

Utilizing Racial Data for Equity: Applied Practices for Homeless Liaisons

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TWO WORD REFLECTION MOMENT

It's Friday and depending on where you live you just finished breakfast or lunch..

Let's take a moment before we begin to clear your mind

Close your eyes and take two cleansing breaths



as you inhale and exhale, observe and share the two words that best describe your current head and heart space

Updates on Homeless Legislation





UPDATES FROM THE HILL

Bipartisan Infrastructure + Budget Reconciliation

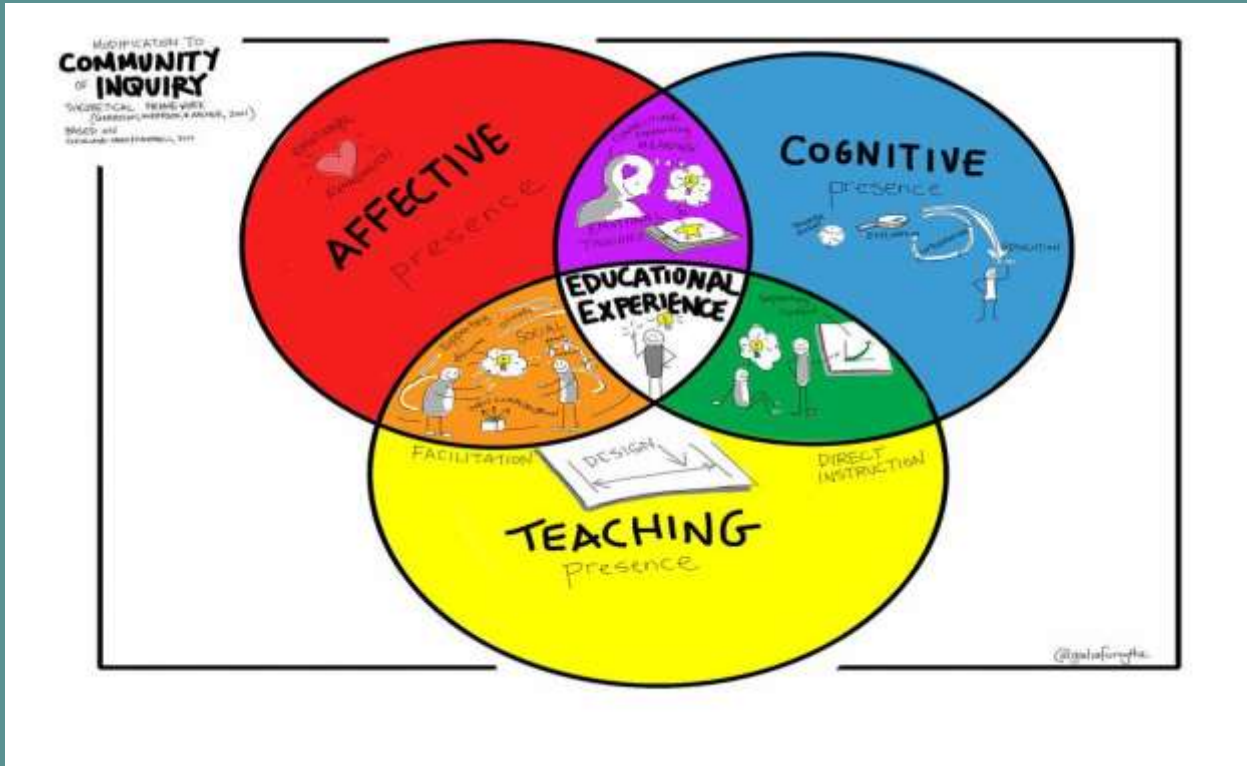
- Housing & Homelessness
- Fair Housing Principles
- Tax Code and the Racial Wealth Gap



UPDATES FROM THE ADMINISTRATION

- **Census Bureau (Poverty Data)**
 - The racial divide between white, non-Hispanic households and Black households remains large.
 - Child poverty also rose between 2019 and 2020, up 1.6 percentage points to 16.1% in 2020.
- **US Interagency Council on Homelessness**
- **US Department of Housing and Urban Development**
 - Affirmatively Furthering Fair Housing
 - Disparate Impact
- **US Department of Education**
 - Civil Right Data Collection
 - ***NEW*** Data on Race + Homeless Students

SEL and Targeted Universalism

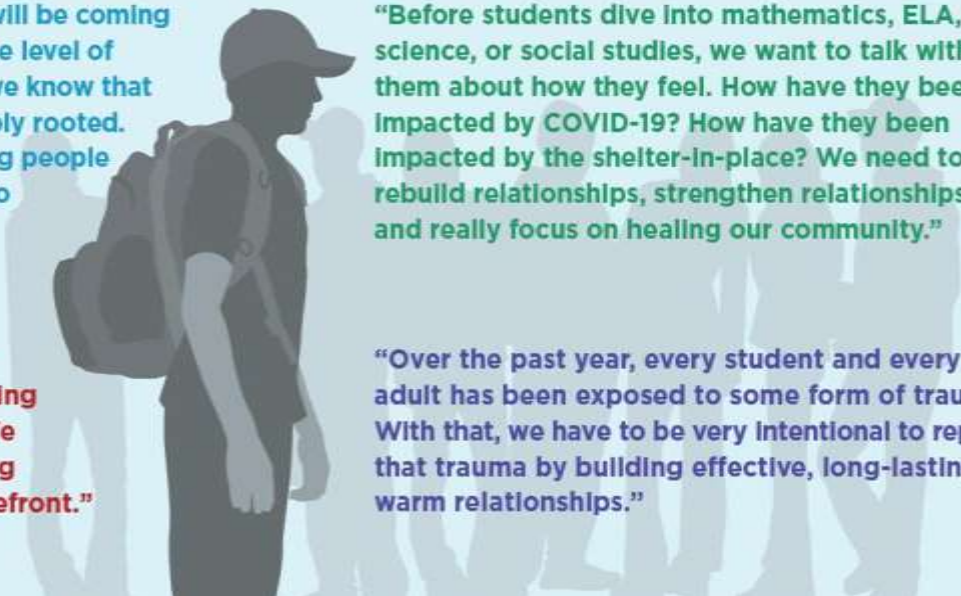


What We Learned From the Pandemic

The social and emotional well-being of students, teachers, staff, and administrators has come into sharper focus over the last year.

“We know that all of our students will be coming back to us having experienced some level of trauma. For our students of color, we know that the trauma is likely even more deeply rooted. We need to provide space for young people so that they have the opportunity to reflect, become calm, and return to our learning environments.”

“During this time, taking care of peoples’ social-emotional well-being is now thrust into the spotlight. We have seized upon this time to bring social-emotional health to the forefront.”



“Before students dive into mathematics, ELA, science, or social studies, we want to talk with them about how they feel. How have they been impacted by COVID-19? How have they been impacted by the shelter-in-place? We need to rebuild relationships, strengthen relationships, and really focus on healing our community.”

“Over the past year, every student and every adult has been exposed to some form of trauma. With that, we have to be very intentional to repair that trauma by building effective, long-lasting, warm relationships.”

Targeted Universalism should facilitate change!



[Targeted Universalism Video](#)

Targeted Universalism is a different way—a powerful way—to make the transformational changes we need. Changes we need to improve life chances, promote inclusion, and enhance and sustain equitable policies and programs.

What are some examples of Targeted Universalism in your community?

Educational Digital Mckinney Vento Referral forms

Benefits and Practices for Liaisons



Creating Digital Referral forms

- Benefits of using digital referral forms
- Create your digital form with required McKinney Vento questions in mind.
- Utilize Census Links
- Calculating population using Populations formula

Calculating Percentages formula

$(\# \text{ People} / \text{Total Pop}) \times 100$

Benefits of Digital Forms

Instructions for Social Workers can be added

Links for rights can be shared for parents. Also McKinney Laws available for social workers so they can inform at the time of interview.



F.I.T referral form

Social workers please use this digital form to submit referrals to the McKinney Vento Program. If you have any questions about qualifying please call your lead liaison. Please click link to read or send parent rights under

McKinney Vento Act Rights Links for Parent and Youth in English:

<https://nche.ed.gov/mckinney-vento-definition/>

<https://nche.ed.gov/wp-content/uploads/2018/10/youth.pdf>

Rights in Spanish for Parent and Youth:

Parents: https://nche.ed.gov/wp-content/uploads/2019/01/parentposter_sp_color.pdf

Youth: https://nche.ed.gov/wp-content/uploads/2019/01/youthposter_sp_color.pdf

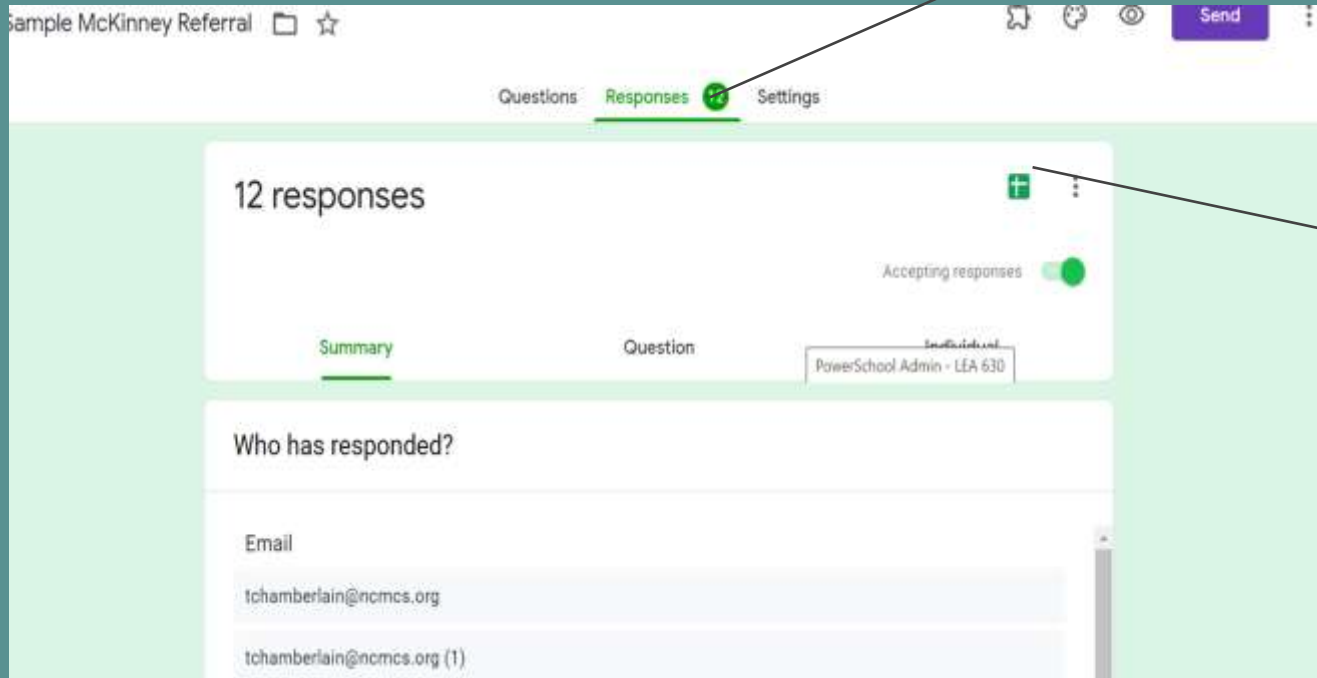
tchamberlain@ncmcs.org [Switch account](#)



Your email will be recorded when you submit this form

Creating Your Spread Sheet

Click on responses to view and copy your data from referrals



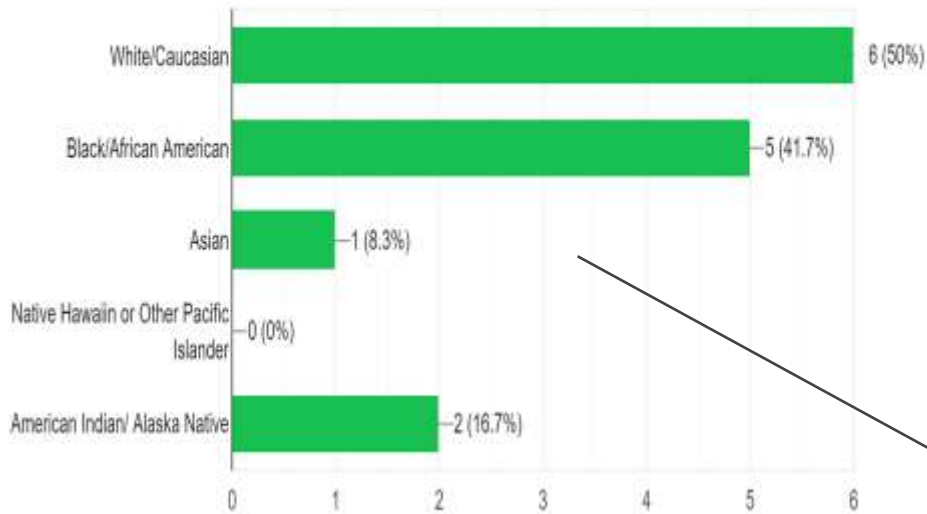
The screenshot shows a survey interface for 'Sample McKinney Referral'. At the top, there are tabs for 'Questions', 'Responses' (which is selected and highlighted in green), and 'Settings'. A purple 'Send' button is visible in the top right corner. Below the tabs, a card displays '12 responses' and a green plus icon. To the right of this card is a toggle switch labeled 'Accepting responses' which is turned on. Below the card, there are columns for 'Summary', 'Question', and 'Subject'. The 'Subject' column shows 'PowerSchool Admin - LEA 630'. Below this, a section titled 'Who has responded?' contains a table with an 'Email' column. The first row shows 'tchamberlain@ncmcs.org' and the second row shows 'tchamberlain@ncmcs.org (1)'. An arrow points from the 'Responses' tab to the '12 responses' card, and another arrow points from the plus icon to the right-hand text.

Click the spreadsheet app and your data will formulate onto a google spreadsheet.

Data Tables

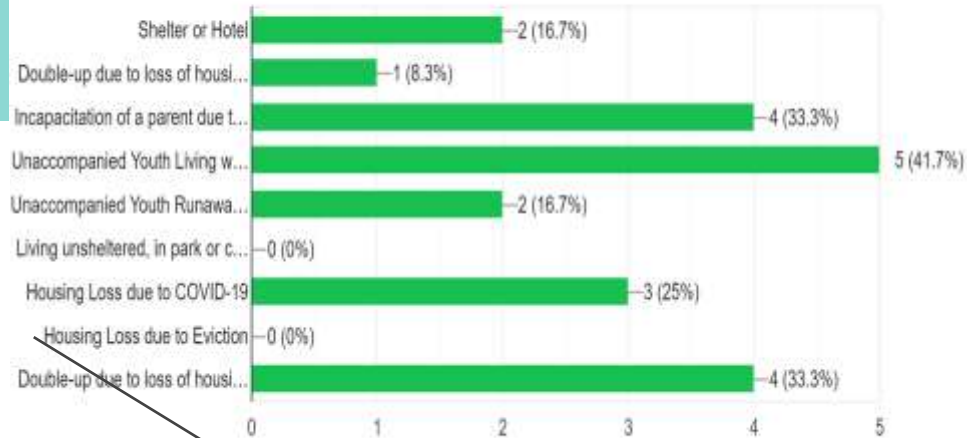
Race

12 responses



Qualifying Factors for F.I.T Program

12 responses



Data will populate onto graphs that can be copied to reports

Qualifying factors categories as it relates to your research

Creating a Collaborative Database

Timestamp	Email Address	Last Name and First Name	Student School	Grade	PowerSchool Number	DOB	Parents Name
9/17/2021 11:06:20	lchamberlain@ncmcs.org	Phillips Stephanie	Inspire Elementary	5th	1234569	2/9/2015	Bailey Phillips
9/17/2021 11:08:56	lchamberlain@ncmcs.org	Poole Dante	National Elementary	2nd	43222099	4/19/2014	Craig and Dianne F
9/17/2021 11:11:27	lchamberlain@ncmcs.org	Cinda Dedmond	PineValley High	12th	19000345	6/16/2004	Chris and Judy De
9/17/2021 11:14:42	lchamberlain@ncmcs.org	Malcolm Little	Bayard Middle School	8th	2333987	3/22/2007	Greg Ballard
9/17/2021 11:17:15	lchamberlain@ncmcs.org	Malachi Menchion	PineValley High	12th	249003999	7/5/2005	Josephine Menchic
9/17/2021 11:22:00	lchamberlain@ncmcs.org	Alvin Martin	National Elementary	3rd	349000333	7/10/2013	Maria Acosta
9/17/2021 11:24:20	lchamberlain@ncmcs.org	Micah Thomas	PineValley High	12th	234573999	12/5/2004	Self
9/17/2021 11:27:08	lchamberlain@ncmcs.org	Barry White	Kindness High School	10th	154237000	5/4/2005	Angel Bean
9/17/2021 11:29:40	lchamberlain@ncmcs.org	Meghan Wade	Vista Middle School	5th	192433999	12/1/2011	Damion Wade
9/17/2021 11:32:58	lchamberlain@ncmcs.org	Stone Precious	Bayard Middle School	7th	9990000		Jolean McDuff
9/17/2021 11:37:59	lchamberlain@ncmcs.org	Rodriguez Andrea	Vista Middle School	8th	623833999	4/19/2008	Angelina and Marc
9/17/2021 11:41:47	lchamberlain@ncmcs.org	Chamberlain Will	Kindness High School	11th	341830000	12/15/2004	Theo Chamberlain

Each referral will populate onto your master list

For improved collaborations share Database with School Social Workers.

set settings so school social workers receive copies of each submission.

Separate the master list data for each school. This allows easy access for school social worker to share as needed.

Referral Spreadsheet Database

Sample McKinney Referral (Responses) ☆ 📁 🌐

File Edit View Insert Format Data Tools Form Add-ons Help Last edit was 2 minutes ago

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Timestamp

A	B	C	D	E	F	D
Timestamp	Email Address	Last Name and First Name	Student School	Grade	PowerSchool Number	
9/17/2021 11:11:27	tchamberlain@ncmcs.org	Cinda Dedmond	PineValley High	12th	19000345	
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9/17/2021 11:22:00	tchamberlain@ncmcs.org	Alvin Martin	National Elementary	3rd	349000333	
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9/17/2021 11:32:58	tchamberlain@ncmcs.org	Stone Precious	Bayard Middle School	7th	9990000	
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9/17/2021 11:41:47	tchamberlain@ncmcs.org	Chamberlain Will	Kindness High School	11th	341830000	
Transferred out moved						
Tutoring						
At Risk Attendance						
UHY Pathways Program						

+ ☰ Example Master List ▾ example Bayard High ▾ Example Inspire Elementary ▾ Example Kindne: ◀ ▶

Use Paint bucket tab to fill in color of cell.

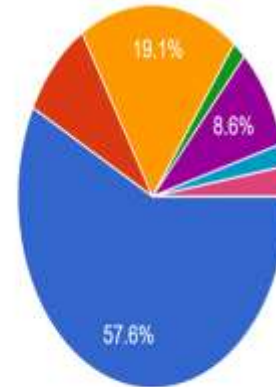
Be sure to include a color key with programs or Interventions needed

Data from Moore County School System, N.C Grades 9-12

- Of the 291 students identified as Homeless 67 were identified by school social workers as being UHY in grades 9-12.
- This accounted for students living on their own, kicked out by parents or staying in host homes.
- 8.6% of the UHY in 9-12 were assessed to be living in unstable situations.
- There were 14 youths that were qualified for unaccompanied youth because they were kicked out of their parents homes.
- 17 UHY were living on their own, in a shelter or couchsurfing.

What is the relationship to the youth:

314 responses



- Parent/Legal Guardian (guardianship with court documents)
- Foster Parent
- Kinship Placement (ie. living with relatives that are not guardians)
- Host Home/no relation (If under 18, social worker asses for DSS referral)
- Unaccompanied youth. (If under 18, s...
- Self
- Other

Applying your data in reports

Data should be in collaboration
with school social workers

Data can also be collected through
regional entities and BOS COC.

Data will help each community
define what resources are needed





Subgroup populations

Subgroups of Data

Table 8. Number and percentage of enrolled homeless students, by subgroup: School Years 2016-17, 2017-18, and 2018-19

Subgroup ¹	SY 2016-2017		SY 2017-2018 ²		SY 2018-2019 ³	
	Enrolled Homeless Students	Percent of Homeless Students	Enrolled Homeless Students	Percent of Homeless Students	Enrolled Homeless Students	Percent of Homeless Students
Unaccompanied homeless youth ⁴	118,364	8.7	129,370	8.6	125,729	9.1
Migratory students ⁵	16,170	1.2	16,054	1.1	16,938	1.2
English Learners	216,633	16.0	261,384	17.3	226,724	16.3
Children with disabilities	247,597	18.2	271,464	18.0	266,739	19.2

¹Alabama counts only include those students who were homeless on the last day of school.

²Vermont is excluded from all subgroups for SY 2017-18.

³New Hampshire counts only include those students identified by October 1, 2018.

⁴This count excludes New Jersey for SY 2016-17.

⁵Connecticut, the District of Columbia, Puerto Rico, Rhode Island, and West Virginia do not operate migrant programs.

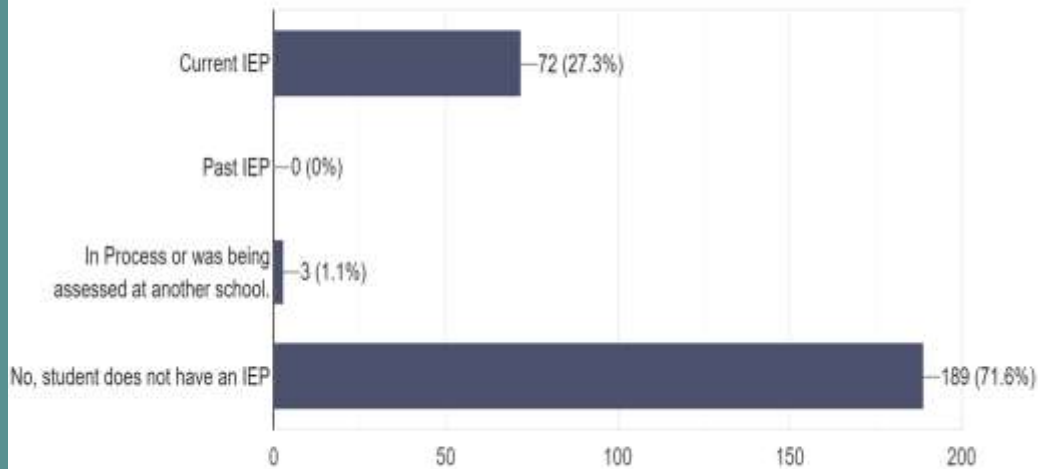
Nationwide statistics show that children that experience homelessness as a staggering percentage are EC or E/L.

Table: from NCHC

2020-2021 Homelessness and Special Education

Does Student have an IEP?

264 responses

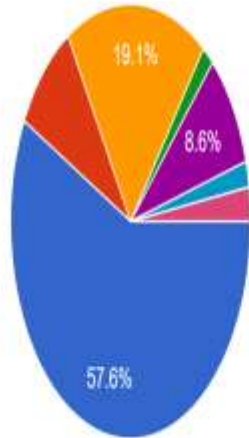


72 students 27.3% of students experiencing homelessness were identified as having current IEP's.

MCS 2020-2021 UHY K-8

What is the relationship to the youth:

314 responses



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- Unaccompanied youth. (If under 18, s...
- Self
- Other

The number of unaccompanied youth in elementary school 27.7% were Kinship and Unaccompanied youth, 96 students in grades k-8th grade were living with someone other than their legal parent or guardian.

- Youth living in kinship placement is determined if a youth is staying with relatives but are not their legal guardians.
- 19.1% were assessed by school social workers to be living as unaccompanied youth.
- These youth were not with a parent or guardian and D.S.S did not place the youth.
- The youth were left in the care of someone due to the incapacitation or incarceration of the legal parent or guardian.
- This can impact children emotionally and can impact a child's ability to engage and learn if there was trauma within the family dynamics. Teach teachers how to assess a situation before sending to administration for a behavior.

Making Connections with UHY

Innovative strategies to connect with UHY

- Providing links that are digitally accessible
- Providing reliable email and number for emergent situations
- Availability and knowledge of resources
- Assessing each UHY situation as a separate case



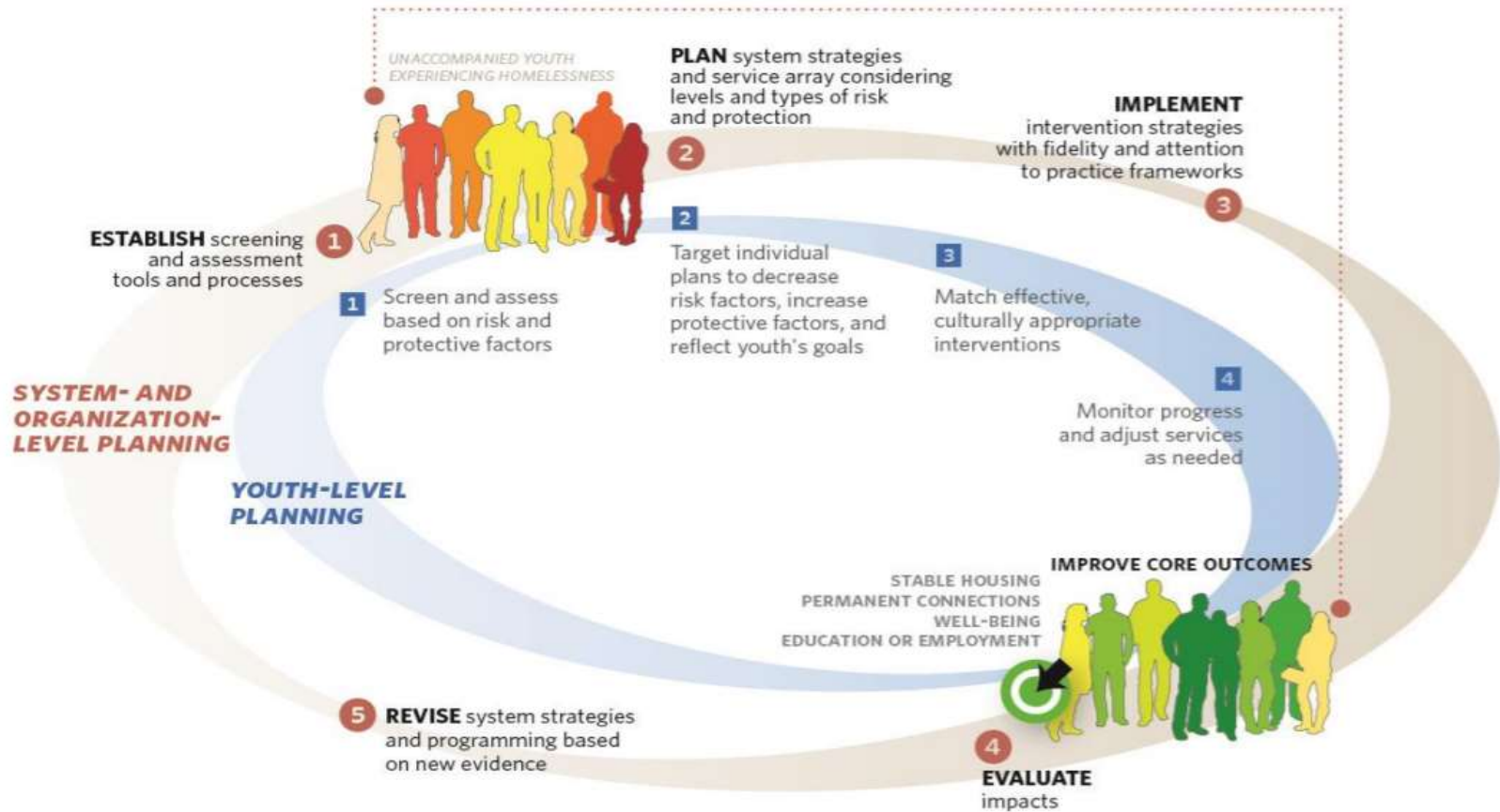
[Instagram Account](#)

[Website UAY Pathways](#)

[Twitter Accounts](#)

[Resources](#)

FOCUS BASED ON RISK AND PROTECTIVE FACTORS



Interventions and Applying Practices to Communities



- Have focused community meetings at churches, civic organizations and local COC BOS
- Include families with live experiences in conversation to learn about disparities and what can be done.
- Make community stakeholders aware of issues experienced by homeless families by holding small public forums
- DISPEL MYTHS-with data--
- Guide planning for needed resources on and off school campuses
- Collaborate with existing after school organization to provide tutoring and extra support with ARP funding
- Check off success and keep track of goals
- Set deadlines and evaluate progress



Questions



Resources, Research and Works Cited

Fair Housing: <http://www.prrac.org/pdf/affh-in-housing-infrastructure-063021.pdf> (mobility vouchers, fair housing enforcement, down payment assistance)

Tax Code and Racial Wealth Gap: <https://americansfortaxfairness.org/wp-content/uploads/Racial-Equity-Budget-Reconciliation-Sign-On-Letter-27-signers-9-13-21.pdf> (+ CTC/EITC)

<https://www.cbpp.org/research/poverty-and-inequality/house-build-back-better-legislation-advances-racial-equity>) :

Census Data: <https://www.census.gov/newsroom/press-releases/2021/income-poverty-health-insurance-coverage.html>;
<https://www.epi.org/blog/the-2020-census-report-highlights-the-costs-of-the-pandemic-and-benefits-of-early-policy-safety-net-measures/>

USICH- <https://www.usich.gov/about-usich/> **Models for UHY Task Force Implementation**

HUD: FHA/AFFH: <https://results.org/blog/housing-justice-is-racial-justice/>; Disparate Impact: <https://results.org/blog/biden-administration-proposes-to-reinstate-the-discriminatory-effects-standard-to-address-housing-discrimination/>;

Targeted Universalism, John Powell, et.al. UNC Berkeley-<https://youtu.be/a0At2xbQB7w>

Resources, Research and Works Cited

<https://nche.ed.gov/> - **Data on Subgroup Populations, McKinney Vento Law links**

<https://docs.google.com/document/d/1k1zBhmEO1P0z8JkKs-ZK3omFfNk36eLdTo41mDf0vNQ/edit?usp=sharing> **End of Year Report authored by Tandra Chamberlain, Moore County School**

SEL- Panorama-<https://www.panoramaed.com/social-emotional-learning-sel>

<https://docs.google.com/document/d/1OCONYZGkEtIm0S7HgWCIRgbiCE5R08ix-aSG8ktp-Ao/edit?usp=sharing> **Regional Survey for 7 counties Rural N.C BOS COC Region 7- authored by Tandra Chamberlain, Moore County Schools**

Tracking UHY in Rural Area Form

<https://docs.google.com/document/d/1OCONYZGkEtIm0S7HgWCIRgbiCE5R08ix-aSG8ktp-Ao/edit?usp=sharing>

survey for BOS COC agencies Region 7 Moore County, N.C

<https://forms.gle/52kJj3Y1URK4xqN6>

An invitation to share your voice...



<https://bit.ly/30a1ArW>