

ECMC Foundation Basic Needs Initiative Webinar

May 4, 2023
11:00 a.m. Pacific Standard Time

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 education
northwest

Agenda/Speakers

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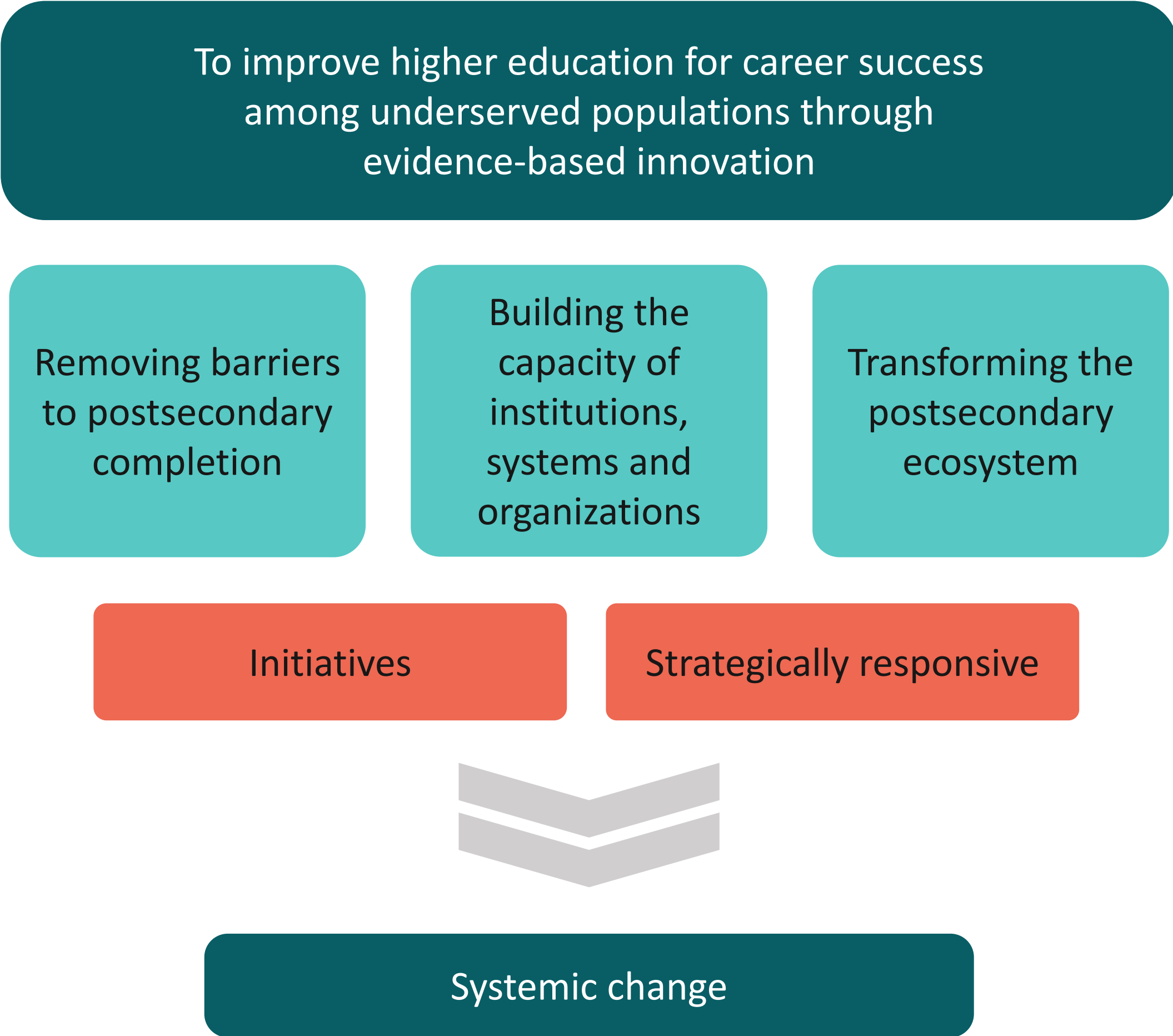
ECMC Foundation

Our Mission

To improve higher education for career success among underserved populations through evidence-based innovation.

Our Vision

All learners unlock their fullest potential.



ECMC Foundation – Basic Needs Initiative (BNI)

In October 2019, ECMC Foundation awarded \$3.1M in grants to seven organizations:

- Arkansas Community Colleges
- Auburn University’s Hunger Solutions Institute
- Ithaka S+R
- John Burton Advocates for Youth
- Michigan Community College Association
- United Way of King County
- University of Tennessee, Knoxville



ECMC Foundation BNI grantees

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

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

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

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



ECMC Foundation BNI grantees (Continued)

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

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

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



ECMC Foundation

In 2020, we increased our commitments to

- \$10 million+ in additional grants
- More than 30 grantees in addition to the original BNI cohort

Education Northwest has been our evaluation partner for the BNI since the beginning



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Sustaining Basic Needs Services at Postsecondary Institutions

ECMC FOUNDATION BASIC NEEDS INITIATIVE EVALUATION REPORT 1



Evaluation team



Destiny McLennan



Libbie Brey



Sam Riggs



Christopher Mazzeo



Michelle Hodara



Basic needs initiative evaluation report and rubric

- Intended to support implementation of comprehensive, student-centered basic needs services and resources.
- Findings primarily drawn from:
 - Spring 2021 and 2022 survey completed by nearly 70 institutions in 6 states
 - Spring 2022 virtual site visits with 5 institutions in 5 states



Case study sites

- **Arkansas Northeastern College** - Partnered with Arkansas Community Colleges
- **Grand Rapids Community College** - Partnered with the Michigan Community College Association
- **Highline College** - Partnered with United Way of King County
- **Napa Valley College** - Partnered with John Burton Advocates for Youth
- **University of Alabama at Birmingham** - Partnered with Auburn University's Hunger Solutions Institute



A rubric for implementing comprehensive basic needs services





Goal 1

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

Indicator	Pre-implementation	Early implementation	Full implementation	Example practices
Comprehensive services	Preparing to launch new services; identifying student needs and gaps in services	Services not yet comprehensive; implementing new services; identifying student needs and gaps in services	Embedded institutional practices support access to a range of comprehensive services that address students' needs, transportation to access services, and connections to community resources/partners	Students have access to services that address their diverse needs, such as food assistance, emergency aid, physical and mental health care, technology, housing assistance, transportation, financial planning, employment support, and child care support
Leadership support	Campus leaders are engaged; connecting basic needs services to strategic plan; identifying sources of funding	Campus leaders are engaged; some funding secured; developing strategic plan around basic needs services	Campus leadership views basic needs services as a key strategy for student success and retention and services are fully funded and staffed	Basic needs task force or dedicated team; basic needs integrated into college's strategic plan; college foundation provides funds
Streamlined intake process	Outreach and services fragmented; planning to develop systems to align services	Developing systems to align services across college	Students access services through a single intake or application process and there is alignment with other student support programs	"One-stop-shop" approach (basic needs center); centralized screening through an orientation survey; documented referral process
Cross-campus collaboration	Building relationships with offices across campus	Some partnerships across campus, developing others	Collaborating with key offices across campus, including faculty, financial aid, campus police, student senate, and Diversity, Equity, Inclusion and Access (DEIA) leaders or offices	Basic needs staff works closely with financial aid office, advisors, and DEIA leaders to support student access to basic needs services
Community partners	Looking into potential community partners	Building relationships with community partners to supplement on-campus services	Community partners support access to resources available on and off campus	Partnerships with local food suppliers/farms; external partners have space on campus to increase access to public benefits and other services





Goal 2

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

Indicator	Pre-implementation	Early implementation	Full implementation	Example practices
Campus culture around basic needs services	Staff is planning to increase access to services and identify and address stigma associated with accessing basic needs services	Accessing services is becoming normalized on campus; staff members and students work to identify and address stigma associated with accessing basic needs services	Basic needs services are integrated and normalized; staff members and students work to alleviate stigma associated with accessing basic needs services	Basic need services are marketed on syllabi and LMS (e.g., Canvas, Blackboard); staff members and students share personal stories about accessing basic needs services; resources (e.g., mobile food pantry) are easily available to all students
Faculty and staff training	Reviewing best practices and planning for staff training	Expanding, enhancing, or obtaining funding for staff training	Faculty and staff members receive regular training on student-centered approaches	Campus-wide trainings focus on equity, trauma-informed practice, implicit bias, and culturally responsive approaches
Marketing of basic needs services	Reviewing best practices and planning for marketing with student input	Expanding, enhancing, and/or obtaining funding for marketing activities; reviewing materials for cultural competence; involving students in marketing	Culturally responsive, authentic, and caring marketing campaign focuses on normalizing services	Services are advertised to all students through presentations, social media (Facebook, Instagram, TikTok), flyers, news articles, and word of mouth
Accessible services	At present, services may be difficult to find or are fragmented across the college; planning processes and structures to make services more accessible	Developing new processes and structures (centralized location/ office) for making services more accessible with a focus on priority populations	Services are open access; locations are centralized, easy to find, and discreet; and there are varied distribution methods	Services are located in a central location with a discreet entrance, food is distributed in grocery bags (not boxes), and students can order ahead or at a drive through
Student partnerships	Developing partnerships with student organizations to support decision making and outreach	Strengthening partnerships with student organizations and co-developing strategies for outreach and marketing	Students are involved in the basic needs center, decision making, and outreach for basic needs services	Student government and clubs are engaged and provide regular feedback on services; peer mentors encourage fellow students to access services





Goal 3

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

Indicator	Pre-implementation	Early implementation	Full implementation	Example practices
Case management system	No case management approach	Piloting case management approach; coordinating with other support systems on campus (advisors, early alert systems, DEIA office); hiring new staff members	Full-time staff members assess student needs and refer them to or provide services; all students accessing services are supported by a case manager	Full-time staff members assess needs, provide referrals, and coordinate with community partners; benefits coaches or social workers on staff or reduction in advisor/counselor caseloads, so they can support students' holistic wellness needs
Ongoing follow-up with students	Staff members support students with accessing services but insufficient capacity to follow-up	Staff members beginning to engage in targeted follow-up and ongoing communication	Staff members engage in targeted follow-up and ongoing communication at specific intervals	Staff members use intake forms, follow up to answer questions and assess new needs, and ensure referrals were successful; staff members have access to college data systems (e.g., Starfish) to help track student needs and use of services
Case management training	Staff members do not have training in case management	Training staff members or advisors to support case management	Case managers have training in case management, including integrating data and student voice, using a holistic approach, and building trusted relationships	Staff members are provided with time and resources to obtain case management training and to maintain certification on an annual basis; staff members trained in case management are hired into permanent positions





Goal 4

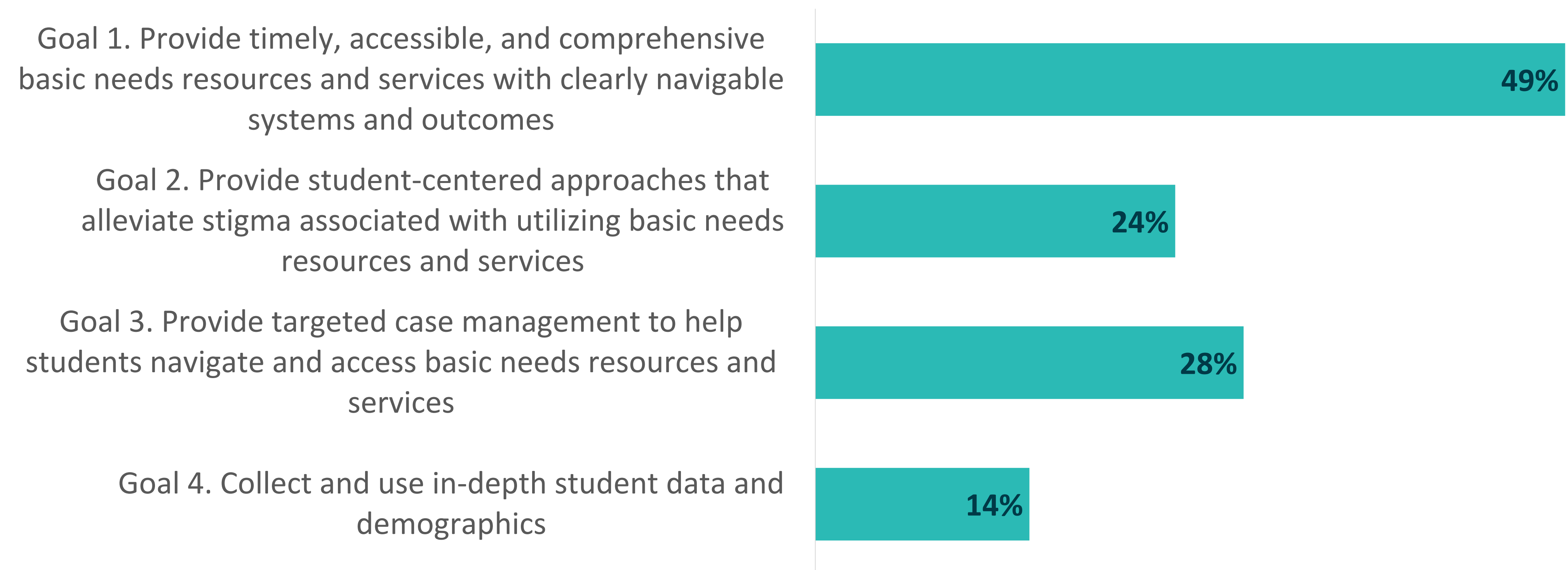
Collect and use in-depth student data and demographics.

Indicator	Pre-implementation	Early implementation	Full implementation	Example practices
Data system that links multiple data sources	Developing partnerships between IR and basic needs staff to support data collection and analysis	Beginning to align data collected across campus and the community to track student needs, usage, and outcomes (by demographics); beginning to develop data-sharing agreements with external partners	IR and/or basic needs staff tracks and shares data on student basic needs, use of basic needs services, and academic/career outcomes (by student demographics); data analysis is guided by strategic plan	Key staff and faculty members have access to data on student needs, awareness, usage, and academic/career outcomes (by student demographics); data-sharing agreement exists with partner agencies
Data collection tools	Reviewing existing data and assessing data needs to develop data collection approach	Acquiring or developing new data collection tools and approaches to expand existing data collection activities	College is using tools to collect data on student needs, awareness, and usage (by key student demographic groups)	College implements new climate survey with student population or exit surveys for students using basic needs services; college adds indicator for key student groups (e.g., LGBTQIA+) to data collection tools
Data-informed decision-making	Not yet evaluating services or data collection, analysis, and use is fragmented	Beginning to use data to support continuous improvement	Data supports continuous improvement, and there is college-wide support for data collection and analysis	Data supports ongoing decision making and strategic planning around what basic needs services should be provided and opportunities for targeted outreach to specific student groups



Goal 1 had the highest level of implementation while goal 4 had the lowest level

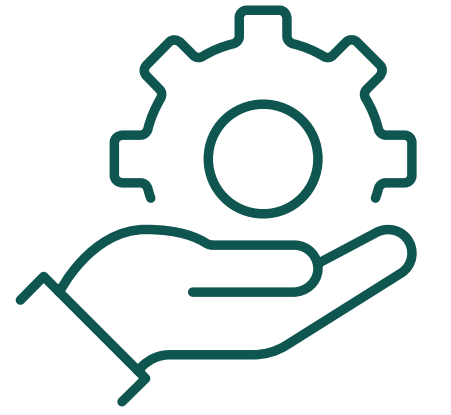
Percent of postsecondary institutions reporting full implementation for each of the four implementation goals in spring 2022



Lessons for implementing comprehensive basic needs services



Lessons for goal 1

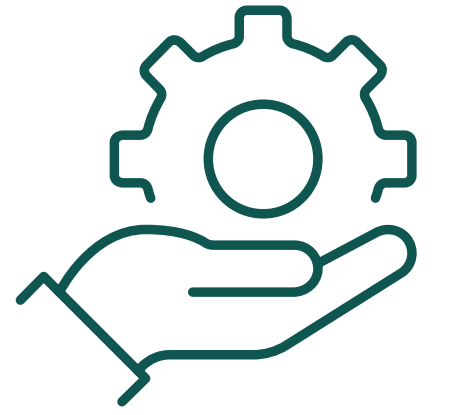


Providing timely, accessible, and comprehensive basic needs resources and services with clearly navigable systems and outcomes involves:

- A campus-wide vision for basic needs services
- Partnerships across the institution
- Streamlined access to services
- Support from external partners



Meeting basic needs involves internal and external partnerships



At least half of the institutions that responded to the survey cited these key college partners:

- Campus leadership
- The dean of students
- Counselors/advisors (more common at two-year institutions)
- Financial aid office (more common at two-year institutions)
- College/university foundation
- Faculty members (more common at two-year institutions)
- Student health center (more common at four-year institutions)

At least half cited these key external partners:

- Community-based organizations
- Community food pantries
- Foundations/donors



Lessons for goal 2



Students shared the following strategies to ***provide student-centered approaches that alleviate stigma associated with utilizing basic needs resources and services:***

- Online intake forms
- Transparent and caring staff members
- Student-led communication
- Various forms of marketing
- Accessible locations



Online intake forms



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

– Student

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Transparent and caring staff members



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

– Student



Student-led communication



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

– Student



Various forms of marketing

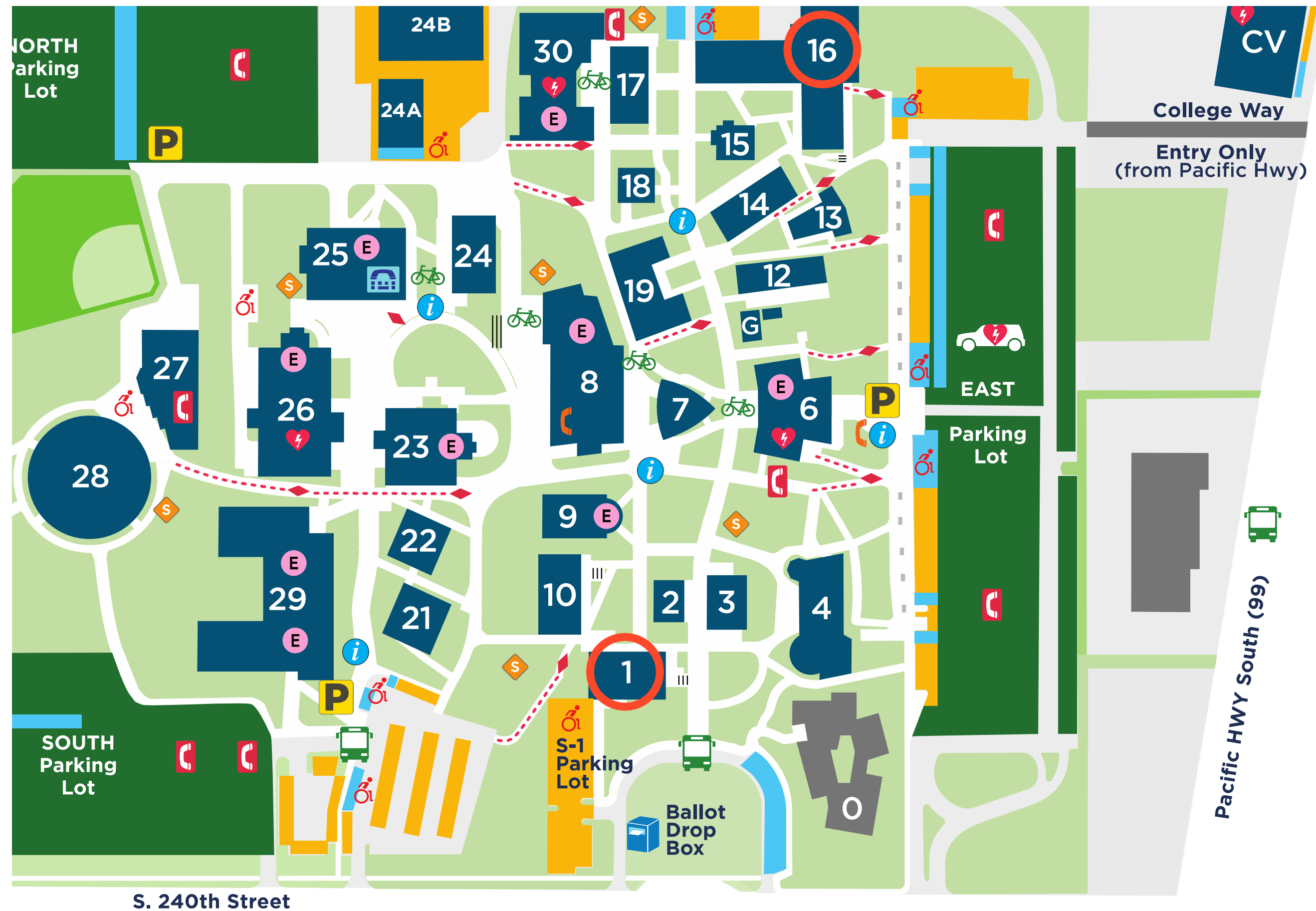


“I do follow [the basic needs center] on Instagram and TikTok. I think they're working on getting a Facebook page as well, but it does show when events are and when the baskets are happening, which is helpful to see it on my main feed, as opposed to having to find that information on the website. It's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

– Student



Accessible locations



We are in the Highline Support Center
in **Building 1**

You can find the Community Pantry
on the northeast side of the campus
in the north side of **Building 16**

Location

Building 16, Room 180

Contact

communitypantry@highline.edu



Lessons for goal 3



Providing targeted case management to help students navigate and access basic needs resources and services is defined by consistent follow-up with students who access services.

- Staff members and students mentioned personal phone calls as key to case management work
- Colleges tend to provide more intensive targeted case management for specific populations



Lessons for goal 4



Colleges ***collect and use in-depth student data and demographics*** to understand student needs and inform the development and improvement of services.

- Data can help identify gaps in utilization of services and help prioritize student needs to inform development of new services
- *However, staff members have limited capacity to fully use and analyze data collected, and none of the colleges discussed examining the relationship between accessing services and subsequent academic outcomes*





Helping College Students Thrive With Basic Needs Services and Resources



Lessons from Michigan



Sustaining Basic Needs Services

Precious Miller, LMSW

Director of Basic Needs and Belonging
Michigan Community College Association



MI-BEST: Building Economic Stability Today

Project Timeline: January 2020-December 2022



MI-BEST: 4 Pillars of Practice

**Understanding
Student Needs**

**Organize and Connect
Campus Supports**

**Connecting Partner Supports
to Students**

**Ensuring Student Access
to Supports**

MI-BEST: 4 Pillars of Practice

Understanding Student Needs

We know which types of holistic supports (e.g., food, housing, health care, childcare, transportation, tax preparation, mental health, legal assistance) are needed most by students at our institution.

Organize and Connect Supports

Our services for students are intentionally linked together; when a student receives one service, they may simultaneously receive or be referred to additional services.



MI-BEST: 4 Pillars of Practice

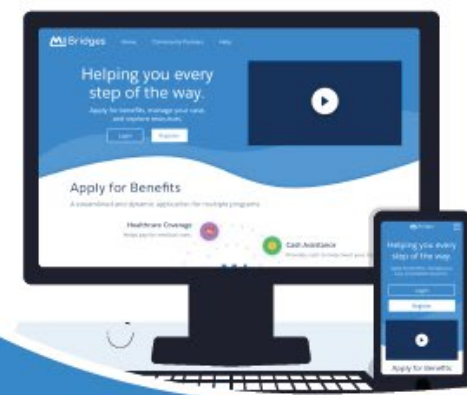
Connect Partner Supports to Students

We work with community partners/agencies and/or campus departments (e.g., Foundation, Accounting, Legal Studies) to provide holistic supports most needed by students at our institution.

Ensure Student Access to Supports

Faculty, staff, and administrators can recognize student financial stability issues and direct students to departments/personnel who can assist students in accessing the services.





MI Bridges

Using MI Bridges You Can...



Apply for Benefits using a simplified and easy to understand application



Explore resources and save them to your MI Bridges profile



Easily view **detailed benefit information** or **letters sent from MDHHS**



View verifications requested by MDHHS and **upload documents** to your case



Report changes about your case or **Renew your benefits**



Use MI Bridges in English, Spanish, or Arabic **from your phone or computer**



www.michigan.gov/mibridges

Colleges Leverage Public Benefits





Contact Information

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Addressing Student Basic Needs at Grand Rapids Community College

2016

Hope Center Survey #1

Led to creation of College Action Project (CAP) to "Strengthen our systems to better support students with food and housing assistance." (2017-2018, CAP 1.3.6)

2020
January

GRCC Learning Day

Dr. Sara Goldrick-Rab keynote speaker to all college faculty and staff addressing basic needs insecurities

2020

Spring

Hope Center Survey #2

Assessment of Student Needs during the pandemic led to shift in vital services during campus shutdown.

2020

Fall

Hope Center Survey #3

Results indicated where further efforts needed to be aimed

2021

Spring

Sustainability Proposal

CAP Team submitted a [sustainability proposal](#) to the College.

2021

Fall

Hope Center - ICBC Survey

GRCC specific survey and assessment of efforts

HIGHLIGHTS

CAP 3.3 Project Status List

Awareness

- [GetHelp webpage](#)
- Classroom Posters
- Common syllabus language
- Pregnancy resources
- LGBTQIA+ resources

Food Pantry.

- Immediately switched to a weekly drive-up food distribution upon Covid campus closure
- Created partnerships during Covid (Feeding America, local farm, local bakery, Culinary Dept, etc.)
- Enlarged and expanded Food Pantry
- Increased awareness and utilization

Emergency Funds

- Simplified an online application available immediately upon Covid campus closure
- Increased awareness and utilization
- Application used in conjunction with other student aid (HEERF, CARES, Reconnect and Future for Frontliners)
- Endowed fund created

Other Needs

- Technology Loans
- Clothing Closet (in progress)
- Community Partners on campus

Coordinated Care

- EAB - Navigate allows case management
- [GRCC CARES](#) - A Network for student support
- Staffing alignment/reorganization
- Culture of Care (trainings, Learning Day)

MDHHS Partnership

- Two year agreement
- GRCC student only caseload
- Connection to state benefits
- Currently the only partnership in a higher ed institution in Michigan
- SNAP workshops

Resources

Hope Center Survey Results - GRCC

- [2016](#)
- [2020 -Covid](#)
- [2020 - Fall](#)
- [2021](#)

CAP 3.3 Resources

- [GRCC CAP 3.3. Project Status List](#)
- [Emergency Funding Snapshot](#)
- [Food Pantry Snapshot](#)
- [CAP 3.3 Proposal](#)

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Implications for practice, future support, and research



Breakout rooms

- Select a breakout room for further discussion:
 - **Group 1:** Gathering student voice to inform basic needs services (with Ireri and Destiny)
 - **Group 2:** Using the implementation rubric for continuous improvement (with Sara and Libbie)
 - **Group 3.** Learn more about MI Best and MI Bridges (with Precious and Sam)
 - **Group 4.** Learn more about practices at Grand Rapids Community College (with Sandy, Lina, and Michelle)
- **In your breakout, you will have the opportunity to ask the evaluation team questions about the evaluation findings and/or rubric and delve into a specific topic.**
- The breakout discussions will be 15 minutes long and will close the webinar.

