

## Review Checklist: Supporting High Financial Stress Students

1. Do activities/messaging include all or most of these effective strategies?	Yes	No
<p><i>If approaches are not enacted with care for the challenges faced by students experiencing financial hardship, they could be ineffective or backfire. Use all or most of the strategies below to ensure that your approaches are as effective as possible.</i></p>		
a. Are <b>course policies</b> written such that they provide reasonable flexibility for students to make-up or improve assignments when they are impacted by unforeseen or challenging life circumstances?		
b. Is there information provided that <b>connects students with resources</b> to help meet basic needs, if they are experiencing financial hardship?		
c. Are there opportunities for you to get more involved in <b>institution-level efforts</b> to address basic needs security for students on your campus?		
2. Do you have a plan for using these activities/messaging in your course?	Yes	No
a. I <b>have a plan</b> for how and when I will use these activities/messaging in my course.		
b. I have a plan to <b>check-in with myself, reflect, and adjust my approach</b> based on my experiences with this practice throughout the term.		
c. I have a plan to look into <b>campus resources</b> that I can refer to if students are in need of more support and information than I am able to provide?		
3. Do these activities/messaging avoid common pitfalls of strategies to support those with financial stress?	Yes	No
a. Course policies do not place a disproportionate burden on students with limited time and financial resources.		
b. Course policies do not require students to disclose personal or potentially sensitive information in order to make use of the policy.		
c. Approaches that acknowledge financial hardship (including impacts of difficulty meeting basic needs like not getting enough sleep or food) also provide suggested resources to help address financial hardship.		