SERVING UNDERREPRESENTED POPULATIONS

What do you know?

Vicki Hunting, FL3 2021
Today’s Discussion

- Underrepresented populations – defined
- Getting started (if you haven’t)
- Where can you find data?
- Demographics poll example
- What will you do next?
NOFO/FOA Definitions

**FL3:**

For the purposes of this funding opportunity, "underrepresented populations" is intended to be inclusive of but is not limited to:

- underrepresented racial and ethnic groups (i.e., Hispanic or Latino, American Indian or Alaskan Native, Asian, Black or African-American, Native Hawaiian or Pacific Islander, two or more races (OMB),
- nationality, language, locality, sex, sexual orientation, gender identity, disability, socio-economic status,
- and those who have adopted children who are DHH, etc.

**State:**

...ensure that the state or territory’s EHDI system activities are inclusive of and address the needs of the populations it serves, including geography, race, ethnicity, disability, gender, sexual orientation, family structure, socio-economic status.

MCHB/HRSA-20-047 (states), page 11
HRSA State Program Goal

By the end of year 2, develop a plan to **address diversity and inclusion** in the EHDI system to ensure that the state or territory's EHDI system activities are **inclusive of and address the needs** of the populations it serves, including geography, race, ethnicity, disability, gender, sexual orientation, family structure, socio-economic status.

MCHB/HRSA-20-047: NOFO, page 11, #5
Starting where you are...

1. Determine/document your **Aim** (purpose/goals/policies) for collecting demographics data
2. What do you have, what do you need?
3. Do your research: talk to other EHDI Programs, family-based organizations; what worked, what didn’t
Starting where you are...continued

4. How will you get the data, who is responsible for compiling it?

5. Use the data to inform your focus!

6. Continue to evaluate progress, continuous improvement
Types of data to consider

- Age
- Gender, gender identity and sexual orientation
- Residence (Urban, Suburban, Rural)
- Race/Ethnicity (standard categories already in place)
- Language in the home
- Household Income
- Other disabilities
- State/territory/province/country
- Role (in supporting families, some other role; parent, caregiver, etc.)
- Freeform comments
Where can we find data?
Many different places...

- EHDI Program
- State Department of Public Health – Epidemiology, Vital Records
- CDC EHDI Data (Annually by state/territory), aggregated demographics
- US Census Bureau
- Data Resource Center for Child & Adolescence Health (National Survey of Children’s Health Interactive Data Query)
2018 EHDI Demographic Data

**Step 1**: Select Birth/Maternity

**Step 2**: Select births by county, LHD, Race, and Medicaid

**Step 3**: Narrow selection by Year

**Step 4**: Narrow selection by race and Medicaid status

**Step 5**: Select display by Mother’s race/ethnicity

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**Example: Utah’s Public Health Data System**
Step 1: Select Geography, Level, and State

Step 2: Browse the data options and select one of interest (this example is ACS)

Step 3: Review data, can refine more through the customize table option
Children who have deafness or problems with hearing

Survey Items: Survey Instrument item number for children 0-5 years: A5e; for children 6-11 years: A7d; for children 12-17 years: A7e

Variable in public use data file: K20435

Denominator: Children age 0-17 years

Numerator: Has problems with hearing; Does not have problems with hearing

Revisions and Changes: There have been no substantive changes to this measure since 2010.

Additional Notes: The measure was derived from a single item.

Treatment of Unknown Values: Missing values may be due to non-response (i.e., a skipped item) or a “don’t know” response. The way those items are handled can vary by measure. For NHIS and NCHS, having missing values for all items in an indicator will lead to the case being given a missing value on the overall measure. For some other measures, if there is a missing value on any of the items, the case will be set to missing. How missing values are handled is documented in the “Additional notes” field above when required.

Missing values are not included in the denominator when calculating prevalence estimates and weighted population counts displayed in the Interactive Data Query results table. In the majority of cases, the proportion of missing values is less than 2%. Exceptions are noted in the form of a data alert at the bottom of a results table. The exclusion of these values does not change the prevalence estimates (%) and only marginally affects the weighted population counts (Pop Est.). To learn about the impact of the missing values on the population count estimates, click here.

History and Development:

About NSCH

The National Survey of Children’s Health (NSCH), funded and directed by the Health Resources and Services Administration’s (HRSA) Maternal and Child Health Bureau (MCHB), is designed to provide annual national and state-level information on the health and well-being of children ages 0-17 years in the United States. The U.S. Census Bureau administers the survey, oversees the sampling, and produces a final data set of survey results. HRSA’s Maternal and Child Health Bureau (MCHB) develops survey content in collaboration with the U.S. Census Bureau and a Technical Expert Panel. The Technical Expert Panel consists of experts in survey methodology, children’s health, and federal and state stakeholders, clinicians, and researchers. In 2016, NSCH underwent a significant redesign which combined content from both the NSCH and the National Survey of Children with Special Health Care Needs (NS-CSCHN). Further information on that redesign can be found in “The Design and Implementation of the 2016 National Survey of Children’s Health.”

The NSCH is conducted as a household survey, and one child per household is selected to be the subject for the detailed age-specific questionnaire. The respondent to this questionnaire is a parent or guardian who is living in the home and has knowledge of the sampled child. Survey participants complete either a web-based or self-administered paper-and-pencil questionnaire. Data from the NSCH is used for research, federal policy and program development, and state-level planning and performance reporting. Information is collected on factors related to the health and well-being of children, including access to and utilization of health care, receipt of care in a medical home, systems of care for children with special health care needs (CSCHN), family interactions, parental health, school, and after-school experiences, and neighborhood characteristics.

Additional information about the survey can be found in the “About the National Survey of Children’s Health” section of this website and HRSA’s MCHB website.

C.I. = 95% Confidence Interval

Percentages and population estimates (Pop Est.) are weighted to represent child population in U.S.
Current Search Criteria
Starting Point: Child and Family Health Measures
State/Region: Nationwide
Topic: Physical, Oral Health and Functional Status
Question: Hearing problem
Sub Group: Age in 3 groups

Edit Search Criteria
Select a Region to Compare
Age in 3 groups

Does the child have deafness or problems with hearing?

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Sample Count</th>
<th>Pop. Est.</th>
<th>%</th>
<th>95% CI</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-11 years old</td>
<td>270</td>
<td>407,571</td>
<td>1.4</td>
<td>1.1 - 1.8</td>
</tr>
<tr>
<td>Pop. Est.</td>
<td>18,056</td>
<td>24,195,615</td>
<td>98.6</td>
<td>98.2 - 98.9</td>
</tr>
<tr>
<td>12-17 years old</td>
<td>314</td>
<td>346,365</td>
<td>98.5</td>
<td>98.2 - 98.8</td>
</tr>
<tr>
<td>Sample Count</td>
<td>24,756</td>
<td>24,555,836</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pop. Est.</td>
<td>98.0</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C.I. = 95% Confidence Interval. Percentages and population estimates (Pop. Est.) are weighted to represent child population in US.

https://www.childhealthdata.org/browse/survey/results?q=7650&r=1&g=787
Role in Supporting D/HH Families

- Family of a child who is D/HH: 42.15%
- Educator: 29.50%
- EI Provider: 27.97%
- Family-based Organization (FBO): 24.52%
- Advocacy Group: 17.62%
- D/HH Adult: 14.94%
- EHDI Coordinator/Staff: 11.88%
- Medical Provider (ENT, Physician, Nurse, Audiologist, Hospital/Birthing Center): 5.75%
- Student: 1.92%
## FL3 Example

### I identify as?: (select all that apply)

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>All Responses</th>
<th>Family of DHH Child</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>80%</td>
<td>74%</td>
</tr>
<tr>
<td>Hispanic, Latino or Spanish origin</td>
<td>9%</td>
<td>14%</td>
</tr>
<tr>
<td>Prefer not to answer</td>
<td>6%</td>
<td>7%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>4%</td>
<td>6%</td>
</tr>
<tr>
<td>Asian or Asian American</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td>Middle Eastern or North African</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td>Not listed here or prefer to self-describe:</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>
What language(s) are used in your home? (check all that apply)

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>All Responses</th>
<th>Family of DHH child</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>97%</td>
<td>95%</td>
</tr>
<tr>
<td>ASL</td>
<td>28%</td>
<td>47%</td>
</tr>
<tr>
<td>Spanish</td>
<td>7%</td>
<td>13%</td>
</tr>
<tr>
<td>Other or Prefer to Describe:</td>
<td>4%</td>
<td>6%</td>
</tr>
<tr>
<td>French</td>
<td>1%</td>
<td>3%</td>
</tr>
<tr>
<td>Arabic</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td>Tagalog</td>
<td>0.37%</td>
<td>1%</td>
</tr>
<tr>
<td>Chinese</td>
<td>0.37%</td>
<td>0%</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>0.00%</td>
<td>0%</td>
</tr>
</tbody>
</table>
WHAT DATA ARE YOU COLLECTING ON UNDERREPRESENTED POPULATIONS?

Or thinking about collecting?
Wrap Up

- What type of data do you want to examine and why
- Consider what you already have
- Where else can you find data?
- Identify areas of need
- Gather it and share it
- Monitor for continuous improvement
What will you do by next week?

✓ What questions do you have about underserved or disparate populations in your state/territory?
✓ What data will you examine?
✓ Where do you think you’ll focus your efforts?
Resources

- US Census Bureau. [https://www.census.gov/](https://www.census.gov/)
- Data Resource Center for Child & Adolescence Health. [https://www.childhealthdata.org/](https://www.childhealthdata.org/)
- *Equity vs. Equality and Other Racial Justice definitions*, from Annie E. Casey Foundation. [https://www.aecf.org/blog/racial-justice-definitions](https://www.aecf.org/blog/racial-justice-definitions)
- *Racial Equity, Getting to Results*, from Local and Regional Government Alliance on Race & Ethnicity. [https://www.racialequityalliance.org/tools-resources/](https://www.racialequityalliance.org/tools-resources/)
THANK YOU

Vicki Hunting, FL3 Center
vicki@handsandvoices.org
515-988-8512