

All Students Count Act of 2023

Every child deserves to be seen and supported by our education system – and data on how students are doing in school helps make their experiences and needs visible to their families, educators, and policymakers. School districts, state education agencies, and the federal government have made significant progress in disaggregating and improving data on K-12 student achievement for major racial and ethnic groups, including “Asian” and “Native Hawaiian or Pacific Islander.” However, these two categories collapse dozens of distinct ethnic groups, each with unique histories and varying access to social and economic opportunities.

The All Students Count Act of 2023 would support equitable access to education by ensuring that the student data collections capture the diverse experiences of Asian American, Native Hawaiian, and Pacific Islander children.

In particular, the bill would:

- ✓ Require the U.S. Department of Education, state education agencies, and school districts to **collect and report disaggregated ethnic group data for “Asian American” and “Native Hawaiian and Pacific Islander,”** for student achievement and accountability measures required by the Elementary and Secondary Education Act.
- ✓ Require the Institute of Education Sciences to provide guidance to states on determining the minimum number of students necessary to report on a student subgroup (n-size) that will **maximize data reporting for each Asian American and Native Hawaiian and Pacific Islander ethnic group.**

In addition, the bill would further require the disaggregation of Asian American and Native Hawaiian and Pacific Islander student data by:

Asian American Groups:

- Chinese
- Asian Indian
- Filipino
- Japanese
- Korean
- Vietnamese
- Pakistani
- Cambodian
- Hmong
- Laotian
- Thai
- Taiwanese
- Burmese
- Bangladeshi
- Nepalese
- Additional subgroups determined by states, such as the Lu Mien and Montagnards

Native Hawaiian and Pacific Islander Groups:

- Native Hawaiian
- Samoan
- Chamorro
- Tongan
- iTaukei
- Marshallese
- Additional subgroups determined by states, such as the Chuukese and Palauan

Explaining the Need:

There are now over 3 million Southeast Asian Americans in the U.S., including 1.1 million refugees from Cambodia, Laos, and Vietnam who escaped war, persecution, and genocide. Southeast Asian Americans' experiences with violence, the stressors associated with relocation, and disinvestment of the communities into which they resettled have negatively affected their educational outcomes.

According to the U.S. Census Bureau, around a quarter of Cambodian, Hmong, Laotian, and Vietnamese adults aged 25 and older do not have a high school diploma- twice the rate of "Asians" overall and of the total population. Additionally, the Pacific Islands have had tumultuous and complex relationships with the U.S., which has affected migration, residency, citizenship, and legal status – and thus access to educational resources and opportunities – for many Native Hawaiians and Pacific Islanders.

Native Hawaiian and Pacific Islander adults are less likely than the overall population to receive a postsecondary education, and 58% of Samoan, 57% of Tongan, 53% of Native Hawaiian, and 49% of Guamanian or Chamorro adults have not attended college.

In addition, though "Native Hawaiian or Pacific Islander" is a federally required major race and ethnicity category, data collections routinely combine this distinct and diverse population with Asian Americans, concealing their actual experiences and needs in education.



Senator Mazie Hirono has been working in close partnership with the Southeast Asia Resource Action Center (SEARAC), pictured above, to make this legislation into law.