



Evaluating Student and Institutional Experiences With HEERF

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This research is the result of a partnership between NASFAA, NASPA, and HCM Strategists. The findings and conclusions contained within are those of NASFAA, NASPA, and HCM Strategists and do not necessarily reflect positions or policies of the Bill & Melinda Gates Foundation.



About NASFAA

NASFAA is a nonprofit membership organization representing more than 20,000 financial aid professionals at nearly 3,000 colleges, universities, and career schools across the country. NASFAA member institutions serve nine out of every 10 undergraduates in the United States. Based in Washington, D.C., NASFAA is the only national association with a primary focus on student aid legislation, regulatory analysis, and training for financial aid administrators. For more information, visit <https://www.nasfaa.org>.



About NASPA

NASPA is the professional home for the field of student affairs. Together, we are dedicated to fulfilling the promise of higher education through our guiding principles of Integrity, Innovation, Inclusion, and Inquiry. We place students at the center of our work, serving the field through exceptional professional development, research to take on our biggest challenges, advocacy for inclusive and equitable practices and communities, and nurturing networks and pipelines to mentor, rejuvenate, and support.



About HCM Strategists

HCM Strategists is an impact-driven consulting firm that believes in the transformative power of education and work-based learning to improve social and economic mobility for communities that have been marginalized or historically underserved. Our work delivers a consequential impact on the national narrative, policy options and leaders responsible for change.

Executive Summary

In March 2020, Congress passed the Coronavirus Aid, Relief, and Economic Security (CARES) Act, a stimulus package designed to address the nationwide financial crisis created by the global COVID-19 pandemic. In addition to providing payments to individuals, business loans, and support to state and local governments, the CARES Act introduced the Higher Education Emergency Relief Fund (HEERF), which provided grants to institutions with the requirement that they spend 50% of these funds on direct grants to students for their expenses related to the disruption of campus operations due to COVID-19.

Congress followed the CARES Act HEERF program with two subsequent infusions of HEERF dollars via the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSAA) in December 2020 and the American Rescue Plan (ARP) Act in March 2021.

These federal emergency aid programs provided millions of postsecondary students with financial assistance during a time of worldwide crisis. In addition, they created an opportunity to compare the three rounds of HEERF as provided under the CARES Act, CRRSAA, and ARP programs. These comparisons can not only help institutions identify ways to better administer their own emergency aid programs, but they can also inform the creation of permanent federal or state emergency aid programs for postsecondary education.

In 2021, NASFAA, NASPA, and MDRC released a [report](#) examining experiences with the CARES Act through surveys of college and university administrators and administrator and student focus groups. NASFAA, NASFAA's Evaluating Stimulus Emergency Grants Working Group, NASPA, and HCM Strategists followed up on this report in early 2022 through two electronic surveys designed to evaluate student and institutional experiences with the three rounds of HEERF. In addition to general experiences, we were particularly interested in differences in the experiences among students and practitioners at Minority Serving Institutions (MSIs) relative to non-MSIs.

For this second study, NASFAA distributed the surveys through the primary contact at each of its member institutions between March and April 2022 (student survey) and February and May 2022 (practitioner survey), and received 18,316 and 321 responses, respectively.

Student survey participants responded to questions about their need for emergency funding and their experiences receiving and using the funds. Our analysis examined their responses based on whether they attended an MSI, and if so, what type of MSI they attended; the region and sector of the institution; and the institution's Integrated Postsecondary Education Data System (IPEDS) full-time enrollment.

Respondents to the practitioner survey described their experiences with administering HEERF funds, their interactions with the U.S. Department of Education, and where applicable, their experiences in administering HEERF funds targeted for MSIs.

For this report, NASFAA, NASPA, and HCM Strategists conducted a multi-part analysis on financial aid practitioners' and students' survey responses, and HCM Strategists also conducted an analysis of four state emergency aid programs. Combining insights gained from these surveys with an extensive review of four state emergency aid programs, HCM Strategists formulated a set of policy recommendations for strengthening the roles of states in supporting students who face financial crises, NASPA developed recommendations for institutional emergency aid programs, and NASFAA developed considerations for key issues Congress should focus on if it creates a federal emergency aid program in the future.

We hope Congress and the states will use lessons learned from this project to develop permanent sources of emergency aid funding or dedicated programs for postsecondary students experiencing financial crises. We also hope institutions will expand, improve, or develop their own institutional emergency aid programs. The student and practitioner experience outcomes should inform policymakers at all levels on how to best allocate emergency funds and evaluate the success of future initiatives to ensure the funding meets intended goals and provides a meaningful return on investment.

For purposes of this study, we defined the term "Minority Serving Institutions" as institutions designated eligible as shown in the FY 2021 U. S. Department Education of Federal Eligibility Matrices, found [here](#), as well as institutions designated as Historically Black Colleges & Universities (HBCUs) and Tribal Colleges & Universities (TCUs).

Recommendations for Institutional Emergency Aid Programs¹

Institutional Emergency Aid Program Recommendation #1: Prioritize awareness of evolving student needs.

Institutional Emergency Aid Program Recommendation #2: Leverage campus and community resources to increase support for basic needs.

Institutional Emergency Aid Program Recommendation #3: Foster communities of practice to share experiences, recommendations, and promising practices.

Institutional Emergency Aid Program Recommendation #4: Improve communication to students about the availability of funds, means of requesting funds, eligibility criteria, and reasons for full or partial denial when applicable.

Institutional Emergency Aid Program Recommendation #5: Follow up with students about their needs and their experiences with the emergency aid process.

Considerations for Federal Emergency Aid Programs²

Federal Emergency Aid Program Consideration #1: The decision of where a federal emergency aid program is authorized – within or outside of the confines of the HEA Title IV programs – has significant implications for both institutions and students.

Federal Emergency Aid Program Consideration #2: Congress can use lessons learned from known flaws in the Title IV campus-based allocation formula and HEERF emergency grant allocation formulas to ensure institutions serving students with the greatest needs have adequate resources to meet those needs.

Federal Emergency Aid Program Consideration #3: Keeping allowable uses of emergency aid funds broad gives institutions the ability to help more students.

Federal Emergency Aid Program Consideration #4: Making congressional intent clear is essential to ensuring emergency aid funds go to the students who most need assistance.

Federal Emergency Aid Program Consideration #5: Allowing for maximum discretion in awarding emergency grants reflects that institutions best understand their students' needs and have the best ability to respond to them.

Federal Emergency Aid Program Consideration #6: Exempting emergency aid from treatment as estimated financial aid acknowledges that emergencies do not fit neatly into financial aid formulas.

Federal Emergency Aid Program Consideration #7: Publicizing the availability of professional judgment and emergency aid appears to work, but institutions must have funding to accommodate those needs as well.

Recommendations for Improvements to State Policy to Support Students With Emergencies³

State Emergency Aid Policy Recommendation #1: Establish emergency aid programs to address unanticipated needs .

State Emergency Aid Policy Recommendation #2: Create holistic support programs addressing basic needs for students.

State Emergency Aid Policy Recommendation #3: Reform need-based aid programs to be more flexible and reach more students.

State Emergency Aid Policy Recommendation #4: Provide technical assistance to institutions.

State Emergency Aid Policy Recommendation #5: Elevate the urgent needs of postsecondary students.

¹The institutional emergency aid policy/program recommendations contained within are those of NASPA and do not necessarily reflect positions or policies of the Bill & Melinda Gates Foundation, NASFAA, or HCM Strategists.

²The federal emergency aid policy considerations contained within are those of NASFAA and do not necessarily reflect positions or policies of the Bill & Melinda Gates Foundation, NASPA, or HCM Strategists.

³The state policy recommendations contained within are those of HCM Strategists and do not necessarily reflect positions or policies of the Bill & Melinda Gates Foundation, NASFAA, or NASPA.

An Analysis of Student Experiences With Emergency Stimulus Funding

Key Findings

In March and April 2022, we surveyed postsecondary students across the United States about their experiences with the HEERF program. For this study, we examined overall student survey responses as well as differences among student experiences with HEERF funding based on whether the respondent attended an MSI⁴ and, if so, what type; the regional location and sector of their institution; and the IPEDS full-time equivalent of their institution. Highlights of the student experience survey results appear below.

Most students reported they received emergency financial assistance, with an average grant of \$1,000 - \$2,000 in total, but one third were unsure of the source.

More than half (63%) of students who responded to the survey indicated they received emergency financial assistance from their institution during the pandemic, with a total average grant amount received of \$1,000 - \$1,999 (35%). More than half of students (56%) reported HEERF grants as the source of their emergency funding, but one third (35%) were unsure or did not know.

Those who completed applications to receive emergency financial assistance did not find the process difficult.

Of those who received funds, most indicated they applied (54%), and an additional one third (31%) indicated they received the funds automatically. Students in this sample attending MSIs were more likely to apply for aid (65%). Hispanic students were more likely to apply than other students (65% versus 54%). The majority of those who applied for their emergency financial assistance did not find the process difficult, with 87% indicating it was “very easy” or “somewhat easy.” Asian students were the least likely to consider the application process “very easy” (43%).

Most students used their emergency financial assistance for basic needs items and books, and a significant number of students also used their funds for tuition and transportation. But students reported mixed feelings on the effectiveness of the funds.

Only 10% of students selected a single use for the emergency funds received. Of those, the top uses were past-due balances, books, and upcoming tuition. The majority of recipients used HEERF funds for food (61%), books (57%), and housing (50%). Four in 10 students used funds for transportation, and about one third used funds for upcoming tuition, technology devices, internet service, or utilities. One in five students used HEERF funds for past-due balances, personal expenses, medical expenses, or cell phone costs. Open-ended comments allowed students to share their stories describing circumstances as a result of COVID, including supporting extended family after job losses, covering medical expenses for family, paying funeral-related costs, and preventing eviction and related legal fees. Other often-cited expenses included car insurance, health insurance, and car payments.

Students gave mixed responses when asked how effective they found the funds. More than half “strongly agreed” or “agreed” the emergency aid they received allowed them to experience less stress and better focus on their studies (89%), was received quickly enough to help them when they needed it (81%), was an amount adequate enough to meet their needs (61%), allowed them to stay enrolled in college (58%), and allowed them to get better grades than they would have without the funding (53%).

Forty-one percent felt they borrowed less in student loans than they would have if they had not received emergency aid, and the same percentage felt the emergency aid allowed them to reduce the number of hours they worked. One third of participants indicated they enrolled in more classes/credits/units/hours than they would have if they hadn’t received emergency aid (33%). However, one third “disagreed” or “strongly disagreed” they reenrolled in college because of the emergency aid they received after being forced to withdraw or stop out of all classes as a result of the COVID-19 pandemic (36%), or enrolled in more classes/credits/units/hours than they would have if they hadn’t received emergency aid (33%).

⁴For purposes of the Analysis of Student Experiences portion of this study, we defined the term “Minority Serving Institutions” as institutions designated eligible as shown in the FY 2021 U.S. Department of Education Federal Eligibility Matrices, found here, as well as institutions designated as Historically Black Colleges and Universities (HBCUs) and Tribal Colleges and Universities (TCUs).

Those who did not receive assistance indicated they were unaware of its availability or the process to apply. Those who did apply and were denied remained unsure why their request had been denied.

When respondents who reported they did not receive emergency assistance were asked why, most reported they had not applied for any type of emergency assistance (68%). Those who didn't apply indicated they were unaware the emergency assistance was available (51%), thought they wouldn't qualify (47%), or didn't know the process for receiving emergency assistance (34%). Slightly less than half (47%) of those who did apply indicated their emergency aid request had not been approved; of those, 62% reported they did not know why their application had been denied.

Disaggregated demographic information does not reveal significant differences.

We disaggregated student responses by various self-reported demographics and known institutional characteristics (see [Appendix C](#) and [Appendix D](#) of this report), but we did not find significant differences between the disaggregated data and the overall respondent data.

Methodology

In winter 2021, NASFAA, NASFAA's Evaluating Stimulus Emergency Grants Working Group, NASPA, and HCM Strategists developed an anonymous electronic survey to evaluate student experiences with HEERF. NASFAA solicited participants through its Evaluating Stimulus Emergency Grants Working Group and Rapid Response Network and recruited 11 institutions to distribute the survey to their students. Participating institutions had flexibility in determining the population of students to whom they would distribute the survey, but they were required to provide their methodologies, send students an email inviting them to complete the survey, and send at least one electronic reminder to students to encourage their participation. Institutions received a \$500 honorarium for participating and had the option to offer their students an incentive for completing the survey. Individual institutional methodologies and demographics appear in [Appendix A](#).

Participating institutions distributed the surveys to their students in March and April 2022. Once each survey closed, NASFAA removed both entirely blank responses and responses from those who did not progress past the first question ("Did you receive emergency financial assistance from your school during the pandemic...?"), leaving all others who did not complete the entire survey as partial respondents. NASFAA provided an analysis of the student responses to their respective institutions and combined all responses into one data set for use in this report. The survey resulted in 17,349 complete responses and an additional 967 partial responses for a total of 18,316 responses. As each participating institution had a different method for deploying the survey, we cannot calculate the total response pool or response rate.

Information on respondent demographics appears below. Full tables for respondents' demographics, overall survey results, and results by selected demographics appear in [Appendix B](#).

Overall Student Experience Survey Respondent Demographics

Based on the self-reported student data

- Most respondents identified as:
 - Traditionally aged, i.e., within the age range of 18 to 24 (69%).
 - White (30%), Hispanic/Latinx (34%), Asian (17%), and/or Black or African American (16%)⁵.
 - Female (68%).
- Respondents were almost equally split among Federal Pell Grant recipients, student loan borrowers, first-generation college students, and students receiving financial support from family members, with each question receiving approximately 50% “yes” and 50% “no” responses.
- Prior to March 2020, one third (35%) of respondents were enrolled exclusively in-person, one fourth (25%) were not enrolled, and just under one fourth (22%) were taking a mixture of online and in-person classes.
- More than three quarters of the respondents did not have dependents (79%), were not married or in a domestic partnership (81%), and were enrolled as undergraduate, four-year degree students (82%).
- The overwhelming majority of respondents reported they lived off campus before the pandemic began (88%), and 84% reported living off campus while most recently enrolled in school. Eighty-three percent reported being enrolled full time at the time they completed the survey.
- Nearly half of respondents reported losing their job or having their work hours or pay cut (44%), and 43% of respondents reported having unexpected non-medical expenses. Another one third reported someone who provided them with financial support had lost their job, quit their job, or had their work hours or pay cut (37%). In addition, 35% of respondents reported they had unexpected medical expenses.

Based on the demographics of the participating institutions

- The majority of respondents were from public 4-year institutions (80%). Eighty-three percent of respondents were from institutions with an IPEDS full-time equivalent enrollment of more than 20,000.
- Forty percent of respondents attended institutions located in the Southern Association of Student Financial Aid Administrators (SASF AA) region, and another 23% attended institutions in the Southwestern Association of Student Financial Aid Administrators (SWASF AA) region.
- Just under half (48%) of respondents attended an MSI. Of those who attended an MSI, 39% were from Hispanic Serving Institutions (HSIs), 14% were from Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs), and 2% were from Predominantly Black Institutions (PBIs).

⁵ As respondents were allowed to select all responses that applied, these percentages may not add up to 100%.

An Analysis of Practitioner Experiences With Emergency Stimulus Funding

Key Findings

Between February and May 2022, NASFAA surveyed financial aid administrators across the United States to learn more about their experiences with the three rounds of the HEERF program under the CARES Act (HEERF I), CRRSAA (HEERF II), and the ARP (HEERF III). We were interested in learning about practitioners' experiences with administering the funding and their interactions with ED during the process. We were especially interested in whether those at MSIs and non-MSIs had different experiences.

Minority Serving Institutions

Congress designated over \$5 billion in total extra funding for MSIs⁶ from the three HEERF rounds. This section is specific to those HEERF funds designated exclusively to MSIs as well as institutions receiving Strengthening Institution Programs [SIP] grants. Only those institutions saw this section of the survey.

Respondents' ability to award HEERF emergency grants from the funds designated for MSIs in all instances where students needed emergency funds increased over each successive round of HEERF.

Just 29% of respondents indicated that during the HEERF I MSI funding round, the allowable use of funds for emergency grants to students was broad enough to accommodate their students' needs all of the time. However, that figure increased to 38% under the HEERF II funding round and rose to 71% under the HEERF III funding round.

Respondents' ability to use HEERF MSI institutional share dollars increased over each successive round of funding.

Thirty-six percent of respondents indicated the allowable uses of MSI funding for institutional expenses under the CARES Act were broad enough to accommodate their institutions' needs all of the time. That figure increased to 49% under HEERF II and rose to 67% under HEERF III.

Respondents used HEERF MSI institutional share dollars to fund student emergency grants.

Fifty-one percent of respondents indicated they used or are considering using their MSI-designated HEERF institutional share dollars to award student emergency grants, with just under a quarter of MSI respondents (24%) spending more than half their institutional share allocations on student grants as compared to all respondents (11%).

All Respondents

This section is specific to student share and institutional share funds, not including funds designated exclusively for MSI and Title III Strengthening Institutional Programs institutions. All institutional types saw this section.

⁶ For purposes of the Analysis of Practitioner Experiences portion of this study, we defined the term "Minority Serving Institutions" as institutions designated eligible as shown in the FY 2021 U.S. Department of Education Federal Eligibility Matrices, [found here](#), as well as institutions designated as Historically Black Colleges and Universities (HBCUs) and Tribal Colleges and Universities (TCUs).

Institutional Compliance With HEERF Statute and Guidance

The required spending of HEERF dollars on professional judgment outreach introduced in HEERF III was correlated with higher numbers of professional judgment (PJ) inquiries and requests.

Respondents reported a 41% increase in PJ inquiries, a 37% increase in PJ requests, and a 34% increase in emergency aid requests after using a portion of their HEERF III institutional share dollars to conduct PJ outreach as required by HEERF III. MSIs reported larger increases, with a 51% increase in PJ inquiries, a 53% increase in PJ requests, and a 45% increase in emergency aid requests.

Fifty-three percent of respondents conducted new PJ outreach activities as a result of the added requirement in HEERF III. Of those who did not conduct new PJ outreach, MSI respondents were more likely to satisfy the requirement with existing outreach activities (24% of MSI respondents versus 16% of all respondents) and less likely to enhance existing PJ outreach activities (13% of MSI respondents versus 24% of all respondents).

The majority of respondents reported conducting PJ outreach through email (78% of all respondents and 85% of MSI respondents).

Institutions most commonly reported spending < 1% of institutional share dollars on PJ outreach (54% of all respondents and 47% of MSI respondents).

Institutions used a wide range of criteria to determine eligibility for HEERF student emergency grants.

While the top two student emergency grant awarding criteria were Expected Family Contribution (EFC; 69%) and Federal Pell Grant recipient status (66%), at least 40% of institutions indicated they used one of the following criteria: food needs, housing needs, need for course materials, need for technology, healthcare needs, dependent care needs, transportation needs, and enrollment intensity (e.g., full time, part time).

The least common criteria institutions used to determine HEERF student emergency grant eligibility – with less than 7% of institutions indicating that they used each criterion to determine eligibility – were pre-pandemic living arrangements, pre-pandemic distance education status, dependency status, year in school, and academic standing.

Institutions primarily used Pell Grant receipt status, Pell eligibility, and EFC to identify students with exceptional need.

When asked to select all methods their institution used in identifying students with exceptional need, 62% of respondents reported using Pell Grant receipt status, 52% relied on Pell-eligible EFC but not necessarily Pell Grant receipt, and 54% applied an EFC cutoff not necessarily tied to Pell Grant eligibility or receipt.

Institutions used institutional share HEERF dollars to fund student emergency grants.

Just over half of respondents (51%) used a portion of their HEERF institutional share dollars to award student emergency grants, with another 7% indicating they had plans to use institutional funds to award emergency grants or were not yet decided. The most common percentage of institutional share funds used to award emergency grants was less than 25%, reported by just under one third (32%) of respondents.

Institutional Evaluations and Improvements to Emergency Aid Programs

Institutions that set goals for student outcomes as a result of HEERF emergency grants reached some of those goals.

Fewer than one third (29%) of institutions set goals for HEERF student emergency grant recipient outcomes. Of institutions that did set goals, the most commonly reported goals were relieving student stress (86%), preventing students from dropping courses (60%), allowing students to enroll in the term subsequent to receiving the HEERF emergency grant (46%), reducing student requests to borrow more student loans (35%), and encouraging students to enroll in more classes in the current or future terms (25%).

Institutions that set goals indicated the three most common goals met were relieving student stress (72%), preventing dropped courses (42%), and allowing students to enroll in the term subsequent to receiving the HEERF emergency grant (45%).

Institutions that chose not to conduct an evaluation of HEERF student emergency grant outcomes cited not wanting to burden students (40%) and a lack of resources (39%) as their primary reasons.

Institutions improved their institutional emergency aid programs as a result of administering HEERF emergency grants.

Twenty percent of respondents made improvements to their existing emergency aid program as a result of their experience administering the HEERF student emergency grant program. The top improvements made were to their institutional emergency aid application process (69%), the institutional emergency aid approval process (47%), communications to students about the institution's emergency aid program (66%), publicity about their institutional emergency aid program (41%), time from application to approval of institutional emergency aid funds (33%), and time from approval to disbursement of institutional emergency aid (31%).

The top responses about how administering HEERF emergency student grants informed institutional practices surrounding both traditional financial aid and emergency aid were that administering HEERF emergency grants helped the institution to distinguish between one-time emergencies and ongoing pervasive need (29%), helped the institution to improve communications about financial aid (28%), and caused the institution to develop resources to address basic needs insecurity (21%).

Institutional Awarding Practices

Institutions were flexible in how they identified students who were eligible to receive HEERF emergency grants.

Forty-three percent of institutions used a combination of automatically identifying some HEERF emergency grant recipients using administrative data and requiring some students to request the grant and/or self-certify their eligibility.

Of the institutions that required students to request HEERF emergency grants or self-certify eligibility, 88% relied on web-based applications students could complete and submit online, either through the institution's student portal or a web-based form that resided outside of the portal.

Institutions' awarding policies and practices evolved over subsequent rounds of HEERF.

More than half of respondents (51%) changed their awarding policies between HEERF I and the two subsequent HEERF rounds to allow students to receive more than one emergency grant.

Most respondents (65%) indicated their HEERF II and HEERF III average award amounts were higher than their HEERF I amounts.

Institutions changed awarding policies and communications in response to ED's change of interpretation regarding student eligibility.

When ED announced their changed interpretation of student eligibility in May 2021 to allow students not eligible for Title IV to receive HEERF emergency grants, 81% of respondents changed their awarding practices and policies as a result.

The adjustment made most often by institutions in response to ED's new guidance was changing awarding parameters to allow non-Title IV eligible students to receive HEERF student emergency grants (76%) and removing their institutionally imposed requirement that students complete a Free Application For Student Aid in order to receive an emergency grant (58%).

More than three quarters of respondents (81%) reported changing their communications to students about HEERF student emergency grants after ED changed its position on Title-IV eligibility being a requirement for those grants.

Institutional Administration of HEERF Dollars

Institutions' decisions on how to track, award, and disburse HEERF student emergency grants impacted their ability to comply with ED guidance and reporting requirements.

Fifty-four percent of respondents used their financial aid management system (FAMS) to track, award, and disburse HEERF student emergency grants.

Of those respondents who used their FAMS for administering HEERF student emergency grants, 70% found accommodating HEERF rules, such as the exemption of HEERF student emergency grants from treatment as estimated financial assistance (EFA) and the prohibition against funds being applied toward institutional balances without student authorization, to be somewhat or very difficult.

Of schools that did not use their FAMS to track, award, and disburse HEERF student emergency grants, 50% used their student accounts/billing system and 38% tracked HEERF student emergency grants manually (such as with Excel or Google Sheets).

Twenty-six percent of respondents said their chosen method for awarding, tracking, and disbursing HEERF student emergency aid negatively impacted their ability to comply with HEERF reporting requirements, and 40% indicated they had to modify existing systems or create new systems in order to disaggregate HEERF data in accordance with the annual report requirements.

Regardless of whether institutional respondents felt their chosen method for awarding, tracking, and disbursing student emergency grants negatively impacted their ability to comply with HEERF reporting requirements, and regardless of whether they had to modify existing systems or create new systems in order to disaggregate data, 76% of respondents found ED's annual report burden estimate of 40 hours to be inadequate.

Sixty-one percent of respondents said they awarded HEERF II and HEERF III student emergency grants solely through the financial aid office. In cases where an office other than the financial aid office solely awarded HEERF II and III student emergency grants, the student accounts/bursar's office (39%) most commonly made the awards. When multiple offices awarded HEERF II and III student emergency grants, 98% of respondents reported that the financial aid office was one of those offices. Of the remaining offices mentioned, awarding involved the student account's/bursar's office (80%), the student affairs office (36%), and/or the enrollment management office (20%).

Institutions' Perceptions of Congressional Changes to HEERF II and HEERF III and ED's Management of the HEERF Program

Greater flexibility in student eligibility for student emergency grants helped institutions to help students.

Ninety-three percent of respondents said expanded allowable uses of student share HEERF dollars in the HEERF II and HEERF III funding rounds was broad enough to accommodate their students' needs most or all of the time. This is up from the 73% who reported on a [2020 institutional survey](#) that they felt the HEERF I allowable use of student emergency grant funds was broad enough to accommodate students' needs all or most of the time.

Institutions generally felt satisfied with or neutral about ED's management of the HEERF program and reported improvements in rounds II and III over round I.

Roughly one-half of respondents rated ED's timeliness in announcing HEERF II and HEERF III allocation amounts as very good or excellent (47% and 51%, respectively), while just under one third (32%) were neutral.

Forty-six percent of respondents rated ED's communications about allocation amounts very good to excellent. Forty-five percent were neutral, and only 5% ranked communications poor or very poor.

Twenty-six percent of respondents reported receiving institutional share and 28% reported receiving student share HEERF dollars from rounds II and III in 28 days or less, 35% indicated it took longer than 28 days, and the remainder did not know how long it took.

Fifty-two percent of respondents rated ED's HEERF II and III guidance as better than the HEERF round I guidance, as evidenced by 34% of respondents finding ED's HEERF II and III guidance to be somewhat or very easy to understand versus only 18% for HEERF I. Just 2% found the HEERF II and III guidance very easy to understand versus 1% for HEERF I guidance, and 7% found ED's HEERF II and III guidance very difficult to understand versus 14% who found HEERF I guidance very difficult to understand.

Ninety percent of respondents found ED's HEERF II and III guidance to be somewhat or very organized, a significant increase from the 11% for HEERF I.

The vast majority of respondents relied on NASFAA (93%) and/or ED (93%) for HEERF training.

When asked what Congress should change if they offered student emergency grants again in a future stimulus package or other legislation, 79% of respondents suggested less onerous reporting requirements; 70% suggested clearer legislative language on congressional intent for student eligibility criteria; 61% suggested exempting emergency aid from estimated financial aid; 51% suggested increasing flexibility for institutions in selecting recipients for emergency grants; and 50% suggested creating a single new program, whether in Title IV or not, with a single set of eligibility and awarding rules. Twice as many respondents wanted a federal emergency aid program to be housed outside of the Title IV student aid programs (33% vs. 15%).

Institutional Communications About HEERF

Institutions disseminated HEERF student emergency grant information widely and frequently.

The majority (60%) of respondents communicated HEERF student emergency grant availability to all students as opposed to targeting specific groups of students.

Institutions communicated the availability of HEERF II and III student emergency grants primarily by email (85%) and posting to institutional websites (61%).

More than half (58%) sent between two and five distinct direct communications to students about HEERF student emergency grants from all three funding rounds, and another 25% sent between six and 10 distinct communications.

Institutional Processing of HEERF Student Emergency Grants

Turnaround times for institutional approval and disbursement of HEERF student emergency grants did not improve between round I and the two subsequent rounds.

Just over two-thirds of respondents (68%) reported they did not improve turnaround times to approval or disbursement with HEERF II and HEERF III.

Sixty-four percent of institutions reported turnaround times of seven days or fewer from a student's emergency grant request (in cases where an application was required) to approval or denial, with most institutions (51%) reporting turnaround times of between three to seven business days.

For institutions that did not require an application, 38% reported turnaround times of seven business days or fewer from receipt of the institution's HEERF allocation to identification of students who would automatically receive grants, and 46% reported turnaround times of more than seven business days.

Seventy percent of respondents reported turnaround times from identification of HEERF student emergency grant eligibility (either automatic using administrative data or by application) to disbursement of seven or fewer days.

Institutions disbursed HEERF II and HEERF III student emergency grant funds primarily via check (84%) or direct deposit (79%).

Methodology

NASFAA, along with NASFAA's Evaluating Stimulus Emergency Grants Working Group, NASPA, and HCM Strategists, developed an electronic survey to evaluate institutional experiences with HEERF. NASFAA then distributed the survey electronically to the primary contact at our member institutions on February 8, 2022, with a completion deadline of February 18, 2022. We sent two reminder emails on February 15, 2022, and February 24, 2022. The second reminder email extended the deadline to March 2, 2022.

Based on the response rate as of the March 2, 2022, deadline, NASFAA decided to pause data collection and solicit additional responses in late April. A new survey invitation went out on April 18, 2022, to those who had not completed their survey by that date. The invitation included a new completion deadline of Friday, April 29, 2022. To accommodate the May 6, 2022, HEERF Annual Reporting Requirements deadline, NASFAA extended the survey deadline until May 13, 2022. We sent out three additional reminder emails on April 25, May 4, and May 12, and we closed the survey on Wednesday, May 18, 2022. Once each survey closed, NASFAA removed all entirely blank responses, leaving 303 complete responses and an additional 18 partial responses for a total of 321 responses.

Institutional respondents received a \$10 gift card for their participation but had the option to opt out of receiving this incentive. Full tables for respondents' demographics, overall survey results, and results by selected demographics appear in [Appendix E](#); [Appendix F](#) shows the full practitioner survey results.

Analysis of State Emergency Aid Policy

Lessons Learned From Federal Emergency Aid Funding Can Inform and Strengthen State Policy

Even before the onset of the global COVID-19 health crisis, state policymakers recognized the food, housing, and other urgent financial challenges facing students. A year into the pandemic, in fall 2021, 60% of higher education students experienced food and housing difficulties. Moreover, these basic needs insecurities were affecting students of color at greater rates.⁷ Although individual campus-based emergency aid programs exist nationwide, they typically are limited in scope. Only a few states have broader emergency aid programs.

The pandemic-related infusion of federal investments in emergency aid has afforded an opportunity to understand the various emergency situations students face, the effects of emergency aid on enrollment and retention, the impact of addressing students' critical financial needs, and the role of more flexible resources in assisting students. The infusion of relief funds also offers lessons for developing state policy related to emergency aid and affordability more broadly.

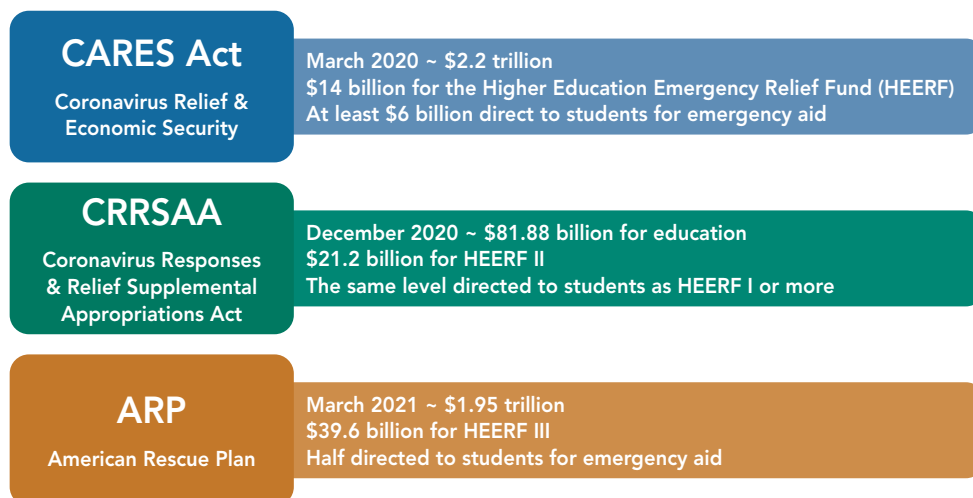
Between February and May 2022, NASFAA conducted national surveys of students and aid administrators to learn about their experiences with the federal relief funds. Based on the findings, this section of the report offers strategies for strengthening the role of states in supporting students who face financial crises that impede their progress in attaining a postsecondary credential and economic mobility. The recommendations for state action complement the student experiences and practitioner experiences sections of this report.

What is emergency aid?

Emergency aid is a temporary resource to bridge a financial need until the student receives a financial aid refund, loan check, paycheck, or other resource. The aid is often a one-time grant; sometimes it is a short-term loan that can be repaid when the student's traditional aid is processed. Aid can also take the form of a voucher to cover expenses, such as books, meals, or child care.

Federal Relief Funding Offers Learning Lab for States to Support Students

Beginning in March 2020, the federal government made an historic and unprecedented \$76.2 billion investment in higher education to address the economic impact of the global pandemic, with a significant portion targeted to students as [emergency financial aid](#). Approximately half of the initial HEERF, allocated through the CARES Act, had to be provided directly to students to cover COVID-related expenses under broad parameters; the legislation specified neither student identification nor distribution methods. The two emergency relief acts that followed provided more funding and included requirements to dedicate substantial funding to students. An examination of the experiences of student and practitioner experiences with the federal student emergency aid programs offers insights that can help states support students with emergency aid.



⁷ The Hope Center for College, Community, and Justice. (2021, March 31). #RealCollege 2021: Basic needs insecurity during the ongoing pandemic. Emergency aid supports retention, helping to shift students' attention away from crises to academics.

Financial stability is the foundation for academic success. Although students' lives are complex, the main reason they cease college enrollment is [financial challenges](#). In a [Trellis survey](#), most student respondents reported they could not cover a \$500 emergency. Even when tuition and other direct expenses are covered by grant aid, [unanticipated expenses](#) can require students to focus on crises rather than academics. At least [25% of students](#) exhaust their funding multiple times during the academic year.

To help ensure retention, campuses have developed emergency aid programs to support students experiencing an unexpected hardship. A 2016 [NASPA survey](#) revealed that more than 70% of two- and four-year institutions across the public and private sectors managed emergency funding programs. Campuses have also offered food pantries as a form of emergency aid, and they often coordinate referrals to campus or community resources for food, housing, child care, and other services.

Campus emergency aid programs are typically underfunded and challenging to administer.

Campus emergency aid programs are often managed in partnership with several departments on a campus. In addition, many are underfunded, lack strong policies and procedures, and do not take advantage of technology in administration processes. Institutions usually fund these programs through philanthropy or tuition revenue and only serve a fraction of the student body with one-time, small award amounts. These programs are also often underpromoted, and they can have application and disbursement processes that pose barriers to students already facing a financial crisis. Some administrators are concerned emergency aid may present compliance issues in financial aid administration, potentially [resulting in reductions to other aid](#).

Not surprisingly, in the wake of federal relief dollars, some higher education institutions faced significant challenges in bringing these small emergency aid programs to scale and meeting the needs of thousands of students in an expedited fashion. As described in the student experiences section of this paper, most students reported they found accommodating federal rules burdensome. However, some campuses indicated they made improvements to existing aid programs because of their experience in administering the federal relief dollars. This included streamlining application processes, expediting approval timelines, strengthening communications to students, and developing resources to address basic needs.

Institutions benefit from support to improve emergency aid programs.

State policymakers and agencies play a role in supporting and disseminating statewide student surveys and data to understand affordability gaps and evaluate emergency aid and related programs and services. These analyses can lead to improvements in emergency aid program policies and administration as well as better coordination of resources across federal, state, institutional, and private sources.

Prior to the recent infusion of federal funding for emergency aid nationwide, standardization in emergency aid programs was not typical. Institutions learn best practices through professional networks, topic-focused learning communities, and training opportunities. As an example of a professional network, 10 Texas institutions formed an [Emergency Aid Network](#) in 2017 to build a base of knowledge about how emergency aid programs operate and affect students in Texas. The network identified compelling strategies for effective programs. One issue the group explored was the challenge of proactively identifying students who would benefit from emergency aid when the demand far exceeds available funds. Members also have discussed the need for data and the capacity to analyze the information. Other topics the group has addressed include automating delivery, improving case management, tracking students, coordinating community resources, and dealing with regulatory restraints. States can convene a learning network, solicit national expertise, and guide institutions to ensure their emergency aid efforts are improving student retention and completion.

Several states created statewide emergency aid programs before the pandemic.

States do not often create emergency aid programs; they focus financial aid policies and programs mostly on covering direct education expenses, primarily tuition. However, a few state-funded programs were created prior to the global pandemic to help students overcome financial barriers that traditional aid programs were not adequately addressing. Minnesota, North Carolina, Washington, and Wisconsin have similar programs that were created in the last decade. North Carolina and Washington support community college students. Programs in North Carolina and Wisconsin were spurred by federal or private funding, respectively. Emergency aid programs in Minnesota, Washington, and Wisconsin are now fully state-funded, and all continue to serve students during the ongoing pandemic.

Minnesota established the [Emergency Assistance for Postsecondary Students Grant Program](#) in 2017 to improve retention and completion for students experiencing food or housing insecurity or unforeseen financial emergencies. Funding is provided to institutions with a demonstrable homeless population to support financial barriers related to food, housing, and transportation. Funding was at \$269,000 in 2019, down from \$350,000 in 2018. Institutions report program details, and the average award was \$585. Housing was the most prominent emergency, followed by the need for help with automobile expenses.

North Carolina leveraged federal Workforce Innovation Opportunity Act funds to create [Finish Line Grants](#) for community college students who have completed 50% of their program and face unforeseen financial challenges. In the first two years, 2018 to 2020, \$2.2 million was provided to 3,300 students. Community colleges and local workforce development boards collaborate to apply for funding and establish a joint process to review student requests for aid, up to \$1,000. Eligible expenses include bills related to car repair, medical care, utilities, and child care, with funds paid directly to the provider. The aim is to supplement the program with state funds and expand it to baccalaureate institutions, but this has not yet occurred.

Washington institutions may use a portion of tuition revenue for need-based grants and short-term emergency loans; however, few colleges manage the loans due to burdensome processes and high demand for grant aid. In 2019, the legislature determined a need for a statewide emergency grant program for the community and technical college system. It created the [Student Emergency Assistance Grant Program](#), funded at \$735,000 annually. The system office provides broad parameters related to eligible students and expenses. In applying for funds colleges must explain how they will keep the process simple for students. In 2020, 820 students received an average award of just more than \$700; in 2021, 1,061 students received an average award of more than \$600. Half of the applicants are students of color, and the most commonly cited emergency needs are food, housing, and transportation.

Wisconsin's state emergency aid program followed a large investment made by the [Great Lakes Higher Education Guaranty Corporation](#) in 2012 to establish emergency grant programs within the Wisconsin Technical College System. The 16 colleges disbursed \$1.5 million to support low-income students at risk of dropping out due to financial emergencies. At the end of the three-year project, 73% of recipients persisted or graduated.

Following the success of the privately funded program, in 2015 Wisconsin became one of the first states to authorize a state-funded [emergency aid program](#). The state initially provided \$450,000 to the two- and four-year systems to allocate to institutions based on their anticipated need and demand. Students must apply and provide documentation on the nature of the urgent expense and amount owed, with no more than two maximum \$500 awards per student. The institutions report details of applicants, funding, types of expenses, and outcomes. While funding for its need-based program has been stagnant, the state has continued to fund the emergency aid program for students experiencing hardship. Demand for the program increased over five years, peaking in 2020 and remaining elevated in 2021. With the federal relief dollars expended, increased denial rates for student requests are expected.

Minnesota's Foundational Principles

Minnesota created foundational principles to guide the Emergency Assistance for Postsecondary Students program across institutions:

- Trust students;
- Be timely;
- Create a network of support for students;
- Evaluate student proposals free from bias or discrimination;
- Provide follow-up to students and track outcomes;
- Leverage available resources within the institution and community;
- Incorporate dedicated staff across departments into the service model; and
- Situate the program within the larger institutional mission of equity and student success.

Relief Funding Also Supports Other Aid

Several states, including Michigan, Minnesota, North Carolina, and the District of Columbia have also used federal relief funding to strengthen affordable pathways for individuals and industries most impacted by the pandemic.

- *MI Future Frontliners*, created with \$25 million, is for tuition-free high school completion and community college attendance for essential workers.
- *MN Future Together Grants*, supported with \$35 million from American Rescue Plan funds, aims to increase trained workers in high-demand fields for low-income individuals and those who had been working in impacted industries.
- The *NC Longleaf Commitment Grant* provides last-dollar funding for graduating high school students. (Last-dollar program funding is awarded after other grants and combines with those funds to reach a maximum amount.)
- The *DC Futures Program* supports students with last-dollar funding and coaching services.

Students with short-term emergencies are often facing systemic issues that policy can address.

Students facing short-term emergencies often are challenged by longer-term systemic issues. This requires states to focus more attention on the underlying causes of these challenges and coordinate support across programs. As the pandemic exacerbated these problems, federal relief packages and administrative policies took several steps to address basic needs. Supplemental Nutrition Assistance Program (SNAP) program benefits have been temporarily extended for college students enrolled at least half time who are eligible for work-study opportunities or are eligible for the maximum Federal Pell Grant. The need for remote study also required students to access technology, including the internet, and Pell Grant recipients were allowed a discount of up to \$30 per month for broadband access by applying through their provider to the Affordable Connectivity Program.

States have also created programs and reformed policies to address basic needs, including food and housing insecurity. Ten states proposed or passed legislation in recent years to create [hunger-free campuses](#): California, Illinois, Maryland, Massachusetts, New Jersey, New York, North Carolina, Minnesota, Pennsylvania, and Washington. States have also improved partnerships among state agencies to expand awareness of public benefits, such as SNAP for college students and Temporary Assistance for Needy Families (TANF). In addition, states have increased efforts to promote education and training and increase access to financial aid for public benefit recipients. Several examples of state responses to address basic needs include these:

- **California** provided \$30 million in 2022 for basic need centers and \$100 million to address food and housing insecurity among community college students. The state financial aid agency is [advocating](#) for improved federal policy for college students to access SNAP benefits.
- **Minnesota** created competitive grants to institutions seeking designation as a [hunger-free campus](#).
- **New Jersey** created a [playbook](#) for institutions with promising, evidence-based practices addressing food, housing, transportation, and child care.
- **Oregon** partnered with 17 community colleges, the Oregon Department of Human Services, Partners for a Hunger-Free Oregon, and other state agencies and anti-poverty groups to transform policies and programs to increase access to training and benefits for low-income students, rural students, and students of color under the [Pathways to Opportunity](#) initiative.
- **Washington** created a [pilot project](#) to support students experiencing homelessness, which was expanded to all public colleges in 2022. The state also authorized public benefit recipients to qualify for the new need-based aid program, the Washington College Grant.

Well-designed state need-based grant programs can address urgent financial needs.

States provided \$14.8 billion in [aid to students](#) in 2019-20, \$9.5 billion of which was need-based grant aid. Yet in the student experiences section of this report, students cite books and supplies, upcoming tuition, and past-due balances among the top uses of federal emergency aid funds. While emergency aid is intended to provide one-time relief for urgent, short-term and unforeseen expenses, state investment in traditional grant aid can offer a broader affordability strategy to ensure tuition and other educational expenses do not create an emergency for students.

Expanding the flexibility of existing programs and coordinating them with other resources can help students manage known educational expenses while preparing for unexpected financial emergencies. Characteristics of strong need-based programs include coordinating with other aid, such as the Pell Grant, to cover nontuition expenses; expanding eligibility to low-income students regardless of age, merit, or other restricting criteria; ensuring aid can be used for workforce certificates as well as degrees; and eliminating application barriers.

Recommendations and Considerations for Institutional, Federal, and State Emergency Aid Programs and Policies

In this study, NASFAA, NASPA, and HCM Strategists conducted a multi-part analysis on financial aid practitioner and student experiences with the CRRSAA and ARP HEERF programs, and HCM Strategists conducted an analysis of state emergency aid programs. Based on these analyses, we present the following recommendations and considerations for institutional emergency aid programs, federal emergency aid programs, and state policies to support students with emergencies.

Recommendations for Institutional Emergency Aid Programs⁸

Institutional Emergency Aid Program Recommendation #1: Prioritize awareness of evolving student needs.

Rationale: A thorough understanding of student needs should position institutions to address those needs more effectively. Conducting a survey or reviewing information submitted in recent aid requests can provide insight about the needs of the students at the institution, clarify which partners and resources can offer needed support, and help identify further partnerships and resources that can be cultivated to address needs not currently being met.

Institutional Emergency Aid Program Recommendation #2: Leverage campus and community resources to increase support for basic needs.

Rationale: A majority of student survey respondents indicated food and housing as priority needs for use of the funds they requested; clearly, basic needs are still a significant concern. Institutions maximizing campus and community resources to address basic needs can have a critical impact on students' overall well-being and allow students to use emergency funding for other crucial needs. Support for measures to address basic needs has been growing on campus in recent years and can continue to be expanded. Practitioners can use insights learned from successful efforts at other institutions to more quickly design and implement support programs at their own institution.

Institutional Emergency Aid Program Recommendation #3: Foster communities of practice to share experiences, recommendations, and promising practices.

Rationale: Practitioners and institutions working to support student needs have attempted a variety of approaches in recent years to address the growing problem of students' emergency needs. Respondents to the practitioner survey reported making improvements in the application process, approval process, communications to students, and publicity about emergency aid programs. They also reported improvements in the time from application to approval and from approval to disbursement.

The opportunity to learn from colleagues about these improvements could help practitioners develop their own more efficient approaches tailored to their own institutions. Using remote meeting technology or message boards to share insights and recommendations, hold community dialogues, or present webinars would provide institutions with regular opportunities to examine and improve their own processes, timelines, communication methods, and other efforts to support students.

Institutional Emergency Aid Program Recommendation #4: Improve communication to students about the availability of funds, means of requesting funds, eligibility criteria, and reasons for full or partial denial when applicable.

Rationale: Students may not need to be 100% aware of the sources of the funding they receive, but they do need to know funds or resources are available, how to request aid, the eligibility criteria for assistance, and the outcome rationale for decisions about their request. Providing clear information about emergency aid resources and processes is imperative, especially for students experiencing a financial crisis.

It is positive that student respondents who indicated they did have to apply for funds felt the process was not difficult. However, improvement can be made to ensure more students understand funding is available, how they may request it, whether they are eligible to receive it, and why they did not receive funding if their request is denied.

⁸ The institutional emergency aid policy/program recommendations contained within are those of NASPA and do not necessarily reflect positions or policies of the Bill & Melinda Gates Foundation, NASFAA, or HCM Strategists.

Institutional Emergency Aid Program Recommendation #5: Follow up with students about their needs and their experiences with the emergency aid process.

Rationale: Learning from the students who navigated the institution’s emergency aid process is an important component of understanding and improving the experience. After processing HEERF or any other type of emergency aid, institutions should check in with those students who engaged in the process, even if they did not receive funding. Students who received funding can illuminate how the funding did or did not meet their needs, whether they are still experiencing some kind of financial crisis, or how their needs have changed. Students who did not receive funding can offer important perspectives on the process, communication, and their needs. This check-in should also be an opportunity to learn whether students have a clear understanding of the resources available to them and the process to request and receive funds.

Considerations for Federal Emergency Aid Programs⁹

Studies have shown institutional emergency aid programs reduce barriers to student success and completion. Students surveyed for this work identified meaningful benefits of HEERF emergency grants, including the ability to stay enrolled, enroll in more credits, focus better on studies due to reduced stress, and earn better grades. Institutions observed similar positive outcomes among recipients of HEERF student emergency grants.

However, most colleges and universities indicate a greater need for emergency aid than their institutions have the resources to fill. Indeed, even with federal HEERF emergency grant funding, half the institutions surveyed spent some portion of their institutional share dollars beyond the amount required by law on student emergency grants to fill the needs they observed. Presumably, schools with the lowest resources struggle the most to establish funding for emergency aid programs, meaning students at those schools might have the least access to emergency aid.

Poor student outcomes impact federal accountability metrics, yet schools frequently lack the resources they need to improve outcomes. A well-designed federal emergency aid program could fill financial gaps for lower-resourced schools and could help improve outcomes like completion rates.

The HEERF student emergency grant program served effectively as a large-scale experiment for a federal emergency aid program. Lessons learned from administering all three rounds of funding – what worked, what didn’t work, and what improvements were made along the way – provide valuable insight into how a federal emergency aid program should be designed.

If Congress creates a federal emergency aid program, it should take the following considerations into account, which are based on both prior work evaluating the CARES Act HEERF Grants and the current work evaluating all three rounds of HEERF Grants.

Federal Emergency Aid Program Consideration #1: The decision of where a federal emergency aid program is authorized – within or outside of the confines of the HEA Title IV programs – has significant implications for both institutions and students.

Rationale: Title IV student aid is awarded in advance of enrollment for a set period, generally an academic year, based on a lengthy application that provides a snapshot of a family’s income and assets at a set point in time. While practitioners at institutions can use their professional judgment (PJ) to adjust for changes in financial aid applicant circumstances, the PJ process requires documentation and is often complicated and time consuming. None of this lends itself well to emergencies.

Congress intentionally created the HEERF student emergency grant program to exist outside of the Title IV student aid programs. This allowed institutions to recognize student needs outside of the strict definition of need for Title IV purposes, including expenses that are not permitted in the cost of attendance and consequently are not eligible to be met with Title IV student aid. It also allowed non-Title IV eligible students, such as students with Deferred Action for Childhood Arrivals status, students enrolled in non-Title IV eligible programs, and students who are not meeting satisfactory academic progress standards to receive emergency funding.

Creating the HEERF emergency student grant program outside of the Title IV programs also permitted institutions to award these emergency funds without an application. This greatly reduced the burden on students and institutions, and ensured emergency grants could reach students as quickly as possible. In fact, once ED changed their guidance to allow non-Title IV eligible students to receive HEERF emergency grants, nearly three quarters of practitioner survey respondents reported they removed their requirement that students provide a FAFSA or other application to attest to their Title IV eligibility status.

Another benefit of creating a federal emergency aid program outside of the Title IV programs is that offices outside of the financial aid office can administer the program. In fact, more than one third of institutions indicated the student accounts/bursar’s office had sole responsibility for administering HEERF student emergency grants. Every institution is different, and placing a federal emergency grant program outside of the Title IV programs permits institutional flexibility in program administration.

⁹ The federal emergency aid policy considerations contained within are those of NASFAA and do not necessarily reflect positions or policies of the Bill & Melinda Gates Foundation, NASPA, or HCM Strategists.

Only about one half of survey respondents in the first evaluation of CARES Act student emergency grants and one third in the current evaluation felt that emergency grants should remain a non-Title IV aid program. However, more respondents desired a program outside of the Title IV programs than within Title IV. A separate but related result reveals more than half of respondents in both evaluations wanted more flexibility for institutions in selecting recipients and/or wanted emergency aid to be exempt from estimated financial assistance, all of which could be achieved by keeping federal emergency aid programs outside of the Title IV programs.

However, creating a federal emergency aid program outside of the Title IV programs presents some disadvantages. Programs that fall under the Title IV umbrella can take advantage of existing systems and processes, such as reporting requirements. If administered outside of the financial aid office, the federal emergency grant program might not be tracked in the school's financial aid management system (FAMS), which could make compliance more difficult for institutions. Separate requirements for Title IV student aid versus a federal emergency aid program outside of Title IV could also confuse students.

Housing HEERF emergency student grants outside of the Title IV aid programs resulted in a difficult balancing act for institutions. While they could offer emergency grants to students who are not eligible for Title IV aid, schools found the different sets of rules for Title IV aid and HEERF emergency grants difficult to accommodate in their FAMS. However, schools that opted not to use their FAMS to track emergency grants struggled with HEERF reporting requirements because their alternate tracking system didn't contain the disaggregated student data required in quarterly and annual reports.

Federal Emergency Aid Program Consideration #2: Congress can use lessons learned from known flaws in the Title IV campus-based allocation formula and HEERF emergency grant allocation formulas to ensure institutions serving students with the greatest needs have adequate resources to meet those needs.

Rationale: Flaws in the current Title IV campus-based aid allocation formula [limit the amount of funding](#) available for growing institutions that serve the neediest students. The HEERF allocation formula initially excluded distance education students and based funding on full-time equivalent (FTE) students instead of student headcounts, which Congress subsequently revised once the negative ramifications of those choices became apparent.

Student and institutional needs are not proportional to the student's enrollment intensity. A part-time student's housing costs are the same as a full-time student's costs, and part-time students are entitled to the same student support services an institution provides to full-time students at the same cost to the institution. Basing the HEERF I formula on FTE enrollment put institutions that enroll higher proportions of part-time students at a disadvantage. Congress later acknowledged this in HEERF II and HEERF III, adjusting the formula such that the allocations for both Pell Grant and non-Pell Grant recipients were based 50% on FTE enrollment and 50% on headcount enrollment.

To ensure the mistakes of the past are not repeated when developing a new federal emergency aid allocation formula, Congress can look to [NASFAA's recommendations](#) for improving the campus-based aid allocation formula and to lessons learned over the three rounds of the HEERF program as reflected in this report. Getting the formula right is critical to ensuring students' well-being and success.

Federal Emergency Aid Program Consideration #3: Keeping allowable uses of funds broad gives institutions the ability to help more students.

Rationale: Student survey respondents used their HEERF grants for a variety of expenses ranging from food to internet service, tuition, and medical expenses. Limiting the allowable uses of emergency funds reduces their utility. Congress understood this when they expanded the allowable uses of emergency grant funds after the first round of CARES HEERF grants, and they should do the same in developing a federal emergency aid program.

Two-thirds of institutional survey respondents in the evaluation of CARES Act HEERF emergency grants indicated a desire for greater flexibility in selecting student grant recipients, as compared to about half of institutions responding to the HEERF rounds II and III survey. This suggests that the greater flexibility in the allowable use of funds in rounds II and III better suited students' needs.

Federal Emergency Aid Program Consideration #4: Making congressional intent clear is essential to ensuring emergency aid funds go to the students who most need help.

Rationale: Lack of clear congressional intent can lead to different interpretations by different administrations. Congress established the HEERF student grants outside of Title IV of the HEA and did not specify any limitations on student eligibility. The U.S. Department of Education under the Trump administration interpreted the CARES Act as having the same student eligibility requirements as Title IV aid, such as the requirement that a recipient be a U.S. citizen or eligible noncitizen.

The Biden administration took a more lenient view on student eligibility and removed the tie between student HEERF emergency grant eligibility and the Title IV eligibility requirements. While noncitizen students and the institutions that serve them welcomed this news, it came nearly 14 months after Congress had passed the CARES Act and caused many students to miss out on emergency grants. If Congress intended for all students, regardless of citizenship status, to qualify for HEERF emergency grants, the legislation should have included more specific language to that effect.

Congress used more specific legislative language in limiting the allowable use of CARES Act HEERF funds to only those expenses that arose as a result of the disruption to campus operations due to COVID-19. However, that language made it difficult to award grants to some students who experienced financial needs and expenses related to COVID-19 but not necessarily due to campus disruptions (e.g., job loss). The expanded allowable use of funds permitted in the HEERF II and III funding rounds provided greater flexibility, and similar flexibility should be permitted in future rounds of emergency aid funding.

Legislative language clearly reflecting congressional intent will remove confusion about eligibility requirements.

Federal Emergency Aid Program Consideration #5: Allowing for maximum discretion in awarding emergency grants reflects that institutions best understand their students' needs and have the best ability to respond to them.

Rationale: Institutional administrators have real-world, day-to-day interactions with students. They know where students' needs exist, and they can quickly change course if those needs aren't being met.

While award amounts received by students surveyed varied from \$100 to over \$3,000, six out of 10 respondents indicated their HEERF emergency aid amount was adequate to meet their needs, including students who received smaller awards.

Institutions constantly changed awarding practices and policies not only to accommodate changes in ED guidance, but also to accommodate shifting needs. More than half of institutions surveyed reported changing policies to allow students to receive multiple emergency grants between HEERF round I and HEERF rounds II and III, and nearly two thirds indicated average award amounts increased between rounds.

Clearly, institutions understand the amount of emergency aid that will be impactful to their students. While it may be appropriate for Congress to set maximum award amounts, emergency aid programs should allow for maximum discretion by institutions in determining individual student award amounts and eligibility criteria.

Federal Emergency Aid Program Consideration #6: Exempting emergency aid from treatment as estimated financial aid acknowledges that emergencies do not fit neatly into financial aid formulas.

Rationale: Emergency aid is distinct from the federal student aid programs in its purpose; it should not be a factor in determining a student's eligibility for the Title IV student aid programs, nor should receipt of Title IV student aid preclude a student from receiving an emergency grant. Exempting emergency aid from estimated financial assistance (EFA) acknowledges that even a student whose full need is met according to the federal need analysis formula may experience an emergency that cannot be covered by federal student aid.

Nearly half of the student survey respondents reported losing their job, having their work hours or pay cut, or having unexpected non-medical expenses. Another third reported that someone who provided them with financial support lost their job, quit their job, had their work hours or pay cut, or had unexpected medical expenses.

PJ is available for financial aid administrators to increase the cost of attendance or lower the expected family contribution to allow for additional financial aid eligibility; however, the process is lengthy and complex, and as such it is not suited to be responsive to emergencies when students need funding as soon as possible.

The FAFSA Simplification Act takes an important step in exempting emergency financial aid from treatment as EFA, but it only applies when that aid covers expenses that are part of the student's cost of attendance. Allowing all emergency aid — not just aid that covers expenses included in the cost of attendance — to be exempt from treatment as EFA would best accommodate the full range of student emergencies.

Federal Emergency Aid Program Consideration #7: Publicizing the availability of professional judgment and emergency aid appears to work, but institutions must have funding to accommodate those needs as well.

Rationale: After institutions conducted the PJ required by the ARP, they observed an increase in PJ inquiries and PJ and emergency aid requests. This suggests these outreach efforts are useful in bringing students' attention to the opportunity to have changes in their financial circumstances evaluated under PJ and possibly receive emergency aid. These efforts appeared to have had an even greater impact at MSIs.

The fact that more than two thirds of institutions spent less than 5% of their institutional share allocations on outreach, and more than half spent less than 1%, indicates relatively small investments in outreach can yield sizable returns. The FAFSA Simplification Act will now require institutions to publicize the availability of PJ as well.

While ensuring all students know about the availability of PJ and emergency aid is important, students can only benefit if funds are available to help them. Increases to the Pell Grant and the creation of a federal emergency grant program would help institutions accommodate rising requests for PJ and emergency aid.

Recommendations for Improving State Policy to Support Students With Emergencies¹⁰

States have strengthened support for students engaging in higher education during the pandemic in different ways, including increasing state investments in existing emergency aid programs; creating programs, using both federal and state funding, to support those who have been displaced by the pandemic and/or who are pursuing training in industries needed to support recovery; and providing regulatory relief for students receiving state financial aid.

The infusion of unprecedented federal emergency aid has afforded a valuable learning opportunity for states to understand and address students' urgent financial needs.

Results presented in this report from national surveys of student and practitioner experiences with the relief funding suggest states can coordinate policies and programs to address students' short-term financial needs with broader affordability strategies. To support retention and completion in higher education, states can consider establishing state-funded emergency aid and basic needs programs. This may require states to broaden the flexibility and coordination of existing need-based programs. States can also give higher education institutions technical assistance to improve aid delivery. Finally, states can elevate the needs of postsecondary students through data analysis.

State Emergency Aid Policy Recommendation #1: Establish emergency aid programs to address unanticipated financial needs.

Rationale: Minnesota, North Carolina, Washington, and Wisconsin are examples of states that have created emergency aid programs to address students' urgent financial challenges. Importantly, these programs have streamlined application processes and provide sustained funding. Regardless of whether states create a state-funded emergency aid program, they can play a role in increasing awareness of existing aid programs and in supporting program coordination.

State Emergency Aid Policy Recommendation #2: Create holistic support programs addressing basic needs for students.

Rationale: Some states have created programs to address underlying problems creating emergencies for students, such as housing and food insecurity. Policies and programs to address housing insecurity include on-campus housing priority for those at risk of homelessness, campus homeless liaisons, and tuition assistance and grant programs for housing-insecure students. States can also improve partnerships among state agencies to afford students access to resources, regardless of the source of funding or the program administrator. Specifically, they can work to expand awareness of public benefits and financial aid resources for current college students.

State Emergency Aid Policy Recommendation #3: Reform need-based aid programs to be more flexible and reach more students.

Rationale: Expanding the flexibility of existing programs and coordinating them with other resources can help students manage known educational expenses while preparing for unforeseen emergencies. Effective programs are easy for students to access, have broad eligibility criteria, and cover multiple pathways to a credential.

State Emergency Aid Policy Recommendation #4: Provide technical assistance to institutions.

Rationale: States and agencies that administer aid programs can provide training and guidance to institutions on how best to deliver aid to students. Topics could include streamlined appeal processes for additional aid, simplified application procedures, and communication channels and approaches to reach students.

State Emergency Aid Policy Recommendation #5: Elevate the urgent needs of postsecondary students.

Rationale: State policymakers and agencies have played a key role in understanding affordability gaps for students. States can use survey and other data to evaluate the need for, and effectiveness of, emergency aid and related programs and services.

¹⁰ The state policy recommendations contained within are those of HCM Strategists and do not necessarily reflect positions or policies of the Bill & Melinda Gates Foundation, NASFAA, or NASPA.

Appendix A: Student Experience Survey Participating Institution Demographics and Methodologies

Appendix A uses the following acronyms

- Institution designations:
 - Asian American and Native American Pacific Islander-Serving Institution (AANAPISI)
 - Hispanic-Serving Institution (HSI)
 - Native American Servicing Non-tribal Institution (NASNTI)
 - Predominantly Black Institution (PBI)
- Regional financial aid associations:
 - Eastern Association of Student Financial Aid Administrators (EASFAA)
 - Midwest Association of Student Financial Aid Administrators (MASFAA)
 - Rocky Mountain Association of Student Financial Aid Administrators (RMASFAA)
 - Southern Association of Student Financial Aid Administrators (SASFAA)
 - Southwest Association of Student Financial Aid Administrators (SWASFAA)
 - Western Association of Student Financial Aid Administrators (WASFAA)
- The Free Application for Federal Student Aid (FAFSA)
- The Integrated Postsecondary Education Data System (IPEDS)

Demographics and methodology by institution¹¹

Institution 1: Public 4-year, SASFAA region, IPEDS full-time equivalent enrollment: 20,000 and above, designated as an HSI.

Survey distribution: This institution identified any undergraduate student who ever enrolled from the spring 2020 term through the spring 2022 term ($N = 98,568$). To create a representative sample, they assumed a typical $\pm 3\%$ margin of error, 95% confidence level, and a comparison of two student groups of almost equal sizes (students who received HEERF emergency grants and those who did not). To represent this target population, they needed approximately 1,000 students to respond to the survey. Using a factor of 10 (assuming a 10% response rate), they determined they needed to invite 10,000 students to the online survey. The representative sample identified has a distribution similar to the target population on the following variables: gender, ethnicity, entry type, and age. The institution also randomly identified an additional 2,000 Hispanic students for the oversample of this population.

Institution 2: Community college, SASFAA region, IPEDS full-time equivalent enrollment: 1,000 – 4,999, designated as a PBI.

Survey distribution: This institution distributed the survey to all students currently enrolled for the spring 2022 semester through their university email address.

Institution 3: Community college, WASFAA region, IPEDS full-time equivalent enrollment: 5,000 – 9,999.

Survey distribution: This institution distributed the survey to over 15,000 students enrolled from July 2021 through March 2022 through their university email address. They targeted students in workforce development/adult education and traditional students enrolled in for-credit classes, and they excluded dual credit students.

Institution 4: Nonprofit institution, SWASFAA region, IPEDS full-time equivalent enrollment: under 1,000, designated as an NASNTI.

Survey distribution: This institution distributed the survey through a student Listserv containing all students currently enrolled at the institution.

¹¹ Note: Community colleges are overrepresented in this sample of institutions.

Institution 5: Nonprofit institution RMASFAA region, IPEDS full-time equivalent enrollment: 20,000 and above.

Survey distribution: This institution selected 6,000 students and controlled for demographics to ensure the population accurately reflected their overall student population. They limited the survey population to undergraduate students and selected participants who had either received or not received HEERF funds in the same proportions as occurred in their undergraduate population. Once they identified their population, the institution distributed the survey to students through their university email address.

Institution 6: Public 4-year institution, WASFAA region, IPEDS full-time equivalent enrollment: 20,000 and above, designated as an HSI and an AANAPISI.

Survey distribution: This institution used the students' university email addresses to distribute the survey to all degree-seeking students currently enrolled for the spring 2022 semester except those who did not submit a FAFSA or an institutional HEERF application.

Institution 7: Public 2-year institution, EASFAA region, IPEDS full-time equivalent enrollment: 5,000 – 9,999.

Survey distribution: This institution distributed the survey to all students who completed a FAFSA in either academic year 2020-21 or 2021-22 (approximately 15,000 students) through their university email addresses.

Institution 8: Public 4-year institution, SWASFAA region, IPEDS full-time equivalent enrollment: 20,000 and above.

Survey distribution: This institution distributed the survey to more than 62,000 undergraduate students enrolled in at least one credit hour from the spring 2020 to spring 2022 terms through their university email addresses.

Institution 9: Public 4-year institution, EASFAA region, IPEDS full-time equivalent enrollment: 1,000 – 4,999.

Survey distribution: This institution distributed the survey through a student Listserv containing all students currently enrolled at the institution.

Institution 10: Public 4-year institution, SASFAA region, IPEDS full-time equivalent enrollment: 20,000 and above, designated as an HSI.

Survey distribution: This institution distributed the survey through a student Listserv containing all students currently enrolled at the institution.

Institution 11: Public 4-year institution, SASFAA region, IPEDS full-time equivalent enrollment: 20,000 and above.

Survey distribution: This institution distributed the survey via the students' university email addresses to 18,963 undergraduate students enrolled in at least one credit hour during the spring 2022 semester.

Appendix B: Student Experience Survey Respondent Demographics

Did you receive a Federal Pell Grant during the pandemic?

Yes	49%
No	39%
Unsure/Don't know/Prefer not to say	12%
<i>n</i>	17,955

Have you borrowed student loans?

Yes	43%
No	53%
Unsure/Don't know/Prefer not to say	4%
<i>n</i>	17,950

Do you identify as a first-generation college student (meaning, the first in your family to attend college)?

Yes	49%
No	48%
Unsure/Don't know/Prefer not to say	4%
<i>n</i>	17,948

How were you attending classes prior to March of 2020?

Exclusively in person	35%
Exclusively online	17%
Some online, some in person	22%
Unsure/Don't know	1%
Was not enrolled prior to March 2020	25%
<i>n</i>	17,960

Did you experience any of the following due to the COVID-19 pandemic? (Select all that apply.)

I lost my job, or had my work hours or pay cut	44%
I quit my job	11%
Someone who provides me with financial support lost their job, quit their job, or had their work hours or pay cut	37%
Someone I support financially lost their job, quit their job, or had their work hours or pay cut	8%
I had unexpected medical expenses (like co-pays, testing and immunization costs, masks, hospital bills, medications, etc.)	35%
I had unexpected non-medical expenses (like having to upgrade Wi-Fi service, buy a computer for remote/distance learning, incur higher transportation costs, etc.)	43%
My dependent care options became more limited, or I lost my dependent care options entirely	9%
I did not experience any of these things	11%
Prefer not to answer	5%

Do you receive financial support from your parent(s), guardian(s), other relative(s)?

Yes	44%
No	49%
Prefer not to say	7%
<i>n</i>	17,919

Do you have dependents (such as children, elderly or disabled adults, etc.) that you support?

Yes	19%
No	79%
Prefer not to say	2%
<i>n</i>	17,594

Are you married or are you in a domestic partnership (legal or informal)?

Yes	17%
No	81%
Prefer not to say	2%
<i>n</i>	17,591

In what level of study are you enrolled?

Undergraduate < two-year degree/certificate	6%
Undergraduate two-year degree (associate degree)	12%
Undergraduate four-year degree (bachelor's degree)	82%
<i>n</i>	16,810

How would you describe your living arrangements while you were enrolled in school before the pandemic began?

I lived in a dorm or an apartment on campus	12%
I lived in an off-campus residence, not with my parents	37%
I lived off-campus with my parents	51%
<i>n</i>	17,494

How would you describe your living arrangements while you were most recently enrolled in school?

I live(d) in a dorm or an apartment on campus	15%
I live(d) in an off-campus residence, not with my parents	43%
I live(d) off-campus with my parents	41%
<i>n</i>	17,525

What best describes your enrollment status?

Full time	83%
Part time	14%
Unsure/Don't know	3%
<i>n</i>	17,593

Age (optional)

<18 – 24	69%
25 – 30	14%
31 – 40	11%
41 – 50	4%
> 50	1%
Prefer not to say	1%
<i>n</i>	17,542

Race/ethnicity (optional, select all that apply)

American Indian or Alaska Native	2%
Asian	17%
Black or African American	16%
Hispanic/Latinx	34%
Native Hawaiian or Pacific Islander	1%
White	39%
None of the above	1%
Prefer not to say	4%
<i>n</i>	17,432

Gender (optional)

Male	29%
Female	68%
Non-binary	2%
Prefer not to say	1%
None of the above	0%
<i>n</i>	17,465

Institution data: Sector

Public 4-year	80%
Public 2-year	7%
Nonprofit	7%
Community college	6%
<i>n</i>	18,315

Institution data: Regional financial aid association

SASF AA	40%
SWASF AA	23%
WASF AA	20%
EASF AA	10%
RMAF AA	6%
MAF AA	0%
<i>n</i>	18,315

Institution data: IPEDS full-time equivalent enrollment

20,000 and above	83%
10,000 – 19,999	0%
5,000 – 9,999	11%
1,000 – 4,999	6%
Under 1,000	0%
<i>n</i>	18,315

Institution data: MSI designation type (if applicable)

Not MSI	44%
HSI	39%
AANAPISI	14%
PBI	2%
NASNTI	0%
<i>n</i>	21,305

Institution data: Respondent attended a designated Minority Serving Institution

No	52%
Yes	48%
<i>n</i>	18,315

Appendix C: Student Experiences Survey Responses Overall and by Selected Self-Reported Demographics

Overall respondents	American Indian or Alaska Native	Asian	Black or African American	Hispanic / Latinx	Native Hawaiian or Pacific Islander	White	None of the above	Prefer not to say	Male	Female	Non-binary	None of the above	Prefer not to say	Answered yes Pell recipient	Answered not Pell recipient	Answered unsure / don't know / prefer not to say
Did you receive emergency financial assistance from your school during the pandemic, such as a check or gift card to cover emergency expenses, or a credit to your student bill for education expenses?																
Yes	63%	67%	56%	70%	69%	64%	70%	61%	63%	65%	62%	64%	60%	72%	53%	65%
No	26%	22%	31%	21%	21%	27%	21%	26%	26%	25%	27%	14%	26%	17%	39%	18%
Unsure/Don't know	11%	12%	12%	9%	10%	11%	9%	13%	11%	11%	11%	23%	14%	12%	8%	17%
n	18,315	297	2,908	2,875	6,012	171	208	658	5,048	11,882	271	22	242	8,848	6,956	2,151

Did you apply for the assistance you received, or did you receive it automatically?	Race/ethnicity								Gender			Pell Grant recipient status				
I applied for emergency financial assistance	54%	40%	49%	56%	65%	31%	54%	55%	59%	52%	44%	64%	51%	50%	59%	59%
I did not apply for emergency financial assistance (it was awarded to me automatically)	31%	38%	37%	29%	23%	50%	25%	28%	27%	33%	38%	14%	31%	34%	30%	24%
I received some types of emergency financial assistance by applying for it and other types without applying for it	10%	13%	9%	10%	9%	13%	15%	11%	9%	11%	14%	14%	8%	12%	7%	8%
Unsure/Don't know	4%	8%	5%	4%	3%	6%	6%	7%	4%	4%	4%	7%	10%	4%	4%	8%
n	11,610	198	1,638	2,010	4,122	109	145	399	3,173	7,668	168	14	144	6,365	3,654	1,395

How would you rate the application process?	Race/ethnicity								Gender			Pell Grant recipient status				
Very easy	61%	54%	43%	61%	65%	53%	59%	49%	55%	64%	53%	-	45%	61%	60%	59%
Somewhat easy	26%	31%	34%	26%	23%	32%	19%	28%	29%	24%	23%	-	28%	25%	26%	27%
Neutral	10%	9%	16%	9%	8%	9%	19%	16%	12%	8%	8%	-	12%	10%	9%	10%
Somewhat difficult	3%	5%	6%	3%	2%	3%	3%	7%	4%	3%	11%	-	15%	3%	3%	3%
Very difficult	1%	1%	2%	1%	1%	0%	0%	0%	1%	1%	5%	-	0%	1%	1%	1%
Unsure/Don't know	0%	0%	0%	0%	0%	3%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
n	6,269	80	798	1,128	2,669	34	79	218	1,878	3,978	74	-	74	3,169	2,149	826

Do you know the source of the emergency funding you received? (Check all that apply.)																
Overall respondents	American Indian or Alaska Native	Asian	Black or African American	Hispanic / Latinx	Native Hawaiian or Pacific Islander	White	Race/ethnicity			Gender			Answered not Pell recipient	Answered yes Pell recipient	Answered unsure / don't know / prefer not to say	
							None of the above	Prefer not to say	Male	Female	Non-binary	None of the above				Prefer not to say
56%	60%	70%	59%	53%	83%	53%	54%	55%	60%	55%	63%	50%	65%	59%	59%	41%
5%	5%	3%	6%	5%	5%	5%	5%	6%	5%	5%	7%	7%	2%	7%	3%	4%
6%	5%	6%	7%	6%	4%	6%	6%	5%	7%	6%	7%	7%	3%	7%	6%	4%
6%	4%	5%	7%	7%	0%	6%	5%	5%	6%	6%	6%	14%	6%	7%	5%	5%
1%	0%	1%	1%	1%	0%	1%	1%	1%	1%	1%	0%	7%	1%	1%	1%	1%
34%	31%	22%	30%	36%	14%	37%	37%	38%	31%	35%	29%	36%	28%	31%	31%	51%
n	197	1,637	2,004	4,111	109	4,279	144	398	3,164	7,647	168	14	144	6,347	3,645	1,392

Approximately how much emergency financial assistance did you receive in total? (If you received emergency aid more than once and/or from different sources, please add those together to answer this question.)																
	Race/ethnicity			Gender			Answered not Pell recipient	Answered yes Pell recipient	Answered unsure / don't know / prefer not to say							
	None of the above	Prefer not to say	Male	Female	Non-binary	None of the above				Prefer not to say	Pell Grant recipient status					
\$1 - \$99	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%						
\$100 - \$499	5%	5%	3%	6%	6%	7%	5%	6%	6%	6%						
\$500 - \$999	15%	18%	13%	14%	19%	13%	14%	15%	13%	13%						
\$1,000 - \$1,999	35%	31%	34%	39%	42%	33%	34%	35%	37%	31%						
\$2,000 - \$2,999	17%	13%	17%	17%	14%	15%	21%	17%	17%	16%						
> \$3,000	19%	25%	23%	16%	13%	14%	21%	18%	19%	19%						
Unsure/Don't know	9%	7%	8%	8%	6%	10%	0%	9%	9%	15%						
n	11,600	198	2,008	4,118	109	4,287	14	399	3,171	7,663	167	14	144	6,363	3,652	1,392

What did you use the emergency funds to pay for? (Check all that apply.)	Overall respondents	American Indian or Alaska Native	Asian	Black or African American	Hispanic / Latinx	Native Hawaiian or Pacific Islander	White	None of the above	Prefer not to say	Male	Female	Non-binary	None of the above	Prefer not to say	Answered yes Pell recipient	Answered not Pell recipient	Answered unsure / don't know / prefer not to say
Food	61%	63%	64%	63%	63%	64%	62%	59%	58%	64%	61%	73%	71%	63%	67%	53%	60%
Housing	50%	53%	45%	53%	49%	57%	52%	49%	53%	52%	50%	57%	57%	49%	53%	47%	49%
Transportation	44%	52%	50%	44%	46%	44%	43%	48%	41%	49%	43%	46%	21%	47%	49%	38%	44%
Dependent care	8%	9%	8%	11%	8%	7%	8%	10%	8%	8%	9%	7%	7%	6%	10%	6%	10%
Books/school supplies	57%	64%	60%	57%	62%	54%	55%	54%	52%	58%	57%	64%	57%	60%	61%	51%	56%
Medical expenses	18%	20%	17%	18%	20%	22%	18%	22%	15%	18%	18%	32%	29%	14%	19%	17%	18%
Computer, mobile device, or laptop	32%	25%	21%	24%	24%	12%	18%	26%	20%	24%	21%	27%	29%	17%	25%	16%	19%
Clothing	8%	11%	9%	10%	9%	5%	8%	10%	4%	10%	8%	16%	0%	8%	10%	6%	9%
Personal expenses (toiletries, haircuts, laundry, etc.)	20%	21%	21%	23%	20%	27%	20%	20%	16%	20%	20%	31%	7%	22%	23%	16%	20%
Utilities (heat, water, electricity, gas bill, etc.)	32%	38%	29%	35%	34%	28%	32%	32%	29%	32%	33%	36%	29%	29%	36%	27%	30%
Cell phone service bill	17%	24%	16%	20%	19%	13%	14%	21%	13%	18%	17%	23%	14%	13%	20%	12%	17%
Internet service or Wi-Fi hotspot	32%	23%	16%	20%	21%	15%	18%	23%	15%	20%	19%	20%	21%	17%	23%	14%	17%
Past-due balance owed to my school	19%	27%	18%	25%	20%	26%	14%	23%	16%	20%	18%	23%	21%	15%	17%	21%	20%
Tuition for an upcoming term	34%	34%	54%	27%	33%	41%	30%	37%	35%	35%	34%	26%	43%	36%	33%	38%	35%
Unsure/Don't know/Prefer not to say	1%	2%	2%	1%	1%	4%	1%	1%	3%	2%	1%	1%	7%	3%	1%	1%	2%
Other: please specify	5%	6%	3%	5%	5%	5%	5%	7%	5%	5%	5%	7%	14%	3%	4%	6%	5%
n	11,748	198	1,637	2,006	4,119	109	4,287	145	399	3,171	7,659	168	14	144	6,362	3,648	1,393

Please rate your level of agreement with the following statements about the emergency aid (e-aid) you received.

I stayed enrolled in college because of the e-aid I received.	Overall respondents	American Indian or Alaska Native	Asian	Black or African American	Hispanic / Latinx	Native Hawaiian or Pacific Islander	White	None of the above	Prefer not to say	Male	Female	Non-binary	None of the above	Prefer not to say	Answered yes Pell recipient	Answered not Pell recipient	Answered unsure / don't know / prefer not to say
Strongly agree	33%	37%	31%	36%	39%	30%	28%	37%	29%	34%	33%	44%	31%	27%	35%	31%	29%
Agree	25%	24%	28%	23%	25%	34%	25%	26%	25%	26%	25%	22%	38%	26%	25%	25%	26%
Neutral	18%	18%	20%	16%	17%	18%	20%	15%	20%	19%	18%	14%	15%	24%	18%	18%	21%
Disagree	13%	14%	11%	13%	10%	9%	15%	12%	12%	11%	13%	11%	15%	9%	12%	14%	12%
Strongly disagree	8%	5%	7%	10%	6%	7%	9%	6%	8%	8%	8%	7%	0%	7%	8%	8%	7%
N/A	3%	2%	3%	3%	3%	2%	3%	4%	6%	3%	3%	2%	0%	8%	2%	4%	5%
n	11,435	197	1,625	1,972	4,085	108	4,244	145	395	3,143	7,571	167	13	144	6,289	3,620	1,368

	Overall respondents	American Indian or Alaska Native	Asian	Black or African American	Hispanic / Latinx	Native Hawaiian or Pacific Islander	White	None of the above	Prefer not to say	Male	Female	Non-binary	None of the above	Prefer not to say	Answered yes Pell recipient	Answered not Pell recipient	Answered unsure / don't know / prefer not to say
<i>I reenroll in college because of the e-aid I received after I was forced to withdraw or stop out of all of my classes as a result of the COVID-19 pandemic.</i>																	
		Race/ethnicity													Gender		
Strongly agree	7%	10%	6%	9%	9%	7%	5%	8%	6%	8%	7%	7%	21%	6%	7%	8%	6%
Agree	5%	6%	6%	5%	5%	7%	4%	8%	5%	5%	5%	4%	0%	5%	5%	5%	5%
Neutral	11%	14%	13%	9%	11%	7%	9%	13%	11%	14%	9%	10%	7%	9%	10%	11%	13%
Disagree	20%	22%	19%	22%	19%	15%	19%	17%	19%	18%	21%	17%	0%	18%	20%	19%	21%
Strongly disagree	16%	14%	15%	18%	14%	24%	19%	15%	13%	16%	17%	17%	21%	13%	16%	17%	15%
N/A	41%	35%	41%	37%	42%	40%	43%	40%	45%	38%	42%	44%	50%	48%	42%	40%	40%
n	11,315	195	1,612	1,949	4,051	107	4,210	143	387	3,114	7,497	165	14	141	6,236	3,579	1,349

	Overall respondents	Race/ethnicity	None of the above	Prefer not to say	Male	Female	Non-binary	None of the above	Prefer not to say	Answered yes Pell recipient	Answered not Pell recipient	Answered unsure / don't know / prefer not to say					
													Pell Grant recipient status				
<i>I enrolled in more classes/credits/units/hours than I would have taken if I hadn't received e-aid.</i>																	
		Gender															
Strongly agree	17%	26%	15%	17%	22%	20%	14%	23%	16%	17%	17%	14%	21%	12%	18%	16%	14%
Agree	16%	14%	19%	15%	17%	13%	15%	17%	17%	17%	16%	14%	21%	14%	17%	15%	16%
Neutral	18%	21%	24%	15%	19%	21%	17%	18%	18%	22%	17%	18%	21%	24%	19%	18%	21%
Disagree	22%	19%	20%	24%	19%	17%	25%	20%	21%	19%	23%	22%	14%	19%	21%	23%	23%
Strongly disagree	11%	6%	10%	13%	9%	13%	14%	8%	10%	11%	11%	11%	14%	11%	11%	12%	9%
N/A	15%	13%	13%	16%	14%	16%	15%	14%	18%	13%	16%	17%	7%	19%	14%	16%	17%
n	11,347	196	1,614	1,957	4,059	107	4,226	143	389	3,117	7,522	167	14	141	6,255	3,590	1,353

	Overall respondents	Race/ethnicity	None of the above	Prefer not to say	Male	Female	Non-binary	None of the above	Prefer not to say	Answered yes Pell recipient	Answered not Pell recipient	Answered unsure / don't know / prefer not to say					
													Pell Grant recipient status				
<i>I experienced less stress and was better able to focus on my studies because of the e-aid I received.</i>																	
		Gender															
Strongly agree	66%	65%	62%	65%	71%	68%	64%	70%	58%	66%	66%	63%	71%	54%	68%	64%	63%
Agree	23%	23%	27%	22%	20%	18%	25%	16%	26%	23%	23%	28%	29%	33%	22%	24%	26%
Neutral	6%	8%	6%	6%	5%	10%	6%	8%	10%	6%	6%	5%	0%	5%	6%	6%	6%
Disagree	3%	2%	2%	3%	2%	2%	3%	3%	3%	2%	3%	2%	0%	4%	2%	3%	3%
Strongly disagree	2%	2%	2%	2%	1%	2%	2%	3%	2%	2%	2%	2%	0%	3%	2%	2%	1%
N/A	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	0%	0%	1%	1%	1%	1%
n	11,397	195	1,622	1,963	4,076	107	4,240	145	394	3,129	7,558	168	14	141	6,280	3,606	1,361

	Overall respondents	American Indian or Alaska Native	Asian	Black or African American	Hispanic / Latinx	Native Hawaiian or Pacific Islander	White	None of the above	Prefer not to say	Male	Female	Non-binary	None of the above	Prefer not to say	Answered yes Pell recipient	Answered not Pell recipient	Answered unsure / don't know / prefer not to say
<i>I was able to reduce the number of hours I had to work because of the e-aid I received.</i>																	
		Race/ethnicity												Gender			
Strongly agree	25%	25%	26%	26%	28%	32%	23%	27%	20%	27%	25%	28%	29%	25%	27%	23%	24%
Agree	16%	17%	18%	16%	15%	14%	17%	17%	18%	17%	16%	14%	14%	19%	17%	15%	16%
Neutral	16%	17%	19%	15%	16%	11%	14%	18%	15%	18%	15%	14%	0%	16%	15%	15%	18%
Disagree	19%	14%	16%	20%	18%	23%	21%	16%	20%	16%	20%	19%	21%	17%	18%	20%	19%
Strongly disagree	10%	15%	6%	11%	10%	8%	12%	10%	11%	9%	11%	12%	14%	6%	9%	12%	8%
N/A	13%	11%	15%	12%	13%	11%	13%	10%	16%	13%	13%	13%	21%	18%	13%	14%	14%
n	11,336	196	1,617	1,949	4,062	107	4,222	143	388	3,116	7,516	167	14	141	6,249	3,589	1,352

	Overall respondents	Race/ethnicity	Gender	None of the above	Prefer not to say	Male	Female	Non-binary	None of the above	Prefer not to say	Answered yes Pell recipient	Answered not Pell recipient	Answered unsure / don't know / prefer not to say					
														Pell Grant recipient status				
<i>I got better grades than I would have earned without e-aid.</i>																		
		Race/ethnicity												Gender				
Strongly agree	30%	29%	26%	29%	36%	31%	28%	32%	25%	25%	33%	28%	38%	36%	28%	31%	28%	29%
Agree	23%	24%	24%	23%	23%	21%	23%	26%	23%	23%	25%	22%	31%	21%	26%	23%	23%	24%
Neutral	26%	24%	30%	24%	23%	29%	27%	28%	29%	24%	24%	27%	22%	21%	21%	26%	26%	27%
Disagree	11%	15%	10%	12%	9%	6%	12%	5%	10%	8%	12%	5%	2%	14%	11%	10%	11%	10%
Strongly disagree	5%	5%	4%	6%	4%	9%	6%	6%	6%	5%	5%	2%	7%	3%	4%	7%	4%	4%
N/A	5%	3%	6%	6%	4%	4%	4%	3%	7%	4%	5%	2%	0%	11%	5%	5%	6%	6%
n	11,340	196	1,615	1,953	4,058	108	4,226	144	391	3,114	7,522	168	14	141	6,246	3,589	1,358	

	Overall respondents	Race/ethnicity	Gender	None of the above	Prefer not to say	Male	Female	Non-binary	None of the above	Prefer not to say	Answered yes Pell recipient	Answered not Pell recipient	Answered unsure / don't know / prefer not to say				
														Pell Grant recipient status			
<i>I borrowed less in student loans than I would have borrowed without e-aid.</i>																	
		Race/ethnicity												Gender			
Strongly agree	30%	29%	27%	30%	34%	24%	28%	25%	24%	24%	32%	29%	32%	23%	32%	28%	27%
Agree	16%	18%	15%	16%	14%	19%	16%	21%	17%	17%	17%	15%	19%	21%	15%	16%	16%
Neutral	13%	16%	16%	13%	11%	9%	13%	20%	15%	15%	15%	12%	12%	7%	13%	12%	16%
Disagree	12%	10%	10%	14%	9%	12%	14%	9%	15%	9%	13%	14%	14%	21%	11%	13%	11%
Strongly disagree	6%	7%	5%	7%	5%	15%	7%	6%	6%	6%	6%	7%	7%	7%	5%	8%	5%
N/A	24%	18%	26%	21%	27%	21%	22%	20%	23%	21%	25%	17%	14%	24%	24%	23%	26%
n	11,309	195	1,612	1,944	4,053	107	4,220	142	386	3,110	7,499	165	14	141	6,235	3,584	1,345

	Overall respondents	American Indian or Alaska Native	Asian	Black or African American	Hispanic / Latinx	Native Hawaiian or Pacific Islander	White	None of the above	Prefer not to say	Male	Female	Non-binary	None of the above	Prefer not to say	Answered yes Pell recipient	Answered not Pell recipient	Answered unsure / don't know / prefer not to say
<i>The e-aid I received arrived quickly enough to help me when I needed it.</i>																	
		Race/ethnicity													Gender		
Strongly agree	47%	46%	41%	49%	53%	52%	46%	40%	34%	46%	49%	40%	36%	30%	49%	45%	46%
Agree	34%	35%	37%	33%	31%	27%	37%	32%	35%	35%	34%	29%	43%	31%	34%	35%	35%
Neutral	11%	11%	14%	10%	10%	12%	11%	18%	17%	11%	11%	17%	7%	21%	11%	11%	12%
Disagree	4%	7%	5%	5%	4%	6%	4%	8%	9%	5%	4%	9%	7%	11%	4%	5%	4%
Strongly disagree	2%	1%	2%	2%	1%	1%	2%	1%	4%	2%	2%	4%	7%	4%	2%	3%	1%
N/A	1%	1%	1%	1%	1%	2%	1%	1%	1%	1%	1%	1%	0%	3%	1%	1%	2%
n	11,382	196	1,618	1,967	4,074	107	4,234	144	394	3,119	7,558	167	14	142	6,266	3,601	1,367

The amount of e-aid I received was adequate to meet my needs.

	Overall respondents	Race/ethnicity	Gender	None of the above	Prefer not to say	Male	Female	Non-binary	None of the above	Prefer not to say	Answered yes Pell recipient	Answered not Pell recipient	Answered unsure / don't know / prefer not to say
Strongly agree	29%	26%	24%	31%	20%	28%	30%	22%	21%	20%	32%	24%	27%
Agree	32%	29%	32%	31%	24%	32%	32%	32%	43%	27%	33%	31%	32%
Neutral	20%	26%	22%	18%	26%	20%	21%	20%	21%	20%	19%	21%	24%
Disagree	13%	13%	14%	13%	18%	13%	13%	17%	7%	20%	12%	16%	12%
Strongly disagree	5%	6%	6%	6%	9%	6%	4%	9%	7%	10%	4%	8%	3%
N/A	1%	0%	1%	1%	2%	1%	1%	0%	0%	3%	1%	1%	1%
n	11,378	194	1,618	1,964	393	3,125	7,549	167	14	142	6,261	3,607	1,362

Did you apply for any type of emergency financial assistance (not including loans) from your school during the pandemic?

	Overall respondents	Race/ethnicity	Gender	None of the above	Prefer not to say	Male	Female	Non-binary	None of the above	Prefer not to say	Answered yes Pell recipient	Answered not Pell recipient	Answered unsure / don't know / prefer not to say
Yes	23%	23%	28%	32%	26%	29%	21%	25%	-	16%	27%	22%	17%
No	68%	66%	63%	62%	67%	64%	70%	61%	-	79%	63%	71%	68%
Unsure/Don't know	9%	11%	9%	6%	7%	7%	9%	14%	-	5%	9%	8%	15%
n	4,724	64	915	601	174	1,320	2,923	72	-	63	1,463	2,718	382

Why didn't you apply? (Select all that apply.)	Overall respondents	American Indian or Alaska Native	Asian	Black or African American	Hispanic / Latinx	Native Hawaiian or Pacific Islander	White	Race/ethnicity			Gender			None of the above	Prefer not to say	Answered yes Pell recipient	Answered not Pell recipient	Answered unsure / don't know / prefer not to say
								Male	Female	Non-binary	Male	Female	Non-binary					
Didn't need emergency financial assistance during the pandemic	23%	19%	19%	11%	15%	25%	31%	19%	25%	18%	22%	18%	20%	18%	25%	24%		
Didn't know emergency financial assistance was available	51%	62%	52%	52%	55%	67%	51%	49%	55%	43%	52%	50%	42%	50%	52%	57%		
Didn't know the process for receiving emergency financial assistance	34%	38%	40%	32%	37%	42%	32%	26%	34%	39%	34%	32%	28%	32%	35%	34%		
Thought I wouldn't qualify for emergency financial assistance	47%	36%	53%	40%	47%	42%	47%	44%	34%	66%	48%	38%	48%	38%	51%	43%		
Thought other students needed the money more than I did	21%	14%	23%	14%	19%	21%	25%	16%	17%	36%	22%	20%	18%	20%	22%	18%		
Heard that there wasn't enough emergency assistance to go around	8%	2%	11%	6%	10%	17%	7%	8%	17%	20%	7%	9%	8%	9%	7%	8%		
Heard amounts of emergency financial assistance were too small to help me	2%	5%	4%	2%	3%	8%	2%	2%	3%	11%	2%	2%	4%	2%	2%	3%		
Wasn't sure if the emergency financial assistance program was legitimate	6%	5%	8%	4%	7%	8%	6%	13%	10%	9%	6%	5%	12%	5%	7%	8%		
Unsure/Don't know	2%	5%	2%	4%	1%	4%	2%	2%	0%	2%	2%	2%	6%	2%	2%	2%		
Other (Please specify below.)	5%	5%	4%	9%	4%	13%	5%	3%	3%	7%	5%	5%	4%	5%	5%	3%		
n	3,180	42	576	366	828	24	1,344	116	29	44	2,031	927	50	1,908	261			

Was your request approved?	Overall respondents	American Indian or Alaska Native	Asian	Black or African American	Hispanic / Latinx	Native Hawaiian or Pacific Islander	White	Race/ethnicity			Gender			None of the above	Prefer not to say	Answered yes Pell recipient	Answered not Pell recipient	Answered unsure / don't know / prefer not to say
								Male	Female	Non-binary	Male	Female	Non-binary					
Yes	17%	20%	12%	18%	22%	50%	18%	22%	8%	11%	19%	25%	0%	25%	12%	22%		
No	47%	47%	42%	48%	42%	50%	54%	40%	58%	44%	48%	35%	60%	35%	57%	20%		
Unsure/Don't know	36%	33%	46%	34%	36%	0%	27%	38%	33%	44%	33%	40%	40%	40%	31%	58%		
n	1,107	15	255	192	311	6	315	45	12	18	619	402	10	595	64			

Do you know why your request was denied?	Race/ethnicity										Gender				Pell Grant recipient status		
	Overall respondents	American Indian or Alaska Native	Asian	Black or African American	Hispanic / Latinx	Native Hawaiian or Pacific Islander	White	None of the above	Prefer not to say	Male	Female	Non-binary	None of the above	Prefer not to say	Answered yes Pell recipient	Answered not Pell recipient	Answered unsure / don't know / prefer not to say
Yes	18%	43%	15%	16%	17%	0%	20%	0%	28%	18%	19%	-	-	-	16%	20%	15%
No	62%	57%	66%	68%	60%	67%	61%	100%	61%	64%	62%	-	-	-	57%	65%	62%
Unsure/Don't know/Prefer not to say	20%	0%	19%	16%	23%	33%	19%	0%	11%	18%	19%	-	-	-	27%	15%	23%
n	517	7	108	93	131	3	171	7	18	169	297	-	-	-	142	337	13

Appendix D: Student Experience Survey Responses Overall and by Selected Institutional Characteristics

Overall Respondents	No		Yes		HSI	AANAPISI	PBI	NASNTI	SASFAA	SWASFAA	WASFAA	EASFAA	RMAASFAA	Public 4-year	Public 2-year	Nonprofit	Comm. College	20,000 and above	5,000-9,999	1,000-4,999	Under 1,000
	Attending any type of MSI	Not attending any type of MSI	Attending any type of MSI	Not attending any type of MSI																	
Did you receive emergency financial assistance from your school during the pandemic, such as a check or gift card to cover emergency expenses, or a credit to your student bill for education expenses?																					
Responses by type of MSI attending																					
Yes	63%	53%	74%	75%	76%	61%	39%	69%	48%	77%	61%	48%	48%	64%	66%	48%	74%	63%	71%	56%	39%
No	26%	34%	17%	16%	13%	21%	39%	24%	39%	12%	22%	37%	37%	26%	19%	37%	13%	27%	15%	26%	39%
Unsure/Don't know	11%	13%	9%	8%	11%	18%	22%	8%	12%	11%	16%	15%	10%	16%	15%	13%	13%	10%	14%	18%	22%
n	18,315	9,454	8,861	8,345	2,990	475	41	7,280	4,268	3,671	1,921	1,175	14,641	1,302	1,216	1,156	15,197	1,983	1,094	67	41

Overall Respondents	No		Yes		HSI	AANAPISI	PBI	NASNTI	SASFAA	SWASFAA	WASFAA	EASFAA	RMAASFAA	Public 4-year	Public 2-year	Nonprofit	Comm. College	20,000 and above	5,000-9,999	1,000-4,999	Under 1,000
	Attending any type of MSI	Not attending any type of MSI	Attending any type of MSI	Not attending any type of MSI																	
Did you apply for the assistance you received, or did you receive it automatically?																					
Responses by type of MSI attending																					
I applied for emergency financial assistance	54%	42%	63%	66%	17%	7%	69%	76%	61%	19%	27%	65%	59%	31%	65%	21%	60%	30%	11%	69%	69%
I did not apply for emergency financial assistance (it was awarded to me automatically)	31%	39%	26%	23%	63%	73%	0%	16%	22%	59%	49%	22%	28%	46%	21%	53%	27%	45%	64%	0%	0%
I received some types of emergency financial assistance by applying for it and other types without applying for it	10%	14%	8%	7%	12%	13%	31%	6%	13%	15%	15%	7%	9%	14%	8%	20%	9%	18%	16%	31%	31%
Unsure/Don't know	4%	5%	4%	4%	9%	7%	0%	2%	3%	8%	9%	6%	4%	9%	6%	6%	4%	7%	8%	0%	0%
n	11,610	5,013	6,597	6,289	2,260	292	16	4,999	2,052	2,819	1,175	565	9,322	856	581	851	9,568	1,415	611	16	16

Overall Respondents	No		Yes		HSI	AANAPISI	PBI	NASNTI	SASFAA	SWASFAA	WASFAA	EASFAA	RMAASFAA	Public 4-year	Public 2-year	Nonprofit	Comm. College	20,000 and above	5,000-9,999	1,000-4,999	Under 1,000
	Attending any type of MSI	Not attending any type of MSI	Attending any type of MSI	Not attending any type of MSI																	
How would you rate the application process?																					
Responses by type of MSI attending																					
Very easy	61%	48%	67%	67%	49%	62%	73%	68%	36%	56%	62%	71%	59%	66%	72%	73%	60%	69%	45%	73%	73%
Somewhat easy	26%	30%	23%	24%	35%	19%	18%	22%	35%	31%	21%	22%	26%	18%	22%	22%	26%	26%	20%	31%	18%
Neutral	10%	15%	7%	7%	10%	19%	9%	7%	20%	8%	12%	4%	10%	11%	4%	4%	10%	8%	8%	18%	9%
Somewhat difficult	3%	6%	2%	2%	5%	0%	0%	2%	8%	3%	5%	2%	3%	4%	2%	1%	3%	3%	3%	6%	0%
Very difficult	1%	1%	1%	1%	1%	0%	0%	1%	2%	1%	0%	0%	1%	0%	0%	0%	1%	0%	0%	0%	0%
Unsure/Don't know	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
n	6,269	2,118	4,151	4,119	375	21	11	3,805	1,256	527	313	368	5,450	267	379	173	5,772	419	67	11	11

Overall Respondents	No		Yes		HSI	AANAPISI	PBI	NASNTI	SASFAA	SWASFAA	WASFAA	EASFAA	RNASFAA	Public 4-year	Public 2-year	Nonprofit	Comm. College	20,000 and above	5,000–9,999	1,000–4,999	Under 1,000
	Attending any type of MSI	Attending any type of MSI	Attending any type of MSI	Attending any type of MSI																	
Do you know the source of the emergency funding you received? (Check all that apply.)																					
Responses by type of MSI attending																					
Higher Education Emergency Relief Fund (HEERF)	56%	50%	61%	63%	96%	29%	75%	45%	64%	79%	40%	54%		62%	36%	55%	18%	62%	40%	75%	
Emergency Federal Supplemental Educational Opportunity Grant (FSEOG)	5%	6%	5%	5%	2%	4%	0%	6%	4%	4%	6%	7%		5%	7%	6%	9%	5%	4%	0%	
Institutional emergency grant	6%	7%	6%	6%	4%	3%	0%	7%	9%	4%	5%	2%		7%	6%	2%	6%	6%	3%	0%	
State-funded emergency grant	6%	8%	5%	5%	1%	12%	0%	7%	8%	3%	11%	2%		6%	12%	2%	10%	5%	11%	0%	
Emergency grant from a private source	1%	1%	1%	1%	0%	0%	0%	1%	1%	1%	1%	1%		1%	1%	1%	1%	1%	1%	0%	
Unsure/Don't know	34%	38%	30%	29%	3%	58%	25%	43%	26%	16%	48%	37%		29%	50%	37%	63%	29%	56%	25%	
n	11,577	4,994	6,583	6,275	2,259	292	16	4,982	2,048	2,815	1,169	563		9,300	850	579	848	9,544	1,406	611	16

Overall Respondents	No		Yes		HSI	AANAPISI	PBI	NASNTI	SASFAA	SWASFAA	WASFAA	EASFAA	RNASFAA	Public 4-year	Public 2-year	Nonprofit	Comm. College	20,000 and above	5,000–9,999	1,000–4,999	Under 1,000
	Attending any type of MSI	Attending any type of MSI	Attending any type of MSI	Attending any type of MSI																	
Approximately how much emergency financial assistance did you receive in total? (If you received emergency aid more than once and/or from different sources, please add those together to answer this question.)																					
Responses by type of MSI attending																					
\$1–\$99	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%		0%	0%	1%	0%	0%	0%	0%	
\$100–\$499	5%	7%	4%	4%	5%	7%	13%	4%	8%	5%	6%	6%		5%	7%	6%	8%	5%	7%	13%	
\$500–\$999	15%	14%	16%	15%	26%	21%	6%	9%	12%	25%	20%	14%		13%	25%	14%	21%	14%	24%	6%	
\$1,000–\$1,999	35%	26%	42%	42%	43%	48%	25%	37%	18%	41%	31%	52%		34%	35%	51%	38%	35%	34%	25%	
\$2,000–\$2,999	17%	14%	20%	20%	16%	7%	19%	23%	8%	17%	12%	13%		18%	11%	13%	14%	18%	14%	19%	
> \$3,000	19%	29%	12%	12%	5%	3%	6%	18%	44%	6%	16%	7%		22%	6%	7%	7%	20%	7%	6%	
Unsure/Don't know	9%	11%	7%	6%	4%	15%	31%	9%	10%	5%	15%	7%		8%	15%	8%	11%	8%	13%	31%	
n	11,600	5,006	6,594	6,286	2,260	292	16	4,995	2,048	2,818	1,174	565		9,314	855	581	850	9,560	1,413	611	16

Overall Respondents	No		Yes		HSI	AANAPISI	PBI	NASNTI	SASFAA	SWASFAA	WASFAA	EASFAA	RNASFAA	Public 4-year	Public 2-year	Nonprofit	Comm. College	20,000 and above	5,000-9,999	1,000-4,999	Under 1,000
	Attending any type of MSI	60%	63%	64%																	
Food	62%	60%	63%	64%	55%	61%	19%	68%	58%	57%	52%	67%	63%	48%	65%	63%	63%	54%	63%	19%	
Housing	51%	48%	53%	53%	38%	39%	13%	60%	47%	40%	40%	53%	53%	33%	51%	47%	47%	40%	50%	13%	
Transportation	45%	43%	46%	46%	43%	52%	13%	46%	45%	45%	43%	31%	45%	40%	31%	51%	51%	44%	51%	13%	
Dependent care	9%	9%	8%	8%	7%	17%	0%	9%	7%	8%	10%	17%	7%	12%	17%	13%	13%	8%	11%	0%	
Books/school supplies	57%	54%	60%	60%	55%	66%	38%	62%	60%	55%	56%	21%	60%	55%	21%	59%	59%	57%	62%	38%	
Medical expenses	18%	15%	21%	21%	13%	19%	0%	23%	17%	14%	12%	13%	19%	9%	13%	18%	19%	13%	19%	0%	
Computer, mobile device, or laptop	22%	22%	21%	21%	15%	27%	0%	24%	24%	16%	26%	14%	21%	26%	13%	24%	21%	25%	27%	0%	
Clothing	8%	8%	9%	9%	8%	10%	0%	9%	7%	8%	9%	5%	9%	7%	5%	9%	9%	8%	12%	0%	
Personal expenses (toiletries, haircuts, laundry, etc.)	20%	18%	21%	21%	21%	22%	6%	23%	16%	20%	18%	15%	21%	15%	14%	21%	21%	20%	23%	6%	
Utilities (heat, water, electricity, gas bill, etc.)	32%	31%	33%	33%	23%	41%	6%	36%	32%	26%	24%	46%	32%	24%	45%	37%	33%	28%	33%	6%	
Cell phone service bill	17%	17%	18%	18%	12%	18%	0%	19%	20%	13%	14%	15%	18%	14%	15%	18%	17%	15%	17%	0%	
Internet service or Wi-Fi hotspot	19%	21%	18%	18%	13%	18%	0%	20%	21%	16%	19%	28%	18%	18%	27%	23%	19%	21%	19%	0%	
Past-due balance owed to my school	19%	19%	19%	19%	17%	16%	50%	19%	27%	16%	16%	7%	20%	13%	8%	15%	19%	13%	21%	50%	
Unsure/Don't know/Prefer not to say	1%	2%	1%	1%	1%	2%	6%	1%	1%	1%	2%	2%	1%	3%	2%	2%	1%	2%	2%	6%	
Other: please specify	5%	4%	5%	5%	3%	4%	6%	6%	3%	4%	4%	5%	5%	5%	5%	6%	5%	5%	4%	6%	
Tuition for an upcoming term	36%	43%	28%	29%	53%	0%	19%	19%	62%	47%	35%	11%	38%	31%	11%	15%	36%	28%	24%	19%	
n	11,596	5,007	6,589	6,283	2,258	290	16	4,991	2,050	2,817	1,175	563	9,312	856	579	849	9,556	1,415	609	16	

What did you use the emergency funds to pay for? (Check all that apply.)

IPEDS full-time equivalent enrollment

Financial aid association region

Responses by type of MSI attending

Institutional sector

Overall Respondents	No		Yes		HSI	AANAPISI	PBI	NASNTI	SASFAA	SWASFAA	WASFAA	EASFAA	RNASFAA	Public 4-year	Public 2-year	Nonprofit	Comm. College	20,000 and above	5,000-9,999	1,000-4,999	Under 1,000
	Attending any type of MSI	Not attending any type of MSI	Attending any type of MSI	Not attending any type of MSI																	
Please rate your level of agreement with the following statements about the emergency aid (e-aid) you received.																					
I stayed enrolled in college because of the e-aid I received.																					
	Strongly agree	33%	31%	35%	36%	27%	19%	44%	37%	36%	26%	31%	29%	35%	31%	29%	22%	34%	28%	25%	44%
	Agree	25%	25%	26%	26%	26%	15%	25%	25%	25%	25%	22%	30%	26%	23%	29%	20%	26%	23%	18%	25%
	Neutral	18%	19%	18%	18%	22%	20%	19%	17%	17%	21%	19%	18%	18%	17%	18%	20%	18%	18%	22%	19%
	Disagree	13%	14%	11%	11%	14%	22%	6%	11%	11%	15%	14%	14%	12%	15%	14%	20%	12%	16%	18%	6%
	Strongly disagree	8%	9%	7%	6%	9%	21%	6%	7%	7%	9%	9%	6%	7%	10%	6%	15%	7%	11%	14%	6%
	N/A	3%	3%	3%	3%	3%	4%	0%	3%	3%	3%	4%	3%	3%	4%	3%	3%	3%	4%	4%	0%
	n	11,435	4,918	6,517	6,215	2,248	286	16	4,923	2,021	2,801	1,133	557	9,204	819	573	839	9,447	1,372	600	16

Overall Respondents	No		Yes		HSI	AANAPISI	PBI	NASNTI	SASFAA	SWASFAA	WASFAA	EASFAA	RNASFAA	Public 4-year	Public 2-year	Nonprofit	Comm. College	20,000 and above	5,000-9,999	1,000-4,999	Under 1,000
	Attending any type of MSI	Not attending any type of MSI	Attending any type of MSI	Not attending any type of MSI																	
I reenrolled in college because of the e-aid I received after I was forced to withdraw or stop out of all of my classes as a result of the COVID-19 pandemic.																					
	Strongly agree	7%	6%	8%	8%	5%	6%	13%	9%	8%	5%	9%	3%	7%	10%	3%	4%	7%	8%	5%	13%
	Agree	5%	5%	5%	5%	4%	4%	7%	4%	6%	4%	7%	4%	5%	8%	4%	5%	5%	7%	4%	7%
	Neutral	11%	11%	11%	11%	11%	9%	20%	10%	13%	11%	10%	8%	11%	11%	8%	10%	11%	11%	8%	20%
	Disagree	20%	20%	20%	19%	21%	28%	13%	19%	19%	22%	22%	19%	19%	22%	19%	25%	19%	23%	24%	13%
	Strongly disagree	16%	17%	16%	16%	18%	30%	7%	16%	14%	19%	14%	16%	16%	14%	16%	27%	16%	19%	21%	7%
	N/A	41%	42%	41%	42%	41%	23%	40%	42%	41%	39%	39%	49%	43%	34%	49%	29%	43%	33%	38%	40%
	n	11,315	4,862	6,453	6,155	2,238	283	15	4,867	1,994	2,787	1,116	551	9,114	803	566	832	9,352	1,352	596	15

Overall Respondents	No		Yes		HSI	AANAPISI	PBI	NASNTI	SASFAA	SWASFAA	WASFAA	EASFAA	RNASFAA	Public 4-year	Public 2-year	Nonprofit	Comm. College	20,000 and above	5,000-9,999	1,000-4,999	Under 1,000
	Attending any type of MSI	Not attending any type of MSI	Attending any type of MSI	Not attending any type of MSI																	
I enrolled in more classes/credits/units/hours than I would have taken if I hadn't received e-aid.																					
	Strongly agree	17%	14%	19%	19%	14%	11%	40%	19%	19%	14%	16%	8%	18%	17%	9%	11%	18%	15%	11%	40%
	Agree	16%	16%	16%	17%	16%	12%	13%	16%	19%	16%	17%	11%	17%	18%	11%	13%	16%	16%	12%	13%
	Neutral	18%	19%	18%	19%	20%	16%	27%	18%	19%	19%	18%	17%	19%	16%	18%	17%	19%	17%	20%	27%
	Disagree	22%	24%	21%	20%	25%	31%	7%	20%	21%	25%	25%	23%	21%	23%	23%	29%	21%	25%	29%	7%
	Strongly disagree	11%	12%	10%	10%	13%	20%	0%	10%	9%	14%	12%	12%	10%	12%	12%	19%	10%	14%	15%	0%
	N/A	15%	15%	15%	16%	12%	10%	13%	17%	13%	12%	13%	29%	15%	13%	28%	12%	16%	13%	13%	13%
	n	11,347	4,876	6,471	6,172	2,242	284	15	4,882	2,004	2,794	1,117	550	9,142	804	565	836	9,379	1,356	597	15

	Overall Respondents	Yes		HSI	AANAPISI	PBI	NASNTI	SASFAA	SWASFAA	WASFAA	EASFAA	RNASFAA	Public 4-year	Public 2-year	Nonprofit	Comm. College	20,000 and above	5,000–9,999	1,000–4,999	Under 1,000						
		No	Yes																							
I experienced less stress and was better able to focus on my studies because of the e-aid I received.																										
		Attending any type of MSI		Responses by type of MSI attending																						
		62%	69%	69%	59%	58%	75%	72%	66%	58%	57%	64%	Financial aid association region										Institutional sector		IPEDS full-time equivalent enrollment	
Strongly agree	66%	62%	69%	69%	59%	58%	75%	72%	66%	58%	57%	64%	67%	56%	64%	56%	67%	56%	60%	75%						
Agree	23%	25%	21%	21%	27%	24%	13%	20%	24%	27%	25%	26%	23%	25%	25%	26%	23%	26%	24%	13%						
Neutral	6%	7%	6%	6%	8%	9%	6%	5%	5%	8%	9%	6%	6%	9%	6%	9%	5%	9%	9%	6%						
Disagree	3%	3%	2%	2%	3%	5%	0%	2%	3%	3%	4%	3%	2%	4%	2%	4%	2%	4%	4%	0%						
Strongly disagree	2%	2%	2%	1%	2%	3%	0%	1%	2%	3%	3%	1%	2%	4%	1%	3%	1%	3%	2%	0%						
N/A	1%	1%	0%	0%	1%	1%	6%	0%	1%	1%	1%	2%	1%	2%	2%	1%	1%	2%	1%	6%						
n	11,397	4,901	6,496	6,193	2,247	287	16	4,903	2,015	2,800	1,126	553	9,175	813	569	840	9,415	1,366	600	16						

I was able to reduce the number of hours I had to work because of the e-aid I received.																										
		Attending any type of MSI		Responses by type of MSI attending																						
		25%	26%	26%	21%	25%	13%	29%	28%	20%	23%	15%	Financial aid association region										Institutional sector		IPEDS full-time equivalent enrollment	
Strongly agree	25%	25%	26%	26%	21%	25%	13%	29%	28%	20%	23%	15%	27%	21%	14%	20%	26%	20%	26%	13%						
Agree	16%	18%	15%	15%	16%	14%	13%	17%	18%	16%	18%	11%	17%	16%	11%	15%	16%	16%	19%	13%						
Neutral	16%	16%	15%	15%	16%	16%	40%	15%	17%	15%	18%	16%	15%	19%	17%	15%	15%	17%	17%	40%						
Disagree	19%	19%	19%	19%	22%	25%	7%	17%	17%	22%	19%	27%	18%	21%	27%	26%	19%	23%	19%	7%						
Strongly disagree	10%	10%	10%	10%	12%	14%	7%	9%	6%	13%	12%	16%	9%	13%	16%	16%	9%	14%	11%	7%						
N/A	13%	13%	14%	14%	15%	6%	20%	13%	15%	14%	11%	15%	14%	11%	15%	9%	14%	11%	8%	20%						
n	11,336	4,874	6,462	6,164	2,237	283	15	4,879	2,006	2,789	1,111	551	9,137	798	566	835	9,375	1,350	596	15						

I got better grades than I would have earned without e-aid.																										
		Attending any type of MSI		Responses by type of MSI attending																						
		30%	33%	33%	23%	26%	25%	36%	31%	23%	26%	16%	Financial aid association region										Institutional sector		IPEDS full-time equivalent enrollment	
Strongly agree	30%	26%	33%	33%	23%	26%	25%	36%	31%	23%	26%	16%	32%	25%	17%	22%	31%	23%	27%	25%						
Agree	23%	23%	23%	24%	22%	14%	13%	24%	25%	22%	20%	24%	24%	19%	24%	18%	24%	19%	19%	13%						
Neutral	26%	28%	25%	25%	30%	25%	50%	23%	26%	30%	27%	32%	25%	27%	33%	28%	26%	28%	27%	50%						
Disagree	11%	12%	10%	9%	13%	18%	6%	8%	10%	13%	15%	13%	9%	16%	13%	16%	10%	15%	15%	6%						
Strongly disagree	5%	6%	5%	4%	7%	10%	0%	4%	4%	7%	6%	6%	4%	7%	6%	10%	5%	8%	7%	0%						
N/A	5%	5%	5%	5%	5%	6%	6%	5%	5%	5%	6%	8%	5%	6%	8%	6%	5%	6%	5%	6%						
n	11,340	4,879	6,461	6,161	2,238	284	16	4,876	2,007	2,789	1,117	551	9,135	803	567	835	9,372	1,354	598	16						

	Overall Respondents		Yes	HSI	AANAPISI	PBI	NASNTI	SASFAA	SWASFAA	WASFAA	EASFAA	RNASFAA	Public 4-year	Public 2-year	Nonprofit	Comm. College	20,000 and above	5,000-9,999	1,000-4,999	Under 1,000
	No	Yes																		
I borrowed less in student loans than I would have borrowed without e-aid.																				
	Attending any type of MSI		Responses by type of MSI attending																	
Strongly agree	28%	31%	31%	24%	35%	38%	35%	32%	24%	26%	17%	17%	31%	25%	17%	27%	31%	24%	32%	38%
Agree	17%	14%	14%	14%	17%	6%	15%	17%	14%	17%	14%	16%	15%	14%	17%	17%	15%	16%	20%	6%
Neutral	14%	13%	13%	14%	12%	19%	12%	13%	14%	15%	17%	13%	14%	17%	14%	14%	13%	15%	14%	19%
Disagree	13%	11%	11%	14%	11%	13%	10%	10%	14%	13%	24%	11%	12%	23%	13%	11%	11%	13%	14%	13%
Strongly disagree	5%	6%	6%	9%	10%	6%	5%	4%	9%	5%	9%	6%	4%	9%	9%	6%	6%	6%	8%	6%
N/A	23%	24%	25%	25%	16%	19%	24%	23%	25%	23%	19%	24%	28%	19%	21%	21%	24%	27%	13%	19%
n	4,855	6,454	6,155	2,237	283	16	4,868	1,995	2,786	1,110	550	9,114	797	566	832	9,351	1,346	596	16	16

The e-aid I received arrived quickly enough to help me when I needed it.

	Attending any type of MSI		Responses by type of MSI attending																	
	No	Yes																		
Strongly agree	47%	50%	50%	42%	48%	56%	52%	40%	43%	47%	55%	47%	50%	55%	47%	47%	47%	49%	44%	56%
Agree	34%	34%	34%	38%	35%	13%	33%	35%	37%	32%	34%	35%	32%	33%	35%	35%	35%	33%	34%	13%
Neutral	11%	10%	10%	11%	12%	13%	10%	15%	11%	12%	6%	11%	12%	7%	12%	11%	11%	12%	13%	13%
Disagree	4%	4%	4%	6%	4%	6%	4%	6%	6%	4%	2%	5%	3%	2%	3%	5%	3%	3%	5%	6%
Strongly disagree	2%	2%	2%	2%	1%	0%	1%	3%	2%	2%	1%	2%	1%	1%	1%	2%	2%	2%	2%	0%
N/A	1%	1%	1%	1%	1%	13%	0%	1%	1%	2%	2%	1%	2%	2%	1%	1%	1%	2%	2%	13%
n	4,899	6,483	6,184	2,243	283	16	4,892	2,010	2,795	1,131	554	9,158	819	570	835	9,400	1,371	595	16	16

The amount of e-aid I received was adequate to meet my needs.

	Attending any type of MSI		Responses by type of MSI attending																	
	No	Yes																		
Strongly agree	29%	28%	28%	20%	37%	38%	33%	29%	21%	33%	28%	28%	32%	29%	30%	28%	28%	30%	36%	38%
Agree	32%	31%	30%	31%	33%	19%	32%	33%	32%	33%	34%	32%	32%	34%	36%	32%	32%	34%	33%	19%
Neutral	20%	21%	21%	23%	20%	25%	19%	20%	23%	20%	20%	20%	21%	20%	21%	20%	20%	21%	18%	25%
Disagree	13%	14%	14%	18%	7%	6%	12%	13%	16%	10%	12%	14%	10%	12%	10%	14%	14%	11%	8%	6%
Strongly disagree	5%	6%	6%	8%	2%	13%	4%	5%	7%	3%	4%	5%	3%	4%	3%	5%	5%	3%	3%	13%
N/A	1%	1%	1%	1%	1%	0%	0%	1%	1%	2%	1%	1%	1%	1%	1%	1%	1%	1%	1%	0%
n	4,887	6,491	6,191	2,248	284	16	4,894	2,008	2,800	1,125	551	9,163	812	567	836	9,401	1,364	597	16	16

Did you apply for any type of emergency financial assistance (not including loans) from your school during the pandemic?

	Attending any type of MSI		Responses by type of MSI attending																	
	No	Yes																		
Yes	23%	23%	24%	19%	8%	31%	20%	33%	18%	18%	12%	26%	20%	12%	7%	25%	18%	13%	31%	31%
No	68%	68%	67%	73%	82%	56%	71%	58%	73%	71%	84%	65%	69%	83%	81%	67%	70%	76%	56%	56%
Unsure/Don't know	9%	9%	9%	8%	10%	13%	10%	9%	9%	11%	5%	9%	11%	5%	12%	9%	12%	11%	13%	13%
n	4,724	3,233	1,376	394	99	16	1,729	1,684	444	430	437	3,878	244	453	149	4,129	294	285	16	16

Overall Respondents	No		Yes		HSI	AANAPISI	PBI	NASNTI	SASFAA	SWASFAA	WASFAA	EASFAA	RMASFAA	Public 4-year	Public 2-year	Nonprofit	Comm. College	20,000 and above	5,000–9,999	1,000–4,999	Under 1,000
	Attending any type of MSI	25%	17%	15%																	
Didn't need emergency financial assistance during the pandemic	23%	25%	17%	17%	17%	15%	15%	-	27%	12%	18%	26%	35%	20%	27%	35%	22%	22%	29%	21%	-
Didn't know emergency financial assistance was available	51%	48%	59%	59%	59%	60%	54%	-	56%	47%	59%	49%	44%	52%	58%	44%	54%	52%	57%	44%	-
Didn't know the process for receiving emergency financial assistance	34%	33%	35%	36%	36%	39%	24%	-	36%	36%	39%	26%	22%	36%	24%	22%	30%	35%	27%	28%	-
Thought I wouldn't qualify for emergency financial assistance	47%	50%	39%	41%	41%	42%	24%	-	46%	54%	41%	41%	37%	50%	35%	37%	26%	48%	34%	39%	-
Thought other students needed the money more than I did	21%	22%	18%	20%	20%	22%	5%	-	22%	19%	21%	17%	24%	21%	14%	24%	8%	22%	14%	14%	-
Heard that there wasn't enough emergency assistance to go around	8%	7%	9%	9%	9%	12%	3%	-	7%	9%	11%	5%	6%	8%	3%	6%	4%	8%	4%	6%	-
Heard amounts of emergency financial assistance were too small to help me	2%	2%	2%	3%	3%	2%	1%	-	2%	3%	2%	2%	2%	3%	1%	2%	3%	3%	1%	3%	-
Wasn't sure if the emergency financial assistance program was legitimate	6%	7%	6%	7%	7%	6%	3%	-	6%	8%	7%	10%	2%	7%	8%	2%	7%	6%	10%	8%	-
Unsure/Don't know	2%	2%	3%	3%	3%	4%	8%	-	2%	2%	3%	4%	2%	2%	3%	2%	6%	2%	3%	6%	-
Other (Please specify below.)	5%	4%	6%	5%	5%	4%	16%	-	5%	6%	5%	4%	3%	5%	5%	3%	15%	4%	6%	8%	-
n	3,180	2,171	1,009	921	285	79	-	-	1,218	971	324	303	364	2,521	168	373	118	2,750	207	214	-

Why didn't you apply? (Select all that apply.)

Overall Respondents	No		Yes		HSI	AANAPISI	PBI	NASNTI	SASFAA	SWASFAA	WASFAA	EASFAA	RNASFAA	Public 4-year	Public 2-year	Nonprofit	Comm. College	20,000 and above	5,000–9,999	1,000–4,999	Under 1,000
	14%	25%	26%	23%																	
Was your request approved?																					
	Attending any type of MSI				Responses by type of MSI attending				Financial aid association region				Institutional sector				IPEDS full-time equivalent enrollment				
Yes	17%	14%	25%	26%	23%	-	-	-	23%	12%	24%	18%	33%	16%	18%	31%	36%	17%	21%	19%	-
No	47%	44%	53%	53%	51%	-	-	-	59%	36%	50%	63%	53%	46%	60%	53%	45%	45%	58%	65%	-
Unsure/Don't Know	36%	42%	22%	21%	27%	-	-	-	19%	52%	26%	19%	14%	38%	22%	16%	18%	37%	21%	16%	-
n	1,107	768	339	327	75	-	-	-	339	560	78	79	51	991	50	55	11	1,013	53	37	-
Do you know why your request was denied?																					
	Attending any type of MSI				Responses by type of MSI attending				Financial aid association region				Institutional sector				IPEDS full-time equivalent enrollment				
Yes	18%	18%	19%	18%	13%	-	-	-	24%	13%	15%	14%	30%	18%	10%	31%	40%	18%	13%	21%	-
No	62%	63%	61%	61%	68%	-	-	-	58%	65%	67%	70%	52%	62%	80%	52%	60%	62%	77%	58%	-
Unsure/Don't know/Prefer not to say	20%	19%	20%	21%	18%	-	-	-	19%	22%	18%	16%	19%	21%	10%	17%	0%	20%	10%	21%	-
n	517	338	179	173	38	-	-	-	199	202	39	50	27	453	30	29	5	460	31	24	-

Appendix E: Practitioner Survey Respondent Demographics

Institutional type

Public, 2-year	29%
Private, 4-year and above	28%
Public, 4-year and above	19%
Private, 4-year only	8%
Graduate/professional	3%
Private for-profit, 4-year and above	3%
Public, less than 2-year	3%
Private for-profit, less than 2-year	2%
Private for-profit, 2-year	2%
Private, 2-year	2%
Public, 4-year only	2%
Private for-profit, 4-year only	1%
Private, less than 2-year	0%
N	320

Minority Serving Institution types

Hispanic-Serving institutions (HSI)	61%
Hispanic-Serving institutions (HSI) and Asian American and Native American Pacific Islander-Serving Institutions (AANAPISI)	12%
Predominantly Black Institutions (PBI)	9%
Asian American and Native American Pacific Islander-Serving Institutions (AANAPISI)	6%
Historically Black Colleges and Universities (HBCU)	6%
Asian American and Native American Pacific Islander-Serving Institutions (AANAPISI) and Alaska Native and Native Hawaiian-Serving Institutions (ANNH)	3%
Native American-Serving Nontribal Institutions (NASNTI) and Alaska Native and Native Hawaiian-Serving Institutions (ANNH)	3%
N	33

Region

Eastern Association of Student Financial Aid Administrators	21%
Midwest Association of Student Financial Aid Administrators	21%
Southern Association of Student Financial Aid Administrators	19%
Western Association of Student Financial Aid Administrators	18%
Southwest Association of Student Financial Aid Administrators	12%
Rocky Mountain Association of Student Financial Aid Administrators	9%
N	320

Appendix F: Practitioner Experiences Survey Responses Overall

Section: Minority Serving Institutions (MSIs). Only MSI and SIP institutions saw this section.

Were the allowable uses of HEERF grants for MSIs and SIP broad enough to accommodate your students' needs? In cases where allowable uses were retroactively changed, please answer based on the original allowable uses in the authorizing legislation for the applicable round of funding.

	MSIs		
	HEERF I (CARES Act)	HEERF II (CRRSAA)	HEERF III (ARP)
Yes. My office was able to award HEERF emergency grants in all instances where students needed emergency funds.	29%	38%	71%
Sometimes. My office encountered some instances where students needed emergency funds and we were unable to award HEERF emergency grants.	24%	16%	2%
No. My office encountered many instances where students needed emergency funds and we were unable to award HEERF emergency grants.	18%	9%	2%
Most of the time. My office encountered a few instances where students needed funds and we were unable to award HEERF emergency grants.	22%	31%	12%
Don't know	6%	7%	12%
<i>n</i>	49	45	49

Were the allowable uses of HEERF grants for HBCUs, MSIs, TCUs, and SIP broad enough to accommodate your institution's needs? In cases where allowable uses were retroactively changed, please answer based on the original allowable uses in the authorizing legislation for the applicable round of funding.

	MSIs		
	HEERF I (CARES Act)	Round 2 (CRRSAA)	Round 3 (ARP)
Yes. The expanded allowable uses of funds were broad enough to allow our institution to use HEERF dollars to cover all of the categories of expenses we incurred due to COVID-19.	36%	49%	67%
Most of the time. Our institution encountered a few instances where we incurred a COVID-19-related expense that was not permitted to be covered by institutional funds under the expanded allowable uses of funds.	22%	20%	17%
Sometimes. Our institution encountered some instances where we incurred a COVID-19-related expense that was not permitted to be covered by institutional funds under the expanded allowable uses of funds.	20%	15%	2%
No. Our institution encountered many instances where we incurred a COVID-19-related expense that was not permitted to be covered by institutional funds under the expanded allowable uses of funds.	10%	2%	2%
Don't know	12%	15%	13%
<i>n</i>	50	41	48

How easy or difficult was it for your institution to award student emergency grants and assign institutional expenses to be covered under HEERF I (CARES Act), given that the allowable uses of funds for the student and institutional share funds under section (a)(1) were different from the allowable uses of the HBCU/MSI/TCU/SIP funds (under section (1)(2))? In cases where allowable uses were retroactively changed, please answer based on the original allowable uses in the authorizing legislation for the applicable round of funding.

	MSIs	
	Award student emergency grants	Assign institutional expenses
Very easy	21%	8%
Somewhat easy	31%	16%
Neutral	21%	37%
Somewhat difficult	17%	14%
Very difficult	10%	4%
Don't know	0%	22%
<i>n</i>	52	51

The CARES Act was signed into law on March 27, 2020. How would you rate ED's timeliness in announcing allocation amounts for HEERF HBCU/MSI/TCU/SIP dollars under CARES?

	MSIs
Excellent	12%
Very good	54%
Neutral	27%
Poor	6%
Very poor	0%
Don't know	2%
<i>n</i>	52

The CRRSAA was signed into law on December 27, 2020. How would you rate ED's timeliness in announcing allocation amounts for HEERF HBCU/MSI/TCU/SIP dollars under CRRSAA?

	MSIs
Excellent	21%
Very good	46%
Neutral	27%
Poor	4%
Very poor	0%
Don't know	2%
<i>n</i>	52

The ARP Act was signed into law on March 11, 2021. How would you rate ED's timeliness in announcing allocation amounts for HEERF HBCU/MSI/TCU/SIP dollars under the ARP?

	MSIs
Excellent	23%
Very good	48%
Neutral	23%
Poor	2%
Very poor	0%
Don't know	4%
<i>n</i>	52

Were your institution's HEERF II (CRRSAA) HBCU/MSI/TCU/SIP automatically obligated by ED based on your institution's receipt of those funds under the CARES Act?

	MSIs
Yes	71%
No	0%
Don't know	29%
<i>n</i>	52

Were your institution's HEERF III (ARP) HBCU/MSI/TCU/SIP automatically obligated by ED based on your institution's prior receipt of HEERF dollars?

	MSIs
Yes	71%
No	2%
Don't know	27%
<i>n</i>	52

How long did it take after the passage of CRRSAA on December 27, 2020, for your institution's HEERF II (CRRSAA) HBCU/MSI/TCU/SIP funds to be available for drawdown?

	MSIs
<7 days	8%
7 – 14 days	14%
14 – 21 days	14%
21 – 28 days	11%
>28 days	16%
Don't know	38%
<i>n</i>	37

How long did it take after the passage of ARP on March 11, 2021, for your institution's HEERF III (ARP) HBCU/MSI/TCU/SIP funds to be available for drawdown?

	MSIs
< 7 days	8%
7 – 14 days	14%
14 – 21 days	11%
21 – 28 days	16%
> 28 days	16%
Don't know	35%
<i>n</i>	37

How long did it take from your application for the HBCU/MSI/TCU/SIP funds to be available for drawdown?

	MSIs
< 7 days	0%
7 – 14 days	0%
14 – 21 days	0%
21 – 28 days	0%
> 28 days	0%
Don't know	100%
<i>n</i>	1

As of right now, has your institution used any of its HBCU, MSI, TCU, or SIP HEERF dollars to make additional student emergency grants?

	MSIs
No, and our full allocation of those funds has been spent.	15%
No, and we do not plan to use any of our remaining allocation of those funds for student emergency grants.	15%
No, but we are planning to use some of our remaining allocation of those funds for student emergency grants.	10%
No, and we have not decided if we will use some of our remaining allocation of those funds for student emergency grants.	10%
Yes, < 25% of our HBCU, MSI, TCU, and SIP HEERF dollars have been used for student emergency grants.	13%
Yes, 25% – 49% of our HBCU, MSI, TCU, and SIP HEERF dollars have been used for student emergency grants.	4%
Yes, 50% – 74% of our HBCU, MSI, TCU, and SIP HEERF dollars have been used for student emergency grants.	8%
Yes, 75% – 99% of our HBCU, MSI, TCU, and SIP HEERF dollars have been used for student emergency grants.	8%
Yes, 100% of our HBCU, MSI, TCU, and SIP HEERF dollars have been used for student emergency grants.	8%
Don't know	10%
<i>n</i>	52

Section: Program Design, Award Determination & Amounts

Were the expanded allowable uses of HEERF student share* emergency grants in HEERF II (CRRSAA) and HEERF III (ARP) broad enough to accommodate your students' needs?

	Overall respondents	MSIs
Yes. Our office was able to award HEERF emergency grants in all instances where students needed emergency funds.	67%	60%
Most of the time. Our office encountered a few instances where students needed funds and we were unable to award HEERF emergency grants.	25%	33%
Sometimes. Our office encountered some instances where students needed emergency funds and we were unable to award HEERF emergency grants.	4%	2%
No. Our office encountered many instances where students needed emergency funds and we were unable to award HEERF emergency grants.	2%	5%
Don't know	2%	0%
<i>n</i>	321	55

* Allowable use of HEERF II and III student share funds was to "provide financial aid grants to students (including students exclusively enrolled in distance education), which may be used for any component of the student's cost of attendance or for emergency costs that arise due to coronavirus, such as tuition, food, housing, health care (including mental health care), or dependent care. In making financial aid grants to students, an institution of higher education shall prioritize grants to students with exceptional need, such as students who receive Pell Grants." This was an expansion from the first round of HEERF in the CARES Act, which limited emergency grants to "expenses related to the disruption of campus operations due to coronavirus."

Were the expanded allowable uses of HEERF institutional share* emergency grants in HEERF II (CRRSAA) broad enough to accommodate your students' needs?

	Overall respondents	MSIs
Yes. The expanded allowable uses of funds were broad enough to allow our institution to use HEERF dollars to cover all of the categories of expenses we incurred due to COVID-19.	54%	45%
Most of the time. Our institution encountered a few instances where we incurred a COVID-19-related expense that was not permitted to be covered by institutional funds under the expanded allowable uses of funds.	28%	35%
Sometimes. Our institution encountered some instances where we incurred a COVID-19-related expense that was not permitted to be covered by institutional funds under the expanded allowable uses of funds.	3%	2%
No. Our institution encountered many instances where we incurred a COVID-19-related expense that was not permitted to be covered by institutional funds under the expanded allowable uses of funds.	0%	0%
Don't know	15%	18%
<i>n</i>	314	55

* Allowable use of HEERF II institutional share funds included defraying expenses associated with coronavirus (including lost revenue, reimbursement for expenses already incurred, technology costs associated with a transition to distance education, faculty and staff training, and payroll) and making additional emergency grants to students. This was an expansion from the first round of HEERF in the CARES Act, which limited institutional uses of funds to "cover any costs associated with significant changes to the delivery of instruction due to the coronavirus."

Were the expanded allowable uses of HEERF institutional share* emergency grants in HEERF III (ARP) broad enough to accommodate your students' needs?

	Overall respondents	MSIs
Yes. The expanded allowable uses of funds were broad enough to allow our institution to use HEERF dollars to cover all of the categories of expenses we incurred due to COVID-19.	58%	53%
Most of the time. Our institution encountered a few instances where we incurred a COVID-19-related expense that was not permitted to be covered by institutional funds under the expanded allowable uses of funds.	24%	24%
Sometimes. Our institution encountered some instances where we incurred a COVID-19-related expense that was not permitted to be covered by institutional funds under the expanded allowable uses of funds.	3%	2%
No. Our institution encountered many instances where we incurred a COVID-19-related expense that was not permitted to be covered by institutional funds under the expanded allowable uses of funds.	0%	0%
Don't know	15%	22%
<i>n</i>	315	55

* Allowable use of HEERF III institutional share funds included defraying expenses associated with coronavirus (including lost revenue, reimbursement for expenses already incurred, technology costs associated with a transition to distance education, faculty and staff training, and payroll) and making additional emergency grants to students. This was an expansion from the first round of HEERF in the CARES Act, which limited institutional uses of funds to "cover any costs associated with significant changes to the delivery of instruction due to the coronavirus.

How would you describe your institution's experience administering HEERF student emergency grants in light of the different eligibility criteria and awarding rules from other Title IV aid and from each other?

	Overall respondents	MSIs
Very easy	7%	2%
Somewhat easy	26%	38%
Neutral	19%	18%
Somewhat difficult	33%	24%
Very difficult	15%	18%
Don't know	0%	0%
<i>n</i>	319	55

To what extent do you think the difficulty was exacerbated by disruptions on your campus due to the COVID-19 pandemic?

	Overall respondents	MSIs
Greatly exacerbated	14%	17%
Somewhat exacerbated	55%	61%
Not exacerbated	30%	22%
Don't know	1%	0%
<i>n</i>	152	23

The American Rescue Plan (ARP) added a requirement that institutions use a portion of their institutional share funds to “implement evidence-based practices to monitor and suppress coronavirus in accordance with public health guidelines.” What activities did you conduct to meet this requirement? (Select all that apply.)

	Overall respondents	MSIs
Administering COVID-19 testing	58%	52%
Administering COVID-19 vaccines	39%	37%
Renovations to facilitate social distancing	39%	41%
Administering contact tracing	46%	37%
Providing personal protective equipment (PPE), such as masks, hand sanitizer, etc.	73%	69%
Cleaning and ventilation	62%	57%
Developing COVID-19 information campaigns	43%	46%
Paid time off for staff to get vaccinated	18%	20%
Procuring space for isolation and quarantine of COVID-19 positive students	31%	19%
Providing academic support and mental health services for isolated/quarantined students	30%	28%
Have not yet spent a portion of funds on these activities	2%	2%
Other (Please specify below.)	7%	9%
Don't know	13%	20%
<i>n</i>	315	54

The ARP added a requirement that institutions use a portion of their institutional share funds to “implement evidence-based practices to monitor and suppress coronavirus in accordance with public health guidelines.” What percentage of your institutional share funds from ARP have you spent to date on this use and how much do you anticipate spending from this point forward?

	Overall respondents		MSIs	
	Spent to date	Anticipate spending from this point forward	Spent to date	Anticipate spending from this point forward
< 5%	9%	20%	8%	10
5% – 9.99%	9%	4%	8%	0
10% – 19.99%	6%	3%	0%	2
20% – 29.99%	3%	1%	4%	0
30% – 39.99%	2%	0%	0%	0
40% – 49.99%	2%	4%	4%	6
> 50%	19%	7%	12%	2
Don't know	51%	61%	65%	79
<i>n</i>	253	241	51	48

The ARP added a requirement that institutions use a portion of their institutional share funds to “conduct direct outreach to financial aid applicants about the opportunity to receive a financial aid adjustment due to the recent unemployment of a family member or independent student, or other circumstances, described in section 479A of the Higher Education Act of 1965 (20 U.S.C. 1087tt).” Did your office add, or does your office plan to add to or enhance the outreach activities you were already conducting about financial aid adjustments?

	Overall respondents	MSIs
Yes, we conducted new outreach activities.	53%	53%
Yes, we enhanced existing outreach activities.	24%	13%
No, we satisfied this requirement with our existing outreach activities.	16%	24%
Don't know	7%	11%
<i>n</i>	314	55

The ARP added a requirement that institutions use a portion of their institutional share funds to “conduct direct outreach to financial aid applicants about the opportunity to receive a financial aid adjustment due to the recent unemployment of a family member or independent student, or other circumstances, described in section 479A of the Higher Education Act of 1965 (20U.S.C. 1087tt).” What outreach activities did you conduct/do you plan to conduct to meet this requirement? (Select all that apply.)

	Overall respondents	MSIs
Email to students who receive financial aid	78%	85%
Mail to students who receive financial aid	38%	29%
Phone or voice communication to students who receive financial aid	17%	29%
Sent webinar invitations to students who receive financial aid	8%	11%
Sent in-person interview or meeting invitations to students who receive financial aid	11%	9%
Don't know	7%	11%
<i>n</i>	314	55

What percentage of your institutional share funds from ARP did you spend on the required direct outreach about financial aid adjustments?

	Overall respondents	MSIs
< 1%	54%	47%
1% – 1.99%	11%	7%
2% – 4.99%	5%	2%
5% – 9.99%	1%	0%
> 10%	1%	0%
Don't know	29%	44%
<i>n</i>	310	55

Did your institution observe an increase in professional judgment (PJ) inquiries and/or requests, or emergency aid requests, after conducting outreach about financial aid adjustments? (Select all that apply.)

	Overall respondents	MSIs
Yes, my institution saw an increase in PJ inquiries.	41%	51%
Yes, my institution saw an increase in PJ requests.	37%	53%
Yes, my institution saw an increase in emergency aid requests.	34%	45%
No, my institution did not see an increase in PJ inquiries, requests, or emergency aid requests.	31%	15%
No new outreach conducted	2%	2%
Don't know	5%	0%
<i>n</i>	317	53

Did your institution have any type of emergency aid program (for example offering short term, flexible, or non-recurring financial or other assistance) in place prior to the availability of CARES Act emergency grants?

	Overall respondents	MSIs
Yes	57%	69%
No	38%	28%
Don't know	4%	4%
<i>n</i>	318	54

Regardless of whether your institution awarded HEERF student emergency grants based on information your institution already possessed, or if you required students to request HEERF student emergency grants (or some combination of the two), what criteria did you use to award HEERF student emergency grants? (Select all that apply.)

	Overall respondents	MSIs
Family income	13%	6%
Estimated Family Contribution (EFC)	69%	72%
Pell Grant recipient status	66%	70%
Unmet need	21%	26%
Dependency status	4%	0%
	40%	50%
Year in school or number of credits completed	4%	4%
Academic level (e.g., undergraduate, graduate)	19%	20%
Academic standing (e.g., minimum grade point average, making satisfactory academic progress)	5%	6%
Employment status (e.g., full time, part time, on campus, off campus, unemployed, COVID-19-related job loss)	13%	17%
Pre-pandemic on-campus/distance education status	5%	6%
Pre-pandemic on-campus/off-campus living arrangements	4%	6%
Students' food needs	51%	54%
Students' housing needs	52%	56%
Students' need for course materials	43%	56%
Students' need for technology	51%	59%
Students' health care needs	45%	52%
Students' dependent care needs	41%	52%
Students' transportation needs	42%	48%
Whether student had a past-due balance owed to the institution	28%	35%
Whether student had withdrawn or reduced enrollment due to the COVID-19 pandemic	16%	19%
Other (Please specify below.)	9%	9%
Don't know	1%	2%
<i>n</i>	318	54

How did your institution prioritize exceptional need when awarding emergency grants, as was added to the requirements for HEERF II and III? (Select all that apply.)

	Overall respondents	MSIs
Prioritized awarding to Pell Grant recipients	62%	70%
Prioritized awarding to students with a Pell-eligible EFC, regardless of Pell receipt status	52%	67%
Prioritized awarding to students with EFCs that fell below a certain threshold	54%	57%
Prioritized awarding to students with incomes that fell below a certain threshold	8%	7%
Prioritized awarding to students based on demographic criteria associated with lower rates of college access or completion	1%	4%
Prioritized awarding to students with unmet need	12%	19%
Prioritized awarding to students who self-identified as having exceptional need	29%	37%
Prioritized awarding to groups of students associated with high need, such as students with dependents	6%	9%
Prioritized awarding to students based on their educational debt levels	3%	2%
Prioritized awarding to students based on past-due balances owed to the institution	11%	13%
Other (Please specify below.)	6%	6%
Don't know	3%	0%
<i>n</i>	318	54

Did your institution set goals for what it hoped to achieve by awarding HEERF student emergency grants (e.g., prevent dropped courses or withdrawals)?

	Overall respondents	MSIs
Yes	29%	33%
No	54%	43%
Don't know	17%	24%
<i>n</i>	317	54

What goals did your institution set? (Select all that apply.)

	Overall respondents	MSIs
Prevent course drops and withdrawals in term HEERF student emergency grants were awarded	60%	83%
Prevent student GPAs from dropping	23%	11%
Prevent increase in number of students failing to make SAP	27%	22%
Allow students to enroll in term subsequent to receipt of HEERF student emergency grants	46%	44%
Encourage students to enroll in more classes in current or future term(s)	25%	44%
Relieve student stress	86%	94%
Reduce need to use professional judgment	24%	28%
Limit COVID-19 cases on campus	21%	17%
Reduce visits to campus food pantry	13%	11%
Reduce requests to borrow additional loans	35%	33%
Other (Please specify below.)	4%	6%
Don't know	1%	0%
<i>n</i>	91	18

What goals did you observe being met successfully? (Select all that apply.)

	Overall respondents	MSIs
Prevent course drops and withdrawals in term HEERF student emergency grants were awarded	42%	47%
Prevent student GPAs from dropping	12%	6%
Prevent increase in number of students failing to make SAP	8%	12%
Allow students to enroll in term subsequent to receipt of HEERF student emergency grants	45%	35%
Encourage students to enroll in more classes in current or future term(s)	16%	29%
Relieve student stress	72%	94%
Reduce need to use professional judgment	15%	12%
Limit COVID-19 cases on campus	16%	18%
Reduce visits to campus food pantry	6%	0%
Reduce requests to borrow additional loans	22%	24%
Other (Please specify below.)	2%	6%
Don't know	1%	0%
<i>n</i>	85	17

Why didn't your institution complete an evaluation of HEERF student emergency grants? (Select all that apply.)

	Overall respondents	MSIs
Not interested because of one-time nature of funding	26%	7%
Lack of resources to perform evaluation	39%	30%
Didn't want to burden students during an already difficult time	40%	31%
Other reason (Please specify below.)	10%	11%
Don't know	25%	39%
<i>n</i>	302	54

Section: Institutional Application, Approval, and Awarding of Funds

Did your institution integrate the HEERF II and III student emergency grants into its existing (pre-HEERF) emergency aid processes (e.g., communication, application, awarding, disbursement)?

	Overall respondents	MSIs
Yes, without any changes	7%	4%
Yes, with minor changes to process	29%	34%
Yes, with major changes to process	26%	30%
Did not have an existing emergency aid program	28%	26%
Don't know	9%	6%
<i>n</i>	302	53

Did your experience with administering HEERF student emergency grants cause your institution to make improvements to your existing (pre-HEERF) emergency aid program?

	Overall respondents	MSIs
Yes	20%	28%
No	42%	42%
Did not have an existing emergency aid program	32%	25%
Don't know	6%	6%
<i>n</i>	305	53

What improvements did your institution make? (Select all that apply.)

	Overall respondents	MSIs
Improved application process	69%	93%
Improved approval process	47%	79%
Established/enhanced emergency aid committee or team	29%	21%
Took steps to make emergency aid program more equitable	29%	36%
Moved emergency aid program administration to another campus unit	9%	21%
Improved publicity of emergency aid program	41%	64%
Improved communications to students about emergency aid program	66%	86%
Improved time from application to approval of emergency aid	33%	50%
Improved time from approval to disbursement of emergency aid	31%	43%
Began/improved evaluation of impacts/outcomes of emergency aid program	12%	7%
No improvements made	0%	0%
Other (Please specify below.)	9%	0%
Don't know	2%	0%
<i>n</i>	58	14

How has administering HEERF student emergency grants informed your institution's practices surrounding traditional and emergency financial aid? (Select all that apply.)

	Overall respondents	MSIs
Helped my institution to better distinguish between ongoing pervasive need and one-time emergencies	29%	26%
Helped my institution to better understand equity gaps in financial aid practices	18%	23%
Helped my institution to simplify the aid application process	13%	23%
Helped my institution to improve communications about financial aid	28%	47%
Caused my institution to create or expand emergency aid program	16%	19%
Caused my institution to develop resources for students with basic needs insecurity	21%	26%
Other (Please specify below.)	3%	2%
No impact	31%	19%
Don't know	8%	9%
<i>n</i>	304	53

As of right now has your institution used any of the institutional share of HEERF I, II, or III dollars to make additional student emergency grants?

	Overall respondents	MSIs
No, and our full institutional share has been spent.	18%	11%
No, and we do not plan to use any of our remaining institutional share for student emergency grants.	17%	15%
No, but we are planning to use some of our remaining institutional share for student emergency grants.	3%	8%
No, and we have not decided if we will use some of our remaining institutional share for student emergency grants.	4%	6%
Yes, < 25% of our institutional share HEERF dollars have been used for student emergency grants.	32%	30%
Yes, 25% – 49% of our institutional share HEERF dollars have been used for student emergency grants.	5%	6%
Yes, 50% – 74% of our institutional share HEERF dollars have been used for student emergency grants.	4%	4%
Yes, 75% – 99% of our institutional share HEERF dollars have been used for student emergency grants.	3%	2%
Yes, 100% of our institutional share HEERF dollars has been used for student emergency grants.	2%	2%
Don't know	12%	17%
<i>n</i>	297	53

Did your institution require students to request HEERF II and/or III student emergency grants and/or self-certify their grant eligibility?

	Overall respondents	MSIs
Yes, students were required to request HEERF II and/or III student emergency grants and/or self-certify their eligibility in order to receive them.	26%	38%
My institution selected some HEERF II and/or III student emergency grant recipients based on information we already possessed, but also permitted students to request HEERF student emergency grants.	43%	40%
No, my institution selected HEERF II and/or III student emergency grant recipients based solely on information we already possessed.	29%	23%
Don't know	3%	0%
<i>n</i>	305	53

If you required some or all students to request HEERF II and/or III student emergency grants and/or self-certify their eligibility, how did they do so? (Select all that apply.)

	Overall respondents	MSIs
Paper application or downloadable PDF file that students had to print and return, or save and email, to our institution	13%	9%
Application/form submitted through institutional student portal	35%	47%
Web form located outside of student portal that could be submitted online without printing	43%	40%
Verbal request	5%	6%
Email	14%	9%
Other (Please specify below.)	8%	4%
Don't know	5%	6%
<i>n</i>	254	47

Did ED's change of interpretation to the student eligibility requirements which permitted non-Title IV-eligible students to receive HEERF grants cause your institution to change its HEERF awarding practices and policies?

	Overall respondents	MSIs
Yes	81%	83%
No	17%	15%
Don't know	2%	2%
<i>n</i>	305	53

What changes did your institution make once non-Title IV-eligible students were determined to be eligible for HEERF emergency grants? (Select all that apply.)

	Overall respondents	MSIs
Stopped requiring students to complete a FAFSA in order to receive HEERF emergency grants	58%	61%
Stopped requiring students to complete a form other than the FAFSA certifying they met the HEA section 484 (USC §1091(a)) student eligibility requirements in order to receive HEERF emergency grants	16%	15%
Began requiring non-Title IV-eligible students to complete an alternate aid application in order to receive HEERF emergency grants	13%	22%
Changed awarding parameters to allow non-Title IV-eligible students to receive HEERF emergency grants	76%	80%
No changes to HEERF emergency grant awarding policies because my institution was already awarding HEERF emergency grants to non-Title IV-eligible students as a result of court injunctions of ED's previous interpretation (e.g., schools in Washington or Massachusetts, community colleges in California)	2%	5%
No changes to HEERF emergency grant awarding policies because my institution was already awarding HEERF emergency grants to non-Title IV-eligible students, but not as a result of court injunctions of ED's previous interpretation (schools in Washington or Massachusetts, community colleges in California)	0%	0%
No changes to HEERF emergency grant awarding policies because my institution was already awarding HEERF emergency grants to non-Title IV-eligible students through other sources of funding	2%	2%
Don't know	1%	0%
<i>n</i>	245	41

Did your institution change the way it determined HEERF II (CRRSAA) and III (ARP) emergency grant amounts from the way it determined HEERF I (CARES) emergency grants? (Select all that apply.)

	Overall respondents	MSIs
Yes, was awarding fixed amounts to all recipients and changed to varying award amounts	27%	18%
Yes, was awarding varying amounts to all recipients and changed to fixed award amounts	26%	27%
Yes, allowed students to receive more than one emergency grant	51%	59%
Don't know	13%	10%
<i>n</i>	290	51

Did your average HEERF II (CRRSAA) and III (ARP) emergency grant amounts change from your average HEERF I (CARES) emergency grants?

	Overall respondents	Minority Serving Institutions (MSI/HBCU/TCU)
Yes, HEERF II and III emergency grants were on average higher than HEERF I emergency grants	65%	62%
Yes, HEERF II and III emergency grants were on average lower than HEERF I emergency grants	9%	4%
No, average amounts of HEERF II and III emergency grants were similar	19%	27%
Don't know	7%	8%
<i>n</i>	301	52

Did your institution use your financial aid management system (FAMS) to award, track, and disburse HEERF student emergency grants?

	Overall respondents	MSIs
Yes	54%	69%
No	43%	29%
Don't know	3%	2%
<i>n</i>	303	52

How would you describe your institution's experience with accommodating the HEERF rules (e.g., funds not counted as EFA, funds cannot be applied toward institutional balances without student authorization) in your FAMS?

	Overall respondents	MSIs
Very difficult	11%	14%
Somewhat difficult	59%	54%
Not at all difficult	30%	31%
Don't know	0%	0%
<i>n</i>	163	35

How did you award, track, and disburse HEERF student emergency grants?

	Overall respondents	MSIs
Manually (e.g., Excel spreadsheet, Google Sheets)	38%	27%
Student accounts/billing system	50%	67%
Accounting system or accounting product other than student accounts/billing system	6%	7%
Other (Please specify below.)	5%	0%
Don't know	1%	0%
<i>n</i>	128	15

Which office(s) awarded HEERF II and III student emergency grants at your institution?

	Overall respondents	MSIs
Financial aid office only	61%	70%
Staff from multiple campus units	30%	15%
Single campus unit other than financial aid office	9%	15%
Third party	0%	0%
Don't know	0%	0%
<i>n</i>	304	53

Which office solely awarded HEERF II and III student emergency aid grants?

	Overall respondents	MSIs
Student affairs (Central office)	4%	0%
Registrar/Student records	4%	0%
Academic affairs	0%	0%
Student counseling center	0%	0%
Faculty	0%	0%
Residence life	0%	0%
Student accounts/Bursar	39%	38%
Academic advising	0%	0%
Student support services	7%	0%
Enrollment management	4%	0%
Multicultural affairs/Diversity/Inclusion	0%	0%
Health and wellness	0%	0%
Other (Please specify below.)	43%	63%
Don't know	0%	0%
<i>n</i>	28	8

Which offices were involved in awarding HEERF II and III student emergency aid grants? (Select all that apply.)

	Overall respondents	MSIs
Financial aid office	98%	100%
Student affairs (Central office)	36%	13%
Registrar/Student records	10%	13%
Academic affairs	9%	13%
Student counseling center	7%	0%
Faculty	4%	13%
Residence life	5%	0%
Student accounts/Bursar	80%	50%
Academic advising	5%	13%
Student support services	20%	0%
Enrollment management	20%	25%
Multicultural affairs/Diversity/Inclusion	8%	0%
Health and wellness	4%	0%
Other (Please specify below.)	21%	38%
Don't know	0%	0%
<i>n</i>	91	8

Section: Federal allocation process

Congress amended the formula for allocating HEERF dollars from the original CARES Act formula, which apportioned funds based 75% on full-time equivalent (FTE) Pell Grant recipients and 25% on FTE non-Pell Grant recipients, and excluding students exclusively enrolled in distance education. In CRRSAA and ARP, distance education students were added into the allocation formula, and the total number of Pell Grant and non-Pell Grant recipients were factored in, in addition to FTE Pell Grant and non-Pell Grant recipients. In your opinion, was the CRRSAA/ARP allocation formula an improvement over the CARES formula?

	Overall respondents	MSIs
Yes	73%	100%
No	9%	0%
Don't know	17%	0%
<i>n</i>	86	10

Should the same CRRSAA/ARP allocation formula be used if a future state or federal emergency aid program were developed?

	Overall respondents	MSIs
Yes, the exact same allocation formula from CRRSAA/ARP should be used for any future state or federal emergency aid program.	57%	90%
No, a different formula should be used for a future state or federal emergency aid program.	14%	0%
Don't know	29%	10%
<i>n</i>	86	10

What changes should be made to the allocation formula? (Select all that apply.)

	Overall respondents	MSIs
Exclude graduate students from the formula	8%	0%
Exclude distance education students from the formula	0%	0%
Weight the formula more heavily on student headcount instead of FTEs	58%	0%
Weight the formula more heavily on FTEs instead of student headcount	0%	0%
Weight the formula more heavily on Pell Grant recipients	33%	0%
Weight the formula less heavily on Pell Grant recipients	33%	0%
Other (Please specify below.)	17%	0%
Don't know	0%	0%
<i>n</i>	12	0

The CRRSAA was signed into law on December 27, 2020. How would you rate ED's timeliness in announcing allocation amounts for HEERF dollars under CRRSAA?

	Overall respondents	MSIs
Excellent	7%	30%
Very good	40%	60%
Neutral	32%	10%
Poor	14%	0%
Very poor	1%	0%
Don't know	6%	0%
<i>n</i>	85	10

The ARP Act was signed into law on March 11, 2021. How would you rate ED's timeliness in announcing allocation amounts for HEERF dollars under the ARP?

	Overall respondents	MSIs
Excellent	9%	30%
Very good	42%	60%
Neutral	32%	10%
Poor	9%	0%
Very poor	1%	0%
Don't know	6%	0%
<i>n</i>	85	10

How would you rate the quality of ED's communications informing your institution of its HEERF allocations under CRRSAA and ARP as compared to under the CARES Act?

	Overall respondents	MSIs
Excellent	6%	30%
Very good	40%	40%
Neutral	45%	20%
Poor	5%	0%
Very poor	0%	0%
Don't know	5%	10%
<i>n</i>	85	10

Section: Federal distribution process

Were your institution's HEERF II (CRRSAA) student share or institutional share dollars automatically obligated (no application required) by ED based on your institution's receipt of CARES Act HEERF dollars?

	Overall respondents	MSIs
Yes	59%	50%
No	9%	13%
Don't know	32%	38%
<i>n</i>	88	16

Were your institution's HEERF III (ARP) student share or institutional share dollars automatically obligated (no application required) by ED based on your institution's prior receipt of HEERF dollars?

	Overall respondents	MSIs
Yes	57%	50%
No	13%	13%
Don't know	31%	38%
<i>n</i>	88	16

How long did it take after the passage of CRRSAA on December 27, 2020, for your institution to receive your HEERF II (CRRSAA) funds?

	Overall respondents		MSIs	
	Institutional share	Student share	Institutional share	Student share
< 7 days	2%	2%	0%	0%
7 – 14 days	10%	12%	14%	13%
14 – 21 days	8%	6%	14%	13%
21 – 28 days	6%	8%	0%	13%
> 28 days	35%	35%	14%	25%
Don't know	39%	37%	57%	38%
<i>n</i>	49	49	7	8

How long did it take from your application for CRRSAA funds to be available to draw down?

	Overall respondents		MSIs	
	Institutional share	Student share	Institutional share	Student share
< 7 days	29%	14%	0%	0%
7 – 14 days	14%	43%	0%	0%
14 – 21 days	14%	14%	0%	0%
21 – 28 days	0%	0%	0%	0%
> 28 days	14%	0%	0%	0%
Don't know	29%	29%	0%	0%
<i>n</i>	7	7	0	0

How long did it take after the passage of ARP on March 11, 2021 for your institution to receive your HEERF III (ARP) funds?

	Overall respondents		MSIs	
	Institutional share	Student share	Institutional share	Student share
< 7 days	4%	4%	0%	0%
7 – 14 days	9%	8%	17%	13%
14 – 21 days	6%	6%	17%	13%
21 – 28 days	6%	15%	0%	13%
> 28 days	38%	35%	17%	25%
Don't know	36%	31%	50%	38%
<i>n</i>	47	48	6	8

How long did it take from your application for ARP funds to be available to draw down?

	Overall respondents		MSIs	
	Institutional share	Student share	Institutional share	Student share
< 7 days	25%	13%	50%	50%
7 – 14 days	13%	38%	50%	50%
14 – 21 days	0%	0%	0%	0%
21 – 28 days	0%	0%	0%	0%
> 28 days	13%	13%	0%	0%
Don't know	50%	38%	0%	0%
<i>n</i>	8	8	2	2

Section: Miscellaneous Questions

What steps is your institution taking/did your institution take to ensure equitable and unbiased decisions were made in awarding HEERF student emergency grants (please include measures that were already in place if you had an existing (pre-HEERF) emergency aid program, as well as any new initiatives)? (Select all that apply.)

	Overall respondents	MSIs
My institution provided staff training on implicit/unconscious bias as it applies to emergency aid decisions.	14%	7%
My institution required emergency aid decisions to be made by committee rather than by individuals.	36%	29%
My institution masked student identifiers, like name, race/ethnicity, gender identity, etc., during emergency aid decision making.	19%	21%
My institution conducted quality assurance processes and/or audits to ensure equitable and unbiased decisions were made.	14%	21%
My institution did not take any deliberate steps to ensure equitable and unbiased decisions were made in awarding HEERF student emergency grants.	20%	21%
My institution took other steps to ensure equitable and unbiased decisions were made. (Open-ended response)	41%	57%
Don't know	7%	14%
<i>n</i>	85	14

After HEERF student emergency grants had been awarded and disbursed, did your institution complete any type of evaluation?

	Overall respondents	MSIs
Yes	12%	21%
No	74%	57%
Don't know	14%	21%
<i>n</i>	85	14

What type(s) of evaluation did your institution complete? (Select all that apply.)

	Overall respondents	MSIs
Student survey	20%	33%
Internal review of processes for awarding and disbursing HEERF student emergency grants	90%	67%
Internal review of student outcomes among HEERF student emergency grant recipients	30%	33%
Don't know	0%	0%
<i>n</i>	10	3

What did you learn from your students about the following?:

	Overall respondents				MSIs			
	Yes	N/A	Don't know	n	Yes	N/A	Don't Know	n
Overall, did students indicate that the amount of funds they received were adequate to meet their needs?	50%	0%	50%	2	0%	0%	100%	1
Overall, did students positively rate institutional communications about availability of HEERF?	50%	0%	50%	2	0%	0%	100%	1
Overall, did students report that funds were received in time for them to address their emergency expenses?	50%	0%	50%	2	0%	0%	100%	1
Overall, did students indicate that HEERF positively impacted their decisions to remain enrolled?	100%	0%	0%	2	0%	0%	100%	1
Overall, did students indicate that HEERF contributed to their academic success?	50%	0%	50%	2	0%	0%	100%	1
Overall, did students find the institutional awarding process of HEERF funds transparent and fair?	50%	0%	50%	2	0%	0%	100%	1
Overall, did students report that receiving HEERF reduced their stress?	100%	0%	0%	2	0%	0%	0%	0

What were the top five expenses students reported using their HEERF emergency grants to pay for? If you did not collect this data, please leave the response blank. (Select up to five.)

	Overall respondents	MSIs
Rent	50%	0%
Food	50%	0%
Transportation	50%	0%
Internet access	100%	100%
Technology	100%	100%
Utilities	50%	100%
Dependent care	50%	100%
Medical expenses	50%	100%
Course materials	0%	0%
Past-due balance due to institution	0%	0%
Credit card bills	0%	0%
Other	0%	0%
n	2	1

Section: Federal Guidance and Training

How would you rate the timeliness of ED's guidance for rounds II (CRRSAA) and III (ARP) of HEERF, as compared to round I (CARES)?

	Overall respondents	MSIs
Better	53%	59%
About the same	38%	35%
Worse	4%	6%
Don't know	6%	0%
<i>n</i>	85	17

How easy or difficult was ED's HEERF II (CRRSAA) and III (ARP) guidance to understand?

	Overall respondents	MSIs
Very easy	2%	0%
Somewhat easy	34%	35%
Neutral	27%	24%
Somewhat difficult	27%	29%
Very difficult	7%	6%
Don't know	3%	6%
<i>n</i>	86	17

How would you rate the organization of ED's HEERF II (CRRSAA) and III (ARP) guidance?

	Overall respondents	MSIs
Very organized	6%	12%
Somewhat organized	84%	82%
Not at all organized	8%	0%
Don't know	2%	6%
<i>n</i>	85	17

What resources did you rely on for HEERF training? (Select all that apply.)

	Overall respondents	MSIs
Department of Education	93%	94%
NASFAA	93%	100%
State or regional financial aid association(s) (e.g. WASFAA, EASFAA, FASFAA)	40%	29%
Law firm	6%	0%
Internal training	9%	6%
Other non-financial aid associations (Please specify below.)	10%	6%
Don't know	0%	0%
<i>n</i>	86	17

Section: Institutional Communications

Did your institution target communications to students about the availability of HEERF emergency grants?

	Overall respondents	MSIs
Yes, we targeted communications to students we identified as most likely to need emergency grants.	31%	20%
No, we sent communications to all enrolled students.	60%	67%
My institution did not communicate the availability of HEERF II and III funds.	7%	13%
Don't know	2%	0%
<i>n</i>	84	15

Did your institution change its communications to students about the availability of HEERF emergency grants based on the expansion of use of student share funds in CCRSAA and ARP?

	Overall respondents	MSIs
Yes	54%	40%
No	37%	53%
My institution did not communicate the availability of HEERF II and III funds.	6%	7%
Don't know	4%	0%
<i>n</i>	84	15

Did your institution change its communications to students about the availability of HEERF emergency grants based on ED's change to the student eligibility requirements that no longer required that students meet the Title IV student aid eligibility requirements from HEA Section 484 (USC §1091(a)), which introduced the possibility of non-citizen students to receive HEERF grants?

	Overall respondents	MSIs
Yes	67%	67%
No	23%	20%
My institution did not communicate the availability of HEERF II and III funds.	6%	7%
Don't know	5%	7%
<i>n</i>	84	15

How did your institution communicate to students the availability of HEERF II and III emergency grants? (Select all that apply.)

	Overall respondents	MSIs
Postal mail	8%	0%
Paper flyers on physical campus	7%	13%
Email	85%	73%
Text messaging	18%	40%
Posting on institutional websites	61%	80%
Posting on institutional social media accounts	29%	27%
Posting on institutional student portal	25%	27%
Phone calls	8%	20%
Faculty communicated availability of HEERF II and III emergency grants during class time	18%	27%
My institution did not communicate availability of HEERF emergency grants to students	6%	7%
Other method of communication (Please specify below.)	5%	0%
Don't know	1%	0%
<i>n</i>	84	15

How many distinct communications to students did your institution initiate with respect to availability of HEERF emergency grants from rounds I, II, and III?

	Overall respondents	MSIs
1	5%	0%
2 – 5	58%	47%
6 – 10	25%	33%
11 – 20	9%	13%
> 20	4%	7%
<i>n</i>	81	15

Section: Institutional Processing Times

Approximately how long was the turnaround time at your institution from receipt of a student's request for a HEERF student emergency grant to notification of approval/denial to the student?

	Overall respondents	MSIs
Same day	4%	8%
By end of next business day	5%	0%
Within 2 business days	15%	0%
Within 2 business days	15%	0%
> 7 business days	25%	8%
Don't know	0%	0%
<i>n</i>	55	12

Did your institution's turnaround time from receipt of a student's request for a HEERF student emergency grant to notification of approval/denial to the student change over the course of the subsequent HEERF II and III funding rounds?

	Overall respondents	MSIs
Yes, turnaround time got shorter	18%	29%
Yes, turnaround time got longer	6%	6%
No, turnaround stayed about the same	68%	47%
Don't know	8%	18%
<i>n</i>	85	17

For students not required to submit an application, approximately how long was the turnaround time from receipt of your institution's HEERF allocation to identification of students who would automatically receive emergency grants based solely on information your institution already possessed?

	Overall respondents	MSIs
Same day	6%	0%
By end of next business day	2%	0%
Within 2 business days	8%	8%
Within 3 – 7 business days	22%	17%
> 7 business days	46%	67%
Don't know	16%	8%
<i>n</i>	63	12

Following the approval of a HEERF student emergency grant (whether automatic or via an application process), what was the average turnaround time before the emergency grant funds were released to the student?

	Overall respondents	MSIs
Same day	5%	0%
By end of next business day	8%	12%
Within 2 business days	22%	24%
Within 3 – 7 business days	35%	29%
> 7 business days	26%	35%
Don't know	4%	0%
<i>n</i>	85	17

Did your institution's turnaround time following the approval of a HEERF student emergency grant to the time the emergency grant funds were disbursed to the students change over the course of the subsequent HEERF II and III funding rounds?

	Overall respondents	MSIs
Yes, turnaround time got shorter	19%	29%
Yes, turnaround time got longer	7%	12%
No, turnaround stayed about the same	67%	53%
Don't know	7%	6%
<i>n</i>	85	17

How were HEERF II and III emergency grants disbursed? (Select all that apply.)

	Overall respondents	MSIs
Checks	84%	82%
Electronic funds transfer/Direct deposit	79%	88%
Debit cards	3%	0%
Payment apps	0%	0%
Applied directly to students' accounts with student authorization	35%	29%
Gift card	0%	0%
Other (Please specify below.)	1%	6%
Don't know	0%	0%
<i>n</i>	86	17

Section: Reporting

Was your institution's ability to meet the HEERF reporting requirements impacted by your institution's chosen method for awarding, tracking, and disbursing HEERF student emergency grants?

	Overall respondents	MSIs
Yes, our ability to meet the HEERF reporting requirements was negatively impacted by my institution's chosen method. Had we known the reporting requirements in advance, we would have chosen a different method.	16%	24%
Yes, our ability to meet the HEERF reporting requirements was negatively impacted by my institution's chosen method. However, even if we had known the reporting requirements in advance, we would not have or could not have chosen a different method.	10%	18%
No, our ability to meet the HEERF reporting requirements was not impacted by my institution's chosen method.	52%	53%
Yes, our ability to meet the HEERF reporting requirements was positively impacted by my institution's chosen methods.	6%	6%
Unsure whether our method impacted our ability to meet HEERF reporting requirements.	13%	0%
Don't know	3%	0%
<i>n</i>	88	17

ED's annual report due in January 2022 adds a significant amount of data disaggregation by gender, race, and age, as well as new questions on how institutions used HEERF grants to replace lost revenue. Did your institution have to modify existing systems or create new systems in order to disaggregate HEERF data in this way?

	Overall respondents	MSIs
No, no modifications or new systems needed	33%	63%
Yes, modifications to existing systems needed	40%	31%
Yes, new system needed	7%	0%
Don't know	20%	6%
<i>n</i>	87	16

Was ED's revised burden estimate of 40 hours adequate for your institution to modify or create systems to provide this more detailed data?

	Overall respondents	MSIs
Yes	7%	40%
No	76%	60%
Don't know	17%	0%
<i>n</i>	41	5

Section: Overall Effectiveness of the Federal Emergency Aid Effort

For this final question, please consider all COVID-related congressional emergency grants released to date in your response (see here for summaries of the three rounds of HEERF). What do you think Congress should change if student emergency grants were offered again in a future stimulus package or other legislation? (Select all that apply.)

	Overall respondents	MSIs
Clearer legislative language on congressional intent for student eligibility criteria	70%	70%
Student emergency grants to be added to an existing (pre-HEERF) Title IV aid program	16%	13%
Student emergency grants to be a new Title IV aid program	15%	15%
Student emergency grants to be a non-Title IV aid program	33%	30%
A single new program, whether in Title IV or not, with a single set of eligibility and awarding rules	50%	50%
More flexibility for institutions in selecting recipients for emergency grants	51%	48%
More funding for emergency grants	36%	41%
Emergency aid to be exempt from estimated financial aid (EFA)	61%	61%
Less onerous reporting requirements for emergency grants	79%	74%
Emergency aid only available for institutions that meet certain criteria	6%	2%
Other (Please specify below.)	6%	4%
Don't know	2%	0%
<i>n</i>	303	54

