



School of Social Work

UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN



SAFETY FIRST SAFETY ALWAYS

Supports and Needs Identified in Serving Postsecondary Students in Care

Findings from the Survey of Postsecondary HOUSE Liaisons



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Report By:

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Public Act 102-0083 was passed in July 2022, taking effect in August 2022. This law requires all higher education institutions to designate at least one staff member to serve as point-of-contact support to homeless students and students who were (or are) in the care of the Illinois Department of Children and Family Services (DCFS). These positions are called HOUSE liaisons. More information about these HOUSE liaisons is needed as this position is new. The Translational Research team affiliated with the DCFS Office of Research and Child Well-being worked with a broad-based advisory team to design and disseminate a survey to HOUSE liaisons in May 2023. This survey aimed to understand the training and resource needs of these recently appointed HOUSE liaisons. This information is intended to inform the DCFS Office of Education and Transition Services (OETS), the Illinois Community College Board, and the Illinois Board of Higher Education in their continuing efforts to support HOUSE liaisons as lead contact persons at Illinois colleges and universities supporting the postsecondary success of current and former foster youth. In this survey, the term "students of care" was defined for respondents as those students who are currently or formerly under the care of the DCFS. For more information on this survey, contact Dr. Heather L. Fox at hlfox2@illinois.edu.

HOUSE Liaisons’ Responses by Institution Type

Respondents were asked what type of institution they work at (community college, public university, private institution, and other institution type) and were instructed to select all that apply (Table 1). Each respondent selected one of the options provided. More than half (57%) of the 77 survey respondents were from private institutions. About one-third (31%) of the survey sample were from community colleges. The remaining survey sample was from public universities (12%). This reflects a response rate of between 47% and 82% of the identified HOUSE liaisons by institutional type and an overall response rate of 53%.

Table 1

Survey Sample of House Liaisons by Institutional Type

Institution Type	Survey Invitations Sent	Surveys Completed	Response Rate	Percent of Sample
Private Institution ¹	93	44	47.3%	57.1%
Community College	42	24	57.1%	31.2%
Public University	11	9	81.8%	11.7%
Total	146	77	52.7%	100%

1. Private college or university

Campus Regional Distribution

HOUSE liaisons were asked, "Please indicate what DCFS region you work in." They were provided a listing of the counties in each DCFS region (Table 2). The distribution by region varies notably by institution type. Among the survey sample, the largest proportion works at

postsecondary education institutions in Cook County (45%). This reflects the large proportion of respondents from private institutions in Cook County (65% of respondents from private institutions). The central region was represented by 23% of the survey sample; however, 44% of respondents from public universities ($n = 9$) were in the central region. Likewise, the Northern region was represented by 22% of the survey sample; however, 33% of respondents from community colleges ($n = 24$) were in the Northern region. The smallest proportion of the survey sample works at a postsecondary education institution in the southern region (10%). Here the average across institutional types was low in part because only 2.5% of respondents were from private institutions in the southern region.

Table 2

Location of Respondents' Institution by DCFS Region and Institution Type

DCFS Region	Community College		Public University		Private Institution		Total	
	Count	%	Count	%	Count	%	Count	%
Central Region	7	29.2	4	44.4	6	15.0	17	23.3
Cook County	5	20.8	2	22.2	26	65.0	33	45.2
Northern Region	8	33.3	1	11.1	7	17.5	16	21.9
Southern Region	4	16.7	2	22.2	1	2.5	7	9.6
Total	24	100	9	100	40	100	73	100

HOUSE Liaison Demographic Characteristics

HOUSE liaisons were asked to identify their gender, age, race/ethnicity, and highest education level. The sample was predominately female, with 72% identifying as female (Table 3). HOUSE liaisons identifying as male made up 27% of the sample, with a single non-binary respondent representing the final 1% of the sample. The sample of HOUSE liaisons was also predominately white, with 51% identifying as white females and 20% identifying as white males. Thirteen percent of the sample identify as Hispanic, Latino, Latina, Latinx, or Spanish origin, with 9% of the sample being Latinx females and 3% being Latinx males. Eleven percent of the sample identify as Black or African American, with 9% identifying as Black females and 3% identifying as Black males. Two individuals identified as having multiple races, one Black Latinx and one white Latinx. Lastly, there was one HOUSE liaison that identified as Asian, South Asian, or Southeast Asian, and one who identified as Middle Eastern or North African; both were female.

Table 3***HOUSE Liaisons' Gender and Racial/Ethnicity Identity***

Race/Ethnicity	Female		Male		Non-binary		Total	
	Count	%	Count	%	Count	%	Count	%
Asian, South Asian, Southeast Asian	1	1.4	0	0	0	0	1	1.4
Black or African American	6	8.5	2	2.8	0	0	8	11.3
Hispanic, Latino, Latina, Latinx, or Spanish origin	6	8.5	3	4.2	0	0	9	12.7
Middle Eastern, North African (MENA)	1	1.4	0	0	0	0	1	1.4
White	36	50.7	14	19.7	0	0	50	70.4
Multiple Races	1	1.4	0	0	1	1.4	2	2.8
Total	51	71.8	19	26.8	1	1.4	71	100

Most of the HOUSE liaisons were between the ages of 40 – 49 (40%) and 50 to 59 (23%) (Table 4). Most of the remaining HOUSE liaisons were between the ages of 30 – 39 (19%), with just a few being 29 or younger (8%) or the age of 59 (10%).

Table 4***HOUSE Liaisons' Age***

Age	Count	%
20 to 29 years old	6	8.2
30 to 39 years old	14	19.2
40 to 49 years old	29	39.7
50 to 59 years old	17	23.3
60 to 69 years old	7	9.6
Total	73	100

HOUSE liaisons reported high levels of academic achievement (Table 5). Ninety-nine percent of the sample hold higher education degrees, including bachelor's degrees (15%), master's degrees (74%), professional degrees (4%), and doctoral degrees (6%).

Table 5***Highest Level of Education Completed***

Highest Level of Education	Count	%
High School Diploma or G.E.D.	1	1.4
Bachelor's Degree (e.g., B.A., BS)	11	15.1
Master's Degree (e.g., M.A., MS, M.S.W., M.B.A.)	54	74.0
Professional Degree (e.g., M.D., J.D.)	3	4.1
Doctorate Degree (e.g., Ph.D., EdD)	4	5.5
Total	73	100

Professional Roles of HOUSE Liaisons

Respondents were asked what the focus of their work is and provided the following seven choices: academic advising/planning, academic support, administration, teaching, financial aid, non-academic student support services, and others (Table 6). Respondents were instructed to select all that apply. About a fifth of the sample (22%) indicated that they serve more than one role on their campus. This sample's most prevalent professional roles were non-academic student support services (43%), ranging from 40% to 55% across institutional types. An administrative role was the second most common role of HOUSE liaisons (16%). None of the HOUSE liaisons from community colleges reported an administrative role. Roles in academic advising/planning, academic supports, and financial aid were less prevalent than non-academic student support services and administrative roles. None of the HOUSE liaisons from public universities indicated they serve academic advising/planning, academic support, or teaching roles. This may reflect that there were fewer HOUSE liaisons from public universities in the sample. Fewer HOUSE liaisons from community colleges indicated that they serve multiple roles, 13% compared to 22% from public universities and 27% from private institutions (see Table 7).

Table 6**Professional Roles of HOUSE Liaisons (n = 77)**

	All Respondents		Community College		Public University		Private Institution	
	Count	%	Count	%	Count	%	Count	%
Non-Academic Student Support Services	47	43.1	13	46.4	6	54.5	28	40.0
Administration	17	15.6	0	0	2	18.2	15	21.4
Academic Advising/Planning	13	11.9	5	17.9	0	0	8	11.4
Academic Supports	13	11.9	3	10.7	0	0	10	14.3
Financial Aid	11	10.1	4	14.3	1	9.1	6	8.6
Other ¹	5	4.6	2	7.1	2	18.2	1	1.4
Teaching	3	2.8	1	3.6	0	0	2	2.9
Total	109²	100	28	100	11	100	70	100

1. Other roles were a) basic needs, case management, advocacy, academic/mentorship support, b) Title IX, c) mental health counseling, d) I am under Advising, but my role is unique in that I am a Community Resource Advisor, not an Academic Advisor, and e) social worker.”
2. Participants were instructed to select all that apply; 22% of the sample selected more than one role.

Table 7**The proportion of HOUSE Liaisons Indicating More than One Role by Institution Type (n = 77)**

	Count Respondents	Count with More than One Role	Percent Respondents with More than One Role
Community College	24	3	12.5
Public University	9	2	22.2
Private Institution	44	12	27.3
Total	77	17	22.1

House Liaisons' Years of Experience

The respondents were asked how many years they have been in their current role and how long they have worked in higher education (Table 8). About 42% of HOUSE liaisons have worked in their current role for two years or less. Just under 16% of HOUSE liaisons have three to four years of experience in their current position. Similarly, 43% of the HOUSE liaisons have five or more years of experience in their current role. While many HOUSE liaisons are new to their current role, most (79%) have served in higher education for five or more years (Table 9).

Table 8***HOUSE Liaisons' Years in Current Role by Institution Type***

Years in Current Role	Community College		Public University		Private Institution		Total	
	Count	%	Count	%	Count	%	Count	%
Less than one year	5	20.8	3	33.3	12	27.3	20	26.0
1 or 2 years	4	16.7	1	11.1	7	15.9	12	15.6
3 or 4 years	6	25.0	3	33.3	3	6.8	12	15.6
5 to 10 years	4	16.7	1	11.1	10	22.7	15	19.5
More than 10 years	5	16.7	1	11.1	12	27.3	18	23.4
Total	24	100	9	100	44	100	77	100

Table 9***HOUSE Liaisons' Years of Experience in Higher Education by Institution Type***

Years of Experience in Higher Education	Community College		Public University		Private Institution		Total	
	Count	%	Count	%	Count	%	Count	%
Less than one year	3	12.5	0	0.0	1	2.3	4	5.2
1 or 2 years	4	16.7	0	0.0	2	4.5	6	7.8
3 or 4 years	0	0.0	2	22.2	4	9.1	6	7.8
5 to 10 years	6	25.0	0	0.0	7	15.9	13	16.9
More than 10 years	11	45.8	7	77.8	30	68.2	48	62.3
Total	24	100	9	100	44	100	77	100

Campus Supports for Students in Care

HOUSE liaisons were asked, “Does your campus have any services or supports designed specifically for students in care? If yes, please describe those services or supports.” Of the 76 respondents who answered this question, 13 (17%) indicated that their institution has services specific to supporting students in care. A quarter of HOUSE liaisons from community colleges reported that their campus has supports specific to students in care, compared to 14% from private institutions and 11% from public universities. One HOUSE liaison shared that their campus builds a support community among students in care. Another shared that their campus has created a webpage on their campus website that links to supports and services available for students in care, including information about the DCFS financial resources and differentiated supports for students currently in care and those previously in care. Several HOUSE liaisons indicated that students in care are offered assistance with basic needs (food, housing, gas, emergency assistance), including on-campus and other local resources. Additionally, HOUSE liaisons indicated that support with financial aid processes (accessing aid through DCFS, filling

out FAFSAs) is another service provided to students in care. Lastly, HOUSE liaisons mentioned programs offered on their campus that provide support to students in care, including a) WellConnect, b) Student Linc, c) WIOA Youth Programs, d) Perkins Opportunities, e) TRIO, f) Student Navigators, and e) College Bridge Funds.

Support Provided to Students in Care by HOUSE Liaisons

HOUSE liaisons were asked, “Have you provided support to any students in care on your campus in your role as a HOUSE liaison? If yes, please describe the support you provided.” Thirty-four (44%) respondents indicated they had supported students in care on their campus. Higher rates of HOUSE liaisons from public institutions (67% of community colleges, 56% of public universities) reported having supported youth in care on their campus, as compared to the 30% of HOUSE liaisons from private institutions who reported having supported youth in care on their campus. Forty-five HOUSE liaisons provided brief descriptions of their support of students in care. The most common support provided was housing, with 19 HOUSE Liaisons (42%) highlighting supporting students to access on- or off-campus housing resources, including emergency housing and generalized housing assistance. Sixteen (36%) HOUSE liaisons provided generalized support and resources. About a quarter of the HOUSE Liaisons (24%) mentioned supporting students with financial resources, including financial aid, emergency assistance (gas and food assistance), and providing dependency override supports. Three HOUSE liaisons mentioned basic need support, and three mentioned physical and mental health support. Additional services mentioned were a) employment services, b) moving plans, and c) providing custom tours.

Training on Supporting Students in Care

HOUSE liaisons were asked, “Have you received any training on supporting students in care on your campus? If yes, please describe the training.” Twenty-four (31%) indicated they had received training on supporting students in care. About a third of HOUSE liaisons from community colleges (33%) and private institutions (34%) indicated they had received training, were only one HOUSE liaison from a public university (11%) had received training. Most of these HOUSE liaisons reported participating in the HOUSE liaison training hosted through IBHE and their partners. Additional training was provided by ICCB, Learning Renewal, ISAC, and their state representatives. Training topics included supporting youth involved in foster care, mental health first aid, and the process for securing emergency assistance.

Training on Providing Trauma-Informed Support

HOUSE Liaisons were asked, “Have you received any training on providing trauma-informed support? If yes, please describe the training.” Forty-five respondents (58%) indicated participating in training on trauma-informed support. However, this varied substantially by institutional type; 79% of HOUSE liaisons from Community Colleges had received this training compared to 56% of HOUSE liaisons from Public Universities and 48% of HOUSE liaisons from Private Institutions. Thirty-eight HOUSE Liaisons provided brief descriptions of the trauma-

informed support training they had received. Nine of the HOUSE liaisons indicated that they received this training as part of the professional preparation (e.g., licensed professional counselors, bachelor's/ master's of social work, licensed clinical social worker). Most of the descriptions referenced the general modes of training (e.g., webinars, workshops) or the provider (e.g., YWCA, ICCB, NASPA, Title IX). However, a few HOUSE liaisons referenced specific training they participated in. These trainings include:

- Starr Training and Resilience Education,
- Trauma-informed pedagogy training,
- Trauma-informed approaches to student services,
- A.C.E. interface trainer training,
- Survivors of sexual assault and other gender-based violence,
- Trauma-informed support for students facing homelessness and housing instability (including (HOUSE liaison training), and
- College student well-being, trauma, and resilience.

HOUSE Liaisons' Confidence in Supporting Postsecondary Students with Foster Care Experience

HOUSE liaisons were asked, "On a scale from 1 to 10, where 1 is not at all confident and 10 is very confident, how confident are you in your ability to support students in care on your campus?" On average, HOUSE liaisons rated their confidence at 5.6 (Range 1 - 10, $SD = 2.35$). Specifically, public college and university respondents, with nine participants, reported a mean confidence of 7.44 ($SD = 2.30$), while private institution respondents had a mean confidence of 5.43 ($SD = 2.39$). Community college respondents indicated a mean confidence of 5.25 ($SD = 2.05$).

Familiarity with Financial Resources Available from DCFS

HOUSE liaisons were asked, "Which of the following statements best describes your familiarity with the financial resources available to students in care through DCFS?" Most HOUSE liaisons (70%) indicated that they know that DCFS has financial resources for students in care but do not know anything about those resources (Table 10). Eighteen percent of respondents indicated that they know about the types of resources available to students in care through DCFS. Twelve percent of HOUSE liaisons indicated that they **did not** know that DCFS has financial resources for students in care.

Table 10***Familiarity with Financial Resources Available from DCFS to Students in Care by Institutional Type***

Familiarity with Financial Resources from DCFS	Community College		Public University		Private Institution		Total	
	Count	%	Count	%	Count	%	Count	%
I did not know that DCFS has financial resources for students in care.	1	4.2	0	0	8	18.6	9	11.8
I know that DCFS has financial resources for students in care, but I do not know anything about those resources.	17	70.8	7	77.8	29	67.4	53	69.7
I know about the types of financial resources available to students in care through DCFS.	6	25.0	2	22.2	6	14.0	14	18.4
Total	24	100	9	100	43	100	76	100

Level of Interest in Potential Training Topics

HOUSE liaisons were asked, “Please rate your level of interest in training on the following topics on a scale from 1 to 10, where a 1 indicates not at all interested and 10 indicates extremely interested.” The topics presented were a) the unique needs of students in care, b) financial resources available to students in care through DCFS, c) adolescents and young adults in foster care, d) characteristics of a foster-friendly institution, and e) providing trauma-informed support (Table 11). Survey respondents reported the highest level of interest in learning about financial resources available to students in care through DCFS (mean 8.1). Levels of interest in other topics were also relatively high: providing trauma-informed supports (mean 7.8), characteristics of a foster-friendly institution (mean 7.5), unique needs of students in care (mean 7.4), and generally, adolescents and young adults in foster care (mean 6.9). Interest in these training topics was higher for HOUSE liaisons serving at community colleges than those at public or private institutions.

Table 11***Interest Level in Training on Various Topics (Scale: 1-10) by Respondents' Institution Type***

Training Topics	Community College			Public University			Private Institution			Total Survey Respondents		
	Count	Mean	SD	Count	Mean	SD	Count	Mean	SD	Count	Mean	SD
Financial resources available to students in care through DCFS	24	9.1	1.86	9	8.1	3.02	39	7.6	2.56	72	8.1	2.64
Providing trauma-informed support	23	8.5	1.75	9	7.4	3.24	42	7.4	2.80	74	7.8	2.60
Characteristics of a foster-friendly institution	24	8.4	1.95	9	7.7	3.32	38	6.9	3.13	71	7.5	2.85
Unique needs of students in care	24	7.8	2.06	9	7.4	3.71	40	7.2	2.72	73	7.4	2.64
Adolescents and young adults in foster care	24	7.5	2.30	9	7.1	3.52	37	6.4	2.88	70	6.9	2.79

Needs of Students in Care on Campuses

HOUSE liaisons were asked, “What are the top three needs of students in care on your campus?” They were provided the following ten options a) academic support services, b) disability services, c) housing assistance, d) financial assistance, e) financial assistance, f) food assistance, g) mental health or psychological services, h) social or peer support, i) mentoring, j) other (please specify), and k) I do not know (Table 12). There were technical challenges for this question that accidentally limited the ability of early respondents to choose more than one answer. This limitation may have impacted as many as thirteen respondents, who were limited to one response.

Approximately 15% of HOUSE liaisons indicated they did not know the top needs of students in care on their campus. This was higher for HOUSE liaisons at private institutions (21%). Across institutional types of HOUSE liaisons indicated that financial assistance is the top need for students in care (26% total, 29% community colleges, 26% public university, and 25% private institutions). The top four needs identified by HOUSE liaisons at community colleges and private institutions were a) financial assistance, b) housing assistance, c) mental health or psychological services, and d) academic support services. Only a small proportion of HOUSE Liaisons at public universities indicated that academic support (5%) was needed for students in care on their campuses. In contrast, 16% of HOUSE liaisons at public universities indicated that social or peer supports are a top need for students in care on campus, compared to 6% for community colleges and 3% at private institutions. One survey respondent specified other as domestic violence services.

Implications

Across the 77 institutions of higher education represented in this survey sample, few colleges and universities reported having support services specific to postsecondary students with experience in foster care. Few HOUSE liaisons reported knowledge of DCFS financial resources for postsecondary education, and the level of interest was high in learning about financial resources available to students in care through DCFS. Additionally, HOUSE liaisons are highly interested in learning how to provide trauma-informed support, the characteristics of a foster-friendly institution, and the unique needs of students in care. These survey results highlight that HOUSE liaisons at community colleges, public universities, and private institutions have varied knowledge, interests, and needs in serving postsecondary students with experience in foster care. HOUSE liaisons reporting in the survey indicate a need for targeted support for postsecondary students with experience in foster care. It would be beneficial to develop a range of informational support and programmatic services to help HOUSE liaisons build support systems for postsecondary students with foster care experience.

Table 12***Top Three Needs of Students in Care on Campus by Respondents' Institution Type***

Students Needs	Community College		Public University		Private Institution		Total	
	Count	%	Count	%	Count	%	Count	%
Financial assistance	14	28.6	5	26.3	15	24.6	34	26.4
Housing assistance	9	18.4	4	21.1	9	14.8	22	17.1
I do not know	5	10.2	1	5.3	13	21.3	19	14.7
Mental health or psychological services	6	12.2	3	15.8	8	13.1	17	13.2
Academic support services	5	10.2	1	5.3	7	11.5	13	10.1
Food assistance	4	8.2	1	5.3	3	4.9	8	6.2
Social or peer support	3	6.1	3	15.8	2	3.3	8	6.2
Mentoring	3	6.1	1	5.3	3	4.9	7	5.4
Other ¹	0	0	0	0	1	1.6	1	0.8
Total	49	100	19	100	61	100	129	100

1. Specified as domestic violence services.

Acknowledgments

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Appendix A

HOUSE Liaison Survey

The Illinois Department of Children and Family Services (DCFS) is partnering with leaders from community colleges and universities in Illinois and researchers to improve campus support for students with lived experience in foster care. This survey aims to gather feedback from HOUSE liaisons about campus support for students with lived experience in foster care. The information we collect will help us provide HOUSE liaisons with the training and resources they need to promote the success of students with lived experience in foster care.

1. Which of the following best describes the institution you work at? *(select all that apply)*

1. Community College
2. Public University
3. Private University
4. Other (specify) _____

2. What is the focus of your work? *(select all that apply)*

- Academic Advising / Planning
- Academic Supports
- Administration
- Teaching
- Financial Aid
- Non-Academic Student Support Services
- Other (Please specify) _____

3. For how long have you been in your current role?

- Less than one year
- 1 or 2 years
- 3 or 4 years
- 5 to 10 years
- More than 10 years

4. For how long have you worked in higher education?

- Less than one year
- 1 to 2 years
- 3 to 4 years
- 5 to 10 years
- More than 10 years

The following few questions use the term "students in care" to refer to students **currently** or **formerly** under the care of the Illinois Department of Children and Family Services (DCFS).

5. Does your campus have any services or supports explicitly designed for students in care?
- No
 - Yes (Please describe those services or supports.) _____
6. Have you provided support to any students in care on your campus in your role as a HOUSE Liaison? If yes, please share a brief description.
- No
 - Yes (Please describe the support you provided.) _____
7. Have you received any training on supporting students in care on your campus?
- No
 - Yes (Please describe the training.) _____
8. Have you received any training on providing trauma-informed support?
- No
 - Yes (Please describe the training.) _____
9. On a scale from 1 to 10, where 1 is not at all confident and 10 is very confident, how confident are you in your ability to support students in care on your campus?






0 1 2 3 4 5 6 7 8 9 10



10. Which of the following statements best describes your familiarity with the financial resources available to students in care through DCFS?
- I did not know that DCFS has financial resources for students in care.
 - I know that DCFS has financial resources for students in care but don't know anything about those resources.
 - I know about the types of financial resources available to students in care through DCFS.

11. Please rate your level of interest in training on the following topics on a scale from 1 to 10, where a 1 indicates not at all interested and 10 indicates extremely interested.

0 1 2 3 4 5 6 7 8 9 10

Unique needs of students in care	
Financial resources available to students in care through DCFS	
Adolescents and young adults in foster care	
Characteristics of a foster-friendly institution. (A foster-friendly institution is.....)	
Providing trauma-informed support	

12. What are the top three needs of students in care on your campus?

- Academic support services
- Disability services
- Housing assistance
- Financial assistance
- Food assistance
- Mental health or psychological services
- Social or peer support
- Mentoring
- Other (Please specify) _____
- I do not know.

13. Please indicate what DCFS region you work in. The *counties in each region are listed below.*

- Central Region:** Adams, Brown, Bureau, Calhoun, Cass, Champaign, Christian, Clark, Coles, Cumberland, Dewitt, Douglas, Edgar, Ford, Fulton, Greene, Hancock,

- Henderson, Henry, Iroquois, Jersey, Knox, La Salle, Livingston, Logan, Macon, Macoupin, Marshall, Mason, McDonough, Mclean, Menard, Mercer, Montgomery, Moultrie, Morgan, Peoria, Piatt, Pike, Putnam, Rock Island, Sangamon, Schuyler, Scott, Shelby, Stark, Tazewell, Warren, Woodford, Vermilion
- **Cook County**
 - **Northern Region:** Boone, Carroll, DeKalb, DuPage, Grundy, Jo Daviess, Kane, Kankakee, Kendall, Lake, Lee, Ogle, McHenry, Stephenson, Whiteside, Will, Winnebago, Woodford
 - **Southern Region:** Alexander, Bond, Clay, Clinton, Crawford, Edwards, Effingham, Fayette, Franklin, Gallatin, Hamilton, Hardin, Jackson, Jasper, Jennifer, Johnson, Lawrence, Madison, Marion, Massac, Monroe, Perry, Pope, Pulaski, Randolph, Richland, Saline, St. Clair, Union, Wabash, Washington, White, Williamson

14. How do you identify your gender?

- Female
- Male
- Transgender female
- Transgender male
- Non-binary
- Genderqueer
- Other gender (Please specify) _____

15. How would you describe your race/ethnicity? (*select all that apply*)

- American Indian or Alaska Native
- Asian, South Asian, Southeast Asian
- Black or African American
- Hispanic, Latino, Latina, Latinx, or Spanish origin
- Middle Eastern, North African (MENA)
- Native Hawaiian or Other Pacific Islander
- White
- Other (specify): _____

16. What is the highest level of education you have completed?

- High School Diploma or G.E.D.
- Associate's Degree (e.g., A.A., AS)
- Bachelor's Degree (e.g., B.A., BS)
- Master's Degree (e.g., M.A., MS, M.S.W., M.B.A.)
- Professional Degree (e.g., M.D., J.D.)
- Doctorate Degree (e.g., Ph.D., EdD)

17. What is your age?

- 20 to 29 years old
- 30 to 39 years old
- 40 to 49 years old
- 50 to 59 years old
- 60 to 69 years old
- 70 to 79 years old