



The Impact of Housing Insecurity on Educational Outcomes

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About Minnesota SLEDS

Minnesota has developed the Minnesota Statewide Longitudinal Education Data System (SLEDS) matching student data from pre-kindergarten through completion of postsecondary education and into the workforce. SLEDS facilitates analysis to address a range of educational programmatic and delivery methods to gauge their effectiveness, and ease the design of targeted improvement strategies that help students.

SLEDS brings together data from education and workforce to:

- Identify the most viable pathways for individuals in achieving successful outcomes in education and work;
- Inform decisions to support and improve education and workforce policy and practice, and
- Assist in creating a more seamless education and workforce system for all Minnesotans.

The Minnesota P-20 Education Partnership governs the SLEDS system. The project is managed jointly by the Minnesota Office of Higher Education (OHE), Minnesota Departments of Education (MDE), and Employment and Economic Development (DEED).

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Executive Summary

Housing insecurity poses profound obstacles for Minnesota college students, the state, and Minnesota's economy. The impacts of housing insecurity force students to decide between attending classes, studying, working, and securing adequate housing, often impeding success in higher education and beyond. However, no comprehensive assessment of the scale of housing-insecurity in higher education exists due to a lack of data. In order to obtain an initial examination of the significance of housing insecurity in higher education, this study uses data on housing insecurity in high school students and compares measurements of achievement and attainment to housing-secure students in both high school and higher education.

Housing insecurity data is tracked in K-12 systems because of the federal McKinney-Vento Homeless Assistance Act. McKinney-Vento requires districts in participating states to provide transportation and other support services to students experiencing housing insecurity. While McKinney-Vento data exist, these data may still underrepresent the number of students experiencing housing insecurity. This study analyzes education outcomes for housing-insecure students who attended 9th grade between 2005 and 2011. In total, this study identified 11,770 housing-insecure students in Minnesota.

Housing-insecure students exhibited starkly different demographic characteristics as compared to their housing-secure counterparts:

- Students of color made up 67 percent of housing-insecure students, compared to 20 percent of housing-secure students
- Nearly all (98%) housing-insecure students were eligible for free and reduced price lunch compared to 40 percent of housing-secure students.

While in high school, housing-insecure students exhibited lower educational achievement and graduation rates:

- Housing-insecure students achieved lower rates of proficiency on Minnesota Comprehensive Assessments in both reading and math, as well as lower scores on the ACT.
- Of the seven cohort years, housing-insecure students graduated from high school at rates of 43 percent (2005 cohort) to 52 percent (2010 cohort), compared to 76 percent (2010 cohort) for housing-secure students eligible for free and reduced price lunch (FRPL) and 94 percent (2011 cohort) for housing-secure non-FRPL students.

The high school graduation rate for housing-insecure students improved over time, reducing the gap between housing-insecure students and housing-secure non-FRPL students by five percentage points.

After high school, students who experienced housing insecurity exhibited lower rates of college enrollment, persistence, and completion, as well as differences in choice of institution and program:

- Among the seven cohorts, the highest rate of cumulative college enrollment for housing-insecure students was 67 percent (2007 cohort), compared to 75 percent (2007 cohort) for housing-secure FRPL students and 90 percent (2007 cohort) for housing-secure non-FRPL students. Gaps in college enrollment rates increased over the seven cohort years.
- Housing-insecure students enrolled in two-year public institutions at a higher rate than housing-secure students, and enrolled in associate programs more often than bachelor's programs.

- Of students enrolling in college, the percent of housing-insecure students enrolling full-time increased, reaching a level roughly in-line with that of housing-secure students for later cohorts.
- Housing-insecure students completed college at rates of 25 percent (2005 cohort), compared with 47 percent (2005 cohort) for housing-secure FRPL students and 73 percent (2005 cohort) for housing-secure non-FRPL students. Gaps in completion rates for both associate and bachelor's degrees narrowed over time, narrowing the most within bachelor's degrees.

While federal and state programs exist to encourage enrollment of lower-income students into postsecondary education, the policies underlying some of these programs disadvantage some of the neediest students. Though the higher education system and government support has succeeded in expanding access to college, it has not evolved to address the diverse needs of less privileged students than those that higher education institutions originally served. Housing insecurity has remained under-considered in higher education policy discussions. Non-profit organizations tend to be at the forefront of addressing housing insecurity in general, but often lack the resources and close partnerships with business, higher education institutions, and state and local governments to address the unique needs of college students.

In fall 2018, the Minnesota Interagency Council launched *Heading Home Together: Minnesota's Statewide Plan to Prevent and End Homelessness 2018-2020*. The plan outlines several tenets for addressing homelessness in Minnesota, and more specifically homelessness among youth up to age 24. Several strategies outline actions for Minnesota colleges and the state, including but not limited to:

- Educate the public about homelessness, and support and train "natural points of contact" to identify and connect people experiencing housing crises to coordinated entry and resources.
- Increase resources for prevention and diversion to avoid shelter when possible and to leverage potential housing options and natural supports prior to an episode of homelessness.
- Coordinate, streamline, and simplify access and requirements for funding to support responses to homelessness, particularly for communities disproportionately impacted by homelessness.

Increasing postsecondary awareness of, outreach to, and resources for Minnesota's college students at risk of homelessness is critical to ensure student success.

Introduction

Housing insecurity poses profound obstacles for many Minnesota college students, the state, and Minnesota's economy. In Minnesota, and in most U.S. states, data on postsecondary students struggling with housing insecurity while attending college are limited. The data that exist suggest that completion rates among students dealing with housing insecurity are markedly low. The impact of housing insecurity requires students to decide between attending class, studying, working, and securing adequate housing each day. For many students, the financial aid they receive is not enough to cover the total cost of their education, necessitating students to work, often to an extent that compromises their studies. The demands of higher education require focus while housing insecurity necessitates the same.

Homelessness and housing insecurity are defined differently in different contexts. The Minnesota Department of Housing Finance Agency defines a homeless person as "an individual who lacks fixed, regular, and adequate nighttime residence;" or an individual whose nighttime residence is supervised (MN Housing Finance Agency, 2015). Minnesota's definition also encompasses couch hopping and instances when a household doubles up with another household as temporary means of avoiding sleeping on the street. This definition drives state policy conversations and program eligibility, though it varies slightly from the federal definition of homelessness¹. In Minnesota, and in most U.S. states, data on students struggling with housing insecurity while attending high school or college are limited. The data that does exist in Minnesota suggests that completion rates among students dealing with housing insecurity are markedly low.

Housing insecurity receives little attention in higher education due in part to the lack of data to understand the scope of the issue. Access to and affordability of housing pose barriers to students in higher education. The extent of housing insecurity among college students remains unknown due to limited data. In order to better understand the issue of housing insecurity among students in postsecondary education in Minnesota, OHE analyzed existing data on housing-insecure high school students, and then followed those same students to postsecondary education. This analysis compares housing-insecure to housing-secure students as indicated by the homeless flag in K-12 data, on the following measures:

- rigorous course taking in high school (Postsecondary Enrollment Options, Concurrent Enrollment, Advanced Placement and International Baccalaureate),
- reading and math proficiency,
- ACT scores,
- high school graduation rates,
- GED completion,
- Adult Basic Education enrollment,

¹ People who are living in a place not meant for human habitation, in emergency shelter, in transitional housing, or are exiting an institution where they temporarily resided. People who are losing their primary nighttime residence, which may include a motel or hotel or a doubled up situation, within 14 days and lack resources or support networks to remain in housing. Families with children or unaccompanied youth who are unstably housed and likely to continue in that state. People who are fleeing or attempting to flee domestic violence, have no other residence, and lack the resources or support networks to obtain other permanent housing.

- postsecondary enrollment,
- developmental education course-taking,
- college persistence rates, and
- postsecondary completion rates.

These measures allow policymakers to better understand the prevalence of and outcomes related to housing insecurity in Minnesota. This initial phase of work includes only descriptive statistics on gaps between these populations, however, findings from this initial phase will inform potential future work related to housing-insecure students.

This study analyzes education outcomes of students across seven yearly cohorts, defined at the point of entry into 9th grade and observed through secondary and postsecondary education. The seven cohorts include the 9th grade class of 2005 through 2011. Within each cohort the analysis compares students who had a McKinney-Vento homeless flag at any point during grades nine through 12 (housing-insecure) to their peers who did not have a homeless flag (housing-secure). To provide a further benchmark for comparison, the analysis divides the housing-secure category into two groups based on eligibility for free and reduced price lunch: housing-secure FRPL students (those who qualified) and housing-secure non-FRPL students (those who did not).

Which Students Experienced Housing Insecurity?

A total of 11,770 students experienced housing insecurity during the study timeframe. This number likely represents an underestimate of the total number of students who experienced housing insecurity in these cohorts due to various factors that confound comprehensive tracking. Students of color made up the majority of students who experienced housing insecurity, with black students forming the largest racial group within housing-insecure students. Across all seven cohort years, students of color made up 67 percent of housing-insecure students versus only 21 percent of housing-secure students. However, this percentage declined over time: In the 2005 cohort, students of color made up 73 percent of housing-insecure students versus 65 percent in the 2011 cohort. Nearly all housing-insecure students were eligible for free and reduced price lunch programs, regardless of race/ethnicity.

Figure 1: Race/Ethnicity by Housing Status, All Cohorts

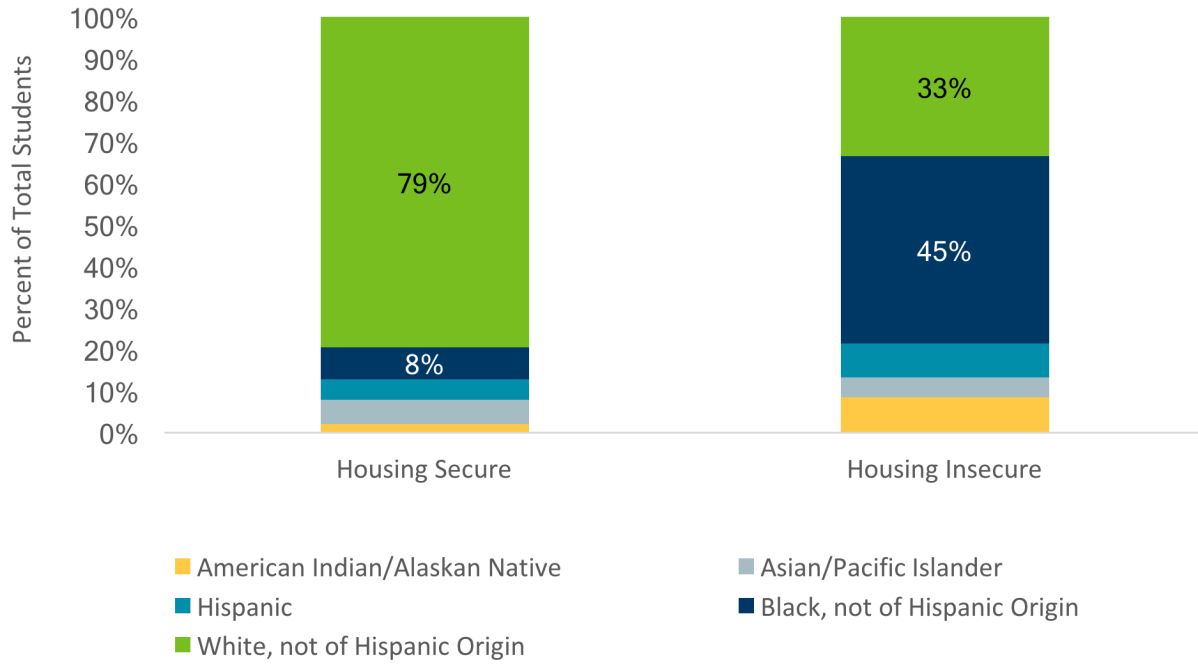


Figure 2: Free and Reduced Price Lunch Eligibility by Housing Status, All Cohorts



Limited English Proficiency (LEP) and Special Education (SPED) students made up higher percentages of housing-insecure students. LEP students totaled 10 percent of the housing-insecure group versus six percent for housing-secure. SPED students totaled 37 percent of housing-insecure students and 14 percent of housing-secure.

Figure 3: Limited English Proficiency (LEP) by Housing Status, All Cohorts

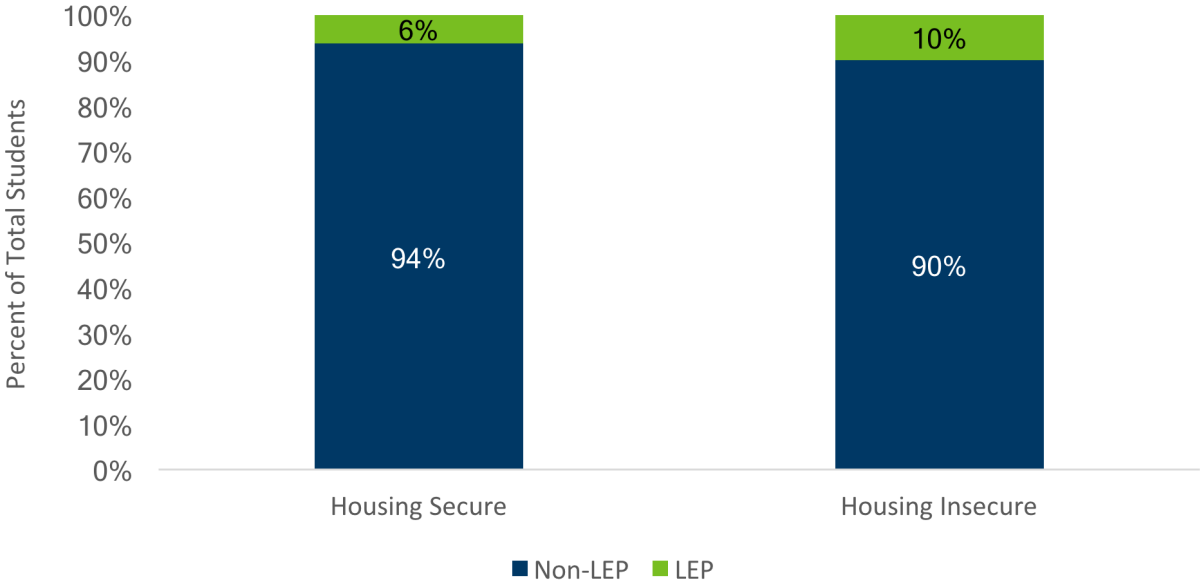
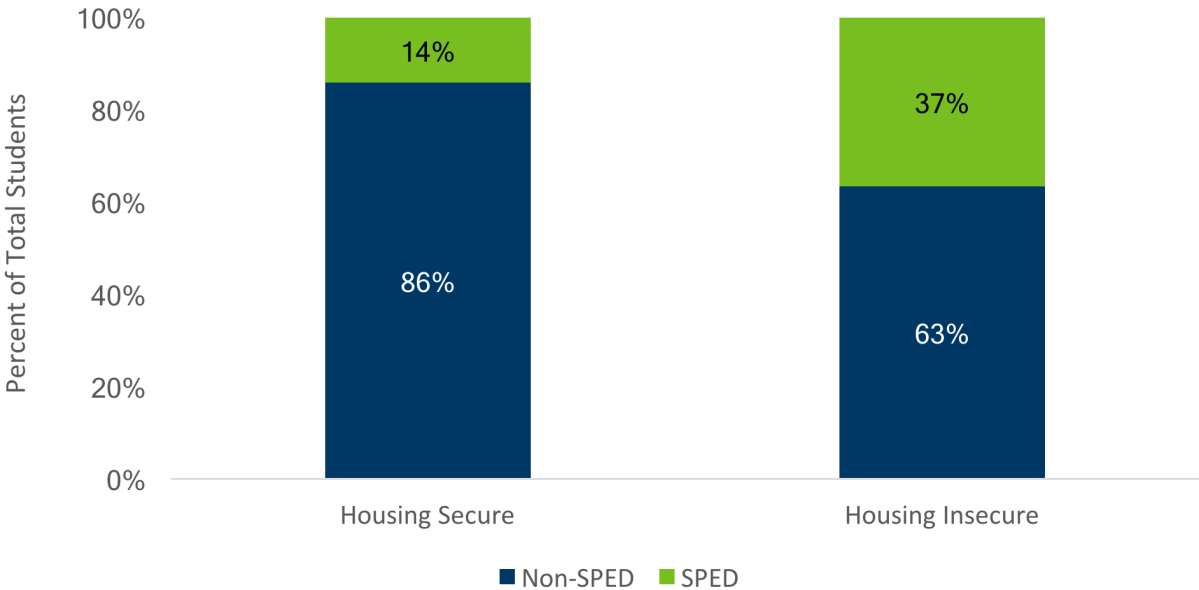


Figure 4: Special Education (SPED) by Housing Status, All Cohorts



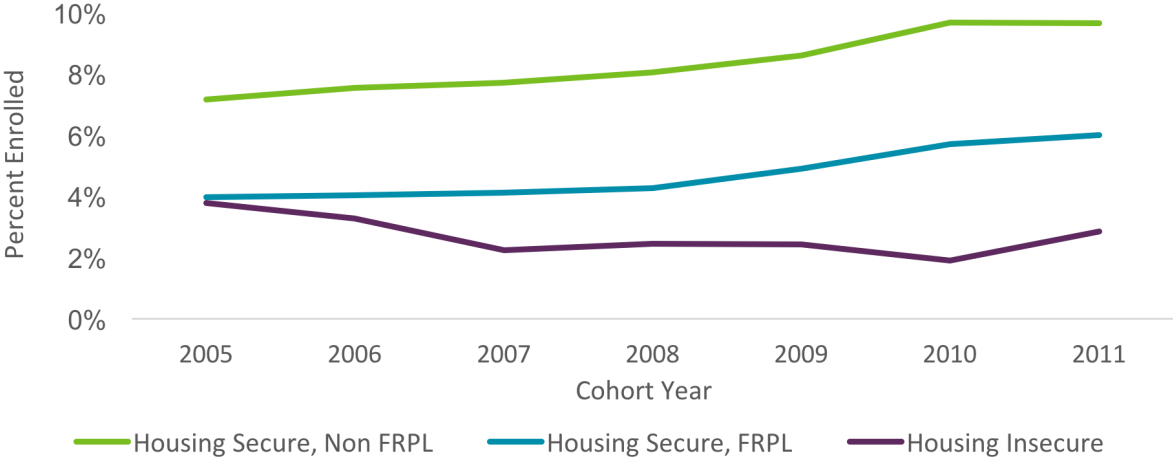
Rigorous Course-Taking in High School

Rigorous course-taking in high school includes participation in Postsecondary Enrollment Options (PSEO), Concurrent Enrollment (CE), Advanced Placement courses (AP), or International Baccalaureate (IB). These courses allow students to challenge themselves with college level work and earn college credit. In each of these programs, housing-insecure students participated at lower rates than housing-secure students. The participation gaps generally widened over time.

Post-Secondary Enrollment Options

Post-Secondary Enrollment Options (PSEO) programs give students the opportunity to take college courses either in-person or online. Across the seven cohorts, housing-insecure students participated in PSEO at rates zero to four percentage points lower than housing-secure FRPL students and three to eight percentage points lower than housing-secure non-FRPL students. Since 2005 the gaps in participation have increased, peaking with the 2010 cohort. While housing-secure students increased their rate of participation in PSEO over the cohorts, housing-insecure students did not.

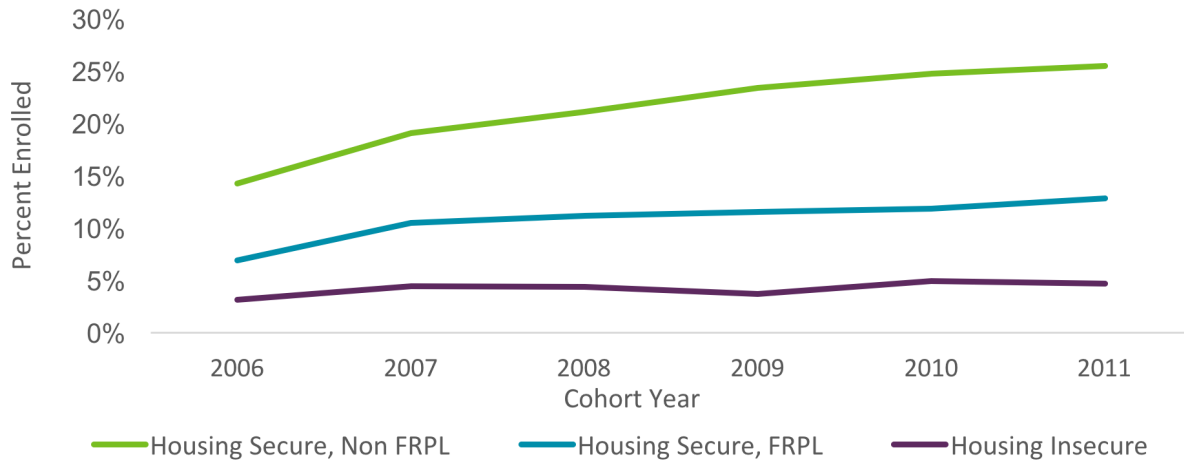
Figure 4: Enrollment in PSEO by Housing Status across Cohort Year



Concurrent Enrollment

Concurrent enrollment (CE) gives students access to college-level courses taught at their high school. CE participation increased among both housing-insecure and housing-secure students, however gaps in participation grew between the two groups. Among the 2011 cohort, housing-secure non-FRPL students participated in CE at a rate five times higher than that of housing-insecure students, and housing-secure FRPL students participated in CE over twice as often. Similar to the trend observed in PSEO participation, the gap in CE participation grew as housing-secure students increased participation while housing-insecure students' participation rates stayed flat.

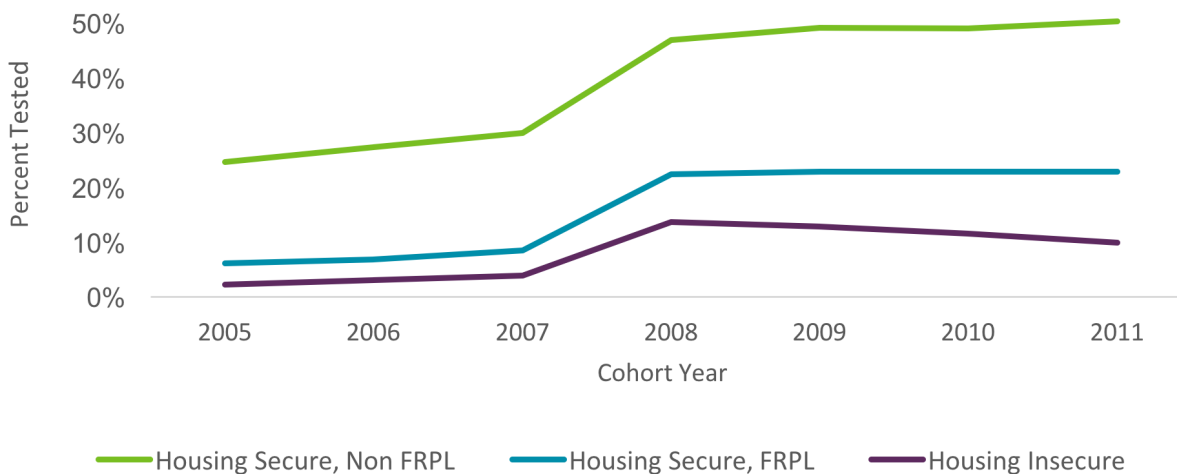
Figure 5: Concurrent Enrollment by Housing Status across Cohort Year



Advanced Placement

Advanced Placement (AP) classes allow students to gain college credit by completing AP coursework and exams while in high school. Housing-insecure and housing-secure students participated in AP classes at higher rates than PSEO and CE, but significant gaps exist between housing-insecure and housing-secure students. Housing-insecure students participated in AP at rates four to 13 percentage points lower than housing-secure FRPL students and 22 to 40 percentage points lower than housing-secure non-FRPL students. Despite the large disparity in participation rates between housing-insecure and housing-secure students, participation by housing-insecure students increased across the seven cohorts, from two percent participation in the 2005 cohort to nearly 14 percent in 2008. Since 2008 participation by housing-insecure students declined, a trend not observed in the housing-secure groups.

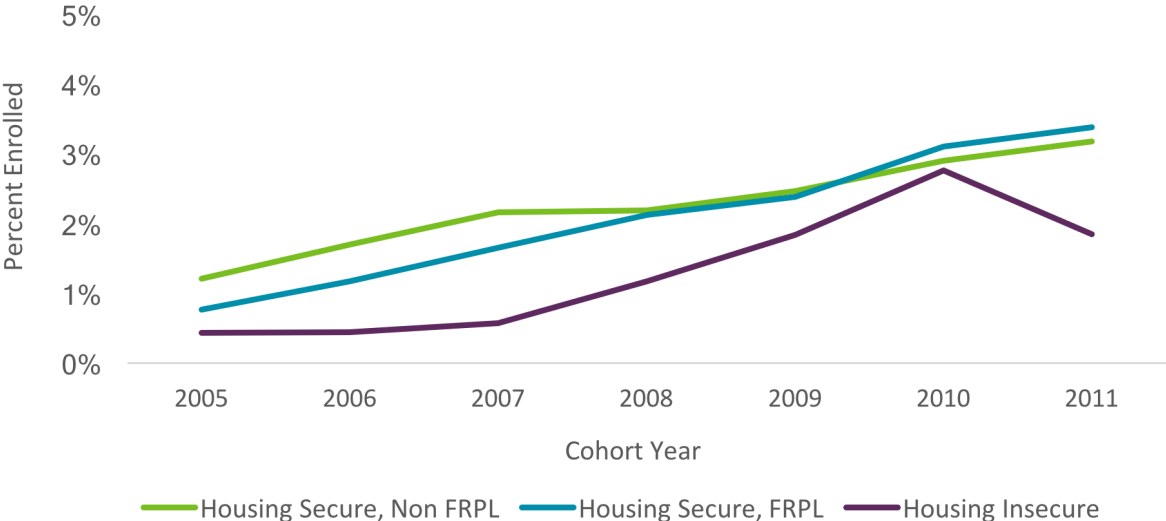
Figure 6: Advanced Placement Participation by Housing Status across Cohort Year



International Baccalaureate

A limited number of Minnesota high schools (20 schools statewide) offer International Baccalaureate (IB) programs, a form of rigorous coursework that encourages students to think from an international perspective. Across both housing-secure and housing-insecure students, fewer students participated in IB courses than compared to other rigorous courses. Despite an overall low rate of participation, housing-insecure students participated at rates from zero to two percentage points lower than both housing-secure groups. Housing-insecure students nearly caught up in IB participation in the 2010 cohort (which had the smallest gaps), but this trend reversed with the 2011 cohort.

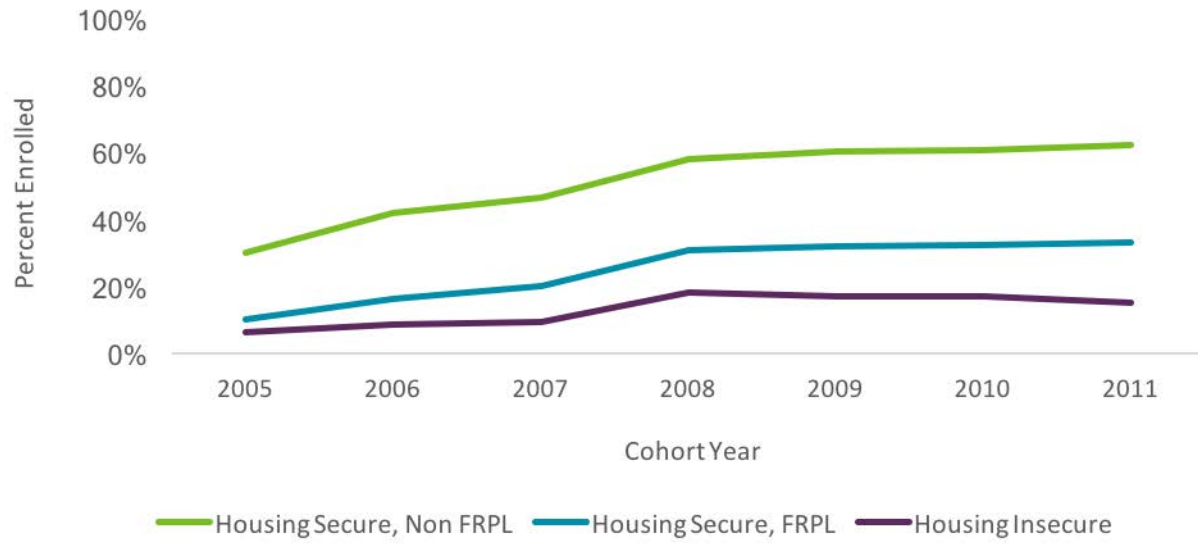
Figure 7: International Baccalaureate Participation by Housing Status across Cohort Year



All Rigorous Course-Taking Programs

Figure 8 summarizes the gaps in participation across all rigorous course-taking programs – PSEO, CE, AP and IB. Taking all programs into account, housing-insecure students participated at rates four to 18 percentage points lower than housing-secure FRPL students and 24 to 47 percentage points lower than housing-secure non-FRPL students. These gaps increased steadily over time. In the latest four cohort years, participation among housing-secure students increased slowly while participation among housing-insecure students decreased slowly.

Figure 8: All Rigorous Course-Taking by Housing Status across Cohort Year



High School Outcomes

Housing insecurity corresponded to lower rates of proficiency in reading and math, lower ACT scores, and lower high school graduation rates. The gaps in reading proficiency decreased over time, while the gaps in math proficiency increased. Higher percentages of housing-insecure students earned a GED or participated in Adult Basic Education (ABE) than their housing-secure peers.

Academic Proficiency

Gaps in proficiency existed between housing-insecure and housing-secure students in both reading and math. In 10th grade reading, housing-insecure students tested proficient at less than half the rate of housing-secure non-FRPL students. However, this gap narrowed steadily over the seven cohorts, decreasing from 53 percentage points to 44 percentage points. The gap between housing-insecure students and housing-secure FRPL students remained steady at approximately 20 percentage points. In contrast, both gaps in math proficiency grew steadily, increasing between housing-insecure and housing-secure FRPL students from 11 percentage points in 2005 to 19 percentage points in 2011, and from 37 to 51 percentage points versus housing-secure non-FRPL students.

Figure 9: 10th Grade MCA Reading Proficiency

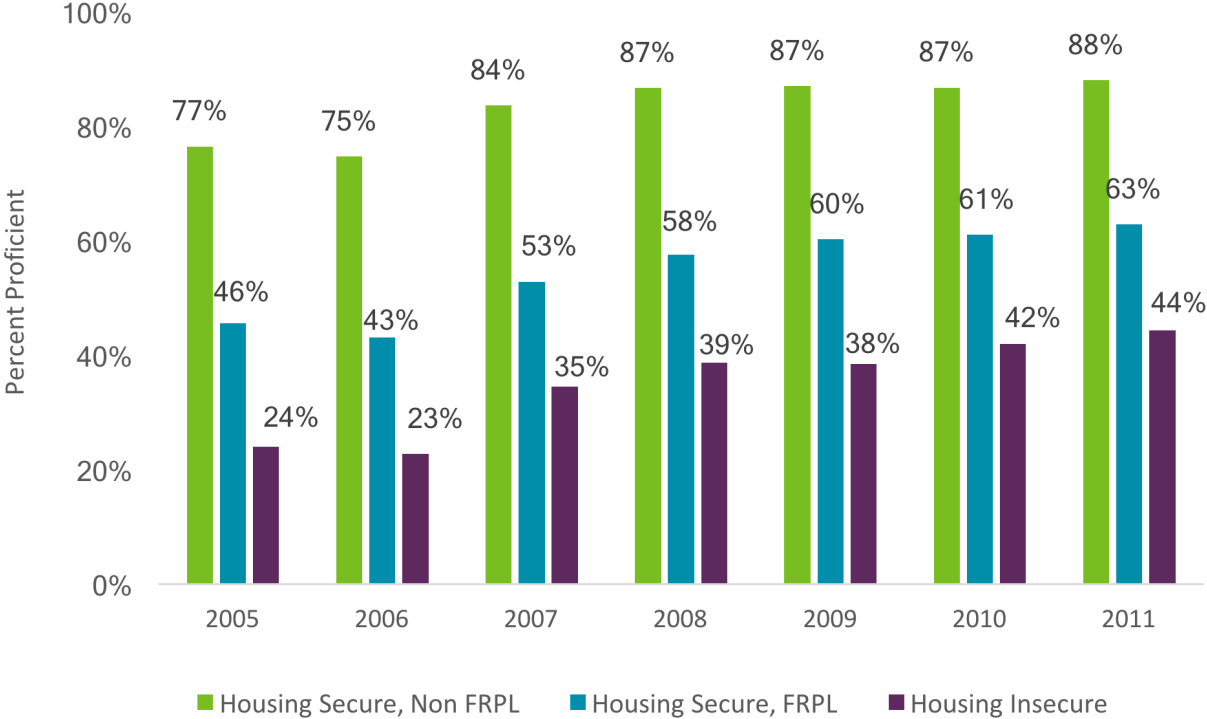
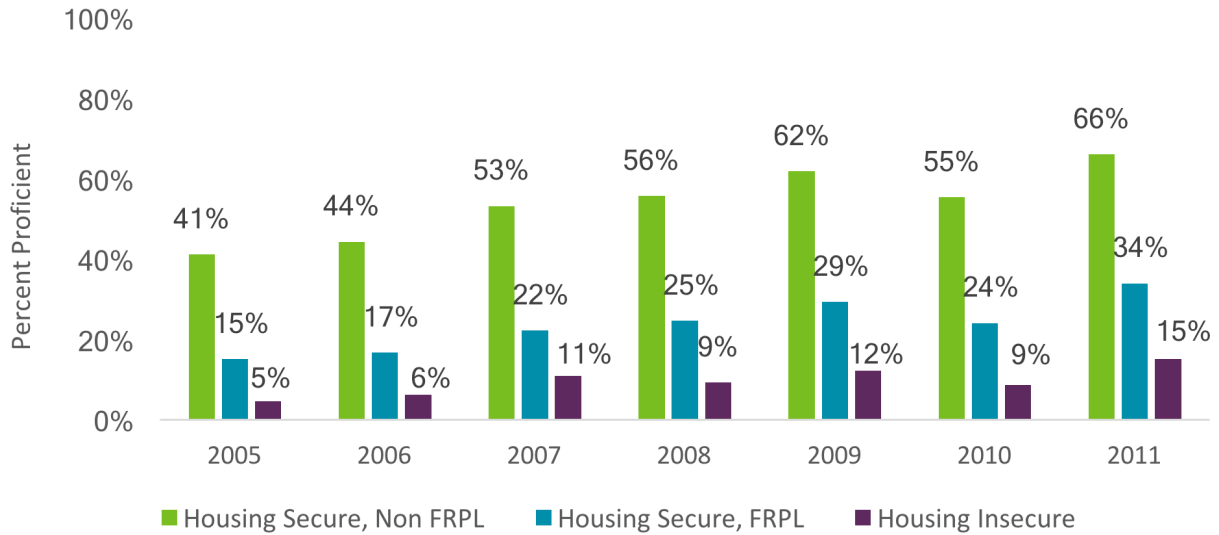


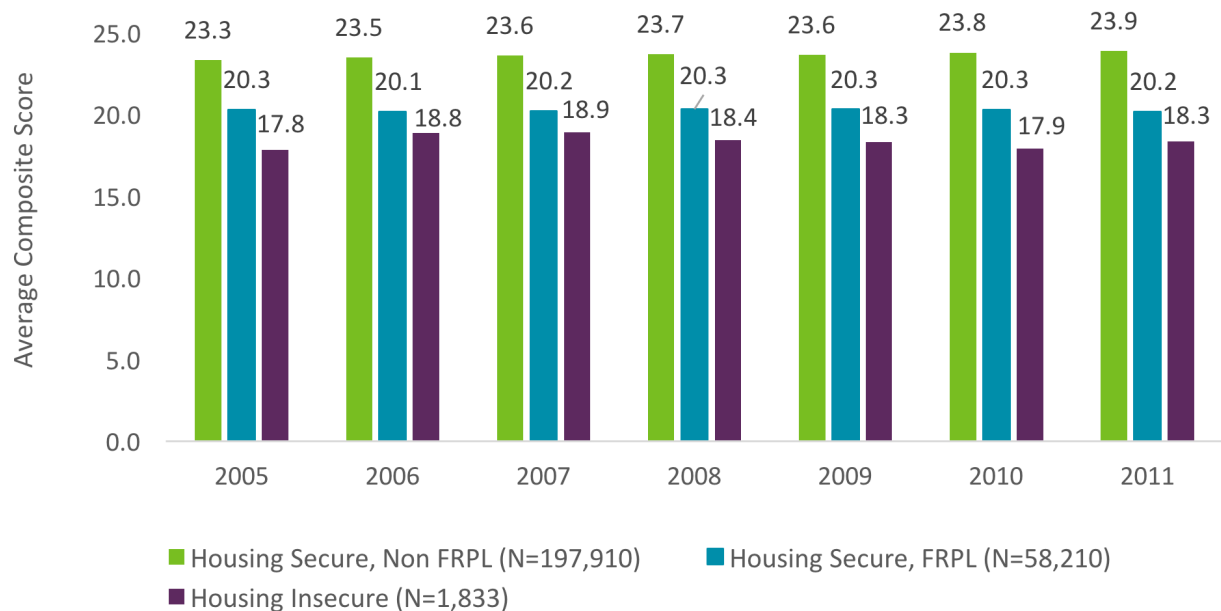
Figure 10: 11th Grade MCA Math Proficiency



ACT Composite Scores

ACT scores of housing-insecure students lagged those of housing-secure students. Of students who took the test, housing-insecure students averaged scores of 17.8 to 18.9 which is lower than housing-secure FRPL students (20.1-20.3), and housing-secure non-FRPL students (23.3-23.9). These gaps remained consistent across the seven cohort years.

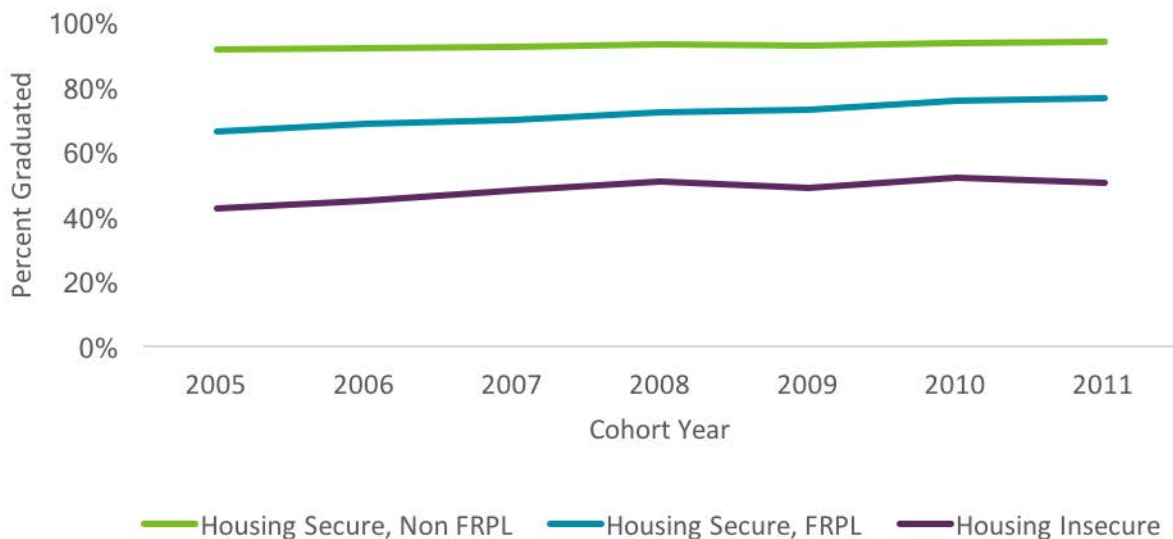
Figure 11: Average (Mean) Composite ACT Score



High School Graduation

Low rates of high school graduation pose a major barrier to higher education for students experiencing housing insecurity, although graduation rates increased across the seven cohorts. Housing-insecure students graduated high school at rates 21 to 26 percentage points lower than housing-secure FRPL students and 41 to 49 percentage points lower than housing-secure non-FRPL students. Whereas housing-secure non-FRPL students graduated more than 90 percent of the time, only 42 to 51 percent of students experiencing housing insecurity graduated from high school. Graduation rates among all three groups rose slightly over the seven cohorts examined, with the graduation rate for housing-insecure students rising from a low of 43 percent in the 2005 cohort to over 50 percent in the 2011 cohort. Graduation rates for housing-insecure students increased faster than housing-secure non-FRPL students, decreasing the gap between these groups by five percentage points.

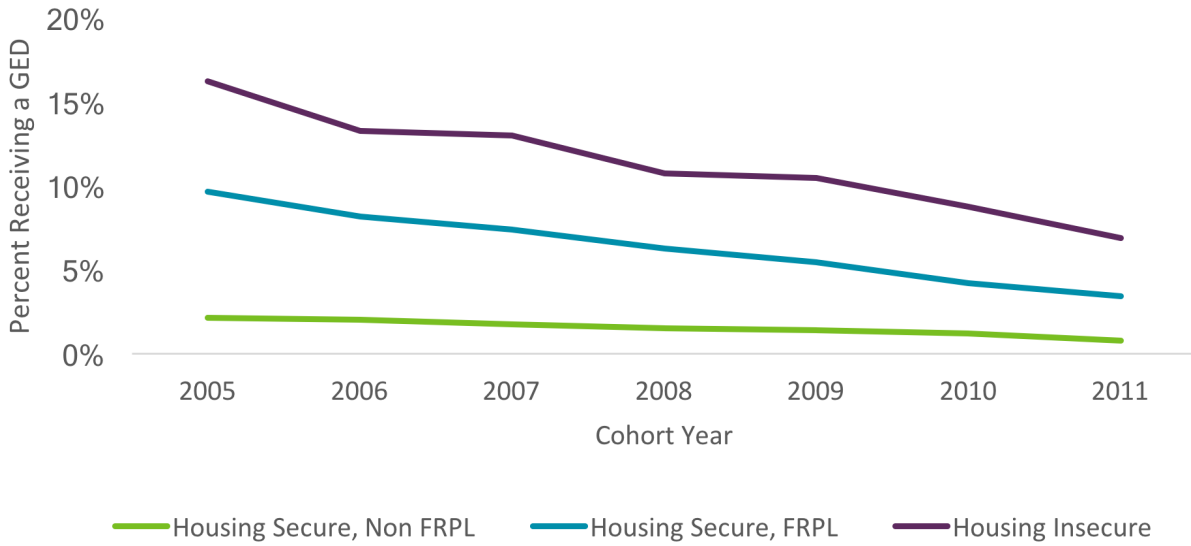
Figure 12: High School Graduation Rate (Any Time)



GED Completion

Given the lower percentages of housing-insecure students graduating from high school, higher percentages of housing-insecure students completed a GED versus their housing-secure counterparts. Rates of GED completion declined for all three groups over the seven cohort years, however the later cohorts had less time to complete a GED by the time of this report. The rate of GED completion by housing-insecure students decreased steadily from 16 percent in the 2005 cohort to seven percent in the 2011 cohort, a faster rate of decline than housing-secure students.

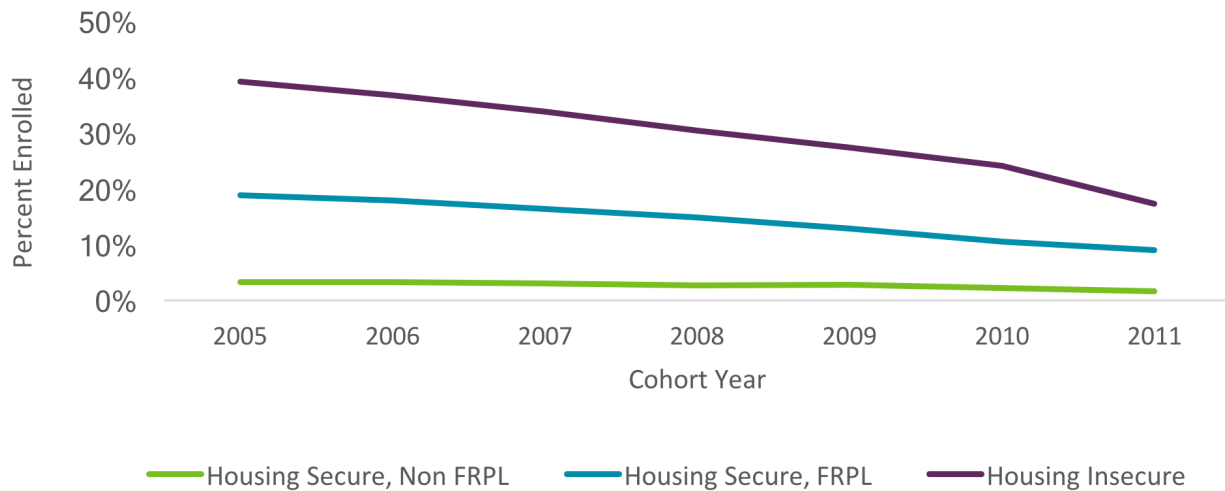
Figure 13: GED Completion



Adult Basic Education Enrollment

Mirroring the decline in GED completion, enrollment in Adult Basic Education (ABE) also declined. While students who experienced housing insecurity participated in ABE at a higher rate than housing-secure students, the participation rate declined over the cohorts, from 40 percent to 17 percent. However, as noted with GED rates, the later cohorts had less time to enroll in ABE. As with GED data, enrollment in ABE declined at a faster rate among housing-insecure students than housing-secure students.

Figure 14: Adult Basic Education (ABE) Enrollment



Postsecondary Enrollment and Completion

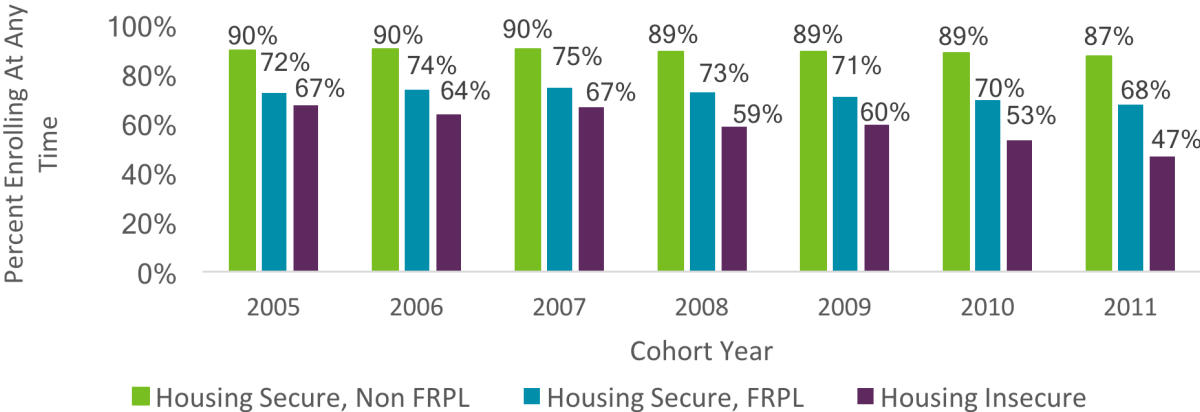
Housing-insecure students exhibit different patterns and outcomes from housing-secure students on postsecondary measures, including college enrollment, choice of institution type, choice of academic program, enrollment in developmental education, persistence rate and college completion rate. Housing-insecure students exhibited lower rates of enrollment, persistence and completion than housing-secure students. Enrollment gaps across groups increased steadily from the 2005 to the 2011 cohort. In contrast, gaps in college completion decreased steadily from 2005 to 2011. The largest narrowing of gaps in college completion occurred among students in bachelor’s degree programs.

Differences were also seen in timing of entry into college, choice of institution type, choice of academic program, and enrollment in developmental courses. Of students enrolling in college, lower percentages of housing-insecure students enrolled immediately in the fall following high school graduation than housing-secure students. In addition, the percent of housing-insecure students enrolling immediately in the fall fell from 2005 to 2011, but rose for both categories of housing-secure students. Housing-insecure students chose public two-year institutions and associate degree programs at higher rates. They also enrolled in developmental courses at higher rates. However, the rate of participation in developmental education declined for all three groups across the cohorts, with housing-insecure students exhibiting the largest drop.

Enrollment in Postsecondary Education

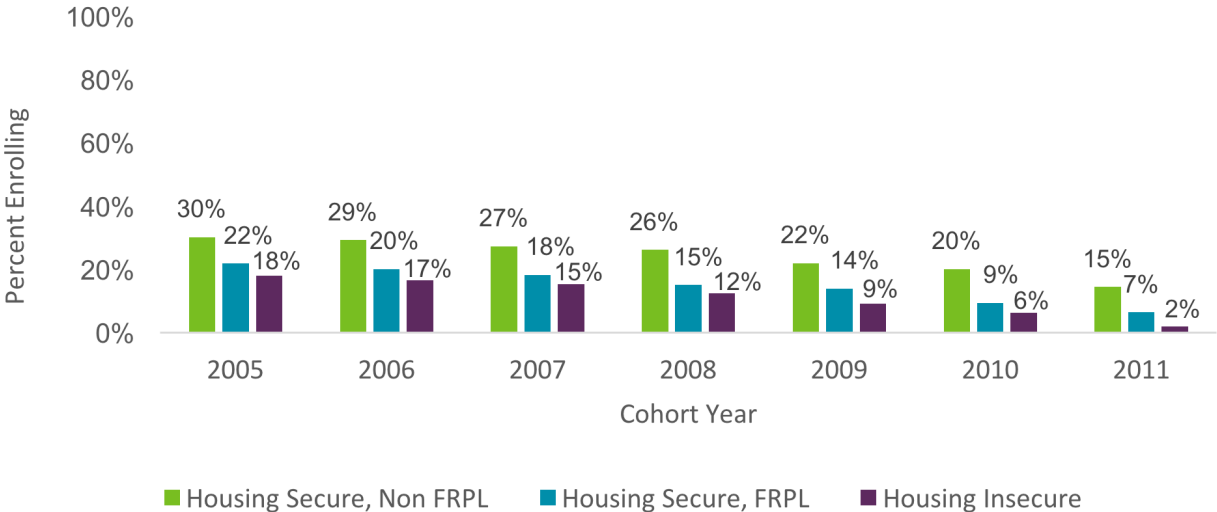
Among high school graduates, the gap in postsecondary enrollment rates between housing-secure and housing-insecure students widened over the seven cohort years. In the 2005 cohort, 90 percent of housing-secure non-FRPL students and 72 percent of housing-secure FRPL students enrolled in college at some point after graduating high school, versus 67 percent of housing-insecure students, a gap of 22 and five percentage points respectively. These gaps widened to 41 and 21 percentage points respectively in the 2011 cohort.

Figure 15: Postsecondary Enrollment at Any Time after High School, High School Graduates Only



While most students who enrolled in college graduated from high school, multiple pathways exist for non-high school graduates to enroll, (e.g. GED completion, Ability-to-Benefit policies²). Among non-high school graduates, fewer students enrolled in postsecondary education, but among those who do, gaps in enrollment were seen between housing-secure and housing-insecure students. Housing-insecure non-high school graduates enrolled in college at rates three to five percentage points lower than housing-secure FRPL non-high school graduates and 12 to 14 percentage points lower than housing-secure non-FRPL non-high school graduates. These gaps remained steady across the cohort years.

Figure 16: Percent Enrolling in College at Any Time after High School – Non-High School Graduates

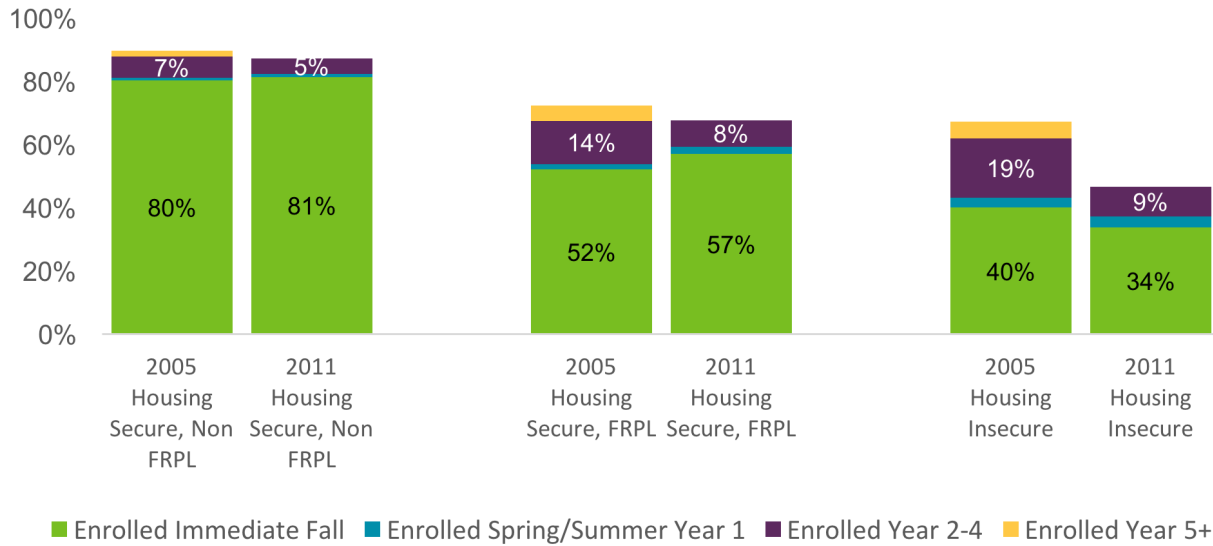


Timing of Postsecondary Enrollment

In addition to enrolling in postsecondary education at lower rates overall than housing-secure students, lower percentages of housing-insecure college enrollees entered college immediately after high school than their housing-secure peers. In the 2005 cohort, 67 percent of housing-insecure college enrollees enrolled in the fall after graduating high school, versus 72 percent of housing-secure FRPL college enrollees and 89 percent of housing-secure non-FRPL college enrollees. Furthermore, the percent of housing-insecure high school graduates who enrolled immediately fell from 40 percent in the 2005 cohort to 34 percent in the 2011 cohort, in contrast to both categories of housing-secure students for whom immediate college enrollment rates rose.

² Ability-to-Benefit is a federal policy allowing individuals without a high school diploma or GED to qualify for federal financial aid for college after successfully completing six college credits.

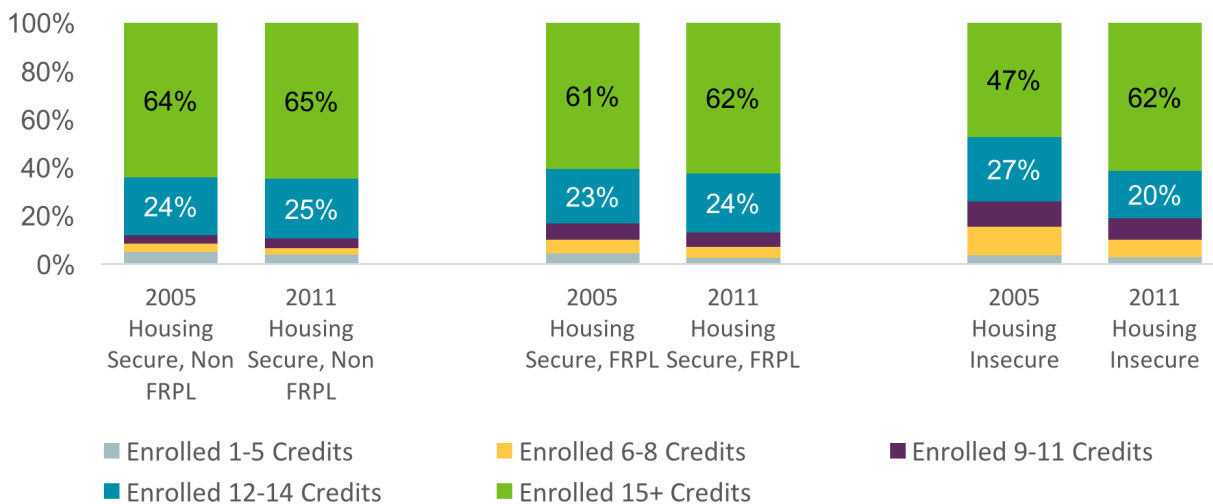
Figure 17: Timing of Entry into College – High School Graduates



Enrollment Level

The percentage of housing-insecure college students enrolling full-time increased from 47 percent in 2005 to 62 percent in 2011. The 2011 rate matched that of housing-secure FRPL students, and only trailed the rate among housing-secure FRPL students by three percentage points (65%).

Figure 18: Enrollment Level during First Term



Enrollment by Institution Type

Housing-insecure students enrolled at public two-year institutions at higher rates than their housing-secure peers. In the 2005 cohort, 71 percent of housing-insecure students who enrolled in college opted

for a public two-year institution, versus 60 percent of housing-secure FRPL students and 35 percent of housing-secure non-FRPL students (among both high school graduates and non-high school graduates).

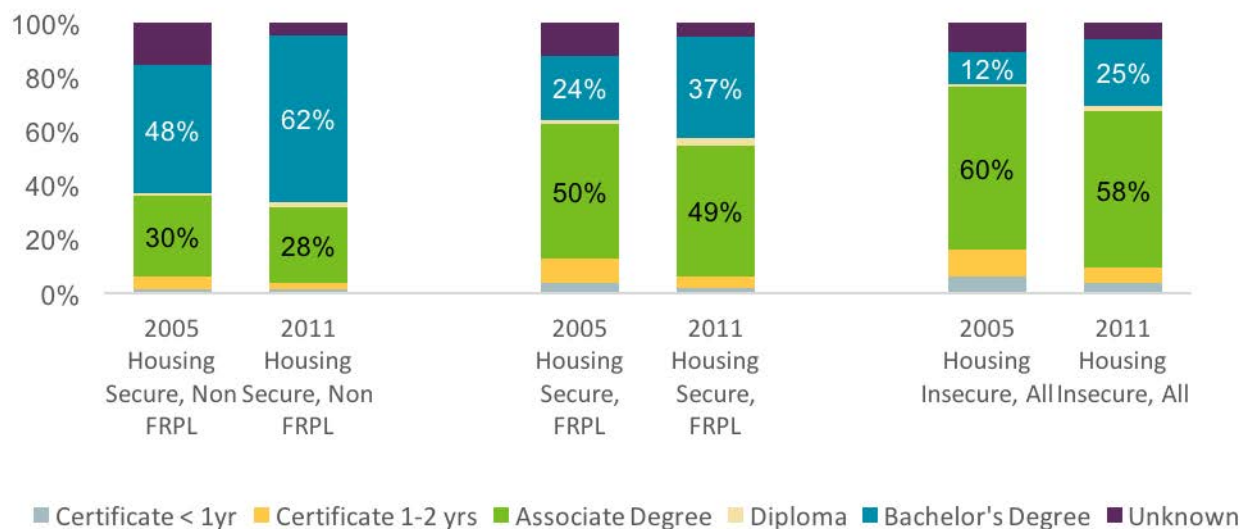
Figure 19: Enrollment by Institution Type



Choice of Academic Program

Mirroring choice of institution type, housing-insecure students enrolled in associate degree programs at higher rates than their housing-secure counterparts. In the 2005 cohort, 60 percent of housing-insecure college enrollees signed up for an associate degree program, versus 50 percent of housing-secure FRPL students and 30 percent of housing-secure non-FRPL students.

Figure 20: Enrollment by Program Type



Rates of Enrollment in Developmental Education

Developmental education provides underprepared students additional instruction in areas such reading, writing and math to prepare them for college-level courses. Housing-insecure students enrolled at higher rates in developmental education than housing-secure students. These percentages declined over time across all three categories of students. From the 2005 to 2011 cohort, the percent of housing-insecure students enrolled in developmental education declined from 60 percent to 45 percent, a larger percentage-point decrease than housing secure students.

Figure 21: Developmental Education Enrollments



Developmental Education Credit Load

Of students enrolling in developmental education, housing-insecure students enrolled in a higher number of credits than housing-secure students. On average, housing-insecure students enrolled in 6.5 developmental education credits their first fall term, versus 5.9 credits for housing-secure FRPL students and 5.2 credits for housing-secure non-FRPL students.

Figure 22: Developmental Education Credit Load



Persistence Rates

Housing-insecure students exhibited lower rates of college persistence, defined as the percent of students who either advanced to the next year of college or graduated, than housing-secure FRPL and non-FRPL students. Only 54 to 57 percent of housing insecure students make it to the second year of college, substantially lower than housing secure students. Heading into their fourth year since college entry, housing-insecure students persisted at rates 17 to 24 percentage points lower than housing-secure FRPL students and 39 to 47 percentage points lower than housing-secure non-FRPL students.

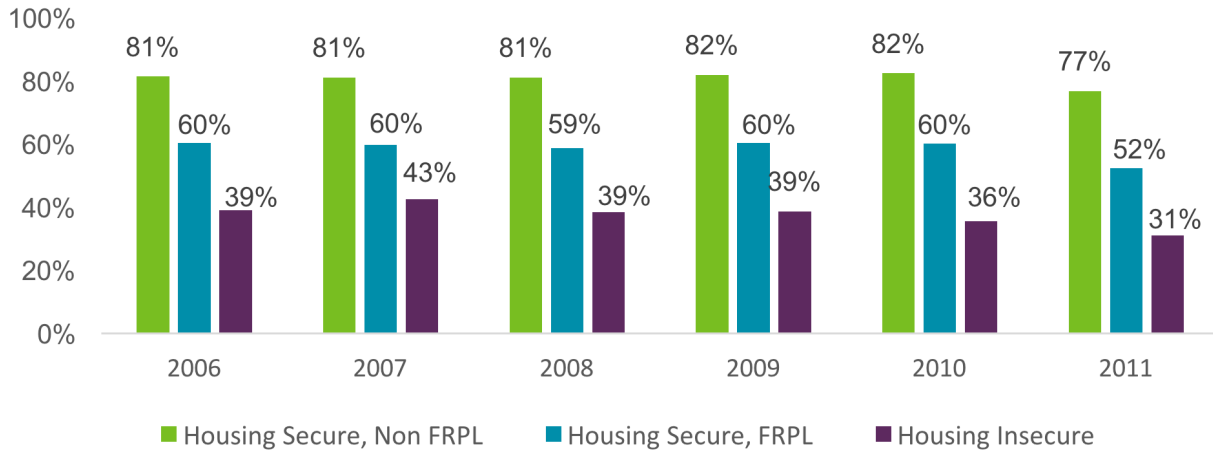
Figure 23: Second-Year Persistence Rates by College Year and Cohort



Figure 24: Third-Year Persistence Rates by College Year and Cohort



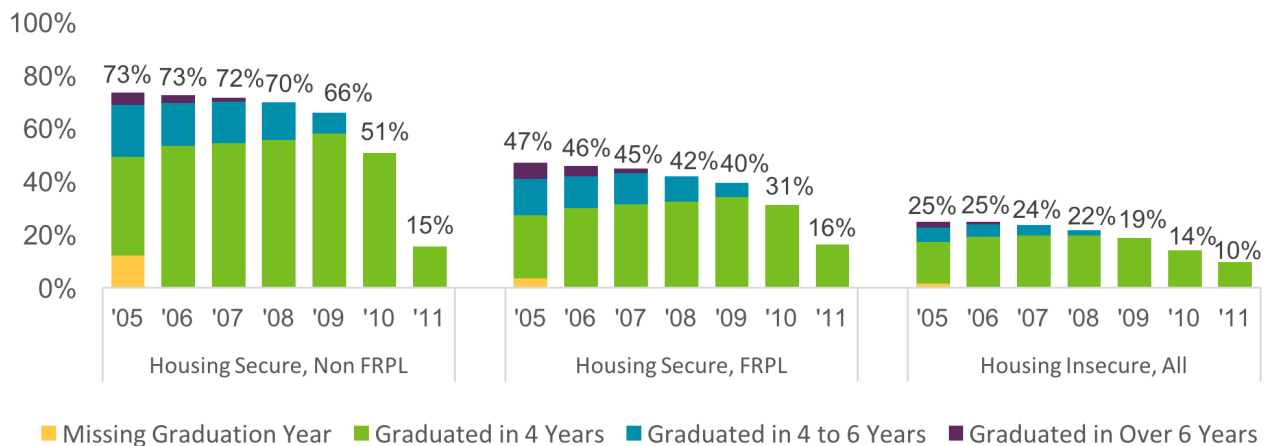
Figure 25: Fourth-Year Persistence Rates by College Year and Cohort



College Completion

Of those who enrolled in college in any academic program, those who experienced housing insecurity in high school exhibited lower college completion rates. Housing-insecure students graduated at rates of 10 to 25 percent by spring 2018, substantially lower than housing-secure students. In the 2005 cohort, only 25 percent of housing-insecure college enrollees graduated by spring 2018, versus 47 percent of housing-secure FRPL students and 73 percent of housing-secure non-FRPL students. The gap in college completion between the groups has decreased over time. The completion gap in 2005 between housing-secure non-FRPL students and housing-insecure students decreased from 48 percentage points for the 2005 cohort to 37 percentage points for the 2010 cohort. Comparatively the gap between housing-secure FRPL students and housing insecure students decreased from 22 percentage points to 17 percentage points. As of spring 2018, the 2011 cohort would only have been in college for 3.5 years as compared to 9.5 years for the 2005 cohort.

Figure 26: Postsecondary Completion Rates as of Spring 2018, Students Enrolled in College



College Completion by Associate and Bachelor's Programs

Completion gaps persisted within both associate and bachelor's degree programs. However, as with overall completion rates, the gaps in completion between groups narrowed over time. Gaps among students in bachelor's degree programs decreased from 42 percentage points in 2005 to 30 percentage points in 2010 between housing-secure non-FRPL students and housing-insecure students. A similar decrease occurred in the bachelor's degree completions between housing-secure FRPL students and housing-insecure students (27 percentage points in 2005, 15 percentage points in 2010).

Figure 27: Completion Rates of Associate Degree Enrollees

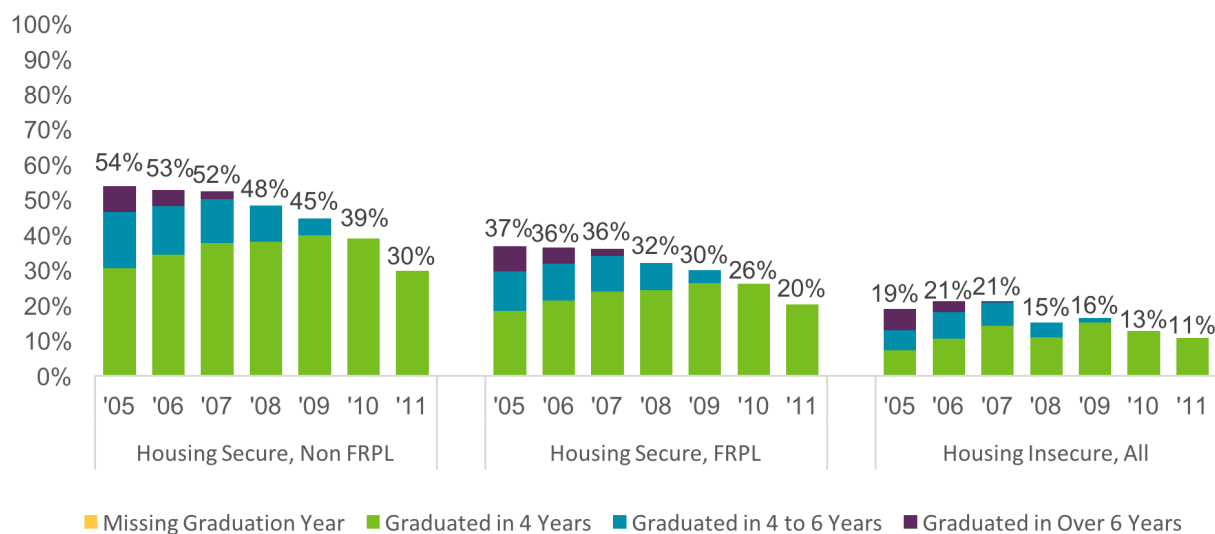
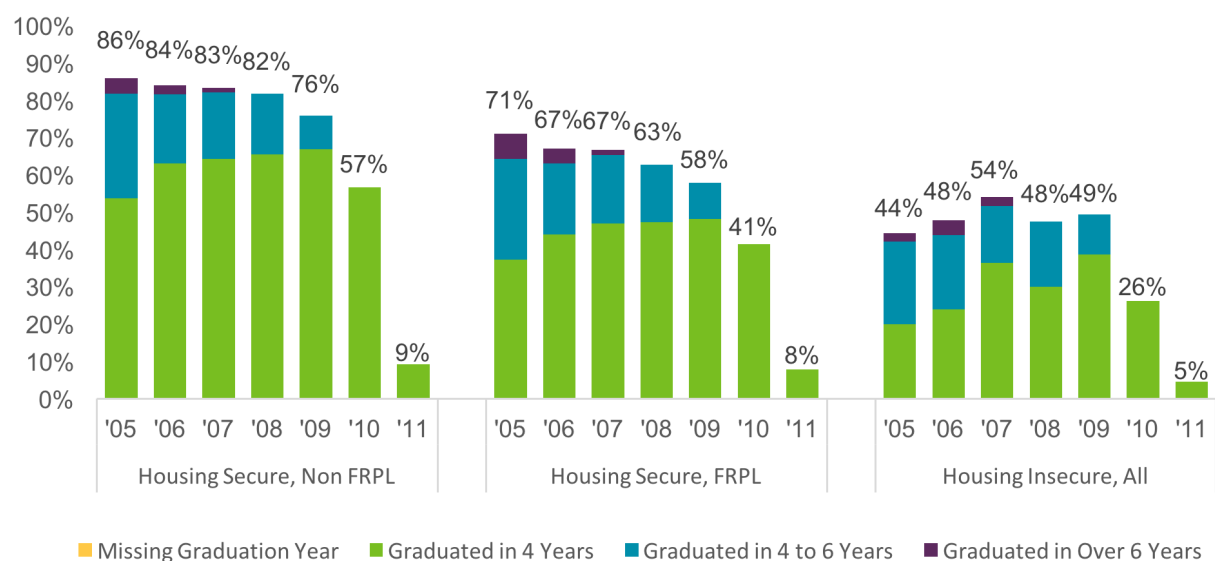


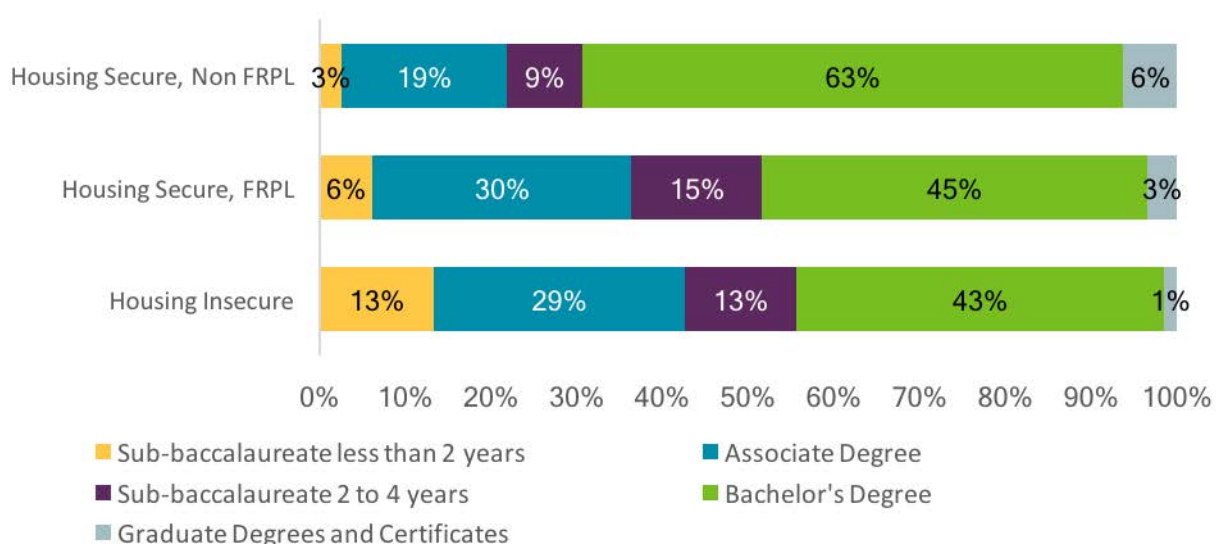
Figure 28: Completion Rates of Bachelor's Degree Enrollees



Highest Degree Completed

Among students who completed a postsecondary degree, housing-insecure students completed fewer bachelor's or graduate degrees (43% and 1.5%) than their housing-secure non-FRPL peers (63% and 6%). The distribution of awards completed are similar when comparing housing-insecure students to housing-secure FRPL students (43% of housing-insecure college graduates attained a bachelor's degree, versus 45% of housing-secure FRPL graduates). Similar percentages of housing-insecure and housing-secure FRPL college graduates received an associate degree (29-30%) compared to 19 percent for housing-secure non-FRPL college graduates.

Figure 29: Highest Degree Completed by Postsecondary Graduates



Top College Destinations of Housing-Insecure Students

As noted above, housing-insecure students enrolled predominantly in public two-year institutions. Tables 1 and 2 show the top institutions chosen by housing-insecure students for all cohorts and the 2011 cohort respectively. Metro-area two-year Minnesota State Colleges top both lists, with Minneapolis Community and Technical College ranking as the most common destination institution of housing-insecure students. Only two public four-year colleges are listed and only one private college.

Table 1: Top College Destinations of Housing-insecure Students, All Cohorts

Sector of Institution	State	Name	Count	Percent of College Enrollees
Public 2-year	MN	Minneapolis Community and Technical College	553	28%
Public 2-year	MN	Saint Paul College	287	15%

Sector of Institution	State	Name	Count	Percent of College Enrollees
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%

Table 2: Top College Destinations of Housing-insecure Students, 2011 Cohort

Sector of Institution	State	Name	Count	Percent of College Enrollees
Public 2-year	MN	Minneapolis Community and 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%

Conclusion

This report analyses outcomes in educational achievement and attainment for students who experienced housing insecurity in high school. Across all measures examined, students who experienced housing-insecurity in high school exhibited lower rates of achievement and attainment than housing-secure students. These gaps persisted even when comparing housing-insecure students to housing-secure students who were eligible for free and reduced-price lunch. In some cases, this study identifies positive trends where gaps between groups have declined, such as college completion. However, in other cases the trends are negative as gaps widened, such as college enrollment. Regardless, students who have experienced housing insecurity face obstacles in pursuing and completing postsecondary education. Improving outcomes for housing insecure students will require greater effort to understand and address these obstacles.

Limited data impede a comprehensive assessment of the scope and impact of housing-insecurity on higher education outcomes. For this reason, the problem of housing-insecurity among students has remained less visible. Achieving a more thorough understanding of the significance of the problem could better inform efforts by institutions and policymakers to address the issue. Some resources already exist to combat this problem (e.g. emergency assistance funds for college students). In addition, many of Minnesota's colleges offer services or referrals to services targeted at lower-income students, such as assistance securing affordable year-round housing. Nevertheless, this initial research shows that gaps in achievement and attainment are substantial between housing-insecure and housing-secure students, suggesting that closing these gaps requires increased efforts.

In fall 2018, the Minnesota Interagency Council launched Heading Home Together: Minnesota's Statewide Plan to Prevent and End Homelessness 2018-2020. The plan outlines several tenets for addressing homelessness in Minnesota, and more specifically homelessness among youth. Several strategies outline actions for Minnesota colleges and the state, including but not limited to:

- Educate the public about homelessness, and support and train “natural points of contact” to identify and connect individuals experiencing housing crises to coordinated entry and other resources.
- Increase resources for prevention and diversion to avoid emergency shelter placement when possible and to leverage potential housing options and natural supports prior to an episode of homelessness.
- Coordinate, streamline, and simplify access and requirements for funding to support responses to homelessness, particularly for communities disproportionately impacted by homelessness.

Increased focus on these strategies and adaptation for students and their families may alleviate some of the strain of housing insecurity on students in higher education, helping to improve outcomes and eliminate the disparities observed in this report.



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