EMERGENCY AID RUBRIC

BUILDING A COMPREHENSIVE EMERGENCY AID PROGRAM AT YOUR INSTITUTION

Emergency Aid Rubric: Building a comprehensive emergency aid program at your institution

OVERVIEW:

Emergency aid is a powerful tool that institutions can use to support student retention and success. Every institution should design their emergency aid program to meet the needs of its specific student population. However, there are fundamental management and structural principles that institutions should consider to maximize emergency aid's effectiveness. The purpose of this rubric is to help campuses further understand and self-assess how well their emergency aid efforts meet these fundamental principles.

The NASPA Emergency Aid Rubric leverages and codifies the research used to develop the Landscape Analysis of Emergency Aid Programs, which presents 10 components of robust emergency aid programs. The emergency aid rubric is not meant to be a comprehensive program evaluation for an institution's emergency aid program, but rather a mechanism for campus leaders to have thoughtful conversations about the current strengths of their efforts and to identify areas that require additional attention.

The rubric is designed to be used as a continuous improvement tool to help campus leaders assess their institution's current state of emergency aid. Based on the results of this assessment, institutions should develop and implement improvement plans for areas of lower performance.

HOW TO USE THE RUBRIC:

The rubric is centered on six capacity areas critical for successful emergency aid administration – leadership, information technology, institutional research, policy, sustainability, and communications. Each capacity area has associated criteria, which the rubric presents in the form of guiding questions, as well as descriptors for each of the possible ratings.

Participating institutions should rate the degree to which each criterion is met using a four-point rubric scale: forming, emerging, functioning, and exemplary (see *Capacity Criteria Ratings* table for a definition of each rating). The score for each item should then be summed to generate total scores for each capacity. After completing all capacities, institutions can calculate their overall rubric score by adding the totals for each capacity area. **The highest possible score is 84.**

The overall rubric score provides a rating of the institution's overall preparedness for creating or sustaining an emergency aid program (see *Overall Emergency Aid Program Ratings* table for score interpretation).
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Capacity Criteria Ratings		
Rating	**Definition**	**Points**
Forming	*The institution is identifying a course of action for the area*	1
Emerging	*Decisions have been made and/or implementation has started*	2
Functioning	*The most critical pieces are in place to execute the work needed*	3
Exemplary	*Well-positioned to scale and sustain emergency aid efforts*	4

Overall Emergency Aid Program Ratings	
Score	**Rating**
84 – 70	STRONG
69 – 55	PROMISING
54 and below	DEVELOPING

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Capacity	Criteria	Forming (1 point)	Emerging (2 points)	Functioning (3 points)	Exemplary (4 points)	Scoring
LEADERSHIP	■ **Vision/Plan:** To what extent has the institution's leadership set and given a clear charge for an emergency aid program?	■ There are several emergency aid resources available to students; however a plan or vision has not been articulated by senior leadership that promotes a comprehensive, institution-wide emergency aid program ■ Emergency aid efforts are typically only understood by departments/offices that administer the resources to students	■ Emergency aid resources are in place and senior leadership is in the process of developing an initial plan for using emergency aid as a strategy to support student success ■ A plan is needed to show how the existing suite of emergency aid resources (i.e. food pantry, campus vouchers, etc.) can be combined to create a comprehensive emergency aid program for the institution ■ Awareness of emergency aid resources is increasing; however, work is needed to ensure that more critical stakeholders (i.e. faculty) know about the efforts underway	■ Senior leadership has presented a vision for a comprehensive emergency aid program that identifies the types of resources the institution should offer; however, each emergency aid resource area is currently at varying levels of implementation ■ A plan is in place that lays out the immediate key actions the institution will take to build and/or strengthen the program. But, it is unclear if the plan is attainable given the institution's limited resources ■ Some institution stakeholders understand the current work underway but more work is needed to ensure more of the campus community is engaged in the effort	■ Senior leadership has presented a vision for a comprehensive emergency aid program that articulates the type of emergency aid resources the institution should offer. The plan includes realistic estimates of student need and demand; availability of resources (i.e. funding, staff); and desired scale and visibility of the program ■ A plan is in place that clearly defines both short-term and long-term goals for the program and key actions to achieve the goals ■ Relevant stakeholders at the institution understand and are invested in the vision and the work underway	___/4
	■ **Ownership:** Is there a clear office/ department/ individual responsible for the emergency aid program's implementation and success?	■ There is not a clear person or team designated to serve as the coordinator of the institution's emergency aid efforts ■ Implementation is seen as the responsibility of multiple people/departments across the institution	■ There is a loosely-formed team that has a minor role in managing emergency aid efforts and the institution is in the process of identifying how best to implement and monitor the emergency aid program ■ Some emergency aid resources have clear owners and are recognized throughout the institution; however this level of awareness is not seen across all areas of the emergency aid program	■ A dedicated person or team has been identified to lead the emergency aid program; however roles and responsibilities are still being defined ■ The individual or team primarily serves as a coordinating body that manages program logistics and reporting but has little to no authority to make programmatic decisions ■ The individual or team's existence and/or role is only understood by a few stakeholders on the institution	■ There is a dedicated person or centralized team whose primary purpose is to implement and manage the institution's emergency aid program ■ The charge of the individual or team is clearly defined and is understood by relevant stakeholders ■ Roles and responsibilities of the individual or team are developed and aligned with the institution's emergency aid plan and leadership has given them the authority to make critical program decisions ■ The individual or team is an active collaborator and accountability-partner to the administrators/ departments who disperse emergency aid resources	___/4

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Capacity	Criteria	Forming (1 point)	Emerging (2 points)	Functioning (3 points)	Exemplary (4 points)	Scoring
LEADERSHIP (Continued)	■ **Collaboration:** How well does the institution bring together the functions of Student Affairs, Financial Aid, and other relevant offices and stakeholders to ensure an institution-wide approach for administering emergency aid?	■ Each office/department carries out their respective emergency aid activity; however, there is little to no coordination and sharing among the various areas, which often leads to a disjointed process for students	■ A few offices/departments that distribute emergency aid resources work together to coordinate efforts when possible; however, this is not happening across all emergency aid program areas ■ Some emergency aid areas have an identified coordinator who leads the resource area, while others have multiple staff who are responsible for the area's management; in some instances the same person may manage multiple areas	■ There is a concerted effort at the institution to ensure the program involves all the relevant offices/departments; various offices are starting to build formal and informal communication channels to share information about emergency aid efforts ■ Each emergency aid area has a designated coordinator; their role is still being developed and/or they are fully not up-to-speed on all of the other emergency aid areas; in some instances, the same person may manage multiple areas and they are able to meet the current demand for their emergency aid areas ■ Most of the communication and meetings are centered on providing status updates rather than using the collective group to solve problems	■ The institution has an emergency aid program that effectively coordinates all offices/departments that administer emergency aid resources, in which various offices work together to ensure a seamless, well-coordinated process for students ■ There are appointed coordinators for each of the emergency aid resources offered and the coordinators are clear on their role, which includes providing routine updates on their respective area(s) to the individual (or team) managing the program ■ Coordinators of the various types of emergency aid resources frequently share information about their respective program areas, look for opportunities to make the program more effective, and problem-solve when necessary	___ /4
				LEADERSHIP TOTAL		___ /12

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POLICY	**Identification:** How well has the institution defined the types of emergency aid available to students and the qualifications to receive the aid?	■ It is unclear which institutional resources/activities constitute the emergency aid program; senior leadership needs to identify all the current emergency aid efforts happening across the institution ■ There is inconsistency across program areas on how eligibility is determined; consistent and agreed upon guidelines on emergency aid qualifications are needed to ensure a fair and equitable distribution process	■ Senior leadership is clear on all the types of emergency aid it offers; however it is unclear if the institution is implementing the right mix of emergency aid resources to best meet the given needs of students ■ Guidelines have been established for only some types of emergency aid resources and/or aid eligibility is left to the discretion of the emergency aid coordinator; funding availability is not taken into account in setting qualifications	■ Senior leadership has identified a suite of emergency aid resources that is administered across the institution based on their student demographics, however each type of emergency aid offered is in various stages of implementation (i.e. pilot phase, established) ■ The institution has outlined qualifications (some may be more formal than others) for each program; however more work is needed to see if the current qualification thresholds are set at a level that helps to maximize allotted funds and demand	■ Senior leadership understands the unique financial needs of its student population and has designed an emergency aid program that best meets this need and is scaled to meet available funding ■ Each of the available resources has clear guidelines on the qualifications students must meet to receive emergency aid; these qualifications are designed to maximize the available funds and to serve as many students as possible	___/4
	Application: To what extent has the institution outlined the process for how students can apply and receive each of the types of emergency aid?	■ Application guidelines are not well-defined or are in development ■ Students are often provided with conflicting information regarding how to apply for emergency aid and/or do not understand the nuances between the different emergency resources they should apply for based on their need	■ Application processes are in place for the each emergency aid type; however the processes are so vague that students, staff, and/or faculty often self-interpret or ask additional questions ■ The current application process requires students to visit multiple offices and/or repeat information to different staff; institution is in the process of identifying ways to strengthen the application process to reduce this redundancy	■ The institution has developed application processes for each type of emergency aid it offers; some are more developed and clear than others but students, faculty, and staff are provided with adequate instructions on how to apply for resources ■ Current application processes allow students to apply for and receive an award decision; however more can be done to streamline the process so that students can avoid redundancy and/or unnecessary steps ■ Process assumes students know which emergency aid resource they should apply for; a counseling component is needed so that staff/faculty can advise students on which emergency aid resource will best meet their need	■ Institution has a well-defined application process for each emergency aid resource offered ■ The application process allows students to apply for emergency aid quickly, efficiently, and respects their privacy ■ Students can apply for emergency aid in multiple ways -- going to an on-site one-stop center, an online platform, and/or going directly to an office/department ■ The application process helps coordinators assess the severity of need and determine what resource(s) are needed; requires the student to provide proof of need; and in instances where a student does not qualify for emergency aid, directs them to other potential support	___/4

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POLICY (Continued)	■ **Stewardship:** What mechanisms and/or processes does the institution have in place to ensure that limited emergency aid funds are safeguarded?	■ There are no safeguards in place for emergency aid funds ■ Funds allocated for emergency resources are frequently used for other institutional priorities and projects	■ Emergency aid funds are rarely used for other institutional priorities; however there are no formal safeguards in place to ensure that this continues to be the norm ■ Funds are allocated by the individual departments that manage the program; there is not a central office/individual that is responsible for ensuring emergency aid funds are used for their intended purpose	■ Some emergency aid funds are identified as restricted and cannot be used for other purposes; but this is not the same for all emergency aid areas ■ Occasionally funds are used for other institutional priorities; requests for this are not consistent across all emergency aid areas (some areas are more formal and/or stringent than others); protocols are needed to make sure all funding changes are held to the same standards	■ Funds allocated for emergency aid are seen as and labeled as restricted and cannot be used for any other purpose ■ Senior leadership has stated in multiple settings the importance of the emergency aid program to those who manage budgets to ensure that funds are safeguarded ■ In the event that a department wants to use the funds for something else, there is a formal request process that must be approved by either a senior official or their designee	___/4
	■ **Compliance:** Does the institution adhere to relevant state and federal guidelines for distributing financial aid?	■ It is unclear whether the institution's emergency aid efforts are in compliance with federal and/or state guidelines ■ The institution does not have a process in place to determine if staff are adhering to institutional policies; institution policies are still being developed	■ The institution originally developed its emergency aid program with an awareness of federal guidelines; institution needs to check to see if program areas are still compliant ■ The institution does not have a formal process in place to see if institutional policies are being followed; however, leadership occasionally asks for summaries and updates on how the program is being implemented	■ Staff administer emergency aid with adherence to federal and/or state guidelines when applicable, and revisit guidelines periodically to ensure continued compliance; each area has its own review schedule ■ Audits are conducted for all or most of the emergency aid areas on a regular basis; however, the structure, frequency, and rigor of the audits are inconsistent across all resource areas	■ Staff administer emergency aid with adherence to federal and/or state guidelines and revisit guidelines annually to ensure compliance; this review includes input from all the relevant stakeholders; all areas follow the same review cycle ■ All proposed program changes are reviewed by the appropriate stakeholders to ensure the change adheres to federal, state and institution-level policies ■ Yearly internal reviews and monthly reconciliations are conducted to ensure that funds are properly dispersed	___/4
					POLICY TOTAL	___/16

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INSTITUTIONAL RESEARCH	■ Student Identification: To what extent does the institution use data to identify the students who could benefit from the program the most?	■ Leadership is beginning to identify and review data to better understand the landscape of need across their student population; it is unclear if the institution has the capacity to acquire the identified data ■ The institution has yet to identify which groups of students would benefit the most from the program	■ The institution has a general understanding of the data it needs to collect to understand the financial needs of its students; some but not all of the data needed is currently being collected ■ The institution has not established a process to proactively identify and contact students who are most likely to need emergency aid resources	■ The institution fully understands the financial needs of its students and has identified the student populations it wants to reach with emergency aid efforts ■ Some emergency aid areas have used data to identify students who could benefit from the program; the data is used to inform proactive outreach efforts	■ Leadership works with institutional researchers to routinely review current and incoming student data to proactively identify students that are most likely to need emergency aid resources ■ Protocols and intervention strategies are in place to inform potential recipients about available resources	___/4
	■ Data Collection: How well does the institution gather and house the needed data to understand the program's impact?	■ The institution does not fully understand the data it needs to collect to understand program impact ■ Each department/office may individually collect data on the emergency aid they administer; however, the institution does not have a consistent process to collect data on the utilization of emergency aid resources	■ Institution knows which data it needs but does not have the capacity to collect it all or the institution collects an abundance of data but needs to prioritize which are most relevant to understand impact ■ Data collection is not always timely and/or reliable enough for decision makers to have an accurate sense of progress	■ Institution has a general understanding of the data it needs to collect and has identified a number of data points to collect to understand progress and impact ■ The institution is able to collect the data it needs for most program areas but is unable to obtain all of it due to system capabilities and/or staff capacity ■ Most of the data is quantitative; institution can do more to gather qualitative data (i.e. student surveys) to understand student experiences with the program	■ The institution has established a process to regularly collect and share relevant quantitative and qualitative data about emergency aid resource utilization and impact ■ Institution has identified a prioritized set of data metrics to collect for each of its program areas; emergency aid coordinators report this data to the appropriate individuals ■ Institutional leaders have confidence in the accuracy and reliability of the data	___/4

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INSTITUTIONAL RESEARCH (Continued)	**Analysis & Interpretation:** To what extent does the institution utilize the appropriate measures and analyses needed to understand emergency aid's impact on student success?	■ Institutional leaders cannot effectively explain the impact of emergency aid efforts ■ Metrics and analyses to help the institution fully understand the impact of emergency aid efforts are still being identified by leadership ■ The institution does not have the capacity to run the analyses needed to begin to understand impact	■ Institutional leaders can anecdotally discuss the impact of the emergency aid efforts; however, discussions are not supported with sound data analysis ■ Staff is aware of the analyses needed to understand impact; however the data needed is not currently being collected, and/or the institution does not have the capacity on staff to conduct the analyses	■ Institutional leaders use data to discuss both the need and impact of the emergency aid program ■ The institution has the capacity to conduct simple analyses to understand impact; institution understands it needs to conduct more complicated analyses to further understand progress and impact on student success ■ Different departments/offices conduct their own analyses for their respective emergency aid areas, which are done at varying levels of complexity; more can be done to coordinate the data analyses across the program to ensure a consistent, collective examination of impact	■ There is a clear sense of how the emergency aid program is performing. There is a set of agreed upon metrics that are routinely analyzed and allow for a solid understanding of the trends and patterns; data analyses are used to inform actions ■ The institution has established a baseline assessment to help determine progress and impact of efforts ■ Data partners across the institution are an active in the effort and supplies leadership with the necessary analyses and interpretation of outcomes	___/4
	Routines: How often and effectively is the emergency aid data being discussed and used to inform decisions and conduct real-time problem solving when necessary?	■ There is not a cross-department/ office discussion of progress across all emergency aid resources; individual departments/ offices may discuss their respective efforts; however all the critical stakeholders are not present and/or data is rarely brought into the discussion	■ Cross-department/office discussion on emergency aid resources occurs occasionally; meetings are scheduled but do not occur frequently enough to take immediate, real-time action on critical program challenges ■ More critical decision makers need to be involved in cross-department discussions ■ When emergency aid data is shared at meetings, it is primarily used to provide high-level summaries of the effort; it is not used as a basis for further inquiry and/or to solve problems and drive programmatic change	■ Institutional leadership has regular cross-department/office meetings to review data and discuss progress ■ Meetings are scheduled but do not occur frequently enough to take immediate, real-time action on critical program challenges ■ Institution is moving toward making the meetings more focused on problem solving	■ The relevant institution leaders and stakeholders regularly have data-informed meetings to maintain a shared understanding of progress ■ In the scheduled meetings, the participants review data, discuss challenge areas, and celebrate successes ■ Leadership and staff routinely identify actionable next steps to strengthen and/or scale the program	___/4
					INSTITUTIONAL RESEARCH TOTAL	___/16

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TECHNOLOGY	■ **Efficiency:** To what extent does the institution leverage technology and well-coordinated protocols to receive and process requests in a timely manner?	■ The institution does not have an effective process to administer emergency aid resources in a timely manner; the process to administer aid often requires a student to complete multiple and/or duplicative steps to apply and receive emergency aid resources ■ The institution has not explored if a technology system, web-based solution, and/or software can be used to make the application process more efficient; Institution relies solely on face-to-face interactions for students to apply and/or disperse resources	■ In most instances, emergency aid resources can be dispersed quickly once the application process is complete; however more work can be done to streamline the process for students, especially for the most severe cases of need ■ The institution has not explored whether any program components can be automated, however current face-to-face and manual processing of information proves to work well given current scale of program	■ The institution has developed procedures that allow for a quick and easy application process; students receive emergency aid in an adequate amount of time and rarely have to visit multiple offices/departments; some emergency aid areas are more efficient than others ■ The institution has an established system in place that allows for program administrators to easily track and fulfill requests; Some aspects of the application and/or disbursement process are automated when most optimal	■ The institution has well-established procedures and systems in place that appropriately leverage technology to receive and process emergency aid requests that meet the severity of need (timeliness varies based on the type of emergency aid being administered) ■ Processes are automated when most optimal; the institution utilizes the right balance of technology and face-to-face interactions in order for students to apply for and receive emergency aid resources electronically (i.e. link to student existing accounts, wire transfers, etc.)	___/4
	■ **System Integration:** How well does the institution utilize existing technology systems to input and share information regarding students' emergency aid needs?	■ The institution uses disparate systems to record and track student usage of emergency aid; systems are not integrated and/or relevant staff do not have access to all systems, which causes a student to submit duplicative information and limits the institution's ability to measure the current scale of emergency resources provided to students.	■ The institution uses disparate systems that are not integrated; however staff are trained and have access to each system and/or have developed successful workarounds to obtain/share the needed information	■ The institution is leveraging existing technology systems to document and share information about students and emergency aid utilization for most of its program areas and have trained the appropriate staff; more work is needed to bring all emergency aid areas into the system	■ The institution leverages existing technology systems or has built a new system to document and share information about students, making the process smooth and less burdensome for students ■ Systems are able to identify and flag duplicate/multiple requests for emergency aid resources ■ Students who receive emergency aid resources are identified in the student information system (SIS) or other institution-wide database; the institution is able to assess the impact of the emergency aid on students' retention, graduation, and other success measures ■ Systems and processes ensure that sharing of student information is secure and kept confidential	___/4
					TECHNOLOGY TOTAL	___/8

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SUSTAINABILITY	**Funding:** To what extent does the institution allocate and leverage multiple sources to secure enough funding for the emergency aid program (i.e. alumni association, donors, operating budget)?	■ There currently is not enough funding to effectively operate the program; institution can only serve a very small number of students ■ The institution is unaware of the funding source breakdown for each of the emergency aid resources and/or the changes in funding sources from year-to-year ■ A formal plan is needed to identify how to increase funding from multiple sources	■ The institution has enough funding to pilot a program and/or enough to run the program for the next few years, however more work is needed to secure additional funding ■ Funding for emergency aid resources is typically provided by donors and/or included as part of the university's operating budget; there is an overreliance on one funding source	■ Funding has been allotted to meet the current need and planning is underway to secure additional funding ■ Institutional leadership is well-aware of the funding source breakdown for each emergency aid program; Institutional leadership is determining the funding that will be needed to sustain the program for several years in the future; institution proactively identifies ways to secure the funds	■ Institutional leadership is well-aware of the funding source breakdown for each emergency aid type, and collectively, there is an appropriate balance of funding sources; the institution continuously makes efforts to obtain resources through a variety of sources, including external organizations ■ The institution conducts targeted fundraising in which the funds raised are exclusively used for the emergency aid program	___/4
	Capacity Building: How well has the institution built the infrastructure (people, technology, physical space) to fully implement and manage the emergency aid program to scale?	■ Current staff are at overcapacity and/or do not have the skillset needed to effectively manage the program ■ Discussions of how to maintain and/or expand emergency aid efforts are very early and require more thoughtful planning	■ Some areas have capacity to run the program; however other areas are concerned about the stability of their areas due to capacity constraints ■ There is an overreliance on one or two persons to manage the program; more work is needed to train additional staff and more efficiently operate the program ■ The institution is unsure and/or there is disagreement on the resources needed to sustain and scale the program	■ The institution has the capacity to run the program, given the current state of implementation; however, more resources (staff, space, training) are needed to scale the program ■ Program staff has identified and communicated to leadership the needed resources to efficiently manage the program; all program staff have the necessary skillsets and understand the institution's emergency aid policies to run and sustain the program in its current state; however more resources need to be secured to scale the program to the desired level ■ Institutional leadership is aware of the resources needed to maintain and scale the program; institution is obtaining the necessary resources	■ Emergency aid program is currently operating at an optimal level based on allotted resources ■ Institution leadership has clearly identified the necessary resources to scale and manage the emergency aid program, which is evident through deliberate plans, securing needed resources, and allocating appropriate staffing levels	___/4

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Capacity	Criteria	Forming (1 point)	Emerging (2 points)	Functioning (3 points)	Exemplary (4 points)	Scoring
SUSTAINABILITY (Continued)	■ **External Resources:** How well does the institution utilize government and community resources to support the emergency aid program?	■ The institution does not leverage external opportunities to help sustain the emergency aid program	■ Institution leaders have a list of potential community and government partners ■ Some programs have made connections with external organizations but have yet to fully leverage them and/or are still in the process of building relationships	■ The institution has a prioritized set of organizations it wants to partner with to support the emergency aid program ■ Program areas have contacted external organizations and are building relationships ■ Institution is beginning to receive support from external organizations for some program areas ■ Marketing materials are in the beginning to be developed to highlight the work of the partnership	■ The institution has identified and leveraged a full breadth of partnership organizations that have complementary goals/missions to help sustain the emergency aid program ■ External organizations are considered an important funding source for the program ■ External partners are included in the shaping and scaling of future emergency aid efforts ■ The institution and external partners have developed marketing materials to promote the partnership	___/4
	■ **Financial Capability:** What additional supports (non-monetary) /programs does the institution use to help students learn more financial responsibility once a student receives emergency aid?	■ Supplemental supports and programs are currently not a part of the emergency aid program efforts	■ The institution offers programs (i.e. financial literacy, financial advising, job counseling, etc.) that could benefit students who receive emergency aid resources; however the resources are not used as a supplement for the emergency aid program and/or are only offered to students on a case-by-case basis	■ The institution has identified a few optional supplemental supports (i.e. financial literacy, financial advising, job counseling, etc.) for emergency aid recipients; however they are not well-known throughout ■ Some of the emergency aid areas recommend students attend identified support programs, however very few students attend; more work is needed to encourage greater participation	■ The institution requires or highly encourages students who are recipients of emergency aid resources to engage with supplemental support and programs to encourage better financial responsibility ■ Supplemental programming is used as an incentive or a requirement to receive additional funding (when feasible)	___/4
					SUSTAINABILITY TOTAL	___/16

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COMMUNICATION	■ **Staff/Faculty Outreach:** To what extent are the relevant staff informed about the different types of emergency aid and able to appropriately direct students?	■ Some faculty and staff are informed about available emergency aid resources; however there has not been a concerted outreach effort to get more support and awareness for emergency aid resources	■ Faculty and staff are made aware of the program primarily through one medium (i.e. email, faculty orientation, etc.); more work can be done to diversify outreach ■ There has been an increase in the number of faculty and staff who are aware of the program; more students are being referred to emergency aid services by faculty or staff ■ Communication materials are being developed to encourage faculty and staff to engage more in the effort	■ Increasing faculty and staff awareness of emergency aid efforts is a priority for the institution; a comprehensive communication plan is in development ■ The institution identifies and uses multiple mediums to share information about the program and to solicit support from faculty and staff ■ The institution is beginning to use faculty and staff as champions of the emergency aid effort to reinforce the messages of the program to their respective departments and colleagues	■ Nearly all faculty and staff are informed about and understand their role in administering the emergency aid program (i.e. website, professional development days, newsletters) through various mediums throughout the academic year ■ A comprehensive outreach strategy has been developed for a prioritized group of faculty and staff; the strategy includes relevant, sequenced, and tailored messages ■ Communication materials are accessible and widely used to further explain the emergency aid program	___/4
	■ **Student Outreach:** Are various mechanisms used to inform students about emergency aid availability?	■ Information about emergency aid resources is made available to students; however, the information is not easy to find and/or students are unaware of how to apply for the emergency aid when needed	■ Students are made aware of the program primarily through one medium (i.e. new student orientation, posters in various offices across institution.) or infrequently; more work can be done to diversify outreach ■ Additional communication materials are being developed to inform students about the emergency aid program	■ The institution identifies and uses multiple mediums to share information about the efforts to students; promotional materials are effective but can do more to communicate with students ■ The institution has created a website that provides all the information for students to learn more about and apply for emergency aid	■ A communication plan has been developed that is aligned with the leadership's vision and philosophy of the program ■ Students are informed about emergency aid resources at various points through the academic year; type of information shared is tailored to the time of the quarter or semester ■ The institution uses various mechanisms (i.e. website, orientation, social media, promotional materials) to inform students about the program	___/4

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COMMUNICATION (Continued)	■ **Messaging:** How well does leadership ensure consistent messaging about the emergency aid program?	■ Messages concerning the emergency aid program reach some institutional stakeholders; however messages are sometimes conflicting (depending on the source) and/or do not provide enough information	■ There currently is not a working definition of 'emergency aid' on the institution or leadership is in the process of developing a working definition ■ There are no messages from leadership that articulate the purpose of the emergency aid program and/or align the work with the other student success efforts across institution ■ The emergency aid program is not seen as a staple program for the institution or is perceived as a temporary initiative; more messaging is needed to communicate the importance of the program and its intent	■ Leadership has created a definition of 'emergency aid' on the institution; leadership has started to share the definition with the entire institution community ■ Leadership is sharing the purpose of the program as a student success/retention strategy; however the message needs to reach more audiences ■ The institution has developed targeted messages to engage students, staff, and faculty and has made progress in ensuring that the entire institution has a shared understanding of the emergency aid program; there is little confusion about how some emergency aid program areas work	■ There is a shared, consistent definition of 'emergency aid' at the institution ■ The institution creates clear, targeted messages to engage students, staff, and faculty in a consistent manner to increase program awareness and to ensure a seamless process for students ■ Messages about the emergency aid program inform stakeholders both inside and outside of the institution about the work underway, and solicits their support ■ Messages from leadership articulate how the emergency aid program fits into the institution's overall student success agenda	___/4
	■ **External Marketing:** To what extent does the institution promote the program to organizations (government entities, community-based organizations, funders) to encourage and garner their support for the emergency aid efforts?	■ The institution has not yet identified potential organizations to which the emergency aid program can be promoted; external marketing is not a current priority	■ The institution has identified a few organizations with which to share information about the program ■ Promotional materials (in print and online) are currently being developed; however, no materials have been shared with external audiences	■ The institution has identified and contacted several organizations to market and share information about the program; institution still needs to identify and contact more organizations that could support emergency aid efforts ■ Promotional materials (in print and online) have been developed and shared; however more work can be done to tailor the materials to each external organization	■ A prioritized set of prominent organizations has been identified, and the institution has developed and distributed promotional materials about the emergency aid program; the institution publicizes its efforts through various media ■ A good mix of online and print material are currently in use and are tailored to specific organization types (i.e. government, media outlets, community-based organizations) ■ After promotional materials are shared, someone from the institution follows up with each external organization on a routine basis	___/4
					COMMUNICATION TOTAL	___/16