

# Student Resource Center: Food Pantry



## SEA Project Annual Goals Cover Sheet

**Over-arching issues we are trying address: Food insecurity / Basic Needs** *Improved academic performance leading to increased educational opportunities*

<b>Group Targeted for Intervention:</b>				<b>Metrics:</b>		<b>SEA Funding:</b>	
<input checked="" type="checkbox"/> LatinX	<input checked="" type="checkbox"/> All Students	<input type="checkbox"/> New Students	<input type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Course Completion	<input type="checkbox"/> Matriculation	Number of Students Served <u>827</u>	
<input checked="" type="checkbox"/> African American	<input type="checkbox"/> Female	<input type="checkbox"/> First Gen	<input checked="" type="checkbox"/> Homeless	<input checked="" type="checkbox"/> Retention	<input checked="" type="checkbox"/> Transfer	SEA Funding Amount <u>\$10,000 plus</u>	
<input checked="" type="checkbox"/> Asian	<input type="checkbox"/> Male	<input type="checkbox"/> DSPS	<input checked="" type="checkbox"/> Economically Disadvantaged	<input type="checkbox"/> xfer ENGL in 1 Year	<input checked="" type="checkbox"/> Degrees	<u>manager and student employees that are</u>	
<input checked="" type="checkbox"/> Native American		<input type="checkbox"/> LGBT		<input type="checkbox"/> xfer Math in 1 Year	<input checked="" type="checkbox"/> Certificates	<u>SEA funded</u>	
<input checked="" type="checkbox"/> Hawaiian/Pac Is.		<input type="checkbox"/> Veterans	<input type="checkbox"/> Adult ED/ESL	<input type="checkbox"/> Access		SEA Accounts for <u>varies</u> % of Program	
<input type="checkbox"/> _____		<input checked="" type="checkbox"/> Other <u>all students</u>		<input checked="" type="checkbox"/> Other			

PROGRAM PROCESS		PROGRAM RESULTS	
Resources (Inputs)	Activities (Outputs)	STUDENT OUTCOMES	PILLARS
What resources are you utilizing? <i>Check all that apply.</i>	What are you specifically doing? <i>Check all that apply.</i>	Areas where you expect to see change. <i>Check all that apply. (Credit to Learning Reconsidered 2)</i>	
<p><i>(O = Overall project/S = SEA funded)</i></p> <p><b>O   S</b></p> <p><b>Personnel</b> (working directly on project)</p> <p><input type="checkbox"/> Faculty</p> <p><input checked="" type="checkbox"/> Manager</p> <p><input type="checkbox"/> Classified Staff</p> <p><input checked="" type="checkbox"/> Student Employees (peers)</p> <p><input checked="" type="checkbox"/> STNC</p> <p><b>Materials</b></p> <p>Supplies</p> <p><input type="checkbox"/> Printing/Graphics</p> <p><input type="checkbox"/> Textbooks/Magazines/Periodicals</p> <p><b>Services</b></p> <p><input type="checkbox"/> Travel, Workshops</p> <p><input type="checkbox"/> Equipment Leases/services</p> <p><input type="checkbox"/> External services/contracts</p> <p><b>Equipment/Capital Outlay</b></p> <p><input checked="" type="checkbox"/> Furniture</p> <p><input type="checkbox"/> Technology equipment/software</p> <p><input type="checkbox"/> Instructional/Non-Inst. Equipment</p> <p><b>Direct Student Support</b></p> <p><input checked="" type="checkbox"/> Supplies given to students (meal vouchers, books, etc.)</p> <p><input type="checkbox"/> Childcare</p> <p><input type="checkbox"/> Awards (given for an award received)</p>	<p><i>(O = Overall project/S = SEA funded)</i></p> <p><b>O   S</b></p> <p><b>Direct Work with Students</b></p> <p><input type="checkbox"/> 1:1 work with students</p> <p><input checked="" type="checkbox"/> Work with groups of students</p> <p><input type="checkbox"/> Work with students prior to college entry</p> <p><b>Support Activities</b></p> <p><input checked="" type="checkbox"/> Financial or material assistance (\$, books, etc.)</p> <p><input type="checkbox"/> Academic support or preparation</p> <p><input checked="" type="checkbox"/> Life, career or other skill building</p> <p><input type="checkbox"/> Matriculation step support</p> <p><b>Educational Activities</b></p> <p><input type="checkbox"/> Educational programs or workshops</p> <p><input type="checkbox"/> Educational planning</p> <p><input type="checkbox"/> Curriculum development</p> <p><b>Practitioner-focused Activities</b></p> <p><input type="checkbox"/> Professional/staff development</p> <p><input type="checkbox"/> Research</p> <p><b>Other</b></p> <p><input type="checkbox"/> Technology tools or software</p> <p><input type="checkbox"/> Marketing, Publicity, PR</p> <p><input type="checkbox"/> Referral/Utilization of services</p> <p><b>Other</b></p> <p><input type="checkbox"/> _____</p>	<p><b>Cognitive Complexity</b></p> <p><input checked="" type="checkbox"/> Critical thinking</p> <p><input checked="" type="checkbox"/> Reflective thinking</p> <p><input checked="" type="checkbox"/> Effective reasoning</p> <p><input checked="" type="checkbox"/> Intellectual flexibility</p> <p><input checked="" type="checkbox"/> Emotional/cognitive integration</p> <p><input checked="" type="checkbox"/> Identity/cognitive integration</p> <p><b>Knowledge</b></p> <p><input type="checkbox"/> Understanding knowledge from a range of disciplines (acquisition)</p> <p><input type="checkbox"/> Connecting knowledge to other knowledge, ideas, &amp; experiences (integration)</p> <p><input type="checkbox"/> Relate knowledge to daily life (application)</p> <p><input type="checkbox"/> Career decidedness</p> <p><input type="checkbox"/> Technological competence</p> <p><b>Humanitarianism</b></p> <p><input type="checkbox"/> Understanding and appreciation of human difference</p> <p><input type="checkbox"/> Cultural competency</p> <p><input type="checkbox"/> Social responsibility</p> <p><b>Civic Engagement</b></p> <p><input type="checkbox"/> Sense of civic responsibility</p> <p><input type="checkbox"/> Commitment to public life through communities of practice</p> <p><input type="checkbox"/> Engage in principled dissent</p> <p><input checked="" type="checkbox"/> Effective in leadership</p> <p><b>Inter/Intrapersonal Competence</b></p> <p><input type="checkbox"/> Realistic self-appraisal and self-understanding</p> <p><input checked="" type="checkbox"/> Personal attributes such as identity, self-esteem, confidence, ethics and integrity, spiritual awareness, personal goal setting</p> <p><input type="checkbox"/> Meaningful relationships</p> <p><input type="checkbox"/> Interdependence</p> <p><input type="checkbox"/> Collaboration</p> <p><input type="checkbox"/> Ability to work with people different from self</p> <p><b>Practical Competence</b></p> <p><input type="checkbox"/> Effective communication; capacity to manage one's personal affairs</p> <p><input checked="" type="checkbox"/> Economic self-sufficiency and vocational competence</p> <p><input checked="" type="checkbox"/> Maintain personal health and wellness</p> <p><input type="checkbox"/> Prioritize leisure pursuits</p> <p><input checked="" type="checkbox"/> Living a purposeful and satisfying life</p> <p><input type="checkbox"/> Media, Technology or Information literacy</p> <p><b>Persistence &amp; Academic Achievement</b></p> <p><input checked="" type="checkbox"/> Manage the college experience to achieve academic and personal success</p> <p><input checked="" type="checkbox"/> Leading to academic goal success including degree attainment</p> <p><input type="checkbox"/> <b>Other:</b> <u>. Meet basic needs</u></p>	<p><b>INVITED &amp; WELCOMED</b> <input type="checkbox"/></p> <p><input checked="" type="checkbox"/> Students feel a sense of belonging &amp; a part of the SRJC Community.</p> <p><input type="checkbox"/> Students introduced to campus activities, support services, and academic programs.</p> <p><input type="checkbox"/> Students' skills, talents, abilities &amp; experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated.</p> <p><b>GUIDED &amp; SUPPORTED</b> <input type="checkbox"/></p> <p><input type="checkbox"/> Students know about and utilize services and supports that help them form an opinion, make a decision, stay on track.</p> <p><input type="checkbox"/> Students have a goal and know how to achieve it.</p> <p><input checked="" type="checkbox"/> Students stay on track – keeping their eye on the prize.</p> <p><b>ENGAGED &amp; EMPOWERED</b> <input type="checkbox"/></p> <p><input type="checkbox"/> Students actively contribute to the college community.</p> <p><input type="checkbox"/> Students feel they are reflected and represented in the campus culture and motivated to contribute.</p> <p><input checked="" type="checkbox"/> Students actively participate in class and extracurricular activities.</p> <p><input checked="" type="checkbox"/> Students feel somebody wants to help them succeed.</p>

# SEA Funded Project Review Form 2019-20

Project Name	Category	Contact	Students Served	Students Enrollments	Interactions per Student/Term	Sea Funding Received	SEA funds % of Project
<b>Student Resource Center: Food Pantry</b>	Student Support	DeAnna Rogers	514	827	Multiple	\$10,000	30-40 %

Please type in your responses to the below questions within the space provided.

**Summarize your projects' overall goals and/or intentions for students.**

Research shows that approximately 1 in 2 SRJC Students have experienced food insecurity within the past 12 months (Hope Center, 2018). The SRJC Feed the bears program aims to reduce food insecurity by providing access to healthy and accessible shelf stable foods and produce on the PET and SR campuses. We are currently supporting the SWC in exploring co-locating a community REFB distribution site on that site. The FTB pantry works in partnership with the CalFresh Basic Needs Navigators program. Together these peer-led teams work to end hunger on campus and increase utilization in basic needs and student support programs.

**Please describe the specific activities supported by SEA funds.**

The Feed the Bears food pantry is open M-F, 8-5pm on the Petaluma campus and M-TH from 11am – 2pm on the Santa Rosa Campus. We provide shelf stable and produce foods for free to any person in need. All shelf stable food is purchased at a very low price from the Redwood Empire Food Bank. We also provide fresh produce through REFB and partner with Shone Farm whenever possible. This promising partnership provides students organic, local food grown by SRJC students in the Sustainable Ag program. The SR campus also features a Grow Your Own community food justice garden. All food security programs are closely connected to our MSW interns.

**Share any highlights or achievements your group had during the year – refer to the following data if applicable.**

Participants of the FTB food pantry experiences significant improvements in **all areas** of student success! Including the academic outcomes and student success pillars.

Highlights include:

- Pantry participants had an impressive **97%** fall to spring persistence rate as compared to the District average of **55%**.
- Pantry participants had a **78%** completion rate versus the District average of **71%**.
- Students who visit the pantry report feeling more engaged and empowered (3.21 Likert scale) compared to the District wide survey response (2.8 Likert scale). *N=14*

This is especially impressive when considering the high proportion of target pops the food pantry serves. Food pantry participants are “over represented” in the following areas:

- 6.5% of our students are African American, compared to district wide (2.5%).
- 58% of our students are Low Income, compared to district-wide (32%).
- 20% of our students are DSPS, compared to district-wide (7.6%).
- 3.5% of our students are Foster youth, compared to district-wide (1.7%).

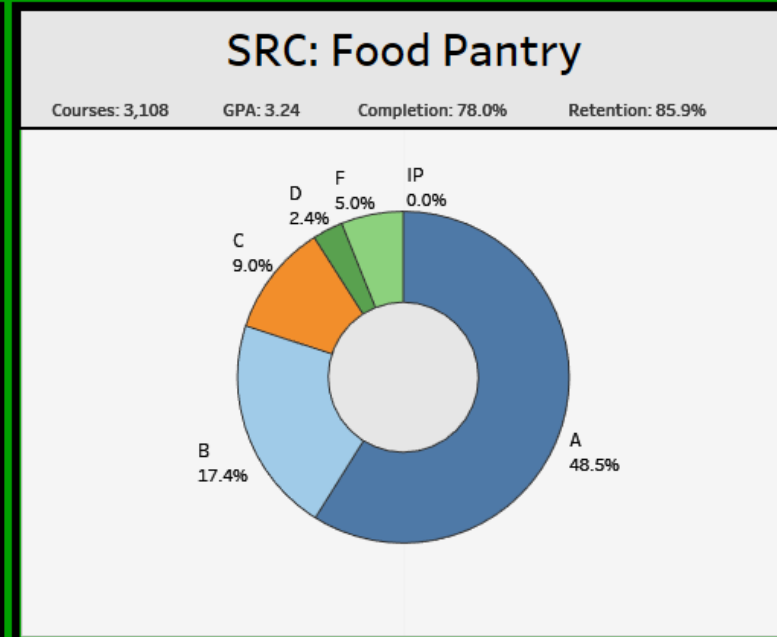
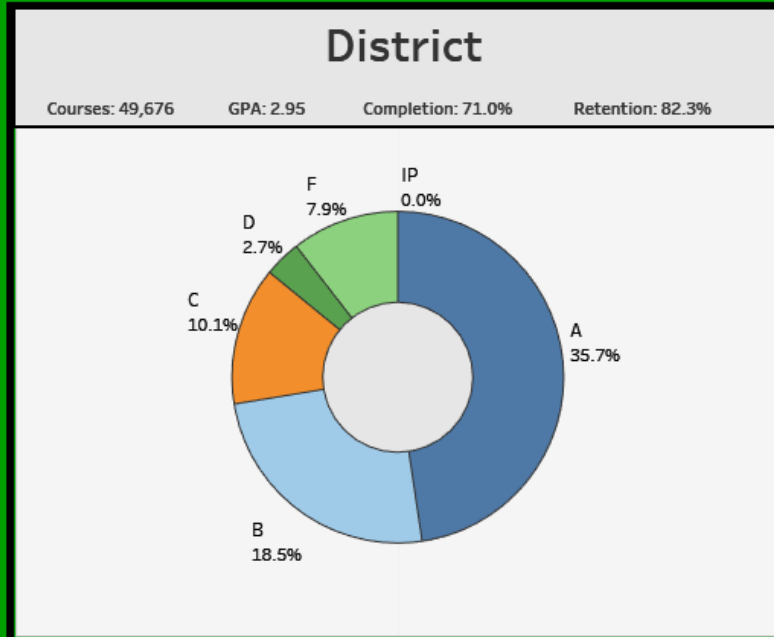
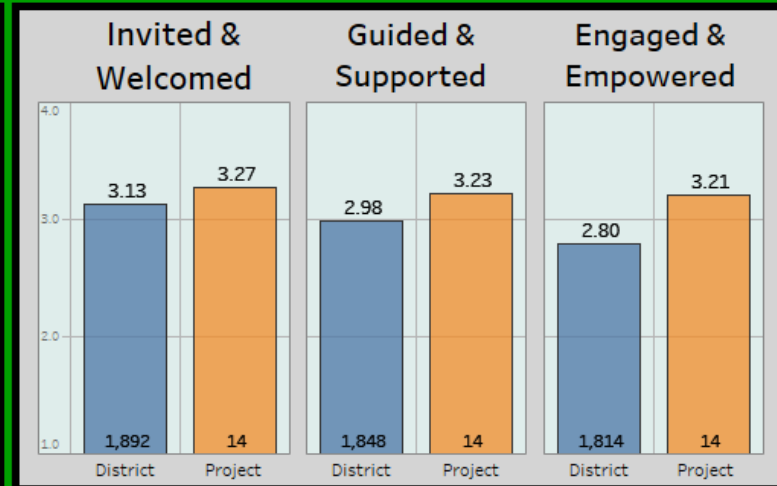
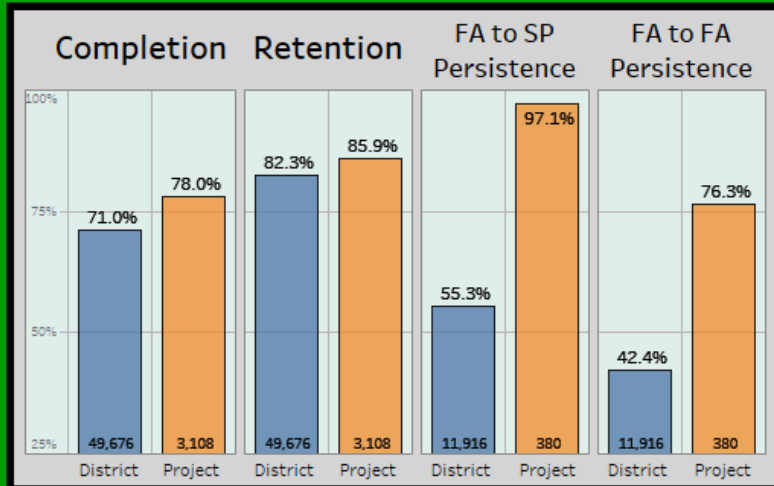
One possible explanation for this high persistence rate and representation is that the pantry participants are often referred to us from other student support programs such as EOPS, Foster Youth Bear Cub Scholars, and DSPS. These collaborations have benefited students and staff across the district.

# District & SEA Project Comparison

FA19 & SP20

FT & PT

SRC: Food Pantry



# District & SEA Project Comparison

FA19 & SP20

FT & PT

SRC: Food Pantry

Headcount & Proportion			Course Completion			Course Retention			Persistence <small>(FA19 to SP20 FA19 to FA20)</small>			
	District	Project		District	Project		District	Project	District	Project		
African American	935 2.5%	52 6.3%	African American	59.2%	70.9%	African American	77.0%	88.3%	African American	47.2%	87.5%	
Asian	1,515 4.0%	47 5.7%	Asian	73.1%	84.2%	Asian	83.7%	90.8%	Asian	58.3%	95.2%	
Filipino	347 0.9%	6 0.7%	Filipino	69.2%	84.6%	Filipino	82.8%	92.3%	Filipino	51.4%	100.0%	
LatinX	14,230 37.5%	302 36.5%	LatinX	67.1%	75.4%	LatinX	80.9%	83.8%	LatinX	56.7%	98.6%	
Multi Ethnicity	2,182 5.8%	59 7.1%	Multi Ethnicity	72.1%	72.6%	Multi Ethnicity	82.4%	80.6%	Multi Ethnicity	56.2%	100.0%	
Native American	220 0.6%	5 0.6%	Native American	69.0%	92.0%	Native American	81.9%	96.0%	Native American	48.1%	100.0%	
Pacific Islander	158 0.4%	3 0.4%	Pacific Islander	63.7%	100.0%	Pacific Islander	82.1%	100.0%	Pacific Islander	43.8%	100.0%	
White	16,255 42.9%	294 35.6%	White	74.1%	80.8%	White	83.3%	87.0%	White	57.0%	97.1%	
First Gen	9,313 24.6%	199 24.1%	First Gen	68.9%	77.3%	First Gen	81.6%	86.5%	First Gen	55.3%	95.6%	
Low Income	12,174 32.1%	479 57.9%	Low Income	65.7%	72.8%	Low Income	79.0%	82.0%	Low Income	56.7%	96.3%	
DSPS	2,866 7.6%	165 20.0%	DSPS	74.2%	73.7%	DSPS	82.3%	81.5%	DSPS	71.8%	96.1%	
Veteran	919 2.4%	17 2.1%	Veteran	68.0%	74.1%	Veteran	83.3%	82.8%	Veteran	52.4%	100.0%	
Foster Youth	654 1.7%	29 3.5%	Foster Youth	53.4%	58.0%	Foster Youth	71.7%	68.2%	Foster Youth	47.7%	100.0%	
LGBTQ	592 1.6%	19 2.3%	LGBTQ	61.9%	83.9%	LGBTQ	77.9%	89.7%	LGBTQ	40.0%	100.0%	
Homeless	92 0.2%	8 1.0%	Homeless	35.7%	65.6%	Homeless	62.5%	75.0%	Homeless	21.4%	100.0%	
Totals	37,933	827	Averages	71.0%	77.8%	Averages	82.3%	85.7%	Fall to Spring	55.0%	96.7%	
									Fall to Fall	42.0%	76.3%	
			Combined Average	71.4%	DI < 69.4%	Combined Average	83.2%	DI < 81.2%	FA to SP Average	63.5%	FA to FA Average	46.9%