



CENTERING ANTI-RACIST APPROACHES IN CONVERSATIONS WITH MCKINNEY-VENTO FAMILIES AND COLLEAGUES



THURSDAY, MARCH 18, 2021 | 2:00PM ET



Housekeeping

HAVE A COMMENT?

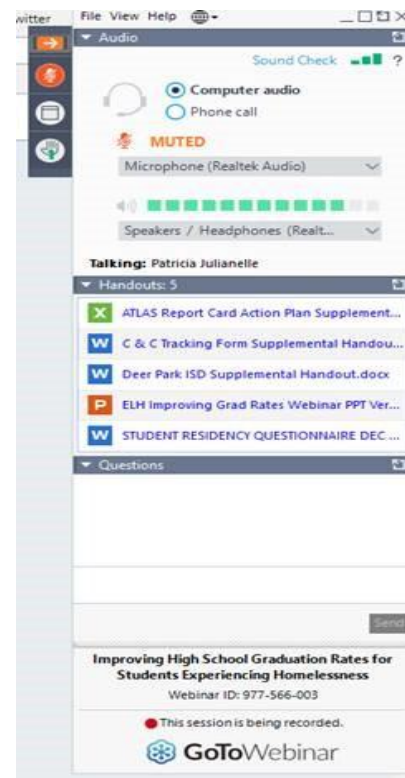
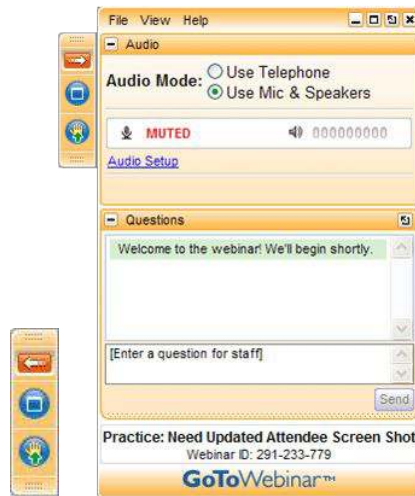
This webinar is for you. Enter your comments/questions in the questions pane and click 'Send'.

RECORDING & HANDOUTS

An archive of this webinar and all materials will be posted [here](#).

This PowerPoint is available in your "Handouts" panel.

If you've signed up for this webinar, you will receive a link to the recording in an email after the webinar is over.



About SchoolHouse Connection

SchoolHouse Connection works to overcome homelessness through education. We provide strategic advocacy and practical assistance in partnership with schools, early childhood programs, institutions of higher education, service providers, families, and youth.

- Website:
<http://www.schoolhouseconnection.org>
- Newsletter:
<https://www.schoolhouseconnection.org/sign-up/>
- Federal and state policy advocacy
- Q&A from our inbox
- Webinars and implementation tools
- Youth leadership and scholarships



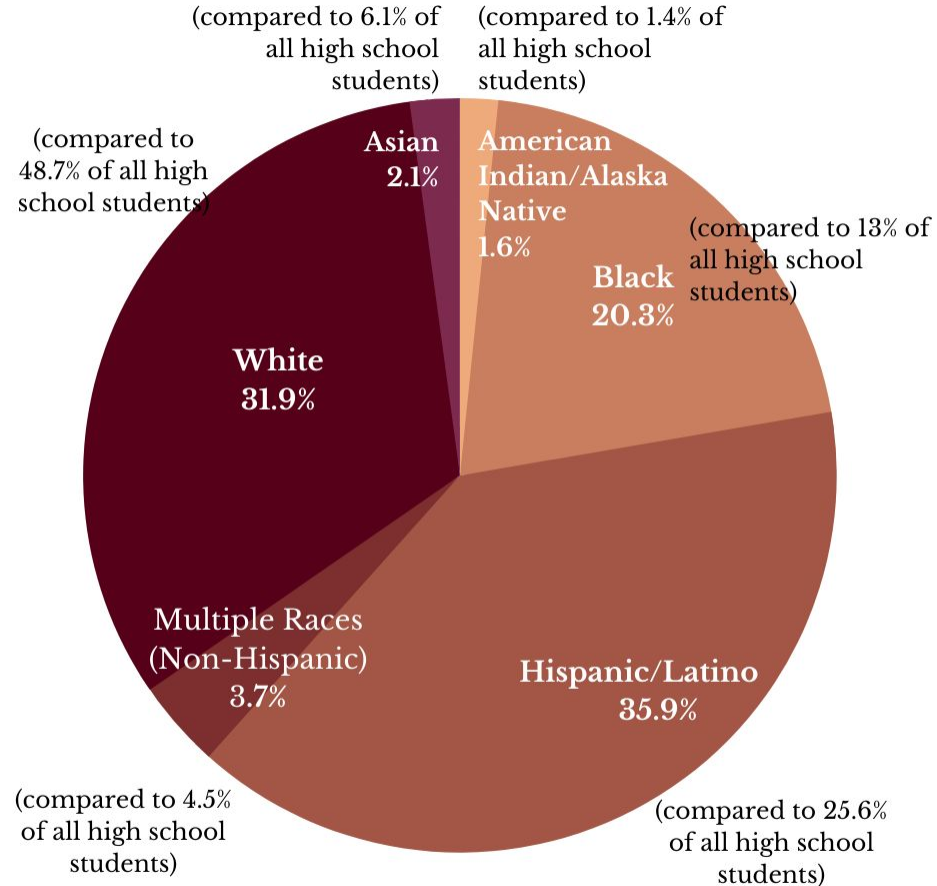
Presenters

- **Jennifer Pringle**, Project Director, NYS TEACHS
- **Anasofia Trelles**, Education Specialist, NYS TEACHS
- **Erin Patterson**, Director of Education Initiatives, SchoolHouse Connection



STUDENTS OF COLOR ARE OVER-REPRESENTED AMONG HIGH SCHOOL STUDENTS EXPERIENCING HOMELESSNESS

Data: SchoolHouse Connection's analysis of 2019 YRBS data from 27 states (AK, AR, CA, CO, CT, DE, HI, ID, IL, KS, KY, LA, ME, MD, MI, MT, NH, NM, NC, ND, PA, RI, SC, SD, VT, VA, WI)



Many States also Collect Data on Student Homelessness by Race



Washington State



Note: The counts below are based on school-level data and vary from the district-level counts reported annually by OSPI. The OSPI counts can be found by [clicking here](#).

42,599

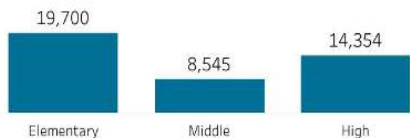
Students Experienced Homelessness

3.5%

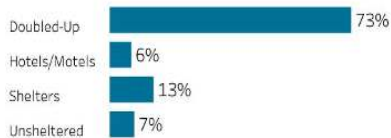
Of All Students Experienced Homelessness

62%

Of Students Experiencing Homelessness Are Students of Color



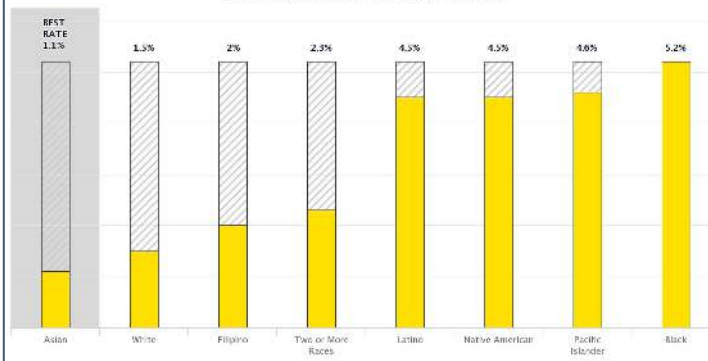
Students Experiencing Homelessness by Grade Band



Nighttime Residence of Students Experiencing Homelessness

Student Homelessness (%) California

© Advancement Project California: RACE COUNTS, racecounts.org, 2020
<https://www.racecounts.org/issue/housing/> (accessed April 17, 2020)
 Data Source: California Department of Education (2018-19)
 Our Partners: California Calls, USC Dornsife, PICO California



POVERTY SOLUTIONS UNIVERSITY OF MICHIGAN

Poverty Solutions at the University of Michigan

Working Paper Series

#6-19

October 2019

No Place Called Home: Student Homelessness Prevalence and Structural Correlate

Michael Evangelist and H. Luke Shaefer
 University of Michigan

Questions?



COMMUNICATIONS GUIDE FOR MCKINNEY-VENTO LIAISONS

Centering Anti-Racist Approaches to Conversations with Families and Colleagues

McKinney-Vento liaisons are responsible for the identification, enrollment, and the removal of educational barriers for students experiencing homelessness. McKinney-Vento liaisons can create meaningful change in their districts and the lives of students experiencing homelessness by providing internal trainings and connecting students to educational resources and community referrals.

Unfortunately, due to systemic racism across many aspects of American life, Black, Latinx, Native American, and Native Hawaiian and Pacific Islander communities experience homelessness at disproportionate rates compared to White and Asian communities.¹⁷ Systemic racism exists in schools; therefore, it is crucial for McKinney-Vento liaisons to reflect on school protocols and narratives that reinforce racial bias and inequity. Even small intentional changes, such as in our semantics, can have positive effects on family relationships and ultimately, the well-being and success of students.

We created the following tip sheet to help McKinney-Vento liaisons and other school staff reflect on their own communication styles, race, and how institutional racism impacts students and families.

SCENARIO	PROBLEMATIC APPROACH	WHY IS IT PROBLEMATIC?	HOW DOES THIS INTERSECT WITH RACE?
A family lost their housing and is temporarily living in your district. The parents decide to enroll their children in your district instead of continuing in their district of origin.	<i>"The liaison in your district of origin should have encouraged you to continue enrollment there. It would not be in your best interest to enroll here."</i>	Assumes the family hasn't considered what is in the best interest of their child. The statement may be interpreted as unwelcoming or exclusionary. Family may feel they have been turned away from enrolling locally.	Depending on the circumstance, pressuring a family to return to their district of origin can enforce school segregation: <u>New York has the most segregated schools in the country.</u> Black and Latino students often end up in intensely segregated schools with very low percentages of white students.

SCENARIO	PROBLEMATIC APPROACH	WHY IS IT PROBLEMATIC?	HOW DOES THIS INTERSECT WITH RACE?
A temporarily housed unaccompanied youth is seeking enrollment in your district. The student has recently arrived from outside of the U.S. and is missing their vaccination records.	<i>"You can email immediately but you need to obtain your immunization records in 30 days. I cannot allow you to return to school after that because I need to keep the other students safe."</i>	Under federal and state law, it is the responsibility of the enrolling school district, not the student to obtain educational records including vaccinations. Also, the student may interpret the statement as xenophobic and feel unwelcomed.	Some Americans associate countries outside of the U.S. as underdeveloped in the public health sector. However, 113 countries, including many countries in Latin America, have higher vaccination rates for 1-year-olds than the U.S. ¹⁸ In recent years, public figures have made inflammatory statements about immigrant populations . Now more than ever, liaison should ensure these populations feel welcome.

ANTI-RACIST APPROACH
<i>"I know that most students who come from outside of the country have already been vaccinated. I will work to obtain these records for you. If you are missing any vaccinations, I can help you set up an appointment with our local county health department."</i>

SCENARIO	PROBLEMATIC APPROACH	WHY IS IT PROBLEMATIC?	HOW DOES THIS INTERSECT WITH RACE?
You have been asked to follow up with a family who is suspected to have been residing outside of the district for several months. When you reach out to the family, they reveal they in temporarily housing.	<i>"I will have to double check with my supervisor about your situation. When families do not immediately report a change of address, we may need to investigate for residency fraud."</i>	Assumes that a family may be lying about their housing situation to "cheat the system." Shifts the responsibility of identification from the school district to the family.	Unfortunately, the U.S. has a long history of over-policing and distrust of Black communities . One study found nearly two-thirds of Black adults (65%) said they had been in situations where people acted as if they were suspicious of them because of their race or ethnicity compared to only a quarter of White adults who said that had happened to them. Depending on the circumstances, comments about residency fraud may be perceived as distrust

Behind the Guide

- Inspired by real conversations with McKinney-Vento liaisons and other school staff.
- Intended to promote reflection and action.
- Entry point to larger issues like school segregation and over policing.

Questions?



Contact

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Resources

- [Centering Anti-Racist Approaches in Conversations with McKinney-Vento Families and Colleagues](#)

Upcoming Webinars

- Serving Native Students Experiencing Homelessness in —Montana (April 26th @ 2pm ET)