



Housing Insecurity in Higher Education

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1. Introduction and Context
2. Report findings: Impact of Housing Insecurity on Education Outcomes
3. Emergency Assistance for Postsecondary Students Grant Program
4. Minnesota's Interagency Council on Homelessness
5. Discussion/Questions

Context: Housing Insecurity in Higher Education

- Housing insecurity largely ignored due to lack of data.
- Housing insecurity tracked in high school due federal McKinney-Vento act
 - Homelessness = someone who lacks “a fixed, regular, and adequate nighttime residence”
- Housing insecurity is a profound barrier college enrollment and completion
- Few students receive enough financial aid to cover the 100% of costs (tuition, fees, books, transportation, food and housing)
 - This places some students at risk of compromising food and housing

OHE activity in this area:

- Member of the Interagency Council on Homelessness (<https://mn.gov/dhs/heading-home-minnesota/>)
- Administers the Emergency Assistance for Postsecondary Students grant program
- Can advocate for program and policy changes on behalf of students experiencing homelessness

Report Methods and Findings

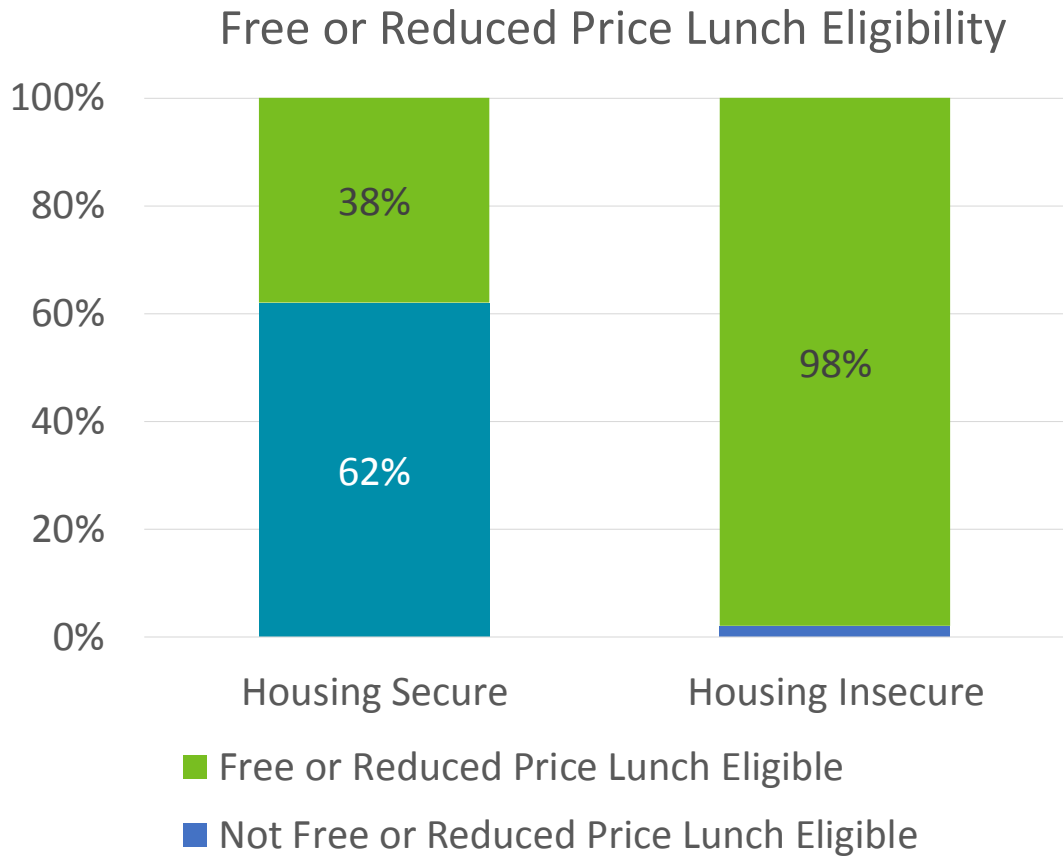
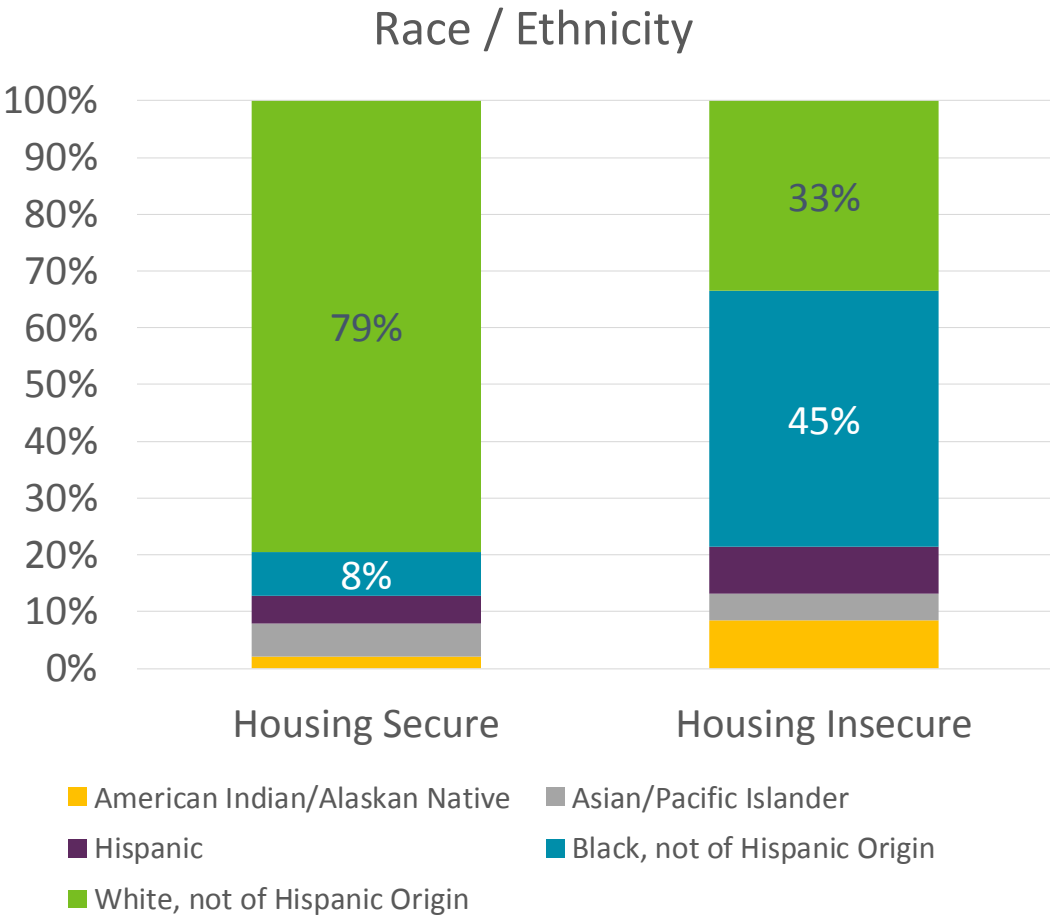
Report Methods

- This study analyzes education outcomes across seven cohorts using existing data on housing insecurity from SLEDS
- Cohorts are defined at the point of entry into 9th grade, using the year of their Spring semester.
 - The seven cohorts include the 9th grade class of 2005 through 2011
- Defining groups:
 - Housing Insecure: Students with a homeless/highly mobile flag (McKinney Vento) at any point during grades 9-12
 - Housing Secure: Students without the flag, broken out into those eligible for Free and Reduced-Price Lunch (FRPL) and not (non-FRPL)

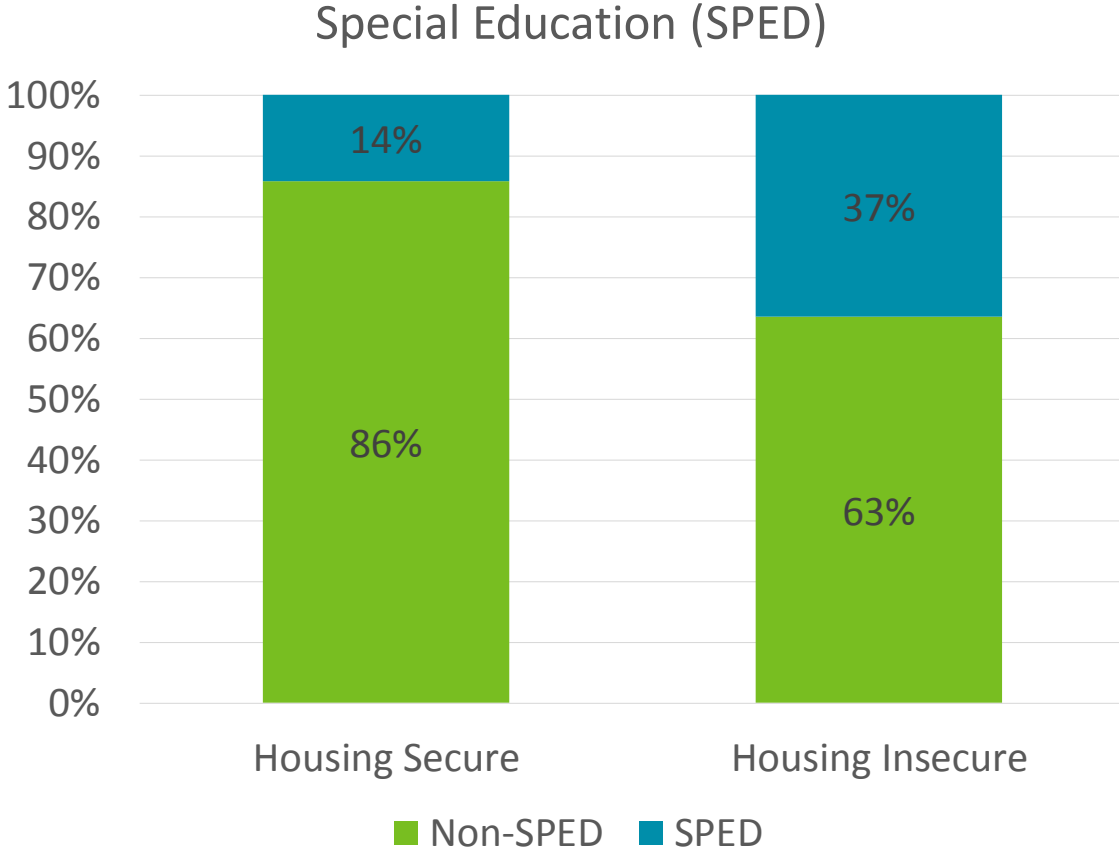
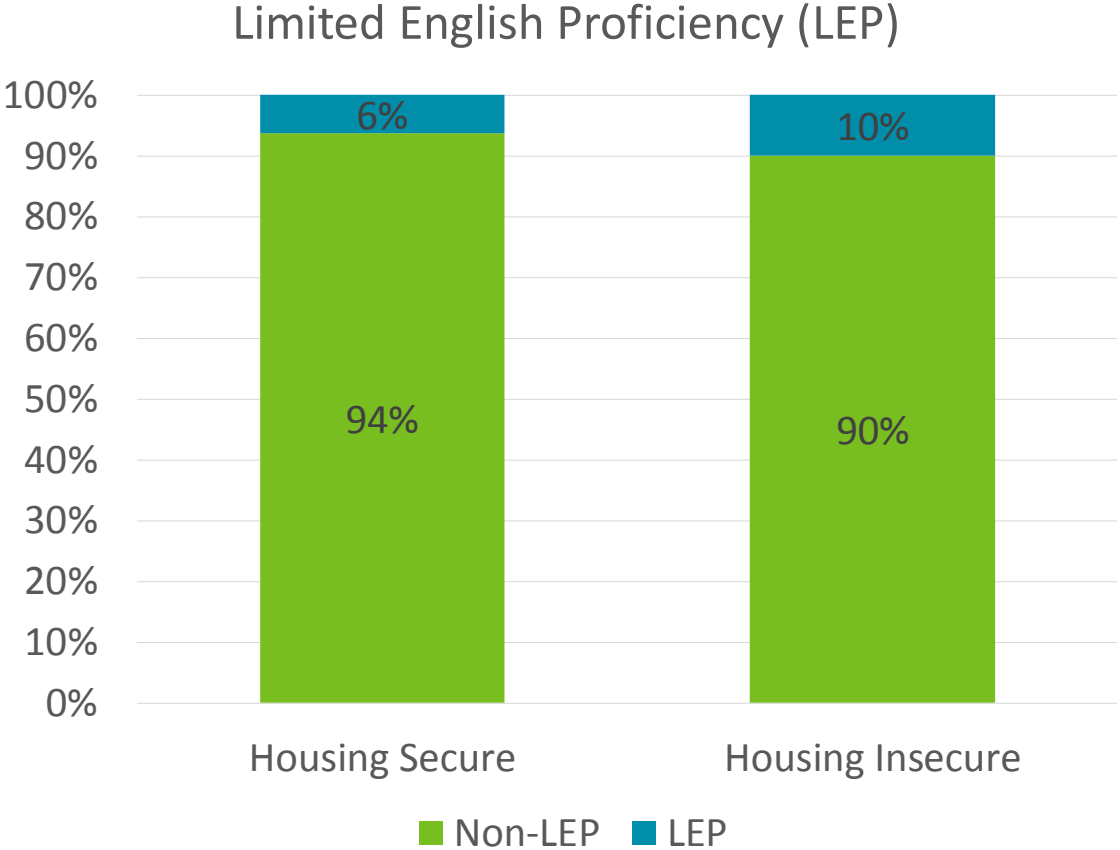
Cohort (Year of Spring semester of 9 th grade)	Housing Secure Students	Housing Insecure Students	Total
2005	69,592	1,162	70,754
2006	67,149	1,339	68,488
2007	66,232	1,559	67,791
2008	64,766	1,711	66,477
2009	63,200	1,847	65,047
2010	62,222	1,990	64,212
2011	61,038	2,162	63,200
All	454,199	11,770	465,969

K-12 Background

Which students are experiencing housing insecurity?



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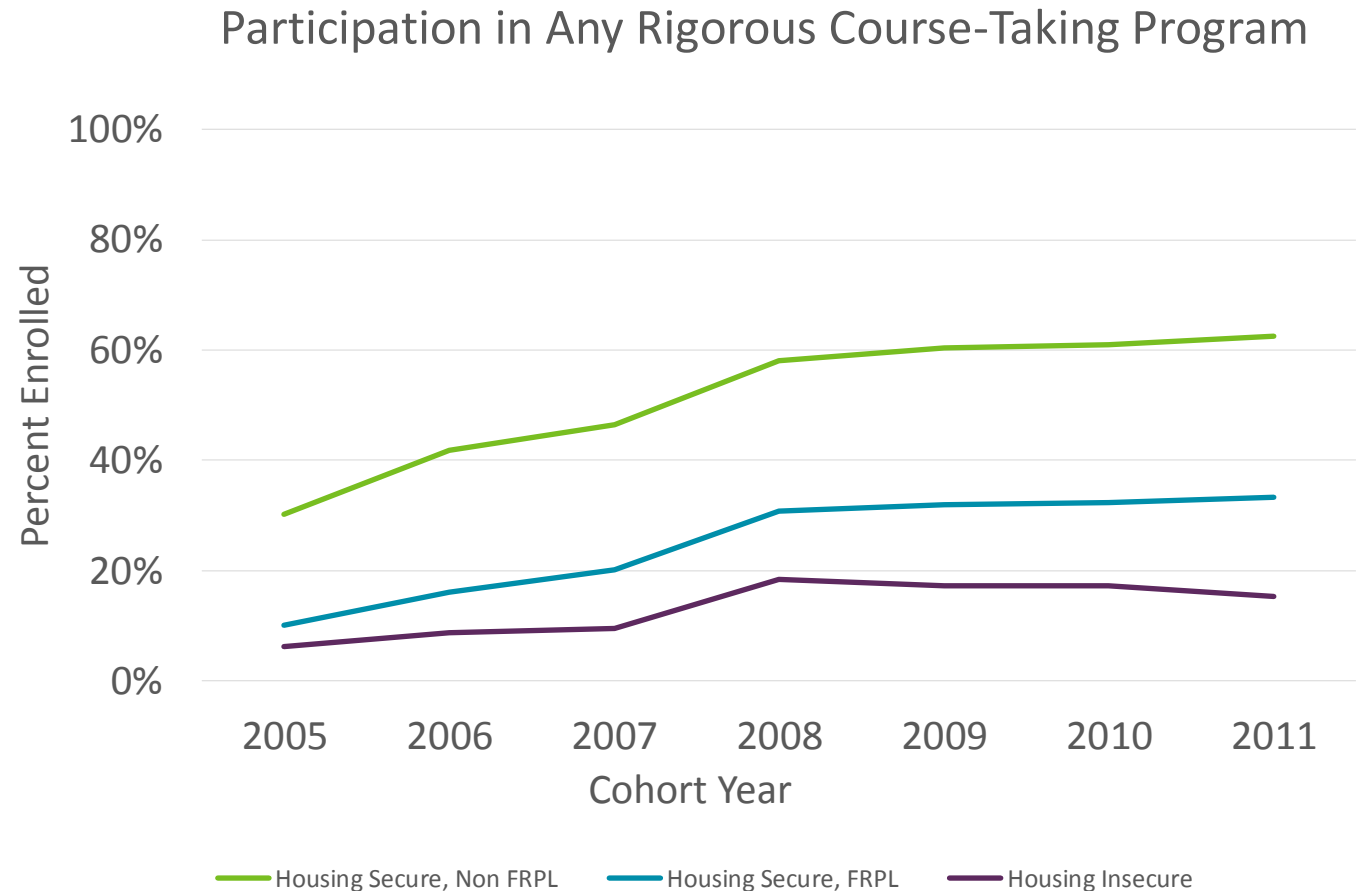
Descriptive statistics related to participation and completion

Outcomes included:

- Rigorous course taking in high school (PSEO, concurrent enrollment, AP and IB)
- High school graduation rates
- ABE enrollment / GED completion
- Postsecondary enrollment
- Developmental education course-taking
- Post-secondary completion rates

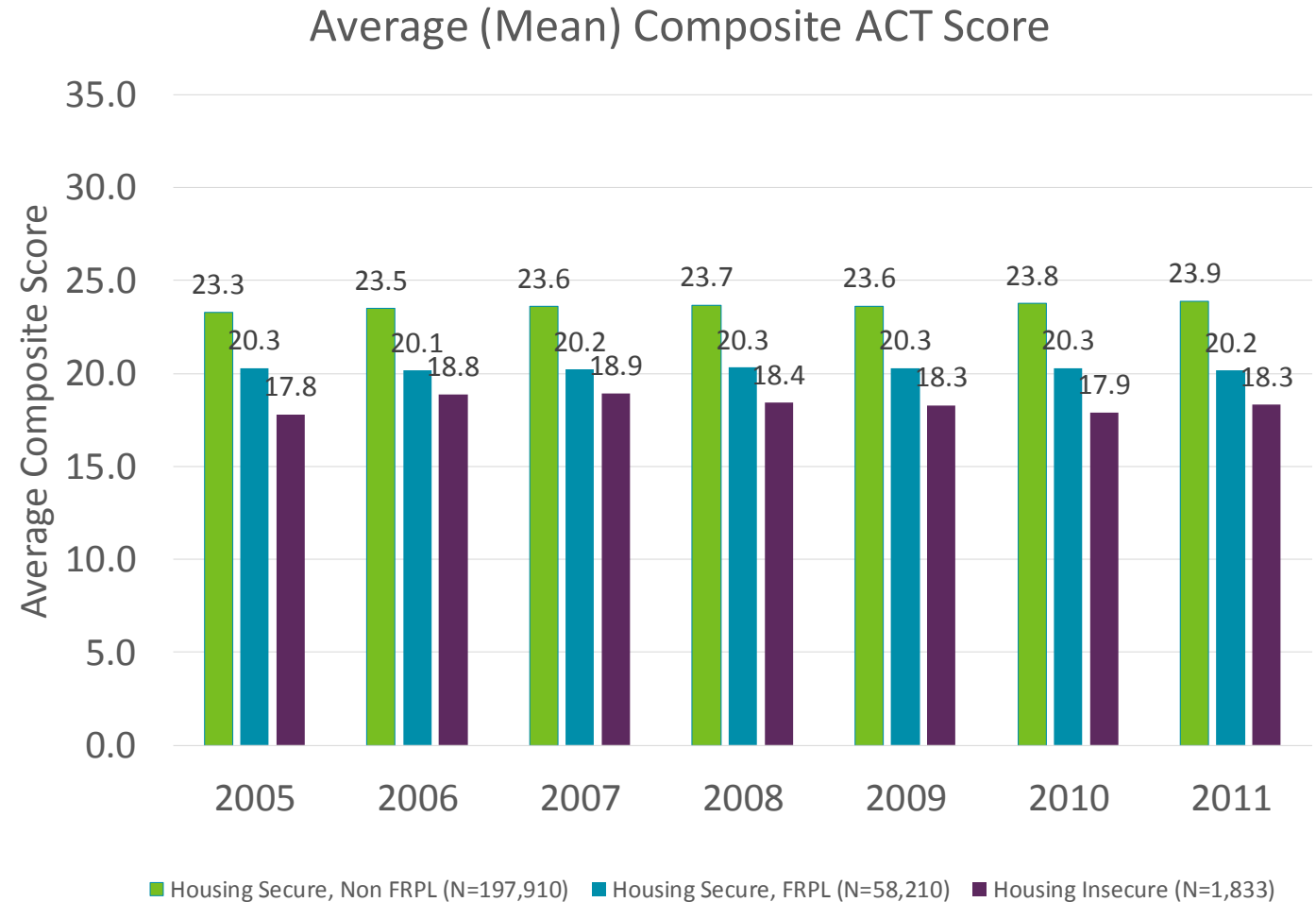
All Rigorous Course-Taking Programs

- Includes PSEO, CE, AP and IB
- When looking at all rigorous course-taking programs, the gap between housing secure FRPL students and housing insecure students has grown steadily from 4 percentage points to 18 percentage points across time
- Both groups significantly lag housing secure, non-FRPL students



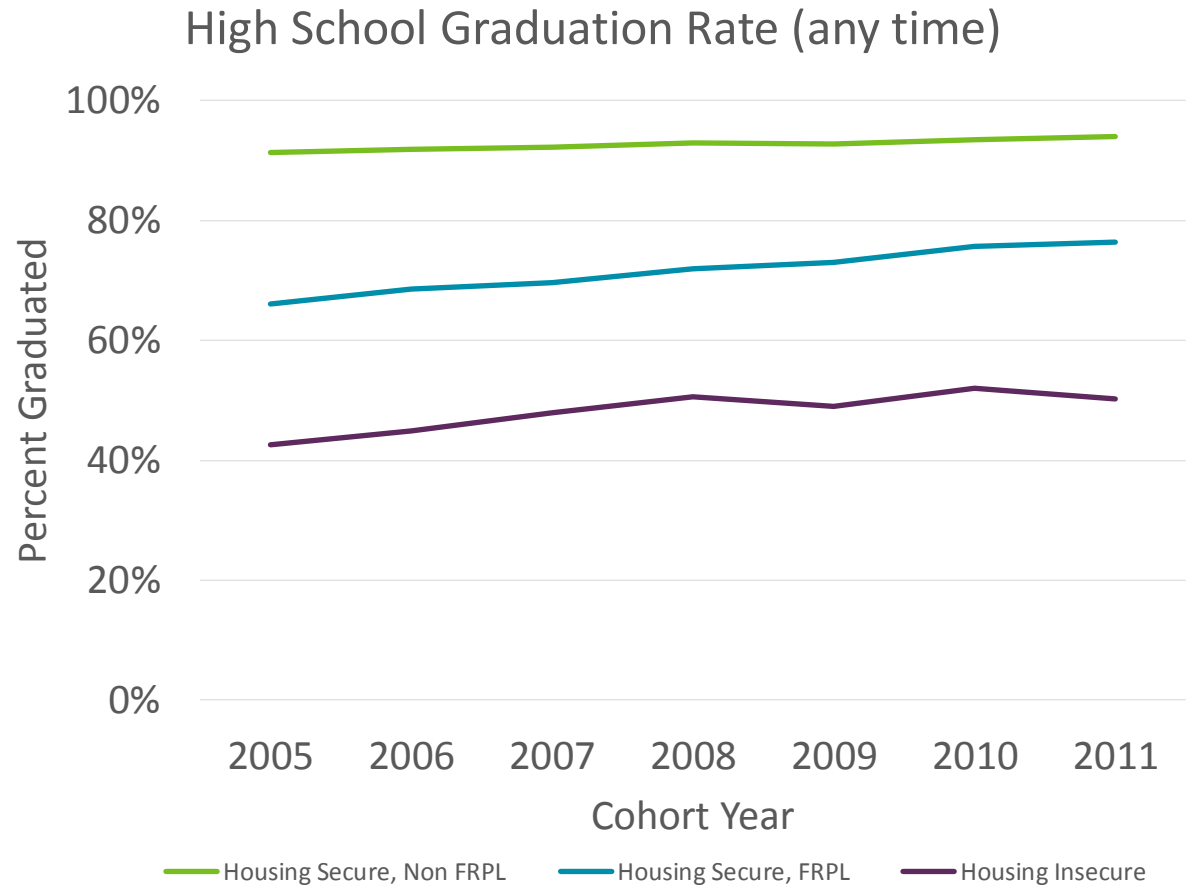
Composite ACT Scores of Test-Takers

- Average ACT scores of housing insecure students lag both their housing secure Non-FRPL and FRPL peers.



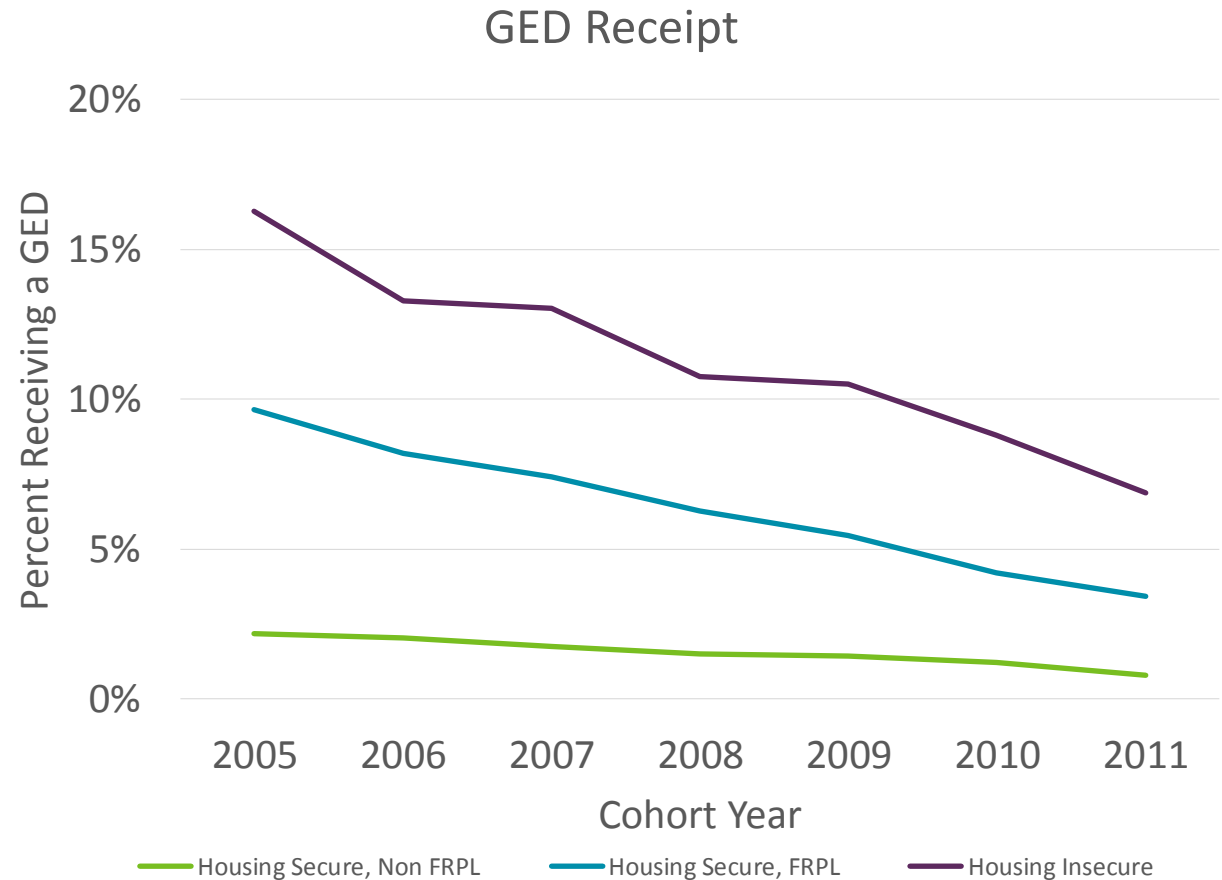
High School Graduation

- High school graduation continues to be a major barrier to higher education for students experiencing housing insecurity
- Only 42-52% of students experiencing housing insecurity graduated from high school compared to 66-76% of their FRPL peers



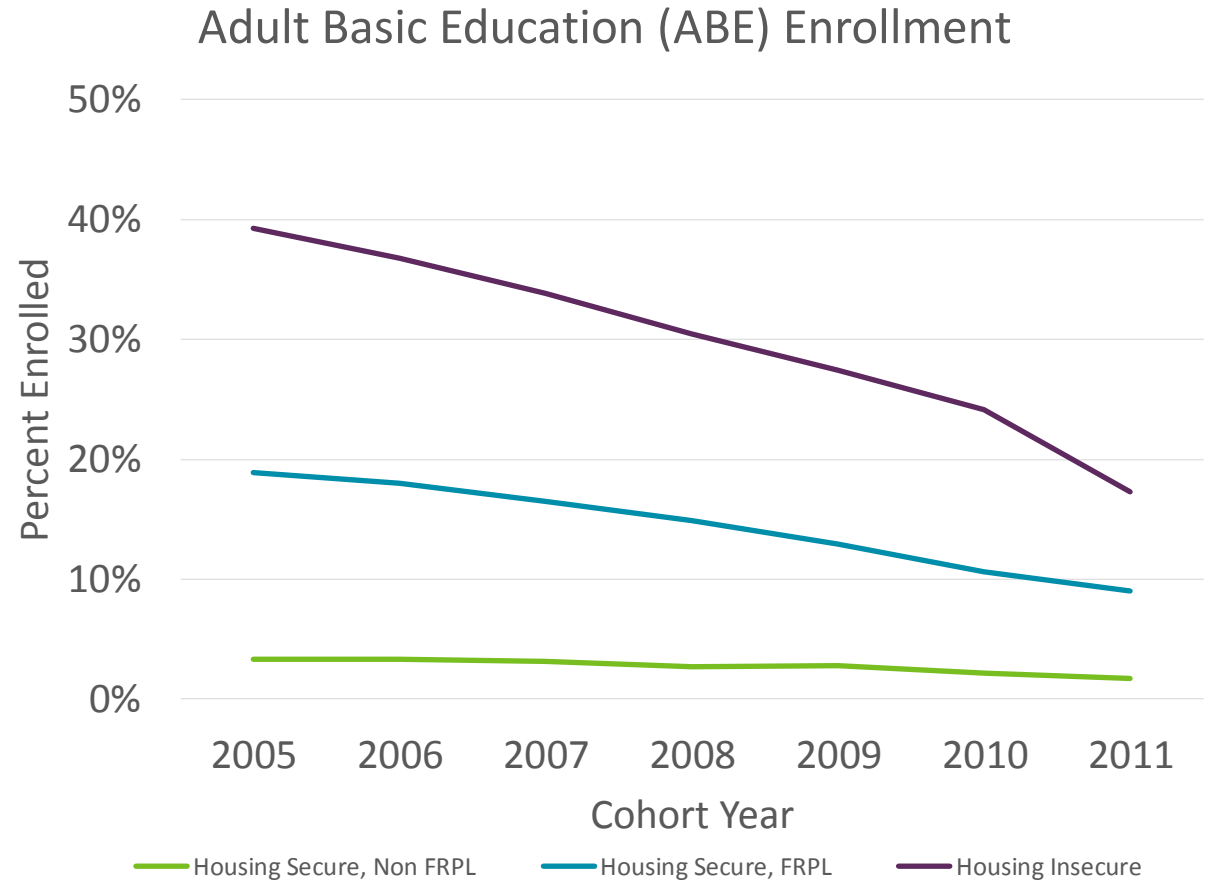
GED Completion

- Housing insecure students have a much higher rate of GED completion than their housing secure counterparts
- GED completion by housing insecure students has been decreasing steadily since 2005 from 16% to 7%



Adult Basic Education (ABE) Enrollment

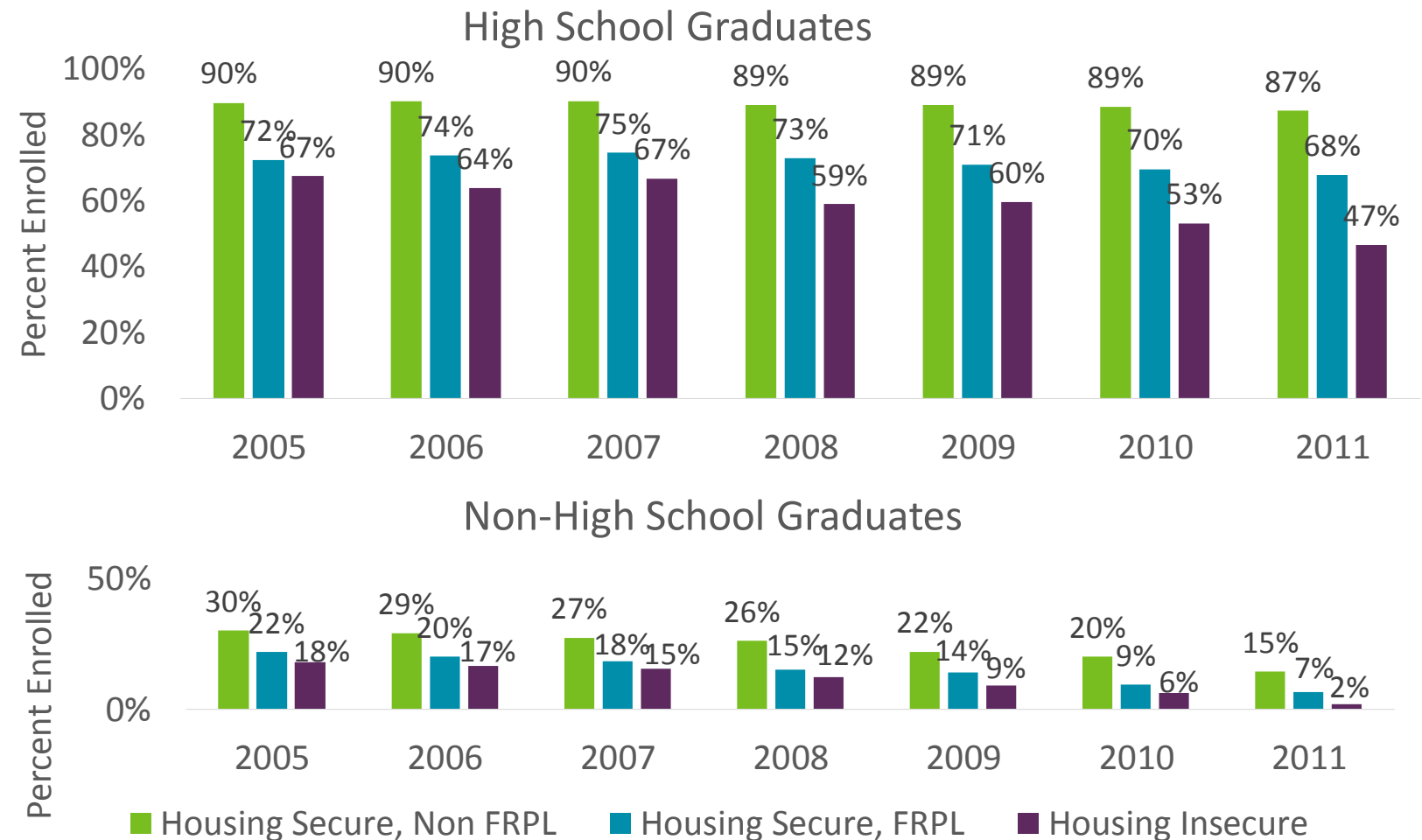
- Housing insecure students have a much higher rate of ABE participation than their housing secure counterparts
- ABE Participation rates among housing insecure students have been declining over the cohorts, from nearly 40% to 17%



Postsecondary Enrollment & Completion

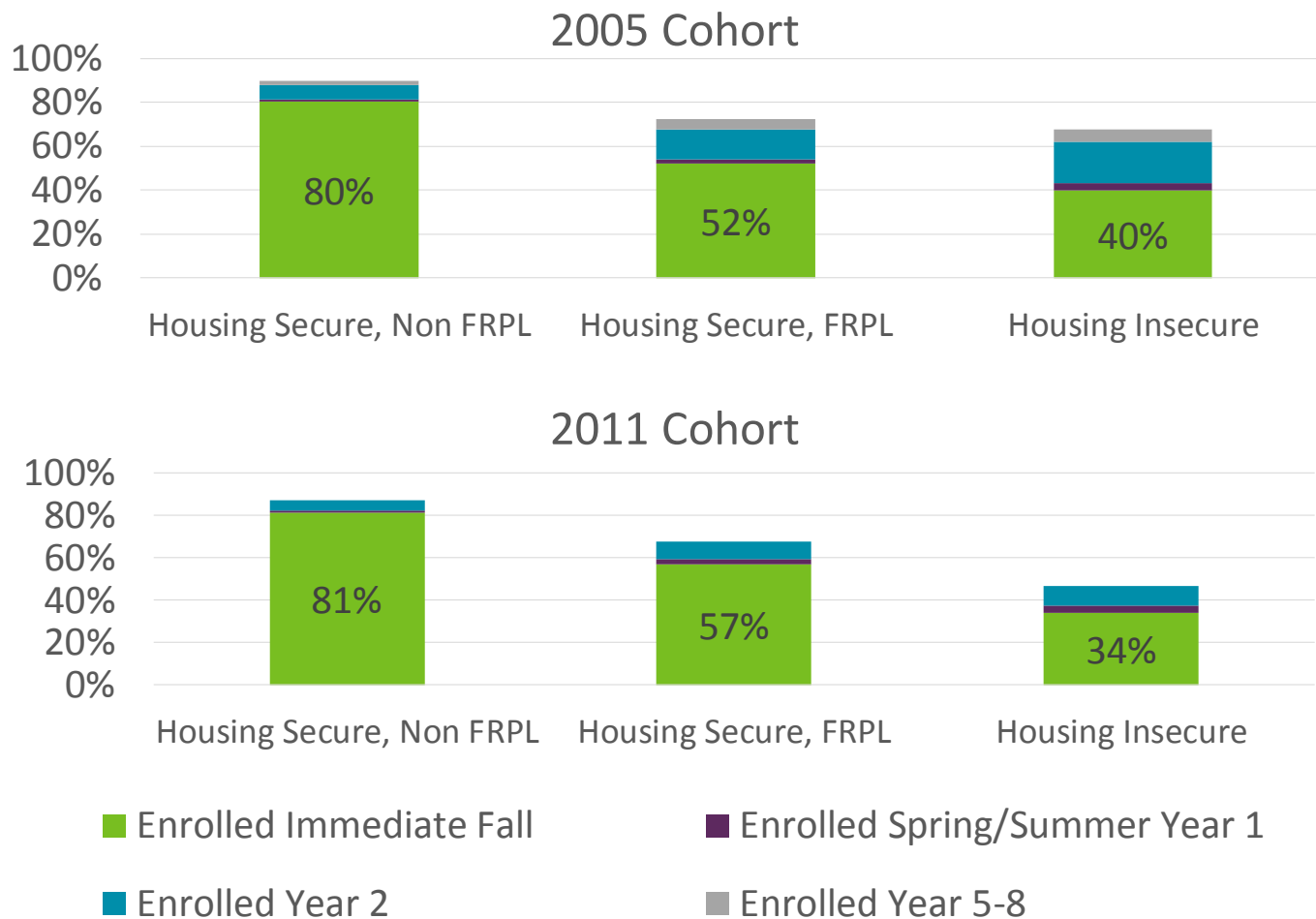
Enrollment in College

- Among high school graduates, housing insecure students enroll in post-secondary education at rates 6 to 21 percentage points lower than FRPL peers.
- Both groups lag in enrollment behind non-FRPL peers.
- Among non-high school graduates, a similar pattern is found.



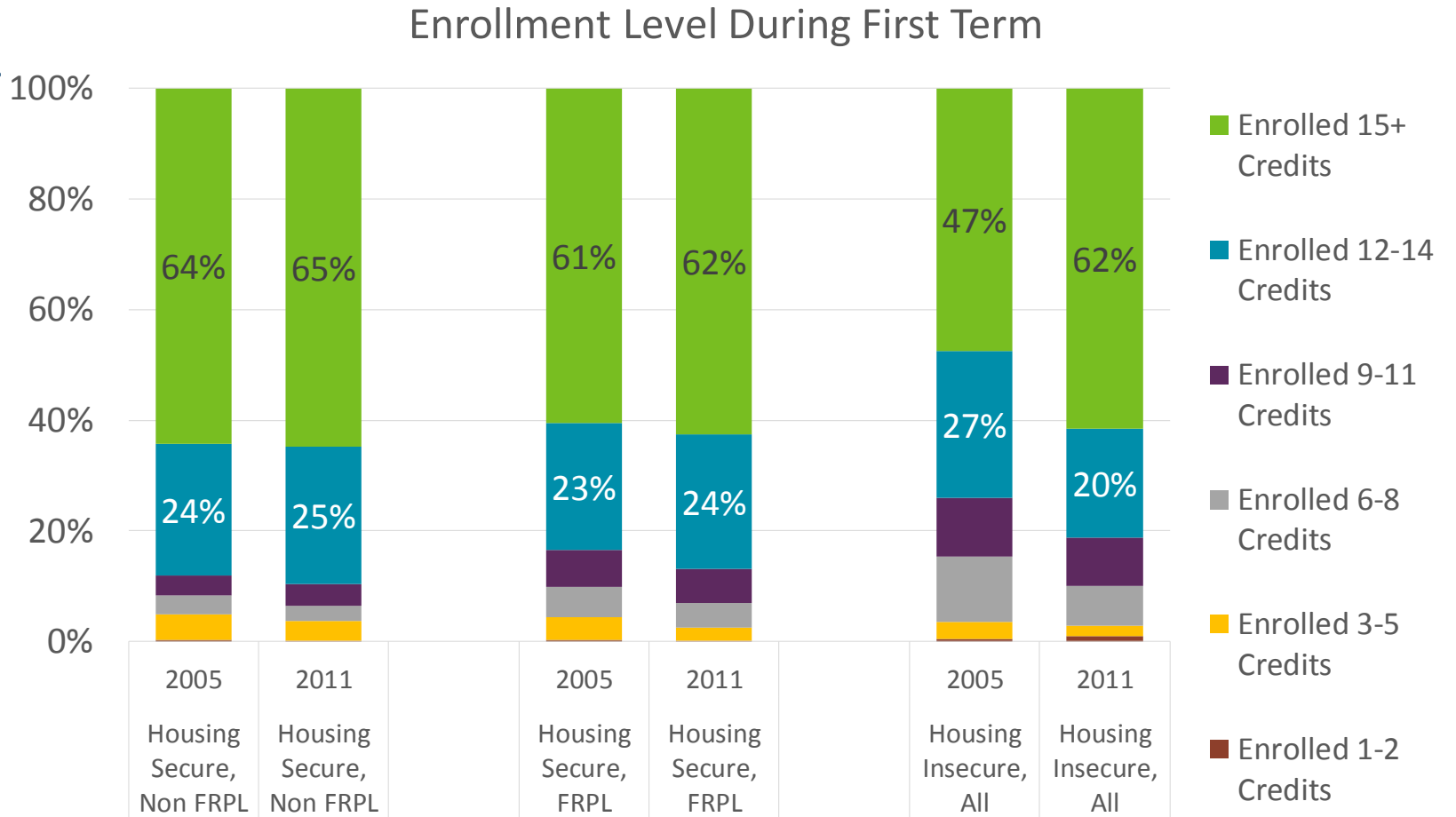
Timing of Entry into College – High School Graduates

- While higher percentages of housing secure students from the 2011 cohort enrolled immediately versus the 2005 cohort, the immediate enrollment rate for housing insecure students dropped from 40% to 34%



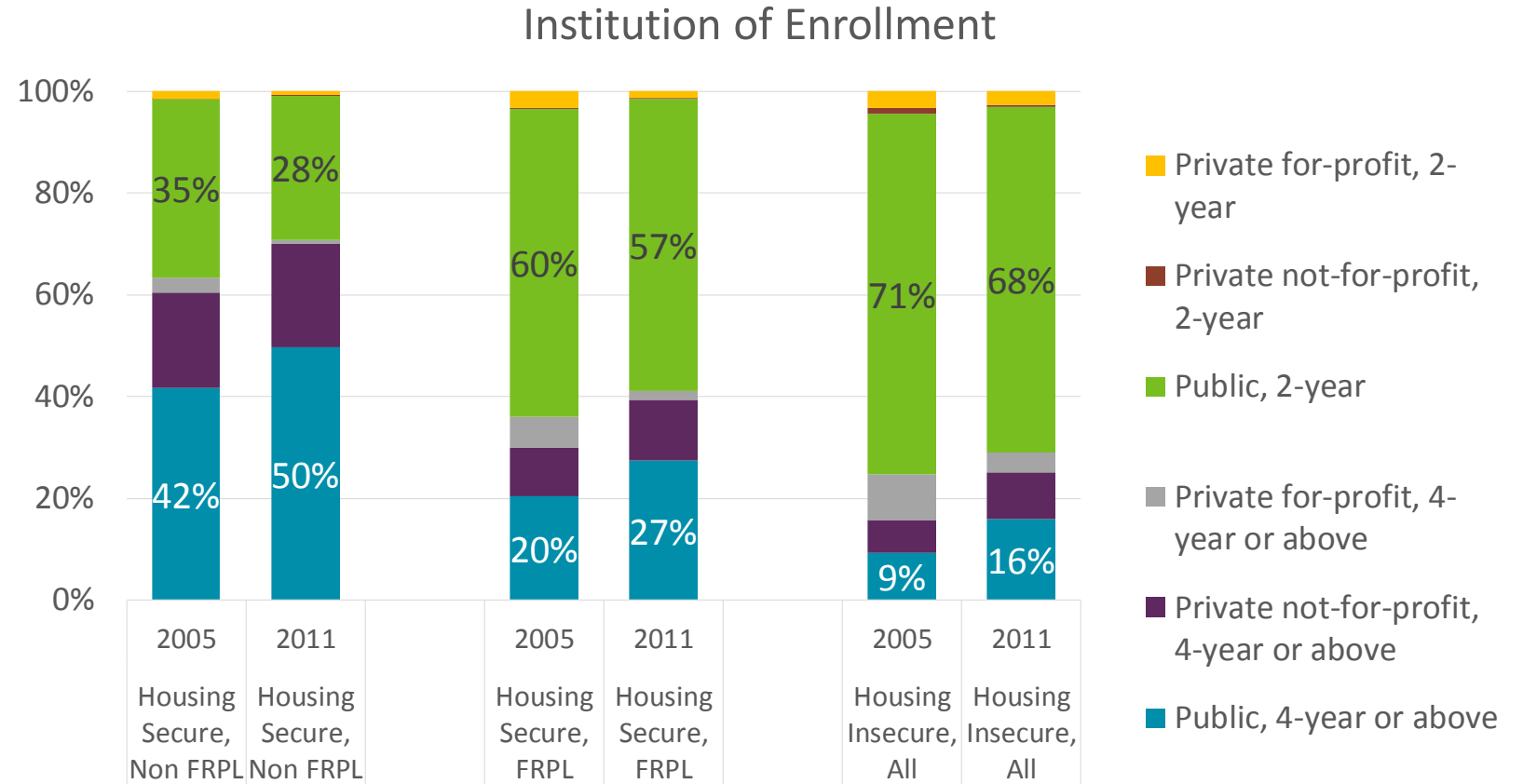
Full-time Enrollment

- Full-Time Enrollment is found to be a predictor of persistence and completion.
- While full-time enrollment of housing insecure students has lagged in past cohorts, as of 2011 the proportions are similar to those of housing secure students.



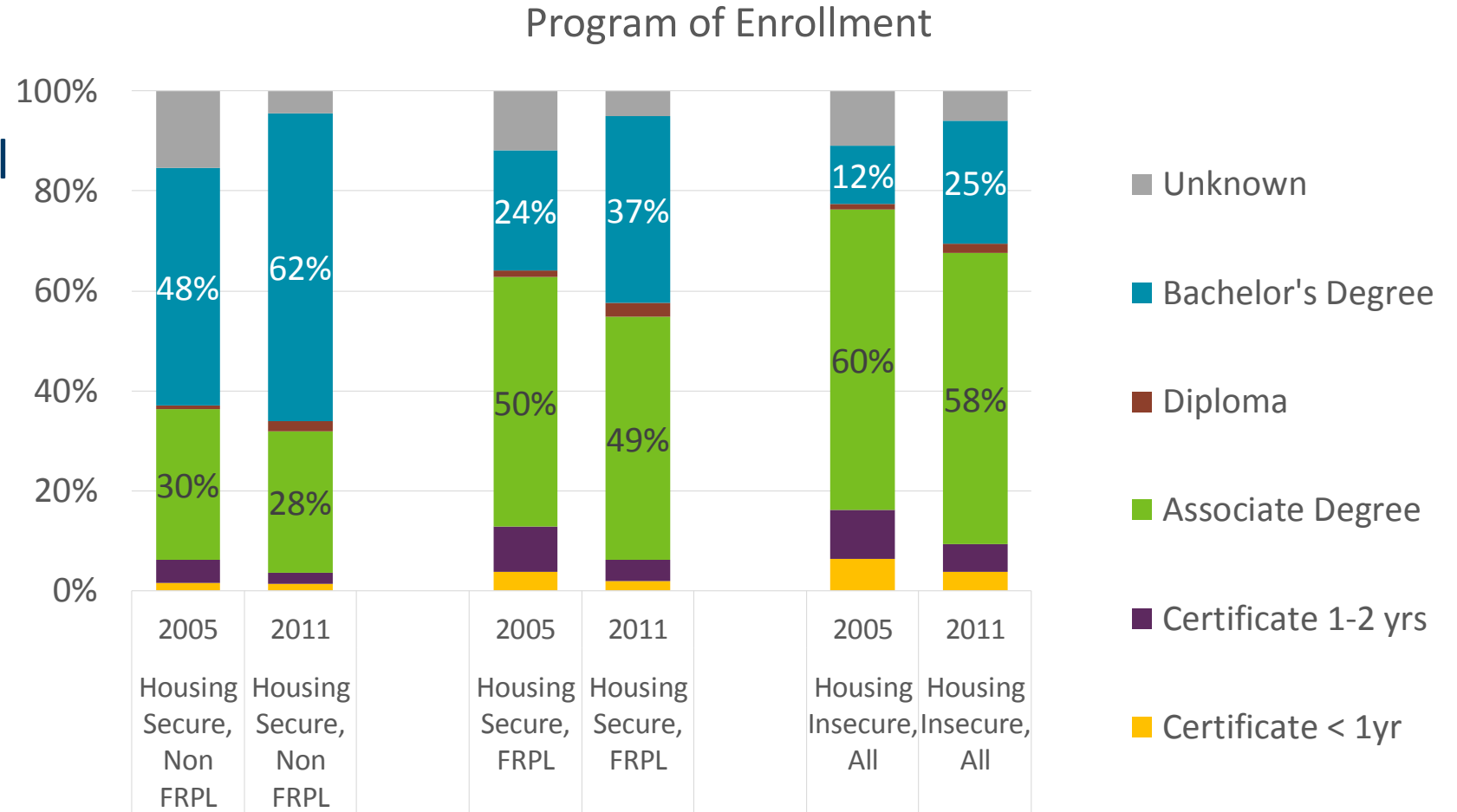
Enrollment by Institution Type

- Institutional choices of housing insecure students resemble those of their FRPL peers



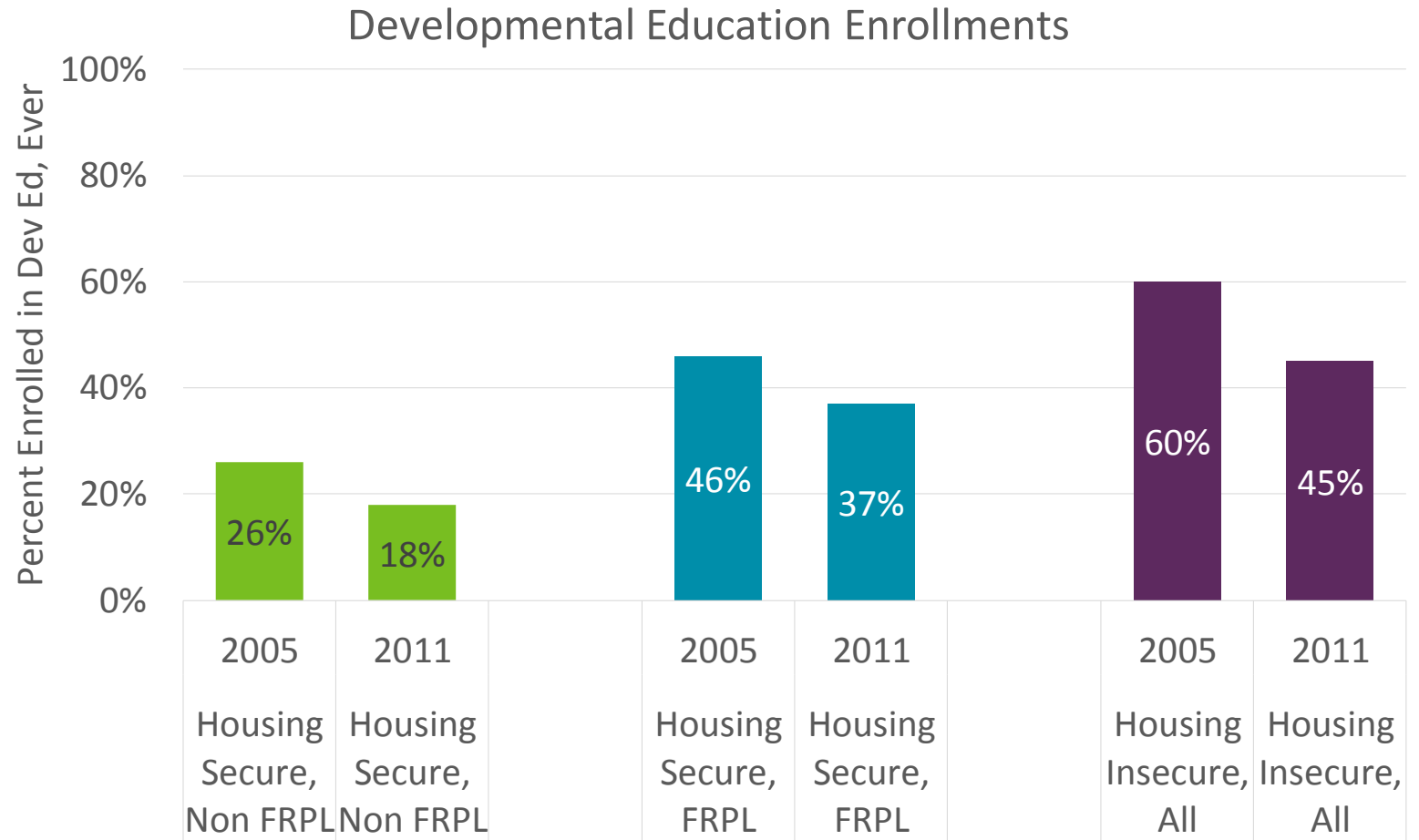
Enrollment by Degree Type

- Mirroring institution choice, housing secure students primarily enroll in Bachelor's degree programs
- Housing insecure students enroll in Associate's degree programs at far higher rates than housing secure students.



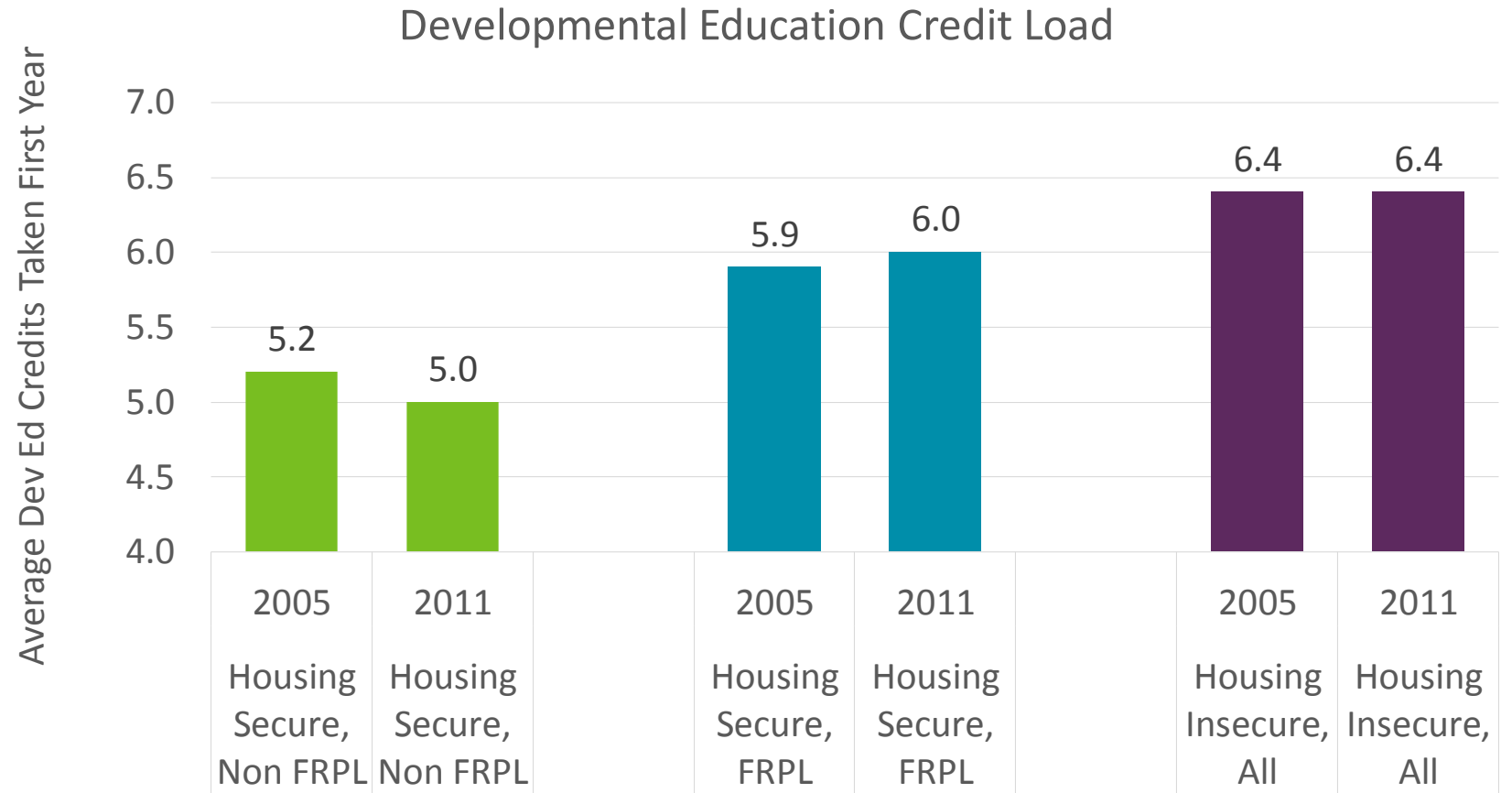
Developmental Course-Taking

- Enrollment in developmental education courses decreased among the cohorts



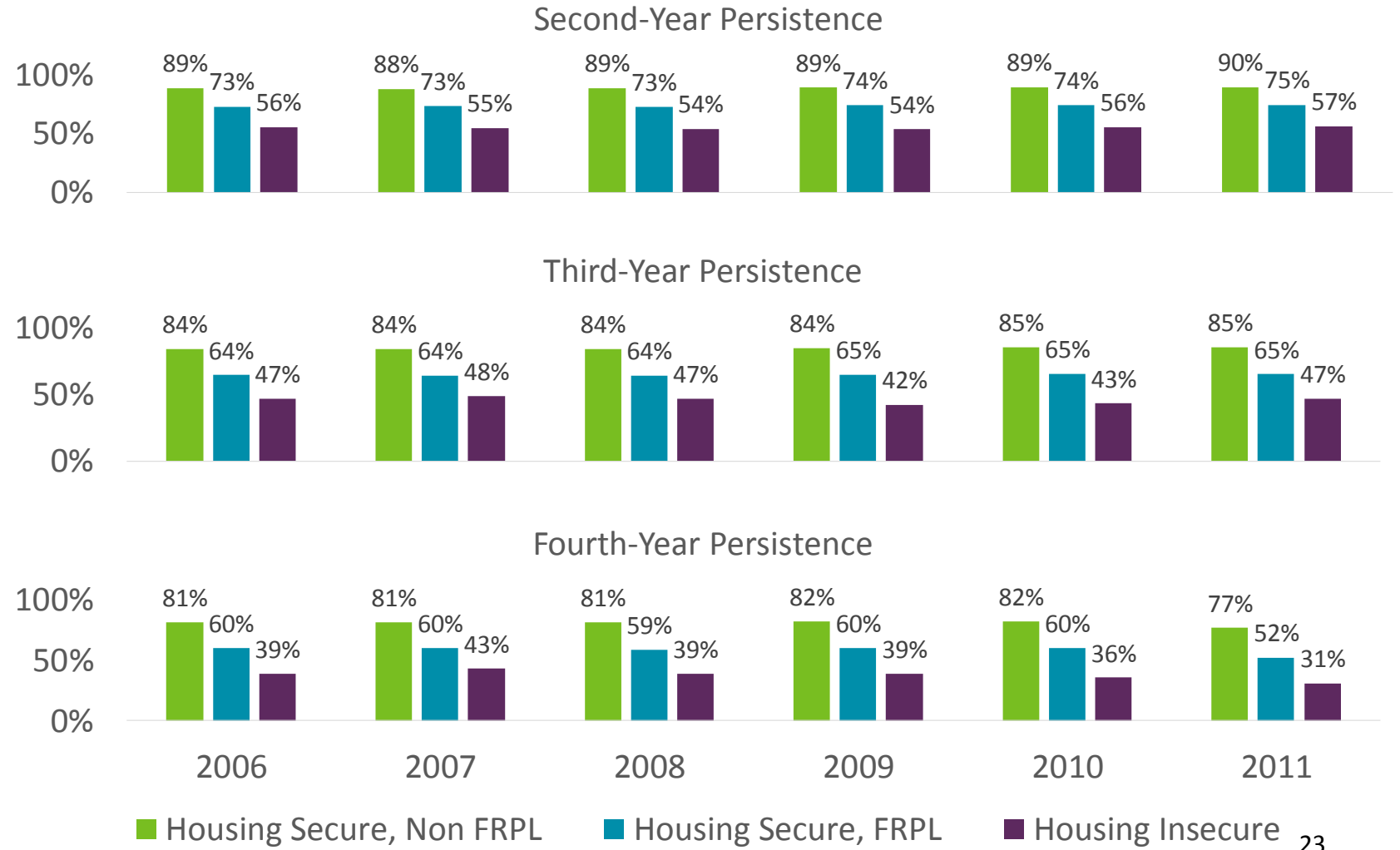
Developmental Course-Taking

- Among students taking developmental education courses, average credit load has stayed roughly constant



Persistence Rates by College Year and Cohort

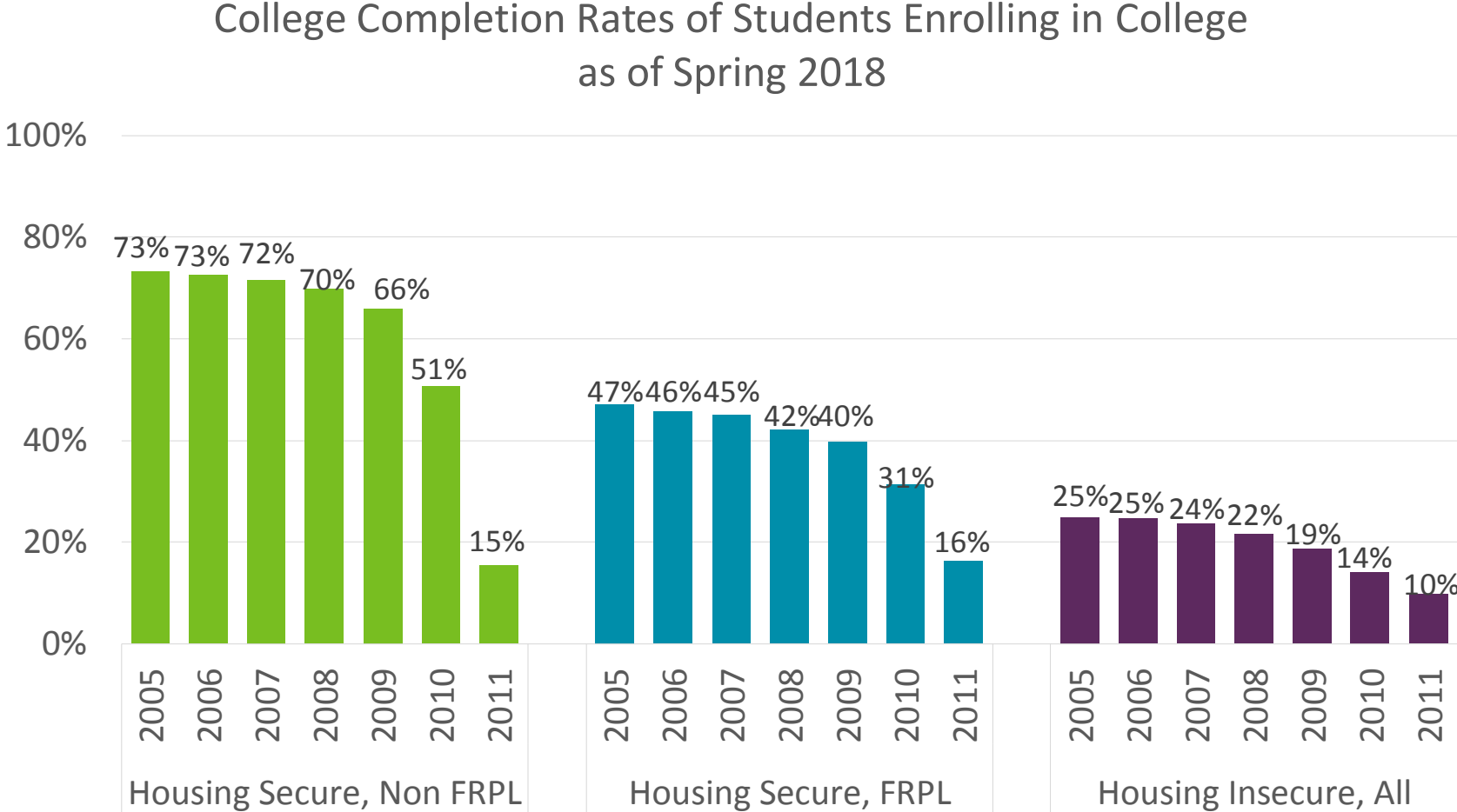
- Housing insecure students persist at substantially lower rates than housing secure students
- These gaps are similar across all cohorts, and are widest in the fourth year of college



Completion Rates

- College completion rates for housing insecure students lag that of housing secure students

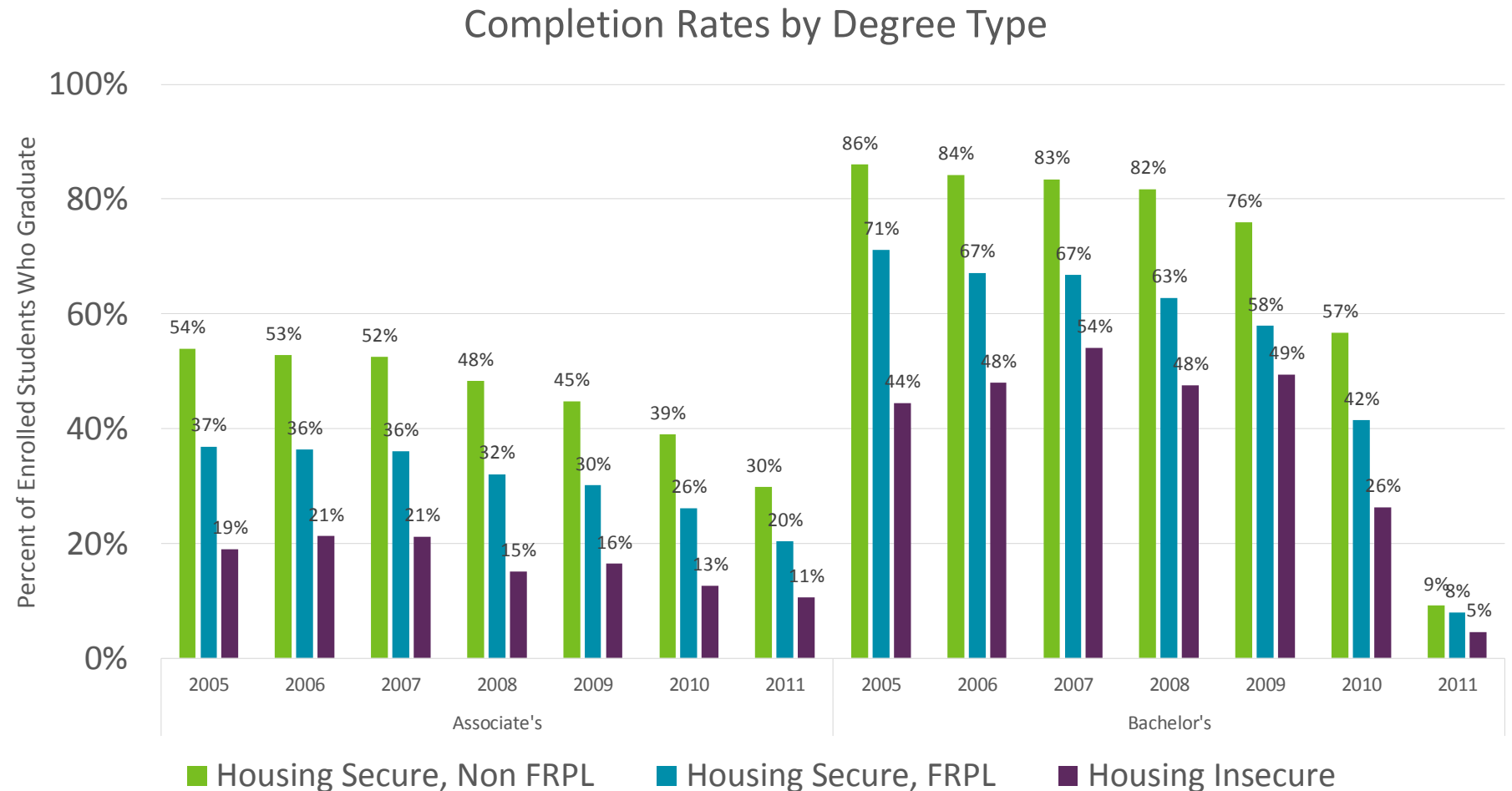
(note: the 2011 cohort was only in college for 3.5 years maximum)



Completion Rates By Degree Type

- Completion gaps persist across degree type, however the completion gap is narrowing particularly in bachelor's degrees

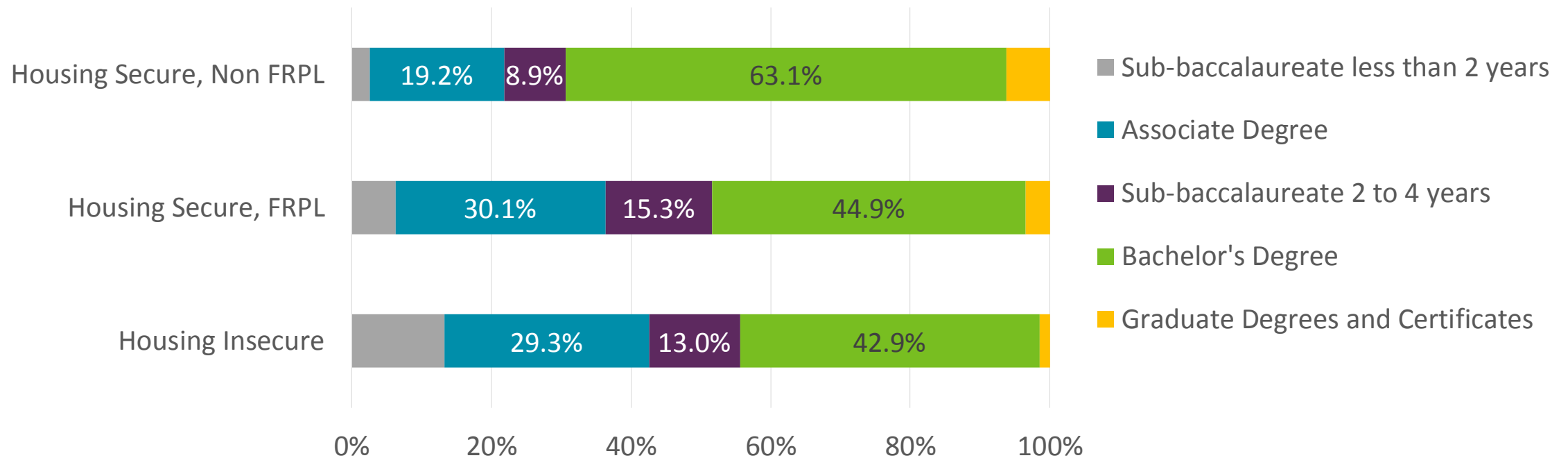
(note: the 2011 cohort was only in college for 3.5 years maximum)



Highest Post-Secondary Degree

- Within post-secondary graduates, the proportions of highest degree type for housing insecure students are similar to their free and reduced price peers.

Highest Degree Completed (Within Post-Secondary Grads)



Top College Destinations, Housing Insecure Students All Cohorts

Sector of institution	State	Name	Count	Percent
Public, 2-year	MN	Minneapolis Community & Technical College	553	28%
Public, 2-year	MN	Saint Paul College	287	15%
Public, 2-year	MN	North Hennepin Community College	168	9%
Public, 2-year	MN	Century College	142	7%
Public, 2-year	MN	Normandale Community College	139	7%
Public, 2-year	MN	Anoka-Ramsey Community College	106	5%
Public, 2-year	MN	Rochester Community and Technical College	92	5%
Public, 4-year or above	MN	University of Minnesota Twin Cities	87	4%
Public, 2-year	MN	Lake Superior College	84	4%
Public, 4-year or above	MN	Minnesota State University, Mankato	82	4%
Public, 2-year	MN	St. Cloud Technical & Community College	76	4%
Public, 2-year	MN	Hennepin Technical College	70	4%
Public, 2-year	MN	Inver Hills Community College	65	3%

Top College Destinations, Housing Insecure Students 2011 Cohort

Sector of institution	State	Name	Count	Percent
Public, 2-year	MN	Minneapolis Community & Technical College	65	22%
Public, 2-year	MN	Saint Paul College	44	15%
Public, 2-year	MN	North Hennepin Community College	25	9%
Public, 2-year	MN	Normandale Community College	23	8%
Public, 2-year	MN	Rochester Community and Technical College	23	8%
Public, 2-year	MN	Anoka-Ramsey Community College	22	8%
Public, 2-year	MN	Century College	16	5%
Public, 4-year or above	MN	Minnesota State University, Mankato	15	5%
Public, 2-year	MN	Hennepin Technical College	14	5%
Public, 2-year	MN	Inver Hills Community College	13	4%
Public, 2-year	MN	Lake Superior College	12	4%
Public, 2-year	MN	Minnesota State Community and Technical College	10	3%
Private not-for-profit, 4-year or above	MN	Augsburg University	10	3%

Emergency Assistance for Postsecondary Students

- Created in 2017 (Minnesota 2017 Session Laws, Chapter 89, Subd. 29)
 - \$175,000 per year of the biennium
- Grants to students to meet immediate student needs that could prevent them from completing their semester or term
 - Food insecurity, housing insecurity/homelessness, transportation, etc.
- \$175,000 awarded in both FY18 and FY19
 - Total of 11 colleges and universities awarded
 - Current academic year

Emergency Assistance for Postsecondary Students

Preliminary Results (as of 1/31/19)

- Total Students Awarded Grants: 353

- Total Amount Granted to Students: \$193,580

FY 2018				
Institution	Grant to College	Number of Students Applied	Number of Students Awarded	Amount Awarded To Students
Normandale Community College	\$37,500	87	50	\$18,500
Inver Hills Community College	\$30,000	49	41	\$35,465
Pine Technical and Community College	\$20,000	45	33	\$13,318
White Earth Tribal and Community College	\$20,000	11	11	\$5,544
Century College	\$37,500	44	42	\$29,603
St. Catherine University	\$30,000	14	14	\$4,346
FY 2019				
Institution	Grant to College	Number of Students Applied	Number of Students Awarded	Amount Awarded To Students
M State	\$40,000	87	42	\$16,960
Riverland Community College	\$36,000	33	32	\$21,051
Red Lake Nation College	\$28,000	14	13	\$10,539
South Central College	\$36,000	61	46	\$24,654
Saint Paul College	\$35,000	132	29	\$13,600

EAPS – Student Perspectives

- *This has been very helpful and took away much stress. I had really bad tires that needed to be replaced. Now I can afford books and supplies as a direct result of the grant. Thank you!*
- *It was able to help me not have to find a second job to fund my emergency so I could focus on school.*
- *It was a tremendous relief to receive this emergency assistance, definitely lessened the feeling of drown.*
- *This meant a lot to me. When I received my bills from the hospital I started crying and did not know what to do. I almost dropped out of classes then because I didn't think I could do both. I was so relieved when the school was able to help out. It felt like the school cared about me and that I had support from them throughout my school career.*
- *Receiving these funds allowed me to complete my final semester of nursing school. After a back injury I was unable to work as much as needed to pay for basic living costs. These funds allowed me to complete the nursing program. I cannot say thank you enough.*

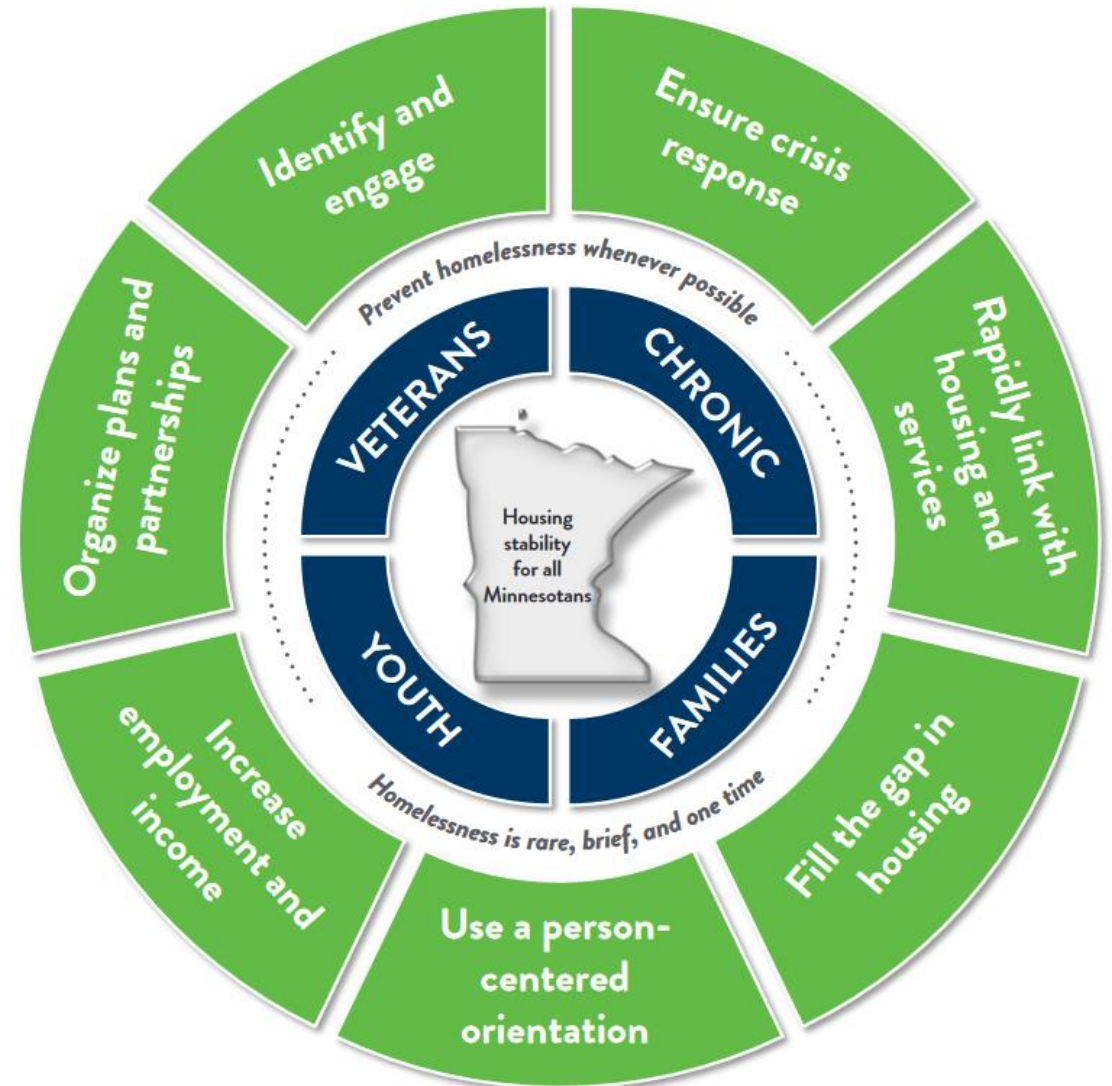
Interagency Council on Homelessness

Minnesota's Plan to Prevent and End Homelessness 2018-2020

<https://mn.gov/dhs/heading-home-minnesota/>

- 7,600 Minnesotans experience homelessness on any given night
- Ending homelessness means:
 - Preventing homelessness whenever possible, and
 - Ensuring homelessness is rare, brief, and one-time when prevention is not possible

7 principles shown at right



Interagency Council on Homelessness – OHE’s Role

Strategy 1C: Educate the public about homelessness, and support and train “natural points of contact”

- Encourage colleges to adopt best practices in serving homeless students
- Partner with colleges to identify services and needs for homeless students
- Develop relationships with K12 McKinney Vento liaisons to more effectively support students during the transition to/during college
- Provide info and resources to financial aid staff on leveraging the homelessness exemption on the FAFSA
- Review all programs and policies to evaluate how they support students experiencing homelessness, barriers they create, and opportunities there are for improvement

Strategy 2A: Increase resources for prevention and diversion

- Implement the Emergency Assistance for Postsecondary Students grant program

Strategy 7B: Coordinate, streamline, and simplify access and requirements

- Incorporate foundational service practices into all OHE programs and policies

FOUNDATIONAL SERVICE PRACTICES

1. **Know the housing status of the people you are serving;**
2. **Actively reach out to people experiencing homelessness;**
3. **Limit requirements for in-person appointments at a particular location or office;**
4. **Assist with the process of gathering required verifications or documentation; and**
5. **Allow for multiple methods to communicate about benefits and services.**