

NOVEMBER 14, 2024

# ASIAN/ASIAN AMERICAN AND NATIVE HAWAIIAN/ PACIFIC ISLANDER EDUCATION DISPARITIES STUDIES:

UPDATE FOR CAPAA COMMISSION

W



# GOAL:

---



## TO UPDATE KNOWLEDGE ON THE EDUCATIONAL OPPORTUNITY GAP FOR ASIAN AMERICANS AND PACIFIC ISLANDERS IN WA

- **Two separate reports will be produced by our team**
  - A report on Asian/Asian American students
  - A report on Native Hawaiian/Pacific Islander students
- **The study is a follow-up on a 2008 report (and a briefer 2015 report)**
  - Reports are being written with policy in mind






# STUDY TEAM

 Identify as NH/PI  
 Identify as A/AA

## ASIAN/ASIAN AMERICAN STUDY

**W** COLLEGE OF EDUCATION  
UNIVERSITY *of* WASHINGTON

**Min Sun, PhD**   
Principal Investigator, Professor

**Jennifer Nguyen, PhD Candidate**   
Qualitative Researcher  
Community Engagement Coordinator

**Victor Tian**   
Quantitative Researcher

### RESEARCH STUDY ASSISTANTS



Koa Beck  Marcus Conde  Tasi Jones 

Buddy Seto-Myers   Dani Canaletta 


Alyssa Ledesma  Whitney Lane 



## NATIVE HAWAIIAN/ PACIFIC ISLANDER STUDY

**W** SCHOOL OF SOCIAL WORK  
UNIVERSITY *of* WASHINGTON

**Michael Spencer, PhD**    
Principal Investigator, Professor & Dean

**Max Halvorson, PhD**    
Project Director  
Quantitative Researcher, Research Scientist

**Jane Lee, PhD**   
Qualitative Researcher, Associate Professor

**Santino Camacho, PhD Candidate**    
Qualitative Researcher  
Community Engagement Coordinator

# OVERVIEW OF STUDY STRUCTURE

## QUANTITATIVE, QUALITATIVE, COMMUNITY ENGAGEMENT

---

- **Community Engagement:** Design study with input from leaders serving the AA and NH/PI communities, work together to interpret data and craft recommendations
- **Quantitative analysis:** Understand the extent of the opportunity gap in the domains of school achievement, postsecondary outcomes, and socioemotional well-being
- **Qualitative analysis:** Understand lived experience and barriers to educational equity



# NATIVE HAWAIIAN / PACIFIC ISLANDER REPORT OUTLINE

## 1. INTRODUCTION TO NH/PI COMMUNITIES

- Population Growth and Geography

## 2. DATA ERASURE

- The “AAPI” Umbrella

## 3. SOCIOECONOMIC STATUS AND FAMILY COMPOSITION

## 4. LANGUAGE AND CITIZENSHIP

## 5. WELLBEING

- Mental Health
- Bullying
- Belonging and Connectedness

## 6. CULTURE AND IDENTITY

- Stereotypes
- Indigeneity
- Holistic and Culture-Based Education
- Ethnic Studies
- Cultural Accommodations (Funerals, Grieving)

## 7. DISABILITY AND ACCOMMODATIONS

- Missed or Delayed Diagnosis
- Culturally Responsive Screening
- Intersectional Accommodations

## 8. K12 EDUCATIONAL OUTCOMES AND POSTSECONDARY OUTCOMES

## 9. AVAILABILITY OF NH/PI EDUCATORS

## 10. INTERSECTIONALITY: MULTIRACIAL IDENTITY

## 11. INTERSECTIONALITY: QUEER AND TRANS IDENTITY



# ASIAN/ASIAN AMERICAN REPORT OUTLINE

## 1. WHO ARE ASIAN AMERICANS?

- Asian Americans as a racial category (racialization)
- Asian/Asian Americans today (population growth)
- Unique migration tales - disaggregation

## 2. ASIAN/ASIAN AMERICANS IN WASHINGTON STATE

- Migration waves
- Micro-geographies
- Socioeconomic status and family composition

## 3. STUDENTS AND COMMUNITY ENGAGEMENT

- **Learning outcomes and disparities (K-12 educational outcomes and postsecondary outcomes)**
  - Academic metrics of achievement
  - MLL (multilanguage learners)

- **Wellbeing**

- Mental Health
- Bullying
- Belonging and Connectedness

- **Curriculum and Instruction (culture and identity)**

- Stereotypes
- Invisibility
- Programs and Pedagogies
- Ethnic Studies and Clubs

- **Community and Parent Engagement**

- **Intersectionality**

- Multiracial identity
- Disability and Neurodivergence

## 4. ASIAN/ASIAN AMERICAN EDUCATORS

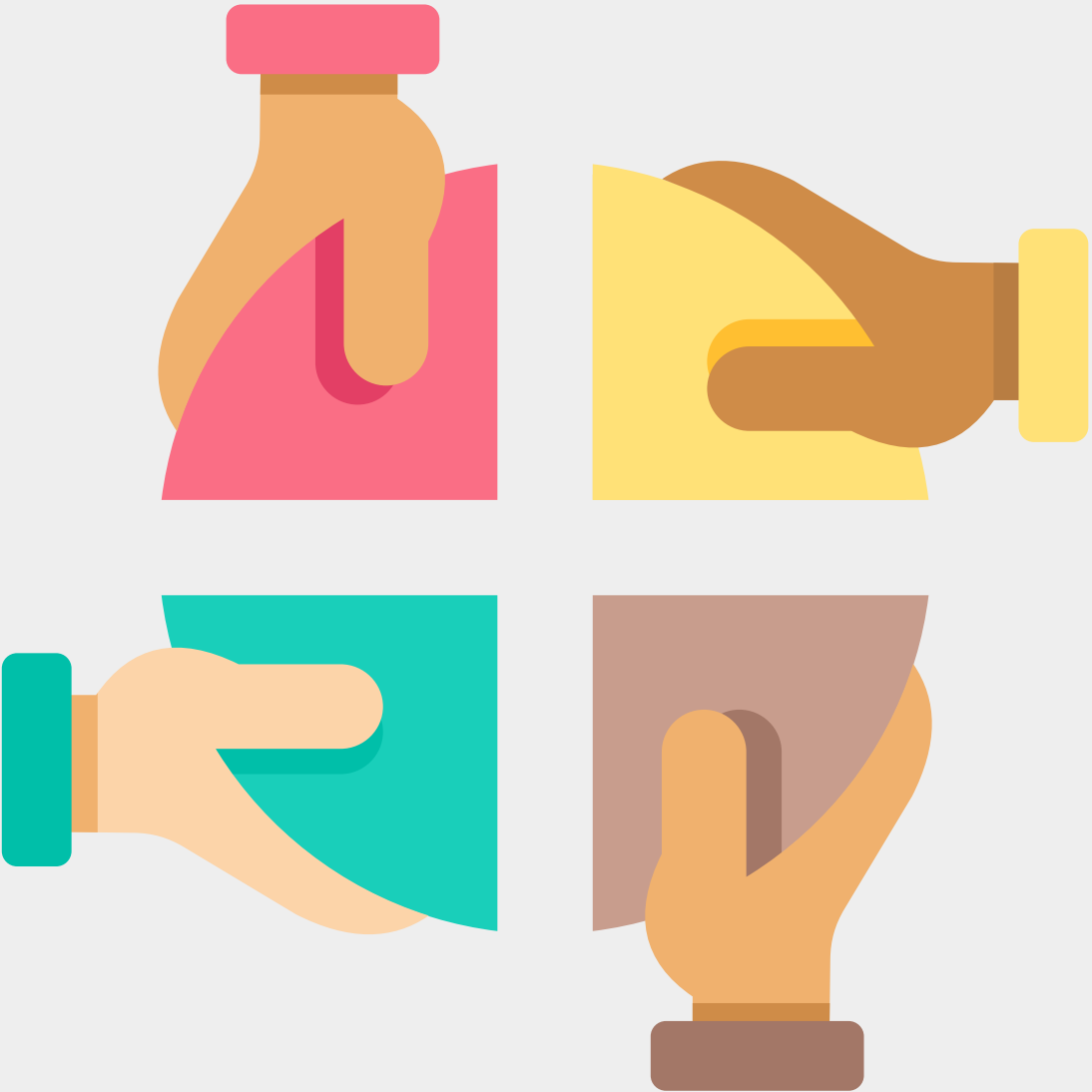
- Pre-service educators
- Educator retention
- Asian/Asian American teachers into educational leaders



---

# COMMUNITY ENGAGEMENT AND PARTNERSHIPS

---



**W**



---

# OUR COMMITMENTS AND VALUES AS RESEARCHERS

---

Responsibility

Reciprocity

Community First

Strengths Oriented

Collective Care

Social Justice

FOR AND BY COMMUNITY

W





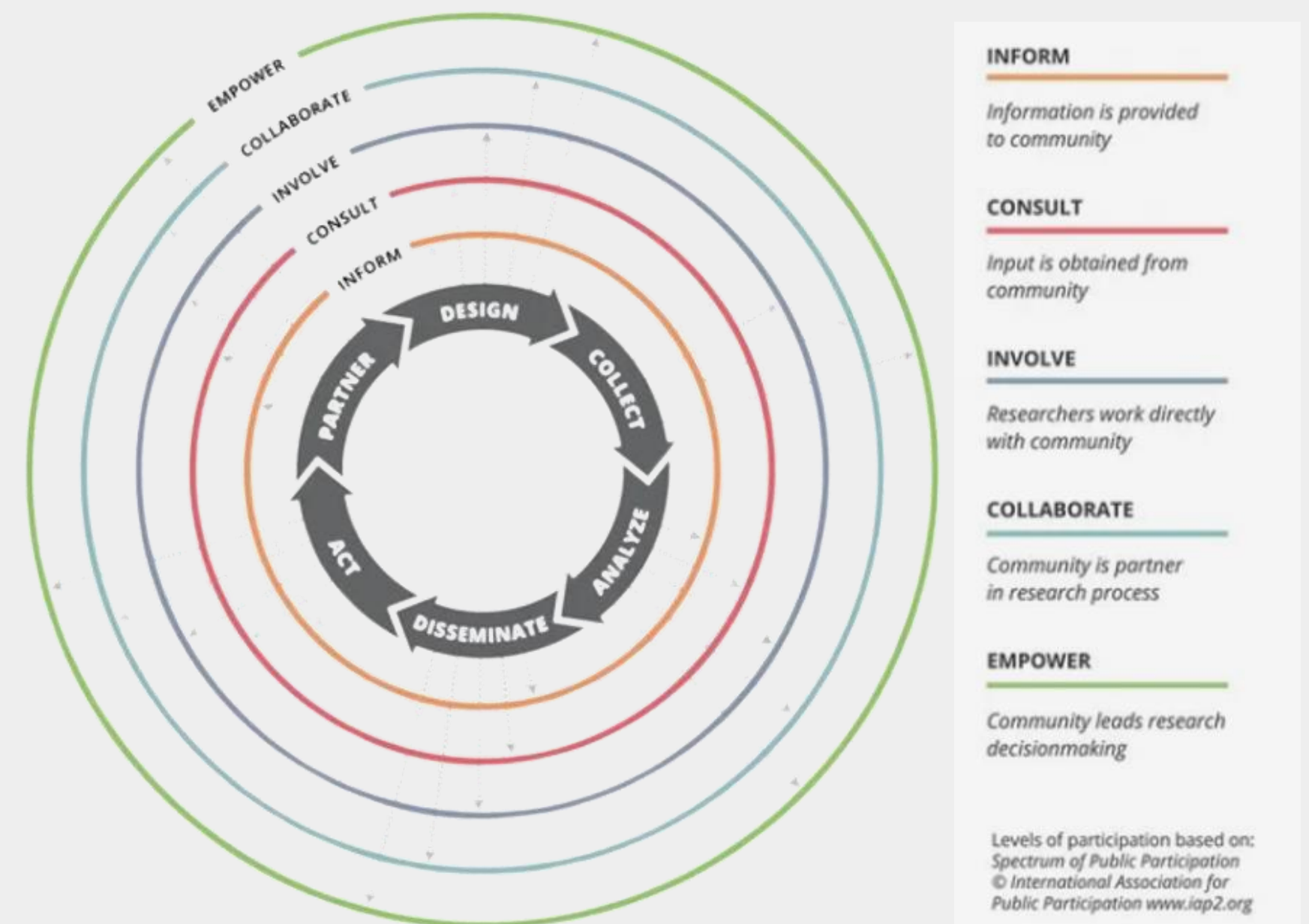
# PARTICIPATORY RESEARCH



- **Participatory Research** is a set of various research-to-action methodologies that seek to **collaborate with communities** in the process of research.
- It seeks to **represent communities' experiences**, issues they face, or that will generate **meaningful impact for their community** (Vaughn & Jacquez, 2020).

## Participation Choice Points in the Research Process

At each step in the research process, there is a choice about the degree of participation. The choice guides the selection of research methods and tools.



# COMMUNITY ENGAGED RESEARCH METHODOLOGY

## Community-Based Participatory Research

- Engaged research process: inception, design, implementation, and dissemination.
- **Community Advisory Board (CAB)**
  - Group of community members who advise and support project activities.
  - Key stakeholders and experts in education, policy, and social services in research process.



**Goal:** Empower communities to create action and change through research for and by community.

PRINCIPLE	DESCRIPTION
<b>Reflection</b>	True partnerships begin with reflection upon the privileged statuses from which most partners operate and the emotionally difficult task of acknowledging the pain of Native communities and developing empathy.
<b>Relevance</b>	The community should contribute to defining research problems and strategies, which should respond to their own self-identified needs and concerns
<b>Reciprocity</b>	The partnership should be collaborative and mutually respectful with knowledge exchanged in both directions.
<b>Responsibility</b>	Research partners are obliged to enhance community capacity to conduct Indigenous and Western research, disseminate research findings in culturally meaningful ways, and anticipate the implications.

---

# COMMUNITY ENGAGED RESEARCH METHODOLOGY

---

INDIGENIST COLLABORATIVE  
RESEARCH METHODOLOGY



PRINCIPLE	DESCRIPTION
<b>Respect</b>	Research partners must value and prioritize indigenous epistemologies, knowledge, cultural protocols, and healing practices.
<b>Resilience</b>	All aspects of the research must acknowledge the community's strengths and resilience.
<b>Retraditionalization</b>	Traditional knowledge and methods must be actively integrated into the formulation of the research questions and the process of scientific inquiry.
<b>Revolution</b>	Research partners and community members must actively seek to decolonize and indigenize the research process to transform science as well as themselves, their communities, and the larger society for the betterment of all.

---

# COMMUNITY ENGAGED RESEARCH METHODOLOGY

---

INDIGENIST COLLABORATIVE  
RESEARCH METHODOLOGY

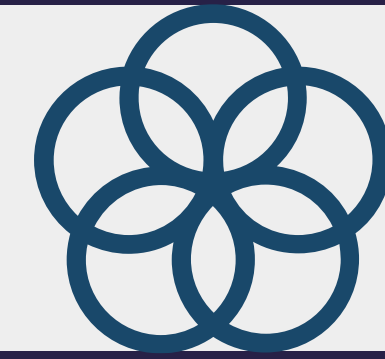




---

# BUILDING PARTNERSHIPS

---



## **Institutional Partners**

- EOGOAC
- OSPI
- CAPAA Education Committee
- State Policy Stakeholders

## **Initial Community Partners**

- PICA WA
- UTOPIA WA
- CISC

## **CAB**

- Educators, Policy advocates, community workers
- 5 Native Hawaiian/Pacific Islanders
- 4 Asian/Asian Americans

## **Additional Recruitment Support**

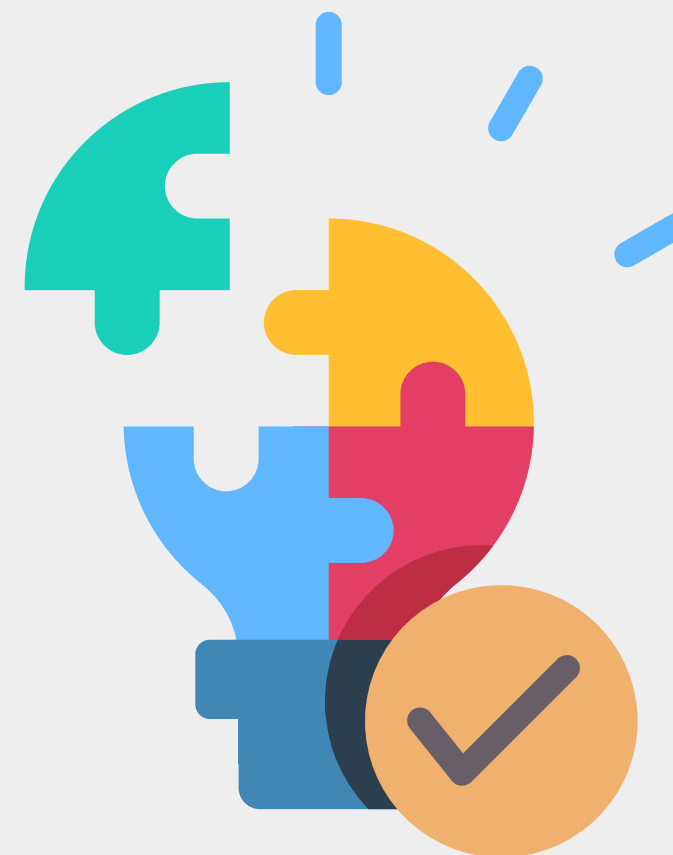
- Office of Education Ombuds
- Washington Education Association



---

# CAB ROLES AND RESPONSIBILITIES

---



## Accountability

- Weight and meaning of this report for A/AA and NH/PI youth wellbeing and educational (policy implications)
- Ethics and responsible research practice

## Lived Experiences

- Using NH/PI and eliminating the use of AAPI
- Moving from Asian American to Asian/Asian American
- As disaggregated as possible!

## From Inception to Dissemination

- Engagement of the design of research methods and materials
- Support in data interpretation, drafting report, and community dissemination
- Guidance on actionable impact

---

# DATA SOURCES

---

**W**

# AAPI DATA – PUBLICLY AVAILABLE



- Demographics, Poverty, Socioeconomic status
- Processed data by AAPI Data, originally from Decennial Census (full count) and ACS (estimate).
- Disaggregation level: state and county level, specific ethnic groups

**Analysis Plan:** The distribution of A/AA, NH/PI population on state and county level; demographic analysis including SES, immigration, etc.



ETHNIC GROUP	Percentage of the Population with Citizenship												
	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Asian: Indonesian	32.3	27.5	24.6	25.7	26.0	30.7	37.2	41.3	44.3	43.2	50.5	51.7	44.7
Asian: Sri Lankan	54.4	48.5	53.4	58.8	63.2	56.0	53.5	42.8	40.3	43.8	50.8	53.2	49.2
<b>Asian: Chinese</b>	<b>71.0</b>	<b>70.8</b>	<b>70.6</b>	<b>72.0</b>	<b>71.3</b>	<b>69.5</b>	<b>68.6</b>	<b>67.3</b>	<b>65.6</b>	<b>63.3</b>	<b>62.7</b>	<b>62.8</b>	<b>61.7</b>
Asian: Thai	57.3	54.1	53.5	55.4	59.8	63.5	66.8	65.9	64.7	61.9	61.9	60.9	64.4
Asian: Japanese	74.0	73.9	73.3	73.0	72.9	72.4	72.1	70.9	70.8	69.6	69.2	68.7	69.1
Asian: Korean	70.9	71.2	73.1	74.6	75.8	75.8	76.4	76.2	77.0	78.1	79.3	78.6	79.0
Asian: Pakistani	57.4	57.9	51.9	57.3	60.9	68.0	70.0	66.4	72.4	70.3	73.7	74.5	81.1
Asian: Filipino	80.2	79.7	80.8	81.1	80.3	80.1	80.6	80.7	80.0	80.7	81.3	81.4	82.4
Asian: Vietnamese	81.7	80.9	81.3	80.1	80.7	80.4	81.6	83.0	83.8	84.0	84.2	83.9	83.0
<b>Asian: Cambodian</b>	<b>79.2</b>	<b>78.6</b>	<b>78.3</b>	<b>78.7</b>	<b>79.7</b>	<b>81.4</b>	<b>83.1</b>	<b>83.5</b>	<b>84.4</b>	<b>85.1</b>	<b>86.0</b>	<b>86.3</b>	<b>88.0</b>
<b>Asian: Laotian</b>	<b>78.0</b>	<b>81.4</b>	<b>84.6</b>	<b>87.1</b>	<b>88.9</b>	<b>86.8</b>	<b>88.3</b>	<b>88.9</b>	<b>87.9</b>	<b>86.9</b>	<b>89.2</b>	<b>89.5</b>	<b>89.9</b>
<b>Asian: Hmong</b>	<b>80.5</b>	<b>69.1</b>	<b>71.3</b>	<b>69.7</b>	<b>88.8</b>	<b>91.8</b>	<b>90.7</b>	<b>90.5</b>	<b>91.5</b>	<b>91.7</b>	<b>91.2</b>	<b>92.2</b>	<b>92.2</b>

ETHNIC GROUP	Percentage of the Population with Citizenship												
	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Pacific Islander: Tongan	51.9	70.2	79.5	83.4	92.5	92.3	90.3	79.4	81.8	73.7	58.9	70.5	74.6
Pacific Islander: Samoan	93.3	94.9	94.9	96.2	97.1	97.1	96.1	96.1	95.1	92.1	90.5	89.5	86.7
Pacific Islander: Native Hawaiian	99.6	99.6	97.3	97.2	97.4	97.9	97.8	98.8	99.3	98.9	98.0	98.7	98.7
Pacific Islander: Guamanian Or Chamorro	99.4	99.0	100.0	100.0	100.0	99.5	99.5	98.7	98.7	98.6	99.1	99.3	99.6

---

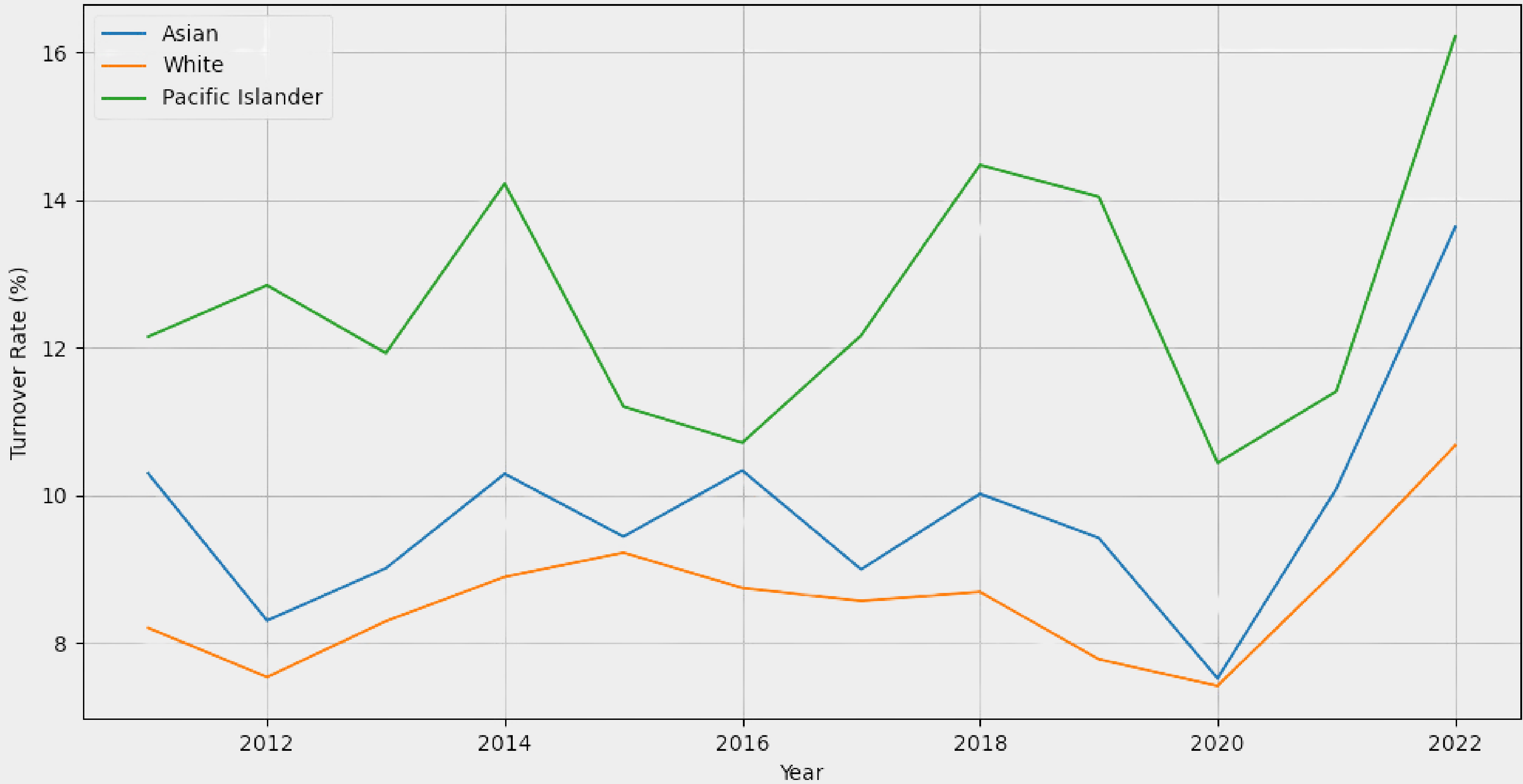
# S-275 DATA FROM OSPI - PUBLICLY AVAILABLE

- **Teacher/educator demographics**
- **Geographical distribution and representation**
- **Experience, Salary, Turnover rate, etc.**
- **Disaggregated level: individual, broad racial categories**

**Analysis Plan:** the distribution and representation of A/AA + NH/PI educators to see if the A/AA + NH/PI students are underserved and if A/AA + NH/PI educators are understaffed and underpaid.



Teacher Turnover Rates Over Time (Race Counted as in Combination)



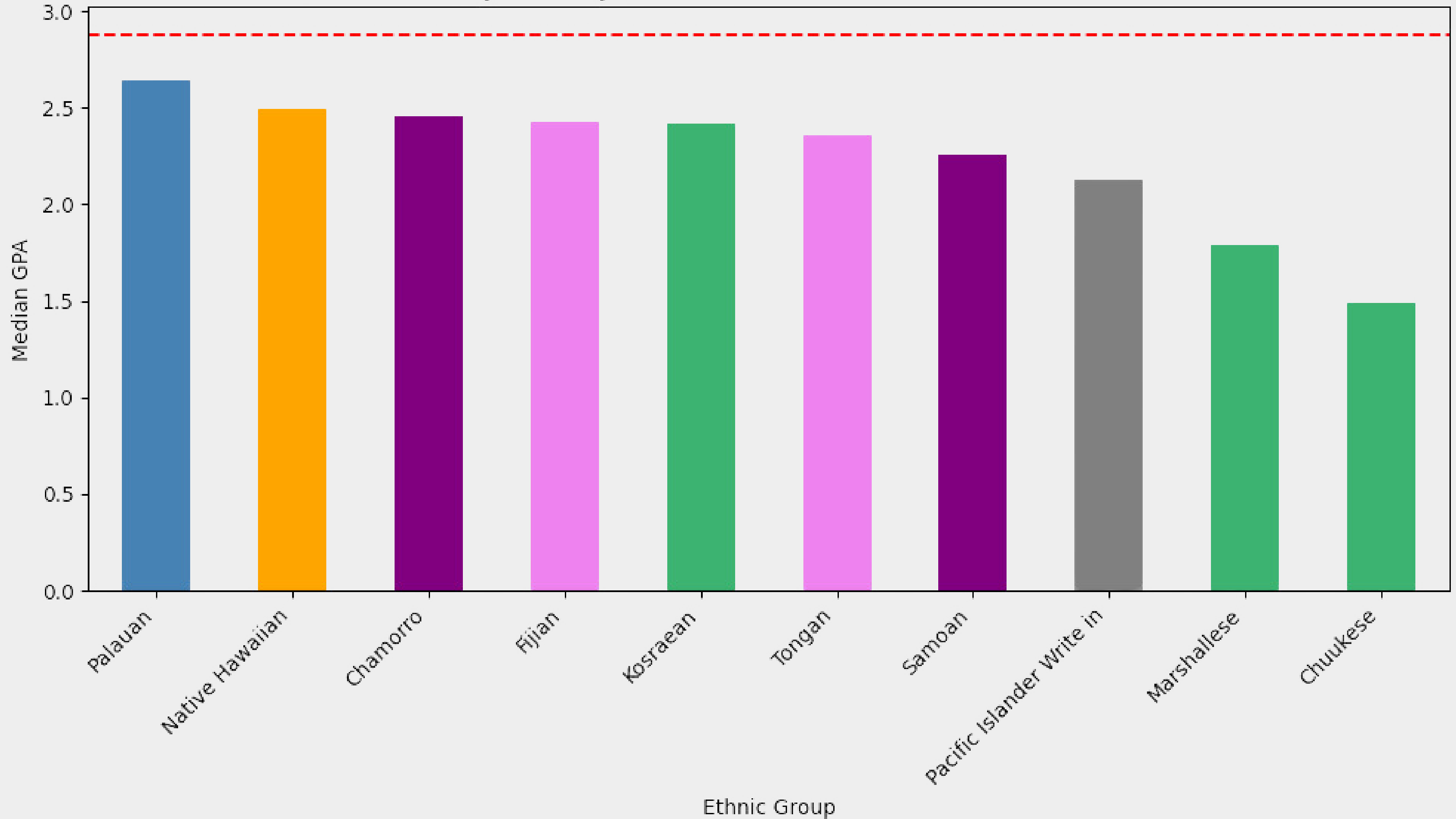


# OSPI DATA – REQUESTED

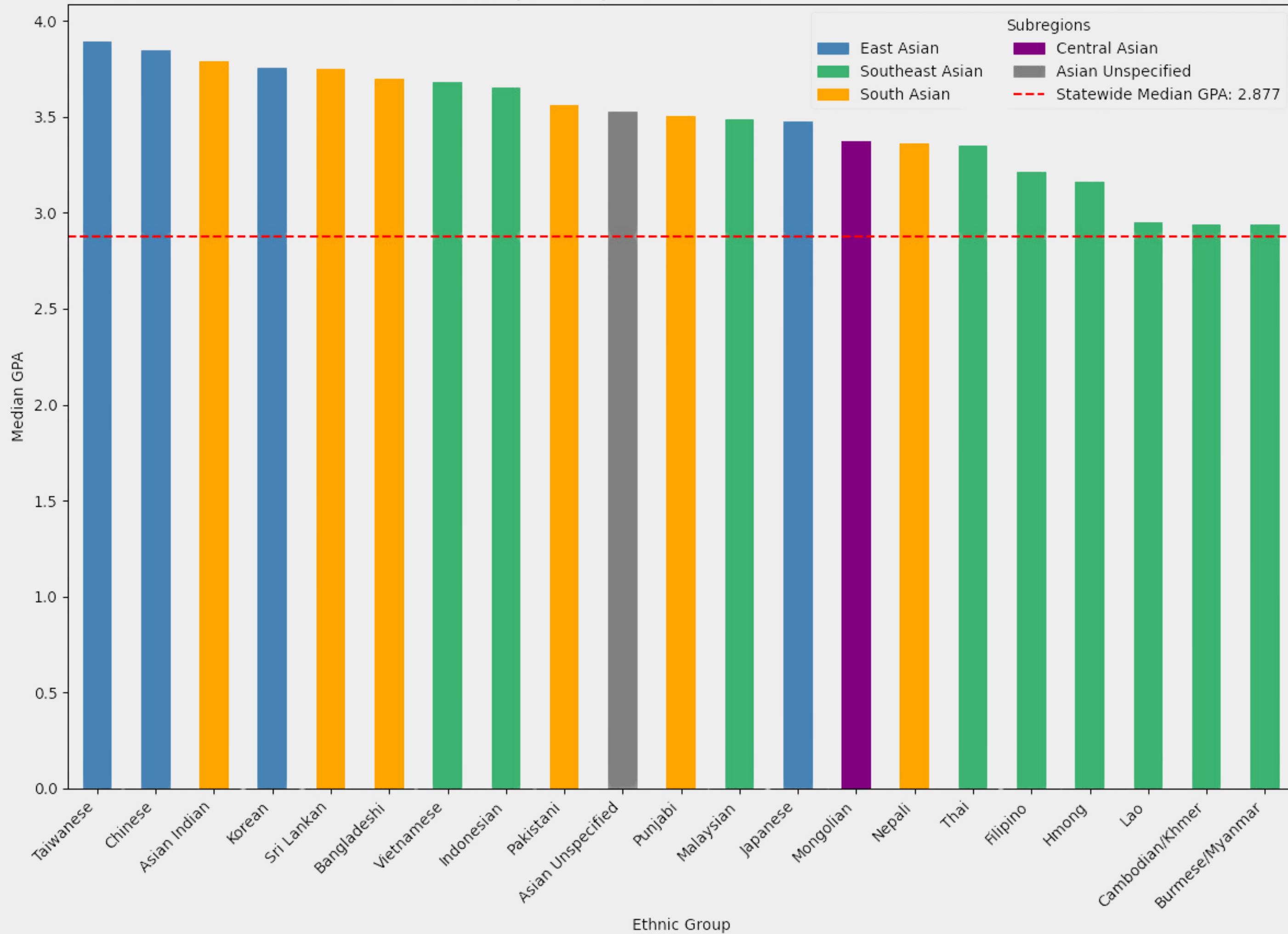
- **CEDARS data:** Demographics, Absence, Grades, FRPL, School & District Programs, etc.
- **Assessments:** ELPA, WaKIDS, SGP, etc.
- **Disaggregated level:** student level, specific ethnic groups
- **Analysis Plan:** the academic level of A/AA + NH/PI students, the correlation of academic achievements with social/economic/familial contexts.



Median GPA by Ethnicity (Native Hawaiian and Pacific Islander; Year 2023)



Median GPA by Ethnicity (Asian and Asian American); Year 2023



# ERDC DATA - REQUESTED

- PENDING
- K-12 TO POSTSECONDARY TRANSITION
- STUDENT TO TEACHER PIPELINE





---

# QUALITATIVE OVERVIEW

---



**W**

- Participants (recruitment)
- Interview/Focus group topics
- Participants demographics
- Preliminary noticings

# PARTICIPANT CRITERIA



**NH/PI and Asian/AsAm school staff – teachers, paraeducators, and school counselors (~30 participants)**

- Conducted as either semi-structured interviews or focus groups

**NH/PI and Asian/AsAm administrators – principals, assistant principals, school site coaches (~10 participants)**

- Conducted as semi-structured interviews

**NH/PI and Asian/AsAm students (~40 participants)**

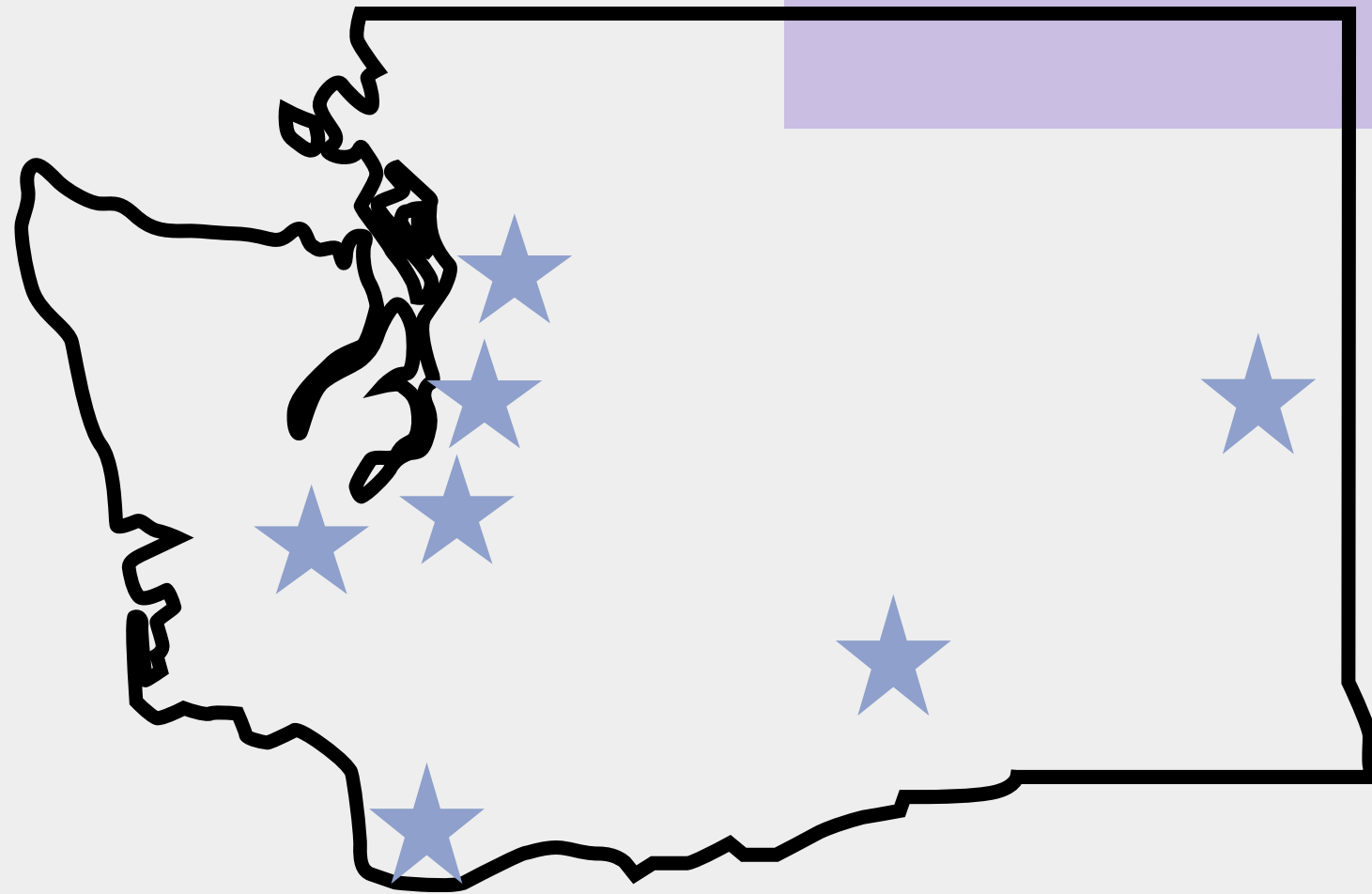
- Conducted as only focus groups (~4-6 students)

all interviews occurred over 90 minutes



# DISTRICTS OF FOCUS FOR RECRUITMENT

Based on NH/PI and Asian/AsAm, population density and population growth, we targeted recruitment in the following districts:



## Native Hawaiian and Pacific Islander

- Auburn\*
- Federal Way\*
- Highline\*
- Kent\*
- Fife
- Franklin
- Spokane
- Tacoma
- Vancouver
- Yakima

## Asian and Asian American

- Bellevue
- Everett
- Lake Washington
- Renton
- Spokane
- Yakima

\*overlapping of NH/PI and Asian/AsAm

# INTERVIEW FOCUS GROUP TOPICS

## Administrators + Educators

- Institutional and Structural Practices
- Beliefs and Perceptions
- Well-being & Mental Health
- Belonging (for self and students)
  - Cultural belonging
  - Sense of belonging

## Students

- Educational experiences
  - Academic experiences
  - Support systems
- Well-being & Mental Health
- Belonging
  - Cultural belonging
  - Sense belonging

semi-structured interviews



## PROGRESS TO DATE

### 4 administrators

- 4 Asian/AsAm

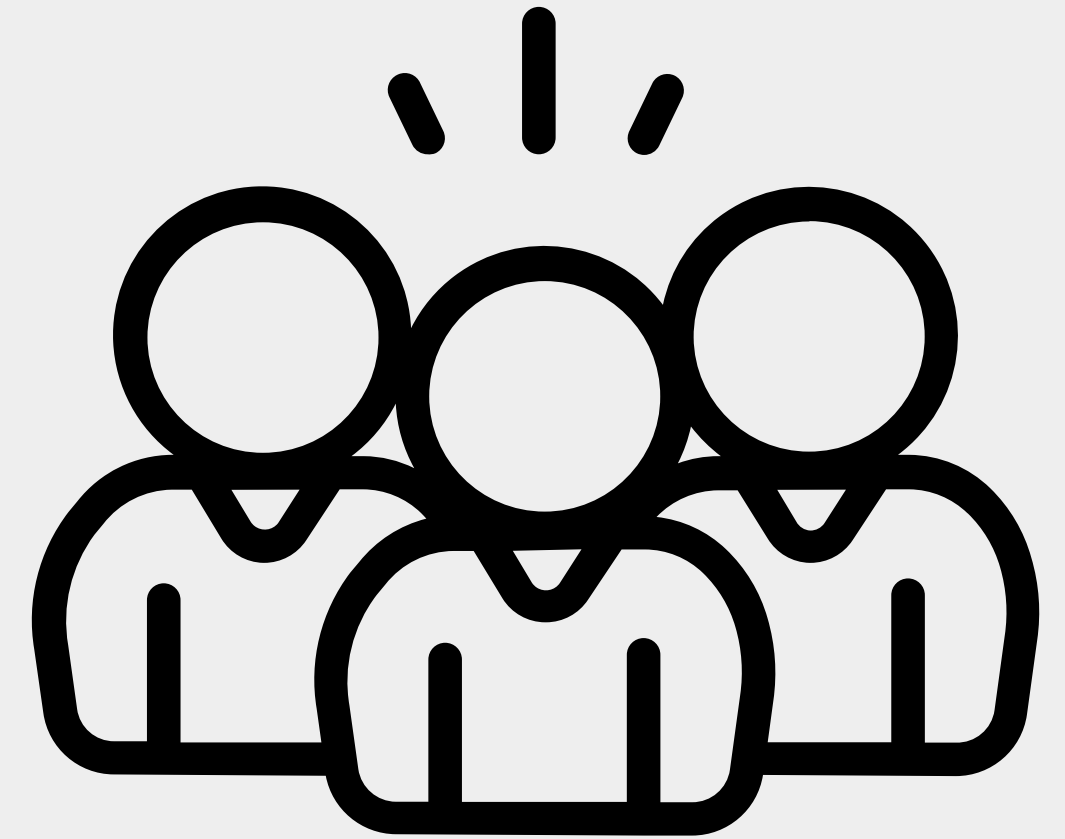
### 18 educators

- 9 NH/PI
- 8 Asian/AsAm
- 1 White

### 31 students

- 12 NH/PI
- 19 Asian/AsAm

# PARTICIPANT DATA



... so far, 53 participants with an aim  
of 70-80 participants total







# DISAGGREGATED DATA

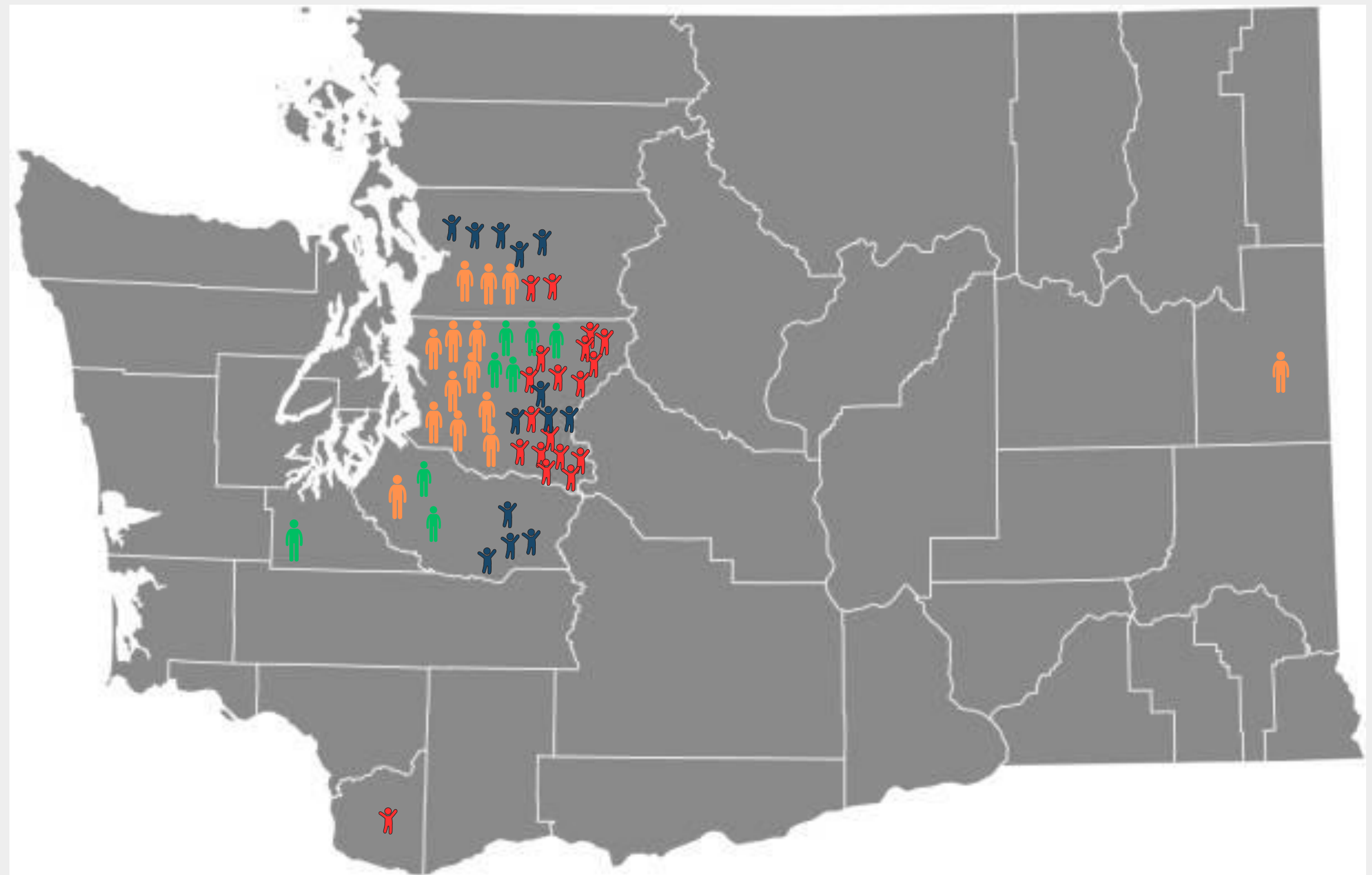
ADMINISTRATORS	EDUCATORS	STUDENTS
<p><b>4 Asian/AsAm</b></p> <ul style="list-style-type: none"> <li>• 2 Japanese</li> <li>• South Asian</li> <li>• Cambodian</li> </ul>	<p><b>9 NH/PI</b></p> <ul style="list-style-type: none"> <li>• 3 Samoan</li> <li>• Palauan</li> <li>• Hawaiian, Samoan, Chinese</li> <li>• Kānaka Maoli</li> <li>• 2 Hawaiian</li> <li>• Chamoru</li> </ul> <p><b>8 Asian/AsAm</b></p> <ul style="list-style-type: none"> <li>• Vietnamese</li> <li>• Chinese</li> <li>• Chinese/Japanese</li> <li>• Filipino</li> <li>• Japanese + Norwegian</li> <li>• Filipino + Mexican</li> <li>• Japanese</li> <li>• Cambodian/Chinese</li> </ul> <p><b>1 White</b></p> <ul style="list-style-type: none"> <li>• Haole Auntie</li> </ul>	<p><b>11 NH/PI</b></p> <ul style="list-style-type: none"> <li>• Chamorro</li> <li>• 2 Chuukese</li> <li>• Kosraen</li> <li>• Filipino, Chamorro</li> <li>• 2 Samoan</li> <li>• Samoan, Tongan, Fijian</li> <li>• Polynesian; Tongan</li> <li>• 2 Samoan, Tongan, Hawaiian</li> </ul> <p><b>16 Asian/AsAm</b></p> <ul style="list-style-type: none"> <li>• Filipino</li> <li>• 6 Vietnamese</li> <li>• 7 Chinese</li> <li>• Korean</li> <li>• Japanese</li> <li>• 1 Korean + White</li> <li>• 2 Taiwanese + White</li> </ul>



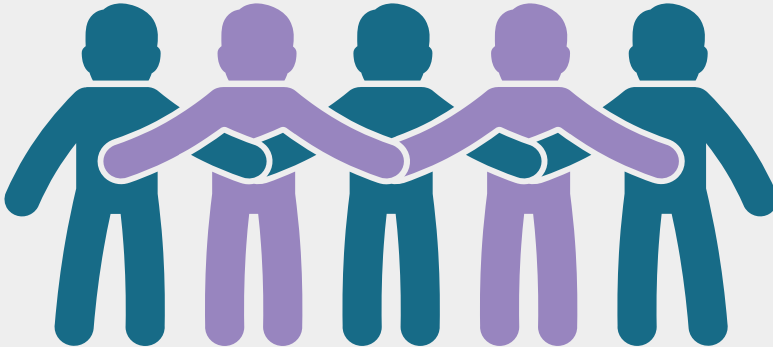
# REGION OF PARTICIPANTS



-  Asian/AsAm admin/educator
-  Asian/AsAm youth
-  NH/PI admin/educator
-  NH/PI youth



# PRELIMINARY NOTICINGS

ASIAN/ASIAN AMERICAN	NATIVE HAWAIIAN/PACIFIC ISLANDER
<p><b>Stereotyping</b></p> <ul style="list-style-type: none"> <li>• Expectations (self and others)</li> <li>• Racial bias</li> </ul>	<p><b>Stereotyping</b></p> <ul style="list-style-type: none"> <li>• Racial bias</li> <li>• Low Achievement Expectation</li> </ul>
<p><b>Disaggregation</b></p> <ul style="list-style-type: none"> <li>• Sub-ethnic groups</li> <li>• AAPI groups</li> </ul>	<p><b>Disaggregation</b></p> <ul style="list-style-type: none"> <li>• Sub-ethnic groups</li> <li>• AAPI Groups</li> </ul>
<p><b>Ethnic Studies as Core Curriculum</b></p>	<p><b>Ethnic Studies as Core Curriculum</b></p>
<p><b>Sense of belonging</b></p> <ul style="list-style-type: none"> <li>• Achievement centered</li> <li>• Intragroup belonging</li> </ul>	<p><b>Bereavement and Cultural Accommodations</b></p>
	<p><b>Cultural Belonging</b></p> <ul style="list-style-type: none"> <li>• Lacking belonging in certain school spaces</li> <li>• Finding belonging in culturally specific clubs and organizations</li> <li>• Intragroup belonging</li> </ul>

# WASHINGTON HEALTHY YOUTH SURVEY (HYS) 2023 DATA



- **Administered to all 6<sup>th</sup>, 8<sup>th</sup>, 10<sup>th</sup>, and 12<sup>th</sup> graders in randomly selected schools**
  - Off-years of standardized testing
- **Data are for the statewide sample**
  - 28,366 participants, 1,082 Native Hawaiian/Pacific Islander, 4,317 Asian/Asian American
- **Participation in the 2023 HYS state sample was high among eligible schools**
  - 79% to 86% across grade levels



**Some evidence that schools with more NH/PI students are underrepresented**

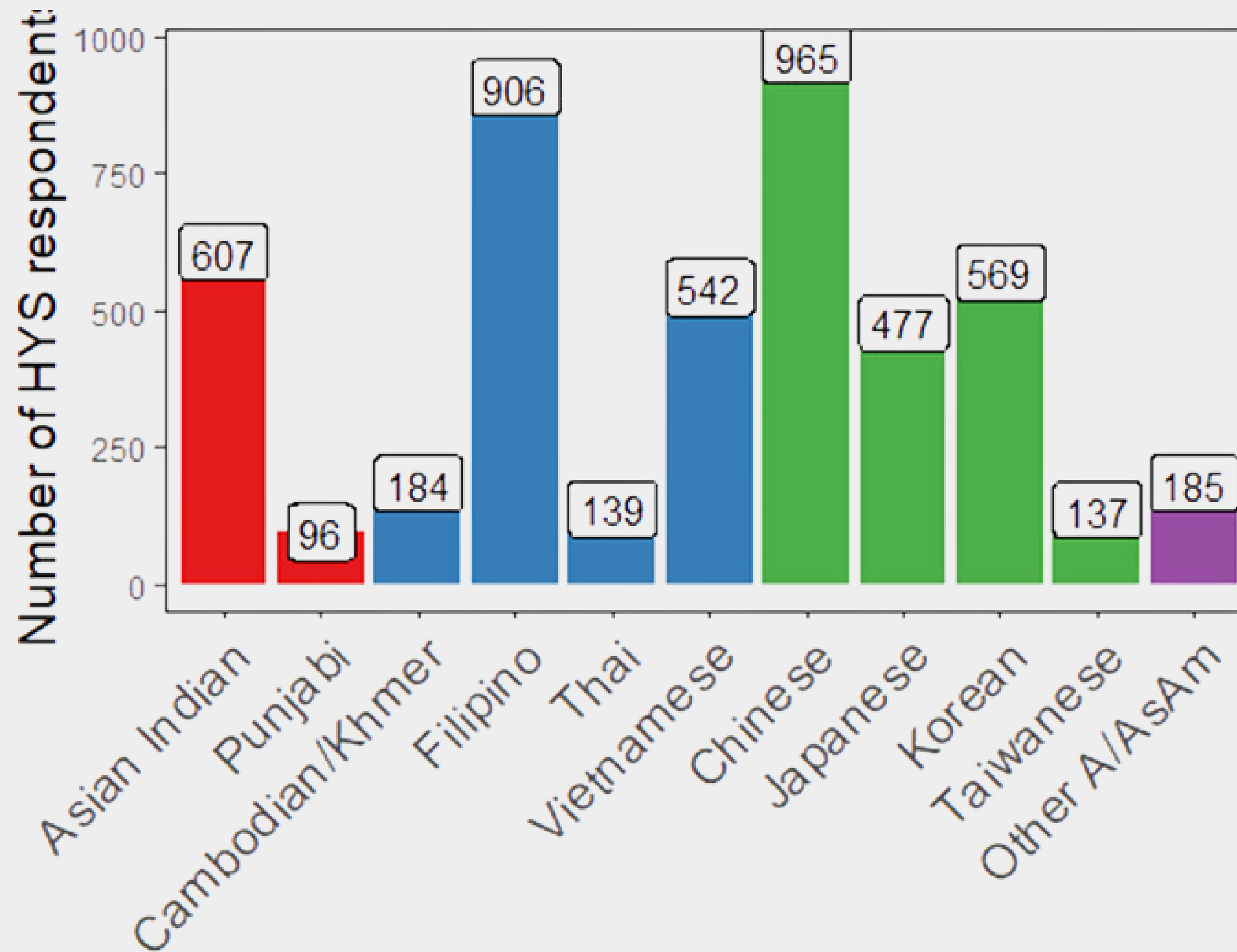
---

# NUANCES OF MENTAL HEALTH DATA FROM HYS

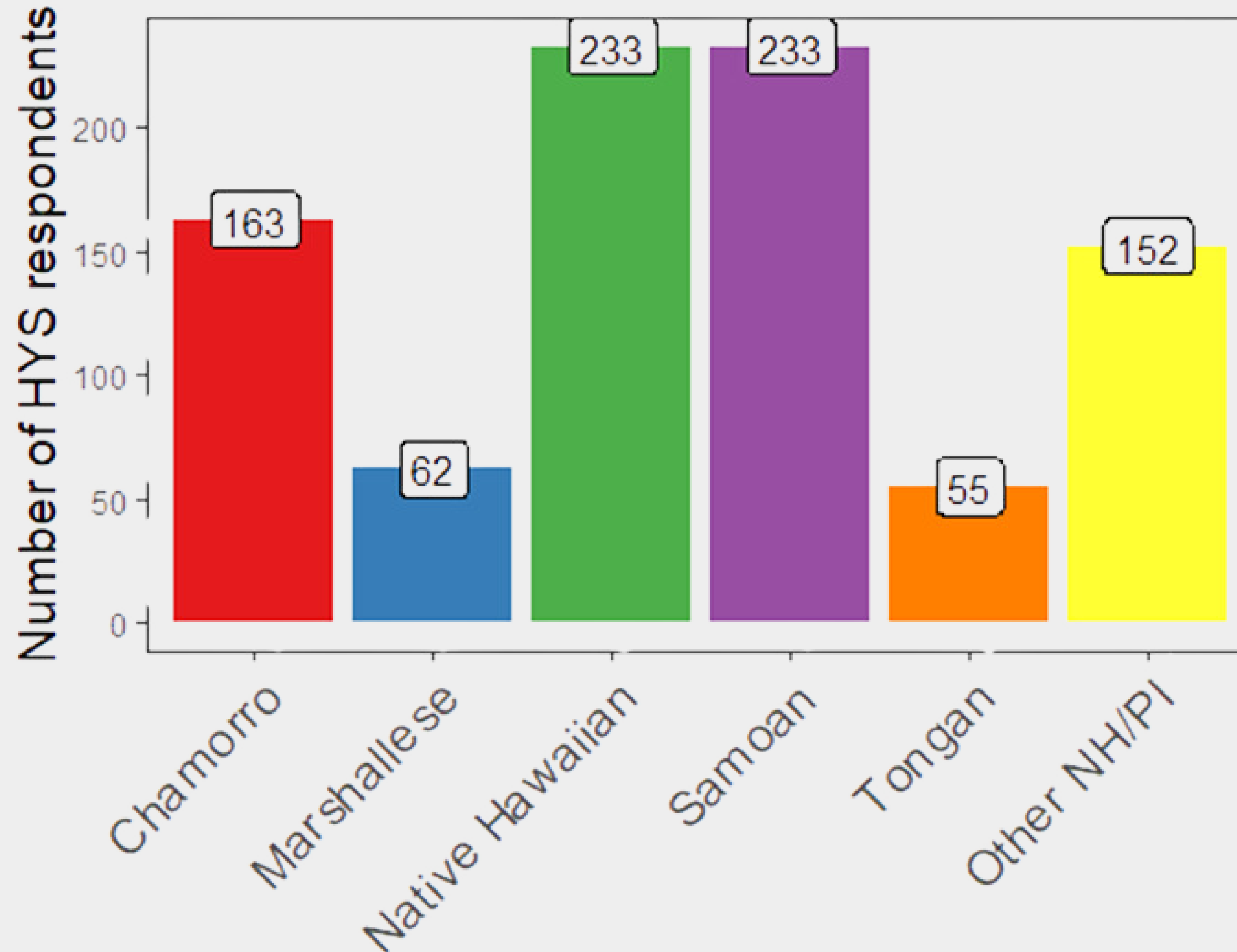


- **Data are anonymously self-reported by students**
  - Mental health stigma is well-documented among A/AA and NH/PI
  - Cultural understanding of mental health can involve spirituality, religion, and non-Western beliefs about health
- **Understanding of racialization and discrimination continues to shift across adolescence and adulthood**

# A/AA STUDENTS

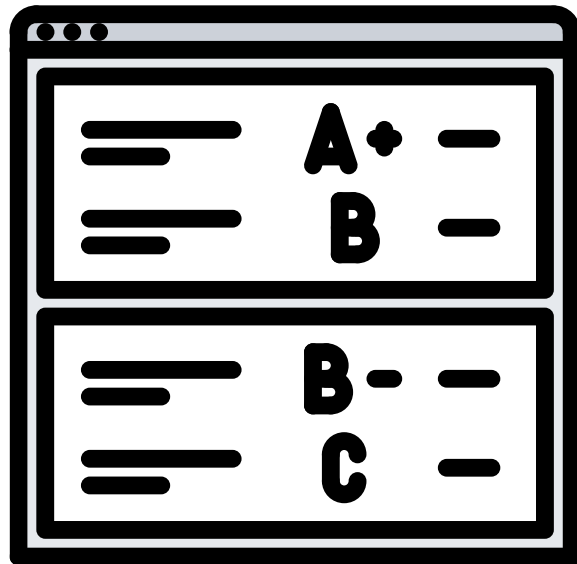


# NH/PI STUDENTS

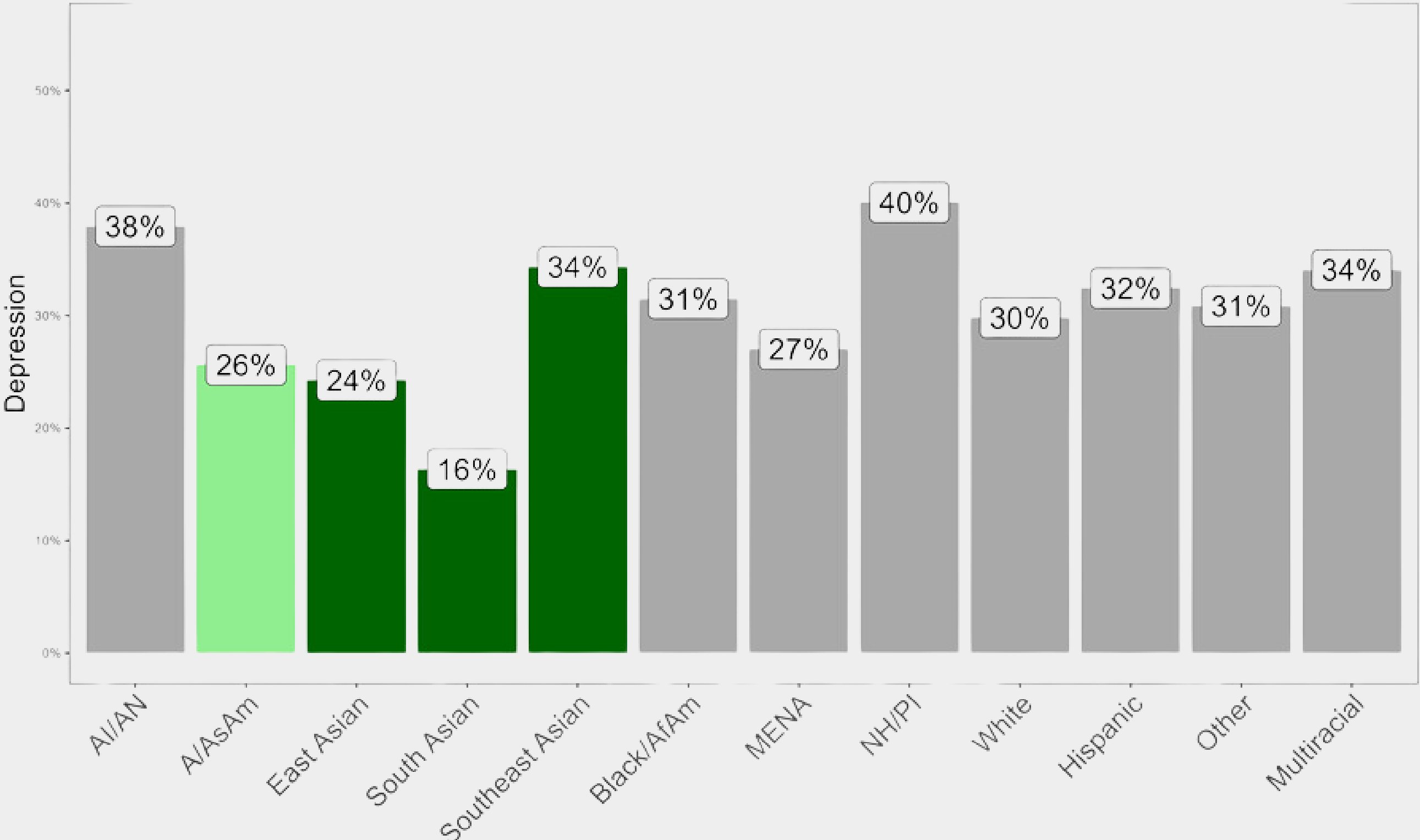




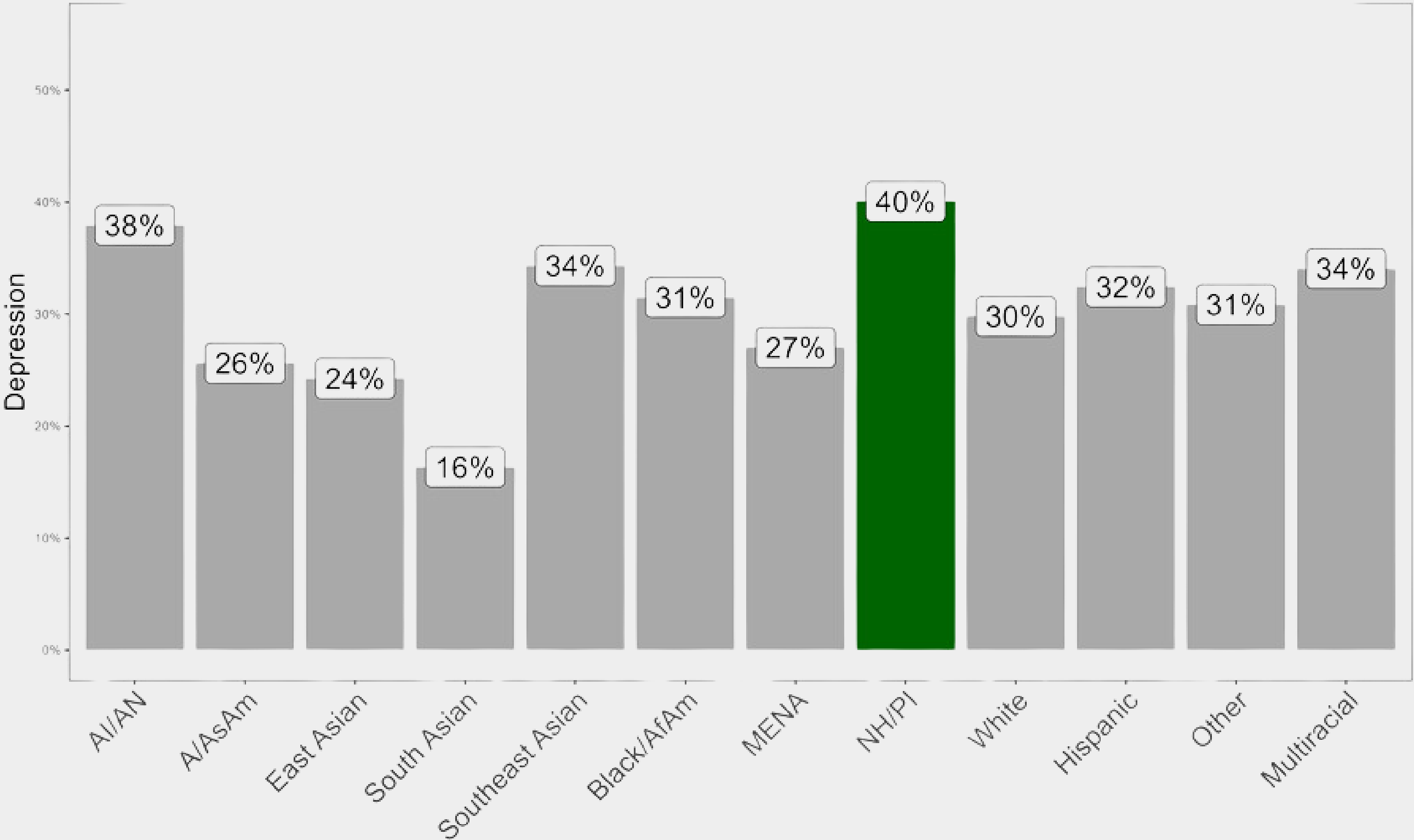
# MENTAL HEALTH AND BEING BULLIED ARE SIGNIFICANTLY CORRELATED WITH GRADES AND SCHOOL COMMITMENT IN WA'S HYS DATA



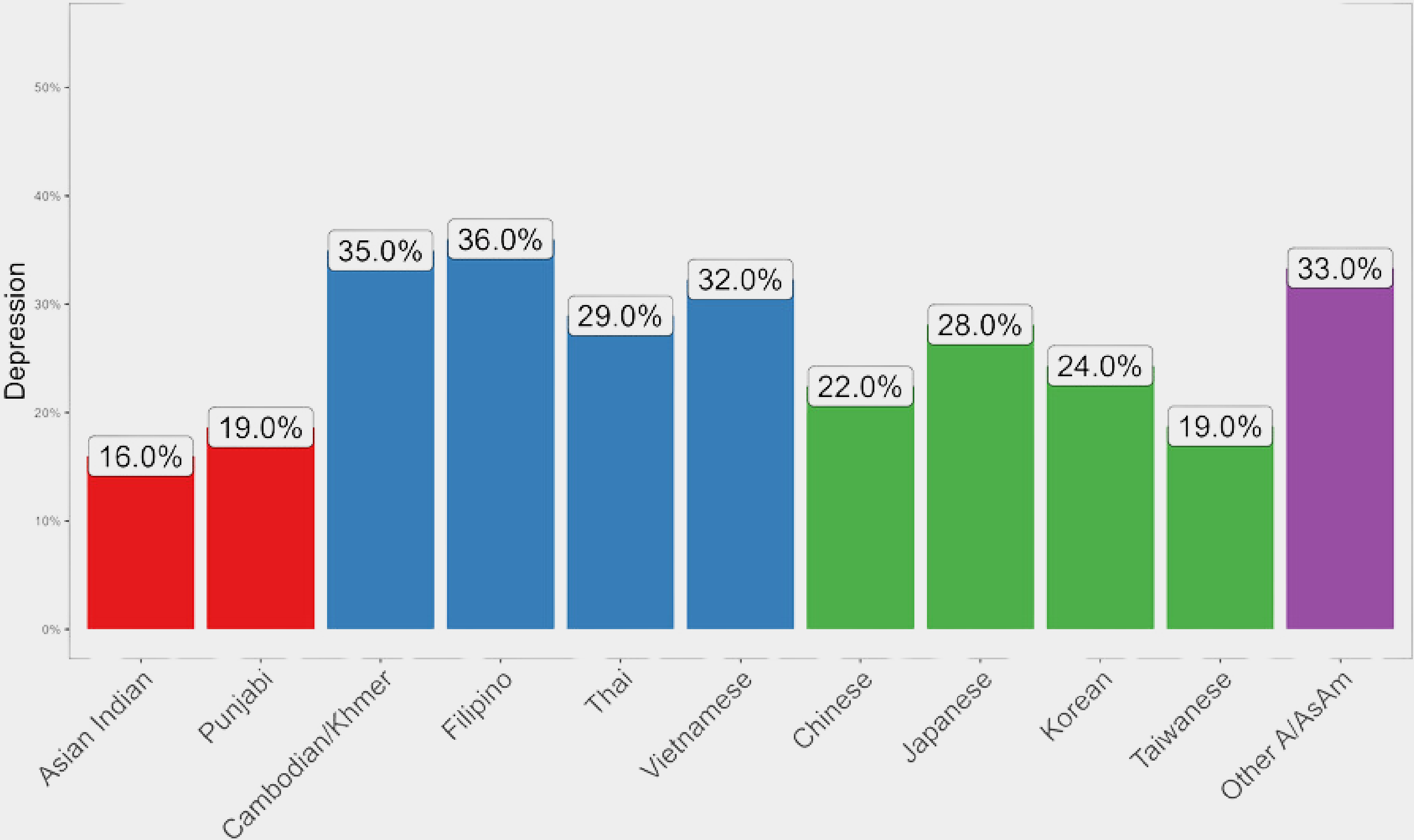
# DEPRESSION



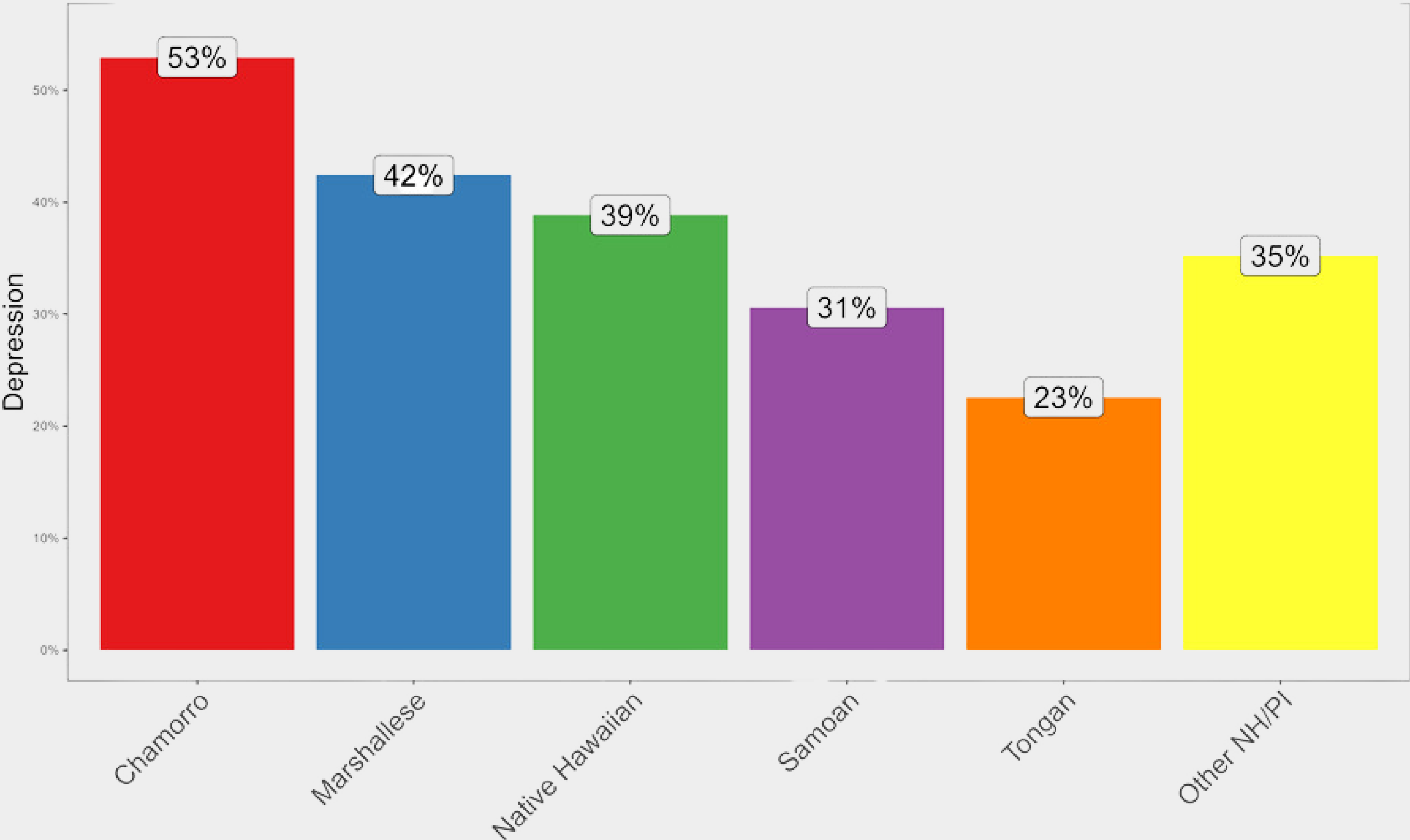
# DEPRESSION



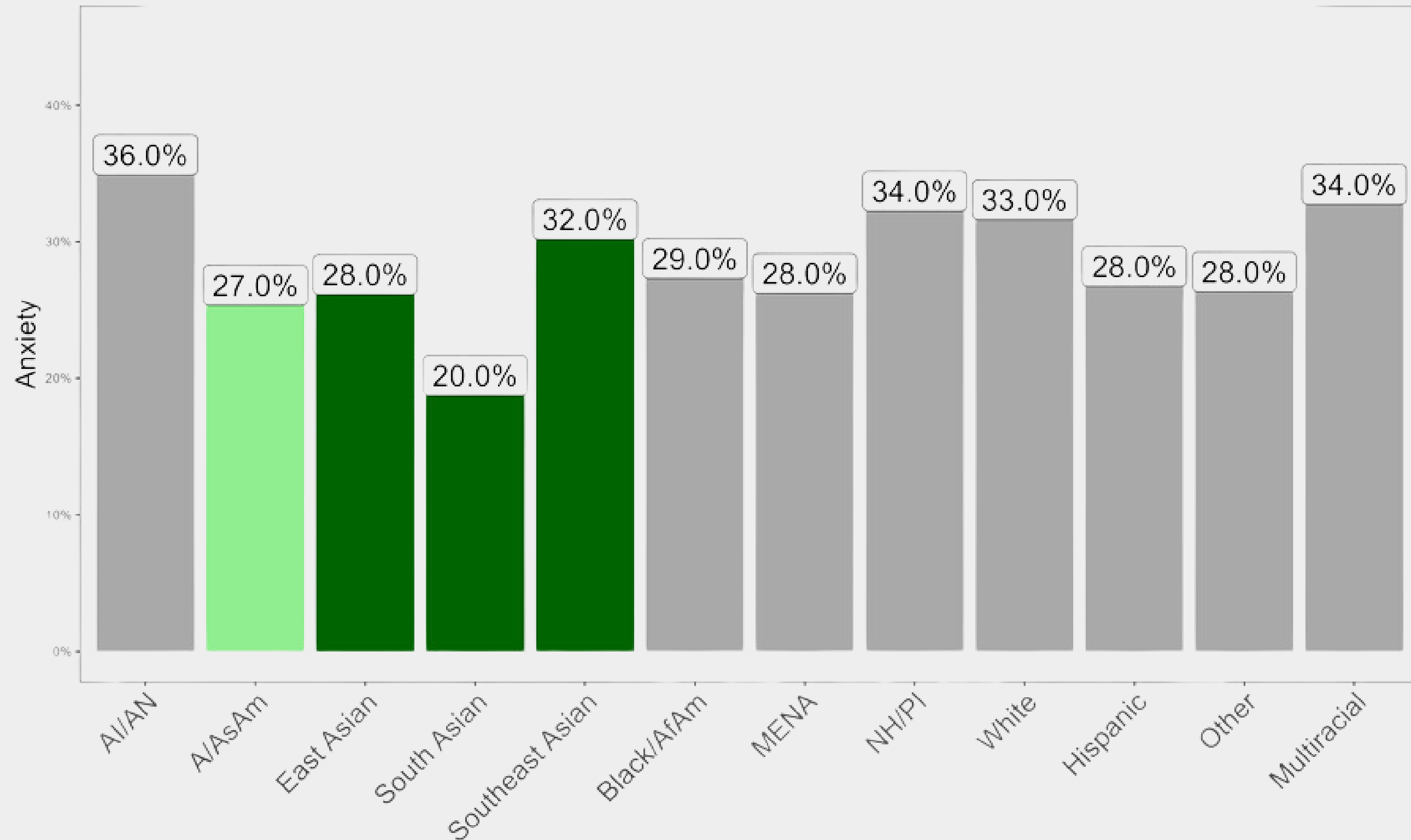
# DEPRESSION



# DEPRESSION

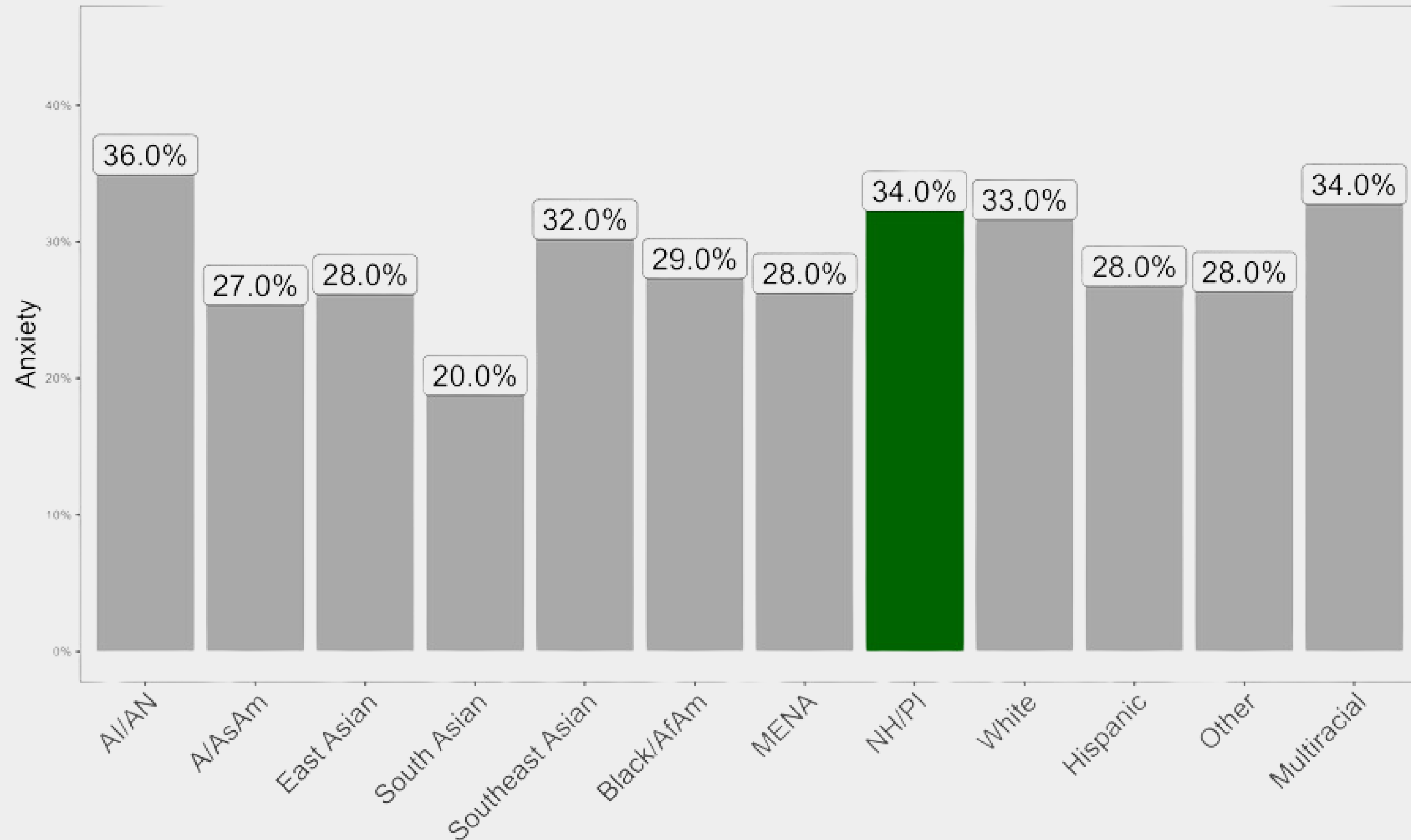


# ANXIETY

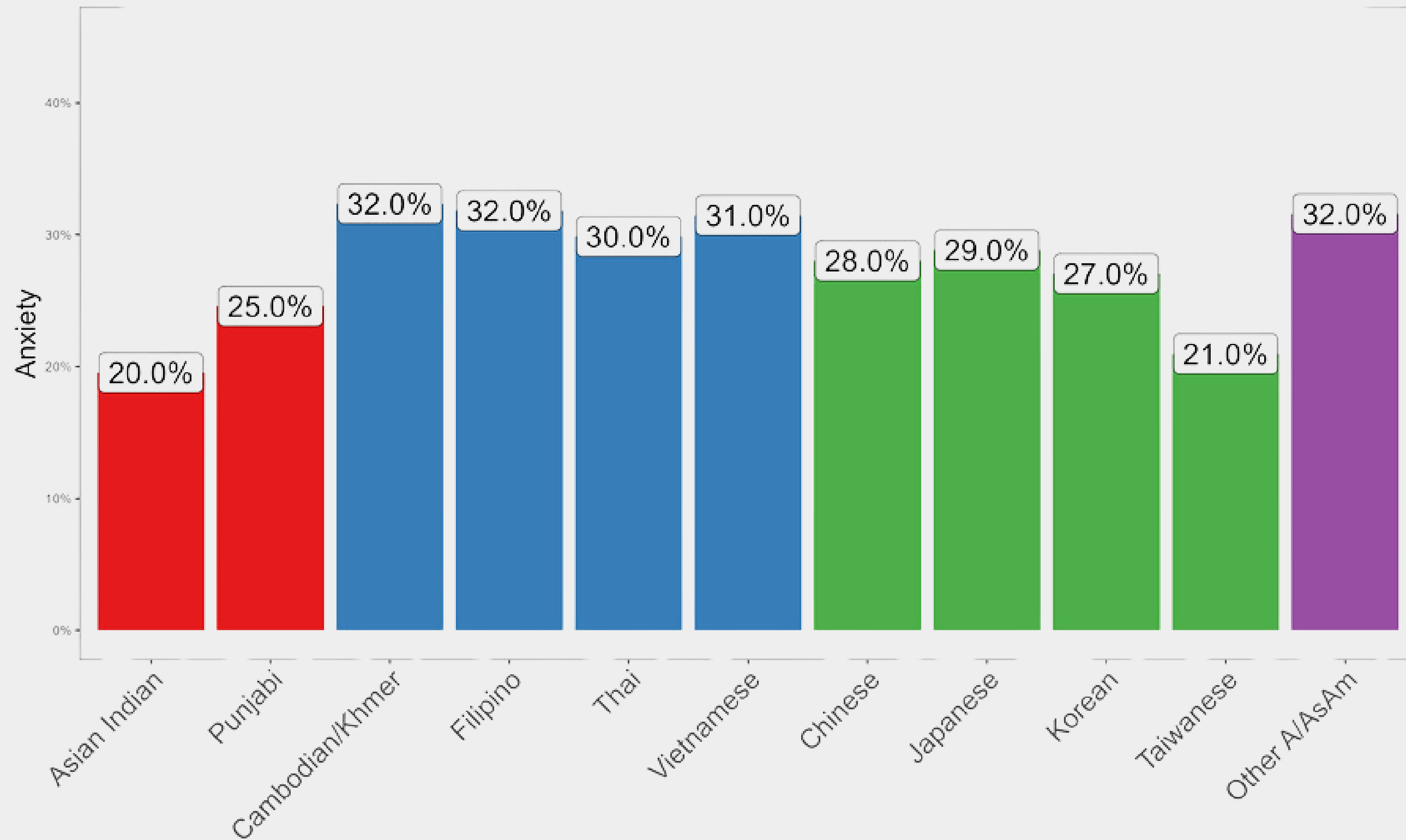




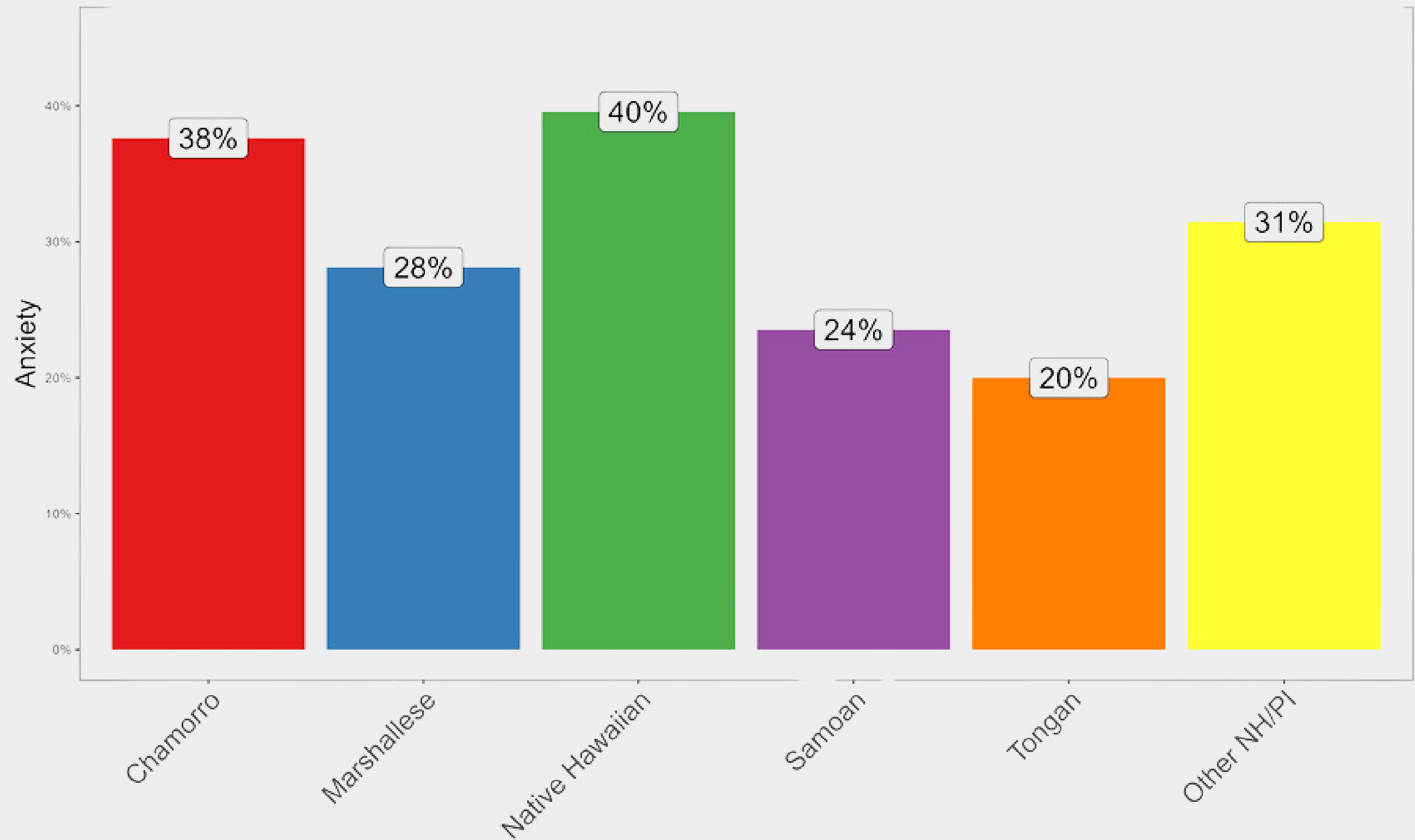
# ANXIETY



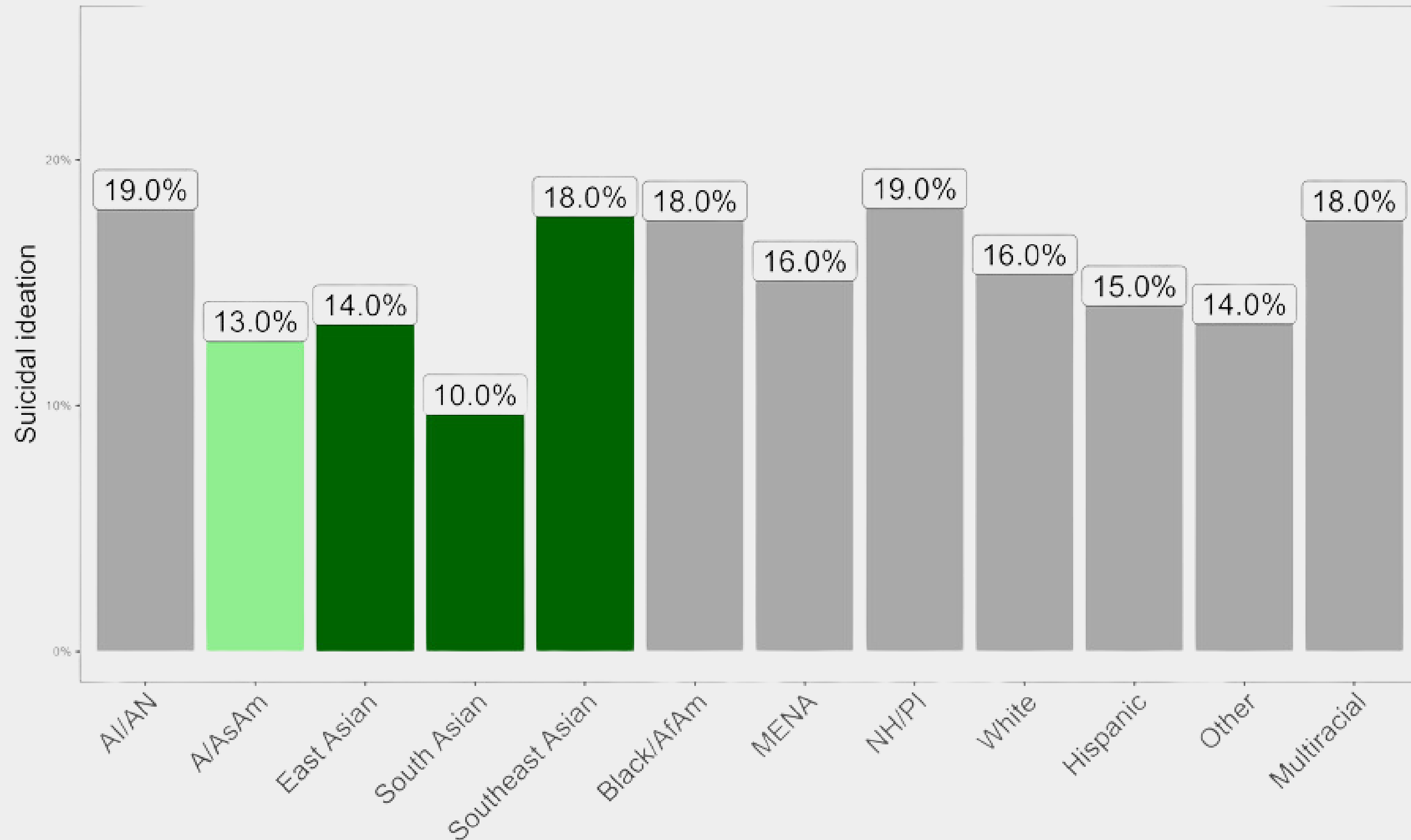
# ANXIETY



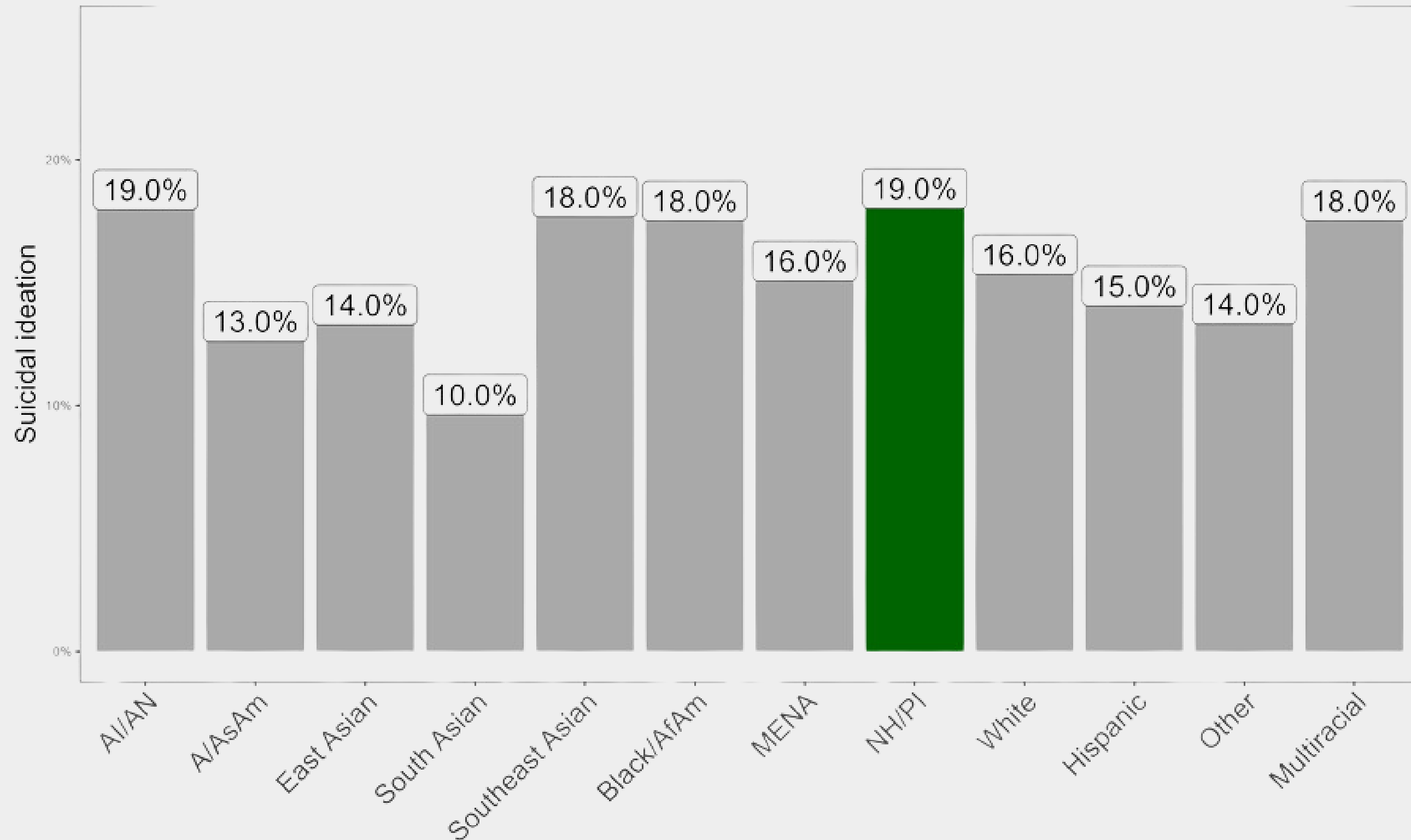
# ANXIETY



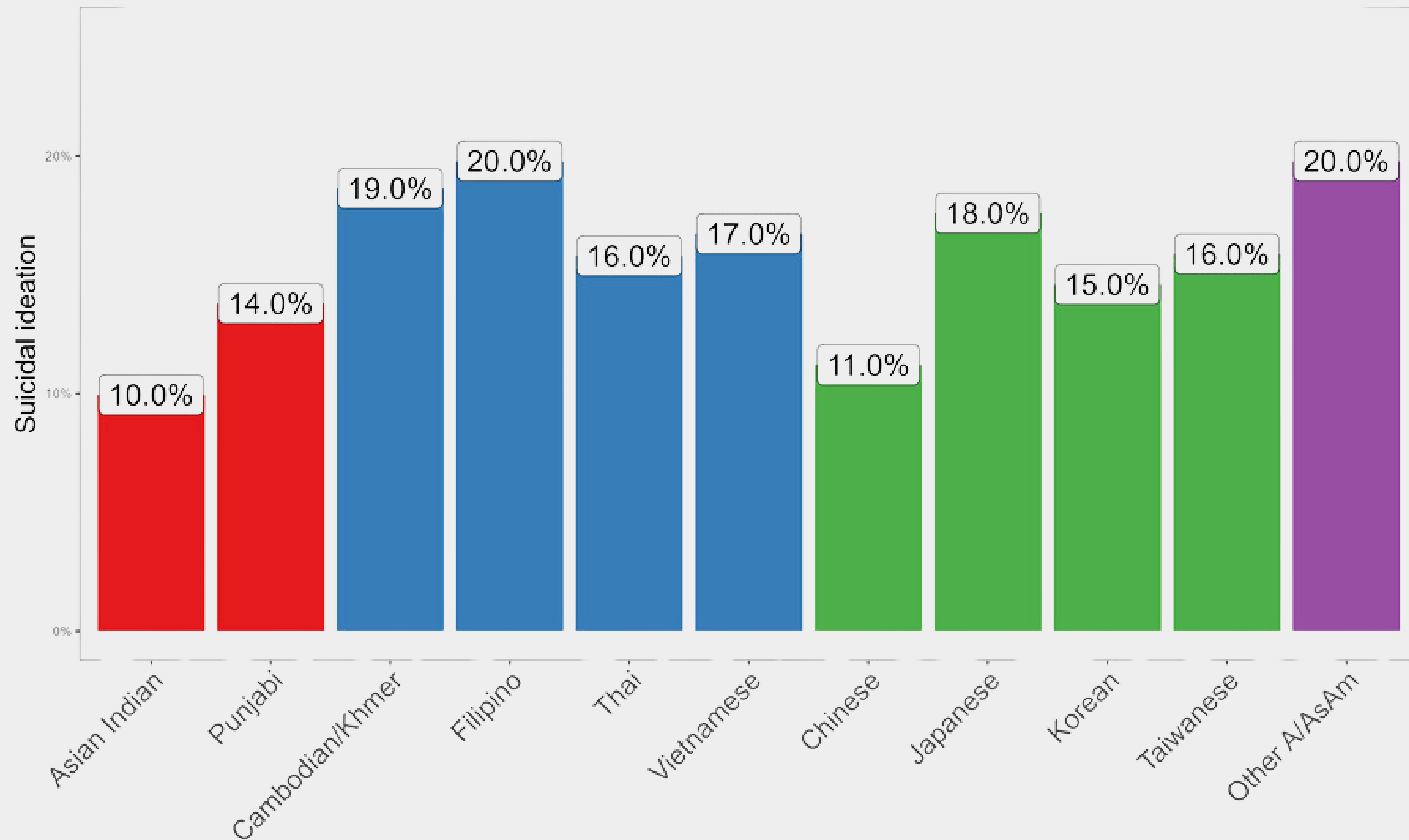
# SUICIDAL IDEATION



# SUICIDAL IDEATION

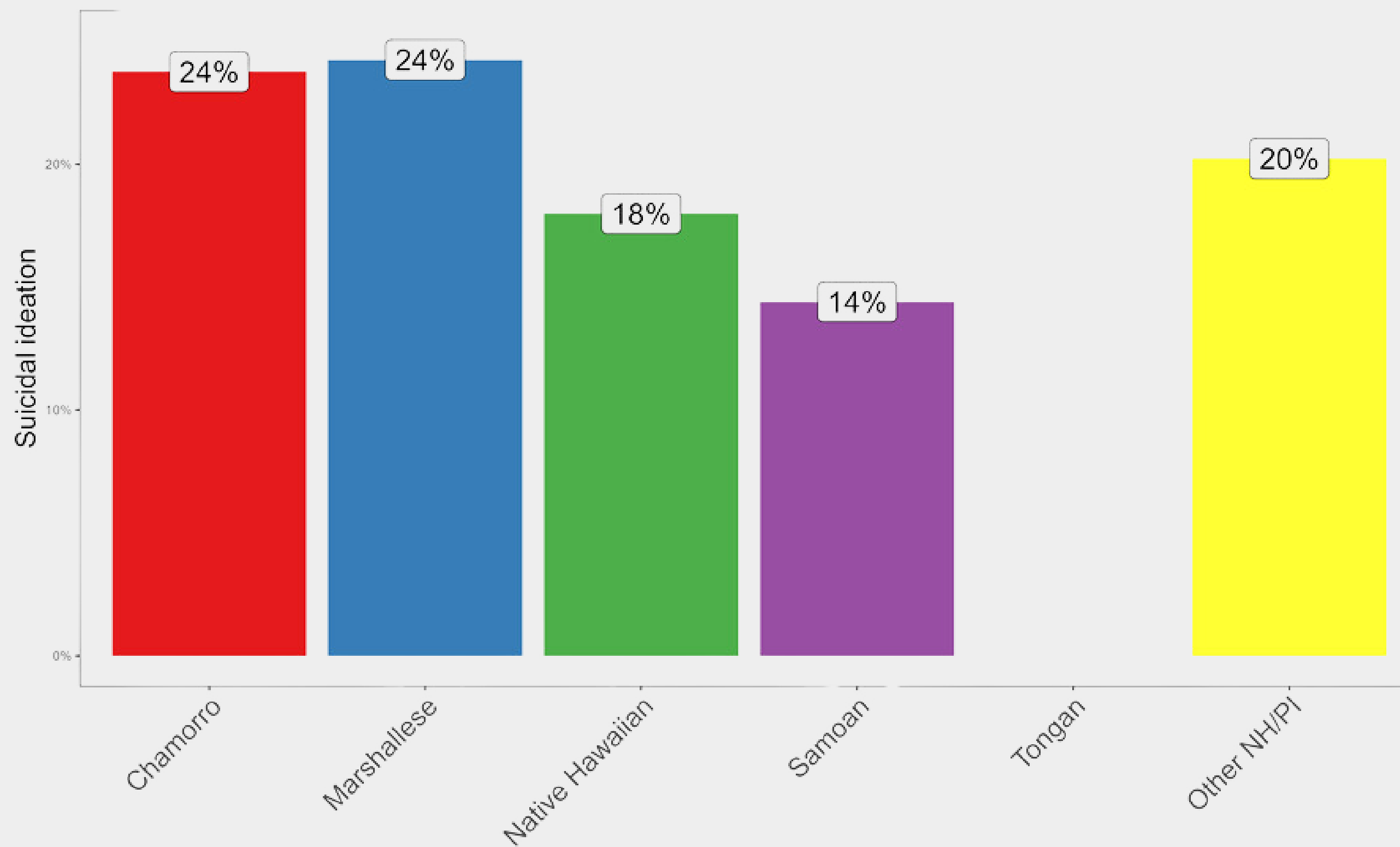


# SUICIDAL IDEATION





# SUICIDAL IDEATION



# MENTAL HEALTH TAKEAWAYS

---

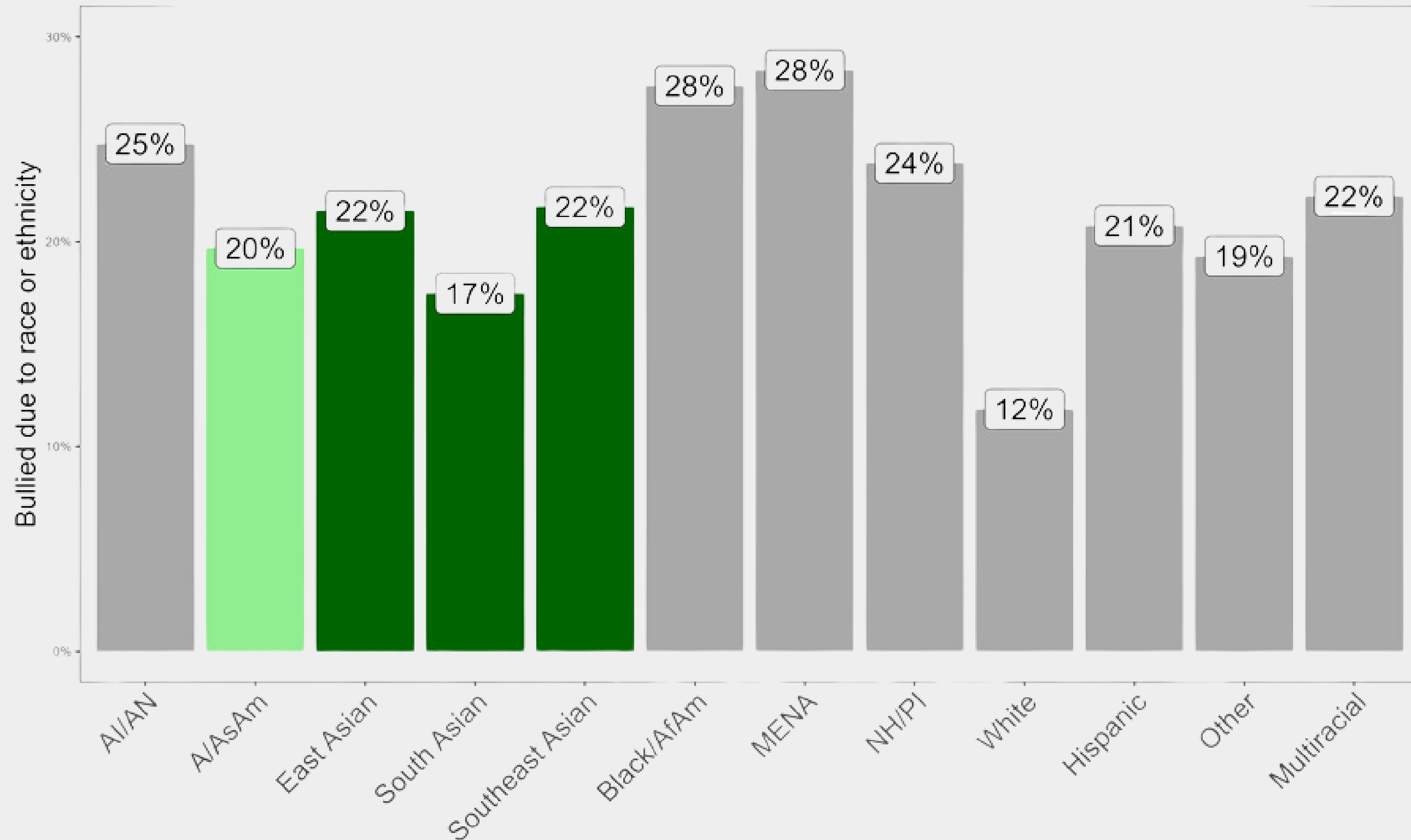
Cambodian/Khmer, Filipino, Japanese and “Something not listed here” Asian/Asian American students reported more mental health problems (27-31%).

NH/PI students, Native Hawaiian and Chamorro students in particular, report among the highest levels of depression and anxiety of any group (34-53%).

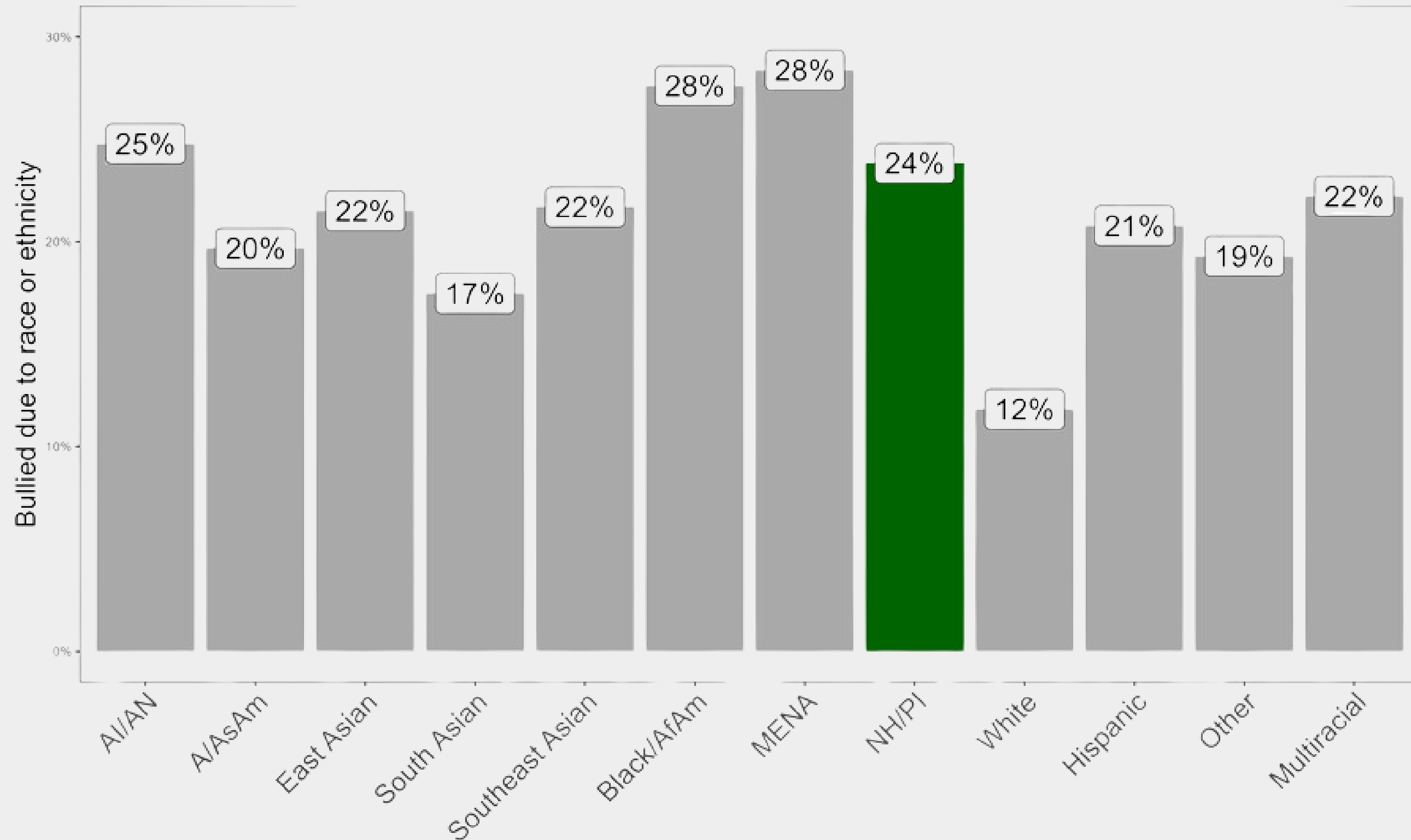
Suicidal ideation was especially high (over 20%) among Marshallese and Chamorro students.



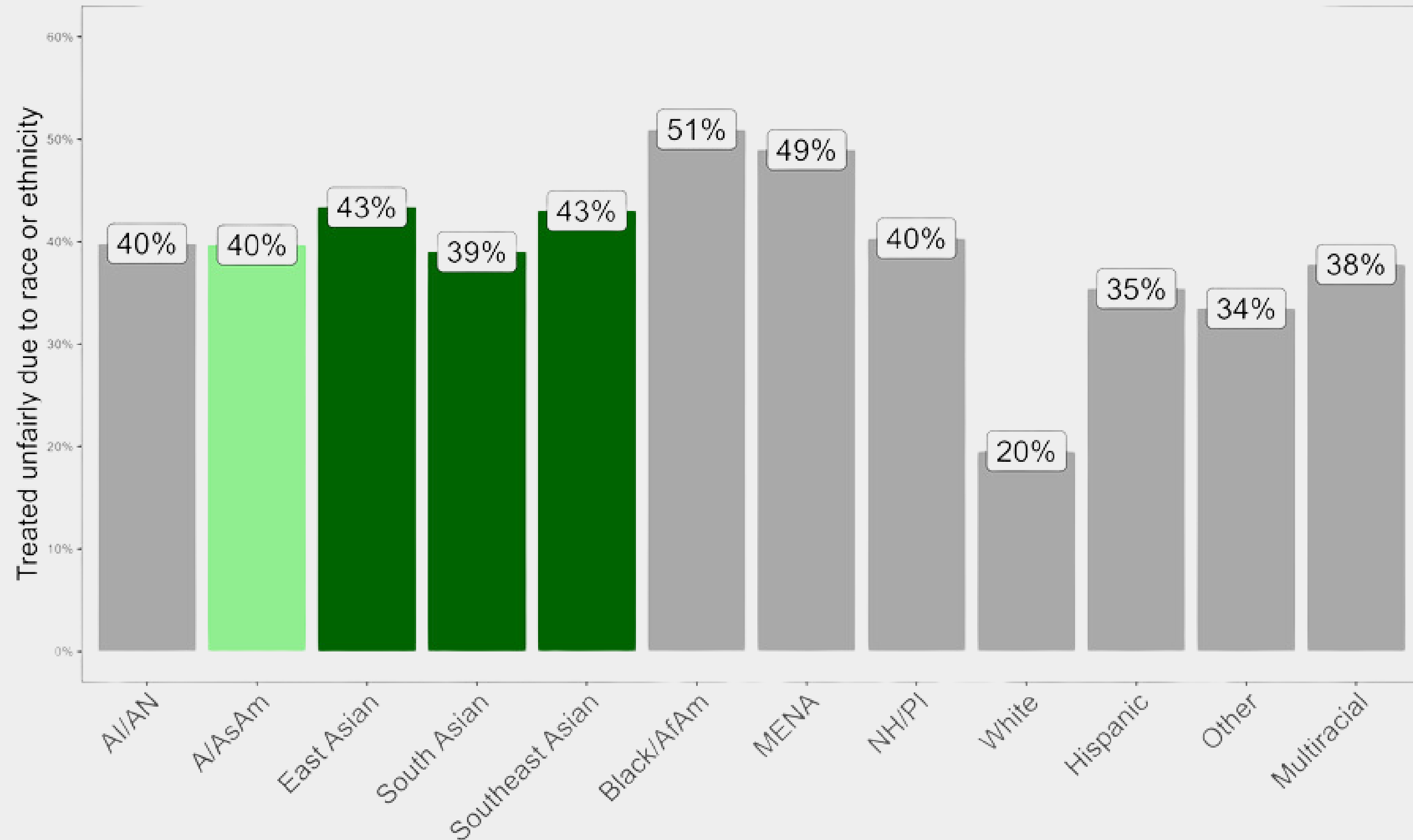
# BULLIED DUE TO RACE



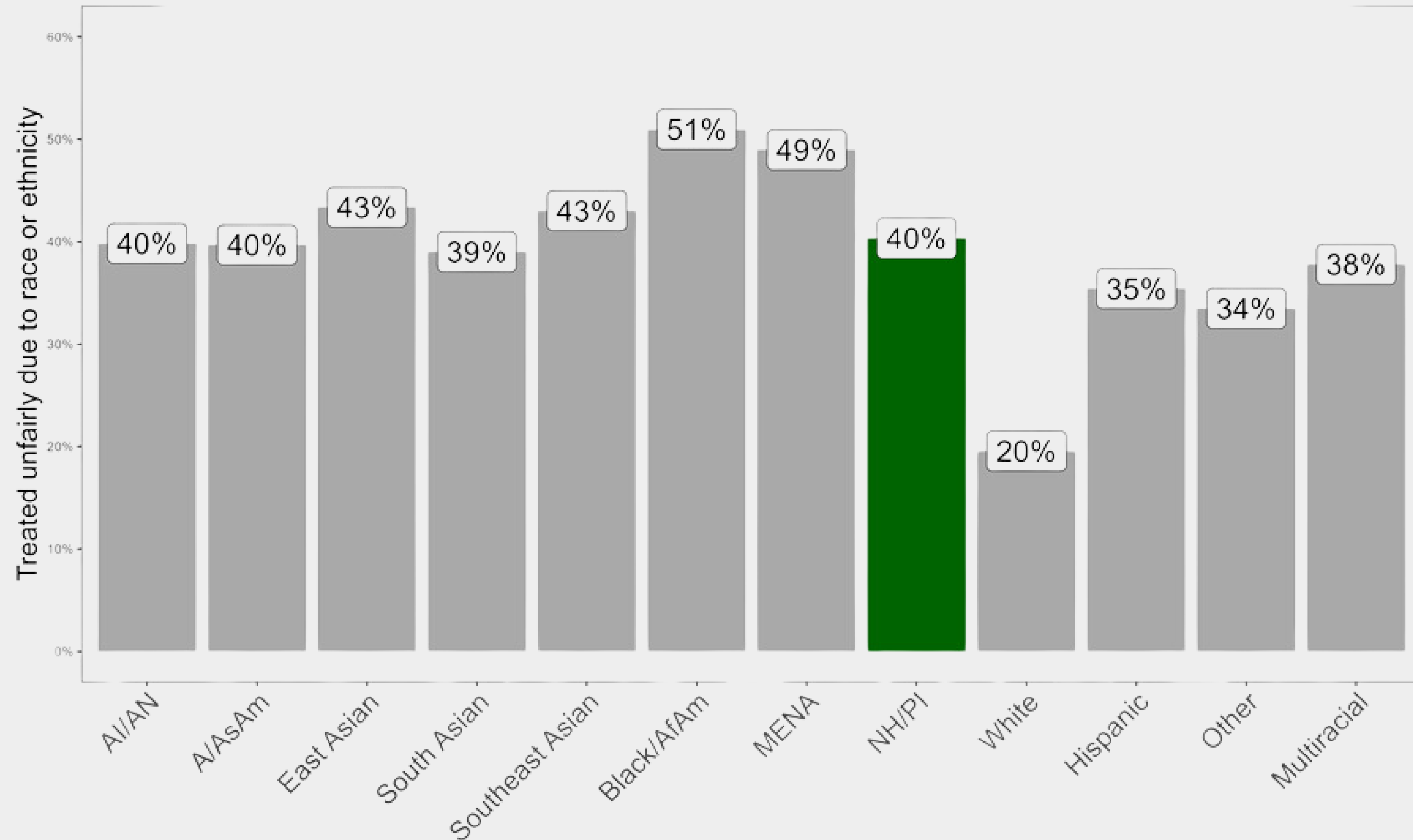
# BULLIED DUE TO RACE



# TREATED UNFAIRLY DUE TO RACE



# TREATED UNFAIRLY DUE TO RACE



# BULLYING AND DISCRIMINATION TAKEAWAYS

---

- All non-white groups reported being treated unfairly due to race or ethnicity, with approximately 4 in 10 of students reporting this experience.





# POTENTIAL FOR UNDERSTANDING INTERSECTIONALITY IN HYS DATA

---

## **NH/PI**

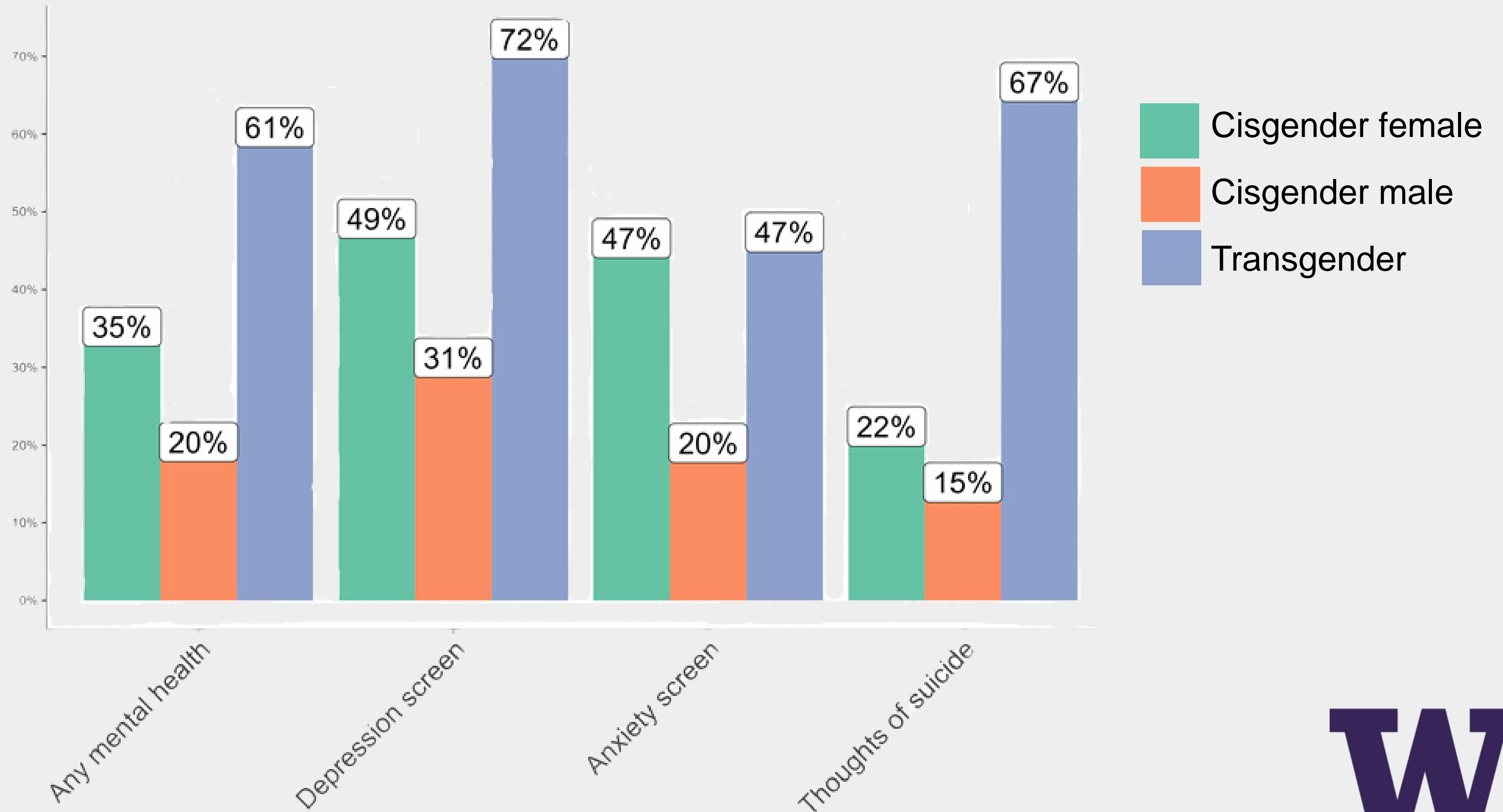
- 329 students identified as female, 379 male, 26 transgender.
- 211 students with a disability, 475 without.
- 150 LGBTQ students, 490 cisgender/heterosexual.
- 694 multiracial, 388 NH/PI alone.

## **A/AA**

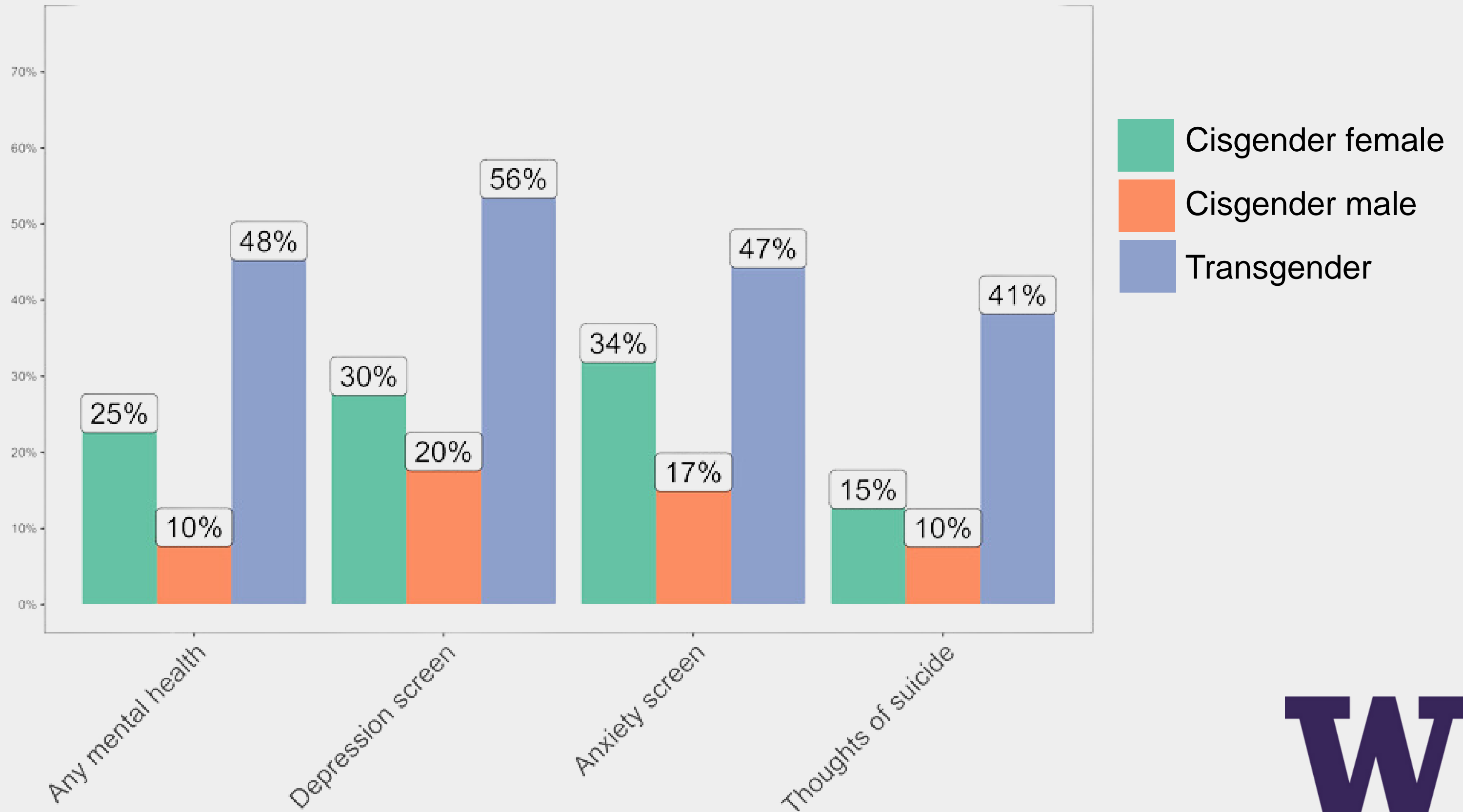
- 1290 students identified as female, 1363 male, 76 transgender.
- 519 students with a disability, 2002 without.
- 600 LGBTQ students, 1845 cisgender/heterosexual.
- 1511 multiracial, 2806 A/AA alone.



# INTERSECTIONALITY: GENDER AND NH/PI IDENTITY



# INTERSECTIONALITY: GENDER AND A/AA IDENTITY



---

# NEXT STEPS...

- Continue with qualitative interviews and coding
  - Political climate and identity
- Investigate postsecondary and teacher data (ERDC)
- Input from community via CAB and Listening Sessions



THANK YOU!

We look forward to your thoughts and feedback

— 謝謝 —

감사합니다  
Thank you



★ ありがとう! ★



DISCUSSION



---

**THANK YOU**

---

**W**