THE LANDSCAPE OF STUDENT HOUSING INSECURITY AND HOMELESSNESS:
A SURVEY OF OUR NETWORK

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Campus Compact

EXECUTIVE SUMMARY

Higher education has a housing crisis. Data shows that more and more college and university students every year report experiencing housing insecurity and homelessness (Goldrick-Rab, Richardson, Schneider, Hernandez, & Cady, 2018). Students who cannot find a safe and permanent place to live cannot achieve their potential in our classrooms. In order to achieve education equity, it is imperative that campuses come together to address this issue.

Campus Compact is committed to supporting its member institutions in their effort to address student housing insecurity and homelessness. Over the 207-2018 academic year, Campus Compact began an effort to understand how our network is approaching this issue and to develop resources that our campuses can use to support their students facing housing insecurity.

To begin, we developed the Student Housing Insecurity Mapping (SHIM) Tool. This is a self-assessment inventory that institutions can use to assess their ability to support homeless and housing insecure students on their campuses. This tool is also useful to begin campus conversations about student housing insecurity and homelessness.

In addition to the SHIM Tool, we developed resources on compact.org for member institutions to use when developing programming and building institutional procedures to assist students experiencing housing insecurity and homelessness. This resource includes a variety of program models, interventions, and research that individuals on campuses can use to inform and direct their own action plans to meet the needs of their students.

Finally, we applied the SHIM Tool to a study of 50 of our member campuses in order to establish where we are as a higher education community, and how we can move forward to better support students in need. "The Landscape of Student Housing Insecurity and Homelessness: A Survey of our Network" identifies strengths and weaknesses and points to opportunities where campuses can build programming and services that are targeted toward addressing the needs of students facing housing insecurity and homelessness. Based on the information gathered, our network is clearly engaging in work to offer campus programming for students who are likely to need support meeting their basic needs. We can do more by (1) resisting the stigma associated with homelessness, (2) more directly training faculty and staff to support students facing housing challenges, and (3) developing partnerships and programs to support students experiencing housing insecurity.

The following report details the development of a revised mapping tool and the results of our 50 campus analysis.

INTRODUCTION

Over the past 15 years in the United States, wages have stagnated or decreased, while the cost of attending a two-year or four-year institution has risen between 28% and 54% (Goldrick-Rab, 2016). As a result, many students do not have access to, or success in, higher education due to the cost of a college or university degree.

Students that struggle to complete a degree due to significant financial barriers may be forced to choose between paying for their academic expenses and their basic needs, such as housing (Broton & Goldrick-Rab, 2018; Broton, Frank, & Goldrick-Rab, 2014; Goldrick-Rab, Richardson, Schneider, Hernandez, & Cady, 2018; Goldrick-Rab, Richardson, & Hernandez, 2017; Goldrick-Rab, Richardson, & Kinsley, 2017). According to FAFSA filings in the 2016-2017 academic year, almost 33,000 students reported and successfully verified that they were experiencing homelessness or were at risk of experiencing homelessness (National Center for Homeless Education [NCHE], 2017). Moreover, research suggests that the number of college students reporting housing insecurity on the FAFSA is a severe underestimation of the number actually experiencing homelessness and housing insecurity. According to the most recent survey of 43,000 college and university students in the United States, 51% of students experience housing insecurity and 12% of students experience homelessness at two-year institutions. Similarly, 46% of students experience housing insecurity and 9% of students experience homelessness at four-year institutions. This widespread and prevalent issue negatively affects student access, retention, and success in postsecondary education (Goldrick-Rab, Richardson, Schneider, Hernandez, & Cady, 2018).

Campus Compact is dedicated to assisting institutions of higher education in fulfilling their public purposes. A key component of this mission is supporting institutions in building pathways and opportunities in higher education that are equitable and accessible to all students.

This report is an effort to summarize what we know about existing research, what we've learned from a study of 50 institutions, and to share new resources for advancing work to address the issue of student housing insecurity and homelessness.

LITERATURE REVIEW

Many students pursue postsecondary degrees as a pathway toward financial security and upward social mobility (Gupton, 2009; Adame-Smith, 2016; Ambrose, 2016; Geis, 2015). In the current job market, 63% of jobs require some form of postsecondary education (Ringer, 2015). Paradoxically, as employers expect more of their employees' educational backgrounds, higher education is increasingly unaffordable. Within the last 18 years, the cost of attending a four-year institution has increased by 54% while the cost of attending a community college has increased by 28% (Goldrick-Rab, 2016). Federal and state financial aid programs for low-income and working-class families have seen a steady decrease in funding. Thus, programs that once funded many individuals' college and university degrees do not subsidize the true cost of attending a college or university today. For example, Pell Grants cover only 60% of the cost of attending a community college (Goldrick-Rab 2016; Ringer, 2015). Many colleges and universities also underestimate the cost of living while enrolled in an institution, decreasing their projected cost of attendance (Goldrickw-Rab, 2016; Sackett, 2015). While this makes institutions appear more affordable, many students shoulder unexpected financial burdens throughout their academic careers because of this miscalculation (Hallet, 2010). As a result, students may struggle to meet their basic needs and many stand one unexpected cost or circumstance away from facing housing insecurity or homelessness (Goldrick-Rab, 2016; Crutchfield & Maguire, 2018).

The conditions and experience of living without housing security are defined by instability, fluidity, and frequent change in a living situation. Therefore, the definition of housing insecurity includes a spectrum of characteristics and circumstances (Hallett & Crutchfield, 2017). Housing insecurity involves the inability or risk of not being able to pay for rent and utilities, which may result in moving frequently. Researchers and practitioners also include "couch surfing" and doubling-up with friends and family as forms of housing insecurity (Goldrick-Rab, Richardson, & Kinsley, 2017). Homelessness, according to the Mckinney-Vento Homelessness Assistance Act, is the most severe form of housing insecurity and refers to situations in which an individual does not have a "safe, regular, and adequate" nighttime residence (NCHE, 2012). Students that face homelessness sleep in their cars, live in spaces not designated for human habitation, such as parks or abandoned buildings, or access shelter services.

Conservative estimates indicate that there are 1.3 million students in kindergarten through 12th grade that experience homelessness

(Endres & Cidade, 2015). The American Institutes for Research estimates that there may be as many as 2.8 million youth under the age of 18 that experience homelessness (Bassuk, DeCandia, Beach, & Berman, 2014). Institutions of higher education can support students by understanding that students who experienced homelessness during their elementary or secondary education may continue to face the same economic and social barriers while pursuing a college or university degree (Ringer, 2015). According to research conducted by Chapin Hall, 1 in 10 young adults between the ages of 18 and 25 experience homelessness over the course of a year (Morton, Dworsky, & Samuels, 2017). The federal government and institutions of higher education are now collecting data on the prevalence of homelessness amongst college students. According to Federal Application for Federal Student Aid (FAFSA) filings in the 2016-2017 academic year, almost 33,000 students reported and successfully verified that they were experiencing homelessness or were at risk of experiencing homelessness (NCHE, 2017). Researchers, educators, and policy makers recognize that this is a severe underestimation of the number of students actively experiencing homelessness on campuses.

Researchers at the Wisconsin HOPE Lab created and administered the largest survey to date that assesses the prevalence of housing insecurity and homelessness among college students at 66 institutions across 20 states. The data collection indicates that 36% of students at four-year institutions and 46% of students at two-year institutions face housing insecurity. Further, 9% of the students at four-year institutions and 12% of students at two-year institutions face homelessness (Goldrick-Rab, Richardson, Schneider, Hernandez, & Cady, 2018). A survey of undergraduate students at 17 CUNY community colleges and four-year institutions found that 42% of respondents experienced housing insecurity, noting that 29% of the students reported difficulty in paying their rent and 28% reported difficulty in paying their rent as a result of increasing rent prices. Further, 1% of the students reported living in a shelter; 10.5% of the students reported living in public housing; and 5.5% of students reported receiving some form of public assistance in paying for their housing (Tsui, Freudenberg, Manzo, Jones, Kwan, & Gagnon, 2011). Additional studies and publications report similar rates of students experiencing housing insecurity and homelessness on college and university campuses (Au & Hyatt, 2017; Broton & Goldrick-Rab, 2018; Crutchfield & Maguire, 2018; Silva, Kleinhart, Sheppard, Cantrell, Freeman-Coppadge, Tsoy, Roberst, & Parrow, 2015; Wood, Harris III, & Delgado, 2017).

Housing insecurity and homelessness negatively impact students' academic success and mental health (Crutchfield & Maguire, 2018; West, 2017). According to Maslow's well-known hierarchy of needs, an individual's basic needs, such as food and housing, must be met in order for that individual to fully engage in higher-level thinking and cognitive processing (Maslow, 1943). Such processing is foundational for learning and postsecondary success. The stress and energy students spend finding a safe place to sleep at night takes away from the energy that could be spent on academics. Despite this challenge, students facing housing insecurity and homelessness spend just as much time on their academics both inside and outside of the classroom as compared to their housing-secure counterparts. They also spend more time working and are at increased risk of unemployment (Goldrick-Rab, Richardson, Schneider, Hernandez, & Cady, 2018). Given the academic, personal, and financial demands of students facing housing insecurity and homelessness, both are associated with lower academic achievement (Goldrick-Rab, Richardson, & Hernandez, 2017). The academic and health-related consequences of the experience of housing insecurity and homelessness can create significant barriers to degree completion for students.

The growth in distance education is also not a suitable way to combat these challenges. Students who are housing insecure do not have reliable broadband access and may not have access to technology or safe spaces to store their equipment. Mobile applications may present similar obstacles. Reliable access to the technology needed to be successful in a college or university is an equity issue that is further compounded when a student is experiencing homelessness or housing insecurity.

SHIM TOOL

The Student Housing Insecurity Mapping Tool (SHIM Tool) is designed to serve as a self-assessment for institutions to evaluate the resources, supports, and services available to students facing housing insecurity and homelessness on their campus [Appendix A].

We developed this tool by researching the interventions and supports implemented to address housing insecurity and homelessness on college and university campuses today. We conducted informational interviews with individuals who work directly with students facing basic needs insecurity on their campus in a wide range of departments including Financial Aid, Student Affairs, Residential Life, TRIO Programming, and AmeriCorps VISTA programs. We also interviewed directors and program managers at community organizations, such as homeless shelters and transitional living centers, that support students off-campus. We integrated the major themes and interventions discussed into the SHIM Tool.

This tool is designed to encourage campus communities to think creatively about the variety of ways they could address the needs of students facing housing insecurity and homelessness. We recognize that many campuses do not offer every program or resource listed on the SHIM Tool. Our goal is to provide a starting point for critical thinking and evaluation of the existing resources and prompt thoughtful discussion and collaboration in creating additional supports and programs for students.

USING THE TOOL

To assess the effectiveness of the Student Housing Insecurity Mapping Tool and to understand the resources and services offered to students within our network, we piloted the use of the tool for 50 Campus Compact member institutions around the country. We chose a range of institution types to reflect the diversity of campuses represented by our network. Community colleges, public, private, urban and rural, large and small institutions were included in our assessment. To complete inventories for campuses we used a combination of website research and individual outreach to key departments.

We coded answers to questions listed on the SHIM Tool in three ways: "yes," "no," and "no answer". We recorded an answer as "yes" if we found information about a resource or service for students on the institution's website or if we had confirmation from a member of a campus community that the resource or service was offered to students facing housing insecurity and homelessness. We recorded an answer as "no" if we could not find any information about the resource or service on the institution's website and if a member of the campus community explicitly stated that their campus did not offer the resources and services in question. We recorded an answer as "no answer" if we could not determine from an institution's website if a resource or service existed and we did not receive a response from members of a campus community after contacting them with our questions via phone and email. We also recorded an answer as "no answer" if we connected with a member of a campus community but they could not provide an answer to our question and did not know who would have an answer to our question on their campus. "No answer" was also used to code instances when a campus representative indicated they were unwilling to participate in answering a question.

Tables 1-12 report the results of our 50 campus analysis. The following sections summarize our findings and are aligned with the sections from the SHIM Tool.

Resources and Training on Student Housing Insecurity and Homelessness

Training faculty and staff can be an important step in helping students access assistance both on and off-campus. Faculty knowledge is especially important because an instructor may be a student's only point of contact with a campus following the admissions process. 12% of the respondents reported that they "offer training on how to work with students facing housing insecurity" while 16% of the respondents reported that there are "resources available to faculty on how to assist students facing housing insecurity" [Table 1].

Training, Programming, and Partnerships Serving Vulnerable Students

We identified multiple subgroups of the general student population that may be particularly vulnerable to housing insecurity and homelessness. These groups include, but are not limited to, students that are veterans, students that have aged out of the foster care system, first generation students, DACA and undocumented students, students with families, students that are single parents, students that are survivors of sexual and domestic violence, students that are members of the LGBTQI+ community, and students that were formerly incarcerated. If campuses offer trainings on how to effectively support these students; programming to support these students; and partnerships with community organizations that serve these subsets of the student population, students may have the time, space, and support to focus their energies on obtaining housing security.

Trainings to discuss best practices in working with specific groups within the student population were far less prevalent than programming and partnerships developed to support subgroups of the student population. Of the 50 campuses included in our review, only 6% offered trainings to support students that were formerly in foster care, students with families, and students that are single parents while only 4% of campuses offered trainings to support students that were formerly incarcerated [Table 2].

PERCENTAGE OF INSTITUTIONS THAT OFFER TRAININGS ON HOW TO WORK WITH SPECIFIC POPULATIONS
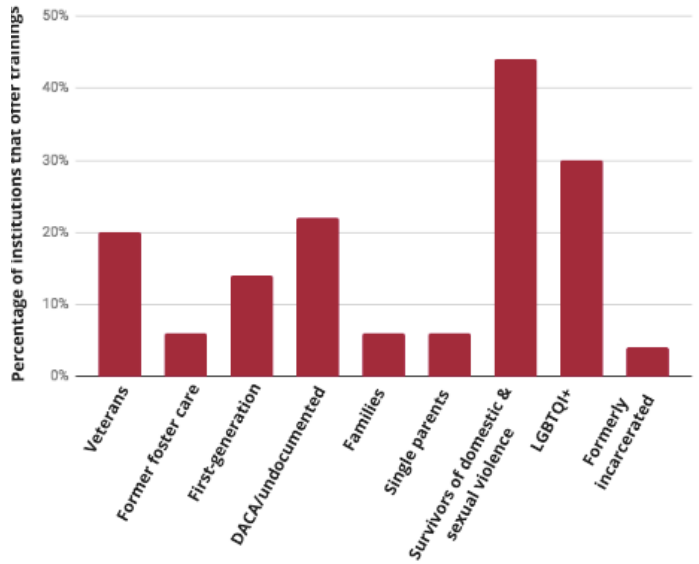
A considerably larger percentage of institutions offered programming to support the needs of students within each of these subgroups. Among programming offered to specific portions of the student population, programming for student veterans and students that are members of the LGBTQI+ community were most offered (80% and 68% respectively) [Table 3].

PERCENTAGE OF INSTITUTIONS THAT OFFER PROGRAMS TO ASSIST SPECIFIC POPULATIONS
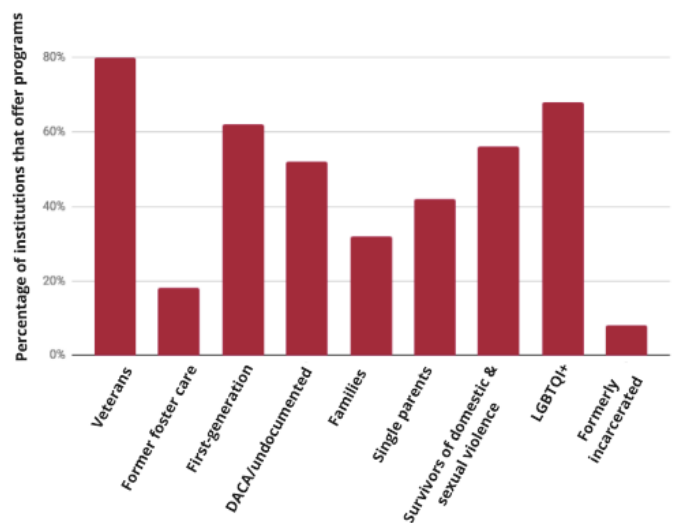
Finally, many campuses had partnerships with off-campus organizations dedicated to meeting the needs of some of the subgroups of the student population. For example, 64% of campuses had partnerships with organizations serving survivors of sexual and domestic violence and 52% of campuses had partnerships with organizations serving veterans [Table 4]. Campus-community partnerships are a great way to meet joint goals and access expertise with specific populations.

PERCENTAGE OF INSTITUTIONS THAT HAVE PARTNERSHIPS WITH ORGANIZATIONS SERVING SPECIFIC POPULATIONS
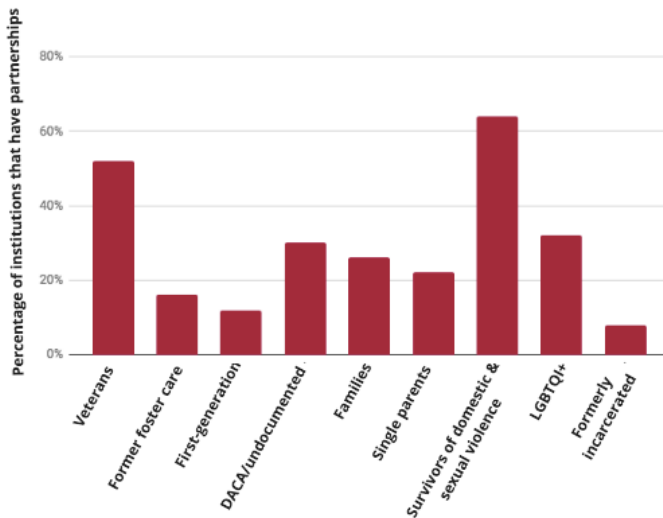
On-Campus and Off-Campus Housing Resources and Policies

68% of the institutions we surveyed offered on-campus housing to students. We asked those campuses additional questions about the housing support they offered to students that faced housing insecurity and homelessness. Some students that reside on-campus during the academic year may not have a safe, stable, and secure place to live when classes are not in session. Therefore, we asked respondents to discuss the available housing during break periods for students (i.e. Thanksgiving, winter break, spring break, Easter, summer break). 79% of campuses offered housing to students during break periods, 3% of campuses did not, and 18% of campuses did not have an answer to the question [Table 5]. Of the campuses that offered break housing to their students, 67% required payment for housing during those periods [Table 6].

In order to accommodate students that do not have a safe place to live outside of the academic year, some colleges and universities are creating 9-month and 12-month housing contracts for students. 12-month housing contracts provide housing to students during break periods and during the summer months outside of the academic year. Some students may have stable housing during the summer months but not during the academic year. Therefore, 9-month housing contracts are available to students that include housing during all break periods occurring during the academic year. 50% of the campuses that offered housing to students had a 9-month housing contract, 18% did not offer a 9-month housing contract, and 32% did not have an answer to the question. 26% of the campuses that offered housing to students had a 12-month housing contract, 38% did not offer a 12-month housing contract, and 35% did not have an answer [Table 5].

Students that are single parents or students that have families may also need flexible on-campus housing policies to accommodate their family's housing needs. Of the campuses that offered on-campus housing to their students, 18% of the campuses offered housing to families with children, 47% did not offer housing to families with children, and 35% did not have an answer [Table 5].

If a student is suddenly without housing security, one of the short-term solutions is to find the student short-term emergency housing either on-campus or at a community organization. 32% of the campuses that offer on-campus housing options also offer short-term housing to students, 21% did not offer short-term housing to students, and 47% of the respondents did not have an answer [Table 5]. 48% of the respondents stated that they had partnerships with community organizations that provide short-term or emergency housing, 30% of the respondents did not have partnerships, and 22% of the respondents did not have an answer [Table 7].

Single Point of Contact

Many campuses have designated a Single Point of Contact (SPOC), or a person that is responsible for connecting students facing housing insecurity and other basic needs insecurities with the resources available both on-campus and in the community (National Association for the Education of Homeless Children and Youth, 2016). 34% of the respondents reported that they have a SPOC on their campus, 26% of the respondents reported that they did not have a SPOC on their campus, and 40% of respondents did not have an answer [Table 8].

Emergency Fund

Institutions create emergency funds and loans in order to support students that face unexpected financial expenses that could affect their ability to continue with their education. Flexibility for how these funds can be used can significantly affect students facing housing insecurity. 58% of the Campus Compact member institutions that we surveyed had an emergency fund, 8% of the institutions did not, and 34% of the institutions did not have an

answer [Table 9]. Of the institutions that had an emergency fund, 66% of institutions allowed students to use the funds for housing-related expenses, 7% of institutions did not allow students to use the funds for housing-related expenses, and 28% of institutions did not have an answer. 66% of institutions had a limit on the amount of money a student could use, 10% of institutions determined the amount of money a student could borrow on a case-by-case basis, and 24% of institutions did not have an answer [Table 10].

Inclusion of Campus Community on Issues of Housing Insecurity and Homelessness

Some campuses have created online forums and listservs where individuals can post about the specific needs of a student facing housing insecurity. Often these channels of communication are informal. When investigating if there "is an online forum or listserv that reaches the campus community to help students struggling to meet housing needs," 12% of the institutions reviewed did, 36% did not, and 52% had no answer [Table 11].

Students can also play an integral role in understanding and addressing housing insecurity. 42% of institutions had student groups addressing homelessness and housing insecurity. Students may also elect to learn more about housing insecurity and homelessness through co-curricular work with community organizations that serve people facing homelessness. A majority of the campuses (68%) had opportunities for students to volunteer at these community organizations and 60% of institutions offered courses to students that involved discussion of homelessness and housing insecurity [Table 11].

Financial and Legal Assistance for Students Facing Housing Insecurity

Students who are experiencing homelessness or are at risk of experiencing homelessness may be able to file their FAFSA without needing their parents' or guardians' signatures or financial information. In order to qualify as an "independent" student experiencing homelessness, students must have their status verified by the local homeless education liaison, a program director of an emergency shelter funded by the Housing and Urban Development Department, a Runaway and Homeless Youth Act program director, or a financial aid administrator (NCHE, 2017). The Student Housing Insecurity Mapping Tool survey results show that 62% of the institutions' Financial Aid offices were familiar with how to verify a student's "independent" status, but 38% of the institutions' Financial Aid offices did not have an answer [Table 12].

Financial Aid offices may also offer students financial coaching or free financial literacy courses in which they assist students in maintaining financial stability and improving their credit scores so they become better candidates when applying for housing. Although these interventions are by no means solutions, they may alleviate some of the stress associated with housing insecurity for students. 62% of respondents offered financial coaching to students, 16% of respondents did not, and 22% of respondents did not have an answer [Table 12].

Institutions may offer assistance to students in landlord-tenant disputes by partnering with community organizations that offer legal services or asking law students at the college or university to assist other students in these legal matters. 28% of institutions offered free legal assistance to students facing tenant disputes [Table 12].

DISCUSSION

These results highlight the strength of our member campuses in providing support for students from vulnerable populations, along with vibrant attention to homelessness as a social issue through curriculum and student organizations. Similarly, many of our campuses that offer student housing do so with policies and practices that can support students that face housing insecurity and homelessness. Areas of strength among institutions we surveyed include:

- Providing programs and partnerships to support some vulnerable student populations including veterans, first-generation students, and members of the LGBTQI+ community
- Providing on-campus housing, including housing over breaks
- Providing knowledgeable financial aid support for housing insecure and homeless students
- Offering emergency financial resources for students in need
- Offering courses about homelessness and opportunities for students to volunteer with organizations that help combat homelessness in the community

Our results also highlight areas for improvement. By working together, we can do more to provide housing-specific services to students in need while increasing awareness of the prevalence of housing insecurity and homelessness among our campus populations. The high percentage of "no answer" responses suggests that many of our campuses do not have a visible, or coordinated, community-wide discourse about the pressing problems associated with student housing insecurity and homelessness.

For example, only 12% of the campuses surveyed offered training to members of campus communities on the best practices to assist and support students facing housing insecurity and homelessness. Similarly, only 16% of the campuses surveyed offered resources to faculty members that detail how to best support students facing housing insecurity and homelessness [Table 1]. Higher education has been resourceful in developing solutions to support food insecure students. It is entirely possible to create standards of practice to assist students experiencing housing insecurity as well.

Institutions may also offer resources and training for members of a campus community to work with specific populations within the student body that face unique challenges as college students. Some groups of students that are highly vulnerable to housing insecurity are severely overlooked. For example, only 6% of the institutions surveyed offered trainings on how to best support students that were formerly in the foster care system. Only 4% of the campuses surveyed offered trainings on how to support students that were formerly incarcerated [Table 2].

Less than half of the campuses [48%] reported that they had established partnerships with community organizations that focus on providing services to individuals experiencing homelessness [Table 7]. Building relationships with community organizations that have the experience and resources to provide emergency housing assistance and other services to students could be especially helpful to an institution that is lacking the material resources or personnel to adequately address students' needs. This was affirmed through interviews where institutional representatives expressed fear of not having the professional expertise or background to meet the needs of students facing housing insecurity.

Finally, practitioners and researchers working on basic needs insecurities among students in higher education note that one of the most effective ways of raising awareness of the issue and streamlining access to services and resources is to create a Single Point of Contact (Silva, Kleinhart, Sheppard, Cantrell, Freeman-Coppadge, Tsoy, Roberst, & Parrow, 2015; Sackett, Goldrick-Rab, & Broton, 2016; Dukes, Lee, & Bowman, 2013). Only 34% of the campuses reported that they had a designated Single Point of Contact for students while 40% of the campuses reported they had no answer to the question [Table 8]. Choosing one person on a campus that maintains the connections to the resources and supports available to students both on and off-campus is crucial in meeting student basic needs.

In summary, we offer the following recommendations to support students facing housing insecurity and homelessness:

- Develop and provide specific training for faculty and staff
- Identify gaps in support for vulnerable student populations, including formerly incarcerated students and students that were once in the foster care system
- Actively cultivate community-campus partnerships with organizations that specialize in working with individuals that face homelessness
- Create a Single Point of Contact to coordinate on-campus and off-campus services

SHIM TOOL MODIFICATIONS

As we used the SHIM Tool, we tracked feedback from our campus contacts and made notes about potential modifications. The result is an updated version of the SHIM Tool [Appendix B]. The modifications to the SHIM Tool can be classified into further refinement of the assessment of off-campus resources and on-campus resources. Each modification is discussed below.

Off-campus Resources

First, the updated SHIM Tool [Appendix B] defines "partnerships" with community organizations specifically, in order to provide more clarity around what should be assessed in this category. A relationship should be classified as a "partnership" when it is grounded in consistent communication with service providers at the organization. By maintaining regular contact with service providers, members of campus communities should be able to confirm that the services offered at the site would be appropriate and safe for students to use, and that community organizations have the capacity and resources to assist students.

Within the context of developing stronger partnerships with community organizations, we also added the question asking institutions if they develop and maintain partnerships with organizations that offer legal assistance to students facing landlord-tenant disputes. It was clear from our investigation that legal supports are specialized and distinct from partnerships that give students access to housing.

Finally, many institutions do not have on-campus housing and therefore do not have any available short-term, on-campus emergency housing available to students with immediate need. As a result, colleges may offer students vouchers that will subsidize the cost to stay in a hotel for a short period of time until the student finds a more stable housing situation. We now include a question asking if an institution offers hotel vouchers to students in emergency situations for short-term stays in the updated SHIM Tool.

On-campus Resources

After speaking with many institutions about the way that students facing housing insecurity and homelessness try to find safe living spaces within their local communities, some administrators described how staff members supported and guided students through the process of applying for Section 8 housing opportunities. We recognize the specialized and valuable support campus staff provide through this assistance. Therefore, we have added a question asking respondents if they offer guidance to students through this application process in the updated tool.

We also now ask institutions if they publicize the availability of emergency funds directly to students. While some members of campus communities expressed concern about advertising the funds for fear of running out of aid, other institutions recognized that as a result of not advertising the availability of emergency financial assistance, the money went unused by the students in need. Therefore, we added the question to the updated SHIM Tool asking institutions if they advertise the availability of emergency fund money to students directly. Campuses should make their own determination of whether or not publicity is appropriate given the fund availability and student need. We believe that including a question on the SHIM is a way to bring that conversation to the table within campus communities.

We also more clearly define the role of financial aid officers in verifying a student's "independent" status by explicitly asking if staff members in the Financial Aid office regularly use their professional expertise to verify a student's status as homeless, or at risk of experiencing homelessness, when completing the FAFSA in the revised SHIM Tool. Our campus contacts helped us understand that more detail was needed to clarify the meaning of this indicator question.

Finally, we included three "light-touch" interventions that could be available on a college or university campus that may be extremely helpful for students facing housing insecurity and homelessness. We now ask campuses if they offer shower facilities, free use of washers and dryers, and free use of lockers to students facing housing insecurity. Although these supports do not offer complete solutions, they may address some of the challenges related to personal hygiene and the need for secure storage for students that do not have a safe and stable place to live.

LIMITATIONS AND FUTURE RESEARCH

It is important to note that the results in this report do not necessarily reflect a representative sample of the Campus Compact network. Our approach is best considered "purposeful sampling," which is used to identify information-rich case examples that allow researchers to assess the scope of a phenomenon across a sample with a range of relevant population characteristics (Palinkis, Horwitz, Green, Wisdom, Duan, & Hoagwood, 2013). Choosing institutions that represent a variety of organizational types was essential to evaluating the value of the SHIM Tool. Therefore, the methodology used for this research is substantive and practical.

We hope that practitioners and researchers will continue to refine the tool through its use and application. Future research should consider whether campus characteristics make particular supports more likely or more valuable for students facing housing insecurity or homelessness. It is time to focus national attention on this topic as an equity issue in higher education. We hope this instrument can be a useful tool for more research and practice moving forward.

CONCLUSION

The 2017-2018 data collection of the Student Housing Insecurity Mapping Tool provides evidence that many campuses are invested in supports that can help students who are struggling with safe and permanent housing. The findings also point to gaps in the ways students are supported and many of these can be remedied with creative, low-cost action steps that involve leveraging internal and external resources to meet the needs of students experiencing housing insecurity. Campuses should consider basic interventions such as creating a Single Point of Contact on campus, maintaining partnerships with community organizations, and other small but powerful steps that can alter the experience of students on campus.

We hope that researchers, faculty members, staff members, and students use the Student Housing Insecurity Mapping Tool to evaluate the supports and services that are truly available and accessible to students facing housing insecurity and homelessness on their college and university campuses. We encourage respondents to share the information obtained from the self-assessment with their campus community at large. The dissemination of information may allow students experiencing housing insecurity to access the services they need more easily. Using the tool can also be a mechanism for promoting campus conversations about this issue and may help fight against the stigma associated with housing insecurity.

TABLES

TABLE 1: PERCENTAGE OF INSTITUTIONS THAT OFFER TRAINING AND RESOURCES TO ADDRESS STUDENT HOUSING INSECURITY

	Yes	No	No Answer
Campus offers training on how to work with students facing housing insecurity (faculty and staff; anyone in campus community)	12%	14%	74%
Campus offers resources specifically for faculty on how to assist students facing housing insecurity	16%	10%	74%

N=50 for all tables unless otherwise indicated.

TABLE 2: PERCENTAGE OF INSTITUTIONS THAT OFFER TRAININGS ON HOW TO WORK WITH SPECIFIC POPULATIONS

Veterans	20%
Former foster care	6%
First-generation	14%
DACA/undocumented	22%
Families	6%
Single parents	6%
Survivors of domestic & sexual violence	44%
LGBTQI+	30%
Formerly incarcerated	4%

*Remaining percentages responded with "no" or "no answer."

TABLE 3: PERCENTAGE OF INSTITUTIONS THAT OFFER PROGRAMS TO ASSIST SPECIFIC POPULATIONS

Veterans	80%
Former foster care	18%
First-generation	62%
DACA/undocumented	52%
Families	32%
Single parents	42%
Survivors of domestic & sexual violence	56%
LGBTQI+	68%
Formerly incarcerated	8%

TABLE 4: PERCENTAGE OF INSTITUTIONS THAT HAVE PARTNERSHIPS WITH ORGANIZATIONS SERVING SPECIFIC POPULATIONS

Veterans	52%
Former foster care	16%
First-generation	12%
DACA/undocumented	30%
Families	26%
Single parents	22%
Survivors of domestic & sexual violence	64%
LGBTQI+	32%
Formerly incarcerated	8%

TABLE 5: PERCENTAGE OF INSTITUTIONS THAT OFFER HOUSING ACCOMODATIONS TO STUDENTS (N=34)

	Yes	No	No Answer
Campus offers housing during breaks	79%	3%	18%
Campus offers housing to families with children	18%	47%	35%
Campus offers 9-month housing contracts	50%	18%	32%
Campus offers 12-month housing contracts	26%	38%	35%
Campus offers short-term housing	32%	21%	47%

*Percentage totals calculated with N=34.

TABLE 6: PERCENTAGE OF INSTITUTIONS THAT HAVE FEES FOR BREAK HOUSING (N=27)

	Yes	No	No Answer
Campus has fees for break housing	67%	22%	11%

*Percentage totals calculated with N=27.

TABLE 7: PERCENTAGE OF INSTITUTIONS THAT HAVE PARTNERSHIPS WITH ORGANIZATIONS THAT PROVIDE EMERGENCY HOUSING

	Yes	No	No Answer
Campus has partnership with organization(s) that provide emergency housing	48%	30%	22%

TABLE 8: PERCENTAGE OF INSTITUTIONS THAT HAVE SINGLE POINT OF CONTACT DESIGNATED

	Yes	No	No Answer
Campus has Single Point of Contact (SPOC)	34%	26%	40%

TABLE 9: PERCENTAGE OF INSTITUTIONS THAT HAVE EMERGENCY FUND AVAILABLE FOR STUDENTS TO USE

	Yes	No	No Answer
Campus has emergency fund	58%	8%	34%

TABLE 10: EMERGENCY FUND CONDITIONS FOR DISBURSEMENT (N=29)

	Yes	No	No Answer
Limited number of times students can access funds	24%	48%	28%
Emergency fund can be used on housing-related expenses	66%	7%	28%
Limit on the amount of money offered through funds	66%	10%	24%

*Percentage totals calculated with N=29.

TABLE 11: PERCENTAGE OF INSTITUTIONS THAT OFFER OPPORTUNITIES TO INCLUDE ALL MEMBERS OF CAMPUS COMMUNITY IN CONVERSATION

	Yes	No	No Answer
Campus offers an online forum or listserv with students' needs available to campus community	12%	36%	52%
Campus has student groups addressing homelessness and housing insecurity	42%	50%	8%
Campus offers opportunities for students to become involved with community organizations serving people that face homelessness	68%	26%	6%
Campus offers courses on homelessness and housing insecurity	60%	24%	16%

TABLE 12: PERCENTAGE OF INSTITUTIONS THAT OFFER FINANCIAL AND LEGAL ASSISTANCE TO STUDENTS FACING HOUSING INSECURITY AND HOMELESSNESS

	Yes	No	No Answer
Campus Financial Aid office is familiar with verifying a student's "independent" status when filing FAFSA	62%	0%	38%
Campus offers financial coaching to students	62%	16%	22%
Campus offers free legal assistance to students facing tenant disputes	28%	40%	30%

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Campus Compact

Student Housing Insecurity Mapping Tool

Guidelines

The following can be used as a guideline to completing the mapping tool and assessment of the resources available to housing-insecure students on a college campus. Read the following section descriptions for further clarification on the value of the elements included in the mapping tool and where one can locate the resources on campuses.

_____

A. TRAINING AND RESOURCES TO ADDRESS HOUSING INSECURITY

Colleges and universities offer training to faculty and staff and provide guidance on how to have a conversation with their students about housing insecurity, the appropriate language to use during such conversation, and additional resources to direct students to either on or off campus. Resources available to assist faculty and staff can include access to informational material about the needs of housing insecure students in higher education, instructions and example dialogues addressing how to approach a housing insecure student, and contact information to connect students with other professionals that offer assistance.

Where to find information on training and resources available to faculty and staff: Dean of Students, Provost or Senior Officer for Faculty Affairs, Faculty Teaching and Learning Center

_____

B. PROGRAMMING & PARTNERSHIPS TO ASSIST SPECIFIC POPULATIONS

This section of the mapping tool assesses if a campus has specific offices and programming to support groups of students that face unique challenges and may be vulnerable to housing insecurity. If students are supported by offices and programs dedicated to meeting the needs of these groups, the students will have the space to focus on achieving housing security. Specific populations within the student body that are vulnerable to housing insecurity include, but are not limited to, veterans, individuals that were formerly in the foster care system, first generation students, DACA and undocumented students, students with families, students that are single parents, survivors of domestic and sexual violence,members of the LGBTQI+ community, and individuals that were formerly incarcerated.

If the needs of students within these populations exceed the resources available on-campus, colleges and universities refer students to community organizations that may offer additional resources. For example, if a student veteran needed assistance that

extended beyond the resources provided at the Veterans Services Office on campus, staff may refer the student to the Veterans Support Organization in the community.

Where to find information on programming and partnerships to assist specific populations: Student Affairs, SPOC, TRIO Programming, Financial Aid Services, Health Center, Counseling Center

_____

The following three sections (section C, section D, and section E) apply only to colleges and universities that offer on-campus housing options to students. If your campus does not offer on-campus housing, proceed to section F.

_____

C. BREAK HOUSING

Students that live on-campus during the academic year may not have a safe, secure, and stable environment to return to when campus is closed. Circumstances that prohibit students from having a consistent home environment to return to during breaks include financial difficulty, lack of familial acceptance, and interpersonal conflict resulting in violence. The stress and anxiety for students that search for housing options during break periods can be tremendous and negatively affect academic performance. Colleges and universities can address this student need by offering on-campus housing options when the college or university closes. Break periods may include fall break, Thanksgiving, winter break, Easter, spring break, and summer break.

Where to find information on break housing options for students: Residential Life, Student Affairs, SPOC

_____

D. HOUSING CONTRACTS

In order to meet the needs of nontraditional students and students without a secure home, colleges and universities provide alternative options for on-campus housing. Housing contracts may be designed for students with families, providing programming and space for students to live with their partner and children. Additionally, there are 9-month housing contracts available to students that include housing during break periods occurring during the academic year. Further, 12-month housing contracts provide students with on-campus housing for the entire academic year and the summer break.

Where to find information on alternative housing contracts: Residential Life, Student Affairs, SPOC

_____

E. ON-CAMPUS SHORT-TERM HOUSING

In cases of immediate emergencies, students may approach faculty or staff on campus to inquire about on-campus dorm rooms that are available for short-term stays. Spaces may be offered to students for free or for an additional fee.

Where to find information about on-campus short-term housing options: Residential Life, Student Affairs, SPOC, Counseling Center, Health Center
_____

F. EMERGENCY HOUSING PARTNERSHIPS

Colleges and universities may foster partnerships with community organizations that provide emergency shelter, long-term transitional housing, and other services to housing insecure students.

Where to find information on emergency housing partnerships: Residential Life, Student Affairs, SPOC, Financial Aid, Counseling Center, Health Center
_____

G. SINGLE POINT OF CONTACT (SPOC)

Under the McKinney Vento Homeless Assistance Act it is law that unaccompanied homeless youth receive additional support during their elementary, secondary, and post-secondary education. In order to support unaccompanied youth, campuses have a member of the college or university staff act as a single point of contact (SPOC). The SPOC is responsible for helping unaccompanied youth navigate the college or university experience and often has connections with other offices on campus that can offer students assistance. Such offices include Admissions, Academic Advising, and Student Affairs.

Where to find information on the SPOC: Student Affairs, Financial Aid Services, TRIO Programming, Admissions, Academic Advising, Health Center, Counseling Center
_____

H. EMERGENCY FUND

An emergency fund is available for students facing a financial challenge that prohibits them from continuing and completing their post-secondary education. There are stringent requirements for circumstances and situations in which a student is eligible to receive aid from the emergency fund. Often times, student situations are evaluated on a case-by-case basis.

Where to find information on the emergency fund: Financial Aid Services, Dean of Students, Student Affairs, TRIO Programming
_____

I. INFORMAL SUPPORT OF UNIVERSITY COMMUNITY

Faculty and staff are integral parts of a college or university community. Colleges or universities can address the specific needs of housing-insecure students using online forums or listservs and mobilizing the community to help a student in need. Often times these channels of communication are informal.

Where to find information on forums or listservs that function as informal support of a university community: Faculty, staff
_____

J. INCLUSION OF NON-INSECURE STUDENTS

Including other students in raising awareness and understanding the needs of housing-insecure students is a powerful way to mobilize a campus community. Student groups may organize and advocate for their fellow students in need. Additionally, students may engage in volunteer opportunities that serve populations facing housing insecurity, broadening their understanding of the issue. Colleges and universities can also offer courses discussing housing insecurity and homelessness.

Where to find information on student groups that discuss housing insecurity: Student Affairs
Where to find information on volunteer opportunities for students: Civic Engagement Office,
Student Affairs
Where to find information on courses on housing insecurity and homelessness: Course Catalog, Faculty
_____

K. FINANCIAL AND LEGAL SERVICES

Financial Services
Under the College Cost and Reduction Act of 2007, youth (18-24) that are unaccompanied and homeless, or unaccompanied, self-supporting, and at risk of being homeless, are able to file their FAFSA and seek independent student status. Such status allows student to apply for federal financial aid without their parent or guardian's information. Prior to the College Cost and Reduction Act, individuals who were not in contact with their parents or guardians or not able to access the appropriate information to complete the FAFSA faced tremendous barriers in receiving financial aid. Thus, it is critical that financial aid administrators are familiar with the protocol and how to verify students' independent status.

Where to find information on how to assist students in filing for independent status: Financial Aid Office, SPOC, TRIO programming

Some staff at colleges and universities are dedicated to helping students achieve the financial stability needed to find stable housing by assisting students in raising their credit scores, building a credit history, finding low-interest loans, and opening a second-chance checking account. When providing students with the tools, resources, and guidance to raise their credit scores, students become better candidates in housing applications.

Where to find information on programs that provide financial coaching to students: Financial Aid Office, SPOC, TRIO programming

Legal Services
Some students face housing insecurity as a result of landlord tenant disputes. Thus, staff in colleges and universities have developed partnerships with community organizations that provide legal aid, such as Community Legal Aid in Massachusetts. Professionals from the organization visit college campuses and offer one-on-one consultations.

Where to find information about legal services available to students in landlord tenant disputes: SPOC, TRIO Programming

Campus Compact

Student Housing Insecurity Mapping Tool

A. TRAINING AND RESOURCES TO ADDRESS HOUSING INSECURITY

If yes, how are they publicized?

Does your campus offer training on how to work with students facing housing insecurity?   Y / N _____

Are there resources available to faculty on how to assist students facing housing insecurity? Y / N _____

Are there trainings on how to work with specific populations, including:

If yes, how are they publicized?

Veterans	Y / N	_____
Former foster care	Y / N	_____
First generation	Y / N	_____
DACA/undocumented	Y / N	_____
Families	Y / N	_____
Single Parents	Y / N	_____
Survivors of domestic & sexual violence	Y / N	_____
LGBTQI+	Y / N	_____
Formerly Incarcarated	Y / N	_____

B. PROGRAMMING & PARTNERSHIPS TO ASSIST SPECIFIC POPULATIONS

Are there programs to assist specific populations on campus? These programs may not focus specifically on housing needs.

If yes, how are they publicized?

Veterans	Y / N	_____
Former foster care	Y / N	_____
First generation	Y / N	_____
DACA/undocumented	Y / N	_____
Families	Y / N	_____
Single Parents	Y / N	_____
Survivors of domestic & sexual violence	Y / N	_____
LGBTQI+	Y / N	_____
Formerly Incarcerated	Y / N	_____

Does your campus have partnerships with organizations serving specific populations?

		If yes, list the organizations:	*If yes, how are they publicized?*
Veterans	Y / N	_____	_____
Former foster care	Y / N		

First generation   Y / N _____   _____

DACA/undocumented   Y / N _____   _____

Families   Y / N _____   _____

Single Parents   Y / N _____   _____

Survivors of domestic & sexual violence   Y / N _____   _____

LGBTQI+   Y / N _____   _____

Formerly Incarcerated   Y / N _____   _____

The following three sections (section C, section D, and section E) apply only to college and universities that offer on-campus housing options to students. If your campus does not offer on-campus housing, proceed to section F.

C. BREAK HOUSING

If yes, how are they publicized?

Does your campus offer housing?   Y / N _____

Does your campus offer housing during breaks?   Y / N _____

If yes, list breaks with available housing: _____

Are there fees for break housing?   Y / N

If yes, list fees: _____

D. HOUSING CONTRACTS

If yes, how are they publicized?

Does your campus offer housing to families with children? Y / N _____

Does your campus offer 9-month housing contracts?   Y / N _____

Does your campus offer 12-month housing contracts?   Y / N _____

E. ON-CAMPUS SHORT-TERM HOUSING

If yes, how are they publicized?

Does your campus offer short-term housing?   Y / N _____

(less than 9 months)

If yes, is the housing free or at a reduced rate?   FREE / REDUCED RATE / NEITHER

F. EMERGENCY HOUSING PARTNERSHIPS

Does your campus have partnerships with organizations that provide emergency housing?   Y / N

If yes, list the organizations:	Emergency Shelter?	Long-term transitional housing?	Flexible hours/policies for students?
_____	Y / N	Y / N	Y / N
_____	Y / N	Y / N	Y / N
_____	Y / N	Y / N	Y / N
_____	Y / N	Y / N	Y / N

G. SINGLE POINT OF CONTACT (SPOC)

Does your campus have a SPOC?   Y / N

If yes, list the department where the SPOC is located: _____

H. EMERGENCY FUND

Does your campus have an emergency fund for students?   Y / N

If yes, is it limited to one-time use only per student?   Y / N

If yes, can funds be used toward housing expenses?   Y / N

If yes, is there a limit on the amount of money offered?   Y / N

I.   INFORMAL SUPPORT OF UNIVERSITY COMMUNITY

If yes, how are they publicized?

Is there an online forum or listserv that reaches the campus community to help students struggling to meet housing needs?   Y / N _____

If yes, who has access to it? _____

J.   INCLUSION OF NON-INSECURE STUDENTS

Are there any student groups addressing homelessness or housing insecurity?   Y / N

If yes, list & describe the work of student organizations:

_____

_____

_____

_____

Service learning & community-based opportunities for students

Are there opportunities for students to become involved with community organizations serving populations that are vulnerable to housing insecurity & homelessness?   Y / N

Are there courses offered on homelessness & housing insecurity?   Y / N

K. FINANCIAL AND LEGAL SERVICES

I.   Financial Services   *If yes, how are they publicized?*

Is the Financial Aid Office familiar with how to verify a student's "independent" status   Y / N _____

when filing a FAFSA?

Does your campus offer financial coaching to students?   Y / N _____

II. Legal Services

Does your campus offer free legal assistance to students facing tenant disputes?   Y/ N _____

Campus Compact

Student Housing Insecurity Mapping Tool

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Colleges and universities offer training to faculty and staff and provide guidance on how to have a conversation with their students about housing insecurity, the appropriate language to use during such conversation, and additional resources to direct students to either on or off-campus. Resources available to assist faculty and staff can include access to informational material about the needs of housing insecure students in higher education, instructions and example dialogues addressing how to approach a housing insecure student, and contact information to connect students with other professionals that offer assistance.

Faculty members may also acknowledge the prevalence of students' basic needs insecurities in the class setting by providing information on the resources and supports for students facing housing insecurity in the syllabus and in the class. Faculty members can encourage students in their classes to disclose circumstances that can affect students' abilities to complete assignments throughout the semester. Such circumstances may be related to having inadequate housing. For example, students without regular, safe, and secure housing may also not have regular internet access or use of a printer.

Where to find information on training and resources available to faculty and staff: Dean of Students, Provost or Senior Officer for Faculty Affairs, Faculty Teaching and Learning Center

_____

B. PROGRAMMING & PARTNERSHIPS TO ASSIST SPECIFIC POPULATIONS

This section of the mapping tool assesses if a campus has specific offices and programming to support groups of students that face unique challenges and may be vulnerable to housing insecurity. If students are supported by offices and programs dedicated to meeting the needs of these groups, the students will have the space to focus on achieving housing security. Specific populations within the student body that are vulnerable to housing insecurity include, but are not limited to, veterans, individuals that were formerly in the foster care system, first-generation students, DACA and undocumented students, students

with families, students that are single parents, survivors of domestic and sexual violence, members of the LGBTQIA+ community, and individuals that were formerly incarcerated.

If the needs of students within these populations exceed the resources available on-campus, colleges and universities refer students to community organizations that may offer additional resources. For example, if a student veteran needed assistance that extended beyond the resources provided at the Veterans Services Office on campus, staff may refer the student to the Veterans Support Organization in the community. When developing relationships with community organizations that offer resources to students, members of the campus community should have regular and consistent communication with the community organization to ensure that organization has the appropriate resources and services to support students.

Where to find information on programming and partnerships to assist specific populations: Student Affairs, SPOC, TRIO Programming, Financial Aid Services, Health Center, Counseling Center

_____

The following three sections (section C, section D, and section E) apply only to colleges and universities that offer on-campus housing options to students. ***If your campus does not offer on-campus housing, proceed to section F.***

_____

C. BREAK HOUSING

Students that live on-campus during the academic year may not have a safe, secure, and stable environment to return to when campus is closed. Circumstances that prohibit students from having a consistent home environment to return to during breaks include financial difficulty, lack of familial acceptance, and interpersonal conflict resulting in violence. The stress and anxiety for students that search for housing options during break periods can be tremendous and negatively affect academic performance. Colleges and universities can address this student need by offering on-campus housing options when the college or university closes. Break periods may include fall break, Thanksgiving, winter break, Easter, spring break, and summer break.

Where to find information on break housing options for students: Residential Life, Student Affairs, SPOC

_____

D. HOUSING CONTRACTS

In order to meet the needs of nontraditional students and students without a secure home, colleges and universities provide alternative options for on-campus housing. Housing contracts may be designed for students with families, providing programming and space for students to live with their partner and children. Additionally, there are 9-month housing

contracts available to students that include housing during break periods occurring during the academic year. Further, 12-month housing contracts provide students with on-campus housing for the entire academic year and the summer break.

Where to find information on alternative housing contracts: Residential Life, Student Affairs, SPOC
_____

E. ON-CAMPUS SHORT-TERM HOUSING

In cases of immediate emergencies, students may approach faculty or staff on campus to inquire about on-campus dorm rooms that are available for short-term stays. Spaces may be offered to students for free or for an additional fee.

Where to find information about on-campus short-term housing options: Residential Life, Student Affairs, SPOC, Counseling Center, Health Center
_____

F. EMERGENCY HOUSING PARTNERSHIPS

Colleges and universities may foster partnerships with community organizations that provide emergency shelter, long-term transitional housing, and other services to housing insecure students. Institutions may also provide vouchers for students to stay in nearby hotels for short periods of time as a way of stabilizing their living situations while staff members work with the students to find long-term, affordable housing.

Further, some colleges and universities have staff members that offer case management support and services to students and may provide assistance when applying for public housing. This person may act as an emotional support and also guide a student through the application process.

Where to find information on emergency housing partnerships: Residential Life, Student Affairs, SPOC, Financial Aid, Counseling Center, Health Center
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G. SINGLE POINT OF CONTACT (SPOC)

Under the McKinney Vento Homeless Assistance Act, youth experiencing homelessness receive intentional support and guidance during their elementary and secondary education. In order to support unaccompanied college students experiencing homelessness or housing insecurity, campuses may have a member of the staff act as a single point of contact (SPOC). The SPOC is responsible for helping unaccompanied students that face housing insecurity navigate the college or university experience. This individual often has connections with other offices on campus that can offer students assistance, such as Student Affairs and Financial Aid, and off-campus resources such as emergency shelters in the area.

Where to find information on the SPOC: Student Affairs, Financial Aid Services, TRIO Programming, Admissions, Academic Advising, Health Center, Counseling Center

_____

H. EMERGENCY FUND

An emergency fund is available for students facing a financial challenge that prohibits them from continuing and completing their post-secondary education. There are stringent requirements for circumstances and situations in which a student is eligible to receive aid from the emergency fund. Often times, student situations are evaluated on a case-by-case basis.

Where to find information on the emergency fund: Financial Aid Services, Dean of Students, Student Affairs, TRIO Programming

_____

I. INFORMAL SUPPORT OF UNIVERSITY COMMUNITY

Faculty and staff are integral parts of a college or university community. Colleges or universities can address the specific needs of housing-insecure students using online forums or listservs and mobilizing the community to help a student in need. Often times these channels of communication are informal.

Where to find information on forums or listservs that function as informal support of a university community: Faculty, staff

_____

J. INCLUSION OF ALL STUDENTS IN CAMPUS COMMUNITY

Including students in raising awareness and understanding the needs of housing-insecure students is a powerful way to mobilize a campus community. Student groups may organize and advocate for their own needs and fellow students in need. Additionally, students may engage in volunteer opportunities that serve populations facing housing insecurity, broadening their understanding of the issue. Colleges and universities can also offer courses that include discussions of broader social justice issues that may result in individuals experiencing housing insecurity and homelessness.

Where to find information on student groups that discuss housing insecurity: Student Affairs

Where to find information on volunteer opportunities for students: Civic Engagement Office, Student Affairs

Where to find information on courses on housing insecurity and homelessness: Course Catalog, Faculty

_____

K. FINANCIAL AND LEGAL SERVICES

Financial Services
Under the College Cost and Reduction Act of 2007, youth (18-24) that are unaccompanied and homeless, or unaccompanied, self-supporting, and at risk of being homeless, are able to file their FAFSA and seek independent student status. This independent status allows students to apply for federal financial aid without their parent or guardian's information and qualify for additional financial aid due to their circumstances. Prior to the College Cost and Reduction Act, individuals who were not in contact with their parents or guardians, or not able to access the appropriate information to complete the FAFSA, faced tremendous barriers in receiving financial aid. Thus, it is critical that financial aid administrators are familiar with the protocol and regularly use their professional expertise to verify students' independent status if a student is at risk of experiencing homelessness or experiencing homelessness.

Where to find information on how to assist students in filing for independent status: Financial Aid Office, SPOC, TRIO programming

Some staff at colleges and universities are dedicated to helping students achieve the financial stability needed to find stable housing by assisting students in raising their credit scores, building a credit history, finding low-interest loans, and opening a second-chance checking account. When providing students with the tools, resources, and guidance to become financially-secure, students become better candidates in housing applications.

Where to find information on programs that provide financial coaching to students: Financial Aid Office, SPOC, TRIO programming

Legal Services
Some students face housing insecurity as a result of landlord tenant disputes. Thus, staff in colleges and universities have developed partnerships with community organizations that provide legal aid, such as Community Legal Aid in Massachusetts. Professionals from the organization visit college campuses and offer one-on-one consultations for students facing eviction. Colleges and universities may also allow law students or staff members to assist students in these legal matters.

Where to find information about legal services available to students in landlord tenant disputes: SPOC, TRIO Programming

_____

L. On-campus Facilities

Students facing housing insecurity should have access to on-campus facilities that could lessen the difficulties these students face when trying to attend classes without a safe, secure place to live. Students that face housing insecurity and homelessness may have difficulty maintaining hygiene. For example, individuals facing housing insecurity may not have regular access to a shower. Campuses often have showers available to all members of campus communities in the locker rooms of athletic facilities. Students may also have access to washers and dryers on-campus for free or reduced rates. Finally, if a student does not have a regular and safe place to store their belongings while in classes, an institution may give the student access to a locker to keep their personal belongings.

Where to find information about shower facilities, laundry facilities, and locker availability: Student Affairs, Athletic Department, Residential Life, SPOC

APPENDIX B

Campus Compact

Student Housing Insecurity Mapping Tool

A. TRAINING AND RESOURCES TO ADDRESS HOUSING INSECURITY

FACULTY TRAININGS AND RESOURCES   If yes, how are they publicized?

Does your campus offer training to faculty on how to work with students facing housing
insecurity?   Y / N _____

Does your campus offer resources to faculty on how to work with students facing housing
insecurity?   Y/ N _____

Is there guidance available for faculty to add "basic needs support" statements to syllabi?   Y / N _____

Are there trainings that guide faculty in how to meet the needs of specific student populations, including:

                                                          If yes, how are they publicized?

Veterans	Y / N	_____
Former foster care	Y / N	_____
First-generation	Y / N	_____
DACA/undocumented	Y / N	_____
Families	Y / N	_____
Single Parents	Y / N	_____
Survivors of domestic & sexual violence	Y / N	_____
LGBTQIA+	Y / N	_____
Formerly Incarcarated	Y / N	_____

STAFF TRAININGS AND RESOURCES   If yes, how are they publicized?

Does your campus offer training to staff on how to work with students facing housing
insecurity?   Y / N _____

Does your campus offer resources to staff on how to work with students facing housing
insecurity?   Y/ N _____

Are there trainings that guide staff in how to meet the needs of specific student populations, including:

                                                          If yes, how are they publicized?

Veterans	Y / N _____
Former foster care	Y / N

First-generation	Y / N	_____
DACA/undocumented	Y / N	_____
Families	Y / N	_____
Single Parents	Y / N	_____
Survivors of domestic & sexual violence	Y / N	_____
LGBTQIA+	Y / N	_____
Formerly Incarcarated	Y / N	_____

B. PROGRAMMING & PARTNERSHIPS TO ASSIST SPECIFIC POPULATIONS

Are there on-campus programs to assist specific student populations? These programs may not focus on housing needs but rather offer general support and guidance.

If yes, how are they publicized?

Veterans	Y / N	_____
Former foster care	Y / N	_____
First-generation	Y / N	_____
DACA/undocumented	Y / N	_____
Families	Y / N	_____
Single Parents	Y / N	_____
Survivors of domestic & sexual violence	Y / N	_____
LGBTQIA+	Y / N	_____
Formerly Incarcerated	Y / N	_____

Does your campus have partnerships with off-campus organizations serving specific populations? These organizations may not focus specifically on housing needs but rather offer general support.

		If yes, list the organizations:	If yes, how are they publicized?
Veterans	Y / N	_____	_____
Former foster care	Y / N	_____	_____
First-generation	Y / N	_____	_____
DACA/undocumented	Y / N	_____	_____
Families	Y / N	_____	_____
Single Parents	Y / N	_____	_____
Survivors of domestic & sexual violence	Y / N	_____	_____
LGBTQIA+	Y / N	_____	_____
Formerly Incarcerated	Y / N	_____	_____

The following three sections (section C, section D, and section E) apply only to college and universities that offer on-campus housing

options to students. If your campus does not offer on-campus housing, proceed to section F.

C. BREAK HOUSING

		If yes, how are they publicized?

Does your campus offer housing during breaks?   Y / N _____

   If yes, list breaks with available housing: _____

Are there fees for break housing?   Y / N

   If yes, list fees: _____

D. HOUSING CONTRACTS

If yes, how are they publicized?

Does your campus offer housing to families with children?   Y / N   _____

Does your campus offer 9-month housing contracts that include break periods?   Y / N   _____

Does your campus offer 12-month housing contracts that include break periods?   Y / N   _____

E. ON-CAMPUS SHORT-TERM HOUSING

If yes, how are they publicized?

Does your campus offer short-term housing?   Y / N   _____

(less than 9 months)

   If yes, is the housing free or at a reduced rate?   FREE / REDUCED RATE / NEITHER

F. EMERGENCY HOUSING PARTNERSHIPS AND PUBLIC HOUSING APPLICATIONS

Does your campus have partnerships with organizations that provide emergency housing?   Y / N

If yes, list the organizations:	Emergency Shelter?	Long-term transitional housing?	Flexible hours/policies for students?
_____	Y / N	Y / N	Y / N
_____	Y / N	Y / N	Y / N
_____	Y / N	Y / N	Y / N
_____	Y / N	Y / N	Y / N

If yes, how are they publicized?

Does your campus offer hotel vouchers to students for short-term stays?   Y/N   _____

If yes, how is it publicized?

Does your campus offer assistance to students applying for Section 8 Housing?   Y/N   _____

G. SINGLE POINT OF CONTACT (SPOC)

If yes, how is their position publicized?

Does your campus have a SPOC?   Y / N

If yes, list the department where the SPOC is located: _____

_____

H. EMERGENCY FUND   If yes, how are the funds advertised?

Does your campus have an emergency fund for students?   Y / N _____

     If yes, are the funds advertised directly to the students?   Y/ N

     If yes, is it limited to one-time use only per student per academic year?   Y / N

     If yes, can funds be used toward housing expenses?   Y / N

     If yes, is there a limit on the amount of money offered?   Y / N

I. INFORMAL SUPPORT OF UNIVERSITY COMMUNITY

If yes, how is it publicized?

Is there an online forum or listserv that reaches the campus community to help students struggling to meet housing needs?   Y / N _____

     If yes, who has access to it? _____

J. INCLUSION OF ALL STUDENTS IN CAMPUS COMMUNITY

Are there any student groups addressing homelessness or housing insecurity?   Y / N

     If yes, list & describe the work of student organizations:

_____

_____

_____

_____

Service learning & community-based opportunities for students

Are there opportunities for students to become involved with community organizations serving populations that are vulnerable to housing insecurity & homelessness?   Y / N

Are there courses offered on homelessness & housing insecurity?   Y / N

K. FINANCIAL AND LEGAL SERVICES

I. Financial Services   If yes, how are they publicized?

Are Financial Aid Administrators familiar with how to verify a student's "independent" status if they are unaccompanied and experiencing homelessness or at risk of experiencing homelessness when filing a FASA?   Y / N _____

Does your campus offer financial coaching to students?   Y / N _____

II. Legal Services

Does your campus offer free legal assistance to students facing landlord tenant disputes?	Y / N	_____
Does your campus have a partnership with a community organization that offers free legal assistance to students facing tenant disputes?	Y / N	_____

L. On-campus Facilities		
Does your campus have showers that are available to students that do not live on campus?	Y / N	_____
Does your campus have laundry machines that are available for students that do not live on campus?	Y / N	_____
Does your campus offer lockers to students that do not live on campus?	Y / N	_____
	FREE/ REDUCED RATE/ NEITHER	