



Practice 1: Use Student-Level Data

Use student-level data to track FAFSA* completion at the individual student level. Available to Oregon High Schools through OSAC's FAFSA Plus+ program (<http://www.oregonstudentaid.gov/fafsaplus.aspx>).

**Student-level data not available for ORSAA completion.*

Actions:

- Download data on a frequent and regular cycle (data available weekly) and reflect on trends
- What is this data telling us?
- What can we learn?

Potential Challenges:

- Completers not showing up in data
- Issues finding a reliable denominator (student body size)
- Can be time-consuming

Shared Learnings:

- If you have issues with student-level data contact the FAFSA Plus+ Team FafsaPlus@hecc.Oregon.gov
- Student-level data allows schools to track FAFSA completion in real-time (weekly)
- By having student-level data you can target individual students and student populations
- You can measure the impact of different interventions and link individual students back to an intervention



Practice 2: Involve Community Partners in the Building

Directly involve community partners in your FAFSA/ORSAA work (if you have a FAFSA/ORSAA work team, encourage them to send a representative to your check-ins) to capitalize on the student-community partner relationship.

Interventions:

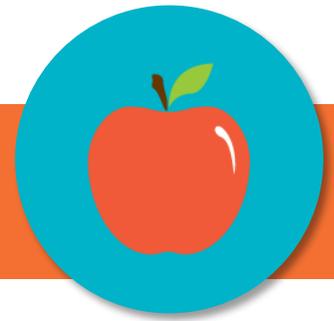
Use the student-level data (*see practice 1*) to identify which students are currently being helped or seen by team members (community partners, staff like SPED case managers, teachers) and assign team members to students you want to target.

Potential Challenges:

- Institutional barriers
- Capacity limits
- Unfamiliar with FAFSA/ORSAA process
- Not having reliable data (*see practice 1*)

Shared Learnings:

- Teams involve a variety of members but always involve: a principal or vice principal, the College/Career Coordinator or school counselor, and community partners
- A principal or vice principal is vital to the team to minimize institutional barriers
- It is important to train partners in the FAFSA/ORSAA application process; trainings can teach multiple partners at once. This helps build capacity in the building, especially if FAFSA/ORSAA is the responsibility of one or two people
- It is important to share the work between team members
- Student-level data allows you to work with smaller groups of students over time as your work progresses through the year, making more direct contact feasible (*see practice 1*)



Practice 3: Involve Teachers & Staff

Directly involve teachers and staff in the FAFSA/ORSAA work (if you have a FAFSA/ORSAA work team, encourage them to send a representative to your check-ins). Capitalize on the student-teacher relationship by asking teachers to recruit students for FAFSA/ORSAA events and encourage individual students to complete the FAFSA/ORSAA.

Interventions:

- Have teachers and staff (especially senior-only teachers, like economics or social studies) promote and participate in FAFSA/ORSAA completion events
- Have senior-only teachers (economics or social studies) work FAFSA/ORSAA into their curriculum

Potential Challenges:

- Teachers & staff not properly trained in FAFSA/ORSAA completion
- Language barriers
- Students don't see FAFSA/ORSAA events as mandatory
- Teachers & staff may not be aware of the FAFSA/ORSAA work or lack understanding of the multiple pathways that FAFSA/ORSAA can open for students (e.g. accredited trade schools; CTE programs at community colleges)

Shared Learnings:

- Teachers treating FAFSA/ORSAA completion as part of the classroom's expectations created a sense of urgency for their students
 - Having FAFSA/ORSAA pre-work or the FAFSA/ORSAA itself as a graded assignment helped create sense of urgency
- Having a stamp from the principal's office got the attention of students, and they treated FAFSA/ORSAA more seriously
- Student-level data allows you to work with a smaller and smaller group of students as your work progresses through the year, making more direct contact feasible (*see practice 1*)



Practice 4: Use Class Time to Fill Out the FAFSA/ORSAA

Help students complete the FAFSA/ORSAA during school, using regular school-day time. Use classroom time, assemblies, or free periods to have students fill out the FAFSA/ORSAA.

Interventions:

- Seniors fill out the FAFSA/ORSAA during a forecasting assembly for other students
- Seniors fill out the FAFSA/ORSAA in class as part of their senior economics course
- Seniors fill out the FAFSA/ORSAA in class during an advisory period

Potential Challenges:

- Language barriers
- Documentation missing
- Parents not onboard
- Not enough FAFSA/ORSAA experts
- Not enough volunteers

Shared Learnings:

- Use opportunities, like forecasting time for students, when all seniors are together to remind them of the importance of FAFSA/ORSAA, resources available, and provide a space and time for them to fill it out during the school day
- Use community partners as FAFSA/ORSAA experts and extra help (*see practice 2*)
- Have students come in with documents and information prepared, making those prep documents a homework assignment made it important for students
- Make phone calls to parents who are more hesitant or lack understanding/trust in the system
- The more involved the teachers are, the more parents tend to trust the process