Counting Young Children in the 2020 Census: How Superintendents Can Help

September 27, 2019

Deborah Stein
Partnership for America’s Children
www.foramericaschildren.org
Dstein@foramericaschildren.org
www.countallkids.org

Vicki Glasier
U.S. Census Bureau
victoria.r.glasier@census.gov
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• We have allotted time for **Q&A** at the end of the presentation, but you can submit questions at any time.

• Please use the **chat window** to submit questions. In the dropdown menu, select “**All Panelists**” and then type your question in the chat box and hit send.
Today’s Presenters

Deborah Stein
Partnership for America’s Children and Count All Kids
Dstein@foramericaschildren.org

Victoria Glasier
Statistics in Schools Program at the Census Bureau
victoria.r.glasier@census.gov
In A Nutshell...

• The number of young children missed in the Decennial census is large, growing, and the consequences are serious

• Many young children are missed even when adults in the household are counted; we need different strategies for counting kids

• Funding for schools and for programs that prepare children for school are allocated using census data

• 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**:  
  • Medicaid, CHIP, foster care, adoption assistance, child care  
  • states lost more than a half billion a year from just five programs

• **More equitable distribution of funds**:  
  • 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 Undercount: 970,000
Omissions: 2,200,000

Net Undercounts and Omissions
Rates for Age 0 to 4

Net Undercount: 4.6%
Omissions: 10.3%

Source: Hogan and Griffin 2016
Young Children Had a Higher Net Undercount (by far) Than Any Other Age Group in the 2010 Census

Net Undercount Rate

Age

Source: U.S. Census Bureau, May 2012 DA release
2010 Census Net Undercount Rates for Children Age 0 to 4 by Race and Hispanic Origin

- Total: -4.6
- Black Alone or in Combination: -6.3
- Hispanic: -7.5
- Proxy for Non-Hispanic White: -2.7

Source: U.S. Census Bureau, May 2012 DA Release
Net Undercount Rates* for Children Age 0 to 4 in the 2010 Census Were Higher in Larger Counties

* Rate = Census counts minus Vintage 2010 population estimates

Source: O'Hare 2017, International Journal of Social Science Studies
Since 1980, the Net Undercount of Young Children in the Census has Worsened While the Coverage of Adults has Improved

Source: O’Hare 2015, Chapter4
Why Are Young Children Missed In The Census?
Many Young Children Left Off the Form

• In 2010 many young children were left off the form by households that responded to the Census

• Our public opinion research shows that 10% of parents (making less than $50,000) would leave their young child off and another 8% are uncertain
Children Most At Risk Of Being Missed

• Children who were not a child of the householder; children living in complex households
• Hispanic or racial minorities.
• Linguistically isolated
• Children living in renter-occupied housing and multiunit structures.
• Very young children (few months old)
• Children living in the largest and the smallest households.
• Children in households that didn’t respond themselves
Fear and Confusion

• 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

• Some young children living in overcrowded housing or with a grandparent in restricted housing unit

• Some think the Census Bureau does not want children included in the Census
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: A Strategy

• Develop maps showing where kids are often left off by census tract (Dr. Bill O’Hare, PRB)
• Conduct message research
• Develop outreach tools to persuade families to count children
• Disseminate through national, state, and local partners
Count All Kids Committee: National Complete Count Committee For Young Children

• Working with the Census Bureau
• 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
Count All Kids Message Research on Young Children

- 13 focus groups with families
- 2 with providers
- Online survey, California oversample
- Possibly more research this fall
- 2-6 focus groups for creative materials
- Will produce posters, flyers, fact sheets, and social media tools that everyone can use available soon at countallkids.org
Count All Kid Research Results

• Will they count young children: some uncertainty for every family structure
  • Most people living there full time, regardless of relationship
  • 80% would count their child under 5; 10% won’t; 8% unsure
• We asked why they thought others wouldn’t
  • 50% say because they don’t know whether to;
  • 38% Don’t understand why the government cares about young children
  • Another adult who lives somewhere else has custody of the children
  • The children are living in the household temporarily
  • The children live in the household some days, but other days they live somewhere else
  • The children aren't the children of the homeowner or renter, but another person's child
Messages That Work

• Knowing “you can fill out the census on your own schedule and that it only takes about 10 minutes to complete” makes parents much more likely to fill out the census and include everyone living in the household (76% more likely, 53% much more likely).

• Highlighting the privacy guarantee* makes a majority of parents more likely to fill out the form (62%).
Key Findings – Statements About the Census

- The top statements parents find very important as reason to fill out the census and have everyone counted highlight the link between the census and local school funding and how the census helps local governments plan for the future. It is just as strong to highlight how local governments can use the data to plan with the mention of the dollar amount ($800 billion) as it to leave the amount out among all parents. Parents are more connected to and trusting of the local government, so it helps to mention local government first, and then federal funds.

  Counting your children in the census means your local schools will get more funding for your children

Census data will help local government plan for the future and determine where more than $800 billion a year in federal funding goes, including medical services, WIC, child care, funding for public schools, public transit, low-income housing, and special and adult education*

- The census happens once every ten years, so if we don’t count a two-year-old, your community will have less funding for education, child care, and other services they need for 10 years, most of their childhood

The census helps local government plan for the future and determines the level of funding programs and services young children receive from the federal government, including our schools, child care, housing, public transportation, and medical care*

*Split sampled questions
What Can School Superintendents 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

• Use Statistics in Schools materials
What Can Schools 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.censuscenscounts.org
• 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

Classrooms Powered by Census Data

Vicki Glasier
U.S. Census Bureau

AASA
September 27, 2019
What Is Statistics in Schools?

• Statistics in Schools (SIS) is an education program fueled by the U.S. Census Bureau and created by teachers, for teachers.

• The program leverages census data to create engaging, free, and easily downloadable classroom activities for students in grades pre-K through 12.

• SIS is an ongoing program that teachers across the country have been using since 2014, and the 2020 Census-related materials will add to the more than 150 resources that are already available.
English and History Activities

**English – 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.

**History – 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.
How is Young Adulthood Changing?
The History of the Telephone
Percentage of U.S. Households with Landline Telephone Service

- 60% in 1950
- 80% in 1960
- 90% in 1970
- 90% in 1980
- 90% in 1990
- 90% in 2003
- 70% in 2011

Households with landline telephone service
Math, Sociology and Geography Activities

Math – 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.

Sociology – High School - 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.

Geography – Elementary-Middle - 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.
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 Bachelor’s Degree
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.
Examining Changes to the Environment Through Pictures and Data

| Times Square, 1903 | Times Square, 2012 |
Examining Changes to the Environment Through Pictures and Data

New York City, NY

<table>
<thead>
<tr>
<th>Category</th>
<th>Historical Data</th>
<th>Current Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of houses</td>
<td>249,991 (1900)</td>
<td>3,371,062 (2010)</td>
</tr>
<tr>
<td>Number of businesses</td>
<td>39,776* (1900)</td>
<td>1,050,911 (2012)</td>
</tr>
<tr>
<td>Population</td>
<td>3,437,202 (1900)</td>
<td>8,175,133 (2010)</td>
</tr>
</tbody>
</table>

*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
SIS and the 2020 Census

- SIS plays a huge role in promoting the 2020 Census, relaying important messages through trusted voices in established school communities.
- New SIS materials highlight the importance of everyone, especially children, being counted in the 2020 Census.
- By educating students about the importance of being counted, we encourage them to share that message with an adult in their home who will complete the census.
What Makes SIS Unique?

- Provides **free, classroom-ready materials** that make statistics interactive, relevant, and timely.

- Empowers **students and teachers** to understand their community and shape its future.

- Uses **real census data** to foster statistical literacy, which is increasingly important in today’s data-driven world.
Why the 2020 Census Matters to Schools

An accurate count of ALL children is critical for educators and their students because 2020 Census responses drive decisions on the annual allocation of $675 billion in federal funding to states and communities, which includes funding for school programs and services.

- Special education
- Free and reduced-price lunch
- Class sizes
- Classroom technology
- Teacher training
- After-school programs
- Head Start
- Playground and public parks
- Public transportation
What’s New for SIS in 2020?

• **67 new activities** for grades pre-K through 12 that challenge students to use data in interactive ways to build skills in subjects such as history, math, geography, and English.

• **Large, colorful maps** with fun, census-based facts about the country and its territories, including state-by-state comparisons.

• A **storybook** with activities and a **music video** for children in preschool and early grades.

• Engaging **videos** created specifically for elementary, middle, and high school grade bands.

• **Resources** for English language learners and adult English as a second language students.
Resources for Every Age

- Elementary School
- Middle School
- Pre-K
- Adult English as a Second Language (ESL)
- English Language Learners (ELLs)
- High School
SIS Will Also Have Materials for Young Children

For the 2010 Census, the net undercount for children from birth to age 4 was greater than for any other age range: almost 1 million children.

The impact of missing nearly 1 million children can be felt for a decade after the count, including reductions in funding for:

- Medicaid
- Public schools
- Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)
- Head Start
Households with school age children in 2010... over 30% reported seeing Census In Schools content.
Why Should Schools Get Involved?

By using and promoting the SIS program, schools can:

• Impact the amount of federal funding their school receives.
• Impact student readiness for learning.
• Enhance student learning across subjects.
• Boost students’ statistical literacy and data-finding skills.
• Prepare students for success in a data-driven world.
• Encourage teachers to easily bolster their existing lesson plans.
• Motivate parents to complete the 2020 Census questionnaire.
Important Dates to Know

**Start Now!**
New materials for the 2020 Statistics in Schools program as well as traditional SIS resources in math, sociology, history, and more are live at census.gov/schools. Teachers can simply go to the website and start using the resources.

**Sep 2019**

**Oct 2019**

**Video Delight!**
Check out the cool new videos and webisodes that help children understand what the 2020 Census is and why it's important for everyone to be counted.

**Dec 2019**

**Mar 2-6 2020**

**Apr 1 2020**

**Census Day!**
The 2020 Census is officially open. Educators can help their communities by sending the flyer in this packet home with students. This flyer will help remind an adult in their home to complete the 2020 Census questionnaire. This is an important time to make sure everyone is counted. Census results will drive decisions on the amount of federal funding provided to your schools and community.

**Take Part in SIS Week!**
This national movement is a great opportunity to get your school involved with SIS. Educators across the country can join forces to use the SIS program in their classrooms and participate in fun events that can be done in any school. This week is also a great opportunity for schools to earn media recognition for the ways they are teaching students about the importance of the 2020 Census.

**Join Our Kickoff Event!**
The national kickoff event is taking place in Memphis, Tennessee. Visit census.gov/schools to learn more and find out how to join virtually.
How Can You Help?

• Partner with the Census Bureau at the national and local level
• Look out for the SIS materials that will be arriving in late September and late November/early December 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
Materials You Can Share

• SIS website: census.gov/schools
• General SIS Brochure
• Frequently Asked Questions flyer
• Resources for Every Age flyer
• Census SIS Roadmap
• Take Home Letter
• SIS Administrators Kit
Questions?

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