Team Name: Financial Aid Action Network Team (FAANT)

Tactical Plan: UPDATE: June 2021

Team Vision: Students have access to equitable resources as a result of institutional systemic change and a strengthened financial aid process. African American, Latinx, Native American students; students with disabilities and other marginalized student groups who aspire to obtain post secondary education, will have access to funding to cover the full cost of attendance, including tuition, fees and living expenses. Each student will complete college not burdened by debt and will be economically empowered to participate in a fulfilling life and build a career in the IE.

Team Strategy: Inform youth and families on the financial aid process; support high schools to adopt policies and practices to ensure financial aid knowledge and capacity, inform policy and support advocacy related to the financial aid process.

Tactic 1: Scholarship Access and Coordination (Equitable distribution of scholarships, equitable access – including award criteria - to supports for students, how to scale equitable access and resources)

Output(s)	Output Metric(s)	Short-term Outcome(s) 12-18 mos.	Short-term Metric(s)	Mid-Term Outcome(s) 18-24 months	Mid-Term Metric(s)	Long-term Outcome*	Long-term Metric(s)
• Define institutions willing to review/conduct/aggregate existing research with an equity lens about best practices around effective scholarship awarding, award criteria, student persistence – use data to inform our work.	• 100% ANT members participating in research / data collection.	• Key best practices are identified (specifically for marginalized groups) and a framework is designed and deployed in 25% of scholarship giving organizations to guide scholarship giving.	• Completion of the framework and 10 organizations adopting.	• Increase in amount of scholarship funding dedicated to students in marginalized groups.	• Double the award amount of scholarships to marginalized students.	• Increase educational attainment with specific emphasis on accelerating success for historically marginalized student groups	• 80% of students who receive a scholarship in this target group complete within 6 years
• Map all regional award providers and identify scholarship criteria (FAFSA/Dream Act completion, GPA, etc.), varying levels of student supports and barriers, regional scholarship distribution	• 50 entities are identified and interviewed for mapping project.	• A map and gap analysis exists that documents scholarship awarding entities detailing scholarship distribution, geography, population served, students supports and unmet need and barriers.	• Completion of the map and gap analysis	• 50% of scholarship giving providers in region have agreed to allocate resources to areas identified on gap analysis and agreed to implement a data process to follow students success	• 25 scholarship providers are allocating resources to areas identified in gap analysis		• Cohort group of providers agree to develop and utilize common data measurement system to follow student success
• Public Education Campaign - Address parents awareness and understanding about FAFSA/Dream Act ○ Leverage existing school resources (i.e. AVID, counselors, College Next platform)	• Existence of quality campaign messages as evidenced by social media posts; district, school site and partner campaigns	• 25% of parents and students in target populations understand financial aid process and have access to resources	• Increased understanding as measured by post-outreach surveys	• Commitment by all districts to get to 80% completion of FAFSA/Dream Act completion by students in target population and provide guidance on the process	• 80% of target population students complete the FAFSA/Dream Act	• Eliminate the chasms in wealth, income and poverty rates which disproportionately affect people of color	• 80% of target population students maximize access to available resources and graduate within 6 years with minimal debt

Tactic #1: Scholarship Access and Coordination (Equitable distribution of scholarships, equitable access – including award criteria - to supports for students, how to scale equitable access and resources)

Target Population	Expected Dates of Implementation	Description	Services needed from the community
Who will benefit from this initiative? Low income, first generation students, AB540 students Students of color Marginalized population of students Middle class students will benefit as they discover the resources that FAFSA opens up Foster Care, homeless, documented and undocumented students, students with disabilities	**Start Date**: October 2020 **End Date:** December 2022	**How will you describe to the greater community what you are doing?** We are taking an inventory of current scholarship opportunities to ensure awareness of financial resources, and coordinating access for those students who have historically not had access. Our focus is equitable access and distribution of scholarship and financial aid resources. Strategically and intentionally investing in creating equitable awareness, access and distribution in the coordination and delivery of scholarships in the IE.	**How can community partners engage this initiative? What are you looking for? How can existing resources in your community be aligned?** Community partners can engage by partnering with organizations who serve families in other ways, i.e. doctors, teachers, Boys and Girls Clubs, YMCAs to share information Donating to scholarship funds Help disseminate information Be trained to help support students and families – deliver financial aid workshops, etc. Cities can assist by helping to disseminating information and training their staff to participate. Cities can prioritize this project, sign proclamations that promote this work – for example, in the IE this month, we will support in these ways

Discussion Notes: November 4, 2020

Key Strategies Emerging:
- Aligned scholarship giving requirements
- Encourage multi-year scholarships
- Educating the community

Key Questions to Consider:
- How to deploy across the larger region?
- What does it look like to get to scale?
- Integrate higher education partners
- Educate scholarship providers about cost of living needs of students
- Educate families about expectations for use of scholarship funding to support student expenses, not just family needs.

Systemic Change Through Collective Impact

How does this change business as usual in our community?	How will this affect future generations?	How will this scale and be sustained?
- It expands the range of stakeholders who own responsibility for this work – - Increased accountability	- Less debt for graduating students - Increased college access and completion for marginalized students - Puts systems in place for future work in this area across the IE - More conscious and intentional scholarship awards for target population. - Will create awareness of the scope of scholarships available to all students and the wider landscape of scholarship opportunities. - Will address underlying assumptions for ways students access scholarships and the ways scholarships are traditionally structured and the scholarship awarding process and barriers those might create (i.e. need for essays, GPA requirements)	- As school districts make commitments to the FAFSA completion goals, they will set up systems to sustain the work in perpetuity to continue to meet goals. - Increasing and aligning scholarship requirements and leveraging funding will allow region to scale support for more students

Tactic 2: Policy and Advocacy

Tactic 2: Policy and Advocacy							
Output(s)	**Output Metric(s)**	**Short-term Outcome(s) 12-18 mos.**	**Short-term Metric(s)**	**Mid-Term Outcome(s) 18-24 months**	**Mid-Term Metric(s)**	**Long-term Outcome***	**Long-term Metric(s)**
• Establish regional FAFSA/Dream Act completion goal for the Inland Empire with full engagement of Parent Advocacy groups (tie to economic impact of FAFSA and college completion for marginalized groups – need to drive this home in policy and advocacy). NOTE: AB1617 died in legislation due to COVID. Plan to reintroduce in next cycle under a different name through Assembly member Reyes	• A completion goal is established with support of parent advocacy groups	• Best practice resources have been identified to share with districts to advocate for the graduation requirement. • Establish baseline and target increase for FAFSA/Dream Act completion in district with 50% or lower FAFSA/DA completion **AND** • Districts with 50% or lower FAFSA/Dream Act completion rates receive outreach to connect to College Affordability Summit-csac.ca.gov/CACollegeAffordabilitySummit and other resources (i.e. Cash for College and other incentives, NCAN certifications)	• A structure (website, other) exists to share best practice information with schools engaging existing infrastructures, i.e. Cal SOAP, Cash for College, etc. • 100% of districts with 50% or lower FAFSA/Dream Act completion rates receive outreach to connect to College Affordability Summit and other resources • 10% increase from baseline for students completing the FAFSA/Dream Act across target districts	• Districts adopt FAFSA/Dream Act graduation requirement (with opt out option) and/or affirm 85% completion goal for all student population groups, so students of color are not left behind	• 50% of districts make FAFSA/Dream Act completion a graduation requirement and/or districts achieve an 85% FAFSA/Dream Act completion rate	•Eliminate the chasms in wealth, income and poverty rates which disproportionately affect people of color	• 35% of people in IE have a BA degree or higher and fully utilized financial aid resources. • 100% of higher ed institutions in IE are providing supports and resources for student transition into the workforce. Look at where local institutions rank in statewide scorecards (https://qtrial2018q1az1.az1.qualtrics.com/jfe/preview/SV_0wbN124J3LqkANU?Q_CHL=preview&Q_SurveyVersionID=current) • 100% of students in target population and Guided Pathways students are optimizing available support services and are graduating and securing jobs within their field of study (include key levers for workforce readiness) - • % BA degrees relevant to IE workforce opportunities (STEM degrees) - https://www.labormarketinfo.edd.ca.gov/data/employment-projections.html

Discussion 5/28/21
- Maybe wait on the "fully utilized financial aid resources" until after meeting with CCGI
  - We might have more information after summer on CA statewide data and college access going metrics
- Look at ethnic and gender breakdown of completion to make sure that as we increase completions, we are making progress in communities of color

Discussion – 3/3/21 – moved metrics from 2/3 into LTO column. Below are remaining ideas to place in TP:
- Small group review LTOs
- Think about barriers to students accessing the resources that schools provide - what are we doing to provide equitable services to students – link up Guided Pathways
- Possibly surveying recent or soon to be graduates of color on what resources they feel they feel they have access to and possibly the individual mindset on the transition into the workforce.
- measures for transition from college to work force, career readiness and social capital development.

Subcommittee: Dahlia, Darrell, Dina, Anthony, Sorrell and Summer

Tactic #2: Policy and Advocacy

Target Population	Expected Dates of Implementation	Description	Services needed from the community
Who will benefit from this initiative? - Students will benefit, and especially first generation, low income students - Families will benefit (decreased parent loans) - Industry will benefit with better prepared workforce - Local government, cities - Community and workforce - Higher education institutions, more students and graduates	**Start Date:** January 2021 – silent phase of ground work, creating infrastructure, developing strategies **End Date:** June 2023	**How will you describe to the greater community what you are doing?** - Launching initiatives to increase FAFSA completion rate in IE - Helping students and families becoming economically - independent	**How can community partners engage this initiative? What are you looking for? How can existing resources in your community be aligned?** - Leverage train the trainer model with faith-based, parent and community groups to deploy FAFSA support (volunteers: Students, MA level, banking, workforce, etc.)

Discussion – 12/2/20 re: Tactic 2 LT Outcomes:
- Find way to monitor FAFSA/Dream Act completion real time to increase completion real-time
- Define what "fully utilized" means
- Identify key metric that could demonstrate progress, i.e. debt relative to peers, Crafton Hills work to measure student credit scores, ability to secure gainful employment upon degree completion, could apply a factor (Sheila idea), track student loan increases as students are securing loans to replace lost income, track student loan default rates can find through US Department of Ed, https://nces.ed.gov/collegenavigator/
- This is a great resource to track student loan debt: https://mappingstudentdebt.org/#/map-3-labor-markets
- Identify measures that demonstrate institutionalization
- Identify the "easy button" that this team could create to make this attractive (incentives at the college level, mobilize two county offices of education on the next innovation… possibly an incentive structure to get more to participate

Discussion - 2/3/21 re: Tactic 2 LT Outcome:
- 100% of higher ed institutions in IE who are providing supports and resources for student transition into the workforce. Look at where local institutions rank in statewide scorecards
- 100% of students in target population and Guided Pathways students are optimizing available support services and are graduating and securing jobs within their field of study (include key levers for workforce readiness)
- % BA degrees relevant to IE workforce opportunities (STEM degrees)
- Increased # of students graduating with job exposure/work experience to compliment degree
- Think about barriers to students accessing the resources that schools provide - what are we doing to provide equitable services to students – link up Guided Pathways
- if this was not already shared, possibly surveying recent or soon to be graduates of color on what resources they feel they feel they have access to and possibly the individual mindset on the transition into the workforce
- measures for transition from college to work force, career readiness and social capital development.
Subcommittee: Dina, Anthony, Sorrell and Summer

Systemic Change Through Collective Impact

How does this change business as usual in our community?	How will this affect future generations?	How will this scale and be sustained?
- Collective impact – shared governance over responsibility of encourage our young people and adults ha access and information around financial aid and support to complete	- Increase average wealth of families in the IE and improve generational wealth accumulations - Decrease student loan default rates	- It will naturally scale -- more students who take advantage of this resource will become mentors for younger students and family members - Social capital will be built to advance and sustain - Expect scale through institutionalization as partners adopt policies established

Scholarship Access and Coordination	Policy and Advocacy	Fund Development	Regional Capacity Building	Financial Literacy
Call to Action for organizations who give scholarships	Policy advocacy at state level - FAFSA/Dream Act to Graduate	Connect with donors and funders to leverage bi-county	Learn and Share best practices together	Create/support financial literacy program for students (college specific)

• 5 biggest givers in respective cities?		funding opportunities.		
Scholarship Regional Coordination for leverage and maximum impact	Collective messaging to advocate/develop policy for FAFSA completion	Create equity with messaging - asking donors to support other students	iestudents.org https://iestudents.org/financial-aid/ • List Scholarship Opportunities in the Financial Aid page	Ensure alignment with the NPO (Non Profits) Task Force and work being accomplished • Leverage BLU, OFCV, OMPS to help share scholarship opportunities/ ambassador program
College/ universities publish all scholarships available and the institution i.e. colleges, departments, foundation, etc. • Can the IEstudents.org page be leveraged?	Invite champions and leaders to advocate for the group • Who should these individuals be? How do we engage?	Fund development/support from the community Foundation PD - capacity development		
Map who is giving scholarships (where, for what) https://www.iegives.org/students/overview/	Language (Equity Lens)			