



## 2013 State Roll Call

### 1) Describe three items that you would like to share about activities in your state or changes to current programs planned for the future.

<p><b>AK</b></p>	<ul style="list-style-type: none"> <li>Alaska Commission on Postsecondary Education (ACPE) is the project manager for the state's three-year \$4 million federal SLDS grant.</li> <li>With establishment of the Alaska Higher Education Investment Fund in 2011, Alaska's need-based grant and the Alaska Performance Scholarship programs continue to grow.</li> <li>Loan volume continues to decline significantly, which is sparking early conversations about operational sustainability, since the Alaska Student Loan Corporation funds ACPE's operations.</li> <li>Funded by the CACG program, ACPE's College and Career Advising Corps, which places near-peer mentors in high schools, continues to expand and is documenting early success at increasing college-going behaviors at participating schools.</li> </ul>
<p><b>AR</b></p>	<p>The major events in financial aid center around funding. During the 2013 legislative session, the award levels for the Academic Challenge Scholarship, which receives the lottery funding, was restructured from a flat award amount to a tiered structure based on the number of years the student has received the scholarship. This was because award amounts had been set at levels that were not sustainable and lottery income was lower than originally projected.</p> <p>Our other financial programs face a \$4.5 million shortfall this year and potentially a bigger shortfall next year, depending on what the legislature does in the fiscal session in February. We are able to fund those currently in the pipeline, but have had to reduce the number of new awards. Supporters of several of the programs were very vocal and the Governor provided some one-time money to fund new awards for several programs for 1 year only, and left it to the legislature to provide funding for future years for those students.</p>
<p><b>CT</b></p>	<p>Governor's Scholarship Program, Governor's Scholarship Program, Governor's Scholarship Program. The Connecticut Office of Higher Education has been consumed over the past year with creating an entirely new state-wide financial aid program called...you guessed it, the Governor's Scholarship Program.</p> <p>Beginning last fall, the Governor's Office charged our agency with designing a new financial aid program which would replace the 4 major programs the state had used, going back over thirty years. The ultimate goal was to come up with a program which</p>

	<p>would be student centered and provide consistent awards to students regardless of the type of institution they attended. The first goal was to draft a proposal for the Governor’s approval, with full modeling based on unit data provided by the eligible institutions of higher education. Once that proposal was approved, the next goal was to take the show on the road, so to speak, and present it to the Higher Education Committee and various other power brokers. The challenge here was to be able to explain some very complex financial aid concepts while clearly and concisely outlining the benefits of the new program over the existing programs.</p> <p>The next, and perhaps most contentious, step was to begin to explain the proposed new aid program to the financial aid officers. This proved to be a long, laborious and at times very contentious process. The contention was mostly based on the fact that people do not like change and that was, perhaps, magnified by good old Connecticut Yankee stubbornness. Having gone through all of these steps it came down to a legislative showdown for approval of the new program and of course this process went to the last possible day of the legislative session.</p> <p>So, as of late May, the Governor’s Scholarship Program was voted into law and the scramble was on to implement it by July 1. This proved to be particularly difficult for the institutions, given that most had already gone out to their incoming students with financial aid awards based on the now defunct state aid programs. Internally, we also faced our own challenges, as we have one IT staffer and she was solely responsible for developing new Access data bases to accommodate the Governor’s Scholarship Program. As of today, the changeover has gone amazingly well, thanks in great part to my one financial aid staff member, our IT person and a lot of support from our Executive Director.</p>
<b>DC</b>	<p>We are exploring new ways to contain the expenditures for the DCTAG Program which would impact the eligibility requirements for new and continuing students. We are expanding our “OSSE Scholars” Program from four colleges and universities up to twelve. Some of the schools include Harvard, Stanford, Cornell, Columbia, Duke, Emery and many more. The C3N Network (College, Credential, Completion) is expanding to include more DC area college access providers to make them more aware of higher educational efforts in the area.</p>
<b>IA</b>	<ul style="list-style-type: none"> <li>• Most programmatic changes resulting from the past legislative session had to do with new programs focused on health care initiatives. A new loan repayment program was enacted and funded for DNPs and PAs that plan to work in rural Iowa after graduation. A loan repayment program enacted during the 2012 legislative session for primary care providers that plan to work in rural Iowa areas after graduation was funded.</li> <li>• A new Teach Iowa Scholars program was enacted as part of the education reform initiative but not funded. This program would provide teachers who teach in STEM, ESL, special education, or other ‘hard to staff’ subject areas with up to \$4,000 in a salary supplement for up to five years.</li> <li>• New strategic plan initiatives.</li> </ul>
<b>ID</b>	<p>We just passed legislation to consolidate our state-funded scholarship programs from seven different programs into three. Four merit-based and specialized programs were consolidated into one hybrid need/merit-based program.</p>
<b>IL</b>	<p>First - <i>MAP Advising</i>- Illinois had a task force that studied our primary need-based grant program (MAP). The MAP Task Force recommended convening a working group to look at best practices in student advising. The Task Force felt that students</p>

	<p>would likely benefit from additional advising on academic and financial matters. There was some concern with defining a mandatory, minimum standard that should apply to all students so they recommended consultation with people with greater expertise on best practices in advising for low-income and first-generation students. They also recommended ISAC consider requiring MAP-eligible institutions to provide additional support to MAP recipients.</p> <p>The group is supposed to look at (among other things)</p> <ul style="list-style-type: none"> <li>• the potential benefits that an academic advising requirement may bring to MAP recipients,</li> <li>• whether students would have adequate access to such advisors,</li> <li>• whether current institutional advising staff could properly provide appropriate levels of support given time constraints,</li> <li>• what means of documentation might be warranted to document a MAP recipient's participation in advising, and</li> <li>• any additional costs that may be incurred by colleges in implementing a new advising requirement.</li> </ul> <p>The group is required to report its findings to the Commission and the General Assembly by February 3, 2014. Any requirements relating to academic advising and student support services are to be implemented by ISAC as soon as feasible, but no later than the 2015-16 academic year.</p> <p>Second- <i>MAP Payment tables</i>- ISAC currently uses a formula to determine MAP grant amounts. There is some steam toward moving to a payment table. As with most things, there are winners and losers in doing that. Discussions are ongoing.</p> <p>Third- <i>Sun-setting Sales Tax</i>- Illinois passed an income tax increase to attempt to help out the state budget. It was sold as a temporary 5 year tax that would start to sunset in 2015. What happens to that tax is going to be a big issue. If it goes away, all state agencies are going to feel it.</p>
<b>IN</b>	<p>Credit Completion Requirements enacted for major state financial aid programs; students first receiving state aid in 2013-2014 must meet these requirements.</p> <ul style="list-style-type: none"> <li>• Students in the Frank O'Bannon program (about \$4000 per year toward tuition and fees at public/\$7400 at private) must complete a minimum of 24 credits in 12 months to renew; students completing 30 credits or more will receive more funding.</li> <li>• Students receiving our part-time grant must complete a minimum of 18 credits in 12 months to renew (minimum enrollment of 6 credit hours per term).</li> <li>• Students in the 21st Century Scholars program (full tuition and fees at public/ \$7400 at private) must complete minimum of 30 credits or more in 12 months to renew.</li> </ul> <p>Revamped our state work study program</p> <ul style="list-style-type: none"> <li>• State provides 50% of hourly wage to qualifying positions for need-based students. Employer can be in private or public sector. Positions must be resume-building and experiential.</li> </ul>
<b>KS</b>	<ul style="list-style-type: none"> <li>• We have made some revisions to one of our programs – the Vocational Scholarship Program – renamed it the Career Technical Workforce Grant and have changed the eligibility requirements to award it to students who are pursuing certificate or associate of applied science degrees in high demand, critical industry fields of study. We've also increased the award.</li> <li>• Through our Institutional Research area of our office, we have begun the process</li> </ul>

	<p>of SFA data collection for the institutions that our agency governs and coordinates – which is all of the public two-year, four-year, and technical colleges. We are looking forward to finally having useful data to help us with a good review of our programs and the needs of our state’s students.</p> <ul style="list-style-type: none"> <li>• The Governor began an initiative during this past academic year to fund high school students who simultaneously attend technical colleges programs and pursue certificates or associate of applied science degrees in high demand, critical industry fields while in high school. The student’s tuition and fees are paid and high schools who send students are given \$1,000 incentive for each student.</li> </ul>
<b>LA</b>	<p>Partnership with Department of Children and Family Services (DCFS) to operate TANF STEP and Adult Education testing payments</p> <p>Partnership with the Louisiana Workforce Commission to integrate workforce tools into our Louisiana Connect college access/planning portal</p> <p>Expansion of the Chafee Education Training Voucher program partnership (program serves youth aging out of foster care) with DCFS to include Dual Enrollment funding for Chafee eligible students in secondary school.</p>
<b>MA</b>	<ul style="list-style-type: none"> <li>• Massachusetts has entered the third year of implementation of the <b>Vision Project</b> – which is an initiative designed to make the state a leader in economic development and to produce the best educated citizenry in the nation. This goal will be achieved by: (1) raising the percentage of high school graduates going to college – and the readiness of these students for college level work (2) increasing the percent of students who complete degree and certificate programs; (3) closing achievement gaps among students from different ethnic, racial and income groups in all areas of educational progress; (4) aligning occupationally oriented degree and certificate programs with the needs of statewide, regional and local employers; (5) Civic engagement – preparing students with the knowledge, skills and dispositions to be active, informed citizens; and (6) conducting research that drives economic development.</li> <li>• The FY 2014 appropriation for State Financial Aid increased by a mere 3.2%. Although the Governor’s budget request was for a 120% increase in financial aid resources, the Legislature chose not to accept the Governor’s budget for financial aid. Instead, the Legislature elected to increase funding for the public higher education system in general. Specific focus was on providing resources for programs and initiatives that are aligned with, or part of the <b>Vision Project</b>, including funding workforce development initiatives the creation of STEM Academies at each of the 15 community colleges.</li> <li>• Massachusetts High Demand Scholarship – funded initially in FY 2013 at \$3.2m, this new program provides merit and need-based scholarships to students who are pursuing certificate and undergraduate degrees in high demand career fields. The purpose is to incentivize student persistence in such fields and to provide employers with skilled employees. The program received continued funding in the current fiscal period, although slightly reduced.</li> </ul>
<b>ME</b>	<ul style="list-style-type: none"> <li>• Maine has eliminated reciprocity for its need based scholarship program</li> <li>• The number of Loan forgiveness loans for teachers have been reduced</li> <li>• We started a loan guarantee program for private loans, our agency serves as the guarantor for these loans.</li> </ul>

<b>MN</b>	<ul style="list-style-type: none"> <li>• The MN Dream Act finally passed after about 10 years of trying to get the bill passed. Undocumented students who attended a MN high school for 3 years, graduated and complied with Selective Service registration requirements are now eligible for MN state financial aid. We expect about 200-250 State Grant recipients for the initial year (2013-2014). One drawback is that we still have to subtract the Pell Grant the student would have qualified for in the State Grant calculation, even though undocumented students are not eligible for Pell Grant. Thus, the State Grant awards for lower-income recipients are quite low. Because these students can't complete the FAFSA, we contracted with Need Access to use their online application and will pay all student application fees. In the early stages, we got a lot of support and advice from our colleagues at the California Student Aid Commission, which was really appreciated!</li> <li>• The Agency just completed work on a half-hour video on Paying for College, which is being shown on public television. The video covers the application process, gross price vs net price, saving for college, financial aid programs and includes both financial aid experts, parents and students. Several shorter videos about paying for college were also created for specific populations: first generation families, private college students, Hmong, Somali and Spanish. We will be working with community groups to use these resources for family events.</li> <li>• The Legislature directed the Agency to evaluate what types of measures should be used to determine institutional eligibility to participate in state financial aid programs, such as loan default rates, earnings to income ratios for graduates, etc.</li> </ul>
<b>MO</b>	<p>During the 2013 session, the state legislature passed a dramatic tax cut bill that was projected by the state budget office to result in a reduction of between \$800 million to \$1.2 billion in state general revenue. The bill was vetoed by the Governor and the legislature was unsuccessful in over-riding that veto. However, the issue is not likely to disappear and we expect a similar bill to be introduced and probably passed next year. If it becomes law, it will have a major impact on funds available for higher education institutions and state student aid programs.</p> <p>In 2007, Missouri replaced its three existing need-based programs with a single program that serves students at public and private institutions (not including for-profits). As originally enacted, the program provided higher awards for students at private institutions and lower awards at public four-year colleges and universities. This ultimately led to a controversy over the amount of money being awarded to students at private institutions and resulted in an equalization of awards across these two sectors of higher education. This change takes effect in FY 2015. Unfortunately, unless program funding is substantially increased, this change will result in a major reduction in awards for students at independent institutions.</p> <p>Legislation was introduced last year to incorporate high school academic requirements into all of our major state aid programs. This requirement would require students to pass state high school end-of-course tests in mathematics (Algebra I) and communication arts (English I) in order to be eligible for the program. The revisions would also have required students to complete 30 credit hours per year in order to be eligible to renew their eligibility. I expect a very similar bill to be introduced in the upcoming legislative session.</p>
<b>MS</b>	<p>The Education Achievement Council (EAC) was established by the Mississippi Legislature during the 2010 regular session to establish education achievement goals for the state and to monitor and report on the state's progress toward these goals. The EAC voted in April of this year to study state financial aid as a priority issue during 2013. A State Financial Aid Study Committee was formed to review the state's student financial aid programs to ensure the programs are performing effectively to</p>

	<p>assist the state in attaining its higher education achievement goals. The State Aid Study Committee met from April through August to analyze additional data related to existing programs; identify innovative aid programs in other states; examine national trends in state aid; and review the existing literature on state aid programs nationwide.</p> <p>The Study Committee presented a list of ideas for further consideration to the EAC in late August. The EAC and other interested groups provided feedback on the ideas. Based on public feedback, the Study Committee selected the following seven ideas to present to the EAC in late September as recommended state aid changes.</p> <ol style="list-style-type: none"> <li>1. Remove the Pell exclusion to make MTAG available to the state's neediest students.</li> <li>2. Increase the family income eligibility for the HELP grant.</li> <li>3. Move application deadlines for the HELP grant, so they are the same as the deadlines of MTAG and MESH.</li> <li>4. Simplify the documentation required for HELP (require only one year of residency and one year of financial data; require only the FAFSA in lieu of other tax forms; require high school counselors to certify a student's completion of the HELP core).</li> <li>5. Limit MESH award amounts to not exceed cost of attendance.</li> <li>6. Clarify MESH code language regarding students who attend college out-of-state first, but transfer back to a Mississippi institution.</li> <li>7. Consolidate code sections and create a central authorizing body for all state aid programs.</li> </ol> <p>The EAC voted to support all 7 recommendations. The recommendations are being translated into legislation for consideration during the 2014 Legislative Session, which begins the first week of January.</p> <p>The charge of the State Aid Study Committee has been extended for an additional year to study and recommend a new state grant program to benefit nontraditional, working, part-time students.</p> <p>Recruitment of students into teacher education programs has also been a focus over the last couple of years. A new forgivable loan program called the Teacher Education Scholars Program was established in 2013 to attract high-achieving students into teacher education. The program awards \$15,000/year for students with a 28 ACT and 3.5 GPA. Students must work in a public school for 5 years upon degree completion. There has been little interest in the program, so the state financial aid office is currently working with the Governor's office and other interested groups to design a more effective incentive program for future teachers.</p>
<b>ND</b>	<p>Pathways to Student Success - Education's Legislative leadership, to have a more efficient and transparent system of public higher education, has proposed a mission-driven university system whose eleven institutions work in concert to make students' educational goals their highest priority. In order to achieve this objective, the Office of the Chancellor has prepared a plan, which has been reviewed and collaboratively enhanced by the university community. The plan involves the implementation of several initiatives which fall under categories designated as Access, Quality, Affordability, Learning, and Accountability.</p> <p>Non-Traditional No More – grant funded by Lumina for the ongoing adult learners.</p>
<b>NE</b>	NA
<b>NJ</b>	<ul style="list-style-type: none"> <li>• HESAA has created a new state student portal known as "Grants on the Web" giving students full online access to view award status, missing information, and</li> </ul>

	<p>award amounts/ineligible conditions.</p> <ul style="list-style-type: none"> <li>• New operating system within the next 3-5 years.</li> <li>• Online electronic submission from high schools of data required for the NJ STARS scholarship program</li> </ul>
<b>OK</b>	<p>Our largest state scholarship program, Oklahoma’s Promise, is seeing a decline in participation. This is partially due to an income qualification that has not changed since it was increased to 50,000 in 2000.</p>
<b>PA</b>	<ul style="list-style-type: none"> <li>• The PA State Grant has regulatory and policy restrictions on distance education programs and participation. A distance education pilot program that relaxes these restrictions is being implemented beginning in 2013-14 with \$10 million of funding from PHEAA business earnings. This pilot will capture outcome data on student recipients so that thoughtful decisions about future expansion can be determined. The pilot is intended to run for five years assuming that funding is continued.</li> <li>• The PA Targeted Industry Program (PA-TIP) provides grants to students enrolled in short-term certificate programs that lead to employment in three high priority occupation clusters in PA: energy, manufacturing and advanced materials, and agriculture and food production. PHEAA provides \$5 million in funding for the program from business earnings. There were 52 participating schools for 2012-13 with 1,281 recipients.</li> <li>• Investigating methods to streamline verification processes. Similar to the federal Quality Assurance program, PHEAA is reviewing groups of applicants to discover where efficiencies may be found.</li> </ul>
<b>RI</b>	<ul style="list-style-type: none"> <li>• Replacing our aging web-based grant and scholarship certification system with a new system (both were designed by GBPI). New system expected to go live in March 2014.</li> <li>• Will be reviewing State Grant program’s eligibility formula for possible changes beginning in 2014-15. No definitive decisions made at this time.</li> <li>• Our agency’s online career and college-planning tool <a href="http://www.waytogori.org">www.waytogori.org</a> continues to be successful, and is partnered with the RI Department of Education (RIDE) to implement a state-wide e-transcript system (see second bullet of #2 below).</li> </ul>
<b>SC</b>	<ul style="list-style-type: none"> <li>• The South Carolina Tuition Grants Program was enacted in 1970 by the South Carolina General Assembly as a “need-based” grants program for South Carolina residents attending in-state, independent colleges on a full-time basis. The Program is administered by the South Carolina Higher Education Tuition Grants Commission. In the current 2013-2014 school year, approximately <b>\$36.2 million</b> will be awarded to about <b>13,900</b> students attending the 21 eligible South Carolina independent colleges. The maximum award for 2013-2014 is <b>\$2,900</b> and the average award will be approximately <b>\$2,600</b>.</li> <li>• While recovering from the recent economic woes, South Carolina lawmakers were very generous to State financial aid programs. Since 2008, while the overall State budget was down-sized, all of the state’s higher education grant and scholarship programs, including the South Carolina Tuition Grant, remained intact with the same or higher funding levels. In fact, the Tuition Grants Program has received increased funding the past two years.</li> <li>• <u>South Carolina Tuition Grants Budget Request for 2014-15</u>: An additional <b>\$1.275 million requested</b> to increase the maximum grant from \$2,900 to <b>\$3,000</b>. While requesting an increase of \$1.622 million in 2013-2014, the Tuition Grants Program actually received an increase of about \$1.855 million from a combination of state appropriations and lottery funds. This allowed the Maximum Grant to be raised \$100 and the budget request as submitted will provide the funds to increase by</li> </ul>

	another \$100 next year.
<b>VA</b>	<ul style="list-style-type: none"> <li>• Focus on expanding the Two Year College Transfer Grant in order to encourage more students to adopt the 2+2 model. Current proposal is to provide a grant that would enable transfer students to effectively pay the tuition/fees at the two-year college rate as they complete their bachelor's degree at a four-year institution.</li> <li>• b. A great deal of attention on military-related students, especially in admission, registration, and degree completion arenas.</li> <li>• c. Growing interest in use of tuition/fee revenue for financial aid at public institutions. More restrictions are being recommended.</li> </ul>
<b>WA</b>	<ul style="list-style-type: none"> <li>• Although Washington ranked first in 2011-12 in need-based funding per undergraduate FTE, for four years 30% of the eligible enrollments receive zero funding with nearly 74,000 served and 32,000 unserved. While the State Need Grant is funded at \$303 M, the state's early commitment program College Bound Scholarship, designed to coordinate with SNG requires a \$24 M annual appropriation with only two cohorts in the postsecondary pipeline.</li> <li>• Using GEAR UP funding, a new postsecondary preparation, information and awareness site, Ready, Set, Grad! was developed and is being marketed statewide.</li> <li>• The state's ten-year Roadmap to increase educational attainment is in development and is prioritizing full funding to the State Need Grant over six years as well as fulfilling commitments in the College Bound Scholarship. Other affordability related items include the development of a cost share policy, the creation of a savings incentive matching pilot, investments to State Work Study, and ensuring institutions offer flexible payment options for students.</li> </ul>
<b>WV</b>	<ul style="list-style-type: none"> <li>• This year our public institutions faced a 7.5% budget cut, but ended up taking 8.9% in order to preserve funding for financial aid; they are facing another 7.5% budget cut for next year. A new 5 year master plan for public 4 year institutions was approved this year. State level initiatives are focused on adult learners and encouraging those with college credit to re-enroll to obtain a credential. There is also focus on improving developmental education.</li> <li>• We have a FAFSA Completion initiative where we set a statewide goal for high school FAFSA completion of 54% and reached 56% by August this year. Setting a statewide goal of 55% by our state grant deadline of April 15 for this coming year.</li> <li>• Hosted a default management workshop and currently evaluating proposals for a statewide default management servicer to assist schools with their cohort default rates.</li> </ul>

**2) What, if any, activities are underway in your state to collect longitudinal data on an individual student basis?**

<b>AK</b>	Alaska received a three-year, \$4 million SLDS grant in 2012, being used to link Pre-K - 12, postsecondary, and workforce data in ANSWERS, Alaska's P-20W SLDS. More information is online at <a href="http://acpe.alaska.gov/ANSWERS">http://acpe.alaska.gov/ANSWERS</a> .
<b>AR</b>	NA
<b>CT</b>	Two years ago, the state approved legislation which required all institutions of higher education, which receive state funding, to provide an annual unit data report to the Office of Higher Education. This reporting requirement provides our office with information on state residents who filed a FAFSA and attended a state private or

	public institution, whether they received state financial aid or not. One of the major sticking points to getting this legislation passed was the institution's reluctance to provide individual student data. That was solved by requiring the institutions to only provide their school assigned student ID number as the sole individual student identifier. This report will now be used to determine each eligible institution's share of the Governor's Scholarship Program allotment based on their percent of eligible students enrolled. Additionally, we will utilize data from the report to provide the legislature with much more accurate and detailed information about how state financial aid is being used and the effect it has on student retention and completion.
<b>DC</b>	The Office of the State Superintendent of Education (OSSE) has a Statewide Longitudinal Education Data (SLED) system that comprises of K – 12 education data and we are currently standing up the postsecondary & workforce sectors. The goal of the SLED system is to empower stakeholders with data needed to make informed decisions that maximize student learning and achievement. It will improve data transparency and accessibility to close achievement gaps. It will also collect education data from various sources and link them together for reporting and analysis. In addition, other functionalities to the SLED system will be used for various educational purposes.
<b>IA</b>	Our state department of education received grant funding to implement an SLDS. The first grant, received in 2009, was used to primarily implement the infrastructure of the system and implement consistent reporting mechanisms in k-12. A second grant was received in 2012 and will focus on integration of k-12, community colleges, regent universities, and workforce organizations. Program evaluation measures for k-12, post-secondary, and workforce initiatives/efforts will also be determined.
<b>ID</b>	We are building a federated P-20W SLDS – <ul style="list-style-type: none"> <li>• K-12 SLDS is in place</li> <li>• Postsecondary SLDS is loading data</li> <li>• Labor LDS is under development – eta 2015 (but probably sooner)</li> <li>• Building an Research Request Portal</li> <li>• Have published High School Feedback Reports</li> </ul>
<b>IL</b>	There have been a number of meetings on development of a longitudinal data system. Some agreements and structures are in place and some are still being worked out. An ILDS governance committee was set up by the Governor and ISAC is a member. One of the goals is to set rules on how data requests from the LDS can be made given the planned federated structure. A centralized demographic database as an accessory to the LDS is also under discussion. The inaugural meeting of the Illinois Longitudinal Data System Governing Board is scheduled for Tuesday, October 15.
<b>IN</b>	We have a longitudinal data system in place and in 2013, legislature passed language to codify the system and appropriated \$375,000 per year for the system. (Note – we had asked for \$250,000.)
<b>KS</b>	We are currently working on this with our agency, the State Department of Education (K-12), and the State Department of Labor. The database has been constructed and the initial phase of data collection is underway. This fall (2013) is the first data submission pilot.
<b>LA</b>	Our Louisiana Connect ( <a href="http://www.louisianaconnect.org">www.louisianaconnect.org</a> ) site allows us to collect longitudinal data on college access preparation activities engaged in by 8-12 <sup>th</sup> grade students. Louisiana has also applied for an NCAN sponsored grant to collect additional longitudinal data related to college access/success.
<b>MA</b>	Massachusetts benefits from an integrated administrative structure that unites early education, elementary and secondary education and public higher education under a

	<p>single secretariat. Within this framework, public higher education has embarked on an unprecedented level of collaboration with K-12 colleagues. Our work within this area has resulted in a longitudinal data system that will enable a continuous pre-K through college view of educational system effectiveness by systematically and comprehensively linking data from the Departments of Higher Education, Elementary and Secondary Education and Early Education and Care.</p> <ul style="list-style-type: none"> <li>• The P-16 Database and has the ability of tracking student performance and educational progress from pre-kindergarten through college</li> <li>• Through the Massachusetts Higher Education Enrollment database (HEIRS) for public system students, an ability to track a student's enrollment history and time to degree is also available</li> <li>• Massachusetts also maintains a Financial Aid Database which tracks annual financial aid data (unit record) for resident students enrolled at all Massachusetts colleges, public or private. Coupled with HEIRS, we have an ability to evaluate or measure the impact of financial aid on student success</li> </ul>
<b>ME</b>	At this time we have no activities underway to collect this data.
<b>MN</b>	Minnesota is developing a P-20 statewide longitudinal education data system that will be jointly managed by the Minnesota Office of Higher Education and the Departments of Education and Employment and Economic Development. The system will match student data from pre-kindergarten through completion of postsecondary and into the workforce, enabling education and policymakers to answer a range of program and policy questions that can be used to gauge the effectiveness of programs and design targeted improvement strategies.
<b>MO</b>	<p>The Department of Higher Education has maintained a student unit record system for all public colleges and universities and for private licensed (proprietary) institutions for more than 20 years. We have recently signed an agreement with the National Student Clearinghouse to access some additional data about students attending independent (private, non-profit) institutions.</p> <p>The state elementary and secondary education agency began collecting student level data from all public school districts approximately five years ago and we have developed data sharing agreements with that agency to allow linkages of student level data from elementary school through college. We also have data sharing agreements with other state agencies that will allow the extension of this data system to include wage and salary information.</p>
<b>MS</b>	Mississippi has an operational statewide longitudinal data system called Lifetracks. Lifetracks has a website that is also operational but has not been made public. The Lifetracks system has the capacity to track longitudinal data from pre-elementary school through employment in the Mississippi workforce. Partners in the system include the Mississippi Department of Education (MDE), Mississippi Institutions of Higher Learning (IHL), Mississippi Community College Board (MCCB), State Workforce Investment Board (SWIB), Mississippi Department of Corrections, Mississippi Department of Health, and a few other partners. The system was developed by the National Strategic Planning and Analysis Research Center (NSPARC) at Mississippi State University and it is currently managed by a governing board that meets regularly.
<b>ND</b>	NA
<b>NE</b>	There are no activities underway to collect individual student data. Although the Nebraska Department of Education has the beginnings of a longitudinal (individual) student database, they are not working on it, and no one can retrieve data that has

	been provided from the database.
<b>NJ</b>	<p>The Student Unit Record (SURE) system is a comprehensive collection, storage, and retrieval system for computer-readable data on each student enrolled and on each graduate. All 31 of New Jersey's public colleges and universities—and ten independent institutions—currently participate in SURE.</p> <p>SURE is designed to strengthen the capacity of New Jersey Higher Education to discharge its research, planning, and coordinating responsibilities, and to assist institutions in a variety of ways, e.g., by tracking their transfers, reducing their need to fill out forms, etc.</p>
<b>OK</b>	Oklahoma is in its seventh year of unit financial aid data collection. Noel-Levitz performed a recent analysis of five year completion rates and the associated financial aid and preparation variables. The State Regents are continuing the data collection for further analysis.
<b>PA</b>	PA does not have longitudinal data collection after secondary school. Some institutions and systems have developed their own models for unit record data collection but nothing is available to other entities.
<b>RI</b>	<ul style="list-style-type: none"> <li>• A partnership among several state and local agencies and The Providence Plan, the RI DataHUB (<a href="http://www.ridatahub.org">www.ridatahub.org</a>) links together data from national, state, and local sources. Data is summarized and made available on this website to all who are interested in using data to analyze and improve the wellbeing of Rhode Islanders. Topics include demographics, education, health, adolescent risk factors, and adolescent protective factors.</li> <li>• The RI Department of Education (RIDE) partnering with RIHEAA to create and administer a state-wide e-transcript system for RI's public school system, grades 6 to 12.</li> </ul>
<b>SC</b>	NA
<b>VA</b>	Virginia has completed its longitudinal data system. We currently have earnings by degree 18 months after graduation. Are about to launch an add-on feature that will also look at student debut upon graduation by degree program.
<b>WA</b>	<ul style="list-style-type: none"> <li>• Another state agency has been asked to evaluate student outcomes in SNG – they received 8 years of record level aid and academic outcome data including private institutions. The report is due to the Legislature in December.</li> <li>• Washington is in the last year of an ARRA grant awarded to support the development of a P-20W data warehouse containing data for all public schools and colleges and financial aid data from the Council. Other entities such as the Workforce Training and Education Coordinating Board, Employment Security, Department of Licensing, Department of Corrections, and the Department of Social and Human Services are also contributing data to the warehouse.</li> </ul>
<b>WV</b>	NA

**3) Are there any innovative or pilot programs being conducted in your state to explore new avenues in student aid funding?**

<b>AK</b>	Recent increases in state funding significantly expand the reach of the Alaska Education Grant program. As a result, analysis is underway to identify options to make the program more meaningful in both providing access and promoting postsecondary success for students with high need. Relative to the Alaska Performance Scholarship, the state's current priority is to complete the program phase-in and then conduct analyses to identify how well the program is meeting state goals and recommend any changes that might enhance goal achievement.
<b>AR</b>	Given the funding shortfall, and the tax cuts passed by the legislature that go into effect in a year, no new financial aid funding is likely.
<b>CT</b>	The Governor's Scholarship Program is innovative in its focus and design. The following are some of the controversial aspects of the program: <ul style="list-style-type: none"> <li>• Provides awards based on the student's federal EFC, with a maximum cutoff not unlike the Pell Grant.</li> <li>• Individual student award amounts are the same regardless of the type of institution the student attends.</li> <li>• Part-time students receive dramatically lower annual awards compared to full-time students.</li> <li>• School allotments will be based on the total number of students eligible students enroll who have EFC's within the allowable EFC range.</li> <li>• Awards can only be used to pay tuition and fees and a \$1,000 books and supply amount. Students cannot receive a refund of state funds.</li> <li>• There will be an extra academic kicker award given to students who meet certain performance levels which will ensure that they graduate in 2 or 4 years.</li> </ul>
<b>DC</b>	We are working to obtain funding for a locally funded program to award students attending postsecondary schools within the District of Columbia. It would mirror our federally funded DCTAG Program.
<b>IA</b>	NA
<b>ID</b>	We really feel our program mentioned in #1 is an innovative approach as it is a hybrid program, not just based on need OR merit. We will be collecting performance data on the scholars to measure success.
<b>IL</b>	Innovation is always encouraged and a number of things may be in development but nothing has really emerged from the pack yet.
<b>IN</b>	See above information on state financial aid reforms requiring credit completion Created two new student teacher stipend programs: one for high-need fields and one for minorities <ul style="list-style-type: none"> <li>• Provides up to \$5000 per year for students during their student-teaching stint. Students must have 3.0 GPA or higher (more money for higher GPA). Allocation was \$500,000 between the two programs (\$450k for high-needs, \$50k for minorities), and we have a total of 174 applicants for high-needs and 40 applicants for minority teacher. (NOTE: we have a minority teacher scholarship in addition to stipend, which provides \$400k. We had 204 eligible students for this program.)</li> <li>•</li> </ul>

<b>KS</b>	Nothing at this time, although we will be interested to see if any of the data collection efforts underway will provide information that can be useful in exploring this topic.
<b>LA</b>	We are in our first year of implementing a new packaging strategy for the state need based aid program: the Go Grant. This strategy is based upon research by Noel Levitz that correlates need met by gift aid at the 60% level with increased postsecondary retention. Our limited, level funded, need based aid dollars are being used to bring students up to 60% of unmet need as opposed to being used to provide a set award amount. Award amounts may range from \$300-\$3,000 starting this year.
<b>MA</b>	As announced last year, Massachusetts has implemented a pilot program, the <b>Completion Incentive Grant Fund (CIGF)</b> , which provides incentive grants to low income, first generation students who complete credits towards degree completion. Designed as a true research project, this program is comprised of 3500 students from eleven public 2-year and 4-year colleges, randomly divided into a treatment group and control group. Those in the treatment group receive up to \$ 2000 per year, based on the number of credits earned. Incentives are paid to the student at the end of each semester, and do not impact regular financial aid. Roughly \$3million was paid in incentives in 2012-13. The results of this initiative will be used to impact future financial aid policy.
<b>ME</b>	No, not at this time.
<b>MN</b>	The MN State Grant award calculation was changed for part-time students attending state universities and community/technical colleges. In the past, the family contribution was not reduced for less than full-time enrollment, but now will be for students in this sector. The agency will be evaluating the effects of this pilot to determine if it improved retention and completion rates.
<b>MO</b>	Nothing at this time is being conducted but we do expect continued efforts to link the state aid programs to the state's college completion goal.
<b>MS</b>	No, but see question 1.
<b>ND</b>	The ND Comeback Scholarship Program – The goal is to target non-traditional students for completion of associate degree programs related to industry needs of ND as defined by the Dept. of Commerce. The pilot scholarship program is being rolled-out for 15-20 students at Bismarck State College this year. This is a partnership with the Bank of ND and Bismarck State College.
<b>NE</b>	No. We are very concerned about losing CACG funds as two of our programs are funded either entirely or partially. As of this time we have no way of replacing these funds if they are not reauthorized or replaced.
<b>NJ</b>	NJ-GIVS Scholarship Program – Governor's Industry Vocations Scholarships for women and minorities. This program pays up to \$2,000 per year for the cost of enrollment in an eligible vocational certificate program at one of New Jersey's 19 county colleges. The scholarship is funded by the Schools Development Authority (SDA) and administered by the Higher Education Student Assistance Authority (HESAA).
<b>OK</b>	NA
<b>PA</b>	<ul style="list-style-type: none"> <li>• A "Pay It Forward" program is being discussed to provide no-interest loans for</li> </ul>

	tuition and fees to students attending public colleges and universities and whose family incomes fall within certain ranges. Initial funding would be through a severance tax on natural gas extraction.
<b>RI</b>	None to report at this time.
<b>SC</b>	NA
<b>VA</b>	Use of tuition/fee revenue is not new but it only very recently became a significant source of funds. Legislators have noticed and are concerned.
<b>WA</b>	We have developed (with a University of Washington faculty member) an affordability model that evaluates the role of savings, current income, student work, loans, Pell, state grant, institutional aid and unmet need allowing the user to manipulate the years saved, sector of attendance, years of attendance etc. We anticipate using the model in discussions with policy makers as well as providing a version to students and families.
<b>WV</b>	State is looking at starting a tuition contract program with a service requirement for a couple programs not offered in the state (optometry, veterinary medicine, and podiatry). Will be starting a teacher loan repayment assistance program for those teaching in high demand fields. In the process of developing system where students would create online accounts to be able to apply and check the status of their state aid award.

#### 4) How does your state address the issue of rising college costs?

<b>AK</b>	ACPE is in the early stages of implementing a collaborative, statewide community approach to addressing the issue of access and success, which includes college affordability and associated issues relative to rising college costs. Funded by the CACG, and with the assistance of WICHE and NCAN, Alaska is convening a statewide forum in November to engage broad education stakeholders, with the goal of identifying priorities and shared interest around promoting college access and success. These outputs, in combination with surveys of Alaska's students and education/policy-level leadership, will drive development of a broad-scope, long-term strategic plan to increase Alaskans' access to and benefit from postsecondary education.
<b>AR</b>	There is a lot of talk and concerns expressed about rising college costs, but appropriations for the public colleges have been flat over the last several years, and with rising costs and increased burdens, such as addressing remediation, nothing is being done outside efforts by individual colleges
<b>CT</b>	Connecticut does not address rising college costs directly through legislation. Of course, this is not to say that discussions do not take place regarding this problem.
<b>DC</b>	Unfortunately, our agency does not have oversight responsibility for the sole state university. As a result, it has no impact in the college cost area.
<b>IA</b>	Our agency has limited mechanisms to drive this conversation, since we are solely a state grant agency. Our primary impact is through delivering state-funded grant programs.
<b>ID</b>	This spring our Board initiated a program prioritization process based on the Dickeson

	<p>model. Simply put, the Board set parameters by which institutions will evaluate all programs (defined as any unit that spends money), group those programs into quintiles, and report those findings back to the Board next spring. The purpose is to identify efficiencies with resources with an eye to control costs.</p>
<b>IL</b>	<p>ISAC doesn't have any regulatory authority on college costs- in Illinois institutions set their costs as they deem appropriate.</p> <p>One consequence of continued cost increases is that as a grant agency ISAC simply doesn't have the funds to be able to address rising costs. The MAP formula for calculating 13-14 award amounts starts with 2003-04 tuition and fees, uses the 2004 Pell table, and has a maximum award that hasn't increased essentially since 2002. Recognizing current tuition and fees and current Pell in the formula would cost an estimated \$40 million, increasing the maximum award to about \$6,500 (still really not a lot compared to current costs) would be at least \$75 million, and there are additional items that could be updated.</p>
<b>IN</b>	<p>The Commission for Higher Education makes recommendations for tuition increases. Schools can increase tuition and fees higher than the percentage that is recommended by the Commission, but this serves as a guideline for schools.</p>
<b>KS</b>	<p>This is a constant struggle. Schools have tried to keep their percentage of tuition increases as low as they can each year. They have not been able to keep it flat, although the legislature seems to think they should be able to do so. I actually think they've done a pretty good job of holding the line as well as they have, but don't know how much longer this can continue.</p>
<b>LA</b>	<p>Maximizing partnerships with other entities to expand college access resources  Maximizing exposure to dual enrollment through a variety of funding sources: state, federal GEAR UP and district  Maximizing awareness of scholarship opportunities via the Louisiana Connect portal  Innovative packaging strategies designed to target limited dollars in a manner deemed to have the most impact on student retention</p>
<b>MA</b>	<p>This is a tough question for Massachusetts, given that a number of our colleges are among the top private institutions in the nation – all of which boasts an average cost ranging \$57,000 - \$64,000 per year. The Department of Higher Education has authority to set tuition for Massachusetts public colleges and universities and has held at the same rate for the past seven years. Fees, however, are controlled by the Board of Trustees for each public institution and have seen an annual increase ranging from 1.5 – 4% over the past four years. Whenever possible, the Board of Higher Education encourages institutions to refrain from increasing costs. The Board also controls the rent rates for residential halls on public college campuses.</p> <p>Fee increases are typically tied to the fiscal year budget. Whenever this budget falls short of expectation or the presumed need, institutions (public) are likely to approve a fee increase. Thus, our best remedy for controlling cost is to advocate for an increase legislative appropriation for public colleges and universities to cover operating and maintenance expenses annually.</p>
<b>ME</b>	<p>We are providing incentives for families to save in our 529 College Savings Plan.</p>
<b>MN</b>	<p>The Governor's budget substantially increased appropriations for higher education, including both appropriations to institutions and the need-based MN State Grant</p>

	program. Due to the increased appropriations, public colleges and universities in Minnesota will not be increasing their tuition rates for the current biennium.
<b>MO</b>	<p>Tuition increases at public institutions are generally limited by statute to the increase in the CPI. Institutions increasing tuition above the identified level must seek waiver from the Commissioner of Higher Education or they are subject to a reduction in their state appropriation. Public institutions have also been encouraged to increase efficiency by eliminating low performing degree programs and by reallocating funds internally toward identified priorities.</p> <p>The Governor and legislature have also increased funding for our A+ tuition reimbursement program that provides graduates of public high schools that meet certain basic academic requirements (2.5 high school GPA, 95 percent high school attendance, good citizenship) with payment of full tuition and fees to attend a community college or public vocational school.</p>
<b>MS</b>	The Board of Trustees of State Institutions of Higher Learning, which oversees the public universities, recently adopted a performance funding model in hopes of achieving funding equity among the regional, historically black, and research institutions in the state. All of the public institutions (two-year and four-year) have been required to develop efficiency plans and report to the Legislature on these plans. There has been tremendous conversation about remedial education, but nothing has changed yet.
<b>ND</b>	Pathways to Student Success will continue to address college costs, not only regarding tuition/fees, but also in graduating students for efficiently and reducing the need for students to re-take coursework by improving transferability of course credits and a smooth transition from 2-year to 4-year.
<b>NE</b>	This year the state increased funding to the University of Nebraska and state college systems enough so that tuition could be frozen for two years. Otherwise, all cost decisions are made at the college level.
<b>NJ</b>	Last November the voters of NJ passed the Building Our Futures bond issue. This bond issue will provide \$750 million to NJ colleges and universities for facility projects. NJ also provides over \$350 million need based grants to over 70,000 NJ students attending an in-state institution.
<b>OK</b>	Both of the state research institutions in Oklahoma chose not to increase tuition rates for the 2013-2014 academic year. The University of Oklahoma implemented a flat rate tuition structure designed to encourage students to take at least 15 hours per semester. The State Regents as well as the State Legislature are researching virtual higher education courses.
<b>PA</b>	<ul style="list-style-type: none"> <li>• Various higher education sectors and institutions set educational costs independently. PA has some of the highest public tuition rates in the country. Governor restricts percentage of tuition increase at state-supported institutions in exchange for level state appropriation.</li> <li>• Cost of education used for determining State Grant awards provides every student with a \$4,000 educational expense allowance while no longer recognizing actual room and board charges. Costs for room and board were exceeding tuition and fees due to "Taj Mahal" campus facilities.</li> <li>• Governor's Advisory Commission on Postsecondary Education highlighted cost containment as one of its recommendations but with no provisions for enforcement.</li> </ul>
<b>RI</b>	<ul style="list-style-type: none"> <li>• Public university system has kept tuition levels frozen at 2012-13 amounts.</li> <li>• State government continues to deal with substantial economic issues. I don't</li> </ul>

	foresee any additional or increased spending in the coming fiscal year, although cuts or reductions to existing programs are always possible.
<b>SC</b>	NA
<b>VA</b>	How does anybody? A recent increase in state-funding has helped.
<b>WA</b>	The 2013-15 legislative budget assumed zero tuition increases after four years of double-digit increases in the public four-year institutions. Funding in the State Need Grant program increases student awards on a dollar for dollar basis with public tuition increases by sector for the lowest income students. As such, the program was flat-funded for 2013-14.
<b>WV</b>	NA

## INFORMATION SOURCES

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