

INTRODUCING THE

Adult Learner Engagement Index

A guide for state policymakers to drive college enrollment and completion



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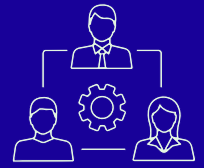
JULY 2026

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Suggested citation: Walker, K.Y. (2026). Adult Learner Engagement Index: A guide for state policymakers to drive college enrollment and completion [White paper]. ReUp Education.

Executive Summary



A new roadmap for engaging adult learners

Adult learners are key to the future of higher education and workforce development in America. Reimagining the postsecondary experience for America's growing adult

learner population is a national imperative that requires states, systems, and institutions to collaborate to address looming labor shortages and workforce gaps. While some states have turned their attention to adult learners, a consensus has yet to emerge on how to develop coordinated, statewide, comprehensive efforts to recruit and support first-time adult learners and returning learners who previously stopped out.

ReUp's Adult Learner Engagement Index (ALEI) creates a shared language for coordinating and implementing adult-centric postsecondary education efforts at the state level. The ALEI establishes a baseline for measuring how well states are supporting their adult learner population and provides a roadmap for creating the most effective educational landscape for adult learner success.

Overview of findings

Many public institutions lag behind large online universities, which have secured the adult learner market through massive marketing budgets and tailored outreach. Centralized or collaborative state efforts are the best way for public colleges and systems to compete and ensure that residents enroll in affordable credentials aligned to regional workforce needs.

Most states implement a set of individual programs but lack a comprehensive, statewide strategic initiative. States that score higher on the ALEI execute multiple strategies simultaneously, underscoring the



intentionality behind building an adult learner-friendly postsecondary landscape.

ReUp's analysis found that when states do focus on adult learners, their initiatives tend to be disjointed, without consistent funding or coordinated outreach across agencies. These issues lead to a Cycle of Undervaluation, where states allocate funding to adult learner initiatives only to sunset programs when students don't enroll. Often adult learners are not aware of available programs and funding or how to enroll, and states must layer in personalized outreach and coaching in order to see a return on these enrollment investments.

The ALEI indicates a general pattern in the maturity of state efforts:

- **Beginning** efforts prioritize visibility (Data, Analytics, Coaching).
- **Maturing** efforts prioritize coordination (Communities of Practice, Marketing).
- **Excelling** efforts prioritize structural change (Incentives and Policy).

ReUp also identified strategic gaps in key areas:

- **Marketing:** Thirty states have not implemented multichannel, personalized marketing, representing a significant opportunity to increase enrollment by layering in comprehensive outreach efforts that complement existing coaching and scholarship programs.
- **Institutional Incentives:** Only 19 states offer institutional incentives for institutions to focus on adult learners, which limits the ability of individual colleges to create sustainable adult learner programs.
- **Debt Review:** Only five states offer any sort of debt review for learners. Institutional debt—even minor balances—is an ongoing barrier to re-enrollment that also prevents institutions from realizing new tuition revenue from returning learners.

Conclusion and recommendations for states

State leaders must embed adult learner engagement in their workforce development pipelines and initiatives. A centralized approach that coordinates across institutions and agencies will create sustainable programs that drive enrollment and economic growth.

ReUp proposes four recommendations for how state leaders can build a sustainable statewide strategy for adult learner engagement and enrollment:

1. **Harness data and analytics to drive statewide improvements:** Centralize and aggregate existing data from across postsecondary institutions to identify enrollment data gaps and workforce needs, ensuring effective resource allocation.
2. **Identify existing programs and potential gaps:** Conduct a comprehensive inventory of all existing adult learner engagement efforts across state agencies and systems to identify siloed initiatives and strategic opportunities for alignment and improvement, using the ALEI assessment as a framing tool.
3. **Centralize adult learner initiatives with a coordinating agency lead:** Appoint a single, strong agency lead with expertise in higher education and workforce development to coordinate across multiple organizations, replacing inefficient, expensive patchwork systems with a sustainable statewide initiative.
4. **Build value in the workforce pipeline by creating sustainable programs for adult learners:** Remove barriers and extensive restrictions on statewide programs to ensure resources reach the broadest population and maximize the number of residents who can enroll and complete workforce-aligned credentials.

Introduction

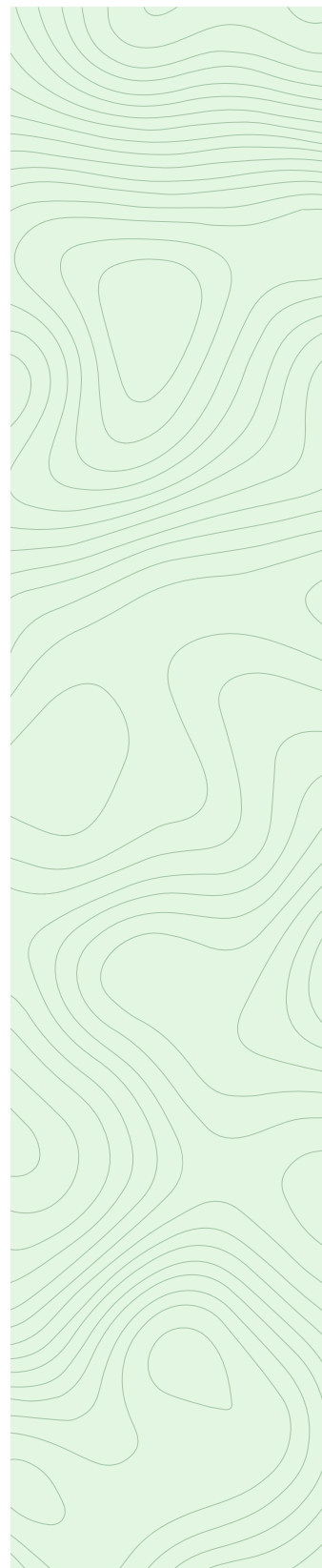


Take a moment
to close your
eyes and
visualize a
typical college
student

Who is this student? What are they doing in this mental picture? Are they on their way to class with a backpack slung over their shoulder? Or are they carrying a child with them because their babysitter canceled that morning? Are they engaged in a debate with fellow students while relaxing in the campus quad? Or are they crouched over their laptop in their car, hoping the coffee shop's free wifi will hang on for a few more minutes so they can submit their assignment before midnight?

The picture of a “traditional” college student never really reflected the reality of many learners, and today this definition has expanded to include students whose lived experiences resemble that of a working adult learner much more closely than the traditional student. Even a 21-year-old learner who works multiple shifts while parenting is a traditional-age college student, but they would operate much more like an adult learner when returning to school. Reimagining the postsecondary experience for America’s growing adult learner population will require that postsecondary systems and institutions work together if they hope to address looming labor shortages and fill workforce gaps.⁶

Adult learners—typically defined as those 25 and older—have become the key to the future of postsecondary education and workforce development in America. As the number of traditional-aged students continues to decline,⁷ states must create a more robust pipeline of credentialed residents beyond traditional college students in order to maintain their economic competitiveness. There are 43 million Americans who have earned some college credit but no credential (SCNC).⁸ SCNC learners represent the fastest and most promising opportunity to address workforce needs and are already closer to a college degree than graduating high school seniors—if states harness the resources and capabilities to engage them.



ReUp’s Adult Learner Engagement Index (ALEI) is a new framework for states that creates a shared language and understanding for coordinated, statewide, adult-centric postsecondary education efforts. The index establishes a baseline for how well states are supporting their adult learner population and provides a roadmap for creating an ideal educational landscape for adult learner success.

The ALEI focuses on outcomes associated with impact and scalability of successful statewide initiatives. As part of ReUp’s re-enrollment partnerships with more than 180 institutions across 34 states, we have identified three categories of components necessary for successful and sustainable statewide efforts to engage adult learners in postsecondary education: **Student Incentive Support**, **Institutional Innovation**, and **Outreach and Engagement**. Each of these components contains key strategies that are identified and assessed in our analysis of current state efforts.



Adult Learner Engagement Index Components		
STUDENT INCENTIVE SUPPORT	INSTITUTIONAL INNOVATION	OUTREACH & ENGAGEMENT
- Scholarships - Institutional Debt Review - Student-Centric Policy Review Process	- Incentives - Communities of Practice	- Data - Analytics - Marketing - Coaching

Challenges facing states



How the demographic cliff and the skills gap threaten workforce growth

Recent discourse around the value of higher education and the allocation of resources to support the sector highlights a rapidly shifting postsecondary landscape. In the last twenty years, the American higher education ecosystem has been re-shaped by the pending enrollment cliff,⁷ increasing variance in student population demographics, declining college attainment, concerns around programmatic and workforce misalignment, and questions about the economic returns of a college degree.

The conversations about increasing adult participation and completion of postsecondary education have been welcomed by institutions and state leaders alike. This focus also creates an opportunity to discuss how states, systems, and institutions can best position themselves to support adult learners and remain economically competitive in a resource-constrained environment.

Unfortunately, many public institutions and systems lag behind large online universities in engaging adult learners. These national online institutions have secured the adult learner market through expansive marketing budgets (in the hundreds of millions of dollars) and tailored student onboarding that outlines clear pathways for completion and associated costs. The U.S. has experienced about a 50% increase of students attending primarily online institutions since 2016.⁹ These institutions have made returning to college easy for learners, but overall outcomes have not necessarily improved. Enrolling at a local public college provides a better alternative for most adult learners, and state institutions need to more effectively outreach this population. Public systems tend to be outmarketed and outserved even though they offer credentials tailored to their state's workforce.



Centralized or collaborative efforts are the best way for states to compete with large online players to ensure residents enroll in affordable credentials aligned with a state’s local and regional workforce needs. Coupled with the federal government’s proposal to provide Workforce Pell¹⁰ for work-based credentials and a renewed commitment to apprenticeships,¹¹ states are well-positioned to offer efficient and effective ways to increase economic competitiveness by upskilling and reskilling residents.

As part of our research, ReUp has identified three growing risk factors pushing leaders and policy-makers to more deliberately engage with their states’ adult learner populations: the coming demographic cliff, workforce shortages/skills gap, and the failure to meet a state’s previous educational and workforce attainment goals.

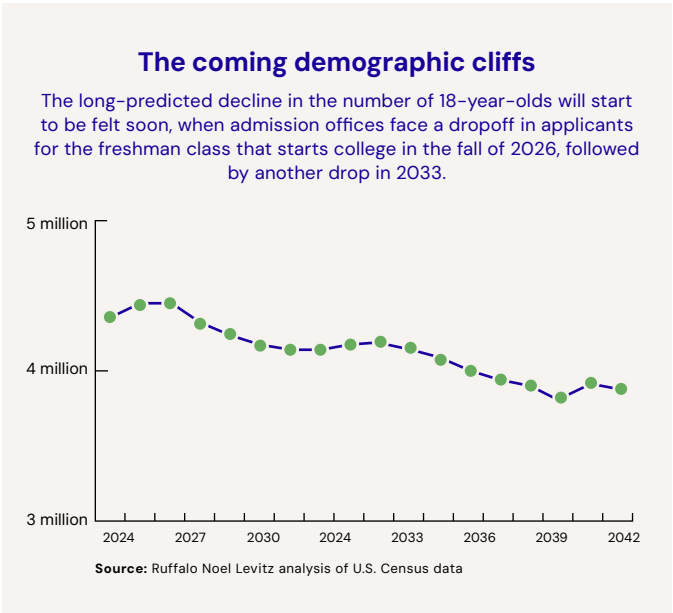


Demographic cliff

Higher education’s demographic cliff refers to the decline in the number of traditional 18-year-old students available to directly enroll in college from high school.^{7,12} This leaves fewer students to fill the classrooms at America’s more than 4,000 postsecondary institutions.

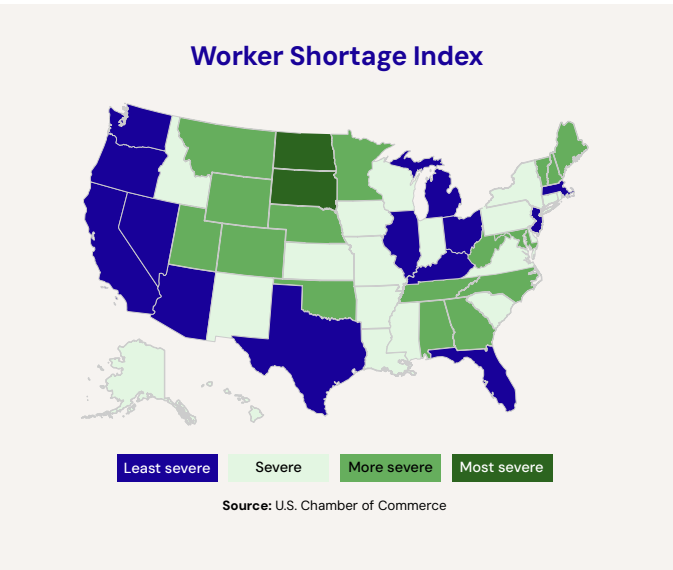
For some states, the cliff has arrived and they are experiencing the enrollment crisis now.^{12,13} Many states also face the possibility of serious economic, educational, and workforce impacts if they are unable to maintain a stable, credentialed workforce.¹⁴ States with the most pronounced declines in traditional-aged college goers—New York, California, and Illinois—have already begun

dedicating time and resources to addressing the issues associated with this demographic shift, but many states in similar positions have not.



Workforce shortages

Compounding the demographic shift are the impacts of workforce shortages and skills gaps that plague the nation’s businesses and industries.⁶ Many states have focused on creating easier opportunities for learners to gain the relevant skills in the shortest time possible by investing in Continuing and Technical education,¹⁵ apprenticeship programs,¹¹ and providing clear pathways between education and workforce.^{15,16}



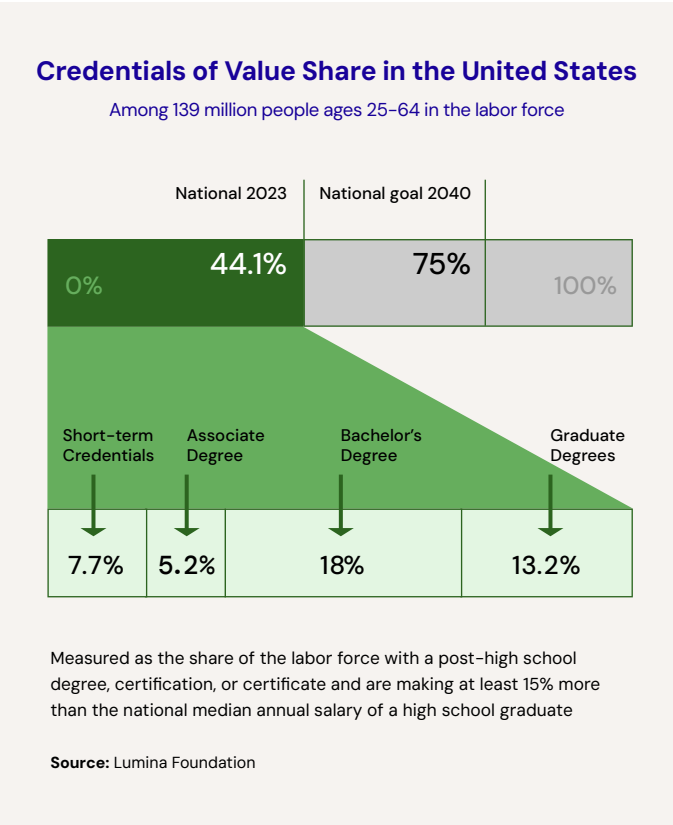
Failure to meet states' educational and workforce attainment goals

The concerted efforts to address lagging national attainment rates began over a decade ago as state leaders adopted variations of Lumina's 60x30 initiative,¹⁷ with the goal of 60% of their working-age population having a credential or degree by 2030. While a few states met their goals, most have struggled to address the issue at the necessary scale.

Nationally, 34% percent of Americans of all ages have a bachelor's degree.¹⁸ This represents a significant increase over the past 25 years but remains far below what business and industry leaders say they need to continue to fill workforce pipelines. As a result, states are beginning to take a more nuanced view of how to meet workforce needs. Innovative practices range in strategy from promoting apprenticeship programs^{11,19} and investing in Career and Technical Education¹⁵ to aligning credentials of value with state scholarships.²



These innovative pathways to boosting skills acquisition aligned with workforce needs continue to receive national attention as funders like the Lumina Foundation convene state leaders in pursuit of their new goal to have 75% of adults in the U.S. labor force obtain credentials of value by 2040.²⁰



The shift beyond degree completion to focus on intermediate credentials with a demonstrated economic return to learners is an important evolution. However, most states do not have credible plans for meeting the new target. Success will require developing sustainable, statewide efforts that adapt policies and programs to successfully deliver skilled credentials to adult learners.

Why current approaches fail to scale



Disjointed efforts lead to disengaged learners

Across the country, state and local leaders are tasked with supporting broad groups of constituents with finite public resources. Existing

resources and policies tend to focus on traditional college students first (and occasionally transfer students) before addressing the adult learner population. But in almost every state it is impossible to meet future workforce needs with traditional college students alone.

The shift to target adult learner policies usually coincides with state leaders recognizing that, on average, the existing SCNC population of adult learners is ten times larger than their states' annual high school graduating classes—even though nearly all of a state's postsecondary resources go to recruiting the traditional college-aged population.

ReUp's analysis found that even when states focus on adult learners, their efforts tend to be disjointed and without consistent funding, resources, and coordinated outreach. Individual initiatives may be housed in a multitude of agencies, including Departments of Education, State Higher Education Executive Officer's Association (SHEEO) offices, System Offices, Chambers of Commerce, Workforce Development offices, and others. It is common to find multiple adult learner efforts addressing niche problems rather than a holistic system for guiding learners to available resources. Even successful initiatives are largely temporary because of a lack of sustainable funding or the ability to facilitate collaboration across multiple agencies.

States engaging with adult learners and returning students also tend to do so with a narrow focus. Policymakers direct limited resources to returning students who have 90 or more credit hours or those who have only been out of college for one to two years, even though these learners represent only 12% of the total SCNC population.⁸ This often involves restricting access to programs based on a



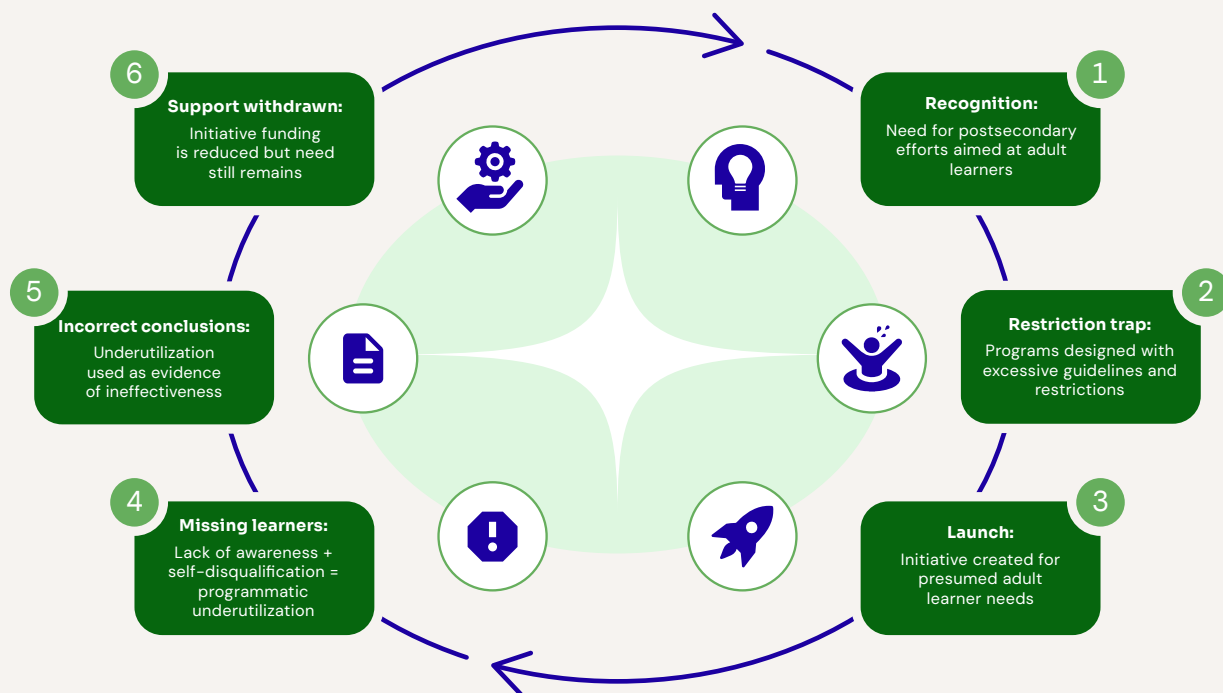
learner's declared major, credit hours acquired, or number of years enrolled in school. In some cases, initiatives implement even more restrictions around GPA or financial holds, or require returning learners to be enrolled full time to receive benefits—even though most working adults attend school part time. These restrictions and a focus only on the most recent stopouts make it nearly impossible for someone like a working, parenting student to return to school part time to finish a degree.

Overly restrictive initiatives lead to undervaluing a program that may be perceived as failing when, in fact, the intended targets of these efforts are unaware that the efforts exist, or they cannot access them because of strict participation requirements. Even when awareness of available programs exists, many learners are intimidated

by the extensive criteria to participate and may self-select out of returning to school because they assume they will not qualify. As a result, resources go only to those people who have already made the decision to come back or are already enrolled, which limits enrollment growth and workforce development.

As a result, policymakers sometimes misinterpret this undervaluation as proof of an ineffective solution and then sunset the program. In 2025 both Mississippi²¹ and Washington⁵ ended initiatives that were aimed at getting more adult learners to earn credentials of value aligned with workforce needs because of a perceived lack of interest. When state leaders decide to withdraw support from an initiative, the next effort begins anew and can take years to produce results. This leads to a Cycle of Undervaluation.

Cycle of Undervaluation



Adult learner engagement strategies in particular are susceptible to this cycle. To maximize the success of state investments and avoid the cycle, state leaders should apply three key factors in developing initiatives:

- **Broad applicability:**
Minimize restrictions on target populations to reach a wider range of learners, and ensure that processes for qualification are user-friendly and easy to navigate.
- **Personalized marketing:**
Implement a targeted, personalized outreach strategy that engages adult learners and meets them where they are through tailored, data-driven communication. This is not a case of “if you build it, they will come.” Learners cannot take advantage of resources that they qualify for if they are unaware that they exist.

- **Sustained availability:**
Ensure ongoing access to resources, allowing learners to utilize them at moments that align with their life circumstances. Resources need to be available and accessible to them whenever and wherever they decide to re-enroll.

Addressing the broadest population of adult learners in a coordinated, statewide manner prevents the patchwork and misaligned postsecondary-to-workforce pipeline that has continued to plague states. Policymakers and leaders are in a position to create enduring success in their communities by embedding adult learner success in the state’s workforce development pipelines and initiatives. Identifying a central agency lead that coordinates and collaborates across multiple agencies is key to driving adult learner engagement connected to workforce development.



A new resource for states: the ALEI



The ALEI framework evaluates how well-positioned a state is to engage adult learners

To help states better understand existing efforts to engage adult learners and where they should focus resources for growth, ReUp has created the Adult Learner Engagement Index (ALEI). The ALEI is made up of three core components—Student Incentive Support, Institutional Innovation, and Outreach and Engagement—that represent broad categories necessary for a sustainable, scaled, coordinated initiative. Within each core component are strategies that are the operational functions and resources necessary to provide the most effective support for students, institutions, and state workforce development plans.

The ALEI establishes a baseline for how well states are supporting their adult learner population by creating shared language and understanding for coordinated, statewide, adult-centric postsecondary education. Ultimately, it provides a roadmap to enroll the broadest possible group of adult learners in workforce-aligned programs that deliver credentials of value.

Adult Learner Engagement Index Components		
STUDENT INCENTIVE SUPPORT	INSTITUTIONAL INNOVATION	OUTREACH & ENGAGEMENT
- Scholarships - Institutional Debt Review - Student-Centric Policy Review Process	- Incentives - Communities of Practice	- Data - Analytics - Marketing - Coaching



Evaluation Stages

Each strategy is evaluated through criteria that indicate the degree to which a state is implementing a fully funded, collaborative strategy that aligns resources and stakeholders with statewide goals.

UNADDRESSED	BEGINNING	MATURING	EXCELLING
Unaddressed indicates that there are no active statewide initiatives or programmatic efforts aligned with a specific strategy	Beginning strategies are narrow in scope or in an early stage, do not align with statewide goals, or may not be scalable	Maturing represent centralized, ongoing strategy implementation that aligns with statewide goals and is prepared to scale	Excelling initiatives capitalize on centralized, comprehensive strategies that align with statewide goals and scale for maximum postsecondary and workforce impact

The ALEI is to be read from left to right indicating a continuum. Initiatives aligning to the left of the matrix indicates programs that are in their infancy. Those that align farther right on the matrix are more complex, centralized, and poised for scale. The Index focuses on outcomes associated with impact and ability to scale and is not intended to present an exhaustive list of all potential efforts a statewide coordinated initiative can do.

Student Incentive Support

The core component of Student Incentive Support highlights the three strategies that help adult learners enroll and persist in postsecondary learning environments:



SCHOLARSHIPS:

Student funding and support with limited strings or restrictions that focus on adult learners, SCNC, and/or transfers.



INSTITUTIONAL DEBT REVIEW:

Waiving or reducing student fees or other small balances related to prior enrollment attempts that present a barrier to re-entry.



STUDENT-CENTRIC POLICY REVIEW PROCESSES:

Accessible, transparent revision process for policies with direct implications for student enrollment, re-enrollment, and transfer.

Institutional Innovation

Institutional Innovation represents the core component dedicated to helping colleges and universities create a campus environment conducive for adult learner success. Colleges and universities are not always prepared or equipped to support adult learners. It is important to create the proper guidance for institutions by incentivizing best practices to ensure that adult learners return to educational environments ready to support them.^{4,5} Moreover, providing opportunities to share lessons from practical applications allows institutions to adopt and adapt known successful strategies for their campus environments relatively quickly.²²



INCENTIVES:³

These incentives can include competitive grants for wrap-around student support services; additional state funding for enrollment and persistence of adult learners, transfer students, and/or SCNC; and invitational, action-based task forces.



COMMUNITIES OF PRACTICE:

Ongoing assemblies of similarly-involved institutional practitioners for the purpose of guidance, sharing best practices, and mutual support.



Outreach and Engagement

Outreach and Engagement refers to building intent within the longtail enrollment cycle necessary for sustainable adult learner success. This core component highlights the key strategies necessary for states to avoid the Cycle of Undervaluation by ensuring that as many qualified learners as possible are identified and outreached; that there is comprehensive and consistent data collection processes that provide leaders with analytics and recommendations for informed decision making; and that adult learners receive ongoing support beyond academic advising and acute basic needs.



DATA:

Public-facing data that provides an aggregated view of relevant information regarding post-secondary areas of interest in order to better inform statewide policies and decision-making



ANALYTICS:

Systematically processed computational data analysis that is presented in easily digestible tables, charts, graphs, and images



MARKETING:

Specialized multichannel marketing campaigns utilizing updated contact information that speak directly to the concerns and needs of adult learners



COACHING:

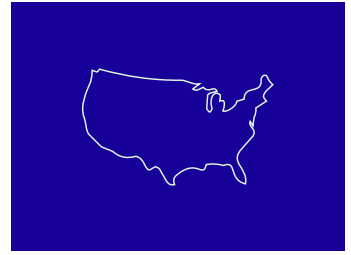
Providing specialized individual support to learners for overcoming barriers to reentry, resolving institutional friction, and raising awareness of resources

ReUp's Adult Learner Engagement Index:

A comprehensive explanation of each element of the index can be found in Appendix A.

	UNADDRESSED	BEGINNING	MATURING	EXCELLING
STUDENT INCENTIVES AND SUPPORT				
Scholarships	State-sponsored scholarships do not specify or specifically target adult learners, SCNC, or transfer students	Narrowly targeted scholarship efforts such as last dollar, credentials of value, or recipient age	Near completers or recent stop-out scholarships geared towards those with specific amounts of accrued credit hours or who have stopped out in the last 6-12 months	Fully funded, continual statewide scholarship programs focused on adult learners, SCNC, and/or transfer students
Institutional Debt Review	No state-led debt review and reconsideration efforts that focus on adult learners, SCNC, or transfer students	Limited debt review and reconsideration programs for returning learners, adults, SCNC, or transfers (e.g., time-limited state and philanthropic initiatives of less than \$500 in forgiveness)	Significant, continual, state-sponsored debt review and reconsideration programs for returning learners, adult students or transfer students (\$500 to \$1,999)	Substantial, continual, state-sponsored debt review and reconsideration programs for returning learners, adults, SCNC, and/or transfers (\$2,000 or more)
Student-Centric Policy Review	Disparate campus-based processes regarding re-enrollment policies and practices	Resourced, statewide taskforce, committee, or advisory council with reporting and recommendation expectations	Established review cycle and improvement process for institutional policies and re-enrollment practices separate from regional accreditation requirements	Centralized, identifiable, accessible, and curated data source or report of institutional and statewide policies or guidelines for adult learners, SCNC, and/or transfer students
INSTITUTIONAL INNOVATION				
Incentives	No state-sponsored grant or funding opportunities for institutions to engage adult learners, SCNC, or transfer students	Time-limited or philanthropic, state-supported initiatives that prioritize adult learners, SCNC, and/or transfers	State-sponsored, ongoing grant dollars for generalized student support services or wrap-around services	State-supported funding models or grants to institutions for research, initiatives, and student support services prioritizing adult learners, SCNC, and transfer student success
Communities of Practice	No statewide or campus-based Communities of Practice that prioritize adult learners, SCNC, or transfer students	Identifiable campus-based specific Communities of Practice tailored toward adult learners, SCNC, or transfer students	Centralized, regular statewide sharing of ideas (e.g., consortia, conferences, or webinars) focused on adult learner, SCNC, or transfer student success	Centrally facilitated sharing of adult learner, SCNC, and transfer student best practices for colleges and universities on a recurring cycle with opportunities for policy influence
OUTREACH AND ENGAGEMENT				
Data	No access to statewide reporting of enrollment, completions, or credential-aligned workforce pathways	Disparate datasets regarding overall enrollment, completions, or credential-aligned workforce pathways (e.g., downloadable individual institution files that do not sync or match format)	Identifiable, publicly available, aggregated datasets that indicate overall enrollment, completions, or credential-aligned workforce pathways	Centrally accessible, statewide, longitudinal data system in place
Analytics	No readily available statewide adult learner, SCNC, or transfer student dashboards, reports, or other analytics tools	Partially available data dashboards, stagnant reports, or tools that lend insights into either the adult learner, SCNC, or transfer populations	Accessible but disparate dashboards and reports that provide limited insights on adult learners, SCNC, and transfer populations	Centrally accessible, technology enabled data dashboards, reports, and information sharing that provide insights into the adult learner, SCNC, and transfer populations
Marketing	Marketing is addressed at the institution level. No existing statewide efforts in place.	General/generic statewide recruitment and enrollment marketing campaigns, such as billboards or pay-per-click ads.	Targeted marketing campaigns but with limited or very little elements of multichannel marketing	Centrally led and funded multichannel re-enrollment campaigns targeting adult learners, SCNC, or transfer students
Coaching	No existing statewide coaching model. No institution-level coaching being done at scale.	Campus-based college navigators focused on acute student needs and support beyond academics	Centralized, pre-enrollment coaching or support including website navigation and institution/program selection	Institution agnostic, individualized, ongoing student support, such as college navigators, success coaches, or ongoing support through student completion

Applying the ALEI to existing state efforts



Research shows most states want to engage adult learners but lack coordinated initiatives

Methodology

In developing the ALEI and determining what strategies to include, ReUp started with a literature review of research in the field of postsecondary education focused on adult learners and those returning to college. After utilizing proxy populations (transfer students, SCNC, veterans) to understand the existing research, it became clear that there was no comprehensive framework for discussing the use of postsecondary wrap-around services tailored for adult learners.

A multimodal literature review and qualitative approach was used to: (a) identify, curate, and collate information regarding the existing statewide initiatives and programmatic efforts that target adult learners; (b) replicate a coding process that differentiated and grouped strategies by similarities as one would with interview participants; and (c) continue iterative grouping until we identified and classified the strategies and core components.

Next we analyzed internal data from more than 25 million interactions with 2 million college stopouts with access to ReUp's services to determine the most critical factors to successfully engage and support adult learners. We then looked at qualitative and quantitative success metrics from our partnerships with more than 180 institutions across 34 states over the past 11 years, including statewide and system partnerships.

After aligning on the components of the ALEI, we conducted research on all 50 states and the District of Columbia to analyze what programs and initiatives currently exist, along with their relative scale, impact, and alignment with stated educational and



workforce goals. Our survey of state programs used publicly available sources of information and data and was not meant to be comprehensive, as some data is privately held and the extent and efficacy of some programs is unclear.

After compiling the research, we assessed every state on all nine strategies using the ALEI rubric included in this report. We then normed the assessment using analyses from separate internal

researchers, and we validated the initial ALEI rubric with select ReUp institutional and agency partners but did not gather direct input from every state.

Lastly, we conducted a multivariate analysis of state scores and compared them by component and region. Future quantitative research will include layering in economic and postsecondary outcomes data from all states.

ReUp’s Adult Learner Engagement Index State Assessment

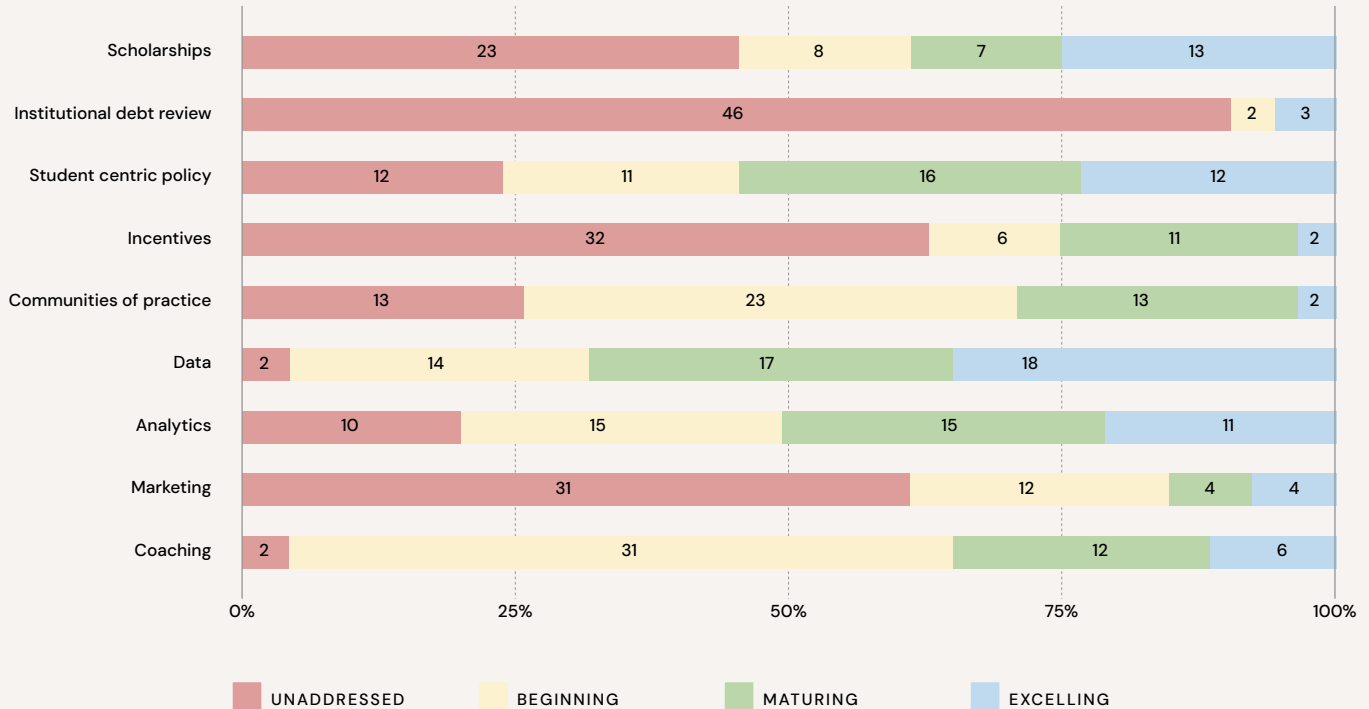
STATE	STUDENT INCENTIVES			INSTITUTIONAL INNOVATION		OUTREACH AND ENGAGEMENT			
	Scholarships	Institutional Debt Review	Student Centric Policy	Incentives	Communities of Practice	Data	Analytics	Marketing	Coaching
Alabama									
Alaska									
Arizona									
Arkansas									
California									
Colorado									
Connecticut									
Delaware									
District of Columbia									
Florida									
Georgia									
Hawaii									
Idaho									
Illinois									
Indiana									
Iowa									
Kansas									
Kentucky									
Louisiana									
Maine									

UNADDRESSED BEGINNING MATURING EXCELLING

STATE	STUDENT INCENTIVES			INSTITUTIONAL INNOVATION		OUTREACH AND ENGAGEMENT			
	Scholarships	Institutional Debt Review	Student Centric Policy	Incentives	Communities of Practice	Data	Analytics	Marketing	Coaching
Maryland									
Massachusetts									
Michigan									
Minnesota									
Mississippi									
Missouri									
Montana									
Nebraska									
Nevada									
New Hampshire									
New Jersey									
New Mexico									
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South Dakota									
Tennessee									
Texas									
Utah									
Vermont									
Virginia									
Washington									
West Virginia									
Wisconsin									
Wyoming									

UNADDRESSED
 BEGINNING
 MATURING
 EXCELLING

Prevalence of individual strategies among states



Overview of findings

Most states support adult learners with some set of individual programs but not through a strategic, comprehensive statewide initiative. Initial efforts by states tend to focus on helping learners who are identified as near completers.²³ Near completers represent a small fraction of the SCNC population and an even smaller percentage of adult learners.

Most of the variation in state approaches is about how comprehensive the efforts are, not which single strategy a particular state excels in. The states differ less by which strategies they implement and more by how many strategies they implement at once. States that score higher on the ALEI tend to be at least Maturing or Excelling in many areas simultaneously. This underscores the intentionality behind building an adult learner-friendly postsecondary landscape.

We see this in states like New Jersey³ and Massachusetts.²⁴ By executing multiple strategies simultaneously, states create a wrap-around service environment that extends beyond the campus community and more effectively leverages the existing educational investments.

In general, the ALEI indicates that states follow a pattern in their efforts to serve adult learners:

- **Early** efforts focus on **visibility** (*Data, Analytics, Coaching*)
- **Maturing** efforts focus on **coordination** (*Communities of Practice, Marketing*)
- **Excelling** efforts focus on **structural change** (*Incentives including Strategic Alignment and Policy*)

A key finding is that Data and Analytics are two areas where the most states are either Maturing or Excelling, even if they lag in other areas. This is important because state policymakers and institutional leaders need a comprehensive view of their states' postsecondary data and outcomes in order to make informed decisions about how best to support adult learners in other areas. Data and Analytics are the gateway strategies for states in addressing this population. For stopped-out learners in particular, states benefit from centralizing the data and outreach associated with re-engaging this population.

Communities of Practice appear to act as a bridge between the initial Data and Analytics capacity and financial and policy reforms. Communities of Practice are rarely Excelling on their own but are more common in states that are strong in both Student-Centric Policy and several of the components under Outreach and Engagement.

An example of utilizing a Community of Practice is Louisiana's annual Meauxmemtum Summit.²⁵ This state-level event hosts dedicated workshops on how to holistically support learners and ensures that actionable research (data, analytics) happening at the campus level can be shared, adapted, and adopted broadly by peer institutions.

Only two states have not addressed Coaching, although many are still in the Beginning phase. But 31 states have not addressed Marketing. This represents a significant opportunity for states to increase enrollment of adult learners by layering in comprehensive, multichannel marketing efforts to complement existing coaching programs. Marketing is strongly associated with the highest performing states in the ALEI and contributes to better outcomes for adult learner efforts by raising awareness among the exact targets of interest. If a state builds a comprehensive adult re-enrollment initiative and fails to intentionally inform those who qualify, the state will experience undervaluation of the initiative.

New Jersey's Some College No Degree Initiative best represents how Marketing not only ensures that the right person is contacted at the right time for trustbuilding, but also compounds returns when paired with ongoing, sustained efforts.³ This initiative explicitly states that the texts, emails, and ongoing meetings require an average of 24 touchpoints for learners to feel prepared to return to school. That level of sustained interaction represents much more than just coaching. It demonstrates an investment by the learner rooted in trust of the coach because they received the right message at the right time.

Two other areas that states need to address are Institutional Incentives and Institutional Debt Review. Only 19 states offer any form of incentive programs for institutions to better enroll and serve adult learners, and only five states offer debt review, with even high-performing states avoiding it. As mentioned earlier, student debts—even minor ones for parking tickets or library fines—are an ongoing barrier to stopout learners re-enrolling in college.

In the Ohio College Comeback Compact, eight northeastern Ohio colleges partnered with Ithaka S+R to help students who had previously attended college return.²⁶ This program focused on students who owed debts to their former institutions with balances of \$5,000 or less. With financial support from the Lumina Foundation and learner outreach through ReUp, the program was able to resolve the balances of over 700 learners totaling nearly \$630,000 that resulted in nearly \$2.3 million in recovered tuition.

A regional analysis included in Appendix B highlights how geographic regions tend to adopt similarly focused initiatives. It is unclear if this is due to remaining regionally competitive, structural or cultural similarities, or simply the proximity of knowledge sharing. The regional similarities support the need for a national perspective that shares successes beyond immediate neighboring states.

Conclusion and recommendations for states



State leaders are tasked with addressing a variety of challenges across their higher education systems while also reckoning with demographic shifts, enrollment declines, and workforce gaps. To tackle these issues head on, states must embed adult learner engagement in their workforce development pipelines and initiatives.

ReUp's recommendations show how state leaders can harness existing data to personalize

outreach to adult residents interested in returning to college and developing new skills. A centralized approach that coordinates across multiple institutions and agencies will create a sustainable program that drives enrollment and economic growth.

Recommendation 1:

Harness data and analytics to drive statewide improvements

Data and analytics are necessary to build successful adult learner initiatives that allocate resources effectively. Centralizing existing data ensures that gaps in policy and performance do not compound over time, leading to undervaluation of education and workforce programs—especially in rural and low-income areas where residents are eager for postsecondary training but do not always know what programs are available.

State leaders should aggregate existing data from across the state's postsecondary institutions to identify gaps in enrollment data and workforce needs, and to help determine what agency is best-resourced to lead a statewide data initiative.

Recommendation 2:

Identify existing programs and potential gaps

Over time, individual agencies and institutions create siloed initiatives to support adult learners within their agency's existing postsecondary work. Routinely, these programs are conceived, executed, and supported without broad coordination or awareness by other agencies, leading to inefficient use of state and agency resources.

State leaders should identify all existing adult learner engagement efforts across state agencies and systems to understand where initiatives are housed and how closely agencies collaborate on them. ReUp's ALEI assessment of individual states can help frame a state's gap analysis of its postsecondary landscape to identify redundancies and areas of improvement. Only after an inventory of existing programs can leaders begin to focus on the strategic opportunities to elevate and align adult learner engagement with postsecondary and workforce needs.

Recommendation 3:

Centralize adult learner initiatives with a coordinating agency lead

Centralizing initiatives with a single strong agency lead that can coordinate across organizations is paramount to success. The typical patchwork system of initiatives and institutional programs in most states lacks the efficiency to address workforce needs at scale, and it is often more expensive than a central effort. Governing structures differ from state to state, but the ideal agency lead is one who has the breadth of insights in higher education and workforce, the expertise, and the political will to create a sustainable, statewide postsecondary education-to-workforce initiative

Recommendation 4:

Build value in the workforce pipeline by creating sustainable programs for adult learners

Many state workforce pipelines are currently leaking qualified learners because of the undervaluation of resources targeting new and returning adult learners. Extensive restrictions on statewide programs like tuition assistance and coaching reduce the effectiveness of enrollment initiatives and make it harder to fill workforce gaps. Effective initiatives must reach adult learners with available resources before they make a decision about postsecondary education, and those resources should be designed to get the most people to and through a postsecondary credential of value. Barriers to enrollment and aid programs end up reducing the effectiveness of complementary workforce development initiatives.

Education and workforce development programs continually demonstrate positive economic impact in the long term and are high ROI investments for states.^{3,27} Policymakers and state leaders can increase the value of initiatives by removing barriers to state resources for adult learners. Broadening these investments benefits both learners and their local communities by helping more residents enroll and complete workforce-aligned credentials.

About the author



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as an undergraduate. When she's not studying the adult learner postsecondary educational landscape, Dr. Walker enjoys reading and spending time with her family, two dogs, cat, ball python, and axolotl.

About ReUp Education

ReUp's mission isn't just about degree completion—it's about unlocking economic opportunity.

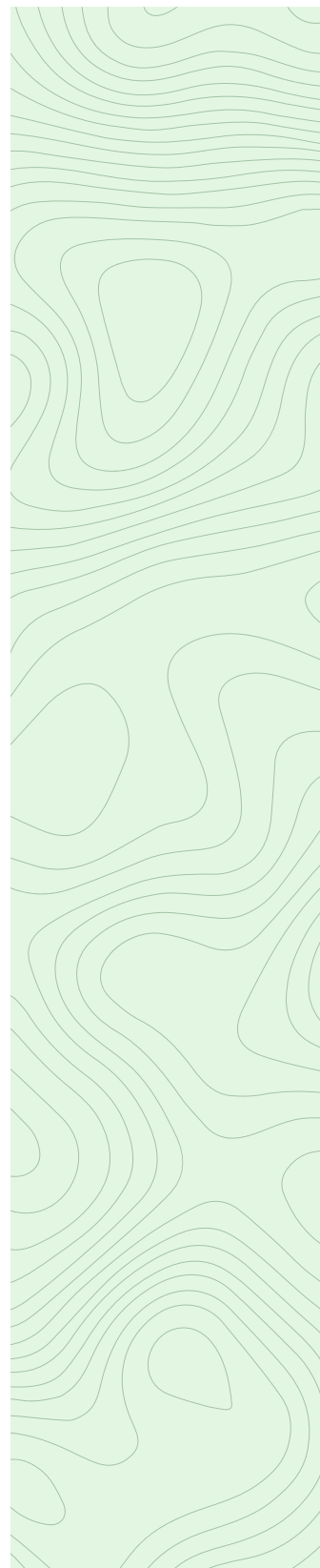
By partnering with institutions, systems, and state governments, ReUp makes statewide collaboration possible. Our scalable solutions allow more adults to overcome barriers, find their footing in higher education, and ultimately unlock better job opportunities.

The opportunity for growth is enormous. With millions of SCNC learners ready to re-engage, states and systems have the chance to lead impactful initiatives. When adults return to college, they gain more than credentials—they gain pathways to better jobs, higher earning potential, and increased confidence. For states, the payoff extends far beyond boosted enrollment numbers. It's an investment in the workforce of the future and the growth of their local economies.

Today, ReUp partners with more than 180 colleges and universities across 34 states to re-enroll learners who never completed college. Since its founding 11 years ago, ReUp has re-enrolled more than 75,000 adult learners—including 60,000 in just the past three years—generating an additional \$350 million in revenue for our partner institutions. More than 2 million stopout learners nationwide now have access to ReUp's re-enrollment services and real-time coaching.

Our results help close the gap on college attainment goals and improve statewide efforts to increase the talent pipeline of residents with the skills and credentials to meet workforce needs across all sectors of the economy.

For more information and resources, visit reupeducation.com.



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APPENDIX A:

Deep dive into ALEI components





Scholarships

UNADDRESSED	BEGINNING	MATURING	EXCELLING
State-sponsored scholarships do not specify or specifically target adult learners, SCNC, or transfer students	Narrowly targeted scholarship efforts such as last dollar, credentials of value, and/or recipient age	Near completers or recent stop-out scholarships geared towards those with specific amounts of accrued credit hours or who have stopped out in the last 6–12 months	Fully funded, continual statewide scholarship programs focused on adult learners, SCNC, and/or transfer students

Overview

Student scholarships are an important support for learners because of the financial barriers associated with college attendance. Fully funded, continual statewide scholarship programs focused on adult learners,²⁸ SCNC, and/or transfer students provide financial support for students without the expectation of repayment. Real and perceived financial concerns can prevent students from returning to postsecondary education. Surveys of ReUp's stopped-out learners show that more than 45% list finances as their top concern.

Scholarship efforts are most effective when they are not overly restrictive based on programs of study, number of credit hours earned, or students' prior educational history. The impact of the scholarship program can be significantly lessened by increased restrictions that ultimately suppress its utilization.

Beginning

Beginning efforts tend to be overly targeted and narrowly focused scholarships based on meeting acute financial needs or a narrowly targeted pathway. While well intentioned, a long list of requirements significantly reduces efficacy. A general rule of thumb is that scholarship efforts provide the most impact when:

- the existing adult learner population is identified, and
- known institutional barriers to re-entry are understood and mitigated

Maturing

Maturing scholarship efforts acknowledge the unique perspective of this population and focus on “low-hanging fruit”—learners defined as recent stop outs or potential

completers. They are described as such because they are often easier to reach and more likely to complete their credential when they return. However, recent stop outs and potential completers⁸ represent only 12% of the SCNC population.

Excelling

Ideally, adult learner-centric state scholarships provide financial aid support to adult learners regardless of region, potential completer status, credential type, or the age of the learner. By avoiding overly restrictive scholarships, states ensure the largest segment of the adult learner population can access financial support.

States in Action: Idaho Opportunity Scholarship for Adult Learners

The Idaho Opportunity Scholarship for Adult Learners is delivered through the Idaho State Board of Education. It is a need-based scholarship of up to \$3,500 per academic year for up to four years. The scholarship is for Idaho adult learners who are currently unenrolled and have been unenrolled for at least 24 months, have a minimum GPA of 2.5, and have earned at least 24 postsecondary credit hours in their prior enrollment attempts.

This scholarship successfully provides substantial funding for returning adult learners and reduces the economic barrier to postsecondary education. As a strategy, the effort could potentially support a broader group of adult learners by reducing eligibility criteria related to the number of credit hours accrued and number of months unenrolled.



Institutional debt review

UNADDRESSED	BEGINNING	MATURING	EXCELLING
No state-led debt review and reconsideration efforts that focus on adult learners, SCNC, or transfer students	Limited debt review and reconsideration programs for returning learners, adults, SCNC, or transfers (e.g., time-limited state and philanthropic initiatives of less than \$500 in forgiveness)	Significant, continual, state-sponsored debt review and reconsideration programs for returning learners, adult students or transfer students (\$500 to \$1,999)	Substantial, continual, state-sponsored debt review and reconsideration programs for returning learners, adults, SCNC, and/or transfers (\$2,000 or more)

Overview

Institutional debt review removes financial holds so that stopped-out learners can more easily return to their original educational institution or obtain their transcript to continue their education elsewhere.²⁹ Without debt review, even relatively low financial hurdles often dissuade learners from re-enrolling. In practice, ReUp and our partners have found that waiving small balances from students allow more learners to return and complete their postsecondary education while delivering more tuition revenue to public institutions in increasingly lean fiscal environments.

Beginning

Early stage efforts typically involved time-limited state funding or philanthropic pilots with relatively low dollar amounts (less than \$500) focused on debt like parking tickets or library fines.

Maturing

Maturing programs are state-sponsored on a continual basis and offer enough support to mitigate common financial barriers to reentry or transcript withholding such as course cancellation fees (\$500 – \$1,999).

Excelling

Programs at this stage provide continual state funding in addition to re-evaluating more significant institutional debt amounts such as course fees or early withdrawal penalties (\$2,000 or more).

States in Action:

Ohio College Comeback Compact²⁶

The Ohio College Comeback Compact offered debt forgiveness and transcript release for students who enrolled in participating public colleges and universities. While the program offers up to \$5,000 per learner, the median debt balance forgiven for participants is around \$750. This compact includes eight college campuses in northeast Ohio. These colleges offered to waive the balances of their former students, even if the learner enrolls in one of the other colleges or universities within the compact. The program would benefit significantly from a statewide investment that solidifies ongoing efforts and expands to include the entire state.



Student-centric policy review

UNADDRESSED	BEGINNING	MATURING	EXCELLING
Disparate campus-based processes regarding re-enrollment policies and practices	Resourced, statewide taskforce, committee, or advisory council with reporting and recommendation expectations	Established review cycle and improvement process for institutional policies and re-enrollment practices separate from regional accreditation requirements	Centralized, identifiable, accessible, and curated data source or report of institutional and statewide policies or guidelines for adult learners, SCNC, and/or transfer students

Overview

Student enrollment policies need continuous review and updating outside of the accreditation process to ensure policies:

- align with intended outcomes
- do not become outdated
- do not create unnecessary barriers to student re-entry and matriculation.

Traditional policy review processes are not frequent enough to avoid misalignment with current student populations, nor are they transparent enough to sufficiently solicit learner feedback. Current learners are unlikely to be able to offer input or a student perspective regarding the impacts of policies. Having transparent, participatory policy review cycles allows broader feedback and ensures that policies do not become stale, linger, or antithetical to student progress.

Beginning

Launching student-centric policy review processes usually focuses on known areas of misalignment within the re-enrollment pipeline, such as transfer. These narrowly targeted efforts are most effective when implemented at system or statewide levels to ensure consistency in application of the policy.

Maturing

Maturing policy review processes provide opportunities for ongoing policy improvements while ensuring information is transparent and centralized. Continual

policy review that focuses on re-enrollment efforts for transfer, SCNC, or adult learner populations provides sustainability and promotes the inclusion of stakeholder perspectives beyond enrollment services.

Excelling

Excelling entails a consistent, cyclical review process with intentional student input, database or report access, and a policy or guideline focus for the adult learner population, transfer students, or SCNC. Statewide advisory committees or task forces represent best practices for ensuring that enrollment and re-enrollment policies remain updated based on the populations served, student needs, and stakeholder input.

States in Action: University of Wisconsin Administrative Policies & Procedures

The University of Wisconsin Systems's centralized, public-facing policy review process provides the policies, review timelines, changes, and comprehensive how-to guides for external stakeholders seeking to understand the process. The policies are accompanied by a standardized identification system, revision dates, and a crosswalk to prior policy systems. The extensive access to the policy process, revision timelines, and organization of information are significant features of the excelling student-centric policy review process because it ensures access to information for all stakeholders, including learners and state leaders. Moreover, there are several policies that address the transfer student re-enrollment processes. There is a holistic consideration for varying transfer student scenarios, including articulation between the Wisconsin Technical College System Districts and general education for undergraduate transfer-in students.



Communities of practice

UNADDRESSED	BEGINNING	MATURING	EXCELLING
No statewide or campus-based Communities of Practice that prioritize adult learners, SCNC, or transfer students	Identifiable campus-based specific Communities of Practice tailored toward adult learners, SCNC, or transfer students	Centralized, regular statewide sharing of ideas (e.g., consortia, conferences, or webinars) focused on adult learner, SCNC, or transfer student success	Centrally facilitated sharing of adult learner, SCNC, and transfer student best practices for colleges and universities on a recurring cycle with opportunities for policy influence

Overview

Communities of practice are a common experience in the postsecondary education space. They are a viable and trusted practice that is successful because of its focus on assemblies of similar institutional practitioners who focus on mutual guidance, sharing best practices, and reciprocal support. The peer-based nature of these assemblies represents an organic opportunity for good ideas to become great ideas, for sharing information without fear of judgment or misunderstanding, and for leaders in the space to refine their institution's growth.

Beginning

Campus-based communities of practice are the earliest signs of a shift in focus. Campus-based assemblies tend to indicate that there is a void in this space on an accessible, regional basis, so institutional stakeholders share among themselves. While an admirable first step, it does not foster the level of cross-pollination that a broader assembly would include among technical colleges, community colleges, regional comprehensive universities, and research intensive universities.

Maturing

System or statewide assemblies of postsecondary education practitioners who focus on adult learners, SCNC, or transfer students represent an established community of practice when there are regular, recurring opportunities to meet and share information across institutional types.

Excelling

Communities of Practice excel when there are consistent, relatively frequent meetings of postsecondary practitioners. These assemblies

become meaningful by creating opportunities for the recommendations and information to be shared with decision makers to improve policymaking around the adult learner, SCNC, and transfer student populations.

States in Action:

New Jersey's "Ensuring Participation through Working Groups"

New Jersey established the working groups through executive order as part of the NJ State Plan for Higher Education: Where Opportunity Meets Innovation in pursuit of the state's 65x25 credential attainment goal. The working groups' strength is their ability to foster trust, confidence, and shared knowledge among similarly interested professionals across the state.

New Jersey can increase the impact of the working groups by providing ongoing updates and access to objectives or goals proposed by the professionals on the public facing website in addition to the groups' initial findings.



Incentives

UNADDRESSED	BEGINNING	MATURING	EXCELLING
No state-sponsored grant or funding opportunities for institutions to engage adult learners, SCNC, or transfer students	Time-limited or philanthropic, state-supported initiatives that prioritize adult learners, SCNC, and/or transfers	State-sponsored, ongoing grant dollars for generalized student support services or wrap-around services	State-supported funding models or grants to institutions for research, initiatives, and student support services prioritizing adult learners, SCNC, and transfer student success

Overview

Incentives are designed to encourage colleges and universities to be more adult learner-friendly through a variety of policies, including grants,³ andragogical training,³⁰ and shared programmatic portfolios³¹ that diversify academic program modality. State leaders and policymakers have an interest in colleges and universities preparing themselves to evolve their primary enrollment target audience from traditional-aged students to adult learners.

As public funding for colleges has only recently begun to reach levels before the Great Recession,³² institutions are in need of additional support and resources to create an educational environment that supports the shift in college enrollees' demographics. Policymakers can create a coalition of the willing by providing ongoing support focused on the learner populations needed to close skills gaps, to compete with primarily online institutions, and to meet business and industry needs.

Beginning

Incentivizing public colleges and universities to adopt best practices associated with adult learners tends to begin as pilots or small-scale initiatives that receive temporary funding from philanthropic or other grant support. Despite many of these initiatives showing promise, the methods of funding do not scale well and do not lead to sustainable models.

Maturing

State-supported wrap-around student support services are a necessary step in recognizing the unique needs of learners as institutions continue to build a suite of integrated services. These general student support services have a disproportionately positive impact on the students who need them most as long as learners are aware of the offerings.³⁴

Excelling

Excelling incentive programs intended for colleges to support adult learners, transfer students, and SCNC represent a rare opportunity for state leaders to re-invest state dollars in service to learners and institutions in a manner that further aligns educational outcomes with employment needs. Policymakers can incentivize services to support populations of interest by providing institutions with a pathway to funding aligned with statewide educational attainment and workforce goals. Opportunities with Workforce Pell,¹⁰ Apprenticeships,^{11,19} and WOIA program integrations³³ represent broadly recognized opportunities to support colleges and universities in providing adult learner-appropriate opportunities.

States in Action: Washington Student Achievement Council Regional Challenge Grant⁵

The Washington Student Achievement Council's Regional Challenge Grant is an effort focused on increasing educational attainment in the state of Washington by investing in localized, cross-sector partnerships. This program was established in 2022 and has provided more than \$11 million in grants for place-based partnerships. Local organizations, businesses, and colleges are encouraged to collaborate in pursuit of outcomes aligned with common goals.

Unfortunately, WSAC recently stopped accepting new letters of intent for the next fiscal biennium due to stagnant funding from the state budget.



UNADDRESSED	BEGINNING	MATURING	EXCELLING
No access to statewide reporting of enrollment, completions, or credential-aligned workforce pathways	Disparate datasets regarding overall enrollment, completions, or credential-aligned workforce pathways (e.g., downloadable individual institution files)	Identifiable, publicly available, aggregated datasets that indicate overall enrollment, completions, and credential-aligned workforce pathways	Centrally accessible, statewide, longitudinal data system in place

Overview

Insightful and transformational data helps to create the foundation for sustainable efforts, shared language, and trusted sources for decision makers. States' data collection processes have to surpass the minimally required institutional research reporting and accreditation requirements for the data to uncover useful information and trends regarding how best to meet adult learners' needs. The use of data is also inextricably linked to a state's ability to understand how best to align credentialing with workforce development.

Beginning

This phase represents public access to the basic data and information sets that state leaders and policymakers need to understand the states' college enrollees and degree completions. This access does not provide a full picture and may reside on individual college webpages, at a system office, or across multiple state entities.

Maturing

A coherent data strategy providing intersectional data that can be disaggregated by common variables of interest, such as demographic data, student level, or the number of completions in a given major.

Excelling

A statewide longitudinal data access system represents the ideal level of sophistication, depth, and accessibility for publicly facing data to be used for constituent accountability and policy decisions. What sets this area apart from Maturing is the ability to look at multiple variables across the learner lifecycle and postsecondary landscape.

States in Action:

Maryland Longitudinal Data System Center

The Maryland Longitudinal Data System Center represents one of the nation's premier examples of utilizing securely stored public data and information to inform statewide policies for pre-K, K-12, postsecondary education, and workforce development.

The Center's function is to collect, organize, and manage data for decision making to improve the state of Maryland's educational system. It represents the intricate level of multiagency collaboration necessary to improve learner outcomes with efficient and sustainable recommendations for improvement.



UNADDRESSED	BEGINNING	MATURING	EXCELLING
No readily available statewide adult learner, SCNC, or transfer student dashboards, reports, or other analytics tools	Partially available data dashboards, stagnant reports, or tools that lend insights into either the adult learner, SCNC, or transfer populations	Accessible but disparate dashboards and reports that provide limited insights on adult learners, SCNC and transfer populations	Centrally accessible, technology-enabled data dashboards, reports, and information sharing that provide insights into the adult learner, SCNC, and transfer populations.

Overview

Analytics are the point at which data becomes actionable and transparent for non-statisticians. The purpose of analytics is to use systematic computational data analysis to create useful information for policy-makers and state leaders to build effective policies. This supports state leaders in maximizing public dollar investments in data infrastructure and the human resources to process that data. Without analytics, states become a treasure trove of unusable data.

Beginning

Policymakers are drawn to analytics with the goal of using data visualizations to present actionable, timely information, but in the earliest phase reports tend to be narrowly focused or stagnant. An enrollment table disaggregated by institution is a common report provided when colleges, systems, and states are beginning to explore statewide analytics capabilities. It is important to remember that data visualization tools are only as good as the data that is inputted into the system. The early implementation phase is a good time to hone data storage and cleaning techniques and to generate interagency buy in.

Maturing

As analytics and data collaborations mature, states are able to produce multiple dashboards that provide limited variables to manipulate in real time. While insightful, states within this stage are often limited by using disparate data sources that cannot be layered to reveal more nuanced findings. It is common for the Maturing analytics strategy to signal a deliberate investment by state postsecondary leaders and policymakers in robust data collection and accessible actionable data insights.

Excelling

Robust analytics can provide a centrally accessible data dashboard that produces insights into the adult learner, SCNC, and transfer populations. This level of data integration, information gathering, and data visualization commonly aligns with strategic and statewide plans, with analytics expected to provide insights into progress towards established workforce development and education attainment goals.

States in Action: Oregon Higher Education Coordinating Commission Dashboard³⁵

Oregon’s Higher Education Coordinating Committee (HECC) produces an interactive Public University Data Dashboard. The HECC Office of Research and Data collects the data from each of the state’s public universities. In turn, HECC provides analysis and reports on students and outcomes with a focus on helping to inform decision making in pursuit of statewide goals. The analysis, reports, and recommendations for decision making aligned with state goals are what differentiate analytics from just data.





UNADDRESSED	BEGINNING	MATURING	EXCELLING
Marketing is addressed at the institution level. No existing statewide efforts in place.	Generic statewide recruitment and enrollment marketing campaigns, such as billboards or pay-per-click ads.	Marketing campaigns but with limited or very little elements of personalized, targeted marketing.	Centrally-led and funded multichannel re-enrollment campaigns targeting adult learners, SCNC, or transfer students

Overview

The marketing necessary to successfully identify and contact adult learners is complex. Traditional mass marketing campaigns such as billboards, local commercials, or pay-per-click ads are ineffective. Personalized, targeted marketing ensures that potential learners are contacted directly via the methods they prefer. This increases the likelihood of engaging potential learners using up-to-date contact information, including emails, mobile phone numbers, and social media platforms.

Successful marketing campaigns generate increased utilization of resources that are already dedicated to these efforts, such as scholarships, workforce-aligned credential attainment programs, and institutional grants to encourage the adoption of adult-friendly policies and practices.

Beginning

In the Beginning phase, policy-makers and college leaders recognize that the general public should be made aware of new initiatives. The selected marketing campaigns tend to be generic in nature because they are intended to spur interest rather than target a particular population segment with a specific ask or call to action. This stage is unlikely to provide marketing tailored to the individual concerns of adult learners and returning students.

Maturing

Maturing marketing campaigns acknowledge that effectively connecting with specific student populations requires specialized outreach. These campaigns are resource intensive and become increasingly restrictive over time as leaders decide which students to expend finite resources on pursuing for enrollment or re-enrollment. In doing so, the focus often narrows to students who are recent stopouts or near completers (those with 90+ credits), omitting most learners who could return with direct outreach and greater support.

Excelling

The most effective adult learner marketing and engagement campaign is one that is a centrally-led and funded re-enrollment effort targeting adult learners, SCNC, or transfer students. This is most effective because adult learners are more likely to be 'time poor'⁴² which means they have significant commitments (family responsibilities or multiple jobs) that reduce their ability to engage or follow up with generic marketing campaigns. These learners benefit from the robust nature of a personalized, targeted campaign because the direct outreach captures their attention in a relevant way.

States in Action: University of North Carolina System Re-enrollment Effort³⁶

The University of North Carolina System's re-enrollment program represents a holistic approach of learner outreach marketing to engage stopped-out learners using the most up-to-date, available student information. This service is offered at no charge to 10 of the system's colleges and universities. The system partners with ReUp to collect institutional stop-out lists, and students receive direct contact via their preferred method, whether that is phone calls, emails, or text messages. The direct outreach using familiar means of communication is the most effective strategy for reaching and maintaining contact with adult learners who have multiple priorities competing for their attention.

More than 6,000 North Carolina residents have re-enrolled over the past three years through this program. A statewide effort to include community colleges in this re-enrollment marketplace would lead to increased outcomes similar to those seen in [New Jersey's comprehensive statewide efforts](#).



Coaching

UNADDRESSED	BEGINNING	MATURING	EXCELLING
No existing statewide coaching model. No institution-level coaching being done at scale.	Campus-based college navigators focused on acute student needs and support beyond academics	Centralized, pre-enrollment coaching or support including website navigation and institution/program selection	Institution agnostic, individualized, ongoing student support, such as college navigators, success coaches, or ongoing support through student completion

Overview

The need for these efforts to be technology-enabled acknowledges the complicated nature of adult learners, their lives, and the competing priorities that they navigate beyond the learning environment. Holistic coaching is more effective and helps to prevent the common adult learner experience of “swirling” that leads to multiple transfers or interruptions throughout their college journey.³⁷ Enrollment and ongoing success coaching complement existing college resources, such as academic advising and supplemental instruction. Additionally, students receive support in navigating the hidden curriculum of higher education.³⁸ Examples can be as simple as informing a student of their access to a college’s professional dress closet to prepare for an interview or as substantial as identifying grants and scholarships that a learner did not know they were eligible to receive.

Beginning

The Beginning phase typically involves institutions creating campus-based college navigators intended to “meet students where they are” by assisting them in the process of applying to a specific college. The early implementation phase of the coaching strategy represents an important step in recognizing that traditional student support services leave noticeable gaps in the support network of enrolling adult learners, but it relies on colleges to resource this specialized work on their own.

Maturing

As the awareness around student coaching grows in a given region, system leaders are able to pool resources and focus on providing the service to system members and affiliate institutions.⁴² This stage’s effectiveness is magnified by increasing options for learners and supporting them in the critical early stages of credential exploration prior to enrollment and course registration. This more coordinated effort reduces the institutional burden by directing learners to appropriate offices and contacts for questions and support.

Excelling

As a strategy, this model is most effective because it is interagency, student-centered, and maximizes utilization of resources by providing awareness of existing programs and services for learners. The fully implemented coaching model is unique and effective because it centers the learners’ needs over the institution by providing institution agnostic, centralized support; by focusing on whole student support, including basic needs, academic resources, and accountability check-ins; and by remaining available to the learner through credential completion.

States in Action:

Rhode Island Reconnect Educational Navigators⁴⁰

Since 2020 Rhode Island has been providing returning learners with a personal representative to assist them in identifying goals, creating plans to achieve those goals, and addressing non-academic barriers. The personal representatives are referred to as “educational navigators” and provide institution agnostic pre-enrollment support. Unlike academic advisors, acute basic needs support, and supplemental instruction, Rhode Island’s educational navigators center students by offering assistance regarding financial, academic, and personal needs in advance of deciding on an institution or a program of study. This focus on pre-enrollment ensures that learners’ needs are the primary considerations for guidance.

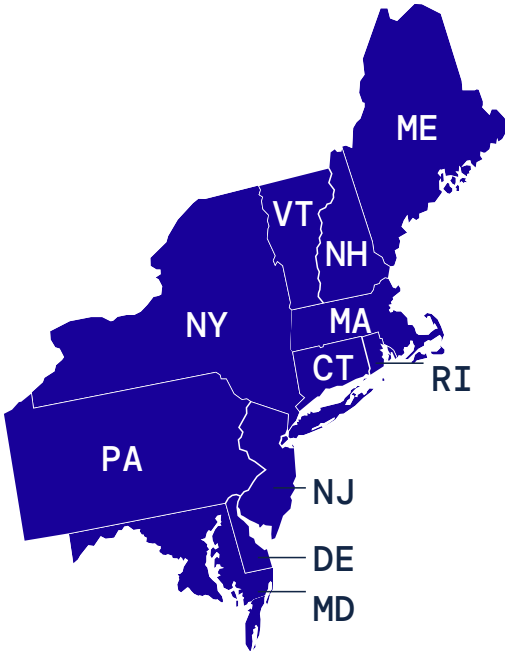
While this effort began with philanthropic support from the Lumina Foundation, policymakers and state leaders recognized the ongoing benefit of the program and have continued to fund the efforts. Since January 2024, Rhode Island reconnect has re-enrolled 270 new learners of the nearly 130,000 SCNC residents in the state. There is a real opportunity to multiply the impact of the Rhode Island Reconnect by layering in more integrated outreach and marketing to their existing coaching efforts.

APPENDIX B:

Regional analysis



Northeast



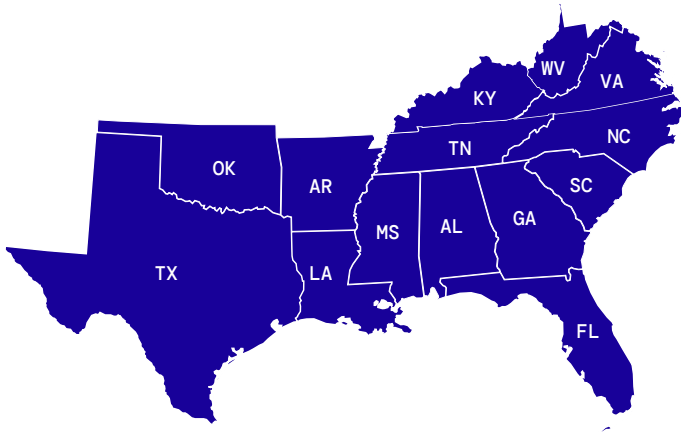
The Northeast shows a broad range of both strategies and levels of scale and coordination. Noticeably, the individual states tend to implement broader ranges of strategies while doing so at consistent levels. For example, the adult learner-centric strategies in Delaware represent Beginning across all of the components. Conversely, New Jersey implements the broadest range of strategies with most representing Maturing or Excelling. Massachusetts also employs a diverse range of strategies in the Maturing range. While there may be different levels of engagement around adult learners, Northeastern states demonstrate a consistent effort when statewide, centralized efforts are launched.

This region's opportunities for improvement are Institutional Debt Review and Marketing strategies. While there are not many scholarship efforts specifically targeting adult learners, this is largely due to most community and technical college systems offering no-cost credentialing pathways. Therefore, marketing the existing efforts to the right learner at the right time can encourage better re-enrollment and utilization. And while there are robust no-cost community college efforts, returning learners may still have institutional debts that prevent re-enrollment and/or transfer.

STATE	STUDENT INCENTIVES			INSTITUTIONAL INNOVATION		OUTREACH AND ENGAGEMENT			
	Scholarships	Institutional Debt Review	Student Centric Policy	Incentives	Communities of Practice	Data	Analytics	Marketing	Coaching
Connecticut	UNADDRESSED	BEGINNING	BEGINNING	UNADDRESSED	UNADDRESSED	MATURING	BEGINNING	UNADDRESSED	UNADDRESSED
Delaware	UNADDRESSED	UNADDRESSED	UNADDRESSED	UNADDRESSED	BEGINNING	BEGINNING	BEGINNING	UNADDRESSED	BEGINNING
District of Columbia	UNADDRESSED	UNADDRESSED	UNADDRESSED	MATURING	BEGINNING	BEGINNING	UNADDRESSED	UNADDRESSED	BEGINNING
Maine	UNADDRESSED	UNADDRESSED	UNADDRESSED	UNADDRESSED	UNADDRESSED	BEGINNING	BEGINNING	UNADDRESSED	BEGINNING
Maryland	MATURING	UNADDRESSED	MATURING	UNADDRESSED	BEGINNING	EXCELLING	EXCELLING	MATURING	MATURING
Massachusetts	UNADDRESSED	UNADDRESSED	MATURING	MATURING	BEGINNING	MATURING	MATURING	BEGINNING	MATURING
New Hampshire	MATURING	UNADDRESSED	MATURING	UNADDRESSED	UNADDRESSED	BEGINNING	UNADDRESSED	UNADDRESSED	BEGINNING
New Jersey	EXCELLING	UNADDRESSED	MATURING	EXCELLING	MATURING	MATURING	MATURING	EXCELLING	EXCELLING
New York	EXCELLING	UNADDRESSED	MATURING	UNADDRESSED	BEGINNING	MATURING	BEGINNING	UNADDRESSED	MATURING
Pennsylvania	BEGINNING	UNADDRESSED	UNADDRESSED	UNADDRESSED	MATURING	UNADDRESSED	EXCELLING	UNADDRESSED	BEGINNING
Rhode Island	UNADDRESSED	UNADDRESSED	EXCELLING	UNADDRESSED	BEGINNING	BEGINNING	MATURING	UNADDRESSED	EXCELLING
Vermont	UNADDRESSED	UNADDRESSED	UNADDRESSED	UNADDRESSED	BEGINNING	BEGINNING	MATURING	UNADDRESSED	MATURING

UNADDRESSED BEGINNING MATURING EXCELLING

Southern region



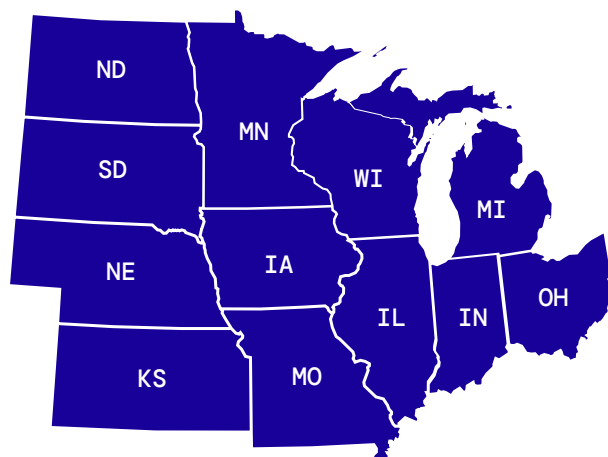
The Southern region illustrates a sustained interest in Data, Analytics, and Communities of Practice. These robust efforts are relevant across the southeastern U.S., including Kentucky’s KY Center for Statistics⁴¹ and Louisiana’s comprehensive data and publications.⁴³ Moreover, there are consistent efforts at statewide re-enrollment initiatives including the Tennessee Reconnect program,⁴⁴ Alabama (Re)Engage,² Louisiana’s CompeteLA,³⁹ North Carolina’s UNC System’s re-enrollment effort,³⁶ and Spartanburg, South Carolina’s Re-degree initiative⁴⁵ (at the time of publication, Mississippi’s Complete to Compete program has been discontinued).

Southeastern states would benefit from Institutional Debt Review for returning learners, Incentives for institutions, and Marketing to directly outreach learners.

STATE	STUDENT INCENTIVES			INSTITUTIONAL INNOVATION		OUTREACH AND ENGAGEMENT			
	Scholarships	Institutional Debt Review	Student Centric Policy	Incentives	Communities of Practice	Data	Analytics	Marketing	Coaching
Alabama	UNADDRESSED	UNADDRESSED	UNADDRESSED	UNADDRESSED	UNADDRESSED	EXCELLING	EXCELLING	UNADDRESSED	UNADDRESSED
Arkansas	UNADDRESSED	UNADDRESSED	EXCELLING	UNADDRESSED	UNADDRESSED	EXCELLING	UNADDRESSED	UNADDRESSED	UNADDRESSED
Florida	UNADDRESSED	UNADDRESSED	EXCELLING	UNADDRESSED	UNADDRESSED	EXCELLING	UNADDRESSED	EXCELLING	EXCELLING
Georgia	EXCELLING	UNADDRESSED	UNADDRESSED	UNADDRESSED	EXCELLING	EXCELLING	EXCELLING	UNADDRESSED	UNADDRESSED
Kentucky	UNADDRESSED	UNADDRESSED	EXCELLING	UNADDRESSED	EXCELLING	EXCELLING	EXCELLING	UNADDRESSED	UNADDRESSED
Louisiana	EXCELLING	UNADDRESSED	EXCELLING	EXCELLING	UNADDRESSED	EXCELLING	EXCELLING	UNADDRESSED	EXCELLING
Mississippi	EXCELLING	UNADDRESSED	UNADDRESSED	UNADDRESSED	UNADDRESSED	UNADDRESSED	UNADDRESSED	UNADDRESSED	EXCELLING
North Carolina	UNADDRESSED	UNADDRESSED	UNADDRESSED	UNADDRESSED	EXCELLING	EXCELLING	EXCELLING	EXCELLING	EXCELLING
Oklahoma	EXCELLING	UNADDRESSED	EXCELLING	UNADDRESSED	EXCELLING	EXCELLING	EXCELLING	UNADDRESSED	UNADDRESSED
South Carolina	UNADDRESSED	UNADDRESSED	EXCELLING	UNADDRESSED	UNADDRESSED	EXCELLING	EXCELLING	UNADDRESSED	UNADDRESSED
Tennessee	EXCELLING	UNADDRESSED	EXCELLING	EXCELLING	UNADDRESSED	EXCELLING	EXCELLING	EXCELLING	EXCELLING
Texas	UNADDRESSED	UNADDRESSED	EXCELLING	UNADDRESSED	UNADDRESSED	EXCELLING	EXCELLING	UNADDRESSED	EXCELLING
Virginia	EXCELLING	UNADDRESSED	EXCELLING	UNADDRESSED	EXCELLING	EXCELLING	EXCELLING	UNADDRESSED	UNADDRESSED
West Virginia	EXCELLING	UNADDRESSED	EXCELLING	UNADDRESSED	UNADDRESSED	EXCELLING	EXCELLING	UNADDRESSED	UNADDRESSED

UNADDRESSED BEGINNING MATURING EXCELLING

Midwest

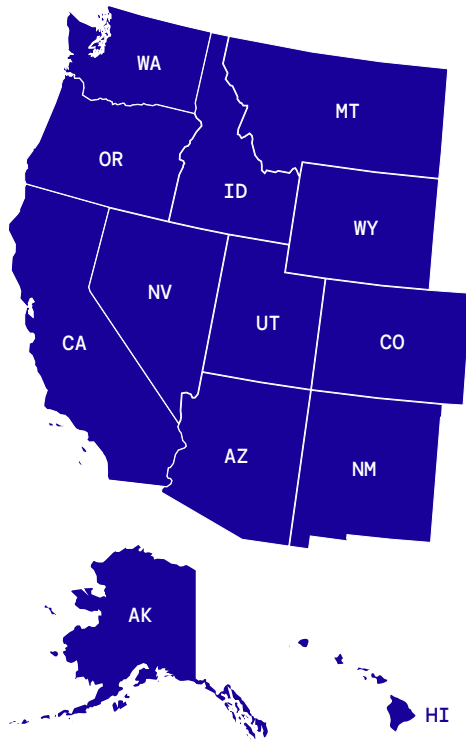


The Midwest contains the most diverse set of strategies and different stages of implementation of any of the regions. For example, there are two states with robust Institutional Debt Review programs, despite this particular strategy being one of the least adopted across the nation. There is also a healthy representation of Beginning-stage strategies that demonstrates a new but growing interest in serving this population in the Midwest. Another way of thinking about the adult-centric work happening in the Midwest is that it is disparate.

The region would benefit substantially by focusing on Data and Analytics. Given the consistent implementation of Outreach and Engagement strategies, many Midwestern states would likely benefit from a larger scale version of Michigan’s Center for Adult College Success.⁴⁶

STATE	STUDENT INCENTIVES			INSTITUTIONAL INNOVATION		OUTREACH AND ENGAGEMENT			
	Scholarships	Institutional Debt Review	Student Centric Policy	Incentives	Communities of Practice	Data	Analytics	Marketing	Coaching
Illinois	UNADDRESSED	UNADDRESSED	EXCELLING	UNADDRESSED	BEGINNING	EXCELLING	MATURING	BEGINNING	BEGINNING
Indiana	EXCELLING	UNADDRESSED	BEGINNING	MATURING	BEGINNING	EXCELLING	EXCELLING	MATURING	BEGINNING
Iowa	BEGINNING	UNADDRESSED	UNADDRESSED	UNADDRESSED	MATURING	BEGINNING	UNADDRESSED	UNADDRESSED	MATURING
Kansas	BEGINNING	UNADDRESSED	UNADDRESSED	UNADDRESSED	BEGINNING	BEGINNING	BEGINNING	UNADDRESSED	BEGINNING
Michigan	EXCELLING	UNADDRESSED	UNADDRESSED	BEGINNING	MATURING	BEGINNING	EXCELLING	EXCELLING	EXCELLING
Minnesota	EXCELLING	UNADDRESSED	BEGINNING	MATURING	UNADDRESSED	EXCELLING	EXCELLING	BEGINNING	EXCELLING
Missouri	BEGINNING	EXCELLING	BEGINNING	UNADDRESSED	MATURING	BEGINNING	UNADDRESSED	UNADDRESSED	BEGINNING
Nebraska	EXCELLING	UNADDRESSED	UNADDRESSED	MATURING	BEGINNING	MATURING	MATURING	BEGINNING	BEGINNING
North Dakota	UNADDRESSED	UNADDRESSED	BEGINNING	MATURING	UNADDRESSED	BEGINNING	BEGINNING	UNADDRESSED	UNADDRESSED
Ohio	EXCELLING	EXCELLING	BEGINNING	UNADDRESSED	BEGINNING	MATURING	UNADDRESSED	BEGINNING	
South Dakota	UNADDRESSED	UNADDRESSED	BEGINNING	BEGINNING	UNADDRESSED	MATURING	BEGINNING	BEGINNING	MATURING
Wisconsin	UNADDRESSED	UNADDRESSED	EXCELLING	BEGINNING	BEGINNING	EXCELLING	BEGINNING	UNADDRESSED	MATURING

UNADDRESSED BEGINNING MATURING EXCELLING



West

Coaching has become popular in the western region with multiple states implementing or piloting small programs. As with other regions, Institutional Debt Review is the least-adopted strategy. Institutional incentives are not widely adopted either. However, there are robust Data and Information centers, along with transparent and continuous student-centric policy processes.

Given the robust data efforts and well-developed policy processes, the West region's opportunities for scale and impact include (a) understanding the population to inform policies and processes to adequately serve adult learners in the region and (b) aligning business and industry needs with a pipeline of college-ready, placebound residents looking to upskill or re-skill.

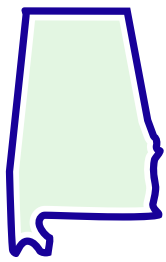
STATE	STUDENT INCENTIVES			INSTITUTIONAL INNOVATION		OUTREACH AND ENGAGEMENT			
	Scholarships	Institutional Debt Review	Student Centric Policy	Incentives	Communities of Practice	Data	Analytics	Marketing	Coaching
Alaska	UNADDRESSED	UNADDRESSED	MATURING	UNADDRESSED	UNADDRESSED	MATURING	UNADDRESSED	BEGINNING	BEGINNING
Arizona	BEGINNING	UNADDRESSED	MATURING	UNADDRESSED	MATURING	MATURING	BEGINNING	UNADDRESSED	BEGINNING
California	EXCELLING	UNADDRESSED	MATURING	MATURING	MATURING	BEGINNING	BEGINNING	BEGINNING	MATURING
Colorado	EXCELLING	UNADDRESSED	EXCELLING	EXCELLING	BEGINNING	EXCELLING	MATURING	MATURING	BEGINNING
Hawaii	UNADDRESSED	UNADDRESSED	UNADDRESSED	UNADDRESSED	UNADDRESSED	UNADDRESSED	UNADDRESSED	BEGINNING	UNADDRESSED
Idaho	MATURING	UNADDRESSED	BEGINNING	UNADDRESSED	UNADDRESSED	BEGINNING	BEGINNING	UNADDRESSED	BEGINNING
Montana	BEGINNING	EXCELLING	MATURING	UNADDRESSED	MATURING	MATURING	MATURING	UNADDRESSED	BEGINNING
Nevada	UNADDRESSED	UNADDRESSED	EXCELLING	UNADDRESSED	BEGINNING	EXCELLING	MATURING	BEGINNING	BEGINNING
New Mexico	EXCELLING	UNADDRESSED	MATURING	UNADDRESSED	UNADDRESSED	MATURING	UNADDRESSED	UNADDRESSED	EXCELLING
Oregon	UNADDRESSED	UNADDRESSED	BEGINNING	MATURING	MATURING	EXCELLING	UNADDRESSED	UNADDRESSED	
Utah	UNADDRESSED	UNADDRESSED	EXCELLING	UNADDRESSED	UNADDRESSED	EXCELLING	MATURING	UNADDRESSED	
Washington	UNADDRESSED	BEGINNING	EXCELLING	MATURING	EXCELLING	EXCELLING	BEGINNING	UNADDRESSED	BEGINNING
Wyoming	UNADDRESSED	UNADDRESSED	MATURING	UNADDRESSED	UNADDRESSED	MATURING	BEGINNING	UNADDRESSED	BEGINNING

UNADDRESSED BEGINNING MATURING EXCELLING

APPENDIX C:

Individual state assessments





Alabama

Adult Learner Landscape:

- Percentage of residents **without a postsecondary credential** of value: **61.3%**
- Number of residents **with some college** but no credential: **500,669**
- Projected change in high school graduates 2023–2041: **+2%**
- Number of residents attending online undergraduate programs out of state: **31,115**
- Estimated net tuition revenue lost annually from residents attending college online out of state: **\$470 million**



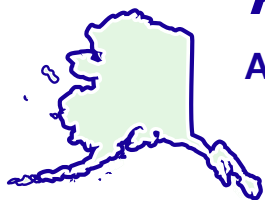
ReUp's Adult Learner Engagement Index assessment of Alabama:

	UNADDRESSED	BEGINNING	MATURING	EXCELLING
STUDENT INCENTIVES AND SUPPORT				
Scholarships	State-sponsored scholarships do not specify or specifically target adult learners, SCNC, or transfer students	Narrowly targeted scholarship efforts such as last dollar, credentials of value, or recipient age	Near completers or recent stop-out scholarships geared towards those with specific amounts of accrued credit hours or who have stopped out in the last 6–12 months	Fully funded, continual statewide scholarship programs focused on adult learners, SCNC, and/or transfer students
Institutional Debt Review	No state-led debt review and reconsideration efforts that focus on adult learners, SCNC, or transfer students	Limited debt review and reconsideration programs for returning learners, adults, SCNC, or transfers (e.g., time-limited state and philanthropic initiatives of less than \$500 in forgiveness)	Significant, continual, state-sponsored debt review and reconsideration programs for returning learners, adult students or transfer students (\$500 to \$1,999)	Substantial, continual, state-sponsored debt review and reconsideration programs for returning learners, adults, SCNC, and/or transfers (\$2,000 or more)
Student-Centric Policy Review	Disparate campus-based processes regarding re-enrollment policies and practices	Resourced, statewide taskforce, committee, or advisory council with reporting and recommendation expectations	Established review cycle and improvement process for institutional policies and re-enrollment practices separate from regional accreditation requirements	Centralized, identifiable, accessible, and curated data source or report of institutional and statewide policies or guidelines for adult learners, SCNC, and/or transfer students
INSTITUTIONAL INNOVATION				
Incentives	No state-sponsored grant or funding opportunities for institutions to engage adult learners, SCNC, or transfer students	Time-limited or philanthropic, state-supported initiatives that prioritize adult learners, SCNC, and/or transfers	State-sponsored, ongoing grant dollars for generalized student support services or wrap-around services	State-supported funding models or grants to institutions for research, initiatives, and student support services prioritizing adult learners, SCNC, and transfer student success
Communities of Practice	No statewide or campus-based Communities of Practice that prioritize adult learners, SCNC, or transfer students	Identifiable campus-based specific Communities of Practice tailored toward adult learners, SCNC, or transfer students	Centralized, regular statewide sharing of ideas (e.g., consortia, conferences, or webinars) focused on adult learner, SCNC, or transfer student success	Centrally facilitated sharing of adult learner, SCNC, and transfer student best practices for colleges and universities on a recurring cycle with opportunities for policy influence
OUTREACH AND ENGAGEMENT				
Data	No access to statewide reporting of enrollment, completions, or credential-aligned workforce pathways	Disparate datasets regarding overall enrollment, completions, or credential-aligned workforce pathways (i.e., downloadable individual institution files that do not sync or match format)	Identifiable, publicly available, aggregated datasets that indicate overall enrollment, completions, or credential-aligned workforce pathways	Centrally accessible, statewide, longitudinal data system in place
Analytics	No readily available statewide adult learner, SCNC, or transfer student dashboards, reports, or other analytics tools	Partially available data dashboards, stagnant reports, or tools that lend insights into either the adult learner, SCNC, or transfer populations	Accessible but disparate dashboards and reports that provide limited insights on adult learners, SCNC and transfer populations	Centrally accessible, technology enabled data dashboards, reports, and information sharing that provide insights into the adult learner, SCNC, and transfer populations
Marketing	Marketing is addressed at the institution level. No existing statewide efforts in place	General/generic statewide recruitment and enrollment marketing campaigns, such as billboards or pay-per-click ads	Targeted marketing campaigns but with limited or very little elements of multichannel marketing	Centrally led and funded multichannel re-enrollment campaigns targeting adult learners, SCNC, or transfer students
Coaching	No existing statewide coaching model. No institution-level coaching being done at scale	Campus-based college navigators focused on acute student needs and support beyond academics	Centralized, pre-enrollment coaching or support including website navigation and institution/program selection	Institution agnostic, individualized, ongoing student support, such as college navigators, success coaches, or ongoing support through student completion

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- State Higher Education Executive Officers Association (2026), *State Higher Education Finance: FY 2025*. <https://shf.shheeo.org/report/>
- Net tuition revenue lost annually was calculated by multiplying the number of residents attending online undergraduate programs out of state by the average annual net tuition revenue per FTE student for public institutions in that state.



Alaska

Adult Learner Landscape:

- Percentage of residents **without a postsecondary credential** of value: **58.7%**
- Number of residents **with some college** but no credential: **125,161**
- Projected change in high school graduates 2023–2041: **–14%**
- Number of residents attending online undergraduate programs out of state: **7,338**
- Estimated net tuition revenue lost annually from residents attending college online out of state: **\$34.7 million**

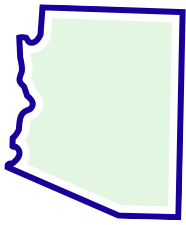
ReUp's Adult Learner Engagement Index assessment of Alaska:

	UNADDRESSED	BEGINNING	MATURING	EXCELLING
STUDENT INCENTIVES AND SUPPORT				
Scholarships	State-sponsored scholarships do not specify or specifically target adult learners, SCNC, or transfer students	Narrowly targeted scholarship efforts such as last dollar, credentials of value, or recipient age	Near completers or recent stop-out scholarships geared towards those with specific amounts of accrued credit hours or who have stopped out in the last 6–12 months	Fully funded, continual statewide scholarship programs focused on adult learners, SCNC, and/or transfer students
Institutional Debt Review	No state-led debt review and reconsideration efforts that focus on adult learners, SCNC, or transfer students	Limited debt review and reconsideration programs for returning learners, adults, SCNC, or transfers (e.g., time-limited state and philanthropic initiatives of less than \$500 in forgiveness)	Significant, continual, state-sponsored debt review and reconsideration programs for returning learners, adult students or transfer students (\$500 to \$1,999)	Substantial, continual, state-sponsored debt review and reconsideration programs for returning learners, adults, SCNC, and/or transfers (\$2,000 or more)
Student-Centric Policy Review	Disparate campus-based processes regarding re-enrollment policies and practices	Resourced, statewide taskforce, committee, or advisory council with reporting and recommendation expectations	Established review cycle and improvement process for institutional policies and re-enrollment practices separate from regional accreditation requirements	Centralized, identifiable, accessible, and curated data source or report of institutional and statewide policies or guidelines for adult learners, SCNC, and/or transfer students
INSTITUTIONAL INNOVATION				
Incentives	No state-sponsored grant or funding opportunities for institutions to engage adult learners, SCNC, or transfer students	Time-limited or philanthropic, state-supported initiatives that prioritize adult learners, SCNC, and/or transfers	State-sponsored, ongoing grant dollars for generalized student support services or wrap-around services	State-supported funding models or grants to institutions for research, initiatives, and student support services prioritizing adult learners, SCNC, and transfer student success
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- Net tuition revenue lost annually was calculated by multiplying the number of residents attending online undergraduate programs out of state by the average annual net tuition revenue per FTE student for public institutions in that state.



Arizona

Adult Learner Landscape:

- Percentage of residents **without a postsecondary credential** of value: **56.1%**
- Number of residents **with some college** but no credential: **811,150**
- Projected change in high school graduates 2023–2041: **–2%**
- Number of residents attending online undergraduate programs out of state: **25,841**
- Estimated net tuition revenue lost annually from residents attending college online out of state: **\$270 million**

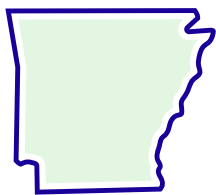
ReUp's Adult Learner Engagement Index assessment of Arizona:

	UNADDRESSED	BEGINNING	MATURING	EXCELLING
STUDENT INCENTIVES AND SUPPORT				
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- Net tuition revenue lost annually was calculated by multiplying the number of residents attending online undergraduate programs out of state by the average annual net tuition revenue per FTE student for public institutions in that state.



Arkansas

Adult Learner Landscape:

- Percentage of residents **without a postsecondary credential** of value: **60.9%**
- Number of residents **with some college** but no credential: **330,745**
- Projected change in high school graduates 2023–2041: **–5%**
- Number of residents attending online undergraduate programs out of state: **18,097**
- Estimated net tuition revenue lost annually from residents attending college online out of state: **\$147 million**

ReUp's Adult Learner Engagement Index assessment of Arkansas:

	UNADDRESSED	BEGINNING	MATURING	EXCELLING
STUDENT INCENTIVES AND SUPPORT				
Scholarships	State-sponsored scholarships do not specify or specifically target adult learners, SCNC, or transfer students	Narrowly targeted scholarship efforts such as last dollar, credentials of value, or recipient age	Near completers or recent stop-out scholarships geared towards those with specific amounts of accrued credit hours or who have stopped out in the last 6–12 months	Fully funded, continual statewide scholarship programs focused on adult learners, SCNC, and/or transfer students
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INSTITUTIONAL INNOVATION				
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- Net tuition revenue lost annually was calculated by multiplying the number of residents attending online undergraduate programs out of state by the average annual net tuition revenue per FTE student for public institutions in that state.



California

Adult Learner Landscape:

- Percentage of residents **without a postsecondary credential** of value: **55.1%**
- Number of residents **with some college** but no credential: **7,066,226**
- Projected change in high school graduates 2023–2041: **–29%**
- Number of residents attending online undergraduate programs out of state: **~104,000**
- Estimated net tuition revenue lost annually from residents attending college online out of state: **\$305 million**



ReUp's Adult Learner Engagement Index assessment of California:

	UNADDRESSED	BEGINNING	MATURING	EXCELLING
STUDENT INCENTIVES AND SUPPORT				
Scholarships	State-sponsored scholarships do not specify or specifically target adult learners, SCNC, or transfer students	Narrowly targeted scholarship efforts such as last dollar, credentials of value, or recipient age	Near completers or recent stop-out scholarships geared towards those with specific amounts of accrued credit hours or who have stopped out in the last 6–12 months	Fully funded, continual statewide scholarship programs focused on adult learners, SCNC, and/or transfer students
Institutional Debt Review	No state-led debt review and reconsideration efforts that focus on adult learners, SCNC, or transfer students	Limited debt review and reconsideration programs for returning learners, adults, SCNC, or transfers (e.g., time-limited state and philanthropic initiatives of less than \$500 in forgiveness)	Significant, continual, state-sponsored debt review and reconsideration programs for returning learners, adult students or transfer students (\$500 to \$1,999)	Substantial, continual, state-sponsored debt review and reconsideration programs for returning learners, adults, SCNC, and/or transfers (\$2,000 or more)
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- Percentage of residents **without a postsecondary credential** of value: **48.3%**
- Number of residents **with some college** but no credential: **767,069**
- Projected change in high school graduates 2023–2041: **–12%**
- Number of residents attending online undergraduate programs out of state: **35,675**
- Estimated net tuition revenue lost annually from residents attending college online out of state: **\$449 million**

ReUp’s Adult Learner Engagement Index assessment of Colorado:

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Scholarships	State-sponsored scholarships do not specify or specifically target adult learners, SCNC, or transfer students	Narrowly targeted scholarship efforts such as last dollar, credentials of value, or recipient age	Near completers or recent stop-out scholarships geared towards those with specific amounts of accrued credit hours or who have stopped out in the last 6–12 months	Fully funded, continual statewide scholarship programs focused on adult learners, SCNC, and/or transfer students
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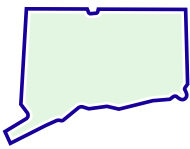
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- Net tuition revenue lost annually was calculated by multiplying the number of residents attending online undergraduate programs out of state by the average annual net tuition revenue per FTE student for public institutions in that state.



Connecticut

Adult Learner Landscape:



- Percentage of residents **without a postsecondary credential** of value: **52.8%**
- Number of residents **with some college** but no credential: **406,718**
- Projected change in high school graduates 2023–2041: **–4%**
- Number of residents attending online undergraduate programs out of state: **20,023**
- Estimated net tuition revenue lost annually from residents attending college online out of state: **\$214 million**

ReUp's Adult Learner Engagement Index assessment of Connecticut:

	UNADDRESSED	BEGINNING	MATURING	EXCELLING
STUDENT INCENTIVES AND SUPPORT				
Scholarships	State-sponsored scholarships do not specify or specifically target adult learners, SCNC, or transfer students	Narrowly targeted scholarship efforts such as last dollar, credentials of value, or recipient age	Near completers or recent stop-out scholarships geared towards those with specific amounts of accrued credit hours or who have stopped out in the last 6–12 months	Fully funded, continual statewide scholarship programs focused on adult learners, SCNC, and/or transfer students
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Student-Centric Policy Review	Disparate campus-based processes regarding re-enrollment policies and practices	Resourced, statewide taskforce, committee, or advisory council with reporting and recommendation expectations	Established review cycle and improvement process for institutional policies and re-enrollment practices separate from regional accreditation requirements	Centralized, identifiable, accessible, and curated data source or report of institutional and statewide policies or guidelines for adult learners, SCNC, and/or transfer students
INSTITUTIONAL INNOVATION				
Incentives	No state-sponsored grant or funding opportunities for institutions to engage adult learners, SCNC, or transfer students	Time-limited or philanthropic, state-supported initiatives that prioritize adult learners, SCNC, and/or transfers	State-sponsored, ongoing grant dollars for generalized student support services or wrap-around services	State-supported funding models or grants to institutions for research, initiatives, and student support services prioritizing adult learners, SCNC, and transfer student success
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OUTREACH AND ENGAGEMENT				
Data	No access to statewide reporting of enrollment, completions, or credential-aligned workforce pathways	Disparate datasets regarding overall enrollment, completions, or credential-aligned workforce pathways (i.e., downloadable individual institution files that do not sync or match format)	Identifiable, publicly available, aggregated datasets that indicate overall enrollment, completions, or credential-aligned workforce pathways	Centrally accessible, statewide, longitudinal data system in place
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- Net tuition revenue lost annually was calculated by multiplying the number of residents attending online undergraduate programs out of state by the average annual net tuition revenue per FTE student for public institutions in that state.



Delaware

Adult Learner Landscape:

- Percentage of residents **without a postsecondary credential** of value: **60.4%**
- Number of residents **with some college** but no credential: **41,911**
- Projected change in high school graduates 2023–2041: **+8%**
- Number of residents attending online undergraduate programs out of state: **7,052**
- Estimated net tuition revenue lost annually from residents attending college online out of state: **\$27.4 million**

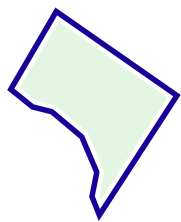
ReUp's Adult Learner Engagement Index assessment of Delaware:

	UNADDRESSED	BEGINNING	MATURING	EXCELLING
STUDENT INCENTIVES AND SUPPORT				
Scholarships	State-sponsored scholarships do not specify or specifically target adult learners, SCNC, or transfer students	Narrowly targeted scholarship efforts such as last dollar, credentials of value, or recipient age	Near completers or recent stop-out scholarships geared towards those with specific amounts of accrued credit hours or who have stopped out in the last 6–12 months	Fully funded, continual statewide scholarship programs focused on adult learners, SCNC, and/or transfer students
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District of Columbia

Adult Learner Landscape:



- Percentage of residents **without a postsecondary credential** of value: **32.3%**
- Number of residents **with some college** but no credential: **78,250**
- Projected change in high school graduates 2023–2041: **+31%**
- Number of residents attending online undergraduate programs out of state: **5,710**
- Estimated net tuition revenue lost annually from residents attending college online out of state: **\$118 million**

ReUp's Adult Learner Engagement Index assessment of District of Columbia:

	UNADDRESSED	BEGINNING	MATURING	EXCELLING
STUDENT INCENTIVES AND SUPPORT				
Scholarships	State-sponsored scholarships do not specify or specifically target adult learners, SCNC, or transfer students	Narrowly targeted scholarship efforts such as last dollar, credentials of value, or recipient age	Near completers or recent stop-out scholarships geared towards those with specific amounts of accrued credit hours or who have stopped out in the last 6–12 months	Fully funded, continual statewide scholarship programs focused on adult learners, SCNC, and/or transfer students
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Florida

Adult Learner Landscape:

- Percentage of residents **without a postsecondary credential** of value: **60.1%**
- Number of residents **with some college** but no credential: **1,791,304**
- Projected change in high school graduates 2023–2041: **+12%**
- Number of residents attending online undergraduate programs out of state: **120,364**
- Estimated net tuition revenue lost annually from residents attending college online out of state: **\$303 million**

ReUp's Adult Learner Engagement Index assessment of Florida:

	UNADDRESSED	BEGINNING	MATURING	EXCELLING
STUDENT INCENTIVES AND SUPPORT				
Scholarships	State-sponsored scholarships do not specify or specifically target adult learners, SCNC, or transfer students	Narrowly targeted scholarship efforts such as last dollar, credentials of value, or recipient age	Near completers or recent stop-out scholarships geared towards those with specific amounts of accrued credit hours or who have stopped out in the last 6–12 months	Fully funded, continual statewide scholarship programs focused on adult learners, SCNC, and/or transfer students
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Georgia

Adult Learner Landscape:

- Percentage of residents **without a postsecondary credential** of value: **57.0%**
- Number of residents **with some college** but no credential: **835,362**
- Projected change in high school graduates 2023–2041: **–1%**
- Number of residents attending online undergraduate programs out of state: **97,046**
- Estimated net tuition revenue lost annually from residents attending college online out of state: **\$505 million**

ReUp's Adult Learner Engagement Index assessment of Georgia:

	UNADDRESSED	BEGINNING	MATURING	EXCELLING
STUDENT INCENTIVES AND SUPPORT				
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- State Higher Education Executive Officers Association (2026). *State Higher Education Finance: FY 2025*. <https://shef.sheeo.org/report/>
- Net tuition revenue lost annually was calculated by multiplying the number of residents attending online undergraduate programs out of state by the average annual net tuition revenue per FTE student for public institutions in that state.



Hawaii

Adult Learner Landscape:

- Percentage of residents **without a postsecondary credential** of value: **61.1%**
- Number of residents **with some college** but no credential: **107,393**
- Projected change in high school graduates 2023–2041: **–33%**
- Number of residents attending online undergraduate programs out of state: **10,619**
- Estimated net tuition revenue lost annually from residents attending college online out of state: **\$47.6 million**



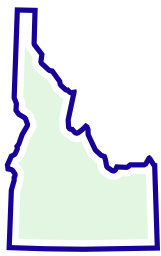
ReUp's Adult Learner Engagement Index assessment of Hawaii:

	UNADDRESSED	BEGINNING	MATURING	EXCELLING
STUDENT INCENTIVES AND SUPPORT				
Scholarships	State-sponsored scholarships do not specify or specifically target adult learners, SCNC, or transfer students	Narrowly targeted scholarship efforts such as last dollar, credentials of value, or recipient age	Near completers or recent stop-out scholarships geared towards those with specific amounts of accrued credit hours or who have stopped out in the last 6–12 months	Fully funded, continual statewide scholarship programs focused on adult learners, SCNC, and/or transfer students
Institutional Debt Review	No state-led debt review and reconsideration efforts that focus on adult learners, SCNC, or transfer students	Limited debt review and reconsideration programs for returning learners, adults, SCNC, or transfers (e.g., time-limited state and philanthropic initiatives of less than \$500 in forgiveness)	Significant, continual, state-sponsored debt review and reconsideration programs for returning learners, adult students or transfer students (\$500 to \$1,999)	Substantial, continual, state-sponsored debt review and reconsideration programs for returning learners, adults, SCNC, and/or transfers (\$2,000 or more)
Student-Centric Policy Review	Disparate campus-based processes regarding re-enrollment policies and practices	Resourced, statewide taskforce, committee, or advisory council with reporting and recommendation expectations	Established review cycle and improvement process for institutional policies and re-enrollment practices separate from regional accreditation requirements	Centralized, identifiable, accessible, and curated data source or report of institutional and statewide policies or guidelines for adult learners, SCNC, and/or transfer students
INSTITUTIONAL INNOVATION				
Incentives	No state-sponsored grant or funding opportunities for institutions to engage adult learners, SCNC, or transfer students	Time-limited or philanthropic, state-supported initiatives that prioritize adult learners, SCNC, and/or transfers	State-sponsored, ongoing grant dollars for generalized student support services or wrap-around services	State-supported funding models or grants to institutions for research, initiatives, and student support services prioritizing adult learners, SCNC, and transfer student success
Communities of Practice	No statewide or campus-based Communities of Practice that prioritize adult learners, SCNC, or transfer students	Identifiable campus-based specific Communities of Practice tailored toward adult learners, SCNC, or transfer students	Centralized, regular statewide sharing of ideas (e.g., consortia, conferences, or webinars) focused on adult learner, SCNC, or transfer student success	Centrally facilitated sharing of adult learner, SCNC, and transfer student best practices for colleges and universities on a recurring cycle with opportunities for policy influence
OUTREACH AND ENGAGEMENT				
Data	No access to statewide reporting of enrollment, completions, or credential-aligned workforce pathways	Disparate datasets regarding overall enrollment, completions, or credential-aligned workforce pathways (i.e., downloadable individual institution files that do not sync or match format)	Identifiable, publicly available, aggregated datasets that indicate overall enrollment, completions, or credential-aligned workforce pathways	Centrally accessible, statewide, longitudinal data system in place
Analytics	No readily available statewide adult learner, SCNC, or transfer student dashboards, reports, or other analytics tools	Partially available data dashboards, stagnant reports, or tools that lend insights into either the adult learner, SCNC, or transfer populations	Accessible but disparate dashboards and reports that provide limited insights on adult learners, SCNC and transfer populations	Centrally accessible, technology enabled data dashboards, reports, and information sharing that provide insights into the adult learner, SCNC, and transfer populations
Marketing	Marketing is addressed at the institution level. No existing statewide efforts in place	General/generic statewide recruitment and enrollment marketing campaigns, such as billboards or pay-per-click ads	Targeted marketing campaigns but with limited or very little elements of multichannel marketing	Centrally led and funded multichannel re-enrollment campaigns targeting adult learners, SCNC, or transfer students
Coaching	No existing statewide coaching model. No institution-level coaching being done at scale	Campus-based college navigators focused on acute student needs and support beyond academics	Centralized, pre-enrollment coaching or support including website navigation and institution/program selection	Institution agnostic, individualized, ongoing student support, such as college navigators, success coaches, or ongoing support through student completion

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- Net tuition revenue lost annually was calculated by multiplying the number of residents attending online undergraduate programs out of state by the average annual net tuition revenue per FTE student for public institutions in that state.



Idaho

Adult Learner Landscape:

- Percentage of residents **without a postsecondary credential** of value: **60.4%**
- Number of residents **with some college** but no credential: **210,224**
- Projected change in high school graduates 2023–2041: **+13%**
- Number of residents attending online undergraduate programs out of state: **12,083**
- Estimated net tuition revenue lost annually from residents attending college online out of state: **\$111 million**



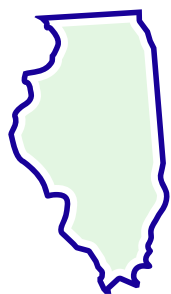
ReUp's Adult Learner Engagement Index assessment of Idaho:

	UNADDRESSED	BEGINNING	MATURING	EXCELLING
STUDENT INCENTIVES AND SUPPORT				
Scholarships	State-sponsored scholarships do not specify or specifically target adult learners, SCNC, or transfer students	Narrowly targeted scholarship efforts such as last dollar, credentials of value, or recipient age	Near completers or recent stop-out scholarships geared towards those with specific amounts of accrued credit hours or who have stopped out in the last 6–12 months	Fully funded, continual statewide scholarship programs focused on adult learners, SCNC, and/or transfer students
Institutional Debt Review	No state-led debt review and reconsideration efforts that focus on adult learners, SCNC, or transfer students	Limited debt review and reconsideration programs for returning learners, adults, SCNC, or transfers (e.g., time-limited state and philanthropic initiatives of less than \$500 in forgiveness)	Significant, continual, state-sponsored debt review and reconsideration programs for returning learners, adult students or transfer students (\$500 to \$1,999)	Substantial, continual, state-sponsored debt review and reconsideration programs for returning learners, adults, SCNC, and/or transfers (\$2,000 or more)
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INSTITUTIONAL INNOVATION				
Incentives	No state-sponsored grant or funding opportunities for institutions to engage adult learners, SCNC, or transfer students	Time-limited or philanthropic, state-supported initiatives that prioritize adult learners, SCNC, and/or transfers	State-sponsored, ongoing grant dollars for generalized student support services or wrap-around services	State-supported funding models or grants to institutions for research, initiatives, and student support services prioritizing adult learners, SCNC, and transfer student success
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OUTREACH AND ENGAGEMENT				
Data	No access to statewide reporting of enrollment, completions, or credential-aligned workforce pathways	Disparate datasets regarding overall enrollment, completions, or credential-aligned workforce pathways (i.e., downloadable individual institution files that do not sync or match format)	Identifiable, publicly available, aggregated datasets that indicate overall enrollment, completions, or credential-aligned workforce pathways	Centrally accessible, statewide, longitudinal data system in place
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Marketing	Marketing is addressed at the institution level. No existing statewide efforts in place	General/generic statewide recruitment and enrollment marketing campaigns, such as billboards or pay-per-click ads	Targeted marketing campaigns but with limited or very little elements of multichannel marketing	Centrally led and funded multichannel re-enrollment campaigns targeting adult learners, SCNC, or transfer students
Coaching	No existing statewide coaching model. No institution-level coaching being done at scale	Campus-based college navigators focused on acute student needs and support beyond academics	Centralized, pre-enrollment coaching or support including website navigation and institution/program selection	Institution agnostic, individualized, ongoing student support, such as college navigators, success coaches, or ongoing support through student completion

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- State Higher Education Executive Officers Association (2026), *State Higher Education Finance: FY 2025*. <https://shf.shheeo.org/report/>
- Net tuition revenue lost annually was calculated by multiplying the number of residents attending online undergraduate programs out of state by the average annual net tuition revenue per FTE student for public institutions in that state.



Illinois

Adult Learner Landscape:

- Percentage of residents **without a postsecondary credential** of value: **53.0%**
- Number of residents **with some college** but no credential: **2,030,908**
- Projected change in high school graduates 2023–2041: **–32%**
- Number of residents attending online undergraduate programs out of state: **65,324**
- Estimated net tuition revenue lost annually from residents attending college online out of state: **\$581 million**



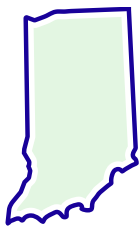
ReUp's Adult Learner Engagement Index assessment of Illinois:

	UNADDRESSED	BEGINNING	MATURING	EXCELLING
STUDENT INCENTIVES AND SUPPORT				
Scholarships	State-sponsored scholarships do not specify or specifically target adult learners, SCNC, or transfer students	Narrowly targeted scholarship efforts such as last dollar, credentials of value, or recipient age	Near completers or recent stop-out scholarships geared towards those with specific amounts of accrued credit hours or who have stopped out in the last 6–12 months	Fully funded, continual statewide scholarship programs focused on adult learners, SCNC, and/or transfer students
Institutional Debt Review	No state-led debt review and reconsideration efforts that focus on adult learners, SCNC, or transfer students	Limited debt review and reconsideration programs for returning learners, adults, SCNC, or transfers (e.g., time-limited state and philanthropic initiatives of less than \$500 in forgiveness)	Significant, continual, state-sponsored debt review and reconsideration programs for returning learners, adult students or transfer students (\$500 to \$1,999)	Substantial, continual, state-sponsored debt review and reconsideration programs for returning learners, adults, SCNC, and/or transfers (\$2,000 or more)
Student-Centric Policy Review	Disparate campus-based processes regarding re-enrollment policies and practices	Resourced, statewide taskforce, committee, or advisory council with reporting and recommendation expectations	Established review cycle and improvement process for institutional policies and re-enrollment practices separate from regional accreditation requirements	Centralized, identifiable, accessible, and curated data source or report of institutional and statewide policies or guidelines for adult learners, SCNC, and/or transfer students
INSTITUTIONAL INNOVATION				
Incentives	No state-sponsored grant or funding opportunities for institutions to engage adult learners, SCNC, or transfer students	Time-limited or philanthropic, state-supported initiatives that prioritize adult learners, SCNC, and/or transfers	State-sponsored, ongoing grant dollars for generalized student support services or wrap-around services	State-supported funding models or grants to institutions for research, initiatives, and student support services prioritizing adult learners, SCNC, and transfer student success
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OUTREACH AND ENGAGEMENT				
Data	No access to statewide reporting of enrollment, completions, or credential-aligned workforce pathways	Disparate datasets regarding overall enrollment, completions, or credential-aligned workforce pathways (i.e., downloadable individual institution files that do not sync or match format)	Identifiable, publicly available, aggregated datasets that indicate overall enrollment, completions, or credential-aligned workforce pathways	Centrally accessible, statewide, longitudinal data system in place
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Marketing	Marketing is addressed at the institution level. No existing statewide efforts in place	General/generic statewide recruitment and enrollment marketing campaigns, such as billboards or pay-per-click ads	Targeted marketing campaigns but with limited or very little elements of multichannel marketing	Centrally led and funded multichannel re-enrollment campaigns targeting adult learners, SCNC, or transfer students
Coaching	No existing statewide coaching model. No institution-level coaching being done at scale	Campus-based college navigators focused on acute student needs and support beyond academics	Centralized, pre-enrollment coaching or support including website navigation and institution/program selection	Institution agnostic, individualized, ongoing student support, such as college navigators, success coaches, or ongoing support through student completion

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- State Higher Education Executive Officers Association (2026), *State Higher Education Finance: FY 2025*. <https://shf.shceo.org/report/>
- Net tuition revenue lost annually was calculated by multiplying the number of residents attending online undergraduate programs out of state by the average annual net tuition revenue per FTE student for public institutions in that state.



Indiana

Adult Learner Landscape:

- Percentage of residents **without a postsecondary credential** of value: **56.2%**
- Number of residents **with some college** but no credential: **812,661**
- Projected change in high school graduates 2023–2041: **–10%**
- Number of residents attending online undergraduate programs out of state: **31,945**
- Estimated net tuition revenue lost annually from residents attending college online out of state: **\$352 million**



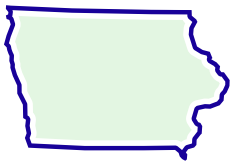
ReUp's Adult Learner Engagement Index assessment of Indiana:

	UNADDRESSED	BEGINNING	MATURING	EXCELLING
STUDENT INCENTIVES AND SUPPORT				
Scholarships	State-sponsored scholarships do not specify or specifically target adult learners, SCNC, or transfer students	Narrowly targeted scholarship efforts such as last dollar, credentials of value, or recipient age	Near completers or recent stop-out scholarships geared towards those with specific amounts of accrued credit hours or who have stopped out in the last 6–12 months	Fully funded, continual statewide scholarship programs focused on adult learners, SCNC, and/or transfer students
Institutional Debt Review	No state-led debt review and reconsideration efforts that focus on adult learners, SCNC, or transfer students	Limited debt review and reconsideration programs for returning learners, adults, SCNC, or transfers (e.g., time-limited state and philanthropic initiatives of less than \$500 in forgiveness)	Significant, continual, state-sponsored debt review and reconsideration programs for returning learners, adult students or transfer students (\$500 to \$1,999)	Substantial, continual, state-sponsored debt review and reconsideration programs for returning learners, adults, SCNC, and/or transfers (\$2,000 or more)
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INSTITUTIONAL INNOVATION				
Incentives	No state-sponsored grant or funding opportunities for institutions to engage adult learners, SCNC, or transfer students	Time-limited or philanthropic, state-supported initiatives that prioritize adult learners, SCNC, and/or transfers	State-sponsored, ongoing grant dollars for generalized student support services or wrap-around services	State-supported funding models or grants to institutions for research, initiatives, and student support services prioritizing adult learners, SCNC, and transfer student success
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OUTREACH AND ENGAGEMENT				
Data	No access to statewide reporting of enrollment, completions, or credential-aligned workforce pathways	Disparate datasets regarding overall enrollment, completions, or credential-aligned workforce pathways (i.e., downloadable individual institution files that do not sync or match format)	Identifiable, publicly available, aggregated datasets that indicate overall enrollment, completions, or credential-aligned workforce pathways	Centrally accessible, statewide, longitudinal data system in place
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- Net tuition revenue lost annually was calculated by multiplying the number of residents attending online undergraduate programs out of state by the average annual net tuition revenue per FTE student for public institutions in that state.



Iowa

Adult Learner Landscape:

- Percentage of residents **without a postsecondary credential** of value: **57.7%**
- Number of residents **with some college** but no credential: **407,603**
- Projected change in high school graduates 2023–2041: **–4%**
- Number of residents attending online undergraduate programs out of state: **13,674**
- Estimated net tuition revenue lost annually from residents attending college online out of state: **\$172 million**

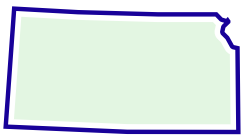
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Scholarships	State-sponsored scholarships do not specify or specifically target adult learners, SCNC, or transfer students	Narrowly targeted scholarship efforts such as last dollar, credentials of value, or recipient age	Near completers or recent stop-out scholarships geared towards those with specific amounts of accrued credit hours or who have stopped out in the last 6–12 months	Fully funded, continual statewide scholarship programs focused on adult learners, SCNC, and/or transfer students
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- State Higher Education Executive Officers Association (2026), *State Higher Education Finance: FY 2025*. <https://shf.shceo.org/report/>
- Net tuition revenue lost annually was calculated by multiplying the number of residents attending online undergraduate programs out of state by the average annual net tuition revenue per FTE student for public institutions in that state.



Kansas

Adult Learner Landscape:



- Percentage of residents **without a postsecondary credential** of value: **54.9%**
- Number of residents **with some college** but no credential: **425,581**
- Projected change in high school graduates 2023–2041: **–12%**
- Number of residents attending online undergraduate programs out of state: **14,672**
- Estimated net tuition revenue lost annually from residents attending college online out of state: **\$115 million**

ReUp's Adult Learner Engagement Index assessment of Kansas:

	UNADDRESSED	BEGINNING	MATURING	EXCELLING
STUDENT INCENTIVES AND SUPPORT				
Scholarships	State-sponsored scholarships do not specify or specifically target adult learners, SCNC, or transfer students	Narrowly targeted scholarship efforts such as last dollar, credentials of value, or recipient age	Near completers or recent stop-out scholarships geared towards those with specific amounts of accrued credit hours or who have stopped out in the last 6–12 months	Fully funded, continual statewide scholarship programs focused on adult learners, SCNC, and/or transfer students
Institutional Debt Review	No state-led debt review and reconsideration efforts that focus on adult learners, SCNC, or transfer students	Limited debt review and reconsideration programs for returning learners, adults, SCNC, or transfers (e.g., time-limited state and philanthropic initiatives of less than \$500 in forgiveness)	Significant, continual, state-sponsored debt review and reconsideration programs for returning learners, adult students or transfer students (\$500 to \$1,999)	Substantial, continual, state-sponsored debt review and reconsideration programs for returning learners, adults, SCNC, and/or transfers (\$2,000 or more)
Student-Centric Policy Review	Disparate campus-based processes regarding re-enrollment policies and practices	Resourced, statewide taskforce, committee, or advisory council with reporting and recommendation expectations	Established review cycle and improvement process for institutional policies and re-enrollment practices separate from regional accreditation requirements	Centralized, identifiable, accessible, and curated data source or report of institutional and statewide policies or guidelines for adult learners, SCNC, and/or transfer students
INSTITUTIONAL INNOVATION				
Incentives	No state-sponsored grant or funding opportunities for institutions to engage adult learners, SCNC, or transfer students	Time-limited or philanthropic, state-supported initiatives that prioritize adult learners, SCNC, and/or transfers	State-sponsored, ongoing grant dollars for generalized student support services or wrap-around services	State-supported funding models or grants to institutions for research, initiatives, and student support services prioritizing adult learners, SCNC, and transfer student success
Communities of Practice	No statewide or campus-based Communities of Practice that prioritize adult learners, SCNC, or transfer students	Identifiable campus-based specific Communities of Practice tailored toward adult learners, SCNC, or transfer students	Centralized, regular statewide sharing of ideas (e.g., consortia, conferences, or webinars) focused on adult learner, SCNC, or transfer student success	Centrally facilitated sharing of adult learner, SCNC, and transfer student best practices for colleges and universities on a recurring cycle with opportunities for policy influence
OUTREACH AND ENGAGEMENT				
Data	No access to statewide reporting of enrollment, completions, or credential-aligned workforce pathways	Disparate datasets regarding overall enrollment, completions, or credential-aligned workforce pathways (i.e., downloadable individual institution files that do not sync or match format)	Identifiable, publicly available, aggregated datasets that indicate overall enrollment, completions, or credential-aligned workforce pathways	Centrally accessible, statewide, longitudinal data system in place
Analytics	No readily available statewide adult learner, SCNC, or transfer student dashboards, reports, or other analytics tools	Partially available data dashboards, stagnant reports, or tools that lend insights into either the adult learner, SCNC, or transfer populations	Accessible but disparate dashboards and reports that provide limited insights on adult learners, SCNC and transfer populations	Centrally accessible, technology enabled data dashboards, reports, and information sharing that provide insights into the adult learner, SCNC, and transfer populations
Marketing	Marketing is addressed at the institution level. No existing statewide efforts in place	General/generic statewide recruitment and enrollment marketing campaigns, such as billboards or pay-per-click ads	Targeted marketing campaigns but with limited or very little elements of multichannel marketing	Centrally led and funded multichannel re-enrollment campaigns targeting adult learners, SCNC, or transfer students
Coaching	No existing statewide coaching model. No institution-level coaching being done at scale	Campus-based college navigators focused on acute student needs and support beyond academics	Centralized, pre-enrollment coaching or support including website navigation and institution/program selection	Institution agnostic, individualized, ongoing student support, such as college navigators, success coaches, or ongoing support through student completion

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- Net tuition revenue lost annually was calculated by multiplying the number of residents attending online undergraduate programs out of state by the average annual net tuition revenue per FTE student for public institutions in that state.



Kentucky

Adult Learner Landscape:



- Percentage of residents **without a postsecondary credential** of value: **57.5%**
- Number of residents **with some college** but no credential: **640,782**
- Projected change in high school graduates 2023–2041: **–9%**
- Number of residents attending online undergraduate programs out of state: **23,896**
- Estimated net tuition revenue lost annually from residents attending college online out of state: **\$226 million**

ReUp's Adult Learner Engagement Index assessment of Kentucky:

	UNADDRESSED	BEGINNING	MATURING	EXCELLING
STUDENT INCENTIVES AND SUPPORT				
Scholarships	State-sponsored scholarships do not specify or specifically target adult learners, SCNC, or transfer students	Narrowly targeted scholarship efforts such as last dollar, credentials of value, or recipient age	Near completers or recent stop-out scholarships geared towards those with specific amounts of accrued credit hours or who have stopped out in the last 6–12 months	Fully funded, continual statewide scholarship programs focused on adult learners, SCNC, and/or transfer students
Institutional Debt Review	No state-led debt review and reconsideration efforts that focus on adult learners, SCNC, or transfer students	Limited debt review and reconsideration programs for returning learners, adults, SCNC, or transfers (e.g., time-limited state and philanthropic initiatives of less than \$500 in forgiveness)	Significant, continual, state-sponsored debt review and reconsideration programs for returning learners, adult students or transfer students (\$500 to \$1,999)	Substantial, continual, state-sponsored debt review and reconsideration programs for returning learners, adults, SCNC, and/or transfers (\$2,000 or more)
Student-Centric Policy Review	Disparate campus-based processes regarding re-enrollment policies and practices	Resourced, statewide taskforce, committee, or advisory council with reporting and recommendation expectations	Established review cycle and improvement process for institutional policies and re-enrollment practices separate from regional accreditation requirements	Centralized, identifiable, accessible, and curated data source or report of institutional and statewide policies or guidelines for adult learners, SCNC, and/or transfer students
INSTITUTIONAL INNOVATION				
Incentives	No state-sponsored grant or funding opportunities for institutions to engage adult learners, SCNC, or transfer students	Time-limited or philanthropic, state-supported initiatives that prioritize adult learners, SCNC, and/or transfers	State-sponsored, ongoing grant dollars for generalized student support services or wrap-around services	State-supported funding models or grants to institutions for research, initiatives, and student support services prioritizing adult learners, SCNC, and transfer student success
Communities of Practice	No statewide or campus-based Communities of Practice that prioritize adult learners, SCNC, or transfer students	Identifiable campus-based specific Communities of Practice tailored toward adult learners, SCNC, or transfer students	Centralized, regular statewide sharing of ideas (e.g., consortia, conferences, or webinars) focused on adult learner, SCNC, or transfer student success	Centrally facilitated sharing of adult learner, SCNC, and transfer student best practices for colleges and universities on a recurring cycle with opportunities for policy influence
OUTREACH AND ENGAGEMENT				
Data	No access to statewide reporting of enrollment, completions, or credential-aligned workforce pathways	Disparate datasets regarding overall enrollment, completions, or credential-aligned workforce pathways (i.e., downloadable individual institution files that do not sync or match format)	Identifiable, publicly available, aggregated datasets that indicate overall enrollment, completions, or credential-aligned workforce pathways	Centrally accessible, statewide, longitudinal data system in place
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Marketing	Marketing is addressed at the institution level. No existing statewide efforts in place	General/generic statewide recruitment and enrollment marketing campaigns, such as billboards or pay-per-click ads	Targeted marketing campaigns but with limited or very little elements of multichannel marketing	Centrally led and funded multichannel re-enrollment campaigns targeting adult learners, SCNC, or transfer students
Coaching	No existing statewide coaching model. No institution-level coaching being done at scale	Campus-based college navigators focused on acute student needs and support beyond academics	Centralized, pre-enrollment coaching or support including website navigation and institution/program selection	Institution agnostic, individualized, ongoing student support, such as college navigators, success coaches, or ongoing support through student completion

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- State Higher Education Executive Officers Association (2026), *State Higher Education Finance: FY 2025*. <https://shef.sheeo.org/report/>
- Net tuition revenue lost annually was calculated by multiplying the number of residents attending online undergraduate programs out of state by the average annual net tuition revenue per FTE student for public institutions in that state.



Louisiana

Adult Learner Landscape:

- Percentage of residents **without a postsecondary credential** of value: **61.3%**
- Number of residents **with some college** but no credential: **511,095**
- Projected change in high school graduates 2023–2041: **–4%**
- Number of residents attending online undergraduate programs out of state: **28,414**
- Estimated net tuition revenue lost annually from residents attending college online out of state: **\$152 million**

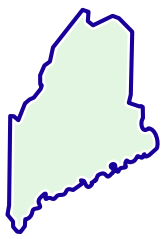
ReUp's Adult Learner Engagement Index assessment of Louisiana:

	UNADDRESSED	BEGINNING	MATURING	EXCELLING
STUDENT INCENTIVES AND SUPPORT				
Scholarships	State-sponsored scholarships do not specify or specifically target adult learners, SCNC, or transfer students	Narrowly targeted scholarship efforts such as last dollar, credentials of value, or recipient age	Near completers or recent stop-out scholarships geared towards those with specific amounts of accrued credit hours or who have stopped out in the last 6–12 months	Fully funded, continual statewide scholarship programs focused on adult learners, SCNC, and/or transfer students
Institutional Debt Review	No state-led debt review and reconsideration efforts that focus on adult learners, SCNC, or transfer students	Limited debt review and reconsideration programs for returning learners, adults, SCNC, or transfers (e.g., time-limited state and philanthropic initiatives of less than \$500 in forgiveness)	Significant, continual, state-sponsored debt review and reconsideration programs for returning learners, adult students or transfer students (\$500 to \$1,999)	Substantial, continual, state-sponsored debt review and reconsideration programs for returning learners, adults, SCNC, and/or transfers (\$2,000 or more)
Student-Centric Policy Review	Disparate campus-based processes regarding re-enrollment policies and practices	Resourced, statewide taskforce, committee, or advisory council with reporting and recommendation expectations	Established review cycle and improvement process for institutional policies and re-enrollment practices separate from regional accreditation requirements	Centralized, identifiable, accessible, and curated data source or report of institutional and statewide policies or guidelines for adult learners, SCNC, and/or transfer students
INSTITUTIONAL INNOVATION				
Incentives	No state-sponsored grant or funding opportunities for institutions to engage adult learners, SCNC, or transfer students	Time-limited or philanthropic, state-supported initiatives that prioritize adult learners, SCNC, and/or transfers	State-sponsored, ongoing grant dollars for generalized student support services or wrap-around services	State-supported funding models or grants to institutions for research, initiatives, and student support services prioritizing adult learners, SCNC, and transfer student success
Communities of Practice	No statewide or campus-based Communities of Practice that prioritize adult learners, SCNC, or transfer students	Identifiable campus-based specific Communities of Practice tailored toward adult learners, SCNC, or transfer students	Centralized, regular statewide sharing of ideas (e.g., consortia, conferences, or webinars) focused on adult learner, SCNC, or transfer student success	Centrally facilitated sharing of adult learner, SCNC, and transfer student best practices for colleges and universities on a recurring cycle with opportunities for policy influence
OUTREACH AND ENGAGEMENT				
Data	No access to statewide reporting of enrollment, completions, or credential-aligned workforce pathways	Disparate datasets regarding overall enrollment, completions, or credential-aligned workforce pathways (i.e., downloadable individual institution files that do not sync or match format)	Identifiable, publicly available, aggregated datasets that indicate overall enrollment, completions, or credential-aligned workforce pathways	Centrally accessible, statewide, longitudinal data system in place
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Marketing	Marketing is addressed at the institution level. No existing statewide efforts in place	General/generic statewide recruitment and enrollment marketing campaigns, such as billboards or pay-per-click ads	Targeted marketing campaigns but with limited or very little elements of multichannel marketing	Centrally led and funded multichannel re-enrollment campaigns targeting adult learners, SCNC, or transfer students
Coaching	No existing statewide coaching model. No institution-level coaching being done at scale	Campus-based college navigators focused on acute student needs and support beyond academics	Centralized, pre-enrollment coaching or support including website navigation and institution/program selection	Institution agnostic, individualized, ongoing student support, such as college navigators, success coaches, or ongoing support through student completion

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- State Higher Education Executive Officers Association (2026), *State Higher Education Finance: FY 2025*. <https://shef.sheeo.org/report/>
- Net tuition revenue lost annually was calculated by multiplying the number of residents attending online undergraduate programs out of state by the average annual net tuition revenue per FTE student for public institutions in that state.



Maine

Adult Learner Landscape:

- Percentage of residents **without a postsecondary credential** of value: **57%**
- Number of residents **with some college** but no credential: **148,717**
- Projected change in high school graduates 2023–2041: **–10%**
- Number of residents attending online undergraduate programs out of state: **6,160**
- Estimated net tuition revenue lost annually from residents attending college online out of state: **\$39.4 million**



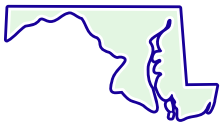
ReUp's Adult Learner Engagement Index assessment of Maine:

	UNADDRESSED	BEGINNING	MATURING	EXCELLING
STUDENT INCENTIVES AND SUPPORT				
Scholarships	State-sponsored scholarships do not specify or specifically target adult learners, SCNC, or transfer students	Narrowly targeted scholarship efforts such as last dollar, credentials of value, or recipient age	Near completers or recent stop-out scholarships geared towards those with specific amounts of accrued credit hours or who have stopped out in the last 6–12 months	Fully funded, continual statewide scholarship programs focused on adult learners, SCNC, and/or transfer students
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INSTITUTIONAL INNOVATION				
Incentives	No state-sponsored grant or funding opportunities for institutions to engage adult learners, SCNC, or transfer students	Time-limited or philanthropic, state-supported initiatives that prioritize adult learners, SCNC, and/or transfers	State-sponsored, ongoing grant dollars for generalized student support services or wrap-around services	State-supported funding models or grants to institutions for research, initiatives, and student support services prioritizing adult learners, SCNC, and transfer student success
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OUTREACH AND ENGAGEMENT				
Data	No access to statewide reporting of enrollment, completions, or credential-aligned workforce pathways	Disparate datasets regarding overall enrollment, completions, or credential-aligned workforce pathways (i.e., downloadable individual institution files that do not sync or match format)	Identifiable, publicly available, aggregated datasets that indicate overall enrollment, completions, or credential-aligned workforce pathways	Centrally accessible, statewide, longitudinal data system in place
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Marketing	Marketing is addressed at the institution level. No existing statewide efforts in place	General/generic statewide recruitment and enrollment marketing campaigns, such as billboards or pay-per-click ads	Targeted marketing campaigns but with limited or very little elements of multichannel marketing	Centrally led and funded multichannel re-enrollment campaigns targeting adult learners, SCNC, or transfer students
Coaching	No existing statewide coaching model. No institution-level coaching being done at scale	Campus-based college navigators focused on acute student needs and support beyond academics	Centralized, pre-enrollment coaching or support including website navigation and institution/program selection	Institution agnostic, individualized, ongoing student support, such as college navigators, success coaches, or ongoing support through student completion

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Maryland

Adult Learner Landscape:



- Percentage of residents **without a postsecondary credential** of value: **50.8%**
- Number of residents **with some college** but no credential: **680,815**
- Projected change in high school graduates 2023–2041: **–11%**
- Number of residents attending online undergraduate programs out of state: **42,470**
- Estimated net tuition revenue lost annually from residents attending college online out of state: **\$355 million**

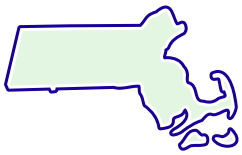
ReUp's Adult Learner Engagement Index assessment of Maryland:

	UNADDRESSED	BEGINNING	MATURING	EXCELLING
STUDENT INCENTIVES AND SUPPORT				
Scholarships	State-sponsored scholarships do not specify or specifically target adult learners, SCNC, or transfer students	Narrowly targeted scholarship efforts such as last dollar, credentials of value, or recipient age	Near completers or recent stop-out scholarships geared towards those with specific amounts of accrued credit hours or who have stopped out in the last 6–12 months	Fully funded, continual statewide scholarship programs focused on adult learners, SCNC, and/or transfer students
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INSTITUTIONAL INNOVATION				
Incentives	No state-sponsored grant or funding opportunities for institutions to engage adult learners, SCNC, or transfer students	Time-limited or philanthropic, state-supported initiatives that prioritize adult learners, SCNC, and/or transfers	State-sponsored, ongoing grant dollars for generalized student support services or wrap-around services	State-supported funding models or grants to institutions for research, initiatives, and student support services prioritizing adult learners, SCNC, and transfer student success
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OUTREACH AND ENGAGEMENT				
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- Net tuition revenue lost annually was calculated by multiplying the number of residents attending online undergraduate programs out of state by the average annual net tuition revenue per FTE student for public institutions in that state.



Massachusetts

Adult Learner Landscape:

- Percentage of residents **without a postsecondary credential** of value: **47.5%**
- Number of residents **with some college** but no credential: **766,425**
- Projected change in high school graduates 2023–2041: **–8%**
- Number of residents attending online undergraduate programs out of state: **21,295**
- Estimated net tuition revenue lost annually from residents attending college online out of state: **\$132 million**



ReUp's Adult Learner Engagement Index assessment of Massachusetts:

	UNADDRESSED	BEGINNING	MATURING	EXCELLING
STUDENT INCENTIVES AND SUPPORT				
Scholarships	State-sponsored scholarships do not specify or specifically target adult learners, SCNC, or transfer students	Narrowly targeted scholarship efforts such as last dollar, credentials of value, or recipient age	Near completers or recent stop-out scholarships geared towards those with specific amounts of accrued credit hours or who have stopped out in the last 6–12 months	Fully funded, continual statewide scholarship programs focused on adult learners, SCNC, and/or transfer students
Institutional Debt Review	No state-led debt review and reconsideration efforts that focus on adult learners, SCNC, or transfer students	Limited debt review and reconsideration programs for returning learners, adults, SCNC, or transfers (e.g., time-limited state and philanthropic initiatives of less than \$500 in forgiveness)	Significant, continual, state-sponsored debt review and reconsideration programs for returning learners, adult students or transfer students (\$500 to \$1,999)	Substantial, continual, state-sponsored debt review and reconsideration programs for returning learners, adults, SCNC, and/or transfers (\$2,000 or more)
Student-Centric Policy Review	Disparate campus-based processes regarding re-enrollment policies and practices	Resourced, statewide taskforce, committee, or advisory council with reporting and recommendation expectations	Established review cycle and improvement process for institutional policies and re-enrollment practices separate from regional accreditation requirements	Centralized, identifiable, accessible, and curated data source or report of institutional and statewide policies or guidelines for adult learners, SCNC, and/or transfer students
INSTITUTIONAL INNOVATION				
Incentives	No state-sponsored grant or funding opportunities for institutions to engage adult learners, SCNC, or transfer students	Time-limited or philanthropic, state-supported initiatives that prioritize adult learners, SCNC, and/or transfers	State-sponsored, ongoing grant dollars for generalized student support services or wrap-around services	State-supported funding models or grants to institutions for research, initiatives, and student support services prioritizing adult learners, SCNC, and transfer student success
Communities of Practice	No statewide or campus-based Communities of Practice that prioritize adult learners, SCNC, or transfer students	Identifiable campus-based specific Communities of Practice tailored toward adult learners, SCNC, or transfer students	Centralized, regular statewide sharing of ideas (e.g., consortia, conferences, or webinars) focused on adult learner, SCNC, or transfer student success	Centrally facilitated sharing of adult learner, SCNC, and transfer student best practices for colleges and universities on a recurring cycle with opportunities for policy influence
OUTREACH AND ENGAGEMENT				
Data	No access to statewide reporting of enrollment, completions, or credential-aligned workforce pathways	Disparate datasets regarding overall enrollment, completions, or credential-aligned workforce pathways (i.e., downloadable individual institution files that do not sync or match format)	Identifiable, publicly available, aggregated datasets that indicate overall enrollment, completions, or credential-aligned workforce pathways	Centrally accessible, statewide, longitudinal data system in place
Analytics	No readily available statewide adult learner, SCNC, or transfer student dashboards, reports, or other analytics tools	Partially available data dashboards, stagnant reports, or tools that lend insights into either the adult learner, SCNC, or transfer populations	Accessible but disparate dashboards and reports that provide limited insights on adult learners, SCNC and transfer populations	Centrally accessible, technology enabled data dashboards, reports, and information sharing that provide insights into the adult learner, SCNC, and transfer populations
Marketing	Marketing is addressed at the institution level. No existing statewide efforts in place	General/generic statewide recruitment and enrollment marketing campaigns, such as billboards or pay-per-click ads	Targeted marketing campaigns but with limited or very little elements of multichannel marketing	Centrally led and funded multichannel re-enrollment campaigns targeting adult learners, SCNC, or transfer students
Coaching	No existing statewide coaching model. No institution-level coaching being done at scale	Campus-based college navigators focused on acute student needs and support beyond academics	Centralized, pre-enrollment coaching or support including website navigation and institution/program selection	Institution agnostic, individualized, ongoing student support, such as college navigators, success coaches, or ongoing support through student completion

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- State Higher Education Executive Officers Association (2026), *State Higher Education Finance: FY 2025*. <https://shf.shceo.org/report/>
- Net tuition revenue lost annually was calculated by multiplying the number of residents attending online undergraduate programs out of state by the average annual net tuition revenue per FTE student for public institutions in that state.



Michigan

Adult Learner Landscape:

- Percentage of residents **without a postsecondary credential** of value: **58.9%**
- Number of residents **with some college** but no credential: **1,229,211**
- Projected change in high school graduates 2023–2041: **–20%**
- Number of residents attending online undergraduate programs out of state: **42,168**
- Estimated net tuition revenue lost annually from residents attending college online out of state: **\$685 million**

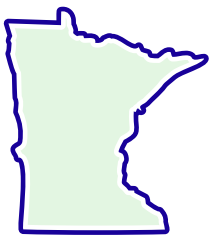
ReUp's Adult Learner Engagement Index assessment of Michigan:

	UNADDRESSED	BEGINNING	MATURING	EXCELLING
STUDENT INCENTIVES AND SUPPORT				
Scholarships	State-sponsored scholarships do not specify or specifically target adult learners, SCNC, or transfer students	Narrowly targeted scholarship efforts such as last dollar, credentials of value, or recipient age	Near completers or recent stop-out scholarships geared towards those with specific amounts of accrued credit hours or who have stopped out in the last 6–12 months	Fully funded, continual statewide scholarship programs focused on adult learners, SCNC, and/or transfer students
Institutional Debt Review	No state-led debt review and reconsideration efforts that focus on adult learners, SCNC, or transfer students	Limited debt review and reconsideration programs for returning learners, adults, SCNC, or transfers (e.g., time-limited state and philanthropic initiatives of less than \$500 in forgiveness)	Significant, continual, state-sponsored debt review and reconsideration programs for returning learners, adult students or transfer students (\$500 to \$1,999)	Substantial, continual, state-sponsored debt review and reconsideration programs for returning learners, adults, SCNC, and/or transfers (\$2,000 or more)
Student-Centric Policy Review	Disparate campus-based processes regarding re-enrollment policies and practices	Resourced, statewide taskforce, committee, or advisory council with reporting and recommendation expectations	Established review cycle and improvement process for institutional policies and re-enrollment practices separate from regional accreditation requirements	Centralized, identifiable, accessible, and curated data source or report of institutional and statewide policies or guidelines for adult learners, SCNC, and/or transfer students
INSTITUTIONAL INNOVATION				
Incentives	No state-sponsored grant or funding opportunities for institutions to engage adult learners, SCNC, or transfer students	Time-limited or philanthropic, state-supported initiatives that prioritize adult learners, SCNC, and/or transfers	State-sponsored, ongoing grant dollars for generalized student support services or wrap-around services	State-supported funding models or grants to institutions for research, initiatives, and student support services prioritizing adult learners, SCNC, and transfer student success
Communities of Practice	No statewide or campus-based Communities of Practice that prioritize adult learners, SCNC, or transfer students	Identifiable campus-based specific Communities of Practice tailored toward adult learners, SCNC, or transfer students	Centralized, regular statewide sharing of ideas (e.g., consortia, conferences, or webinars) focused on adult learner, SCNC, or transfer student success	Centrally facilitated sharing of adult learner, SCNC, and transfer student best practices for colleges and universities on a recurring cycle with opportunities for policy influence
OUTREACH AND ENGAGEMENT				
Data	No access to statewide reporting of enrollment, completions, or credential-aligned workforce pathways	Disparate datasets regarding overall enrollment, completions, or credential-aligned workforce pathways (i.e., downloadable individual institution files that do not sync or match format)	Identifiable, publicly available, aggregated datasets that indicate overall enrollment, completions, or credential-aligned workforce pathways	Centrally accessible, statewide, longitudinal data system in place
Analytics	No readily available statewide adult learner, SCNC, or transfer student dashboards, reports, or other analytics tools	Partially available data dashboards, stagnant reports, or tools that lend insights into either the adult learner, SCNC, or transfer populations	Accessible but disparate dashboards and reports that provide limited insights on adult learners, SCNC and transfer populations	Centrally accessible, technology enabled data dashboards, reports, and information sharing that provide insights into the adult learner, SCNC, and transfer populations
Marketing	Marketing is addressed at the institution level. No existing statewide efforts in place	General/generic statewide recruitment and enrollment marketing campaigns, such as billboards or pay-per-click ads	Targeted marketing campaigns but with limited or very little elements of multichannel marketing	Centrally led and funded multichannel re-enrollment campaigns targeting adult learners, SCNC, or transfer students
Coaching	No existing statewide coaching model. No institution-level coaching being done at scale	Campus-based college navigators focused on acute student needs and support beyond academics	Centralized, pre-enrollment coaching or support including website navigation and institution/program selection	Institution agnostic, individualized, ongoing student support, such as college navigators, success coaches, or ongoing support through student completion

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- State Higher Education Executive Officers Association (2026), *State Higher Education Finance: FY 2025*. <https://shee.sheeo.org/report/>
- Net tuition revenue lost annually was calculated by multiplying the number of residents attending online undergraduate programs out of state by the average annual net tuition revenue per FTE student for public institutions in that state.



Minnesota

Adult Learner Landscape:

- Percentage of residents **without a postsecondary credential** of value: **50.8%**
- Number of residents **with some college** but no credential: **647,685**
- Projected change in high school graduates 2023–2041: **–12%**
- Number of residents attending online undergraduate programs out of state: **22,045**
- Estimated net tuition revenue lost annually from residents attending college online out of state: **\$236 million**

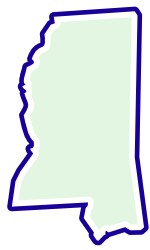
ReUp's Adult Learner Engagement Index assessment of Minnesota:

	UNADDRESSED	BEGINNING	MATURING	EXCELLING
STUDENT INCENTIVES AND SUPPORT				
Scholarships	State-sponsored scholarships do not specify or specifically target adult learners, SCNC, or transfer students	Narrowly targeted scholarship efforts such as last dollar, credentials of value, or recipient age	Near completers or recent stop-out scholarships geared towards those with specific amounts of accrued credit hours or who have stopped out in the last 6–12 months	Fully funded, continual statewide scholarship programs focused on adult learners, SCNC, and/or transfer students
Institutional Debt Review	No state-led debt review and reconsideration efforts that focus on adult learners, SCNC, or transfer students	Limited debt review and reconsideration programs for returning learners, adults, SCNC, or transfers (e.g., time-limited state and philanthropic initiatives of less than \$500 in forgiveness)	Significant, continual, state-sponsored debt review and reconsideration programs for returning learners, adult students or transfer students (\$500 to \$1,999)	Substantial, continual, state-sponsored debt review and reconsideration programs for returning learners, adults, SCNC, and/or transfers (\$2,000 or more)
Student-Centric Policy Review	Disparate campus-based processes regarding re-enrollment policies and practices	Resourced, statewide taskforce, committee, or advisory council with reporting and recommendation expectations	Established review cycle and improvement process for institutional policies and re-enrollment practices separate from regional accreditation requirements	Centralized, identifiable, accessible, and curated data source or report of institutional and statewide policies or guidelines for adult learners, SCNC, and/or transfer students
INSTITUTIONAL INNOVATION				
Incentives	No state-sponsored grant or funding opportunities for institutions to engage adult learners, SCNC, or transfer students	Time-limited or philanthropic, state-supported initiatives that prioritize adult learners, SCNC, and/or transfers	State-sponsored, ongoing grant dollars for generalized student support services or wrap-around services	State-supported funding models or grants to institutions for research, initiatives, and student support services prioritizing adult learners, SCNC, and transfer student success
Communities of Practice	No statewide or campus-based Communities of Practice that prioritize adult learners, SCNC, or transfer students	Identifiable campus-based specific Communities of Practice tailored toward adult learners, SCNC, or transfer students	Centralized, regular statewide sharing of ideas (e.g., consortia, conferences, or webinars) focused on adult learner, SCNC, or transfer student success	Centrally facilitated sharing of adult learner, SCNC, and transfer student best practices for colleges and universities on a recurring cycle with opportunities for policy influence
OUTREACH AND ENGAGEMENT				
Data	No access to statewide reporting of enrollment, completions, or credential-aligned workforce pathways	Disparate datasets regarding overall enrollment, completions, or credential-aligned workforce pathways (i.e., downloadable individual institution files that do not sync or match format)	Identifiable, publicly available, aggregated datasets that indicate overall enrollment, completions, or credential-aligned workforce pathways	Centrally accessible, statewide, longitudinal data system in place
Analytics	No readily available statewide adult learner, SCNC, or transfer student dashboards, reports, or other analytics tools	Partially available data dashboards, stagnant reports, or tools that lend insights into either the adult learner, SCNC, or transfer populations	Accessible but disparate dashboards and reports that provide limited insights on adult learners, SCNC and transfer populations	Centrally accessible, technology enabled data dashboards, reports, and information sharing that provide insights into the adult learner, SCNC, and transfer populations
Marketing	Marketing is addressed at the institution level. No existing statewide efforts in place	General/generic statewide recruitment and enrollment marketing campaigns, such as billboards or pay-per-click ads	Targeted marketing campaigns but with limited or very little elements of multichannel marketing	Centrally led and funded multichannel re-enrollment campaigns targeting adult learners, SCNC, or transfer students
Coaching	No existing statewide coaching model. No institution-level coaching being done at scale	Campus-based college navigators focused on acute student needs and support beyond academics	Centralized, pre-enrollment coaching or support including website navigation and institution/program selection	Institution agnostic, individualized, ongoing student support, such as college navigators, success coaches, or ongoing support through student completion

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- State Higher Education Executive Officers Association (2026), *State Higher Education Finance: FY 2025*. <https://shef.sheeo.org/report/>
- Net tuition revenue lost annually was calculated by multiplying the number of residents attending online undergraduate programs out of state by the average annual net tuition revenue per FTE student for public institutions in that state.



Mississippi

Adult Learner Landscape:



- Percentage of residents **without a postsecondary credential** of value: **63.6%**
- Number of residents **with some college** but no credential: **349,410**
- Projected change in high school graduates 2023–2041: **–16%**
- Number of residents attending online undergraduate programs out of state: **19,832**
- Estimated net tuition revenue lost annually from residents attending college online out of state: **\$198 million**

ReUp's Adult Learner Engagement Index assessment of Mississippi:

	UNADDRESSED	BEGINNING	MATURING	EXCELLING
STUDENT INCENTIVES AND SUPPORT				
Scholarships	State-sponsored scholarships do not specify or specifically target adult learners, SCNC, or transfer students	Narrowly targeted scholarship efforts such as last dollar, credentials of value, or recipient age	Near completers or recent stop-out scholarships geared towards those with specific amounts of accrued credit hours or who have stopped out in the last 6–12 months	Fully funded, continual statewide scholarship programs focused on adult learners, SCNC, and/or transfer students
Institutional Debt Review	No state-led debt review and reconsideration efforts that focus on adult learners, SCNC, or transfer students	Limited debt review and reconsideration programs for returning learners, adults, SCNC, or transfers (e.g., time-limited state and philanthropic initiatives of less than \$500 in forgiveness)	Significant, continual, state-sponsored debt review and reconsideration programs for returning learners, adult students or transfer students (\$500 to \$1,999)	Substantial, continual, state-sponsored debt review and reconsideration programs for returning learners, adults, SCNC, and/or transfers (\$2,000 or more)
Student-Centric Policy Review	Disparate campus-based processes regarding re-enrollment policies and practices	Resourced, statewide taskforce, committee, or advisory council with reporting and recommendation expectations	Established review cycle and improvement process for institutional policies and re-enrollment practices separate from regional accreditation requirements	Centralized, identifiable, accessible, and curated data source or report of institutional and statewide policies or guidelines for adult learners, SCNC, and/or transfer students
INSTITUTIONAL INNOVATION				
Incentives	No state-sponsored grant or funding opportunities for institutions to engage adult learners, SCNC, or transfer students	Time-limited or philanthropic, state-supported initiatives that prioritize adult learners, SCNC, and/or transfers	State-sponsored, ongoing grant dollars for generalized student support services or wrap-around services	State-supported funding models or grants to institutions for research, initiatives, and student support services prioritizing adult learners, SCNC, and transfer student success
Communities of Practice	No statewide or campus-based Communities of Practice that prioritize adult learners, SCNC, or transfer students	Identifiable campus-based specific Communities of Practice tailored toward adult learners, SCNC, or transfer students	Centralized, regular statewide sharing of ideas (e.g., consortia, conferences, or webinars) focused on adult learner, SCNC, or transfer student success	Centrally facilitated sharing of adult learner, SCNC, and transfer student best practices for colleges and universities on a recurring cycle with opportunities for policy influence
OUTREACH AND ENGAGEMENT				
Data	No access to statewide reporting of enrollment, completions, or credential-aligned workforce pathways	Disparate datasets regarding overall enrollment, completions, or credential-aligned workforce pathways (i.e., downloadable individual institution files that do not sync or match format)	Identifiable, publicly available, aggregated datasets that indicate overall enrollment, completions, or credential-aligned workforce pathways	Centrally accessible, statewide, longitudinal data system in place
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Marketing	Marketing is addressed at the institution level. No existing statewide efforts in place	General/generic statewide recruitment and enrollment marketing campaigns, such as billboards or pay-per-click ads	Targeted marketing campaigns but with limited or very little elements of multichannel marketing	Centrally led and funded multichannel re-enrollment campaigns targeting adult learners, SCNC, or transfer students
Coaching	No existing statewide coaching model. No institution-level coaching being done at scale	Campus-based college navigators focused on acute student needs and support beyond academics	Centralized, pre-enrollment coaching or support including website navigation and institution/program selection	Institution agnostic, individualized, ongoing student support, such as college navigators, success coaches, or ongoing support through student completion

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- State Higher Education Executive Officers Association (2026), *State Higher Education Finance: FY 2025*. <https://shf.shceo.org/report/>
- Net tuition revenue lost annually was calculated by multiplying the number of residents attending online undergraduate programs out of state by the average annual net tuition revenue per FTE student for public institutions in that state.



Missouri

Adult Learner Landscape:

- Percentage of residents **without a postsecondary credential** of value: **59.8%**
- Number of residents **with some college** but no credential: **758,438**
- Projected change in high school graduates 2023–2041: **–12%**
- Number of residents attending online undergraduate programs out of state: **34,486**
- Estimated net tuition revenue lost annually from residents attending college online out of state: **\$348 million**

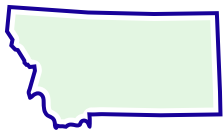
ReUp's Adult Learner Engagement Index assessment of Missouri:

	UNADDRESSED	BEGINNING	MATURING	EXCELLING
STUDENT INCENTIVES AND SUPPORT				
Scholarships	State-sponsored scholarships do not specify or specifically target adult learners, SCNC, or transfer students	Narrowly targeted scholarship efforts such as last dollar, credentials of value, or recipient age	Near completers or recent stop-out scholarships geared towards those with specific amounts of accrued credit hours or who have stopped out in the last 6–12 months	Fully funded, continual statewide scholarship programs focused on adult learners, SCNC, and/or transfer students
Institutional Debt Review	No state-led debt review and reconsideration efforts that focus on adult learners, SCNC, or transfer students	Limited debt review and reconsideration programs for returning learners, adults, SCNC, or transfers (e.g., time-limited state and philanthropic initiatives of less than \$500 in forgiveness)	Significant, continual, state-sponsored debt review and reconsideration programs for returning learners, adult students or transfer students (\$500 to \$1,999)	Substantial, continual, state-sponsored debt review and reconsideration programs for returning learners, adults, SCNC, and/or transfers (\$2,000 or more)
Student-Centric Policy Review	Disparate campus-based processes regarding re-enrollment policies and practices	Resourced, statewide taskforce, committee, or advisory council with reporting and recommendation expectations	Established review cycle and improvement process for institutional policies and re-enrollment practices separate from regional accreditation requirements	Centralized, identifiable, accessible, and curated data source or report of institutional and statewide policies or guidelines for adult learners, SCNC, and/or transfer students
INSTITUTIONAL INNOVATION				
Incentives	No state-sponsored grant or funding opportunities for institutions to engage adult learners, SCNC, or transfer students	Time-limited or philanthropic, state-supported initiatives that prioritize adult learners, SCNC, and/or transfers	State-sponsored, ongoing grant dollars for generalized student support services or wrap-around services	State-supported funding models or grants to institutions for research, initiatives, and student support services prioritizing adult learners, SCNC, and transfer student success
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Marketing	Marketing is addressed at the institution level. No existing statewide efforts in place	General/generic statewide recruitment and enrollment marketing campaigns, such as billboards or pay-per-click ads	Targeted marketing campaigns but with limited or very little elements of multichannel marketing	Centrally led and funded multichannel re-enrollment campaigns targeting adult learners, SCNC, or transfer students
Coaching	No existing statewide coaching model. No institution-level coaching being done at scale	Campus-based college navigators focused on acute student needs and support beyond academics	Centralized, pre-enrollment coaching or support including website navigation and institution/program selection	Institution agnostic, individualized, ongoing student support, such as college navigators, success coaches, or ongoing support through student completion

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- State Higher Education Executive Officers Association (2026), *State Higher Education Finance: FY 2025*. <https://shef.sheeo.org/report/>
- Net tuition revenue lost annually was calculated by multiplying the number of residents attending online undergraduate programs out of state by the average annual net tuition revenue per FTE student for public institutions in that state.



Montana

Adult Learner Landscape:



- Percentage of residents **without a postsecondary credential** of value: **59.5%**
- Number of residents **with some college** but no credential: **121,123**
- Projected change in high school graduates 2023–2041: **+5%**
- Number of residents attending online undergraduate programs out of state: **6,924**
- Estimated net tuition revenue lost annually from residents attending college online out of state: **\$58.5 million**

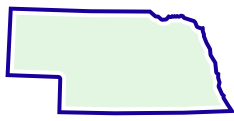
ReUp's Adult Learner Engagement Index assessment of Montana:

	UNADDRESSED	BEGINNING	MATURING	EXCELLING
STUDENT INCENTIVES AND SUPPORT				
Scholarships	State-sponsored scholarships do not specify or specifically target adult learners, SCNC, or transfer students	Narrowly targeted scholarship efforts such as last dollar, credentials of value, or recipient age	Near completers or recent stop-out scholarships geared towards those with specific amounts of accrued credit hours or who have stopped out in the last 6–12 months	Fully funded, continual statewide scholarship programs focused on adult learners, SCNC, and/or transfer students
Institutional Debt Review	No state-led debt review and reconsideration efforts that focus on adult learners, SCNC, or transfer students	Limited debt review and reconsideration programs for returning learners, adults, SCNC, or transfers (e.g., time-limited state and philanthropic initiatives of less than \$500 in forgiveness)	Significant, continual, state-sponsored debt review and reconsideration programs for returning learners, adult students or transfer students (\$500 to \$1,999)	Substantial, continual, state-sponsored debt review and reconsideration programs for returning learners, adults, SCNC, and/or transfers (\$2,000 or more)
Student-Centric Policy Review	Disparate campus-based processes regarding re-enrollment policies and practices	Resourced, statewide taskforce, committee, or advisory council with reporting and recommendation expectations	Established review cycle and improvement process for institutional policies and re-enrollment practices separate from regional accreditation requirements	Centralized, identifiable, accessible, and curated data source or report of institutional and statewide policies or guidelines for adult learners, SCNC, and/or transfer students
INSTITUTIONAL INNOVATION				
Incentives	No state-sponsored grant or funding opportunities for institutions to engage adult learners, SCNC, or transfer students	Time-limited or philanthropic, state-supported initiatives that prioritize adult learners, SCNC, and/or transfers	State-sponsored, ongoing grant dollars for generalized student support services or wrap-around services	State-supported funding models or grants to institutions for research, initiatives, and student support services prioritizing adult learners, SCNC, and transfer student success
Communities of Practice	No statewide or campus-based Communities of Practice that prioritize adult learners, SCNC, or transfer students	Identifiable campus-based specific Communities of Practice tailored toward adult learners, SCNC, or transfer students	Centralized, regular statewide sharing of ideas (e.g., consortia, conferences, or webinars) focused on adult learner, SCNC, or transfer student success	Centrally facilitated sharing of adult learner, SCNC, and transfer student best practices for colleges and universities on a recurring cycle with opportunities for policy influence
OUTREACH AND ENGAGEMENT				
Data	No access to statewide reporting of enrollment, completions, or credential-aligned workforce pathways	Disparate datasets regarding overall enrollment, completions, or credential-aligned workforce pathways (i.e., downloadable individual institution files that do not sync or match format)	Identifiable, publicly available, aggregated datasets that indicate overall enrollment, completions, or credential-aligned workforce pathways	Centrally accessible, statewide, longitudinal data system in place
Analytics	No readily available statewide adult learner, SCNC, or transfer student dashboards, reports, or other analytics tools	Partially available data dashboards, stagnant reports, or tools that lend insights into either the adult learner, SCNC, or transfer populations	Accessible but disparate dashboards and reports that provide limited insights on adult learners, SCNC and transfer populations	Centrally accessible, technology enabled data dashboards, reports, and information sharing that provide insights into the adult learner, SCNC, and transfer populations
Marketing	Marketing is addressed at the institution level. No existing statewide efforts in place	General/generic statewide recruitment and enrollment marketing campaigns, such as billboards or pay-per-click ads	Targeted marketing campaigns but with limited or very little elements of multichannel marketing	Centrally led and funded multichannel re-enrollment campaigns targeting adult learners, SCNC, or transfer students
Coaching	No existing statewide coaching model. No institution-level coaching being done at scale	Campus-based college navigators focused on acute student needs and support beyond academics	Centralized, pre-enrollment coaching or support including website navigation and institution/program selection	Institution agnostic, individualized, ongoing student support, such as college navigators, success coaches, or ongoing support through student completion

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- State Higher Education Executive Officers Association (2026), *State Higher Education Finance: FY 2025*. <https://shf.shheo.org/report/>
- Net tuition revenue lost annually was calculated by multiplying the number of residents attending online undergraduate programs out of state by the average annual net tuition revenue per FTE student for public institutions in that state.



Nebraska

Adult Learner Landscape:



- Percentage of residents **without a postsecondary credential** of value: **55.7%**
- Number of residents **with some college** but no credential: **329,685**
- Projected change in high school graduates 2023–2041: **–4%**
- Number of residents attending online undergraduate programs out of state: **8,219**
- Estimated net tuition revenue lost annually from residents attending college online out of state: **\$56.7 million**

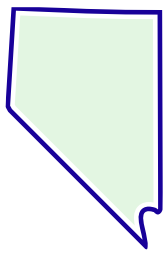
ReUp's Adult Learner Engagement Index assessment of Nebraska:

	UNADDRESSED	BEGINNING	MATURING	EXCELLING
STUDENT INCENTIVES AND SUPPORT				
Scholarships	State-sponsored scholarships do not specify or specifically target adult learners, SCNC, or transfer students	Narrowly targeted scholarship efforts such as last dollar, credentials of value, or recipient age	Near completers or recent stop-out scholarships geared towards those with specific amounts of accrued credit hours or who have stopped out in the last 6–12 months	Fully funded, continual statewide scholarship programs focused on adult learners, SCNC, and/or transfer students
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Student-Centric Policy Review	Disparate campus-based processes regarding re-enrollment policies and practices	Resourced, statewide taskforce, committee, or advisory council with reporting and recommendation expectations	Established review cycle and improvement process for institutional policies and re-enrollment practices separate from regional accreditation requirements	Centralized, identifiable, accessible, and curated data source or report of institutional and statewide policies or guidelines for adult learners, SCNC, and/or transfer students
INSTITUTIONAL INNOVATION				
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OUTREACH AND ENGAGEMENT				
Data	No access to statewide reporting of enrollment, completions, or credential-aligned workforce pathways	Disparate datasets regarding overall enrollment, completions, or credential-aligned workforce pathways (i.e., downloadable individual institution files that do not sync or match format)	Identifiable, publicly available, aggregated datasets that indicate overall enrollment, completions, or credential-aligned workforce pathways	Centrally accessible, statewide, longitudinal data system in place
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Coaching	No existing statewide coaching model. No institution-level coaching being done at scale	Campus-based college navigators focused on acute student needs and support beyond academics	Centralized, pre-enrollment coaching or support including website navigation and institution/program selection	Institution agnostic, individualized, ongoing student support, such as college navigators, success coaches, or ongoing support through student completion

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- State Higher Education Executive Officers Association (2026), *State Higher Education Finance: FY 2025*. <https://shf.shceo.org/report/>
- Net tuition revenue lost annually was calculated by multiplying the number of residents attending online undergraduate programs out of state by the average annual net tuition revenue per FTE student for public institutions in that state.



Nevada

Adult Learner Landscape:

- Percentage of residents **without a postsecondary credential** of value: **66.4%**
- Number of residents **with some college** but no credential: **404,999**
- Projected change in high school graduates 2023–2041: **–9%**
- Number of residents attending online undergraduate programs out of state: **25,137**
- Estimated net tuition revenue lost annually from residents attending college online out of state: **\$57.5 million**

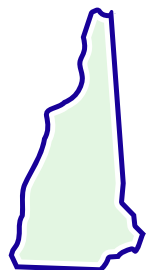
ReUp's Adult Learner Engagement Index assessment of Nevada:

	UNADDRESSED	BEGINNING	MATURING	EXCELLING
STUDENT INCENTIVES AND SUPPORT				
Scholarships	State-sponsored scholarships do not specify or specifically target adult learners, SCNC, or transfer students	Narrowly targeted scholarship efforts such as last dollar, credentials of value, or recipient age	Near completers or recent stop-out scholarships geared towards those with specific amounts of accrued credit hours or who have stopped out in the last 6–12 months	Fully funded, continual statewide scholarship programs focused on adult learners, SCNC, and/or transfer students
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INSTITUTIONAL INNOVATION				
Incentives	No state-sponsored grant or funding opportunities for institutions to engage adult learners, SCNC, or transfer students	Time-limited or philanthropic, state-supported initiatives that prioritize adult learners, SCNC, and/or transfers	State-sponsored, ongoing grant dollars for generalized student support services or wrap-around services	State-supported funding models or grants to institutions for research, initiatives, and student support services prioritizing adult learners, SCNC, and transfer student success
Communities of Practice	No statewide or campus-based Communities of Practice that prioritize adult learners, SCNC, or transfer students	Identifiable campus-based specific Communities of Practice tailored toward adult learners, SCNC, or transfer students	Centralized, regular statewide sharing of ideas (e.g., consortia, conferences, or webinars) focused on adult learner, SCNC, or transfer student success	Centrally facilitated sharing of adult learner, SCNC, and transfer student best practices for colleges and universities on a recurring cycle with opportunities for policy influence
OUTREACH AND ENGAGEMENT				
Data	No access to statewide reporting of enrollment, completions, or credential-aligned workforce pathways	Disparate datasets regarding overall enrollment, completions, or credential-aligned workforce pathways (i.e., downloadable individual institution files that do not sync or match format)	Identifiable, publicly available, aggregated datasets that indicate overall enrollment, completions, or credential-aligned workforce pathways	Centrally accessible, statewide, longitudinal data system in place
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Marketing	Marketing is addressed at the institution level. No existing statewide efforts in place	General/generic statewide recruitment and enrollment marketing campaigns, such as billboards or pay-per-click ads	Targeted marketing campaigns but with limited or very little elements of multichannel marketing	Centrally led and funded multichannel re-enrollment campaigns targeting adult learners, SCNC, or transfer students
Coaching	No existing statewide coaching model. No institution-level coaching being done at scale	Campus-based college navigators focused on acute student needs and support beyond academics	Centralized, pre-enrollment coaching or support including website navigation and institution/program selection	Institution agnostic, individualized, ongoing student support, such as college navigators, success coaches, or ongoing support through student completion

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- State Higher Education Executive Officers Association (2026). *State Higher Education Finance: FY 2025*. <https://shf.shheeo.org/report/>
- Net tuition revenue lost annually was calculated by multiplying the number of residents attending online undergraduate programs out of state by the average annual net tuition revenue per FTE student for public institutions in that state.



New Hampshire

Adult Learner Landscape:

- Percentage of residents **without a postsecondary credential** of value: **51.4%**
- Number of residents **with some college** but no credential: **108,951**
- Projected change in high school graduates 2023–2041: **–10%**
- Number of residents attending online undergraduate programs out of state: **5,913**
- Estimated net tuition revenue lost annually from residents attending college online out of state: **\$55.8 million**



ReUp's Adult Learner Engagement Index assessment of New Hampshire:

	UNADDRESSED	BEGINNING	MATURING	EXCELLING
STUDENT INCENTIVES AND SUPPORT				
Scholarships	State-sponsored scholarships do not specify or specifically target adult learners, SCNC, or transfer students	Narrowly targeted scholarship efforts such as last dollar, credentials of value, or recipient age	Near completers or recent stop-out scholarships geared towards those with specific amounts of accrued credit hours or who have stopped out in the last 6–12 months	Fully funded, continual statewide scholarship programs focused on adult learners, SCNC, and/or transfer students
Institutional Debt Review	No state-led debt review and reconsideration efforts that focus on adult learners, SCNC, or transfer students	Limited debt review and reconsideration programs for returning learners, adults, SCNC, or transfers (e.g., time-limited state and philanthropic initiatives of less than \$500 in forgiveness)	Significant, continual, state-sponsored debt review and reconsideration programs for returning learners, adult students or transfer students (\$500 to \$1,999)	Substantial, continual, state-sponsored debt review and reconsideration programs for returning learners, adults, SCNC, and/or transfers (\$2,000 or more)
Student-Centric Policy Review	Disparate campus-based processes regarding re-enrollment policies and practices	Resourced, statewide taskforce, committee, or advisory council with reporting and recommendation expectations	Established review cycle and improvement process for institutional policies and re-enrollment practices separate from regional accreditation requirements	Centralized, identifiable, accessible, and curated data source or report of institutional and statewide policies or guidelines for adult learners, SCNC, and/or transfer students
INSTITUTIONAL INNOVATION				
Incentives	No state-sponsored grant or funding opportunities for institutions to engage adult learners, SCNC, or transfer students	Time-limited or philanthropic, state-supported initiatives that prioritize adult learners, SCNC, and/or transfers	State-sponsored, ongoing grant dollars for generalized student support services or wrap-around services	State-supported funding models or grants to institutions for research, initiatives, and student support services prioritizing adult learners, SCNC, and transfer student success
Communities of Practice	No statewide or campus-based Communities of Practice that prioritize adult learners, SCNC, or transfer students	Identifiable campus-based specific Communities of Practice tailored toward adult learners, SCNC, or transfer students	Centralized, regular statewide sharing of ideas (e.g., consortia, conferences, or webinars) focused on adult learner, SCNC, or transfer student success	Centrally facilitated sharing of adult learner, SCNC, and transfer student best practices for colleges and universities on a recurring cycle with opportunities for policy influence
OUTREACH AND ENGAGEMENT				
Data	No access to statewide reporting of enrollment, completions, or credential-aligned workforce pathways	Disparate datasets regarding overall enrollment, completions, or credential-aligned workforce pathways (i.e., downloadable individual institution files that do not sync or match format)	Identifiable, publicly available, aggregated datasets that indicate overall enrollment, completions, or credential-aligned workforce pathways	Centrally accessible, statewide, longitudinal data system in place
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Marketing	Marketing is addressed at the institution level. No existing statewide efforts in place	General/generic statewide recruitment and enrollment marketing campaigns, such as billboards or pay-per-click ads	Targeted marketing campaigns but with limited or very little elements of multichannel marketing	Centrally led and funded multichannel re-enrollment campaigns targeting adult learners, SCNC, or transfer students
Coaching	No existing statewide coaching model. No institution-level coaching being done at scale	Campus-based college navigators focused on acute student needs and support beyond academics	Centralized, pre-enrollment coaching or support including website navigation and institution/program selection	Institution agnostic, individualized, ongoing student support, such as college navigators, success coaches, or ongoing support through student completion

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- State Higher Education Executive Officers Association (2026), *State Higher Education Finance: FY 2025*. <https://shf.shceo.org/report/>
- Net tuition revenue lost annually was calculated by multiplying the number of residents attending online undergraduate programs out of state by the average annual net tuition revenue per FTE student for public institutions in that state.



New Jersey

Adult Learner Landscape:



- Percentage of residents **without a postsecondary credential** of value: **51.9%**
- Number of residents **with some college** but no credential: **840,502**
- Projected change in high school graduates 2023–2041: **–1%**
- Number of residents attending online undergraduate programs out of state: **49,333**
- Estimated net tuition revenue lost annually from residents attending college online out of state: **\$312 million**

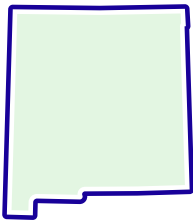
ReUp's Adult Learner Engagement Index assessment of New Jersey:

	UNADDRESSED	BEGINNING	MATURING	EXCELLING
STUDENT INCENTIVES AND SUPPORT				
Scholarships	State-sponsored scholarships do not specify or specifically target adult learners, SCNC, or transfer students	Narrowly targeted scholarship efforts such as last dollar, credentials of value, or recipient age	Near completers or recent stop-out scholarships geared towards those with specific amounts of accrued credit hours or who have stopped out in the last 6–12 months	Fully funded, continual statewide scholarship programs focused on adult learners, SCNC, and/or transfer students
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- Net tuition revenue lost annually was calculated by multiplying the number of residents attending online undergraduate programs out of state by the average annual net tuition revenue per FTE student for public institutions in that state.



New Mexico

Adult Learner Landscape:



- Percentage of residents **without a postsecondary credential** of value: **62.4%**
- Number of residents **with some college** but no credential: **316,984**
- Projected change in high school graduates 2023–2041: **–21%**
- Number of residents attending online undergraduate programs out of state: **11,741**
- Estimated net tuition revenue lost annually from residents attending college online out of state: **\$39.6 million**

ReUp’s Adult Learner Engagement Index assessment of New Mexico:

	UNADDRESSED	BEGINNING	MATURING	EXCELLING
STUDENT INCENTIVES AND SUPPORT				
Scholarships	State-sponsored scholarships do not specify or specifically target adult learners, SCNC, or transfer students	Narrowly targeted scholarship efforts such as last dollar, credentials of value, or recipient age	Near completers or recent stop-out scholarships geared towards those with specific amounts of accrued credit hours or who have stopped out in the last 6–12 months	Fully funded, continual statewide scholarship programs focused on adult learners, SCNC, and/or transfer students
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INSTITUTIONAL INNOVATION				
Incentives	No state–sponsored grant or funding opportunities for institutions to engage adult learners, SCNC, or transfer students	Time-limited or philanthropic, state-supported initiatives that prioritize adult learners, SCNC, and/or transfers	State-sponsored, ongoing grant dollars for generalized student support services or wrap-around services	State-supported funding models or grants to institutions for research, initiatives, and student support services prioritizing adult learners, SCNC, and transfer student success
Communities of Practice	No statewide or campus-based Communities of Practice that prioritize adult learners, SCNC, or transfer students	Identifiable campus-based specific Communities of Practice tailored toward adult learners, SCNC, or transfer students	Centralized, regular statewide sharing of ideas (e.g., consortia, conferences, or webinars) focused on adult learner, SCNC, or transfer student success	Centrally facilitated sharing of adult learner, SCNC, and transfer student best practices for colleges and universities on a recurring cycle with opportunities for policy influence
OUTREACH AND ENGAGEMENT				
Data	No access to statewide reporting of enrollment, completions, or credential-aligned workforce pathways	Disparate datasets regarding overall enrollment, completions, or credential-aligned workforce pathways (i.e., downloadable individual institution files that do not sync or match format)	Identifiable, publicly available, aggregated datasets that indicate overall enrollment, completions, or credential-aligned workforce pathways	Centrally accessible, statewide, longitudinal data system in place
Analytics	No readily available statewide adult learner, SCNC, or transfer student dashboards, reports, or other analytics tools	Partially available data dashboards, stagnant reports, or tools that lend insights into either the adult learner, SCNC, or transfer populations	Accessible but disparate dashboards and reports that provide limited insights on adult learners, SCNC and transfer populations	Centrally accessible, technology enabled data dashboards, reports, and information sharing that provide insights into the adult learner, SCNC, and transfer populations
Marketing	Marketing is addressed at the institution level. No existing statewide efforts in place	General/generic statewide recruitment and enrollment marketing campaigns, such as billboards or pay-per-click ads	Targeted marketing campaigns but with limited or very little elements of multichannel marketing	Centrally led and funded multichannel re-enrollment campaigns targeting adult learners, SCNC, or transfer students
Coaching	No existing statewide coaching model. No institution-level coaching being done at scale	Campus-based college navigators focused on acute student needs and support beyond academics	Centralized, pre-enrollment coaching or support including website navigation and institution/program selection	Institution agnostic, individualized, ongoing student support, such as college navigators, success coaches, or ongoing support through student completion

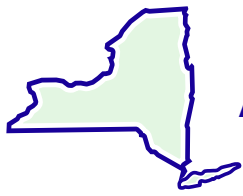
ReUp’s assessment covers a state’s readiness across multiple dimensions based on publicly available information but may not capture all relevant initiatives and programs. For more information on ReUp or to discuss your state’s assessment, please visit <https://go.reupeducation.com/alei>.

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- State Higher Education Executive Officers Association (2026), *State Higher Education Finance: FY 2025*. <https://shf.shceo.org/report/>
- Net tuition revenue lost annually was calculated by multiplying the number of residents attending online undergraduate programs out of state by the average annual net tuition revenue per FTE student for public institutions in that state.



New York

Adult Learner Landscape:

- Percentage of residents **without a postsecondary credential** of value: **54.3%**
- Number of residents **with some college** but no credential: **2,136,652**
- Projected change in high school graduates 2023–2041: **–27%**
- Number of residents attending online undergraduate programs out of state: **74,075**
- Estimated net tuition revenue lost annually from residents attending college online out of state: **\$480 million**

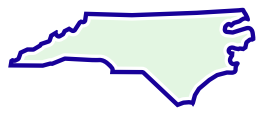
ReUp's Adult Learner Engagement Index assessment of New York:

	UNADDRESSED	BEGINNING	MATURING	EXCELLING
STUDENT INCENTIVES AND SUPPORT				
Scholarships	State-sponsored scholarships do not specify or specifically target adult learners, SCNC, or transfer students	Narrowly targeted scholarship efforts such as last dollar, credentials of value, or recipient age	Near completers or recent stop-out scholarships geared towards those with specific amounts of accrued credit hours or who have stopped out in the last 6–12 months	Fully funded, continual statewide scholarship programs focused on adult learners, SCNC, and/or transfer students
Institutional Debt Review	No state-led debt review and reconsideration efforts that focus on adult learners, SCNC, or transfer students	Limited debt review and reconsideration programs for returning learners, adults, SCNC, or transfers (e.g., time-limited state and philanthropic initiatives of less than \$500 in forgiveness)	Significant, continual, state-sponsored debt review and reconsideration programs for returning learners, adult students or transfer students (\$500 to \$1,999)	Substantial, continual, state-sponsored debt review and reconsideration programs for returning learners, adults, SCNC, and/or transfers (\$2,000 or more)
Student-Centric Policy Review	Disparate campus-based processes regarding re-enrollment policies and practices	Resourced, statewide taskforce, committee, or advisory council with reporting and recommendation expectations	Established review cycle and improvement process for institutional policies and re-enrollment practices separate from regional accreditation requirements	Centralized, identifiable, accessible, and curated data source or report of institutional and statewide policies or guidelines for adult learners, SCNC, and/or transfer students
INSTITUTIONAL INNOVATION				
Incentives	No state-sponsored grant or funding opportunities for institutions to engage adult learners, SCNC, or transfer students	Time-limited or philanthropic, state-supported initiatives that prioritize adult learners, SCNC, and/or transfers	State-sponsored, ongoing grant dollars for generalized student support services or wrap-around services	State-supported funding models or grants to institutions for research, initiatives, and student support services prioritizing adult learners, SCNC, and transfer student success
Communities of Practice	No statewide or campus-based Communities of Practice that prioritize adult learners, SCNC, or transfer students	Identifiable campus-based specific Communities of Practice tailored toward adult learners, SCNC, or transfer students	Centralized, regular statewide sharing of ideas (e.g., consortia, conferences, or webinars) focused on adult learner, SCNC, or transfer student success	Centrally facilitated sharing of adult learner, SCNC, and transfer student best practices for colleges and universities on a recurring cycle with opportunities for policy influence
OUTREACH AND ENGAGEMENT				
Data	No access to statewide reporting of enrollment, completions, or credential-aligned workforce pathways	Disparate datasets regarding overall enrollment, completions, or credential-aligned workforce pathways (i.e., downloadable individual institution files that do not sync or match format)	Identifiable, publicly available, aggregated datasets that indicate overall enrollment, completions, or credential-aligned workforce pathways	Centrally accessible, statewide, longitudinal data system in place
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Coaching	No existing statewide coaching model. No institution-level coaching being done at scale	Campus-based college navigators focused on acute student needs and support beyond academics	Centralized, pre-enrollment coaching or support including website navigation and institution/program selection	Institution agnostic, individualized, ongoing student support, such as college navigators, success coaches, or ongoing support through student completion

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- State Higher Education Executive Officers Association (2026), *State Higher Education Finance: FY 2025*. <https://shf.shheo.org/report/>
- Net tuition revenue lost annually was calculated by multiplying the number of residents attending online undergraduate programs out of state by the average annual net tuition revenue per FTE student for public institutions in that state.



North Carolina

Adult Learner Landscape:



- Percentage of residents **without a postsecondary credential** of value: **56.7%**
- Number of residents **with some college** but no credential: **1,167,532**
- Projected change in high school graduates 2023–2041: **+6%**
- Number of residents attending online undergraduate programs out of state: **75,338**
- Estimated net tuition revenue lost annually from residents attending college online out of state: **\$380 million**

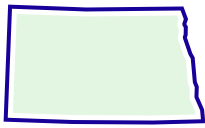
ReUp's Adult Learner Engagement Index assessment of North Carolina:

	UNADDRESSED	BEGINNING	MATURING	EXCELLING
STUDENT INCENTIVES AND SUPPORT				
Scholarships	State-sponsored scholarships do not specify or specifically target adult learners, SCNC, or transfer students	Narrowly targeted scholarship efforts such as last dollar, credentials of value, or recipient age	Near completers or recent stop-out scholarships geared towards those with specific amounts of accrued credit hours or who have stopped out in the last 6–12 months	Fully funded, continual statewide scholarship programs focused on adult learners, SCNC, and/or transfer students
Institutional Debt Review	No state-led debt review and reconsideration efforts that focus on adult learners, SCNC, or transfer students	Limited debt review and reconsideration programs for returning learners, adults, SCNC, or transfers (e.g., time-limited state and philanthropic initiatives of less than \$500 in forgiveness)	Significant, continual, state-sponsored debt review and reconsideration programs for returning learners, adult students or transfer students (\$500 to \$1,999)	Substantial, continual, state-sponsored debt review and reconsideration programs for returning learners, adults, SCNC, and/or transfers (\$2,000 or more)
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Incentives	No state-sponsored grant or funding opportunities for institutions to engage adult learners, SCNC, or transfer students	Time-limited or philanthropic, state-supported initiatives that prioritize adult learners, SCNC, and/or transfers	State-sponsored, ongoing grant dollars for generalized student support services or wrap-around services	State-supported funding models or grants to institutions for research, initiatives, and student support services prioritizing adult learners, SCNC, and transfer student success
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OUTREACH AND ENGAGEMENT				
Data	No access to statewide reporting of enrollment, completions, or credential-aligned workforce pathways	Disparate datasets regarding overall enrollment, completions, or credential-aligned workforce pathways (i.e., downloadable individual institution files that do not sync or match format)	Identifiable, publicly available, aggregated datasets that indicate overall enrollment, completions, or credential-aligned workforce pathways	Centrally accessible, statewide, longitudinal data system in place
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- State Higher Education Executive Officers Association (2026), *State Higher Education Finance: FY 2025*. <https://shf.shheo.org/report/>
- Net tuition revenue lost annually was calculated by multiplying the number of residents attending online undergraduate programs out of state by the average annual net tuition revenue per FTE student for public institutions in that state.



North Dakota

Adult Learner Landscape:



- Percentage of residents **without a postsecondary credential** of value: **54.6%**
- Number of residents **with some college** but no credential: **80,780**
- Projected change in high school graduates 2023–2041: **+13%**
- Number of residents attending online undergraduate programs out of state: **5,352**
- Estimated net tuition revenue lost annually from residents attending college online out of state: **\$49.3 million**

ReUp's Adult Learner Engagement Index assessment of North Dakota:

	UNADDRESSED	BEGINNING	MATURING	EXCELLING
STUDENT INCENTIVES AND SUPPORT				
Scholarships	State-sponsored scholarships do not specify or specifically target adult learners, SCNC, or transfer students	Narrowly targeted scholarship efforts such as last dollar, credentials of value, or recipient age	Near completers or recent stop-out scholarships geared towards those with specific amounts of accrued credit hours or who have stopped out in the last 6–12 months	Fully funded, continual statewide scholarship programs focused on adult learners, SCNC, and/or transfer students
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INSTITUTIONAL INNOVATION				
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- State Higher Education Executive Officers Association (2026), *State Higher Education Finance: FY 2025*. <https://shf.shceo.org/report/>
- Net tuition revenue lost annually was calculated by multiplying the number of residents attending online undergraduate programs out of state by the average annual net tuition revenue per FTE student for public institutions in that state.



Ohio

Adult Learner Landscape:

- Percentage of residents **without a postsecondary credential** of value: **57.3%**
- Number of residents **with some college** but no credential: **1,467,990**
- Projected change in high school graduates 2023–2041: **–6%**
- Number of residents attending online undergraduate programs out of state: **61,718**
- Estimated net tuition revenue lost annually from residents attending college online out of state: **\$628 million**



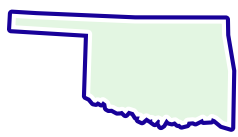
ReUp's Adult Learner Engagement Index assessment of Ohio:

	UNADDRESSED	BEGINNING	MATURING	EXCELLING
STUDENT INCENTIVES AND SUPPORT				
Scholarships	State-sponsored scholarships do not specify or specifically target adult learners, SCNC, or transfer students	Narrowly targeted scholarship efforts such as last dollar, credentials of value, or recipient age	Near completers or recent stop-out scholarships geared towards those with specific amounts of accrued credit hours or who have stopped out in the last 6–12 months	Fully funded, continual statewide scholarship programs focused on adult learners, SCNC, and/or transfer students
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- Net tuition revenue lost annually was calculated by multiplying the number of residents attending online undergraduate programs out of state by the average annual net tuition revenue per FTE student for public institutions in that state.



Oklahoma

Adult Learner Landscape:



- Percentage of residents **without a postsecondary credential** of value: **60.5%**
- Number of residents **with some college** but no credential: **447,333**
- Projected change in high school graduates 2023–2041: **0%**
- Number of residents attending online undergraduate programs out of state: **23,353**
- Estimated net tuition revenue lost annually from residents attending college online out of state: **\$202 million**

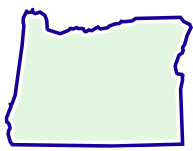
ReUp's Adult Learner Engagement Index assessment of Oklahoma:

	UNADDRESSED	BEGINNING	MATURING	EXCELLING
STUDENT INCENTIVES AND SUPPORT				
Scholarships	State-sponsored scholarships do not specify or specifically target adult learners, SCNC, or transfer students	Narrowly targeted scholarship efforts such as last dollar, credentials of value, or recipient age	Near completers or recent stop-out scholarships geared towards those with specific amounts of accrued credit hours or who have stopped out in the last 6–12 months	Fully funded, continual statewide scholarship programs focused on adult learners, SCNC, and/or transfer students
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INSTITUTIONAL INNOVATION				
Incentives	No state-sponsored grant or funding opportunities for institutions to engage adult learners, SCNC, or transfer students	Time-limited or philanthropic, state-supported initiatives that prioritize adult learners, SCNC, and/or transfers	State-sponsored, ongoing grant dollars for generalized student support services or wrap-around services	State-supported funding models or grants to institutions for research, initiatives, and student support services prioritizing adult learners, SCNC, and transfer student success
Communities of Practice	No statewide or campus-based Communities of Practice that prioritize adult learners, SCNC, or transfer students	Identifiable campus-based specific Communities of Practice tailored toward adult learners, SCNC, or transfer students	Centralized, regular statewide sharing of ideas (e.g., consortia, conferences, or webinars) focused on adult learner, SCNC, or transfer student success	Centrally facilitated sharing of adult learner, SCNC, and transfer student best practices for colleges and universities on a recurring cycle with opportunities for policy influence
OUTREACH AND ENGAGEMENT				
Data	No access to statewide reporting of enrollment, completions, or credential-aligned workforce pathways	Disparate datasets regarding overall enrollment, completions, or credential-aligned workforce pathways (i.e., downloadable individual institution files that do not sync or match format)	Identifiable, publicly available, aggregated datasets that indicate overall enrollment, completions, or credential-aligned workforce pathways	Centrally accessible, statewide, longitudinal data system in place
Analytics	No readily available statewide adult learner, SCNC, or transfer student dashboards, reports, or other analytics tools	Partially available data dashboards, stagnant reports, or tools that lend insights into either the adult learner, SCNC, or transfer populations	Accessible but disparate dashboards and reports that provide limited insights on adult learners, SCNC and transfer populations	Centrally accessible, technology enabled data dashboards, reports, and information sharing that provide insights into the adult learner, SCNC, and transfer populations
Marketing	Marketing is addressed at the institution level. No existing statewide efforts in place	General/generic statewide recruitment and enrollment marketing campaigns, such as billboards or pay-per-click ads	Targeted marketing campaigns but with limited or very little elements of multichannel marketing	Centrally led and funded multichannel re-enrollment campaigns targeting adult learners, SCNC, or transfer students
Coaching	No existing statewide coaching model. No institution-level coaching being done at scale	Campus-based college navigators focused on acute student needs and support beyond academics	Centralized, pre-enrollment coaching or support including website navigation and institution/program selection	Institution agnostic, individualized, ongoing student support, such as college navigators, success coaches, or ongoing support through student completion

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- State Higher Education Executive Officers Association (2026), *State Higher Education Finance: FY 2025*. <https://shef.sheeo.org/report/>
- Net tuition revenue lost annually was calculated by multiplying the number of residents attending online undergraduate programs out of state by the average annual net tuition revenue per FTE student for public institutions in that state.



Oregon

Adult Learner Landscape:



- Percentage of residents **without a postsecondary credential** of value: **57.6%**
- Number of residents **with some college** but no credential: **825,313**
- Projected change in high school graduates 2023–2041: **–19%**
- Number of residents attending online undergraduate programs out of state: **18,468**
- Estimated net tuition revenue lost annually from residents attending college online out of state: **\$183 million**

ReUp's Adult Learner Engagement Index assessment of Oregon:

	UNADDRESSED	BEGINNING	MATURING	EXCELLING
STUDENT INCENTIVES AND SUPPORT				
Scholarships	State-sponsored scholarships do not specify or specifically target adult learners, SCNC, or transfer students	Narrowly targeted scholarship efforts such as last dollar, credentials of value, or recipient age	Near completers or recent stop-out scholarships geared towards those with specific amounts of accrued credit hours or who have stopped out in the last 6–12 months	Fully funded, continual statewide scholarship programs focused on adult learners, SCNC, and/or transfer students
Institutional Debt Review	No state-led debt review and reconsideration efforts that focus on adult learners, SCNC, or transfer students	Limited debt review and reconsideration programs for returning learners, adults, SCNC, or transfers (e.g., time-limited state and philanthropic initiatives of less than \$500 in forgiveness)	Significant, continual, state-sponsored debt review and reconsideration programs for returning learners, adult students or transfer students (\$500 to \$1,999)	Substantial, continual, state-sponsored debt review and reconsideration programs for returning learners, adults, SCNC, and/or transfers (\$2,000 or more)
Student-Centric Policy Review	Disparate campus-based processes regarding re-enrollment policies and practices	Resourced, statewide taskforce, committee, or advisory council with reporting and recommendation expectations	Established review cycle and improvement process for institutional policies and re-enrollment practices separate from regional accreditation requirements	Centralized, identifiable, accessible, and curated data source or report of institutional and statewide policies or guidelines for adult learners, SCNC, and/or transfer students
INSTITUTIONAL INNOVATION				
Incentives	No state-sponsored grant or funding opportunities for institutions to engage adult learners, SCNC, or transfer students	Time-limited or philanthropic, state-supported initiatives that prioritize adult learners, SCNC, and/or transfers	State-sponsored, ongoing grant dollars for generalized student support services or wrap-around services	State-supported funding models or grants to institutions for research, initiatives, and student support services prioritizing adult learners, SCNC, and transfer student success
Communities of Practice	No statewide or campus-based Communities of Practice that prioritize adult learners, SCNC, or transfer students	Identifiable campus-based specific Communities of Practice tailored toward adult learners, SCNC, or transfer students	Centralized, regular statewide sharing of ideas (e.g., consortia, conferences, or webinars) focused on adult learner, SCNC, or transfer student success	Centrally facilitated sharing of adult learner, SCNC, and transfer student best practices for colleges and universities on a recurring cycle with opportunities for policy influence
OUTREACH AND ENGAGEMENT				
Data	No access to statewide reporting of enrollment, completions, or credential-aligned workforce pathways	Disparate datasets regarding overall enrollment, completions, or credential-aligned workforce pathways (i.e., downloadable individual institution files that do not sync or match format)	Identifiable, publicly available, aggregated datasets that indicate overall enrollment, completions, or credential-aligned workforce pathways	Centrally accessible, statewide, longitudinal data system in place
Analytics	No readily available statewide adult learner, SCNC, or transfer student dashboards, reports, or other analytics tools	Partially available data dashboards, stagnant reports, or tools that lend insights into either the adult learner, SCNC, or transfer populations	Accessible but disparate dashboards and reports that provide limited insights on adult learners, SCNC and transfer populations	Centrally accessible, technology enabled data dashboards, reports, and information sharing that provide insights into the adult learner, SCNC, and transfer populations
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Coaching	No existing statewide coaching model. No institution-level coaching being done at scale	Campus-based college navigators focused on acute student needs and support beyond academics	Centralized, pre-enrollment coaching or support including website navigation and institution/program selection	Institution agnostic, individualized, ongoing student support, such as college navigators, success coaches, or ongoing support through student completion

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- State Higher Education Executive Officers Association (2026), *State Higher Education Finance: FY 2025*. <https://shef.sheeo.org/report/>
- Net tuition revenue lost annually was calculated by multiplying the number of residents attending online undergraduate programs out of state by the average annual net tuition revenue per FTE student for public institutions in that state.

Pennsylvania

Adult Learner Landscape:



- Percentage of residents **without a postsecondary credential** of value: **56.8%**
- Number of residents **with some college** but no credential: **1,190,108**
- Projected change in high school graduates 2023–2041: **–17%**
- Number of residents attending online undergraduate programs out of state: **64,822**
- Estimated net tuition revenue lost annually from residents attending college online out of state: **\$748 million**

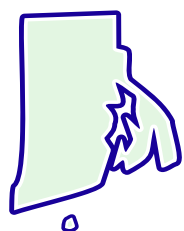
ReUp's Adult Learner Engagement Index assessment of Pennsylvania:

	UNADDRESSED	BEGINNING	MATURING	EXCELLING
STUDENT INCENTIVES AND SUPPORT				
Scholarships	State-sponsored scholarships do not specify or specifically target adult learners, SCNC, or transfer students	Narrowly targeted scholarship efforts such as last dollar, credentials of value, or recipient age	Near completers or recent stop-out scholarships geared towards those with specific amounts of accrued credit hours or who have stopped out in the last 6–12 months	Fully funded, continual statewide scholarship programs focused on adult learners, SCNC, and/or transfer students
Institutional Debt Review	No state-led debt review and reconsideration efforts that focus on adult learners, SCNC, or transfer students	Limited debt review and reconsideration programs for returning learners, adults, SCNC, or transfers (e.g., time-limited state and philanthropic initiatives of less than \$500 in forgiveness)	Significant, continual, state-sponsored debt review and reconsideration programs for returning learners, adult students or transfer students (\$500 to \$1,999)	Substantial, continual, state-sponsored debt review and reconsideration programs for returning learners, adults, SCNC, and/or transfers (\$2,000 or more)
Student-Centric Policy Review	Disparate campus-based processes regarding re-enrollment policies and practices	Resourced, statewide taskforce, committee, or advisory council with reporting and recommendation expectations	Established review cycle and improvement process for institutional policies and re-enrollment practices separate from regional accreditation requirements	Centralized, identifiable, accessible, and curated data source or report of institutional and statewide policies or guidelines for adult learners, SCNC, and/or transfer students
INSTITUTIONAL INNOVATION				
Incentives	No state-sponsored grant or funding opportunities for institutions to engage adult learners, SCNC, or transfer students	Time-limited or philanthropic, state-supported initiatives that prioritize adult learners, SCNC, and/or transfers	State-sponsored, ongoing grant dollars for generalized student support services or wrap-around services	State-supported funding models or grants to institutions for research, initiatives, and student support services prioritizing adult learners, SCNC, and transfer student success
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Coaching	No existing statewide coaching model. No institution-level coaching being done at scale	Campus-based college navigators focused on acute student needs and support beyond academics	Centralized, pre-enrollment coaching or support including website navigation and institution/program selection	Institution agnostic, individualized, ongoing student support, such as college navigators, success coaches, or ongoing support through student completion

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- State Higher Education Executive Officers Association (2026), *State Higher Education Finance: FY 2025*. <https://shf.shheeo.org/report/>
- Net tuition revenue lost annually was calculated by multiplying the number of residents attending online undergraduate programs out of state by the average annual net tuition revenue per FTE student for public institutions in that state.



Rhode Island

Adult Learner Landscape:

- Percentage of residents **without a postsecondary credential** of value: **54.7%**
- Number of residents **with some college** but no credential: **138,536**
- Projected change in high school graduates 2023–2041: **–15%**
- Number of residents attending online undergraduate programs out of state: **6,364**
- Estimated net tuition revenue lost annually from residents attending college online out of state: **\$63.4 million**



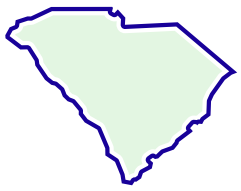
ReUp's Adult Learner Engagement Index assessment of Rhode Island:

	UNADDRESSED	BEGINNING	MATURING	EXCELLING
STUDENT INCENTIVES AND SUPPORT				
Scholarships	State-sponsored scholarships do not specify or specifically target adult learners, SCNC, or transfer students	Narrowly targeted scholarship efforts such as last dollar, credentials of value, or recipient age	Near completers or recent stop-out scholarships geared towards those with specific amounts of accrued credit hours or who have stopped out in the last 6–12 months	Fully funded, continual statewide scholarship programs focused on adult learners, SCNC, and/or transfer students
Institutional Debt Review	No state-led debt review and reconsideration efforts that focus on adult learners, SCNC, or transfer students	Limited debt review and reconsideration programs for returning learners, adults, SCNC, or transfers (e.g., time-limited state and philanthropic initiatives of less than \$500 in forgiveness)	Significant, continual, state-sponsored debt review and reconsideration programs for returning learners, adult students or transfer students (\$500 to \$1,999)	Substantial, continual, state-sponsored debt review and reconsideration programs for returning learners, adults, SCNC, and/or transfers (\$2,000 or more)
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INSTITUTIONAL INNOVATION				
Incentives	No state-sponsored grant or funding opportunities for institutions to engage adult learners, SCNC, or transfer students	Time-limited or philanthropic, state-supported initiatives that prioritize adult learners, SCNC, and/or transfers	State-sponsored, ongoing grant dollars for generalized student support services or wrap-around services	State-supported funding models or grants to institutions for research, initiatives, and student support services prioritizing adult learners, SCNC, and transfer student success
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OUTREACH AND ENGAGEMENT				
Data	No access to statewide reporting of enrollment, completions, or credential-aligned workforce pathways	Disparate datasets regarding overall enrollment, completions, or credential-aligned workforce pathways (i.e., downloadable individual institution files that do not sync or match format)	Identifiable, publicly available, aggregated datasets that indicate overall enrollment, completions, or credential-aligned workforce pathways	Centrally accessible, statewide, longitudinal data system in place
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Coaching	No existing statewide coaching model. No institution-level coaching being done at scale	Campus-based college navigators focused on acute student needs and support beyond academics	Centralized, pre-enrollment coaching or support including website navigation and institution/program selection	Institution agnostic, individualized, ongoing student support, such as college navigators, success coaches, or ongoing support through student completion

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- Net tuition revenue lost annually was calculated by multiplying the number of residents attending online undergraduate programs out of state by the average annual net tuition revenue per FTE student for public institutions in that state.



South Carolina

Adult Learner Landscape:



- Percentage of residents **without a postsecondary credential** of value: **60.5%**
- Number of residents **with some college** but no credential: **515,694**
- Projected change in high school graduates 2023–2041: **+14%**
- Number of residents attending online undergraduate programs out of state: **43,156**
- Estimated net tuition revenue lost annually from residents attending college online out of state: **\$530 million**

ReUp’s Adult Learner Engagement Index assessment of South Carolina:

	UNADDRESSED	BEGINNING	MATURING	EXCELLING
STUDENT INCENTIVES AND SUPPORT				
Scholarships	State-sponsored scholarships do not specify or specifically target adult learners, SCNC, or transfer students	Narrowly targeted scholarship efforts such as last dollar, credentials of value, or recipient age	Near completers or recent stop-out scholarships geared towards those with specific amounts of accrued credit hours or who have stopped out in the last 6–12 months	Fully funded, continual statewide scholarship programs focused on adult learners, SCNC, and/or transfer students
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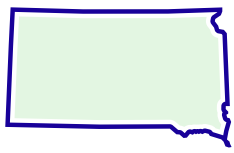
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South Dakota

Adult Learner Landscape:



- Percentage of residents **without a postsecondary credential** of value: **59.3%**
- Number of residents **with some college** but no credential: **75,301**
- Projected change in high school graduates 2023–2041: **+7%**
- Number of residents attending online undergraduate programs out of state: **4,705**
- Estimated net tuition revenue lost annually from residents attending college online out of state: **\$46.7 million**

ReUp's Adult Learner Engagement Index assessment of South Dakota:

	UNADDRESSED	BEGINNING	MATURING	EXCELLING
STUDENT INCENTIVES AND SUPPORT				
Scholarships	State-sponsored scholarships do not specify or specifically target adult learners, SCNC, or transfer students	Narrowly targeted scholarship efforts such as last dollar, credentials of value, or recipient age	Near completers or recent stop-out scholarships geared towards those with specific amounts of accrued credit hours or who have stopped out in the last 6–12 months	Fully funded, continual statewide scholarship programs focused on adult learners, SCNC, and/or transfer students
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Analytics	No readily available statewide adult learner, SCNC, or transfer student dashboards, reports, or other analytics tools	Partially available data dashboards, stagnant reports, or tools that lend insights into either the adult learner, SCNC, or transfer populations	Accessible but disparate dashboards and reports that provide limited insights on adult learners, SCNC and transfer populations	Centrally accessible, technology enabled data dashboards, reports, and information sharing that provide insights into the adult learner, SCNC, and transfer populations
Marketing	Marketing is addressed at the institution level. No existing statewide efforts in place	General/generic statewide recruitment and enrollment marketing campaigns, such as billboards or pay-per-click ads	Targeted marketing campaigns but with limited or very little elements of multichannel marketing	Centrally led and funded multichannel re-enrollment campaigns targeting adult learners, SCNC, or transfer students
Coaching	No existing statewide coaching model. No institution-level coaching being done at scale	Campus-based college navigators focused on acute student needs and support beyond academics	Centralized, pre-enrollment coaching or support including website navigation and institution/program selection	Institution agnostic, individualized, ongoing student support, such as college navigators, success coaches, or ongoing support through student completion

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- State Higher Education Executive Officers Association (2026), *State Higher Education Finance: FY 2025*. <https://shf.shheeo.org/report/>
- Net tuition revenue lost annually was calculated by multiplying the number of residents attending online undergraduate programs out of state by the average annual net tuition revenue per FTE student for public institutions in that state.



Tennessee

Adult Learner Landscape:



- Percentage of residents **without a postsecondary credential** of value: **62.7%**
- Number of residents **with some college** but no credential: **679,802**
- Projected change in high school graduates 2023–2041: **+15%**
- Number of residents attending online undergraduate programs out of state: **47,173**
- Estimated net tuition revenue lost annually from residents attending college online out of state: **\$421 million**

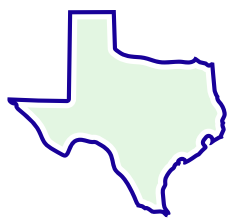
ReUp's Adult Learner Engagement Index assessment of Tennessee:

	UNADDRESSED	BEGINNING	MATURING	EXCELLING
STUDENT INCENTIVES AND SUPPORT				
Scholarships	State-sponsored scholarships do not specify or specifically target adult learners, SCNC, or transfer students	Narrowly targeted scholarship efforts such as last dollar, credentials of value, or recipient age	Near completers or recent stop-out scholarships geared towards those with specific amounts of accrued credit hours or who have stopped out in the last 6–12 months	Fully funded, continual statewide scholarship programs focused on adult learners, SCNC, and/or transfer students
Institutional Debt Review	No state-led debt review and reconsideration efforts that focus on adult learners, SCNC, or transfer students	Limited debt review and reconsideration programs for returning learners, adults, SCNC, or transfers (e.g., time-limited state and philanthropic initiatives of less than \$500 in forgiveness)	Significant, continual, state-sponsored debt review and reconsideration programs for returning learners, adult students or transfer students (\$500 to \$1,999)	Substantial, continual, state-sponsored debt review and reconsideration programs for returning learners, adults, SCNC, and/or transfers (\$2,000 or more)
Student-Centric Policy Review	Disparate campus-based processes regarding re-enrollment policies and practices	Resourced, statewide taskforce, committee, or advisory council with reporting and recommendation expectations	Established review cycle and improvement process for institutional policies and re-enrollment practices separate from regional accreditation requirements	Centralized, identifiable, accessible, and curated data source or report of institutional and statewide policies or guidelines for adult learners, SCNC, and/or transfer students
INSTITUTIONAL INNOVATION				
Incentives	No state-sponsored grant or funding opportunities for institutions to engage adult learners, SCNC, or transfer students	Time-limited or philanthropic, state-supported initiatives that prioritize adult learners, SCNC, and/or transfers	State-sponsored, ongoing grant dollars for generalized student support services or wrap-around services	State-supported funding models or grants to institutions for research, initiatives, and student support services prioritizing adult learners, SCNC, and transfer student success
Communities of Practice	No statewide or campus-based Communities of Practice that prioritize adult learners, SCNC, or transfer students	Identifiable campus-based specific Communities of Practice tailored toward adult learners, SCNC, or transfer students	Centralized, regular statewide sharing of ideas (e.g., consortia, conferences, or webinars) focused on adult learner, SCNC, or transfer student success	Centrally facilitated sharing of adult learner, SCNC, and transfer student best practices for colleges and universities on a recurring cycle with opportunities for policy influence
OUTREACH AND ENGAGEMENT				
Data	No access to statewide reporting of enrollment, completions, or credential-aligned workforce pathways	Disparate datasets regarding overall enrollment, completions, or credential-aligned workforce pathways (i.e., downloadable individual institution files that do not sync or match format)	Identifiable, publicly available, aggregated datasets that indicate overall enrollment, completions, or credential-aligned workforce pathways	Centrally accessible, statewide, longitudinal data system in place
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Coaching	No existing statewide coaching model. No institution-level coaching being done at scale	Campus-based college navigators focused on acute student needs and support beyond academics	Centralized, pre-enrollment coaching or support including website navigation and institution/program selection	Institution agnostic, individualized, ongoing student support, such as college navigators, success coaches, or ongoing support through student completion

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- Net tuition revenue lost annually was calculated by multiplying the number of residents attending online undergraduate programs out of state by the average annual net tuition revenue per FTE student for public institutions in that state.



Texas

Adult Learner Landscape:

- Percentage of residents **without a postsecondary credential** of value: **59.9%**
- Number of residents **with some college** but no credential: **2,832,320**
- Projected change in high school graduates 2023–2041: **+5%**
- Number of residents attending online undergraduate programs out of state: **183,726**
- Estimated net tuition revenue lost annually from residents attending college online out of state: **\$1.5 billion**



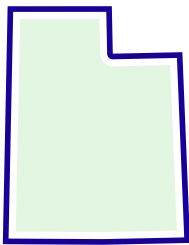
ReUp's Adult Learner Engagement Index assessment of Texas:

	UNADDRESSED	BEGINNING	MATURING	EXCELLING
STUDENT INCENTIVES AND SUPPORT				
Scholarships	State-sponsored scholarships do not specify or specifically target adult learners, SCNC, or transfer students	Narrowly targeted scholarship efforts such as last dollar, credentials of value, or recipient age	Near completers or recent stop-out scholarships geared towards those with specific amounts of accrued credit hours or who have stopped out in the last 6–12 months	Fully funded, continual statewide scholarship programs focused on adult learners, SCNC, and/or transfer students
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INSTITUTIONAL INNOVATION				
Incentives	No state-sponsored grant or funding opportunities for institutions to engage adult learners, SCNC, or transfer students	Time-limited or philanthropic, state-supported initiatives that prioritize adult learners, SCNC, and/or transfers	State-sponsored, ongoing grant dollars for generalized student support services or wrap-around services	State-supported funding models or grants to institutions for research, initiatives, and student support services prioritizing adult learners, SCNC, and transfer student success
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- State Higher Education Executive Officers Association (2026), *State Higher Education Finance: FY 2025*. <https://shf.shheeo.org/report/>
- Net tuition revenue lost annually was calculated by multiplying the number of residents attending online undergraduate programs out of state by the average annual net tuition revenue per FTE student for public institutions in that state.



Utah

Adult Learner Landscape:

- Percentage of residents **without a postsecondary credential** of value: **51.4%**
- Number of residents **with some college** but no credential: **432,319**
- Projected change in high school graduates 2023–2041: **–6%**
- Number of residents attending online undergraduate programs out of state: **17,182**
- Estimated net tuition revenue lost annually from residents attending college online out of state: **\$133 million**

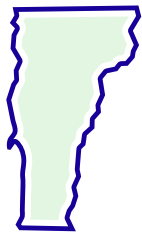
ReUp's Adult Learner Engagement Index assessment of Utah:

	UNADDRESSED	BEGINNING	MATURING	EXCELLING
STUDENT INCENTIVES AND SUPPORT				
Scholarships	State-sponsored scholarships do not specify or specifically target adult learners, SCNC, or transfer students	Narrowly targeted scholarship efforts such as last dollar, credentials of value, or recipient age	Near completers or recent stop-out scholarships geared towards those with specific amounts of accrued credit hours or who have stopped out in the last 6–12 months	Fully funded, continual statewide scholarship programs focused on adult learners, SCNC, and/or transfer students
Institutional Debt Review	No state-led debt review and reconsideration efforts that focus on adult learners, SCNC, or transfer students	Limited debt review and reconsideration programs for returning learners, adults, SCNC, or transfers (e.g., time-limited state and philanthropic initiatives of less than \$500 in forgiveness)	Significant, continual, state-sponsored debt review and reconsideration programs for returning learners, adult students or transfer students (\$500 to \$1,999)	Substantial, continual, state-sponsored debt review and reconsideration programs for returning learners, adults, SCNC, and/or transfers (\$2,000 or more)
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INSTITUTIONAL INNOVATION				
Incentives	No state-sponsored grant or funding opportunities for institutions to engage adult learners, SCNC, or transfer students	Time-limited or philanthropic, state-supported initiatives that prioritize adult learners, SCNC, and/or transfers	State-sponsored, ongoing grant dollars for generalized student support services or wrap-around services	State-supported funding models or grants to institutions for research, initiatives, and student support services prioritizing adult learners, SCNC, and transfer student success
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OUTREACH AND ENGAGEMENT				
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Coaching	No existing statewide coaching model. No institution-level coaching being done at scale	Campus-based college navigators focused on acute student needs and support beyond academics	Centralized, pre-enrollment coaching or support including website navigation and institution/program selection	Institution agnostic, individualized, ongoing student support, such as college navigators, success coaches, or ongoing support through student completion

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- Net tuition revenue lost annually was calculated by multiplying the number of residents attending online undergraduate programs out of state by the average annual net tuition revenue per FTE student for public institutions in that state.



Vermont

Adult Learner Landscape:

- Percentage of residents **without a postsecondary credential** of value: **52.5%**
- Number of residents **with some college** but no credential: **74,549**
- Projected change in high school graduates 2023–2041: **–15%**
- Number of residents attending online undergraduate programs out of state: **3,151**
- Estimated net tuition revenue lost annually from residents attending college online out of state: **\$52.9 million**

ReUp's Adult Learner Engagement Index assessment of Vermont:

	UNADDRESSED	BEGINNING	MATURING	EXCELLING
STUDENT INCENTIVES AND SUPPORT				
Scholarships	State-sponsored scholarships do not specify or specifically target adult learners, SCNC, or transfer students	Narrowly targeted scholarship efforts such as last dollar, credentials of value, or recipient age	Near completers or recent stop-out scholarships geared towards those with specific amounts of accrued credit hours or who have stopped out in the last 6–12 months	Fully funded, continual statewide scholarship programs focused on adult learners, SCNC, and/or transfer students
Institutional Debt Review	No state-led debt review and reconsideration efforts that focus on adult learners, SCNC, or transfer students	Limited debt review and reconsideration programs for returning learners, adults, SCNC, or transfers (e.g., time-limited state and philanthropic initiatives of less than \$500 in forgiveness)	Significant, continual, state-sponsored debt review and reconsideration programs for returning learners, adult students or transfer students (\$500 to \$1,999)	Substantial, continual, state-sponsored debt review and reconsideration programs for returning learners, adults, SCNC, and/or transfers (\$2,000 or more)
Student-Centric Policy Review	Disparate campus-based processes regarding re-enrollment policies and practices	Resourced, statewide taskforce, committee, or advisory council with reporting and recommendation expectations	Established review cycle and improvement process for institutional policies and re-enrollment practices separate from regional accreditation requirements	Centralized, identifiable, accessible, and curated data source or report of institutional and statewide policies or guidelines for adult learners, SCNC, and/or transfer students
INSTITUTIONAL INNOVATION				
Incentives	No state-sponsored grant or funding opportunities for institutions to engage adult learners, SCNC, or transfer students	Time-limited or philanthropic, state-supported initiatives that prioritize adult learners, SCNC, and/or transfers	State-sponsored, ongoing grant dollars for generalized student support services or wrap-around services	State-supported funding models or grants to institutions for research, initiatives, and student support services prioritizing adult learners, SCNC, and transfer student success
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- Net tuition revenue lost annually was calculated by multiplying the number of residents attending online undergraduate programs out of state by the average annual net tuition revenue per FTE student for public institutions in that state.

- Percentage of residents **without a postsecondary credential** of value: **50.6%**
- Number of residents **with some college** but no credential: **1,058,458**
- Projected change in high school graduates 2023–2041: **–6%**
- Number of residents attending online undergraduate programs out of state: **66,103**
- Estimated net tuition revenue lost annually from residents attending college online out of state: **\$552 million**

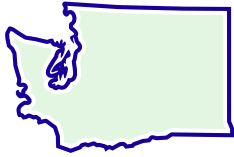
ReUp's Adult Learner Engagement Index assessment of Virginia:

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Coaching	No existing statewide coaching model. No institution-level coaching being done at scale	Campus-based college navigators focused on acute student needs and support beyond academics	Centralized, pre-enrollment coaching or support including website navigation and institution/program selection	Institution agnostic, individualized, ongoing student support, such as college navigators, success coaches, or ongoing support through student completion

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Sources and notes:

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- State Higher Education Executive Officers Association (2026). *State Higher Education Finance: FY 2025*. <https://shf.shheeo.org/report/>
- Net tuition revenue lost annually was calculated by multiplying the number of residents attending online undergraduate programs out of state by the average annual net tuition revenue per FTE student for public institutions in that state.



Washington

Adult Learner Landscape:

- Percentage of residents **without a postsecondary credential** of value: **50.2%**
- Number of residents **with some college** but no credential: **1,225,573**
- Projected change in high school graduates 2023–2041: **–8%**
- Number of residents attending online undergraduate programs out of state: **56,272**
- Estimated net tuition revenue lost annually from residents attending college online out of state: **\$392 million**

ReUp's Adult Learner Engagement Index assessment of Washington:

	UNADDRESSED	BEGINNING	MATURING	EXCELLING
STUDENT INCENTIVES AND SUPPORT				
Scholarships	State-sponsored scholarships do not specify or specifically target adult learners, SCNC, or transfer students	Narrowly targeted scholarship efforts such as last dollar, credentials of value, or recipient age	Near completers or recent stop-out scholarships geared towards those with specific amounts of accrued credit hours or who have stopped out in the last 6–12 months	Fully funded, continual statewide scholarship programs focused on adult learners, SCNC, and/or transfer students
Institutional Debt Review	No state-led debt review and reconsideration efforts that focus on adult learners, SCNC, or transfer students	Limited debt review and reconsideration programs for returning learners, adults, SCNC, or transfers (e.g., time-limited state and philanthropic initiatives of less than \$500 in forgiveness)	Significant, continual, state-sponsored debt review and reconsideration programs for returning learners, adult students or transfer students (\$500 to \$1,999)	Substantial, continual, state-sponsored debt review and reconsideration programs for returning learners, adults, SCNC, and/or transfers (\$2,000 or more)
Student-Centric Policy Review	Disparate campus-based processes regarding re-enrollment policies and practices	Resourced, statewide taskforce, committee, or advisory council with reporting and recommendation expectations	Established review cycle and improvement process for institutional policies and re-enrollment practices separate from regional accreditation requirements	Centralized, identifiable, accessible, and curated data source or report of institutional and statewide policies or guidelines for adult learners, SCNC, and/or transfer students
INSTITUTIONAL INNOVATION				
Incentives	No state-sponsored grant or funding opportunities for institutions to engage adult learners, SCNC, or transfer students	Time-limited or philanthropic, state-supported initiatives that prioritize adult learners, SCNC, and/or transfers	State-sponsored, ongoing grant dollars for generalized student support services or wrap-around services	State-supported funding models or grants to institutions for research, initiatives, and student support services prioritizing adult learners, SCNC, and transfer student success
Communities of Practice	No statewide or campus-based Communities of Practice that prioritize adult learners, SCNC, or transfer students	Identifiable campus-based specific Communities of Practice tailored toward adult learners, SCNC, or transfer students	Centralized, regular statewide sharing of ideas (e.g., consortia, conferences, or webinars) focused on adult learner, SCNC, or transfer student success	Centrally facilitated sharing of adult learner, SCNC, and transfer student best practices for colleges and universities on a recurring cycle with opportunities for policy influence
OUTREACH AND ENGAGEMENT				
Data	No access to statewide reporting of enrollment, completions, or credential-aligned workforce pathways	Disparate datasets regarding overall enrollment, completions, or credential-aligned workforce pathways (i.e., downloadable individual institution files that do not sync or match format)	Identifiable, publicly available, aggregated datasets that indicate overall enrollment, completions, or credential-aligned workforce pathways	Centrally accessible, statewide, longitudinal data system in place
Analytics	No readily available statewide adult learner, SCNC, or transfer student dashboards, reports, or other analytics tools	Partially available data dashboards, stagnant reports, or tools that lend insights into either the adult learner, SCNC, or transfer populations	Accessible but disparate dashboards and reports that provide limited insights on adult learners, SCNC and transfer populations	Centrally accessible, technology enabled data dashboards, reports, and information sharing that provide insights into the adult learner, SCNC, and transfer populations
Marketing	Marketing is addressed at the institution level. No existing statewide efforts in place	General/generic statewide recruitment and enrollment marketing campaigns, such as billboards or pay-per-click ads	Targeted marketing campaigns but with limited or very little elements of multichannel marketing	Centrally led and funded multichannel re-enrollment campaigns targeting adult learners, SCNC, or transfer students
Coaching	No existing statewide coaching model. No institution-level coaching being done at scale	Campus-based college navigators focused on acute student needs and support beyond academics	Centralized, pre-enrollment coaching or support including website navigation and institution/program selection	Institution agnostic, individualized, ongoing student support, such as college navigators, success coaches, or ongoing support through student completion

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- State Higher Education Executive Officers Association (2026), *State Higher Education Finance: FY 2025*. <https://shef.sheeo.org/report/>
- Net tuition revenue lost annually was calculated by multiplying the number of residents attending online undergraduate programs out of state by the average annual net tuition revenue per FTE student for public institutions in that state.



West Virginia

Adult Learner Landscape:



- Percentage of residents **without a postsecondary credential** of value: **65.4%**
- Number of residents **with some college** but no credential: **202,601**
- Projected change in high school graduates 2023–2041: **–26%**
- Number of residents attending online undergraduate programs out of state: **10,890**
- Estimated net tuition revenue lost annually from residents attending college online out of state: **\$81 million**

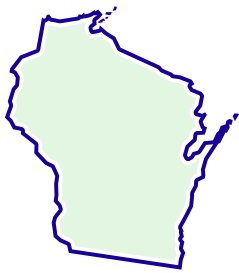
ReUp's Adult Learner Engagement Index assessment of West Virginia:

	UNADDRESSED	BEGINNING	MATURING	EXCELLING
STUDENT INCENTIVES AND SUPPORT				
Scholarships	State-sponsored scholarships do not specify or specifically target adult learners, SCNC, or transfer students	Narrowly targeted scholarship efforts such as last dollar, credentials of value, or recipient age	Near completers or recent stop-out scholarships geared towards those with specific amounts of accrued credit hours or who have stopped out in the last 6–12 months	Fully funded, continual statewide scholarship programs focused on adult learners, SCNC, and/or transfer students
Institutional Debt Review	No state-led debt review and reconsideration efforts that focus on adult learners, SCNC, or transfer students	Limited debt review and reconsideration programs for returning learners, adults, SCNC, or transfers (e.g., time-limited state and philanthropic initiatives of less than \$500 in forgiveness)	Significant, continual, state-sponsored debt review and reconsideration programs for returning learners, adult students or transfer students (\$500 to \$1,999)	Substantial, continual, state-sponsored debt review and reconsideration programs for returning learners, adults, SCNC, and/or transfers (\$2,000 or more)
Student-Centric Policy Review	Disparate campus-based processes regarding re-enrollment policies and practices	Resourced, statewide taskforce, committee, or advisory council with reporting and recommendation expectations	Established review cycle and improvement process for institutional policies and re-enrollment practices separate from regional accreditation requirements	Centralized, identifiable, accessible, and curated data source or report of institutional and statewide policies or guidelines for adult learners, SCNC, and/or transfer students
INSTITUTIONAL INNOVATION				
Incentives	No state-sponsored grant or funding opportunities for institutions to engage adult learners, SCNC, or transfer students	Time-limited or philanthropic, state-supported initiatives that prioritize adult learners, SCNC, and/or transfers	State-sponsored, ongoing grant dollars for generalized student support services or wrap-around services	State-supported funding models or grants to institutions for research, initiatives, and student support services prioritizing adult learners, SCNC, and transfer student success
Communities of Practice	No statewide or campus-based Communities of Practice that prioritize adult learners, SCNC, or transfer students	Identifiable campus-based specific Communities of Practice tailored toward adult learners, SCNC, or transfer students	Centralized, regular statewide sharing of ideas (e.g., consortia, conferences, or webinars) focused on adult learner, SCNC, or transfer student success	Centrally facilitated sharing of adult learner, SCNC, and transfer student best practices for colleges and universities on a recurring cycle with opportunities for policy influence
OUTREACH AND ENGAGEMENT				
Data	No access to statewide reporting of enrollment, completions, or credential-aligned workforce pathways	Disparate datasets regarding overall enrollment, completions, or credential-aligned workforce pathways (i.e., downloadable individual institution files that do not sync or match format)	Identifiable, publicly available, aggregated datasets that indicate overall enrollment, completions, or credential-aligned workforce pathways	Centrally accessible, statewide, longitudinal data system in place
Analytics	No readily available statewide adult learner, SCNC, or transfer student dashboards, reports, or other analytics tools	Partially available data dashboards, stagnant reports, or tools that lend insights into either the adult learner, SCNC, or transfer populations	Accessible but disparate dashboards and reports that provide limited insights on adult learners, SCNC and transfer populations	Centrally accessible, technology enabled data dashboards, reports, and information sharing that provide insights into the adult learner, SCNC, and transfer populations
Marketing	Marketing is addressed at the institution level. No existing statewide efforts in place	General/generic statewide recruitment and enrollment marketing campaigns, such as billboards or pay-per-click ads	Targeted marketing campaigns but with limited or very little elements of multichannel marketing	Centrally led and funded multichannel re-enrollment campaigns targeting adult learners, SCNC, or transfer students
Coaching	No existing statewide coaching model. No institution-level coaching being done at scale	Campus-based college navigators focused on acute student needs and support beyond academics	Centralized, pre-enrollment coaching or support including website navigation and institution/program selection	Institution agnostic, individualized, ongoing student support, such as college navigators, success coaches, or ongoing support through student completion

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- State Higher Education Executive Officers Association (2026), *State Higher Education Finance: FY 2025*. <https://shf.shceo.org/report/>
- Net tuition revenue lost annually was calculated by multiplying the number of residents attending online undergraduate programs out of state by the average annual net tuition revenue per FTE student for public institutions in that state.



Wisconsin

Adult Learner Landscape:

- Percentage of residents **without a postsecondary credential** of value: **53.2%**
- Number of residents **with some college** but no credential: **779,221**
- Projected change in high school graduates 2023–2041: **–15%**
- Number of residents attending online undergraduate programs out of state: **21,904**
- Estimated net tuition revenue lost annually from residents attending college online out of state: **\$184 million**

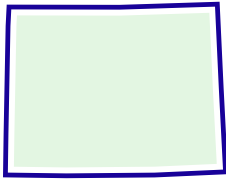
ReUp's Adult Learner Engagement Index assessment of Wisconsin:

	UNADDRESSED	BEGINNING	MATURING	EXCELLING
STUDENT INCENTIVES AND SUPPORT				
Scholarships	State-sponsored scholarships do not specify or specifically target adult learners, SCNC, or transfer students	Narrowly targeted scholarship efforts such as last dollar, credentials of value, or recipient age	Near completers or recent stop-out scholarships geared towards those with specific amounts of accrued credit hours or who have stopped out in the last 6–12 months	Fully funded, continual statewide scholarship programs focused on adult learners, SCNC, and/or transfer students
Institutional Debt Review	No state-led debt review and reconsideration efforts that focus on adult learners, SCNC, or transfer students	Limited debt review and reconsideration programs for returning learners, adults, SCNC, or transfers (e.g., time-limited state and philanthropic initiatives of less than \$500 in forgiveness)	Significant, continual, state-sponsored debt review and reconsideration programs for returning learners, adult students or transfer students (\$500 to \$1,999)	Substantial, continual, state-sponsored debt review and reconsideration programs for returning learners, adults, SCNC, and/or transfers (\$2,000 or more)
Student-Centric Policy Review	Disparate campus-based processes regarding re-enrollment policies and practices	Resourced, statewide taskforce, committee, or advisory council with reporting and recommendation expectations	Established review cycle and improvement process for institutional policies and re-enrollment practices separate from regional accreditation requirements	Centralized, identifiable, accessible, and curated data source or report of institutional and statewide policies or guidelines for adult learners, SCNC, and/or transfer students
INSTITUTIONAL INNOVATION				
Incentives	No state-sponsored grant or funding opportunities for institutions to engage adult learners, SCNC, or transfer students	Time-limited or philanthropic, state-supported initiatives that prioritize adult learners, SCNC, and/or transfers	State-sponsored, ongoing grant dollars for generalized student support services or wrap-around services	State-supported funding models or grants to institutions for research, initiatives, and student support services prioritizing adult learners, SCNC, and transfer student success
Communities of Practice	No statewide or campus-based Communities of Practice that prioritize adult learners, SCNC, or transfer students	Identifiable campus-based specific Communities of Practice tailored toward adult learners, SCNC, or transfer students	Centralized, regular statewide sharing of ideas (e.g., consortia, conferences, or webinars) focused on adult learner, SCNC, or transfer student success	Centrally facilitated sharing of adult learner, SCNC, and transfer student best practices for colleges and universities on a recurring cycle with opportunities for policy influence
OUTREACH AND ENGAGEMENT				
Data	No access to statewide reporting of enrollment, completions, or credential-aligned workforce pathways	Disparate datasets regarding overall enrollment, completions, or credential-aligned workforce pathways (i.e., downloadable individual institution files that do not sync or match format)	Identifiable, publicly available, aggregated datasets that indicate overall enrollment, completions, or credential-aligned workforce pathways	Centrally accessible, statewide, longitudinal data system in place
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Marketing	Marketing is addressed at the institution level. No existing statewide efforts in place	General/generic statewide recruitment and enrollment marketing campaigns, such as billboards or pay-per-click ads	Targeted marketing campaigns but with limited or very little elements of multichannel marketing	Centrally led and funded multichannel re-enrollment campaigns targeting adult learners, SCNC, or transfer students
Coaching	No existing statewide coaching model. No institution-level coaching being done at scale	Campus-based college navigators focused on acute student needs and support beyond academics	Centralized, pre-enrollment coaching or support including website navigation and institution/program selection	Institution agnostic, individualized, ongoing student support, such as college navigators, success coaches, or ongoing support through student completion

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- Net tuition revenue lost annually was calculated by multiplying the number of residents attending online undergraduate programs out of state by the average annual net tuition revenue per FTE student for public institutions in that state.



Wyoming

Adult Learner Landscape:

- Percentage of residents **without a postsecondary credential** of value: **62.3%**
- Number of residents **with some college** but no credential: **104,459**
- Projected change in high school graduates 2023–2041: **–23%**
- Number of residents attending online undergraduate programs out of state: **5,156**
- Estimated net tuition revenue lost annually from residents attending college online out of state: **\$15.8 million**

ReUp's Adult Learner Engagement Index assessment of Wyoming:

	UNADDRESSED	BEGINNING	MATURING	EXCELLING
STUDENT INCENTIVES AND SUPPORT				
Scholarships	State-sponsored scholarships do not specify or specifically target adult learners, SCNC, or transfer students	Narrowly targeted scholarship efforts such as last dollar, credentials of value, or recipient age	Near completers or recent stop-out scholarships geared towards those with specific amounts of accrued credit hours or who have stopped out in the last 6–12 months	Fully funded, continual statewide scholarship programs focused on adult learners, SCNC, and/or transfer students
Institutional Debt Review	No state-led debt review and reconsideration efforts that focus on adult learners, SCNC, or transfer students	Limited debt review and reconsideration programs for returning learners, adults, SCNC, or transfers (e.g., time-limited state and philanthropic initiatives of less than \$500 in forgiveness)	Significant, continual, state-sponsored debt review and reconsideration programs for returning learners, adult students or transfer students (\$500 to \$1,999)	Substantial, continual, state-sponsored debt review and reconsideration programs for returning learners, adults, SCNC, and/or transfers (\$2,000 or more)
Student-Centric Policy Review	Disparate campus-based processes regarding re-enrollment policies and practices	Resourced, statewide taskforce, committee, or advisory council with reporting and recommendation expectations	Established review cycle and improvement process for institutional policies and re-enrollment practices separate from regional accreditation requirements	Centralized, identifiable, accessible, and curated data source or report of institutional and statewide policies or guidelines for adult learners, SCNC, and/or transfer students
INSTITUTIONAL INNOVATION				
Incentives	No state-sponsored grant or funding opportunities for institutions to engage adult learners, SCNC, or transfer students	Time-limited or philanthropic, state-supported initiatives that prioritize adult learners, SCNC, and/or transfers	State-sponsored, ongoing grant dollars for generalized student support services or wrap-around services	State-supported funding models or grants to institutions for research, initiatives, and student support services prioritizing adult learners, SCNC, and transfer student success
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OUTREACH AND ENGAGEMENT				
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Marketing	Marketing is addressed at the institution level. No existing statewide efforts in place	General/generic statewide recruitment and enrollment marketing campaigns, such as billboards or pay-per-click ads	Targeted marketing campaigns but with limited or very little elements of multichannel marketing	Centrally led and funded multichannel re-enrollment campaigns targeting adult learners, SCNC, or transfer students
Coaching	No existing statewide coaching model. No institution-level coaching being done at scale	Campus-based college navigators focused on acute student needs and support beyond academics	Centralized, pre-enrollment coaching or support including website navigation and institution/program selection	Institution agnostic, individualized, ongoing student support, such as college navigators, success coaches, or ongoing support through student completion

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