Game Changing Work:
DESTINATION GRADUATION

United Way
Heart of Florida United Way

Case Scenario

A student at your higher education institution reaches out to you stating that they are considering dropping out of all of their classes. They explain that they have lost hours at work and their financial aid has not disbursed. They might have to pick up a second job, but their class schedule would not allow them to do that. Their current situation is:

➢ They do not have all funds to pay for rent due in two weeks.

➢ Their electric bill is past due.

➢ Their internet is due to be disconnected today.

What system does your higher education institution have in place to respond when students face such crises?
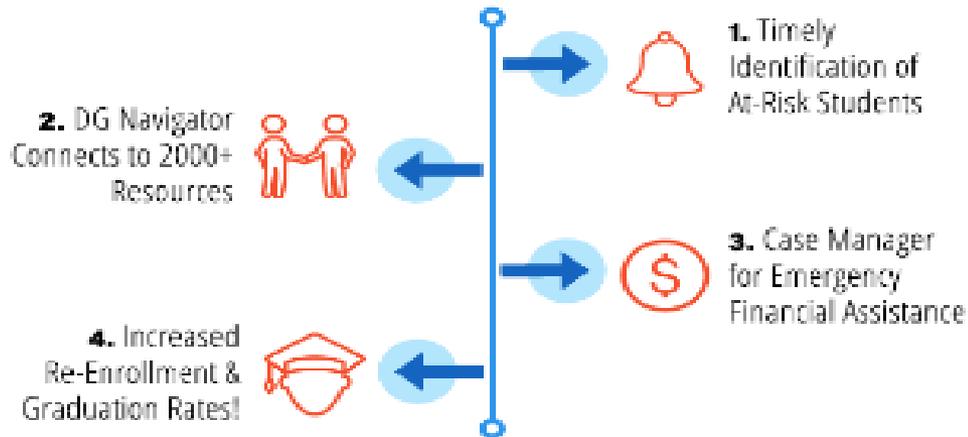
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Fight for the Solution

DESTINATION: GRADUATION

How It All Works

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

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Destination Graduation in 2018

Outputs:

- 400+ students helped
- 113 students funded*
- $72k distributed in emergency aid

Outcomes:

- 84 percent re-enrollment rate in Summer 2018. This represented a 15 percent increase when compared to all low-income students in Seminole State College.

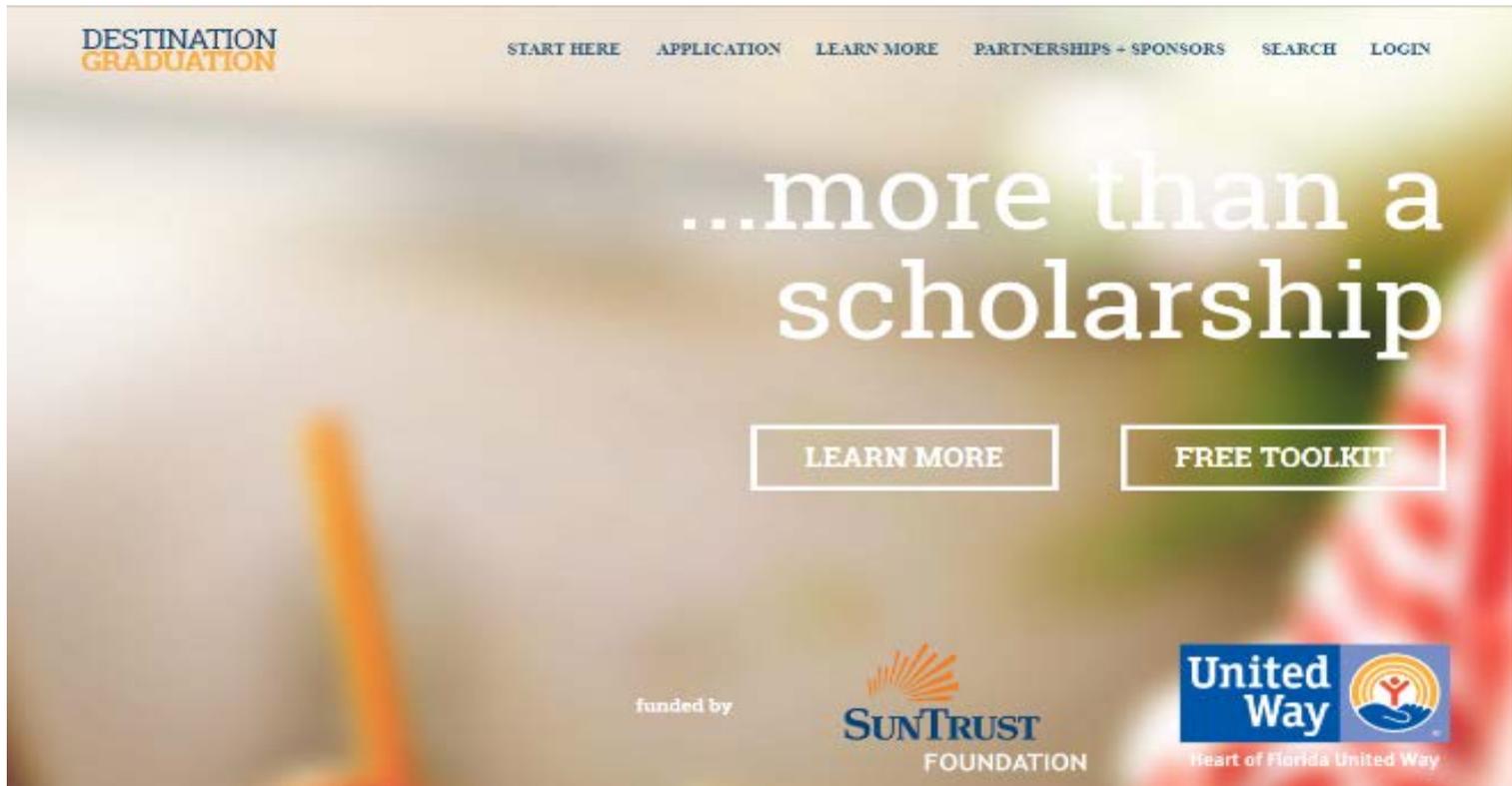# Impacting Lives

Nicole

Replicating Destination Graduation

If you have an electronic device, please open your browser and type
http://destinationgraduation.org/

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 work space 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)

Interactive Opportunity

If you have an electronic device, please open your browser and type http://destinationgraduation.org/

destinationgraduation.org/wp-login.php?redirect_to=http%3A%2F%2Fdestinationgraduation.org%2Fmy-toolkit%2F

Username or Email Address

FCAN2019

Password

☐ Remember Me   Log In

Lost your password?

← Back to Destination Graduation

Username: FCAN2019
Password: UnitedWay2019!

Toolkit Resources

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

LEARN MORE

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.

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Thank You!