## Counting Young Children in the 2020 Census The Role of Schools

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## In A Nutshell...

- The number of young children missed in the Decennial census is large, growing, and the consequences are serious
- Young children are missed for different reasons than adults; we need to count young children differently than we count adults
- Advocates are working nationally, and in states and localities, to improve the count
- Schools can play a significant role in helping count young children


## Being Counted Helps Young Children Thrive

- Stronger political representation: federal, state, county and school Board districts
- More funding for key kids programs: more complete Census data can increase funding for some programs (Medicaid, CHIP, foster care, child care)—states lost more than a half billion a year from just five programs
- More equitable distribution of funds: When total funding is capped, Census data often determines who gets it (Title 1, Special Ed, CCDBG, Head Start expansion funds)
- Better planning: school size, health facilities, private enterprise
- Better information on child well being: Census data provides 10 of 16 indicators used in yearly KIDS COUNT report
- Affects all Census data for a decade: Most of a young child's childhood


## Census Undercount of Young Children Is Large and Growing



## One in 10 Young Children were Missed in the 2010 Census

Net Undercounts and Omissions Population Numbers for Age 0 to 4

Net Undercounts and Omissions
Rates for Age 0 to 4


## Young Children Had a Higher Net Undercount (by far) Than Any Other Age Group in the 2010 Census



2010 Census Net Undercount Rates for Children Age 0 to 4 by Race and Hispanic Origin


Net Undercount Rates* for Children Age 0 to 4 In the 2010 Census Were Higher in Larger Counties


Since 1980, the Net Undercount of Young Children in the Census has Worsened While the Coverage of Adults has Improved


## What Do We Know About Large Cities?

- Larger counties are at more risk of a young child undercount
- So are faster growing counties
- Cities with high level of immigrants face an additional challenge (citizenship status question makes it worse, but it's there in any case)
- Unless we reverse this trend, it will get worse in 2020


Why Are Young Children Missed In The Census?

## Family Structure: Two out of Three Children Missed Lived in Complex Households

- Missed kids:
- $16 \%$ lived in an address that wasn't included in the census
- $16 \%$ the only person missing in a housing unit that was "enumerated" (counted)
- $68 \%$ missed along with some other members of a household
- Much more likely to be missed when the person filling out the form isn't their biological or adopted parent
- Complex households can be
- Multi-generation households
- Extended families
- Multi-family households


## Fear and Confusion

- Some respondents may not want to report their child to the government
- General distrust of government
- 1.8 million children age 0-4 ( 6.4 million age 0 to 17 ) are living with at least one undocumented parent and the addition of citizenship question may be a problem
- Some young children are living with a grandparent in restricted housing unit
- Some respondents think the Census Bureau does not want children included in the Census
- 15 percent of people in a NALEO study said they would not include their young child or didn't know if they would


## Other Factors: Many Have Hard-To-Count Characteristics

## Young Children Are More Concentrated in Hard-to-Count Situations Than Older Children

|  | Age 0-4 | Age 10-17 | Difference (0 to 4 <br> minus 10 to 17) |
| :--- | :---: | :---: | :---: |
| Age of householder is 18-29 | 29 | 3 | 26 |
| Living in rental housing unit | 44 | 32 | 12 |
| Living in a multi-unit structure | 38 | 26 | 12 |
| Different address one year ago | 15 | 8 | 7 |
| Living in a complex household | 40 | 33 | 7 |
| Below poverty | 25 | 19 | 6 |
| Enumerator completed response | 31 | 27 | 4 |
| Grandparent responsible for grandchild | 5 | 3 | 2 |
| Living with one parent or two unmarried parents | 36 | 34 | 2 |
| Source: U. S. Census Bureau |  |  |  |

## How Do We Find Kids At Risk of Being Missed?

New research suggests four factors particularly important in identifying areas

- Percent of racial/ethnic minorities.
- Percent of households that are linguistically isolated.
- Percent of young children living with grandparent householders.
- Percent of young children living with nonrelative householders or in group quarters.


# National Efforts to Count All Kids 

Count All Kids Committee
Count All Kids Campaign

## Counting Young Children: What Works

- Young children are missed for different reasons than adults
- We need to count young children differently than we count adults
- Adults are usually missed because they don't return the form
- Census Bureau targets low response areas
- Messaging around returning the form
- Young children are usually missed when they are left off the form
- How do we find them?
- What messages work to get them included? How do we get nonparents to count young kids?
- Count All Kids is developing
- A score to locate areas where many young children may be missed (PRB, Dr. O'Hare)
- Message research on why families leave their children off and what messages work to get families, especially in complex households, to count young children
- Outreach materials to persuade families to count their young children


## Count All Kids Committee: National Complete Count Committee For Young Children

- Working with the Census Bureau to improve their strategies and connect them with key partners
- Coordinating national awareness efforts
- Engaging national networks that work with families of young children


## Count All Kids Campaign

Supports state and local advocacy efforts to

- Form Complete Count Committees, including priority on counting young children
- Work with Complete Count Committees to
- build effective plans,
- give them tool to locate areas with lots of kids who may be missed and
- outreach materials specifically for families with young children
- Encourage providers to use our outreach materials with families with young children


## Who Should be Engaged in Direct Outreach to Families

- Schools
- Child care centers
- Faith communities
- Medical providers (including hospitals)
- Government agencies
- Services such as WIC
- Libraries
- Businesses
-?



## What Can Schools and School Boards Do to Prepare in 2019?

- Push for Complete Count Committees in states and communities to be formed, funded, and have young kids as a top priority
- Sit on or advise Complete Count Committees; help draft plans targeting families with young children using the Count All Kids Campaign tools
- Prepare to use the Statistics in Schools materials
- Watch for those materials!


## What Can Schools and School Boards Do In 2020?

- Use Count All Kids materials for outreach to families: flyers, posters, emails, social media
- Host community events explaining how the Census brings federal funds to their community and school district, and answering questions (toolkits available)
- Address language differences and low literacy
- Translation services at community events
- Identify volunteers who speak languages other than English and Spanish to help answer parent questions
- Suggest they respond by phone
- Provide internet access for parents in March-June 2020
- Use phone alert systems to update parents about any Census problems and how to get counted despite them


## Resources

- www.countallkids.org (Sign up for the campaign), on Facebook at Count All Kids, Twitter @CountAllKids
- www.censuscounts.org
- https://www.census.gov/library/visualizations/2018/comm/counting-children-2020.html
- https://www.census.gov/programs-surveys/decennial-census/2020-census/research-testing/undercount-of-young-children.html


## Questions?

- Email: census@countallkids.org


# Statistics in Schools and the 2020 Census 

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## Census in Schools 2000 and 2010

K-12 program in the U.S., Puerto Rico, and the Island Areas (Guam, American Samoa, the Northern Mariana Islands, and the U.S. Virgin Islands)

- Printed maps
- Kits and lessons
- CIS Week materials
- Family take-home pages



## Statistics in Schools Overview

- A free program (www.census.gov/schools) offering real census data, tools, and activities for K-12 classrooms.
- Incorporates statistics and data analysis in a variety of subjects.
- Designed to supplement, not replace, teachers' lesson plans.

- Increase statistical literacy and educate students and their families about the importance of answering the census.


## Subject Matter Experts

- American Statistical Association
- Association of Teachers of Social Studies, United Federation of Teachers
- Boston University School of Education
- Marquette University’s Educational Opportunity Program
- National Council for Geographic Education
- National Council of Supervisors of Mathematics
- National Council of Teachers of Mathematics
- Partnership for Assessment of Readiness for College and Careers
- Women and Mathematics Education


## English Activities

## - Elementary

Narratives and Names: To provide context for this activity, teachers will give students an overview of the Census Bureau. Then, students will complete a Quickwrite about their name and its history.

- Middle

Numbers That Tell a Story: Using State Facts for Students, a data access tool from the U.S. Census Bureau, students will explore data about their state and voice their opinions on how the population has changed over time.

- High School
"To Kill a Mockingbird": An Introduction to 1930s America: This activity teaches students about the setting of Harper Lee's famous novel "To Kill a Mockingbird," which takes place during 3 years (1933-1935) of the Great Depression.



## How is Young Adulthood Changing?



## Living Arrangements by Race

Figure 4.
Who's at Home?
Living arrangements of young adults aged 18 to 34: 2016
(In percent)


Note: Asian, White, and Black include young adults who reported only that race and were not Hispanic. Other race includes young adults who were not Hispanic, and reported multiple race groups, or were American Indian or Alaska Native alone or Native Hawaiian or Other Pacific Islander alone.
Source: U.S. Census Bureau, 2016 Current Population Survey Annual Social and Economic Supplement.

## History Activities

## - Elementary

"I Have a Dream" - Learning About Martin Luther King Jr.: Students will analyze census data and graphs that demonstrate how certain aspects of the lives of African-Americans have changed since civil rights leader Martin Luther King Jr. delivered his "I Have a Dream" speech in 1963.

- Middle

Examining Changes in Data - African Americans' Education Levels Through the Years: Students will analyze and compare census data on the education levels of African-Americans in 1850 and in 1880.

## - High

The Progressives and the 1920 Census: Students will interpret and analyze a political cartoon about the 1920 Census to better understand how the census was related to the Progressive movement of the early 20th century.


## The History of the Telephone



## Percentage of U.S. Households with Landline Telephone Service



## Math Activities

## - Elementary

Changes in My State: Students will learn about their state as they collect and organize business information using State Facts for Students, a U.S. Census Bureau data tool.

- Middle

Fitting a Line to Data - Earnings and Educational Attainment: Students will investigate the relationship between earnings and different levels of educational attainment by creating a scatter plot, adding an approximate line of best fit to the plot, and judging the line's accuracy.

- High

Analyzing Relationships: Marriage, Divorce, and Linear Regression: Students will examine census data on marriage and divorce rates for women and men in each state and the District of Columbia.


Median Annual Income Based on Approximate Years of Education


## Differences in Earnings Across Sex and Educational Attainment



## Distribution of U.S. State Median Earnings for Men and Women Whose

 Highest Level of Education Is a High School Diploma or Equivalent

## Distribution of U.S. State Median Earnings for Men and Women Whose

 Highest Level of Education Is a Bachelor's Degree

## Sociology Activities

The Modern Family: Changes in Structure and Living Arrangements in the United States: Students will learn why families are important social institutions and how family structures, household sizes, and living arrangements have changed substantially since the 1970s.

An Investigation Into Immigration and Migration in the United States: Students will use tables and visualizations of data about geographic mobility to explore rates and patterns of migration within, and immigration to, the United States.

Poverty In America: Students will explore census data, including infographics and reports, to better understand rates of poverty in the nation.


MEASURING AMERICA


## An Analysis of the Millennial Generation

New Census Bureau Statistics Show How Young Adults Today Compare With Previous Generations in Neighborhoods Nationwide


## An Analysis of the Millennial Generation

- The percentage of young adults today who are foreign born has more than doubled since 1980 ( 15 percent versus 6 percent).
- Prior generations of young adults were more likely to have ever served in the armed services: 9 percent were veterans in 1980, compared with 2 percent today.
- Only about three in 10 young adults have ever been married, down from six in 10 in 1980.


## Geography Activities

- Elementary/Middle

Getting to Know Your Neighbor: Students will create a population pyramid and examine data about their school's county.
Scavenger Hunt: Where is Gina the Geographer: Students will participate in an online scavenger hunt based on a story that a geographer named Gina, who loves to travel, has escaped to an undisclosed location.

- High

Mapping and Analyzing Race and Ethnicity: Students will use the Census Data Mapper data access tool to map, visualize, and
 analyze the geographic distribution of various races and ethnicities in the United States.

## Examining Changes to the Environment Through Pictures and Data



## Examining Changes to the Environment Through Pictures and Data

## Category

Number of houses
Number of businesses
Population

Historical Data
249,991 (1900) 3,371,062 (2010)
39,776* (1900) 1,050,911 (2012)
3,437,202 (1900) 8,175,133 (2010)
*Business data in 1900 count only manufacturers (companies who create products), not all retail or service businesses.

## Statistics in Schools Resources

- Monthly Fun Facts
- Warm-Up Activities
- Videos
- Primary Resources
- Monthly Newsletter



## State Facts for Students

| Population |  | 区 |
| :---: | :---: | :---: |
|  | 2010 | 2017 |
| Population | 8,001,024 | 8,470,020 |
| Rank | 12 | 12 |
| Median Age | 37.5 | 38.2 |
| Total 8 year-olds | 101,788 | 101,667 |
| Boys | 51,809 | 51,779 |
| Giris | 4,979 | 49,888 |
| Total 9 year-olds | 103,755 | 105,498 |
| Boys | 52,931 | 53,579 |
| Girls | 50,824 | 51,919 |
| Total 10 year-olds | 103,931 | 105,840 |
| Boys | 53,356 | 54,199 |
| Girls | 50,575 | 51,641 |
| Total 11 year-olds | 102,061 | 104,909 |
| Boys | 52,264 | 53,585 |
| Girls | 49,797 | 51,324 |
| Total 12 year-olds | 101,406 | 104,268 |
| Boys | 51,904 | 53,285 |
| Giris | 49,502 | 50,983 |
| Total 13 year-olds | 101,716 | 105,235 |
| Boys | 51,705 | 53,506 |
| Giris | 50,011 | 51,729 |
| Total 14 year-olds | 102,132 | 104,216 |
| Boys | 52,395 | 52,780 |
| Girls | 49,737 | 51,436 |
| How People Get to Work: | 2010 | 2017 |
| Drive Alone | 77.1\% | 77.4\% |
| Car Pool | 10.0\% | 8.7\% |
| Public Transportation | 4.4\% | 4.2\% |
| Work at Home | 4.3\% | 5.4\% |
| Computer and Internet Use: |  | 2017 |
| Homes with a Computer |  | 91.8\% |




## 5 Minute Challenges



## Partnerships

"Empowering students to be educated consumers of data."


## Key Messages

1. There is a need for greater statistics knowledge in today's datadriven economy.
2. Statistics in Schools introduces statistics beyond math classes.
3. All Statistics in Schools activities were created by teachers, for teachers.
4. Statistics in Schools is a product of the U.S. Census Bureau.
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"It's becoming increasingly difficult to define who is and is not included in America's modern
STEM - or science, technology, engineering and math - workforce, simply because technical
proficiency is becoming mandatory in a diverse body of occupations."
- Andrew Soergel, U.S. News & World Report
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## SIS Program Goals



- Educate the public, specifically by improving statistical literacy of students
- Demonstrate applicability and utility of statistics and statistical concepts in educational activities
- Increase the Census Bureau's brand recognition
- Improve the public's familiarity with the work of the Census Bureau
- Encourage public cooperation in Census Bureau surveys and censuses


## 2020 Census Roadmap <br> The 2020 Census Statistics in Schools (SIS) program is being developed and implemented to increase awareness of,

 and the overall public response to, the decennial census by engaging administrators, teachers, students, and their parents/guardians in public conversations about the census. Additionally, the program will continue to promote understanding of statistical concepts and introduce the use of data to students in a variety of subjects.
## SIS Week <br> March 2-6!

For a whole week in schools across the country educators will join forces to show their classrooms in their classrooms.


## Start Now!

New materials and worksheets will be coming, but get started with the SIS program now by checking out www.census.gov/schools. You'll find a wealth of resources like worksheets, un facts and data tools that help students in grades K-12 learn key skills in a variety of subjects all by using Census Bureau dat

## March

2019


## Video Delight! <br> ht! <br> Check out the cool new videos and webisodes that help children understand

 webisodes that help children understandwhat the decennial Census is and why it's important that everyone be counted.

Check it Out!
New worksheets that teach all about the 2020 Census and the importance of being counted are posted to the SIS website. These lessons have been created by educators across the country in conjunction with Census Bureau data experts.

## Preschool Fun!

Little ones can join in the SIS excitement. New worksheets for children ages $2-5$ will be posted on the website. Additionally, check out the other great activities like a coloring and activity book and interactive song that teaches our younges learners all about the 2020 Census.

## Statistics in Schools and the 2020 Census

March 2019

Summer 2019

Fall 2019
Winter 2019
March 2020 SIS Week

New material development (K-12; new Pre-K and ELL/ESL programs)

New 2020 worksheets (Pre-K - 12) posted to SIS website (www.census.gov/schools)

Kits sent to principals and superintendents
Videos and webisodes available

Households with school age children in 2010... over 30\% reported seeing Census In Schools content.

## Help Shape the Future for Students and Schools

The 2020 count will drive decisions on the annual allocation of $\$ 675$ billion in federal funding to states and communities, which includes funding for school programs and services.

- Title I funds distributed nationwide each year.
- Federal funding for special education, school lunches, Head Start programs, and much more.


## Encourage Teachers to Use Statistics in Schools Resources



Sign up to receive monthly updates about new activities and resources.
www.census.gov/schools Click on "About" Click on "Newsletters"

## How Can Schools and School Boards Help?

- Partner with the Census Bureau at the national and local level
- Look out for the SIS materials that will be arriving in September/October 2019
- Encourage teachers to use SIS 2020 materials
- Communicate SIS messages to parents through email blasts, etc.
- Encourage school participation in Statistics in Schools Week (March 2020)
- Have students take home materials to share the message with their families


# Contact Statistics in Schools 

## Email: victoria.r.glasier@census.gov or <br> statsinschools@census.gov

Telephone: (301) 763-4030

