



Providing Financial Support for Students During COVID-19

Student Success Collaborative

Audio Options

2

Refer to the webinar confirmation email you received in your inbox.

Date Time: Jul 23, 2018 11:30 AM Eastern Time (US and Canada)

Join from a PC, Mac, iPad, iPhone or Android device:

Please click this URL to join. [https://eab.zoom.us/j/477956446?tk=v76BQ7-](https://eab.zoom.us/j/477956446?tk=v76BQ7-GGtjFFkf-Cv5w3gWr_whS5K-viY_KTcb9uQE.DQEAAAAHH0JXhZsS3ITZWJ1VVNSMjRZY2FFMWxxZ1NBAA)

[GGtjFFkf-Cv5w3gWr_whS5K-](https://eab.zoom.us/j/477956446?tk=v76BQ7-GGtjFFkf-Cv5w3gWr_whS5K-viY_KTcb9uQE.DQEAAAAHH0JXhZsS3ITZWJ1VVNSMjRZY2FFMWxxZ1NBAA)

[viY_KTcb9uQE.DQEAAAAHH0JXhZsS3ITZWJ1VVNSMjRZY2FFMWxxZ1NBAA](https://eab.zoom.us/j/477956446?tk=v76BQ7-GGtjFFkf-Cv5w3gWr_whS5K-viY_KTcb9uQE.DQEAAAAHH0JXhZsS3ITZWJ1VVNSMjRZY2FFMWxxZ1NBAA)

Note: This link should not be shared with others; it is unique to you.

[Add to Calendar](#) [Add to Google Calendar](#) [Add to Yahoo Calendar](#)

Or iPhone one-tap :

US: +16468769923,,477956446# or +16699006833,,477956446#

Or Telephone:

Dial(for high quality, dial a number based on your current location):

US: +1 646 876 9923 or +1 669 900 6833

Webinar ID: 477 956 446

International numbers available: <https://zoom.us/j/477956446>

Using Your Computer Speakers

If you select the “Computer Audio” option, please be sure that your speakers or headphones are connected.



Using Your Telephone

If you select the “Phone Call” option, please dial in with the phone number and access code provided.

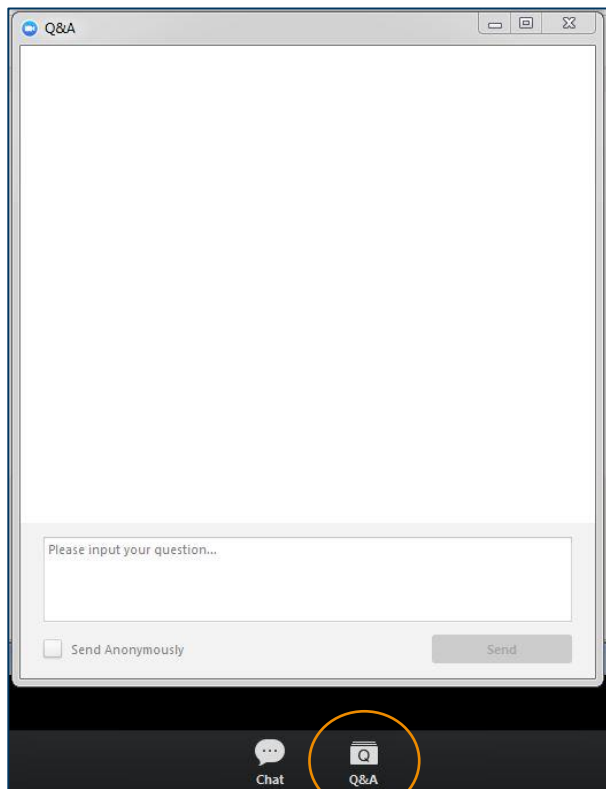


Asking a Question

To ask the presenter a question, navigate to the Q&A button at the bottom of your screen and type it into the Q&A Panel.

After the webinar, a member of our team will be in touch to follow-up on your questions individually.

Type your question here





David Bevevino

Senior Director

dbevevino@eab.com















Sarah Ulep

Strategic Leader

sulep@eab.com

Most Pressing Concerns Emerging from COVID-19

How EAB Can Support Your Efforts to Navigate the Crisis and Beyond

 Strategy and Organization	 Undergraduate Recruitment	 Student Success	 Adult Learners
<ul style="list-style-type: none">How should we plan to safely welcome students, faculty, and staff back to campus in the fall?How do we address immediate cost-cutting needs while preserving strategic options for the future?How can we use this crisis as a catalyst to prompt difficult decisions (e.g., program review) or enact bold change?What enduring changes (virtualization, financial fragility, safety-ism) will carry into the post-COVID-19 world, and how can we prepare?	<ul style="list-style-type: none">How can we adapt our yield, financial aid, and net tuition revenue models for COVID-19?What virtual methods and strategies can we use to effectively engage prospective students and their parents?How can we convey an authentic, honest, and meaningful portrayal of our institution in a virtual world?How do we augment our future prospect pool when Search names are delayed?	<ul style="list-style-type: none">How can we address the needs of underserved student populations hurt most by COVID-19?How do we virtually onboard new students most effectively, so they don't reconsider their decision to attend?What do we do now and over the summer to reenroll our fall class?How do we use the lessons of the spring to protect course completion rates in the fall?	<ul style="list-style-type: none">What educational offerings will adult learners need most amidst economic uncertainty?What strategies will allow us to expand our adult learning efforts within a cost-constrained world post-COVID-19?How do we improve our flexible and online delivery capabilities to meet students where they are?
Select EAB Research, Services, and Technology			
 EAB's Coronavirus Resource Center on EAB.com  Academic Performance Solutions and Education Data Hub	 Enrollment Services, Transfer Portal, Financial Aid Optimization, and Agency Services  YouVisit Interactive Content and Virtual Tours	 Navigate (Student Success Management System)  Student Success Playbook	 Adult Learner Recruitment Marketing  Market Responsive Program Design

Have We Hit the Bottom?

Financial Damage Is Already Causing Concern for Individuals and Schools

40M+

Jobless claims filed since the beginning of stay-at-home orders, though some jobs coming back

3.2%

Gap between men's and women's unemployment rates, 13 and 16.2 percent respectively, with higher gaps for people of color

15-25%

State tax revenue shortfalls in fiscal years 2020 and 2021 as a result of COVID-19, leading to higher education cuts



A Tenuous Prospect, Now Even More Tenuous

“Even in the best of times, a solid plan can crumble quickly. **For many low-income students, though, the plan to attend college is never quite solid.** Right up until move-in day, many things can go wrong that prevent them from enrolling — a family member gets sick, a parent loses a job, a major expense arises. **The pandemic has delivered one or more of those circumstances to many households.** For families with little or no savings, for those clinging to a rung just above financial ruin, the crisis has turned college into an even more tenuous prospect.”

Eric Hoover, Chronicle of Higher Education

Source: Center on Budget and Policy Priorities; Route Fifty; Chronicle of Higher Education.

<https://www.routeifty.com/management/2020/05/women-job-losses-coronavirus/165716/>

Basic Needs Insecurity During the Pandemic



58%

Students reporting basic needs insecurity at both two- and four-year institutions

19%

Percentage point difference between black and white reported basic needs insecurity

15 and 11%

Housing insecurity reported by four-year and two-year institution students, respectively

Massive Disruption to Support Networks and Systems

“With the emergence of COVID-19, the lives of students throughout higher education were substantially disrupted, practically overnight. Between March 6 and March 13, nearly 300 universities moved classes online. Campus closures occurred against a backdrop of job losses affecting both students and their families. Many students lost access to food and housing provided on campus, along with key support services, including on-campus food pantries and case managers...

*Sara Goldrick-Rab, et al.
The Hope Center for College, Community, and Justice*

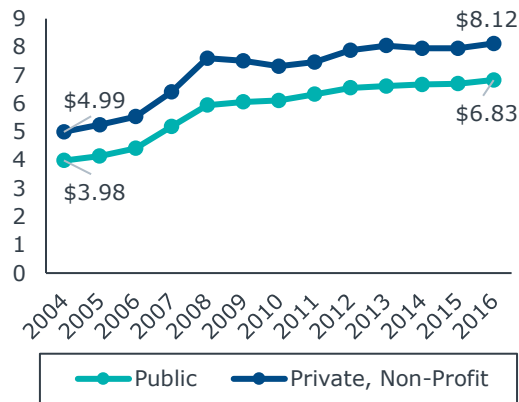
Sources: Goldrick-Rab, Sara, et al. #RealCollege During the Pandemic. June 2020. Hope Center for College, Community, and Justice.; EAB interviews and analysis.

Dollars Per Borrower on the Rise

Borrowing Decline Not a Result of Students Borrowing Less

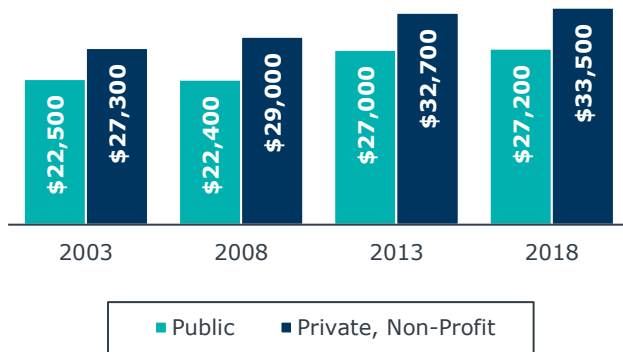
FTFT Borrowers Borrow More

Average Amount Borrowed (in thousands)
by FT-FT Borrowers¹



Graduates Have More Debt

Average Cumulative Amount Borrowed (in thousands)
by Degree Recipients Who Borrowed



Key Takeaways

- ▶ Steady increase in borrowing per borrower
- ▶ Significantly greater debt burden than before recession

- ▶ Debt at graduation continues to increase
- ▶ Public university debt at graduation now exceeds four years of maximum federal direct loans

1) Federal and private loans, excludes Parent PLUS

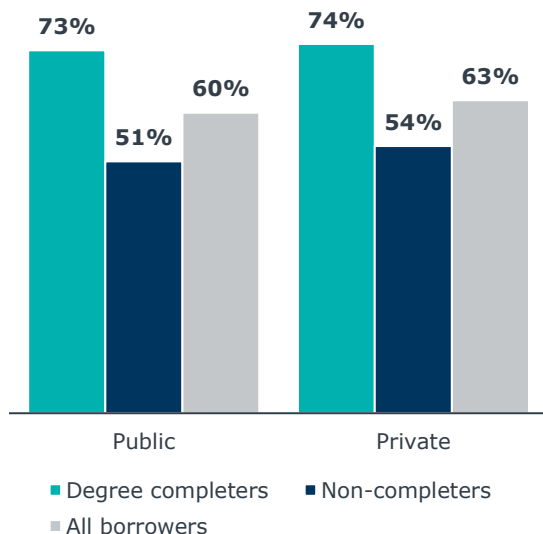
A Deeper Dive: Debt of Non-Completers



Debt and No Degree Makes Repayment Much Harder

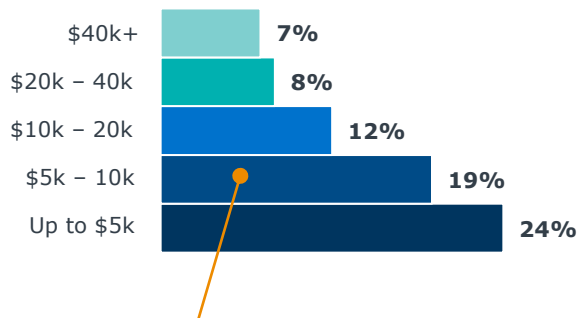
Repayment Rate Much Lower for Those Who Don't Get a Degree

Median 3-Year Repayment Rate for Bachelor's Programs by Sector, 2016-2017



Default Rates Inversely Correlated with Amount of Debt

3-Year Cohort Default Rate Among Borrowers Entering Repayment in 2010-11, by Loan Balance



Non-Completers and High Rates of Default

\$10.4k

Average debt load of non-completers¹

One of the principal reasons low-amount borrowers have higher default rates is because non-completers have lower cumulative debt on average

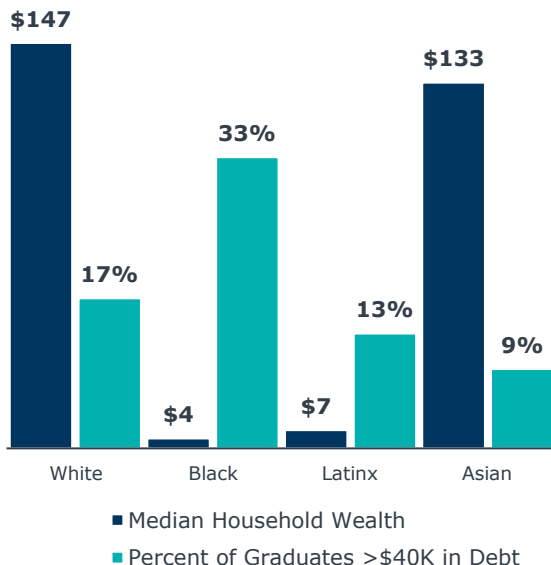
1) Private, non profit, 4-year institutions. Federal Student Loan Debt Burden of Noncompleters, NCES, 2013

A Deeper Dive: Racial Disparities

Structural Racism Torpedoes Outcomes for Black Borrowers

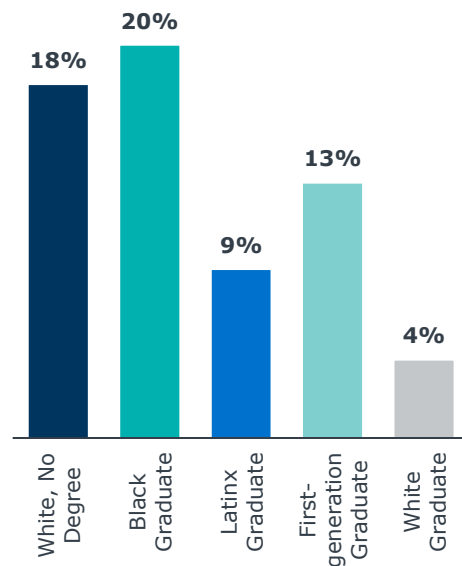
Limited Assets Means More Debt

*Median Household Wealth (in thousands)
and Percent of Graduates Having
Accumulated >\$40K Debt*



Black Graduates Default More Frequently than White Non-Degree Earners

*Percent of Borrowers who Default within 12
Years of Beginning College, 2004-2016*



College Board Trends in Student Aid (2019); Scott-Clayton, Judith. *The Looming Student Loan Default Crisis Is Worse Than We Thought*, Evidence Speaks Reports, Volume 2, #34. Brookings, January 10, 2018; "Facts: Racial Economic Inequality," inequality.org. <https://inequality.org/facts/racial-inequality/#racial-wealth-divide> Accessed January 23, 2020; EAB interviews and analysis.

- 1 **Hold Reform and Balance Forgiveness**
- 2 Preventing and Recovering from the Loss of Financial Aid
- 3 Using Navigate to Identify Financial Distress and Provide Support
- 4 Supporting Undocumented Students
- 5 Questions and Additional Resources

Reform (and Keep Reforming) Your Holds

13

Prevent Administrivia from Knocking Students out of College

A Hold for (Almost) Anything You Can Think Of

Findings from EAB partner schools undergoing strategic review of holds



University of Colorado, Denver

42

hold types that could prevent registration



Wayne State University

56

hold types that could prevent registration

Bursar Holds the Vast Majority of Cases

Hold Type	Cases	Resolution
Student Accounts	1,650	Raise balance threshold from \$100 to \$500
Housing	150	Raise threshold
Student Health	52	Defer to next term
Parking	29	Defer to next term
Advising Hold	26	Defer to next term
Student Conduct	12	Personal outreach



30%

of first-year class impacted by holds

Checking in on Balance “Forgiveness”



Key Principles of a Successful Grant Program

1

Collaborate with Academic Affairs Offices

- Academics, financial aid cooperate on selection, ensuring students are needy and on track to completion
- Leverages academic advisors' student knowledge

2

Prioritize Eligible Seniors

- Ensures highest impact in degree completion-per-grant terms
- Limits chance recipients will need another grant

3

Forgo Student Applications

- Allows grants to follow institutional priorities, such as maximizing completions
- Limits chance students can game the system

Increased Revenue and Completions, Little Evidence of Double Dipping

\$3M

Net-tuition revenue preserved since 2011

70%

of students graduate within two semesters

20%

Require additional awards



Who Receives Microgrants?

15

Using Predictive Modeling to Prioritize Students for Microgrants

30%

of students face
financial risk



20%

of students cannot
pay on their own



10%

of students prioritized
for microgrants

Who Gets Prioritized (and Why)?

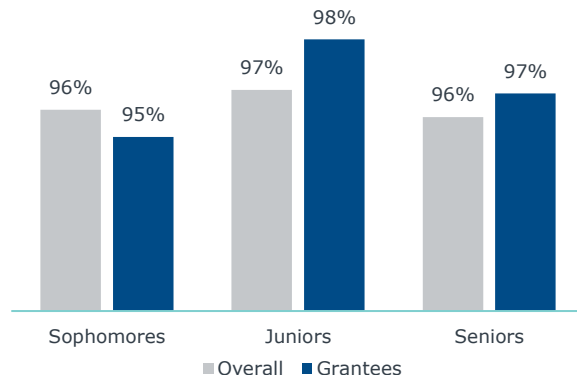


- 1 Underserved Populations (Equity)
- 2 Smaller Balances (Maximum Impact)
- 3 High Likelihood of Graduation (ROI)

Financial Risk Included in "Likelihood to Graduate" Calculations

- Progress to degree
- Registration status
- Risk score
- Early alert notes
- **Financial aid eligibility**
- Entrance scores
- Date of last payment
- Transcript requests
- Email response rate

Grantees Retain On-Pace with Others



Sources:

Scaling Efforts to Uncover Financial Need



Peer-to-Peer Support Builds Strong Student Connections and Experiences

EAB Blog Post: “Ten Ways You Can Address Equity Challenges During COVID-19”

1. Connect eligible students to SNAP, WIC, and other public benefits
2. Help students appeal and update their financial aid packages
3. Adjust student account policies to help students register
4. Connect with nonprofits, community organizations, churches, and more
5. Regularly assess student needs with polling
6. **Direct peer mentors to connect with students, even about financial aid**
7. Encourage faculty to engage with students using technology
8. Call your students
9. Conduct outreach campaigns
10. Provide virtual tutoring

UDC Uses Peers to Reach Unregistered Classmates

10 peer advisors

20 hours/wk each

\$9.50/hr (\$5,727 annual)

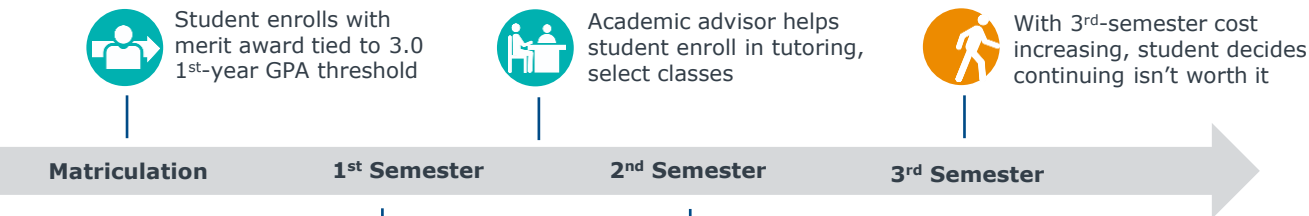
2,000 calls per term

- Payment nudges
- Financial aid prompts
- Escalation of more complicated cases
- Creates capacity for professional advisors

UNIVERSITY OF
THE DISTRICT OF
COLUMBIA
1851

Preventing Loss of Financial Aid

18



Need-Merit Swap



Substitute need aid for merit aid whenever possible if a student loses merit eligibility

2-Yr GPA Threshold Swap



Give students two years to meet GPA threshold so that students who struggle with the transition to college have time to course-correct

SAP as Threshold



Set the requirement for maintenance of merit aid at satisfactory academic progress (SAP), rather than a separate GPA threshold

Keep HOPE Alive

Helping Students Recover Lost Financial Aid



Improving Outcomes for HOPE Regainers and All Participants

20.2

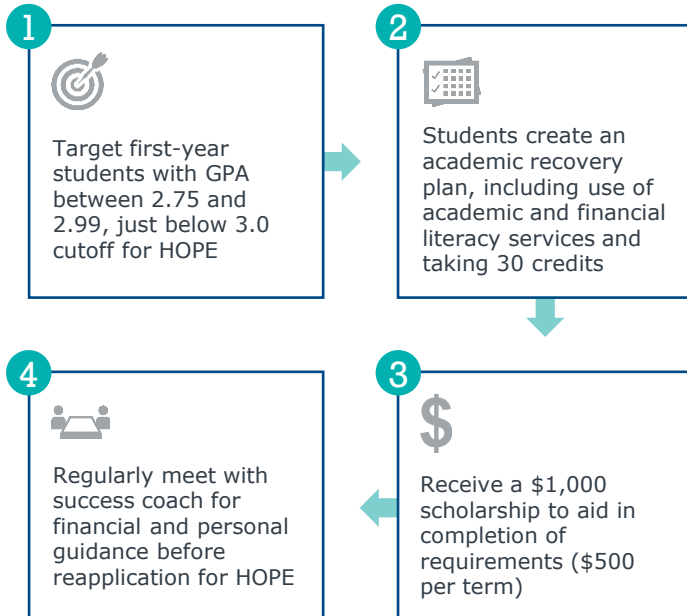
percentage point improvement in 6-year graduation rate of participants, even for students who never regain

55%

of participants regained the HOPE scholarship by the next year (2011-2015)

370+

students served since 2009



Supporting Students Through the COVID-19 Crisis with the Navigate Student App

20

Preparing for Financial Uncertainties in the Next Term



Challenge

- Due to **job loss or furlough**, we don't know if students will have unforeseen challenges such as paying for classes or related educational expenses.



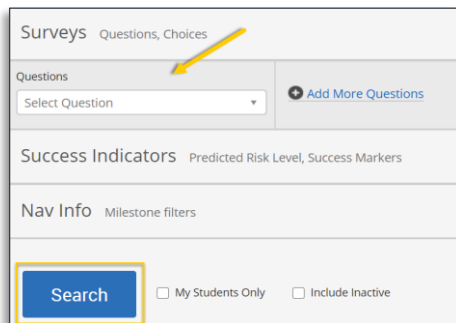
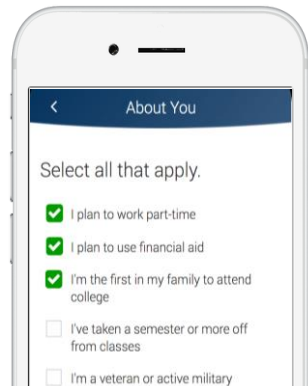
Recommendation

- Create a **Quick Poll** to learn about students' current financial situation and any concerns they may have.



Action Plan

- Assign a **Student Financial Services** representative to each student that submits a concerning response to the poll.
- Search Student responses and Reach out via **message** or **appointment campaign** in Navigate



Sustaining Outreach Across the Summer Months

Continue to Keep a Pulse on Your Students

Example Poll/Survey	Intervention Strategy/Follow-up	Timing
Have you registered for fall yet?	Used branch logic to gather additional information for “No” responses, followed up with the students who replied with a “No”	End of Term, Early Summer
Why have you not yet registered for the next semester?	Identified which students had a fixable barrier (e.g. financial, course registration) and connected them with the right resource	Early – Mid Summer
Do you have concerns about paying for the next semester?	Appointment campaign directed at students who indicated they needed help registering	Early – Mid Summer
Do you need help adjusting your Financial Aid because of COVID-19?	Follow-up by Financial Aid office to review student’s aid package and determine any needed adjustments for upcoming term	Early – Mid Summer
Is it difficult for you to buy enough food for you or your family?	Follow-up from the institution’s care team, health services office, or institutional leadership to figure out support for individual student	Start of Term

Sample Scripting

Do you have concerns about paying for the next semester?

- ☐ Yes
- ☐ No
- ☐ I’m not sure yet

Have you completed the FAFSA? If not, how can we help?

- ☐ I don’t plan on doing the FAFSA this year.
- ☐ I am still collecting the paperwork that I will need.
- ☐ I haven’t had time.
- ☐ I don’t understand all the questions.
- ☐ I don’t feel comfortable sharing more information.

Is it difficult for you to buy enough food for you or your family?

- ☐ No, thank you for asking.
- ☐ Not really, but resources would be helpful.
- ☐ Yes, I tend to struggle with this.
- ☐ Yes, this affects my performance at school.

Designating a Financial Aid Care Unit for Addressing Student Needs



Care Unit Purpose: Facilitate outreach and appointment scheduling for students with financial needs and document basic information about student appointments and issue resolution for visibility

GUILFORD
COLLEGE

Process:

- Guilford College** uses a Financial Aid Care Unit to **schedule appointments** with students, **conduct outreach campaigns** to students with specific financial needs, and document basic appointment and issue resolution information with a **custom appointment summary** template
- Financial Aid appointment summaries are added to Navigate and visible on **student profiles** with **advisors and student success staff** as the intended audience; private Financial Aid notes are recorded outside of Navigate

Details:

Appointment Services:

- FAFSA Help
- Financial Aid Questions
- Scholarship Questions
- Veterans Services
- Account Balance/Refund Questions
- Apply for Financial Aid
- Financial Aid Advising
- Federal Assistance for Workforce Programs
- Submit Documents

APPOINTMENT REPORT FOR

Appointment Details

Care Unit:

Location:

Summary Details For

Student's financial concern was partially resolved? ☐ Yes ☐ No ☐ N/A

Student's financial concern was completely resolved? ☐ Yes ☐ No ☐ N/A

Reason for being seen

Next steps

Documents received

Other

Aid eligible? ☐ Yes ☐ No ☐ N/A

FACA issues? ☐ Yes ☐ No ☐ N/A

SAP eligible? ☐ Yes ☐ No ☐ N/A

Applied for both aid years? ☐ Yes ☐ No ☐ N/A

Registered for current and future semester? ☐ Yes ☐ No ☐ N/A

Other payment options? ☐ Yes ☐ No ☐ N/A

☒ Attended

Checkin: to Checkout:

Suggested Followup

This will be saved on the report as a suggestion. No appointment will be created.

Date: Time:

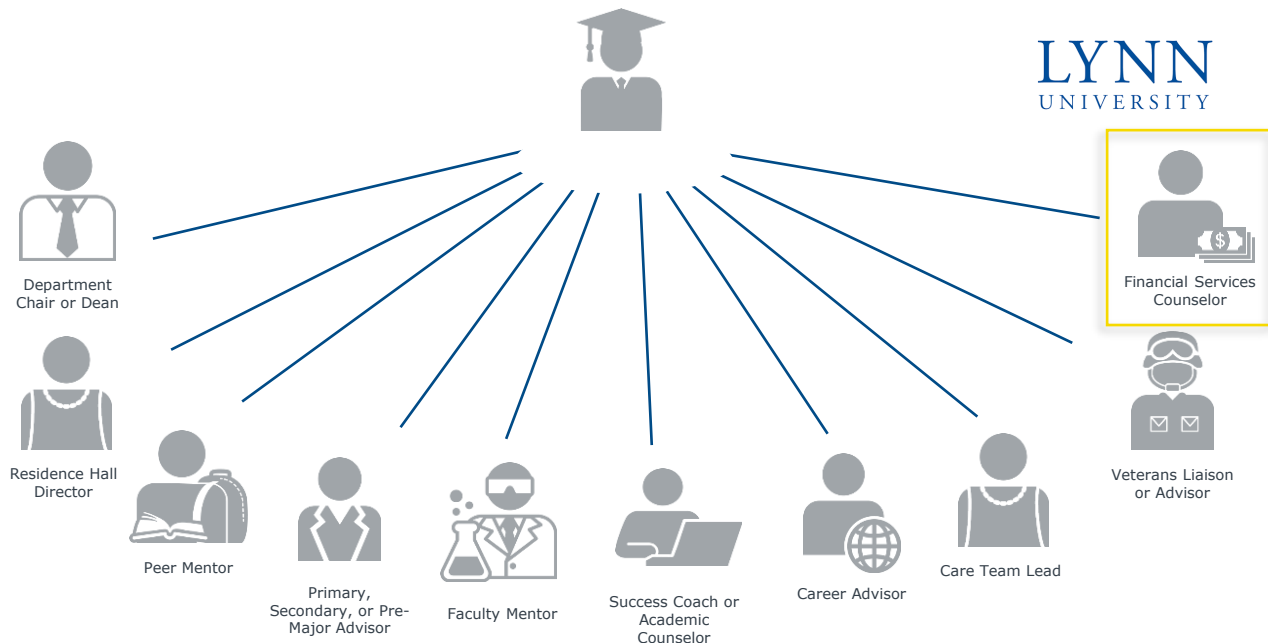
Save this Report

An appointment will be created after you submit this report. If a Meeting End Time is not entered, this will default to the time you Save this Report.

Creating Custom Relationships in Navigate

23

Bolster the Student's Care Team by Assigning a Financial Services Counselor



Questions to Consider

- **Would your Student Financial Services (SFS) Counselors benefit from access to profiles for specific student populations?**
- **Are your SFS Counselors engaged (or should become engaged) in alerts and care coordination?**
- **How could a Student's greater visibility into their Care/Support Team improve their outcomes?**

Looking Back on CARES Aid and Other Funding

24

Respond to the Quick Poll with Your Approach

In-House Application

Recommendations

- Reduce paperwork as much as possible
- Ask students to specify expenses related to COVID
- Indicate max reimbursement amount
- Explain that not all requests can be approved

Disadvantages

- Cumbersome for students
- May create delays and selection bias



In-House Distribution Method

Recommendations

- Determine your approach to breadth vs. depth of support
- Use some official measures of student need
- Process and disburse funds quickly
- Concisely explain the formula

Disadvantages

- Difficult to determine accuracy of need



Hybrid Approach

Recommendations

- Create a simple distribution methodology
- Spread funds broadly to mitigate ill will
- Ensure many on campus have basic information about the distribution

Disadvantages

- Takes the most work of the three options



Swift Student financial aid appeal service



Single Stop partnership connecting students to public benefits



Technology loans and expansion of access

Supporting Undocumented Students

Emerging Ways to Help Students Often Left Out of Many Programs

80%

of working Dream.us¹
undocumented students reported a
loss of income in March 2020



Diverting Institutional Funds

Institutions like Colorado State University gave all undocumented students \$1,500 from institutional funds, leaving CARES funding for others and attempting to create equity with those who received stimulus funding

65%

of Dream.us undocumented students
reported needing help with rent or utilities



Specific Fundraising Campaigns

Donations from alumni and others, including students themselves, fund emergency aid. MiraCosta College's student government gave \$5,000 for undocumented students

48%

of Dream.us undocumented students
reported needing help with meals



Loan Interest Accrual Pauses

University of California System paused accrual of interest on DREAM loan program and delayed late fees on many payments



[National Immigration Law Center](#)

Resource pages decode what CARES Act benefits undocumented immigrants can receive, especially unemployment benefits



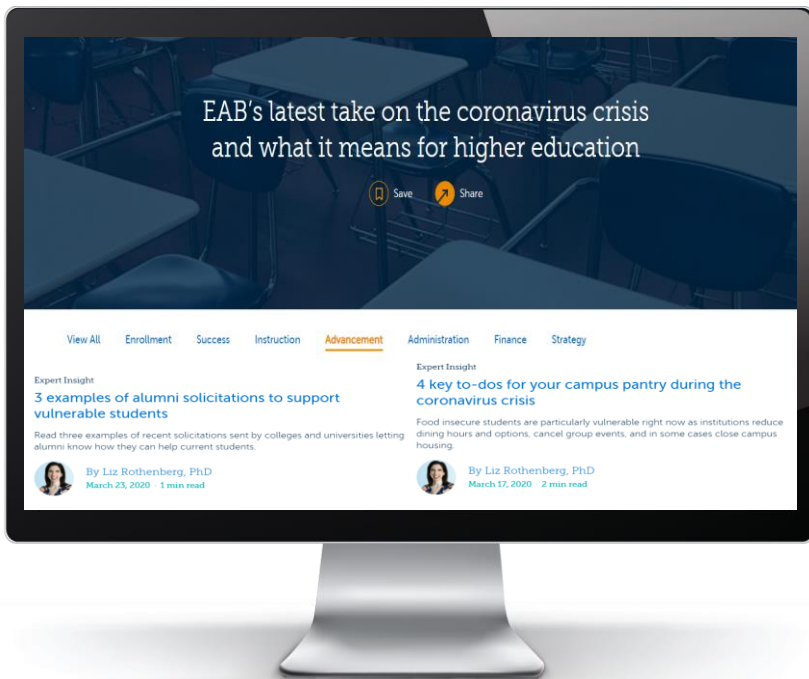
List of Institutions Offering Aid

"[My documented Life,](#)" website compiling list of schools that offer some form of emergency aid to undocumented students

1) Thedream.us is a scholarship program for undocumented students attending 70 institutions of higher education across the United States. Their survey included over 1600 respondents.

Additional Resources

Visit [EAB.com](https://eab.com) for more information



Other Insights on EAB.com

- Four ways to ensure vulnerable student success on your campus
- How alumni and donors can support student career and networking needs during COVID
- What do early indicators tell us about equity gaps in higher education?
- 10 ways you can address equity during COVID-19
- Three ways universities are helping their communities during COVID-19



Washington DC | Richmond | Birmingham | Minneapolis | New York

202-747-1000 | eab.com