

Implementing and Reporting the New Race/Ethnicity Questions

May 17-18, 2010

Current Status

Through the 2009-2010 school year, there are five Racial/Ethnic categories for reporting student and staff to the Nebraska Department of Education.

- American Indian/Alaska Native
- Asian or Pacific Islander
- Black, not of Hispanic origin
- Hispanic
- White, not of Hispanic origin

An individual may only be reported in ONE category.

Changes to Race & Ethnicity

Since 1997, federal agencies have been working to adopt the U.S. Office of Management and Budget (OMB) Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity. These standards replace those that have been in effect since 1977.

Starting with the 2010-2011 school year, the new standards separate race and ethnicity and include two categories for data on ethnicity. There are five categories for data on race, and respondents are now allowed to choose more than one race.

For the first time, an individual may identify himself or herself in more than one category. Individuals who are mixed race can now identify multiple categories.

Self or parent-identification is always best method. Avoid observer identification if possible.

If an individual refuses to self-identify, observer identification is still required under the guidance.

Because an individual is able to identify themselves in more than one race now, re-identification is strongly encouraged under the guidance.

A two-part question is required for identification or re-identification.

This will begin in the fall of 2010 for the 2010-2011 school year.

Why the change?

- allow individuals to more accurately identify themselves;
- are required for federal education eligibility and accountability reports;
- align with other agencies that are using the new standards, removing the need for “dual” reports;
- are consistent with Census data and other national data sets, facilitating state- and local- level policy analyses; and
- reflect population changes.

Background

Districts report race/ethnicity to NDE on

- The Student and Student Snapshot Templates
- The Staff Snapshot Templates

NDE submits many Federal data collections disaggregated by race/ethnicity:

- Membership
- Graduates
- Dropouts
- Special Education
- Career and Technical Education
- Limited English Proficient
- AYP
- and others....

The Two-Part Question

Please answer both questions 1 and 2.

1. Are you Hispanic or Latino? (choose only one)

- No, not Hispanic or Latino
- Yes, Hispanic or Latino

2. What is your race? (choose one or more)

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White

“The Guidance”

The Department has provided some extensive guidance on the race/ethnicity changes. It is available at: <http://www.education.ne.gov/nssrs/Documents.htm> It is adapted from a guide developed by the National Forum on Educational Statistics, February 2009.

The Nebraska Department of Education Guide to Implementing New Federal Race and Ethnicity Categories for Students and Staff

Chapter 1 - Making the Case: Background and Rationale

Chapter 2 - Getting on the Same Page: Training and Communication

Chapter 3 - Getting It Done: Re-Identifying an Individual's Race and Ethnicity

Chapter 4 - Getting It Out: Coding, Reporting, and Storage

Data Coding

Race/Ethnicity is collected in the Nebraska Student and Staff Record System (NSSRS) on the Student and Student Snapshot templates and on the Staff template. Data will be collected in a two-question format.

Question 1: Ethnicity

Hispanic Indicator [Student: Hispanic Ethnicity Indicator (144)]

- Provide the code indicating if this student is identified with an ethnicity of Hispanic/Latino - a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race

Code:	Description
1	Yes
2	No

A value must be provided for Hispanic Indicator [Student: Hispanic Ethnicity Indicator (144)] or the data loading process will reject the record.

Question 2: Race

Race 1 Code[Student: Ethnic Code Short (27)]

- Provide the code indicating this student’s identified race.

Code:	Description:	Explanation of Use:
AM	American Indian or Alaska Native	A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.
AS	Asian	A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam
BL	Black or African American	A person having origins in any of the black racial groups of Africa.
PI	Native Hawaiian or Other Pacific Islander	A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands
WH	White	A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

A value must be provided for Race 1 Code[Student: Ethnic Code Short (27)] or the data loading process will reject the record.

Question 2: Race cont.

Multiple Race Indicators:

Race 2 Code[Student: Ethnic Code Short (146))]

- Provide the code indicating this student’s second identified race, otherwise leave blank.

Code:	Description:	Explanation of Use:
(blank)	No Second Race	This student has not identified a second race.
AM	American Indian or Alaska Native	A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.
AS	Asian	A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam
BL	Black or African American	A person having origins in any of the black racial groups of Africa.
PI	Native Hawaiian or Other Pacific Islander	A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands
WH	White	A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Additional Guidance

Race 3 Code[Student: Ethnic Code Short (147))]

- Provide the code indicating this student’s third identified race, otherwise leave blank.

Race 4 Code[Student: Ethnic Code Short (148))]

- Provide the code indicating this student’s fourth identified race, otherwise leave blank.

Race 5 Code[Student: Ethnic Code Short (149))]

- Provide the code indicating this student’s fifth identified race, otherwise leave blank.

Records containing the same race code value in more than one race field will be rejected by the data loading process.

Data Submissions

How many races did the student/ staff report?	Template Fields				
	Race Code 1	Race Code 2	Race Code 3	Race Code 4	Race Code 5
One Race	x	{blank}	{blank}	{blank}	{blank}
Two Races	x	x	{blank}	{blank}	{blank}
Three Races	x	x	x	{blank}	{blank}
Four Races	x	x	x	x	{blank}
Five Races	x	x	x	x	x

Staff Race/Ethnicity Fields

Reporting Staff Race/Ethnicity is done just like Student, except the fields are:

- Hispanic Indicator [Staff: Hispanic Ethnicity Indicator (69)]
- Race 1 Code [Staff : Ethnic Code Short (21)]
- Race 2 Code [Staff : Race 2 Code (78)]
- Race 3 Code [Staff : Race 3 Code (79)]
- Race 4 Code [Staff : Race 4 Code (80)]
- Race 5 Code [Staff : Race 5 Code (81)]

The Reporting Categories

- Hispanic of any race.
- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White
- Two or more races

This is aligned with Equal Employment Opportunity Commission reporting of staff
 Will be aligned with the Office of Civil Rights Data Collection

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Exhibit 1.2 A Comparison of Existing and New U.S. Department of Education Race and Ethnicity Data Reporting Standards

from The Nebraska Department of Education Guide to Implementing the New Federal Race and Ethnicity Categories for Students and Staff.

Existing Federal Reporting Standards	New Standards Outlined in ED's Final Guidance
Race and Ethnicity Categories	
American Indian or Alaska Native	Same (American Indian or Alaska Native)
Asian or Pacific Islander	Separate into two categories: <ul style="list-style-type: none"> • Asian • Native Hawaiian or Other Pacific Islander
Black or African American	Same (Black or African American)
Hispanic or Latino	Same, except that individuals are now asked to choose an ethnicity (Hispanic or Latino or not Hispanic or Latino) as the first part of a two-part question, as well as race(s).
White	Same (White)
Individual Data Collection Format	
Respondents are to select one of the five racial and ethnic categories above. The category that most closely reflects the respondent's recognition in his community should be used for purposes of reporting on persons who are of mixed racial and/or ethnic origins	Respondents are asked to select both an ethnicity and one or more of the above five racial categories. (Hispanic/Latino is considered an ethnicity, not a race category.)
Some data collections request race and ethnicity separately. If those were used, the minimum designations were: Race (Choose one): <ul style="list-style-type: none"> • American Indian or Alaska Native • Asian or Pacific Islander • Black • White Ethnicity (Choose one): <ul style="list-style-type: none"> • Hispanic origin • Not of Hispanic origin 	A two-part question is mandatory, with the ethnicity part asked first. Ethnicity (Choose one): <ul style="list-style-type: none"> • Hispanic/Latino • Not Hispanic/Latino Race (Choose one or more, regardless of Ethnicity): <ul style="list-style-type: none"> • American Indian or Alaska Native • Asian • Native Hawaiian or Other Pacific Islander • Black or African American • White
Minimum Federal Reporting Categories	
If the combined format is used: <ul style="list-style-type: none"> • American Indian or Alaska Native • Asian or Pacific Islander • Black, not of Hispanic origin • Hispanic • White, not of Hispanic origin. 	Each student is associated with exactly one of the seven aggregate reporting categories: <ul style="list-style-type: none"> • Hispanic/Latino of any race • American Indian or Alaska Native • Asian • Black or African American • Native Hawaiian or Other Pacific Islander • White • Two or more races
Dealing with Missing Information	
Individuals (or students' parents) are asked to self-identify themselves. Observer identification is required if individuals decline to choose a race/ethnicity.	Unchanged.
Recordkeeping	
Three years. However, when there is litigation, a claim, an audit, or another action involving the records, original responses must be retained until the completion of the action.	Unchanged.

Exhibit 3.2 Questions and Answers about Re-Identification and Observation

from *The Nebraska Department of Education Guide to Implementing the New Federal Race and Ethnicity categories for Students and Staff*.

Q: Does the [state/school district/system] encourage schools to resurvey current employees and students using the new race and ethnicity categories as soon as possible?

A: Yes. Opportunities for individuals to self-identify using the new categories should be provided as soon as possible. Employment and registration forms should be updated to reflect the changes. Supplemental pages for existing forms could be used to minimize additional costs of printing. For some districts/systems that have already allowed employees access to the internal private website, staff members could be asked to voluntarily and confidentially self-identify. Other methods that achieve the same result would be acceptable.

Q: Do we *have to* re-identify everyone? Since the U.S. Department of Education only requires seven categories, could we just ask students or staff who are currently “Asian/Native Hawaiian or Other Pacific Islander” to re-identify themselves?

A: The U.S. Department of Education *encourages* schools and agencies to allow all students and staff the opportunity to re-identify their race and ethnicity under the new standards. Although this is not a requirement, there are a couple of disadvantages to re-identifying only selected groups. First, the *Final Guidance* requires the new information to be available at the local level for civil right compliance. Second, re-inventorying only some students could create a perception among respondents that schools are singling out one racial group. It would also deny individuals who want to self-identify with multiple races the opportunity to do so.

Q: We routinely collect more categories than the five racial groups required by the *Final Guidance*. Should we change?

A: Not if the additional categories your agency collects are subcategories of the five, such as Japanese, Korean, Chinese, Asian Indian, or Vietnamese under “Asian.” These subcategories can always be collapsed into the five categories.

Q: What should we do if an individual who self-identifies as Hispanic/Latino does not answer the part of the question about race?

A: It is an important part of the process to educate data providers and collectors about the Federal requirement to separate ethnicity and race. Correspondence and forms need to explain that these are two parts of one question. Follow up for racial identification will be needed in many cases. As a last resort, an observer may fill in the information.

Q: What should we do if we believe that a student or a staff member is of a different race or ethnicity than he/she claims to be?

A: The school or district/system must accept an individual’s self-identification of his or her race and ethnicity. Self-identification is a basic principle underlying these changes. The *Final Guidance* specifies that in elementary and secondary level, the identification of a student’s racial and ethnic

categories is made primarily by parents or guardians. A high school student may self-identify his or her own race and ethnicity category.

Q: What should we do if an individual refuses to self-identify using the new race and ethnicity categories?

A: As a next-to-last resort, an observer may look for this information in existing employment or student records. If these sources are not available, the observer may rely on visual observation for the purpose of selecting one or more race and ethnicity categories. See exhibit 3.1 in the guidance for specific guidance in this regard.