

# Lunch & Learn

## Race & Ethnicity Quick Tips



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# Overview

- Guidelines for digesting data.
- Learn how race & ethnicity data are collected.
- Measure by race & ethnicity.



# Newsweek

## Oregon Department of Education fines Portland Public Schools for over-disciplining African American special education students (updated)



What do Portland city employees make?  
Searchable database

### Are English Language Learners Punished For Their Frustration With School?



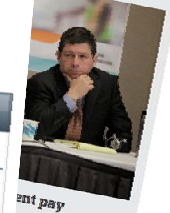
**Story tools**

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away

New America Media, Commentary, Dawn X. Henderson,, Posted: Aug 21, 2015

Do you understand? A question, I pondered after reading through a report released by the National Center for Education Statistics. The report, *Suspension, Expulsion, and Achievement of English Learner Students in Six Oregon Districts*, presents a snapshot of data gathered in 2011-2012.

The report releases disparate statistics regarding academic and behavioral outcomes of English Language Learners (ELL) students. As a professor who has conducted research on interventions for suspended youth, I have already desensitized myself to the narrative of black and brown youth in the public education system. I am familiar with black youth suspension rates tripled that of white youth suspensions. The variation of black and brown youth presence in school districts across the United States presents similar statistics for brown youth, Native American, Hispanic and Southern Asian/Pacific Islanders (please know they are more diverse than this). They share the same fate. Somehow, we continue to write a story that reflects both our lack of understanding and our lack of action.

FERGUS  
planned on  
black teenager was fatally shot by a white police officer



In the year since Michael Brown was killed, Americans have focused their attention on the harsh treatment of black Americans at the hands of police.

A shocking number have been killed in encounters with police, in the year since Ferguson and in the years before. Thousands more have suffered subtler forms of discrimination in the criminal justice system, where social science research shows striking

## There's blatant inequality at nearly every phase of the criminal justice system

ANDREW KAHN AND CHRIS KIRK, SLATE  
Aug. 9, 2015, 9:35 PM  
43,217

**S** FACEBOOK LINKEDIN TWITTER EMAIL

LAW & ORDER

U.S.

US Edition Social





## Corvallis School District 2015-16 Registration Form

Legal Name (Last, First, Middle): \_\_\_\_\_ Preferred Name: \_\_\_\_\_

Gender: \_\_\_\_\_ Male \_\_\_\_\_ Female Last 4-SSN: \_\_\_\_\_

Grade Level: \_\_\_\_\_

Birth Date (DOB): \_\_\_\_\_

Hispanic: \_\_\_\_\_ Yes \_\_\_\_\_ No

Race: \_\_\_\_\_ White \_\_\_\_\_ Native Hawaiian/Pacific Islander  
\_\_\_\_\_ Asian \_\_\_\_\_ Black \_\_\_\_\_ American Indian/Alaskan Native\*

\*Tribe: \_\_\_\_\_

Enrollment Number: \_\_\_\_\_

Last 4 numbers of the Social Security Number (SSN) is optional. This information may be used for record keeping but will not be given to the general public. Please see your student handbook for a description on how this information may be used

Ethnic and race information is optional. However, if you do not answer, the federal government requires school district "observers" to complete the ethnic/race data.

Language of Origin: \_\_\_\_\_

Resident District: \_\_\_\_\_

Migrant: \_\_\_\_\_ Yes \_\_\_\_\_ No Migrant ID: \_\_\_\_\_

Resident School: \_\_\_\_\_

Birth City/State: \_\_\_\_\_

Resident County: \_\_\_\_\_

Birth Country: \_\_\_\_\_

Last School Attended: \_\_\_\_\_

Entrance Date – Oregon: \_\_\_\_\_

Last School City/State: \_\_\_\_\_

Entrance Date – United States: \_\_\_\_\_

# Race Ethnicity Tabulation:

American Indian or Alaskan Native, non-Latino

Asian, non-Latino

Black, non-Latino

Multiracial, non-Latino

Other Race, non-Latino

White, non-Latino

Latino

## The good

- Few categories = simple
- Adds up to 100%
- Latino ethnicity = race category
- Standardized

## Not so good

- Does not reflect true diversity

# Data Interpretation Tips

- Start with the labels.
- Pay attention to the units.
- Look for trends.
- What story are the data telling?

# Percent of Population by Race & Ethnicity

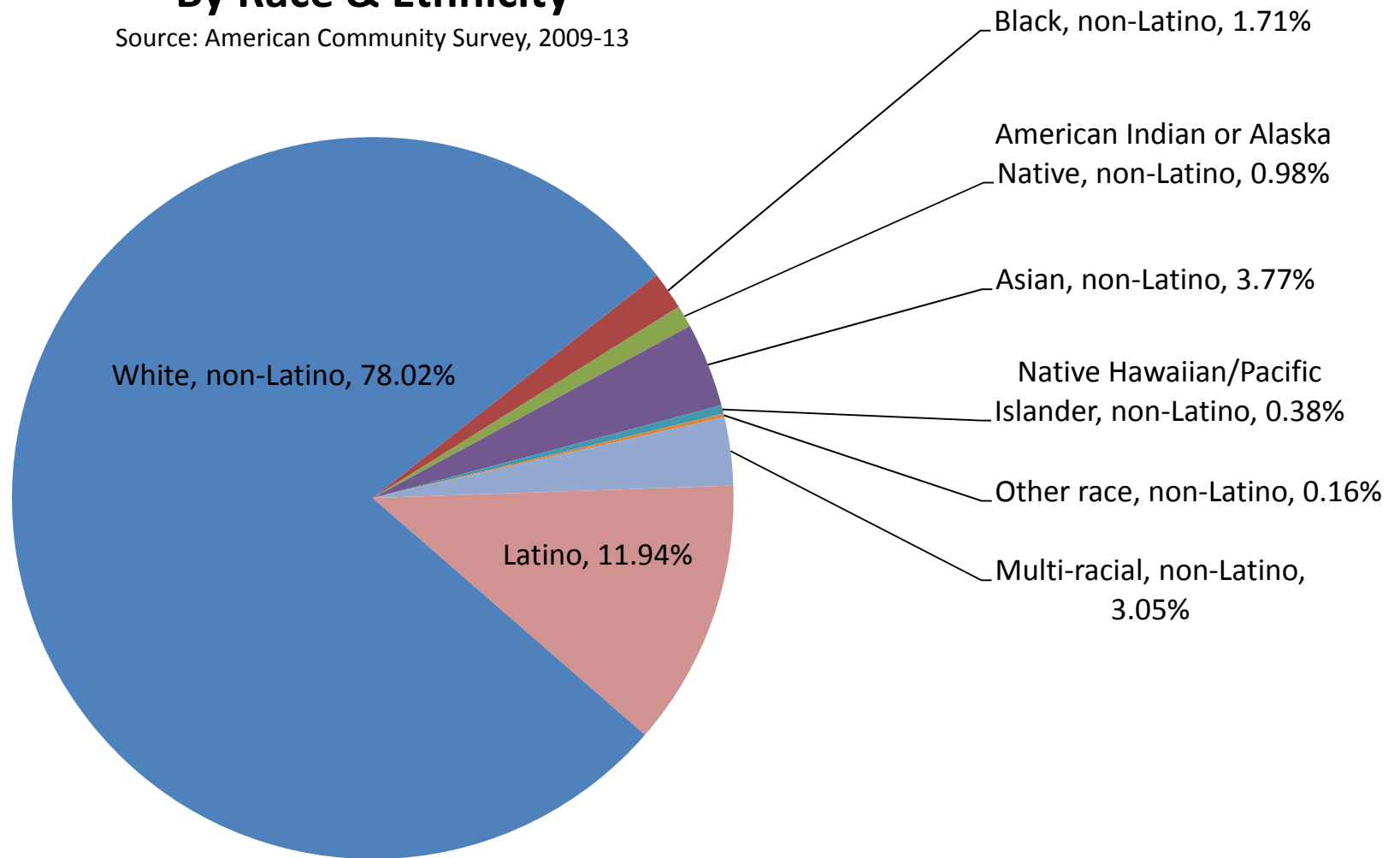
$$\% \text{ of population } < \text{insert category} > = \frac{\text{Number of } < \text{insert category} >}{\text{total population}} \times 100$$

## Categories

American Indian or Alaska Native, non-Latino  
Asian, non-Latino  
Black, non-Latino  
Multi-racial, non-Latino  
Native Hawaiian/Pacific Islander, non-Latino  
Other race, non-Latino  
White, non Latino  
Latino

# Oregon: Percent Population By Race & Ethnicity

Source: American Community Survey, 2009-13





# Unemployment

Only people seeking work.

$$\text{Unemployment Rate} = \frac{\text{< insert category > unemployed}}{\text{< insert category > in labor force}} \times 100$$

## Includes:

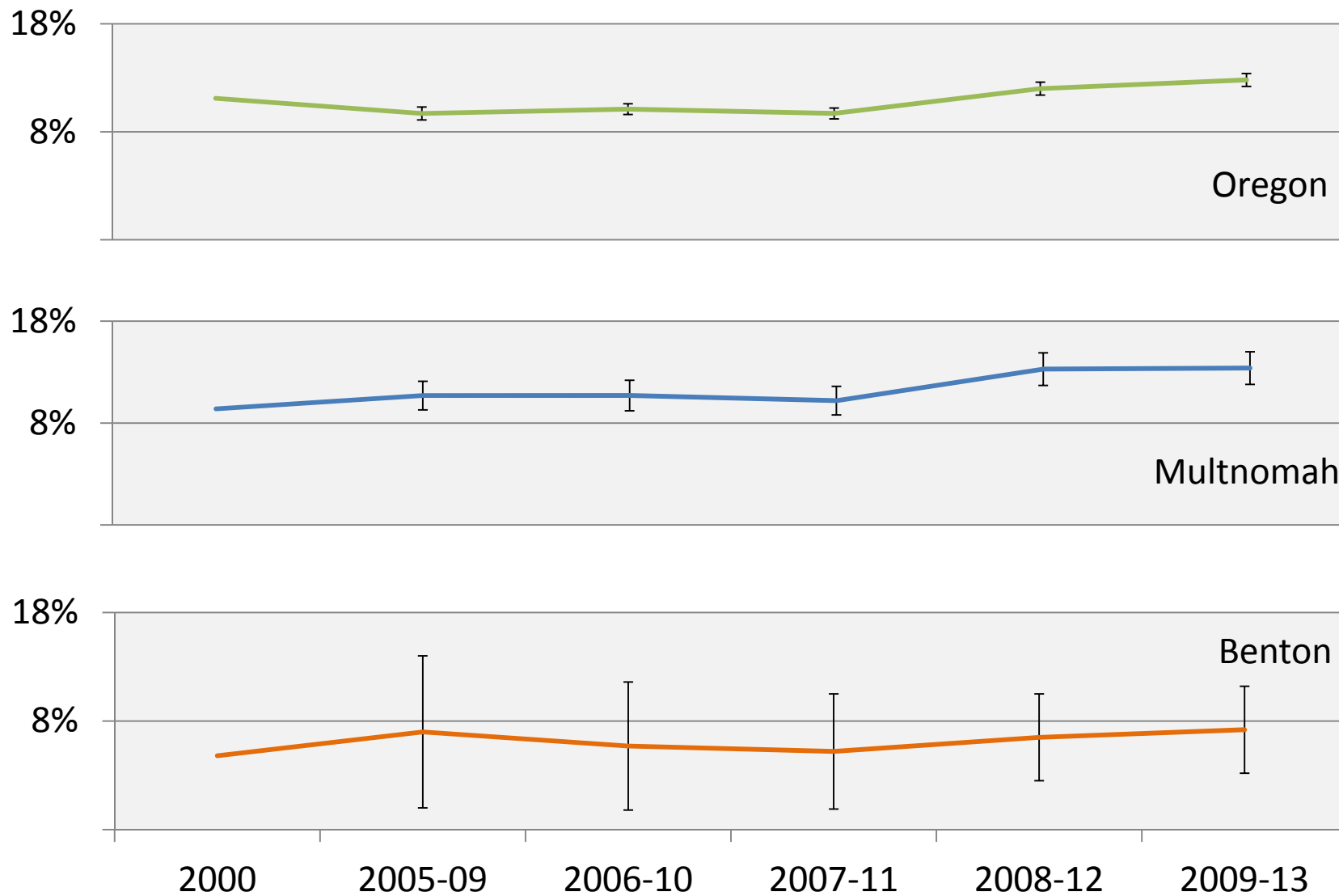
- Employed
- Work seekers
- Households
- Group Quarters

## Categories

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# Unemployment Rate: Latinos

Source: U.S. Census Bureau, Decennial Census and American Community Survey



# Synthesis

- Know how the data is collected.
- Mind the uncertainty.
- Get ready to change.

# Rural Communities Explorer

[www.oregonexplorer.info/rural](http://www.oregonexplorer.info/rural)



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