

Conceptualizing and measuring culture, context, race and ethnicity: Panel on policy and intervention implications

National Research Center on Hispanic Children and Families

- A hub of research to help programs and policy better serve low-income Hispanics
- Building capacity efforts
 - Emerging scholar program
 - Virtual Scholar network
 - Mentoring events
 - Webinars, data tools, and resources
- www.HispanicResearchCenter.org



Guiding principles for conducting racial and ethnic equity research



What is racial and ethnic equity research?

Intentional approach to achieving equity through:

- Documenting disparities
- Identifying underlying causes
- Proposing solutions

#1: Who we study

- Research has an inequitable history
- Who is and is not studied matters
- Benefits may not be equitable

(Credit: Hank Walker/The LIFE Picture Collection/Getty Images)



#2: Engaging stake- holders

- Treat community members as partners
- Recognize the value of lived experience
 - What questions we should ask
 - How we should interpret what we learn
 - How to present what we learn

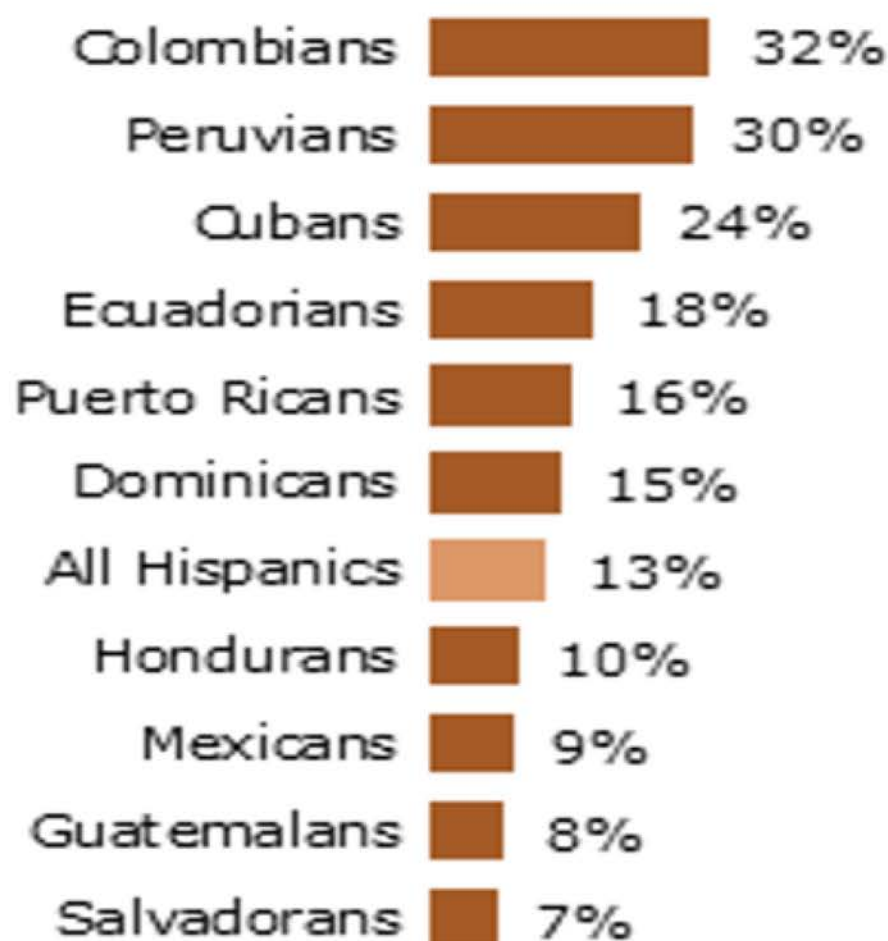
#3: Challenge assumptions

- Examine own implicit biases
- Be aware of stereotypes
 - Be careful not to reinforce them

#4: Careful inter- pretation

- Incorporate social and political context
 - Don't blame the victim
 - Acknowledge and address racism
- Pay attention to language
 - Person first, characteristic second

Share of U.S. Hispanic Population Ages 25 and Older with a Bachelor's Degree or More, by Origin, 2010



Note: Total U.S. share is 28%.

Source: Pew Hispanic Center tabulations of the 2010 ACS
(1% IPUMS)

Building our data infrastructure for Hispanic diversity



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



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





Using Existing Large-Scale Data to Study Early Care and Education Among Hispanics: Families' Utilization of



Using Existing Large-Scale Data to Study Early Care and Education Among Hispanics: How Hispanic Parents and



Using Existing Large-Scale Data to Study Early Care and Education Among Hispanics: Project Overview and Methodology



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Improving Data Infrastructure to Recognize Hispanic Diversity in the United States

Elizabeth Wildsmith, Arya Ansari, and Lina Guzman
June 2016

Why research on low-income Hispanic children and families matters

Hispanic children currently make up roughly one in four of all children in the United States,¹ and by 2050 are projected to make up one in three,² similar to the number of non-Hispanic, white children. Given this, low-income Hispanic children face what will have a profound and increasing impact on the social and economic well-being of the country as a whole.

Notably, though, two-thirds of Hispanic children live in poverty or near poverty,³ defined as less than two times the federal poverty level.⁴ Despite these high levels of economic need, Hispanics, particularly those in immigrant families, have lower rates of participation in many government support programs when compared with other racial/ethnic minority groups.⁵ High-quality research based on information on the characteristics, experiences, and diversity of Hispanic children and families is needed to inform programs and policies supporting the stable population of low-income Hispanic children and families.

Overview

Hispanics are group in the population,⁶ racial/ethnic including co-level of edu- continues to important to Hispanics and seek to impact children and One limitation is that consistent Hispanic popu- for Human Service priorities for us developed a no Hispanic Popu- added to survey low-income, his

These priority d

1. Hispanic race
2. Country of birth
3. Parent country
4. U.S. citizenship

Overview

National surveys provide important information about the United States population. Researchers, policymakers, program developers, and government officials use data from these surveys to describe the characteristics of the population, study patterns of behavior and how they differ for subgroups of individuals, make decisions about how to allocate resources, and inform programs and policies. As a result, it is critical to maintain a data infrastructure that reflects the current U.S. population.

The United States is increasingly becoming more racially and ethnically diverse, and Hispanics are, in many respects, leading many of the shifts in the population.¹² The Hispanic population has not only grown rapidly over the past few decades, but has diversified in terms of nativity, country of origin, citizenship status, and geographic location within the United States. As the



How Well Do National Surveys Measure Hispanic Families and Households?

Lina Guzman* and Maria A. Ramos-Olazagasti*
with Marta Alvira-Hammond, Emily Miller,
Christine Padilla, Renee Ryberg, and Claudia Vega

June 2018

AT A GLANCE

Our nation's data infrastructure has not kept up with demographic shifts.

- While data are available to adequately describe the structure of Hispanic families and households, there is a dearth of information on Hispanic family life and couples' relationship dynamics.
- Our knowledge of parenting behaviors—and fathering, in particular—among Latino families is especially limited.
- No survey allows us to get a complete picture of Hispanic diversity and family life.

What can grant makers, funders, project officers and policy makers do?

- Examine disproportionality and disparities throughout different points of program entry and service delivery
- Build and support diversity in review panels, program staff, and grantees
- Adopt a healthy skepticism of predictive analytic techniques as they may help to amplify racial biases



What can grant makers, funders, project officers and policy makers do?

- Call for and fund evaluations to include subgroup analysis
- Consider how policy levers and practices may impact groups differently
- Be willing to make the long term commitment
- Support and fund the development of data infrastructure that reflects the increasing diversity in the U.S. population



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.



Thank you!



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