



NATIONAL RESEARCH CENTER ON
HISPANIC
CHILDREN
& FAMILIES

Improving Data Infrastructure to Recognize Hispanic Diversity in the United States

July 1, 2015

[#HispanicData](#)

Welcome

Moderator:

Michael López

Opening Remarks:

Ann Rivera

Presenters:

Lina Guzman

Elizabeth Wildsmith

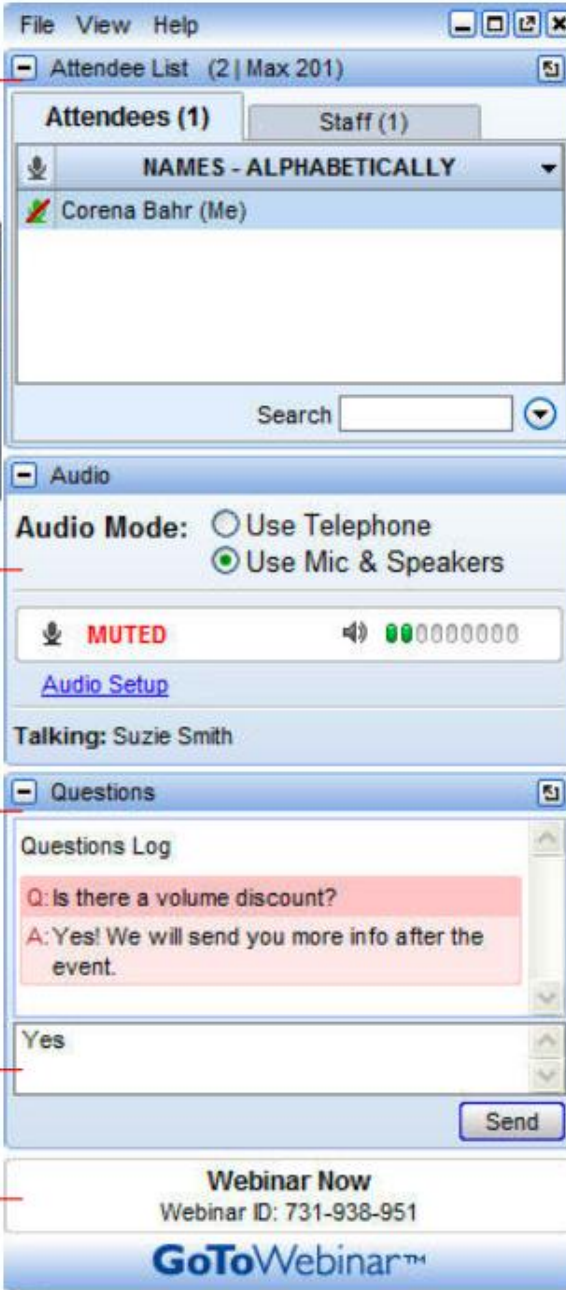
Discussants:

Sandra Barrueco

Donald Hernandez

Question and Answer





The screenshot shows the GoToWebinar interface with several sections and controls:

- a:** Points to the window title bar and the "Attendee List (2 | Max 201)" tab.
- b:** Points to a vertical toolbar on the left containing icons for back, mute, unmute, and chat.
- c:** Points to the "Audio" section, which includes "Audio Mode" options: "Use Telephone" (unselected) and "Use Mic & Speakers" (selected). It also shows a "MUTED" status with a microphone icon and a volume slider.
- d:** Points to the "Questions" section, which displays a "Questions Log" with a question and answer: "Q: Is there a volume discount?" and "A: Yes! We will send you more info after the event."
- e:** Points to the "Yes" text input field in the questions section.
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Presenters



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Disclaimer



The views expressed in this publication 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.

Opening Remarks from Administration for Children and Families



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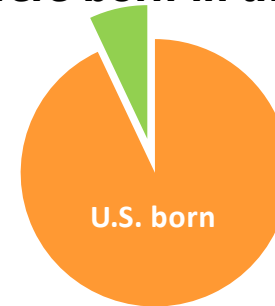
Office of Planning, Research and Evaluation
Administration for Children and Families
U.S. Department of Health and Human Services

Why is a Research Center On Hispanic Children and Families Needed?

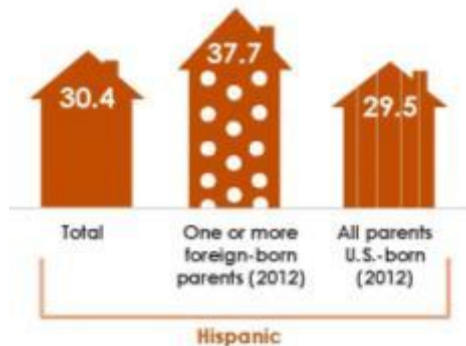
1 in 4 of all U.S. children are Hispanic



Over 90% of Hispanic children were born in the U.S.



Roughly 1 in 3 of Hispanic children live in poverty



1 in 2 Hispanic children have a foreign-born parent



Mission

A hub of research to help programs and policy better serve low-income Hispanics across three priority areas:

- Poverty reduction and economic self-sufficiency
- Healthy marriage and responsible fatherhood
- Early care and education



Objectives

The center has three primary objectives:



1. Conduct Research
2. Build Capacity
3. Communication and Dissemination



Hispanic Diversity: A Matter of Perspective



Hispanics are one of the most diverse racial/ethnic groups

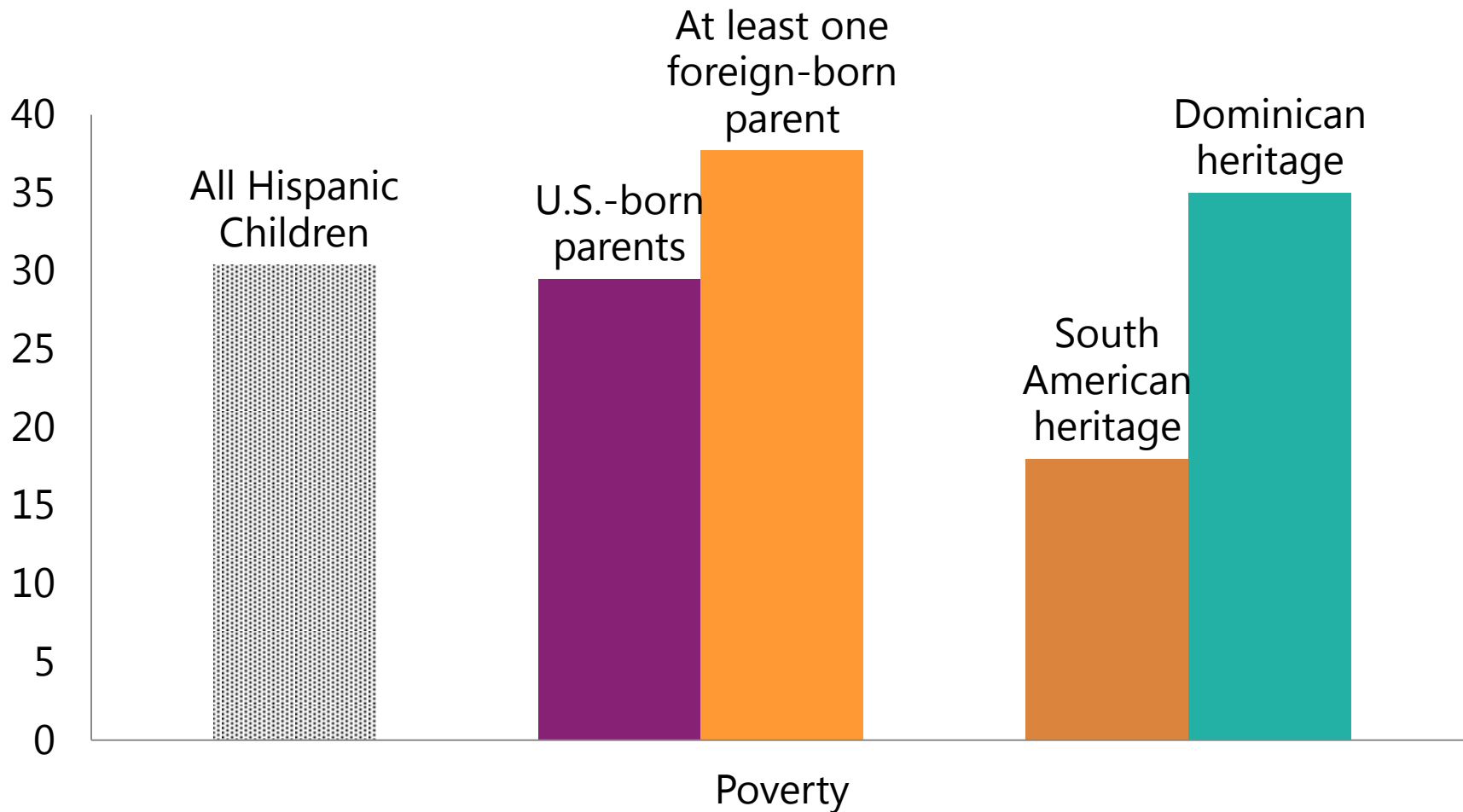
Understanding this diversity provides a more complete picture to inform program and policy

The more surveys include comparable data elements to measure diversity:

- Greater potential to harness information across data sets and domains



Hispanic Children Living Below the Federal Poverty Line: Nativity Status and Country of Heritage



Improving Data Infrastructure to Recognize Hispanic Diversity in the United States



Recommended Data Elements



1. Hispanic ancestry/heritage
2. Country of birth
3. Parent country of birth
4. U.S. citizenship
5. Time in the 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



Approach



- Identified 34 data sets
- For each data element, identified if data set:
 1. Yes – Fully captured element
 2. No – Did not capture it
 3. Partial – Only captured element in part
- Summarized information across data sets



Snapshot of Findings

Data Source	Data Elements of Interest									
	Hispanic ancestry/heritage	Country of birth (COB)	Parent COB	U.S. citizen	Time in U.S.	Home language	English speaking proficiency	Literacy in any language	Educational attainment outside the U.S.	Legal status
ACS (2013)	YES	YES	NO	YES	YES	YES	YES	NO	NO	NO
Add Health (1994-2008)	YES	YES	YES	YES	YES	YES	PARTIAL ^c	PARTIAL ^c	NO	NO
BRFSS(2013)	YES	NO	NO	NO	NO	NO	NO	NO	NO	NO
BSF (2005-2008)	NO	PARTIAL	NO	NO	YES	YES	PARTIAL	NO	NO	NO
CPS (2013)	YES	YES	YES	YES	YES	NO	NO	NO	NO	NO
CHIS (2011-2012)	YES	YES	YES	YES	YES	YES	YES	NO	NO	YES
ECLS-B	YES	YES	YES	YES	YES	YES	YES	PARTIAL	NO	NO
ECLS-K (1998-1999)	YES	YES	YES	YES	YES	YES	YES	PARTIAL	YES	NO
EHSRE (1996-2010)	YES	YES	YES	NO	NO	YES	YES	YES	NO	NO
ELS (2012)	YES	PARTIAL	YES	NO	YES	YES	YES	PARTIAL	YES	NO
FACES-2009	YES	YES	YES	NO	YES	YES	YES	YES	NO	NO
FFCWS	YES	YES	YES	YES	YES	PARTIAL	NO	NO	NO	NO
HSIS (2002-2006)	YES	YES	YES	NO	YES	YES	PARTIAL	NO	NO	NO
HSLs (2009)	YES	YES	YES	NO	YES	YES	PARTIAL	NO	YES	NO



Snapshot of Findings

	Data Elements of Interest									
Data Source	Hispanic ancestry/ heritage	Country of birth (COB)	Parent COB	U.S. citizen	Time in U.S.	Home language	English speaking proficiency	Literacy in any language	Educational attainment outside the U.S.	Legal status
ACS (2013)	YES	YES	NO	YES	YES	YES	YES	NO	NO	NO



Good News



Although no data set included all 10 data elements, roughly 70% included at least 5.

Most commonly included elements:

- Country of birth
- Home language
- Parent country of birth
- Hispanic heritage/ancestry
- Time in the U.S.



Room for Improvement

Much less data available to measure the social position of Hispanics.

Less than 70% of data sets measured:

- English speaking proficiency
- Citizenship status
- Literacy
- Education outside the U.S.

Only 12% measured legal residency status



Steps to improve data infrastructure

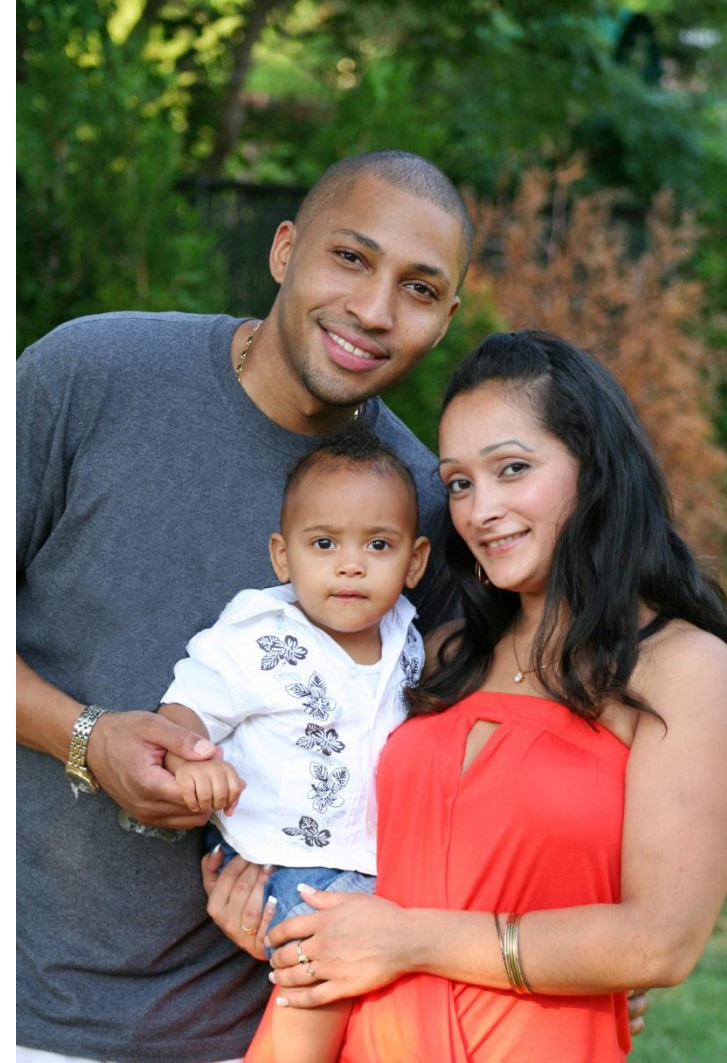


- Include more measures to better capture diversity.
 - Not including them can lead to inaccurate information.
- Update existing measures to more fully assess diversity.
 - Example: Most limit country of heritage to Mexican, Cuban, and Puerto Rican.
 - Hispanic population much more diverse.
- Incorporate other important measures to extend our understanding of Hispanic diversity, such as measures of social position (e.g., citizenship status, literacy, etc.)



Implications

While there is value in studying Hispanics as a whole, understanding diversity within the Hispanic population provides a more complete picture and can help programs and policies to support low-income Hispanics more effectively and efficiently.



Remarks from Dr. Sandra Barrueco



Sandra Barrueco, Ph.D.
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Why improving our measurement of the diversity of Hispanics matters for developing research agendas and program implementation?

Sandra Barrueco, Ph.D.
The Catholic University of America



Present Status of Research Field

1. Often limited details available about Hispanic study participants
2. Inconsistent findings about Hispanics, from basic descriptive information to the extent to which programs may benefit Hispanic children and families
3. Inherent limitations in the applicability of findings to improving policy and practice, as well as advancing theoretical frameworks
4. Persistent questions about the implications of similarities and differences within the Hispanic community for practice and policy



Implications of Improved Measurement of Hispanic Diversity

1. Enhanced understanding about the composition of Hispanic families across the United States and how the community may be changing over time
2. Increased knowledge about the inclusion of Hispanic subgroups in research endeavors
3. Improved interpretability of research findings
4. Augmented applicability of results in developing targeted, effective policies and programs



In Which Research Endeavors does Measuring Hispanic Diversity Matter?

1. Assessment and Measurement Development
2. Cross-sectional Surveys and Descriptive Studies of the Community and of Programs
3. Longitudinal Investigations of Child and Family Development
4. Intervention Studies of Programs and Policies

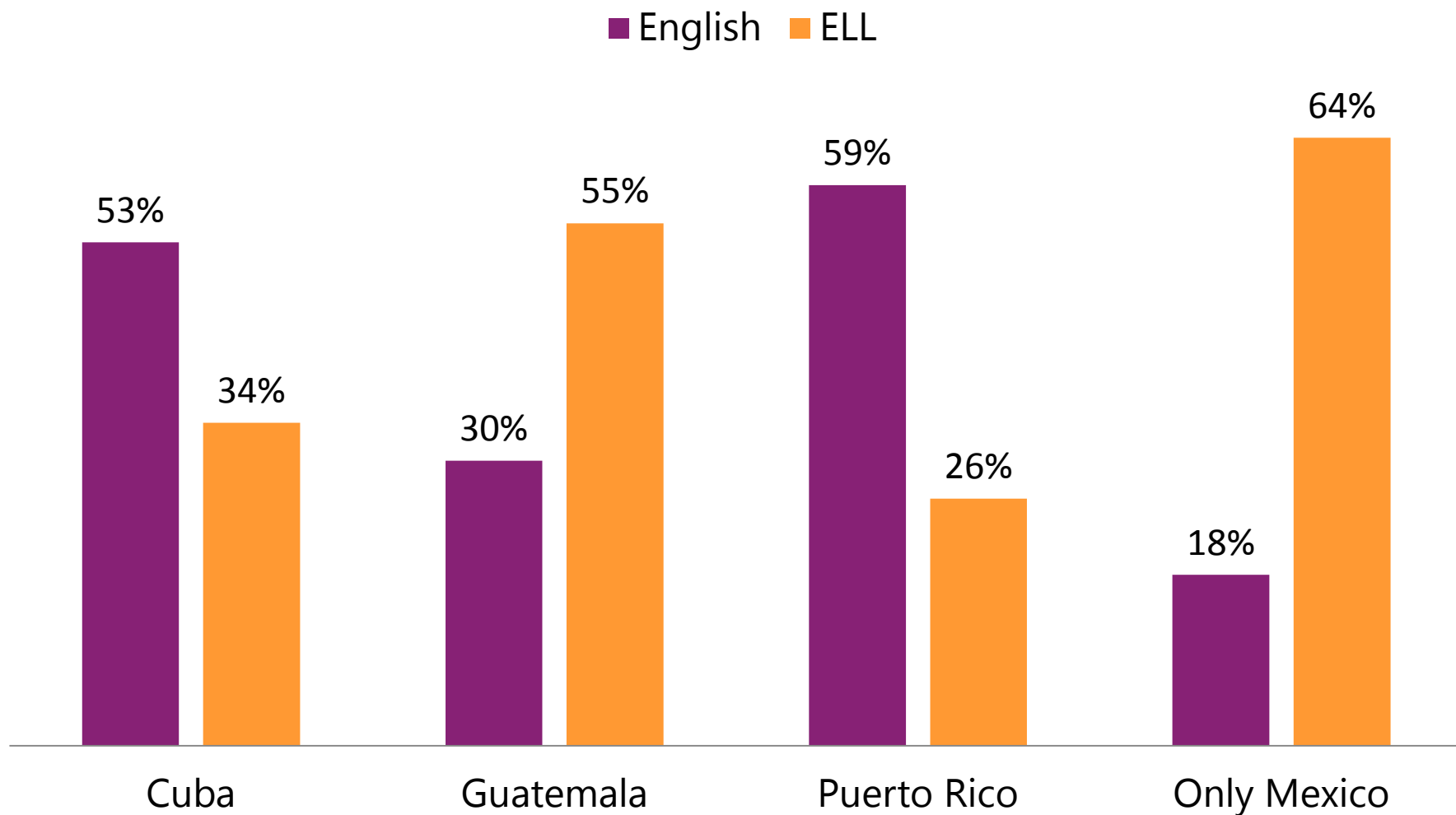


Remarks from Dr. Donald Hernandez



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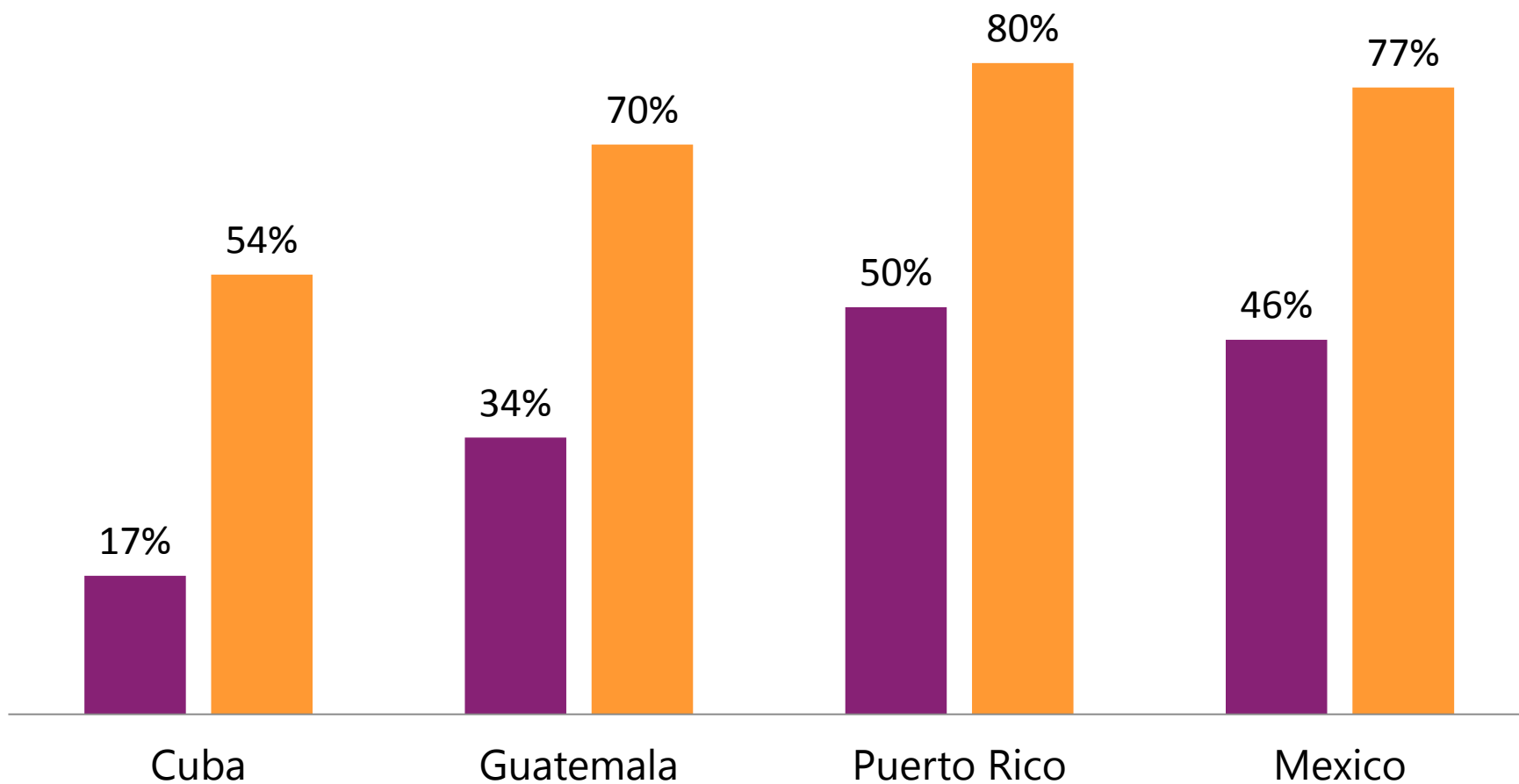
Selected Hispanic Children with English-Only or English Language Learner Parents



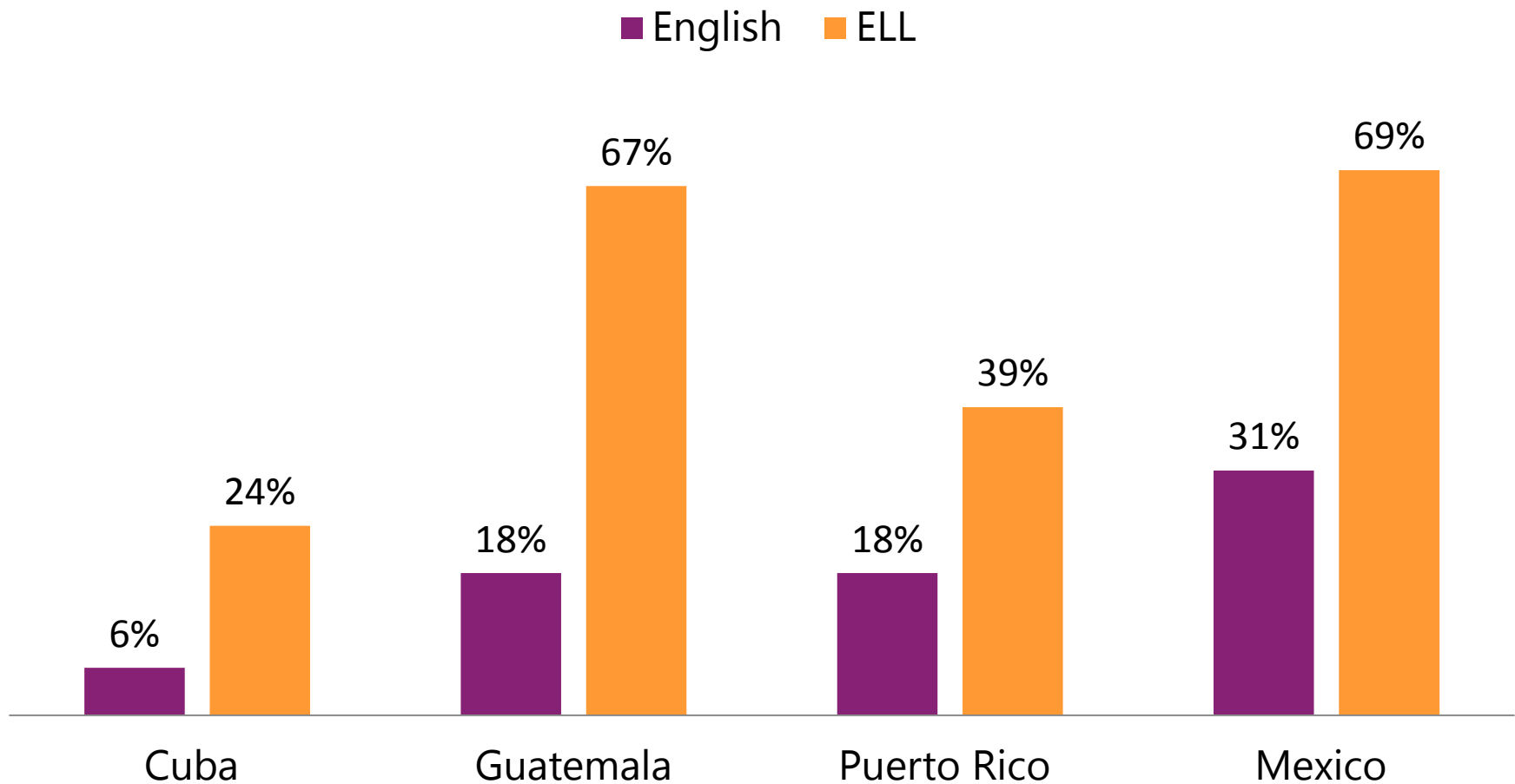
Percent in Low-Income Families for Selected Hispanic Children with English-Only or English Language Learner Parents



■ English ■ ELL



Percent with Father Not Graduating from High School for Selected Hispanic Children with English-Only or English Language Learner Parents



Data elements to unpack the diversity of Hispanic populations, by data set

Data Set	Heritage subgroup/heritage	Country of Birth (COB)	Parent COB	U.S. Citizen	Time in U.S.	Home language	English speaking proficiency	Literacy in any language	Educational attainment outside the U.S.	Legal status
ACS (2013)	YES	YES	NO	YES	YES	YES	YES	NO	NO	NO
Add Health (1994-2008)	YES	YES	YES	YES	YES	YES	PARTIAL	PARTIAL	NO	NO
BRFSS(2013)	YES	NO	NO	NO	NO	NO	NO	NO	NO	NO
BSF (2005-2008)	NO	PARTIAL	NO	NO	YES	YES	PARTIAL	NO	NO	NO
CHIS (2011-2012)	YES	YES	YES	YES	YES	YES	YES	NO	NO	YES
CPS (2013)	YES	YES	YES	YES	YES	NO	NO	NO	NO	NO
ECLS-B	YES	YES	YES	YES	YES	YES	YES	PARTIAL	NO	NO
ECLS-K (1998-1999)	YES	YES	YES	YES	YES	YES	YES	PARTIAL	YES	NO
EHSRE (1996-2010)	YES	YES	YES	NO	NO	YES	YES	YES	NO	NO
ELS (2012)	YES	PARTIAL	YES	NO	YES	YES	YES	PARTIAL	YES	NO
FACES-2009	YES	YES	YES	NO	YES	YES	YES	YES	NO	NO
FFCWS	YES	YES	YES	YES	YES	PARTIAL	NO	NO	NO	NO
HSIS (2002-2006)	YES	YES	YES	NO	YES	YES	PARTIAL	NO	NO	NO
HSLs (2009)	YES	YES	YES	NO	YES	YES	PARTIAL	NO	YES	NO
LNS (2006)	YES	YES	PARTIAL	YES	YES	NO	YES	NO	YES	NO
NAAL (2003)	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO
NAEP (2014)	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO
NAWS (2011-2012)	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO
NELS	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO
NHANES (2013-2014)	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO
NHES (2005)	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO
NHIS (2014)	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO
NIS (2012)	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO
NLSY79	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO
NSAF (2002)	YES	YES	YES	YES	YES	PARTIAL	NO	NO	NO	NO
NSCH (2011-2012)	NO	PARTIAL	PARTIAL	NO	YES	YES	NO	NO	NO	NO
NSECE (2010-2014)	NO	YES	YES	NO	YES	YES	NO	NO	NO	NO
NSFG (2011-2013)	YES	PARTIAL	NO	NO	YES	YES	PARTIAL	NO	NO	NO
NSFH	YES	YES	NO	NO	YES	PARTIAL	PARTIAL	NO	NO	NO
PSID-Latino	YES	YES	YES	YES	YES	YES	PARTIAL	PARTIAL	YES	NO
SHM	YES	YES	NO	NO	YES	YES	YES	NO	NO	NO
SIPP (2008)	YES	PARTIAL	PARTIAL	YES	YES	YES	YES	NO	NO	YES
Three-City	YES	YES	YES	YES	YES	PARTIAL	YES	PARTIAL	NO	NO
YRBS (2015)	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO

Keep Only
 Exclude

DataSource: **LNS (2006)**
 Indicator: **Heritage subgroup/heritage**
 Value: **YES**

How question was asked: **Ethnicity**

How question was recorded: **Hispanic; Mexican; Cuban; Dominican; Puerto Rican; Salvadoran; Central American**

[Show me more info on this data set](#)

Start Year
1979 2015

End Year
1990 2015

Heritage subgroup/heritage
(All)

Country of Birth (COB)
(All)

Parent COB
(All)

U.S. Citizen
(All)

Time in U.S.
(All)

Home language
(All)

English speaking proficiency
(All)

Literacy in any language
(All)

Educational attainment outside t...
(All)

Legal status
(All)

Questions and Answers



Thank you to our partners!



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Thanks to our Funders!



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Thank you!



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