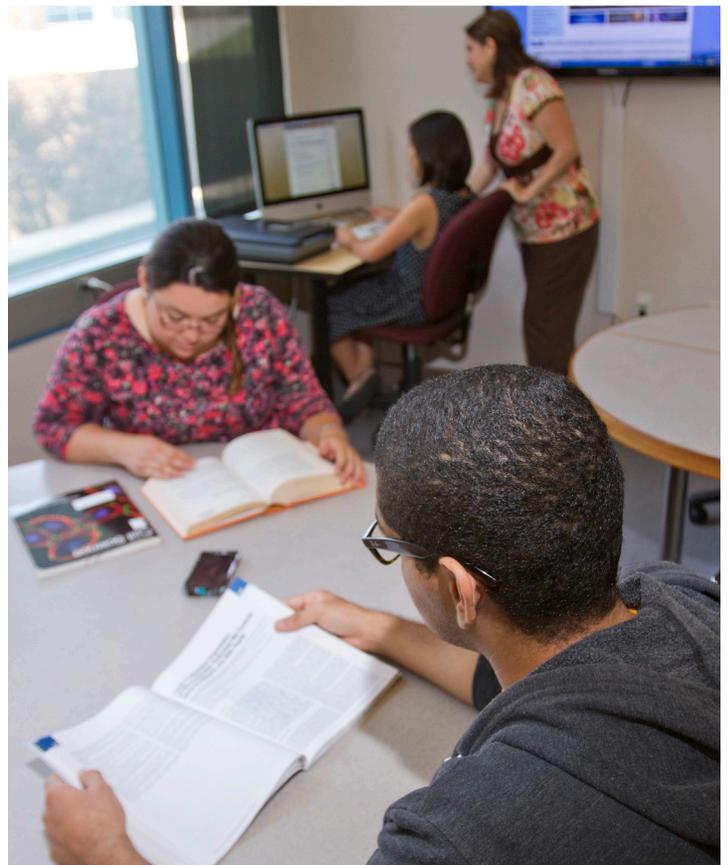




# RESEARCHING BASIC NEEDS IN HIGHER EDUCATION

Qualitative and Quantitative Instruments to Explore a Holistic Understanding of Food and Housing Insecurity



# TABLE OF CONTENTS

<b>Introduction</b>	<b>3</b>
<b>Instruments with notations and instructions</b>	
<b>Phase 1</b>	
Staff, faculty, and administrator survey instrument	5
Staff, faculty, and administrator interview protocol	16
Staff, faculty, and administrator focus group protocol	18
<b>Phase 2</b>	
Student survey instrument	20
Demographics	21
Food Security	25
Homelessness	31
Housing Security	34
Supports	36
Health	39
Mental Health	40
Focus Group/Interview Recruitment Questions	41
Student Interview/Focus Group Protocol	42
<b>Acknowledgements</b>	<b>45</b>
<b>References</b>	<b>46</b>
<b>Appendices</b>	<b>48</b>
<b>Phase I</b>	
A - Staff, faculty, and administrator survey instrument	48
B - Staff, faculty, and administrator interview protocol	58
C - Staff, faculty, and administrator focus group protocol	60
<b>Phase 2</b>	
D – Student survey instrument	62
E – Student interview/focus group protocol	78

# THE CALIFORNIA STATE UNIVERSITY STUDY OF BASIC NEEDS

## INTRODUCTION

College student food and housing insecurity and their potentially significant negative impacts on academic success are still largely unknown and under-reported. Lack of basic needs may impede student success and there is insufficient evidence to fully understand the extent and influence it has on students' outcomes and experiences. Recent empirical studies have uncovered much higher rates of food and housing insecurity in college students than expected.

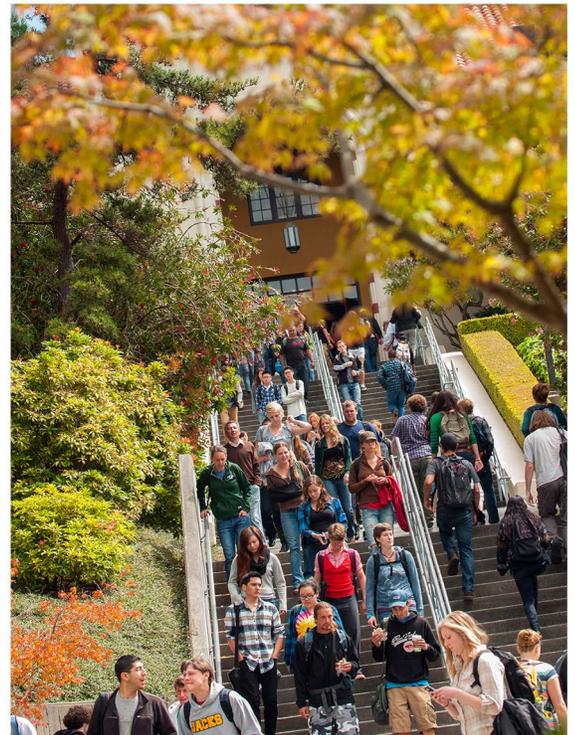
There have been very few studies of collegiate food and housing insecurity (Broton and Goldrick-Rab, 2016; Dubick, Mathews, and Cady, 2017; Crutchfield, 2016; Goldrick-Rab, 2016; Goldrick-Rab, Richardson, and Hernandez, 2017; Martinez, Maynard, and Ritchie, 2016). Researchers exploring these issues on college and university campuses do so treading new ground with instruments that continue to develop consistent and collective measurement. In 2015, California State University (CSU) Chancellor Timothy White commissioned a study on food and housing security among CSU students. The creators of the instruments for this study, Dr. Rashida Crutchfield and Dr. Jennifer Maguire, are providing these instruments to support the expanded replication of study and collaborative opportunities to ensure the success of students experiencing these social issues.

Rashida Crutchfield, EdD, MSW\*  
Assistant Professor  
School of Social Work  
California State University, Long Beach  
(562) 985-2109  
Rashida.Crutchfield@csulb.edu

Jen Maguire, PhD, MSW\*\*  
Assistant Professor of Social Work  
Department of Social Work  
Humboldt State University  
(707) 826-4565  
Jennifer.Maguire@humboldt.edu

\*For **qualitative** research inquiries, please contact Dr. Crutchfield.

\*\* For **quantitative** research inquiries, please contact Dr. Maguire.



### Recommended citation:

Crutchfield, R. M. & Maguire, J. (2017). Researching Basic Needs in Higher Education: Qualitative and Quantitative Instruments to Explore a Holistic Understanding of Food and Housing Security. <http://www.calstate.edu/basicneeds>

## Phase 1 Methodology

Phase 1 of the study focused on the context of the CSU from the perspective of staff, faculty, and administrators, while seeking to gain a preliminary understanding of the student experience. A mixed-methods approach was used to explore student food and housing security, including interviews and focus groups with staff, faculty, and administrators (N=115), a survey for staff, faculty, and administrators (N=99), student interviews and focus groups (N=16), student surveys (N=1,039) at one campus (CSU, Long Beach). Findings pointed to the need for a CSU system-wide study to further examine issues from students' perspectives. The Phase 1 report can be found on the CSU Chancellor's Office website.

## Phase 2 Methodology

A mixed-methods design was utilized to collect student data in Phase 2. Food and housing security among college students currently has no standardized measurement, thus, a comprehensive survey was developed using experimental measures. Humboldt State University (HSU) piloted the survey (N=1,554).

The Phase 2 survey was refined and distributed to students across 23 CSU campuses (N=27,805). Descriptive and multiple-regression statistics identify prevalence and severity of basic needs issues along and indicators of academic performance, health, mental health and wellbeing. Student participants volunteered and were selected for focus groups and interviews based on responses from the survey. Qualitative data was collected at 11 CSU campuses with students (N=213) who identified as housing and/or food insecure. Qualitative data were analyzed in two cycles to develop codes and themes. The Phase 2 results will be released in 2018.

## Next steps

Since college and university student food and housing security are a new area of research, the authors of this study seek to encourage collaborative work across the nation. In that effort, this report includes the instrumentation used for all phases of research. Embedded in the instruments are explanations for the various aspects of the instruments, references, resources, and notations to assist others in expanding the field of research in this area.

Uninterrupted versions of the instruments are in the appendices. **However, researchers are encouraged to carefully consider all notations associated with the instruments in the report to increase the potential for consistency and ability to compare findings across data sets.**

Please note that all researchers who wish to conduct study in this and other areas must seek local approval from their Institutional Review Boards (IRB) to ensure the protection of participating students, who may also need referrals to resources and support during or after study involvement.

Campus community members and researchers are welcome to utilize these tools to further study in this area and ground the development of support strategies and policy development related to college and university students' basic needs.

**CSU campuses are asked not to replicate this study to avoid participation fatigue and low response rate for further phases of the study.** There are, however, many ways that CSU researchers can expand on this research from a variety of scholarly and practical perspectives. We do encourage CSU researchers to join in the research effort from your varied research agendas. In an effort to further research in a strategic and coordinated manner on these issues, please consult with the CSU Director of Student Wellness and Basic Needs Initiative, Dr. Denise Bevly: (562) 951-4807/ [dbevly@calstate.edu](mailto:dbevly@calstate.edu).

**Notes about the instruments** are delineated in blue call-out boxes throughout the document.

# Phase 1

## CSU System-wide Food and Housing Security Staff, Faculty, and Administrator Survey Instrument

### Notes about the instrument:

CSU staff, faculty, and administrators were asked to participate in a brief survey to gather initial data on how they perceived food and housing security on their campuses, and what supports they were aware of or that they provided to their students. University staff, faculty, and administrators from around the country and staff at and research from the National Association for the Education of Homeless Children and Youth (2014) were referenced in the development of instruments for this portion of the survey. Participants were given the response option “Skip question” at the end of all points to meet Institutional Research Board requirements.

Please select the student service or academic service area that best describes where you work on campus. Select all that apply.

1. Educational Opportunity Program (EOP)
2. TRIO
3. Foster and former foster student program (Guardian Scholars, Renaissance Scholars, Elite Scholars, etc.)
4. Program to support student food security
5. Program to support student housing security
6. Housing and/or Residential Life
7. Financial aid
8. Faculty
9. AVP of Student Services or Dean of Student Services
10. Counseling and psychological services
11. Health services (physical and medical)
12. Services for students with disabilities
13. Center that supports cultural and/or affinity groups
14. Veterans services
15. Other service area: \_\_\_\_\_

Select the option that best describes your current professional role.

1. Full time or part time professional staff
2. Full time or part time faculty
3. Campus administrator



Which of the following living situations would you consider to be **homeless**? Select all that apply.

1. Living temporarily (“couch-surfing”) with friends, relatives, or other people because their parents asked them to leave
2. Living temporarily (“couch-surfing”) with friends, relative, or other people because they left home voluntarily
3. Living in a shelter
4. Living in transitional housing or participating in an independent living program where youth can stay for an extended period but are subject to strict rules
5. Living in a motel/hotel room
6. Living in a camper or large sleep vehicle
7. Living in a car, tent, park, abandoned building, or other public space
8. None of the above

Which of the following situations would you consider to be **food insecure**? Select all that apply.

1. Having anxiety about food sufficiency or shortage with little or no indication of food intake change
2. Reduced quality, variety, or desirability of diet with little or no indication of reduced food intake
3. Reports of multiple indications of disrupted eating patterns and reduced food intake
4. None of the above

Please use the slide bar below to respond to the two questions below:

\_\_\_\_\_ In your opinion, what percentage of students are **homeless** at your campus?

\_\_\_\_\_ In your opinion, what percentage of students are **housing insecure** at your campus?

\_\_\_\_\_ In your opinion, what percentage of students experience **food insecure** at your campus?

In your opinion, how do you think your campus identifies students who experience **housing insecurity**? Select all that apply.

1. Financial Aid Office
2. Counseling and Psychological Services
3. Outreach or special programs that provide assistance
4. Contact with faculty
5. Contact with staff or administrators
6. I am not certain
7. I do not believe the campus identifies students who experience housing insecurity
8. I do not think housing insecurity is an issue for our students
9. Other \_\_\_\_\_

In your opinion, how do you think your campus identifies students who experience **food insecurity**?

Select all that apply.

1. Financial Aid Office
2. Counseling and Psychological Services
3. Outreach or special programs that provide assistance
4. Contact with faculty
5. Contact with staff or administrators
6. I am not certain
7. I do not believe the campus identifies students who experience food insecurity
8. I do not think food insecurity is an issue for our students
9. Other \_\_\_\_\_

Does your campus **track the retention and graduation rates** of students who are experiencing housing insecurity?

1. Yes
2. No
3. I don't know

Does your campus **track the retention and graduation rates** of student who are experiencing food insecurity?

1. Yes
2. No
3. I don't know

Do you refer students you identify as experiencing **housing insecurity** to support services?

1. Yes
2. No
3. I have never identified a student experiencing housing insecurity

Is making referrals to support services for students you identify as experiencing **housing insecurity** a part of your formal role or job description?

1. Yes
2. No

Do you **refer** students you identify as experiencing **food insecurity** to support services?

1. Yes
2. No
3. I have never identified a student experiencing food insecurity

Is making referrals to support services for students you identify as experiencing **food insecurity** a part of your formal role or job description?

1. Yes
2. No

Please select the statement that best describes your knowledge of on campus or off campus resources available to students who experience **housing insecurity**?

1. I think I could use more information about resources available for this student population
2. I have adequate knowledge of resources for this student population, but do not feel confident that I can make appropriate referrals to services
3. I have adequate knowledge of resources for this student population, and I am confident that I can make appropriate referrals to services
4. I have substantial knowledge of resources for this student population, and I am confident that I can make appropriate referrals to services
5. I have substantial knowledge of resources for this student population, and I regularly make appropriate referrals through contact with this student population
6. This is not an issue on this campus, so I do not need substantial knowledge of resources for this student population

Please select the statement that best describes your knowledge of on campus or off campus resources available to students who experience **food insecurity**?

1. I think I could use more information about resources available for this student population
2. I have adequate knowledge of resources for this student population, but do not feel confident that I can make appropriate referrals to services
3. I have adequate knowledge of resources for this student population, and I am confident that I can make appropriate referrals to services
4. I have substantial knowledge of resources for this student population, and I am confident that I can make appropriate referrals to services
5. I have substantial knowledge of resources for this student population, and I regularly make appropriate referrals through contact with this student population
6. This is not an issue on this campus, so I do not need substantial knowledge of resources for this student population

**Notes about the instrument:**

Students may be considered independent for the purposes of the Free Application for Federal Student Aid (FAFSA) if they are verified as unaccompanied and homeless or unaccompanied, at risk of homelessness, and self-supporting during the school year in which the application is submitted. By law (CCRAA, 2012; P.L. 110-84; H.R. 2669), verification must be made by one of the following authorities: (a) a McKinney-Vento Act school district liaison; (b) a U.S. Department of Housing and Urban Development homeless assistance program director or their designee; (c) a Runaway and Homeless Youth Act program director or their designee; or (d) a financial aid administrator at a college or university. Since students who are homeless often experience challenges accessing financial aid (Crutchfield, Chambers, & Duffield, 2016; NAECHY, 2014), a question specific to financial aid was inserted to explore how financial aid administrators verified student homelessness. Data was disaggregated to include only respondents who selected “Financial Aid” for Q1 to analyze the results specific to financial aid administration. In particular, the results for the following question was specifically reviewed for Financial Aid participants.

How would you determine if a student is experiencing housing insecurity or homelessness? Select all that apply.

1. Financial aid application
2. Meeting with students to make a determination based on their description of the circumstances
3. Request a letter from K - 12 homeless liaison
4. Request a letter from homeless shelter staff
5. Professional Judgment Appeal
6. Other \_\_\_\_\_
7. Not applicable to my current job responsibilities

**Notes about the instrument:**

Questions about existing programs were developed to understand the capacity for food and housing security supports on and off campus.

Which of the following services exist for students enrolled at your campus?

	On campus	Off campus	Both on campus and off campus
Specific program for students that experience food insecurity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specific program for students that experience housing insecurity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Foster youth program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Food pantry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Access to emergency funding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Campus housing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transitional housing or independent living program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rent assistnace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Donated hygiene supplies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transportation funding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mentoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mental health services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Substance use treatment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dental care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Legal services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Donated clothes or shoes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Location to shower	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Location to do laundry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career/employment training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Medical care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hygiene kits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emergency Housing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SNAP (CalFresh) enrollment services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Section 8 enrollment services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hotel vouchers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Free public transportation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Services for students with disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recovery (substance use) treatment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please list other services (either on campus or off campus) not listed above.

Are students referred to you if they are identified as experiencing food insecurity?

1. Yes
2. No

Are students referred to you if they are identified as experiencing housing insecurity?

1. Yes
2. No

What would you consider to be **the most important types of support** for students who lack basic needs, like food or housing, to support persistence and retention in college? Select up to five.

1. Supportive adult or mentor
2. Supportive friend
3. Family mediation
4. Non-traditional educational opportunities
5. Off-campus employment or other source of income
6. Campus employment
7. Tutoring/academic support
8. Enrollment assistance
9. Financial aid
10. Assistance with completion of FAFSA
11. Emergency loans
12. Emergency grants
13. Assistance applying for scholarships
14. Household budgeting guidance
15. Utility assistance
16. Medical health care
17. Mental health care
18. Clothing and hygiene supplies
19. On-campus housing
20. Off-campus housing
21. A safe place to live during the holidays and school breaks
22. Off-campus food pantry
23. On-campus food pantry
24. On-campus EBT accessibility
25. Substance use treatment
26. Child care
27. Transportation
28. Enrollment in public assistance programs (i.e., SNAP, Section 8, WIC)
29. Other \_\_\_\_\_
30. I don't know

If you encountered students who lacked basic needs, **where would you initially refer them?** Select up to three.

1. Educational Opportunity Program (EOP)
2. Foster and former foster student program (Guardian Scholars, Renaissance Scholars, Elite Scholars, etc.)
3. Specific on campus program to support student food security
4. Specific on campus program to support student housing security
5. Housing
6. Financial aid
7. Associate Vice President of Student Services or Dean of Student Services
8. Counseling and psychological services
9. Health services (physical and medical)
10. Services for students with disabilities
11. Center that supports cultural and/or affinity groups
12. Veterans services
13. Non-traditional educational opportunities
14. Off-campus employment or other source of income
15. Campus employment
16. Tutoring/academic support
17. Child care
18. Transportation
19. Other \_\_\_\_\_
20. I don't know

Which of the following services does your campus **need more of** to meet the needs of students who lack basic needs like food or housing? Select up to five services that are most urgently needed.

1. Supportive adult or mentor
2. Supportive friend
3. Family mediation
4. Non-traditional educational opportunities
5. Off-campus employment or other source of income
6. Campus employment
7. Tutoring/academic support
8. Enrollment assistance
9. Financial aid
10. Assistance with completion of FAFSA
11. Emergency loans
12. Emergency grants
13. Assistance applying for scholarships
14. Household budgeting guidance
15. Utility assistance
16. Medical health care
17. Mental health care
18. Clothing and hygiene supplies
19. On-campus housing
20. Off-campus housing
21. A safe place to live during the holidays and school breaks
22. Off-campus food pantry
23. On-campus food pantry
24. On-campus EBT accessibility
25. Substance use treatment
26. Child care
27. Transportation
28. Enrollment in public assistance programs (i.e., SNAP, Section 8, WIC)
29. Other \_\_\_\_\_
30. I don't know

What do you think are the **five greatest barriers in accessing on campus services** for students who lack basic needs, like food or housing? Select up to five responses.

1. There are not enough services available on campus
2. There are not enough services available off campus
3. Students cannot access services without the consent, permission or notification of a parent or guardian
4. Eligibility for services is prohibitive (i.e. due to enrollment unit load or financial aid classification)
5. Lack of transportation
6. Students do not know about available services
7. Students do not want services
8. Services provided are not “student friendly”
9. Students do not seek services due to fear of police involvement
10. Student do not seek services due to CPS involvement
11. Students cannot access the documentation needed to access services
12. Students are too old to qualify for services
13. Staff and/or faculty lack knowledge about this population
14. Lack of identification method for this student population
15. Other \_\_\_\_\_

In your opinion, is there a specific law, policy, or practice on campus that prevents students with housing insecurity or food insecurity from accessing services?

What else would you like us to know about students who experience housing or food insecurity on your campus?

Please select your campus from the list below.

1. Bakersfield
2. Channel Islands
3. Chico
4. Dominguez Hills
5. East Bay
6. Fresno
7. Fullerton
8. Humboldt
9. Long Beach
10. Los Angeles
11. California Maritime Academy
12. Monterey Bay
13. Northridge
14. Pomona
15. Sacramento
16. San Bernardino
17. San Diego
18. San Francisco
19. San Jose
20. San Luis Obispo
21. San Marcos
22. Sonoma
23. Stanislaus

Are you willing to participate in a focus group to discuss your professional experiences working with students who experience housing insecurity or food insecurity?

1. Yes
2. No
3. Skip question

If you are willing to participate in a focus group to discuss your professional experiences working with students who experience housing insecurity or food insecurity? Yes Is Selected

Thank you, please click [HERE](#) and enter your email address. We will contact you about participation in a focus group.

Thank you for taking the time to complete this survey, we appreciate it! If you would like to participate in any programs or projects that are a result of this study, or if you would like to be contacted about ideas to help student who experience housing insecurity or food insecurity, please send an email to: [insert contact]

# Staff, Faculty, and Administrator Interview Protocol

## **Notes about the instrument:**

The goal of the Phase 1 qualitative research was to shed light on how staff, faculty, and administrators understand terms like food and housing security, how they observe these or similar concerns on their campuses, and how they respond to students experiencing them. Conversational cues were used to facilitate the participants' focus on these areas during interviews and focus groups; however, the protocols were semi-structured to allow for a range of responses from participants.

Purposive sampling was used to recruit participants. Recruitment letters were sent to Vice Presidents of Student Affairs at all 23 CSU campuses by the CSU Chancellor's Office. These administrators were asked to participate and invite staff, faculty, and administrators on their campuses to participate. Snowball sampling was also used to include a wide variety of campus perspectives.

Thank you for taking time to participate in this study to explore the experiences of students who experience housing insecurity and food insecurity in the CSU system.

This interview will take approximately 30-40 minutes. I will audio record the interview through the conference call application on my computer and will take notes as well. As we proceed, please feel free not to answer any questions. Your participation is voluntary and pseudonyms will be used.

Questions asked in this interview will be grouped in the following themes: your professional role on campus as it relates to these students, perspectives on the issue of housing insecurity and food insecurity on the campus, and services that are provided for this student population campus wide.

Before we begin the interview, please select a pseudonym that we will use throughout the course of your participation in this study. Now, please indicate your chosen pseudonym.

## **Background Questions**

- What is your role at this institution?
  - In what ways do you provide student services as part of your job function?
- How long have you served this institution in this role?

## **Perception of the Population**

- How do you define homelessness for students? How about housing insecurity? How about food insecurity?
- In what ways have you observed housing insecurity in the student population?
- In what ways have you observed food insecurity in the student population?

## Perception of Services on Campus

- What are some of the best practices that you have implemented on your campus to better serve students experiencing homeless or housing insecurity? Food insecurity?
  - How did they start? Who facilitates success? How are they funded? Evaluated?
- What are some of the barriers that you have experienced when working with students who are experiencing housing insecurity or students with food insecurities?

Please note that you will be receiving a link to an online survey that will allow us to get more information about your perceptions of and experiences with housing insecurity and food insecurity for students on your campus. The survey should take about 20 minutes. Due to the time sensitive nature of the study, please complete the survey [insert deadline].

There may be a time in which participants will be given the opportunity to participate in focus groups to discuss their experiences with housing insecurity and food insecurity. Would you be willing to participate in a focus group? If so, you will be contacted at a later date.

## SNOWBALL SAMPLE QUESTION

- Do you know of anyone else who might be interested in participating in this study?
- Would you be willing to contact them and ask permission to give me their email address and telephone number so that I may contact them and give them more information?
- If you have questions about this study you can call or email.
- Thank you for your time.

# Staff, Faculty, and Administrator Focus Group Protocol

## Notes about the instrument:

Focus groups were conducted to develop an expanded view of campus experiences and clarify data gathered in the interview and survey components. Participating campuses were selected to ensure that a variety of geographic, demographic, and campus response perspectives were represented. Campus gatekeepers were asked to invite staff, faculty, and administrators from a variety of arenas (student affairs, financial aid, housing, faculty, program support staff, counseling, etc.) to engender multifaceted data.

Thank you for taking time to participate in this study to explore the experiences of students who experience housing insecurity and food insecurity in the CSU system. Your participation in the phone interview and survey provided a great contribution to the study.

This focus group will take approximately 60-90 minutes. I will audio record the focus group and will take notes as well. As we proceed, please feel free not to answer any questions. Your participation is voluntary and pseudonyms will be used.

Questions will be grouped in the following themes: your professional role on campus as it relates to these students, your perspectives on the issue of housing insecurity and food insecurity on the campus, and your work individually and collectively that provides for this student population campus wide. We will be expanding upon some of the themes you offered in your phone interviews.

Before we begin the focus group, please select a pseudonym that we will use throughout the course of the focus group. Now, please indicate your chosen pseudonym on your name cards. All group members should use these pseudonyms throughout the focus group.

What do you think the perception is of housing and food insecurity for students on your campus?

How are you identifying students who have housing insecurity or students with food insecurities on your campus?

- What are the most beneficial effects of this identification process? Are there ways in which this could be improved?
  - o [Prompt: What have been your experiences in supporting students who are identified]

Some of the resources and supports that you described in your interviews are: [data from interview].

- Are there other services that you can think of that weren't mentioned? Off campus resources that were not listed?
  - o How did they start? Who facilitates success? How are they funded? Evaluated?
- What partnerships have you developed on campus that support your work with students who are experiencing housing and food insecurity?
  - o Prompts for financial aid administrators:
    - ♦ Are there collaborations with financial aid? \*When a homeless student is between the ages of 22-23, and no longer considered to be an unaccompanied homeless youth how does your office work with the student to complete the Financial Aid

process? (See note). What documentation do you request for a Professional Judgment Appeal? What other professionals do you work with if any to make a determination?

**Notes about the instrument:**

The proposed 2018-2019 FAFSA removes the definition of “youth” for unaccompanied homeless youth from the FAFSA because the term was specifically for individuals age 21 and under. As of June 2017, the 2018-2019 FAFSA has yet to be finalized; however, it appears likely that beginning October 1, 2017, all unaccompanied homeless individuals under 24 will have the same determination process. The question of determinations for 22-23 year olds will not be relevant once the 2018-2019 FAFSA is finalized.

- ♦ How does your office go about making subsequent year determinations of a student’s unaccompanied homeless youth status?
- ♦ What documentation do you request to confirm a student’s status as food or housing insecure when determining eligibility for campus services?
- ♦ Do there appear to be documentation challenges for students who have claimed determinations of unaccompanied, homeless, or food insecure status?
- ♦ Are students referred to support services once identified?
- ♦ In what ways do other staff, faculty, or administrators support your work?
- o Are there collaborations with housing? Are there links or barriers to housing for these student populations in campus housing?
  - What off campus partnerships have you developed to better assist these students?

**Barriers**

- What are some of the barriers that you have experienced when working with students who experience food and housing insecurity?
- What are some of the best practices that you have implemented on your campus to better serve students?
- What gaps in services do you observe?

**Evaluation and Further Training**

- Do you track the retention or graduation rates of housing and/or food insecure students on your campus?
- Have you ever worked with the State Coordinator for Homeless Children and Youth, or a school district McKinney-Vento Liaison to find out more about this population of students? What have your experiences been like?
- What resources do you need to better assist you with providing support for students who are food or housing insecure? Making determinations of unaccompanied homeless youth status? Trainings, briefs, presentation?

Is there anything else that you want to tell us about your experiences with students who experience housing and food insecurity?

Is there anything that we didn’t talk about that we should talk about?

## Phase 2

# CSU System-wide Food and Housing Security Student Survey Instrument

### Notes about the instrument:

This survey was developed in collaboration with many research, policy, and student affairs content experts. Multiple instruments created by other researchers and research entities are also included. The survey is broken up into sub-sections that may be used separately or together: a) student demographics; b) food security; c) homelessness; d) housing security; e) supports; f) health; and, g) wellness.



## Demographics

How old are you (in years)?

What is your marital status?

1. Single
2. Living with a partner
3. Married
4. Divorced
5. Separated

### Gender identity

#### Notes about the instrument:

To measure gender identity we recommend using the, “two-step approach” developed by Gender Identity in U.S. Surveillance (GenuIUSS) (2014) and interdisciplinary team facilitated by The Williams Institute, which is part of the UCLA School of Law in 2014. The questions can be found in the report titled, *Best Practices for Asking Questions to Identify Transgender and Other Gender Minority Respondents on Population-Based Surveys*, retrieved from, <https://williamsinstitute.law.ucla.edu/research/census-lgbt-demographics-studies/geniuuss-report-sept-2014/>. Recommendations and considerations for analysis are included in that report.

### Assigned sex at birth

What sex were you assigned at birth, on your original birth certificate? (check one)

1. Male
2. Female
3. Intersex

### Current gender identity

How do you describe yourself? (Check one)

1. Male
2. Female
3. Transgender
4. Do not identify as female, male, or transgender

What is the highest level of education achieved by your parents/guardians (for example, if your mother and father both raised you, and your mother has the highest level of education, then indicate her highest level of education)?

1. Less than high school
2. High school
3. Some college
4. Associate's degree
5. Bachelor's degree
6. Graduate degree

## Race and ethnicity

### Notes about the instrument:

To account for race and ethnicity among student participants, we utilized questions implemented by the U.S. Census and developed by the Executive Office of the President, Office of Management and Budget.

How would you describe your race? Select all that apply.

1. American Indian or Alaska Native
2. Asian
3. Black or African American
4. Native Hawaiian or Other Pacific Islander
5. White
6. Other
7. Prefer not to answer

How would you describe your ethnicity?

1. Hispanic or Latino or Spanish Origin
2. Not Hispanic or Latino or Spanish Origin
3. Prefer not to answer

The following questions apply to your household.

Note: A household is determined by the number of people you purchase and prepare food with. This may or may not include your roommates.

For example: if you have 2 roommates but you do not purchase and prepare your food with them equally you would be a household of 1. Or, in rare occasions if you and your roommates always purchase all of your food equally, then you would be a household of 3.

How many people are in your household?

1. 1
2. 2
3. 3
4. 4
5. 5
6. 6
7. More than 6
8. Prefer not to answer

How much is your household's gross monthly income (before taxes and not including financial aid)?

Note: Monthly income is money earned from jobs, paid internships or money given to you from others (like parents). Please do NOT include financial aid.

Remember, if you have a household of more than 1, you must include everyone's gross income (use your best guess).

1. Less than \$500 per month
2. \$501 - \$1,962 per month
3. \$1,963 - \$2,656 per month
4. \$2,657 - \$3,350 per month
5. \$3,351 - \$4,042 per month
6. \$4,043 - \$4,736 per month
7. \$4,737 - \$5,430 per month
8. More than \$5,431 per month
9. Prefer not to answer

## Student status

Are you currently:

1. Part-time (less than 12 units if undergraduate student and less than 8 units if graduate student)
2. Full-time (12 or more units if undergraduate student and 8 or more units if graduate student)
3. I graduated last year and I am no longer enrolled
4. I am not currently enrolled

Estimate your class standing by units completed (do not include units from this semester/quarter):

1. Freshman (0-29 semester units/0-44.9 quarter units)
2. Sophomore (30-59 semester units/45-89.9 quarter units)
3. Junior (60-89 semester units/90-134.9 quarter units)
4. Senior (90+ semester units/135+ quarter units)
5. Graduate program year 1
6. Graduate program year 2+
7. None of these apply

Are you any of the following? (Mark all that apply)

1. Transfer student
2. Student with disabilities
3. First generation (First Gen) college student (your parents and grandparents did not attend college)
4. Current or former foster youth/child
5. International student
6. Out-of-state student
7. EOP (educational opportunity program) student
8. ESL (English as a second language) student
9. Veteran
10. Active duty military personnel
11. U.S. Citizen
12. DREAM student
13. DACA student
14. Student athlete
15. Prefer not to answer

If you are enrolled in at least 6 units, then please mark all that apply:

1. Approved for work study (mark this even if you do not have to have a work study job)
2. Participate in CalWorks
3. Responsible for a dependent household member under the age of 6
4. Responsible for a dependent household member between the age of 6 and 12 with no adequate childcare
5. A single parent of a dependent household member under the age of 12 AND enrolled full time (12 units)
6. Participate in the Job Training Partnership Act (JTPA) or a Food Stamp Employment or Training Program (FSET)
7. I am over 49 years old
8. Enrolled in less than 5 units
9. None of these answers apply to me

**Notes about the instrument:**

For the GPA question, we suggest creating a categorical variable.

Estimate your overall CSU GPA.

# Food Security

## Notes about the instrument:

This question was used to determine the “food household” as defined by federal SNAP and provided a logic jump to either the household or individual version of the U.S. Adult Food Security Survey Module (10-item).

Do you share most of your meals with people living in your household (i.e., family members/roommates) or manage your own food arrangements?

1. Share meals [logic jump to household module]
2. Manage my own meals [logic jump to individual module]

## Household Module

### Notes about the instrument:

To determine household food security, the U.S. Adult Food Security Survey Module (10-item) was used. “We” statements were utilized in the survey questions to reflect a shared household food budget. The questions were modified by using 30-day time segments (e.g., “in the last 30-days), rather than 12-month (e.g., “in the last 12-months”). The intention of the modification is to better discern how university students fare when school is in session. Students may be in a number of different school, living, and employment arrangements over a 12-month period and we believe the shorter reference period is more suitable. Additionally, to increase understanding of resources students may be accessing while enrolled in courses, the 30-day time period is ideal. One concern with the 12-month time period is that students may be responding to questions about food security and resource use that occurred while they were not enrolled in school, making it more difficult to identify clear intervention points. However, if the study is intended for the annual prevalence of food security among college students, then the 12-month reference is recommended. USDA ERS also recommends the 30-day reference for the survey module for colleges and universities if the goal is to understand hardships faced by current students. The U.S. Adult Food Security Survey Module (10-item), can be found at <https://www.ers.usda.gov/topics/food-nutrition-assistance/food-security-in-the-us/survey-tools/>

- **Refer to The Guide to Measuring Household Food Security developed by USDA ERS for specifications for coding and scoring items.**

For the following statements, please state whether they were often true, sometimes true, or never true for your household in the last 30 days.

“We worried whether our food would run out before we got money to buy more.” That was often true, sometimes true, or never true for your household in the last 30 days?

1. Often true
2. Sometimes true
3. Never true
4. Don’t know

“The food that we bought just didn’t last, and we didn’t have money to get more.” That was often, sometimes, or never true for our household in the last 30 days?

1. Often true
2. Sometimes true
3. Never true
4. Don’t know

“I couldn’t eat balanced meals because we couldn’t afford it.” That was often, sometimes, or never true for our household in the last 30 days?

1. Often true
2. Sometimes true
3. Never true
4. Don’t know

Read the following three statements that people have made about their eating situations in the last 30 days. Please answer yes, no, or don’t know.

“In the last 30 days, did you or other adults in your household ever cut the size of your meals or skip meals because there wasn’t enough money for food?”

1. Yes
2. No
3. Don’t know

If yes, then “how many days did this happen?”

“In the last 30 days, did you or other adults in your household ever eat less than you felt you should because there wasn’t enough money for food?”

1. Yes
2. No
3. Don’t know

“In the last 30 days, were you or other adults in your household ever hungry but didn’t eat because there wasn’t enough money for food?”

1. Yes
2. No
3. Don’t know

“In the last 30 days, did you or other adults in your household lose weight because there wasn’t enough money for food?”

1. Yes
2. No
3. Don’t know

“In the last 30 days, did you or other adults in your household ever not eat for a whole day because there wasn’t enough money for food?”

1. Yes
2. No
3. Don’t know

If yes, then “how many days did this happen?”

## Individual Module

### Notes about the instrument:

To determine individual food security, the U.S. Adult Food Security Survey Module (10-item), was used. “I” statements were utilized in the survey questions to reflect an individual household food budget. The questions were modified by using 30-day time segments (e.g., “in the last 30-days), rather than 12-month (e.g., “in the last 12-months”). The intention of the modification is to better understand how university students are faring when school is in session. Students may be in a number of different, school, living and employment arrangements over a 12-month period and we believe the shorter reference period is more suitable. Additionally, to increase understanding of resources students may be accessing while enrolled in courses, the 30-day time period is also ideal. One concern with the 12-month time period is that students may be responding to questions about food security and resource use that occurred while they were not enrolled in school, making it more difficult to identify clear intervention points. However, if the study is intended for the annual prevalence of food security among college students, then the 12-month reference is recommended. USDA ERS also recommends the 30-day reference for the survey module for colleges and universities if the goal is to understand hardships faced by current students. The U.S. Adult Food Security Survey Module (10-item), can be found at <https://www.ers.usda.gov/topics/food-nutrition-assistance/food-security-in-the-us/survey-tools/>

- **Refer to The Guide to Measuring Household Food Security developed by USDA ERS for specifications for coding and scoring items.**

For the following statements, please state whether they were often true, sometimes true, or never true for you in the last 30 days.

“I worried whether my food would run out before I got money to buy more.” Was that often true, sometimes true, or never true for you in the last 30 days?

1. Often true
2. Sometimes true
3. Never true
4. Don’t know

“The food that I bought just didn’t last, and I didn’t have money to get more.” Was that often, sometimes, or never true for you in the last 30 days?

1. Often true
2. Sometimes true
3. Never true
4. Don’t know

“I couldn’t afford to eat balanced meals.” Was that often, sometimes, or never true for you in the last 30 days?

1. Often true
2. Sometimes true
3. Never true
4. Don’t know

Read the following three statements that people have made about their eating situations in the last 30 days. Please answer yes, no, or don’t know.

In the last 30 days did you ever cut the size of your meals or skip meals because there wasn’t enough money for food?

1. Yes
2. No
3. Don’t Know

If yes, how many days did this happen?

In the last 30 days, did you ever eat less than you felt you should because there wasn’t enough money for food?

1. Yes
2. No
3. Don’t know

In the last 30 days, were you ever hungry but didn’t eat because there wasn’t enough money for food?

1. Yes
2. No
3. Don’t know

In the last 30 days, did you lose weight because there wasn’t enough money for food?

1. Yes
2. No
3. Don’t know

In the last 30 days, did you ever not eat for a whole day because there wasn't enough money for food?

1. Yes
2. No
3. Don't know

If yes, how many days did this happen?

Additional food security questions that are not part of the U.S. Adult Food Security Survey Module (10-item).

In the last 30 days, did you steal food because you were hungry and did not have enough money to purchase food?

1. Never
2. Once a week;
3. Several times a week
4. Almost everyday

Choose all that apply to this statement: I can't afford to buy groceries because...

1. I spend most of my money on beer and/or alcohol
2. I spend most of my money eating out
3. I spend most of my money on video games/electronics
4. I would rather go out with my friends
5. I don't have any extra money
6. I don't budget my money well
7. I would rather go tanning and get my hair/nails done
8. I spend my money on supplements and gym clothes
9. Paying bills is confusing
10. I can afford to buy all of the groceries I need
11. My meals are provided through a campus meal program

Other than financial reasons, why do you not eat enough food throughout the day and/or feel hungry?

1. I do not like to cook, shop or prepare balanced meals or I don't know how to cook, shop or prepare balanced meals
2. I get too busy, forget to eat or do not feel hungry
3. Dieting
4. No access to the food I want to eat
5. I eat enough food throughout the day and/or do not feel hungry
6. Other \_\_\_\_\_

If I run out of money for food, then...(choose all that apply):

1. My friends, family or roommates will give me money for groceries
2. My friends, family or roommates will feed me or take me out to eat
3. I start skipping meals
4. I go to the food pantry or other free food organization
5. I can get free food/meals from my work
6. I use my credit card (not debit card) to buy food
7. I have not run out of money for food
8. Other \_\_\_\_\_

Do you purchase a school meal plan that provides for more than 1/2 of your meals each week?

1. Yes
2. No
3. Prefer not to answer

# Homelessness

## **Notes about the instrument:**

At the time of this study, there is no standardized, validated tool to assess homelessness for college students. This instrument assess housing status and homelessness, with the following questions to align with the definition of homelessness dictated by the McKinney Vento Homeless Assistance Act (PL100-77). Specifically, the instrument is developed to assess for both the definition used by the U.S. Housing and Urban Development (HUD) and the U.S. Department of Education, both drawn from differing subsections of McKinney Vento. In addition to in-text references, representatives from National Association for the Education of Homeless Children and Youth (NAEH CY), Schoolhouse Connection, and Los Angeles Homeless Services Authority (LAHSA) were consulted with to develop homelessness definitions used for the survey.

HUD defines homelessness as sheltered (in a HUD funded emergency shelter, transitional housing, and supportive housing) and unsheltered (on the streets, in abandoned buildings, or other places not meant for human habitation) [Homeless Emergency Assistance and Rapid Transition to Housing Act of 2009 (P.L. 111-22, Section 1003)].

The U. S. Department of Education uses the education sub-title of McKinney-Vento Act's definitions of homelessness, which includes youth who lack a fixed, regular, and adequate nighttime residence; and unaccompanied, which includes youth not in the physical custody of a parent or guardian. It also used at-risk of homelessness to refer to students whose housing may cease to be fixed, regular, and adequate (20 U.S.C. § 1001 et seq., 42 U.S.C. §11434a(2)(A); 42 U.S.C. §11434a(6)). This broader definition was used as the foundation for homelessness determinations for K-12 students and therefore allows for comparison of data with elementary and secondary educational studies, which have been shown to be more commonly descriptive of youth or young adult homelessness (Ausikaitis, et al. 2015; Mawhinney-Rhoads & Stahler, 2006; Tierney, Gupton, & Hallett, 2008). This education definition of homelessness is legally required as a determinant for rights and access for students in the K-12, but is also legally required for post-secondary programs under the Higher Education Act. Higher education requirements include stipulations for FAFSA financial needs analysis and eligibility for TRIO and GEAR UP programs.

Many people, particularly youth who are homeless based on both the HUD and U. S. Department of Education definitions may not identify using that label or be hesitant to do so (Farrugia, 2011; Tierney and Hallett, 2012; Toolis & Hammack, 2015). The survey questions measure indicators of homelessness in the last 30-days and 12-months based on HUD and McKinney-Vento definitions of homelessness. There is an item that does ask "Since starting college have you ever been homeless?" However, other indicators are used to determine incidence of homelessness. Additionally, participants were asked for the number of moves a student made in the past year to measure housing stability.

#### HUD defined

- At a shelter
- In a camper
- In transitional housing or independent living program
- At a group home such as halfway house or residential program for mental health or substance abuse
- At a treatment center (such as detox, hospital, etc.)
- Outdoor location such as street, sidewalk, or alley, bus or train stop, campground or woods, park, beach, or riverbed, under bridge or overpass
- In a closed area/space with a roof not meant for human habitation such as abandoned building, car or truck, van, RV, or camper, encampment or tent, or unconverted garage, attic, or basement

U. S. Department of Education includes all HUD level homeless indicators and adds

- Temporarily staying with a relative, friend, or couch surfing until I find other housing
- Temporarily at a hotel or motel without a permanent home to return to (not on vacation or business travel)

Since starting college have you ever been homeless?

1. Yes
2. No

In the last 30 days, or in the last 12 months, have you slept in any of the following places? Please check all that apply.

	In the last 30 days	In the last 12 months
Campus or university housing	<input type="checkbox"/>	<input type="checkbox"/>
Sorority/fraternity house	<input type="checkbox"/>	<input type="checkbox"/>
In a rented or owned house, mobile home, or apartment (alone or with roommates or friends)	<input type="checkbox"/>	<input type="checkbox"/>
In a rented or owned house, mobile home or apartment with my family (parent, guardian, or relative)	<input type="checkbox"/>	<input type="checkbox"/>
At a shelter	<input type="checkbox"/>	<input type="checkbox"/>
In a camper	<input type="checkbox"/>	<input type="checkbox"/>
Temporarily staying with a relative, friend, or couch surfing until I find other housing	<input type="checkbox"/>	<input type="checkbox"/>
Temporarily at a hotel or motel without a permanent home to return to (not on vacation or business travel)	<input type="checkbox"/>	<input type="checkbox"/>
In transitional housing or independent living program	<input type="checkbox"/>	<input type="checkbox"/>
At a group home such as halfway house or residential program for mental health or substance abuse	<input type="checkbox"/>	<input type="checkbox"/>
At a treatment center (such as detox, hospital, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
Outdoor location such as street, sidewalk, or alley, bus or train stop, campground or woods, park, beach, or riverbed, under bridge or overpass	<input type="checkbox"/>	<input type="checkbox"/>
In a closed area/space with a roof not meant for human habitation such as abandoned building, car or truck, van, RV, or camper, encampment or tent, or unconverted garage, attic, or basement	<input type="checkbox"/>	<input type="checkbox"/>

## Housing Security

### Notes about the instrument:

College and university student homelessness and housing security are key components to understanding student success and we are still in the process of developing collective definitions and standard measurements. To explore housing security of housed students we used a recently developed scale (Frederick, Chwalek, Hughes, Karabanow, & Kidd, 2014). This housing security scale was developed to measure common dimensions of housing security, a concept closely linked with homelessness.

To score the responses, add up the points. Each selection is assigned 1 point (Strongly Disagree = 1; Disagree=2; Not sure or Neither= 3; Agree=4; and Strongly Agree=5. Reverse score item numbers 1, 11, 12, 13. **Note:** *The adapted scale resulted in new total of 15 items.* Higher numbers are more housing stable. Lower numbers are less housing stable. Considerations for further analysis can be found in the journal article (Frederick, Chwalek, Hughes, Karabanow, & Kidd, 2014).

Please choose how strongly you agree or disagree with the following statements:

	Strongly Disagree	Disagree	Not Sure/ Neither	Agree	Strongly Agree
My current accommodation is only temporary even if I wanted to stay.	<input type="checkbox"/>				
I get along with the people I live with. My housemates are reliable when it comes to obeying the landlord's rules and paying their rent on time (choose strongly agree if you live alone).	<input type="checkbox"/>				
Where I live has subsidies, workers, or specific policies that help me to maintain my housing.	<input type="checkbox"/>				
In the last 6 months I have had a history of maintaining my accommodation.	<input type="checkbox"/>				
In the last 6 months I have not been evicted (includes moves as long as there was no period of couch surfing or homelessness).	<input type="checkbox"/>				
I am settled in my place and know what to expect about living here (for example, consideration of roommates and neighbors, rules, landlord, etc.).	<input type="checkbox"/>				
I follow my landlord's rules (for example, not smoking, not doing drugs, not being noisy, no pets, etc.).	<input type="checkbox"/>				
I feel confident about my ability to pay my rent on time.	<input type="checkbox"/>				
I am working or enrolled in classes and I have been showing up on time.	<input type="checkbox"/>				
Drugs and alcohol are a source of conflict in my personal relationships.	<input type="checkbox"/>				
Drugs or alcohol interfere with my ability to fulfill my responsibilities or to work towards personal goals.	<input type="checkbox"/>				
I have legal troubles that may interfere with my ability to adequately maintain my housing or fulfill my personal responsibilities over the next 6 months.	<input type="checkbox"/>				
I am satisfied with my current housing.	<input type="checkbox"/>				
Overall my life feels stable to me.	<input type="checkbox"/>				

How many moves have you made in the past year?

# Supports

**Notes about the instrument:**

To learn more about supports and resources students' access on- and off-campus, students were asked about usage patterns. Students were also asked about why they may not be engaging in services, this was to learn about barriers to resource and support access from students' perspectives.

Do you use any of the following CAMPUS-based resources? Mark all that apply.

	Never heard of it/ not offered at my campus	Heard of it, but never used it	Used it in the past	Currently use it
Food pantry (somewhere on campus to get free food)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Campus community gardens	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CalFresh application assistance ("food stamps"/EBT)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EBT at a market on campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Campus emergency housing services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student psychological counseling Center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student health center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you do not use any of these resources, please indicate why? Mark all that apply

1. I am not eligible for the programs
2. I have not heard of the programs
3. I do not need assistance
4. I do not have time to access these resources
5. I do not know how to access these resources
6. I do not believe in using social services
7. It is embarrassing to have to use these resources
8. I do not have transportation
9. I already use one or more of the above programs
10. Other

Do you use any of the following public benefits or OFF-CAMPUS community resources?

	Never heard of it/ not offered at my campus	Heard of it, but never used it	Used it in the past	Currently use it
CalFresh (“food stamps”/EBT)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Off campus food pantry/food bank	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Off campus community garden	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emergency meal program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Homeless shelter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transitional living	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Subsidized housing, (ie. HUD/ Housing Choice Voucher formerly known as Section 8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CalWorks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WIC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TANF	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SSI	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SSDI	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Medicaid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Child care assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unemployment insurance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utility assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Earned Income Tax Credit (EITC)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Veteran’s Benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you do not use any of these resources, please indicate why? Mark all that apply.

1. I am not eligible for the programs
2. I have not heard of the programs
3. I do not need assistance
4. I do not have time to access these resources
5. I do not know how to access these resources
6. I do not believe in using social services
7. It is embarrassing to have to use social services
8. I do not have transportation
9. I already use one or more of the above programs
10. Other \_\_\_\_\_

Which of the following forms of financial aid do you receive?

	Yes	No	I do not know
Loans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pell Grant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cal Grant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chaffee Grant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other grants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scholarships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GI Bill or other veterans benefit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CSU Application Fee Waiver	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I do not receive any of these forms of financial aid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

After qualifying for work study, were you able to secure a work study position?

1. Yes
2. No
3. Didn't qualify for work study
4. Don't know

Do you have to take out credit card debt to cover the cost of academic or living expenses?

1. Yes
2. No

While enrolled in college, do you help to financially support your siblings or parents?

1. Yes
2. No

# Health

**Notes about the instrument:**

To measure general health, we used the CORE Healthy Days Measures recommended by the U.S. Department of Health and Human Services (2000). Recommendations and considerations for analysis are included in the report found at: [https://www.cdc.gov/hrqol/hrqol14\\_measure.htm](https://www.cdc.gov/hrqol/hrqol14_measure.htm).

Would you say that in general, your health is:

1. Excellent
2. Very Good
3. Good
4. Fair
5. Poor

What is your primary source of health insurance?

1. My college/university sponsored plan
2. My parents' plan
3. An individual plan I have through my employer
4. An individual plan I purchase on my own
5. Another plan
6. I don't have health insurance
7. I am not sure if I have health insurance

Now thinking about your physical health, which includes physical illness and injury, for how many days during the past 30 days was your physical health not good?

Now thinking about your mental health, which includes stress, depression, and problems with emotions, for how many days during the past 30 days was your mental health not good?

During the past 30 days, for about how many days did poor physical or mental health keep you from doing your usual activities, such as self-care, work, school, or recreation?

## Mental Health

### Notes about the instrument:

The College Students Presenting Problems Scale was selected for use to determine the nature of students' psychological concerns in relationship to their level of housing and food security. The measure has been validated as a baseline measure in college student populations (Erdur-Baker, Aberson, Barrow, & Draper, 2006). Recommendations and considerations for analysis are included in the article. Below is a list of circumstances that students sometimes face. Carefully read each one. For each, mark the response indicating your current level of distress.

	Not at All	A Little Bit	Moderately	Quite a Bit	Extremely
Academics/school work/grades	<input type="checkbox"/>				
Anxiety, fear, worries, nervousness	<input type="checkbox"/>				
Breakup, loss of a relationship	<input type="checkbox"/>				
Concentration	<input type="checkbox"/>				
Decisions about career/majors	<input type="checkbox"/>				
Depression	<input type="checkbox"/>				
Finances	<input type="checkbox"/>				
Irritability, anger, hostility	<input type="checkbox"/>				
Physical health problems (ie. headaches, stomach pains, etc.)	<input type="checkbox"/>				
Procrastination/getting motivated	<input type="checkbox"/>				
Reading/ study skills problems	<input type="checkbox"/>				
Relationship with romantic partner/spouse	<input type="checkbox"/>				
Sleeping problems	<input type="checkbox"/>				
Stress management	<input type="checkbox"/>				
Suicidal feelings	<input type="checkbox"/>				
Test anxiety/ speech anxiety/ performance anxiety	<input type="checkbox"/>				
Time management	<input type="checkbox"/>				
Uncertain about future/life after college	<input type="checkbox"/>				
Fatigue	<input type="checkbox"/>				
Hopelessness	<input type="checkbox"/>				

## Focus Group/Interview Recruitment Questions

### Notes about the instrument:

Students were given the option to volunteer to participate in interviews and focus groups at the end of the survey. Of those who volunteered, participants were recruited based on responses from the survey.

Students who scored low and/or very-low food secure on the U.S. Adult Food Security Survey Module (10-item) in the last 30 days were selected for recruitment.

Students who were housing insecure as indicated by marking that they slept in one of the following places in the last 30-days or 12-months were selected for recruitment:

- a) At a shelter
- b) In a camper
- c) In transitional housing or independent living program
- d) Outdoor location such as street, sidewalk, or alley, bus or train stop, campground or woods, park, beach, or riverbed, under bridge or overpass
- e) In a closed area/space with a roof not meant for human habitation such as abandoned building, car or truck, van, RV, or camper, encampment or tent, or unconverted garage, attic, or basement
- f) Temporarily staying with a relative, friend, or couch surfing until I find other housing
- g) Temporarily at a hotel or motel without a permanent home to return to (not on vacation or business travel)
- h) At a treatment center (such as detox, hospital, etc.)
- i) At a group home such as halfway house or residential program for mental health or substance abuse

Please indicate whether we have permission to email or text you for any of the following. Check all that apply.

1. As an entrant in the drawing for \$40 gift card and to contact you if you win.
2. If you are interested in participating in an interview or focus group about your experiences with housing and/or food insecurity. You will receive a \$15 gift card.
3. If you are willing to participate in future research about your experience as a college student with food insecurity and/or housing displacement.

Please provide your email address and/or mobile phone number if we have permission to email or text you for any of the reasons you just indicated.

# Student Interview/Focus Group Protocol

## Notes about the instrument:

Student participants were recruited based on their responses to the survey instrument and their documented willingness to participate in interviews and focus groups at the end of the survey. Please note that the term “homeless” was deliberately not used in the protocol and was not mentioned unless the student utilized the label. Many people, particularly youth, who are determined homeless based on both the HUD and U. S. Department of Education definitions may not identify as homeless (Farrugia, 2011; Toolis & Hammack, 2015). Studies conducted by Terenzini, Rendon, Upcraft, Millar, Allison, Gregg, and Jalomo (1994) and Unrau (2007) were referenced in the creation of this protocol.

The interview and focus group protocol included very broad introductory questions in order to build rapport with participants. Some students were hesitant to discuss their experience initially, but quickly chose to discuss their experiences and recommendations for support once introduced to the interviewers and co-participants. Care should be taken to build rapport with and among participants. Asking about life in general, how college is going, or to describe a typical day provided a purposeful entry into the conversation. The protocol is semi-structured to be guided by participants’ responses rather than rigid guides to data collection or attempts to answer all questions.

Thank you for taking time to participate in this study to explore your experiences as students in the [college/university system]. Your participation in the survey was very helpful and we hope to learn more about your experiences.

[Principal Investigator or a research assistant will review the informed consent.]

This [interview/focus group] will take approximately 60-90 minutes. As mentioned in the informed consent, I will audio record the [interview/focus group] and will take notes as well. As we proceed, please feel free not to answer any questions.

Questions asked in this [interview/focus group] will be grouped in the following themes: your experiences as students [a student] in the [college/university system], perspectives on what things have been barriers to your success in college, and what people, supports, and services are most important for you in college. We will be expanding upon some of the themes you offered in your surveys.



Before we begin the [interview/focus group], please select a pseudonym that we will use throughout the [group/interview]. Now, please indicate your chosen pseudonym on your name cards. All group members should use these pseudonyms throughout the focus group.

## BACKGROUND QUESTIONS

- Please tell me a little about your life right now.
- Please describe your college experience.
  - What led to becoming a student at [your college/university]? How did you choose this school?
  - How long have you been attending [your college/university]?
  - Did you attend school uninterrupted? If not, why were there breaks in attendance of school (between high school and college or during college)?

## FOOD AND HOUSING

- Where have you been living during your college/university experience? How long did you live there? How often did you move?
- Please describe your access to food.
  - Prompts if response is limited
  - Did you have a meal plan (if living on campus)?
  - How are you finding the food you need every day?
- How are you making ends meet?

## SUPPORT

- What has helped you succeed in college?
  - Prompts if response is limited
  - Before you enrolled in college, what programs were you aware of that could assist in your endeavor to obtain an education? Who made you aware of the programs?
    - ♦ How did you utilize these programs?
  - What other resources or opportunities assisted you in staying in college?
    - ♦ Prompt: university programs, financial aid, academic advising, EOPS, food and housing security services, other assistance?
    - ♦ As mentioned by the students: Given you that you live (in shelter, with friends, etc), are there supports that have been particularly helpful?
    - ♦ As mentioned by the students: Given your experiences with access to food, are there supports that have been particularly helpful (food pantry, swipe/free meal program, SNAP/CalFresh enrollment, friends, etc.)?
- Who are the most important people in your life? Why?
  - What relationships or connections to people did you have that assisted you in staying in college?
    - ♦ Define roles—family member, teacher, mentor, faculty, college staff, etc.
    - ♦ How often do you see them?
- Do you know people who've left school?
  - Why do you think you've succeeded in college and others have not?
    - ♦ Was it luck? Stubbornness? Involved in extracurricular activities? Support from particular offices on campus? Engagement with faculty? Family support?

## BARRIERS

- What are things that have kept you from succeeding in college? What obstacles have you faced?
  - o Prompt: personal, institutional, financial, academic advising, other assistance?
    - ♦ Given you that you live (in shelter, with friends, etc), are there ways that these obstacles have been particularly difficult?
    - ♦ Given your experiences with access to food, are there supports that have been particularly helpful?
  - o How did you overcome these challenges?
  - o How does where you're staying impact your college experience?

## IDEAS OR SUGGESTIONS ON HOW TO IMPROVE THE COLLEGE EXPERIENCE

- What advice would you offer other students who are (experiencing similar challenges as you are) who are entering the university experience?
- What could others do to help you or other students living with similar circumstances to best handle college?
  - o Prompt: student services (financial aid, academic advising, EOPS, etc.), faculty, professors, the institution
- If you could speak to [president of the university, chancellor of the university system], what are two things your campus could do tomorrow to make your life easier as a college student?
- Is there anything else that you want to tell me about your experiences of being in college?
- Is there anything that we didn't talk about that we should talk about?

Thank you for your time.

For non-research related questions, please contact:  
Denise Bevly, DrPH  
Director of Student Wellness and Basic Needs Initiatives  
The California State University, Office of the Chancellor  
(562) 951- 4807 / dbevly@calstate.edu

# Acknowledgements

This study was funded by CSU Office of the Chancellor and specifically requested by Chancellor Timothy White. It is with his leadership that this research is possible.

Special acknowledgements for providing important guidance on the development of these instruments:

- Christopher Aberson, Humboldt State University, Department of Psychology
- Jessica Bartholow, Western Center for Law and Poverty
- Stephanie Bianco, CSU, Chico, Center for Healthy Communities
- Kristina Bollman, California State University, Humboldt, California Center for Rural Policy
- Ruth Chambers, California State University, Long Beach
- Alisha Coleman-Jensen, USDA Economic Research Service
- Jessica Lynn Darin, California Polytechnic State University, San Luis Obispo
- Barbara Duffield, Schoolhouse Connection
- David Dowell, California State University, Long Beach
- Shirley Fan-Chan, National Association for the Education of Children and Youth
- Stephen Fleischer, California State University, Los Angeles
- Ramon Flores, Los Angeles Homeless Services Authority
- Tyler J. Frederick, Toronto Centre for Addiction and Mental Health
- Ronald E. Hallett, University of the Pacific
- Don Haviland, California State University, Long Beach
- Sabrina Sanders, California State University Office of the Chancellor
- Shahera Hyatt, California Homeless Youth Project
- Simon Kim, California State University, Long Beach
- Cyekeia Lee, The Learning Network of Greater Kalamazoo
- Marc Nord, USDA Economic Research Service
- Marissa O'Neill, Humboldt State University, Department of Social Work
- Mathew Rabbitt, USDA Economic Research Service
- Juhyun Sakota, Los Angeles Homeless Services Authority
- Heidi Linn Smith, Trident University
- Naomi Stamper, CSU, Chico, Center for Healthy Communities
- Elisabeth Young, Los Angeles Homeless Services Authority
- Kristina Bollmann, Humboldt State University, Graphic Design & Layout

## Study Advisory Committee

Jessica Bartholow, Policy Advocate, Western Center for Law and Poverty; Charles W. Conn, Associate Director, Financial Aid, California State University, Long Beach; Stephen Fleischer, Executive Director, University-Student Union, California State University, Los Angeles; Virginia Gray, Assistant Professor, Nutrition and Dietetics, Department of Family and Consumer Sciences, California State University, Long Beach; Shahera Hyatt, Director, California Homeless Youth Project; Jeff Klaus, Associate Vice President and Dean of Students, California State University, Long Beach; Cyekeia Lee, Director, The Learning Network of Greater Kalamazoo; Connie Stewart, Executive Director, California Center for Rural Policy, Humboldt State University

**Most importantly, thank you to the many students who shared their experience and wisdom with us to help develop the study.**

## References

- Ausikaitis, A. E., Wynne, M. E., Persaud, S., Pitt, R., Hosek, A., Reker, K., Turner, C., Flores, S. & Flores, S. (2015). Staying in school: The efficacy of the McKinney-Vento Act for homeless youth. *Youth & Society*, 47, 707-726. doi:10.1177/0044118X14564138
- Broton, K., & Goldrick-Rab, S. (2016). The dark side of college (un)affordability: Food and Housing Insecurity in Higher Education. *Change: The Magazine of Higher Learning*, 48(1), 16-25. doi: 10.1080/00091383.2016.1121081
- CoC Homeless Populations and Subpopulations Reports. (2016). HUD Exchange: Resources and assistance to support HUD's community partners. Retrieved from, <https://www.hudexchange.info/programs/coc/coc-homeless-populations-and-subpopulations-reports/>
- Crutchfield, R. (2016). *Serving Displaced and Food Insecure Students in the CSU*. Retrieved from CSU Office of the Chancellor: <https://www2.calstate.edu/impact-of-the-csu/student-success/basic-needs-initiative/Pages/default.aspx>
- Crutchfield, R. M., Chambers, R. M., & Duffield, B. (2016). Jumping through the hoops to get financial aid for college students who are homeless: Policy analysis of the College Cost Reduction and Access Act of 2007. *Families in Society: The Journal of Contemporary Social Services*, 93(3), 191-199.
- Dubick, J., Mathews, B., & Cady, C. (2017). *Hunger on Campus*. College and University Food Bank Alliance. Retrieved from, <http://wihopelab.com/publications/Hungry-and-Homeless-in-College-Report.pdf>
- Erdur-Baker, O., Aberson, C. L., Barrow, J. C., Draper, M. R. (2006). Nature and Severity of College Students' Psychological Concerns: A Comparison of Clinical and Nonclinical National Samples. *Professional Psychology: Research and Practice*. 37, 3, 317–323 DOI: 10.1037/0735-7028.37.3.317
- Farrugia, D. (2011). Youth homelessness and individualised subjectivity. *Journal of Youth Studies*, 14, 761-775. doi:10.1080/13676261.2011.605438
- Frederick, T. J., Chwalek, M., Hughes, J., Karabanow, J., & Kidd, S. (2014). How stable is stable? Defining and measuring housing stability. *Journal of Community Psychology*, 42, 964-979. doi:10.1002/jcop.21665
- Goldrick-Rab, S. (2016). *Paying the price: College costs and the betrayal of the American dream*. Chicago, IL: University of Chicago Press.
- Goldrick-Rab, S., Richardson, J., & Hernandez, A. (2017). *Hungry and homeless in college: Results from a national study of basic needs insecurity in higher education*. Wisconsin HOPE Lab. <http://wihopelab.com/publications/hungry-and-homeless-college-report.pdf>

- Mawhinney-Rhoads, L., & Stahler, G. (2006). Educational policy and reform for homeless students: An overview. *Education and Urban Society*, 38, 288-306. doi: 10.1177/0013124506286943
- National Association for the Education of Homeless Children and Youth. (2014). *Financial aid for unaccompanied homeless youth a survey report*. Retrieved from <http://www.naehcy.org/sites/default/files/dl/fafsa-survey-report.pdf>
- Martinez, S. M., Maynard, K., & Ritchie, L. D. (2016). *Student Food Access and Security Study*. Retrieved from UC Global Food Initiative.: <http://regents.universityofcalifornia.edu/regmeet/july16/e1attach.pdf>
- Terenzini, P., Rendon, L., Upcraft, M. L., Millar, S., Allison, K., Gregg, P., & Jalomo, R. (1994). The transition to college: Diverse students, diverse stories. *Research in Higher Education*, 35(1), 57-73.
- Tierney, W. G., Gupton, J. T., & Hallett, R. E., (2008). *Transitions to adulthood for homeless adolescents: Education and public policy*. Los Angeles, CA: Center for Higher Education Policy Analysis, University of Southern California.
- Tierney, W. G. & Hallett, R. E. (2012). Social capital and homeless youth: Influence of residential instability on college access. *Metropolitan Universities*, 22(3), 46-62.
- Toolis, E. E., & Hammack, P. L. (2015). The lived experience of homeless youth: A narrative approach. *Qualitative Psychology*, 2, 50-68. doi:10.1037/qup0000019
- Unrau, Y.A. (2007) Research on placement moves: Seeking the perspective of foster children. *Children and Youth Services Review*, 29, 122-137.
- U.S. Census Bureau and U.S. Office of Management and Budgets. (2014). *Race and Ethnicity in the 2020 Census: Improving Data to Capture a Multiethnic America*. Retrieved from, <http://civilrightsdocs.info/pdf/reports/Census-Report-2014-WEB.pdf>
- U.S. Department of Health and Human Services. (2000). *Measuring Healthy Days Population Assessment of Health-Related Quality of Life*. Retrieved from [Centers for Disease Control and Prevention: https://www.cdc.gov/hrqol/hrqol14\\_measure.htm#1](https://www.cdc.gov/hrqol/hrqol14_measure.htm#1)
- USDA, Economic Research Service. (2012). *Adult Food Security Survey Module (10-item)*. Retrieved from <https://www.ers.usda.gov/topics/food-nutrition-assistance/food-security-in-the-us/survey-tools/#adult>
- USDA, Economic Research Service. (2000). *Guide to Implementing the Core Food Security Module*. Retrieved from <https://www.ers.usda.gov/topics/food-nutrition-assistance/food-security-in-the-us/survey-tools/#guide>
- U.S. Surveillance (GenUJSS). (2014). *Best Practices for Asking Questions to Identify Transgender and Other Gender Minority Respondents on Population-Based Surveys*. Retrieved from The Williams Institute, UCLA School of Law: <https://williamsinstitute.law.ucla.edu/research/census-lgbt-demographics-studies/geniuss-report-sept-2014>

# Appendices

## Appendix A

### Phase 1: CSU System-wide Food and Housing Security Staff, Faculty, and Administrator Survey Instrument

Please select the student service or academic service area that best describes where you work on campus. Select all that apply.

1. Educational Opportunity Program (EOP)
2. TRIO
3. Foster and former foster student program (Guardian Scholars, Renaissance Scholars, Elite Scholars, etc.)
4. Program to support student food security
5. Program to support student housing security
6. Housing and/or Residential Life
7. Financial aid
8. Faculty
9. AVP of Student Services or Dean of Student Services
10. Counseling and psychological services
11. Health services (physical and medical)
12. Services for students with disabilities
13. Center that supports cultural and/or affinity groups
14. Veterans services
15. Other service area: \_\_\_\_\_

Select the option that best describes your current professional role.

1. Full time or part time professional staff
2. Full time or part time faculty
3. Campus administrator

Which of the following living situations would you consider to be homeless? Select all that apply.

1. Living temporarily (“couch-surfing”) with friends, relatives, or other people because their parents asked them to leave
2. Living temporarily (“couch-surfing”) with friends, relative, or other people because they left home voluntarily
3. Living in a shelter
4. Living in transitional housing or participating in an independent living program where youth can stay for an extended period but are subject to strict rules
5. Living in a motel/hotel room
6. Living in a camper or large sleep vehicle
7. Living in a car, tent, park, abandoned building, or other public space
8. None of the above

Which of the following situations would you consider to be **food insecure**? Select all that apply.

1. Having anxiety about food sufficiency or shortage with little or no indication of food intake change
2. Reduced quality, variety, or desirability of diet with little or no indication of reduced food intake
3. Reports of multiple indications of disrupted eating patterns and reduced food intake
4. None of the above

Please use the slide bar below to respond to the two questions below:

\_\_\_\_\_ In your opinion, what percentage of students are **homeless** at your campus?

\_\_\_\_\_ In your opinion, what percentage of students are **housing insecure** at your campus?

\_\_\_\_\_ In your opinion, what percentage of students experience **food insecure** at your campus?

In your opinion, how do you think your campus identifies students who experience **housing insecurity**?  
Select all that apply.

1. Financial Aid Office
2. Counseling and Psychological Services
3. Outreach or special programs that provide assistance
4. Contact with faculty
5. Contact with staff or administrators
6. I am not certain
7. I do not believe the campus identifies students who experience housing insecurity
8. I do not think housing insecurity is an issue for our students
9. Other \_\_\_\_\_

In your opinion, how do you think your campus identifies students who experience **food insecurity**?  
Select all that apply.

1. Financial Aid Office
2. Counseling and Psychological Services
3. Outreach or special programs that provide assistance
4. Contact with faculty
5. Contact with staff or administrators
6. I am not certain
7. I do not believe the campus identifies students who experience food insecurity
8. I do not think food insecurity is an issue for our students
9. Other \_\_\_\_\_

Does your campus track the retention and graduation rates of students who are experiencing housing insecurity?

1. Yes
2. No
3. I don't know

Does your campus track the retention and graduation rates of student who are experiencing food insecurity?

1. Yes
2. No
3. I don't know

Do you refer students you identify as experiencing **housing insecurity** to support services?

1. Yes
2. No
3. I have never identified a student experiencing housing insecurity

Is making referrals to support services for students you identify as experiencing **housing insecurity** a part of your formal role or job description?

1. Yes
2. No

Do you refer students you identify as experiencing **food insecurity** to support services?

1. Yes
2. No
3. I have never identified a student experiencing food insecurity

Is making referrals to support services for students you identify as experiencing **food insecurity** a part of your formal role or job description?

1. Yes
2. No

Please select the statement that best describes your knowledge of on campus or off campus resources available to students who experience **housing insecurity**?

1. I think I could use more information about resources available for this student population
2. I have adequate knowledge of resources for this student population, but do not feel confident that I can make appropriate referrals to services
3. I have adequate knowledge of resources for this student population, and I am confident that I can make appropriate referrals to services
4. I have substantial knowledge of resources for this student population, and I am confident that I can make appropriate referrals to services
5. I have substantial knowledge of resources for this student population, and I regularly make appropriate referrals through contact with this student population
6. This is not an issue on this campus, so I do not need substantial knowledge of resources for this student population

Please select the statement that best describes your knowledge of on campus or off campus resources available to students who experience **food insecurity**?

1. I think I could use more information about resources available for this student population
2. I have adequate knowledge of resources for this student population, but do not feel confident that I can make appropriate referrals to services
3. I have adequate knowledge of resources for this student population, and I am confident that I can make appropriate referrals to services
4. I have substantial knowledge of resources for this student population, and I am confident that I can make appropriate referrals to services
5. I have substantial knowledge of resources for this student population, and I regularly make appropriate referrals through contact with this student population
6. This is not an issue on this campus, so I do not need substantial knowledge of resources for this student population

How would you determine if a student is experiencing housing insecurity or homelessness? Select all that apply.

1. Financial aid application
2. Meeting with students to make a determination based on their description of the circumstances
3. Request a letter from K - 12 homeless liaison
4. Request a letter from homeless shelter staff
5. Professional Judgment Appeal
6. Other \_\_\_\_\_
7. Not applicable to my current job responsibilities

	On campus	Off campus	Both on campus and off campus
Specific program for students that experience food insecurity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specific program for students that experience housing insecurity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Foster youth program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Food pantry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Access to emergency funding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Campus housing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transitional housing or independent living program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rent assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Donated hygiene supplies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transportation funding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mentoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mental health services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Substance use treatment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dental care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Legal services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Donated clothes or shoes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Location to shower	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Location to do laundry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career/employment training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Medical care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hygiene kits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emergency Housing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SNAP (CalFresh) enrollment services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Section 8 enrollment services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hotel vouchers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Free public transportation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Services for students with disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recovery (substance use) treatment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please list other services (either on campus or off campus) not listed above.

Are students referred to you if they are identified as experiencing food insecurity?

1. Yes
2. No

Are students referred to you if they are identified as experiencing housing insecurity?

1. Yes
2. No

What would you consider to be **the most important types of support** for students who lack basic needs, like food or housing, to support persistence and retention in college? Select up to five.

1. Supportive adult or mentor
2. Supportive friend
3. Family mediation
4. Non-traditional educational opportunities
5. Off-campus employment or other source of income
6. Campus employment
7. Tutoring/academic support
8. Enrollment assistance
9. Financial aid
10. Assistance with completion of FAFSA
11. Emergency loans
12. Emergency grants
13. Assistance applying for scholarships
14. Household budgeting guidance
15. Utility assistance
16. Medical health care
17. Mental health care
18. Clothing and hygiene supplies
19. On-campus housing
20. Off-campus housing
21. A safe place to live during the holidays and school breaks
22. Off-campus food pantry
23. On-campus food pantry
24. On-campus EBT accessibility
25. Substance use treatment
26. Child care
27. Transportation
28. Enrollment in public assistance programs (i.e., SNAP, Section 8, WIC)
29. Other \_\_\_\_\_
30. I don't know

If you encountered students who lacked basic needs, **where would you initially refer them?** Select up to three.

1. Educational Opportunity Program (EOP)
2. Foster and former foster student program (Guardian Scholars, Renaissance Scholars, Elite Scholars, etc.)
3. Specific on campus program to support student food security
4. Specific on campus program to support student housing security
5. Housing
6. Financial aid
7. AVP of Student Services or Dean of Student Services
8. Counseling and psychological services
9. Health services (physical and medical)
10. Services for students with disabilities
11. Center that supports cultural and/or affinity groups
12. Veterans services
13. Non-traditional educational opportunities
14. Off-campus employment or other source of income
15. Campus employment
16. Tutoring/academic support
17. Child care
18. Transportation
19. Other \_\_\_\_\_
20. I don't know

Which of the following services does your campus **need more of** to meet the needs of students who lack basic needs like food or housing? Select up to five services that are most urgently needed.

1. Supportive adult or mentor
2. Supportive friend
3. Family mediation
4. Non-traditional educational opportunities
5. Off-campus employment or other source of income
6. Campus employment
7. Tutoring/academic support
8. Enrollment assistance
9. Financial aid
10. Assistance with completion of FAFSA
11. Emergency loans
12. Emergency grants
13. Assistance applying for scholarships
14. Household budgeting guidance
15. Utility assistance
16. Medical health care
17. Mental health care
18. Clothing and hygiene supplies
19. On-campus housing
20. Off-campus housing
21. A safe place to live during the holidays and school breaks
22. Off-campus food pantry
23. On-campus food pantry
24. On-campus EBT accessibility
25. Substance use treatment
26. Child care
27. Transportation
28. Enrollment in public assistance programs (i.e., SNAP, Section 8, WIC)
29. Other \_\_\_\_\_
30. I don't know

What do you think are the **five greatest barriers in accessing on campus services** for students who lack basic needs, like food or housing? Select up to five responses.

1. There are not enough services available on campus
2. There are not enough services available off campus
3. Students cannot access services without the consent, permission or notification of a parent or guardian
4. Eligibility for services is prohibitive (i.e. due to enrollment unit load or financial aid classification)
5. Lack of transportation
6. Students do not know about available services
7. Students do not want services
8. Services provided are not “student friendly”
9. Students do not seek services due to fear of police involvement
10. Student do not seek services due to CPS involvement
11. Students cannot access the documentation needed to access services
12. Students are too old to qualify for services
13. Staff and/or faculty lack knowledge about this population
14. Lack of identification method for this student population
15. Other \_\_\_\_\_

In your opinion, is there a specific law, policy, or practice on campus that prevents students with housing insecurity or food insecurity from accessing services?

What else would you like us to know about students who experience housing or food insecurity on your campus?

Please select your campus from the list below.

1. Bakersfield
2. Channel Islands
3. Chico
4. Dominguez Hills
5. East Bay
6. Fresno
7. Fullerton
8. Humboldt
9. Long Beach
10. Los Angeles
11. California Maritime Academy
12. Monterey Bay
13. Northridge
14. Pomona
15. Sacramento
16. San Bernardino
17. San Diego
18. San Francisco
19. San Jose
20. San Luis Obispo
21. San Marcos
22. Sonoma
23. Stanislaus

Are you willing to participate in a focus group to discuss your professional experiences working with students who experience housing insecurity or food insecurity?

1. Yes
2. No
3. Skip question

If you are willing to participate in a focus group to discuss your professional experiences working with students who experience housing insecurity or food insecurity? Yes Is Selected

Thank you, please click [HERE](#) and enter your email address. We will contact you about participation in a focus group.

Thank you for taking the time to complete this survey, we appreciate it! If you would like to participate in any programs or projects that are a result of this study, or if you would like to be contacted about ideas to help student who experience housing insecurity or food insecurity, please send an email to: [insert contact]

# Appendix B

## Staff, Faculty, and Administrator Interview Protocol

Thank you for taking time to participate in this study to explore the experiences of students who experience housing insecurity and food insecurity in the CSU system.

This interview will take approximately 30-40 minutes. I will audio record the interview through the conference call application on my computer and will take notes as well. As we proceed, please feel free not to answer any questions. Your participation is voluntary and pseudonyms will be used.

Questions asked in this interview will be grouped in the following themes: your professional role on campus as it relates to these students, perspectives on the issue of housing insecurity and food insecurity on the campus, and services that are provided for this student population campus wide.

Before we begin the interview, please select a pseudonym that we will use throughout the course of your participation in this study. Now, please indicate your chosen pseudonym.

### **Background Questions**

- What is your role at this institution?
  - In what ways do you provide student services as part of your job function?
- How long have you served this institution in this role?

### **Perception of the Population**

- How do you define homelessness for students? How about housing insecurity? How about food insecurity?
- In what ways have you observed housing insecurity in the student population?
- In what ways have you observed food insecurity in the student population?

### **Perception of Services on Campus**

- What are some of the best practices that you have implemented on your campus to better serve students experiencing homeless or housing insecurity? Food insecurity?
  - How did they start? Who facilitates success? How are they funded? Evaluated?
- What are some of the barriers that you have experienced when working with students who are experiencing housing insecurity or students with food insecurities?

Please note that you will be receiving a link to an online survey that will allow us to get more information about your perceptions of and experiences with housing insecurity and food insecurity for students on your campus. The survey should take about 20 minutes. Due to the time sensitive nature of the study, please complete the survey [insert deadline].

There may be a time in which participants will be given the opportunity to participate in focus groups to discuss their experiences with housing insecurity and food insecurity. Would you be willing to participate in a focus group? If so, you will be contacted at a later date.

## SNOWBALL SAMPLE QUESTION

- Do you know of anyone else who might be interested in participating in this study?
- Would you be willing to contact them and ask permission to give me their email address and telephone number so that I may contact them and give them more information?
- If you have questions about this study you can call or email.
- Thank you for your time.

# Appendix C

## Staff, Faculty, and Administrator Focus Group Protocol

Thank you for taking time to participate in this study to explore the experiences of students who experience housing insecurity and food insecurity in the CSU system. Your participation in the phone interview and survey provided a great contribution to the study.

This focus group will take approximately 60-90 minutes. I will audio record the focus group and will take notes as well. As we proceed, please feel free not to answer any questions. Your participation is voluntary and pseudonyms will be used.

Questions will be grouped in the following themes: your professional role on campus as it relates to these students, your perspectives on the issue of housing insecurity and food insecurity on the campus, and your work individually and collectively that provides for this student population campus wide. We will be expanding upon some of the themes you offered in your phone interviews.

Before we begin the focus group, please select a pseudonym that we will use throughout the course of the focus group. Now, please indicate your chosen pseudonym on your name cards. All group members should use these pseudonyms throughout the focus group.

What do you think the perception is of housing and food insecurity for students on your campus?

How are you identifying students who have housing insecurity or students with food insecurities on your campus?

- What are the most beneficial effects of this identification process? Are there ways in which this could be improved?
  - o [Prompt: What have been your experiences in supporting students who are identified]

Some of the resources and supports that you described in your interviews are: [data from interview].

- Are there other services that you can think of that weren't mentioned? Off campus resources that were not listed?
  - o How did they start? Who facilitates success? How are they funded? Evaluated?
- What partnerships have you developed on campus that support your work with students who are experiencing housing and food insecurity?
  - o Prompts for financial aid administrators:
    - ♦ Are there collaborations with financial aid? \*When a homeless student is between the ages of 22-23, and no longer considered to be an unaccompanied homeless youth how does your office work with the student to complete the Financial Aid process? (See note). What documentation do you request for a Professional Judgment Appeal? What other professionals do you work with if any to make a determination?
    - ♦ How does your office go about making subsequent year determinations of a student's unaccompanied homeless youth status?
    - ♦ What documentation do you request to confirm a student's status as food or housing insecure when determining eligibility for campus services?
    - ♦ Do there appear to be documentation challenges for students who have claimed determinations of unaccompanied, homeless, or food insecure status?

- ♦ Are students referred to support services once identified?
- ♦ In what ways do other staff, faculty, or administrators support your work?
- o Are there collaborations with housing? Are there links or barriers to housing for these student populations in campus housing?
  - ♦ What off campus partnerships have you developed to better assist these students?

### **Barriers**

- What are some of the barriers that you have experienced when working with students who experience food and housing insecurity?
- What are some of the best practices that you have implemented on your campus to better serve students?
- What gaps in services do you observe?

### **Evaluation and Further Training**

- Do you track the retention or graduation rates of housing and/or food insecure students on your campus?
- Have you ever worked with the State Coordinator for Homeless Children and Youth, or a school district McKinney-Vento Liaison to find out more about this population of students? What have your experiences been like?
- What resources do you need to better assist you with providing support for students who are food or housing insecure? Making determinations of unaccompanied homeless youth status? Trainings, briefs, presentation?

Is there anything else that you want to tell us about your experiences with students who experience housing and food insecurity?

Is there anything that we didn't talk about that we should talk about?

# Appendix D

## Phase 2

### CSU System-wide Food and Housing Security Student Survey Instrument

#### Demographics

How old are you (in years)?

What is your marital status?

1. Single
2. Living with a partner
3. Married
4. Divorced
5. Separated

#### Gender identity

##### Assigned sex at birth

What sex were you assigned at birth, on your original birth certificate? (check one)

1. Male
2. Female
3. Intersex

##### Current gender identity

How do you describe yourself? (Check one)

1. Male
2. Female
3. Transgender
4. Do not identify as female, male, or transgender

What is the highest level of education achieved by your parents/guardians (for example, if your mother and father both raised you, and your mother has the highest level of education, then indicate her highest level of education)?

1. Less than high school
2. High school
3. Some college
4. Associate's degree
5. Bachelor's degree
6. Graduate degree

## Race and ethnicity

How would you describe your race? Select all that apply.

1. American Indian or Alaska Native
2. Asian
3. Black or African American
4. Native Hawaiian or Other Pacific Islander
5. White
6. Other
7. Prefer not to answer

How would you describe your ethnicity?

1. Hispanic or Latino or Spanish Origin
2. Not Hispanic or Latino or Spanish Origin
3. Prefer not to answer

The following questions apply to your household.

Note: A household is determined by the number of people you purchase and prepare food with. This may or may not include your roommates.

For example: if you have 2 roommates but you do not purchase and prepare your food with them equally you would be a household of 1. Or, in rare occasions if you and your roommates always purchase all of your food equally, then you would be a household of 3.

How many people are in your household?

1. 1
2. 2
3. 3
4. 4
5. 5
6. 6
7. More than 6
8. Prefer not to answer

How much is your household's gross monthly income (before taxes and not including financial aid)?

Note: Monthly income is money earned from jobs, paid internships or money given to you from others (like parents). Please do NOT include financial aid.

Remember, if you have a household of more than 1, you must include everyone's gross income (use your best guess).

1. Less than \$500 per month
2. \$501 - \$1,962 per month
3. \$1,963 - \$2,656 per month
4. \$2,657 - \$3,350 per month
5. \$3,351 - \$4,042 per month
6. \$4,043 - \$4,736 per month
7. \$4,737 - \$5,430 per month
8. More than \$5,431 per month
9. Prefer not to answer

## Student status

Are you currently:

1. Part-time (less than 12 units if undergraduate student and less than 8 units if graduate student)
2. Full-time (12 or more units if undergraduate student and 8 or more units if graduate student)
3. I graduated last year and I am no longer enrolled
4. I am not currently enrolled

Estimate your class standing by units completed (do not include units from this semester/quarter):

1. Freshman (0-29 semester units/0-44.9 quarter units)
2. Sophomore (30-59 semester units/45-89.9 quarter units)
3. Junior (60-89 semester units/90-134.9 quarter units)
4. Senior (90+ semester units/135+ quarter units)
5. Graduate program year 1
6. Graduate program year 2+
7. None of these apply

Are you any of the following? (Mark all that apply)

1. Transfer student
2. Student with disabilities
3. First generation (First Gen) college student (your parents and grandparents did not attend college)
4. Current or former foster youth/child
5. International student
6. Out-of-state student
7. EOP (educational opportunity program) student
8. ESL (English as a second language) student
9. Veteran
10. Active duty military personnel
11. U.S. Citizen
12. DREAM student
13. DACA student
14. Student athlete
15. Prefer not to answer

If you are enrolled in at least 6 units, then please mark all that apply:

1. Approved for work study (mark this even if you do not have to have a work study job)
2. Participate in CalWorks
3. Responsible for a dependent household member under the age of 6
4. Responsible for a dependent household member between the age of 6 and 12 with no adequate childcare
5. A single parent of a dependent household member under the age of 12 AND enrolled full time (12 units)
6. Participate in the Job Training Partnership Act (JTPA) or a Food Stamp Employment or Training Program (FSET)
7. I am over 49 years old
8. Enrolled in less than 5 units
9. None of these answers apply to me

Estimate your overall CSU GPA.

# Food Security

This question was used to determine the “food household” as defined by federal SNAP and provided a logic jump to either the household or individual version of the U.S. Adult Food Security Survey Module (10-item):

Do you share most of your meals with people living in your household (i.e., family members/roommates) or manage your own food arrangements?

1. Share meals [logic jump to household module]
2. Manage my own meals [logic jump to individual module]

## Household Module

For the following statements, please state whether they were often true, sometimes true, or never true for your household in the last 30 days.

“We worried whether our food would run out before we got money to buy more.” That was often true, sometimes true, or never true for your household in the last 30 days?

1. Often true
2. Sometimes true
3. Never true
4. Don’t know

“The food that we bought just didn’t last, and we didn’t have money to get more.” That was often, sometimes, or never true for our household in the last 30 days?

1. Often true
2. Sometimes true
3. Never true
4. Don’t know

“I couldn’t eat balanced meals because we couldn’t afford it.” That was often, sometimes, or never true for our household in the last 30 days?

1. Often true
2. Sometimes true
3. Never true
4. Don’t know

Read the following three statements that people have made about their eating situations in the last 30 days. Please answer yes, no, or don’t know.

“In the last 30 days, did you or other adults in your household ever cut the size of your meals or skip meals because there wasn’t enough money for food?”

1. Yes
2. No
3. Don’t know

If yes, then “how many days did this happen?”

“In the last 30 days, did you or other adults in your household ever eat less than you felt you should because there wasn’t enough money for food?”

1. Yes
2. No
3. Don’t know

“In the last 30 days, were you or other adults in your household ever hungry but didn’t eat because there wasn’t enough money for food?”

1. Yes
2. No
3. Don’t know

“In the last 30 days, did you or other adults in your household lose weight because there wasn’t enough money for food?”

1. Yes
2. No
3. Don’t know

In the last 30 days, did you or other adults in your household ever not eat for a whole day because there wasn’t enough money for food?

1. Yes
2. No
3. Don’t know

If yes, then “how many days did this happen?”

## Individual Module

For the following statements, please state whether they were often true, sometimes true, or never true for you in the last 30 days.

“I worried whether my food would run out before I got money to buy more.” Was that often true, sometimes true, or never true for you in the last 30 days?

1. Often true
2. Sometimes true
3. Never true
4. Don’t know

“The food that I bought just didn’t last, and I didn’t have money to get more.” Was that often, sometimes, or never true for you in the last 30 days?

1. Often true
2. Sometimes true
3. Never true
4. Don’t know

“I couldn’t afford to eat balanced meals.” Was that often, sometimes, or never true for you in the last 30 days?

1. Often true
2. Sometimes true
3. Never true
4. Don’t know

Read the following three statements that people have made about their eating situations in the last 30 days. Please answer yes, no, or don’t know.

In the last 30 days did you ever cut the size of your meals or skip meals because there wasn’t enough money for food?

1. Yes
2. No
3. Don’t Know

If yes, how many days did this happen?

In the last 30 days, did you ever eat less than you felt you should because there wasn’t enough money for food?

1. Yes
2. No
3. Don’t know

In the last 30 days, were you ever hungry but didn’t eat because there wasn’t enough money for food?

1. Yes
2. No
3. Don’t know

In the last 30 days, did you lose weight because there wasn’t enough money for food?

1. Yes
2. No
3. Don’t know

In the last 30 days, did you ever not eat for a whole day because there wasn't enough money for food?

1. Yes
2. No
3. Don't know

If yes, how many days did this happen?

In the last 30 days, did you steal food because you were hungry and did not have enough money to purchase food?

1. Never
2. Once a week;
3. Several times a week
4. Almost everyday

Choose all that apply to this statement: I can't afford to buy groceries because...

1. I spend most of my money on beer and/or alcohol
2. I spend most of my money eating out
3. I spend most of my money on video games/electronics
4. I would rather go out with my friends
5. I don't have any extra money
6. I don't budget my money well
7. I would rather go tanning and get my hair/nails done
8. I spend my money on supplements and gym clothes
9. Paying bills is confusing
10. I can afford to buy all of the groceries I need
11. My meals are provided through a campus meal program

Other than financial reasons, why do you not eat enough food throughout the day and/or feel hungry?

1. I do not like to cook, shop or prepare balanced meals or I don't know how to cook, shop or prepare balanced meals
2. I get too busy, forget to eat or do not feel hungry
3. Dieting
4. No access to the food I want to eat
5. I eat enough food throughout the day and/or do not feel hungry
6. Other \_\_\_\_\_

If I run out of money for food, then...(choose all that apply):

1. My friends, family or roommates will give me money for groceries
2. My friends, family or roommates will feed me or take me out to eat
3. I start skipping meals
4. I go to the food pantry or other free food organization
5. I can get free food/meals from my work
6. I use my credit card (not debit card) to buy food
7. I have not run out of money for food
8. Other \_\_\_\_\_

Do you purchase a school meal plan that provides for more than 1/2 of your meals each week?

1. Yes
2. No
3. Prefer not to answer

## Homelessness

Since starting college have you ever been homeless?

1. Yes
2. No

In the last 30 days, or in the last 12 months, have you slept in any of the following places? Please check all that apply.

	In the last 30 days	In the last 12 months
Campus or university housing	<input type="checkbox"/>	<input type="checkbox"/>
Sorority/fraternity house	<input type="checkbox"/>	<input type="checkbox"/>
In a rented or owned house, mobile home, or apartment (alone or with roommates or friends)	<input type="checkbox"/>	<input type="checkbox"/>
In a rented or owned house, mobile home or apartment with my family (parent, guardian, or relative)	<input type="checkbox"/>	<input type="checkbox"/>
At a shelter	<input type="checkbox"/>	<input type="checkbox"/>
In a camper	<input type="checkbox"/>	<input type="checkbox"/>
Temporarily staying with a relative, friend, or couch surfing until I find other housing	<input type="checkbox"/>	<input type="checkbox"/>
Temporarily at a hotel or motel without a permanent home to return to (not on vacation or business travel)	<input type="checkbox"/>	<input type="checkbox"/>
In transitional housing or independent living program	<input type="checkbox"/>	<input type="checkbox"/>
At a group home such as halfway house or residential program for mental health or substance abuse	<input type="checkbox"/>	<input type="checkbox"/>
At a treatment center (such as detox, hospital, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
Outdoor location such as street, sidewalk, or alley, bus or train stop, campground or woods, park, beach, or riverbed, under bridge or overpass	<input type="checkbox"/>	<input type="checkbox"/>
In a closed area/space with a roof not meant for human habitation such as abandoned building, car or truck, van, RV, or camper, encampment or tent, or unconverted garage, attic, or basement	<input type="checkbox"/>	<input type="checkbox"/>

## Housing Security

	Strongly Disagree	Disagree	Not Sure/ Neither	Agree	Strongly Agree
My current accommodation is only temporary even if I wanted to stay.	<input type="checkbox"/>				
I get along with the people I live with. My housemates are reliable when it comes to obeying the landlord's rules and paying their rent on time (choose strongly agree if you live alone).	<input type="checkbox"/>				
Where I live has subsidies, workers, or specific policies that help me to maintain my housing.	<input type="checkbox"/>				
In the last 6 months I have had a history of maintaining my accommodation.	<input type="checkbox"/>				
In the last 6 months I have not been evicted (includes moves as long as there was no period of couch surfing or homelessness).	<input type="checkbox"/>				
I am settled in my place and know what to expect about living here (for example, consideration of roommates and neighbors, rules, landlord, etc.).	<input type="checkbox"/>				
I follow my landlord's rules (for example, not smoking, not doing drugs, not being noisy, no pets, etc.).	<input type="checkbox"/>				
I feel confident about my ability to pay my rent on time.	<input type="checkbox"/>				
I am working or enrolled in classes and I have been showing up on time.	<input type="checkbox"/>				
Drugs and alcohol are a source of conflict in my personal relationships.	<input type="checkbox"/>				
Drugs or alcohol interfere with my ability to fulfill my responsibilities or to work towards personal goals.	<input type="checkbox"/>				
I have legal troubles that may interfere with my ability to adequately maintain my housing or fulfill my personal responsibilities over the next 6 months.	<input type="checkbox"/>				
I am satisfied with my current housing.	<input type="checkbox"/>				
Overall my life feels stable to me.	<input type="checkbox"/>				

How many moves have you made in the past year?

## Supports

Do you use any of the following CAMPUS-based resources? Mark all that apply.

	Never heard of it/ not offered at my campus	Heard of it, but never used it	Used it in the past	Currently use it
Food pantry (somewhere on campus to get free food)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Campus community gardens	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CalFresh application assistance (“food stamps”/EBT)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EBT at a market on campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Campus emergency housing services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student psychological counseling Center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student health center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you do not use any of these resources, please indicate why? Mark all that apply

1. I am not eligible for the programs
2. I have not heard of the programs
3. I do not need assistance
4. I do not have time to access these resources
5. I do not know how to access these resources
6. I do not believe in using social services
7. It is embarrassing to have to use these resources
8. I do not have transportation
9. I already use one or more of the above programs
10. Other

Do you use any of the following public benefits or OFF-CAMPUS community resources?

	Never heard of it/ not offered at my campus	Heard of it, but never used it	Used it in the past	Currently use it
CalFresh (“food stamps”/EBT)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Off campus food pantry/food bank	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Off campus community garden	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emergency meal program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Homeless shelter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transitional living	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Subsidized housing, (ie. HUD/ Housing Choice Voucher formerly known as Section 8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CalWorks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WIC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TANF	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SSI	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SSDI	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Medicaid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Child care assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unemployment insurance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utility assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Earned Income Tax Credit (EITC)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Veteran’s Benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you do not use any of these resources, please indicate why? Mark all that apply.

1. I am not eligible for the programs
2. I have not heard of the programs
3. I do not need assistance
4. I do not have time to access these resources
5. I do not know how to access these resources
6. I do not believe in using social services
7. It is embarrassing to have to use social services
8. I do not have transportation
9. I already use one or more of the above programs
10. Other \_\_\_\_\_

Which of the following forms of financial aid do you receive?

	Yes	No	I do not know
Loans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pell Grant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cal Grant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chaffee Grant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other grants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scholarships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GI Bill or other veterans benefit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CSU Application Fee Waiver	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I do not receive any of these forms of financial aid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

After qualifying for work study, were you able to secure a work study position?

1. Yes
2. No
3. Didn't qualify for work study
4. Don't know

Do you have to take out credit card debt to cover the cost of academic or living expenses?

1. Yes
2. No

While enrolled in college, do you help to financially support your siblings or parents?

1. Yes
2. No

# Health

Would you say that in general, your health is:

1. Excellent
2. Very Good
3. Good
4. Fair
5. Poor

What is your primary source of health insurance?

1. My college/university sponsored plan
2. My parents' plan
3. An individual plan I have through my employer
4. An individual plan I purchase on my own
5. Another plan
6. I don't have health insurance
7. I am not sure if I have health insurance

Now thinking about your physical health, which includes physical illness and injury, for how many days during the past 30 days was your physical health not good?

Now thinking about your mental health, which includes stress, depression, and problems with emotions, for how many days during the past 30 days was your mental health not good?

During the past 30 days, for about how many days did poor physical or mental health keep you from doing your usual activities, such as self-care, work, school, or recreation?

## Mental Health

	Not at All	A Little Bit	Moderately	Quite a Bit	Extremely
Academics/school work/grades	<input type="checkbox"/>				
Anxiety, fear, worries, nervousness	<input type="checkbox"/>				
Breakup, loss of a relationship	<input type="checkbox"/>				
Concentration	<input type="checkbox"/>				
Decisions about career/majors	<input type="checkbox"/>				
Depression	<input type="checkbox"/>				
Finances	<input type="checkbox"/>				
Irritability, anger, hostility	<input type="checkbox"/>				
Physical health problems (ie. headaches, stomach pains, etc.)	<input type="checkbox"/>				
Procrastination/getting motivated	<input type="checkbox"/>				
Reading/ study skills problems	<input type="checkbox"/>				
Relationship with romantic partner/spouse	<input type="checkbox"/>				
Sleeping problems	<input type="checkbox"/>				
Stress management	<input type="checkbox"/>				
Suicidal feelings	<input type="checkbox"/>				
Test anxiety/ speech anxiety/ performance anxiety	<input type="checkbox"/>				
Time management	<input type="checkbox"/>				
Uncertain about future/life after college	<input type="checkbox"/>				
Fatigue	<input type="checkbox"/>				
Hopelessness	<input type="checkbox"/>				

Please indicate whether we have permission to email or text you for any of the following. Check all that apply.

1. As an entrant in the drawing for \$40 gift card and to contact you if you win.
2. If you are interested in participating in an interview or focus group about your experiences with housing and/or food insecurity. You will receive a \$15 gift card.
3. If you are willing to participate in future research about your experience as a college student with food insecurity and/or housing displacement.

Please provide your email address and/or mobile phone number if we have permission to email or text you for any of the reasons you just indicated.

# Appendix E

## Student Interview/Focus Group Protocol

Thank you for taking time to participate in this study to explore your experiences as students in the [college/university system]. Your participation in the survey was very helpful and we hope to learn more about your experiences.

[Principal Investigator or a research assistant will review the informed consent.]

This [interview/focus group] will take approximately 60-90 minutes. As mentioned in the informed consent, I will audio record the [interview/focus group] and will take notes as well. As we proceed, please feel free not to answer any questions.

Questions asked in this [interview/focus group] will be grouped in the following themes: your experiences as students [a student] in the [college/university system], perspectives on what things have been barriers to your success in college, and what people, supports, and services are most important for you in college. We will be expanding upon some of the themes you offered in your surveys.

Before we begin the [interview/focus group], please select a pseudonym that we will use throughout the [group/interview]. Now, please indicate your chosen pseudonym on your name cards. All group members should use these pseudonyms throughout the focus group.

### BACKGROUND QUESTIONS

- Please tell me a little about your life right now.
- Please describe your college experience.
  - What led to becoming a student at [your college/university]? How did you choose this school?
  - How long have you been attending [your college/university]?
  - Did you attend school uninterrupted? If not, why were there breaks in attendance of school (between high school and college or during college)?

### FOOD AND HOUSING

- Where have you been living during your college/university experience? How long did you live there? How often did you move?
- Please describe your access to food.
  - Prompts if response is limited
  - Did you have a meal plan (if living on campus)?
  - How are you finding the food you need every day?
- How are you making ends meet?

### SUPPORT

- What has helped you succeed in college?
  - Prompts if response is limited
  - Before you enrolled in college, what programs were you aware of that could assist in your endeavor to obtain an education? Who made you aware of the programs?
    - How did you utilize these programs?

- o What other resources or opportunities assisted you in staying in college?
  - Prompt: university programs, financial aid, academic advising, EOPS, food and housing security services, other assistance?
  - ♦ As mentioned by the students: Given you that you live (in shelter, with friends, etc), are there supports that have been particularly helpful?
  - ♦ As mentioned by the students: Given your experiences with access to food, are there supports that have been particularly helpful (food pantry, swipe/free meal program, SNAP/CalFresh enrollment, friends, etc.)?
- Who are the most important people in your life? Why?
  - o What relationships or connections to people did you have that assisted you in staying in college?
    - ♦ Define roles—family member, teacher, mentor, faculty, college staff, etc.
    - ♦ How often do you see them?
- Do you know people who've left school?
  - o Why do you think you've succeeded in college and others have not?
    - ♦ Was it luck? Stubbornness? Involved in extracurricular activities? Support from particular offices on campus? Engagement with faculty? Family support?

## BARRIERS

- What are things that have kept you from succeeding in college? What obstacles have you faced?
  - o Prompt: personal, institutional, financial, academic advising, other assistance?
    - ♦ Given you that you live (in shelter, with friends, etc), are there ways that these obstacles have been particularly difficult?
    - ♦ Given your experiences with access to food, are there supports that have been particularly helpful?
  - o How did you overcome these challenges?
  - o How does where you're staying impact your college experience?

## IDEAS OR SUGGESTIONS ON HOW TO IMPROVE THE COLLEGE EXPERIENCE

- What advice would you offer other students who are (experiencing similar challenges as you are) who are entering the university experience?
- What could others do to help you or other students living with similar circumstances to best handle college?
  - o Prompt: student services (financial aid, academic advising, EOPS, etc.), faculty, professors, the institution
- If you could speak to [president of the university, chancellor of the university system], what are two things your campus could do tomorrow to make your life easier as a college student?
- Is there anything else that you want to tell me about your experiences of being in college?
- Is there anything that we didn't talk about that we should talk about?

Thank you for your time.

# 23 California State University Campuses



**CSU** The California State University  
OFFICE OF THE CHANCELLOR

401 Golden Shore, 6th Floor, Long Beach, CA 90208-4210  
[www.calstate.edu](http://www.calstate.edu)

[calstate.edu/basicneeds](http://calstate.edu/basicneeds)

