

Workforce-focused Financial Incentives



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WICHE
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Bismarck, North Dakota

What is WICHE?

- An interstate compact formed by the Western Governors in 1953
- 15 states, two territories, and two freely associated states

The Western Regional Education COMPACT

Entered into by and between the States and Territories signatory hereto, to provide acceptable and efficient educational facilities to meet the needs of the Western Region of the United States of America.

I WHEREAS, the future of this Nation and of the Western States is dependent upon the quality of the education of its youth; and

WHEREAS, many of the Western States individually do not have sufficient numbers of potential students to warrant the establishment and maintenance within their borders of adequate facilities in all of the essential fields of technical, professional, and graduate training, nor do all the states have the financial ability to furnish within their borders institutions capable of providing acceptable standards of training in all of the fields mentioned above; and

WHEREAS, it is believed that the Western States, or groups of such states within the Region, cooperatively can provide acceptable and efficient educational facilities to meet the needs of the Region and of the students thereof;

Now, therefore, the States of Arizona, California, Colorado, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming, and the Territories of Alaska and Hawaii do hereby Covenant and agree as follows:

II Each of the compacting states and territories pledges to each of the other compacting states and territories faithful cooperation in carrying out all the purposes of this Compact.

III The compacting states and territories hereby create the Western Interstate Commission for Higher Education, hereinafter

called the Commission. Said Commission shall be a body corporate of each compacting state and territory and an agency thereof. The Commission shall have all the powers and duties set forth herein, including the power to sue and be sued, and such additional powers as may be conferred upon it by subsequent action of the respective legislatures of the compacting states and territories.

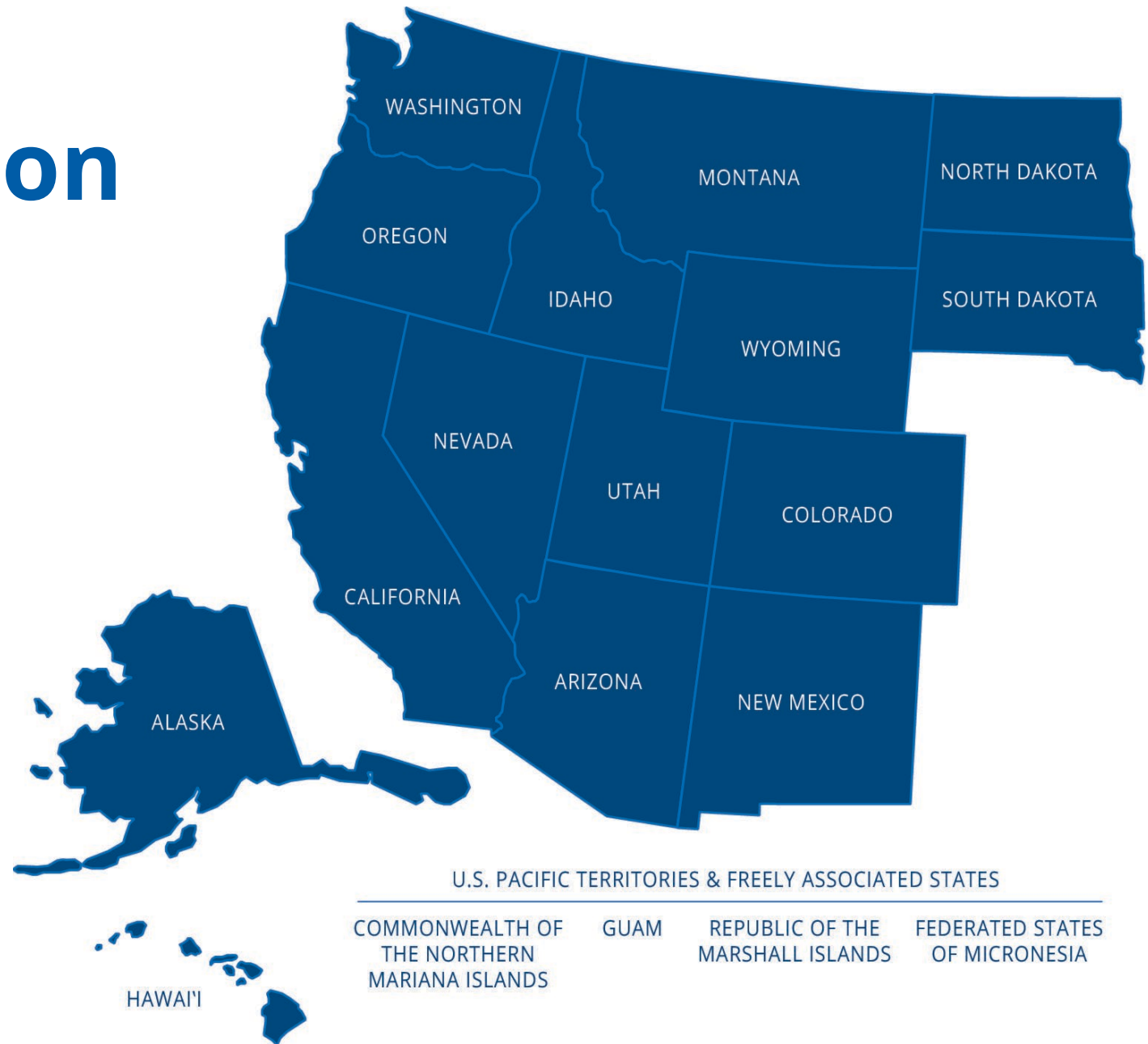
IV The Commission shall consist of three resident members from each compacting state or territory. At all times one Commissioner from each compacting state or territory shall be an educator engaged in the field of higher education in the state or territory from which he is appointed.

The Commissioners from each state and territory shall be appointed by the Governor thereof as provided by law in such state or territory from which he shall have been appointed.

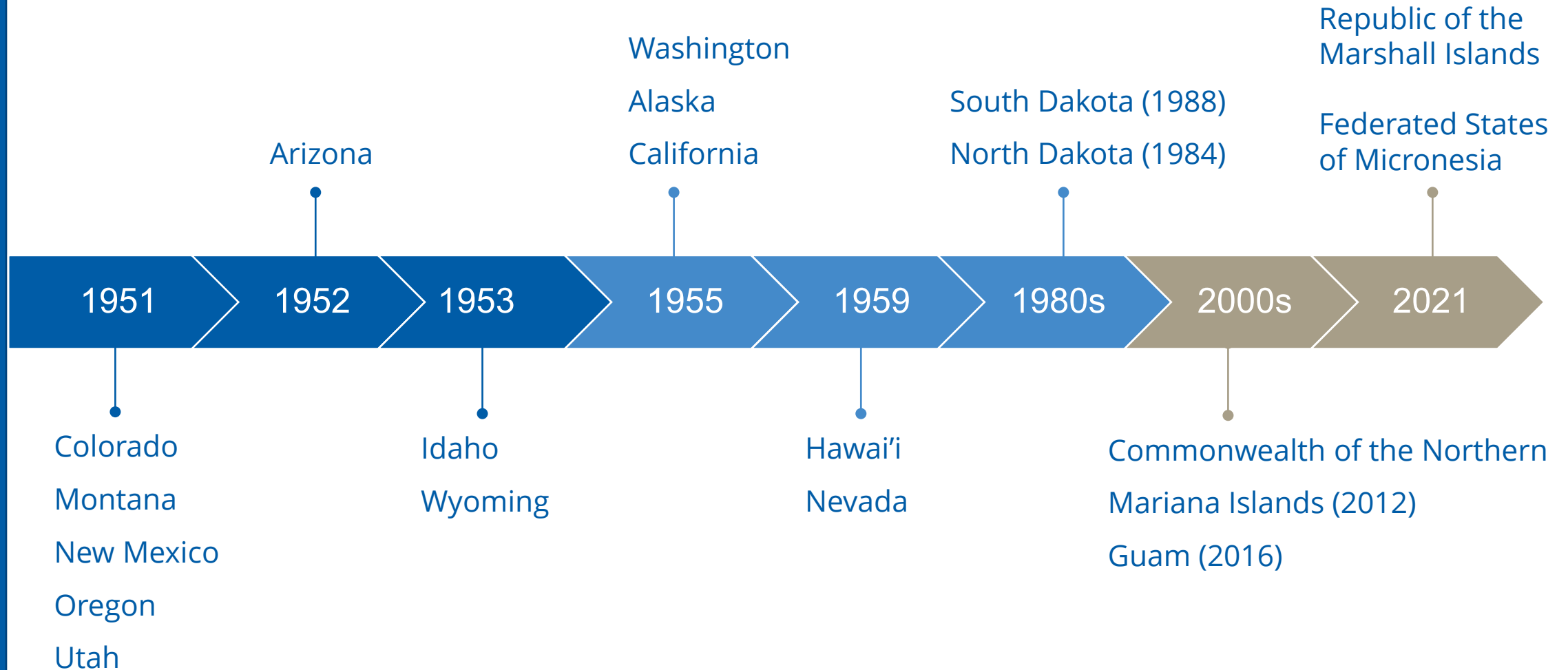
The terms of each Commissioner shall be four years: Provided, however, that the first three Commissioners shall be appointed as follows; one for two years, one for three years, and one for four years. Each Commissioner shall hold office until his successor shall be appointed and qualified. If any office becomes vacant for any reason, the Governor shall appoint a Commissioner to fill the office for the remainder of the unexpired term.

V Any business transacted at any meeting of the Commission must be by affirmative vote of a majority of the whole number of compacting states and territories.

WICHE region



WICHE's history



WICHE's mission

WICHE and its 16 member states, territories, and freely associated states work collaboratively to expand educational access and excellence for all citizens of the West.

By promoting innovation, cooperation, resource sharing, and sound public policy, WICHE strengthens higher education's contributions to the region's social, economic, and civic life.

The WICHE Commission



Danita Bye
Commissioner
North Dakota State Board
of Education



Sen. Kyle Davison
North Dakota Senate



Mark Hagerott
Chancellor
North Dakota University System

Legislative Advisory Committee



Senator
Kyle Davison



Senator
Karen Krebsbach





Representative
Bob Martinson



Representative
Mark Sanford

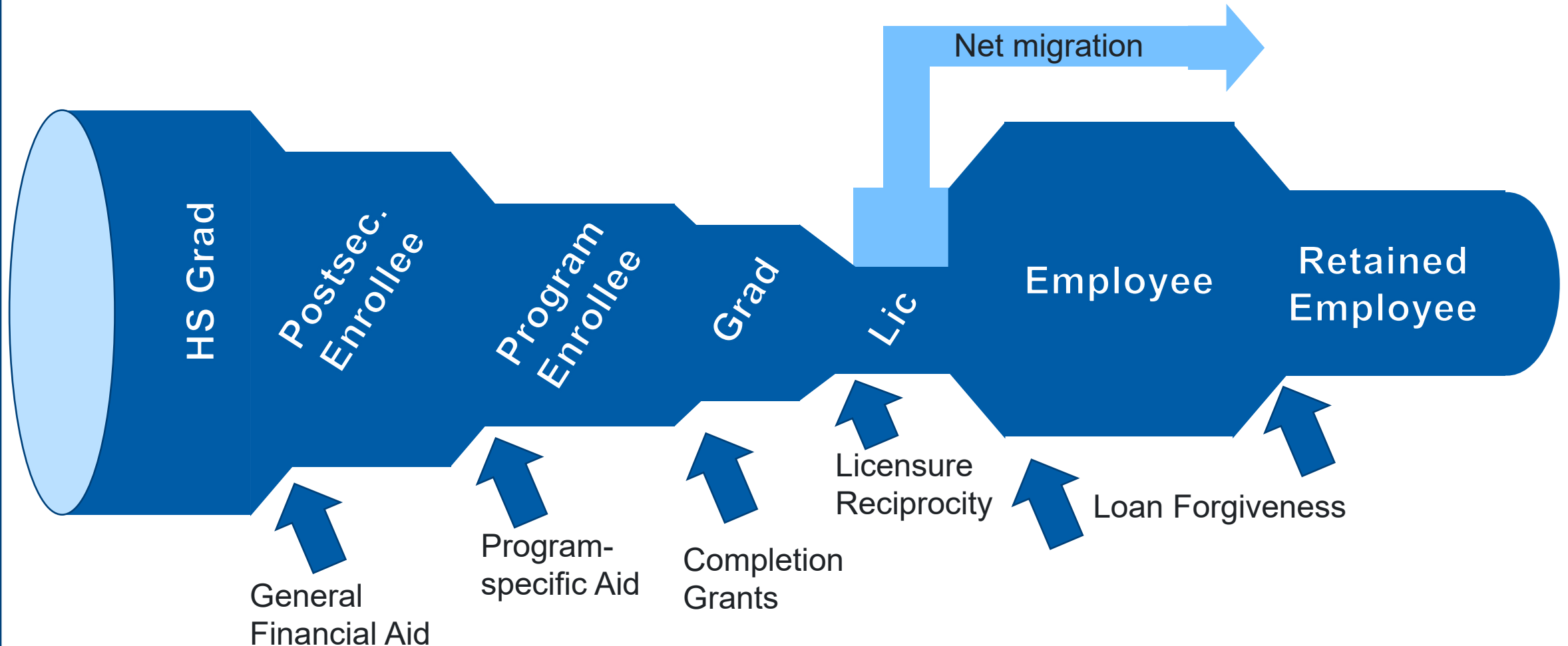
Presentation Background

- WICHE Background 
- Pipelines and Incentives
- North Dakota Context
- Workforce-focused Financial aid (and other incentives)
- Questions



Pipelines and Incentives

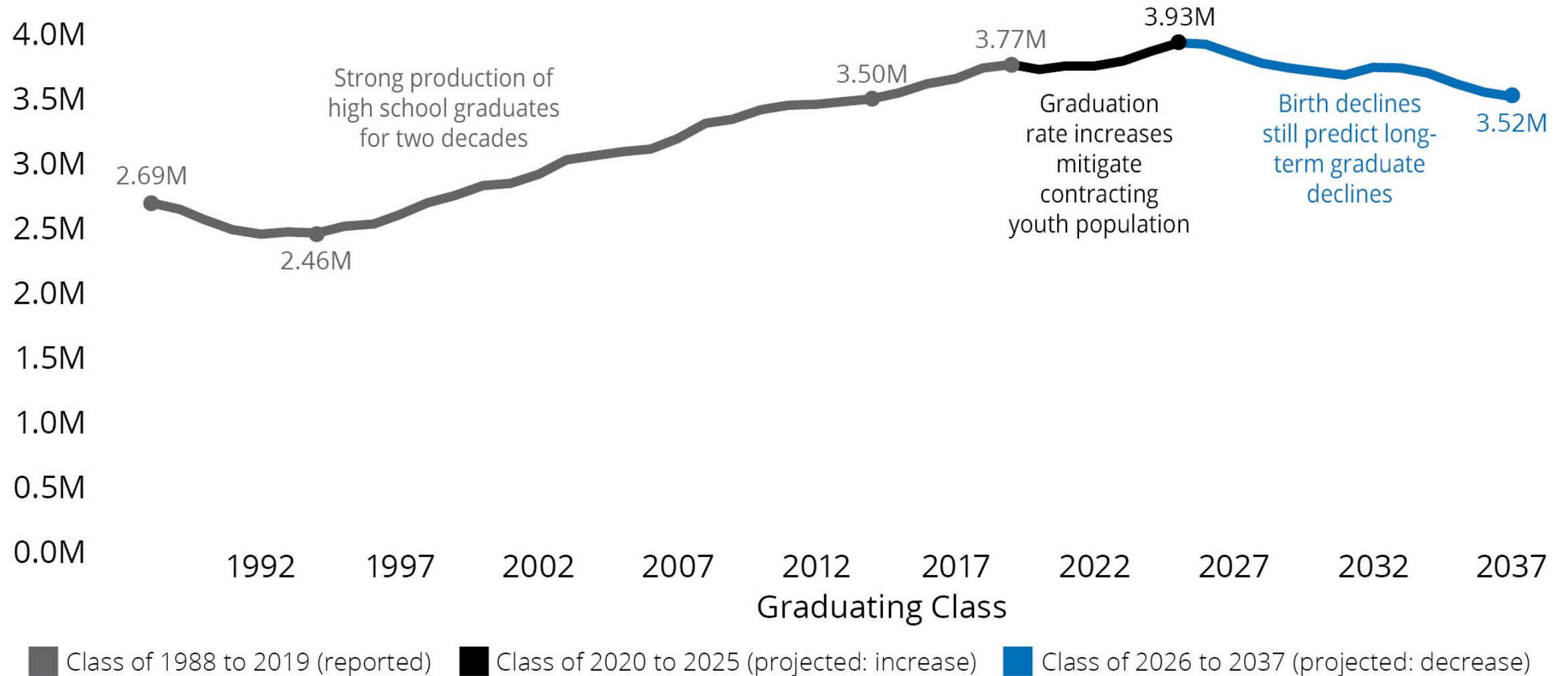
Pipelines and Incentives



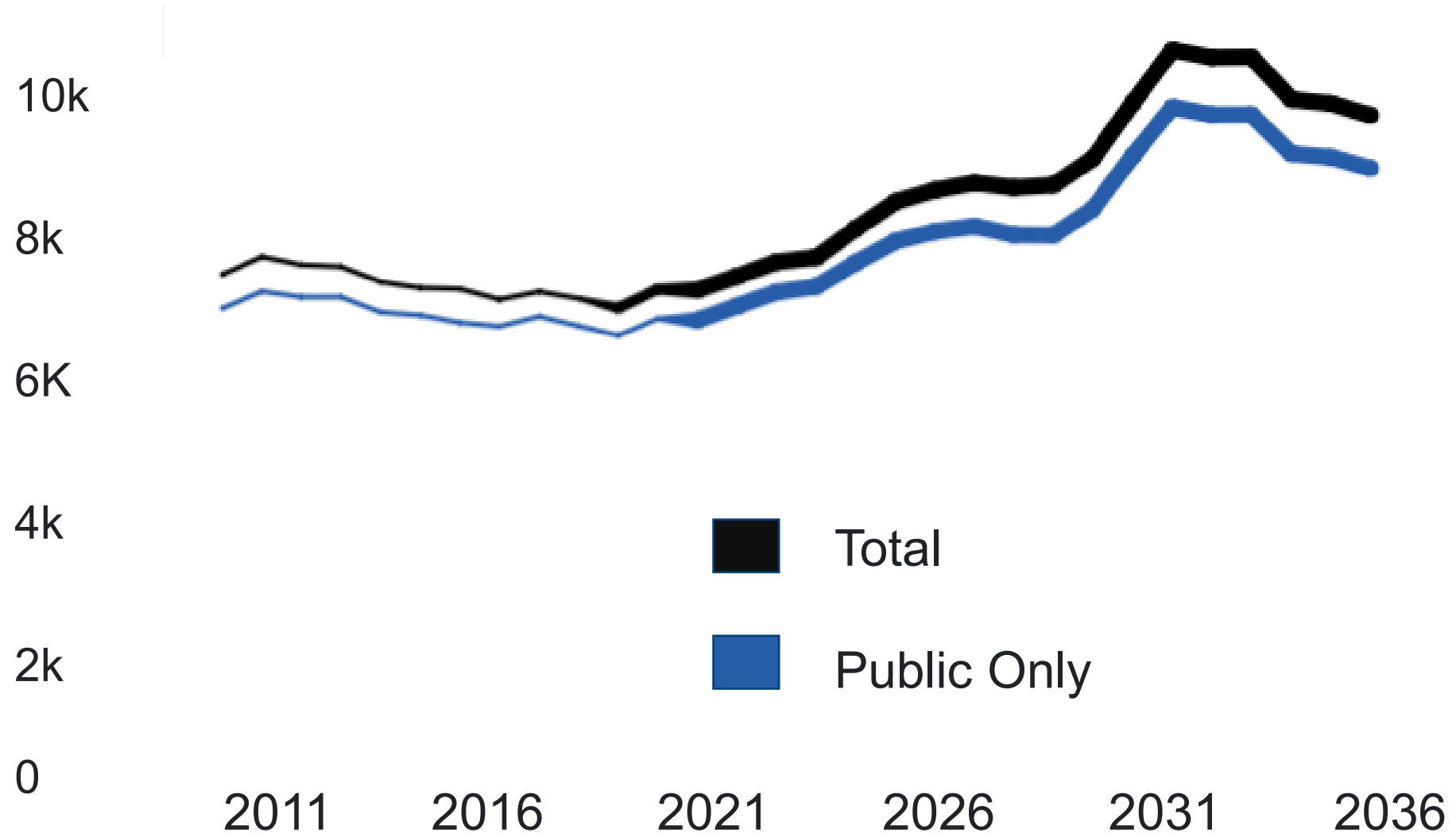
North Dakota Context



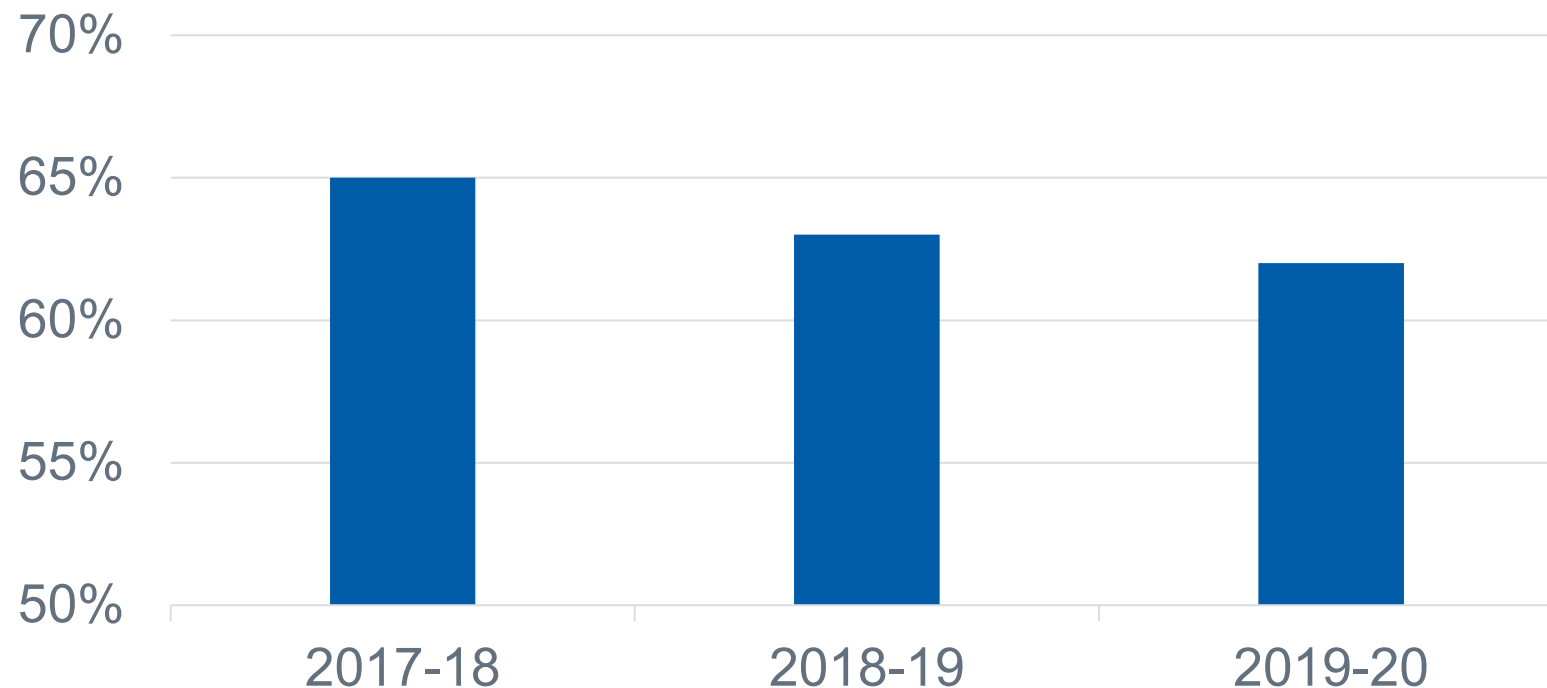
National High School Graduates: Modest Growth, then Decline



State Variation: North Dakota



Percentage of High School Graduates Enrolling in College



Source: North Dakota SLDS, [Insights.ND.gov](https://insights.nd.gov)

Program Enrollees

	2018-19		2019-20		2020-21	
	Undergrad	Grad	Undergrad	Grad	Undergrad	Grad
Counseling		140		127		96
Human Dev	504	11	510	16	494	11
Psych, Gen	932	26	932	24	959	24
Clinical Psych		38		33		36
Counseling Psych		32		36		33
School Psych		5		10		14
Forensic Psych	2	105	1	128	2	131
Applied Psych	17		24		23	
Social Work	273	168	233	172	214	160
Substance Abuse Counseling	32		29		27	
Mental and Social Health Services			1		2	

Source: North Dakota University System

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Program Completers

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	Undergrad	Grad	Undergrad	Grad	Undergrad	Grad
Counseling		56		51		53
Human Dev	163	6	121	7	157	7
Psych, Gen	248	15	265	10	226	15
Clinical Psych		6		3		9
Counseling Psych		9		4		7
School Psych		5		4		1
Forensic Psych		41	6	60	15	47
Applied Psych	10		4		5	
Social Work	127	71	144	75	83	74
Substance Abuse Counseling	10		9		3	
Mental and Social Health Services	1		24		42	

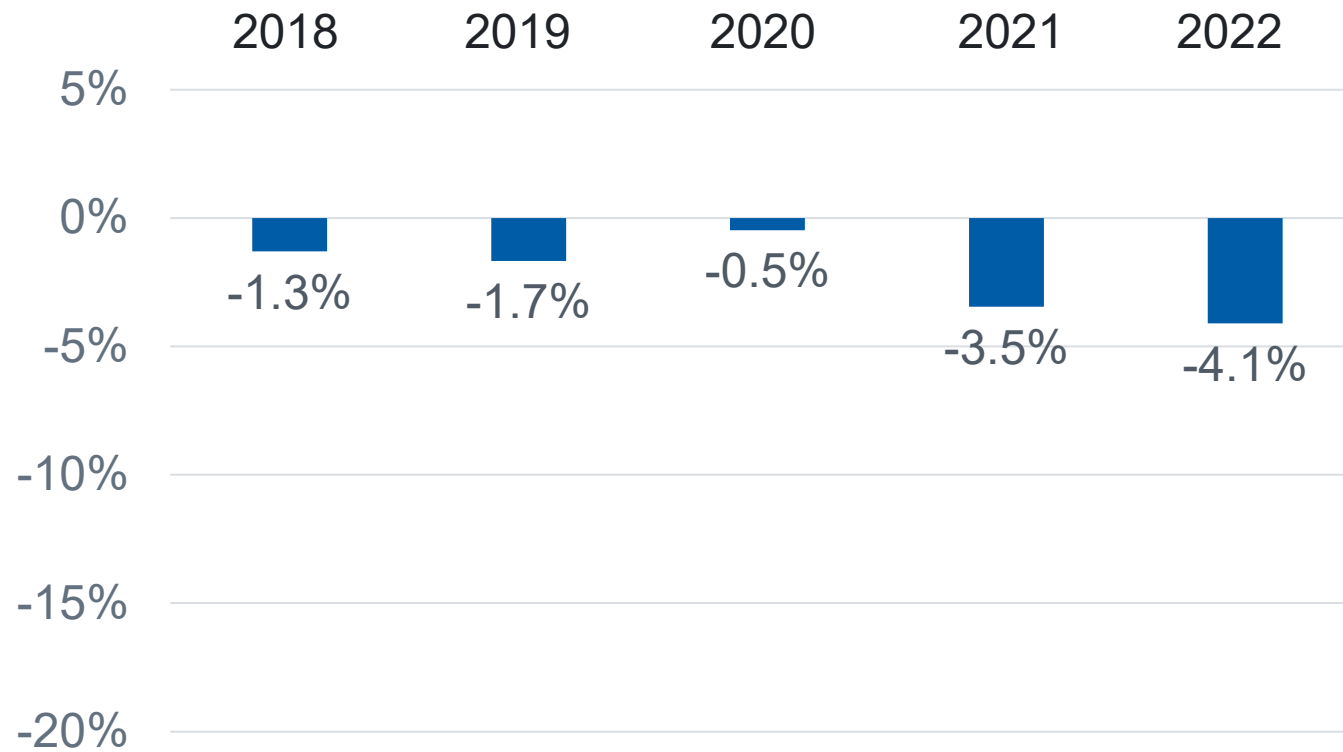
Source: North Dakota University System

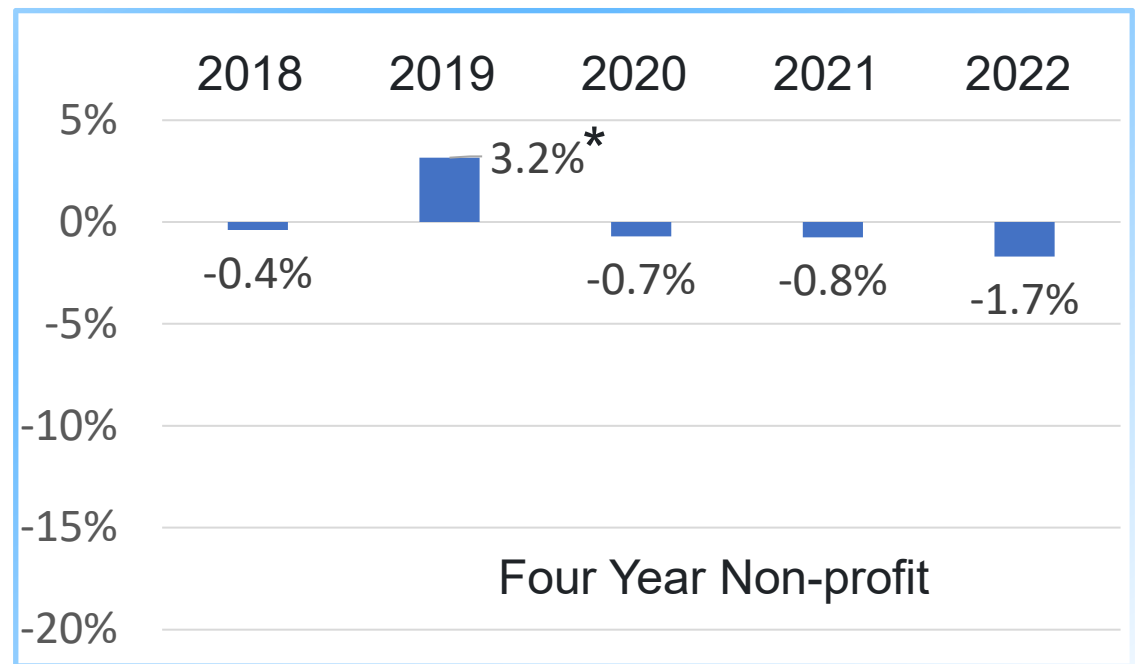
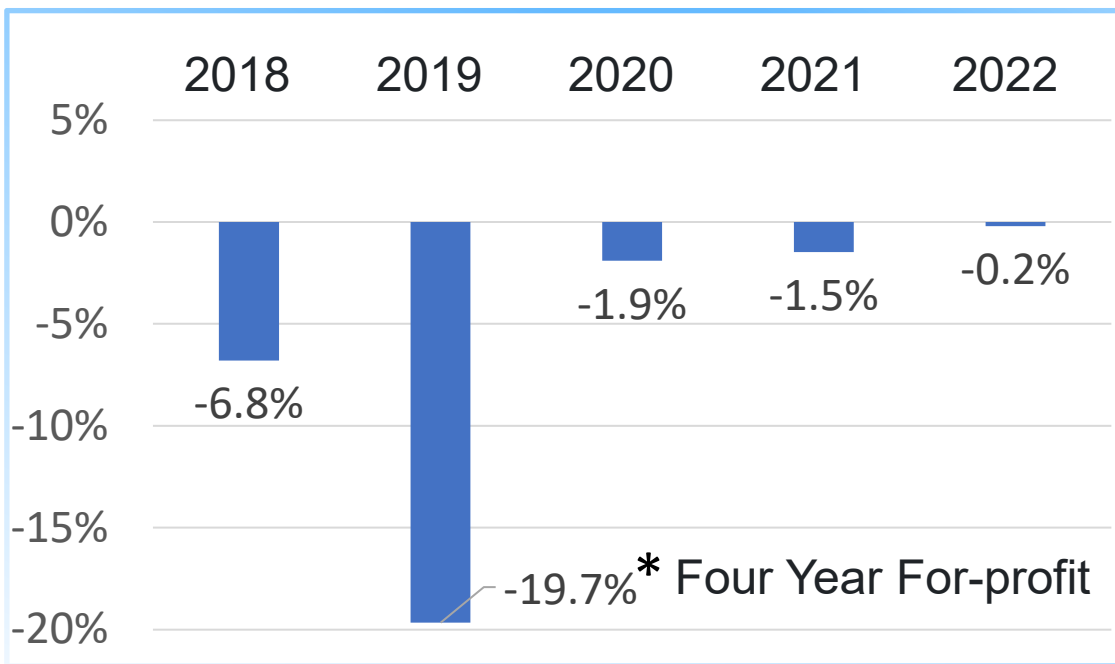
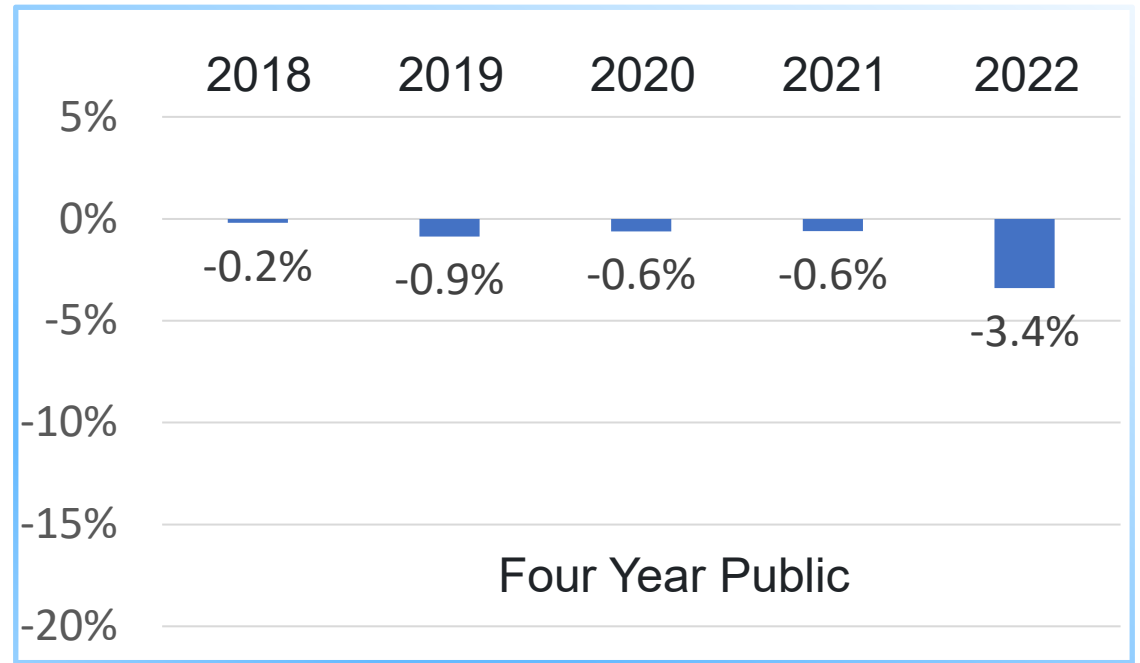
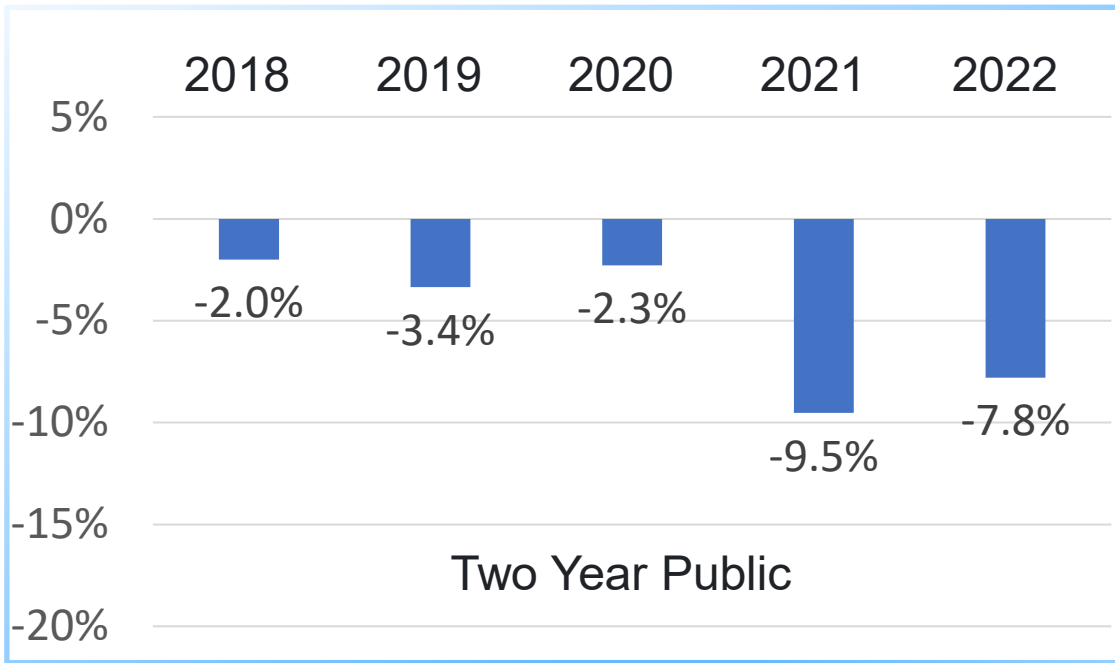
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Postsecondary Enrollment

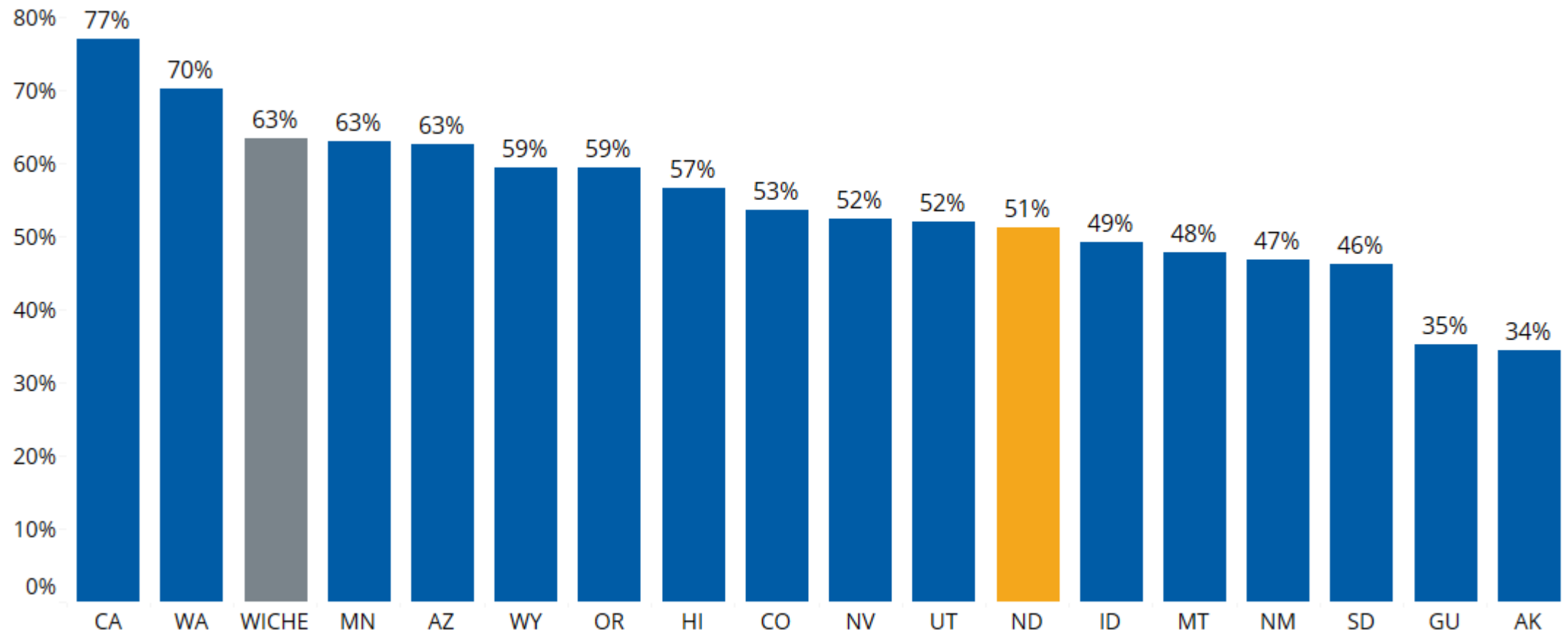




Eight-Year Completion Rates, Public Four-Year Institutions, 2012 Cohort



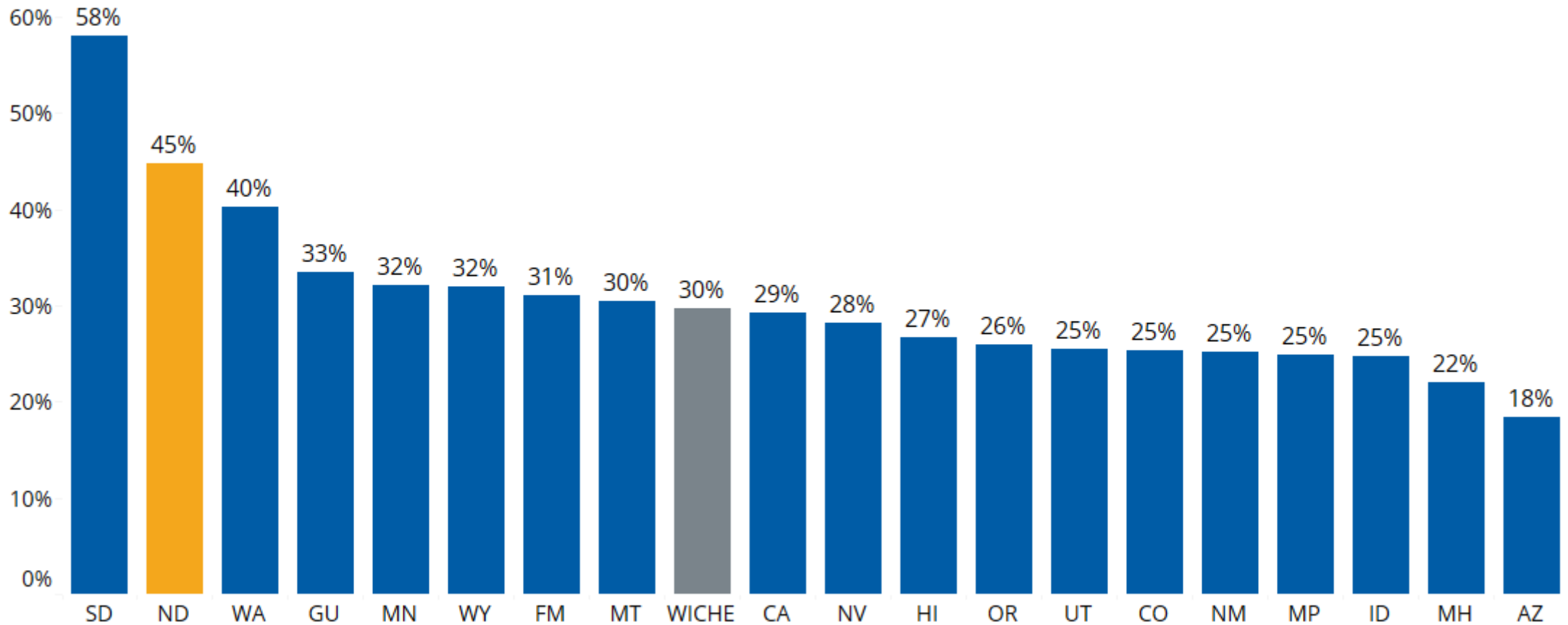
Eight-Year Completion Rates, Public Four-Year Institutions, 2012 Cohort



Eight-Year Completion Rates, Public Two-Year Institutions, 2012 Cohort



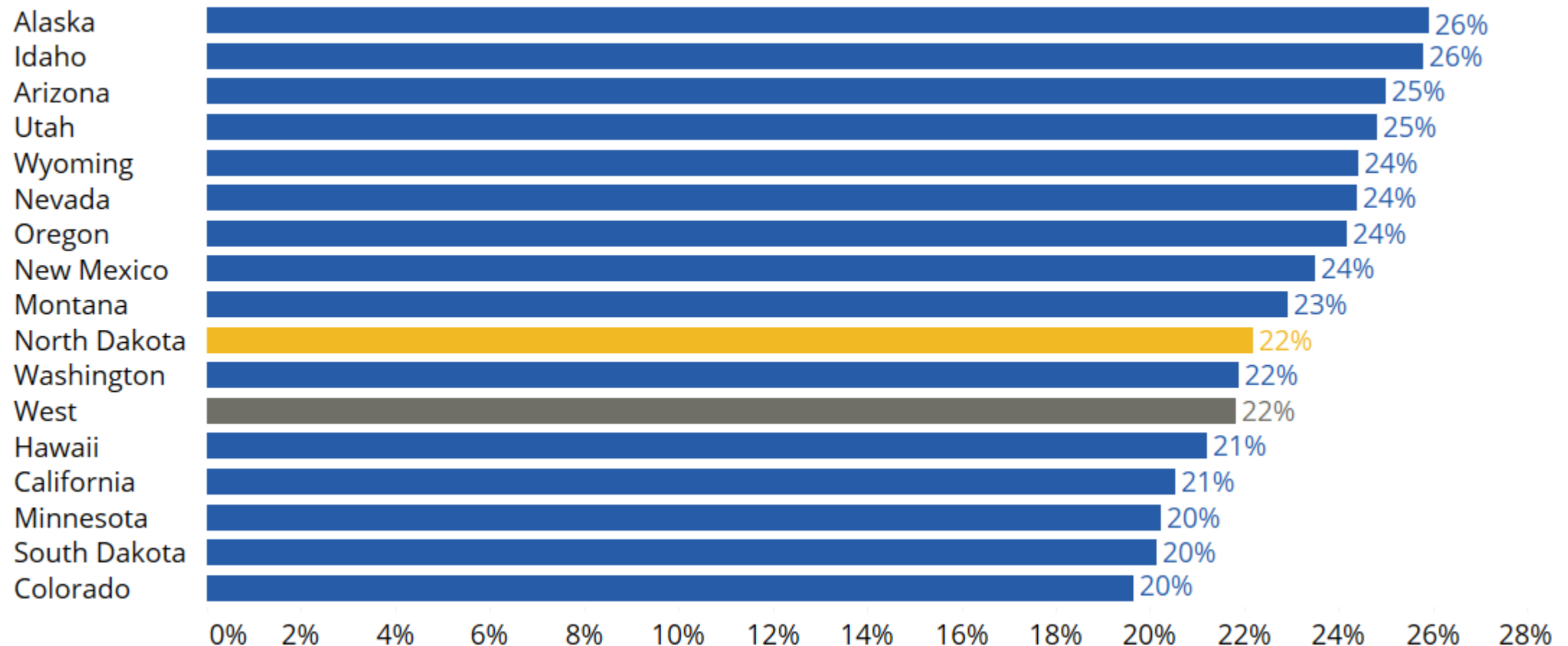
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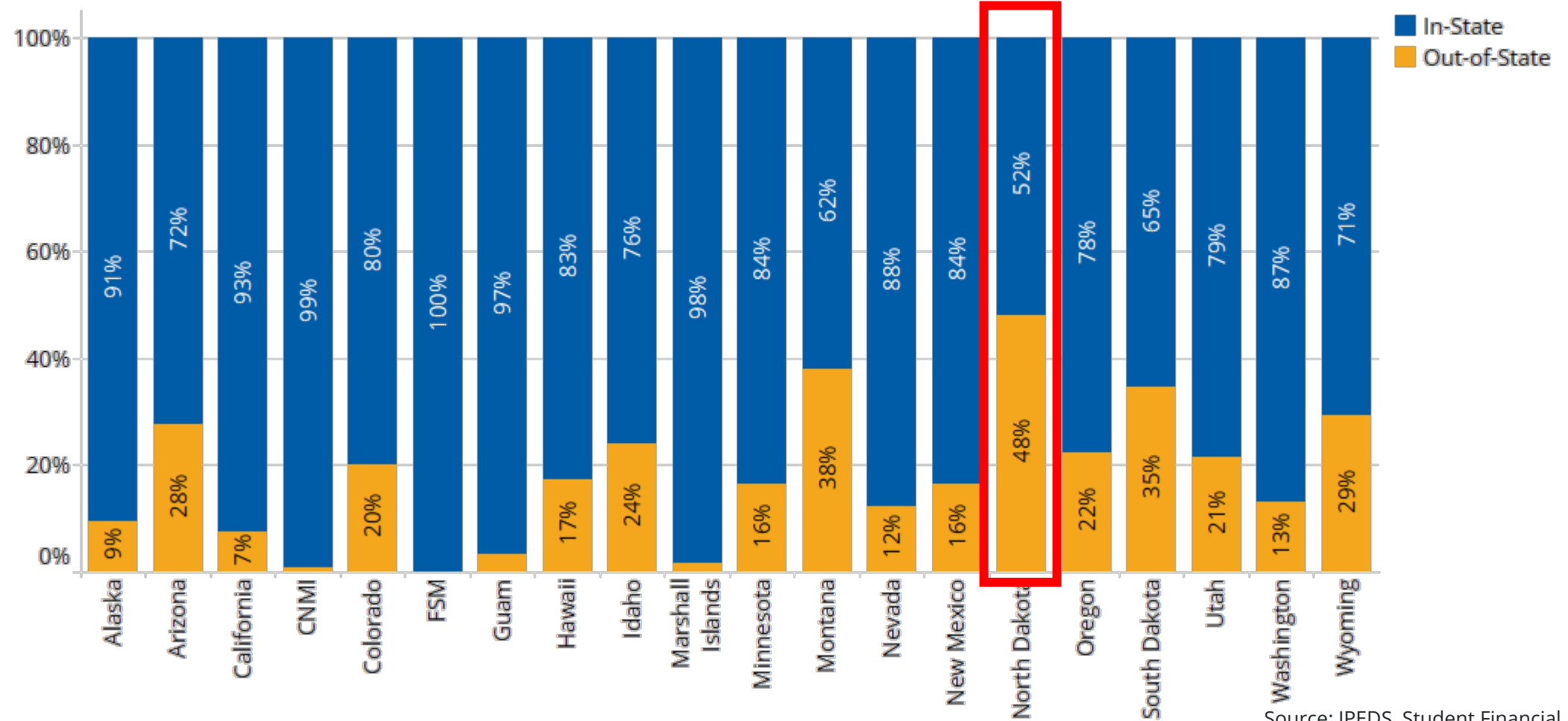
Share of Adults with Some College & No Degree (2019)



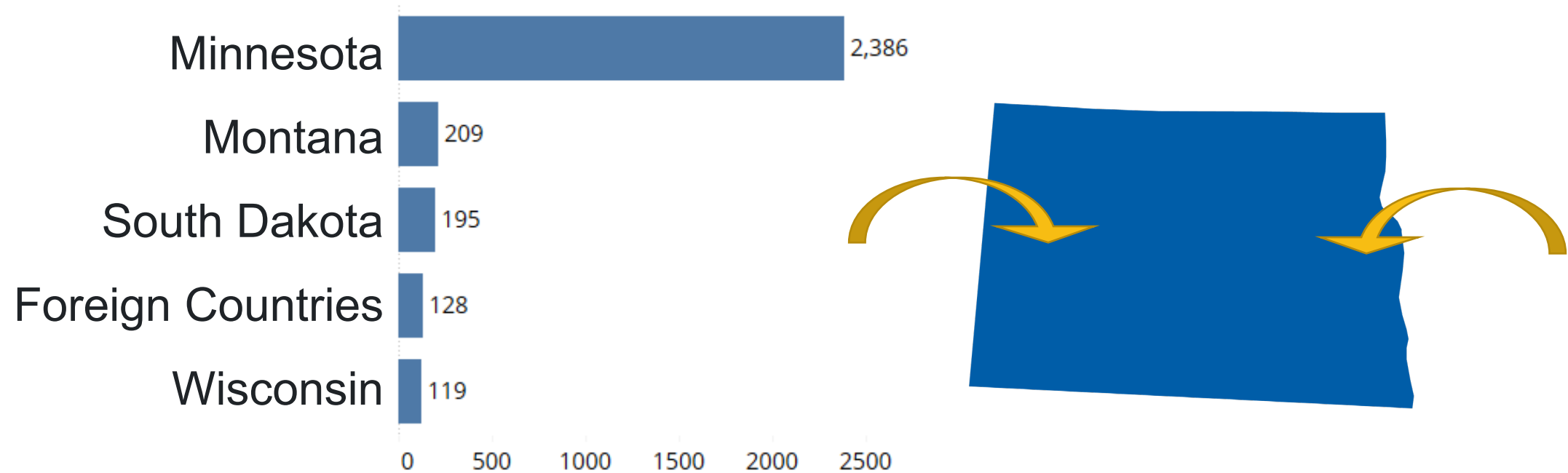
Share of Adults with Some College & No Degree (2019)



Share of First-Time, Full-Time Undergraduates by Residency, Fall 2020



Student Migration, Fall 2020 (inbound)



Other pipeline data points to consider

- In/Out migration
- Licensure
- Location of pipeline endpoint



Workforce Focused
Financial Aid and
Other Incentives

Loose Definitions

- **Financial Aid Programs**: Providing a financial incentive to enter a program or pursue studies.
- **Loan Forgiveness**: Delayed gratification subset of financial aid, incentivizing a specific type of work (high demand occupations)
- **Workforce-focused Financial Aid**: Aims to incentivize entrance to particular types of employment (occupations, geographies, etc.)

Financial Incentives

They work...

...right?!?

State Evaluations

- Extremely limited
- Policy relevant research is sorely needed!
- Generally, loan forgiveness oftentimes seems to help, but details matter





Warning

**Caveats
Ahead**

State Programs

- **Teacher loan forgiveness:**
 - Reduced attrition
 - Varies with size of forgiveness (Feng & Sass, 2017)
- **Allied Health**
 - Many statewide programs (36)
 - Limited quantitative evaluations, many anecdotes (Patterson, Schwartz, & McCarty, 2021)



Conclusions

- Pipeline analysis
 - Needed to clarify issues and potential for improvement
 - Where to invest scarce resources (time, funding, political capital)
- Retention vs. Production – Not an either/or
- Qualitative data needed
 - What's been tried?
 - Did it work? Why or why not?
 - How can that inform the what, the how, and the who?

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Questions and Follow-up

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