Utilizing Racial Data for Equity: Applied Practices for Homeless Liaisons

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Focus of Webinar

Addressing the needs of the homeless in an equitable targeted manner...

- Updates on Homelessness and Racial Disparities
- SEL and Targeted Universalism
- Creating Digital Referral Forms and applications
- Tracking subgroup populations & equity disparities
- Applications for Data
- Reaching UHY addressing
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 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

\[
(\frac{\text{# People}}{\text{Total Pop}}) \times 100
\]
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/

Rights in Spanish for Parent and Youth:

tchamberlain@ncmcs.org Switch account

Your email will be recorded when you submit this form.
Creating Your Spread Sheet

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

Click on responses to view and copy your data from referrals.
Data Tables

Data will populate onto graphs that can be copied to reports.

Qualifying factors categories as it relates to your research.
Creating a Collaborative Database

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.
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.
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

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

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

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td></td>
<td>Enrolled</td>
<td>Percent</td>
<td>Enrolled</td>
</tr>
<tr>
<td></td>
<td>Homeless</td>
<td>Homeless</td>
<td>Homeless</td>
</tr>
<tr>
<td>Unaccompanied homeless youth(^4)</td>
<td>118,364</td>
<td>8.7</td>
<td>129,370</td>
</tr>
<tr>
<td>Migratory students(^5)</td>
<td>16,170</td>
<td>1.2</td>
<td>16,054</td>
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<tr>
<td>English Learners</td>
<td>216,633</td>
<td>16.0</td>
<td>261,384</td>
</tr>
<tr>
<td>Children with disabilities</td>
<td>247,597</td>
<td>18.2</td>
<td>271,464</td>
</tr>
</tbody>
</table>

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

\(^2\)Vermont is excluded from all subgroups for SY 2017-18.

\(^3\)New Hampshire counts only include those students identified by October 1, 2018.

\(^4\)This count excludes New Jersey for SY 2016-17.

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

Table: from NCHE
2020-2021 Homelessness and Special Education

72 students 27.3% of students experiencing homelessness were identified as having current IEP’s.
The number of unaccompanied youth in elementary school 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
Focus Based on Risk and Protective Factors

1. Establish screening and assessment tools and processes
   - Screen and assess based on risk and protective factors

2. Plan system strategies and service array considering levels and types of risk and protection
   - Target individual plans to decrease risk factors, increase protective factors, and reflect youth's goals

3. Implement intervention strategies with fidelity and attention to practice frameworks
   - Match effective, culturally appropriate interventions
   - Monitor progress and adjust services as needed

4. Improve core outcomes
   - Stable housing
   - Permanent connections
   - Well-being
   - Education or employment

5. Revise system strategies and programming based on new evidence
   - Evaluate impacts
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


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


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 Tambra 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 Tambra 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/52kJJj3Y1URK4xqN6
An invitation to share your voice...

https://bit.ly/30a1ArW