# Deaf-Blind Child Count: Guidance for Reporting Ethnicity and Race

The Office of Management and Budget and the U.S. Department of Education provide standards that allow for uniform reporting of ethnicity and race data in all U.S. Department of Education reports. SEAs and LEAs were required to implement these standards by the 2010-11 school year. Use of the standards by the National Center on Deaf-Blindness (NCDB) and the state deaf-blind projects will create alignment between Deaf-Blind Child Count data and what is already being used in schools.

Guidance for collecting and maintaining data versus aggregating and reporting data vary slightly. Be sure to review both sections completely.

## Collecting and Maintaining Data

* Race/Ethnicity is collected in a two-question format. Both questions should be completed for each child.
* It is important to ask the Hispanic/Latino ethnicity question prior to the second question, which is race.
* People of Hispanic/Latino origin may belong to any of the race sub-groups in question two.
* Race categories should be offered as multi-choice, allowing one or more of the five racial groups to be chosen.

The standards require us to collect and report data for a minimum of two ethnicities: “Hispanic or Latino” and “Not Hispanic or Latino.” The standards define “Hispanic or Latino” as a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race (see full definition below).

### Sample layout of two-part race/ethnicity question for data collection

**Part 1**

What is this person's ethnicity?

* Hispanic or Latino
* Not Hispanic or Latino

**Part 2**

What is this person's race? Mark one or more races to indicate what this person considers himself/herself to be.

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

## Aggregating and reporting data

* If more than one race is selected, the option of “two or more races” should be recorded for part two of the question when aggregating data.
* Multiple race details may be retained in the original collection.
* When data is collapsed for national reports, everyone who selects "Hispanic/Latino" in part one will be reported in that grouping, regardless of the race selection(s) made.

Options for race in aggregated reporting (Check only one):

* American Indian or Alaska Native
* Asian
* Black or African American
* Native Hawaiian or Other Pacific Islander
* White
* Two or more races

## Race/Ethnicity Definitions

The following definitions are from the U.S. Census Bureau.

### Definitions for Ethnicity

**Hispanic or Latino:**

The category “Hispanic or Latino" includes all individuals who identify with one or more nationalities or ethnic groups originating in Mexico, Puerto Rico, Cuba, Central and South America, and other Spanish cultures.

Examples of these groups include, but are not limited to, Mexican or Mexican American, Puerto Rican, Cuban, Salvadoran, Dominican, and Colombian. “Hispanic, Latino or Spanish origin” also includes groups such as Guatemalan, Honduran, Spaniard, Ecuadorian, Peruvian, Venezuelan, etc.

### Definitions for Race

**Black or African American:**

The category “Black or African American” includes all individuals who identify with one or more nationalities or ethnic groups originating in any of the black racial groups of Africa.

Examples of these groups include, but are not limited to, African American, Jamaican, Haitian, Nigerian, Ethiopian, and Somali. The category also includes groups such as Ghanaian, South African, Barbadian, Kenyan, Liberian, and Bahamian.

**American Indian or Alaska Native:**

The category “American Indian or Alaska Native” includes all individuals who identify with any of the original peoples of North and South America (including Central America) and who maintain tribal affiliation or community attachment. It includes people who identify as “American Indian” or “Alaska Native” and includes groups such as Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow Inupiat Traditional Government, and Nome Eskimo Community.

**Asian:**

The category “Asian” includes all individuals who identify with one or more nationalities or ethnic groups originating in the Far East, Southeast Asia, or the Indian subcontinent.

Examples of these groups include, but are not limited to, Chinese, Filipino, Asian Indian, Vietnamese, Korean, and Japanese. The category also includes groups such as Pakistani, Cambodian, Hmong, Thai, Bengali, Mien, etc.

**Native Hawaiian and Pacific Islander:**

The category “Native Hawaiian or Other Pacific Islander” includes all individuals who identify with one or more nationalities or ethnic groups originating in Hawaii, Guam, Samoa, or other Pacific Islands.

Examples of these groups include, but are not limited to, Native Hawaiian, Samoan, Chamorro, Tongan, Fijian, and Marshallese. The category also includes groups such as Palauan, Tahitian, Chuukese, Pohnpeian, Saipanese, Yapese, etc.

**White:**

The category “White” includes all individuals who identify with one or more nationalities or ethnic groups originating in Europe, the Middle East, or North Africa.

Examples of these groups include, but are not limited to, German, Irish, English, Italian, Lebanese, Egyptian, Polish, French, Iranian, Slavic, Cajun, and Chaldean.

## Examples for Defining Race on Child Count Materials

There are three levels of detail on Ethnicity and Race that you can choose from for your state deaf-blind project’s materials. Level 1 is the minimum standard categories that everyone must use to collect and report. Level 2 includes the standard categories and basic federal definitions. Level 3 includes the addition of subcategories and/or examples given in the definitions.

Level 1 is all that NCDB requires you use to collect/report. If you want to provide additional details in your collection materials, you have some flexibility. You can simply add Level 2 definitions, but if you choose to do so they should be the federal definitions. Level 3 gives you the flexibility to add as much detail as you want, as long as you can aggregate the data down to the Level 1 category when reporting.

Examples for Race below:

**Level 1 - Category title (minimum detail)**

Example of Level 1:

Native Hawaiian or Other Pacific Islander

**Level 2 - Category title + basic federal definition**

Example of Level 2:

Native Hawaiian or Other Pacific Islander: includes all individuals who identify with one or more nationalities or ethnic groups originating in Hawaii, Guam, Samoa, or other Pacific Islands.

**Level 3 - Category title + basic federal definition + sub-categories/examples (flexibility in how this information is presented)**

Example of Level 3:

Native Hawaiian or Other Pacific Islander: includes all individuals who identify with one or more nationalities or ethnic groups originating in Hawaii, Guam, Samoa, or other Pacific Islands.

Examples of these groups include, but are not limited to Native Hawaiian, Chamorro, Marshallese, Palauan, Chuukese, Pohnpeian, Kosrean, Yapese, Samoan, Fijian, Tongan, Tahitian etc.

**National Center on Deaf-Blindness, nationaldb.org, September 2020**

NCDB: National Center on Deaf-Blindness
IDEAs that Work: Office of Special Education Programs, U.S. Department of EducationThe contents of this publication were developed under a grant from the U.S. Department of Education, #H326T180026. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government. Project Officer, Susan Weigert.