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Complicating Homelessness: A Workshop for Students and Volunteers

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Abstract

Homelessness effects 17 out of every 10,000 people in the United States, and approximately 22 out of every 10,000 people in the city of Asheville, NC. Homeward Bound of Western North Carolina (HBWNC) is a nonprofit organization working to prevent and end homelessness in Asheville through low-barrier services and Housing First practices. HBWNC relies on volunteers from the community and higher education institutions for support in running its programs. While most volunteer training focuses on the day-to-day tasks, boundaries, and procedures related to volunteering with HBWNC, this project focuses on the importance of giving volunteers a solid understanding of homelessness as a social justice issue, and how volunteer positionality, experience, and implicit bias may impact their interactions with the clients they serve. This project focuses on training prospective volunteers through a workshop facilitated at two different higher education institutions in the Asheville area. The goal of the workshop was to introduce the concepts of complex personhood, intersectionality, and desire-centered frameworks with the goal of laying the groundwork for critical service-learning experiences that move participants beyond simple volunteerism by encouraging them to think deeply about their work, its value, and how this work holds importance in a social justice context.

Keywords: critical service-learning, complex personhood, volunteer training, homelessness services

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Complicating Homelessness: A Workshop for Students and Volunteers

In many cities, homelessness is a visible social issue – people sleeping under building overhangs, surrounded by all of their belongings on a park bench, or "flying a sign" asking for money or food by the interstate exit. These stereotypical snapshots are just the tip of a much larger iceberg. Homelessness is an intersectional issue, highlighting a cross section of social problems ranging from access to healthcare to affordable housing to mass incarceration. And, far from the single-male stereotype, an increasing number of women and families are also experiencing homelessness (Hardin & Wille, 2017). People become homeless for many reasons, and there is no one-size-fits-all solution. There are, however, models that center agency, compassion, and a central belief that safe and affordable housing is a human right (Clark, 2016).

Homelessness is a major issue in Asheville, NC, where affordable rental housing is scarce, public housing has an impossibly long waiting list, and owning a home is unattainable for many residents. According to 2019 Asheville/Buncombe County North Carolina Continuum of Care statistics published by the National Alliance to end Homelessness, 580 community members are homeless in Asheville and the surrounding county on any given night (NAEH, 2020). While Asheville has 479 emergency shelter and transitional housing beds provided by six overnight shelters, approximately 72 people remain unsheltered on any given night (NAEH, 2020). Approximately 80 people are classified as chronically homeless, meaning they have stayed outdoors or in shelter for a full year or have had multiple extended episodes of homelessness, and they have at least one disabling condition – but they often have more. Homeward Bound of Western North Carolina (HBWNC) works to end chronic homelessness in Asheville by eliminating many of the barriers to housing faced by this vulnerable population through providing low-barrier homelessness services at AHOPE Day Center as well as multiple

housing programs and case management. HBWNC views housing as a human right and believes that everyone deserves a place to live regardless of criminal background, income, mental health, or any other issues they may face. HBWNC uses the national best practice of Housing First, which prioritizes providing homeless individuals with permanent housing as quickly as possible, and then providing voluntary supportive services as needed. Through this model, the only barrier to housing is availability. Housing First also dispenses with the stigma of homelessness – it acknowledges that people become homeless due to a diverse array of circumstances, casting aside judgement in favor of the human dignity we all deserve.

HBWNC relies on volunteers from the community and higher education institutions for support in running its programs. Volunteers are often responsible for completing routine tasks at AHOPE Day Center and the Welcome Home Donation Center so that HBWNC staff are free to focus on the intricacies of housing and case management. Some volunteer roles entail greater interaction with clients than others, and volunteers are generally encouraged to serve where they feel most comfortable. Serving people who are unhoused can be extremely complicated, because the issue of homelessness is inherently complex. While most volunteer training focuses on the day to day tasks, boundaries, and procedures related to volunteering with HBWNC, it is important to begin with a solid understanding of what HBWNC clients are facing, and the greater forces at play that the organization must work against in its mission to prevent and end chronic homelessness in Asheville, NC. It is also important for volunteers to understand where they factor into this work – how their own positionality, experience, and implicit bias may impact their interactions with our clients and their ability to serve this community with empathy and compassion.

Project Purpose

The majority of HBWNC volunteers serve at AHOPE Day Center, where over 150 clients take showers, receive mail, drink coffee, store their belongings, and access case management every day. When volunteers are able to help meet these basic needs, case managers are free to focus on working with clients to help them address everything else – from applying for public benefits to accessing housing programs. Volunteering at AHOPE can be thankless, tedious work. It's cleaning the bathrooms after closing, or checking mail for an endless list of clients, or handing out toiletries to an impatient line of people. The goal of this workshop is to lay important groundwork for participants to understand the deeper issues faced by the person whose mail they're checking, or the person who was asked to leave for the day for drinking on the porch. Rather than taking these interactions at face value, participants can think critically about what led to these moments and dream more broadly about possibilities for the future. Volunteers will think more about power and choice while they're volunteering, so that they can look for ways to return these fundamental rights to clients who often feel powerless. Ultimately, the key takeaways should be a better understanding of the complexity of homelessness on a wider scale, and an ability to interact with clients empathetically and compassionately.

The purpose of this workshop will be to provide participants with tools to discuss homelessness as an issue as well as prepare them to interact with people who are actively unhoused without othering or condescension. Students/participants will examine the importance of personal agency, and they will look for ways that individual power can be returned to the clients HBWNC serves wherever possible. Ultimately, this workshop will help lay the groundwork for a critical service-learning experience (Mitchell, 2008) that moves participants beyond simple volunteerism by encouraging them to think deeply about what they are doing as

volunteers, why their work as volunteers is valuable, and how this work holds importance in a social justice context.

Literature Review

Who Experiences Homelessness?

The Department of Housing and Urban Development (HUD) defines literal homelessness as an "individual or family who lacks a fixed, regular, and adequate nighttime residence" which includes living in a public or private space not meant for human habitation or a shelter facility specifically designed to provide temporary living arrangements (HUD, 2020a). People who are staying with friends or "doubling up" for an extended period of time are considered "at risk" of becoming homeless. Each year, HUD mandates a "Point-In-Time" count. Each Continuum of Care (regional and local planning bodies that receive federal funding to serve the homeless population) conducts a count of sheltered and unsheltered people experiencing homelessness on a single night in January (HUD, 2020b). According to the 2019 Point-in-Time Count, 17 out of every 10,000 people in the United States were experiencing homelessness. The National Alliance to End Homelessness (NAEH) notes that "these 567,715 people represent a cross-section of America. They are associated with every region of the country, family status, gender category, and racial/ethnic group" (2020, par. 2). Seventeen percent of this population are "chronically homeless" which means that they have a disabling condition (such as mental health diagnoses or physical health problems) and have experienced prolonged and/or repeated episodes of homelessness. Sixty percent of the national homeless population is male (NAEH, 2020). The United States has seen three years of increases in its homeless population, and homelessness increased by 3% from the 2018 to 2019 Point-in-Time count. However, there has been an overall downward trend in homelessness since 2007, when this data collection began (NAEH, 2020).

It is also important to note that people of color are disproportionately more likely to experience homelessness in the United States. Among Pacific Islanders and Native Americans, 160 people experience homelessness out of every 10,000, and 55 out of every 10,000 Black Americans is homeless. Again, the national average is 17 out of every 10,000. While all people face similar risk factors for homelessness, people of color face additional risk factors related to structural and historic racism related to housing (NAEH, 2020). The Federal Housing Administration was established in 1934 and actively supported segregation through the practice of redlining, denying insurance for mortgages in and near African American neighborhoods (NAEH, 2018). Racism is sewn into the fabric of United States housing policy, "federal home loan practices and redlining explicitly denied the benefits of homeownership to African Americans—intentionally creating communities segregated by race and concentrating wealth in the hands of White households" (NAEH, 2018, par. 3). Though these policies are no longer explicit, the long-term impact of redlining and urban renewal practices still have a large impact on people of color and access to housing in cities all over the United States today (NAEH, 2018).

Though a lack of access to affordable housing is one of the overarching causes of homelessness, there are many other contributing factors, often closely linked to poverty (Hardin & Wille, 2017). Lack of education can lead to difficulty attaining a stable income, and research has shown this as an indicator for potential homelessness. Though it's found to be more prevalent in men than women, many people who become incarcerated were homeless prior to incarceration, and they become far more likely to become or remain homeless after they are released (Hardin & Wille, 2017). People who are homeless often cannot afford legal representation, relying on public defenders. It is also difficult to keep up with court dates while sleeping outside, often resulting in more fines and even higher rates of incarceration. Many

housing and employment options require a clear background check, and most people who are incarcerated for any length of time lose their prior employment (Hardin & Wille, 2017). This problem is far worse for people who are on the sex offender registry; it is extremely hard to find housing that meets the parameters of their release, hard to find employment, and most homeless shelters will not allow them inside.

According to a 2001 study, homeless women suffer from mental illness at higher rates than homeless men. Studies have found a range of 15 to 60% of homeless individuals are affected by mental illness. While mental illness can often be a cause of homelessness, homelessness can also be a "risk factor" for mental illness (Hardin & Wille, 2017). People who experience homelessness are more likely to have unmet healthcare needs, often using emergency departments as their primary healthcare provider. People who are homeless with zero income are not eligible for a healthcare subsidy through the Affordable Care Act, and if they live in a state that did not participate in Medicaid expansion, they often have no regular access to healthcare (Fryling et al., 2015). This has an even greater effect on children who are homeless, who can experience long-term consequences due to lack of preventative care (Hardin & Wille, 2017). Various studies have shown different rates of substance use disorders in the homeless population, but they are often "as high as 78 to 82%...Unlike mental health and physical health problems, which appear to be consistently heightened due to homelessness, substance use among homeless individuals was found to increase or decrease after becoming homeless dependent upon associated features of homelessness and social service supports" (Hardin & Wille, 2017, p. 37).

Veteran status can also be a cause of homelessness not because of the status itself, but due to increased risk factors associated with being a veteran, such as mental and physical health disorders (Hardin & Wille, 2017). Veterans experience an increased risk of homelessness if they

are a person of color, have a mental health disorder, have low socioeconomic status, and/or a history of substance use. As a result of military service, veterans are more likely to experience "brain injuries (TBI) and Post-Traumatic Stress Disorder (PTSD), both of which have been found to be among the most substantial risk factors for homelessness" (NAEH, 2015, par. 2). In Asheville, NC, veteran homelessness increased by three percent in 2019 with 255 veterans staying in transitional housing, emergency shelters, and outdoors. However, there has been a national downward trend in veteran homelessness over the past 10 years with a 50% decrease in homeless veterans overall (NAEH, 2020).

Though much of the data collected during Point-in-Time counts relies on self-reporting from homeless individuals, there are few studies that look specifically at reasons for becoming homeless identified by homeless individuals themselves. Hardin and Wille's 2017 study is one of the few that did just that, arguing that listening to the perspective of people who are homeless can help provide "insight into the resources that they require to gain and retain housing and [they] can be partners with social service professionals in the development of needed programing" (pp. 37-38). Hardin and Wille (2017) found that lack of affordable housing and substance use disorders are primary causes identified by homeless individuals, which is generally in line with overall research. However, people experiencing homelessness also pointed toward lack of family support and inability to manage money as additional factors that are not often mentioned in previous studies. Life-skill training has been found to be a helpful aspect of transitioning to and remaining in housing – everything from money management to home maintenance. The study also found that the types of support needed to exit shelter identified by homeless individuals varied widely, which is due to the wide variety of causes that lead to homelessness. The study shows that homeless individuals can (and in many cases should) be

active participants in the process of developing assistance programs that meet their needs. Hardin and Wille suggest the importance of valuing the "life knowledge" of homeless individuals to create more effective homelessness interventions (Hardin & Wille, 2017).

National Homelessness Intervention

The wide variation in causes of homelessness makes it difficult to identify specific policies and interventions that apply to everyone. Over the past decade, cities across the United States have adopted plans to end homelessness, many of which were prompted by the 2010 Obama administration "Opening Doors" plan to end homelessness (Congressional Digest, 2020). These plans often emphasize Housing First, which is an evidence-based model that provides "low-barrier, rapid access to housing and mental health support services wherein individuals are given access to independent housing with no sobriety or mental health treatment enrollment or compliance requirements" (Watson et al., 2017, p. 8). In 2010, 67% of city plans to end homelessness included the Housing First model (Woodhall-Melnik & Dunn, 2016). Generally speaking, most communities implement Housing First through a process of community coordinated assessment whereby the most vulnerable homeless community members are identified and prioritized for housing placement as quickly as possible. Once placed in housing, these individuals receive ongoing case management to support them in meeting their goals as well as addressing the other factors that lead to homelessness (Watson et al., 2017). Watson et al. (2017) highlight ways in which Housing First stands in stark contrast to the Treatment First model that was most often used prior to 2010. Treatment First requires that homeless individuals maintain sobriety and consistently participate in mental health treatment if they have a diagnosed disorder. The idea is that homeless individuals must demonstrate "readiness" before they are placed into housing, and "housing success is generally dependent on individuals' willingness to

access and experiences of success within mental illness or substance dependency treatment programs" (Woodhall-Melnik & Dunn, 2016, pp. 288–299). Treatment First places the burden of homelessness on the individual, rather than looking at the highly varied causes of homelessness, many of which are structural and systemic.

Housing First theorizes that people who are homeless will stabilize more quickly once they are in housing, regardless of their other personal challenges. Treatment First prioritizes individuals who are more organized and compliant, often leading to chronic homelessness for those who struggle with consistency and sobriety (Watson et al., 2017). Requiring people to prove that they are "deserving" of housing is "contradictory to the assertion that housing should be viewed as a basic human right" (Woodhall-Melnik & Dunn, 2016, p. 289). In their systematic review of outcomes related to Housing First programs, Woodhall-Melnik and Dunn (2016) found "methodologically rigorous evidence" that Housing First has a positive, consistent effect on improving housing retention specifically related to individuals who have been identified as "hard to house." An emphasis on personal autonomy, agency, and dignity for homeless individuals leads to a higher rate of success and self-sufficiency.

While Housing First is a successful tool for addressing homelessness, it cannot be the entire answer to ending homelessness. Critics point toward the growing trend of communities using Housing First as an overarching philosophy or ethos without implementing the full model (Watson et al., 2017). This is due to a lack of clear implementation guidelines at the federal level, despite promoting Housing First as a best practice. While the spread of the philosophy of housing as an essential human right is highly beneficial to the issue of homelessness overall, communities often experience low Housing First retention rates when they focus on getting

people into housing, but fail to provide adequate case management, harm reduction, and wrap-around services to help people remain in housing long-term (Watson et al., 2017).

Homelessness and Intervention in Asheville, NC

In 2019, Asheville had a one percent increase in its sheltered population, and a staggering 37% increase in its unsheltered and sleeping outside population (NAEH, 2020). Looking at "subpopulations" in Asheville, 17% of these individuals have a serious mental illness, 11% have a substance use disorder and 4% are survivors of domestic violence (Asheville Buncombe Continuum of Care, 2019). While there are many factors that contribute to the recent increase of homelessness in Asheville, NC, a recent housing needs assessment shows that 46% of renters in Asheville are "cost burdened," meaning they pay more than 30% of their income for housing. There are 4,750 low-income housing units available in Asheville through government subsidies and tax credits, and *two* of those units were vacant at the time this report was conducted (Bowen, 2020). The city's available housing has not been able to keep up with steadily increasing demand, resulting in high rent prices. Tourism is Asheville's primary industry, and the wages earned from service and tourist industry employment rarely meet the demand of Asheville's high housing costs. An overall lack of accessible affordable housing is one of the leading causes of homelessness nation-wide, and there has been a steady decline in federal programming to increase and/or support affordable housing stock (Clark, 2016; Hardin & Wille, 2017).

A major barrier to Housing First success in Asheville, NC (and in many other cities in the United States) is a lack of affordable housing stock. Homelessness services organizations in Asheville (including HBWNC) may be doing everything right programmatically, but so long as there is not enough funding and affordable housing units available, homelessness is prolonged for many individuals because they have to wait for the housing they have been slated for to open

up (Clark, 2016). While it remains unprofitable for developers to build affordable housing on any large scale, organizations like HBWNC are reliant on public housing managed by the Housing Authority of the City of Asheville (HACA) and landlords willing to accept housing choice vouchers and/or Rapid Rehousing funds (Clark, 2016). HBWNC is currently attempting to mitigate this issue through managing buildings owned by HACA so that their "hard to house" clients face low barriers and eviction rates (Homeward Bound, 2020). HBWNC is also raising funds to build their own housing development, which will consist entirely of low-barrier, affordable apartments (WLOS, 2019).

The "not in my backyard" belief system (or NIMBYism) is also a barrier to successful implementation of the Housing First model. While Asheville, NC is generally perceived as a progressive community, proposals for multifamily housing developments are often met with public outcry from homeowners – usually citing the need for the preservation of character and history of Asheville's neighborhoods (Rosen, 2018). This is further complicated by a boom in upscale condo and hotel development in the city as well. The community members who argue against luxury development in favor of affordable housing options often argue against more affordable apartment construction near their homes.

Homelessness and Intersectionality

Collins and Chepp (2016) characterize intersectionality as an understanding that "...racism, sexism, class exploitation, and similar oppressions mutually construct one another, drawing upon similar practices and forms of organization. Intersectional knowledge projects acknowledge the ways political and economic structural arrangements…operate in constellation with one another" (p. 4). This "constellation" of oppression and inequality can aid our understanding of how people become homeless and why some remain so for many years. The

issues faced by people experiencing homelessness "mutually construct" one another. Someone who grew up in poverty and has a mental illness may have developed coping mechanisms of self-medication through "risky" behaviors such as substance use, which in turn make it difficult to maintain employment. If this person is incarcerated for these behaviors, mental illness may go untreated, and housing and employment will become further unattainable due to a criminal record. This contributes to a cycle that is even more difficult to break when sleeping outside or in a shelter. The cycle becomes more profound for people of color, who are far more likely to be incarcerated and also face issues such as medical racism and housing discrimination. If this person of color is also a transgender woman, the cycle becomes even more difficult to break. A deeper understanding of the intersections of co-occurring diagnoses such as mental health and substance use as well as systemic and structural oppression gives us better insight into how we serve people who are homeless and is foundational to arguments for the efficacy of the Housing First model. Placing a person in housing is not effective in and of itself because it doesn't address the other intersecting issues that contribute to homelessness. However, stable housing disrupts the cycle and provides a foundation from which all other issues may be addressed.

Crenshaw (2006) writes that "understanding the intersectional dynamics of crisis intervention may go far toward explaining the high levels of frustration and burnout experienced by counselors who attempt to meet the needs of minority women victims" (2006, p. 11). This sentiment aligns with the experiences of HBWNC Homeless Services case managers. If counselors or caseworkers only address problems in isolation, they will never be truly successful. It is important to note that, while the community coordinated assessments used to prioritize people for housing placement take poverty and domestic violence into account as risk factors, they do not assess the impact of social injustice such as structural racism or transphobia. People

rarely experience homelessness due to one specific crisis, and one crisis is almost always connected to another. This web of intersecting problems must be addressed holistically in order to achieve any measure of progress.

Housing First Practices and Complex Personhood

Housing First has been proven to be one of the most effective interventions for ending chronic homelessness and is considered a best practice nationally. Many community housing services believe that everyone deserves dignity and that advocating for the dignity of our most vulnerable community members is how we contribute to a stronger, healthier society as a whole. Dominant ideologies cast people who are homeless as fundamentally immoral or deviant without an understanding of the diverse factors that contribute to becoming homeless. Even some homelessness services agencies follow this outlook – insisting that people achieve sobriety, demonstrate mental health stability, or maintain employment for a certain length of time before they are allowed to access housing services. Understanding housing as a human right moves beyond the debate of worthiness or fitness to focus on the moral necessity of human dignity. Empathy and compassion are far more important than the moral constructs surrounding criminal background, addiction, mental illness, and other issues that stigmatize people experiencing homelessness.

Ethical case management is also central to the Housing First model. Once clients obtain housing, their case manager helps them access any resources available to them – a level of care many clients have never received before. This typically includes protecting a client's right to self-determination. They are encouraged to envision their ideal quality of life, and case managers help them to set and meet goals to achieve that vision without judgement. This approach embodies Avery Gordon's concept of "Complex Personhood" which is the recognition

> that all people…are beset by contradiction…Complex personhood means that people suffer grievously and selfishly too, get stuck in the symptoms of their troubles, and also transform themselves. Complex personhood means that even those called "Other" are never never that. Complex personhood means that the stories people tell about themselves, about their troubles, about their social worlds, and about their society's problems are entangled and weave between what is immediately available as a story and what their imaginations are reaching toward…Complex personhood is about conferring the respect on others that comes from presuming that life and people's lives are simultaneously straightforward and full of enormously subtle meaning. (2008, p. 4-5)

A low barrier approach acknowledges that people are extraordinarily complex, and also worthy of a better future. An example of this might be AHOPE Day Center, HBWNC's low-barrier day shelter, where volunteers are encouraged to interact with AHOPE clients with the idea of "complex personhood" in mind.

In "Suspending Damage," Eve Tuck discusses the importance of adopting a "desire-centered framework" rather than a "damage-centered framework" when working with marginalized communities (2009). While it's important to understand the immense hardship of homelessness, the focus should never remain entirely on the damage within this community – which can come across as condescension or saviorism. Rather, Tuck encourages us to take an asset-based approach, focused on the resilience and capability of the people we serve. And she encourages us to take it a step further, highlighting the right of all people on the margins to *desire* things, to want more than just their basic needs.

The Role of Volunteers in Addressing the Needs of Homelessness

In a 2010 study, Lundahl and Wicks surveyed 78 homeless shelter administrators across the United States to assess the efficacy of volunteers in homeless shelters. Ten years later, their findings still ring true. Homeless shelters rely on consistent, informed volunteer support as an important aspect of their workforce. In terms of organizational need, volunteers are second only to financial donations (Lundahl & Wicks, 2010). Volunteers are critical to the daily operations of shelters like AHOPE Day Center. When volunteers are able to help meet basic needs like building maintenance and food distribution, case managers and staff are free to focus on working with clients to help them address everything else – from applying for public benefits to accessing housing programs. Volunteer programing at homeless shelters is also a key aspect of community education and fundraising. First hand experiences with people who are homeless provides opportunities for volunteers to develop empathy and a greater understanding of homelessness as a social justice issue. Positive volunteer experiences often encourage community members to advocate for people experiencing homelessness in other ways, such as donation drives and fundraising. Understanding homelessness on a deeper level can also empower volunteers to advocate for local and regional policies to make affordable housing more readily available.

Pedagogical and Theoretical Frameworks for Volunteer Workshop

Critical Service-Learning

In her doctoral dissertation "No One is Gonna Tell Us We Can't Do This," Shuli Archer (2019) describes the more traditional definition of service-learning: "bringing theory to the community and the community to theory" (p. 20). Ideally, this pedagogical practice fully integrates service into the academic curriculum. However, this term has been critiqued as potentially patronizing, and there is an ongoing debate about its continued use. Some

understandings of service-learning emphasize classroom pedagogy, while civic responsibility and community benefit fall to the bottom of the priority list. Many institutions are transitioning to using the term "community engagement," defined by the Carnegie Foundation as "partnership relationships between the campus and the community that are characterized by collaboration, reciprocity, and mutuality" (Saltmarsh & Johnson, 2018, pp. 3–4). This framework encompasses service-learning as well as other forms of community-based research, activism, and organizing work that are not course-based.

Tania Mitchell (2008) describes critical service-learning as a step beyond the traditional format that "reimagines the roles of community members, students and faculty in the service-learning experience" (p. 50). Critical service-learning centers the study of systematic inequality and structures of injustice that are at the core of social issues with the ultimate goal of deconstructing the systems of power that necessitate community action. This pedagogy applies a social justice education approach to foster "social awareness [that emphasizes] community problem solving through critical thinking that raises questions about the roots of social inequality" (Mitchell, 2008, p. 50). Critical service-learning places an unapologetic emphasis on "dismantling structures of injustice" and a redistribution of power among its practitioners as well as its recipients (Mitchell, 2008). While this revolutionary framework has the potential to enact important social change, it is labor intensive in practice and often difficult for institutions to implement fully.

Mitchell observed that "the practicality of traditional service-learning (service to individuals) versus critical service learning (service for an ideal) may explain the prominence of service-learning programs that emphasize student outcomes over community change" (2008, p. 52). It is logistically easier to manage and measure outcomes for a program in which students do

simple one-time service trips or short service "internships" to reach an hour-based goal. While these students are doing valuable work, there is no requirement for the student to look beyond their specific task or for the university to establish lasting, reciprocal relationships with community agencies. Critical service-learning is a great deal of work, but the outcomes are more impactful and will likely create the greatest amount of change over time. Mitchell acknowledges the merit of helping individuals, but when the root causes are not being considered or addressed, the service has no true depth or lasting impact. Serving for an ideal encompasses both individuals receiving service as well as the social structures that impact those individuals and created their need in the first place.

Mitchell also emphasizes the importance of developing authentic community relationships, and this becomes easier to achieve when all stakeholders are prepared and knowledgeable about the people they are serving (2008). Just as students and faculty should be knowledgeable about the social and structural issues faced by the people they serve before experiencing any hands-on interaction, community partners need to be fully aware of the level of labor they will be asked to perform as part of this partnership, and they should also have the opportunity to fully consent to the arrangement prior to any service placements. Critical service-learning encourages participants to break down the ivory tower of higher education, acknowledging that community members are the experts of their own experience, and have highly credible contributions to make in terms of discussing social injustice and visions for a better future. This redistribution of power allows students to understand that learning can occur in all manner of classrooms from all manner of people – not just professors in an academic setting. All parties should be equally involved in the creation of service-learning programming and courses (Mitchell, 2008).

It is all too easy for students, faculty, and community members alike to be buried under the specific tasks and sometimes overwhelming needs of a community. Critical service-learning allows everyone the chance to take a step back, examine the issue from a broader perspective, and perhaps become inspired by new ideas to fix these heavily engrained problems. What is the purpose of service if it is not transformative? That said, it is also important to strike a balance between providing space to dream and practical or "pedestrian" aspects of this framework to work toward making it truly beneficial toward developing communities (Butin, 2015). While many share the dream of enacting change and advocating for justice, the lofty theories must return to the origins of service-learning that are rooted in ethical practice, local need, and critical analysis of the university's positionality within the community. It can also be argued that the critical service-learning framework is applicable to volunteers outside of higher education as well, emphasizing the potential for volunteer programming as a transformative educational opportunity through volunteer training and reflection.

Positionality Theory

Discussing positionality, power, and privilege are an essential aspect of training volunteers working with people who are homeless, deepening conversations around complex personhood and the desire-centered framework. Linda Alcoff's "The Problem of Speaking for Others" is a foundational text for positionality theory that examines the epistemological significance of speaking for others as well as the ontological implications of speech itself. As she grapples with the inherent gray areas of self-identification, positionality, and the interplay of power and oppression, Alcoff asks "is it ever valid to speak for others who are unlike me or who are less privileged than me?" (1991, p. 7). Essential to this conversation is an understanding of the dynamics that occur when we speak for ourselves, and when we speak for others:

> In speaking for myself, I (momentarily) create my self—just as much as when I speak for others I create their selves—in the sense that I create a public, discursive self, which will in most cases have an effect on the self experienced as interiority. Even if someone never hears the discursive self I present of them they may be affected by the decisions others make after hearing it. (Alcoff, 1991, p. 10).

When we speak, we are presenting a construction of who we are to the world and, when we speak for others, we are constructing a perception of who *they* are (Alcoff, 1991). Our positionality, what Alcoff often refers to as "social location," becomes an important factor because it affects who listens to us when we speak, what they hear us say, and often how they react to what we say. Positionality informs the audience's perception of the meaning and truth of what we say, as well as perceptions of its significance. Alcoff further highlights the political nature of speaking for others in that "rituals of speaking are politically constituted by power relations of domination, exploitation, and subordination. Who is speaking, who is spoken of, and who listens is a result, as well as an act, of political struggle" (1991, p. 15). When a person who holds power or privilege speaks, their audience is more likely to hear what they say and perceive that representation to be true. Here lie the dangers of speaking for others from a place of privilege: 1) that we construct a perception of people without privilege that is either incorrect or counterintuitive to their own goals; and 2) that we co-opt the power of self-construction that they may embody on their own, thereby "reinforcing the oppression of the group spoken for" (1991, p. 7). Alcoff quotes Joyce Trebilcot, who takes this a step further, describing speaking for others as a coercive act of violence (1991, p. 6), a continuation of imperialism and supremacy.

However, social location and positionality should not be defined as one-dimensional or static, as these factors are often subject to personal evolution and can be extraordinarily complex

in a time when many people belong to multiple modalities of social location. Alcoff asserts that, though positionality certainly informs the meaning and truth of what we say, it does not *determine* meaning and truth: "we cannot reduce evaluation of meaning and truth to a simple identification of the speaker's location" (1991, pp. 16-17). There may be instances in which we can truthfully and meaningfully speak about groups to which we do not belong, but we must do so with thoughtful caution, and with our own social position in mind. The context of reception is also an important consideration in that "the speaker loses some portion of his or her control over the meaning and truth of his or her utterance" (1991, p. 15) based on who is listening. Meaning is not only derived from what we say, but also from what the audience *hears* and how that is internalized or interpreted. However, even if we cannot control how what we say is received, we are not absolved of accountability for what we say: "Partial loss of control does not entail a complete loss of accountability. Clearly, the problematic of speaking for has at its center a concern with accountability and responsibility" (Alcoff, 1991, p. 16).

Alcoff presents an anecdote detailing an academic lecture she attended in which the white male speaker, who was slated to lecture about the political problems of postmodernism, presented on an entirely different subject because he did not want to "speak for the feminist and postcolonial perspectives" intrinsic to the critical interrogation of postmodernism. Alcoff describes this as a "retreat response" in which people "simply retreat from all practices of speaking for and assert that one can only know one's own narrow individual experience and one's 'own truth' and can never make claims beyond this" (p. 17). For some, this response is rooted in a desire to avoid oppressive rituals of speaking through refusing to speak for groups of which they are not a part—an avoidance of "discursive imperialism."

While in some scenarios this form of "passing the mic" to people with less privilege is absolutely the right thing to do, Alcoff also points out that choosing not to speak for others "will not result in an increase in receptive listening in all cases; it may result merely in a retreat into a narcissistic yuppie lifestyle in which a privileged person takes no responsibility for her society whatsoever" (1991, p. 17). In other words, retreat responses can become a form of avoiding political action, complicity in social issues, or criticism overall. Retreating, in itself, is a privileged act. We become immune to criticism, because we are "only speaking for ourselves," thus claiming to only speak about things within our direct realm of expertise and belonging. This practice becomes an "absolute means" to avoid error—we are less likely to misspeak or be perceived as ignorant if we avoid difficult subjects entirely.

If we choose to only speak for ourselves, we also relinquish any responsibility for how we affect others. Alcoff points out that "even a complete retreat from speech is of course not neutral since it allows the continued dominance of current discourses and acts by omission to reinforce their dominance" (1991, p. 20). She goes on to explain that there is no true neutrality, no way of speaking—or remaining silent—that would entirely avoid impacting the other people involved: "We are collectively caught in an intricate, delicate web in which each action I take…pulls on, breaks off, or maintains the tension in many strands of a web in which others find themselves moving also" (1991, p. 21). It is an illusion perpetuated by our Western individualist society that we can separate ourselves far enough from one another that we would have no impact. A true retreat is impossible, and to assume as much is irresponsible. In some cases, speaking for others may reinforce the oppression of dominant structures, but in others refraining from speaking at all can have the same effect.

Speaking for others is often "born of a desire for mastery" (Alcoff, 1991, p. 22). We inherently want to be perceived as correct and knowledgeable about another's experience, or as a "champion" for a cause we know is just. We want to be right, and we want to be praised for our rightness—which can often reinforce both our own privilege and the oppression of those we speak for. However, there are also times when people without power or who are oppressed are unable to speak safely, or if they speak will not be heard or believed by others in positions of power. And so the question arises, if people with privilege do not speak for people with less privilege, are we abandoning our political or social responsibility to confront oppression? Is our "greatest contribution to move over and get out of the way?" (Alcoff, 1991, p. 8). In searching for a middle ground for when we should speak and how, Alcoff quotes Gayatri Chakravorty Spivak, who encourages "speaking to" as a solution in which "we strive to create wherever possible the conditions for dialogue and the practice of speaking with and to rather than speaking for others" (1991, p. 23).

In writing this analysis, Alcoff hoped to contribute to an ongoing discussion "for a more equitable, just distribution of the ability to speak and be heard" (1991, p. 29). Ultimately, her writing is a call for awareness and intention when we speak and taking responsibility for what we say. There is no simple answer regarding when we should or should not speak for others—every situation is different—but one solution is to continually work toward a greater awareness of the world our words construct, and who that construction affects. Confronting oppression is absolutely a responsibility for people with power, but often that confrontation is most effective when it takes the form of figuratively constructing a platform from which people with less privilege can be heard and understood. Confronting oppression is creating and holding space for dialogue. It is a willingness to be wrong and accept correction, or to withdraw when asked.

Before speaking, we must ask if our words will "enable the empowerment of oppressed peoples" (Alcoff, 1991, p. 29). We must speak to one another.

Democratic Education

bell hooks describes democratic education (DE) as a pedagogy that "breaks through the false construction of the corporate university as set apart from real life and seeks to re-envision schooling as always a part of our real world experience, and our real life" (2003, p. 41). She argues that while education is an important democratic practice in that it creates informed citizens, this work is undone when we believe that the only legitimate way to continue learning beyond rudimentary education is at the college level. Collegiate learning often lacks a legitimate application in the real world, as many continue to see the university as a utopia of learning set apart from the real world. hooks' answer to this disconnect is democratic education: a progressive practice that responds to authoritarian teaching practices which are often oppressive and rarely result in true learning. DE allows students to experience learning as a communal process in which they are active participants without having to disconnect from the world they know. DE prepares students for "the practice of freedom" rather than teaching them to maintain the status quo under the existing structures of domination. Through DE, the learning process becomes more important than the theory or issue itself (hooks, 2003).

hooks' DE theory should be at the center of critical service-learning and community engagement trainings for both college students and those committed to learning about social justice issues beyond the academy:

> Both exercises in recognition, naming the problem but also fully and deeply articulating what we do that works to address and resolve issues, are needed to generate anew and inspire a spirit of ongoing resistance. When we only name the problem, when we state

> complaint without a constructive focus on resolution, we take away hope. In this way critique can become merely an expression of profound cynicism, which then works to sustain dominator culture. (2003, p. xiv).

It is not enough to merely critically analyze social justice issues such as homelessness. Hooks (2003) encourages educators and learners alike to apply their own life and learning experiences to imagine and enact constructive solutions. Quoting Parker Palmer, hooks emphasizes that, "'education is about healing and wholeness. It is about empowerment, liberation, transcendence, about renewing the vitality of life. It is about finding and claiming ourselves and our place in the world'" (2003, p. 43).

Changing the Training for College Volunteers

National programs such as Bonner Leaders or Bonner Scholars provide more guidance and oversight for participating institutions through a defined service framework, but other forms of organized volunteering, service-learning, and community engagement programming vary drastically between higher education institutions. Some institutions impose service hour requirements or participation in service-learning classes as a prerequisite for graduation, while volunteer programs on some campuses are managed by student clubs and Greek organizations. Many of these volunteer programs provide one-time service experiences or opportunities with partner organizations, rather than long-term, weekly service commitments or internships. Often, these opportunities are met with very little meaningful training or education around the issue area being addressed, unless the opportunity is embedded in a service-learning course. In some instances, hands-on volunteering within a service-learning course is only tangentially related to the course itself. This results in volunteers who misunderstand the groups they are meant to benefit, and service takes on the role of charity or saviorism.

Effective training for college volunteers must move beyond the basics of boundaries, safety, and general expectations. Student volunteers occupy a unique position that allows for increased reciprocity with community partners through deeper engagement with underlying social justice issues. When preparing to volunteer with homelessness services organizations, a critical examination of personal positionality, privilege, and bias are further enriched by an opportunity to think about the intersecting contributors to homelessness as a social issue. Community partners receive greater benefit from volunteers who are passionate about the issues surround their work and understand the meaning behind the tasks they are asked to perform.

The Learning Combination Lock

Wilson and Beard (2003) discuss Dewey's approach to connecting opposites or dualities through experiential education, which integrates multiple levels of cognitive learning, bringing together thought and action. The Learning Combination Lock visually represents "the complexity of the many possible alternatives or ingredients which may be selected and used to develop effective learning opportunities" (Wilson & Beard, 2003, p. 91). Each tumbler of the lock represents places and elements, milieus, senses, emotions, forms of intelligence, and ways of learning that cross both external and internal environments encountered by learners. This framework will inform both the workshop portion of this project from a pedagogical standpoint, as well as the ways in which volunteers can expect to gain new understanding through their service experience.

Going Deeper with Workshops and Trainings

This project will present workshops for interested volunteer groups considering working with homelessness service organizations, specifically HBWNC. The intention is to give them a meaningful framework to think about their service and to help them reflect on issues of

intersectionality, complex personhood, and service that centers the desires and dignity of people experiencing homelessness. Service will become more meaningful for students when they have a deeper understanding of the intersecting issues that contribute to homelessness and recognize the importance of seeing the people they serve as complex individuals who deserve not only access to housing, but also agency and respect.

Project Plan

This workshop is designed for undergraduate students interested in volunteering with HBWNC and/or interested in homelessness as a social justice issue. For the purpose of this project, the workshop will be facilitated with two different groups: students in the Bonner Program at Warren Wilson College (WWC) and students involved in the Episcopal Campus Ministry at the University of North Carolina Asheville (UNCA). Ideally, this workshop can also be adapted to become an in-depth orientation for all HBWNC volunteers. All HBWNC volunteers should begin with a solid orientation exploring the issues and barriers faced by HBWNC and the clients this organization serves. It is also important for volunteers to understand how their own positionality, experience, and unknown bias may impact their interactions with our clients and their ability to serve this community with empathy and compassion.

Students are already tasked with thinking critically about the world around them, and the goal of this workshop is to build a foundation for participants to think more critically about homelessness as an issue of social justice. This workshop asks participants to explore how to discuss homelessness and interact with people who are homeless without othering and without condescension. The workshop also highlights the importance of personal agency and complexity and invites participants to look for ways that power can be returned to the clients we serve wherever possible. Ultimately, this workshop will help lay the groundwork for a critical service-

learning experience that moves students beyond simple volunteerism by encouraging them to think deeply about why they are volunteering and why their work is important in a social justice context.

Situation Statement

According to the national 2019 Point-in-Time Count, 17 out of every 10,000 people in the United States were experiencing homelessness, and this number is expected to increase in 2020. The National Alliance to End Homelessness (NAEH) notes that "these 567,715 people represent a cross-section of America. They are associated with every region of the country, family status, gender category, and racial/ethnic group" (2020, par. 2).

In Asheville, NC, where this workshop will take place, 580 community members are homeless on any given night (NAEH, 2020).While Asheville has 479 emergency shelter and transitional housing beds provided by six overnight shelters, approximately 72 people remain unsheltered on any given night (NAEH, 2020). Approximately 80 people are classified as chronically homeless, meaning they have stayed outdoors or in shelter for a full year or have had multiple extended episodes of homelessness, and they have at least one disabling condition – but they often have more. Chronic homelessness is a solvable issue through effective use of the Housing First model and increased social understanding of and empathy for the underlying causes of homelessness.

Define Your Goals

As a result of this workshop, participants will have a clear understanding of the intersecting causes and effects of homelessness locally and nationally. Participants will acquire or develop tools for examining their own privilege and positionality when volunteering with or serving people experiencing homelessness. Participants will express that they are more

comfortable discussing homelessness as a social justice issue with their peers. Participants will be prepared to interact with people experiencing homelessness in a manner that centers dignity, inclusivity, and agency. When students (and other volunteers) are able to return to a regular volunteer schedule post-COVID, they will be prepared to confidently take on responsibilities and interact with clients from a place of compassion, empathy, and understanding.

Target Audience and Stakeholders

The target audience for this workshop is students and faculty or staff members interested in service-learning or volunteer work with HBWNC and other homelessness services agencies in Asheville, NC. Initially, this workshop was designed specifically for Bonner Student Leaders at WWC but was easily adapted for students involved with the Episcopal Campus Ministry at UNCA. Students in the Bonner Leaders Program have a demonstrated commitment to community engagement. Most Bonner Leaders have a demonstrated financial need and first-generation students are especially encouraged to apply for the program. Bonner Leaders help run WWC's Center for Community Engagement by planning and facilitating service opportunities and internships for their peers.

The WWC Center for Community Engagement and UNCA's Episcopal Campus Ministry are key stakeholders for this project. I will work with these offices to ensure that the workshop meets the learning needs of student participants. HBWNC is also a stakeholder, as this workshop will be centered around the organization's Housing First model as well as volunteer needs. Community members who are experiencing homelessness are also stakeholders. Volunteers will be better prepared to serve them knowledgeably and become better advocates for their basic human rights to dignity and housing.

Crafting a Clear Message

Housing is a human right, and homelessness is a solvable issue – but approximately 500 people still experience homelessness every day in Asheville, NC. This workshop will provide a deeper understanding of the Housing First model for homelessness intervention, equip participants to discuss homelessness as a social justice issue, and prepare future volunteers to serve people who are experiencing homelessness with empathy and understanding.

Incentives for Engagement

Stakeholder: Warren Wilson College/Bonner Program

Incentive: According to my meetings with Shuli Archer, students in the Bonner Leader program have asked for more trainings around issue areas (one of which is housing/homelessness), especially since the majority of their engagement is currently online due to COVID-19. Participation in this workshop will give them a chance to discuss what they have already learned about issues surrounding housing and homelessness and will provide them with a deeper understanding of positionality, complex personhood, and homelessness as a social justice issue.

Stakeholder: UNCA/Episcopal Campus Ministry

Incentive: Students involved in the UNCA Episcopal Ministry are interested in learning about how their service work can be more deeply rooted in social justice issues and have already been discussing this as a group. Participating in this workshop will provide them with more resources about homelessness as a social justice issue in Asheville and prepare them for future volunteer projects with HBWNC.

Stakeholder: Homeward Bound of WNC

Incentive: While HBWNC has some general trainings in place for volunteer orientation, none of their orientation materials include discussion of positionality, intersectionality, and social justice in an engaging workshop format. HBWNC will benefit from the development of an effective volunteer training as well as a deeper ongoing relationship with potential volunteers and interns attending WWC and UNCA.

Identify Outreach Methods

Outreach for this project will be through Shuli Archer, Associate Dean of Community Engagement at WWC and Kelsey Davis, Episcopal Campus Missioner at UNCA. Both are the leaders of their respective groups. I will provide Kelsey and Shuli with messaging about the workshop to disseminate to their student groups. I will coordinate with them about subsequent reminder emails. The workshop at WWC will take place during a regularly scheduled weekly meeting for Bonner Students, and so Shuli and I determined that we will not open the workshop to the wider campus community to allow for time constraints. The workshop will be advertised more widely via email and social media at UNCA.

Responsibilities Chart

NAME	ORGANIZATION OR AFFILIATION	RESPONSIBILITIES
Madeline Wadley	Homeward Bound of WNC, Merrimack College	Workshop organizer/facilitator
Dr. Shuli Archer	Associate Dean of Community Engagement, Warren Wilson College	Assist in scheduling logistics with Bonner Leader Crew, will also attend workshop
Kelsey Davis	Director, Blue Ridge Service Corps & Campus Missioner at UNCA/WCU	Assist in scheduling logistics with Episcopal Campus Ministry group, will also attend workshop

Tools/Measure to Assess Progress

Participants will complete an anonymous post-workshop survey to assess knowledge and growth, as well as provide feedback on the workshop overall. I will also assess participation in activities during the workshop itself through participant self-reporting. Responses will be coded and analyzed for assessment and changes to future trainings. This assessment will attempt to gauge:

- Existing knowledge/understanding of the causes of homelessness nationally and locally
- Defining and understanding intersectionality
- Confidence in discussing these issues with peers and in the community
- Confidence in interacting with community members who are experiencing homelessness
- Understanding of housing as a human right, and homelessness as a social justice issue

Implementation Timeline

January 2021	WWC winter break ends 12/14, I will set up meetings with Shuli to finalize date for training.
February 2021	Workshop preparation and advertising through partners at WWC and UNCA
March 2021	3/25, 2:30pm – 4:00pm: WWC Workshop via Zoom
April 2021	4/9, 11:00am – 12:30pm: UNCA Workshop via Zoom 4/24: Full Capstone draft due

Logical Framework

"So That" Chain for Homeward Bound of WNC

We will

Provide low-barrier shelter services, housing, and comprehensive case management using the Housing First Model.

So That

People who are unhoused can access housing programs that meet them where they are with varying degrees of support based on their needs.

So That

People have the necessary case management support to move into housing, remain in housing, and find stability – whatever that means to them.

So That

Chronic homelessness is reduced (or even ended) in our city, overall numbers of people experiencing homelessness steadily decrease, and if people do lose their housing they are unhoused for a minimal amount of time.

So That

Asheville becomes a leader in coordinated community efforts to end homelessness and improve quality of life for ALL of its residents, not just people with money and tourists.

Methodology

Participants

This workshop will be presented in two sessions. Session I includes students in the Bonner Leader Program at WWC. The Bonner Program comprises approximately 25 students

who work 10 hours per week in the college's Center for Community Engagement and serve with community organizations on a variety of projects. Bonner is a student leadership program that provides an avenue for students to become civic and community-engaged leaders, and prioritizes participation for first-generation, BIPOC, and low-income undergraduate students. The workshop will be held during the Bonner Leader weekly meeting via Zoom. Session II includes students in the Episcopal Campus Ministry at UNCA, which is a young adult ministry committed to social justice, prayer and worship, and service. The group gathers each week for community building and spiritual growth and meet throughout the month for various service opportunities to participate in social justice-focused events. The groups includes both UNCA students and other young adults in the Asheville area. Session II will be held during a meeting scheduled specifically for this workshop.

Materials

Google Jamboard I

Initial assessment will be recorded during the workshop using a Google Jamboard. The Jamboard page will feature the pre-written text: "Why do people become homeless?" Participants will be asked to answer the question through a collaborative brainstorm using the Jamboard sticky note feature. This will assess what participants think they know at the beginning of the workshop, and their overall confidence in discussing this issue. Participants will briefly discuss their answers as a group. If participants do not list any of the following causes of homelessness, I will add additional sticky notes to the Jamboard and draw their attention to the causes they may have missed. The following causes will be added (if not identified by participants) in preparation for the breakout group discussion: lack of affordable housing, historical and structural racism (redlining, urban renewal), mass incarceration, criminalization of

homelessness (nuisance laws), inaccessible healthcare systems (both mental and physical healthcare), substance use/addiction disorders, domestic violence, unemployment/underemployment (economic inequality), military service.

Zoom Breakout Group Discussion

Homelessness demonstrates ways in which the various manifestations of social inequality and oppression inform one another. It is a point of intersection. I will introduce the breakout session by citing Kimberlé Crenshaw's work, presenting intersectionality as a means of mapping structural inequality specifically related to race and gender (1991), but also the broader definition of the term offered by Chepp and Collins:

> Intersectionality consists of an assemblage of ideas and practices that maintain that gender, race, class, sexuality, age, ethnicity, ability, and similar phenomena cannot be analytically understood in isolation from on another; instead, these constructs signal an intersecting constellation of power relationships that produce unequal material realities and distinctive social experiences for individuals and groups positioned within them. (2015, p. 3)

While each of the social issues that are contributing factors to homelessness warrant a workshop of their own, the goal of this workshop is to offer a brief survey so participants can begin noticing how these issues intersect with one another and further complicate the causes of homelessness, as well as how people become chronically homeless. In randomly selected Zoom Breakout Rooms, participants will refer back to the Google Jamboard brainstorm for this discussion. Participants will be asked to pick at least three of the causes their group listed on the Jamboard and discuss ways in which these issues intersect and may contribute to homelessness. How can these causes compound and complicate one another? Smaller breakout groups will

allow more participants to express their ideas in an online setting, and perhaps take bigger risks in drawing those connections. Groups will be asked to choose a spokesperson, who will report back when everyone comes back to the main session. This discussion invites participants to view homelessness through the lens of intersectionality and builds greater understanding of complex personhood.

Google Jamboard II

At the conclusion of the workshop, students will return to a second Google Jamboard slide to view the following quote from Eve Tuck:

> Desire, because it is an assemblage of experiences, ideas, and ideologies, both subversive and dominant, necessarily complicates our understanding of human agency, complicity, and resistance...Recognizing complex personhood involves making room for the contradictions, for the [misrecognitions]...In sum, it is our work to afford the multiplicity of life's choices for one another (2009, p. 420 – 421).

Participants will be asked to write short statements and post them to the Jamboard via the sticky note feature. These statements can be a reflection on the workshop overall, reflections on this specific quote from Eve Tuck and complex personhood / desire-centered frameworks, or a statement for how they want to move forward with the knowledge they have gained through this workshop. This reflection activity is intended to allow space for students to synthesize the information they have learned about the intersecting causes of homelessness, solutions to end homelessness, and the concepts of complex personhood and desire-centered service.

Post-Workshop Survey Assessment

All participants will be asked to spend the last five minutes of allotted workshop time completing a post-workshop survey via Google Forms. If response rates are low and/or the

workshop is going over its allotted timeframe, the survey link will also be emailed to all participants immediately following the workshop, with an additional follow up request 24 hours later. The questions examine participants' perception of knowledge gained during the workshop, overall comfort in discussing homelessness as a social justice issue with others as a result of the workshop, and comfort level in working with people experiencing homelessness/volunteering at AHOPE Day Center. Demographic information collected will assess differences in answers based on years completed in school and years completed as a Bonner Leader to gauge if participants with more experience generally show differing levels of comfort and/or knowledge. The survey will also collect race and ethnicity demographics to analyze if this workshop impacted participants from different backgrounds in different ways (this will also help me assess overall inclusivity of the training from an anti-racism standpoint) – this is particularly important for Bonner Leader participants, as the program is aimed specifically toward first generation, BIPOC, and low-income college students.

Procedure

This workshop will be presented in two separate sessions to two different groups of students and their advisors at Warren Wilson College (WWC) and the University of North Carolina at Asheville (UNCA). Minor adjustments will be made to the workshop format where necessary following the first session, though the overall workshop content, materials, and assessment will remain the same for both participant groups. See Appendix A for outlines of both workshop sessions.

Workshop Session I (WWC)

This workshop session duration will be 90 minutes, to fit within the scheduled weekly Bonner Crew meeting. To accommodate necessary safety precautions due to the COVID-19 pandemic, the workshop will be facilitated remotely via Zoom video conferencing.

Introduction. The workshop will begin with a ten-minute introduction to orient participants to the facilitator, the online classroom space, and the purpose of the workshop. This will begin with a facilitator introduction, outlining my credentials as a staff member at HBWNC and a graduate student at Merrimack College. I will then go over some basic Zoom meeting boundaries. Participants are encouraged to "unmute" themselves at any point to ask questions and engage in discussion. Participants are also invited to turn their video cameras on so the group can better interact with each other. However, video cameras are not a requirement – some participants may not be in a physical or mental space where they feel comfortable being visible on camera, and they can still participate fully with audio only. I will also point out pertinent Zoom features that participants will use during the workshop, including the chat function and the reactions function.

Ideally, this workshop will be recorded for analysis as part of my graduate capstone project. Prior to beginning the recording, I will obtain informed consent from all workshop participants, and will not record the session if any participants do not consent. Participants will be informed that the session recording is for my analysis only, and will not be shared with anyone else. I will inform them that this recording will be used to analyze the workshop overall, not their individual participation. Any quotes shared from the recording transcription will have all personal identifiers removed. To protect confidentiality, I will ask that any participants who *do not* consent to this recording let me know by sending a private message to me through the

Zoom chat feature, and pause for a few moments to give them the chance to send a message. If I do not receive any messages, I will begin recording the session.

Next, participants will do a brief "temperature check" to assess how they are feeling at the beginning of this session, and gauge the level of participation that can be expected. This also invites the participants to engage prior to moving forward with the first workshop activity. I will ask participants, "What color are you feeling today?" I will use the Zoom screen share feature to show participants a presentation slide that outlines the feelings that the colors green, yellow, and red represent for the purposes of this activity (see Appendix B). Participants will then use the Zoom chat feature to share their color. I will thank participants for sharing and invite them to take a deep breath with me before we transition to our next activity. I will encourage them to be as present as they feel able as we move through the workshop. This activity was adapted from Jason Treu (2019).

The final portion of the introduction will identify the purpose and goals of this workshop, which are to provide participants with a deeper understanding of homelessness as a complex social justice issue; examine implicit bias and how positionality may affect our interactions and perceptions of homelessness, deconstruct false narratives around homelessness; and center dignity, agency, and personal complexity as we discuss solutions and hopeful futures for people experiencing homelessness. I will provide a moment for students to ask questions, and then we will move on to our first workshop activity.

Activity I: Google Jamboard Brainstorm. This activity will last approximately 15 minutes. I will begin by stopping the Zoom screen share, and then share a link to the Google Jamboard in the Zoom chat, making sure that participants are able to access the Jamboard and understand how it works. The Jamboard will have a heading that asks "Why do people become

homeless?" Using the Jamboard sticky note feature, participants will be asked to post all the causes of homelessness they can think of, even including false narratives or stereotypes so that we can discuss them as well. Participants should post one cause per sticky note. As the brainstorm slows down, the group will discuss their answers. I will ask them to look for patterns, similarities, and themes in their answers. I will also add additional, factual causes of homelessness if they are not identified by participants. When the conversation comes to a close, or when we've reached our time limit, I will move on to the first lecture portion of the workshop.

Short Lecture I: Homelessness and Homeward Bound of WNC Overview. This lecture should last approximately ten minutes, unless participants ask questions that prompt valuable or informative discussion. The first portion of this lecture will provide participants with a factual overview of homelessness in the United States and locally in Asheville, NC, using the most up to date data available. At the time of this workshop, the majority of the data presented will be drawn from the 2019 Point in Time Count as presented by the National Alliance to End Homelessness (NAEH, 2020). I will use the Zoom share screen feature so participants can view a slideshow presentation. Facts discussed will include categories of people who experience homelessness (individuals, families, unaccompanied youth, chronically homeless individuals, and veterans), and types of people who experience homelessness broken down by gender and racial/ethnic identities. Aligning with this workshop's emphasis on intersectionality, it is important to spend some time discussing the impact of systemic and structural racism on housing inequity, which has resulted in the disproportionate rates at which Black, African American, Native American, and Pacific Islander individuals experience homelessness.

The second portion of this lecture will outline HBWNC as an organization and introduce the Housing First model as a research-based best practice for ending homelessness in Asheville

through low-barrier access to supportive housing and services. I will also discuss HBWNC's commitment to supporting dignity and agency for all clients served, as well as the organization's affirmation that housing is a human right. I will pause for questions at this point before introducing the next activity.

Activity II: Intersectionality Breakout Discussion. The introduction and activity itself will last approximately 15 minutes. I will introduce the breakout session by citing Kimberlé Crenshaw's work, presenting intersectionality as a means of mapping structural inequality specifically related to race and gender (1991), but also the broader definition of the term offered by Chepp and Collins:

> Intersectionality consists of an assemblage of ideas and practices that maintain that gender, race, class, sexuality, age, ethnicity, ability, and similar phenomena cannot be analytically understood in isolation from on another; instead, these constructs signal an intersecting constellation of power relationships that produce unequal material realities and distinctive social experiences for individuals and groups positioned within them. (2015, p. 3)

At this point, I will stop sharing my screen and ask participants to go back to the Google Jamboard Brainstorm from Activity I for this discussion. Participants will pick at least three of the causes listed on the Jamboard and discuss ways in which these issues intersect and may contribute to homelessness. How can these causes compound and complicate one another? Each breakout group will be asked to choose a spokesperson, who will report back when everyone returns to the main session. See Appendix C for a sample scenario. I will use the Zoom Breakout Room feature to randomly assign breakout groups of three to four people, depending on overall

group size. Breakout groups will have approximately eight minutes to discuss before returning to the full group to report back.

Short Lecture II: Complex Personhood and Desire-Centered Frameworks. This lecture will last approximately ten minutes, but should be shortened if the breakout discussion takes more time. It is intended to transition the workshop's focus to the resilience and capability of people experiencing homelessness. I will begin by sharing my screen through Zoom so that participants can view the presentation slides. I will introduce Gordon's concept of Complex Personhood by sharing the following quote:

> Complex personhood means that people suffer grievously and selfishly too, get stuck in the symptoms of their troubles, and also transform themselves...Complex personhood means that the stories people tell about themselves, about their troubles, about their social worlds, and about their society's problems are entangled and weave between what is immediately available as a story and what their imaginations are reaching toward…Complex personhood is about conferring the respect on others that comes from presuming that life and people's lives are simultaneously straightforward and full of enormously subtle meaning. (Gordon, 2008, p. 4-5)

I will link this idea back to the intersecting causes of homelessness in Activities I and II, and also emphasize the importance of seeing people experiencing homelessness as complex people with many other aspects of their identities aside from their housing status.

Next, I will introduce Tuck's concept of Desire-Centered Frameworks as an asset-based approach to serving people in marginalized communities that focuses on desire, rather than damage. While it is important to address the many issues that lead to homelessness and cause

people to remain homeless, it is equally important to understand people experiencing homelessness as unique individuals with goals, desires, and dreams.

Activity III: Google Jamboard Reflection. I will stop sharing my screen and ask participants to return to the Google Jamboard, but advance to the second Jamboard slide. This slide will feature the following quote from Tuck:

> Desire, because it is an assemblage of experiences, ideas, and ideologies, both subversive and dominant, necessarily complicates our understanding of human agency, complicity, and resistance...Recognizing complex personhood involves making room for the contradictions, for the [misrecognitions]...In sum, it is our work to afford the multiplicity of life's choices for one another (2009, p. 420 – 421).

I will read the quote, and then ask participants to write short statements and post them to the Jamboard via the sticky note feature. These statements can be a reflection on the workshop overall, reflections on this specific quote from Tuck and complex personhood / desire-centered frameworks, or a statement for how they want to move forward with the knowledge they have gained through this workshop. After participants have taken a few minutes to share their reflection, I will invite them to elaborate on what they wrote if they feel comfortable doing so.

Workshop Conclusion. Using the Zoom chat function, I will share a link to the Post-Workshop Survey, which is a Google Form. I will ask participants to take a few minutes to complete the survey. As they do this, I will also answer any final questions that participants may have. I will also share my contact information before thanking the participants and ending the session.

Workshop Session II (UNCA)

This workshop session duration will be 75 minutes, to accommodate meeting time constraints for students in the Episcopal Campus Ministry. To accommodate necessary safety precautions due to the COVID-19 pandemic, the workshop will be facilitated remotely via Zoom video conferencing.

Introduction. The workshop will begin with a ten-minute introduction to orient participants to the facilitator, the online classroom space, and the purpose of the workshop. This will begin with a facilitator introduction, outlining my credentials as a staff member at HBWNC and a graduate student at Merrimack College. I will then go over some basic Zoom meeting boundaries. Participants are encouraged to "unmute" themselves at any point to ask questions and engage in discussion. Participants are also invited to turn their video cameras on so the group can better interact with each other. However, video cameras are not a requirement – some participants may not be in a physical or mental space where they feel comfortable being visible on camera, and they can still participate fully with audio only. I will also point out pertinent Zoom features that participants will use during the workshop, including the chat function and the reactions function.

Ideally, this workshop will be recorded for analysis as part of my graduate capstone project. Prior to beginning the recording, I will obtain informed consent from all workshop participants, and will not record the session if any participants do not consent. Participants will be informed that the session recording is for my analysis only, and will not be shared with anyone else. I will inform them that this recording will be used to analyze the workshop overall, not their individual participation. Any quotes shared from the recording transcription will have all personal identifiers removed. To protect confidentiality, I will ask that any participants who

do not consent to this recording let me know by sending a private message to me through the Zoom chat feature and pause for a few moments to give them the chance to send a message. If I do not receive any messages, I will begin recording the session.

Next, participants will do a brief "temperature check" to assess how they are feeling at the beginning of this session and gauge the level of participation that can be expected. This also invites the participants to engage prior to moving forward with the first workshop activity. I will ask participants, "What color are you feeling today?" I will use the Zoom screen share feature to show participants a presentation slide that outlines the feelings that the colors green, yellow, and red represent for the purposes of this activity (see Appendix B). Participants will then use the Zoom chat feature to share their color. I will thank participants for sharing and invite them to take a deep breath with me before we transition to our next activity. I will encourage them to be as present as they feel able as we move through the workshop. This activity was adapted from Jason Treu (2019).

The final portion of the introduction will identify the purpose and goals of this workshop, which are to provide participants with a deeper understanding of homelessness as a complex social justice issue; examine implicit bias and how positionality may affect our interactions and perceptions of homelessness, deconstruct false narratives around homelessness; and center dignity, agency, and personal complexity as we discuss solutions and hopeful futures for people experiencing homelessness. I will provide a moment for students to ask questions, and then we will move on to our first workshop activity.

Activity I: Google Jamboard Brainstorm. This activity will last approximately 15 minutes. I will begin by stopping the Zoom screen share, and then share a link to the Google Jamboard in the Zoom chat, making sure that participants are able to access the Jamboard and

understand how it works. The Jamboard will have a heading that asks "Why do people become homeless?" Using the Jamboard sticky note feature, participants will be asked to post all the causes of homelessness they can think of, even including false narratives or stereotypes so that we can discuss them as well. Participants should post one cause per sticky note. As the brainstorm slows down, the group will discuss their answers. I will ask them to look for patterns, similarities, and themes in their answers. I will also add additional, factual causes of homelessness if they are not identified by participants. When the conversation comes to a close, or when we've reached our time limit, I will move on to the first lecture portion of the workshop.

Short Lecture I: Homelessness and Homeward Bound of WNC Overview. This lecture should last approximately ten minutes, unless participants ask questions that prompt valuable or informative discussion. I will begin by sharing my screen through Zoom so that participants can view the presentation slides. I will introduce Gordon's concept of Complex Personhood by sharing the following quote:

> Complex personhood means that people suffer grievously and selfishly too, get stuck in the symptoms of their troubles, and also transform themselves...Complex personhood means that the stories people tell about themselves, about their troubles, about their social worlds, and about their society's problems are entangled and weave between what is immediately available as a story and what their imaginations are reaching toward…Complex personhood is about conferring the respect on others that comes from presuming that life and people's lives are simultaneously straightforward and full of enormously subtle meaning. (Gordon, 2008, p. 4-5)

I will encourage participants to keep this concept in mind as we discuss more general facts about the causes of homelessness, emphasizing the importance of seeing people experiencing

homelessness as complex individuals with many other aspects of their identities aside from their housing status.

I will then transition to a factual overview of homelessness in the United States and locally in Asheville, NC, using the most up to date data available. At the time of this workshop, the majority of the data presented will be drawn from the 2019 Point in Time Count as presented by the National Alliance to End Homelessness (NAEH, 2020). Facts discussed will include categories of people who experience homelessness (individuals, families, unaccompanied youth, chronically homeless individuals, and veterans), and types of people who experience homelessness broken down by gender and racial/ethnic identities. Aligning with this workshop's emphasis on intersectionality, it is important to spend some time discussing the impact of systemic and structural racism on housing inequity, which has resulted in the disproportionate rates at which Black, African American, Native American, and Pacific Islander individuals experience homelessness.

The second portion of this lecture will outline HBWNC as an organization and introduce the Housing First model as a research-based best practice for ending homelessness in Asheville through low-barrier access to supportive housing and services. I will also discuss HBWNC's commitment to supporting dignity and agency for all clients served, as well as the organization's affirmation that housing is a human right. I will pause for questions at this point before introducing the next activity.

Activity II: Intersectionality Breakout Discussion. The introduction and activity itself will last approximately 15 minutes. I will introduce the breakout session by citing Kimberlé Crenshaw's work, presenting intersectionality as a means of mapping structural inequality

specifically related to race and gender (1991), but also the broader definition of the term offered by Chepp and Collins:

> Intersectionality consists of an assemblage of ideas and practices that maintain that gender, race, class, sexuality, age, ethnicity, ability, and similar phenomena cannot be analytically understood in isolation from on another; instead, these constructs signal an intersecting constellation of power relationships that produce unequal material realities and distinctive social experiences for individuals and groups positioned within them. (2015, p. 3)

At this point, I will stop sharing my screen and ask participants to go back to the Google Jamboard Brainstorm from Activity I for this discussion. Participants will pick at least three of the causes listed on the Jamboard and discuss ways in which these issues intersect and may contribute to homelessness. How can these causes compound and complicate one another? Each breakout group will be asked to choose a spokesperson, who will report back when everyone returns to the main session. See Appendix C for a sample scenario. I will use the Zoom Breakout Room feature to randomly assign breakout groups of three to four people, depending on overall group size. Breakout groups will have approximately eight minutes to discuss before returning to the full group to report back.

Short Lecture II: Complex Personhood and Desire-Centered Frameworks. This lecture will last approximately ten minutes, but should be shortened if the breakout discussion takes more time. It is intended to transition the workshop's focus to the resilience and capability of people experiencing homelessness. I will remind students of Gordon's Complex Personhood, and connect it with the intersecting causes of homelessness we discussed in Activities I and II. I

will re-emphasize the importance of seeing people experiencing homelessness as complex people with many other aspects of their identities aside from their housing status.

Next, I will introduce Tuck's concept of Desire-Centered Frameworks as an asset-based approach to serving people in marginalized communities that focuses on desire, rather than damage. While it is important to address the many issues that lead to homelessness and cause people to remain homeless, it is equally important to understand people experiencing homelessness as unique individuals with goals, desires, and dreams.

Activity III: Google Jamboard Reflection. I will stop sharing my screen and ask participants to return to the Google Jamboard, but advance to the second Jamboard slide. This slide will feature the following quote from Tuck:

> Desire, because it is an assemblage of experiences, ideas, and ideologies, both subversive and dominant, necessarily complicates our understanding of human agency, complicity, and resistance...Recognizing complex personhood involves making room for the contradictions, for the [misrecognitions]...In sum, it is our work to afford the multiplicity of life's choices for one another (2009, p. 420 – 421).

I will read the quote, and then ask participants to write short statements and post them to the Jamboard via the sticky note feature. These statements can be a reflection on the workshop overall, reflections on this specific quote from Tuck and complex personhood / desire-centered frameworks, or a statement for how they want to move forward with the knowledge they have gained through this workshop. After participants have taken a few minutes to share their reflection, I will invite them to elaborate on what they wrote if they feel comfortable doing so.

Workshop Conclusion. Using the Zoom chat function, I will share a link to the Post-Workshop Survey, which is a Google Form. I will ask participants to take a few minutes to

complete the survey. As they do this, I will also answer any final questions that participants may have. I will also share my contact information before thanking the participants and ending the session.

Results

This workshop was facilitated in two sessions with two different groups on separate days, both via Zoom video conference. Session I had 18 participants and Session II had six participants. The most significant difference between the two sessions was group size, but it also should be noted that Session I included 17 students and a staff member, while Session II included three students and three staff members. The two groups were also at different higher education institutions. Overall, there were no significant differences in survey data between the two sessions.

Activity I: Google Jamboard Brainstorm

Using the sticky note feature on Google Jamboard, participants in both sessions were asked to brainstorm answers to the question "Why do people become homeless?" Each session had a differing number of responses with slightly different causes. Session I had 44 responses overall that can be sorted into 11 causes of homelessness. Session II had 17 responses that can be sorted into 11 causes of homelessness.

Table 1: Session 1 Brainstorm at Warren Wilson College

Cause Identified	# Participants Who Identified Cause
Discrimination (Racism, sexism, ableism, ageism)	13
Financial Insecurity/Unemployment	6
Lack of support system/instability	6
Capitalism	4
Domestic Violence	3
Trauma/Mental Health Problems	3
Lack of Affordable Housing/Gentrification	3
Inaccessible Services	3
Disabling Conditions	1
Substance Use/Addiction	1
Mass Incarceration	1

Table 2: Session 2 Brainstorm at UNCA

Cause Identified	# Participants Who Identified Cause
Inaccessible Services	3
Lack of Support System/Instability	3
Lack of Affordable Housing	2
Financial Insecurity/Unemployment	2
Discrimination (LGBTQ)	1
Trauma/Mental Health Problems	1
Natural Disasters	1
Capitalism	1
Domestic Violence	1
Substance Use/Addiction	1
Mass Incarceration	1

The causes for homelessness identified by participants in both groups can be sorted into three primary themes: economic, structural/political, and social. Economic causes included variations on capitalism, underemployment/unemployment, lack of affordable housing, and financial insecurity. Structural/political causes included racism, capitalism, mass incarceration, and inaccessible services. Social causes included various forms of discrimination (i.e. racism, ableism, sexism), domestic violence, lack of social support systems, and mental health problems.

Activity II: Intersectionality Breakout Discussion

Participants were asked to choose at least three of the causes identified during the Google Jamboard brainstorm in Activity I and discuss how those three causes may interact with each other to make it harder for someone to end their homelessness. How are these issues linked? How do they complicate one another? Session I was divided into five groups of three and four participants, Session II was divided into two groups of three. Following the breakouts, we came back together as a group to share what discussed during the breakout. While not all groups reported finding connections between three specific causes while in their breakout session, they discussed themes of intersectionality and underlying social justice issues that led to the causes they identified in Activity I.

In Session I, a breakout group discussed the intersections between military service, the disproportionate representation of people of color in the military, and the levels at which veterans experience mental illness that can lead to homelessness. Additionally, people (often people of color or who are otherwise marginalized) use the military as a means to access higher education, career advancement, and financial stability. The very military service that was supposed to lead to stability can just as easily lead to homelessness.

Another group in Session I discussed the intersections of domestic violence, lack of a support system, and capitalism as it relates to the necessity of employment:

> If you're already vulnerable and experiencing trauma from being in a violent relationship with someone and having to escape you might also just not have a support system at the time, you might have been really isolated. And…the trauma and mental stress from dealing with that violent situation might make it really hard to maintain a job or to even deal with interviewing and the process of finding a job...and then you know, maybe

> you're not having a stable income if you aren't able to hold a job because of all of the stress and trauma of being in a violent situation like that.

In the course of this report back, another participant brought up that while thinking through all of the causes identified by the group, they were reminded of Maslow's Hierarchy of Needs:

> If you don't have your basic needs met, you cannot even think about getting out of either your domestic violence situation or the situation of homelessness that might be facing you because you're just trying to live each day and keep going each day.

A group in Session II brought up climate change and the likelihood that the climate crisis will likely create a refugee crisis as many people living in coastal areas will move inland to places such as Asheville, NC. They also discussed how climate change leads to extreme and/or unpredictable temperatures that further complicate the lives of people experiencing homelessness and living outdoors.

The other group in Session II discussed the need for communal, wraparound care to address the causes of homelessness:

> A failure of the community got them there [into homelessness], and so it's going to take the work of the community to wrap around from different disciplines to do the healing and the treatment that's necessary to help support someone getting fully…back on their feet.

This group also discussed how each of the causes for homelessness that the group brainstormed have root causes in broader social justice issues that are all connected to each other. Even though homelessness is a big issue that encompasses many points of social injustice, we know its roots causes and it is a solvable problem:

The data shows there are a lot of homeless people, but there's not as many as we think there are. The issue is solvable if we were to try to solve it, rather than just pushing it to the side and only allotting a certain amount of money government-wide.

Activity III: Google Jamboard Reflection

After reading a quote about desire-centered frameworks and complex personhood, participants were asked to write and share short statements of reflection using the Jamboard sticky note feature. These statements could be a reflection on the workshop overall, reflections on the specific quote we read, or a statement about how they want to move forward with the knowledge they gained through this workshop.

Session I had 13 responses for this activity, which can be sorted into four primary categories. Session II had eight responses that can be sorted into three primary categories.

Table 3: Session 1 Reflection

Statement/Reflection Category	# of Participant Responses
Deeper or new understanding related to concepts discussed in workshop	5
Statements of action or desire for deeper involvement following the workshop	3
Need for structural and/or systemic changes	4
Request for additional information about specific resources available	1

Table 4: Session 2 Reflection

Statement/Reflection Category	# of Participant Responses
Deeper or new understanding related to concepts discussed in workshop	6
Statements of action or desire for deeper involvement following the workshop	1
Reflecting on personal interactions with people experiencing homelessness	1

Participants in both sessions demonstrated an understanding of the need to view people experiencing homelessness as whole, complex individuals with varying needs, desires, and

personal histories. One participant in Session I reflected that “treatment first is a conditional approach to human rights,” and another noted the importance of “centering peoples’ needs, experiences, and desires.” A participant in Session II wrote that “homelessness and its causes are super complex, but so are the people that experience it! It's important to recognize that they are people first.” Another Session II participant wrote that “people are not linear...they have many sides, and you have a choice to perceive them how you wish...meaning you can look at someone and see homelessness or you could see humanity.”

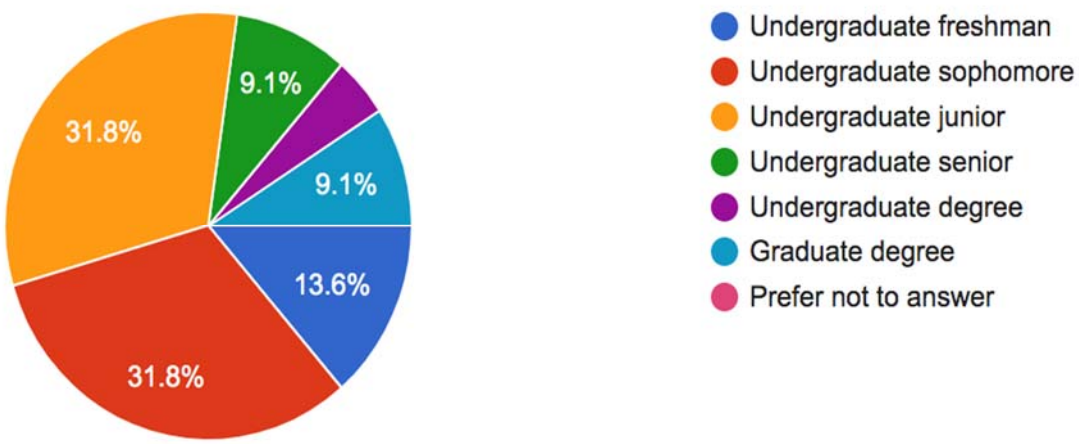
Post-Workshop Survey

Sessions I and II were asked to complete the same survey via Google Forms during the last ten minutes of the workshop. Seventeen participants responded to the survey during Session I, and five participants responded to the survey during Session II. Because there were very few significant differences in responses from both groups, the majority of survey response data will be presented in aggregate. The primary difference between the two sessions was group size. Overall, 72.7% of respondents rated the workshop excellent, and 27.3% rated the workshop as good. 100% of participants in Session II rated the workshop excellent.

Demographics

Overall, survey respondents were 9% American Indian, Native American, or Alaskan Native; 5% were Asian or Asian American; 18% were Black or African American; 23% were Hispanic, Latinx, or of Spanish origin; 5% were Middle Eastern or North African; and 68% were White / Caucasian. Fifty-seven percent of the survey respondents were women, 20% were nonbinary, 10% were cisgender, 7% were genderqueer, 3% chose not to answer, and 3% chose to self-describe. Respondents represented a diverse array of education levels.

Figure 1: Current Level of Education

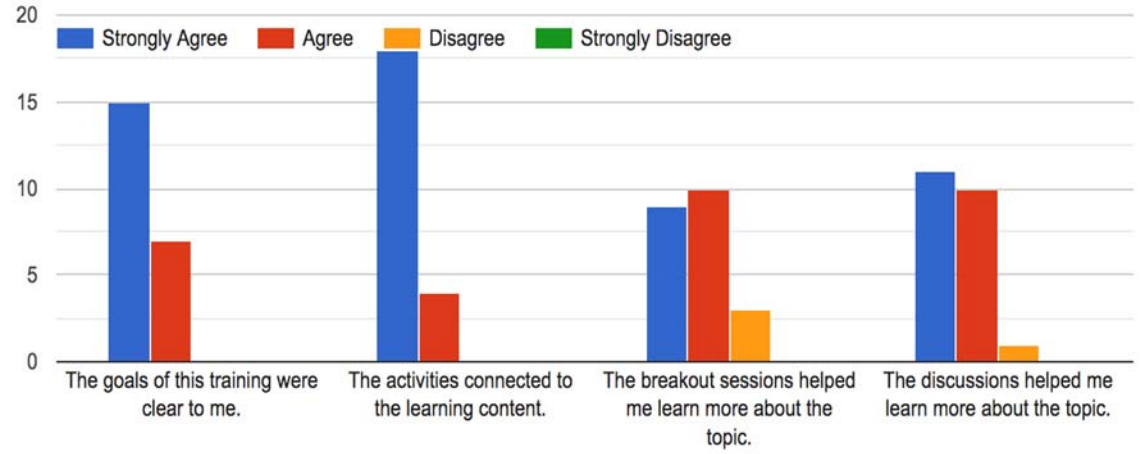


Twenty-seven percent of respondents have never been Bonner Student Leaders (these were the UNCA respondents). Nine percent had been a Bonner Student Leader for one semester, 18% had completed one year, 32% had completed two years, 14% had completed three years. 27% of respondents had no previous experience volunteering with people experiencing homelessness, 55% had experience prior to college, 41% had experience as a college student, and 14% had experience after college.

Workshop Activities

Sixty-eight percent of respondents strongly agreed that the goals of this training were clear, and 32% agreed. About 82% strongly agreed that the activities connected to the learning content, and 18% agreed. 41% strongly agreed that the breakout sessions helped them learn more about the topic, 45% agreed, and 14% disagreed. Fifty percent strongly agreed that workshop discussions helped them learn more about the topic; 45% agreed, and 16% disagreed.

Figure 2: Rate the Following Workshop Activities



Workshop Concepts

About 55% of participants strongly agreed that the workshop helped them think differently about people experiencing homelessness, and 45% agreed. Approximately 77% of respondents strongly agreed that the workshop helped them understanding the concept of complex personhood, and 23% agreed. About 68% strongly agreed that the workshop helped them understand some of the social justice issues that intersect with homelessness, and 32% agreed. Fifty-nine percent strongly agreed that this workshop helped them better understand the concept of positionality, 41% agreed.

Workshop Outcomes

Half of all respondents strongly agreed that, as a result of this workshop, they felt better prepared to engage in service learning, and the remaining half agreed. Sixty-four percent strongly agreed that, as a result of this workshop, they feel better prepared to reflect more meaningfully on their service-learning experiences, and 36% agreed. Again, 64% strongly agreed that they would share what they learned in the workshop with others, and 36% agreed. About 73% strongly agreed that they plan to explore this topic further in the future, 23% agreed, and

5% disagreed. While 68% strongly agreed that they plan to engage in this topic within their community in the future, 27% agreed, 5% disagreed.

Future Application of Concepts

Over one-third (36%) of respondents said they were very interested in volunteering at AHOPE Day Center if their schedule allows, 50% were somewhat interested, and 14% were not very interested. Forty-one percent of respondents want to volunteer or do an internship with HBWNC, 68% want to advocate for more affordable housing in the city of Asheville, 59% want to speak directly to people they see who are experiencing homelessness, 82% want to educate others about homelessness, 82% want to educate others about positionality and privilege, 23% want to focus on addressing other issues.

Other Meaningful Takeaways

One respondent expressed appreciation for learning more about homelessness even though it is not their area of focus because there is a lot of intersectionality between homelessness and other communities that they work with. Three respondents commented on the concept of complex personhood and how it helps shift the focus to dignity and humanizes people experiencing homelessness. One respondent said: “People experiencing homelessness are complex and deserving. Housing is a human right and an issue we can help fix, but it takes a change in our mindsets and communities.”

Discussion

Across both workshop sessions, there was resounding positive feedback that the concept of complex personhood was a valuable framework for engaging in service with people experiencing homelessness. Based on the Google Jamboard brainstorm, participants from both UNCA and WWC entered the workshop with a solid understanding of most of the causes that

contribute to homelessness – I only had to suggest one or two causes during brainstorm debrief discussions. However, reflections during the workshop and post-workshop survey responses indicated that complex personhood and the process of finding intersections between various causes of homelessness were new and valuable ways of learning about the issue for some participants. This workshop invited participants to sit with those intersections, and to think about the complexity of not only the issue of homelessness, but the people who experience it.

Participants

The majority of participants in Session I were Bonner Leaders at WWC, and the workshop was held during their weekly meeting. Though Shuli Archer, the program's director, indicated that students had expressed interest in this workshop, attendance was compulsory for all Bonner Leaders. Though all participants reported some benefit from workshop participation, some participants indicated greater interest in other social justice issues. It may have been beneficial to spend some time discussing how the concepts covered in this workshop could be applicable to work in other issues as well, providing more space for participants to explore the intersections not only of issues that affect homelessness, but the ways in which social justice issues intersect more broadly. That said, 83% of Session I survey respondents indicated that they are interested in volunteering at HBWNC's AHOPE Day Center in the future.

Workshop attendance for participants in Session II was not compulsory. Participants in Session II were also equally divided between students and staff members. One can assume that all participants chose to attend the workshop because they were already interested in learning about and discussing homelessness and potentially volunteering with HBWNC, which may have been a contributing factor to their increased active participation during the workshop's discussion segments.

Activities

The workshop activities received mixed, though overall positive, reviews in the post-workshop survey. The majority of participants indicated that both the Google Jamboard brainstorms and breakout discussions contributed to learning about this topic. Based on observation and reflection comments, it seems that the brainstorm may have been more effective than the breakout discussion overall. While no participants asked for an example or clarification of the instructions for the breakout discussion, it is possible that more detailed instructions prior to going into the breakout discussion may have helped guide participants in making intersectional connections. More clarity around the expectation that each group choose a spokesperson could also contribute to more discussion participation following the breakout. In Session I, I received the feedback that it is helpful to not only verbally give directions for activities, but to also post them in written form so that participants who are more visual thinkers can better access them. I applied this feedback during Session II, which seemed beneficial.

While Session I participants were very active during the written/visual brainstorm activity, very few participants spoke during workshop discussions or offered to share what was discussed during their breakout discussion activity. At the outset of the workshop, 11 out of 19 Session I participants shared that they were feeling yellow, red, or a combination of the two, indicating that, as a group, they may not have been in a mental space to contribute enthusiastically to discussions. Session II participants seemed to have a better experience with activities overall. They were more active in discussions overall, and provided more detailed report-backs following their breakout discussions. The majority of Session II participants also shared that they were feeling green, yellow, or a combination of the two, indicating that they were in a better mental space for active participation.

Workshop Concepts

In Session I, I did not introduce the concept of complex personhood until after the breakout discussion activity. I thought that it would be more beneficial for participants to explore the broader concept of intersecting issues first, then narrowing the scope to consider individuals. However, Session I participants indicated through reflection and survey responses that complex personhood was the most impactful concept presented in the workshop. While facilitating, it also became apparent to me that it would be more helpful to introduce the concept closer to the start of the workshop so that it could be explored as an overarching theme.

In Session II, I introduced complex personhood prior to discussing the definitions of homelessness required by HUD for federal assistance and data and statistics related to homelessness nationally and locally. This allowed participants to think about people experiencing homelessness on an individual level prior to thinking about homelessness as a broader issue. I think this also contributed to more effective breakout group discussions, as participants were thinking about complex personhood going into the activity. It should also be noted that I made a mistake during Session II and did not formally introduce the concept of intersectionality prior to sending participants into their breakout groups. This did not seem to impact participants ability to effectively engage in this activity, and I was able to introduce intersectionality as a conclusion to the activity.

Workshop Outcomes

All post-workshop survey respondents either agreed or strongly agreed that this workshop helped them feel better prepared for service-learning, which is a strong indication that this workshop was effective. Furthermore, the majority of respondents (73%) strongly agreed that they wanted to explore this topic in the future indicates that the workshop inspired deeper

interest and desire to engage with this issue further. Five survey respondents stated that they want to focus on other social justice issues. However, each of those respondents indicated that they also want to continue interacting with the issue of homelessness through volunteering, educating others, or advocacy work. All other respondents indicated a range of interest in volunteering, education, and advocacy focused on the issue of homelessness. Not only did this workshop help participants feel more prepared and comfortable to serve and interact with people experiencing homelessness, it resulted in broad interest to continue learning and educating others about the issue.

Limitations of the Study

Facilitator Experience

At this time, I have limited experience as a facilitator for workshops of this kind, particularly in a virtual setting. Though I was well prepared for each session, Session II was decidedly more organized, clear, and cohesive than Session I, as there was a facilitation learning curve on my part. This did not seem to impact participant experience overall, but it would be interesting to see if levels of overall participant engagement increase as I gain more confidence and experience in workshop facilitation.

Timing

Both workshop sessions were bound by meeting time constraints. Ideally, this workshop would last approximately two hours, rather than 80 or 75 minutes. More time would allow for more discussion space or another activity to help participants engage with the material further. With more available time, I would suggest including an activity and/or discussion about positionality, allowing participants the space to examine their own positionality prior to

volunteering, and discussion around the implications of speaking for others as it relates to complex personhood.

The timing of when the workshop was held also may have impacted participant experiences. Students at both UNCA and WWC have been impacted by the COVID-19 pandemic and the majority of their higher education experience moving to online education. These workshops were facilitated toward the end of an academic year in which students had few customary breaks (such as fall/spring break) and are likely experiencing Zoom/virtual classroom fatigue at high levels.

Virtual vs. In-Person

As stated above, Zoom fatigue in 2021 is very real. While I believe I was able to create an active and productive virtual learning environment for this workshop, it is impossible not to wonder how differently this workshop would have felt if it were facilitated in person. Participants would have been able to write causes of homelessness on literal sticky notes, with the ability to post them on a whiteboard to physically group them and draw connections between causes. And there is something different about having in-person discussions where it is easier to read body language and other subtle forms of communication that are not easily translated via computer screen. That said, it is entirely possible that overall outcomes could remain the same and would be worth comparison in future studies.

Group Size

Though both workshop sessions were essentially the same, the difference in group size made each session feel very different. While the outcomes were the same overall, it is easier to participate in discussion and ask questions in a virtual workshop with fewer participants. Though the breakout discussion activity was intended to give all participants a small group experience for

at least a portion of the workshop, having a small group for the entirety of the workshop led to more active participation. If time constraints were less of an issue, perhaps additional breakout discussions for the large group in Session I could have been beneficial.

Implications for Future Studies

This project has demonstrated the value of focused workshops and training around a specific issue area to better prepare potential volunteers for future engaged service experiences. It contributes to a somewhat limited body of academic studies focused on the role of volunteers and volunteer training from the community partner perspective. Future studies around this workshop's implementation across differing higher education institutions will contribute to more cohesive data regarding the workshop's efficacy in accomplishing its goals. A more long-term study could follow participants over time to gauge follow-through such as actual volunteer engagement from participants or other involvement within the issue of homelessness education and advocacy, or whether participants continue to apply concepts learned in the workshop.

It would also be helpful to study the implementation of this workshop within other potential volunteer groups as well, such as faith communities and civic organizations, to see if participation and outcomes continue to show that the workshop itself is beneficial. Further study of the implementation of this workshop as a mandatory training for all prospective volunteers for HBWNC or other homelessness services organizations could also contribute to data showing if conceptual trainings such as this one effect overall volunteer efficacy, commitment, and longevity of service.

References

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Appendix A: Agenda

Complicating Homelessness Workshop Outline: Session I
80 Minutes

I. Introduction **(10 minutes)**
- a. Quick intro for facilitator both professionally and as a graduate student
- b. Zoom Housekeeping
  1. Encourage participants to unmute themselves at any point to ask questions and engage in discussion.
  2. Invite participants to turn their cameras on so we can better interact with each other, but they are not required to do so.
  3. Point out pertinent Zoom features (chat, reactions, etc.), leave time for students to ask questions if there are any tech issues.
- c. Ask for informed consent to record the session
  1. This recording is for my eyes only, and will not be shared. I will use it for overall analysis of the workshop as part of my capstone thesis, not to analyze individual participation. Any quotes shared from the recording transcription will have personal identifiers removed.
  2. If any participants do not consent to being recorded, they should message me privately via the Zoom chat feature. If no messages are sent, begin recording. If any participants do not consent, do not record the session.
- d. Temperature Check
  1. Since this group already knows each other, do a quick check in to gauge the overall mood of the group. This also invites them to engage before we transition to the first activity.
  2. Using the chat feature, ask participants "What color are you feeling today?"
     Green = Feeling good, happy, satisfied, well rested. Feeling engaged, curious, and open to listening. Willing to be creative or problem-solve.
     Yellow = Feeling reactionary or a little on edge or anxious. Slightly distracted and not fully engaged. Tired and/or more emotional than usual.
     Red = Feeling hyper-sensitive, checked-out, quieter than usual. May need to have camera off. Sick or not feeling well physically or emotionally.
  3. Thank participants for sharing where they are, and invite them to take a deep breath with before diving into the first activity. Encourage them to be as present as they're as we move through the workshop.
- e. Workshop Purpose
  1. Introduce goals and purpose of this workshop before going into the first activity.

II. Activity 1: Google Jamboard Brainstorm **(15 minutes)**
- a. Introduce activity
  1. Share Jamboard link, make sure that students understand how to use it.

2. Students will brainstorm causes of homelessness using the sticky note feature, writing one cause per sticky note. They will be encouraged to write down whatever comes to mind, even if it's a stereotype or false narrative that they don't fully agree with.

b. Debrief & Discuss
1. Group similar answers together
2. Are there any obvious themes?
3. Add other leading causes if they have been overlooked:
Lack of affordable housing
Historical and structural racism (redlining, urban renewal)
Mass incarceration
Criminalization of homelessness
Inaccessible healthcare systems (both mental and physical healthcare)
Substance Use/Addiction
Domestic Violence
Unemployment/Underemployment (Economic Inequality)
Military Service
Generational poverty

III. Short Lecture 1 **(10 minutes)**
a. Introduce federal (HUD) definitions of homelessness and chronic homelessness. Also discuss language around homeless vs. houseless and people first language (ex. using the term "people experiencing homelessness" rather than "the homeless")
b. Facts about homelessness in the US & Asheville
c. General overview of Homeward Bound WNC's mission & programs
1. Housing First
2. Housing is a human right

IV. Activity 2: Intersectionality Breakout Discussions **(15 minutes)**
a. Introduce activity
1. Define intersectionality as a theory and its application in this context. While exploring these intersections, it's important to keep in mind how systemic realities shape the lived experiences and actions of individuals. As participants go through this activity, ask them to keep their positionality/points of privilege in mind as well.
2. Ask participants to refer back to the Google Jamboard, pick 3 causes they brainstormed, and discuss ways in which they may intersect or build on top of/compound one another.
3. Randomly sort participants into breakout rooms. Let them know that a spokesperson from each group will be asked to share what they discussed when we come back to the main group.
4. Debrief and discuss

V. Short Lecture 2 (**10 minutes)**
a. Introduce concept of complex personhood, and how that can better inform our interactions with people experiencing homelessness.
b. Introduce the concept of desire-centered frameworks and "suspending damage" – shifting focus to the resilience and capability of the people we serve. And she

encourages us to take it a step further, highlighting the right of all people on the margins to *desire* things, to want more than just their basic needs.

VI. Activity 3: Google Jamboard Reflection **(10 Minutes)**

a. Return to the Jamboard once more, but shift to a second slide with a quote from Eve Tuck about desire-centered frameworks. Read the quote out loud.

b. Ask participants to write one reflection on a sticky note. This could be a reaction to the quote, one new thing they learned during the workshop, one idea they have for serving people experiencing homelessness, or

VII. Conclusion & Survey **(10 Minutes)**

a. Stop the presentation screen share and thank everyone for participating, mention any last observations and answer any last questions.

b. Share contact info if participants want to get in touch about volunteering

c. Share the survey link in the Zoom chat and ask that everyone spend the last few minutes completing the survey.

Complicating Homelessness Workshop Outline: Session II

75 Minutes

I. Introduction **(10 minutes)**

a. Quick intro for facilitator both professionally and as a graduate student

b. Zoom Housekeeping

1. Encourage participants to unmute themselves at any point to ask questions and engage in discussion.
2. Invite participants to turn their cameras on so we can better interact with each other, but they are not required to do so.
3. Point out pertinent Zoom features (chat, reactions, etc.), leave time for students to ask questions if there are any tech issues.

c. Ask for informed consent to record the session

1. This recording is for my eyes only, and will not be shared. I will use it for overall analysis of the workshop as part of my capstone thesis, not to analyze individual participation. Any quotes shared from the recording transcription will have personal identifiers removed.
2. If any participants *do not* consent to being recorded, they should send a private message to the facilitator via the Zoom chat feature. If no messages are received, begin recording. If any participants do not consent, do not record the session.

d. Temperature Check

1. Since this group already knows each other, do a quick check in to gauge the overall mood of the group. This also invites them to engage before transitioning to the first activity.
2. Using the chat feature, ask participants “What color are you feeling today?”

Green = Feeling good, happy, satisfied, well rested. Feeling engaged, curious, and open to listening. Willing to be creative or problem-solve.

Yellow = Feeling reactionary or a little on edge or anxious. Slightly distracted and not fully engaged. Tired and/or more emotional than usual.

Red = Feeling hyper-sensitive, checked-out, quieter than usual. May need to have camera off. Sick or not feeling well physically or emotionally.

3. Thank participants for sharing where they are, and invite them to take a deep breath before we dive into our first activity, and encourage them to be as present as they're able as we move through the workshop.

e. Introduce goals and purpose of this workshop before going into the first activity to help frame the upcoming discussion.

II. Activity 1: Google Jamboard Brainstorm **(15 minutes)**

a. Introduce activity

1. Share Jamboard link, make sure that students understand how to use it
2. Students will brainstorm causes of homelessness using the sticky note feature, writing one cause per sticky note. They will be encouraged to write down whatever comes to mind, even if it's a stereotype or false narrative that they don't fully agree with.

b. Debrief & Discuss

1. Group similar answers together
2. Are there any obvious themes?
3. Add other leading causes if they have been overlooked:

Lack of affordable housing
Historical and structural racism (redlining, urban renewal)
Mass incarceration
Criminalization of homelessness
Inaccessible healthcare systems (both mental and physical healthcare)
Substance Use/Addiction
Domestic Violence
Unemployment/Underemployment (Economic Inequality)
Military Service
Generational poverty

III. Short Lecture 1 **(10 minutes)**

a. Define complex personhood.

b. Go over federal (HUD) definitions of homelessness and chronic homelessness. Also discuss language around homeless vs. houseless and people first language (ex. using the term "people experiencing homelessness" rather than "the homeless")

c. Facts about homelessness in the US & Asheville

d. General overview of Homeward Bound WNC's mission & programs

1. Housing First
2. Housing is a human right

IV. Activity 2: Intersectionality Breakout Discussions **(15 minutes)**

a. Introduce activity

1. Define intersectionality as a theory and its application in this context. While exploring these intersections, it's important to keep in mind how systemic realities shape the lived experiences and actions of individuals.

As participants go through this activity, I'll ask them to keep their positionality/points of privilege in mind as well.

2. Ask participants to refer back to the Google Jamboard, pick 3 causes they brainstormed and discuss ways in which they may intersect or build on top of/compound one another.
3. Randomly sort participants into breakout rooms. Let them know that a spokesperson from each group will be asked to share what they discussed when we come back to the main group.
4. Debrief and discuss

V. Short Lecture 2 (**10 minutes)**

a. Introduce the concept of desire-centered frameworks and "suspending damage" – shifting focus to the resilience and capability of the people we serve. And she encourages us to take it a step further, highlighting the right of all people on the margins to *desire* things, to want more than just their basic needs.

VI. Activity 3: Google Jamboard Reflection **(10 Minutes)**

a. Return to the Jamboard once more, and shift to a second slide with a quote from Eve Tuck about desire-centered frameworks. Read out loud. b.
b. Ask participants to write one reflection on a sticky note on the Jamboard. This could be a reaction to the quote, one new thing they learned during the workshop, one idea they have for serving people experiencing homelessness, or

VII. Conclusion & Survey **(5 Minutes)**

a. Stop the presentation screen share and thank everyone for participating, mention any last observations and answer any last questions.
b. Share contact info if participants want to get in touch about volunteering.
c. Share the survey link in the Zoom chat and ask that everyone spend the last few minutes completing the survey.

Appendix B: Check-In Tool

Appendix C: Activity Resources

Breakout Session Discussion Example for Activity II

Someone who grew up in poverty and has a mental illness may have developed coping mechanisms of self-medication through “risky” behaviors such as substance use, which in turn make it difficult to maintain employment. If this person is incarcerated for these behaviors, mental illness may go untreated, and housing and employment will become further unattainable due to a criminal record. This contributes to a cycle that is even more difficult to break when sleeping outside or in a shelter. The cycle becomes more profound for people of color, who are far more likely to be incarcerated and also face issues such as medical racism and housing discrimination. If this person of color is also a transgender woman, the cycle becomes even more difficult to break.

Appendix D: Post Workshop Survey

Workshop Feedback Survey

Thank you for participating in the Complicating Homelessness training. This evaluation will assess various elements of the training so that I can improve it for future volunteer training events. This evaluation is not intended to assess your specific knowledge, and all information will remain confidential.

The training and evaluation are a key aspect of my graduate capstone project. Your answers may be shared without identifying information as part of my final thesis.

If you have any questions or concerns, please contact me, Madeline Wadley, via text/phone (828-450-0244) or email (wadleym@merrimack.edu). Thanks again for your participation!

* Required

1. Overall, how would you rate this training? *

Mark only one oval.

- ◯ Excellent
- ◯ Good
- ◯ Fair
- ◯ Poor

2. Please rate the following workshop activities: *

Mark only one oval per row.

	Strongly Agree	Agree	Disagree	Strongly Disagree
The goals of this training were clear to me.	◯	◯	◯	◯
The activities connected to the learning content.	◯	◯	◯	◯
The breakout sessions helped me learn more about the topic.	◯	◯	◯	◯
The discussions helped me learn more about the topic.	◯	◯	◯	◯

3. Please rate the following workshop concepts: *

Mark only one oval per row.

	Strongly Agree	Agree	Disagree	Strongly Disagree
This training helped me think differently about serving people experiencing homelessness.	◯	◯	◯	◯
This training helped me understand the concept of "complex personhood"	◯	◯	◯	◯
This training helped me understand some of the social justice issues that intersect with homelessness	◯	◯	◯	◯
This training helped me understand the concept of "positionality" better	◯	◯	◯	◯

4. Please rate the following workshop outcomes:

Mark only one oval per row.

	Strongly Agree	Agree	Disagree	Strongly Disagree
As a result of this training, I feel better prepared to engage in service learning.	◯	◯	◯	◯
As a result of this training, I feel better prepared to reflect more meaningfully on my service-learning experience	◯	◯	◯	◯
I will share what I learned in this workshop with others	◯	◯	◯	◯
In the future, I plan to explore this topic further.	◯	◯	◯	◯
In the future, I plan to engage in this topic within my community (e.g., volunteer, work with others, participate in community events or meetings, etc.)	◯	◯	◯	◯

5. (Optional) Are there any other meaningful takeaways from this training that you would like to share?

_____

_____

_____

_____

_____

6. Following this training, how interested are you in volunteering at AHOPE Day Center, if your schedule allows?

Mark only one oval.

- ◯ Very interested
- ◯ Somewhat interested
- ◯ Not very interested
- ◯ No interest

7. How will you apply what you learned in this training in the future? *

Check all that apply.

- ☐ I want to volunteer or do an internship with Homeward Bound of WNC
- ☐ I want to advocate for more affordable housing in the city of Asheville
- ☐ I want to speak directly to people I see who are experiencing homelessness
- ☐ I want to educate others about homelessness
- ☐ I want to educate others about positionally and privilege
- ☐ This issue doesn't resonate with me
- ☐ I want to focus on addressing other issues

8. Have you ever volunteered with a homeless services organization before? *

Check all that apply.

- ☐ Yes, as a college student.
- ☐ Yes, before college.
- ☐ Yes, after college.
- ☐ No, I have not.

9. What is your gender identity? Select all that apply. *

Check all that apply.

- [ ] Female
- [ ] Male
- [ ] Non-binary
- [ ] Transgender
- [ ] Cisgender
- [ ] Agender
- [ ] Genderqueer
- [ ] Prefer not to answer
- [ ] Prefer to self-describe (if selected, please describe below)

Other: [ ] _____

10. What is your race and/or ethnicity? Select all that apply. *

Check all that apply.

- [ ] American Indian / Native American / Alaskan Native
- [ ] Asian / Asian American
- [ ] Black / African American
- [ ] Hispanic / Latinx / or of Spanish Origin
- [ ] Middle Eastern / North African
- [ ] Native Hawaiian / Pacific Islander
- [ ] White / Caucasian
- [ ] Prefer not to answer
- [ ] Prefer to self-describe (if selected, please describe below)

Other: [ ] _____

11. How long have you been a Bonner Student Leader? *

Mark only one oval.

- ◯ 1 semester
- ◯ 1 year
- ◯ 2 years
- ◯ 3 years
- ◯ 4 years
- ◯ I am not a Bonner Student Leader
- ◯ Prefer not to answer

12. What is your current (or completed, if not a student) level of education? *

Mark only one oval.

- ◯ Undergraduate freshman
- ◯ Undergraduate sophomore
- ◯ Undergraduate junior
- ◯ Undergraduate senior
- ◯ Undergraduate degree
- ◯ Graduate degree
- ◯ Prefer not to answer

13. May I contact you with follow-up questions? *Your contact information will only be shared with Madeline Wadley, for the purpose of asking follow up questions. Your name and contact information will be removed before any survey data is shared. *

Mark only one oval.

- ◯ No, I want to remain anonymous.
- ◯ Yes, my contact information is below.

14. First & Last Name

_____

15. Email Address

_____

16. Would you like more information about becoming a volunteer with Homeward Bound of WNC?

Check all that apply.

- [ ] Yes
- [ ] No