

### **Abstract**

Student homelessness has become a pervasive issue that school districts nationwide must address. While the literature shows that student homelessness often correlates with poor academic performance, little research exists about how school employees help students who experience homelessness or high residential mobility connect with the educational resources they need. To address the literature gap, this study examined how school employees support resource access and mobilization for students who experience homelessness. This study served as a positional analysis of school employees' roles and also examined how they worked collectively. Social capital theory framed this study as the researcher collected and analyzed data to see how families access and mobilize—or get connected with and utilize—educational resources. Using a case study design, the researcher employed the qualitative data collection methods of interviewing and analyzing documents to gather data from school personnel who work in a metropolitan school district in the Midwest. This study found that school employees' roles in helping homeless students connect with resources were associated with the specific job positions they held within a school. Additionally, this study found that a school employee's awareness of a student's housing situation and of the resources available within the school district and community impacted their ability to help. Ultimately, the findings suggest that implementing formal communication and collaboration protocols, as well as providing targeted professional development, can help school personnel work together to increase the social capital of students and families who experience homelessness by helping them access and mobilize educational resources.