Becoming a Student-Ready Institution for Students Experiencing Financial Insecurity
Presenters

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Session Objectives

By the end of the session, our hope is that participants will gain perspective on:

- Community and institutional **partnerships** and plans for program and resource **sustainability**
- Establishing program **guidelines** and student **eligibility** criteria
- **Next steps** for institutions to implement support for students in financial crisis

We want you to share with your **colleagues** about your institutional efforts and questions!
SEMINOLE STATE COLLEGE
OF FLORIDA

Located in Seminole County
1 of 28 in Florida College System
#9 largest in FCS

29,590 students
55% female
43% male

Support for Non-Traditional Students

- Dedicated student specialists
- Non-traditional scholarships
- Emergency aid assistance including childcare expenses

AGE

>18  5%
18-24 52%
25-34 24%
35+ 19%

2018-2019
What do we mean by student-ready?

- What are colleges and universities doing to prepare for students entering college?
- At student-ready colleges, all services and activities are intentionally designed to facilitate students’ progressive advancement toward college completion and positive post-college outcomes.
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**
SINCE 2016, NASPA HAS DEVELOPED RESOURCES TO BETTER UNDERSTAND AND SUPPORT EMERGENCY AID EFFORTS

RESEARCH

TOOLS AND RESOURCES

COMMUNITY BUILDING
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
- Inadequate financial aid
- Transportation issues
- Rising tuition and fees
- Domestic abuse
- LIFE!
What we have learned

✓ Work is happening!

✓ Institutions have shared and engaged others around the moral imperative

✓ Focus has transitioned from the “why” to the details of the “how”

✓ Every institution is different – Emergency aid efforts must match the institutional culture

✓ Data to understand impact is an area for improvement for many institutions

✓ Collaboration is a fundamental key to success

✓ Institutional alignment is critical
Now 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?
To help institutions examine how they can strengthen their emergency aid program, NASPA has created an assessment rubric

- The purpose of this rubric is to help institutions 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 cross-campus/department discussions about emergency aid efforts
### The rubric is organized around six planning capacity areas

<table>
<thead>
<tr>
<th>Capacity</th>
<th>Description</th>
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<tbody>
<tr>
<td>Management</td>
<td>How are emergency aid offerings at the institution organized and implemented?</td>
</tr>
<tr>
<td>Policy Implications</td>
<td>How clear are the requirements, application processes, and guidance laid out for students, faculty, and staff?</td>
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<tr>
<td>Measuring Success</td>
<td>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?</td>
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<tr>
<td>Technology</td>
<td>To what extent does the institution leverage technology and structures to make administering aid a more efficient process?</td>
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<tr>
<td>Securing Resources</td>
<td>To what extent does the institution allocate and leverage multiple sources to secure enough funding for the emergency aid aid program?</td>
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<tr>
<td>Increasing Awareness</td>
<td>What are the various mechanisms used to inform students, faculty, staff, and external stakeholders about emergency aid efforts?</td>
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Each capacity area includes a list of guiding questions

<table>
<thead>
<tr>
<th>Management</th>
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<tbody>
<tr>
<td><strong>Measuring Success Guiding Questions</strong></td>
<td><strong>Technology Guiding Questions</strong></td>
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<tr>
<td><strong>Student identification:</strong> To what extent does the institution use data to identify the students who could benefit from the program the most?</td>
<td><strong>Efficiency:</strong> To what extent does the institution leverage technology and well-coordinated protocols to receive and process requests in a timely manner?</td>
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<td><strong>Data collection:</strong> How well does the institution gather and house the data needed to understand the program’s impact?</td>
<td><strong>System Integration:</strong> How well does the institution utilize existing technology systems to input and share information regarding students’ emergency aid needs?</td>
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<td><strong>Routines:</strong> How often and effectively is emergency aid data being discussed and used to inform decisions and conduct real-time problem solving?</td>
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<td>EMERGING (2 points)</td>
<td>FUNCTIONING (3 points)</td>
<td>EXEMPLARY (4 points)</td>
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<tr>
<td>Vision/plan:</td>
<td>To what extent has the institution’s leadership set and given a clear charge for an emergency aid program?</td>
<td>Emergency aid resources are in place and senior leadership is in the process of developing an initial plan for using emergency aid as a strategy to support student success.</td>
<td>Senior leadership has presented a vision for a comprehensive emergency aid program that identifies the types of resources the institution should offer; however, the emergency aid resource area is currently at varying levels of implementation.</td>
<td>Senior leadership has presented a vision for a comprehensive emergency aid program that articulates the type of emergency aid resources the institution should offer. The plan includes realistic estimates of student need and demand; availability of resources (i.e., funding, staff); and desired scale and visibility of the program.</td>
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<td>There are several emergency aid resources available to students; however, a plan or vision has not been articulated by senior leadership that promotes a comprehensive, institution-wide emergency aid program.</td>
<td>A plan is needed to show how the existing suite of emergency aid resources (i.e., food pantry, campus vouchers, etc.) can be combined to create a comprehensive emergency aid program for the institution.</td>
<td>A plan is in place that lays out the immediate key actions the institution will take to build and/or strengthen the program. However, it is unclear if the plan is attainable given the institution’s limited resources.</td>
<td>A plan is in place that clearly defines both short-term and long-term goals for the program and key actions to achieve the goals.</td>
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<td>Emergency aid efforts are typically only understood by departments/offices that administer the resources to students.</td>
<td>Awareness of emergency aid resources is increasing; however, work is needed to ensure that more critical stakeholders (i.e., faculty) know about the efforts underway.</td>
<td>Some institution stakeholders understand the current work underway, but more work is needed to ensure more of the campus community is engaged in the effort.</td>
<td>Relevant stakeholders at the institution understand and are invested in the vision and the work underway.</td>
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<td>Ownership:</td>
<td>Is there a clear office/department/individual responsible for the emergency aid program’s implementation and success?</td>
<td>There is a loosely formed team that has a minor role in managing emergency aid efforts, and the institution is in the process of identifying how best to implement and monitor the emergency aid program.</td>
<td>A dedicated person or team has been identified to lead the emergency aid program; however, roles and responsibilities are still being defined.</td>
<td>There is a dedicated person or centralized team whose primary purpose is to implement and manage the institution’s emergency aid program.</td>
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<td></td>
<td>There is neither a clear person nor team designated to serve as the coordinator of the institution’s emergency aid efforts.</td>
<td>Some emergency aid resources have clear owners and are recognized throughout the institution; however, this level of awareness is not evenly spread across the campus.</td>
<td>The individual or team primarily serves as a coordinating body that manages program logistics and reporting but has little to no authority to make comprehensive decisions.</td>
<td>The charge of the individual or team is clearly defined and is understood by relevant stakeholders.</td>
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<td>Implementation is seen as the responsibility of multiple people/departments across the institution.</td>
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<td>Roles and responsibilities of the individual or team are developed and aligned with</td>
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Use the rubric to facilitate reflection and collaboration across the institution

- Use the emergency aid rubric to maximize your efforts
- Don’t do it alone: get the right people in the room for the conversation
- Collect evidence to demonstrate score
- Look at this as more than total program assessment: this is a readiness check of where you are and where you need to go
HOW DESTINATION GRADUATION BEGAN...

- Lumina Foundation Community Partnership for Attainment (CPA) 2015-16
- Partnership between Heart of Florida United Way, Central Florida College Access Network & Seminole State College of Florida
- Beyond college access and beyond tuition/scholarships
DESTINATION: GRADUATION

1. Timely Identification of At-Risk Students

2. DG Navigator Connects to 2000+ Resources

3. Case Manager for Emergency Financial Assistance

4. Increased Re-Enrollment & Graduation Rates!

For more information, visit hfuw.org/destinationgraduation
## Demographics 2015-2018

<table>
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<tr>
<th>Category</th>
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<tr>
<td><strong>Average Age</strong></td>
<td>30 (Range 17 – 83)</td>
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<tr>
<td><strong>Gender</strong></td>
<td>Female: 72%  Male: 27%  Transgender: &lt;1%</td>
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<tr>
<td><strong>Race/ Ethnicity</strong></td>
<td>Black/ African American: 44%  White/ Caucasian: 25%  Hispanic or Latino: 22%</td>
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<tr>
<td><strong>Employment Status</strong></td>
<td>Part-Time: 34%  Full-Time: 26%  Unemployed (includes benefits): 36%  Military Veteran: 4%</td>
</tr>
<tr>
<td><strong>Enrollment Status</strong></td>
<td>Part-Time: 41%  Full-Time: 46%  Not Currently Enrolled or Enrolled Next Semester: 13%</td>
</tr>
<tr>
<td><strong>Household Type</strong></td>
<td>Single (No Children): 55%  Single (w/ Children): 32%  Married (w/ Children): 9%  Married (No Children): 4%</td>
</tr>
<tr>
<td><strong>Referral Source</strong></td>
<td>Counselor/ Advisor: 56%  Faculty &amp; Staff: 26%  Email/ Marketing (2-1-1): 12%  Word of Mouth: 6%</td>
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</tbody>
</table>
Measuring Impact

$208,443 in emergency aid disbursed
- Representing 284 students
- Average award of $733

163 Transportation vouchers distributed = $3,140

127 Emergency food bags distributed = $1,755
PROGRAM METRICS

• **980 students assisted through Destination Graduation from 2015-2018**
• The #1 requests for service were housing and tuition assistance
• This was followed by internet and utilities, transportation, and textbook assistance
• Five percent of requests were for childcare, disability testing, and other (such as healthcare)
Top Reasons for Assistance Requests
• Financial aid cap or gap
• Job loss or reduction of hours
• Family event or breakup
• Medical Issues

Why are requests denied?
• Student does not provide documentation.
• Long term financial instability
• Lack of academic sustainability
• Emergency solved by other resources
Achieving Results

76% persistence rate

Compared to:
- 69% of all low-income students
- 58% of low-income students in crisis

• **18% increase** in re-enrollment rates when compared to DG students in crisis but not assisted (58 to 76 percentage points)
Achieving Results

36% completion rate within 3 terms

Compared to:
- 28% of students who received limited assistance
- 23% of students who were denied emergency funding
Replicating Destination Graduation

...more than a scholarship

LEARN MORE  FREE TOOLKIT
Developing your committee

Finding Stakeholders:
Identify the higher education institution(s), non-profit organization(s), and possible funders that would be interested in forming a partnership to advance college completion and contribute to talent development for the community. Think about colleges interested in improving their performance metrics, non-profits that have education and employment as one of their areas of interest, and potential corporations that also name higher education and employment as part of their social/corporate responsibility interests.

Identify Best Practices:
Read and learn about topics such as the talent gap, college completion barriers for low-income students, hunger, and homelessness in college. Ensure you have some knowledge about these issues and what is being done to address them. We recommend visiting: The Hope Center, Helios Education Foundation, Lumina Foundation, and National College Access Network.

Define Roles:
Once you have identified your stakeholders, define your roles. Collectively, identify the tasks and contributions of each organization.

Define Criteria and Goals:
Define what criteria students need to qualify for funding (income, Pell Grant eligibility, grades, definition of emergency/unexpected events, bills/things you would cover on their behalf). Define what you will measure as program success (re-enrollment, fall to fall retention, semester completion, graduation).

Form a Data Sharing Agreement/ Memorandum Of Understanding:
Develop an understanding of what will be provided by each organization (employees, funding, work-space) and what data will be exchanged/accessed.
We’ve created a group, now what?

Self-Assessment Tool

**Purpose:** Identify the key areas that need to be addressed in order to successfully implement/replicate Destination: Graduation in your community or institution.

**How to complete the self-assessment:** Now that you have determined your committee, it’s time to come together and evaluate readiness for implementing Destination: Graduation persistence program. We recommend that you work through these initial questions as a group, in order to have a more engaged and genuine dialogue around what is possible for your community or institution.

Once your committee is convened, please check one of the three following responses to each question: 1) We have done this, 2) We can do this, or 3) We are not able to/willing to do this. If you select Option 3 for any of the following readiness questions, please stop to re-evaluate where you are as a committee, and determine if or when this challenge may be resolved.

At the end of the self-assessment we will provide some guidance in interpreting your results, and next steps for full access to the members’ only toolkit.

1. **Determine the benchmark** – Who is target population for our community/institution (where are the gaps in persistence and completion)? For example, this could be broken out by race and ethnicity, class standing, age (nontraditional students – employment, marital status and children), socioeconomic status, first generation status, or immigration status.
   - We have done this (complete)
   - We can do this (in progress)
   - We are not able to/willing to do this (stop and re-evaluate)

2. **Do we have the funding to support the program positions** (resource specialist, case manager, and program/data manager)?
   - We have done this (complete)
   - We can do this (in progress)
   - We are not able to/willing to do this (stop and re-evaluate)

3. **Do we have the funding to support the direct emergency aid dollars?**
   - We have done this (complete)
   - We can do this (in progress)
   - We are not able to/willing to do this (stop and re-evaluate)
4. Do we [the committee] agree to convene on a regular basis in order to establish protocols and monitor progress?
   - We have done this (complete)
   - We can do this (in progress)
   - We are not able to/ willing to do this (stop and re-evaluate)

5. Do we have a workspace at the institution(s) for students to meet with the program staff?
   - We have done this (complete)
   - We can do this (in progress)
   - We are not able to/ willing to do this (stop and re-evaluate)

6. Are we able to give the program staff access to the institutions’ data system? This includes access to individual student records, financial aid status, and academic standing.
   - We have done this (complete)
   - We can do this (in progress)
   - We are not able to/ willing to do this (stop and re-evaluate)

7. Are we willing to create a data sharing agreement or memorandum of understanding (MoU)? This includes A) the type of data we want to share (such as age or gender) and B) procedures for reporting FERPA compliant outcomes data.
   - We have done this (complete)
   - We can do this (in progress)
   - We are not able to/ willing to do this (stop and re-evaluate)

8. Marketing & Communications – Do we agree to market and communicate the program on a recurring basis? This includes media coverage, updating staff, and marketing to relevant college faculty and students.
   - We have done this (complete)
   - We can do this (in progress)
   - We are not able to/ willing to do this (stop and re-evaluate)

9. Leadership buy-in – Are we willing to engage leadership in order to progress the program forward and make key high-level decisions?
   - We have done this (complete)
   - We can do this (in progress)
welcome antshe attendee

this is your toolkit dashboard, you can search by term or browse a topic by category listed below, if you are interested in looking through an index of all available resources, you can visit MY RESOURCES page which lists all Destination Graduation Forms

click here to browse all resources

search my toolkit

funded by

[Logos of SunTrust Foundation and United Way of Central Florida]
theories behind practice

Destination Graduation is guided by best practices in social work and human services. The two main approaches guiding our practice are Strengths Based Perspective and The Seven Stages of Crisis Intervention Model.

LEARN MORE

implementing on-campus services

How do you reach the most students? Meet them where they’re at, on-campus. Learn how to embed 2-1-1 services and case management to already existing campus resources.

LEARN MORE
marketing emergency aid programs

How do you get the word out there? How do you present the program to students in need? What about potential partners and donors? Learn how to communicate your program effectively to each audience.

LEARN MORE

data collection

Learn what data to collect from students and how to organize it effectively.

LEARN MORE
program evaluation

Analyze collected data to understand who is using your services, what the needs are, and if you are meeting your program goals.

LEARN MORE

sustainability

How do you ensure availability of funds to run your program and continue to serve your students?

LEARN MORE
From the higher education institution’s perspective

Written by Dr. Jan Lloyd-Lesley, Associate Vice-President at Seminole State College of Florida

additional resources

Find relevant reading materials on college completion, hunger and homelessness in college, etc.

LEARN MORE
Index of Templates

Find all day-to-day forms and examples here.

implementing on-campus services
- Contingent Employee Agreement
- On-Site Procedures
- On-Campus Resources List
- Case Manager Position Description
- Grievance Policy
- Program Client Release of Information
- Disclaimer Statement
- Documentation Needed Checklist
- Emergency Assistance Request Form Rev
- Financial Appointment Instructions
- ORDER OF SSC REQUEST PACKETS
- Utilities Guarantee SSC Funds
- DGN Job Description
- DGN Orientation
- Onsite Procedures
- Scheduling Reference
- Sorry We Missed You

marketing emergency aid programs
- DG Status Update May 2017
- DG SunTrust 2017 Year End Report
- DG ESR 2018
- MKG ALICE Household Survival Guide V3
- SunTrust Grant Narrative - HFUW Q2
- Palm Card
- Poster
- Program Overview for College Staff
- SLM OFFICE HOURS

data collection
- Follow-Up Survey-Qualitative Data
- Sample Client Database
- Sample Data Reported to Higher Ed Institution Staff
- Sample Data Returned from Higher Ed Institution
- Sample Intake Form
A one-stop resource to support your emergency aid efforts

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

www.StudentARC.org
Increasing Awareness

To successfully deliver emergency aid, colleges and universities must strategically raise awareness about the available resources.

LEARN MORE
How 'micro-grants' could help US college students graduate
UNG-Charlotte’s Gold Rush micro-grants, usually less than $1000, help students cross the finish line.

NC State convocation gives new students focus on basic needs
NC State welcomes new students with focus on basic needs and financial insecurity, to seek struggling populations

Micro-grants help students finish college
Completion grant recipients stay on track to graduation, University Innovation Alliance helps institutions test process
Management
An important element in maximizing the impact emergency aid can have on student retention is dedicating leadership to oversee and guide and work.

LEARN MORE

Securing Resources
To sustain emergency aid efforts, institutions should look for innovative ways to support students in need and identify multiple sources of funds.

LEARN MORE

Policy Implications
Institutions must ensure that emergency aid complies with federal and state aid guidelines and decisions about aid distribution are consistent and fair.

LEARN MORE
Let’s Talk About Emergency Aid Creating Pathways for Student College Completion
September 27, 2018 2:00 PM ET

Becoming a Student-Ready Institution for Students Experiencing Financial Insecurity

What is Emergency Aid?
Want to know about the concept of Emergency Aid and where you can find out more?

When Financial Aid Falls Short New Data Reveal Students Face Thousands in Unmet Need

CSU The California State University

#REALCOLLEGE

Video

Rising Costs

CLASP

Emory University

Schoolhouse Connection 2017 Annual Report

INFOGRAPHIC

Entering College?

Aramark

students in need
lege and Aramark
als for Pell-eligible, off-
Submit your stories and resources here:

This set of options is found on the home page and on the share page of Student ARC

Share A Resource
Have a useful resource related to emergency aid you want to share? You can share relevant videos, reports, events and more.

GET STARTED

Share A Story
Want to share your experience with emergency aid? Have a story about a student who benefited from an aid program? Share your story.

GET STARTED
Identifying your next steps

Now that you’ve heard more about emergency aid and Destination Graduation:

- What is one concrete next step you will take at your institution?
- What resources would you like to see included on Student ARC or developed to support institutions in implementing these kinds of resources?
2019 NASPA CONFERENCES ON
STUDENT SUCCESS IN HIGHER EDUCATION

JUNE 16-18, 2019
Renaissance Orlando at SeaWorld
Orlando, Florida

EVENT REGISTRATION

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<td>Full-Day Pre-Conference</td>
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SPEAKERS

Dr. Tim Bono, Assistant Dean, Assessment and Analytics, Division of Student Affairs, Washington University

Dr. Bridget Burns, Associate Director - University Innovation Alliance

Dr. Rebecca Covarrubias, Assistant Professor of Psychology, Faculty Director, Student Success Equity Research Center, University of California, Santa Cruz

Dr. Martha Kantor, Executive Director - College Promise Campaign; Senior Fellow, Stanford Institute for Higher Education Policy, New York University

Dr. Yolanda Watson Spivey, President - Complete College America

ADVANCE YOUR KNOWLEDGE TO DISMANTLE BARRIERS TO STUDENT SUCCESS

Join your colleagues from across the academy in an exchange of strategies, ideas, and resources to dismantle barriers to student success. As a registered attendee, you’ll have access to interdisciplinary programming across four unique events: the Assessment, Persistence, and Data Analytics Conference, the Closing the Achievement Gap Conference, the First-generation Student Success Conference, and the Student Financial Wellness Conference. This convergence will create a space for attendees from diverse functional areas and institution types to take a cross-functional approach to student success.
Please reach out to us with questions:

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THANK YOU!