*Note: These handouts discuss college students’ homelessness. This is a difficult topic, so should be introduced with caution. See Opening Brainstorm.*

**Learning from Anecdotal and Statistical Information in the News**

**Directions:** Reach excerpts from each newspaper article. Pay specific attention to potential differences in the information highlighted in green and blue.

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| **The Disturbing Trend of Homeless Community College Students**  *Danielle Douglas-Gabriel, Washington Post, 3/15/2017*  There are weeks when Xavier McMillon, 23, knows he can rely on a friend to put him up for a night or two. But there are far too many other days when the Houston Community College student scrambles to find a place to stay or money to eat.  It wasn’t always like this, he said. A few months ago, he was sharing an apartment with his best friend and holding down a job. But a dispute over mold infestation got them evicted, and too many sick days because McMillon couldn’t afford his HIV meds got him fired.  “Right now it’s real hard to try to go to school, try to get a job and try to find a place,” said McMillon, who is taking the semester off. “I try not to let a lot of people know about everything that’s going on with me. I don’t like people having to worry.”  Many students suffer the same housing and food insecurity that plagues McMillon, and a new study from the Wisconsin HOPE Lab, in collaboration with the Association of Community College Trustees (ACCT), shows that the problem is more widespread than people might suspect.  In a survey of more than 33,000 students at 70 community colleges across the country, researchers found that 14 percent were homeless, and one in three were going hungry while pursuing a degree. The findings, which will be presented Wednesday at a town hall hosted by George Washington University, lay bare the reality of a population of students who remain largely invisible on college campuses.  Homelessness and hunger among college students is prevalent in all regions of the country and is not isolated to urban or high-poverty areas, according to the report.  Students with children were more likely to experience food and housing insecurity than those without. Nearly a third of students going without food or shelter held jobs and received financial aid, and many work long hours at low-wage, low-quality jobs and get little sleep, the study showed. | **In College and Homeless**  *Kyle Spence, New York Times, 2/20/2020*  On a sunny day last April, Anthony White, a 29-year-old Marine Corps veteran, told a room of California state legislators how he had survived a semester as a cash-strapped student at MiraCosta College: he’d slept in his car.  Mr. White parked his Chevy Silverado late at night in warehouse lots, showering at his gym, and he was once kicked out of a Lowe’s for brushing his teeth in the bathroom. The experience, he said, was “traumatizing.”  Homelessness among American college students has become an increasingly visible problem, with those who attend community colleges hit the hardest. Seventeen percent of community college students experienced homelessness in the last year, according to a 2019 survey of close to 167,000 college students by The Hope Center for College, Community, and Justice in Philadelphia. And half reported housing insecurity, paying only part of their rent, skimping on utility bills, or sleeping on friends’ couches and sometimes in their cars.  To help, Mr. White has become one of their fiercest advocates, pushing community colleges in California to open parking lots at night, so students who spend at least some nights sleeping in their vehicles — an estimated 4 percent in California, according to a Hope Center report — can get rest, be near bathrooms and avoid illegally parking in unsafe places far from campus.  ….  On a recent evening earlier this month, community college students across the state hunkered down in their cars for the night. Some slept beneath underpasses, on residential streets, or on the edges of warehouse lots.  One of them was Stephen Cooper, a student at San Diego City College, where this semester, he is taking history and physical science classes, while holding down a part-time job as a parking attendant.  That night, he was parked in a church lot near campus, as part of a safe car-park program hosted by Dreams for Change, a local nonprofit, that assists the homeless.  What did it mean to have a place to park? “Security,” Mr. Cooper said, before slipping into his Nissan for the night. |

**Analyzing Anecdotal and Statistical Information in Newspaper Articles**

**Directions:** Analyze the information highlighted within each news story.

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| --- | --- | --- | --- |
| **Newspaper Article Excerpt** | **How would you describe the information highlighted in your own words?** | **How does the information make you feel? What does it make you think about?** | **Why did the journalist choose to include this information in their story?** |
| **The Disturbing Trend of Homeless Community College Students**  There are weeks when Xavier McMillon, 23, knows he can rely on a friend to put him up for a night or two. But there are far too many other days when the Houston Community College student scrambles to find a place to stay or money to eat. |  |  |  |
| **The Disturbing Trend of Homeless Community College Students**  In a survey of more than 33,000 students at 70 community colleges across the country, researchers found that 14 percent were homeless, and one in three were going hungry while pursuing a degree. |  |  |  |
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| **In College and Homeless**  Seventeen percent of community college students experienced homelessness in the last year, according to a 2019 survey of close to 167,000 college students by The Hope Center. And half reported housing insecurity, paying only part of their rent, skimping on utility bills, or sleeping on friends’ couches and sometimes in their cars. |  |  |  |

**Defining and Comparing Anecdotal, Statistical and Expert Information**

**Directions:** Fill in each characteristic of anecdotal and statistical information. Then, explain each characteristic of expert information.

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|  | **Anecdotal Information** | **Statistical Information** | **Expert Information** |
| **Who is this information about?** (e.g., one individual? multiple individuals?) |  |  |  |
| **How is information presented?** (e.g., through words?; through numbers?) |  |  |  |
| **What criteria do we apply to ensure that each type of information is high quality?** |  |  |  |
| **Why might this type of information be included in a newspaper story?** |  |  |  |

**Look across each row.**

**What are two differences between anecdotal and statistical information that you notice:**

**(1)**

**(2)**

**Identifying and Analyzing Expert Information**

**Directions:** Pleaseread this newspaper story. Analyze the information highlighted in orange.

|  |  |
| --- | --- |
| **The “Invisible” Homeless Can Fall Through the Cracks**  *Athna Jones, CNN, 12/8/2022*  …  Public officials and non-profits often focus on housing people with the most acute needs, such as the chronically mentally ill living on streets and subways, advocates told CNN. As a result, people like Zaldaña – dubbed the “invisible” homeless – can fall through the cracks.  “When people think ‘homeless,’ they think of people talking to themselves in a doorway. They don’t think about the guy standing next to them at the bus stop on their commute to work,” said Ann Shalof, CEO of NCS [Neighborhood Coalition for Shelter, a supportive housing facility].  A hard look at New York's controversial new approach to the homeless  Colleges are often not aware of the problem, said Rashida Crutchfield, an associate professor in the School of Social Work at California State University, Long Beach.  “We have educational institutions that, until recently, really didn’t perceive homelessness as something that their students were experiencing and – even when they do – have a really hard time seeing where they fit in addressing that issue,” she said.  “So, our students fall in this middle place where the institution, if it’s not responding, and the community-based agencies don’t see our students as a part of their population, they have no place to go.”  Housing – and food – insecurity make students more likely to suffer from poor physical health and depression and more likely to drop out of college, hurting their earning potential, advocates say. And the conditions are more likely to impact students from marginalized communities, including minority students and those who are undocumented or LGBTQ+. | **How would you describe the information highlighted in your own words?** |
| **How does the information make you feel? What does it make you think about?** |
| **Why did the journalist choose to include this information in their story?** |

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| **Exit Ticket: Match Each Example to the Type of Information It Represents**  **Directions:** For each example, please decide if it represents anecdotal, statistical, or expert information. | |
| **Examples** | **Information Type** |
| 1. Some 55% of CUNY students across 19 of its campuses recently were housing insecure: unable to pay rent or utilities, forced to move frequently, moving in with people due to financial problems or living in too-crowded housing, according to a 2019 report 2. “California is ahead of the game in that the state has made the first investment of this level in addressing college student homelessness,” said Crutchfield, who is part of a research team evaluating so-called rapid rehousing programs on 10 campuses over the next three years. 3. “I would nap throughout the day, instead of getting a full eight hours of sleep (at night),” Zaldaña said, describing how she had to sleep in shifts in the 300-square-foot Manhattan studio apartment she shared with her mother, father, grandmother and sister – without a door to close. | 1. **Anecdotal Information** 2. **Statistical Information** 3. **Expert Information** |
| **Directions:** **Circle** the words in each example that helped you decide whether anecdotal, statistical, or expert information was introduced. | |