



CHICAGO STATE
UNIVERSITY

HOUSING AND CORE NEED INSECURITIES
STAFF TRAINING
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MASLOW'S HIERARCHY OF NEEDS

ABRAHAM MASLOW



MORALITY,
CREATIVITY,
SPONTANEITY,
PROBLEM SOLVING,
LACK OF PREJUDICE,
ACCEPTANCE OF FACTS

SELF-ACTUALIZATION

SELF-ESTEEM, CONFIDENCE,
ACHIEVEMENT, RESPECT OF
OTHERS, RESPECT BY OTHERS

ESTEEM

FRIENDSHIP, FAMILY,
SEXUAL INTIMACY

LOVE/BELONGING

SECURITY OF BODY, OF EMPLOYMENT, OF
RESOURCES, OF MORALITY, OF THE FAMILY,
OF HEALTH, OF PROPERTY

SAFETY

BREATHING, FOOD, WATER, SEX, SLEEP,
HOMEOSTASIS, EXCRETION

PHYSIOLOGICAL

Abraham Harold Maslow (April 1, 1908 - June 8, 1970) was a psychologist who studied positive human qualities and the lives of exemplary people. In 1954, Maslow created the Hierarchy of Human Needs and expressed his theories in his book, Motivation and Personality.

Self-Actualization - A person's motivation to reach his or her full potential. As shown in Maslow's Hierarchy of Needs, a person's basic needs must be met before self-actualization can be achieved.



CORE NEEDS BASED ON MASLOW'S THEORY

- **HEALTH**
- **FOOD**
- **SHELTER**
- **CLOTHING**
- **TRANSPORTATION**
- **SAFETY**
- **SECURITY**
- **SLEEP**
- **EMPLOYMENT**
- **FAMILY**
- **FRIENDSHIPS**
- **LOVE**
- **COMMUNITY**
- **SENSE OF BELONGING**





HOUSING INSECURITY DEFINED

Sharing housing with others due to loss of housing, economic hardship, or a similar situation

Living in motels, hotels, trailer parks, or campgrounds due to the lack of alternative accommodations

Staying in an emergency or transitional shelter, living in cars, parks, public spaces, abandoned buildings, bus or train stations, or similar settings.



HOMELESSNESS AMONG COLLEGE STUDENTS - INVISIBLE



- A significant number of college students experience homelessness. A national study by Chapin Hall at the University of Chicago, 4.2 million youth and young adults experienced homelessness on their own during a 12-month period. This number includes 3.5 million young adults between the ages of 18-25.



Chicago Coalition for the Homeless Report

- Homeless students are often invisible on campus and are unsure if services are available
- Unsure of who to turn to when problems arise
- Attempt to blend in like other students
- Struggle with applying for financial aid
- Securing housing
- Identifying staff to answer questions
- Often feel alone and are expected to problem-solve without support



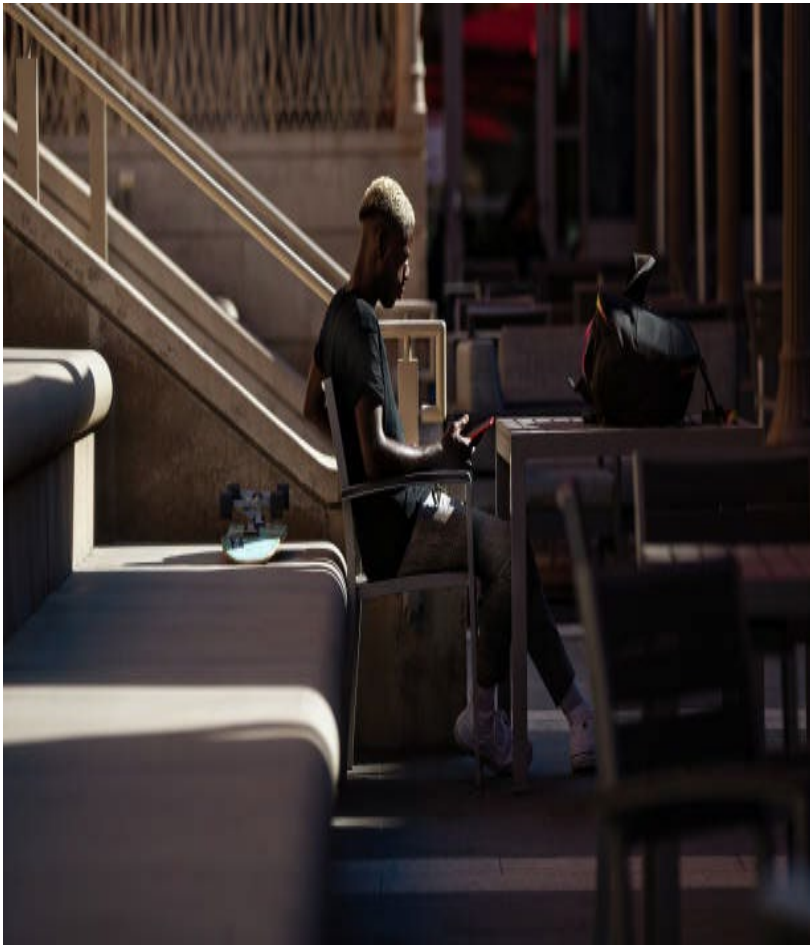


- Chapin Hall's study also found 29% of young adults who experienced homelessness were enrolled in college or another educational program at the time that they experienced homelessness
- A 2018 survey of 66 colleges and universities in 20 states and Washington, D.C., found that 12% of community colleges and 9% of university students experienced homelessness over the last year.

<http://voicesofyouthcount.org/brief/national-estimates-of-youth-homelessness>



HOMELESSNESS AND POSTSECONDARY EDUCATION



- Despite challenges, many young adults who experience homelessness wish to pursue careers that require some form of postsecondary education.
- Higher education also appears to be a protective factor against young adult homelessness.
- Yet, college enrollment is four times higher for young adults without experiences of homelessness.





Underrepresented BIPOC students
First-generation
LGBTQ
Former foster youth
Lack of affordable housing
Unemployment
System failure, family conflict, abuse/or neglect
COVID-19 impact

This conversation inspired what became SB190 (Public Act 102-0083) – Higher Education Housing and Opportunities Act (Sen. Glowiak – Hilton and Rep. West).

The Higher Education Housing and Opportunities Act

A student experiencing homelessness or homeless student is “an individual enrolled in an institution who lacks or is at imminent risk of lacking a fixed, regular, and adequate nighttime residence or whose parent or legal guardian is unable or unwilling to provide shelter and care and includes a homeless individual as defined under federal McKinney-Vento Homeless Assistance Act.”



CSU Local Liaison – Counseling Center

Local Liaison Role

- Coordinate and collaborate with faculty, staff, and administration responsible for providing services to students
- Leverage resources to support students with a history of high mobility, trauma, and poverty, which are factors highly associated with homelessness
- Educate students of supportive services, financial aid, on-campus and off-campus housing, food and meal plan programs, counseling services, and other community resources (TANF, CEDA, transportation, Medicaid, and Medicare benefits)

McKinney-Vento Act

Ensures that persons experiencing homelessness have access to the same free, appropriate public education.

The Act requires State educational agencies and school districts to remove barriers to the identification, enrollment, attendance, and success of students.



Illinois Board of Higher Education (ESHI) Grant 2023

- CSU received a 6-month IBHE **End Student Housing Insecurity (ESHI)** grant
- In late January 2023 CSU Counseling Center created a core needs survey and that survey was sent out to the entire student body.
- One-hundred eighty-two students responded and the sample supported developing an understanding the ways in which students are experiencing deficits in core and basic needs (energy, food, housing, and transportation).



ESHI DATA SAMPLE

Housing Insecurity	Problems with adequate housing	Food Insecurity	Transit Insecurity	Energy Insecurity	Exposure to abuse
97% of students worry about losing housing in the future	97% of students reported inadequate housing conditions	19% - Sometimes 21% Often true	90% reported lack of consistent transportation	22% has electric, gas, oil, or water shut off notices 13% are currently without gas or light connection	7% - Rarely 20% - Sometimes 4% - Fairly often 9% - Frequently



Forty-seven ESHI Student Grants Distributed March –June 2023

Housing Insecurities

Thirty-five students that identified with significant housing insecurities were awarded funds for rental assistance, including rental deposits for newly acquired housing.

Nine students were awarded funds to secure summer housing in CSU residence hall; students also registered for summer courses.

Food Insecurities

Twelve students were awarded funds for summer meal plans as a residence hall occupants.

Students with other unmet Basic Needs

Three students were awarded funds for textbooks during the Spring 2023 semester.



Focus Group Data

- In June 2023, a focus group was held with 14 students that received the ESHI grant
- Focus group questions
 - How has the ESHI grant supported your college retention?
 - How would you rate the process of applying for the ESHI grant on a scale 1-4?
 - How has housing insecurity impacted other areas of your life, (e.g. employment, education, or health?)
 - Do you have a stable place to sleep tonight?
 - Are you currently living with family, friends, or in-residence hall?
 - Have you faced any discrimination or barriers when seeking housing? If so, can you share your experiences?
 - Are you able to access basic necessities such as food, toiletries, transportation?
 - What kind of support or services would be most helpful in addressing your housing needs in the future?
 - Are there any specific resources or support services that you need to feel more stable and secure?
 - Do you feel comfortable talking to a counseling staff about your living situation?



College Retention	Barriers to securing housing	Transportation Insecurity	Energy Insecurity	Food Insecurity	Support/ Services to address housing needs
77% of students feel confident that they will complete their college education	85% of students did not feel they can secure adequate or safe housing	65% of students are inconsistent with attending classes regularly	79% of students are delinquent with energy payments (light, gas, and/or water bills)	83% of students reported a deduction in Illinois Link benefits in July 2023	100% of students would like to see additional supportive services on campus

FOCUS GROUP DATA



On-Campus Housing Priority



- Grant priority for on-campus housing to students experiencing homelessness and students in care who are enrolled at the institution, including but not limited to, access to on-campus housing that remains open during academic breaks, and waive fees for the on-campus housing during academic breaks
- Allow students enrolled part-time to access on-campus housing



Under the Higher Education Act,
students that meet the definition of
“independent student” can apply for
federal aid without getting parent
financial information or signature

Independent Student



Two key definitions for purposes of federal student aid and the FAFSA

- **Homeless**: means lacking fixed, regular, and adequate housing
- Includes living in shelters, parks, hotels/motels, public spaces, cars, abandoned buildings, temporarily living with others
- This also includes living in any of these situation and fleeing an abusive parent, maybe considered homeless even if the parent would provide a place to live
- **Unaccompanied**: means not living in the physical custody of a parent or guardian
- For financial aid purposes, a student must meet both definitions to be considered independent and not be required to report parent information



Supporting College for Students with Housing Insecurity



Indicators a student may be experiencing Housing Insecurity

- **Overly concerned about how to complete documentation needed for the institution that requires parental signature**
- **Difficulty providing an address**
- **Giving vague answers about their living situation**
- **Stressed about where they will be living during the summer**
- **Hunger**
- **Wearing the same clothes repeatedly/poor hygiene**
- **Exhaustion, fatigue, sickness**
- **Expressing dropping out of school**
- **Students staying late or sleeping on campus**
- **Social behavioral changes like withdrawal, aggression, clinginess, difficult with peer and adult relationships**



TRAUMA INFORMED CARE PRACTICES

- Safe, comfortable, welcoming environment
- PRIVACY
- Clean, accessible, functional spaces
- Culturally inclusive and responsive spaces
- Model the language of students regarding housing situation
- Provide information and resources to students in an unbiased manner, provide choice
- Transparency about the process, policies, decision-making, and services
- If systems in place are potential barriers, be transparent and support students in the process of the process
- Respect their experience, listen and understand
- Engage in ways that are nonjudgmental and non-shaming
- Reduce risk for re-traumatization
- Hold space for students and honor their strengths





Next Steps AY 2023-2024 - Five Areas of Focus

Housing

FAFSA

Public Benefits

Mental Health Services

Community Resources

