

Experimental Sites Initiative Annual Summary Report

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Policy Research and Analysis Group
Federal Student Aid
U.S. Department of Education*

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Purpose:

Congress authorized the Experimental Sites Initiative under section 487A(b) of the Higher Education Act of 1965, as amended (HEA). This Initiative—or “experiments,” as they are frequently called—assesses statutory and regulatory flexibility for participating institutions disbursing Title IV student aid. The U.S. Department of Education (Department) has waived specific statutory or regulatory requirements at the postsecondary institutions or consortia of institutions approved to participate in the experiments. By contrasting the results achieved with the flexibilities provided with results under current regulations, in many cases, the Department has data to support changes to regulations and statutes. The outcomes of experiments have the potential to benefit all postsecondary institutions and the students they serve. The Department has been internally revising policies and procedures related to ex-sites to lead to improved evaluations, including principles the Department will use when deciding to launch an experiment. The Department plans to provide these principles to Congress in the coming months.

Section 487A(b)(2) of the HEA requires the Department to review and evaluate the experience of institutions participating as experimental sites and submit a report to the authorizing committees every two (2) years. The HEA stipulates that the summary report is to include (a) a list of participating institutions and the specific statutory or regulatory waivers granted to each institution; (b) the findings and conclusions reached regarding each of the experiments conducted; and (c) recommendations for amendments to improve and streamline the HEA, based on the results of the experiment.

To comply with Section 487A(b)(2) of the HEA and highlight key findings from the Experimental Sites Initiative, the Federal Student Aid office produces an annual report to provide an update on current experiments and a summary of completed experiments. However, the Department was delayed in reporting to Congress on some experiments, which completed their evaluations in 2016 or later. The following report provides an overview of this information for active and completed experiments during the 2021-2022 award year.

The experiments included in this annual report are:

Pell Eligible Students with Bachelor Degrees Enrolled in Career Programs	3
Pell Eligible Students Enrolled in Approved Short-term Training Programs.....	6
Direct Loan Single Disbursement of a One-Term Loan for Study Abroad Students	9
Direct Loan Unequal Disbursement.....	11
Direct Loan - Limiting Unsubsidized Loan Amounts	13
PLUS Loans for Parents of Students with Intellectual Disabilities	15
Eligibility of Dually Enrolled Students with Intellectual Disabilities	17
Prior Learning Assessments—Use of Title IV Aid for Costs of Prior Learning Assessments.....	18
Competency-Based Education-Disbursement to Students Who Are Enrolled in Competency-Based Education Programs: Split Disbursement	21
Limited Direct Assessment.....	24
Federal Work-Study for Near-Peer Counseling.....	26
Pell For Students Who are Incarcerated (Second Chance Pell).....	28
Educational Quality through Innovative Partnerships (EQUIP).....	35
Dual Enrollment.....	38
Competency-Based Education-Disbursement to Students Who Are Enrolled in Competency-Based Education Programs: Satisfactory Academic Progress Only	41
Loan Counseling	43
Federal Work-Study Work and Learn.....	46
Competency-Based Education-Disbursement to Students Who Are Enrolled in Competency-Based Education Programs: Subscription Period Disbursement	52

Pell-Eligible Students with Bachelor's Degrees Enrolled in Career Programs

Experiment Start: July 1, 2013

Experiment End: June 30, 2017

Overview of Experiment:

This experiment provided a limited waiver of the statutory requirement that a student who has earned a bachelor's degree may not receive a Pell Grant. The experiment allowed at least some students with a bachelor's degree to receive not more than one full scheduled Pell Grant award, over no more than two award years, for enrollment in a vocational/career program of study of one year or less.

Participating Institutions:

The following institutions signed a Partner Participation Agreement (PPA) Amendment for participation:

OPE ID	Institution Name
00106010	Coastal Alabama Community College - Brewton Campus
00107700	Mesa Community College
00118100	College of San Mateo
00120100	Fullerton College
00121600	University of La Verne
00129200	Solano Community College
00150600	Miami Dade College
00151000	Northwest Florida State College
00151400	Polk State College
00152000	Seminole State College of Florida
00175200	Sauk Valley Community College
00193800	Pratt Community College
00206300	Community College of Baltimore County
00217600	Bristol Community College
00226100	Charles Stewart Mott Community College
00283600	Binghamton University
00325800	Duquesne University of The Holy Spirit
00366900	Wiley College
00382800	West Virginia University - Parkersburg
00386600	Milwaukee Area Technical College
00462500	Delgado Community College
00471100	State Technical College of Missouri
00474300	Clovis Community College
00492500	Horry Georgetown Technical College
00525600	Wiregrass Georgia Technical College
00526000	J. F. Drake State Community and Technical College

00546700	Sowela Technical Community College
00576100	L. E. Fletcher Technical Community College
00548900	Central Louisiana Technical Community College
03956324	South Louisiana Community College - Young Memorial
00561800	Savannah Technical College
00570700	Southeast Arkansas College
00675600	Northshore Technical Community College
00697300	Canada College
00773100	Raritan Valley Community College
00840400	Brookdale Community College
00854300	Atlanta Technical College
00890300	College of The Canyons
00915600	Wayne County Schools Career Center
00363410	Texas State Technical College - Harlingen
00976400	Tunxis Community College
00991700	Ivy Tech Community College of Indiana
00997500	Northwest Louisiana Technical Community College
01002000	Lewis and Clark Community College
01038800	Reading Area Community College
01063300	Houston Community College
01254400	St. Johns County School District
01290500	Academy of Careers and Technology
02055400	Bossier Parish Community College
02157900	Rochester General-Isabella Graham Hart School of Practical Nursing
02166100	Elaine P. Nunez Community College
02206000	Hunter Business School
02220800	Career & Technology Education Centers of Licking County
02263100	Anthem College
02272700	Columbiana County Vocational School District
02316200	Miami Lakes Educational Center and Technical College
02348200	Arkansas State University Mid-South
02518400	National Hispanic University (The)
02603800	Lorain County Jvs Adult Career Center
03116600	East San Gabriel Valley Rop and Technical Center
03413400	English Center (The)
03570400	English Center (The)
03730300	Baton Rouge Community College
03789400	River Parishes Community College
03956300	South Louisiana Community College
04041400	Mountwest Community and Technical College
04130100	Louisiana Delta Community College

Waivers:

- HEA section 401(c)(1), which excludes students who have earned a bachelor's degree from receiving Pell Grant funding.

- 34 CFR 668.32(c)(2)(i)(A), which excludes baccalaureate or first professional degree holders from receiving a Pell Grant.
- 34 CFR 690.6(a), which limits eligibility for Pell Grants to students who have not earned their first bachelor's degree.

Prior ESI or ED Related Research:

In December 2020, the Institute of Education Sciences (IES) published a [comprehensive report](#) detailing the initial results of a rigorous evaluation of this experiment.

Desired Research Questions:

The objective of the experiment was to examine whether providing Pell Grants to unemployed or underemployed low-income students who have earned a bachelor's degree but might be interested in short vocational/career programs could improve those students' employment status. The evaluation's initial analysis examined whether the experiment increased program enrollment and completion, a first step toward improving students' success in the labor market. The evaluation also assessed whether being offered Pell Grants reduced the use of loans in financing these students' education.

Data and Evaluation Procedures:

Institutions participating in this experiment were required to report information on the students participating in the experiment, including student characteristics and receipt of financial aid, as well as academic progress and attainment.

The institutions also agreed to allow IES to randomly assign students the schools identified as eligible for the experiment to either be offered experimental Pell Grant funds in their financial aid award packages or to receive whatever financial aid they would ordinarily be awarded. The effectiveness of the experiment was determined, at least initially, by comparing program enrollment and completion of the two groups using data from Federal Student Aid databases and the National Student Clearinghouse.

Results or Anticipated Results:

Refer to the initial report that was published by IES in December 2020 for results of this experiment.

The evaluation determined that offering Pell Grants for short vocational/career programs to unemployed or under-employed low-income students with a bachelor's degree who expressed interest in an occupational training program increased enrollment and completion of those programs by about 20 percentage points. The experiment did not reduce the use of Federal student loans or the amounts students received.

IES is working to update the results by obtaining and examining longer-term employment outcomes.

Conclusion and Policy Recommendations:

Refer to the [comprehensive report](#) that was published by IES in December 2020 for policy recommendations that stemmed from the initial results of this experiment.

Pell-Eligible Students Enrolled in Approved Short-term Training Programs

Experiment Start: July 1, 2013

Experiment End: June 30, 2017

Overview of Experiment:

This experiment provided a waiver of the requirement that a Pell Grant eligible program must include at least 15 weeks of instructional time and at least 600 clock hours, 16 semester or trimester hours, or 24 quarter hours. It allowed Pell Grants to be received by at least some otherwise eligible students at participating community colleges and postsecondary vocational institutions who were enrolled in a vocational program of at least eight weeks in length that, at a minimum, included at least 150 clock hours of instructional time, similar to some pre-existing short-term vocational programs. The amount of the Pell Grant provided to a student under this experiment was prorated for the shorter period of instructional time, pursuant to the Pell Grant regulations at 34 CFR 690.63(a)(3).

Participating Institutions:

The following institutions signed a PPA Amendment for participation:

OPE ID	Institution Name
00106010	Coastal Alabama Community College - Brewton Campus
00118100	College of San Mateo
00121600	University of La Verne
00151000	Northwest Florida State College
00151400	Polk State College
00152000	Seminole State College of Florida
00175200	Sauk Valley Community College
00193800	Pratt Community College
00206300	Community College of Baltimore County
00217500	Quinsigamond Community College
00217600	Bristol Community College
00226100	Charles Stewart Mott Community College
00232600	University of Michigan - Dearborn
00240700	Hinds Community College
00356300	Del Mar College
00366900	Wiley College
00377600	Everett Community College
00386600	Milwaukee Area Technical College
00462500	Delgado Community College
00471100	State Technical College of Missouri
00474300	Clovis Community College
00525600	Wiregrass Georgia Technical College
00546700	Sowela Technical Community College
00576100	L. E. Fletcher Technical Community College
00548900	Central Louisiana Technical Community College
03956324	South Louisiana Community College - Young Memorial

00561800	Savannah Technical College
00562200	Georgia Piedmont Technical College
00576300	Central Georgia Technical College
00675600	Northshore Technical Community College
00697300	Canada College
00712000	Des Moines Area Community College
00773100	Raritan Valley Community College
00835500	James Rumsey Technical Institute
00840400	Brookdale Community College
00854300	Atlanta Technical College
00886300	Walters State Community College
00915600	Wayne County Schools Career Center
00974400	Fox Valley Technical College
00976700	Olive-Harvey College
00991700	Ivy Tech Community College of Indiana
00997500	Northwest Louisiana Technical Community College
01002000	Lewis and Clark Community College
01038800	Reading Area Community College
01063300	Houston Community College
01119400	Stanly Community College
01254400	St. Johns County School District
01290500	Academy of Careers and Technology
02055400	Bossier Parish Community College
02145800	Cayuga Onondaga Boces
02166100	Elaine P. Nunez Community College
02199300	Orleans Niagara Boces
02206000	Hunter Business School
02220800	Career & Technology Education Centers of Licking County
02272700	Columbiana County Vocational School District
02316200	Miami Lakes Educational Center and Technical College
00576304	Central Georgia Technical College - Warner Robins
02511700	Ridge Technical College
02603800	Lorain County Jvs Adult Career Center
03103400	South Texas College
03116600	East San Gabriel Valley Rop and Technical Center
03117000	Ashland County - West Holmes Career Center - Adult Education
03155500	Oconee Fall Line Technical College
03413400	English Center (The)
03570400	English Center (The)
04119000	Eastern West Virginia Community & Technical College
03730300	Baton Rouge Community College
03789400	River Parishes Community College
03956300	South Louisiana Community College
04130100	Louisiana Delta Community College
04192200	Athena Career Academy

Waivers:

- HEA section 481(b)(1)(A), which sets the minimum timeframes for a Pell Grant eligible program.
- 34 CFR 668.8(d)(1)(i) and (ii), which establish the timeframes for eligible programs.

Prior ESI or ED Related Research:

In December 2020, the IES published a [comprehensive report](#) detailing the initial results of a rigorous evaluation of this experiment.

Desired Research Questions:

The objective of the experiment was to determine if providing Pell Grants to unemployed or underemployed low-income students who might be interested in short-term vocational training programs improved those students' employment status. The evaluation's initial analysis examined whether the experiment increased program enrollment and completion, a first step toward improving students' success in the labor market. The evaluation also assessed whether being offered Pell Grants reduced the use of student loan funds in financing these students' education.

Data and Evaluation Procedures:

Institutions participating in this experiment were required to report information on the students participating in the experiment, including student characteristics and receipt of financial aid, as well as academic progress and attainment. The institutions also agreed to allow IES to randomly assign students the schools identified as eligible for the experiment to either be offered experimental Pell Grant funds in their financial aid award packages or to receive whatever financial aid they would ordinarily be awarded. The effectiveness of the experiment was determined, at least initially, by comparing program enrollment and completion of the two groups using data from Federal Student Aid databases and the National Student Clearinghouse.

Results or Anticipated Results:

Refer to the comprehensive analysis report that was published by IES in December 2020 for initial results of this experiment.

The evaluation determined that offering Pell Grants for short vocational training programs – those providing at least eight weeks in length and 150 clock hours of instructional time, but less than 15 weeks and 600 clock hours – to unemployed and underemployed low-income students who expressed interest in an occupational training program increased enrollment and completion of those programs by about 10 percentage points. The experiment did not reduce the use of Federal student loans or the amounts students received.

IES is working to expand the evaluation by obtaining and examining employment outcomes.

Conclusion and Policy Recommendations:

Refer to the [comprehensive report](#) that was published by IES in December 2020 for policy recommendations that stemmed from the initial results of this experiment.

Direct Loan Single Disbursement of a One-Term Loan for Study Abroad Students

Experiment Start: July 1, 2012

Experiment End: June 30, 2016

Overview of Experiment:

The experiment allowed a single disbursement of a one-term loan for some study abroad students attending participating institutions even if the institution's cohort default rate equals or exceeds five percent.

Participating Institutions:

<u>OPE ID</u>	<u>Institution Name</u>
00120100	Fullerton College
00129500	Southwestern Law School
00150000	Broward College
00161600	Boise State University
00178000	Western Illinois University
00210300	University of Maryland, College Park
00229021	Michigan State University - College of Law
00963500	Florida International University

Waivers:

- HEA section 428G(a), which generally requires multiple disbursements of student loans.
- 34 CFR 685.301(b)(3)(ii), which requires at least two disbursements of Direct Loan Program loan proceeds.

Prior ESI or ED Related Research:

None.

Desired Research Questions:

The objective of this experiment was to explore whether providing needed early loan funding for students studying outside of the United States could increase participation in foreign educational experiences for students without increasing the risk that the students will not complete the loan period for which the funds were provided.

Data and Evaluation Procedures:

The Department planned to evaluate this experiment by using information provided by the institution to determine whether the experiment allowed more students, especially low-income students, to participate in study abroad programs. It also planned to evaluate whether students assisted by the experiment completed the loan period for which they received Direct Loan funding in a single disbursement.

To support recommendations for changes to a legal requirement, the Department sought data provided from both a treatment group of students who participated in the experiment and a

control or comparison group of students who received their student aid under existing rules. Recruiting both treatment and comparison groups of students proved problematic. Institutions objected to treating similar students differently and were not always persuaded, even if they understood the methodological need for it.

Therefore, to improve the likelihood of institutional participation, schools participating in this experiment were required to provide information on study abroad students who received their loan proceeds in one disbursement under this experiment and for study abroad students who received their loan funds for an earlier payment period when at least two disbursements were made. The information collected for these groups included the number of students in each group, the amount of grant and loan assistance received, and the number of students enrolled at the end of the loan period.

Results or Anticipated Results:

This experiment concluded on June 30, 2016. Preliminary data collected was not deemed adequate to fully evaluate the experiment.

Conclusion and Policy Recommendations:

No conclusions or recommendations are made given the limits of data collected.

Direct Loan Unequal Disbursement

Experiment Start: July 1, 2012

Experiment End: June 30, 2016

Overview of Experiment:

The experiment waived the requirement that Direct Loans be disbursed in at least two substantially equal disbursements and allowed, under certain conditions, unequal disbursements of Direct Loan proceeds. Institutions that participated in this experiment were required to establish formal policies for determining the conditions under which it would allow a student to receive unequal disbursements of loan funds.

Participating Institutions:

<u>OPE ID</u>	<u>Institution Name</u>
00111300	Antelope Valley College
00129500	Southwestern Law School
00173900	Northwestern University
00178000	Western Illinois University
00184200	Valparaiso University
00210300	University of Maryland, College Park
00283700	State University Of New York At Buffalo
00284100	Suny College at Brockport
00321000	Oregon State University
00322300	University of Oregon
00375400	Virginia Polytechnic Institute & State University
00377800	Gonzaga University
00712000	Des Moines Area Community College
00963500	Florida International University
03339400	Western Governors University
03819300	American Public University System

Waivers:

- HEA section 428G(a)(1), which requires that no Direct Loan disbursement be for more than one-half of the total loan for the loan period.
- 34 CFR 685.301(b)(5), which provides that no installment of a Direct Loan exceeds one-half of the loan for the loan period.

Prior ESI or ED Related Research:

None

Desired Research Questions:

The objective of this experiment was to explore whether providing more up-front loan proceeds when the educational expenses were higher at the beginning of the loan period might increase the enrollment and program completion of low-income students. This experiment only applied to Direct Loan proceeds and did not allow for unequal disbursements of Pell Grant funds.

Data and Evaluation Procedures:

The Department planned to evaluate this experiment by using information provided by the institution to explore the impact of unequal disbursement of Direct Loans on enrollment, academic performance, and completion.

To support recommendations for changes to a legal requirement, the Department sought data provided from both a treatment group of students who participated in the experiment and a control or comparison group of students who received their student aid under existing rules. Recruiting both treatment and comparison groups of students proved problematic. Institutions objected to treating similar students differently and were not always persuaded, even if they understood the methodological need for it.

Therefore, to improve the likelihood of institutional participation, schools participating in this experiment were required to provide information on students who received unequal loan disbursements under this experiment as well as for students who received equal disbursements for an earlier payment period. The measures for these groups included the number of students enrolled at the beginning of the loan period, demographic information on the students, the amount of grant and loan assistance awarded to each student, and completion and other academic measures for the students.

Results or Anticipated Results:

This experiment concluded on June 30, 2016. At the time, preliminary data collected were not deemed adequate to fully evaluate the experiment, and thus, no evaluation was completed.

Conclusion and Policy Recommendations:

No conclusions or recommendations are made given the limits of data collected.

Direct Loan - Limiting Unsubsidized Loan Amounts

Experiment Start: July 1, 2012

Experiment End: June 30, 2022

Overview of Experiment:

This experiment allowed institutions to establish a written policy for students enrolled in a particular educational program or on some other categorical basis (e.g., students living at home or first-time freshmen) to reduce, by at least \$2,000, the amount of an unsubsidized Direct Loan that the otherwise eligible student would receive or to eliminate the unsubsidized Direct Loan completely.

Participating Institutions:

<u>OPE ID</u>	<u>Institution Name</u>
00120300	Glendale Community College
00126000	Palomar College
00127300	San Diego City College
00127500	San Diego Mesa College
00129400	Southwestern Community College District
00150000	Broward College
00247100	Saint Louis Community College
00327200	Harcum College
00474200	Central New Mexico Community College
00991700	Ivy Tech Community College of Indiana
01182000	San Diego Miramar College
02073900	Wor-Wic Community College
02539500	Irvine Valley College
03267300	Capella University
03339400	Western Governors University
03542400	Copper Mountain College
04208700	Colorado State University - Global Campus

Waivers:

- HEA section 479A(c), which allows only case-by-case reductions in Direct Loan amounts.
- 34 CFR 685.301(a)(8), which provides that reductions in a student's eligibility for a Direct Loan can only be made on a case-by-case basis.

Prior ESI or ED Related Research:

None

Desired Research Questions:

The Department was interested in exploring whether students who received less than the statutory amounts of Direct Loans for which they were eligible were able to enroll in, succeed in,

and complete their academic programs. We also sought to explore if the students in the experiment with lower educational loan debt experienced fewer delinquencies and defaults.

Data and Evaluation Procedures:

Participating institutions were required to collect, maintain, and provide information not only for students whose Title IV aid is administered under an experiment, but also for a control or comparison group of otherwise similar students whose Title IV aid was administered under existing requirements. Examples of reporting requirements include: numbers of students, their enrollment status, the types and amounts of grant and loan assistance received by the students, and grade point averages and other reflections of academic performance.

In addition, institutions that were selected for participation in the experiment were required to submit a narrative description and evaluation of their implementation of the experiment. At a minimum, the narrative was required to include any unforeseen challenges and unexpected benefits.

Results or Anticipated Results:

This experiment concluded on June 30, 2022. Results are currently being evaluated by the Department.

Conclusion and Policy Recommendations:

No conclusions or recommendations will be made until the completion of the evaluation of the experiment.

PLUS Loans for Parents of Students with Intellectual Disabilities

Experiment Start: July 1, 2012

Experiment End: June 30, 2016

Overview of Experiment:

The experiment permitted participating institutions to originate and disburse Direct PLUS loans to the otherwise eligible parents of dependent students with intellectual disabilities, as defined in the Department's regulations at 34 CFR 668.231(a).

Participating Institutions:

OPE ID	Institution Name
00342500	Clemson University
00264200	College of New Jersey
00167600	Elmhurst College
00305100	Kent State University
00245400	University of Central Missouri

Waivers:

- The portion of HEA section 484(s) that provides that students with intellectual disabilities who are enrolled in an approved comprehensive transition and postsecondary program may only receive Title IV funding from the Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), and Federal Work Study (FWS) programs.
- 34 CFR 668.230, which states that the only programs a student with intellectual disabilities who is enrolled in a comprehensive transition and postsecondary program is eligible for are the Pell Grant, FSEOG, and FWS programs.

Prior ESI or ED Related Research:

None

Desired Research Questions:

The objective of this experiment was to explore if providing this financing option to some parents, could help more students with intellectual disabilities enroll in and complete an approved transition program. Another objective was to identify what practices may reduce the parents' debt burden caused by higher interest rates from non-Federal financing.

Data and Evaluation Procedures:

As a condition of the parent receiving a Direct PLUS loan under this experiment, the student or the student's parent(s) were required to sign an agreement with the institution allowing for the release to the Department of the student's academic and other records related to the student's participation in the transition program. The release also provided that the student (or parent) provide information on the student's post-enrollment living and occupational statuses. Additionally, the parents must have agreed to provide the institution general information concerning how the family financed the student's attendance in the transition program.

To support a recommendation for a change to a legal requirement, data were needed from both a treatment group and a control or comparison group. Institutions that participated in this experiment were required to report information on the students and parents who benefitted from the PLUS loan and on those who did not. The data that were requested to be collected included the number of students enrolled in the transition program; the types and amounts of Title IV aid received by the students; and information on the students' enrollment in, and completion of, the transition program. The Department intended to collect additional data from parents regarding the need for other educational financing.

Results or Anticipated Results:

Due to lack of participation from institutions with signed PPA Amendments, this experiment was ended on June 30, 2016.

Conclusion and Policy Recommendations:

No conclusions or recommendations can be made due to low participation.

Eligibility of Dually Enrolled Students with Intellectual Disabilities

Experiment Start: July 1, 2012

Experiment End: June 30, 2016

Overview of Experiment:

The experiment permitted some students with intellectual disabilities who were enrolled in an approved comprehensive transition and postsecondary program at a Title IV eligible institution while also enrolled in secondary school (dually enrolled students) to receive Title IV funding, notwithstanding the general prohibition of eligibility for such students because of their dual enrollment.

Participating Institutions:

No institutions applied to participate in this experiment.

Waivers:

- The provision of HEA section 484(a)(1) that precludes students who are enrolled in secondary school from receiving Title IV aid.
- 34 CFR 668.32(b), which excludes elementary or secondary school students from eligibility for Title IV assistance.

Prior ESI or ED Related Research: None

Desired Research Questions:

The objective of this experiment was to explore whether providing Title IV aid to otherwise eligible students with intellectual disabilities who were enrolled in an approved transition program while also enrolled in high school would improve the transition process for such students without placing financial burdens on their families.

Data and Evaluation Procedures:

This experiment would have been evaluated using information provided by the institution, and other information available to the Secretary, to determine whether more otherwise eligible students with intellectual disabilities enroll in and complete a comprehensive transition and postsecondary program when provided Title IV aid. The evaluation would have also assessed the success of dually enrolled students in the transition program relative to their peers who were not also enrolled in high school.

Results or Anticipated Results:

Due to lack of interest and participation from institutions, this experiment was ended on June 30, 2016.

Conclusion and Policy Recommendations:

No conclusions or recommendations can be made due to lack of institutional participation.

Prior Learning Assessments—Use of Title IV Aid for Costs of Prior Learning Assessments

Experiment Start: July 1, 2015

Experiment End: June 30, 2020

Overview of Experiment:

This experiment provided that a student's Title IV cost of attendance (COA) could include costs incurred by the student for assessments of prior learning and that a student's Federal Pell Grant enrollment status could, with limitations, include credits associated with a student's efforts to prepare materials for a prior learning assessment.

Participating Institutions:

<u>OPE ID</u>	<u>Institution</u>
00139900	Norwalk Community College
00150600	Miami Dade College
00173300	National Louis University
00193600	Neosho County Community College
00197900	West Kentucky Community and Technical College
00217400	Northern Essex Community College
00267800	Bryant & Stratton College
00287200	Monroe Community College
00288200	Syracuse University
00301000	Antioch University
00350900	University of Memphis (The)
00370700	Richard Bland College
00372700	Northern Virginia Community College
00375800	Danville Community College
00386600	Milwaukee Area Technical College
00405700	National American University
00445200	Montgomery County Community College
00445300	Dallas College
00458600	Purdue University Global
00525800	Hawaii Community College
00728300	Central Arizona College
00766900	Southwest Wisconsin Technical College
01164400	University of Maryland Global Campus
02066200	New School, The
00445315	Dallas College - North Lake
02096100	Fielding Graduate University
02098800	University of Phoenix
03234300	Charter Oak State College
03267300	Capella University

Waivers:

- HEA section 472, which establishes the types of expenses that may be considered when determining a student's financial need.
- 34 CFR 668.2, to the extent that the definition of a "full-time student" states that a student's workload must be "academic" in nature, precluding the incorporation of time spent preparing to demonstrate prior learning.
- 34 CFR 600.2, to the extent that the definition of "credit hour" requires classroom or direct faculty instruction or work for the purpose of achieving learning outcomes, and to the extent that the definition of "clock hours" requires a class, lecture, recitation, faculty-supervised laboratory, shop training, or internship.
- 34 CFR 668.10(f), if the program has been approved as a Direct Assessment program, to the extent that the regulation prohibits the use of Title IV aid for learning that did not result from instruction provided, or overseen, by the institution, including for tests of learning that are not associated with educational activities overseen by the institution.

Prior ESI or ED Related Research:

None

Desired Research Questions:

Through this experiment, the Department sought to gain a better understanding of how the inclusion in students' COA of costs incurred for prior learning assessments (PLAs) may be related to credits awarded for knowledge the students already possess and to students' costs, borrowing, and completion. The Department was also interested in learning about: (1) the amounts and types of assessment costs that institutions include in students' COAs; (2) the process by which institutions determine which PLAs to accept for the purposes of awarding credit and the amount of credit to apply to the student's academic program for passing a PLA; and (3) the process institutions used to determine the number of credit hours that were used to adjust students' enrollment status.

Data and Evaluation Procedures:

Participating institutions were required to collect, maintain, and provide information not only for students whose Title IV aid is administered under an experiment, but also for a control or comparison group of otherwise similar students whose Title IV aid was administered under existing requirements. Examples of reporting requirements include: numbers of students, their enrollment status, the types and amounts of grant and loan assistance received by the students, and grade point averages and other reflections of academic performance.

In addition, institutions that were selected for participation in the experiment were required to submit a narrative description and evaluation of their implementation of the experiment. At a minimum, the narrative was required to include any unforeseen challenges and unexpected benefits.

Results or Anticipated Results:

This experiment concluded on June 30, 2020. Results are currently being evaluated by the Department.

Conclusion and Policy Recommendations:

No conclusions or recommendations will be made until the completion of the evaluation of the experiment.

Competency-Based Education—Disbursement to Students Who Are Enrolled in Competency-Based Education Programs: Split Disbursement

Experiment Start: July 1, 2015

Experiment End: June 30, 2020

Overview of Experiment:

This experiment provided flexibility in how institutions provide Federal student aid to students enrolled in self-paced competency-based education (CBE) programs. The waivers removed some of the time-based restrictions to the disbursement of Title IV aid so that funds could be made available to students to pay institutional charges as they progressed through a program at their own pace.

Participating Institutions:

<u>OPE ID</u>	<u>Institution Name</u>
00199600	Big Sandy Community and Technical College
00199900	University of Louisville
00217400	Northern Essex Community College
00370700	Richard Bland College
00522000	Salt Lake Community College
02096100	Fielding Graduate University
02156600	Davis Technical College
02222700	Francis Tuttle Technology Center School District No. 21
03267300	Capella University

Waivers:

- 34 CFR 668.4(c), to the extent that the regulation defines payment periods in non-term programs to be 50 percent of the Title IV academic year and requires completion of both credit or clock hours and weeks of instructional time.
- HEA section 484B and 34 CFR 668.22, which require the institution to determine the amount of Title IV aid a student has earned upon withdrawal from the institution, except that this waiver does not apply for the determination of a student's withdrawal date from a non-term program at 34 CFR 668.22(a)(2) and the requirement for notification of a post-withdrawal disbursement for funds from the Direct Loan Program at 34 CFR 668.22(a)(6).
- HEA section 484(c) and 34 CFR 668.34(a)(3)(ii), (a)(5)(ii), and (b), related to the timeframe when the institution must determine whether a student is making satisfactory progress and to the method by which an institution must calculate the pace of a student's academic progression.
- 34 CFR 674.16(b)(3), which permits an institution to advance Federal Perkins Loan funds within each payment period at such time and in such amounts as it determines best meets a student's needs. The modification required the institution to make disbursements of Perkins Loan funds for indirect costs in accordance with the provisions of the experiment.
- 34 CFR 676.16(a)(3), which permits an institution to advance Federal Supplemental Educational Opportunity Grant funds within each payment period at such time and in

such amounts as it determines best meets a student's needs. The waiver required the institution to make disbursements of FSEOG funds for indirect costs in accordance with the provisions of the experiment.

- HEA section 428G(a)(2) and 34 CFR 685.301(b)(3)(ii)(B), which provide that an institution may not make the second disbursement of a Direct Loan until the student successfully completes half of the number of credit or clock hours and half the number of weeks of instructional time in a payment period.
- 34 CFR 685.301(c)(2) and (3), to the extent that the regulations provide that students in non-term programs are considered to have completed their academic year and progressed to the next annual loan limit at the later of the successful completion of weeks of instructional time or the coursework or clock hours in the student's academic year.
- 34 CFR 686.33(a), which permits an institution to pay TEACH Grant funds within each payment period at such time and in such amounts as it determines best meets a student's needs. The modification required the institution to make disbursements of TEACH Grant funds for indirect costs in accordance with the provisions of the experiment, as explained above.
- 34 CFR 690.63(e)(2), which requires Pell Grant funds (and Iraq-Afghanistan Service Grant funds) to be paid in non-term programs only when both the credit or clock hours and weeks of instructional time associated with the prior payment period have been completed.
- 34 CFR 690.76(a), which permits an institution to pay Pell Grant funds (and Iraq-Afghanistan Service Grant funds) within each payment period at such time and in such amounts as it determines best meets a student's needs. The modification required the institution to make disbursements of Pell Grant funds or Iraq-Afghanistan Service Grant funds in accordance with the provisions of the experiment.

Prior ESI or ED Related Research:

None

Desired Research Questions:

Through this experiment, the Department sought to gain a better understanding of how the flexibility in the delivery of Title IV student assistance might facilitate the implementation of CBE programs by institutions. The experiment was also designed to help the Department learn more about students' costs, borrowing, and completion in CBE programs that were provided such flexibility.

The Department was also interested in learning how the flexibility provided in the experiment for Return of Title IV Funds (R2T4) and Satisfactory Academic Progress (SAP) might make it easier for institutions to implement CBE programs, as well as how institutions maintain the integrity of the Title IV student aid programs given such flexibility. We also sought to learn how institutions ensure regular and substantive interaction between students and instructors. Additionally, we sought to learn how institutions prohibit the payment of Title IV aid for credits resulting from successful assessments of prior learning that were not based on instruction provided during the payment period.

Further, we hoped to better understand the process by which institutions develop CBE programs, including the process of obtaining accrediting agency approval for such programs and determining, with their accrediting agencies, the clock or credit hour equivalencies for the defined competencies in their programs.

Data and Evaluation Procedures:

Participating institutions were required to collect, maintain, and provide information not only for students whose Title IV aid is administered under an experiment, but also for a control or comparison group of otherwise similar students whose Title IV aid was administered under existing requirements. Examples of reporting requirements include: numbers of students, their enrollment status, the types and amounts of grant and loan assistance received by the students, and grade point averages and other reflections of academic performance.

In addition, institutions that were selected for participation in the experiment were required to submit a narrative description and evaluation of their implementation of the experiment. At a minimum, the narrative was required to include any unforeseen challenges and unexpected benefits.

Results or Anticipated Results:

This experiment concluded on June 30, 2020. Results are currently being evaluated by the Department.

Conclusion and Policy Recommendations:

No conclusions or recommendations will be made until the completion of the evaluation of the experiment.

Limited Direct Assessment

Experiment Start: July 1, 2015

Experiment End: June 30, 2020

Overview of Experiment:

This experiment provided flexibility for an institution to provide a mix of direct assessment coursework and credit or clock hour coursework in the same program.

Participating Institutions:

<u>OPEID</u>	<u>Name of Institution</u>
00396600	Boston Architectural College
03267300	Capella University
00375800	Danville Community College
02096100	Fielding Graduate University
00150600	Miami Dade College
00258000	Southern New Hampshire University
00350900	University of Memphis

Waivers:

- HEA section 481(b)(4) and 34 CFR 668.10(a)(1), which require a program utilizing direct assessment to use direct assessment for the entire program.
- 34 CFR 668.10(a)(3)(iii), to the extent that the regulation defines the activities that may be considered educational activities for the purposes of defining a week of instructional time in a direct assessment program.
- 34 CFR 668.10(g)(2), which prohibits the payment of Title IV aid for remedial coursework offered by direct assessment.

Prior ESI or ED Related Research:

None

Desired Research Questions:

Through this experiment, the Department sought to examine institutions' implementation of approaches that utilize direct assessment over only part of a program or involve the use of remedial coursework offered using direct assessment. The Department was also interested in understanding how those approaches may be related to students' costs, borrowing, and completion.

Data and Evaluation Procedures:

Participating institutions were required to collect, maintain, and provide information not only for students whose Title IV aid is administered under an experiment, but also for a control or comparison group of otherwise similar students whose Title IV aid was administered under existing requirements. Examples of reporting requirements include: numbers of students, their enrollment status, the types and amounts of grant and loan assistance received by the students, and grade point averages and other reflections of academic performance.

In addition, institutions that were selected for participation in the experiment were required to submit a narrative description and evaluation of their implementation of the experiment. At a minimum, the narrative was required to include any unforeseen challenges and unexpected benefits.

Results or Anticipated Results:

This experiment concluded on June 30, 2020. Results are currently being evaluated by the Department.

Conclusion and Policy Recommendations:

No conclusions or recommendations will be made until the completion of the evaluation of the experiment.

Federal Work-Study for Near-Peer Counseling

Experiment Start: July 1, 2015

Experiment End: June 30, 2019

Overview of Experiment:

This experiment provided flexibility for institutions to compensate FWS students who were employed as “near-peer” counselors to high school students, solely with Federal funds.

Participating Institutions:

<u>OPEID</u>	<u>Name of Institution</u>
00108100	Arizona State University
00342500	Clemson University
01172700	Delaware Technical Community College
00143100	University of Delaware
00161000	University of Hawaii at Mānoa
00198900	University of Kentucky
00132800	University of Southern California
00794800	Wilmington University

Waivers:

- HEA section 443(b)(5) and 34 CFR 675.26 (a), which generally provide that the Federal share of compensation paid to an FWS student may not exceed 75 percent.

Prior ESI or ED Related Research:

None

Desired Research Questions:

Through this experiment, the Department hoped to gain a better understanding of how FWS programs offered by institutions might change after waiving the FWS matching requirement for near-peer counseling, including potential changes in the number or characteristics of FWS-supported students overall and of those who participate in near-peer counseling programs. The Department was also interested in learning about the level of student participation in FWS programs at institutions and characteristics of institutions’ FWS students, especially those employed in community service jobs and those who participate in near-peer mentoring programs.

Data and Evaluation Procedures:

Participating institutions were required to collect, maintain, and provide information not only for students whose Title IV aid is administered under an experiment, but also for a control or comparison group of otherwise similar students whose Title IV aid was administered under existing requirements. Examples of reporting requirements include: numbers of students, their enrollment status, the types and amounts of grant and loan assistance received by the students, and grade point averages and other reflections of academic performance.

In addition, institutions that were selected for participation in the experiment were required to submit a narrative description and evaluation of their implementation of the experiment. At a minimum, the narrative was required to include any unforeseen challenges and unexpected benefits.

Results or Anticipated Results:

Due to lack of participation from institutions, this experiment was ended on June 30, 2019.

Conclusion and Policy Recommendations:

No conclusions or recommendations can be made due to lack of institutional participation.

Pell For Students Who are Incarcerated (Second Chance Pell)

Experiment Start: July 1, 2016

Experiment End: (To be determined)

Overview of Experiment:

This experiment allows participating institutions to provide Federal Pell Grant funding to otherwise eligible students who are incarcerated in Federal or State penal institutions.

Participating Institutions:

The following institutions signed a PPA Amendment for participation:

OPEID	Name of Institution
00100900	Auburn University
00101300	Calhoun Community College
00103300	Oakwood University
00110300	Philander Smith College
00110500	Shorter College
00114000	California State University, Los Angeles
00115000	California State University - Sacramento
00115100	San Diego State University
00116300	Chaffey Community College
00119200	Cuesta College
00121400	Imperial Valley College
00129400	Southwestern Community College District
00134500	Adams State University
00136800	Trinidad State College
00139700	University of New Haven
00144500	Georgetown University
00150100	Florida Gateway College
00150600	Miami Dade College
00151200	Palm Beach State College
00155700	Brewton Parker College
00157400	Georgia State University
00160100	University of West Georgia
00160500	Chaminade University of Honolulu
00162100	Lewis-Clark State College
00162600	University of Idaho
00163300	Augustana College
00170700	Lewis University
00174900	Roosevelt University
00180500	Indiana Institute of Technology
00182200	Indiana Wesleyan University
00184800	Southeastern Community College
00186500	Iowa Central Community College
00190200	Cowley County Community College & Area Vocational Technical School

00190600	Butler County Community College
00191100	Colby Community College
00191400	Donnelly College
00192300	Hutchinson Community College
00192500	Kansas City Kansas Community College
00194300	University of Saint Mary
00194900	Washburn University - Topeka
00204100	University of Maine - Fort Kent
00205800	Anne Arundel Community College
00206200	Bowie State University
00207300	Goucher College
00210200	University of Baltimore
00210600	University of Maryland - Eastern Shore
00212800	Boston College
00217200	Mount Wachusett Community College
00219900	Northeastern University
00223700	Alpena Community College
00224100	Calvin University
00225100	Delta College
00225900	Eastern Michigan University
00226100	Charles Stewart Mott Community College
00227400	Jackson College
00231600	Siena Heights University
00236000	Minnesota State University, Mankato
00236200	Minneapolis Community and Technical College
00237000	North Hennepin Community College
00240800	Holmes Community College
00241700	Mississippi Gulf Coast Community College
00242400	Mississippi Valley State University
00245300	Central Methodist University
00247900	Lincoln University
00249900	Rockhurst University
00252900	Dawson Community College
00253000	Montana State University - Billings
00258100	NHTI - Concord's Community College
00262900	Rutgers, The State University Of New Jersey
00265000	University of The Southwest
00266300	University of New Mexico
00267100	Bard College
00269100	CUNY Borough of Manhattan Community College
00269300	CUNY John Jay College of Criminal Justice
00276900	Marymount Manhattan College
00277200	Mercy College
00277700	Medaille University
00279000	Alliance University
00282000	Saint Francis College

00282900	St. Lawrence University
00285000	State University of New York College At Potsdam
00286000	Adirondack Community College - Suny Office of Community Colleges
00286300	Corning Community College - Suny Office of Community Colleges
00286900	Jamestown Community College
00291300	Campbell University
00296200	Shaw University
00301200	Ashland University
00305100	Kent State University
00311900	Sinclair Community College
00314600	Western Oklahoma State College
00315300	Connors State College
00315700	Langston University
00321800	Chemeketa Community College
00322100	Treasure Valley Community College
00325900	Eastern University
00327700	Indiana University of Pennsylvania
00331500	Commonwealth University of Pennsylvania
00338400	University of Scranton
00338800	Villanova University
00340800	Community College of Rhode Island
00341000	Roger Williams University
00342000	Benedict College
00342200	Southern Wesleyan University
00342400	Clafin University
00345500	Voorhees University
00347800	Austin Peay State University
00349900	Lane College
00353900	Alvin Community College
00355400	Clarendon College
00445312	Dallas College - Cedar Valley
00357200	Trinity Valley Community College
00358300	Lee College
00361400	Southwest Texas Junior College
00362800	Texarkana College
00366900	Wiley College
00368200	Bennington College
00375800	Danville Community College
00377200	Centralia College
00378700	Seattle Central College
00379600	Tacoma Community College
00381300	Glenville State University
00386600	Milwaukee Area Technical College
00393200	University of Wyoming
00400300	Central Texas College
00400700	Madison Area Technical College

00403300 Asheville Buncombe Technical Community College
00445300 Dallas College
00451300 Housatonic Community College
00459800 Iowa Western Community College - Council Bluffs
00460800 Barton County Community College
00478800 Herkimer County Community College - Suny Office of Community Colleges
00500600 Walla Walla Community College
00522000 Salt Lake Community College
00529100 White Mountains Community College
00531300 North Central State College
00536300 Denmark Technical College
00576100 L. E. Fletcher Technical Community College
00548900 Central Louisiana Technical Community College
00553500 Pine Technical and Community College
00553700 South Central College
00560100 Albany Technical College
00570700 Southeast Arkansas College
00576300 Central Georgia Technical College
00675600 Northshore Technical Community College
00676000 University of Maine - Augusta
00678900 Columbia - Greene Community College - Suny Office of Cmnty Colleges
00681000 Lehigh Carbon Community College
00683500 Dyersburg State Community College
00696000 Maysville Community and Technical College
00697700 Great Basin College
00711000 Delaware County Community College
00711100 North Country Community College
00712000 Des Moines Area Community College
00726300 Holy Cross College
00726600 Pima County Community College
00728300 Central Arizona College
00754400 Appalachian Bible College
00757000 Helena College University of Montana
00760200 Northeastern Technical College
00769000 Kankakee Community College
00770700 Columbia College
00773100 Raritan Valley Community College
00778200 Tennessee College of Applied Technology - Dickson
00787100 George C. Wallace State Community College-Main Campus
00803800 Middlesex Community College
00814500 Nashville State Community College
00445314 Dallas College - Mountain View
00861100 Hostos Community College of The City University Of New York
00861200 Robeson Community College
00866100 Southside Virginia Community College
00916000 Rappahannock Community College

00918500	Rose State College
00923100	Washington County Community College
00925600	Moraine Park Technical College
00931400	Great Falls College Montana State University
00932200	Williamsburg Technical College
00974000	Inver Hills Community College
00976300	Tulsa Community College
00976500	Three Rivers Community College
00992800	Piedmont Virginia Community College
01005100	CUNY Laguardia Community College
01017000	Western Dakota Technical College
01028600	Suny Empire State College
01037400	Metropolitan State University
01040200	Dakota County Technical College
01053000	Quinebaug Valley Community College
01070000	Tennessee College of Applied Technology-Jacksboro
01073600	Marion Technical College
01115000	Asnuntuck Community College
01116700	Community College of Vermont
01122000	Windward Community College
01171100	University of Houston-Clear Lake
01172700	Delaware Technical Community College
01252500	Caribbean University
01258600	Metropolitan Community College
01295400	Hudson County Community College
02073900	Wor-Wic Community College
02074800	Life University
02116300	Pueblo Community College
02177500	Rio Salado Community College
02348500	Lamar State College - Port Arthur
03002500	J.F. Ingram State Technical College
03083000	Ozarks Technical Community College
03106000	Missouri State University - West Plains
03129100	Fond Du Lac Tribal & Community College
03666300	Pillar College
04178000	Simmons College of Kentucky
04203400	Arkansas State University - Newport

Waivers:

- Section 401(b)(6) of the HEA and 34 CFR 668.32(c)(2)(ii), which provide that a student who is incarcerated in a Federal or State penal institution is not eligible to receive Federal Pell Grant funding.

Prior ESI or ED Related Research:

The Department published a report that provided information on the Second Chance Pell experiment through the first and second year of the experiment, which included the 2016-2017 and 2017-2018 award years. The report is available on the ESI website:

<https://experimentalsites.ed.gov/exp/pdf/20162018SecondChancePellESIRReport.pdf>.

Desired Research Questions:

Through this experiment, the Department seeks to evaluate how offering Federal Pell Grant funds to otherwise eligible individuals who are incarcerated in Federal or State penal institutions impacts participation of incarcerated students in educational programs. Additionally, the Department is interested in how providing Federal Pell Grant funds to otherwise eligible individuals incarcerated in Federal or State penal institutions influences academic outcomes and life outcomes after their release from prison. Finally, the Department would like to gain insights into whether providing Federal Pell Grant funds to otherwise eligible individuals incarcerated in Federal or State penal institutions creates any challenges or obstacles to the institution's administration of the Title IV HEA programs.

Data and Evaluation Procedures:

At the conclusion of each award year, participating institutions are required to submit an annual template that provides the Department information about incarcerated students who submit a Free Application for Federal Student Aid (FAFSA) for enrollment in a Title IV eligible program that is included in the experiment. Examples of the student-level data include Pell Grant eligibility, the amount of Pell Grant funds disbursed, and the attendance status (part-time or full-time) of the of the incarcerated individuals who applied for an experimental Pell Grant by completing a FAFSA.

In addition, each award year, participating institutions are also required to complete an annual survey. This survey collects information on the institution's partnership with the correctional facility; any unforeseen challenges and how these challenges were addressed; and aspects of the institution's arrangements (e.g., tuition and fees, caps on credits earned, support services provided, instructional delivery methods, and faculty characteristics).

Results or Anticipated Results:

On [October 28, 2022](#), the Department published final regulations governing the process for establishing eligibility for prison education programs. Postsecondary institutions will no longer be required to participate in the experiment to disburse Pell to otherwise-eligible students incarcerated at a Federal or State penal institution if they are offering an approved prison education program beginning July 1, 2023, due to provisions of the FAFSA Simplification Act, which was passed as a part of the Consolidated Appropriations Act of 2021.

Information that the Department has collected and analyzed from institutions participating in the Second Chance Pell experiment has already informed changes to law. [Findings from experiment reporting](#) showed verification of FAFSA elements is a common challenge among institutions and students participating in the experiment. For incarcerated students, verification is challenging since many cannot obtain their own tax income documentation, have limited access to the internet, and find difficulty in collecting information from spouses or relatives due to

communication hurdles. Additionally, incarcerated students do not typically file taxes, and earnings received for work while incarcerated do not count as “earned income” for tax purposes.

Based on this information and in anticipation of the implementation of the new Pell for Incarcerated Students provisions, the Department announced in Dear Colleague Letter [GEN-22-09](#) new verification requirements starting during the 2023-24 award year for confined or incarcerated students who will be identified with the new Incarcerated Applicant Flag. While incarcerated applicants may still be selected for verification, these changes mean that incarcerated students who are selected for Verification Tracking Group V4 and V5 will only be required to verify their identity and submit a statement of educational purpose. In addition, institutions will not be required to verify a confined or incarcerated student selected under Verification Tracking Flag “V1.”

Conclusion and Policy Recommendations:

With the passage of the Consolidated Appropriations Act of 2021, Congress further expanded the ability to serve incarcerated students beyond the Second Chance Pell experiment by reinstating Pell Grant eligibility for otherwise-eligible students enrolled in eligible prison education programs beginning July 1, 2023. On [October 28, 2022](#), the Department published final regulations governing the process for establishing eligibility for prison education programs.

In preparation for the policy changes beginning July 1, 2023, this experiment will be revised to allow institutions currently administering Pell Grants to otherwise-eligible students incarcerated at State or Federal penal institutions under the waivers provided by the experiment to continue serving their students. This will provide participating institutions with sufficient time to seek Department approval of their prison education programs as defined under the new legal provisions and not interrupt the educational opportunities of students currently enrolled in approved programs under the experiment.

The Department will continue to collect information from Second Chance Pell experiment participants during this transition. Information collected from participants during this transition period may inform future policy recommendations surrounding prison education programs.

Educational Quality through Innovative Partnerships (EQUIP)

Experiment Start: July 1, 2016

Experiment End: June 30, 2020

Overview of Experiment:

This experiment provided a waiver for institutions to provide some types of Federal student aid under the Title IV, HEA programs (Title IV aid) to otherwise eligible students who are pursuing a program of study offered by the institution where 50 percent or more of the educational program is provided by one or more entities that are not traditionally eligible to participate in the Title IV programs (non-traditional providers) through a contractual agreement with the participating institution.

Participating Institutions:

The following institutions signed a PPA Amendment for participation:

<u>OPE ID</u>	<u>Institution</u>
02100200	Brookhaven College
00219900	Northeastern University
01028600	SUNY Empire State College
02192200	Thomas Edison State College

Waivers:

- 34 CFR 668.8(a), to the extent that the regulation requires that an eligible program be provided by the participating institution.
- 34 CFR 668.5(c)(3), to the extent that the regulation restricts the amount of an eligible program that may be provided by an ineligible institution or organization. Notwithstanding this waiver, the eligible institution was required to provide documentation from its accrediting agency confirming that the accrediting agency considered the program within its accreditation of the eligible institution. The waiver does not apply to the prohibition on the eligible institution and the ineligible institution or organization (non-traditional provider) being owned or controlled by the same individual, partnership, or corporation.
- Section 481(b)(1)(A) of the HEA and 34 CFR 668.8(d)(1)(i) and (ii), which establish minimum timeframes for non-degree programs and programs offered by proprietary and postsecondary vocational institutions. Under the experiment, programs could be no less than 12 semester or trimester credit hours, 18 quarter hours, or 450 clock hours, all offered over a minimum of eight weeks.
- Section 484(c) of the HEA and 34 CFR 668.34(a)(3)(ii), (a)(5)(ii), and (b), to the extent these provisions relate to the timeframe when the institution must determine whether a student is making satisfactory academic progress and to the method by which an institution must calculate the pace of a student's academic progression.

Prior ESI or ED Related Research:

None

Desired Research Questions:

The experiment was intended to encourage increased innovation in higher education through partnerships between the participating institutions and non-traditional providers. In doing so, the Department hoped to:

- Learn whether permitting partnerships between institutions and non-traditional providers might increase equity by providing access to innovative educational programs for students from diverse backgrounds, particularly those from low-income backgrounds;
- Examine student outcomes to evaluate the effectiveness of these non-traditional providers;
- Assess quality-assurance processes that are appropriate for non-traditional providers and the programs they offer; and
- Identify ways to protect students and taxpayers from risks in an innovative and emerging area of postsecondary education.

The experiment was intended to focus predominantly on low-cost, short-term programs serving students who lack an undergraduate degree.

Data and Evaluation Procedures:

Institutions selected for participation in the experiment were required to provide the Department with identifying information for students enrolled in one of the programs included in the experiment who submitted a FAFSA.

In addition, participating institutions were required to participate in surveys about the implementation of the experiment. Institutions were asked to provide information on courses and programs offered, numbers and types of degrees and/or certificates awarded, numbers and types of students served, students' experiences in the program, students' outcomes after leaving the program (such as employment status, earnings, credits transferred), provider expenditures per student, and information on the cost of the programs and the amounts borrowed by students attending the programs. Institutions were also required to provide information about how they partnered with the non-traditional providers and the Quality Assurance Entities (QAEs), the quality assurance process, and any challenges experienced and how those challenges were addressed.

Results or Anticipated Results:

Only one school with a signed PPA Amendment was able to enroll eligible students in the experimentally envisioned programs. Therefore, very little data were able to be collected. Three of the four schools completed surveys where their responses pointed to difficulties beyond Title IV regulations in establishing such programs. The institutional survey responses pointed to barriers (e.g., accreditor approval) beyond the scope of the original experiment.

Given the difficulty in awarding aid under experimental provisions, the Department was unable to observe any student consequences for the attempted experimental change in the delivery of Title IV assistance.

Conclusion and Policy Recommendations:

No conclusions or recommendations can be made due to the limited number of participating institutions.

Dual Enrollment

Experiment Start: July 1, 2016

Experiment End: June 30, 2022

Overview of Experiment:

This experiment provided a waiver of the specific statutory and regulatory provisions that prevent students who are enrolled in secondary school from receiving Federal Pell Grants for enrollment in Title IV-eligible postsecondary programs.

Participating Institutions:

OPE ID	Institution Name
00134500	Adams State University
00139900	Norwalk Community College
00190200	Cowley County Community College & Area Vocational Technical School
00201200	Louisiana State University at Eunice
00206400	College of Southern Maryland
00207400	Hagerstown Community College
00217000	Holyoke Community College
00217600	Bristol Community College
00241000	Jackson State University
00241700	Mississippi Gulf Coast Community College
00256800	University of Nevada, Reno
00258000	Southern New Hampshire University
00267100	Bard College
00286000	Adirondack Community College - Suny Office of Community Colleges
00286100	Cayuga Community College
00287400	Niagara County Community College
00287700	Rockland Community College
00287900	Sullivan County Community College - Suny Office of Community Colleges
00342000	Benedict College
00360300	Ranger College
00381300	Glenville State University
00454900	Leeward Community College
00483800	Guilford Technical Community College
00498800	Central Virginia Community College
00537800	Northeast State Community College
00573200	University of Arkansas Community College at Hope-Texarkana
00675300	Illinois Central College
00680700	Community College of Beaver County
00698200	Naugatuck Valley Community College
00711100	North Country Community College
00726500	Carl Sandburg College
00760200	Northeastern Technical College
00787100	George C. Wallace State Community College-Main Campus

00803700	Gateway Community College
00866000	Germanna Community College
00976500	Three Rivers Community College
01043900	Southwest Tennessee Community College
01053000	Quinebaug Valley Community College
01115000	Asnuntuck Community College
01155300	William R Moore College of Technology
01250000	Ranken Technical College
03034500	Owensboro Community & Technical College
03130500	Urban College of Boston

Waivers:

- Section 484(a)(1) of the HEA and 34 CFR 668.32(b), to the extent that the statute and regulations prohibit a student who is enrolled in a public secondary school from receiving funds under the Federal Pell Grant program.
- Section 484(d) of the HEA and 34 CFR 668.32(e), to the extent that the statute and regulations require that a student have a high school diploma, or its recognized equivalent, to be eligible for Federal Pell Grant funds.

Prior ESI or ED Related Research:

There is no prior ESI-related research; however, IES has produced an [evidence snapshot](#) of prior research on dual enrollment.

Desired Research Questions:

The objectives of this experiment were to learn how Federal Pell Grant funding can expand opportunities for students from low-income backgrounds to participate in dual enrollment, explore how Pell Grant funding can expand access to rigorous coursework for high school students, and provide the Department with information regarding the number and characteristics of Pell-eligible students who would likely participate in dual enrollment programs.

For this experiment, the Department was particularly interested in dual enrollment arrangements that are aligned with postsecondary degrees and credentials in high-demand fields, including Science, Technology, Engineering, Mathematics, and Computer Science, and those aligned with career pathways and other career preparation programs. These types of dual enrollment arrangements have been shown to produce strong positive outcomes for students.

Data and Evaluation Procedures:

To evaluate the experiment, participating institutions were required to collect, maintain, and report information about students receiving Federal Pell Grants under the experiment. This information included: the number and characteristics of students enrolled in dual enrollment, the number of postsecondary credits the students have attempted and earned, the amount of Federal Pell Grant funding provided to each student, and indicators of academic progression and completion.

Participating institutions were required to participate in annual surveys that collected information about the institution's dual enrollment arrangement(s) and any unforeseen challenges. This

information included the characteristics of the institution's dual enrollment arrangement (e.g., tuition and fees, caps on credits earned, support services provided, instructional delivery methods, and faculty characteristics).

The Department's evaluation will also include information reported by postsecondary institutions through the Department's systems regarding the enrollment, completion, and withdrawal of students who receive Pell Grant funds under the experiment.

Results or Anticipated Results:

This experiment concluded on June 30, 2022. Results are currently being evaluated by the Department.

Conclusion and Policy Recommendations:

No conclusions or recommendations will be made until the completion of the evaluation of the experiment.

Competency-Based Education-Disbursement to Students Who Are Enrolled in CBE Programs: Satisfactory Academic Progress Only

Experiment Start: July 1, 2016

Experiment End: June 30, 2020

Overview of Experiment:

The Competency-Based Education (CBE) Satisfactory Academic Progress Only experiment provided flexibility in how institutions provide Federal student aid to students enrolled in self-paced competency-based education programs. This experiment modified the CBE experiment described in the July 31, 2014, Federal Register Notice (“2014 Notice”). Some institutions that expressed interest in the CBE experiment after the 2014 Notice stated that they were primarily interested in the satisfactory academic progress waivers and did not need the full set of waivers included in that notice.

Upon the announcement of the expansion of the CBE experiments, institutions that had not previously received approval from the Department to participate were required to choose a single set of waivers from among the three sets of CBE experiments available.

Participating Institutions:

No institutions opted to participate in this version of the CBE experiments.

Waivers:

- HEA section 484(c) and 34 CFR 668.34(a)(3)(ii), (a)(5)(ii), and (b), related to the timeframe when the institution must determine whether a student is making satisfactory progress and to the method by which an institution must calculate the pace of a student’s academic progression.

Prior ESI or ED Related Research:

This experiment was an expansion of the Competency-Based Education experiment announced in the July 31, 2014, Federal Register Notice.

Desired Research Questions:

Through this experiment, the Department sought to gain a better understanding of how the flexibility in the delivery of Title IV student assistance might facilitate the implementation of CBE programs by institutions and relate to students’ costs, borrowing, and completion.

Data and Evaluation Procedures:

Potential participating institutions were required to collect, maintain, and provide information not only for students whose Title IV aid is administered under an experiment, but also for a control or comparison group of otherwise similar students whose Title IV aid was administered under existing requirements. Examples of reporting requirements include: numbers of students, their enrollment status, the types and amounts of grant and loan assistance received by the students, and grade point averages and other reflections of academic performance.

In addition, institutions that were selected for participation in the experiment were required to submit a narrative description and evaluation of their implementation of the experiment. At a minimum, the narrative was required to include any unforeseen challenges and unexpected benefits.

Results or Anticipated Results: This experiment did not have any applicants and was not conducted.

Conclusion and Policy Recommendations:

No conclusions or recommendations can be made due to lack of participation in the experiment.

Loan Counseling

Experiment Start: July 1, 2017

Experiment End: June 30, 2021

Overview of Experiment:

This experiment provided the flexibility to require additional loan counseling for student borrowers beyond the statutorily required one-time entrance and one-time exit counseling as a condition for the students to receive Direct Loan funds, and to customize counseling based on students' needs.

Participating Institutions:

OPEID	Name of institution:
00108100	Arizona State University
00473600	Bergen Community College
00697300	Cañada College
00302600	Central State University
00147100	College of Central Florida
00118100	College of San Mateo
01036200	College of Southern Nevada
03542400	Copper Mountain College
00677700	Flathead Valley Community College
00226300	Glen Oaks Community College
00483800	Guilford Technical Community College
00227800	Lansing Community College
00306800	Lorain County Community College
00122600	Los Angeles Pierce College
00136000	Metropolitan State University of Denver
00248800	Missouri Southern State University
00479900	Monroe College
00287200	Monroe Community College
04114300	Nevada State College
00278500	New York University
00538400	Nicolet Area Technical College
00217400	Northern Essex Community College
01038800	Reading Area Community College
00127000	Riverside City College
00052200	Salt Lake Community College
00127300	San Diego City College
00127500	San Diego Mesa College
01182000	San Diego Miramar College
00771300	Skyline College
00153300	Tallahassee Community College
00965100	Texas A&M International University
00363200	Texas A&M University

02107700	Truckee Meadows Community College
00143100	University of Delaware
00337900	University of Pittsburgh
00232800	Washtenaw Community College
04203400	Arkansas State University
00483800	Guilford Technical Community College
00182800	Indiana University Purdue University Fort Wayne
00129400	Southwestern Community College District
00285600	SUNY College of Agriculture and Technology at Cobleskill
00315200	University of Central Oklahoma

Waivers:

Section 485(l)(1)(A) of the HEA and 34 CFR 685.304(a)(1) and (a)(2) provide that an institution must ensure that entrance counseling is conducted with each Direct Loan student borrower prior to the first disbursement of a Direct Loan, unless the borrower has previously received a Direct Loan or a loan under the Federal Family Education Loan (FFEL) Program. Under normal requirements, an institution may not require Direct Loan borrowers to participate in any additional loan counseling. Under the experiment, institutions were permitted to require additional loan counseling for Direct Loan borrowers included in the treatment group at the institution.

Prior ESI or ED Related Research:

A rigorous evaluation of the experiment is being conducted by IES, with results expected in 2023.

Desired Research Questions:

The Department was interested in assessing whether receiving the experiment’s additional loan counseling would positively affect students’ decision-making about borrowing (e.g., lead them to take out loans with better terms or borrow an affordable amount). Additionally, the Department was interested in whether the experiment improved students’ persistence in college or promoted successful repayment of student loans, including reducing delinquencies and defaults. Finally, the Department was interested in whether the experiment’s effects would vary by key characteristics of the students, the colleges they attend, or the kind of counseling provided.

Data and Evaluation Procedures:

Participating institutions agreed to assign eligible borrowers to either a requirement to complete additional loan counseling (once per year) or to have no such requirement for additional counseling and instead receive their student aid under existing rules. The student assignment was based on a quasi-random process. The effectiveness of the experiment is being determined, at least initially, by comparing the loan borrowing and ongoing enrollment of the two groups using data from Federal Student Aid databases.

Results or Anticipated Results:

This experiment concluded on June 30, 2021. Results are currently being evaluated by IES.

Conclusion and Policy Recommendations:

No conclusions or recommendations will be made until the completion of the evaluation of the experiment.

Federal Work-Study (FWS) Work and Learn

Experiment Start: July 1, 2020

Experiment End: This experiment is scheduled to end June 30, 2023

Overview of Experiment:

This experiment provides flexibility in the number of hours an FWS student is permitted to work and the share of jobs that an institution must offer on-campus, off-campus, and in community service roles.

Participating Institutions:

The following institutions signed a PPA Amendment for participation:

OPE ID	Institution Name
00101200	Birmingham-Southern College
00104100	Spring Hill College
00104400	Stillman College
00105200	University of Alabama at Birmingham
00105700	University of South Alabama
00107600	Glendale Community College
00108100	Arizona State University
00114600	California State University, Chico
00115000	California State University - Sacramento
00115500	San Jose State University
00123900	Miracosta College
00124300	Mount Saint Mary's University
00130200	Saint Mary's College of California
00136500	Colorado State University-Pueblo
00143700	Catholic University of America (The)
00152000	Seminole State College of Florida
00154400	Albany State University
00157400	Georgia State University
00159400	Spelman College
00159800	University of Georgia
00160100	University of West Georgia
00164800	City Colleges of Chicago Harry S Truman College
00164900	Richard J Daley College-City Colleges of Chicago
00165000	City Colleges of Chicago - Malcolm X College
00165200	Harold Washington College
00165400	City Colleges of Chicago - Kennedy King College
00165500	Wilbur Wright College
00166400	University of St. Francis
00173300	National Louis University
00178600	Ball State University
00180700	Indiana State University
00180900	Indiana University - Bloomington

00182100	Marian University
00185000	Central College
00191400	Donnelly College
00192400	Independence Community College
00198900	University of Kentucky
00199900	University of Louisville
00200300	Centenary College of Louisiana
00201100	Louisiana State University at Alexandria
00201500	University of New Orleans (The)
00201700	McNeese State University
00202000	University of Louisiana at Monroe
00202500	Southern University and Agricultural & Mechanical Colg At Baton Rouge
00202600	Southern University at New Orleans
00203100	University of Louisiana at Lafayette
00211400	American International College
00219900	Northeastern University
00222200	University of Massachusetts at Boston
00223400	Adrian College
00226100	Charles Stewart Mott Community College
00227400	Jackson College
00230300	Oakland Community College
00234500	University of Saint Thomas
00239600	Alcorn State University
00243300	Rust College
00251700	Missouri University of Science and Technology
00260900	Rowan University
00262100	New Jersey Institute of Technology
00264300	Union College
00266000	San Juan College
00268700	CUNY Brooklyn College
00268800	City College Of New York - CUNY
00268900	CUNY Hunter College
00269000	CUNY Queens College
00269100	CUNY Borough Of Manhattan Community College
00269200	CUNY Bronx Community College
00269300	CUNY John Jay College of Criminal Justice
00269400	Kingsborough Community College/CUNY
00269600	New York City College of Technology of The City University of New York
00269700	Queensborough Community College-CUNY
00269800	College of Staten Island/CUNY
00270300	College of Mount Saint Vincent
00271200	D'youville University
00271300	Dominican University New York
00288200	Syracuse University
00290500	North Carolina Agricultural and Technical State University
00291500	Central Piedmont Community College

00292600	Elizabeth City State University
00292800	Fayetteville State University
00297200	North Carolina State University
00301200	Ashland University
00304000	Cuyahoga Community College
00306800	Lorain County Community College
00312500	University of Cincinnati
00313100	University of Toledo
00316100	Northeastern State University
00316500	Oklahoma Christian University
00321100	Oregon Institute of Technology
00326700	Geneva College
00338400	University of Scranton
00342400	Claflin University
00359800	Our Lady of The Lake University
00360800	Saint Philip's College
00360900	San Jacinto Community College District
04229500	Texas A&M University - Central Texas
00363800	Texas College
00363900	Texas A&M University - Kingsville
00364200	Texas Southern University
00364400	Texas Tech University
00364600	Texas Woman's University
00365400	University of Saint Thomas
00367500	University of Utah
00368200	Bennington College
00371400	Hampton University
00372400	Marymount University
00375400	Virginia Polytechnic Institute & State University
00383900	Carthage College
00384000	Western Technical College
00389500	University of Wisconsin - Madison
00389600	University of Wisconsin - Milwaukee
00393700	Universidad Del Sagrado Corazon
00445300	Dallas College
00469200	Dorsey College
00474200	Central New Mexico Community College
00475900	CUNY York College
00485200	Clark State College
00492600	Tri-County Technical College
00497700	South Texas College of Law Houston
00522000	Salt Lake Community College
00536300	Denmark Technical College
00537800	Northeast State Community College
00549800	Wichita State University Campus of Applied Sciences and Technology
00638500	Chamberlain University

00676800	Mid Michigan College
00686700	Columbus State Community College- Main Campus
00693100	Waubonsee Community College
00696000	Maysville Community and Technical College
00702200	CUNY Lehman College
00768600	Southern University at Shreveport - Bossier City
00787100	George C. Wallace State Community College-Main Campus
00807800	Springfield Technical Community College
00861100	Hostos Community College of The City University Of New York
00884900	Palm Beach Atlantic University
00916300	San Antonio College
00927500	Northern Kentucky University
00932200	Williamsburg Technical College
00962100	Herzing University
00976700	Olive-Harvey College
00991700	Ivy Tech Community College of Indiana
00994200	Shawnee State University
01005100	CUNY Laguardia Community College
01009700	CUNY Medgar Evers College
01011500	University of Texas at San Antonio
01049100	Hennepin Technical College
01052900	Memphis Theological Seminary
01063300	Houston Community College
01073600	Marion Technical College
01226100	North Arkansas College
01258600	Metropolitan Community College
02341300	Palo Alto College
02506100	CUNY City University Of New York - Central
02539500	Irvine Valley College
02576900	Charter College
03191300	CUNY School Of Law
03267300	Capella University
03339400	Western Governors University
03372300	Northwest Vista College
04248500	Texas A&M University-San Antonio
04263600	Northeast Lakeview College
04074300	Hondros College of Nursing
04203400	Arkansas State University - Newport
04210100	Stella and Charles Guttman Community College

Waivers:

- 34 CFR part 675, to the extent it restricts students in FWS programs to part-time employment. These restrictions are waived to enable full-time employment opportunities related to the student's academic program (e.g., relevant apprenticeships, clinical rotations, or student teaching).

- 34 CFR 675.23, which limits the amount of an institution's FWS allocation and re-allocation for an award year to pay the compensation of FWS students employed by a private for-profit organization to 25 percent. This restriction is waived entirely for institutions selected to participate in the experiment.
- 34 CFR 675.26(a)(3), which limits the Federal share of the compensation to a student employed by a private for-profit organization to 50 percent. The Federal share amount is increased to 75 percent for a small business, as defined in 13 CFR part 121, to align with the amount permitted for most non-profit or community service employment.
- HEA section 442(a)(4)(A) and (B), which permits the Secretary to allocate to eligible institutions up to 10 percent of the amount appropriated for FWS in excess of \$700 million in any fiscal year. We used this authority to provide additional FWS funding to institutions participating in the experiment to encourage participation sufficient to derive meaningful conclusions. We also waived the condition that participating institutions meet the statutory requirements for graduation or transfer of Pell Grant recipients as a condition of receiving excess funds.
- 34 CFR 675.32, which caps the amount of an institution's FWS allocation to support a Job Location and Development (JLD) Program at the lesser of \$75,000 or 10 percent. We waived this cap to enable institutions to hire a coordinator or support other functions to facilitate the establishment and expansion of paid internships, apprenticeships, and other work-and-learn opportunities. Institutions are required to detail the specific request for additional flexibility under this section in their applications.
- 34 CFR 675.18(g), which requires an institution to use at least seven percent of the sum of its initial and supplemental FWS allocations for an award year to compensate students employed in community service activities, including at least one reading tutoring project that employs one or more FWS students as reading tutors for children who are preschool age or are in elementary school or a family literacy project that employs one or more FWS students in family literacy activities.

Prior ESI or ED Related Research:

None

Desired Research Questions:

In conducting this experiment, the Department seeks to answer whether providing institutions with additional flexibilities could increase the number of private sector opportunities available to students and potentially the wages and number of work hours available to those students. Additionally, the Department is also interested in exploring if new opportunities can increase the number of FWS-eligible students who accept the FWS award offered to them, improve student satisfaction with the program, and improve college completion, job placement, and earnings outcomes.

The Department is also interested in exploring whether providing increased JLD funds impacts an institution's inclination and ability to cultivate and maintain relationships with private-sector employers and enhances institutional capacity to properly oversee the program as more students are placed in off-campus jobs. Additionally, the Department is interested in evaluating the effects of allowing institutions to use JLD funds to contract with third-party intermediaries, which could increase a school's utilization of JLD funds to develop new apprenticeship opportunities for

students, including students not eligible for FWS awards. Finally, the Department is interested in learning about whether using FWS funds to pay eligible students who are completing required work-based learning experiences—such as clinical rotations or student teaching—improves their program retention and completion rates or reduces the amount of their student loans.

Data and Evaluation Procedures:

Participating institutions are required to collect, maintain, and report information about students involved in the experiment and to participate in the Department’s evaluation. Examples of information needed for the evaluation include: (1) the identity of students eligible for FWS and those who choose to take advantage of the opportunities provided through the experiment, and (2) the characteristics associated with each student’s FWS job or program-required work-based learning, including the number of hours worked (including hours not supported by FWS wages), the wages paid (including for non-FWS paid work with the same employer), and the identity of the employer.

Additionally, participating institutions are required to respond to annual surveys that collect information about job development activities relevant to FWS students, including institutions with JLD funds, and any unforeseen challenges or opportunities identified in conjunction with administering the experiment.

The Department’s evaluation will also include information reported by institutions through the Department’s regular data collection systems regarding the enrollment, completion, and withdrawal of students who receive Title IV funds while enrolled at the institution during the student’s participation in the experiment.

Results or Anticipated Results:

Collection of data from institutions participating in this experiment remains ongoing. The Department will begin evaluating the results once all data has been collected.

Conclusion and Policy Recommendations:

No conclusions or recommendations will be made until the completion of the evaluation of the experiment.

Competency-Based Education Disbursements to Students Who Are Enrolled CBE Programs: Subscription Period Disbursement

Experiment Start: July 1, 2016

Experiment End: June 30, 2020

Overview of Experiment:

This experiment is an expansion of the Competency-Based Education (CBE) experiment described in the July 31, 2014, Federal Register Notice (“2014 Notice”). The CBE Subscription Period Disbursement experiment provided flexibility in how institutions provide Federal student aid to students enrolled in self-paced competency-based education programs. Under the Subscription Period Disbursement set of waivers, the institution may include in its determination of a student’s enrollment status competencies that begin prior to the start of the subscription period, as long as it does not include those competencies in enrollment status for two different payment periods.

Participating Institutions:

<u>OPE ID</u>	<u>Institution Name</u>
00182200	Indiana Wesleyan University
00205000	University of New England
00258000	Southern New Hampshire University
00348600	Lipscomb University
00358800	University of Mary Hardin-Baylor
00375800	Danville Community College
00717000	Lincoln Land Community College
01258600	Metropolitan Community College

Waivers:

- 34 CFR 668.4(a), to the extent that the regulation requires the coursework undertaken within a standard term or a nonstandard term to begin within the term start and end dates.
- 34 CFR 668.4(b), to the extent that the regulation requires the coursework undertaken within a nonstandard term to begin within the term start and end dates.
- HEA section 484(c) and 34 CFR 668.34(a)(3)(ii), (a)(5)(ii), and (b), related to the timeframe when the institution must determine whether a student is making satisfactory academic progress and the method by which an institution must calculate the pace of a student’s academic progression.
- 34 CFR 685.303(d)(5), to the extent that the regulations provide that Direct Loan proceeds must be disbursed in substantially equal installments. The modification will require the institution to make disbursements of Direct Loan funds in accordance with the provisions of the Pell Grant program under the same rules used in the calculation of disbursement amounts in the Pell Grant program under 34 CFR 690.63.
- 34 CFR 690.80(b)(2)(i), which permits an institution to recalculate a student’s enrollment status during a payment period after the student has begun all of the coursework for the payment period.

Prior ESI or ED Related Research:

This experiment is an expansion of the Competency-Based Education experiment announced in the July 31, 2014, Federal Register Notice.

Desired Research Questions:

Through this experiment, the Department sought to gain a better understanding of how the flexibility in the delivery of Title IV student assistance might facilitate the implementation of CBE programs by institutions relate to students' costs, borrowing, and completion.

After the publication of the 2014 Notice, the Department learned that there are challenges associated with the waivers discussed in that notice for institutions that charge students who are enrolled in competency-based programs a set amount for a defined period of time, as opposed to charging an amount for each competency. This is often referred to as a "subscription period model." Some institutions suggested that financial aid for programs that charge using subscription periods rather than by competency can be administered more effectively by using term-based disbursements, with flexibilities to allow students to begin and complete their competencies outside of the start and end dates of terms, rather than using a non-term model as described in the 2014 Notice.

Data and Evaluation Procedures:

Participating institutions were required to collect, maintain, and provide information not only for students whose Title IV aid is administered under an experiment, but also for a control or comparison group of otherwise similar students whose Title IV aid was administered under existing requirements. Examples of reporting requirements include: numbers of students, their enrollment status, the types and amounts of grant and loan assistance received by the students, and grade point averages and other reflections of academic performance.

Institutions that were selected for participation in the experiment were required to submit a narrative description and evaluation of their implementation of the experiment. At a minimum, the narrative was required to include any unforeseen challenges and unexpected benefits.

Two additional requirements were added for institutions using Subscription Period Disbursement.

First, the institution must evaluate a student's satisfactory academic progress after every subscription period (payment period), rather than at least once annually, even if the program is more than one academic year in length.

Second, the institution must evaluate a student's pace using two separate measures:

1. The student's progress for the payment period immediately prior to the evaluation, calculated using the number of credit hours or equivalents completed over the number of credit hours or equivalents included in the student's enrollment status for that payment period; and
2. The student's cumulative rate of progress, calculated by dividing the aggregate number of credit hours or equivalents completed as of the end of the payment period by the total number of credit hours or equivalents expected to be completed as of the end of that

payment period in order for the student to complete the program within the maximum timeframe. The maximum timeframe is based on the published length of the program, expressed in calendar time (i.e., weeks, months, years).

Results or Anticipated Results:

This experiment concluded on June 30, 2020. Results are currently being evaluated by the Department.

Conclusion and Policy Recommendations:

No conclusions or recommendations will be made until the completion of the evaluation of the experiment.