Pre-Conference Session

Closing The Achievement Gap & Symposium on Collegiate Financial Well-being

Smoothing Out The Path:

Leveraging Emergency Aid to Support Student Success

Loralyn Taylor, Ohio University
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ReosPartners

NASPA
Student Affairs Administrators in Higher Education

OHIO UNIVERSITY

NASPA is committed to providing the higher ed community with the latest insights on issues that impact student affairs

NASPA's Research and Policy Institute (RPI) intentionally **links research, policy, and effective student affairs practice** in support of student success and strategic priorities of the Association.

To advance the student affairs profession, we:

- ✓ Conduct **policy analysis** to assess the impact on the profession
- ✓ Develop useful **tools and resources** for practitioners
- ✓ Provide and participate in **webinars and live forums** to share latest information on the latest topics
- ✓ **Collaborate** with other organizations and members focused on similar issues
- ✓ Generate original **research**

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Research and Policy Institute

We know students face a number of non-academic challenges, which serve as barriers on their path to a degree

Homelessness

Food insecurity

Child care

Unemployment

Domestic abuse

Transportation issues

Rising tuition and fees

LIFE!

QUESTION: As institutions, we must ask ourselves, what can we do to better support students?

1400 students are insecure
Use and donate unused meals for students
It worked! Colleges changes policies and created a process for students to apply for meals.
Partnered with their food vendor
Important for 2 reasons: Highlights the pervasiveness; sometimes its not about creating something “new” but reevaluating policies that may pose as barriers to support students

Our goal at the end of this session is for participants to:

- Understand the foundational aspects of emergency aid
- Hear how other institutions are using emergency aid to support student retention and completion
- Identify key actions that they can take to build or strengthen emergency aid efforts

Using a change management framework will be helpful as you endeavor to build up your program

Kotter's Eight Stage Process of Creating Major Change

Kotter, J.P. (1996). *Leading Change*. Boston, MA: Harvard Business School Press.

Whatever framework you use, be sure it requires you to:

- ✓ Assess the current state
- ✓ Set a goal
- ✓ Determine readiness
- ✓ Identify the right people for support
- ✓ Create a plan
- ✓ OVER COMMUNICATE
- ✓ Be resilient and relentless

Who do we have in the room?

Please tell us your **name**, **position**, and **institution**

Then answer…

On a scale of 1 to 5, (one being "Not a thing" and five being "I'm pretty much an expert") **how familiar are you with emergency aid?**

"Many individuals are ill-prepared for a financial disruption"

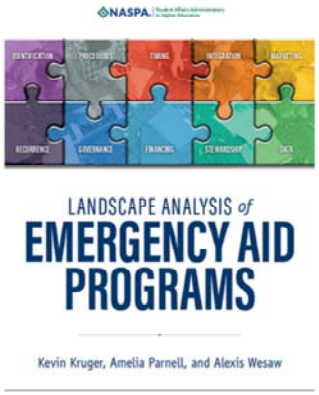
- Federal Reserve Board's Report on Economic Well-being of U.S. Households – May 2017
- 44% of respondents said they either could not cover an emergency expense costing $400, or would cover it by selling something or borrowing money.

https://www.federalreserve.gov/publications/files/2016-report-economic-well-being-us-households-201705.pdf

Previous report in 2014 was 47% - financial insecurity can happen to anyone, anytime.

In 2016, NASPA released the *Landscape Analysis of Emergency Aid Programs*

- Conducted with funding from the Bill and Melinda Gates Foundation
- Primary Goals:
  - Describe the current condition of emergency aid programs across institutional sectors
  - Highlight connections to student outcomes
  - Provide examples of exemplary practice
  - Surface emerging trends



As a result, NASPA and its partners co-created a working definition for emergency aid

Emergency aid includes one-time **grants, loans**, and **completion scholarships** of less than $1,500 provided to students facing an unexpected financial crisis, as well as **food pantries, housing assistance**, and **transportation assistance**.

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Key findings from the Landscape Analysis (1/2)

Existence of Programs:

- Over 70% of responding institutions from *most* sectors have an emergency aid program;
- Over 80% reported having their program for 3 or more years

Six Types of Emergency Aid:

- Emergency loans offered most
- Completion scholarships offered least
- Other types: food pantries, vouchers, restricted and unrestricted grants
- The second leading type of aid offered at public 2- and 4-year institutions are food pantries

Based on the responses from the Qualtrics survey most of you completed, emergency grants/loans are the leading type and food pantries are second leading type; Still many with completion scholarships, housing assistance and vouchers.

Key findings from the Landscape Analysis (2/2)

Communications:

- The primary method of communicating about the program is word of mouth

Data Usage:

- Most institutions are not using data to proactively identify students

Funding Sources:

- Foundation and donors are the primary funding source; operating budget is second

Scaling Barriers:

- Lack of financial resources is the primary barrier to serving more students

The post-analysis of the survey revealed that there are five critical needs (beyond securing the resources)

- A **common language** to describe and discuss emergency aid
- More **compliance guidance** for administering emergency grants and loans
- A set of **procedures** to guide the development of new and existing programs
- Better **use of data** to identify students who need aid and assess the effect of programs on student success
- More **automated processing**

Common language - What do we mean when we say emergency aid? Are we all including humanitarian support?
Policy guidance – How to partner with financial aid administrators who are concerned about regulations around how much aid a student can receive?
Procedures – A guide is being developed; we get a lot of questions from institutions wanting to know how to set up a type or several types of aid.
Data – Think about identifying special populations like military veterans, LGBTQ students, International students, etc.

In our work with institutions, several questions arise when talking about emergency aid…

- How can we design a program to best meet the needs for our particular student demographics?
- How can we facilitate a more coordinated, aligned and/or integrated effort across the institution?
- How can we fund such an initiative or effort?
- What is the most effective communication strategy?
- How will we know we are successful?

Your questions from the survey

You wanted to know:	Insight from the field:
Who administers the funds?	*Mainly housed in Financial Aid, Student Affairs, or a combination*
What are the funding limits?	*Each institution decides their own limit and eligibility; most disburse less than $1,500*
Who (and how many staff) reviews the applications and makes decisions?	*Many models exist; some have a single person managing, others have a small team or committee*
Are there required actions for recipients?	*Some institutions require documentation or follow-up steps, financial counseling, or continued tracking; others do not*
How can we provide more than transactional support?	*Some institutions are moving toward a case management approach*

Eligibility in terms of year in school, grad/undergrad, number of times can access the fund, what the funds can be used to cover, etc.

Your questions from the survey

You wanted to know:	Insight from the field:
How is this different from professional judgement?	*Financial Aid partnership is critical to adhere to policies; some support doesn't factor into a student's aid package*
How do you assure donors/stakeholders the system won't be abused?	*Most institutions find students requesting assistance truly are in need and are often conservative in amount requested*
How are emergency funds marketed to students?	*Email to all students, training for faculty, brochures, presentations to educate staff, food pantry location, student leaders*
How do institutions quantify success?	*Retention term to term, graduation rates, completion metrics, student feedback*
How can we provide support on a tight budget?	*Grants, community partnerships, alumni donations, student group fundraising*

Other really complex questions came up in your responses. We encourage you to keep connecting throughout the morning and find others who have some good insight into your particular situation or questions.

The Emergency Aid Community of Practice

STUDENT ARC
Advancing Retention in College

A one-stop resource to support your emergency aid efforts

www.StudentARC.org

- Learn more about **emergency aid fundamentals**
- Obtain useful **tools and resources** to support your efforts
- Review **examples** to see how other institutions are implementing emergency aid across the country
- Stay up-to-date on the **latest emergency aid news and research**
- Opportunity to **share your insights** with other practitioners

Student ARC is designed around six critical components

Capacity	Description
Management	How are emergency aid offerings at the institution organized and implemented?
Policy Implications	How clearly are the requirements, application processes, and guidance laid out for students, faculty, and staff?
Measuring Success	To what extent does the institution use data to identify the students who could benefit from aid the most? How does the institution assess the impact of the resources?
Technology	To what extent does the institution leverage technology and structures to make administering aid a more efficient process?
Securing Resources	To what extent does the institution allocate and leverage multiple sources to secure enough funding for the emergency aid program?
Increasing Awareness	What are the various mechanisms used to inform students, faculty, staff, and external stakeholders about emergency aid efforts?

STUDENT ARC
Advancing Retention in College

Resources and Reports:
Emergency Aid Rubric / Voices from the Field / Beyond Financial Aid / Increasing Community College Completion Rates

Insights:
How-to guide for the Rubric / Interview: Importance of realistic comparison in measuring success

Infographics and example marketing materials:
UCF SCS brochure / Guiding practices for ethical data use

Events:
#RealCollege / THECB Convening

Coming soon:
Resources for working with Financial Aid...and more!

Table Discussion:

What is the current state of emergency aid at your institution?

Emergency Aid Lab

Emergency Aid Lab Overview

Co-creating the future of emergency aid to support college student success

May 2018

What is the challenge?

- It is estimated that over **three million students** leave college annually due to a small but time-critical financial crisis. College affordability is an increasingly formidable challenge for many students.

  - **Emergency aid**: timely small amounts of financial support can often create the necessary path through the crisis and enable the student to graduate.

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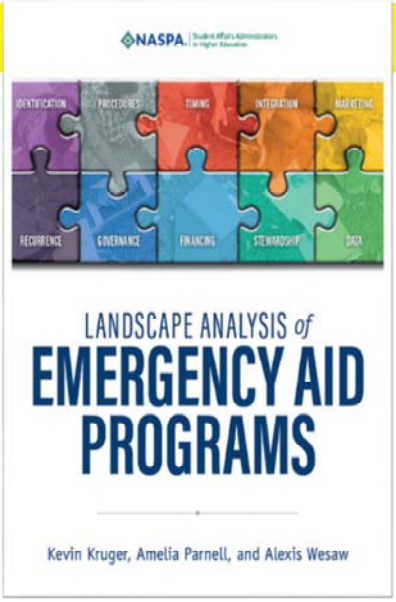
Context

Despite the effectiveness of emergency aid, the approach is not well understood or administered effectively.

Of the **70% of institutions in the US that offer emergency aid programs,** few have an established program or methodology to ensure that they have maximum impact.



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Emergency Aid Lab - Purpose

Aim

- To develop **practitioner tested guidance on how to** develop an integrated, comprehensive EA program on campus.

Objectives

1. **To catalyze 5 campuses to move from ad-hoc EA activities toward developing a robust integrated EA program.**

2. **To develop a practitioner-tested EA 'how-to playbook'** (tools, procedures, templates, student stories, implementation guides, use cases, etc.) that provides clear guidance on how to accelerate implementation of effective emergency aid programs on campus.

3. **To build and capacitate a national multi-sectoral EA community of practice —** people and institutions, deeply committed to the development and implementation of effective robust emergency aid programs across higher education in the US.

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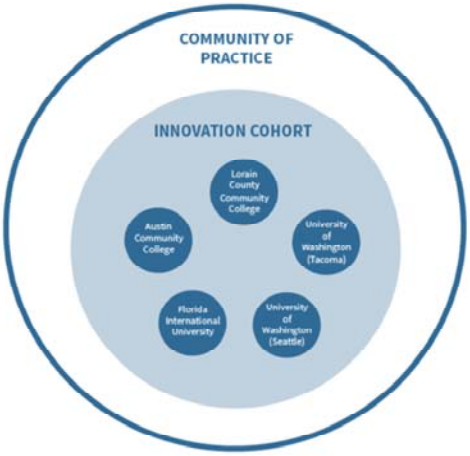
What is the structure of the Emergency Aid Lab?

There are two main groups within the Emergency Aid Lab (EAL):

- **The Innovation Cohort**
  - Five colleges that are receiving support to fast-track research, design, and implementation of emergency financial aid innovations on their campuses. These and other learnings will be captured in the EAL Playbook.
  - The five institutions are:
    - University of Washington - Seattle (UW-S)
    - University of Washington - Tacoma (UW-T)
    - Lorain County Community College (LCCC)
    - Florida International University (FIU)
    - Austin Community College (ACC)
- **The EAL Community of Practice**
  - A peer to peer community of emergency aid champions across the US keen to connect with other institutions and partners, share learnings, and continuously evolve the EAL Playbook. The community includes forward-thinking institutions, key stakeholders, and experts in emergency aid and innovation.



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Process Overview

We are here

- We have just begun **Design Action Cycle 3** (DAC2).
- Forum 3 (April 16-18 2018) marked the transition from DAC2 to DAC3. At the forum teams shared DAC2 learning and progress and began to identify the portfolio of initiatives for DAC3.

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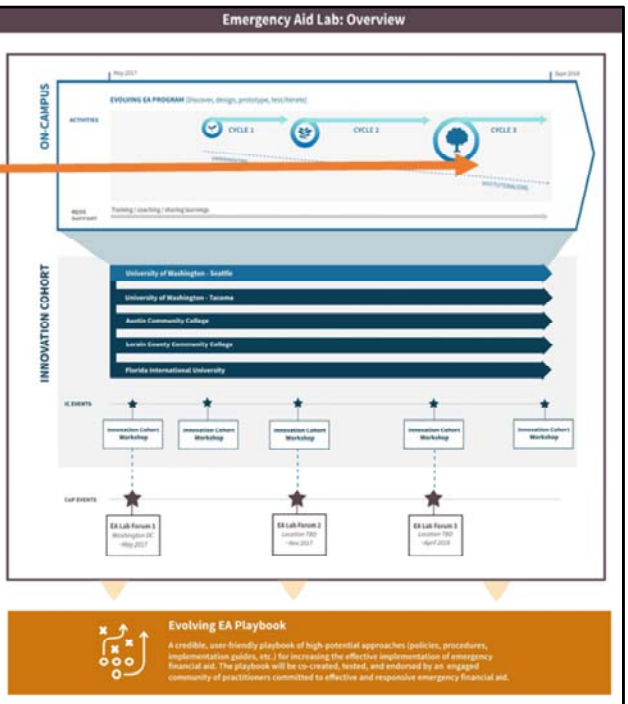
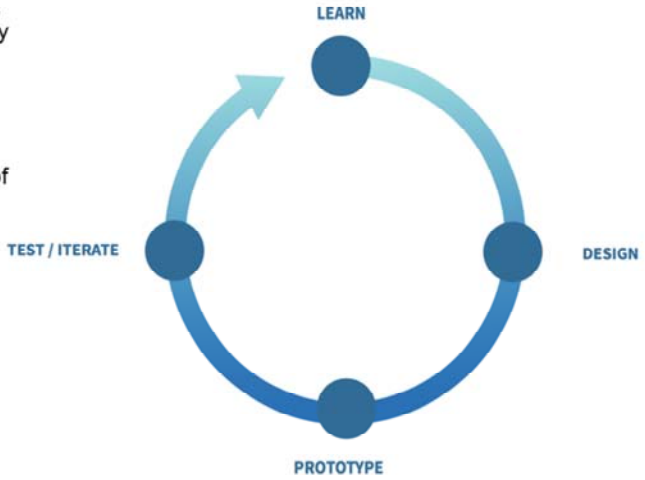


What is a Design Action Cycle?

An approach adapted from the world of Lean Startup, aimed at developing and testing innovations quickly and with less risk. The design action cycle favors:

- rapid experimentation over elaborate planning
- stakeholder feedback
- iterative design over high upfront investment of resources.



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On April 16, 2018, **70 members of the Emergency Aid Lab (EAL) Community of Practice** convened in Santa Fe for Forum 3. Over the ensuing three days, these passionate practitioners shared their progress, new insights, and collaborative spirit in service of creating student-centered, robust, and integrated emergency aid programs across the nation.

Graphic recording of Forum 3 key themes and insights (Sara Heppner-Waldston)

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DAC3 Topics

- **EA Communications**
- **Faculty Engagement**
- **Equity and Inclusion**
- **Response Team & EA Application/Website**
- **Funding & Resources**
- **Data & Measurement**
- **Policy Barriers & Opportunities**
- **Financial Wellness**
- **Innovation Cohort Sessions**
  - Discuss progress and challenges across IC teams
- **Playbook Development, Experimentation & Feedback**

EAL Forum Participant Reflections

"On the topic of defining emergency aid: our team has found that the definition is not so important. What is important is serving individual student needs, however they present. When you shift the focus to the student, the definition of EA is not so critical."

- Tim Wold (UWS)

"I think of EA as one of a portfolio of options that will help students graduate. It may not be THE solution to student persistence, but I see it as one of many critical services we can provide to help students achieve their goals."

- Lorianna Mapps (University of Houston)

"If you want faculty to engage in EA, arm them with stories of impact and connect these stories back to the mission of the institution."

- Mark Butland (ACC)

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EAL Reflections

"EAL lit a spark and now there is a fire burning on all of our campuses."

- Steve Christopher (ACC)

"The EAL process and what we have created at UW – common language, database, website and more – have made us better at what we do. I want to be better at better."

- Tim Wold (UWS)

"My team has always believed that supporting students, particularly when they are in crisis, was critical, but now we have the tools to demonstrate impact – and we have support from leadership on down. The possibilities for change from this platform are limitless."

- Tracey Maxwell (LCCC)

"We have made great progress on our EA program because we are collectively committed. It is not solely about the need – that always existed. The difference is that we are working together to leverage change."

- Kristian Wiles (UWS)

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EA Playbook Experiments

To ensure the EA Playbook is designed with user needs and context in mind, participants were invited to provide feedback on user profiles and map the key learning milestones of the EAL process.

Insights generated:

- "Must work on" buckets were validated, with exception of "Technology"
- Playbook needs to double-down on supporting the application of new knowledge and capacities
- Static content is less important, rather it's about the application of the information in context and emphasis on the social connection in its use
- People don't want "to learn", they want "to do"

Key Quotes from Forum 2

EA offers an opportunity to do something actionable on the core issues of inclusion and equity.

- "This work is front and center to our institutional identity. I think one reason we have gotten broad based, and heart-rendering, support is that this work falls into a sweet spot right now. Like other campuses, we are wrestling with questions about inclusion and equity – these are core issues for access institutions. The EAL project is a place where we are doing something actionable. We can't quickly change the issues happening in our world, but this project gives us a chance to come together as students, faculty, and administration to contribute to making a difference on campus related to social justice." - *Kathleen Farrell, University of Washington, Tacoma:*

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"Myth Busting" - Shifting Mindsets

Breaking Down Silos:

- "It takes a village to graduate a student." -*Krista O'Neill, Financial Aid, LCCC*
- "We are not doing this work just for the student. We are doing it because it makes our community stronger." - *Christine Stevens, Faculty, UW-T*
- "It is not about doing best practices. It is about becoming best practitioners ourselves." - *Cynthia Olivo, VP Student Services, Pasadena City College*
- "Most campuses practice diversity of difference. We are trying to get to diversity of equity, which involves systemic, policy-driven changes in the institution's culture." – *Victoria Hill, Financial Aid, UW-T*

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Key Quotes from Forum 2

Faculty need to play a critical, and central, role in connecting with students who may benefit from EA.

- "Faculty get trained in research. We are not trained in understanding people holistically. We make assumptions about our students based on our own experiences. Many of us worked our way through college [but we had a safety net]. A lot of our students *are* the safety net for their families. At our institution, 64% are first-generation students. Fourteen percent are homeless. We need to build awareness, change a culture." - *Christine Stevens, Faculty, UW-T*
- "Faculty need to raise the topic and take responsibility for opening the conversation with students about emergency aid, persistence, etc. We legitimize emergency aid when we talk about it. My faculty – and likely faculty around the country – are largely unaware of the challenges that many students face and the services offered by Student Services. Faculty need coaching on how to have these conversations." – *Mark Butland, Faculty, ACC*

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Who is in the Community of Practice?

Senior leaders from the following institutions and organizations:

- Association of Public and Land-grant Universities (APLU)
- Austin Community College
- Cedar Crest College
- Chatham University
- Cleveland State University
- CUNY
- Dillard University
- Emory University
- Florida International University
- Florida State University
- LaGuardia Community College
- Lorain County Community College
- Montgomery County Community College
- NASPA
- NASFAA
- Northern Virginia Community College
- Pasadena City College
- Rollins College
- Saint Leo University
- Scholarship America
- Single Stop
- Stark State College
- SUNY
- Texas Woman's University
- University of Houston
- University of Washington - Seattle
- University of Washington - Tacoma
- University of South Florida
- University of Texas Arlington
- University of Texas at El Paso
- Xavier University of Louisiana

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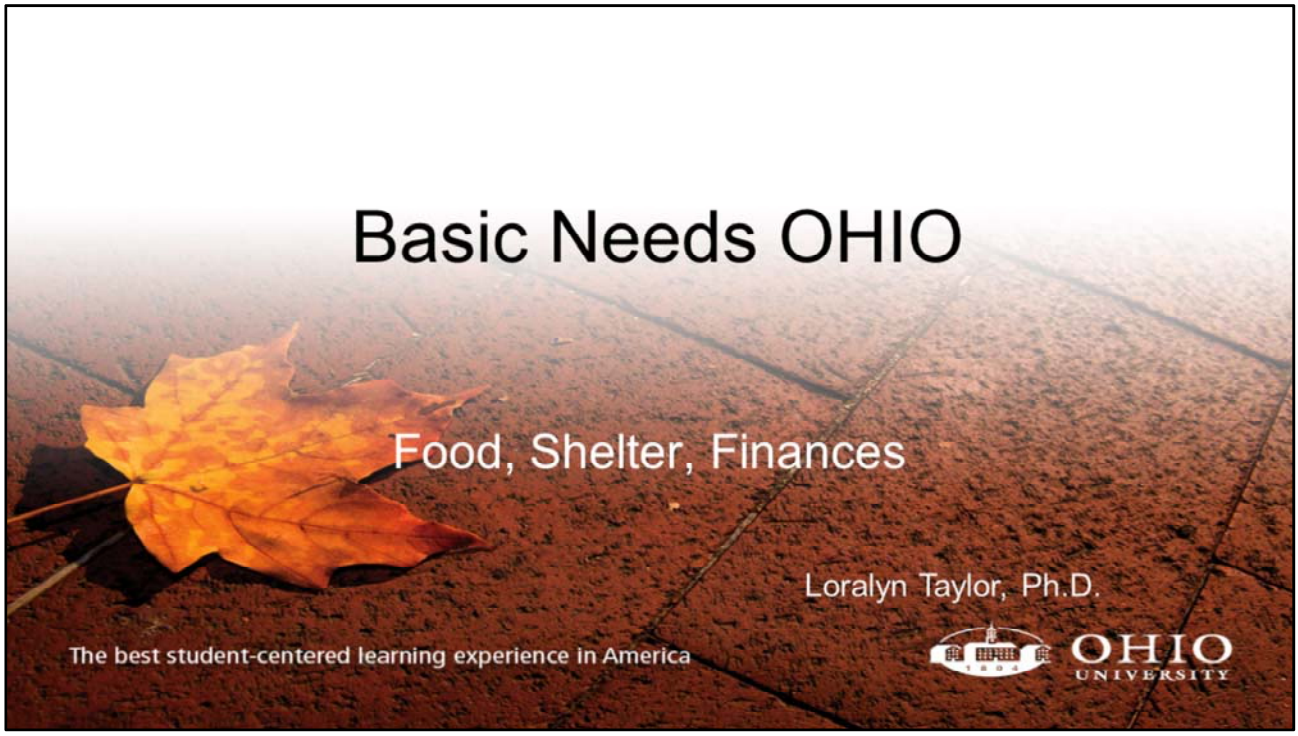
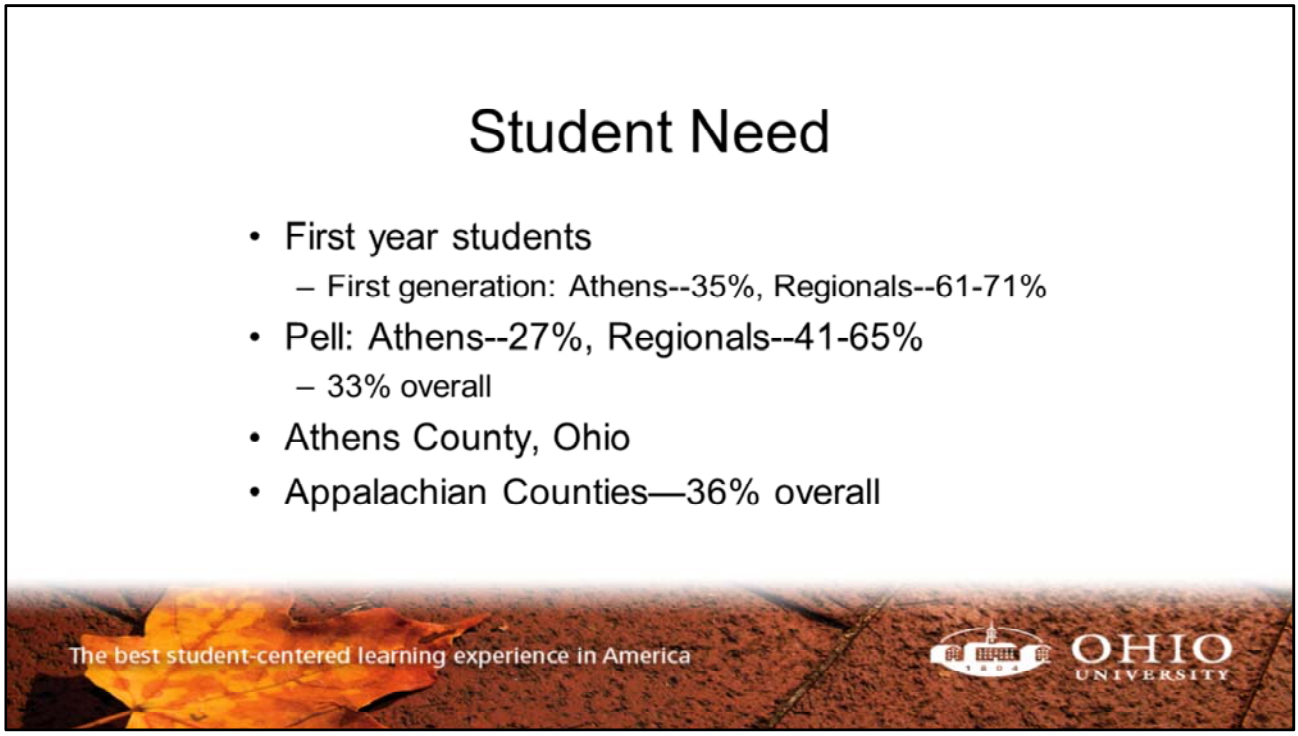


Hi, I'm Loralyn Taylor, Director of Analytics for University Student Success Initiatives at Ohio University and I am excited to be here today to talk about how we at Ohio University are just beginning to take a more comprehensive approach to addressing our students' basic needs.

First some quick background about Ohio University which was the first institution of higher learning in the Northwest Territory—Ohio became a state in 1803 and Ohio University was founded in 1804. Today, we have approximately 37,000 students across 7 campuses—5 regional campuses, 3 medical extension sites, and an online campus. We are a doctoral granting institution with higher research activity.



A little bit about our student body which reflects our geographic location in terms of need.
33% Pell recipients overall
Additional points if time:
• Sixty-five percent of Appalachian high school seniors surveyed said lack of finances is a primary barrier to attending college. Only 12 percent of Ohio's Appalachian residents have a college degree – less than half the national average (Appalachian scholars info - nearly 36 percent of undergraduate students enrolled at OHIO, including the Athens campus and regional campuses, are from the 29 Appalachian counties)

So three years ago, we were looking at improving student success in a more traditional way, implementing early alerts, an institution-wide retention management platform, and participating in a text-based nudging research project with the University of Virginia. During the pre-pilot study for this text-based research, our students were reporting higher levels of food insecurity than at other pre-pilot sites. Based on our location in the poorest county in Ohio and our majority regional student body, this seemed reasonable, but I was new at the university and started asking around

To find out about resources to direct the students to, and started to hear other anecdotal stories of need.

In fact, the more we started looking, the more we found.

The more we found, both on campus and

In our surrounding communities.

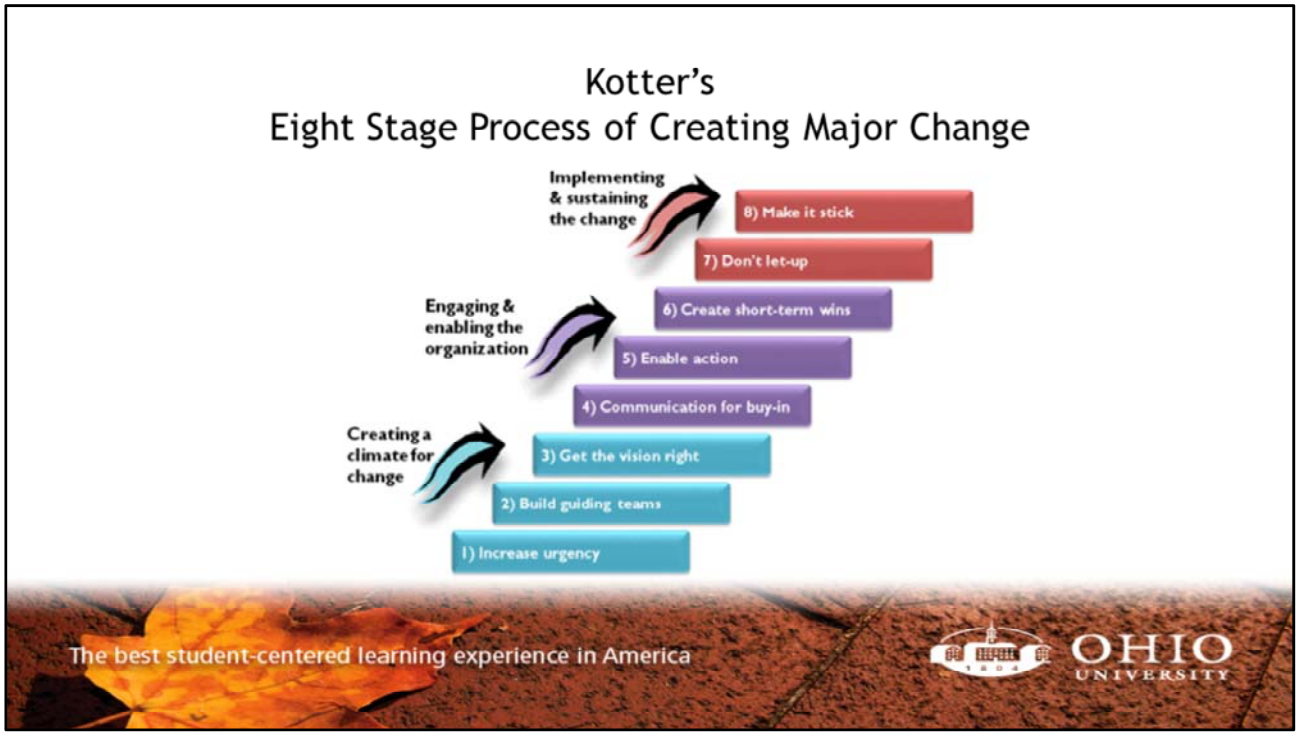
At the same time that we had this growing awareness of the need on our own campus, three things happened. First, the Univ of Wisconsin HOPE Lab survey of food insecurity at community colleges came out and we signed up to participate in their national survey of 4 year institutions to help get some information on the scope of the issue at OHIO. Second, one of the off-campus apartment complexes had a fire which forced us to scramble to help find housing for these students and help them by collecting donations of clothing and food. We had more food than the students could use and our executive director of the Baker Student Center had also heard stories of student need and wanted to start a food pantry.

Third, we found out about the Great Lakes Dash Grant just a few weeks before the application deadline and wanted to apply to help create an emergency grant program to start addressing our students' financial emergencies, and then . . . .

We ran smack into multiple organizational barriers—mainly our financial aid and purchasing offices which did not see how they could disburse money to third parties in a timely fashion and the financial aid office was convinced that they would have to reduce the student's aid to compensate for the emergency grant. They also expressed concern about an increase in workload on their offices, how we would notify students of the program, how we would ensure that students were experiencing "real emergencies", etc.

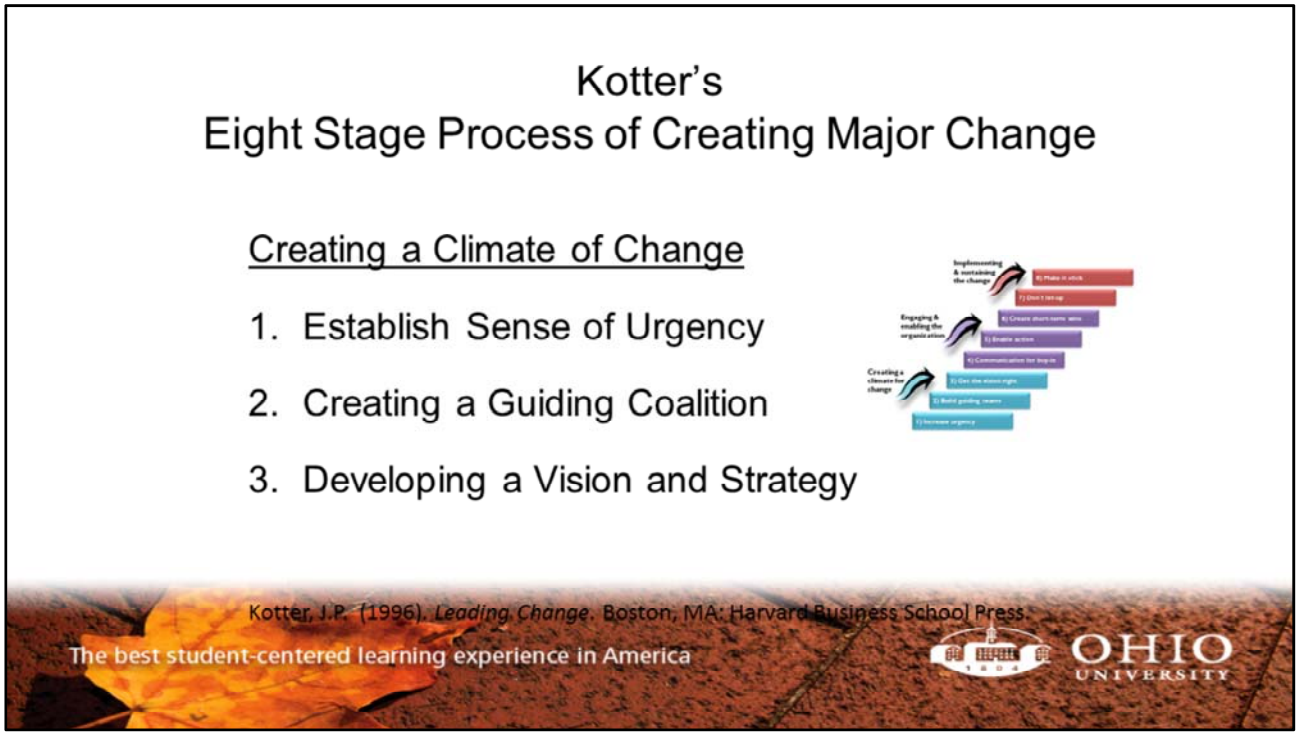
I would like to report that we were able to improvise and overcome, but no. We had too little time to marshal support from the upper administration to allow us to overcome the resistance of those critical offices. So we were unable to apply for the Dash Grant. We all agreed we would reapply the next year and address the concerns of the administrative offices.

To their credit, the upper administration were very supportive and disappointed that we had not been able to apply. Our first lesson learned was that even though we thought getting free money to give to our students seems like a no brainer, not all offices may see it that way and thus, we need to involve our upper administration early in the process in case we need their support to help remove barriers to action.



Our second lesson was that in having a very short timeline to apply for the grant and in thinking that this was an easy lift and we would not encounter much resistance, we did not follow a change management framework in trying to push this program through.

Change Management by Dilbert



See and feel the need.

Address complacency

Build the case for change

Examining the realities:

- Identify and discuss crises and potential crises
- External threats and opportunities

Athens Campus

First Year Retention Rates		
Interaction of Pell Eligibility and First Generation Status		
	2016 Entry Cohort	
	Continuing Gen	First Generation
Non-Pell Eligible	84.6%	76.3%
Pell Eligible	77.7%	70.4%

Students not filing a FAFSA or not reporting first generation status are not included in counts of Pell/First Generation

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So we began to use data to start generating a sense of urgency and to help people see the need on campus. Another unforeseen issue we have had is getting some people to understand the problem. Most people remember eating PB&J or ramen for multiple meals during college and a few can't understand why "kids today" can't do the same. Or they remember paying their way through college with their summer job or a part-time job during the year and think that our students just need to work more.

Material Impact of Basic Needs

Rating: Throughout my life, I have always lived in a household where I felt financially secure (sufficient housing, food, clothes, etc.)

Response	Fall to Fall Retention	First Fall GPA	n
Strongly disagree	**64.0%**	2.7	75
Somewhat disagree	71.3%	2.9	115
Neither agree nor disagree	71.5%	2.9	151
Somewhat agree	80.8%	3.0	411
Strongly agree	80.9%	3.1	1105
Total	78.9%	3.0	1857

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First Year Retention

Rating: I feel that I belong at Ohio University

Response	Fall to Fall Retention	First Fall GPA	n
Strongly disagree	61.7%	2.9	47
Somewhat disagree	67.0%	3.0	106
Neither agree nor disagree	67.5%	3.0	274
Somewhat agree	80.0%	3.1	514
Strongly agree	83.9%	3.1	926
Total	78.9%	3.1	1867

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Does a Sense of Belonging impact retention? Clearly. Studies have shown that a Sense of Belonging is the number one factor in college retention. Ohio University is no different.

Students who strongly agree with the statement that I feel that I belong at Ohio University—have a 36% increase in their retention rate compared to students who strongly disagree with that statement.

Any guess on how long students have been at the University when we do this survey? Weeks 2-4. Forget the first forty days. This reflects the first 14.

Intersectionality:
Finances & Belonging

- 80% increase in NOT belonging
  - 20% financially secure
  - 36% insecure

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One intersection we see at Ohio University is between socio-economic status and sense of belonging. Students who report being financially insecure are 80%, 80% more likely to report NOT feeling a sense of belonging at OHIO.

Guiding Coalition

- Director, Analytics for Student Success Initiatives
- Assistant Dean of Student Accessibility

Guiding Coalition

- Assistant Dean of Students
- Assistant Dean of Academic Achievement
- Executive Director of Event Services
- Heritage College of Medicine Admin Assistant

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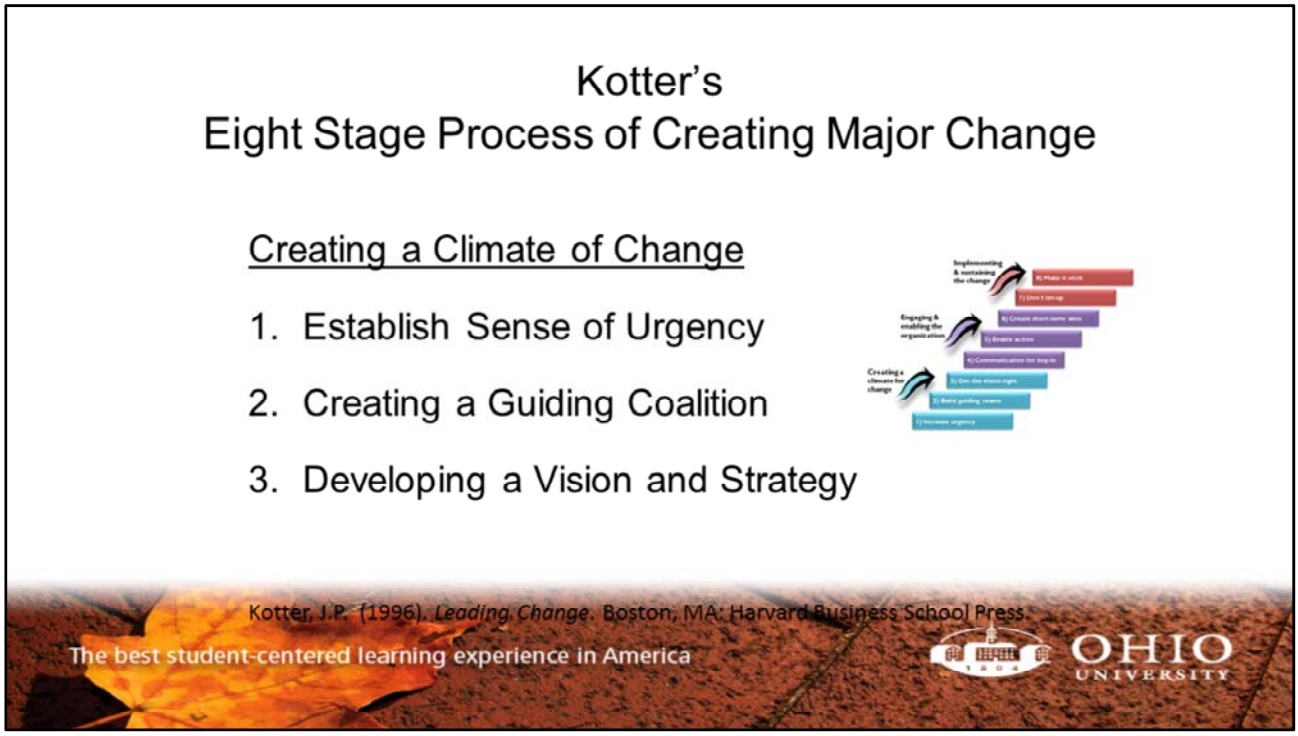


See and feel the need.

Address complacency

Build the case for change

Examining the realities:

- Identify and discuss crises and potential crises
- External threats and opportunities

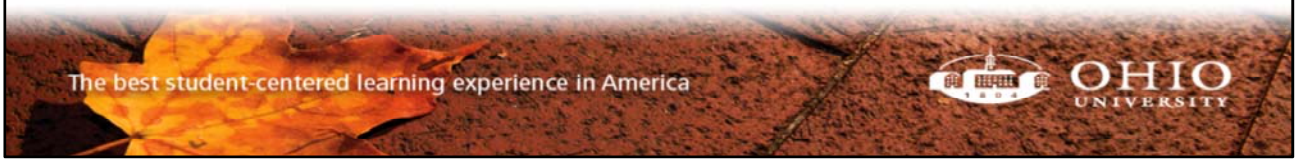
Basic Needs OHIO

Vision:

Basic needs should never prevent our students from realizing their academic promise.

Mission:

Support OHIO student success & completion by addressing our students' basic needs.



Basic Needs OHIO

Strategies:

- Leverage existing resources
- Develop synergistic campus & community partnerships to expand resources for the greater community
- Develop students' understanding of basic needs in the community
- Seek external resources & financial support

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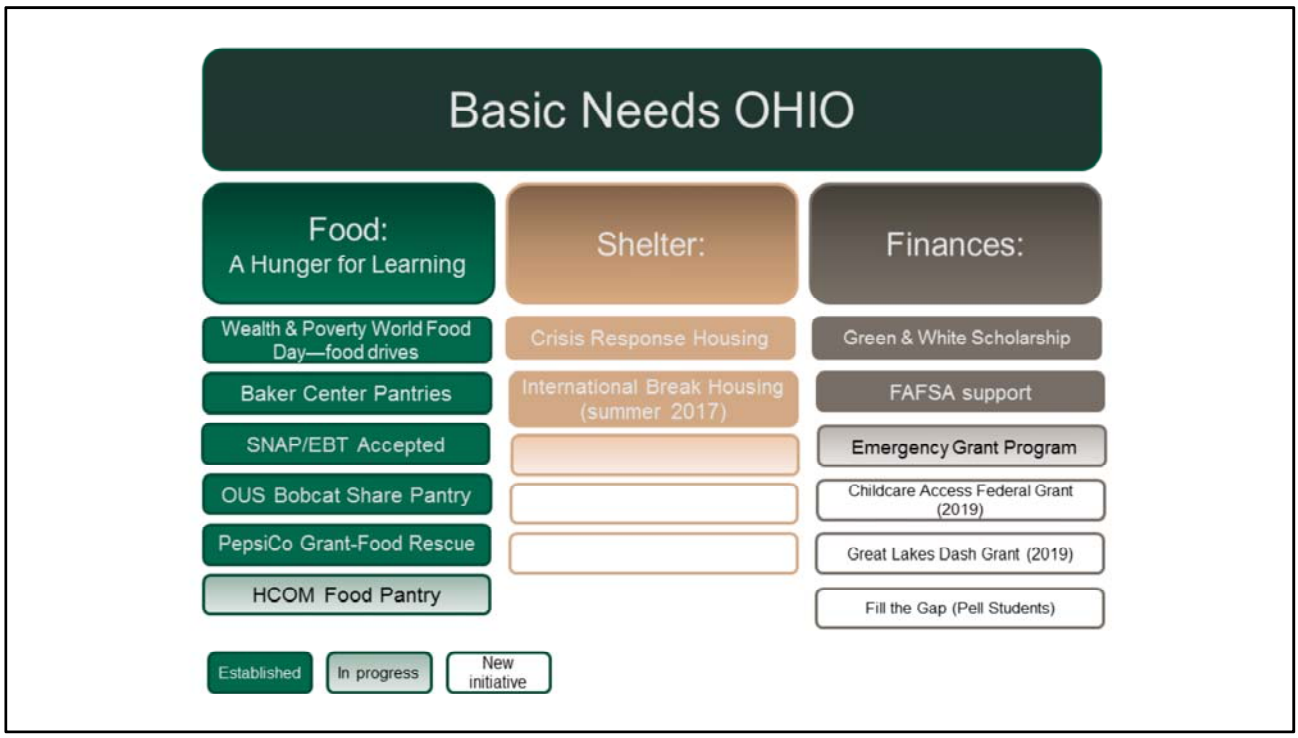

Overall emphasis – we are doing a lot already, but can coordinate, share information, and go for external funding
This chart is only a few examples: doesn't include the programs that provide free clothing for students for interviews, etc. – we'd like to keep filling in the boxes

Jason: brief discussion on one item (maybe SNAP? Or international break housing?)
E: Remind the BOT they already know Craig shop's work (FAFSA, emergency use of green & white)

Financial Aid notes from Craig:
Admissions: We offer Application fee waivers available for any student with financial need, including those on free or reduced lunch

Financial Aid:
* We are no longer doing the day-long FA Workshop, giving the change in the FAFSA timeline. Instead, we're doing FA sessions at each OHIO Discovery Day. However, we do serve the area by going in to six to seven local high schools each year for FA/FAFSA overviews.

* In terms of the Green and White, I think the focus should be on the "emergency" use of

the non-freshman Green and White funding - a few different accounts of this type exist that we use to assist students who are in immediate need.

* We work with Upward Bound and CAP to serve TRIO students in FAFSA completion and financial literacy.

* We offer a Change in Income, professional judgement review, to allow families who've experienced a financial change (such as loss of job, death in the family, etc.) to have FAFSA data reevaluated.

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Senior Admin Support

- Vice Provost for Undergraduate Education & Dean of University College
- Vice President of Student Affairs
- Associate Provost for Institutional Research

First Collaborators

Carissa Anderson	Assistant Dean for Regional Higher Education
Cynthia Anderson	Professor, Director of Women's & Gender Studies
Joel Baetens	Director of Utilities, Facilities Management
Jane Balbo	Assistant Clinical Professor, Family Medicine
Chad Barnhardt	Assistant Dean of Students
Carey Busch	Assistant Dean for Student Accessibility
Diane Cahill	Director of Operations, Office of Global Affairs & International Studies
Jennifer Chabot	Associate Professor, Dept of Social and Public Health
Carmen Chukes	Administrative Specialist, College of Medicine Admissions
Terry Cluse-Tolar	Professor, Social Work, Social Work Program Coordinator
Ginny Cottrill	Retention Coordinator, Instructional Innovation eCampus
Bernahard Debatin	Professor, Scripps School of Journalism
Dave Edwards	Director of Veterans and Military Services
Eugene Geist	Professor, Teacher Education
Dusty Kilgour	Executive Director of Event Services, Baker Center
Yeong-Hun Kim	Associate Professor, Geography
Angela Lash	Associate Director, Allen Student Advising Center
Matt Layton	Assistant Professor, Political Science
Liz Lee	Assistant Professor, Dept of Sociology and Anthropology
Theresa Moran	Food Studies Lecturer, Arts & Sciences
Geneva Murray	Director, Women's Center
Jacob Okumu	Coordinator for Outreach and Developmental Services
Michelle Pride	Training Director, Psychologist, Counseling & Psych Services
Ana Rosado Feger	Associate Professor of Operations, Management Systems
Steve Scanlan	Associate Professor, Dept of Sociology and Anthropology
Tamekia Scott	Assistant Dean of Academic Achievement, Executive Director, AAC
Terry St. Peter	Coordinator for Veterans Services, Academic Advisor
Jim Taylor	Associate Professor, Arts & Sciences, OU-Zanesville
Loralyn Taylor	Director of Analytics for University Student Success Initiatives
David Thomas	Professor, Film Studies, Faculty Senate Vice Chair
Chantel Weisenmuller	Director, Psychology and Social Work Clinic

Faculty in the Wealth and Poverty Theme

Faculty in Food Studies Theme

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Building a broad coalition of collaborators

Kotter's
Eight Stage Process of Creating Major Change

<u>Engaging and Enabling the Change</u>

4. Communicating the Change Vision
5. Empowering Broad-Based Action
6. Generating Short Term Wins

Kotter, J.P. (1996). *Leading Change*. Boston, MA: Harvard Business School Press.

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Successes

Presented to Board of Trustees

Participated in HOPE Lab Survey

- Very low response rate
- 8% of students experienced homelessness
- 34% housing insecure
- 29% had low or very low food security
- ~47% had at least one form of basic needs insecurity in past year (3.5% all three)

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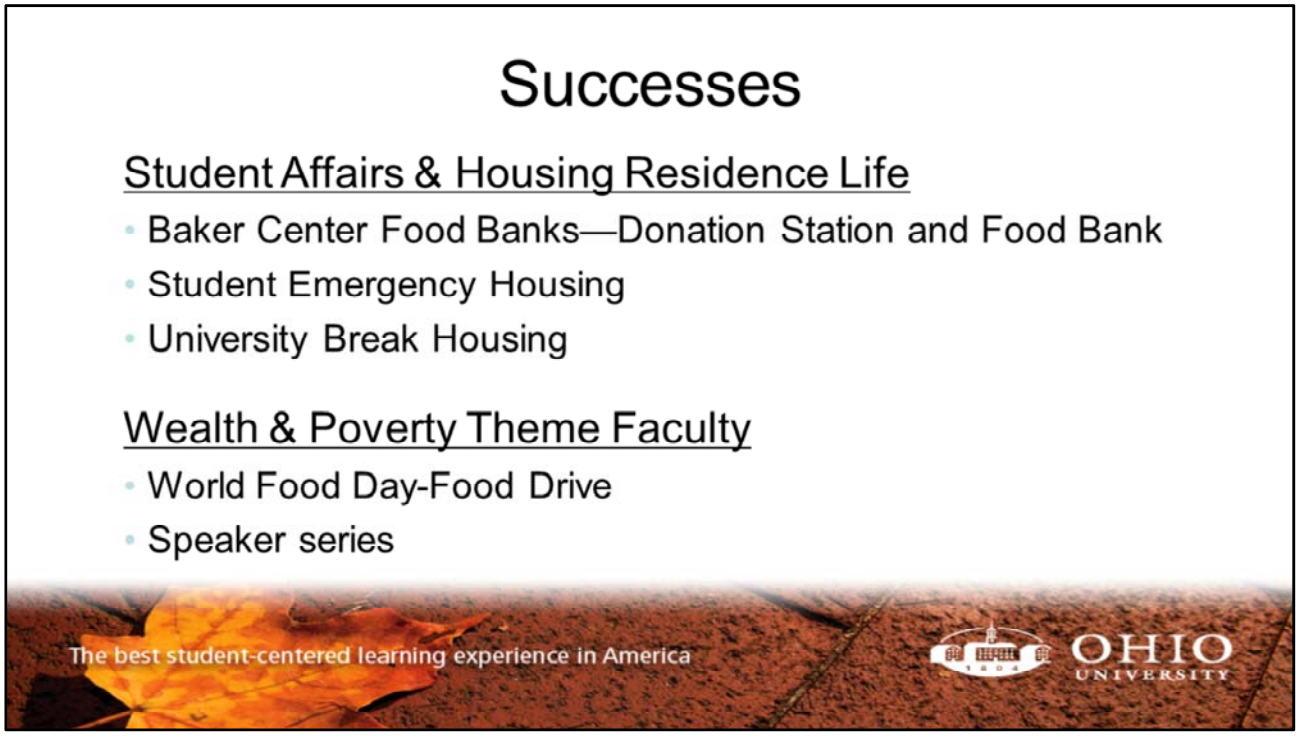
Yeong-Hyun Kim & Matt Layton: brief description of Wealth & Poverty Theme food drive



Yeong-Hyun Kim & Matt Layton: brief description of Wealth & Poverty Theme food drive

Successes

Heritage College of Osteopathic Medicine

- Food Bank—HCOM Admissions & Student Affairs

OU-Southern

- Basic Needs Project—the Human Services Technology Club
- Blessing Box—food & personal hygiene items, food bank info

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Successes

Division of Student Affairs

New Strategic Plan

- DOSA will expand the Basic Needs OHIO Initiative
- Redirected Assistant Dean position—50% Basic Needs OHIO
  - Case management approach
- Expanded second Baker Center Food Bank

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Y1-research basic needs options. Identify partners. Track how student drop-out relates to basic needs.
Y2-implement programmatic changes based on assessment. Initiate advancement outreach
Y3-5-employ advancement dollars to initiate new programs and initiatives. Assess ongoing initiatives.

Successes

PepsiCo Recycling

ZERO IMPACT FUND

ATHENS FOOD RESCUE

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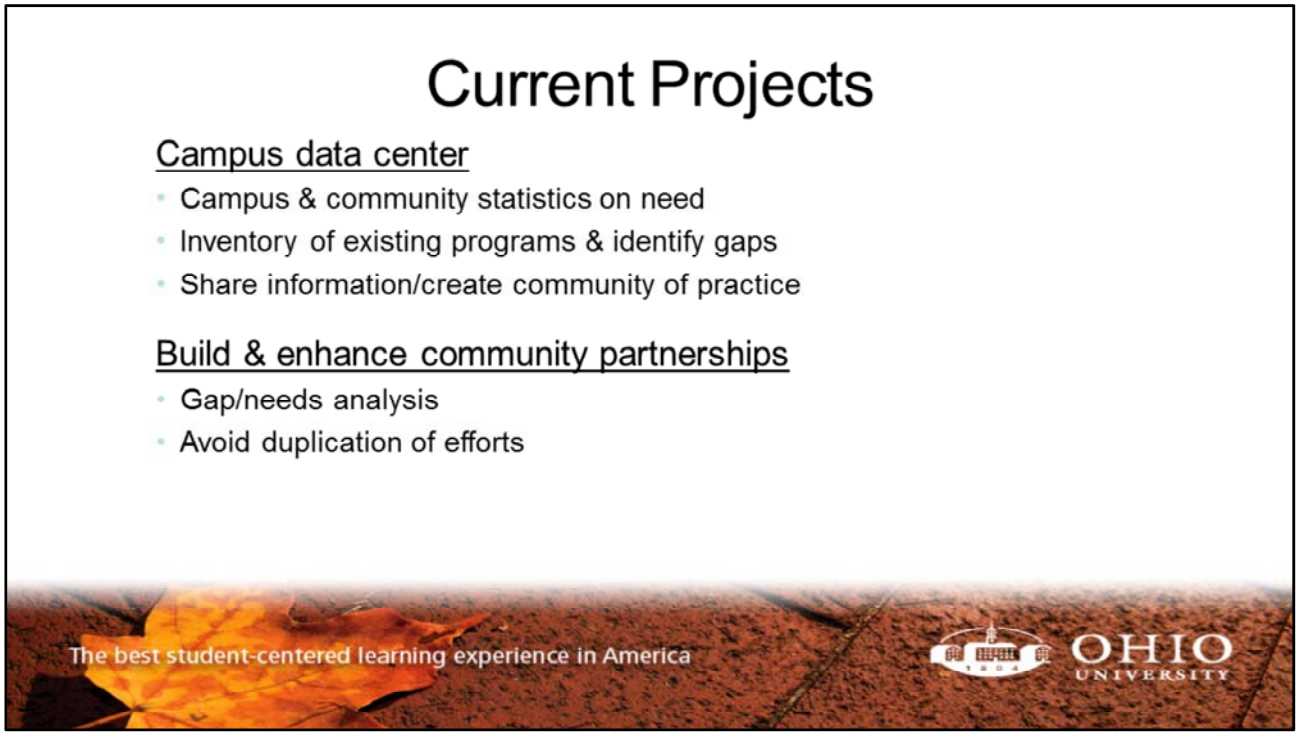
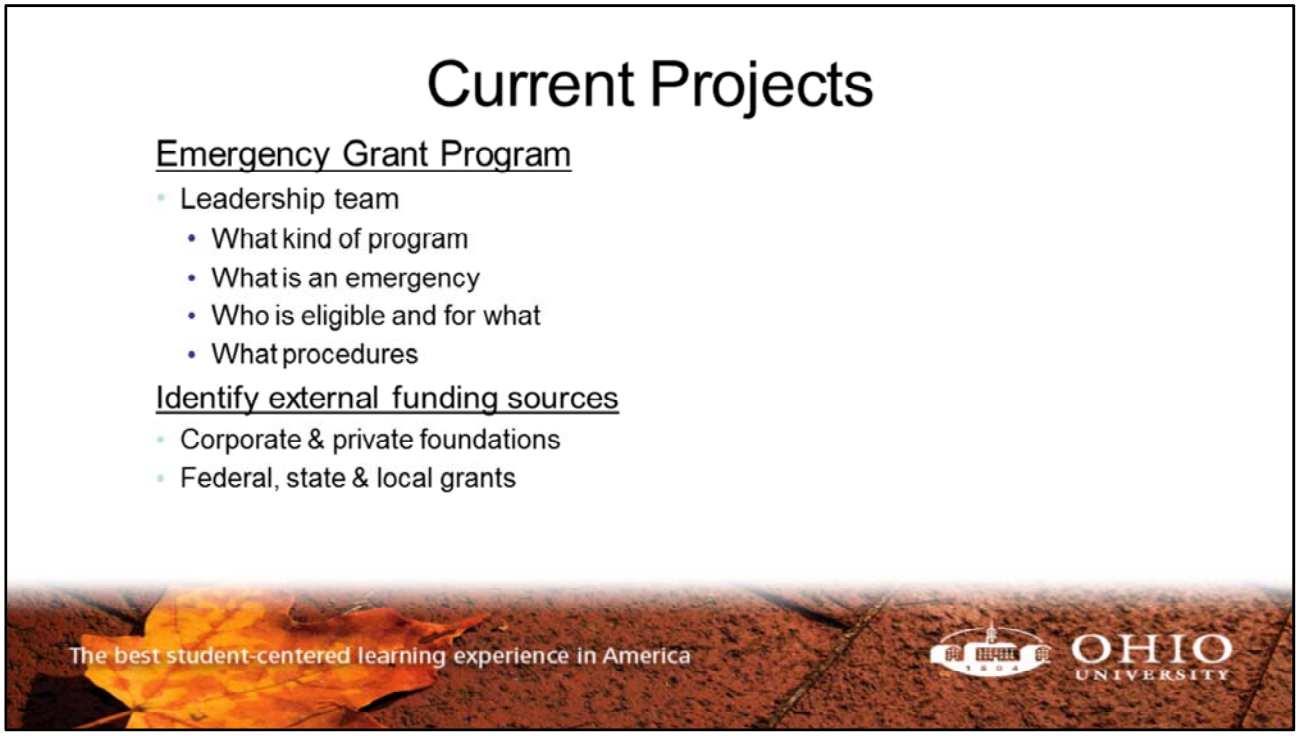


• National surveys have found that more than half of all community college student respondents were at least marginally food insecure over the past 30 days (HOPE Lab, Hungry to Learn, 2015 & 2017); a University of California study found that 42% of their students were food insecure.

• ROI: Mini emergency grants (Foiling the Drop-out Trap report by Coalition of Urban Serving Universities and APLU): multiple institutions have found that as little as $300 can keep a student in school and on track; the ROI from such programs at Georgia State, the University of Akron, and the University of Washington, have been well demonstrated.



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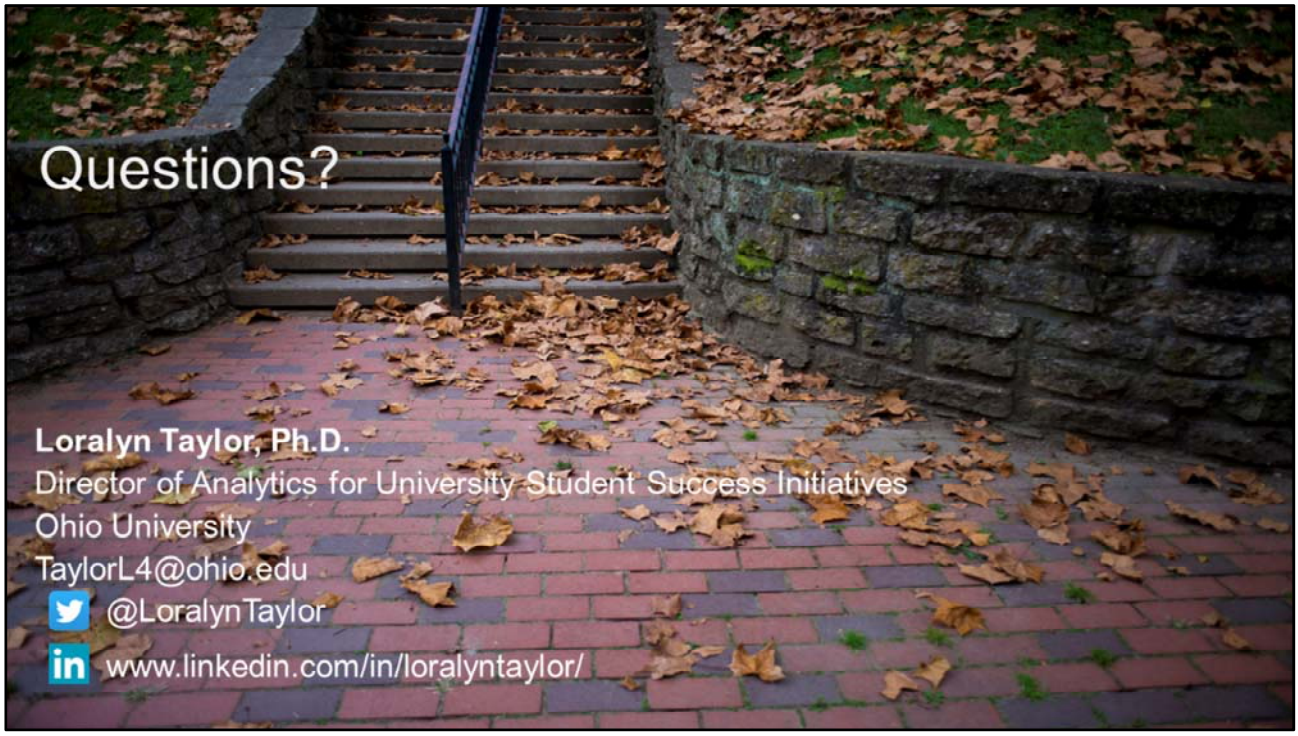
Questions?
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Time For a Break

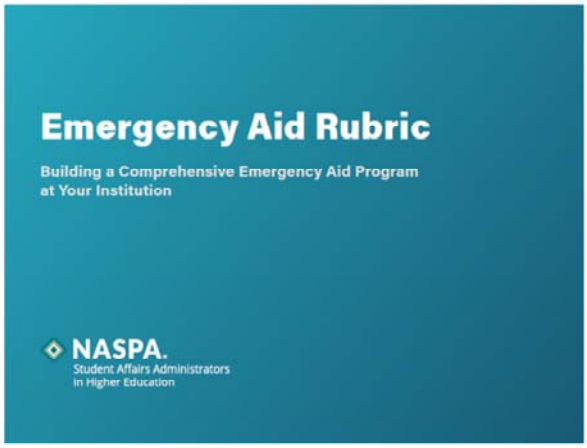
15 minutes

Plenary Discussion

What is your biggest concern when administering emergency aid at your institution?

To help campuses examine how they can strengthen their emergency aid program, NASPA has created an assessment rubric

- The purpose of this rubric is to help campuses further understand and self-assess the overall **management and effectiveness** of their emergency aid efforts
- Designed from the **student perspective**
  - How can we make the process a seamless experience for students?
- A useful tool to engage in a **cross-campus/ department discussions** about emergency aid efforts



For each capacity area, we have provided a list of guiding questions

Management

Policy Implications

Measuring Success

Technology

Securing Resources

Increasing Awareness

Management Guiding Questions
Vision/Plan: To what extent has the institution's leadership set and given a clear charge for an emergency aid program?
Ownership: Is there a clear office/department/individual responsible for the emergency aid program's implementation and success?
Collaboration: How well does the institution bring together the functions of student affairs, financial aid, and other relevant offices and stakeholders to ensure an institution-wide approach for administering emergency aid?

Technology Guiding Questions
Efficiency: To what extent does the institution leverage technology and well-coordinated protocols to receive and process requests in a timely manner?
System Integration: How well does the institution utilize existing technology systems to input and share information regarding students' emergency aid needs?

Table Discussion

Think about a vision for your emergency aid program

Review the guiding questions of the rubric and share the following at your table:

- What do you feel your institution has **correct**?
- What areas need to be **strengthened**?
- What **actions** must take place over the next 6 months to help achieve your vision?

The Emergency Aid Community of Practice

STUDENT ARC
Advancing Retention in College

A one-stop resource to support your emergency aid efforts

www.StudentARC.org

- Learn more about **emergency aid fundamentals**
- Obtain useful **tools and resources** to support your efforts
- Review **examples** to see how other institutions are implementing emergency aid across the country
- Stay up-to-date on the **latest emergency aid news and research**
- Opportunity to **share your insights** with other practitioners

THANK YOU!

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