RESD Task Force Agenda
Renton Technical College Annex
Room 113
3407 NE 2nd St
Renton, WA 98506

9:00–9:30  Introductions, Agenda Overview, and Approval of October Meeting Minutes

9:30–10:30  2020 Census Update
*Kathleen Callahan, Research Analyst II, Title II, Part A, and Special Programs*

10:30–11:30  Reviewing School and School District Survey
*Kathleen Callahan, Research Analyst II, Title II, Part A, and Special Programs*

11:30–11:45  Public Comment

11:45–12:00  Break

12:00–1:00  Working Lunch: reviewing the stakeholder engagement plan

1:00–2:00  Small Group: discussing sub-ethnic group additions

2:00–3:00  Large Group: compile list of the sub-ethnic group additions

3:00–3:30  Debrief and Future Meeting Planning

3:30–3:45  Public Comment

3:45–4:00  Final Announcements and Conclusion
Race and Ethnicity Student Data Task Force
November 2, 2016 Meeting Minutes

Members in Attendance
Brianne Ramos, Commission on Asian Pacific American Affairs
Dolly Nguyen, Commission on Asian Pacific American Affairs
Erica Ferrelli, Office of Superintendent of Public Instruction
Maia Espinoza, Commission on Hispanic Affairs
Idolina Reta, Human Rights Commission
Alex Ybarra, Commission on Hispanic Affairs

Staff in Attendance
Maria Flores, Office of Superintendent of Public Instruction
Kathleen Callahan, Office of Superintendent of Public Instruction

Members not in Attendance
Bill Craig, Governor’s Office of Indian Affairs
Carlina Brown-Banks, Commission on African American Affairs
Erin Okuno, Commission on Asian Pacific American Affairs
Jim Schmidt, Education Research and Data Center
JMarie Johnson-Kola, Parent Teacher Association
Lina Thompson, Commission on Asian Pacific American Affairs
Toni Williams, Commission on African American Affairs
Yasin Abshir, Educational Opportunity Gap Oversight and Accountability Committee

Introduction
- The meeting was called into order at 9:00 a.m. Members proceeded with introductions, agenda overview, and approval of October meeting minutes.

2020 Census Update
Kathleen Callahan, Research Analyst II, Title II, Part A, and Special Programs
- Currently, the “White” category includes people having origins in Europe, the Middle East, and/or North Africa.
- Committee examined best ways to improve data for Middle Easterners and heard from multiple stakeholders, but conclusion on the title and definition of this category was not reached.
- Interagency working group for research on race and ethnicity: examine research, identify implementation issues, and collaborate on a shared research agenda to improve federal data on race and ethnicity.
- Nearly half of Hispanic or Latino respondents do not identify within any of the standard race categories.

Reviewing School and School District Survey
Kathleen Callahan, Research Analyst II, Title II, Part A, and Special Programs
- Ethnicity
  - Hispanic or Latino: refers to a person of Cuban, Mexican, Puerto Rican, South or Central American or other Spanish culture or origin regardless of race.
  - Unknown: Select this category if the patient is unable to physically respond, there is no available family member or caregiver to respond for the patient, or if for any reason, the demographic portion of the medical record cannot be completed.
- Race
Race and Ethnicity Student Data Task Force  
November 2, 2016 Meeting Minutes

- **Black or African American** refers to a person having origins in any of the Black racial groups of Africa. It includes people who indicated their race(s) as “Black, African American, or Negro” or reported entries such as African American, Kenyan, Nigerian, or Haitian.

- **White** refers to a person having origins in any of the original peoples of Europe, the Middle East, or North Africa. It includes people who indicated their race(s) as “White” or reported entries such as Irish, German, Italian, Lebanese, Arab, Moroccan, or Caucasian.

- **Asian** refers to 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. It includes people who indicated their race(s) as “Asian” or reported entries such as “Asian Indian,” “Chinese,” “Filipino,” “Korean,” “Japanese,” “Vietnamese,” and “Other Asian” or provided other detailed Asian responses.

- **American Indian/Alaska Native** refers to 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. This category includes people who indicated their race(s) as “American Indian or Alaska Native” or reported their enrolled or principal tribe, such as Navajo, Blackfeet, Inupiat, Yupik, or Central American Indian groups or South American Indian groups.

- **Native Hawaiian/Other Pacific Islander** refers to a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. It includes people who indicated their race(s) as “Native Hawaiian,” “Guamanian or Chamorro,” “Samoan,” and “Other Pacific Islander” or provided other detailed Pacific Islander responses.

- **Other Race** includes all other responses not included in the White, Black or African American, American Indian or Alaska Native, Asian, and Native Hawaiian or Other Pacific Islander race categories described above or the lists provided.

**Public Comment**
- Public comment was offered, however, nobody signed up.

**Working Lunch: reviewing the stakeholder engagement plan**
- Staff went over different public engagement options with the Task Force. This includes options of doing community forums, focus groups, and/or surveys.
- The Task Force was interested in doing all of the options.

**Small Group: discussing sub-ethnic group additions**
- Task Force members broke into small groups and were each given a race/ethnicity to create sub-ethnic groups for.

**Large Group: compile list of the sub-ethnic group additions**
- The Task Force came back together and discussed the sub-ethnic categories they created and wrote a compiled list on chart paper.

**Public Comment**
- Public comment was offered, however, nobody signed up.

With nothing further to discuss the meeting was adjourned at 2:00 p.m.
2020 CENSUS UPDATE

BY: KATHLEEN CALLAHAN || TITLE I I, PART A AND SPECIAL PROGRAMS.
AGENDA

- Interagency Working Group
- 2015 National Content Test (census pilot)
  - Race and ethnicity question format
  - Middle Eastern and North African Category
- Key Takeaways
Established by the Office of Management and Budget (OMB) in 2014

Purpose: examine research, identify implementation issues, and collaborate on a shared research agenda to improve federal data on race and ethnicity.

Areas of focus:

1. Test race and ethnicity question phrasing and format (separate questions vs. combined question)
2. Test Middle Eastern and North African group as distinct reporting category
3. Create description of the intended use of minimum reporting categories
4. Create salience of terminology used for race and ethnicity classifications and other language in the standard.
2015 NATIONAL CONTENT TEST (NCT)

- Conducted by U.S. Census Bureau
- Purpose
  - Evaluate and compare different census content (e.g. Race and Ethnicity questions)
  - Refine estimates of national self-response and internet response rates
- Distribution: August to October (2015)
  - Sent out differing formats of the test survey
- Nationally representative sample: 1.2 million addresses
Two question format has led to confusion among Hispanic respondents…

- Nearly half of Hispanic or Latino respondents do not identify within any of the standard race categories (Rios et al., 2014)
- 13% of Hispanics skipped race question on 2010 census
1. Separate Q's

2. Combined Q's with Write-Ins:

3. Combined Q's with Checkboxes

Recommendation: Option 3
<table>
<thead>
<tr>
<th>Main Categories</th>
<th>Sub-category checkboxes (optional)</th>
<th>Write-In (optional)</th>
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<tbody>
<tr>
<td>White</td>
<td>German, Italian, Irish, Polish,</td>
<td>Print, for example,</td>
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<td>Scottish, Norwegian, Dutch, etc.</td>
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<td>Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village or Barrow Inupiat, Nome Eskimo Community, etc.</td>
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<td>Israeli, Iraqi, Tunisian, etc.</td>
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<td>Palauan, Tahitian, Chuukese, etc.:</td>
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<td>Some Other Race, Ethnicity, or Origin</td>
<td>None</td>
<td>Print below</td>
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Race/Ethnicity Distributions by Question Format
(Percent Alone or in Combination)

White lower in Combined Question formats

SOR lower in Combined Question formats

Source: 2015 NCT, Internet responses
2015 NCT Paper Designs for American Indians and Alaska Natives

- American Indian or Alaska Native – Print, for example, Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow Inupiat Traditional Government, Nome Eskimo Community, etc. 70.1%

- American Indian OR ALASKA NATIVE – Provide details below.
  - American Indian
  - Alaska Native
  - Central or South American Indian

  Print, for example, Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow Inupiat, Nome Eskimo Community, etc. 54.1%
WHY ADD MIDDLE EASTERN AND NORTH AFRICAN CATEGORY?

- Currently, the “White” category includes people having origins in Europe, the Middle East, and/or North Africa.
- Committee examined best ways to improve data for Middle Easterners and heard from multiple stakeholders, but conclusion on the title and definition of this category was not reached.
- 2015 Pilot tests creation of MENA category using a working definition (19 nationalities and 11 ethnicities / pan-ethnic terms).
  - Amazigh or Berber, Arab or Arabic, Assyrian, Bedouin, Chaldean, Copt, Druze, Kurdish, Middle Eastern, North African, and Syriac
**Option I:**

8. What is Person 1’s race or origin? Mark one or more boxes AND print origins.

- [X] White – Print, for example, German, Irish, English, Italian, Lebanese, Egyptian, etc.
- [ ] Hispanic, Latino, or Spanish origin – Print, for example, Mexican or Mexican American, Puerto Rican, Cuban, Salvadoran, Dominican, Colombian, etc.
- [X] Black or African Am. – Print, for example, African American, Jamaican, Haitian, Nigerian, Ethiopian, Somali, etc.
- [ ] Asian – Print, for example, Chinese, Filipino, Asian Indian, Vietnamese, Korean, Japanese, etc.
- [ ] American Indian or Alaska Native – Print, name of enrolled or principal tribe(s), for example, Navajo Nation, Blackfeet Tribe, Mayaen, Atle, Native Village of Barrow Inupiaq Traditional Government, Nome Eskimo Community, etc.
- [ ] Native Hawaiian or Other Pacific Islander – Print, for example, Native Hawaiian, Samoan, Chamorro, Tongan, Fijian, Marshallese, etc.
- [ ] Some other race or origin – Print race or origin

**Option II:**

8. What is Person 1’s race or origin? Mark all boxes that apply AND print origins in the spaces below. Note, you may report more than one group.

- [ ] White – Print, for example, German, Irish, English, Italian, Polish, French, etc.
- [ ] Hispanic, Latino, or Spanish origin – Print, for example, Mexican or Mexican American, Puerto Rican, Cuban, Salvadoran, Dominican, Colombian, etc.
- [ ] Black or African Am. – Print, for example, African American, Jamaican, Haitian, Nigerian, Ethiopian, Somali, etc.
- [ ] Asian – Print, for example, Chinese, Filipino, Asian Indian, Vietnamese, Korean, Japanese, etc.
- [ ] American Indian or Alaska Native – Print, for example, Navajo Nation, Blackfeet Tribe, Mayaen, Atle, Native Village of Barrow Inupiaq Traditional Government, Nome Eskimo Community, etc.
- [X] Middle Eastern or North African – Print, for example, Lebanese, Human, Egyptian, Syrian, Moroccen, Algerian, etc.
- [ ] Native Hawaiian or Other Pacific Islander – Print, for example, Native Hawaiian, Samoan, Chamorro, Tongan, Fijian, Marshallese, etc.
- [ ] Some other race or origin – Print race or origin.

**Recommendation: Option II**

When MENA category is an option… White, African American, Some other race decreases.
Where MENA Responses are Reported by Presence of MENA Category
(Percent Alone or in Combination)

MENA respondents use MENA category when it is available

MENA respondents use White category when no MENA category is available

Source: 2015 NCT
KEY TAKEAWAYS

- Two potential changes to the 2020 census:
  - I. Race and Ethnicity questions combined into a single question.
  - II. Additional race category: ‘Middle Eastern and North African’

“In no case shall the provisions of the standards be construed to limit the collection of data to the categories described above. The collection of greater detail is encouraged…”

- Interagency working group for research on race and ethnicity
RESOURCES


Page description:
The Race and Ethnicity Student Data Task Force (RESD) needs your help! Please take this 10 to 15-minute survey on how your school or school district collects student race/ethnicity data. The information you provide will be invaluable to future work and recommendations by RESD. For more information about this task force see below:

Purpose of RESD
The Race and Ethnicity Student Data Task Force (RESD), authorized by Washington State Legislature, provides systemic recommendations about how to improve race and ethnicity data collection and reporting at the school, school district, and state level. Through these recommendations, RESD seeks to (1) promote racial equity; (2) create systemic change; (3) advocate for racial and ethnic underserved populations; and (4) better serve all communities in Washington.

Guiding Principles of RESD

Equity- RESD is working toward the creation of an equity-driven statewide system that uses disaggregated data in ways that will help school communities to better serve and support their students and families.

Systemic Change- RESD addresses unjust structures and resolves racial disparities within our educational structure by proposing an effective accountability system for how we collect, report, and utilize race and ethnicity data.

Advocacy- RESD is committed to creating a school system that utilizes data on race and ethnicity to advocate for underserved populations.

Serving Communities- RESD strives to create a system where data on race and ethnicity is transparent, culturally competent, and utilized to serve all students, parents, and communities.

RESD Website: http://www.k12.wa.us/Workgroups/RET.aspx
1. Where do you work? *
   - School District
   - School

2. Describe your school district.

   Check all that apply:
   - Small (less than 5,000 students)
   - Medium (5,000 to 20,000 students)
   - Large (greater than 20,000 students)
   - Urban
   - Rural
   - Suburban
   - Town

   Optional: What is the name of your school district?
   [Text input field]
3. If available, please upload your district-wide survey used for race/ethnicity data collection.

   Browse...

4. If available, please upload any other forms/information the school district provides to schools and/or families regarding race and ethnicity data collection, reporting, and usages.

   Browse...

5. Does the district provide additional ethnic categories on surveys and forms other than what is required by the state?  
   (Note: State requirements consist of the following categories: (1) Hispanic / Latino of any race (2) Not Hispanic / Latino)

   ○ Yes
   ○ No
6. Which additional ethnic categories are provided? Check all that apply. Note: If you uploaded a survey, you can opt out of this question by selecting ‘Please refer to survey I uploaded for Question 3’.

- Please refer to survey I uploaded for Question 3
- Central American
- South American
- Latin American
- Puerto Rican
- Cuban
- Dominican
- Spaniard
- Other Hispanic/Latino
- Mexican/Mexican American/Chicano
- Please write any other categories your district includes:

7. Does the district provide additional racial categories on surveys and forms other than what is required by the state? (Note: State requirements consist of the following categories: (1) American Indian/Alaskan Native; (3) Asian (4) Black/African American; (5) Native Hawaiian/Other Pacific Islander; (6) White)

- Yes
- No
8. Which additional racial categories are provided? Check all that apply. Note: If you uploaded a survey, you can opt out of this question by selecting 'Please refer to survey I uploaded for Question 3'.

- [ ] Please refer to survey I uploaded for Question 3.
- [ ] Asian Indian
- [ ] Cambodian
- [ ] Chinese
- [ ] Filipino
- [ ] Hmong
- [ ] Indonesian
- [ ] Japanese
- [ ] Korean
- [ ] Laotian
- [ ] Malaysian
- [ ] Pakistani
- [ ] Singaporean
- [ ] Taiwanese
- [ ] Thai
- [ ] Vietnamese
- [ ] Other Asian
- [ ] Native Hawaiian
- [ ] Fijian
- [ ] Guamanian or Chamorro
- [ ] Mariana Islander
- [ ] Melanesian
9. If requested race/ethnicity data is missing from schools, what steps does the district take to get the data?

10. Do you have a district-wide policy on observer identification?

   ‘Observer identification’ refers to school staff identifying the race and/or ethnicity of a student on behalf of the student and parent guardian. Note: The federal government requires the use of observer identification of students’ ethnicity and race as a last resort, if such information is not provided by parents or students.

   - Yes
   - No
11. What is your district-wide policy on observer identification?

12. What is the title of the person in your district accountable for race and ethnicity data?

- Superintendent
- Data Analyst
- Family Support Worker
- Other:
  
  [ ]
13. What is the process for receiving race/ethnicity data from schools in your district? What are the benefits and/or challenges of this process? Please include your role in the district and your role (if any) in this process.

14. Does your district provide training and technical assistance to schools regarding race/ethnicity data collection, reporting, and uses?

- Yes
- No

15. What type of training and technical assistance is provided?
16. Optional: Please provide any additional information you would like to share.

17. Please describe your school.

Check all that apply.

- Small (less than 500 students)
- Medium (500 to 1,000 students)
- Large (greater than 1,000 students)
- Rural
- Urban
- Suburban
- Town

Optional: What is the name of your school?
18. If available, please upload your school-wide survey used for race/ethnicity data collection.

Browse...

19. Does your school provide additional ethnic categories on surveys and forms other than what is required by the state? (Note: State requirements consist of the following categories: (1) Hispanic/Latino of any race; (2) Not Hispanic/Latino)

- Yes
- No
20. Which additional ethnic categories are provided? Check all that apply.
Note: If you uploaded a survey, you can opt out of this question by selecting 'Please refer to survey I uploaded for Question 3'.

- Please refer to survey I uploaded for Question 3.
- Central American
- South American
- Latin American
- Puerto Rican
- Cuban
- Dominican
- Spaniard
- Mexican/Mexican American/Chicano
- Please write any other categories your school includes (if any):

21. Does your school provide additional racial categories on surveys and forms other than what is required by the state? (Note: State requirements consist of the following categories: (1) American Indian/Alaskan Native; (2) American Indian/Alaskan Native (3) Asian (4) Black/African American; (5) Native Hawaiian/Other Pacific Islander; (6) White)
- Yes
- No
22. Which additional racial categories are provided? Check all that apply. Note: If you uploaded a survey, you can opt out of this question by selecting 'Please refer to survey I uploaded for Question 3'.

- Please refer to survey I uploaded (Question 3).
- Asian Indian
- Cambodian
- Chinese
- Filipino
- Hmong
- Indonesian
- Japanese
- Korean
- Laotian
- Malaysian
- Pakistani
- Singaporean
- Taiwanese
- Thai
- Fijian
- Guamanian or Chamorro
- Mariana Islander
- Melanesian
- Micronesian
- Samoan
- Tongan
23. If available, please upload any documents your school provides to parents and students regarding race and ethnicity data collection, reporting, and usages.

24. What information (if any) does your school give to families regarding race and ethnicity data, collection, reporting, and usages?

- Other Pacific Islander
- Alaska Native
- Washington Indian
- Middle Eastern/ North African

Please write any other categories your school includes (if any):
25. How is this type of information distributed to parental guardians? Check all that apply.
   - In person conversations
   - Online
   - Form(s) mailed home
   - Letter sent home with student
   - School newsletter
   - Other

26. How often does your school collect race and ethnicity data?
   - Beginning of year
   - End of year
   - Beginning and end of year
   - Multiple times throughout the year
   - Rolling basis
   - Other
27. Estimate the percentage of students/parents who do not respond to survey questions regarding race and/or ethnicity.

Zero students | 25% | 50% or more of students

28. Do you have a school-wide policy on observer identification?
('Observer identification' refers to school staff identifying the race and/or ethnicity of a student on behalf of the student and parent guardian. Note: The federal government requires the use of observer identification of students’ ethnicity and race as a last resort, if such information is not provided by parents or students.)

- Yes
- No

29. What is the observer identification policy?
30. What is the title of the person at your school who is responsible for collecting and reporting race/ethnicity data?

- Principal
- Vice Principal
- Appointed Teachers
- School Secretary
- Family Engagement Coordinator
- Other:

31. What is the process for reporting school-wide race/ethnicity data to your school district? What are the benefits and/or challenges with this process? Please include your role at school and your role (if any) in this process.
32. Does your school receive technical support from the school district when collecting data on race/ethnicity?
   - Yes
   - No

33. Optional: Please provide any additional information you would like to share.

Thank You!

Thank you for taking our survey. Your response is very important to us.
1. INTRODUCTION

The Race and Ethnicity Student Data Task Force seeks to continually gather feedback from key stakeholders on proposed recommendations to the Legislature. Key stakeholders include students, parents, communities of color, educators, and school administrators. This document summarizes the different methods RESD plans to use to effectively engage with and receive feedback from stakeholders.

2. BACKGROUND

The 2016 Fourth Substitute House Bill 1541 Section 502 charged OSPI to convene a task force to review the United States department of education 2007 race and ethnicity reporting guidelines and develop race and ethnicity guidance for the state. The guidance must clarify for students and families why information about race and ethnicity is collected and how students and families can help school administrators properly identify them. The guidance must also describe the best practices for school administrators to use when identifying the race and ethnicity of students and families. The task force must use the United States census and the American communities survey in the development of the guidance. Through this guidance, RESD seeks to (1) promote racial equity; (2) create systemic change; (3) advocate for racial and ethnic underserved populations; and (4) better serve all communities in Washington.

3. SCOPE

The task force has identified stakeholder groups to be those which represent key components of the educational system and/or consumers of public education, such as teachers, parents, students, district administrators, principals, OSP, and other groups with vested interested. Additionally, RESD will specifically seek communities of color, as their feedback will be integral to our final recommendations.

4. ENGAGEMENT PLAN

In order to receive comprehensive feedback from stakeholders, RESD plans to use multiple means of engagement including the following: (1) surveys with quantitative and qualitative questions. Other options to consider: (2) multiple focus groups; (3) community forum.

SURVEY

RESD will use surveys to acquire information from schools and school districts on the race and ethnicity data collection process. Staff will create a two surveys (one for school staff and one for school district
administrators) using Survey Gizmo, which will be distributed via e-mail to schools and school districts in Washington.

FOCUS GROUPS

Option: RESD will conduct multiple focus groups using a consistent focus group format and protocol that staff will create. Notes from these focus groups will be analyzed by staff.

COMMUNITY FORUM

Option: The task force will host a community forum at a TBD date and time.

5. COMUNICATION PLAN

In order to reach our identified stakeholders, the workgroup will:

✓ Ask the stakeholder group how they would like contribute feedback.
✓ Seek out networking opportunities by asking the committee members to work with the organizations they are representing.
✓ Engage the stakeholder group’s support by asking for advice and listening to how they feel.
✓ Plan ahead which questions to ask and how much time to take.
✓ Compromise across multiple priorities among the different stakeholder groups.
✓ Find out what recommendations are of value to the stakeholder.
✓ Consult early and often (e.g., continue our public meetings).
✓ Maintain an ongoing and open dialogue.

Stakeholder feedback will be used to inform the committee in making final recommendations to the Legislature regarding race and ethnicity guidance for Washington State. Stakeholder feedback will be available in an aggregated form in the appendix of the report to the Legislature.

6. GET INVOLVED

If you would like to learn more about this process, please visit the Race and Ethnicity Student Data Task Force website where you can find a list of upcoming meetings, group membership, and past meeting materials.

http://www.k12.wa.us/Workgroups/RET.aspx
Within this packet you will find the following items:

1. Focus Group Protocol
2. Facilitator Script
3. A handout that includes key definitions and information.
4. A list of conversation prompts
5. A worksheet for participants to write down any thoughts, questions, or notes
Total Time: 60-90 Minutes

Materials:
- Participants
- Poster Paper
- Markers
- Pens/Pencils
- Printed Handouts: Definitions & Information
- Printed Handouts: Conversation prompts
- Printed Worksheets

Activity Overview:

Step 1: Introduce Expanded Learning Opportunities Council & key definitions
- Facilitator will read through the scripted introduction; direct attention to the definitions handout, and review those terms with the group.

Step 2: Individually review discussion prompts
- Participants will spend a few minutes (3-5) thinking through the conversation prompts individually.
- Participants write down any questions, comments, ideas, or concerns that the questions stir up.

Step 3: Guided Conversation in small groups using participant questions
- In groups, participants will select one person to facilitate the conversation, and one person to take notes. Go through the questions by topic and listen to suggestions.
- Spend 10 minutes discussing each conversation prompt.
- The note taker will write down main conversation topics, questions, and feelings on a piece of chart paper.

Step 4: Small Groups Share Out
- Each group will share their conversations back to the full group.

Step 5: Full Group Discussion

Tip: Remember to listen attentively and with sensitivity; all group participants have something to offer regardless of their education, experience, or background.
As a facilitator, it is critical that you plan for your focus group. Please use the table below to help plan and document your outreach. After you complete the focus group, please complete the summary (part 2) and return it to Nickolaus Cox at Nickolaus.Cox@k12.wa.us.

You will also need to return the poster paper so the initial questions can be identified.

**Part 1: Planning**

The Washington state Expanded Learning Opportunities Council intends to convene ______ [number] facilitated discussions with stakeholders about expanded learning opportunities. The scheduled dates and information for the facilitated discussions are as follows:

<table>
<thead>
<tr>
<th>Scheduled Date</th>
<th>Estimated Number of Participants</th>
<th>Types of Participants (e.g., District Staff, School Staff, Parents, Community Members)</th>
<th>Assigned Moderator</th>
<th>Assigned Note Taker</th>
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</tbody>
</table>
Part 2: Facilitating

I ________________ [name] will lead a focus group discussion on _________ [date] at________ [location].

Welcome and thank you for taking the time to answer some questions about Expanded and Extended Learning Opportunities in Washington state.

Shortly, I will be handing you three different items:

1. A handout that includes key definitions and information
2. A list of conversation prompts
3. A worksheet to write down any thoughts, questions, or notes

The first thing we are going to do is provide a brief overview of what the Expanded Learning Council is and does, and talk a little more about the definition of Expanded Learning Opportunities. We will allow time for questions, at the end.

Next, I’ll ask you to spend a few minutes (3-5) thinking through the conversation prompts on your own. On your worksheets, write down any questions, comments, ideas, or concerns that the questions stir up.

Then, we will break into small groups (or remain in one large group depending on number of attendees). In your groups, select one person to facilitate the conversation, and one person to take notes. We will ask you to spend 10 minutes discussing each conversation prompt. The note taker will write down main conversation topics, questions, and feelings on a piece of chart paper.

Finally, each group will share their conversations back to the full group (no longer than 5 minutes per group). Once all groups have shared, we’ll leave some time at the end (10 minutes) be for full group discussion.

At the end of our time together, please provide me with the copies of your worksheets so that we can ensure that we have captured your voice.

Any questions?
Part 3: Documenting the Findings from Your Facilitated Discussion

On ___________________________ [date], 20____ [year], a group of ______ [number of individual participants] ________________ [stakeholder type (e.g., parents, district staff, school staff)] from __________________________ [name of state] convened for a facilitated discussion on expanded learning opportunities and school year calendar modifications.

The top three conversation topics were:
1. _______________________________________________________________________________
2. _______________________________________________________________________________
3. _______________________________________________________________________________

Some of their thoughts around Expanded Learning Opportunities were:
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

Some of their thoughts around school year calendar modifications were:
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

Participants had a high level of agreement for the following:
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

Participants disagreed over the following (please explain, if possible, the cause behind the disagreement):
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
Welcome and thank you for taking the time to answer some questions about Expanded and Extended Learning Opportunities in Washington state.

Shortly, I will be handing you three different items:

1. A handout that includes key definitions and information
2. A list of conversation prompts
3. A worksheet to write down any thoughts, questions, or notes

The first thing we are going to do is provide a brief overview of what the Expanded Learning Council is and does, and talk a little more about the definition of Expanded Learning Opportunities. We will allow time for questions, at the end.

Next, I’ll ask you to spend a few minutes (3-5) thinking through the conversation prompts on your own. On your worksheets, write down any questions, comments, ideas, or concerns that the questions stir up.

Then, we will break into small groups (or remain in one large group depending on number of attendees). In your groups, select one person to facilitate the conversation, and one person to take notes. We will ask you to spend 10 minutes discussing each conversation prompt. The note taker will write down main conversation topics, questions, and feelings on a piece of chart paper.

Finally, each group will share their conversations back to the full group (no longer than 5 minutes per group)

Once all groups have shared, we’ll leave some time at the end (10 minutes) be for full group discussion.

At the end of our time together, please provide me with the copies of your worksheets so that we can ensure that we have captured your voice.

Any questions?
About the Expanded Learning Opportunities Council (ELOC)

The ELOC was created in 2014 to advise the Governor, the Legislature, and the Superintendent of Public Instruction regarding a comprehensive expanded learning opportunities system.

The ELOC will provide vision and recommendations for:

- Possible improvement and expansion of summer learning opportunities;
- Potential school year calendar modifications that may help reduce summer learning loss;
- The potential for increasing partnerships between schools and community-based organizations (CBOs) to deliver expanded learning opportunities; and
- Other current or proposed programs for early elementary through secondary education that may contribute to a statewide system of expanded learning opportunities.

What are Expanded Learning Opportunities?

Expanded Learning Opportunities are activities students may do before or after school and/or during summer. These opportunities build skills through hands-on, experiential learning. The activities expand upon, but do not replicate, learning that happens during the regular school day. Clubs, field trips, summer school, and tutoring are examples of expanded learning programs that are school-based. Community-based organizations may also provide structured, intentional, and creative learning programs outside of the school day. These programs are often in partnership with schools and can align in-school and out-of-school learning through activities that complement classroom-based instruction.

What is Expanded Learning Time?

Expanded learning time refers to an expanded school day (adding minutes to the school day).

School Year Calendar Modifications:

What are Extended Learning Time and Balanced School Years?

- **Extended learning time** refers to an extended school year (adding days to the school year).
- **Balanced school year** refers to a year-round school schedule, with a shorter summer break, and two- or three-week mini-breaks spread throughout the remainder of the year. There are no laws in Washington State requiring districts to use their 180 required school days in a particular way. Many states have or have considered shifting to a more "balanced" school year. The Expanded Learning Opportunities Council must make recommendations regarding school year calendar modification that may help address summer learning loss.

What is Summer Learning Loss?

On average, students lose math, reading, and other learned skills over the summer break. This is true regardless of the students' family's income or current math, reading, and other knowledge at the end of the previous school year.
Expanded Learning Opportunities:

Based on what you know, how important are Expanded Learning Opportunities?

- What do you know about expanded learning opportunities?
- What are examples of expanded learning opportunities that you experienced, your child has experienced, you’ve heard of, or your local district offers?
- Are these opportunities important? Why or why not.

What components should be included in expanded learning opportunities?

- Examples: Linkage to child’s academic goals, social and emotional development, engaged learning, affordability, transportation, access/availability, cultural learning opportunities, life skills, family engagement, school-community partnerships, health/wellness, other?

School Year Calendar Modifications:

What are your general impressions about the following?

- A balanced school year with longer breaks 3 to 4 times per year
- Adding more days to the end of the school year (shorter summer break)
- A longer day that ends later
- A longer school day that begins earlier
- Other?

Additional Questions based on Audience:

Parents:

- How do you know about Expanded Learning Opportunities that are provided? How do you prefer to be contacted by schools, districts, or CBOs? What are the primary challenges of accessing Expanded Learning Opportunities in your area? On average, how much do you pay per year for ELO? At what point does cost deter you from enrolling your child?

Teachers:

- How often are expended learning opportunities connected with a student’s academic priorities? Do you communicate with parents or community based organizations about ELO?

Community Based Organizations:

- Describe your relationships with local schools or districts. What works well? What are some of the challenges providing expanded learning opportunities to students? Do you charge for the services you offer?

School/District Administrators:

- What are the main challenges that are preventing more ELO from happening in your school or district? What is working well?
About Expanded Learning

by Expanded Learning Opportunities Council

Expanded Learning Opportunities Council
The Expanded Learning Opportunities Council (ELOC) advises the Governor, Legislature, and Office of Superintendent of Public Instruction regarding a comprehensive expanded learning opportunities system. ELOC seeks to bring families, communities, and schools together to create an equitable and integrated network of support that provides children and youth with the skills and experiences to become responsible and respectful global citizens. Our mission is to establish a sustainable high quality statewide system that integrates learning across the day, across the year, and across a student’s life time.

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Expanded Learning Opportunities
Expanded learning opportunities are activities students may do before or after school and/or during summer. These opportunities build skills through hands-on learning and expand upon, but do not replicate, learning that happens during the regular school day (i.e. clubs, field trips, tutoring). Community-based organizations often work in collaboration with schools to provide such programs, which are typically well structured, intentional, and creative.

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“THE AVERAGE AMERICAN CHILD SPENDS MOST OF HIS OR HER WAKING HOURS, ABOUT 80%, NOT IN SCHOOL. WHAT CHILDREN DO DURING THAT TIME CAN HELP SUPPORT, OR HINDER, LEARNING AND GROWING.”
- SCHOOLS OUT WASHINGTON

---

Expanded Learning Time
Experiential learning that happens outside of the normal school day.

School Year Calendar Modifications
Changing the traditional 180-day school year calendar format by adding days or by re-arranging breaks. (i.e. extended learning time or balanced school year)

Extended Learning Time
An extended school year, as in adding days to the school year.

Balanced School Year
A year-round school schedule, with a shorter summer break, and mini breaks (2 or 3 weeks) spread through the remainder of one year.

Summer Learning Loss
On average, students lose math, reading, and other learning skills over summer break.
Focus Group Discussion Prompts: Parents

1. Based on what you know, how important are Expanded Learning Opportunities?
   a. What do you know about expanded learning opportunities?
   b. What are examples of expanded learning opportunities that you experienced, you child has experienced, you’ve heard of, or your local district offers?
   c. Are these opportunities important? Why or why not.

2. What components should be included in expanded learning opportunities?
   a. Examples: Linkage to child’s academic goals, social and emotional development, engaged learning, affordability, transportation, access/availability, cultural learning opportunities, life skills, family engagement, school-community partnerships, health/wellness, other?

3. What are your general impressions about the following?
   a. Balanced school year with longer breaks 3 to 4 times per year
   b. Adding more days to the end of the school year (shorter summer break)
   c. Longer day that ends later
   d. Other?

4. How do you know about Expanded Learning Opportunities that are provided?

5. How do you prefer to be contacted by schools, districts, or CBOs?

6. What are the primary challenges of accessing Expanded Learning Opportunities in your area?

7. On average, how much do you pay per year for ELO?

8. At what point does cost deter you from enrolling your child?
1. Based on what you know, how important are Expanded Learning Opportunities?
   a. What do you know about expanded learning opportunities?
   b. What are examples of expanded learning opportunities that you experienced, you child has experienced, you’ve heard of, or your local district offers?
   c. Are these opportunities important? Why or why not.

2. What components should be included in expanded learning opportunities?
   a. Examples: Linkage to child’s academic goals, social and emotional development, engaged learning, affordability, transportation, access/availability, cultural learning opportunities, life skills, family engagement, school-community partnerships, health/wellness, other?

3. What are your general impressions about the following?
   a. Balanced school year with longer breaks 3 to 4 times per year
   b. Adding more days to the end of the school year (shorter summer break)
   c. Longer day that ends later
   d. Other?

4. How often are expanded learning opportunities connected with a student’s academic priorities?

5. Do you communicate with parents or community based organization about ELO?
Focus Group Discussion Prompts: Community-Based Organizations

1. Based on what you know, how important are Expanded Learning Opportunities?
   a. What do you know about expanded learning opportunities?
   b. What are examples of expanded learning opportunities that you experienced, you child has experienced, you’ve heard of, or your local district offers?
   c. Are these opportunities important? Why or why not.

2. What components should be included in expanded learning opportunities?
   a. Examples: Linkage to child’s academic goals, social and emotional development, engaged learning, affordability, transportation, access/availability, cultural learning opportunities, life skills, family engagement, school-community partnerships, health/wellness, other?

3. What are your general impressions about the following?
   a. Balanced school year with longer breaks 3 to 4 times per year
   b. Adding more days to the end of the school year (shorter summer break)
   c. Longer day that ends later
   d. Other?

4. Describe your relationships with local school districts…
   a. What works well?
   b. What are some of the challenges providing expanded learning opportunities to students?
   c. Do you charge for the services?
1. Based on what you know, how important are Expanded Learning Opportunities?
   a. What do you know about expanded learning opportunities?
   b. What are examples of expanded learning opportunities that you experienced, you child has experienced, you’ve heard of, or your local district offers?
   c. Are these opportunities important? Why or why not.

2. What components should be included in expanded learning opportunities?
   d. Examples: Linkage to child’s academic goals, social and emotional development, engaged learning, affordability, transportation, access/availability, cultural learning opportunities, life skills, family engagement, school-community partnerships, health/wellness, other?

3. What are your general impressions about the following?
   e. Balanced school year with longer breaks 3 to 4 times per year
   f. Adding more days to the end of the school year (shorter summer break)
   g. Longer day that ends later
   h. Other?

4. What are the main challenges that are preventing more Expanded learning Opportunities from happening in your school or district?

5. What is working well?
Race & Ethnicity Survey Examples

By: Kathleen Callahan | Title II, Part A and Special Programs
5. Is this person of Hispanic, Latino, or Spanish origin?
- No, not of Hispanic, Latino, or Spanish origin
- Yes, Mexican, Mexican Am., Chicano
- Yes, Puerto Rican
- Yes, Cuban
- Yes, another Hispanic, Latino, or Spanish origin — Print origin, for example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on.

6. What is this person’s race? Mark one or more boxes.
- White
- Black, African Am., or Negro
- American Indian or Alaska Native — Print name of enrolled or principal tribe.
- Asian Indian
- Chinese
- Filipino
- Japanese
- Korean
- Vietnamese
- Native Hawaiian
- Guamanian or Chamorro
- Samoan
- Other Asian — Print race, for example, Hmong, Laotian, Thai, Pakistani, Cambodian, and so on.
- Other Pacific Islander — Print race, for example, Fijian, Tongan, and so on.
- Some other race — Print race.
Ethnicity and Race Data Collection Form

QUESTION 1: Is your child of Hispanic or Latino origin? (Check all that apply.)
- NOT HISPANIC/LATINO
- MEXICAN/MEXICAN AMERICAN/CHICANO
- CENTRAL AMERICAN
- SOUTH AMERICAN
- LATIN AMERICAN
- PUERTO RICO
- CUBAN
- DOMINICAN
- SPANISH
- OTHER HISPANIC/LATINO

QUESTION 2: What race(s) do you consider your child? (Check all that apply)
- AFRICAN AMERICAN/BLACK
- WHITE
- ASIAN INDIAN
- CAMBODIAN
- CHINESE
- FILIPINO
- Hmong
- INDO-NESIAN
- JAPANESE
- KOREAN
- LAOTIAN
- MALAYSIAN
- PAKISTANI
- SINGAPOREAN
- TAIWANESE
- THAI
- VIETNAMESE
- OTHER ASIAN
- ALASKA NATIVE
- CHEROKEE
- COLVILLE
- COWLITZ
- HOH
- JAMESTOWN
- KALISPEL
- LOWER ELWA
- LUMMI
- MAKAN
- MUCKLESHOOT
- NISQUALLY
- NOOKSACK
- PORT GAMBLE KLLAM
- PUYALLUP
- QUELUTE
- QUINault
- SAMISH
- SAUR-SQUATILE
- SHOSHONE
- SKEKOMISH
- SNOQUALMIE
- SPOKANE
- SQUAXIN ISLAND
- STILLGUAMISH
- SUSQUAMISH
- SWINOMESH
- TULALIP
- YAKAMA
- OTHER WASHINGTON INDIAN
- OTHER AMERICAN INDIAN

Parent/Guardian Signature
Date
Please check one of the boxes that best describes your race/ethnicity heritage.

<table>
<thead>
<tr>
<th>Asian Groups</th>
<th>Hispanic Groups</th>
<th>Pacific Islander Groups</th>
<th>Other Groups</th>
</tr>
</thead>
<tbody>
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<td>◯ Asian Indian (M)</td>
<td>◯ Cuban (C)</td>
<td>◯ Guamanian or Chamorro (R)</td>
<td>◯ Aleut (O)</td>
</tr>
<tr>
<td>◯ Cambodian (U)</td>
<td>◯ Mexican/Mexican-American (A)</td>
<td>◯ Hawaiian (P)</td>
<td>◯ American Indian/Native American (H)</td>
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<tr>
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<td>◯ Puerto Rican (B)</td>
<td>◯ Samoan (Q)</td>
<td>◯ Black/African-American (F)</td>
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<tr>
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<td>◯ Other Pacific Islander Group (T)</td>
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<td></td>
<td>◯ White (E)</td>
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<tr>
<td>◯ Korean (K)</td>
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<td>◯ Choose not to identify</td>
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<td>◯ Laotian (V)</td>
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</tr>
<tr>
<td>◯ Vietnamese (L)</td>
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<td></td>
</tr>
<tr>
<td>◯ Other Asian Group (S)</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
1. **Are you Hispanic or Latino?** (A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.)
   - [ ] No, not Hispanic or Latino
   - [ ] Yes, Hispanic or Latino

   The above part of the question is about ethnicity, not race. No matter what you selected above, please continue to answer the following, if applicable, by marking one or more boxes to indicate what you consider your race to be.

2. **How would you describe yourself?** (Choose one or more from the following racial groups)
   - [ ] 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 a tribal affiliation or community attachment.)
   - [ ] 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.)
   - [ ] Black or African American
     (A person having origins in any of the Black racial groups of Africa – includes Caribbean Islanders and other of African origin.)
   - [ ] Native Hawaiian or Other Pacific Islander
     (A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.)
   - [ ] White
     (A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.)
Example Patient Race and Ethnicity Questionnaire

"We want to make sure that we identify and address each patient’s needs and ensure that all patients get the best care possible. We’re going to ask you some questions so that we can provide our patients with appropriate and high quality care.

We will keep this information confidential and will update it in your medical record. The information you share will not be used to identify or determine your immigration status, and will not be reported to the authorities. You may choose not to answer any question(s).

You have been provided a list of Frequently Asked Questions and Definitions to help answer questions that you may have about this form, but our registration staff members are also happy to answer your questions.

1. Ethnicity

Are you Hispanic, Latino/a, or Spanish origin? (One or more categories may be selected)

☐ Mexican
☐ Mexican American
☐ Chicano/a
☐ Puerto Rican
☐ Cuban
☐ Unknown
☐ Another Hispanic, Latino/a, or Spanish Origin (Please Choose from the list in Table One)
☐ Not of Hispanic, Latino/a, or Spanish origin

2. Race

What is your race? (One or more categories may be selected)

☐ American Indian or Alaska Native
☐ Black or African American
☐ Asian Indian
☐ Chinese
☐ Filipino
☐ Japanese
☐ Korean
☐ Vietnamese
☐ Other Asian (Please Choose From the List In Table Two)
☐ White
☐ Other Race
☐ Native Hawaiian
☐ Guamanian or Chamorro
☐ Samoan
☐ Other Pacific Islander (Please Choose from the List In Table Three)
Table One: Other Hispanic, Latino/a, or Spanish Origin

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<tr>
<th>Spaniard</th>
<th>Andalusian</th>
<th>Asturian</th>
<th>Castilian</th>
<th>Catalonian</th>
<th>Balearic Islander</th>
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Table Two: Other Asian

<table>
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<th>Table Two: Other Asian</th>
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</thead>
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Table Three: Other Pacific Islander

<table>
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<tr>
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<td>Other Micronesian</td>
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</tbody>
</table>
Definitions of Race and Ethnicity

Ethnicity

- **Hispanic or Latino**: refers to a person of Cuban, Mexican, Puerto Rican, South or Central American or other Spanish culture or origin regardless of race.

- **Unknown**: Select this category if the patient is unable to physically respond, there is no available family member or caregiver to respond for the patient, or if for any reason, the demographic portion of the medical record cannot be completed.

Race

- **Black or African American** refers to a person having origins in any of the Black racial groups of Africa. It includes people who indicated their race(s) as “Black, African American, or Negro” or reported entries such as African American, Kenyan, Nigerian, or Haitian.

- **White** refers to a person having origins in any of the original peoples of Europe, the Middle East, or North Africa. It includes people who indicated their race(s) as “White” or reported entries such as Irish, German, Italian, Lebanese, Arab, Moroccan, or Caucasian.

- **Asian** refers to 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. It includes people who indicated their race(s) as “Asian” or reported entries such as “Asian Indian,” “Chinese,” “Filipino,” “Korean,” “Japanese,” “Vietnamese,” and “Other Asian” or provided other detailed Asian responses.

- **American Indian/Alaska Native** refers to 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. This category includes people who indicated their race(s) as “American Indian or Alaska Native” or reported their enrolled or principal tribe, such as Navajo, Blackfeet, Inupiak, Yupik, or Central American Indian groups or South American Indian groups.

- **Native Hawaiian/Other Pacific Islander** refers to a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. It includes people who indicated their race(s) as “Pacific Islander” or reported entries such as “Native Hawaiian,” “Guamanian or Chamorro,” “Samoa,” and “Other Pacific Islander” or provided other detailed Pacific Islander responses.

- **Other Race** includes all other responses not included in the White, Black or African American, American Indian or Alaska Native, Asian, and Native Hawaiian or Other Pacific Islander race categories described above or the lists provided.
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## FEDERAL CATEGORIES

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<td>• OTHER states- analysis</td>
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<td>• District examples- currently doing (scan- to inform survey about practices)</td>
<td>• Ethnic /org report out</td>
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<td>• OSPI-CEDARS- existing guidance and training</td>
<td>• Trends- demographic, student outcome, disproportionality</td>
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<td>• CENSUS and American Community Survey</td>
<td>• (backwards and forward- gaps by how the race/ethnicity data is collected)</td>
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<td>• School districts/schools- 1st draft of the survey – data collection</td>
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<td>= links to reports</td>
<td>• Why? Facilitated discussion- the gaps, the uses, the needs, benefit to communities</td>
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<td>SEND MAILING LIST-</td>
<td>• ESSA report- report card, family, accountability workgroups-</td>
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<td>• Work session letter to ESSA consolidated plan team</td>
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<td>• 2nd draft-School district data survey draft (staff develop-review)</td>
<td>• Panel of researchers to respond</td>
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<td>• 1st draft- of the subethnic</td>
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<td>• 1st draft- stakeholder engagement plan (families, broader racial and ethnic community)</td>
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<td>FEBRUARY 1</td>
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| • School districts/schools – send out  
• Panel from communities of color, programs at state, school districts, families | • |
| MARCH 1   | APRIL 5    |
| •         | •          |
| MAY 3     | JUNE 7     |
| •         | •          |