

PFS in Higher Education National Cohort

All-Cohort Final Convening and Celebration

December 11, 2019

Purpose

- To celebrate the achievements of the PFS in Higher Education National Cohort by sharing more about the state/system team accomplishments
- To learn more about the broader Pay for Success movement and hear about near-term opportunities for innovation in higher education
- To preview the provider and funder landscape assessments

Agenda

Welcome

5 Minutes

America Forward Remarks

10 Minutes

Site Presentations

60 Minutes

Colorado Department of Higher Education

Ohio Department of Higher Education

Arizona State University

Connecticut State Colleges & Universities

Provider & Funder Landscape Preview

10 Minutes

Closing

5 Minutes

Third Sector invited state departments and systems of higher education to participate in a national cohort exploring PFS

Pay for Success in Higher Education National Cohort Vision



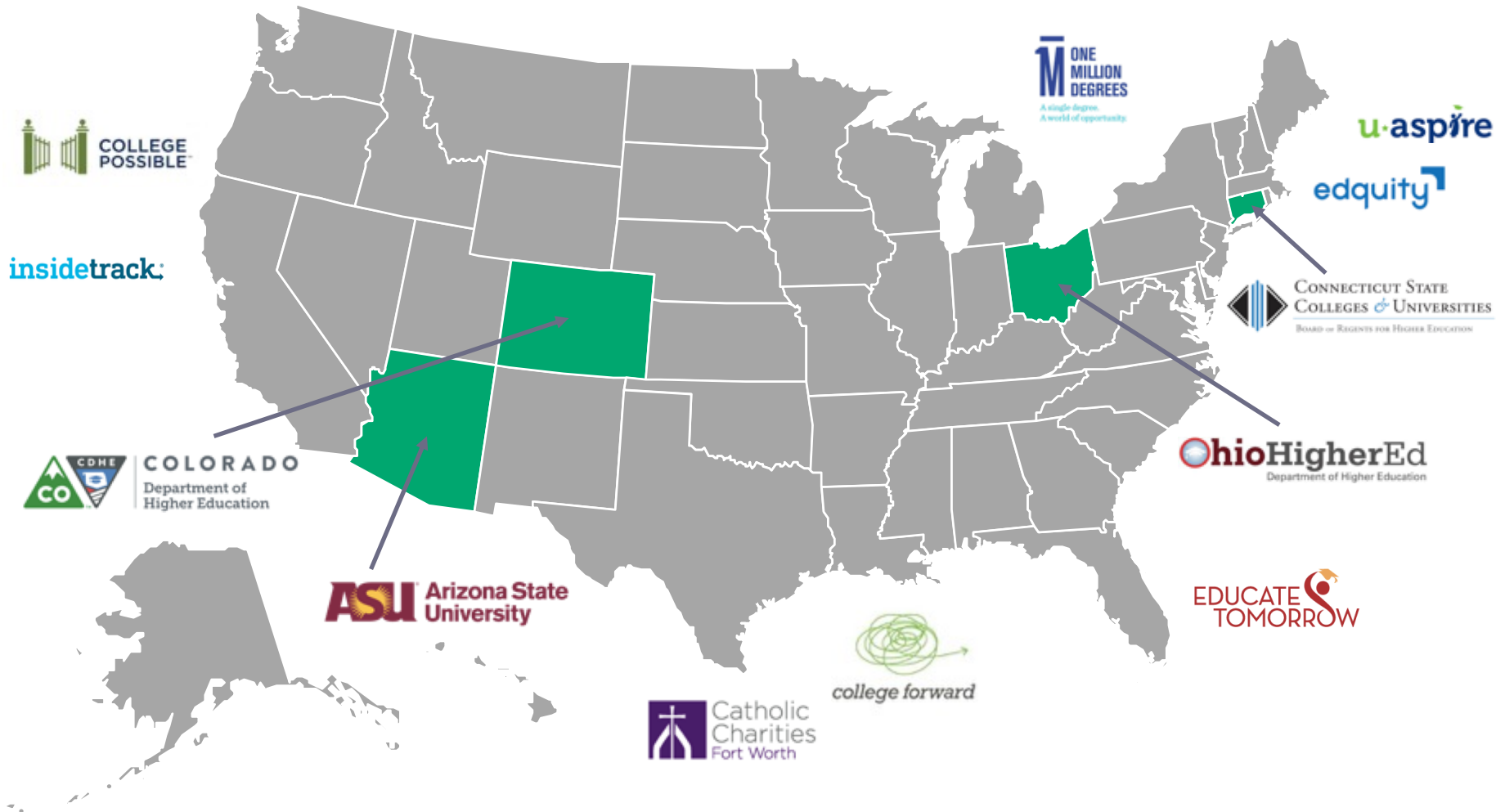
College-intending students who are low-income, first-generation, and/or students of color disproportionately experience poorer matriculation, persistence, and graduation outcomes in their path to and through college.

While there are a variety of wraparound student support services offered by providers across the country, demonstrating success in achieving outcomes, partners need to develop innovative models to systematically finance and scale them because their financing is currently unsustainable.

Throughout 2019, Third Sector will build a collaborative cohort of higher education institutions, college access & success providers, and funders who can workshop, leverage, and apply PFS models to systematically finance evidence-based access and success reforms to improve student success outcomes.

A national cohort explored PFS's application in higher education during six months of training and technical assistance

PFS in Higher Education Cohort & Provider Advisory Group



The TTA was designed to support state/system partners' exploration of PFS as one tool to better connect resources to impact for underserved students

PFS in Higher Education National Cohort Goals

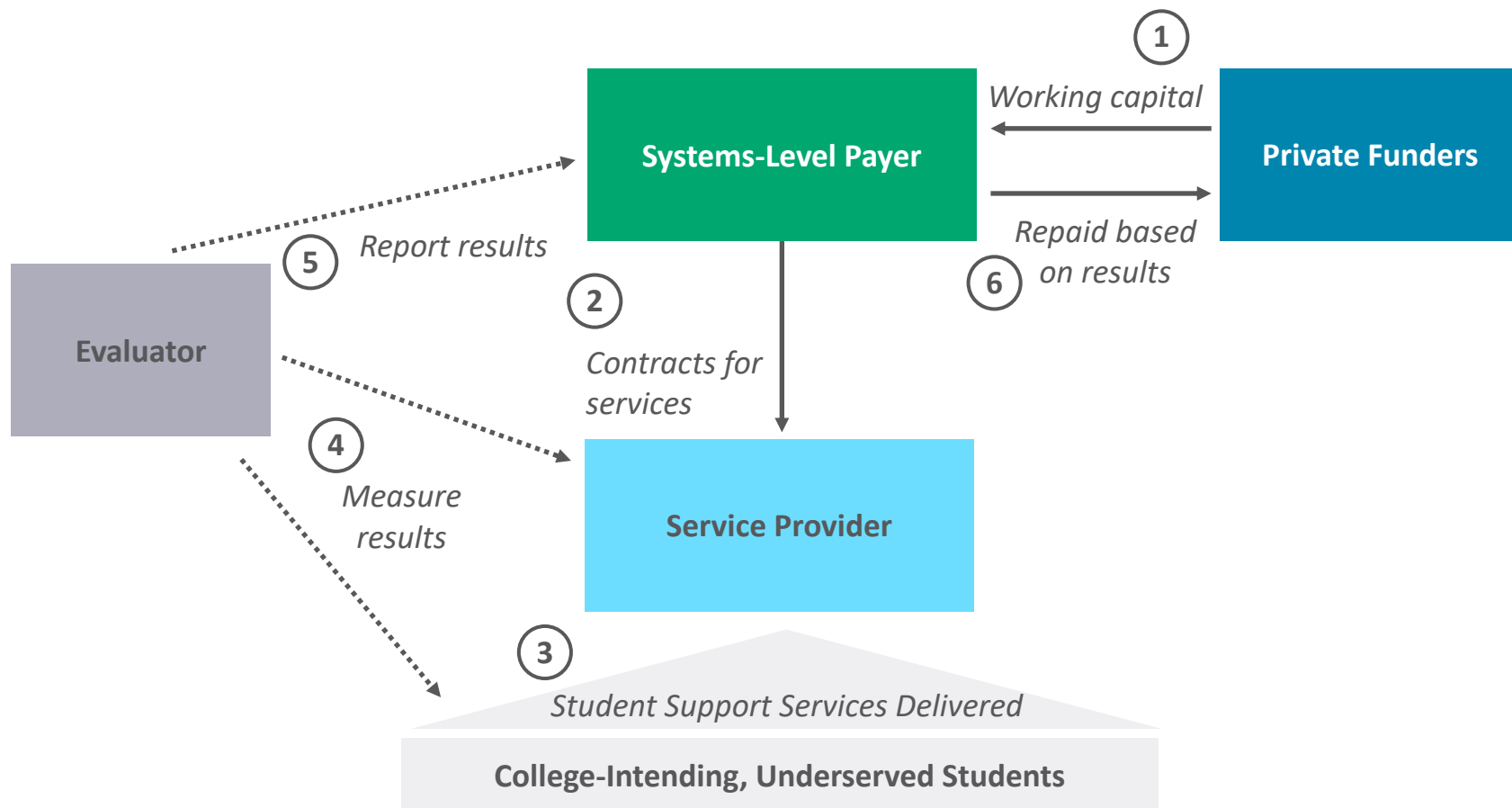
The PFS in Higher Education cohort will workshop how PFS may be leveraged to systematically fund evidence-based student support services that improve student outcomes to and through college

This project will:

- Assess Pay for Success in Higher Education by **collaborating with three stakeholder groups**: state government and higher education agencies, leading college access and success providers, and potential upfront funders
- **Workshop PFS criteria with stakeholders** in order to adapt a PFS project structure to the higher education context
- Generate tools and resources to **develop pilot projects** and to support replicability across higher education systems

The higher education cohort has affirmed PFS holds promise to accelerate the connection between resources and impact for underserved students

Illustrative PFS in Higher Ed Project Vision



Cohort partners advanced their projects by engaging in discussions, exercises, and workshops to build toward promising PFS initiatives

Summary of Cohort Accomplishments

State/System Cohort Sites

- Vetted Project Hypothesis Statement
- Implementation Roadmap with Next Steps

Cohort Level

- PFS Tools and Resources to Support Projects
 - Economic Model
 - Term Sheet
 - Request for Information
 - Template PFS Contract

College Access & Success Providers

- PFS Readiness Assessment
- Recommendations and Next Steps Conversation

Today, as we wind down the cohort, we will celebrate the achievements of all partners who explored PFS and its applicability in higher education

Third Sector Celebratory Reflections



Reaching across silos to engage new agencies, providers, and community members as collaborators



Willingness to “trust the process” and repeat the process multiple times with multiple stakeholders in pursuit of identifying a specific population or a deeper root cause



Commitment to equity in continually centering student populations experiencing disproportionately negative outcomes

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America Forward's mission is to unite social entrepreneurs with policymakers to advance a public policy agenda that champions innovative and effective solutions to our country's most pressing social problems. America Forward represents a coalition of over 100 nonprofits and change-makers, including Third Sector.



Roger Low
Policy Director

- Roger is America Forward's Policy Director; he leads New Profit's engagement with federal, state, and local governments to advocate for Pay for Success and evidence-based policy.
- Prior to joining America Forward, Roger served as a Legislative Assistant and Policy Advisor for U.S. Senator Michael Bennet.
- Roger also served as the Pay for Success Project Manager in the Colorado Governor's Office of State Planning and Budgeting, where he led the successful launch of the state's first three PFS projects.
- Roger received a Masters of Public Affairs from Princeton's Woodrow Wilson School and a BA from Yale University.

For more about the "Evolving Promise of Pay for Success," check out the Stanford Social Innovation Review article that Roger co-authored with Third Sector: https://ssir.org/articles/entry/the_evolving_promise_of_pay_for_success?fbclid=IwAR00LEM_wrQhOBIP0WBaE6NfFxiBdYbpMgJUgzvgBq0dE7zCkoD7b5_n0Sk

The Fund for Innovation and Success in Higher Education (FINISH) Act

- The legislation seeks to harness evidence and innovation to expand access to higher education and help high-need students complete their degree. More on the FINISH Act is available [here](#).
- The bill includes many evidence-based provisions, including a new tiered-evidence innovation fund to test, replicate, and scale innovative higher education solutions; authorizing five Pay for Success pilot projects in higher education; and a one percent set-aside of funds to evaluate and improve programs.
- The bill was introduced in the Senate by Senators Todd Young (R-IN), Michael Bennet (D-CO) and Tim Scott (R-SC) and introduced in the House by Representatives Ben McAdams (D-UT) and Ron Wright (R-TX).

The Future of Pay for Success: A Proposed “4-S” Framework

America Forward proposes a “4-S Framework” to more effectively scale and sustain social impact through the outcomes movement in the coming years. **We must progress concurrently along all four of these “S” domains to achieve sustainable impact.**

1

Systems: Reimagine Pay for Success as a strategy for outcomes-driven systems change.

2

Services: A new generation of proof-points to build momentum and demonstrate that the outcomes movement can change structural components of government funding.

3

Support: Build the outcomes infrastructure to implement the future of Pay for Success.

4

Strong Partnerships: Inclusive cross-sector collaboration driven by communities, focused on equity.

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Site Introduction

- *Colorado Opportunity Scholarship Initiative (COSI)*
- Colorado's PFS project will provide to and through wrap-around support services, (based in communities and connected to institutions) in addition to COSI Scholarship funds, to adult, low-income, students of color to erase attainment gaps, increase credential completion, and improve workforce opportunities.

Project "Hypothesis" Vision Statement

The Colorado Opportunity Scholarship Initiative (COSI), a department of the Colorado Department of Higher Education can partner with **service providers**, who deliver **wrap-around support services**, in addition to COSI Scholarship Funds, for **400,000** adult students **who are** low-income students of color.

The project will work to **increase credential completion and improve workforce opportunities (e.g., wage indicator, wage above area medium income, top jobs) for adults**. In order to demonstrate outcomes, CDHE will need access to **Student Unit Record Data System (SURDS) data** and **other sources (e.g., UI Data)**. Outcomes will be measured over **the number of non-traditional underserved students who were re-engaged and completed a credential within three years using historical comparison to baseline**.

Project costs are **\$XK** and may require additional outside/philanthropic support. COSI will seek **an additional legislative appropriation and a portion of COSI Scholarship resources and hold the funds** in order to pay a maximum of **\$XK in outcomes payments** for **persistence, completion (by race/income)** metrics.

Cohort Achievements

- Understanding of PFS and ability to communicate process and benefits of model
- Solid initial project plan

Best Cohort Takeaways

- Clear understanding of PFS model
- Connect with others doing this work
- Community focused

Project Next Steps

- Finalize locations
- Determine direct service provider
- Funding
- Timing
- Program and curriculum development

The Cohort Can Help Us With...

- Current adult focused or adult promise programs to connect with.
- What are common challenges/issues/mistakes that organizations make in developing and launching a pilot program? Or areas that are overlooked or not enough time and resources allocated?

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Ohio Department of Higher Education

Site Introduction

- Ohio’s work has been overseen by the Ohio Department of Higher Education (ODHE) in collaboration with ResultsOHIO and the Ohio Department of Job and Family Services (ODJFS)
- Ohio’s overarching goal is to improve the post-secondary completion rates for recipients of the Ohio National Guard Scholarship.

Project “Hypothesis” Vision Statement

ODHE will partner with InsideTrack to deliver coaching services to help **x #** recipients of the Ohio National Guard Scholarship. The project will strive to increase term to term persistence, credit intensity, and, ultimately, increased credential completion. In order to demonstrate outcomes, ODHE will need access to HEI System Data and access to data from the Adjutant General’s office. Short term outcomes will be measured by percentage of scholarship recipients persisting from term to term and by average credits earned per term. Longer term outcomes will be measured as percentage of student completing technical certificates (within 2 years), associate degrees (within 3 years), and bachelor’s degrees (within 6 years) using a TBD evaluation methodology. Project costs are \$XK. ODHE, with support from the Adjutant General, will work with ResultsOHIO to request an appropriation from the Ohio General Assembly. ResultsOHIO will identify an upfront funder to pay InsideTrack and will hold the funds from the General Assembly in order to pay upfront funder a maximum of \$XK in outcomes payments for xx metrics.

Ohio Department of Higher Education

Cohort Achievements

- Identifying an appropriate/workable project population, with a well-defined and measurable problem
- Identifying an external provider (InsideTrack) who is willing to co-design a solution (i.e., pre-enrollment and strong start coaching) and cost structure
- Building relationships within Ohio (ODHE, ResultsOHIO, ODJFS) and nationally (Third Sector, NCAN, a network of providers, other cohort states/institutions)

Best Cohort Takeaways

- Narrowly define the target population...we moved from adults, to veterans to national guard scholarship recipients.
- Start by working within the “standard” expectations for PFS projects (e.g., external provider)
- The value of an entity like ResultsOhio cannot be overstated
 - Support for the economics and financing work stream
 - Political “buy in”

Ohio Department of Higher Education

Project Next Steps

- **Student Population, Data Access and Student Support Services**
 - Meet with Adjutant General's Office and members of the MSIT to discuss data access, number of students to be served, participating institutions, and to further illuminate the root cause of scholarship recipients' lack of success
 - Meet with InsideTrack to co-design student support options and evaluate costs
- **Outcomes and Evaluation**
 - Meet with experienced academic researchers (e.g., MDRC, CCRC) to finalize appropriate outcome measures
 - Identify Program Evaluator
- **Project Funding, Economics and Policy Support**
 - Work through economic model and term sheet tools to determine necessary budget and payment schedules for the project
 - Coordinate with Governor's Office, ResultsOHIO and Adjutant General to obtain budget support for PFS project from the General Assembly
 - Identify private investor (ResultsOHIO to take lead)

The Cohort Can Help Us With...

- Continued connections to those investigating and implementing PFS projects in Higher Education

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Arizona State University (ASU PFS)

Site Introduction

- *Arizona State University - Institution*
- *ASU's PFS project will increase recruitment and enrollment of Foster Youth in Arizona to post-secondary institutions, and ultimately the successful transition out of the Foster Care System.*

Project "Hypothesis" Vision Statement

Arizona State University will continue partnering with, and scale the efforts of, First Star Academy to deliver college access preparation and offer referrals to partner agencies for additional wraparound supports for 150 Foster Youth transitioning to post-secondary institutions. The project will work to increase recruitment and enrollment of AZ Foster Youth. In order to demonstrate outcomes, ASU will access post-secondary enrollment, retention, and graduation data as well as data from the Department of Child Safety and National Student Clearinghouse. Outcomes may be measured over 8-10 years after services end and a will use TBD evaluation methodology. Project costs are \$870,000 per year, and xx agency will pay a maximum of \$870,000 in outcomes payments for on track for high school graduation or equivalency, completion of admissions application to a post-secondary institutions, completion of the Free Application for Federal Student Aid, and enrollment into a post-secondary institution.

Arizona State University (ASU PFS)

Cohort Achievements

- We successfully identified a target population that can truly be impacted by success in the program.
- Throughout the process we have been able to identify some key outcomes that are important to helping us achieve our North Star Goal.
- We have been able to make stronger connections with other ASU areas, as well as with outside agencies who support foster youth.

Best Cohort Takeaways

- One major takeaway for the team was learning more about the concept of pay for success. As we have shared with potential partners, they are interested in the model.
- One a-ha moment for us was the feedback we received after our pitch practice to the cohort. The feedback we received signaled to us that we needed to be more concise when explaining our project.
- Participating in the PFS project has provided a new perspective on how we approach projects and potential funding partnerships.
- Participation in the project allowed us the time to think about our potential project and do research (data and talking with stakeholders on the target population).

Arizona State University (ASU PFS)

Project Next Steps

- Continue to work with stakeholders to and potential partners to bring awareness to the PFS project
- Finalize our evaluation methodology
- Vet a short list of potential systems level payers
- Develop a project outline and comprehensive budget

The Cohort Can Help Us With...

- Feedback on other programs or agencies that are doing something similar with Foster Youth
- Assistance with providing insight or leads on potential funders

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Connecticut State Colleges & Universities

Site Introduction

- *CSCU is a state wide system of Community Colleges and 4 regional universities*
- *Our goal is to increase rates of attendance and persistence among underrepresented minority students in the area around Quinebaug Community College*

Project “Hypothesis” Vision Statement

Connecticut State Colleges & Universities, in collaboration with Eastern Connecticut State University and/or Quinebaug Valley Community College, may reopen the Willimantic Center and work with service providers to deliver support services (e.g., wraparound supports, childcare, sense of belonging, etc.) 100-300 underrepresented minority students. The project will work to drive an increase in the rates of college enrollment, attendance, and student success (e.g., persistence, credit load, completion). In order to demonstrate outcomes, CSCU will access P20WIN data and enrollment data (e.g., and institution/NSC data). Outcomes will be measured by overall enrollment levels, the percent of students earning 15 or more credits in the first year, as well as fall to spring persistence. Evaluation methodology, TBD. Project costs are \$XK. CSCU will hold funds authorized by the CT Board of Regents in order to pay a maximum of \$XK in outcomes payments for metrics that reflect enrollment levels and indicators of student success.

Connecticut State Colleges & Universities

Cohort Achievements

- Developed a detailed understanding of PFS
- Learned about successful interventions being implemented in other colleges around the country
- Successfully engaged with stakeholders and developed an appreciation of local concerns

Best Cohort Takeaways

- Local stakeholders strongly support the re-establishment of the Willimantic Center as the best way to create a more welcoming environment for Latinx students at QVCC.
- PFS model seems naturally well-suited to agreements intended to increase enrolment from defined cohorts of prospective students.
- CT will utilize PFS-inspired discipline around use of data in determining vendor performance

Connecticut State Colleges & Universities

Project Next Steps

- Pursue site for re-establishment of Willimantic Center
- Work with stakeholders to develop plan for operation, staffing, and offerings at new Center
- Revisit model for PFS around recruitment and preparation of underserved groups

The Cohort Can Help Us With...

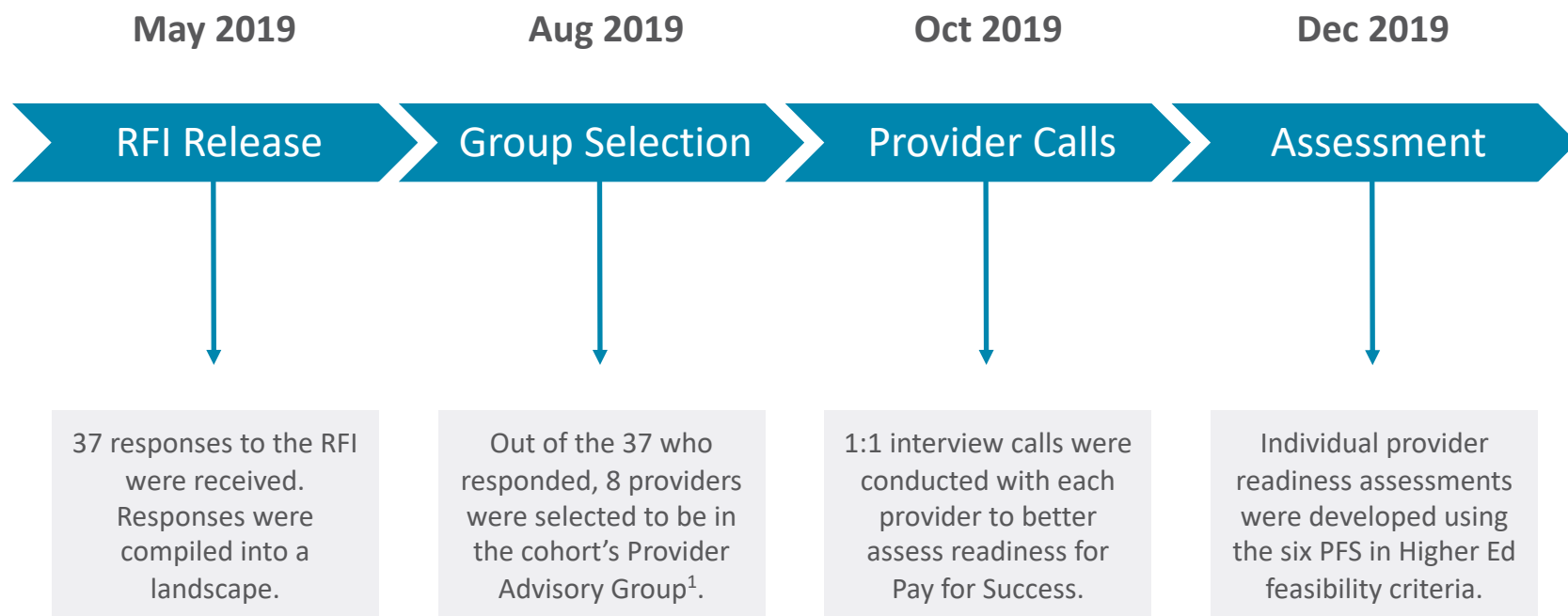
- Identification of potential partners
- Assistance with contracting

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Third Sector convened a Provider Advisory Group in order to learn more about the landscape of access & success services and inform future projects

Provider Advisory Group Process



In January, providers will have an opportunity to discuss their readiness assessment and next steps with Third Sector.

The Provider Advisory Group includes Catholic Charities Fort Worth (CCFW), College Forward, College Possible, Edquity, Educate Tomorrow, InsideTrack, One Million Degrees, and uAspire.

As landscaped from the responses to the RFI, providers offer a range of evidence-informed services to support under-resourced students

Student Support Service Provider RFI: Summary



Student Population

Low-income, first-generation, English language learners, students of color, and non-traditional students (e.g. adult learners)



Student Support Services

Mentoring, coaching, school selection & college application assistance, financial aid support, non-financial supports, workforce preparation



Outcomes & Evaluation

Enrollment, persistence, graduation, workforce outcomes, and interim measures (e.g. credits completed, FAFSA completion)



Data Access

Self-reported data, student bank account data (one provider), and administrative data from high schools, HEIs, and government agencies



Funding







Largely reliant on philanthropy, with some public funding at the federal, state, or local level, or from an HEI.



Geography

23 states served; 4 providers operate nationally, and several providers operate in multiple jurisdictions

Providers were assessed on their readiness among six feasibility criteria critical to the success of a PFS project

Feasibility Criteria		Description of High PFS Readiness
	Student Population	<ul style="list-style-type: none"> • High-risk students experiencing outcomes disparities and barriers • Clearly defined eligibility standards to enroll, serve, and measure impact
	Service Model	<ul style="list-style-type: none"> • High degree of operational effectiveness • Evidence-informed services that are (or can be) scalable
	Outcomes and Evaluation	<ul style="list-style-type: none"> • Track record of meeting intended high-bar outcomes • Ability to measure clearly defined metrics
	Data Access	<ul style="list-style-type: none"> • Access to administrative / institutional data • Enrollment, persistence, and graduation data is collected and shared
	Economics and Financing	<ul style="list-style-type: none"> • Cost-effective and scalable to new students or HEIs, with a positive ROI • Services are prioritized by committed end payer(s)
	Policy Support	<ul style="list-style-type: none"> • Existing informal or formal relationships with local or state government • Availability of a funding stream as a path to sustainable funding for services

College access and success providers deliver effective services to advance outcomes for students experiencing disparities

Key Strengths of Providers



**Student
Population**

Focus on specific and under-resourced student population experiencing outcomes disparities



**Service
Model**

Evidence-informed service models that have scaled



**Outcomes &
Evaluation**

Clearly defined and measurable outcomes with a desire to collect data beyond enrollment, persistence, and graduation

Providers' biggest barriers to PFS readiness stem from their lack of formalized relationships with government and institutions of higher education

Key Limitations of Providers



Service
Model

Lack of targeted referral pathways limit the ability to enroll students for whom service model has shown to be most effective



Data
Access

Varied formal data sharing agreements and experience; access to validated outcomes data would be required for PFS



Policy
Support

Variability in formal partnerships with government and institutions of higher education; direct relationship required in a PFS contract

Third Sector sees several opportunities for states and systems to partner with access and success providers in order to strengthen their PFS readiness

Recommendations for Supporting Providers

1

Organize a coordinated referral network from community to campus

2

Collaborate to develop formal data sharing agreements

3

Leverage evaluations to better understand possible financial and social ROI

Third Sector is also analyzing funder interest for outcomes-focused higher education investments and has been interviewing the following funder network

Funders Engaged in the PFS in Higher Education Cohort

THE
KRESGE
FOUNDATION



TheJoyceFoundation



..the **community**
outcomes fund
MAYCOMB CAPITAL

ECMC
Foundation

Helios®
Education Foundation



**REINVESTMENT
FUND**

Ascendium®

BILL & MELINDA
GATES foundation



From the conversations so far, there is interest in supporting Pay for Success in higher education initiatives

Early Takeaways from Funder Analysis

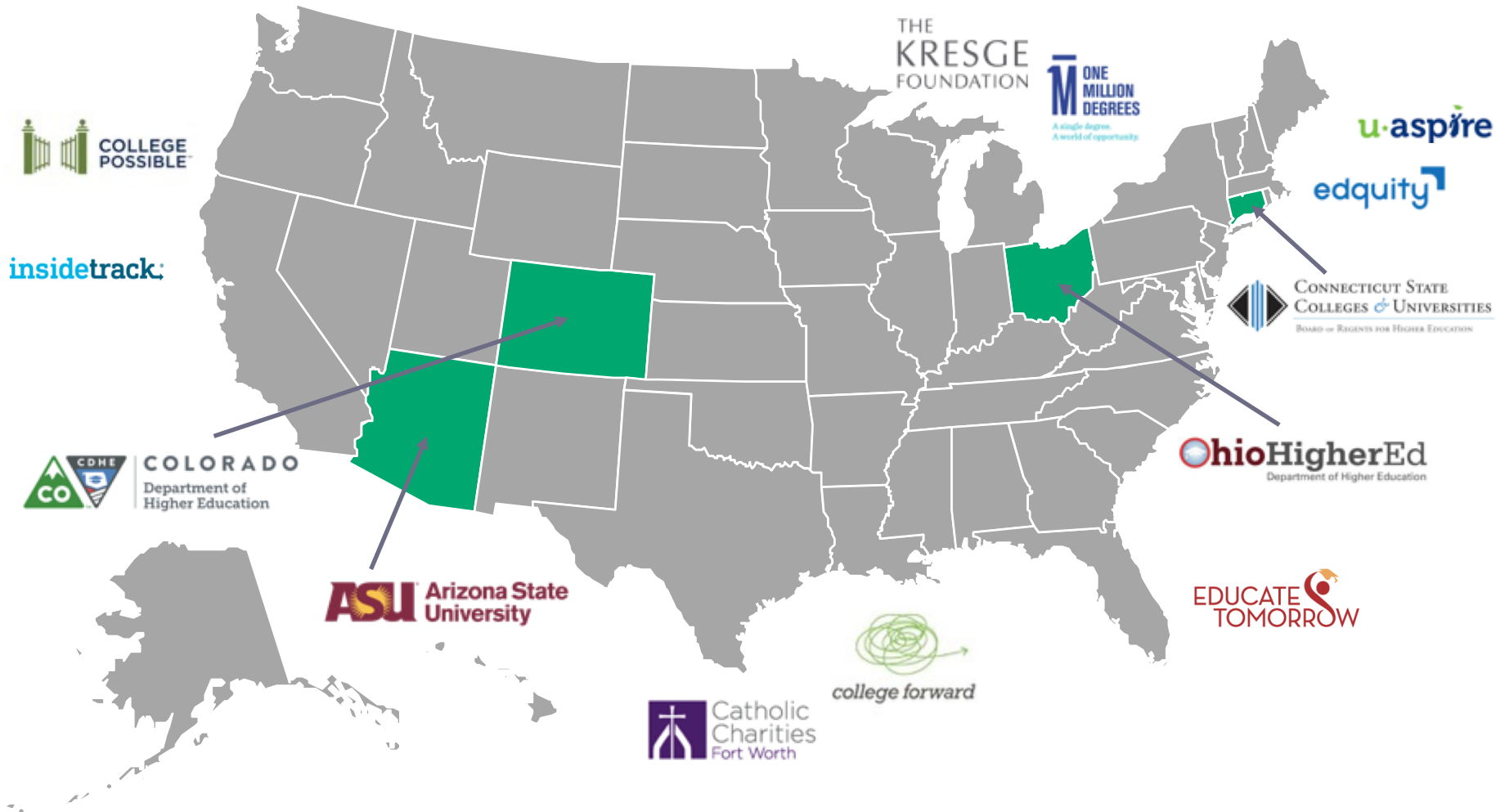
- 1 Upfront funders like to get involved in projects when ideas are mostly baked, but there are still some opportunities to adjust the model
- 2 Providers who embrace data, and are high capacity performers, are who upfront funders are most excited to work with in PFS projects
- 3 As part of project diligence, upfront funders typically look to confirm the depth of commitment among all stakeholders involved in the project

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Thank you to every partner who participated in this national learning community focused on improving student outcomes to and through college

PFS in Higher Education Cohort & Provider Advisory Group



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