Co-Chairs

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National Research Center on Hispanic Children & Families

• Conduct research and provide research-based information to inform ACF programs and policies supporting low-income Hispanic children and families around:
  o Poverty and self-sufficiency
  o Healthy marriage and responsible fatherhood
  o Early care and education

• We do this through:
  o Building research capacity
  o Dissemination and outreach


• Follow us at @NRCHispanic for discussion on today’s topic and other issues important to low-income Hispanic children and families

Tweet with us! #NRCHispanic
Center Partners

Tweet with us! #NRCHispanic
Disclaimer

The views expressed in this presentation do not necessarily reflect the views or policies of the Office of Planning, Research and Evaluation, the Administration for Children and Families, or the U.S. Department of Health and Human Services.
1 in 4 of all U.S. children are Hispanic

Roughly 1 in 3 Hispanic children live in poverty

Vast majority of Hispanic children are U.S.-born

1 in 4 Hispanic children have a parent who lacks legal status


Source: Analysis by researchers at the National Research Center for Hispanic Children & Families.
Today’s webinar

• Overview
• Panel Presentations
• Discussion
• Q&A
Overview
State of the Data

• Diversifying population – growing numbers of Hispanic children and families
• Importance of data quality
• Sometimes it is difficult to find the right data to help us understand Hispanic children and families
• Today we’ll talk about our current data infrastructure, its strengths, limitations and ideas for improvement and future data collection
Center Briefs

• The Center has reviewed many commonly used data sets and produced a series of briefs assessing the data available on a variety of topics:
  o Hispanic diversity
  o Hispanic families and households
  o Early care and education

Center Interactive Tools

• Based on these briefs, we have developed interactive tools that allow users to identify which data sets best meet their needs

• Tools direct users to data documentation and how to access data sets

Example Interactive Tool

**Family Formation and Stability**

<table>
<thead>
<tr>
<th>Dataset</th>
<th>Marital History</th>
<th>Cohabit History</th>
<th>Childbearing History</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACS</td>
<td>Extensive</td>
<td>Yes</td>
<td>Partial</td>
</tr>
<tr>
<td>Add Health</td>
<td>Extensive</td>
<td>Keep Only</td>
<td>Extensive</td>
</tr>
<tr>
<td>ATUS</td>
<td>Partial</td>
<td>Partial</td>
<td></td>
</tr>
<tr>
<td>BSF</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>CPS</td>
<td>Partial</td>
<td>Partial</td>
<td></td>
</tr>
<tr>
<td>ECLS-B</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>ECLS-K:2011</td>
<td>Yes</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>ELS</td>
<td>Partial</td>
<td>Partial</td>
<td>No</td>
</tr>
<tr>
<td>FACES</td>
<td>Partial</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>FFCWS</td>
<td>Partial</td>
<td>Partial</td>
<td>Extensive</td>
</tr>
<tr>
<td>HSIS</td>
<td>Partial</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>HSLS:2009</td>
<td>Partial</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Timing of Fami...</td>
<td>Extensive</td>
<td>Extensive</td>
<td></td>
</tr>
</tbody>
</table>

Note: Click this cell to see the corresponding website!
Our findings...

ACF’s Hispanic Research Work Group – 10 Data Elements for Studying Hispanic Populations

1. Hispanic ancestry/heritage subgroup
2. Country of birth (adult or child who is the focus of the survey)
3. Parent country of birth (of focal person)
4. U.S. citizenship
5. Time in U.S.
6. Language(s) spoken at home
7. English speaking proficiency
8. Literacy in any language
9. Highest educational level outside of the U.S.
10. Legal residency

• Many national data sets include at least some of the recommended data elements
  o Only one (NAWS) included all 10 data elements

Wildsmith et al., 2015
Our findings...

• No survey allows us to get a complete picture of Hispanic family life
  o Data are available to describe the structure of Hispanic families and households, but there is very limited information on Hispanic family life, couples’ relationship dynamics, and parenting
Our findings...

• Elements of **ECE search and decision-making** and **ECE utilization** are included in large-scale, publicly available data sets, but there is wide variation in the comprehensiveness of the data
  o NSECE captured the search process more fully than did other data sources
  o Variability in utilization information
    • Primary care/focal child vs. multiple arrangement/multiple children
  o ECE attendance is largely unmeasured
  o Little information on ECE trajectories of Hispanic children

• Availability of data elements related to **parents’ and children’s experiences with ECE** is more limited

Mendez & Crosby, 2016; Mendez et al., 2016a; Mendez et al., 2016b; Crosby et al., 2016
Wendy Manning, Co-Director
National Center for Family &
Marriage Research
Bowling Green State University
Hispanic Population

U.S. Hispanic population hits new high

In millions

Note: 1990-2016 estimates are for July 1.

PEW RESEARCH CENTER
## Hispanic Population: Diversity

The table below shows the 14 largest U.S. Hispanic groups by origin (based on self-described race or ethnicity).

<table>
<thead>
<tr>
<th>Rankings</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country</td>
<td>Population</td>
</tr>
<tr>
<td>----------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Mexicans</td>
<td>35,758,000</td>
</tr>
<tr>
<td>Puerto Ricans</td>
<td>5,371,000</td>
</tr>
<tr>
<td>Salvadorans</td>
<td>2,174,000</td>
</tr>
<tr>
<td>Cubans</td>
<td>2,116,000</td>
</tr>
<tr>
<td>Dominicans</td>
<td>1,866,000</td>
</tr>
<tr>
<td>Guatemalans</td>
<td>1,384,000</td>
</tr>
<tr>
<td>Colombians</td>
<td>1,091,000</td>
</tr>
<tr>
<td>Hondurans</td>
<td>853,000</td>
</tr>
<tr>
<td>Spaniards</td>
<td>799,000</td>
</tr>
<tr>
<td>Ecuadorians</td>
<td>707,000</td>
</tr>
<tr>
<td>Peruvians</td>
<td>651,000</td>
</tr>
<tr>
<td>Nicaraguans</td>
<td>422,000</td>
</tr>
<tr>
<td>Venezuelans</td>
<td>321,000</td>
</tr>
<tr>
<td>Argentineans</td>
<td>274,000</td>
</tr>
</tbody>
</table>

The total Hispanic population in the U.S. is 56,477,000.

### Notes
- Rounded to the nearest thousand.
Hispanic Population: Diversity

Foreign-born share declining among Hispanics


PEW RESEARCH CENTER
Growing Share of Children Are Hispanic

2015: One in four children are Hispanic.

2050: One in three children will be Hispanic.
Child Well-Being Research

• Increasing attention to Hispanic children in research

• Consider unique experiences of Hispanic children

• Focus on variation among Hispanic children
Child Well-Being Paradox

• Foreign born greater levels of poverty and lower education levels
  o Overall 44% of Hispanics live in or near poverty (2016)
  o Lower levels of participation in government programs

• Native born fare worse than foreign born in terms of ACE indicators
Data Needs

• Nativity status is not sufficient
  o Country of origin is important
  o Conditions of migration – refugee, legal
  o Time in U.S.
  o Citizenship – mixed status families
Data Needs

• Contemporary climate
  o Longitudinal data: Representative of population at start of data collection
  o Inadequate immigrant samples
Data Needs

• Outcomes: Broaden, Incorporate migration & Capture separation stress
  o Standard measures of well-being do not capture the immigrant experience
  o Separation of parents is part of migration process
  o Stress of migration and immigrant life in U.S.
Data Needs

• Program Participation
  o Determine why lower levels of participation despite high levels of need
  o Issues related to linguistic barriers and literacy
Data Needs

• Families and Households
Data Needs

• Families and Households
  o Capture movements of individuals in and out of the house
  o Marital separation due to migration/employment
  o Extended households
  o Relationship status – ‘unmarried partner’ translate
    • ‘Marriage-like” relationship
  o Union histories missing – SIPP, ACS, CPS
Data Needs

• Families and Households
  o Dates based on relationships and not relationship to parents
    • Who is the father?
  o Quality of relationships
  o Parenting
Resources

• National Research Center on Hispanic Children & Families
  o Publications
  o Data Tool - Crosswalk

• National Center for Family and Demographic Research
Resources

ncfmr@bgsu.edu

@ncfmr

bgsu.edu/ncfmr
The NCFMR supports innovative research on families and produces many data products by topic using a wide range of data resources. Below, we provide links to NCFMR products according to topic.

- Adoption
- Adult Well-being
- Attitudes
- Childbearing
- Children and Child Well-being
- Cohabitation
- Divorce and Separation
- Emerging Adulthood
- Family Economic Well-being
- Family Structure
- Fathers
- Generational Differences
- Geographic Variation
- Grandparenthood
- Gray Divorce
- Incarceration
- Marriage
- Marriage and Divorce Rates
- Measurement
- Mothers
- Relationship Quality
- Religion and Spirituality
- Remarriage
- Same-Gender Relationships
- Stepfamilies
- Unintended Births
Laura Speer,
Annie E. Casey Foundation
The Annie E. Casey Foundation develops solutions to build a brighter future for children, families and communities.
KIDS COUNT PROJECT

http://datacenter.kidscount.org
STATE KIDS COUNT NETWORK
Race for Results Indicators

- Babies born at normal birth weight
- Fourth graders who scored at or above proficient in reading
- Females ages 15-19 who delay childbearing until adulthood
- Young adults ages 19-26 who are in school or working

**BIRTH**
- Children ages 3-5 enrolled in nursery school, preschool or kindergarten
- Eighth graders who scored at or above proficient in math
- High school students graduating on time
- Young adults ages 25-29 who have completed an associate degree or higher

**ADULTHOOD**

- Children who live with a householder who has at least a high school diploma
- Children who live in families with incomes at or above 200 percent of poverty
- Children who live in two-parent families
- Children who live in low-poverty areas (less than 20 percent in poverty)
Race for Results: Recommendations

• **Gather and analyze data** to inform all phases of programs, policies and decision making

• **Target investments and resources** to yield the greatest impact for children of color.

• Use **approaches proven to work** on improving outcomes for children and youth of color.

• Integrate **economic inclusion strategies** within economic and workforce development efforts.
Monitoring equity: Progress

✓ Increased understanding of importance of equity has improved data access
✓ Increased focus on evidence building in policymaking
✓ Growth in Latino population has forced conversation to move beyond black and white
✓ National Research Center and others elevate the issue
Monitoring equity: Challenges

- Lack of consistency in monitoring across federal data sets
- State and local administrative data varies even more widely
- Need for more evidence based solutions that includes focus on Latinos
- Current data collection not evolving fast enough to track our concepts of race
- Increased fear in Latino community and mistrust of government
Monitoring equity: Solutions

- Expand analysis and TA to include state and local data resources
- Support efforts to protect data and to increase confidence of Latino families
- Continue the work that of revisions of race and Hispanic Origin questions
- CENSUS 2020 COMPLETE COUNT!
Race for Results Series –
www.aecf.org/race4results
Dolores Acevedo-Garcia, Brandeis University
Why disaggregate data on Hispanic children and families?

Dolores Acevedo-Garcia, PhD, MPA-URP
Samuel F. and Rose B. Gingold Professor of Human Development and Social Policy
Director Institute for Child, Youth and Family Policy (ICYFP)
Heller School for Social Policy and Management, Brandeis University

With funding from the W.K. Kellogg Foundation
Outline

• Introduction: Why focus on Hispanic children? Why disaggregate?

• Infant health outcomes as an example of
  • uniqueness of Hispanics compared to other racial/ethnic groups
  • high variation within the Hispanic population
Why focus on Hispanic children?

• Increasing share of the U.S. child population
  o Changing due to increasing importance of second generation Hispanics/Latinos

• Unique patterns of resilience and vulnerability

• Policies and programs trying to adapt to serve this population
The second generation makes up about half of Hispanic children.

Notes: Children defined as under 18. First generation defined as being foreign born. Second generation defined as having at least one resident parent foreign-born. Third generation defined as having all resident parents native-born. Generation not determined for children in households with no resident parent. Parents include step or adopted parents.

Sources: Diversitydatakids.org analysis of 1980 Decennial Census, 5% PUMS: Urban Institute analysis of 2013/14 American Community Survey IPUMS data.
**Compare and Analyze Data**

<table>
<thead>
<tr>
<th>Select a Tool to Start</th>
<th>Topics</th>
<th>What You Can Do</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>profiles</strong> Create a custom profile for a selected location</td>
<td>Child Demographic &amp; Wellbeing Indicators</td>
<td>- Analyze data by race/ethnicity</td>
</tr>
<tr>
<td><strong>rankings</strong> See and rank data</td>
<td>- Demographics</td>
<td></td>
</tr>
<tr>
<td><strong>maps</strong> Visualize your data geographically</td>
<td>- Education</td>
<td></td>
</tr>
<tr>
<td><strong>child opportunity maps</strong> Map the geography of opportunity for children</td>
<td>- Neighborhoods</td>
<td></td>
</tr>
<tr>
<td><strong>policy</strong> Read policy equity assessments</td>
<td>- Health</td>
<td></td>
</tr>
<tr>
<td><strong>political</strong></td>
<td>- Economic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Policy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- And more...</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Child Opportunity Index measuring neighborhood opportunities for children</td>
<td></td>
</tr>
</tbody>
</table>

**Spotlight and News**

An estimated 5 million children to lose federal Medicaid eligibility under Affordable Care Act repeal; Hispanic and Black children disproportionately affected

Indicators, Data-for-Equity Policy Brief | May 30, 2017

- Explore data with interactive visualizations Explore DDK data with interactive visualizations on a wide range of topics. 05.30.2017
- US Asians/Pacific Islanders of different ancestries have very different neighborhood opportunities Explore indicators and visualations for almost two dozen
Hispanic Research Center: Data elements to unpack the diversity of Hispanic population

• Generation in the U.S. (place of birth)
• Heritage/national origin
• Language
• Citizenship

• Family socioeconomic status
• Geography
Unpacking Hispanic diversity in newborn health

Hispanic infants tend to have better health than other groups
Hispanics have low rates of low birthweight

Percent of U.S. births that were low birthweight, by race/ethnicity and nativity of mother: 2012-13

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Percent of U.S. births that were low birthweight</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>5.1%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>5.8%</td>
</tr>
<tr>
<td>Black</td>
<td>11.0%</td>
</tr>
<tr>
<td>Asian/PI</td>
<td>6.5%</td>
</tr>
</tbody>
</table>

Note: Share of live births over the specified two year period that were low birthweight. Low birthweight defined as weighing less than 2.5kg. Excludes plural births. Racial groups include only non-Hispanic members. Hispanics may be of any race.

Source: diversitydatakids.org calculations of National Center for Health Statistics (NCHS), Natality (All County file).
Hispanic immigrant mothers have better birth outcomes than U.S. born Hispanic mothers

Percent of U.S. births that were low birthweight, by race/ethnicity and nativity of mother: 2012-13

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>US born</th>
<th>Foreign-born</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>5.2%</td>
<td>4.3%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>6.4%</td>
<td>5.2%</td>
</tr>
<tr>
<td>Black</td>
<td>11.6%</td>
<td>7.5%</td>
</tr>
</tbody>
</table>

Note: Share of live births over the specified two year period that were low birthweight. Low birthweight defined as weighing less than 2.5kg. Excludes plural births. Racial groups include only non-Hispanic members. Hispanics may be of any race.

Source: diversitydatakids.org calculations of National Center for Health Statistics (NCHS), Natality (All County file).
Babies of Hispanic mothers with low education have good birth outcomes

Percent of U.S. births that were low birthweight, by race/ethnicity and education of mother: 2009-10

Note: Share of live births over the specified two year period that were low birthweight. (weighing less than 2.5kg.) Excludes plural births and births to mothers under age 25. Racial groups include only non-Hispanic members. Hispanics may be of any race. The three educational attainment summary categories are defined in one of two ways depending on the birth certificate version used to record the birth in a specific location. For states using the 1989 birth certificate, "low education" refers to having 4 years of high school or less; "moderate education" refers to having some college, but less than 4 years; and "high education" refers to having 4 years of college or more. For states using the 2003 birth certificate, "low education" refers to having a high school diploma or GED or less; "moderate education" refers to having at least some college or an Associate degree, but not a Bachelor's degree; and "high education" refers to having Bachelor's degree or higher.

Source: diversitydatakids.org calculations of National Center for Health Statistics (NCHS), Natality (All County file).
Low birthweight rates are low among babies of Hispanic immigrant mothers across levels of maternal education

(Low birthweight rates by race/ethnicity, nativity, maternal education: 2009/10)

Notes: Low birthweight defined as weighing less than 2.5kg. Excludes plural births and births to mothers under age 25. Hispanics may be of any race. The three educational attainment summary categories, “low”, “moderate”, “high” are defined in one of two ways depending on the birth certificate version (1989 or 2003) used to record the birth in a specific location. For states using the 1989 birth certificate, "low education" refers to having 4 years of high school or less; "moderate education" refers to having some college, but less than 4 years; and "high education" refers to having 4 years of college or more. For states using the 2003 birth certificate, "low education" refers to having a high school diploma or GED or less; "moderate education" refers to having at least some college or an Associate degree, but not a Bachelor’s degree; and "high education" refers to having Bachelor’s degree or higher.

Source: diversitydatakids.org tabulations of National Center for Health Statistics (NCHS), 2009 and 2010 Natality (All County file) as compiled by NCHS from data provided by the 57 vital statistics jurisdictions through the Vital Statistics Cooperative Program.
Low birthweight rates for Hispanic national origin subgroups, by nativity and maternal education: 2009/10

Notes: Low birthweight defined as weighing less than 2.5kg. Excludes plural births and births to mothers under age 25. Hispanics may be of any race. The three educational attainment summary categories, “low”, “moderate”, “high” are defined in one of two ways depending on the birth certificate version (1989 or 2003) used to record the birth in a specific location. For states using the 1989 birth certificate, “low education” refers to having 4 years of high school or less; “moderate education” refers to having some college, but less than 4 years; and “high education” refers to having 4 years of college or more. For states using the 2003 birth certificate, “low education” refers to having a high school diploma or GED or less; “moderate education” refers to having at least some college or an Associate degree, but not a Bachelor’s degree; and “high education” refers to having Bachelor’s degree or higher.

Source: diversitydatakids.org tabulations of National Center for Health Statistics (NCHS), 2009 and 2010 Natality (All County file) as compiled by NCHS from data provided by the 57 vital statistics jurisdictions through the Vital Statistics Cooperative Program.
Hispanic low birthweight rates also vary by geography

Percent of U.S. births that were low birthweight, by race/ethnicity and nativity of mother: 2012-13

- Washington, DC: 8.2% US born Hispanic, 6.5% Foreign born Hispanic
- Florida: 6.5% US born Hispanic, 5.1% Foreign born Hispanic
- California: 5.3% US born Hispanic, 4.9% Foreign born Hispanic
What can we learn from the birth data...

• Natality data
  o A complete census of births
  o Allows disaggregation by generation, national origin, geography

• Natality data are linked to a rich supplemental survey: Pregnancy Risk Assessment Monitoring System (PRAMS)
How could we further improve birth data collection?

- Natality data: seek consistency in key variables such as maternal education, health behaviors during pregnancy
- Link to other data systems
- Further supplement PRAMS not only with ethnicity and immigration variables but also programs that can support healthy pregnancies and babies
  - Increase sample sizes to examine variation
Why does data disaggregation matter?

- Understand how demographic change (generation, national origin) affects outcomes
- Better data collection should improve both research and program access and service delivery
Caveats

• Need to put in context further disaggregation of data
  
  o Sensitivity of citizenship question
  
  o Increased restrictions on immigrant eligibility for programs that serve low-income families
Group Discussion
Thanks to our Funders!
Thank you!

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