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Race and Ethnicity Data Collection in Racial Justice Work

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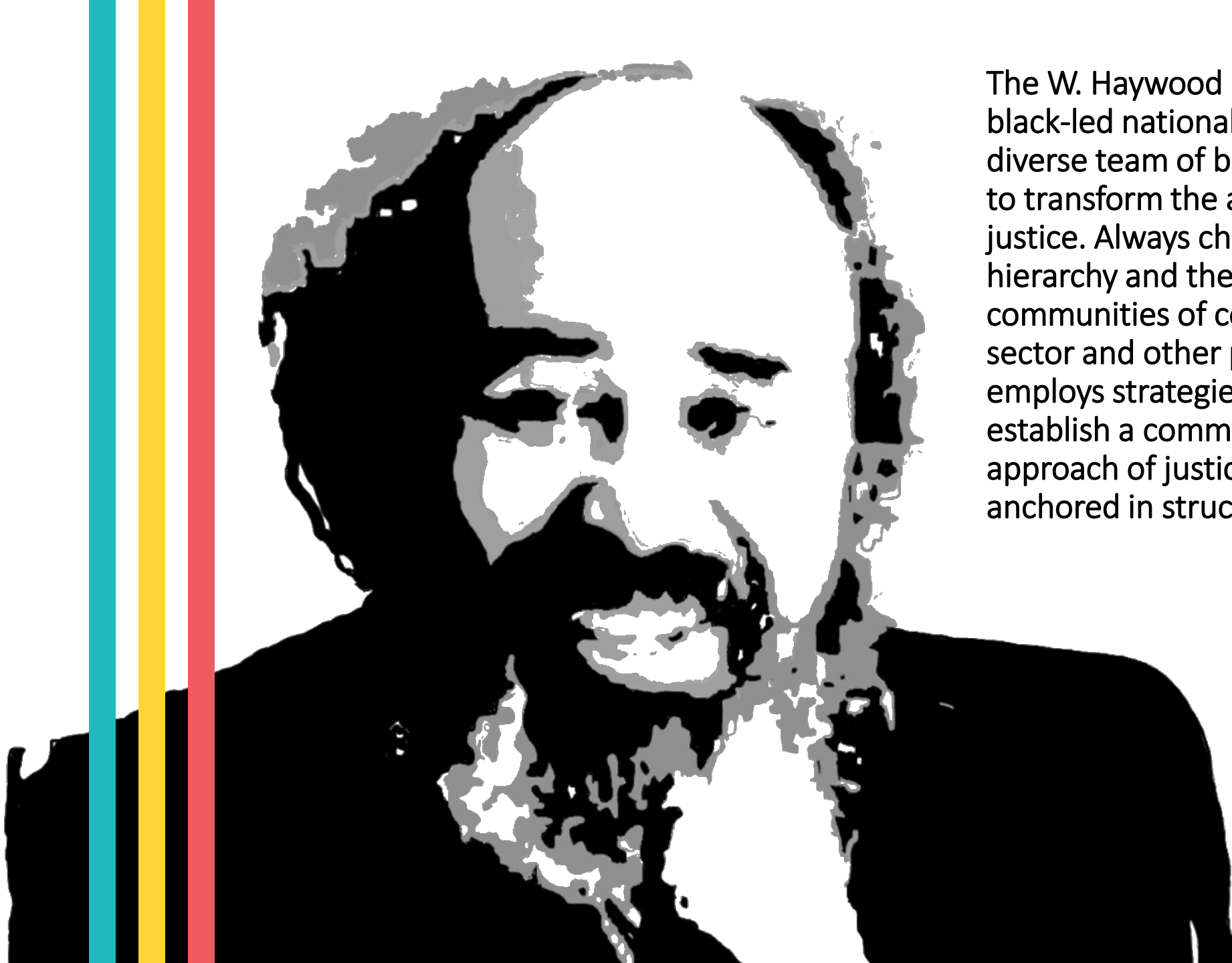
Presenters:



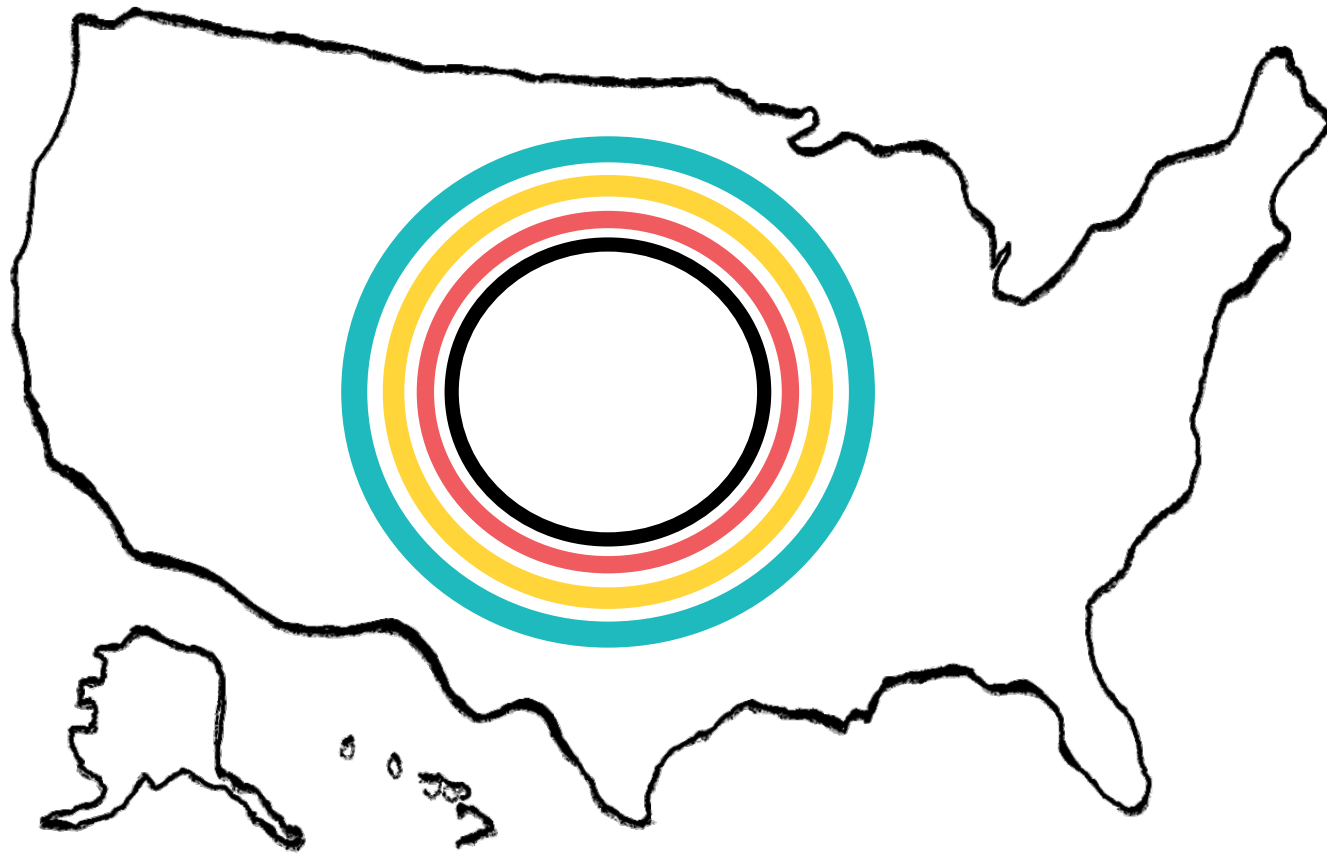
DESIRED RESULTS

1. Participants will have a better understanding of the country's history of structural racism in the development of youth and adult serving systems & how it manifests in their current work with critical components to ethnicity data collection.
2. Participants will gain insights & knowledge that will be critical to advancing racial equity across the child and adult serving systems to improve outcomes for children, youth, and families...





The W. Haywood Burns Institute (BI) is a black-led national, non-profit with a diverse team of bold visionaries, working to transform the administration of justice. Always challenging racial hierarchy and the social control of communities of color by the justice sector and other public systems, BI employs strategies and tactics to establish a community centered approach of justice administration that is anchored in structural well-being.



POLICY, ADVOCACY & DATA

Supporting Local, State and National Policy Reform and Data Analytics

PLACE BASED WORK

Justice System Stakeholders & Multi-Sector Collaboratives Supporting over 100,000 Stakeholders/Practitioners

CREDIBLE MESSENGERS

200+ National Leadership Mentoring Network using Restoration, Redemption & Renewal as strategies for Healing

COMMUNITY JUSTICE NETWORK FOR YOUTH

200+ Member Organizations. Reaching over 200,000 Individuals

ACROSS ALL 50 STATES

300 LOCAL JURISDICTIONS

3 FIRST NATIONS TRIBAL COMMUNITIES





“Those who fail to learn the lessons of history are condemned to repeat them.”

Race a Social Political Construct

Ethnicity and Latinos:
The Why based on American History

US Census Driving Data Collection

- U.S. Census:
 - The federal government conducts a census every ten years.
 - The Federal Constitution stipulated that slaves were counted as three-fifths of a resident for tax purposes and the apportionment of the House of Representatives.
 - Racial categories, which have been included on every U.S. census since the first one in 1790, have changed from decade to decade, reflecting the politics and science of the times.
 - It was not until 1960 that people could select their own race

Civil Rights Movement and Criminalization, 1954 – Present (cont.)

Latinos: Race, Ethnicity, Other, None?

9. What is Person 1'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.* ↴

- | | | |
|---|--|--|
| <input type="checkbox"/> Asian Indian | <input type="checkbox"/> Japanese | <input type="checkbox"/> Native Hawaiian |
| <input type="checkbox"/> Chinese | <input type="checkbox"/> Korean | <input type="checkbox"/> Guamanian or Chamorro |
| <input type="checkbox"/> Filipino | <input type="checkbox"/> Vietnamese | <input type="checkbox"/> Samoan |
| <input type="checkbox"/> Other Asian — <i>Print race, for example, Hmong, Laotian, Thai, Pakistani, Cambodian, and so on.</i> ↴ | <input type="checkbox"/> Other Pacific Islander — <i>Print race, for example, Fijian, Tongan, and so on.</i> ↴ | |

- Some other race — *Print race.* ↴

- **1930, "Mexican"**: was put on the Census [questionnaire] as a race.
 - We are Americans
 - America is Mexican land
 - Resources
- Hispanic and ethnicity category
 - Culture, heritage, nationality, upbringing
- **1980, Hispanic**: identity question appears on all of the forms. It used to come after the race question.
- **2010, Hispanic or Latino, and Race or Origin?**: Latinos ID as Latinos, and then race depending on place and class. "It's strategic not color."

Collateral Consequences

What are the consequences to not
collecting Ethnicity data?



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Baseline Data

- Current data indicators
- Current data collection practices and procedures
- Data collection policy development and implementation
- Training(s)
- Monitoring
- Evaluation, modifications, repeat
- Sustainability approaches

Best Practices

Collecting Ethnicity Data



Explain Why Self- Identification is Critical

Self-Identification Whenever Possible

- ❖ Self-identification is the preferred method for collecting racial data, best accomplished by an in-person interview with the youth. Race and ethnicity are not “observable” characteristics.
- ❖ Information on whether race and ethnicity information is obtained through self-report is very important.
- ❖ Consider using data to examine how often and why race and ethnicity is not obtained through self-report. What does this mean? How can this be used to adjust the interview process?



Definitions

Hispanic

Latino

American Indian
or Alaska Native

Asian

Black or African
American

Native Hawaiian
of Other Pacific
Islander

White

Bi-racial



Definitions (Expand Detail)

White: a person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Black or African American: a person having origins in any of the black racial groups of Africa. Terms such as “Haitian” “Black” or “African American” can be used

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

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.

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.

Native Hawaiian or Other Pacific Islander: a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

Multiracial: consisting of, representing, or combining members of more than one racial group.

Explain Race v. Ethnicity - Not Easy Answers for Some

Race is a social construct;

Define race vs. ethnicity;

On an individual level, race is self-defined;

We do not fit neatly into race or ethnicity groups;

Some cultures may have a different understanding of race;



Procedure

- Question order/How to Ask
 - Hispanic/Latino question
 - Race question
 - Identification with other population groups not listed in the first two questions.

Procedure--Questions

- First Question: Are you Hispanic or Latino?
 - Yes, Hispanic or Latino
 - No, not Hispanic or Latino
 - Unknown (limited use)

Discussion of why this question is asked first.

Procedure--Questions

- Second Question: What is Your race? Please tell me which race you consider yourself to be. You may select more than one.

Acceptable Answers:

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or other Pacific Islander
- White
- Unknown (limited use)
- Non-response



Procedure--Questions

- Be prepared for a Third Question: Do you identify primarily with a particular country of origin, ancestry or, if you are Native American, a particular tribe?
 - What to do with this information

Unique Considerations - Latino Population

- ❖ Federal policy defines “Hispanics” not as a race, but as an ethnicity
- ❖ Census findings suggest the U.S. standard of racial categories might be confusing or not provide relevant options for Hispanics to describe racial identity

Non-response and challenges

- Develop this area
- 'Non-response' v 'unknown'
- Problem with relying on previous records alone

Barriers to Getting Information

There are good reasons why some youth will be reluctant or refuse to respond to identifying their race/ethnicity:

- ❖ Immigration
 - ❖ Individual may be confused about who they can talk to and what might be used against them
 - ❖ Fear of deportation or parents being deported
 - ❖ Language barriers
 - ❖ Trauma
- ❖ Individual on probation have been read their Miranda Rights and understand what they say can be used against them
- ❖ Confused about the differences between race and ethnicity – see slides on Latino Population
- ❖ Interviewer's approach

Techniques – Environment

- ❖ Chair/table arrangement that feels conversational, not like an interrogation
- ❖ Ensure privacy – you may not know what sensitivities asking about race and ethnicity may trigger
- ❖ Be aware of your physical qualities and how that may affect interview dynamics
- ❖ Acknowledge that youth may have been asked many probing questions already



Techniques – Transparency

- ❖ Transparency is key to establishing rapport and getting accurate information
- ❖ Explain your role
- ❖ Explain why you are asking certain questions and what you will do with the information, *especially race and ethnicity*
- ❖ Remember that this process looks different from the other side
- ❖ Answer youth's questions honestly or explain why you cannot



Strategic Development



1. Mapping the Ethnicity Data Collection Process
2. Creating Procedures for alignment and consistency
3. Implementing Cross-Sector Policies
4. Training Protocols

Quality Assurance Process

Supervisory review

Administrative
monitoring



Review and Resources

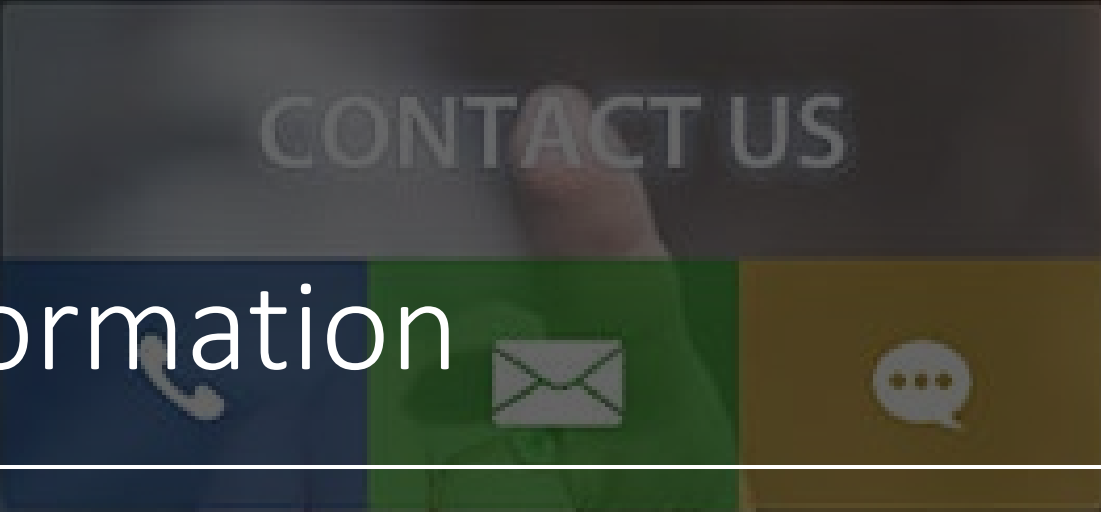
- Race and Ethnicity Data Collection ties into what we already do and what is coming.
- Etc...



Questions/Close Out Discussion



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