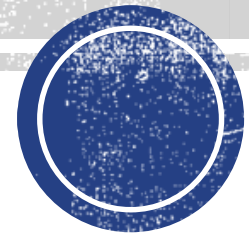


**WHAT CAN WE LEARN
FROM GREEN LIGHT, RED
TAPE & THE WHEELHOUSE
REPORT**



Tim Bonnel & Elizabeth Hilton

RESEARCH:

- Green Lights, Red Tape TICAS - Dec 2007 (GLRT)
- After the FAFSA, TICAS - July 2010 (AtF)
- Money Left on the Table, Wheelhouse - April 2018 (MLOT)



WHOSE IN THE ROOM?

Let's group:

12 yrs + = GLRT, AtF, MLOT

9-12 yrs = AtF, MLOT

0-8 yrs = MLOT



FA FEUD!

We reviewed all three research documents and we have captured the findings and recommendations of each report.

The answers are on the board.

Do you know or can you guess the answers:



GREEN LIGHTS & RED TAPE

- What are the Community College Strategies and Recommendations?
 1. Increased awareness of the higher income limits for CCPCG through FAFSA
 2. Increased awareness of federal and state aid opportunities available through FAFSA
 3. Foster opportunities for communication between colleges and encourage dissemination of best practices
 4. Address the underlying variance in financial aid administrative funding levels



AFTER THE FAFSA

- What “red tape” barriers are there for students that can prevent them from getting aid?
 1. Reject Codes
 2. Verification
 3. Other Procedural Hurdles
 4. Getting Paid
 5. Office Communications



WHEELHOUSE REPORT: MONEY LEFT ON THE TABLE

- What were the 4 main reason why students leave such significant sums on the table?
 1. Campus policies & advising resources may influence if students can navigate verification
 2. Students may have incomplete or incorrect information
 3. Counseled to “save” Pell for transfer but with low completion rates may not be a good strategy for all students
 4. Students may appear eligible without being eligible



DISCUSSION

- What did we learn from the reports?
- What can we change?
- What should we change?
- What barriers exist or can exist for students? Group work...



GROUP WORK: WHAT BARRIERS ARE OUT THERE FOR STUDENTS?

- Pay students after the semester is completed/grades posted
- All verification documents must be turned in with a picture ID in person
- 100% verification
- Having multiple steps after verification is completed
- Extending the “dependent” age past 24
- Requiring forms to be notarized
- Forms are lengthy, confusing and complex
- No FAFSA corrections
- Do not offer professional judgements / SAP appeals
- Restrict PJ process/ SAP policies to narrow eligibility
- Requiring dependent students to have a co-signer
- Offering paper FAFSA and CCPG applications and creating barriers (only use blue ink)



GROUP WORK: WHAT BARRIERS ARE OUT THERE FOR STUDENTS?

- Do not offer drop in services/limited office hours
- Only offering FAFSA workshops at one location
- Do not offer assistance in alternate languages/formats
- Requiring finger printing for FA
- No communication/follow up with students
- Requiring personal statements for loan approval
- Requiring a receipt for all repayments
- Arbitrary deadlines
- Having multiple touches on a students file
- No printed materials
- Inadequate web services / social media



GROUP WORK: WHAT BARRIERS ARE OUT THERE FOR STUDENTS?

- Not offering any workshops/FAFSA assistance
- No outreach/inreach or marketing
- Reduce/eliminate transparency
- No training for staff
- No written policy and procedures
- No partnership with other campus partners
- Use of “FA” language, lack of ease in FA explanations
- Advising students to “save” Pell/Cal for transfer
- Mandatory in person FA workshops with extensive time commitment





WRAP UP!

- Check the app for an updated presentation with our outcomes!

