



SAN DIEGO COLLEGE OF  
CONTINUING EDUCATION

A photograph of three young women in black graduation caps and gowns, smiling and hugging each other. The image is overlaid with a semi-transparent purple filter. The text "BASIC NEEDS REPORT" is superimposed in large white letters over the center of the image.

# BASIC NEEDS REPORT

A COMPREHENSIVE RESEARCH REPORT  
ON THE BASIC NEEDS OF STUDENTS AT  
SAN DIEGO COLLEGE OF CONTINUING  
EDUCATION

JULY 2023

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This research study was conducted by  
Henderson Professional Mentorship Group and Inclusive Data.

# Background

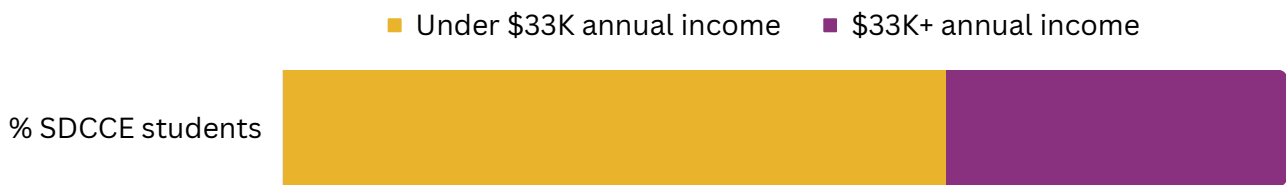
## Assessing the Basic Needs of San Diego College of Continuing Education (SDCCE) students

The San Diego College of Continuing Education (SDCCE) embraces the responsibility of providing access to community college education for all students and remains committed to increasing student success and lifetime outcomes for [their] students (SDCCE, n.d.).

A sample study on students in the San Diego Community College District (SDCCD) found that over 60% of community college students struggled to meet their own basic human needs, including mental health, housing, food, and child and elder care needs (Goldrick-Rab et al., 2019).

Further, California Community Colleges #RealColleges Survey states, “there are also sizable racial/ethnic disparities in basic needs insecurity among California community college students. For example, rates of food insecurity among students identifying as African American or Black, American Indian, or Alaskan Native exceed 60%. This is approximately 10 percentage points higher than rates for Hispanic or Latinx students, and almost 20 percentage points higher than rates for students identifying as White or Caucasian (Goldrick-Rab et al., 2019, p. 13).”

According to 2023 data from the SDCCD Office of Institutional Effectiveness and Research, two-thirds (66%) of SDCCE students with known income report that their annual income is under \$33,000. Over half (57%) of SDCCE students from the 2023 SDCCD Office of Institutional Effectiveness and Research student profiles report that they are students of color. Immigration status is also a significant consideration given that nearly half (48%) are not U.S. Citizens.



The following is an overview of recent literature exploring the basic needs of community college students.

# Literature Review



## Mental Health

- Students report high levels of exhaustion, anxiety, discomfort, and generally poor mental health (Geary, 2022).
- Basic needs insecurity is linked to mental health challenges (Hege, 2021).
- The need for on-site mental health services along with other basic needs support services is recommended.



## Housing

- Students experiencing housing instability were found to value their campuses as spaces of stability.
- However, 20 percent of SDCCD students reported being homeless (Hope Center, 2020), which was exacerbated by the impact of Covid-19.
- Basic needs insecurity is often experienced in combination with other factors, such as food insecurity and mental health destabilization (Hallett, 2018; Hope Center, 2020).



## Child and Elder Care

- 60% of working parents adjust their work life or lose work opportunities to accommodate the needs of their children (SD Foundation, 2022).
- Students who care for elderly or disabled family members face similar challenges but are rarely included in the discussions around support with care needs (The Chronicle of Higher Education, 2021).
- SDCCD's 2022 Accreditation Plan component of workforce development can be supported through on-site child care, which would support parents in taking advantage of their educational experience (Gonchar, 1995).



## Food Insecurities

- 42% of SDCCD survey respondents experience low levels of food security; 44% cannot afford to eat balanced meals; 44% worry about running out of food before they have money to buy more (Hope Center, 2020).
- Students are forced to choose between necessities like food, education, housing, utilities, and/or medical care leading to poor classroom performance, higher attrition rates, and delayed graduation.





# ENVIRONMENTAL SCAN

# Environmental Scan

## SWOT Analysis



### Strengths

- Resources for students and dedicated departments
- Students reflect local community
- Preferred Language materials
- Broad-ranging programming



### Weaknesses

- Limitations in funding and resources to meet identified student needs, such as on-campus housing, health care
- Limited staff for student organizing
- Students are workers and parents, impacting availability



### Opportunities

- Mutual aid groups among students
- Sponsorship
- Programming that is fundable
- Students can develop skills working in student resource programming



### Threats

- Employment market has below living wages
- Digital divide widening
- Increased cost of living
- Fund development requires staff time



# Environmental Scan



## Market Forces

- Over the past 10 years, college student enrollment has dropped by 10% or 1.9 million (Causey, 2023).
- Between Fall of 2019 and 2022, there has been an 8% loss in students given financial struggles.
- Increase for online classes with stagnant wages and rising inflation shaping workforce changes.

## Stakeholder Analysis

- Students
- Instructors
- Administrators
- Alumni
- Employers
- Community
- Regulators

## Technology

- Digital Equity issues such as internet cost, access, reliability, and devices
- Can impact rural, tribal, and low-income communities disproportionately

## Internal Capability Analysis (ICA)

In performing an ICA, SDCCE must consider the following:

- Human Resources
- Facilities
- Operations

## Legal and Regulatory Factors

- Laws and regulations for continuing education and providing mental and physical health care
- Regulations from the Board of Governors of the California Community Colleges
- FERPA, HIPAA, data-sharing agreements

# Methodology

This mixed methods study was conducted virtually by Henderson Professional Mentorship Group and Inclusive Data at all six SDCCE campuses: Continuing Education Mesa, Continuing Education Miramar, César E. Chávez, Educational Cultural Complex, as well Mid City, North City, and West City campuses.

## Qualitative Methods

### Recruitment and Eligibility

- Topline survey data reviewed to determine the target population
- Recruitment emails were sent to mailing lists at all six campuses
- Targeted students in the ESL diploma program and CARES program applicants
- Participants are required to be over 18 and fluent in English or Spanish
- \$25 gift card offered as a participation incentive

### Data Collection

- 2 one-hour English interviews, 3 one-hour English focus groups, and 2 one-hour Spanish focus groups
- Protocols developed for consistency in data collection
- Participants signed consent forms in English or Spanish

### Coding Scheme and Data Analysis

- Data were transcribed
- A coding scheme was developed to ensure consistency across data collection sessions
- The coding scheme included mental health, housing insecurity, food insecurity, child and elder care
- Emergent coding was used to identify additional codes and create sub-codes
- Qualitative data analysis software was used to manage and analyze the data

## Quantitative Methods

### Recruitment and Eligibility

- All eligible students participated
- Surveys were available in multiple languages
- Incentive: \$50 gift card
- Survey response rate: 9.4%

### Data Collection

- 7 required and encouraged questions
- 10-minute survey with 42 questions
- Additional questions prompted through survey logic
- Data collected through Jotform
- Digital inequities may have limited access for some students

### Coding Scheme and Data Analysis

- Data imported to Airtable
- Non-English responses translated
- Responses grouped with pre-selected options
- Data exported to SPSS for statistical analysis
- Only statistically significant differences reported
- P-value  $\leq 0.05$  indicates rejection of test hypothesis
- P-value  $> 0.05$  means no reported difference



A person wearing a blue and white plaid shirt is sitting at a desk, looking at a laptop. They are holding a pen in their right hand. On the desk, there is a spiral notebook, a stack of books, and a pair of glasses. The background is a plain wall. The entire image has a semi-transparent purple overlay.

# QUALITATIVE FINDINGS

# Qualitative Findings

## DEMOGRAPHIC PROFILE

- **16 student participants:** African American/Black (2), Asian American (1), Latino/Latinx/Hispanic (7), Native American (1), White/Caucasian (1), and Unknown (1)
- **Gender representation:** Male (6), female (9), and unknown (1)
- **Age range:** 19-60; majority in 50s
- **Citizenship status:** (9) Participants holding U.S. citizenship while (3) identified as Refugees/Asylee, and (3) identified as 'Other' or declined to state
- **Relationship status:** (8) were single, (6) were married, and the status of the remaining participants is unknown
- **Campus Participation:** Cesar Chavez (5), Continuing Education Mesa (1), Continuing Education Miramar (0), Educational Cultural Complex (3), Mid-City (1), West City (5), Unknown (1)
- **Program of Study:** Fashion Design = Clothing and Textiles (3), ESL = English as a Second Language (5), DSPS (3), Hospitality/Culinary Arts (1), Emeritus (1), Business Information Technology (2)Administrative (1), Admin of Justice (1), Computer & Info Science (1), ESL (5), Fashion Design (2), Law Pathway (1), Undeclared/DSPS (2), Unknown (3)



### Mental and Physical Health

Mental health challenges are interconnected with housing and food insecurity.



### Child/Elder Care

Caregivers and parents need on-campus resources and course offerings created with them in mind. Connect to resources with operating hours.



### Housing Insecurity

Lack of affordable housing options and shared housing can come with not so ideal living conditions.



### Food Insecurity

SNAP/EBT is a resource for students that desire on-campus support and connections to other food resources.

*Qualitative Findings Cont.*



# Additional Findings

## CONTEXT MATTERS

- Transportation Needs: Impacts students' basic needs and attendance; campus support needed
- Access to Resources: Increased access to resources, including monetary resources and visibility of resources on campus
- Immigration Support: Support for unique challenges that recent arrivals and undocumented students face, including legal and financial support
- Technology and Employment and Ownership Resources: Campus coordinated technology resources that are relevant to courses



SEE APPENDIX  
FOR A DEEP DIVE



# QUANTITATIVE FINDINGS



# Quantitative Findings

## DEMOGRAPHIC PROFILE

- **1692 student survey respondents:** African American/Black (22%), Asian American (14%), Latino/Latinx/Hispanic (31%), Native American (1), White/Caucasian (18%), Pacific Islander (1%), Middle Eastern (4%), Mixed but not otherwise specified (3%), and Races not listed here (1%). Students were allowed to select more than one race and/or ethnicity. Further disaggregations appear in the raw data.
- **Gender representation:** Man (29%), Woman (62%), Other options or declined to state (8%) [Note: gender was a multi-select option]
- **Education:** Elementary School (5%), Junior High or Middle School (10%), GED (3%), High School (32%), Certificate (11%), Associates (8%), Bachelors (20%), Masters or Professional Doctorate or Higher (13%)
- **Age range:** Under 18 (2%), 18 - 24 (8%), 25 - 29 (12%), 30 - 34 (17%), 35 - 39 (18%), 40 - 44 (11%), 45 - 49 (9%), 50 - 54 (5%), 55 - 64 (9%), 65 or older (9%)
- **Household representation:** Household size: 1 (21%), 2 (23%), 3 (18%), 4 (16%), 5 (10%), 6 (5%), 7 (2%), 8 (2.0%), 9 (1%), 10 or more (2%)
- **Household Income:** Under 5,000 (33%), 5,000-9,999 (8%), 10,000-14,999 (12%), 15,000-24,999 (11%), 25,000-34,999 (9%), 35,000-44,999 (5%), 45,000-54,999 (5%), 55,000-64,999 (4%), 65,000-74,999 (3%), 75,000 or more (10%)
- **Current Military Status:** Not a veteran (94%), Veteran (3%), Active Duty (2%), Reserve (1%)

Please note due to rounding, the totals may not add up to 100%.

SEE APPENDIX  
FOR A DEEP DIVE



### Mental and Physical Health

The survey responses suggest over a third of student respondents struggle with physical health (38%) or mental health (33%).



### Child/Elder Care

Nearly one in ten students reported caregiving duties for the sick or elderly (9%) or children (15%) are barriers to their educational goals.



### Housing Insecurity

About a third (31%) of students in the survey reported experiencing housing insecurity on a daily basis.



### Food Insecurity

Nearly a quarter of student respondents (21%) reported that they had unmet food needs on a daily basis.

An overhead view of five people sitting around a light-colored table in a meeting room. They are engaged in a discussion, looking at documents and laptops. The room has a dark red carpet. The image is framed by a dark purple border at the top and bottom.

# RECOMMENDATIONS

# Recommendations

## Fostering a Holistic Approach

A holistic approach to meeting the basic needs of SDCCE students is critical to promoting academic and personal growth.

- Mental Health
- Physical Health
- Housing
- Food
- Child Care/Elder Care
- Transportation
- Immigration
- Technology

## General Basic Needs Program

SDCCE students need a comprehensive basic needs program with case management at its core to ensure the successful delivery of basic needs services and key interventions.

- Comprehensive Services
- Leadership Support
- Streamlined Intake Process
- Cross-Campus Collaboration
- Community Partners
- Campus Culture
- Faculty and Staff Training
- Marketing Services
- Accessible Services
- Student Partnerships
- Case Management System
- Ongoing Follow-Up
- Case Management Training
- Data System
- Data Collection Tools
- Data-Informed Decisions





# Mental Health Matters



## Key recommendations

- Increase access to on-campus mental health counselors and develop a hotline for immediate crisis support.
- Conduct workshops and campaigns to destigmatize mental health issues and promote help-seeking behavior.
- Establish a pipeline of ongoing support for students transitioning from crisis situations to regular mental health care.
- Create support groups led by trained psychologists specifically tailored to the needs of recent arrivals and undocumented students.
- Provide resources or programs for service animals to support students' mental well-being.

## Student Voice

"It would be nice to have a hotline to call when we ( students) get to this emotional panic attack about anything.. just like the suicide hotline I see in hospitals before"

*West City, Clothing and Textiles, American Filipino, age 57*

## Statistical Highlight

The survey responses suggest that at least 1 in 5 students has an unmet mental health need or concern. Wellness concerns were reported by 53% of student respondents, followed by physical health (38%), and mental health (33%).



# Physical Health Matters



## Key recommendations

- Implement mobile clinics to provide healthcare services on campus or in areas with limited access to medical care.
- Advocate for reduced or subsidized medications and medical care for low-income students.
- Assist with transportation for medical visits, including Personal Care Attendants, to overcome transportation barriers.
- Collaborate with local healthcare providers to ensure the availability and accessibility of medical services for students.

## Student Voice

"What I have seen is that many people do not have health insurance, and they've even missed school because they can't get medical attention. I have seen three people who have health issues with their feet, and there is one who needs something to help his leg, but because he is from Haiti, he does not have MediCal. So, I would like them to tell them where they can go or where they can get help with a physical exam so they have can have good health."

*Confidential Student*

## Statistical Highlight

The survey showed that low-income students were less likely to be aware of the services that could benefit them, in general, but were more likely to have heard of the food insecurity and housing program compared to academic and career services. When surveyed about specific health services that students would use if they were available, the most popular services were: blood pressure screening (56%), vaccines (43%), mental health (36%), and vision screening (35%). The other services student respondents reported they would attend would be physicals (26%), first aid (25%), crisis counseling (20%), birth control (15%), and pregnancy testing (12%).

# Housing



## Key recommendations

- Develop and offer reduced or subsidized utilities and housing.
- Establish mortgage assistance programs to support students in securing stable housing.
- Address safety concerns in shared housing arrangements by implementing measures to ensure the well-being of all students, especially women.
- Provide support and guidance for undocumented students to navigate the legal complexities of securing housing.

## Student Voice

"I'm a handicapped individual. I use a wheelchair for about 70% of my mobility and I live off a very small disability stipend every month... if I were actually able to work part-time at a job to supplement that... then my disability either gets reduced by the amount I'm earning or it goes away entirely... student scholarships and grants and things do not impact that amount... Trying to exist on that small amount of income every month is an impossibility... I basically live on the good graces of a friend who is allowing me to be in his apartment and to share his space and pay a minimal amount of rent ... But that's an unstable housing situation... it can change at any time, at any day with only a day or two or three worth of notice. It colors the decisions that I make in my life, the things I do, the way I act, the plans that I'm able to make in terms of school..."

*Continuing Education Mesa, Emeritus, White, age 54*

## Statistical Highlight

About a third (31%) of students in the survey reported experiencing housing insecurity on a daily basis.

# Food



## Key recommendations

- Provide referrals to local food pantries for students who may not be eligible for SNAP/EBT or when SNAP/EBT funds become depleted.
- Organize food distributions that consider students' dietary needs and restrictions.
- Implement budgeting workshops to help students manage their finances effectively.

## Student Voice

"...I came here as a refugee four years and I still, under the program with my family and under the CalWORKS program, where I receive my EBT every month and we have food. But sometimes you can find that it's not enough, but it's there every month. When you reaching the end of month, you find that you have already finished everything... Food distribution center, we have to visit them and maybe to get something, and that can take us up to the end of the month, and as we are waiting the next month... And for me, I have no problem because I find every food, even from my home in Africa where I come from, I find everything here, which is amazing....I can eat. My children, they can eat... When the food stamp is over, we can visit the food distribution center. That's good program too that help me."

*Mid City, Business and Information Technology, Black, age 53*



## Statistical Highlight

In the survey, researchers found that nearly a quarter of student respondents (21%) reported that they had unmet food needs on a daily basis. These students were more likely to be lower income and to have larger families or to have disabilities.



# Child Care



## Key recommendations

- Increase on-campus childcare options, including tutoring or academic support for children.
- Create class schedules with parents in mind to accommodate their dual roles as caregivers and students.
- Provide resources for accessing affordable caregivers and comprehensive lists of local daycare facilities.
- Establish partnerships with local daycare facilities to ensure availability and operating hours align with student needs.

## Student Voice

"A children's room or daycare would be good at school. While the parents are in class, the child can be there. One day a classmate brought her son and she had to keep him outside the classroom. I wasn't there, they just told me, and I said, "Oh, poor thing sitting out there." Well, it would be good for people who want to study and don't have anywhere to leave their kids. That would be cool in the future."

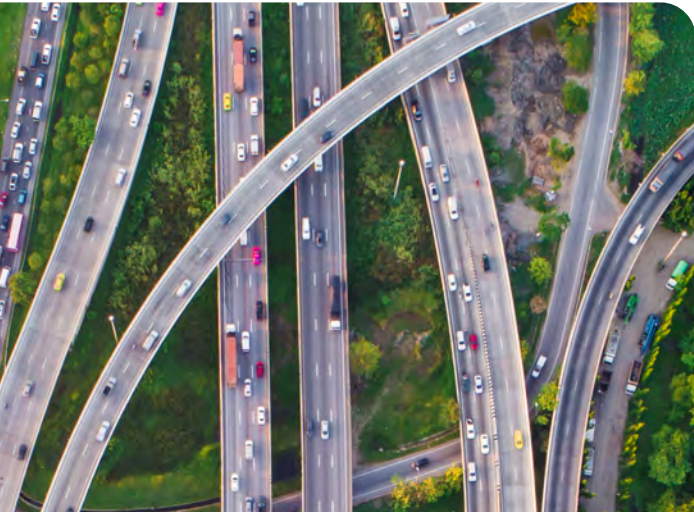
*César E. Chávez, ESL, Hispanic, age 40*

## Statistical Highlight

In the survey, about one in ten students (9%) reported that their caregiving duties for the sick or elderly sometimes hinder them from achieving their educational goals.



# Transportation



## Key recommendations

- Lower or waive parking fees to reduce the financial burden on students.
- Distribute gas cards or provide assistance with fuel costs.
- Establish a Dial-A-Ride bus program with nominal fees for transportation.
- Provide MTS passes or trolley tickets to students.

## Student Voice

"I only go to this school one time a week, and it's two hours a week. And if I have to pay \$35 for parking, it's kind of a waste of money for me. It used to be free, but now I have to pay. And people who are not working like I do, I don't have income like other people. I really cannot afford to pay that. Well, if I really have to, I guess I have no choice. But right now, I am just parking outside because I don't have income to pay that parking. Sometimes I cannot find parking because my classes starts at 10 o'clock and other students already park. People who are attending at nine o'clock already started parking in this street so I had to look like a mile away. Yet the parking inside in the building in the premises of this school is empty because no one wants to pay."

*West City, Clothing and Textiles, American Filipino, age 60*



## Statistical Highlight

In the survey, researchers found that 43% of parent respondents with dependent children needed more transportation to help with childcare-related issues.

# Immigration



## Key recommendations

- Vet and establish partnerships with reputable legal aid organizations to provide free or low-cost legal services for immigrant students, reducing fraud and exploitation of students.
- Develop a comprehensive job placement program, including partnerships with local businesses, career readiness programs, access to job fairs and internships, a dedicated support network, and legal information and referrals to support undocumented students in obtaining employment opportunities.
- Hire specially trained staff to provide essential services such as healthcare, food assistance, and social security benefits for immigrant and undocumented students.
- Develop affordable housing initiatives specifically tailored to the needs of immigrant students, including partnerships with housing organizations, financial literacy programs, and culturally sensitive support services to ensure their housing stability and well-being.

## Student Voice

"Well, as my colleagues say, the truth is we need legal help because many of us work, but many of us are not paid well because we do not have legal documentation, so we are undocumented in this country, and it is not legal for us to work without that. And well, they give us work like under the table like we say, things that aren't through companies or things like that, and they don't pay us well, so we have to deal with our legal status."

*César E. Chávez, ESL, South American, age 19*

## Statistical Highlight

Immigration status was not solicited in the survey but was inquired in the qualitative research. During the focus groups and interviews, it was evident that students who are recent arrivals and/or undocumented immigrants face unique challenges and barriers.

# Technology

## Key recommendations

- Develop programs for reduced or subsidized allowances for class materials or a loaner program for updated tools.
- Improve internet connectivity on campus and provide user training for effective utilization of online resources.
- Create study and work spaces with flexible operating hours to accommodate diverse student schedules.

## Student Voice

"For those who are online and they don't have mean, internet, computer. They're asking computer. We don't have computer. We are online, so we don't know how to do Zoom. We have a phones. Phone, also they're sometimes... Phones are complicating them, and maybe the institution could think about that, how to find resources to give to those who need them. They're online, and everybody's not in person, and so it become a bit difficult. So you can think about that. Yeah, yeah. Library and all those things related to facilitate, to make easier-"

*Mid City, Business and Information Technology, Black, age 53*

## Statistical Highlight

In the survey, researchers asked about employment-related needs and found that about a third (30%) had unmet needs related to having stable employment - and about a quarter (26%) need help with job searching. They also reported higher needs in terms of needing technology or computers (36%).



# General Basic Needs 1



## Key recommendations

- Develop a comprehensive service framework that ensures students have access to a well-coordinated range of support services, including food assistance, emergency aid, physical and mental health care, technology resources, housing assistance, transportation options, financial planning guidance, employment support, and child care support.
- Establish strong campus-wide leadership support by creating a dedicated basic needs task force or team responsible for integrating basic needs into the college's strategic plan. Secure funding from the college foundation and other funders to ensure sustainable implementation of initiatives.
- Implement a streamlined intake process that includes a centralized one-stop-shop approach, such as a basic needs center, where students can easily access various services. Utilize a centralized screening process through an orientation survey to identify students' needs and establish a documented referral system for effective service coordination.

*General Basic Needs Cont.* →

## Student Voice

"...it's not enough to just say, "We have a program for that." You have to make sure that that's a pipeline that's tested and is going to work for those students...you can't put it on their shoulders to be responsible to be resilient enough to knock down those barriers and get that care. They need the care right away. So I think that that burden needs to shift onto the side of the district and the continuing education group of colleges to make sure that they can not only just make a program, but make sure it's accessible and available to the students."

*Continuing Education Mesa, Emeritus, While, 54*

# General Basic Needs 2



## Key recommendations

- Implement a streamlined intake process that includes a centralized one-stop-shop approach, such as a basic needs center, where students can easily access various services. Utilize a centralized screening process through an orientation survey to identify students' needs and establish a documented referral system for effective service coordination.
- Foster cross-campus collaboration by encouraging close collaboration between basic needs staff, the financial aid office, advisors, and DEIA leaders. This collaboration will facilitate seamless support for students' access to basic needs services, ensuring a holistic approach to student well-being.
- Develop strong community partnerships, particularly with local food suppliers/farms and external partners, to increase access to public benefits and other essential services. Allocate space on campus for these partners to provide additional resources, creating a supportive environment that meets students' basic needs effectively.

## Student Voice

"Maybe even partnering with childcare in the community and offering classes, not just on campus, but partnering with independent childcare areas, centers, people's homes that they open up for childcare. Things like that might be a resource for people to both keep in the education loop and have a place for their child to go safely if there's not one on campus. I'm just thinking outside the box."

*West City, Clothing and Textiles, American Indian, White, age 55*

A photograph of a person's hands writing in a notebook with a blue pen. The notebook is open on a desk, and a laptop is visible in the foreground. The scene is overlaid with a semi-transparent purple filter. The text "SIGNIFICANT HIGHLIGHTS" is centered in white, bold, sans-serif font.

# SIGNIFICANT HIGHLIGHTS



# Significant Highlights

## Basic Needs and Educational Goals

- We explored how each question in the survey was statistically related to whether or not students reported they were on track to meet their educational goals.
- People who reported housing, money, sleep, and food needs were less likely to say they were on track to meet their educational goals.
- Surprisingly, when it comes to stating they were on track to meet their educational goal, childcare, healthcare, job search, and job stability were not significantly significant for this group of student respondents.



# Significant Highlights

## Demographics Matter

- We explored race, ethnicity, language, disabilities, and income to see if students' experiences varied by these experiences. Generally, they did.
- Students of color were more likely to report multiple barriers compared to white students.
- BIPOC awareness of assistance programs was typically lower than white students, with differences within groups.
- Black and Indigenous students were more likely to know about CalWorks and CalFresh, compared to other students of color.
- Looking at language, we found that there were different childcare preferences and desired times for care. We found the most variation for English and Haitian Creole, which were also the largest language groups from our survey.
- Students with disabilities were more likely to have lower household incomes and to have unmet needs.
- Students with lower household incomes were more likely to have unmet basic needs and face barriers, as expected.
- In most cases, students with multiple barriers tended to be less aware of SDCCE services and programs that could help them, but there are a few exceptions.
- Students with disabilities were more likely to be aware of academic career counseling, transfer services, CalFresh, and disability services compared to their peers.
- African American students were more likely to report unmet mental health and physical health needs, compared to their Black immigrant peers.



# Culture, race, and ethnicity, makes a difference.

- Indigenous students' experiences often differ from other students of color. They were typically more aware of housing and food insecurity-related supports compared to Black and other students of color.
- African American and Black migrant students also varied from each other in important ways. African American students were three times more likely to report unmet needs for help in classes (23)% compared to their Black migrant peers (8%).
- African American students were nearly three times more likely to report a mental health concern (28%) compared to Black African migrant ethnicity students (10%). African American student survey respondents were also more than twice as likely to report a physical health concern (28%), compared to Black African Migrants (12%).



"We come from Africa. They know plantain. They know yuca or cassava. [We] eat. So we are trying to eat completely like that. When the food stamp is over, we can visit the food distribution center. That's [a] good program too that helps me."

Mid City, Business and Information Technology,  
Black, age 53

SEE APPENDIX



A close-up photograph of a hand dropping a coin into a piggy bank. The piggy bank is a classic pig shape, and the coin is being held between the thumb and index finger, just above the slot. The background is a soft, out-of-focus bokeh of light spots. The entire image is overlaid with a semi-transparent purple filter.

# FUNDER HIGHLIGHTS

# Funders are ready to invest in thriving students

## California is leading the way

- When looking at funders who have a focus on meeting basic needs, including housing, medical care, food, and economic empowerment, we found that California has consistently been a state with high investment when looking at federal, state, and corporate sources.
- We also found funders who have invested in community colleges to meet community needs.
- We've added all of these funders as possible targets for future fund development strategies and activities.



# Funders are ready to invest in thriving students

Nationally, there are funders ready to support

- There are funders who may be newer to investing in California, but who have been seeking awardees in these project areas.
- We identified several who are adopting a multi-state strategy to focus on community members impacted by economic and social inequities.
- We also found some funders who are reassessing their investments in order to address people who are impacted by cuts in state and federal safety nets.
- In many cases, these larger philanthropic organizations are seeking community colleges as partners to ensure they are reaching the communities where they are located.
- SDCCE could consider this approach for supporting larger priorities in economic development, housing, and healthcare.





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# Closing Remarks from an SDCCE Student

"So I think you really have to holistically think about those priorities that are most important to the student before you think about financial priorities, before you think about scheduling priorities, before you think about district priorities. Because without the convenience to the student, all of the rest goes away. And I kind of think we might be seeing some of that with the low enrollment. I know I've experienced incredible frustration in trying to enroll this last semester technologically and through barriers the system has thrown up for me. But again, I'm resilient. So what about the students that are not as resilient as I am and not as focused as I am, and that have more things to distract them from their mission than I have? I don't have children. I'm not working at a full-time job or even a part-time job. I don't have those constraints on my time."

*Continuing Education Mesa, Emeritus, While, 54*

A close-up photograph of a hand dropping a coin into a pink piggy bank. The piggy bank is in the foreground, and the hand is positioned above it, with the coin falling into the slot. The background is blurred, showing bokeh light effects. The word "APPENDIX" is overlaid in white, bold, uppercase letters across the center of the image.

# APPENDIX

A close-up photograph of a hand dropping a coin into a piggy bank. The piggy bank is a classic pig shape, and the coin is being held between the thumb and index finger. The background is a soft, out-of-focus bokeh of light spots. The entire image is overlaid with a semi-transparent purple filter.

# FUNDER TIPS & LISTS



# Invitation-Only Grants

## IMPLEMENTATION TIPS



### Understand the Landscape

- Many grants are invite-only, but understanding the landscape is helpful nevertheless. Use the funders list in the appendix to review the top 200 California-focused funders who are already investing heavily in basic needs.
- To understand who is investing in community colleges with a California focus, the appendix also includes 65 funders who invest in basic needs areas.



### Get Funders' Attention

- People fund people. Getting the attention of a philanthropic advisor, program officer, or board member can be the key strategy to be effective. Send reports about your work.
- Write or commission a white paper about the needs of your student body and detail how similar institutions can address those needs.
- Report on your work as a case study of how community colleges can meet critical needs in your community



### Board to Board Strategic Communications Matter

- Board-to-board communication is a common and effective strategy to deploy when a foundation doesn't accept unsolicited proposals
- If SDCCD's board does not know people on a funder's board, send a letter to notify a target board member that SDCCE would like to tell the funder's board about the kind of what SDCCE is doing, while acknowledging that SDCCE knows that the foundation doesn't accept proposals
- Show you have a deep understanding of the funder's guidelines



### Leverage Press in Each Target Funder's Community

- Review the press releases of each funder to get a sense of what outlets they favor, including possible reporters or editors each target funder may have relationships with already
- Once you have completed research or outreach activities, use the press and social media to target funders
- Well-placed media becomes a conversation-starter for any of the above strategies in this report

# Community College (1/2)

Funders investing in community colleges and basic needs in California

- Foundation for California Community Colleges
- The Doyle Foundation, Inc.
- American Association Of Community Colleges
- California Endowment
- National Science Foundation
- The James Irvine Foundation
- The Community Foundation of Mendocino County
- Lumina Foundation
- California Community Foundation
- Shelter Partnership Inc
- The California Wellness Foundation
- The Kresge Foundation
- United Way of the Bay Area
- University Corporation
- The Karakin Foundation
- Amgen Foundation, Inc.
- Santa Barbara Foundation
- Reissa Foundation
- Brander Family Foundation
- Castellano Family Foundation
- The Robert & Christine Emmons Foundation
- The Sunwest Bank Charitable Foundation
- Office of Job Corps
- Fresno Area Workforce Investment Corporation
- Ballmer Group
- W. M. Keck Foundation
- Charles Stewart Mott Foundation
- The San Diego Foundation
- Cedars-Sinai Medical Center
- Conrad N. Hilton Foundation
- Schwab Charitable Fund
- New America Foundation
- Fidelity Investments Charitable Gift Fund



# Community College (2/2)

## Funders investing in community colleges and basic needs in California

- American Association of Colleges and Universities
- 10,000 Degrees
- National Philanthropic Trust
- Ascendium Education Group
- Raintree Foundation
- Silicon Valley Community Foundation
- The Starbucks Foundation
- San Francisco Foundation
- Bonner Family Foundation
- Frank R. Howard Foundation
- Social Justice Partners Los Angeles
- St Francis Foundation of Santa Barbara
- San Jose Mercury News Wish Book Fund, Inc. and Share the Spirit Fund
- Goldman Sachs Philanthropy Fund
- JL Foundation
- Adventist Health
- Atkinson Foundation
- Mayer and Morris Kaplan Family Foundation
- Amador Community Foundation Inc
- American River Bank Foundation
- The San Bruno Community Foundation
- Jeanne Ward Foundation
- The Champions Volunteer Foundation
- Liberty Hill Foundation
- Mosher Foundation
- Elva and Herbert Pickle Memorial Scholarship Fund
- Devon Community Foundation
- YS Foundation
- Edwards Lifesciences Foundation
- The Howard and Nikki Aplebaum Foundation Trust
- Sempra Energy Foundation
- Delivering Good, Inc.





# 200 Basic Needs Funders

Top Funders who invest heavily in basic needs, not just community colleges

- California Endowment
- Rady Children's Hospital Foundation
- Silicon Valley Community Foundation
- The San Diego Foundation
- Alliance Healthcare Foundation
- Wayne & Gladys Valley Foundation
- David C. Copley Foundation
- Sharp HealthCare Foundation
- The Parker Foundation
- Schwab Charitable Fund
- Gary and Mary West Foundation
- Catholic Charities of California, Inc.
- Rady Children's Hospital-San Diego
- Essential Access Health
- California Community Foundation
- Access Youth Academy
- Grossmont Hospital Foundation
- Jewish Community Foundation of San Diego
- Seacrest Foundation
- The California Wellness Foundation
- California State University San Marcos Corporation
- The Kenneth T. and Eileen L. Norris Foundation
- Mount Zion Health Fund
- B Quest
- The Oak Foundation U.S.A.
- Walter J & Betty C Zable Foundation
- Price Philanthropy Fund
- W. M. Keck Foundation
- Conrad Prebys Foundation
- The James Irvine Foundation
- Kaiser Foundation Hospitals



# 200 Basic Needs Funders

Top Funders who invest heavily in basic needs, not just community colleges

- Sierra Health Foundation Center for Health Program Management
- California Association of Food Banks
- Tides Foundation
- Scripps Research Institute
- The Harriet E. Pfleger Foundation
- Shaffer Family Foundation
- Crankstart
- Community Congregational Development Corporation
- Direct Relief
- Rancho Santa Fe Foundation
- Climate Imperative Foundation
- Public Health Institute
- The JEM Project
- Cedars-Sinai Medical Center
- Farrell Family Foundation
- Planned Parenthood of the Pacific Southwest
- Jacobs & Cushman San Diego Food Bank
- Giving Children Hope
- Aztec Shops Ltd
- The Burnham Foundation
- California Health Care Foundation
- Feeding San Diego
- The Shiley Foundation
- May and Stanley Smith Charitable Trust
- Qualcomm Charitable Foundation
- The Legler Benbough Foundation
- Chg Foundation
- Donald C. & Elizabeth M. Dickinson Foundation
- The Schmidt Family Foundation
- The Meadowview Foundation
- Delta Dental Community Care Foundation



# 200 Basic Needs Funders

Top Funders who invest heavily in basic needs, not just community colleges

- Chan Zuckerberg Initiative Advocacy
- Leichtag Foundation
- United States Energy Foundation
- PATH
- East Bay Community Foundation
- John H. Warner, Jr. and Helga M. Warner Foundation
- Wesley Developments
- Henry L. Guenther Foundation
- Gordon E and Betty I Moore Foundation
- California Primary Care Association
- Fresh Start Surgical Gifts
- Sempra Energy Foundation
- La Jolla Institute for Immunology
- The Cushman Foundation
- Solana Beach Schools Foundation
- Chuck and Ernestina Kreutzkamp Foundation
- Blue Shield of California Foundation
- J. Craig Venter Institute, Inc.
- Albertsons Companies Foundation
- The Anthony Cerami & Ann Dunne Foundation for World Health, Inc.
- Desert Healthcare Foundation
- Council of Community Clinicsdbahealth Center Partners
- The William Hall and Ruth Rathell Tippet Foundation
- Dr. Harry Z. & Ruth M. Marx Foundation
- Lucille and Ronald Neeley Foundation
- Hispanics In Philanthropy
- Issa Family Foundation
- Kraemer Endowment Foundation
- California Health Foundation and Trust
- Greater San Diego Boys and Girls Clubs Foundation
- PowerSwitch Action





# 200 Basic Needs Funders

Top Funders who invest heavily in basic needs, not just community colleges

- Smart Food Market Inc
- Hedwig S Johannsen Trust
- Friends of Vista Hill Foundation
- Arc San Diego Foundation
- Sdhc Building Opportunities Inc
- Barbara Wetzel Charitable Foundation
- United Way of San Diego County
- Bay Area Lyme Foundation
- Scripps Health
- Angell Foundation
- Alice and Phil Cohn Family Foundation
- TomKat Foundation
- Weingart Foundation
- San Francisco Foundation
- The Libra Foundation
- Arlene and Michael Rosen Foundation
- San Diego Lesbian Gay Bisexual and Transgender Community Center
- ResMed Foundation
- Thomas Ohana Foundation
- David and Lucile Packard Foundation
- Open Philanthropy Project
- The Skolnick Foundation
- The J. Douglas and Marian R. Pardee Foundation
- Century Club of San Diego
- Confidence Foundation
- Hay Foundation
- United Women of East Africa Support Team
- McMillen Family Foundation
- Guild Giving Foundation
- Ronald And Guadalupe Cohn Family Foundation, Inc.
- Padres Foundation



# 200 Basic Needs Funders

Top Funders who invest heavily in basic needs, not just community colleges

- Environmental Health Coalition
- Menard Family Foundation
- The Marisla Foundation
- The Thomas C. Ackerman Foundation
- San Diego Hunger Coalition
- Fellowship Center
- Sempra Employee Giving Network
- Lb Charitable Foundation
- Movember Foundation
- Sutter Valley Hospitals
- San Diego Women's Foundation
- ALS Association Golden West Chapter
- Lily Lai Foundation
- Tomlinson Foundation
- Shapiro Family Charitable Foundation
- Cal Foods Logistics
- Otto Family Foundation
- Kasperick Foundation
- The Draper Richards Kaplan Foundation
- Community Partners
- Perfect 33 Foundation
- Resources Legacy Fund
- God's Gift
- S Mark Taper Foundation
- Stanley W. Ekstrom Foundation, Inc.
- Kaiser Foundation Health Plan Inc
- The Stein Family Foundation
- Patagoniaorg
- Unihealth Foundation
- Karen Organization of San Diego
- The Westreich Foundation
- William Gumpert Foundation



# 200 Basic Needs Funders

Top Funders who invest heavily in basic needs, not just community colleges

- Altadena Blessing Corporation
- Warren Family Foundation
- Foundation for Global Sports Development
- Yellow Chair Foundation
- San Diego Downtown Breakfast Rotary Foundation
- Borrego Valley Endowment Fund
- Melvin Garb Foundation
- The Ahmanson Foundation
- Solana Santa Fe Parent Teacher Organization
- Health Quest Foundation
- The Arthur & Barbara Bloom Foundation
- Battery Foundation
- Catalyst of San Diego & Imperial Counties
- Richard and Jocelyn Vortmann Foundation
- International Community Foundation
- San Diego Kiwanis Club Foundation Inc
- Avila Fund
- Liberty Hill Foundation
- Morrison & Foerster Foundation
- Archstone Foundation
- Stern Leichter Foundation
- Westminster Senior Apartments of San Diego Inc
- Hall Foundation
- The Rose Hills Foundation
- Dallas Pugh Foundation
- Del Mar Healthcare Inc
- SCAN Health Plan
- Sahm Family Foundation
- Home of Guiding Hands Corporation
- Paul and Magdalena Ecke Poinsettia Foundation
- Allison and Robert Price Family Foundation
- The Otis Booth Foundation





# 200 Basic Needs Funders

Top Funders who invest heavily in basic needs, not just community colleges

- United Way of Greater Los Angeles
- University Corporation
- Encinitas Rotary Club Foundation
- Boys and Girls Aid Society of San Diego, Ltd.
- Mandell Weiss Charitable Trust
- Jacobs Center for Neighborhood Innovation
- Michael Family Foundation
- Anaheim Ducks Foundation
- California Foundation for Stronger Communities
- Albert & Elaine Borchard Foundation, Inc.
- Forte for Children
- The Doyle Foundation, Inc.



A photograph of a man in a library or computer lab, looking intently at a computer monitor. The scene is dimly lit, with bookshelves visible in the background. The text 'DEEP DIVE FINDINGS' is overlaid in large, white, bold letters across the center of the image. The overall color palette is dominated by purple and blue tones.

# DEEP DIVE FINDINGS



### ***Mental Health and Physical Health***

The survey responses suggest that at least 1 in 5 students has an unmet mental health need or concern. Wellness concerns were reported by 53% of student respondents, followed by physical health (38%) and mental health (33%). Furthermore, mental health needs varied by student ethnicity, for example, African American students were nearly three times more likely to report a mental health concern (28%) compared to Black African migrant ethnicity students (10%). African American student survey respondents were also more than twice as likely to report a physical health concern (28%) compared to Black African Migrants (12%). The qualitative research provided further insight into these experiences. Some students shared the impact that dealing with mental health issues such as depression and anxiety has had on their academic experience and inability to focus on school responsibilities.



Students shared that mental health can be a complex issue “Because I'm living in two houses. I had a divorce that I went through, and so that was pretty hard. And then I lost my grandpa, who was really close to me. And so both of those were really traumatic for me. And so it's been a process, and I'm not sure how to handle it because I'm a hothead when it comes to stuff like that. So I'm still trying to get through that and to the point where I'm not always thinking about it that much. And so it just kind of takes some time to ease your way into it until you feel like, “Okay, now I'm over the hump.”

-Educational Cultural Complex, Hispanic, White, age 25

For some, mental health issues are interconnected to challenges they are facing with housing insecurity, food insecurity, and lack of access to medical care have persisted for the duration of the pandemic. This echoes the survey results that students with mental health concerns were more likely to be unaware of resources that could support them in accessing housing and medical care. For other students, such as recent arrivals or undocumented students, legal concerns have created feelings of isolation as they lack a support system and are unsure of the future of their legal status here in the U.S. Students shared an interest in having more social events on campus to encourage interactions between peers beyond class time. Social events would provide opportunities to learn from others and establish commonalities with students they normally would not interact with. Students also suggested support groups with trained psychologists to help peers deal with mental health concerns, particularly as it pertains to the experiences of recent arrivals and undocumented students: “Some schools don't have mental health [counselors] that they can turn to. Or even what would help too are those mental illness support groups as well, too. That would really help students that I think that are going through something and even are veterans as well, too. Some students are veterans of war.”

-Educational Cultural Complex, American Filipino, age 42

The survey results echoed the literature review in the finding that low-income students were more likely to have limited access to medical care, an experience that is compounded for students with large household size, and for students with disabilities:

“What I have seen is that many people do not have health insurance, and they've even missed school because they can't get medical attention. I have seen three people who have health issues with their feet, and there is one who needs something to help his leg, but because he is from Haiti, he does not have medical. So, I would like them to tell them where they can go or where they can get help with a physical exam so they can have good health.”

- Confidential Student

The survey showed that low-income students were less likely to be aware of the services that could benefit them in general but they were more likely to have heard of the food insecurity and housing program compared to academic and career services. When surveyed about specific health services that students would use if they were available, the most popular services were: blood pressure screening (56%), vaccines (43%), mental health (36%), and vision screening (35%). The other services student respondents reported they would attend would be physicals (26%), first aid (25%), crisis counseling (20%), birth control (15%), and pregnancy testing (12%). In the interviews, students shared these possible solutions: mobile clinics, reduced or subsidized medications and medical care, and providing transportation with Personal Care Attendants for medical visits can support students' physical health needs:

“Yeah, because if the students or family members [don't] have enough money for their medication, the price went up or something, they could help them with their medication for diabetes or anything. They need help with the medications.”

-Educational Cultural Complex, White, age 38

“Paying for transportation, getting MTS tickets or something like that.”

-West City, American Indian, White, age 55

“If they can't afford to go to the doctor because of financial problems. There could be free resources on medic[ine], a thing that can help or even a discounted thing, medical checkups, and [things] like that.”

-Educational Cultural Complex, White, age 38

With regard to mental health, workshops or positive messaging destigmatizing mental health needs can help encourage students to utilize on-campus and/or virtual mental health counselors or a hotline to support immediate mental crisis needs:

“Well, the truth is, I think that several colleagues may have depression and stress. Each one of us has their traumas and pain. I don't know if the school provides support groups with psychologists because that would help my colleagues...who have been through a lot. And obviously, as colleagues or as human beings, we don't say things, or we don't share our problems, but they really do affect us in the long run. Perhaps at school they already have psychological services or support groups so that classmates who are really have a very hard time can get support and not have them get depressed or get bad thoughts, and that they see that everything has a solution and that we can be here helping.”

-Cesar Chaves, Mexican, age 35

*“It would be nice to have a hotline to call when we ( students) get to this emotional panic attack about anything.. just like the suicide hotline I see in hospitals before.”*

-West City, American Filipino, age 57

Students have also expressed the need for a pipeline for ongoing support from crisis to ongoing mental health needs:

“And so I think it was really helpful to be able to have mental health assistance for the students. I just think that it wasn't an effective delivery model. I couldn't get there. I couldn't stumble in there even within a reasonable amount of time, say a week, and start getting actual services to address my needs. And I'm a resilient person. So if someone else is in a situation like that where they're dealing with a very traumatic situation and they can't get a quick pipeline to care, I think that that's something that needs to be not just looked at, but ensured.”

-Continuing Education Mesa, White, age 54

Isolation can exacerbate mental health needs, as evidenced in one of the comments from a study participant:

“Each person is going through a difficult situation. I'm here alone, I feel alone knowing that I don't have any family here or people to hang out with, and sometimes it makes me feel bad. But that sometimes kind of motivates me, and sometimes it makes me feel depressed, sometimes I even feel ashamed to go to the front of class. I say, "They're going to make fun of me," or something like that. Sometimes I get shy or scared, but then I remember that I'm doing it for someone else, for my siblings and my mom.” (Translated into English from Spanish: “ Cada persona está pasando por una situación difícil o por algo, no quiero expresar mi caso. Pues yo estoy aquí sola, pues me siento sola, el saber que no tengo a nadie de mi familia con quien juntar o algo así, pues a veces me hace sentir un poco mal. Pero eso a veces como que me motiva, pero a veces como que me pone como así como depresión y a veces hasta me da hasta pena pasar al frente del pizarrón. Yo digo, "Se van a burlar de mí", o cualquier cosa sí. Y a veces me da como pena o miedo al mismo tiempo, pero después recuerdo que lo estoy haciendo por alguien, que son mis hermanitos y mi mamá.”

-Cesar Chavez, South American, age 19

Thus, social support groups and resources for veterans and students experiencing domestic violence, anxiety, grief, depression, and anger can be helpful:

“Fellowship. An AA meeting on campus would be a nice thing. Counseling. Peer counseling on campus, because maybe somebody's got DV issues or something like that that they can't talk about anywhere else. They don't feel safe anywhere else. And when they come to school, then they only have so much time at class to be able to get away from that situation they may have at home or something like that. I don't know. A DV workshop would be good and helpful, I think, in some of the areas that deal with stuff you just don't talk about, or they don't talk about. I've had my share, so thank God I'm not in that situation anymore.”

-West City, American Indian, White, age 55



Additionally, service animal resources or programs may provide a similar support need. Two students provided examples of the positive impact of service animals:

"I have had some challenges with emotional issues. Last summer, I was enrolled in classes. I lost my sister, my youngest sister to cancer. And then my assistant caregiver who was my downstairs neighbor, and we lost her to cancer some months later, unexpectedly soon. I have a support animal that was really very... So my downstairs caregiver and my support animal gave me a lot of support helping me deal with the death of my sister. And then, we lost my caregiver, and that was very distressing. There were times when I would just be crying and my service animal, my dog, she's trained for situations like that, and she would be able to intervene and keep me from crying. Well, about a week after I lost my caregiver, [a] coyote entered the backyard and took my service dog. I witnessed that, but I couldn't do anything about it because I couldn't get to the situation that was occurring. And so I could only witness it. All three of those sort of axes falling in a row like that caused me a situation emotionally where I really went into some strong sort of PTSD issues."

-Continuing Education Mesa, White, age 54

"I think dogs. Having and partnering people with dogs would be a great, great resource. But how practical is that? Every time I go to Dog Beach, I find my smile, and I think it's great therapy for people. Having a service dog education program would be a wonderful resource. I don't know how realistic that is. I know that there's a lot of people that are helping veterans get service dogs for things like PTSD and stuff like that."

-West City, American Indian, White, age 55

### ***Housing Insecurity***

About a third (31%) of students in the survey reported experiencing housing insecurity on a daily basis. Furthermore, students experiencing housing insecurity were less likely to report that they were on track to meet their educational goals. One student shared their observation of a fellow student whose housing insecurity appeared to negatively impact his ability to continue in class:

"Well, I had a guy in my class, he was in my sewing class [and] he was having to bring everything he owned with him. He had a big duffle bag at the back of the classroom. I felt sad for him because he explained to the teacher at the beginning of the class that he was between places. I was like, "Okay, I know what that feels like." I don't know if he found some kind of resource for housing or what, but every class, he would bring his duffel bag. And then, soon, he dropped out of the class. I guess he dropped it, or he just stopped coming. I felt sad for him. I don't know if he was able to get help from SDCCE or if he found some outside resource."

West City, American Indian, White, age 55

Several significant findings surfaced concerning the experiences of students grappling with housing insecurity. High rental costs were commonly attributed to the limited availability of affordable housing options, leading many students to work multiple jobs, including overnight shifts, in order to afford housing expenses. A study participant shared a scenario:

“Oh, I've had bouts of homelessness, too. ...I had a lot of medical bills, so I didn't have good enough credit to get into a place. I couldn't afford the prices they were asking for studio apartments and stuff like that. It's challenging to find suitable housing in this market. It's frightening to think that I could have to move at any time. I'm supposed to be here, at least till September, where I'm at. And I'm like, 'Well, where am I going to go from there? What am I going to do next?' I might be able to renew my lease agreement, or I might not. I don't know. In this marketplace, being on the income that I'm on, which is SSI, I get \$1,250 a month. And trying to find a place for 1,200 or less, \$900, is a real challenge....I think not having the ability to have a steady job contributes to that. I think that being on disability, it's the bare minimum of what it is to survive, what it takes to survive. I'm lucky I pay \$900 a month, so that leaves me what, \$300? 350 to pay for my phone, to pay for a storage unit, and to pay for food. That's challenging. It's a challenge for me.”

West City, American Indian, White, age 55

Students with physical challenges encounter yet another level of difficulty with regard to housing:

“I'm a handicapped individual. I use a wheelchair for about 70% of my mobility and I live off a very small disability stipend every month. It's less than \$1,000. There are limitations to any additional income I might be able to earn. So if I were actually able to work part-time at a job to supplement that, if I earn more than \$300 a month, then my disability either gets reduced by the amount I'm earning or it goes away entirely. And so I'm sort of a little stuck with that amount financially. Interestingly enough, student scholarships and grants and things do not impact that amount, so I've just recently discovered that. So because of that, I'm in San Diego and San Diego's very expensive, as we all know, to live in. Trying to exist on that small amount of income every month is an impossibility. So I basically live on the good graces of a friend who is allowing me to be in his apartment and to share his space and pay a minimal amount of rent. And so that is basically how I exist. But that's an instable housing situation. Regardless of how long it's been going on, it's not permanent. And so it can change at any time, at any day with only a day or two or three worth of notice. It colors the decisions that I make in my life, the things I do, the way I act, the plans that I'm able to make in terms of school. And so when we talk about housing and security, that's what my housing and security looks like.”

-Continuing Education Mesa, White, age 54

In some cases, students resorted to shared living arrangements as a means to reduce costs, either out of choice or necessity. However, shared housing with strangers raised safety concerns, particularly for women seeking such arrangements. On the other hand, some students found shared housing with individuals from the same country of origin, facilitating access to housing but often at the expense of challenging living conditions. These conditions included overcrowding, lack of cleanliness, high noise levels due to differing work and school schedules, and a lack of quiet spaces for studying, resulting in reduced academic engagement:

“If I can't find a place, I have to work more hours to be able to pay for a more expensive apartment. Because I have to work more, I can't go and study.  
(Translated into English from Spanish: Si no encuentro un sitio, me toca trabajar más horas para poder pagar un apartamento que sea más caro. Entonces de pronto me toca trabajar, pues no puedo venir a estudiar.)”

-Cesar Chavez, Hispanic, Other, age 40

For those unable to meet the cost of housing, seeking temporary shelter in local areas became a necessity. However, shelters did not always provide ideal living conditions and were not guaranteed, causing worry for students, especially those with children who knew of peers facing similar situations.

Undocumented students faced additional challenges related to housing insecurity. Their lack of legal documentation, such as government identification, social security numbers, or proof of legal employment, posed significant barriers when applying for leases and other housing programs. Moreover, these students had to navigate legal uncertainties and often incurred substantial expenses seeking costly legal support to secure their continued stay in the country. The lack of free or accessible legal aid further strained their financial resources for housing.

A little more than half of students (52%) reported that not having the money they need affected them on a daily basis. In the qualitative research, students emphasized that financial difficulties significantly impacted their housing stability. They identified potential solutions, including budgeting workshops, reduced or subsidized utilities, and housing options, and mortgage assistance programs, as effective measures to address housing instability:

“... my housing is a mortgage to be paid and I am not employed at the moment for I am handicapped and the partner I live with is separated with me that do not support steady amount.”

-West City, American Filipino, age 57

Students with disabilities also expressed the need for additional support in filling out paperwork and accessing transportation to access these support services. To assist students experiencing housing instability, the school could provide resources such as personal lockers, bathing facilities, and personal grooming services and programs.



The study demonstrated some statistically significant differences for low-income and BIPOC students when it came to housing instability. Low-income students were more likely to report housing insecurity, as were BIPOC students. In the qualitative research, it was evident that housing instability affected many low-income and immigrant students, leading them to seek housing in group settings or shelters: “To rent a house or something like that, the prices are very high, so we would have to work more or things like that. On top of that, since we don't have legal documentation, because we're in the middle of an immigration process, it becomes very difficult for us with housing.” However, the lack of shared cultural understanding among individuals often resulted in racial microaggressions and hostility. Parents, in particular, expressed concerns about the safety and appropriateness of group housing settings for their children

Additionally, students experiencing domestic violence required urgent access to safe housing options: *“Safe place in case of emergency... Like my peer experiences hostility at her home... Hotline to call for help... Or a temporary place to shelter (West City, (American Filipino, age 57*

### **Food Insecurity**

In the survey, researchers found that nearly a quarter of student respondents (21%) reported that they had unmet food needs on a daily basis. These students were more likely to be lower income and to have larger families or to have disabilities. During the focus groups and interviews, students emphasized the significance of SNAP/EBT (Supplemental Nutrition Assistance Program/Electronic Benefit Transfer) in ensuring access to quality food. They acknowledged the helpfulness of social services like SNAP/EBT, but highlighted that the application process could be complicated and lacking in clarity, leading to delays in receiving benefits. Undocumented students, in particular, greatly benefited from access to local food pantries, as these often became their primary source of food when faced with the difficult choice between paying for housing or purchasing food. The connection between housing insecurity and food insecurity was evident among students, emphasizing the interrelated nature of these challenges.

Some also pointed out the connection between food insecurity and accessibility. For one student, accessibility to food was hindered due to distance from their home:

“At the moment there is no program comes from WCC but ECC has the point system every month that you can use to buy food at the campus using these points...Eggs was scarce recently....Not so much with milk... I get food 2x a month from A Santee church that gives out past best by dates.. can't be choosers but it's quite a drive 22 minutes from my place.”

-West City, American Filipino, age 57

For another student, accessibility to food was intertwined with transportation difficulties arising from their physical challenges:

“So for instance, all through COVID, there were food pantries and people would line up in their cars and they would get boxes of food, but I couldn't do that. I couldn't participate in that because I'm housebound in a wheelchair. So even though I didn't have access to food, even though I was struggling and I didn't have much money, I couldn't participate in any of that. The schools also have school pantries available for people that have food insecurity. I also can't participate in that because I can't go to the campus and get any of that food. So I think that it's a terrific program, but it's only accessible to people that can actually get there and get the food. So that's just a concern that I would voice from my own standpoint.”

-Continuing Education Mesa, White, age 54

To address these issues, students expressed the need for a designated space on campus that could provide support for applying for social services such as SNAP/EBT, as well as other food programs offering gift cards for supermarkets. They also requested referrals from the university to local food pantries for students who may not be eligible for SNAP/EBT. Additionally, students suggested diversifying the food choices available on campus to accommodate different dietary needs. In response to financial challenges impacting access to food, students identified several potential solutions.

They proposed the implementation of budgeting workshops to help students manage their finances more effectively:

“So with the money that I get, I have to be very careful with my own shopping. I mean, I really have to think about how long a food might last if it's a perishable, like a vegetable or a fruit, when my next shopping trip might be, whether I will have money coming in from the next month's worth of snap. I don't have any extra money to put towards food. And so food is a luxury for me. Food choice is a big luxury for me. And other people that are out there earning additional income, especially if they have dependence like many of our continuing education students do, they are also going to struggle with the cost of food and with allocating money for food for their budgets. And so I'm sympathetic to that plight. And I think the campuses are as well, which is why they offer things like the food pantries.”

-Continuing Education Mesa, White, age 54

They also suggested establishing partnerships with businesses to provide donation/voucher/gift card programs, offering transportation services to food banks and soup pantries, and organizing food distributions that consider students' dietary needs and restrictions due to health, cultural, or religious concerns:

"I'd say that an online survey would be a really helpful thing to create where you give them options to pick from and make sure you always include a field so that they can type in a type of food that might not be on the list for them to select. ... And then also just giving them opportunities to give feedback on the type of food or the quality of the food or all of those items. I don't think I can think of a single person that has taken advantage that I know of one of those food pantries that has ever made a disparaging remark about the kind of food that's available through the program. So I don't think that students, especially when you need food, you're really not going to start saying, "Oh, well, these aren't the beans I like to buy,"...And then in asking that question, I think it also would be helpful, and this is maybe where the open field forms can come in on the forms to allow room for racial foods because different races like specific foods that another race might not be interested in. And there are also dietary requirements. So there are food programs that would bring me prepared meals here to my home. I cannot participate in those because I have a number of dietary requirements that are medication-based, and I can't sign up for those programs. ...So that's an important thing to think about is food customization in terms of racially specific foods. Or I shouldn't say racially. I should say culturally specific foods and dietary requirements. ...I do think the online survey piece could be very helpful in making those determinations."

-Continuing Education Mesa, White, age 54

Furthermore, students highlighted the importance of providing access to cooking and food storage facilities on campus, as well as fostering the development of a community garden. By implementing these recommendations, the school can effectively support students experiencing food instability and work towards addressing their nutritional needs in a comprehensive manner.

### ***Child and Elder Care***

In the survey, about one in ten students (11%) reported their caregiving duties for the sick or elderly sometimes gets in the way of them achieving their educational goals. Nearly 1 in 5 mention childcare (18%) as a unmet need that affects them on a daily basis. In the qualitative research, students brought attention to the challenges they face in managing their dual roles as caregivers and their responsibilities as students and earners of income. The impact of caring for both elders and children was discussed, particularly regarding the availability of class times.



“So that's why it's challenging for me to go to school. So I stay home. I let my grandma sleep in the mornings. Then I'll [be] in the kitchen, go to class in the morning in the kitchen. Sometimes I'm helping her with breakfast or coffee, something like that.”

-Undeclared/ DSPS, White, age 38

“Yeah, because... right now, we have a caregiver who comes only Monday, Tuesday, Thursday, and Friday. She comes only in the afternoons. In the mornings, I stay here in the mornings in school. So, [if] she needs help. I give her some coffee or something. I just give her some coffee and something like that. This is difficult for me to handle by myself and for her. She's only 95.”

-Educational Cultural Complex, White, age 38

Even with remote classes, students expressed difficulty in staying focused on their coursework and assignments while simultaneously supporting their loved ones. Affordable care solutions that would allow them to safely leave their dependents in the care of others are lacking, forcing students to manage their schedules around the needs of those they care for. These caregiving responsibilities often result in students arriving late to or leaving early from classes and in some cases, missing classes altogether. This directly affects their attendance and access to course materials. To address this issue, students expressed the need for more on-campus childcare options, especially ones that offer tutoring or academic support for their children. They also requested that class schedules be created with parents in mind, allowing them greater access to the classes they need at times that align with their dual roles as caretakers and students.

“From friends that I know and students too that I approach or they come approach me because I am the ASP president at my school. I think the challenging thing for them is the daycare. There's no stable daycare and affordable daycare. I think that's one of the challenges that lacks in the world or even in our school setting today. They have to leave school early just because they have to take care of their kid because they don't have someone to take care of. Also, I think too or sometimes when kids get sick, they miss an amount, times of class. That's also a thing, a challenge that I heard from several students. They don't think they miss class. That's hard for them to catch up with their studies as well, too.”

-Educational Cultural Complex, American Filipino, age 42

“A children's room or daycare would be good at school. While the parents are in class, the child can be there. One day a classmate brought her son and she had to keep him outside the classroom. I wasn't there, they just told me, and I said, “Oh, poor thing sitting out there.” Well, it would be good for people who want to study and don't have anywhere to leave their kids. That would be cool in the future.”

-Cesar Chavez, Hispanic, Other, age 40

To support students facing these challenges, several recommendations emerged. Students emphasized the importance of providing free or affordable on-campus childcare services that include tutoring or educational assistance:

Additionally, resources for accessing affordable caregivers and childcare options, as well as comprehensive lists and partnerships with local daycare facilities, complete with operating hours, were suggested to assist parents in finding suitable care arrangements. By implementing these measures, the university can help reduce course absenteeism commonly experienced by parents and alleviate some of the challenges they face in balancing their caregiving responsibilities with their academic pursuits.

### ***Transportation***

Students also expressed the challenges they face regarding transportation, which significantly impacts their ability to come to campus. Access to transportation not only affects their attendance in classes but also has a profound impact on their basic needs. Students reported difficulties in reaching food distribution sites, assisting their children in commuting to school using public transit, and encountering various transportation-related issues that negatively affect their overall quality of life. In the survey, researchers found that 43% of parent respondents with dependent children needed more transportation to help with childcare-related issues:

"I think there's always transportation issues. I think I've seen people taking the bus with their kids and saying, "I have to drop off my child at daycare before I can go to school," and all this. If it's not on campus, then they have to zig and zag all over the place and walk a million miles just to get to their daycare center and then the class. Transportation is an issue. I don't know if there's something that can assist parents.

Most people that have kids have it figured out, but there's the people that are dropping through the cracks that I know. I've been one of those, and I had to ride the bus. I took three buses and a ferry boat to get to school. I'd get there by 6:30 in the morning when childcare opened when I was going to South Seattle Community College. I went there for two years, and it was a challenge. I lived on an island, so I had to take a bus down to the ferry, over to another bus, over to another bus that got me to the campus. I was there before anybody got there, so nobody saw what was going on."

-West City, American Indian, White, age 55

One major concern raised by students was the high cost of parking. Many students found parking fees to be prohibitively expensive, leading them to park on nearby streets in the hopes of keeping their vehicles safe. As a result, parking spaces are often far away from classes, requiring students to arrive on campus significantly earlier to avoid the risk of being late:

"I only go to this school one time a week, and it's two hours a week. And if I have to pay \$35 for parking, it's kind of a waste of money for me. It used to be free, but now I have to pay. And people who are not working like I do, I don't have income like other people. I really cannot afford to pay that. Well, if I really have to, I guess I have no choice. But right now, I am just parking outside because I don't have income to pay that parking. Sometimes I cannot find parking because my classes starts at 10 o'clock and other students already park. People who are attending at nine o'clock already started parking in this street so I had to look like a mile away. Yet the parking inside in the building in the premises of this school is empty because no one wants to pay. And I wish they can lower that parking fee or help the student not to pay the parking fee at all. I know it's a big pass but it's going to be helpful-...Since no one is paying anyway, and I'm experiencing, oh my god... Gasoline just looking for a park is so expensive. I don't know how other people think about that, but that's how I feel."

-West City, Black, age 53

To address these transportation needs, students proposed several recommendations. These included lowering or waiving parking fees, distributing gas cards to help mitigate the increasing cost of fuel, establishing a Dial-A-Ride bus program where students would only need to pay a nominal fee of \$2 for transportation, providing MTS passes or trolley tickets, and reducing or subsidizing transportation and parking costs.

"They used to have these things called Dial-a-Ride. I don't know if they still have it, but for a dollar or two, you could ride the little Dial-a-Ride bus. You'd call them up, they'd pick you up at your house or your apartment, and they'd take you exactly where you needed to go for \$2.....I think that would be a wonderful resource for people that have childcare issues and transportation issues."

-West City, American Indian, White, age 55

"For example, there are colleagues who don't have enough for their bus fare. I don't know if giving bus or trolley tickets. That would also help us a lot."

-Cesar Chavez, Mexican, age 35

"Gas money grants? For students living 15 miles away?"

-West City, American Filipino, age 57

"Maybe there could be a memorandum, an MOU that you could enter into with the county, possibly to work with students or people that are identified as students that are struggling with housing or have income, low income that could be either prioritized in terms of county housing or maybe the county could enter a relationship with the district to create more affordable housing options for students."

- Continuing Education Mesa, Emeritus, White, age 54



Implementing these strategies would enable the college to assist students in overcoming transportation barriers and improve their access to campus.

Additionally, students suggested the establishment of a comprehensive resource center that offers holistic wraparound services. This center would provide support and guidance on various aspects, including renting or buying a home, tax benefits of home ownership, and employment and job placement services. Such a center would cater to the needs of both current students and alumni, ensuring a comprehensive support system for students beyond their academic journey.

### **Access to Resources**

In the student survey, lower-income students, students of color, and students with disabilities were more likely to report needing support. For example, African American students were three times more likely to report needing help in classes (23%) compared to their Black African migrant peers (8%). During the focus groups and interviews, students expressed a strong desire for increased access to various resources. Monetary resources, such as grants and school funds, were highlighted as crucial for students. However, some students shared their frustration when grants were mistakenly awarded to the wrong recipients due to clerical errors, creating confusion and disappointment. Additionally, students mentioned that loaner supplies, textbooks, and materials provided by the institution were often of subpar quality and did not meet the standards necessary for success in their classes. They emphasized the need for improved access to libraries and workshop spaces where they could access the required books and equipment, particularly for technical courses like welding and textiles. Furthermore, students expressed the need for enhanced access to technology resources and support, including a dedicated place for computer support and guidance on using different apps and programs:

“We have a lot of stress with technology that doesn't work for us or that imposes certain requirements on us. ... "Do it this way. This is what the technology wants. This is what the computer wants." I think the schools are not considering the impact that all of this technology and the technology errors are creating on students outside the educational piece. So we're dealing with all of that technology across our life scale and also all of those technology errors and demands across our life. So it's not just happening in education where they say, "Okay, let's put this online, or let's make this accessible online, or let's give the students a mandatory email address. It's the fact that that's going to impact them technologically in other areas of their life that maybe aren't going to be consequences that were not intended. And so when you consider technology and the things that can go wrong with technology, and you're imposing that on the students, I think it's important to stand back and look at the big picture and recognize the fact that they have technology concerns and issues and challenges across their life spectrum. It's not just in school.”

-Continuing Education Mesa, White, age 54

In addition to academic resources, students highlighted the importance of financial literacy support to assist with budgeting and household finances. They also expressed the need for job placement assistance, such as internships, and guidance from counselors who could better support immigrant students in navigating their educational backgrounds from their home countries. The key theme that emerged from these discussions was the necessity of improving the visibility and promotion of available resources. Students often mentioned being unaware of certain resources until much later, and some expressed the belief that certain resources did not exist until they discovered them later on:

“In terms of other programs for the students, the campus I represent, 90% of our students are distance learning students, so it's all virtual. So setting up tables in the college campus are not going to be helpful ways to get information to those students. But I do think that it's important to be able to make them aware of various programs that are out there. I've recently only discovered that there are certain programs available that I didn't know anything about. Counseling programs, work assistance programs, all kinds of things that are available through the school and I didn't know [inaudible 00:17:42] about it. And because I didn't know about it, I certainly couldn't ask questions about it....So I think really pushing those programs out to the students in a meaningful way. And for my campus, that would mean emailing the students and letting them know, "This is available. This program is available. That program is available. These are the deadlines to register," whatever those are. ...I just learned yesterday Continuing Education offers students scholarships. ...I had no idea. ...I'm a [student leader] and I'm intrinsically involved with committees in the district and with continuing education and I didn't know that we offer scholarships to students, how would the students know this? "And [it is really] important to be able to push that information of those programs out to the students so that they can be aware of them. And not maybe just once, but maybe give them a mid-semester reminder, let them know about filing deadlines. For instance, discovered yesterday the scholarship filing deadline was the end of February. I just missed it. And I'm actually facing some very difficult housing situations, so it would've been really helpful to know about things like that.”

-Continuing Education Mesa, White, age 54

"Quote: In terms of other people, I know that they also struggle with the cost of food. I try and educate them about the accessibility of the SNAP program. Many more people are eligible for that program than I think believe that they are. And so I always tell them that you would be surprised at the income limits for San Diego to participate in that program. We have a higher income threshold in San Diego. So I try to publicize that so that people can get involved in the program because even if they have an extra \$100 a month, it's going to help with food. And if they have dependent, they can get a little bit more money than that also."

- Continuing Education Mesa, Emeritus, White, age 54

This student expressed their own desire and commitment to ensure other students are made aware of these resources, asserting the following:

"I'm going to start digging deeper and learning what those programs are so that I can publicize them to my constituency, getting that word out to the students, it's great to have the programs, but you can't just post staple it on a notice board and hope that that's going to make it available to the students because it really isn't going to make it effective. And if it's not getting where it needs to be and it's not getting used, then it's not effective."

-Continuing Education Mesa, White, age 54

Therefore, there is a critical need for a streamlined and comprehensive approach to ensure that all students, whether actively engaged on campus or participating remotely, are informed about the wide range of available resources. Students emphasized the importance of accurate and reliable information that can be easily accessed to address their diverse needs effectively.

### ***Immigration***

Immigration status was not solicited in the survey, but it was inquired in the qualitative research. During the focus groups and interviews, it was evident that students who are recent arrivals and/or undocumented immigrants face unique challenges and barriers. To support these students, workshops that provide cultural orientation and information about American society can be beneficial, helping them navigate their new environment and integrate into their academic and social communities. Additionally, support groups that offer guidance on obtaining work permits, legal advice, and access to essential resources like food and housing, even without documentation, can provide crucial assistance to these students.

Career supports were also highlighted as crucial for recent arrivals and undocumented immigrants. Workshops focused on building skills necessary for entering the job market can empower these students and enhance their employment prospects. Moreover, the establishment of a pipeline program that bridges the gap between academic coursework and employment opportunities, with special consideration for students with international degrees, can be instrumental in facilitating their career advancement and success.



### ***Technology and Employment, and Ownership Resources***

In the survey, researchers asked about employment-related needs and found that about a third (30%) had unmet needs related to having stable employment - and about a quarter (26%) need help with job searching. They also reported higher needs in terms of needing technology or computers (36%). During the focus groups and interviews, students emphasized the need for resources addressing the cost of schooling and technology. To alleviate financial burdens, students suggested the implementation of grants and financial assistance programs, specifically targeting students who require additional support. They also proposed the development of a program that offers reduced or subsidized allowances for class materials or a loaner program that provides updated and new tools to students who may not be able to afford them:

“I enrolled recently [in] the plumbing and the welding class. But the challenges I faced in the welding classes are the supplies. They are loaners, but for you to fully learn, sometimes we were required to buy our own stuff or else use the ones for loaner. But the loaner pieces are not that great. Some are like you know, you can't really perform or do your welding correctly because your view in your mask is not the nice, kind one. So that's just my challenge.”

-West City, American Filipino, age 57

Additionally, students expressed the importance of a coordinated device loaner program, which would allow them to access the necessary technology for their coursework.

Expanding and enhancing virtual learning options emerged as a prominent recommendation for reducing costs. Students advocated for improved internet connectivity on campus, accompanied by user training to ensure students can effectively utilize online resources. Furthermore, they called for the establishment of study and work spaces with flexible operating hours, catering to the diverse schedules of students. Lastly, students emphasized the importance of class-based announcements that provide clear instructions on how to access the above-mentioned resources, ensuring that all students are aware of the available support.



# QUANTITATIVE APPENDICES

# SWOT Analysis

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>Resources for students and departments dedicated to the work.</li> <li>Students are local community members.</li> <li>Dedication to making materials available in preferred languages.</li> <li>Broad-ranging programming.</li> </ul>	<ul style="list-style-type: none"> <li>Gap in resources.</li> <li>Limited staff for student organizing.</li> <li>Many students are workers and parents and thus less available.</li> </ul>
Opportunities	Threats
<ul style="list-style-type: none"> <li>Mutual aid groups among students.</li> <li>Sponsorships.</li> <li>Programming that is fundable.</li> <li>Students can develop skills by working in student resource programming.</li> <li>Shifting in-demand careers.</li> <li>Collecting and utilizing data regarding the use and impact of basic needs services can support movement towards performance-based funding models for community colleges, which California is fully implementing in 2024 (Weissman, 2023)</li> </ul>	<ul style="list-style-type: none"> <li>Below living wages in the employment market.</li> <li>The digital divide widening during the pandemic.</li> <li>Increased cost of living.</li> <li>Fund development requires staff time.</li> <li>Performance-based funding models for community colleges (fully implemented in California in 2024), which attaches money to student outcomes, holds institutions accountable for closing equity gaps, especially among underserved populations. The basic needs gap is one key driver of this equity gap. Therefore, a lack of progress on basic needs services may impact funding which is based on performance. (Weissman, 2023)</li> <li>Threats to California state funding for affordable student housing: possible budget delays and cuts in 2023 - 24. (Truong, 2023)</li> </ul>

## Quantitative Survey Instruments

### Key: **Survey answers in green** | **Survey programming in blue**

*Note: Some answers may sum to more than 100% if they are multi-select. Also, some questions were only shown to a subset of respondents, as noted in the blue directions.*

**0.) Please enter your student ID number.** [Program as write-in.]

**0a.) Please enter your email address.** [Program as write-in.]

**0b.) Please enter your phone number.** [Program as write-in.]

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### Needs and Services

Thank you for taking time to complete this survey. We want to make sure you have everything you need to live well and complete your classes successfully. It is really important to us that we hear from everyone, even if you feel your problems are not that bad or that other people have it worse than you do. The more you share, the easier it is for us to support you.

**1.) Do you have enough resources to meet your basic or essential needs everyday (examples: food, housing, medical care, transportation, childcare, etc.)?** [Program as single select.]

- Yes (53%)
  - No (47%)
- 

**2.) Do any of these get in the way of you having what you need on a daily basis? Mark all that apply.** [Program as multi-select. Randomize]

- Not having the childcare I need (18%)
- Not having the food I need (21%)
- Not having the healthcare I need (17%)
- Not having a stable place to live (31%)
- Not having the sleep or rest I need (27%)
- Not having the money I need (52%)
- Not having stable jobs (30%)
- Not having the job search help I need (26%)



**2a.) Do any of these get in the way of you having what you need to be successful in your classes? Mark all that apply. [Program as multi-select. Randomize]**

- Not having the technology skills I need (36%)
- Not having the help in my classes I need (16%)
- Not having the computers or technology I need (45%)
- Not having the internet I need (32%)
- Not having things in my language (40%)
- Not having help with a disability (12%)
- Not having the transportation I need (59%)
- Not having the legal help I need (27%)

**2b.) Do any of these get in the way of you having what you need to be successful in your classes? Mark all that apply. [Program as multi-select. Randomize]**

- Not feeling a sense of belonging (25%)
- My school schedule clashes with my other obligations (32%)
- Relationship issues (e.g., break-up or disputes) (11%)
- Physical health concerns (e.g., diseases, infections) (21%)
- Caregiving issues (e.g., taking care of sick or elderly) (11%)
- Not having enough time (39%)
- Mental health or wellness concerns (25%)

**2c.) [Prompt if “Not having the childcare I need” is selected]: What kind of childcare support do you need? Mark all that apply. [Program as multi-select.]**

- Childcare at home (47%)
- Childcare at a center off campus (37%)
- Childcare on campus (33%)
- Transportation for children (45%)

**2d.) [Prompt if “Not having the childcare I need” is selected]: How many hours per week of childcare do you need to achieve your education goals? [Program as single select.]**

- Under 5 hours (17%)
- 5 - 10 hours (30%)
- 10 - 20 hours (17%)
- 20 - 30 hours (15%)
- 40 hours or more (22%)

**2e.) [Prompt if “Not having the childcare I need” is selected]: What are the ages of the children who need childcare? Mark all that apply. [Program as multi-select.]**

- Under 18 months (46%)
- 18 months - 3 years old (76%)
- 3 - 4 years old (44%)
- 5 - 11 years old (59%)
- Age 11+ (9%)

**2f.) [Prompt if “Not having the childcare I need” is selected]: When do you need childcare? Mark all that apply. [Program as multi-select.]**

- Business hours (8 am - 5 pm Monday through Friday) (43%)
- Weekday early morning hours (before 8 am) (78%)
- Weekday evening/night hours (after 5 pm) (71%)
- Weekday after school (2 pm - 5:30 pm) (34%)
- Weekends (21%)

**3.) We have many services to support students, but we’re not sure if you know about them. We hope you’ll tell us what you know about each of them so we can make sure every student gets the support they need. Please respond to the following questions regarding campus services. [Randomize.]**

Are you aware of the following services?

X = No, I was not aware

XX = Yes, I've heard of it

XXX = Yes, I've heard of it and know where to go to use this service

IV = Yes, I've used it in the last 6 months.

SERVICE	X	XX	XXX	IV
Academic Counseling Description: The Counseling and Student Success Program is designed to help students succeed in their classes and reach their academic goals.	44%	41%	11%	4%
Career Services (Career Center) Description: Career Services offers services for students currently attending classes, as well as previous semester graduates of San Diego College of Continuing Education. Walk-in sessions and workshops are available for career planning and job search services at selected campuses to prepare you for the workplace.	49%	41%	8%	3%
Transfer Services Description: There is no Transfer Services office or department; however, students can receive Transfer Services through Academic Counseling.	64%	28%	7%	1%
BeWell (Mental Health Program) Description: Through BeWell CCE, we aim to remove the stigma associated with Mental Health. BeWell offers programs, supports, and resources to the community that assist and support our students' Mental Health needs.	73%	22%	4%	1%

SERVICE	X	XX	XXX	IV
<b>SDCCE Eats Food Pantry</b> Description: Our Food Pantry supports students impacted by food insecurity by operating a choice pantry, The Marketplace, providing fresh food and dry goods.	68%	23%	6%	3%
<b>Hotel Voucher Program</b> Description: Hotel Voucher Program assists students experiencing housing insecurity. Students are provided vouchers accepted at participating hotels/motels.	83%	14%	3%	1%
<b>Cafeteria (CalWORKS)</b> Description: The San Diego College of Continuing Education (SDCCE) CalWORKs program is designed to assist students receiving public assistance to achieve long-term self-sufficiency through coordinated academic and student services offered at all SDCCE campuses. Student support services include assistance with paid work-study programs, books, transportation, assessment, educational and career planning, and counseling services.	51%	36%	9%	5%
<b>Cal Fresh</b> Description: The CalFresh Program, federally known as the Supplemental Nutrition Assistance Program (SNAP), issues monthly electronic benefits that can be used to buy most foods at many markets and food stores.	36%	38%	12%	15%
<b>Disabled Student Services</b> Description: Disability Support Programs and Services (DSPS) assists San Diego College of Continuing Education to meet the requirements of federal laws (Section 504 of the Rehabilitation Act and the Americans with Disabilities Act) and SDCCD policy by ensuring access to equal educational opportunities. Academic adjustments and modifications are determined for each student by an interactive process with a DSPS counselor.	56%	38%	5%	2%
<b>PATHWAYS Program for Unhoused Students</b> Description: The PATHWAYS program serves homeless students enrolled or planning to enroll in SDCCE's job training (CTE) and academic courses and programs. PATHWAYS is a retention model program creating educational communities that provide intensive support services guiding homeless students on their pathway to completion of job training, career, and/or transition to the credit college.	76%	20%	3%	1%
<b>Technology Access Program (TAP)</b> Description: SDCCE's Technology Access Project (TAP) provides students with computers to complete classes and programs, transition to credit college, and/or reach their career goals.	61%	30%	6%	3%

**4.) What kind of health insurance do you have? Mark all that apply. [Program as multi-select.]**

- I do not have health insurance. (39%)
  - Medi-Cal (58%)
  - Medicare (41%)
  - Job Provided (35%)
  - Privately Purchased (45%)
- 

**5.) Where do you currently go to receive healthcare services? Mark all that apply. [Program as multi-select.]**

- Clinic (41%)
  - Hospital (25%)
  - Doctor assigned through your insurance (36%)
  - A college health services office (1%)
  - I do not currently receive health care services anywhere (11%)
  - Other (type in) (4%)
- 

**6.) Do any of these get in the way of you having what you need? Mark all that apply. [Program as multi-select.]**

- Physical health concerns (e.g. diseases, infections) (38%)
  - Mental health concerns (33%)
  - Wellness concerns (53%)
- 

**7.) If the college offered health care services at your campus, would you use them? [Program as single-select.]**

- Yes (55%)
- No (13%)
- Maybe (32%)



**8.) What type of healthcare services would be most helpful to you if they were available on campus? Mark all that apply. [Program as multi-select.]**

- Vaccinations (43%)
  - Mental Health (36%)
  - Crisis Counseling (20%)
  - Birth Control (15%)
  - Pregnancy Test (13%)
  - Blood pressure Screening (56%)
  - Physicals (26%)
  - First Aid (25%)
  - Vision Screening (35%)
  - Other (26%)
- 

**9.) Are you interested in being contacted for a follow-up focus group or interview to further discuss student needs? Completing this survey does not guarantee that you will be selected for an interview. [Program as single select.]**

- Yes (63%)
  - No (37%)
- 

## Demographics Questions

**10.) Indicate where you attend classes. Mark all that apply. [Program as multi-select.]**

- I attend some or all of my CE classes online (44%)
- CE at Mesa (6%)
- CE at Miramar (5%)
- CE at César E. Chávez (10%)
- CE at ECC (11%)
- CE at Mid-City (25%)
- CE at North City (4%)
- CE at West City (4%)
- San Diego City College (9%)
- San Diego Mesa College (not CE at Mesa) (4%)
- San Diego Miramar College (3%)
- Other local community college (online or on-campus) (1%)

**11.) Which SDCCE program(s) are you enrolled in? Mark all that apply. [Program as multi-select.]**

- Automotive (3%)
- Business and Accounting (21%)
- Child Development (9%)
- Clothing and Textiles (4%)
- Digital Media and Programming (7%)
- Disabled Students Programs and Services (DSPS) (4%)
- Emeritus (for age 55+) (12%)
- English as a Second Language (ESL) / Citizenship (44%)
- Healthcare (6%)
- High School Diploma/High School Equivalency (HSD/HSE/GED) and Basic Skills (9%)
- Hospitality and Culinary Arts (2%)
- Information Technology (8%)
- Skilled and Technical Trades (Welding, Plumbing, HVAC, Electronics) (5%)

**12.) Please indicate your racial/ethnic affiliation. Mark all that apply. [Program as multi-select. Prompt based on overall category selected.]**

- African American/Black (22%)
  - [Prompt]: African American (51%)
  - [Prompt]: Afro-Caribbean (22%)
  - [Prompt]: Afro-Latino, Afro-Latina, or Afro-Latinx (7%)
  - [Prompt]: West African (4%)
  - [Prompt]: East African (12%)
  - [Prompt]: North African (2%)
  - [Prompt]: South African (0%)
  - [Prompt]: Central African (3%)
  - [Prompt]: Option not listed here: \_\_\_\_\_ (7%)
- Asian American (e.g., Chinese, Laotian, Bangladeshi, Turkmen) (14%)
  - [Prompt]: East Asian (e.g., Chinese, Japanese, Korean, Okinawan, Taiwanese, Tibetan) (52%)
  - [Prompt]: Southeast Asian (e.g., Hmong, Laotian, Filipino, Cambodian, Vietnamese) (34%)
  - [Prompt]: South Asian (e.g., Bangladeshi, Indian, Pakistani, Sri-Lankan) (7%)
  - [Prompt]: Central Asians Afghan, Armenian, Azerbaijani, Georgians, Kazakh, Kyrgyz, Mongolian, Tajik, Turkmen, Uzbek. (6%)
  - [Prompt]: Option not listed here \_\_\_\_\_ (1%)
- Indigenous, American Indian, or Alaskan Native (1%)
  - [Prompt]: Community or tribal name: \_\_\_\_\_
- Latino, Latinx, Hispanic (31%)
  - [Prompt]: Mexican, Mexican American, or Chicano (78%)
  - [Prompt]: Central American (6%)
  - [Prompt]: South American (9%)
  - [Prompt]: Puerto Rican (2%)
  - [Prompt]: Cuban (1%)
  - [Prompt]: Option not listed here: \_\_\_\_\_ (4%)
- Middle Eastern (4%) Note: Most did not specify, when prompted
  - [Prompt]: Arab
  - [Prompt]: Iranian or Persian
  - [Prompt]: Turk
  - [Prompt]: Iraqi
  - [Prompt]: Lebanese
  - [Prompt]: Option not listed here \_\_\_\_\_
- Pacific Islanders and Native Hawaiians (1%) Note: Most did not specify, when prompted
  - [Prompt]: Native Hawaiians
  - [Prompt]: Chamorro
  - [Prompt]: Pacific Islander
  - [Prompt]: Option not listed here \_\_\_\_\_
- White/Caucasian (18%)
- Mixed, Multiracial, Biracial (3%)
- Option not listed here (please specify) \_\_\_\_\_ (12%)

**13.) What language(s) do you prefer to speak? Mark all that apply. [Program as multi-select.]**

- Cantonese (9%)
  - Chinese (Traditional Hong Kong) (2%)
  - English (64%)
  - Haitian Creole (19%)
  - Korean (1%)
  - Mandarin (4%)
  - Persian (5%)
  - Spanish (29%)
  - Tagalog (2%)
  - Vietnamese (2%)
  - Other, specify \_\_\_\_\_ (8%)
- 

**14.) Indicate your age. [Program as single select.]**

- Under 18 (0.2%)
  - 18 - 24 (8%)
  - 25 - 29 (12%)
  - 30 - 34 (17%)
  - 35 - 39 (18%)
  - 40 - 44 (11%)
  - 45 - 49 (9%)
  - 50 - 54 (5%)
  - 55 - 64 (9%)
  - 65 or older (9%)
- 

**15.) What is the size of your household? Include yourself. [Program as single select.]**

- 1 (21%)
- 2 (23%)
- 3 (18%)
- 4 (16%)
- 5 (10%)
- 6 (5%)
- 7 (2%)
- 8 (2%)
- 9 (1%)
- 10 or more (2%)



**16.) How many individuals depend on you for financial support (e.g., children, siblings, parents, grandparents)?** [\[Program as single select.\]](#)

- None (34%)
  - 1 (17%)
  - 2 (16%)
  - 3 (15%)
  - 4 (8%)
  - 5 (6%)
  - 6 or more (6%)
- 

**17.) How many children under the age of eighteen do you care for?**

- None (46%)
  - 1 (20%)
  - 2 (17%)
  - 3 (9%)
  - 4 (4%)
  - 5 (2%)
  - 6 or more (1%)
- 

**18.) Indicate your gender. Mark all that apply.** [\[Program as multi-select. Allow write-in\]](#)

- Agender (1%)
  - Man (29%)
  - Woman (62%)
  - Nonbinary (1%)
  - Non-Conforming (0.2%)
  - Trans\* (0.1%)
  - None of these (0.5%)
  - Prefer not to state (0.2%)
- 

**19.) What is your annual income? (Please report what you and other family members who support you made. Include income from all sources (e.g., work, government aid, stocks))** [\[Program as single select.\]](#)

- Under \$5,000 (33%)
- \$5,000 - \$9,999 (8%)
- \$10,000 - \$14,999 (12%)
- \$15,000 - \$24,999 (11%)
- \$25,000 - \$34,999 (9%)
- \$35,000 - \$44,999 (5%)
- \$45,000 - \$54,999 (5%)
- \$55,000 - \$64,999 (4%)
- \$65,000 - \$74,999 (3%)
- \$75,000 or more (10%)

**20.) Do you currently experience any of the following disabilities? Mark all that apply.** [Program as multi-select.]

- No, I don't have a known disability. (72%)
  - Hearing difficulty - deaf or having difficulty hearing. (5%)
  - Vision difficulty - blind or having difficulty seeing, even when wearing glasses. (9%)
  - Cognitive difficulty - Because of a physical, mental, or emotional issue, having difficulty remembering, concentrating, or making decisions. (11%)
  - Ambulatory difficulty - Having difficulty walking or climbing stairs. (4%)
  - Self-care difficulty - Having difficulty bathing or dressing. (2%)
  - Independent living difficulty - Because of a physical, mental, or emotional issue, having difficulty doing errands alone such as visiting a doctor's office or shopping. (2%)
  - I have one or more disabilities that are not listed here. (3%)
- 

**21.) What is your primary educational goal? Mark all that apply.** [Program as multi-select. Randomize except the "undecided"]

- Advance in current job/career (48%)
  - Complete HS Credits/GED (27%)
  - Discover career interest/plans/goals (59%)
  - Earn vocational certificate (44%)
  - Educational development (56%)
  - Improve basic skills (44%)
  - Maintain certificate/license (27%)
  - Move from Non-credit to Credit (9%)
  - Prepare for new career (17%)
  - Undecided (2%)
- 

**22.) Based on your response above, are you on track to complete your educational goal?** [Program as single select.]

- No (5%)
  - Yes (72%)
  - Not Sure (24%)
- 

**23.) How many SDCCE classes are you currently enrolled in?** [Program as single select.]

- 1 class (59%)
- 2-3 classes (32%)
- 3-4 classes (6%)
- 5 or more classes (4%)

**24.) Please indicate the highest education you have completed.**

- Elementary school (5%)
- Junior High or middle school (10%)
- GED (3%)
- High school (32%)
- Certificate (11%)
- Associates (8%)
- Bachelors (20%)
- Masters or professional doctorate or higher (13%)

**25.) Please indicate your current military service status. [Program as single select.]**

- None /Not Applicable (94%)
- Veteran (3%)
- Active Duty (2%)
- Reserve (1%)

Thank you for taking the time to respond to this Basic Needs survey.

You will be entered into an opportunity drawing for a chance to receive a [\[insert stipend here.\]](#)

Below are links to the services you stated you had not heard of previously and information on how to access them:

[\[Insert links based on answers\]](#)



Subject Line: An opportunity to get \$50 from SDCCE - Tell us what you need to succeed!

Chè etidyan SDCCE:

Kính gửi học sinh SDCCE:

親愛的 SDCCE同學：

Hola estudiante de SDCCE:

Mahal na mag-aaral ng SDCCE:

Dear SDCCE student:

We are dedicated to supporting your success at San Diego College of Continuing Education. We have created a Basic Needs survey to better fulfill student needs such as healthcare, childcare, and technology.

The survey will take approximately 10 minutes to complete. Participants will be entered into an opportunity drawing to win \$50.

Your feedback will improve the services available to you at SDCCE. [Click this link to start the survey in English now.](#)

Sondaj sa a sou bezwen ou yo ap pran apeprè 10 minit pou konplete. Patisipan yo pral antre nan yon tiraj opòtinite pou genyen \$50. [Klike sou lyen sa a pou kòmanse sondaj la an vyetnamyen kounye a.](#)

Bài khảo sát về nhu cầu của bạn sẽ mất khoảng 10 phút để hoàn thành. Người tham gia sẽ có cơ hội được tham gia rút thăm trúng thưởng để giành lấy 50\$. [Nhấp vào liên kết này để bắt đầu bài khảo sát bằng tiếng Việt](#)

這是一份關於你需求的調查問卷，用時大約需要需要 10 分鐘。參加者將會獲得機會參與抽獎

贏

取 50 美元。 [單擊此鏈接開始粵語問卷調查。](#)

Le tomará aproximadamente 10 minutos completar esta encuesta sobre sus necesidades. Los participantes participarán en un sorteo de oportunidad para ganar \$50. [Haga clic en este enlace para comenzar la encuesta en español ahora.](#)

Ang survey po ay tatagal ng humigit-kumulang 10 minuto upang makumpleto. Ang mga participants ay isasali po sa isang opportunity draw para manalo ng \$50. [I-click po ang link na ito para simulan ang Tagalog na survey.](#)



If you have any technical difficulties responding to this survey, please contact Jesus Rivas at [jrivas@sdccd.edu](mailto:jrivas@sdccd.edu).

The survey will close on January 30, 2023.

Sincerely,

A top-down view of a desk with various school supplies. In the center is a large, open, spiral-bound notebook with blank lined pages. To its left is a clear plastic tray containing several colorful highlighters. To its right is a red pen and a blue pencil holder filled with pencils. Other notebooks and papers are scattered around the desk. The background is a solid purple color.

# QUALITATIVE APPENDICES

# Qualitative Appendices

## Sample English Interview and Focus Group Questions

The following is a sample of interview and focus group protocols for this research project.

- Everyone has a basic need for shelter. In your experience, and/or based on what you may know about your peers, what types of challenges do you or your SDCCE peers experience with housing? For example, do you or any of your peers encounter challenges with having or sustaining a steady place to live in? If so, what are contributing factors or barriers you or your peers face?
  - What types of resources, services, or programs do you think could help address these challenges or barriers that impact SDCCE students' needs for housing?
- Everyone also has a basic need for food. In your experience, and/or based on what you may know about your peers, what types of challenges do you or your SDCCE peers experience with access to food? For example, do you or any of your peers encounter challenges with having access to food? What types of food do you or your peers typically have access to, or what types of food do you wish you would have access to?
  - What types of resources, services, or programs do you think could help SDCCE students gain access to the types of food they would prefer and need?
- Mental health also impacts students' emotional, psychological, and social well-being and success. While there is no single cause, life experiences with trauma, abuse, violence, chronic medical conditions, drug/alcohol use, and loneliness/isolation can impact people's mental health. In turn, mental health affects how we think, feel, and act, how we handle stress, relate to others, and make healthy choices. In your experience, and/or based on what you may know about your peers, what types of mental health concerns do you or your SDCCE peers experience? For example, do you or any of your peers experience anxiety, depression, or any other mental health concerns?
  - What types of resources, services, or programs do you think could support SDCCE students' mental health needs?
- Many students on campus raise children while taking courses at SDCCE. In your experience, and/or based on what you may know about your peers who are parents, what are some unique challenges or barriers that parents experience while attending SDCCE?
  - What types of resources, services, or programs do you think could help address these challenges or barriers that impact parents' success as students in SDCCE?
- This is the last question. Are there any other basic needs students face that was not discussed in our conversation today? Or do you have anything else you would like to add to our conversation from today? Is there anything else you would like to share about what types of resources, services, and spaces students need to be successful at SDCCE or perhaps how they are advertised, delivered, and/or distributed?

# Qualitative Appendices

## Sample Spanish Focus Group Questions

- *Todos tenemos una necesidad básica de tener donde vivir. En su experiencia, y/o en base de lo que pueda saber de sus compañeros, que tipos de retos o problemas a enfrentando usted o sus compañeros de SDCCE con respeto a la vivienda? Por ejemplo, usted o algunos de sus compañeros enfrentan problemas para tener o mantener un lugar estable para vivir? Si es así, ¿cuáles son los factores contribuyentes o las barreras que usted o sus compañeros enfrentan?*
  - *¿Qué tipos de recursos, servicios, o programas cree que podrían ayudar a superar estos problemas o desafíos que afectan las necesidades de vivienda de los estudiantes de SDCCE?*
- *Todos también tenemos una necesidad básica de alimentación. En su experiencia y/o en base a lo que pueda saber sobre sus compañeros, ¿qué tipos de problemas ha tenido usted o sus compañeros con respecto al acceso a los alimentos? Por ejemplo, usted o alguno de sus compañeros ha tenido problemas con tener acceso a alimentos? ¿A qué tipos de alimentos suelen tener acceso, o a qué tipos de comida le gustaría poder tener?*
  - *¿Qué tipos de recursos, servicios, o programas cree que podrían ayudar a los estudiantes de SDCCE a obtener acceso a los tipos de alimentos que preferirían y necesitan?*
- *La salud mental también afecta el bienestar emocional, psicológico, y social de los estudiantes. Aunque no hay una causa única, las experiencias de vida con trauma, abuso, violencia, condiciones médicas crónicas, uso de drogas/alcohol, soledad/aislamiento pueden afectar la salud mental de las personas. La salud mental afecta cómo pensamos, sentimos y actuamos, como manejamos el estrés, nos relacionamos con otros, y tomamos decisiones saludables. En su experiencia y/o en base a lo que pueda saber sobre sus compañeros, ¿qué tipos de problemas de salud mental ha tenido usted o sus compañeros de SDCCE? Por ejemplo, usted o alguno de sus compañeros tiene ansiedad, depresión, o cualquier otro problema de salud mental?*
  - *¿Qué tipos de recursos, servicios, o programas cree que podrían apoyar a las necesidades de salud mental de los estudiantes de SDCCE?*
- *Muchos estudiantes crían a sus hijos mientras toman cursos en SDCCE. En su experiencia y/o en base a lo que pueda saber sobre sus compañeros que son padres, cuáles son algunos de los problemas o barreras únicas por los cuales viven los padres mientras atiende SDCCE?*
  - *¿Qué tipos de recursos, servicios, o programas cree que podrían ayudar a superar estos problemas o desafíos que afectan el éxito de los padres como estudiantes de SDCCE?*
- *Esta es la última pregunta. ¿Hay otras necesidades básicas que enfrentan los estudiantes que no discutimos en nuestra conversación hoy? ¿O tiene algo más que le gustaría agregar a nuestra conversación? Hay algo más que le gustaría compartir sobre qué tipos de recursos, servicios y espacios necesitan los estudiantes para tener éxito en SDCCE o tal vez como se anuncian, entregan y/o distribuyen?*



# Qualitative Appendices

## Student Voice: Suggested Resources

### **Mental Health**

- *It would be nice to have a hotline to call when we (students) get to this emotional panic attack about anything.. just like the suicide hotline I see in hospitals before. -Student, West City*
- *The mental health counselors. I think that would help students that are in school. They can go within the office and talk to them.- Student, Educational Cultural Complex*

### **Housing Insecurity**

- *Maybe there could be a memorandum, an MOU that [SDCCE] could enter into with the county, possibly to work with students or people that are identified as students that are struggling with housing or have income, low income that could be either prioritized in terms of county housing or maybe the county could enter a relationship with the district to create more affordable housing options for students. - Student, Continuing Education Mesa Campus*

### **Food Insecurity**

- *Maybe a voucher system. SDCCE, well, the campus that I go to is West City, so it's right next door to Vons, pretty close to Vons. Maybe if they had a voucher to go over and get \$10 worth of food for lunch, something like that would help people. I think that would be a great idea. -Student, West City Campus*

### **Child Care**

- *En la escuela sería bueno un salón de niños, de niños que mientras que los papás están en clase el niño está ahí. una compañera un día llevó el hijo y le tocó tenerlo fuera del salón de clase.- Student, Cesar Chavez Campus*
- *(A children's room or daycare would be good at school. While the parents are in class, the child can be there.)*

### **Legal/Immigration Services**

- *Quiero comentar que la verdad que sí nos ayudarían mucho a varios que nos otorgarán como asesoría legal. Porque lamentablemente, hay muchos abogados que hacen fraude o nos han cometido fraude. Eso yo creo que sería mucha ayuda por parte de ustedes. Contar con la gente que sí de verdad quiere ayudar a los inmigrantes o a gente como nosotros, y sin estar sacando tanto provecho de ellos.- Student, Cesar Chavez Campus*
- *(I want to comment that the truth is several of us would benefit if we would be able to get some legal advice. Because unfortunately, there are many lawyers who commit fraud with us. I think that would be a lot of help from you. Having people who really want to help immigrants or people like us, without taking advantage of them.)*