

Small-Area Estimates of School-Age Children in Poverty

Evaluation of Current Methodology

NATIONAL RESEARCH COUNCIL

Small Area Estimates Of School Age Children In Poverty

KaNin Reese



Small Area Estimates Of School Age Children In Poverty:

Small-Area Estimates of School-Age Children in Poverty National Research Council, Division of Behavioral and Social Sciences and Education, Commission on Behavioral and Social Sciences and Education, Committee on National Statistics, 1998-05-01 The Panel on Estimates of Poverty for Small Geographic Areas was established by the Committee on National Statistics at the National Research Council in response to the Improving America's Schools Act of 1994 That act charged the U S Census Bureau to produce updated estimates of poor school age children every two years for the nation's more than 3 000 counties and 14 000 school districts The act also charged the panel with determining the appropriateness and reliability of the Bureau's estimates for use in the allocation of more than 7 billion of Title I funds each year for educationally disadvantaged children The panel's charge was both a major one and one with immovable deadlines The panel had to evaluate the Census Bureau's work on a very tight schedule in order to meet legal requirements for allocation of Title I funds As it turned out the panel produced three interim reports the first one evaluated county level estimates of poor school age children in 1993 the second one assessed a revised set of 1993 county estimates and the third one covered both county and school district level estimates of poor school age children in 1995 This volume combines and updates these three reports into a single reference volume

Small-Area Estimates of School-Age Children in Poverty National Research Council, Division of Behavioral and Social Sciences and Education, Commission on Behavioral and Social Sciences and Education, Committee on National Statistics, 1999-02-18 The U S Department of Education uses estimates of school age children in poverty to allocate federal funds under Title I of the Elementary and Secondary Education Act for education programs to aid disadvantaged children Historically the allocations have been made by a two stage process the department's role has been to allocate Title I funds to counties the states have then distributed these funds to school districts Until recently the department has based the county allocations on the numbers and proportions of poor school age children in each county from the most recent decennial census States have used several different data sources such as the decennial census and the National School Lunch Program to distribute the department's county allocations to districts In 1994 Congress authorized the Bureau of the Census to provide updated estimates of poor school age children every 2 years to begin in 1996 with estimates for counties and in 1998 with estimates for school districts The Department of Education is to use the school district estimates to allocate Title I basic and concentration grants directly to districts for the 1999 2000 and later school years unless the Secretaries of Education and Commerce determine that they are inappropriate or unreliable on the basis of a study by the National Research Council That study is being carried out by the Committee on National Statistics Panel on Estimates of Poverty for Small Geographic Areas

Small-Area Estimates of School-Age Children in Poverty National Research Council, Division of Behavioral and Social Sciences and Education, Commission on Behavioral and Social Sciences and Education, Committee on National Statistics, 1999-03-18 The U S Department of Education uses estimates of school age

children in poverty to allocate federal funds under Title I of the Elementary and Secondary Education Act for education programs to aid disadvantaged children Historically the allocations have been made by a two stage process the department's role has been to allocate Title I funds to counties the states have then distributed these funds to school districts Until recently the department has based the county allocations on the numbers and proportions of poor school age children in each county from the most recent decennial census States have used several different data sources such as the decennial census and the National School Lunch Program to distribute the department's county allocations to districts In 1994 Congress authorized the Bureau of the Census to provide updated estimates of poor school age children every 2 years to begin in 1996 with estimates for counties and in 1998 with estimates for school districts The Department of Education is to use the school district estimates to allocate Title I basic and concentration grants directly to districts for the 1999 2000 and later school years unless the Secretaries of Education and Commerce determine that they are inappropriate or unreliable on the basis of a study by the National Research Council That study is being carried out by the Committee on National Statistics Panel on Estimates of Poverty for Small Geographic Areas Small-Area Estimates of School-Age Children in Poverty National Research Council, Division of Behavioral and Social Sciences and Education, Commission on Behavioral and Social Sciences and Education, Panel on Estimates of Poverty for Small Geographic Areas, 1997-07-27 The Panel on Estimates of Poverty for Small Geographic Areas was established by the Committee on National Statistics at the National Research Council in response to the Improving America's Schools Act of 1994 That act charged the U S Census Bureau to produce updated estimates of poor school age children every two years for the nation's more than 3 000 counties and 14 000 school districts The act also charged the panel with determining the appropriateness and reliability of the Bureau's estimates for use in the allocation of more than 7 billion of Title I funds each year for educationally disadvantaged children The panel's charge was both a major one and one with immovable deadlines The panel had to evaluate the Census Bureau's work on a very tight schedule in order to meet legal requirements for allocation of Title I funds As it turned out the panel produced three interim reports the first one evaluated county level estimates of poor school age children in 1993 the second one assessed a revised set of 1993 county estimates and the third one covered both county and school district level estimates of poor school age children in 1995 This volume combines and updates these three reports into a single reference volume **Small-Area Estimates of School-Age Children in Poverty** Panel on Estimates of Poverty for Small Geographic Areas, Committee on National Statistics, Commission on Behavioral and Social Sciences and Education, Division of Behavioral and Social Sciences and Education, National Research Council, 2001-01-30 The Panel on Estimates of Poverty for Small Geographic Areas was established by the Committee on National Statistics at the National Research Council in response to the Improving America's Schools Act of 1994 That act charged the U S Census Bureau to produce updated estimates of poor school age children every two years for the nation's more than 3 000 counties and 14 000 school districts The act also charged the panel with

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Small-Area Estimates of School-Age Children in Poverty National Research Council, Commission on Behavioral and Social Sciences and Education, Committee on National Statistics, Panel on Estimates of Poverty for Small Geographic Areas, 2001-02-16. The Panel on Estimates of Poverty for Small Geographic Areas was established by the Committee on National Statistics at the National Research Council in response to the Improving America's Schools Act of 1994. That act charged the U.S. Census Bureau to produce updated estimates of poor school age children every two years for the nation's more than 3,000 counties and 14,000 school districts. The act also charged the panel with determining the appropriateness and reliability of the Bureau's estimates for use in the allocation of more than 7 billion of Title I funds each year for educationally disadvantaged children. The panel's charge was both a major one and one with immovable deadlines. The panel had to evaluate the Census Bureau's work on a very tight schedule in order to meet legal requirements for allocation of Title I funds. As it turned out, the panel produced three interim reports: the first one evaluated county level estimates of poor school age children in 1993, the second one assessed a revised set of 1993 county estimates, and the third one covered both county and school district level estimates of poor school age children in 1995. This volume combines and updates these three reports into a single reference volume.

Small-Area Estimates of School-Age Children in Poverty Committee on National Statistics, Commission on Behavioral and Social Sciences and Education, Division of Behavioral and Social Sciences and Education, National Research Council, 1999-03-04. The U.S. Department of Education uses estimates of school age children in poverty to allocate federal funds under Title I of the Elementary and Secondary Education Act for education programs to aid disadvantaged children. Historically, the allocations have been made by a two-stage process: the department's role has been to allocate Title I funds to counties; the states have then distributed these funds to school districts. Until recently, the department has based the county allocations on the numbers and proportions of poor school age children in each county from the most recent decennial census. States have used several different data sources such as the decennial census and the National School Lunch Program to distribute the department's county allocations to districts. In 1994, Congress authorized the Bureau of the Census to provide updated estimates of poor school age children every 2 years to begin in 1996 with estimates for counties and in 1998 with estimates for school districts. The Department of Education is to use the school district estimates to allocate Title I basic and

concentration grants directly to districts for the 1999 2000 and later school years unless the Secretaries of Education and Commerce determine that they are inappropriate or unreliable on the basis of a study by the National Research Council That study is being carried out by the Committee on National Statistics Panel on Estimates of Poverty for Small Geographic Areas

Small Area Income and Poverty Estimates (SAIPE) KaNin Reese,2011-04 Presents 2009 data from the SAIPE program of the Census Bureau The SAIPE program produces poverty estimates for the total population and median household income estimates annually for all counties and states SAIPE data also produces single year poverty estimates for the school age population age 5 17 for all school districts in the U S The SAIPE program provides timely reliable estimates of income and poverty statistics for the admin of fed programs and the allocation of fed funds to local jurisdictions Some state and local programs also use SAIPE income and poverty estimates to distribute funds and manage programs Charts and tables This is a print on demand edition of an important hard to find report *Small-Area Income and Poverty Estimates* National Research Council,Commission on Behavioral and Social Sciences and Education,Committee on National Statistics,Panel on Estimates of Poverty for Small Geographic Areas,2000-09-25 Recent trends in federal policies for social and economic programs have increased the demand for timely accurate estimates of income and poverty for states counties and even smaller areas Every year more than 130 billion in federal funds is allocated to states and localities through formulas that use such estimates These funds support a wide range of programs that include child care community development education job training nutrition and public health A new program of the U S Census Bureau is now providing more timely estimates for these programs than those from the decennial census which have been used for many years These new estimates are being used to allocate more than 7 billion annually to school districts through the Title I program that supports educationally disadvantaged children But are these estimates as accurate as possible given the available data How can the statistical models and data that are used to develop the estimates be improved What should policy makers consider in selecting particular estimates This new book from the National Research Council provides guidance for improving the Census Bureau s program and for policy makers who use such estimates for allocating funds **Surveying Victims** National Research Council,Division of Behavioral and Social Sciences and Education,Committee on Law and Justice,Committee on National Statistics,Panel to Review the Programs of the Bureau of Justice Statistics,2008-05-19 It is easy to underestimate how little was known about crimes and victims before the findings of the National Crime Victimization Survey NCVS became common wisdom In the late 1960s knowledge of crimes and their victims came largely from reports filed by local police agencies as part of the Federal Bureau of Investigation s FBI Uniform Crime Reporting UCR system as well as from studies of the files held by individual police departments Criminologists understood that there existed a dark figure of crime consisting of events not reported to the police However over the course of the last decade the effectiveness of the NCVS has been undermined by the demands of conducting an increasingly expensive survey in an effectively flat line budgetary environment Surveying

Victims Options for Conducting the National Crime Victimization Survey reviews the programs of the Bureau of Justice Statistics BJS Specifically it explores alternative options for conducting the NCVS which is the largest BJS program This book describes various design possibilities and their implications relative to three basic goals flexibility in terms of both content and analysis utility for gathering information on crimes that are not well reported to police and small domain estimation including providing information on states or localities This book finds that as currently configured and funded the NCVS is not achieving and cannot achieve BJS s mandated goal to collect and analyze data that will serve as a continuous indication of the incidence and attributes of crime Accordingly Surveying Victims recommends that BJS be afforded the budgetary resources necessary to generate accurate measure of victimization

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In a fast-paced digital era where connections and knowledge intertwine, the enigmatic realm of language reveals its inherent magic. Its capacity to stir emotions, ignite contemplation, and catalyze profound transformations is nothing lacking extraordinary. Within the captivating pages of **Small Area Estimates Of School Age Children In Poverty** a literary masterpiece penned by a renowned author, readers embark on a transformative journey, unlocking the secrets and untapped potential embedded within each word. In this evaluation, we shall explore the book's core themes, assess its distinct writing style, and delve into its lasting effect on the hearts and minds of those who partake in its reading experience.

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