School of Sustainability
Arizona State University

MSUS Final Project Report

SUN DEVILS TOGETHER

Breaking Stigmas on Student Homelessness

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Skyliana Dosier, Maryam Abdul Rashid & Omar Sanchez

Sun Devils Together

Dean of Student Office, Arizona State University

Abstract

In universities, such as Arizona State, students are becoming homeless at an alarming rate. Typically, students arrive at university campuses with most of the resources required for them to pursue a degree. However, several economic factors such as unemployment or financial instability can impact these resources which influence student's ability to stay enrolled in classes. This feature is reflected in the well understood concept of the "starving student". Despite this paradigm, the fact remains that students under this stress are attending classes and are under financial stress to do so while being unable to meet their basic needs. These intertwined elements result in ASU students becoming exposed to cyclical needs-insecurities including homelessness.

Therefore, the team decided to develop a project called Sun Devils Together which addresses the needs of ASU's students facing homelessness and overall aims to help increase the accessibility of available resources through reducing the silo effect that occurs due to lack of communication between different departments and increases faculty, staff, and student awareness of and ability to act on the issue. In order to achieve this, the team has consulted with the Dean of Students Office to produce a training module for ASU faculty, professional staff, and students. The team is contributing information to the creation of a new website that will have all the resources available to students in one place. In addition, the team will create a resource pamphlet with a map of resources that will be given out to different departments around campus that students may potentially reach out to for help while informing those departments regarding the existence of other departments that work towards the same cause.

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Section I: Introduction and Background

University students are becoming homeless at an alarming rate (United States Interagency Council of Homelessness, 2018; Sulkowski & Michael, 2014; Paden, 2012). According to the Wisconsin HOPE Lab, 52% of students attending 4-year universities experience a basic needs insecurity like access to food, housing, and healthcare (Goldrick-Rab, Richardson, Schneider, Hernandez, & Cady, 2018). Even though this statistic portrays a huge number, not all the needed insecurities are met through our project as it was beyond our project scope. Homeless ASU students are often invisible, as seen through the lack of information on who these individuals are and what resources the university has developed to help them. Student homelessness is defined as students who "lack a fixed regular and adequate nighttime residence. These students are sleeping in cars, university libraries or other buildings with public access, camping in nearby wooded areas, and 'couch surfing' with friends and fellow students" (Paden, 2012). Student homelessness at ASU is not well publicized and there is inadequate data on the problem. In an interview with the State Press, Ira Sanchez, an ASU student, recalled how he did not know how to get help when he lost the ability to meet his needs and how the resources available for his situation were difficult to access (Baietto, 2017). There are numerous students like Sanchez who arrive at ASU but can no longer meet their needs. Typically, students arrive at the university campuses with all the resources required for them to pursue a degree. However, a number of economic factors such as unemployment or financial instability can impact these resources, influencing student's ability to stay enrolled in classes (Paden, 2012). These students are attending classes, are under financial stress to do so, and cannot meet their basic needs. These intertwined elements result in ASU students becoming trapped in the cycle of homelessness (Sulkowski & Michael, 2014; United States Interagency Council of Homelessness, 2018).

General homelessness also has significant impacts on Tempe's economy. In 2008, the annual cost of emergency shelter for chronically homeless individuals reached roughly more than $40,000 per person (Estes, 2017). The emergent effect of student homelessness puts significant strain on Tempe's finances and public services. Homeless students increase the financial strain through becoming a part of Tempe's homeless population. Furthermore, once students become homeless, they face additional challenges that come from living in unstable and unprotected circumstances. Students facing homelessness struggle with mental health problems, physical disabilities, dysfunctional and severe family conflict at home, societal pressures, and stress (United States Interagency Council of Homelessness, 2018; Sulkowski & Michael, 2014; Paden, 2012). In addition to their personal battles, students are forced into homelessness by poverty, limited work opportunities, decline in public assistance, increases in tuition costs, and low availability for adequate, affordable housing (United States Interagency Council of Homelessness, 2018; Sulkowski & Michael, 2014; Paden, 2012).

Homelessness increases university students' vulnerability to trauma that will linger and have lasting consequences throughout their lives (United States Interagency Council of Homelessness, 2018). Students who do not have safe and stable housing are at an increased risk to experience rape, assault, violence, and substance abuse. Students are also more at risk to human trafficking and engaging in sex work in exchange for shelter and food (United States Interagency Council of Homelessness, 2018). These adverse impacts do not only affect these students' lives, but the lives

of the next generation as these experiences often lead to intergenerational cycles of trauma (Adaile et al, n.d.).

Homelessness is not only harmful to those experiencing it, but it is also harmful to the broader community surrounding ASU. The phenomenon encourages segregation created by the public based on their preconceived notions of homelessness. Thus, reinforcing stigmas and poor social conditions on homeless people, further leading to poor community development. This emergent feature of homelessness is reflected in policy decisions that are harmful to citizens. Policies made in Tempe which negatively impact shelters (Amster, 2008) and decrease rail line extensions to surrounding cities due to homeless individuals (Dukket, 2015; Estes, 2017) reflect the influence homelessness has on segregating and hurting community development. Due to these stigmas, homeless students are often reluctant to seek help with ASU, community members, and faculty (Gustafson, 2019).

Students facing homelessness are in poor and unstable living environments that are not conducive to their mental and physical health (Paden, 2012). When students experience insecurity within their living environments, they are faced with sleeping in open, public spaces. In Tempe, homeless individuals are exposed to increasing extreme heat and average temperatures. This can have fatal effects on these vulnerable citizens. In 2017, roughly 26 % of heat-related deaths occurred among homeless individuals (Brinegar, 2017). Being exposed to the urban environment also has significant implications for people who do not have stable shelter. Not only do extreme temperatures impact the mortality of homeless people, but urban air and noise pollution can degrade the mental and physical health of these citizens (Chen et al., 2018). An additional aspect of homeless people's relationship to their environment is visible in the features of their encampments. For example, in the Rio Salado Watershed, homeless people create tent camps in the floodplain, putting themselves at risk from flash floods. Furthermore, the homeless are more vulnerable to community spread pandemics such as COVID-19 (Center for Disease Control and Prevention, 2020).

The team reached out to the Dean of Students Office to identify and address gaps within managing and delivering on and off campus resources to students experiencing home, food, and health insecurities. In addition, the team has proposed for ASU to create a project, called Sun Devils Together, which addresses the needs of ASU's students facing homelessness, increases the accessibility of available resources**,** reduces the silo effect that occurs due to lack of communication between different departments, and increases faculty and staff awareness regarding the issue.

As ASU students, the team has a personal connection to the student community. Therefore, the team believes that every student deserves a chance to graduate and realize their livelihoods without the threat of battling homelessness. The team's multiple perspectives and professional sustainability training have provided a unique lens to this problem and its solution space. Through research and analysis as sustainability undergraduates, the team has become experts in the issues that ASU's homeless students face and has become acquainted with developing solutions based upon multiple up and downstream intervention points within these wicked systems. This project not only has provided the team with further experience with this process but has allowed us to address the needs of fellow students and human beings in a unique and transformational way.

The team together with our project client, the Dean of Students Office has worked to develop and implement recommendations within our project, Sun Devils Together. The team worked with the School of Sustainability and University Academic Success Programs to create a pilot training program. While the team collected research and shared information with various on campus and off campus resources, the focused stakeholders within the scope of work are the Dean of Students Office and needs insecure students. A list of the various stakeholders who the team contacted can be found in appendix Diagram 5.

Section II: Literature Review

Definition of Student Homelessness

Student homelessness is a complex issue with emergent and urgent effects (United States Interagency Council of Homelessness, 2018; Paden, 2012, Sulkowski & Michael, 2014). According to the United States Interagency Council of Homelessness (2018), there are roughly 41,000 unaccompanied homeless youth without stable shelter on any given night. Youths between the ages of 18 to 25 are 88% of the individuals who are homeless, which are the ages of the majority of students attending universities like ASU. Seventy-two percent of these students couch surf, sleep in emergency shelters, or stay with friends. To put this into perspective, one in ten young adults between 18 to 25 experience some form of literal homelessness over a year (United States Interagency Council of Homelessness, 2018). According to these numbers, student homelessness is a prevalent and urgent issue across the country. Studies further indicate that homelessness has irreversible and intra/intergenerational effects and individuals experiencing homelessness are significantly affected by the environment (Sulkowski & Michael, 2014; United States Interagency of Homelessness, 2018). In a ten-city study of 600 homeless students, 19% of youths were victims of human trafficking, 8% of forced labor, and 3% of both. More than 58% of these adolescents were forced into sex-traffic, and 42% were involved in survival sex to pay for housing and resources (United States Interagency of Homelessness, 2018). These experiences are more than harmful to these individuals and have long term, intergenerational effects as they result in a cycle of trauma that is difficult to break (Adaile et al., n.d.). In addition to the abuse students face while homeless, studies have also shown that homelessness exposes individuals to environmental features that have harmful, physical, and mental impacts on people without shelter. Roughly 26% of heat-related deaths occurred only among homeless individuals in Tempe, Arizona, in the year 2017 (Brinegar, 2017). Furthermore, extended environmental exposure to urban pollutants can degrade the mental and physical health of people without relief from this exposure (Chen et al., 2018).

Student homelessness's complexity results in difficulty defining the problem and its boundaries. Paden (2012) argues that current definitions of homelessness, which are often used to target and deliver aid to homeless students, do not specifically apply to university student homelessness. Paden (2012) has informed the project on how to define student homelessness so that the recommendations proposed have meaningful and transformational features for specific intervention points. As explained above, homeless students are often stereotyped as living on the street when in reality, are couch surfing, sleeping in cars, or staying with friends (Paden, 2012). Paden's definition of student homelessness has helped the team understand the difficulty of identifying homeless ASU students and tailoring solution and engagement strategies to meet their

needs. The most significant reason universities and partner programs struggle in aiding homeless students is due to the difficulty of identifying who they are. One of the reasons for this is because of the stigma that comes with being labelled as a homeless individual; therefore, making students feel uncomfortable in asking for help in person. To account for this while being respectful to the student's privacy, the team compiled narratives of other homeless students around the United States and worked closely with the Student Advocacy Department to identify their specific needs in order to make the proposal as accurate and helpful as possible.

Despite the difficulty of identifying who and how many of these students are in universities like ASU, city organizations emphasize that there is a population of homeless university students living without shelter. According to communication with the Homeless Outreach Prevention Effort (HOPE) team, which provides resources to homeless students in Tempe, some homeless students that they aid were once university students (HOPE, 2019). In an interview with Ira Sanchez, a once-homeless student at ASU, discloses how difficult it was to find financial support and resources to stay enrolled while also being housed in stable and safe housing (Baietto, 2017). Sanchez, while he found it frustrating asking for help, finally received aid through ASU's Student Advocacy and Assistance department. They helped prepare him for an interview with ASU Housing where he was offered a community assistant position at Vista del Sol which provided him with the benefits of free room and board. Even though Ira was lucky enough to be offered a position, not all homeless students may end up getting the job as it is one of the most competitive on campus jobs that ASU offers. Therefore, alternative solutions were needed in order to help other housing insecure students as each case is different and requires their own personalized solution.

Although there are barriers in data collection and identification of student homelessness (Ascher, Jarvis, & Mokhtar, 2007), there is a significant interest in providing services and resources to homeless students across the country. This is seen through the city, university, and overall community-backed programs which deliver housing, health, and food aid to homeless college students. University interest in preventing student homelessness and increasing overall student resilience is proliferating across the country. For example, at the University of Massachusetts, researchers are conducting studies that aim to understand students' experiences of homelessness and to explore how colleges might support their educational resilience (Brooks, 2019). Due to the lack of information found on homeless college students, this study played an important role in helping the team fill information gaps and approach the barriers of poor identification systems throughout the process of the project's implementation.

Project Approach

Identifying student homelessness as a sustainability problem has been defined through the Transformational Sustainability Problem Solving Framework (Wiek, 2015). A Sustainability Problem Identification map designed through Wiek's (2015) frameworks can be observed in the appendix under diagram 1. Wiek's (2015) framework has been used in the application of the team's work to identify the problem of student homelessness and highlight intervention points such as creating student visibility and awareness among faculty and staff, nurturing service delivery capacity, and designing the infrastructure for collective social responsible resource aid.

The proposal of Sun Devils Together utilized multiple frameworks for its creation and implementation. The Collective Impact Framework acts as the project's theory of change as it has

multiple points of intervention and has been proven viable for wide-systemic change. Large scale change requires collaboration among multiple organizations and institutions (Kania & Kramer, 2011). This level of change has successfully been accomplished by utilizing the Collective Impact Framework, which aids communities in forming solutions towards systems-level change (Christens & Inzeo, 2015). Collective Impact is a mission structured process that effectively facilitates collaboration among organizations by asking them to commit to:

1. A common agenda
2. Shared measurement
3. Mutually reinforcing activities
4. Continuous communication
5. Backbone support (e.g, a joint center…) (Kania & Kramer, 2011).

The Collective Impact Framework has been proven successful in accomplishing wide-scale social change through initiatives like Strive in Cincinnati and Shape Up Somerville (Christens & Inzeo, 2015). Both initiatives relied on the collaboration of local organizations and institutions to lead their communities in changing educational environments through system-level interventions (Christens & Inzeo, 2015). Sun Devils Together is designed similarly through organizing its recommendations in the three phases of the collective impact, 1) initiation of action, 2) organizing for impact and 3) sustaining action and impact (Christens & Inzeo, 2015), as reflected in its intent to create awareness and outreach, engaging the various ASU resource departments and local Tempe community organizations, and by continuing engagement and advocacy through acting as one organization. Through this framework, Sun Devils Together will initiate change toward how ASU and Tempe's community can prevent and respond to student homelessness.

Frameworks

An example of a framework that helped the team structure and analyze the project is the Strengths, Weaknesses, Opportunities, and Threats (SWOT) framework. This framework was used at the initial phase of the project and emphasized strengths and areas of opportunity in the solution space. This framework also highlighted the potential threats and weakness in the project so that the team can produce an adaptive management strategy, as part of phase 2 and 3 of the collective action framework, for the project's future implementation. The project's progression and success rely heavily on the collaboration of the team's ideas and finds for each of the member's sections, with the ultimate goal of finding a sustainable solution to this problem. To ensure this all goes as well as it possibly can, the Collective Impact Framework was used, ensuring commitment to the sections' leads to helping solve the overall dilemma of student homelessness. Other frameworks that were used to help structure and analyze the project are the Transformational Sustainability Problem Solving Framework and Manfred Max-Neef's Framework for Development and Human Needs, as explained in the literature review. At the end of the project, Max-Neef's framework was used to assess how Sun Devils Together met the needs of the homeless students it served, and the stakeholders involved. To evaluate the sustainability impact of Sun Devils Together, the team used the United Nations Sustainable Development Goals and the principles outlined in Manfred Max-Neef's Framework for Development and Human Needs.

To assess and evaluate the effectiveness of Sun Devils Together, after the training pilot including the corresponding resource pamphlet and platform, the team utilized four United Nations (2019) sustainable development goals and Max-Neef's (1992) Matrix of Needs and Satisfiers. The United Nations (2019) sustainable development goals helped provide a blueprint so that the team could achieve a better and more sustainable future for all. In order to further measure our project's success, the team used the Sustainable Development Impact Assessment Tool as seen in Diagram 2 of the appendix. Within this tool, our project results were measured against each sustainable development goal to determine what type of impact it had on those respective goals. In addition to the UN sustainable development goals, the team cross evaluated the success of Sun Devils Together through how well it met and satisfied the needs of students through Max-Neef's (1992) Matrix of Needs and Satisfiers. Max-Neef's framework measures human needs according to what an individual need to survive based on a code of ethics. The Max-Neef's framework consists of nine needs based on an individual's physical and mental wellbeing that are matched with satisfiers which fall under categories such as being, having, doing, and interacting. The specific needs are described in appendix, Diagram 3. The team created a matrix based on the nine needs and rated our project progress on a scale from 1 to 4. The grades were measured based on how many of the four criteria (being, having, doing, and interacting) were met. If our project had met all criteria, it was graded a 4, if it only had met three then it was graded a 3 and so on. Refer to Max Neef's diagram on page 14 for more information regarding Max Neef's Needs and Satisfiers Matrix that the team created. Through this matrix, the team measured the project's effectiveness as a sustainability solution.

Case Studies of Support Services Provided by Universities for Homeless Students

A more synthesized version of the case studies regarding the administrative departments, health services, housing services and food services can be found in a table form under appendix Attachment 4.

Creating Awareness & Educating Campus

Coordination between service departments is an essential element in Sun Devils Together. According to the Collective Impact Framework, community organization is the greatest way to insight transformational change (Christens & Inzeo, 2015). An extensive review of case studies on university programs created for aiding and preventing student homelessness display the success and viability of creating strong coordination between departments for this goal. For example, the University of Georgia (2019) established a department that provides direct support to students who have experienced homelessness and foster care called Embark@UGA. Once these students have been connected to the department, these students receive individualized support from members of the Student Care and Outreach team. They are provided with resources for financial assistance, food insecurity, housing and transportation, academic assistance, and health services. Another example of viability is Kennesaw State University's program. Kennesaw State (2019) offers a wide range of services and resources for students facing and or experiencing homelessness, similar to the University of Georgia. One distinct quality of Kennesaw State's program is its awareness initiatives, which the proposal will use as templates to help create awareness for faculty and staff. Lastly, Portland State University (2019) has also established a department to handle issues regarding student homelessness and economic crisis. This department has been created under the

CARE Team. Their website provides various information on different services that range from money, housing, food, health care, academic resources, personal needs, mailbox, and messaging services as well as a legal assistance team. Interviewing staff members of these universities' programs provided the project a better insight as to how to inform ASU staff, faculty, and students on serving needs insecure students. Their feedback was incorporated into training and survey programs for ASU campus.

Health Services

Sun Devils Together has compiled and coordinated health, housing, and food services that are readily available for homeless students at ASU via multiple platforms. A case study review of health programs specific to homeless students provides proof of viability, plausibility, and design templates for the implementation of Sun Devils Together at ASU. In her master's project for the Kalmanovitz School of Education, Scheanelle J. Green (2017) discusses establishing a center to provide supportive services for homeless students while they complete their academic goals. The services include providing meals, clean clothing, mental health counseling, mentoring, primary healthcare treatment, and access to shower facilities and hygiene products. The services are offered to the students free of charge to help them lessen their burdens associated with being homeless (Green, 2017). Community-supported free health services will allow students to access help independent from whether they can afford it or not. However, with Sun Devils Together, the team recommends these services be offered to all students as it will help sustain and prevent homelessness. Based on the findings from Nabors, Weist, Shugarman, et al. (2004) 's research, homeless children are at higher risk of suffering from a variety of health and mental health problems, however, are also often less likely to receive the appropriate services for their problems. The authors further provide case studies on prevention programs and information on needs assessments for those who are experiencing homelessness, are at risk of being homeless, or have a low-income family background. In a pilot study, the authors found that children who live in homeless shelters reported that they had less access to medical and dental care compared to those who lived with their families.

Bethel College Nursing Department is a university program that provides health care services for the homeless through partnering with outside health organizations. As a result, the students working in the program were able to identify the healthcare perceptions, needs, and the type of healthcare delivery service of 101 residents in four homeless shelters. This helped the healthcare service identify possible room for improvement (Schaffer, Mather, & Gustafson, 2000). The evaluation strategies within Bethel's program have been used to evaluate the health service programs that are already in place at ASU to help homeless students. In addition to Bethel colleges initiatives, Jacobs School of Medicine and Biomedical Sciences also has established a health delivery service initiative that aims to aid and prevent student homelessness in New York. UB Heals is a Jacobs School of Medicine and Biomedical Sciences (JSMBS) Street Medicine outreach initiative with the mission to increase access to health care among the homeless population of Buffalo, NY, by improving their overall health and influencing medical education. This program bridges the gaps between the homeless and the medical community. Thus, breaking down the stigma and the fear that is associated when interacting with the homeless community.

Tempe and ASU both have health service resources for prevention and aid for students facing and or experiencing homelessness. For example, Circle the City (2019) offers a recuperative medical respite model where individuals experiencing homelessness can recuperate and receive daily medical care and round the clock (24/7) nursing support. They also provide integrative services to end their homelessness and connect them to support services in the community. Through their service, Circle the City has helped discharged approximately 70% of individuals to living situations other than the streets or emergency shelter systems. This organization provides the group more information on the different health services available within the Phoenix/Tempe metropolitan area, which are accessible to the homeless college students and can act as a resource for them in the future (Circle the City, 2019). In addition, their services are also available Monday and Friday in the mornings at UMOM New Day Center. ASU also provides free health and wellness services for its student body. Student Health Outreach Clinic for Wellness (2018) is an interdisciplinary clinic run by students from Arizona State University, University of Arizona, and Northern Arizona University that was established in 2013. The clinic aims to provide free integrated clinical health services, health literacy programs, and health promotion activities for homeless persons, low-income communities, and those recovering from substance use disorders. These ASU and Tempe resources provided Sun Devils Together with preexisting health delivery service infrastructure necessary to aid and prevent homelessness amongst students.

Food Services

Food insecurity is a significant problem that students facing homelessness experience. Case studies on food insecurity display that it has significant impacts on a student's well-being and may lead to home insecurity. Food insecurity increases the risk of poor mental health, which will reduce the likelihood of academic success (Shore, 2018, El Zein et al, 2018). A lack of research data and literature on the issue exists, which has significant implications for solution design (Silva et al., 2017). Nearly a quarter of university students are food insecure, which is a barrier for higher academic achievement (Silva et al., 2017). When food insecure students have suboptimal health; their ability to learn and excel in their education could be compromised (Farahbakhsh et al., 2017). Further research and efforts are vital in understanding more about this dilemma and can lead to solutions. Research found that poverty decreases a student's food accessibility (Broton & Goldrick-Rab, 2016). Campus food stamps and vouchers increase financially stressed students' food security (Broton & Goldrick-Rab, 2016).

Sun Devils Together proposes improving food security to students; however, it does not look to rely solely on food banks. Relying on access to food banks is an ineffective way to combat food insecurity in student populations (Farahbakhsh et al., 2017). According to the aforementioned study, more should be provided to homeless students than simply food banks to combat food insecurity. Food banks and emergency pantries are not sustainable and holistic approaches to aiding homeless students who are food insecure (Farahbakhsh et al., 2017; Seher, Buchbinder, & Taylor, 2018; Shore, 2018).

Furthermore, nutritional education must be used in tandem with providing food security to students to support their future health (Seher, Buchbinder, & Taylor, 2018). Observations display that food security for homeless students can decrease dropout rates and mental health problems while supporting overall academic performance (Shore, 2018). Studies support the claim that food

security for students can prevent academic failure, mental harm, and homelessness (El Zein et al., 2018). Strategies implemented within Sun Devils Together focus on providing food security to students to prevent and aid those experiencing homelessness. Overall, increased well-being of students would not only help academically but would ensure a safer and healthier environment for students.

ASU currently provides vouchers and food stamps to students in need, yet there is a gap within this system when it comes to student awareness. The promotion of these resources can be available in the form of literature for students or prominently displayed on an official school website. Elizabeth Bottino (2018) looked into the struggles and issues of food insecure college students, as well as the educational consequences they may face. Bottino's thesis explores existing organizations attempting to address student food insecurity both on a campus and nationwide level, while analyzing their limitations and benefits. A recently proposed program, titled ASU Eats, would allow students with excess meal plan funds to donate them to their food insecure peers through a central fund bank (Bottino et al., 2018). The ASU Eats program stresses the importance of long-term food security for all students in the program. Sun Devils Together recommend a similar program to prevent long term food insecurity for students facing or experiencing homelessness or financial stress. ASU Eats creates a system and culture where students can support fellow students. Raising student awareness is a key focus for a program like ASU Eats.

Section III: Project Approach and Intervention Methods

Project Approach

From an extensive literature review, as explained above, the team identified multiple intervention points such as stigmas and stereotypes towards homelessness, poor resource accessibility, silo effects between campus departments, and a gap in education and awareness amongst ASU faculty, professional staff, and students as presented in Diagram 1 of the appendix. Based on the Collective Impact Framework, the conceptual model of change the team identified for the project in the literature review, the team addressed these intervention points through translating the framework into steps for addressing the intervention points such as conducting and collecting case studies on research and availability of campus resources. Drawing on this data, the team proposed and accomplished strategies to help address student homelessness and aid students in getting needed support. The deliverables the team created were shown through the meetings conducted to increase communication pathways between departments and off campus organizations, encouraged the Dean of Students Office to develop an online platform to enhance resource accessibility for students, and developed a training program for professional staff and faculty. Currently the Dean of Students Office is implementing this platform based on recommendations derived from our research and case study analysis. Overall, Sun Devils Together, which entails recommendations for the Dean of Students Office's future online platform, resource pamphlets, and training, symbolizes a holistic solution which satisfies the three pillars of sustainability by addressing the root drivers of student homelessness as explained in the literature review.

The Collective Impact Framework was used as the theory of change for Sun Devils Together and was organized into three phases: 1) initiation of action, 2) organizing for impact and 3) sustaining action and impact (Christens & Inzeo, 2015; Kania & Kramer, 2014). In the initiation of action phase, the team, with our project client, the Dean of Students Office, set and agreed to a common agenda for establishing a university sanctioned program to address the issue of student basic needs at ASU. From there, the team organized an action plan to address the wide scale campus impact of the program. To create mutually reinforcing actions, the team addressed the existing communication gaps between the Dean of Students Office and the various on and off campus resources such as housing, food, and healthcare. The team created Diagrams 6 and 7 to help visualize the existing relationships, resources, and gaps. To ensure continuous communication for at risk students, which is a vital principle of the Collective Impact Framework, the team developed and piloted training programs for faculty, professional staff, and students. In addition, the team created resource maps and contact excel sheets to aid the departments in resolving further communication gaps. To sustain the project's longevity and ensure its success, the team developed shared assessment standards with the Dean of Students Office. These are, as explained below, informed by the United Nations Sustainable Development Goals and the principles outlined in Manfred Max-Neef's Framework for Development and Human Needs. Further success analysis will be delivered in the feedback from the training pilots and surveys.

Intervention Methods

The team initially completed an identification and analysis of the issue of homeless students from a sustainability lens using Wiek's (2015) Transformational Sustainability Problem Solving Framework (as shown in Diagram 1). The team compiled and surveyed multiple homeless student service programs by several universities across the United States to improve the viability and applicability of Sun Devils Together as discussed in the literature review. After conducting the literature review, the team designed multiple strategies and recommendations which were included in Sun Devils Together.

Following the Collective Impact Framework, the team undertook actions to build such a collaborative. It first met with a number of departments and individuals who are key stakeholders in providing aid to students. This phase supported "initiation of action" which created awareness amongst faculty and staff. The team then assessed ASU's service's efficacy and identified the gaps and disconnects between them which supported the "organizing for impact" phase. To accomplish this, the team shadowed a student in need's path to access resources on campus and communicated with various department representatives as shown in Diagrams 6 and 7. Following this step, the team looked at the improvements which could be made to these existing services such as proposing to start a system across the different resources that would collect data on students requesting to use the offered services to combat homelessness issues. This new data collection system would help ASU see that there is a demand for this service and hopefully take action towards mitigating the problem. The team designed a training program that will educate the faculty, professional staff, and students on how to address students in need, direct them to individuals within resource departments, and act as an organized entity within this issue. These multiple methods will support sustained impact towards providing aid to students which supports the phase of "sustaining action and impact".

The team divided the project into three focus areas based on a student's needs: healthcare, housing, and food security. Each team member had the same work packages, however they looked specifically into their respective sections on the project, which required them to conduct research and analysis on what they could find for that area of the problem. Looking into what is currently being done, what has been completed, and what has yet to be accomplished within the problem area was a facet of importance. Along with this, each team member spoke to subject matter experts, stakeholders, and faculty members to gain greater insight of the stated analysis and assessment of the problem.

Health: Homeless ASU students do not have the opportunity to utilize health care services available on campus because they are often unable to afford it. Therefore, with the project, the method that the team used was personal contact to connect the different free health resources that provide physical and mental health care services for homeless students on ASU campuses and around the borders of ASU campus. Organizations that the project connected to provide health services are Street Medicine Phoenix, ASU Student Health and Outreach for Wellness (SHOW) Clinic, ASU Counseling Services, UMOM, and Circle the City. Through these collaborations, the project has made available the information regarding the types of health services offered by Sun Devil Together which will give homeless students direct access to free health services.

Housing: Providing safe, stable, and affordable housing is an essential feature in reducing homelessness for ASU students. ASU currently offers various housing options and resources for on and off campus living for its students. However, there is a significant housing shortage due to an increased enrollment rate thus creating a conflict between homeless students and students who were promised housing upon attendance. The Dean of Students Office works with university and community partners to explore all available resources and options for our students in need. However, there are several off-campus shelter options, such as UMOM, which houses at risk or home insecure students. The intervention method for housing aided our team by connecting the Dean of Students Office to off campus shelter options such as UMOM and the center for Tempe, HOPE team. For example, UMOM would direct students to the Dean of Students Office to refinance long term options. Shelters like UMOM are critical in providing emergency shelter for students experiencing home insecurity. Further research was done on university programs who offer shelter options for students through the university, such as UCLA's Bruin Shelter and Kennesaw State's CARE Services program. These universities were interviewed and recommendations were given to the Dean of Students Office for further implementation.

Food: Food is a daily need and establishing accessible food services for homeless students was a vital element in Sun Devils Together's mission. Currently, there is not a food service that is directly beneficial for homeless students at ASU. There is a student run food pantry service titled Pitchfork Pantry that provides access to a limited amount of foods to ASU students, however, is not available daily and has a lack of promotion. This lack of promotion is most apparent with individuals who are not on campus often. Universities throughout the country have increased campus wide efforts to help students experiencing food insecurity regardless of on campus status. Universities like Kennesaw State provide food for any student experiencing food insecurity with the assistance of their CARE service program. Food is an integral part for each individual, but life becomes increasingly challenging when one does not know where their next meal may come from. This can be more detrimental for a student who is food insecure, and furthermore will increase the negative impacts on their wellbeing.

During the project, the team contacted and spoke with personnel of campus-based organizations which included Pitchfork Pantry, ASU Borderlands Produce, Valley of the Sun United Way, and Changemaker Central. Subject matter experts associated with these organizations, were an integral part in the progression, connections, and insight gained for the project. Increased awareness of food aid for students on campus from the contacted organizations was essential in the intervention method used by the team. Connecting organizations like Pitchfork Pantry and Borderlands with the project's vision and goal of increased access and knowledge for homeless students was a key focus. This included how they collected information centered on homeless students. Analyzing just how much a role food insecurity negatively affects the lives of homeless students was another significant consideration.

Section IV: Outcomes & Findings

Sun Devils Together has provided a space for discussion about homeless and at-risk students at ASU. The process of implementing the project highlighted significant gaps in communication and resources between departments and their processes to aid students in need, as described in Diagram 6 and 7. The project revealed that there is missing information for students, faculty, and professional staff to direct and acquire the help they need in the form of housing, healthcare, and food. Details of these findings are highlighted throughout the content above.

During meetings and interactions with students, staff, faculty, and department representatives, it became apparent that people were becoming more aware of the issue of student homelessness and needs insecurity at ASU and the communication gaps that exist between departments. After meetings, department representatives, faculty, and staff asked for additional training, information about correct procedures and resources, and contact information to other department representatives to which they could direct students. For example, the University Academic Success Program, once aware of the team's project, asked for a presentation and training to be given to their professional staff. This feedback displayed that the ASU community is currently uninformed of the issue but desires to be better informed on how they can aid at risk students and the greater ASU community. A pilot of the training that the team developed will be implemented with the Academic Success Center at a later date this year due the COVID-19 pandemic. Meanwhile, the contents of the training, and a recorded demo, in addition to corresponding resource pamphlets, will be forwarded to the Student Advocacy and Assistance Department to supplement the training that they currently have, as seen in Attachment 8. After receiving the team executive summary of research, case studies, best practices, and recommended strategies, the Dean of Students Office expressed a desire to better connect, inform, and direct students to resources through online platform developments.

The created discussion and increased awareness in the ASU community throughout our project overall supported wide scale change referenced in the project's theory of change, the Collective Impact Framework. In accordance with the objectives referenced in the Collective Action Framework on page 7, the project helped facilitate a common agenda between departments as demonstrated by increased communication, mutually reinforcing activities as seen in shared procedure trainings and increased information, support for our project and activities to educate ASU's community, and in the future, hopefully aid departments to continuously communicate the availability of resources to students.

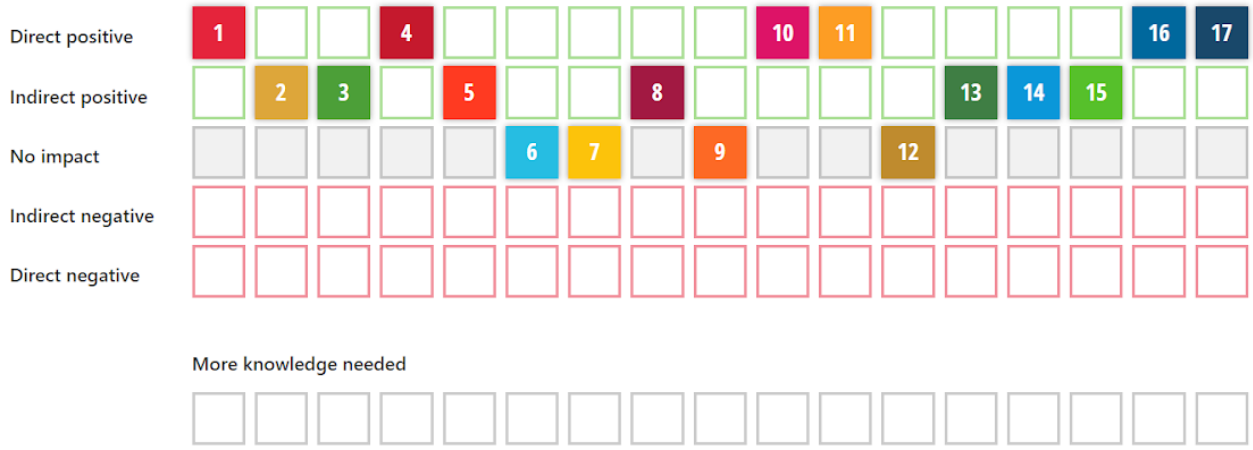
Furthermore, the team has learned how to effectively communicate to clients, stakeholders, and other team members. The project required that the team investigate systems which aid students in resource accessibility and consult with departments to assess what they need to improve these systems and procedures. From this, the team has learned how to develop sustainable solutions and strategies to better people's wellbeing in large communities such as ASU. As project managers, the team displayed impeccable management by communicating to stakeholders and balancing deadlines. Lastly, they have also shown that they are adaptable in the face of change such as the COVID-19 pandemic and pivot the project to be more effectively implemented in a virtual setting as described in the pilot training deliverable.

To measure and evaluate the success of our project, the team used Max Neef's Needs and Satisfiers Framework and the UN Sustainable Development Goals. For Max Neef's framework as discussed on page 6 of the literature review, the team has taken the nine needs that were identified by Max Neef as seen in Diagram 3. The group then rated each need from a scale of 1 to 4, which describes the needs that are least and most met, as seen in the table below. A rating of 4 was given if the team met all 4 criteria which consist of being, hearing, doing, and interacting based on the examples given. Overall, the project scored a total of 29 out of 36. The team also recognized that there is a weakness in this type of measurement as it was personally analyzed by the team. If the team had more time, an outside partner or stakeholder would have been asked to analyze the team's performance as well.

Max Neef's Needs & Satisfiers Matrix

Needs	Being	Hearing	Doing	Interacting	Total Score
Subsistence	physical health, mental health	food, shelter, work	feed, rest	living environment, social setting	4
Protection	Care	health systems, rights,	take care of, help	living space	4
Affection	respect, tolerance	partnerships	appreciation, take care of	space of togetherness	4
Understanding	N/A	educational policies, communication policies	education, analyze	interaction, universities and academics	3
Participation	respect, passion	rights, responsibilities	becoming affiliated	communities	4
Leisure	N/A	peace of mind	N/A	N/A	1
Creation	N/A	work	work, design	productive & feedback settings	3
Identity	sense of belonging, self-esteem	symbols, customs, values, norms	N/A	settings which one belongs to	3
Freedom	self-esteem, open mindness	equal rights	developed awareness	N/A	3

SDG Assessment Tool



In addition, the team also utilized the United Nations Sustainable Development Goals to assess the success of our project through the SDG Impact Assessment Tool as seen in diagram above. The team was required to analyze all the sustainable development goals that were impacted by our project. The assessment also required the team to fill out reasons on how our project impacts the respective SDG goal. In the table below, you will find the SDGs goals and their respective justifications within the project's scope.

Impact

Overall, the team identified that the project directly positively influenced 13 out of the 17 SDGs as seen in the table below. The remaining goals were beyond the project scope and were not affected positively or negatively. Lastly, none of the SDG goals were negatively impacted by our project.

SDG Goals	Justification
Goal 1: No Poverty	By educating individuals as to where and how they can receive long term financial assistance, the project helped reduce the poverty of students
Goal 4: Quality Education	By guiding students and staff to counseling, healthcare, food and housing services, the project helped maintain the retention rate of all ASU students who are enrolled in the university
Goal 10: Reduced Inequality	By giving college students access to all these services, the project has decreased the inequality on campus that exists due to the stigma of the a poor college student being the norm in our society
Goal 11: Sustainable Cities and Communities	By bringing all the ASU departments together for one cause to support these students, that project has contributed towards building a sustainable community in Tempe

Goal 16: **Peace and Strong Institutions**	The project provided justice for all at risk by creating discussion with university decision-makers on the right to certain need-based services and advocated that basic needs for students be met by the university
Goal 17: **Partnerships to achieve the Goal**	The project connected various resource departments around and on ASU's campus; overall, consisting of our project client and 40 other stakeholders
Goal 2: **Zero Hunger**	Through the project's collaboration with borderlands, UMOM and pitchfork pantry, it helped minimize the number of students who are food insecure by giving them multiple free and healthy food options that can be accessed at different points in the week
Goal 3: **Good Health and Well Being**	Through the collaboration with Street Medicine Phoenix and Health Services, the team has helped expand ASU's resources to students for discounted health services
Goal 5: **Gender Equality**	One of the project's main goals is to provide healthcare to all students who need it which includes women's right to reproductive healthcare services and STI testing for the LGBTQ community
Goal 8: **Decent Work and Economic Growth**	Through communication with UMOM, they have emphasized that they will provide support to students on obtaining a job interview at organizations such as Frys
Goal 13: **Climate Action**	By guiding homeless students to shelter, the project can reduce increasing negative climate impacts, such as climate change and heat island effects, on their health
Goal 14: **Life Below Water**	By providing housing off the street for homeless students, the project reduces the amount of waste going into stream and lakes around Tempe
Goal 15: **Life on Land**	By helping students who were living in their cars obtain a more stable home, the project can reduce emissions created on land

Section V: Recommendations

Sun Devils Together has created a discussion in ASU's community about how the university can support its at risk students and break stigmas against being needs insecure. While the university has various resources for at risk students, the team broke down their findings and research, as discussed above, into five recommendations the Dean of Students Office can implement to further realize accessible aid and effective cross communication for at risk students.

Firstly, the Dean of Students Office could benefit from an accessible online platform to curate information and direct students to respective resources or to their office for long-term solutions. Currently, ASU has a resource webpage for students. However, this webpage lacks updated and vital information for students, and it is difficult to access resources found on the webpage. The team strongly recommends that ASU continuously update their resource platform to be more

accessible like the university case studies examined throughout this paper. Kennesaw State University currently has an effective online platform, CARE Services, which not only aids students directly with contacting resource departments, but educates the university's community and helps in data collection of what students need (Kennesaw State University, 2020). After speaking with the case manager at CARE Services, the team recognized the viability of the Dean of Students Office's potential to create a similar program. The CARE Services case manager emphasized that since the implementation of their platform, there has been a reduction in the steps students have to take to find help and there has been an increase in communication and data for their resource departments. This feature has allowed them to make changes to better aid students and fit their needs. Going forward, the Dean of Students Office should mirror Kennesaw State's platform and programs to better aid at risk students. Contact and additional communication information is included in this document.

Secondly, the team recommends that the Dean of Students Office include ASU's diverse departments and schools when working towards helping homeless and at-risk students. In researching and implementing aspects of our project, such as resource shadowing and conducting meetings with department representatives, many individuals in the ASU community are interested in cooperating and researching strategies to help students. Furthermore, students have shown interest in helping create sustainable ASU resource accessibility systems. Upon hearing about student homelessness, students have participated in giving contact information of other ASU projects and programs in addition to supplementing ideas for future projects. A diverse group of stakeholders will help wide-scale shifts in paradigms of the starving student because it creates conversation and awareness that not being able to meet your needs is a common issue that has weight in the community and that the community at ASU cares how your needs are being met. Furthermore, the team recommends that the Dean of Students Office continue to use the Collective Impact Framework to help coordinate solutions amongst departments.

Thirdly, the team recommends the Dean of Students Office implement an active and educational training program across departments and schools in addition to sharing referenceable resource and procedure information. During the teams' department meetings and research on mapping ASU's resources, the team was asked if information on correct student at risk procedures could be presented through training and additional methods such as contact pamphlets. Upon further research, the team found that current trainings do not educate staff and faculty on how to identify and direct students to correct aid and the Dean of Students Office. The current training instead highlights the features of the Dean of Students Office. Therefore, to supplement the training and information that currently exists, the team developed the training to include an activity in the form of a role playing game in which faculty and staff can envision and empathize what students are going through and then address those needs and emotions in their professional work. The training material could be used in other social work which is associated with understanding and empathizing with at risk or vulnerable people. The training content, including a recorded demo, was forwarded to the Assistant Dean of Students. The team recommends that this material be presented to every department and school across ASU. This could be accomplished by including department and school staff in the education process.

Fourth, the findings suggest that the Dean of Students Office surveys the student population who is more likely to experience needs insecurities and risks. Upon research, the student population

most likely to experience a needs insecurity are female sophomore students. Currently, there is insufficient data on who and how many students are experiencing insecurities. Throughout our research, this data could significantly improve strategies the Dean of Students Office implement to aid students because they will now have specific root drivers and intervention points to address the root causes of the current problem. Many of the team's case study research include university programs who have a data collection system in place to help improve their responses and solutions for the student population. In the example of Kennesaw State University, they have students put in their information and make requests through their online platform. They have seen that students feel more comfortable using their online platform forms because they do not need to call, go in person, or email specific individuals to receive help. However, this platform also allows the university program to collect data and quantify how many of their students are insecure. Overall, ASU should collect this information as it will aid the university in further understanding the issue of student homelessness while highlighting where improvements have and could be made in resource accessibility.

Fifth, the team recommends that the Dean of Students Office collaborate with the housing and finance department to have a university sanctioned emergency or transitional housing program located on or near the Tempe campus. In case study programs, universities have partnered with off campus housing options, developments, and city governments to ensure that students have safe and secure housing on or around campus. Throughout the team's research, it was discovered that students often will avoid housing aid because they feel uncomfortable staying in shelters with other homeless individuals from the city. Although ASU does not have the capacity to offer dorms to students in crisis, there should be university sanctioned housing or shelter in either a school or department building where students can stay in transition or receive aid. This is a recommendation that the team is currently working on to devise a strategy that is viable for ASU to implement or a non-profit organization in collaboration with the university.

Lastly, the team recommends that student homelessness be understood as a sustainability issue as it is created through complex interactions between social, environmental, and financial stressors. Throughout this project, student homelessness has been defined as a sustainability issue due to these interactions and suggests that solutions address these three intersections and consider all the complex dimensions of the problem.

Section VI: Conclusion

Sun Devils Together provided a unique opportunity for ASU to accomplish its vision for an inclusive campus while also experimenting with solutions to homelessness. The developed training module equipped faculty and staff on how to identify at risk students and respond to everyone's difficulties and needs. Throughout the collaborative experience with organizations, faculty and staff became aware of the project's vision, developed a better understanding of student homelessness at ASU, and further understood what they could do to help at risk students. The project's findings on ASU student homelessness have displayed communication gaps within the current ASU system which could benefit with presenting more apparent information on accessible resources to students in need. Groups and organizations among and around campus that can be of major assistance were introduced with the project's goal and vision. These groups need to be further promoted by the university and information about what they offer must be increased to

provide further resource accessibility to students. I addition, the project overall increased effort in the discussion on student homelessness at ASU and helped create procedures in educating staff of students at risk.

This project may be extended by other students in the upcoming school year through using the materials and findings the project team has gathered. MSUS students who take on this project could further the developed relationships between the groups and organizations and continue their engagement in helping at risk students. Areas of the project which can be further explored may include gathering data, having more in-depth conversations and meetings with students impacted by homelessness. Moreover, the earning of financial assistance can help to aid in increasing the scale of the project as well as create opportunities to offer incentives and hold events.

Continuing with the collaborative efforts that were done with the ASU Dean of Students Offices in assisting these departments in the future work among the topic of student homelessness is recommended. More specifically, there is further work to be done in this project such as continuing to help with the development of an online platform and faculty training for the Dean of Students Office. Furthermore, students can implement more training pilots, using the material created, at the School of Sustainability and other schools or departments. The continuation of the work presented in this project is important for the future of students who may encounter homelessness or are on the brink of becoming homeless. Helping at risk and students experiencing homelessness is an essential goal in supporting ASU to become a more caring and sustainable community. The implementation of what the team has gathered can support students' overall wellbeing and set a standard for other universities to follow.

Section VII: Acknowledgements

This project could not have been realized without the many faculty, ASU professional staff, Tempe organizations, fellow colleagues, family members and significant others who have all been a part of the development and implementation process. With deepest gratitude, the team would especially like to thank our project client, the Dean of Students Office, Paul Prosser, Andrew Wadsworth, Sydney Yee, Katja Brundiers, City of Tempe HOPE team, and the individuals at UMOM. Thank you to all that have been a part of this project and supporting the collective efforts for creating a caring university space not only in this project, but throughout the history of ASU.

Section VIII: Appendices

1. Problem Systems Map
2. Sustainable Development Goals Impact Assessment Tool
3. Max- Neef's of Needs and Satisfiers Framework
4. Table of Synthesized Case Studies & Research
5. List of Stakeholders
6. Resource Map
7. Communication Gap Matrix
8. Training Materials

Problem Systems Map

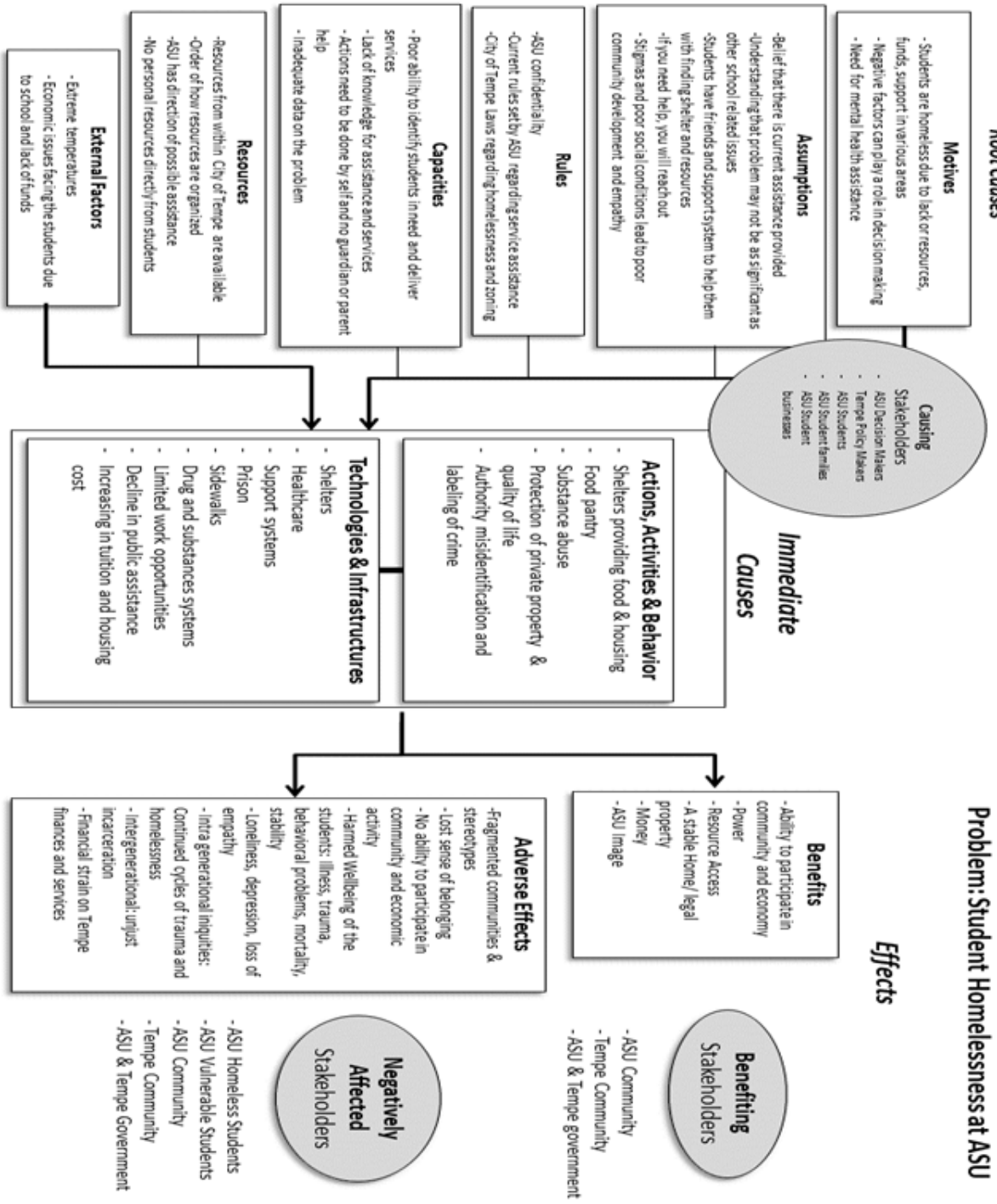


Diagram 1

Sustainable Development Impact Assessment Tool

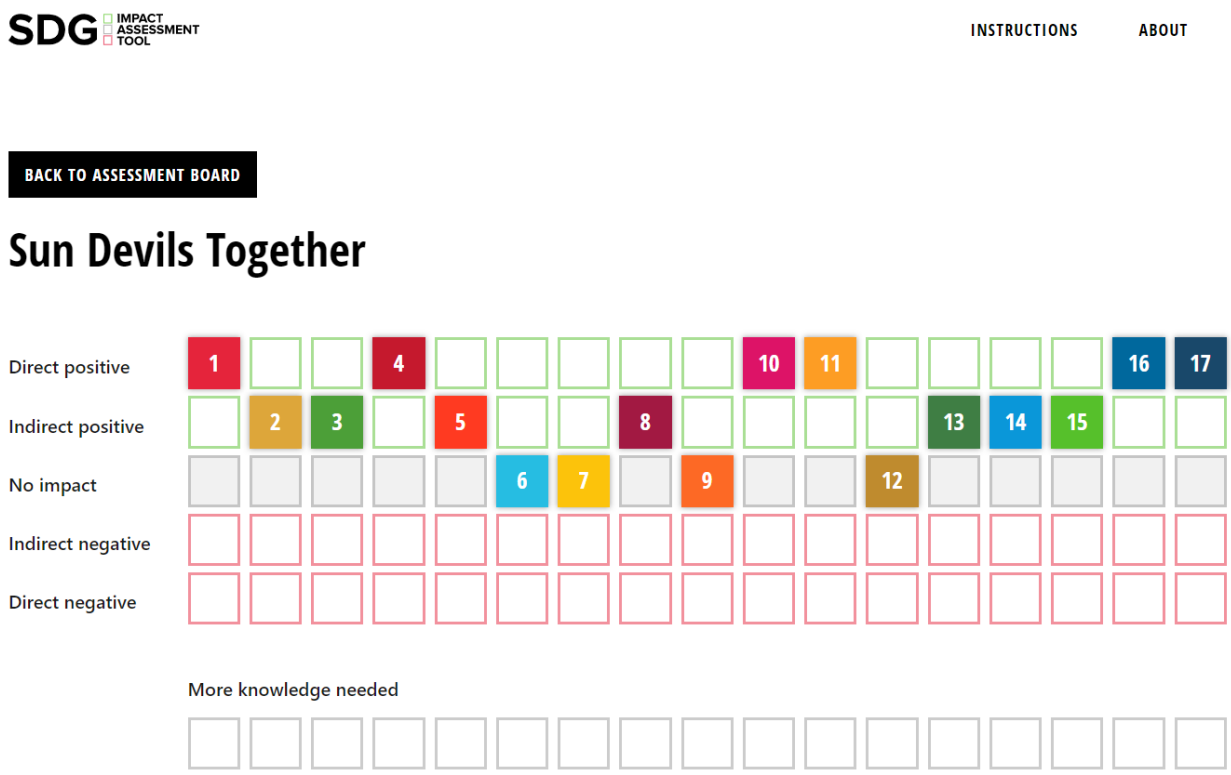


Diagram 2

Max Neef's Matrix of Needs and Satisfiers

Table 7.1 Matrix of needs and satisfiers*

Needs according to axiological categories	*Needs according to existential categories*			
	Being	*Having*	*Doing*	*Interacting*
Subsistence	1/ Physical health, mental health, equilibrium, sense of humour, adaptability	2/ Food, shelter, work	3/ Feed, procreate, rest, work	4/ Living environment, social setting
Protection	5/ Care, adaptability, autonomy, equilibrium, solidarity	6/ Insurance systems, savings, social security, health systems, rights, family, work	7/ Co-operate, prevent, plan, take care of, cure, help	8/ Living space, social environment, dwelling
Affection	9/ Self-esteem, solidarity, respect, tolerance, generosity, receptiveness, passion, determination, sensuality, sense of humour	10/ Friendships, family, partnerships, relationships with nature	11/ Make love, caress, express emotions, share, take care of, cultivate, appreciate	12/ Privacy, intimacy, home, spaces of togetherness
Understanding	13/ Critical conscience, receptiveness, curiosity, astonishment, discipline, intuition, rationality	14/ Literature, teachers, method, educational policies, communication policies	15/ Investigate, study, experiment, educate, analyse, meditate	16/ Settings of formative interaction, schools, universities, academies, groups, communities, family
Participation	17/ Adaptability, receptiveness, solidarity, willingness, determination, dedication, respect, passion, sense of humour	18/ Rights, responsibilities, duties, privileges, work	19/ Become affiliated, co-operate, propose, share, dissent, obey, interact, agree on, express opinions	20/ Settings of participative interaction, parties, associations, churches, communities, neighbourhoods, family
Leisure	21/ Curiosity, receptiveness, imagination, recklessness, sense of humour, tranquility, sensuality	22/ Games, spectacles, clubs, parties, peace of mind	23/ Day-dream, brood, dream, recall old times, give way to fantasies, remember, relax, have fun, play	24/ Privacy, intimacy, spaces of closeness, free time, surroundings, landscapes
Creation	25/ Passion, determination, intuition, imagination, boldness, rationality, autonomy, inventiveness, curiosity	26/ Abilities, skills, method, work	27/ Work, invent, build, design, compose, interpret	28/ Productive and feedback settings, workshops, cultural groups, audiences, spaces for expression, temporal freedom
Identity	29/ Sense of belonging, consistency, differentiation, self-esteem, assertiveness	30/ Symbols, language, religions, habits, customs, reference groups, sexuality, values, norms, historical memory, work	31/ Commit oneself, integrate onself, confront, decide on, get to know oneself, recognize onself, actualize oneself, grow	32/ Social rhythms, everyday settings, settings which one belongs to, maturation stages
Freedom	33/ Autonomy, self-esteem, determination, passion, assertiveness, open-mindedness, boldness,	34/ Equal rights	35/ Dissent, choose, be different from, run risks, develop awareness, commit oneself, disobey	36/ Temporal/spatial plasticity

Diagram 3

Table of Synthesized Case Studies & Research

https://docs.google.com/spreadsheets/d/1TMs90_yAV9qGp21X4LC-33u_KdCdBFQxcXz8RwuFzG0/edit?usp=sharing

Attachment 4

List of Stakeholders

Organization Name	Contact Name	Contact Email	Contact Number	Status	Notes	Group Member Who Emailed
UMOM New Day Center	Marco Villalpando	mvillalpando@umom.org	4807082753		Located in Methodist Church beside SOS	Maryam & Skylie
UMOM New Day Center	Karen Mahler	kmahler@umom.org	6025054453		Located in Methodist Church beside SOS	Maryam & Skylie
International Student Scholar Center (ISSC)	Daniel Hoyle	ISSC@asu.edu				Maryam
Sponsors from Methodist Church	Paster Jamie Booth	jamie@vallewesley.com	6182923917		Looking to sponsor projects. Should call him.	
Dean of Students Office	Shari Gustafson	Shari.Gustafson@asu.edu				Maryam
Student Advocacy & Assistance	Kaylen Cons	kaylen.cons@asu.edu	4809656547			Maryam
University Housing	Karissa Davis	KarissaD@asu.edu	4809654109			Skylie
Health Services	Kathleen Easter	kathleen.easter@asu.edu	4809655037		Filled out media form. Waiting for response on interview	Maryam & Skylie
School of Sustainability	Dean Boone	Christopher.G.Boone@asu.edu			Meeting on 2/11	Maryam
Presidents Office	Michael Crow	president@asu.edu			Redirected to Dean of Students Office	Maryam
Pitchfork Pantry	Roxanna Lopez Quintero,Hannah Rater	rlopez75@asu.edu, hrater@asu.edu			Located Sonora Center, Tempe	Omar
Borderlands	Kendon Jung	kmjung@asu.edu	480-965-1128		Located MU 342	Omar
Circle the City			(602) 776-9000		Emailed via contact us but no response. Avaliable at UMOM on Monday and Friday mornings	Maryam
SHOW Clinic			(602) 496-0837		Emailed via contact us but no response. Main office is in Phoenix	Maryam
Street Medicine Phoenix		info@streetmedicinephoenix.org			Apart of SHOW Clinic.	Maryam
Tutoring Center	Andrew Wadsworth	Andrew.Wadsworth@asu.edu	480-727-7803		Meeting on 2/10	Skylie
Ditch the Dumpster		ditchthedumpster@asu.edu				Maryam
EOSS	Phillip				Email Shari to ask for contact info	
HOPE Team	Nicky Stevens	Nichole_Stevens@tempe.gov	480-350-2971		Email to update on progress/ give information and ask if the contact person for homeless shelter, circle the city and show clinic	Skylie
Aramark	Krista Hicks	hicks-krista@aramark.com			has not responded, going forward as won't respond	Omar
ASU United Way	Christine Wilkinson	C.Wilkinson@asu.edu			Was told to refer to ASU changemaker central, followed up Kendon Jung on this	Omar
Student Media/ Off-Campus housing	Dede Grogan	DeDe@asu.edu	480-965-9515		Emailed and has responded consistently, still awaiting email for meeting next week	Omar
					Need to contact to ask her	

School of Sustainability	Katja Brundiers	katja.brundiers@asu.edu			Need to contact to ask her perspective on what should be included in training module for faculty	Maryam
Sustainability Connect	William Walker	Wwalkerv@asu.edu			Contacted for article to be written up for our project	Maryam
EOSS Student Highlights	Engagement Roundup For	https://eoss-forms.asu.edu/strategic-marketing-and-communications/engagement-roundup-form			Have not filled out yet. Need to include picture for it.	Maryam
ASU State Press		editor.statepress@gmail.com				SKylie
Sustainable Practices Program Manager	Susan Norton	Susan.Norton@asu.edu			In the process of scheduling a meeting	Omar
Valley of the Sun United Way	Lara Klinkner	laraklinkner@asu.edu			In the process of scheduling a meeting	Omar
CARE Services Program		careservices@kennesaw.edu				skylie
Bruin Shelter						Skylie
Dean of Student Life, Portland State		askdos@pdx.edu				Skylie
Graduate and Professional Student Association (GPSA)	Leah Jones	jleahjones@asu.edu			Need to reach out to see if she can help in long term or maybe help spread the word about our project	Maryam

Colors	Description
	Emailed/called
	Met in person/online
	No contact
	Redirected/can't do anything

Diagram 5

Resource Map

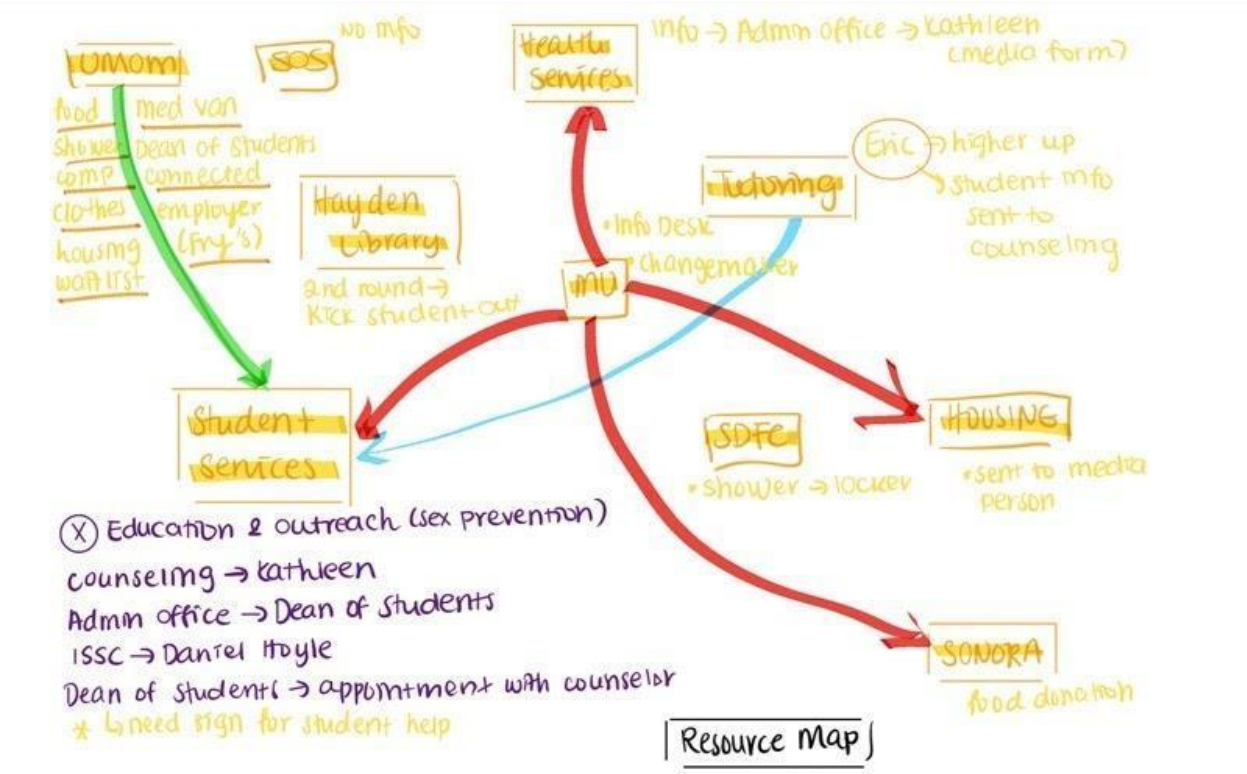


Diagram 6

Communication Gap Matrix

ORGANIZATIONS	Changemaker	University Housing	Health Center	UMOM	SFDC	Counseling	Admin	MU Info Desk	Dean of Students	Student Advocacy	Pitchfork	Borderlands
Changemaker												
University Housing												
Health Center						x						
UMOM									x	x		
SFDC												
Counseling												
Admin												
MU Info Desk												
Dean of Students				x				x		x		
Student Advocacy				x					x			
Pitchfork												x
Borderlands	x										x	
Student Academic						x						
MED Van				x					x	x		
HOPE				x					x	x		
SHOW Clinic												
Circle of the City												
Street Medicine												
Libraries												

ORGANIZATIONS	t Academic Success (Tutor	MED Van	HOPE	SHOW Clinic	Circle of the City	Street Med PHX	Libraries
Changemaker							
University Housing							
Health Center							
UMOM							
SFDC							
Counseling	x						
Admin							
MU Info Desk							
Dean of Students							
Student Advocacy							
Pitchfork							
Borderlands							
Student Academic							
MED Van							
HOPE							
SHOW Clinic							
Circle of the City							
Street Medicine Phoenix							
Libraries							

Diagram 7

Training Materials

Participant Guidebook:
https://docs.google.com/document/d/1UCwmlSy0XxnGiK9h5D7haCWnW0GhzHawa9osq6zkM4c/edit?usp=sharing

Training Presentation:
https://docs.google.com/presentation/d/151TS6NA3QpHmdZG1ZKn5YhwX9kUfXsnDLxXc_6MeVrA/edit?usp=sharing

Information Pamphlet:
https://drive.google.com/a/asu.edu/file/d/1ypVakK2r3ExLpV321GjZzXGV_cSsfMYl/view?usp=sharing

Attachment 8

Section IX: References

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