There is a need for a critical race analysis of Hmong American education that places race and racism at the center of analysis, highlights Whiteness as property and recognizes the fluid and situated racialization of Hmong American students. Majoritarian explanations of inequities in Hmong American education often describe Hmong American student and family experiences in terms of ‘culture clash’ or profound cultural difference, thereby obscuring the ways in which Hmong American communities have been racialized as refugees, as Southeast Asians, and as ‘Blackened’ and gendered low income communities of color. Further, these racializing processes significantly impact the ways in which Hmong American students are situated and shaped by Whiteness as property within schools.