

#RealCollege 2021: Basic Needs Insecurity Among Los Angeles Community College System Students During the Ongoing Pandemic

WEB APPENDICES

July 20, 2021

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Appendix A. Survey Methodology

SURVEY ELIGIBILITY AND PARTICIPATING COLLEGES

Together with administrators, the Hope Center fielded this survey at all participating colleges. Each institution agreed to administer an online survey in the fall. To boost response rates, a limited number of \$100 incentives were offered to randomly selected survey participants at each college. Additionally, incentives valued at \$150 were offered to parenting students randomly selected across all participating colleges. Institution staff sent a series of invitations and follow-up reminders to all enrolled students encouraging them to participate.

The Hope Center provided the email invitation language as well as hosted the survey as shown below. Upon opening the survey, students were presented with a consent form in compliance with Institutional Review Board standards. To be counted as a participant, the student had to click continue as a record of consent and complete at least the first page of the survey. Participating colleges were asked to use only the provided invitation language to ensure consistency across colleges. In order to boost survey response rates, some colleges also spread the word about the survey using text messages and social media. In these cases, they used language and materials provided by the Hope Center.

Subject: College and you, during a pandemic
From email address: [someone students “know” at YOUR COLLEGE]

[COLLEGE LETTERHEAD FOR EMAIL]

Dear [STUDENT FIRST NAME],

Let’s get real. Life is a lot right now. You’re the expert when it comes to what’s happening with your college experience. So we need your help supporting [COLLEGE OR UNIVERSITY NAME] with information it can use to help.

Share your story in the #RealCollege Survey. We asked the Hope Center for College, Community, and Justice at Temple University to help us do this because we value you. You were chosen simply because you are one of our students. In appreciation, you can win \$100 for completing the survey.

[STUDENT FIRST NAME], please get started now.

Click here to begin:
[LINK]

If the link is not working, try to copy and paste it into your web browser.

Be honest—everything you say is confidential. If you have questions about the survey, send a note to the Hope Center at hopesrvy@temple.edu.

Thank you.

[NAME AND EMAIL SIGNATURE OF PERSON SENDING EMAIL]

COLLEGE SURVEY PARTICIPANTS

In 2020, 9 community colleges in Los Angeles fielded the survey early in the fall term, as students enduring basic needs insecurity are at greater risk for dropping out of college later in the year.

TABLE A-1 | CHARACTERISTICS OF PARTICIPATING COLLEGES (WEIGHTED BY SURVEY RESPONDENTS)¹

	LACCD
N (colleges)	9
N (survey respondents)	7,259
	%
Sector	
Public	100
Private, not-for-profit	0
Setting	
City	72
Suburb	28
Town	0
Rural	0
Size	
Under 5,000	0
5,000 - 9,999	3
10,000 - 19,999	15
20,000 or more	82
Percent Pell	
Below 25%	39
25% - 49%	61
50% - 74%	0
75% or above	0

Source | Integrated Postsecondary Education Data System (2019), #RealCollege 2020 Survey

Notes | The information above reflects the characteristics of 9 community colleges as of Fall 2019. Cumulative percentages may not add up to 100 due to rounding error.

STUDENT SURVEY PARTICIPANTS

Who Answered the Survey?

Most students who were sent the #RealCollege Survey did not answer it. Participating colleges sent survey invitations to an estimated 96,900 students² and 7,259 students participated, yielding an estimated response rate of 7.5%.³

Colleges were asked to distribute the survey to all actively enrolled students in the fall of 2020. We computed responses rates using the number of survey participants divided by the number students invited to take the survey. The survey completion rate reflects the ratio at which a respondent answered all #RealCollege 2020 questions asked to all survey participants.

TABLE A-2 | STATISTICS ON RESPONSE AND COMPLETION RATES

	Average	Standard Deviation	Minimum	First Quartile	Second Quartile	Third Quartile	Maximum
Overall							
Response rate	8	2	5	8	8	9	10
Completion rate	79	1	77	79	80	80	80

Source | 2020 #RealCollege Survey

Notes | Participating colleges provided the number of students invited to take the survey. Averages shown in the table are unweighted average response rates across all colleges.

We surveyed all students, in compliance with legal and financial restrictions, rather than draw a sample. The results may be biased—overstating or understating the problem—depending on who answered and who did not. As readers ponder this issue, consider that the survey was emailed to students, and thus they had to have electronic access to respond. The incentives provided were negligible and did not include help with their challenges. Finally, the survey was framed as being about college life, not about hunger or homelessness.

TABLE A-3 | CHARACTERISTICS OF SURVEY RESPONDENTS

	Overall %
Gender Identity	
Female	71
Male	27
Non-binary/Third gender	1
Prefer to self-describe	1
Prefer not to answer	2
Total respondents (N)	5,304
Non-reporting respondents (N)	1,955
Transgender Identity	
Transgender	1
Non-transgender	98
Prefer not to answer	1
Total respondents (N)	5,340
Non-reporting respondents (N)	1,919
Sexual Orientation	
Heterosexual or straight	77
Gay or lesbian	4
Bisexual	9
Prefer to self-describe	3
Prefer not to answer	8
Total respondents (N)	5,282
Non-reporting respondents (N)	1,977

Racial or Ethnic Background	
White or Caucasian	25
African American or Black	12
Asian	11
Indigenous	4
Hispanic or Latinx	58
Middle Eastern	2
Other	4
Prefer not to answer	3
Total respondents (N)	5,271
Non-reporting respondents (N)	1,988
Student is a U.S. Citizen or Permanent Resident	
Yes	92
No	6
Prefer not to answer	2
Total respondents (N)	5,363
Non-reporting respondents (N)	1,896
Highest Level of Parental Education	
No diploma	25
High school diploma	20
Some college	30
Bachelor's degree or greater	18
Don't know	5
Prefer not to answer	3
Total respondents (N)	5,319
Non-reporting respondents (N)	1,940
Age	
18 to 20	25
21 to 25	18
26 to 30	15
Over 30	41
Prefer not to answer	<1
Total respondents (N)	5,222
Non-reporting respondents (N)	2,037
Parenting Student Status	
Parenting Student	27
Non-parenting Student	73
Total respondents (N)	5,763
Non-reporting respondents (N)	1,496
Relationship Status	
Single	51
In a relationship	21
Married or domestic partnership	20

Divorced	3
Widowed	1
Prefer not to answer	4
Total respondents (N)	5,324
Non-reporting respondents (N)	1,935
Student is Foster Care-Involved	
Yes	4
No	95
Prefer not to answer	1
Total respondents (N)	5,305
Non-reporting respondents (N)	1,954
Student Served in the Military	
Yes	3
No	96
Prefer not to answer	1
Total respondents (N)	5,354
Non-reporting respondents (N)	1,905
Employment Status	
Employed	48
Not employed, looking	26
Not employed, not looking	26
Total respondents (N)	6,304
Non-reporting respondents (N)	955
Student has been Justice-Involved	
Yes	5
No	93
Prefer not to answer	2
Total respondents (N)	5,513
Non-reporting respondents (N)	1,746
Disabilities and/or Medical Conditions	
Learning disability	12
Physical disability	7
Chronic illness	16
Psychological disorder	27
Other	3
No disability	56
Prefer not to answer	2
Total respondents (N)	5,356
Non-reporting respondents (N)	1,903
College Enrollment Status	
Full-time	41
Part-time	54
Don't know	5

Total respondents (N)	6,965
Non-reporting respondents (N)	294
Years in College	
Less than 1	22
1 to 2	33
3 or more	45
Total respondents (N)	6,954
Non-reporting respondents (N)	305
Student is Considered a Dependent	
Yes	18
No	66
Don't know	14
Prefer not to answer	2
Total respondents (N)	5,307
Non-reporting respondents (N)	1,952
Student is a Pell Recipient	
Yes	52
No	48
Total respondents (N)	6,465
Non-reporting respondents (N)	794
Level of Study	
High school equivalency/GED	5
Undergraduate degree: Associate	59
Undergraduate degree: Bachelor's	17
Graduate degree	3
Certificate or license	8
Non-degree	7
Total respondents (N)	7,193
Non-reporting respondents (N)	66
Student is a Varsity Athlete	
Yes	1
No	98
Prefer not to answer	1
Total respondents (N)	5,200
Non-reporting respondents (N)	2,059

Source | 2020 #RealCollege Survey

Notes | Classifications of gender identity, racial and ethnic background, and disability or medical condition are not mutually exclusive. Students could self-identify with multiple classifications. Some racial and ethnic groups were combined due to sample size. The Asian category includes students who identify as Asian Americans, Southeast Asian, and Pacific Islanders, the Indigenous category includes students who identify as American Indian or Alaska Native or Indigenous. Percentages of mutually exclusive groups may not add up to 100 due to rounding error. Justice system-involved is defined by whether a student has been convicted of a crime. Foster care-involved is defined by a student who is or was placed in the home of a state-certified caregiver or a family member approved by the state. A dependent is a student who does not earn sufficient income to be an independent student or who must report parental income when qualifying for federal student aid.

Appendix B. Three Survey Measures of Basic Needs Insecurity

FOOD SECURITY

To assess food *security* in the fall of 2020, we used questions from the 18-item Household Food Security Survey Module (shown below) from the U.S. Department of Agriculture (USDA). It is important to note that while we mainly discuss *insecurity*, the standard is to measure the level of *security*, referring to those with low or very low security as “food insecure.”

Food Security Module

Adult Stage 1

1. “In the last 30 days, I worried whether my food would run out before I got money to buy more.” (Often true, Sometimes true, Never true)
2. “In the last 30 days, the food that I bought just didn’t last, and I didn’t have money to get more.” (Often true, Sometimes true, Never true)
3. “In the last 30 days, I couldn’t afford to eat balanced meals.” (Often true, Sometimes true, Never true)

If the respondent answers “often true” or “sometimes true” to any of the three questions in Adult Stage 1, then proceed to Adult Stage 2.

Adult Stage 2

4. “In the last 30 days, did you ever cut the size of your meals or skip meals because there wasn’t enough money for food?” (Yes/No)
5. *[If yes to question 4, ask]* “In the last 30 days, how many days did this happen?” (Once, Twice, Three times, Four times, Five times, More than five times)
6. “In the last 30 days, did you ever eat less than you felt you should because there wasn’t enough money for food?” (Yes/No)
7. “In the last 30 days, were you ever hungry but didn’t eat because there wasn’t enough money for food?” (Yes/No)
8. “In the last 30 days, did you lose weight because there wasn’t enough money for food?” (Yes/No)

If the respondent answers “yes” to any of the questions in Adult Stage 2, then proceed to Adult Stage 3.

Adult Stage 3

9. “In the last 30 days, did you ever not eat for a whole day because there wasn’t enough money for food?” (Yes/No)
10. *[If yes to question 9, ask]* “In the last 30 days, how many days did this happen?” (Once, Twice, Three times, Four times, Five times, More than five times)

If the respondent has indicated that children under 18 are present in the household, then proceed to Child Stage 1.

Child Stage 1

11. “In the last 30 days, I relied on only a few kinds of low-cost food to feed my children because I was running out of money to buy food.” (Often true, Sometimes true, Never true)
12. “In the last 30 days, I couldn’t feed my children a balanced meal, because I couldn’t afford that.” (Often true, Sometimes true, Never true)
13. “In the last 30 days, my child was not eating enough because I just couldn’t afford enough food.” (Often true, Sometimes true, Never true)

If the respondent answers “often true” or “sometimes true” to any of the three questions in Child Stage 1, then proceed to Child Stage 2.

Child Stage 2

14. “In the last 30 days, did you ever cut the size of your children’s meals because there wasn’t enough money for food?” (Yes/No)
15. “In the last 30 days, did your children ever skip meals because there wasn’t enough money for food?” (Yes/No)
16. [If yes to question 15, ask] “In the last 30 days, how often did this happen?” (1, 2, 3, 4, 5, 6, 7, 8 or more times)
17. “In the last 30 days, were your children ever hungry but you just couldn’t afford more food?” (Yes/No)
18. “In the last 30 days, did any of your children ever not eat for a whole day because there wasn’t enough money for food?” (Yes/No)

To calculate a raw score for food security, we counted the number of questions to which a student answered affirmatively.

- a. “Often true” and “sometimes true” were counted as affirmative answers.
- b. Answers of “Three times” or more were counted as a “yes.” We translated the raw score into food security levels as follows:

Food security level	Raw Score	
	18-item (children present)	18-item (no children present)
High	0	0
Marginal	1–2	1–2
Low	3–7	3–5
Very Low	8–18	6–10

HOUSING INSECURITY

To assess housing insecurity, we used a series of survey questions adapted from the national Survey of Income and Program Participation (SIPP) Adult Well-Being Module to measure students’ access to and ability to pay for safe and reliable housing.⁴ In the fall of 2020, we asked students the following questions:

Housing Insecurity Module

1. “In the past 12 months, was there a rent or mortgage increase that made it difficult to pay?” (Yes/No)
2. “In the past 12 months, have you been unable to pay or underpaid your rent or mortgage?” (Yes/No)
3. “In the past 12 months, have you received a summons to appear in housing court?” (Yes/No)
4. “In the past 12 months, have you not paid the full amount of a gas, oil, or electricity bill?” (Yes/No)

5. "In the past 12 months, did you have an account default or go into collections?" (Yes/No)
6. "In the past 12 months, have you moved in with other people, even for a little while, because of financial problems?" (Yes/No)
7. "In the past 12 months, have you lived with others beyond the expected capacity of the house or apartment?" (Yes/No)
8. "In the past 12 months, did you leave your household because you felt unsafe?" (Yes/No)
9. "In the past 12 months, how many times have you moved?" (None, Once, Twice, 3 times, 4 times, 5 times, 6 times, 7 times, 8 times, 9 times, 10 or more times)

Students were considered housing insecure if they answered "yes" to any of the first eight questions or said they moved at least *three* times (question #9).

HOMELESSNESS

To measure homelessness, we asked a series of survey questions that align with the definition of homelessness dictated by the McKinney Vento Homeless Assistance Act. Please refer to pp. 31–32 in Crutchfield and Maguire (2017) for further discussion of this measure.⁵

In the fall of 2020, students were considered homeless if they answered affirmatively to question #1 OR any part of question #2 (parts e through m) in the Homelessness Module (below).

Homelessness Module

1. "In the past 12 months, have you ever been homeless?"
2. "In the past 12 months, have you slept in any of the following places? Please check all that apply."
 - a. Campus or university housing
 - b. Sorority/fraternity house
 - c. In a rented or owned house, mobile home, or apartment (alone or with roommates or friends)
 - d. In a rented or owned house, mobile home, or apartment with my family (parent, guardian, or relative)
 - e. At a shelter
 - f. In a camper or RV
 - g. Temporarily staying with a relative, friend, or couch surfing until I find other housing.
 - h. Temporarily at a hotel or motel without a permanent home to return to (not on vacation or business travel)
 - i. In transitional housing or independent living program
 - j. At a group home such as halfway house or residential program for mental health or substance abuse
 - k. At a treatment center (such as detox, hospital, etc.)
 - l. Outdoor location (such as street, sidewalk, or alley; bus or train stop; campground or woods, park, beach, or riverbed; under bridge or overpass; or other)
 - m. In a closed area/space with a roof not meant for human habitation (such as abandoned building; car, truck, or van; encampment or tent; unconverted garage, attic, or basement; etc.)

Appendix C. Measures of Anxiety and Depression

ANXIETY

Students’ anxiety levels were assessed using a validated seven-item instrument called the Generalized Anxiety Disorder Scale (GAD-7).⁶ In the #RealCollege 2020 survey instrument, the items were separated into two sections (items 1-2 and items 3-7). The student needed to cross a certain score threshold in the first two items to progress to the remaining items. The assessment asked students about the number of times in the last two weeks – 0 days (0), 1-6 days (1), 7-12 days (2), or 13-14 days (3) – they were bothered by any of the following items:

Generalized Anxiety Disorder Scale (GAD-7) Module

1. Feeling nervous, anxious, or on edge
2. Not being able to stop or control worrying
3. Worrying too much about different things
4. Trouble relaxing
5. Being so restless that it’s hard to sit still
6. Becoming easily annoyed or irritable
7. Feeling afraid as if something awful might happen

To calculate a raw score for anxiety, we counted the response score (0 to 3) for each of the questions to which a student answered. Those who indicated that they felt bothered at least some of the days were considered moderately to severely anxious.

Anxiety level	Raw Score
	Seven-item
None to minimal	0–4
Mild	5–9
Moderate	10–14
Severe	15+

DEPRESSION

Students’ depression levels were assessed using a validated nine-item instrument, called the Patient Health Questionnaire (PHQ-9). In the #RealCollege 2020 survey instrument, the items were separated into two sections (items 1-2 and items 3-9). The student needed to reach a certain response threshold in the first two items to progress to the remaining items. The assessment asked students about the number of times in the last two weeks – 0 days (0), 1-6 days (1), 7-12 days (2), or 13-14 days (3) – they were bothered by any of the following items:

Patient Health Questionnaire (PHQ-9) Module

1. Little interest or pleasure in doing things
2. Feeling down, depressed, or hopeless

3. Trouble falling asleep, staying asleep, or sleeping too much
4. Feeling tired or having little energy
5. Poor appetite or overeating
6. Feeling bad about yourself—or that you’re a failure or have let yourself or your family down
7. Trouble concentrating on things, such as reading the newspaper or watching television
8. Moving or speaking so slowly that other people could have noticed; or the opposite—being so fidgety or restless that you have been moving around a lot more than usual
9. Thought that you would be better off dead or hurting yourself in some way

To calculate a raw score for depression, we counted the response score (0 to 3) for each of the questions to which a student answered. Those who indicated that they felt bothered at least some of the days were considered moderately to severely depressed.

Depression level	Raw Score
	Nine-item
None to minimal	0–4
Mild	5–9
Moderate	10–14
Moderately Severe	15–19
Severe	20+

Appendix D. Detailed Tables on Data Referenced in the Full Report

TABLE D-1 | PERSONAL EXPERIENCES WITH ANXIETY AND DEPRESSION AMONG LACCD AND COMPARABLE TWO-YEAR COLLEGE SURVEY RESPONDENTS, BY RACE/ETHNICITY (FIGURE 1)

	LACCD		Comparable CCs	
	N	%	N	%
Students Experiencing at Least Moderate Anxiety:				
Overall	1,686	31	23,575	34
Race / Ethnicity:				
Indigenous	104	46	1,090	43
Middle Eastern	57	45	527	36
White or Caucasian	465	36	12,723	40
Hispanic or Latinx	985	32	7,783	33
Other	59	28	625	36
African American or Black	184	28	2,943	30
Asian	155	27	2,476	33
Students Experiencing at Least Moderate Depression:				
Overall	1,838	34	24,049	35
Race / Ethnicity:				
Indigenous	106	46	1,078	42
Middle Eastern	46	36	545	37
White or Caucasian	453	35	12,023	38
Hispanic or Latinx	1,074	35	8,255	35
Other	57	27	659	38
African American or Black	203	31	3,174	32
Asian	179	31	2,742	36

Source | 2020 #RealCollege Survey

Notes | The Generalized Anxiety Disorder Scale (GAD-7) was used to measure anxiety. Students “experienced anxiety” if they experienced moderate to severe levels of anxiety in the last two weeks according to the GAD-7. The Patient Health Questionnaire (PHQ-9) was used to measure depression. Students “experienced depression” if they experienced moderate, moderately severe, or severe levels of depression in the last two weeks according to the PHQ-9. See Appendix C for more information on the 2020 measures. Classifications of racial and ethnic background are not mutually exclusive. Students could self-identify with multiple classifications. Some racial and ethnic groups were combined due to sample size. The Asian category includes students who identify as Asian Americans, Southeast Asian, and Pacific Islanders, the Indigenous category includes students who identify as American Indian or Alaska Native or Indigenous.

TABLE D-2 | PERSONAL EXPERIENCES WITH COVID-19 AMONG LACCD AND COMPARABLE TWO-YEAR COLLEGE SURVEY RESPONDENTS, BY RACE/ETHNICITY (FIGURE 2)

	LACCD		Comparable CCs	
	N	%	N	%
Students Experiencing Any of the Following from Spring 2020 to Present During the Pandemic:				
<i>I Was Sick with COVID-19.</i>				
Overall	287	6	4,071	8
Indigenous	19	13	137	9
Other	12	8	91	8
Hispanic or Latinx	155	8	1,566	10
Middle Eastern	5	6	82	8
White or Caucasian	49	5	1,252	6
Asian	14	4	233	5
African American or Black	13	3	457	7
<i>A Close Friend or Family Member Was Sick with COVID-19.</i>				
Overall	1,871	40	23,180	43
Indigenous	82	54	759	48
Other	56	35	451	40
Hispanic or Latinx	1,001	48	8,733	57
Middle Eastern	39	43	437	42
White or Caucasian	282	32	7,252	37
Asian	122	31	1,588	32
African American or Black	157	37	2,922	46
<i>A Close Friend or Family Member Died of COVID-19.</i>				
Overall	823	18	8,583	16
Indigenous	46	30	318	20
Other	38	24	192	17
Hispanic or Latinx	452	22	3,560	23
Middle Eastern	17	19	185	18
White or Caucasian	107	12	1,959	10
Asian	56	14	620	12
African American or Black	87	20	1,318	21

Source | 2020 #RealCollege Survey

Notes | Some students may have more than one personal experience with COVID-19. Classifications of racial and ethnic background are not mutually exclusive. Students could self-identify with multiple classifications. Some racial and ethnic groups were combined due to sample size. The Asian category includes students who identify as Asian Americans, Southeast Asian, and Pacific Islanders, the Indigenous category includes students who identify as American Indian or Alaska Native or Indigenous.

TABLE D-3 | ONLINE VS IN-PERSON CLASSES AMONG LACCD AND COMPARABLE TWO-YEAR COLLEGE SURVEY RESPONDENTS (FIGURE 3)

	LACCD		Comparable CCs	
	N	%	N	%
Online only	7,001	97	74,127	84
In-person (on-campus at least one day/week)	115	2	12,586	14
Don't know	86	1	1,167	1

Source | 2020 #RealCollege Survey

Notes | Cumulative percentages may not equal 100 due to rounding.

TABLE D-4 | OTHER CHALLENGES FACED BY LACCD AND COMPARABLE TWO-YEAR COLLEGE SURVEY RESPONDENTS IN SPRING 2020 (FIGURE 4)

	LACCD		Comparable CCs	
	N	%	N	%
Which of the Following Did You Experience With Your Spring 2020 Term During the COVID-19 Pandemic?				
My school moved classes online.	4,663	98	52,944	96
My campus closed.	4,572	97	48,611	89
I had difficulty concentrating on classes.	3,144	67	36,451	67
I had to take care of a family member while attending class.	2,436	52	26,486	49
I had problems with internet or computer access.	2,170	46	21,573	40
I had to help children in my home with their schooling while attending classes.	1,897	40	20,276	37
I attended classes less often.	1,634	35	18,262	34
I stopped attending my college or university for at least one month.	814	17	9,557	18

Source | 2020 #RealCollege Survey

Notes | Results are limited to students who were enrolled in college in spring 2020. Some students may have experienced more than one of the challenges listed above.

TABLE D-5 | JOB LOSS OR REDUCTION IN PAY OR HOURS AMONG LACCD AND COMPARABLE TWO-YEAR COLLEGE SURVEY RESPONDENTS, BY JOB STATUS (FIGURE 5)

	Full-Time Job		Part-Time Job	
	N	%	N	%
Students Experiencing Any of the Following From Spring 2020 to Present During the Pandemic				
<i>LACCD</i>				
I lost a job.	788	36	912	47
My current hours/pay are lower than they were before COVID-19.	518	23	486	25
<i>Comparable CCs</i>				
I lost a job.	9,986	33	12,157	42
My current hours/pay are lower than they were before COVID-19.	7,755	25	7,848	27

Source | 2020 #RealCollege Survey

Notes | Results are limited to students who were enrolled in college in spring 2020 and had at least one job before the pandemic. Full-time employment is defined as working 35 or more hours a week, while part-time employment is defined as working less than 35 hours a week.

TABLE D-6 | JOB LOSS OR REDUCTION IN PAY OR HOURS AMONG LACCD SURVEY RESPONDENTS, BY RACE/ETHNICITY AND JOB STATUS (FIGURE 6)

	Full-Time Job		Part-Time Job	
	N	%	N	%
Students Who Experienced a Job Loss or Reduction in Hours or Pay:				
Overall	1,306	59	1,398	72
African American or Black	165	62	123	81
Asian	96	66	130	78
Middle Eastern	24	83	33	77
Indigenous	59	64	45	75
Other	41	62	44	73
White or Caucasian	275	62	283	73
Hispanic or Latinx	575	57	609	70

Source | 2020 #RealCollege Survey

Notes | Results are limited to students who were enrolled in college in spring 2020 and had at least one job before the pandemic. Full-time employment is defined as working 35 or more hours a week, while part-time employment is defined as working less than 35 hours a week. Classifications of racial or ethnic background are not mutually exclusive. Respondents could self-identify with multiple classifications. Some racial and ethnic groups were combined due to sample size. The Asian category includes students who identify as Asian Americans, Southeast Asian, and Pacific Islanders, the Indigenous category includes students who identify as American Indian or Alaska Native or Indigenous.

TABLE D-7 | CHALLENGES FACED BY LACCD PARENTING STUDENT RESPONDENTS DURING THE PANDEMIC (FIGURE 7)

	LACCD	
	N	%
Which of the Following Did You Experience with Your Spring 2020 Term During the Pandemic?		
I had to help children in my home with their schooling while attending classes.	860	79
Approximately How Many Days in the Spring 2020 Term Did You Miss Work/Class Because of Childcare Arrangements?		
None	98	30
1-2	68	21
3-5	69	21
6 or more	94	29
Will Your Child(ren) Be Home at Least Part-Time (i.e., Not Attending Daycare or School In-Person) Due to the Pandemic This Fall?		
Yes	1,147	84
No	165	12
Don't know	51	4

Source | 2020 #RealCollege Survey

Notes | Cumulative percentages may not add up to 100 due to rounding. Results to questions about spring 2020 are limited to parenting students who were enrolled in that term. A parenting student is defined as a student who is a parent, primary caregiver, or guardian (legal or informal) of any children in or outside their household.

TABLE D-8 | BASIC NEEDS INSECURITY RATES AMONG LACCD AND COMPARABLE TWO-YEAR COLLEGE SURVEY RESPONDENTS (FIGURE 8)

	LACCD		Comparable CCs	
	N	%	N	%
Any BNI	4,115	64	49,760	62
Food insecurity	2,478	40	30,727	39
Housing insecurity	3,547	55	42,301	52
Homelessness	842	13	11,167	14

Source | 2020 #RealCollege Survey

Notes | Students experiencing “Any BNI” includes students who experienced food insecurity in the past 30 days, or housing insecurity or homelessness within the last year. Some students may have experienced multiple forms of insecurity at the same time. For more details on how each measure of basic needs insecurity was created, refer to Appendix B.

TABLE D-9 | LEVEL OF FOOD SECURITY AMONG LACCD AND COMPARABLE TWO-YEAR COLLEGE SURVEY RESPONDENTS (FIGURE 9)

	LACCD		Comparable CCs	
	N	%	N	%
High	2,854	46	37,410	48
Marginal	888	14	10,179	13
Low	1,032	17	12,816	16
Very low	1,446	23	17,911	23

Source | 2020 #RealCollege Survey

Notes | According to the USDA, students at either low or very low levels of food security are termed “food insecure.” Cumulative percentages may not add up to 100 due to rounding. For more details on how we measure food insecurity, refer to Appendix B.

TABLE D-10 | FOOD SECURITY QUESTIONS AMONG LACCD SURVEY RESPONDENTS (FIGURE 10)

	LACCD	
	N	%
I worried whether my food would run out before I got money to buy more.	2,974	48
I couldn't afford to eat balanced meals.	2,552	41
The food that I bought just didn't last and I didn't have the money to buy more.	2,331	37
I cut the size of meals or skipped meals because there wasn't enough money for food.	1,987	32
I ate less than I felt I should because there wasn't enough money for food.	1,905	31
I was hungry but didn't eat because there wasn't enough money for food.	1,436	23
I cut the size of meals or skipped because there wasn't enough money for food. (3 or more times)	1,237	20
I lost weight because there wasn't enough money for food.	1,116	18
I did not eat for a whole day because there wasn't enough money for food.	636	10
I did not eat for a whole day because there wasn't enough money for food. (3 or more times)	389	6

Source | 2020 #RealCollege Survey

Notes | Some students may have experienced more than one of the circumstances listed above.

TABLE D-11 | HOUSING INSECURITY AMONG LACCD AND COMPARABLE TWO-YEAR COLLEGE SURVEY RESPONDENTS (FIGURE 11)

	LACCD		Comparable CCs	
	N	%	N	%
Any item	3,547	55	42,301	52
Did not pay full utilities (gas, oil, or electricity bill)	1,980	31	23,163	29
Did not pay full amount of rent or mortgage	1,969	31	22,106	27
Had a rent or mortgage increase that made it difficult to pay	1,385	22	15,910	20
Had an account default or go into collections	1,004	16	12,943	16
Moved in with other people, even for a little while, due to financial problems	813	13	10,793	13
Lived with others beyond the expected capacity of the house or apartment	784	12	8,442	10
Left household because felt unsafe	318	5	3,749	5
Moved three or more times	195	3	2,535	3
Received a summons to appear in housing court	103	2	1,130	1

Source | 2020 #RealCollege Survey

Notes | Some students may have experienced more than one of the circumstances listed above. For more details on how we measure housing insecurity, refer to Appendix B.

TABLE D-12 | HOMELESSNESS AMONG LACCD AND COMPARABLE TWO-YEAR COLLEGE SURVEY RESPONDENTS (FIGURE 12)

	LACCD		Comparable CCs	
	N	%	N	%
Any item	842	13	11,167	14
Self-identified homeless	337	5	2,571	2
Locations Stayed Overnight:				
Temporarily staying with relative, friend or couch surfing until I find other housing	619	10	8,367	11
Temporarily at a hotel or motel without a permanent home to return to	264	4	2,507	3
In closed area/space with roof not meant for human habitation (such as abandoned building; car, truck, or van; encampment or tent; unconverted garage, attic, or basement)	167	3	1,486	2
At outdoor location (such as street, sidewalk or alley; bus or train stop; campground or woods, park, beach, or riverbed; under bridge or overpass)	132	2	998	1
In transitional housing or independent living program	125	2	886	1
At a shelter	99	2	627	1
At a group home such as halfway house or residential program for mental health or substance abuse	72	1	583	1
At a treatment center (such as detox, hospital, etc.)	69	1	958	1
In a camper or RV (not on vacation)	56	1	1,009	1

Source | 2020 #RealCollege Survey

Notes | Some students may have experienced more than one of the circumstances listed above. For more details on how we measure homelessness, refer to Appendix B.

TABLE D-13 | DISPARITIES IN BASIC NEEDS INSECURITY AMONG LACCD SURVEY RESPONDENTS, BY RACIAL/ETHNICITY, GENDER IDENTITY, AND LGBTQ STATUS, AND CITIZENSHIP STATUS (FIGURE 13)

LACCD		
	N	%
Racial or Ethnic Background		
Black or African American	509	78
Indigenous	171	75
Hispanic or Latinx	1,983	65
White or Caucasian	780	60
Middle Eastern	72	56
Asian	314	54
LGBTQ Status		
Yes	621	71
No	2,829	63
Gender Identity		
Female	2,482	66
Male	857	60
Non-binary	53	70
Prefer to self-describe	27	75
Citizenship		
US Citizen	3,156	64
Non-US Citizen	215	71

Source | 2020 #RealCollege Survey

Notes | Classifications of gender identity and racial/ethnic background are not mutually exclusive. Students could self-identify with multiple classifications. Some racial and ethnic groups were combined due to sample size. The Asian category includes students who identify as Asian Americans, Southeast Asian, and Pacific Islanders, the Indigenous category includes students who identify as American Indian or Alaska Native or Indigenous. Students who self-identify as lesbian, gay, bisexual, transgender, non-binary/third gender, or preferred to self-describe their gender identity or sexual orientation are considered LGBTQ. For more detail on how each measure of basic needs insecurity was constructed, refer to Appendix B.

TABLE D-14 | DISPARITIES IN BASIC NEEDS INSECURITY AMONG LACCD SURVEY RESPONDENTS, BY FIRST-GENERATION STATUS, ENROLLMENT STATUS, AND PELL GRANT STATUS (FIGURE 14)

LACCD		
	N	%
First-Generation Student		
Yes	1,563	66
No	1,592	63
Enrollment Status		
Full-time student	1,669	65
Part-time student	2,169	64
Pell Grant Recipient		
Yes	2,238	71
No	1,647	56

Source | 2020 #RealCollege Survey

Notes | First-generation status is defined as whether a student’s parents’ highest level of education completed is a high school diploma or GED. For more details on how each measure of basic needs insecurity was constructed, refer to Appendix B.

TABLE D-15 | KNOWLEDGE OF, APPLICATION FOR, AND RECEIPT OF CARES ACT GRANT AMONG LACCD AND COMPARABLE TWO-YEAR COLLEGES RESPONDENTS EXPERIENCING BASIC NEEDS INSECURITY (FIGURE 15)

	LACCD		Comparable CCs	
	N	%	N	%
Heard of CARES Act Grant program	1,106	29	21,908	47
Applied for a CARES Act Grant this year	309	8	12,995	28
Received a CARES Act Grant this year	298	8	10,599	23

Source | 2020 #RealCollege Survey

Notes | Because of different systems for the distribution of CARES Act grant dollars across colleges, some students may have received CARES Act grant dollars but did not have to apply for them. For example, some colleges use information from students FAFSA to determine eligibility.

TABLE D-16 | KNOWLEDGE OF, APPLICATION FOR, AND RECEIPT OF EMERGENCY AID AMONG LACCD AND COMPARABLE TWO-YEAR COLLEGE RESPONDENTS EXPERIENCING BASIC NEEDS INSECURITY (FIGURE 16)

	LACCD		Comparable CCs	
	N	%	N	%
Heard of emergency aid grant program	1,159	30	19,036	41
Applied for an emergency aid grant this year	584	15	12,660	27
Received an emergency aid grant this year	570	15	10,812	23

Source | 2020 #RealCollege Survey

Notes | Because of different systems for the distribution of emergency aid across colleges, some students may have received emergency grant dollars but did not have to formally apply for them. For example, some colleges use information from students FAFSA to determine eligibility.

TABLE D-17 | LACCD SURVEY AND COMPARABLE TWO-YEAR COLLEGE RESPONDENTS EXPERIENCING ANY LEVEL OF STRESS WHEN SEEKING EMERGENCY AID, BY BASIC NEEDS INSECURITY STATUS (FIGURE 17)

	LACCD		Comparable CCs	
	N	%	N	%
Overall, How Stressful Was Your Experience With Seeking Emergency Grants?				
<i>Among Those Who Experienced Basic Needs Insecurity</i>				
Not stressful at all	134	22	5,688	37
Slightly to extremely stressful	463	78	9,660	63
<i>Among Those Who Did Not Experience Basic Needs Insecurity</i>				
Not stressful at all	50	45	2,737	58
Slightly to extremely stressful	62	55	1,963	42

Source | 2020 #RealCollege Survey

Notes | Rates above are among students who experienced basic needs insecurity and applied for a CARES Act grant or an emergency aid grant this year. To determine stressful experiences when seeking aid, students were asked “How stressful was your experience with seeking an emergency grant?” Students with the following responses are defined as experiencing

any stress when seeking aid: slightly stressful, moderately stressful, very stressful or extremely stressful (as opposed to students responding “not stressful at all”). For more details on how each measure of basic needs insecurity was constructed, refer to Appendix B.

TABLE D-18 | TOP USES OF ANY EMERGENCY AID AMONG LACCD AND COMPARABLE TWO-YEAR COLLEGE SURVEY RESPONDENTS (FIGURE 18)

	LACCD		Comparable CCs	
	N	%	N	%
Afford educational materials for my classes	621	78	13,987	78
Stay enrolled in my college or university	581	74	14,255	79
Reduce stress	558	69	14,022	77
Have more or better food to eat	489	60	11,126	61
Buy or improve my laptop / computer	383	49	7,626	43
Fix my car / buy gas / pay for transit	328	41	9,894	55
Support my family members with their bills	324	41	7,095	39
Pay for housing	316	39	8,589	47
Paid for entertainment/relaxation	168	22	3,836	21
Avoid eviction	163	21	4,266	24
Afford educational materials for my child	142	18	3,435	19
Get medical care	105	13	3,108	17
Pay back a loan	99	13	2,817	16
Leave an unsafe living situation	70	9	1,548	9
Afford to travel home	69	9	2,019	11
Paid for childcare	59	7	1,989	11

Source | 2020 #RealCollege Survey

Notes | Some students may select more than one use of emergency aid funding.

TABLE D-19 | USE OF PUBLIC BENEFITS AMONG LACCD AND COMPARABLE TWO-YEAR COLLEGE SURVEY RESPONDENTS, ACCORDING TO BASIC NEEDS INSECURITY STATUS (FIGURE 19)

	LACCD				Comparable CCs			
	Any BNI		No BNI		Any BNI		No BNI	
	N	%	N	%	N	%	N	%
Any public assistance	2,378	58	787	34	25,641	52	9,698	31
MediCal or public health insurance	1,013	29	324	17	11,410	27	3,509	13
CalFresh (food stamps)	975	28	166	9	9,926	23	1,895	7
Unemployment compensation/insurance	950	27	293	15	9,477	22	3,408	13
Tax refunds (including EITC and CTC)	412	12	133	7	6,944	16	2,683	10
WIC (nutritional assistance for pregnant women and children)	294	8	53	3	2,845	7	541	2
CalWORKS (public cash assistance; formerly called ADC or ADCFC)	174	5	12	1	862	2	75	0

Health services from an income-based organization or community health center	188	5	43	2	1,861	4	494	2
Utility assistance (e.g., help paying for heat or water)	187	5	21	1	2,100	5	253	1
Services or support from a local nonprofit/ nongovernmental agency	115	3	19	1	1,444	3	226	1
LIHEAP (Low Income Housing Energy Assistance Program)	148	4	24	1	1,348	3	175	1
SSI (supplemental security income)	144	4	67	3	1,037	2	333	1
SSDI (social security disability income)	127	4	38	2	1,223	3	334	1
Transportation assistance	117	3	31	2	1,104	3	284	1
Legal services or assistance	86	2	12	1	806	2	171	1
Childcare assistance	96	3	15	1	1,424	3	239	1
Services or support from a housing community-based organization or nonprofit including emergency shelters or domestic violence shelters	67	2	3	0	538	1	23	0
Veterans benefits (Veteran’s Affairs benefits for a service member’s, widow’s, or survivor’s pension; service disability; or the GI Bill)	45	1	19	1	1,434	3	795	3
Housing assistance (e.g., housing choice voucher, subsidized site-based housing, public or nonprofit owned housing, income-based housing or rent, rental or homeowners assistance)	177	5	32	2	2,019	5	261	1

Source | 2020 #RealCollege Survey

Notes | Students experiencing “any basic needs insecurity” includes students who experienced food insecurity in the past 30 days, or housing insecurity or homelessness within the last year. For more detail on how each measure of basic needs insecurity was constructed, refer to Appendix B.

TABLE D-20 | USE OF CAMPUS SUPPORTS AMONG LACCD SURVEY RESPONDENTS WHO EXPERIENCED BASIC NEEDS INSECURITY (FIGURE 20)

	LACCD	
	N	%
Help Obtaining CalFresh		
Have not heard of	861	22
Heard of but have not used	2,007	51
Used	1,031	26
Help Finding Affordable Housing		
Have not heard of	1,426	37
Heard of but have not used	2,224	57
Used	235	6
Help Obtaining Emergency Housing		
Have not heard of	1,639	42
Heard of but have not used	2,114	54
Used	131	3

Source | 2020 #RealCollege Survey

Notes | Rates above are among students who experienced basic needs insecurity. Some students may have used or heard of more than one campus supports. For more details on how each measure of basic needs insecurity was constructed, refer to Appendix B.

TABLE D-21 | REASONS WHY LACCD SURVEY RESPONDENTS EXPERIENCING BASIC NEEDS INSECURITY DID NOT USE CAMPUS SUPPORTS (FIGURE 21)

	LACCD	
	N	%
I do not think I am eligible.	3,625	65
Other people need those programs more than I do.	3,465	63
I did not know they existed or were available.	2,623	47
I do not know how to apply.	2,541	46
I do not need these programs.	2,352	43
I am embarrassed to apply.	1,213	22
People like me do not use programs like that.	929	17
I had difficulty completing the application.	906	17

Source | 2020 #RealCollege Survey

Notes | Rates above are among students who experienced basic needs insecurity. Some students may have reported multiple reasons for why they did not use campus supports. For more details on how each measure of basic needs insecurity was constructed, refer to Appendix B.

TABLE D-22 | DISPARITIES IN GAPS BETWEEN BNI AND USE OF ANY CAMPUS SUPPORT AMONG LACCD SURVEY RESPONDENTS, BY RACE/ETHNICITY, GENDER IDENTITY, LGBTQ STATUS, AND CITIZENSHIP STATUS (FIGURE 22)

	LACCD	
	N	%
Racial or Ethnic Background		
African American or Black	78	45
Indigenous	75	39
Other	74	41
Hispanic or Latinx	65	31
White or Caucasian	60	36
Middle Eastern	56	39
Asian	54	26
Gender Identity		
Female	66	35
Male	60	29
LGBTQ		
Yes	71	33
No	63	34
Citizenship		
Non-US Citizen	71	22
US Citizen	64	35

Source | 2020 #RealCollege Survey

Notes | Classifications of gender identity and racial/ethnic background are not mutually exclusive. Students could self-identify with multiple classifications. Some racial and ethnic groups were combined due to sample size. The Asian category includes students who identify as Asian Americans, Southeast Asian, and Pacific Islanders, the Indigenous category includes students who identify as American Indian or Alaska Native or Indigenous. Students experiencing “Any BNI” includes students who experienced food insecurity in the past 30 days, or housing insecurity or homelessness within the last year. For more details on how each measure of basic needs insecurity was constructed, refer to Appendix B.

Appendix E. Questions Used to Capture Student Background Characteristics in the Hope Center's #RealCollege Survey

1. What is your gender? (Mark Yes or No for each item.)
 - a. Female
 - b. Male
 - c. Non-binary/third gender
 - d. Prefer to self-describe
 - e. Prefer not to answer
2. Do you identify as transgender?
 - a. Yes
 - b. No
 - c. Prefer not to answer
3. What is your sexual orientation?
 - a. Heterosexual or straight
 - b. Gay or lesbian
 - c. Bisexual
 - d. Prefer to self-describe
 - e. Prefer not to answer
4. In what year were you born? (answers by dropdown starting with 2002)
5. Are you a U.S. citizen or permanent resident?
 - a. Yes
 - b. No
 - c. Prefer not to answer
6. Have you ever served in the U.S. Armed Forces, Military Reserves, or National Guard?
 - a. Yes
 - b. No
 - c. Prefer not to answer
7. How do you usually describe your race and/or ethnicity? (Select "Yes" to all that apply if you identify with multiple groups)
 - a. White or Caucasian
 - b. African American or Black
 - c. Middle Eastern or North African or Arab or Arab American
 - d. Southeast Asian
 - e. American Indian or Alaskan Native
 - f. Indigenous
 - g. Hispanic or Latinx/Latina/Latino or Chicanx/Chicana/Chicano
 - h. Pacific Islander or Native Hawaiian
 - i. Other Asian or Asian American
 - j. Other (please specify)
 - k. Prefer not to answer
8. What is the highest level of education completed by either of your parents/guardians?
 - a. Eighth grade or lower
 - b. Between 9th and 12th grade (but no high school diploma)
 - c. High school diploma
 - d. GED

- e. Some college (but no college degree)
 - f. College or trade/vocational certificate
 - g. Associate degree
 - h. Bachelor's degree
 - i. Graduate degree
 - j. I don't know
 - k. Prefer not to answer
9. In the last year, did a parent or guardian claim you as a "dependent" for tax purposes?
- a. Yes
 - b. No
 - c. I don't know
 - d. Prefer not to answer
10. How would you describe your current relationship status?
- a. Single
 - b. In a relationship
 - c. Married or domestic partnership
 - d. Divorced
 - e. Widowed
 - f. Prefer not to answer
11. Do you have a spouse or partner that lives with you?
- a. Yes
 - b. No
 - c. Prefer not to answer
12. Have you ever been in foster care?
- a. Yes
 - b. No
 - c. Prefer not to answer
13. Are you the parent, primary caregiver, or guardian (legal or informal) of any children?
- a. Yes
 - b. No
14. Have you ever been convicted of a crime? (Felony and misdemeanor convictions only. Don't include violations or traffic infractions.)
- a. Yes
 - b. No
 - c. Prefer not to answer
15. Do you have any of the following disabilities or medical conditions? (Mark Yes or No for each item.)
- a. Cognitive, learning, or neurological disorders/disabilities (dyslexia, ADHD, autism spectrum disorder, epilepsy, etc.)
 - b. Physical disability (speech, sight, mobility, hearing, etc.)
 - c. Chronic illness (asthma, diabetes, autoimmune disorders, cancer, etc.)
 - d. Psychological disorder (depression, anxiety, PTSD, etc.)
 - e. Other: (fill in)
16. Are you a varsity student-athlete on a team sponsored by your college or university's athletics department?
- a. Yes
 - b. No
 - c. Prefer not to answer

¹ Survey responses for #RealCollege 2020 were conducted and collected in Qualtrics. The Hope Center team organized, cleaned, and merged survey data with other sources (IPEDS and internal databases) using Stata. Tables and figures produced for the #RealCollege 2020 report were constructed in Stata and Tableau.

² This count is based on institution-based self-reports of how many students were sent invitations to take the survey.

³ For most participating institutions, the number of survey invitations sent is based on the total number of students at each institution, aged 18 or above, in the fall of 2020, as reported by each institution. Two four-year colleges sent invitations to a sample of students.

⁴ See https://www.census.gov/programs-surveys/sipp/about/sipp-content-information.html#par_textimage_5

⁵ Crutchfield, R. M., & Maguire, J. (2017). *Researching basic needs in higher education: Qualitative and quantitative instruments to explore a holistic understanding of food and housing insecurity*. Long Beach, California: Basic Needs Initiative, Office of the Chancellor, California State University.

⁶ Spitzer, R.L., Kroenke, K., Williams, J.B., & Löwe, B. (2006). A brief measure for assessing generalized anxiety disorder. *Archives of Internal Medicine*, 166(10), 1092–1097.