



DRAFT: How to Maximize Participation in New Racial/Ethnic Categories from Parents/Guardians

There may be families within a district or school who may resist providing racial/ethnic information about their children in the newly required format.

This document is designed to provide hints and practical ideas about how to obtain maximum participation from parents and guardians. Specifically trained district or school employees can be assigned to sensitively ask questions of families who leave the requested item blank to assist in observer identification, if no prior race/ethnic data is available. Suggestions are also given to assist those who self identify as Hispanic/Latino to select their accompanying race(s).

Hints for Helping Districts Obtain Full Race/Ethnic Reporting

- Work with parent councils to help get the word out, in advance
- Explain that the data will be used to:
 - ensure students receive educational services to which they are entitled
 - analyze needs of students within the school community
 - obtain more funding for educational services as appropriate
- Explain that the data will not be used to:
 - discriminate against anyone
 - determine immigration status
 - penalize the student or parent/guardian in any way
- Provide prior year race/ethnic identification data, if available
- Stress the opportunity to self-identify with the most accurate data
- Clarify that if category is left blank, the district must identify for the family
- Utilize cultural mediators with families who do not self-identify
- If family is migrant, contact migrant liaison for assistance
 - Recruiters can work with families who do not self-identify
 - Race/ethnic data may already be a part of the migrant data system because it is a required field on the Certificate of Eligibility
- Select individuals, both male and female, to receive cultural mediator training (CDE provides twice a year)

- Have these individuals build capacity across the school/district
- Know social and cultural boundaries (“Cultural Sensitivity For Global Leaders,” by Adalat Khan.)

Suggestions for Helping Hispanics/Latinos Identify Race(s)

- American Indian or Alaska Native- North, Central or South America with tribal or community affiliations
 - Use Native Tribes of Mexico document
 - Use Native American Tribes of Colorado document
- Black- Africa and some Caribbean Islands such as Cuba, Dominican Republic, Haiti, Jamaica, Puerto Rico, Trinidad and Tobago
- White- No tribal affiliations or no known history of Caribbean Island descent

Data That Districts Can Utilize to Determine Race/Ethnicity

- Are there siblings from whom race/ethnicity data can be used? (Be careful, as parents may differ.)
- Did the family recently come to the U.S.? From what country?
- From what country or countries does the family originate?
- What customs are followed by the family?
- What family members live within your home?
- Explain your family name. (Especially if hyphenated.)
- Are there any tribal affiliations in the family’s history?
- What language(s) are spoken at home? (May use home language survey.)

Data That Should Not Solely Be Utilized to Determine Race/Ethnicity

- Skin color
- Hair color
- Last name
- Languages spoken