

ECMC FOUNDATION BASIC NEEDS INITIATIVE EVALUATION REPORT 1

Sustaining Basic Needs Services at Postsecondary Institutions

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About Education Northwest

Education Northwest is a nonprofit, nonpartisan organization dedicated to helping all children and youth reach their full potential. We provide high-quality research, technical assistance, professional development, and evaluation services that address the most pressing education needs in our region and across the country. Through an equity-centered approach, we collaborate to support learners of every age on their path to and through education and training after high school.

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Executive summary

In the past few decades, the cost of college has risen significantly, while federal, state, and institutional financial aid and family income have remained stagnant or declined (Goldrick-Rab, 2018). As a result, many college students struggle to afford the full cost of college attendance, which includes tuition and fees, expenses to cover food, housing, transportation, child care for student parents, school supplies and access to the internet, and other living expenses (Duke-Benfield & Sponsler, 2019). College students may experience basic needs insecurity, including the lack of access to healthy food, stable housing, reliable transportation, affordable child care, physical and mental health care services, the internet and technology, and other necessities they need to survive and thrive in a postsecondary academic setting.

Meeting college students' basic needs is essential to their well-being and ability to learn and succeed in college (Daugherty et al., 2016; Goldrick-Rab, 2021; Hallet & Freas, 2018; Haskett et al., 2020; Maroto et al., 2015; Phillips et al., 2018; Silva et al., 2017; Trawver et al., 2020; Zhu et al., 2018). To support students' postsecondary success, [ECMC Foundation](#) launched the Basic Needs Initiative, funding seven organizations (hereafter "BNI grantees," see sidebar) to further the development and sustainability of basic needs services at postsecondary institutions through direct service, technical assistance, and research.

The Basic Needs Initiative began in early 2020 and thus took place during unprecedented times. As a result of the global pandemic, most higher education institutions shifted to distance learning in spring 2020: 84 percent of undergraduates had

ECMC Foundation Basic Needs Initiative grantees

Arkansas Community Colleges piloted efforts with four community colleges to increase student enrollment in the Supplemental Nutrition Assistance Program (SNAP) and SNAP Employment and Training benefits.

Auburn University's Hunger Solutions Institute focused on building capacity across a coalition of 10 universities in Alabama to systematically address food and nutrition insecurity.

Ithaca S+R developed research products, including an [interactive resource](#) providing guidance on basic needs data collection.

John Burton Advocates for Youth worked with the California Community Colleges and California State University systems to implement rapid rehousing programs and helped seven community colleges establish or expand basic needs centers.

Michigan Community College Association worked with 25 Michigan community colleges to build their capacity to understand students' basic needs, scale the support services they provide, increase student access to MI Bridges (an online portal through which individuals can apply for public benefits), and share best practices statewide.

University of Tennessee, Knoxville, in partnership with the **University of Texas at San Antonio**, focused on building capacity among Hispanic-Serving Institutions in Texas to evaluate basic needs services.

United Way of King County implemented on-campus benefits hubs that provided housing, food, and financial supports to students across 10 postsecondary institutions.

See [appendix A](#) for more information on ECMC Foundation BNI grantees and the support they provided to postsecondary institutions.

some or all of their classes moved to online-only instruction during that semester (Cameron et al., 2021). Many campuses remained closed for part or all of the 2020–21 school year.

In response to massive disruptions to everyday life and economic insecurity caused by the pandemic, Congress passed the Coronavirus Aid, Relief, and Economic Security Act in March 2020. The act included approximately \$14 billion for the Office of Postsecondary Education to administer the Higher Education Emergency Relief Fund (HEERF). More funding followed in December 2020 with HEERF II and through the American Rescue Plan in March 2021 with HEERF III. Postsecondary institutions have to use part of their HEERF funding to address students' basic needs insecurity, including providing students emergency financial aid for non-academic needs. The additional federal funding has provided institutions who accessed HEERF and their students some stability and resources during a difficult period marked by increased basic needs insecurity,¹ enrollment declines, and disruptions to learning. Yet, many students are still struggling, and the work of implementing and sustaining basic needs services continues to be a complex endeavor.

This evaluation report provides examples of basic needs services at postsecondary institutions across the country and lessons for sustaining the work to support postsecondary student success.

In this evaluation report, we draw on two main sources of data. First, we administered a **survey** to college staff members who managed basic needs services at the BNI grantee partner institutions in spring 2021 and spring 2022; this report primarily relies on the 2022 survey data from 57 community colleges and universities in Alabama, Arkansas, California, Michigan, Texas, and Washington. Information on the survey and detailed survey results are in [appendix B](#). Second, we conducted **case studies** of basic needs services in spring 2022 at five institutions—one each in Alabama, Arkansas, California, Michigan, and Washington. The case studies included virtual interviews with administrators, basic needs services staff members, and college students who accessed basic needs services. A detailed description of basic needs services at each of these institutions is in [appendix C](#).

Report findings describe the basic needs services that institutions provided to students in spring 2022 and the institutional characteristics that are related to the provision of services; provide lessons for implementing comprehensive basic needs services, focusing on four implementation goals; and then briefly highlight ongoing implementation challenges. The final section provides implications for practice, future support, and research.

¹ The Hope Center for College, Community, and Justice surveyed over 195,000 students from 130 two-year colleges and 72 four-year colleges and universities in fall 2020 and found that three in five college students reported food insecurity, housing insecurity, and/or homelessness (The Hope Center for College, Community, and Justice, 2021).

Postsecondary institutions working with BNI grantees provided their students with a wide variety of basic needs services, with food assistance and emergency aid being most common

In addition, postsecondary institutions that responded to the survey reported providing the following services, with some variation between two-year and four-year institutions:

- More than three-quarters of two-year and four-year institutions reported providing **health care, mental health services, and personal care assistance**. The most common services included mental health services or referrals and hygiene supplies.
- Two-year institutions were much more likely to provide **access to technology** compared to four-year institutions (90% compared to 63%). The most common services included loaning, gifting, or renting digital devices and Wi-Fi hotspots.
- About three-quarters of institutions reported providing **housing assistance**. The most common services included one-time or emergency funding to pay for housing and help with finding housing.
- Two-year institutions were much more likely to provide **transportation assistance** compared to four-year institutions (70% compared to 59%). The most common services were bus passes and gas cards.
- About two-thirds of institutions provided **financial planning, employment support, or legal assistance**. The most common services were help with the Free Application for Federal Student Aid form and financial classes and workshops.
- Similar to 2021 survey findings, **child care assistance** was the least common basic needs service, and two-year institutions were much more likely than four-year institutions to provide this service (53% compared to 30%).

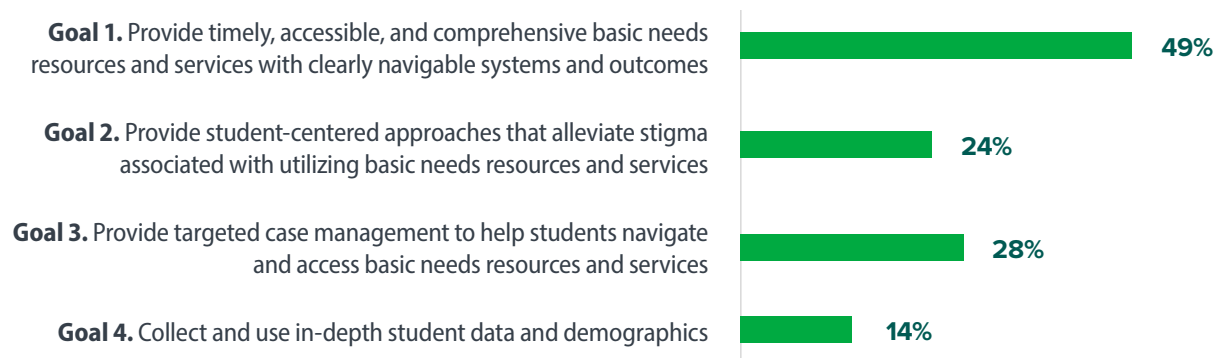
Similar to evaluation findings from 2021, institutions with a higher proportion of students of color were slightly less likely to provide housing, transportation, and technology assistance services.

This finding is likely driven by institutions that are not minority-serving institutions (MSIs). MSIs provided more types of basic needs services than institutions that did not have an MSI designation. MSIs were also far more likely to provide child care assistance than non-MSIs.

Postsecondary institutions provided lessons for implementing comprehensive basic needs services

Providing basic needs services is a complex endeavor that requires coordination across multiple college offices and departments and community partners. As part of this evaluation, we developed a rubric to assist colleges across the country in assessing their progress in implementing comprehensive basic needs services. The rubric has four implementation goals and is [publicly available](#).

Percentage of postsecondary institutions reporting full implementation for each of the four implementation goals in spring 2022



Source: Authors' analysis of 2022 partner institution survey data.

To develop the rubric, we used data from the spring 2021 survey in which institutions rated their implementation stage for each of the four goals and then described their current practices. On the spring 2022 survey, institutions were asked to review the draft rubric, rate their current level of implementation for each goal again, and provide additional information about their practices. Institutions were most likely to rate full implementation of goal 1 and least likely to rate full implementation of goal 4 (see figure).

The case studies provided an in-depth look at how five colleges across the country are working to sustain basic needs services on their campuses. Drawing on the case study and survey data, we provide lessons for working toward each of the four implementation goals.



Goal 1. Provide timely, accessible, and comprehensive basic needs resources and services with clearly navigable systems and outcomes

Lessons for goal 1. Providing comprehensive services requires a campus-wide vision for basic needs services, key partnerships across the institution, streamlined access to services, and support from external partners. Case study colleges described leadership support, a dedicated office for basic needs services, and institutional goals and vision for basic needs services. Additionally, all the colleges were improving access to services through a single website and intake form. Institutions that responded to the survey indicated numerous partners across their college that were key to implementing basic needs services. Two of the most commonly cited college partners across two-year and four-year institutions were campus leadership and the dean of students. However, there was considerable variation in common partners at two-year and four-year institutions, suggesting that coordination of basic needs service operates differently in these two sectors. Most significantly, while 83 percent of two-year institutions cited counselors/advisors as key college partners only 46 percent of four-year institutions did.

External partnerships and funding also surfaced as key to implementing basic needs services among institutions that responded to the survey. Community-based organizations, community food pantries, and foundation or individual donors were the most common external partners.



Goal 2. Provide student-centered approaches that alleviate stigma associated with utilizing basic needs resources and services

Lessons for goal 2. Online intake forms, transparent and caring staff members, student-led communication, various forms of marketing, and accessible locations helped students overcome their hesitancy and access services. Even if colleges provide comprehensive basic needs services, there must be a campus culture and systemic practices in place that support students with accessing these services. Students across the five case study colleges discussed the deep stigma associated with accessing basic needs services and shared what helped them access services.



Goal 3. Provide targeted case management to help students navigate and access basic needs resources and services

Lessons for goal 3. Case management approaches are defined by consistent follow-up with students who access services. Both staff members and students identified personal phone calls as key to case management work. Such follow-up conversations allowed staff members to share their personal stories of accessing services, which helped to relieve the stigma for students. These conversations also provided the opportunity to share information about additional services available to students. The case study colleges also provided more intensive targeted case management for specific populations, such as students expressing interest in the SNAP or CalFresh food assistance programs.



Goal 4. Collect and use in-depth student data and demographics

Lessons for goal 4. Colleges use data to understand student needs and inform the development and improvement of services. The case study colleges collected data to understand gaps in service utilization and identify student needs to inform development of new services. However, basic needs center staff members have limited capacity to fully use and analyze the data collected, and none of the colleges mentioned using the data to examine the relationship between accessing services and students' academic outcomes.

Postsecondary institutions face ongoing resource and capacity challenges

From 2021 to 2022, some institutions experienced large increases in basic needs services and funding perhaps due to ongoing access to additional federal funding through HEERF. However, similar to our findings from 2021, the increase in funding did not appear to translate to increased staffing for basic needs services, which institutions identified as one of their biggest challenges to implementation. Hispanic-Serving Institutions (HSIs), institutions with a higher percentage of students of color, institutions in cities, and two-year public institutions were more likely to cite staffing as a challenge. Also similar to 2021, sustainable funding was one of the biggest challenges, with nearly a quarter of institutions identifying it as such. HSIs, institutions in suburbs, and four-year institutions were slightly more likely to cite sustainable funding as a large challenge.

Findings suggest implications for practice, future support, and research

Lessons on promising practices. Case study findings revealed promising implementation practices at the five colleges. Students also shared practical actions colleges can take to alleviate the stigma associated with accessing services and improve basic needs security. These include the following: online intake forms, committed and caring staff members who have transparent conversations with students, a campus culture in which basic needs services are integrated and normalized (for example, basic need services are marketed on class materials, staff members talk about their own experience accessing services, students talk to other students about accessing services), marketing of services through multiple methods, including social media, and locations that are accessible and convenient for students. The rubric developed for this evaluation can also help colleges identify practices that facilitate student-centered approaches that alleviate stigma, as well as example practices under each implementation goal.

Ideas for future support. One area in which there appears to be a clear need for additional technical assistance is data use, which had the lowest levels of implementation among the four implementation goals. Technical assistance around data use could come in many forms. For example, institutions could benefit from support on how to connect data on student usage of services to data on student outcomes. Institutions could then use that evidence to demonstrate how basic needs services are supporting students' retention and other academic outcomes. Linked data systems should also include information on student background to understand equity in access to services and the connection between access and outcomes by student background characteristics. Institutions could also benefit from support on how to collect qualitative and survey data to assess their progress toward providing comprehensive basic needs services (using the rubric from this evaluation or another self-assessment tool).

Important research directions. Technical assistance that supports linking data on student access to basic needs services and student outcomes could facilitate deeper research on the impact of basic needs services. Through the course of this evaluation, the evaluation team has worked with BNI grantee partner institutions to access student-level data on student access to basic needs services and short-term student academic outcomes. In the final evaluation report for this project, which will be released in 2023, the evaluation team will examine who is accessing basic needs services and the impact of access on short-term academic outcomes. Future research could also explore the impact of basic needs services on a range of institutional (for example, campus culture) and student (for example, sense of belonging, retention, completion) outcomes and identify the specific types of services and amount of support that has the greatest impact on students.

Concluding thoughts. Over two academic years (2020–21 and 2021–22), the BNI grantees used a variety of approaches to support community colleges and universities with the implementation of basic needs services during what have been extraordinary times, defined by a global pandemic and significant challenges in higher education. Overall, partner institutions felt that BNI grantees played an important role as external partners who helped push their work forward, ensuring they had access to research on best practices, funding, and other supports to increase the quality and scope of basic needs services for students. Moving forward, postsecondary institutions will likely continue to benefit from external support that provides capacity-building, research and evaluation, and advocacy for basic needs services.

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Investing in the future: Addressing college students' basic needs

Over the past few decades, the cost of college has risen significantly, while federal, state, and institutional financial aid and family income have remained stagnant or declined (Goldrick-Rab, 2018). As a result, many college students struggle to afford the full cost of college attendance, which includes tuition and fees, expenses to cover food, housing, transportation, child care for student parents, school supplies and access to the internet, and other living expenses (Duke-Benfield & Sponsler, 2019). College students may experience basic needs insecurity, including the lack of access to healthy food, stable housing, reliable transportation, affordable child care, physical and mental health care services, the internet and technology, and other necessities they need to survive and thrive in a postsecondary academic setting. Colleges across the country have surveyed their students and found widespread food and/or housing insecurity, particularly during the global pandemic.²

Meeting college students' basic needs is essential to their well-being and ability to learn and succeed in college (Daugherty et al., 2016; Goldrick-Rab, 2021; Hallet & Freas, 2018; Haskett et al., 2020; Maroto et al., 2015; Phillips et al., 2018; Silva et al., 2017; Trawver et al., 2020; Zhu et al., 2018). To support students' postsecondary success, [ECMC Foundation](#) launched

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United Way of King County implemented on-campus benefits hubs that provided housing, food, and financial supports to students across 10 postsecondary institutions in Washington State.

See [appendix A](#) for more information on ECMC Foundation BNI grantees and the support they provided to postsecondary institutions.

the Basic Needs Initiative, funding seven organizations (hereafter, “BNI grantees”; see sidebar on next page) to further the development and sustainability of basic needs services at postsecondary institutions through direct service, technical assistance, and research. ECMC Foundation also engaged Education Northwest to lead an evaluation of BNI (see prior [evaluation briefs](#) Hodara et al., 2021; 2022) and facilitate a learning community for the grantees.

The Basic Needs Initiative began in early 2020 and thus took place during unprecedented times. As a result of the global pandemic, most higher education institutions shifted to distance learning in spring 2020: 84 percent of undergraduates had some or all of their classes moved to online-only instruction during this semester (Cameron et al., 2021). Many campuses remained closed for part or all of the 2020–21 school year.

In response to massive disruptions to everyday life and economic insecurity caused by the pandemic, Congress passed the Coronavirus Aid, Relief, and Economic Security Act in March 2020. The act included approximately \$14 billion for the Office of Postsecondary Education to administer the Higher Education Emergency Relief Fund (HEERF).³ More funding followed in December 2020 with HEERF II and through the American Rescue Plan in March 2021 with HEERF III. Postsecondary institutions had to use part of their HEERF funding to address students’ basic needs insecurity, including providing students emergency financial aid for non-academic needs. Many of the institutions that partnered with the BNI grantees cited an increase in basic needs services and funding in spring 2021 (Hodara et al., 2021) and continued to experience this increase in spring 2022, as this report will describe in subsequent sections. However, most funding was dispersed and spent by spring 2022, and any remaining HEERF funds have to be spent by June 2023, and there are no plans for additional federal funding.

The additional federal funding has provided institutions who accessed HEERF and their students some stability and resources during a difficult period marked by increased basic needs insecurity, enrollment declines, and disruptions to learning. Yet, students still have many unmet needs, and the work of implementing and sustaining basic needs continues to be a complex endeavor.

³ <https://www2.ed.gov/about/offices/list/ope/caresact.html>

Table 1. Characteristics of 57 institutions that responded to the 2022 survey

Characteristics	Percentage
Minority-serving institution	47%
Average percentage students of color	54%
Average percentage students who received Pell	33%
Located in a city	44%
Located in a suburb	25%
Located in a town	7%
Located in a rural area	25%
Four-year public institution	46%
Four-year private institution	2%
Two-year public institution	53%

Note: See tables B1 and B2 for more details on the participating institutions. Locale and institutional sector categories do not sum to 100% due to rounding.

Source: Authors' analysis of Integrated Postsecondary Education Data System.

This evaluation report provides examples of basic needs services at postsecondary institutions across the country and lessons for sustaining the work to support postsecondary student success.

In this evaluation report, we draw on two main sources of data. First, we administered a **survey** to college staff members who managed basic needs services at the BNI grantee partner institutions in spring 2021 and spring 2022. This report primarily relies on the 2022 survey data from 57 community colleges and universities in Alabama, Arkansas, California, Michigan, Texas, and Washington. Information on the survey and detailed survey results are in [appendix B](#). Second, in spring 2022, we conducted case studies of basic needs services at five institutions—one each in Alabama, Arkansas, California, Michigan, and Washington. The **case studies** included virtual interviews with administrators, basic needs services staff members, and college students who accessed basic needs services. A detailed description of basic needs services at each of these institutions is in [appendix C](#).

This report first describes the basic needs services institutions provided to students in spring 2022 and the institutional characteristics that are related to the provision of services. It then provides lessons for implementing comprehensive basic needs services, focusing on four implementation goals. Next, the report briefly highlights ongoing implementation challenges. The final section provides implications for practice, future support, and research.

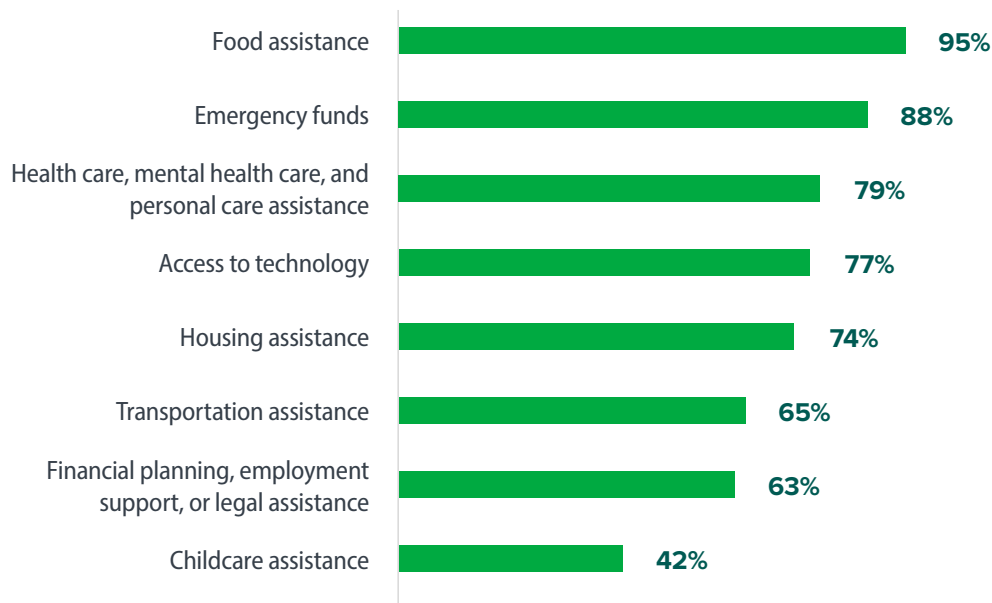
Types of postsecondary basic needs services and their prevalence

In this first findings section, we explore the kinds of basic needs services provided by the postsecondary institutions that worked with the BNI grantees and responded to the evaluation survey and institutional characteristics that are related to the provision of services.

Colleges and universities provided their students with a wide variety of basic needs services, with food assistance being most common

Nearly all responding institutions (54 of 57) reported providing food assistance (see detailed results in table B3 in appendix B). Food assistance was the most common service provided by both two-year and four-year institutions (table B4). The most common food assistance services were a food pantry or meals on campus (52 institutions); help applying for the Supplemental Nutrition Assistance Program (SNAP; 42 institutions); and connections to off-campus food pantries (41 institutions). These results align with spring 2021 survey results, in which nearly all responding institutions reported providing food assistance (45 of 47; Hodara et al., 2021).

Figure 1. Percentage of postsecondary institutions that provided each type of basic needs service in spring 2022



Note: Based on survey responses from 57 institutions. Complete findings are in table B3 in appendix B.

Source: Authors' analysis of 2022 partner institution survey data.

In addition to food assistance, responding postsecondary institutions reported providing the following, with some variation⁴ between two-year and four-year institutions:

- **Emergency funding** that students can use to meet their basic needs was very common, likely due to HEERF federal funding during this time period. It was slightly more common for four-year institutions to provide it than for two-year institutions to do so (93% compared to 83%).
- More than three-quarters of two-year and four-year institutions reported providing **health care, mental health, and personal care assistance**. The most common services included mental health services or referrals (45 institutions) and hygiene supplies (38 institutions).
- Two-year institutions were much more likely to provide **access to technology** compared to four-year institutions (90% compared to 63%). The most common services included loaning, gifting, or renting digital devices (43 institutions) and Wi-Fi hotspots (37 institutions).
- About three-quarters of institutions provided **housing assistance**. The most common services included one-time or emergency funding to pay for housing (34 institutions) and help with finding housing (32 institutions).
- Two-year institutions were much more likely to provide **transportation assistance** compared to four-year institutions (70% compared to 59%). The most common services were bus passes (30 institutions) and gas cards (24 institutions).
- About two-thirds of institutions provided **financial planning, employment support, or legal assistance**. The most common services were help with the Free Application for Federal Student Aid form (34 institutions) and financial planning or financial literacy classes and workshops (32 institutions).
- Similar to 2021 survey findings, **child care assistance** was the least common basic needs service, and two-year institutions were much more likely to provide this service compared to four-year institutions (53% compared to 30%). The most common services in this area were referrals to low-cost child care (13 institutions) and subsidized on-campus child care (12 institutions).

Relationship between institutional characteristics and the provision of basic needs services

We used regression analysis to examine the relationship between institutional characteristics (from the Integrated Postsecondary Education Data System [IPEDS]) and the provision of eight types of basic needs services in spring 2022, replicating the analysis we conducted with spring 2021 survey data. This approach allowed us to determine if and how a change in one institutional characteristic (e.g., percentage of students who identify as students of color) relates to the provision of basic needs services, while accounting for other institutional characteristics. These findings pertain only to a sample of 55 two-year

⁴ We point out variation between two-year and four-year institutions when there is at least a 10 percentage-point difference. See table B4 for full results.

and four-year postsecondary institutions working with the BNI grantees who responded to the spring 2022 survey and were not missing values for IPEDS data.⁵

Similar to 2021, we found that institutions with a higher proportion of students of color were slightly less likely to provide housing, transportation, and technology assistance.⁶ A 10 percentage-point increase in students of color at an institution was related to a 9 percentage-point decrease in the likelihood of providing housing assistance, a 15 percentage-point decrease in the likelihood of offering transportation assistance, and a 10 percentage-point decrease in the likelihood of offering access to technology; these findings were all statistically significant at the 5 percent level. These findings translate to an overall negative relationship between the percentage of students of color at an institution and the number of categories of basic needs services provided at that institution (see table B5 for full results).

These results vary for minority-serving institutions (MSIs). MSIs provided an average of 1.7 more types of basic needs services than institutions that did not have an MSI designation. Further, in analyses that included MSIs only, there appears to be a positive relationship between percentage of students of color and provision of services.⁷ Also similar to 2021 findings, MSIs were far more likely to provide child care assistance than non-MSIs. This finding may be driven by the student population that MSIs serve: MSIs are more likely than non-MSIs to serve students who are parents, (Li, 2007; Ryberg et al., 2021).

The fact that there are consistent results across 2021 and 2022, with a slightly different sample of institutions, brings more urgency to better understand why, within this sample of institutions, institutions with higher proportions of students of color may be offering fewer basic needs services. Prior research suggests that students of color are more likely to attend lower-cost postsecondary institutions that typically have smaller overall budgets and lower spending (Garcia, 2018). However, our analysis accounts for measures of college resources, and the percentage of students of color is still associated with a small decrease in the provision of basic needs services.⁸ In other words, for the institutions that responded to our survey, the level of college resources does not appear to be driving the association between the percentage of students of color and provision of basic needs services. There was also no relationship between the percentage of students of color at an institution and the implementation stage of basic needs services, meaning that these results were not driven by low implementation levels. We will continue to investigate the relationship between institutional characteristics and the provision of basic needs services in our next evaluation report to better understand these findings.

⁵ We estimate a series of models to show that our findings are robust to the exclusion of two institutions with missing variables. See table B6 in appendix B for robustness checks.

⁶ In 2021, we found that institutions with a higher proportion of students of color were slightly less likely to provide food and housing assistance (Hodara et al., 2021).

⁷ These findings are not statistically significant likely due to smaller sample sizes. See table B7 in appendix B for regression results for MSIs and non-MSIs only.

⁸ Measures of college resources included in the regression model include: Published tuition and fees; the average price paid by the average full-time student (average net price); total revenue (tuition, grants, gifts, endowments, government appropriations, and other sources); and total expenditures on student services.

Lessons for implementing comprehensive basic needs services

Providing basic needs services is a complex endeavor that requires coordination across multiple college offices and departments and community partners. As part of this evaluation, we developed a rubric to assist colleges across the country in assessing their progress in implementing basic needs services. The publicly available [final rubric](#) is organized into four implementation goals:



Goal 1. Provide timely, accessible, and comprehensive basic needs resources and services with clearly navigable systems and outcomes



Goal 2. Provide student-centered approaches that alleviate stigma associated with utilizing basic needs resources and services



Goal 3. Provide targeted case management to help students navigate and access basic needs resources and services



Goal 4. Collect and use in-depth student data and demographics

To develop the rubric, we used the data from the spring 2021 survey in which institutions rated their implementation stage for each of the four goals and then described their current practices. On the spring 2022 survey, institutions were asked to review the draft rubric, rate their current level of implementation for each goal again, and provide additional information about their practices.

Institutions were most likely to rate full implementation of goal 1 (figure 2). About half of the institutions that responded to the survey reported that they were at full implementation for this goal, while about a quarter said they were at full implementation for goals 2 and 3. Only 14 percent of institutions reported that they were at full implementation for goal 4.

Case study colleges

Arkansas Northeastern College (partnering with Arkansas Community Colleges)

Grand Rapids Community College (partnering with Michigan Community College Association)

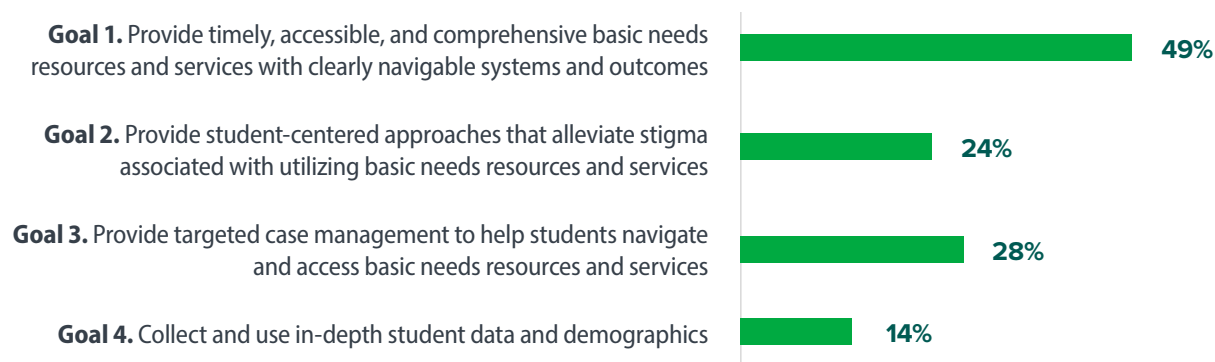
Highline College (partnering with United Way of King County)

Napa Valley College (partnering with John Burton Advocates for Youth)

University of Alabama at Birmingham (partnering with Auburn University's Hunger Solutions Institute)

Appendix C includes a description of basic needs services at each of the five institutions.


Figure 2. Percentage of postsecondary institutions reporting full implementation for each of the four goals in spring 2022



Note: See table B8 for full results.

Source: Authors' analysis of 2022 partner institution survey data.

The case studies provided an in-depth look at how five colleges across the country are working to sustain basic needs services on their campuses. Drawing on the case study and survey data, we provide lessons for working toward each of the four implementation goals. In each section, we also describe how the BNI grantees supported partner institutions with each implementation goal.



Goal 1. Provide timely, accessible, and comprehensive basic needs resources and services with clearly navigable systems and outcomes

Lessons for goal 1. Providing comprehensive services involves a campus-wide vision for basic needs services, key partnerships across the institution, streamlined access to services, and support from external partners

All five colleges described **leadership support, a dedicated office for basic needs services, and institutional goals and vision** for basic needs services. For example, Arkansas Northeastern College created the Office of Community Relations, which houses all basic needs services and holistic student supports. The office also helps focus the college's basic needs services by providing a direct line of communication to the college president, cabinet managers, and leaders across campus. Grand Rapids Community College has a strategic leadership team with members from across the college to ensure that basic needs services are a key component of the college's mission, vision, and values. One of the institutional goals is equity, and the basic needs services are situated within the equity goal. Napa Valley College has articulated their mission and vision for basic needs services on their website.

Institutions that responded to the survey indicated numerous **partners across the college** that are key to implementing basic needs services. Similar to 2021, two of the most commonly cited key college partners across two-year and four-year institutions were campus leadership and the dean of students. More than half of two-year and four-year institutions also cited the financial aid office and their college/university foundation as key partners.⁹ See table B9 for percentages of institutions that cited each partner as a key college partner.

There was considerable variation in common partners at two-year and four-year institutions, suggesting that coordination of basic needs service operates differently in these two sectors. Most significantly, while 83 percent of two-year institutions cited counselors/advisors as key college partners, only 46 percent of four-year institutions did. Other partners include, in order of percentage of institutions that selected them, faculty (much more commonly cited as a key partner at two-year institutions); student health center (more commonly cited as a key partner at four-year institutions); student resource center; student associations (much more commonly cited as a key partner at four-year institutions); diversity, equity, and inclusion office/staff (more commonly cited as a key partner at two-year institutions); institutional research (much more commonly cited as a key partner at two-year institutions); Board of Trustees (more commonly cited as a key partner at two-year institutions); and write-in responses, which included Community Relations Department, University Police, Student Life, Workforce Education, and Office of Student Success/Affairs.

In addition to having a vision for basic needs services and partnerships across campus, all case study colleges had implemented and were improving **streamlined access** to make services more accessible to students. For example, Highline College uses their benefits hub website, which includes quick links to make an appointment, sign up for the community pantry, and access other programs. Similarly, according to students, Grand Rapids Community College's "Get Help" website is easy to navigate and makes the intake process approachable and accessible. This website also navigates to other services on campus as well as services within the community.

Partnering with external organizations is also key to enhancing and providing more comprehensive services. Nearly all case study colleges spoke of working with community partners who donate food to their food pantries and provide students with housing assistance. For example, Highline College is able to provide about 40 housing vouchers to students experiencing homelessness through the county housing authority. Arkansas Northeastern College partners with the Mississippi County Union Mission, which donates food for their food pantry, and Mississippi County Economic and Opportunities Cooperative, which provides mentors who connect students to other campus and external resources.

⁹ These options were added to the 2022 survey based on write-in responses from the 2021 survey and turned out to be very common partners.

Similar to 2021, survey respondents identified community-based organizations as the most common external partner (82%; table B9), followed by community food pantries (70%) and foundation or individual donors (68%). Two-year and four-year institutions identified similar external partners, with the exception of state departments of health and human services, which were much more likely to be external partners for two-year institutions, and alumni and other colleges or universities, which were much more likely to be external partners for four-year institutions.

External partnerships and funding also surfaced as top strategies for implementing basic needs services. Institutions identified partnerships with community-based organizations (61%), campus resources and funding (55%), and external funding (46%) as the top three strategies for implementing basic need services (table B10). The most common source of external funding was foundation support (36%), followed by state (30%) and federal (21%) funding. There was some variation between two-year and four-year institutions in their responses: Four-year institutions were more likely to select campus leadership support as a top strategy, while two-year institutions were more likely to select having campus champions as a top strategy (table B9).

BNI grantee support for goal 1. Nearly two-thirds of institutions that responded to the survey reported that the BNI grantee supported their work toward providing timely, accessible, and comprehensive basic needs resources and services with clearly navigable systems and outcomes on one or more indicators (table B11 and figure B1). Institutions described grantees' assistance in four main areas: raising awareness about students' basic needs insecurity to gain leadership support, providing guidance around best practices, providing assistance with identifying or securing funds, and facilitating external and community partnerships that enhance institutions' efforts to provide comprehensive services.

“The [John Burton Advocates for Youth] grant highlighted the importance of basic needs on our campus. It showed leadership that we need support and have to add more funding sources for students as well as a solid location for students to access food without reliving their trauma.”

– Institution partnering with John Burton Advocates for Youth



Goal 2. Provide student-centered approaches that alleviate stigma associated with utilizing basic needs resources and services

Lessons for goal 2. Online intake forms, transparent and caring staff members, student-led communication, various forms of marketing, and accessible locations helped students overcome their hesitancy and access services

Even if colleges provide comprehensive basic needs services, there must be a campus culture and systemic practices in place to ensure students access them. Students across the five colleges discussed the deep stigma associated with accessing basic needs services, and staff members described the myriad challenges with connecting students with services. Many students did not want to be looked down upon by their peers and did not want to be perceived as poor or “in need.” This stigma often made students reluctant to access services. Students expressed feelings of isolation that they were going through their financial, housing, and/or food insecurity troubles alone.

Further, students shared their feelings of anxiety, stress, and uncertainty when accessing and navigating services. One student shared that “when you’re in need, you’re kind of stressed out,” so asking for help added to the stress students were already facing, especially since students were unsure if asking for help would effectively address their needs. Reflecting an “austerity mindset” (Goldrick-Rab, 2021, p. 6), students shared that they did not want to take services away from other students who may be more in need. They also expressed not wanting to be a “bother” or a “burden” to staff members when asking for help.

“I grew up in child poverty, and so I have children now and I just want better for them. So it’s a whole shame thing ... But I always feel like somebody else needs it more. You know what I mean? And so that’s hard to deal with.”

– Student¹⁰

Additionally, students shared negative experiences with asking for help in the past, before they were a student, through public benefits programs and systems. Students also expressed discomfort with the thought of having to share background information in order to receive such help.

Staff members at all five colleges were very aware of the stigma associated with accessing and utilizing basic needs services and worked diligently to alleviate it. **Online intake forms** were cited as an effective student-centered approach. Students described the online intake form for emergency funding as accessible because students did not have to divulge a lot of information. After filling out the intake form, students receive a follow-up call in which they can go into more depth about their situation.

¹⁰ To protect student privacy, student quotes are not attributed to specific institutions.

The students appreciated this process because it alleviated some of the burden that came with typical application processes.

“I can show you what I really like about the emergency funding. For example, the intake form. I like the fact that with this contact form on the intake, you don’t have to go too deep into it. You’re putting out your basic information to get a return call back from somebody where you can then explain it more. You don’t have to worry about writing down every detail ... I like that you actually get to talk with the person and then they don’t limit you to what sources you can ask for, so I was able to go through and say I needed help with food, utility costs, housing costs, housing resources, transportation.”

– Student

Committed and caring staff members are also essential for alleviating stigma. Staff members often built relationships with students and made them feel comfortable in accessing services. Staff members used texts and emails to remind students of various offerings including newly stocked food pantries, dates and deadlines for housing assistance and funding opportunities, and links to sign up for other services, including those offered off campus. Many students spoke to specific relationships they had developed with staff members, which helped them feel a greater sense of belonging. Students described staff members as friendly, helpful, and easy to talk to. At one college, there were services offered outside of business hours and on the weekends to ensure the needs of their students were met.

Staff members at each college also discussed having **transparent conversations** with students, in which they shared their own personal stories of accessing basic needs services. Staff members work to establish trust during intake and throughout a student’s academic career. They not only work to decrease stigma associated with accessing aid but also to combat the austerity mindset that causes students to not seek help because they think others need aid more than them (Goldrick-Rab, 2021).

“... the majority of us really do strive to understand the situation and be empathetic and let the students know, ‘Hey, we’ve all been at a time where we needed something that we did not have. And so this is available to you. By all means, please take what you can and let us help you.’”

– Staff person at Arkansas Northeastern College

“They made it very evident that they were there for our success. It got to the point where ... someone even showed me the [basic needs center] budget that is being used and told us how much money is here to help students but no students are taking advantage of it ... So, that’s when I did start applying and asking and stuff just started happening.”

– Student

Napa Valley College staff members said they disclose to students that they are a CalFresh recipient, which makes the conversations about using CalFresh easier and allows staff members to share tips on applying and navigating the process. The staff members also strive to be intentional and positive with their language. Instead of using the term “food basket,” which students associate with food close to expiration, they use phrased like “free grocery store.” Additionally, instead of the term “neediness,” they try to get students to view accessing services as “resourceful.” Students shared that such personal and transparent conversations have helped alleviate stigma.

Students talking openly about basic needs services with other students also helped to alleviate stigma. Staff members, administrators, and students across the colleges shared that most students learned about basic needs services on their campus through word of mouth.

“Every Friday the college sends out an announcement of some sort ... And I heard about [the basic needs center], but I never really went to it until my classmate was like, ‘Oh yeah, I went. It was actually pretty helpful.’ So I started going.”

– Student

“I think the most successful strategy has been to create an identity within the campus for our center [and to] really be a part of the ecosystem of the school. [Students] don’t need to know every event we have, all the pilots we have going on, what our hours are for this or that. But if people just know that they can send people our way and that we’ll help them with four out of five things or whatever, then that’s fine because you see a lot of students bringing other students.”

– Staff person at Highline College

Students also suggest word of mouth is the best approach to increasing student awareness and use of basic needs services.

“I think probably word of mouth is going to be what’s best. Other students saying, ‘Yes, I’ve used it and yes, it’s easy.’ You can put all the pictures up in the world, but if they all have that mindset of, ‘Oh, what if it’s hard?’... I think there’s a trust level from your peers as opposed to your advisors.”

– Student

While word of mouth is powerful in increasing awareness of basic needs services, staff members state that it takes a **holistic approach** to get students to use services. Staff members and students at the five colleges mentioned the importance of social media for increasing awareness of basic needs services. Grand Rapids Community College staff members described using not only the “Get Help” page on their college website, but also other social media platforms, as well as local news coverage, business cards,

and posters around campus. The staff also created two videos—one for faculty and staff members and one for students—which used personal stories to humanize the impact of basic needs services on students' lives.

“I do follow [the basic needs center] on Instagram and TikTok. I think they’re working on getting a Facebook page as well, but it does show when events are and when the baskets are happening, which is helpful to see it on my main feed, as opposed to having to find that information on the website. It’s nice that it just kind of pops up and I can see it.”

– Student

The physical location of services on campuses also helps alleviate stigma and increase access. Across the colleges, services were typically housed in a space on campus that was **central and accessible to all students**. For example, students often shared that they would typically pass the basic needs center during their typical route to and from classes. Additionally, some basic needs centers developed partnerships with other centers on campus to ensure as many students as possible were being reached. For example, the benefits hub at the University of Alabama at Birmingham partnered with the TRIO office and the First Generation office to ensure students from underrepresented backgrounds were aware of services. Further, colleges discussed the importance of faculty members sharing information about basic needs services and resources in the classroom and/or on class syllabi, and many students identified classrooms as the first place they learned about the basic needs services provided at their campus.

While most of the colleges we spoke to housed their basic needs center in a central location with heavy student traffic, Arkansas Northeastern College’s community relations office chose a different approach. The office is in a discreet location on campus that allows students to access services with greater privacy. A staff member also goes around campus with a mobile food cart that is available to everyone. As one staff member put it, “There’s not a form that goes ‘Oh no, you can’t have this because your income is too high.’”

Multiple students we spoke with mentioned the positive impact basic needs services have had on their lives and their ability to stay in school.

“It’s been a blessing, because now I’m actually in my own apartment and I have internet access. Just a couple of months ago I was completely homeless. Didn’t have internet. I was trying to get to any Starbucks I could to try to do my homework. So, it’s definitely helped me out.”

– Student

“You can’t study if you’re hungry and you don’t have a roof over your head. So that has helped a lot in my success. But also just interacting with the people has made the campus smaller and given me a sense of community. And so that has played a significant role in my tenacity at school.”

– Student

“They really have helped me. They have built my confidence. I mean, I communicate better at my job, with instructors ... I am amazed at myself sometimes. Like, I did that? I did that? So, yeah. It has helped me a great deal.”

– Student

BNI grantee support for goal 2. A little less than half (45%) of institutions reported that the BNI grantee supported their work toward providing student-centered approaches that alleviate stigma associated with utilizing basic needs resources and services on one or more indicators (table B11 and figure B1). Institutions described information they received on reducing stigma, increasing collaboration with student organizations and ambassadors, providing staff members with training, and revising marketing materials.

“The college convenings have helped us shift our thinking to a more student-centered one, identifying opportunities to make improvements on this goal.”

– Institution partnering with Michigan Community College Association



Goal 3. Provide targeted case management to help students navigate and access basic needs resources and services

Lessons for goal 3. Case management approaches are defined by consistent follow-up with students accessing services

Staff members stated that follow-up is a key part of basic needs work, as following up with students leads to better relationships and helps students feel more comfortable asking for and receiving services. Both staff members and students mentioned personal phone calls as key to case management work. Such follow-up conversations allowed staff members to share their personal stories of utilizing services, which helps to relieve stigma for students, and provided an opportunity to recommend other available services. One college hired part-time staff members to perform follow-up work, including one-on-one meetings, with every student who accessed emergency funds through HEERF.

Colleges tend to provide more intensive targeted case management for specific populations. For example, Grand Rapids Community College and Arkansas Northeastern College use intake forms to assess the specific needs of each student and assign them an appropriate case manager based on those needs. At Arkansas Northeastern College, if a student expresses interest in SNAP benefits, then that student will be matched with a case manager in charge of supporting and assisting students as they navigate applications and further determine if they are eligible for other services. At Napa Valley College, a staff member discussed ways they follow up with students accessing CalFresh:

“Once they have their interview with human resources around CalFresh, I usually wait two weeks and then I call ... ‘How did it go? Did you get CalFresh? If you didn’t get CalFresh, how can we ensure that you get it?’ So it’s that [approach]. We’re constantly checking in with them.”

– Staff person at Napa Valley College

Highline College provides targeted case management for housing and reentry services for those returning from incarceration. Additionally, they refer to other case management strategies as “low-touch” or “high-touch” points. Low-touch points include workshops or orientations, while high-touch points include follow-up meetings or one-on-one conversations with advisors. These strategies are not as targeted and intensive as those provided by the housing and reentry case management staff, but they do provide structured opportunities to follow-up with students accessing services.

BNI grantee support for goal 3. Less than a third (28%) of institutions reported that the BNI grantee supported their work providing targeted case management on one or more indicators (table B11 and figure B1). Institutions described how grantees provided training on best practices, connections to other institutions or community partners, strategic planning to increase capacity for case management, and case management staffing.

“[United Way of King County] provides staffing, resources, training, and an intake process for student appointments.”

– Institution partnering with United Way of King County



Goal 4. Collect and use in-depth student data and demographics

Lessons for goal 4. Colleges use data to understand student needs and inform the development and improvement of services

All five colleges collect data to understand the **prevalence of basic needs insecurity** on campus, raise awareness for the need for services, and decide which services to provide. Staff members at Grand Rapids Community College emphasized the importance of using data on students' basic needs insecurity to create support and buy-in for the services they provide. Both Grand Rapids Community College and Highline College administer the Hope Center Surveys, which helps them raise awareness of the prevalence of student need on campus and then use the data to advocate for continued or increased services. Highline College also uses disaggregated survey data to develop targeted outreach strategies for students in groups that were not accessing basic needs services. Arkansas Northeastern College administers anonymous surveys at the end of every semester to understand and document the prevalence of food insecurity on campus. Similarly, Grand Rapids Community College regularly collects survey data from students to track student awareness of services and assess their needs. As one staff member put it, "We've learned along the way that we don't necessarily know what students need."

In addition, all the colleges collect data on the **use of services**. For example, the Basic Needs Advisory Council at Arkansas Northeastern College meets with nonprofit leaders, local officials, faith-based community leaders, business leaders, high school staff members, and students to identify student needs, gauge community and student awareness of services, and develop new services. Further, they collect data in the form of an activity log that tracks the items students typically use from the food pantry. Grand Rapids Community College tracks data on the number of intake applications received, the number of students approved for a loan/grant, food pantry and emergency fund usage, the number of students accessing services, and demographic data. Napa Valley College administers online surveys to students who use the food basket to ask about student awareness of basic needs services. They also track Instagram hits and use this information to share posts at times when students are most active on the application. Napa Valley College also collects demographic data about the students using services to inform who is and who is not accessing services. University of Alabama at Birmingham's food pantry staff collects data through an electronic tracking system where each student has their own case file and staff members can add tags to pull reports and identify trends and gaps in who is using the pantry each week. Information for each case comes from a variety of sources including a Student Distress Referral Form that can be used by faculty members, staff members, or individuals off campus. They also have an optional survey that students can complete after using the pantry.

Across the colleges, the data collected on basic needs and use of services is often separate from other student data collected, such as academic outcomes. Data collected is primarily used to show how many students need services, what services are used and by whom, and how to improve services. This data helps basic needs centers understand gaps in utilization and identify student needs to inform development of new services. However, basic needs center staff members have limited capacity to fully use and analyze data collected, and none of the colleges we spoke with discussed examining the relationship between accessing services and subsequent academic outcomes.

BNI grantee support for goal 4. More than a third (36%) of institutions reported that the BNI grantee supported their work toward collecting and using data (table B11 and figure B1). Institutions shared that grantees supported data use through training and professional development, sharing resources and data collection tools, connecting them with other institutions and organizations, providing funding to support data collection, and supporting them with planning and developing data systems.

“They helped mentor and teach us the process to track, gather data, and analyze the incoming numbers and measure those against the general student population to see what impact BNI is having on these factors.”

– Institution partnering with University of Tennessee, Knoxville

Ongoing implementation challenges

In this last findings section, we highlight ongoing resource and capacity challenges postsecondary institutions are experiencing as they work to sustain basic needs services.

From 2021 to 2022, some institutions experienced large increases in basic needs services and funding perhaps due to ongoing access to additional federal funding through HEERF. For example, 28 percent of institutions reported large increases in funding for new services and 26 percent reported large increases for existing services (table B12).

However, similar to our findings from 2021, the increase in funding did not appear to translate to increased staffing for basic needs services—the largest challenge identified by postsecondary institutions. Thirty-nine percent of institutions identified staffing as a large challenge (table B13). Hispanic-Serving Institutions (HSIs), institutions with a higher percentage of students of color, institutions in cities, and two-year public institutions were more likely to cite staffing as a challenge (table B14).

These staffing challenges were also echoed by all case study colleges. Some issues were addressed by the BNI grantees that directly provided staffing to the colleges (for example, United Way of King County provided AmeriCorps staff to serve as Benefits Hub coaches and help students access services). Case study colleges also spoke of employing students and community volunteers to support students accessing basic needs services. But generally, case study colleges expressed the need for more trained case management staff members to work directly with students.

Also similar to 2021, sustainable funding was one of the largest challenges, with 24 percent of institutions identifying it as such (table B13). HSIs, four-year institutions, and institutions in suburbs were slightly more likely to cite sustainable funding as a large challenge (table B14). Concerns about funding were echoed by some of the case study colleges. One reported that even while they faced difficulties connecting students with emergency aid and other services, they were using their entire emergency aid budget for the academic year. They worried about how to provide services to students once they were able to improve awareness and reach more students.

Implications for practice, future support, and research

Findings from the BNI grantee partner institutions provide key lessons for working toward each of the four implementation goals.

Lessons on promising practices

Students described deep stigma associated with accessing services, and they shared several practical actions colleges can take to alleviate the stigma and improve basic needs security. These include the following and could be directly put into practice by colleges:

- Online intake forms
- Committed and caring staff members who have transparent conversations with students
- A campus culture in which basic needs services are integrated and normalized (for example, basic need services are marketed on class materials, staff members talk about their own experience accessing basic needs services, students talk to other students about accessing services)
- Marketing of services through multiple methods, including social media
- Locations that are accessible and convenient for students

The rubric developed for this evaluation can also help colleges identify practices that facilitate student-centered approaches that alleviate stigma, as well example practices under each implementation goal.

Ideas for future support

One area in which there appears to be a clear need for additional technical assistance is data collection and use, which had the lowest levels of implementation among the four implementation goals. Ithaca S+R, the BNI grantee that focused on research, produced an [interactive resource](#) to better understand the purpose of data collection on basic needs and how to collect and use that data.

Technical assistance around data use could come in many forms. For example, institutions could benefit from support on connecting data on student use of services to data on student outcomes to demonstrate how basic needs services are supporting students' retention and other academic outcomes. Linked data systems should also include information on student background to understand equity in access to services and the connection between access and outcomes by student background characteristics. Institutions could also benefit from support on collecting qualitative and survey data to assess their progress toward providing comprehensive basic needs services (for example, by using the rubric from this evaluation or another self-assessment tool).

This evaluation also found that certain types of institutions may be more likely to experience staffing, funding, and other implementation challenges. As a result, it may be beneficial to target future technical assistance, funding, and other forms of support to specific types of institutions.

Important research directions

Technical assistance that supports linking data on student access to basic needs services and student outcomes could facilitate deeper research on basic needs services. Through the course of this evaluation, the evaluation team has worked with BNI grantee partner institutions to share data on student access to basic needs services and short-term student academic outcomes. In the final evaluation report for this project, which will be released in late 2023, the evaluation team will examine who is accessing basic needs services and the impact of access on short-term academic outcomes. Future research should also explore the impact of basic needs services on a range of institutional (for example, campus culture) and student (for example, sense of belonging, retention, completion) outcomes and identify the specific types of services and amount of support that has the greatest impact on students. Research could also identify the impact of different implementation levels, as outlined in the rubric, to assess the importance of each implementation goal for meeting overall institutional goals and furthering student success.

In addition, documenting promising practices for decreasing stigma (beyond what is shared in this report) could be helpful for postsecondary institutions. Quantitative data could be used to first identify colleges and universities that have large shares of students, particularly students most in need, who access basic needs services. Then, case studies could be conducted with these colleges and universities to surface practices that help alleviate stigma with accessing services. Quantitative studies could also be conducted to test the effectiveness of different marketing and communication approaches on increasing access to services.

Concluding thoughts

Over two academic years (2020–21 and 2021–22), the BNI grantees used a variety of approaches to support community colleges and universities with implementation of basic needs services during what have been extraordinary times, defined by a global pandemic and significant challenges in higher education. Overall, partner institutions felt that BNI grantees played an important role as external partners who helped push their work forward, ensuring they had access to research on best practices, funding, and other supports to increase the quality and scope of basic needs services for students.

Moving forward, postsecondary institutions will likely continue to benefit from external support that provides capacity-building, research and evaluation, and advocacy for basic needs services. External support could come in many forms: Flexible funding can help catalyze and enhance basic needs services, allowing institutions to improve infrastructure and staffing of basic needs services. Training of college staff members and students can increase the use of student-centered and case management approaches and improve the delivery of services and student access to services. Networking support can facilitate connections with other institutions to share best practices and with community partners to improve and expand services. Finally, advocacy can help build the case for basic needs services with higher education leaders and policymakers to help sustain funding on college campuses.

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Appendix A. ECMC Foundation Basic Needs Initiative grantees

Description of BNI grantee projects

Arkansas Community Colleges focused on building institutional capacity to address food insecurity. The association piloted its efforts with four community colleges to increase student enrollment in the Supplemental Nutrition Assistance Program (SNAP) and SNAP Employment and Training benefits. If the initiative is successful, Arkansas Community Colleges will help expand efforts to the remaining 18 community colleges in Arkansas.

Auburn University's Hunger Solutions Institute focused on building capacity across a coalition of 10 public and private four-year universities in Alabama to systematically address food and nutrition insecurity. The institute piloted a six-step capacity-building approach to support these universities in their development, implementation, and evaluation of action plans to address food insecurity, and it is now expanding to other community colleges and universities.

Ithaca S+R focused on developing research products: They conducted a landscape review of how metrics of student success are prioritized, defined, quantified, and used in the community college sector; a survey on provost perspectives on community college priorities for data collection practices and processes; and developed an [interactive resource](#) providing guidance on basic needs data collection.

John Burton Advocates for Youth worked with the California Community Colleges and California State University systems to implement rapid rehousing programs to reduce the number of students who experience homelessness. John Burton Advocates for Youth also provided mini-grants, technical assistance, and training to seven community colleges to establish or expand basic needs centers. The organization also released a [report](#) outlining promising strategies for addressing students' basic needs and a [report](#) with learnings from the mini-grant community of practice with best practices for developing basic needs centers.

The **Michigan Community College Association** addressed the lack of systematic tools community colleges have to meet their students' basic needs. The association worked with 25 Michigan community colleges to build their capacity to understand students' basic needs, scale the support services they provide, increase student access to MI Bridges (an online portal through which individuals can apply for public benefits), and share best practices statewide. The association also released a [report](#) "Supporting the Whole Student: Growing Basic Need Supports at Michigan Community Colleges," which provides an overview of the MI-BEST Initiative, outlining progress toward scaling economic stability practices and insights gleaned from interviews with college faculty and staff members.

The **University of Tennessee, Knoxville**, in partnership with the **University of Texas at San Antonio**, focused on building capacity among Hispanic-Serving Institutions in Texas to develop and evaluate basic needs services. University of Tennessee, Knoxville, assessed the current landscape of campus basic needs services at Hispanic-Serving Institutions in Texas, published a [journal article](#) on their findings, and provided technical assistance to those institutions.

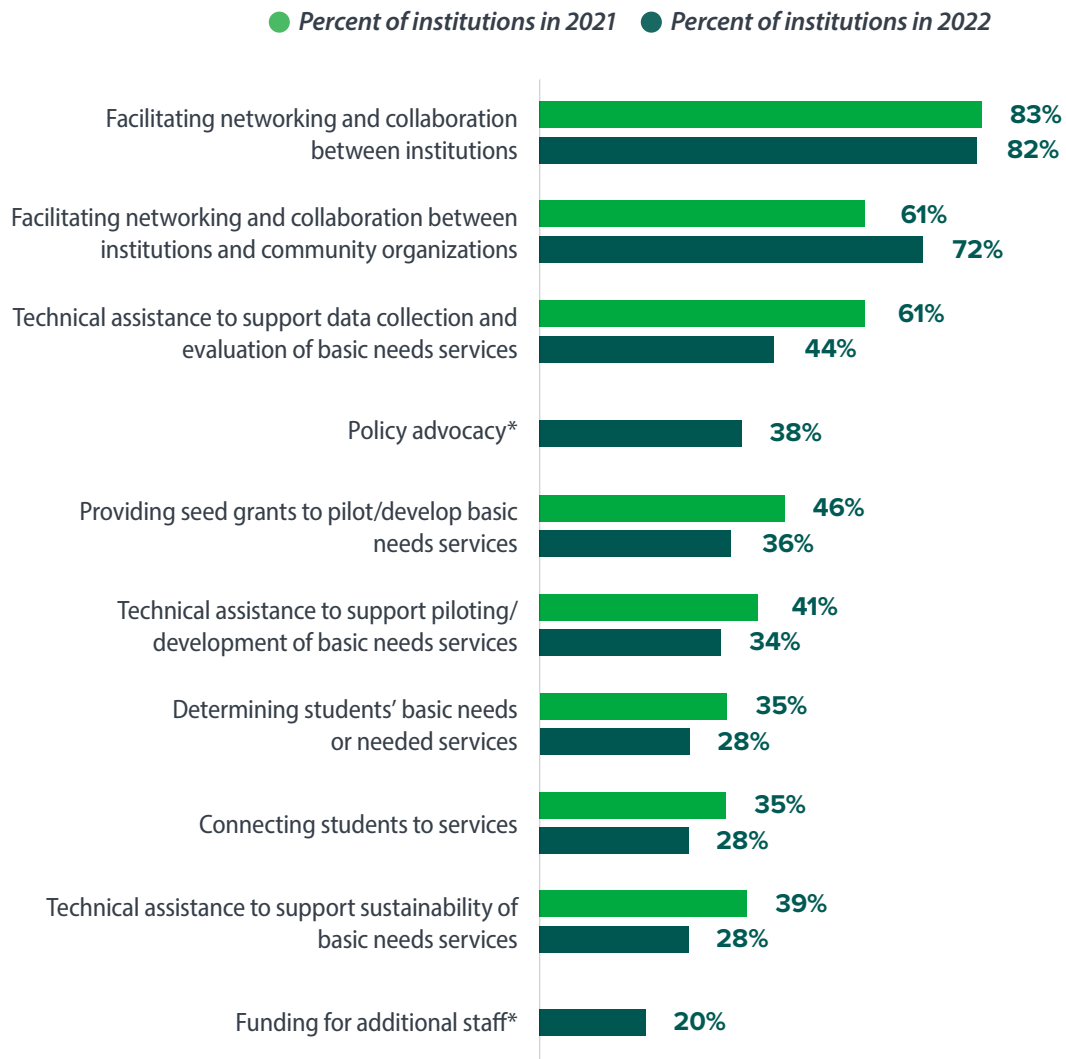
United Way of King County focused on building capacity among community and technical colleges in Washington state to disrupt the cycle of poverty and promote student success. United Way of King County implemented on-campus benefits hubs that provided housing, food, and financial supports across 10 institutions. These institutions receive funding, staffing support, and technical assistance from United Way of King County and participate in a learning cohort with other campuses that operate a benefits hub.

Description of BNI technical assistance and direct services

The BNI technical assistance and direct service grantees supported their partner institutions in a variety of ways (see figure A1). As in 2021, the most common type of support received in 2022 was “facilitating networking and collaboration between postsecondary institutions.” Many institutions shared how this type of support has helped them develop and sustain basic needs services.

Compared to survey respondents in 2021, the largest increase in support was for “facilitating networking and collaboration between postsecondary institutions and community organizations” (from 61% to 72%). This means facilitating connections between a college/university and external organization. Two case study colleges spoke to the importance of grantee support in their external partnerships. Staff members at Arkansas Northeastern College shared the importance of funding and other resources from Arkansas Community Colleges to help expand basic needs services. Specifically, their partnership with Arkansas Hunger Relief, which has provided financial resources, has aided them in purchasing food for their students. Highline College staff members reported having access to additional resources, staff members, and funds through the partnership with United Way of King County. Even in partnerships that are not formally through the United Way of King County, such as their local housing authority, United Way of King County participates in those meetings because of their expertise in housing.

Figure A1. Percentage of postsecondary institutions that indicated receiving specific types of support from ECMC Foundation BNI grantees



*These items were only included on the 2022 survey.

Source: Authors' analysis of 2021 and 2022 partner institution survey data.

Example quotes from responding institutions illustrated the types of supports received:

“The funding opportunities [from Arkansas Community Colleges] helped us establish a strong infrastructure to provide the food pantry service, as well as the national research to assist the college staff and develop a broader range of basic needs services students need to eliminate barriers to their success.”

“It’s been most beneficial, knowing that [Auburn University Hunger Solutions Institute] are experts in this as well, and they understand exactly what we’re going through. Also being able to connect with other institutions around the state and seeing where they’re at. Their various levels of implementation for basic needs programming helps me gauge where we are at in our office and what we need to be moving towards.”

“[What has been most helpful about John Burton Advocates for Youth support is] the continued policy advocacy to make basic needs a priority for our colleges and universities, and their continued research at the ground level to inform our campuses of best practices and strategies to comprehensively address basic needs insecurity.”

“The professional development opportunities provided by Michigan Community College Association in this area have expanded our knowledge of multiple topics relative to basic needs, and very importantly built and enhanced relationships and networking across community colleges on work in basic needs services for students.”

“Under the direction of [University of Tennessee, Knoxville] we were able to learn a cohesive method for mapping the analysis of our basic needs initiatives. This will aid in the long-term sustainability of the program on this campus.”

“[United Way of King County] provides the data, research, funding, staff, and support ... One of the greatest resources is having people on our campus who can reach out and connect to our students. So, without them, we wouldn’t have our benefits coaches. The department was a one-person team, and now it’s much bigger.”

Appendix B. 2022 partner institution survey

Survey administration and respondents

In spring 2022, Education Northwest administered a survey to contacts at the partner institutions for six ECMC Foundation Basic Needs Initiative (BNI) grantees: Arkansas Community Colleges, Auburn University's Hunger Solutions Institute, John Burton Advocates for Youth, Michigan Community College Association, United Way of King County, and University of Tennessee, Knoxville/University of Texas at San Antonio. The purpose of the survey was to learn about basic needs services implementation on each campus and the role of BNI grantees in supporting implementation of those services.

In March 2022, Education Northwest contacted each grantee and asked them to provide contact information for one individual at each partner institution that worked on BNI project activities. Contacts included staff members who worked in a variety of roles, including directors of basic needs centers, administrators who led offices that managed basic needs services, and student services staff members who worked closely on basic needs services. The survey instructed respondents to answer questions for their institution, consult colleagues as needed to address the questions, and take their time and save their work so they did not have to complete the survey in one sitting.

The survey was sent in April 2022, with reminders sent until August 2022, to contacts at 77 postsecondary institutions. Fifty colleges fully completed the survey and seven additional colleges partially completed the survey for a total response rate of 65 percent completing the survey and 74 percent providing at least partial responses.

Responding institutions and nonresponding institutions were similar across average institutional characteristics (table B1). There is a higher percentage of minority-serving institutions in the sample of responding institutions compared to the sample of nonresponding institutions, but the differences are not statistically significant.

Table B1. Average characteristics of partner institutions

	All partner institutions	Survey respondents	Survey nonrespondents
Total institutions	78	57	21
Fall 2020 full-time undergraduate enrollment	6,059	6,347	5,279
Fall 2020 part-time undergraduate enrollment	4,247	4,266	4,195
Fall 2020 published in-state tuition and fees	\$5,857	\$5,795	\$6,025
Net price for full-time/first-time undergraduates (2019–20) ¹	\$8,520	\$8,636	\$8,210
Total revenue per FTE (2019–20)	\$29,734	\$32,660	\$21,932
Student services expenditures per FTE (2019–20)	\$2,671	\$2,584	\$2,901
Minority-serving institution	44%	47%	33%
Asian American and Native American Pacific-Islander-Serving Institution	10%	14%	0%
Historically Black College or University	4%	2%	10%
Hispanic-Serving Institution	31%	33%	24%
Tribal College or University	0%	0%	0%
Fall 2020 percentage of undergraduate students who identified as students of color	54%	54%	53%
Fall 2019 percentage of undergraduate students who received Pell grants	34%	33%	37%
Locale: ² City	46%	44%	52%
Locale: Suburb	23%	25%	19%
Locale: Town	8%	7%	10%
Locale: Rural	23%	25%	19%
Four-year public	45%	46%	43%
Four-year private	1%	2%	0%
Two-year public	54%	53%	57%

¹ Net price is generated by subtracting the average amount of federal, state, or local government or institutional grant and scholarship aid from the total cost of attendance. Total cost of attendance is the sum of published tuition and fees, books and supplies, and the weighted average room and board and other expenses.

² Locale is a classification from the National Center for Education Statistics and based on U.S. Census Bureau-defined distance to an urban center and population size.

Note: All data are from Integrated Postsecondary Education Data System Fall Enrollment, Finance, Institutional Characteristics, and Student Financial Aid survey components. All data come from the most recent year available, which is the 2020–21 academic year for fall enrollment and institutional characteristics and the 2019–20 academic year for student financial aid and finance data. Differences between respondents and nonrespondents are not statistically significant at the 10 percent level of significance or above.

Source: Authors' analysis of Integrated Postsecondary Education Data System.

Table B2. Average characteristics of responding partner institutions, by sector

	Two-year survey respondents	Four-year survey respondents
Total institutions	30	27
Fall 2020 full-time undergraduate enrollment	2,690	10,409
Fall 2020 part-time undergraduate enrollment	5,547	2,844
Fall 2020 published in-state tuition and fees	\$3,614	\$8,219
Net price for full-time/first-time undergraduates (2019–20) ¹	\$6,623	\$10,958
Total revenue per FTE (2019–20)	\$20,854	\$46,282
Student services expenditures per FTE (2019–20)	\$2,490	\$2,693
Minority-serving institution	43%	52%
Asian American and Native American Pacific-Islander-Serving Institution	10%	19%
Historically Black College or University	0%	4%
Hispanic-Serving Institution	37%	30%
Tribal College or University	0%	0%
Fall 2020 percentage of undergraduate students who identify as students of color	51%	58%
Fall 2019 percentage of undergraduate students who received Pell grants	33%	33%
Locale: ² City	33%	56%
Locale: Suburb	20%	30%
Locale: Town	7%	7%
Locale: Rural	40%	7%

¹ Net price is generated by subtracting the average amount of federal, state, or local government or institutional grant and scholarship aid from the total cost of attendance. Total cost of attendance is the sum of published tuition and fees, books and supplies, and the weighted average room and board and other expenses.

² Locale is a classification from the National Center for Education Statistics and based on U.S. Census Bureau-defined distance to an urban center and population size.

Note: All data are from Integrated Postsecondary Education Data System Fall Enrollment, Finance, Institutional Characteristics, and Student Financial Aid survey components. All data come from the most recent year available, which is the 2020–21 academic year for fall enrollment and institutional characteristics and the 2019–20 academic year for student financial aid and finance data.

Source: Authors' analysis of Integrated Postsecondary Education Data System.

Survey analysis

We aggregated responses to all close-ended survey items across responding institutions and by two-year and four-year sector. We also summarized all write-in responses when respondents selected “other” in the tables below.

To analyze the open-ended responses related to grantee supports for each of the four implementation goals, we developed an initial set of codes, labeled responses using these codes, reviewed and refined our codes, and then finalized coding responses to surface common themes and illustrative examples. We also identified illustrative quotes related to ECMC grantee support.

To explore how survey findings varied with institutional characteristics, we merged survey data with publicly available, institution-level data from the Integrated Postsecondary Education Data System (IPEDS). IPEDS data were obtained from the Fall Enrollment, Finance, Institutional Characteristics, and Student Financial Aid survey components. These data were merged one-to-one with survey response data. Using the merged dataset, we conducted descriptive analyses to examine how institutional characteristics varied across different survey responses and regression analyses to examine how institutional characteristics related to the provision of basic needs services.

Survey results

Here we present complete survey findings tied to each survey question along with supplemental analyses we conducted.

What basic needs services are provided to students through your institution? Select all that apply.

Table B3. Number and percentage of institutions that reported providing basic needs services, spring 2022

Basic needs services	Number	Percentage
Food assistance	54	95%
Emergency funds	50	88%
Health care, mental health, and personal care assistance	45	79%
Access to technology	44	77%
Housing assistance	42	74%
Transportation assistance	37	65%
Financial planning, employment support, or legal assistance	36	63%
Child care assistance	24	42%
<i>Of institutions that provide food assistance</i>		
Food pantry/meals provided on campus	52	96%
Help applying for Supplemental Nutrition Assistance Program (SNAP)	42	78%
Connections to off-campus food pantry	41	76%
One-time/emergency fund to pay for groceries/food	35	65%
Help applying for Special Supplemental Nutrition Program for Women, Infants, and Children	21	39%
Help applying for Temporary Assistance for Needy Families (TANF)	20	37%
Ongoing assistance to pay for food outside of SNAP/TANF, WIC or other state-level	16	30%
Food delivery	14	26%
Other (includes cooking demos)	1	2%
<i>Of institutions that provide health care, mental health, and personal care assistance</i>		
Mental health services or referral	45	100%
Hygiene supplies	38	84%
Emergency fund for medical expenses	30	67%
Physical health services or referral	25	56%

Basic needs services	Number	Percentage
Clothing closets	23	51%
Enrollment in health insurance	19	42%
Other (includes partnerships with external organizations, addiction recovery, linen/ bedding closet)	6	13%
<i>Of institutions that provide access to technology</i>		
Loan/gifted/rented digital device	43	98%
Loan/gifted/rented Wi-Fi hotspots	37	84%
Digital textbooks/electronic course materials	30	68%
Expanded Wi-Fi service area around the campus (e.g., parking lot)	27	61%
Assistance with internet utility bill	20	45%
Expanded Wi-Fi service in participating local businesses	2	5%
Other (includes computer labs and student IT services)	3	7%
<i>Of institutions that provide housing assistance</i>		
One-time/emergency fund to pay for housing	34	81%
Help with finding housing	32	76%
Assistance with utilities (water, power, phone)	29	69%
Hotel/motel vouchers, emergency fund, or reimbursement	28	67%
Help applying for Section 8 housing assistance or other subsidized housing	21	50%
Ongoing assistance to pay rent other than Section 8	15	36%
Assistance with furniture and household items	14	33%
Off campus moving assistance	10	24%
Other (includes Rapid Rehousing Program, partnership with external organization, Section 8 voucher program)	6	14%
<i>Of institutions that provide transportation assistance</i>		
Bus pass	30	81%
Gas cards	24	65%
Free parking	19	51%
Support with car payment/insurance	12	32%
General funds available for transportation	10	27%
Funding for Uber/Lyft/taxi	9	24%
Other (includes university ride assistance, subsidized transit pass)	9	24%

Basic needs services	Number	Percentage
<i>Of institutions that provide financial planning, employment support, or legal assistance</i>		
Help with completing the FAFSA or other financial aid applications	34	94%
Financial planning or financial literacy classes or workshops	32	89%
SNAP Employment and Training program	20	56%
Help preparing tax returns	15	42%
Legal assistance	15	42%
Support applying for unemployment benefits	9	25%
Other (includes career counseling, job search assistance, connections with agencies)	5	14%
<i>Of institutions that provide child care assistance</i>		
Referrals to low-cost child care	13	54%
Subsidized on-campus child care	12	50%
Vouchers for off-campus child care	8	33%
Free on-campus child care	4	17%
Other (includes one-time emergency fund, partnerships with external organizations, diapers available in the food pantry)	6	25%

Note: Based on responses from 57 institutions.

Source: Authors' analysis of 2022 partner institution survey data.

Table B4. Percentage of two-year and four-year institutions that reported providing basic needs services, spring 2022

Basic needs services	Two-year institutions (n=30)	Four-year institutions (n=27)
Food assistance	93%	96%
Emergency funds	83%	93%
Health care, mental health, and personal care assistance	77%	81%
Access to technology	90%	63%
Housing assistance	77%	70%
Transportation assistance	70%	59%
Financial planning, employment support, or legal assistance	60%	67%
Child care assistance	53%	30%

Note: Based on responses from 57 institutions.

Source: Authors' analysis of 2022 partner institution survey data.

Table B5. Relationship between institutional characteristics and provision of basic needs services

	Financial planning, employment support, or legal assistance	Food assistance	Housing assistance	Child care assistance	Transportation assistance	Access to technology	Health care, mental health, and personal care assistance	Emergency funds	Count of basic needs services provided
Minority-serving institution	-0.223	0.023	0.146	0.980**	0.211	0.314	-0.026	0.261	1.686 ⁺
	(0.206)	(0.068)	(0.219)	(0.155)	(0.205)	(0.192)	(0.339)	(0.195)	(0.845)
Fall enrollment undergraduate full-time - total (in 100s)	-0.000	0.000	0.001	-0.001	-0.002	-0.003**	0.000	0.000	-0.005
	(0.003)	(0.001)	(0.002)	(0.002)	(0.002)	(0.001)	(0.002)	(0.001)	(0.009)
Fall enrollment undergraduate part-time - total (in 100s)	-0.002	-0.001	-0.001	-0.003	0.000	-0.000	-0.001	-0.000	-0.009
	(0.004)	(0.002)	(0.002)	(0.003)	(0.004)	(0.003)	(0.003)	(0.002)	(0.018)
Percentage of undergraduates who identify as students of color	-0.009	-0.001	-0.009*	-0.008	-0.015*	-0.010*	-0.008	0.002	-0.058*
	(0.006)	(0.002)	(0.004)	(0.006)	(0.006)	(0.005)	(0.005)	(0.004)	(0.022)
Percentage of undergraduates who received Pell	0.004	-0.002	0.007	0.002	0.016 ⁺	0.003	0.002	-0.005	0.028
	(0.010)	(0.006)	(0.009)	(0.010)	(0.009)	(0.007)	(0.008)	(0.009)	(0.049)
Log average net price for FT/PT undergraduates awarded grant or scholarship aid	0.138	0.204	0.063	0.132	-0.016	0.060	0.085	-0.071	0.594
	(0.244)	(0.132)	(0.185)	(0.213)	(0.264)	(0.197)	(0.216)	(0.126)	(1.152)

	Financial planning, employment support, or legal assistance	Food assistance	Housing assistance	Child care assistance	Transportation assistance	Access to technology	Health care, mental health, and personal care assistance	Emergency funds	Count of basic needs services provided
Log published in-state tuition and fees	0.073	-0.002	-0.346	-0.854*	0.366	0.186	-0.177	0.141	-0.612
	(0.407)	(0.180)	(0.305)	(0.342)	(0.377)	(0.238)	(0.294)	(0.236)	(1.668)
Log total revenues per FTE	0.086	0.081	-0.006	0.340	0.070	0.314+	-0.008	0.066	0.944
	(0.247)	(0.071)	(0.202)	(0.245)	(0.211)	(0.155)	(0.110)	(0.108)	(0.761)
Log student services expenditures per FTE	0.103	-0.066	0.032	-0.257	-0.009	-0.362+	0.204	-0.016	-0.371
	(0.275)	(0.082)	(0.233)	(0.225)	(0.263)	(0.207)	(0.205)	(0.124)	(0.945)
Locale indicators	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Grantee indicators	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Carnegie indicators	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Observations	55	55	55	55	55	55	55	55	55
R ²	0.327	0.324	0.458	0.470	0.357	0.529	0.281	0.386	0.305

+ Marginally statistically significant at 10 percent level. * Statistically significant at 5 percent level. ** Statistically significant at 1 percent level.

Note: Results are from regression analysis using survey responses merged with Integrated Postsecondary Education Data System data. All models account for Carnegie classification, locale, and grantee. The Carnegie classification indicators account for the highest degree awarded by the institution. (Seven institutions award doctorates, nine award master's degrees, and 41 award associate degrees as their highest degree. No institution awards bachelor's degrees as their highest degree.) School locale indicators account for whether the institution is in a city, town, suburb, or rural area. Grantee indicators account for the grantee and state since each grantee is in a separate state. Robust standard errors in parentheses. Shaded cells indicate results are statistically significant.

Source: Authors' analysis of 2022 partner institution survey and Integrated Postsecondary Education Data System data.

Table B6. Relationship between institutional characteristics and count of basic needs services provided, robustness checks

	1. Count of basic needs services provided	2. Count of basic needs services provided	3. Count of basic needs services provided	4. Count of basic needs services provided
Minority-serving institution	1.556 ⁺	1.671*	1.598 ⁺	1.686 ⁺
	(0.782)	(0.779)	(0.806)	(0.845)
Fall enrollment undergraduate full-time - total (in 100s)	-0.005	-0.005	-0.006	-0.005
	(0.007)	(0.008)	(0.008)	(0.009)
Fall enrollment undergraduate part-time - total (in 100s)	-0.013	-0.013	-0.011	-0.009
	(0.017)	(0.018)	(0.018)	(0.018)
Percentage of undergraduates who identify as students of color	-0.058**	-0.052*	-0.052*	-0.058*
	(0.018)	(0.021)	(0.021)	(0.022)
Percentage of undergraduates who received Pell	0.034	0.032	0.030	0.028
	(0.043)	(0.046)	(0.047)	(0.049)
Log published in-state tuition and fees	-0.303	-0.110	-0.399	-0.612
	(1.201)	(1.490)	(1.677)	(1.668)
Net price variable	No	No	Yes	Yes
Finance variables: Total revenue and expenditures on student services	No	No	No	Yes
Locale indicators	Yes	Yes	Yes	Yes
Grantee indicators	Yes	Yes	Yes	Yes
Carnegie indicators	Yes	Yes	Yes	Yes
Observations	57	55	55	55
R^2	0.352	0.286	0.289	0.305

⁺ Marginally statistically significant at 10 percent level. * Statistically significant at 5 percent level.

** Statistically significant at 1 percent level.

Note: Results are from regression analysis using survey responses merged with Integrated Postsecondary Education Data System data. Fifty-seven institutions responded to the survey but our desired IPEDS variables are only available for 55 of these institutions. Model (1) includes all 57 institutions but omits net price, total revenue, and expenditures on student services as these variables are missing for two institutions. Model (2) excludes the two institutions with missing IPEDS data but otherwise the model is unchanged from Model (1). The comparison of Model (1) to Model (2) coefficients shows that our findings are robust to the exclusion of these two institutions. Models (3) and (4) show that our findings are also robust to the inclusion of net price (Model 3) and total revenue and expenditures on student services (Model 4). All models account for Carnegie classification, locale, and grantee. The Carnegie classification indicators account for the highest degree awarded by the institution. School locale indicators account for whether the institution is in a city, town, suburb, or rural area. Grantee indicators account for the grantee and state since each grantee is in a separate state. Robust standard errors in parentheses. Shaded cells indicate results are statistically significant.

Source: Authors' analysis of 2022 partner institution survey and Integrated Postsecondary Education Data System data.

Table B7. Relationship between institutional characteristics and count of basic needs services provided by MSI status, robustness checks

	1. All institutions Count of basic needs services provided	2. MSIs only Count of basic needs services provided	3. Non-MSIs only Count of basic needs services provided
Fall enrollment undergraduate full-time - total (in 100s)	-0.004	-0.022	0.006
	(0.009)	(0.016)	(0.017)
Fall enrollment undergraduate part-time - total (in 100s)	-0.009	-0.000	-0.000
	(0.017)	(0.039)	(0.023)
Percentage of undergraduates who identify as students of color	-0.051*	0.095	-0.066
	(0.022)	(0.091)	(0.046)
Percentage of undergraduates who received Pell	0.028	0.031	0.004
	(0.049)	(0.049)	(0.119)
Log published in-state tuition and fees	-0.612	-0.819	8.259
	(1.668)	(1.589)	(7.714)
Net price variable	Yes	Yes	Yes
Finance variables: Total revenue and expenditures on student services	Yes	Yes	Yes
Locale indicators	Yes	Yes	Yes
Grantee indicators	Yes	Yes	Yes
Carnegie indicators	Yes	Yes	Yes
Observations	55	25	30
R^2	0.277	0.375	0.523

+ Marginally statistically significant at 10 percent level. * Statistically significant at 5 percent level. ** Statistically significant at 1 percent level.

Note: Results are from regression analysis using survey responses merged with Integrated Postsecondary Education Data System data. Model (1) includes all 55 institutions but omits the indicator for MSI. Model (2) includes MSIs only. Model (3) includes non-MSIs only.

Source: Authors' analysis of 2022 partner institution survey and Integrated Postsecondary Education Data System data.

What is your level of implementation?

Table B8. Postsecondary institutions implementation stage for each of the four goals in spring 2022

	Pre-implementation	Early implementation	Fully implemented	Other	Number of responding institutions
Goal 1. Provide timely, accessible, and comprehensive basic needs resources and services with clearly navigable systems and outcomes	10%	39%	49%	2%	51
Goal 2. Provide student-centered approaches that alleviate stigma associated with utilizing basic needs resources and services	18%	53%	24%	6%	51
Goal 3. Provide targeted case management to help students navigate and access basic needs resources and services	26%	46%	28%	0%	50
Goal 4. Collect and use in-depth student data and demographics	30%	54%	14%	2%	50

Note: Institutions selected “other” when they felt they were between two implementation stages or that individual indicators were at different implementation levels.

Source: Authors’ analysis of 2022 partner institution survey data.

Who are key partners in implementing basic needs services? Select all that apply.

Table B9. Key college partners and external partners in implementing basic needs services

	Percentage of all institutions (n = 56)	Percentage of two-year institutions (n = 30)	Percentage of four-year institutions (n = 26)
College partners			
Campus leadership	77%	80%	73%
Dean of students	66%	67%	65%
Counselors/advisors (academic or career)	66%	83%	46%
Financial aid office	66%	73%	58%
College/university foundation	59%	57%	62%
Faculty	55%	67%	42%
Student health center (includes mental health/counseling)	55%	50%	62%
Student resource centers (e.g., LGBTQ+ center)	43%	40%	46%
Student association(s)	38%	27%	50%
Other (includes Community Relations Department, University Police, Student Life, Workforce Education, and Office of Student Success/Affairs)	36%	30%	42%
Diversity, equity, inclusion office/staff	34%	40%	27%
Institutional research	34%	47%	19%
Board of Trustees	21%	30%	12%
External partners			
Community-based organizations (e.g., nonprofits)	82%	83%	81%
Community food pantries	70%	73%	65%
Foundations or individual donors	68%	70%	65%
State Department of Human Services/Health and Human Services	43%	53%	31%
Faith-based organizations	32%	33%	31%
Alumni	25%	13%	38%

	Percentage of all institutions (n = 56)	Percentage of two-year institutions (n = 30)	Percentage of four-year institutions (n = 26)
Higher education state agency	23%	23%	23%
Community college association	23%	37%	23%
Businesses	20%	23%	15%
Another college or university	18%	7%	31%
Other (includes federal funding, parents of students, and national organizations)	16%	13%	19%
Advisory board	13%	17%	8%
Local government	11%	13%	8%
Evaluator	9%	17%	0%

Note: Respondents were asked to write-in the specific student resource centers that were partners in implementing basic needs services, and respondents shared a wide variety of centers, including grant programs, the Multicultural/Diversity/Equity Center/Offices, Special Programs & Services, Women’s Center/Hub, Pride Center, Tutoring Center, Dreamer Resource Center, ACES Center, Counseling Center/Student Life, Center for Student Success, Health and Wellness Resource Center.

Source: Authors’ analysis of 2022 partner institution survey data.

What strategies and approaches have been the most important in implementing basic needs services at your institution over the past five years? Select up to three.

Table B10. Strategies and approaches used to implement basic needs services in the past five years

Strategy	Percentage of institutions that ranked this in the top three (n = 56)	Percentage of two-year institutions that ranked this in the top three (n = 30)	Percentage of four-year institutions that ranked this in the top three (n = 26)
Partnerships with community-based organizations	61%	67%	54%
Campus resources and funding	55%	53%	58%
External funding	46%	43%	50%
<i>Foundations</i>	36%	37%	35%
<i>State</i>	30%	33%	27%
<i>Federal</i>	21%	23%	19%
<i>Other (includes alumni and other donations, non-profit and faith-based organizations, and private grants)</i>	11%	7%	15%
<i>Municipal</i>	0%	0%	0%
Campus leadership support	41%	30%	54%
Campus champions (i.e., advocates for basic needs services on campus)	38%	43%	31%
Tools/surveys for assessing basic needs	29%	37%	19%
Partnerships with student organizations	14%	7%	23%
Partnerships with state agencies	5%	7%	4%
Partnerships with other colleges and universities	4%	0%	8%
Other (P3 partnership)	2%	3%	0%
Partnerships in local government	0%	0%	0%
Partnerships with businesses	0%	0%	0%
Evaluation to monitor progress/outcomes	0%	0%	0%

Note: Based on survey responses from 56 institutions.

Source: Authors' analysis of 2022 partner institution survey data.

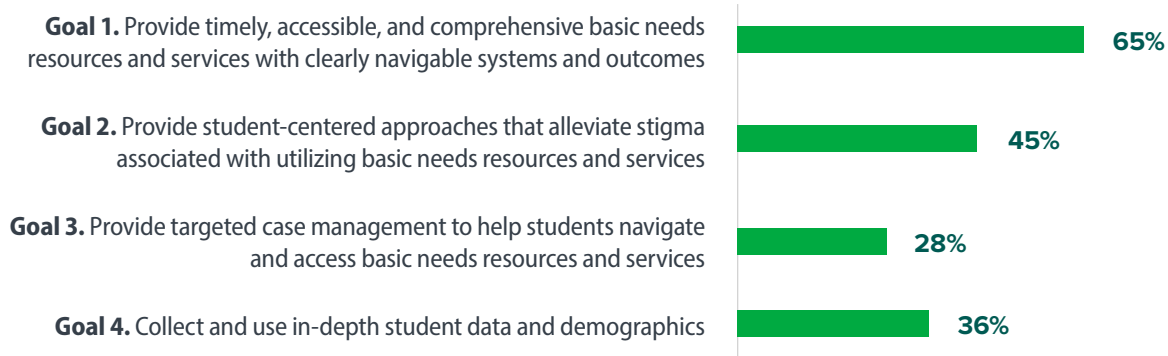
Has [grantee name] helped support your work on this goal?

Table B11. BNI grantee support for each goal

	Yes, on more than one indicator	Yes, on one of these indicators	Not directly, but their support has helped	No	Number of responding institutions
Goal 1. Provide timely, accessible, and comprehensive basic needs resources and services with clearly navigable systems and outcomes	55%	10%	33%	2%	51
Goal 2. Provide student-centered approaches that alleviate stigma associated with utilizing basic needs resources and services	33%	12%	39%	16%	51
Goal 3. Provide targeted case management to help students navigate and access basic needs resources and services	16%	12%	50%	22%	50
Goal 4. Collect and use in-depth student data and demographics	24%	12%	30%	34%	50

Source: Authors' analysis of 2022 partner institution survey data.

Figure B1. Percentage of postsecondary institutions that reported BNI grantee supported the implementation goal



Source: Authors' analysis of 2022 partner institution survey data.

How have your institution’s basic needs services changed from last year to this year?

Table B12. Changes in basic needs services in the past year

	Large decrease	Small decrease	No change	Small increase	Large increase
Funding for new basic needs services	4%	2%	48%	19%	28%
Funding for existing basic needs services	4%	4%	46%	20%	26%
Services offered in a virtual setting	2%	6%	31%	41%	20%
Student outreach and engagement	4%	2%	26%	48%	20%
Number of services provided	0%	4%	30%	50%	17%
Staffing	6%	2%	37%	43%	13%

Note: Based on survey responses from 54 institutions.

Source: Authors’ analysis of 2022 partner institution survey data.

What challenges has your institution experienced in implementing basic needs services during the 2021–22 school year?

Table B13. Challenges with implementing basic needs services in the past year

	Not a challenge	A small challenge	A moderate challenge	A large challenge
Staffing basic needs services	9%	17%	35%	39%
Sustaining funding for basic needs services	19%	22%	35%	24%
Connecting students with basic needs services	11%	37%	43%	9%
Assessing/identifying students’ basic needs	20%	33%	39%	7%
Evaluating basic needs services	9%	43%	43%	6%

Note: Based on survey responses from 54 institutions.

Source: Authors’ analysis of 2022 partner institution survey data.

Table B14. Characteristics of institutions that cited funding and staffing as a “large challenge” to basic needs service implementation

	Characteristics of all survey respondents	Selected “Staffing basic needs services” as a large challenge	Selected “Sustaining funding for basic needs services” as a large challenge
Number of institutions	57	21	13
Minority-serving institutions	47.4%	66.7%	46.2%
Asian American and Native American Pacific Islander-Serving Institutions	14.0%	14.3%	15.4%
Historically Black Colleges and Universities	1.8%	0.0%	0.0%
Hispanic-Serving Institutions	33.3%	57.1%	38.5%
Students of color	54.2%	60.8%	58.1%
Students who received Pell	33%	33%	30%
City	43.9%	61.9%	46.2%
Suburb	24.6%	19.0%	30.8%
Town	7.0%	9.5%	0.0%
Rural	24.6%	9.5%	23.1%
Four-year public	45.6%	38.1%	53.8%
Four-year private	1.8%	0.0%	0.0%
Two-year public	52.6%	61.9%	46.2%

Note: Based on survey responses from 57 institutions merged with Integrated Postsecondary Education Data System (IPEDS) data. Bolded numbers indicate that the average characteristic of institutions that selected staffing or funding as a large challenge is at least 5 percentage points more than the average of all institutions that responded to the survey.

Source: Authors’ analysis of 2022 partner institution survey and Integrated Postsecondary Education Data System data.

Appendix C. Case studies

In collaboration with ECMC Foundation and five of the BNI grantees, the evaluation team invited one institution that was partnering with each of the grantee organizations to provide more in-depth perspectives on basic needs services. The evaluation team selected institutions that were diverse by locale, enrollment size, student diversity, and basic needs service implementation stage. The evaluation team conducted virtual interviews with 17 administrators and staff members who work on basic needs services and 20 students who accessed basic needs services from February through April 2022. Interviews covered the following topics:

- The basic needs services offered at the college
- The institution’s vision and goals for basic needs services
- Staff and student perspectives on awareness and use of basic needs services
- Staff and student perspectives on challenges related to awareness and use of basic needs services
- Staff perspectives on the ECMC Foundation grantee support
- Student perspectives related to the impacts of the pandemic and their college experiences

The evaluation team coded interviews for common themes, synthesized findings by college, and provided each college a memo of findings. The evaluation team then conducted additional analyses by identifying common themes across the five college memos that aligned with the rubric implementation goals.

In this appendix, we present detailed descriptions of basic needs services at the five case study colleges. We also provide a table of statistics on each college, drawn from the Integrated Postsecondary Education Data System (2020–21 data).

Basic needs services at Arkansas Northeastern College

Arkansas Northeastern College provides students with a variety of basic needs services including a food pantry; the Opportunity Bus (a bus to transport students who do not drive or have a way to get to campus); employment support and access to a career closet that allows students to use five outfits per semester; a mentoring program that includes workshops and referrals; financial support including assistance applying for SNAP; housing support; access to technology; and health care and personal care assistance.

Blytheville, Arkansas
Locale: Rural
Fall 2020 enrollment: 1,358
Students of color: 32%
Full-time students receiving Pell: 68%

- **Food pantry website** <https://www.anc.edu/communityrelations/foodpantry.htm>
- **Mentoring program website** <https://www.anc.edu/communityrelations/mentoring.htm>
- **Office of Community Relations website** <https://www.anc.edu/communityrelations/>
- **Office of Community Relations Facebook page** <https://www.facebook.com/ANCCCommunityRelations>

The college expanded the food pantry program by adding a mobile food pantry that travels across campus, and they partner with the Mississippi County Union Mission, which donates food for use in their food pantry. This was done in response to students who shared that they had no place to get food other than vending machines, and they could not afford to use the vending machines. Students also have access to a weekly \$10 gift card to the campus dining hall (the Sunshine Grill) to ensure access to a hot meal.

The mentoring program is offered to any students that use the food pantry or the Opportunity Bus. Mentors are volunteers from the community who have been screened and have participated in a training and an orientation about the basic needs services provided on campus. They connect students with internal and external resources and help them address barriers that come up throughout their academic journey.

“[We] really do take a holistic approach to this. Without these services, a lot of our students would not be able to successfully complete their program or just make it through the day.”

– Staff person at Arkansas Northeastern College

Basic needs services at Grand Rapids Community College

Grand Rapids Community College provides students with a variety of basic needs services including food assistance (a food pantry and assistance with applying for SNAP); access to technology, including digital devices and hot spots and expanded Wi-Fi around campus; mental health counseling; and emergency assistance funds. They are working to provide access to washers, dryers, and a clothing closet. They work with community partners to provide housing assistance for students who are housing insecure or unhoused and to connect students with child care assistance. They also partner with Feeding America, their local farm, and the Culinary Institute who all help to provide donations to the food pantry.

Grand Rapids, Michigan
Locale: Mid-size city
Fall 2020 enrollment: 12,107
Students of color: 37%
Full-time students receiving Pell: 45%

- **Get Help website** <https://www.grcc.edu/students/student-life-conduct/get-help>
- **Facebook pages** <https://www.facebook.com/grandrapidscc/>

The Get Help website includes information about how to access campus and community resources. There is a single intake form for all services, and the website is updated every two weeks. The basic needs services staff uses the student life Facebook page and the main college social media platforms to share information about the basic needs services and coordinate with departmental pages to share information. They also coordinate with the provost to include updates in college-wide emails. The staff also collaborates with the communications director to share stories with local, state, and national news outlets. They also have business cards in every academic office with the website, vertical banners, and posters in every classroom. Students discussed the thorough efforts to advertise and offer services, particularly during the pandemic. Students also spoke about how easy it was to access services, both virtually and in person, and about the positive interactions and follow-up with staff members at the basic needs center.

“If we think about our mission and who we serve ... it’s just paramount to know that students are grappling with these needs [and to] find ways to partner with community organizations and philanthropies that that can help us address these needs, because they are substantial.”

– Staff person at Grand Rapids Community College

Basic needs services at Highline College

Highline College provides students with a variety of basic needs services, including food assistance (a food pantry, help applying for Temporary Assistance for Needy Families and SNAP, food delivery through DoorDash, emergency funds to pay for groceries); financial literacy (workshops, help preparing tax returns); employment support (support applying for unemployment benefits and a SNAP Employment and Training program); housing assistance (help with finding housing, help applying for subsidized housing, emergency funds to pay for housing, assistance with utilities); access to child care; transportation support (Orca Life Card); access to technology (access to digital devices, Wi-Fi hot spots, expanded Wi-Fi service area around campus); and health care, including support accessing mental health services. Staff members and students highlighted the supports for housing, noting that the cost of living in the area is incredibly high. Highline College has a partnership with the King County Housing Authority, which provides 40 Section 8 vouchers for students experiencing homelessness.

- **Benefits hub website** <https://supportcenter.highline.edu/benefits-hub/>
- **Basic needs resources on LMS (Canvas)** <https://canvas.highline.edu/courses/2089488/pages/basic-needs-resources>
- **Community pantry website** <https://supportcenter.highline.edu/community-pantry/>
- **Community pantry Instagram page** <https://www.instagram.com/highlinecommunitypantry/?hl=en>

Highline College has found that the more services students receive, the more likely they are to return and complete their education. They are working to shift the campus culture to focus on holistic student supports built around research and students' hierarchy of needs.

“We try to lead with equity. We had a specific giveaway to target our ESOL [English for speakers of other languages] and GED students because a lot of our emergency funds that came from COVID-19 [required students] to be eligible for financial aid. And so a third of our campus is GED and ESOL students, and they wouldn't be able to apply for [those] funds. So, we made sure to have one of our giveaways be targeted to those students, and they showed up and we had a very successful giveaway at our Highline pantry.”

– Staff person at Highline College

Des Moines, Washington
Locale: Large suburb
Fall 2020 enrollment: 5,829
Students of color: 76%
Full-time students receiving Pell: 28%
<i>Highline is an Asian American and Native American Pacific Islander-Serving Institution</i>

Basic needs services at Napa Valley College

Napa Valley College has a basic needs center that provides students with a variety of services, including food assistance (a student food basket/pantry and assistance with accessing CalFresh); basic needs essentials (e.g., hygiene products); and support with accessing other campus offices that provide financial aid services, health services (physical and mental health), financial aid support and referral, and immigration advocacy services. The primary focus of the basic needs center is food equity.

Napa, California
Locale: Small city
Fall 2020 enrollment: 4,931
Students of color: 76%
Full-time students receiving Pell: 37%
<i>Napa Valley is an Hispanic-Serving Institution</i>

- **Basic needs center website** <https://www.napavalley.edu/student-services-and-resources/office-of-student-life/basic-needs-center.html>
- **CalFresh** <https://www.napavalley.edu/student-services-and-resources/office-of-student-life/calfresh.html>
- **Food basket** <https://nvcsharepoint.napavalley.edu/studentaffairs/ASB/Pages/Emergency-Food-Services-for-Students.aspx>
- **Basic needs center Instagram page** <https://www.instagram.com/nvcbasicneeds/>

The college uses a centralized website for the basic needs center with links to various other resources, such as the student CalFresh benefits assistance and the Student Food Basket monthly grocery pickup and express snacks. The Student Food Basket and CalFresh links go to pages where students can communicate directly with the basic needs center staff through video, send an offline message, or schedule a meeting if they are not available.

“[We] really have a strong social media [presence] that’s not only based on web services [we’re] providing. [We] follow student clubs, student sports teams, and different aspects of what students do in life. Because students are not only defined by food equity, they’re defined by other, different passions.”

– Staff person at Napa Valley College

The basic needs center staff has worked hard to make the center an inviting and professional space for students. Staff members have engaged in significant outreach to get donations, discounts, and additional resources for students. Many students spoke to the accessibility of the center location and how easy it is to sign up and receive services.

Basic needs services at The University of Alabama at Birmingham

The University of Alabama at Birmingham has a benefits hub with a food pantry (Blazer Kitchen at Hill Student Center); emergency financial aid; a program that provides grants for students to purchase textbooks; a laptop/technology loaner program; a meal voucher program for on-campus dining; and partnerships with community agencies for housing insecurity, food insecurity, and financial insecurity.

Birmingham, Alabama
Locale: Mid-size city
Fall 2020 enrollment: 13,878
Students of color: 45%
Full-time students receiving Pell: 36%

- **Student assistance and support website** <https://www.uab.edu/students/assistance/>
- **Blazer Kitchen website** <https://www.uab.edu/students/assistance/blazer-kitchen>
- **Blazer Kitchen Instagram page** <https://www.instagram.com/blazerkitchen/?hl=en>

These services began with the food pantry and additional services were developed to respond to student needs as they emerged; many emerged during the COVID-19 pandemic. They also partner with the TRIO office and First Generation office to ensure students from systematically excluded or marginalized backgrounds are aware of services.

Staff members shared that basic needs services are necessary to support students' academic success on a daily basis and to support retention and graduation. They also discussed the importance of seeing students as human beings and providing them with the skills to be self-advocates. They described a shift in thinking across the college in recent years to think about students holistically and not just in terms of their academic performance or presence in the classroom. Ultimately, the goal is for student to be successful out in the world.

“We want our students to be successful and make it to graduation, but what we’re really doing is setting them up for success once they leave our campus. If we can teach them how to get connected and find resources that they need, they can do that, whether it’s in Birmingham, Alabama, Chicago, Illinois, or Wichita, Kansas, it doesn’t matter. If we can teach them how to advocate for themselves and how to go about finding the things they need, then they’re going to be OK once they leave us. We would be doing a huge disservice if we were only teaching them how to navigate our campus.”

– Staff person at University of Alabama at Birmingham