

# **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

**J. N. K. Rao, Isabel Molina**



## **Small Area Estimates Of School Age Children In Poverty:**

*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** 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, Panel on Estimates of Poverty for Small Geographic Areas, 1997-07-27 The Panel on Estimates of Poverty for

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**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

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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**. 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

*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

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

**Title I Program** United States. Congress. Senate. Committee on Appropriations. Subcommittee on Departments of Labor, Health and Human Services, Education, and Related Agencies,2002

**Administrative Records for Survey Methodology** Asaph Young Chun,Michael D. Larsen,Gabriele Durrant,Jerome P. Reiter,2021-02-25 ADMINISTRATIVE RECORDS FOR SURVEY METHODOLOGY Addresses the international use of administrative records for large scale surveys censuses and other statistical purposes Administrative

Records for Survey Methodology is a comprehensive guide to improving the quality cost efficiency and interpretability of surveys and censuses using administrative data research Contributions from a team of internationally recognized experts provide practical approaches for integrating administrative data in statistical surveys and discuss the methodological issues including concerns of privacy confidentiality and legality involved in collecting and analyzing administrative records Numerous real world examples highlight technological and statistical innovations helping readers gain a better understanding of both fundamental methods and advanced techniques for controlling data quality reducing total survey error Divided into four sections the first describes the basics of administrative records research and addresses disclosure limitation and confidentiality protection in linked data Section two focuses on data quality and linking methodology covering topics such as quality evaluation measuring and controlling for non consent bias and cleaning and using administrative lists The third section examines the use of administrative records in surveys and includes case studies of the Swedish register based census and the administrative records applications used for the US 2020 Census The book s final section discusses combining administrative and survey data to improve income measurement enhancing health surveys with data linkage and other uses of administrative data in evidence based policymaking This state of the art resource Discusses important administrative data issues and suggests how administrative data can be integrated with more traditional surveys Describes practical uses of administrative records for evidence driven decisions in both public and private sectors Emphasizes using interdisciplinary methodology and linking administrative records with other data sources Explores techniques to leverage administrative data to improve the survey frame reduce nonresponse follow up assess coverage error measure linkage non consent bias and perform small area estimation Administrative Records for Survey Methodology is an indispensable reference and guide for statistical researchers and methodologists in academia industry and government particularly census bureaus and national statistical offices and an ideal supplemental text for undergraduate and graduate courses in data science survey methodology data collection and data analysis methods

**Small Area Income & Poverty Estimates: Model-based Estimates for States, Counties & School Districts** , The U S Census Bureau with support from other Federal agencies created the Small Area Income and Poverty Estimates SAIPE program to provide more current estimates of selected income and poverty statistics than the most recent decennial census Estimates are created for states counties and school districts The main objective of this program is to provide updated estimates of income and poverty statistics for the administration of federal programs and the allocation of federal funds to local jurisdictions A Government Accounting Office report issued in September 1990 identified 30 billion in annual federal allocations that rely on decennial census data In addition to these federal programs there are hundreds of state and local programs that depend on income and poverty estimates for distributing funds and managing programs The SAIPE program provides intercensal estimates of key income and poverty statistics for small geographic areas provides measures of uncertainty of those estimates and researches and investigates

improved estimation methodology Our current focus is on estimates which have proved tractable and of interest to sponsors We do not provide estimates for the number of poor children under 5 at the county level or the number of poor people 65 and over at the state and county levels since we cannot improve on estimates from the preceding census or from national surveys We develop intercensal estimates on a state and county basis for the following statistics total number of people in poverty number of children under age 5 in poverty for states only number of related children age 5 to 17 in families in poverty number of children under age 18 in poverty and median household income In addition in order to implement provisions of the No Child Left Behind Act of 2001 we produce the following estimates for school districts total population number of children age 5 to 17 and number of related children age 5 to 17 in families in poverty The estimates are not direct counts from enumerations or administrative records nor direct estimates from sample surveys Data from those sources are not adequate to provide intercensal estimates for all counties Instead we model the relation between income or poverty and tax and program data for the states and a subset of counties using estimates of income or poverty from the Current Population Survey CPS Annual Social and Economic Supplement ASEC We then use the modeled relations to obtain estimates for all states and counties For school districts we use the model based county estimates and the decennial census distribution of the population of poor of each county over its constituent school districts Estimating measures of uncertainty is an integral part of the overall process We use estimated standard errors to provide a confidence interval around each income or poverty estimate that can be used to evaluate the quality of the estimates and help to form decisions about their use **Using**

**American Community Survey Data to Expand Access to the School Meals Programs** National Research Council, Division of Behavioral and Social Sciences and Education, Committee on National Statistics, Panel on Estimating Children Eligible for School Nutrition Programs Using the American Community Survey, 2012-11-18 The National School Lunch and School Breakfast Programs administered by the Food and Nutrition Service FNS of the U S Department of Agriculture USDA are key components of the nation's food security safety net providing free or low cost meals to millions of schoolchildren each day To qualify their children each year for free or reduced price meals many families must submit applications that school officials distribute and review To reduce this burden on families and schools and to encourage more children to partake of nutritious meals USDA regulations allow school districts to operate their meals programs under special provisions that eliminate the application process and other administrative procedures in exchange for providing free meals to all students enrolled in one or more school in a district FNS asked the National Academies Committee on National Statistics and Food and Nutrition Board to convene a panel of experts to investigate the technical and operational feasibility of using data from the continuous American Community Survey ACS to estimate students eligible for free and reduced price meals for schools and school districts The ACS eligibility estimates would be used to develop claiming percentages that if sufficiently accurate would determine the USDA reimbursements to districts for schools that provided free meals to all students under a



new special provision that eliminated the ongoing base year requirements of current provisions Using American Community Survey Data to Expand Access to the School Meals Program was conducted in two phases It first issued an interim report National Research Council 2010 describing its planned approach for assessing the utility of ACS based estimates for a special provision to expand access to free school meals This report is the final phase which presents the panel s findings and recommendations

**The American Community Survey** National Research Council,Commission on Behavioral and Social Sciences and Education,Committee on National Statistics,2001-02-26 The American Community Survey ACS to be run by the Census Bureau will be a large 250 000 housing units a month predominantly mailout mailback survey that will collect information similar to that on the decennial census long form The development of this new survey raises interesting questions about methods used for combining information from surveys and from administrative records weighting to treat nonresponse and undercoverage estimation for small areas sample design and calibration of the output from this survey with that from the long form To assist the Census Bureau in developing a research agenda to address these and other methodological issues the Committee on National Statistics held a workshop on September 13 1998 This report summarizes that workshop

*Small-area Estimates of School-age Children in Poverty. Interim Report 3, Evaluation of 1995 County and School District Estimates for Title 1 Allocations (The Compass Series).* Graham Kalton,

**Small Area Estimation** J. N. K. Rao,Isabel Molina,2015-08-24 Praise for the First Edition This pioneering work in which Rao provides a comprehensive and up to date treatment of small area estimation will become a classic I believe that it has the potential to turn small area estimation into a larger area of importance to both researchers and practitioners Journal of the American Statistical Association Written by two experts in the field Small Area Estimation Second Edition provides a comprehensive and up to date account of the methods and theory of small area estimation SAE particularly indirect estimation based on explicit small area linking models The model based approach to small area estimation offers several advantages including increased precision the derivation of optimal estimates and associated measures of variability under an assumed model and the validation of models from the sample data Emphasizing real data throughout the Second Edition maintains a self contained account of crucial theoretical and methodological developments in the field of SAE The new edition provides extensive accounts of new and updated research which often involves complex theory to handle model misspecifications and other complexities Including information on survey design issues and traditional methods employing indirect estimates based on implicit linking models Small Area Estimation Second Edition also features Additional sections describing the use of R code data sets for readers to use when replicating applications Numerous examples of SAE applications throughout each chapter including recent applications in U S Federal programs New topical coverage on extended design issues synthetic estimation further refinements and solutions to the Fay Herriot area level model basic unit level models and spatial and time series models A discussion of the advantages and limitations of various SAE methods for model selection from data as well as

comparisons of estimates derived from models to reliable values obtained from external sources such as previous census or administrative data Small Area Estimation Second Edition is an excellent reference for practicing statisticians and survey methodologists as well as practitioners interested in learning SAE methods The Second Edition is also an ideal textbook for graduate level courses in SAE and reliable small area statistics

**Choosing the Right Formula** National Research Council, Division of Behavioral and Social Sciences and Education, Committee on National Statistics, Panel on Formula Allocations, 2001-09-07 The workshop was a direct outgrowth of a previous study by the CNSTAT Panel on Estimates of Poverty for Small Geographic Areas That panel established under a 1994 act of Congress began its work with a very specific mission to evaluate the suitability of the U S Census Bureau's small area estimates of poor school age children for use in the allocation of funds to counties and school districts under Title I of the Elementary and Secondary Education Act In carrying out their assignment panel members came to realize that the properties of data sources and statistical procedures used to produce formula estimates interacting with formula features such as thresholds and hold harmless provisions can produce consequences that may not have been anticipated or intended It also became evident that there is a trade off between the goals of providing a reasonable amount of stability in funding from one year to the next and redirecting funds to different jurisdictions as true needs change In one instance for example the annual appropriation included a 100 percent hold harmless provision ensuring that no recipient would receive less than the year before However there was no increase in the total appropriation with the result that new estimates showing changes in the distribution of program needs across areas had no effect on the allocations Choosing the Right Formula provides an account of the presentations and discussions at the workshop The first three chapters cover the overview case studies and methodological sessions respectively Chapter 4 summarizes the issues discussed in the roundtable and concluding sessions with emphasis on the identification of questions that might be addressed in a panel study

**Leslie Kish** Graham Kalton, Steven Heeringa, 2003-04-11 Leslie Kish formulated among other things the margin of error an assessment of the accuracy of opinion polls He was elected president of the American Statistical Association and was a fellow of the American Academy of Arts and Sciences the American Association for the Advancement of Science and the Royal Statistical Society of England A co founder of the Institute for Social Research at the University of Michigan and of the International Association of Survey Statisticians Kish was at once a remarkable teacher thinker and leader in the field of survey statistics This volume collects for the first time Kish's most important papers

**The Future of Federal Household Surveys** National Research Council, Division of Behavioral and Social Sciences and Education, Committee on National Statistics, 2011-08-21 Federal household surveys today face several significant challenges including increasing costs of data collection declining response rates perceptions of increasing response burden inadequate timeliness of estimates discrepant estimates of key indicators inefficient and considerable duplication of some survey content and instances of gaps in needed research and analysis The Workshop on the Future of Federal Household Surveys held at the

request of the U S Census Bureau was designed to address the increasing concern among many members of the federal statistical system that federal household data collections in their current form are unsustainable The workshop brought together leaders in the statistical community to discuss opportunities for enhancing the relevance quality and cost effectiveness of household surveys sponsored by the federal statistical system The Future of Federal Household Surveys is a factual summary of the presentations and related discussions that transpired during the workshop This summary includes a number of solutions that range from methodological approaches such as the use of administrative data to emphasis on interagency cooperative efforts     **Joint Hearing on H.R. 6 and H.R. 1645** United States. Congress. House. Committee on Education and Labor. Subcommittee on Elementary, Secondary, and Vocational Education,1994

## Decoding **Small Area Estimates Of School Age Children In Poverty**: Revealing the Captivating Potential of Verbal Expression

In an era characterized by interconnectedness and an insatiable thirst for knowledge, the captivating potential of verbal expression has emerged as a formidable force. Its capability to evoke sentiments, stimulate introspection, and incite profound transformations is genuinely awe-inspiring. Within the pages of "**Small Area Estimates Of School Age Children In Poverty**," a mesmerizing literary creation penned by a celebrated wordsmith, readers attempt an enlightening odyssey, unraveling the intricate significance of language and its enduring effect on our lives. In this appraisal, we shall explore the book is central themes, evaluate its distinctive writing style, and gauge its pervasive influence on the hearts and minds of its readership.

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