

EMERGENCY AID CASE STUDY REPORT

*LESSONS LEARNED FROM 2025-2026
CAMPUS MICROGRANT RECIPIENTS*

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Author: Alexa Wesley Chamberlain, Director of Research and Strategy, NASPA

Background

Emergency aid serves as a critical, timely resource to support students experiencing financial distress and unexpected expenses. When intentionally integrated into a holistic student support strategy, institutions can leverage emergency aid as a touchpoint for connecting students with wraparound services and community resources that support long-term success. Through sponsorship from TIAA, NASPA awarded \$10,000 to five institutions to provide emergency aid resources directly to students. Receiving more than 300 applications, NASPA prioritized institutions well-positioned to distribute microgrant funds directly to undergraduate students and with demonstrated alignment of emergency aid offerings for student needs. The five institutions selected for the 2025–2026 cohort included *Community College of Aurora*, *Grambling State University*, *LaGuardia Community College*, *South Louisiana Community College*, and *University of Houston-Downtown*.

Key Themes and Strategies

NASPA's 2018 [Emergency Aid Rubric](#) outlines six capacity pillars critical for successful emergency aid administration:

- Management
- Policy Implications
- Technology
- Measuring Success
- Securing Resources
- Increasing Awareness

Although these pillars still hold nearly a decade later, interviews with 2025–2026 microgrant recipients highlighted updated strategies that reflect current contexts.



MANAGEMENT: *Ensure cross-functional perspectives about student needs are included as part of the process for administering emergency aid.* Collaboration across multiple functional areas and constituencies—including, but not limited to, financial aid, student affairs, faculty, advancement, and cabinet-level leadership—is central to carrying out a holistic approach to emergency aid administration that considers all aspects of a student’s needs and experiences. Having a coordinated, collaborative approach is also essential to proactively connecting students with other personalized supports beyond emergency funding. For some campuses, this approach may look like having cross-functional representation on an emergency aid application review committee or leveraging technology platforms to support tiered approvals and awareness about student engagement. For others, a lead office may engage other departments on campus as informed referral partners that can identify and ensure a warm handoff of students to a centralized resource hub. Recognizing the power of peer-to-peer connections also stood out among the 2025–2026 microgrant cohort. Building opportunities for student engagement in the process is an intentional step to fostering community and connection building in addition to receipt of emergency aid funding.



POLICY IMPLICATIONS: *Recognize the need for flexibility in distributing emergency aid to students in a way that respects their dignity and enables them to address urgent expenses in a timely manner.* The way institutions decide to distribute emergency aid is a key consideration that can affect a student’s level of choice about how funding can be used. Institutions may choose to distribute funds through a foundation that manages fundraising and gifts in support of the institution, providing more flexibility for students. Depending on campus contexts and policies, processing emergency aid through the institution can place additional constraints on how funds are spent and accounted for, especially if a student has an existing balance or has reached their cost of attendance limit and is unable to negotiate this threshold. The way funds are distributed can impact a student’s eligibility for other forms of financial aid and their autonomy to apply funds toward their emergency expenses. The form of distributing funds (e.g., gift cards, direct refunds to student personal accounts, checks, direct payments to vendors) is another decision point that presents various tradeoffs. For example, administering emergency aid funds via gift cards in fixed amounts allows for rapid turnaround times to provide students with funds quickly, but this form can pose limitations for those who have expenses that only allow for one card (e.g., a student cannot combine two \$50 gift cards to pay a \$120 expense) or that only accept checks (e.g., rent). As another example, paying a vendor directly may allow for more flexibility in the types of expenses that can be covered, but this approach can be highly time intensive and unfeasible for administrators at scale. Other considerations may include the extent to which students must provide documentation or justification about their emergency expenses and follow up about how funds were used. Although 2025–2026 TIAA recipients each had policies that required some form of information to better understand a student’s emergency aid request, they intentionally prioritized trust in how students spent funds with minimal administrative burden and requirements.



MEASURING SUCCESS: *Take a multifaceted assessment approach to emergency aid programs that examines patterns around student needs, quality of emergency aid application experience, and impact of funds.* The 2025–2026 microgrant recipients stood out for their holistic approaches to understanding their students’ context-specific needs and identifying ways to improve those approaches. Intentional collection and analysis of institutional-level data about student characteristics (e.g., independent status, students who have experienced foster care, Pell Grant eligibility, first-generation student status, part-time enrollment status) can help inform proactive outreach efforts about supports and resources. Conducting student well-being and basic needs surveys to gather a clear understanding of the financial needs of student populations to reach with emergency aid efforts can also establish a clear baseline for determining impact and progress over time. After aid is administered, the cohort institutions engage in assessment of application and outcomes data to anticipate peak times of student demand for emergency aid, identify the most pressing areas of need to prompt targeted institutional support, and provide a clear sense of how well the emergency aid program meets its intended goals. Embedding direct student feedback into the assessment process has also helped institutions ensure students’ lived experiences are affirmed within policy, process, and communication design and implementation discussions. A multipronged approach to evidence gathering and its connection to student success is critical for fundraising strategy and program sustainability.



TECHNOLOGY: *Centralize various emergency aid offerings to ensure a streamlined application process for students and that documentation needed for follow-up support is gathered.* Technology plays an important role in ensuring institutions can receive and process requests for emergency aid efficiently and assess student needs accurately. Having centralized platforms in place can help emergency aid reviewers easily review each student’s circumstances within the context of their overall institutional experience. Recognizing some institutions lack staff exclusively dedicated to emergency aid administration, technology is essential for facilitating seamless coordination and documentation. Integrated systems enable administrators to gain a holistic awareness of each student’s experience and tailor the package of resources that may extend beyond emergency aid funds accordingly. Technology systems—including homegrown tracking tools or platforms from external vendors—should ensure student data are secure and private while also documenting requests in a way that minimizes administrative burden for students and staff.



SECURING RESOURCES: *Leverage strategic plans around student success and well-being as a case-making tool for why emergency aid is critical to the mission, values, and goals of the institution.* Drawing a clear connection between emergency aid and priorities within an institution's strategic plan can be an important factor in maintaining resources for the program. The articulation of well-being and basic needs support as interconnected with student success and socioeconomic mobility is an important guiding principle that can inform programmatic decisions and reflect leadership buy-in about the need for emergency aid. Clear communication about the importance of emergency aid as part of broader affordability initiatives and as a student success intervention can empower staff to map back efforts to institutional key performance indicators (KPIs) and support fundraising efforts. Moreover, the need for statewide policy support and funding around basic needs initiatives has become increasingly clear as institutions continue to secure multiple funding sources to sustain efforts.



INCREASING AWARENESS: *Elevate basic needs resource centers as an opportunity to build community, connecting students with each other and other campus resources.* The physical or virtual spaces in which students apply for or receive emergency aid should serve as hubs that connect students with other resources tailored to their needs. Intentional programming in such spaces can help promote authentic peer-to-peer and student-to-staff relationship building that reduces stigma associated with accessing resources to address basic needs insecurity. Moreover, several of the 2025–2026 microgrant recipients incorporate coaching and personalized advising outreach into the emergency aid administration process, ensuring students receive tailored support that connects them with timely resources. Increasing awareness about the extent of living costs in college can help normalize help seeking and engagement with coaches and advisors to help students navigate financial stressors.

Institutional Profiles

This report highlights a range of approaches to emergency aid administration and how these pillars are upheld across various contexts. Each awardee institution has tailored its approach to campus priorities and student needs. As NASPA continues to engage in research around the landscape of emergency aid programs, elevating promising practices and lessons learned to institutional contexts is critical.



COMMUNITY
COLLEGE
of AURORA

COMMUNITY COLLEGE OF AURORA

Aurora, Colorado | Public 2-year | HSI & MSI | 8,833 undergraduates | Urban

Initially developed in 2020 using Higher Education Emergency Relief Fund (HEERF) resources, the Community College of Aurora's (CCA) emergency aid program has since evolved and is embedded in the institution's mission to advance upward socioeconomic mobility for students. The program has expanded operationally and now lives within the [Office of Student Advocacy](#). Student advocacy coaches were embedded into the program's model in the 2021–2022 academic year, and emergency aid is funded primarily through the CCA Foundation, with dedicated funding growing from \$8,000 in 2022–2023 to \$55,000 in 2025–2026.

Over a five-year period, case referrals to the program increased by 223.9%, rising from 155 in 2020–2021 to 502 in 2025–2026, indicating a more than threefold increase in service demand. The demand for emergency aid, as it relates to Colorado's affordable housing crisis, is high, and the TIAA funds had a meaningful impact in serving a greater number of students in need of financial support. CCA used TIAA microgrant funds to expand emergency aid support to additional students and as an opportunity to collect additional data to inform continuous improvement efforts. In addition to leveraging additional TIAA funding, the college has worked to address its growing student demand by hiring additional advocacy coaches and has conducted a highly successful "[Miles With Mordecai](#)" initiative to secure future funding.

CCA's program is intentionally proactive, and policies underlying its approach center on student dignity in choice and pairing emergency aid with personalized coaching support. The process for being considered for emergency aid first involves submission of a student outreach and support referral form to share any concerns, experiences, or situations in which a student may benefit from support. The form can be completed by the student or by someone who believes they would benefit from connecting with a student advocacy coach. Student advocacy coaches are ready to reach out, listen, guide, and connect students to the timely resources, which may include emergency aid funding. Every referral is reviewed with care as part of CCA's campus-wide commitment to student well-being and success. Students then meet with a student advocacy coach, who provides 1:1 support; assesses needs; and connects students to government benefits, scholarships, campus supports, and community resources. Student advocacy coaches use a rubric and vulnerability index that assesses risk levels for a student if they are not served through emergency aid funding (e.g., consideration of whether a student has dependents and implications of this factor if they are at risk of being evicted). The rubric helps determine the "tier" of need, which informs whether and how much emergency aid funding is given to each student. Funds are distributed via Visa gift cards of up to \$500, and students are not required to submit expense receipts.

To promote a coordinated approach across campuses further, CCA leverages Maxient to track student concerns, resources distributed, and questionnaire data to confirm that students acknowledged receiving funds and are not using them toward tuition. Faculty and other student-facing staff are also recognized as critical referral partners, and the advocacy office works closely with them to garner buy-in about the importance of holistic student support and the role of emergency aid and coaching in advancing student success. Looking ahead, CCA also hopes to embed a basic needs and well-being statement in every course syllabus to further communication efforts and student self-advocacy and to promote a deeper understanding and recognition of students' lived experiences outside the classroom.

Emergency aid funding is an important tool in CCA's large toolbox and coaching model. Assessment data also indicate students who have accessed their coaching services have higher retention and completion rates than the regular student body.

Strengths of CCA's program include a strong understanding of the emergency aid needs of their students through basic needs assessments, institutional buy-in, streamlined referral and response processes, and wraparound support that connects students to emergency funds and ongoing coaching and resources. CCA continues to examine data trends on basic needs and aims to take a statewide approach with higher education institutions to administer an updated basic needs assessment that will enable cross-institutional comparisons, inform institutional programming, and support advocacy efforts for addressing basic needs support in state legislation.



POLICY: CCA's policies prioritize student dignity in choice and pairing emergency aid with personalized coaching support.



I think it's really helpful to have [emergency funding] connected to an office that offers support, so that it isn't just 'here's the money,' but it's also acknowledging that if you are not pairing that with support of another kind, then you're fulfilling a need and then the need will just arrive again.

Beau Green
Executive Director of Student Advocacy | *Community College of Aurora*





LaGUARDIA
COMMUNITY COLLEGE

CUNY LAGUARDIA COMMUNITY COLLEGE

Long Island City, New York | Public 2-year | HSI & AANAPISI | 14,494 undergraduates | Urban

City University of New York (CUNY) LaGuardia Community College's longstanding emergency aid program is embedded deeply in the college's broader student success strategy. The college's emergency aid model, named the College Access for Retention and Economic Success (CARES) program, stands out for its comprehensive approach that addresses a wide range of student needs through a streamlined application process. Located within the Division of Student Affairs, LaGuardia CARES has been active since 2009 and is tied directly to the institution's strategic priority to increase student awareness of and access to available institutional resources. The LaGuardia CARES model operates as a centralized one-stop shop on campus, providing food pantry access and information on emergency aid assistance in a single, easily accessible location. TIAA microgrant funds were incorporated into existing funding streams and used to bolster the program by filling critical funding gaps to better meet student needs, particularly for transportation. Microgrant funds enabled LaGuardia to pivot from using fixed monthly metro cards for transportation expenses to providing \$500 stipends deposited into students' accounts. Doing so empowered students to leverage budgeting skills gained through financial counseling and gave them the flexibility needed to strategically plan when to use the funds for transportation when they needed it most.

LaGuardia CARES uses an [online application](#) form, which asks students to share a summary of their

needs and uses their identifier to gather demographic information. Once the application is completed, the student has a 1:1 phone call with a CARES staff member to screen the application, create a financial profile, and schedule a follow-up appointment with a financial counselor. The financial counselor helps students create an action plan and gather necessary documentation to support their emergency aid needs. The CARES program director then packages this information about the student and shares it with a review committee, which includes representation from student affairs, the bursar's office, financial aid, the foundation, and sometimes faculty. Once the committee approves the student's request, the CARES program director sends the information to the business office for payment. The financial counselor meets with students quarterly to provide actionable guidance and financial education support. Program leads leverage internally developed systems to help document who received various streams of funds and resources and inform follow-up engagement with students.

Outside of the microgrant, LaGuardia emergency aid funds primarily come from their foundation, which has provided funding for the past three years. Impact data have been critical in prompting this relationship between the emergency aid program and the foundation. LaGuardia tracks traffic around the applications, disaggregates by request types and categories of need, documents which bucket of

funds students receive support from, and compares outcomes of those who receive emergency aid assistance with those who do not. Because many students at the institution have similar socioeconomic backgrounds and demographic characteristics, peer comparison data to understand outcomes are strong. The institution has found students who receive emergency aid funds are retained and have higher GPAs than their counterparts, leading leadership to institutionalize the program and formalize the relationship between the program and the foundation. Using the foundation as a separate entity to process emergency aid, as opposed to a tax-levy source, allows LaGuardia greater agility in distributing funds. CARES also receives biannual donations from faculty, administrators, and alumni who are actively engaged in emergency aid fundraising efforts.

A core pillar of the success of LaGuardia CARES is its visible, collaborative approach. Program leads maintain a physical presence on campus in student spaces through tabling, classroom presentations, and faculty meetings to embed basic needs services into course syllabi. Ongoing involvement with the vice president of student affairs ensures the program's work is elevated at the cabinet level and remains closely aligned with strategic decision-making discussions. One innovative community partnership to highlight is that Airbnb has provided funds to LaGuardia across three cycles over the past two years to address housing insecurity. Students can receive emergency housing for up to one semester with a budget of up to \$1,500 per month, with a max award of \$10,000. LaGuardia aims to continue empowering students toward financial self-sufficiency and hopes to develop more robust housing initiatives.



MANAGEMENT: LaGuardia operates a highly collaborative, centralized “one-stop-shop” CARES model that connects students with financial counseling and wraparound services.



You have to go to the people. We go into classrooms and we are very visible. We are trying to normalize this type of assistance for students because we want them to understand that this is a rough patch. One, small part of your journey. It is nothing to be ashamed of, and we are here to help and support.

Alexis McLean
Vice President of Student Affairs | *CUNY LaGuardia Community College*





GRAMBLING STATE UNIVERSITY

Grambling, Louisiana | Public 4-year | HBCU | 4,313 undergraduates | Rural, residential

Grambling State University (GSU) takes a multipronged approach to supporting students facing basic needs insecurity. Recognizing gaps in types of emergency expenses eligible under existing on-campus initiatives, the institution used TIAA microgrant funds to provide immediate financial support for students experiencing housing insecurity, food shortages, medical needs, technology gaps, and childcare challenges. GSU convened a cross-functional committee—including representation from student affairs, academic affairs, student government association, and a campus partner from the local food bank—to design the microgrant application form and to determine how best to distribute the funds. Using a Microsoft form and a social media campaign, GSU advertised the emergency aid opportunity, named Tiger Fuel for the Future Initiative, to all students. Led by the office of student affairs, staff also leveraged printed QR codes and went to the campus “yard” (i.e., a central student hub on campus) to advertise the emergency aid opportunity and familiarize students with related support offerings. Moreover, GSU leveraged partnerships with the Northern Louisiana Food Pantry and AIDS United to provide additional resources and educational opportunities for students on budgeting and applying for public benefits like the Supplemental Nutrition Assistance Program (SNAP).

GSU leveraged data to evolve its approach to the Tiger Fuel Initiative throughout the academic year. When the initiative was launched in the Fall 2025 semester,

the application was live for four days, and GSU received 286 applications. Early analysis of application data indicated GSU students were most in need of financial support for rent and living expenses, food, and childcare. GSU has a highly accessible cafeteria for on-campus students but found off-campus students had an especially high demand for requests around food. To accommodate a higher volume of applicants and to recognize the prevalence of food insecurity, GSU reopened the grant application in the spring semester and paired checks with bundles of food pantry items. When the application process reopened, it was intentionally linked to the student registration cycle to allow students to access funds immediately after their winter break, given historical data identifying January as a high-need month when students tend to most often request funds.

To evaluate impact, GSU conducted short- and long-term student satisfaction surveys and assessed data around time to resolution, disbursement speed, referrals to other resources, usage tracking, and academic continuity. Despite having a daycare on campus, several applicants requested to use funds to offset costs of their existing childcare systems closer to their places of work after finding prices had gone up in recent months. GSU is also considering needs around off-campus Wi-Fi access because the campus is in a rural area where internet is not consistently available for students off campus. Part of the emergency aid application form included a question

for students seeking feedback on how to improve the application process. The program lead used these microgrant funds intentionally as part of a long-term data collection and case-making strategy to support emergency aid offerings.

Information collected from student applications helped leadership understand its student population better and is being used as evidence to support future fundraising and external grant application efforts.



MEASURING SUCCESS: GSU leveraged emergency aid data to better understand student needs and adjust its application processes accordingly.

Supporting our students means meeting them where they are, especially in moments of need. The Tiger Fuel for the Future Initiative is more than emergency aid; it is a commitment to ensuring that no student’s ability to persist and succeed is interrupted by circumstances beyond their control. By listening to our students, leveraging data, and aligning campus and community resources, we are building a model of care that is both responsive and sustainable.”

Marcus Kennedy
Dean of Campus Life & Holistic Development | *Grambling State University*



[As you think about building an emergency aid program] you have to be a tabula rasa, a blank slate, because there will be so many aha moments, because even though I’ve been working here for going on two decades, there were things that I didn’t realize that so many of our students actually need.

Rudolph Ellis
Vice President of Student Affairs | *Grambling State University*





SOUTH LOUISIANA COMMUNITY COLLEGE

Lafayette, Louisiana | Public 2-year | 6,238 undergraduates | Rural

Built on a trauma-informed, referral-only model, South Louisiana Community College's (SoLAcc) emergency aid program uses a simplified application and personalized follow-ups to provide highly targeted and rapid financial relief to students. SoLAcc leveraged TIAA microgrant funds to take a tailored approach to reach specific populations: students experiencing homelessness, pregnant or parenting students, and students registered as qualifying for food services.

The team investigated the federally or state-funded programs they already had in place that tracked data about these student identities: Free Application for Federal Student Aid (FAFSA) includes data about students experiencing homelessness, Title IX focuses on pregnant or parenting student populations, and the state's food bank is attached to the Department of Children and Family Services. The program's vision is to connect students with timely resources and set them up for long-term, sustainable success. SoLAcc has evolved its efforts to use emergency aid funds under a last-dollar philosophy, using a matrix to assess individual student needs and match them with community resources and existing services before resorting to using internal funds.

SoLAcc's referral-only model is highly intentional and meant to tailor efforts for specialized populations to maximize impact for those served. The emergency aid application is accessible only via a direct link

sent by referring faculty or staff. Led by the student services department, a cross-functional Coordination, Assessment, Response, and Education (CARE) team reviews emergency aid applications and documents a student's situation, including resources they are using and what institutional funding they have accessed already. SoLAcc's resource center manager then meets with students and uses a living, curated resource guide as a reference to connect them with free existing community services as part of wraparound support before determining if gaps in need could be best met with emergency aid.

The CARE team leverages the ConexED platform to document student engagement with case management services, assess impact, and ensure a seamless understanding of each student's experience with the institution. Funds are disbursed via a BankMobile card and posted to the student's account within a few business days. In cases where students may require new tires or other expenses related to car repair, SoLAcc leverages its partnership with its automotive department on campus to purchase materials at a discount and to address the student expense in house.

With long-term sustainability in mind, SoLAcc has dedicated \$125,000 in federal funding from its Strengthened Institutions Program Grant, awarded by the U.S. Department of Education in Fall 2025, to build a student emergency fund endowment over five

years. With a 1:1 match from the SoLAcc Foundation, the institution will collectively build a \$250,000 endowment to support student emergency needs. SoLAcc's data on emergency aid and food pantry

utilization will also be critical as the institution charts its new strategic enrollment management plan in a way that highlights the holistic student experience and supporting facilitators of student persistence.



TECHNOLOGY: SoLAcc leverages its technology platform to document student engagement with case management services, assess impact, and ensure a seamless understand of each student's experience with the institution.



SECURING RESOURCES: SoLAcc established plans for a long-term student emergency fund endowment.



[Emergency aid] has to be a collaborative effort across your institution...to figure out how we can best service students long-term and get them sustainable resources, not just an immediate band-aid to fix their issue.

Damian Glover
Assistant Vice Chancellor of Student Affairs | *South Louisiana Community College*





UNIVERSITY OF HOUSTON-DOWNTOWN

Houston, Texas | Public 4-year | HSI & MSI | 12,622 undergraduates | Urban

The University of Houston-Downtown (UHD) demonstrates a deeply student-centered approach to emergency aid and uses microgrant funds to prioritize the needs of [pregnant and parenting students](#) by broadening the range of expenses currently covered under their program. Their primary source of emergency grant funding comes from an expiring federal emergency grant and is limited to covering hot meals, transportation, and childcare. Recognizing the range of necessities and unpredictable needs that pregnant and parenting students face, TIAA microgrant funds were used for housing, transportation, childcare, and other expenses (e.g., formula, baby food, technology, minor medical bills). Rather than requiring students to provide documentation about being past due on various bills or expenses, UHD modified processes to be flexible and meet the needs of students who sought to use funds to purchase items for their children, allowing them to instead provide screenshots of anticipated expenses and shopping carts as acceptable documentation.

UHD offers a streamlined application process through the Single Stop application, which includes a public benefits screening and mental health referrals to ensure students receive holistic support. Through a partnership with the Houston Food Bank, UHD receives access to a full-time SNAP navigator every two weeks whose responsibility is to support students who apply through Single Stop. UHD has focused

on nurturing this partnership and embedding the navigator into the fabric of the institution through efforts like intentional onboarding, creating dedicated office space for them, providing designated parking, and ensuring social media marketing about the resource is promoted on days they are on campus. Program staff also support students navigating institutional hurdles when faced with strains on time and finances (e.g., assistance with withdrawing from a course, having conversations with faculty about accommodations, negotiating financial aid).

UHD's [Gator Resource Center](#) (GRC) is also leveraged as a community space for pregnant and parenting students to tap into existing resources, lean on each other for support, and provide ongoing feedback about ways to improve campus offerings. A key piece of UHD's strategy has been to revive the GRC space. UHD is an urban campus near the local jail; the GRC has many public community access points that previously made the space uninviting for students with children. GRC has been redesigned to feel more family friendly, now featuring a reading nook and children-sized furniture. Directly engaging the dependents of parenting students is also part of a broader PK-20 pipeline exposure strategy because children learn what it is like to be a college student and how to navigate community resources.

Fostering peer-to-peer engagement is central to UHD's approach. In proximity to the food pantry (i.e., Gator

Mart), GRC serves as a hub for community events, like Coffee and Connect, designed to empower pregnant and parenting students to connect and lean on each other as a support system. UHD has identified an emerging leadership component through these programs because pregnant and parenting students engaged at GRC have raised questions organically about how they can help advocate on behalf of and support other students having similar experiences. GRC also has social work student interns in the space as part of their practicum experience. Interns assist staff with programming, checking in with pregnant and parenting students, and helping them learn about available support.

Another strength of UHD's approach is its multifaceted communication plan about emergency aid. UHD shares information about emergency aid offerings through direct community outreach and events, fliers, email newsletters (with 50% open rates), a robust social media presence, and virtual monitor displays in hallways and public spaces. Internally, UHD's cabinet-level administrators are

updated regularly on how the institution supports pregnant and parenting and first-generation students through its emergency aid program and related offerings. Having senior leadership support making a clear connection to the strategic plan has helped promote buy-in among staff managing the logistics and backend of emergency aid processing to expedite steps when possible. The student affairs division has also worked closely with faculty specializing in social work and parent engagement as key thought partners in developing programming and financial literacy resources for students.

The TIAA grant has sparked a necessary conversation for UHD about how to support and empower pregnant and parenting students through a community-building approach. UHD has served as a resource for other schools within the system to help level set around types of support to provide for basic needs and on which policies, processes, and communications have been most effective.



INCREASING AWARENESS: UHD created a family-friendly resource center space that fosters community and peer support for pregnant and parenting students.



Cabinet people hold the keys to the conversation. And if we're not engaging them in the conversation of why we're doing what we're doing and the outcomes that we've noticed, then [emergency aid] doesn't become an institution-wide priority.

Kira Gatewood
Assistant Vice President, Student Life/Dean of Students | *University of Houston-Downtown*

