Creating a Basic Needs Ambassador Program on Your Campus

Jason Watkins
Ilaria Pesco
Rubicelia Alvarez
What We Will Cover Today...

- Program conception and planning
- Institutional pathway
- Training description
- Program assessment data
- Tips for implementing on your campus
How do you educate staff and faculty about your efforts?

How do you reach food insecure students on your campus?
Program Overview & Rationale

- **Crutchfield & Maguire (2018) Recommendations**
  - Faculty and staff point of contact practitioners
  - Targeted efforts to reach first-gen students
  - Create a culture of awareness

- **Umbrella program**
  - I.e. Safe zone, QPR, Windmills, Title IX

- Cabinet presentation and approval
Training Goals

- Participants will have an understanding of current trends related to food and housing security.
- Participants will have an understanding of the cultural considerations necessary for working with students from diverse backgrounds.
- Participants will be able to identify potential boundary concerns and respond appropriately.
- Participants will have an understanding of basic listening skills and their importance when discussing sensitive issues.
Module Structure

- Module 1: Overview of Issue and relevance to CSUB
- Module 2: Food and Housing Security Resources
  *Student Panel*
- Module 3: Culturally Responsive to Diverse Experiences
- Module 4: Basic Listening Skills and Reflection of Feelings
- Module 5: Empathy and Boundary Setting
- Module 6: Expectations and Next Steps
Interactive Exercises

- Module 3: Cultural Mosaic Exercise
- Module 4: Role-play Scenarios
- Module 5: Boundary Setting Case Studies
## Program Feedback

**Assessment Question:** How would you rate the following training components (n= 48)

<table>
<thead>
<tr>
<th>Training Component</th>
<th>Likert Scale 1 (Strongly disagree) - 5 (Strongly agree)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of student panel</td>
<td>4.72</td>
</tr>
<tr>
<td>Helpfulness of role plays</td>
<td>4.47</td>
</tr>
<tr>
<td>I have the resources to help a student with basic needs</td>
<td>4.66</td>
</tr>
<tr>
<td>I would encourage colleagues to attend</td>
<td>5.0</td>
</tr>
</tbody>
</table>
Program Feedback (Cont’d)

<table>
<thead>
<tr>
<th>Three things I learned today...</th>
<th>Would like more information on or recommend...</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;To check myself and how I interact with students.&quot;</td>
<td>Childcare</td>
</tr>
<tr>
<td>&quot;Couch surfing is considered housing insecurity.&quot;</td>
<td>Transportation issues</td>
</tr>
<tr>
<td>&quot;Reality of what students are going through.&quot;</td>
<td>Mental health resources</td>
</tr>
<tr>
<td>&quot;How to pick up student cues and ask appropriate questions.&quot;</td>
<td>Community resources</td>
</tr>
<tr>
<td>&quot;I have more opportunities to help students than I realized.&quot;</td>
<td>Pantry visit during training</td>
</tr>
<tr>
<td>&quot;Better counseling skills.&quot;</td>
<td></td>
</tr>
<tr>
<td>&quot;We need to do better!&quot;</td>
<td></td>
</tr>
</tbody>
</table>
TIPS for Successful Implementation

- Gain institutional support
- Date and time considerations
- Provide lunch
- Use local data
- Anticipate pushback
Questions?

Don't hesitate to contact us:

Jason Watkins:
jwatkins4@csub.edu

Ilaria Pesco:
ipesco@csub.edu

Ruby Alvarez:
ralvarez9@csub.edu