0	0	0	0	0	1	5	6
	Percent	4.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.8%	1.5%	1.3%
Total	Students	232	55	48	150	96	118	136	835	706	1,541
	Lost Eligibility	6	0	1	10	0	6	0	23	23	46
	Percent	2.6%	0.0%	2.1%	6.7%	0.0%	5.1%	0.0%	2.8%	3.3%	3.0%



Cohort 2 ("Sophomores")
Students who Initiated the Scholarship in 2007-08

**Loss of Eligibility - Credit Hours and GPA Not Met
 by Instructional Program**

Statutory Reference: 21-16-1308(c)(ii)

This report includes all students who lost eligibility due to not meeting the required credit hours and GPA during the academic year (2008-09).

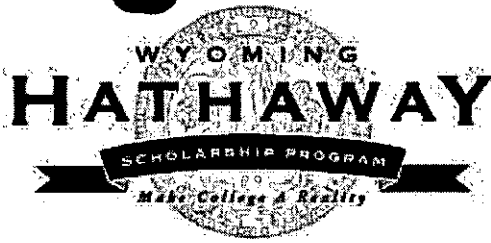
For reporting purposes, students who had not yet regained eligibility, or students who discontinued receiving Hathaway after receiving a certificate/degree, or after "using up" their 48 scholarship hours at a community college, are not considered students who can lose eligibility.

Due to confidentiality, individual rates not provided where there are low group counts. Individual rates will be provided to stakeholders upon request.

<u>Instructional Program</u>	<u>Students</u>	<u>Lost Eligibility</u>	<u>Percent</u>
Agricultural Sciences			
Agriculture, Agriculture Operations, and Related Sciences	65	0	0.0%
Architecture and Related Services			
Area, Ethnic, Cultural, and Gender Studies			
Biological and Biomedical Sciences	54	0	0.0%
Business, Management, Marketing, and Related Support Services	145	7	4.8%
Communication, Journalism, and Related Programs	35	0	0.0%
Computer and Information Sciences and Support Services	21	1	4.8%
Construction Trades			
Education	181	3	1.7%
Engineering	112	4	3.6%
Engineering Technologies/Technicians	16	0	0.0%
English Language and Literature/Letters	33	0	0.0%
Family and Consumer Sciences/Human Sciences	18	0	0.0%
Foreign languages, literatures, and Linguistics			

Instructional Program

	<u>Students</u>	<u>Lost Eligibility</u>	<u>Percent</u>
Health Professions and Related Clinical Sciences	190	6	3.2%
History	9	0	0.0%
Legal Professions and Studies	7	0	0.0%
Liberal Arts and Sciences, General Studies and Humanities	161	4	2.5%
Mathematics and Statistics	13	0	0.0%
Mechanic and Repair Technologies/Technicians	24	0	0.0%
Multi/Interdisciplinary Studies	31	4	12.9%
Natural Resources and Conservation			
Parks, Recreation, Leisure, and Fitness Studies	42	1	2.4%
Personal and Culinary Services	8	0	0.0%
Philosophy and Religious Studies			
Physical Sciences	27	2	7.4%
Precision Production	31	0	0.0%
Psychology	59	3	5.1%
Public Administration and Social Service Professions	10	1	10.0%
Security and Protective Services	36	0	0.0%
Social Sciences	69	2	2.9%
Transportation and Materials Moving			
Undeclared or Unknown	11	2	18.2%
Visual and Performing Arts	111	5	4.5%
Grand Total	1,541	46	3.0%



Cohort 2 ("Sophomores")

Students who Initiated the Scholarship in 2007-08

Loss of Eligibility - Failed Continuous Enrollment by Institution and Scholarship Level

Statutory Reference: 21-16-1308(c)(ii)

This report includes all students who lost eligibility due to not meeting the the continuous enrollment requirement.

For reporting purposes, students who had not yet regained eligibility, or students who discontinued receiving Hathaway after receiving a certificate/degree, or after "using up" their 48 scholarship hours at a community college, are not considered students who can lose eligibility.

		Casper College	Central Wyoming College	Eastern Wyoming College	Laramie County Community College	Northern Wyoming Community College District	Northwest College	Western Wyoming Community College	Community College Subtotal	University of Wyoming	Grand Total
PROVISIONAL OPPORTUNITY	Students	31	9	10	16	11	16	10	103	0	103
	Lost Eligibility	10	4	0	2	2	3	5	26	0	26
	Percent	32.3%	44.4%	0.0%	12.5%	18.2%	18.8%	50.0%	25.2%	0.0%	25.2%
OPPORTUNITY	Students	76	16	12	59	33	30	47	273	110	383
	Lost Eligibility	10	0	1	7	6	0	7	31	11	42
	Percent	13.2%	0.0%	8.3%	11.9%	18.2%	0.0%	14.9%	11.4%	10.0%	11.0%
PERFORMANCE	Students	102	21	17	54	38	50	57	339	256	595
	Lost Eligibility	9	5	1	9	8	4	8	44	18	62
	Percent	8.8%	23.8%	5.9%	16.7%	21.1%	8.0%	14.0%	13.0%	7.0%	10.4%
HONORS	Students	23	9	9	21	14	22	22	120	340	460
	Lost Eligibility	3	1	0	0	3	3	0	10	11	21
	Percent	13.0%	11.1%	0.0%	0.0%	21.4%	13.6%	0.0%	8.3%	3.2%	4.6%
Total	Students	232	55	48	150	96	118	136	835	706	1,541
	Lost Eligibility	32	10	2	18	19	10	20	111	40	151
	Percent	13.8%	18.2%	4.2%	12.0%	19.8%	8.5%	14.7%	13.3%	5.7%	9.8%



Cohort 2 ("Sophomores")
Students who Initiated the Scholarship in 2007-08

**Loss of Eligibility - Failed Continuous Enrollment
 by Instructional Program**

Statutory Reference: 21-16-1308(c)(ii)

This report includes all students who lost eligibility due to not meeting the the continuous enrollment requirement.

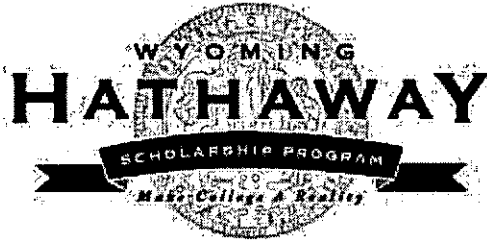
For reporting purposes, students who had not yet regained eligibility, or students who discontinued receiving Hathaway after receiving a certificate/degree, or after "using up" their 48 scholarship hours at a community college, are not considered students who can lose eligibility.

Due to confidentiality, individual rates not provided where there are low group counts. Individual rates will be provided to stakeholders upon request.

<u>Instructional Program</u>	<u>Students</u>	<u>Lost Eligibility</u>	<u>Percent</u>
Agricultural Sciences			
Agriculture, Agriculture Operations, and Related Sciences	65	1	1.5%
Architecture and Related Services			
Area, Ethnic, Cultural, and Gender Studies			
Biological and Biomedical Sciences	54	6	11.1%
Business, Management, Marketing, and Related Support Services	145	16	11.0%
Communication, Journalism, and Related Programs	35	2	5.7%
Computer and Information Sciences and Support Services	21	2	9.5%
Construction Trades			
Education	181	14	7.7%
Engineering	112	8	7.1%
Engineering Technologies/Technicians	16	1	6.3%
English Language and Literature/Letters	33	5	15.2%
Family and Consumer Sciences/Human Sciences	18	1	5.6%
Foreign languages, literatures, and Linguistics			

Instructional Program

	<u>Students</u>	<u>Lost Eligibility</u>	<u>Percent</u>
Health Professions and Related Clinical Sciences	190	14	7.4%
History	9	2	22.2%
Legal Professions and Studies	7	2	28.6%
Liberal Arts and Sciences, General Studies and Humanities	161	26	16.1%
Mathematics and Statistics	13	0	0.0%
Mechanic and Repair Technologies/Technicians	24	7	29.2%
Multi/Interdisciplinary Studies	31	6	19.4%
Natural Resources and Conservation			
Parks, Recreation, Leisure, and Fitness Studies	42	1	2.4%
Personal and Culinary Services	8	0	0.0%
Philosophy and Religious Studies			
Physical Sciences	27	1	3.7%
Precision Production	31	7	22.6%
Psychology	59	4	6.8%
Public Administration and Social Service Professions	10	0	0.0%
Security and Protective Services	36	5	13.9%
Social Sciences	69	5	7.2%
Transportation and Materials Moving			
Undeclared or Unknown	11	1	9.1%
Visual and Performing Arts	111	12	10.8%
Grand Total	1,541	151	9.8%



Cohort 2 ("Sophomores")
Students who Initiated the Scholarship in 2007-08

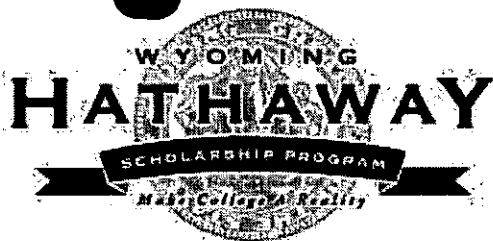
Overall Loss of Eligibility After 2nd Year
Qualified Through High School GPA and ACT
by Institution and Scholarship Level

Statutory Reference: 21-16-1308(c)(ii)

For reporting purposes, students who had not yet regained eligibility, or students who discontinued receiving Hathaway after receiving a certificate/degree, or after "using up" their 48 scholarship hours at a community college, are not considered students who can lose eligibility.

A student enrolling in more than one institution during the year is only counted once and is assigned to the last institution he/she enrolled in within the school year.

		Casper College	Central Wyoming College	Eastern Wyoming College	Laramie County Community College	Northern Wyoming Community College District	Northwest College	Western Wyoming Community College	Community College Subtotal	University of Wyoming	Grand Total
PROVISIONAL OPPORTUNITY	Students	28	8	8	14	11	13	9	91	0	91
	Lost Eligibility	9	5	1	7	2	7	4	35	0	35
	Percent	32.1%	62.5%	12.5%	50.0%	18.2%	53.8%	44.4%	38.5%	0.0%	38.5%
OPPORTUNITY	Students	74	16	12	56	33	30	47	268	109	377
	Lost Eligibility	25	0	2	22	8	7	13	77	37	114
	Percent	33.8%	0.0%	16.7%	39.3%	24.2%	23.3%	27.7%	28.7%	33.9%	30.2%
PERFORMANCE	Students	97	18	17	53	38	50	53	326	255	581
	Lost Eligibility	15	5	1	20	13	8	13	75	44	119
	Percent	15.5%	27.8%	5.9%	37.7%	34.2%	16.0%	24.5%	23.0%	17.3%	20.5%
HONORS	Students	22	9	9	20	12	21	21	114	338	452
	Lost Eligibility	5	2	0	1	2	3	1	14	25	39
	Percent	22.7%	22.2%	0.0%	5.0%	16.7%	14.3%	4.8%	12.3%	7.4%	8.6%
Total	Students	221	51	46	143	94	114	130	799	702	1,501
	Lost Eligibility	54	12	4	50	25	25	31	201	106	307
	Percent	24.4%	23.5%	8.7%	35.0%	26.6%	21.9%	23.8%	25.2%	15.1%	20.5%



Cohort 2 ("Sophomores")
Students who Initiated the Scholarship in 2007-08

Overall Loss of Eligibility After 2nd Year
Qualified Through High School GPA and ACT
by Instructional Program

Statutory Reference: 21-16-1308(c)(ii)

For reporting purposes, students who had not yet regained eligibility, or students who discontinued receiving Hathaway after receiving a certificate/degree, or after "using up" their 48 scholarship hours at a community college, are not considered students who can lose eligibility.

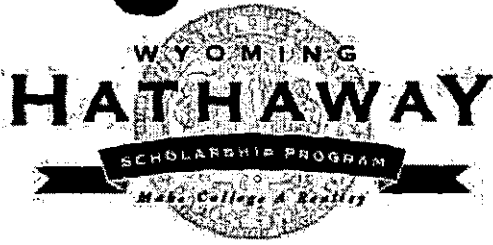
Due to confidentiality, individual rates not provided where there are low group counts. Individual rates will be provided to stakeholders upon request.

Instructional Program

	<u>Students</u>	<u>Lost Eligibility</u>	<u>Percent</u>
Agricultural Sciences			
Agriculture, Agriculture Operations, and Related Sciences	64	6	9.4%
Area, Ethnic, Cultural, and Gender Studies			
Biological and Biomedical Sciences	53	8	15.1%
Business, Management, Marketing, and Related Support Services	141	30	21.3%
Communication, Journalism, and Related Programs	34	3	8.8%
Computer and Information Sciences and Support Services	20	4	20.0%
Construction Trades			
Education	180	33	18.3%
Engineering	110	22	20.0%
Engineering Technologies/Technicians	16	2	12.5%
English Language and Literature/Letters	30	8	26.7%
Family and Consumer Sciences/Human Sciences	18	2	11.1%
Foreign languages, literatures, and Linguistics			
Health Professions and Related Clinical Sciences	187	40	21.4%

Instructional Program

	<u>Students</u>	<u>Lost Eligibility</u>	<u>Percent</u>
History	9	2	22.2%
Legal Professions and Studies	7	2	28.6%
Liberal Arts and Sciences, General Studies and Humanities	157	44	28.0%
Mathematics and Statistics	13	3	23.1%
Mechanic and Repair Technologies/Technicians	22	7	31.8%
Multi/Interdisciplinary Studies	30	12	40.0%
Natural Resources and Conservation			
Parks, Recreation, Leisure, and Fitness Studies	42	3	7.1%
Personal and Culinary Services	8	0	0.0%
Philosophy and Religious Studies			
Physical Sciences	27	3	11.1%
Precision Production	28	8	28.6%
Psychology	59	13	22.0%
Public Administration and Social Service Professions	9	2	22.2%
Security and Protective Services	34	6	17.6%
Social Sciences	68	10	14.7%
Transportation and Materials Moving			
Undeclared or Unknown	9	7	77.8%
Visual and Performing Arts	107	24	22.4%
Grand Total	1,501	307	20.5%



Cohort 2 ("Sophomores")
Students who Initiated the Scholarship in 2007-08

Overall Loss of Eligibility After 2nd Year
Qualified Through High School GPA and WorkKeys
by Institution and Scholarship Level

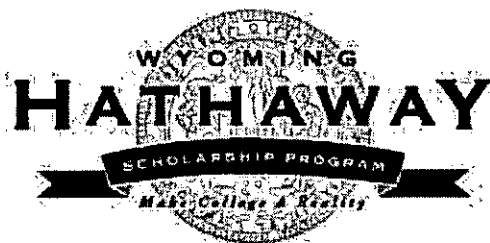
Statutory Reference: 21-16-1308(c)(ii)

For reporting purposes, students who had not yet regained eligibility, or students who discontinued receiving Hathaway after receiving a certificate/degree, or after "using up" their 48 scholarship hours at a community college, are not considered students who can lose eligibility.

A student enrolling in more than one institution during the year is only counted once and is assigned to the last institution he/she enrolled in within the school year.

Due to confidentiality, individual rates not provided due to low group counts. Individual rates will be provided to stakeholders upon request.

		Grand Total
PROVISIONAL OPPORTUNITY	Students Lost Eligibility Percent	7 2 28.6%
Total	Students Lost Eligibility Percent	7 2 28.6%



Cohort 2 ("Sophomores")
Students who Initiated the Scholarship in 2007-08

**Overall Loss of Eligibility After 2nd Year-
 Qualified Through GED and ACT
 by Institution and Scholarship Level**

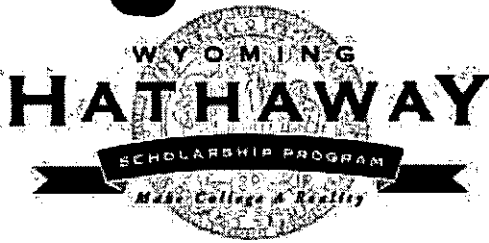
Statutory Reference: 21-16-1308(c)(ii)

For reporting purposes, students who had not yet regained eligibility, or students who discontinued receiving Hathaway after receiving a certificate/degree, or after "using up" their 48 scholarship hours at a community college, are not considered students who can lose eligibility.

A student enrolling in more than one institution during the year is only counted once and is assigned to the last institution he/she enrolled in within the school year.

Due to confidentiality, individual rates not provided due to low group counts. Individual rates will be provided to stakeholders upon request.

		Grand Total
PROVISIONAL OPPORTUNITY	Students Lost Eligibility Percent	3 2 66.7%
OPPORTUNITY	Students Lost Eligibility Percent	3 2 66.7%
PERFORMANCE	Students Lost Eligibility Percent	5 5 100.0%
HONORS	Students Lost Eligibility Percent	3 2 66.7%
Total	Students Lost Eligibility Percent	14 11 78.6%



Cohort 2 ("Sophomores")
Students who Initiated the Scholarship in 2007-08

Overall Loss of Eligibility After 2nd Year
Qualified Through a Home School Program and ACT
by Institution and Scholarship Level

Statutory Reference: 21-16-1308(c)(ii)

For reporting purposes, students who had not yet regained eligibility, or students who discontinued receiving Hathaway after receiving a certificate/degree, or after "using up" their 48 scholarship hours at a community college, are not considered students who can lose eligibility.

A student enrolling in more than one institution during the year is only counted once and is assigned to the last institution he/she enrolled in within the school year.

Due to confidentiality, individual rates not provided due to low group counts. Individual rates will be provided to stakeholders upon request.

		Grand Total
PROVISIONAL OPPORTUNITY	Students Lost Eligibility Percent	2 1 50.0%
OPPORTUNITY	Students Lost Eligibility Percent	3 1 33.3%
PERFORMANCE	Students Lost Eligibility Percent	9 2 22.2%
HONORS	Students Lost Eligibility Percent	5 1 20.0%
Total	Students Lost Eligibility Percent	19 5 26.3%

Graduation Rates



Cohort 2 ("Sophomores")
Students who Initiated the Scholarship in 2007-08

Certificate/Graduation Rates
by Institution and Scholarship Level

Statutory Reference: 21-16-1308(c)(iv)

This report shows the number and rate of students who received a certificate or degree within the first 2 years of initiating the scholarship.

The percentage is based on the original number of enrolled students from the first year of the program. A student who graduated is accounted for under the institution where the student received the certificate or degree.

		Casper College	Central Wyoming College	Eastern Wyoming College	Laramie County Community College	Northern Wyoming Community College District	Northwest College	Western Wyoming Community College	Community College Subtotal	University of Wyoming	Grand Total
PROVISIONAL OPPORTUNITY	Students	57	16	17	31	20	29	14	184	0	184
	Received Cert/Degree	7	1	3	1	4	2	0	18	0	18
	Percent	12.3%	6.3%	17.6%	3.2%	20.0%	6.9%	0.0%	9.8%	0.0%	9.8%
OPPORTUNITY	Students	135	25	20	86	65	54	68	453	164	617
	Received Cert/Degree	14	5	4	10	11	5	16	65	0	65
	Percent	10.4%	20.0%	20.0%	11.6%	16.9%	9.3%	23.5%	14.3%	0.0%	10.5%
PERFORMANCE	Students	139	31	24	82	61	73	76	486	338	824
	Received Cert/Degree	29	7	12	14	17	22	27	128	0	128
	Percent	20.9%	22.6%	50.0%	17.1%	27.9%	30.1%	35.5%	26.3%	0.0%	15.5%
HONORS	Students	32	10	9	22	21	25	24	143	370	513
	Received Cert/Degree	11	7	5	12	11	8	14	68	0	68
	Percent	34.4%	70.0%	55.6%	54.5%	52.4%	32.0%	58.3%	47.6%	0.0%	13.3%
Total	Students	363	82	70	221	167	181	182	1,266	872	2,138
	Received Cert/Degree	61	20	24	37	43	37	57	279	0	279
	Percent	16.8%	24.4%	34.3%	16.7%	25.7%	20.4%	31.3%	22.0%	0.0%	13.0%



Wyoming Department of Education

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Hathaway Scholarship Statistics 2008/09

2008-09 Cohort
("Freshmen")

10/30/2009

Table of Contents

Reports

Applicants and Enrolled Students

2008 Graduates vs. Applicants by School District.....	2
Applicants vs. Enrolled Students by Institution and Scholarship Level.....	5
Applicants vs. Enrolled Students by School District	6

Retention

Retention Rate by Institution and Scholarship Level	10
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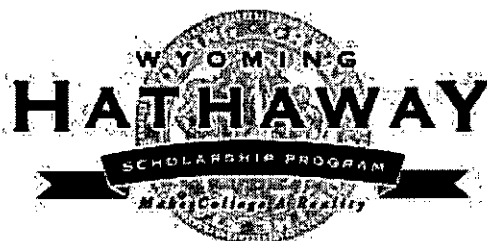
Loss of Eligibility

All Students who Lost Eligibility	By Institution and Scholarship Level.....	12
	By Instructional Program.....	13
Students who Failed to Complete the Required Minimum Non-Remedial Credit Hours		
	By Institution and Scholarship Level.....	15
	By Instructional Program.....	16
Students who Failed to Meet the Required Cumulative Grade Point Average (GPA)		
	By Institution and Scholarship Level.....	18
	By Instructional Program.....	19
Students who Failed to Meet Cumulative Grade Point Average AND Credit Hours		
	By Institution and Scholarship Level.....	21
	By Instructional Program.....	22
Students who Failed to Maintain Continuous Enrollment		
	By Institution and Scholarship Level.....	24
	By Instructional Program.....	25

Table of Contents

Students who Lost Eligibility and Qualified through HS Graduation – GPA and ACT Scores		
	By Institution and Scholarship Level.....	27
	By Instructional Program.....	28
Students who Lost Eligibility and Qualified through HS Graduation – GPA and WorkKeys Scores		
	By Scholarship Level	30
Students who Lost Eligibility and Qualified through GED and ACT Scores		
	By Scholarship Level.....	31
Students who Lost Eligibility and Qualified through A Home Based Education Program ACT Scores		
	By Scholarship Level	32
Graduation		
Students who Graduated within One Year		
	By Institution and Scholarship Level.....	34

Applicants and Enrollment



Cohort 3 ("Freshmen")
Students who Applied for the Scholarship in 2008-09

Wyoming Graduates vs. Hathaway Applicants
by School District

Statutory Reference: 21-16-1308(c)(vi)

For the 2008/09 academic year, institutions executed either a standard application process for the Hathaway Scholarship, or they applied automatic screening of all students that were admitted. For this reason, and for purposes of this report, WDE defined an applicant as "a 2006, 2007, or 2008 Wyoming High School graduate, or a Wyoming Home Schooled or GED student, who was admitted to an eligible institution during the 2007-08 school year". Each institution provided a list of students that met this definition to comply with this reporting requirement.

In this report, the Hathaway applicants are a subset of all applicants and includes 2008 Wyoming High School graduates only.

An applicant is only counted once if the student "applied" to more than one institution.

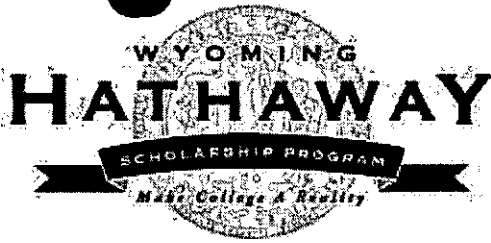
As of 10/30/2009, three non-Hathaway enrollment applicant file submissions are pending from the post secondary institutions. This report will be updated upon receipt of those records.

Due to confidentiality, individual rates not provided if graduate count is less than 6. Counts will be provided to stakeholders upon request.

District Name	2008 Graduates	Applicants	Percent
Albany #1	234	143	61.1%
Big Horn #1	45	24	53.3%
Big Horn #2	42	25	59.5%
Big Horn #3	37	21	56.8%
Big Horn #4	29	15	51.7%
Campbell #1	438	139	31.7%
Carbon #1	107	34	31.8%
Carbon #2	60	32	53.3%
Converse #1	123	67	54.5%
Converse #2	43	24	55.8%
Crook #1	98	43	43.9%
Fremont #1	121	63	52.1%
Fremont #14	18	2	11.1%
Fremont #2	23	9	39.1%
Fremont #21			

<u>District Name</u>	<u>2008 Graduates</u>	<u>Applicants</u>	<u>Percent</u>
Fremont #24	26	17	65.4%
Fremont #25	140	76	54.3%
Fremont #38			
Fremont #6	25	11	44.0%
Goshen #1	145	106	73.1%
Hot Springs #1	39	22	56.4%
Johnson #1	103	41	39.8%
Laramie #1	773	338	43.7%
Laramie #2	63	30	47.6%
Lincoln #1	39	14	35.9%
Lincoln #2	169	49	29.0%
Natrona #1	721	425	58.9%
Niobrara #1	26	17	65.4%
Park #1	116	78	67.2%
Park #16	9	7	77.8%
Park #6	171	93	54.4%
Platte #1	82	45	54.9%
Platte #2	16	13	81.3%
Sheridan #1	72	37	51.4%
Sheridan #2	219	97	44.3%
Sheridan #3	8	3	37.5%
Sublette #1	56	28	50.0%
Sublette #9	52	22	42.3%
Sweetwater #1	193	81	42.0%
Sweetwater #2	170	66	38.8%
Teton #1	163	58	35.6%
Uinta #1	208	55	26.4%
Uinta #4	51	17	33.3%
Uinta #6	47	18	38.3%
Washakie #1	86	33	38.4%
Washakie #2	8	4	50.0%

<u>District Name</u>	<u>2008</u> <u>Graduates</u>	<u>Applicants</u>	<u>Percent</u>
Weston #1	50	29	58.0%
Weston #7	15	8	53.3%
Total	5,483	2,580	47.1%



Cohort 3 ("Freshmen")

Students who Applied for the Scholarship in 2008-09

Hathaway Applicants vs. Hathaway Enrolled by Institution and Scholarship Level

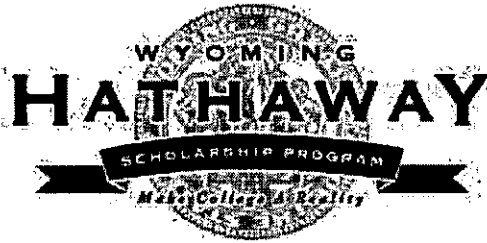
Statutory Reference: 21-16-1308(c)(vi)

For the 2008/09 academic year, institutions executed either a standard application process for the Hathaway Scholarship, or they applied automatic screening of all students that were admitted. For this reason, and for purposes of this report, WDE defined an applicant as "a 2006, 2007, or 2008 Wyoming High School graduate, or a Wyoming Home Schooled or GED student, who was admitted to an eligible institution during the 2008-09 school year". Each institution provided a list of students that met this definition to comply with this reporting requirement.

An applicant is only counted once if the student applied to more than one institution.

As of 10/30/2009, three non-Hathaway enrollment applicant file submissions are pending from the post secondary institutions. This report will be updated upon receipt of those records.

		Casper College	Central Wyoming College	Eastern Wyoming College	Laramie County Community College	Northern Wyoming Community College District	Northwest College	Western Wyoming Community College	Community College Subtotal	University of Wyoming	Grand Total
PROVISIONAL OPPORTUNITY	Enrolled	68	27	42	39	34	27	17	254	0	254
OPPORTUNITY	Enrolled	130	28	25	83	69	55	51	441	165	606
PERFORMANCE	Enrolled	163	30	25	109	89	69	69	554	365	919
HONORS	Enrolled	57	9	8	23	25	30	22	174	373	547
Total	Applicants	647	291	249	255	220	275	160	2,097	1,193	3,290
	Enrolled	418	94	100	254	217	181	159	1,423	903	2,326
	Percent	64.6%	32.3%	40.2%	99.6%	98.6%	65.8%	99.4%	67.9%	75.7%	70.7%



Cohort 3 ("Freshmen")
Students who Applied for the Scholarship in 2008-09

Hathaway Applicants vs. Hathaway Enrolled
by School District

Statutory Reference: 21-16-1308(c)(vi)

For the 2008/09 academic year, institutions executed either a standard application process for the Hathaway Scholarship, or they applied automatic screening of all students that were admitted. For this reason, and for purposes of this report, WDE defined an applicant as "a 2006, 2007, or 2008 Wyoming High School graduate, or a Wyoming Home Schooled or GED student, who was admitted to an eligible institution during the 2007-08 school year". Each institution provided a list of students that met this definition to comply with this reporting requirement.

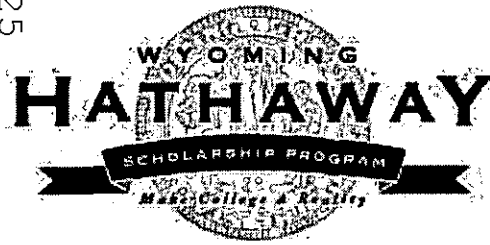
An applicant is only counted once if the student applied to more than one institution.

As of 10/30/2009, three non-Hathaway enrollment applicant file submissions are pending from the post secondary institutions. This report will be updated upon receipt of those records.

<u>District Name</u>	<u>Applicants</u>	<u>Enrolled</u>	<u>Percent</u>
Albany #1	160	136	85.0%
Big Horn #1	37	23	62.2%
Big Horn #2	28	23	82.1%
Big Horn #3	22	15	68.2%
Big Horn #4	16	9	56.3%
Campbell #1	164	137	83.5%
Carbon #1	39	26	66.7%
Carbon #2	37	33	89.2%
Converse #1	86	46	53.5%
Converse #2	28	15	53.6%
Crook #1	46	34	73.9%
Fremont #1	88	56	63.6%
Fremont #14	4	1	25.0%
Fremont #2	11	7	63.6%
Fremont #21	1	1	100.0%

<u>District Name</u>	<u>Applicants</u>	<u>Enrolled</u>	<u>Percent</u>
Fremont #24	18	15	83.3%
Fremont #25	100	60	60.0%
Fremont #6	14	12	85.7%
GED	172	25	14.5%
Goshen #1	130	92	70.8%
Home School	39	30	76.9%
Hot Springs #1	31	18	58.1%
Johnson #1	47	35	74.5%
Laramie #1	377	312	82.8%
Laramie #2	34	31	91.2%
Lincoln #1	17	15	88.2%
Lincoln #2	55	39	70.9%
Natrona #1	476	342	71.8%
Niobrara #1	23	12	52.2%
No School District	83	23	27.7%
Park #1	89	68	76.4%
Park #16	7	6	85.7%
Park #6	104	73	70.2%
Platte #1	52	41	78.8%
Platte #2	14	9	64.3%
Sheridan #1	40	39	97.5%
Sheridan #2	115	105	91.3%
Sheridan #3	3	3	100.0%
Sublette #1	31	23	74.2%
Sublette #9	23	18	78.3%
Sweetwater #1	93	82	88.2%
Sweetwater #2	74	65	87.8%
Teton #1	69	30	43.5%
Uinta #1	60	41	68.3%
Uinta #4	20	12	60.0%
Uinta #6	22	21	95.5%

<u>District Name</u>	<u>Applicants</u>	<u>Enrolled</u>	<u>Percent</u>
Washakie #1	42	29	69.0%
Washakie #2	4	4	100.0%
Weston #1	36	25	69.4%
Weston #7	9	9	100.0%
Total	3,290	2,326	70.7%



Cohort 3 ("Freshman")

Students who Initiated the Scholarship in 2008-09

Retention Rates by Institution and Scholarship Level

Statutory Reference: 21-16-1308(c)(i)

Retention Rate means the measure of the rate of continuous enrollment of a cohort of students from one semester to the next.

The students are assigned to the college they were enrolled in during the fall semester. However, they did not necessarily enroll in the same institution in the spring.

		Casper College	Central Wyoming College	Eastern Wyoming College	Laramie County Community College	Northern Wyoming Community College District	Northwest College	Western Wyoming Community College	Community College Subtotal	University of Wyoming	Grand Total
PROVISIONAL OPPORTUNITY	Fall Enrollment	56	24	35	31	31	22	9	208	0	208
	Continuing in Spring	51	20	26	24	27	20	7	175	0	175
	Retention Rate	91.1%	83.3%	74.3%	77.4%	87.1%	90.9%	77.8%	84.1%	0.0%	84.1%
OPPORTUNITY	Fall Enrollment	113	23	23	71	63	51	42	386	159	545
	Continuing in Spring	98	20	19	60	53	38	31	319	145	464
	Retention Rate	86.7%	87.0%	82.6%	84.5%	84.1%	74.5%	73.8%	82.6%	91.2%	85.1%
PERFORMANCE	Fall Enrollment	147	28	22	95	85	60	58	495	352	847
	Continuing in Spring	136	22	20	90	78	55	49	450	332	782
	Retention Rate	92.5%	78.6%	90.9%	94.7%	91.8%	91.7%	84.5%	90.9%	94.3%	92.3%
HONORS	Fall Enrollment	55	9	7	19	21	25	21	157	364	521
	Continuing in Spring	54	9	7	19	20	23	19	151	357	508
	Retention Rate	98.2%	100.0%	100.0%	100.0%	95.2%	92.0%	90.5%	96.2%	98.1%	97.5%
Total	Fall Enrollment	371	84	87	216	200	158	130	1,246	875	2,121
	Continuing in Spring	339	71	72	193	178	136	106	1,095	834	1,929
	Retention Rate	91.4%	84.5%	82.8%	89.4%	89.0%	86.1%	81.5%	87.9%	95.3%	90.9%

Loss of Eligibility



Cohort 3 ("Freshmen")
Students who Initiated the Scholarship in 2008-09

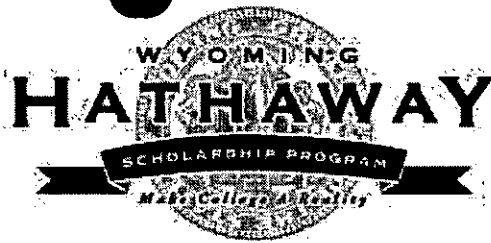
Overall Loss of Eligibility After 1st Year
by Institution and Scholarship Level

Statutory Reference: 21-16-1308(c)(ii)

The percentages are based on the enrollment count for the 2008-09 school year.

A student enrolling in more than one institution during the year is only counted once and is assigned to the last institution he/she enrolled in within the school year.

		Casper College	Central Wyoming College	Eastern Wyoming College	Laramie County Community College	Northern Wyoming Community College District	Northwest College	Western Wyoming Community College	Community College Subtotal	University of Wyoming	Grand Total
PROVISIONAL OPPORTUNITY	Students	68	27	42	39	34	27	17	254	0	254
	Lost Eligibility	37	13	19	21	14	14	10	128	0	128
	Percent	54.4%	48.1%	45.2%	53.8%	41.2%	51.9%	58.8%	50.4%	0.0%	50.4%
OPPORTUNITY	Students	130	28	25	83	69	55	51	441	165	606
	Lost Eligibility	53	9	9	41	35	21	26	194	96	290
	Percent	40.8%	32.1%	36.0%	49.4%	50.7%	38.2%	51.0%	44.0%	58.2%	47.9%
PERFORMANCE	Students	163	30	25	109	89	69	69	554	365	919
	Lost Eligibility	42	15	9	45	29	24	23	187	120	307
	Percent	25.8%	50.0%	36.0%	41.3%	32.6%	34.8%	33.3%	33.8%	32.9%	33.4%
HONORS	Students	57	9	8	23	25	30	22	174	373	547
	Lost Eligibility	5	1	1	3	4	5	3	22	40	62
	Percent	8.8%	11.1%	12.5%	13.0%	16.0%	16.7%	13.6%	12.6%	10.7%	11.3%
Total	Students	418	94	100	254	217	181	159	1,423	903	2,326
	Lost Eligibility	137	38	38	110	82	64	62	531	256	787
	Percent	32.8%	40.4%	38.0%	43.3%	37.8%	35.4%	39.0%	37.3%	28.3%	33.8%



Cohort 3 ("Freshmen")
Students who Initiated the Scholarship in 2008-09

**Overall Loss of Eligibility After 1st Year-
 by Instructional Program**

Statutory Reference: 21-16-1308(c)(ii)

Percentages are based on the enrollment count for the 2008-09 school year.

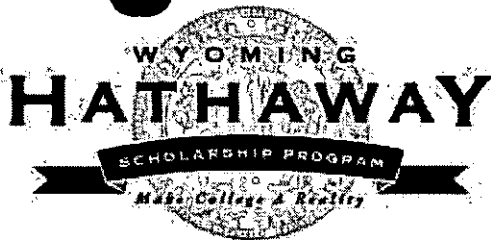
Due to confidentiality, individual rates not provided where there are low group counts. Individual rates will be provided to stakeholders upon request.

Instructional Program

	<u>Students</u>	<u>Lost Eligibility</u>	<u>Percent</u>
Agriculture, Agriculture Operations, and Related Sciences	75	18	24.0%
Biological and Biomedical Sciences	86	22	25.6%
Business, Management, Marketing, and Related Support Services	215	79	36.7%
Communication, Journalism, and Related Programs	42	16	38.1%
Computer and Information Sciences and Support Services	39	18	46.2%
Construction Trades	11	1	9.1%
Education	260	88	33.8%
Engineering	172	47	27.3%
Engineering Technologies/Technicians	16	1	6.3%
English Language and Literature/Letters	31	9	29.0%
Family and Consumer Sciences/Human Sciences	28	6	21.4%
Foreign languages, literatures, and Linguistics	9	0	0.0%
Health Professions and Related Clinical Sciences	284	111	39.1%
History	13	3	23.1%
Legal Professions and Studies	13	6	46.2%

Instructional Program

	<u>Students</u>	<u>Lost Eligibility</u>	<u>Percent</u>
Liberal Arts and Sciences, General Studies and Humanities	363	157	43.3%
Mathematics and Statistics	16	3	18.8%
Mechanic and Repair Technologies/Technicians	31	9	29.0%
Multi/Interdisciplinary Studies	59	21	35.6%
Natural Resources and Conservation	14	4	28.6%
Parks, Recreation, Leisure, and Fitness Studies	53	14	26.4%
Personal and Culinary Services	20	9	45.0%
Philosophy and Religious Studies			
Physical Sciences	29	7	24.1%
Precision Production	39	5	12.8%
Psychology	75	21	28.0%
Public Administration and Social Service Professions	10	3	30.0%
Security and Protective Services	69	28	40.6%
Social Sciences	66	14	21.2%
Transportation and Materials Moving			
Undeclared or Unknown	25	13	52.0%
Visual and Performing Arts	158	51	32.3%
Grand Total	2,326	787	33.8%



Cohort 3 ("Freshmen")

Students who Initiated the Scholarship in 2008-09

Loss of Eligibility - Credit Hours Not Met by Institution and Scholarship Level

Statutory Reference: 21-16-1308(c)(ii)

This report includes students who lost eligibility due to not meeting the required credit hours during the academic year. The percentages are based on the enrollment count for the 2008-09 school year.

A student enrolling in more than one institution during the year is only counted once and is assigned to the last institution he/she enrolled in within the school year.

		Casper College	Central Wyoming College	Eastern Wyoming College	Laramie County Community College	Northern Wyoming Community College District	Northwest College	Western Wyoming Community College	Community College Subtotal	University of Wyoming	Grand Total
PROVISIONAL OPPORTUNITY	Students	68	27	42	39	34	27	17	254	0	254
	Lost Eligibility	8	4	5	5	1	3	3	29	0	29
	Percent	11.8%	14.8%	11.9%	12.8%	2.9%	11.1%	17.6%	11.4%	0.0%	11.4%
OPPORTUNITY	Students	130	28	25	83	69	55	51	441	165	606
	Lost Eligibility	8	4	2	6	5	4	3	32	5	37
	Percent	6.2%	14.3%	8.0%	7.2%	7.2%	7.3%	5.9%	7.3%	3.0%	6.1%
PERFORMANCE	Students	163	30	25	109	89	69	69	554	365	919
	Lost Eligibility	9	6	4	14	5	1	9	48	10	58
	Percent	5.5%	20.0%	16.0%	12.8%	5.6%	1.4%	13.0%	8.7%	2.7%	6.3%
HONORS	Students	57	9	8	23	25	30	22	174	373	547
	Lost Eligibility	0	1	0	2	2	1	1	7	5	12
	Percent	0.0%	11.1%	0.0%	8.7%	8.0%	3.3%	4.5%	4.0%	1.3%	2.2%
Total	Students	418	94	100	254	217	181	159	1,423	903	2,326
	Lost Eligibility	25	15	11	27	13	9	16	116	20	136
	Percent	6.0%	16.0%	11.0%	10.6%	6.0%	5.0%	10.1%	8.2%	2.2%	5.8%



Cohort 3 ("Freshmen")
Students who Initiated the Scholarship in 2008-09

Loss of Eligibility - Credit Hours Not Met

Statutory Reference: 21-16-1308(c)(ii)

by Instructional Program

The percentages are based on the enrollment count for the 2008-09 school year.

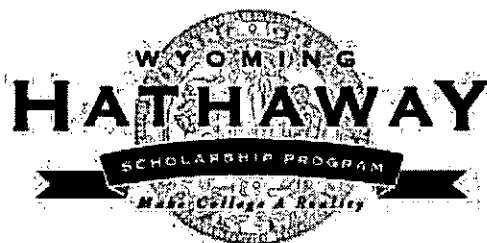
Due to confidentiality, individual rates not provided where there are low group counts. Individual rates will be provided to stakeholders upon request.

Instructional Program

	<u>Students</u>	<u>Lost Eligibility</u>	<u>Percent</u>
Agriculture, Agriculture Operations, and Related Sciences	75	2	2.7%
Biological and Biomedical Sciences	86	2	2.3%
Business, Management, Marketing, and Related Support Services	215	10	4.7%
Communication, Journalism, and Related Programs	42	4	9.5%
Computer and Information Sciences and Support Services	39	2	5.1%
Construction Trades	11	0	0.0%
Education	260	16	6.2%
Engineering	172	8	4.7%
Engineering Technologies/Technicians	16	1	6.3%
English Language and Literature/Letters	31	4	12.9%
Family and Consumer Sciences/Human Sciences	28	2	7.1%
Foreign languages, literatures, and Linguistics	9	0	0.0%
Health Professions and Related Clinical Sciences	284	27	9.5%
History	13	0	0.0%
Legal Professions and Studies	13	1	7.7%

Instructional Program

	Students	Lost Eligibility	Percent
Liberal Arts and Sciences, General Studies and Humanities	363	24	6.6%
Mathematics and Statistics	16	1	6.3%
Mechanic and Repair Technologies/Technicians	31	2	6.5%
Multi/Interdisciplinary Studies	59	3	5.1%
Natural Resources and Conservation	14	0	0.0%
Parks, Recreation, Leisure, and Fitness Studies	53	2	3.8%
Personal and Culinary Services	20	1	5.0%
Philosophy and Religious Studies			
Physical Sciences	29	0	0.0%
Precision Production	39	1	2.6%
Psychology	75	11	14.7%
Public Administration and Social Service Professions	10	0	0.0%
Security and Protective Services	69	4	5.8%
Social Sciences	66	0	0.0%
Transportation and Materials Moving			
Undeclared or Unknown	25	1	4.0%
Visual and Performing Arts	158	7	4.4%
Grand Total	2,326	136	5.8%



Cohort 3 ("Freshmen")
Students who Initiated the Scholarship in 2008-09

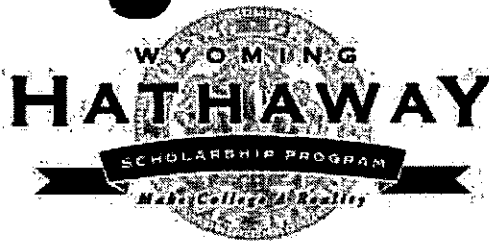
Loss of Eligibility - GPA Not Met
by Institution and Scholarship Level

Statutory Reference: 21-16-1308(c)(ii)

This report includes students who lost eligibility due to not meeting the required GPA during the academic year.
 The percentages are based on the enrollment count for the 2008-09 school year.

A student enrolling in more than one institution during the year is only counted once and is assigned to the last institution he/she enrolled in within the school year.

		Casper College	Central Wyoming College	Eastern Wyoming College	Laramie County Community College	Northern Wyoming Community College District	Northwest College	Western Wyoming Community College	Community College Subtotal	University of Wyoming	Grand Total
PROVISIONAL OPPORTUNITY	Students	68	27	42	39	34	27	17	254	0	254
	Lost Eligibility	4	2	3	4	4	4	1	22	0	22
	Percent	5.9%	7.4%	7.1%	10.3%	11.8%	14.8%	5.9%	8.7%	0.0%	8.7%
OPPORTUNITY	Students	130	28	25	83	69	55	51	441	165	606
	Lost Eligibility	5	0	2	4	5	1	3	20	54	74
	Percent	3.8%	0.0%	8.0%	4.8%	7.2%	1.8%	5.9%	4.5%	32.7%	12.2%
PERFORMANCE	Students	163	30	25	109	89	69	69	554	365	919
	Lost Eligibility	8	0	2	7	4	5	1	27	65	92
	Percent	4.9%	0.0%	8.0%	6.4%	4.5%	7.2%	1.4%	4.9%	17.8%	10.0%
HONORS	Students	57	9	8	23	25	30	22	174	373	547
	Lost Eligibility	1	0	0	0	0	1	0	2	21	23
	Percent	1.8%	0.0%	0.0%	0.0%	0.0%	3.3%	0.0%	1.1%	5.6%	4.2%
Total	Students	418	94	100	254	217	181	159	1,423	903	2,326
	Lost Eligibility	18	2	7	15	13	11	5	71	140	211
	Percent	4.3%	2.1%	7.0%	5.9%	6.0%	6.1%	3.1%	5.0%	15.5%	9.1%



Cohort 3 ("Freshmen")
Students who Initiated the Scholarship in 2008-09

**Loss of Eligibility - GPA Not Met
 by Instructional Program**

Statutory Reference: 21-16-1308(c)(ii)

The percentages are based on the enrollment count for the 2008-09 school year.

Due to confidentiality, individual rates not provided where there are low group counts. Individual rates will be provided to stakeholders upon request.

Instructional Program

	<u>Students</u>	<u>Lost Eligibility</u>	<u>Percent</u>
Agriculture, Agriculture Operations, and Related Sciences	75	9	12.0%
Biological and Biomedical Sciences	86	11	12.8%
Business, Management, Marketing, and Related Support Services	215	29	13.5%
Communication, Journalism, and Related Programs	42	9	21.4%
Computer and Information Sciences and Support Services	39	2	5.1%
Construction Trades	11	0	0.0%
Education	260	20	7.7%
Engineering	172	15	8.7%
Engineering Technologies/Technicians	16	0	0.0%
English Language and Literature/Letters	31	1	3.2%
Family and Consumer Sciences/Human Sciences	28	0	0.0%
Foreign languages, literatures, and Linguistics	9	0	0.0%
Health Professions and Related Clinical Sciences	284	21	7.4%
History	13	2	15.4%
Legal Professions and Studies	13	1	7.7%

Instructional Program

	<u>Students</u>	<u>Lost Eligibility</u>	<u>Percent</u>
Liberal Arts and Sciences, General Studies and Humanities	363	46	12.7%
Mathematics and Statistics	16	1	6.3%
Mechanic and Repair Technologies/Technicians	31	6	19.4%
Multi/Interdisciplinary Studies	59	3	5.1%
Natural Resources and Conservation	14	2	14.3%
Parks, Recreation, Leisure, and Fitness Studies	53	9	17.0%
Personal and Culinary Services	20	3	15.0%
Philosophy and Religious Studies			
Physical Sciences	29	4	13.8%
Precision Production	39	0	0.0%
Psychology	75	1	1.3%
Public Administration and Social Service Professions	10	0	0.0%
Security and Protective Services	69	8	11.6%
Social Sciences	66	1	1.5%
Transportation and Materials Moving			
Undeclared or Unknown	25	0	0.0%
Visual and Performing Arts	158	7	4.4%
Grand Total	2,326	211	9.1%



Cohort 3 ("Freshmen")

Students who Initiated the Scholarship in 2008-09

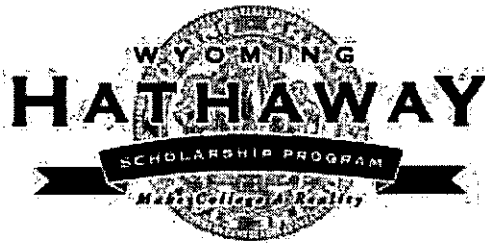
Loss of Eligibility - Credit Hours and GPA Not Met by Institution and Scholarship Level

Statutory Reference: 21-16-1308(c)(ii)

This report includes all students who lost eligibility due to not meeting the required credit hours and GPA during the academic year .
The percentages are based on the enrollment count for the 2008-09 school year.

A student enrolling in more than one institution during the year is only counted once and is assigned to the last institution he/she enrolled in within the school year.

		Casper College	Central Wyoming College	Eastern Wyoming College	Laramie County Community College	Northern Wyoming Community College District	Northwest College	Western Wyoming Community College	Community College Subtotal	University of Wyoming	Grand Total
PROVISIONAL OPPORTUNITY	Students	68	27	42	39	34	27	17	254	0	254
	Lost Eligibility	20	3	2	5	5	5	2	42	0	42
	Percent	29.4%	11.1%	4.8%	12.8%	14.7%	18.5%	11.8%	16.5%	0.0%	16.5%
OPPORTUNITY	Students	130	28	25	83	69	55	51	441	165	606
	Lost Eligibility	27	2	2	20	15	4	8	78	23	101
	Percent	20.8%	7.1%	8.0%	24.1%	21.7%	7.3%	15.7%	17.7%	13.9%	16.7%
PERFORMANCE	Students	163	30	25	109	89	69	69	554	365	919
	Lost Eligibility	15	3	1	19	12	14	4	68	26	94
	Percent	9.2%	10.0%	4.0%	17.4%	13.5%	20.3%	5.8%	12.3%	7.1%	10.2%
HONORS	Students	57	9	8	23	25	30	22	174	373	547
	Lost Eligibility	3	0	1	1	0	3	0	8	6	14
	Percent	5.3%	0.0%	12.5%	4.3%	0.0%	10.0%	0.0%	4.6%	1.6%	2.6%
Total	Students	418	94	100	254	217	181	159	1,423	903	2,326
	Lost Eligibility	65	8	6	45	32	26	14	196	55	251
	Percent	15.6%	8.5%	6.0%	17.7%	14.7%	14.4%	8.8%	13.8%	6.1%	10.8%



Cohort 3 ("Freshmen")
Students who Initiated the Scholarship in 2008-09

**Loss of Eligibility - Credit Hours and GPA Not Met
 by Instructional Program**

Statutory Reference: 21-16-1308(c)(ii)

The percentages are based on the enrollment count for the 2008-09 school year.

Due to confidentiality, individual rates not provided where there are low group counts. Individual rates will be provided to stakeholders upon request.

<u>Instructional Program</u>	<u>Students</u>	<u>Lost Eligibility</u>	<u>Percent</u>
Agriculture, Agriculture Operations, and Related Sciences	75	6	8.0%
Biological and Biomedical Sciences	86	5	5.8%
Business, Management, Marketing, and Related Support Services	215	22	10.2%
Communication, Journalism, and Related Programs	42	2	4.8%
Computer and Information Sciences and Support Services	39	11	28.2%
Construction Trades	11	1	9.1%
Education	260	27	10.4%
Engineering	172	18	10.5%
Engineering Technologies/Technicians	16	0	0.0%
English Language and Literature/Letters	31	3	9.7%
Family and Consumer Sciences/Human Sciences	28	1	3.6%
Foreign languages, literatures, and Linguistics	9	0	0.0%
Health Professions and Related Clinical Sciences	284	39	13.7%
History	13	1	7.7%
Legal Professions and Studies	13	3	23.1%

Instructional Program

	<u>Students</u>	<u>Lost Eligibility</u>	<u>Percent</u>
Liberal Arts and Sciences, General Studies and Humanities	363	48	13.2%
Mathematics and Statistics	16	0	0.0%
Mechanic and Repair Technologies/Technicians	31	0	0.0%
Multi/Interdisciplinary Studies	59	6	10.2%
Natural Resources and Conservation	14	1	7.1%
Parks, Recreation, Leisure, and Fitness Studies	53	1	1.9%
Personal and Culinary Services	20	1	5.0%
Philosophy and Religious Studies			
Physical Sciences	29	1	3.4%
Precision Production	39	4	10.3%
Psychology	75	4	5.3%
Public Administration and Social Service Professions	10	1	10.0%
Security and Protective Services	69	9	13.0%
Social Sciences	66	6	9.1%
Transportation and Materials Moving			
Undeclared or Unknown	25	7	28.0%
Visual and Performing Arts	158	21	13.3%
Grand Total	2,326	251	10.8%



Cohort 3 ("Freshmen")
Students who Initiated the Scholarship in 2008-09

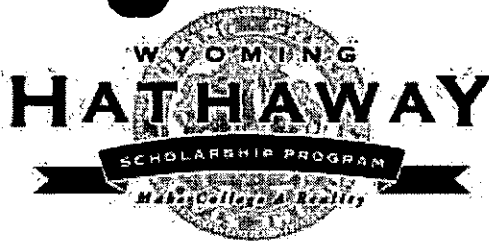
Loss of Eligibility - Failed Continuous Enrollment
by Institution and Scholarship Level

Statutory Reference: 21-16-1308(c)(ii)

This report includes all students who lost eligibility due to not meeting the continuous enrollment requirement.

The percentages are based on the enrollment count for the 2008-09 school year.

		Casper College	Central Wyoming College	Eastern Wyoming College	Laramie County Community College	Northern Wyoming Community College District	Northwest College	Western Wyoming Community College	Community College Subtotal	University of Wyoming	Grand Total
PROVISIONAL OPPORTUNITY	Students	68	27	42	39	34	27	17	254	0	254
	Lost Eligibility	5	4	9	7	4	2	4	35	0	35
	Percent	7.4%	14.8%	21.4%	17.9%	11.8%	7.4%	23.5%	13.8%	0.0%	13.8%
OPPORTUNITY	Students	130	28	25	83	69	55	51	441	165	606
	Lost Eligibility	13	3	3	11	10	12	12	64	14	78
	Percent	10.0%	10.7%	12.0%	13.3%	14.5%	21.8%	23.5%	14.5%	8.5%	12.9%
PERFORMANCE	Students	163	30	25	109	89	69	69	554	365	919
	Lost Eligibility	10	6	2	5	8	4	9	44	19	63
	Percent	6.1%	20.0%	8.0%	4.6%	9.0%	5.8%	13.0%	7.9%	5.2%	6.9%
HONORS	Students	57	9	8	23	25	30	22	174	373	547
	Lost Eligibility	1	0	0	0	2	0	2	5	8	13
	Percent	1.8%	0.0%	0.0%	0.0%	8.0%	0.0%	9.1%	2.9%	2.1%	2.4%
Total	Students	418	94	100	254	217	181	159	1,423	903	2,326
	Lost Eligibility	29	13	14	23	24	18	27	148	41	189
	Percent	6.9%	13.8%	14.0%	9.1%	11.1%	9.9%	17.0%	10.4%	4.5%	8.1%



Cohort 3 ("Freshmen")
Students who Initiated the Scholarship in 2008-09

Loss of Eligibility - Failed Continuous Enrollment

Statutory Reference: 21-16-1308(c)(ii)

by Instructional Program

The percentages are based on the enrollment count for the 2008-09 school year.

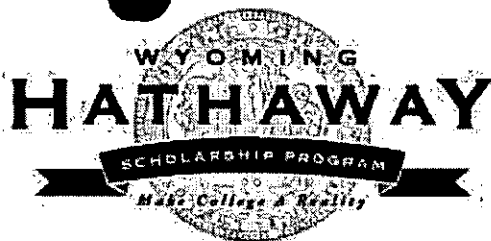
Due to confidentiality, individual rates not provided where there are low group counts. Individual rates will be provided to stakeholders upon request.

Instructional Program

	<u>Students</u>	<u>Lost Eligibility</u>	<u>Percent</u>
Agriculture, Agriculture Operations, and Related Sciences	75	1	1.3%
Biological and Biomedical Sciences	86	4	4.7%
Business, Management, Marketing, and Related Support Services	215	18	8.4%
Communication, Journalism, and Related Programs	42	1	2.4%
Computer and Information Sciences and Support Services	39	3	7.7%
Construction Trades	11	0	0.0%
Education	260	25	9.6%
Engineering	172	6	3.5%
Engineering Technologies/Technicians	16	0	0.0%
English Language and Literature/Letters	31	1	3.2%
Family and Consumer Sciences/Human Sciences	28	3	10.7%
Foreign languages, literatures, and Linguistics	9	0	0.0%
Health Professions and Related Clinical Sciences	284	24	8.5%
History	13	0	0.0%
Legal Professions and Studies	13	1	7.7%

Instructional Program

	Students	Lost Eligibility	Percent
Liberal Arts and Sciences, General Studies and Humanities	363	39	10.7%
Mathematics and Statistics	16	1	6.3%
Mechanic and Repair Technologies/Technicians	31	1	3.2%
Multi/Interdisciplinary Studies	59	9	15.3%
Natural Resources and Conservation	14	1	7.1%
Parks, Recreation, Leisure, and Fitness Studies	53	2	3.8%
Personal and Culinary Services	20	4	20.0%
Philosophy and Religious Studies			
Physical Sciences	29	2	6.9%
Precision Production	39	0	0.0%
Psychology	75	5	6.7%
Public Administration and Social Service Professions	10	2	20.0%
Security and Protective Services	69	7	10.1%
Social Sciences	66	7	10.6%
Transportation and Materials Moving			
Undeclared or Unknown	25	5	20.0%
Visual and Performing Arts	158	16	10.1%
Grand Total	2,326	189	8.1%



Cohort 3 ("Freshmen")
Students who Initiated the Scholarship in 2008-09

Overall Loss of Eligibility After 1st Year
Qualified Through High School GPA and ACT
by Institution and Scholarship Level

Statutory Reference: 21-16-1308(c)(ii)

The percentages are based on the enrollment count for the 2008-09 school year.

A student enrolling in more than one institution during the year is only counted once and is assigned to the last institution he/she enrolled in within the school year.

		Casper College	Central Wyoming College	Eastern Wyoming College	Laramie County Community College	Northern Wyoming Community College District	Northwest College	Western Wyoming Community College	Community College Subtotal	University of Wyoming	Grand Total
PROVISIONAL OPPORTUNITY	Students	66	26	32	33	30	19	16	222	0	222
	Lost Eligibility	36	13	14	16	13	9	9	110	0	110
	Percent	54.5%	50.0%	43.8%	48.5%	43.3%	47.4%	56.3%	49.5%	0.0%	49.5%
OPPORTUNITY	Students	129	27	25	80	68	53	50	432	163	595
	Lost Eligibility	53	8	9	38	35	21	26	190	95	285
	Percent	41.1%	29.6%	36.0%	47.5%	51.5%	39.6%	52.0%	44.0%	58.3%	47.9%
PERFORMANCE	Students	158	29	25	106	88	68	69	543	360	903
	Lost Eligibility	40	15	9	43	28	24	23	182	115	297
	Percent	25.3%	51.7%	36.0%	40.6%	31.8%	35.3%	33.3%	33.5%	31.9%	32.9%
HONORS	Students	54	9	8	20	22	27	20	160	368	528
	Lost Eligibility	4	1	1	3	3	5	3	20	39	59
	Percent	7.4%	11.1%	12.5%	15.0%	13.6%	18.5%	15.0%	12.5%	10.6%	11.2%
Total	Students	407	91	90	239	208	167	155	1,357	891	2,248
	Lost Eligibility	133	37	33	100	79	59	61	502	249	751
	Percent	32.7%	40.7%	36.7%	41.8%	38.0%	35.3%	39.4%	37.0%	27.9%	33.4%



Cohort 3 ("Freshmen")
Students who Initiated the Scholarship in 2006-07

Overall Loss of Eligibility After 1st Year
Qualified Through High School GPA and ACT
by Instructional Program

Statutory Reference: 21-16-1308(c)(ii)

The percentages are based on the enrollment count for the 2008-09 school year.

Due to confidentiality, individual rates not provided where there are low group counts. Individual rates will be provided to stakeholders upon request.

Instructional Program

	<u>Students</u>	<u>Lost Eligibility</u>	<u>Percent</u>
Agriculture, Agriculture Operations, and Related Sciences	73	16	21.9%
Biological and Biomedical Sciences	86	22	25.6%
Business, Management, Marketing, and Related Support Services	202	71	35.1%
Communication, Journalism, and Related Programs	41	16	39.0%
Computer and Information Sciences and Support Services	35	17	48.6%
Construction Trades	10	1	10.0%
Education	256	85	33.2%
Engineering	167	45	26.9%
Engineering Technologies/Technicians	16	1	6.3%
English Language and Literature/Letters	31	9	29.0%
Family and Consumer Sciences/Human Sciences	26	5	19.2%
Foreign languages, literatures, and Linguistics	9	0	0.0%
Health Professions and Related Clinical Sciences	276	107	38.8%
History	11	3	27.3%
Legal Professions and Studies	11	5	45.5%

Instructional Program

	<u>Students</u>	<u>Lost Eligibility</u>	<u>Percent</u>
Liberal Arts and Sciences, General Studies and Humanities	356	157	44.1%
Mathematics and Statistics	16	3	18.8%
Mechanic and Repair Technologies/Technicians	30	9	30.0%
Multi/Interdisciplinary Studies	58	21	36.2%
Natural Resources and Conservation	13	3	23.1%
Parks, Recreation, Leisure, and Fitness Studies	52	14	26.9%
Personal and Culinary Services	17	7	41.2%
Philosophy and Religious Studies			
Physical Sciences	28	6	21.4%
Precision Production	36	5	13.9%
Psychology	70	18	25.7%
Public Administration and Social Service Professions	8	1	12.5%
Security and Protective Services	65	25	38.5%
Social Sciences	64	14	21.9%
Transportation and Materials Moving			
Undeclared or Unknown	24	12	50.0%
Visual and Performing Arts	156	50	32.1%
Grand Total	2,248	751	33.4%



Cohort 3 ("Freshmen")
Students who Initiated the Scholarship in 2008-09

Overall Loss of Eligibility After 1st Year
Qualified Through High School GPA and WorkKeys
by Institution and Scholarship Level

Statutory Reference: 21-16-1308(c)(ii)

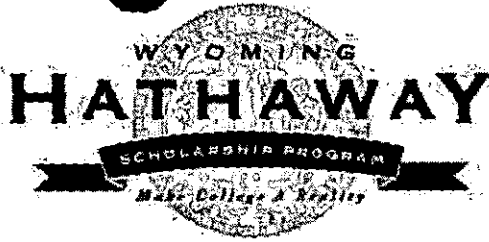
The percentages are based on the enrollment count for the 2008-09 school year.

A student enrolling in more than one institution during the year is only counted once and is assigned to the last institution he/she enrolled in within the school year.

Due to confidentiality, individual counts not provided if student count is less than 6. Counts will be provided to stakeholders upon request.

Due to confidentiality, individual rates not provided due to low group counts. Individual rates will be provided to stakeholders upon request.

		Grand Total
PROVISIONAL OPPORTUNITY	Students Lost Eligibility Percent	23 13 56.5%
Total	Students Lost Eligibility Percent	23 13 56.5%



Cohort 3 ("Freshmen")
Students who Initiated the Scholarship in 2008-09

Overall Loss of Eligibility After 1st Year
Qualified Through GED and ACT
by Institution and Scholarship Level

Statutory Reference: 21-16-1308(c)(ii)

The percentages are based on the enrollment count for the 2008-09 school year.

A student enrolling in more than one institution during the year is only counted once and is assigned to the last institution he/she enrolled in within the school year.

Due to confidentiality, individual counts not provided if student count is less than 6. Counts will be provided to stakeholders upon request.

Due to confidentiality, individual rates not provided due to low group counts. Individual rates will be provided to stakeholders upon request.

		Grand Total
PROVISIONAL OPPORTUNITY	Students	6
	Lost Eligibility	5
	Percent	83.3%
OPPORTUNITY	Students	5
	Lost Eligibility	2
	Percent	40.0%
PERFORMANCE	Students	9
	Lost Eligibility	8
	Percent	88.9%
HONORS	Students	3
	Lost Eligibility	1
	Percent	20.0%
Total	Students	25
	Lost Eligibility	16
	Percent	64.0%



Cohort 3 ("Freshmen")
Students who Initiated the Scholarship in 2008-09

Statutory Reference: 21-16-1308(c)(ii)

Overall Loss of Eligibility After 1st Year
Qualified Through a Home School Program and ACT
by Institution and Scholarship Level

The percentages are based on the enrollment count for the 2008-09 school year.

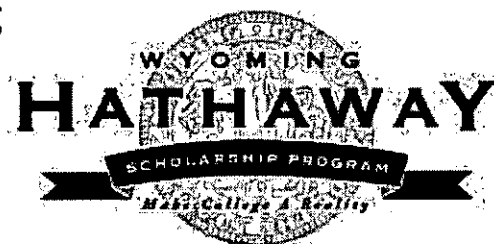
A student enrolling in more than one institution during the year is only counted once and is assigned to the last institution he/she enrolled in within the school year.

Due to confidentiality, individual counts not provided if student count is less than 6. Counts will be provided to stakeholders upon request.

Due to confidentiality, individual rates not provided due to low group counts. Individual rates will be provided to stakeholders upon request.

		Grand Total
PROVISIONAL OPPORTUNITY	Students Lost Eligibility Percent	3 0 0.0%
OPPORTUNITY	Students Lost Eligibility Percent	6 3 50.0%
PERFORMANCE	Students Lost Eligibility Percent	7 2 28.6%
HONORS	Students Lost Eligibility Percent	14 2 14.3%
Total	Students Lost Eligibility Percent	30 7 23.3%

Graduation Rates



Cohort 3 ("Freshmen")
Students who Initiated the Scholarship in 2008-09

Certificate/Graduation Rates
by Institution and Scholarship Level

Statutory Reference: 21-16-1308(c)(iv)

This report shows the number and rate of students who received a certificate or degree within the first year of initiating the scholarship.

		Casper College	Central Wyoming College	Eastern Wyoming College	Laramie County Community College	Northern Wyoming Community College District	Northwest College	Western Wyoming Community College	Community College Subtotal	University of Wyoming	Grand Total
PROVISIONAL OPPORTUNITY	Students	69	26	42	40	34	27	17	255	0	255
	Received Cert/Degree	0	0	2	2	3	0	0	7	0	7
	Percent	0.0%	0.0%	4.8%	5.0%	8.8%	0.0%	0.0%	2.7%	0.0%	2.7%
OPPORTUNITY	Students	127	29	25	78	68	56	49	432	173	605
	Received Cert/Degree	2	0	0	2	4	1	0	9	0	9
	Percent	1.6%	0.0%	0.0%	2.6%	5.9%	1.8%	0.0%	2.1%	0.0%	1.5%
PERFORMANCE	Students	160	32	24	105	90	69	65	545	376	921
	Received Cert/Degree	1	2	1	1	1	0	0	6	0	6
	Percent	0.6%	6.3%	4.2%	1.0%	1.1%	0.0%	0.0%	1.1%	0.0%	0.7%
HONORS	Students	55	9	7	21	24	29	22	167	378	545
	Received Cert/Degree	3	0	0	0	2	0	0	5	0	5
	Percent	5.5%	0.0%	0.0%	0.0%	8.3%	0.0%	0.0%	3.0%	0.0%	0.9%
Total	Students	411	96	98	244	216	181	153	1,399	927	2,326
	Received Cert/Degree	6	2	3	5	10	1	0	27	0	27
	Percent	1.5%	2.1%	3.1%	2.0%	4.6%	0.6%	0.0%	1.9%	0.0%	1.2%

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Fairbanks, AK 99775-5260

October 25, 2009

Mr. Louie Flora
Office of Representative Seaton
State Capitol, Room 102
Juneau, AK 99801-1182

Dear Mr. Flora:

Thank you for your questions regarding the UA Scholars program. I am pleased to provide the following information.

Of the roughly 2,100 UA Scholars enrolled at the University of Alaska (UA) in aid year 2007-08 (fall 2007, spring 2008, and summer 2008) about 74 percent (1,332 students) took the UA Scholars scholarship. The university tracks UA Scholars for eight years regardless of whether scholarship funding for the student has been exhausted.

The highly successful UA Scholars program costs about \$3.6 million each year, and is solely funded by the university with earnings distributions from UA's Land Grant Trust Fund. High school graduates designated as UA Scholars must commit to attend UA by the fall semester following graduation to redeem the eight-semester award. The university does not set aside funds for eligible high school graduates who do not accept the award.

The number of eligible UA Scholars attending UA has increased over the past three years and as the number of scholars increase, the cost of the program will increase accordingly. In fall 2008, 41 percent of the eligible 1,062 Alaska high school seniors (434 students) went on to attend UA after graduation. In fall 2009, 1,072 Alaska high school seniors are eligible for the scholarship and, based on the 5-year average, 42 percent (450 students) are expected to attend UA. With this upward trend the cost of the program could reach \$3.8 million in FY10.

The University receives information on the residency and employment of UA Scholar graduates through the State Department of Labor and Workforce Development. Employment data* for 2008 indicates that of the 271 UA scholars graduating in 2007, 100 percent remained in state in 2008 and of those 230 (85%) were working in state in 2008.

It is important to note that the UA Scholars scholarship is no longer sufficient to provide the amount of financial aid students need to complete their degree(s) at the University of Alaska. In aid year 2007-08, in addition to the UA Scholars scholarship, 620 scholars (30%) received other types of scholarships, 582 (28%) took out loans and 54 (25%) received grants, waivers or participated in work study.

Please let me know if you would like any further information.

Sincerely,

Gwen White

* Does not consider self-employed professionals, military personnel, or Federal civilian workers.

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Western Policy Exchanges

October 2009

The **College Access Challenge Grant (CACG) Program** is a federal formula grant designed to foster partnerships among federal, state, and local governments and philanthropic entities to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. Created by the College Cost Reduction Act of 2007, the CACG Program provides \$66 million per year for two years to state agencies or organizations designated by each state's governor. Recently introduced federal legislation would expand and continue the program for an additional five years as part of the proposed College Access and Completion Fund.

CACG is a formula grant program based on state population and poverty levels, with a minimum grant of \$330,000. Each state is required to provide matching funds totaling half of the grant award it receives through in-kind or cash contributions. States received CACG funds if their proposed projects met specified grant criteria, which include providing information to students about the college application and financial aid processes, conducting outreach and professional development activities, and offering student loan cancellation or repayment options. In an effort to bring states together to share promising practices and learn from common challenges, the Western Interstate Commission for Higher Education (WICHE) invited its 15 Western state members to join its CACG Consortium and Network.

CACG Consortium members – Alaska and Nevada – receive a variety of WICHE services, including grant development and management, program implementation and evaluation, and ongoing expert consultation and guidance. The consortium states are also members of the CACG Network, which includes North Dakota and Washington. Idaho is considering joining the network in the coming year. The CACG Network provides a forum in which staff involved in developing, implementing, and maintaining state CACG efforts can share and discuss issues related to the administration of their programs. Through two annual network meetings and an interactive Website, state leaders and policymakers share promising practices and common obstacles.

This issue of *Exchanges* highlights the challenges and accomplishments of state CACG projects and presents lessons learned across the four states that were part of the network in the first year. If the grant is extended – a very real possibility – states will have an opportunity to develop sustainable programs that greatly increase postsecondary participation and success for low-income students. Having the chance to learn from each other will help states improve their own programs and develop sustainable initiatives.

Alaska

For far too many Alaskans, education and training beyond high school is not a priority. The state's college-going and completion rates are among the lowest in the nation, and policymakers face significant obstacles as they attempt to increase college access and success, particularly among low-income or first-generation students and their families. A 2007 Institute for Higher Education Policy (IHEP) report commissioned by the state noted that Alaska's younger population was not educationally prepared to sustain or enhance the state's economy and workforce in the coming years as the baby boomer generation begins to retire. The report also recommended the establishment of a peer mentor program in the state as one strategy to increase college access.¹

In response to the findings and recommendations of IHEP's report, the Alaska Commission on Postsecondary Education (ACPE) used the state's CACG award to partner with the Anchorage School District (ASD) and the University of Alaska (UA) to develop and implement a pilot peer-mentoring program. Basing its program on the National College Advising Corps "near peer" model, Alaska has successfully recruited, hired, trained, and integrated two college/career guides into Robert Service High School in Anchorage.

Project Overview

Alaska's CACG project is housed in the outreach division of ACPE, which is tasked with early awareness and intervention activities for Alaska youth. The goals of Alaska's CACG project include fostering college awareness; increasing the rate of enrollment in postsecondary education for all students, with an emphasis on underserved populations; and developing strategies for program sustainability.

Funds from the CACG Program allowed Alaska to continue the coordination of college access services that were already underway. The state created the College Access Advisory Team in 2007 for the purpose of identifying gaps in Alaska's college pipeline and formulating a strategy for creating a college-going culture. Once Alaska was awarded CACG funds, an internal workgroup composed of key stakeholders was established to guide CACG project development and implementation.

An extensive planning process preceded the implementation of Alaska's CACG project. ACPE convened an internal workgroup of 15 key stakeholders, including state and national partners, who met every two weeks for the purpose of guiding and refining the development and implementation of the pilot program. Alaska's CACG project director also reconvened the statewide College Access Advisory Team, which was instrumental in the creation of the initial CACG project design. This group of key business, community, education, and government leaders continues to play a major role in the program's expansion and sustainability.

Outcomes

Services to students at Robert Service High began on March 2, 2009, and the program is already making an impact after only a few months of operation. The college/career guides are both recent University of Alaska Anchorage graduates and offer a unique perspective that supplements and enhances current counseling activities. To date, 1,208 students at Service High have received outreach services, ranging from individualized college and career advising to information about financial aid and college entrance exams.

The program boasts several other achievements. The college/career guides administered the Universal Encouragement Program online survey, which provides school leadership and counselors with vital information for individual guidance on career and educational pursuits. The survey also provides a student body profile which will be used to establish program baseline data about students' attitudes, values, and planning for education or training beyond high school. During the six week survey period, a total of 444 students, or 24 percent of the student body, responded. The guides also assessed over 50 percent of the high school's seniors regarding their current education and career plans. Student body surveys and interviews will continue during year two, producing ongoing data that will help to track college access and success at the pilot location as the project moves forward.

Additionally, the guides provided information about postsecondary preparation, planning, and career exploration during classroom presentations, program marketing, and a financial aid night organized by ACPE

and hosted by Service High. The guides reached out to a wide range of students – including those who weren't on the college prep track and 180 English as a Second Language (ESL) students – to explain the importance and benefits of college participation and completion. In addition, the guides exposed Service High students to the Alaska Career Information System (AKCIS), a Web-based information tool designed to help teens and adults explore career and educational opportunities in Alaska and throughout the U.S.

Onsite coordination with existing programs and activities was crucial to project success and also helped to avoid duplication of current counseling efforts at Service High. Prior to program implementation, ACPE met with school leadership, as well as the entire Service High counseling staff to establish how to best integrate CACG project activities with existing services. Once the college/career guides were in place, they were able to supplement and enhance college access efforts throughout the school with the aid of key school personnel.

Alaska's CACG work has led to several additional outcomes that will play a role in sustaining this and related efforts in the state. One example: A comprehensive database to track program activity and success, created by ACPE. This database could possibly serve as a template for a tool capable of tracking college participation and completion across the entire state.

In the future the University of Alaska System will play an increasingly important role in creating program capacity and sustainability, helping ACPE coordinate the training of future college/career guides and assisting with the development of program infrastructure.

Challenges

In addition to the general lack of a college-going culture in the state of Alaska, the demographics of Service High pose significant obstacles to the goal of increasing college enrollment during the pilot phase of the project. Service High has the most diverse student body in the Anchorage School District, and current data show a steady decline in postsecondary enrollments over the past three school years – from roughly 70 percent in 2005-06 to 55 percent in 2007-08. Reversing this trend is going to be a challenge, but the alignment of CACG and ACPE college access goals

has the potential to change current attitudes and values towards education beyond high school, not only at Service High but across the entire state.

Nevada

Nevada faces unique challenges in raising the level of college awareness and participation within the state. Recent studies have shown that while the number of jobs requiring some form of postsecondary education in the state is expected to rise, Nevada consistently ranks near the bottom in college access and attainment.² Far too many state residents lack basic knowledge about the college preparation process, not to mention the different types of support available to students and their families.

Governor Jim Gibbons designated the Nevada P-16 Advisory Council to have executive oversight over the state's CACG program. The Nevada P-16 Advisory Council was created in statute during the 2007 legislative session and consists of K-12, higher education, and business representatives appointed by the governor, the Nevada Assembly, and the Nevada Senate. In an effort to increase college awareness and participation, the Nevada P-16 Advisory Council partnered with the Nevada System of Higher Education (NSHE) and WICHE to expand and further implement NSHE's existing Go To College program. The centerpiece of Nevada's CACG plan is a public information campaign designed to foster a college-going culture in the state, while communicating college and workforce readiness expectations. The campaign's core message is that college is a necessary and attainable goal for all students.

Project Overview

The state's P-16 Advisory Council – which is charged with strengthening coordination between elementary, secondary, and higher education systems to ensure that pupils in the 12th grade are adequately prepared to make the transition from high school to college or careers – oversees Nevada's CACG activities. Council members are expected to take advantage of their contacts in the K-12, higher education, and business communities to push the college access goals outlined in the CACG Program. NSHE serves as the program's fiscal agent, while WICHE administers Nevada's grant on behalf of the P-16 Advisory Council.

Western Policy Exchanges

Nevada's CACG project goals include increasing the number of students who pursue education and training beyond high school; creating a statewide college access network of education professionals and stakeholders; and developing organizational methods and capacity to sustain program activities.

Nevada's information campaign consists of three distinct yet complementary pieces. Classroom visits targeted at students in the 3rd, 6th, and 8th grades in low-income schools will feature representatives from the business and higher education communities, who will stress the importance of continuing education beyond high school. College access workshops for counselors and other education professionals will be held in Reno, Elko, and Las Vegas in an attempt to create a sustainable statewide network of education stakeholders to share best practices and coordinate efforts. In addition, an intensive marketing campaign, aimed primarily at high school students, uses television ads, print materials, social networking, and a campaign Website to spread the message that college is for everyone.

Nevada's Go To College campaign complements and expands upon existing NSHE initiatives designed to create a college-going culture in the state. NSHE already publishes "The College Journey" brochure for students, parents, and counselors, detailing the requirements for college attendance in Nevada. Further, the goals of the Nevada's CACG project fit well with NSHE's other college access activities, including TRiO programs at the University of Nevada's Las Vegas and Reno campuses, the statewide GEAR UP initiative (and the program at the University of Nevada, Las Vegas), the Dean's Future Scholars and Silver Scholars program, and the Millennium Scholarship Program.

Outcomes

Nevada's primary outcome during the first year of the grant related to the careful planning and coordination of its CACG activities. This will allow the campaign's three phases to aggressively unfold in year two. The state collected GEAR UP data from 2006-07 to measure college attitudes and awareness among Nevada students and their parents. This baseline data will be compared with future GEAR UP data to see if Nevada's public information campaign has had a positive effect on college awareness levels.

As part of the effort to recruit classroom speakers, NSHE developed a CACG frequently asked questions (FAQ) sheet and a speaker invitation form to distribute to business leaders and postsecondary professionals across the state, encouraging them to participate in Nevada's Go To College information campaign. NSHE also identified a strategy for increased distribution of "The College Journey" informational brochure to schools, counselors, students, and parents across the state. Additional brochures have been printed and will reach a wider audience as the grant moves forward.

KPS|3, an advertising agency located in Reno, was selected to assist with the development of an effective marketing campaign that will increase college awareness in the state. In addition to creating a Go To College Website, which will serve as the campaign's focal point, KPS|3 developed two television spots aimed at low-income students and their parents, created targeted Facebook ads, and designed a trifold Go To College brochure, which will be widely distributed across the state. Nevada's CACG advertising campaign will continue throughout the fall 2009 school semester and will, it is hoped, translate into increased college enrollment.

After Reno, Elko, and Las Vegas were selected as the sites of the first college access workshops, planning of the meetings began. The goal of the workshops is to introduce the Go To College campaign to school counselors and other education stakeholders and help them to better understand and take advantage of the numerous college access resources available to their students as a result of the state's CACG project. Further, these workshops will foster the creation of a sustainable statewide college access network that will continue after the CACG project comes to an end.

Challenges

To date, the greatest challenge facing Nevada's CACG project has been one of geography. Nevada is composed of several distinct regions, including two very urban communities – Clark County in the South, which includes Las Vegas, and Washoe County in the North, which includes Reno – and a number of sparsely populated rural communities scattered throughout the state. Trying to coordinate efforts between these areas has proved somewhat problematic, but full implementation of the state's information campaign

in the coming year should allow each region to better manage college access efforts in the future.

After the project's meticulous planning process was complete, the Go To College information campaign commenced at the beginning of the 2009 fall semester. With classroom speakers lining up to visit low-income schools and the multimedia advertising campaign already underway, year two of Nevada's grant promises to be a busy and successful time. More importantly, because the college access activities and priorities of the P-16 Advisory Council and NSHE align well with the goals of the CACG Program, Nevada's Go To College campaign has the potential to change current attitudes and create a college-going culture throughout the state.

North Dakota

North Dakota ranks in the top 10 nationally in college-going rates and high school completion, indicating that the state has been relatively successful in promoting a college-going culture. In designing its proposal for the CACG Program, the state elected to focus on developing a coordinated statewide college access network to reach students who may still be missing out on postsecondary opportunities.

Project Overview

North Dakota Governor John Hoeven chose the North Dakota University System (NDUS), which is the state's higher education agency, to implement the CACG project. NDUS is partnering in this effort with public and private postsecondary institutions, including the state's five tribal colleges, which serve predominantly American Indian students.

The partnership with the tribal colleges is crucial, as one of the emphases of the project is to improve postsecondary access and success for American Indian students. These students are four times more likely than the white students to live in poverty and two times less likely than Asian-American and white students to meet ACT benchmarks for English composition.

The state launched its project with three central goals:

- ▶ To establish a statewide college access network.
- ▶ To assess statewide progress toward increasing college access and factors surrounding accessibility.
- ▶ To develop a state college access strategic plan.

North Dakota's access network, similar to the effort underway in the state of Washington (see below), was designed to foster coordination and collaboration among the diverse organizations and programs that provide college access services throughout the state. Currently, North Dakota lacks a mechanism to assess gaps in services, provide opportunities for networking and collaboration, and provide state-level leadership to the college access effort, particularly for low-income students. The network's overarching goal is to improve the state's capacity to work with underrepresented students and their parents in order to increase student enrollment and improve student success in postsecondary education.

To establish the network, the state invited a diverse group of public, private, and tribal higher education organizations, along with community agencies, to form a College Access Challenge Grant Steering Committee, which provides guidance for the overall project and forms the foundation of its college access network.

The project convened the first of what is planned to be an annual state college access conference to bring together the access providers, institutions, and students from across the state. Following this meeting the steering committee met to plan the direction of state college access efforts.

Outcomes

By reaching out to diverse stakeholders to form its steering committee, the project has laid a strong foundation for the development of an effective college access strategic plan in the second year. Project leaders have worked hard to build statewide momentum for collaboration and coordination by heavily involving many of the different stakeholders. These leaders anticipate that this bottom-up approach will likely result in an effective state college access strategic plan, which will be developed in the second year of the project.

NDUS also worked to bring effective partners on board early in the planning process. For example, the project included tribal colleges and engaged them in the strategic development of the project, which will likely prove to be an important step in improving access and success for American Indian students.

Additionally, the state reached out to the Bank of North Dakota, which was identified as a key partner at the outset of the process and provided funds for the state

matching portion of the grant. The project is using these funds to purchase off-the-shelf Web technology to launch a college access Web portal (www.nd-can.com), which provides information to parents, students, and school counselors, as well as career exploration, planning, and test preparation resources for high schools (some of these features are still being developed but are expected to launch soon). Using out-of-the-box technologies enabled the project to get its college access Website up and running relatively quickly, without the technical headaches that can delay "homegrown" Web projects.

In addition, as mentioned above, the project hosted a college access network conference. This statewide conference did not draw as many student attendees as organizers had hoped, but it did attract many school counselors and others who influence students, and it received positive media coverage, as well. As the project continues, the state is looking to reevaluate ways to stage the event in order to gain the maximum benefit. The event also provided an opportunity for members of the steering committee to convene to discuss future plans for the state's college access network.

The state is also beginning the process of gathering data via student surveys to accomplish its second goal: assessing its progress toward increasing college access and studying factors surrounding accessibility. Survey results will inform the strategic planning process and help guide North Dakota's college access effort.

Challenges

Like many of the other states, North Dakota lacked some of the baseline data necessary to evaluate the effectiveness of its efforts to reach and educate the target population about the importance of postsecondary education. Although broader measures of college-going and college success rates were available, it will take time to develop metrics that can accurately assess the project's impact. In addition, North Dakota's large CACG Steering Committee proved slightly unwieldy when it came to managing the grant. In response, the project team created an executive committee to handle this function, improving grant management without losing the broader input of the group. North Dakota's dedication to building an energized and broadly based foundation to drive the policy and practice changes will make the coming years of the effort more successful.

Washington

The CACG effort in Washington began in an extremely favorable policy environment. In 2007 the state enacted the College Bound Scholarship Program, which promises to provide scholarships to low-income students to cover the tuition, fees, and a \$500 stipend for books (at public institution rates) as long as they promise to graduate from high school, demonstrate good citizenship, and enroll in a college or university. Students must sign up for the program in the 7th or 8th grade.

With the College Bound Scholarship as the centerpiece of the state's efforts to improve access and success in postsecondary education for low-income students, Washington chose to leverage its CACG funds to support this program as well as to expand other existing efforts and campaigns.

Project Overview

The governor designated the state's Higher Education Coordinating Board (HECB) to design and implement the state's CACG project. HECB identified these primary goals for the project:

- ▶ Increasing the sign-up rate of low-income families for the College Bound Scholarship.
- ▶ Increasing college awareness and financial aid opportunities for low-income students.
- ▶ Providing college preparation activities (for instance, activities related to College Goal Sunday), tools, and resources for low-income students.

In developing Washington's proposal for the CACG Program, HECB elected to enter into partnerships with non-profit organizations by holding a subgrant competition. The general goal of the subgrant competition closely matched that of the CACG Program: to increase participation in the College Bound Scholarship Program, develop successful support models, and expand the capacity of existing services. HECB selected four organizations: The College Success Foundation, the Northwest Education Loan Association, the Metropolitan Development Council (Tacoma), and the Community Foundation of North Central Washington. The subgrantees have used CACG funds to stage events and otherwise publicize the scholarship opportunity, reaching out to low-income 7th and 8th

graders and their families to encourage them to sign up for the program. The subgrantees have leveraged the CACG funding to develop and implement myriad models that provide support services to students from 6th grade to 12th grade.

Outcomes

Washington was able to launch its program more quickly and with fewer challenges than other states due to its extensive preplanning process and the decision to utilize the services of existing organizations rather than building a new one from scratch. By the time the state's CACG application was submitted to the U.S. Department of Education, the project team had already concluded the subgrant competition and received all proposals. The state announced the four winners in September 2008, only two weeks after the federal awards were granted. While other states had understandable difficulties in starting new programs, Washington's decision to take advantage of existing capacity in the nongovernmental sector allowed direct activities for students to begin relatively quickly.

The subgrantees were able to raise awareness about the College Bound Scholarship by partnering with public school systems to host events for 7th, 8th, and 9th graders and their families. Subgrantees also increased the number of College Goal Sunday events held throughout the state and expanded GEAR UP and TRiO activities in eligible schools while pushing eligible students to enroll in the scholarship program and support those who signed up.

The CACG funding came at a crucial time when the state was set to expand its outreach and implement the College Bound Scholarship program. The timeliness of the funding gave the state such an opportunity to elevate its services and outreach to a higher level, which has resulted in nearly doubling the sign-up numbers from the previous year.

The state set an ambitious goal of increasing participation of eligible students by 10 percent each year. The project has now gathered baseline participation information from school districts across the state. In the coming years it will be possible to more clearly evaluate progress toward this goal.

The next year of the grant should again proceed smoothly in Washington as the subgrantees continue their work. The project requires each subgrantee to

evaluate their efforts thoroughly, and this should provide a wealth of information about the strategies used – both successful and unsuccessful ones – and help the state refine its approach to improving college access.

Challenges

In general, HECB avoided many of the challenges and difficulties that other states faced in starting their projects by engaging in an extremely detailed preplanning process and by taking advantage of already existing infrastructure in the form of subgrantees. The state and its partners have completed many activities that will likely lead to accomplishing its outcomes. As with other states' programs, however, it is difficult to evaluate the impact that these efforts will have on the broader goal of increasing access and success for low-income students this early in the program. As more data become available – documenting changes in the percent of the target population that signs up for the scholarship program and assessing student and family knowledge of college and financial aid options – the state will have a clearer picture of whether its outcomes have been achieved.

The nationwide economic downturn provided the biggest challenge to the HECB's CACG efforts. As noted earlier, the state could not develop and launch its one-stop college access Internet portal due to fiscal restrictions that resulted from the downturn. Project managers could do little to overcome this challenge, but the project expects to begin developing the portal in the second year of the grant. In fact, the state legislature has authorized the HECB to lead the development of a single, coordinated student access portal in the 2009 session, and the work is currently under way.

Lessons Learned

The first year of the CACG Program has seen the creation of widely varied initiatives designed to accomplish the common goal of increasing the number of low-income students who are prepared to enter and succeed in postsecondary education. Although the four states discussed here have embarked on different projects, several common themes emerged that can benefit access programs as the grant continues.

Western Policy Exchanges

Extensive planning is time-consuming but critical to success. All four projects discussed here invested significant time and resources in the planning process. In some cases, this delayed the beginning of project activities, but engaging in a robust planning process with a wide range of stakeholders resulted in smoother implementation.

CACG efforts can't be fairly evaluated after two years. As states began to implement their project activities during the first year of the grant, it became clear that the effectiveness of efforts to reach out to high school (and in some cases younger) students would not be known for several years. In many cases, the target population will not have graduated from high school during the grant period, and some students may not even reach high school until well after the project's end. Evaluating efforts to improve low-income students' success in postsecondary education may take even longer.

Flexibility in using grant funds benefits states. The CACG Program offers relatively broad criteria for using grant funds. This has been important, as states with vastly different contexts have worked to improve outcomes for low-income students. Though state initiatives need to be consistent with the goals of the CACG Program, this freedom has allowed them to target the different low-income populations in ways that make the most sense for them and their students.

Data are crucial for evaluating program success. Few would argue with the importance of using data to drive public policy. The CACG Program is no different. In fact, it requires more and perhaps different types of data than most states currently collect in order to evaluate program effectiveness. States should actively examine their data needs before implementing their projects and ensure that appropriate measures are taken to collect and analyze data as the effort progresses.

Strategic partnerships can produce opportunities. All four of the states discussed here have benefited from partnerships with other organizations within their states. Particularly in the current climate, most state agencies lack the human and financial resources, as well as the organizational capacity, to engage students directly. Developing partnerships with organizations that have this capability allows grant projects to reach individual students and help to foster their success.

Endnotes

¹ Ron Phipps, *Making Alaska More Competitive by Preparing Citizens for College and Career* (Washington, D.C.: Institute for Higher Education Policy, 2007), 2.

² Nirjan Rai, *Shaping Nevada's Future: What the State Can Do to Invest in College Access and Success* (Washington, D.C.: Institute for Higher Education Policy, 2008), i.

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Making Alaska More Competitive



by preparing citizens for college and career

Prepared for the Alaska Commission on Postsecondary Education

by

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EXECUTIVE SUMMARY

Alaska consistently ranks at the bottom in educational performance indicators. Our "student pipeline" is the leakiest in the U.S: For every 50 ninth graders, 31 graduate from high school; 14 go to college; nine return for their sophomore year; and only three receive a degree within six years.

This leaky pipeline produces Alaska citizens who, in large numbers, are foregoing the collective and individual rewards of postsecondary education:

1. **Public Benefits:** greater workforce productivity and flexibility, decreased demand for government financial assistance programs, increased tax revenue, reduced crime rates, and increased community service and civic participation.
2. **Private Benefits:** high wage and benefit jobs, less unemployment, higher savings levels, improved health and life expectancy, and improved quality of life for families.

The Alaska Commission on Postsecondary Education (ACPE) has partnered with the National College Access Network (NCAN) to survey the postsecondary access and success climate in Alaska. The major findings of this research are that 1) a college-going culture does not exist, and 2) the link between Alaska's workforce needs and postsecondary education is not widely known.

This report offers five recommendations as a comprehensive strategy to address these findings:

1: Develop Strategies that Create a Statewide College-Going Culture.

Address the root cause for low educational achievement by providing the support counselors, teachers, and family members need to encourage students to see themselves as "college material" and prepare for college accordingly.

2: Establish a K-16 Partnership Environment among Postsecondary, K-12, Business, and Community groups.

Hold high schools and postsecondary institutions jointly accountable for a seamless alignment of high school standards with college/workplace expectations—starting in kindergarten and continuing through postsecondary education credentials.

3: Establish a Peer Mentoring Program to Enhance College Access.

Assist low-income, first generation, and underrepresented students to enroll and succeed in postsecondary education through a program new to Alaska, but with proven national success.

4: Build on AlaskAdvantage Programs to Increase Awareness of Postsecondary Opportunities.

Ensure widespread comprehension that higher education is not only attainable but essential by expanding these established and successful age-specific early awareness programs statewide.

5: Request the Governor to Focus Cabinet-level Attention on the Issue of Access to Postsecondary Education for Alaskans.

Leverage the existing Postsecondary Education Access Advisory Team to develop and present to the Governor specific plans to expand access to higher education for Alaskans.

This investment can, and will, reap significant rewards for individual Alaskans and the state's overall economic and social health. Each recommendation is eminently doable and affordable. The cost of doing nothing far exceeds the relatively modest cost of implementing these recommendations.



Introduction

If an unfriendly power had attempted to impose on Alaska the mediocre educational performance that exists today, we might well have viewed it as an act of aggression.

A quarter of a century ago, a prominent report titled *A Nation at Risk*, written by the National Commission on Excellence in Education (1983), lamented that the educational foundations of the society were being eroded by a rising tide of mediocrity that threatens the very future of the nation with regard to its unchallenged preeminence in commerce, industry, science, and technology innovation. In promoting a learning society, the Commission noted the following: "At the heart of such a society is the commitment to a set of values and to a system of education that affords all members the opportunity to stretch their minds to full capacity." In many ways, this report could have been written about Alaska today. Paraphrasing the admonishment from the report, if an unfriendly power had attempted to impose on Alaska the mediocre educational performance that exists today, we might well have viewed it as an act of aggression.

This report provides compelling evidence that expanding access to postsecondary education, both collegiate and vocational, is key to a strong future for Alaska citizens. With pending gasline development and attraction of new investment from industry, Alaska is at the dawn of a new era of economic growth. However, without the education and training that prepares Alaska citizens for critical career fields, Alaska will miss the opportunity to maximize related benefits.

How Well is Alaska Educating its Citizens?

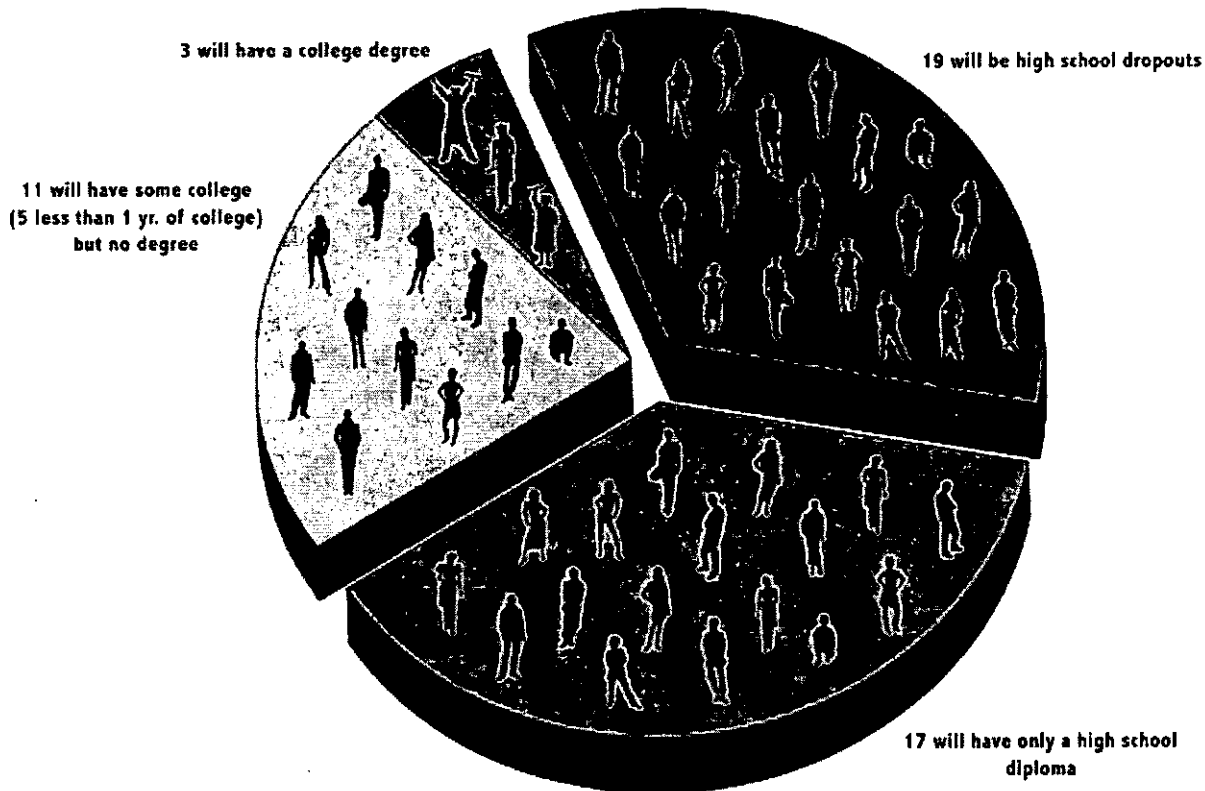
One way to understand how well Alaska is educating its citizens is to compare it with the other forty-nine states. What state in the entire United States ranks eighth from the bottom in the number of ninth graders graduating four years later? The answer is Alaska, with a high school graduation rate of only 62.5 percent in 2004. What state ranks third from the bottom among all the 50 states regarding the chance of ninth graders attending college? The answer is Alaska. A little over one-quarter (28.1 percent) of fall first-time college freshmen in Alaska enrolled anywhere in the U.S. in 2002 were ninth graders four years earlier. What state ranks fourth from the bottom regarding high school seniors going directly to college? Alaska. A little over 40 percent (44.9) of Alaska high school seniors attended college anywhere in the U.S. in the following fall semester. According to the National Center for Higher Education Management Systems (2006), what state ranks last in first-time college freshmen returning for their second year? Alaska. Alaska ranks last in the number of freshmen receiving a bachelor's degree within 150 percent of the normal program length. In 2005, only one Alaska student in five (20.3 percent) achieved a bachelor's degree within six years. As shown by Figure 1, the student pipeline in Alaska looks like this: For every 50 ninth graders, 31 will graduate from high school, 14 will go to college, nine will still be enrolled in their sophomore year, and three will graduate from college within six years (NCES, 2004).

In 2005, Alaska was dead last (5 percent) in the ratio of degrees and credentials awarded to the number of students enrolled. In 2004, Alaska ranked third from the bottom in the percentage (7.2 percent) of the population, 18 to 64 years old, enrolled in college. Finally, according to the National Report Card on Higher Education, when compared internationally, Alaska does not fare well in the proportion of students who complete certificates or degrees. With only nine out of 100 students in 2004 completing certificates or degrees, Alaska lags behind such countries such as Mexico, the Czech Republic, and Turkey (National Center for Public Policy and Higher Education, 2006).

The evidence is crystal clear that the state of Alaska needs to improve its performance in educating its youth. As the well-educated baby boomer generation begins to retire, the young population that will replace it does not appear prepared educationally to maintain or enhance the state's economic position. College and career preparation is the fulcrum that will tip this emerging cohort of Alaska youth toward becoming part of the solution or part of the problem. Alaska's underperformance in educating its citizens can be expected to restrict the state's access to a competitive workforce, limit its ability to attract business and industry investment, and weaken its economy over time.

Figure 1

In 10 years, among 50 of today's Alaska ninth graders...



Why Do We Care?

What difference does it make that Alaskans are consistently at the low end of the scale with regard to educational indicators? Does it really matter? Perhaps the following can shed some light. The Institute for Higher Education Policy surveyed the extensive literature and compiled benefits of postsecondary education (Institute for Higher Education Policy, 1998 and 2005). More recently, the College Board provided detailed evidence of the public and private benefits of continuing education beyond high school (Baum and Ma, 2007). The following is a summary of their impressive findings, including some Alaska-specific data.

Public Economic Benefits

Public economic benefits are those benefits for which there can be broad economic, fiscal, or labor market effects. In general, these benefits result in the overall improvement of the economy as a result of citizens' participation in postsecondary education.

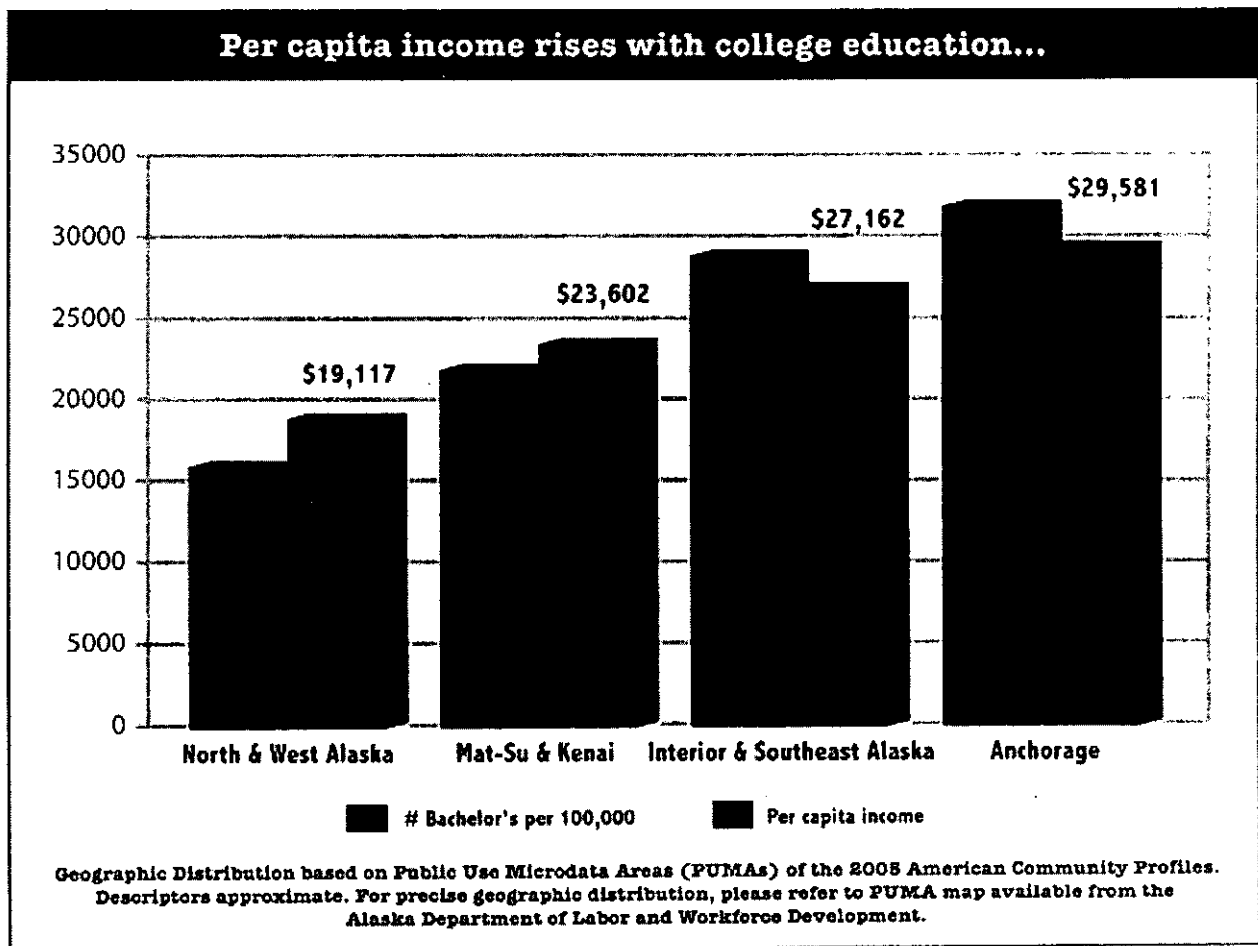
- **Greater Productivity.** Worker productivity is typically measured as output per worker or per hour worked. According to the U.S. Department of Labor, rising levels of educational attainment were responsible for about 14 percent of the growth in output per hour worked in the private sector. In fact, several studies have estimated that increases in educational attainment have offset what otherwise would have been a serious decline in the growth in U.S. productivity (Decker, et al. 1997).
- **Increased Workforce Flexibility.** Postsecondary education contributes to increased workforce flexibility by educating individuals in foundational skills—critical thinking, writing, interpersonal communication—that are essential to the state's ability to retain its competitive edge in a global economy. Workforce flexibility is particularly critical to business and industry, which is continually trying to adapt to a rapidly changing economic environment.

- Decreased Burden on Governmental Financial Support.** Those who have attended postsecondary education require government assistance programs at substantially lower rates than high school graduates. In 2005, 19 percent of high school graduates, 15 percent of those with some college but no degree, 12 percent of those with an associate degree, and six percent of bachelor's degree recipients lived in households that participated in Medicaid. Eight percent of high school graduates, six percent of those with some college, five percent of those awarded an associate degree, and only one percent of bachelor's degree recipients lived in households in the National School Lunch Program. Also, six percent of high school graduates, five percent of those with some college but no degree, four percent of those with an associate degree, and only one percent of those with a bachelor's degree lived in households that received food stamps.

In Alaska, 5.3 percent of those without a high school diploma relied on some form of public assistance—compared to a 2.1 percent national average for those at the same educational level, as did 3.5 percent with a high school diploma—compared to a 0.9 percent national average for that educational level. These are the second highest and highest rates in the nation for reliance on public assistance for those educational levels.

- Increased Tax Revenues.** Citizens with higher education levels generally contribute more to the tax base as a result of their higher earnings. In 2005, the typical college graduate working full-time paid 134 percent more in federal income taxes and almost 80 percent more in total federal, state, and local taxes than the typical high school graduate. Those who hold professional degrees paid almost \$19,000 more in total taxes in 2005 than high school graduates.

Figure 2



- **Economic Benefits to Others.** Workers with lower education levels earn more if others in the same metropolitan area are more educated. Controlling for other factors, a one percentage point increase in the proportion of the population holding a college degree leads to a 1.9 percent increase in the wages of workers without a high school diploma and a 1.6 percent increase in the wages of high school graduates. Further, a one percentage point in the proportion of the population holding a four-year college degree leads to an increase of about 1.2 percent in the wages of workers with some college and an increase of 0.6 percent in the wages of college graduates. As illustrated in Figure 2, data from the 2005 American Community Service Profiles demonstrates how the per capita income of geographic regions rises with the number of bachelor's degree holders in that region (Alaska Department of Labor and Workforce Development).

Private Economic Benefits

Private economic benefits are those benefits that have economic, fiscal, or labor market effects on the citizens who have participated in postsecondary education.

- **Higher Salaries and Benefits.** In both lifetime and average annual income terms, individuals earn more as a result of their higher levels of education. In 2005, for example, the typical full-time worker in the United States with a four-year college degree earned \$50,900, 62 percent more than the \$31,500 earned by the typical full-time worker with only a high school diploma. Those with master's degrees earned almost twice as much, and those with professional degrees earned over three times as much per year as high school graduates. Median earnings with some college but no degree were 18 percent higher than those for high school graduates, and adults with associate degrees earned 29 percent more than high school graduates. In Alaska, a bachelor's degree will result in an average salary 47 percent higher than a high school diploma alone.

Focusing upon lifetime earnings, the typical bachelor's degree recipient can expect to earn about 61 percent more over a forty year working life than the typical high school graduate earns over the same period. Compared to those without a high school diploma, a bachelor's degree recipient can expect to earn well over 100 percent more over a lifetime. Also, those individuals who have attended college receive better fringe benefits, including vacation time and health care.

- **Employment.** Citizens who have gone to college are employed at higher rates and with greater consistency than those who have not attended college. This gap between unemployment rates occurs between those with differential educational attainment regardless of whether the economy is booming or having a downturn. Compared nationally, Alaska has the 2nd highest rate of non-employed persons without high school diplomas, at 17.3 percent, and the highest rate of non-employed persons with a high school diploma, at 12.4 percent. On the other hand, Alaskans with bachelor's and advanced degrees had rates of non-employment below the national average for those educational levels.
- **Higher Savings Levels.** Those with bachelor's degrees or more have higher value interest-earning assets, home equity, and financial assets. College-educated citizens contribute at higher rates to retirement plans, mutual funds, and other savings devices. Also, among full-time workers ages 25 and older, 69 percent of four-year college graduates were offered pension plans by their employers in 2005. Employer-provided pension plans were available to 66 percent of associate degree recipients, 59 percent of some college with some college but no degree, 53 percent of high school graduates, and only 32 percent of those who didn't finish high school.
- **Improved Working Conditions.** The working conditions of persons who have gone to college have been found to be substantially better than those of individuals who did not attend college. College educated citizens tend to work more in white-collar jobs, in office buildings or other facilities with controlled environment conditions and with conveniences—ranging from computers, to on-site child care, to consistent work hours—that improve the quality of their lives.

Public Social Benefits

Public social benefits accrue to groups of people, or to society broadly, that are not directly related to economic, fiscal, or labor market benefits.

- **Reduced Crime Rates.** Incarceration rates in state prisons in 1993 show there were 1,829 prisoners with one to three years of high school per 100,000 population, compared to 290 prisoners per 100,000 for those who graduated from high school and 122 per 100,000 for those with at least some college. Alaska's incarceration rates mirror the national figures with approximately 1,900 prisoners with less than a high school diploma per 100,000 population, compared to about 120 per 100,000 for those who graduated from high school and around 30 prisoners per 100,000 for those with at least some college (Harlow, C.W. 2003).
- **Community Service.** Higher levels of education are associated with higher levels of participation in volunteer activities. In 2006, about 27 percent of adults volunteered through an organization. Among college graduates, the volunteer rate was 43 percent—over twice the 19 percent for high school graduates. Also, among those who volunteered, the median number of volunteer hours increased with educational attainment.
- **Increased Quality of Civic Life.** Regardless of age group, adults with higher levels of education are more likely to vote than those with less education. For example, in the 2004 presidential election, 76 percent of U.S. citizens who were college graduates between ages 25 and 44 reported voting, compared to 49 percent of high school graduates. Among older citizens between ages 45 to 64, 83 percent of college graduates reported voting compared to 63 percent of high school graduates. In Alaska, 61 percent of those 25 years and older with a high school diploma vote, compared to 82 percent of those with a bachelor's degree.
- **Attitudes.** Adults with higher levels of education are more likely than others to be open to differing opinions. In 2004, 79 percent of adults with advanced degrees and 73 percent of individuals with bachelor's degrees believed it was very important (6 or 7 on a scale ranging from 1 to 7) to try to understand the reasoning behind the opinions of others. This compares to 67 percent of associate degree holders, 64 percent of high school graduates, and 59 percent of adults who did not complete high school.

Private Social Benefits

Private social benefits accrue to individuals or groups that are not directly related to economic, fiscal, or labor market effects.

- **Improved Health and Life Expectancy.** Within every age group, the percentage of adults perceiving themselves as very healthy increases with higher levels of education. For example, 68 percent of four-year college graduates between ages 55 and 64 reported being in excellent or very good health in 2005, compared to 53 percent of associate degree recipients, 51 percent of those with some college but no degree, 44 percent of high school graduates, and 28 percent of those who did not complete high school. Surveys by the Public Health Service indicate that those with a college education exercise or play sports at higher rates than non-college participants. Also, 14 percent of those with a bachelor's degree smoke cigarettes, compared to 23 percent of those with some college, 30 percent of high school graduates, and 37 percent of those with less than a high school diploma. Finally, life expectancies are higher for those who have attended college than for those who have not. In Alaska, less than half without a high school diploma report being in good, very good, or excellent health, compared to 95 percent of those with a bachelor's degree.
- **Improved Quality of Life for Offspring.** Children whose parents have attended college have a considerably higher quality of life. Evidence of these improved life conditions is ample. Children of college-educated parents are more likely to graduate from high school and continue on to postsecondary education. They are more likely to have higher cognitive development. Daughters of college-educated mothers are substantially less likely to become unmarried teen parents. The children of college graduates are more than three times as likely as the children of high school graduates to participate in scouting and arts-related after-school activities.

- **Better Consumer Decision-making.** Citizens with higher education levels have increased capacity to make informed decisions as consumers. For instance, individuals make better decisions about how to choose a physician appropriate to their medical needs, financial resources, and geographic location.

Although these benefits of increasing educational attainment are listed in a catalog fashion, it is important to understand that the combination of benefits can be described as a "cascade" of both private and public benefits. Kramer (1993) illustrates this cascade of benefits in discussing literacy. The presence of literate people in society creates advantages for others as well. People can rely on the literacy of others in designing production processes and reaching markets with advertising. Therefore, general literacy becomes a public benefit. More to the point, benefits of participating in postsecondary education can be public and private, or a combination of the two. Any single benefit, public or private, could also lead to further public and private benefits--the cascade of benefits that result from education.

A Word About Cultural Barriers to Education

If education is so beneficial and the lack thereof is so costly, why does not everyone pursue it? The levels of educational attainment and academic aspirations are often dependent on income, health, socioeconomic status, parental educational history, and geographic location. A combination of all these factors influences an individual's perception of the value and accessibility of college and career education and can become an obstruction to education, the so-called "cultural barrier."

A culture is a society's or an organization's underlying values, beliefs, and meanings that are deeply held and enduring. Cultural barriers reflect the family history, attitudes and values of an individual's social environment. Cultural barriers exist because of the lack of role models, absence of values and attitudes that demonstrate the importance of attending a postsecondary educational institution, or a perceived lack of the social knowledge and skills required for continuing education by the student. Students from low socioeconomic status (SES) backgrounds have lower educational aspirations, persistence in college, and educational attainment than their peers from high SES backgrounds prior to and during college (Walpole, 2003). These differences begin at a young age, are cumulative, result from many forces, and are shaped by SES differences such as parental interaction styles and expectations, school structure, school experiences and expectations, college costs, and financial aid availability. Parental expectations and definitions of success are particularly important for pursuing or continuing college and career preparation. These expectations vary with SES. Low SES parents are more likely to view a high school diploma as the norm for their children than high SES parents, to whom a bachelor's or advanced degree is considered the norm (Walpole, 2003).

In states such as Alaska, where the level of educational attainment is relatively low, academic aspirations and the value ascribed to college and career preparation will be relatively low. Education beyond high school is not a priority and not a part of the culture overall. A major challenge facing policy makers in Alaska is to break down the cultural barriers to college and career education by changing deeply entrenched beliefs and perceptions.

Considerable research has been performed on cultural barriers. Patricia McDonough (October 2007) notes that key determinates to college attendance are (1) having college plans at least by 7th grade, (2) attending a college-focused high school, and (3) having families who expect their children to go to college. Several strategies have been suggested to decrease cultural barriers to education. They include:

- ✓ Lowering financial barriers to college affordability;
- ✓ Ensuring sound academic preparation for postsecondary education;
- ✓ Encouraging counselors to advise students for college and focus schools on their college preparatory mission;
- ✓ Increasing the quality and quantity of college entrance and financial aid information; and
- ✓ Engaging families as college preparation partners, preferably early in the educational process.

A major challenge facing policy makers in Alaska is to break down the cultural barriers to college and career education by changing deeply entrenched beliefs and perceptions.

What is Alaska Doing to Enhance Access to Postsecondary Education?

Does Alaska have the infrastructure capacity in place to address the issue of access to and success in postsecondary education at the statewide level? The answer is an unequivocal yes. Many dedicated and knowledgeable citizens throughout the state in high schools, universities, business, communities, and state government are working to enhance the educational process. As will be discussed later, many of these people are volunteering their time to serve on an advisory group that is focused on promoting college and career education for all of Alaska's citizens. In addition, Alaska has an existing state agency, the Alaska Commission on Postsecondary Education (ACPE), dedicated to promoting, supporting, and providing access to education beyond high school for Alaskans.

Established in 1974 by the Legislature, ACPE has a long history of helping students realize their postsecondary education goals. Particularly in 2002, the Legislature took significant steps to addressing higher education access issues by authorizing the Commission and the Alaska Student Loan Corporation (ASLC) to put into place the AlaskAdvantage Programs, which comprise a suite of outreach and educational financial aid products and services designed to increase access to the benefits of postsecondary education. Specific areas of focus include (1) early awareness programs for children, teens, and parents, (2) tailored outreach programs throughout the state, (3) programs in support of adult learners and Alaska's workforce, (4) financial aid programs, (5) promotion and support of Alaska postsecondary education institutions, and (6) postsecondary education consumer protection.

The Commission partnered with the National College Access Network (NCAN), a nationally recognized organization committed to improving access to and success in postsecondary education for first-generation, underrepresented and low-income students. NCAN actively supports state and local non-profit college access programs that provide counseling, advice, and financial assistance designed to increase the number of students who pursue college and career education beyond high school. NCAN also shares best practices among the network, provides leadership and technical assistance, helps communities create new college access programs, and advocates for public policy in support of the students the organization serves.

To determine the postsecondary access and success climate in Alaska, ACPE and NCAN, through a process called "gap analysis," gathered information through NCAN's toolkit surveys and one-on-one structured interviews with seventeen of Alaska's prominent education stakeholders. The selected interviewees were not only recognized as leaders or experts in their field, but represented the five major sectors: postsecondary institutions, secondary schools, community organizations, state government, and the business community. In addition to conducting their interviews, ACPE has brought these stakeholders together to form an Alaskan Postsecondary Education Access Advisory Team, which is serving as the gap analysis project workgroup as well as consultants to other postsecondary education access programs across the state.

The survey portion of the gap analysis was designed to help identify postsecondary access activities or programs in four types of institutions: (1) high schools, (2) postsecondary education institutions, (3) business-education partnerships, and (4) community-based organizations. The surveys were not intended to measure the breadth and depth of all programs, but to provide an overview of what programs and services are provided to whom and to create an inventory of providers offering postsecondary access services. Postsecondary access refers to all educational programs beyond high school, including apprenticeship and certificate programs, vocational and trade schools, and two- and four-year colleges and universities.

The following is a summary of the observations gleaned from the structured interviews (Swedlow and McFadden, 2007).

Quality of Secondary Schools: Rating the academic quality of secondary schools in Alaska on a scale of 1 to 10 (with 1 being poor and 10 being excellent), the interview respondents noted that the urban schools are doing a much better job with an average of 6.6, primarily because they have more resources. Rural schools were rated much lower at 5 because of the immense challenges they face. Home schooling was rated very effective at 7.5.

Quality of Preparation for Postsecondary Education: Chugach School District was cited as heading reform in developing a standards-based system, along with the Anchorage School

District in using technology to encourage overall learning. Other areas that are receiving attention include (1) small learning communities, (2) accountability of No Child Left Behind, and (3) curriculum improvement, especially in math and science. Aligning the objectives of education reform with a strong dedication to a college-going culture may be the best prescription for improving high school graduation rates, postsecondary participation rates, and narrowing achievement gaps.

Barriers to Postsecondary Education: The barriers to participation in postsecondary education cited by interviewees were consistent with other communities throughout the nation, though Alaska is faced with additional challenges because of its large numbers of remote or sparsely populated communities. The largest barriers to postsecondary education access and success cited by respondents were social and cultural issues, lack of awareness of available financial resources and the fact that many students are not prepared academically. It was critically noted that education beyond high school is not a priority and not part of the culture overall.

Education beyond high school is not a priority and not part of the culture overall.

Tracking Students Beyond High School: All of the structured interview participants agreed that tracking students beyond high school is very difficult to do. In general, respondents noted that rural students tend to stay in their communities and urban students pursue military careers or continue working the job they held during high school. In addition, underserved students who do go to college do not often persist.

Cause of Low Educational Aspirations Among Alaska Natives: Several issues were cited related to low educational aspirations among Alaska Natives. Among them, strong family and community ties were prominent and related circumstances—including fear of the children leaving the community completely and the rejection of students upon their return to the communities. Lack of information regarding postsecondary opportunities contributed to low educational aspirations along with the cyclical impact of poverty. For example, students who have experienced a life exposed to alcohol, drugs, violence or suicide may repeat the pattern in their adult lives. Lack of employment opportunities was another cause cited as extending the poverty cycle.

Availability of Higher Education: Interviewees provided a wide range of answers to this topic. Responses ranged from "very affordable" to "it's expensive and there is no financial aid." There seemed to be limited awareness of ACPE's AlaskAdvantage Education Grant Program, though all respondents referred to the Alaska Scholars Program as a source of aid. There appears to be some concern and lack of information about the cost of postsecondary education and the financial aid options available to students in Alaska.

Business Involvement in Higher Education: The respondents noted that the business community is generally very interested and supportive of higher education. However, the level of support depends on how the leadership within a specific company values higher education. Several interviewees stated that the Native Corporations provide scholarships for the Alaska Native populations.

College Access Service Providers: Structured interview participants identified several organizations that provide college access services. They included:

- ✓ Alaska Commission on Postsecondary Education (AlaskAdvantage Programs)
- ✓ GEAR UP Statewide Grant Program
- ✓ TRIO Programs (Talent Search, etc.)
- ✓ Native Corporations (CIRI, Chugach AK Corp.)
- ✓ Junior Achievement
- ✓ Alaska Department of Labor and Workforce Development
- ✓ Tribal Government (Native Village-Kotzebue)
- ✓ Nine Star Enterprises

In addition to the structured interviews, the surveys provided information that helped to shed additional light on the efforts to increase access and success in postsecondary education. The following is a summary of the results.

Business-Education Partnership Survey: Of the eleven respondents to the survey, 82 percent reported active partnerships with several school districts in their area. The primary focus of the partnerships appears to be with high schools, with a concentration on students in 9th through 11th grades. Almost half of the businesses reported partnerships specifically with high school seniors. The activities for these partnerships varied from donations for school events, to the provision of college scholarships, to employees serving as guest speakers. The business community in general favors the provision of funding for services such as the awarding of scholarships and donations of supplies to schools. To a lesser extent, businesses participate in career days and job shadowing activities. Finally, the organizations that responded to the survey indicated that most of their partnerships occur with the general student population rather than the students with the greatest need.

Community-Based Organization Survey: It is important to note that the overwhelming majority of community-based organizations were tribal. Over two-thirds of the community-based organization respondents indicated that they participated in "outreach activities for students and families in the community/state." When asked to specify programs that focus on college access, programs dedicated to providing information about postsecondary education opportunities and a variety of individual programs focused on providing financial assistance to students received considerable attention, with lesser focus on tutoring and mentoring services for middle and/or high school students.

Community-based organizations in Alaska provide most of their services to high school seniors. Their focus appears to be on low-income and first-generation college-going students with significant attention to the Alaska Native population. Community-based organizations also appear to specifically target students with the greatest need.

Postsecondary Survey: Of the twelve respondents to the postsecondary survey, ten noted that they provide college access outreach activities for Alaska's students and their families. Four indicated serving students across the state, rather than focusing on one or more specific communities. Most of the services are pre-college and university-based programs and may serve as a recruiting tool for a specific institution or program as opposed to college access and success tools. A little more time is spent with high school seniors than with underclassmen. It is unclear whether this time with seniors is spent encouraging higher education in general or advocating for enrollment at a specific institution. However, a strong career exploration component was emphasized. Scholarship support services, financial aid nights, college visits, and academic enrichment activities were also frequent activities for close to half of the respondents. A majority of the postsecondary respondents indicated serving the general population with an emphasis on the Native American population.

High School Survey: All of the high school survey respondents, most of which came from Anchorage School District, reported that college access services were available to their students. The services are spread among local college campus-based programs (especially with the University of Alaska Anchorage), to some school district programs (Career Resource Rooms and Advisors), and several national programs (especially TRIO-related programs). It was unclear from the survey data as to the breadth and depth of the program offerings, or the impact of offerings on student college participation rates. Information campaigns and college financial aid were activities that were provided by most high schools, in addition to tutoring, mentoring, college selection, application assistance, and career exploration. Services appear to be provided to all populations, with Alaska Native populations receiving the most attention. Ninety percent of the respondents indicated that another person besides the guidance counselor was a key resource person for college access services. Since the Anchorage School District dominated the responses, it could have an advantage over school districts in other communities where guidance counselors are expected to provide college access services in addition to their other responsibilities like scheduling of classes and handling disciplinary problems.

These observations can be summarized by the following major findings:

- A college-going culture needs to be developed and increased throughout the state to transform secondary schools and to reform their orientation and budget toward the goal of preparing Alaska students to access and benefit from postsecondary education opportunities.

- The benefits of college and career education need to be made widely known, with special emphasis on the relationship between Alaska's workforce/economic needs and access to postsecondary education for Alaskan citizens. Postsecondary education access efforts and academic preparation need to work hand-in-hand to ensure that every student has opportunities.
- The true cost of education is not being conveyed effectively. Students need considerable help to understand the cost of college and career education as well as the cost of being uneducated.
- There is significant business sector involvement in Alaska that could be better integrated so students and parents know what is taking place in workplace development and what work opportunities will be available to students. Information should begin to be available as early as the elementary school years.

What Needs to be Done?

This paper has provided compelling evidence that Alaska needs to improve its performance in educating its populace. Without a change in the status quo, the state is limited in its ability to attract and diversify business and promote economic development, in addition to competing both nationally and internationally. In short, the competitive global market along with the information, service, and technology-based economy propels a growing need for postsecondary-educated citizens. Six out of every ten jobs in the economy depend on highly trained workers with the advanced skills that are available with postsecondary education. The state simply cannot stand by and let this situation continue.

The NCAN/ACPE survey results have shown that a variety of activities are being utilized by businesses, community organizations, high schools and colleges to enhance access and success in postsecondary education.

Yet, it is apparent that more needs to be done if the state is serious about encouraging more of its citizens to pursue education beyond high school. Existing programs could be both more effective and cost-efficient if integrated at a statewide level. The cost of doing nothing is much greater than the relatively modest cost of the following recommendations, which are presented here for policy makers to consider.

Recommendation 1:

Develop Strategies that Create a Statewide College-Going Culture.

As noted earlier in this paper, academic aspirations and the value ascribed to college and career education are relatively low in the state. Thus, as a foundation for all of the recommendations, this one attempts to address what could be called a root cause for low educational achievement. There are several strategies that build a culture that emphasizes pursuing postsecondary education (McDonough, October 2007). It is important to note that the following principles are interrelated and tend to reinforce each other.

- **College Talk:** There is clear ongoing communication within the high school that encourages students to develop a college-going identity. Some indicators of this include newsletter, newspapers, and posters; a college club for middle school students, and an essay contest based on college application questions.
- **Clear Expectations:** Explicit goals of college preparation should be defined and communicated clearly, consistently, and in a variety of ways by families and school personnel. Students can be encouraged to develop four-year plans. Parents can be encouraged to support their children's postsecondary education goals and given the informational resources necessary to do so.
- **Information and Resources:** Students must have access to up-to-date comprehensive postsecondary information and schools must build college knowledge infrastructure. This information could include college-related materials, PSAT/SAT/ACT materials, college catalogs, financial aid materials, and college choice guides. Also, workshops on test

Without a change in the status quo, the state is limited in its ability to attract and diversify business and promote economic development.

preparation, financial planning, and high school coursework planning can be offered on a systematic basis.

- **Comprehensive Counseling:** All counselors should be college counselors and all student interactions with counselors should be postsecondary education advising opportunities. Counselors should distribute college and career preparation information to all students, faculty, and staff.
- **Testing and Curriculum:** Students should be informed about necessary tests. They should be given the opportunity to prepare for these tests and testing fees should be taken into account. The PSAT should be given on a school day to all 10th graders, with fees waived for needy students. College preparatory classes should be readily available.
- **Faculty Involvement:** Faculty should be active, informed partners with counselors, students, and families. Professional development opportunities should be available to the faculty. Some activities could include classroom decorations and "college corners," postsecondary education discussions during class time, and mathematics teachers working with PSAT-takers.
- **Family Involvement:** It is imperative that family members have opportunities to gain postsecondary education knowledge and understand their role. Parents should be supported to communicate the belief that, with the right preparation and planning, their children can and should be "college material." College fairs for students and their families should be scheduled along with evening and weekend parent workshops to learn about college preparation and financial planning.
- **College Partnerships:** Having active links between K-12 schools and local colleges and universities that can lead to field trips, college fairs, and academic enrichment programs is vital. Students at all grade levels can visit college campuses. Also tutoring programs and pen pal programs with college students can enhance these partnerships.
- **Articulation:** Students should have a seamless experience from kindergarten to high school graduation, with ongoing communication among all schools. Students should hear a consistent message at all grade levels; as early as kindergarten, students should see themselves as college material.

Recommendation 2:

Establish a K-16 Partnership Environment among Leadership from Postsecondary Education, K-12, Business and Community-based Organizations.

The purpose of a K-16 partnership environment is to create a seamless web for students from kindergarten to the completion of the bachelor's degree or other postsecondary education credentials. As discussed earlier, in Alaska, the pipeline of students moving through the educational system is leaking badly. Twenty-two other states have recognized that they have a similar problem and have established K-16 partnerships to proactively address the problem. Four fundamental strategies are being used in many of these states that show great promise (Achieve, Inc. 2007).

- **Align high school standards with real-world expectations:** Aligning high school standards with college and work place expectations can be accomplished only with the dedicated involvement of postsecondary and business communities. In collaboration with K-12 educators, postsecondary education systems must clearly define the skills that high school graduates need to succeed in credit-bearing non-remedial courses. Likewise, business leaders must articulate the skills that graduates need to be successful and advance in their careers. Once the expectations at the end of high school are aligned with the expectations of the postsecondary community and employers, the state can then "back-map" their standards from the end of high school through the lower grades to ensure that their K-12 standards are vertically aligned. The goal is to have a system of standards that reflects a steady progression of knowledge and skills culminating in college and work readiness.

Alaska has already identified and invested the resources to develop a good foundation for this initiative. Alaska's Work Ready/College Ready Program is a statewide project designed to ensure that all Alaska students and job-seekers have the basic, or transitional skills

required by all post-secondary education and virtually all careers. The program provides the means for students and job-seekers to document their skills by earning a "Career Readiness Certificate," which is recognized nationwide. Administered by the Alaska Department of Education and Early Development (EED) in cooperation with the Alaska Department of Labor & Workforce Development (DOLWD), the program utilizes WorkKeys assessments—a product of ACT, Inc. Students are able to participate in web-based, individualized, self-paced training available from any computer with Internet access, which is specifically targeted to the skills measured by WorkKeys.

- **Require all students to take a rigorous college and work-ready curriculum:** Whether high school students go directly into postsecondary education or the workforce after graduation, they need a common core of knowledge and skills, especially in English and mathematics. High school students need to take four years of challenging mathematics—at least through Algebra II or its equivalent—and four years of rigorous English aligned with college and work-ready standards. States implementing this requirement are met with the challenge of unprepared students. One strategy to address this issue is to set a rigorous high school curriculum as the "default" diploma option. With the default option, students automatically enroll in the college- and work-ready curriculum but may "opt out" of their requirements only if their parents first sign a waiver. In contrast, students in states without a default rigorous high school curriculum are at risk of unwittingly "opting out" of access to postsecondary education simply as a result of course choices made as early as 9th grade, without understanding the potentially life-long consequences of those choices.

As Alaska raises course requirements, safeguards will need to be put in place to ensure that courses taught in high schools through the state are consistently rigorous and aligned with the state standards. There are at least two approaches to ensuring consistent course content and rigor. One approach is to develop end-of-course testing to measure whether students have mastered the essential knowledge and skills in core courses. Another approach is to produce course-level standards, model curricula or other instructional materials for schools to guide classroom instruction.

Align high school and postsecondary assessments: Assessments need to be rigorous enough to measure college and work readiness. However, most high school tests, particularly those used for graduation, measure those knowledge cores and skills that students learn early in high school. Without sufficient emphasis on the advanced high school content that students will need to be successful in college and the work-place, state assessments fall short of measuring readiness for postsecondary pursuits. Thus, Alaska needs to go beyond its existing tests. A component of the high school assessment system can be added that measures the more advanced skills valued by postsecondary education institutions and the business community.

The experience of other states can be instructive as a number of strategies are emerging with regard to assessment. The most widely pursued strategy is end-of-course tests. Other states are considering modifying their existing high school tests to make them better measures of post-high school readiness. Also, a number of states are incorporating the ACT or SAT into their assessment systems and requiring all students to take those exams.

- **Hold high schools and postsecondary education institutions accountable for student success:** High schools are tasked to prepare all students for college, careers, and citizenship. Yet, preparedness is barely a factor in high school accountability systems. Usually, accountability models are driven by attendance, graduation rates, and performance on high school assessments that often are not reflective of college and work readiness. In addition to more robust high school assessments, a longitudinal data system with the capacity to track student progress from high school through postsecondary education is required. This capacity will allow the state to trace a student's postsecondary success or failure back to his or her high school experience and use that data to inform and improve the experience for the next class of students. In essence, an effective longitudinal data system would enable policymakers to compare high-school course taking, grades and assessment results with college course-taking patterns, success in first-year college courses and persistence and completion rates.

The Alaska Department of Education and Early Development (EED) has begun to address the issue of developing a single authoritative data structure for education data in Alaska. In November 2005, EED was awarded a grant by the U.S. Department of Education to implement a statewide longitudinal data system. The initiative is comprised of three distinct phases of a larger seven phase project dubbed the Unity Project. Upon completion of these three phases, it will provide accurate, timely, and accessible student-level data to all stakeholders.

It is important to note that any longitudinal system must be cognizant of the federal Family Education Rights and Privacy Act (FERPA) to protect student privacy. Although FERPA safeguards student privacy, it by no means prohibits states from building a robust K-16 longitudinal data system and using it to improve teaching and learning in high schools.

Recommendation 3:

Establish a Peer Mentoring Program to Enhance College Access.

In recent years, one issue has resonated loud and clear: ensuring access to low-income, first generation, and underrepresented students is a bigger job than high school guidance counselors or financial aid administrators can do alone. Thus, mentoring programs have gained immense popularity as a means of assisting these types of students to enroll and succeed in postsecondary. Mentoring is defined as a sustained relationship between a youth and adult. Through continued involvement, the adult offers support, guidance, and assistance as the younger person faces new challenges. Mentoring programs are established to match a suitable adult or older youth—the mentor—with a younger person. Research on college programs indicates the single most important feature of those that are purported to be successful with individual students is a close, caring relationship with a knowledgeable adult who monitors the student's progress (Pathways to College Network, 2007).

In addition to early exposure, a consistent message that college is possible is necessary throughout the entire secondary education experience.

There are several benefits to mentoring. Students in mentoring programs are more likely to attend and graduate from college. They are less likely to skip classes and they tend to have a better attitude toward school and teachers. They are less likely to experiment with drugs and alcohol and less likely to be violent or arrested. Also students in mentoring programs maintain better relationships with parents, teachers, and peers. A key similarity in all successful mentoring programs is a strong relationship between the mentor and the student being mentored. A good example of a mentoring program is GEAR UP, which is a federal program designed to increase the number of low-income students attending and succeeding in college. Students enter the program in middle school and are followed through high school. The program focuses on academics and postsecondary preparation. Another example is the National College Advising Corps, which places recent college graduates into high schools as near-peer guides to college resources and information. It is believed that high school students can relate better to these college graduates because of their relative young age and because they recently successfully completed the college processes themselves.

Recommendation 4:

Build on the AlaskAdvantage Programs to Increase Awareness of Postsecondary Education Opportunities.

Since 2002, the Alaska Commission on Postsecondary Education, funded by the Alaska Student Loan Corporation (ASLC) has administered AlaskAdvantage Programs, which are outreach and educational financial aid products and services designed to increase access to college and career education. Among the areas of focus are early awareness programs for children, teens, and parents. This strategy includes actual classroom curriculum components integrated with hands-on learning activities. After five years of experience delivering the AlaskAdvantage Programs, early awareness initiatives appear to have the most promise. In addition to early exposure, a consistent message that college is possible is necessary throughout the entire secondary education experience.

Three programs, which are consistent with strategies for creating a college-going culture found in the first recommendation, are recommended to be expanded. The first, *I Know I Can*, is a

story book specifically designed for 2nd and 3rd grade students to begin career exploration and see its connection to postsecondary education. Through this motivational story line, children learn that college is possible. A pilot *I Know I Can* program is currently being offered by a partnership between ACPE and the University of Alaska.

The second program is designed for upper elementary and/or early middle school students, and creates an awareness of higher education while also instilling the idea that going to college is an attainable goal. Called *I'm Going to College*, a twelve session curriculum along with a visit to a local college campus promotes early encouragement of postsecondary education and serves to involve parents, counselors, and teachers. Feedback from this initiative has been very positive.

The third program offers individual assistance to those who come into the "Success Center" located in one administrative location. Usually those who need assistance the most are less apt to visit the center and the program would be more effective if offered in several venues. In conjunction with the mentoring program outlined in Recommendation 3, the services offered by a success center should be available in schools throughout the state.

Recommendation 5:

Request the Governor to Focus Cabinet-Level Attention on the Issue of Access to Postsecondary Education for Alaskans by Creating a Statewide Governor's K-16 Advisory Council.

The ACPE Postsecondary Education Access Advisory Team already exists and has been very effective in guiding the development of these recommendations. Leveraging this existing body with an initial charge to develop plans for the implementation of these recommendations for presentation to the Governor would be an effective way to expand statewide benefit from the advisory body, without adding any demand on state financial resources.

As noted earlier in this report, the Advisory Team, coordinated through ACPE, is comprised of a group of diverse Alaskan citizens with considerable knowledge and experience in all aspects of education. In addition to exhibiting dedication to the education of the citizens of the state of Alaska, they contain those talents, understandings, and skills needed to address the myriad issues outlined in this report. They also represent all five segments of society related to education: high schools, postsecondary education institutions, business and industry, community-based organizations, and state government. To maximize efficiency, the charge to the body should be specifically limited in time to that period necessary to identify where linkages exist and where they need to be built or reinforced, and to develop a strategic plan for the governor's consideration. ACPE leadership of the advisory body ensures a statewide focus, informed by resources already located within or available to the Commission, and also provides for advisory body mission-centered activities to be funded through the Alaska Student Loan Corporation, without cost to the state's General Fund.

These five recommendations represent a comprehensive strategy for attacking the conundrum of enhancing the educational aspirations of Alaskans and, at the same time, providing the wherewithal to achieve those goals. To a large degree, the recommendations are interrelated and tend to reinforce each other. Each is eminently doable and can be achieved at a modest cost to the state. This investment can, and will, reap significant rewards to not only individual Alaska citizens but to the state's economic and social health. And there is no better time to move ahead than right now!

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Alaska Advantage Programs
www.AKadvantage.alaska.gov

Alaska State
Legislature: House
Education Committee

November 24, 2009

David Longanecker
President, Western
Interstate Commission for
Higher Education (WICHE),
Boulder, CO, USA

What We Know About The Impact of Financial Aid

The Pros and Cons of Need-
based and Merit Based
Financial Aid Programs.

The Imperative First Slide

- Financial Aid Policy Does Not Stand Alone
- A Triad
 - Institutional Support through Appropriations
 - Tuition Policy and Practice
 - Financial Aid Policy and Practice
- They Interact to Impact Student & Institutional Success – Whether Intentional or Not

So What Makes For Good Financial Aid Legislation?

- Five key factors

1. Clear rationale/philosophy
2. Clear Goals
3. A program that supports the goals & rationale
4. A winning coalition to sell the program
5. A program the state can afford (today & tomorrow)

Two Generally Perceived Rationales

- To assure financial affordability for those who can't afford college without assistance (need-based aid)
- To reward the meritorious (merit-based aid)
- And passionate believers in both
- But there is more to the story

Merit-based aid in perspective

- New guy on the block or not?
- Usually focused on covering tuition or a portion, thereof.
- But a myriad of goals
 - Reward those who achieve at the highest levels (National Merit Scholarships)
 - Encourage students to prepare better for college
 - Increase college participation rates overall
 - Attract the best and brightest to stay in state

So, How Do Merit Programs Measure Up on These Goals?

- Rewarding those who achieve at the highest levels -- *It Depends*
 - If focused on these, it is a clear reward
 - If spread broadly, it is not perceived as a reward
 - Also tends to diminish, with "aid packaging", both with Alaska & at competing schools

How Do Merit Programs Measure Up on These Goals? (2nd Goal:) Encourage students to prepare better for college --

- Taking a ***Rigorous Curriculum*** more important than getting high grades
 - The Georgia Experience – remedial went up
 - Regarding Grades
 - Decent grades are important
 - But high grades are not as important
 - The Source of Best Evidence: *The Toolbox Revisited*; Cliff Adelman, U.S. Department of Education, 2006

How Do Merit Programs Measure Up on These Goals? (3rd Goal: Increase college participation rates overall --

- Nationally, very little "price elasticity for demand", except for low-income students.
- In lay language:
 - Middle-income and High-income students go to college, or don't, irrespective of price
- Some contrary evidence in Georgia – from 30% to 37%
 - ~~Most~~^{or} able low-income student
 - Some middle-income students
 - Didn't "change the ethic," but did have a measurable impact
- Similar impact in Nevada – from 40% to 47%
 - But then fell off.

How Do Merit Programs Measure Up on These Goals? (4th Goal: Attract the best and brightest to stay in state--

- If the Goal is to Keep them in-state for college
 - *Impact is significant, at least at first*
 - Worked well for Institutions – ie, Oklahoma
 - Worked well for Georgia
 - Before Georgia Hope: 23% of high SATs stayed
 - After Georgia Hope: 75% stayed
 - Nevada; not so much:
 - Before Millennium Scholars: 59% of eligibles stayed
 - After Millennium Scholars: 63% eligibles stayed
 - Today, has dropped below original figures (anecdotal)

How Do Merit Programs Measure Up on These Goals? (4th Goal: Attract the best and brightest to stay in state--

- If the Goal is to Keep them in-state after college – *Impact is not so clear*
 - National Bureau of Economic Research: “only a modest relationship . . .”
 - Recent West Virginia study – Well educated most likely to migrate
 - An alternative may be to attract them back after – Dakota Roots

How Do Merit Programs Measure Up on

- Pay a lot for modest impact
 - Most recipients already attend in-state.
- Regarding Affordability
 - Does increase affordability for the most-needy who qualify for merit.
 - But comparatively few do.
 - Reduces burden for others – but doesn't increase financial access

How Do Merit Programs Measure Up on

- Beware of unintended consequences
 - Effect on Price
 - University of Georgia: Tuition skyrocketed – increases “passed through” to state
 - Louisiana State University: Tuition kept to noncompetitively low, eroding institutional quality, because State couldn’t afford TOPS increases if tuition increased. (President Lombardy has published paper requesting change in TOPS)
 - West Virginia & New Mexico: need-based suffer to sustain merit-based aid.
 - Excludes essential students
 - Adults
 - Military and Veterans
 - Late achievers
 - Can leave federal tax-credits on the table

Need-based aid in perspective

- ↳ Goals
 - ↳ Original purposes: Expand access
 - ↳ More recent thrust: Expand access to success.

So, How Do Need-based Programs Measure Up on The Goal of Expanding Access?

- **Quite Successful in Expanding Success**
 - Price elasticity of Demand Studies
 - 5% to 9% increase for low-income students per \$1,000 reduction in price
 - Recently confirmed:
 - Bowen & McPherson; David Mundel; Tom Kane
- **Less successful in Achieving Student Success**
 - Drop out rates continue at high levels for low-income students
- **Not as politically popular**

The New Model: Blended Programs

- These come in three variations
 - The need add-on to merit
 - The merit add-on to need
 - Truly blended need and merit components

Blended Programs -- Type I: Need Add-on to Merit

- Wyoming's Hathaway Scholars Program
 - To qualify:
 - Take the rigorous Hathaway Scholars curriculum in high-school
 - Achieve specified GPA and ACT (amount varies by status – up to \$3,200)
 - Maintain specified GPA while in college
 - All qualified students receive initial scholarship.
 - Needy students available for a supplement, as well.
 - But must qualify for scholarship to receive need award.

Blended Programs -- Type I: Need Add-on to Merit

- Wyoming's Hathaway Scholars Program
 - Strength of Program:
 - Rewards strong preparation and assists with affordability for most needy
 - Fixed amount, so not dependent upon actual tuition amounts – also presents a “cost of choice”
 - Funded with a trust fund approach, so eventually will not be a financial constraint on the state
 - Fits Wyoming well.
 - Limitations:
 - Available only to traditional students

Blended Programs -- Type II: Merit Add-on to Need

- Federal Academic Competitiveness and SMART Grants
 - Academic Competitiveness Grants
 - Pell Grant recipients who take a rigorous high-school curriculum (so certified by the State) receive an additional \$750 in the first year and \$1,300 in the second year.
 - National Science & Mathematics Access to Retain Talent (SMART) Grants
 - Pell Grant recipients majoring in science, math, or technology disciplines, with at least a 3.0 GPA and in their third or fourth year of studies receive an additional \$4,000

Blended Programs -- Type II: Merit Add-on to Need

- Federal Academic Competitiveness and SMART Grants
 - Strengths of the programs
 - Rewards students for preparing well for College
 - Encourages students to major in areas of National need
 - Focused on those students most underrepresented in desired STEM fields
 - Limitations of the program
 - Excludes students from high schools that don't offer a rigorous curriculum
 - Not permanently authorized, so programs' sustainable questionable

Blended Programs -- Type III: Blended Merit and Need

- These programs include intentional and non-separable merit and need components.
- The new standard model: (Examples: Indiana 21st Century Scholars Program and Oklahoma Promise Scholarship)
 - Require core curriculum, reasonable grades, and assessed need.

Blended Programs -- Type III: Blended Merit and Need

- The Oregon Shared Responsibility Model.

Shared responsibility partners

Student share as principal beneficiary

- X% of a fixed amount
- from work, savings, scholarships, and/or borrowing

Parents share

- determined using federal methodology

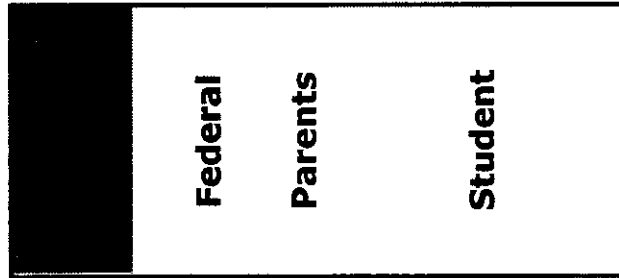
Federal share

- includes Pell & tax credit/deduction

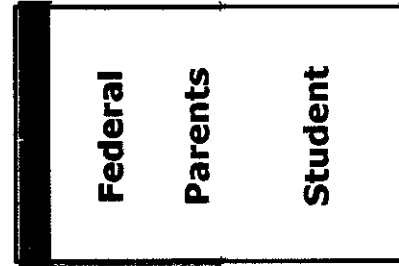
Oregon share

- filling the gap

Public 4-yr



Public 2-yr



What's Best for Alaska Depends on What You Want

- If it is to *reward* the best & brightest
 - Merit is the approach
 - But it will not address affordability
 - Where maybe, but not whether
- If it is to *retain* the best & brightest
 - Merit is an approach, but an expensive one
 - Better would be to attract them on academics
 - Or entice them back after college

What's Best for Alaska Depends on What You Want

- If it is to *expand access* through lower cost, need based will get the students in the door
 - But it won't greatly increase their likelihood of completing
 - And it doesn't send the message about the importance of working hard to prepare
- If *access to success* is your highest priority
 - The Blended model holds the most promise
 - And, it is the most cost-effective for the State