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IMPROVING HOMELESS STUDENT IDENTIFICATION

Improving Homeless Student Identification in an Urban High School

Donald Crider

School of Education, University of Washington, Tacoma

Dissertation in Practice

Doctor of Education

May 19, 2021

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Abstract

Homelessness has a profound effect on the education of many students; a majority of whom do not seek support services that could be of benefit to them. The exacerbation of emotional pressures on homeless students, those already overburdened by external stressors, impacts the educational environment. This study theorized that schools perpetuate homeless stereotypes and racial disparity, increasing homeless students' discomfort in school. An intersectional relationship of these pressures decreased a student's willingness to self-disclose their homeless status. This study conducted interviews with 15 students experiencing homelessness to document why students would avoid seeking school-based support. This research aimed to increase awareness of educational limitations for the proper identification of student homelessness. The research uncovered the stereotype and racial restrictions with identifying students eligible for homeless support. This study identified the need for improved teacher understanding of student discomfort with homelessness, and made recommendations on how a public school system could improve the identification of homeless students; thus increasing the number of eligible students that received support services.

Keywords: homeless, identity, threat, stereotype, stigma, racism, student, McKinney-Vento

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Dedication

This study is dedicated to every Tacoma teacher that strives to support a diverse community. It casts light to the reasons why students in trauma may not have the emotional resolve to trust those relationships between the waves of socialization. This research also intends to challenge school principals to create systems that build student confidence in those teachers and counselors who are trying with all their hearts to pull students in.

Every Student. Every Day.

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Foreword

I approached Dr. Rita Chaudhuri, Executive Director Title I, searching for a place of deep dissertation work that might better my community. Dr. Chaudhuri has the immense responsibility of managing the student support services for Tacoma Public Schools, the third largest school district in Washington State. In this role she is the lead advocate for students experiencing homelessness in Tacoma. Her response: “Help me find McKinney-Vento eligible students.” I found them suffering at the intersection of gentrification, racialization, skyrocketing housing costs, and stagnant incomes. I suspect other educators will find theirs at similar intersections across America.

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Improving Homeless Student Identification in an Urban High School

Chapter 1: Introduction

The purpose of this study was to examine the reasons homeless students do not disclose their housing crisis to a school official. The study revealed a possible misconception by educators about student comfort in discussing their homeless status. The misconception was that students would freely reveal that they were experiencing a homeless crisis, impeding the proper identification of students experiencing homelessness by staff members. In addition to exploring the reasons students may not have reached out for school-based homeless services, the study also explored a racial component of teacher mentorship to students in need. This dissertation defined the research, clarified the study rationale, defined appropriate literature, discussed the research protocol, reviewed conclusions from the data analysis, explored reasoning for the findings, and made recommendations to school districts on how to increase the identification of homeless students.

Terminology

The McKinney-Vento Act

Congress passed the Stewart B. McKinney Homeless Assistance Act in 1987. The Act was reauthorized as the Education Provision of the McKinney-Vento Act in 2015. The National Center for Homeless Education (NCHE, 2015) reported that this legislation was intended to help states develop support interventions to improve educational outcomes for homeless students (NCHE, 2008). McKinney-Vento defined those academic barriers that could be associated with student homelessness. NCHE (2015) identified those McKinney-Vento barriers as the following:

- lack of safe and stable housing;
- lack of support from a caring adult;

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- lack of basic needs, including food and medical care;
- lack of consistent access to bathing and laundry facilities;
- emotional crises/mental health issues that may interfere with school engagement;
- lack of access to school records and other paperwork; and
- lack of school supplies and clothing.

This study used the term *McKinney-Vento* to refer to multi-functional, school-based programs that supported students experiencing homelessness and were required by federal law (NCHE, 2015). The McKinney-Vento Act mandated educational services that provided equitable instructional support to homeless children. It further required states to (a) develop means to identify and enroll students in the appropriate location, preferably their school of origin, (b) expedite enrollment and minimize the distraction of document requirements, and (c) to provide transportation (NCHE, 2015).

Program Enrollment. *Enrollment* obstacles for students experiencing homelessness previously were due to a lack of proper verification of guardianship and immunization (Cunningham et al., 2010). The mandate that changed the homeless support landscape was the McKinney-Vento requirement for enrollment of students. Before the McKinney-Vento Act, students were often denied enrollment into school if they lacked documents that proved permanent residence (Aviles & Heybach, 2017). The McKinney-Vento Act mandated that students were to be immediately enrolled. This enrollment must have occurred within 48 hours of homeless identification and without a requirement of proof of residency or immunization (Ausikaitis et al., 2015). Expeditious enrollment accelerated the placement of students experiencing homelessness and lessened the adverse impact on student academics.

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Program Transportation. Many McKinney-Vento students cited transportation struggles as a primary reason they had not progressed in school (Ausikaitis et al., 2015). School districts were required to provide transportation services to keep McKinney-Vento students' education stable, a significant challenge for many districts (Morris & Butt, 2003). Even though McKinney-Vento directed door-to-door transport for hardship situations, it did not define the term hardship (Wynne & Ausikaitis, 2013). McKinney-Vento transportation changes had positive impacts on homeless students. Studies have found increased school attendance based on McKinney-Vento transportation assistance (Fantuzzo et al., 2014; Sosa et al., 2013).

Academic Support. Preparing all students to graduate was a critical outcome for school districts. Students experiencing homelessness lagged behind their non-homeless peers academically and had higher dropout rates (Murphy & Tobin, 2011). Dropping out of school seemed like a logical response to the multitude of problems that homeless youth faced (Ausikaitis et al., 2015). School districts needed to intercede with students who were faced with this stifling logic. School districts also needed to find these students if those systems were to improve their graduation outcomes with this important population. Sadly, neither of these important requirements happened in many districts before The McKinney-Vento Act (Ausikaitis et al.).

Program Identification. It was important to distinguish between the terms enrollment and *identification*. The McKinney-Vento Act provided students with expedited enrollment into schools and programs that increased student achievement (NCHE, 2019). The term identification was used to describe school staff's recognition of students' eligibility for the McKinney-Vento program. A school needed to identify students experiencing homelessness before it provided McKinney-Vento services (NCHE, 2019). There were two factors that impeded proper student

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identification for the McKinney-Vento program: evasion and mobility.

Evasion. Student evasion impaired a school's ability to provide homeless support. One in 30 students in America were identified as homeless (Wright et al., 2019). The number of officially tracked McKinney-Vento students was underestimated due to identification restrictions (Waggoner, 2018). According to Anooshian (2005), students experiencing homelessness endured social barriers that, in turn, generated isolation and avoidance. The unstable nature of mobile homeless youth created a scarcity of qualitative research with their experiences (Ausikaitis et al., 2015).

Mobility. Student mobility impaired a school's capacity to track students and leverage resources. High mobility was defined as having moved three times or more within a year (Howland et al., 2017). Mobility significantly impacted homeless student attendance (Cutuli et al., 2013). Those absences manifested in academic deficiencies (Cutuli et al., 2013). A mobile student could be delayed approximately four to six months every time they changed schools (Biggar, 2001). Student mobility had severe consequences for a student's academic growth (Aviles & Heybach, 2017). The high levels of isolation associated with homeless mobility impaired academic experiences (Mastern et al., 2012). Mobility also impacted the emotional wellness of a student.

The high mobility that was accompanied with students experiencing homelessness was often paired with an emotional insecurity. That insecurity was attributed to the peer avoidance and social isolation often witnessed in students enduring homelessness (Anooshian, 2005). Students experiencing homelessness often suffered conflict-laden relationships with other students (Anooshian, 2005). Mobility-induced isolation reduced a student's ability to adapt to unfamiliar environments (Wright et al., 2019).

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Student Homelessness

Pierce County Human Services (PCHS) categorized the leading causes of *student homelessness* in the county as 1) a lack of affordable housing, 2) inadequate employment opportunities, and 3) eviction history (PCHS, 2018). Studies have exposed a societal misconception that homelessness resulted from poverty, joblessness, illicit drugs, or mental illness (Phillips, 2015; Wright et al., 2019). Conversely, only 56% of the homeless in Pierce County were unemployed (PCHS, 2018). Student homelessness was caused primarily by a lack of affordable housing and low family incomes (Sosa et al., 2013). Some authors used the term homeless as the default term to describe numerous independent housing situations. This researcher used the term *homeless* when referring to students encountering the unpredictable nature of housing status. A depiction of the national homeless student increase was graphed in Appendix D. There are multiple categories of homelessness, which are listed and described below.

Doubled-up. *Doubled-up* refers to a student who resided with parents or guardians in a multi-family dwelling situation. This involuntary house-sharing accounted for 75% of the homeless student population (US Interagency Council on Homelessness [USICH], 2014). Most students experiencing homelessness reside with their nuclear family, along with a host family. To avoid living on the streets, some of these students doubled-up temporarily with extended families or friends (Ausikaitis et al., 2015). Other housing situations extended to grandparents who could not fully support their displaced grandchildren. This doubled-up demographic was vital to the current investigation since it focused on a sample population of students that have safely experienced homelessness. That safety factor was the reason for their inclusion in this study.

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Unaccompanied Youth. The researcher applied the term *unaccompanied* to a minor who did not live with guardians due to abandonment, elopement, or exclusion (US Department of Education [DOE], 2002). This section of the homeless student population included those adolescents living on their own. Unaccompanied students were what many Americans imagined when confronted with the topic of student homelessness. The students that endured homelessness in an unaccompanied status were not the most common form of student homelessness (Appendix D). However, that unaccompanied category was still sizeable, with an estimated 1.7 million students that were unaccompanied youth in 2012 (Ausikaitis et al., 2015). Unaccompanied youth were often left to make difficult decisions independently (Ausikaitis et al., 2015). This vulnerable population carried a burden of advocating for their educational rights, often without adult support (Ausikaitis et al., 2015). The unpredictable living arrangements and lack of guardian support were a reason why unaccompanied students were excluded from this study.

Unsheltered Youth. Housing volatility had the potential to displace families that did not have the immediate ability to double up. The term *unsheltered* referred to students that resided in unstable shelter support structures while living with guardians. Students of this homeless demographic experienced unpredictable or unsuitable nighttime living. This demographic also included those living in hotels or cars. These highly stigmatized living arrangements, despite a potential for guardian support, were the reasons why these students were excluded from this study.

Conflict in Federal Definitions

The McKinney-Vento Act defined homelessness as individuals who lack a fixed, regular, and adequate nighttime residence (DOE, 2002). Schools that received federal funding were required to support this definition of homeless students. All McKinney-Vento identified students

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must have a "fair, equal, and significant opportunity to obtain a high-quality education" (Legal Information Institute, 2019, p.6). A contradiction in federal terminology for homeless occurred between the DOE and the Department of Housing and Urban Development (HUD). HUD did not recognize the doubled-up status for housing support services. It also did not consider people living in motels or cars as unsheltered.

Doubled-up students, the largest majority of homeless, were eligible for academic support through McKinney-Vento but were ineligible for HUD's financial support. Hallett et al. (2015) explained that the inequity of homelessness lied in the gap between these two federal systems, which made it harder to identify homeless students. These dissimilar definitions of homelessness created an incongruity in federal support that impacted McKinney-Vento identification.

Threat

The social repercussions of homelessness in the minds of students had a palpable effect on their view of a social threat. One study measured neural activation patterns with medical brain scans while adult subjects viewed images of people commonly considered as members of socially deviant groups (e.g., people experiencing homelessness) (Harris & Fiske, 2006). These images demonstrated that homeless individuals were often perceived as less than human through an elicited fear and disgust (Harris and Fiske, 2006). The social awareness of these preconceptions had a physical trigger that elicited a calculated response by homeless students.

Stereotype Threat. The term *stereotype threat* was frequently used throughout this study. This researcher defined stereotype threat as the burden a victim accepted due to societal pressure that were associated with identifying with a stigmatized group. Students experiencing homelessness were adversely affected by stereotypes. Studies had shown that stereotypes of

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disenfranchised individuals, like those living in poverty, affected biases and preconceptions (Gorski, 2012). There was a dearth of research on how such stereotypes impacted policy and practice (Gorski, 2013). The researcher conjectured that the stereotype threat of homelessness was very similar between students of different races. This study expanded the discussion of homeless stereotype threat that included a racial component to stereotype threat. This study broke stereotype threat down into homeless, identification, and racial threat.

Homeless Threat. Homeless individuals were often depicted as mentally ill, drug-addicted, and lazy (Link & Phelan, 2001). Those false descriptions generated social pressures that drove students away from self-disclosing and receiving the services they needed. *Homeless threat* was defined in this study as a perception that described feelings of stigmatization. Identification threat occurred after homeless students accepted membership in the identified group.

Identification Threat. According to the McKinney-Vento Act, schools had a responsibility to identify students living in homelessness. Families must have self-disclosed their housing status for their children to qualify for McKinney-Vento services, which was a barrier for some families (Fantuzzo et al., 2014). The term *identification threat* described a social pressure that was created from students' unwillingness to report their status or accept a homeless label. This study predicted that identification threat might impair a school's ability to identify students.

Racial Threat. *Racial threats* imposed pressure and uncertainty on a group or individual based solely on their race. The term racial threat was offered by this researcher as a parallel to homeless threat. It was applied to help understand racially differentiating responses to homeless stereotype threat. This term should not be confused with the Racial Threat Theory, a theory related to the justice system.

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Threat of Stereotypes, Bias, and Stigma. These three terms described the undesirable impact of social pressure on homeless students. Each term described a social force that pushed students away from homeless support. *Stereotypes* were defined in this study as social manipulatives designed to categorize social members and generate norming. *Bias* was defined as an inclination that moved a person towards or away from a stimulus. Nothing from the literature review indicated any positive stereotypes or biases that were associated with homelessness.

A *stigma* was created “when large segments of the general public agreed with the negative stereotypes” (Corrigan & Shapiro, 2010, p. 909). Stigma was also a discrediting and demeaning form of social norming that subjugated positionality (Goffman, 1986). For this study, the definition of stigma was considered a negative social pressure that impacted the subject, and often resulted in disgrace or discontent. Like the term stereotype, a stigma’s negative pressure influenced societal norming. Research had indicated that homeless individuals faced much greater social stigma (Kidd, 2007; Phelan et al., 1997; Phillips, 2015)

Negative public perceptions and stereotypes about homeless youth stemmed from a dominant cultural narrative that associated poverty with individual failure (Bullock, 2008). Children often withdraw from society because of the shame associated with the homeless stigma (Anooshian, 2005). Therefore, this study assumed that all three terms were pejorative when discussing homelessness.

Research Purpose

Educators cannot coordinate or provide targeted support for students who do not self-identify. The purpose of this study was to gain useful information for educators, by exploring the reasons those students did not disclose their housing crisis to an educator. Specifically, this study examined why McKinney-Vento eligible students avoided self-disclosure of their homeless

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status and therefore did not seek school-based support for homeless students.

The Research Question

The research question for this study was, “What were the reasons high school students who qualify for McKinney-Vento homeless services did not self-identify or seek those services?” This study accepted a simple notion that the educational system cannot help students experiencing homelessness that it cannot identify. It further speculated that student evasion of the homeless labels increased the difficulty in that identification process. This study examined how the Stereotype Threat Theory's internal forces and Critical Race Theory's external pressures impacted homeless students' identification.

Theoretical Frameworks

The purpose of this study was to uncover the reasons why high school students avoided homeless interventions provided by the McKinney-Vento Act (2004). There could have been numerous factors that impacted a child's resistance to homeless support. Therefore, the frameworks of Stereotype Threat Theory and Critical Race Theory served as contextual guideposts that provided a pathway for this research design. The frameworks served as the philosophical and ethical basis on which this research and analysis was centered. The frameworks guided the literature review, guided the data analysis, and developed the standards that shaped solutions to the research problem examined. The frameworks also guided the contemplation over the responses of urban, high-school aged students that experienced homelessness and their stories of resistance to intervention.

Stereotype Threat Theory

The Stereotype Threat Theory framework guided the analysis of student avoidance. It claimed that the homeless social pressures served as stimuli that were recognized by students as

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a social threat. Any individual whose identity was socially targeted by stereotypes was vulnerable to this threat (Spencer et al., 2016). Adolescents were highly susceptible to stereotype threat's attack on their underdeveloped identities. Stereotypes (e.g., homelessness and poverty) developed an emotional threat that was defined by social context (Steele, 2011). Therefore, Stereotype Threat Theory was used by this study as the first theoretical framework as to why students experiencing homelessness did not self-disclose their status.

Application of Stereotype Threat

The Stereotype Threat Theory framework provided a possible explanation for the research question. In this application, students avoided school-based services and evaded peer inflicted stigma. Stereotypes related to homelessness, and poverty, contributed to a fear of adverse treatment due to association with that group (Spencer et al., 2016). This study predicted that those pressures created disclosure barriers for students. The researcher believed that student interviews could expose the existence of those socialized barriers.

Nature of Homeless Stereotype Threat

Every group has experienced stereotypes in some fashion. It was easy to ignite the stereotype power of societal biases (Steele, 2011). A student's susceptibility to a threat was relative to their desire to avoid that domain (Schmader, 2010). Those students who were susceptible to homeless threat, and accepted stereotypes as accurate, avoided being identified with those stigmatizing labels. In this projection, students susceptible to homelessness unconsciously chose to accept the social stigma and avoided the consequences of community opinions. There were no studies that were uncovered by the researchers that utilized this framework.

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Stigma of Homelessness

The debilitation of stigmas surrounding homelessness was more powerful than the direct impact of homelessness (Mohan & Shields, 2014). Students' brains were highly activated when they confronted dehumanizing stigmas (Harris & Fiske, 2006). That impairment was not due to the physical stressors of homelessness. Student feelings of pressure resulted from a mental inability to solve their own homeless dilemmas. Stereotypes attacked students from within. Students adversely responded due to the avoidance of emotional risk rather than experience the stressors of housing or income (Pavlakakis et al., 2017).

The damaging nature of stereotype threat's oppression occurred poignantly in adolescents because of the impact it had on their developing identity. Two forms of homeless student emotional responses were school phobia and anxiety (NCHE, 2019). Phobia was an incapacitating mental accumulation of fears, which was exhibited mostly among youth (Strauss & Last, 1993). Anxiety also created a less impairing socialization and developmental delay (NCHE, 2019). These two conditions impaired homeless student social interactions and became problematic for schools that aimed to support homeless students.

Intersectionality of Frameworks

Intersectionality was a concept that considered the synergy of multiple external pressures on a subject. The stereotype threat of homelessness could not be isolated from other social biases. A critic must have rejected any analysis that excluded a multiple-factor approach to explaining a problem (Freire, 2005). This researcher explored a broader interconnectedness between stereotype and racial threats by synergizing the stories of those that have experienced homelessness in schools.

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Racial Influence on Homelessness

Race was an important factor when assessing the oppression of homelessness (Aviles & Heybach, 2017). Racial disparity in homelessness has been a problem across America. Nationally, 59% of students that have experienced homelessness come from families of color (Cutuli et al., 2013). A large proportion of students experiencing homelessness were Black (68.7%), which was significantly disproportionate when compared to White students (5.8%) (Cutuli et al., 2013). These disproportionate statistics were inversely related to their national populations.

Racial disparity in homelessness was also a problem locally. Appendix A shows that 57% of Pierce County's homeless population were people of color, while that population constituted only 18% of that total population (PCHS, 2019). Most homeless studies omitted this racial disproportionality, whereby inadvertently denying the impact of this structural inequity (Archer & Francis, 2006). It was imperative to this researcher that the racial components of both classism and poverty were not lost in this investigation on student homelessness.

Critical Race Theory

Critical Race Theory was an outgrowth to the civil rights movement that expanded the concept of racial equality into a broader context (Delgado & Stefanic, 2001). Critical Race Theory had evolved into a group of tenets on racism, which illuminated issues impacting a racially oppressive social order. The theory's fundamental goal was to recognize racism across all societies (Knaus, 2014).

Classism and racism were synergistically intertwined (Archer & Francis, 2006). Critical Race Theory was woven into this study to determine if there was a perception differential between racial groups in response to the same homeless threat. The theory explained the

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subjugation of Nonwhite students who had been marginalized within our society. It also explained potential frustrations that might have been felt by disenfranchised White homeless students. Understanding the racism-based influences of homeless threat was an essential facet of this study's design. Therefore, this study employed three Critical Race tenets: whiteness as property, colorblindness, and meritocracy.

Whiteness as Property. Whiteness served a normative function, historically as a form of property (Zamudio et al., 2010). Whiteness established standards that subjugated social interactions between all races (Delgado & Stefanic, 2001). This institutionalized hierarchy of birth-right established a relative value in each human being that was related to their race. The fact that race benefited the dominant group made dismantling the injustice of this racial ownership difficult (Zamudio et al., 2010). This property differential created a response difference to homeless stereotype threat that was applied to this study's design.

Colorblindness. Nonwhite students who suffered the most homelessness also suffered the disadvantage of walking into a classroom as racialized learners (Zamudio et al., 2010). Critical Race Theory challenged a common Westernized notion of colorblind classrooms (Zamudio et al., 2010). There were many ways in which schools were not blind to students' skin colors, such as White-based curricular standards or Eurocentric classroom norms (Zamudio et al., 2010). Teachers that claimed, "I don't see color" placed a wedge between themselves and Nonwhite students. A historic denial of deceitful colorblind legislation resulted in almost 60 years of illegitimate school segregation (Bell, 1998). This denial of race in classrooms through colorblind policies impaired a Nonwhite Student's willingness to self-identify to a White teacher. School districts that whitewash a racialized dilemma like homelessness could undermine a deeper understanding required to resolve homeless stigma. Removing the whitewash was a goal

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of this study.

Meritocracy. Meritocracy was the incongruity that all individuals possessed an equal opportunity for success. The equality of academic chances in school were an example of the meritocracy myth. Meritocracy arguments ignored racist systemization and widened racial inequality (Zamudio et al., 2010). This study predicted that both students of whiteness and color might have experienced this social injustice. This lack of awareness might have perpetuated an incongruity that falsely blamed both groups of students for their inequitable housing outcomes.

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Chapter 2: Literature Review

This study's purpose was to diagnose the factors concerning student non-disclosure of housing crisis. The literature surrounding support to students experiencing homelessness was abundant. This study integrated stereotype research and race studies into the investigation of homeless support evasion. A multiframework approach was deemed appropriate based on the complexity of this emotional and societal subject. This review examined the literature on youth homelessness relative to homeless threat, reviewed racialized student homelessness research, and inspected research related to homeless systems.

Homeless Threat Research

Five homeless stereotype studies were addressed and detailed below. However, a few homeless stigma studies were important to overview. Kidd (2007) surveyed 208 youth living in shelters and determined that homeless shame had induced avoidance of that stigma by students. Kidd found that homeless stigma was intersectional and more often was pronounced for certain gender orientations. Homeless stigma created shame in homeless students' minds (Kidd). Kidd suggested that esteem consequences from youth homelessness were associated with hopelessness, helplessness, and alienation. The consequence of low self-esteem in youth were an overarching impact of homeless stigma (Kidd). These negative consequences for homeless youth were associated with a youth's attempt to mitigate this identity crisis.

Boydell et al. (2000) conducted qualitative interviews with 29 homeless adults in shelters and found they were likely to report feeling stigmatized. That stigma drove them away from emotional and social support (Boydell et al.). Boydell et al. found that homeless adults were cognizant of an intense stigma that influenced their decision making.

Harter et al. (2005) described homelessness through an ethnographic study of the

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homeless adult's reflection on their repressed societal standing. Anooshian (2005) studied student housing status and duration of homelessness, finding both were predictive of the internal diminishment of children. Violent and aggressive acts witnessed by students experiencing homelessness undermined an emotional wellness that was further separated and isolated them from schools that they intermittently attended (Anooshian, 2005). Anooshian also found that depression and aggression were homeless student coping strategies. Finally, Phelan et al. (1997) found that homeless labels generated stigma similar to those exhibited with mental health conditions. Research has also uncovered that those with homeless labels received greater stigma than those with a housed label (Buckner, 2008; Phelan et al., 1997). The following stigma studies were the most relevant to this research and were reviewed in detail.

Stereotype Threat was a Factor in Schools

The relative nature of homeless stereotypes explained the social ramifications of homelessness. Belcher and DeForge (2012) described a disparity that was created from homeless stigmatization. Their study portrayed the root of American homeless stigma and further defined a link between homeless threat and capitalistic oppression. This study depicted an emotional subjugation of homeless people. Capitalism castigated the homeless person as a center of responsibility for all economic disparity (Belcher & DeForge, 2012). The study also identified a social consensus that promoted labeling the homeless individual as a capitalistic threat. Meanwhile, those economically privileged experienced a rise in self-esteem through this stereotype. Those privileged were found to perpetuate a social hegemony through association of homelessness with labels more menacing, such as alcoholism, mental illness, or drugs (Belcher & DeForge, 2012).

Belcher and DeForge (2012) emphasized the social dangers of being identified as

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homeless. It utilized a microsystem focus to explain the internal barriers to student willingness to submit to adverse social categorization for receiving academic homeless support. It emphasized the psychological dangers of being identified as homeless. Labeling impaired homeless adults, leading to their evasion through concealment of status (Belcher & DeForge, 2012). Students' evasion minimized the impact of social burdens but also restricted access to needed resources.

This study was essential since it attempted to explain the social struggle of American students. It depicted an interest convergence that was preserved by an unjust economic machine. The study also deciphered why students might evade being classified with Belcher and DeForge's (2012) dysfunctional label. However, an approximation cannot be universally applied by the current study since Belcher and DeForge focused on adult stigma at a national level. It did not investigate student perception of stigma in urban schools. This literature also did not provide insight into the social pressures that might be specific to a child. Like most studies, Belcher and DeForge ignored race as a consideration of student resistance and influencer of homeless threat.

Society Stigma Impaired Identification

A descriptive study by Phillips (2015) investigated how society viewed homeless causation factors. The goal was to understand how college students viewed homelessness and the level of the stigma that surrounded their judgements. Phillips surveyed 115 working undergraduate students on their perceptions of homelessness. Phillips found clear evidence of public stigma toward homelessness in the minds of those participants. The data analysis in Phillip's study determined that community members' attitudes provided insight into how homeless individuals within the community were devalued. Phillips concluded that society needed to understand the phenomenon of homeless stigma to create services that help people overcome homelessness. Phillips suggested that research was needed that focused on the stories

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and perceptions of individuals who were homeless.

Teachers May Perpetuate Stigma

The current study sought an understanding as to what school factors inhibited a homeless student's self-disclosure. Prior research has indicated that teachers' beliefs structures were interconnected to their teaching (Pajares 1992; Vartuli & Rohs 2009). In the Wright et al. (2019) qualitative study, student teachers were interviewed about how families struggled through homelessness. Wright et al. assessed the attitudes and skills of student teachers who worked with homeless students. The study also observed that most new teachers were White, middle-class, and with monolingual upbringings. Furthermore, Wright et al. determined that student teachers' societal disconnection generated stereotypical beliefs about diverse children (Wright et al., 2019). Student teachers admitted to deficit-thinking towards students that were different by race and social class (Wright et al., 2019).

Teacher bias impeded the academic outcomes of homeless students. Wright et al. found that student teachers inadvertently afforded fewer learning opportunities and encouragement to students they considered low achieving (Wright et al., 2019). Wright et al. found that teacher deficit outlook was the most pronounced in interactions with homeless children. The study identified where this deficit mindset originates. Student-teacher beliefs were intertwined with belief structures that were embedded in the social stimuli of media, politics, and religion (Wright et al.). The study speculated that teachers who responded to these stimuli could have created a self-fulfilling prophecy that limited student opportunities. This author concluded that Wright et al.'s findings could explain teacher-induced factors that shape student evasion of McKinney-Vento support.

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Homeless Stigma Management

Toolis and Hammack (2015) studied how youth challenge the status quo to manage identity by constructing a redemptive narrative. The study explored a youth's meaning systems as they challenged the status quo through redemptive narratives (Toolis & Hammack). The goal of this study was to ascertain if redemptive narratives could resist the homeless stigma. Toolis and Hammack contended that the story of the emotional toll of youth homelessness was seldom told and that they were an understudied and stigmatized group.

The study created a narrative analysis from the statements of 11 homeless youth from 16-25 years old who were identified through nonprobability sampling. The study used transitional housing and drop-in centers in Seattle and Chicago. The 11 homeless youth interviewed were aware of the homeless stigma placed on them (Toolis & Hammack). Toolis and Hammack (2015) focused on homeless students' active agency and how they generated counternarratives to protect identity. These resolutions were found to allow students experiencing homelessness to have destigmatized the dominant labels with counternarratives. The study also found that students distanced themselves from stigmatizing perceptions of inferiority. The study predicted that students resisted subordinate social positioning by having developed cognitive systems that impeded this psychological welfare.

Response to Unmitigated Homeless Stigma

Farrington & Robinson (1999) explored identity status as displayed by homeless adults in a British shelter. This investigation explored the habituation of identity threats. A covert observational approach was used to categorize maintenance strategies in adults. The study found that the duration of homelessness affected which type of identity maintenance strategy a homeless person chose.

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Farrington & Robinson (1999) determined that the homeless have two options to manage their identity: (a) to relocate via mobility or (b) to deny their identity within the homeless group. Long-term homeless adults opted for geographic mobility to manage an identity threat they could not control. Short-term homeless adults most often hid their homeless identity to manage social threat.

The consequences of identity threat may vary by age and length of exposure (Farrington & Robinson, 1999). The longer-term homeless adult accepted an identity of homeless while they concurrently engaged in mitigation strategies. These long-term homeless adults were also associated with other homeless adults. Short-term homeless were less willing to accept a homeless community and label. These short-term evasions could have held similar patterns in homeless youth that resulted in school withdrawal if that homeless situation became long term.

Literature on Race and Student Homelessness

Racial diversity was a critical facet of the proposed research and was an essential consideration in the oppression of homelessness (Wynne & Ausikaitis, 2013). However, most studies in this review did not consider differences in race in the study of student homelessness. Fifty-nine percent of students that experienced homelessness came from homes of color (PCHS, 2019). Much of the homeless literature ignored the impact of racism. Racism was so potent that it permeated oppression, in some cases diluting the understanding of the other biases (Archer & Francis, 2006).

This study asserted that racism, as an effective system of oppression, was an essential consideration of student homelessness. Wynne & Ausikaitis (2013) demanded racial inclusion to understand the constraint of homeless identification. Studies that included a racism lens to student homelessness are detailed below.

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Race was a Feature of Homelessness

Understanding the trends of students experiencing homelessness with consideration of race was essential. The impact of classism and poverty was mitigated when research focused more on race (Archer & Francis, 2006). For example, African Americans disproportionately represented homeless families with children compared to the overall US homeless population (Wynne & Ausikaitis, 2013). Black students comprised 68.4% of homeless students, although African Americans only represented 32.7% of the overall homeless population (Fantuzzo et al., 2014).

Racial Inequitable Outcomes Impact Identification

Aviles de Bradley (2015) conducted a qualitative study on how race impacted the homelessness of African American students. Aviles de Bradley's research examined the interconnectivity of homelessness and race. The study used student interviews in two high schools to explain racism's impact on homeless educational programs. This study provided insight into how both mechanisms shaped African American student experiences.

Aviles de Bradley (2015) interviewed 15 African American students that were experiencing homelessness. The interviews revealed that these students experienced systemic racism with McKinney-Vento participation. This awareness ultimately impacted their educational experience, engagement, and willingness to participate (Aviles de Bradley). This study also found that "homeless programs ignored a racialized discourse of homeless student experiences in schools" (Aviles de Bradley, p. 840). Educational policies, like McKinney-Vento, have unspoken racial disproportionality that provided inadequate support and damaged Nonwhite students (Aviles de Bradley). The McKinney-Vento program has historically minimized homelessness with a colorblind discourse (Aviles de Bradley).

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Aviles De Bradley (2015) was the only source found that used a racism lens to explain the challenges to identifying homeless students. Her research provided a substantial investigation into the racial component of homelessness. Aviles De Bradley also identified the classification of homelessness as a profound factor that inhibited Nonwhite students. Homelessness and racialization were intertwined, and “the experiences of each seeped into the school context.” (Aviles de Bradley, p. 840). She concluded that McKinney-Vento intense programs did not identify the educational issues specific to the homelessness of Nonwhite students. This author gleaned that a study on homelessness without the inclusion of race could not provide a comprehensive description of the problem or solution.

Furthermore, Aviles de Bradley (2015) predicted that the hidden nature of homelessness was racially skewed. Racial hierarchies guided homeless student perceptions and impacted the identification of McKinney-Vento students based on race. She concluded that the McKinney-Vento program needed to correct its racially disparate outcomes for homeless students of color.

African Americans frequently failed to report homelessness to researchers, thereby worsening the homeless disparity by racial demographics (Aviles de Bradley, 2015). This reluctance may have resulted in a racialized disparity in willingness to self-disclose. African Americans often chose not to report living in a homeless state because of the social stigma of substance abuse and mental illness that was linked with homelessness (Aviles de Bradley). Aviles de Bradley did not depict further reasons why African American students might avoid self-disclosure, which was a focal point of this researcher’s intent.

Race Inequality in Hidden Homelessness

Ellis and Geller (2016) researched how African American students were impacted by housing insecurity. This review of census data found disproportionality of homelessness existed

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in communities of color. It specified that African Americans experienced the most significant amount of homelessness (US Census Bureau, 2010, as cited in Ellis & Geller).

Ellis and Geller (2016) defined social barriers and specified how they impeded homeless youth of color. Interestingly, that census study had a large degree of estimation due to its difficulty finding homeless African American students. Therefore, Ellis and Geller projected that African American adolescents constituted 47% of homeless youth. A point of concern was that African Americans were only 14% of the national student population (Ellis & Geller). Moreover, the homeless outcomes for Nonwhite students were worse than their parents and other adults of color.

Ellis and Geller's (2016) study further identified race as a factor in self-disclosure. Ellis and Geller acknowledged that many identification issues resided with Nonwhite students lacking trust in the social system. They cited racial limitations in identification as a primary pitfall for homeless programs. However, like many studies, they did not provide evidence through student accounts of why homeless identification was racially influenced. Therefore, Ellis & Geller's conclusions could not reason as to why Nonwhite students did not self-identify. That question, which required student testimonials, was the focus of this study.

African American Students Avoided Homeless Labels

Hickler and Auerswald (2009) studied the homeless perception differences between White and African American youth in housing distress. The study focused on 54 White street youth that were experiencing sheltered homelessness. This ethnographic research compared those White students to two hundred African American homeless youth in the same area. Hickler and Auerswald found that the research data diverged along racial lines. They also found that White students identified with the term homeless more often to increase their survivability. They

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found that White students more often utilized the community's available homeless services (Hickler and Auerswald). A question remained as to why African American students did not pursue similar outcomes.

Hickler and Auerswald (2009) found that African Americans were less likely to accept homeless labels. Accordingly, they were less likely to access homeless services. Once again, a homeless study failed to define a precise mechanism of homeless service avoidance. However, Hickler and Auerswald recognized the importance of labeling in the emotional resistance of homeless youth. They did not use student testimonials to explain reasons for a difference where one demographic might be more predisposed to self-identify. This study hoped to uncover a reason for that difference.

Literature on Education of Homeless Students

Understanding Hidden Homelessness in Schools

The term hidden homeless WAS used in this study to describe a doubled-up population that did not exhibit the common signs of student homelessness. These hidden students that experienced homelessness had the most substantial chance of going undetected for extended periods (Low et al., 2017). This deficient detection proved to be problematic for these unseen students (Low et al.). Therefore, known doubled-up students were an essential sector in describing identification pressures that many invisible students experienced.

Low et al. (2017) asserted that education systems were unsuccessful at uncovering hidden homelessness. Instead, many school districts were complacent in their inability to reach doubled-up students. Sadly, school principals accepted their inability to detect this marginalized population (Low et al.). The study proclaimed that an abundance of hidden homelessness spoke to a lack of community concern towards these doubled-up youth. The evasive nature of doubled-

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up youth perpetuated a mostly nonexistent homeless support (Low et al.).

Low et al. (2017) utilized a large sample size of 10,690 high school students. Doubled-up students without stable housing had worse academic outcomes than low-income students with permanent housing (Buckner, 2008; Low et al.). The study did not consider how emotions impacted identification and instead focused on academic outcomes. They did not search for a reason as to why doubled-up students' have worse academic outcomes.

This researcher accepted the academic barriers of homelessness that were established in Low et al.'s conclusions. Multiple peer-reviewed sources indicated similar findings of decreased academic performance of homeless students. Recognition of the findings in these studies allowed this researcher's investigation to shift towards the socioemotional aspect of homeless identity. McKinney-Vento supporting schools could not help those students that they could not identify. Therefore, this researcher advocated that a lack of identification needed to supersede the lack of academic intervention that Low et al. suggested.

Stereotype Threat Impaired Student Homelessness Identification

Ausikaitis et al.'s (2015) study closely reflected the intent and parameters of this researcher's investigation. Ausikaitis et al. conducted student-focused research on the program effectiveness of urban education supporting communities with high levels of homelessness. Schools were charged by federal mandates to support students experiencing homelessness and were thwarted when students evaded social recognition of that homelessness (Ausikaitis et al.).

Ausikaitis et al. (2015) determined that the adverse social effects of homelessness on students were often associated with students' resistance to accepting a homeless adolescent's identity. This resistance could have attributed to limitations in school's identification of homeless students. The Ausikaitis et al. (2015) study correlated the high mobility of students experiencing

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homelessness with a noted difficulty of school officials maintaining contact. Ausikaitis et al. further reasoned that these two factors could explain the scarcity of qualitative research on homeless student experiences. Ausikaitis et al. predicted that those identification limitations resulted from fear among students of stereotyping by school officials. Such fears generated homeless students' struggle against McKinney-Vento assistance (Ausikaitis et al.). The unknown reasons for such fears were the basis for the present study.

Schools Struggled with Homeless Student Identification

Low et al. asserted that educators overestimated their success in identifying homeless students. More specifically, the question was what we could learn about student resistance towards homeless labels. A monumental study of guiding research was conducted by Cummings and Gloeckner (2012). Cummings and Gloeckner recognized the critical factors in an adequate identification process. Cummings and Gloeckner also highlighted a lack of school officials' awareness.

Many homeless studies reviewed were qualitative. Cummings and Gloeckner (2012) utilized a self-disclosure study design to catalog the social dilemma of homeless student identification. They studied how 2,425 high school students responded to homelessness in a Colorado school district. The study uncovered a large population of students experiencing homelessness that were unknown to the school district. Cummings and Gloeckner found that only 5.5 % of students experiencing homelessness self-referred to a teacher or a counselor to coordinate assistance. Instead of educators, students found trusted adults outside of the school to share their housing instability secret with (Cummings & Gloeckner). It identified teacher miscalculations through assumptions that students trusted their classroom environments enough to have shared homeless struggles.

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There were limitations to the Cummings and Gloeckner (2012) study. Cummings and Gloeckner did not identify student reasoning for low identification rates. Cummings and Gloeckner did not uncover why students refrained from sharing their homeless state with their trusted counselors and teachers. The study speculated on the reasons for the identification error but did not provide evidence for that reasoning.

A final limitation of the Cummings and Gloeckner (2012) study was a lack of diversity in the sample population. Despite a large sample size, the study's location was in a White suburban community and only included 14% of Nonwhite students. The findings may not apply to this study as Pierce County has a population of 58% homeless of color (PCHS, 2019).

Educator Effectiveness and Relationship Building

Quinn-Schuldt (2010) conducted a research dissertation on teacher-homeless student attachment. The purpose of the study was to determine the nature of teacher-student relationships. This study interviewed eight teachers on how their classroom environments supported students experiencing homelessness. Participating teachers described their commitment to providing stability for homeless students. Teachers determined that better tools were needed to understand student homelessness. All teachers expressed a desire to receive more professional development relative to supporting students experiencing homelessness.

Quinn-Schuldt (2010) used teacher testimonials to determine teacher interpretations about relationships with homeless students. The participants agreed that homeless support (a) went beyond academics, (b) was big-picture focused, and (c) was relationship-based. Quinn-Schuldt did not determine if teachers felt that students exhibited evasive tendencies. Instead, the study assumed that all students would be forthright and divulge their homelessness if the teacher established the appropriate relationship. There was no consideration into the race of teachers or

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students. The racialized nature of homelessness was not considered in this research. Furthermore, identity threats and homeless stigmas were not considered in this study.

School Counseling Research

School counselors must understand the racialized response of their students. Therefore, education was an essential feature of improvement. Counselor homeless training across the country has been lacking (Havlik & Bryan, 2015). A survey of 207 counselors across the nation found that less than 50% of counselors felt they had relationships with students experiencing homelessness (Havlik & Bryan). Half of the high school teachers surveyed indicated that they had received no training on supporting students experiencing homelessness (Havlik & Bryan). The study found that urban schools should be the focus of this enhanced counselor training since they had the largest populations of homelessness (Appendix B).

There was a dearth of research into counselor training, knowledge, or commitment with the support of students experiencing homelessness (Havlik & Bryan, 2015). Many studies uncovered the multiracial challenge of supporting homelessness with school counseling. Very few of these studies addressed stereotypes or racial distrust by students experiencing homelessness. Some studies focused on the legal and ethical aspects of counselors' professional requirements to support Nonwhite students. The researcher did not find any literature on racial barriers with counselors. Also, there were no studies that fused stigma and race to understand student evasion of counselor support.

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Chapter 3: Research Design

Study Design

This study used a phenomenological approach to qualitative research by eliciting student perspectives through organized interviews. This exploration aimed to elicit participant attitudes, beliefs, and self-perceived emotional barriers when experiencing homelessness (Wright et al., 2019). The 15 students included in the study had been in doubled-up homeless status. Interviewers facilitated 30-minute recorded interview sessions. The researcher asked six open-ended questions intended to uncover descriptions of stigma and racial threat associated with homelessness ([Appendix G](#)). The interviews occurred by listening to students in a safe and structured environment. Digitally recorded interviews were transcribed verbatim and cross-checked by both interviewers to ensure accuracy (Wright et al., 2019).

Methodology

A qualitative approach was the best means to capture student voice to contribute to school officials' understanding of the complex issues serving their students experiencing homelessness (Creswell & Creswell, 2018). The *National Academies of Sciences, Engineering, and Medicine* (NASEM, 2016) recognized that a qualitative research design allowed the researcher to integrate with their audience. The researcher became immersed in the research setting (Korstjens & Moser, 2017). The qualitative design described below created an environment intended to increase student comfort and candidness.

In this study, student voices were of paramount importance in understanding the experiences of homelessness and how schools might better serve them. Furthermore, Creswell and Creswell (2014) cited qualitative methodology to facilitate a broad understanding of a subject by examining participant experiences. Qualitative research like these established themes

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that described the participants' world (Korstjens & Moser, 2017). Thematic information was therefore intended in this study to inform research conclusions. Those conclusions could help school officials design and implement more effective programs for serving homeless students.

Phenomenological Research Approach

This study's phenomenological research first identified the phenomenon: Why would a student experiencing homelessness avoid school-based McKinney-Vento supports? A broad phenomenological approach enabled the researcher to gain insights into the students' vast array of experiences related to being homeless. Phenomenological research offered an approach to describe the essence of a phenomenon through the perspective of those having experienced it (Holroyd, 2001). Phenomenology also required the researcher to suspend preconceived notions to appreciate the phenomenon's wonder (Van Manen, 2014).

The researcher employed the phenomenological approach of Logical Investigation, whereby students expressed their feelings and perceptions of the issue. Identification of the phenomenon required a data-driven process that fused the participants' experiences and perspectives (Belcher & DeForge, 2012). This study used those experiences to define a narrative that could help educators understand the nature of the phenomenon of why many students do not disclose their homeless status.

Neubauer et al. (2019) described the phenomenological study as a subset of qualitative research. The approach was different from other forms of qualitative research in that phenomenology collected data from the perspective of those who had experienced the phenomenon (Neubauer et al., 2019). This study contended that only the perceptions of students who knew homelessness could explain their homelessness experience. Therefore, a phenomenological analysis detailed students' narrative and similar homeless circumstances and

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examined why others might refuse homeless identification.

The Setting

Lincoln High School in Tacoma, Washington served as the location of the study. Lincoln was a Title 1 high school, which was a federal designation of high economic need. Seventy-five percent of Lincoln's students participated in the Washington State Free Lunch Program, a measure of students impacted by poverty (TPS, 2020). The county surrounding Lincoln experienced 36% of chronic homelessness (PCHS, 2019). The researcher selected this school because of the high population of students eligible for McKinney-Vento services and himself being a member of the school's administrative team. This proximity was effective because it allowed the researcher to study students that were experiencing homelessness from the inside (Korstjens & Moser, 2017).

Lincoln High School experienced one of the highest numbers of registered McKinney-Vento student populations in Pierce County. The school was known for its advanced coursework and high rate of college-bound students. The staff's commitment to supporting high-poverty students spoke to a school culture that embraced rather than stigmatized homelessness. Despite this relational support, McKinney-Vento's participation was lower than its community needs assessments indicated.

Lincoln was also chosen for the study because it had one of the most robust community resource centers of the South Puget Sound for supporting students in poverty and homelessness. Support to McKinney-Vento students at Lincoln also included an expanded food and clothing bank on campus. This school was one of few high schools in the South Puget Sound region that employed a full-time counselor for exclusive McKinney-Vento support. Unfortunately, Lincoln encountered the same low McKinney-Vento participation rates, with only 8% of the total school

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population participating (TPS, 2020). This small participation had decreased by 2% in the last three years. This was contrary to the 30% rise in homelessness in the region over that same time frame (Appendix A). Lincoln's selection as the sample school provided an opportunity to determine if McKinney-Vento's limitations were more than structural.

The Sample

This study examined the perceptions and experiences of doubled-up students enduring homelessness and the factors that shaped their decision-making with school-based support services. Criterion sampling was an essential facet of phenomenology, in which participants were selected based on predefined criteria (Korstjens & Moser, 2017). Soliciting students who were evading school authorities required the researcher to expend more time planning and recruiting (Korstjens & Moser). The researcher recruited volunteer students from all races, cultures, and genders to participate in the study. Students who might have been in evasion status did not report their homeless status and were unwilling or unable to participate.

Categorization of Racial Groups

Critical Race Theory (CRT) specified that the practice of colorblindness denied the power differential that accompanies race. Race neutrality in educational research denied specific races of their story and perspective (Patel, 2016). This study emphasized the importance of focusing upon the context of a broad range of student perceptions from a variety of racial demographics. This study also considered that the CRT Tenant of Whiteness as Property may create a similar narrative for all Nonwhite students. Focusing on the context was the most robust way that educational researchers could interrupt educational colonialism (Patel).

This study focused on patterns in homeless nondisclosure influenced by stereotypes and race. Therefore, the researcher designed this study to include the voices of all races. In all

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cases, student pseudonyms served as agents of name to respect a participant's privacy. The researcher applied specific racial names commonly used with that group. However, the CRT tenant of Whiteness as Property led this researcher to theorize an alignment of the responses of Nonwhite students. In this study, the term Nonwhite accounted for all participants that were Native American, Asian, African American, and Latina.

The researcher chose the term *Nonwhite* to depict an agreement from those that might share a similar perspective of a white normed system. The reader should understand that the term Nonwhite specified a commonality in all Nonwhite students. In areas of non-agreement, each student kept their racial categories annotated in the study's review. Therefore, the reader can assume that any term of Nonwhite used groups these populations that shared similar response characteristics.

Selection Partiality by Race

The researcher did not investigate students' racial category beyond a student's claimed race within the Tacoma Schools computer system. White students were any students that self-identify as White, and so forth. There were no racial exclusion protocols in this study. However, the researcher invited sample populations to participate in the study that were reflective of the overall school racial and gender demographics.

Sample Population

The researcher recruited twenty McKinney-Vento students in a high-needs high school supporting a community with chronic homelessness. The sampling intent was to provide a representative population of Lincoln High School's student demographics and racial composition. Those invited were: Native American (2), Asian (2), White (5), African American (6), and Latino (6).

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Invitations were offered to potential study participants via telephone contacts. The researcher did not ask students if they would participate so as not to add undue pressure. Instead, follow up emails were sent to the students' school account which instructed students on how to respond if they were interested in participating.

Fifteen participants enrolled in the study. The demographics of the respondents were: Native American (2), Asian (2), Latino (2), White (3), African American (6). Nonparticipating students were Latino (4) and White (1). The researcher identified a White male participant during the interview who had recently transitioned into foster care. This participant's non-accompanied by his parents status placed him outside the inclusion criteria. His responses were not considered in the analysis, although the interview took place. Aside, his responses were in accord with the findings of this study.

Representative Sample

It was challenging to solicit student participation in a highly marginalized population, despite the deep connections and relationships that both investigators had with students in the school. An advantage of this form of action research was that it generated a representative sample of this high-needs population.

Racial Representation. This research utilized systematic student sampling of different races to generate a more complete understanding of student homelessness. A second question considered was if student homelessness might resemble other social systems that were influenced by race. There had been no studies of student homelessness that researched a balanced representation of racial voices. This study attempted to apply ethnic dynamics to create a balanced narrative via student testimonies of a racialized concept of student homelessness. The primary races targeted in this study reflected the major racial classes within Lincoln High

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School.

Stable Population. The researcher exclusively drew participants from a doubled-up population of students. Other studies (Aviles De Bradley, 2015; Aviles & Heybach, 2017; Toolis & Hammack, 2015) had selected unhoused students using youth shelters. This study focused on the school identification of all homeless. Unhoused students were a more manageable population to identify. However, their overall population was smaller, with a greater risk of harmful conversations that could impair their mental or emotional health. The researcher considered doubled-up homelessness to be safer and more relevant for action research. Therefore, the researcher used doubled-up students in this study.

Selection Criteria.

The selection of participants utilized the following inclusion and exclusion criteria.

Inclusion criteria.

1. Must self-identify as a participant in the McKinney-Vento Program.
2. Must self-identify as homeless.
3. Must be enrolled as a student at Lincoln High School.
4. Must speak English.
5. Must read English at the eighth-grade level.
6. Must voluntarily agree to participate in the research study.
7. Must be in a stable relationship with parent or guardians.
8. Must not be experiencing a housing crisis at the time of the research study.
9. Must not be an unaccompanied minor.
10. The student needed parental consent.

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Exclusion criteria.

1. Cannot speak English.
2. Cannot read English at the eighth-grade level.
3. Does not voluntarily agree to participate in the research study.
4. Does not participate in McKinney-Vento Program.
5. Not enrolled as a student at Lincoln High School.
6. Experiencing a crisis at the time of the research study.
7. Experiencing trauma or mental health issues at the time of the research study.
8. Does not have parental consent to participate in the research study.
9. Must not be an unaccompanied homeless youth.
10. Currently, in an unstable relationship with their parents.

Study Dynamics

Transferability

The researcher ensured that participants met the inclusion criteria and met the qualitative aspect of transferability. Transferability served as a research tool to allow one group to generalize for other contexts and groups. The study established transferability based on similar McKinney-Vento factors since the study's purpose was to develop constructs (Bell et al., 2020). Findings could be generalized between populations to provide insight into the phenomena (Creswell & Creswell, 2018). A cross-sample phenomenological analysis was applied to determine subject transferability. The researcher conducted this analysis at the end of the pilot study. Participant testimonies resulted in similar findings increased transferability (Suter, 2012). Allowing these testimonial cross-case descriptions to increase collective agreement also increased transferability (Suter, 2012).

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Researcher Objectivity and Bias

The researcher was a White male Assistant Principal at Lincoln High School in Tacoma School District and served as an active mentor in the participants' lives. This placed the researcher in everyday events that distracted efforts to coordinate research. It also placed the researcher in positions to gain trust with the participants (e.g., coordinating transportation.) This positionality provided increased access and knowledge of students of doubled-up status.

Phenomenological research did not require that the researcher be bias-free (Korstjens & Moser, 2017). Instead, the researcher was aware of the biases and assertions that might influence student responses. This researcher's primary bias was that schools must better identify and support homeless students. That bias complicated this researcher's objectivity. Therefore, the researcher refrained from overcommitting and placing defined parameters on the research process (Moustakas, 1994).

Phenomenon development required an unbiased approach by the researcher (Holroyd, 2001). As stated earlier, this researcher predicted that students would indicate that stereotype threat and race prevent them from disclosing their homeless status and seeking school-based supports. The researcher focused on these two predictions. The research implemented de-biasing through a two-fold process consisting of bracketing and eidetic reduction ([Appendix G](#)). Both steps were critical to this phenomenological methodology (Holroyd, 2001) and are defined below.

To reduce bias, an assistant interviewer joined the research, also an Assistant Principal at Lincoln High School. Both interviewers had full knowledge of Lincoln High School, its student and staff makeup, operations, and support structures. Having background knowledge enhanced the interviewer's observational capacity (Korstjens & Moser, 2017). The interviewers had

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extensive interactions with families experiencing homelessness. This relationship afforded both adults a level of elevated trust that this marginalized community might not offer to outsiders.

The presence of a White male and an African American female interview team seemed to bring a level of comfort to the participants. The high diversity of this interview team enhanced the level comfort in this highly diverse sample. This was exemplified in a high degree of student candor. This multiracial and multigender representation also increased the effectiveness of de-biasing that occurred through the team's reflection on individual bracketing and eidetic reductions. The interview team also conducted debriefs after each interview. This debriefing allowed the researcher to express observations and make connections.

Both interviewers were knowledgeable of each participant and their personal stories around homelessness. This allowed for contextual and pragmatic interpretation of student responses. Details of the interaction followed Moustakas' modification of the Stevick-Colaizzi-Keen Method for Analysis of Phenomenological Data. In this process, student testimonials were transcribed, listed, clustered, and organized into themes. Thematic alignment of student responses occurred in the areas of threat, advocacy and agency.

Bracketing. Moustakas (1994) suggested the study construct a phenomenological reduction of the researcher's biases towards homelessness. Also called bracketing, it forced the researcher to consider their natural attitude toward the phenomenon. The goal of bracketing was to erode personal preference and to find common themes in participant responses. The term bracketing insinuated a shift in bias, as the researcher intentionally distanced themselves from the phenomenon (Neubauer et al., 2019).

Bracketing removed homeless predispositions that elicited a difference in interviewer questioning techniques. The researcher recorded their bracketing strategy in a log. Secondly, the

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researcher bracketed by reviewing bias with the assistant principal interviewer, who was an educational diversity trainer. Bracketing also removed a potential bias of researcher preconceptions of a respondent's experiences (Creswell & Creswell, 2018).

Eidetic Reduction. The researcher's bias was partly due to a conflict with the research interest. Researcher predictions could have impaired the impartiality of the study. Therefore, phenomenology required the researcher to remove prior knowledge from the interview questioning and response analysis (Holroyd, 2001). Eidetic reduction was the second phenomenological technique used by the researcher to enhance research objectivity. Neubauer et al. (2019) defined reduction as a method to delineate the phenomenon's characteristics to clarify it. This method reduced the phenomenon to its simplest form (Neubauer et al.). Therefore, the eidetic reduction required an unbiased review of student responses, not necessarily congruent with the researcher's agenda.

Data Collection

Each interview followed the same scripted sequence to increase data reliability. The sequence of the interview was:

- 1) The researcher conducted bracketing and eidetic reduction independently. The researcher met with the participating administrator via Microsoft Teams before each interview to discuss research bias and bias mitigation responses.
- 2) The researcher used the participants via the Microsoft Teams platform.
- 3) The researcher confirmed that Assent ([Appendix M](#)) and Consent ([Appendix L](#)) forms had been completed. The researcher reminded the student of their ability to remove themselves from participation in the study at any time.
- 4) The researcher reminded the student of the interview recording using Microsoft

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Teams and Windows Voice Recorder software.

- 5) The interviewers alternated asking a question of participants ([Appendix G](#))
- 6) The interviewers recorded interview responses and nonverbal observations on the handwritten Transcript Log ([Appendix I](#)).
- 7) The researcher offered participants a chance to clarify an idea or add ideas at the end of the questioning.
- 8) The researcher dismissed students. The interviewers remained on Microsoft Teams to triangulate transcript logs and to determine the priority statements for coding.
- 9) The interviewers exited Microsoft Teams.
- 10) The researcher transcribed a digital transcript and emailed it to the assistant principal interviewer for review. The assistant principal interviewer highlighted important statements for coding and emailed them back to the primary researcher.
- 11) The researcher reviewed the digital transcript for open coding. This open coding occurred through the Stevick-Colaizzi-Keen Method ([Appendix E](#)).
- 12) The interviewers met on Microsoft Teams to discuss their interpretations of the coding. The pilot study and actual study followed the above format.

Pilot Study

A pilot study evaluated the research effectiveness of the actual study. This pilot (a) ensured that participants followed instructions, (b) uncovered potential administrative and personal conflicts, (c) gauged time and resource requirements, and d) confirmed the quality of the equipment (Bell et al., 2020). The interview team questioned one student in the pilot study. It was best to use a participant who had similar qualities as the sample set (Bell et al.). This participant was once a Lincoln High School doubled-up McKinney-Vento student who had

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graduated. The researcher conducted a feedback session with the student to probe into their understanding of the questions. The interviewers met to evaluate the results of the pilot protocol prior to conducting the actual study.

Actual Study

Pre-interview. The researcher conducted a pre-interview during a virtual check-in with each participating student. This ten-minute pre-interview session allowed the researcher to confirm contact information, establish rapport, and answer preliminary student questions. It also explained the purpose and procedures of the research study. Human subjects' rights were also explained as students read the consent to participate in a research study form ([Appendix M](#)). Students were able to ask questions regarding the parental consent process ([Appendix N](#)). Finally, the researcher reminded the student of their rights as human subjects, including their right to withdraw from the study without losing any services or privileges. Students signed the assent form after resolving questions.

The second interview occurred approximately a day later. The researcher commenced the interview by asking if they had any additional questions regarding the study and procedures. The 30-minute interview in the actual study replicated the pilot study. Microsoft Teams was the Tacoma School District's official meeting protocol and served as the medium for all interviews in this research study. This teleconference software allowed for both visual and voice technology to minimize physical exposure in a COVID pandemic. All interviews were audio-recorded with the Microsoft One Note program and stored on the TPS server. All audio recordings were transcribed verbatim by the One-Note program. The researcher reviewed computer-generated transcription after the student interview. The researcher conducted multiple iterations of transcript quality control by comparing computer-generated transcripts with the voice recordings.

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The Interview Questions. A full textural description of the experience was triggered through a process of imaginative variation, in which study participants were given a reflective activity before being asked to speculate on the homelessness of others (Moustakas, 1994). This technique aimed to clarify meanings inherent to the students' own experiences, which were invariant to all (Turley et al., 2016). This opening activity prompted the student to identify and discuss three words that described them. The interview then transitioned to six questions in the interview portion of this study ([Appendix G](#)). Moustakas (1994) identified two primary questions in phenomenological research that started the questioning. The basis for the first and second question was to collect information on actual experiences, and the emotional effect students felt from homeless pressures. The third question sought to expose the reasons why another student would hide their homeless status. The fourth question identified respondents' reasoning of why they would not want school adults to know. The last two questions inquired about the impact of stereotypes and racism on the participant's willingness to seek and accept help.

A virtual interview was an awkward interaction for student participants. Therefore, the interviewer attempted to create an environment that was intentionally friendly, warm, and receptive. The researcher established credibility and completed confidentiality agreements with all students. Additionally, the researcher attempted to create a sense of purpose and urgency for students by sharing the data surrounding the disparity of homeless need versus McKinney-Vento participation. The participants were asked to be honest and authentic.

Researcher Collaborative Transcription. The researcher took detailed notes in a transcription log. At the end of each interview, both investigators debriefed their general observations recorded in this log. In this debrief, they:

- 1) Reviewed the computer-generated transcripts for accuracy and discussed their

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interpretations of the interview.

2) Triangulated the transcripts with both transcription logs and audio recordings to acknowledge a thinking line to inform open coding.

3) Independently reflected on the debrief session in their reflective journal.

Data Analysis

Each participant's experiences and anecdotes created a reservoir of information to inform a school's identification process and support of student homelessness. The researcher's role was to unravel the mysteries presented by the respondents' clues about the phenomena (Moustakas, 1994). When reviewing data, the phenomenological researcher's key responsibility was to understand the meaning of what the participants said (Korstjens & Moser, 2017). A phenomenological analysis focused on the area where meaning and understanding originate (Van Manen, 2014).

The research analysis phase was intended for the investigator's academic enrichment (Van Manen, 2014). These three concepts integrated into the study's research themes. The student statements below exposed student thoughts as they pertain to those themes. Data analysis searched for standard agreements in transcription and include content analysis for coding, memoing, and concept mapping (Harris, 2020).

Transcription

Moustakas (1994) suggested a verbatim recording of the transcript of the interaction. Therefore, the interviews were video recorded using the Microsoft Teams software. Most participants chose to turn off their cameras, which meant that many of the recordings were only audio. The participants saw both interviewers video as they answered questions. Videos were exported to voice files using Audacity software. The researcher monitored the transcription

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during that process. The researcher conducted multiple reviews of transcriptions. In this process, this researcher focused the analysis on participant voice and accuracy of the record.

The transcription recorded all relevant statements. The researcher intentionally placed labels on the transcription (Moustakas, 1994). The investigator annotated nonoverlapping and nonrepetitive declarations. The transcript coding of this study focused on direct word choices, like *homeless*. This analysis also considered syntax and vocatives not directly naming homelessness experiences.

Memoing

Memoing was a process of reflective notes being used by the researchers to classify qualitative data. The researcher developed an abridged memo for the study from these notes. That memo summarized the results of coding and the connections in the data. This memo was also used to complete the data analysis section of the final dissertation. A summary of the memos was shared with the assistant principal interviewer and used to develop the concept mapping.

Concept Mapping

The researcher reviewed the final memoing and collectively developed a concept map with the assistant principal interviewer. The concept map provided visual orientation to the clusters and themes that guided the open coding of the data analysis.

Open Coding

Coding was the procedure of chunking information for data analysis (Creswell & Creswell, 2018). The coding of interviews was essential to this research. This study utilized words, phrases, and segments into categories that organize the participant's in-vivo language. The researcher annotated on the computer generated transcript using the tag feature on Microsoft One Note.

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A standardized and systematized phenomenological approach, intended to be a free interpretation of student testimony, limited the understanding of the phenomenon. Therefore, the interviewers jointly reflected on the underlying meaning of student narratives (Gibson, 2007). This interview debriefing, or precoding, was conducted to infuse a humanistic and interpretive analysis into the open coding process. This study conducted precoding analysis whereby the interviewers used Gibson's systematic comparison for coding. Gibson (2007, p.16) identified the following steps:

- 1) Consider the dimensions of the phenomena.
- 2) Ask how people responded differently.
- 3) Ask what circumstances were different in the responses.
- 4) Ask how the events were like, and unlike, other responses.
- 5) Ask a series of what-ifs to explore all the dimensions of the phenomena.

Open coding allowed the researcher to combine similar passages and to group responses based on the primary aspects of the subcomponents of the research. The open coding practice used a system based on clusters identified in the interviewers' debriefing of their memos. The transcripts were then organized by the Stevick-Colaizzi-Keen Method for Analysis of Phenomenological Data ([Appendix E](#)). This by-hand data analysis method reviewed common phrases that provided clustered meaning (Creswell, 2013). In both word and vocative analysis, the researcher considered each statement concerning the meaning of participant experiences (Moustakas). Moustakas called these listings the invariant horizons of the experience, also called meaning units. The analysis then followed the modification by clustering invariant meaning units into themes. Meaning units were clustered into the simple description of experiential textures by vocative analysis (Moustakas).

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Cluster Assignments

The researcher developed questions to intentionally channel responses into sectors that bracketed the problem of practice. A modified codebook, which served as a grouping of meaning units, was created from the word and vocative analyses. Specific contextual clues were identified within the clusters that showed commonality in thought. Clusters were nonrepetitive and nonoverlapping statements that shared participant intent (Moustakas, 1994). Clusters were then grouped into the themes of homeless threat, advocacy, and agency ([Appendix F](#)).

Formal Review

Multiple authorities reviewed the research proposal. This research received approval from the University of Washington Institutional Review Board (IRB), Human Subjects Division. The study's recruitment procedures did not occur without written approval from IRB ([Appendix P](#)), Tacoma Schools Research Review Board ([Appendix Q](#)), and the Dissertation Committee. Participation in this research required parental permission. Before the research commenced, a letter to parents ([Appendix J](#)) detailing the study parameters was sent, at the researcher's expense, before communicating with the student. This consent letter also was mailed in Spanish-speaking students' home language ([Appendix K](#)). Finally, the student completed an assent form ([Appendix L](#)). Each participant utilized the REDcap online consent process for digital recordkeeping. The researcher discussed the assent and consent forms with the participants during the screening meeting.

Research Progressive Review

Research Peer Review

The inclusion of the secondary interviewer in data acquisition and analysis increased the effectiveness of coding and interpretation. Kianee Lee served as the secondary interviewer. Ms.

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Lee's positionality was an Assistant Principal of Lincoln High School and a doctoral student at Saint Leo's University. Ms. Lee was also an African American school leader with excellent relationships with McKinney-Vento students at Lincoln High School.

Professional Stakeholder Committee

This committee included educational administrators that directly support the study site of Lincoln High School. Invited members were the District McKinney-Vento Director, District Assessment Officer, Director of Secondary Education, Curriculum and Instruction Officer, and the researcher. These leaders had a direct impact on McKinney-Vento's academic outcomes. This committee met monthly via the Microsoft Teams virtual platform starting in May of 2020. Dr. Hannah Gbenro, Curriculum and Instruction Officer was a strong contributor in this committees' guidance.

Error

A diverse population of self-disclosed McKinney-Vento students was selected to mitigate sampling bias, thereby increasing the study's reliability and validity. Participants met the selection criteria. However, student willingness to participate impacted representative data as one racial demographic (Latino) was underrepresented.

Reliability

Creswell and Creswell (2018) defined reliability as consistency in research design. Therefore, all students received the same prompts. The researcher was the only investigator to transcribe and standardize the data that was acquired. The researcher recorded notes in Microsoft One Note for any contextual information (e.g., participant laughs). Moreover, the collaborative review of transcription logs also increased each interviewer's reception of the participants' perspectives and narratives.

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Feasibility

The most significant limitation to feasibility was the amount of time that could reasonably be committed to action research. However, the study was within the researcher's job's purview. The financial costs were minimal and incurred by the researcher.

Validity

This methodology incorporated investigational functions to maintain consistency in assessment. The qualitative research study was not significantly influenced by validity as much as other methodologies would have been (Creswell & Creswell, 2018).

External Validity. The participants in this study were representative of their community. The subjectivity of natural social pressure complicated this representation. To increase this validity, the researcher needed awareness of the surrounding student population (NASEM, 2016). The Professional Stakeholder Committee, detailed above, guided this assessment and promoted external validity. External validity was not the only source of research efficacy.

Internal Validity. This research acknowledged the importance of internal validity. The researcher reviewed the transcripts and coding to ensure the student narrative reflected the students' intent. The use of this audit trail increased internal validity. The audit trail also created trustworthiness in the qualitative data and enhanced the thoroughness of the investigation. The process intended to allow students to review transcripts for accuracy of intent. However, the social distancing guidelines did not allow for an in-person review. The researcher refrained from the option to email transcripts to participants due to digital safety risks. Instead, the post interview sessions with the Assistant Principal interviewer served that function.

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Ethical issues

Student Safety

The safety and welfare of students were the paramount considerations. A transparent approach was to maintain the openness of voluntary participation with the sample group of students. The researcher continually reminded the student that they had the right to terminate their voluntary participation. The researcher also reminded students of their privacy rights.

Privacy and Security

Since this study was conducted within a school environment, student Family Educational Rights and Privacy Act (FERPA) requirements were protected. The researcher assigned a participant number to each student. All student records in this study were annotated with the participant number. A hardcopy number-name correlation was kept in the primary researcher's safe. The researcher kept all research documentation digitally in the FERPA compliant Microsoft One Drive program. Destruction of all hardcopy transcripts will occur upon dissertation approval. The researcher will destroy all digital records after three years from data collection.

Participant Confidentiality

The researcher assured the research participants that privacy would be preserved throughout the study, and therefore replaced participant names with pseudonyms. Relative pseudonyms replaced student names based on their race and gender. An online baby name listing informed the name selection process. Bianca and isabella were the names assigned to the female Latino participants; Luke, Jennifer, and Katie were the pseudonyms for the White participants; Ebonee, Ruby, Marshawn, Terrance, Jerome, and Deion were the African American participants; Female Asian students were replaced with the names Chya and Khemera. Specific names of students referenced in declarations were also replaced with gender and race appropriate pseudonyms.

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Specific names of teachers, counselors, and principals were replaced with a race, gender, and position label. The overarching theme that emerged from the interviews was that homeless emotional threat exhibited in student evasion of school support.

Researcher Position on The Nature of Study

Lincoln High School afforded this study a snapshot into what really happens in society when we strip away the barriers of classism. Racial segregation was as prevalent at the time of this study as it has been in the past (Zamudio et al., 2010). This diverse setting supported a diverse student population all suffering from similar financial pressures. How those pressures manifested along racial lines was an exciting insight into how our community has socialized our children. It also revolutionized thinking into how systems could dismantle those pressures. School prejudice was a common occurrence, as exemplified by white flight from urban schools, disparate funding to public education, and the poverty normally associated with schools and communities of color (Zamudio et al.). Critical Race Theory, like this study, advocated for the power of storytelling to distinguish the school implications of racialized homelessness (Delgado & Stefancic, 2001). Therefore, this study used the power of that story to investigate if participants were aware of such differentials in their classrooms. The following chapter details this study's findings.

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Chapter 4: Findings

This study examined the reasons students might not disclose their housing crisis to an educator, and addressed the following research question: What were the reasons high school students who qualify for McKinney-Vento homeless student services did not self-identify and seek those services? Fifteen participants answered six questions that explored their perceptions of their own experience, asked them to predict the rationale of others, and investigated how stereotypes and racism has impacted their trust in school systems. The clustered findings from the interviews were grouped into themes. The themes that supported this overarching homelessness nondisclosure conceptualization were fused into the themes of *Threat*, *Advocacy* and *Agency*.

Threat Theme

School Based Threats. All students indicated a school-based social threat reasoning for the secrecy of their homelessness.

Ebonee. This generation does not express their problems or what they're going through – they just keep it inside because they don't feel safe.

Jerome. Your only goal is that you just can't let kids find out.

Dakota. Most kids do not disclose to an adult that they are afraid and embarrassed to tell their teachers.

Bianca. Yeah, I just didn't trust anybody because the rumors start, and then everybody knows. You just feel everybody's pitying you and they are better than you. So, I didn't tell anybody.

Khemera. They try to look for patterns or trends to fit in. I think a lot of students are forcing themselves for patterns to fit, especially me.

Luke. Students do not self-disclose because they feel they shouldn't need help or they're kind of ashamed.

Embarrassment. Most students classified their response to the stereotype threat as a manifestation that resulted in embarrassment.

Ebonee. It is embarrassing to talk to people about that kind of stuff.

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Aleshanee. You don't ever want to admit it is embarrassing. You don't want anyone to pity you or to think less of you. I met some kids in a shelter. They didn't tell their school anything about it because a lot of them were just really embarrassed.

Jerome. Yeah, it's embarrassing, I don't know why. I can't really handle it. I can't do anything about it, but it is still embarrassing.

Khemera. So it's kind of hard to open up about that 'cause you don't want to be embarrassed about living situations.

Chya. I was kind of in denial that I was that homeless student. So I think having others know, especially adults know, it's kind of embarrassing. You don't share and get help, but you need it.

Katie. People just don't share because they're so embarrassed or afraid to get bullied, or they're afraid to be looked at differently.

Jennifer. It's a very embarrassing thing to go through, and I think that is a strong reason that students just don't speak up.

Fear of Gossip. Many students indicated a fear of a negative social response that they viewed as student gossip.

Ruby. Most don't tell since they think other kids would find out if they told the teacher. After that, it goes around. You know everybody ends up hearing exactly what a teacher hears.

Marshawn. I'm the type of person who really cares about how I look and how others see me.

Khemera. With kids these days, they always judge you and are talking about you. There's a bunch of standards that you have to meet. I've always pushed away.

Katie. I would try to hide my face because I didn't want people saying this or saying that, and I feel for people who go through that who go through anxiety. It really sucks.

Privacy Concern. The need for privacy was also a standard narrative for all races. Very few students reported that they shared their homelessness with close friends in the school setting. Those that did were not tolerant of that personal information being made public.

Ruby. Students don't tell because they are just scared of teachers telling others. Students just keep it to themselves when they go through stuff. You know, they don't want people knowing.

Isabella. I just can't afford my personal business to get out to everyone.

Bianca. I didn't trust any counselor that much to let them know my situation. It's not anyone's business. If my sister didn't tell, I would have never gotten support.

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Chya. I knew other students who would get a phone call in class, and the teacher would tell them that they needed to pick up something from [Homeless Counselor] or have something from [Homeless Counselor]. I never judged anyone for homelessness. But I knew I would be. I've always been the type of person who always cares about what others thought, even though it didn't really matter; I'm just a student. I overthink it way too much.

Katie. I felt everyone was looking at me, and I felt I always had the sweats. My hands would get clammy, and I would just feel like so many people are talking badly, and I'd hear people talking about me and saying really harsh things.

Luke – Students don't know if they will be treated differently and don't want anyone to know their business or their living situation.

Emotional Threat. Students described the school-based emotional impact of their homelessness.

Ebonee. Students tend to deal with it by themselves and just hold it in, and They're worried that their friends will find out – all you can think of are the consequences of them finding out. They're scared they might get made fun of because their friends are n't going through it and don't know what it's like to deal with it by themselves.

Aleshanee. Emotionally, this was tiring. It took such a toll on me.

Chya. Emotional trust for me was still very hard, and my situation was overwhelming.

Katie. Bullying is another huge reason that kids don't tell. Also, with that is a fear of being labeled a loser or being mistreated.

Threat Mitigation. Students hid their homelessness to counteract the emotional threats cited above.

Ruby. It's easier not to tell. You just don't want anybody to know that you're struggling.

Ebonee. Students are scared they might get made fun of because their friends are n't going through it, and they don't know what it's like.

Deion. Personally, as far as everyone else, you don't want everyone else in your business and knowing that you're homeless, so you don't tell.

Jerome. You don't want to tell anybody because either your pride is too great, or you don't want to get potentially bullied or made fun of. You are aware that you don't have anywhere to live.

Terrance. I think they don't want to get made fun of. Kids do get made fun of because of homelessness and that kind of stuff.

Isabella. I have a [White Female Teacher] that is like a second

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parent to me. But I didn't tell her of my homeless problems because I didn't want to let them down or have them worry. I didn't want it to change.

Bianca. I didn't because I didn't want to share that much about myself because I don't want to be judged.

Chya. Homeless students are honestly afraid of what others might see. I was honestly afraid of being labeled as a McKinney-Vento student and then having others know that. I know it's not bad, but I just never wanted to be a part of that label.

Khemera. The social standards were worse in middle school than in high school. I tried so hard, and when I look back on it, I regret not being myself because those meant half the memories were kind of fake. I think that the social class, I guess, in the hallways and stuff is so bad because there are those standards. It doesn't make a comfortable space for students to talk about those personal issues, money and housing and stuff, because they feel they're being judged against their peers.

Jennifer. I think that is a thing that a lot of students, 15- or 16-year-olds, struggle with, "Oh, I don't want to be different."

Fear of Ridicule. Some students experienced direct torment for their homelessness.

Ebonee. I'd just say this generation is weird. They make fun of people for just stupid stuff, and it just doesn't make sense to me.

Terrance. Students wouldn't tell because some kids are insecure about homelessness. They might not have the right clothes, or others might judge them if they try to get help.

Bianca. Um, sometimes it's embarrassing when people go down there, and you like, everybody sees that you're getting something from there. It makes it look like you're in your situation. You don't want a lot of people to know about that, and it's just nobody wants to go down there and get it and then come back up, and everybody looks at you like, "Oh, that's kind of weird for them."

Khemera. I'd say in middle school in general that I didn't really feel it was a safe place, mostly because between the students and staff, it was really just toxic and scary for me to be homeless.

Katie. I used to get cyber bullied a lot in middle school because I'd have to ride the short bus. I didn't have a way to get to school 'cause I lived in downtown Tacoma. That was so embarrassing. It really sucked.

Fear of Poverty. Many Nonwhite students included an additional fear of poverty stereotypes. The pressures of a shrinking rich-poor gap were suffered by students experiencing homelessness (Rafferty, 1997). Participants concerned with being considered poor were logical,

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when considering the impact of this socioeconomic consequence.

Terrance. It's because they don't want to be seen as poor.

Ruby. Some kids are childish and might think you're "broke" now that you're homeless; you know you got to go through all that stuff; you don't want anybody to know that you're struggling. There is a fear of being seen as "broke" by teachers. I really don't think that teachers look at me that way when I get help. I actually feel they really want to help. But I couldn't take the risk.

Ebonee. This generation, they're weird. You can't express yourself to people and tell them that, "Oh, I'm going through homeless problems right now." This generation's kids make fun of you for brand clothing, different shoes, or if you're not wearing Jordans. So, I just made up lies about "Oh no, I can't. I'm busy this day."

Terrance. The reason why they wouldn't tell, it's because they don't want to be considered poor.

Jerome. You know you don't want to be that kid in high school, or you know that stereotype where you're just very much a bum. You know, poor people.

Aleshanee. Homelessness is not so much a shame, but more "I wish that could be me" - more of envy for what other kids have and I don't have.

Dakota. The reason I never self-disclosed had to do with ego. Pretty much, I did not want other people to know I was poor. Kids think that the term "homelessness" is equal to the term "poor."

Khemera. I said before with the standard, and there's this whole thing with the money that we can't afford a house. We're not poor. There's that feeling of insecurity about money. Nobody ever actually talks about, you know, our housing situations.

No White students indicated pressure of perceptions of poverty, unlike their nonwhite peers. Instead, White students indicated a fear that they would be undeserving due to racial overqualification for homeless support due to their apparent socioeconomic status.

Katie. People accept me for who I am and my housing issues. It's OK not to be rich. It's OK to not have much. It's who you are inside that matters. Clothes and shoes, jewelry, makeup are all materialistic objects.

The White male student indicated he was aware of that stigma but unintimidated by this pressure.

Luke. I never really feel it was my fault that I needed help. Some

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students were able to get it, and so I got it because I needed it. I didn't care what they thought.

Female White students acknowledged the stressful nature of this socioeconomic pressure.

Jennifer. Someone looking from the outside might not see a student looking like me and think, " Oh, she's McKinney-Vento"; obviously, they don't know that. Instead, they might say, "Why should someone like her be asking for help?"

Physical Fear. A few students made statements that detailed the physical stressors of homelessness.

Jerome. At one point, I was staying in the car, so I mean, it's pretty embarrassing, you know. You can't have anyone over or anything, and you're going to school, and you don't even have clean clothes.

Jennifer. The fear is not knowing where their next meal will come from, where they're going to get a jacket.

Distrust by Nonwhite Students. Many nonwhite students indicated a distinct distrust of adults with their secret.

Terrance. You can't trust anybody because sometimes when someone is mad, they put that back on you. I don't trust them.

Deion. Many black kids don't feel comfortable, or minorities in these communities don't feel comfortable with how things could play out after telling an adult.

Bianca. There are many reasons that a student wouldn't tell. The primary reason is that they don't trust adults and so don't tell.

Khemera. I felt that was the time when I was really closed off. I really didn't want to open up to how I was really feeling, especially with adults. I just felt really uncomfortable being held to those social standards, especially when it comes to talking to adults.

Advocacy Theme

All students indicated an awareness of the benefits of seeking help. It was important to recognize that each of these students was enrolled in the McKinney-Vento program and understood identification methods. Each participated in the school's McKinney-Vento program experienced some form of homeless disclosure. Students' perspectives of advocacy differed

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along racial lines. Any conjectures in the following student statements towards other students were speculative in nature, however spoken from an expert lens.

Nonwhite External Advocacy. Nonwhite students did not express that advocacy was a personal capacity that they independently possessed. Instead, they identified agents that would advocate for them and assent to those agents' positional authority and wisdom. African Americans accepted advocacy from their parents.

Ruby. My Grandmother told the school.

Ebonee. My mother told the school.

Deion. My mom told the counselor.

Marshawn. My mom doesn't stop until she gets us in a good position. For my siblings and me, she's done that our whole life, and even me speaking from her perspective, struggling financially is not a comfortable place to be. She's done well as a single mom of three children.

Jerome. My mother told the school.

Terrance. My mom told the school.

Khemera. My mother told the school.

Chya. My friend told the principal. The principal referred me to [Asian homeless counselor.] I opened up to her. She really helped me.

Aleshanee. My Dad came to the school with me when I was in middle school. They were the ones who referred me to the program. I wouldn't have told anyone. They told the homeless liaison, and she told my counselor. My counselor told my teachers because I had horrible attendance.

Bianca. My adult sister told the school. I didn't tell because I didn't want to share that much about myself. I do not want to be judged by adults.

Isabella. My father was the one who wanted the school to know, and he told the principal. I didn't mind it – I just wasn't going to say anything. We came to the school to let them know, and we had to move in with Grandpa. Dad was afraid that I might get in trouble because of the fight – he thought the landlord might call the school. I didn't care what [White, male, Principal] thought – I just didn't want it getting out further.

White Student Advocacy. All White students, once they gained agency, shared their homeless story with a school-based adult. This self-advocacy was detailed further in the later interviews.

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Disclosure Authority. There was a vast difference in student notions as to what they felt they had authority to disclose. Statements of authority also indicated a difference in trust of the education system to respect family privacy.

African American Disclosure Authority. African American student responded in ways that conveyed an awareness of a hierarchical structure that surpassed school-based supports.

Marshawn. Having the ability to talk to somebody about it comes from, in my opinion, the parent or guardian. If they feel they need support for their kid and themselves, I feel they should reach out. It was hard for me to talk to people about it because I didn't know how to do it. My mom did the job and reached out to [Asian Homeless Counselor]. I didn't feel it was my place to tell anybody about it.

Terrance. I am a social person overall. I could tell my problems, but I don't. I don't know why. My mom can do stuff, and I depend on her. She can depend on me doing my schoolwork. It helps me to know that my mom cares, and I trust she would get it done.

Latina Disclosure Authority. Latina students indicated an acceptance of parental advocacy. However, they did not claim that it was an expectation that their parents or guardian should advocate.

Isabella. But still, it was my Dad who came in for me. I didn't fight that, and in some cases, it was helpful because "help is help."

Bianca. I don't know; that was something that just me and my sister kept to ourselves. My adult sister spoke to the school for us. We were OK with that.

White and Asian students did not mention their parents in their interview. Native American and Asian students opted to navigate school systems without advocacy.

Dakota. I knew I needed help, but I felt I could just muscle through it, keep my head down, and eventually, I'd be off to a career and happiness in life; my homelessness was only temporary.

Aleshanee. It's not your job to uselessly worry about the school going to class and keeping your grades up. You make sure you've got your pencil and paper. So, you focus on that and not being seen.

White Disclosure Authority. White students all indicated self-advocacy by self-

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disclosure to school officials. White students were the only demographic to voluntarily self-disclose. Two of the three White students indicated that they sought out a same-race educator mentor. They still cared that their personal information was not conveyed to others. However, the researcher's perception identified comfort in all White participants that came from an awareness of the McKinney-Vento system's nondisclosure requirements.

Jennifer. I felt [White Female Counselor] could understand where I was coming from – so I think that is one reason. And also, she looked like me and everything. So, I felt that's one reason honestly that I went to her. I think my not looking for an advocate is also an issue for other students. They cannot know [White Female Teacher]'s background just by looking at her like I can. To them, she's a White woman. Like, I'm sure an African American male student probably wouldn't go to [White Female Counselor] and talk to her about something

Advocacy in Friends. Students were asked to speculate on why a student would tell another. Most students, especially African Americans, conveyed a reluctance to trust friends with their homelessness.

Ruby. My counselor was an African American female counselor, and I would eat lunch with her and my friends. I wanted to tell her but was always around friends and was afraid if I told her, it might get back to my friends. So, I never brought it up due to fear my friends would find out.

I don't tell people my business, really, so they don't know what I go through. My friends don't know what I go through. I kind of just keep to myself, so they don't view me any differently.

Terrance. Honestly, I am social, but I don't talk about what goes on at home with my friends. I just don't want my business out there with friends or teachers. I have never had a student tell me they were homeless. I haven't told either.

Jerome. You don't even really think about telling people about it. You just think of trying not to have people notice. When I was homeless, I felt it was easier to talk to people in that shelter situation. I was in my head and didn't tell kids or my friends at school.

Aleshanee. OK, so I really didn't tell my peers about my being homeless; I really didn't have any strong friends. I never told the ones I had since I often wasn't at school. When I was at school, it was still stressful 'cause I had to do work, you know. I still felt a little uneasy about telling my friends. I wouldn't know how most of them would react about me being homeless. So, like many other families living with

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homelessness, I just didn't tell my friends. I felt they just did not need to know. I felt it was just better for me. It became a barrier between me and having to tell my friends what I'm going through.

One day in class, a girl showed me on the computers where she lived. She looked up and showed me the motel that she was staying at. I was staying at it too, and the pressure was just taken off my shoulders. I thought, "Oh my gosh, I finally found someone my age, who is one of my friends, understands what I'm going through." It was the one time in my life I felt someone finally knew what it was like. I don't know why she told me. It didn't make sense to share, but I am glad she did."

Isabella. I did talk to one friend that I trusted. I didn't go too much in detail—actually, and I never told her about my homelessness. I just told her I was moving, and transportation was hard.

White students were inhibited by the same social barriers as Nonwhite students, encumbered with fear of their friends' learning of their homelessness.

Katie. All students experiencing homelessness are in the same boat; we just have different stories. It's embarrassing. I remember one time I was staying at a nearby shelter. I saw my friends drive by when I was walking in front. I dove into the bushes 'cause I did not want them to see me. It was so embarrassing knowing that I was living there.

Jennifer. None of my friends know I'm McKinney Vento. It might be on my paperwork and everything, but it's not something a student is going to see or anything.

Institutional Threat. Advocacy was impaired due to an inherent school-based institutional threat. Historically marginalized populations have been repressed by socially hegemonized systems, especially by the educational hierarchy (Zamudio, 2011). Existing institutional infrastructure within schools force Nonwhite students consistently to the bottom (Zamudio, 2011). A majority of Latina and African American students indicated that an adverse response from social systems was a fear that prevented students from self-disclosure.

Parental Consequences. Some students indicated a consequence if their parents were made aware of their disclosure.

Ruby. Students don't tell because they are just scared of the outcome. If you tell, parents get called. My mom would tell me, "Oh, you better not tell anyone." It's the stuff that you can't tell. I just always was raised not to

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tell my personal life to school, right? My Mom just makes me feel bad for talking to people.

Ebonee. They might not want their parents to know that they were telling their business out there.

Deion. Our parents wouldn't want them to tell other people about their issues. uh, mostly since many of us were raised, "what happened in my house stays in my house." This is particular to the black community.

Government Fear. Some students that indicated a governmental threat discussed an experience with Child Protective Services (CPS).

Ruby. As soon as it gets out, the teachers are calling saying, "Oh, we heard yadda yadda yadda," That outcome, that's scary. They could get taken away from the house, depending on their situation. Once everyone hears, they're reporting it.

Deion. We don't know if we tell you we are homeless, then CPS comes, or something. And so, it's just scary, that is a reason for a lot of fear with black kids.

Jerome. Kids like, maybe they can overthink things a lot. When I was in that situation, I thought, "everybody knows." You know, or if I tell my teacher or my counselor, or they talk to CPS 'cause you know I was in foster care for a long time. That's the reason why I didn't tell everybody 'cause you know I didn't want to be known as a homeless kid. I've already been through a lot of stuff with CPS, so I didn't want that to happen to my mom.

Bianca. Another reason is CPS could get involved and make things worse for the family. Kids may just want to push through it on their own

Katie. I didn't want my family to be impacted and CPS to get involved. I didn't want us to get taken away from our Dad with the home we did have.

Mandatory Reporting Fear. Some Nonwhite students indicated knowledge of educator responsibility to report safety concerns to government authorities.

Ruby. A reason a student might avoid telling is that teachers and counselors are mandatory reporters. Students don't want to tell them 'cause they don't want to stir the pot or get in trouble at home.

Deion. If I tell teachers, they become mandatory reporters.

Katie. If I tell too many teachers, they have to report it.

Discriminatory Threat. Nonwhite participants denied any discriminatory school-based pressures surrounding McKinney-Vento or their school staff of predominately White educators.

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Ruby. Discrimination and has nothing to do with it

Terrance. It's not racism; I don't think any teachers are racist.

Ebonee. I don't think racism has anything to do with it.

Isabella. Race is not a problem with homelessness. You can get help as much as you need, regardless of race, especially with adults.

Dakota. I didn't notice discrimination because my group of friends are all super diverse – probably because that is how we grew up.

Bianca. I know some people would think like being labeled as Mexican immigrants would be hard. I've never really felt that way. Nobody's ever judged me like that. At least I've never really heard them.

Ruby. I don't think prejudice or discrimination affects me at all. I don't.

Khemera. I don't think my being Asian and being a person of color has negatively impacted me.

Chya. Racism or discrimination was most definitely not in my situation.

Racial Awareness. A few students indicated an awareness of racial oppression surrounding homelessness but excluded their school from this awareness. These students did not give evidence of experiencing this threat within the school.

Deion. I know the odds are against me regardless. So it's about how I make it. So, I feel we are born having less. An African American kid might not feel as comfortable as a White kid to get resources. If I speak to this person, I need to know for sure I have good resources.

Bianca. I am aware that some people think of Mexicans as dirty, or they don't have as much as other people. I have never heard this at school.

The White male in the study expressed a protective emotional barrier from the social consequences that other students or teachers might have leveraged.

Luke. The teachers and counselors in this school will help anyone willing to tell them. I feel strongly that racism has nothing to do with it.

Racial overtones. The study's Native American female student noted two incidents that she related to racial stereotype threat.

Aleshanee. I didn't tell a lot of my friends. I felt that they would ask why I couldn't get money from my tribe? Many people I know in my family, that's how they get houses and stuff; they took out a loan from our tribe. My tribe, specifically, will not help you if you are not on the

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reservation.

One time, a teacher told me that I could just go home and get help. I was just completely baffled at what they said. What? That doesn't make sense. Just go home and get help? If I go home, well, where am I going to go? Because I'm native? That was the only time anything like that happened to me.

Racial Burden. Both White Females responded with an awareness of social expectations that were associated with their race. These expectations exacerbated their emotional wellbeing as they struggled to maintain a housed student facade.

Katie. My best friend is African American. He thought I was some bougie White girl. He told me the other day, "Once I saw where you lived, I realized that you weren't rich. I was surprised that you were like me. You didn't have much like us other people."

Jennifer. My African American friend, she told me, "Oh, I thought you have the White picket fence." That made asking for help harder when I know that I don't look like someone who would be homeless or struggling. I don't look it, especially if you walk past me in the hallway. I think that my appearance made it a tough thing to ask for help.

High Cultural Diversity. It was essential to distinguish that many of these Nonwhite students recognized their school's racial and cultural diversity. This racially diverse dynamic was familiar in high needs schools. This comfort may not have been as reflective in a less racially diverse school.

Chya. I just knew going to Lincoln all four years, I knew I was always welcomed, and I always felt Lincoln was my home.

Khemera. In terms of Lincoln, it's been so welcoming. I feel comfortable talking to counselors and stuff, but only if I needed it.

Bianca. I've never really heard of anyone who judges of anyone's race at school. I've never had trouble with race. Lincoln is a really good school.

Racially Selected Advocates. Students were generally more comfortable with advocates that resembled their race and gender. Respondents claimed this as adding to their willingness to

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self-disclose.

Educator Advocacy. Nonwhite students that claimed a school-based mentor were all unwilling to have shared their homelessness. Both African American females claimed that they had circuitously shared, or hinted, with a trusted staff member. When questioned, those staff members indicated no knowledge of any conversations of homelessness with either participant.

Ruby. It was something different with my [Latino Female Teacher]. She just made me feel comfortable talking to her. She made it seem she'd experienced what I was going through. I don't know if she had. She just kind of made me feel welcome to talk to her. I'd make up a story and say I'm good and stuff. No one else made me feel that way as [Latino Female Teacher].

Ebonee. [White Female Counselor] and I have a good bond. I would come to her for a lot of personal stuff because I knew she would never tell anybody. I think I told her about my homelessness, but I am not sure.

All four African American males indicated they would not trust any school-based system with their homelessness. These four students also did not indicate a mentor within the teaching or counseling staff.

Terrance. I wouldn't tell because it might seem like whining. Some teachers get tired of it and don't want to listen to us. Teachers might think we are making up excuses. I don't tell people my business, and I didn't feel the need to.

Marshawn. I felt my mother had it under control. I didn't think anyone else had a way to help. I would tell my football coach if something was going on. I would share with [Asian Football Coach]. I think he does that with every kid, though. So, I didn't tell him. But he is still cool.

Deion. No, I didn't self-disclose. It was just because there wasn't a lot of things, they really could help me with. I felt our local counselors do not give much help. Many kids might think it would be pointless to talk to them because there was nothing they could do then and there.

The Native American male did not speak of a school-based mentor. The Native American female did not trust teachers to disclose her secret.

Aleshanee. I think my reasons for not telling any of my teachers or speaking out about it until my parents did was 'cause I didn't want people

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to find out about it. I guess I didn't feel comfortable telling my teachers 'cause I don't know for me, being absent, I wasn't close with them. So I didn't build the teacher-student relationship that I was supposed to have. But I wouldn't tell my teachers because I said it was uncomfortable.

Both Latina females also claimed that they had confidant educators that were White female teachers. Neither were willing to share their homeless crisis with those teachers. They indicated an uncertainty that manifested in student statements of fear of jeopardizing their connection with those teachers over worrisome homelessness discussions.

Bianca. [White Female Teacher] was a mom to me and was the one that I respected. I talked to her about a lot of things. [White Female Teacher] was so nice and one of my favorite teachers. But I never felt she was safe to tell the really personal things about myself, like homelessness.

Isabella. I didn't tell any adults in the school. [White Female Teacher] But I didn't tell them about my homeless problems because I didn't want to let them down or have them worry. I didn't even talk to [White, Male Principal] about it any further, even though he knew. He spoke to [Homelessness Counselor] to help me. At the time, I was OK with my father telling him. I wouldn't have told any adult if he didn't do it for me.

Both Asian females claimed that they had confidant educators that were White female teachers. They also acknowledged that they were unwilling to share their homelessness with that educator. Asian female participants expressed a fond admiration for their relationship with the Asian female Homeless Counselor.

Khemera. I know many students out there don't feel comfortable talking to their White teachers because they don't see a common way of opening up. Even right now, I guess it could make it harder. I do appreciate them trying, especially with students that don't open up. Sometimes students can be, "Oh, she's White, so I don't feel comfortable." I never talked to [White Female Counselor]. I was never comfortable, so I never really opened up about those things like homelessness. But with [Asian Female Counselor], I opened up a lot, and I feel because of that [Asian Female Counselor] played the biggest part.

My favorite [White Female Teacher]- she's such a sweet teacher, and she understands. She was like a counselor to me. They're so easy to talk to. There are some things that I took just to her. But I didn't tell her

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of my homelessness. I told that to [Asian Female Counselor]

Chya. [White Female Teacher] I considered her to be my school mom and my go-to person. I told her a little of what was kind of going on, but not everything. I didn't share anything about my homelessness with any adult-only because I was kind of afraid of what others might say or might think of me. I did tell [Asian Female Counselor]. I don't think any teacher at Lincoln would necessarily judge. But in my head, I thought they would.

Both students indicated they would have been unwilling to talk with their assigned White school counselors about their homelessness. Instead, both students claimed a strong bond with the school's Asian female homeless counselor once that professional connection had been made. They were willing to consent for help and open-up emotionally once that Asian counselor knew their story. Neither student nor parents reached out for support.

Khemera. It's more comfortable talking to [Asian Female Counselor] because I know that we both are people of color, so we share that. I found myself crying in [Asian Female Counselor]'s office talking about personal issues, homelessness, and stuff. Her being Asian makes me feel comfortable. I was able to talk to somebody else who is the same as me.

All of the White participants expressed trust in school leaders. Both White female students claimed a school-based mentor that they found trust with. Both sets of White educators shared the same race and gender as those participants.

Katie. I knew it'd be all right. I had [White Female Counselor], and I had [White Male Principal], and I had people that I knew wanted me to do good. They could see my future even when I didn't. I could see what I'm worth; that's how I got through it. A few school staff helped me when it was really bad. It pushed me towards help. I mean, there are struggles, but it was worth telling [White Principal] what was going on. I think it's more safe telling adults than other peers. In my opinion, adults and counselors know how to keep others' business out of other people's lives. If you tell a peer a lot of rumors get out in you to know just everybody starts to know, and so yeah, I think it's safer to talk to school adult than it is to tell other peers.

Jennifer. [White Female Teacher] is like me, and she didn't have the greatest life growing up. I'm not going to get into her story, but [White

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Female Counselor] looks like a white picket fence. One of the reasons I felt so comfortable was that she had the same background, the same as [White Female Counselor]. They could relate to the pressure I felt, because they had once felt it too – they told me that. They both shared their picket house frustrations and their experience of some of those same pressures. Like, me and [White Female Teacher], I know a lot about her life, and she knows a lot about my life. I think she shared her story for the same reason. She sees me in her. She was very much like me and needed someone to guide her. [White Female counselor] was the same way They weren't scared, and they also needed an adult in the building that they trusted. They helped me.

Luke. The only reason that I decided to get help is just that I know that there are people out there that are willing to help people no matter what the situation someone's in. I went to [White Female Counselor].

All students that self-disclosed also self-selected an adult of the same race and gender.

All these self-disclosures were White students. The White male was the only outlier in this study, being non-selective in adults that he shared with. He went to multiple agencies within the building to get what he believed that he needed. The White male described his agency that he leveraged within the adults to improve his situation.

Luke. I told [White female counselor] about my situation, and she sent me to [Asian Homeless Counselor]. I just went down and got what I needed from the community resource center. They had the bus passes and everything that I needed. I went down there to get one and told them what was going on with my situation. After a while, I didn't care.

The White male participant recognized the pressure that other students felt.

Luke. I would say that it sometimes creates pressure - if you have to reach out to the staff. Maybe they are putting you to the side, or something you might feel you are not the main priority. That is , they might make a student feel unimportant.

Agency Theme

All students claimed some form of emotional growth that occurred midway through their high school experience. Nonwhite students generally claimed a resilient response that included an increase in interrelations agency and confidence. They changed their mindset so that they continued their schoolwork unnoticed.

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Ebonee. I never really said anything to the kids our age. Yeah, I used to think that their opinion mattered and what they said to me or made fun of me about really mattered; it doesn't. It took me a while. I always used to think everybody's opinion mattered. It took me a while to understand, and I think I'm just now realizing that. It just takes time to come to their senses. If they want to vent, just vent because it's not good holding all that stuff inside.

Marshawn. As a freshman, I was worried about what people thought. Now, it's not something that I would be embarrassed about. But as far as my situation, I knew the circumstance was temporary. I knew we could get out of it. It wasn't going to be easy, but I didn't think that we needed to tell everybody our circumstances.

Jerome. I feel way different from my freshman year. I feel you know I can tell people that I was homeless, but it changed me. It made me stronger to get the help you know because sleeping in your car is not fun.

Dakota. The early years of high school were poor decision making, trying to be cool. After my sophomore year, I changed.

Aleshanee. I finally started getting a little more comfortable with it after 9th grade. That is when I met a teacher who pulled me aside and asked about it. Then I finally started telling. If I needed help with anything, I would just ask my school or ask my counselor. That's when I finally started becoming more normal than at a younger age.

Many nonwhite participants recognized a distinct shift in their susceptibility to pressure felt from other students or teachers.

Dakota. When it came to my early years of high school, I felt I would have to impress and try to be funny and stuff like that. Trying to be cool hurt me. So, after my sophomore year, I would just try to focus on my mental health and do what needs to be done.

Ebonee. Now I don't pay attention to my other peers around me, but before I did.

Bianca. Kids just want to push through it on their own.

Khemera. Students try to look for patterns or trends to fit in. I think a lot of students force themselves to find patterns to fit, especially me. I was an anxious freshman and a sophomore. I tried to fit in and make many friends because I felt being alone made me look like I was boring or an outcast.

White students all claimed a resilient response accompanied by choice to seek advocacy from a White staff member.

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Jennifer. A lot of our freshmen are fourteen or fifteen years old. At that age, it is an embarrassing thing to go through. Suppose you don't have someone pushing you; you're not going to get very far. As a freshman, I was scared of being judged and scared of being vulnerable with somebody. Students just need to get past that. When I was a freshman, I think it was hard to ask for help because of my appearance. I dressed to cover it up. I was scared of because I felt I shouldn't be asking if that makes sense for my own life social status. I felt, "Oh well, you have a fine life." So, it was important when I realized that I should ask for help.

I think it was a very internal thing that was just, "I don't care, I need this, and I'm gonna get through what's going on, and I'd better suck it up and bite the bullet, get help and not let my ego stand in front of me. It was about what was going on in my head, and I think it was just a switch in my head of being accepted that was far less important. It doesn't matter what's going on. It doesn't matter who I am; it only matters what I need."

Luke. It was hard when I was a Freshman. I didn't know where to go or who to ask, so I didn't. So now, I try to give myself a stable place where I at least know I can go to school every day in the morning and just come back and be comfortable. I get help so I can do what I need to do to make it.

Katie. In my Freshman year, I started having a panic attack. I was throwing up in my hands, and I was sweating. My makeup was running. I was so drenched in sweat, and it was my stomach started hurting so bad. But then I just felt this is who I am, so why not embrace it. Why do I have to be embarrassed? I didn't choose this; it chose me. Things happen for a reason.

Yeah, I'm better about telling people that I am going through this and that. My whole freshman year, I was feeling social pressures. It's so hard to be around many people when they're thinking a certain way about you. Eventually, I got older, and my mindset changed. Recently, I realized it's who you are inside that matter. Love and kindness and being respectful – that makes you who you are ; it is not the material things. I started embracing it and talking about it a little bit more, but not right away. At some point, I started to see it differently. I prayed about it, and I realized that I am worthy of love. I thought. " I am gonna get the help; that's why it's best?" My Sophomore teacher [White Male Teacher] had a lot to do with that too.

Agency of Nonwhite Students. All students in the study have developed a resilience while at school. Most of these students found that agency to be developed in their junior year of high school. This was a multiracial and multigender response. However, how they viewed that agency was vastly different between White and Nonwhite students. Nonwhite students provided

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insular, and task-based system focused student responses, like schoolwork.

Dakota. In the first part of high school, I felt I would have to impress and try to be funny and stuff that was pretty much trying to be "cool" with everyone. So, I guess it affected me a lot – so, after my sophomore year, it changed, and I would just try to focus on my mental health and stuff like that.

Khemera. I feel the comfortability level in talking to teachers is hard, especially with the kids that are not as financially stable, because you know. It's just not something that students would know too much about it unless their family is really down there and really pushing for their kids to graduate high school.

Terrance. I am a social person overall. I could tell my problems, but I don't. I don't know why. When I need something, I would ask for it. But my mom can do stuff, and I depend on her.

Agency of White Students. White students also developed a self-actualized agency while at school. That agency included an ability to self-advocate with support systems.

Katie. When I was living in shelters and on the streets, I was scared. I met many people. Now, I feel God put me in that situation to be a light to somebody's life to give my opinion and tell my story so they could do better. I didn't always feel this way; I grew.

Luke. I didn't feel it was my fault that I needed help because some students could get it and 'cause I needed it. I sought help because I needed it, and I needed to have somebody that could help me. So, I got it. So, it is a little bit of pressure on it, but you have to communicate with people who can help you.

Jennifer. 15 or 16-year-olds struggle with, "Oh, I don't wanna be different." I don't want it - I don't want to ask for help, I have honestly thought that. They just want to try to push through, but sometimes it just gets too hard, and they just have to ask for help.

I think my ability to deal with it was all the support that I've gotten from all my teachers in general, especially [White Female Counselor] and everything. Having someone here really helped me. I knew that I could trust her and that my name was not going to be plastered on the wall.

What students don't realize is a very anonymous thing that doesn't need to be out in public or anything. Younger students just don't know that. They don't have an adult in the building that they trust to be vulnerable with.

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Summary

Students reasoned why they did not self-identify and seek support services. The themes of threat, advocacy, and agency were the basis of their reasons. The social threat of homelessness was reported to be experienced by all participants. Parent advocacy for homeless support was seen in Latino, Native American, and African American students. White and Asian students did not speak of any parent advocacy. Self-advocacy, hereafter termed *resilience*, developed in all participants by the 11th grade. Resilience was a quality that was attested by all participants as not being present in the 9th grade, but that grew over time. Their resilience was seen to empower them to push against school-based social pressures and develop agency.

An internal agency in students was fostered from this resilience. Forms of agency to “push through” homelessness differed along racial lines. Nonwhite students testified that they became internalized in their agency; speaking of a focus to comply with the requirements of the school system (e.g., making grades.) Nonwhite students relied on parents to advocate for support. Conversely, White students also spoke of an internalized agency that manifested in leveraged adults of the same race. White and Asian agency was not associated with any parental involvement in that agency.

Participants described possible reasons that students might not disclose their housing crisis to an educator. The following chapter discusses the implications of participant testimonies attained and how that evidence improved the researcher’s understanding of homeless non-disclosure. The researcher’s analysis focuses within the themes of homeless threat, advocacy, and agency. Stereotype Threat and Critical Race Theory frameworks were used to analyze each theme.

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Chapter 5: Discussion

The research question for this study was, "What were the reasons high school students who qualify for McKinney-Vento services do not self-identify or seek those services?" The previous chapter's extracts from student interviews helped provide answers to that research question. This chapter discusses the researcher's interpretations of those answers. Each of the themes generated in the previous chapter is discussed below. This chapter also applies each of those themes to the research question within both frameworks' lenses. Finally, the researcher addresses how these themes explain the phenomena of homeless student non-disclosure.

Assessment of the Phenomenon

In this phenomenological study, the researcher reflected on the evidence's entirety (Moustakas, 1994). The extensive participant testimonies informed the researcher's understanding of the youth homeless experience. The textural-structural descriptions of the participant meanings listed in the previous chapter are summarized in this research discussion that follows (Moustakas, 1994).

The study participants who received support from the McKinney-Vento program described their experiences with homeless stressors as a burden on their lives. Each student displayed a comfortable demeanor while responding to questions despite their underlying conditions of embarrassment and unease. Those descriptions seemed to flow genuinely without reservation. Participants seemed to be open and transparent about sharing their homeless experiences with the interviewers. The following passages were a depiction of this researcher's assessment of the essence of the experience for each testimonial theme. Threats, advocacy, and agency themes were analyzed, and both research frameworks were applied in those analyses.

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Discussion of Threat

Threat was found to be a significant factor in homeless students' anxiety across the sample population. One of the most common words associated with disclosure threat that participants used was the word *trust*. The intentionality in the wording of interview questions included asking participants to reflect why they would not tell school officials. The trust they described seemed to be centered on adults.

It seemed to the researcher that respondents did not associate peers or friends with the word trust, possibly because they assumed students would not be inherently trustworthy with personal information. The perceived participant intention with using the word trust was describing adult predilection not to tell others, especially students. Many students identified educators that were worthy of their trust. However, the nature and extent of that trust varied along racial lines, stopping Nonwhite participants from trusting school-based adults with their homeless secret.

There was an apparent concern in Nonwhite participants toward adults not respecting the private nature of their homelessness. Some Nonwhite participants indicated that perceived teacher gossip eroded their trust. This lack of trust prevented all Nonwhite students from seeking help, even from educators that they found trustworthy. No students cited a teacher that exposed student secrets, therefore the researcher to considered participant's concerns as perceptual thinking and unsubstantiated.

Nonwhite participants indicated a fear student and adult response to their secret. All Nonwhite participants indicated they did not, and would not, self-disclose without a parental advocate choosing that path for them. Nonwhite participants also described a distrust of the adult system to maintain confidentiality between adults, students, and government agencies.

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Interestingly, no Nonwhite students indicated frustrations with the parent for having disclosed their situation to school officials. A few Nonwhite students denied the value of homeless support, having dismissed self-disclosure ideas due to apprehensions about trusting adults.

No White participants were concerned with trust. On the contrary, all three described having strong school-based relationships with advocate educators. Each expressed a personal relationship with a school-based advocate of the same race. All three White participants suggested that every student seek the same school relationships they had sought. Moreover, all three indicated an awareness of adult professional obligations to protect student privacy. Nonwhite participants did not cite awareness of this professional requirement of student privacy. This discrepancy in knowledge might have been attributed to a difference in systems awareness between these two demographics. Systems awareness indicated a navigational capacity in students that might be associated with race.

All participants were housed in a doubled-up status. Sampling this doubled-up population minimized the potential for emotional hazards that might have been associated with austere living situations. Few students expressed stories of physical distress. On the other hand, all doubled-up participants expressed sensitivity to the social threat of homelessness. This social threat forced all participants into acts early in their high school years that hid their homelessness. They all described a social consequence stemming from the threat of public exposure. All participants attempted to minimize those social pressures cast by other students through gossip and ridicule. However, many participants suggested mental distress that pushed them to create narratives that concealed their homelessness-induced vulnerabilities (Toolis & Hammack, 2015). Some students described the fusion of these social threats into a concept of disclosure threat.

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Fear of social reprisal was a dominant narrative for the disclosure threat felt by these participants. All students recognized that their homeless situation was outside of their control. All participants expressed a fear of the peer-induced labels that subjugated them. A standard narrative of perceived participant pressure surrounding McKinney-Vento enrollment culminated in embarrassment and evasion for participants.

Participants spoke of their concern with unstable friendships and of the untrustworthiness of school-based relationships. In most cases, friends, regardless of participant race, were claimed to be a primary reason for student evasion. Many participants distrusted their friends' ability to process this homeless stereotype and to judge them favorably. Participants also feared that other students and friends would learn of their homeless secrets from adults. The intersectionality of stereotypical and racial fears fed student perceptions of disclosure threat.

Stereotype Threat Theory and Disclosure Threat

As previously stated, stereotype threat was a condition in which an individual's response to a perceived social stressor was influenced by an association with an impacted group. White female participants were one demographic in this study that reported feeling threatened by stereotypes. These White female participants struggled with their susceptibility to their race's social expectations that they could not personally meet. Both participants indicated a label associated with their race, terms like *picket fences* and *bougie White girls*, which forced them to conceal their homelessness.

Both girls spoke of interactions with Nonwhite peers that stated that race entitled them to monetary and housing advantage. In other words, both girls claimed a social expectation that they should not be homeless. Both participants cited assumptions and expectations from others that their racial standing should have resolved their homelessness. Both White female

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participants stated that African American friends were astonished by their lack of financial resources. Both girls insinuated that these friends were surprised that they had fallen to a stereotypical Nonwhite repressed financial status. Nevertheless, both White female participants pushed back on this financial narrative. Conversely, both girls admitted to surrendering to the racial stereotypes of White bouginess and picket fences. That concession was an example of racialization pressures that culminated in a disclosure threat and an evasion response for those White female participants.

Nonwhite participants acknowledged a similar type of stereotype threat: an association between homelessness and poverty. Unlike White female participants, financial narratives were a distressing stereotype threat for Nonwhite students. Most indicated a label associated with their race, terms like *broke* and *poor*, that caused them to conceal their homelessness. Nonwhite male students falsified socioeconomic status with necklaces, cloaked their homelessness with jewelry, and shed the poverty stereotypes with overt belongings. Interestingly, Nonwhite female participants did not indicate masking their homelessness with any such regalia.

Most students recognized that poverty and homelessness could occur exclusively. No White participants associated their financial status with their homelessness. The White male participant acknowledged an early age onset of disclosure resistance. Unlike the other participants in this study, he did not talk of any fear or attempts to distance himself from any homeless stereotypes.

Critical Race Theory and Disclosure Threat

An interview question asked about their experience with racism, prejudice, discrimination at Lincoln High School. No participants in the study made a connection that racial threat in schools could originate from other students. This was intriguing since students were the primary

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culprits for stereotype threat. However, many participants assumed the question was intended to describe teachers. This commonality in response was interesting to the researcher since no interview questions asked about adults or faculty. Furthermore, all students disagreed with an implication that their teachers might be racist. No student considered racism in teachers to be an issue in their school.

All Nonwhite students denied school-based discrimination and the racialization of homeless threats. The researcher recognized the relative nature of this assessment. A less diverse school may not have this overt racial comfort. One African American participant expressed deep sentiments of a social disparity that might be attributed to racism. He did not qualify any of his racial inequity declarations to incidents that occurred within the school. Therefore, the researcher determined his awareness of racial inequality to be external to the school setting. Nevertheless, the clear differential in participant responses along racial lines indicated that there may still be an implicit bias associated with race and homelessness within this school.

Only African Americans expressed parental rules that prohibited disclosure to school officials. Rules like these stemmed from an expressed understanding that African American students did not discuss family business at school. The researcher wondered if a parental distrust towards institutions could have been an instinctive mechanism that was designed to protect African American families. African American participants were also the foremost claimants in this study for distrust of governmental agencies. Only African American participants spoke specifically of family agreements that prohibited them from sharing their housing situation. African Americans were not alone in this institutional distrust. Other Nonwhite participants also cited concern of exposing their families to the involvement of social agencies.

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All White participants denied the impact of racism within the school setting. Vocative analyses of both White female transcripts indicated an awareness of White privilege associated with culpability and remorse. However, the White male participant in the study denied racial influences. He pressed back on discrimination with claims of equity of support for all students. All White students indicated that they felt comfortable sharing with White educators, but only one White participant saw that association as racially biased. Gender had a similarly polarizing effect on participants' disclosure responses and was further researched in the advocacy theme.

Discussion of Advocacy

All participants of this study were referred to educators for support by advocates, but not all advocacy was the same. Advocacy resulted in a distinct difference between homeless students along racial lines. Some races self-advocated for themselves, and some leveraged parental figures for that advocacy. African Americans, Native Americans, and Latinas consistently deferred advocacy to their parents. This advocacy seemed to originate from a respect of those advocates. White and Asian participants did not mention this deference or adult advocacy. They instead spoke of finding advocacy with racially similar educators. The intersectionality of stereotypical and racial fears promoted disclosure threat in some participants.

Stereotype Threat Theory and Advocacy

All Nonwhite female participants indicated a school advocate that was a White female teacher. Many of them described these educators as having mother-like qualities. Despite claiming these educators as their closest confidants in the building, these Nonwhite girls refused to share their situations of homelessness. Many of these Nonwhite female participants indicated that they had not disclosed due to a lack of trust in that White teacher's willingness to support a homeless student.

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Critical Race Theory and Advocacy

Self-advocacy differed along racial lines. African American participants made it clear they were not supposed to divulge family secrets. White students expressed their right to self-advocate, a self-advocacy that was founded in comfort with adults that looked like them. Asian participants also shared an affinity for same-race support. However, neither Asian participant sought out this same race counselor as White participants did. Both Asian participants gladly accepted support once exposed to that same race and gender adult.

The Racial Divide as Seen Through School Advocacy. White and Asian students developed relationships with educators of similar races. Both demographics utilized the McKinney-Vento services that those adults could leverage. Conversely, African American, Latina, and Native American students acquiesced to their parents' suggestions to negotiate with school officials. Those participants insinuated an awareness of systemic bias that was expressed by their parents. This reservation could be linked to parent skepticism, as defined in the CRT tenants of the Myth of Meritocracy and Interest Convergence.

The largest number of participants in the study were African Americans, with many of their parents personally expressing support. It was essential to acknowledge that each of these families had positive relationships with both interviewers. All African American parents expressed appreciation for the support the interviewers had historically given their children. This level of parent comfort would likely not be afforded to external research teams.

Intersectional Nature of Advocacy. All female participants indicated that a White female teacher was a trusted source within their school environment. Vocative analysis indicated that all female participants possessed a feeling of a maternal relationship with their female teachers. These narratives hinted at emotional nurturement with the White female mentor.

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However, only White female participants possessed a comfort that allowed them to share their homelessness with that trusted White female source. The racialized difference in these same gender sets was the level of trust within those maternal relationships that varied by race.

Nonwhite female participants also spoke of their White female mentor with high regard and safety. However, the same Nonwhite female participants also indicated that a lack of foundational trust prevented disclosure from fear of jeopardizing a racially fragile relationship with that maternal figure. Specifically, Asian female participants refused to share with their White teacher mentors and instead gravitated to an Asian counselor with less rapport. African American female participants said they had hinted at their homelessness with their White teacher mentors. In summary, all the participants that sought help were female. Also, White and Asian female participants developed relationships with educators of similar races.

No males found adult educators to share any of their problems. All Nonwhite male participants described severe distrust of teachers and counselors. Instead, their advocacy originated in the trust of their parents or guardians. The White male participant saw the value in the resources that these adults could bring to bear. He, along with his White peers, did not speak of parent involvement in his homeless support. This White male participant also questioned the value of counselors beyond the resources that they controlled.

Discussion of Resilience and Agency

The absolute nature of youth resilience had been discussed in other studies (Clemens et al., 2018; Kidd & Shahr, 2008; Mastern et al., 2001). Resilience in these studies was found to transition the youth from a passive observer to an active participant (Toolis & Hammack, 2011). All participants in this study described a homelessness resilience that developed halfway through high school.

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Resilience had been found to transcend racial boundaries in urban communities (Prince-Embury, 2009). Numerous stress-affected commonalities were found between Nonwhite and White students (Magnus et al., 1999). These studies found that resilience was the same for both White and Nonwhite participants. Therefore, it was no surprise that all participants in this study expressed some form of resilience that was developed during high school. However, the agency that arose from that resilience was a surprise to this researcher.

All participants described an agency for dealing with homelessness that grew from increased student resilience over time. Homelessness created powerful cognitive maps of non-acceptable identity, which students learned to avoid (Harter et al., 2005). The development of agency allowed these high school youth to devise counternarratives to restore their identity that was once eroded by homeless label (Toolis & Hammack, 2015). Their response to this resilience resulted in different forms of that agency that was dependent on their race. An agency accompanied the development of White resilience to acquire resources. The White male participant acknowledged his emotional inability to pursue support during his early years of high school. However, he spoke the strongest of all participants about this agency that developed in his junior year of high school. A similar resilience in Nonwhite participants developed around the same age. However, Nonwhite participants responded to this resilience with a different form of agency. This Nonwhite agency empowered them to ignore social distractions while being dutiful to schoolwork.

Stereotype Threat Theory and Agency

All genders of Nonwhite students in the study described a strategy to "push through" the school's social pressures. Although they did not indicate what they were avoiding, it was clear to the researcher that students were concerned with potential peer ridicule. Nonwhite female

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participants who had become resilient were willing to accept educator and system help with an advocate's direction. African American male participants refused educator relationships throughout their high school experience. A tone of self-protection accompanied this refusal for support that the Native American male participant did not echo.

Critical Race Theory and Agency

White women composed half of this school's educator workforce. It was essential to note that few teachers in this school identified as African American males. The school did have African American male career advisors, but not that participants interacted with on a regular basis. A student population that was 10% African American male, with little African American adult male representation in classrooms, was problematic for this school's homeless advocacy. One White female participant predicted that Nonwhite males would not feel comfortable talking to the White female educators. One African American male participant claimed to trust an Asian football coach and teacher, but not enough to share personal situations like homelessness. It was unknown if these African American male responses would differ in a school with different teacher demographics.

Researcher's Assessment of Phenomena

How students see themselves was critical in understanding why a student would avoid homeless identification. The phenomenon was why students would avoid help. The homeless threat, homeless advocacy, and homeless agency were all factors that must be considered in explaining that phenomenon. The impact of social threat was racialized. In this study, the most pervasive threats were the social status threats of White female participants and the poverty-based threats of Nonwhite participants.

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A focus on the impacts of stereotype threat and racial constructs can help understand the background of many of our educational policies. Those educational policies placed unequitable strains on students experiencing homelessness (Aviles & Heybach, 2017). Nonwhite students who participated in the McKinney-Vento program had advocates that identified them for support. White students did not receive advocacy from parents or guardians, unlike Nonwhite students. This lack of external advocacy was associated with White students not being identified as early as Nonwhite McKinney-Vento participants. Also pertinent to school-based advocacy was a racialized comfort that White and Asian students felt toward school-based advocates of their same race. No Nonwhite male participants claimed any form of an advocate or trusted advisor on the school's staff. These advocacy factors alluded to a racialized nature of the phenomena of homelessness non-disclosure.

All participants described an acquired resilience against these threats that occurred during their second half of high school. White students developed agency through developing resilience, as evidenced by their awareness and resistance to social class stereotypes. Nonwhite participants did not speak of an agency that allowed them to resist poverty stereotypes. Therefore, Nonwhite students without advocacy were estimated to be the most hidden of the homeless population that this study explored. That disparity became especially troubling with the consideration of the high density of homelessness in the Nonwhite community. The following chapter presents the limitations, recommendations, and conclusions of this study.

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Chapter 6: Limitations, Recommendations, and Conclusion

The purpose of this research was to examine the reasons students might not disclose their housing crisis to an educator and their rationale for not doing so. Stereotype Threat Theory provided a framework to understand the findings and guided the analysis of this study. Critical Race Theory provided the framework for connecting intersectionality and storytelling for the study. Both frameworks help to understand the social pressures that often accompany homelessness, and that may impact White and Nonwhite students differently.

“Pressures on one’s identity to avoid being the subject of stereotyping or prevailing norms imposes a mental cost” (Zamudio et al., 2010, p. 38). The challenge for educators was how to help students experiencing homelessness avoid that cost, remain in school, and graduate. This chapter details the study's limitations and makes recommendations for intentional structures to support homeless students. Finally, this chapter’s conclusion provides a research summary and an answer to the research question.

Limitations to the Study

The identification of obstacles and impediments to the classification of student homelessness had unique limitations. The research attempted to explain possible reasons students did not self-identify as homeless, including their subjective experiences associated with being homeless. The researcher conjectured that uncovering and examining students' perceptions of homelessness would be the first step to improving a school system's homeless supports.

This researcher chose a phenomenological approach to attempt to gain an understanding of why students who qualify for McKinney-Vento’s support often evade identification. Phenomenology described the problem; it did not provide the solution. Therefore, this study was more about identifying issues than solving problems. Research limitations identified in this study

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should be addressed to inform future studies. Those limitations were variability, virtual setting, positionality, sampling, and student representation. More comprehensive investigations should be conducted to compensate for each of these limitations. Suggested modifications are addressed in the recommendations section.

Uncontrolled Variability.

This investigation relied on student accounts of lived experience with stigma and racialized homelessness. One limitation to this research design was an inability to isolate the numerous interpersonal dynamics that might affect stereotype threat. That limit was based on a student's decision to report their homeless situation and seek support. The many variables in student thinking did not encumber this phenomenological approach. In this study, the researcher's phenomenological responsibility required accepting many other variables that influenced research outcomes (e.g., parent relations, student engagement, friendships). How variables like these intersected was also not explored. Additionally, the interviewers only exposed themselves to ancillary information described through participants' memory and reflections (Creswell & Creswell, 2018).

Virtual Investigation

Another limitation was the awkward interview environment resulting from the necessity of conducting virtual interviews during a pandemic. The researcher documented the relevant testimonies that the interviews generated. Students' year-long experience with the Microsoft Teams software could be a factor that mitigated this potential constraint. Despite a virtual environment, the research identified a strong connection in student viewpoints, particularly along racial lines. However, a face-to-face research study would be preferred since that interview modality could offer nonverbal cues, depth perception, and interpersonal associations.

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Positionality

The researcher had previous interactions and had established relationships with the students who participated in the study. These earlier interactions gave the researcher a more robust understanding of student mannerisms and personal history. That positionality also offered a unique interpersonal capacity to facilitate this action research, as detailed earlier. However, the multiple roles and responsibilities of the researcher, in the school, posed problems for the study. Participants knew that the interviewers had connections with a multitude of other students in the school. Therefore, the interviewers may have inadvertently created the same fear that participants had expressed concern with other educators: adults telling students their homeless secrets.

Regardless of the positionality drawbacks to action research, there were benefits of utilizing this positional investigational design. The researcher's positionality allowed for sample representation, an intersectional interview team, investigator awareness, tailored to school needs, improved student participation, and eased in data acquisition. Other research teams identified in the literature review utilized an external approach to assessing the homeless student perspective (Aviles & Heybach, 2017; Toolis & Hammack, 2015). Those peripheral approaches to investigation promoted examination objectivity. However, as exemplified in the quality of responses, the effectiveness of this research suggested that an internal investigation allowed for more centralized action exploration to this study's research question.

Sampling

The study's sampling procedure applied an innovative approach by selecting a participant pool that resembled the racial demographics of the school being investigated. An intersectionality of race and stigma was told in a compelling way by the participants who experienced it. However, multiple sampling limitations, explained below, impeded this research.

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Representation Limitations. A multiracial population was an important aspect of this study's sampling. Critical Race Theory predicts that disparate opportunities might generate different responses to homeless threats between races, especially between White and Nonwhite students. Therefore, the findings cannot be generalized to a larger youth population that might not match this school's demographics ([Appendix C](#)). Furthermore, each situation was unique to each student experiencing homelessness. While there were generalities that could be drawn, it was recognized that even students of the same race could respond differently to threats. There were inherent structural limitations that skewed research efficiency. An example of a structural limitation was the demographics of students who participated versus those who were invited.

Some racial and gender populations were underrepresented. The Latino population was the most underrepresented relative to the student demographics of the school. The African American population was overrepresented in this study. Therefore, it was difficult to make definitive conclusions on race with the variability in racial participation. A longitudinal study that had more time to recruit and support families, as part of the research/interview process, might improve validity.

Limited Environment. The study focused on students in just one school. The social dynamics and demographics cannot be assumed to be similar in all schools. Different racial dynamics and school culture could have significantly altered student responses. Therefore, differing school population factors could have generated different results.

Student Reflection. Ethical considerations for the research required that participants in this study were no longer experiencing homelessness. Students in the distress of homelessness would require intentional supports (e.g. counseling) to ensure they incurred no harm in the interview process. Participants had experienced homelessness but were not exposed to that stress

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at the time of the interview. Therefore, their homelessness was not concurrent with the interview and their subjective experience may not have been as salient had subjects been experiencing homelessness at the time.

Student Representation Was Speculative. Student homelessness identification was considered by many to be a futile attempt to define an unknown population that is embedded within macro-societal structures (Harter et al., 2005). Categorizing an amorphous homeless student population has historically been challenging for researchers. Doubled-up homelessness, classified earlier as hidden homelessness, was the most prevalent form of student homelessness (Appendix B). A doubled-up population was selected due to its higher representation and lower levels of emotional trauma. Interpretations from the literature review showed that stereotype labels had transferability across all forms of homelessness. In other words, the social pressure cast on an unsheltered homeless student could be told by a doubled-up homeless participant without as much emotional risk to that student. This sample of doubled-up students was acceptable since it provided understanding how many students perceive homelessness and what methods they might adopt to mitigate social pressure (Wright et al., 2019).

The accounts of participant stigma and racialized responses for those who lived in crowded homes were similarly painful to those who spoke of car and shelter living. Students speculated as to how their past perceptions might fit with other students. Those perceptions may be based on specific circumstances and issues that cannot be replicated. The fault in this thinking was to suppose that all students were experts or experienced with all version of homelessness. The general transferability of their responses to those encumbered by similar homeless pressures was established in Chapter Three of this document. However, participant testimony may not be completely transferrable to students living unsheltered or in an unaccompanied situation. Social

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stressors that doubled-up students had felt made them the closest experts that safety would allow.

School Support Recommendations

It is a school's responsibility to build systems that lessens the impact of school-based homeless oppression. Additionally, schools must better identify students that have experienced homelessness (Markward & Biros, 2001). Hallett et al. (2015) argued that eroding educational infrastructure limitations was vital to overcoming challenges associated with homeless students' lack of financial and academic support. The first step for school administrators was to ensure that there were school staff that students experiencing homelessness can trust. The recommendations of school staff training, increased adult awareness, and reducing student threats are discussed below.

Train School Staff on Racialized Practices

How students see themselves was critical to understanding comfort factors in homelessness disclosure. A focus on racial constructs allows for an understanding of the impact of educational policies that place unequitable strains on inadequately housed families of color (Aviles & Heybach, 2017). Racism is a mental modification that results from continuous social conditioning (Delgado & Stefancic, 2001). Historic racialization was embedded, to some degree, in each person's social programming (Delgado & Stefancic). Some educators might argue that Nonwhite students have the same academic opportunities as White students. However, this study accepted Delgado & Stefancic's contention that some teacher and student bias could have created racial barriers to homelessness disclosure and identification. Research shows that this racialization was common in schools (Zamudio et al., 2010). It is imperative that teachers of whiteness understand the impact of racial barriers. Principals should ensure that their teachers and staff are trained to understand racialized comfort in McKinney-Vento disclosure. Instead,

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principals place a low priority on meeting the requirements of McKinney-Vento (Havlik et al., 2020). Furthermore, this study concluded that high school administrators should integrate racial awareness into regular homeless training of school staff. Principals should designate intentional learning opportunities that are designed to provide concrete teacher strategies to respond to the social and racial experiences of homeless students. School districts should train principals in the importance of these skills.

Recommendations to Increase Adult Awareness

Washington is the only state that requires schools to establish points of contact for youth experiencing homelessness ([Appendix R](#)). School districts should meet their legal obligations to ensure that every student identified for McKinney-Vento support has a dedicated adult mentor for daily contact. Those daily mentors could be teachers or counselors, but they should have racial, ethnic, or cultural associations with the student.

Increase Teacher Awareness. Students that are in need find solace in those that physically reflect themselves. Teacher training as to the student affinity for racial and gender bias is essential in identification. For example, Latino teachers must be familiar and have more in-depth conversations with their Latino students. The goal of this training would be for teachers to gain a deeper understanding of homeless student experiences.

This researcher does not advocate that school trainings should focus on social justice frameworks. Bell (1998) explains that sometimes our best intentions of racial equity can create as much harm as we are trying to relieve. Instead, teachers should learn the signs and constraints of homeless student identification. They should also learn the disclosure limitations to their students' implicit bias. Homeless liaisons should conduct annual trainings with staff. This training needs to extend beyond just the legality and details of the McKinney-Vento program. It

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also should include training on homeless student symptoms, socioemotional needs, and racial and gender predilection.

Schools with diverse student populations should not exclude the needs of White students in this training. Social expectations inhibit White students from exposing themselves to a predicament against the system's design, a design in which they should benefit. These students describe hiding from homeless support their first two years of high school. White teachers should know the reasoning behind this non-disclosure. White teachers of underclassmen must deprogram this misconception that erodes White student identity.

Counselor Development. There are significant differences between teachers' and counselors' responsibilities for homeless students (Wilkins et al., 2016). McKinney-Vento liaisons and school counselors are vital professionals in emotional change (Jozefowicz-Simbeni & Israel, 2006). The distrust of White counselors by Nonwhite students was a commonality in this study.

Counselors are ineffective at deconflicting homeless threats if the students do not trust them. Therefore, counselors must be able to create a safe environment for students experiencing homelessness. School counselors should receive professional development to increase their awareness of students' potential racialized distrust and responses to stereotype threat. The awareness in this group is a major recommendation of this study due to the sensitive nature of conversations with students.

Ending Friend Referral Strategy. Programs should not focus on friend referrals. Two of the larger school districts in Washington State utilize a friend referral program for McKinney-Vento support. These districts employ posters and protocols to solicit friends to identify their homeless peers. Findings in this study indicate that students develop discrete and supportive

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social relationships with peers that might emotionally serve some students. However, many participants in this study claimed that school-based friends would be the last group of which a homeless student would reveal their homelessness status. Most participants unequivocally expressed to a desire to hide their homelessness from their friends, as they perceive those friendships to be vulnerable. Therefore, systems that attempt to leverage these unpredictable and uncertain friend relationships potentially reduce effectiveness. School districts would benefit by improving systems to educate parents, a trustworthy source for Nonwhite students.

Recommendations to Reduce Student Threat

Improve Racial Bias Awareness. Participants of color indicated a higher degree of disclosure to schools when their parents were informed about the details of McKinney-Vento. Informing these parents is an important responsibility of school districts. Some districts only offered a housing questionnaire to these parents at the time of registration. That housing status was not always updated over a student's time in school. School districts should expose the disconnect in a process that systematically divides Whites and Nonwhites (Zamudio et al., 2010). High schools should first focus on communities of color since those communities have the most homeless overrepresentation and least self-advocacy.

A significant area of systems gaps came from the periodic nature of homelessness. Many schools do not intentionally reevaluate homeless status once they become academically enrolled (Havlik et al., 2020). Parents of color appear, in this study's findings, to be willing to disclose their homelessness. This parental disclosure would have a high identification return rate. Therefore, a more detailed and thorough school indoctrination would be beneficial to families of color. This indoctrination should include orientations to systems of support that parents of color could select.

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Training should also include a follow-up program of periodic awareness campaigns. Employing a full-time regional counselor to follow-up with families of color would be an effective way to help to develop parent agency. This liaison could support multiple schools within a school district with a concentration on outreach to parents of students of color. This liaison should also stretch across feeder schools to ensure support to siblings and the entire family.

Future Research Recommendations

Expand the Action Approach to Research

Wheatley suggested in her book on organizational leadership that we should "think globally but act locally" (2006, p. 44). This researcher applied this suggestion to student homelessness. Overcoming homeless barriers required a local approach to a national problem. This study showed that students differed along distinct racial and gender lines. Educators should conduct specific action research on their own homeless students' stories (Markward & Biros, 2001). Therefore, a homeless intervention plan should be specific to the community being served.

One benefit of this study was the utilization of the school's existing support systems. The researcher leveraged relationships with key players that coordinated student services, counseling, homeless support, housing authority, and parents. The researcher also accessed student contact information and schedules. In addition, the interviewers had strong relationships with parents that increased their willingness to support their student's participation. Some improvements that can be made to this local approach include:

1. Conduct an action research project that incorporates a larger sample size. Utilizing multiple district-level studies would allow regional trends to be understood on a larger scale. A

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more comprehensive comparison through future research with larger samples of homeless youth enhances the exposure to student homelessness dynamics.

2. Future studies should also encompass a variety of school demographics and regions. Increasing the variety of socioeconomic and racial representation of samples increases student response validity to the larger McKinney-Vento population.

3. Research should be conducted in each school to develop staff understanding of how particular student populations differ in their subjective experiences. Districts should provide professional development that principals could deliver would assist staff in knowing what to look for, their limitations, and how to better serve their student population experiencing homelessness.

Expand the Research to Other Ages

This study does not provide a comprehensive understanding of the homeless experience of students of all ages. Future studies could explore the different dynamics of student homelessness at different grade levels, which may offer specific recommendations per those levels. As with many school-based interventions, studies may find that supportive interventions enacted early in a student's school may provide a more beneficial outcome for the student.

Parent and student willingness to seek help also might change over time with their experiences within the homeless support system. A decrease in student self-disclosure of homelessness might be a result of a decrease in institutional trust over time. Future studies might delve into the distrust of systems that could lead to such individual distrust of educators.

Expand the Research to Other Homeless Students

Participants were selected based on their doubled-up housing status. Unaccompanied, unhoused, and foster youth were excluded from this study. This exclusion was based on limited

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emotional supports for participants' psychological safety. The study design did not include the resources to provide appropriate services to the students with higher emotional and physical needs. Therefore, this study ignored potential interviews from other homeless sectors of students.

Despite transferability contentions, one cannot assume that the experiences of students in doubled-up housing situations are the same as homeless students in different contexts. Safety and overall homeless representation made it advisable to limit study subjects to doubled-up students. Future research should develop a broader investigation into more expansive sampling criteria, including multiple homelessness classifications. Researchers with training in psychological support should conduct those studies.

Expand the Population to Represent Unidentified Homeless Students

McKinney-Vento eligible students were a challenge to identify (Wilkins et al., 2016). This researcher identified 20 students that met the inclusion criteria out of 131 enrolled in the school's McKinney-Vento program. That does not mean that 131 were the only students experiencing homelessness in this school. The uncertainty of the identification rate limited the generalizability of the findings beyond this one homeless demographic.

There was also a constraint in the differing identification status of the participants. Asking students who have already been identified to speculate as to how unidentified students think limited research accuracy. These sampling constraints limited this participant base from being fully representative of the overall homeless population. As stated earlier, a larger sample size would have increased the validity of the study's findings, and possibly increased applicability to those who had not been identified - the goal of this research.

Conclusion

This research aimed to be a possible first step in building a structure for a new

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educational support order for homeless students. Wheatley (2006) discussed the importance of a new system that illuminates a machine unseen with older frameworks. This researcher acknowledges the foundational work of many investigators on student homelessness. Those studies have established that homeless stigma and racial pressures were essential considerations in homeless student disclosure. This study sought to answer the following question: What were the reasons high school students qualified for McKinney-Vento services do not self-identify and seek those services?

One recommendation of the study was the expansion of future research to differing demographics. Only the top 3% of the highest needs communities received McKinney-Vento funding (Markward & Biros, 2001). That was because 77% of students experiencing homelessness were found in urban schools like those served by Lincoln High School (Henry & Sermon, 2010). Urban communities experienced twice the homelessness as rural populations (Henry & Sermon, 2010). Therefore, the previous recommendations should be considered imperative at urban schools of homelessness. Higher rates of occurrence did not mean the suffering of urban students experiencing homeless was more substantial than in rural communities. Often rural communities experienced the same degree of homelessness with decreased density; therefore, they receive fewer resources to battle this issue (Appendix C).

Previous research has not considered a synergistic effect between racial disparity and homeless stigma. Few studies have used Stereotype Threat Theory's concept of negative pressure to describe the psychological burden on students experiencing homelessness (Schmader & Johns, 2003). Use of the framework of Stereotype Threat was helpful in explaining the dynamic of student evasion of homeless stigma. Student evasion of the associated homeless labels seemed to reduce the impact of stereotypes. Reducing the impact of those stereotypes, and

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the avoidance of stigmatization, were a primary reason that younger students gave for avoiding support.

The results of this study aligned to its prediction that student interviews would reveal social barriers to students self-identification as homeless. However, students who were targets of stereotyping tried to minimize those barriers and consequences (Johns et al., 2008). Schools serving homeless communities must develop systems to counteract the oppression of this homeless pressure. Teacher understanding of student conceptions when experiencing homelessness can help teachers dismantle those student beliefs (Schmader, 2010; Toolis & Hammack, 2015). If educators cannot defuse those beliefs, students may withdraw from engaging in school, or attending at all (Schmader, 2010). Withdrawal is a common and adverse outcome for McKinney-Vento students (Ausikaitis et al., 2015).

Most homelessness studies ignore the impact of race and social class (Archer & Francis, 2006). Applying the three tenants of Critical Race Theory helps to explain the clear polarization of responses in this study. No participants felt that teachers discriminate against students. Conversely, racial and gender homogeneity of the teaching staff at the school created a feeling of comfort in students. The researcher found no other studies considered race as a factor in explaining students' reluctance to self-disclose and seek school-based supports.

Classism and racism impacted the response of students. Therefore, something in the educational system needs to change. This study implies that teachers must first alter their own implicit biases so that they can grow to understand those biases of their students. Educators must realize the deep-seated feelings that a national history of racialization creates in our students' minds. Students navigate those racialized sentiments in different ways. Therefore, schools that

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wish to better support their homeless students must develop means to construct identity and develop coping skills in all students. Adult understanding of how societal stressors like race and stereotypes affect our students is the first step in finding this most vulnerable homeless population.

The uniformed approach to homeless support that is currently in use cannot overcome stereotypes and racial discomfort in homeless students. This study discovered, through student testimonials, that fears of homeless labels and stigma, and unwillingness to self-disclose are inherent in the dynamic of student homelessness, but can and should be overcome with well-developed, and comprehensive school systems of support. The solution is not about finding homeless students; the solution is about developing adult capacity to support students experiencing homelessness.

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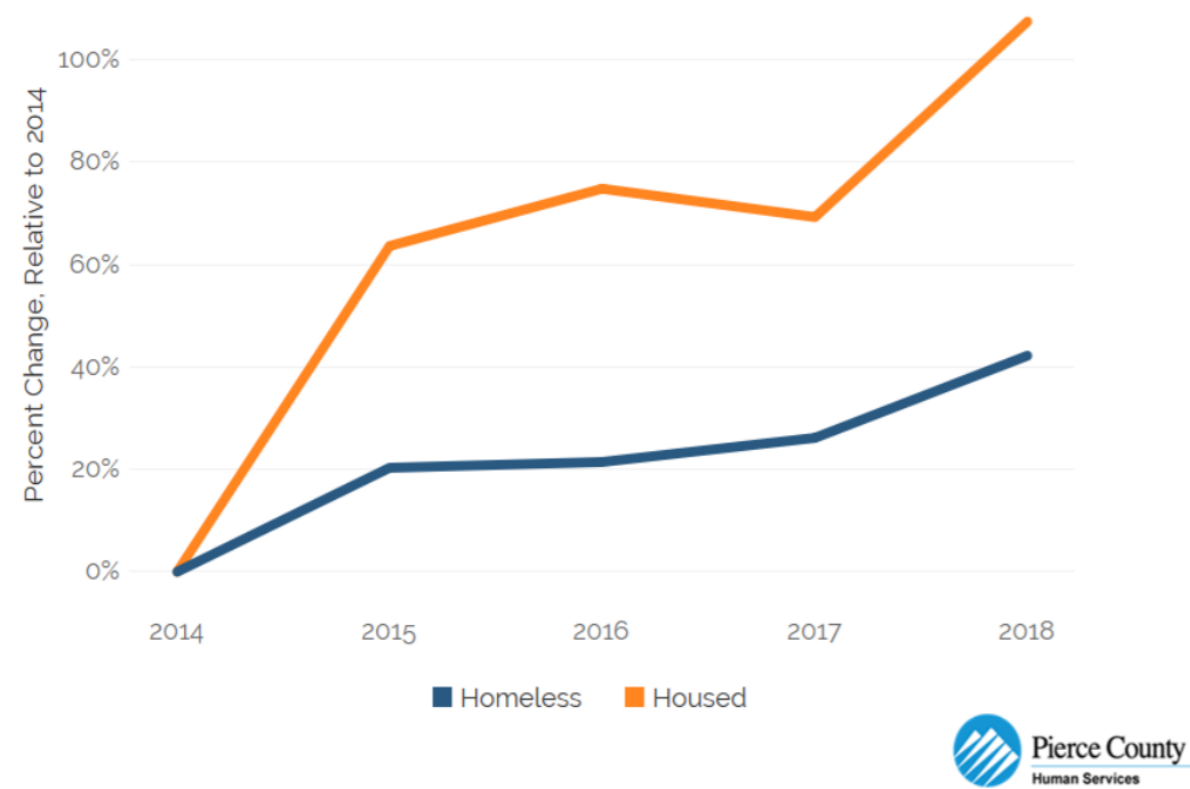
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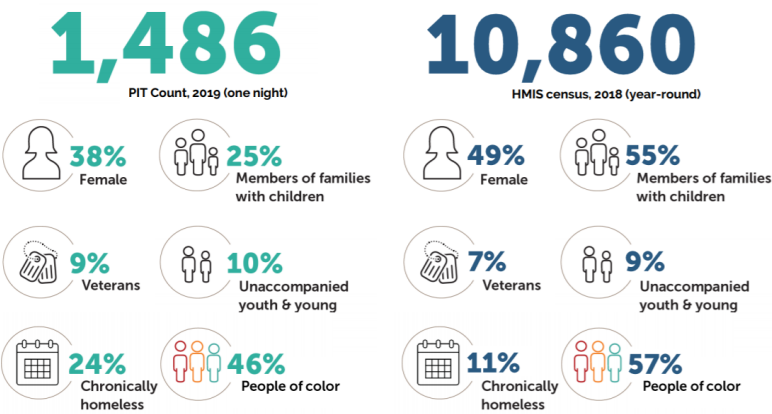
Appendix A

Pierce County Homeless Crisis Diagram

Over the past five years, the increase in persons housed by Pierce County has outpaced the increase in persons seeking homelessness services.



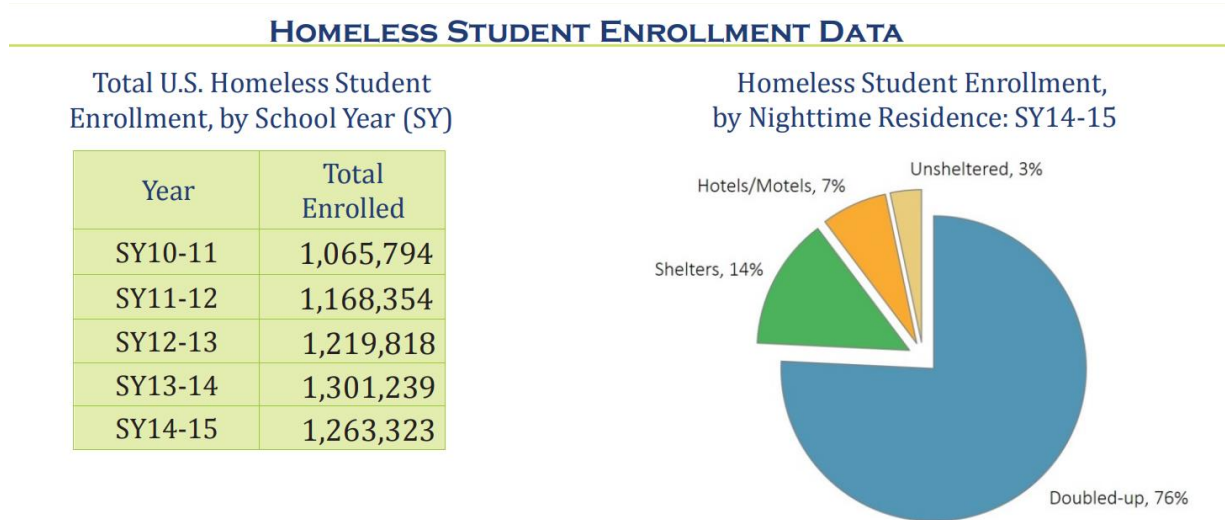
Comparing PIT and HMIS



From Pierce County Human Services (2019).

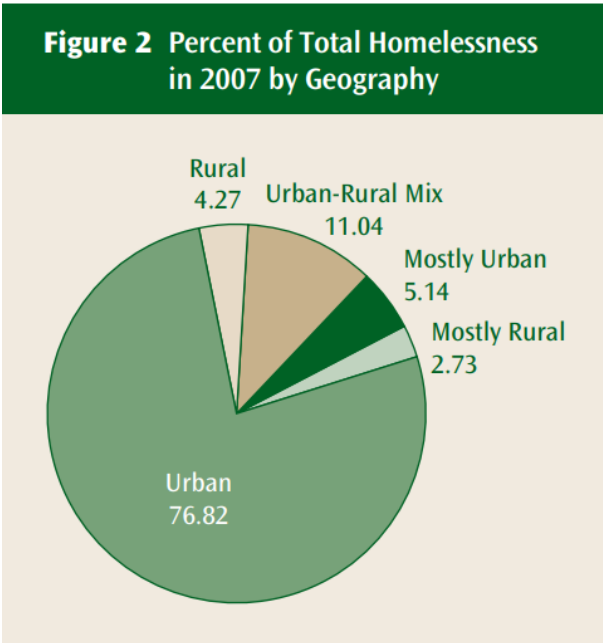
Appendix B

United States Homeless Demographics



Note: Statutory definitions of homeless primary nighttime residence are available at <http://nche.ed.gov/legis/mv.php> "Doubled-up" here means "sharing the housing of others due to loss of housing, economic hardship, or a similar reason."

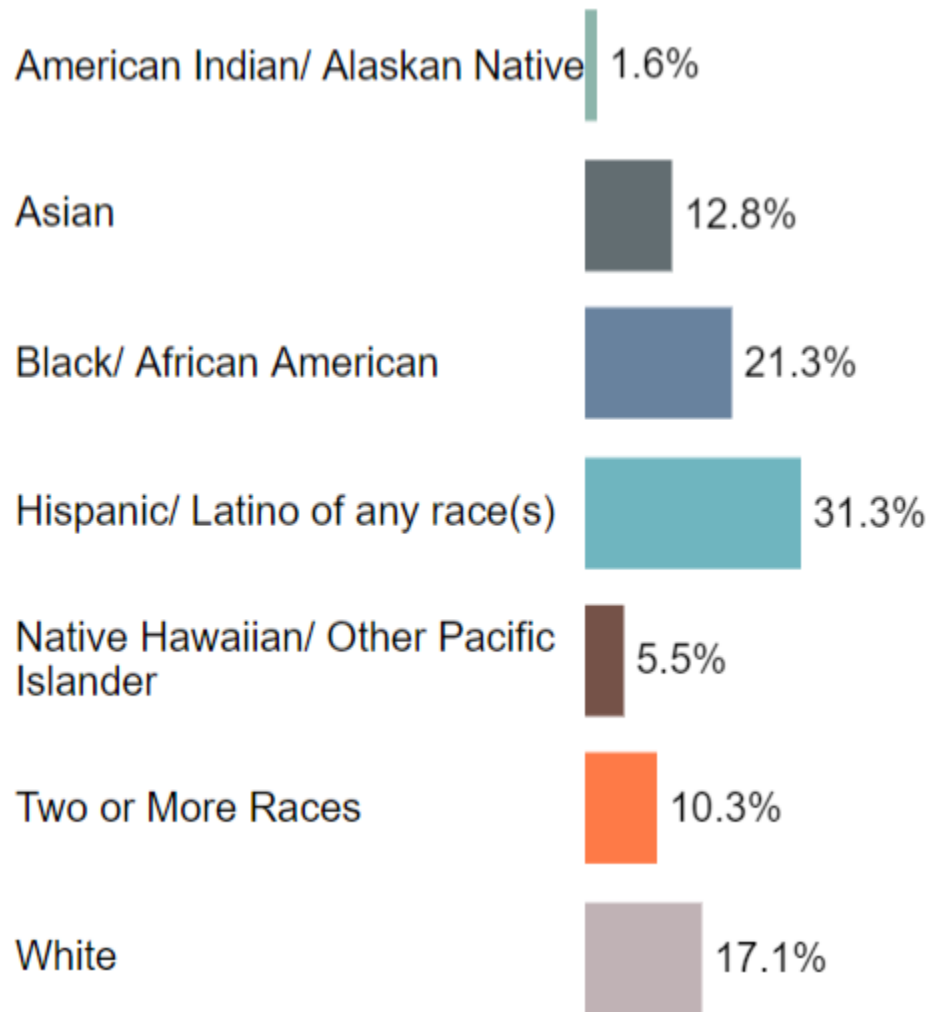
From US Department of Education (2013).



From Henry & Sermon, 2010

Appendix C

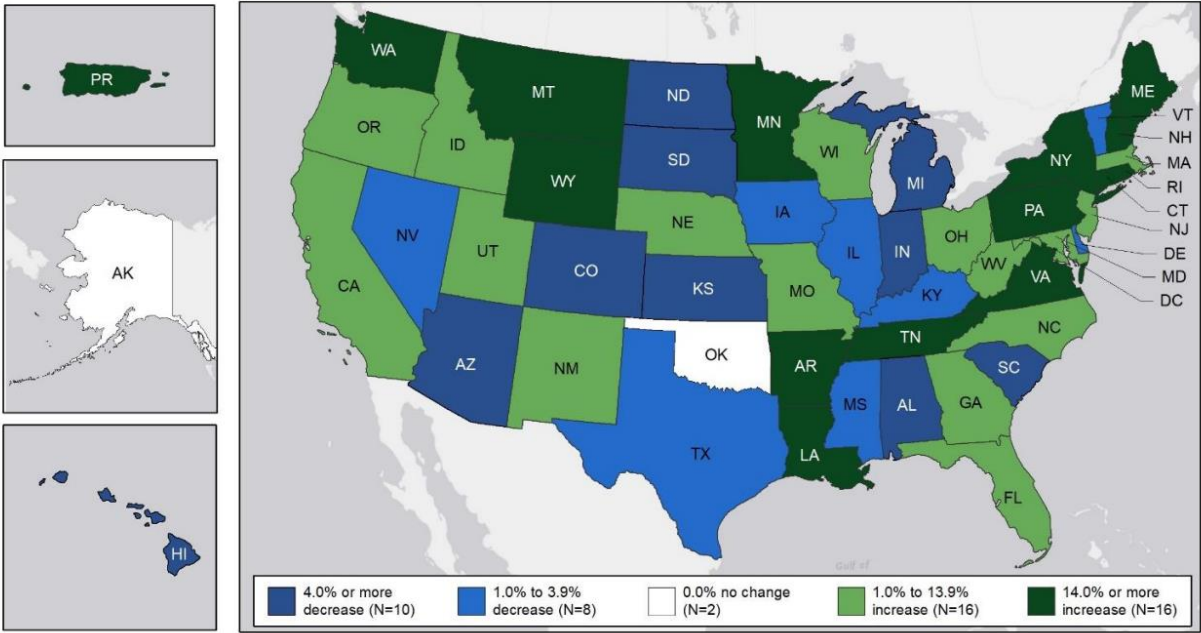
Lincoln High School Homeless Demographics



From Office of Superintendent of Public Instruction (2020).

Appendix D

Figure 2. Percentage change in enrolled homeless students by state, School Years 2014-15 to 2016-17: Ungraded, 3 to 5 year olds, and Kindergarten to Grade Twelve

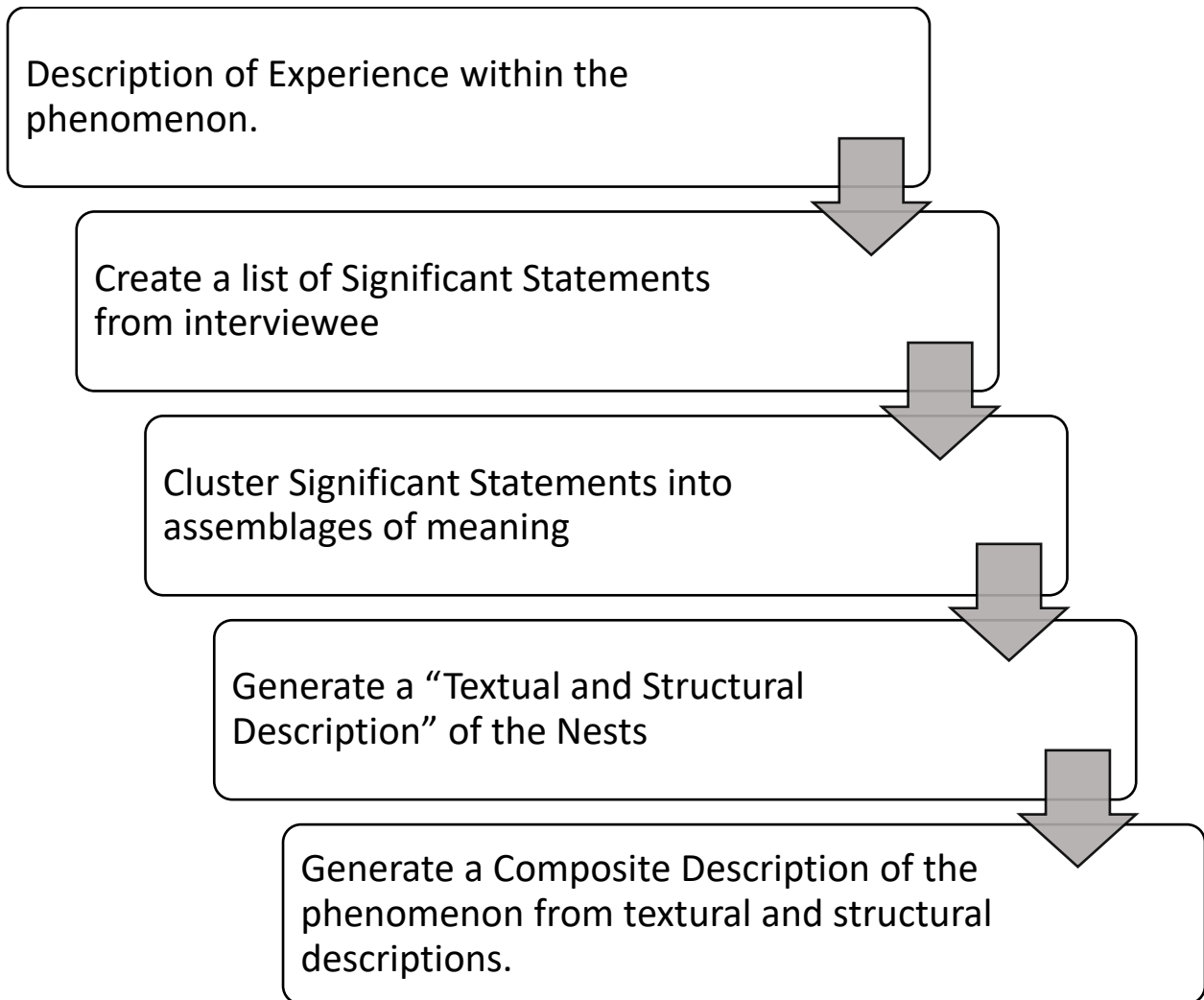


From National Center for Homeless Education (2019).

Appendix E

Data Analysis Protocol, Open Coding

A Modification of Stevick-Colaizzi-Keen Method for Open Coding of Phenomenological Data



Derived from Moustakas, C. (1994). Phenomenological research methods. p. 122-124

Appendix F

Modified Open Codebook (Clusters)

An open codebook was used in this study. The statements were grouped into the following themes and clusters. These grouping were identified by the researcher after through review of the transcripts.

Theme 1: Threat

- Cluster 1: School Based Threats
- Cluster 2: Embarrassment
- Cluster 3: Fear of Gossip
- Cluster 4: Privacy Concern
- Cluster 5 Emotional Threat
- Cluster 6 Threat Mitigation
- Cluster 7: Fear of Ridicule
- Cluster 8: Fear of Poverty
- Cluster 9: Physical Fear
- Cluster 10: Distrust by Nonwhite Students

Theme 2: Advocacy

- Cluster 1: Nonwhite External Advocacy
- Cluster 2: White Student Advocacy
- Cluster 3: Disclosure Authority
 - Subcluster 1: African American Disclosure Authority*
 - Subcluster 2: Latina Disclosure Authority*
 - Subcluster 3: White Disclosure Authority*
- Cluster 4: Advocacy in Friends
- Cluster 5: Institutional Threat
- Cluster 6: Parental Consequences
- Cluster 7: Government Fear
- Cluster 8: Mandatory Reporting Fear
- Cluster 9: Discriminatory Threat
- Cluster 10: Racial Awareness

Cluster 11: Racial overtones

Cluster 12: Racial Burden

Cluster 13: High Cultural Diversity

Cluster 14: Racially Selected Advocates

Cluster 15: Educator Advocacy

Theme 3: Agency Theme

Cluster 1: Agency of Nonwhite Students

Cluster 2: Agency of White Students

Appendix G

Interview Questions

The researcher opens the questioning with the following statement: “Thank you so much for volunteering to participate in this interview. I believe that you are the expert of your own experiences and that only you can tell your story. I appreciate you taking the time to share your insights and personal perspective on homelessness.” The researcher reminds the student of their right to opt-out.

The researcher begins with an Identification Mapping Exercise that serves as an icebreaker activity. Students brainstorm 3-5 adjectives that describe their identity while following the narrative “I am....” The student then discuss their descriptions.

Students are then asked the following six questions that allow them to narrate their understanding of student homelessness.

- 1) Describe your overall your experiences with homelessness?
- 2) At school did you tell a counselor or teacher you were homeless? Why or Why not?
- 3) Do you know of friends who have shared their homeless status with adults at school?

If so, why do you think they shared, and you did not (only ask if applicable)?

- 4) Please write down 3-5 reasons a student might avoid support. Why did you choose these?

If a racism related answer: “tell me what racism looks like in your world.”

If a stigma related answer: “tell me what that social pressure looks like.”

- 5) To what extent has racism, prejudice, discrimination, or antagonism based on membership in a racial or ethnic group, impacted your willingness to seek and accept help?
- 6) To what extent has social pressure, how you might be viewed by your peers, impacted your willingness to seek and accept help?

Appendix H

Interviewer Bias Mitigation

| |
|---|
| <u>Bracketing</u> |
| What is it about student homelessness that compels me? |
| |
| How do those attitudes impair my objectivity? |
| |
| What is it about student homelessness that compels me? |
| |
| What makes student homeless aversion uniquely different from other student aversions? |
| |
| <u>Eidetic Reduction (unbiased review of student response)</u> |
| Simplification. What is this about, what are the fundamental issue? |
| |
| Variation in imagination. Reflect on the phenomenon of avoidance experience of secrecy differs from the experience of privacy or the reasoning for hiding |
| |
| <u>Researcher Debriefing</u> |
| Both researchers debrief their general observations recorded in this log |
| 1) significant observations: |
| 2) computer-generated transcript review: |
| 3) transcript triangulation to inform coding: |
| 4) independent reflection: |

Appendix I

Transcript Log

| | |
|-------------------|-------|
| Student Key Words | Date: |
| Transcription Log | |
| Question 1 | |
| Question 2 | |
| Question 3 | |
| Question 4 | |
| Question 5 | |
| Question 6 | |

Appendix J**Letter to Parents English**

Dear Lincoln Parent or Guardian:

Pierce County housing unavailability has doubled while enrolment in Lincoln's McKinney-Vento program for those experiencing housing issues has decreased. Lincoln has the best Community Resource Center in the South Puget Sound region. Lincoln's McKinney-Vento counselor, Ms. Ha, was recently recognized as the best volunteer coordinator in the South Sound Region. Lincoln supports a community with 36% chronic homelessness. Sadly, we only have 8 % participation with McKinney-Vento. I suspect this should be much higher. I predict that there are students who avoid support due to social pressures and lack of faith in our support systems.

Your Student participated in Lincoln's McKinney-Vento program. I am hoping I could talk with them anonymously in November to see if they can help me understand how students who are balancing housing issues might think. I hope to paint a picture for teachers of how other students might try to hide a housing crisis. The goal is that Lincoln understand how to help all students graduate.

Therefore, I am conducting a research study about the experiences of our students who have experienced similar housing circumstances. The purpose of the letter is to provide you with general information about the study. Participation in this study is completely voluntary, anonymous, and focus only on the school environment.

Who qualifies for the study?

Criteria for participation in this study are as follows: (a) 14-18 years of age; (b) have or had at participated in Lincoln's McKinney-Vento program; and (c) participated in this program for a minimum of three months.

What would my students' s involvement entail?

If your student volunteers to participate with your consent, he/she would be interviewed about experiences of being a student and receiving support with housing instability. In particular, the interview includes questions that focus on experiences during school. I will not extend conversations beyond the school environment. The interviews will be conducted in a private on Microsoft Teams. The interview should last 30 minutes. Your student may refuse to answer any question and can end the interview at any time. Also, parents may withdraw their child from the study at any point in the process.

How will information be kept?

Data will be confidential. Although interviews will be audio taped, no identifying information will be on any documents. A number Key Words will be assigned instead and the link between your child's name and the Key Words will be destroyed immediately.

Will my student receive anything for their time?

All participants will receive a \$10.00 Starbucks gift card for personal use. Each participant can keep the card regardless of whether he/she completes the interview. Participants may withdraw from the study at any time without penalty.

What is the next step?

If you have any questions and/or would like additional information regarding this study, please contact me by phone. If you would like your student to participate in the study, please mail back the signed consent forms included in the packet. My phone number is (253) 571-6661.

You can also email me at dcrider@tacoma.k12.wa.us

If you have any questions about your student's rights as a research subject, please contact the University of Washington for Human Subjects Division at (800) 759-1755. For questions with this study you may also call Dr. Fengyi Hung, Tacoma Schools Data and Research Team, at (253)571-3498 or fhung@tacoma.k12.wa.us

Thank you for your time.

Sincerely,

Donald Crider

Researcher

University of Washington Tacoma and Tacoma Public Schools

Appendix K**Letter to Parents in Spanish**

Estimado padre o tutor de Lincoln:

La falta de disponibilidad de viviendas en el condado de Pierce se ha duplicado, mientras que la inscripción en el programa McKinney-Vento de la escuela Lincoln para quienes tienen problemas de vivienda ha disminuido. Lincoln tiene el mejor Centro de Recursos Comunitarios en la región de South Puget Sound. La consejera de McKinney-Vento de la escuela Lincoln, la Sra. Ha, que fue reconocida recientemente como la mejor coordinadora de voluntarios en la región de South Sound. Lincoln apoya a una comunidad con un 24% de personas sin hogar crónico.

Lamentablemente, solo tenemos un 8% de participación con McKinney-Vento. Sospecho que este porcentaje debería ser mucho más alto. Predigo que hay estudiantes que evitan el apoyo debido a las presiones sociales y la falta de fe en nuestros sistemas de apoyo.

Su estudiante participó en el programa McKinney-Vento de la escuela Lincoln. Me gustaría poder hablar con ellos de forma anónima en noviembre para ver si pueden ayudarme a comprender cómo podrían pensar los estudiantes que están equilibrando los problemas de vivienda. Espero pintar una imagen para los maestros de cómo otros estudiantes podrían intentar ocultar una crisis de vivienda. El objetivo es que todos los educadores a través de toda la nación entiendan como ayudar a todos los estudiantes. No podemos ayudarlos si no sabemos

cómo llegar a ellos.

Por lo tanto, estoy realizando un estudio de investigación sobre las experiencias de nuestros estudiantes que han experimentado circunstancias similares de vivienda. El propósito de la carta es brindarle información general sobre el estudio. La participación en este estudio es completamente voluntaria, anónima y se centrará únicamente en el entorno escolar.

¿Quién califica para el estudio?

Los criterios para participar en este estudio son los siguientes: (a) 14-18 años de edad; (b) había o ha participado en el programa MV de Lincoln; y (c) participó en este programa por un mínimo de tres meses.

¿Qué implicaría la participación de mis estudiantes?

Si su estudiante se ofrece como voluntario para participar con su consentimiento, él / ella sería entrevistado sobre experiencias de ser estudiante y recibir apoyo con la inestabilidad de la vivienda. En particular, la entrevista incluirá preguntas que se centran en experiencias durante la escuela. No extenderé las conversaciones más allá del entorno escolar. Las entrevistas se realizarán en privado en Microsoft Teams. La entrevista debe durar 30 minutos. Su estudiante puede negarse a responder cualquier pregunta y puede terminar la entrevista en cualquier momento. Además, los padres pueden retirar a su hijo (a) del estudio en cualquier momento del proceso.

¿Cómo se protegerá la información?

Los datos serán confidenciales. Aunque las entrevistas se grabarán en audio, no habrá información de identificación en ningún documento. En su lugar, se asignará un código numérico y el vínculo entre el nombre de su hijo(a) y el código se destruirá de inmediato.

¿Recibirá mi estudiante algo por su tiempo?

Todos los participantes recibirán una tarjeta de regalo de Starbucks de \$ 10.00 para uso personal. Cada participante puede quedarse con la tarjeta independientemente de que complete la entrevista. Los participantes pueden retirarse del estudio en cualquier momento sin penalización.

¿Cuál es el próximo paso?

Si tiene alguna pregunta o desea obtener información adicional sobre este estudio, comuníquese conmigo por teléfono. Si desea que su estudiante participe en el estudio, envíe por correo los formularios de consentimiento firmados incluidos en el paquete. Mi número de teléfono es (253) 571-6661. También puede enviarme un correo electrónico a dcriders@tacoma.k12.wa.us

Si tiene alguna pregunta sobre los derechos de su estudiante como sujeto de investigación, comuníquese con la División de Sujetos Humanos de la Universidad de Washington al (800) 759-1755. Si tiene preguntas sobre este estudio, también puede llamar al Dr. Fengyi Hung, Equipo de Investigación y Datos de las Escuelas de Tacoma (DART por sus siglas en inglés), al (253)571-3498 o fhung@tacoma.k12.wa.us

Gracias por tu tiempo.

Sinceramente,


Donald Crider

Subdirector,

Investigador, Universidad de Washington Tacoma y Escuelas Públicas de Tacoma

Appendix L

Adult Student Consent Form

| | |
|---|---|
| Confidential | Page 1 |
| <h2 style="text-align: center;">Abe Consent Form</h2> | |
| <p>Please complete the survey below.</p> <p>Thank you!</p> | |
| <hr/> <h3>KEY INFORMATION ABOUT THIS STUDY</h3> <p>Pierce County housing unavailability has doubled in the last ten years. Lincoln's participation with McKinney-Vento support for those experiencing housing issues has decreased. Lincoln has the best Community Resource Center in the South Puget Sound region. Lincoln's McKinney-Vento counselor, Ms. Ha, was recently recognized as the best volunteer coordinator in the South Sound Region. Lincoln supports a community with 36% chronic homelessness. 75% of our families participate in free/reduced lunch. Sadly, Lincoln has only 8 % participation with McKinney-Vento housing support. I suspect this should be much higher.</p> <p>Homelessness impacts inequity between students of different socioeconomic and racial demographics. The educational environment exacerbates the emotional pressures on homeless students who are already overburdened by external stressors.</p> <p>What are the main reasons a subject will want to join this study? This study intends to identify why students might avoid support. What are the main reasons a subject will not want to join this study? This requires students to reflect on their own situation and speculate why other students might avoid their path. What is the research question the study is trying to answer? Why is it relevant to the prospective subject? The research question for this study is, "How do McKinney-Vento students in Tacoma's schools of high homelessness, as defined by high McKinney-Vento percentages, describe the homeless threat and student avoidance from disclosure threat?" This is Who qualifies for the study? Criteria for participation in this study are as follows: (a) 14-18 years of age; (b) have or had at participated in Lincoln's McKinney-Vento program; and c) participated in this program for a minimum of three months. What information about the subject is being collected as part of this research? The interview will be audio recorded for transcription purposes only. All student identification and personal information will be removed at the end of the interview. What are the types of activities that subjects will do in the research? Answer six questions to the best of their ability. Students can opt-out of any question that they feel uncertain or uncomfortable by. What impact will participate in this research have on the subject outside of the research? This research will inform educators on how to better identify students and services. How will the subject's experience in this study differ from treatment outside of the study? There will be no differences in the experience of the student from regular activities within the school. In what ways is this research novel? The research may refocus future research and student support to more individual-focused interventions.</p> | |
| <hr/> <h3>PURPOSE OF THE STUDY</h3> <p>The research will uncover the restrictions in identifying students eligible for homeless support due to that discomfort and will include a study rationale, determine the research protocol, and finally review the data analysis process. The study will channel that data analysis into a systematic recommendation on how a public-school system can incorporate homeless student awareness training for teachers.</p> | |
| <h3>STUDY PROCEDURES</h3> <p>An intersectional relationship of these pressures decreases a student's willingness to self-disclose their homeless status. This study will conduct interviews with 12 homeless students to document why students would avoid seeking school-based support. This research aims to increase awareness of current educational limitations for the proper identification of student homelessness.</p> <p>What would my student's involvement entail?</p> <p>If your student volunteers to participate with your consent, he/she would be interviewed about experiences of being a student and receiving support with housing instability. In particular, the interview will include questions that focus on experiences during school. Conversations will not be extended beyond the school environment. The interviews will be conducted in a private session on Microsoft Teams. The interview should last 30 minutes. Your student may refuse to answer any question and can end the interview at any time. Also, parents may withdraw their child from the study at any point in the process. Ms. Lee, Lincoln Assistant Principal, will participate in the interview to ensure support to participants.</p> <p>How will information be kept?</p> <p>All data will be confidential. Although interviews will be audiotaped, no identifying information will be on any documents. A number code will be assigned instead and the link between your child's name and the code will be destroyed at the prescribed completion of this research.</p> | |
| 02/28/2021 7:29pm | projectredcap.org  |

Confidential

Page 2

RISKS, STRESS, OR DISCOMFORT

Questions will be non-personal and focused only on school-based situations. However, students may find themselves discussing personal reflections. These responses are not mandatory, and students are able to opt-out of research or certain questions if they feel uncomfortable.

BENEFITS OF THE STUDY

While you will not directly benefit from this study, your participation will help schools identify ways to help other students in similar situations.

CONFIDENTIALITY OF RESEARCH INFORMATION

Data will be confidential with links to identifiers. The link between your identifiers and the research data will be destroyed after the records retention period required by federal law. There are no plans to release the data to subjects. All of the information you provide will be confidential. However, if we learn that you intend to harm yourself or others, we must report that to the authorities. Government or university staff sometimes review studies such as this one to make sure they are being done safely and legally. If a review of this study takes place, your records may be examined. The reviewers will protect your privacy. The study records will not be used to put you at legal risk of harm.

The information collected as part of this research will not be used or distributed for future research studies.

If you have any questions about your rights as a research subject, please contact the University of Washington for Human Subjects Division at (800) 759-1755. For questions with this study you may also call Dr. Fengyi Hung, Tacoma Schools Data and Research Team, at (253)571-3498 or fhung@tacoma.k12.wa.us.

1) Student Name


This study has been explained to me. I understand that this is voluntary participation in this investigation. I had the opportunity to ask questions. If I have questions later about research, I can contact the investigators. If I have questions about my rights as a research subject, I can call the Human Subjects Division at (206) 543-0098 or call collect at (206) 221-5940. I will receive a copy of this consent form.

2) Signature

3) Date

Appendix M

Student Assent Form

| | |
|--|---|
| Confidential | Page 1 |
| <h2>Student Assent Form</h2> <p>Please complete the survey below.</p> <p>Thank you!</p> | |
| <hr/> <h3>ASSENT TO RESEARCH</h3> | |
| <p>STUDY OF SOCIAL THREAT IN SELF-IDENTIFICATION OF HOUSING DISPARITIES</p> <p>Researcher: Donald Crider, Lincoln High School, (253) 571-6661</p> <p>Researcher's statement: Mr. Crider.</p> <p>Pierce County housing unavailability has doubled in the last ten years. Lincoln's participation with McKinney-Vento support for those experiencing housing issues has decreased. Lincoln has the best Community Resource Center in the South Puget Sound region. Lincoln's McKinney-Vento counselor, Ms. Ha, was recently recognized as the best volunteer coordinator in the South Sound Region. Lincoln supports a community with 36% chronic homelessness. 75% of our families participate in free/reduced lunch. Sadly, Lincoln has only 8% participation with McKinney-Vento housing support. Only a student can explain how a Lincoln student might think and chart Lincoln's response to better serve our kids.</p> <p>We are asking you to be in a research study because we are trying to learn more about student feelings about housing identification. Your perspective is important because you are familiar with Tacoma School's McKinney-Vento program. If you agree to be in this case study, you will be asked your rationale as to why students might not want to participate. The researcher believes that school staff should know more about this. There are no risks from participation in the research.</p> <p>Your anonymity will be protected. No person other than the researcher will know of your participation or responses to the interview questions.</p> <p>The benefit to participation in the research would be a better informed and responsive school district. Subjects in this study receive a \$10 Starbucks gift card. You may keep the card regardless of whether you complete the interview.</p> <p>Parental Consent is required. Please talk this over with your parents before you decide whether to do this. We will also ask your parents if it is okay for you to be in this case study. But even if your parents say "yes", you can still decide not to do this. You can remove yourself from the study anytime. If you don't want to be in the study, you don't have to participate. Remember, being in this case study is up to you, and no one will be upset if you don't want to participate or even if you change your mind later and want to stop. The information collected as part of this research will not be used or distributed for future research studies.</p> <p>You can ask any questions about the study. If you have a question later, you can call me at (253) 571 - 6661.</p> | |
| <hr/> <p>RISKS, STRESS, OR DISCOMFORT</p> <p>Questions will be non-personal and focused only on school-based situations. However, students may find themselves discussing personal reflections. These responses are not mandatory, and students are able to opt-out of research or certain questions if they feel uncomfortable.</p> | |
| <p>BENEFITS OF THE STUDY</p> <p>While your student will not directly benefit from this study, they will help schools identify ways to help other students in similar situations.</p> | |
| 02/28/2021 7:42pm | projectredcap.org  |

Confidential

Page 2

CONFIDENTIALITY OF RESEARCH INFORMATION

Data will be confidential with links to identifiers. The link between your identifiers and the research data will be destroyed after the records retention period required by federal law. There are no plans to release the data to subjects. All of the information you provide will be confidential. However, if we learn that you intend to harm yourself or others, we must report that to the authorities. Government or university staff sometimes review studies such as this one to make sure they are being done safely and legally. If a review of this study takes place, your records may be examined. The reviewers will protect your privacy. The study records will not be used to put you at legal risk of harm.

The information collected as part of this research will not be used or distributed for future research studies.

If you have any questions about your rights as a research subject, please contact the University of Washington for Human Subjects Division at (800) 759-1755. For questions with this study you may also call Dr. Fengyi Hung, Tacoma Schools Data and Research Team, at (253)571-3498 or fhung@tacoma.k12.wa.us.

1) Student Name

This research has been explained to me. I agree to take part in this case study. I have had a chance to ask questions. If I have more questions, I can ask the researcher.

2) Signature

3) Date

Appendix N

Parent Consent Form - English

| | |
|---|--|
| <i>Confidential</i> | Page 1 |
| <h2 style="margin: 0;">Parent Consent Form</h2> | |
| <p>Please complete the survey below.</p> <p>Thank you!</p> | |
| 1) | Student Name <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> |
| 2) | Parent Name <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> |
| <h4>KEY INFORMATION ABOUT THIS STUDY</h4> <p>Pierce County housing unavailability has doubled in the last ten years. Lincoln's participation with McKinney-Vento support for those experiencing housing issues has decreased. Lincoln has the best Community Resource Center in the South Puget Sound region. Lincoln's McKinney-Vento counselor, Ms. Ha, was recently recognized as the best volunteer coordinator in the South Sound Region. Lincoln supports a community with 36% chronic homelessness. 75% of our families participate in free/reduced lunch. Sadly, Lincoln has only 8 % participation with McKinney-Vento housing support. I suspect this should be much higher.</p> <p>Homelessness impacts inequity between students of different socioeconomic and racial demographics. The educational environment exacerbates the emotional pressures on homeless students who are already overburdened by external stressors.</p> <p>What are the main reasons a subject will want to join this study? This study intends to identify why students might avoid support. What are the main reasons a subject will not want to join this study? This requires students to reflect on their own situation and speculate why other students might avoid their path. What is the research question the study is trying to answer? Why is it relevant to the prospective subject? The research question for this study is, "How do McKinney-Vento students in Tacoma's schools of high homelessness, as defined by high McKinney-Vento percentages, describe the homeless threat and student avoidance from disclosure threat?" This is Who qualifies for the study? Criteria for participation in this study are as follows: (a) 14-18 years of age; (b) have or had at participated in Lincoln's McKinney-Vento program; and c) participated in this program for a minimum of three months. What information about the subject is being collected as part of this research? The interview will be audio recorded for transcription purposes only. All student identification and personal information will be removed at the end of the interview. What are the types of activities that subjects will do in the research? Answer six questions to the best of their ability. Students can opt-out of any question that they feel uncertain or uncomfortable by. What impact will participate in this research have on the subject outside of the research? This research will inform educators on how to better identify students and services. How will the subject's experience in this study differ from treatment outside of the study? There will be no differences in the experience of the student from regular activities within the school. In what ways is this research novel? The research may refocus future research and student support to more individual-focused interventions.</p> | |
| <div style="display: flex; justify-content: space-between; align-items: flex-end;"> 02/28/2021 7:31pm <div style="text-align: right;"> projectredcap.org </div> </div> | |

Confidential

Page 2

PURPOSE OF THE STUDY

The research will uncover the restrictions in identifying students eligible for homeless support due to that discomfort and will include a study rationale, determine the research protocol, and finally review the data analysis process. The study will channel that data analysis into a systematic recommendation on how a public-school system can incorporate homeless student awareness training for teachers.

STUDY PROCEDURES

An intersectional relationship of these pressures decreases a student's willingness to self-disclose their homeless status. This study will conduct interviews with 12 homeless students to document why students would avoid seeking school-based support. This research aims to increase awareness of current educational limitations for the proper identification of student homelessness.

What would my student's involvement entail?

If your student volunteers to participate with your consent, he/she would be interviewed about experiences of being a student and receiving support with housing instability. In particular, the interview will include questions that focus on experiences during school. Conversations will not be extended beyond the school environment. The interviews will be conducted in a private session on Microsoft Teams. The interview should last 30 minutes. Your student may refuse to answer any question and can end the interview at any time. Also, parents may withdraw their child from the study at any point in the process. Ms. Lee, Lincoln Assistant Principal, will participate in the interview to ensure support to your student.

How will information be kept?

All data will be confidential. Although interviews will be audiotaped, no identifying information will be on any documents. A number code will be assigned instead and the link between your child's name and the code will be destroyed at the prescribed completion of this research.

RISKS, STRESS, OR DISCOMFORT

Questions will be non-personal and focused only on school-based situations. However, students may find themselves discussing personal reflections. These responses are not mandatory, and students are able to opt-out of research or certain questions if they feel uncomfortable.

BENEFITS OF THE STUDY

While your student will not directly benefit from this study, they will help schools identify ways to help other students in similar situations.

CONFIDENTIALITY OF RESEARCH INFORMATION

Data will be confidential with links to identifiers. The link between your identifiers and the research data will be destroyed after the records retention period required by federal law. There are no plans to release the data to subjects. All of the information you provide will be confidential. However, if we learn that you intend to harm yourself or others, we must report that to the authorities. Government or university staff sometimes review studies such as this one to make sure they are being done safely and legally. If a review of this study takes place, your records may be examined. The reviewers will protect your privacy. The study records will not be used to put you at legal risk of harm.

The information collected as part of this research will not be used or distributed for future research studies.

If you have any questions about your rights as a research subject, please contact the University of Washington for Human Subjects Division at (800) 759-1755. For questions with this study you may also call Dr. Fengyi Hung, Tacoma Schools Data and Research Team, at (253)571-3498 or fhung@tacoma.k12.wa.us.

This study has been explained to me. I understand that this is voluntary participation in this investigation. I had the opportunity to ask questions. If I have questions later about research, I can contact the investigators. If I have questions about my rights as a research subject, I can call the Human Subjects Division at (206) 543-0098 or call collect at (206) 221-5940. I will receive a copy of this consent form.

3) Signature of Parent / Guardian

4) Date

02/28/2021 7:31pm

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Appendix O

Parent Consent Form - Spanish

Confidential

Page 1

Formulario De Consentimiento De Los Padres

Por favor complete la encuesta a continuación.

INFORMACIÓN CLAVE SOBRE ESTE ESTUDIO

La falta de disponibilidad de viviendas en el condado de Pierce se ha duplicado en los últimos diez años. La participación de Lincoln con el apoyo de McKinney-Vento para aquellos que experimentan problemas de vivienda ha disminuido. Lincoln tiene el mejor Centro de Recursos Comunitarios en la región de South Puget Sound. La consejera McKinney-Vento de Lincoln, la Sra. Ha, fue reconocida recientemente como la mejor coordinadora de voluntarios en la región de South Sound. Lincoln apoya a una comunidad con un 36% de personas sin hogar crónicas. 75% de nuestras familias participan en almuerzos gratis / reducidos. Lamentablemente, Lincoln tiene solo un 8% de participación con el apoyo a la vivienda de McKinney-Vento.

La falta de vivienda tiene un impacto en la inequidad entre estudiantes de diferentes demografías socioeconómicas y raciales. El entorno educativo exacerba las presiones emocionales sobre los estudiantes sin hogar que ya están sobrecargados por factores estresantes externos.

- ¿Cuáles son las principales razones por las que un sujeto querrá unirse a este estudio?
- o Este estudio tiene la intención de identificar por qué los estudiantes podrían evitar el apoyo.
- ¿Cuáles son las principales razones por las que un sujeto no querrá unirse a este estudio?
- o Esto requiere que los estudiantes reflexionen sobre su propia situación y especulen por qué otros estudiantes podrían evitar su camino.
- ¿Cuál es la pregunta de investigación que el estudio intenta responder? ¿Por qué es relevante para el sujeto potencial?
- o La pregunta de investigación para este estudio es: "¿Cómo describen los estudiantes de McKinney-Vento en las escuelas de alto nivel de personas sin hogar de Tacoma, según lo definido por los altos porcentajes de McKinney-Vento, la amenaza de personas sin hogar y la evitación de los estudiantes de la amenaza de divulgación?" Esto es
- ¿Quién califica para el estudio?
- o Los criterios para participar en este estudio son los siguientes: (a) 14-18 años de edad; (b) ha participado o ha participado en el programa McKinney-Vento de Lincoln; y(c) participó en este programa por un mínimo de tres meses.
- ¿Qué información sobre el tema se recopila como parte de esta investigación?
- o La entrevista se grabará en audio únicamente con fines de transcripción. Toda la identificación del estudiante y la información personal se eliminarán al final de la entrevista.
- ¿Cuáles son los tipos de actividades que realizarán los sujetos en la investigación?
- o Responda seis preguntas lo mejor que pueda. Los estudiantes pueden optar por no responder a cualquier pregunta que les haga sentir inseguros o incómodos.
- ¿Qué impacto tendrá la participación en esta investigación sobre el tema fuera de la investigación?
- o Esta investigación informará a los educadores sobre cómo identificar mejor a los estudiantes y los servicios.
- ¿En qué se diferenciará la experiencia del sujeto en este estudio del tratamiento fuera del estudio?
- o No habrá diferencias en la experiencia del estudiante de las actividades regulares dentro de la escuela.
- ¿De qué manera esta investigación es novedosa?
- o La investigación puede reenfocar la investigación futura y el apoyo de los estudiantes a intervenciones más centradas en el individuo

Confidential

Page 2

PROPÓSITO DEL ESTUDIO

La investigación descubrirá las restricciones para identificar a los estudiantes elegibles para recibir apoyo para personas sin hogar debido a esa incomodidad e incluirá una justificación del estudio, determinará el protocolo de investigación y finalmente revisará el proceso de análisis de datos. El estudio canalizará ese análisis de datos en una recomendación sistemática sobre cómo un sistema de escuelas públicas puede incorporar la formación de concienciación de estudiantes sin hogar para profesores.

PROCEDIMIENTOS DE ESTUDIO

Este estudio realizará entrevistas con 12 estudiantes sin hogar para documentar por qué los estudiantes evitarían buscar apoyo en la escuela. Esta investigación tiene como objetivo aumentar la conciencia de las limitaciones educativas actuales para la identificación adecuada de los estudiantes sin hogar.

¿Qué implicaría la participación de mi estudiante?

Si su estudiante se ofrece como voluntario para participar con su consentimiento, él / ella sería entrevistado sobre experiencias de ser estudiante y recibir apoyo con la inestabilidad de la vivienda. En particular, la entrevista incluirá preguntas que se centren en experiencias durante la escuela. No extenderé las conversaciones más allá del entorno escolar. Las entrevistas se realizarán en una sesión privada en Microsoft Teams. La entrevista debe durar 30 minutos. Su estudiante puede negarse a responder cualquier pregunta y puede terminar la entrevista en cualquier momento. Además, los padres pueden retirar a su hijo del estudio en cualquier momento del proceso. La Sra. Lee, subdirectora de Lincoln, participará en la entrevista para asegurar el apoyo a su estudiante.

¿Qué implicaría la participación de mi estudiante?

Si su estudiante se ofrece como voluntario para participar con su consentimiento, él / ella sería entrevistado sobre experiencias de ser estudiante y recibir apoyo con la inestabilidad de la vivienda. En particular, la entrevista incluirá preguntas que se centren en experiencias durante la escuela. No extenderé las conversaciones más allá del entorno escolar. Las entrevistas se realizarán en una sesión privada en Microsoft Teams. La entrevista debe durar 30 minutos. Su estudiante puede negarse a responder cualquier pregunta y puede terminar la entrevista en cualquier momento. Además, los padres pueden retirar a su hijo del estudio en cualquier momento del proceso. La Sra. Lee, subdirectora de Lincoln, participará en la entrevista para asegurar el apoyo a su estudiante.

RIESGOS, ESTRÉS O MOLESTOS

Las preguntas no serán personales y se centrarán solo en situaciones escolares. Sin embargo, los estudiantes pueden encontrarse discutiendo reflexiones personales. Estas respuestas no son obligatorias y los estudiantes pueden optar por no participar en la investigación o en ciertas preguntas si se sienten incómodos.

BENEFICIOS DEL ESTUDIO

Los sujetos no se beneficiarán de participar en este estudio más que recibir una tarjeta de regalo por el tiempo invertido en el estudio.

CONFIDENCIALIDAD DE LA INFORMACIÓN DE INVESTIGACIÓN

Los datos serán confidenciales con enlaces a identificadores. El vínculo entre sus identificadores y los datos de la investigación se destruirá después del período de retención de registros requerido por la ley federal. No hay planes para entregar los datos a los sujetos. Toda la información que proporcione su estudiante será confidencial. Sin embargo, si nos enteramos de que su estudiante tiene la intención de hacerse daño a sí mismo o a otros, debemos informarlo a las autoridades. El personal del gobierno o de la universidad a veces revisa estudios como este para asegurarse de que se estén realizando de manera segura y legal.


Si tiene alguna pregunta sobre los derechos de su estudiante como sujeto de investigación, comuníquese con la División de Sujetos Humanos de la Universidad de Washington al (800) 759-1755. Si tiene preguntas sobre este estudio, también puede llamar al Dr. Fengyi Hung, Equipo de Investigación y Datos de las Escuelas de Tacoma, al (253) 571-3498 o fhung@tacoma.k12.wa.us.

Se me ha explicado este estudio. Entiendo que esta es una participación voluntaria en esta investigación. Tuve la oportunidad de hacer preguntas. Si tengo preguntas más adelante sobre la investigación, puedo comunicarme con los investigadores.

Si tengo preguntas sobre mis derechos como sujeto de investigación, puedo llamar a la División de Sujetos Humanos al (206) 543-0098 o llamar por cobrar al (206) 221-5940. Recibiré una copia de este formulario de consentimiento.

Appendix P

University of Washington Institutional Review Board Approval

| | |
|---|--------------------------|
|  | UNIVERSITY of WASHINGTON |
| | HUMAN SUBJECTS DIVISION |

IRB APPROVAL OF APPLICATION

December 22, 2020

Dear DONALD LLOYD CRIDER:

On 12/22/2020, University of Washington IRB Committee D reviewed the following application:

| | |
|-------------------|---|
| Type of Review: | Initial Study |
| Title of Study: | Improving Homeless Student Identification in an Urban High School |
| Investigator: | DONALD LLOYD CRIDER |
| IRB ID: | STUDY00009504 |
| Funding: | None |
| IND, IDE, or HDE: | None |

IRB Approval

Under FWA #00006878, the IRB approved your activity.

- COVID NOTE: Researchers must comply with current infection control requirements and complete a self-assessment that activities fit within allowable research as described on the [HSD website](#).
- Your application qualified for expedited review ("minimal risk"; Categories 6 and 7).
- Under the Revised Common Rule this IRB approval is valid until study completion. In other words, there is no expiration date and you are not required to submit Continuing Review Reports to maintain your approval. **However, you are still required to (1) obtain IRB approval before making any changes (modifications) to your research, and (2) provide the IRB with any Reportable New Information such as breaches of confidentiality or unanticipated problems.**
- **UW Office for Youth Programs Development and Support.** If the project involves interaction (in-person or remotely) with individuals under the age of 18, researchers must comply with **UW Administrative Policy Statement 10.13** and the requirements listed at [this website](#). This includes activities that are deemed to be Not Research or Exempt. It does not apply to third-party led research (i.e., research conducted by a non-UW PI). [Information and FAQs](#) for researchers are available.
- **Depending on the nature of your study, you may need to obtain other approvals or permissions to conduct your research. For example, you might need to apply for access to data or specimens (e.g., to obtain UW student data). Or, you might need to obtain permission from facilities managers to approach possible subjects or conduct research procedures in the facilities (e.g., Seattle School District; the Harborview Emergency Department).**

4333 Brooklyn Ave. NE, Box 359470 Seattle, WA 98195-9470
 main 206.543.0098 fax 206.543.9218 hsdinfo@u.washington.edu www.washington.edu/research/hsd
 Implemented 10/15/2020 – Version 2.5 – Page 1 of 2

Determinations, waivers, and regulations

The IRB made the determinations and waivers listed in the table below. Note that any granted waivers of consent or parent permission do not override a subject's refusal to provide broad consent.

| Requirement | Determination or Waiver |
|--------------------------------------|---|
| Consent | Waived for screening purposes only Required for subjects 18 years old |
| Documentation of consent | Use of Redcap e-signature approved |
| Involvement of children | Approved |
| Parental permission | Waived for screening purposes only Permission of only one parent is required for subject's 14-17 |
| Documentation of parental permission | Required via RedCap e-signature |
| Assent | Assent is required |

Location of documents

Use the consent, parental permission, and assent forms that were approved and stamped by the IRB. They can be downloaded from the Final column under the **Documents tab** in Zipline.

Thank you for your commitment to ethical and responsible research. We wish you great success!


Sincerely,

Dana Gold, MA
IRB Administrator, Committee D
Email: deg4@uw.edu
Phone: 206.543.5602

4333 Brooklyn Ave. NE, Box 359470 Seattle, WA 98195-9470
main 206.543.0098 fax 206.543.9218 hsdinfo@u.washington.edu www.washington.edu/research/hsd
Implemented 10/15/2020 – Version 2.5 - Page 2 of 2

Appendix Q

Tacoma Schools Research Review Board Approval

| | |
|---|---|
|  <p>TACOMA PUBLIC SCHOOLS <small>EVERY STUDENT. EVERY DAY.</small></p> | <p>MEMORANDUM OF UNDERSTANDING (MOU) TSD-20-222</p> |
| <p>between</p> | |
| <p>TACOMA SCHOOL DISTRICT NO. 10 (hereinafter referred to as DISTRICT) 601 South 8th Street P. O. Box 1357 Tacoma, WA 98401-1357</p> | |
| <p>and</p> | |
| <p>DONALD CRIDER (hereinafter referred to as <u>DONALD CRIDER</u>) 701 S. 37TH St. Tacoma, WA 98404 (253) 571-6661 dcriders@tacoma.k12.wa.us</p> | |
| <p>This Memorandum of Understanding is entered into by and between the DISTRICT and Donald Crider to study stereotype threat and stigma surrounding homelessness students. This formative research, using qualitative methodology, is intended to identify the subtle and dynamic aspects of homeless stigma. A preliminary survey will inform researchers with possible interventions that could be effective at the deprogramming of the stereotype threat of homelessness. Researchers will then allow students to discuss their impressions of homeless stigma through interviews with a Lincoln counselor. The multiple depths of stigma observation and identification require a grounded theory approach and applying the theoretical framework of Stereotype Threat Theory and Critical Race Theory. The overarching goal is for the findings to be generalized to the larger TPS populations as well as categorizing detailed aspects of the phenomena for students. An optimal outcome of this research would be follow-on quantitative research that promoted an enhanced McKinney-Vento education system for TPS staff.</p> | |
| <p>RESPONSIBILITIES OF DONALD CRIDER</p> | |
| <p>Donald Crider will be authorized the continued scope of professional practice as an Assistant Principal at Lincoln High School. Tacoma School District will provide access to Tacoma students and staff. Mr. Crider will be permitted the standard access of his student information, as in conjunction with his daily duties. He will maintain student confidentiality, as prescribed in the Family Educational Rights and Privacy Act (FERPA) All research data will be the property of the Tacoma School District and will remain on Tacoma School District informational security spaces. Donald Crider's Office 365 platform will be the only space that research materials and findings will be stored. Danny Korn, TPS Network Analyst for Information Security, conducted a safety review of the 365-storage space and found to be a secure location for all files related to this case study.</p> | |
| <p>Page 1 of 2</p> | <p>TSD-20-222</p> |

APPENDIX A: DATA FILE DESCRIPTION

| Category | Item |
|------------------|--|
| (1) Student Data | TPS McKinney-Vento Reports and Rosters |
| (2) Student Data | eSchool Plus Student Contact Information |
| (3) | |
| (4) | |

EXHIBIT A: Affidavit of Nondisclosure

I, Donald Crider, represent that I am authorized to access the Tacoma Public School District's data because I either provide direct services to District students or have been tasked with analyzing the data.

I have been made aware of the governing Data Sharing Agreement between the District and my employer. As indicated by my signature below, I agree to abide by the Data Sharing Agreement's terms, including agreeing to:

- Maintain confidentiality of student information and prevent disclosure, including complying with FERPA and its regulations, set forth at 34 C.F.R. § Part 99 and SUPER, RCW Chapter 28A.604;
- Not release or otherwise reveal, directly or indirectly, the data to any individual, agency, entity, or third party not included in the Data Sharing Agreement, unless such disclosure is required by law or court order;
- Take reasonable security precautions and protections to ensure that persons not authorized to view the data do not gain access to the data, as outlined in the Data Sharing Agreement;
- Not use the data for any purpose other than the goals outlined in the Data Sharing Agreement;
- Report all known or suspected breaches of District data, in any format, to my employer and Tacoma Public Schools, as outlined in the Data Sharing Agreement.

Signature Donald L. Crider
Donald L. Crider (Sep 14, 2020 13:17 PDT)

Date 09/14/2020

RESPONSIBILITIES OF THE DISTRICT

The DISTRICT will provide Donald Crider his standard computer and Office 365 account. The district will allow one Lincoln High School Counselor to assist him in interviewing Lincoln Students. Neither researcher will be compensated for their research efforts. It is understood that these interviews will be conducted within their TPS duty day.

We, the undersigned, agree to the terms of the foregoing MOU.

DONALD CRIDER

TACOMA SCHOOL DISTRICT NO. 10

By: Donald L. Crider
Donald L. Crider (Sep 14, 2020 13:17 PDT)
 (signature)

By: 
Carla J. Santorno (Sep 14, 2020 17:46 PDT)
 (signature)

Donald L. Crider
 (print name)

Its: Superintendent

Carla Santorno
 (print name)

Who certifies that he/she is DONALD CRIDER identified herein, OR a person duly qualified and authorized to sign for DONALD CRIDER.

09/14/2020

09/15/2020

Signed this ____ day of _____, 20__.

Signed this ____ day of _____, 20__.

Appendix R

Washington Legislative Requirements to Support Students Experiencing Homelessness

Legislature Home

House of Representatives

Senate

Find Your District

Laws & Agency Rules

Bill Information

Agendas, Schedules, and Calendars

Legislative Committees

Coming to the Legislature

Legislative Agencies

Legislative Information Center

Email Updates (GovDelivery)

View All Links

RCWs > Title 28a > Chapter 28a.320 > Section 28a.320.142

28A.320.140

 << 28a.320.142 >>

28A.320.145

RCW 28A.320.142

Unaccompanied and homeless youth—Building point of contact—Duty of district liaison for students experiencing homelessness.

(1) Each K-12 public school in the state must establish a building point of contact in each elementary school, middle school, and high school. These points of contact must be appointed by the principal of the designated school and are responsible for identifying homeless and unaccompanied homeless youth and connecting them with the school district's liaison for students experiencing homelessness. The school district homeless student liaison is responsible for training building points of contact.

(2) The office of the superintendent of public instruction shall make available best practices for choosing and training building points of contact to each school district.

[2019 c 412 § 3; 2016 c 157 § 5.]

Print

NOTES:

Finding—Intent—Short title—2016 c 157: See notes following RCW 28A.300.540.

From Washington State Legislature Revised Code of Washington (RCW)(2021).