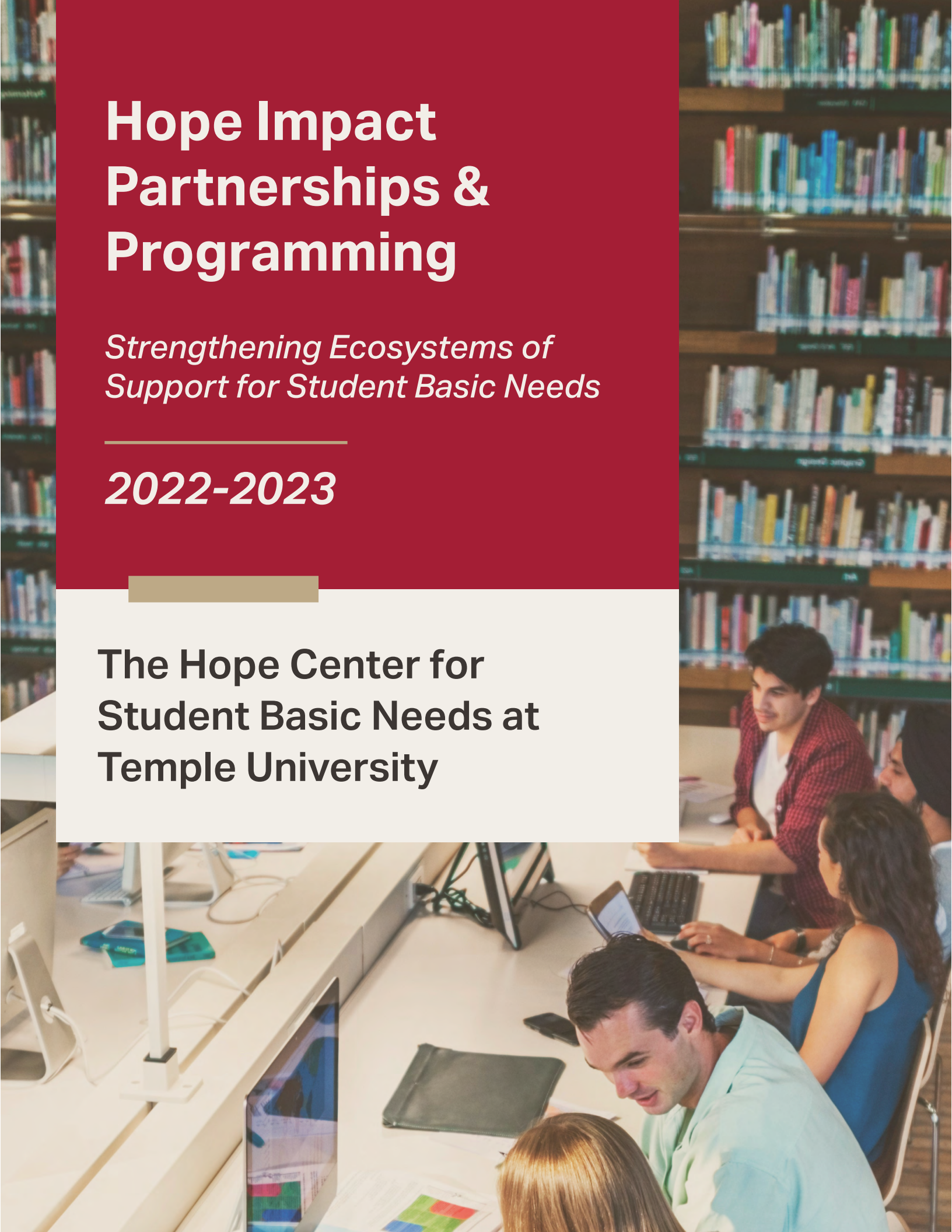


Hope Impact Partnerships & Programming

*Strengthening Ecosystems of
Support for Student Basic Needs*

2022-2023

**The Hope Center for
Student Basic Needs at
Temple University**



About Hope

The Hope Center for Student Basic Needs at the Lewis Katz School of Medicine at Temple University is a leading national action research center removing barriers to student success through:



Research

investigating students' lived experiences with basic needs insecurity and evaluating interventions



Policy

informing and advocating for systemic policy change to make college more affordable and secure



Practice

collaborative coaching and training to meet students' basic needs through systems transformation

We are researchers, scholars, advocates, conveners, and storytellers who envision a world where basic needs insecurity is no longer a barrier to pursuing and completing college. We take a systems-change approach to creating a higher education landscape where educational opportunity is universal and equitable.



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Partnerships, Community, & New Champions



Acknowledgements:

Our inaugural year of Hope Impact Partnerships (HIP) was the result of tremendous teamwork and collaboration. We are deeply thankful for the time, energy, passion, and expertise that our colleagues across the country dedicated to securing students’ basic needs and strengthening colleges’ capacity for doing so over the long term. Myriad contributions helped bring resources, learning and coaching sessions, and more to life. Much gratitude to our funders, school partners, staff, and collaborators! Full acknowledgements may be found on [page 38](#).

Suggested Citation:

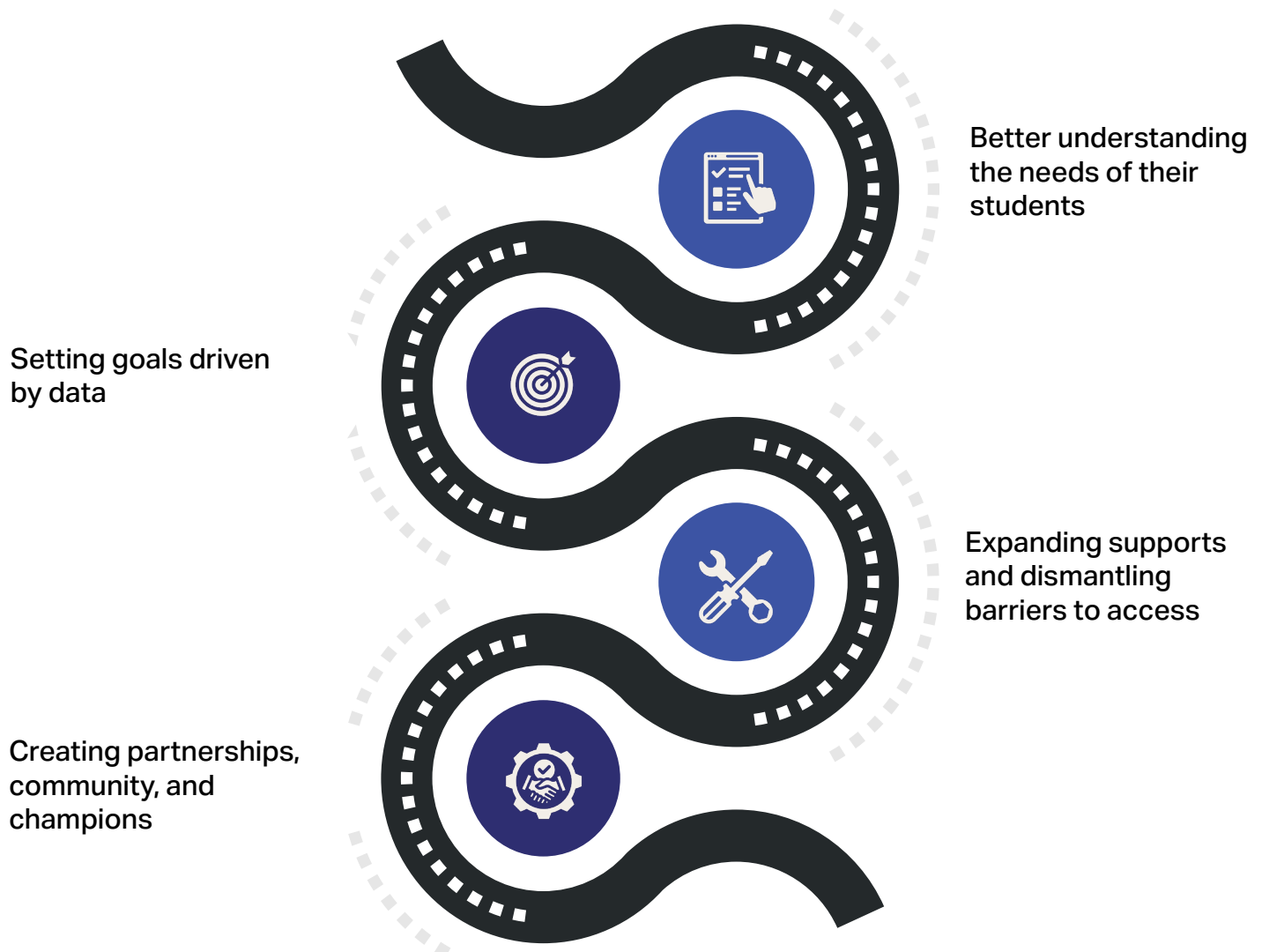
Hope Impact Partnerships & Programming: Strengthening Ecosystems of Supports for Student Basic Needs in 2022-2023. (May 2024). The Hope Center for Student Basic Needs at Temple University.

Executive Summary

A [growing body of research](#) proves what should be obvious: student basic needs security is fundamental to student success and completion.

During the 2022—2023 academic year, The Hope Center partnered with 126 colleges—collectively serving nearly 2 million students—to enhance capacity for providing comprehensive services that secure students' basic needs and improve student success. As part of Hope Impact Partnerships (HIP), partners fielded the Hope Center Basic Needs Survey, accessed asynchronous learning content, participated in learning sessions, received 1:1 coaching, shared resources with their cohort, and engaged in action planning to advance basic needs systems, services, and impact on their campus. We are delighted to share this report reflecting on our first year of activities, impact, key findings, and lessons learned.

Our partners highlighted four main areas of growth from our work together.





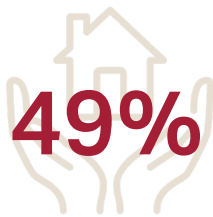
Better understanding the needs of their students:

Through fielding [The Hope Center Student Basic Needs Survey](#) and utilizing Hope's new Data Dashboard, partners gained insights into their students' needs, levels of basic needs insecurity, use of and access to services, and preferences for supports and outreach. The dashboard enables partners to view their institution's survey data, understand needs across student populations, and compare their data to similar institutions.

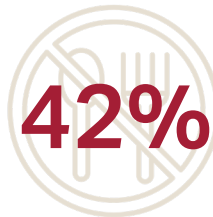
Across institutions that fielded the survey, we found:



More than 3 in 5 students are facing at least one of the following types of basic needs insecurity:



housing insecurity



food insecurity



homelessness



In addition, **45%** of students are experiencing **clinically significant symptoms of anxiety or depression**.



Setting goals driven by data:

Participating colleges reported that Hope survey data, coaching, and community sessions guided their next steps to bolster basic needs support on their campuses. For example, one key insight was the importance of better **coordinating basic needs services** because so many students reported facing more than one type of unmet need (e.g., food, housing, transportation, child care, mental health).



Expanding supports and dismantling barriers to accessing them:

Using the data we collected, we collaborated with colleges to proactively address gaps in resources for students. **Students experiencing basic needs insecurity reported not using or knowing about many relevant resources.** Participating colleges launched new outreach campaigns and partnerships. They raised awareness and uptake of existing supports and also expanded their service offerings.



Creating partnerships, community, and champions:

Our **learning modules videos and toolkit** provided a wealth of student narratives and connected data to student stories. Partners found the resources invaluable for obtaining buy-in from campus leadership and attracting new collaborators. We also encouraged and helped partners cultivate relationships with external resources like transit authorities to cover gaps in support and meet student needs.



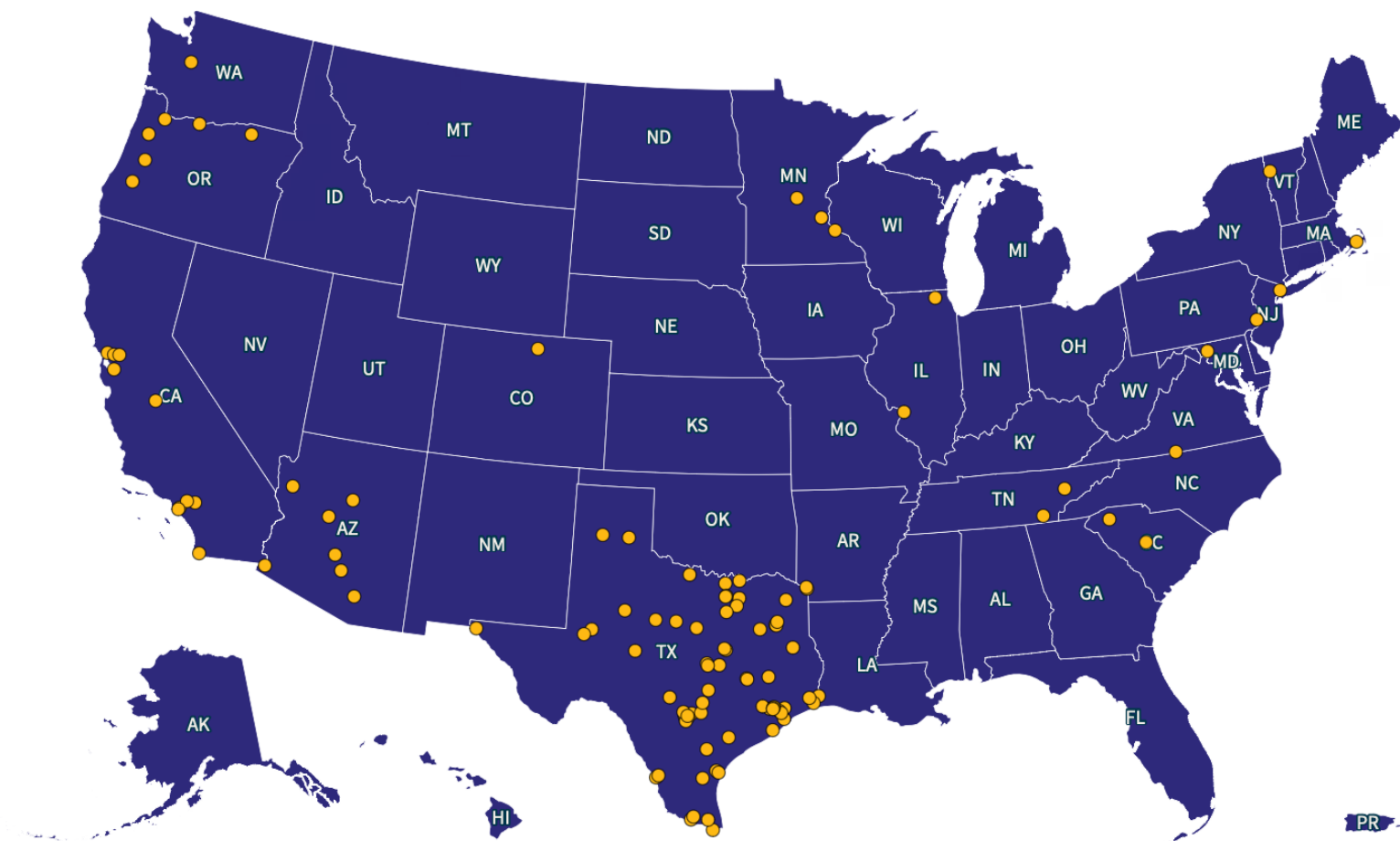
Our participation as a Level I Hope Impact Partner helped our campus gain valuable insights into our students' basic needs insecurity and take action. Already, we have dismantled systemic barriers to food access at our campus food pantry, expanded availability of hygiene products, and begun to evaluate ways we can provide greater access to mental health services on our campus as a result of the data received through the Basic Needs Survey.

Miriam Roccia

Interim Vice Chancellor for Student Affairs
Southern Illinois University Edwardsville

2022-2023

Our Partners



126

Hope Impact Partner Institutions
across the country.

Our Hope Impact Partners collectively serve:

2,000,000
students.



80 Minority-Serving
Institutions.



Go to [page 38](#) for a full list of
HIP institutions.

Background

The status quo in higher education fails those to whom it makes big promises. The Hope Center's 2021 report "[Basic Needs Insecurity During the Ongoing Pandemic](#)" charted a grim landscape, especially among non-White students. Complementing our pandemic findings, the federal government collected [nationally representative data](#) in March 2020 and found that more than 4.3 million undergraduate and graduate students were experiencing food insecurity, and 1.5 million were experiencing homelessness. While only including two measures of basic need, these nationally representative federal estimates strongly affirm that colleges of all types have significant basic needs insecurity on their campuses.

When students are hungry, unsure of where they will sleep that night, or unable to access needed transportation, childcare, and healthcare, they cannot learn. Experiencing any kind of basic needs insecurity (BNI) makes it much more difficult to graduate.

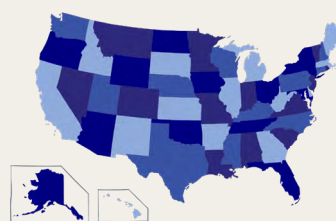
The situation substantially worsened as a result of COVID-19. The pandemic exacerbated [already rising mental health concerns among students](#). Living costs—especially for housing rentals—[have risen starkly](#). Overall, in 2023, homelessness [rose to a record level](#) in the United States. Cost pressures contributed to a sharp decline in undergraduate enrollment of over a million students between the fall of 2019 and the fall of 2021.

Community colleges were hit particularly hard, with enrollment of first-time adult students [declining by a fifth](#). While student needs, costs, and concerns have risen, many of the policies and programs created during the pandemic to address food insecurity, housing, and emergency expenses have expired or reverted to their insufficient pre-pandemic norms.

The Hope Center for Student Basic Needs at the Lewis Katz School of Medicine at Temple University is a leading national action research center dedicated to removing barriers to student success.

For more than a decade, we have documented and raised awareness of the prevalence of basic needs insecurity in higher education. As the importance of addressing students' basic needs became increasingly apparent throughout the pandemic, we were called on by a growing number of colleges and states to help them enhance their ecosystems of support and reduce student basic needs insecurity. Reflecting our ongoing dedication to moving beyond documenting rising basic needs insecurity to eradicating it, in 2022, we created Hope Impact Partnerships (HIP)—an initiative combining our Student Needs Survey, our new Data Dashboard, coaching, learning modules, technical assistance, and other resources to assist colleges as they work to secure student needs, provide support, and enhance success. Recognizing there is no one-size-fits-all solution to basic needs insecurity, we set a goal to meet our partners wherever they are on their journey.

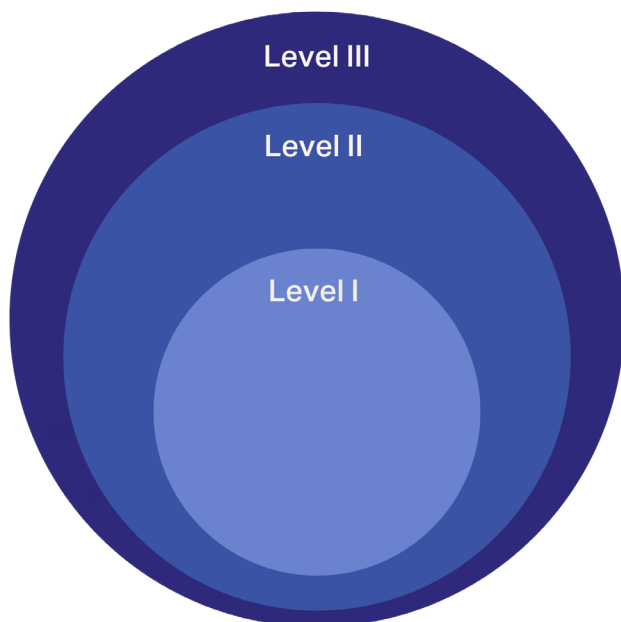
During the 2022-2023 school year, The Hope Center worked with **126 colleges, collectively serving nearly 2 million students**, through HIP. Of those schools, fifty enrolled from states across the country.



Thirty-nine were community colleges in Texas who participated with generous support from **The Prentice Farrar Brown and Alline Ford Foundation**. We also collaborated with **The Texas Higher Education Coordinating Board (THECB)** to provide training and technical assistance to 59 Texas colleges as part of the Texas Student Success Acceleration Program. For the THECB project, The Hope Center served alongside fellow technical assistance providers—**Equity Accelerator**, **Trellis Strategies**, and the **Institute for Higher Education Policy**—and focused specifically on supporting colleges' basic needs and mental health efforts.

One year into HIP, we learned so much from the work we did with our partners and especially from students—the true experts of their experience. We invite you and your state, system, or college to join one of our cohorts in 2024-2025 so that we can work together to provide students with the support they deserve. We're dedicated to scaling our results and helping enhance more ecosystems for student success.

HIP offers three partnership levels with assessment, coaching, training, and learning communities to match your team's current goals, strengths, needs, and capacity:



Level III: Implementation Lab

- Strategy Design, Implementation and Assessment

Level II: 360 View

- Holistic Assessment + Action Planning

Level I: Students First





- Introduction to Students' Basic Needs

At-a-Glance

Impact



HIP partners were provided access to our:

-  Student Basic Needs Survey,
-  Data Dashboard,
-  Coaching,
-  Learning Modules, and more.

When we reached out to HIP partners to learn about their experiences working with The Hope Center during the 2022-2023 school year, several key themes emerged. We organized this report around what our college partners told us they gained from the experience.

Our partners shared that they:

- Gained a better **understanding** of their students' needs
- Used data to align their goals, drive advocacy, and take **action**
- Expanded supports and **dismantled barriers** to access
- Formed new partnerships, **found community**, and fostered new champions

In the sections below, students across the country share why progress is so important, and our partners celebrate their wins in their own words. We shed light on the programming, resources, and key data insights that helped drive forward movement.



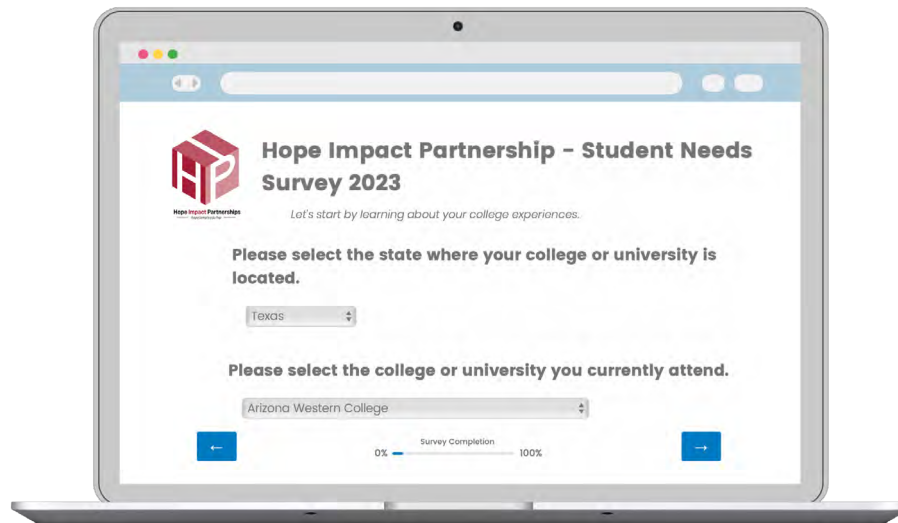
Hope Impact Partners Gained:

Understanding of Student Needs

SECTION A

Understanding of Student Needs

Many colleges partnered with The Hope Center to better understand their students and those students' needs. We believe that both data and narratives about student experiences are necessary to truly understand basic needs challenges. We help colleges collect, make sense of, and share these key sources of information effectively.



74 colleges partnered with The Hope Center during the 2022-2023 school year to survey their students to better understand their needs.

60,812 students completed The Hope Center Student Basic Needs Survey.

To learn about the items and measures reported on below, see the [methods appendix](#).



The Hope Center Student Basic Needs Survey includes a wide array of **demographic measures**, standard measures of **food insecurity**, **housing insecurity**, **homelessness**, and **mental health**, as well as a suite of measures pertaining to **other basic needs** (e.g., childcare, transportation, technology), **utilization** of benefits and supports, and **barriers** to accessing those benefits and supports.

The Student Basic Needs Survey was fielded by **63 community colleges** and **11 4-year institutions** in across the country.

Participation by school size:



36 (<10K students)



19 (10-20K students)



19 (>20K students)

“

I think looking at intersectionality and students is important. Thanks for this survey. I am rarely asked what it is like to be a student parent.

A STUDENT IN OREGON

”

We provided significant support, resources, and technical assistance to help colleges successfully administer and promote the survey to garner robust participation. For example, we celebrated and shared the strategies pursued by Temple College in Texas that resulted in a 27% response rate:

Staggered Messaging:

Multiple emails and texts were sent to students at different, optimized times.



Personalized Messaging:

Student groups, segmented according to their demographic characteristics, received personalized emails from the provost of Temple College.

Incentives:

Temple College used wireless earbuds and Bluetooth speakers as incentives to promote the survey.

A background image showing graduates in black caps and gowns with blue and gold stoles. The image is slightly blurred and has a warm, golden-brown tint. A large white quotation mark is positioned in the top left corner.

“

HIP was a wonderful experience. The survey gave us critical insight into our students' needs and will shape how we allocate resources moving forward. By sharing this data with campus partners, we are all able to see our students' holistic needs, which makes partnering more efficient and effective. The educational sessions and "office hours" I attended before fielding the survey were extremely helpful. I felt VERY prepared to launch the survey and never felt like I was alone—the HIP team was only an email away, and very responsive to questions and concerns. The Hope Impact Partnership is poised to change the landscape of how we provide services to college students, and I am excited to be a part of this movement.

Dr. Rachel Boldman

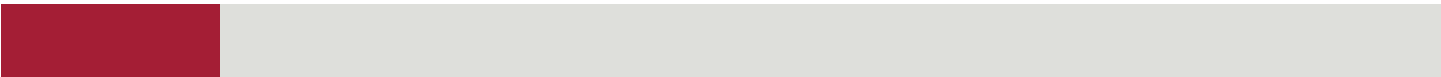
Director of Student Engagement and Support at
McHenry County College

Student Basic Needs by the Numbers

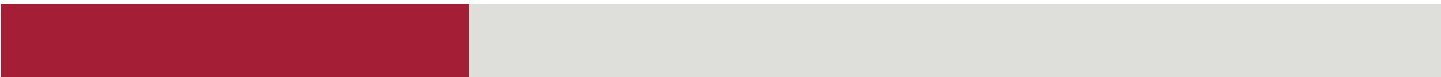
Out of the 60,812 students who responded to The 2022-23 Hope Center Student Basic Needs Survey:



24% were **parenting** students,



22% were **LGBTQIA+** students, and



37% were **Pell-grant** recipients.

60% of students experienced basic needs insecurity.



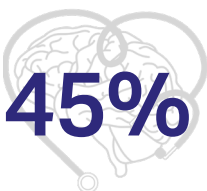
42%
of students experienced food insecurity.



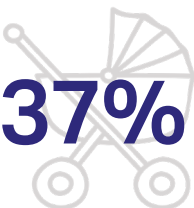
49%
of students experienced housing insecurity.



14%
of students experienced homelessness.



45%
experienced **depression or anxiety.**



37%
missed class due to **child care.**



had **tech/internet issues** interfere with academics.



12%
missed class/ work due to **transportation issues.**

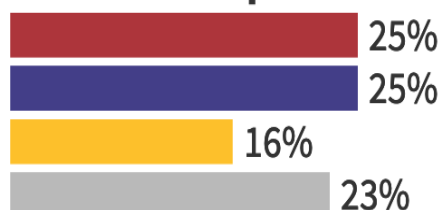
Meeting the Needs of ALL Students:

An essential part of our work with partner colleges was identifying inequities in basic needs insecurity and strategies to reduce these inequities. For example, we identified elevated levels of basic needs insecurity among parenting students, LGBTQIA+ students, and Pell Grant recipients. Looking across racial groups, Black, Native, and Indigenous students experienced the highest rates of basic needs insecurity.

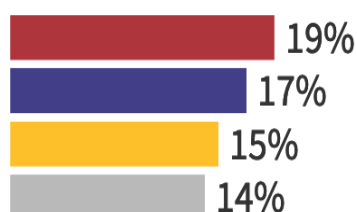
LGBTQIA+, Pell Recipient, and Parenting Students Experience Elevated Rates of Basic Needs Insecurity

■ LGBTQIA+ ■ Pell Grant Recipient ■ Parenting Students ■ Overall

Untreated Depression or Anxiety



Homelessness



Housing Insecurity



Food Insecurity



See [appendix](#) for more information on methods and measures.

Students from Structurally Marginalized Racial/Ethnic Groups Face Basic Needs Insecurity at Higher Rates

Overall



White or Caucasian



Southeast Asian



South Asian or Desi



Pacific Islander or Native Hawaiian



Middle Eastern or North African or Arab



Hispanic or Latine or Chicane



Filipinx



East Asian



American Indian, Alaska Native, or Indigenous



African American or Black



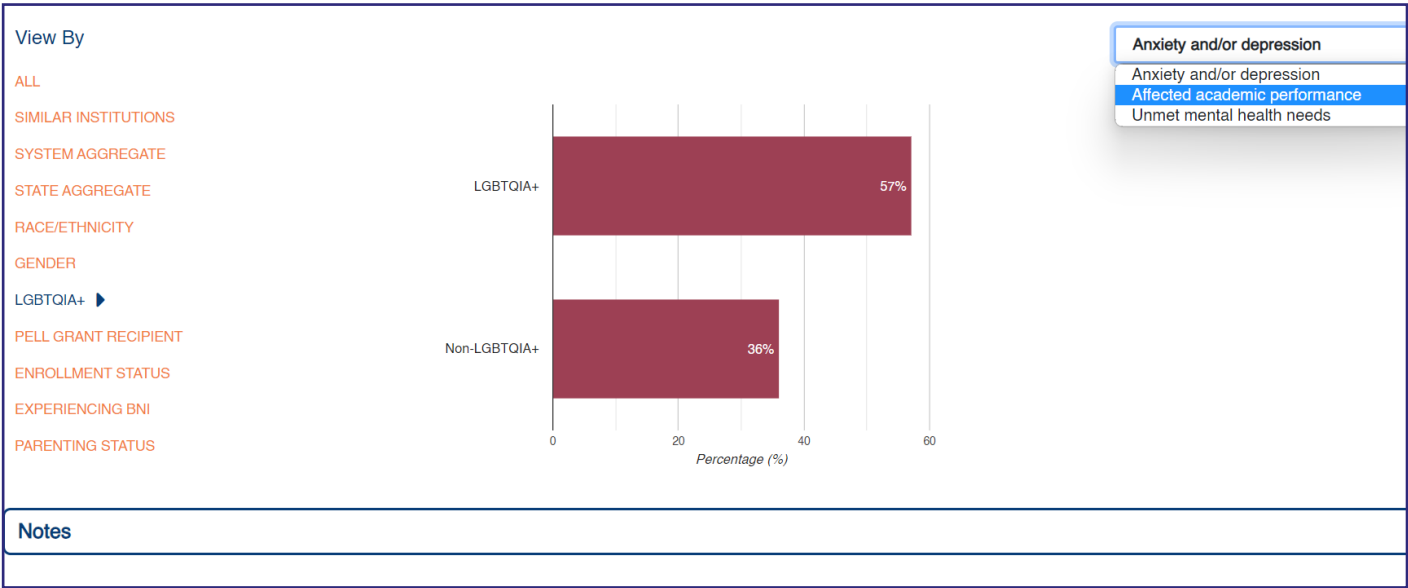
See [appendix](#) for more information on methods and measures.

A New Resource for Accessing Student Data:

A key benefit of fielding The Hope Center’s Student Basic Needs Survey is Hope’s Data Dashboard, which enables partner colleges to review findings from their survey of students in real time. Designed for data-driven action planning, partners access and interact with a summary of:

- (a) students’ needs,
- (b) awareness and utilization of supports,
- (c) barriers students are experiencing in accessing those supports, and
- (d) how students prefer to be contacted about resources.

College partners can compare their findings to similar institutions and identify areas of relative strength and areas for growth. Partners can also disaggregate their student data by subgroups so that outreach and services can be tailored to specific groups. We ensure that colleges understand their students’ needs from as many perspectives as possible—and crucially, understand where there are equity gaps in needs and access to services.



Visit our [website](#) to learn more about the Data Dashboard, and how institutions can use it to assess their students’ needs.



“

Having the opportunity to work with The Hope Center and participating in the Hope Impact Partnership initiative over the past year has allowed Dallas College to be more intentional about understanding the needs of our students and their basic needs insecurities. Additionally, having the opportunity to disseminate the Hope survey and access the new Data Dashboard gave us an in-depth look at our data and where we might be able to make more data-informed decisions regarding the overall well-being of our students and the student journey.

Carlos Cruz

Associate Vice Chancellor, Student Wellbeing & Social Support,
Dallas College

Student Narratives:

In addition to quantitative data, our basic needs survey collects critical qualitative input from students. Students are the experts on their lived experiences and must be centered in basic needs security work. Our partners used student stories to understand student experiences and advocate for funding for resources. We and our partners heard:

“
There is **not enough time in the day** to be a responsible full-time working student. There is already **too many assignments** taking up sleep hours because there is no other time to pull from. **Work** is not negotiable, **household tasks** are necessary, and you cannot neglect family. This is **exhausting...**

A STUDENT IN TEXAS

”
“
Getting an education is great, but it has not come without **hardships**. It is hard to find housing, let alone affordable housing. It is **hard to concentrate** when you are **undernourished**. You can lose all the scholarships you have worked for if you become a part-time student to seek health treatment. It is hard to find seasonal work during breaks. The FAFSA is entirely unreasonable and does not take into account whether your parents will actually give you money for college. I have **no idea how to pay off the loans** I am accruing. The price of tuition alone is a joke. Campus is **inaccessible to people who require wheelchairs** or other physical aids. The closest grocery store is a mile away which most of us cannot afford. When my car broke down, I walked a mile each way to get groceries. Much change is needed.

A STUDENT IN TENNESSEE

”
“
It’s really hard that sometimes, or most of the time, we are **not treated like humans** and like we don’t have a life out of school.”

A STUDENT IN TEXAS

”



Hope Impact Partners Gained:

Data-driven Goal Alignment to Spur Change

SECTION B

Data-driven Goal Alignment

The Hope Center also provided coaching, learning engagement sessions, and asynchronous resources to help colleges strengthen their ecosystems of support. The evidence drove our offerings.

Basic needs and mental health experts provided personalized, one-on-one coaching sessions for institutional teams. These sessions uncovered colleges' goals, priorities, and barriers to progress. We tailored subsequent sessions to address the priorities our partners identified.



Twenty-three institutions participated in coaching.

We developed and shared a resource on federal funding sources for supporting campus basic needs strategies and a guide to assembling a basic needs "task force" on campus. We also helped colleges develop communication plans and strategies to raise awareness of basic needs insecurity among faculty and staff, and knowledge of basic needs resources among students. In coaching sessions, Hope shared strategies for incorporating student voices and fostering faculty champions.



We delivered 48 coaching sessions.

For example, many of our college partners identified the following goals:

1. locating more funding
2. increasing awareness of basic needs insecurity and mental health,
3. creating buy-in from campus decision-makers, and
4. expanding campus capacity



of participants stated that they were satisfied or extremely satisfied.

While coaching sessions provided tailored support to schools, learning engagement sessions enabled participants to learn from diverse experts and share ideas and solutions with fellow partners. In a learning engagement session focused on “Using Data to Build Momentum for Change” we introduced a backward mapping exercise designed to help partners identify an actionable goal for using their data as well as specific next steps to achieve that goal.

“

Experiencing HIP last academic year was phenomenal! The regular check-ins and informational sessions allowed my team to adequately prepare for the survey implementation, which was extremely successful. The data we received from the survey provided us with clear indicators that helped strengthen and frame basic needs support for our students.

Benita Renshaw

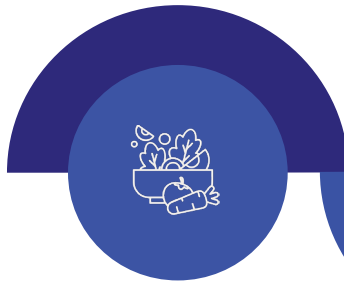
Interim VP for Student Affairs
Frederick Community College

11

Coordinating Supports:

Findings from our survey helped colleges set goals and make the case for providing more wrap-around and integrated supports for students. This integration is key; our survey data revealed just how often different types of basic needs insecurity coincide:

64% of students facing housing insecurity are also experiencing food insecurity.



53% of students facing basic needs insecurity also have anxiety or depression.



77% of students experiencing food insecurity are also facing housing insecurity.

72% of students experiencing significant mental health symptoms also face basic needs insecurity.

Our partners and their students expressed concerns that resources were siloed on campus and shared efforts and desires to create “one-stop shops.” We helped Lee College identify approaches for evaluating and demonstrating the effectiveness of its [Student Resource and Advocacy Center](#) (SRAC). SRAC focuses on providing students with food assistance, child care assistance, emergency aid, transportation, and more. With a generous gift from MacKenzie Scott, Lee College is undergoing renovations to create an expanded and more centralized hub for its center. The new space will enable students to connect to student resource coordinators, mental health counselors, financial wellness coaches, academic advisors, and more—all in one place. We collaborated with Lee’s student support team to identify existing and potential new data sources to track the impact of the center on student success and academic outcomes.



A generous gift from MacKenzie Scott is supporting SRAC’s expansion into a more centralized hub which will enable students to connect with advisors, student resource coordinators, and more.

“

Students need the everyday support resources mentioned: housing vouchers, gas cards, food pantries, emergency funds and grants. Students entering any type of college, two-year or four-year, are very often coming in with anxiety and other mental health concerns. Some people are having treatment or medication. Others are not. I think making resources available and continuing to make the presence known on campus and satellite campuses is really important. It should be more than an email or text about resources. I feel people would seek more resources if they met an actual person from that department. Professional staff should come to class for 5 mins 1-3 times per semester so people know who is offering the service and get familiar with them.

A STUDENT IN SOUTH CAROLINA

”

Inventorying Services:

In addition to collecting data about students' experiences via the Hope Student Basic Needs survey, 25 colleges inventoried their campus basic needs services. The inventory tool, created by The Hope Center for the HIP program, is intended to help address some of the siloed nature of basic needs services by providing a collaborative tool that teams across campus can use to take stock of what services are available to students.



The inventory tool is a checklist of commonly available services related to food, housing, health and wellbeing, child care and parenting, transportation, technology and course supplies, and other student needs, as well as overall approaches to providing support, federal funding sources, and more.

Institutions used their inventory results and survey results together to identify areas of strength, points of collaboration across units/departments, and opportunities for growth in their basic needs ecosystem where services did not sufficiently address the needs students expressed on the survey.

A young man and woman are sitting on the floor in a library, surrounded by tall bookshelves filled with books. The man is on the left, wearing glasses and a light blue shirt, holding a large book. The woman is on the right, also wearing glasses and a striped shirt, holding a smaller book. The scene is dimly lit, with a blue tint, and the bookshelves are labeled with 'BX' signs.

Hope Impact Partners Gained:

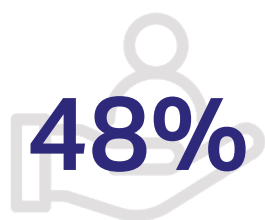
Expanded Supports & Dismantled Barriers to Access

SECTION C

Expanded Supports & Dismantled Barriers to Access

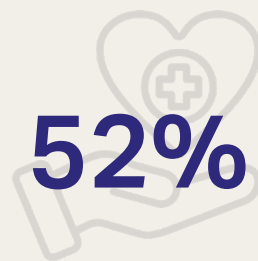
In addition to helping HIP colleges understand student needs and set priorities for action, we assisted them in expanding their mental health and basic needs supports and dismantling barriers to access.

Across colleges and student groups, data revealed that **large numbers of students experiencing basic needs insecurity are not receiving or accessing supports.**



of students with **unmet basic needs**¹ had **never used any** of the following campus-based resources:

- emergency grants
- campus food pantries
- assistance applying for SNAP
- assistance applying for other public benefits (e.g., unemployment, WIC, TANF)
- food scholarships/meal vouchers
- emergency housing, help finding affordable housing
- transportation resources (e.g., bus passes)
- campus health clinics/counseling
- loaned or free wi-fi hotspots or laptops



of students with significant **depression or anxiety** symptoms received **no treatment** (medication or counseling) in the past year.

¹ We classified students as having unmet basic needs if they reported experiencing: food insecurity, housing insecurity, homelessness, depression or anxiety, missing class due to childcare, missing class/work due to transportation challenges, or having internet/technology access interfere with their academics.



It feels like the college world plays so many mind games. There are so many scholarships and ways to receive aid, but an unreasonable amount of hoops to jump through to get them. There are so many job openings, but barely any are posted online and these websites are so hard to navigate. It feels like you are a circus animal that can only get food if you learn all the proper tricks.

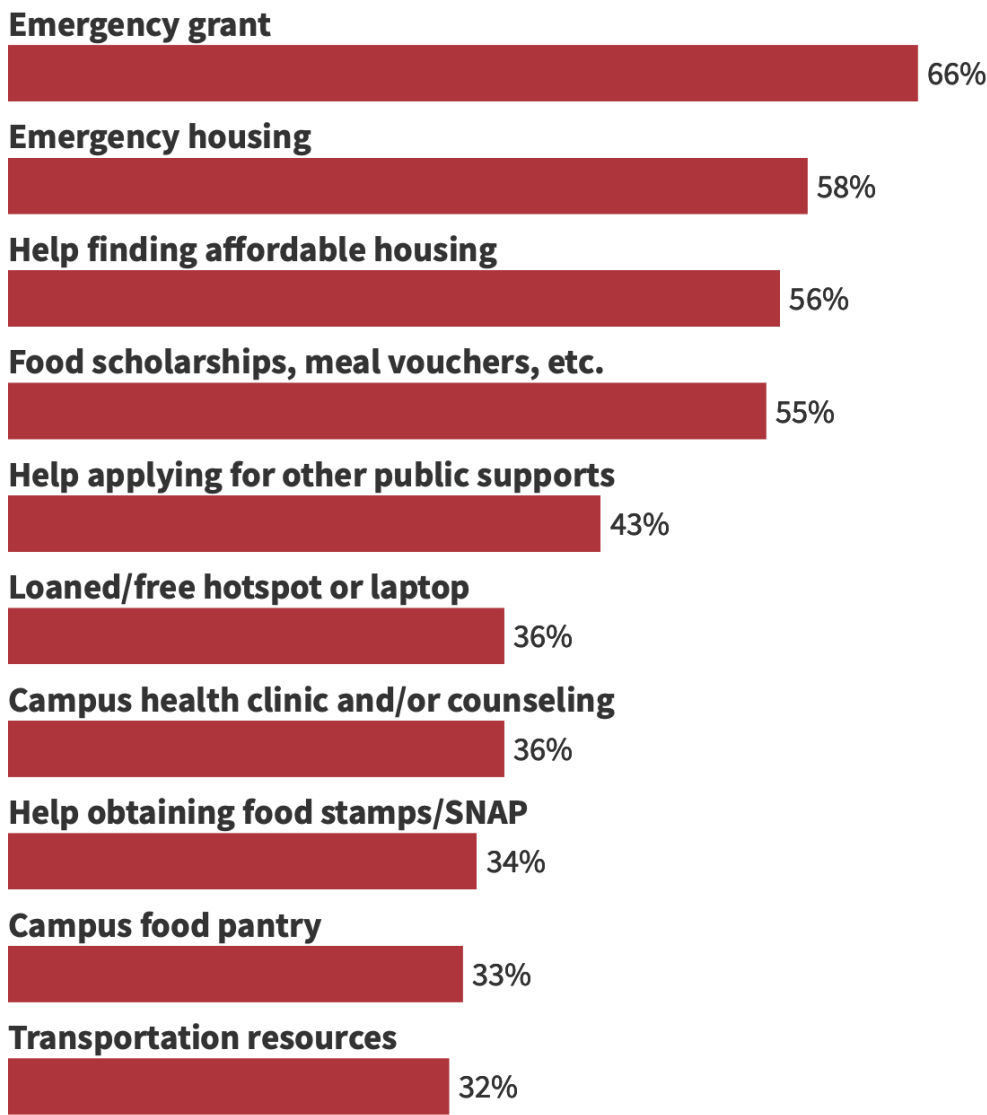
A STUDENT IN OREGON



To make resources available to more students, colleges must dismantle barriers students face in accessing them. We assessed a wide range of them: we asked students whether awareness, application, time, transportation, finding childcare, concerns about resource limitations, privacy or stigma prevented them from accessing supports. **The top barrier (cited by 66% of students) was awareness, including being unaware of the existence of supports, how to access them, or whether they were eligible.** This was consistent across the student groups we examined (parenting students, LGBTQIA+ students, Pell Grant recipients, and different racial/ethnic groups), suggesting that improved outreach could increase support utilization for all students.

Most students indicated having never heard of most campus-based resources:

Limited Awareness of Basic Needs Supports
Percent of Students Who Reported Having Never Heard of These Resources



While in some cases this may reflect the absence of this resource at the college, in many cases, schools indicated having these supports and took action to increase awareness.

Students Expressed Wanting to Learn about Basic Needs Supports via:

email



text



online platform



syllabus



staff/faculty



social media



peers



Institutions set goals and launched advocacy campaigns to help faculty, staff, and students learn about available resources. For example:



It was through the work with Hope Impact Partnerships and the creation of our HIP Taskforce at Del Mar College that...our campus recently launched Vikings Care. This is a basic needs site that provides on-campus and community resources to assist our students with finding basic needs resources. We've also added other student needs as well, including technology and textbooks. Students can find this site at delmar.edu/vikingscare."

Sara King

Director of Student Engagement & Retention at
Del Mar College

Del Mar was not the only college to launch new communications campaigns and strategies to raise awareness of basic needs resources upon learning how few students were aware of campus resources. To assist our partners in these efforts, we shared a curated collection of outreach materials. These included a blend of templates for physical materials, such as [syllabus statements](#) and [resource referral cards](#), as well as digital resources—including [San Diego State University's Basic Needs & Wellness Toolkit](#). The resources not only provide vital education about connecting students to supports but also reduce the burden for busy faculty and staff by putting referral information at their fingertips.



Spotlight: Learning Sessions

In addition to reducing barriers to accessing existing supports, colleges also worked to expand their available supports. They gained ideas, inspiration, and potential solutions through HIP Policy, Practice, and Research (PPR) sessions focused on food, housing, mental health, emergency aid, parenting students, part-time students, transportation, public benefits, and the forthcoming Council for the Advancement of Standards in Higher Education (CAS) standards on Basic Needs Programs & Services.

In these sessions, practitioners, researchers, and policymakers from across the country shared their latest work, insights, and real-world experience. In addition to Hope staff, expert presenters included Molly Hansen from [Bunker Hill Community College's DISH food pantry](#), Brandi Simonaro from [California's Center for Healthy Communities](#), Pam Blumenthal from [College Housing Northwest in Oregon](#), Lain DeSalvo from the [Minnesota Office of Higher Education](#), and others.

The sessions combined conversations with experts and small-group discussions so partners could not only learn about developments in the field, and from peer institutions, but also brainstorm how to adapt and apply that learning to their campus context. Umpqua Community College (UCC)—a HIP partner in Oregon—shared how they utilized results from their Hope Student Needs Survey. They, like many of our partners, used findings in grant applications, to connect with their foundation and other non-profit partners, and request additional institutional funding to support students' needs. While applying for other grants, UCC successfully used the survey data to secure support for an additional 540 meals for students from a local foundation and 100 more gas cards from Oregon's Higher Education Coordinating Commission (HECC) when their supply for the year ran out.

Seeing data on student awareness barriers and preferences for outreach, UCC's Resource navigator, Joycelyne Jordan, spread the word about supports by visiting students. For example, she attended math classes to let students know that graphing calculators required for that class were available for free at the library. She visited students on move-in days to spread the word about available support for housing application fees.

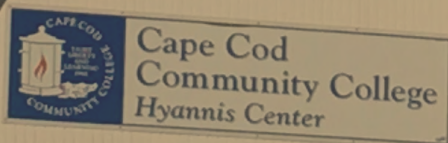
Umpqua illustrates the power of data-driven action—they were able to identify their students' greatest needs and leverage data to secure new resources and reduce barriers to accessing existing ones.

“

On our survey, mental health among students emerged as a huge concern. We're hoping to use that data to get more mental health support, whether a therapist or expanded resources to connect students to supports. And also, though bureaucracy is taking a while, we now might be getting a state-funded position for hiring a basic needs navigator. Meanwhile, we're growing our pantry here on campus and have been able to issue food cards for food-insecure students to use at our cafeteria. Just having the numbers and data goes a long way.

Cheryl Kramer

Student Wellness Case Manager/
Senior Special Programs Coordinator
Cape Cod Community College





Hope Impact Partners Gained:

Partnerships, Community, & New Champions

SECTION D

Partnerships, Community, & New Champions

Colleges and experts in our learning sessions and coaching calls regularly highlighted the importance of partnerships, community, and champions for growing and sustaining basic needs efforts. Front-line basic needs staff often joined HIP seeking community and support for the logistically and emotionally challenging work of trying to find resources for food and housing insecure students. Colleges expressed appreciation for the community, encouragement, and support they found through Hope programming.

For example:

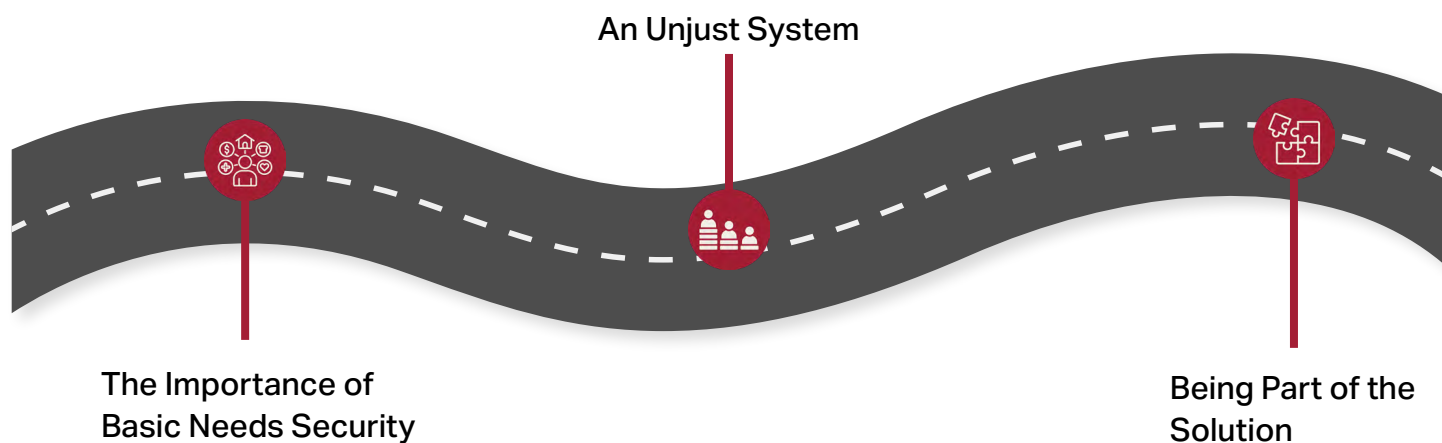


Several of the colleges we worked with in Texas **shared fears and stress resulting from their Legislature's passage of Senate Bill 17**. This [legislation](#) banned diversity, equity, and inclusion efforts in higher education in Texas—undermining steps by their colleges to create a welcoming environment, address gaps in student success, and combat bias and discrimination. They valued the support they received from The Hope Center to continue to prioritize and advance the success of *all* students even as the landscape shifts around them.

Cultivating College Champions Through Learning Modules:

Knowing that some people are spurred to action through data and others are inspired through stories, we helped our college partners find and cultivate basic needs champions across their institutions through a variety of strategies. In addition to helping colleges share and disseminate compelling data, we shared our HIP Learning Modules with participating colleges. This digital toolkit can be used to introduce stakeholders, institution-wide, to the importance of student basic needs security through student stories.

In three segments, the Learning Modules cover:





The Learning Modules video content is accessible and captivating, designed to be shared with any member of the campus community to help them understand student basic needs insecurity and gain staff and faculty buy-in for broadening support. HIP partners used them in faculty retreats, orientation sessions, and more to build basic needs champions campus-wide.

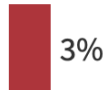
Expanding community partnerships:

We also worked with colleges to expand partnerships outside their institution. Several colleges developed external partnerships to enroll more students in public benefits. Survey data reveal that while some students are currently accessing these supports, much more can be done to help students connect to these vital resources.

Few Students With Unmet Basic Needs Access Public Benefits

Proportion of Students with Unmet Basic Needs* Accessing Public Benefits in the Past 12 Months

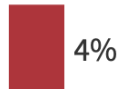
Community Supports or Services from Local Nonprofit/NGO



Transportation Assistance



Veterans



Housing or utility



Healthcare (e.g., Medicaid)



Food (SNAP/WIC)



Direct Financial (TANF/SSI/SSDI/Tax Refunds)



*see [page 25](#) for how we calculated unmet needs

We shared an example from The Community College of Vermont (CCV) with HIP partners. CCV has partnered with United Way Working Bridges Coordinators for over 10 years to help connect students with community resources. In addition, they implemented a peer-to-peer outreach program to help students enroll in SNAP.

We also shed light on the value of finding partners in the community by sharing the example of Orange Coast College. In Fall 2022, Orange Coast College partnered with the Orange County Transportation Authority to provide all students with unlimited, free bus passes for riding all 53 routes in Orange County. Students may use their student ID numbers to access their pass through a mobile app or request a physical bus pass.



Orange Coast College's website has a page dedicated to transportation resources where students can sign up for the Student Adventure Pass to access free public transport.

In one of our learning engagement sessions, Cheryl Kramer from Cape Cod Community College described her efforts to bring community partners to campus through a resource fair and provided a valuable reminder of the importance and value of these partnerships to the community partners, not just the college and the students. She described hearing back from community partners after participating:



Maybe a student didn't walk up and talk to somebody yesterday, but they saw that table, they saw the friendly face. So, when they come to my office in another month or two and say, hey, I'm thinking I need some help. It's not as scary to suggest that they talk to my friend Rita or Maggie or whoever because they've at least seen that table and they're remembering.

Cheryl Kramer

Student Wellness Case Manager/
Senior Special Programs Coordinator
Cape Cod Community College

The work and stories from our institutional partners provided powerful reminders about how building partnerships, relations, and champions—one person at a time—ultimately leads to institutional transformation:



The Hope Center for Student Basic Needs at Temple University

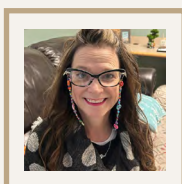
In my second HIP coaching call, I laid all my frustrations on the table. I explained we have all the passion, but no administrative understanding. It was then that Joshua Williams, a former practitioner-researcher on the HIP team at The Hope Center, asked an important question: “Who is your champion?” My colleague and I could only answer in frustration. “No one,” we said. “No one, but each other.”

Josh listened and worked with us on a customized plan to advocate for our students at TVCC. **With HIP’s guidance, I decided I was no longer going to be a passive “watcher” and “complainer.”** I was determined to educate the campus community so that our administration would support our imperative work.

HIP is full of basic needs heroes. We **received so many amazing ideas from other institutions in the HIP community such as Alamo College, who partners with their local Starbucks to use donated leftover pastries to offer a “pop up” snack cart to students.** They were all so willing to share ways in which they supported their basic needs programs, and that informed our own. The Hope Center’s **“Basic Needs Taskforce”** guide gave us the ability to go forward in creating our taskforce. I began recruiting faculty whenever and wherever I could.

Since then, we’ve made so many incredible strides toward supporting our students. In addition to the wins above, I’ve also been able to share the message widely. My recent presentation “Connection to Completion: Supporting the Holistic Student” was attended by over 60 faculty members and staff. In preparing for the presentation, I used The Hope Center’s **Learning modules** and data from our participation in the Spring 2023 **Student Basic Needs Survey**.

My advice to fellow administrators struggling to get a program off the ground: Don’t give up! Keep trying. Keep educating and enlisting others, even when it seems dismal.



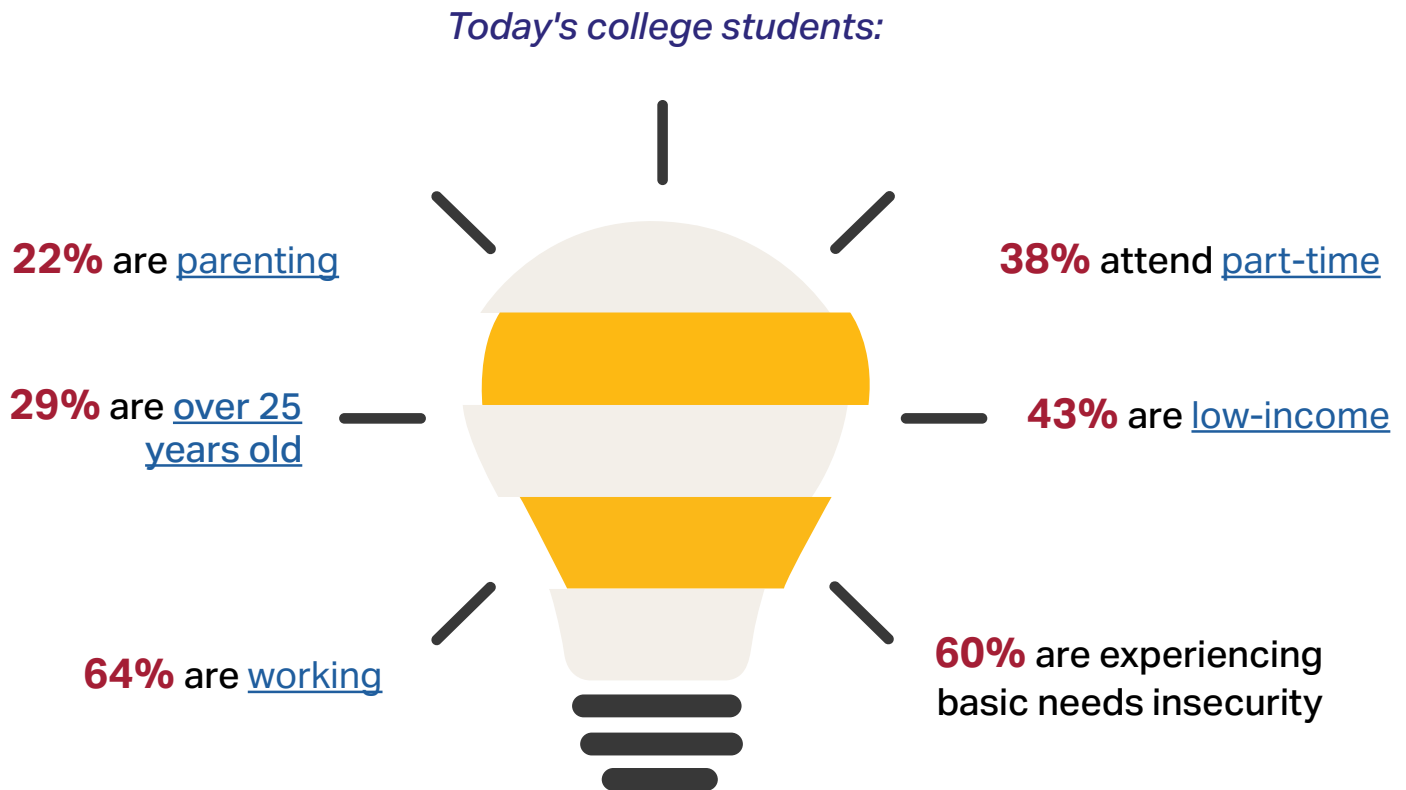
Melinda Berry

Director, Student Access and Counseling

Trinity Valley Community College

Conclusion

Student basic needs insecurity is a direct result of our national failure to invest in higher education, keep college affordable, and adapt systems for the needs of diverse learners. Higher education policies and institutions were not designed for today's college students.



Too many national policies and public benefits exclude college students and strand them without the lifelines and supports provided to other Americans. Students [who stand to gain the most from college](#) are often the same students who are the least likely to attend or graduate.

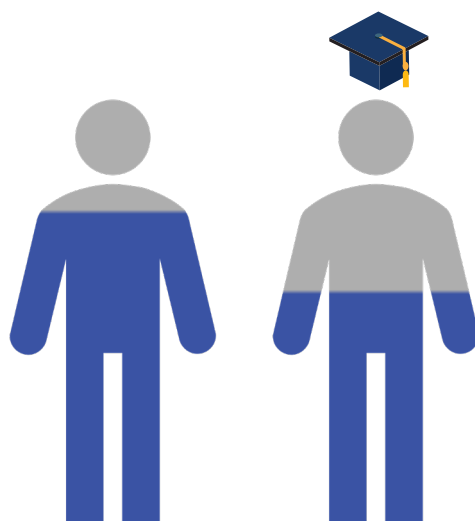
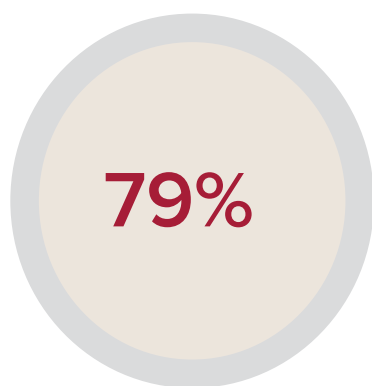
Student basic needs security isn't just a factor in student success and completion, it's requisite.

Ensuring that students' basic needs are met is crucial to colleges' missions, bottom line, and long-term viability. Institutions will not improve enrollment, equitably enhance student success, foster student health, graduate their students, and [retain Americans' faith in the value of college](#) without meeting students' basic needs. Assuring students' basic needs security boosts their ability to obtain a credential, which in turn increases their chances to attain financial stability through entering the workforce. A college degree also has the power to transform lives. HIP is one manifestation of our commitment to transforming higher education from serving as a gatekeeper to serving as a bridge and equalizer.

The first year of Hope Impact Partnerships taught us that this work is both necessary and impactful.

Seventy-nine percent of student respondents to our survey who had stopped out or were considering stopping out told us it was due to basic needs insecurity (emotional stress/mental health, lacking money for living expenses, childcare/caregiver responsibilities, lack of transportation, lack of access to internet/technology) or financial reasons (cost of attendance/insufficient financial aid, cost of textbooks or course materials, unexpected financial expense/emergency). **Fifty-nine percent of students who had previously stopped out and were now enrolled again said their decision to re-enroll was thanks to changes in their physical/mental health, financial situation, childcare/caregiving situation, transportation situation, or internet/technology access.**

students report stopping out due to basic needs insecurity or financial reasons



students report re-enrolling thanks to changes in their access to basic needs

For institutional leaders and practitioners reading this report: [we invite you to join us](#). We launch HIP cohorts each semester and three partnership levels to match institutions' current goals, strengths, needs, and capacity.

We also adjust and customize programming and delivery mechanisms to meet the specific goals of systems and states as they work towards improving credential and degree attainment for their constituents. For example, in the 2022-23 school year we expanded our mental health programming and resources and integrated our training as part of the Student Success Acceleration Program in partnership with the Texas Higher Education Coordinating Board.

We continuously evolve and iterate HIP based on the insightful feedback from our partners and the valuable lessons we learn each year. Following the first year of HIP:

- We broadened the scope of our learning resources to include sample Memoranda of Understanding (MOUs) for formalizing partnerships.
- We built in more intermediate touchpoints for feedback to further increase our ability to tailor HIP content to the evolving needs of our partners and their students.
- We created more time and space for peer-to-peer discussions about current practices.



In closing, we would like to thank and celebrate all HIP participants who poured their time, energy, passion, and creativity into improving students' lives. It was an honor to witness your dedication and hard work and join you on your change-making journeys. We salute the many ways in which your increased understanding of student needs, data-driven goals, expanded supports, and new champions are shifting cultures, changing norms, and creating ecosystems of support—all making a difference in students' lives.

Thank you to everyone who contributed to the first year of Hope Impact Partnerships, we look forward to continuing to create a more equitable world for students. Together, we can rebuild a higher education system that is better designed for student success.

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- Ruben Canedo
- Sara King
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Participating Colleges

Alamo Colleges District	Long Beach City College
Angelo State University	Los Medanos College
Arcadia University	Madera Community College
Arizona Western College	Maricopa County Community College District
Baylor College of Medicine	McHenry County College
Baylor University	McLennan Community College
Blinn Community College	McMurry University
Blue Mountain Community College	Midland College
Brazosport College	Midlands Technical College
Cape Cod Community College	Minnesota State College Southeast
Central Arizona College	Mohave Community College
Central Texas College	North Central Texas College
Cerritos College	Northeast Lakeview College
Chaffey College	Northeast Texas Community College
Cisco College	Odessa College
Citrus College	Ohlone Community College
Clarendon College	Our Lady of the Lake University
Cleveland State Community College	Pima Community College
Coastal Bend College	Portland Community College
Coconino Community College	Saint Paul College
College of Biblical Studies Houston	Sam Houston State University
College of the Mainland	San Antonio College
Collin College	San Jacinto College District
Colorado State University-Fort Collins	Schreiner University
Columbia Gorge Community College	South Texas College
Community College of Vermont	Southern Illinois University, Edwardsville
Contra Costa College	Southwestern College
Dallas College	St. Cloud Technical & Community College
Danville Community College	St. Mary's University
Del Mar College	St. Philip's College
Diablo Valley College	Stephen F. Austin State University
El Paso Community College	Tarleton State University
Frederick Community College	Temple College
Grayson College	Texarkana College
Greenville Technical College	Texas A&M International University
Highline College	Texas A&M University - Central Texas
Houston Community College	Texas A&M University - Corpus Christi
Lamar State College Orange	Texas A&M University - Kingsville
Lamar State College Port Arthur	Texas A&M University - San Antonio
Lamar University	Texas A&M University - Texarkana
Laredo College	Texas A&M University System
Lee College	Texas Lutheran University

Participating Colleges

Texas Southern University
Texas Southmost College
Texas State Technical College
Texas State University
Texas Woman's University
The City College of New York
Trinity Valley Community College
Tyler Junior College
Umpqua Community College
University of Houston
University of Houston - Clear Lake
University of Houston - Downtown
University of North Texas
University of Oregon
University of Saint Thomas
University of Tennessee, Knoxville
University of Texas Health Science Center
University of Texas MD Anderson Cancer Center
University of Texas Rio Grande Valley
University of Texas at Arlington
University of Texas at Austin
University of Texas at San Antonio
University of Texas at Tyler
University of the Incarnate Word
Vernon College
Victoria College
West Texas A&M University
Western Oregon University
Western Texas College
Yavapai College
Long Beach City College
Los Medanos College
Madera Community College
Maricopa County Community College District
McHenry County College
McLennan Community College
McMurry University
Midland College

HOPE