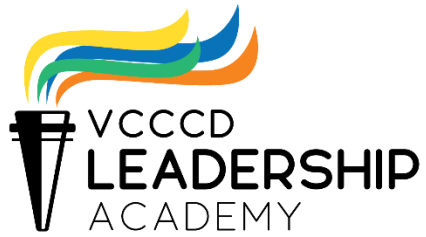




# BASIC NEEDS RESOURCE CENTERS

*Addressing basic needs across the VCCCD  
to give students their best shot at success*



## **TEAM PROJECT REPORT**

**Team Name:** Needs Busters

**Project Title:** Basic Needs Resource Centers

**Members:**

Kaela Casey

Lydia Etman

Brian Derderian

Gabriela Rodriguez

Susan Royer

Beth Shephard

Dr. Mike Bush (Resource Mentor)

## ***Table of Contents***

Executive Summary.....	Page 2
Introduction.....	Page 3
Background.....	Page 5
Project Overview.....	Page 6
Implementation Plan.....	Page 8
Data Overview and Analysis.....	Page 11
Risk/Benefit Analysis.....	Page 12
Outcomes.....	Page 14
References.....	Page 15
Appendices.....	Page 16

## ***Executive Summary***

In 2017, the Community College Equity Assessment Lab (CCEAL) conducted a study to understand food and housing insecurities and their effects on community college students. Their study found that students with these challenges reported feeling stressed, were more likely to indicate an intention to drop out of college, felt less confident in their academic abilities and control of academic success, and less likely to feel engaged or have a sense of belonging (Wood, Harris, & Delgado, 2017). The Basic Needs Resource Centers on each campus and accompanying website to serve students with basic needs insecurities would aid in easing their stress and help them to focus on their academic goals and success.

This project seeks to propose a specific space on each campus with a Basic Needs Specialist that will focus on facilitating access to on-campus resources and resources within the community to our students. The resources needed for this project include an office location on each campus, website, promotional materials and a full-time classified professional at each campus. In order to create the greatest impact, each Basic Needs Specialist will work closely with community partners and government agencies to address the following: housing insecurity, food insecurity, transportation needs, and access to physical and mental health services.

Currently, there is a unique funding opportunity from the State of California to support food insecure students. Our ability to maintain the long-term sustainability of this project depends on the infrastructure established at each campus to house Basic Needs Resource Centers and secure full-time classified professionals with a reasonable budget to provide direct services through community partners. By establishing Basic Needs Resource Centers at each campus, we are further aligning with the Student Centered Funding Formula. Services provided through the centers increase our ability to retain students and achieve higher completion rates. This will translate into increased supplemental and student success allocations from the State Chancellor's Office.

Our group believes that the development of Basic Needs Resource Centers at each VCCCD campus will benefit all. Students will benefit from accessing and receiving basic needs services, have an improved quality of life, and be able to achieve academic success. The VCCCD will be supporting their values of serving students, demonstrating integrity, promoting inclusiveness, and maintaining partnerships with the community. In addition, the VCCCD will reach their strategic goals of increasing access and student success and partnering more effectively to meet community needs. In summary, the proposed project would make a positive impact on the students, staff, and faculty in the VCCCD and the greater Ventura County community.

## ***Introduction***

### *Mission*

The Basic Needs Resource Centers support the well-being and academic success of VCCCD students by facilitating access to campus, district, and county-wide services and resources that assist with meeting basic needs such as food, transportation, mental and physical health, housing, and more.

### *Objectives*

The objective of this project is to create a physical Basic Needs Resource Center at each campus, with an accompanying website, to assist and direct students to basic needs resources on campus and countywide.

### *Committees/Work Groups*

#### All Campuses

- Associated Students
- Financial Aid
- Institutional Research
- Information Technology
- Student Health Center
- Student Services
- Academic Senate
- Classified Senate

#### VCCCD

- Administrative Technology Advisory Committee
- District Technical Review Workgroup – Student Services
- Institutional Research Advisory Committee

#### Moorpark College

- Facilities-CAP / Technology-CAP
- Student Success and Equity Committee

#### Oxnard College

- Planning and Budget Council
- Student Success Committee

#### Ventura College

- Facilities Oversight Advisory Group
- Student Success Committee

### *Belief Statements*

1. We believe that students facing basic needs insecurities cannot reach their optimal academic performance.
2. We believe that attendance, participation, and attainment of educational goals are directly affected by unmet basic needs.
3. We believe that, while some of these support services are available on campus and throughout the county, students may be unaware of them and encounter barriers to access.

### *Project Philosophy*

Our philosophy for this project is to build a bridge from campus services to countywide resources, not for the District to take on responsibilities beyond its mission.

### *Vision*

Students will have easier access to information and resources for fulfilling unmet basic needs. The District will see an increase in student success measured by persistence and completion rates as well as increased stability in State funding.

## ***Background***

In 2018, the California Community Colleges Chancellor's Office released the Basic Needs Survey Report. The report, which studied 70 community colleges, found that 56% of students were food insecure, 35% were experiencing housing insecurities, and 14% were experiencing homelessness (California Community Colleges Chancellor's Office, 2018 ). The California Community Colleges and The Hope Center released the #RealCollege Survey just one year later in 2019. This report also evaluated basic needs security among California Community College students and yielded responses from nearly 40,000 from 57 colleges (Goldrick-Rab, Baker-Smith, Coca, & Looker, 2019). The survey found that 50% of respondents experienced food insecurity in the month prior to the survey, 60% experienced housing insecurity in the previous year, and 19% were homeless in the previous year (Goldrick-Rab et al., 2019). These reports show that in just one year, half of California Community College students were still food insecure and even more were experiencing housing insecurity and homelessness.

The release of the 2019 survey came in conjunction with the announcement of Senate Bill 291. This bill would establish the California Community College Student Financial Aid Program which would base financial aid not just on the cost of tuition, but the actual cost of attendance, including textbooks, housing, and transportation (Senator Connie M. Leyva, 2019). Although the California Promise Grant waives tuition for about half of CCC students, few students qualify for financial aid that would help them address their basic needs expenses (SB 291, 2019). By providing additional financial aid to CCC students, SB 291 would aid in addressing some students' unmet basic needs; however, with the high cost of living and childcare in Ventura County, some students may also be left behind.

With studies illustrating the growing issue of basic needs insecurities for CCC students and the effect these insecurities have on student well-being and academic success, it is essential that CCCs provide access to services and resources to meet basic needs. Legislation such as SB 291 and initiatives and programs from the California Community Colleges Chancellor's Office show that the issue is recognized and beginning to be addressed. The VCCCD colleges are also taking steps to address the issue by offering food pantries and some basic needs assistance. This proposal provides a plan for the VCCCD to take further action on this issue and be a leader in supporting students' basic needs and academic success.

## ***Project Overview***

### **Purpose and Vision**

The purpose of this project is to support VCCCD students by establishing Basic Needs Resource Centers at each VCCCD college. The Centers would facilitate access to services and resources both on campus and countywide, and work in a cohesive manner to provide an equal level of service across the District.

The group envisions that after utilizing services and resources from a Basic Needs Resource Center, students would have increased persistence rates, be more likely to obtain their degree or certificate, or transfer to a four-year university, and benefit from lower stress and higher confidence levels. This would result in students having greater access to job opportunities, the ability to empower others as advocates, and the capability to provide for their families and communities.

Each college has developed a cadre of committed students, faculty, and staff who are advocates for underserved students and are uniquely qualified to engage students in sensitive issues. These advocates seek to raise awareness to both the challenges and opportunities available to students within a safe environment. Creating Basic Needs Resource Centers at each college will allow students to receive the support necessary to achieve their academic and personal potential.

### **Implementation**

The project timeline may be implemented during any academic year once funding becomes available. The proposed timeline rolls out the implementation of the project in four phases:

#### ***Phase 1 (3-6 months)***

Identify and hire a Basic Needs Specialist using the newly established job description. Secure two locations at each college; one for the Basic Needs Specialist office space and one for operational space in order to run the food pantry or keep a food closet.

#### ***Phase 2 (2 months and ongoing)***

Create outreach materials, build a webpage, and reach out to community partners.

#### ***Phase 3 (6-9 months)***

Each center opens and screening of applicants and intake process begins.

#### ***Phase 4 (After opening and ongoing)***

Begin program assessment and evaluation, and determine areas for growth and revision.



## **Needs Assessment**

In order to bridge each college from any existing basic needs support services to the new Basic Needs Resource Center, the new Basic Needs Specialist would lead a listening campaign. This campaign would include student focus groups and electronic surveys sent to new and continuing students to learn about their access to necessities such as food, shelter, transportation, and health care. This would allow the classified professional to become familiar with the services and resources currently offered to students, gauge students' needs, and adjust or develop new program activities based on the information gained.

The Basic Needs Specialists at each college would share their student feedback and program plans in order to ensure that services and resources provided are equivalent across the district.

## **Student General Orientations and Intake Process**

The Basic Needs Resource Centers would offer an orientation at the beginning of each semester to share with students the services available on campus and within the community. The orientation would also introduce the Basic Needs website, which would provide students with online access to basic needs resources and allow them to initiate the intake process.

Students who identify with the Center as needing a service would go through an intake process. The Basic Needs Specialist would conduct an intake survey and interview, and based on the identified need(s), the Specialist would provide the student with information on relevant programs and services on campus such as the Student Health Center or food pantry and those in the community such as CalFresh, income qualified housing, and Covered California. As the Basic Needs Resource Centers act as a bridge to non-college provided services, the Center would not assist students in applying to such services, but would provide students with the information about the program and aid in facilitating contact with the provider, for example the Ventura County Human Services Agency.

Following the intake process, the Basic Needs Resource Centers would follow up with each student through an online survey to evaluate if their need was met and assess their well-being.

## **Student workers**

In order to sustain an adequate level of service, at least two student workers would be hired for each college Basic Needs Resource Center. Their duties would include setting students up with the intake survey and connecting students to existing on campus services such as EOPS, Financial Aid, EAC, Tutoring, Student Health Center, Transfer Center, Food Pantry, etc. Additionally, the Center would implement a peer-to-peer mentorship program in which students who have previously been served by the Center can assist other students throughout the process.

## ***Implementation Plan***

### **Stakeholders**

Addressing basic needs is a campus-wide initiative. Although every person and department on campus is a stakeholder in this project, Financial Aid, Student Health Center, and Associated Students organizations would take lead on this initiative. Other invested departments would include Institutional Research, Information Technology, and all facets of Student Services. Additionally, the Budget Resource Committee would have some involvement along with District-level operations committees.

### **Timeline**

#### **I. Phase One – Operations and Logistics**

These first steps may take up to six months' time:

- a. Recruit and hire Basic Needs Specialist
- b. Identify and prepare two locations on campus
  - i. Food Pantry
  - ii. Basic Needs Office
- c. Determine hours of operation
- d. Student workers

#### **II. Phase Two – Marketing and Outreach**

This phase will take approximately two months to initiate. These activities are ongoing:

- a. Design marketing plan and materials
- b. Build webpage
- c. Construct reference list
- d. Engage community partners

#### **III. Phase Three – Basic Needs Center Opens**

- a. Food Pantry opens for the campus and community
- b. Screening of applicants

#### **IV. Phase Four – Program Review and Assessment**

It is anticipated that this phase will be repeated twice annually following the Fall and Spring semesters.

- a. Surveys conducted to assess satisfaction with services and identify gaps
- b. Evaluate program for growth and revision

## Financial Plan and Budget

The California State Legislature approved \$2.5 million dollars of one-time funding in the 2017-18 State Budget for California community colleges willing to provide services that address the food security of their students. The 2018-19 State Budget allocated \$10 million of additional funds, distributed through standard apportionment processes.

Going forward, the State allocated Hunger Free Campus funds would cover payroll and benefits for the Basic Needs staff on each campus. Additional funding could be budgeted through Equity monies.

VCCCD's apportionment of the Hunger Free Campus funds in 2018-19 were as follows:

Moorpark College	\$94,963
Oxnard College	\$43,006
Ventura College	\$82,343

Proposed Budget:

Basic Needs Specialist including Benefits	\$83,000
Student Workers	\$10,000
<b>Personnel Expenses</b>	<b>\$93,000</b>
Office and Food Pantry Locations	\$0
Preparation of Spaces (paint, flooring)	\$500
Office Furnishings/Computer	\$1500
Food Pantry (shelves, freezer, refrigerator)	\$4000
<b>Capital Outlay</b>	<b>\$6,000</b>
Marketing Materials	\$5,500
Food Pantry Purchases	\$10,000
Re-usable Grocery Bags	\$5,000
<b>Operating Expenses</b>	<b>\$20,500</b>
<b>TOTAL BUDGET REQUIRED</b>	<b><u>\$119,500</u></b>

## Communication Plan

Initiatives of this magnitude must be discussed as a matter of course at all advisory and participatory governance meetings long before the hiring process. These groups would receive relevant studies and surveys regarding basic needs and the strategic plan to address these insecurities of our students. A Basic Needs subcommittee of the Student Success Committee may be established with regular progress reporting to all shared governance bodies.

Marketing is essential to the successful implementation of this program, creating awareness across campus and the community. This communication would be through all available channels including social media, posters/flyers, email campaigns and press releases.

## ***Data Overview and Analysis***

In recent years, much research has been done to assess the basic needs securities of community college students and how those securities or insecurities tie to well-being and academic success. The various studies and reports make clear that many of our community college students have some form of basic needs insecurity that effects their mental health, physical health, ability to attend classes and complete coursework, and outlook on their ability to achieve their academic goals.

As students progress through college, they confront a myriad of challenges. Arguably, the most critical of which is food insecurity, which is defined as the “limited or uncertain availability of nutritionally adequate foods” (Borger, et al., 2014). The data collected and interpreted from the California Community Colleges shows that “Students experiencing food insecurity were less likely than those who did not experience food insecurity to report that they were on track to achieve their goals in the community college,” (Wood, Harris, & Delgado, 2017). The study goes on to show that while 83.9% of students who did not experience food insecurity said that they were on track, only 77.8% of those who did experience insecurity reported this (Wood, Harris, & Delgado, 2017). Among students with food insecurity, 7.6% indicated their plans to drop out of college, while only 2.7% of students without food insecurity indicated this. (Wood, Harris, & Delgado, 2017). When it comes to market force and remedial courses in college, “Students with food insecurity were 67.8% more likely to indicate the goal of updating their job skills and 79.7% of starting a new career than those without insecurity. Among students experiencing housing insecurity, 65.4%, 59.7%, and 73.9% were concentrated in development writing, reading, and math, respectively,” (Wood, Harris, & Delgado, 2017).

Hunger on Campus, the seminal study on food insecurity among college students, found that not only is food insecurity is on the rise, but three-quarters of students experiencing food insecurity also face the challenge of housing insecurity (Dubick, Mathews, & Cady, 2016). In addition, 81% of students with food insecurities face significant obstacles achieving academic success (Dubick et al., 2016). Among students experiencing housing insecurity, 65.4%, 59.7%, and 73.9% were concentrated in development writing, reading, and math, respectively (Dubick et al., 2016). On average, 53% of students surveyed struggled to attend class, 54% missed study sessions, and an estimated 55% were unable to purchase required textbooks (Dubick et al., 2016).

In addition to this data from community college students, a survey of community college employees found that 56.8% of employees had direct contact with students experiencing basic needs insecurity multiple times per week or every day (California Community Colleges Chancellor’s Office, 2018).

These statistics show that basic needs insecurities amongst community college students is a real problem that creates barriers to student success. By taking steps to address basic needs insecurities, the VCCCD will improve the lives of students, increase student success, and help Ventura County to thrive.

## ***Risk/Benefit Analysis***

Weighing the benefits and risks of basic needs support efforts on each campus is a complex process involving evaluation of a large amount of data, with the understanding that there might be many unknown factors creating uncertainty beyond the scope of the data collected and interpreted. The benefit-risk analysis is solely determined by the information available at any given point in time.

### **Risks**

1. Loss of corresponding state funding.
2. After implementation, assessment data may show no correlation between student use of services and positive retention, success, and/or transfer rates.
3. Lack of awareness and use of services due to ineffective marketing, accessibility, time needed for intake process, etc.
4. Misuse of services and resources by students or community members.

### **Benefits**

1. Increased student attendance and participation in class because:
  - a. Students will come to campus to access assistance at the Basic Needs Resource Center and stay for their class(es).
  - b. When basic needs are met, students will be less stressed and have more time to attend and participate in class.
2. Increased student success and retention by reducing equity gap through facilitation of access basic needs services and resources.
3. Campus community life building:
  - a. Peer-to-peer mentorship program from students who already use/used services.
  - b. Internship or volunteer opportunities for students or student organizations that could be recorded on student transcripts to improve transfer applications.
  - c. Volunteer opportunities for international students whose integration into the campus community would be greatly accelerated.
  - d. Volunteer opportunities for faculty and staff to engage and support Basic Needs services.
4. Increase campus employment opportunity for student workers.
5. 24/7 access to a comprehensive Basic Needs Resource Center website to connect students to campus and community services.
6. Redesign of existing services, such as food pantries, to be more accessible to students, which may in turn promote more community support/donations.
7. Reduction of in-class presentations and syllabi notices regarding student services.

### **How does the Basic Needs Center support VCCCD's strategic decision?**

This project embraces our District's mission, vision and values, and addresses components of all 3 Strategic Goals in direct and indirect ways through a more holistic approach to supporting students:

- Student Access and Success: Goals 1.7 a, c, d + e)
- Community Needs: Goals 2.2a, .4a, .5b, .6c + d, .7a, .8a, .10a + b)
- Effective Use of Organizational Funds: Goals 3.2a + b, .3b, .5a + b, .6b, .8a + b).

## ***Outcomes***

After utilizing the services, students served by the Basic Needs Resource Center would:

1. Have higher completion rates (degrees, certification, transfer, employment)
2. Have increased persistence rates (Fall to Spring, Fall to Fall)
3. Benefit from lower stress and higher confidence levels

### **Assessing Outcomes**

#### *Have higher completion rates (degrees, certification, transfer, employment)*

This outcome will be assessed by comparing the completion rates of students that utilized the service versus those that did not. Data will be gathered and analyzed from each college's Division of Institutional Effectiveness including:

- Course Success Rates
- Degrees and Certificates
- CSU Transfers
- UC Transfers
- Transfers to California private and out-of-state colleges/universities
- CCSSE Dashboard

In addition, a pre- and post- survey will be administered to participating students that includes questions about educational goals and plans, current employment status, and more (see Appendix A).

#### *Have increased persistence rates (Fall to Spring, Fall to Fall)*

This outcome will be assessed by comparing the enrollment rates of students that utilized the service versus those that did not. Data will be gathered and analyzed from each college's Division of Institutional Effectiveness program including:

- DE Enrollment
- DE Success Rate
- Course Retention Rates
- Term to Term Persistence Rates

In addition, a pre- and post- survey will be administered to participating students that includes questions about educational goals and plans, current employment status, and more (see Appendix A).

#### *Benefit from lower stress and higher confidence levels*

This outcome will be assessed by administering a pre- and post- survey to participating students that includes questions about stress level, confidence in their ability to achieve goals, and more (see Appendix A)



## **References**

- Borger, C., Dys, T.D., Engelhard, E., Hake, M., Kinne, A., Mills, G., ... Zedlewski, S. (2014). Hunger in America 2014: Executive Summary. Retrieved from <https://www.feedingamerica.org/sites/default/files/research/hunger-in-america/hia-2014-executive-summary.pdf>
- California Community Colleges Chancellor's Office. (2018). Basic Needs Survey Report. Retrieved from <http://www.cccstudentmentalhealth.org/docs/basic-needs/2018-Summit/2018-Basic-Needs-Survey-Report.pdf>
- Dubick, J., Mathews, B., & Cady, C. (2016). Hunger on campus: The challenge of food insecurity for college students. Retrieved from [http://studentsagainsthunger.org/wp-content/uploads/2016/10/Hunger\\_On\\_Campus.pdf](http://studentsagainsthunger.org/wp-content/uploads/2016/10/Hunger_On_Campus.pdf)
- Goldrick-Rab, S., Baker-Smith, C., Coca, V., & Looker, E. (2019). California Community Colleges #RealCollege Survey. Retrieved from <https://hope4college.com/wp-content/uploads/2019/03/RealCollege-CCCCO-Report.pdf>
- Goldrick, Rab, S., Richardson, J., & Kinsley, P. (2018). Guide to assessing basic needs insecurity in higher education. Retrieved from <https://hope4college.com/wp-content/uploads/2018/09/Basic-Needs-Insecurity-College-Students.pdf>
- S.B. 291, 2019-2020 Reg. Sess. (Ca. 2019)
- Senator Connie M. Leyva. (2019, February 14). Senator Leyva: Community college students need financial aid to cover true cost of attendance. [Press release]. Retrieved from <https://sd20.senate.ca.gov/news/2019-02-14-senator-leyva-community-college-students-need-financial-aid-cover-true-cost>
- Wood, J.L., Harris, F., & Delgado, N.R. (2017). Struggling to survive – striving to succeed: Food and housing insecurities in the community college. Retrieved from <https://cceal.org/food-housing-report/>

## ***Appendices***

### **Appendix A: Pre- and Post- Surveys**

The below surveys are adapted from those in Guide to Assessing Basic Needs Insecurity in Higher Education, published in July 2018 by Sara Goldrick-Rab, Jed Richardson, and Peter Kinsley.

#### **Food Insecurity Survey Option (PRE)**

1. In the last 30 days, I have been worried that my food would run out before I got money to buy more. [Yes or No]
2. In the last 30 days, I have cut the size of my meals or skipped meals because there wasn't enough money for food. [Yes or No]
3. This semester, I have had difficulties concentrating and/or participating in class because I was hungry or worried about when I could afford my next meal. [Yes or No]
4. This semester, I have been unable to complete class work because I was hungry or worried about when I could afford my next meal. [Yes or No]
5. This semester, I have skipped class because I was hungry or worried about when I could afford my next meal. [Yes or No]
6. I feel that my current stress level is: [Very High, High, Moderate, Low, Very Low]
7. I feel confident in my ability to complete my classes successfully this semester: [Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree]
8. I feel confident in my ability to complete my certificate or degree, or transfer to a four-year university: [Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree]

#### **Food Insecurity Survey Option (POST)**

1. Since visiting the Basic Needs Resource Center, I have been worried that my food would run out before I got money to buy more. [Yes or No]
2. Since visiting the Basic Needs Resource Center, I have cut the size of my meals or skipped meals because there wasn't enough money for food. [Yes or No]
3. Since visiting the Basic Needs Resource Center, I have had difficulties concentrating and/or participating in class because I was hungry or worried about when I could afford my next meal. [Yes or No]

4. Since visiting the Basic Needs Resource Center, I have been unable to complete class work because I was hungry or worried about when I could afford my next meal. [Yes or No]
5. Since visiting the Basic Needs Resource Center, I have skipped class because I was hungry or worried about when I could afford my next meal. [Yes or No]
6. I feel that my current stress level is: [Very High, High, Moderate, Low, Very Low]
7. I feel confident in my ability to complete my classes successfully this semester: [Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree]
8. I feel confident in my ability to complete my certificate or degree, or transfer to a four-year university: [Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree]

**Housing Insecurity Survey Option (PRE)**

1. In the last 30 days, I have been worried that I would be unable to pay my rent/mortgage. [Yes or No]
2. In the last 30 days, I have not paid or underpaid my rent/mortgage or other household bills such as gas, electricity, or water. [Yes or No]
3. This semester, I have had difficulties concentrating and/or participating in class because I was worried about paying my rent/mortgage or other household bills. [Yes or No]
4. This semester, I have been unable to complete class work because I was worried about paying my rent/mortgage or other household bills. [Yes or No]
5. This semester, I have skipped class because I was worried about paying my rent/mortgage or other household bills. [Yes or No]
9. I feel that my current stress level is: [Very High, High, Moderate, Low, Very Low]
10. I feel confident in my ability to complete my classes successfully this semester: [Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree]
11. I feel confident in my ability to complete my certificate or degree, or transfer to a four-year university: [Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree]

**Housing Insecurity Survey Option (POST)**

6. Since visiting the Basic Needs Resource Center, I have been worried that I would be unable to pay my rent/mortgage. [Yes or No]
7. Since visiting the Basic Needs Resource Center, I have not paid or underpaid my rent/mortgage or other household bills such as gas, electricity, or water. [Yes or No]

8. Since visiting the Basic Needs Resource Center, I have had difficulties concentrating and/or participating in class because I was worried about paying my rent/mortgage or other household bills. [Yes or No]
9. Since visiting the Basic Needs Resource Center, I have been unable to complete class work because I was worried about paying my rent/mortgage or other household bills. [Yes or No]
10. Since visiting the Basic Needs Resource Center, I have skipped class because I was worried about paying my rent/mortgage or other household bills. [Yes or No]
12. I feel that my current stress level is: [Very High, High, Moderate, Low, Very Low]
13. I feel confident in my ability to complete my classes successfully this semester: [Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree]
14. I feel confident in my ability to complete my certificate or degree, or transfer to a four-year university: [Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree]

#### **Homelessness Survey Option (PRE)**

1. Since starting college, have you ever been homeless? [Yes or No]
2. In the past 30 days, have you slept in any of the following places:
  - a. In a rented or owned house, mobile home, or apartment (alone or with roommates or friends)
  - b. In a rented or owned house, mobile home, or apartment with my family (parent, guardian, or relative)
  - c. On campus
  - d. In my car
  - e. At a shelter
  - f. Temporarily staying with a relative, friend, or couch surfing until I find other housing
  - g. Temporarily staying at a hotel or motel without a permanent home to return to
  - h. In transitional housing or independent living program
  - i. At a group home such as a halfway house or residential program for mental health or substance abuse
  - j. At a treatment center (such as detox, hospital, etc.)
  - k. Outdoor location such as street, sidewalk, alley, bus or train stop, campground or woods, park, beach, riverbed, or under bridge or overpass
  - l. In a closed space with a roof not meant for human habitation such as abandoned building, unconverted garage, attic, or basement
3. This semester, I have had difficulties concentrating and/or participating in class because I was worried about where I would sleep or because I had no place to sleep. [Yes or No]
4. This semester, I have been unable to complete class work because I was worried about where I would sleep or because I had no place to sleep. [Yes or No]

5. This semester, I have skipped class because I was worried about where I would sleep or because I had no place to sleep. [Yes or No]
6. I feel that my current stress level is: [Very High, High, Moderate, Low, Very Low]
7. I feel confident in my ability to complete my classes successfully this semester: [Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree]
8. I feel confident in my ability to complete my certificate or degree, or transfer to a four-year university: [Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree]

### **Homelessness Survey Option (POST)**

1. Since visiting the Basic Needs Resource Center, have you slept in any of the following places:
  - a. In a rented or owned house, mobile home, or apartment (alone or with roommates or friends)
  - b. In a rented or owned house, mobile home, or apartment with my family (parent, guardian, or relative)
  - c. On campus
  - d. In my car
  - e. At a shelter
  - f. Temporarily staying with a relative, friend, or couch surfing until I find other housing
  - g. Temporarily staying at a hotel or motel without a permanent home to return to
  - h. In transitional housing or independent living program
  - i. At a group home such as a halfway house or residential program for mental health or substance abuse
  - j. At a treatment center (such as detox, hospital, etc.)
  - k. Outdoor location such as street, sidewalk, alley, bus or train stop, campground or woods, park, beach, riverbed, or under bridge or overpass
  - l. In a closed space with a roof not meant for human habitation such as abandoned building, unconverted garage, attic, or basement
2. Since visiting the Basic Needs Resource Center, I have had difficulties concentrating and/or participating in class because I was worried about where I would sleep or because I had no place to sleep. [Yes or No]
3. Since visiting the Basic Needs Resource Center, I have been unable to complete class work because I was worried about where I would sleep or because I had no place to sleep. [Yes or No]
4. Since visiting the Basic Needs Resource Center, I have skipped class because I was worried about where I would sleep or because I had no place to sleep. [Yes or No]
5. I feel that my current stress level is: [Very High, High, Moderate, Low, Very Low]
6. I feel confident in my ability to complete my classes successfully this semester: [Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree]

7. I feel confident in my ability to complete my certificate or degree, or transfer to a four-year university: [Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree]

### **Transportation Survey Option (PRE)**

1. In the last 30 days, I have been worried that I would be unable to pay for gas for my car, repairs for my car, or fare for public transportation. [Yes or No]
2. In the last 30 days, I have had to ask for rides from family or friends to get to school. [Yes or No]
3. This semester, I have had difficulties concentrating and/or participating in class because I had no transportation or was worried about paying for gas for my car, repairs for my car, or fare for public transportation. [Yes or No]
4. This semester, I have been unable to complete class work because I had no transportation or was worried about paying for gas for my car, repairs for my car, or fare for public transportation. [Yes or No]
5. This semester, I have skipped class because I had no transportation or was worried about paying for gas for my car, repairs for my car, or fare for public transportation. [Yes or No]
6. I feel that my current stress level is: [Very High, High, Moderate, Low, Very Low]
7. I feel confident in my ability to complete my classes successfully this semester: [Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree]
8. I feel confident in my ability to complete my certificate or degree, or transfer to a four-year university: [Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree]

### **Transportation Survey Option (POST)**

1. Since visiting the Basic Needs Resource Center, I have been worried that I would be unable to pay for gas for my car, repairs for my car, or fare for public transportation. [Yes or No]
2. Since visiting the Basic Needs Resource Center, I have had to ask for rides from family or friends to get to school. [Yes or No]
3. Since visiting the Basic Needs Resource Center, I have had difficulties concentrating and/or participating in class because I had no transportation or was worried about paying for gas for my car, repairs for my car, or fare for public transportation. [Yes or No]
4. Since visiting the Basic Needs Resource Center, I have been unable to complete class work because I had no transportation or was worried about paying for gas for my car, repairs for my car, or fare for public transportation. [Yes or No]

5. Since visiting the Basic Needs Resource Center, I have skipped class because I had no transportation or was worried about paying for gas for my car, repairs for my car, or fare for public transportation. [Yes or No]
6. I feel that my current stress level is: [Very High, High, Moderate, Low, Very Low]
7. I feel confident in my ability to complete my classes successfully this semester: [Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree]
8. I feel confident in my ability to complete my certificate or degree, or transfer to a four-year university: [Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree]