

# Experimental Sites Initiative

*Annual Summary Report*

*December 31, 2023*

## Prepared By

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

### Executive Summary:

Congress authorized the Experimental Sites Initiative under section 487A(b) of the Higher Education Act of 1965, as amended. This Initiative—or "experiments," as they are frequently called—tests the effectiveness of statutory and regulatory flexibility for participating institutions disbursing Title IV student aid. The Department of Education 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 with results under current regulations, 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.

Section 487A(b)(2) of the HEA, as amended, requires the Federal Student Aid and the U.S. Department of Education to review and evaluate the experience of institutions participating as experimental sites and submit a report every two (2) years based on the review and evaluation to the authorizing committees. 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, as amended, and highlight key findings from the Experimental Site Initiative, FSA produces an annual report to provide an update on current experiments and a summary of completed experiments. The following report provides an overview of this information for the current, active, and completed experiments, for which a final report is still in progress, for 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 Early Disbursement - Students Studying Abroad and Foreign Schools .....	11
Direct Loan Unequal Disbursement.....	13
Direct Loan - Limiting Unsubsidized Loan Amounts .....	15
PLUS Loans for Parents of Students with Intellectual Disabilities.....	17
Eligibility of Dually Enrolled Students with Intellectual Disabilities .....	19
Prior Learning Assessments—Use of Title IV Aid for Costs of Prior Learning Assessments .....	20
Competency-Based Education-Disbursement to Students Who Are Enrolled in Competency-Based Education Programs: Split Disbursement.....	23
Competency-Based Education-Disbursement to Students Who Are Enrolled in Competency-Based Education Programs: Satisfactory Academic Progress Only .....	26
Competency-Based Education-Disbursement to Students Who Are Enrolled in Competency-Based Education Programs: Subscription Period Disbursement .....	28
Limited Direct Assessment.....	31
Federal Work-Study for Near-Peer Counseling .....	33
Pell For Students Who are Incarcerated (Second Chance Pell) .....	35
Revised Pell For Students Who are Incarcerated (Revised Second Chance Pell).....	42
Educational Quality through Innovative Partnerships (EQUIP) .....	49
Dual Enrollment .....	51
Loan Counseling.....	54
Federal Work-Study Work and Learn .....	57

## Pell Eligible Students with Bachelor 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 PPA Amendment for participation:

<u>OPE ID</u>	<u>Institution Name</u>
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 published a comprehensive report detailing the results of this experiment.

**Research Questions:**

The objective of the experiment was to determine if providing Pell Grants to low-income students who have earned a bachelor's degree but who are unemployed or underemployed improves the students' employment status. The experiment should also minimize the use of student loan funds to finance vocational/career education for such students.

**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 Department also drew data from Federal Student Aid databases and the National Student Clearinghouse data to explore enrollment and completion at schools other than those in the study.

**Results or Anticipated Results:**

Refer to the comprehensive analysis report that was published by the Institute of Education Sciences in December 2020 for results of this experiment.

**Conclusion and Policy Recommendations:**

Refer to the [comprehensive analysis report](#) that was published by the Institute of Education Sciences in December 2020 for policy recommendations that stemmed from the 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 who are enrolled in a vocational program of at least eight weeks in length and that, at a minimum, includes at least 150 clock hours of instructional time, which is what some short-term vocational programs currently provide. 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:

<b>OPE ID</b>	<b>Institution Name</b>
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 Institute of Education Sciences published a comprehensive report detailing the results of this experiment.

**Research Questions:**

The objective of this experiment is to determine if providing Pell Grant funding to support unemployed or underemployed persons enrolled in short-term vocational training programs offered by community colleges and postsecondary vocational institutions increases employment rates or wages of those persons.

**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 Department also drew data from Federal Student Aid databases and the National Student Clearinghouse data to explore enrollment and completion at schools other than those in the study.

**Results or Anticipated Results:**

Refer to the comprehensive analysis report that was published by the Institute of Education Sciences in December 2020 for results of this experiment.

**Conclusion and Policy Recommendations:**

Refer to the [comprehensive analysis report](#) that was published by the Institute of Education Sciences in December 2020 for policy recommendations that stemmed from the 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:

The following institutions signed a PPA Amendment for participation:

<b>OPE ID</b>	<b>Institution Name</b>
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:

Institutions selected for this experiment were exempt from the following statutory and regulatory provisions:

- 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.

## Research Questions:

The objective of this experiment was to determine if providing needed early loan funding for students studying outside of the United States increases 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 as well as 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. At the time preliminary data collected was not deemed adequate to fully evaluate.

**Conclusion and Policy Recommendations:**

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

# Direct Loan Early Disbursement - Students Studying Abroad and Foreign Schools

**Experiment Start:** July 1, 2012

**Experiment End:** June 30, 2016

## Overview of Experiment:

The experiment permitted participating domestic institutions to disburse Direct Loan funds for some students enrolled in approved study abroad programs as early as 30 days prior to the first day of classes of the student's enrollment for the loan period. Similarly, participating foreign institutions were able to disburse Direct Loan funds as early as 30 days prior to the first day of classes of the student's enrollment for the loan period.

## Participating Institutions:

The following institutions signed a PPA Amendment for participation:

### OPE ID Institution Name

00120100	Fullerton College
00129500	Southwestern Law School
00150000	Broward College
00151400	Polk State College
00161600	Boise State University
00167100	DePaul University
00178000	Western Illinois University
00184200	Valparaiso University
00210300	University of Maryland, College Park
00229021	Michigan State University - College of Law
00278500	New York University
00318400	University of Oklahoma
00321000	Oregon State University
00322300	University of Oregon
00963500	Florida International University

## Waivers:

Institutions selected for this experiment were exempt from the following statutory and regulatory provisions:

- HEA section 428G, which provides the earliest date that loan funds may be disbursed.
- **34 CFR 668.164(f)**, which provides that disbursements of Direct Loan proceeds cannot occur any earlier than ten days prior to the first day of classes for the payment period.

## Prior ESI or ED Related Research:

None.

## Research Questions:

The objective of this experiment was to determine if providing early disbursement of Direct Loan proceeds to students whose academic program includes studying in a foreign country increases the number of students who participate in such programs. The Department also sought to determine if participating students are academically successful in their programs because of the financial relief the early disbursement provided.

**Data and Evaluation Procedures:**

This experiment was evaluated by using information provided by the participating institution to determine if a broader range of students are able to participate in foreign study and be successful. As a condition of receiving an early disbursement of a Direct Loan under this experiment, students were required to sign an agreement with the institution allowing for the release of the student's academic records and agreeing to participate in a study to determine the impact of the early disbursement on their foreign study.

Finally, this experiment monitored academic withdrawal rates as well as loan delinquencies and defaults for participating students to determine if there are any abnormalities that might be attributed to the early disbursement of loan proceeds.

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. To appease institutional objections, schools participating in this experiment were required to provide information on study abroad students who received their loan proceeds up to 30 days prior to the start of their classes under this experiment as well as for study abroad students who received their loan funds for an earlier payment period when payments were limited to 10 days prior. 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. At the time preliminary data collected was not deemed adequate to fully evaluate.

**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 who 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:

This 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 selected for this experiment were exempt from the following statutory and regulatory provisions:

- 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

**Research Questions:** The objective of this experiment was to determine if providing more up-front loan proceeds when the educational expenses were higher at the beginning of the loan period increased 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 determine whether allowing unequal disbursement of Direct Loans increased student enrollment, increased academic performance, and led to the students' completion of the loan period and academic program.

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 of 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 was not deemed adequate to fully evaluate.

**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:

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 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

### Research Questions:

The Department was interested in determining whether students who received less than the statutory amounts of Direct Loans were able to enroll in, succeed, and complete their academic programs. We also wished to determine if the lower educational loan debt of the students in the experiment resulted in 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 would permit 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 34CFR 668.231(a).

## Participating Institutions:

<u>OPE ID</u>	<u>Institution Name</u>
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, FSEOG, and 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

## Research Questions:

The objective of this experiment was to determine if by providing this financing option to some parents, more students with intellectual disabilities would enroll in and complete an approved transition program. Another objective was to 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) provided information on the student's post enrollment living and occupational status. 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 was needed from both

a treatment group and a control or comparison group. Institutions who participated in this experiment were required to report information on the students and parents who benefit from the PLUS loan and on those who did not. The data that was 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 would permit some students with intellectual disabilities who are 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

## Research Questions:

The objective of this experiment was to determine if, by providing Title IV aid to otherwise eligible students with intellectual disabilities who are enrolled in an approved transition program while also enrolled in high school, the transition process for the students can be improved 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 if more intellectually disabled students enroll in and complete a comprehensive transition and postsecondary program than would have without the experiment. 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, consider 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

**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.

## 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 nonterm 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 nonterm 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 will require 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 will require 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 nonterm 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 will require 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 nonterm 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 will require 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

**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.

The Department was also interested in learning how the flexibility provided in the experiment for R2T4 and SAP 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.

# Competency-Based Education-Disbursement to Students Who Are Enrolled in Competency-Based Education 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 is a modification of the CBE experiment described in the July 31, 2014, Federal Register Notice (“2014 Notice”). Some institutions who 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 who 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 that applied to all of the competency-based education programs that it included under the experiment.

## Participating Institutions:

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

## Waivers:

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

## 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.

## 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 did not have any applicants and therefore no institutions participated.

**Conclusion and Policy Recommendations:**

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

# Competency-Based Education-Disbursement to Students Who Are Enrolled in Competency-Based Education 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.

**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 nonterm 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.

## Limited Direct Assessment

**Experiment Start:** July 1, 2015  
**Experiment End:** June 30, 2020

### Overview of 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:

#### OPEID Name of Institution

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

### 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:

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

## Participating Institutions:

### OPEID Name of Institution

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 the regulations at [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

## Research Questions:

Through this experiment, the Department hoped to gain a better understanding of how FWS programs offered by institutions may change after the FWS matching requirement for near-peer counseling is waived, 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:** June 30, 2023

### Overview of Experiment:

This experiment allows participating institution 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 Claflin 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/20162018SecondChancePellESIReport.pdf>.

### **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.
- 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.
- 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, amount of Pell 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 data 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 Student 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 was 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 provides 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. More information on the revised Second Chance Pell experiment can be found beginning page 42 of this report.

# Revised Pell For Students Who are Incarcerated (Revised Second Chance Pell)

**Experiment Start:** July 1, 2023

**Experiment End:** This experiment is scheduled to end on June 30, 2026

## Overview of Experiment:

This experiment is a revision of the original Second Chance Pell experiment allowing participating institution to provide Federal Pell Grant funding to otherwise eligible students who are confined or incarcerated in Federal or State penal institutions.

With the passage of the FAFSA Simplification Act in 2020, Congress further expanded the ability to serve confined or incarcerated individuals by reinstating Pell Grant eligibility for otherwise-eligible confined or incarcerated individuals enrolled in eligible prison education programs (PEPs) beginning July 1, 2023.

The revised Second Chance Pell experiment provides new waivers to allow current Second Chance Pell institutions to continue serving their students after July 1, 2023 while also continuing to allow the Department to learn more about the challenges schools face when implementing the new regulations. This will give participating institutions time to seek Department approval of their PEPs (as defined under the new regulations in [34 CFR part 668 subpart P](#)) and avoid interrupting the educational opportunities of students currently enrolled in approved programs under the experiment.

## Participating Institutions:

Only institutions participating in the original Second Chance Pell experiment were permitted to apply for the revised experiment. The following institutions signed a PPA Amendment for participation:

<b>OPE ID</b>	<b>Name of Institution</b>
00134500	Adams State University
00560100	Albany Technical College
00353900	Alvin Community College
00754400	Appalachian Bible College
04203400	Arkansas State University - Newport
00403300	Asheville-Buncombe Technical Community College
00301200	Ashland University
01115000	Asnuntuck Community College
00100900	Auburn University
00163300	Augustana College
00267100	Bard College
00460800	Barton County Community College
00342000	Benedict College
00368200	Bennington College

00212800	Boston College
00206200	Bowie State University
00155700	Brewton-Parker College
00190600	Butler County Community College
00114000	California State University, Los Angeles
00115000	California State University, Sacramento
00224100	Calvin University
00291300	Campbell University
01252500	Caribbean University
00728300	Central Arizona College
00576300	Central Georgia Technical College
00245300	Central Methodist University
00377200	Centralia College
00116300	Chaffey College
00160500	Chaminade University of Honolulu
00226100	Charles Stewart Mott Community College
00321800	Chemeketa Community College
00342400	Clafflin University
00355400	Clarendon College
00191100	Colby Community College
00678900	Columbia Greene Community College
00331500	Commonwealth University of Pennsylvania
00340800	Community College of Rhode Island
00763500	Connecticut State Community College
00315300	Connors State College
00190200	Cowley County Community College
00269100	CUNY Borough of Manhattan Community College
00269300	CUNY John Jay College of Criminal Justice
00445312	Dallas College - Cedar Valley
00375800	Danville Community College
00252900	Dawson Community College
01172700	Delaware Technical Community College
00225100	Delta College
00536300	Denmark Technical College
00712000	Des Moines Area Community College
00191400	Donnelly College
00225900	Eastern Michigan University
00325900	Eastern University
00576100	Fletcher Technical Community College
00150100	Florida Gateway College
03129100	Fond du Lac Tribal & Community College
00144500	Georgetown University
00157400	Georgia State University
00381300	Glenville State University
00207300	Goucher College
00697700	Great Basin College

00757000 Helena College University of Montana  
00478800 Herkimer County Community College  
00726300 Holy Cross College  
00451300 Housatonic Community College  
01295400 Hudson County Community College  
00192300 Hutchinson Community College  
00121400 Imperial Community College District  
00180500 Indiana Institute of Technology  
00182200 Indiana Wesleyan University-National & Global Campus  
00186500 Iowa Central Community College  
00459800 Iowa Western Community College  
00227400 Jackson College  
00192500 Kansas City Kansas Community College  
00305100 Kent State University  
02348500 Lamar State College – Port Arthur  
00315700 Langston University  
00358300 Lee College  
00681000 Lehigh Carbon Community College  
00170700 Lewis University  
00162100 Lewis-Clark State College  
00247900 Lincoln University  
00400700 Madison Area Technical College  
01073600 Marion Technical College  
00276900 Marymount Manhattan College  
00696000 Maysville Community and Technical College  
00277200 Mercy College  
01258600 Metropolitan Community College  
01037400 Metropolitan State University  
00150600 Miami Dade College  
00803800 Middlesex Community College  
00386600 Milwaukee Area Technical College  
00236200 Minneapolis Community and Technical College  
00236000 Minnesota State University  
00241700 Mississippi Gulf Coast Community College  
00242400 Mississippi Valley State University  
03106000 Missouri State University-West Plains  
00253000 Montana State University Billings  
00925600 Moraine Park Technical College  
00217200 Mount Wachusett Community College  
00711100 North Country Community College  
00237000 North Hennepin Community College  
00760200 Northeastern Technical College  
00675600 Northshore Technical Community College  
00103300 Oakwood University  
03083000 Ozarks Technical Community College  
00110300 Philander Smith College

00992800 Piedmont Virginia Community College  
00726600 Pima County Community College  
00553500 Pine Technical and Community College  
02116300 Pueblo Community College  
01053000 Quinebaug Valley Community College  
00916000 Rappahannock Community College  
00773100 Raritan Valley Community College  
02177500 Rio Salado Community College  
00861200 Robeson Community College  
00249900 Rockhurst University  
00341000 Roger Williams University  
00918500 Rose State College  
00262900 Rutgers, the State University of New Jersey  
00522000 Salt Lake Community College  
00115100 San Diego State University  
00296200 Shaw University  
00110500 Shorter College  
00231600 Siena Heights University  
04178000 Simmons College of Kentucky  
00311900 Sinclair Community College  
00553700 South Central College  
00570700 Southeast Arkansas College  
00184800 Southeastern Community College  
00866100 Southside Virginia Community College  
00361400 Southwest Texas Junior College  
00286000 SUNY Adirondack Community College  
00285000 SUNY College at Potsdam  
00286300 SUNY Corning Community College  
00286900 SUNY Jamestown Community College  
00104600 Talladega College  
00362800 Texarkana College  
00976500 Three Rivers Community College  
00322100 Treasure Valley Community College  
00136800 Trinidad State College  
00357200 Trinity Valley Community College  
00976300 Tulsa Community College  
00210200 University of Baltimore  
01171100 University of Houston-Clear Lake  
00162600 University of Idaho  
00067600 University of Maine Augusta  
00139700 University of New Haven  
00266300 University of New Mexico  
00194300 University of Saint Mary  
00338400 University of Scranton  
00265000 University of the Southwest  
00160100 University of West Georgia

00393200	University of Wyoming
00338800	Villanova University
00345500	Voorhees University
00500600	Walla Walla Community College
00194900	Washburn University
01017000	Western Dakota Technical College
00314600	Western Oklahoma State College
00529100	White Mountains Community College
00932200	Williamsburg Technical College
01122000	Windward Community College
02073900	Wor-Wic Community College

### Waivers:

- HEA section 484(t)(3) *Confined or incarcerated individuals* as in effect beginning July 1, 2023. A student confined or incarcerated in a Federal or State penal institution need not be enrolled in an eligible PEP in order to receive a Pell Grant. However, confined or incarcerated students must be enrolled in title IV eligible programs that are part of the experiment in order to receive Pell Grant funds.
- [34 CFR 668.32\(c\)\(2\)\(ii\)](#) *Student eligibility*. Confined or incarcerated students enrolled at participating institutions need not be enrolled in an eligible PEP to receive Pell Grant funds. Students are required to be enrolled in a title IV eligible program.
- [34 CFR 668, subpart P](#) *Prison education program requirements* ([34 CFR 668.236](#) through [34 CFR 668.241](#)). Participating institutions are exempt from all of subpart P of [34 CFR part 668](#) with respect to their existing Second Chance Pell programs, since those programs are not required to be eligible PEPs. However, participating institutions must only enroll incarcerated students in title IV eligible programs.

### Prior ESI or ED Related Research:

The Department published a report that provided information on the original 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/20162018SecondChancePellESIReport.pdf>.

### 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.
- 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.
- How institutions successfully implemented the new PEP provisions, including the PEP approval process and metrics used by the oversight entity to determine if the program is operating in the best interest of students.
- The impact and effectiveness of the new regulations as institutions transition to PEP.

### **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. The spreadsheet will collect programmatic and student information, including:

- Identifying information (e.g., Social Security number, last name) for students receiving Pell Grant funds under the experiment;
- The name of the program and Classification of Instructional Programs (CIP) code in which the student enrolled;
- The number of postsecondary credits the student attempted, and the number earned;
- Indicators of academic progress, including program completion; and
- Other experiment-specific information as determined by the Department.

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, including:

- The name of each program offered under the experiment, the name and address of the facility(ies) at which the program is being offered, and the oversight entity responsible for the facility;
- The progress that the institution has made toward complying with the new statutory and regulatory requirements;
- The postsecondary instruction (if any) provided to incarcerated population(s) prior to participating in the experiment;
- The institution's arrangement(s) with correctional facilities and oversight entities and any unforeseen challenges;
- Challenges encountered by the institution as it develops a PEP to comply with the new provisions, and the specific solutions the institution put in place to respond to those challenges;
- Benefits experienced by the institution or its students as a PEP complying with the new provisions is put in place; and
- Balanced and thoughtful reflection of what the institution and incarcerated students gain and lose with the adoption of the new PEP provisions that are put in place.

The experiment will be evaluated using information the institution provides to the Department, as well as any other information available to the Department. The Department seeks to evaluate specific challenges encountered by the institution while administering the experiment, including:

- Partnering with correctional facilities to offer postsecondary education to incarcerated students;
- Incarcerated students' ability to complete the FAFSA;
- The verification process for incarcerated students;
- The program approval process for PEPs under the new provisions;
- The process for an oversight entity to make the determination that program(s) being developed under the new provisions are operating in the best interest of students; and
- Challenges that the institution encountered while obtaining programmatic accreditation for PEPs and how they were resolved.

**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:**

The Department will continue to collect information from the Revised 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 must provide documentation from its accrediting agency confirming that the accrediting agency considers 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 the program may 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

## 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 increases 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 is intended to focus predominantly on low-cost, short-term programs serving students who do not yet have an undergraduate degree.

### **Data and Evaluation Procedures:**

Institutions that are selected for participation in the experiment were required to provide the Department with identifying information for students who have enrolled in one of the programs included in the experiment and who submitted a Free Application for Federal Student Aid (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, their experiences in the program, their 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 on how they partnered with the non-traditional providers and the 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 was 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:**

In order for the Department to empirically assess the expansion of title IV eligibility to students served by non-conventional providers as envisioned by the experiment, the experiment would need to be redesigned and reimplemented to address the issues encountered by the few schools participating in the experiment.

## Dual Enrollment

**Experiment Start:** July 1, 2016

**Experiment End:** June 30, 2022

### Overview of 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:

<b>OPE ID</b>	<b>Institution Name</b>
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	Glennville 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:**

None

**Research Questions:**

The objectives of this experiment were to learn about 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.

# Loan Counseling

**Experiment Start:** July 1, 2017  
**Experiment End:** June 30, 2021

## Overview of 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:**

None

**Research Questions:**

The Department hoped to learn if the additional loan counseling:

- Positively influenced students' decision-making about borrowing;
- Promoted successful repayment of student loans, including reducing delinquencies and defaults; and
- Had an impact on students' academic performance (e.g., grades and time-to-completion).

We also sought to learn whether different types of content and modes of delivery of loan counseling were more or less effective in promoting the above outcomes.

**Data and Evaluation Procedures:**

To support an evaluation of the impact of a policy change similar to the one tested in this experiment, the design of the evaluation required data from both a treatment group of students required to participate in additional loan counseling and a control group of students who received their student aid under existing rules.

To obtain some key outcome measures (e.g., receipt and amount of loan funds, academic progression, completion or withdrawal), the Department will draw on information contained in the Department's systems.

In addition, each institution was required to provide to the Department existing school records for all students participating in the experiment (whether assigned to the treatment or control

group) for the purpose of assessing the impacts of the additional loan counseling intervention. Examples of the records collected included the borrower's academic information (e.g., credits taken, credits earned, grade point average, completion information, and credentials earned) as well as financial information (e.g., cost of attendance, State and institutional aid received, non-Federal loans received, and other information relating to financial aid received by the borrower).

Finally, on an annual basis, institutions participating in the experiment were required to provide information about the method and content of the loan counseling and of their experiences with the experiment.

**Results or Anticipated Results:**

This experiment concluded on June 30, 2021. 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 Work and Learn

**Experiment Start:** July 1, 2020

**Experiment End:** June 30, 2023

### Overview of Experiment:

This experiment aims to determine whether, by reducing the difficulty to institutions of paying FWS wages to students employed by private-sector companies, increasing the number of hours an FWS student is permitted to work, and removing restrictions on allocations to on-campus, off-campus, and community service jobs, institutions can cultivate additional private-sector opportunities for employment of FWS students. In addition, the experiment aims to determine whether off-campus, private-sector FWS jobs improve student completion rates, reduce student borrowing, reduce time to degree completion, or lead to improved employment outcomes. The experiment also seeks to explore whether increased levels of Job Location and Development (JLD) funds enable institutions to develop more partnerships with employers that result in private-sector FWS opportunities, including apprenticeships.

### Participating Institutions:

The following institutions signed a PPA Amendment for participation:

<b>OPE ID</b>	<b>Institution Name</b>
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 Womans 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 Waubensee 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:

Institutions were permitted to choose any of the following waivers to implement and were not required to implement all waivers:

- **34 CFR 675**, to the extent it restricts students in FWS programs to part-time employment. We propose waiving these restrictions 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. We propose waiving this restriction 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. We propose increasing the Federal share amount to 75 percent for a small business, as defined in 13 CFR 121, which is 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. To encourage institutions to participate in the experiment in sufficient numbers to derive meaningful conclusions, we propose to use this authority to provide additional FWS funding to institutions participating in the experiment. This includes waiving the condition that they meet the statutory requirements for graduation or transfer of Pell Grant recipients since we believe that work-and-learn programs and apprenticeship programs can significantly improve graduation rates among low-income students.
- **34 CFR 675.32**, which caps the amount of an institution's FWS allocation to support a JLD Program at the lesser of \$75,000 or 10 percent. We propose allowing an increase in the amount, in order to enable institutions to hire a coordinator or for other functions to further encourage institutions and employers to establish and expand paid internships, apprenticeships, and other work-and-learn opportunities. The institution's specific request for additional flexibility under this section must be detailed in its application and approved by the Department.
- **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. We propose waiving this requirement to provide maximum flexibility to institutions.

## Prior ESI or ED Related Research:

None

## Research Questions:

In conducting this experiment, the Department seeks to answer whether:

- additional flexibilities provided to institutions will increase the number of private sector opportunities available to students and potentially the wages and number of work hours available to those students;
- new opportunities will 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;

- efforts to standardize wage-sharing requirements among FWS employer types and eliminating caps on how many FWS dollars can be spent to support students engaged in private-sector jobs will encourage institutions to seek more private-sector FWS job opportunities for students;
- providing increased JLD funds impacts an institution's inclination and ability to cultivate and maintain relationships with private-sector employers and properly oversee the program when more students are placed in off-campus jobs;
- allowing institutions to use JLD funds to contract with third-party intermediaries will increase a school's utilization of JLD funds to develop new apprenticeship opportunities for students, including students not eligible for FWS awards; and
- using FWS funds to pay eligible students who are completing required work-based learning experiences—such as clinical rotations or student teaching—will improve their program retention and completion rates or reduce the amount of student loans these students take

### **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:**

The final year of data collection 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.