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Increasing Student Awareness of the FAFSA



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About the Minnesota Office of Higher Education

The Minnesota Office of Higher Education is a cabinet-level state agency providing students with financial aid programs and information to help them gain access to postsecondary education. The agency also serves as the state's clearinghouse for data, research and analysis on postsecondary enrollment, financial aid, finance and trends.

The Minnesota State Grant Program is the largest financial aid program administered by the Office of Higher Education, awarding up to \$150 million in need-based grants to Minnesota residents attending eligible colleges, universities and career schools in Minnesota. The agency oversees other state scholarship programs, tuition reciprocity programs, a student loan program, Minnesota's 529 College Savings Plan, licensing and early college awareness programs for youth.

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Introduction

One of the biggest barriers to accessing higher education is financing the rising costs of tuition and student fees. Compounding this problem is the reality that not all college students apply for financial aid by completing the Free Application for Federal Student Aid (FAFSA) each year. In the 2007-2008 academic year, nationally 41 percent of students did not apply for financial aid, even though it is likely that at least a quarter of those students are low-income and would have been eligible for Pell grants (Kantrowitz, 2009). Because higher education benefits both individuals and society (Baum & Ma, 2007), there is much at stake when it comes to the access and affordability of college. Boosting the financial aid opportunities for students by increasing the number of students who apply for financial aid is a critical measure that can be taken to increase the access and affordability of higher education.

The 2009 Legislative Session included a proposal to require students attending public post-secondary institutions to complete the Free Application for Federal Student Aid (FAFSA). As an alternative to this mandate, the Office of Higher Education agreed to provide a report to the Legislature on the policies and procedures adopted by institutions to increase student awareness of the need to complete a FAFSA application. The report is to include a preliminary assessment of the effectiveness of the policies and procedures.

LAWS of MINNESOTA for 2009

Chapter 95

*Sec. 45. **FAFSA REPORT.***

By March 15, 2011, the Office of Higher Education must report to the committees of the legislature with primary jurisdiction over higher education on the policies and procedures adopted by institutions eligible for the state grant program to increase student awareness of the need to complete a FAFSA application with a preliminary assessment of the effectiveness of the policies and procedures.

State officials want to better understand what actions institutions take to encourage low- and middle income students to apply for all available federal and state financial aid and how effective those efforts are. The underlying goal is to better understand how the state can improve FAFSA filing rates for all students. To accomplish this goal the Office established the following research questions:

- How many Minnesota students apply for financial aid?
- Who should apply for financial aid?
- Why do students not apply for financial aid?
- What are current institutional policies and procedures to increase FAFSA awareness?
- How effective are current policies and procedures?
- What initiatives, policies or procedures would staff recommend to increase FAFSA completion?

Financial Aid Starts with the FAFSA

Financial aid represents a large enterprise in the United States. In fiscal year 2009, the Department of Education delivered about \$112 billion in federal student aid through grants (\$25 billion), work-study, and loan assistance (\$87 billion) to almost 13 million postsecondary students (Council of Economic Advisors, 2009). Additionally, the College Board (2008) estimates that states and postsecondary institutions provided approximately \$37 billion in grant aid to students in 2007-2008.

Completion of the FAFSA is the first step in securing federal financial assistance in addition to some state and institutional need-based aid. Over 12 million students applied for financial aid in 2007-2008. Students who do not complete the FAFSA are not able to receive any state financial aid to assist them with the cost of attendance.

Family income and ability to pay for college are important indicators for college access and attendance. Among high school graduates in 2004, only 43 percent of students from families with incomes under \$30,000 immediately entered into higher education while 75 percent of students from families with incomes over \$50,000 enrolled in higher education (Long, 2008). Significant gaps within income level also affect outcomes such as retention and graduation: Adelman (2006) found that only 36 percent of low-income students completed a bachelor degree in eight years while 81 percent of high-income students graduated in the same time frame.

One of the greatest barriers to higher education is related to the cost of attendance. The lower the overall cost, the greater the likelihood of attendance and years of education completed. Dynarski (2003) found that a \$1,000 decrease in the net price of college increases the probability of attending college by 4 percent and increases the number of years of college completed by about 0.2 years. The costs of higher education continue to rise. Long and Riley (2007) indicate that the average cost of tuition at public four-year institutions from 1976 to 2005 increased by 270 percent when adjusted for inflation outpacing median family income. The College Board (2009) confirms that the growth of tuition and fees at public four-year institutions rose more rapidly in the last decade than the previous two decades.

Financial aid significantly offsets the cost of higher education for students, especially lower income students. In Minnesota, approximately 58 percent of undergraduate students received grants or scholarships. In 2008-2009, Minnesota undergraduates received \$1.07 billion in grants. The largest sources of grants were \$533 million from postsecondary institutions; \$264 million from federal Pell Grants and \$143.5 million in Minnesota State Grants. Financial aid also provides access to financial resources for families needing to pay the remaining costs of college. Approximately 55 percent of Minnesota undergraduates received some type of education loan. In 2008-2009, the largest type of loan aid was federal student loans (\$1.21 billion), followed by private loans (\$198 million), state student loans (\$112 million) and federal parent loans (\$119 million) (Minnesota Office of Higher Education, 2010).

A total of 8.4 million (40.9%) students nationally did not apply for financial aid in 2007-2008 (Kantrowitz, 2009). Of these 8.4 million students who did not file a FAFSA, an estimated 2.3 million students were estimated to have an Expected Family Contribution (EFC) that would have made them eligible for a federal Pell Grant, with 1.1 million potentially qualifying for a full Pell Grant (Kantrowitz, 2009). These figures indicate that a substantial number of students may be missing out on available financial aid assistance in higher education.

No Financial Aid Can Mean No College

In 2006, the Commission on the Future of Higher Education concluded that many students “don’t enter college because of inadequate information and rising costs, combined with a confusing financial aid system that spends too little on those who need help the most” (p. x). The Sallie Mae Fund (2002) found that “knowledge about financial aid is a key predictor of whether a young adult is likely to attend college—the more a young adult knows about financial aid, the more likely he or she is to pursue a higher education” (p.1).

Students and families who have a general lack of knowledge about financial aid processes are likely to miss important deadlines for the FAFSA submission. Nationally, King (2004) found that more than half of students who completed the FAFSA in 1999-2000 missed important deadlines to be eligible for state and institutional aid programs. Some states have an early deadline of April 1 for state aid programs. Minnesota residents must file the FAFSA no later than 30 calendar days after the start of the academic term.

What’s at Stake: Benefits of Higher Education

Higher education plays a significant role in creating the conditions for upward mobility among participants. The decision to attend college is characterized as the “million dollar decision” because individuals with a bachelor degree will earn \$1 million more over the course of their lifetimes than those with only a high school diploma (Long & Riley, 2007). While there are a variety of ways to estimate lifetime earnings for people with different levels of education, the results consistently reveal significantly higher earnings levels associated with higher levels of education. A bachelor’s degree recipient can expect to earn about 66 percent more on average during a 40-year working life than a high school graduate earns over the same period (College Board, 2010).

Beyond the basic economic benefits attained by students who complete a college education, longstanding research documents a strong correlation between college education and other positive outcomes. Individuals with higher levels of education have lower mortality and morbidity rates and display better health behaviors, including lower levels of smoking and binge drinking (Christenson & Johnson, 1995; Deaton & Paxson, 2001). Greater educational attainment is also believed to promote greater civic engagement and awareness as assessed by voting behaviors, volunteerism, newspaper readership, and involvement in community groups (Dee, 2004). Lower rates of government dependency and incarceration and higher levels of tolerance and charitable giving were also reported among college graduates (Baum & Ma, 2007).

For our nation, the benefits of increased college completion are clear: individuals with a college education are “more likely to participate effectively in the governance of the nation, contribute their time and money to community service, consume fewer public services, and commit fewer crimes” (Tinto, 2004, p. 7). They also contribute more to economic growth and productivity by helping to create a larger economic pie for all to share through tax payments and consumer spending (Institute for Higher Education Policy, 1998).

Several recent reports have noted the connection between higher education attainment and the United States’ overall global competitiveness. For example, the Spellings Commission (2006) referenced the United States’ slipping international rankings in higher education attainment by noting that

Where once the United States led the world in educational attainment, recent data from the Organization for Economic Cooperation and Development indicate that our nation is now ranked 12th among major industrialized countries in higher education attainment. Another half dozen countries are close on our heels. And these global pressures come at a time when data

from the U.S. Department of Labor indicate that postsecondary education will be ever more important for workers hoping to fill the fastest-growing jobs in our new economy.

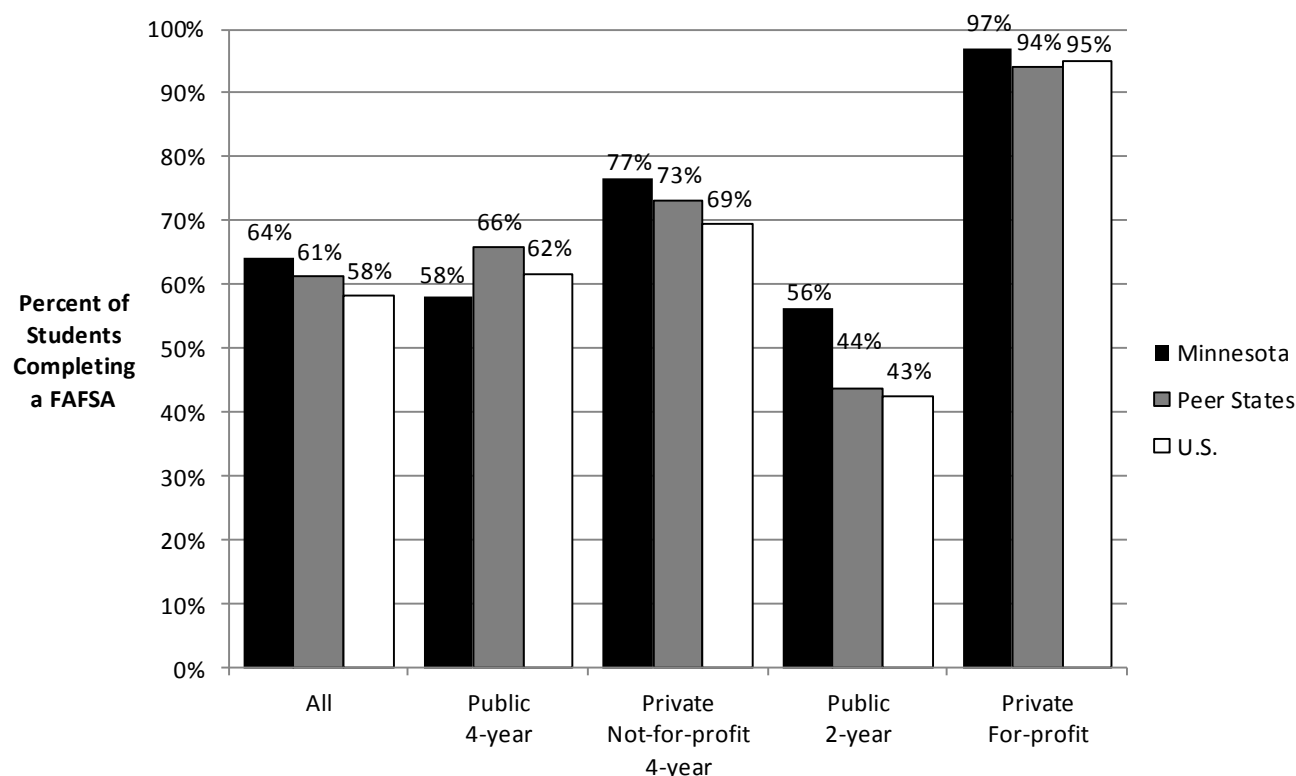
The Spellings Commission (2006) also acknowledged the increasingly important role that higher education plays for the nation, noting that 90 percent of the fastest growing jobs require postsecondary education.

The Advisory Committee on Student Financial Assistance furthers that agenda by writing that “America’s global competitiveness depends on the ability of our high school graduates to earn at least a bachelor’s degree” (2006, p. iii). A well-educated workforce is critical for maintaining the global economic competitiveness of the United States. The Obama Administration has established a goal of “leading the world in college completion by 2020” (Council of Economic Advisors, 2009). In order to meet that goal it is important to eliminate any barriers—including financial barriers—to higher education.

How Many Students Apply for Financial Aid?

Minnesota students apply for financial aid using the FAFSA at higher levels than nationally or in peer states. Survey data from the U.S. Department of Education (National Center for Education Statistics, 2008) estimated that 64 percent of all Minnesota undergraduates applied for federal financial aid as compared to 58 percent nationally in 2007-2008. Students at private institutions have the highest FAFSA filing rates in Minnesota – 97 percent of private for-profit students and 77 percent of private not-for-profit students. The only category for which Minnesota FAFSA filing rates did not surpass peer state¹ or national averages was for public four-year institutions.

Figure 1. Percent of Undergraduates Completing a FAFSA, 2007-2008



Source: U.S. Department of Education, National Postsecondary Student Aid Survey 2007-2008

To develop more current comparative data, the Office of Higher Education merged data from student enrollment records with FAFSA data from the U.S. Department of Education to calculate the FAFSA filing rate for Minnesota students. Data analyzed was limited to Minnesota resident undergraduates at Minnesota institutions submitting enrollment data to the Office in fall 2008 or fall 2009 terms. The data merged allowed the Office to analyze the demographic and enrollment characteristics of students who did or did not complete a FAFSA. A more detailed explanation of the matching methodology can be found in Appendix C.

¹ Peer states include Iowa, Illinois, Indiana, Michigan, Ohio, Pennsylvania and Wisconsin.

Approximately 243,000 Minnesota resident undergraduates were enrolled in fall 2008; 256,000 in fall 2009. Data merged indicates that 72 percent of Minnesota resident undergraduates completed the FAFSA in fall 2008; a rate that rose to 77 percent in fall 2009. These rates are estimated to be five percentage points higher than the rate collected by the U.S. Department of Education. The reason for the difference is likely due to the use of merged data representing all Minnesota resident undergraduates enrolled, not a sample of students. The data also exclude non-resident undergraduates. The data reflect FAFSA filing rate estimates for fall term as opposed to annualized data. It is possible that students enrolling in fall term complete the FAFSA at higher rates than students enrolling in other academic terms.

Analysis of application data for fall term 2009 by the Office indicated that the number of financial aid applications was 14 percent higher as compared to fall term 2008. Data comparing FAFSA filing rates of Minnesota resident undergraduates enrolled in the fall term found that the percent of students completing the FAFSA increased 4.88 percentage points between fall 2008 and fall 2009. This increase was seen among both new entering undergraduates and continuing students. The increase occurred at a time of increasing unemployment and decline in income for many families due to the economic recession. It is likely students applied for financial aid at higher rates in response to this economic trend.

Table 1. Estimated FAFSA Filing Rate for Minnesota Resident Undergraduates

	Fall 2008				Fall 2009		
	Number Enrolled	Number with FAFSA	% with FAFSA		Number Enrolled	Number with FAFSA	% with FAFSA
Minnesota Resident Undergraduates	243,137	174,228	71.7%		255,630	195,678	76.5%

Source: Minnesota Office of Higher Education Enrollment database, ISIR data.

When analyzed by institution type, FAFSA filing rates at private colleges are higher than filing rates at public colleges. Private for-profit 4-year colleges had the highest filing rate (85% in fall 2008; 87% in fall 2009) followed by private not-for-profit 4-year colleges (79% in fall 2008; 82% in fall 2009). Seventy-two percent of fall 2008 Minnesota resident undergraduates at Minnesota State Universities and the University of Minnesota completed the FAFSA. The filing rates increased to 78 percent and 76 percent respectively in fall 2009. Public two-year colleges had lower filing rates with 67 percent of fall 2008 Minnesota resident undergraduates completing the FAFSA; 73 percent in fall 2009. The rates by type of institution reflect the student population enrolled. FAFSA filing rate estimates for each institution can be found in Appendix D.

Table 2. Estimated FAFSA Filing Rates by Institution Type

	Fall 2008				Fall 2009		
	Number Enrolled	Number with FAFSA	% with FAFSA		Number Enrolled	Number with FAFSA	% with FAFSA
Minnesota State Colleges	104,292	69,402	66.5%		113,385	82,267	72.6%
Minnesota State Universities	44,893	32,116	71.5%		43,977	34,299	78.0%
University of Minnesota	31,735	22,843	72.0%		32,910	25,061	76.2%
Private Not-For-Profit 2-Year Colleges	2,460	1,776	72.2%		2,005	1,232	61.5%
Private Not-For-Profit 4-Year Colleges	36,491	28,760	78.8%		32,267	29,609	81.6%
Private For-Profit 2-Year Colleges	4,232	3,127	73.9%		3,823	2,927	76.6%
Private For-Profit 4-Year Colleges	19,034	16,204	85.1%		23,263	20,283	87.2%

Source: Minnesota Office of Higher Education Enrollment database, ISIR data.

Student Demographics

When analyzed by demographic characteristics, FAFSA filing rates show differences by race and ethnicity, gender and age. Students of color complete the FAFSA at higher rates (78% in fall 2008; 89% in fall 2009) than their white peers (71% in fall 2008; 75% in fall 2009). Women have higher FAFSA filing rates (68% in fall 2008; 75% in fall 2009) than men (73% in fall 2008; 79% in fall 2009). Students aged 35 or older complete the FAFSA at rates 20 percentage points lower than their younger peers (55% in fall 2008; 62% in fall 2009). Students aged 19 or younger complete the FAFSA at the highest rates (79% in fall 2008; 83% in fall 2009). FAFSA filing rates are slightly lower for all students aged 20 to 34 as compared to students aged 19 or younger.

Table 3. Estimated FAFSA Filing Rates by Student Demographics

	Fall 2008				Fall 2009		
	Number Enrolled	Number with FAFSA	% with FAFSA		Number Enrolled	Number with FAFSA	% with FAFSA
RACE/ETHNICITY							
White	184,382	131,366	71.2%		194,875	146,029	74.9%
Students of Color	39,885	31,117	78.0%		44,065	37,526	89.3%
Black or African American	17,879	14,980	83.8%		20,527	18,316	89.2%
American Indian	3,309	2,794	84.4%		3,475	3,013	86.7%
Asian and Pacific Islander	13,823	9,896	71.6%		n/a	n/a	n/a
Asian	n/a	n/a	n/a		13,140	10,809	82.3%
Native Hawaiian or Other Pacific Islander	n/a	n/a	n/a		310	237	76.5%
Hispanic/Latino	4,874	3,447	70.7%		5,610	4,255	75.8%
Two or More Races	n/a	n/a	n/a		1,003	896	89.3%
Nonresident Alien	n/a	n/a	n/a		277	62	22.4%
Not Reported	18,870	11,475	62.2%		16,413	12,061	73.5%
GENDER							
Men	104,663	71,637	68.4%		112,669	82,584	73.3%
Women	133,418	99,949	74.9%		141,577	112,304	79.3%
Not Reported	5,056	2,642	52.3%		1,384	790	57.1%
AGE							
19 Years or Younger	55,409	43,609	78.7%		55,384	45,918	82.9%
20 to 24	104,257	76,626	73.5%		107,895	83,830	77.7%
25 to 34	47,332	35,446	74.9%		53,823	42,690	79.3%
35 or Older	31,805	17,362	54.6%		37,236	23,082	62.0%
Not Reported	4,334	1,185	27.3%		1,292	158	12.2%

Source: Minnesota Office of Higher Education Enrollment database, ISIR data.

Residency

Students whose permanent residence is outstate Minnesota complete the FAFSA at higher rates (85% in fall 2008; 88% in fall 2009) than their seven county metropolitan peers (78% in fall 2008; 83% in fall 2009). The seven county metropolitan area includes the counties of Anoka, Carver, Dakota, Hennepin, Ramsey, Scott and Washington. FAFSA filing rates estimates for each county can be found in Appendix E.

Table 4. Estimated FAFSA Filing Rates by County for New Entering Students Only

	Fall 2008				Fall 2009		
	Number Enrolled	Number with FAFSA	% with FAFSA		Number Enrolled	Number with FAFSA	% with FAFSA
7 County Metropolitan Area	23,445	18,259	77.9%		25,046	20,675	82.5%
Other Minnesota Counties	20,489	17,437	85.1%		21,278	18,816	88.4%
Not Reported	2,612	2,159	82.7%		4,698	4,254	90.5%

Source: Minnesota Office of Higher Education Enrollment database, ISIR data.

Student Enrollment Characteristics

When analyzed by enrollment characteristics, FAFSA filing rates show differences by new entering student status, degree seeking status, program and degree level and full-time versus part-time enrollment level.

New entering students complete the FAFSA at higher rates than continuing students. Those new entering undergraduate with prior postsecondary enrollment experiences have the highest FAFSA filing rate; 87 percent in fall 2008 and 83 percent in fall 2009. Prior postsecondary enrollment includes credits earned through the Post-Secondary Enrollment Options (PSEO) program or other similar programs. This indicates that outreach to new students communicates the need to complete the FAFSA to receive financial aid. Transfer students show slightly lower FAFSA completion rates (76% in fall 2008; 81% in fall 2009). Continuing students have the lowest completion rates (68% in fall 2008; 73% in fall 2009). Among continuing students, the lower FAFSA filing rates may be indicative of students who have completed the process once and did not qualify for aid choosing to forgo FAFSA completion in future years.

Students seeking a degree or other credential are more likely to complete the FAFSA (74% in fall 2008; 79% in fall 2009) than those students not seeking degrees (30% in fall 2008; 33% in fall 2009).

Typically students not enrolling in a certificate or degree program are not eligible for financial aid.

Students enrolling in a program of one year or more are more likely to complete the FAFSA as compared to students enrolling in programs of less than one year. Fifty-six percent of students enrolled in a program of less than one year in fall 2008 completed the FAFSA (64% in fall 2009). In comparison, 76 percent of students enrolled in associate's or bachelor's degree programs completed the FAFSA in fall 2008 (80% in fall 2009). Students enrolled in shorter programs may choose to pay the entire cost out of pocket as compared to students enrolling in multi-year programs.

The most striking comparison is among students by enrollment status of full-time or part-time. Seventy-nine percent of full-time students completed the FAFSA in fall 2008 (83% in fall 2009) as compared to only 58 percent of part-time students (63% in fall 2009). While some institutional and state financial aid programs require full-time or half-time attendance, the Pell Grant and other federal programs are available to students who attend less-than-half-time (King, 2006).

Part-time students (students enrolling for six or fewer credits) may choose to pay the entire cost of their education out of pocket if possible. Part-time students may not have access to all types of financial aid. Federal and state student loan programs require the student to enroll half time (six credits). Other aid programs, including institutional grant aid and the Minnesota Achieve Scholarship, may require the student enroll full-time to qualify. Another possibility is that part-time students may be balancing school with full-time employment and as such, they may assume the income derived from full-time employment may make them ineligible for need-based state and federal aid programs.

Table 5. Estimated FAFSA Filing Rates by Student Enrollment Characteristics

	Fall 2008				Fall 2009		
	Number Enrolled	Number with FAFSA	% with FAFSA		Number Enrolled	Number with FAFSA	% with FAFSA
NEW ENTERING STUDENT STATUS							
New Entering Undergrad	46,546	37,855	81.3%		51,022	43,745	85.7%
New Undergrad - Transfer	25,173	19,066	75.7%		29,028	23,535	81.1%
New Undergrad – Previous Post Secondary Enrollment	1,976	1,728	87.4%		3,419	2,823	82.6%
Continuing and Other	169,442	115,579	68.2%		172,161	125,575	72.9%
DEGREE SEEKING							
Degree Seeking	227,125	168,410	74.1%		243,636	191,682	78.7%
Non-Degree Seeking	12,748	3,885	30.5%		11,994	3,996	33.3%
Not Reported	3,264	1,933	59.2%		n/a	n/a	n/a
STUDENT LEVEL							
Freshman	75,813	58,359	77.0%		81,674	66,896	81.9%
Sophomore	76,577	55,014	71.8%		81,350	62,168	76.4%
Junior	24,999	18,952	75.8%		26,329	21,033	79.9%
Senior	36,483	25,820	70.8%		37,824	28,332	74.9%
Unclassified Undergraduate	29,265	16,083	55.0%		28,453	17,249	60.6%
PROGRAM/DEGREE LEVEL							
Sub-baccalaureate Less Than 1 Year	4,700	2,617	55.7%		7,455	4,781	64.1%
Sub-baccalaureate 1 to 2 Years	14,446	10,511	72.8%		14,177	10,853	76.5%
Associate Degree	82,048	61,952	75.5%		94,643	75,498	79.8%
Sub-baccalaureate 2 to 4 Years	1,720	1,563	90.9%		1,838	1,662	90.4%
Bachelor’s Degree	94,932	72,191	76.0%		107,483	86,442	80.4%
Other or Unavailable	45,291	25,394	56.1%		30,034	16,442	54.7%
FULL-TIME/PART-TIME STATUS							
Full time	160,126	126,469	79.0%		172,862	143,329	82.9%
Part time	83,011	47,759	57.5%		82,768	52,349	63.2%
Total	243,137	174,228	71.7%		255,630	195,678	76.5%
Full-time and Part-time status is defined by the institution.							

Full-time and Part-time status is defined by the institution.

Source: Minnesota Office of Higher Education Enrollment database, ISIR data.

The conclusions to be drawn from the FAFSA filing rate estimates indicate that Minnesota institutions do a better job than their national peers in ensuring that students are aware of the need to complete the FAFSA and actually complete the application form and process. The data also indicates that there are students who do not complete the FAFSA including community college students, students aged 35 or older, continuing students, nondegree seeking students, students in a program of less than one year, and students enrolled part-time. Unfortunately, simply knowing the characteristics of FAFSA filers versus non-filers does not explain why some students do not apply for financial aid using the FAFSA. Are students making the informed decision to not apply for aid? Or are there other barriers to the application for aid that are not being considered and controlled for?

Who Should Apply for Financial Aid?

Examination of non-applicants demonstrates a link between financial resources and FAFSA filing. King (2006) found that an increasing number of low-and-moderate income college students did not take advantage of financial aid opportunities by completing the FAFSA, suggesting that the populations who would benefit most from financial aid are not receiving it. While it is true that both ends of the financial spectrum—the high income and low income students—are not likely to file the FAFSA, the lowest-income students have the most need for financial aid and would likely benefit the most (King, 2006).

Low Income Students

King (2006) found that approximately 24 percent of non-applicants nationally were low-income: dependent students with incomes less than \$40,000 and independent students with incomes less than \$20,000. While it seems that low-income students comprise a small percentage of all non-FAFSA applicants, these students represented approximately 1.8 million undergraduates (King, 2006).

The case is similar for Minnesota. In 2008, 37.5 percent of students who met TRiO eligibility requirements did not submit the FAFSA (National Center for Education Statistics, 2008). Eligibility for the federal TRiO program is based upon combinations of family income and parental education levels, with low income as defined as \$25,000 per year or below and first generation status as students from families where neither parent has a baccalaureate degree or higher. Minnesota TRiO-eligible students (both first-generation and low-income) who did not submit the FAFSA were likely to cite that the forms were too much work (14.7%), that they had no information about how to apply for financial aid (28.1%), and that they thought they were ineligible for financial aid (43%) (National Center for Education Statistics, 2008).

Dependent students are more likely to apply for financial aid than independent students. Nationally, 61 percent of dependent students filed the FAFSA, as compared to 55 percent of independent students filed the FAFSA in 2008 (National Center for Education Statistics, 2008). King (2006) also found that 28 percent of very low income (less than \$10,000) independent students—who are likely to qualify for many forms of assistance, including Pell grants—did not complete the FAFSA in 2003-2004.

Using data from the National Postsecondary Student Aid Survey 2008 for Minnesota, an estimated 17 percent of non-filers in Minnesota would have qualified for a federal Pell Grant based on their Expected Family Contribution. Using the 17 percent estimate would mean that approximately 10,000 students in Minnesota (60,000 non-filers in fall 2009 x 17%) would have qualified for a federal Pell Grant if enrolled full-time. This estimate does not take into account the student's institution of enrollment or number of credits of enrollment.

Compounding Factors

In analyzing the various demographic and enrollment variables surrounding the non-completion of the FAFSA, it is apparent that several variables interact with one another to increase the financial need of students. Nationally the neediest students have not seen gains in FAFSA completion between 1999-2000 and 2003-2004. King (2006) found that 20 percent of dependent lowest-income students (less than \$20,000 per year) and nearly 30 percent of independent lowest-income students (less than \$10,000 per year) did not complete the financial aid application. This is especially troubling since financial aid, and especially grants, have been “shown to be an effective way to increase college attendance” (Long, 2008, p. 3). It is likely that these interacting factors have further connections to retention, persistence, and graduation rates of these students who may struggle to finance higher education over time.

Reasons Students Do Not Apply for Financial Aid

A national survey, the National Postsecondary Student Aid Study (NPSAS), examines the characteristics of students in postsecondary education, with special focus on how they finance their education. In 2008, the survey found that there are several reasons why students do not apply for financial aid, as reported below (National Center for Education Statistics, 2008):

Reason for Not Applying	Minnesota	United States
Thought ineligible	58.7%	60.7%
No need for financial aid	54.3%	50.6%
Did not want to take on debt	39.9%	40.2%
Did not have enough information about how to apply for financial aid	18.1%	22.9%
The application forms were too much work or too time consuming	19.1%	18.9%

These findings were confirmed by Kantrowitz (2009) who surveyed college students and parents via FastWeb. The survey found that those who did not complete the FAFSA cited the following reasons for not applying:

- 59.3% did not think they would qualify
- 25.8% thought were ineligible because they were not a U.S. citizen or permanent resident
- 11.3% found the form long and confusing
- 10.8% had no need for federal student aid
- 5.2% had concerns about privacy

These findings are also confirmed by institutional financial aid officers in Minnesota. Responses of institutional staff are included in italics in this section.

Did Not Think They Would Qualify / Thought Ineligible

“Many apply the first year and when they only get loans, they do not complete the FAFSA in subsequent years.”

Kantrowitz (2009) estimates that among students who did not apply for federal student aid in 2007-08, 2.3 million had an Expected Family Contribution (EFC) that would have qualified them for a Pell Grant; 1.1 million of those students potentially would qualify for a maximum grant. Many students have limited information about financial aid and the FAFSA. The downside to limited information is that some students may assume they are ineligible for grant assistance and therefore never complete the FAFSA. Given the lower FAFSA filing rates for continuing students, it is also reasonable to assume that many students who apply for financial aid may not reapply if they only qualify for loan assistance. Unfortunately, as researchers such as Kantrowitz have determined, a portion of these non-filers would have qualified for grant assistance.

Had No Need for Financial Aid

“GI Bill covered 100% of cost”

“We have several cash pay students each year.”

Another possible reason not mentioned here is that students may have received aid from sources that do not require FAFSA submission. King (2006) found that 30 percent of students who did not file a FAFSA in 2003-2004 received some form of assistance from a source that did not require the FAFSA application. However, the average aid received was relatively small (\$3,000) compared to the cost of

tuition and fees. The most common source of financial aid for students who did not file a FAFSA are noted below:

- Employer assistance: 13%
- Institutional non-need-based aid: 6%
- Private grants and loans: 5%. (King, 2006)

Smaller percentages of students received aid from other programs, including “veterans and military benefits, state non-need-based grant programs, and vocational rehabilitation grants” (King, 2006, p. 8).

Did Not Want Debt

“[Students] don’t think loans are a form of financial aid. They typically don’t want to borrow a loan anyway.”

While the FAFSA determines eligibility for need-based grant programs such as Pell Grant and the Minnesota State Grant, it also serves to determine eligibility for federal student loan programs. The increasing predominance of loan aid may narrow the options available and in consequence the likelihood for enrolling for students who are loan averse (Burdman, 2005).

General Lack of Knowledge of or Experience with Financial Aid

“We struggle with parents who don’t feel they need to provide information given their son/daughter is an adult over 18.”

“Parents thought their own debt or bankruptcy would disqualify their student from receiving aid.”

One of the primary factors in non-completion of the FAFSA is the lack of accurate information and low awareness of the availability of financial aid (Bettinger, Long, Oreopoulos, & Sanbonmatsu, 2009). High school students and their families have very little knowledge about the actual cost of tuition and fees, financial aid opportunities, and how to navigate the college system (Bettinger et al., 2009). According to the Sallie Mae survey, many parents and young adults are not aware of even basic sources of financial aid. “62% of all parents and 65% of young adults planning to attend college did not name grants as a source of financial aid” (Sallie Mae Fund, 2002, p. 1).

Low income students and parents are likely to over-estimate the costs of attendance. Bettinger et al. found that participants overestimated the costs of college by over 300 percent (2009, p. 6). Low income families tend to have low awareness of not only the cost of attendance, but also the financial aid opportunities available. A Harris Poll commissioned by the Sallie Mae Fund in 2002 found that among families making less than \$50,000 per year, 60 percent said they need more information about how to pay for college, versus 37 percent of those making more than \$75,000 per year (Sallie Mae Fund, 2002). Additionally, 45 percent of parents surveyed with incomes less than \$25,000 per year reported that they had “no idea” how they were going to pay for college for their children (Sallie Mae Fund, 2002).

These barriers are echoed by students of color. According to a survey conducted by the Sallie Mae Fund (2006), minority families expressed a greater need for financial aid information. Sixty-six percent of African-American parents and 62 percent of Hispanic-American parents reported that they did not have enough information about how to pay for college, versus 44 percent of white parents. On average, Hispanic-American parents also receive financial aid information more than two years later than other parents do (the average age was 17 for Hispanic families, versus 15 for white and African-American

families) (Sallie Mae Fund, 2006). The Minnesota Office of Higher Education's current outreach includes initiatives targeted at Latino students and families.

Found the Application and Process Confusing

The FAFSA has been overwhelmingly criticized over the most recent period. Critics of the FAFSA noted it to be longer than the IRS form 1040, including worksheets and tables (Dynarski & Scott-Clayton, 2006). Even Arne Duncan, U.S. Secretary of Education, noted the complexities of the FAFSA at his confirmation hearing, saying that "you basically have to have a Ph.D. to figure that thing out" (Lewin, 2009). The Spellings Commission (2006), the current financial aid system "does not provide definitive information about freshman year aid until the spring of the senior year of high school, which makes it hard for families to plan and discourages college attendance" (p. 3).

In the past two years, the U.S. Department of Education greatly simplified and streamlined the FAFSA process. The U.S. Department of Education provided instant estimates of Pell Grant and student loan eligibility, rather than forcing applicants to wait weeks. The actual FAFSA enhanced skip-logic for the web-based FAFSA which reduced the number of questions for many applicants by more than half. Starting in January 2010, students applying for financial aid are able to retrieve their relevant tax information from the IRS for easy completion of the online FAFSA. The U.S. Department of Education also plans to introduce legislation to eliminate the need for financial information that is not available from the IRS (U.S. Department of Education, 2010).

Minnesota has also sought to minimize the lag in information by providing a financial aid estimator for students and families in addition to early planning materials as part of the Get Ready for College website (<http://www.getreadyforcollege.org/>).

Informed Decisions

"For many students and parents, it is a data privacy issue, especially with the current problem of identity theft. They choose not to apply, which is their right."

"We talk about data privacy, etc. in New Student Orientation, but at the end of the day, if a family just wants to pay because they do not want to release private information, they should be allowed to do so."

Staff noted that not all concerns need to be resolved as a family may have valid reasons for not filing a FAFSA.

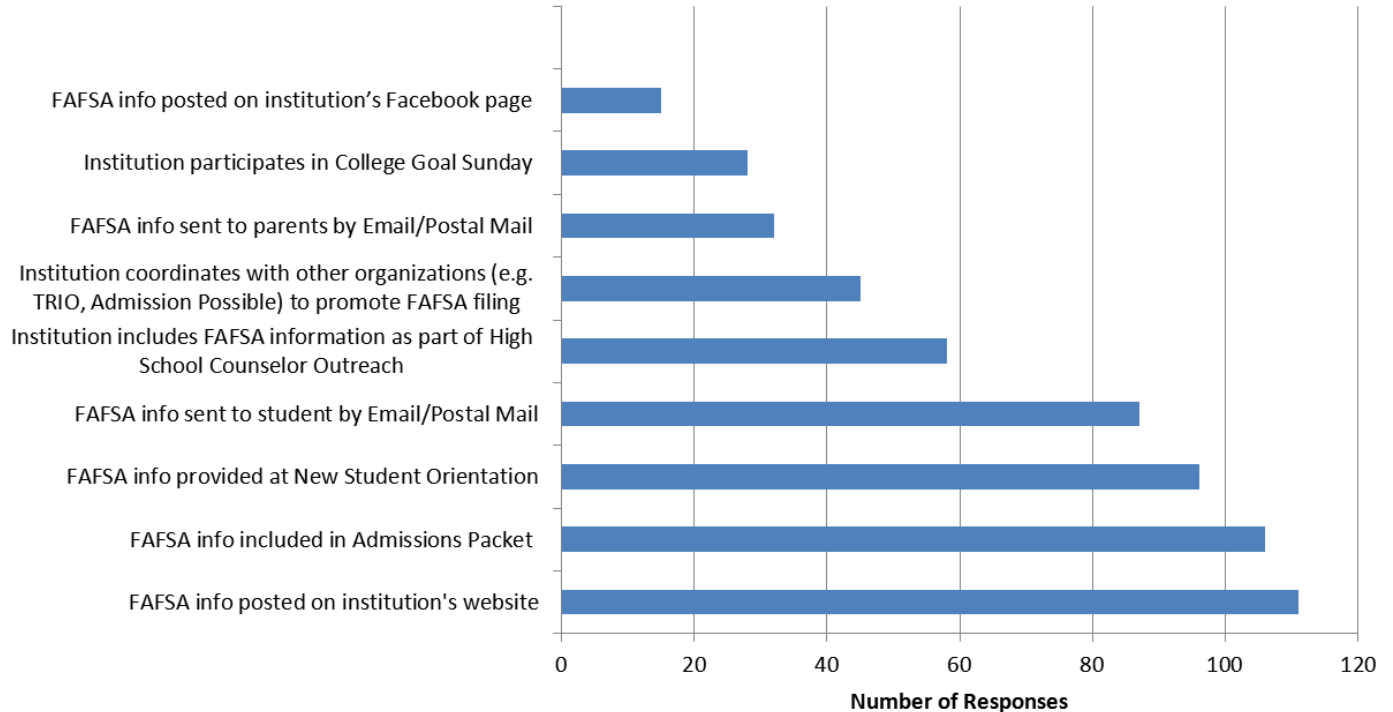
Current Policies and Procedures to Increase FAFSA Awareness

To accomplish the required survey of institutional policies and procedures, the Office convened a working group of institutional staff and external stakeholders to develop a survey of institutional policies and procedures to increase student awareness of the need to complete a FAFSA. Between August and November 2010, the Office administered the survey to staff at higher education institutions. The results of that survey are included in this report. A list of working group members can be found in Appendix A. Response rates for the survey can be found in Appendix B.

In order to begin an inventory of institutional policies and procedures so students are aware of the need to complete a FAFSA to receive financial aid, staff were asked to indicate the current methods utilized by their institution to distribute information about the FAFSA to students. A majority of responses indicated that there are four common information distribution methods utilized by institutions (institutional website, admissions office, new student orientation, and FAFSA information sent to parents and students by email or postal mail).

Comments from staff indicated the institutions use a variety of methods to communicate with students about the availability of financial aid and the importance of completing the FAFSA. This section includes responses from institutional staff about the challenges and barriers involved in increasing FAFSA awareness among students. These responses appear in italics.

How is information about financial aid distributed to students?



Source: Minnesota Office of Higher Education

General FAFSA Outreach/Information Distribution

“School sponsors a FAFSA awareness week where all staff wear red FAFSA shirts to grab attention of students. Also we have incentive drawings for those (new or continuing) who complete a FAFSA by May 1st.”

“In almost every presentation held on-campus for prospective students there is a presentation by admissions and financial aid staff. Those presentations always mention the importance of completing the FAFSA to apply for financial aid. Hard copy financial aid brochure is mailed to all inquiries (interested students on our mailing list) and applicants. Brochure contains information on completing the FAFSA”.

“School staff visit local area high schools in February to promote FAFSA filing during Financial Aid nights.”

Comments indicated that all institutions distributed general information about the FAFSA and applying for financial aid to current students, prospective students and to students in other settings (high school financial aid nights) and their families. All institutions reported that advertising and outreach to students and parents is a regular part of the financial aid office’s responsibilities. Outreach activities reported included:

- hosting a FAFSA awareness week with financial aid staff wearing red t-shirts,
- attendance of financial aid staff at high schools, college fairs, high school senior presentations, college open houses,
- financial aid help sessions or financial aid nights,
- information sessions with prospective students,
- promotion of the FAFSA as a system policy for multi-institution and multi-campus institutions,
- provision of incentives to students for FAFSA completion,
- distribution of brochures, advertising in campus newsletter, notices in the student handbook,
- live chats with parents and students, and
- messages from institutional staff about FAFSA completion on Facebook and Twitter.

Incorporating FAFSA Completion into Institutional Procedures

“Admissions includes information in the admissions acceptance letter regarding FAFSA.”

“All incoming students are given the information on how to file, and scheduled for an appointment with Financial Aid unless they specifically opt out.”

Institutions cited the decision to incorporate FAFSA filing into other institutional procedures. Such methods include the assignment of a financial aid counselor for each student, a process by which new students are given an appointment with the financial aid office as part of new student orientation, or initial enrollment or individual phone consultations, or email and paper reminders about FAFSA completion. Many institutions track FAFSA completion for each student and target reminders to those who have not completed the FAFSA.

Forty-three percent of institutions indicated they have a financial aid deadline. The financial aid deadlines used by institutions represent different policies. The financial aid deadline may represent a priority aid deadline used to prioritize limited financial aid resources (e.g. institutional need-based grants, work study aid). For other institutions, federal and state financial aid deadlines are used to encourage timely filing of financial aid. Staff asserted that deadlines focus attention on the need for students to make financial arrangements prior to the start of classes which allows institutional staff

adequate time for processing the applications. In addition to a financial aid deadline, 14 of 134 institutions responded that students are required to complete the FAFSA to enroll.

Student Intensive Interactions

“We track the receipt of the FAFSA in our computer system. If not received, we send reminders and notices.”

“Individual phone consultation with every new student to discuss the FAFSA.”

“We will talk them through the forms, we will answer any questions they may have and provide as much assistance as we can without actually doing the entire form for them.”

Staff cited several intensive methods for encouraging FAFSA filing including individual tracking of FAFSA application, setting of institutional procedures to require FAFSA filing. Institutions also reported more intensive follow-up procedures such as having the student request a Department of Education PIN number as part of the admissions/enrollment process, requiring students to sign a form if they do not wish to complete a FAFSA, 100 percent verification of FAFSA information, having students develop individualized financial plans upon enrollment, and dropping students for non-payment and blocking any student from future enrollment for non-payment.

Activities for Continuing Students Compared to New Students

Sixty-four percent of institutions reported different FAFSA outreach activities for continuing versus new students. FAFSA outreach activities focused on continuing students differ from outreach activities for new students in three respects.

First, timing of outreach is earlier for continuing students than new students. Institutions reported reminding students about FAFSA completion during the January to May time frame. Institutions focused on getting as many students to complete the FAFSA during this time as possible.

“All continuing students are reminded of FAFSA application renewal opportunity at the beginning of each year. The University tracks completion and will send out periodic reminders. Beginning about April, assigned advisors will begin to reach to students who have not completed their FAFSA to see if they need any help or have any questions.”

“For current students we focus on mailings, emails, and phone calls to ask them to complete the new FAFSA. We start contacting the students as early as January and continue until each one has been reached out to at least 5 - 7 times.”

Secondly, institutions focused on more formal communication with continuing students. FAFSA reminders and notices were sent to students using the student’s school email account. Institutions also expected a greater level of responsibility from continuing students for financial aid renewal and FAFSA completion and thus notices were more general and less individualized.

“The expectations are higher for returning students although we continue to send individual reminders and notices. We do send an “all student” e-mail to make all students aware of the aid application process and deadlines.”

Finally, FAFSA completion was integrated into other institutional procedures for continuing students. Institutions linked school housing choice to FAFSA completion, holds were placed on student accounts, and student registration was blocked until requirements were fulfilled. Some institutions coupled FAFSA completion with a set of procedural requirements for the new school year (registration, housing, financial aid).

“The GYST (get your stuff together) program is held every spring for returning students. The program encourages them to fill out their FAFSA, register for next semester, and complete housing contracts by April 1.”

“We post flyers, have a FAFSA filing contest (All students that complete the FAFSA by a certain date are entered into a contest to receive gift cards. This year each session had a \$75 dollar winner and then there was one grand prize winner for \$200) and we also will send notes to the student letting them know when they are due to complete a new FAFSA”

By contrast, FAFSA outreach for new students involved more individualized attention and more intensive follow-up. For example, *“For new students they get the information and set up individual appointments for help the first time through.”*

Outreach to Specific Student Populations

Twenty two institutions (17%) indicated that specific student populations are targeted for FAFSA outreach and awareness activities. Among the populations targeted were first generation students, students of other languages, TRiO students, veterans, new students, high school seniors, and English language learners.

“We have staff available specifically for English Language Learners who want help with completing the FAFSA.”

“TRiO, Vets, etc.”

“[We] Try to reach all students of all populations; we do, however, have a TRiO program that does work closely with the first generation student population.”

“We do early high school appointments for as many as we can between September and March.”

The majority of responses indicated that all students are targeted for FAFSA outreach activities.

“We target all students equally for awareness.”

“100% of students are counseled about the FAFSA.”

How Effective are FAFSA Awareness Activities?

To determine the effectiveness of policies and procedures increasing FAFSA awareness among students, institutional staff members were asked “Which procedures, initiatives, policies and/or outreach activities do you consider to have the greatest positive impact on FAFSA awareness for students at your institution?” This section includes responses from institutional staff. These responses appear in italics.

Outreach! Outreach! And more outreach!

“There is no one activity that is significantly better. We simply put the information in front of students and parents as often as we can.”

“Any activity we can connect with the students – via open house, orientation, advising, speaking with students right at our FA window.”

“We just try and help any and every student we can to let them know that applying for financial aid will benefit them.”

Institutional staff across the board indicated that continual outreach to the student and his or her family is the most critical activity in financial aid application process.

Student contact

“One on one counseling is a great asset for all students. It helps to better explain their unique situation and better assists them throughout their education.”

“Tracking students who are likely financial aid recipients and following up when necessary. This is time consuming, but effective.”

Communication to the individual student is the most effective form of outreach.

Admissions department

“The work of the admissions counselors has the most positive impact on prospective students.”

“Because of the relationship that an admissions counselor builds with the family, the conversation that this person has about doing the FAFSA has the biggest impact.”

The admissions department is the first contact with many students and the first chance for institutional outreach about the FAFSA to take place.

Tie to institutional policies

“The thing that has the greatest positive impact is that MnSCU has a “registration cancellation” process that drops registration for students who don’t have payment in place. Having the FAFSA completed is one way to keep from having your classes dropped.”

“We send out preliminary invoices for fall semester in July. For students who have not applied for aid, this is a wake up call, and gets many kids going on the process.”

“Three years ago we tied the FAFSA filing by April 30 to the student’s housing choice. This has been more successful than any outreach activities we have tried over the years.”

Many institutions have found that tying FAFSA completion to institutional policies is effective.

Students need financial aid

“No FAFSA = No Need Based Aid. That gets their attention.”

“As a private institution, our cost has most students and parents completing the FAFSA just to afford us. Those that decide not to file usually have the means to pay.”

For many students, the need for financial aid is what impels them to complete the FAFSA. Data comparing FAFSA filing rates of Minnesota resident undergraduates enrolled in the fall term found that the percent of students completing the FAFSA increased 4.88 percentage points between fall 2008 and fall 2009. This increase was seen among both new entering undergraduates and continuing students. The increase occurred at a time of increasing unemployment and decline in income for many families due to the economic recession. It is likely students applied for financial aid at higher rates in response to this economic trend (Minnesota Office of Higher Education, 2011).

Institution specific items

“Actually something that we tried for 10-11 Award Year, in all of our announcements we put the color of the form in parenthesis behind the 10-11 FAFSA. Students have difficulty saying FAFSA and don’t want to sound like they are unsure of what they are requesting. We had students come like crazy and ask for “the blue forms”.”

Institutional actions that eliminate even the seemingly smallest barrier can increase the likelihood that students will complete the FAFSA.

Measuring Effectiveness

One-third of institutions responded affirmatively that FAFSA filing rates for students are measured.

Institutions were also asked how they measure success in FAFSA filing. Responses indicated that tracking FAFSA filing was used for three purposes:

1. To ensure that students are applying and receiving financial aid

“Not for statistical purposes at this campus. A report is pulled to ensure that each student who had previously received Title IV funding has a FAFSA completed and the ISIR is valid so that funding can continue uninterrupted upon commencement of the new award.”

2. To measure the institution’s success in FAFSA outreach and financial aid service

“We are able to track students who will be seeking aid and who have completed the FAFSA and other documents. Our success would be getting all of these students to complete their FAFSA.”

“[Success is if the student’s] FAFSA is filed within 7 days of initial contact with student finance advisor.”

3. As a measure of demand for financial aid services and workload for financial aid staff

“We track number of applications we receive each year as well as number of packages we generate.”

“We measure success by enrollment numbers and students who are financially ready to start.”

Continued Challenges and Barriers

Time and Staffing

Many institutional staff noted that maximizing FAFSA completion requires one-on-one interactions with students that can be time consuming. Tracking down every student who would benefit is ideal but resource constraints prevent them from doing so. FAFSA applications from students who do not need nor want aid may displace the time that should be spent working with families that have self-identified a need for financial assistance. Aid offices cannot distinguish between the two.

“Budget. At our public institution there are not enough financial aid staff available due to state budget cuts. The combination of record enrollment, record number of financial aid applicants, and reduced staffing means no time for outreach, period. Every minute of time is spent working with the student in front of us.”

“Staff constraints limit our ability to put more effort into contacting non-FAFSA filers to personally discuss this in better detail.”

“The time available to research who is not applying/why did someone not complete the process, time available for additional outreach, and time to reach out to students in a more personalized manner is almost non-existent.”

“The initial barrier is convincing students that college is possible and creating motivation to pursue a higher degree. I think those students who do not have the proper motivation do not respond very well to outreach efforts. Often the outreach to complete the FAFSA turns out to be a discussion about reasons for going to college. We need to start at an earlier age setting the college expectation in their thinking. Once their college goals are solidified, completing the FAFSA will fall into place. Naturally, there needs to be enough funding to help students meet their goals. Otherwise, all of this becomes an empty dream. From the college's part, they need to take more time to identify those who need help with the aid process, including the completion of the FAFSA. This may take more resources so staff can show more interests in individuals who may need help. Without that type of latitude, many may fall between the cracks.”

Responses primarily indicated that significant increases in the number of students completing the FAFSA would result in significant delays in processing given current staffing levels. A substantial number of responses also objected to students and families being forced to complete the FAFSA which may create bad feelings among families. Remaining comments reflected the administrative difficulties that could result from 100 percent FAFSA filing including scarcity of institutional grant aid.

Lack of Information Provided by Students/Late Planning

“In most all processes, students who walk in the door at the last minute create the greatest challenge.”

“Students who procrastinate or parents who refuse to provide information [are a challenge].”

“Fear/paralyzing uncertainty in students whose family has no similar financing experience.”

Responses primarily indicated that one of the more difficult challenges in encouraging students to complete the FAFSA is interactions with students without required information or without timely planning by students.

FAFSA Process

“For us the issue is not completing the FAFSA, it is getting students to complete the entire financial aid application process. For example, a student might complete the FAFSA, but not submit verification. Currently our process is to wait to award students until they complete verification, thus if a student selected for verification (mostly Pell eligible students) does not complete verification, the student does not receive the information needed to make an enrollment decision. Verification is a larger hurdle for us than simply completing the FAFSA.”

“Getting access to the tax returns for [the student] and their parents.”

“We still have some students who are not confident in computer usage or comfortable sharing their tax information via the internet.”

Responses overwhelmingly indicated that confirming the student’s eligibility for aid and more specifically eligibility for grant aid was a positive outcome. Comments also reflected that 100 percent of students filing may force the U.S. Department of Education to streamline the process of financial aid for students.

Barriers Do Not Exist at All Institutions

“Our current practice is to strongly encourage every student who applies for admission to file a FAFSA. Not every family needs or wants to apply for financial assistance. Since we have individual contact with each prospective student, we believe the students who need, and would benefit from financial assistance, do apply. It would be a challenge to demonstrate how the students who do not currently apply for aid would benefit from submitting a FAFSA. It would be a challenge to explain to students and parents why they would be required to apply for something they do not need or want.”

“Our students generally need the money so there aren't any barriers.”

“I don't think we have institutional barriers. Every prospective student is given the information and has the opportunity to meet with an FA counselor on a one on one basis, while every continuing student is given the information multiple times.”

A third of responses indicated that most eligible students do file the FAFSA and for those students who do not file a FAFSA the family has made an informed decision or has no interest in financial aid.

Acceptance of Student and Family Decisions

“I believe we have a small population of non-filers that are actually needy. For most non-filers, they know they won't qualify - perhaps it's an older sibling or their parents are already aware of the EFC.”

A substantial number of responses also objected to students and families being forced to complete the FAFSA as it takes away the student’s and family’s choice to do so and may waste their time if they do not qualify for grant assistance. Both of these outcomes could generate bad feelings among families.

The Access / Debt Tradeoff

“More students funded, most with loans.”

Comments also reflected that requiring students to complete the FAFSA would result in more students taking on student loan debt. Increased applications also create demand for already limited grant aid.

Examining Potential Solutions

Are there initiatives, outreach activities, policies or procedures you would like to see undertaken to increase FAFSA filing?

Make FAFSA Filing Part of High School Activities

“Make it a requirement in a “career/life planning”-type course during the spring semester of each student’s senior year in high school. It would also be a good idea to make 9th graders complete a FAFSA so that they have an idea of what aid might be available to them...doing it earlier enables them to then take college-prep courses in their sophomore, junior, and senior years of high school.”

“I’d like to see more junior high school teachers and classes talk more about going to college and the steps necessary to get there, including financial aid that is available and how to apply for it.”

“It may be that some high schools could do a better job of letting their juniors and seniors know about the FAFSA and its importance.”

Institutional staff suggested that more FAFSA assistance be provided by high schools. Minnesota data indicated that more than 86 percent of new entering students already complete the FAFSA. Most new entering students are recent high school graduates demonstrating the effectiveness of current outreach activities to high schools. This trend is even more impressive considering current high school student-to-counselor ratios. The average high school student-to-counselor ratio in the United States is 460 to 1. In some states like Arizona, Minnesota, Utah, and the District of Columbia, the ratio is more than 700 to 1 (American School Counselor Association, 2008).

Johnson, Rochkind, Ott, & DuPont (2010) suggest that high school counselor services are not only understaffed, but staff are also “underprepared when it comes to helping students make the best decisions about their lives after high school” (p. 2). Studies of how high school counselors spend their time show that much of their effort is spent on discipline, scheduling, administrative issues such as supervising standardized tests, filling in as substitute teachers, or assisting with staff shortages (Johnson, Rochkind, Ott, & DuPont, 2010). While increasing the number of counselors and allocating more time to confer with students would ease the situation, “many degree programs for guidance counselors do not offer coursework on helping students make the best postsecondary choices or aiding them and their families to navigate the complicated world of financial aid and college loans” (Johnson, Rochkind, Ott, & DuPont, 2010, p. 3). The Minnesota Office of Higher Education currently offers training, support and resources to Minnesota high school counselors and staff to assist students and their families with college planning.

The Chicago Public Schools system has received national attention by promoting FAFSA completion through partnerships, advocacy, and resources. Chicago Public Schools set a goal to have every graduating senior complete their FAFSA form by the end of February of each year (Chicago Public Schools, 2010). To assist in their efforts, a FAFSA tracking system notifies teachers and school administrators which students have completed the FAFSA. Through these collaborative and concerted efforts, 90 percent of the 2010 graduating class is expected to file a FAFSA (Lederman, 2010). Beginning in academic year 2010-2011, students can list their high school on their financial aid application allowing school districts to track student completion of the FAFSA (U.S. Department of Education, 2010).

It is critical to begin preparing students for financing their postsecondary education while still in high school. However, research indicates that reliance on high school counselors to complete this preparation may not be feasible. An alternative is that school districts invest the time and resources toward larger and more collaborative efforts as they can have positive results on the rate of FAFSA submission.

Improve the FAFSA Form and Process

“It would be nice to have a more streamlined FAFSA with the IRS to allow for auto data transfer to make it easier.”

“Simplify verification processes. The students that are most in need of completing the FAFSA (Pell eligible) seem to be selected for verification at disproportionate levels as compared with non Pell recipients.”

A common suggestion by institutional staff to increasing the number of students who complete the FAFSA is to simplify the FAFSA application itself. Technology has already improved the FAFSA greatly. The online FAFSA application includes several skip logic questions so that students can bypass many questions that do not apply to them.

Another strategy newly implemented at the federal level is aligning the FAFSA information directly with IRS information. Allowing students to utilize IRS to complete the FAFSA reduces the amount of time required to enter in data and also eliminates potential data entry errors (U.S. Department of Education, 2010; Government Accountability Office, 2009). There are several limitations to this strategy. Of primary concern is that the IRS could not make tax data electronically available to students until two weeks after filing electronically and eight weeks after filing paper tax returns (U.S. Department of Education, 2010).

The linkage of IRS and FAFSA data would also reduce the burden on verification for college and families. The U.S. Department of Education relies upon students and families to accurately report their incomes and assets. To ensure accurate reporting, the U.S. Department of Education requires that colleges verify 30 percent of their aid applications by having college financial aid officers compare an applicant’s FAFSA information to supporting documents, such as tax returns. The process of verification is “time consuming and costly for both students and colleges” (Council of Economic Advisors, 2009, p. 6). Accurate verification requires colleges to review four million student and family tax returns each year and costs institutions \$432 million per year (U.S. Department of Education, 2005).

Transfer of data from the IRS to the U.S. Department of Education may also reduce program costs. In 2001 and 2002, the U.S. Department of Education estimated that misreported income information led to over \$600 million in Pell Grant overpayments (Council of Economic Advisors, 2009).

More Outreach and Assistance

“More public awareness through high school public service announcements, etc.”

“Making sure the public knows it is an easy task and beneficial for many reasons for various aid sources.”

Staff also suggested increasing outreach to students and families. Students benefit when staff provide personalized FAFSA assistance. Evidence confirms that students receiving direct assistance with the FAFSA have higher FAFSA submission rates and higher rates of college enrollment (Bettinger et al., 2009). Bettinger et al. (2009) found that personalized assistance with completion and submission of the FAFSA led to a 30 percent increase in college enrollment for dependent high school seniors and 20 percent for older, independent students, with a particularly strong effect for students with incomes less than \$22,000.

Roueche and Todd (2005) determined that colleges, especially community colleges, have the most to gain from assisting students with FAFSA submission. The funding processes for campus based programs such as Federal Supplemental Educational Opportunity Grants (FSEOG), Federal Work Study, and Federal Perkins Loans are often weighted more favorably for colleges with the largest number of FAFSA applicants. Due to the fact that community college students disproportionately complete the FAFSA at lower rates, community colleges risk receiving fewer supplemental funding opportunities than other colleges and therefore have much to gain if more of their students complete the FAFSA.

Nothing More Needs To Be Done

“I believe we already reach the students who want to apply.”

“Most, if not all, students who want to complete a FAFSA do so.”

Staff noted that not all concerns need to be resolved as a family may have valid reasons for not filing a FAFSA.

Negatives of Increased FAFSA Filing

Respondents were given the option of providing additional comments or information at the end of the survey. Twenty staff submitted additional comments or information. The majority of these comments indicated their opposition to a FAFSA filing mandate for Minnesota students (16 comments). The responses objected to students and families being forced to complete the FAFSA as it takes away their choice to do so and may waste their time if they do not qualify for grant assistance. Even more importantly, staff time would be spent processing the increased number of FAFSAs for families in the higher income ranges would take away time spent offering counseling and personalized attention to the lower income, first generation students who need assistance the most. These outcomes could generate bad feelings among families. Accurate verification of additional FAFSA will also increase time and financial costs for colleges. Currently verification of FAFSA information costs institutions nationally \$432 million per year (U.S. Department of Education, 2005).

Conclusion

One of the biggest barriers to accessing higher education is financing the rising costs of tuition and student fees. Compounding this problem is the reality that not all college students apply for financial aid by completing the Free Application for Federal Student Aid (FAFSA) each year. Completion of the FAFSA is the first step in securing federal financial assistance in addition to some state and institutional need-based aid. Financial aid significantly offsets the cost of higher education for students, especially lower income students. In Minnesota, approximately 58 percent of undergraduate students in 2008-2009 received grants or scholarships totaling \$1.07 billion (Minnesota Office of Higher Education, 2010).

Who applies for financial aid in Minnesota?

Minnesota students apply for financial aid using the FAFSA at higher levels than nationally or in peer states. Survey data from the U.S. Department of Education estimated that 64 percent of all Minnesota undergraduates applied for federal financial aid as compared to 58 percent nationally in 2007-2008. More recent data indicates that 77 percent of Minnesota resident undergraduates completed the FAFSA in fall 2009. The conclusions to be drawn from the FAFSA filing rate estimates indicate that Minnesota institutions do a better job than their national peers in ensuring that students are aware of the need to complete the FAFSA and actually complete the application form and process. The data also indicates that there are certain students who are more likely to not complete the FAFSA, including community college students, students aged 35 or older, continuing students, nondegree seeking students, students in a program of less than one year, and students enrolled part-time. In all, approximately 60,000 Minnesota resident undergraduates did not complete the FAFSA in fall 2009.

There exist differences in FAFSA completion across students:

- **By institution type:** FAFSA filing rates at private colleges are higher than rates at public colleges.
- **By demographic characteristics:** Students of color complete the FAFSA at higher rates than their white peers. Students age 35 or older complete the FAFSA at rates 20 percentage points lower than their younger peers. Students age 19 or younger complete the FAFSA at the highest rates.
- **By level:** New entering students complete the FAFSA at higher rates than continuing students. Those new entering undergraduates with prior postsecondary enrollment (PSEO) experiences have the highest FAFSA filing rate. Continuing students have the lowest completion rates.
- **By program:** Among all students, those seeking certificates or degrees are more likely to complete the FAFSA than those students not seeking credentials. Students enrolling in a program of one year or more are more likely to complete the FAFSA as compared to students enrolling in programs of less than one year. Students not enrolling in a certificate or degree program are not eligible for federal financial aid.
- **By enrollment level:** The most striking comparison is among students by enrollment status of full-time or part-time. Eighty-three percent of full-time students completed the FAFSA in fall 2009 as compared to only 63 percent of part-time students.

Among Minnesota's 60,000 non-filers there are students who would qualify for federal, state and institutional grant aid if they completed the FAFSA. King (2006) found that an increasing number of low-and-moderate income college students did not take advantage of financial aid opportunities by completing the FAFSA suggesting that the populations who would benefit most from financial aid are not receiving it. Using data from the National Postsecondary Student Aid Survey 2008 for Minnesota, an

estimated 17 percent of non-filers in Minnesota or approximately 10,000 students would have qualified for a federal Pell Grant based on their Expected Family Contribution if enrolled full-time.

Minnesota students who did not submit the FAFSA were likely to cite that they thought they were ineligible for financial aid, they had no need for financial aid or they had no information about how to apply for financial aid (National Center for Education Statistics, 2008). All of these reasons point to the conclusion that some students have limited information about financial aid and the FAFSA. Given the lower FAFSA filing rates for continuing students, it is also reasonable to assume that many students who apply for financial aid may not reapply if they only qualify for loan assistance. Another possible reason not mentioned here is that students may have received aid from sources that do not require FAFSA submission, such as employer tuition assistance.

Institutional FAFSA Awareness Activities

While some students lack the information needed to complete the FAFSA, institutions put forth significant effort and investment into distributing information about financial aid and the FAFSA. There are four common information distribution methods utilized by institutions: institutional website, admissions office outreach, new student orientation, and FAFSA information sent to parents and students by email or postal mail. All institutions distributed general information about the FAFSA and applying for financial aid to current students, prospective students and to students in other settings (high school financial aid nights) and their families. All institutions reported that advertising and outreach to students and parents is a regular part of the financial aid office's responsibilities.

Institutions also incorporate FAFSA completion into other procedures, including the assignment of a financial aid counselor for each student, individual phone consultations, and email and paper reminders about FAFSA completion sent directly to each student who has not completed the FAFSA. Many institutions track FAFSA completion for each student and target reminders to those who have not completed the FAFSA. Forty-three percent of institutions indicated that they have a financial aid deadline. Deadlines encourage students to complete their financial aid paperwork in a timely manner.

Institutions also created targeted FAFSA outreach activities for continuing versus new students and specific population of students. Institutions also expected a greater level of responsibility from continuing students for financial aid renewal and FAFSA completion. FAFSA completion was integrated into other institutional procedures for continuing students. Institutions linked school housing choice to FAFSA completion, holds were placed on student accounts, and student registration was blocked until requirements were fulfilled. Some institutions coupled FAFSA completion with a set of procedural requirements for the new school year (registration, housing, financial aid). Among the specific populations targeted were first generation students, students of other languages, TRiO students, veterans, new students, high school seniors, and English language learners.

Given the differential FAFSA filing rates, outreach activities to new students have the greatest positive impact on FAFSA awareness. Outreach to students was considered a primary activity and a critical responsibility for the financial aid office and the institution. That outreach took many forms and focused significant resources on individual student contact. Institutions were also aware that students need financial aid in order to access higher education; a need which facilitated FAFSA completion.

One-third of institutions responded affirmatively that FAFSA filing rates for students are measured. Tracking individual student FAFSA filing was used for three purposes:

1. To ensure that students are applying and receiving financial aid
2. To measure the institution's success in FAFSA outreach and financial aid service
3. As a measure of demand for financial aid services and workload for financial aid staff

Should the state mandate FAFSA completion to ensure students maximize available financial aid?

All staff indicated that maximizing student access to available financial aid was desirable goal; however, continued challenges and barriers exist.

- **Time and Staffing:** Many institutional staff noted that maximizing FAFSA completion requires one-on-one interactions with student that can be time consuming. Tracking down every student who would benefit is ideal but resource constraints prevent them from doing so. Time would also be spent processing aid applications for students who would not qualify for grant aid. Accurate verification of additional FAFSAs will also increase time and financial costs for colleges. Verification of FAFSA information by institutions is estimated to exceed \$432 million per year nationally (U.S. Department of Education, 2005).
- **Lack of Information Provided by Students/Late Planning:** One of the more difficult challenges is failure of the student to gather the required information or to do so in a timely manner.
- **FAFSA Process:** Confirming the student's eligibility for aid and more specifically eligibility for grant aid was a positive outcome provided that the U.S. Department of Education continues to streamline the process of financial aid for all students.
- **The Access / Debt Tradeoff:** Requiring all students to complete the FAFSA could result in more students taking on student loan debt. Increased applications also create demand for already limited grant aid.

Conversations with staff across institutions indicated that most eligible students do file the FAFSA and for those students who do not file a FAFSA, the family has made an informed decision. As such, staff objected to students and families being forced to complete the FAFSA as it takes away the student's and family's choice to do so and may waste their time if they do not qualify for grant assistance.

Increasing FAFSA filing for students in order that all students maximize available financial aid is a goal to which the state should aspire. However, the costs of mandating FAFSA filing would present a challenge to institutions in terms of money and staff time, especially for public colleges and universities. The collective efforts of Minnesota's colleges and universities and the Minnesota Office of Higher Education have provided a strong foundation for college financial planning as demonstrated by Minnesota's current FAFSA completion rate of 77 percent and for the 23 percent of students who are non-filers, lack of information and planning is only one of the reasons they do not complete the FAFSA.

For many students, the need for financial aid is what impels them to complete the FAFSA. The most recent increase in the percent of Minnesota students completing the FAFSA occurred at a time of increasing unemployment and decline in income for many families due to the economic recession. Absent further economic decline, continuing to build upon current outreach and assistance efforts as financial and staff resources allow is the more efficient and effective alternative. Among the initiatives, outreach activities, policies or procedures recommended by staff to increase FAFSA filing among students are making FAFSA filing part of high school activities as demonstrated by the Chicago Public Schools initiative, improving the FAFSA form and process, and continuing to reach out and assist to students and families.

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Appendix A: Survey Working Group

A working group of institutional staff and OHE staff developed the survey protocols and questionnaire. The goal was to develop a moderate length survey to gather data to fulfill the mandate of creating an inventory of policies and procedures related to FAFSA awareness. The survey also included space for institutions to highlight their most effective policies, procedures or programs; to express their opinion on mandated FAFSA filing and its consequences; and suggestions for follow-up to the survey.

The primary targets for the survey were financial aid directors from all state grant eligible institutions. Financial aid directors were asked to forward the survey to other institutional staff responsible for student outreach regarding the FAFSA. Other staff could include admissions staff, staff responsible for outreach to special populations (first generation students, adult students, students of color) and others as appropriate.

Working group members included:

Jay Comstock	Rasmussen College
Geoffrey Dittberner	Minnesota State College Student Association
Ginny Dodds	Minnesota Office of Higher Education
Meredith Fergus	Minnesota Office of Higher Education
Megan FitzGibbon	Minnesota Office of Higher Education
Tricia Grimes	Minnesota Office of Higher Education
Christopher Halling	Minnesota State Colleges and Universities
Lois Larson	Metropolitan State University
Lesley Lydell	Minnesota Office of Higher Education
Cheryl Maplethorpe	Minnesota Office of Higher Education
Scott McMahon	Minnesota Private College Council
Susan Neppl	Great Lakes Higher Education Corporation
Aaron Peterson	Rasmussen College
Deb Pusari	University of Minnesota
Gerald Schulte	Northland College

Appendix B: Survey Response Rates

The survey was administered by the Minnesota Office of Higher Education using Survey Monkey website. The survey link was sent to 151 institutions eligible for state grant funding. Emails reminding staff about the survey were sent at the two-week and four-week mark to non-respondents. At the six and eight-week marks, non-respondents received a telephone call from staff of the Minnesota Office of Higher Education asking them to respond.

Responses were collected from 145 individuals representing 134 different institutions for a response rate of 88.7%. Responses by sector are detailed below.

Percent of Survey Responses by Sector:

Sector	Total	Responses	%
Minnesota State Colleges	30	29	97%
Minnesota State Universities	7	7	100%
University of Minnesota	4	4	100%
Private Two-Year Institutions	46	36	78%
Private Four-Year Institutions	60	55	92%
Other	4	3	75%
Total	151	134	88.7%

One hundred nineteen of 145 staff responding were financial aid staff (82%). The remaining staff represented admissions (6 staff, 4%), administration/program management (17 staff, 12%), and student services/outreach (3 staff, 2%).

Appendix C: Matching Student Enrollment Records and FAFSA Applications

The Minnesota Office of Higher Education matched student enrollment record information with FAFSA application information for students enrolled in the fall 2008 academic term and the fall 2009 academic term.

Preparing the base file

The student enrollment record was used as the base file for matching. For purposes of this study, high school students and graduate students were eliminated from the file in order to isolate undergraduates only. The matching data elements were then examined to determine how many undergraduates had each data element: Social Security Number, Last Name, First Name and Date of Birth.

Preparing the match file

The match file was the cumulative FAFSA submissions to the U.S. Department of Education for student who were Minnesota residents and students who were not Minnesota residents but indicated a Minnesota institution on their FAFSA application. For purposes of this study, the file was limited to Minnesota residents. The matching data elements were then examined to determine how many undergraduates had each data element: Social Security Number, Last Name, First Name and Date of Birth.

Matching protocol

All of the matching variables were coded as string variables in all uppercase format to prevent mismatching based on case and type.

Student records were matched using the following protocol:

Match order	Social Security Number	Last Name	First Name	Date of Birth	Number of Records Matched		Notes
					2008-2009	2009-2010	
					296,236	317,259	Total Records Count
1	Y	Y	Y	Y	195,110	218,191	
2	Y	Y	Y	N	2,037	4,545	
3	Y	Y	N	Y	5,764	6,397	
4	Y	N	Y	Y	4,474	5,199	
5	Y	Y	N	N	109	186	
6	Y	N	N	Y	239	259	
7	N	Y	Y	Y	1,959	2,931	Required duplicate records to be separated from main file for matching
8	Y	N	N	N	149	205	
NO MATCH	N	N	N	N	86,395	79,886	

Appendix D: Estimated FAFSA Filing Rates by Institution for Minnesota Resident Undergraduates

The Minnesota Office of Higher Education matched student enrollment record information with FAFSA application information for students enrolled in the fall 2008 academic term and the fall 2009 academic term. FAFSA filing rates estimates for each institution can be found below.

Table D1. Estimated FAFSA Filing Rates by Institution

Institution of Enrollment	Fall 2008				Fall 2009		
	Number Enrolled	Number with FAFSA	% with FAFSA		Number Enrolled	Number with FAFSA	% with FAFSA
Alexandria Technical and Community College	2,129	1,447	67.97%		2,146	1,563	72.83%
Anoka Technical College	1,848	1,306	70.67%		2,242	1,685	75.16%
Anoka-Ramsey Community College	6,831	4,543	66.51%		7,608	5,554	73.00%
Central Lakes College	2,745	2,207	80.40%		2,997	2,515	83.92%
Century College	8,495	5,530	65.10%		9,424	6,712	71.22%
Dakota County Technical College	2,796	1,633	58.40%		3,134	2,001	63.85%
Fond du Lac Tribal & Community College	915	758	82.84%		1,120	942	84.11%
Hennepin Technical College	5,580	3,065	54.93%		6,112	3,917	64.09%
Hibbing Community College	1,391	1,156	83.11%		1,492	1,277	85.59%
Inver Hills Community College	5,233	3,048	58.25%		5,751	3,687	64.11%
Itasca Community College	987	803	81.36%		1,059	928	87.63%
Lake Superior College	4,049	2,588	63.92%		3,887	2,789	71.75%
Mesabi Range Community & Technical College	1,159	857	73.94%		1,225	892	72.82%
Minneapolis Community & Technical College	8,962	6,361	70.98%		9,864	7,678	77.84%
Minnesota State College-Southeast Technical	1,469	1,062	72.29%		1,734	1,329	76.64%
Minnesota West Community & Technical College	2,266	1,405	62.00%		2,496	1,675	67.11%
MN State Community & Technical College	3,754	3,011	80.21%		3,956	3,242	81.95%
Normandale Community College	8,609	5,066	58.85%		9,006	5,943	65.99%
North Hennepin Community College	6,465	4,152	64.22%		6,875	4,952	72.03%
Northland Community & Technical College	2,286	1,565	68.46%		2,449	1,740	71.05%
Northwest Technical College	1,105	917	82.99%		1,309	1,109	84.72%
Pine Technical College	522	409	78.35%		681	567	83.26%
Rainy River Community College	241	149	61.83%		193	156	80.83%
Ridgewater College	3,812	2,696	70.72%		3,971	2,992	75.35%
Riverland Community College	2,736	1,624	59.36%		3,062	1,977	64.57%
Rochester Community & Technical College	5,263	3,468	65.89%		5,474	4,024	73.51%
Saint Cloud Technical College	3,601	2,722	75.59%		4,159	3,393	81.58%
Saint Paul College	5,094	3,298	64.74%		5,680	4,105	72.27%
South Central College	3,587	2,252	62.78%		3,860	2,570	66.58%
Vermilion Community College	362	304	83.98%		419	353	84.25%
Minnesota State Colleges	104,292	69,402	66.5%		113,385	82,267	72.6%

Table D1. Estimated FAFSA Filing Rates by Institution cont'd

Institution of Enrollment	Fall 2008				Fall 2009		
	Number Enrolled	Number with FAFSA	% with FAFSA		Number Enrolled	Number with FAFSA	% with FAFSA
Metropolitan State University	6,091	3,546	58.22%		6,213	3,943	63.46%
Minnesota State University Mankato	10,839	8,197	75.63%		10,585	8,495	80.26%
Minnesota State University Moorhead	4,137	3,106	75.08%		3,940	3,268	82.94%
Saint Cloud State University	12,611	8,930	70.81%		12,000	9,564	79.70%
Southwest Minnesota State University	2,168	1,596	73.62%		2,003	1,660	82.88%
Winona State University	5,203	3,799	73.02%		5,266	4,125	78.33%
Minnesota State Universities	44,893	32,116	71.5%		43,977	34,299	78.0%
University of Minnesota-Crookston	807	607	75.22%		898	735	81.85%
University of Minnesota-Duluth	8,255	6,154	74.55%		8,359	6,569	78.59%
University of Minnesota-Morris	1,280	1,065	83.20%		1,368	1,172	85.67%
University of Minnesota-Rochester	n/a	n/a	n/a		48	44	91.67%
University of Minnesota-Twin Cities	21,393	15,017	70.20%		22,237	16,541	74.39%
University of Minnesota	31,735	22,843	72.0%		32,910	25,061	76.2%
Argosy University/Twin Cities	1,190	1,014	85.21%		1,428	1,254	87.82%
Augsburg College	2,728	2,055	75.33%		2,786	2,189	78.57%
Bethany Lutheran College	398	365	91.71%		441	405	91.84%
Bethel University	2,673	2,032	76.02%		2,757	2,167	78.60%
Cardinal Stritch University-Edina	311	221	71.06%		241	182	75.52%
Carleton College	457	329	71.99%		433	304	70.21%
CenterPoint Massage and Shiatsu Therapy	113	9	7.96%		120	46	38.33%
College of Saint Benedict	1,731	1,377	79.55%		1,683	1,360	80.81%
College of Saint Scholastica	2,432	2,046	84.13%		2,340	2,073	88.59%
College of Visual Arts	170	152	89.41%		158	145	91.77%
Concordia College Moorhead	1,808	1,602	88.61%		1,867	1,644	88.06%
Concordia University St. Paul	1,407	1,013	72.00%		1,331	1,093	82.12%
Crossroads College	110	86	78.18%		101	78	77.23%
Crown College	706	610	86.40%		639	561	87.79%
Dunwoody College of Technology	1,507	1,244	82.55%		1,411	764	54.15%
East Metro OIC	357	96	26.89%		n/a	n/a	n/a
Gustavus Adolphus College	2,057	1,625	79.00%		1,979	1,607	81.20%
Hamline University	1,700	1,465	86.18%		1,598	1,394	87.23%
Leech Lake Tribal College	225	204	90.67%		231	198	85.71%
Macalester College	348	285	81.90%		348	283	81.32%
Martin Luther College	93	81	87.10%		80	72	90.00%
Minneapolis College Art & Design	467	296	63.38%		399	364	91.23%
North Central University	470	412	87.66%		529	474	89.60%
Northwestern College	1,733	1,496	86.32%		1,687	1,492	88.44%
Northwestern Health Sciences University	81	66	81.48%		84	70	83.33%
Oak Hills Christian College	101	98	97.03%		99	99	100.0%
Pillsbury Baptist College	76	61	80.26%		n/a	n/a	n/a

Table D1. Estimated FAFSA Filing Rates by Institution cont'd

Institution of Enrollment	Fall 2008				Fall 2009		
	Number Enrolled	Number with FAFSA	% with FAFSA		Number Enrolled	Number with FAFSA	% with FAFSA
Presentation College-Fairmont	140	131	93.57%		154	137	88.96%
Saint Catherine University	3,424	2,934	85.69%		3,556	3,076	86.50%
Saint Johns University	1,528	1,122	73.43%		1,505	1,137	75.55%
Saint Marys University of MN	1,504	1,001	66.56%		1,510	1,073	71.06%
Saint Olaf College	1,641	1,259	76.72%		1,604	1,245	77.62%
Summit Academy OIC	153	141	92.16%		127	125	98.43%
University of Saint Thomas	5,007	3,526	70.42%		4,930	3,631	73.65%
White Earth Tribal College	105	82	78.10%		116	99	85.34%
Academy College	162	146	90.12%		194	172	88.66%
Art Institutes International Minnesota	1,641	1,520	92.63%		1,756	1,618	92.14%
Aveda Institute Minneapolis	314	189	60.19%		190	114	60.00%
Brown College	1,036	983	94.88%		924	858	92.86%
Capella University	534	382	71.54%		585	446	76.24%
Central Beauty-Cambridge	68	14	20.59%		84	10	11.90%
Central Beauty-Eagan	167	25	14.97%		184	30	16.30%
Cosmetology Training Center-Mankato	61	22	36.07%		40	23	57.50%
DeVry University-Edina Center	215	190	88.37%		390	346	88.72%
Duluth Business University	257	236	91.83%		293	278	94.88%
Empire Beauty School-Bloomington	193	159	82.38%		65	64	98.46%
Empire Beauty School-Eden Prairie	101	83	82.18%		20	16	80.00%
Empire Beauty School-Spring Lake Park	61	61	100.0%		42	41	97.62%
Empire Beauty School-St. Paul	105	92	87.62%		37	35	94.59%
Everest Institute	358	321	89.66%		738	635	86.04%
Globe University (Minneapolis)	n/a	n/a	n/a		151	127	84.11%
Globe University (Woodbury)	748	648	86.63%		925	837	90.49%
Herzing University	278	255	91.73%		308	283	91.88%
High-Tech Institute	303	253	83.50%		230	147	63.91%
Institute of Production & Recording	158	126	79.75%		209	173	82.78%
ITT Technical Institute	517	428	82.79%		602	549	91.20%
LeCordon Bleu College of Culinary Arts	393	281	71.50%		n/a	n/a	n/a
Magic Beauty School	109	8	7.34%		57	9	15.79%
McNally Smith College of Music	304	257	84.54%		390	320	82.05%
Miami Ad School Minneapolis	44	21	47.73%		35	17	48.57%
Minneapolis Business College	441	385	87.30%		454	404	88.99%
Minnesota School of Beauty	52	31	59.62%		48	42	87.50%
Minnesota School of Business Brooklyn Ctr.	648	603	93.06%		696	658	94.54%
Minnesota School of Business Blaine	724	625	n/a		956	867	90.69%
Minnesota School of Business Elk River	n/a	n/a	n/a		334	307	91.92%
Minnesota School of Business Lakeville	n/a	n/a	n/a		88	77	87.50%
Minnesota School of Business Moorhead	65	52	80.00%		128	120	93.75%

Table D1. Estimated FAFSA Filing Rates by Institution cont'd

Institution of Enrollment	Fall 2008				Fall 2009		
	Number Enrolled	Number with FAFSA	% with FAFSA		Number Enrolled	Number with FAFSA	% with FAFSA
Minnesota School of Business Plymouth	500	416	83.20%		542	467	86.16%
Minnesota School of Business Richfield	1,274	1,108	86.97%		1,474	1,308	88.74%
Minnesota School of Business Rochester	699	635	90.84%		695	645	92.81%
Minnesota School of Business Shakopee	463	402	86.83%		451	407	90.24%
Minnesota School of Business St. Cloud	932	873	93.67%		979	918	93.77%
Minnesota School of Cosmetology	126	111	88.10%		122	110	90.16%
Model College Hair Design	54	38	70.37%		69	59	85.51%
Moler Barber School	55	31	56.36%		80	51	63.75%
MRI School of Minnesota	n/a	n/a	n/a		16	14	87.50%
National Am. University (Bloomington)	252	233	92.46%		415	397	95.66%
National Am. University (Brooklyn Center)	303	290	95.71%		490	472	96.33%
National Am. University (Roseville)	289	275	95.16%		417	407	97.60%
Northwest Technical Institute	119	107	89.92%		107	102	95.33%
Rasmussen College	4,159	3,933	94.57%		5,091	4,887	95.99%
Regency Beauty Institute Blaine	139	123	88.49%		131	120	91.60%
Regency Beauty Institute Burnsville	109	93	85.32%		123	109	88.62%
Regency Beauty Institute Duluth	43	38	88.37%		43	42	97.67%
Regency Beauty Institute Maplewood	64	58	90.63%		79	73	92.41%
Regency Beauty Institute Minnetonka	54	47	87.04%		90	85	94.44%
Regency Beauty Institute St. Cloud	68	63	92.65%		72	69	95.83%
Rochester School of Hair	41	28	68.29%		41	6	14.63%
The Salon Professional Academy (New Hope)	103	55	53.40%		24	23	95.83%
The Salon Professional Academy (Waite Park)	72	28	38.89%		100	26	26.00%
University of Phoenix-Minneapolis/St. Paul	3,263	1,932	59.21%		4,225	2,740	64.85%
Walden University	28	18	64.29%		57	50	87.72%

Appendix E: Estimated FAFSA Filing Rates by County for New Entering Minnesota Resident Undergraduates

The Minnesota Office of Higher Education matched student enrollment record information with FAFSA application information for students enrolled in the fall 2008 academic term and the fall 2009 academic term. Students from outstate Minnesota complete the FAFSA at higher rates (85% in fall 2008; 88% in fall 2009) than their seven county metropolitan peers (78% in fall 2008; 83% in fall 2009). FAFSA filing rates estimates for each county can be found below.

Table E1. Estimated FAFSA Filing Rates by County for New Entering Students Only

County of Permanent Residence	Fall 2008				Fall 2009		
	Number Enrolled	Number with FAFSA	% with FAFSA		Number Enrolled	Number with FAFSA	% with FAFSA
Aitkin	155	133	85.8%		127	108	85.0%
Anoka	3,079	2,425	78.8%		3,263	2,741	84.0%
Becker	236	217	91.9%		266	241	90.6%
Beltrami	383	321	83.8%		365	336	92.1%
Benton	333	290	87.1%		424	384	90.6%
Big Stone	42	36	85.7%		35	33	94.3%
Blue Earth	652	516	79.1%		560	495	88.4%
Brown	270	234	86.7%		260	244	93.8%
Carlton	262	229	87.4%		311	286	92.0%
Carver	757	565	74.6%		813	641	78.8%
Cass	249	233	93.6%		246	218	88.6%
Chippewa	109	101	92.7%		124	114	91.9%
Chisago	457	369	80.7%		509	439	86.2%
Clay	476	373	78.4%		346	322	93.1%
Clearwater	43	42	97.7%		69	64	92.8%
Cook	40	32	80.0%		32	22	68.8%
Cottonwood	96	84	87.5%		105	97	92.4%
Crow Wing	692	605	87.4%		649	579	89.2%
Dakota	3,879	2,916	75.2%		3,920	3,159	80.6%
Dodge	206	179	86.9%		214	184	86.0%
Douglas	336	304	90.5%		337	293	86.9%
Faribault	157	142	90.4%		107	95	88.8%
Fillmore	167	150	89.8%		178	159	89.3%
Freeborn	239	206	86.2%		253	234	92.5%
Goodhue	392	334	85.2%		404	349	86.4%
Grant	45	42	93.3%		54	47	87.0%
Hennepin	8,544	6,625	77.5%		9,161	7,508	82.0%
Houston	127	116	91.3%		116	105	90.5%
Hubbard	128	122	95.3%		141	130	92.2%
Isanti	344	280	81.4%		381	305	80.1%
Itasca	396	359	90.7%		447	405	90.6%
Jackson	63	57	90.5%		76	65	85.5%
Kanabec	139	117	84.2%		144	122	84.7%

Table E1. Estimated FAFSA Filing Rates by County for New Entering Students cont'd

County of Permanent Residence	Fall 2008				Fall 2009		
	Number Enrolled	Number with FAFSA	% with FAFSA		Number Enrolled	Number with FAFSA	% with FAFSA
Kandiyohi	401	350	87.3%		379	346	91.3%
Kittson	33	30	90.9%		32	32	100.0%
Koochiching	98	84	85.7%		115	95	82.6%
Lac Qui Parle	70	64	91.4%		62	54	87.1%
Lake	70	57	81.4%		81	64	79.0%
Lake of the Woods	28	26	92.9%		33	30	90.9%
Le Sueur	247	206	83.4%		266	235	88.3%
Lincoln	37	35	94.6%		29	27	93.1%
Lyon	257	201	78.2%		202	190	94.1%
McLeod	327	285	87.2%		366	333	91.0%
Mahnomen	39	38	97.4%		41	39	95.1%
Marshall	65	59	90.8%		80	71	88.8%
Martin	132	117	88.6%		192	178	92.7%
Meeker	222	190	85.6%		221	203	91.9%
Mille Lacs	253	219	86.6%		257	239	93.0%
Morrison	288	254	88.2%		328	304	92.7%
Mower	285	248	87.0%		383	338	88.3%
Murray	67	57	85.1%		72	68	94.4%
Nicollet	272	235	86.4%		259	225	86.9%
Nobles	139	119	85.6%		150	131	87.3%
Norman	41	40	97.6%		53	44	83.0%
Olmsted	1,104	849	76.9%		1,192	975	81.8%
Otter Tail	447	396	88.6%		457	421	92.1%
Pennington	94	81	86.2%		104	91	87.5%
Pine	184	164	89.1%		231	197	85.3%
Pipestone	57	53	93.0%		56	54	96.4%
Polk	205	192	93.7%		225	209	92.9%
Pope	105	95	90.5%		87	77	88.5%
Ramsey	4,027	3,338	82.9%		4,569	3,957	86.6%
Red Lake	27	26	96.3%		37	35	94.6%
Redwood	152	141	92.8%		141	126	89.4%
Renville	162	144	88.9%		127	113	89.0%
Rice	445	384	86.3%		454	399	87.9%
Rock	57	52	91.2%		31	30	96.8%
Roseau	137	116	84.7%		143	134	93.7%
St. Louis	1,541	1,277	82.9%		1,590	1,385	87.1%
Scott	1,066	806	75.6%		1,113	890	80.0%
Sherburne	736	610	82.9%		815	695	85.3%
Sibley	131	119	90.8%		142	131	92.3%
Stearns	1,532	1,219	79.6%		1,480	1,309	88.4%
Steele	327	276	84.4%		312	277	88.8%

Table E1. Estimated FAFSA Filing Rates by County for New Entering Students cont'd

County of Permanent Residence	Fall 2008				Fall 2009		
	Number Enrolled	Number with FAFSA	% with FAFSA		Number Enrolled	Number with FAFSA	% with FAFSA
Stevens	58	50	86.2%		55	46	83.6%
Swift	80	73	91.3%		103	92	89.3%
Todd	192	177	92.2%		252	235	93.3%
Traverse	18	14	77.8%		22	22	100.0%
Wabasha	198	174	87.9%		231	200	86.6%
Wadena	115	107	93.0%		139	129	92.8%
Waseca	167	151	90.4%		184	167	90.8%
Washington	2,093	1,584	75.7%		2,207	1,779	80.6%
Watonwan	93	84	90.3%		88	78	88.6%
Wilkin	36	30	83.3%		32	29	90.6%
Winona	375	294	78.4%		416	349	83.9%
Wright	1,017	869	85.4%		1,143	991	86.7%
Yellow Medicine	92	83	90.2%		108	99	91.7%
Unavailable	2,612	2,159	82.7%		4,698	4,254	90.5%
Total	46,546	37,855	81.3%		51,022	43,745	85.7%

Appendix F: Estimated FAFSA Filing Rates by High School for New Entering Minnesota Resident Undergraduates

The Minnesota Office of Higher Education matched student enrollment record information with FAFSA application information for students enrolled in the fall 2008 academic term and the fall 2009 term.

Table F1. Estimated FAFSA Filing Rates by High School for New Entering Students Only
(data limited to high school graduates attending colleges in Minnesota)

	Fall 2008				Fall 2009		
High School of Graduation	Number Enrolled	Number with FAFSA	% with FAFSA		Number Enrolled	Number with FAFSA	% with FAFSA
Abraham Lincoln	Fewer than 10 students						
Academy of Holy Angels	108	70	64.8%		96	70	72.9%
Academy Prep	Fewer than 10 students						
Accell Academy	Fewer than 10 students						
Ada-Borup	18	18	100.0%		29	24	82.8%
Adrian	16	13	81.3%		20	16	80.0%
Agape	14	14	100.0%		30	30	100.0%
Agriculture Food Sciences Academy	19	14	73.7%		26	22	84.6%
Aitkin	62	54	87.1%		66	58	87.9%
Al-Amal School	Fewer than 10 students						
Albany Area	102	91	89.2%		93	84	90.3%
Albert Lea	153	132	86.3%		140	131	93.6%
Albrook	14	14	100.0%		13	11	84.6%
Alden-Conger	21	18	85.7%		16	15	93.8%
Alliance Christian Academy	Fewer than 10 students						
Am Indian OIC Career Immersion	Fewer than 10 students						
Amboy-Good Thunder	Fewer than 10 students						
Andover	215	163	75.8%		266	213	80.1%
Annandale	98	85	86.7%		85	79	92.9%
Anoka	386	302	78.2%		402	350	87.1%
Apollo	235	208	88.5%		253	233	92.1%
Apple Valley	332	241	72.6%		299	227	75.9%
Apple Valley Area Learning Center	Fewer than 10 students				15	15	100.0%
Arlington	204	200	98.0%		199	195	98.0%
Ascension Academy	12	12	100.0%		10	10	100.0%
Ashby	13	13	100.0%		12	10	83.3%
Atwater-Cosmos-Grove City	43	38	88.4%		36	33	91.7%
Audubon	Fewer than 10 students						
Augsburg Acad Health Careers	Fewer than 10 students						
Austin	144	130	90.3%		188	164	87.2%
Avalon School	Fewer than 10 students				18	16	88.9%
Badger	10	8	80.0%		10	10	100.0%
Bagley Jr-Sr	30	29	96.7%		45	42	93.3%
Barnesville	32	27	84.4%		22	21	95.5%
Barnum	19	19	100.0%		33	31	93.9%

**Table F1. Estimated FAFSA Filing Rates by High School for New Entering Students Only
continued**

(data limited to high school graduates attending colleges in Minnesota)

High School of Graduation	Fall 2008				Fall 2009		
	Number Enrolled	Number with FAFSA	% with FAFSA		Number Enrolled	Number with FAFSA	% with FAFSA
Battle Lake	29	28	96.6%		21	20	95.2%
Becker	118	106	89.8%		115	102	88.7%
Belgrade Elrossa	Fewer than 10 students						
Belgrade-Brooten-Elrosa	37	37	100.0%		44	42	95.5%
Belle Plaine	63	53	84.1%		89	80	89.9%
Belview	Fewer than 10 students						
Bemidji	181	151	83.4%		168	151	89.9%
Benilde-Saint Margarets School	77	46	59.7%		84	55	65.5%
Benson	47	43	91.5%		57	52	91.2%
Benson Christian School	Fewer than 10 students						
Bertha-Hewitt	20	20	100.0%		24	21	87.5%
Bethany Academy	11	6	54.5%		15	11	73.3%
Bethlehem Academy	25	21	84.0%		28	26	92.9%
Big Lake	123	106	86.2%		140	125	89.3%
Bigfork	16	16	100.0%		21	19	90.5%
Bird Island-Lake Lillian	Fewer than 10 students						
Blackduck	37	35	94.6%		35	31	88.6%
Blaine	430	337	78.4%		431	374	86.8%
Blake School	19	9	47.4%		17	11	64.7%
Blooming Prairie	35	27	77.1%		36	28	77.8%
Blue Earth Area	74	67	90.5%		44	36	81.8%
Bluesky Charter	31	28	90.3%		43	40	93.0%
Bold	57	48	84.2%		36	30	83.3%
Braham Area	42	35	83.3%		37	36	97.3%
Brainerd	356	319	89.6%		363	312	86.0%
Brainerd Area Education Center	15	13	86.7%		21	20	95.2%
Brandon	16	15	93.8%		10	10	100.0%
Breck School	13	5	38.5%		17	8	47.1%
Breckenridge	31	29	93.5%		17	16	94.1%
Broadway Arts & Technology	20	20	100.0%		18	17	94.4%
Brooklyn Center	71	66	93.0%		77	69	89.6%
Browerville	22	20	90.9%		33	29	87.9%
Buffalo	249	210	84.3%		251	223	88.8%
Buffalo Lake-Hector	23	21	91.3%		19	18	94.7%
Bug-O-Nay-Ge-Shig School	Fewer than 10 students						
Burnsville	446	335	75.1%		461	382	82.9%
Butterfield-Odin	Fewer than 10 students						
Byron	81	61	75.3%		66	57	86.4%
Caledonia Area Middle	36	34	94.4%		29	25	86.2%
Calvan Christian High School	Fewer than 10 students						
Calvary Assembly Academy	Fewer than 10 students						

Table F1. Estimated FAFSA Filing Rates by High School for New Entering Students Only
continued

(data limited to high school graduates attending colleges in Minnesota)

	Fall 2008				Fall 2009		
High School of Graduation	Number Enrolled	Number with FAFSA	% with FAFSA		Number Enrolled	Number with FAFSA	% with FAFSA
Cambridge Christian School	Fewer than 10 students						
Cambridge-Isanti	206	172	83.5%		249	209	83.9%
Campbell-Tintah	Fewer than 10 students						
Canby	36	34	94.4%		26	25	96.2%
Cannon Falls	42	40	95.2%		67	58	86.6%
Carlton	30	28	93.3%		36	34	94.4%
Cass Lake Area Learning Center	Fewer than 10 students						
Cass Lake-Bena	18	18	100.0%		27	27	100.0%
Cathedral, New Ulm	46	38	82.6%		34	33	97.1%
Cathedral, St. Cloud	86	68	79.1%		96	70	72.9%
Cedar Mountain	26	24	92.3%		24	24	100.0%
Centennial	349	272	77.9%		333	278	83.5%
Center School	Fewer than 10 students						
Central, Norwood Young America	60	52	86.7%		52	46	88.5%
Central, St. Paul	230	206	89.6%		298	280	94.0%
Central Alternative	Fewer than 10 students				22	20	90.9%
Central High School-Minneapolis	Fewer than 10 students						
Central Minnesota Christian School	Fewer than 10 students						
Century	207	153	73.9%		224	174	77.7%
Champlin Park	481	381	79.2%		501	426	85.0%
Chaska	354	261	73.7%		375	296	78.9%
Chatfield	n/a	n/a	n/a		31	30	96.8%
Cherry	12	10	83.3%		18	15	83.3%
Chisago Lakes	147	116	78.9%		158	136	86.1%
Chisago Lakes Baptist School	11	8	72.7%		20	19	95.0%
Chisholm	33	30	90.9%		39	35	89.7%
Chokio-Alberta	10	7	70.0%		Fewer than 10 students		
Chosen Valley	30	21	70.0%		n/a	n/a	n/a
Christian Community School	Fewer than 10 students						
Christian Heritage	Fewer than 10 students						
Christian Life School	Fewer than 10 students				15	11	73.3%
Christs Household of Faith School	Fewer than 10 students						
Circle of Life School	Fewer than 10 students						
City Academy	38	37	97.4%		33	31	93.9%
City Inc	Fewer than 10 students				n/a	n/a	n/a
Clearbrook-Gonvick	11	11	100.0%		21	20	95.2%
Cleveland	16	14	87.5%		33	30	90.9%
Climax	Fewer than 10 students						
Clinton-Graceville-Beardsley	29	23	79.3%		14	12	85.7%
Cloquet	85	75	88.2%		111	90	81.1%
Cloverdale Christian School	Fewer than 10 students						
Columbia Heights	105	89	84.8%		118	106	89.8%

Table F1. Estimated FAFSA Filing Rates by High School for New Entering Students Only
continued

(data limited to high school graduates attending colleges in Minnesota)

	Fall 2008				Fall 2009		
High School of Graduation	Number Enrolled	Number with FAFSA	% with FAFSA		Number Enrolled	Number with FAFSA	% with FAFSA
Comfrey	10	10	100.0%		Fewer than 10 students		
Community Education Campus	Fewer than 10 students						
Community of Peace Academy	25	23	92.0%		26	26	100.0%
Community School	Fewer than 10 students						
Como Park	172	157	91.3%		178	168	94.4%
Concordia Academy	78	60	76.9%		52	37	71.2%
Convent of the Visitation	17	14	82.4%		32	26	81.3%
Cook	29	19	65.5%		23	23	100.0%
Cook County	43	37	86.0%		29	22	75.9%
Coon Rapids	403	327	81.1%		419	351	83.8%
Coon Rapids Christian School	Fewer than 10 students						
Coon Rapids Learning Center Charter	Fewer than 10 students						
Cornerstone Christian School	Fewer than 10 students						
Cotter	34	29	85.3%		43	36	83.7%
Cotton	16	15	93.8%		17	16	94.1%
Covenant Academy Charter	Fewer than 10 students						
Creative Arts Alternative Learning Center	12	9	75.0%		16	14	87.5%
Cretin-Derham Hall	146	106	72.6%		178	133	74.7%
Cromwell Wright School	11	11	100.0%		13	11	84.6%
Crookston	65	56	86.2%		57	54	94.7%
Crosby Ironton	80	71	88.8%		77	69	89.6%
Crossroads Alternative	Fewer than 10 students						
Dassel	Fewer than 10 students						
Dassel-Cokato	113	96	85.0%		105	99	94.3%
Dawson-Boyd	34	31	91.2%		30	29	96.7%
De La Salle	65	56	86.2%		103	89	86.4%
Deer River	43	38	88.4%		51	48	94.1%
Delano	105	80	76.2%		113	91	80.5%
Delavan	Fewer than 10 students						
Denfeld	146	131	89.7%		128	116	90.6%
Detroit Lakes	115	103	89.6%		116	109	94.0%
Dilworth-Glyndon-Felton	32	28	87.5%		28	26	92.9%
Dover-Eyota	43	35	81.4%		63	56	88.9%
Duluth Central	111	95	85.6%		167	149	89.2%
Duluth East	174	129	74.1%		192	161	83.9%
Eagan	287	216	75.3%		302	228	75.5%
Eagle Country Christian Academy	Fewer than 10 students						
Eagle Ridge Academy	Fewer than 10 students						
Eagle Valley	16	16	100.0%		21	20	95.2%
East Central	24	20	83.3%		27	24	88.9%
East Grand Forks	54	52	96.3%		56	51	91.1%

Table F1. Estimated FAFSA Filing Rates by High School for New Entering Students Only
continued (data limited to high school graduates attending colleges in Minnesota)

High School of Graduation	Fall 2008				Fall 2009		
	Number Enrolled	Number with FAFSA	% with FAFSA		Number Enrolled	Number with FAFSA	% with FAFSA
Eastview	331	244	73.7%		299	244	81.6%
Echo Charter School	Fewer than 10 students						
Ed Visions Off Campus	Fewer than 10 students						
Eden Prairie	421	282	67.0%		398	308	77.4%
Eden Valley-Watkins	51	48	94.1%		47	46	97.9%
Edgerton	14	14	100.0%		8	8	100.0%
Edina	217	158	72.8%		225	156	69.3%
Edison	126	120	95.2%		143	135	94.4%
El Colegio Charter School	Fewer than 10 students						
El Shaddai School	Fewer than 10 students						
Elgin-Millville	Fewer than 10 students						
Elk River	293	225	76.8%		290	230	79.3%
Ellendale-Geneva	Fewer than 10 students						
Ellsworth	Fewer than 10 students						
Evansville	Fewer than 10 students						
Eveleth-Gilbert	54	49	90.7%		47	40	85.1%
Excell	Fewer than 10 students				11	11	100.0%
Face to Face Academy	Fewer than 10 students						
Fairfax	Fewer than 10 students						
Fairmont	54	50	92.6%		87	82	94.3%
Fairview Academy	Fewer than 10 students						
Faith Baptist Christian School	Fewer than 10 students						
Faith Christian School, Foreston	Fewer than 10 students						
Faith Christian School, Rochester	Fewer than 10 students						
Falls	67	56	83.6%		45	35	77.8%
Faribault	174	154	88.5%		166	148	89.2%
Farmington	226	177	78.3%		221	187	84.6%
Fergus Falls	110	90	81.8%		108	95	88.0%
Fertile-Beltrami	16	15	93.8%		23	20	87.0%
Fillmore Central	28	25	89.3%		26	24	92.3%
First Baptist	Fewer than 10 students						
Fisher	Fewer than 10 students				16	15	93.8%
Floodwood School	24	23	95.8%		29	26	89.7%
Foley	82	67	81.7%		74	66	89.2%
Fond-du-lac Ojibwe School	Fewer than 10 students						
Forest Lake	356	277	77.8%		378	327	86.5%
Forest Lake Area Learning Center	Fewer than 10 students						
Fosston	25	25	100.0%		26	22	84.6%
Four Directions Charter School	Fewer than 10 students						
Fourth Baptist Christian School	Fewer than 10 students				11	10	90.9%
Frazee-Vergas	41	40	97.6%		48	40	83.3%
Freshwater Area Learning Center	Fewer than 10 students						
Fridley	130	107	82.3%		138	120	87.0%
Fulda	35	27	77.1%		23	22	95.7%

Table F1. Estimated FAFSA Filing Rates by High School for New Entering Students Only
continued (data limited to high school graduates attending colleges in Minnesota)

High School of Graduation	Fall 2008				Fall 2009		
	Number Enrolled	Number with FAFSA	% with FAFSA		Number Enrolled	Number with FAFSA	% with FAFSA
GFW	49	45	91.8%		41	36	87.8%
Gibbon	Fewer than 10 students						
Glencoe-Silver Lake	94	80	85.1%		96	87	90.6%
Glenville-Emmons	Fewer than 10 students				13	12	92.3%
Goodhue	33	29	87.9%		18	14	77.8%
Goodridge	Fewer than 10 students						
Gordon Parks High School	n/a	n/a	n/a		23	23	100.0%
Granada-Huntley-East Chain	20	15	75.0%		13	12	92.3%
Grand Meadow	15	14	93.3%		13	12	92.3%
Grand Rapids	174	156	89.7%		199	183	92.0%
Great River Education Center	Fewer than 10 students						
Great River School	Fewer than 10 students						
Greenbush Middle River	18	13	72.2%		18	18	100.0%
Greenway	54	51	94.4%		61	58	95.1%
Groves Learning Center	12	7	58.3%		12	7	58.3%
Grygla School	11	9	81.8%		14	13	92.9%
Guadalupe Area Project School	Fewer than 10 students				10	8	80.0%
Hancock	Fewer than 10 students				16	14	87.5%
Harbor City International School	15	12	80.0%		18	15	83.3%
Harding	248	234	94.4%		288	278	96.5%
Hastings	228	178	78.1%		252	219	86.9%
Hawley	48	42	87.5%		39	37	94.9%
Hayfield	36	29	80.6%		42	39	92.9%
Heart of the Earth Survival School	Fewer than 10 students						
Hendrum	Fewer than 10 students						
Henning	15	13	86.7%		17	15	88.2%
Henry Sibley Sr	207	167	80.7%		199	161	80.9%
Heritage Christian Academy	15	13	86.7%		17	13	76.5%
Heritage Christian School	Fewer than 10 students						
Herman-Norcross Community School	Fewer than 10 students						
Hermantown	84	60	71.4%		86	74	86.0%
Hibbing	156	122	78.2%		127	106	83.5%
High School for Recording Arts	11	10	90.9%		17	17	100.0%
Higher Ground Academy	19	19	100.0%		11	11	100.0%
Highland Park	182	166	91.2%		170	159	93.5%
Highview Alternative Program	Fewer than 10 students						
Hill City	26	24	92.3%		15	14	93.3%
Hillcrest Lutheran Academy	19	15	78.9%		10	10	100.0%
Hill-Murray School	112	66	58.9%		113	75	66.4%
Hills-Beaver Creek	10	8	80.0%		Fewer than 10 students		
Hinckley-Finlayson	32	29	90.6%		43	36	83.7%

Table F1. Estimated FAFSA Filing Rates by High School for New Entering Students Only
continued (data limited to high school graduates attending colleges in Minnesota)

High School of Graduation	Fall 2008				Fall 2009		
	Number Enrolled	Number with FAFSA	% with FAFSA		Number Enrolled	Number with FAFSA	% with FAFSA
Hmong Academy Charter	27	27	100.0%		32	32	100.0%
Holdingford	67	55	82.1%		43	42	97.7%
Holy Family Catholic	51	35	68.6%		58	44	75.9%
Holy Trinity	17	13	76.5%		13	13	100.0%
Hope Christian Academy	Fewer than 10 students						
Hope Lutheran	Fewer than 10 students						
Hopkins	354	266	75.1%		312	257	82.4%
Hopkins Eisenhower	Fewer than 10 students						
Houston	17	14	82.4%		20	18	90.0%
Howard Lake-Waverly-Winsted	62	60	96.8%		56	52	92.9%
Hubert H Humphrey Jobcorps Center	Fewer than 10 students						
Humboldt	70	66	94.3%		86	81	94.2%
Humboldt-Saint Vincent Schools	Fewer than 10 students						
Hutchinson	152	127	83.6%		157	147	93.6%
Immanuel Lutheran	Fewer than 10 students						
Indus	Fewer than 10 students						
Insight School of Minnesota	Fewer than 10 students						
Interdistrict Downtown School	17	17	100.0%		13	11	84.6%
Intermediate School District 917	Fewer than 10 students						
Decals	Fewer than 10 students						
International Academy - LEAP	12	12	100.0%		37	36	97.3%
International School of Minnesota	Fewer than 10 students						
Irondale	228	170	74.6%		222	181	81.5%
Isle	24	22	91.7%		22	20	90.9%
Ivan Sand Community School	Fewer than 10 students						
Jackson County Central	46	41	89.1%		38	34	89.5%
Janesville-Waldorf-Pemberton	36	32	88.9%		27	24	88.9%
Jefferson	230	204	88.7%		220	191	86.8%
Jefferson Alternative School	Fewer than 10 students						
Jennings Experiential	Fewer than 10 students						
John A Johnson	153	146	95.4%		209	199	95.2%
John F Kennedy, Babbit	28	27	96.4%		40	38	95.0%
John F Kennedy, Bloomington	251	206	82.1%		214	190	88.8%
John Marshall	212	171	80.7%		221	190	86.0%
Jordan	58	47	81.0%		78	70	89.7%
Kasson-Mantorville	104	90	86.5%		91	84	92.3%
Kelliher	12	11	91.7%		Fewer than 10 students		
Kennedy Community School	Fewer than 10 students						
Kenyon-Wanamingo	42	37	88.1%		46	39	84.8%
Kerkhoven Murdock & Sunburg	19	19	100.0%		30	28	93.3%
Kimball Area	40	38	95.0%		34	33	97.1%
Kingsland	32	27	84.4%		47	42	89.4%

Table F1. Estimated FAFSA Filing Rates by High School for New Entering Students Only
continued (data limited to high school graduates attending colleges in Minnesota)

High School of Graduation	Fall 2008				Fall 2009		
	Number Enrolled	Number with FAFSA	% with FAFSA		Number Enrolled	Number with FAFSA	% with FAFSA
Kittson Central	15	13	86.7%		12	12	100.0%
La Crescent	54	47	87.0%		51	48	94.1%
Lac Qui Parle Valley	62	58	93.5%		44	38	86.4%
Lafayette	21	20	95.2%		30	27	90.0%
Lake Benton	Fewer than 10 students						
Lake Crystal Wellcome Memorial	46	41	89.1%		50	45	90.0%
Lake of the Woods	23	22	95.7%		29	28	96.6%
Lake Park Audubon	16	15	93.8%		21	20	95.2%
Lake Region Christian School	Fewer than 10 students						
Lake Superior	Fewer than 10 students						
Lakes Area Charter	Fewer than 10 students						
Lakeview	24	21	87.5%		30	27	90.0%
Lakeview Christian Academy	Fewer than 10 students						
Lakeville North	299	223	74.6%		294	240	81.6%
Lakeville South	212	158	74.5%		235	187	79.6%
Lancaster	Fewer than 10 students				12	12	100.0%
Lanesboro	18	17	94.4%		24	23	95.8%
Laporte	10	10	100.0%		10	9	90.0%
Le Center	33	28	84.8%		35	33	94.3%
Le Roy-Ostrander	15	14	93.3%		17	13	76.5%
Learning for Leadership	Fewer than 10 students						
Lester Prairie	26	22	84.6%		22	22	100.0%
Lesueur-Henderson	70	58	82.9%		74	68	91.9%
Lewiston-Altura	28	22	78.6%		42	35	83.3%
Liberty Classical Academy	Fewer than 10 students						
Liberty High Charter	17	9	52.9%		15	12	80.0%
Lifetime Learning Center	Fewer than 10 students						
Lighthouse Education Ministries	Fewer than 10 students						
Lincoln, Esko	63	60	95.2%		54	50	92.6%
Lincoln, Lake City	54	41	75.9%		72	58	80.6%
Lincoln, Bloomington	Fewer than 10 students						
Lincoln, Thief River Falls	80	66	82.5%		75	66	88.0%
Lincoln High, Ivanhoe	15	15	100.0%		13	11	84.6%
Litchfield	85	76	89.4%		91	83	91.2%
Little Falls Community	129	115	89.1%		168	154	91.7%
Little Fork-Big Falls	10	9	90.0%		29	24	82.8%
Long Prairie-Grey Eagle	51	48	94.1%		76	73	96.1%
Loring-Nicollet Alternative School	Fewer than 10 students				11	10	90.9%
Loyola	36	27	75.0%		42	30	71.4%
Lutheran	36	30	83.3%		n/a	n/a	n/a
Luverne	42	39	92.9%		23	20	87.0%
Lyle	Fewer than 10 students				12	12	100.0%

Table F1. Estimated FAFSA Filing Rates by High School for New Entering Students Only
continued (data limited to high school graduates attending colleges in Minnesota)

High School of Graduation	Fall 2008				Fall 2009		
	Number Enrolled	Number with FAFSA	% with FAFSA		Number Enrolled	Number with FAFSA	% with FAFSA
Mabel Canton	14	11	78.6%		17	16	94.1%
Maccray	32	27	84.4%		35	31	88.6%
Madelia	22	22	100.0%		15	13	86.7%
Mahnomen	30	30	100.0%		29	29	100.0%
Mahtomedi	155	100	64.5%		144	115	79.9%
Main Street Performing Arts	23	14	60.9%		19	13	68.4%
Mankato Alternative	Fewer than 10 students						
Mankato East	173	149	86.1%		139	121	87.1%
Mankato West	215	174	80.9%		211	182	86.3%
Maple Grove	386	277	71.8%		366	283	77.3%
Maple Lake	58	54	93.1%		37	33	89.2%
Maple River	87	73	83.9%		60	56	93.3%
Maplewood Academy	Fewer than 10 students						
Maranatha Christian Academy, Brooklyn Park	29	20	69.0%		29	25	86.2%
Maranatha Christian Academy, North Mankato	Fewer than 10 students						
Marshall	138	121	87.7%		117	106	90.6%
Marshall County Central	12	11	91.7%		24	23	95.8%
Marshall School	42	22	52.4%		38	29	76.3%
Marshall-University	Fewer than 10 students						
Martin County West	30	27	90.0%		41	38	92.7%
Martin Hughes School	Fewer than 10 students						
Martin Luther	Fewer than 10 students						
Math and Science Academy	15	11	73.3%		18	17	94.4%
Mayer Lutheran	n/a	n/a	n/a		24	20	83.3%
Mayo	237	174	73.4%		243	192	79.0%
McGregor	29	26	89.7%		22	21	95.5%
McKinley Christian Academy	Fewer than 10 students						
Mcleod West	28	26	92.9%		18	17	94.4%
Meadow Creek Christian School	25	21	84.0%		39	32	82.1%
Medford	32	29	90.6%		20	19	95.0%
Melrose Area	85	77	90.6%		78	70	89.7%
Memorial	51	42	82.4%		29	27	93.1%
Menahga	24	23	95.8%		35	34	97.1%
Menlo Park Alternative School	Fewer than 10 students						
Merc Alternative	Fewer than 10 students						
Mesabi Academy	Fewer than 10 students						
Mesabi East	47	39	83.0%		40	36	90.0%
Milaca	102	91	89.2%		99	93	93.9%
Minneapolis Lutheran	12	8	66.7%		15	11	73.3%
Minneapolis Urban League	Fewer than 10 students						
Minneapolis West	Fewer than 10 students						

Table F1. Estimated FAFSA Filing Rates by High School for New Entering Students Only
continued (data limited to high school graduates attending colleges in Minnesota)

High School of Graduation	Fall 2008				Fall 2009		
	Number Enrolled	Number with FAFSA	% with FAFSA		Number Enrolled	Number with FAFSA	% with FAFSA
Minnehaha Academy	60	31	51.7%		70	45	64.3%
Minneota Public School	28	23	82.1%		26	25	96.2%
Minnesota Business Academy	Fewer than 10 students						
Minnesota Center Online Learning	Fewer than 10 students						
Minnesota Intern Center Charter	28	26	92.9%		40	39	97.5%
Minnesota Lake	Fewer than 10 students						
Minnesota New Country School	Fewer than 10 students						
Minnesota North Star Academy	Fewer than 10 students						
Minnesota Online	Fewer than 10 students				16	14	87.5%
Minnesota State Academy for Deaf	Fewer than 10 students						
Minnesota Technical	10	9	90.0%		Fewer than 10 students		
Minnesota Teen Challenge Academy	Fewer than 10 students						
Minnesota Transitions Charter	32	30	93.8%		75	69	92.0%
Minnesota Valley Lutheran	38	38	100.0%		41	39	95.1%
Minnetonka	303	202	66.7%		346	246	71.1%
Minnetonka Christian Academy	Fewer than 10 students						
Minnewaska Area	87	79	90.8%		68	62	91.2%
Monroe	Fewer than 10 students						
Montevideo	56	52	92.9%		84	75	89.3%
Montgomery-Lonsdale	55	50	90.9%		48	44	91.7%
Monticello	150	119	79.3%		188	166	88.3%
Moorhead	197	178	90.4%		158	144	91.1%
Moose Lake	32	28	87.5%		38	35	92.1%
Mora	99	83	83.8%		91	80	87.9%
Morris Area	47	42	89.4%		39	32	82.1%
Mound Westonka	108	85	78.7%		118	91	77.1%
Mounds Park Academy	15	4	26.7%		22	13	59.1%
Mounds View	248	170	68.5%		270	201	74.4%
Mounds View Area Learning Center	11	9	81.8%		10	10	100.0%
Mountain Iron Buhl	27	24	88.9%		26	21	80.8%
Mountain Lake Christian School	Fewer than 10 students						
Mountain Lake Public School	27	25	92.6%		22	19	86.4%
Mts Leadership Academy	Fewer than 10 students						
Mts MN Connections Academy	Fewer than 10 students						
Murray County Central	31	28	90.3%		40	38	95.0%
Nacel International	Fewer than 10 students						
Nashwauk-Keewatin	35	35	100.0%		31	31	100.0%
Nay Ah Sing	n/a	n/a	n/a		11	11	100.0%
Nevis	28	26	92.9%		28	26	92.9%
New Century Charter	Fewer than 10 students						
New Covenant Christian School	Fewer than 10 students						

Table F1. Estimated FAFSA Filing Rates by High School for New Entering Students Only
continued (data limited to high school graduates attending colleges in Minnesota)

	Fall 2008				Fall 2009		
High School of Graduation	Number Enrolled	Number with FAFSA	% with FAFSA		Number Enrolled	Number with FAFSA	% with FAFSA
New Dominion Academy	Fewer than 10 students						
New Heights Charter School	Fewer than 10 students						
New Life Academy	21	14	66.7%		31	19	61.3%
New London-Spicer	101	89	88.1%		102	93	91.2%
New Prague	172	147	85.5%		168	150	89.3%
New Ulm	126	102	81.0%		123	114	92.7%
New Ulm Christian School	Fewer than 10 students						
New Vistas School	Fewer than 10 students						
New York Mills	39	33	84.6%		25	24	96.0%
Nicollet	24	18	75.0%		24	21	87.5%
Norman County East	Fewer than 10 students				14	14	100.0%
Norman County West	12	12	100.0%		Fewer than 10 students		
North, Minneapolis	270	221	81.9%		111	104	93.7%
North, North St. Paul	n/a	n/a	n/a		285	238	83.5%
North Branch	149	124	83.2%		188	162	86.2%
North Community	105	100	95.2%		n/a	n/a	n/a
North St Paul A G Christian School	Fewer than 10 students						
Northeast Metro 916 Area Learning Center	18	16	88.9%		20	18	90.0%
Northern Lights Community	Fewer than 10 students						
Northfield	158	135	85.4%		150	121	80.7%
Northfield School of Arts Tech	Fewer than 10 students						
Northland	22	20	90.9%		34	30	88.2%
Northland Christian School	Fewer than 10 students						
Northome	Fewer than 10 students				14	13	92.9%
Northside Street Academy	Fewer than 10 students						
Nrheg	46	40	87.0%		52	47	90.4%
Oak Grove	Fewer than 10 students						
Ogilvie	33	27	81.8%		36	30	83.3%
Oklee	Fewer than 10 students						
Onamia	28	25	89.3%		26	25	96.2%
Orono	72	39	54.2%		102	67	65.7%
Orr	Fewer than 10 students				19	19	100.0%
Ortonville	22	19	86.4%		33	30	90.9%
Osakis	36	32	88.9%		47	40	85.1%
Osseo	312	246	78.8%		341	300	88.0%
Osseo Area Learning Center	10	9	90.0%		17	16	94.1%
Owatonna	217	180	82.9%		216	194	89.8%
Owatonna Christian School	Fewer than 10 students						
Pacelli	11	9	81.8%		10	6	60.0%
Parents Allied W Child & Teach	18	16	88.9%		30	24	80.0%
Park	325	276	84.9%		331	295	89.1%

Table F1. Estimated FAFSA Filing Rates by High School for New Entering Students Only
continued (data limited to high school graduates attending colleges in Minnesota)

High School of Graduation	Fall 2008				Fall 2009		
	Number Enrolled	Number with FAFSA	% with FAFSA		Number Enrolled	Number with FAFSA	% with FAFSA
Park Center	302	259	85.8%		307	271	88.3%
Park Christian School	Fewer than 10 students						
Park Rapids Area	69	63	91.3%		76	70	92.1%
Parkers Prairie	21	17	81.0%		41	37	90.2%
Patrick Henry	164	159	97.0%		159	157	98.7%
Paynesville	51	49	96.1%		58	50	86.2%
Peaks Charter School	Fewer than 10 students						
PCYC Alternative School	Fewer than 10 students						
Pease Academy	Fewer than 10 students						
Pelican Rapids	51	48	94.1%		52	48	92.3%
Pequot Lakes	100	82	82.0%		73	64	87.7%
Perham	76	70	92.1%		81	77	95.1%
Perpich Center for Arts Education	49	38	77.6%		56	42	75.0%
Pierz-Healy	74	65	87.8%		51	47	92.2%
Pillager	27	24	88.9%		35	33	94.3%
Pine City	74	64	86.5%		81	70	86.4%
Pine Island	59	47	79.7%		58	51	87.9%
Pine River-Backus	57	52	91.2%		46	42	91.3%
Pipestone Jasper	32	29	90.6%		30	29	96.7%
Plainview	69	64	92.8%		96	84	87.5%
Preston-Fountain School	Fewer than 10 students						
Princeton	146	122	83.6%		157	143	91.1%
Prior Lake	273	208	76.2%		280	230	82.1%
Prior Lake Christian School	Fewer than 10 students						
Proctor	61	55	90.2%		68	62	91.2%
Providence Academy	26	13	50.0%		21	13	61.9%
Randolph	25	18	72.0%		17	13	76.5%
Red Lake	15	15	100.0%		17	17	100.0%
Red River Alternative Learning Center	Fewer than 10 students						
Red Rock Central	21	19	90.5%		21	18	85.7%
Red Wing	123	94	76.4%		168	151	89.9%
Redwood Valley	69	62	89.9%		58	51	87.9%
Regina	Fewer than 10 students						
Renville County West	30	27	90.0%		21	17	81.0%
Richfield	180	145	80.6%		200	182	91.0%
River Bend Area Learning Center	Fewer than 10 students						
River Heights Charter	Fewer than 10 students						
Riverbend Academy	Fewer than 10 students						
Rivers Christian Academy	Fewer than 10 students						
Riverway Learning Community	Fewer than 10 students						
Robbinsdale Armstrong	338	261	77.2%		268	232	86.6%

Table F1. Estimated FAFSA Filing Rates by High School for New Entering Students Only
continued (data limited to high school graduates attending colleges in Minnesota)

High School of Graduation	Fall 2008			Fall 2009		
	Number Enrolled	Number with FAFSA	% with FAFSA	Number Enrolled	Number with FAFSA	% with FAFSA
Robbinsdale Cooper	258	224	86.8%	259	226	87.3%
Rochester Lourdes	83	62	74.7%	56	41	73.2%
Rochester Off-campus Charter	Fewer than 10 students			15	12	80.0%
Rockford	71	60	84.5%	89	79	88.8%
Rocori	142	120	84.5%	163	151	92.6%
Rogers High School	162	112	69.1%	193	161	83.4%
Roosevelt	167	159	95.2%	161	141	87.6%
Roseau	64	60	93.8%	61	58	95.1%
Rosemount	303	228	75.2%	300	236	78.7%
Roseville Area	272	207	76.1%	347	294	84.7%
Rothsay	10	10	100.0%	Fewer than 10 students		
Royalton	31	24	77.4%	45	43	95.6%
Rush City	47	41	87.2%	37	31	83.8%
Rushford-Peterson School	41	40	97.6%	27	24	88.9%
Russell-Tyler-Ruthton	16	15	93.8%	23	22	95.7%
Sacred Heart	Fewer than 10 students					
Sage Academy Charter School	Fewer than 10 students					
Saint Agnes	29	23	79.3%	40	37	92.5%
Saint Annes Academy	Fewer than 10 students					
Saint Anthony Village	114	95	83.3%	97	75	77.3%
Saint Bernards	50	41	82.0%	40	32	80.0%
Saint Charles	44	37	84.1%	57	49	86.0%
Saint Clair	37	36	97.3%	37	32	86.5%
Saint Cloud Christian	Fewer than 10 students					
Saint Croix Lutheran	37	27	73.0%	37	36	97.3%
Saint Francis, Little Falls	Fewer than 10 students					
Saint Francis, Saint Francis	278	227	81.7%	268	222	82.8%
Saint Francis Christian School	Fewer than 10 students					
Saint James	56	49	87.5%	62	55	88.7%
Saint John Vianney Academy	Fewer than 10 students					
Saint Johns Preparatory School	20	12	60.0%	19	14	73.7%
Saint Louis Park	137	109	79.6%	167	135	80.8%
Saint Marys	30	25	83.3%	24	22	91.7%
Saint Michael-Albertville	157	138	87.9%	210	177	84.3%
Saint Paul Academy & Summit School	20	12	60.0%	23	15	65.2%
Saint Paul Area Learning Center	24	24	100.0%	n/a	n/a	n/a
Saint Paul Conservatory Performing Arts	28	22	78.6%	40	39	97.5%
Saint Paul Evening	Fewer than 10 students					
Saint Paul Open School	Fewer than 10 students			19	17	89.5%
Saint Paul Preparatory School	n/a	n/a	n/a	12	7	58.3%
Saint Pauls Academy	Fewer than 10 students					

Table F1. Estimated FAFSA Filing Rates by High School for New Entering Students Only
continued (data limited to high school graduates attending colleges in Minnesota)

High School of Graduation	Fall 2008			Fall 2009		
	Number Enrolled	Number with FAFSA	% with FAFSA	Number Enrolled	Number with FAFSA	% with FAFSA
Saint Peter	86	77	89.5%	87	78	89.7%
Saint Thomas Academy	46	32	69.6%	47	29	61.7%
Sartell	141	99	70.2%	144	123	85.4%
Sauk Centre	62	59	95.2%	65	62	95.4%
Sauk Rapids-Rice	181	166	91.7%	233	204	87.6%
Schaeffer Academy	Fewer than 10 students					
School of Environmental Study	47	28	59.6%	50	40	80.0%
Sebekka	22	21	95.5%	20	19	95.0%
Second Foundation School	Fewer than 10 students					
Shakopee	237	190	80.2%	219	185	84.5%
Shattuck-Saint Marys School	Fewer than 10 students					
Sibley East	53	50	94.3%	71	66	93.0%
Silver Lake	Fewer than 10 students					
Simley	179	147	82.1%	161	141	87.6%
Sioux Valley-Round Lake-Brewster	10	9	90.0%	15	14	93.3%
Skills for Tomorrow	Fewer than 10 students					
Sleepy Eye	29	27	93.1%	29	28	96.6%
Sobriety, Edina	13	12	92.3%	18	17	94.4%
Sobriety-East	Fewer than 10 students					
Solid Rock Christian Academy	Fewer than 10 students					
South	229	209	91.3%	260	239	91.9%
South Saint Paul	166	147	88.6%	132	118	89.4%
South Washington County Schools	Fewer than 10 students					
Southland	26	22	84.6%	34	30	88.2%
Southwest	193	161	83.4%	169	142	84.0%
Southwest Christian	22	17	77.3%	26	22	84.6%
Southwest MN Christian School	Fewer than 10 students					
Southwest Star Concept School	13	13	100.0%	22	20	90.9%
Spectrum	Fewer than 10 students					
Spring Grove	Fewer than 10 students			16	14	87.5%
Spring Lake Learning Alternative	Fewer than 10 students					
Spring Lake Park	186	154	82.8%	199	178	89.4%
Springfield Public School	36	34	94.4%	33	32	97.0%
Staples Motley	57	52	91.2%	65	61	93.8%
Starbuck	Fewer than 10 students					
Stephen Argyle Central Schools	15	14	93.3%	17	13	76.5%
Stewart	Fewer than 10 students					
Stewartville	85	69	81.2%	72	66	91.7%
Stillwater Area	388	265	68.3%	401	297	74.1%
Studio Academy	Fewer than 10 students					

Table F1. Estimated FAFSA Filing Rates by High School for New Entering Students Only
continued (data limited to high school graduates attending colleges in Minnesota)

High School of Graduation	Fall 2008				Fall 2009		
	Number Enrolled	Number with FAFSA	% with FAFSA		Number Enrolled	Number with FAFSA	% with FAFSA
Swanville	Fewer than 10 students				17	14	82.4%
Tartan	251	196	78.1%		257	225	87.5%
Teach Institute	Fewer than 10 students				11	9	81.8%
Technical	265	220	83.0%		297	261	87.9%
The City Inc North	Fewer than 10 students						
Thomas Jefferson	234	161	68.8%		245	189	77.1%
Totino-Grace	152	104	68.4%		158	118	74.7%
Tower Soudan	11	10	90.9%		11	9	81.8%
Tracy	36	35	97.2%		41	41	100.0%
Treknorth	16	14	87.5%		12	10	83.3%
Tri-County	11	11	100.0%		Fewer than 10 students		
Trimont	Fewer than 10 students						
Trinity School at River Ridge	27	22	81.5%		32	25	78.1%
Trio Wolf Creek Charter	Fewer than 10 students						
Triton	45	36	80.0%		43	40	93.0%
Truman	16	14	87.5%		18	18	100.0%
Twin Cities Academy	Fewer than 10 students						
Two Harbors	51	38	74.5%		57	47	82.5%
Ulen-Hitterdal	10	9	90.0%				
Underwood	15	13	86.7%		19	19	100.0%
United South Central	58	54	93.1%		40	37	92.5%
Unity School	Fewer than 10 students						
Upsala Area	19	18	94.7%		24	20	83.3%
Uptown Academy	Fewer than 10 students						
Verndale	14	13	92.9%		16	16	100.0%
Vessey Leadership Academy Charter	Fewer than 10 students						
Victory Christian Academy	Fewer than 10 students						
Virginia Secondary School	91	83	91.2%		93	80	86.0%
Volunteers of America	Fewer than 10 students				13	13	100.0%
Voyageurs Expeditionary	18	17	94.4%				
Wabasha-Kellogg	42	37	88.1%		37	32	86.5%
Wabasso	20	18	90.0%		27	26	96.3%
Waconia	117	91	77.8%		135	115	85.2%
Wadena Deer Creek	64	59	92.2%		63	60	95.2%
Walker-Hackensack-Akeley	44	41	93.2%		44	40	90.9%
Walter H Maginnis	Fewer than 10 students				10	10	100.0%
Warren-Alvarado-Oslo	13	12	92.3%		19	16	84.2%
Warroad	48	45	93.8%		53	49	92.5%
Waseca	91	83	91.2%		104	96	92.3%
Washburn	155	146	94.2%		154	143	92.9%
Washington							

Table F1. Estimated FAFSA Filing Rates by High School for New Entering Students Only
continued (data limited to high school graduates attending colleges in Minnesota)

High School of Graduation	Fall 2008				Fall 2009		
	Number Enrolled	Number with FAFSA	% with FAFSA		Number Enrolled	Number with FAFSA	% with FAFSA
Watershed	13	8	61.5%		14	9	64.3%
Watertown-Mayer	89	70	78.7%		92	78	84.8%
Waterville-Elysian-Morrison	30	19	63.3%		39	33	84.6%
Waubun	25	25	100.0%		23	22	95.7%
Wayzata	375	242	64.5%		361	258	71.5%
Wellstone International	14	14	100.0%		20	19	95.0%
West Central Area Secondary School	40	39	97.5%		47	44	93.6%
West Lutheran	40	30	75.0%		39	33	84.6%
Westbrook Christian School	Fewer than 10 students						
Westbrook-Walnut Grove	19	19	100.0%		31	26	83.9%
Wheaton	16	14	87.5%		16	16	100.0%
White Bear Lake	447	352	78.7%		430	353	82.1%
William M Kelley	19	16	84.2%		25	23	92.0%
Willmar	181	159	87.8%		172	163	94.8%
Willow River	17	15	88.2%		22	18	81.8%
Windom Area	61	52	85.2%		39	36	92.3%
Win-E-Mac	19	19	100.0%		24	23	95.8%
Winona	211	172	81.5%		197	167	84.8%
Woodbury	328	242	73.8%		370	291	78.6%
Woodcrest Baptist Academy	Fewer than 10 students						
Work Opportunity Center	Fewer than 10 students						
Worthington	88	78	88.6%		77	69	89.6%
Wrenshall	10	9	90.0%		19	18	94.7%
Wykoff	Fewer than 10 students						
Yankton Country School	Fewer than 10 students						
Yellow Medicine East	59	53	89.8%		54	48	88.9%
Youth Educational Services	Fewer than 10 students						
Zimmerman	65	58	89.2%		96	90	93.8%
Zion Christian School	Fewer than 10 students						
Zumbrota Mazeppa	65	54	83.1%		45	37	82.2%
Out of state school	615	417	67.8%		545	423	77.6%
Did not graduate	425	221	52.0%		388	328	84.5%
GED recipient	664	614	92.5%		704	648	92.0%
Home schooled	461	366	79.4%		459	380	82.8%
School unknown	6,373	5,057	79.4%		9,428	7,994	84.8%

Appendix G: Survey Instrument

FAFSA Awareness - Institutional Survey

Thank you for responding to this survey.

The 2009 Legislative Session included a Minnesota House proposal to require students attending public postsecondary institutions file a FAFSA. As an alternative to this mandate, the Office of Higher Education agreed to provide a report to the Legislature on the policies and procedures adopted by institutions to increase awareness of the need to complete a FAFSA application. The report is to include a preliminary assessment of the effectiveness of the policies and procedures.

LAWS of MINNESOTA for 2009

Chapter 95

Sec. 45. FAFSA REPORT.

By March 15, 2011, the Office of Higher Education must report to the committees of the legislature with primary jurisdiction over higher education on the policies and procedures adopted by institutions eligible for the state grant program to increase student awareness of the need to complete a FAFSA application with a preliminary assessment of the effectiveness of the policies and procedures.

Members of the state higher education committees want to better understand what actions institutions take to ensure low and middle income students apply for all available federal and state financial aid and how effective those efforts are. The underlying goal is to improve FAFSA filing rates for all students through effective state policy.

If you have questions about this survey, please contact the Minnesota Office of Higher Education.

Thank you.

Meredith Fergus, Policy Analyst

651-259-3963

Meredith.Fergus@state.mn.us

Minnesota Office of Higher Education

1450 Energy Park Drive, Suite 350

St. Paul, MN 55108

1. Please provide your contact information below.

Note that all survey answers are confidential and respondents will not be identified in the resulting reports or presentations. Contact information will be used as needed to follow-up on the information you provide and to better track multiple respondents from a single institution.

Institution or affiliation	<input type="text"/>
Name	<input type="text"/>
Title	<input type="text"/>
Department	<input type="text"/>
Phone number	<input type="text"/>
Email address	<input type="text"/>

FAFSA Awareness - Institutional Survey

Current procedures, processes, policies

2. Are students at your institution required to file the FAFSA to enroll?

☐ Yes

☐ No

3. What does your institution do currently to ensure students are aware of the need to complete a FAFSA in order to receive financial aid? Please check all responses that apply.

☐ FAFSA Info Included in Admissions Packet

☐ FAFSA Info provided at New Student Orientation

☐ FAFSA Info sent to student by Email/Postal Mail

☐ FAFSA Info sent to parents by Email/Postal Mail

☐ FAFSA Info posted on Institution's website

☐ FAFSA Info posted on Institution's Facebook page

☐ FAFSA Info sent to student via Twitter

☐ Institution coordinates with other organizations (e.g. TRIO, Admission Possible) to promote FAFSA filing

☐ Institution includes FAFSA Information as part of High School Counselor Outreach

☐ Institution participates in College Goal Sunday

Other (please specify)

4. Do you have different outreach activities or FAFSA awareness activities for continuing students compared to new students?

☐ Yes

☐ No

Please explain briefly

FAFSA Awareness - Institutional Survey

5. Does your institution have a financial aid deadline?

☐ Yes

☐ No

If yes, what is the deadline?

6. Which procedures, initiatives, policies and/or outreach activities do you consider to have the greatest positive impact on FAFSA awareness for students at your institution?

7. From your perspective, what are the institutional challenges or barriers in ensuring that students who would benefit from submitting a FAFSA actually do? (e.g. staffing, time, funding, lack of information about who is not applying or who should apply)

FAFSA Awareness - Institutional Survey

Increasing student awareness about the FAFSA

Recent studies have shown that there are a significant number of students enrolled at institutions in Minnesota that do not submit a FAFSA. The following chart demonstrates the findings of a study by National Center for Education Statistics in 2008.

FAFSA Filing Rates by Institution Type, 2007-2008

Institution Type	Percent Submitting FAFSA (U.S.)	Percent Submitting FAFSA (Minnesota)
Public 4-year	62.1	62
Public 2-year	43.5	52.5
Public less-than-2-year	48.6	‡ Reporting standards not met
Private not-for-profit 4-year	69.7	71.6
Private not-for-profit 2-year	77.3	77.9
Private not-for-profit less-than-2-year	77.2	‡ Reporting standards not met
Private for-profit 4-year	96.4	96.8
Private for-profit 2-year	98.9	97.4
Private for-profit less-than-2-year	88.1	76.2

FAFSA Awareness - Institutional Survey

8. The survey also found that there were several reasons for why students did not complete a FAFSA. What are the most common reasons for not submitting a FAFSA that you hear from students or parents?

- ☐ Did not think they would qualify
- ☐ Did not need financial aid
- ☐ Did not know how to apply for financial aid
- ☐ FAFSA form was too confusing or complicated
- ☐ FAFSA form was too long
- ☐ Did not want to take on any debt
- ☐ Had concerns about privacy
- ☐ Thought they had to have good grades in high school to qualify
- ☐ Thought only the very poor received financial aid
- ☐ Applied before and did not qualify

Other (please specify)

9. Are there any specific procedures, initiatives, policies and/or outreach activities at your institution that attempt to resolve these concerns for students and/or parents?

FAFSA Awareness - Institutional Survey

10. Does your institution target specific populations when developing or implementing FAFSA awareness and completion activities?

☐ Yes

☐ No

If yes, which population/s do you target and how do you reach those populations with the targeted activities at your institution?

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11. Are there any initiatives, outreach activities, policies or procedures you would like to see undertaken to increase FAFSA filing?

A large, empty light blue rectangular box with a small scroll bar on the right side, intended for the user to describe initiatives or procedures to increase FAFSA filing.

12. Does your institution measure the FAFSA filing rates for your students?

☐ Yes

☐ No

If yes, how do you or how would you measure success in FAFSA filing?

A smaller, empty light blue rectangular box with a small scroll bar on the right side, intended for the user to describe how success in FAFSA filing is measured.

FAFSA Awareness - Institutional Survey

What if 100% of Minnesota students filed a FAFSA?

13. If all (100%) students at your institution completed the FAFSA, what would the results or impact (positive and negative) be FOR STUDENTS at your institution?



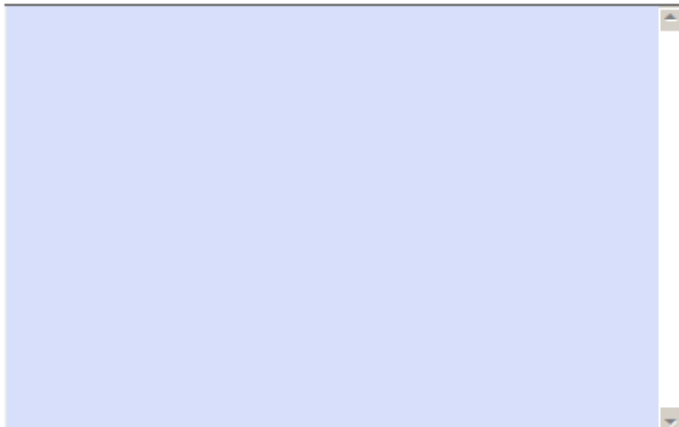
14. If all (100%) students at your institution completed the FAFSA, what would the results or impact (positive and negative) be FOR YOUR INSTITUTION?



FAFSA Awareness - Institutional Survey

Thank you for completing this survey.

15. Please provide any additional comments or information here.



The final report and results will be distributed to all respondents.

If you have any questions about this survey, please contact the Minnesota Office of Higher Education.

Thank you.

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