

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

Transition Age Youth Experiencing Housing Insecurity and Homelessness
While Pursuing Higher Education

A graduate project submitted in partial fulfillment of the requirements
For the degree of Master of Social Work

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Abstract

Transition Age Youth Experiencing Housing Insecurity/Homelessness While Pursuing Higher Education

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Purpose: This study explored the experiences of housing insecure transition age college students to learn what supports and barriers they encountered while pursuing a college degree. **Method:** The study was an off-shoot of the larger CSU-wide study of student food and housing security but with a small sample of current and former CSUN students with and without foster care history who experienced housing insecurity. The study used a cross-sectional, qualitative, and exploratory research design to capture students' experiences. Semi-formal questions were asked that focused students towards the supports and barriers they encountered and their impact. **Results:** Three students were interviewed who were similarly situated. Four emerging themes from the study were selected for their similarity across the three students' experiences: 1) Sought Connection and Support Outside their Biological Family; 2) Developed Community and Social Capital; 3) Encountered Barriers with Negative Impact; and 4) Determined Ineligible for Services and Resources.

Introduction

A small but growing body of research is finding that untold numbers of students are experiencing food and housing insecurity as they pursue their college education (Crutchfield, 2016). Homelessness or “housing insecurity” as referred to in this study is based on the McKinney-Vento Homeless Assistance Act of 2001, which cast a wide net when defining “homeless,” to include experiences of couch surfing and doubling-up in spaces not meant for two or overnight stays in emergency shelters, transitional housing, a car, a tent, a makeshift dwelling, and in the extreme, on the street. Emerging research shows that housing insecurity, experienced increasingly by college students, can lead to harmful negative outcomes including poor mental health and academic performance and increased drop-out rates (Broton, Frank, & Goldrick-Rab, 2014).

Out of growing concerns, the California State University (CSU) Chancellor’s Office commissioned a study titled “*CSU System-wide Food and Housing Security Study to Determine Best Practices for Serving Students*” to learn about the prevalence and experiences amongst CSU students state-wide. This graduate project is an off-shoot of that larger CSU study but with a focus on housing insecurity in a small sample of current and former California State University Northridge (CSUN) students.

This study expands the limited but growing research on students’ housing insecurity by applying a strengths based lens to three students’ narratives. In capturing their experiences, CSUN, and particularly social workers, can gain a clearer understanding of the obstacles that have challenged and supports that have sustained these students. Findings from this study may then be used to inform future policy and inspire needed action.

Literature Review

The first phase of the CSU study firmly established that food and housing insecurity on CSU campuses warranted further exploration. In the Executive Summary, lead researcher Crutchfield (2016) reported that CSU faculty, staff and administration were aware of the issue and estimated that 21% of their students experienced food insecurity and 8.7% experienced displacement. These and other estimates are considered low given the reluctance of students to come forward due to the stigma associated with being food and/or housing insecure. Thus, this population is rendered virtually invisible or hidden on most college campuses (Geis, 2015). This literature review addresses factors contributing to the growing housing insecurity, its impact on students and the consequences in retention and graduation rates.

Data on Housing Insecurity

Over 58,000 students identified as homeless on the 2013-14 Free Application for Federal Student Aid (The U.S. Department of Housing and Urban Development's (HUD's) Office of Policy Development and Resources, 2015). In California, the number was approximately 10,000 (Crutchfield, 2016) and according to the Office of Student Affairs at CSU Northridge, 37 students identified as homeless during the 2016 aid year (R. Ferguson, personal communication, December 1, 2015). Despite these numbers and the CSU study finding that administrators and faculty were aware of the problems, only one campus had a program directed at the issue of displacement during phase one of the study (Crutchfield, 2016).

The CSU study is one of many now underway across college campuses. Researchers at the Community College Equity Assessment Lab (CCEAL) recently reported on food and housing insecurity within California's community colleges. Data from a sample of 3, 647 students showed that 12.2% experienced food insecurity and 32.8% experienced housing insecurity (Wood, Harris & Delgado, 2017).

Student Income

According to a study of the Census Bureau's American Community Survey from 2009 through 2011, when incomes of students living off-campus without relatives are calculated separately from the overall poverty rate (15.2%) in the U.S., the percentage of students living below the poverty level jumps to 51.8% (Bishaw, 2013). The National Center for Education Statistics estimated that over 50% of independent undergraduate students had incomes below \$20,000 during the 2011-2012 academic year. Students with on-campus Work-Study jobs consider themselves fortunate, as overall, only 6% of students receive this type of aid; however, the average income earned from Work-Study is only \$2300 (Radwin, Wine, Seigel & Ryan, 2013). Clearly lack of sufficient income is a factor with insecure housing.

Lack of Affordable Housing

When focusing in on housing, few will argue the evidence that housing costs are rising for students (HUD, 2015). Four-year public university housing fees have increased by 54% over the past two decades, while private four-year institutions have increased fees by 44% (Complete College America, 2014). Housing on

CSUN campus, when available, is cost prohibitive for students without the financial resources. Until just recently, CSUN students with sufficient funds faced long waiting lists, as campus housing filled quickly. A new campus housing complex was completed in 2015 that added 300 units bringing the total to 3,200. In addition, there are 49 off-campus housing complexes to which students can be re-directed. CSUN also offers a website where local community homeowners may pay to advertise their room rentals. According to CSUN's housing administrator, stable housing has been an issue for some students. Crises are most prevalent during summer months with approximately 10-15 students approaching staff for assistance. University Housing oversees a housing complex with 6 units used for students and staff families when needed, that can be used for emergency situations. In the event that students find themselves homeless, campus housing staff refers them to a website (http://www.shelterlistings.org/county/ca-los_angeles-county.html) listing shelters and other options (C. Davis, personal communication, December 11, 2015).

Lack of Family Support

Today, it is not uncommon to see adult children living with or being supported by their parents, particularly while attending college. Most parents no longer expect their children will be financially independent upon reaching the age of majority. Studies have shown that family support offers many benefits during this longer period of transition from adolescent to adult (Dworsky, Dillman, Dion, Coffee-Borden & Rosenau, 2012). Youth who are fortunate to have parental support, enjoy this "family privilege" as a birth right of sorts (Seita, 2014).

Unfortunately, homeless youth are often times subject to circumstances that leave them without parental support and for those aging out of foster care they may not have family at all (Dworsky et.al, 2012). Family privilege refers to the strengths and supports received through primary caring relationships. Similar to Peggy McIntosh's "white privilege," family privilege is, "like the air we breathe, we take family for granted and do not recognize how important it is until its absence is felt" (Seita, 2014, p. 8.). Specifically, Seita categorizes these strengths and supports as: **connection**, fulfilling that fundamental need to belong; **continuity**, the stability developing from long term relationships and a common history; **dignity**, knowing one's worth by the respect with which one is treated; and **opportunity**, having needs met in order to achieve one's potential. These are all strengths and support necessary to achieve stability.

According to researchers, lack of parental support can be remedied by the resiliency of youth able to reach out to a nonparental adult who can step in to provide the missing support (Greenberger, Chen & Beam, 1998). A 30-year longitudinal study cohort of 698 Hawaiians born into families experiencing discord, disruption and poverty, resulted in one consistent finding. According to researcher Emmy Werner: "Without exception, all the children who thrived had at least one person that provided them consistent emotional support - a grandmother, an older sister, a teacher or neighbor. ...These are kids who are good at recruiting a substitute parent who is a good model for them" (Goleman, 1987, p. C11).

Lack of Social Connection or Capital

Equally important is being able to have or develop social capital. Students who lack social capital are less likely to be networked into opportunities to capitalize on services that are available. According to one study, first generation college students without the benefit of family members' college experiences, may transition into college without connections or know how and homeless students may feel stigmatized and marginalized by their circumstance and avoid developing those needed relationships (Lohfink & Paulsen, 2005).

Persistence and Graduation Rates

Low-income and first generation college students are disproportionately represented in the number of students who leave college without a degree. According to a report from the Pell Institute, students with these two risk factors were four times more likely to leave school than those without (Broton, et. al., 2014). Another study found that after six years, 43% of students with these risk factors dropped out (Engle & Tinto, 2008). More dismal findings were seen with foster youth's enrollment and graduation rates. According to a 2005 study by Wolanin, only 10% of foster youth enrolled in college. Nixon and Jones found less than 4% obtain a 4-year degree (2007).

HUD's 2013 publication, "Insight" reviewed housing insecurity amongst U.S. college students and concluded; "In general, the United States lags behind other industrialized nations in college completion. Students' housing challenges likely contribute to this gap."

Stress and Mental Health

The previously mentioned CCEAL study found 38% of students were stressed or very stressed due to housing insecurity (Wood, Harris & Delgado, 2017). Students with food and housing insecurity reported a higher number of instances of depression, anxiety, eating disorders and thoughts of suicide (Wood, et. al. 2017). These findings are consistent with research by Hamelin, Habicht and Beaudry (1999) on stress effects. The significance of these findings is best understood in the context of research by Lupien and McEwan (1997) that explains how increased cortisol levels in the brain negatively impact brain functioning and increase the risk for mental health disorders and for impaired cognition, learning and memory.

Benefits of Housing Security

Maslow suggested as far back as 1943 that intellectual pursuits cannot be undertaken effectively while the mind and body suffers. The benefits of secure housing have been documented by the MacArthur Foundation (2012) and in a study by Jones whose results indicated that a key factor in increasing successful outcomes for foster youth was stable housing that was linked to successful independent living that influenced foster youths' entrance to college (2008).

New research has advanced our understanding of the brain by establishing scientifically that brain development continues until around the age of 25. However, in this extended state of plasticity, the brain is more vulnerable to the negative effects of stress on its development (Casey, 2011). Ensuring students

have access to stable housing can positively affect their development and result in improved educational and mental health outcomes.

Aim and Objective

This study calls for housing insecurity to be revisited by all CSUs including CSUN. The narratives established that the issue is real. A “harsh reality” as aptly stated by one student who is in a position to know and whose experience is not unique. The students in this study are representative of a growing group of students needing attention and resources. No more determined students than these can be found on any college campus, and their narratives provide us the direction for our next steps towards social justice in higher education.

Method

Research Design

This study is a cross-sectional, qualitative, exploratory research design that used semi-structured interviews to capture data on the experiences of housing insecure CSUN students or former students. Thematic data analysis was used to interpret the data thereby allowing for a rich data set independent of the boundaries of various theories. Analysis was conducted inductively from the ground up in order to capture and reflect the reality of the subjects' experiences.

Recruitment

On November 21, 2016, The Institutional Review Board determined that as part of the larger CSU study, this study was exempt. Recruitment for the CSU study on the CSUN campus began with a media campaign to make students aware of the CSU study via flyers and email (Appendices A-B) coming from the university's administration. E-mails were sent to all undergraduate, graduate and post-graduate students enrolled during the Fall 2016 semester. Once the email launched, students were invited to access the on-line survey through a link provided in the email and the survey remained open for three weeks. Students who submitted a survey response, who met the selection criteria for experiencing homelessness as defined by Housing and Urban Development and McKinney-Vento Act and/or the USDA definitions for very low and low food security were contacted and scheduled for focus group or interview for the CSU study.

Participants/Sample

The target sample size for this study was to be limited to 10 students, however, only three met the criteria and were selected for the sample. Using the CSU study as its source,

a sample of convenience was sought that met the following criteria: 1) current or former CSUN student; 2) with foster care history or similarly situated; and 3) who experienced housing insecurity. All three students in the sample were interviewed individually and not part of a focus group.

Measures/Instruments

The instruments used for this study are not copyrighted and were developed by Dr. Crutchfield. They include the following: Student Interview/Focus Group Protocol, Interview Guide: Former Foster Youth Questions and Pre-Interview and Post-Interview Questionnaires (Appendices C-F). The interview questions for foster youth were developed by this researcher in a semi-structured format similar to the general interview protocol.

Procedures

Interviews for the study were scheduled to begin the week of February 6th and held at the Moorpark Conference Room located at the SOL Center of the University Student Union and the Sierra Tower in room 211. One interview, conducted by Dr. Crutchfield, was held on the CSU Dominguez Hills campus. A Continental breakfast and lunch were provided at no charge. Upon arrival students were greeted, offered food and refreshments and invited to read the consent form. Once questions were addressed, they were informed that documentation would be secured by the lead researcher and made available only to the research team. Upon signing the consent form, they were guided through the process of selecting a pseudonym. Prior to starting the interviews, students were given a \$15 gift card and asked to fill out an optional pre-interview questionnaire that collected scaled responses regarding campus services. The students were then asked if they were in

agreement to have the interview audio recorded. Once approval was given, the recorder was started. Students were informed how long the interview might take (approximately 60-90 minutes). Participants were advised of their right to participate or to withdraw at any time during the interview. Once all of the above was completed, the interview or focus group began.

Data Collection

Interviews opened with an exploratory open-ended question regarding the circumstances leading to their matriculation at CSUN, followed by questions regarding supports and barriers they encountered pursuing a college degree. Students determined the direction of the interview within the boundaries of the study. Before closing, students were asked for ideas or suggestions on how to improve the experience of pursuing a degree in light of their own struggles. The one student with a history of foster care was questioned using the foster care question protocol. The additional questions took 15 minutes.

After the interviews, students were asked to complete a post-interview survey requesting contact information if they agreed to participate in a follow-up interview in the future. Before leaving, resource lists with food, housing and other services on campus and in the community were provided to participants (Appendices G-H). There was no deception involved in this study.

Data Analysis

The coding process explained by Braun and Clarke (2006) was utilized for the data analysis in this research project. The steps in this process were taken from their publication and adapted as follows:

Once the transcripts were received, the coding process began. Twenty-five pages of data corpus were generated from the three interview transcripts. Data items were identified and coded throughout the three transcripts line by line. Categories were established to correspond with the semi-structured question protocols, then coded data items were sorted accordingly into their respective data set category. Data sets were analyzed for patterns and general themes were identified. After further analysis, themes were distilled into final themes. The themes were analyzed in relation to the study questions and the literature review and confirmed based on relevance, importance, and the extent to which the patterns repeated throughout the data. The analysis generated three over-arching themes and one significant theme. A sample of the coding and thematic analysis process is provided in the chart below.

Data Extracts Categorized by Theme	Final Themes	N	Over-Arching Themes
Stability of car as a last resort Car offered escape from discomfort & family dramas Car dwelling is too stressful Parking \$8 day not affordable	Stress & Instability of car dwelling	2	Barriers & Impact: Living out of a car
Finding a hot meal living out of your car Seeking out safe parking that's comfortable Used car at night to study & rest for work in the a.m. City passed measures against parking in residential areas Comfortable parking at Starbucks with police presence	Car dwelling without amenities	2	
Parked in familiar places consistently Went to friends or gym to shower Reported to police by residents for car dwelling	Crack down by city on car dwelling	1	
Moved from car to car Stayed with friend in car Bounced from home to hospital to mom to living in car Stepfather died and had to move into car again Moved with cousin was asked to leave, returned to car	Finding safe/legal parking	2	

N=number of students with this pattern

Results

Three female students were selected for the study: Pat, a former CSUN student, with a history of foster care and housing insecurity; Hannah a CSUN student with no history of foster care and who was homeless at the time of the interview; and Carr a CSUN student with a history of housing insecurity stemming from her past experiences in foster care. The first and most significant theme that repeated throughout the three interviews was the students' connection to a strong support person outside of their biological family that made continuing their educational journey possible. In a second theme, the alternative family support was reinforced by the students' connections with a larger community that serviced their need for belonging and social capital. A third over-arching theme emerged from the numerous barriers encountered as a result of housing insecurity and the impact that had on the students' psychological and emotional well-being. Of particular interest were the experiences of Pat and Hannah, both of whom lived out of their cars for periods of time. The fourth and final theme addressed, although not pronounced in the data, was an interesting finding that bears further exploration. While all three students had similar histories, and faced similar struggles, each of them was ineligible for services and resources for different reasons associated with a current or past status.

Sought Connection and Support Outside the Biological Family

It takes a village, even in college. This was evident in the stories the students shared regarding an individual or family who opened up their home and provided stability and support during a difficult time in each of their lives.

Pat was grateful to have connected with her best friend's family who became her support through 6 years of college.

My best friend's family took me in and adopted me as an adult without any official paper work, but they were just like what's up, how can we help you? ...It takes a lot to just be there for somebody, but to let somebody into your home and take care of them and treat them like they're your own, that's just extraordinary...

Pat's interactions with her adopted family proved beneficial as they enabled her to regain a sense of worth and self-efficacy.

...So, living with my best friend's family showed me that I was worth something, showed me what I was made of, and showed me that I could do anything if I wanted to, if I put that effort for it, and I think in the back of my mind I always knew that, but I wasn't supported enough to see that. If your family don't treat you like nothing, what does that mean when they are your family?

The support Pat received proved significant, as it enabled her to finish her two-year degree and successfully transfer to a four-year university.

Hannah found her supportive adult in a friend also. Although her friend was not her biological family, she was like family to Hannah.

Well, right now I'm staying with like a friend. I was going to say family for a minute. But she's not, like she's one of my friends that I met like when I was 18, like kind of on the street. She basically like took me in. She's kind of like my friend but also like a big sister.

Hannah is thankful to know that she has a couch that is always available, particularly after her car accident which left her injured and in need of a safe place to lay down for the night.

I was just like, oh my gosh! Like it was just a weird feeling because I thought like these people are like family to me and it was just like crazy. I told them what happened. Ever since that happened, and it's kind of going on a year, like they've been letting me stay there. It's a lot of drama and stuff going on there, but at least like I have a couch to like I know I could go or a shower at least I know I could go to.

Carr is housing secure now, but it wasn't always the case. While in foster care, she experienced 15 different placements and was moved to increasingly higher levels of care before her supportive adult stepped in and changed her life.

...So, I got to know her for about four years and I finally went home with her, and I call her my mom because that's how I see her and her family is my family, and we are not blood, but it's like we could be, you know, because that's how close we are.

Carr has persevered, and with the help of her supportive adult, she will be graduating this semester.

Developed Community and Social Capital.

Each of the students connected with a community they shared similar experiences or identities with and where they developed social capital. Carr found her community in the Educational Opportunity Program (EOP) and more specifically, with the Resilient Scholars which is a support program exclusively for foster youth. She was first connected by her advisor while at community college.

... after I saw an adviser and I was placed in a program with the foster youth community, because I didn't know it existed, my grades like shot up. Like I, when I left Pierce College, my GPA was like a 3.4, and then I transferred here and I did a summer bridge through EOP, which was awesome, and ever since then I have not had a problem with any of my classes...

Hannah also spoke of EOP as one of the main supports on campus that she hopes will stabilize her situation.

I'm hoping I could get it together. I started working here on campus as a peer adviser mentor with EOP, like basically for the freshmen that are undecided. I'm hoping like with that I can get it together and get stable.

Hannah says that work and her EOP community have already helped her. She's come out to her community regarding her situation of being homeless.

This job is helping me as a student as well. They're like good life support system too. A lot of us have struggles and we come from different backgrounds and they kind of know what's going on. I've been honest and open-minded. Everyone's been very supportive.

Pat prides herself on being a worker bee, sometimes working three different jobs at the same time, and it is not just about the money. Pat seeks out sources for social capital while on the job.

I have to work so I can get income, so I can feel a part of something. Then I was like...I want to be in the library so I can get to know different people and get to know about different resources and just be here on campus.

Encountered Barriers with Negative Impact

The students did not focus on the negative, but they did encounter numerous barriers as a result of their unstable housing situations. Hannah and Pat shared the experience of having to live out of their cars while working and going to school. Pat found it overwhelming and saw her grades drop.

I didn't realize how stressful it was just trying to find a place to park at night, getting up, staying up late, studying, doing schoolwork and then having to be at work. It was a lot. ... It was just really hard. The first month of school, I was between trying to get schoolwork done and trying to find housing and trying to download these apps to find apartments and stuff, when I realized, "You don't have enough money and even if you did have enough money, you didn't have credit." ...It was starting to get to me, because I noticed my grades dropped and I'm like, "That's not me." That's not who I am, I have to buckle down, I had gotten hired at the library but I had to quit, because I didn't realize how hard being homeless was.

Hannah lived out of her car when needed. The cumulative effect of those experiences brought her to a crisis point during the interview.

I feel disappointed and just fed up and I'm just like, I need to like fix my situation. It is just like really exhausting living like this. I don't really have some where to go, I'm tired. ...I feel like I have low self-esteem because of it too. I'm depressed, other things are happening to me just because I don't feel like I have a place to go...

Both students talked about their experiences finding safe parking while living out of their car. It wasn't easy, and in Pat's case she discovered that overnight parking could not only be dangerous, but it could cause her to come into contact with law enforcement.

The cops were like, "You got to go, they don't want you here." I was like, "Is this illegal?" They were, "No, but you got to go." "Okay, cool. You shouldn't shoo me but whatever." I just made sure that I found a spot which is consistent and make sure that it wasn't-- I felt safe in that I wasn't in anyone's neighborhood or could be reported.

Hannah spoke of the challenges with living out of her car including not being able to cook a hot meal or have a place to shower. She pointed out that she is not alone in this struggle. There are others in this situation as well.

...I mean that there are people like that are going through this I guess because I know a lot of people that are just in my situation, homeless, going place to place, they are living out of their car, just like living like that... I just feel like it shouldn't stop or endanger my education. It is like a reality, it's a harsh reality but it is like kind of like just makes me want to succeed more. It is hard to not -- well, to succeed without that support and encouragement.

Determined Ineligible for Needed Services and Resources

A fourth and final theme that bears mentioning is the students' varying eligibility for services and resources. Hannah was not a former foster youth; therefore, she was ineligible for many of their services and resources. She had friends from foster care and was well aware of the disparity.

but I notice like -- because I wasn't a foster youth or anything, and I wasn't in the court system and stuff. I see a lot of people around, like some of my friends they are foster youth and they get a lot of support and stuff that I just wish it was something available like that for students that really don't like have that family or support. ... I bounced around a lot, and we just didn't go through the court system...

Whereas Pat had foster care history, she was ineligible for most resources due to her not having the required court order.

I am part of the National Foster Youth Institute and we're trying to conduct surveys, so I've been trying to partner with them. I haven't used their services because they said you have to have the word of the court paperwork, and I was like, "Okay". Everything is a process, you learn that everything takes time, and I just really haven't had the time to invest in that, because I've been so tapped out, but I know it's a resource I could tap into.

Even in Carr's case, despite her years in foster care, she too was ineligible for resources and services because she was beyond the age limit.

I guess for foster youth you actually have, you know, you get more money from the state, and when I enrolled I think I was like 19, and I didn't know that there were funds and grants that I could get for foster youth. I didn't find out about them until I was 22, and the cut off is at 21. So, I wasn't eligible for like the Chafee Grant and all these other grants, and that's like almost \$10,000 a year...

Discussion

Sought Connection and Support and Developed Community and Social Capital

Results from this study validate existing research that establishes the need for transition age youth to have support, connections and community in order to successfully move through adolescence into healthy and stable adulthood (Casey, 2011). Thus, the two themes: 1) Sought Connection and Support Outside the Biological Family and 2) Developed Community and Social Capital, were not unexpected. However, the degree to which these two themes emerged from the data was significant. There literature on child and human development addresses this, but none more powerfully than Bronfenbrenner's Ecological Systems Theory (1977). The individual is imbued with certain characteristics important for development and survival; namely, being interdependent and part of a population. Within the most immediate of Bronfenbrenner's five ecological systems, the microsystem, the child has parental and family interactions which are critical to its development (Bronfenbrenner & Morris, 2007; Rosa & Tudge, 2013). However, as in the case of the three students in this study, those relationships can be severed completely or significantly damaged. These failed interactions led the students to initiate new interactions which took them outside of their biological family in search of support.

Bronfenbrenner's more evolved "Bioecological" model yielded greater weight to the role played by personal characteristics i.e. genotypes and phenotypes, and he proposed that behavior and development were the result of "proximal processes" involving the person-in-environment, bi-directional interactions, and shaping by the personal characteristics of the individual (Bronfenbrenner & Morris, 2007; Rosa & Tudge, 2013). He identified three personal characteristic types in the model: Demand, Resource and

Force. Demand refers to the influence of gender, skin color, appearance, etc; Resource refers to resources of the mind i.e. intelligence or skills, and material resources, i.e. access to healthy foods, secure housing, or loving parents; and Force refers to motivation, persistence, and temperament (Bronfenbrenner & Morris, 2007; Rosa & Tudge, 2013). Bronfenbrenner also proposed that the extent to which these proximal processes affected development was dependent upon the interactions regularity and duration; the remote systems' influences on the immediate environment and interactions; "and the nature of the development outcome under consideration. (Bronfenbrenner & Ceci, 1994, p. 569).

In analyzing the study findings from this perspective, undoubtedly, the students' motivation, drive and perseverance, evident throughout the interviews, had significant influence or force on those proximal processes. Years earlier, the students engaged in interactions that subsequently led to each being taken in by a supportive adult later at a time when they were faced with hardships and crisis. Likewise, the students' connections with campus communities, namely EOP, Resilient Scholars, and the university library, were the result of processes occurring in outer systems that helped create the immediate environments where the students were able to access and become part of those communities.

For example, past activism, including here on the CSUN campus, led to an acknowledgement of the value of educational opportunities for the non-traditional student. EOP was established and funded to improve the educational opportunities for marginalized, low income, and first generation college students. Today EOP is offered to students in public universities across the nation, including CSUN, where all three students from the study accessed its services. When we look at the students' development thus far,

such as a gained sense of community from EOP or Resilient Scholars and the and social capital developed through networking that put students in contact with administrative offices and services, we see that the students are becoming embedded in their community within which they can more securely and effectively process distinct developmental tasks necessary for success as they transition into adulthood (Casey, 2011). Their experience is a manifestation of ecological theory which finds that humans create their environment as much as environment creates the human.

Encountered Barriers with Negative Impact

Barriers identified from the data analysis included a lack of affordable and available housing close to campus; long commutes onto campus from affordable housing well outside of Northridge; the cost of bus and gas when commuting from long distances; the desperation for housing making students vulnerable to fraud; the time consuming and exhausting nature of hunting for housing; the perceived discrimination in the local community; having low cash and no credit to apply for housing; and generally, the overwhelming and immobilizing stress of trying to balance school and work while living with unstable housing.

The cumulative effects of these barriers threatened the students' emotional and psychological well-being. Low self-esteem, depression, PTSD, feelings of hopelessness and thoughts of suicide were how the students described their state of mind. In a perfect Bronfenbrenner world, support structures would have been in place, working to circumvent the proximal processes leading up to these psychological effects; however, this was not the reality. Pat discharged from the hospital with nowhere else to go except to the same home that contributed to her breakdown and then to homelessness. Carr received institutional

support from the child welfare system which further contributed to her challenging circumstances with 15 different placements and no interactions with a caring social worker for years. Finally, there was Hannah, who because of her non-foster status was unable to access services and remained homeless at the time of the interview.

Through a bioecological lens, it is clear that Hannah is putting forth a great effort in part, through her own sheer force and the limited supports available to her. The question remains, for how long? At what point will the systems that surround her heat up and help her in creating an environment that is more conducive to her academic success?

Ineligibility for Services and Resources

Each of the students found themselves ineligible for resources and services for different reasons; Hannah because she wasn't a former foster youth, Pat because she didn't have a court order, and Carr because she aged out of services at 21. Why the various distinctions in status when each of the students had need and similar histories and circumstances? The risk in stratifying this vulnerable population of students was clear to Hannah who during the interview stated, "Like it shouldn't stop or endanger my education."

Pat's interview revealed that she did not have a court order declaring her a dependent of the court during her time in foster care. It is possible that despite being in foster care, she was never declared a court dependent, a situation not uncommon. A more likely reason may be that Pat reunified with her family at age 15 or younger, thereby making her ineligible for benefits targeted for transition age youth. This is true for all former foster youth who leave foster care before their 16th birthday.

Carr, on the other hand, was entitled to benefits having aged out of the foster care at 19. This meant she was eligible for benefits but only until and not including the age of 21, after which, she could no longer access certain funds and could not recoup funds lost during the time that she was unaware of her eligibility.

This theme from the study has real social justice implications and begs the question, why should different paths leading to the same dire circumstances of poverty, lack of support and housing insecurity result in a disparity of resources and services received? Must official entry into the child welfare system and long term care be the admittance fee for housing security and college success among transition age youth?

Limitations

The sample size of the study was an obvious limitation. The response rate for the survey was very low, perhaps one of the lowest of all CSU campuses, in part due to its release just prior to the Thanksgiving holiday. The criteria established prior to releasing the survey greatly limited the sample size as well. It is also important to repeat that this is a population that is hard to enumerate and study given the tendency to stay hidden or as Hannah stated when she came out:

...I just present myself. My people be like, "Oh, you don't look like it." That's because I don't make myself look like I'm homeless or I'm doing bad. I'm not going to let you know that. That's how I carry myself.

It is also necessary to mention that this researcher worked as an intern at the EOP office for one academic year. The first-hand observations made during that time were validated by the findings of this study; however, that experience may have influenced the analysis in some ways, and if so, it was unintentionally.

Conclusion

In conclusion, this study points to areas for further exploration by universities, child welfare agencies and particularly social workers who have been charged with advocating for the marginalized and seeking social justice. Parking for students who are car dwellers is a problem that should get our immediate attention due to the safety issues involved and because it can be resolved cost effectively through a collaborative effort by CSUN administration, MSW students and resources already available.

Parking Lot F located on the east campus along Zelzah is an underutilized lot that could have a Safe Parking Zone designated to allow students who find themselves temporarily in this situation to have a safe overnight parking area that is close to campus and its available services.

Student housing insecurity is a problem that has gone unanswered for too long. At last it has reached the public's radar and has garnered enough attention to be termed a social problem; therefore, it behooves us all to take actions that will generate systems level responses that move beyond just the aspirational. This data on the supports and barriers students encountered along the long road to a college degree, may serve as the foundation upon which a new vision for institutional support emerges, one that encompasses a holistic approach to supporting students and which creates a new type of learning environment that is conducive to all students earning a degree beyond just the privileged few. Only then can CSUN reach a true measure of success through the retention and graduation rates of all of its students.

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Appendix A

CSUN Flyer Regarding Study

 The California State University



STUDENTS, WEIGH IN ON FOOD & HOUSING SECURITY!

A survey on student food & housing security and how it affects academic performance is heading your way.

**IT'S QUICK (10-15 MIN.)
NOT TO MENTION IMPORTANT:**

Your responses will help the CSU develop more food and housing security support services.

**CHANCE TO WIN A
\$40 GIFT CARD!**

You may also volunteer to participate in an interview for a focus group (and get a \$15 gift card).

SO KEEP AN EYE ON YOUR INBOX!

For more information, contact
Jen Maguire at
jennifer.maguire@humboldt.edu
or (707) 826-4565.

**Conducted by HSU's Dept. of Social Work and CSULB's School of Social Work, the survey is voluntary and you can stop taking it at any time. Identifying information you provide for the gift card drawing and future research will be kept confidential and stored securely. No identifying information will be reported.

Appendix B

CSUN E-Mail Regarding Study



Rosas, Maria <maria.rosas.803@my.csun.edu>

CSU Food and Housing Survey

1 message

Patrick Bailey <osid@csun.edu>
Reply-To: Do Not Reply <donotreply@csun.edu>
To: maria.rosas.803@my.csun.edu

Tue, Nov 8, 2016 at 2:30 PM

Greetings CSUN Students,

Please help us learn more about how to increase access to food and housing support services for CSU students by completing a short online survey. The survey will take approximately 10-15 minutes to complete and is completely voluntary.

***If you so choose, at the end of the survey you can enter your name into a drawing to win one of two \$40 gift cards.**

Your answers cannot be traced to you and will only be used for the purpose of this study. The survey will be used to better understand food security and housing stability and how it may shape your academic performance and wellbeing.

As a follow-up to the survey, we would like to hold some face-to-face interviews and focus groups; you receive snacks and a \$15 gift card for participating. If you are interested in participating, be sure to provide your name and email in the indicated space at the end of the survey.

We hope the data from this survey, focus groups, and interviews will help the California State University develop more supportive services for food security and housing stability.

Click [here](#) to start the survey. All survey responses must be completed by November 29, 2016.

Please contact Dr. Jen Maguire, Co-PI for the study at Jennifer.Maguire@humboldt.edu or (707) 826-4565 with any questions about the survey. For questions related to the interviews or focus groups, please contact Dr. Rashida Crutchfield at Rashida.crutchfield@csulb.edu or (562) 985-2109.

**Finally, if you do not wish to participate in the study, but would like to be included in the drawing for the \$40 gift certificates, then please email the Co-Primary Investigator, Dr. Jen Maguire at, jennifer.maguire@humboldt.edu with your request.*

Thank you for your help. We greatly appreciate your time!

Kind regards,

Patrick H. Bailey, Director

Student Involvement and Development

California State University, Northridge

Appendix C

Student Interview Protocol

CSU System-wide Food and Housing Security Study to Determine Best Practices for Serving
Students (Student Perspectives)
Student Interview/Focus Group Protocol

Thank you for taking time to participate in this study to explore your experiences as students in the CSU. Your participation in the survey was very helpful and we hope to learn more about your experiences.

[Rashida Crutchfield or a research assistant will review the informed consent.]

This [interview/focus group] will take approximately 60-90 minutes. As mentioned in the informed consent, with your permission, I will audio record the [interview/focus group] and will take notes as well. If you would prefer not to be audio-recorded, handwritten notes of the [interview/focus group] will be taken instead. As we proceed, please feel free not to answer any questions.

[For focus group]

You have chosen to participate in a focus group with 4-5 other students from your campus who had similar answers to yours and have volunteered to speak about experiences on and off campus. Each of you will choose a pseudonym or fake name to be used during the focus group so that your confidentiality will be maintained. Participants in the focus groups are asked not to share any information given in the focus group outside of the group.

[Both interview and focus group]

Questions asked in this [interview/focus group] will be grouped in the following themes: your experiences as students [a student] in the CSU, perspectives on what things have been barriers to your success in college, and what people, supports, and services are most important for you in college. We will be expanding upon some of the themes you offered in your surveys.

Before we begin the [interview/focus group], please select a pseudonym that we will use throughout the [group/interview]. Now, please indicate your chosen pseudonym on your name cards. All group members should use these pseudonyms throughout the focus group.

BACKGROUND QUESTIONS

1. Please tell me a little about your life right now.

Lead into college related questions:

- a. What led to becoming a student at [your CSU]? How did you choose this school?
- b. How long have you been attending [your CSU]?
- c. Did you attend school uninterrupted? If not, why were there breaks in attendance of school (between high school and college or during college)?

2. Please describe your college experience.

SUPPORT

3. What has helped you succeed in college?
Prompts if response is limited
 - a. Before you enrolled in college, what programs were you aware of that could assist in your endeavor to obtain an education? Who made you aware of the programs?
 - i. How did you utilize these programs?
 - b. What other resources or opportunities assisted you in staying in college?
 - i. *Prompt: university programs, financial aid, academic advising, EOPS, other assistance?*
 - ii. *As mentioned by the students: Given you that you live (in shelter, with friends, etc), are there supports that have been particularly helpful?*
4. Who are the most important people in your life? Why?
 - a. What relationships or connections to *people* did you have that assisted you in staying in college?
 - i. *Define roles—family member, teacher, mentor, faculty, college staff, etc.*
 - ii. *How often do you see them?*
5. Do you know people who've left school?
 - a. Why do you think you've succeeded in college and others have not?
 - i. *Was it luck? Stubbornness? Involved in extracurricular activities? Support from particular offices on campus? Engagement with faculty? Family support?*

BARRIERS

6. What are things that have kept you from succeeding in college? What obstacles have you faced?
 - a. *Prompt: personal, institutional, financial, academic advising, other assistance?*
 - i. *Given you that you live (in shelter, with friends, etc), are there ways that these obstacles have been particularly difficult?*
 - b. How did you overcome these challenges?
 - c. How does where you're staying impact your college experience?

IDEAS OR SUGGESTIONS ON HOW TO IMPROVE THE COLLEGE EXPERIENCE

7. What advice would you offer other students who are (*living in shelter, experiencing similar challenges as you are*) who are entering the university experience?
8. What could **others** do to help you or other students living with similar circumstances to best handle college?
 - a. *Prompt: **student services (financial aid, academic advising, EOPS, etc.), faculty, professors, the institution***
9. What are 2 things your campus could do tomorrow to make your life easier as a college student?
10. Is there anything else that you want to tell me about your experiences of being in college?
11. Is there anything that we didn't talk about that we should talk about?

Thank you for your time.

Appendix D

Interview Guide: Former Foster Youth Questions

Former Foster Youth Questions

- 1) Can you tell me about the programs you participated in as a teenager in foster care that were meant to help you transition to independent living?
- 2) What preparation was provided to you while in foster care to help you pursue a college education?
- 3) What advice would you give to DCFS in order to improve the experience of foster youth transitioning to independence or entering college?
- 4) What have you learned since entering college that would help other foster youth avoid experiencing housing insecurity or homelessness?

Appendix E

Pre-Interview Questionnaire

1	Age	
2	Ethnicity	
3	Gender	
4	How many semesters have you attended CSUN?	
5	Did you transfer from another college? If so, please list	
6	Major (field of study)	

How helpful have the following campus services been to your college success?

A. Financial Aid Office

Never heard of	Never used	Not very helpful	Helpful	Very Helpful
0	1	2	3	4

B. Admissions Office

Never heard of	Never used	Not very helpful	Helpful	Very Helpful
0	1	2	3	4

C. Academic Advisement – Campus wide

Never heard of	Never used	Not very helpful	Helpful	Very Helpful
0	1	2	3	4

D. Academic Advisement – Major specific

Never heard of	Never used	Not very helpful	Helpful	Very Helpful
0	1	2	3	4

E. University Counseling Center - Counseling Services (i.e. for social support)

Never heard of	Never used	Not very helpful	Helpful	Very Helpful
0	1	2	3	4

F. Educational Equity Services (i.e. Dream Project, STEPS, GEAR UP, Upward Bound, Educational Talent Search (ETS))

Never heard of	Never used	Not very helpful	Helpful	Very Helpful
0	1	2	3	4

G. Educational Opportunity Program (EOP) (i.e. Resilient Scholar, Transitional Programs, Student Services Center/EOP Satellites, Advising Resource Center/EOP Satellite)

Never heard of	Never used	Not very helpful	Helpful	Very Helpful
0	1	2	3	4

H. EOP/TRIO Student Support Services

Never heard of	Never used	Not very helpful	Helpful	Very Helpful
0	1	2	3	4

I. Dean of Students Office – Student Affairs

Never heard of	Never used	Not very helpful	Helpful	Very Helpful
0	1	2	3	4

J. Learning Resource Center

Never heard of	Never used	Not very helpful	Helpful	Very Helpful
0	1	2	3	4

K. Career Development Center

Never heard of	Never used	Not very helpful	Helpful	Very Helpful
0	1	2	3	4

L. Disability Resources and Educational Services (DRES)

Never heard of	Never used	Not very helpful	Helpful	Very Helpful
0	1	2	3	4

M. Faculty Mentor Program

Never heard of	Never used	Not very helpful	Helpful	Very Helpful
0	1	2	3	4

N. Veteran Affairs Services

Never heard of	Never used	Not very helpful	Helpful	Very Helpful
0	1	2	3	4

O. Women's Research and Resource Center

Never heard of	Never used	Not very helpful	Helpful	Very Helpful
0	1	2	3	4

P. Bookstore Debit Card Loan

Never heard of	Never used	Not very helpful	Helpful	Very Helpful
0	1	2	3	4

Q. Klotz Student Health Center (i.e. for medical care)

Never heard of	Never used	Not very helpful	Helpful	Very Helpful
0	1	2	3	4

R. CSUN Food Pantry

Never heard of	Never used	Not very helpful	Helpful	Very Helpful
0	1	2	3	4

S. Have you lived in on-campus housing ?

Yes	No	What type of campus housing:		
0	1			

T. University Housing and Residential Life Staff:

Never heard of	Never used	Not very helpful	Helpful	Very Helpful
0	1	2	3	4

U. Other: (Please specify):

Never heard of	Never used	Not very helpful	Helpful	Very Helpful
0	1	2	3	4

Appendix F

Post-Interview Questionnaire

Follow Up Survey

We would like to continue to learn about your experiences in college and ways universities can better support students' progress. At the end of the next several years, we'd like to touch bases with you again to find out how your experience at this university and how you're progressing toward or since graduation. If you wish, you can continue to participate an interview or focus group. Once again, a meal will be served and you will receive a \$15 gift card for your participation. This is not required in any way and will not influence your input in the current study or any other academic or student services you currently receive. If you'd like for us to get in touch with you at the end of the year to participate in other focus groups, please give us ways to contact you below.

Contact Information (All information is option)		
1	Pseudonym	
2	Real Name	
3	Cell phone	
4	Other phone (please identify type)	
5	Personal email	
6	Campus email	
7	Alternate email	
8	Mailing Address	
9	Is there someone else who would know how to contact you if you could not be reached in any of these ways?	
10	Relationship to this person	
11	Best way to contact them	
12	Anything else we should know?	

Appendix G

CSUN Campus Resources List

1. **AB 540 Initiative/Dream Project** - Liaisons with Student Services Center/EOP Satellites to service AB 540 students.
Website: <http://www.csun.edu/csun-eop/ab-540-initiative>
Location: University Student Union– Bldg. C
Phone: 818-677-7069; Contact: Dario Fernandez; Email: dario.fernandez@csun.edu
2. **ARC/EOP - Advising Resources Center/Educational Opportunity Program** - Provides academic advising services to students undecided on their major. EOP students' services include mentoring, advisement and career development.
Website: <http://www.csun.edu/csun-eop/arceop>
Location Bayramian Hall 210
Phone: (818) 677-2108; Email: arceop@csun.edu
3. **Associated Students' Children's Center** – Provides an on-campus childhood program for students with children.
Website: <http://www.csun.edu/as/childrens-center>
Location: 18343 Plummer St.
Schedule: Mon.-Fri. 7:30 a.m. – 5:30 p.m.
Phone: (818) 677-2012
4. **Campus Housing** - Provides on-campus housing when available.
Website: <http://housing.csun.edu/och>
Location: [Pacific Willow Hall, Bldg. 6](#)
Phone: (818) 677-2160; Email: housing@csun.edu
5. **CSUN Food Pantry** - Provides pre- packaged grocery bags to students during pantry hours.
Website: www.csun.edu/mic
Location: East side behind Matador Bookstore. Enter on Lindley/E. University Drive. Across from metered parking lot
Phone: (818) 677-5111
6. **Disability Resources and Educational Services (DRES)** – Offers accommodations to promote success.
Website: <http://www.csun.edu/dres>
Location: Bayramian Hall 110
Phone: (818) 677-2684; Email: dres@csun.edu
7. **EOP/Trio Student Support Services Program (SSSP)** - Offers programs to improve graduation rates of first generation, low income students. Services include tutoring, career counseling, computer lab, financial literacy.
Website:<http://www.csun.edu/csun-eop/eoptrio-student-support-services-program-sssp>
Location: Bayramian Hall 220
Phone: 818-677-2358; Contact: Frank Muñiz; Email: frank.muniz@csun.edu
8. **Federal Work-Study** - To be considered for an award, send a request to work.study@csun.edu. Include your full name and CSUN student ID. For more detailed information go to <http://www.csun.edu/financialaid/students> "Requirements"
9. **Klotz Student Health Center** – Provides no/low cost services. Participates in Medi-Cal fee-for-service and Family Pact
Website: <http://www.csun.edu/shc>
Location: Corner of Bertrand and Sierra Walk; Across from G3 Parking structure
Phone: (818) 677-3666; TTY (818) 677-3692; Email: shcinfo@csun.edu
10. **Learning Resource Center** – Provides tutoring, writing & test preparation.
Website: <http://www.csun.edu/undergraduate-studies/learning-resource-center>
Location: Oviatt Library 3rd fl.
Phone: (818) 677-2033
Email: lrc@csun.edu
11. **Matador Food Bank** – Conducts food drives during Fall and Spring semesters around midterms and finals. Collects non-perishable food items and provides a 7-9 day food supply. Grocery bags are provided to EOP Satellite Offices for distribution. The Spring food drive will begin in April 2017. To participate in the drive or receive a grocery bag you may Email: matadorfoodbank@my.csun.edu
12. **Metro U-Pass** – Offers reduced-fare transit pass for Metro's bus/rail lines. U-Pass can be purchased @ student portal under Financial Matters tab or AS Ticket Office. Subsidy of \$15 available @ AS Ticket Office; Phone: (818) 677-2488.

13. **Oasis Wellness Center** - Offers meditation, massages, acupuncture and more
Website: <http://www.csun.edu/oasis/>
Location: University Student Union
Phone: (818) 677-7373; Email: oasis@csun.edu
14. **PRIDE Center** - Supports LGBTQ and students. Provides Peer Mentor Online Chat @ csun.edu/pride/chat.
Website: <http://www.csun.edu/pride>
Location: University Student Union
Phone: (818) 677-4355; Email: pride@csun.edu
15. **Resilient Scholars Program** – EOP provides support services to current and former foster youth
Website: <http://www.csun.edu/csun-eop>
Location: EOP Office at University Hall 205
Phone: (818) 677-4151; Contact: Jina **Gonzalez**; Email: jina.gonzalez@csun.edu
16. **Student Services Center/EOP Satellites** - Provides academic advisement to students. Major advisors can be located at <http://www.csun.edu/undergraduate-studies/academic-advisement> or <http://www.csun.edu/csun-eop/eop-satellites>
17. **Suicide Prevention Lifeline/Crisis Hotline** –1-800-273-8255 24/7 or CSUN Helpline (818) 349-4357 limited hrs.
18. **University Counseling Center** - Provides free counseling, crisis intervention, [workshops](#), [peer services](#) & more.
Website: <http://www.csun.edu/counseling>
Location: [Bayramian Hall 520](#)
Phone: (818) 677-2366; After hours, urgent care assistance: (818) 677-2366; Email: coun@csun.edu
19. **Veterans Resource Center** – Provides support services for student veterans, reservists, National Guard.
Website: <http://www.csun.edu/vrc/news/vrc>
Location: University Student Union
Phone: (818) 677-4672; Email: vrc@csun.edu
20. **Women's Research and Resource Center** – Students can visit and receive free food items and toiletries.
Website: <http://www.csun.edu/womens-research-resource-center>
Location: 18356 Halsted Street
Phone: 818-677-2780; Contact: Shira Brown, Email: shira.brown@csun.edu

Appendix H

CSUN Community Resources List

1. Covenant House
1325 N. Western Ave. Hollywood
(323) 461-3131
Emergency shelter for youth 18-21 y/o
2. DCFS Extended Foster Care Re-Entry- Student MUST be under 21 and meet eligibility requirements.
http://policy.dcfslacounty.gov/content/Extended_Foster_Care_Re.htm#EFC
3. Department of Mental Health –Housing services for youth diagnosed with a mental disorder. They include wards or dependents of the juvenile court and special education students referred by local schools and educational institutions.
http://dmh.lacounty.gov/wps/portal/dmh/our_services
4. Fair Housing Council of the San Fernando Valley
8134 Van Nuys Blvd. Suite 206, Panorama City
(818) 373-1185
5. Fish West – Food distribution.
Website: http://foodBanks.org/detail/fish_of_west_valley_chatsworth_ca.html
20440 Lassen St., Chatsworth
(818) 882-3474
6. Hope of the Valley Rescue Mission – Emergency shelter
Website: <http://www.hopeofthevalley.org>
8165 N. San Fernando Rd., Sun Valley
(818) 392-0020
7. Loaves and Fishes - Call for food distribution days / times
4322 San Fernando Rd. Glendale
(818) 409-3080
8. Loaves and Fishes - Call for food distribution days / times
14640 Keswick St. Van Nuys
(818) 997-0943
9. MEND Food Bank
10641 N. San Fernando Rd. Pacoima
(818) 686-7334

Our Lady of Peace Catholic Church
15444 Nordhoff St., North Hills
(818) 894-1176

Meal Program:
Tuesday: (Homeless services only) Breakfast 8:00- 10:00am, Lunch 11am – 1:30pm
Thursday: Breakfast 8:30–10:30 am, Lunch 11am–1:30pm;
Friday: Breakfast 8:30–10:30 am, Lunch 11am – 1:30pm

Food Box Distribution (Please bring your own shopping bags):
Tuesday: (Homeless Services Only) 8:00am – 3:00pm
Thursday: 8:00am – 2:00pm;
Friday: 8:00am – 2:00pm;
Saturday: 9:00am – Noon
Satellite Food Banks:
Our Lady of Peace in North Hills; 2nd & 4th Friday per month; 9AM – 11AM
St. Didacus Church in Sylmar; 2nd & 4th Saturday of the month; 8AM – 10AM
10. New Friends Homeless Center – Free hot meals.
Website: <http://www.newfriendshomelesscenter.org>
17114 Ventura Blvd., Encino; Tue 6:30-8:00pm or
5650 Shoup Ave., Woodland Hills; Fri 6:30-8:00 pm
(818) 887-1109

11. North Hollywood Interfaith Food Pantry - Call for food distribution days and times
4387 Troost St. North Hollywood
(818) 760-3575
12. North Valley Caring Services, Inc.- Programs for at risk populations of North Hills. Breakfast offered 3 days a week, homeless individuals and at-risk families receive a hot meal; shower/toiletry facilities, semi-monthly Food Pantry.
15453 Rayen St., North Hills
(818) 891-0481
13. Our Redeemer Food Pantry - Call for food distribution days and times
8520 Winnetka Ave. Canoga Park
(818) 341-1629
14. Valley Beth Shalom- Call for food distribution days / times
15339Ventura Blvd. Encino
(818) 788-6000
15. Valley Food Bank
12701 Van Nuys Blvd., Pacoima
(818) 510-4140
16. West Valley Food Pantry – Call for schedule.
Website:<http://westvalleyfoodpantry.org>;
5700 Rudnick Ave., Woodland Hills
(818) 346-5554; Email: wvfoodpantry@gmail.com
17. Winter Shelter Hotline
(800) 548-6047 Referrals for winter shelters
18. CSUN University Counseling Services – Provides an excellent resource list with a variety of off-campus services under the tab “Community Resources” Website: <http://www.csun.edu/counseling>