Disabilities Services

The following pages are a collection of documents relating to QVCC's disabilities services, both as these are being offered locally as well as being assessed by and incorporated into CSCU/CSCC System efforts to centralize such services under the one-college consolidation plan.

Go To	FAQs for Faculty at Quinebaug Valley Community College	pp. 2-5
Go To	Sample Data of Students' Requests for Assistance (From Disabilities Office and Other Student Services)	p. 6
Go To	QVCC's Survey Data: Wraparound Services (Fall 2020)	pp. 7-26
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Return To TOC

Disability Services
FAQs for Faculty
Spring 2021

1. **Who works in QVCC Disability Services?**
   Mikaela Kitka, Counselor/Learning Disability Specialist (860-932-4299, mkitka@qvcc.edu)**.**
   Danielson and Willimantic sites.

2. **What should I do if a student requests an accommodation because of a disability?** Without granting or denying the request, ask the student to see a Disability Service Provider. A disability service provider will offer to meet with the student and initiate the Disability Services process. Requests for accommodations that are not authorized in writing from a Disability Service Provider should not be granted unless such an adjustment would be made equally available to any student.

3. **What should I do if a student brings me documentation of a disability?** Rather than accept it, ask the student to bring or send the documentation to a Disability Service Provider.

4. **What should I do if a student in my class is concerned that a classmate is getting additional time for tests or some other accommodation that they are not?** You can reply that the situation in question is authorized due to special circumstances. If the student with concerns expresses a need for a similar academic adjustment, feel free to refer the student to a Disability Service Provider.

5. **What should I do if a student asks me to alter my curriculum because they have a disability?** Federal law prohibits colleges from altering the essential nature of a course or program as an accommodation. Generally, accommodations affect the way we deliver and receive content, but not the nature or amount of content. The intent is to "provide access" relative to an individual's documented disability without compromising academic integrity.

6. **Who determines if a student has a qualifying disability that requires reasonable accommodations?** The student must initiate the Disability Services process by contacting and meeting with a college Disability Service Provider, submitting a Self-Disclosure Form, and providing documentation from a qualified medical or clinical professional. A Disability Service Provider reviews and evaluates the documentation, meets with the student, and determines if the requested accommodations are reasonable and appropriate as defined by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA). Providers are available to meet with students throughout the semester and accommodations may change as needed. Instructors are welcome to provide input and suggestions about accommodations to a Disability Service Provider at any time. However, academic adjustments should not be altered or refused without prior consultation with a Disability Service Provider. There may be legal or procedural issues unknown to the instructor.

7. **Should I discuss a student's disability with the student?**
While you should always feel free to discuss student accommodations and student needs as they pertain to your class, great care should be taken to keep students' disability status' confidential, as this is protected by federal law. Students are not required to divulge the nature or specifics of a disability and questions and discussions about details are best avoided. Additionally, students should not be questioned about whether they have a disability if disability status is unknown. If the student initiates a conversation regarding their disability, please proceed with care and inform the student that details are best discussed through Disability Services. In some cases, a student may self-disclose a minor need for an accommodation that you would willingly provide within class guidelines. You may wish to have that discussion with the student and make an informed pedagogical decision. You may also recommend that the student seek assistance from a Disability Service Provider if necessary.

8. **Should I discuss a student's accommodations with the student?** Yes, please discuss how the accommodations will be implemented in your course. For example, a student may choose to use an accommodation on an as needed basis. Bear in mind that a student's confidentiality is protected by federal law and all reasonable precautions should be taken. If a situation should arise where you need to immediately address a question regarding an accommodation, such as during an exam, try to do so in as private a manner as possible.

9. **At what point am I required to provide accommodations?**
Accommodations take effect when you receive authorization from Disability Services. An authorization letter will be provided to both student and faculty electronically through the online system, Accommodate. When a student has been approved to receive accommodations, you will receive an email notification instructing you to log into the QVCC Accommodate faculty portal in order to view all student accommodation letters. Accommodations should not be provided prior to receiving the authorization letter and are not usually applied retroactively to exams or assignments that were due prior to your receiving the memo from the student.

10. **What do I do once I have received a student's accommodation letter?**
Please read the letter immediately and provide the accommodations listed, but no others. It is recommended that you and the student communicate regarding the implementation of the accommodations, especially given different class modalities. If you have suggestions, concerns, or questions please feel free to contact a Disability Service Provider. Accommodation letters are updated each semester. Please keep them confidential.

11. **How do I provide the "extended time for tests" accommodation?**
    This adjustment typically allows the student to work for 150% of the time that is granted to the class- for example, ninety minutes for a one-hour exam. The testing should take place at a time and location that is reasonably convenient for both of you, such as the Learning Center (860.932.4014). This accommodation should be provided in an online format as well. Blackboard allows instructors to set individual time limits for students. For any Blackboard questions, please contact Pauline Clifford- 860.932.4073 or pclifford@qvcc.edu.

12. **What if a student has "extended time for assignments" as an accommodation?** For some students with learning differences, reasonable extended deadlines are an appropriate accommodation. However, for some assignments, this adjustment can pose difficulties or even interfere with the learning process. An example might be when due dates are designed to prepare students for required upcoming classroom activities. In this case, it might be appropriate to deny an extended due date as an accommodation. When considering denial of an adjustment, please inform a Disability Service Provider- as they are available to help explain the situation to the student and/or help work on an alternative solution.

13. **What if a student has "occasional absences" as an accommodation?** The impact on learning could vary based on the design of a course; for some classes, this accommodation might have little impact; for other classes, it might strongly interfere with the learning process. A key question to consider is, "Does interaction between instructor and student, or among students constitute a significant component of the learning process?" Please inform the student soon and regularly about the impact of missed classes. If lack of attendance becomes an issue or begins to seriously impact with the learning process, please inform a Disability Service Provider- they are available to help explain the situation to the student if needed.

14. **Is the use of a calculator an accommodation?** The Academic Division has determined that calculators will not be used as an accommodation in any Mathematics course.

15. **What are "Suggested Instructional Strategies?"** These are not approved accommodations. Rather, they are offered as suggestions about individualized instructional strategies that may help a student based on their individual learning style and/or circumstances. Feel free to utilize the strategies, adapt them to your teaching style, or make other suggestions.

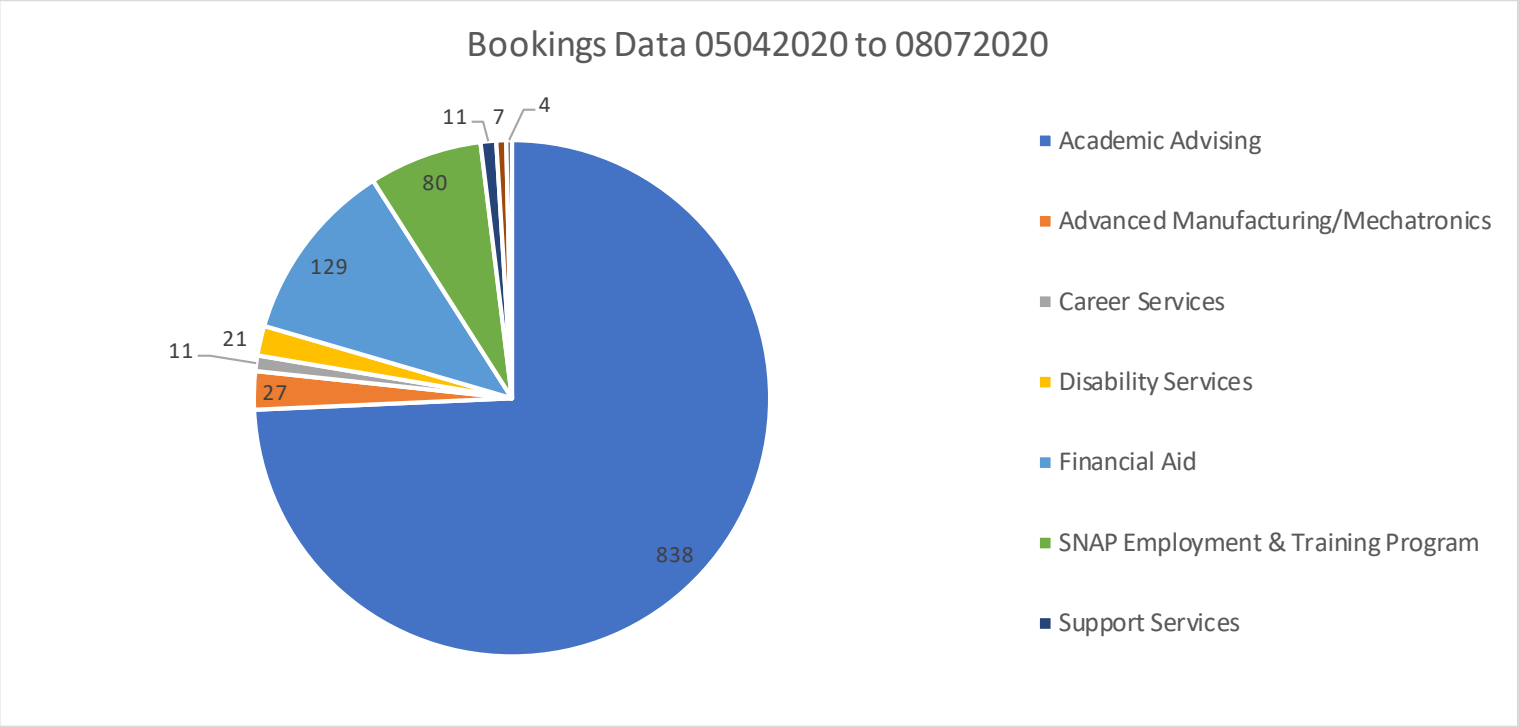
16. **What do I need to know about the accommodations "Recording of Live Lectures" and "Closed Captioning/Transcription?"** While recordings of live online lectures and closed captioning of posted videos (lecture recordings, videos, etc.) may be helpful for many students, we understand that it can sometimes be difficult and more time consuming and may not be used as a general practice. However, for some students these accommodations are necessary for the student to access the class material (consider a student with a hearing impairment for example). When recording a live online class (or allowing a student to do so on their end), you may want to make a written statement to the class informing students that the class will be recorded and they have the option to inform you and turn off their camera if they do not want to be recorded. If you have questions or concerns about implementing these accommodations, please feel free to reach out to Disability Services for clarification. If you need technical assistance for executing either accommodation, please contact the following depending on the platform you are using: for help with WebEx, BlackBoard Collaborate, and Kaltura, please contact Pauline Clifford at pclifford@qvcc.edu. For help with Microsoft Teams please contact QVCC IT Department.

17. **What verbiage about disabilities would be useful in my syllabus?** It would be best if syllabi include a brief disabilities statement. The following statement has been endorsed by the Connecticut Community College Disability Services Council.

Students with Disabilities (including short-term impairments): If you are a student with a documented disability and you believe you will need accommodations for this class, it is your responsibility to contact the Disability Services Office (Mikaela Kitka at mkitka@qvcc.edu 860.932.4299). To avoid any delay in receipt of accommodations, you should contact the office as soon as possible. In response to your request, Disability Services may ask you to provide supporting medical documentation, diagnostic test results, or professional prescriptions to evaluate your request for the accommodations or academic adjustments. Disability Services may also obtain its own professional determination of whether specific requested accommodations are necessary. Please note that accommodations cannot be provided until approved and an accommodation letter from Disability Services has been received by faculty and student. If you experience a temporary impairment, medical condition, or are pregnant, and it interferes with your schoolwork, please contact Disability Services as soon as possible.

QUINEBAUG VALLEY COMMUNITY COLLEGE

Sample of data from Bookings application, used for tracking number of students seeking various student services. 5/4/2020 through 8/7/2020



Row Labels	Count of Service
Academic Advising	838
Advanced Manufacturing/Mechatronics	27
Career Services	11
Disability Services	21
Financial Aid	129
SNAP Employment & Training Program	80
Support Services	11
Veterans Services	7
Workforce Development & Community Education	4
Grand Total	**1128**

Connecticut State Colleges and Universities Wraparound Services Assessment – Fall 2020

Greetings!

The Connecticut State Colleges and Universities (CSCU) system office received a grant in 2019 from the Lumina Foundation. The CSCU system is using this grant to help identify, understand, and learn more about student support services available. As part of CSCU's work with the Lumina Foundation, CSCU is facilitating an assessment of wraparound services offered to community college students in five critical areas: food; housing; transportation; childcare; and access to mental health services.

Teams at each college have been established by each CEO/President to oversee completion of the attached assessment. While this assessment asks questions about the five critical service areas listed above, within each topic area questions are organized into three broad categories: 1) services offered, 2) student qualifications required for services, and 3) a request for detailed descriptions of these and any other services available. Your team will have approximately four weeks to gather the information from the providers and/or directors at your institution and submit an overall response.

Your institutional response will be used to better serve students—which may include developing policies, practices, and resources to help meet the wraparound needs of students and support at your college and other community colleges in Connecticut. It is critical that each college provide as comprehensive a response as possible. ***Please consider the way that services were provided before COVID-19 as well during COVID-19.*** While we do not expect the "Lumina team" designated to have all the answers, the team must be in a position to get requested information to ensure that no aspect of your college's work is omitted. ***Note:*** *Please provide a collective response across all departments and student services in response to the following questions.*

If you have any questions about the assessment or your institutional rights, you can contact Samantha Spinney, ICF at (703) 272-6681 or by email at samantha.spinney@icf.com. You may also contact Lesley Mara at (860) 614-3790 or lmara@commnet.edu.

Please submit your college's response no later than October 30, 2020 to matt.mckinney@icf.com. Thank you for assistance.

***

Tips for Completing This Assessment

- Designate a team lead who is responsible for communication about and submission of this assessment to ICF.
- There are three ways to respond to questions in this assessment—drop down menus, checkboxes, and open-ended fields. Please use these features to document your responses.
- Use the *Navigation Pane* to quickly navigate to different sections of the assessment. Note that different individuals may be needed to complete different section. (Note: To access the Navigation Pane: Go to View then click on Navigation Pane)
- Collaborate with other team members to complete the assessment by using the *Comments* feature to tag which sections need to be completed by which individuals.
- Collaboratively complete this assessment with your team and the team lead will submit by email to ICF's matt.mckinney@icf.com upon completion.
- Be sure team members regularly save their work to ensure that your responses are recorded.

Connecticut State Colleges and Universities Wraparound Services Assessment – Fall 2020

Background (Required)

1. **Please select the college for which you are submitting this response.**
   Quinebaug Valley Community College

2. **Please list the names and titles of all the individuals who participated in completion of this response.**

Dr. June Dunn, Associate Dean, Student Outreach & Enhanced Learning Mikaela Kitka, Learning Disability Specialist

Student Services (Required)

3. **Which of the services listed below are offered to students at your college?** ***(Select all that apply)***
   - ☒ Food pantry/services for students
   - ☐ Housing services
   - ☒ Transportation assistance
   - ☐ Childcare
   - ☒ Behavioral and/or mental health services/referrals
   - ☒ Emergency funds/financial assistance

4. **How are services offered to students through your college or a community partner?**

	N/A; Not offered	Single Location	Multiple Locations	Web-based service	Phone-based service	Offered through Community Partner
Food pantry/services for students	☐	☐	☒	☐	☐	☐
Housing services	☒	☐	☐	☐	☐	☐
Transportation assistance	☐	☐	☐	☐	☐	☒
Childcare	☒	☐	☐	☐	☐	☐
Behavioral and/or mental health services	☐	☐	☐	☐	☐	☒

Marketing and Student Feedback (Required)

5. **Please describe how your college markets these services or otherwise makes students aware**

We promote these services through the Student Services pages on the College's website. We also send out Constant Contact emails & text messages to the whole campus and targeted student campaigns. Our college orientations promote the services as well.

6. **Please select all the strategies that are used to make students aware of each of the above services to students.** ***(Select all that apply)***

	N/A; Do not offer	Email	Mail	Student advisor	Teacher or in-class distribution	College website	Student enrollment packet
Food services	☐	☒	☐	☒	☒	☒	☒
Housing services	☒	☐	☐	☐	☐	☐	☐
Transportation services	☐	☐	☐	☒	☐	☐	☐
Childcare services	☒	☐	☐	☐	☐	☐	☐
Behavioral or mental health services	☐	☒	☐	☒	☒	☒	☒

7. **If applicable, what other ways does your college advertise these services to students?**

We also previously help tabling events on campus throughout the year, such as mini resources fairs and events for advising month.

8. **Does your college have a website dedicated specifically to wraparound services, including food, housing, transportation, childcare and mental/behavioral health services?**

Yes. https://qvcc.edu/student-resources/community_support_resources/

https://qvcc.edu/student-resources/supportive_counseling/

9. **Please select all the strategies that help track student use across each of the topical services.** ***(Select all that apply)***

	N/A; College does not collect data	Student electronic survey	Student paper survey	Automated email feedback form	1:1 in-person follow up
Food services	☐	☐	☐	☐	☒
Housing services	☒	☐	☐	☐	☐
Transportation services	☐	☐	☐	☐	☒
Childcare services	☒	☐	☐	☐	☐
Behavioral or mental health services	☐	☐	☐	☐	☒

10. **If applicable, what other ways does your college collect student use or satisfaction data?**

Food Service:
Student facing staff are provided with free breakfast and lunch tickets that are readily given to students to use in the cafeteria. Each staff person collects brief demographic data on the student receiving the ticket. This data (including frequency of use) is then compiled by the school counselor and/or SNAP coordinator.

Housing Services:
Although data is not kept internally, QVCC participates in Youth Count, which is a youth homelessness survey conducted through a third party, Windham Regional Community Council (WRCC), on campus.

Behavioral or Mental Health Services
The number of Student appointments with Support Services are tracked through QVCC online Bookings.

11. **For any response to the previous two questions, what is the frequency of such data collection and how is it used to improve upon existing services or develop new services?**

Food Service: Data is kept regularly (when on campus) and can be used to inform grant applications and assess student need.

Housing Services: QVCC has participated with WRCC once a year over the last two years.

Behavioral Mental Health Services: Bookings tracks appointment data daily and is reported out monthly.

Food Services ***(Only complete this section if you selected 'food/pantry services for students' in question 3.)***

Note: *Please provide a collective response across all departments and student services in response to the following questions about food services.*

12. **Does your college connect students with outside resources or community partners to help overcome challenges with food and nutrition?**
    Yes

13. **Please select all the ways in which students are assessed if they qualify for your college and/or community partner's food services.** ***(Select all that apply)***

- ☒ N/A; there is no formal assessment process
- ☐ Online questionnaire
- ☐ Paper questionnaire
- ☐ Federal or state tax documents
- ☐ In-Person interview
- ☐ Phone interview
- ☐ Other (please describe):

14. **Please select all the ways your college and/or community partner provides food services for students.** ***(Select all that apply)***

- ☒ Food pantry (i.e., private donations, school budget, etc.)
- ☐ Food trucks
- ☐ National School Lunch Program
- ☐ Supplemental Nutrition Assistance Program (SNAP)
- ☐ Connecticut Food Bank
- ☐ Community partner donations (please describe):
- ☒ Other (please describe): Refferals to local food pantries

15. **For any item selected above, please describe how services are offered, including where on campus, hours of operation, etc.**

The food pantry is stationed outside the Student Services office and is available for any student to access anonymously. Occasionally, food donations will also be bagged and handed out at the Student Success Center as well. Students may also ask any student service member for a meal ticket when needed.

16. ***(Only answer this question if you selected 'yes' to question '12')*** **Please describe what other food services are provided to students through outside resources or community partners.**

Local food pantry resources are also available on the QVCC website and referrals for such services can be made during a Support Service appointment/phone call.

17. **Please provide any additional background around how food and nutrition services are supported or funded at your college.**

QVCC partners with local wholesale food distribution company, UNFI, for donations of food and health and beauty products as part of an initiative to address food insecurity. Though the delivery schedule has historically paused during times of the year when courses are not on campus, donations are typically delivered weekly throughout the fall and spring semesters. Donations often include organic, vegan, and gluten-free options for students with dietary restrictions.

Housing ***(Only complete this section if you selected 'housing services' in question 3)***

Note: *Please provide a collective response across all departments and student services in response to the following questions about housing services.*

18. **Does your college connect students with outside resources or community partners to help overcome challenges with housing?**
    Yes

19. Please select all the ways in which students are assessed if they qualify for your college and/or community partner's housing services. ***(Select all that apply)***

- ☒ N/A; there is no formal assessment process
- ☐ Online questionnaire
- ☐ Paper questionnaire
- ☐ Federal or state tax documents
- ☐ In-Person interview
- ☐ Phone interview
- ☐ Other (please describe):

20. Please select all the ways your college and/or community partner provides housing services for students. ***(Select all that apply)***

- ☐ Availability of emergency funds (i.e., private donations, stipends, etc.)
- ☐ Voucher programs
- ☐ Subsidized public housing
- ☐ On-campus housing
- ☐ Financial advising services
- ☐ College Housing Assistance Program
- ☐ Connecticut Coalition to End
- ☐ Community partner donations (please list names):
- ☒ Referral to community partner
- ☐ Other (please describe):

21. ***(Only answer this question if you selected option 'yes' to question '18')*** **Please describe any other housing services provided to students through outside resources or community partners.**

Support Services maintains a relationship with WRCC (community partner) and reaches out to connect students with case managers as needed.

22. **Please provide any additional background around how housing services are supported or funded at your college.**

NA

Transportation ***(Only complete this section if you selected 'transportation assistance' in question 3)***

Note: *Please provide a collective response across all departments and student services in response to the following questions about housing services.*

23. **Does your college connect students with outside resources or community partners to help overcome challenges with transportation?**
    Yes

24. **Please select all the ways in which students are assessed if they qualify for your college and/or community partner's transportation services.** ***(Select all that apply)***
    - ☐ N/A; there is no formal assessment process
    - ☐ Online questionnaire
    - ☐ Paper questionnaire
    - ☐ In-Person interview
    - ☐ Phone interview
    - ☒ Other (please describe):

      Available to students enrolled in the SNAP program only

25. **Please select all the ways your college and/or community partner provides transportation services for students.** ***(Select all that apply)***
    - ☐ UPASS
    - ☐ Public transportation voucher program
    - ☐ College voucher program
    - ☐ Student discounts (i.e., city sponsored, college sponsored, etc.)
    - ☐ Emergency funds
    - ☐ Rideshare boards or other ways to connect students
    - ☒ Other (please describe):

      Funded through SNAP

26. ***(Only answer this question if you selected 'yes' to question '23')*** **Please describe the other transportation services provided to students through outside resources or community partners.**

NA

27. **Please provide any additional background around how transportation services are supported or funded at your college.**

NA

Childcare ***(Only complete this section if you selected 'childcare' in question 3)***

Note: *Please provide a collective response across all departments and student services in response to the following questions about housing services.*

28. **Does your college coffer on campus childcare?**
    No

29. **If yes to 28, then provide hours of operation, number of children served, how students access care, whether there is a waitlist and whether faculty and staff also use the services.**

30. **Does your college connect students with outside resources or community partners to help overcome challenges with childcare?**
No

31. **Please select all the ways in which students are assessed if they qualify for your college and/or community partner's childcare services.** ***(Select all that apply)***
    - ☐ N/A; there is no formal assessment process
    - ☐ Online questionnaire
    - ☐ Paper questionnaire
    - ☐ In-Person interview
    - ☐ Phone interview
    - ☐ Other (please describe):

32. **Please select all the ways your college and/or community partner provides childcare services for students.** ***(Select all that apply)***
    - ☐ On-campus childcare facility
    - ☐ Off-campus childcare facility
    - ☐ Childcare stipends or financial award
    - ☐ Supplemental Nutrition Assistance Program Employment and Training (SNAP E&T)
    - ☐ Community partner volunteering (please list names):
    - ☐ Other (please describe):

33. ***(Only answer this question if you selected 'On-campus childcare facility' or 'Off-campus childcare facility' in question 32)*** **What ages are served at the childcare facility?** ***(Select all that apply)***
    - ☐ 0–2 years old
    - ☐ 3–5 years old
    - ☐ 6–8 years old
    - ☐ > 8 years old

34. ***(Only answer this question if selected 'yes' to question '30')*** **Please describe what other childcare services are provided to students through outside resources or community partners.**

35. **Please provide any additional background around how childcare services are supported or funded at your college.**

36. **Does your college offer any programs or services for students as parents (e.g., parent education, parent university, fatherhood initiatives)? If yes, please describe in the space below.**

NA

Behavioral and Mental Health Services ***(Only complete this section if you selected 'behavioral and/or mental health services referrals' in question 3)***

Note: *Please provide a collective response across all departments and student services in response to the following questions about housing services.*

37. **Please select all the ways in which students can start behavioral and mental health services on your campus.** ***(Select all that apply)***
    - ☐ N/A; behavioral and mental health services are not offered on the campus
    - ☒ Sending an email
    - ☒ Calling a phone number
    - ☒ Stopping by the behavioral and mental health services
    - ☒ Making an online appointment
    - ☐ Other (please describe):

38. Please select all the ways your college and/or community partner provides preventative behavioral and mental health services for students. ***(Select all that apply)***

- ☒ Informational packets on college-provided resources
- ☐ Informational packets on externally provided resources
- ☐ Informational packets on preparing for college life
- ☐ Group meetings with licensed counselors
- ☐ Fresh Check Days
- ☒ Wellness programs/workshops
- ☒ Collaborative efforts with community partners
- ☐ Advertising community events
- ☐ Other (please describe):

39. ***(Only answer this question if you selected option 'Wellness programs/workshops' to question '38')*** **You indicated that your college or a community partner offers a wellness program/center that provides preventative services for students. What role does the center play in student mental health? Specifically, what programs and services have been provided in the past two years?**

QVCC does not have a wellness program/center. However, QVCC Support Services and CRT partner with community agencies to provide students with community resources.

Over the last two years, QVCC Support Services has provided student facing staff with a presentation on mental health needs and brought in a representative from United Services to speak about the services they provide and warning signs to look for. Support Services also provides tabling events during advising month to promote stress management and study strategies with free giveaways.

CRT has held multiple resources fairs, which brought in community partners with resources for domestic and sexual violence (United Services Domestic Violence Program and Sexual Assault Crisis Center of Eastern CT). CRT has also managed the preventative programs of Not Anymore Training and Bringing in the Bystander.

QVCC has also been the recipient of the Connecticut Healthy Campus Initiative grant for Opioid Awareness and education provided through the CT Clearing House in partnership with DMHAS. This grant has provided tabling events, free Naloxone Trainings and distribution for faculty/staff, students, and community members, information dissemination, QPR Training for staff (suicide prevention), the purchasing of wall mounted emergency Naloxone boxes for both the Danielson campus and Willimantic site, and the purchasing of medication safe disposal bags and medication lock boxes for dissemination.

40. For any of the student behavioral and mental health services that were selected, please describe the nature of the event(s), where it was held, number of students served and frequency.

QVCC implemented Bookings at the beginning of May for online appointments as a result of the recent pandemic. Over the last 5 months, 30 students have booked an online appointment with Support Services.

QVCC held two in-person Naloxone trainings in 2020 (and provided participants with free Naloxone kits) prior to moving to remote this past year. These two trainings trained 43 participants, including QVCC faculty/staff/administration, students, and community members. QVCC now offers virtual trainings. There are 10 participants signed up for the next training and two more trainings scheduled.

Bringing in the Bystander: Held on campus: January 2018 – June 2020: 17 students participated.

Not Anymore Online Training: 2019/2020 academic year: 525 completed initial 49 completed refresher, 2018/2019 academic: 415 completed initial

QPR Training (for suicide prevention) was held on campus in 2020 and trained about 15 QVCC Staff/Faculty members.

41. **Please select list all the ways your college and/or community partner supports behavioral and mental health of students.** ***(Select all that apply)***

- ☒ Community Services through nonprofit providers
- ☐ Jed Foundation/JED Campus
- ☐ NAMI CT
- ☐ JED's Ulifeline
- ☒ Question Persuade Refer (QPR)
- ☐ Mental Health First Aid
- ☐ Peer Support Groups
- ☐ One-on-one meetings with licensed counselors
- ☐ Hotline phone number for college services
- ☐ Hotline phone number for external services
- ☒ Online resources
- ☐ Online referral services (e.g., ThrivingCampus, Psychology Today)
- ☒ Campus programs and events
- ☐ Student organizations (e.g., Active Minds)
- ☒ Wellness Center activities
- ☐ Gatekeeper training program
- ☒ Other (please describe):

JED Ulifeline and Thriving Campus are currently being explored

Faculty and Staff Certification and Training:

42. **Does your college have licensed clinical staff on campus?**
No

43. ***(Only answer this question if you answered 'yes' in question 42)*** **Please indicate how many clinical staff, hours accessible to students, types of services provided and identify all written protocols, intake forms and other documentation.**

44. **Have faculty and/or staff received Mental Health First Aid training since 2018?**
No

45. **Have faculty and/or staff received Train the Trainer certification in Mental Health first Aid?**
    No

46. **Have any faculty or staff at your college been certified as a Trainer through the QPR Institute or other organization?**
    No

47. ***(Only answer this question if you answered 'yes' for question 44, 45, and 46)*** **Provide the names and titles of those who have completed such certification or training and when it was obtained.**

48. **How does your college connect students with outside resources or community partners for behavioral and mental health treatment services? What follow up does your college do with a student once a referral is made to ensure their needs were met?**

Students are referred to QVCC Support Services where a college counselor provides resources and/or assist students with making phone calls and setting up appointments. In the case of sexual violence, students are also offered to meet with a provider from the Sexual Assault Crisis Center Eastern CT, who is available to meet with them on campus or virtually. Student follow up is done on a one-to-one basis.

49. **Please describe what other behavioral and mental health services, if any, are provided to students through outside resources or community partners.**

50. Please provide any additional background around how behavioral and mental health services are supported or funded at your college.

Emergency Funds ***(Only complete this section if you selected 'f' in question 3)***

51. Does your college connect students with outside resources or community partners to help overcome financial difficulties?
Yes

52. ***(Only answer this question if you selected 'yes' in question 51)*** **Please specify the nature of the resource, how students are connected and what, if any follow up is done by the college.**

Student emergency funds are provided by the QVCC Foundation (through community donations). The QVCC CRT is currently developing a sub committee to oversee emergency distribution, that was formally managed by the Foundation and office of the college CEO.

53. Does your college offer emergency funds to help students address food, housing, transportation, childcare or mental health needs?
No

54. ***(Only answer this question if you selected 'yes' for question 53)*** **What is the source of these funds and how much is available annually for student support?**

55. Please select all the ways in which students are assessed if they qualify for your college and/or community partner's financial support services. ***(Select all that apply)***

- ☒ N/A; there is no formal assessment process
- ☐ Online questionnaire
- ☐ Paper questionnaire
- ☐ Federal or state tax documents
- ☐ In-Person interview
- ☐ Phone interview
- ☒ Other (please describe):

Online application in development stage

56. Please select any other ways your college or community partners provide financial stability services for students. ***(Select all that apply)***

- ☐ Budget or financial planning services provided through partners (e.g., banks, jumpstart)
- ☐ Tax preparation services provided through partners (e.g. Vita)
- ☒ FAFSA completion
- ☐ Financial literacy workshops
- ☐ Other (please describe):

57. Please describe what other financial support services are provided to students through outside resources or community partners.

58. **Please provide any additional background about how financial support services are supported or funded at your college.**

Thank you for your completion of this assessment.

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Connecticut State Colleges and Universities:

Report on the Wraparound Services Study

DRAFT

March 2021

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I. Snapshot: An Overview of Wraparound Services at CSCU Campuses

The purpose of this section is to provide a brief overview of the types of wraparound services available according to institution-reported assessment summaries. Initial screening questions captured an overview of wraparound services offered, awareness strategies used to inform students about the services, tracking strategies used to monitor student use of the services, and student eligibility requirements for accessing the services—for each of the five wraparound service areas (behavioral and/or mental health, childcare, food, housing, and transportation).

We report findings in this section in the form of heat tables, providing a visual map to answer four initial screening questions: (1) how are services offered to students, (2) what are strategies used to make students aware of services, (3) what are tracking mechanisms used to monitor the use of those services, and (4) how are students assessed to determine if they qualify for services. The heat tables also highlight the gaps in those areas.

Table 2 describes the initial questions, response options, and characterizations used to operationalize the heat maps for services indicated.

Table 2. Initial Question, Response Options, and Heat Map Classification

Assessment Topic/ Question	Response Options	Heat Map Classifications
Offered Services – How are services offered to students through your college or a community partner?	• N/A; not offered • Single location • Multiple locations • Web-based service • Phone-based service • Offered community partner	• No strategies indicated • Only partner services • Partner services and limited on-site services • Partner services and on-site services
Awareness Strategies – Please select all the strategies that are used to make students aware of each of the above services to students.	• N/A; do not offer • Email • Mail • Student guidance counselor • Teacher or in-class distribution • College website • Student enrollment packet	• No strategies offered • Offered through website, email, mail, and/or student enrollment packet (can be with or without website) • Offered through counselor or instructor (can be with or without website) • All options available; both 2 and 3 offered plus website (email, website or paper and relationship)
Tracking Strategies – Please select all the strategies that help track student use across each of the topical services.	• N/A; college does not collect data • Student electronic survey • Student paper survey • Automated email feedback form • 1:1 in-person follow up	• No strategies offered • Offered through student electronic survey or student paper survey, as an automated email feedback form • Offered in a 1:1 in-person follow-up • All options available; both 2 and 3 offered
Assessing Eligibility Requirements –	• N/A; there is no formal assessment process • Online questionnaire	• No assessment process • Online and/or paper questionnaire (and/or Federal or state tax documents)

Please select all the ways in which students are assessed if they qualify for your college and/or community partner's services.	• Paper questionnaire • Federal or state tax documents • In-person interview • Phone interview	• Interviews (in-person or phone) • All options available; both 2 and 3 offered

1. Offered Services

Behavioral and mental health, childcare, food, housing, and transportation services provided to students—and their families—enable students to focus on and stay on track to achieve their academic and career goals. Institutions support this agenda by ensuring students' access to both on-site and off-site services and resources through institutional supports or community partnerships. The wraparound services questionnaire prompted institutions to consider if and how services were provided in these five critical areas. Findings are presented by institution in Table 3 (further heat table variations by student population, regional distinction, and locale can be found in Appendix B).

Table 3. Heat Visualization of Offered Services by Institution

Institution Name	Behavioral & Mental Health	Childcare	Food	Housing	Transportation
Asnuntuck					
Capital					
Gateway					
Housatonic					
Manchester					
Middlesex					
Naugatuck					
Northwestern					
Norwalk					
Quinebaug					
Three Rivers					
Tunxis					

	No services indicated
	Only partner services
	Partner services and limited on-site services
	Partner services and on-site services

Behavioral and Mental Health: Of the 12 institutions that responded to the questionnaire, five (42%) offered both partner and on-site behavioral services, five (42%) offered partner and limited on-site behavioral services, and two institutions offered behavioral services only through a partner.

These organizations provided a variety of services to students, parents, and communities, such as confidential services to victims of multiple types of abuse; help with community intervention efforts and creating a safe environment; information and training on opioid abuse and prevention

strategies; information on suicide prevention; support and professional development for behavioral intervention/threat assessment practitioners; support connecting students to therapists, prescribers, and group practices; a “self-evaluation” tool that helps students focus on their particular behavioral health needs; access to 24-hour hotlines; and a database that allows students to enter the name of their institution and quickly learn of behavioral services that are available on their campus.

Given the pandemic, wellness centers became virtual or tele-centers out of necessity. While half of the respondents noted initially that they offered some form of web-based or phone services, later when asked to elaborate on their services, all respondents reported offering a way for students to connect virtually with a trained counselor or attend a “listening session” to discuss feelings of anxiety, trauma, or mood changes. One institution noted, “Most of our events are held virtually through WebEx; we’ve had a variety of students join different workshops based on their interest.”

Students were also provided services through screenings. One institution noted, “The Disability Services Office staff in partnership with the Community Health Resources (CHR) provide free, online mental health screenings.”

Finally, nearly all (11 of the 12) respondents indicated offering these services at a single location or multiple locations either on-campus or through a partner. Overall, of the five wraparound service areas assessed, behavioral and mental health service was the most reported area with on-site and partner services available, across all institutional categories.

Childcare: Although eight of the 12 institutions surveyed (67%) indicated childcare services were offered on site and through partners, the on-site services at seven of those institutions were limited. Of the remaining four institutions (33%), one offered childcare only through partner services, and three did not offer any childcare services. Of those three, all were from the Capital-East region and one was designated as rural. For those who indicated working with partners, institutions mentioned sponsorship or partnership through the Family Economic Security Program (FESP), which works with students to provide tools and resources to advance their education and economic security; Care4Kids, a project to help low to moderate income families in Connecticut pay for childcare costs, sponsored by the Connecticut Office of Early Childhood; and the Sparkler app, a virtual resource for parents to track child progress.

Food: Ten of 12 institutions surveyed (83%) offered food services on site and through partners, but on-site services were limited at eight of those institutions. The remaining two institutions (17%) did not offer on-site food services, only through partner services, and reside in the Shoreline-West region of the state. Counties in Connecticut worked with providers such as the Salvation Army, community action agencies, churches, charities, and other non-profits to provide food bank and pantry supplies. Food banks, trucks/buses, and pantries varied, but many were stocked with perishable items, vegetables, bread, frozen items, and other forms of nutritious meals. It was noted that most locations provided counselors on site who could advise qualified individuals about low income government assistance (such as food stamps or WIC) programs as well provide clothes or distribute other free government items. Through use of their own or partner food banks and pantries, organizations provided a variety of on-site and mobile services to students and their families to supply food, healthy meals, and information on food resources available in their

community. Overall, of the five wraparound services, food service was the second most-reported wraparound service area, with institutions indicating both on-site and partner services available.

Housing: Three institutions (25%) offered housing services on site and through partners; however, on-site services were limited at two of those institutions. Seven of the 12 institutions surveyed (58%) offered housing services only through partners. Only two institutions (17%) did not offer housing services. For those that indicated working with partners, institutions mentioned sponsorships or partnerships through program such as the Rental Assistance Program (RAP), a state-supported effort to assist families in affording safe housing in the private market. A RAP certificate is issued to qualifying participants with use in their own housing, including apartments, townhouses, and single-family homes. Other programs include the Coordinated Access Network (CAN), working with local homeowners that rent affordable rooms, and the Thames Valley Council for Community Action, Inc. (TVCCA) to provide the Housing Choice Voucher Program (also known as Section 8), and other programs to serve families and individuals with a housing subsidy. Other local efforts mentioned by the institutions included access to funds provided through United Way, homeless centers, and community councils. For a complete list, see Appendix E: Partner List. Overall, of the five wraparound service areas assessed, housing had one of the least-reported offered on-site services. Specifically, only one institution, Northwestern CT, offered both on-site and partner services and two Capital-East institutions offered partner and limited on-site services.

Transportation: All 12 institutions surveyed responded that transportation services were offered to students. Two-thirds of institutions (8 or 67%) offered limited on-site services and services through partners. Three institutions (25%) offered transportation services only through partners; two of those three institutions were from the Shoreline-West region. One institution offered transportation services on site and through partners. For most institutions, services included partnership with UPASS, which provides free rides on buses and trains in Connecticut to most students at participating institutions. No noticeable patterns of difference exist by locale or student population.

2. Awareness Strategies

The wraparound services questionnaire prompted institutions to identify the different strategies used to make students aware of the various wraparound services offered through their institution. This section presents findings from an analysis of the responses to that question. Institutions indicated how dissemination of information was provided for the five critical wraparound service areas. Respondents indicated specific awareness options used, including a college website, email, mail, student enrollment packet, student guidance counselor, and/or instructor/in-class distribution. The results of this analysis are presented in Table 4 (further heat table variations by student population, regional distinction, and locale can be found in Appendix C).

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Table 4. Heat Visualization of Awareness Strategies

Institution Name	Behavioral & Mental Health	Childcare	Food	Housing	Transportation
Asnuntuck					
Middlesex					
Northwestern					
Quinebaug					
Capital					
Gateway					
Housatonic					
Three Rivers					
Tunxis					
Manchester					
Naugatuck					
Norwalk					

	No strategies offered
	Offered through website, email, mail, and/or student enrollment packet (can be with or without website)
	Offered through counselor or instructor (can be with or without website)
	All options available; both 2 and 3 offered plus website (email, website or paper and relationship)

Behavioral and Mental Health: Most institutions surveyed (10 of 12 or 83%) made students aware of behavioral and mental health services through multiple awareness strategies including through counselors or instructors, website, email, mail, and/or a student enrollment packet. Although the remaining two institutions (17%) used strategies such as a website, email, mail, and/or student enrollment packet, use of counselors/instructors to make students aware of behavioral services was not a strategy that was employed. Several institutions mentioned hosting the annual Fresh Check Day and since the COVID-19 pandemic, have offered this same event virtually across multiple days. One institution mentioned, “The 3rd Annual Fresh Check Day was a week-long, virtual event with an offering each of the five days starting on Monday, October 5 and ending Friday, October 9, 2020. The purpose of the Fresh Check Day is to build awareness regarding mental health issues, such as suicide prevention among others.”

Childcare: Four of the 12 institutions (33%) reported using no awareness strategies, and three institutions (25%) indicated use of website, email, mail, and/or student enrollment packets to make students aware of childcare services that are available to them. Three institutions (25%) responded that they only shared information on childcare services through counselors or instructors. Two institutions (17%) indicated use of a full range of strategies (website, email, mail, and/or student enrollment packets; counselors/instructors) to make students aware of available childcare services. While, all four North-West institutions offered counselor or instructor awareness strategies, only one of the five Capital-East institutions, and none of the Shoreline-West institutions reported use of counselor or instructor to support in-person awareness strategies. Overall, of the five wraparound service areas, childcare services had one of the least-reported awareness strategies implemented.

Food: Ten of 12 (83%) institutions surveyed indicated use of a full span of strategies (website, email, mail, and/or student enrollment packet; counselor or instructor) to make students aware of available food services. Two (17%) responded they shared information on available food services through website, email, mail, and/or student enrollment packet, but not through counselors/instructors. Several campuses indicated use of social media to post events and services. One institution mentioned, "We utilize campus-wide emails, website, social media, on-campus video monitors, flyers/posters, and through pertinent workshops and events." Other institutions referenced Tiktok, Snapchat, and Instagram as social media tools. Since the pandemic, institutions also relied on their student government or leadership groups for marketing services. One institution noted, "This past year, especially during the pandemic, Student Senate provided the Enrollment Services office with flyers that were posted in the enrollment area and during on-campus registration events." Finally, one institution discussed strategies for connecting with local high schools and counseling offices to make students aware of the events and resources on campus. The two two institutions that reported no in-person awareness strategies have an NCES designation of city, midsize. Overall, of the five wraparound service areas, food services had one of the most reported awareness strategies implemented.

Housing: Of the seven institutions (58%) that employed strategies to make students aware of housing services available to them, four responded that they made students aware of services through a website, email, mail, and/or a student enrollment packet; two made students aware of available services using an in-person strategy (counselors/instructors); and one used a full range of strategies (i.e., website, email, mail and/or a student enrollment packet; counselors/instructors). The remaining five institutions (42%) did not indicate use of strategies to make students aware of housing services. Overall, of the four wraparound service areas, housing services had the least-reported awareness strategies implemented.

Transportation: All institutions indicated the use of strategies to make students aware of available transportation strategies, but the scope of strategies used varied. Five institutions (42%) utilized website, email, mail, and/or student enrollment packets; two institutions (17%) used an in-person strategy (counselors/instructors); and five institutions (42%) employed a combination of strategies (website, email, mail, and/or student enrollment packet; counselors/instructors). As was mentioned around childcare and food, some campuses increased their online and virtual presence to include social media such as Facebook Live sessions. One institution shared, "[We use] MyCommNet, emails, orientation, classroom visits, fliers and brochures put around campus and tabling events, sent to faculty and staff, direct messaging system (TV monitors) around campus." No noticeable patterns of difference exist by geographical region, locale, or student population.

3. Tracking Strategies

Institutions were asked about the strategies that they used to track student use of each of the wraparound services: behavioral and mental health, childcare, food, housing, and transportation. Institutions varied in their capacity to track provided services. Institutions described tracking strategies including a student electronic survey or student paper survey, an automated email feedback form, and a one-to-one follow-up. Table 5 highlights this variation by service and institution (further heat table variations by student population, regional distinction, and locale can be found in Appendix D).

Table 5. Heat Visualization of Tracking Strategies

Institution Name	Behavioral & Mental Health	Childcare	Food	Housing	Transportation
Asnuntuck					
Capital					
Gateway					
Housatonic					
Manchester					
Middlesex					
Naugatuck					
Northwestern					
Norwalk					
Quinebaug					
Three Rivers					
Tunxis					

	No strategies offered
	Offered through student electronic survey or student paper survey, as an automated email feedback form
	Offered in a 1:1 in-person follow-up
	All options available; both 2 and 3 offered

Behavioral and Mental Health: There was a lot of variation among the behavioral and mental health services tracking strategies used by institutions. One institution reported no tracking strategies. Three institutions (25%) used a student survey (either paper, electronic, or as an automated email feedback form) to track services. Three institutions (25%) tracked behavioral services by in-person follow-up, and five institutions (42%) used both student surveys and in-person follow up to track services. One institution shared that data collection happened “after a referral as a wellness check-in with the student.” Another institution indicated that “counseling and wellness is in the process of launching an electronic student satisfaction survey” that will be “emailed to the student after their first visit.” When considering the regional, locale, and student population classifications, institutions from multiple regions and student sizes offered tracking services. However, all four of the institutions that reported no in-person follow-up had an NCES designation of city locale. Overall, of the five wraparound service areas assessed, behavioral and mental health had the most-reported tracking strategies implemented.

Childcare: Eleven of 12 institutions (92%) reported that they did not track use of childcare services. Only one institution (8%) reported tracking services for childcare; this institution is located in the North-West region and, according to the NCES locale classifications, is considered to be a large suburb. Overall, of the five wraparound service areas assessed, childcare had the least-reported tracking strategies implemented.

Food: Five of the 12 institutions (42%) surveyed tracked the use of food services through a student electronic or paper survey (e.g., automated email feedback form). Four institutions (33%) tracked the use of food services only through in-person follow-up. Only one institution tracked services through a student electronic or paper survey and through in-person follow-up. Two institutions

(17%) did not employ tracking strategies. One institution shared that the number of student visits to the food pantry and the number of food items distributed were regularly tracked and another institution used a "swipe-in system/kiosks." Another institution noted use of various instruments to gather continuous student feedback on "available student services and other institutional resources." Another institution commented, "Our food pantry keeps a record of students' names and ID numbers so they can track usage of the food pantry" and uses this data to ensure the food supply meets the needs of those students who utilize the service. And although one institution shared that "no formal measures of assessing student services are in place," distribution of food pantry care packages was tracked. Finally, one institution used Starfish to track the needs of students and refer them to additional institutions and/or partner services including access to daily food. One institution shared, "Students in our Women's Leadership Institute have developed social action projects that promote wellness." No noticeable patterns of difference exist by geographical region, locale, or student population.

Housing: Three-fourths (9 or 75%) of the institutions surveyed did not track the use of housing services. Of the three remaining institutions, one tracked services though student surveys (electronic or paper), one through in-person follow-up, and one through student surveys and in-person follow-up. Overall, of the five wraparound service areas assessed, housing had one of the least-reported tracking strategies implemented. No noticeable patterns of difference exist by geographical region, locale, or student population.

Transportation: Although all 12 institutions surveyed offered transportation services and implemented some type of awareness strategy(ies), only four of those institutions (33%) tracked the use of transportation services by students—two through in-person follow-up and two through student electronic or paper surveys. Overall, of the five wraparound service areas assessed, transportation had one of the least-reported tracking strategies implemented. No noticeable patterns of difference exist by geographical region, locale, or student population.

4. Eligibility Requirements

Institutions were asked how they determine if students qualify for services through their college and/or community partners. For each of the five wraparound service aras, institutions indicated whether the assessment of eligibility requirements occurred via an online questionnaire, paper questionnaire, federal or state tax documents, or through an interview, either in-person or by phone. A summary of the findings are presented in Table 6.

Table 6: Heat Visualization of Eligibility Requirements

Institution Name	Behavioral & Mental Health	Childcare	Food	Housing	Transportation	Emergency
Asnuntuck						
Capital						
Gateway						
Housatonic						
Manchester						
Middlesex						
Naugatuck						
Northwestern						
Norwalk						
Quinebaug						
Three Rivers						
Tunxis						

1 = No eligibility requirements
2 = Online and/or paper questionnaire (and/or Federal or state tax documents)
3 = Interviews (in-person or phone)
4 = All options available; both 2 and 3 offered

Behavioral and Mental Health: None of the 12 institutions reported use of eligibility requirements for behavioral and mental health services.

Childcare: Seven of the 12 institutions (58%) reported not using eligibility requirements for childcare services. The remaining five institutions (42%) used either in-person or phone interviews to determine eligibility requirements. Of the five institutions reporting ability to assess eligibility requirements for childcare services, four came from the North-West region. The remaining institution had a rural locale status and was from the Shoreline-West region.

Food: For food services, one-third of institutions (4 or 33%) noted use of online and/or paper questionnaires to determine students' eligibility for food services. One institution reported making that determination through in-person or phone interviews, and another institution noted use of questionnaires and interviews. Half (6 or 50%) of the institutions surveyed did not assess eligibility requirements for food services. Three of those institutions were located in the Capital-East region; otherwise, no noticeable patterns of difference exist by geographical region, locale, or student population.

Housing: Three institutions (25%) reported use of interviews (in-person or phone) to determine students' eligibility requirements for housing services. Two institutions (17%) indicated use of online and/or paper questionnaires and interviews (in-person or phone). Seven institutions (58%) did not report assessing eligibility requirements for housing services.

Transportation: Only a quarter of the institutions (25% or 3 of 12 institutions) reported assessing students' eligibility requirements for transportation services. Of those, two determined eligibility by use of in-person or phone interviews, and one used both interviews and questionnaires (online

and/or paper). The remaining nine institutions (75%) reported not assessing eligibility requirements for services. No noticeable patterns of difference exist by geographical region, locale, or student population.

II. Wraparound Services

Twelve institutions provided responses to details related to wraparound services. Questions focused on types of partnerships, on-site or off-site services available, and any specific eligibility requirements for students to access services. This section summarizes the additional questions asked by service area, organized by key theme and, as applicable, discusses any descriptive differences based on region, locale, or size.

1. Behavioral and Mental Health

This section provides an overview of the ways institutions connected and/or provided students with outside resources or community partners to help overcome challenges with behavioral and mental health services and summarizes any background about how behavioral and mental health services were supported or funded at their institution.

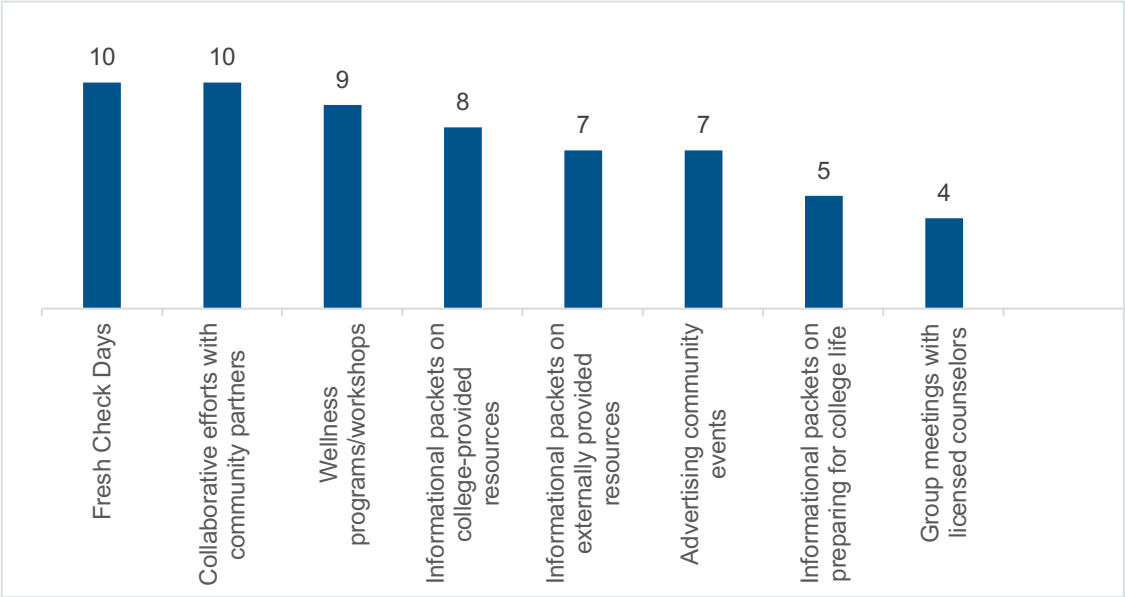
All 12 institutions indicated three ways students could access behavioral and mental health services: sending an email, calling a phone number, and stopping by the behavioral and mental health services. Ten of those institutions (83%) also provided an option for students to make an online appointment. Several institutions reported annual screening events and a few reported use of therapy dogs. Tunxis noted offering four screening events with 20–40 people in attendance, hosted annually.

While only 11 of the 12 institutions responded to the questions about ways their institution and/or community partner provides preventative behavioral and mental health services, a majority (83% or 10 of 12 institutions) indicated collaboration with community partners and participation in annual Fresh Check events (see Figure 1). One institution described the events:

> *The 3rd Annual Fresh Check Day was a week-long, virtual event with an offering each of the five days starting on Monday, October 5–Friday, October 9, 2020… the purpose of the Fresh Check Day is to build awareness regarding mental health issues, such as suicide prevention among others.*

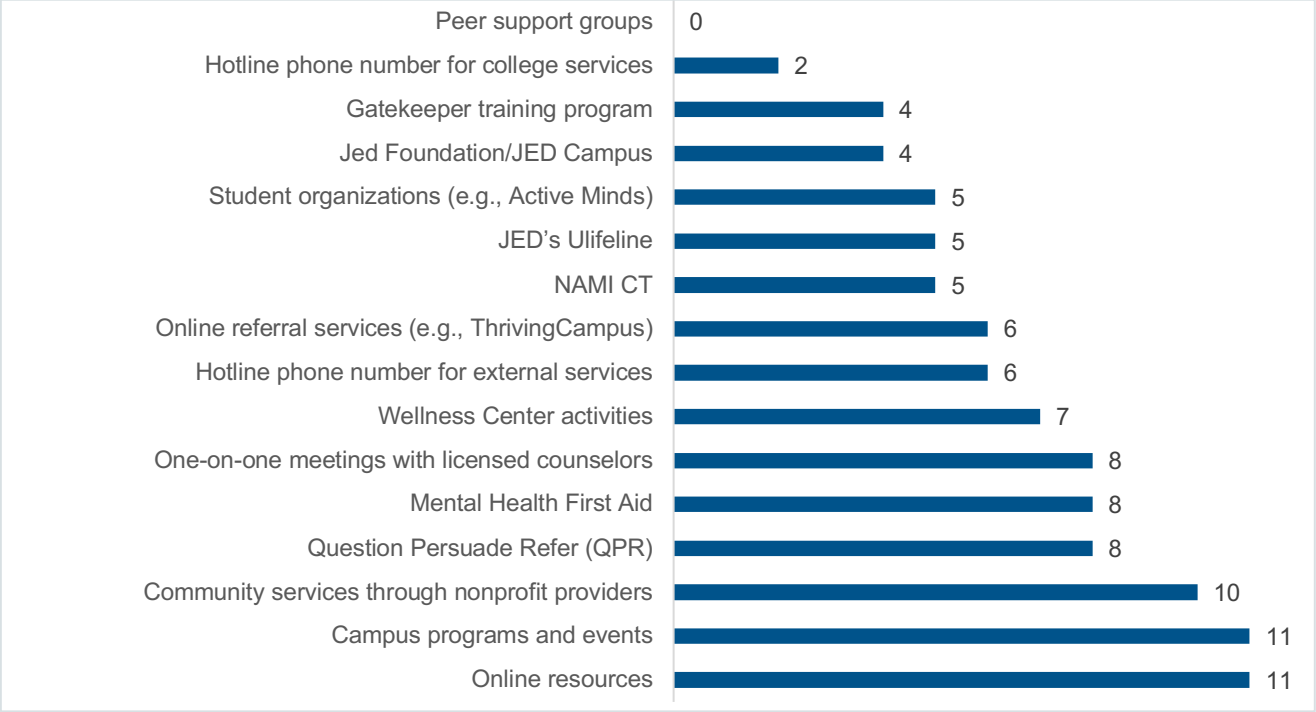
For most institutions, these events were supported by partners and/or sponsors and were often coupled with efforts to provide wellness programs/workshops (9 out of 12 institutions) and offer informational packets on institution-provided services (7 of 12 institutions). In fact, when describing these partnerships, one institution noted, “[We] held two in-person Naloxone trainings in 2020 (and provided participants with free Naloxone kits) prior to moving to remote this past year.”

Figure 1. Number of Institutions with Preventative Behavioral and Mental Health Services



When asked about the nature of any behavioral and mental health services, supports, or events offered, either through campus-based initiatives or community partnerships, nearly all institutions indicated they provided online resources and campus-based services (see Figure 2). Two institutions mentioned offering services (e.g., workshops) as frequently as bi-weekly or 2–3 times per month. Most frequently cited services offered included partnerships with non-profit providers (83% or 10 of 12 institutions), followed by one-on-one sessions (67% or 8 of 12) and Question Persuade Refer (QPR) trainings and workshops (67% or 8 of 12). Approximately half of institutions indicated use of online referral services and hotline numbers to connect with partner-sponsored or partner-supported events. And, finally wellness centers also provided reprieve from every day- or trauma-related stressors. For example, one institution shared, "[We offer] relaxation sessions twice a week with 1–2 students. Stress management classroom presentations are offered, as requested, usually 2–5 a semester with 30 students each time."

Figure 2. Number of Institutions with Behavioral and Mental Health Services Available



While there were no reports on use of peer groups, 42% of the institutions (5 of 12) indicated use of and supports available from student organizations, NAMI CT, and JED's ULifeline. A few institutions noted they create sessions based on requests or student needs. Whether experienced or new, institution staff reported prioritizing student access to mental and emotional care. One staff member noted,

> *I have been in the position for a year; under my direction we've run a wellness Wednesday series on self-care, substance usages, managing anxiety, supporting friends through a pandemic… QPR training. We have partnered with community partners to offer programs around sexual violence and domestic violence and Mental Health First Aid Trainings.*

Other partners include Thriving Campus, Interval House, SACS of New Britain, and CMHA to provide free counseling for students.

Other institutions that reported not having official wellness centers served students through other ways or listed licensed clinical staff as resources for students to use. For example, one institution noted,

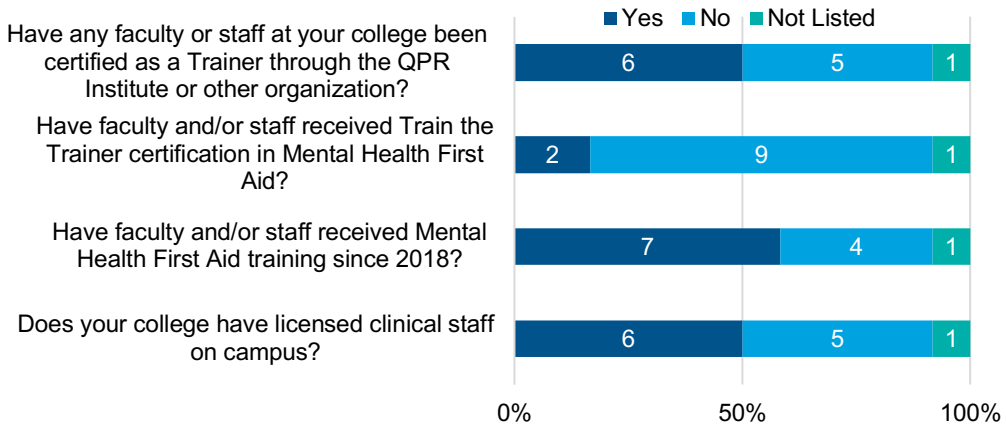
> *[We] do not have a 'wellness center,' however, the director of student services is a licensed psychologist in private practice. The director is well informed of best practices in the treatment of anxiety, PTSD, depression, trauma, to name a few. Students are often referred by faculty and/or staff members.*

Quinebaug Valley, which does not have a wellness program/center, also noted their partnership with Hartford-based non-profit organization, Community Renewal Team (CRT) and other partners to meet student needs:

[Quinebaug Valley] Support Services and CRT partner with community agencies to provide students with community resources. Over the last two years, [Quinebaug Valley] Support Services has provided student facing staff with a presentation on mental health needs and brought in a representative from United Services to speak about the services they provide and warning signs to look for. Support Services also provides tabling events during advising month to promote stress management and study strategies with free giveaways. CRT has held multiple resources fairs, which brought in community partners with resources for domestic and sexual violence (United Services Domestic Violence Program and Sexual Assault Crisis Center of Eastern CT). CRT has also managed the preventative programs of Not Anymore Training and Bringing in the Bystander. [Quinebaug Valley] has also been the recipient of the Connecticut Healthy Campus Initiative grant for Opioid Awareness and education provided through the CT Clearing House in partnership with DMHAS. This grant has provided tabling events, free Naloxone Trainings and distribution for faculty/staff, students, and community members, information dissemination, QPR Training for staff (suicide prevention), the purchasing of wall mounted emergency Naloxone boxes for both the Danielson campus and Willimantic site, and the purchasing of medication safe disposal bags and medication lock boxes for dissemination.

Figure 3 shows the number of institutions who indicated "yes" or "no" to whether they had access to trained or certified staff. Specifically, half of the institutions indicated having faculty or staff who had been certified through the QPR institute, received Mental Health First Aid training within the past two years and have licensed clinical staff on campus. Seventy-five percent (9) of institutions responded "no" to whether they had faculty or staff trained as trainers in Mental Health First Aid.

Figure 3. Number of Institutions with Licensed/Trained Faculty or Staff



Five institutions (42%) elaborated on offered services provided to students through licensed staff and housed in counseling offices during regular business hours, 9:00 a.m. to 5:00 p.m. and 8:00 a.m. to 4:30 p.m. Two institutions (17%) noted the use of consent forms, and other documentation such as intake forms. One institution noted, "Our Dean of Administration, who chairs our Behavioral Intervention Team, provides opportunities for professional development by using NABITA, and other guest facilitators." Four institutions (33%) noted the use of a "triage" or "referral"

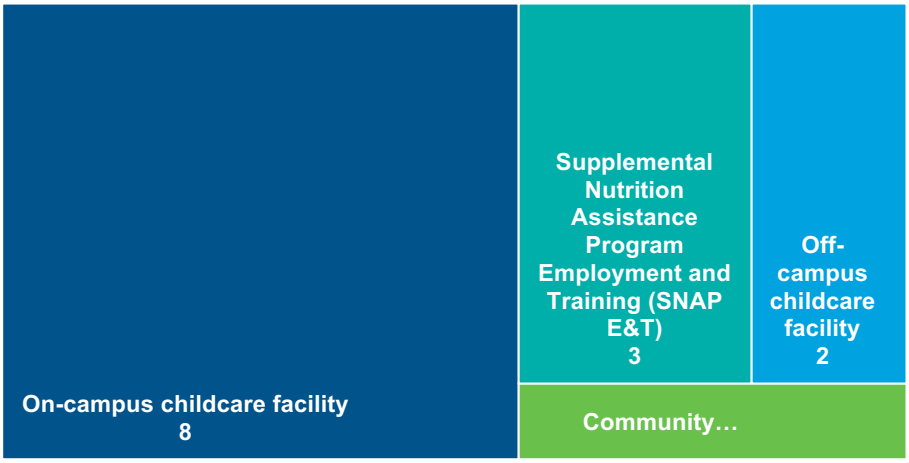
system to identify and direct student needs. In this process, students provide consent to the institution for them to connect the student with referral partners. In most cases, a call is made on the students' behalf to a community partner, such as Community Health Resources (CHR) and once connected, the student is provided counseling either on or off campus. One institution noted, "We assist with the referral, help facilitate the calls, and follow up with students one week later and offer to support treatment plans once a student has a treatment plan in place with their clinician." Another institution reported the use of a "release of information" form giving permission to the institution to facilitate services on their behalf. Mixed responses reflect the protocols in place about whether the institution follows up with the student via a call and/or email to check on the student's well-being and status.

2. Childcare

This section provides an overview of the ways institutions connected and/or provided students with outside resources or community partners to help overcome challenges with childcare and summarizes any background about how childcare services were supported or funded at their institution.

Eight of 12 institutions surveyed (67%) offer childcare services on site and another two institutions (17%) offer the service through partners (see Figure 4). The remaining two institutions (17%) do not offer childcare services at all. Of those eight institutions with on-site services, all of them require an application to receive services. One institution reported a current waitlist but others reported availability to students, staff, and faculty. None of the 12 institutions indicated childcare stipends or financial awards, but one institution did report a discount provided to students, faculty, and staff. Another institution noted a priority given to students to access the childcare services over faculty and staff. The institution reported, "Students are given priority enrollment and are informed of the Center through the institution website and the Marketing department." Three of the 12 institutions indicated use of the Supplemental Nutrition Assistance Program Employment and Training (SNAP E&T), but no institution described its strengths or weaknesses to implementation.

Figure 4. Number of Institutions with Childcare Services



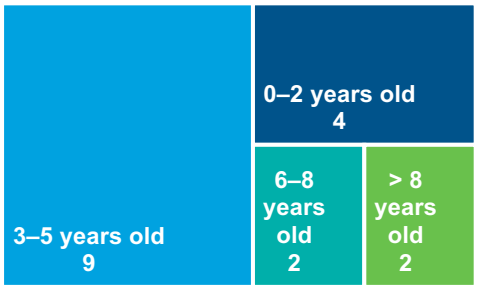
Most institutions (7 of 12 or 58%) provided childcare between 8:00 a.m. and 4:00 p.m. and three of those institutions offered services between 7:30 a.m. and 5:30 p.m. to preschool-aged children. In fact, 9 of 12 institutions served preschool-aged children (see Figure 5).

Manchester and Northwestern CT reported childcare centers as lab schools, serving the dual purpose of providing childcare and learning opportunities for college students. Northwestern CT described their early childhood education (ECE) program as follows:

> *[It is] a thriving ECE program which has graduated many who are currently employed at local day care centers. In addition, the ECE Program Coordinator has established strong relationships with state and local districts which provide resources to our students. Information are gathered via these relationships' meetings and other mediums. The Director of Student Development is able to network on behalf of the student as well as share with the student body.*

Institutions described various community resources and partners that supported childcare services. Asnuntuck shared that they utilized student volunteers who were enrolled in early childhood and human services courses requiring volunteer hours. Additionally, they connected with volunteers from various groups and programs from the surrounding towns including the Enfield After School Program, Enfield Early Development Center, Enfield Head Start, Enfield High School, Enfield KITE, and various women's groups. Finally, they also used parent volunteers who were being by the childcare services. Asnuntuck added that the Children's Reading Room collaborated with Enfield Head Start, Enfield Youth Services, and Enfield Kite to help parents network for needed community services and alternative childcare options for special needs children.

Figure 5. Number of Institutions Serving Children by Age Group



Other institutions shared partnership donations provided through foundations and sponsorship. At least two institutions indicated their plan to provide after-hours care for students, partnering with community organizations to provide the additional support. Manchester shared they had been in conversations with YWCA to provide after-school on-site childcare services with funding from foundation donations of "approximately $16,000 per year to provide scholarships for students with children and help pay operational costs."

Several institutions referenced the provision of external resources to help overcome challenges with childcare. Specifically, institutions named Educational Resources for Children, which offered subsidized to free after-school care for children based on the parents' income; the Waterbury School Readiness Grant; the U.S. Department of Education's Child Care Access Means Parents in School Program (CCAMPIS) Grant; the Connecticut Office of Early Childhood's program, Care4Kids program; and The Family Economic Security Program (FESP), as resources. One institution commented that FESP offered Housatonic students the necessary resources and tools needed to advance both their education, career, and economic security for their families. It included financial and career coaching, case management, emergency financial assistance, tuition scholarships, and peer-to-peer mentoring to help students persist and graduate with an Associate's degree or industry certificate and move into a family sustaining career.

Four of the 12 institutions (33%) reported providing students with some form of programming or partnerships to support them as parents. Four institutions (33%) noted workshops or events provided for student parents. One of those institutions mentioned working with a community partner to offer both motherhood and fatherhood skills, offering the workshops at no cost for participating students or the institution.

CHILDCARE RESOURCE SPOTLIGHT

The Family Economic Security Program (FESP) offers Housatonic students the necessary resources and tools needed to advance both their education, career, and economic security for their families. It includes financial and career coaching, case management, emergency financial assistance, tuition scholarships, and peer-to-peer mentoring to help students persist and graduate with an Associate's degree of industry certificate, and move into family-sustaining careers.

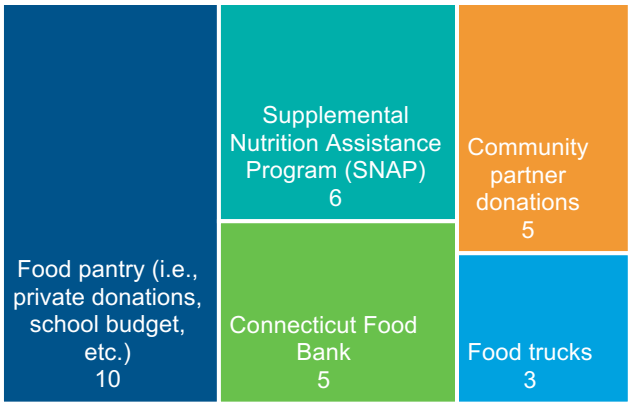
3. Food

This section provides an overview of the ways institutions connected and/or provided students with outside resources or community partners to help overcome challenges with food provisions and summarizes any background about how food services were supported or funded at their institution.

Nearly all (10 of 12) participating institutions reported providing students access to a food pantry for on-campus use (see Figure 6). The remaining two institutions indicated use of a mobile food pantry or truck. While none of the institutions indicated use of the National School Lunch Program, when describing other services, five of the 12 (42%) indicated use of the Connecticut Food Bank and half (6 of 12) indicated use of supplemental programs. Five of the 12 institutions also reported community partnerships through donations, grants, and food drives to supplement food services. Some partners providing support and services in this category included Gateway to Excellence, New England Commission of Higher Education (NECHE), Enfield Food Shelf, and Foodshare. Other partners listed can be found in Appendix E: Partner List. One institution also shared how students received care packages which included printed information about where to access food services and nutritional support. One institution also described receiving approval to hire an AmeriCorps VISTA worker to help expand the capacity of their food pantry.

For many institutions, the pandemic posed a greater need to ensure students and their families had access to food services but brought unexpected challenges. Some institution food pantries were forced to operate with limited hours of operations, switch to use of online services, and provide appointment-only options. One institution mentioned, “Because of the pandemic, the hours are strictly by appointment and connected to the hours that our student workers are available.” Despite the challenges brought on by the pandemic, all ten institutions with food pantries remained open at least once per week, and several offered Monday through Thursday hours of operation as well.

Figure 6. Number of Institutions with Food Services



One institution described promotion of mobile food services during the pandemic to target high-need communities. A representative from Asnuntuck described, “During COVID we have marketed the drive-thru services offered at the Enfield Food Shelf as well as Foodshare's drive-thru events at Rentschler Field and town by town mobile distribution.”

Middlesex also described use of a mobile food pantry in the form of their Magic Food Bus—which existed prior to the pandemic. According to Middlesex, the Magic Food Bus is a renovated bus that serves as the food pantry on campus when the weather is mild. The Magic Food Bus has remained open during the pandemic, however their times open reduced to three days per week. The Magic Food Bus has received donations through a partnership with Stop & Shop as well as donated items from the Veteran’s Memorial Garden.

When describing specific needs, Northwestern CT shared how in rural areas “transportation is extremely limited.” Northwestern CT also expressed the necessity to maintain community partner relationships to provide students with resources in those hard-to-reach locations. Similarly, other institutions such as Quinebaug, Tunxis, and Middlesex reported support from ongoing partnerships. One institution described how prior to the COVID pandemic, “Hartford Bread had donated day-old bakery items which were distributed as grab-n-go items to students on campus,” but continued to say the institution “does not have any formal relations with community partners.” Institutions also mentioned how other supports and donations were provided by faculty, staff, students, and student groups. One institution shared that donations were provided through their foundation and administered by the President’s Office.

Institutions expressed an understanding of the need for both confidentiality and anonymity of students and their families. One institution reported, “The food pantry is stationed outside the Student Services office and is available for any student to access anonymously.” Another institution indicated, “Clients are asked to complete a confidential pantry application and TEFAP [The Emergency Food Assistance Program] application.” However, in other cases, institutions asked students to complete online applications or appointments to receive food supplies. One shared, “They are directed to our online application where they set up appointments to receive supplies.” One institution created an online ordering system so students could choose their desired

items from a shopping list of available inventories; pick-up is done in person or through home delivery.

Pantries provided a 2-to-5-pound food supply for clients and in one case, institutions included a twenty-dollar gift card to Stop & Shop in every order. Three Rivers and two other institutions reported long-standing partnerships with mobile food trucks that visited campuses monthly. It was mentioned that while one mobile food pantry is not currently running, it has provided a large emergency feeding list which is available through their website https://www.uwsect.org/foodbank/mobile-pantry-distributions.

FOOD SERVICES SPOTLIGHT

Quinebaug Valley partners with local wholesale food distribution company, UNFI, for donations of food and health and beauty products as part of an initiative to address food insecurity. Donations often include organic, vegan, and gluten-free options for students with dietary restrictions.

Tunxis's food service is provided at no cost by the Board for Education & Services for the Blind (BESB) with two on-campus locations. The pantry's donations are funded by individuals, the Student Government Association, and the Tunxis Foundation.

The Community Foundation of Middlesex County, the CUNO Foundation, and the City of Middletown Community Development Block Grant Program have provided funding for the Magic Food Bus student pantry at **Middlesex**.

4. Housing

This section provides an overview of the ways institutions connected and/or provided students with outside resources or community partners to help overcome challenges with housing and summarizes any background about how housing services were supported or funded at their institution.

For 10 of the 12 institutions (83%), the most-reported referral resource or partner to help students overcome housing challenges was 211 or their local housing authority. One institution stated, "When students disclose they are homeless, we connect them with 211 and the Coordinated Access Network (CAN) to assist with housing needs." One institution shared how they use WRCC (Windham Regional Community Council), a community partner, to connect students with case managers as needed. When asked to elaborate, one institution also shared their process for referring students and directing students to services available.

> *Referral to community agencies such as the Community Renewal Team that can provide information and assistance with housing and shelters and energy assistance programs. Each winter we share information with the community about local warming centers and shelters in the greater Enfield area. We recently sent a campus-wide email blast about the CFHA's Temporary Rental Housing Assistance Program. [We] established a Single Point of Contact on campus who can refer students to housing services offered through 2-1-1 and the Connecticut Coalition to*

End Homelessness. We also connect veterans with local agencies addressing veteran homelessness.

Figure 7 depicts the various strategies used by institutions and/or community partners to provide housing services for students.

Figure 7. Number of Institutions and/or Community Partners Providing Housing Services

Five institutions offered an emergency fund to help with financial difficulties related to housing, among other living expenses. One institution shared,

Students can access up to $200 once during their time of enrollment to assist with utilities, rent, and other living expenses that will help students stay engaged with the college… students must first appeal to the Dean of Students and provide documentation. Funds are paid directly to the third party and never to the student directly.

Three Rivers reported offering and tracking student use of homelessness grants provided by the Melville Foundation. Nearly half of the institutions indicated use of the Connecticut Coalition to End Homelessness and one institution cited use of voucher funds.

None of the institutions reported that their institution and/or community partners provided access or use to subsidized public housing, on-campus housing, financial advising services, or College Housing Assistance Program.

Institutions listed community partners to support housing. Northwestern CT partners with Friends in Services to the Humanity of Northwestern Connecticut, Inc. (FISH NWCT), United Way, Salvation Army (local), YMCA, New Opportunities, Inc., and local homeowners who rent rooms. Three Rivers reported working with community partners to assist students with housing needs through Thames Valley Council for Community Action (TVCCA), The Light House, New London Homeless Hospitality Center, and United Way.

Several institutions cited using eligibility requirements in assessment whether students qualify for services. Five institutions reported use of an interview or one-on-one session and of those, two also indicated use of an online questionnaire.

HOUSING SERVICES SPOTLIGHT

Asnuntuck provides varied housing services to students. According to a staff member from the institution:

> *We refer students to agencies such as Community Renewal Team to assist with fuel/home heating assistance programs. We recently sent a campus-wide email blast about the [Connecticut Housing Finance Authority's] Temporary Rental Housing Assistance Program. [We] established a single point of contact on campus who can refer students to housing services offered through 2-1-1 and the CT Coalition to End Homelessness.*
>
> *We had a youth navigator who would come to the campus to meet with students to help with housing. The Counseling Office has worked with [the Connecticut Department of Children and Families] to get students back into the system so they could get housing.*

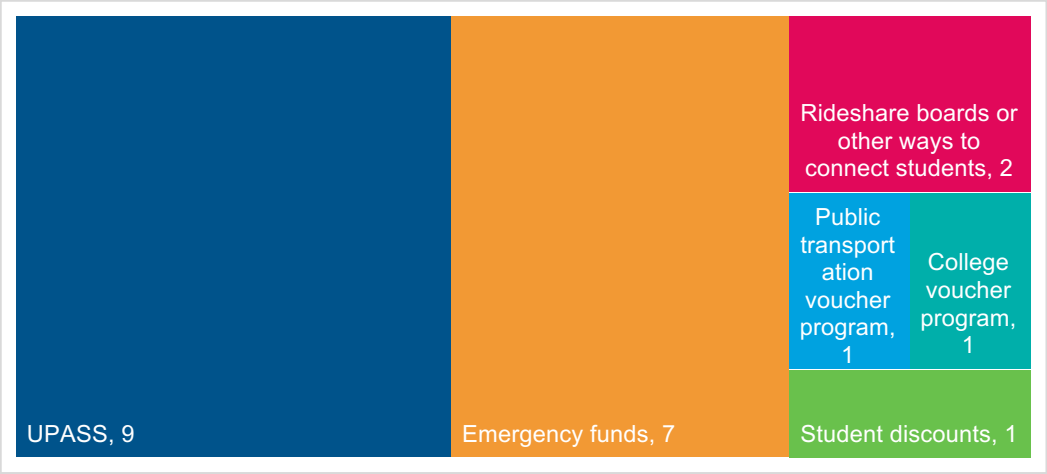
5. Transportation

This section provides an overview of the ways institutions connected and/or provide students with outside resources or community partners to help overcome challenges with transportation and summarizes any background about how transportation services were supported or funded at their institution.

Nine of the 12 institutions (75%) reported use of a student fee to cover the cost of UPASS, a program that provides free public transportation to eligible students enrolled at participating institutions. With their institutional ID, students are provided unlimited rides within Connecticut on local and express buses, CTfastrak, Shore Line East, intrastate New Haven Line, and CT Rail Hartford Lines. A transportation fee of $20 is attached to the tuition and fees bill and offers students a 68% discount compared to non-student pricing. One institution noted, "This program was made possible by an agreement reached between the CT Department of Transportation and CSCU and the University of Connecticut." Given the student fee, institutions also offered ways to waive or refund this fee. One institution noted, "The transportation program is currently self-funded through the transportation fee but is currently being waived because of the pandemic. Student government provides additional support for students in need by offering free ride vouchers in addition to the UPASS."

Figure 8 shows that seven of the 12 institutions (58%) indicated the option of using emergency funds—or financial support provided by the institution to cover unexpected expenses—for transportation needs.

Figure 8. Number of Institutions with Transportation Services Provided



Two institutions—Tunxis and Northwestern CT—indicated use of rideshares or other ways to connect students. An additional institution, Three Rivers, shared how their students may have difficulty accessing the traditional UPASS routes, citing geographical challenges. To address this challenge, Three Rivers reported a partnership with SEAT Bus and CT Rides that offer ride share programs for students who do not live along a bus route. They also offered pamphlets on bus routes, train schedules, and carpool options. Northwestern CT also described a strategy to connect their more remote students with transportation support:

> *Litchfield County has a limited public transportation system. The bus schedule is provided to students as well as contact information. The bus route is very infrequent and often not suitable to our students in terms of academic and work schedule and accessibility. This is a remote area of the state and it is often challenging for our students to get to the bus stop from their homes. To assist mitigate the above referenced barriers, Northwestern CT provides gas cards via the Emergency Fund which they can pay someone to transport them to campus. Due to the geographical location, some students do not have access to taxi or Uber service.*

Asnuntuck described transportation services including free rides to medical and mental health appointments for HUSKY Health Medicaid members. Tunxis reported that students can ride the Enfield Magic Carpet Bus for free if they show student identification. With access throughout Enfield, and entry points, the Enfield Magic Carpet Bus provides free rides to the institution via two separate lines five days a week between 7:00 a.m. and 11:00 p.m. and Saturdays between 7:00 a.m. and 9:00 p.m.

6. Emergency Funds/Financial Assistance and Other Supports

This section provides an overview of the ways institutions connected and/or provided students with emergency funds to help students overcome financial challenges and summarizes any background about how these funds were accessed or funded at their institution.

Although not one of the five wraparound services areas, institutions also described providing emergency funds and other financial supports to students. Ten of the 12 institutions (83%) reported

offering emergency funds to help students address a financial assistance need. Several institutions reported emergency funds supported by their college foundation. Respondents noted that these foundations are supported through grants, fundraising efforts, and direct donations, with annual amounts ranging between $10,000 and $73,000. Capital reported that their college foundation loads the account with funds on an annual basis. The Northwestern CT Foundation provided approximately $3 million annually in scholarship and programmatic support to the institution. The Three Rivers Foundation granted $61,000 in support for technology needs of students enrolled in courses at Three Rivers.

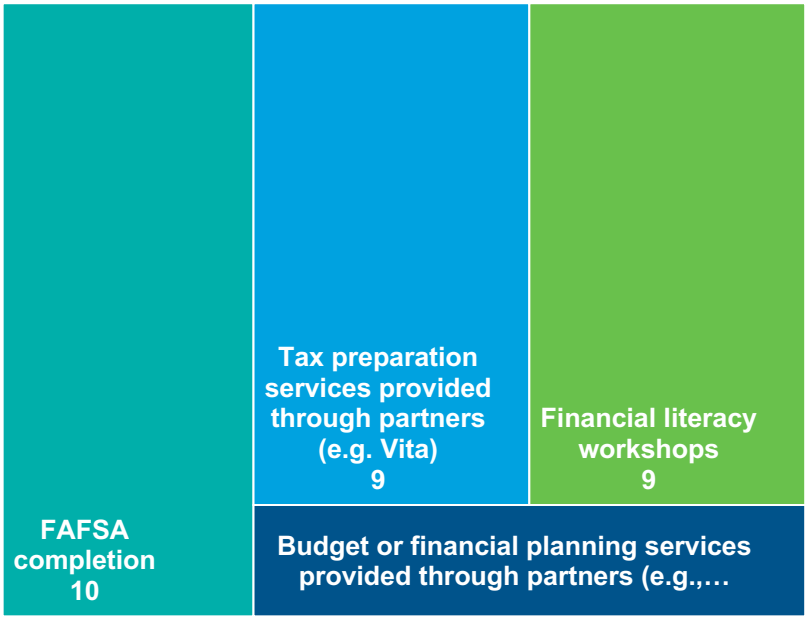
While some institutions appeared to have a guaranteed source of support through their college foundation, others reported uncertainty and indicated limited guaranteed annual amounts. Of those that did not indicate a foundation as a resource, funds were made available through institutional donations and disbursed through the Community Development and Partnerships Office. A few of those responses are highlighted below:

> *The funds vary as they are dependent upon dollars raised through annual fundraising efforts and grants received.*
>
> *The college has a small emergency fund that is supported by Student Government, SNAP, and donations from faculty, staff, and community members. Since the account is not funded through an annual allocated amount of funds, the account has currently $4,500.00 in it and has not exceeded $10,000.00.*

Amounts of support provided to students varied by institution. For example, the Tunxis Foundation provides a one-time up to $200 dollar amount and Manchester students are referred to the MicroGrant which is a one-time grant for emergency payments of up to $750. However, a few other institutions indicated funding was up to $500 annually, per student. One institution increased their emergency fund amount to students during the pandemic. They reported,

Prior to the pandemic, funding was capped at $500 per year, per student. Since the pandemic, the president's office has increased awards to $800 and possibly $1,000 depending on the need and funding available.

Figure 9. Number of Institutions with Financial Stability Services



In terms of other supports available, institutions reported a variety of financial assistance services. Figure 9 shows 9 of the 12 institutions (75%) indicated use of financial literacy workshops and tax preparation, and 10 of the 12 (83%) reported hosting FAFSA completion workshops and student loan information sessions for students.

Overall, institutions indicated a mixed use of on-site resources and partners to provide these additional supports. For example, Naugatuck Valley offered financial literacy workshops in partnership with local banks. Three institutions reported partnering with VITA for tax preparation services. Middlesex reported that a math professor held a series of financial literacy workshops throughout the 2018–19 academic year that were very popular with students and staff. Northwestern CT's college foundation added a dedicated fund for nursing students in their third and fourth semesters which may be used to supplement other funding to assist in meeting program needs.

EMERGENCY FUNDS SPOTLIGHT

Northwestern CT President Rooke implemented the Northwestern Student Emergency Fund (NSEF) that is funded by the Northwestern Community College Foundation and other donation and grant sources. According to staff at Northwestern CT:

> *Students requesting assistance are generally referred to the Director of Student Services first and/or the president's office. Students are required to fill out an application form, providing information regarding their need, which is then reviewed by both student services and the president's office, where it is processed. Prior to the pandemic, the president would, where possible, meet with students either by phone or in person. Since COVID, the office of the president reviews the application and contacts the student only if more information is required.*

Appendix A: Instrument: Wraparound Services Assessment

Greetings!

The Connecticut State Colleges and Universities (CSCU) system office received a grant in 2019 from the Lumina Foundation. The CSCU system is using this grant to help identify, understand, and learn more about student support services available. As part of CSCU's work with the Lumina Foundation, CSCU is facilitating an assessment of wraparound services offered to community college students in five critical areas: food; housing; transportation; childcare; and access to mental health services.

Teams at each college have been established by each CEO/President to oversee completion of the attached assessment. While this assessment asks questions about the five critical service areas listed above, within each topic area questions are organized into three broad categories: 1) services offered, 2) student qualifications required for services, and 3) a request for detailed descriptions of these and any other services available. Your team will have approximately four weeks to gather the information from the providers and/or directors at your institution and submit an overall response.

Your institutional response will be used to better serve students—which may include developing policies, practices, and resources to help meet the wraparound needs of students and support at your college and other community colleges in Connecticut. It is critical that each college provide as comprehensive a response as possible. ***Please consider the way that services were provided before COVID-19 as well during COVID-19.*** While we do not expect the "Lumina team" designated to have all the answers, the team must be in a position to get requested information to ensure that no aspect of your college's work is omitted. ***Note:*** *Please provide a collective response across all departments and student services in response to the following questions.*

If you have any questions about the assessment or your institutional rights, you can contact Samantha Spinney, ICF at (703) 272-6681 or by email at samantha.spinney@icf.com. You may also contact Lesley Mara at (860) 614-3790 or lmara@commnet.edu.

Please submit your college's response no later than October 30, 2020 to matt.mckinney@icf.com. Thank you for assistance.

***

Tips for Completing This Assessment

- Designate a team member who is responsible for communication about and submission of this assessment to ICF.
- There are three ways to respond to questions in this assessment—dropdown menus, checkboxes, and open-ended fields. Please use these features to document your responses.
- Use the Navigation Pane to quickly navigate to different sections of the assessment. Noe that different individuals may be needed to complete different sections. (Note: To access the Navigation Pane, go to *View,* then click on *Navigation Pane.*)

- Collaborate with other team members to complete the assessment by using the *Comments* feature to tag which sections need to be completed by which individuals.
- Collaboratively complete this assessment with your team and the team lead will submit by email to ICF's matt.mckinney@icf.com upon completion.
- Be sure team members regularly save their work to ensure that your responses are recorded.

Background (Required)

1. **Please select the college for which you are submitting this response.**
   Capital Community College

2. **Please list the names and titles of all the individuals who participated in completion of this response.**

Student Services (Required)

3. **Which of the services listed below are offered to students at your college?** ***(Select all that apply.)***
   - ☐ Food pantry/services for students
   - ☐ Housing services
   - ☐ Transportation assistance
   - ☐ Childcare
   - ☐ Behavioral and/or mental health services/referrals
   - ☐ Emergency funds/financial assistance

4. **How are services offered to students through your college or a community partner?**

	N/A; Not offered	Single Location	Multiple Locations	Web-based service	Phone-based service	Offered through Community Partner

Food pantry/services for students	☐	☐	☐	☐	☐	☐
Housing services	☐	☐	☐	☐	☐	☐
Transportation assistance	☐	☐	☐	☐	☐	☐
Childcare	☐	☐	☐	☐	☐	☐
Behavioral and/or mental health services	☐	☐	☐	☐	☐	☐

Marketing and Student Feedback (Required)

5. **Please describe how your college markets these services or otherwise makes students aware.**

6. **Please select all the strategies that are used to make students aware of each of the above services to students.** ***(Select all that apply.)***

	N/A; Do not offer	Email	Mail	Student guidance counselor	Teacher or in-class distribution	College website	Student enrollment packet
Food services	☐	☐	☐	☐	☐	☐	☐
Housing services	☐	☐	☐	☐	☐	☐	☐
Transportation services	☐	☐	☐	☐	☐	☐	☐
Childcare services	☐	☐	☐	☐	☐	☐	☐
Behavioral or mental health services	☐	☐	☐	☐	☐	☐	☒

7. **If applicable, what other ways does your college advertise these services to students?**

8. **Does your college have a website dedicated specifically to wraparound services, including food, housing, transportation, childcare and mental/behavioral health services?**

9. **Please select all the strategies that help track student use across each of the topical services.** ***(Select all that apply.)***

	N/A; College does not collect data	Student electronic survey	Student paper survey	Automated email feedback form	1:1 in-person follow up
Food services	☐	☐	☐	☐	☐
Housing services	☐	☐	☐	☐	☐
Transportation services	☐	☐	☐	☐	☐
Childcare services	☐	☐	☒	☐	☐

Behavioral or mental health services	☐	☐	☐	☐	☐

10. If applicable, what other ways does your college collect student use or satisfaction data?

11. For any response to the previous two questions, what is the frequency of such data collection and how is it used to improve upon existing services or develop new services?

Food Services ***(Only complete this section if you selected 'food/pantry services for students' in question 3.)***

Note: *Please provide a collective response across all departments and student services in response to the following questions about food services.*

12. Does your college connect students with outside resources or community partners to help overcome challenges with food and nutrition?
Choose an item.

13. Please select all the ways in which students are assessed if they qualify for your college and/or community partner's food services. ***(Select all that apply.)***

- ☐ N/A; there is no formal assessment process
- ☐ Online questionnaire
- ☐ Paper questionnaire
- ☐ Federal or state tax documents
- ☐ In-Person interview

☐ Phone interview

☐ Other (please describe):

14. Please select all the ways your college and/or community partner provides food services for students. *(Select all that apply.)*

☐ Food pantry (i.e., private donations, school budget, etc.)

☐ Food trucks

☐ National School Lunch Program

☐ Supplemental Nutrition Assistance Program (SNAP)

☐ Connecticut Food Bank

☐ Community partner donations (please describe):

☐ Other (please describe):

15. For any item selected above, please describe how services are offered, including where on campus, hours of operation, etc.

16. *(Only answer this question if you selected 'yes' to question 12.)* Please describe what other food services are provided to students through outside resources or community partners.

17. **Please provide any additional background around how food and nutrition services are supported or funded at your college.**

Housing **(Only complete this section if you selected 'housing services' in question 3.)**

Note: *Please provide a collective response across all departments and student services in response to the following questions about housing services.*

18. **Does your college connect students with outside resources or community partners to help overcome challenges with housing?**
    Choose an item.

19. **Please select all the ways in which students are assessed if they qualify for your college and/or community partner's housing services.** ***(Select all that apply.)***
    - ☐ N/A; there is no formal assessment process
    - ☐ Online questionnaire
    - ☐ Paper questionnaire
    - ☐ Federal or state tax documents
    - ☐ In-Person interview
    - ☐ Phone interview

☐ Other (please describe):

20. Please select all the ways your college and/or community partner provides housing services for students. ***(Select all that apply.)***

☐ Availability of emergency funds (i.e., private donations, stipends, etc.)

☐ Voucher programs

☐ Subsidized public housing

☐ On-campus housing

☐ Financial advising services

☐ College Housing Assistance Program

☐ Connecticut Coalition to End Homelessness

☐ Community partner donations (please list names):

☐ Referral to community partner

☐ Other (please describe):

21. ***(Only answer this question if you selected option 'yes' to question 18.)*** **Please describe any other housing services provided to students through outside resources or community partners.**

22. **Please provide any additional background around how housing services are supported or funded at your college.**

Transportation (Only complete this section if you selected 'transportation assistance' in question 3.)

Note: *Please provide a collective response across all departments and student services in response to the following questions about housing services.*

23. **Does your college connect students with outside resources or community partners to help overcome challenges with transportation?**
    Choose an item.

24. **Please select all the ways in which students are assessed if they qualify for your college and/or community partner's transportation services.** ***(Select all that apply.)***
    - ☐ N/A; there is no formal assessment process
    - ☐ Online questionnaire
    - ☐ Paper questionnaire
    - ☐ In-Person interview
    - ☐ Phone interview
    - ☐ Other (please describe):

25. **Please select all the ways your college and/or community partner provides transportation services for students.** ***(Select all that apply.)***
    - ☐ UPASS

☐ Public transportation voucher program

☐ College voucher program

☐ Student discounts (i.e., city sponsored, college sponsored, etc.)

☐ Emergency funds

☐ Rideshare boards or other ways to connect students

☐ Other (please describe):

26. ***(Only answer this question if you selected 'yes' to question 23.)*** **Please describe the other transportation services provided to students through outside resources or community partners.**

27. **Please provide any additional background around how transportation services are supported or funded at your college.**

Childcare (Only complete this section if you selected 'childcare' in question 3.)

Note: *Please provide a collective response across all departments and student services in response to the following questions about housing services.*

28. **Does your college offer on campus childcare?**
Choose an item.

29. If yes to 28, then provide hours of operation, number of children served, how students access care, whether there is a waitlist and whether faculty and staff also use the services.

30. Does your college connect students with outside resources or community partners to help overcome challenges with childcare?
Choose an item.

31. Please select all the ways in which students are assessed if they qualify for your college and/or community partner's childcare services. ***(Select all that apply.)***

- ☐ N/A; there is no formal assessment process
- ☐ Online questionnaire
- ☐ Paper questionnaire
- ☐ In-Person interview
- ☐ Phone interview
- ☐ Other (please describe):

32. Please select all the ways your college and/or community partner provides childcare services for students. ***(Select all that apply.)***

- ☐ On-campus childcare facility
- ☐ Off-campus childcare facility
- ☐ Childcare stipends or financial award
- ☐ Supplemental Nutrition Assistance Program Employment and Training (SNAP E&T)

☐ Community partner volunteering (please list names):

☐ Other (please describe):

33. ***(Only answer this question if you selected 'On-campus childcare facility' or 'Off-campus childcare facility' in question 32.)*** **What ages are served at the childcare facility?** ***(Select all that apply.)***

☐ 0–2 years old

☐ 3–5 years old

☐ 6–8 years old

☐ > 8 years old

34. ***(Only answer this question if selected 'yes' to question 30.)*** **Please describe what other childcare services are provided to students through outside resources or community partners.**

35. Please provide any additional background around how childcare services are supported or funded at your college.

36. Does your college offer any programs or services for students as parents (e.g., parent education, parent university, fatherhood initiatives)? If yes, please describe in the space below.

<u>Behavioral and Mental Health Services</u> (Only complete this section if you selected 'behavioral and/or mental health services referrals' in question 3.)

Note: *Please provide a collective response across all departments and student services in response to the following questions about housing services.*

37. Please select all the ways in which students can start behavioral and mental health services on your campus. ***(Select all that apply.)***

- ☐ N/A; behavioral and mental health services are not offered on the campus
- ☐ Sending an email
- ☐ Calling a phone number
- ☐ Stopping by the behavioral and mental health services
- ☐ Making an online appointment
- ☐ Other (please describe):

38. Please select all the ways your college and/or community partner provides <u>preventative</u> behavioral and mental health services for students. ***(Select all that apply.)***

- ☐ Informational packets on <u>college-provided</u> resources
- ☐ Informational packets on <u>externally provided</u> resources
- ☐ Informational packets on preparing for college life
- ☐ Group meetings with licensed counselors
- ☐ Fresh Check Days

☐ Wellness programs/workshops

☐ Collaborative efforts with community partners

☐ Advertising community events

☐ Other (please describe):

39. ***(Only answer this question if you selected option 'Wellness programs/workshops' to question 38.)*** **You indicated that your college or a community partner offers a wellness program/center that provides preventative services for students. What role does the center play in student mental health? Specifically, what programs and services have been provided in the past two years?**

40. **For any of the student behavioral and mental health services that were selected, please describe the nature of the event(s), where it was held, number of students served and frequency.**

41. **Please select list all the ways your college and/or community partner supports behavioral and mental health of students.** ***(Select all that apply.)***

☐ Community Services through nonprofit providers

☐ Jed Foundation/JED Campus

☐ NAMI CT

☐ JED's Ulifeline

- ☐ Question Persuade Refer (QPR)
- ☐ Mental Health First Aid
- ☐ Peer Support Groups
- ☐ One-on-one meetings with licensed counselors
- ☐ Hotline phone number for college services
- ☐ Hotline phone number for external services
- ☐ Online resources
- ☐ Online referral services (e.g., ThrivingCampus, Psychology Today)
- ☐ Campus programs and events
- ☐ Student organizations (e.g., Active Minds)
- ☐ Wellness Center activities
- ☐ Gatekeeper training program
- ☐ Other (please describe):

Faculty and Staff Certification and Training:

42. Does your college have licensed clinical staff on campus?
Choose an item.

43. *(Only answer this question if you answered 'yes' in question 42.)* Please indicate how many clinical staff, hours accessible to students, types of services provided and identify all written protocols, intake forms and other documentation.

44. Have faculty and/or staff received Mental Health First Aid training since 2018?
Choose an item.

45. **Have faculty and/or staff received Train the Trainer certification in Mental Health first Aid?**
    Choose an item.

46. **Have any faculty or staff at your college been certified as a Trainer through the QPR Institute or other organization?**
    Choose an item.

47. ***(Only answer this question if you answered 'yes' for question 43, 44, and 45.)*** **Provide the names and titles of those who have completed such certification or training and when it was obtained.**

48. **How does your college connect students with outside resources or community partners for behavioral and mental health treatment services? What follow up does your college do with a student once a referral is made to ensure their needs were met?**

49. **Please describe what other behavioral and mental health services, if any, are provided to students through outside resources or community partners.**

50. Please provide any additional background around how behavioral and mental health services are supported or funded at your college.

Emergency Funds (Only complete this section if you selected 'f' in question 3.)

51. Does your college connect students with outside resources or community partners to help overcome financial difficulties?
Choose an item.

52. *(Only answer this question if you selected 'yes' in question 51.)* Please specify the nature of the resource, how students are connected and what, if any follow up is done by the college.

53. Does your college offer emergency funds to help students address food, housing, transportation, childcare or mental health needs?
Choose an item.

54. *(Only answer this question if you selected 'yes' for question 53.)* What is the source of these funds and how much is available annually for student support?

55. Please select all the ways in which students are assessed if they qualify for your college and/or community partner's financial support services. *(Select all that apply.)*

☐ N/A; there is no formal assessment process

☐ Online questionnaire

☐ Paper questionnaire

☐ Federal or state tax documents

☐ In-Person interview

☐ Phone interview

☐ Other (please describe):

56. Please select any other ways your college or community partners provide financial stability services for students. ***(Select all that apply.)***

☐ Budget or financial planning services provided through partners (e.g., banks, jumpstart)

☐ Tax preparation services provided through partners (e.g. Vita)

☐ FAFSA completion

☐ Financial literacy workshops

☐ Other (please describe):

57. Please describe what other financial support services are provided to students through outside resources or community partners.

58. Please provide any additional background about how financial support services are supported or funded at your college.

Thank you for your completion of this assessment.

Appendix B: Wraparound Services Offered by Category

Table B.1. Wraparound Services: Services Offered by Regional Category

Wraparound Service	Region	1 – No services offered	2 – Only partner services	3 – Partner and limited on-site services	4 – Partner and on-site services	N (Institutional Count)	Regional Mean Value	Service Mean Value
Behavioral and Mental Health	Capital-East	0	1	2	2	5	3.2	3.3
	North-West	0	1	0	3	4	3.5	
	Shoreline-West	0	0	3	0	3	3.0	
Childcare	Capital-East	3	1	1	0	5	1.6	2.5
	North-West	0	0	3	1	4	3.3	
	Shoreline-West	0	0	3	0	3	3.0	
Food	Capital-East	0	0	5	0	5	3.0	3.0
	North-West	0	0	2	2	4	3.5	
	Shoreline-West	0	2	1	0	3	2.3	
Housing	Capital-East	2	1	2	0	5	2.0	2.2
	North-West	0	3	0	1	4	2.5	
	Shoreline-West	0	3	0	0	3	2.0	
Transportation	Capital-East	0	1	4	0	5	2.8	2.8
	North-West	0	0	3	1	4	3.3	
	Shoreline-West	0	2	1	0	3	2.3	

Table B.2. Wraparound Services: Services Offered by Student Population Category

Wraparound Service	Student Population Category	1 – No services offered	2 – Only partner services	3 – Partner and limited on-site services	4 – Partner and on-site services	N (Institutional Count)	Student Population Category Mean Value	Service Area Mean Value
Behavioral and Mental Health	1 - Small	0	2	0	2	4	3.0	3.3
	2 - Midsize	0	0	2	2	4	3.4	
	3 - Large	0	0	3	1	4	3.3	
Childcare	1 - Small	2	0	1	1	4	2.3	2.5
	2 - Midsize	1	1	2	0	4	2.4	
	3 - Large	0	0	4	0	4	3.0	
Food	1 - Small	0	0	2	2	4	3.5	3.0
	2 - Midsize	0	1	3	0	4	2.8	
	3 - Large	0	1	3	0	1	2.8	
Housing	1 - Small	1	2	0	1	4	2.3	2.2
	2 - Midsize	0	2	1	1	4		
	3 - Large	0	3	1	0	4	2.3	
Transportation	1 - Small	0	1	2	1	1	3.0	2.8
	2 - Midsize	0	1	3	0	4	2.8	
	3 - Large	0	1	3	0	4	2.8	

Table B.3. Wraparound Services: Services Offered by Locale Category: Suburb (Large or Midsize), City (Small or Midsize), and Town or Rural Fringe

Wraparound Service	Student Population Category	1 – No services offered	2 – Only partner services	3 – Partner and limited on-site services	4 – Partner and on-site services	N (Institutional Count)	Student Population Category Mean Value	Service Area Mean Value
Behavioral and Mental Health	Suburb (Large or Midsize)	0	1	2	2	5	3.4	3.3
	City (Small or Midsize)	0	0	3	1	4	3.2	
	Town Fringe	0	1	0	1	2	3.0	
	Rural Fringe	0	0	0	1	1	4.0	
Childcare	Suburb (Large or Midsize)	0	0	5	0	5	2.0	2.5
	City (Small or Midsize)	1	1	2	0	4	3.0	
	Town Fringe	1	0	0	1	2	2.5	
	Rural Fringe	1	0	0	0	1	1.0	
Food	Suburb (Large or Midsize)	0	1	3	1	5	2.8	3.0
	City (Small or Midsize)	0	1	3	0	4	3.0	
	Town Fringe	0	0	1	1	2	3.5	
	Rural Fringe	0	0	1	0	1	3.0	
Housing	Suburb (Large or Midsize)	0	4	1	0	5	1.8	2.2
	City (Small or Midsize)	1	2	1	0	4	2.2	
	Town Fringe	0	1	0	1	2	3.0	
	Rural Fringe	1	0	0	0	1	1.0	
Transportation	Suburb (Large or Midsize)	0	1	4	0	5	2.8	2.8
	City (Small or Midsize)	0	1	3	0	4	2.8	
	Town Fringe	0	1	0	1	2	3.0	
	Rural Fringe	0	0	1	0	1	3.0	

Appendix C: Wraparound Awareness Strategies by Category

Table C.1. Wraparound Services: Awareness Strategies by Regional Category

Wraparound Service	Region	1 – No strategies offered	2 – Offered through website, email, mail, and/or student enrollment packet	3 – Offered through counselor or instructor	4 – All options available; both 2 and 3 offered plus website	N (Institutional Count)	Regional Mean Value	Service Mean Value
Behavioral and Mental Health	Capital-East	0	2	0	3	5	3.2	3.7
	North-West	0	0	0	4	4	4.0	
	Shoreline-West	0	0	0	3	3	4.0	
Childcare	Capital-East	3	1	0	1	5	1.8	2.3
	North-West	0	0	3	1	4	3.3	
	Shoreline-West	1	2	0	0	3	1.7	
Food	Capital-East	0	1	0	4	5	3.6	3.7
	North-West	0	0	0	4	4	4.0	
	Shoreline-West	0	1	0	2	3	3.3	
Housing	Capital-East	3	1	0	1	5	1.8	1.9
	North-West	1	1	2	0	4	2.3	
	Shoreline-West	1	2	0	0	3	1.7	
Transportation	Capital-East	0	3	1	1	5	2.6	3.0
	North-West	0	1	1	2	4	3.3	
	Shoreline-West	0	1	0	2	3	3.3	

Table C.2. Wraparound Services: Awareness Strategies by Student Population Category

Wraparound Service	Student Population Category	1 – No strategies offered	2 – Offered through website, email, mail, and/or student enrollment packet	3 – Offered through counselor or instructor	4 – All options available; both 2 and 3 offered plus website	N (Institutional Count)	Student Population Category Mean Value	Service Area Mean Value
Behavioral and Mental Health	1 – Small	0	0	0	4	4	4.0	3.7
	2 – Midsize	0	2	0	2	4	3.0	
	3 – Large	0	0	0	4	4	4.0	
Childcare	1 – Small	2	0	1	1	4	2.3	2.3
	2 – Midsize	1	2	1	0	4	2.0	
	3 – Large	1	1	1	1	4	2.5	
Food	1 – Small	0	0	0	4	4	4.0	3.7
	2 – Midsize	0	2	0	2	4	3.0	
	3 – Large	0	0	0	4	4	4.0	
Housing	1 – Small	2	1	1	0	4	1.8	1.9
	2 – Midsize	3	1	0	0	4	1.3	
	3 – Large	0	2	1	1	4	2.8	
Transportation	1 – Small	0	1	1	2	4	3.3	3.0
	2 – Midsize	0	3	0	1	4	2.5	
	3 – Large	0	1	1	2	4	3.3	

Table C.3. Wraparound Services: Awareness Strategies by Locale Category: Suburb (Large or Midsize), City (Small or Midsize), and Town or Rural Fringe

Wraparound Service	Student Population Category	1 – No strategies offered	2 – Offered through website, email, mail, and/or student enrollment packet	3 – Offered through counselor or instructor	4 – All options available; both 2 and 3 offered plus website	N (Institutional Count)	Student Population Category Mean Value	Service Area Mean Value
Behavioral and Mental Health	Suburb (Large or Midsize)	0	0	0	5	5	4.0	3.7
	City (Small or Midsize)	0	2	0	2	4	3.0	
	Town Fringe	0	0	0	2	2	4.0	
	Rural Fringe	0	0	0	1	1	4.0	
Childcare	Suburb (Large or Midsize)	1	0	2	2	4	3.0	2.3
	City (Small or Midsize)	1	3	0	0	4	1.8	
	Town Fringe	1	0	1	0	2	2.0	
	Rural Fringe	1	0	0	0	1	1.0	
Food	Suburb (Large or Midsize)	0	0	0	5	5	4.0	3.7
	City (Small or Midsize)	0	2	0	2	4	3.0	
	Town Fringe	0	0	0	2	2	4.0	
	Rural Fringe	0	0	0	1	1	4.0	
Housing	Suburb (Large or Midsize)	1	1	2	1	5	2.6	1.9
	City (Small or Midsize)	2	2	0	0	4	1.5	
	Town Fringe	1	1	0	0	2	1.5	
	Rural Fringe	1	0	0	0	1	1.0	
Transportation	Suburb (Large or Midsize)	0	2	1	2	5	4.0	3.0
	City (Small or Midsize)	0	2	0	2	4	3.0	
	Town Fringe	0	0	1	1	2	3.5	
	Rural Fringe	0	1	0	0	1	2.0	

Appendix D: Wraparound Tracking Strategies by Category

Table D.1. Wraparound Services: Tracking Strategies by Regional Category

Wraparound Service	Region	1 – No strategies offered	2 – Offered through website, email, mail, and/or student enrollment packet	3 – Offered through counselor or instructor	4 – All options available; both 2 and 3 offered plus website	N (Institutional Count)	Regional Mean Value	Service Mean Value
Behavioral and Mental Health	Capital-East	1	1	1	2	5	2.5	3.0
	North-West	0	0	2	2	4	3.6	
	Shoreline-West	0	2	0	1	3	2.7	
Childcare	Capital-East	4	0	1	0	5	1.0	1.2
	North-West	4	0	0	0	4	1.4	
	Shoreline-West	3	0	0	0	3	1.0	
Food	Capital-East	1	1	2	1	5	2.3	2.3
	North-West	0	2	2	0	4	2.8	
	Shoreline-West	1	2	0	0	3	1.7	
Housing	Capital-East	4	0	1	0	5	1.5	1.5
	North-West	4	0	0	0	4	1.0	
	Shoreline-West	1	1	0	1	3	2.3	
Transportation	Capital-East	3	0	2	0	5	2.0	1.5
	North-West	4	0	0	0	4	1.0	
	Shoreline-West	1	2	0	0	3	1.7	

Table D.2. Wraparound Services: Tracking Strategies by Student Population Category

Wraparound Service	Student Population Category	1 – No strategies offered	2 – Offered through website, email, mail, and/or student enrollment packet	3 – Offered through counselor or instructor	4 – All options available; both 2 and 3 offered plus website	N (Institutional Count)	Student Population Category Mean Value	Service Area Mean Value
Behavioral and Mental Health	1 - Small	0	0	2	2	4	3.5	3.0
	2 - Midsize	1	2	0	1	4	2.3	
	3 - Large	0	1	1	2	4	3.3	
Childcare	1 - Small	3	0	1	0	4	1.5	1.2
	2 - Midsize	4	0	0	0	4	1.0	
	3 - Large	4	0	0	0	4	1.0	
Food	1 - Small	0	1	2	1	4	3.0	2.3
	2 - Midsize	2	0	2	0	4	2.0	
	3 - Large	0	4	0	0	4	2.0	
Housing	1 - Small	4	0	0	0	4	1.0	1.5
	2 - Midsize	3	1	0	0	4	1.5	
	3 - Large	2	1	0	1	4	2.0	
Transportation	1 - Small	3	0	1	0	4	1.5	1.5
	2 - Midsize	3	0	1	0	4	1.5	
	3 - Large	2	2	0	0	4	1.5	

Table D.3. Wraparound Services: Tracking Strategies by Locale Category: Suburb (Large or Midsize), City (Small or Midsize), and Town or Rural Fringe

Wraparound Service	Student Population Category	1 – No strategies offered	2 – Offered through website, email, mail, and/or student enrollment packet	3 – Offered through counselor or instructor	4 – All options available; both 2 and 3 offered plus website	N (Institutional Count)	Student Population Category Mean Value	Service Area Mean Value
Behavioral and Mental Health	Suburb (Large or Midsize)	0	0	1	4	5	3.8	3.0
	City (Small or Midsize)	1	3	0	0	4	1.8	
	Town Fringe	0	0	2	2	2	3.0	
	Rural Fringe	0	0	0	1	1	4.0	
Childcare	Suburb (Large or Midsize)	5	0	0	0	4	1.4	1.2
	City (Small or Midsize)	4	0	0	0	4	1.0	
	Town Fringe	2	0	0	0	2	1.0	
	Rural Fringe	1	0	0	0	1	1.0	
Food	Suburb (Large or Midsize)	0	3	1	1	5	2.6	2.3
	City (Small or Midsize)	2	1	1	0	4	1.8	
	Town Fringe	0	0	2	0	2	3.0	
	Rural Fringe	0	1	0	0	1	2.0	
Housing	Suburb (Large or Midsize)	4	1	0	0	5	1.2	1.5
	City (Small or Midsize)	2	0	1	1	4	2.3	
	Town Fringe	2	0	0	0	2	1.0	
	Rural Fringe	1	0	0	0	1	1.0	
Transportation	Suburb (Large or Midsize)	4	1	0	0	5	1.2	1.5
	City (Small or Midsize)	2	1	1	0	4	1.8	
	Town Fringe	1	0	1	0	2	2.0	
	Rural Fringe	1	0	0	0	1	1.0	

Appendix E: Partner List

Wrap-around Service	Partners	Service Location	Website Reference	Existing Partner/ Not Currently Utilized
All	211ct.org	State	https://www.211ct.org/	Existing Partner
Behavioral & Mental Health	AmeriCorps VISTA Program	National	https://americorps.gov/serve/fit-finder/americorps-vista	Existing Partner
Behavioral & Mental Health	Bringing in the Bystander Program	National	https://cultureofrespect.org/program/bringing-in-the-bystander/	Existing Partner
Behavioral & Mental Health	Community Health Centers, Inc.	North-West, Capital-East, Shoreline-West	https://www.chc1.com/	Existing Partner
Behavioral & Mental Health	Community Health Resources (CHR)	Capital-East, North-West	https://www.chrhealth.org/	Existing Partner
Behavioral & Mental Health	Community Mental Health Affiliates (CMHA)	Local	https://cmhacc.org/	Existing Partner
Behavioral & Mental Health	Community Renewal Team (CRT)	State	http://www.crtct.org/en/	Existing Partner
Behavioral & Mental Health	Connecticut Clearing House	State	https://www.ctclearinghouse.org/	Existing Partner
Behavioral & Mental Health	Connecticut Community for Addiction Recovery Agency	State	https://volunteer.unitedwayinc.org/agency/detail/?agency_id=30650	Existing Partner
Behavioral & Mental Health	Connecticut Healthy Campus Initiative (Grant for Opioid Awareness and Education)	State	https://portal.ct.gov/DMHAS/Prevention-Unit/Prevention-Unit/Healthy-Campus-Initiative	Existing Partner
Behavioral & Mental Health	CT Access	State		Existing Partner

Wrap-around Service	Partners	Service Location	Website Reference	Existing Partner/ Not Currently Utilized
Behavioral & Mental Health	Department of Mental Health and Addiction Services (DMHAS)	State		Existing Partner
Behavioral & Mental Health	Domestic Violence Program			Existing Partner
Behavioral & Mental Health	Enfield Youth Services	North-West	http://www.enfield-ct.gov/442/Youth-Services-Center	Existing Partner
Behavioral & Mental Health	GBAPP	Shoreline-West	http://www.gbapp.org	Existing Partner
Behavioral & Mental Health	Interval House	Capital-East, North-West	https://intervalhousect.org/	Existing Partner
Behavioral & Mental Health	JED Foundation/JED Campus	National	www.jedcampus.org/	Existing Partner
Behavioral & Mental Health	Jed Foundation/ULifeline	National	www.ulifeline.org	Existing Partner
Behavioral & Mental Health	Jordan Porco Foundation: Fresh Check Days	National	https://rememberingjordan.org/programs/fresh-check-days/	Existing Partner
Behavioral & Mental Health	MindWise digital behavioral health solutions. [Note: The word "Mindwise" was hyperlinked in Asnuntuck's survey response to this question.]	National	www.mindwise.org	Existing Partner
Behavioral & Mental Health	Mobile Crisis Intervention	State	https://portal.ct.gov/DMHAS/CMHC/Services/CMHC-Mobile-Crisis-Intervention-and-Evaluation	Existing Partner
Behavioral & Mental Health	NABITA (National Association for Behavioral Intervention and Threat Assessment)	National	www.nabita.org	Existing Partner
Behavioral & Mental Health	NAMI CT (National Alliance on Mental Illness)	State	https://namict.org/	Existing Partner
Behavioral & Mental Health	Not Anymore Training	National	https://cultureofrespect.org/program/not-anymore/	Existing Partner

Wrap-around Service	Partners	Service Location	Website Reference	Existing Partner/ Not Currently Utilized
Behavioral & Mental Health	Opioid Grant	Federal; State		Existing Partner
Behavioral & Mental Health	Optimus Health Care	Shoreline-West	http://optimushealthcare.org/opthc/about/	Existing Partner
Behavioral & Mental Health	Overdose Education and Naloxone Distribution Program	National	https://naloxone-ct.org/overdose-prevention.html	Existing Partner
Behavioral & Mental Health	Reliance Health	Capital-East		Existing Partner
Behavioral & Mental Health	SACS of New Britain (Sexual Assault Crisis Center)	Local	https://www.ywcanb.org/sexual-assault-crisis-services/	Existing Partner
Behavioral & Mental Health	Safe Haven	North-West	http://www.safehavengw.org/	Existing Partner
Behavioral & Mental Health	Sexual Assault Crisis Center of Eastern CT	Local	www.saccec.org	Existing Partner
Behavioral & Mental Health	St. Joseph's University			Existing Partner
Behavioral & Mental Health	Thriving Campus	National	www.thrivingcampus.com	Existing Partner
Behavioral & Mental Health	United Services Domestic Violence Program	Capital-East	http://www.unitedservicesct.org/services/domestic-violence/	Existing Partner
Childcare	2-1-1 Childcare	State	https://www.211childcare.org/	**Not Currently Utilized**
Childcare	Alliance for Community Empowerment	Shoreline-West	https://alliancect.org/resources/	**Not Currently Utilized**
Childcare	Care4Kids (Connecticut Office for Early Childhood)	State	https://www.ctcare4kids.com/provider-information/care-4-kids-provider-portal/	Existing Partner

Wrap-around Service	Partners	Service Location	Website Reference	Existing Partner/ Not Currently Utilized
Childcare	CCAMPIS Grant	National	https://www2.ed.gov/programs/campisp/index.html	Existing Partner
Childcare	Connecticut Department of Children and Families (DCF)	State	https://portal.ct.gov/DCF/Supportive-Housing/Home	Existing Partner
Childcare	Connecticut Office of Early Childhood	State	https://www.ctoec.org/	Existing Partner
Childcare	Enfield After School Program	North-West		Existing Partner
Childcare	Enfield Early Development Center	North-West	http://www.enfield-ct.gov/186/Enfield-Child-Development-Center	Existing Partner
Childcare	Enfield Head Start	North-West		Existing Partner
Childcare	Enfield High School (Children's Reading Rooms)	North-West		Existing Partner
Childcare	Enfield KITE	North-West	https://enfieldkite.org/	Existing Partner
Childcare	Enfield Youth Services	North-West	http://www.enfield-ct.gov/442/Youth-Services-Center	Existing Partner
Childcare	Family Economic Security Program (FESP)	Local	https://www.gatewayct.edu/FESP	Existing Partner
Childcare	Family Resource Centers	State	https://portal.ct.gov/SDE/FRC/Family-Resource-Centers	**Not Currently Utilized**
Childcare	Horizons	Local	https://www.horizonsncc.org/	Existing Partner
Childcare	ION Bank Foundation	Capital-East, North-West	https://ionbank.com/about-us/foundation/	Existing Partner
Childcare	Second Amendment Foundation (SAF)	Capital-East		Existing Partner
Childcare	Supplemental Nutrition Assistance Program (SNAP)	National	https://www.fns.usda.gov/snap/supplemental-nutrition-assistance-program	Existing Partner
Childcare	Waterbury School Readiness Grant			Existing Partner
Childcare	Women's groups from surrounding towns	Local		Existing Partner
Childcare	YMCA	National		Existing Partner

Wrap-around Service	Partners	Service Location	Website Reference	Existing Partner/ Not Currently Utilized
Childcare	YMCA Greater Hartford	Local	https://www.ghymca.org/	**Not Currently Utilized**
Emergency	College foundations	Local		Existing Partner
Emergency /financial	Local banks	Local		Existing Partner
Food	Access Community Action Agency	Capital-East	https://accessagency.org/	**Not Currently Utilized**
Food	AmeriCorps VISTA Program	National	https://americorps.gov/serve/fit-finder/americorps-vista	Existing Partner
Food	Bishop Jean Willliams Food Pantry	Local	https://www.parkcityinitiative.org/bishop-jean-williams-food-pantry	**Not Currently Utilized**
Food	Board for Education & Services for the Blind (BESB)	State	BESB General Information (ct.gov)	Existing Partner
Food	City of Middletown Community Development Block Grant Program	Local	https://middletownct.gov/625/Community-Development-Block-Grant-CDBG	Existing Partner
Food	Community Foundation of Middlesex County (provides funding for student pantry)	North-West	https://middlesexcountycf.org/	Existing Partner
Food	Connecticut Community Foundation	North-West	https://conncf.org/	Existing Partner
Food	Connecticut Emergency Food Resources	State	https://ctpantryresources.com/find-food	**Not Currently Utilized**
Food	Connecticut Food Bank	State	https://www.ctfoodbank.org/	Existing Partner
Food	CUNO Foundation	Local	https://www.cunofoundation.org/	Existing Partner
Food	Enfield (Educational) Resources for Children	Local	https://erfcinc.org/	Existing Partner
Food	Enfield Food Shelf	Local	https://enfieldfoodshelf.org/	Existing Partner
Food	Enfield Hunger Action Team	North-West		Existing Partner
Food	Enfield Loaves and Fishes Soup Kichen	Local	https://enfieldloavesandfishes.org/	Existing Partner

Wrap-around Service	Partners	Service Location	Website Reference	Existing Partner/ Not Currently Utilized
Food	Enfield Resources for Children	North-West	https://erfcinc.org	Existing Partner
Food	Enfield Hunger Action Team	Local		Existing Partner
Food	Farmers to Families Enfield Food Distribution	Nationwide	https://easternusa.salvationarmy.org/southern-new-england/farmers-to-families-food-boxes-set-up-in-enfield/	Existing Partner
Food	Foodshare CT	State	https://foodshare.net/	Existing Partner
Food	Gateway to Excellence	Local		Existing Partner
Food	Hartford Bread	Local		Existing Partner
Food	Helping Americans Find Help	National	https://helpingamericansfindhelp.org/connecticut/ct-food-assistance/	**Not Currently Utilized**
Food	Helping Hands (Gateway Community College Foundation)	Local	https://www.gatewayfdn.org/helping-hands	Existing Partner
Food	Homes with Hope	Shoreline-West	https://www.hwhct.org/	**Not Currently Utilized**
Food	ION Bank Foundation	Capital-East, North-West	https://ionbank.com/about-us/foundation/	Existing Partner
Food	Loaves and Fishes	Shoreline-West	https://loavesandfishesnh.com/	**Not Currently Utilized**
Food	Local churches	Local		Existing Partner
Food	Local food pantries	Local		Existing Partner
Food	Magic Food Bus	Capital-East		Existing Partner
Food	Manna Community Pantry: Hands on Hartford	Local	https://www.handsonhartford.org/	**Not Currently Utilized**
Food	NECHE (New England Commission of Higher Education)	State		Existing Partner

Wrap-around Service	Partners	Service Location	Website Reference	Existing Partner/ Not Currently Utilized
Food	Open Doors Food Pantry	Local	https://opendoorshelter.org/	**Not Currently Utilized**
Food	Stop & Shop	North-West		Existing Partner
Food	Supplemental Nutrition Assistance Program (SNAP)	National	https://www.fns.usda.gov/snap/supplemental-nutrition-assistance-program	Existing Partner
Food	The Emergency Food Assistance Program (TEFAP)	National	https://www.fns.usda.gov/tefap/emergency-food-assistance-program	Existing Partner
Food	The United Way of Eastern Connecticut's Gemma E. Moran Mobile Food Pantry	Capital-East	https://www.uwsect.org/foodcenter	Existing Partner
Food	The United Way of Greater Waterbury	North-West	https://www.unitedwaygw.org/	Existing Partner
Food	Thomas Merton Center Eat Smart Marketplace	Local	https://www.ccfairfield.org/programs/the-thomas-merton-house-of-hospitality/	**Not Currently Utilized**
Food	Thomaston Bank	North-West		Existing Partner
Food	UNFI	Local	https://www.unfi.com/	Existing Partner
Food	Veterans Memorial Garden	Local		Existing Partner
Housing	Community Health Centers, Inc.	North-West	https://www.chc1.com/	**Not Currently Utilized**
Housing	Community Renewal Team (CRT)	State	http://www.crtct.org/en/	Existing Partner
Housing	Connecticut Coalition to End Homelessness	State	https://www.cceh.org/	Existing Partner
Housing	Connecticut Department of Children and Families (DCF)	State	https://portal.ct.gov/DCF/Supportive-Housing/Home	Existing Partner
Housing	Connecticut Housing Finance Authority's Temporary Rental Housing Assistance Program (TRHAP)	State	https://portal.ct.gov/DOH/DOH/Programs/TRHAP	Existing Partner
Housing	Coordinated Access Network (CAN)	State	https://ctcandata.org	Existing Partner
Housing	Farmington Housing Authority	Local	https://www.farmington-ct.org/government/housing-authority	**Not Currently Utilized**

Wrap-around Service	Partners	Service Location	Website Reference	Existing Partner/ Not Currently Utilized
Housing	FISH NWCT	North-West	Home (fishnwct.org)	Existing Partner
Housing	Helping Americans Find Help	National	https://helpingamericansfindhelp.org/Connecticut/ct-housing-assistance/	**Not Currently Utilized**
Housing	Homes with Hope	Shoreline-West	https://www.hwhct.org/	**Not Currently Utilized**
Housing	ION Bank Foundation	Capital-East, North-West	https://ionbank.com/about-us/foundation/	Existing Partner
Housing	Local agencies addressing veteran homelessness	Local		Existing Partner
Housing	Local homeowners/community members that rent rooms	Local		Existing Partner
Housing	Local housing authority	Local		Existing Partner
Housing	Local veteran agencies	Local		Existing Partner
Housing	Melville Trust	State and National	https://melvilletrust.org/	Existing Partner
Housing	New London Homeless Hospitality Center	Capital-East	https://www.nlhhc.org/	Existing Partner
Housing	New Opportunities Inc.	North-West, Shoreline-West	http://newoppinc.org/	Existing Partner
Housing	NOW	North-West		Existing Partner
Housing	Rental Assistance Program (RAP)	State		Existing Partner
Housing	Salvation Army (local)	National		Existing Partner
Housing	Thames Valley Council for Community Action, Inc. (TVCCA)	Capital-East	https://www.tvcca.org/	Existing Partner
Housing	The Light House	Capital-East	https://thelighthousect.com/	Existing Partner
Housing	The United Way	National	https://www.ctunitedway.org/	Existing Partner
Housing	Windham Regional Community Council (WRCC)	Capital-East	https://windhamclassproject.wordpress.com/	Existing Partner

Wrap-around Service	Partners	Service Location	Website Reference	Existing Partner/ Not Currently Utilized
Housing	YMCA	National		Existing Partner
Transportation	Connecticut Department of Transportation /CSCU/UCONN	State	https://portal.ct.gov/dot	Existing Partner
Transportation	CT Rail Hartford Lines	Local	https://www.hartfordline.com/	Existing Partner
Transportation	CT Rides (Connecticut Rides)	State	https://ctrides.com/	Existing Partner
Transportation	Enfield Magic Carpet Bus	Local	http://www.enfield-ct.gov/143/Magic-Carpet-Bus	Existing Partner
Transportation	Husky rides	State	https://ct.ridewithveyo.com/	Existing Partner
Transportation	Intrastate New Haven Line	Local	https://portal.ct.gov/DOT/News-from-the-Connecticut-Department-of-Transportation/2008/Connecticut-Rail-Ridership-Experiences-Increases-in-2007	Existing Partner
Transportation	SEAT Bus (Southeast Area Transit)	Capital-East	https://www.southeastareatransitdistrict.com/	Existing Partner
Transportation	CTfastrak	State	https://www.cttransit.com/services/ctfastrak	Existing Partner