



# **FAFSA Postsecondary Change Action Network**

## **May 24, 2022**

**Say hello in the chat box...**

- Share your name, organization, and role

# Welcome to our newest L4L CAN members

**Jenna Colvin**



President



**Dr. Eric Tack**



Interim VP, Enrollment  
Management & Student  
Success



**Robert Leach**



Dean, Business & Public  
Service Technologies,



# Agenda

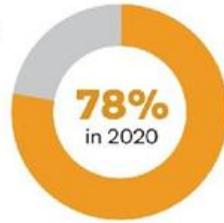
- L4L Overview & Theory of Action
- Postsecondary Success
- Small Group Discussions - Direction of this Network
- Next Steps

# Our Region is Diverse and Growing

## Five Core Counties & School Districts



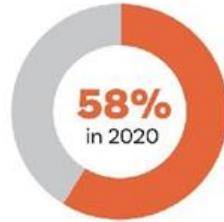
## Students of Color



Change in Eight Years,  
2012-2020

**53,000+**

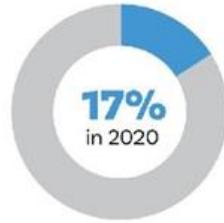
## Low-Income



Change in Eight Years,  
2012-2020

**18,000+**

## English Learners



Change in Eight Years,  
2012-2020

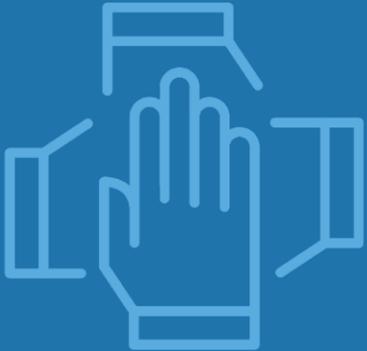
**54,000+**

# L4L's Theory of Action

**Mission:** To ensure that every child in our region becomes a thriving citizen who achieves success in school, career, and life

## What we do:

Engage partners



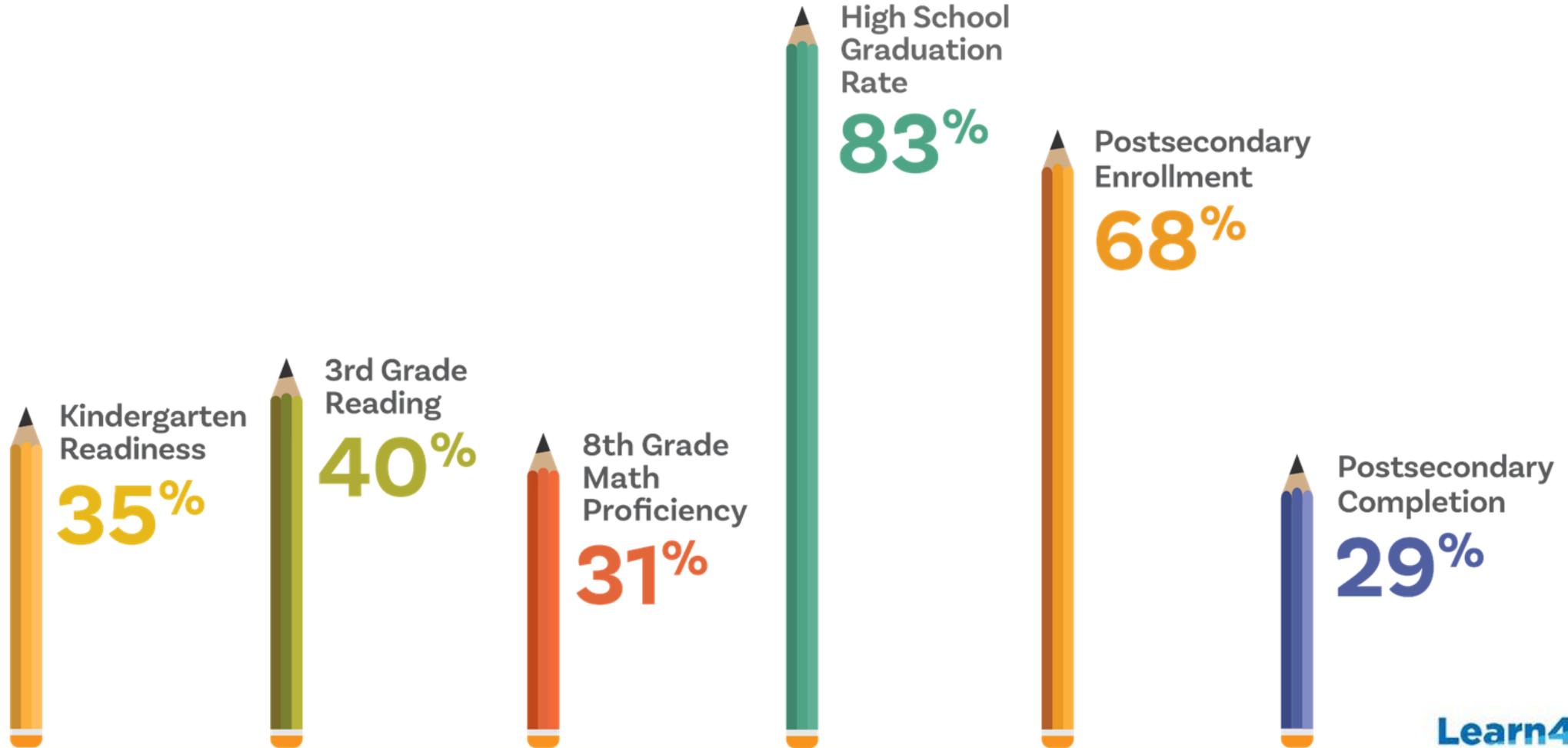
Create shared understanding (of data)



Amplify bright spots

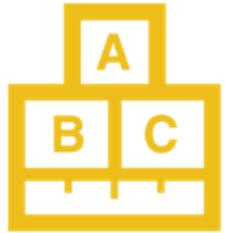


# The State of Education in Metro Atlanta



# L4L Change Action Networks

## Early Grade Literacy



Kindergarten  
Readiness



3rd Grade Reading  
Proficiency



8th Grade Math  
Proficiency



High School  
Graduation

## 8<sup>th</sup> Grade Math

## Postsecondary Success



Post-Secondary  
Enrollment



Post-Secondary  
Completion

# Role of the Change Action Network (CAN)

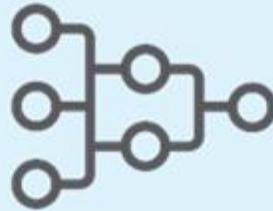
The CAN's goal is to scale what is working in metro Atlanta.



**Convene**



**Review Data**



**Analyze  
Factors**



**Identify  
Brightspots**



**Scale  
Qualitatively &  
Quantitatively**

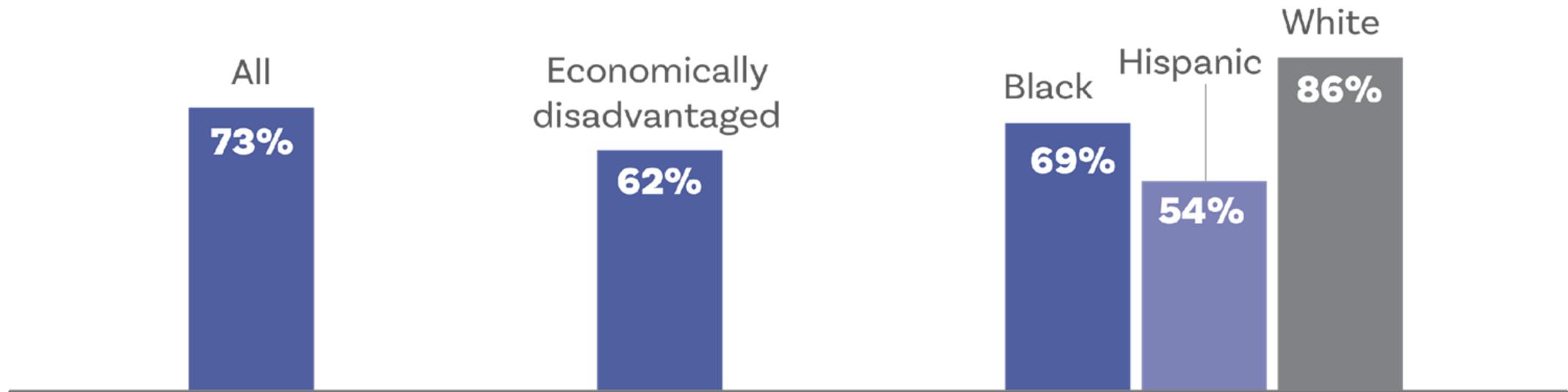


## Postsecondary Success



# Postsecondary Enrollment Gaps Exist

Percent of Students Enrolling in a Postsecondary Institution Within 16 Months of Graduation\*



\*2017 High school graduates

# Postsec Network is Focused on **Postsec Enrollment**



Kindergarten Readiness



3rd Grade Reading Proficiency



8th Grade Math Proficiency



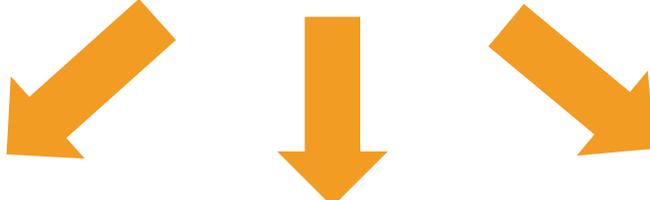
High School Graduation



Post-Secondary Enrollment



Post-Secondary Completion



**Leading Indicators addressed by Bright Spots** →

Academic Preparation

ACT/SAT Success

Financial Support

FAFSA Completion

College-Going Culture

Rigorous Coursework

# Highlights of Bright Spot Work

## College Advising Corps

**+9ppt**

above national FAFSA completion rate for CAC students in APS



## OneGoal

**84%**

of OneGoal high school graduates enroll in a post-secondary institution

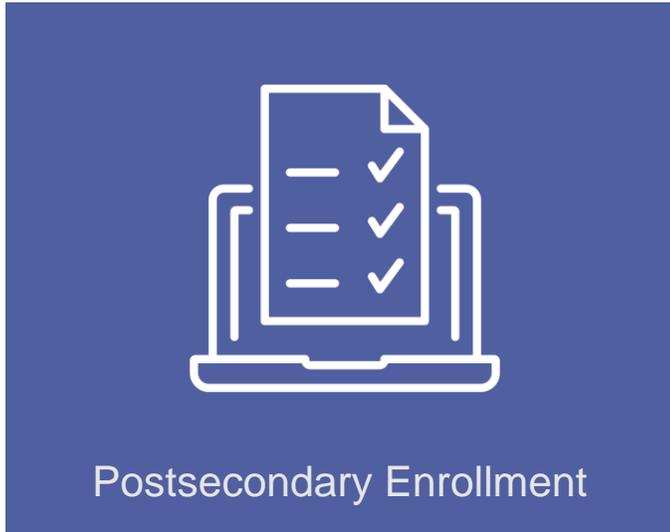


## The Scholarship Academy

Nearly **\$55M** in private scholarship aid awarded to students



# FAFSA is Critical for Postsecondary Success



FAFSA completion is associated with higher rates of enrollment. 90% who complete enroll vs. 55% who do not complete



Every additional \$1,000 in financial aid increases the probability of postsecondary persistence by 4%

# Postsec Network is Focused on **FAFSA Completion**



Kindergarten Readiness



3rd Grade Reading Proficiency



8th Grade Math Proficiency



High School Graduation



Post-Secondary Enrollment



Post-Secondary Completion



**Leading Indicator  
addressed by College Bound**

Academic Preparation

ACT/SAT Success

Financial Support

**FAFSA Completion**

College-Going Culture

Rigorous Coursework

# College Bound FAFSA Initiative

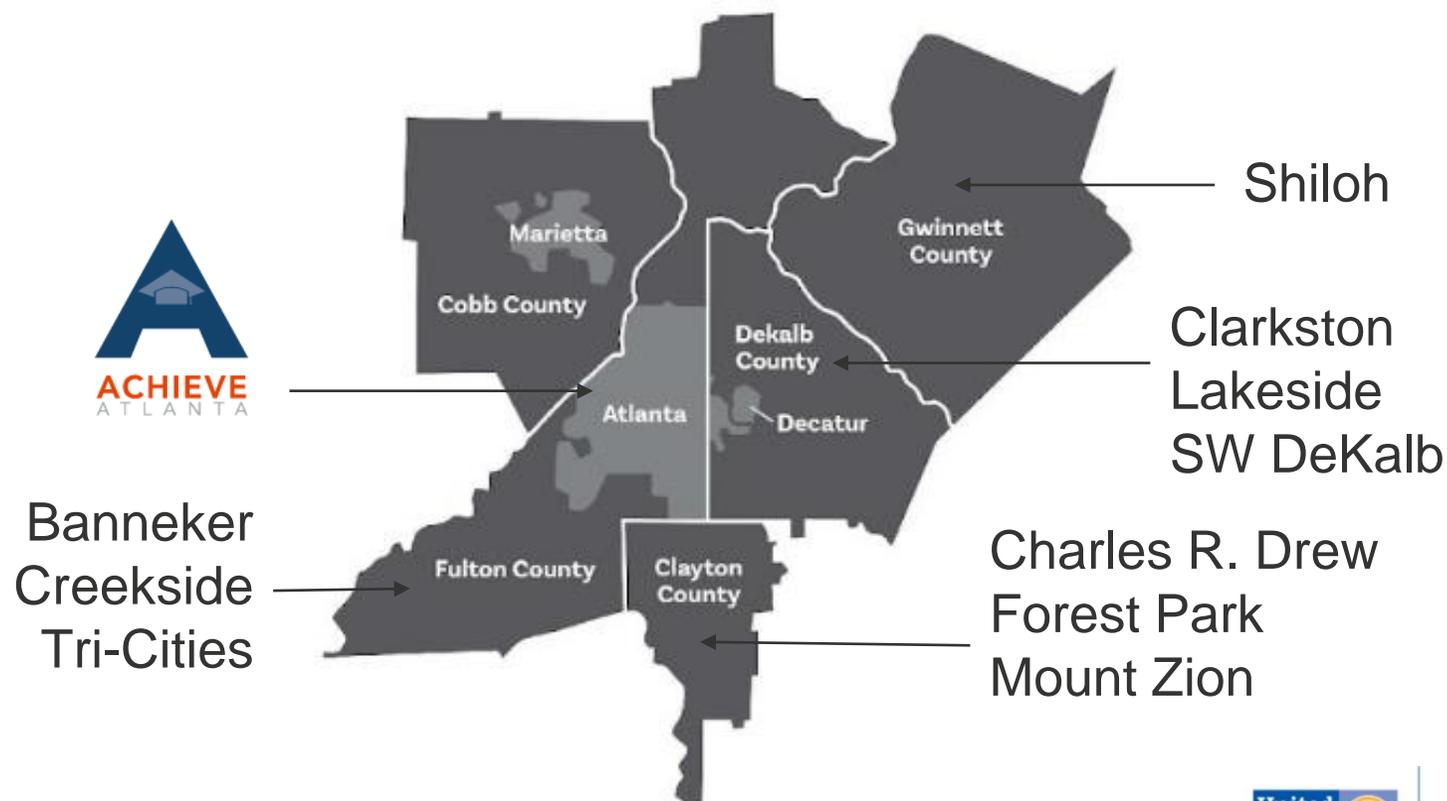
**Goal:** To increase postsecondary enrollment and completion by improving FAFSA completion across metro Atlanta

**Strategy:** Scale and accelerate the good work of the Scholarship Academy and the United Way's College Bound program who are:

- Training volunteers to work directly with students to complete FAFSA
- Hosting completion events and office hours
- Providing marketing materials and incentives



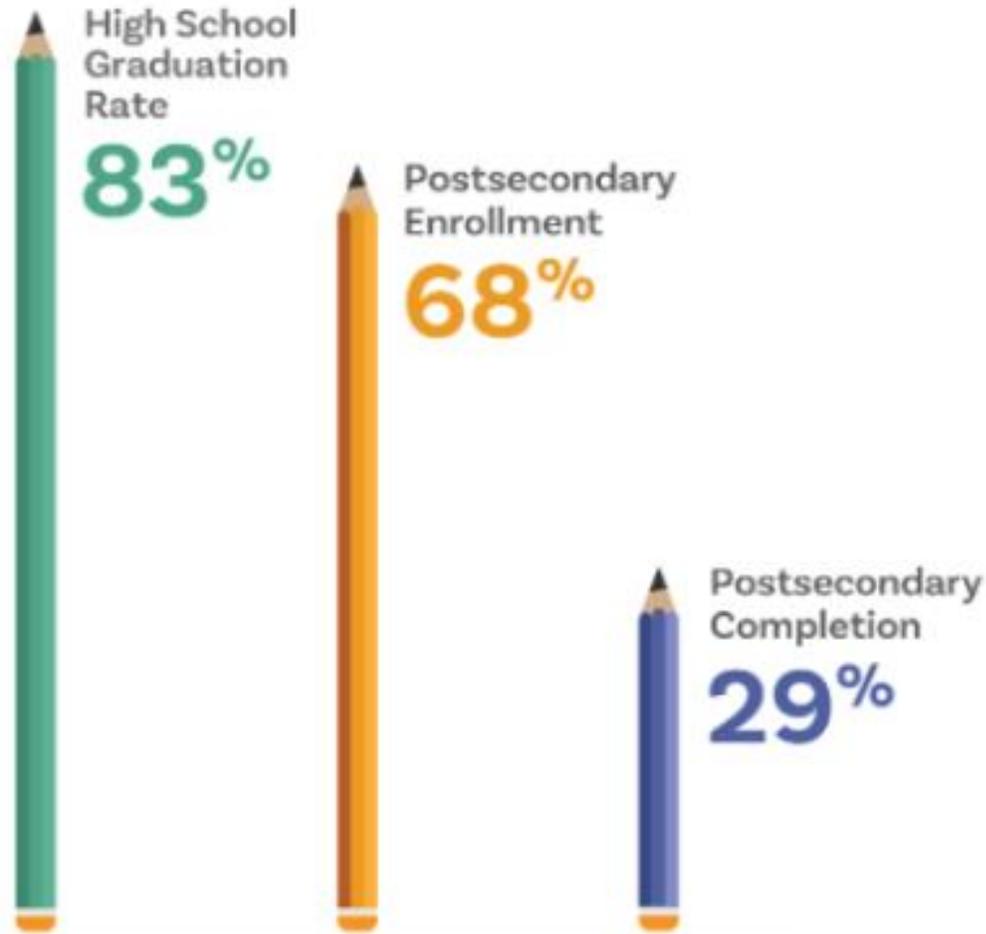
# FAFSA Completion Phase 1: SY21-22



- **10** High Schools
- **4** Districts
- **22** FAFSA Events



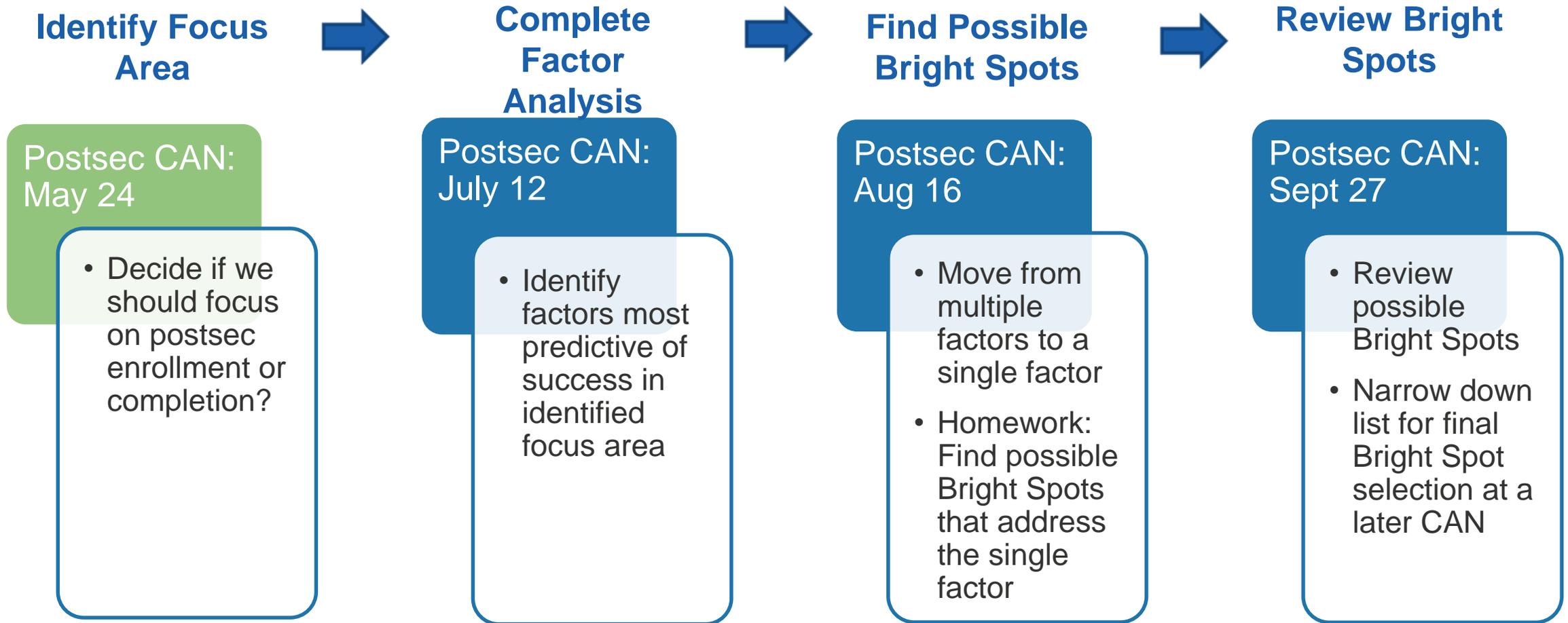
# Framing Today's Discussion



## Key Question:

As we identify additional Bright Spots, should this network continue focusing on postsec enrollment or shift attention to postsec completion?

# Postsec Bright Spot Identification Timeline



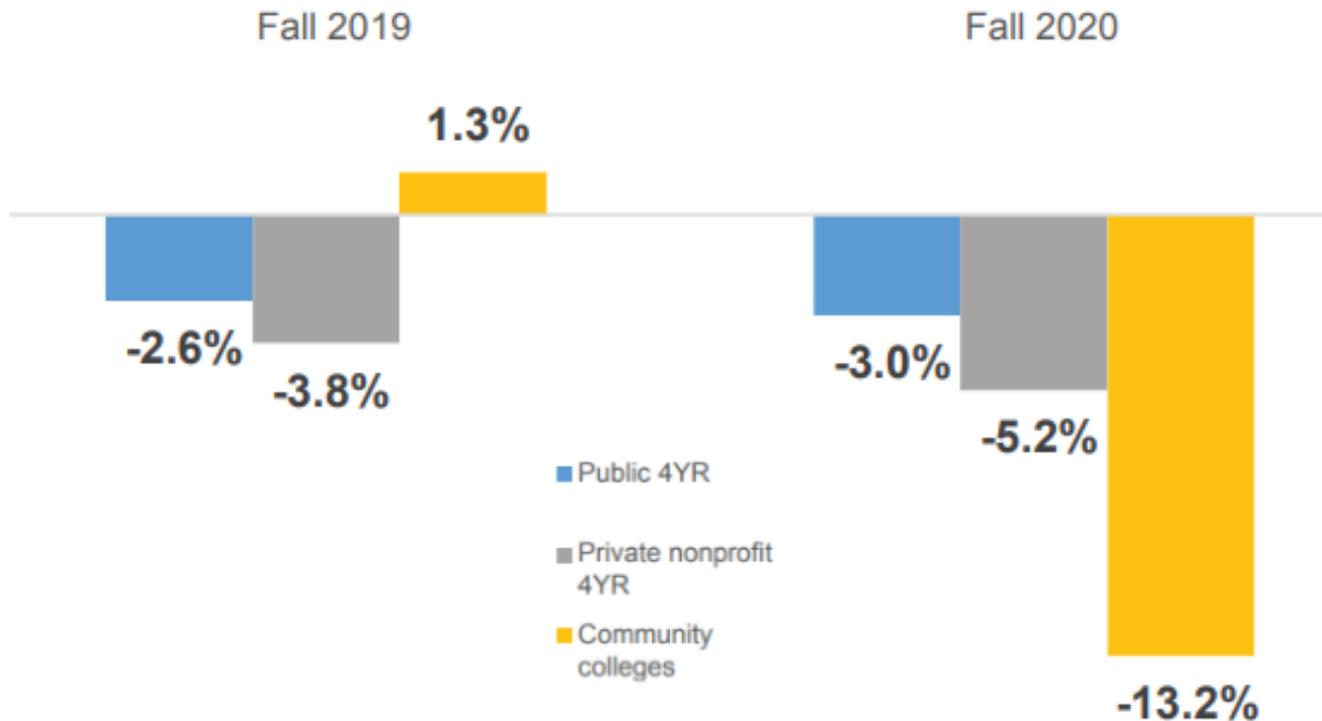


## Postsecondary Enrollment

The process of arranging to attend an institution (college, trade school, etc.) after high school, in pursuit of a degree, vocational certificate, professional certification, or other credential

# Nationally, postsecondary enrollment rates have declined steeply between 2019 and 2020

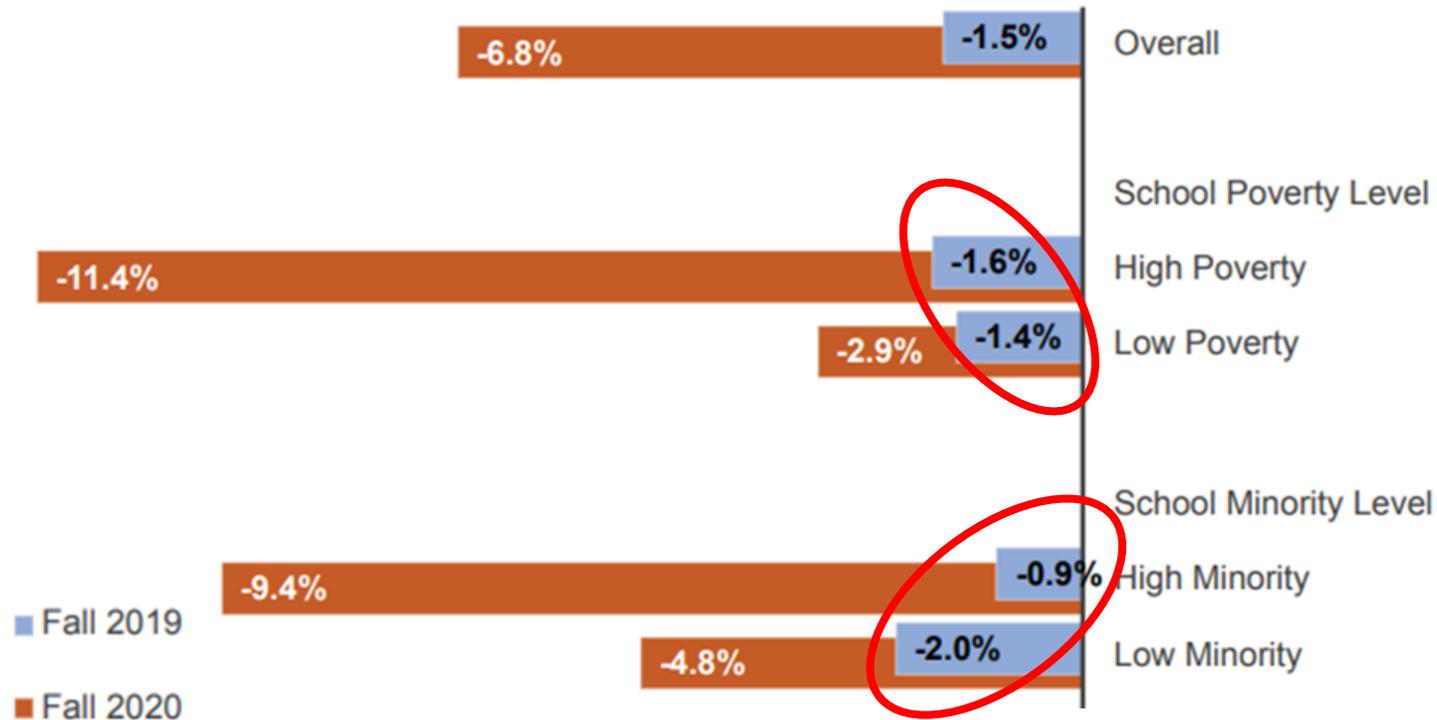
Percent Change in Immediate Fall Enrollments by Institution Sector



- **Total enrollment** dropped 6.6%, representing a **loss of over 1,000,000 students**
- **Less selective** 4-year colleges and community colleges have had **greatest declines**

# Nationally, postsecondary enrollment rates declined more heavily among graduates of high poverty & high minority HS between 2019 and 2020

Change in Immediate Fall Enrollments by High School Characteristics

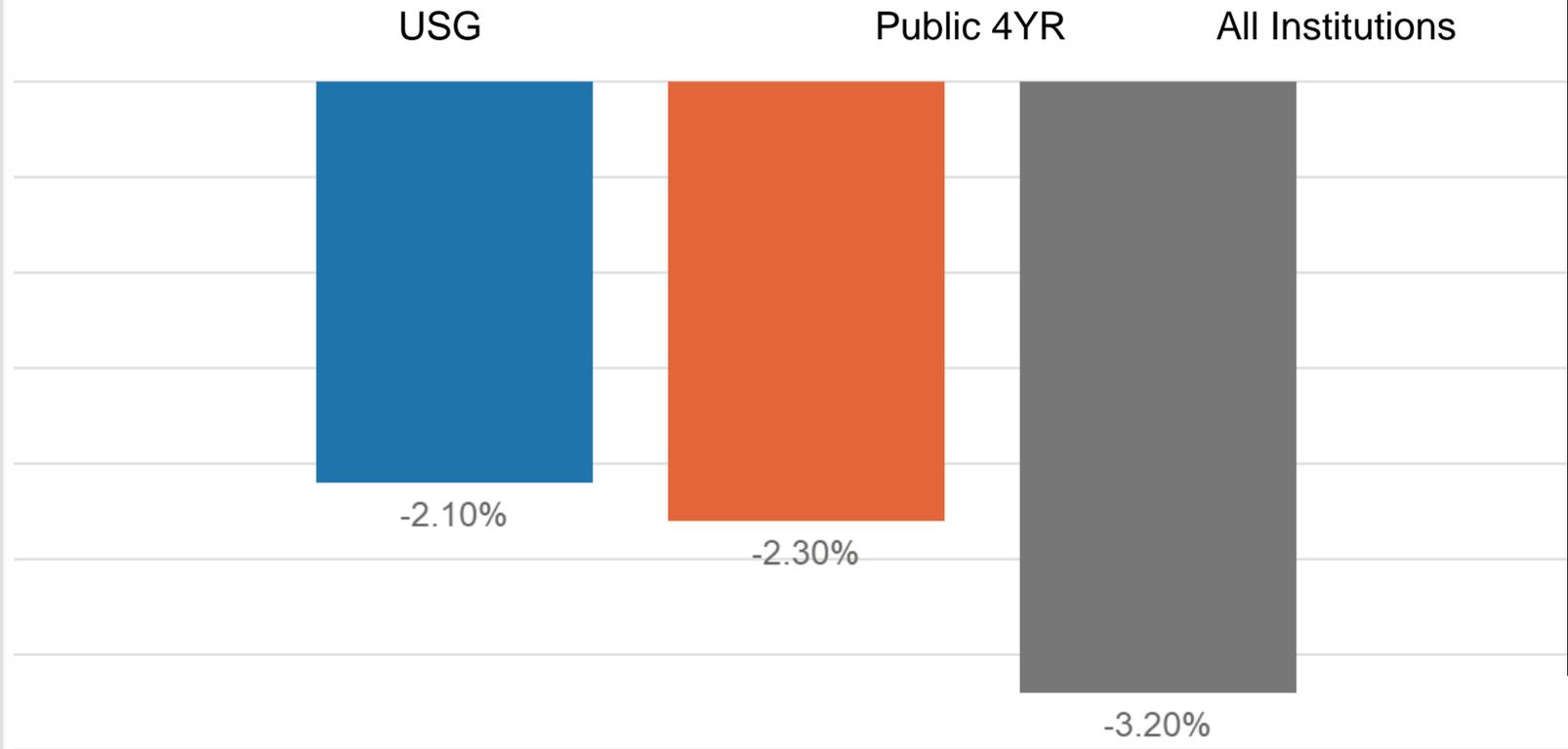


## Highlights

- Enrollment **declines were 4x greater in high poverty HS** than low poverty HS in Fall 2020
- Enrollment **declines were 2x greater in high minority HS** than lower minority HS in Fall 2020

# Despite 2.1% decrease in undergrad enrollment in 2020, USG slightly better than national peers

## USG & National Fall 2021 Enrollment Change from Fall 2020



### Highlights

- **Georgia System enrollment was higher than national average.**
- **Enrollment subgroup changes**
  - Asian (+10.3%)
  - Hispanic (+3.4%)
  - White (-2.2%)
  - Black (-2.4%)

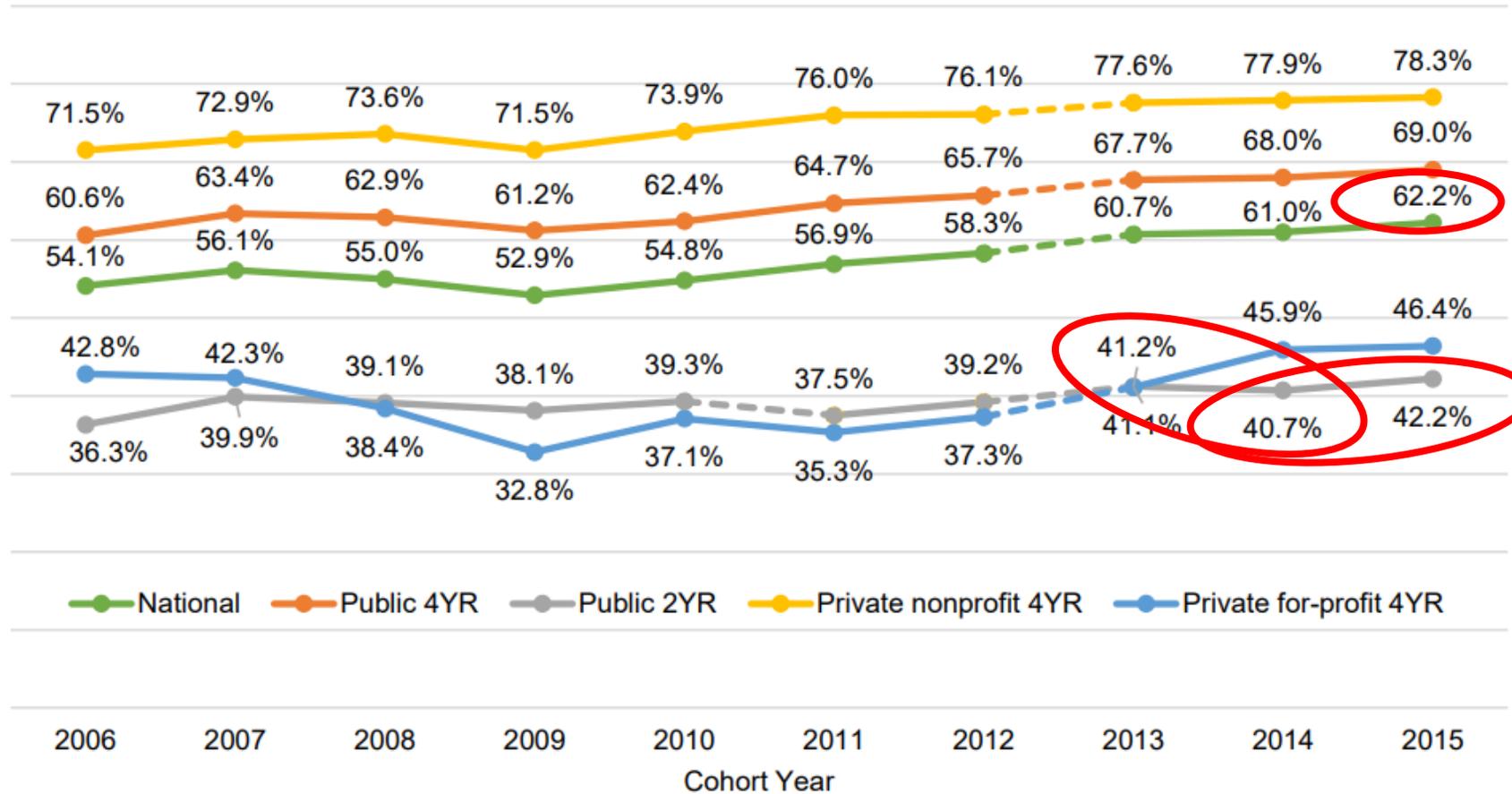


## Postsecondary Completion

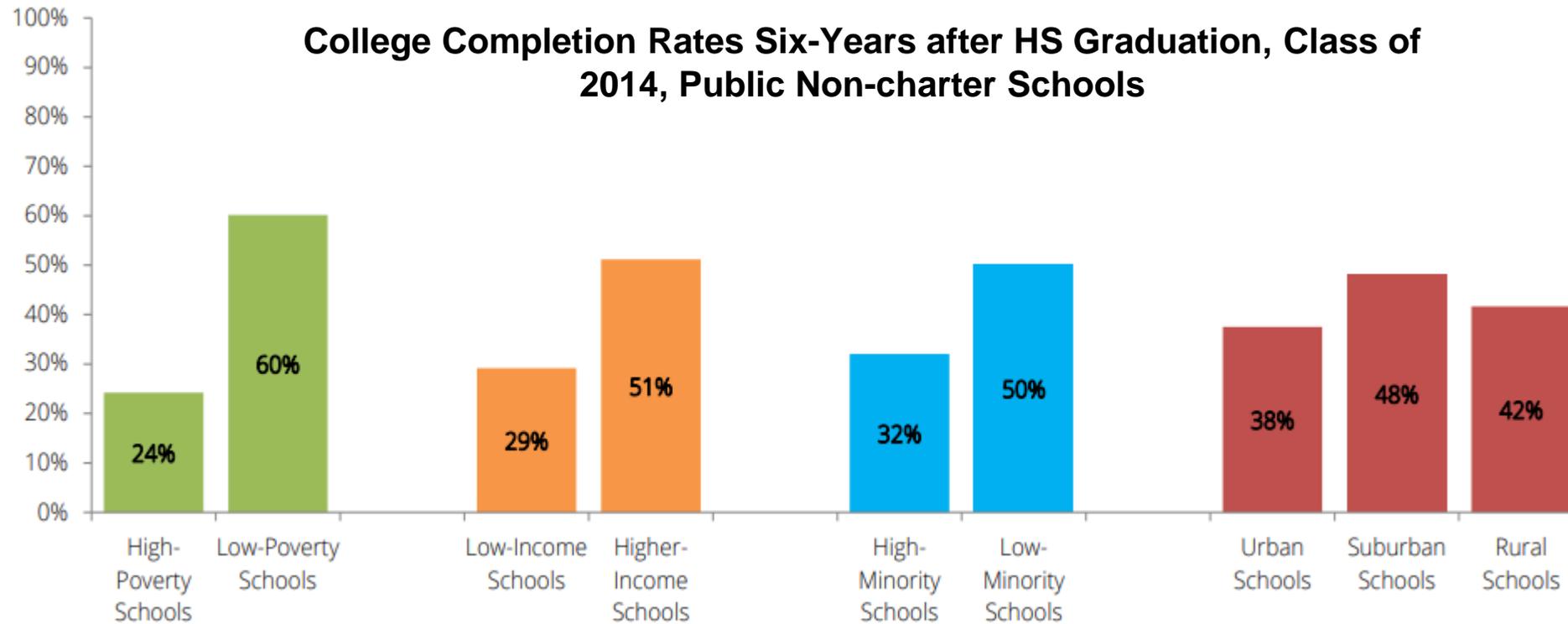
The act of successfully fulfilling the requirements to graduate from an institution (college, trade school, etc.) and earn a degree, vocational certificate, professional certification, or other credential

# By 2021, the national six-year completion rate was 62.2% for students who started college in 2015

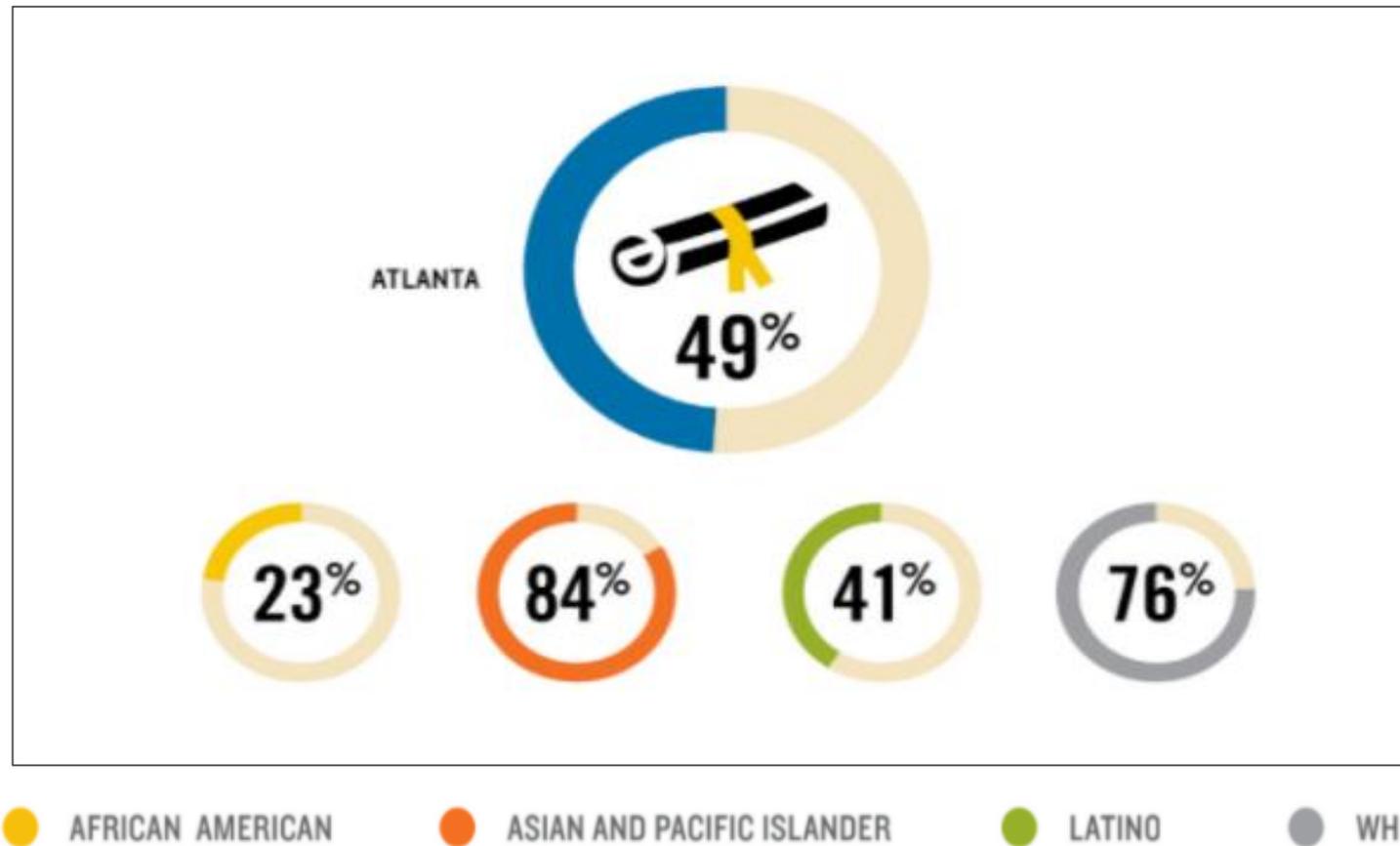
Six-Year Outcomes by Starting Institution Type, 2006- 2015 cohorts



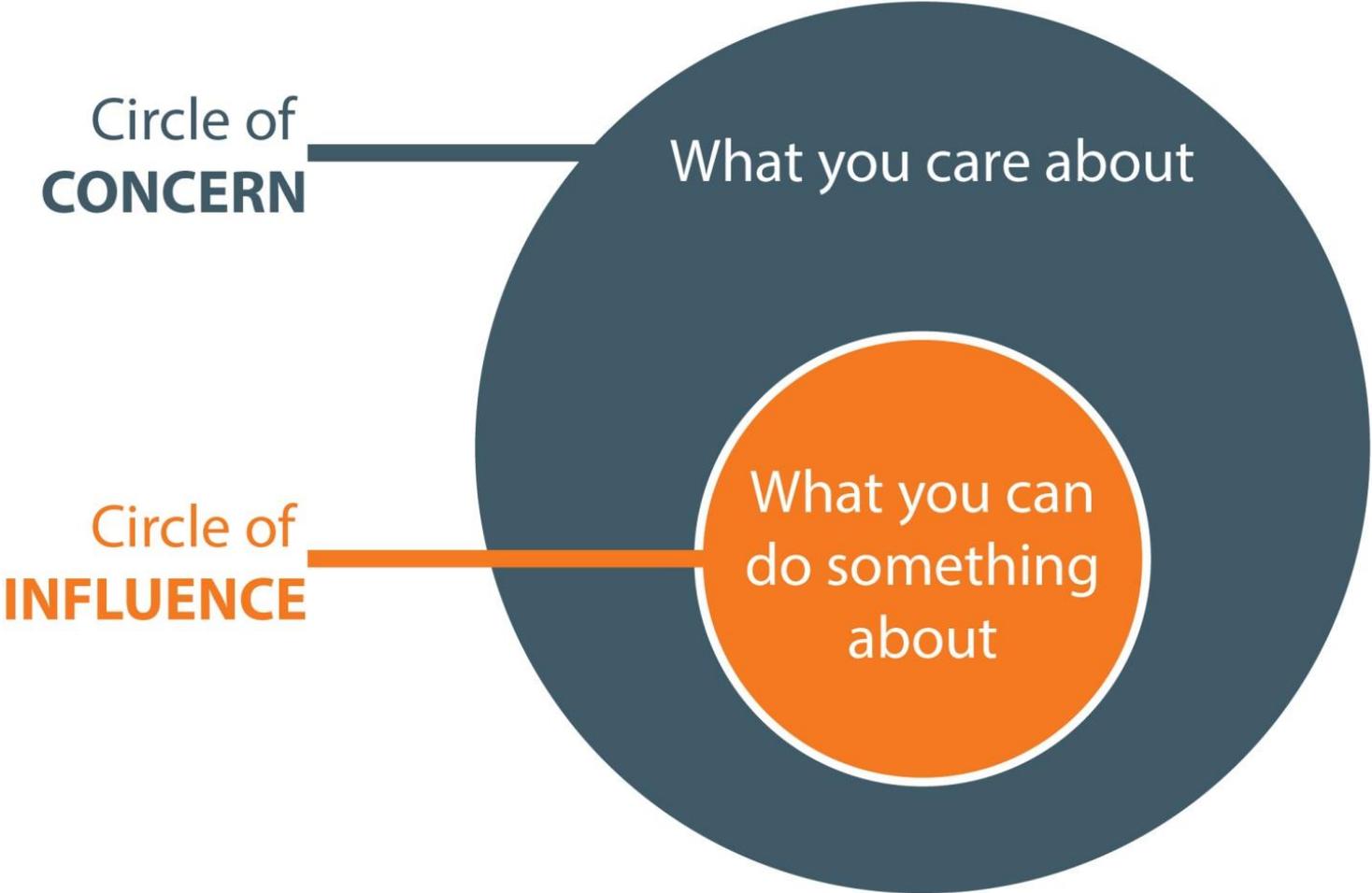
# Nationally, Class of 2014 graduates of high-poverty, low-income, high-minority, or urban HS had lowest six-year college completion rates



# Fewer than half of all Atlantans have a 4-Year degree



# Prioritization





## Breakout Group

### Key Question:

As we identify additional Bright Spots, should this network continue focusing on postsec enrollment or shift attention to postsec completion?

# Should this network continue focusing on postsec enrollment or shift attention to postsec completion?

CAN Focus Area	What's most promising about focusing on this area?	What reservations do we have about focusing on this area?
Enrollment	<ul style="list-style-type: none"> <li>● In enrollment, both K-12 and higher ed are engaged. In completion, only higher-ed is responsible</li> <li>● We can involve both parents and students</li> <li>● We have momentum in regional FAFSA work, which is highly predictive of enrollment. Tactical nature of enrollment strategies (i.e., FAFSA support) make it an easier lift.</li> <li>● College Access orgs are “proof points” for college enrollment</li> <li>● OneGoal’s ‘quality enrollment framework’ is important work at enrollment juncture that can influence completion (may be an opp. to examine how we influence where students go to school)</li> <li>● Work is not complete. Numbers can still grow; still kids to reach. Why not build on our progress?:               <ul style="list-style-type: none"> <li>○ Refine messaging about the importance of higher ed (1. including trade/tech/2-yr options; 2. “quality” enrollment matters</li> <li>○ Support students as a cohort to increase enrollment and persistence</li> <li>○ Build onto dual enrollment credit work in high schools</li> <li>○ Learn from and amplify schools that are doing well with enrollment (“Bright Spot” model)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Harder work is completion work so if we are going to put more resources into something, we should probably emphasize completion</li> <li>● Can’t do enrollment in isolation - completion is critical. Kids who drop out face real-life consequences of debt, absence of credential, and lost time. Major economic implications for cities/states as well</li> <li>● If we just focus on enrollment, higher-ed partners may feel less invested.</li> <li>● Value proposition has changed – need to rethink how we talk about the value of college to today’s students</li> <li>● Enrollment data is higher than completion, especially for underserved communities</li> <li>● Sometimes raising enrollment can decrease completion if the match/fit is not quality. Concerns around enrolling students in colleges that have poor completion rates</li> <li>● Difficulties influencing parents around the value of completing FAFSA and/or value higher-ed</li> </ul>

# Should this network continue focusing on postsec enrollment or shift attention to postsec completion?

CAN Focus Area	What's most promising about focusing on this area?	What reservations do we have about focusing on this area?
Completion	<ul style="list-style-type: none"> <li>• Can pull in higher ed stakeholders and reinvest k-12.</li> <li>• Opportunity to engage business community esp. as it relates to workforce readiness, economy, GDP</li> <li>• GA just passed legislation for completion grants. Looks like there is State energy around completion. May be able to leverage this and widen the scope</li> <li>• GSU is a national leader in completion</li> <li>• Opportunity to embed match/fit into enrollment, which leads to higher completion</li> <li>• Opportunity to support students in what's needed to complete (study skills, navigating college)</li> <li>• 'Complete College GA' has template for completion supports</li> <li>• Highlight higher ed institutions with high completion rates (learn from these Bright Spots)</li> <li>• We know how to support college freshmen – proven strategies exist</li> <li>• Enrollment data is higher than completion data (especially for underserved communities) so it makes sense to focus here</li> </ul>	<ul style="list-style-type: none"> <li>• Worry that k-12 may disengage</li> <li>• With enrollment, both k-12 and higher ed are engaged – in completion, only higher ed is responsible</li> <li>• More difficult to get higher-ed at the table &amp; vulnerable with data to engage in cross-sector continuous improvement processes</li> <li>• Really challenging to move numbers (especially when we have less contact w/ kids once they matriculate)</li> <li>• Support structures diminish after initial enrollment period (or past first couple years), which leaves higher ed “on their own” – accountable for completion rates; need wraparound student support through PS completion</li> <li>• Requires broader coalition to build and grow table of folks</li> </ul>

# Should we continue focusing on postsec enrollment or shift attention to postsec completion?

CAN Focus Area	How feasible will it be for the CAN to influence this area?
Enrollment	<ul style="list-style-type: none"> <li>• We already have partners and capacity in this space. Also, because we work directly with schools, we have easier access to kids</li> </ul>
Completion	<ul style="list-style-type: none"> <li>• We have a GREAT opportunity to pour more resources and personnel into this area. Opportunity to connect nonprofits with higher ed, and work with our current CAN partners (i.e., Achieve Atlanta) to bring new strategies and existing strategies to scale.</li> <li>• We need to cultivate more higher-ed partners. If we do, we may be able to augment work that is already being done on campus to improve persistence and completion.</li> <li>• Opportunity to align strategies within GA colleges and across US</li> <li>• Lots of energy from higher-ed around completion right now (student success is hot!)</li> <li>• NCAN may be a potential partner</li> <li>• Requires comprehensive look – can focus on financial aid. Data on financial aid gap still needs to be gathered.</li> <li>• We know mental health has a huge impact on completion, programs can make a difference in success</li> <li>• Nonprofits exist that can be augmented or scaled. Beyond 12 is doing great work in this space</li> </ul>

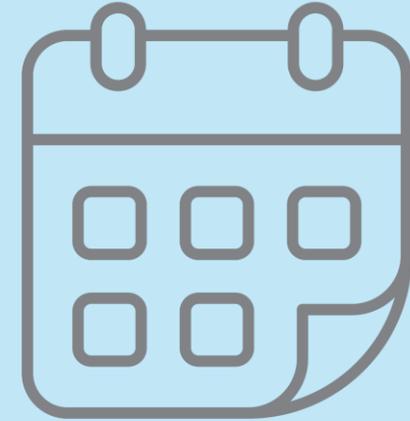
# Share Out

A representative from each group shares their group's preferred focus area and explains why they came to that consensus.

- Rebecca's group
- Ken's group
- Damian's group

# Network Next Steps

- Attend the next network meeting
- In the chat box (optional): Share any resources you'd like to be shared with this network in the follow up email



Mark calendars for next meeting:

**Tuesday, July 12 @ 1pm**



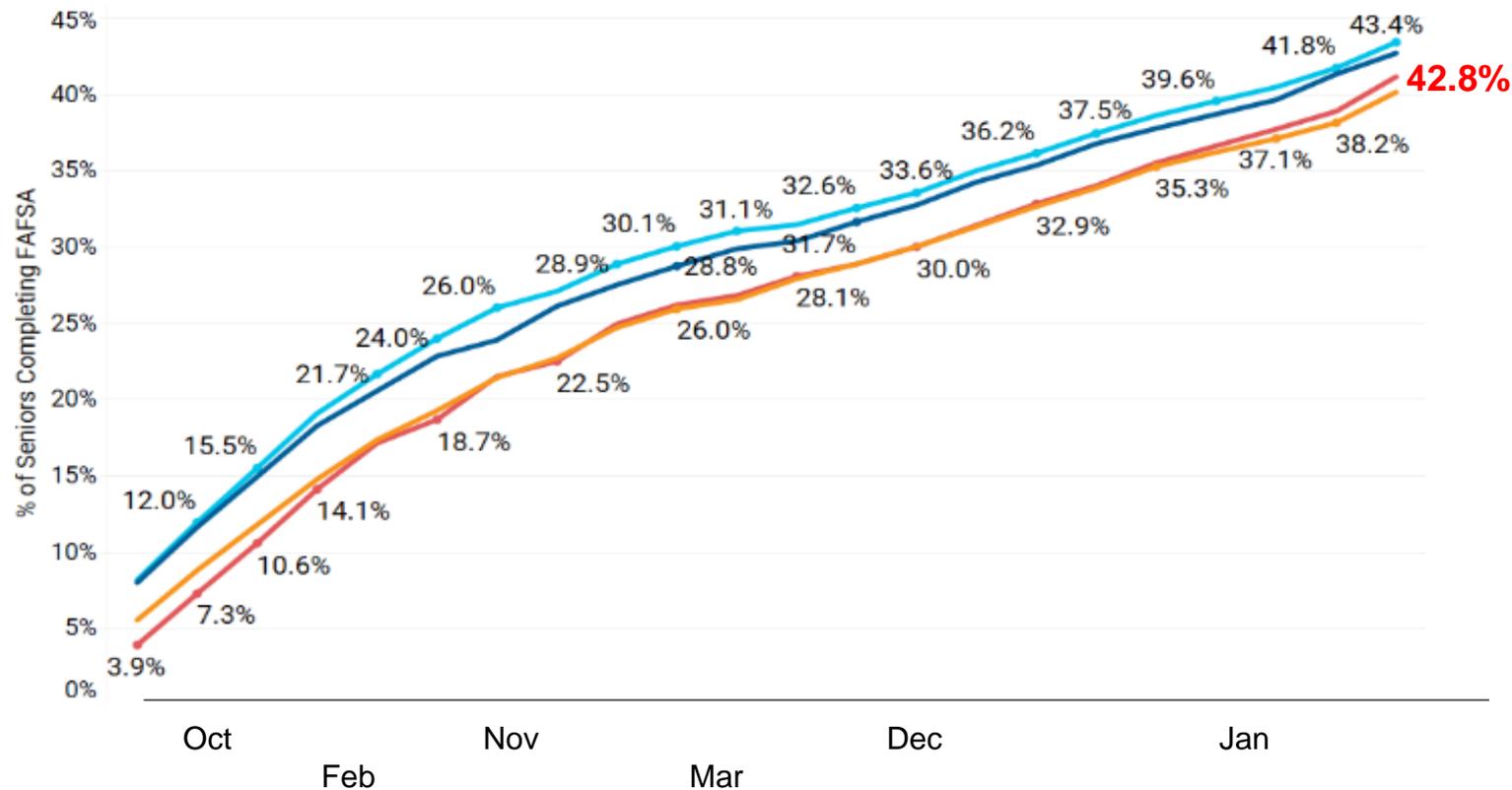
# Appendix

# 1. Postsecondary Enrollment

What It Is	What We Know	What It Means for Students
<ul style="list-style-type: none"> <li>The process of arranging to attend an institution (college, trade school, etc.) after high school, in pursuit of a degree, vocational certificate, professional certification, or other credential</li> </ul>	<ul style="list-style-type: none"> <li>There is a nearly 20 point gap in enrollment between Black and White students among 2017 HS graduates in GA</li> <li>Undergraduate enrollment year over year fell by 3.6 percent in fall 2020 and by 3.1 percent in fall 2021 with less selective 4-year colleges and community colleges experiencing the greatest declines</li> <li>Total undergraduate enrollment declined 6.6 percent from fall 2019 to fall 2021, representing a loss of over a million students</li> <li>Over the last two cycles, FAFSA submissions have declined significantly, and especially among students attending low-income schools. Enrollment declines were 2.3x steeper for students in high poverty schools.</li> <li>Students attending low-income high schools, Hispanic students, and males experienced the greatest declines in enrollment since the onset of the pandemic</li> <li>Of students who postponed enrollment in fall of '20, only 2% made their way back to college in fall '21</li> </ul>	<ul style="list-style-type: none"> <li>Long-term economic and social consequences of declines in enrollment. People without education past high school earn significantly less than those who go on to earn bachelor's degrees, and are more likely to live in poverty and less likely to be employed. They're more prone to depression, live shorter lives, need more government assistance, pay less in taxes, divorce more frequently, and vote and volunteer less often.</li> </ul>

# Nationally, FAFSA Completions up 2.8% for HS Class of 2022

United States, % of HS Seniors Completing a FAFSA  
Classes of 2019, 2020, 2021, 2022

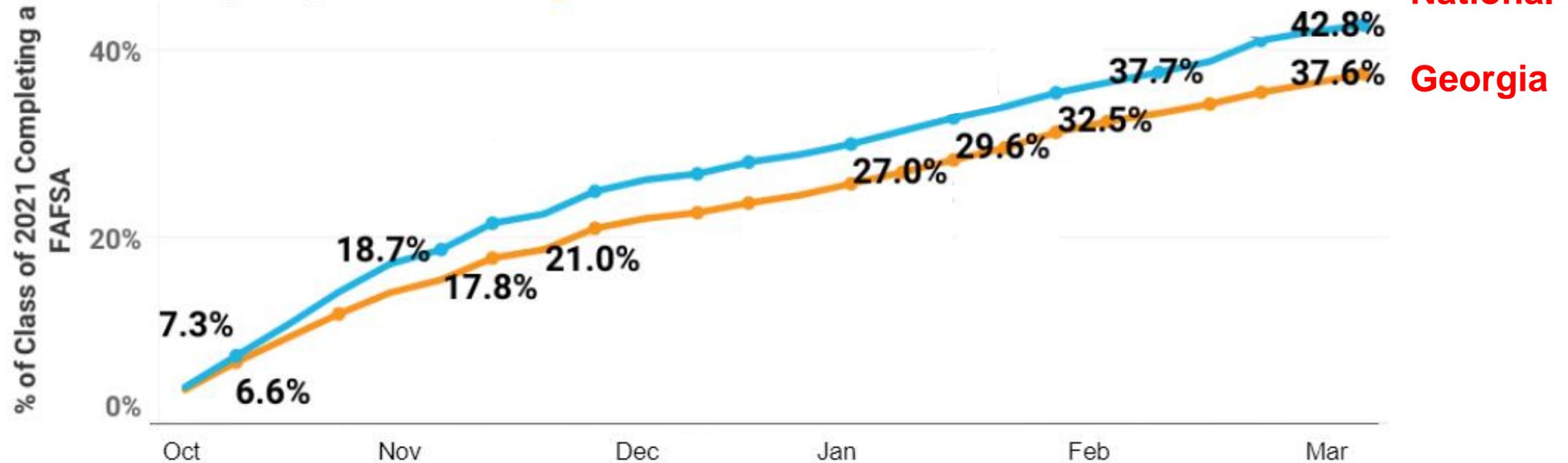


- There have been **1,730,551** completions nationally, a **2.8% increase** compared to last academic year.
- Estimated % of seniors completing FAFSA thru 3/18 is **42.8%**
- HS w/ majority low-income and students of color YOY completion rate is nearly **3x national average**



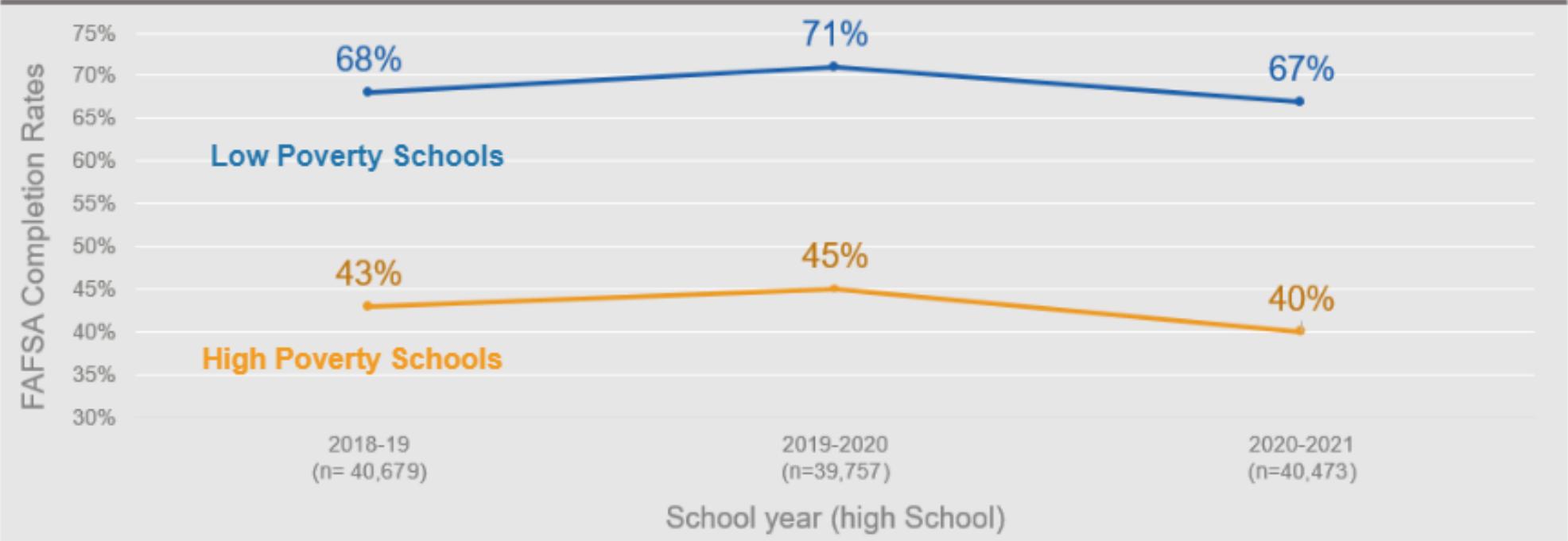
# In Georgia, FAFSA Completion for HS Class of 2022 rate is 5% lower than national rate

% of Seniors Completing the FAFSA: Georgia vs. National



# In Metro Atlanta, students who attend high poverty schools complete FAFSA at lower rates

### FAFSA Completion Rates for Students in Economically Disadvantaged Schools in Metro Atlanta

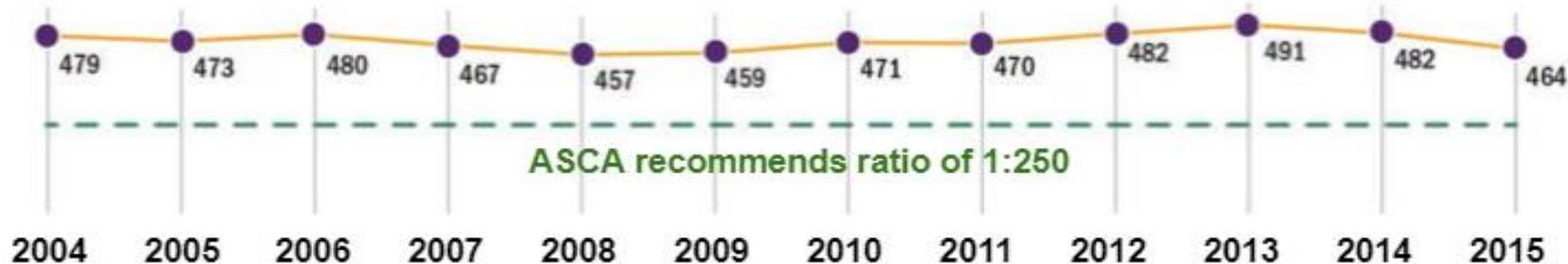


Source: <sup>1</sup>The [NCES](#) defines high-poverty as 75% or more of students receiving free or reduced-price lunch (FRPL).

# Limited counseling support means less financial and college advising

Georgia's counselor to student ratio is 1 to 466 (2019)

Counselor to student ratio, 2004-2015

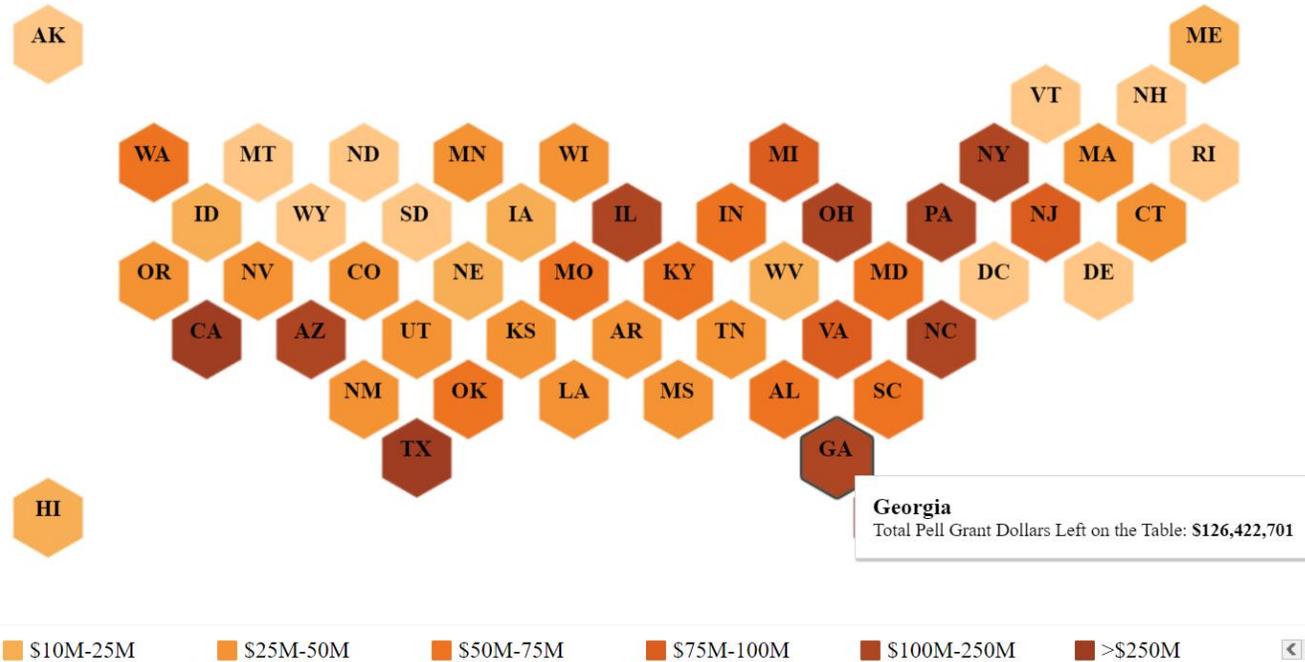


## Nationally:

- Counselors **spend on avg. only 38 min. per student per year** on college advising
- **20%** of students delay going to college due to inadequate college advising

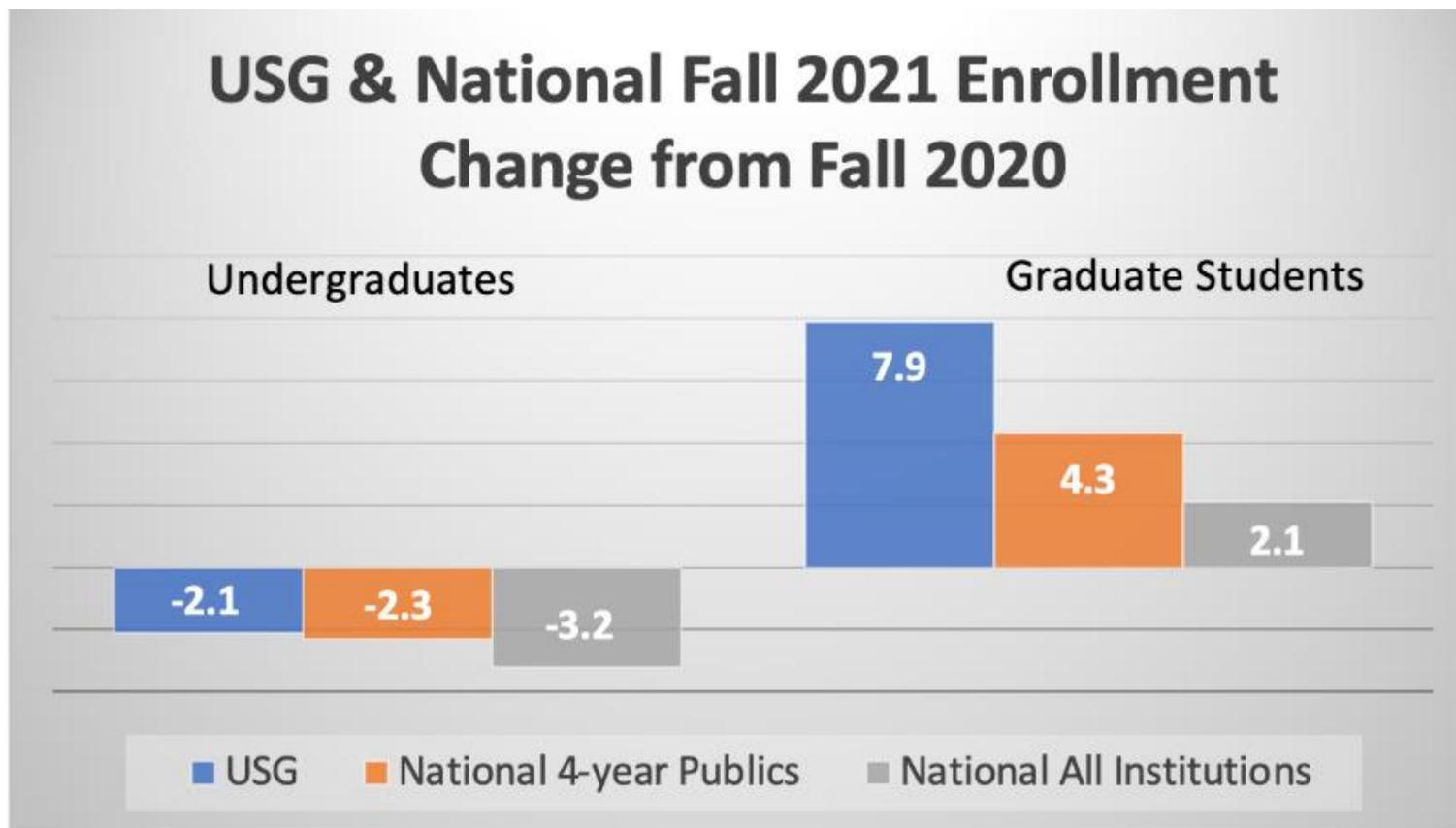
# \$126 Million in Pell Grant aid went unclaimed in GA in 2021 due to FAFSA non-completion

Total Pell Grant Dollars Left on the Table by the Class of 2021



- GA ranked 5th in country in terms of unclaimed Pell Grant funds
- # of Class of 2021 FAFSA non-completers: **54,604**
- # of Class of 2021 Pell Grant-eligible FAFSA non-completers: **27,147**
- FAFSA non-completion rate: **45%**

# Despite 2.1% decrease in undergrad enrollment in 2020, USG slightly better than national peers



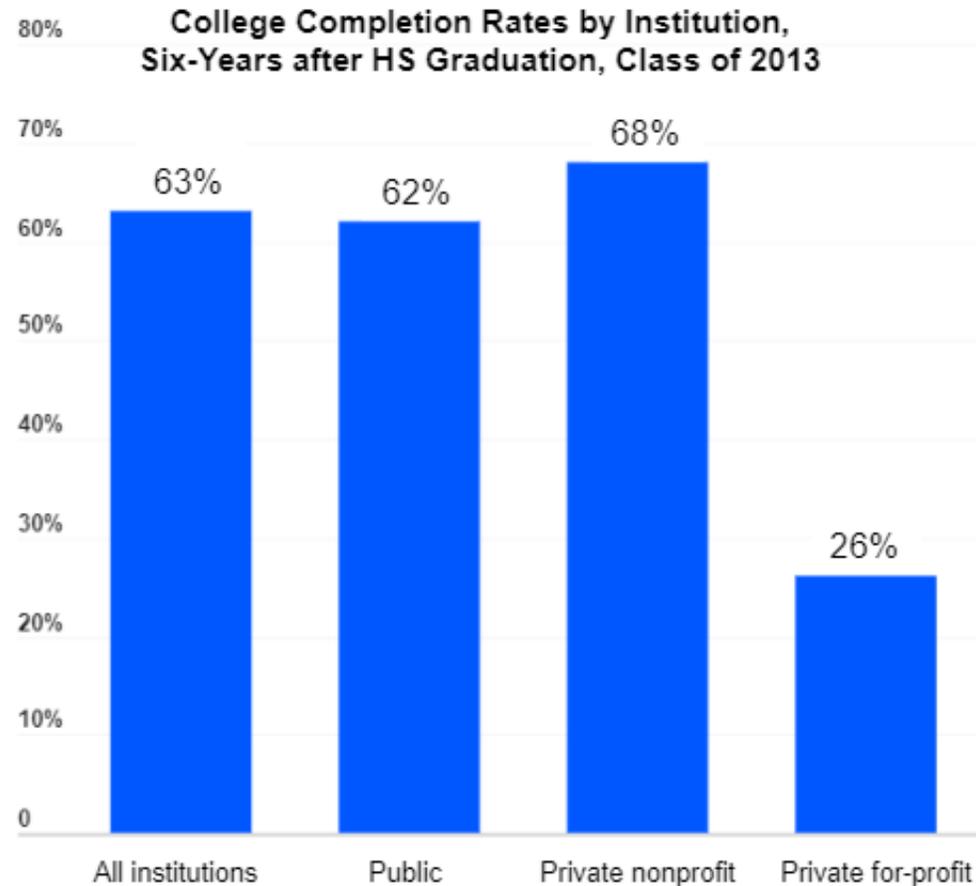
### Within Univ. System of GA:

- Enrollment increased at five institutions (GTech, KSU, UGA, GSU, and Augusta), was flat at one (GA Southwestern State), and decreased at 20
- Enrollment increased among Hispanic (3.4%) and Asian (10.3%) students, and decreased among Black (-2.4%) and White (-2.2%) students

## 2. Postsecondary Completion

What It Is	What We Know	What It Means for Students
<ul style="list-style-type: none"> <li>The act of successfully fulfilling the requirements to graduate from an institution (college, trade school, etc.) and earn a degree, vocational certificate, professional certification, or other credential</li> </ul>	<ul style="list-style-type: none"> <li>Students who are properly matched (financial aid, academic and social supports, graduation rate, etc.) are more likely to persist in college.</li> <li>Every additional \$1,000 in financial aid increases the probability of postsecondary persistence by 4%</li> <li>GA public university graduates earn on average \$850,000 more over the course of their careers than GA students w/ HS diploma alone, and add \$2M to State's GDP</li> <li>Of the 2.6 million students who started college in fall 2019, 26.1 percent, or roughly 679,000, didn't come back the next year. That was an increase of 2 percentage points over the previous year, and the highest share of students not returning for their sophomore year since 2012.</li> <li>The dropout spike was even more startling for community college students (who are typically students of color, 1st gen, low income, Pell eligible and have financial burdens forcing them to drop out)</li> <li>Students are arriving to campus academically unprepared after COVID disrupted education</li> </ul>	<ul style="list-style-type: none"> <li>Those with at least a bachelor's degree will earn about 2.5 times more over their lifetime than those with only a high school diploma. Society benefits from a more educated population, including lower instances of child abuse, lower rates of criminal behavior, and fewer teen pregnancies among children of college-educated parents.</li> <li>The rising dropout rate on college campuses has consequences for individual students, their families and the economy. People who leave college before finishing are more <a href="#">likely to face unemployment</a> and earn less than those who complete bachelor's degrees, and they are about <a href="#">three times as likely</a> to <a href="#">default on their student loans</a>. With fewer college-educated workers to fill skilled jobs, the economy could also suffer in terms of lost business productivity and lower GDP.</li> </ul>

# By 2019, the national six-year completion rate was 63% for students who started college in 2013

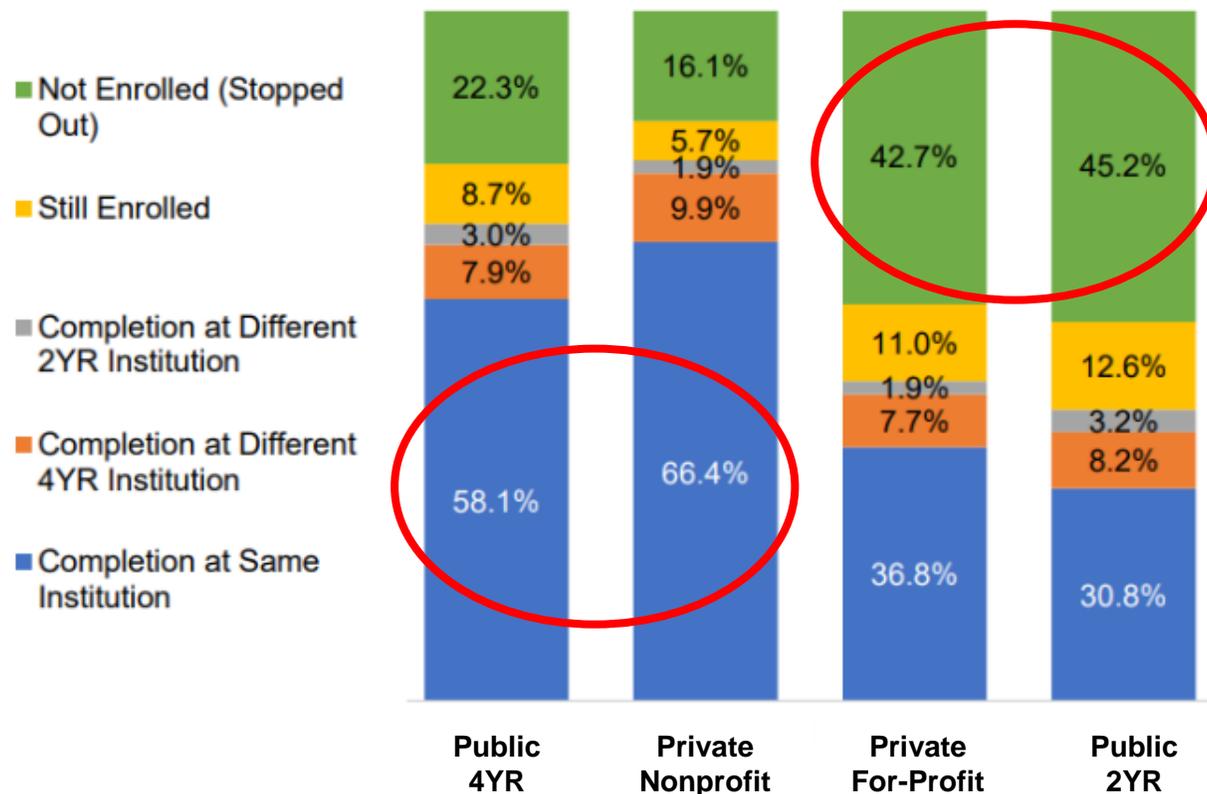


Source: [National Center for Education Statistics](#)

- **Women were more likely than men to graduate within six years** of starting their degree program (66 vs. 60 percent)
- **Completion rates were higher for women at both public (65 vs. 59 percent) and private nonprofit (71 vs. 64 percent) institutions, but lower at private for-profit institutions (25 vs 28 percent)**

# Public 4YR and Private Nonprofit institutions had highest six-year completion rates; Private For-Profit and Public 2YR had highest stop-out rates

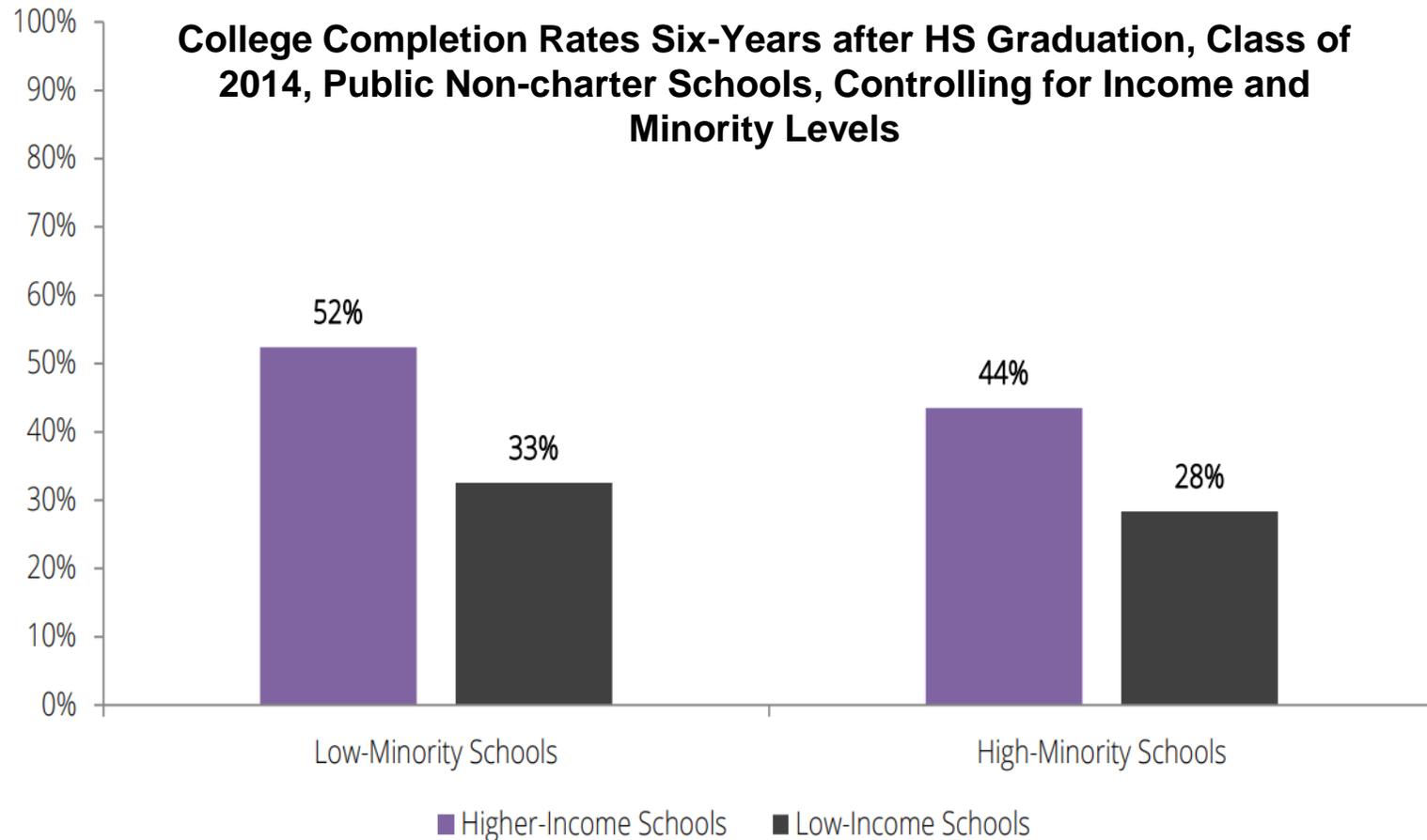
Six-Year Outcomes by Starting Institution Type, Class of 2015



## Examples of Institution Types in GA:

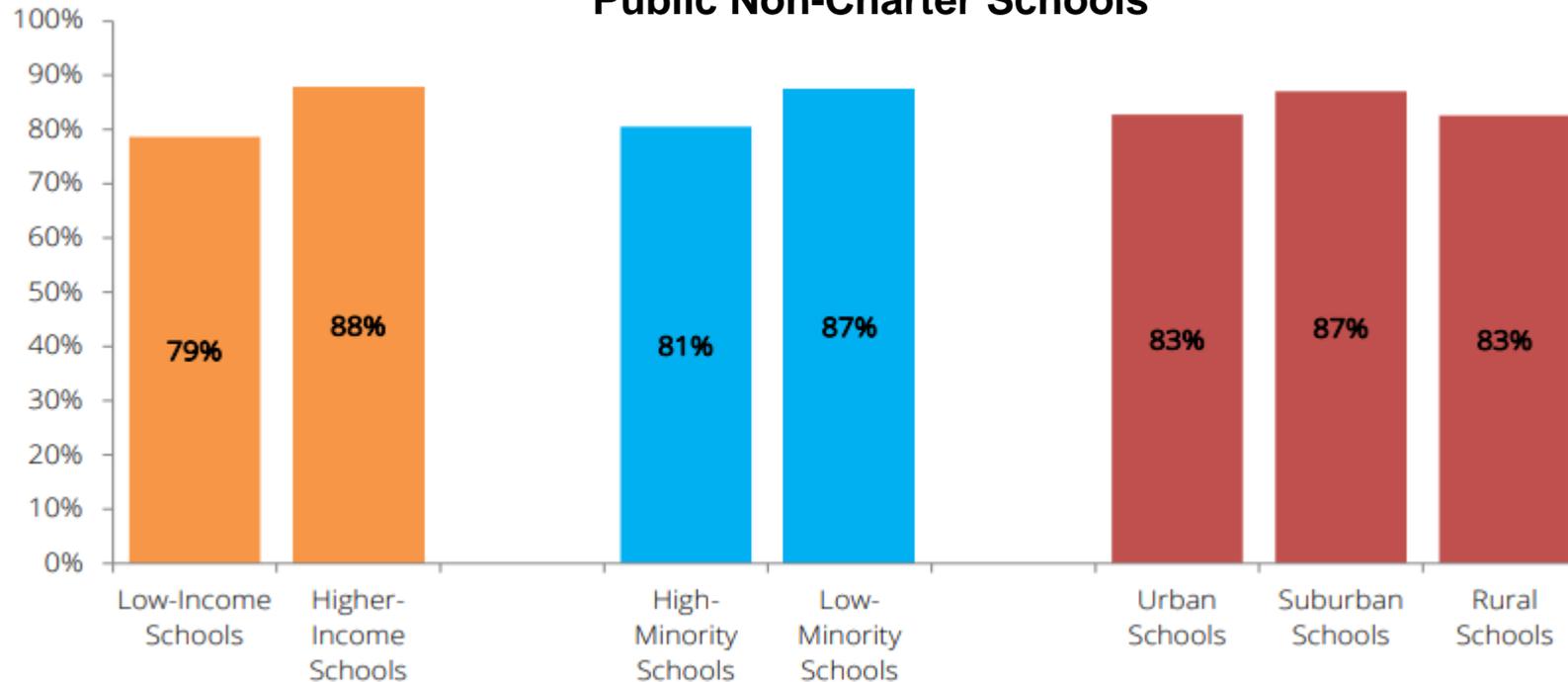
- **Public 4YR** - GTech, UGA, KSU
- **Private Nonprofit** - Agnes Scott, Emory
- **Private For-Profit** - Argosy, Devry
- **Public 2YR** - GSU Perimeter, Savannah Technical College

# Nationally, Class of 2014 graduates of low-income and high-minority HS had lowest six-year college completion rates



# Nationally, Class of 2018 graduates of low-income, high-minority, or urban HS were least likely to return to college their sophomore year

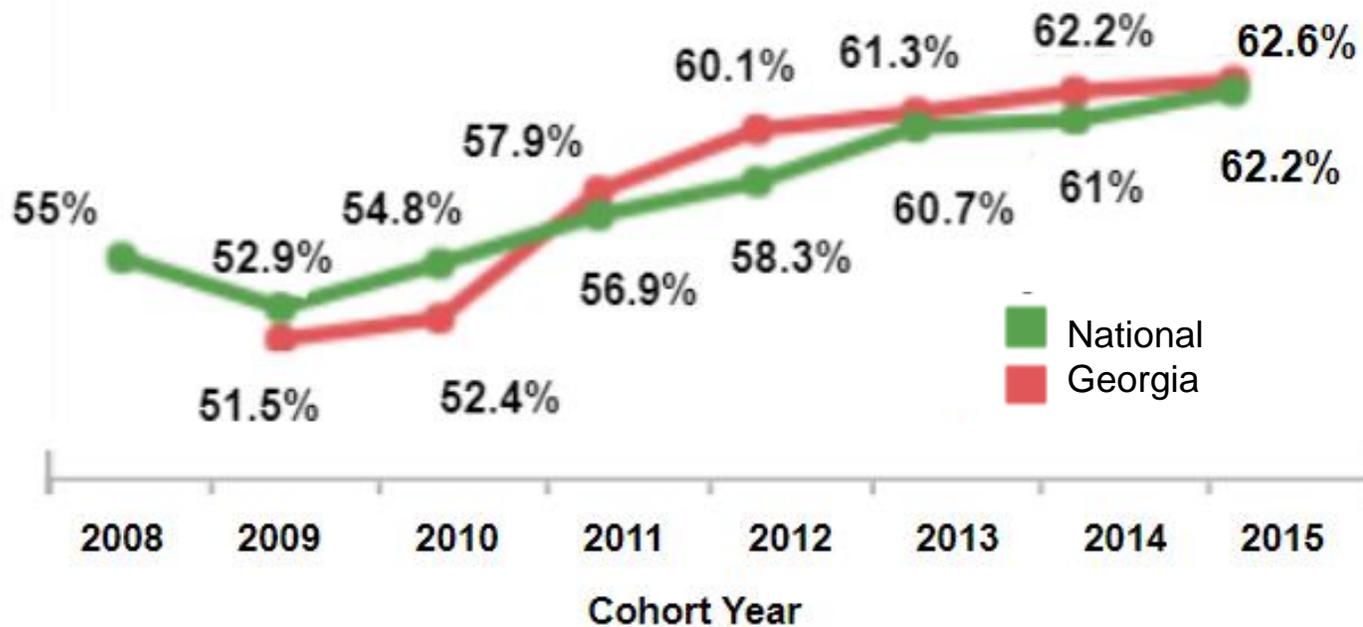
Persistence Rates from First to Second Year of College, Class of 2018, Public Non-Charter Schools



- Of the **2.6M** students who started college in fall 2019, **26.1% (~670K)** didn't come back the next year
- **98%** of students who postponed enrollment in fall of 2020, chose not to enroll in fall 2021
- Regardless of high school type, persistence rates were highest in private, four-year, and out-of-state institutions

# By 2021, Georgia's six-year completion rate was slightly above the national average for students who started college in 2015

National vs. State Six-Year Completion Rate, 2008- 2015 cohorts

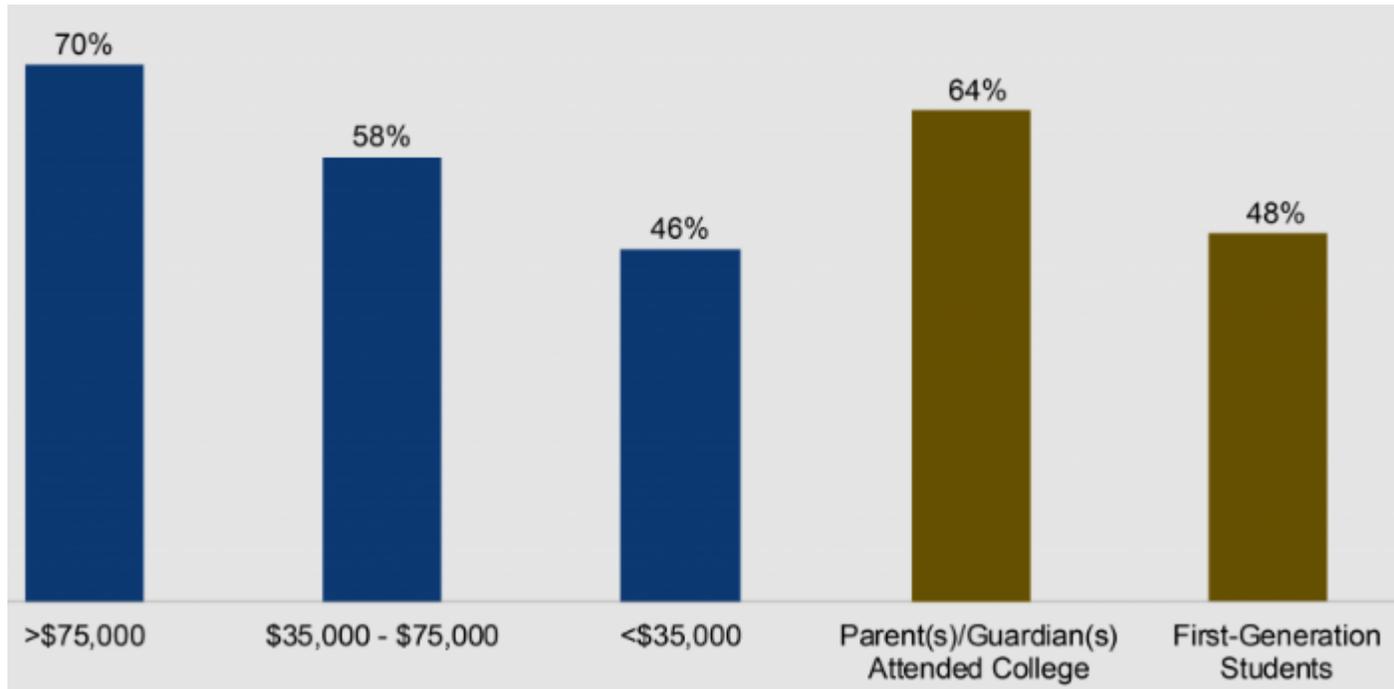


## National vs. State Six-Year Completion Rates by Starting Institutional Type:

- National (69%) vs. Public 4YR (62.9%)
- National (78.3%) vs. Private Nonprofit (73.9%)
- National (42.2%) vs. Public 2YR (52.6%)

# In Georgia, first-generation and low-income students struggle to graduate on time

Six-Year Graduation Rate at University System of Georgia (USG) Schools by Income and 1st Generation Status, 2012 Cohort



## Common factors that impact completion students:

- **Unmet Financial Need** - In 2017, 68% of Black students at USG schools took out loans
- **Homelessness** - 1 out of every 10 Black college students experiences homelessness
- **Food Insecurity** - Nearly 50% of Black college students worry their food will run out before they can buy more
- **Poor sense of belonging** - Negative interactions with professors, staff, and students, esp. across lines of difference
- **Poor academic preparation** - Students requiring expensive remedial classes to make up for inadequate HS prep (esp. post COVID)

# Links to Sources

[https://gbpi.org/georgia-higher-education-data-book-2019/#\\_edn5](https://gbpi.org/georgia-higher-education-data-book-2019/#_edn5)

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