

**Great Lakes Education Philanthropy**  
**Dash Emergency Grant Program**  
**Submission Date: March 20, 2017**  
**Online Submission Worksheet**

**Emergency Grants and Your Institution's Student Success Strategy**

*For many low-income students, an unexpected car repair or a medical bill can mean the end of their college hopes. While typically not large expenses, they can be enough to put these students in a serious bind: stay in college or pay the bill. Our experience is that when colleges quickly deliver small grants to pay unexpected expenses, more of these students stay in school and on track for completion. Therefore, we've seen that emergency grants can be an effective tool in a college's overall student success strategy.*

*Please describe how emergency grants fit into your college's overall student success strategy.*

██████████ College is a private, four-year college with 2,800 students, located in Madison, Wisconsin. ██████████ is committed to serving students with financial need; students from underserved populations, and non-traditional learners: 95% of freshmen receive scholarships or financial aid; nearly 20% of undergraduate students are part-time students; and over 80% of students live off-campus. ██████████ unique student population is especially vulnerable to unexpected financial setbacks which can derail their educational progress. ██████████ has an increasing number of students who need emergency financial assistance to continue their education. According to data from the 2016 Campus Climate Survey, 42.5% of our ALANA (African American, Latino, Native American and Asian) student population and 36.5% of our students who self-identified as LGBTQ+ (Lesbian, Gay, Bisexual, Transgender, Queer+) reported being hungry at some point because there wasn't enough money for food (American College Health Association National College Health Assessment II, ██████████ College, Fall 2016). This formal data mirrors the anecdotal evidence our staff is hearing from students who trust them and is in line with national trends: our students are facing an increasing crisis of hunger and other financial need which threaten their ability to pursue their degrees. Embedding the robust emergency grant program offered by the DASH into its overall student success strategy will enhance ██████████ College's ability to provide holistic support to its students in need.

██████████ College is well-positioned to implement the DASH program because it has a successful track record of working with and supporting its unique student population, including those students with financial needs, those from underserved populations, and those who are non-traditional learners. With its visionary 2012-17 Strategic Plan, ██████████ has formally outlined specific policies, practices, and procedures that encourage higher rates of degree completion, reduced time to completion, and success in pursuing meaningful employment and/or further education. ██████████ College tracks student success by the following formal evaluation measures: cohort retention rates; year-to-year accelerated student retention/graduation rates; year-to-year graduate student cohort retention rates; four-year graduation rate; and five-year graduation rate.

██████████ College positions all students to succeed because its distinctive learning environment: features high levels of interaction between faculty and peers, appreciates diversity among faculty and students; and encourages rich and frequent feedback from professors. With a student-to-faculty ratio of 10:1 and an average class size of 14, ██████████ can fully support its students as learners and as individuals.

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In support of its Strategic Plan, [REDACTED] College offers a wide array of student services which ensure its students have the holistic supports they need to succeed. These services recognize that student success is not just about grades and graduation; it is about meeting all of the students' needs. XXXX's existing services help complement, strengthen, and fill a gap in part of the institutional student success strategy. Existing services include:

- The Academic Success and Career Development Center (ASCDC) offers all [REDACTED] College students the tools to be academically successful while exploring and developing career goals. The ASCDC provides academic assistance, academic advising, help choosing a major, and career development. Incoming freshmen are each assigned an academic and career counselor who is the single point of contact for all academic and career development needs. All XXXX College students have free and unlimited access to: one-on-one math tutoring; drop-in tutoring for math and chemistry; peer tutoring; assistance from the writing center; and study group facilitation.
- Recognizing that mental health concerns often have a significant impact on student learning and overall educational experience, the Personal Counseling Services office (PCS) offers a wide range of free and confidential services designed to foster student growth and development: individual and group counseling; crisis intervention; and psychoeducational and preventive outreach services.
- The Office of Student Diversity and Inclusion serves as a resource center and hub to the [REDACTED] College community by providing a safe space for all to engage effectively in cross-cultural dialogue and interactions with others, to establish healthy relationships, and to reflect on matters of social justice, oppression, and power through programming, events, and workshops. Additionally, this office serves as the primary advocate and support for all underrepresented students on campus including: students of color, first-generation students, low-income students, undocumented students, and students who identify as LGBTQ+.
- The Office of Student Development works with students with any personal concerns and non-academic grievances, connecting them to College and community resources on matters relating to residence life, safety, and personal health and well-being.

Central to this success strategy is the comprehensive implementation of institution-wide support. As a priority of the institution, the proposed Dash program would strengthen existing supports and help identify new areas needed to work more efficiently across department lines to provide assistance as quickly as possible and to keep students enrolled and on track towards degree completion.

**Emergency Grant Programs on Your Campus**

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*We understand that you may have other emergency grant programs on your campus. The following questions will help us understand any existing emergency grant programs on your campus and how the Dash Grant program will work alongside them.*

*Indicate whether you currently have an emergency grant program on your campus. If yes, please describe:*

- *What department on your campus administers the program.*
- *How many student applications you received, how many emergency grants you awarded, and the overall dollar amount you awarded during the 2015-2016 academic year.*
- *Who makes award determinations and how quickly award decisions are made and payments processed.*
- *Whether Dash would complement or replace your existing emergency grant program and how it would do so.*

██████████ College currently has a crisis loan program entitled “Life Happens” to aid students in paying for unexpected expenses, which is managed by the Office of Student Development. This loan program was founded by an alumnus of ██████████ College in 2007 who fundraised money specifically for this cause as part of her senior project. ██████████ College has made it a priority to sustain the program since that time.

The Life Happens program, which is open to any qualified student regardless of his or her income, is a loan program for which the money must be repaid. The loan can be in any amount up to a maximum of \$700. To be eligible for the Life Happens program, students must: be currently enrolled as a full-time undergraduate student; not have an outstanding crisis loan; and must agree to perform five hours of campus-related community service within three months of the date the loan is approved. Students are also required to participate in a financial literacy counseling session. The loan may not be used for paying tuition, fees, or fines and must be repaid within one year or graduation, with zero interest. Failure to repay the loan by the agreed upon date will result in a registration and/or transcript hold. Loan applications will not be reviewed during the summer and academic/holiday vacation breaks.

To participate in the Life Happens program, students must first complete an application and submit it to the Vice President for Student Development. The Life Happens program committee (consisting of the Director for Spiritual Life, the Assistant Director for Servant Leadership, a staff member, and one student) is convened to meet within two days to review the application. If the required criteria are met, the loan is approved. At such time, the student is notified and a check is issued to the student within one day of the approval. Once the loan is granted, students meet with a case manager to assist them throughout the application and repayment process until the loan is paid in full.

In academic year 2015-16, the Life Happens program received six applications: four loans were granted; one application was withdrawn; and one student was not eligible for the program. The total amount of loans approved was \$2,400. The current program is not well marketed, and most

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students are not aware that it exists unless they are referred by a faculty or staff member who is aware of its existence.

██████████ College will keep its existing program, Life Happens, which will complement the Dash program. The programs will work together to serve more students. For students who meet the income requirements, Dash has the advantages of offering a larger amount of money (\$1,000 instead of \$700) and requiring no repayment. Life Happens provides emergency no-interest loans to students who do not meet the income requirements for the Dash program.

**Communication and Training**

*Small grants that address unexpected expenses can keep students who are on the edge financially enrolled, allowing them to progress toward completion. But small grants are only helpful when students know the grants are available, feel it's OK to ask for help, and know where to go to get the funds. In our experience, we've found that faculty and staff referrals are key, as faculty and staff are often the first to notice when a student is struggling. Additionally, some grantees have created promotional materials that prove helpful in getting the word out.*

*Detail your communications plan to ensure that low-income students:*

- *Get the message that help is readily and quickly available when financial emergencies arise.*
- *Know how to request assistance when needed and what to expect once they do.*
- *Know where and how to access the online application on the Scholarship America<sup>®</sup> student portal.*

*Further describe your plan to:*

- *Train faculty and staff about the program and ensure they understand the key role they play in referring students.*
- *Train administrative staff to be sensitive in communicating the program to students to avoid creating a stigma or causing feelings of shame or judgment.*

*Some previous grantee colleges have focused on providing emergency grants to specific subsets of low-income students (such as those in certain colleges or majors). Please indicate whether you will offer emergency grants only to a specific subset of students and, if so, please explain why.*

For students to not only be aware of, but to also receive the assistance, ██████████ College will design an extensive communication, marketing, and advertising plan for the Dash program to ensure that all students individually receive information about the program, and create campus-wide awareness of the program.

**June 1, 2017-July 2017: Implementation Plan**

After receiving notice of the award, the project director and identified staff will meet to develop the implementation plan outlined in this application for the Dash program to commence for the fall semester of the 2017-2018 school year.

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**July 2017-August 2017: Great Lakes Foundation Training**

██████████ College staff will attend training offered by Great Lakes Educational Philanthropy to learn about Dash program and the online portal.

**July 2017-August 2017: Development of Marketing Material**

Printed Materials: The ██████████ College Marketing Department has agreed to design promotional materials for distribution throughout campus as well as a logo to brand the program. Posters and flyers will be designed and placed in residence halls, classrooms, dining halls, sporting events, as well as offices students frequently visit, such as Student Accounts, Student Services, and Financial Aid, just to name a few. Dash business cards will be included in student packets and provided to faculty, staff and student leaders to be distributed at presentations and throughout the semester. Dash program information will also appear in the student newspaper, *On The Edge*, which is published online and in a paper format to ensure that it reaches a wide campus audience. ██████████ College will place ads about the Dash program in the daily publications.

Multi-Media Materials: ██████████ Express is the online student portal, which houses student announcements and grades. Information about the Dash program will be placed on the Student Services tab on the portal, including a program description, eligibility criteria, process overview, contact information, and a link sending students directly to the online portal for the Scholarship America<sup>®</sup> application to be submitted and sent directly to the program director and the other identified Points of Contact (POC). The Dash program information will also be broadcast throughout the College on the closed-circuit TV system and cable channel. This system plays continuously on five dedicated monitors throughout the campus: Wingra Café and Phil's Diner, outside the Office of Student Involvement, at the library, and the Campus Assistance Center (a high-traffic area of the main campus building, the Henry J. Predolin Humanities Center). This station is also accessible in the fitness center and on students' personal TVs from within the residence halls. Dash program information will also be placed on the ██████████ College website <https://www.ed>. A webpage will be added to the site with direct access to the application as well as to the online application on the Scholarship America<sup>®</sup> student portal. All printed materials will also be housed on the website. Lastly, to meet students where they are, flyers for the Dash program will also be posted to the social media sites (Facebook, Twitter, Instagram, etc.) of student departments such as the Office of Student Diversity and Inclusion, Student Involvement, Office of Multicultural Education, and Dominican Life and Mission that all serve to promote upcoming campus events and programs, and receive a high level of traffic from its student body.

**Rollout of Program in Year 1: August 2017-July 2018**

Faculty Training: ██████████ President of ██████████ College, in support of the Dash program, has agreed to provide opportunities to educate faculty and staff on the program through informational sessions during the August Seminar, which is the first meeting of the 2017 fall semester, as well as the January Seminar, kicking off the spring semester. In addition to learning about the Dash program and their role in referring students to the program, faculty and staff will also receive sensitivity training to ensure faculty and staff are equipped with the tools needed to support students through approaches that do not create a sense of judgment for the student. Faculty and staff will also receive ongoing Dash program training and information at monthly

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meetings of the Faculty Association (all faculty and administration with academic rank), College Assembly (all faculty and staff), and Staff Association (all staff).

Throughout the year, faculty and staff routinely participate in cultural diversity training luncheons sponsored by the Office of Diversity and Inclusion. This program will serve as an additional platform to raise awareness of the Dash program, provide updates and check-ins, and specifically educate faculty and staff on sensitivity training. In its officially adopted Commitment to Diversity and Inclusion, [REDACTED] College expects all members of our College to assume responsibility for understanding and engaging with diverse individuals and communities that comprise our learning community, with attention to groups that have historically been marginalized in society and institutions of higher education.

The Dash Program Director, [REDACTED], Director of Student Diversity and Inclusion, will adequately train administrative staff to be sensitive in communicating the Dash program to students. More than 98% of our students receive some form of grant, scholarship, or financial aid without any stigma attached through the various opportunities outlined above. Staff will administer the Dash program in a way that does not cause feelings of shame or judgment. In addition to the Dash-specific sensitivity training, [REDACTED] College has a written strategic plan that outlines clear goals, policies, operational plans, and management accountability/oversight mechanisms to provide culturally and linguistically appropriate education to our students. [REDACTED] College is committed to providing culturally competent, sensitive, and language-appropriate services in an environment in which everyone feels accepted.

Student Leader Training: Since it is anticipated that many referrals into the Dash program will come from student leaders and/or peers, detailed program information will be shared at:

- Summer official training for resident assistants
- Resident assistant training and quarterly meetings
- Summer orientation leader training
- Commuter assistants student leaders training and quarterly meetings
- STAR Day - transfer student orientation
- Returning adult accelerated degree program orientation
- Veteran affairs liaison training
- Office of Student Involvement and Office of Student Diversity and Inclusion student worker training
- Athletic staff and coaches

Student Orientation: The fall semester will kick off with a mandatory freshman orientation in August 2017. The Director of Student Diversity and Inclusion will incorporate Dash program information and an overview during the annual devoted two-hour diversity and inclusion session of freshman orientation. The presentation will consist of:

- Program description
- Cultural and socioeconomic diversity and awareness

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- Details about how students can request assistance when needed and what to expect once they do
- Program qualifications
- Details about how to access the online application on the Scholarship America® student portal
- Information about how to apply through a direct link using the [REDACTED] Express portal that links to the Scholarship America® student portal
- A discussion/activity designed to destigmatize students who may feel uncomfortable about applying should the need arise
- Contact information
- Q & A

This presentation will occur a second time during freshman orientation during the annual two-hour multicultural student orientation, hosted by the Office of Student Diversity and Inclusion, specifically targeting the incoming underrepresented student population on campus.

Lastly, a Dash program informational table will be set up during freshman move-in day to provide promotional information to students and parents on the first day they arrive on campus.

**Ongoing Communication of Program in Year 1: August 2017-July 2018**

**Individual Referrals to Students:** In addition to its campus-wide communication plan, [REDACTED] College faculty and staff will also give individual students information about the Dash program as the need arises. Faculty advisors, classroom professors, personal counseling staff, health services staff, and financial aid staff will be empowered to refer students in need to the program. Faculty and staff who work with students every day are fantastic ambassadors for emergency grant programs. A member of the faculty or staff who refers a student to the Dash program will receive a follow-up telephone call or email from the program director after the Dash Review Committee meets to close the loop.

**Evaluation of Year 1: June-July 2018**

After the conclusion of the first academic year the Dash project director will undertake an evaluation of the implementation, and communication and marketing plan. Throughout the grant period, the project director will also measure the impact of the Dash program on students and will use [REDACTED] College data from the National Student Clearinghouse to report their semester-to-semester and year-to-year retention rates for emergency grant recipients.

**Implementation of Year 2: July 2018-May 2019**

XXXX College will implement the Dash program as indicated above, with program enhancements and improvements that are identified through student surveys and evaluation.

**Student Emergency Grant Application Process**

*Students facing financial emergencies are in crisis. Colleges need basic information to pay their emergency expenses, but don't want to scare them off by asking them to jump through too many hoops. The easier colleges can make it for students to quickly benefit from emergency funds, the*

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*sooner they will return their focus to school and move toward completion. Grantees have found that when some advisors reserve specific time blocks on their schedules for emergency grant applicants, the emergency grant application process runs more quickly. Also, the greater the number of advisors trained to meet with students, the more efficiently the program tends to run. Most grantees that designated only one advisor to handle emergency grant requests eventually decided to include more.*

*Describe how you will make applying for and benefitting from emergency grants quick and seamless for students, including:*

- *What department will house the program (may not be the Financial Aid Department).*
- *Who your students will meet with when applying or shortly after applying.*
- *What steps you'll take to help them submit required documents to avoid delays in processing.*

In an effort to make student-centered and culturally competent decisions, the Dash program will be housed in the Office of Student Diversity and Inclusion, and [REDACTED], Director of Student Diversity and Inclusion, will serve as the Dash Project Director.

Assisting Ms. [REDACTED] with initial intake will be two additional points of contact: [REDACTED] Assistant to the Vice President for Student Development, and [REDACTED], Assistant Director for Servant Leadership. Although the program applications will be online through the Scholarship America® student portal, Ms. [REDACTED] (or [REDACTED] if she is unavailable) will meet one-on-one with the student seeking to benefit from a Dash emergency grant. If the student submits the application electronically, or is referred by name by a faculty or staff person, Ms. [REDACTED] (or [REDACTED]) will reach out to that student directly via email, introducing themselves and their roles with the program and to set up a meeting. Ms. [REDACTED] (or [REDACTED]) will collect more information on the student's specific financial need and assist the student in understanding what documents are required for the Dash program. The staff contact helping with the application will explain to the student that, except under extenuating circumstances, a student can only receive an emergency grant once during a two-year period. The initial staff contact person also will take the opportunity during this meeting to offer encouragement to the student to stay the course with his/her academic programs, and provide additional internal and external resources, as appropriate, to ensure that is possible.

After a Dash application is submitted, it will be distributed to Ms. [REDACTED], Ms. [REDACTED] and Mr. [REDACTED] and then assigned to one of them based on who identifies as being available to process the application the fastest via email communication. The assigned contact will hereafter be referred to as the POC. The assigned POC will become the lead person for this application and follow it from start to finish to ensure it is processed within two days and without delay through the system. Having three staff members designated as POCs ensures coverage if one of them is out of the office.



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Once an application is received, the POC will work individually via email with the student to confirm Dash program eligibility to avoid any delays in the process by:

- Confirming the student's status as an undergraduate (defined as a degree-seeking undergraduate student enrolled part time or full time) and student enrollment during the semester in which emergency funds will be awarded through email confirmation from the registrar's office.
- Connecting with [REDACTED], Assistant Director of [REDACTED] Central (Financial Aid), (or in [REDACTED]'s absence, [REDACTED], Director of [REDACTED] Central and Financial Aid), to confirm student meets the expected family contribution of \$7,000 or less.
- Offering hands-on assistance to the student in navigating the online application process through the Scholarship America® web portal.
- Helping the student understand what expense documentation is required in the Scholarship America® web portal. For example, for a car repair, a student should provide a mechanic's estimate. For backup childcare, a student should provide a bill from the childcare provider.
- Ensuring that the student is made aware of internal and external resources that could serve as additional support as appropriate.

**Interventions**

*We know small grants help low-income students weather financial emergencies and stay in school and on course for completion. However, emergency grants are only one piece of the puzzle in helping students stay on track. When students are connected with an advisor and other long-term resources, they are more likely to stay enrolled until degree completion. Grantees have found following up with students and offering them these long-term resources to be an important student success strategy.*

*Explain how you'll support and assist the students who apply for emergency grants, speaking to each of the following areas:*

- *What other campus and community resources you'll offer to help students address problems underlying their current financial emergencies.*
- *How you'll connect students to those other resources.*
- *How you will follow-up once the immediate financial needs have been addressed and who will do so. Detailed follow-up plans will help your application stand out.*

[REDACTED] College intends to incorporate the Dash Emergency Grant Program into its overall student success strategy. In addition to providing funds to students with financial emergencies, XXXX College will use the organizational framework of the Dash program to link students to advisors and long-term resources to help ensure they stay in school and complete their degrees. [REDACTED] intention is to not solely focus on the financial needs of the students, but to provide a holistic review of the students' circumstances to identify those long-term resources that will serve as more consistent support to foster the students' success. Students will be encouraged to continue to work with long-term resources by the offer of various incentives, such as gift cards.

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All students who seek information about or apply for Dash assistance will be referred to the following campus and community resources, as needed for their specific circumstances, to help students address problems underlying their current financial emergencies.

Campus Resources

- The Guardian Angel Fund scholarships are awarded to students with the greatest need, with preference given to full-time undergraduates at junior/senior status who are nearing completion of their degree but are running out of financial aid eligibility.
- "Life Happens" Student Crisis Loan ([REDACTED], Assistant Director for Servant Leadership)
- Financial Literacy Services ([REDACTED], Director of Financial Literacy Services) offer free finance-based services and programs for students.
- Scholarships and other financial aid ([REDACTED]er, Assistant Director of XXXX Central (Financial Aid))
- The Blue Dot Food [REDACTED], Assistant Director for Servant Leadership) on campus was started by concerned staff members in 2001. The pantry is stocked by staff, faculty, and students' donations, and students can use the pantry anonymously 24 hours a day.
- Personal Counseling Services provides a range of free and confidential services focused on mental health and well-being to the XXXX College student community. Individual and group counseling, and outside referrals, are offered.
- The Health Center provides students with confidential education, health care, and wellness promotion designed to assist students striving to maintain optimal physical and emotional health needed for academic and personal success.
- The Academic Success and Career Development Office Provides an accessible environment for students of all abilities and backgrounds to enhance their academic performance and successfully complete their chosen programs.

Community Resources

- Food Share [REDACTED] County – Eligibility information for this federal program will be available in Blue Dot Pantry and from the Dash Liaison.
- Tenant Resource Center – A non-profit, member organization that provides information and referrals, education about rental rights and responsibilities, and access to conflict resolution to empower the community to obtain and maintain quality affordable housing.
- Ride Shares – A free service provided by the state of Wisconsin that serves individual commuters who drive, ride, or bike by bringing commuters together for carpooling.
- Fair Housing Council – A private non-profit organization that operates a full-service fair housing program.
- [REDACTED]t Credit Union – A financial institution that provides financial guidance, education, tools, one-on-one coaching, and innovative programs to empower people to own their financial life.
- [REDACTED] Credit Union – A financial institution that provides financial education, specifically to college-aged students.

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██████████ College will create a brochure that will be placed in a folder of information for all students who apply for Dash funding regardless of whether they are awarded the funding. For those who apply online, the resource brochure will be emailed directly to the student. The resource brochure will also be added to the ██████████ Express student portal, so that all students may access the resources, as needed.

All students who apply for Dash funding will be provided with printed, online and/or emailed information so that they may have the opportunity to benefit from a menu of options as it relates to their financial literacy needs:

- One-on-one financial literacy session with ██████████ College's financial literacy coach by appointment.
- Small-group financial literacy session with ██████████ College's financial literacy coach by invitation.
- Information on Money Smart Week Programming in the fall and spring semester via email invitation from the Dash grant program director
- Information on monthly drop-in financial literacy programs and one-on-one meetings hosted by Summit Credit Union or UW Credit Union held in the Office of Student Diversity and Inclusion
- Referral to personal counseling services to support stress or any other mental health concerns associated with their financial crisis
- Referral to Health Services to support any health concerns that may be related to their financial crisis
- Referral to the Academic Success and Career Development Center to support any academic concerns related to, or as a result of, their financial crisis
- Dominican Life and Mission to support any spiritual needs that may be related to their financial crisis
- Referral to any other financial literacy programs taking place in the residence halls, in partnership with student organizations and clubs or classroom presentations

If a student would like to be connected to any of the above listed resources, at any point during or after the Dash grant process, s/he will be connected in person, or via email to the appropriate contacts via the program director (or one of the identified POCs). These resources will be strongly encouraged for students who do not qualify for the Dash funding. All students will receive follow-up by project staff within two weeks.

By providing a menu of options for students to benefit from financial literacy awareness, we hope to be as inclusive as possible to prevent any barriers related to students' schedules and outside commitments.

Once a Dash application has been approved, the student will then be assigned a POC. The Dash liaison will refer the student to additional campus, community, and financial literacy resources (as listed above) to supplement the grant, address root causes or contributing factors, and further

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support the student's persistence. The student will also participate in at least one of the menu items listed above on the topic of financial literacy. We recognize that some students may need to have a one-on-one meeting in addition to attending a financial literacy session, and the review committee will support the student in making that determination for him/herself. The assigned Dash liaison will follow up with the student at the exit interview to ensure that his/her basic and school needs are being met. If they are not, the Dash liaison will continue to monitor the student until they have their needs met.

If a student is not awarded an emergency grant, the assigned POC will call the student directly to refer him or her to the Financial Aid Office, community resources, the Life Happens emergency loan program, his or her advisor or other resource from the list above that may meet his/her needs. It is imperative that the students' emergency needs are met. A direct conversation with the student will allow the POC to refer the student to the appropriate resources. The program director will send via email and/or give in person the above-described brochure that will be made specifically for the program with resources to support the student. The program director will also follow up with the student within two weeks to learn if the problem has been eliminated or if additional assistance may be provided.

All students who continue to work with the project director and/or Dash liaison about ways in which to get their emergency and other financial needs met will be provided with incentives to follow through on recommendations. Incentives may include but are not limited to: gift cards, cafeteria meals, gas cards, etc.

██████████ College will incorporate both a formative and summative assessment process to not only support our abilities to strengthen and ultimately sustain the program beyond the grant by ensuring our students' needs are met, but to also serve as a model program for other institutions that could benefit from such a model. The formative assessment will happen informally throughout the process at every checkpoint with the student. Any feedback or concerns identified by the student, or challenges identified with the process will be documented by the program director, POC, or the Dash liaison. All documented challenges, as well as successes, will be addressed and processed monthly at a Dash team meeting that all trained review committee members will attend. The summative assessment will occur via email two-weeks after the award has been granted. The email will contain a survey, using Qualtrics Survey Software, including the following questions that mirror language used in our campus climate survey:

1. I know the steps to take within the College if I am experiencing a financial crisis and am in need of an emergency crisis grant.      Yes No Don't Know
2. I felt comfortable reaching out for help.      Yes No Don't Know
3. I was not judged or discriminated against throughout the Dash grant application process.      Yes No Don't Know
4. I was connected to additional resources to support my academic success here at ██████████ College and in the Madison community through the Dash grant process.      Yes No Don't Know

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5. Receiving this grant allowed me to continue my studies here at [REDACTED] College and not have to drop out or take a semester off. Yes No Don't Know
6. I will refer other students in need of the Dash grant as a result of my experience. Yes No Don't Know

This survey will allow for honest, anonymous feedback from participants on the strengths and weaknesses of the program, so that timely course correction can be made to improve the program. Throughout the grant period, the project director will also measure the impact the Dash Grant program is having on students and will use [REDACTED] College data from the National Student Clearinghouse to report their semester-to-semester and year-to-year retention rates for emergency grant recipients. This information will be shared during monthly meetings, institutional meetings, and incorporated into Dash grant year-end reports, including the Great Lakes report. After the end of the first year, a comprehensive evaluation will occur before Year 2.

Additionally, the project manager will explore including a few financial insecurity items on the Campus Climate Survey that is administered to a broad cross section of students each year on campus. Data from these items on the Campus Climate Survey will assist the College in developing a profile of student issues regarding financial and life related insecurities (including food, housing, transportation, dependent care, etc.). Developing a robust profile of issues impacting the student body as a whole will provide important information to assist in planning resource and education efforts at scale to address or prevent pending crises or emergencies.

### **Award Determinations**

*Students face unique pressures and challenges, and shouldn't be judged for the financial circumstances that drive them to apply for assistance. The goal is preventing as many students as possible from dropping out due to unforeseen expenses. We have seen that it is important for those making award determinations to meet frequently to calibrate their decisions.*

*Explain how you'll make award determinations to help as many eligible students as possible get assistance and ensure that all available grant funds are ultimately distributed, including:*

- *What staff will be involved in making award determinations and how they will determine eligibility based on expected family contribution.*
- *How staff will collaborate to make decisions within two business days, including the frequency of application reviews (e.g., upon receipt, once a day, etc.).*
- *How you will calibrate your staff's expectations and evaluations on an ongoing basis to ensure that compassionate and reasonable decisions are made in addressing students' unforeseen expenses with emergency grants.*
- *How you will ensure the emergency grant program continues to run effectively when there is staff turnover.*
- *If relevant, how your award determination process for the Dash grant program will be the same or different from any emergency program currently running on your campus (refer to your answer in "Emergency Grant Programs on Your Campus" above). If you*

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*do have an existing program, please explain how you will determine to award emergency grants through the Dash grant program or through your existing program.*

████████████████████ College will design its Dash award determination process to help as many eligible students as possible and to ensure that all the grant funds are distributed. The Dash review committee will consist of 10 members, although only three members of the committee are required to approve the Dash application request. A large Dash review committee will ensure that the committee may be convened quickly, within two days, to approve/deny the student’s emergency request.

The Dash review committee will include:

██  
██  
██  
██  
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██  
██  
██

The Dash review committee, in partnership with the Great Lakes Dash program, will develop written guidelines to assist in making eligibility determinations based on a student’s family expected contribution and in understanding what constitutes a “financial emergency.” A financial emergency is an unforeseen expense that, if not resolved quickly, could lead to the student’s departure from college and loss of momentum toward completion.

The mechanics of the Dash review committee will be designed to ensure collaboration among members so that award determinations can be made within two business days. As soon as an application is received, the student’s assigned point of contact will convene an in-person meeting with a minimum of two additional committee members. Should the committee be unable to meet in person, the application will be reviewed and approved via email. All committee members are housed within the same building, and the majority are on the same floor within that building, making it easy for a quorum of committee members to assemble for an award determination upon receipt of an application. Should a member not respond to an email, the student’s assigned point of contact can simply walk down the hallway to locate the committee person he or she needs.

Throughout the two-year grant period the Dash Program Director, ████████████████████, and the Vice President for Student Development, Dr. ████████████████████, will periodically calibrate the expectations of the Dash review committee to ensure that compassionate and reasonable

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decisions are made. Compassion is already a guiding principle for all that ██████ College does, as a clearly identified institutional value. ██████ College faculty and staff stands against acts of discrimination, intolerance, or hate, and we expect all community members to assume responsibility for actively understanding and embracing their roles in creating a just and compassionate world. Our Dominican Catholic identity calls us to nurture an environment that values human dignity and worth, mutual respect, and equality for all persons, as reflected in the ██████ College motto, Cor ad Cor Loquitur—Heart Speaks to Heart. All staff are expected to conduct themselves in a manner that reflects this culture.

In addition to our overarching values, ██████ College will also build in mechanisms to ensure that the Dash review committee is making determinations based out of compassion. The Dash program director will facilitate and lead monthly meetings with the Dash Review Committee, as well as representatives from both the Financial Aid and Business Offices to evaluate the value, efficiency, and quality of the Dash program through the formative and summative assessments outlined in the previous section. Survey results will be used to determine the need for periodic retraining, review of award determination criteria, and audits of a sample of applications.

The Dash program will continue to run effectively without interruption if and when there is staff turnover. The program has been designed with a foundation for success by training numerous staff to ensure seamless operations should any staff member resign or be out of the office. Each department involved in the Dash process has capacity in the number of people trained to provide the needed role. The Dash Program Director, or any other trained Review Committee members in the Director's absence, will also provide Dash program training to all new staff through its faculty and staff orientations at the beginning of each semester, as described above.

XXXX College will keep its existing emergency finance program, which will complement the Dash program. Life Happens will complement Dash by being a safety net for students who do not meet Dash requirements, as Life Happens does not have economic limits associated with its eligibility.

*Indicate how quickly you will make each award determination, from the time the application and required documentation are submitted:*

Two days

**Emergency Grant Payments**

*An emergency by definition demands swift action, and the financial emergencies our grant addresses are no different. For our grants to have their desired effect—keeping students on track—we need to move rapidly to make decisions on grant applications and then get funds to the third parties requiring payment on our students' behalf.*

*Detail how the processing of payments to cover emergency expenses will be expedited, including:*

- *Which department or office will process grant disbursements.*

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- *What steps you're taking to ensure checks are promptly sent to third parties to pay for student emergencies after application approval.*
- *How the area that processes payments under the grant will promptly add new third-party payees to their system in cases where an IRS Form W-9 cannot be quickly obtained.*
- *Which staff will be involved in communicating emergency grant approvals to students and to the financial aid office.*

The Business Office will process grant disbursements. Once the review committee approves the Dash request, the approval is immediately sent to the Business Office for a check to be issued within two days. To ensure a seamless coordination between the Office of Student Diversity and Inclusion and the Business Office, the Business Office will designate two staff persons to work with Dash program recipients. They will ensure that all required documents are submitted to avoid delays in processing and so that approved students may quickly pay unforeseen emergency bills. The staff persons are: 1) [REDACTED], Staff Accountant and 2) [REDACTED], AP Specialist. These staff members will ensure that we are compliant with program documents. They will work directly with the students to ensure that all paperwork, such as the W-9, is received.

The Business Office, Ms. [REDACTED], will assign a primary and secondary contact for the payment processing for the Dash grant awards. For new third-party payments, Ms. Kendrick and/or Ms. Thao will contact the vendor via phone or email to expedite the receipt of the W-9 form. In cases where a W-9 is delayed, after verifying the validity of the vendor, the Business Office will issue a check within the two days and follow up with the vendor to obtain the form.

When a Dash application is approved, the project director or assigned POC will monitor the process. They will connect Ms. [REDACTED] in the Business Office at the end of day one to ensure that the check is in process and follow up on day two to make sure that the check has been given to the student and/or placed in the mail.

After the award determination by the Dash review committee, the student will be immediately notified of the decision by email. The email provides detailed instructions of the next steps as well as the program requirements that the student must complete.

The notification email may read:

*Dear (INSERT NAME)*

*Thank you for your application to the Dash program. We are pleased to inform you that your application has been approved in the amount of \$(INSERT AMOUNT).*

*Check which one applies:*

*\_\_\_\_\_ A check for the approved amount will be mailed directly to (INSERT VENDOR NAME) within two days from the approval date.*



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           Per your request, you may come to the Business Office on (INSERT DATE/TIME) and your check will be ready for pick up.

As you are aware, to received Dash funds, within two weeks of receiving your check, you must:

- Meet with INSERT NAME, Financial Literacy Coach, INSERT PHONE NUMBER
- Meet with INSERT NAME, Case Manager, INSERT PHONE NUMBER
- Complete and submit the attached IRS Form W-9
- Complete a program survey

Should you have any questions, please feel free to contact me directly at 608-663-2250.

Sincerely,

[REDACTED], Dash Project Director  
Director of Student Diversity and Inclusion

The Office of Student Diversity and Inclusion, the review committee, and the Business Office will have a monthly Dash meeting to make sure all project departments are working together, identify solutions, and make changes to the program as needed to ensure that student emergencies are identified and assisted quickly.

Indicate how quickly you will process payments to cover emergency expenses, from the time award determinations are made:

Two days

**Budget**

*Note: Complete the Application Data Spreadsheet prior to answering this question.*

*Our goal is to provide you with the support you need to implement an emergency grant program that works for your campus. We want to make sure your process lines up with that used by other grantees who have set up successful programs. When calculating your request, it is important to consider the times of year that are the busiest for your students. Colleges may not need to budget a consistent dollar amount for each month of the grant.*

*Describe how your requested amount of funding for students and administration was determined, including:*

- *Calculations used to determine the dollar amount requested from Great Lakes. This should include an explanation of how the number of total eligible students who might apply was determined.*
- *How you plan to use provided administrative funds.*

Calculations used to determine the dollar amount requested from Great Lakes.

Year 1

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Students based on past/project enrollment	730
10% of students will have the need for emergency grant assistance	73

The average emergency assistance amount is projected to be \$760.25	
Based on Life Happens requests as well as the average rate of rent and utilities for the area.	\$760.25
73 students * \$760.25 average award	\$55,498
Total available for grants to students	\$55,000

**Year 2**

Students based on past/project enrollment	750
15% of students will have the need for emergency grant assistance (increased from year 1 due to awareness of award)	113
The average emergency assistance amount is projected to be	\$763
113 students * \$763.27 average award	\$86,250
Total available for grants to students	\$86,250

**Total available for grants to students** **\$141,250**

Administrative funds will be used towards the costs associated with implementing the Dash pre-program, such as office supplies, utilities, and staff who work for the program.

**Institutional Commitment**

*Our goal is to help you build an emergency grant program that keeps more of your low-income students in school despite financial setbacks. Once it is producing measurable results for your students and institution, our hope is to see you sustain the program after our grant for the benefit of future students.*

*Describe your institution's commitment to meeting your contributed funds requirement under our grant (10% for Year 1 and 15% for Year 2) and sustaining this program after our funding ends, including:*

- *Where contributed funds will come from.*
- *Whether you plan to continue an emergency grant program on your campus after the Great Lakes Dash grant period has concluded, and if so, what steps you will take to make this happen.*

The President's Council of ██████████ College has decided upon an allocation of up to \$5,000 for Year 1 and \$11,250 for Year 2 for our contributed funds requirement for the Dash program. The funds will be allocated through the Annual Trustees' Opportunity Fund. The purpose of the Fund is to support new ventures, entrepreneurial initiatives, provide seed money for innovation, and

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risk capital to advance the College's specific priorities. It is a tangible and substantial commitment of the board to take [REDACTED] College to a new level of excellence and distinctiveness.

[REDACTED] College plans to continue the Dash emergency grant program after the Great Lakes Dash grant period has concluded. The program will be sustained using the Annual Trustees' Opportunity Fund through one of its priorities as a fund for student inclusion, diversity, and persistence. Should those funds become unavailable, the [REDACTED] College Advancement Team will raise money to endow the program or raise the money each year as a part of its annual fundraising goal.

[REDACTED] College has an advancement team of thirteen staff to secure grants, gifts, and endowments. [REDACTED] College is in the process of exploring long-term support through family, community, and national foundations, as well as government-sponsored programs. With a demonstrated need and an excellent reputation, [REDACTED] College is confident in its ability to secure funding for continuation of this program.

The Life Happens loan program was started in 2007 by a student who fundraised \$10,000 to assist students with emergency situations. Based on the successful history of Life Happens, anticipated success with a pilot Dash Emergency Grant Program, and an enhanced culture of inclusivity on campus, [REDACTED] College expects additional complementary programs to be developed. For example, the availability of emergency funds could be expanded to target specific audiences such as veterans, undocumented students, and non-traditional students such as graduate students.