

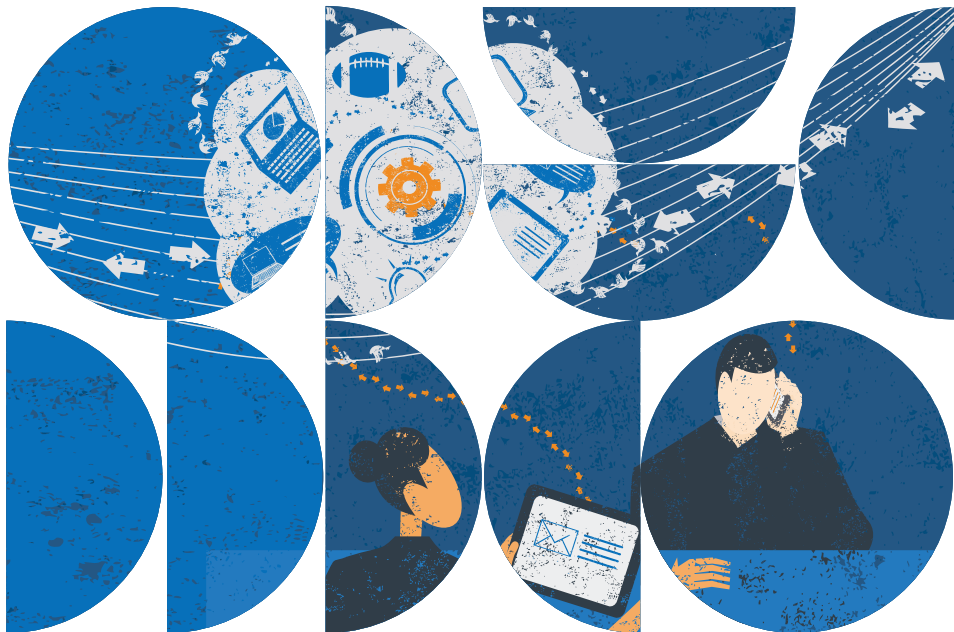


EAB

Addressing College Students' **Basic Needs**

Food and Housing Insecurity on Campus

Student Affairs
Forum





EAB

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Food and Housing Insecurity on Campus

Student Affairs Forum

Project Director

Molly O'Connor

Contributing Consultants

Hailey Badger

Elizabeth Brown

Managing Director

Liz Rothenberg, PhD

Design Consultant

Alyssa Dillon

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Supporting Members in Best Practice Implementation

Resources Available Within Your Membership

This publication is only the beginning of our work to help members address students' basic needs insecurity. Recognizing that ideas seldom speak for themselves, our ambition is to work actively with members of the Student Affairs Forum to decide which practices are most relevant for your organization, to accelerate consensus among key constituencies, and to save implementation time.

Implementation Tools

Throughout the publication, this symbol will alert you to any corresponding tools and templates available in the toolkit at the back of this book. These tools are also available on our website at eab.com.

Webconference Sessions

Our website will include webconferences to walk you through the practices highlighted in this publication.

Expert Troubleshooting

Members may contact the consultants who worked on any report to discuss the research, troubleshoot obstacles to implementation, or run deep on unique issues.

Additional Online Resources

Access additional research publications, webconferences, and tools related to supporting students' basic needs on our website at eab.com.



All Student Affairs Forum resources are available to members in unlimited quantity.

To order additional copies of this book or to learn about our other services, please visit us at eab.com or contact your dedicated advisor.

Top Lessons from the Study

Students struggling with food and housing insecurity attend institutions of all sizes, types, and locations. As access to higher education continues to expand, this group is expected to grow.

Campus-level data on the prevalence of basic needs insecurity shows a remarkably consistent pattern of students experiencing food and housing insecurity. A 2016 cross-campus study found that 47% of students at four-year institutions qualified as food-insecure. Enrollment and demographic projections indicate that the college-going population will continue to diversify, which has implications for the future of basic needs insecurity on campus.

Institutions must address students' basic needs insecurity to improve personal and academic outcomes.

Research shows that basic needs insecurity affects nearly every metric used to evaluate student wellness and success, including mental health and well-being, persistence, academic performance, and graduation rates. Students must be able to meet their basic needs before they can focus on personal wellness and academic success.

Basic Needs Insecurity Jeopardizes Student Success

<20%

Of basic needs insecure students
graduate in five years

15X

Higher likelihood food-insecure
students will **fail a class**

25%

Of basic needs insecure students
consequently **drop a class**

Lack of awareness and decentralized resources prevent students from accessing existing campus and community support services. Institutions should identify existing campus and community resources and structure ways to connect students to these services.

Many barriers prevent students from accessing existing campus and community resources, including a lack of awareness, confusion about eligibility, and a weak connection between surplus materials and students in need. EAB recommends that institutions centralize information about existing support services, provide guided eligibility and application support, and create structured channels that students can use to access surplus resources.

Most campuses have a reactive and ad hoc status quo, responding to individual concerns as they arise. To support students' basic needs, institutions should create an infrastructure that spans the campus community and streamlines a referral process.

Current efforts to support students experiencing basic needs insecurity are often decentralized, siloed, and ad hoc. As demand for basic needs support continues to rise, these efforts will be difficult to scale. EAB recommends that institutions establish a campus infrastructure to identify and engage key campus partners, provide information about how to help basic needs insecure students when they come forward, and facilitate a smooth referral process.

Institutions should explore sustainable funding and staffing models to prepare for the increased demand for basic needs support services.

As campus resources are increasingly limited, adequate funding and staffing present significant barriers to amplify support for students struggling with basic needs security on campus. Philanthropic gifts have the potential to greatly expand the range of services and resources for basic needs insecure students. At the same time, institutions should investigate staffing structures that can support a growing population of basic needs insecure students, including cross-campus teams, specialized positions, and dedicated offices.

Sources: Dubick, J., Mathews, B., and Cady, C., *Hunger on Campus*, 2016, retrieved from http://studentsagainst-hunger.org/wp-content/uploads/2016/10/Hunger_On_Campus.pdf; Goldrick-Rab, S., Broton, K., and Eisenberg, D., *Hungry to Learn: Addressing Food & Housing Insecurity Among Undergraduates*, Wisconsin HOPE Lab, 2015, retrieved from <https://postsecondary.gatesfoundation.org/wp-content/uploads/2016/11/Hungry-to-Learn.pdf>; Goldrick-Rab, S., *Paying the Price*, 2016; EAB interviews and analysis.



Introduction

Understanding Food and Housing Insecurity on Campus

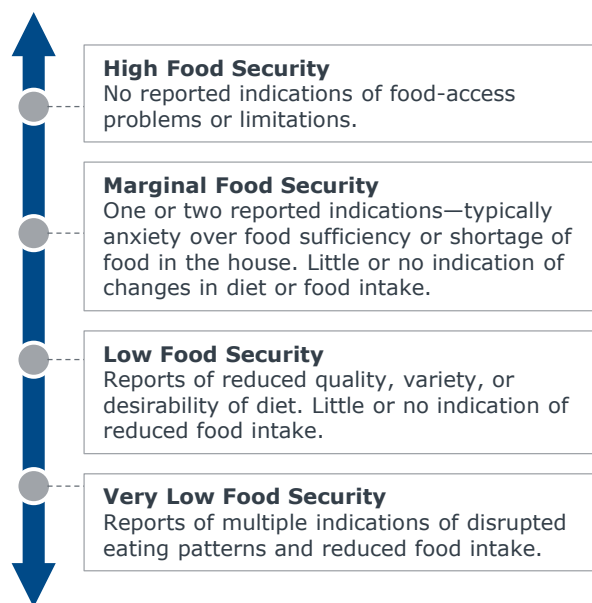
Key Terms and Definitions

Defining Levels of Basic Needs Insecurity

There are many ways to define what qualifies as food and housing insecurity. This research generally refers to the United States Department of Agriculture's (USDA) definitions of food security. Individuals with low food security report reduced quality, variety, or desirability of diet, with little or no indication of reduced food intake. Individuals with very low food security report multiple indications of disruptive eating patterns (e.g., inability to afford balanced meals) and reduced food intake.

Range of Food Security

USDA Economic Research Service



Indicators of Housing Insecurity¹

Experienced any of these issues in the last 12 months...

- Had difficulty paying rent
- Didn't pay full cost of rent
- Moved in with others, even briefly, because of financial problems
- Didn't pay full cost of utility bills
- Borrowed money to help pay bills
- Moved two or more times

Indicators of Homelessness¹

Experienced any of these issues in the last 12 months...

- Didn't know where you were going to sleep, even for one night
- Stayed in any place not meant for regular housing, even for one night
- Evicted from home
- Thrown out of home by someone else in the household because of financial problems
- Didn't have a home
- Stayed in a shelter

Hunger on Campus is a prominent cross-campus study on food and housing insecurity among college students. The study surveyed college students in 12 states attending 26 four-year colleges and universities and 8 community colleges. The study outlines indicators of housing insecurity and homelessness, terms that are referred to throughout this research.

1) *Hunger on Campus*.

Sources: USDA Economic Research Service, retrieved from <https://www.ers.usda.gov/topics/food-nutrition-assistance/food-security-in-the-us/measurement.aspx>; Dubick, J., Mathews, B., and Cady, C., *Hunger on Campus*, 2016; EAB interviews and analysis.

Contrasting Stereotypes with Reality

Hunger and Housing Insecurity Pose a Real Problem for Today's Students

College-going is at an all-time high in the United States and Canada. Students whose financial constraints may have prevented them from reaching college a decade ago are now enrolling in much greater numbers. While college is still viewed as the "ticket out of poverty," many students are struggling with basic needs insecurity as they progress through college.

College-Going at an All-Time High...

17% ↑ Growth in **undergraduate enrollment** in the United States, 2004-2014

2X ↑ Number of **FT university students** in Canada has doubled since 1980

...But No Longer the Ticket Out of Poverty

“Students and families all over the country are saving, working, taking out loans... Yet they still find themselves facing an unreasonably high price for college **and fall short of the resources they need to successfully complete degrees.** Unexpected costs, even those that might appear modest in size, can derail students from families lacking financial cushions.”

The Real Price of College
The Century Foundation

Alarming Prevalence of Basic Needs Insecurity

20%
Of students at four-year institutions in the United States have very low food security

64%
Of food-insecure students also experience housing insecurity

39%
Of Canadian university students experience food insecurity

Data shows that the prevalence of these challenges is higher than many expect. One major study found that 20% of students at four-year institutions in the US have very low food security. Sixty-four percent of food-insecure students also experience housing insecurity.

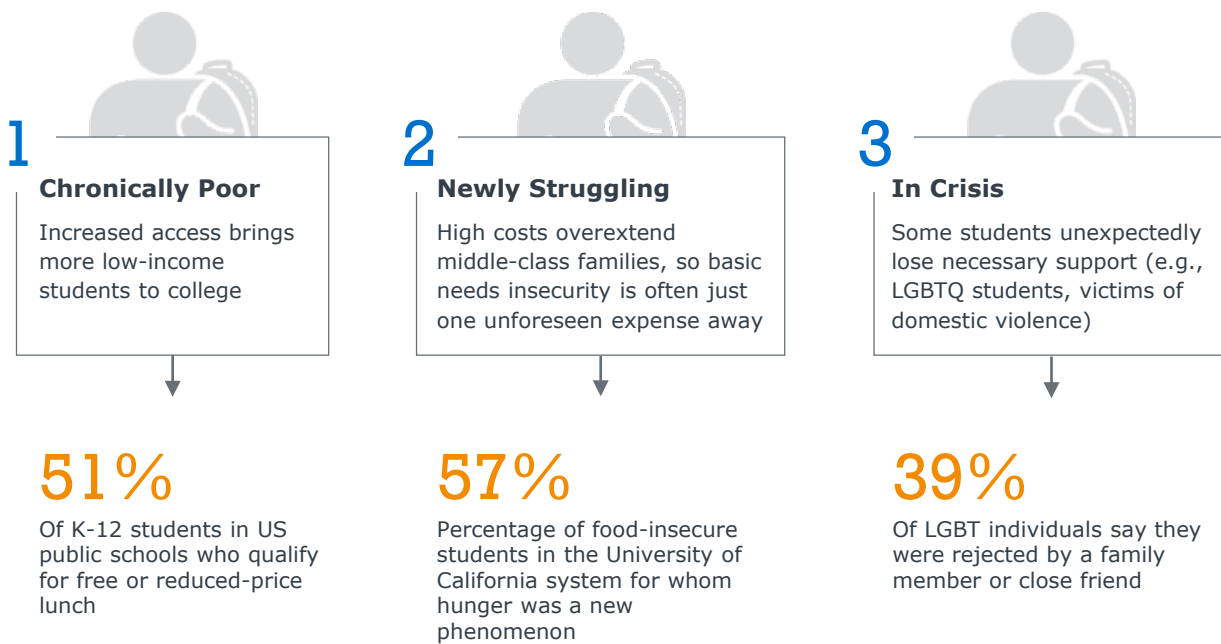
Canadian students are also struggling to meet their basic needs. One study of Canadian universities found that 39% of students had experienced some level of food insecurity in the past 12 months.

Sources: NCES Digest of Education Statistics: 2015, retrieved from https://nces.ed.gov/programs/digest/d15/ch_3.asp; Dubick, J., Mathews, B., and Cady, C., *Hunger on Campus*, 2016; Silverthorn, D., *Hungry for Knowledge: Assessing the Prevalence of Student Food Insecurity on Five Canadian Campuses*, 2016, Toronto: Meal Exchange; Goldrick-Rab, S. and Kendall, N., *The Real Price of College*, 2016, The Century Foundation; EAB interviews and analysis.

Who Is the Basic Needs Insecure Student?

Three Primary Groups of Students Struggling on Campus

EAB research found that struggling students typically fall into one of three categories: chronically poor, newly struggling, and in crisis. Chronically poor students have grown up in poverty. Increased funding to support educational expenses has helped these students reach college in significant numbers. While there are strong policies in place to connect these students with resources at the level (e.g., free or reduced-price lunch programs), such programs often do not extend to higher K-12 education.



Newly struggling students typically come from middle-class backgrounds and are experiencing basic needs insecurity as a new phenomenon. These students enter college with precarious financial security; they may be only one setback (e.g., parent's job loss or a health emergency) away from losing that security.

Finally, some students are in crisis. These students suddenly and unexpectedly find themselves struggling with basic needs insecurity. For example, LGBTQ students may lose their housing after coming out at home.

Sources: Rich, M., "Percentage of Poor Students in Public Schools Rises," *The New York Times*, January 16, 2015; *Student Food Access and Security Study*, University of California, 2016; Taylor, P., *A Survey of LGBT Americans*, The Pew Research Center, 2013; EAB interviews and analysis.

Consistent Findings Across Institutions

A Snapshot of Campus-Level Data

Some assume basic needs insecurity is only an issue at certain types of schools with certain types of student populations. Institution-level data collected on various campuses illustrates that this issue affects schools of many different sizes, locations, and profiles.

The data below highlights the consistency of food insecurity across public, private, and Canadian institutions of varying characteristics.

U.S. Public Institutions



42%

Of students report low food security at a **large system**



21%

Of students report low food security at a **midsize research university**

U.S. Private Institutions



23%

Of students report some level of food insecurity at a **small private institution**



22%

Of students experienced very low food security at a **midsize, very selective university**

Canadian Institutions



15%

Of students report severe food insecurity at a **small research university** in Canada



30%

Of students experience some level of food insecurity at a **large research university**

A Guide to Measuring Basic Needs Insecurity

See the Implementation Toolkit beginning on page 51 for more information about surveying your campus to assess levels of basic needs insecurity.

Sources: Anderson, N., "For the Poor in the Ivy League, a Full Ride Isn't Always What They Imagined," *The Washington Post*, May 16, 2016; Hungry for Knowledge: *Assessing the Prevalence of Student Food Insecurity on Five Canadian Campuses*, Toronto: Meal Exchange; Martinez, S., Maynard, K., and Ritchie L., *Student Food Access and Security Study*, University of California, 2016; "Starving College Student" *Is Not a Joke: Changing the Culture Around Food Insecurity on Campus*, University of Nevada, Reno; EAB interviews and analysis.

Urgency of Addressing Basic Needs Will Escalate

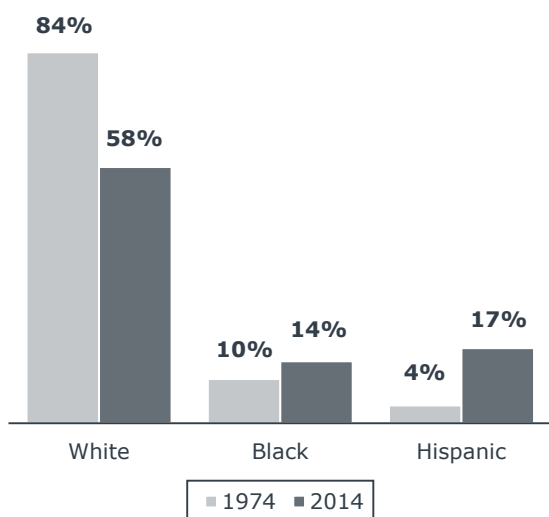
Enrollment Projections Indicate Need Will Grow in Coming Years

Enrollment and demographic projections indicate that the college-going population will become increasingly diverse, which has implications for the future of basic needs insecurity on campus.

As student populations continue to diversify, EAB expects that campuses will need to serve more students with histories of basic needs insecurity who may experience continued food insecurity once in college.

Increasingly Diverse Makeup of Postsecondary Enrollment

National Center for Education Statistics



Need Will Grow in the Years Ahead



9%

Of white students in four-year colleges come from food-insecure households



16%

Of Hispanic students in four-year colleges come from food-insecure households



18%

Of black students in four-year colleges come from food-insecure households



56%

Of Aboriginal postsecondary students in Canada experience food insecurity

Sources: NCES Digest of Education Statistics, 2015, retrieved from https://nces.ed.gov/programs/digest/d15/ch_3.asp; *Assessing Food Insecurity on Campus*, The Urban Institute, 2017; Silverthorn, D., (2016); *Hungry for Knowledge: Assessing the Prevalence of Student Food Insecurity on Five Canadian Campuses*, Toronto: Meal Exchange, retrieved from <http://mealexchange.com>; EAB interviews and analysis.

Increasing Recognition of a Growing Problem

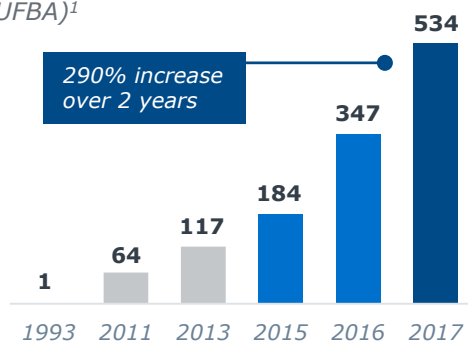
Rise of Campus Food Pantries Indicates Newfound Awareness

Food and housing insecurity are increasingly being recognized as emerging issues on college campuses. The most common resource to address food insecurity is food pantries, which have seen rapid growth in recent years. In 2016, 534 four campus-based food pantries were registered members of the College and University Food Bank Alliance (CUFBA), up from just 114 in 2013.

Canadian postsecondary institutions operate 104 campus-based hunger relief programs, including food pantries, food lockers, and hunger-related financial aid.

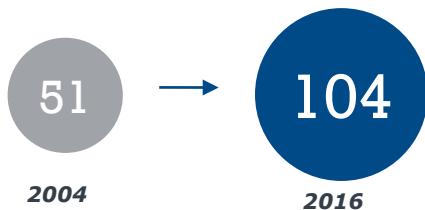
Pantries Spread Rapidly on U.S. Campuses

Members, College and University Food Bank Alliance (CUFBA)¹



A Growing Focus on Canadian Campuses

Campus-Based Hunger Relief Programs, 2004-2016



Low-Resource Investment for Food Pantry Start-Up



Staffed by **student volunteers**



Build up food and other supplies through **donation drives**



Leverage **extensive food pantry network** and established best practices

Food pantries are an intuitive first step in addressing food insecurity on campus. Starting and maintaining a pantry requires relatively low resource investment because it can be staffed primarily by student volunteers. Donation drives can build up food supply and other items.

Further, thanks to the work of early adopters and organizations such as CUFBA, an extensive pantry network and suite of implementation tips exist to help campuses navigate start-up challenges.



Looking to start a food pantry on campus? The Campus Pantry Start-Up Toolkit published by CUFBA includes start-up guidance on partnerships, operation, physical setup, marketing, fundraising, and more.²

1) CUFBA was founded in 2011; the first campus-based food pantry was established in 1993.

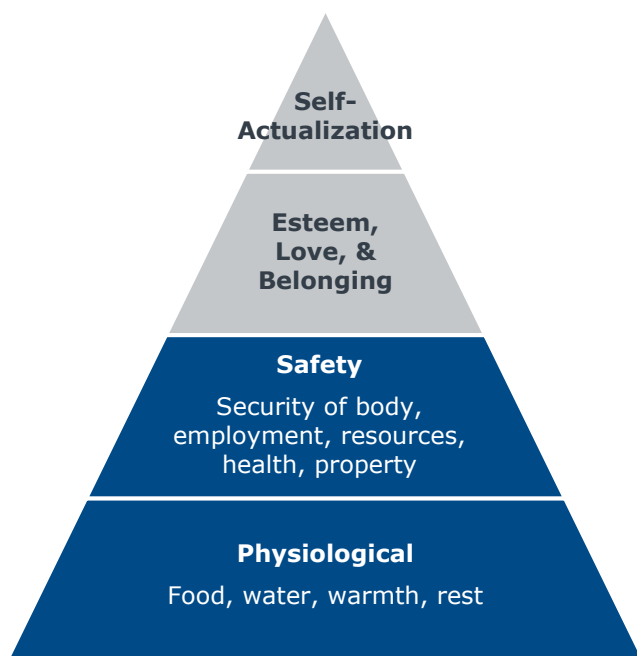
2) CUFBA Campus Food Pantry Start-Up Toolkit, retrieved from <https://drive.google.com/file/d/0B48pfvHHPAKncGNoVWNCMHhVWkF/view>.

Sources: College and University Food Bank Alliance; Silverthorn, D. (2016), *Hungry for Knowledge: Assessing the Prevalence of Student Food Insecurity on Five Canadian Campuses*, Toronto: Meal Exchange, retrieved from <http://mealexchange.com>; EAB interviews and analysis.

Maslow's Hierarchy Illustrates Students' Challenge

Serious Personal and Physical Impacts for Basic Needs Insecure Students

Students must meet their basic needs before they can focus on academic success and personal wellness. This concept is grounded in Maslow's Hierarchy of Needs and illustrated by the many stories from students facing basic needs insecurity. These students are making constant trade-offs in decisions such as the choice between buying a textbook and buying a meal, and in how they spend their time.



Maslow's Hierarchy of Needs

Under-Resourced Students Face Constraints on Their Time and Focus



"When I leave the dining hall I take an apple or a banana with me. I always think ahead about food—it **never leaves my mind.**"



"I'll take photos of a textbook with more than 500 pages **so I can avoid buying it.** It takes hours but you get into a rhythm."



"Trying to do homework when you **haven't eaten in 70 hours** is not going to happen."



"**I never know if I'll have quiet,** or an Internet connection at night, so I try to get as much done as I can during the day."

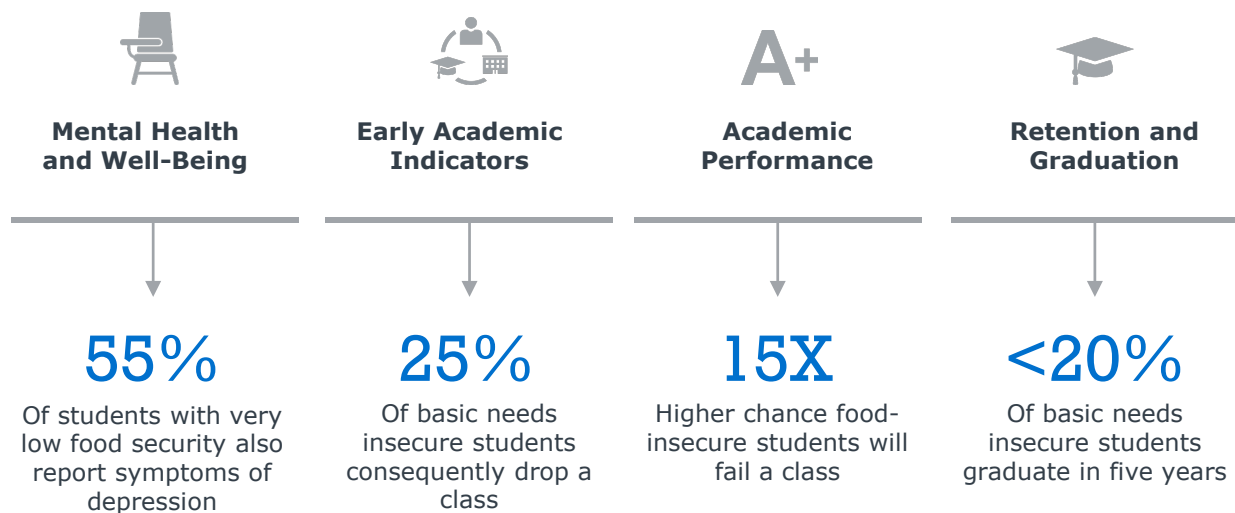
Sources: Anderson, N., "For the Poor in the Ivy League, a Full Ride Isn't Always What They Imagined," *The Washington Post*, May 16, 2016; Taylor, S., "This Is What It's Like to Be Homeless in College," *Vice*, July 23, 2015; EAB interviews and analysis.

The New Frontier in Student Success

Addressing Basic Needs Insecurity Is Critical to Improving Student Outcomes

Basic needs insecurity has a significant impact on student success. Research shows that basic needs insecurity affects nearly every metric used to evaluate student wellness and success. For instance, less than 20% of basic needs insecure students graduate in five years.

Institutional Priorities Around Student Outcomes



Sources: Goldrick-Rab, S., Broton, K., and Eisenberg, D., *Hungry to Learn: Addressing Food & Housing Insecurity Among Undergraduates*, Wisconsin Hope Lab, 2015, retrieved from <https://postsecondary.gatesfoundation.org/wp-content/uploads/2016/11/Hungry-to-Learn.pdf>; Dubick, J., Mathews, B., and Cady, C., *Hunger on Campus*, 2016, retrieved from http://studentsagainsthunger.org/wp-content/uploads/2016/10/Hunger_On_Campus.pdf; Goldrick-Rab, S., *Paying the Price*, 2016; EAB interviews and analysis.

Addressing College Students' Basic Needs

Study Road Map

EAB's research identified three specific areas for institutions to address students' basic needs security on campus. First, institutions should identify existing campus and community resources and reduce barriers that prevent students from connecting to these supports. Second, colleges and universities must cultivate a campus-wide referral network that identifies, educates, and empowers campus partners. Finally, institutions should explore sustainable funding and staffing models that can scale to meet students' growing demand for basic needs support services.

1 Maximizing Connectedness to Existing Resources

Recommendation 1: Centralize Information

Recommendation 2: Provide Guided Application Support

Recommendation 3: Create Structured Channels for Surplus Resources

2 Cultivating a Campus-Wide Referral Network

Recommendation 4: Identify Key Frontline Partners

Recommendation 5: Provide Just-in-Time Information

Recommendation 6: Facilitate Easy Referrals

3 Exploring Sustainable Funding and Staffing Models

Recommendation 7: Pursue Collaborative Partnerships with Development

Recommendation 8: Identify the Right Staffing Model



Maximizing Connectedness to Existing Resources

SECTION

1

Basic Needs Insecurity Not Unique to Colleges...

...But Students Face Additional Challenges in Seeking Help

Basic needs insecurity impacts individuals and families across the United States and Canada, not just college students. A range of resources and government programs is in place to address these issues in the general public—everything from food stamps to child care to job preparation programs.

These programs are widely utilized by the public, but a variety of barriers prevents college students from accessing public resources. For instance, students may be unaware of programs that could help them, they may be uncomfortable coming forward for help, they may (correctly or incorrectly) assume they aren't eligible, or they may be intimidated by the lengthy application process for benefits.

Public Support Programs Abound...



Temporary Assistance Programs



Child Care



Women and Children Programs



Supplemental Nutrition Assistance



Support for Young Families

...But Many Barriers Prevent Students from Accessing Benefits



Lack of awareness



Fear of social stigma



Perception of benefits as charity



Assumption of ineligibility

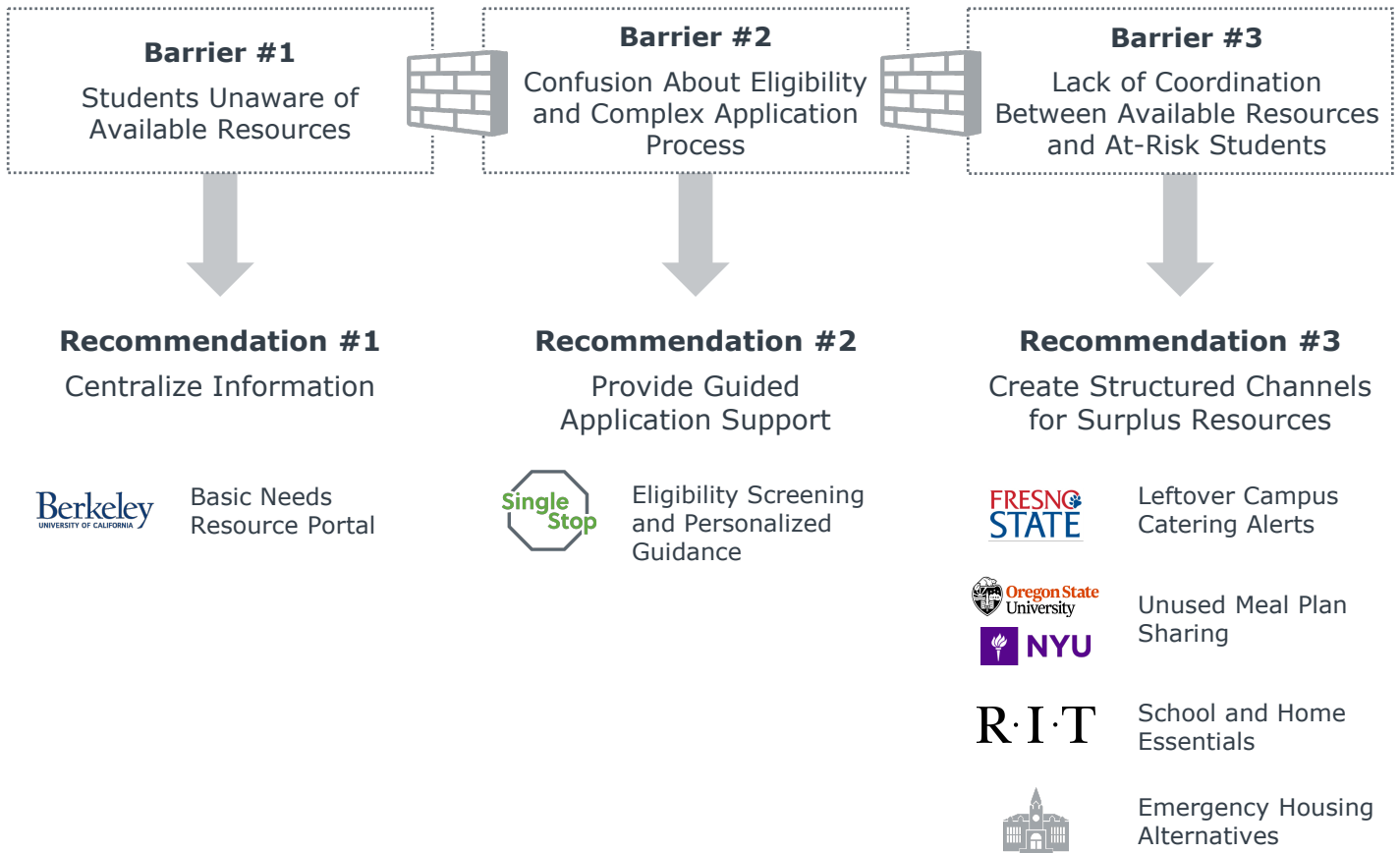


Arduous application process

Break Down Barriers to Existing Resources

Three Steps to Identify and Connect Students with Available Support

Institutions can take clear steps to tackle some of the barriers preventing students from accessing resources that are already available, both off and on campus. EAB research uncovered ample opportunities to help students experiencing basic needs insecurity access resources without new investments or programs. By centralizing information, providing guided application support, and creating structured channels for surplus campus resources, institutions can provide immediate needed support to struggling students.



Source: EAB interviews and analysis.

Reducing the Information Gap for Students

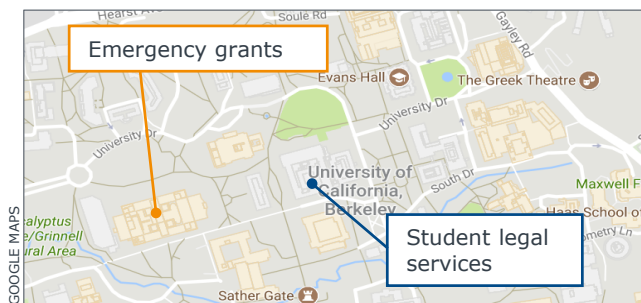
University of California Berkeley's Basic Needs Resource Portal

Students can be overwhelmed when trying to find resources to address their food and housing needs. The burden of independently tracking down these resources can feel especially high while also balancing school, work, and personal obligations. The University of California Berkeley (Berkeley) built a Basic Needs Resource Portal to simplify that process for students.

Resources Exist in the Community...



...And on Campus



Key Steps in Creating the Portal

- 1 Inventory Available Local Resources**
Basic Needs Committee engages in one-time audit of available resources for students experiencing food and/or housing insecurity
- 2 Centralize Information Online**
Resources are compiled and organized into an easily accessible web portal
- 3 Publicize Resource Portal**
Educate campus partners about website and market widely across campus

To develop the portal, Berkeley engaged in a one-time audit to compile knowledge about resources they were currently using to support students' basic needs. Prior to this process, staff across campus worked with students on an ad hoc basis to connect them with support. Berkeley's Basic Needs Committee centralized this knowledge in an online portal available to the broad campus community.

Easy Access to Streamlined Information

User-Friendly Design Empowers Students to Access Support

Below is a screenshot of UC Berkeley's Basic Needs Security Hub webpage. The portal ensures that information is shared efficiently across the campus community, resulting in time savings for both students and staff. Staff who were previously spending time locating resources on a case-by-case basis for students who came to them for help can use the portal as an easy reference. All users can easily navigate to the section they need.



Easy to Navigate

Categorize comprehensive list of resources into areas of focus



Self-Accessible

Provide students crucial information without needing to visit an office or speak with a staff person



Clear Next Steps

Compile information to facilitate benefits access (e.g., hours, public transportation options)

Because the portal is online, students can access it without needing to go into an office or meet with a staff person. Staff at Berkeley report that the portal is also a great resource for students who do come in for meetings; they may not remember all the resources recommended by a case manager or misplace a paper handout, but they can access the portal as a reminder at any time.



Online Resource Portal Builder

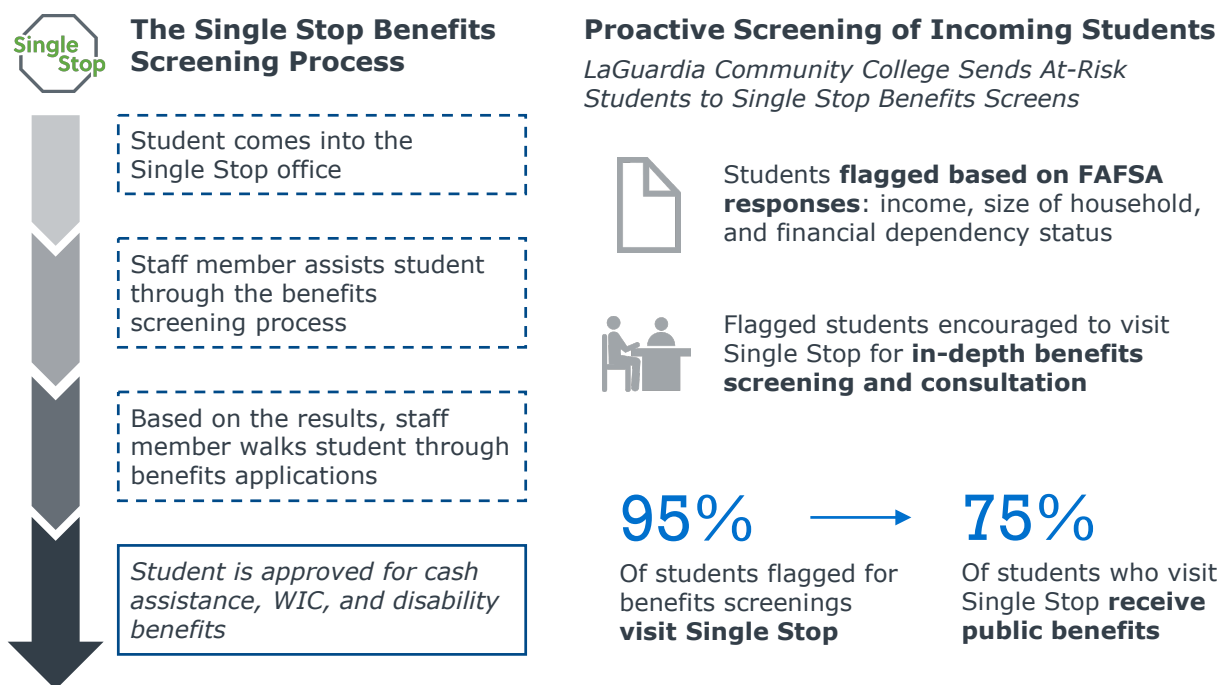
See the Implementation Toolkit beginning on page 51 for guidance on building a basic needs resource portal for your institution.

Demystify Public Benefits

Nonprofit Organization Single Stop Provides Start-to-Finish Support

Confusing or daunting application processes can also prevent students from connecting with available resources. Providing guided application support is critical, particularly for students who are new to the process of requesting public benefits assistance.

Single Stop is a nonprofit organization that partners with colleges and other organizations to help connect low-income individuals with public and community resources. In the Single Stop model, the institution sets up a Single Stop office on campus, providing space and at least one dedicated staff member. The staff member receives training, tools, and support from Single Stop.



Students come into the Single Stop office for one-stop support in identifying and applying for resources for which they are eligible. The staff person uses Single Stop’s proprietary software to walk them through a personalized benefits screening and assist them with applications, depending on the results of the screening.

Some institutions have used innovative strategies to connect students to Single Stop. For instance, the Single Stop office at LaGuardia Community College partnered with the financial aid office to proactively “flag” students who may be eligible for benefits, based on their income, size of household, dependency status, and other relevant financial information reported through FAFSA responses. LaGuardia has seen great success with this method; 95% of students flagged ended up visiting Single Stop, and 75% of those students ultimately received public benefits.

Sources: singlestop.org; [https://www.lctcs.edu/assets/docs/Presidents%20Corner/SingleStopUSAoverview2012\(2\).pdf](https://www.lctcs.edu/assets/docs/Presidents%20Corner/SingleStopUSAoverview2012(2).pdf); EAB interviews and analysis.

Maximize Existing Case Management Capacity

Single Stop Partners with UMass Boston to Bolster Student Support

Single Stop originally partnered with two-year colleges, but the organization’s success has led to growing demand from four-year institutions. The University of Massachusetts Boston (UMass Boston) was one of the first four-year institutions to partner with Single Stop in 2017. The Single Stop partnership at UMass Boston is noteworthy because of their “soft launch” approach. An existing staff member in the Office of Urban and Off-Campus Support Services acts as the Single Stop liaison rather than a newly hired staff person in a newly created office.

Minimal Up-Front Investment

Existing staff member serves as Single Stop coordinator, requiring no additional staff

Online, Self-Service Screener

Online benefits screener enables students to access support independently

Wider Network of Resources

Single Stop software screens for local and nonprofit resources, as well as federal and state benefits









Single Stop Online Benefits Screener

Where do you live?

Zip Code

By continuing, you agree to Single Stop's [terms & privacy](#).

Single Stop can connect you to all kinds of resources:

 MONEY	 FOOD	 HEALTH	 EDUCATION
 WORK	 LEGAL	 IMMIGRATION	 HOUSING

The online, self-service Single Stop benefits screener allows students to access a “lite” version of their benefits-screening software. The online form takes about seven minutes to complete and provides estimates for three types of benefits: Supplemental Nutrition Assistance Program; Supplemental Nutrition Program for Women, Infants, and Children; and the Earned Income Tax Credit. After independently completing the online screener, students can send their information directly to the Single Stop coordinator for an in-person meeting. The coordinator can walk the student through the full benefits-screening software, which matches students with additional federal, state, local, and nonprofit resources.

Sources: <https://qcc.singlestoptechnologies.com/>; EAB interviews and analysis.

Coordinate Efforts to Distribute Surplus Food

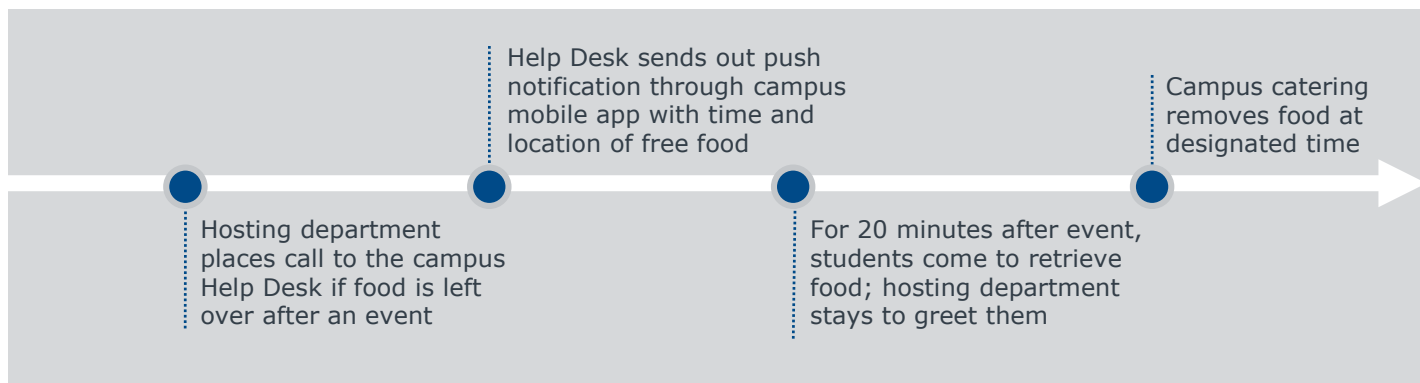
Fresno State University's Catered Cupboard Makes It Easy to Participate

Colleges and universities often have surplus resources that could be useful for students struggling with basic needs insecurity. For example, 22 million pounds of food get thrown away on college campuses every year, presenting a ripe opportunity to capture unnecessary waste and connect surplus food with students who need it. Institutions should create structured channels to connect students with surplus campus resources.

Food-handling regulations and campus catering guidelines often present challenges to recapturing excess food, but California State University, Fresno (Fresno State) found a way to work around its campus's food-handling regulations. Fresno State's catering service doesn't allow leftover food to be boxed up and transported to the food pantry, so they decided to bring students to the events to take surplus food.

Streamlined and Efficient Process for All Involved Parties

How Fresno State Redistributes Surplus Food



Keys to Success

Integrated with Fresno State App

Leverages connection the university already has with students

Convenient for Students and Departments

Students find out about free food on campus in real time, and departments reduce food waste

Targeted Recruitment

Outreach was targeted toward the 20 departments that use catering most frequently

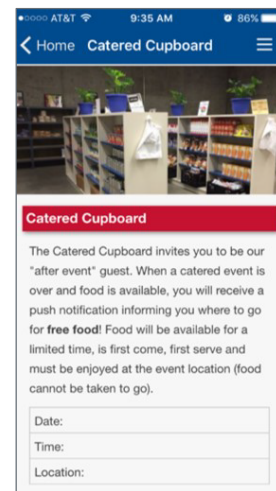
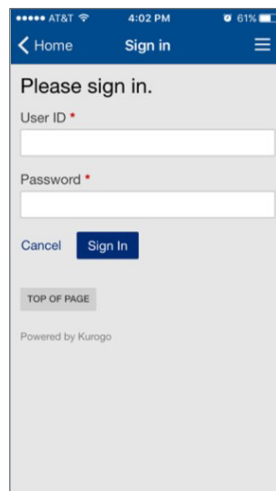
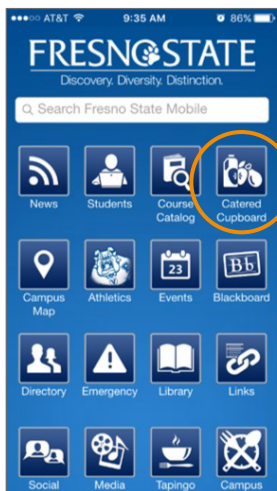
Campus technology assisted Fresno State's Food Security Project in creating a module within the campus's mobile app dedicated to informing students of free food on campus. The hosting department calls the campus Help Desk when they realize there will be leftover food at an event, and the Help Desk sends out a push notification to all students who have opted in to the Catered Cupboard module.

Target Outreach to Students' Phones

Fresno State Uses Mobile App with Push Notifications

The Catered Cupboard module is one of many functions of the Fresno State mobile app. Integrating the module into the existing mobile app appeals to students who like to have everything in one place, and it expands visibility of Catered Cupboard. Students must opt in to receive push notifications from Catered Cupboard. The module is readily utilized. During each day of the academic year, an average of five events with left over food are advertised on the app.

- 1 **Featured Prominently on App Main Page**
- 2 **Authentication Required to Verify Student Status**
- 3 **Push Notification Alerts Students to Food on Campus**



5 Events with left over food advertised on app **each day**

Crowdsource Free Food Intel

Social Media Campaigns Connect Students with Leftover Food

Social media is another option to reach students with time-sensitive information about surplus food on campus. The Rochester Institute of Technology (RIT) launched its FoodShare Facebook group in 2014 to advertise leftover food on campus. Staff in the FoodShare Center (RIT's food pantry) manage the page, but posts come directly from individuals on campus. The page also acts as a smart way to introduce students to the FoodShare Center. In addition to posts from students and organizations, a FoodShare graduate coordinator posts about food available at the FoodShare Center.

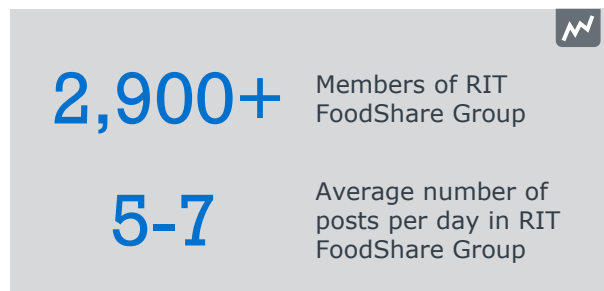
Rochester Institute of Technology's FoodShare Facebook Group



Organizations (e.g., student clubs, academic departments) post to the group when there is leftover food



Group promoted in presentations to student groups, faculty senate, staff council, different student affairs divisions



The group has more than 2,900 members as of February 2018, up from approximately 1,600 in September 2016. Group membership noticeably increases each time the FoodShare director gives presentations across campus to student groups, faculty senate, and other student affairs divisions.

Peer-Led Meal-Sharing Initiatives

New York University's Share Meals App Facilitates Direct Connections

Catered events are not the only source of surplus food on campus. Countless meal plan dollars go unused each year, while some students run out of meals early and struggle to fill the gap. There are many peer-led efforts to address student hunger with varying levels of formality. One such effort is the Share Meals app, developed by a New York University graduate student in 2014.

Share Meals directly matches students who need a meal with students who want to offer a meal. When students open the app, they select whether they want to donate a meal or are looking for a meal. They are then connected with a nearby student who will swipe them in at the dining hall.



Student-Created App Enables Shared Meal Swipes



Students download Share Meals app **to offer or claim swipes** into the dining hall



Student with excess meals **meets student who needs swipe** in dining hall



Social media, word of mouth, press coverage, and tabling **promote usage**

600 Meal swipes offered through Share Meals in 2016-2017

Share Meals Mobile App

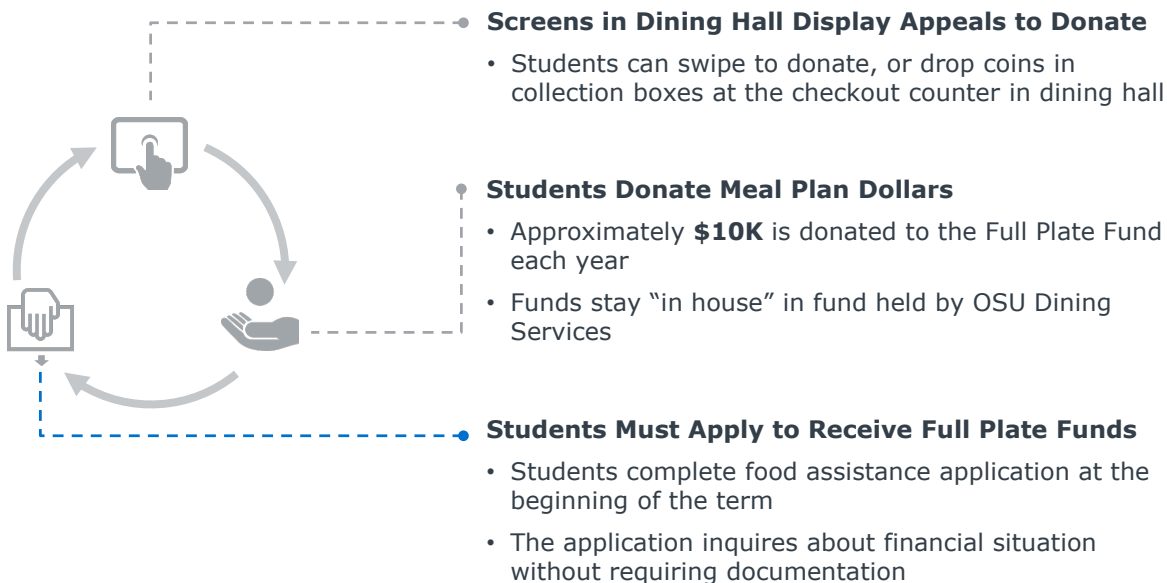
The screenshot shows the 'Share Swipes!' screen of the mobile app. It features a green header with a menu icon, a close icon, and a chat icon. Below the header, the title 'Share Swipes!' is displayed. The form includes a dropdown menu for 'I can swipe for' set to 'one person', an optional 'Notes' field, a 'Starts' section with 'Wed Oct 18' at '7:00 PM', an 'Ends' section with 'Wed Oct 18' at '8:30 PM', and a 'Location' section with a dropdown menu set to 'Riverview Dining'.

Formalize the Meal Donation Process

Oregon State University Awards Donated Dollars to Students in Need

Oregon State University (OSU) institutionalized a program to redistribute excess dining dollars to students who need them. OSU's Human Services Resource Center partnered with their in-house dining services provider to create the Full Plate Fund.

Students donate leftover meal dollars to the Full Plate Fund, and those dollars are then distributed to students in need as part of OSU's food assistance efforts. Students awarded Full Plate funds receive credit directly to their dining cards. Approximately \$10,000 is donated each year.



To receive funds, students must complete a straightforward food assistance application through the Human Services Resource Center. The application inquires about how students pay for tuition and other expenses, whether they have received public benefits in the past, and information about their housing and food situation. It does not ask for financial information and does not require supporting documents (e.g., tax forms or FAFSA).

Reclaim Recycled Goods

Basic Needs Insecure Students Make Trade-Offs Beyond Food and Housing

Financially insecure students struggle to afford more than just food. These students often face difficult trade-offs with limited funds, and household items or school supplies often lose out to higher priority needs. At the same time, students, staff, and faculty all discard usable items during or at the end of the academic year. These two programs from the Rochester Institute of Technology (RIT) and the University of North Carolina Asheville (UNC Asheville) aim to reclaim unneeded items for renewed use.

R·I·T

RIT Goodbye, Goodbuy!

- Large percentage of discarded items at end of year are still usable
- Goodbye, Goodbuy! provides collection locations for students to donate unwanted items during move-out periods
- Students can purchase items from Goodbye, Goodbuy! at thrift store prices during fall move-in

70K Pounds of usable goods recovered from collection sites during move-out week last year



UNC Asheville FreeStore

- Students donate a variety of unneeded, lightly used items
- Student employees and volunteers within the Student Environmental Center maintain the store
- Any student can access the FreeStore and take whatever they need

30 Estimated foot traffic through the FreeStore each day

Expanding Basic Needs Support

Colleges Seeing an Increase in Housing Insecurity and Homelessness

Sixty-four percent of food-insecure students also experience housing insecurity. There is a wide range of students who face housing insecurity, from those who have dealt with chronic homelessness to those who suddenly or unexpectedly find themselves in need of temporary support due to fire, loss of family support, or a domestic violence situation.

64% Of food-insecure students also experience **housing insecurity**

“

“Housing insecurity doesn’t care about the prestige of your institution, or whether it’s a two-year or a four-year college. It doesn’t care about your gender or your religion or your background. **Hard circumstances can fall on anyone.** Some people have a safety net for that kind of thing. Some people don’t.”

“Behind the Problem of Student Homelessness”
The New York Times

”

Housing Insecurity Poses Additional Challenges for Institutions to Address

- ✘ Much more **resource intensive** to address
- ✘ Difficult to weigh **chronic versus crisis need**
- ✘ **Fewer available resources** to leverage
- ✘ Additional **legal** and **safety-related** considerations

From an institutional perspective, housing insecurity can be more difficult to address. In addition to significant legal and logistical concerns, providing housing (even temporarily) can be highly resource-intensive.

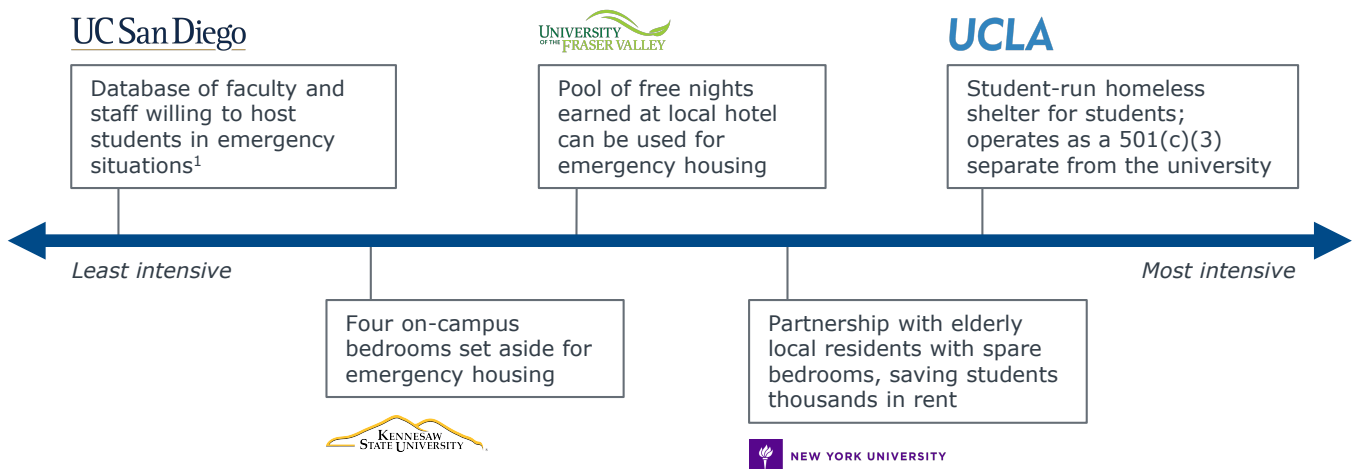
Due to a growing demand for housing support on campus, colleges and universities are experimenting with a variety of options to address housing insecurity and homelessness among students.

Emergency Housing Not ‘One Size Fits All’

Colleges Using a Variety of Approaches to Tackle Student Need

To date, most institutions focus on providing temporary or emergency housing. There is a variety of efforts in place at campuses across the United States and Canada. Below are five examples of emergency housing programs that institutions are using to connect students with housing resources, organized from least to most intensive.

Spectrum of Emergency Housing Programs



Guide to Evaluating Emergency Housing Options

See the Implementation Toolkit beginning on page 51 for an overview of emergency housing options to help you decide what will work on your campus.

1) In development.

Maximizing Connectedness to Existing Resources

Section in Brief

Many barriers prevent students from accessing existing campus and community resources, including a lack of awareness, confusion about eligibility, and a weak connection between surplus materials and students in need. EAB recommends that institutions centralize information about existing support services, provide guided eligibility and application support, and create structured channels that students can use to access surplus resources.

Use these discussion questions and takeaway to-dos to guide your institution's next steps to identify existing resources and reduce the barriers preventing students from accessing them.

Discussion Questions

- How do we educate students about available campus and community resources?
- Where can students access a comprehensive list of available resources to address basic needs insecurity? How is this information populated and kept current?
- Where can students go if they have questions about accessing available on- and off-campus resources? How do students know whom to ask for help?
- What are significant sources of surplus food or housing resources on our campus? How can we reclaim waste and connect students in need with leftover food or available housing resources?
- Do we have programs in place for students in need of emergency housing? How do we help students in temporary emergency housing address longer-term concerns about housing security?

Takeaway To-Dos

- Inventory available campus and community resources
- Centralize key information about available resources, including provided services, eligibility requirements, and contact information
- Offer students guided application support and a place to ask questions about accessing resources and benefits
- Identify surplus food and housing resources on campus, including leftover catering, meal plan dollars, or empty residence hall rooms
- Explore mechanisms to alert students about and connect students to surplus resources (e.g., social media, module in campus app)

Get Started with Resources from EAB

See the Implementation Toolkit at the end of this publication for tools, guides, and templates that will help you implement the recommendations from this section.





Cultivating a Campus-Wide Referral Network

SECTION

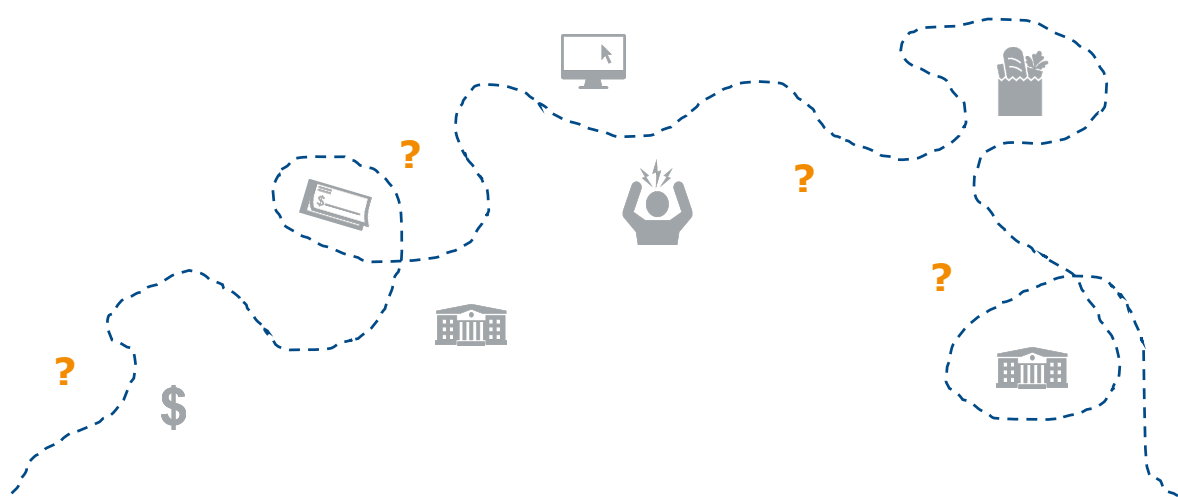
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A Reactive and Ad Hoc Status Quo

Current Approach Focuses on Troubleshooting Issues as They Arise

On most campuses, interventions and support for students facing basic needs insecurity are currently decentralized, siloed, and ad hoc. Various staff across campus may help students as they encounter them, whether by referring them to the food pantry, sending them to the Dean of Students, or even stocking a personal snack shelf for students. These efforts are often decentralized and inconsistent. Even when support programs are in place, students are connecting with them only when they come forward to ask for help directly.

Students Experience a Maze of Disconnected Support Options



1 Decentralized

Resources are available through various offices and staff across campus

2 Siloed

There is often little knowledge sharing between offices providing support

3 Ad Hoc

Interventions are often tailored to a specific student situation rather than holistic support

Not only is this an inefficient way to provide student support, but it also means many students in need remain unreached. As demand continues to rise, these ad hoc efforts will be difficult to scale. EAB recommends institutions establish an infrastructure to address basic needs security that engages the wider campus community as referral partners.

Building a Network of Care on Campus

Proactive Outreach Needed to Connect Students with Resources

Campus-wide efforts to build student awareness about campus resources are only scratching the surface level of need. For instance, a 2016 cross-campus study found that just 17% of food-insecure students reported using a food pantry. Institutions need to go beyond student-facing awareness efforts, such as orientation sessions and class presentations, to increase the utilization of resources by the students who need them most.

Student-Facing Education Efforts Are Not Enough...

“ We often talk with students about our food pantry. We present at orientation, talk with classes, and regularly staff a table in our student center. But we know that students have a lot going on, so when they need help they are more likely to talk with a faculty or staff member they trust. How do we **educate our campus partners about resources and empower them to refer students on for support?**”

*Case Manager
Regional Public University*

...Because Students in Need Are Not Connecting with Resources



17%

Percentage of food-insecure students who reported using a campus food pantry

EAB recommends institutions build a network of care on campus by identifying and educating staff and faculty who interact with basic needs resources and could provide an immediate referral. Colleges and universities should equip campus partners with ready-to-use information about campus resources and a streamlined process for referring students to centralized supports.

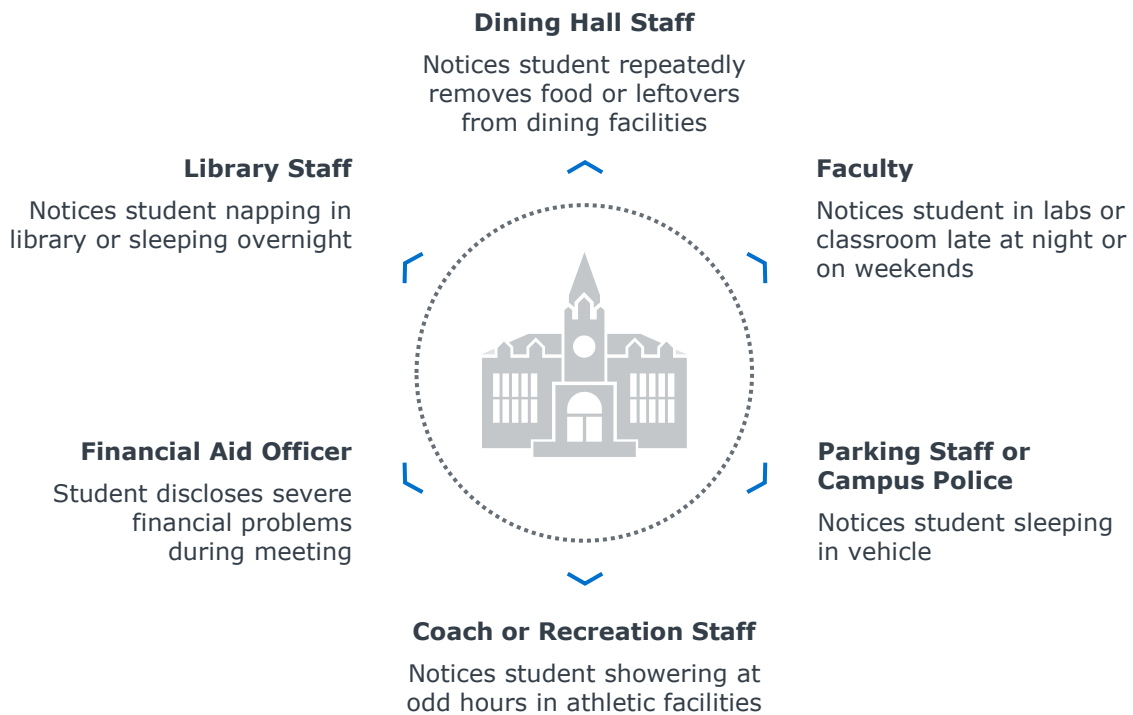
Identify and Support Key Frontline Partners

Tap into Network of Information Across the Campus Community

The first step in cultivating a comprehensive infrastructure for basic needs support is to engage the campus community by building a network of frontline partners. By bringing in members of the campus community, campus leaders can reach more students who need help—not just the ones who step forward to central resources or case management staff.

Many different staff and faculty across campus will observe students struggling. For instance, dining hall staff may notice a student taking leftover food from the dining hall, or a financial aid officer might speak with a student who is worried about making ends meet. EAB recommends that institutions identify these frontline partners and equip them with information necessary to connect students with resources.

Widespread Awareness of Students' Basic Needs Insecurity



Redefining Our Culture of Care

Provide Basic Education to Key Frontline Partners

Institutions should build a culture of awareness, support, and care around students' basic needs. Over the past decade, colleges and universities have been successful in building such a culture around topics like mental health and sexual violence. Similar education efforts are needed for basic needs insecurity. Awareness of basic needs insecurity is just emerging for many on campus, and recognition of the problem is a prerequisite to building a supportive campus culture. EAB recommends that institutions develop just-in-time education materials for all faculty and staff.

Faculty and Staff "411 Folder"

REFER A STUDENT IF...

When working with the student, try to identify signs or stressors, including:

Relationship issues
Self-harm concerns
Disruptive behavior

Health concerns

Financial concerns, including difficulty affording food or housing

RESOURCES

Campus Safety
CARE Team
Health and Counseling Center

Title IX Coordinator
Dean of Students

Food Pantry

- 1 Add basic needs to campus community's awareness of student challenges
- 2 Provide faculty and staff with easy-to-access information about resources available to support these students

Many institutions already share important information with faculty and staff through a "411 folder" that includes warning signs or indicators of concerning behavior. Adding information about basic needs challenges and resources is an easy way to integrate food and housing insecurity into a resource the campus community is already accustomed to referencing when working with students. A 411 folder is a strong starting point because it is easy to update and provides easily accessible information in a familiar format.

Basic Needs "411 Folder"

See the Implementation Toolkit beginning on page 51 for sample language that can help you build a 411 folder for your campus.



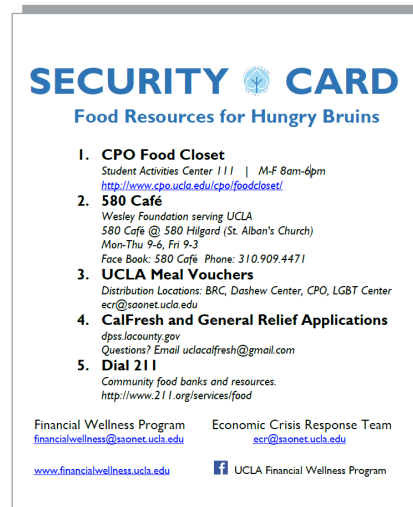
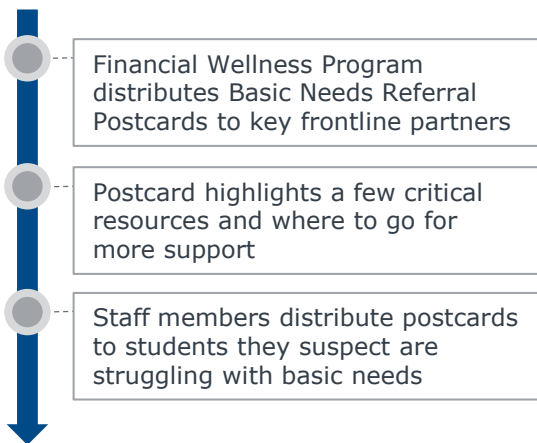
Make It Easy to Make Referrals

Equip Frontline Partners with Plug-and-Play Tools to Facilitate Referrals

Once individuals across campus identify a student is struggling to meet his or her basic needs, the next step is to make it easy for them to refer the student to the appropriate resources.

The University of California Los Angeles (UCLA) eases the referral process with its basic needs referral postcards. The card contains a short list of resources for hungry students and informs them where to go for help.

UCLA’s Basic Needs Referral Postcard



Postcards Distributed Widely to Staff

- Residential life
- Financial aid/bursar staff
- Center for international students
- Student legal services
- Academic counseling
- Special populations center

The cards are widely distributed to staff across campus who may encounter students experiencing basic needs insecurity. Staff are instructed to give a card directly to students they suspect might be struggling to meet their basic needs and encourage the students to reach out to the appropriate resources for help.

An accompanying pamphlet includes a brief description of UCLA’s support team and clear instructions for how to connect with the team and what to expect from the process.

Basic Needs Referral Cards

See the Implementation Toolkit beginning on page 51 for a step-by-step guide to creating a basic needs referral card.

Cultivating a Campus-Wide Referral Network

Section in Brief

Current efforts to support students experiencing basic needs insecurity are often decentralized, siloed, and ad hoc. Staff and faculty across campus do what they can to connect students with resources that they are aware of, with little to no centralized support or coordination. As demand for basic needs support continues to rise, these efforts will be difficult to scale. EAB recommends that institutions establish a campus infrastructure to identify and engage key campus partners, provide information about how to help basic needs insecure students when they come forward, and facilitate a smooth referral process.

Use these discussion questions and takeaway to-dos to guide your institution's next steps to build a campus-wide referral network.

Discussion Questions

- Who are the staff, faculty, and administrators across campus who encounter students in need but may not be well equipped to refer students to relevant resources?
- What pieces of just-in-time information do key campus partners need to know about basic needs insecurity on campus, available resources, and how to connect students with needed support?
- What existing materials could benefit from an added clause about basic needs security (e.g., campus 411 folder, centralized website for faculty and staff)?
- What new materials might be needed to educate campus partners about available resources and how to refer students to these supports (e.g., postcard, brochure)?

Takeaway To-Dos

- Identify faculty, staff, and administrators who may already be interacting with students struggling with basic needs insecurity
- Centralize key pieces of information that campus partners need to know about basic needs security and campus resources
- Update existing just-in-time information resources to include relevant information about food and housing insecurity on campus
- Develop easy-to-use materials with critical information about resources and referral options

Get Started with Resources from EAB

See the Implementation Toolkit at the end of this publication for tools, guides, and templates that will help you implement the recommendations from this section.





Exploring Sustainable Funding and Staffing Models

SECTION

3

Basic Needs Efforts Are a Strong Fit for Fundraising

Donor Interests Align with Supporting Students' Basic Needs

Finding sustainable and adequate funding presents a significant barrier to starting new programs and initiatives to support basic needs insecure students. EAB research revealed that initiatives around basic needs are ripe for fundraising. Today's donors give to causes aligned with their values, often in the areas of social justice, education, and poverty. Some alumni recall personally struggling with finances in college and may be attracted to a cause that resonates with them.

Regardless of motivation, today's donors want to know how their gift helped individual students on campus. Donors want to hear stories about the people helped by their donation, information about how the donation will be used, and the results achieved with the gift.

Today's Donors are Cause-Based and Impact-Centric

64% Of donors want to hear stories about people who were helped with their donations

62% Of donors want information on how the organization plans to use their gift

75% Of donors want information on the results achieved with their gift



"A Millennial's philanthropic endeavors aren't fueled by big incentives. Instead, they become involved in philanthropy for mostly altruistic intentions. In fact, they desire to establish connections with the causes they become involved with."

"Millennials: The Cause Generation"
YouCaring

Sources: The Giving Institute, *Giving USA 2017: The Annual Report on Philanthropy for the Year 2016, 2017*; Burk, P., "The Burk Donor Survey: Where Philanthropy is Headed in 2014," Cygnus Applied Research, September 2014, http://www.cygresearch.com/files/free/Exec-Sum-2014_Burk_Donor_Survey_Report-US_Results.pdf; YouCaring, *Millennials: The Cause Generation*, March 19, 2016, retrieved from <https://www.youcaring.com/blog/2016/millennials-cause-generation>; EAB interviews and analysis.

Combine Data with Student Stories to Educate Donors

How to Leverage Your Work for Fundraising Success

To craft a compelling fundraising case for today's donors, EAB recommends highlighting the importance of basic needs support programs and emphasizing the impact that donations can make. For example, describe the impact a small emergency aid grant has on a student's well-being. Finally, collect and share the impact donations have. Donors aren't always aware of the challenges students face or the programs available to help them, so this type of stewardship can be enlightening and motivating.



Highlight Causes

“Our donors are often surprised to hear about the challenges our students are facing, and the distressing trade-offs they're having to make to stay in school.”

*Dean of Students
Small Private University*



Make It Concrete

“What went so well is that we highlighted that the cost of a taxi ride home is \$25. People can really wrap their heads around that and realize that their gift matters.”

*Development Officer
Large Private University*



Share Impact



“Our annual report breaks down exactly how many students we were able to serve, and shows donors exactly what support their donations provided.”

*Vice President of Student Affairs
Large Public University*

“We have our donors, partners, and volunteers tell their story about why they give back to the Student Cupboard, and how that impacts them. It's a great way to engage others.”

*Basic Needs Coordinator
Midsize Public University*

Pursue Collaborative Partnerships with Development

Partner With Advancement to Maximize Fundraising Opportunities

EAB discovered many colleges and universities that fund their basic needs support services completely through fundraising. EAB recommends leveraging the experience, infrastructure, and knowledge of colleagues in advancement to maximize fundraising success. Below are three examples of how institutions collaborate with advancement to fundraise for basic needs resources on campus.

Annual Fund and Giving Days

- Coordinate with advancement to add an option for annual fund donors
- Partner on campus-wide efforts such as Giving Days to leverage publicity and competition

\$187

Average online gift to colleges and universities during Giving Tuesday 2014

Specialized Campaigns

- Penn State's Class of 2017 selected the Lion's Pantry as their senior class gift campaign
- The class gift "took a ten-year plan and turned it into a ten-week plan"

\$90K

Current value of the Lion's Pantry Endowment

Matching Opportunities

- Fresno State partnered with their advancement office to find donors willing to provide matching funds
- Online-only campaign raised enough to fund all annual expenses for the Campus Food Security Project

\$186K

Raised by Fresno State during 2017 "March Matchup" Campaign

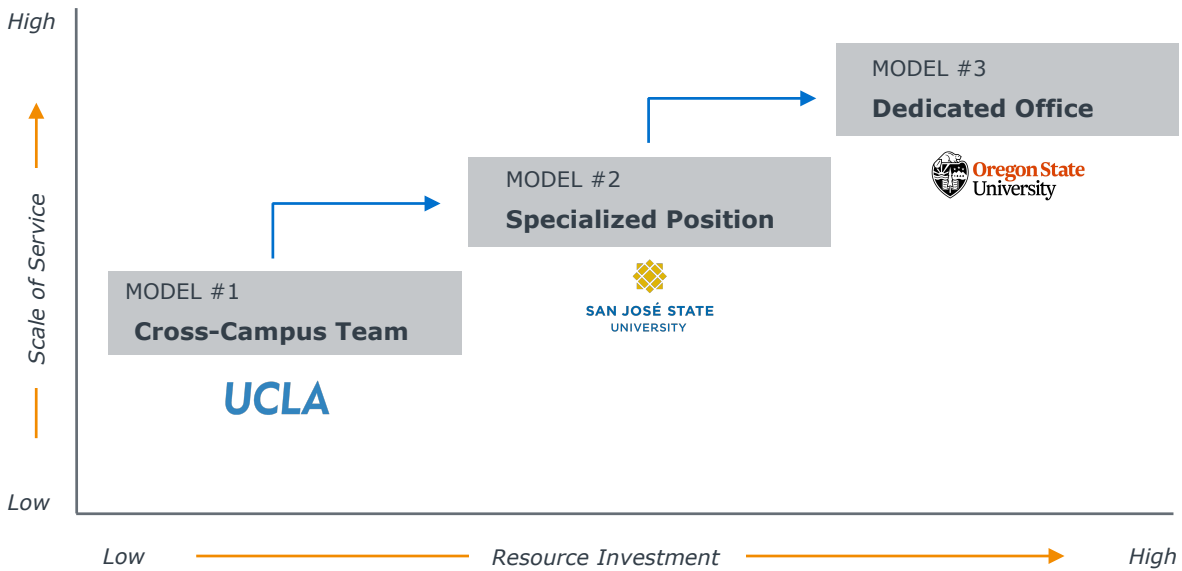
Compendium of Funding Opportunities

See the Implementation Toolkit beginning on page 51 for a list of potential funding opportunities and discussion guide for approaching campus development.

Navigating a Spectrum of Staffing Options

Identify the Best-Fit Staffing Structure for Your Campus

As institutions support increasing numbers of students experiencing basic needs insecurity, EAB recommends exploring more sustainable staffing structures. Institutions are using a variety of structures, including teams, specialized positions, and dedicated offices. Each model varies in the scale of service it can provide and the resource investment required. This section reviews each staffing model.



Bring Structure to Existing Campus-Wide Efforts

Cross-Campus Teams Provide Coordination and Clarity

The University of California Los Angeles’s (UCLA) Economic Crisis Response Team (ECRT) leverages a cross-campus team of existing staff to bring structure and coordination to efforts to support basic needs security on campus.

The ECRT provides support and guidance to students who have self-identified, or been identified by faculty or staff, as experiencing a financial crisis that impacts their academic success.



UCLA’s Economic Crisis Response Team (ECRT)

The team brings coordination and clarity to UCLA’s efforts to connect at-risk students with needed support, and its centralized model has greatly increased the number of students UCLA is able to identify and serve.

ECRT Triages Support for At-Risk Students

- 1 Identify**
Team coordinator intakes referrals and collects case details
- 2 Consult**
Team meets biweekly to discuss new cases and recommend resources
- 3 Support**
Team connects students with appropriate resources and follow-up support



Meal Vouchers



Emergency or Crisis Housing



Emergency Loans and Grants



Advocacy and Other Support



Centralized “one-stop shop” model encourages and facilitates referrals



Coordinated access to resources and personalized support

Build a Broad, Cross-Campus Team

Diverse Team Composition Expands Campus Reach

A benefit of UCLA's model is the diverse group of stakeholders it brings together on the team. The ECRT is chaired by the Dean of Students and includes representatives from residence life, financial aid, and many of the specialty offices on campus that reflect constituencies the team commonly serves (e.g., former foster youth, international students, veterans). This diverse composition has contributed to broad awareness of the team and utilization of its resources. In 2017, the ECRT served 50 students per week, a number four times greater than when the team launched in 2009.

Team Makeup Reflects Common Constituencies Served

Members of UCLA's ECRT



Residential Life



Financial Aid & Loan Services



Academic Affairs



Special Populations Offices

- Former Foster Youth
- Veterans Center
- International Student Services
- Multicultural Center
- Transfer Student Services

Key Benefits



Broad campus awareness of team and its work



Access to diverse perspectives and resources



Expanded touch-points to identify and serve students in need

ECRT's Growing Impact

50

Students served by the ECRT per week

4X

Increase in caseload since 2009 launch

Invest in Specialized Positions

Hire Dedicated Staff to Expand Capabilities and Impact

Institutions with a higher demand for basic needs resources might consider hiring a dedicated staff member. A dedicated position brings increased capacity for serving students and expanded impact on campus. If the need on campus surpasses what can be managed by a cross-campus team of volunteers, EAB recommends institutions consider investing in a specialized staff position. A staff member can more consistently provide students with personalized support and follow-up. They will also have more time to focus on campus outreach and education and building community partnerships.

Early Adopters of Specialized Staff Positions

UC San Diego



SAN JOSÉ STATE UNIVERSITY



Apply Now: Basic Needs Coordinator

Sample Job Description

Case Management (40% of time)

Evaluate students' needs and research to connect students with the appropriate resources.

Outreach and Education (15% of time)

Compile existing campus resources and develop strategies to improve utilization across campus.

Program Assessment & Development (20% of time)

Identify gaps in existing student support and evaluate and launch ideas for new programming.

Relationship-Building (25% of time)

Responsible for cultivating relationships with nonprofits and other community partners to build referral networks.

Early adopters of specialized staff positions include the University of California San Diego, the University of Arkansas, San Jose State University, and Salem State University. These positions are commonly called Basic Needs Coordinators. On this page, you can see a sample job description for this type of position.

Compendium of Job Descriptions

See the Implementation Toolkit beginning on page 51 for four job descriptions from institutions that have positions dedicated to supporting students' basic needs.

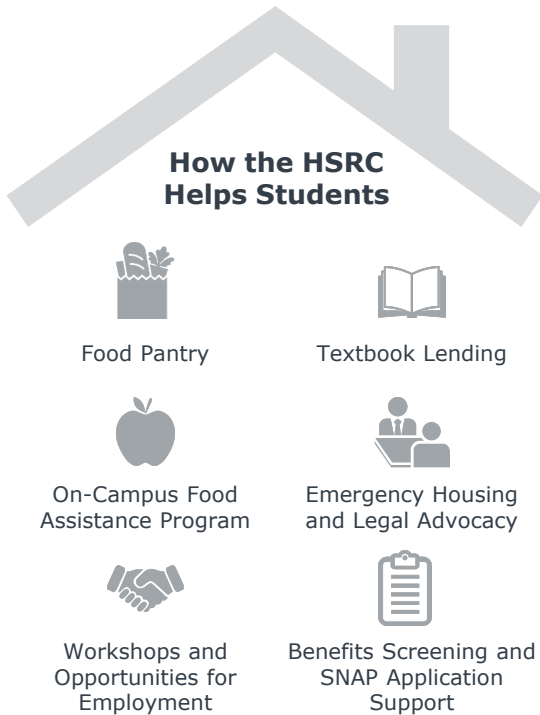


Bringing Services Under One Roof

Oregon State University's Human Services Resource Center

Institutions with stronger demand for support and services should consider a dedicated office on campus, such as Oregon State University's (OSU) Human Services Resource Center (HSRC). This office consolidates all of the resources related to basic needs and financial assistance across campus into one central location.

The HSRC manages a variety of supports, including a food pantry, food assistance program, and emergency housing and legal advocacy services. Because these services are centrally located, staff can more easily scale up support to students in need.



Key Elements of HSRC's Success



Dedicated Space

Just moved into a newly renovated building with a welcoming, attractive space



Branding and Visibility

HSRC hosts classes, offers tours, leverages social media, and crafts careful messaging to build a positive brand on campus



Continuity of Support

Staff are able to build relationships with students they serve, allowing them to ladder up support when needed

Scope of Impact

5K+

Number of students served by HSRC in 2016-2017¹

8K+

Number of students HSRC is on track to serve in 2017-2018

OSU's HSRC serves a growing population on campus. In 2016-17, the HSRC served more than 5,000 students. In 2017-18, the HSRC is on track to serve more than 8,000 students.

1) Some students access multiple services, so these figures could represent a duplicated count.

Exploring Sustainable Funding and Staffing Models

Section in Brief

As campus resources are increasingly limited, adequate funding and staffing present significant barriers to amplify support for students struggling with basic needs security on campus. Philanthropic gifts have the potential to greatly expand the range of services and resources for basic needs insecure students. Initiatives to support students' basic needs appeal to today's cause-driven donors, and fundraising opportunities include Giving Days and specialized campaigns. At the same time, institutions should investigate staffing structures that can support a growing population of basic needs insecure students, including cross-campus teams, specialized positions, and dedicated offices.

Use these discussion questions and takeaway to-dos to identify the right funding and staffing levels for your institution.

Discussion Questions

- What basic needs support services or resources would benefit from fundraising support (e.g., emergency grant fund, food pantry)?
- How could our division better collaborate with development to educate donors about students' challenges with basic needs security and empower them to give to this cause?
- What elements of our current efforts to address students' food and housing insecurity are scalable?
- Do we have a campus team or taskforce that is currently addressing students' challenges with basic needs security as they arise? Do we need a dedicated cross-campus team?
- Do we have significant enough demand for support services to invest in a specialized staff position or dedicated office? Do we anticipate having enough demand in the next three to five years?

Takeaway To-Dos

- Determine campus supports or services that might benefit from fundraising support
- Speak with development colleagues to develop a fundraising plan to support students' basic needs security and engage donors around this issue
- Evaluate scalability of current staffing structure when compared to current and projected demand for support and services
- Consider when it would be best to invest in a specialized staff position or dedicated office

Get Started with Resources from EAB

See the Implementation Toolkit at the end of this publication for tools, guides, and templates that will help you implement the recommendations from this section.



Source: EAB interviews and analysis.



Implementation Toolkit

- Tool #1: Quick Guide to Measuring Basic Needs Insecurity
- Tool #2: Online Resource Portal Builder
- Tool #3: Evaluation Guide for Emergency Housing
- Tool #4: Basic Needs "411 Folder"
- Tool #5: Basic Needs Referral Cards
- Tool #6: Response Team Brochure
- Tool #7: Compendium of Funding Opportunities
- Tool #8: Compendium of Job Descriptions

Quick Guide to Measuring Basic Needs Insecurity

Purpose of the Tool

Most campuses have not conducted a formal survey to measure students' levels of food and housing insecurity. Without current data about the size of this student segment, it can be difficult to determine the correct course and scale of action to address students' basic needs security in the near and long terms.

Use the table below to assess three options for measuring students' basic needs insecurity. Take notes about the fit and feasibility of each option for your campus.

Three Options for Measuring Students' Level of Basic Needs Insecurity

Approach	Considerations	Resources	Additional Notes
<p>Standalone Survey</p> <p>Administer a survey with the sole purpose of assessing students' basic needs security</p>	<ul style="list-style-type: none"> Provides the most detailed picture of students' basic needs security on campus Could be costly to administer Another survey could contribute to students' feeling of survey fatigue 	<ul style="list-style-type: none"> Comprehensive guidance from the Wisconsin HOPE Lab: A Guide to Assessing Basic Needs Insecurity in Higher Education University of California System Student Food Access and Security Study 	
<p>Survey Add-On</p> <p>Add a limited set of questions to measure basic needs security to an established survey about students' experiences on campus</p>	<ul style="list-style-type: none"> Provides a snapshot of students' basic needs security Can help prevent survey fatigue by not adding another survey for students Less comprehensive information than a standalone survey would provide 	<ul style="list-style-type: none"> EAB's Campus Climate Survey Basic Needs Survey Module University of Minnesota Student Health Survey Cornell University Perceptions of Undergraduate Life and Student Experiences (PULSE) Survey 	
<p>Measurement by Proxy</p> <p>Use existing data to gauge the potential scope of basic needs insecurity on your campus</p>	<ul style="list-style-type: none"> Can be a useful exercise to initially size this student segment Provides the least detailed and exact data about students' basic needs security Analysis could support the case for future analysis, including a standalone or survey add-on 	<p>Possible Proxies:</p> <ul style="list-style-type: none"> Pell eligibility FAFSA Unmet need Former foster youth Students with children 	

Sources: <http://irp.dpb.cornell.edu/surveys/pulse-surveys>; https://boynton.umn.edu/sites/boynton.umn.edu/files/2017-09/UofMTwinCities_CSHSReport_2015.pdf; <http://regents.universityofcalifornia.edu/regmeet/july16/e1attach.pdf>; [Guide to Assessing Basic Needs Insecurity in Higher Education](#), Wisconsin HOPE Lab, 2017, retrieved from <http://www.wihopelab.com/publications/Basic-Needs-Insecurity-College-Students.pdf>; EAB interviews and analysis.

Online Resource Portal Builder

Purpose of the Tool

A centralized web portal ensures information is shared efficiently across the campus community. It also serves as an on-demand reference point for both students and staff. The University of California Berkeley compiled resources into a single web hub, shown below.

Use the example below and the subsequent step-by-step tool to build your own webpage that consolidates information about on- and off-campus resources available to students.

University of California Berkeley's Basic Needs Security Hub



Key Elements of a Successful Online Resource Portal

- Intuitive URL (e.g., basicneeds.berkeley.edu)
- Easy to navigate between resources
- Clearly outlines required next steps to access resources
- Marketed across campus to students, faculty, and staff
- Regularly updated to keep information current and content fresh

Online Resource Portal Builder, cont.

Step 1: Identify Existing Resources

Compile a list of campus and nearby community resources that could support students who are experiencing basic needs insecurity.

Which campus and community resources should be featured?

Federal Resources

- Nutrition assistance _____
- Earned income tax credit _____
- Low-cost health insurance _____

State Resources

- State need grant _____
- Housing assistance _____
- Job assistance _____

Local Resources

- Food bank _____
- Legal assistance _____
- Clothing donation center _____

On-Campus Resources

- Food pantry _____
- Emergency grants _____
- Textbook lending program _____
- BIT/CARE team _____

Who on campus might be most knowledgeable about other campus and community resources? Reach out to these individuals to get their input on the list of resources.

Consider case managers, financial aid counselors, academic advisors, etc.

Online Resource Portal Builder, cont.

Step 2: Centralize Information

Gather necessary information about each resource. Local organizations may lack updated information online, so consider calling or visiting to get the most up-to-date information about available services.

What information should be included about each resource?

- | | | |
|--|--|--------------------------------|
| <input type="checkbox"/> Location | <input type="checkbox"/> Who is eligible for services | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Hours | <input type="checkbox"/> Transportation information/directions | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Contact information | <input type="checkbox"/> Summary of services provided | <input type="checkbox"/> _____ |

Step 3: Create the Webpage

Work with your campus's IT department to create a web portal.

Quick Tips

- Finalize content before approaching IT for assistance
- Choose a layout that is streamlined and intuitive to use
- Locate the webpage somewhere it can be easily found by students and staff
- Use a URL that is easy to remember (e.g., basicneeds.berkeley.com)
- Organize the website around key areas (e.g., food insecurity, housing insecurity, crisis support)

Step 4: Execute a Marketing Strategy

Educate stakeholders across campus about the basic needs resource portal.

Who should know about the portal?

- | | | |
|--|--|--------------------------------|
| <input type="checkbox"/> Advisors | <input type="checkbox"/> Faculty | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Counselors | <input type="checkbox"/> Student affairs staff | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Case managers | <input type="checkbox"/> Students | <input type="checkbox"/> _____ |

How will you spread awareness about the portal?

- | | | |
|---|---|--------------------------------|
| <input type="checkbox"/> Email blasts | <input type="checkbox"/> Partner with prominent student organizations | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Social media | <input type="checkbox"/> Embed information in existing peer trainings | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Campus road show | | <input type="checkbox"/> _____ |

Online Resource Portal Builder, cont.

Step 5: Plan to Keep the Webpage Current

Ensure page information is checked for accuracy every 6 to 12 months.

What to look for:

- Broken links
- Modified services or service hours
- Accurate, up-to-date contact information
- New resources to add to the webpage

Optional: Track and Report Web Traffic

Consider tracking information to include in annual reports, refine awareness and education efforts, and inform strategic planning. Use the below table to brainstorm the metrics that might work best for your campus.

Metric	Notes
Trends in overall website traffic	<ul style="list-style-type: none">• High traffic could illustrate demand for additional resources and supports• Year-over-year data can help illustrate how demand is changing over time• Spikes in web traffic can help staff understand how students' awareness of basic needs security and need for support fluctuates throughout the year• Spikes and sustained increases in web traffic after awareness campaigns, education events, etc. could indicate the effectiveness of outreach efforts
Most popular resources (clicks, time spent on page)	<ul style="list-style-type: none">• Most accessed resources could be used to inform awareness campaigns• Users' navigation through webpage resources could be used to refine the layout of the webpage to most easily address students' concerns
Traffic sources	<ul style="list-style-type: none">• How users reach the webpage (e.g., direct visit, search engine, social media, another institutional webpage, etc.) could inform future marketing efforts

Source: EAB interviews and analysis.

Evaluation Guide for Emergency Housing Options

Purpose of the Tool

Due to growing demand on campuses, colleges and universities have experimented with a variety of options to address housing insecurity and homelessness among students. This tool provides an overview of possible options paired with considerations to assess which option might be best for your institution.

Weighing Emergency Housing Programs

Emergency Housing Option	Considerations	Additional Notes
Database of faculty and staff willing to temporarily host students in crisis	<ul style="list-style-type: none"> • Low resource investment • Draws on goodwill of campus stakeholders • Informal and possibly unreliable • Possible legal and logistical concerns • Difficult to scale 	
On-campus residence hall rooms or apartments permanently saved for emergency housing use	<ul style="list-style-type: none"> • Stable source of emergency housing • Convenient for students and administrators • Can be costly to rent rooms from housing year-round 	
On-campus residence hall rooms or apartments (used as needed when there are empty rooms)	<ul style="list-style-type: none"> • Convenient for students and administrators • Less predictable than maintaining a room year-round, especially risky for campuses with high fill rates • Housing divisions may require a nightly fee for use of residence halls 	
Redeeming free earned nights at local hotel for students in need of emergency housing	<ul style="list-style-type: none"> • Good option for students with families, as children or spouses often cannot stay in residence halls • Can be low-cost if university has large pool of free nights • Possible liability concern • Difficult to scale 	
Homeless shelter for students (independently managed by students)	<ul style="list-style-type: none"> • Good option for students who need longer-term housing support • University may be liable for damages caused • May not be subject to university regulations 	

Source: EAB interviews and analysis.

Evaluation Guide for Emergency Housing Options, cont.

Additional Considerations

Use these discussion questions about additional considerations as you evaluate the emergency housing options that are right for your campus.

- 1** How long will you permit students to stay in emergency housing? Will there be a cap for how many times a student can utilize emergency housing each year/semester?

- 2** How will you house students with children or spouses?

- 3** How will you supplement emergency housing with case management support or other resources (e.g., helping a student secure permanent housing)?

- 4** Does your institution have any surplus resources or existing relationships that could be leveraged to provide emergency housing support to students (e.g., vacant residence hall rooms, local hotels, faith centers)?

Basic Needs '411 Folder'

Purpose of the Tool

Many institutions already share important information with faculty and staff through a “411 folder” that includes warning signs or indicators of concerning behavior. Adding information about basic needs challenges and resources is an easy way to integrate food and housing insecurity into a resource that the campus community is already accustomed to referencing when working with students.

Use the sample language and questions below to draft the information you should include on your institution’s 411 Folder or other reference material.

Sample Language

Food insecurity includes various types of disrupted eating patterns, including reduced quantity, quality, variety, or desirability of diet. Surveys have found that between 20% and 40% of undergraduate students nationwide experience food insecurity. **We have resources to help students experiencing food insecurity on our campus.**

Please stay vigilant and **contact the Dean of Students** when you suspect a student may benefit from assistance—**ranging from emergency grants to food assistance and emergency housing.**

Once you refer a student for support, a case manager will contact the student for a meeting to discuss options and connect the student with appropriate immediate and longer-term resources.

Customize the folder language above by incorporating information specific to your institution. EAB recommends including at least the following components. Keep each component simple, direct, and concise for easy use.

How can members of the campus community refer students?

How will you summarize the services available to students?

How will you explain the process to assist students?

Basic Needs Referral Cards

Purpose of the Tool

Campus staff and faculty who encounter students facing food insecurity may be unaware of the best resources on campus to point the student toward. While they might know where to find the information (e.g., looking online or placing a call to the Dean of Students), these options take time.

EAB recommends that this information always be on hand for faculty and staff to provide information to students in need without delay. Use the example below and the questions that follow to create a basic needs referral card and a strategy for distribution and utilization.

University of California Los Angeles's Food Security Card


SECURITY CARD

Food Resources for Hungry Bruins

- 1. CPO Food Closet**
Student Activities Center 111 | M-F 8am-6pm
<http://www.cpo.ucla.edu/cpo/foodcloset/>
- 2. 580 Café**
Wesley Foundation serving UCLA
580 Café @ 580 Hilgard (St. Alban's Church)
Mon-Thu 9-6, Fri 9-3
Face Book: 580 Café Phone: 310.909.4471
- 3. UCLA Meal Vouchers**
Distribution Locations: BRC, Dashew Center, CPO, LGBT Center
ecr@saonet.ucla.edu
- 4. CalFresh and General Relief Applications**
dps.lacounty.gov
Questions? Email uclacalfresh@gmail.com
- 5. Dial 211**
Community food banks and resources.
<http://www.211.org/services/food>

Financial Wellness Program
financialwellness@saonet.ucla.edu
www.financialwellness.ucla.edu

Economic Crisis Response Team
ecr@saonet.ucla.edu

 **UCLA Financial Wellness Program**

Key Elements

- ◀ Highlights a range of resources for:

 - Immediate relief (food pantry)
 - Short-term relief (meal vouchers)
 - Longer-term relief (CalFresh food assistance, UCLA Financial Wellness Program)
- ◀ Provides key information to facilitate access: location, hours, and contact information
- ◀ Includes UCLA programs for additional support and information
- ◀ Distributed widely to student-facing units across campus

Basic Needs Referral Cards, cont.

Use the questions below to create a referral card specific to your institution.

Key Questions to Answer

1 What are the most important resources for students in need to be aware of? These may be on or off campus.

Prioritize the top 3-5 resources. Include address, hours, and contact information for each.

- | | |
|--|--------------------------------|
| <input type="checkbox"/> Food pantry | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Emergency grant program | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Emergency housing resources | <input type="checkbox"/> _____ |

2 What additional information will you include on the card?

Consider contact information, website URL, business hours, services offered, etc.

3 Where should these cards be distributed across campus?

- | | | |
|---|--|--------------------------------|
| <input type="checkbox"/> Residence life | <input type="checkbox"/> Counseling center | <input type="checkbox"/> _____ |
| <input type="checkbox"/> International student center | <input type="checkbox"/> Academic advising centers | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Financial aid office | <input type="checkbox"/> Faculty senate meeting | <input type="checkbox"/> _____ |

4 Who (or what office) will be responsible for creating, distributing, and restocking the cards to campus stakeholders?

Consider Dean of Students office, BIT/CARE Team, case manager, etc.

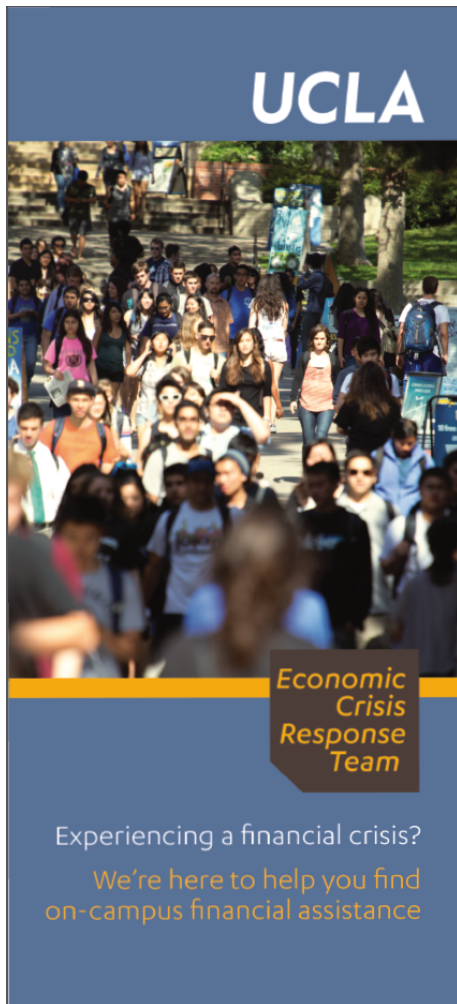
5 How will you educate campus partners about how and when to use the cards?

- | | | |
|---|--------------------------------|--------------------------------|
| <input type="checkbox"/> Present at department meetings | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Email blasts | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Informational webpage | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |

Response Team Brochure

Economic Crisis Response Team Brochure

The pamphlet below accompanies the University of California Los Angeles’s basic needs referral postcard as a more detailed source of information for students experiencing financial distress. It provides a brief explanation of the Economic Crisis Response Team (ECRT), a straightforward overview of the ECRT process, and immediately accessible contact information.



Economic Crisis Response Team

The UCLA *Economic Crisis Response Team (ECRT)* addresses the needs of students who are experiencing a severe financial crisis that impacts their continued academic success at UCLA. The mission of our team is to provide a seamless and individualized response to UCLA students in extraordinary financial crisis.

If you are in financial distress, please email ECR@saonet.ucla.edu and the team will take a comprehensive approach to your situation and help you determine as many options as possible.

How ECRT supports students:

Student experiences severe financial crisis

↓

Student contacts ECRT by phone or email and shares ID# and detail on current financial crisis

↓

ECRT responds within 24 hours and begins review of student case

↓

Member of ECRT meets with student to discuss all possible options

Never hesitate to ask for help. Contact us now!

ECR Team
ECR@saonet.ucla.edu

Šerifa Dela Cruz
ECR Care Manager
310.206.1189

<http://www.studentincrisis.ucla.edu/Economic-Crisis-Response>

Compendium of Funding Opportunities

Purpose of the Tool

As campus resources are increasingly limited, funding presents a significant barrier to expanding support for students’ basic needs. Use the compendium of funding opportunities below and subsequent discussion questions to identify the best-fit options for your campus and guide your conversations with colleagues.

Step 1: Brainstorm Possible Funding Opportunities

Below is a list of possible funding opportunities for basic needs support. On the right, rate your institution’s level of feasibility and interest for each opportunity.

Funding Opportunity	<i>We are already doing this</i>	<i>We should prioritize this idea now</i>	<i>We should explore this idea in the future</i>	<i>Not a good fit at this time</i>
Day of Giving				
Class gift campaign				
Matching campaign				
Employee fund drive				
Annual fund designation				
Donation boxes across campus				
Fraternity or sorority philanthropy partnership				
Foundation grants (e.g., Sodexo , USDA , Walmart)				
Student fees				

Step 2: Discuss Immediate Priorities with Key Campus Partners

Colleagues in the development office will be important partners in this work. Use the questions below to guide your discussion with senior leaders, development officers, and other key partners.

- Are we working with any foundations or corporations in the area that we could engage for gifts, grants, or in-kind donations?
- Would any top campus leaders (e.g., president, board member) be interested in taking on this cause to raise awareness and promote giving?
- Are we aware of any major donors whose interests would closely align with basic needs support?
- Could we add basic needs as a cause into existing efforts or plans (e.g., Giving Day, employee fund drive)?
- How else might we work together to advance basic needs support on our campus?

Source: EAB interviews and analysis.

Compendium of Job Descriptions

Purpose of the Tool

Growing demand for services to support students' basic needs may influence institutions' decisions to create new positions or modify existing positions. This tool presents a range of job descriptions for positions related to basic needs support.

Sample Job Descriptions

1. University of California San Diego: Basic Needs Coordinator
2. California State University Fresno: Food Security Project Coordinator
3. Oregon State University: Food Assistance Intern
4. Oregon State University: Food Security Graduate Teaching Assistant

Sample 1

University of California San Diego

Basic Needs Coordinator

Position Description: Reporting to the Director of Student Affairs Case Management Services, this Basic Needs Coordinator provides social work services consisting of continuing care resources and nonclinical social work services, including economic crisis intervention, student advocacy, mandated reporting, informational and referral coordination of on- and off-campus wellness resources.

The coordinator assists the campus community in the planning, coordinating, implementing and assessing of programs and services designed to identify and meet the needs of under-resourced and high-need students. The coordinator is responsible for education and outreach to students, staff, and community members and participates in related department functions, such as community and program education. This position works closely with Associated Students and the Triton Food Pantry.

The work produced by this position requires strong knowledge and experience in areas of health and wellness, student advocacy, food and housing insecurity, community support resources and economic emergency management. Requires ongoing support, outreach, and follow-up to the undergraduate college community. The position uses clinical knowledge and provides consultation to campus departments and the undergraduate colleges, though they do not provide direct clinical services. The person will provide support and some case management, including face-to-face meetings, to undergraduate students.

Major Duties:

- Coordinate, implement, and assess new and existing educational and wellness programs targeting under-resourced and high-need students, with an emphasis on students experiencing food and housing insecurity.
- Supervise 1-3 student interns.
- Serve as a liaison between the Basic Needs Center, Associated Students, Food Pantry, the Undergraduate Colleges, and campus-wide departments.

Qualifications:

- Bachelor's degree in education, counseling, psychology, or related field with 7-9 years of work in a field such as counseling, student personnel services in an academic setting, or the equivalent combination of education and experience
- Solid knowledge of undergraduate and graduate student development theories to explain college student behavior, including psychosocial theories, cognitive/structural theories, and ecological and integrative theories
- Extensive knowledge of student security and privacy requirements including FERPA (Family Educational Rights and Privacy Act)
- Demonstrated ability to provide administrative case management, including direct contact with clients and other providers, as well as administrative duties. Skilled in coordinating, directing, evaluating, and implementing case management services for individuals with multiple personal and life challenges (preferably in a higher education setting)
- Demonstrated experience in problem-solving, decision-making, conflict resolution, negotiation, counseling, referral techniques, and confidentiality
- Ability to communicate, engage, and develop rapport with individuals of diverse cultural, social, and religious backgrounds and varied age, gender, and sexual orientation; must be able to demonstrate respect and integrate cultural sensitivity when providing services
- Demonstrated ability to research, write analytical reports, and make presentations on issues related to students and student behavior
- Ability to speak formally and informally and make prepared and extemporaneous presentations to individuals and groups in order to provide information, explain procedures, investigate facts, and persuade others

Sample 2

California State University Fresno

Food Security Project Coordinator

Position Description: Reporting to the Director of Wellness Services, the incumbent is responsible for providing wide-ranging oversight related to program and policy research, development, evaluation, and operational analysis of the campus-wide Food Security Project.

Serving as the Project Coordinator for the Food Security Project, the incumbent will be responsible for the implementation of programs related to the project including the Student Cupboard, education and resources, dining hall certificates, and other programs. The Project Coordinator supervises student assistants; creates and oversees marketing and communication of special events; and oversees programs and services to students, staff and faculty. The incumbent will implement Food Security Project initiatives and facilitate relationships to complete tasks, and will develop and implement a plan for future related programming. This will require analyzing the needs of students and how best to provide the necessary resources, and implementing associated recommendations.

Administrative and analytical work is performed independently with results reviewed by the Director of Wellness Services for soundness of judgement. This work will require the incumbent to apply a theoretical knowledge base to develop recommendations and conclusions. Assignments will require analysis, design, implementation, and evaluation of "best practices" as they pertain to new and ongoing initiatives within the Division of Student Affairs and Enrollment Management.

Major Duties:

- Implement food security project initiatives and facilitate relationships to complete tasks necessary to fulfill all initiatives
- Serve as a member of and staff the Food Security Advisory Board
- Serve as a member of and staff the Food Security Executive Board
- Collect, analyze, and report on food insecurity data gathered. This includes providing presentations as required and creating a marketing plan to promote the Student Cupboard and food security resources to students
- Oversee the RDH Complimentary Meals program, including disbursement of gift certificates to faculty and staff to provide to students in immediate food need
- Oversee the mobile app Catered Cupboard feature, including facilitating relationships with departments and catering, providing marketing, and evaluating the effectiveness of the mobile application
- Oversee and supervise graduate interns, student assistants, and interns who are responsible for the daily operations of the Fresno State Student Cupboard and other Food Security Project initiatives
- Coordinate scheduling and facilitation of educational workshops regarding food preparation, budgeting, healthy eating, etc.
- Create and maintain relationships with on- and off-campus resources for students, and provide workshops for students utilizing these resources
- Maintain Food Security Project website, social media, and communications to students, faculty, staff, and off-campus constituents
- Oversee stateside and foundation Food Security budget
- Form and maintain relationships with donors and potential donors, and seek grant and fundraising opportunities to create sustainability for the Student Cupboard and other Food Security Project initiatives
- Work with the Director of Development to coordinate fundraising for event planning
- Oversee maintenance for the Student Cupboard building
- Facilitate relationships with faculty to produce class projects regarding food insecurity and the Food Security Project
- Develop and coordinate Food Security communication via social media outlets

Secondary Duties:

- Assist the Director of Wellness with special projects and events related to food security and students' basic needs that occur throughout the division
- Serve on campus committees as recommended by the Vice President
- Collaborate with and assist in wellness activities and projects within SHCC

Sample 3

Oregon State University

Food Assistance Intern

Position Description: The Graduate Intern: Food Assistance at the Human Services Resource Center (HSRC) supports the mission and vision of the HSRC by overseeing the Food Assistance application—a process that helps low-income food-insecure students purchase meals on campus and also identifies other resources and support that might help them. The Graduate Intern works to analyze data, reach out to students, and find opportunities to better support students. The intern reports directly to the Assistant Director of the Human Services Resource Center (but collaborates closely with the Basic Needs Navigator, to be hired in July 2018).

Interns have the opportunity to work over the summer at an hourly rate.

Interns working over the academic year will not be compensated if the graduate intern has a full .49 assistantship elsewhere. If the graduate intern does not have a full assistantship (or any assistantship), there is potential for some compensation. Regardless, the graduate intern will have the opportunity for professional development support related to the HSRC mission regionally or nationally.

Food Assistance Research Grant, AY 18-19

Beginning in Fall 2018, the HSRC will be running a pass-through grant to study how food assistance funds help high-need residence hall students. This intern will help hold the pieces of this grant, the processes of which will overlap with the general Food Assistance application.

What you can expect:

- Compelling experience working with data to identify trends facing under-resourced students
- Experience working with grants and collecting data to identify evidence-based best practices
- In an academic environment where the education of lower-income, first-generation students, and students of color are increasingly important and integrated into national and regional priorities, you can expect to leave this position with an understanding of how academic institutions and community-based organizations (CBOs) can and do work together to accomplish these goals
- Professional experience that will translate well to professional positions serving students on college or university campuses and/or in CBOs that are doing similar work in the nonprofit community
- An opportunity to develop a deep understanding of financial aid processes, social service programs, the role CBOs play in getting underserved students to and through higher education, and to effectively create partnerships with on-campus and off-campus partners
- Professional development and leadership experiences, both locally and regionally/nationally at your interest level
- An educationally supportive environment where you can ask questions, seek collaboration, and learn while building personal relationships that will encourage and challenge you to be your best professional self
- An opportunity to advocate for social change locally and regionally so that students who are food-insecure, low-income or homeless are able to find academic success in the years and decades to come

General Job Responsibilities:

- Process HSRC Food Assistance applications
- Score applications—identifying applicants without food security, housing security, etc.
- Award applicants food assistance funds
- Oversee (primarily) email-based interventions to connect students in need with other resources (SNAP, housing support, etc.)
- Interface with campus partners to run the Full Plate Fund and Mealbux programs
- Serve as main point of contact for Food Assistance fund inquiries, appeals and emergency referrals
- Provide general office support, such as answering phone calls, replying to emails, and greeting students in the office
- Analyze applications, completing internal reports in a timely manner
- Cross-train with other HSRC staff
- Respond to inquiries from students in a timely manner
- Greet visitors in a positive and professional manner
- Maintain clear professional and personal boundaries with students served
- Maintain the highest levels of confidentiality when dealing with student information and sensitive situations
- Assist with food pantry functions when needed (summer term) to include deliveries, distribution days, and emergency food boxes
- Other duties as assigned

Sources: Retrieved from <http://studentlife.oregonstate.edu/hsrc/join-our-team>, February 14, 2018; EAB interviews and analysis.

Sample 4—page 1 of 2

Oregon State University

Food Security Graduate Teaching Assistant (GTA)

What you can expect:

- The ability to take on existing programs and projects or to pitch new projects, ideas, and programs to the Human Services Resource Center (HSRC) staff and have a high degree of ownership of those projects, ideas and programs. You'll be empowered to bring your ideas to full fruition with as much independence and trust as possible—alongside a supportive supervisor who wants you to succeed and create a positive impact for the students at Oregon State University
- In an academic environment where the education of lower-income, first-generation students and students of color are increasingly important and integrated into national and regional priorities, you can expect to leave this position with an understanding of how academic institutions and community-based organizations (CBOs) can and do work together to accomplish these goals
- An opportunity to develop a deep understanding of financial aid processes, social service programs, the role CBOs play in getting underserved students to and through higher education, and effectively creating partnerships with on-campus and off-campus partners
- Professional experience that will translate well to professional positions serving students on college or university campuses and/or in CBOs that are doing similar work in the nonprofit community
- Professional development and leadership experiences, both locally and regionally/nationally at your interest level
- An educationally supportive environment where you can ask questions, seek collaboration, and learn while building personal relationships that will encourage and challenge you to be your best professional self
- An opportunity to advocate for social change locally and regionally so that students who are food-insecure, low-income or homeless are able to find academic success in the years and decades to come

General Job Responsibilities:

- Provide direct supervision to HSRC student staff.
- Co-develop and facilitate HSRC training, meetings, in-services, and other professional development opportunities as needed in collaboration with other GTA and the Assistant Director for the HSRC.
- Attend and support HSRC meetings, events, and shopping-style pantry dates.
- Actively collaborate with student staff members, including but not limited to, administration of services, case management, event planning, outreach, and volunteer management.
- Co-ordinate outreach projects with student staff focused on supporting low-income students and students experiencing poverty, hunger, homelessness, and food insecurity.
- Maintain positive and supportive relationships with all HSRC staff, volunteers, and clients, as well as campus and community partners.
- Actively collaborate with student staff members, including but not limited to, administration of the food pantry, case management, event planning, outreach, and volunteer management.
- Assist with Hunger and Homelessness Awareness Week with Center for Civic Engagement.
- Manage student staff assessment and evaluation.
- Serve as the advisor for the HSRC Advisory Board, planning agendas and coaching the HSRC Advisory Board Leadership group.
- Develop and offer trainings and presentations to students, faculty, staff, and community members as needed.
- Serve as HSRC representative with various groups and committees.
- Attend posted, regular, office hours in the HSRC main office each week. Complete administrative tasks in a timely manner. Assist with regular data collection and reporting.
- Provide client access to emergency food, help with food deliveries.
- Provide general office support, such as answering phone calls, replying to emails, and greeting students in the office.
- Cross-train with other HSRC staff.
- Assist with student staff scheduling.
- Oversee student staff recruitment, interviews, and selection (with other HSRC staff).
- Respond to inquiries from students in a timely manner.
- Maintain clear professional and personal boundaries with students served.
- Maintain the highest levels of confidentiality when dealing with student information and sensitive situations.
- Write 1-3 blog posts for the HSRC website.
- Other duties as assigned.

Sources: Retrieved from <http://studentlife.oregonstate.edu/hsrc/join-our-team>, February 14, 2018; EAB interviews and analysis.

Sample 4—page 2 of 2

Oregon State University

Food Security Graduate Teaching Assistant (GTA)

Food-Security-Specific Responsibilities:

- Be the primary point of contact for Linn Benton Food Share and backup for monthly reporting needs, food orders, and other regular tasks.
- Responsible for coordinating safe use of kitchen by HSRC students, staff, and guests. Maintain safe food conditions and facility cleanliness, and train others on the importance of these and tasks needed to maintain them.
- Attend all GFS meetings. Occasionally attend LBFS meetings.
- Support all workshops, programs, and events in partnership with GFS or the HSRC food pantry.
- Report GFS news and events to the rest of the HSRC staff.
- Onboard and supervise up to 4 (total and not necessarily overlapping) HSRC academic interns supporting food-security efforts.

Qualifications:

- Must be currently enrolled as a Graduate Student in the College Student Services Administration program (CSSA) at Oregon State University
- Must be in good academic standing for the term prior to selection and during entire period of employment
- Must have working knowledge of standard PC programs, such as Word, Excel, Access, Publisher, PowerPoint, etc.
- Must be knowledgeable of social media advertising and outreach (Twitter, Facebook, Blogs etc.)
- Must have demonstrated knowledge of and sensitivity to traditionally underrepresented students (including, but not limited to, Asian/Pacific Islander, Asian-American, African, African-American, Chican@, Hispanic, Latin@, Native American, Alaskan Native, LGBTQQI, students in poverty, veterans, and students with disabilities, as well as those with various spiritual/religious beliefs and political affiliations)
- Demonstrable skills in the following areas: leadership development, cross-cultural competency, community building, group facilitation, conflict resolution, advising, training, and team building
- Must be flexible and adaptive



Advisors to Our Work

Advisors to Our Work

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American University

Rob Hradsky
Assistant Vice President, Campus
Life, Dean of Students

Ball State University

Ro-Anne Royer Engle
Associate Vice President,
Student Affairs and Enrollment
Services

Buffalo State College

Charles Kenyon
Associate Vice President,
Student Affairs, Dean of
Students (Former)

Carleton University

Vicki Boman
Manager, Student Care and
Support

City College of San Francisco

Becky Perelli
Director, Student Health
Services

College of Charleston

Jeri Cabot
Associate Vice President,
Student Affairs, Dean of
Students

Colorado State University

Dwight Burke
Executive Director, Support &
Safety Assessment and Title IX
Programs

California State University San Bernardino

Bryant Fairley
Associate Director, Office of
Community Engagement

Diane Podolske
Director, Office of Community
Engagement

CUNY System

Mavis Hall
University Director, Office of
Special Programs

Daemen College

Greg Naylor
Vice President, Student Affairs

Fresno State University

Jessica Medina
Coordinator, Food Security
Project

George Mason University

Juliet Blank-Godlove
Dean of Students

Georgia Institute of Technology

Cara Appel-Silbaugh
Senior Associate Dean of
Students

Holyoke Community College

Rosemary Fiedler
Coordinator, Thrive Financial
Success Center

Iowa State University

Kipp Van Dyke
Director, Student Assistant,
Assistant Dean of Students

Kennesaw State University

Chris Summerlin
Associate Dean for Behavioral
Case Management

Marcy Stidum
Director, CARE Services

McMaster University

Allison Drew-Hassling
Director, Student Support and
Case Management

Missouri University of Science & Technology

Barb Prewitt
Assistant Dean of Students

Krista Morris-Lehman
Case Manager

North Carolina State University

Paul Tongsri
Case Manager

Oregon State University

Nicole Hindes
Assistant Director, Human
Services Resource Center

Ozarks Technical Community College

Karla Gregg
Dean of Students

Joyce Bateman
Assistant Dean of Students

The Pennsylvania State University

Geoff Hallett
Assistant Director, Annual
Giving

Rochester Institute of Technology

Megan Jaros
Case Manager

Rochester Institute of Technology

Sharon Kompalla-Porter
Associate Director, Residential
Support and Success, Center for
Residence Life

Rollins College

Meredith Hein
Director, Center for Leadership &
Community Engagement

San Jose State University

Kristen Wonder
Sustainability Coordinator

Scripps College

Chris Dennis
Director, Case Management,
Assistant Dean

Advisors to Our Work, cont.

Share Meals

Jon Chin
Founder

Single Stop

Lee Reagan
Associate Director, Training & Support

Southern Illinois University – Carbondale

Lori Stettler
Interim Vice Chancellor, Student Affairs

Syracuse University

Rebecca Dayton
Associate Vice President, Health and Wellness

Sarah Solomon
Director, Office of Student Assistance

University of Akron

Michael Strong
Dean of Students, Deputy Title IX Coordinator

University of Arkansas

Claire Allison
Assistant Director, Center for Community Engagement

University of California, Berkeley

Alfred Day
Director, Student Affairs Case Management

University of California, Los Angeles

Maria Blandizzi
Dean of Students

Sara Potter
Financial Wellness Program Director

Serifa Dela Cruz
Economic Crisis Case Manager

University of Denver

Niki Latino
Interim Associate Vice Chancellor, Campus Life & Exclusive Excellence

University of Kentucky

Nick Kehrwald
Interim Dean of Students

University of Massachusetts, Boston

LaToya Shuler
Coordinator for Student Welfare

University of North Carolina, Asheville

Bill Haggard
Vice Chancellor for Student Affairs

Shannon Bodeu
Co-Director, Student Environmental Center

University of North Texas

Maureen McGuinness
Assistant Vice President, Student Affairs, Dean of Students

University of Rochester

Matthew Burns
Dean of Students

University of South Florida, St. Petersburg

Jamie Molnar
Chair, Students of Concern Assistance Team

University of the Fraser Valley

Jody Gordon
Vice President, Students and Enrolment Management

University of Utah

Jolene Des Roches
Assistant Dean of Students, Behavioral Education & Intervention

Villanova University

John Stack
Vice President, Student Life

Western Carolina University

Kellie Angelo Monteith
Assistant Vice Chancellor, Student Affairs

Western Oregon University

Gary Dukes
Vice President, Student Affairs



Washington DC | Richmond | Birmingham | Minneapolis

P 202.747.1000 | F 202.747.1010 | eab.com