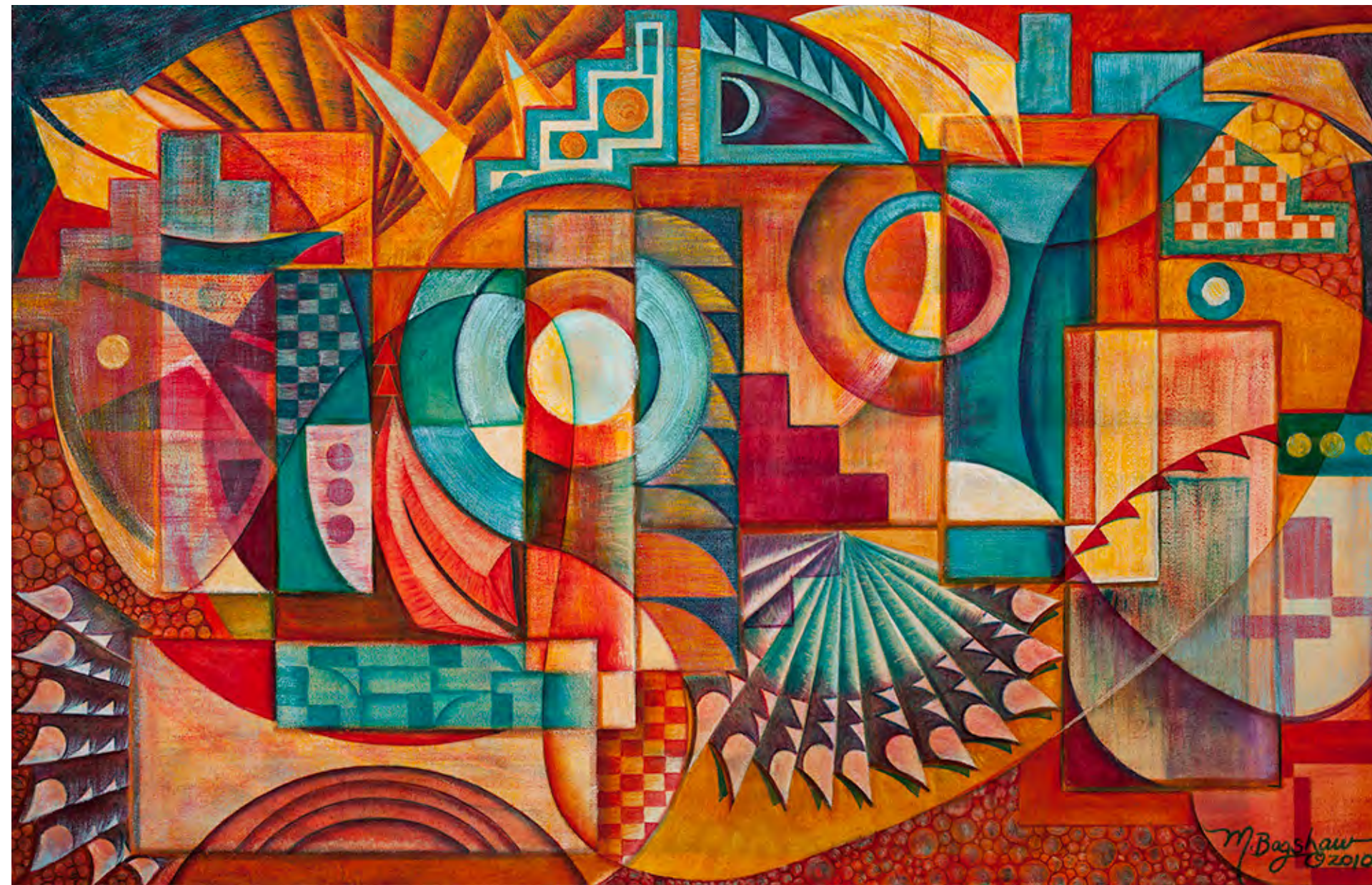# - INVITATION TO A DIALOGUE -

Establishing a New Mexico Statewide Race, Gender, Class Data Policy Consortium

July 31, 2014

Convener:

Institute for the Study of "Race" & Social Justice

**HARMONIZING RACE, GENDER, CLASS DATA
FOR EFFECTIVE POLICY FOR DIVERSE COMMUNITIES IN STATE OF NEW MEXICO**

VISION

THE NEW MEXICO STATEWIDE RACE, GENDER, CLASS

DATA POLICY CONSORTIUM WILL BE A

research design and methodology incubator that fosters the exchange of ideas and innovative value-added strategies anchored in the insights of **examining race, gender, class together for improving** data collection that advances **contextualized policy-relevant knowledge about inequities in a variety of policy arena including health, employment, housing, criminal justice, education and early childhood**.

THE CONSORTIUM ASPIRES TO BE A NATIONAL LEADER IN

ESTABLISHING PATHWAYS --

FROM HARMONIZED DATA COLLECTION,

ANALYSIS, AND REPORTING --

TO EFFECTIVE POLICY THAT ADDRESSES THE NEEDS OF THE DIVERSE COMMUNITIES IN NEW MEXICO AND BEYOND

For More Info email: Dr. Nancy Lopez, nlopez@unm.edu

POINT OF DEPARTURE ... INTEROGATING INEQUALITY

The ultimate purpose of the collection of racial and ethnic, gender, class, etc. data in the state of New Mexico is to ***monitor historic and on-going inequalities & civil rights policy and enforcement in***:

- Health
- Housing
- Education
- Employment
- Criminal justice
- Political Representation/Voting and other policy arenas
  See **Civil Rights Act of 1964**

ANALYTICAL TRANSPARENCY

- To what extent, if any, are race, ethnicity, ancestry, national or cultural origin analytically interchangeable concepts?

- - cognitive phenomena/illusion
  - performance
  – voluntary/optional identity
  – cultural background/ethnicity
  – Ancestry / forebearers lineage
  – national origin or citizenship
  – tribal/legal status
  – **ascribed MASTER social status** based on meanings assigned to phenotype (e.g., combination of hair, skin color facial features in a given sociohistorical context)
  – Biology, genes, ancestry informative markers, etc.

  Are these concepts measurable at the micro/individual, meso/institutional, macro/national or global-level?

- How should we go about racial and ethnic measurements in Hispanic/Latin@ communities to understand health or any other social outcome and inequities?

- How should we measure class? To what extent is class a proxy for race (or gender)?

- **Self-reflexivity**: Consider how your own embodied experiences and academic training shape

GUIDING QUESTIONS ...

(1) What are the **most pressing policy relevant questions and issues** that need attention in health, education, criminal justice, housing and employment?

(2) **How can we harmonize data collection, analysis and reporting** on race, gender, and class (as well as other axes of inequality, including ethnicity/national origin, generational status, sexual orientation, disability, veteran status, etc.) to **guide effective health policy**?

Communication, Coordination & Collaboration

– What data collection instruments and data sets do we already have?

– What innovations in data collection, analysis, and reporting do we need?

– What statewide data collection tools can be developed that could be of value to the entire state?

CONSORTIUM VALUES

- Inclusive Leadership: Diversity is our strength
- Interdisciplinary, Transdisciplinary Research
- Multiple Epistemologies & Methodological Approaches
- Transparency
- Equity-Based Accountability
- Community Collaboration, Education & Outreach
- Justice & Social Responsibility
- Do No Harm

STRATEGIC POLICY ARENAS FOR DATA HARMONIZATION ...

Health & Housing

Employment & Criminal Justice

Education & Early Childhood

- In 2010 HB 60 Educational Data System – Data Warehouse
- In 2013 HB 112 Data in School Accountability Reports

Consortium Objectives & Deliverables

(1) **explicit attention to intersectionality** looking at race, gender and class, etc. together for the formation of effective health policy

(2) **new research methodologies and innovations** in data collection, analysis and reporting

(3) **use-inspired** and **accessible** data policy and other **policy briefs** for researchers, policy makers, practitioners and broad diverse communities

(4) **common collection instruments** for detailed Hispanic origin/ethnicity, race, gender, class and other policy areas (sexual orientation, disability, veteran status, etc.)

Challenges & Opportunities

- Lack of Systematic class data (zip code, free lunch inadequate; need parental education attainment)
- Conflation of race (master social status) with ethnicity (cultural background) or national origin without justification
- Conflation (measurement equivalence) of race with class (e.g., funding formula)
- Homogenization of Latinos: Lack of Detailed Hispanic origin and generational status
- Outcomes seldom leverage intersectionality-reports do not disaggregate by multiple indicators (Graduation rates; Pay equity)
- Lack of longitudinal data; Inability to track same individual across time
- Lack of contextual variables; little multi-level data (e.g., residential segregation; school level segregation)

RACE-GENDER-EDUCATION GAPS IN LIFE EXPECTANCY (1990-2008)

NEW YORK TIMES HEADLINE:

Tavernise, Sabrina. 2012. "***Life Spans Shrink for Least-Educated Whites in the U.S.***" New York Times, Sept. 10th.

ORIGINAL STUDY:

Olshansky et. al., 2012. "***Differences in Life Expectancy Due To Race And Educational Differences Are Widening, And Many May Not Catch Up,***" Health Affairs, 31(8):1803-1813.

* Reports that Latin@s have highest life expectancy; however not disaggregated by racial status or national origin or generational status – implications for policy????

Hispanic/Latin@s Within the Same Biological Families
May Occupy VERY Different Racial Statuses

Do all of these national origin groups have the same life expectancy by race? What about generational status?

2010 Hispanic Origin in U.S. (* National Average)	White (53%*)	Some Other Race (37%*)	Black (3%*)
Mexican, Mex. Am., Chicano	53%	40%	1%
Puerto Rican	53%	28%	9%
Cuban	85%	6%	5%
Dominican	30%	46%	13%
South American	66%	25%	1%

Limits of Homogenization …

- Kaplan et al., (2014) Body Mass Index, Sex, and Cardiovascular Disease Risk Factors Among Hispanic/Latinos, The Journal of the American Heart Association

STRENGTHS
  - Diverse Sample (Multiple Hispanic Origin); class data: educational attainment; disaggregated by gender (but not for each national origin group)
  - LIMITATIONS
  - No data on generational status; no contextual variables/housing/residence; no disaggregation by race

Value-added by two questions on Hispanic origin & race for research and policy

- HEALTH:
  - LaVeist-Ramos et al., (2012)
  - Gravlee et al., (2005)
  - Jones et al., (2008)
  - McIntosh (2013)

- EDUCATION & EMPLOYMENT:
  - Rodriguez et al., (2011)
  - Telles & Murgia (1996)
  - López (2003)

- CRIMINAL JUSTICE
  - Steffensmeier & Demuth (2000)
  - Sampson & Lauritsen (1997)
  - Walker et al., (2011)

- HOUSING:
  - Logan (2003)
  - Turner et al., (2013)
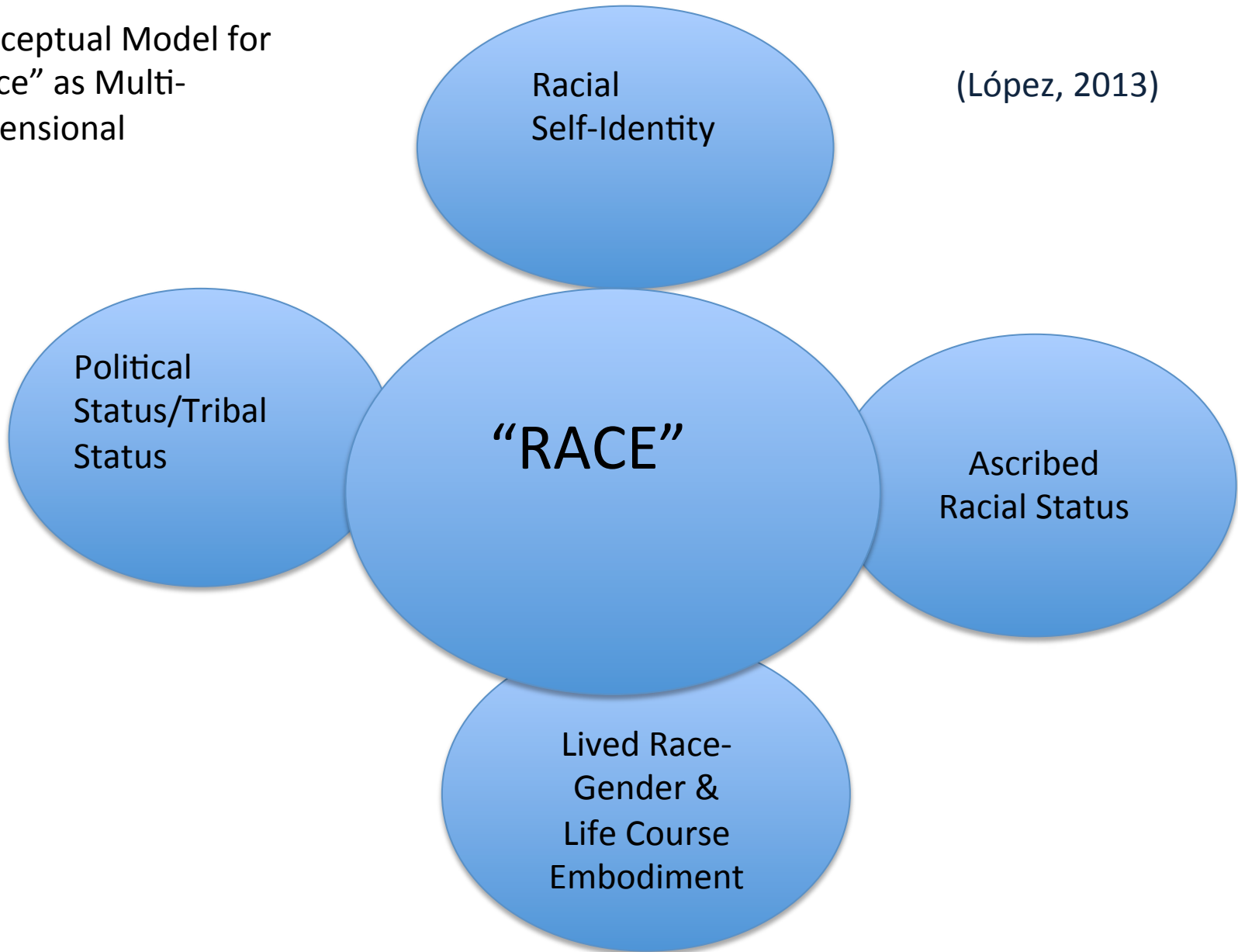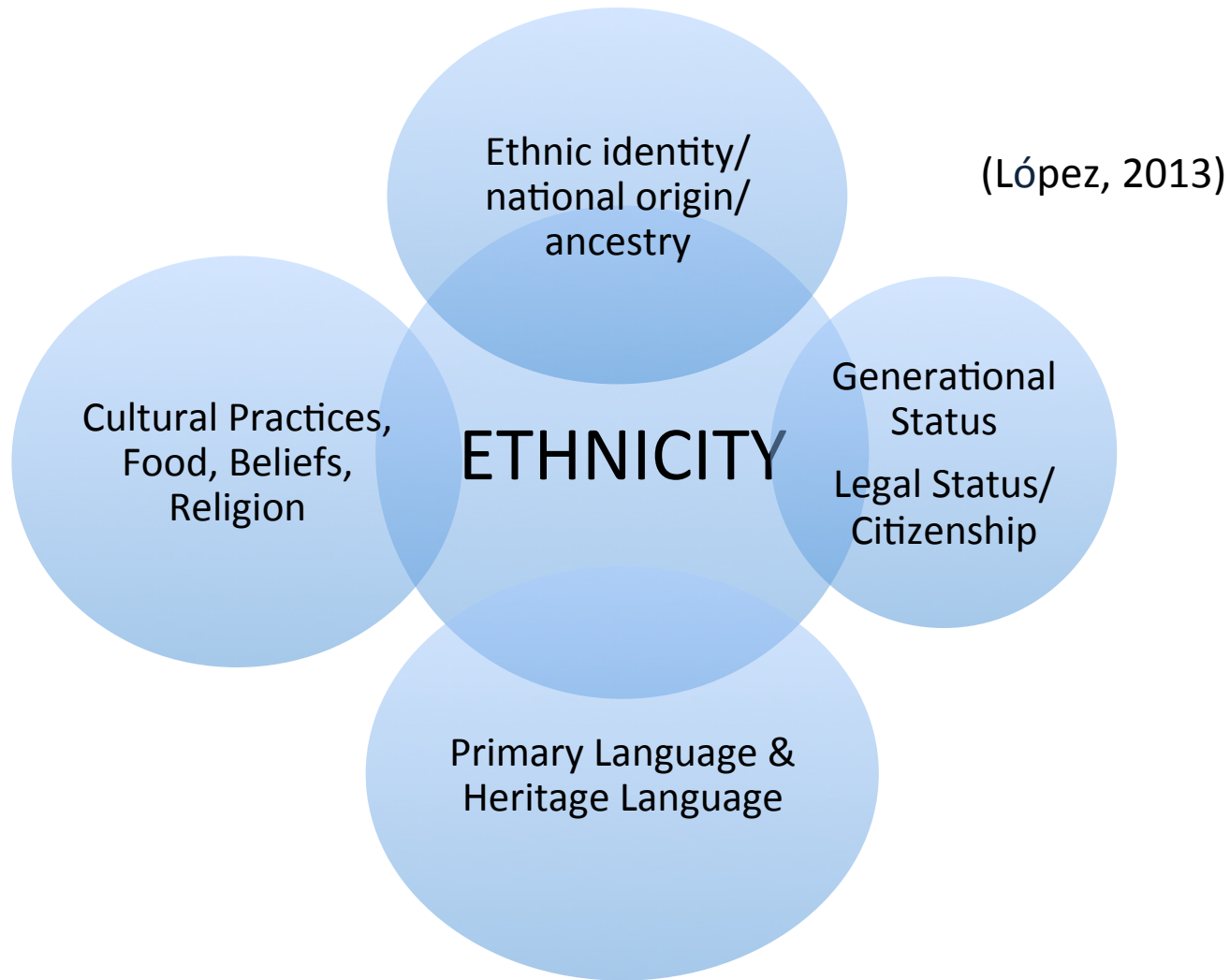 - Massey & Denton (1994)

2013
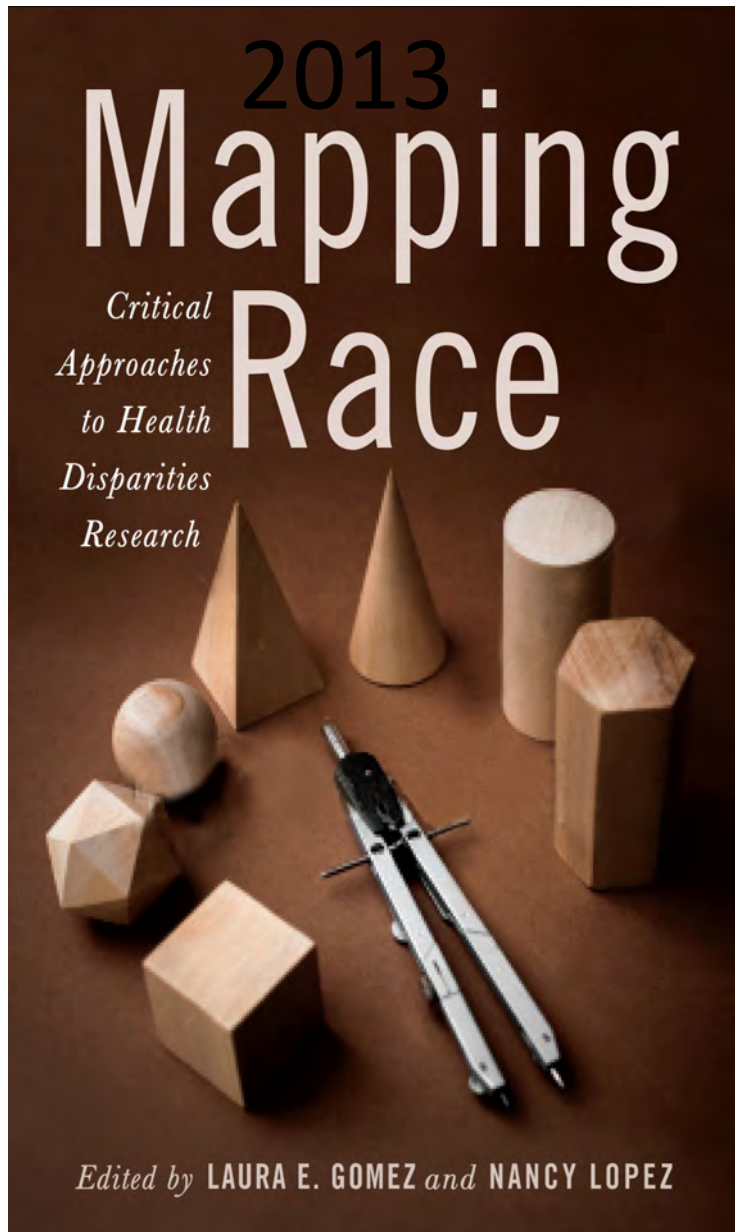
Rutgers University Press

Provides an arsenal of multidisciplinary, conceptual, and methodological tools for studying "race" specifically within the context of health inequalities and beyond.

Conceptual Model for "Race" as Multi-dimensional

(López, 2013)

Racial Self-Identity

Political Status/Tribal Status

"RACE"

Ascribed Racial Status

Lived Race-Gender & Life Course Embodiment

Multi-dimensional Ethnicity

Ethnic identity/
national origin/
ancestry

(López, 2013)

Cultural Practices,
Food, Beliefs,
Religion

ETHNICITY

Generational
Status

Legal Status/
Citizenship

Primary Language &
Heritage Language

Race-Gender Gaps in UNM
6-Year Undergraduate Graduation Rates

| Race, Ethnicity, Immigration Status, Gender	(Entering in 2005, Graduated by 2011)	Male	Female
American Indian	22%	22%	22%
Asian	67%	47%	62%
Black	37%	41%	34%
Hispanic	43%	38%	44%
White	57%	45%	53%
International Students	70%	67%	73%
Female	47%	-	-
Male	41%	-	-
Total Student	45%	-	-

Transformative Policy for NM Prisons?

- NYTimes, 5/30/14, "Prison Programs Turns Inmates into Intellectuals"

- [Bard Prison Initiative](), begun in 1999, which provides a Bard College education to prisoners in New York State, has reported that **two-thirds of program alumni are employed, finishing college degrees or enrolled in graduate school**, including at New York University, Columbia and Yale. Most who are working are doing so in social service, which is also true of the graduates of another program in New York, known as [College and Community Fellowship](), that helps women leaving prison finish college.

- See also **Prison Reentry Institute, John Jay College, CUNY**

GOT INFLUENCE? KEY PARTNERS

CIRCLES OF INFLUENCE
INTERPERSONAL DOMAIN OF POWER
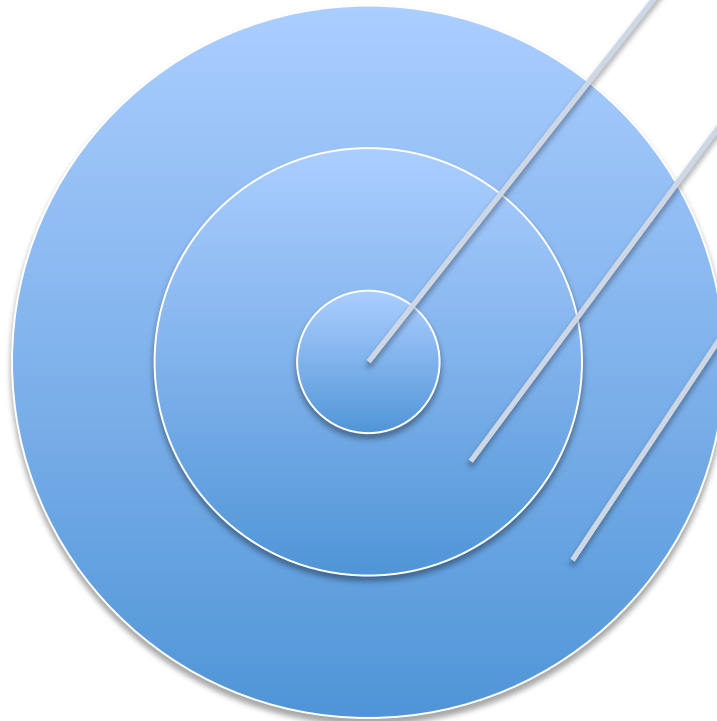
University of New Mexico Research Centers & Institutes

State of New Mexico Agencies, Nonprofits, Local Community Organizations

National Agencies & Foundations & Programs

Ten Years From Now
How we will how will we know that our efforts have been successful?

- intersectional analysis (race, gender, class together) become the "gold standard"

- Working groups focused on policy areas effective statewide policy

- Contextualized Multi-dimensional and Multi-Level Data tied to individual level measures

- Robust Portal Showcasing our questionnaires, reports

- Data Warehouse and policy briefs

- Transformational Policy that Addresses the Needs of Diverse Communities in the State

Detailed …

- Class data (Parental Educational Attainment) early education; K-20

- Longitudinal & Trend Analysis of Graduation Rates disaggregated by race-gender-class

- Detailed Hispanic origin and generational status

- Key Transformations in all social outcomes in Key Policy Arenas that improve the outcomes of all people in the state of New Mexico

CONVERSATION TOPIC …

How can scholars, policy makers, practitioners, civic leaders engage in productive dialogues about equity-focused data collection, analysis and reporting in health, education, criminal justice, employment, housing?

Next Steps: Implementation

- Consortium Name? Website? Listserve?
- Invite Other UNM Research Data Centers/ Institutes?
- Other State/NonProfit/Private Partnerships beyond UNM?
- Who are the key leaders for advancing improvements in data policy vis-a-vis collection, analysis and reporting and data policy change?
- What are the top key policy arenas? If you had to prioritize 3-4 high impact data policy action items, what would they be?

Thank you!

- Diversity Council Data Subcommittee
  - Dr. Meriah Heredia-Griego
  - Dr. Sonja Robinson
  - Dr. Tyson Marsh
- Co-PIs, NIH-AHRQ (Submitted May 2014, pending notification): Dr. Sonia Bettez & Dr. Kimberly Huyser; Carmela Roybal, RWJF Fellow
- RWFJ Leadership Team & Staff
- QUESTIONS : Dr. Nancy López, nlopez@unm.edu

7/31/14 AGENDA

1:00pm-1:20pm   Sign-in & Introductions

1:20pm-1:40pm   Vision/Mission/Specific Aims/Deliverables of NM Statewide Race, Class, Gender Data Policy Consortium

1:40pm-2:10pm   Discussion: What data do you currently collect, analyze and report? What needs to be improved? How can we establish high-quality data that looks at race, gender and class together for effective statewide policy in:

- Education & Early Childhood
- Health & Housing
- Employment & Criminal Justice

2:10pm-2:25pm   Review List of Potential Consortium Partners

2:25pm-3:00pm   Announcements, Other Business, Next Steps (e.g., working groups? Next meeting?)