

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

Deborah Stein

Partnership for America's Children

[www.foramericaschildren.org](http://www.foramericaschildren.org)

[Dstein@foramericaschildren.org](mailto:Dstein@foramericaschildren.org)

[www.countallkids.org](http://www.countallkids.org)



**PARTNERSHIP  
FOR AMERICA'S  
CHILDREN**

Connecting, strengthening, and inspiring  
state and local child advocates



# 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

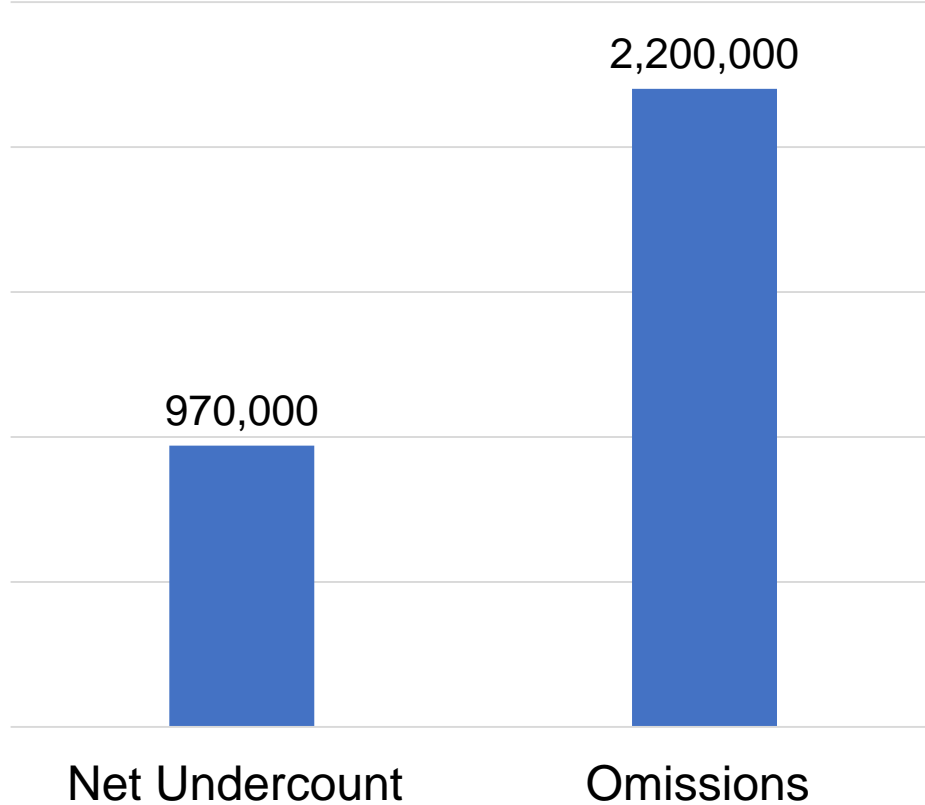
- *Stronger political representation:* federal, state, county and school Board districts
- *More funding for key kids programs:* more complete Census data can increase funding for some programs (Medicaid, CHIP, foster care, child care)—states lost more than a half billion a year from just five programs
- *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

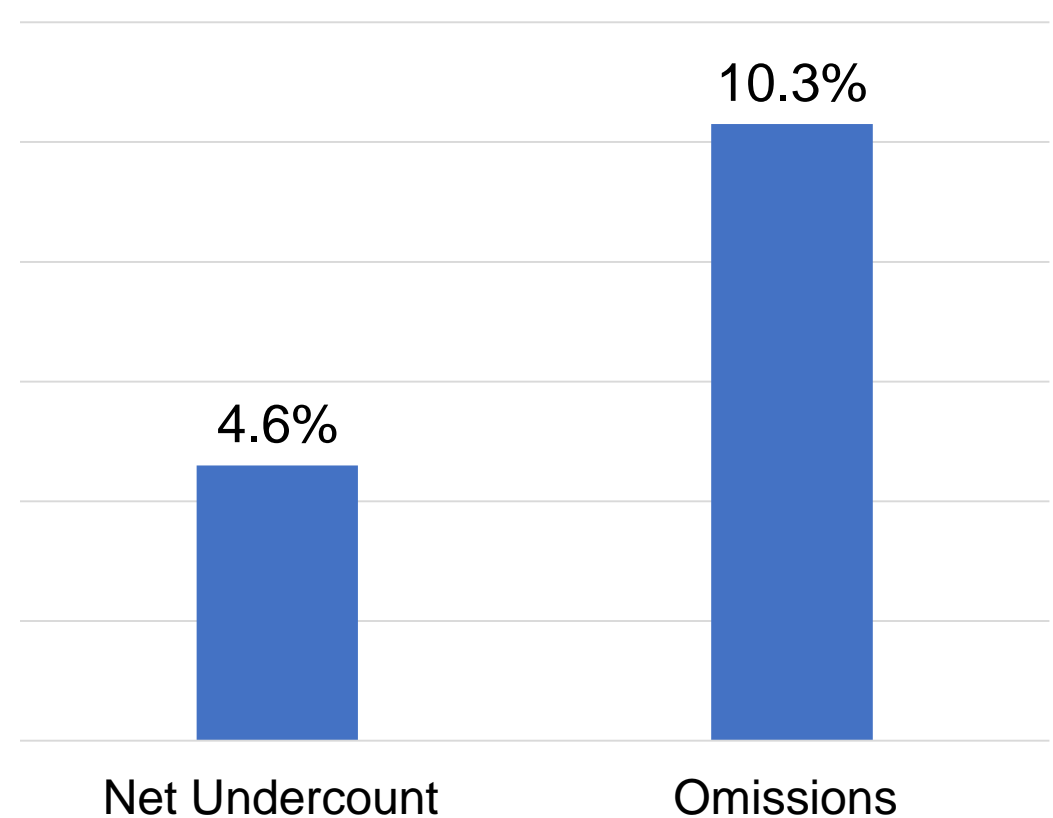


# One in 10 Young Children were Missed in the 2010 Census

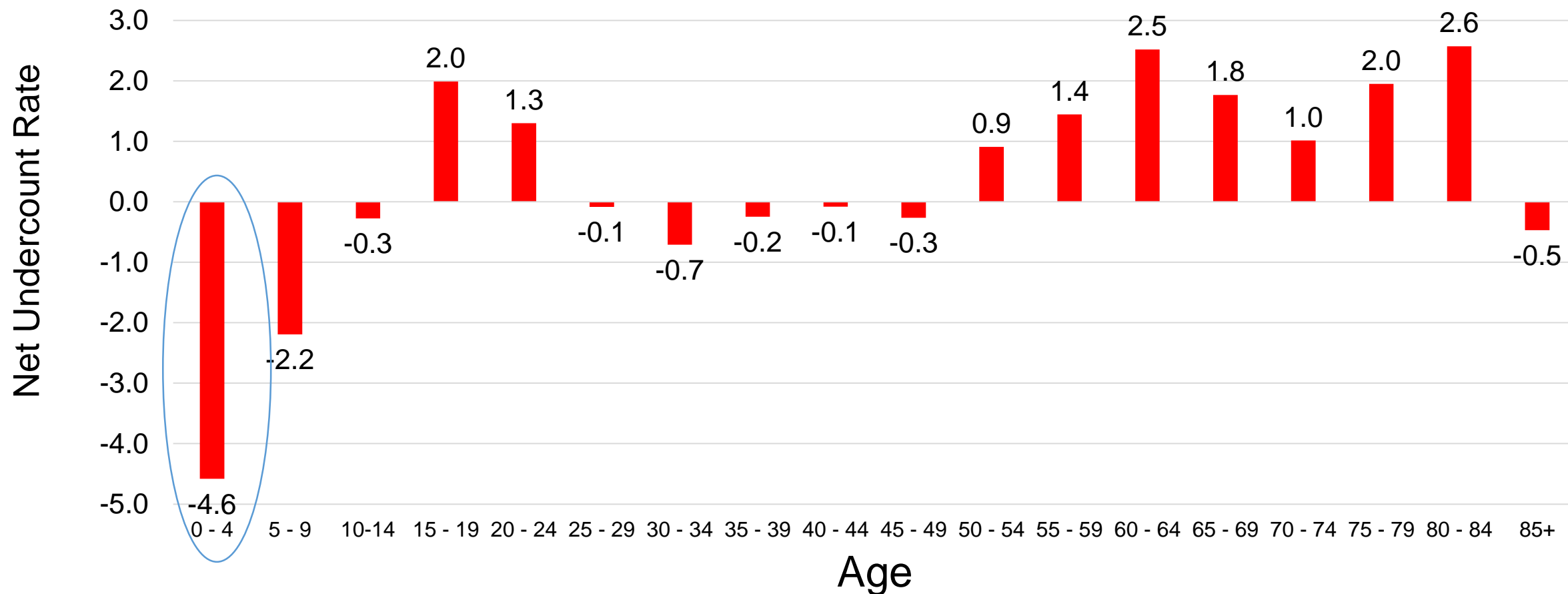
Net Undercounts and Omissions  
Population Numbers for Age 0 to 4



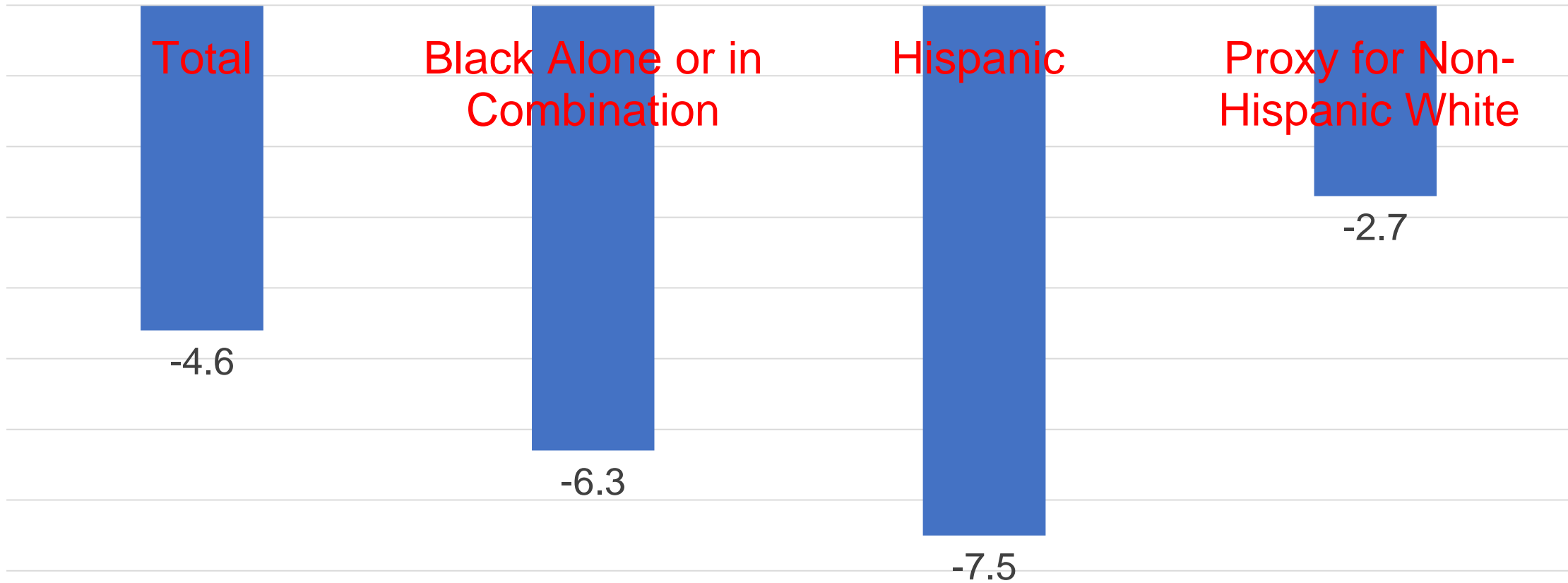
Net Undercounts and Omissions  
Rates for Age 0 to 4



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

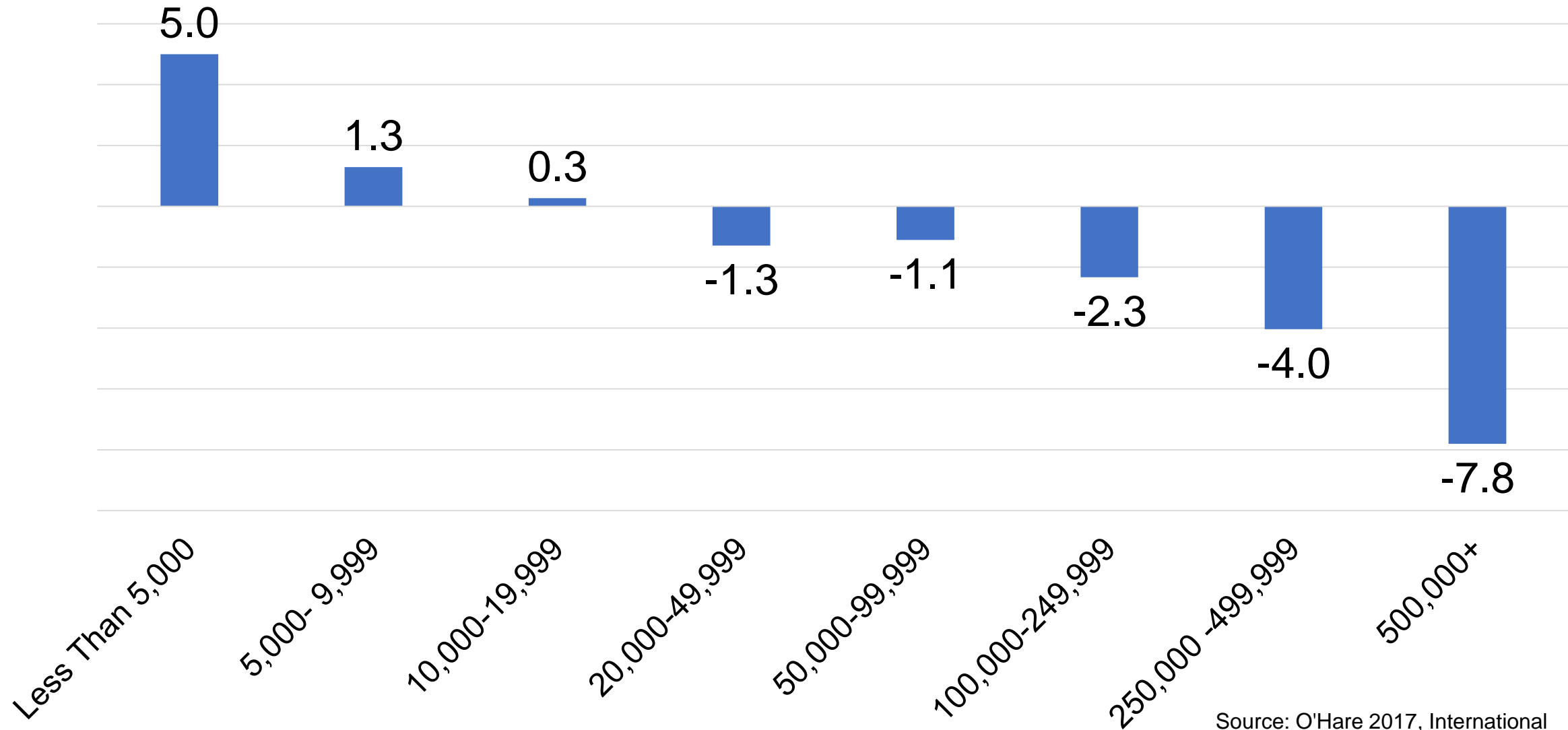


# 2010 Census Net Undercount Rates for Children Age 0 to 4 by Race and Hispanic Origin



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

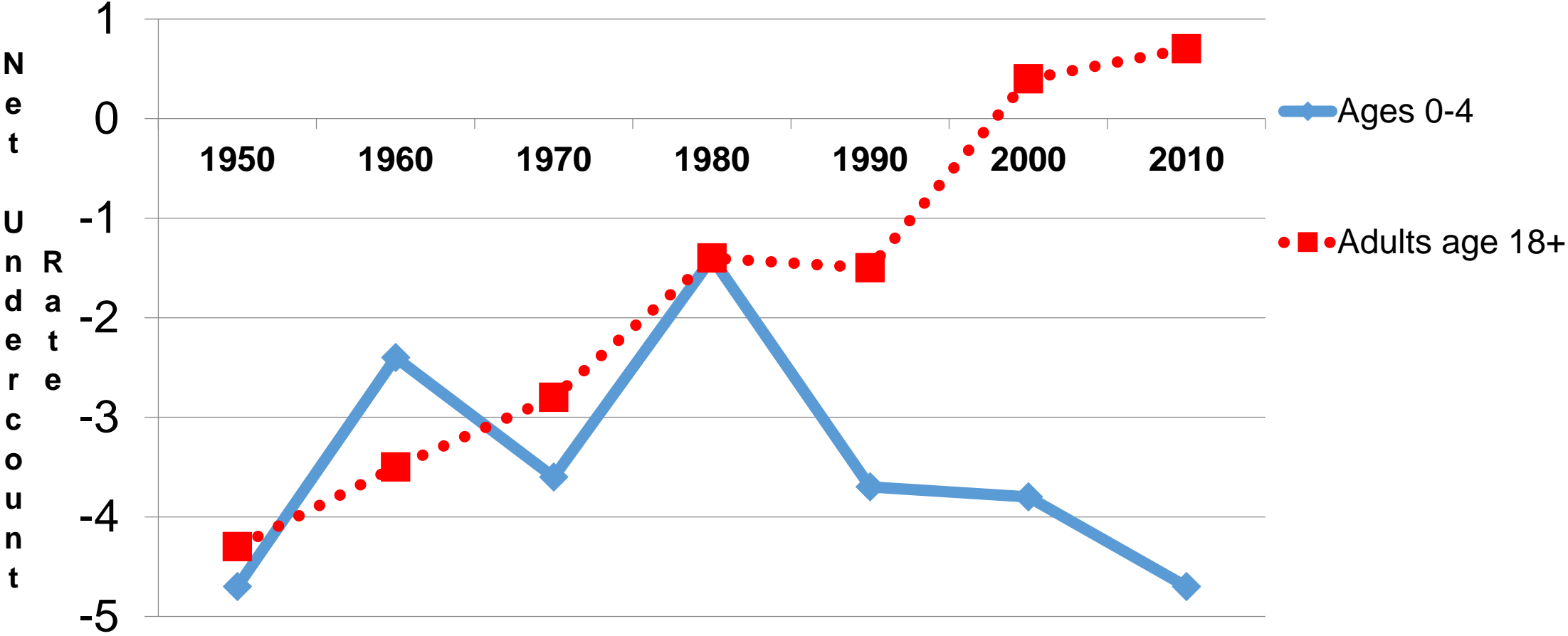


\* Rate = Census counts minus Vintage 2010 population estimates

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



# 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 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

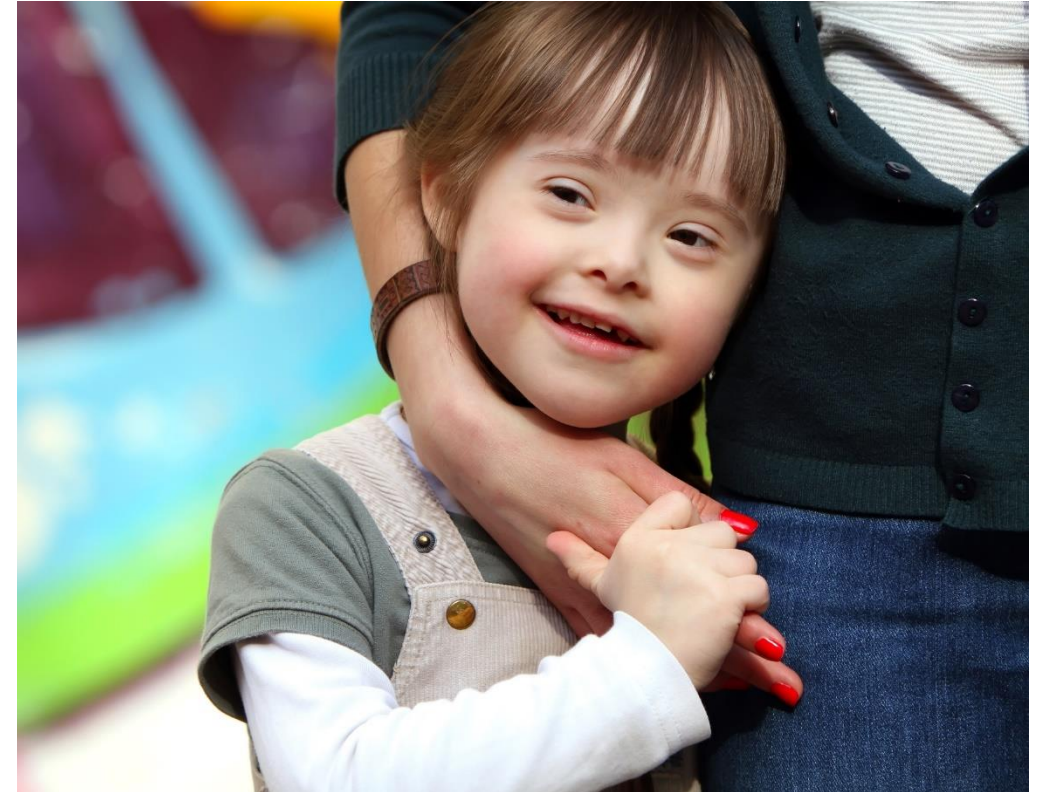
# Count All Kids Campaign

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](http://www.countallkids.org) (Sign up for the campaign), on Facebook at Count All Kids, Twitter @CountAllKids
- [www.censuscounts.org](http://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](mailto:census@countallkids.org)







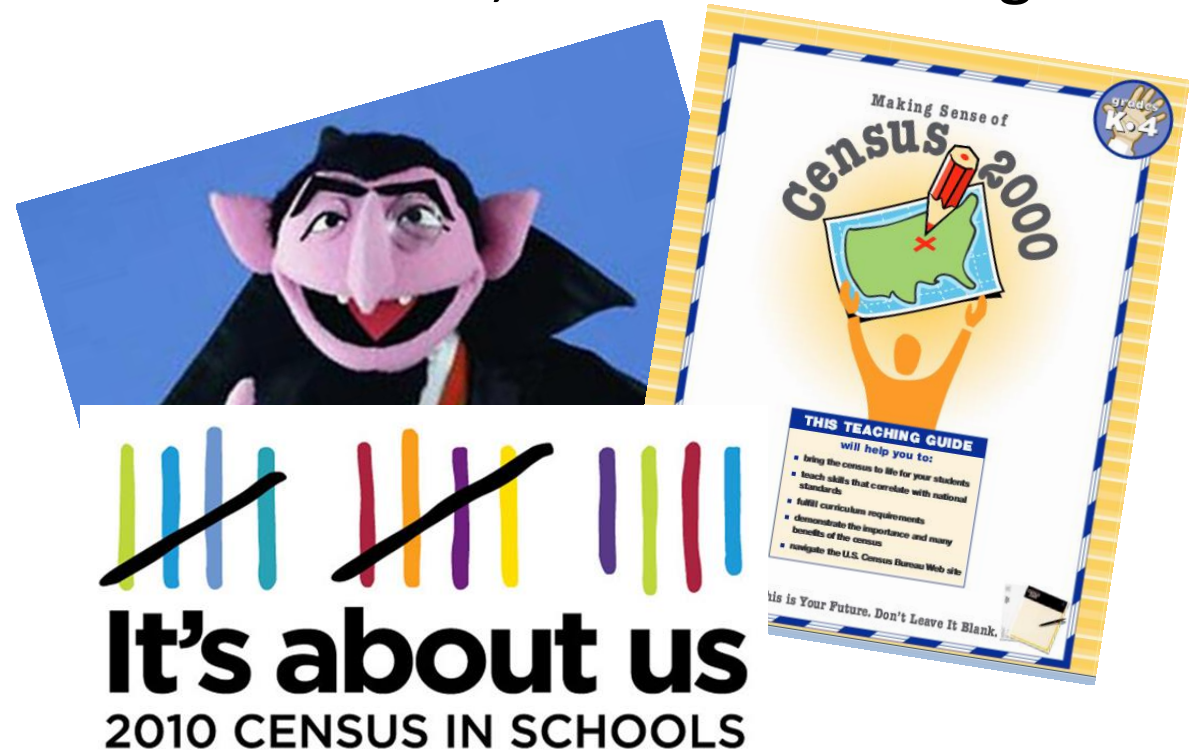
# Statistics in Schools and the 2020 Census

Vicki Glasier  
Statistics in Schools  
U.S. Census Bureau  
[www.census.gov/schools](http://www.census.gov/schools)

# Census in Schools 2000 and 2010

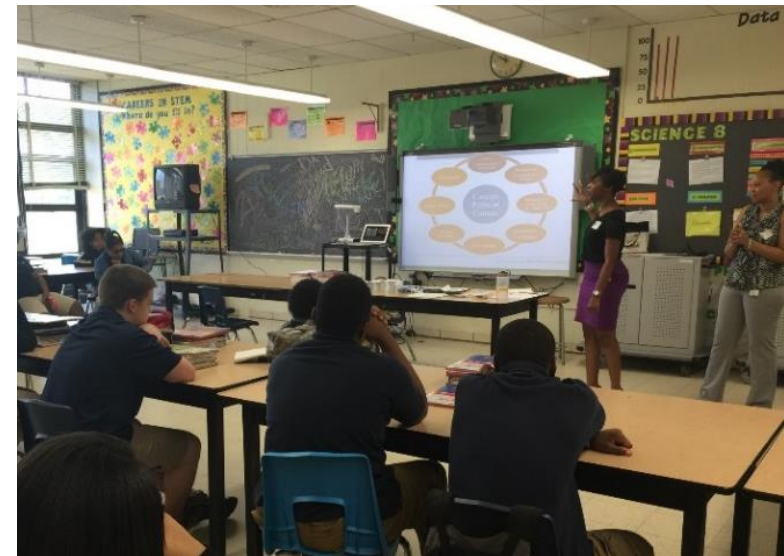
K-12 program in the U.S., Puerto Rico, and the Island Areas (Guam, American Samoa, the Northern Mariana Islands, and the U.S. Virgin Islands)

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



# Statistics in Schools Overview

- A free program ([www.census.gov/schools](http://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**

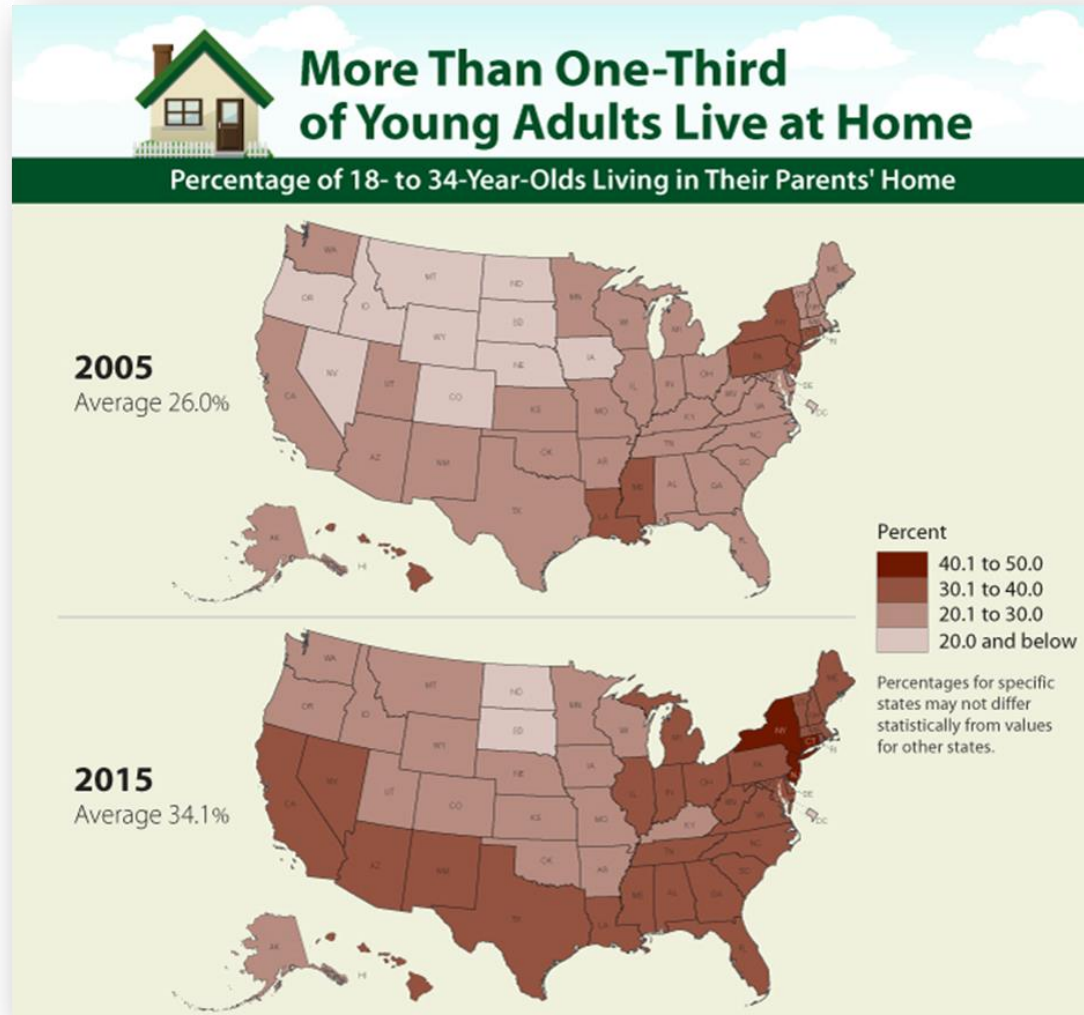
**Numbers That Tell a Story:** Using State Facts for Students, a data access tool from the U.S. Census Bureau, students will explore data about their state and voice their opinions on how the population has changed over time.

- **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?





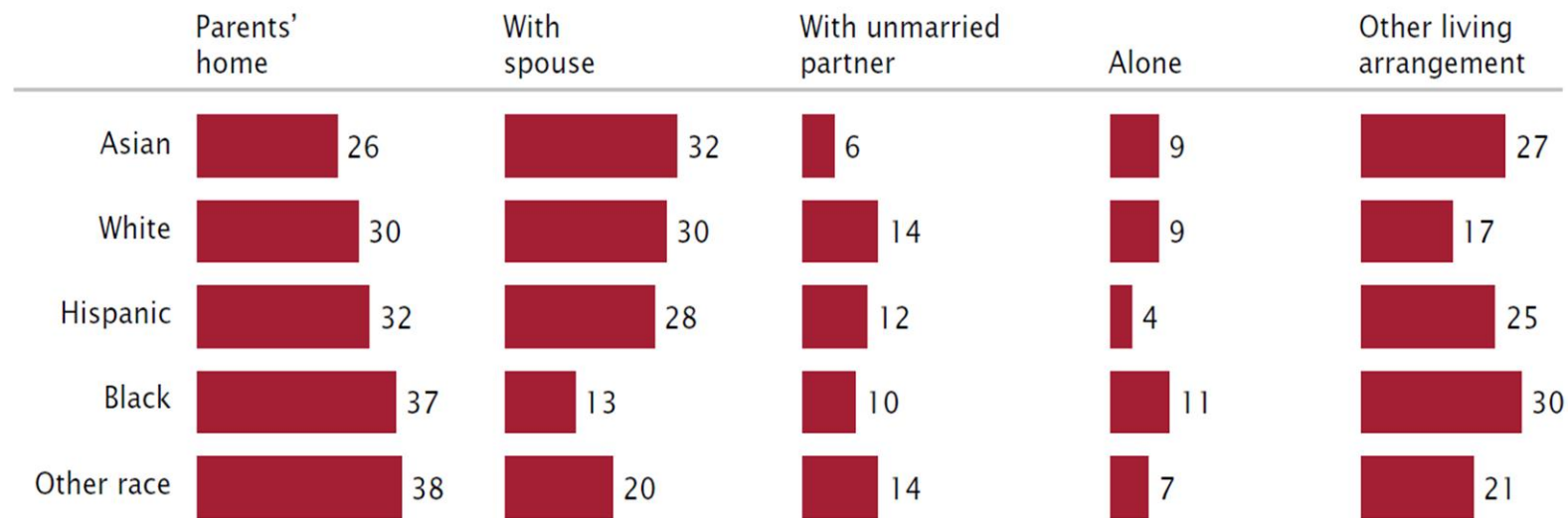
# Living Arrangements by Race

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.

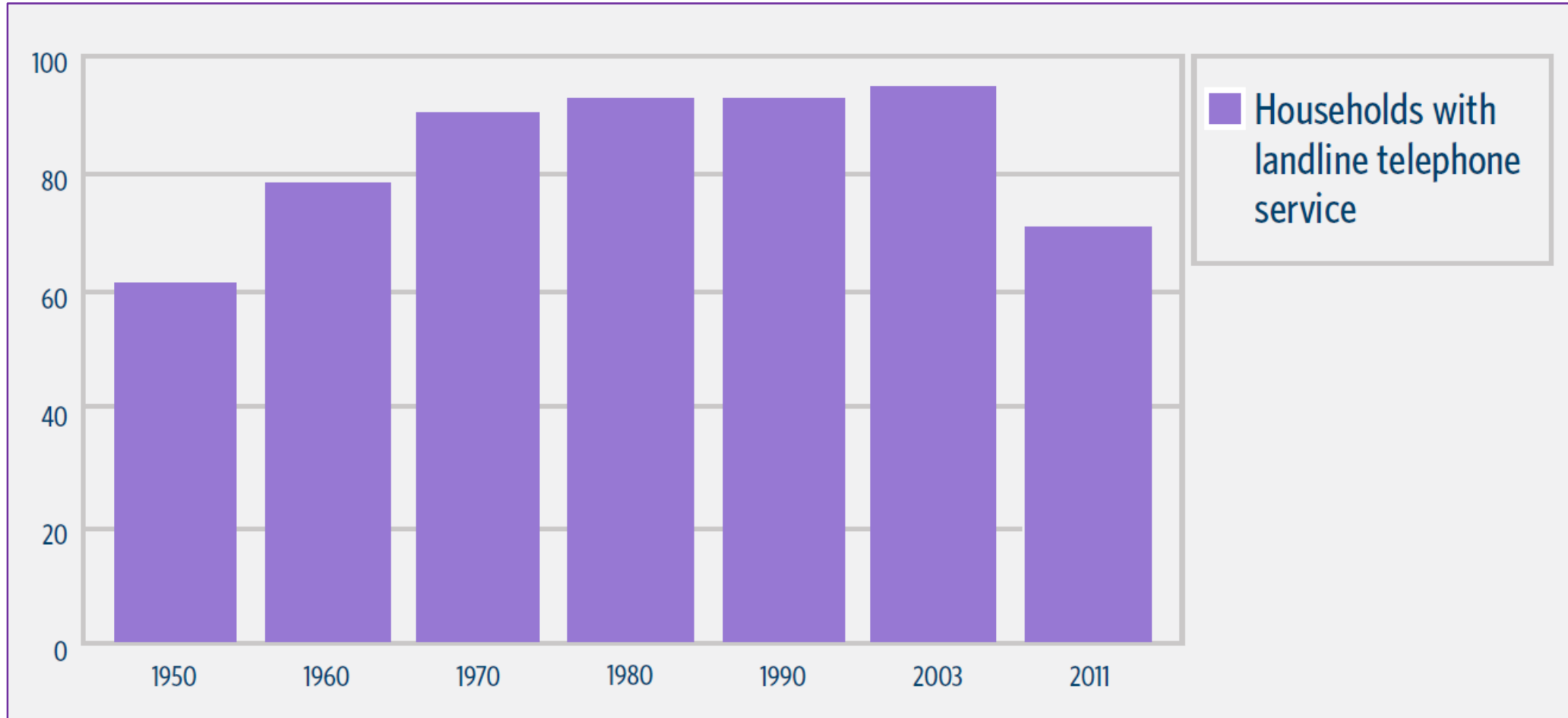




# The History of the Telephone



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



# Math Activities

- **Elementary**

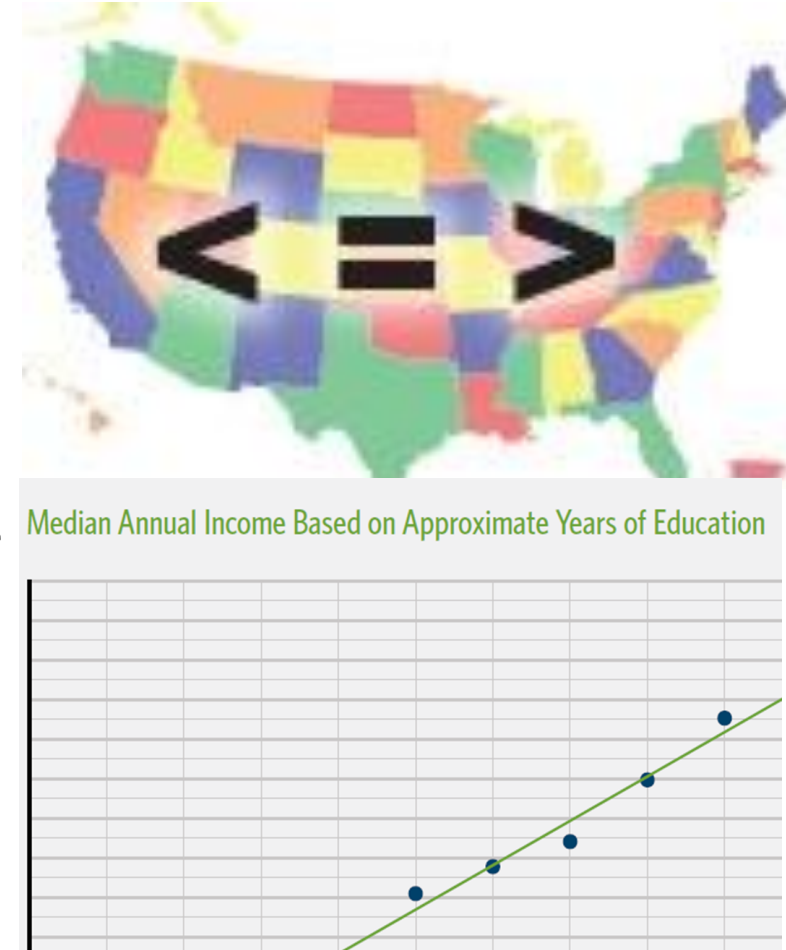
**Changes in My State:** Students will learn about their state as they collect and organize business information using State Facts for Students, a U.S. Census Bureau data tool.

- **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**

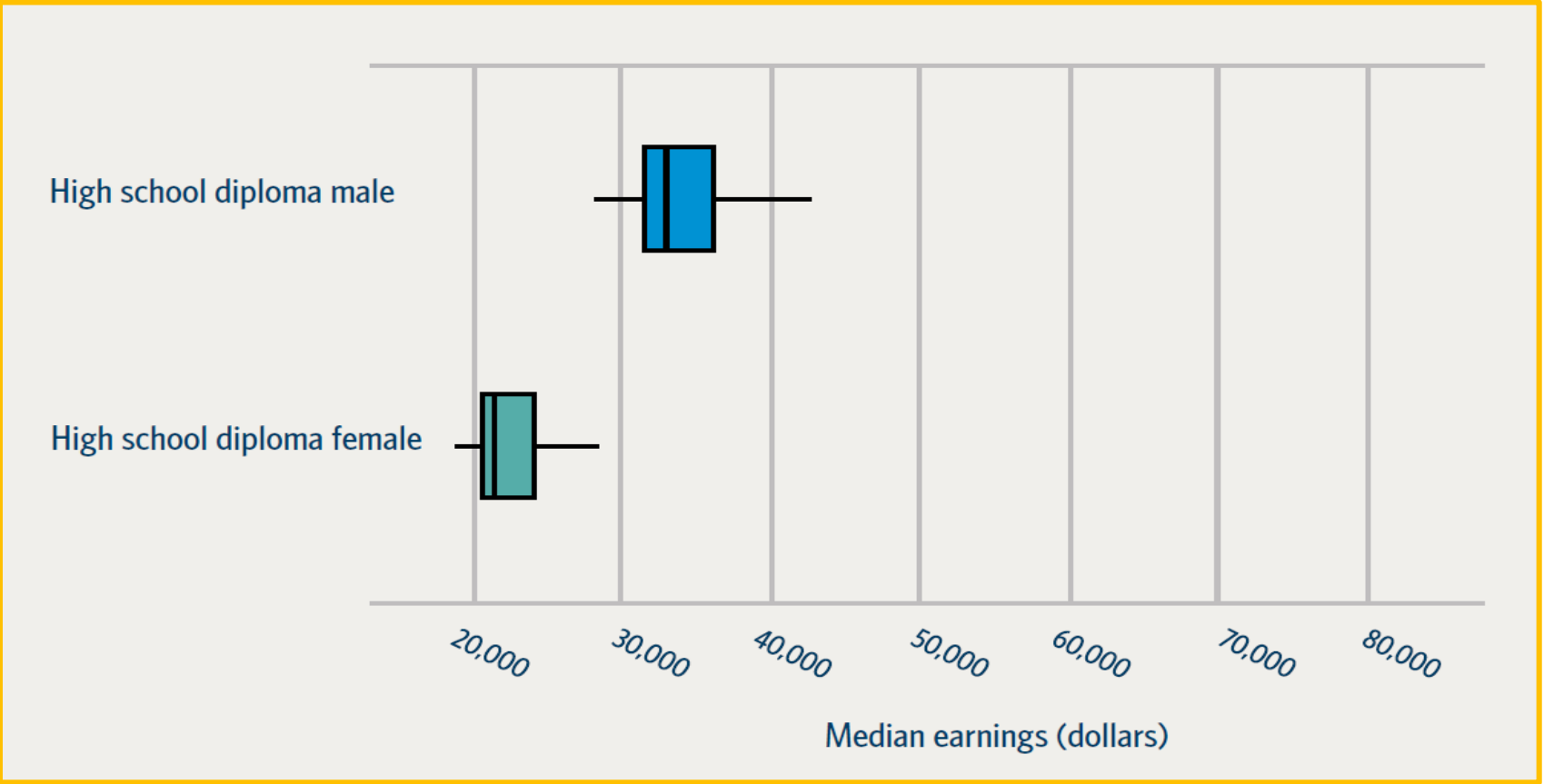
**Analyzing Relationships: Marriage, Divorce, and Linear Regression:** Students will examine census data on marriage and divorce rates for women and men in each state and the District of Columbia.



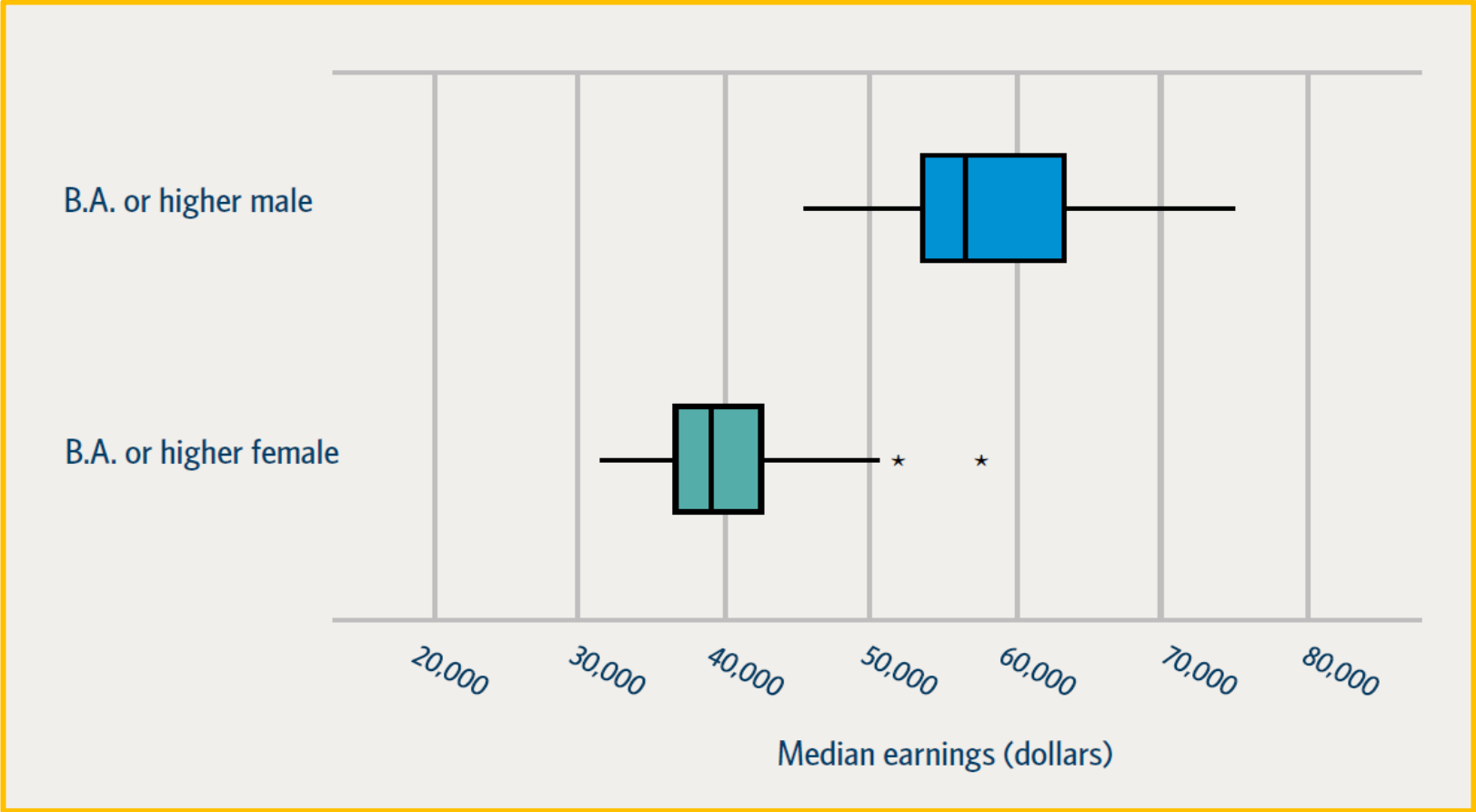
# Differences in Earnings Across Sex and Educational Attainment



# 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



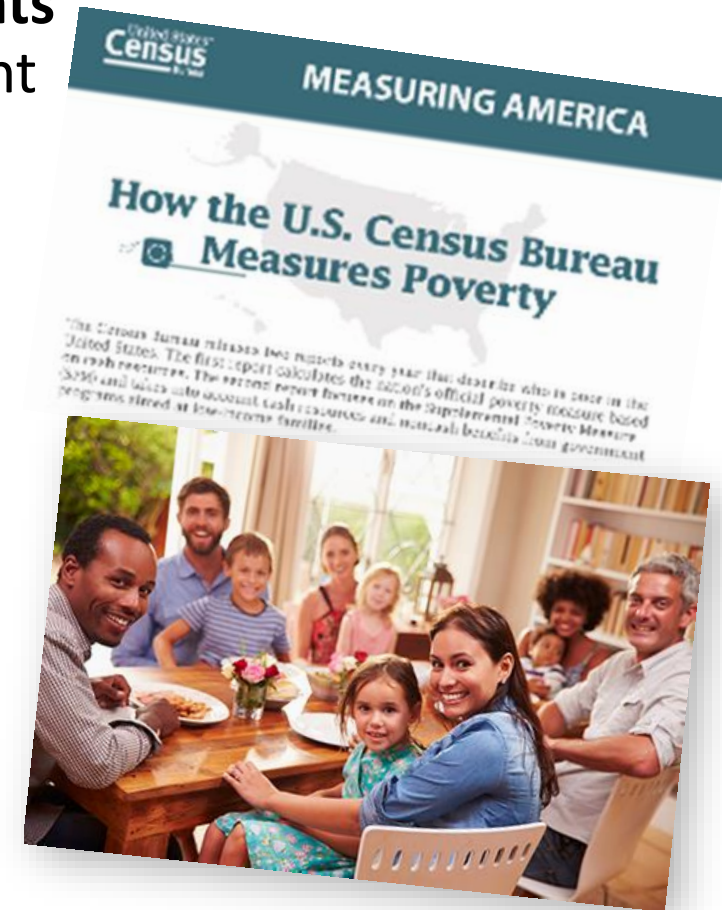


# Sociology Activities

**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.



# An Analysis of the Millennial Generation

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



## Young Adults Then and Now

Explore how the people age 18 to 34 have changed over the last four decades

Explore!



# 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



Times Square, 1903



Times Square, 2012

# Examining Changes to the Environment Through Pictures and Data

Category	Historical Data	Current Data
Number of houses	249,991 (1900)	3,371,062 (2010)
Number of businesses	39,776* (1900)	1,050,911 (2012)
Population	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



**Fun Facts: St. Patrick's Day - March 17**

**A History of St. Patrick's Day**

- Originally the holiday was to honor St. Patrick who introduced Christianity to Ireland in the 5th Century later evolving into a celebration of all things Irish.
- The World's first St. Patrick's Day parade occurred on March 17, 1762 in New York City.
- In 1991 Congress proclaimed March as Irish-American Heritage Month.

**Golden States of Irish Ancestry**

Out of 10 or 32.3 million - The number of U.S. residents who claimed Irish ancestry in 2016. These states have the highest percentage of Irish ancestry

State	Percentage
Massachusetts	21.2%
New Hampshire	20.9%
Rhode Island	18.2%

**4-Leaf Clover Word Search**

Find 15 words related to St. Patrick's Day and Irish culture.

**Everything Irish!**

- 20,990 - Estimated number of U.S. residents who spoke Irish Gaelic
- 40 years of - who claimed Irish ancestry
- 151 - The number of companies that manufacture St. Patrick's Day
- \$37 billion - The estimated value of the St. Patrick's Day parade in New York City

**Lucky Charms**

Educational Attainment of people of Irish ancestry, 25 years and older:

- 36% - Percentage of those with a bachelor's degree
- 94% - Percentage of those with at least a high school diploma

Occupations held by Irish-Americans, 16 years old and older:

- 43% - Work in management, business, science, and arts occupations
- Almost 25% - Work in sales and office occupations

**Places With The Luckiest Names!**

City	Population
Dublin City, California	59,583
Clover town, South Carolina	5,950
Emerald Isle Town, North Carolina	3,704
Shamrock City, Texas	1,946

**STATISTICS IN SCHOOLS**  
Classrooms Powered by Census Data

**Fun Facts: Valentine's Day - February 14**

**Fun Facts: Valentine's Day - February 14**



# State Facts for Students



Virginia

Population <span>X</span>		
	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
Girls	49,979	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
Girls	49,502	50,983
Total 13 year-olds	101,716	105,235
Boys	51,705	53,506
Girls	50,011	51,729
Total 14 year-olds	102,132	104,216
Boys	52,395	52,780
Girls	49,737	51,436
<b>How People Get to Work:</b>		
	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%
<b>Computer and Internet Use:</b>		
		2017
Homes with a Computer		91.8%

May I have another state, please?

Virginia

## History

- Date of Statehood: June 25, 1788
- Population 1800: 807,557
- Population 1860: 1,119,348
- Population 1900: 1,854,184
- Population 1950: 3,318,680
- Population 2000: 7,078,515
- Population 2010: 8,001,024

## I never knew that! \*

- Nickname: Old Dominion
- Flower: Dogwood
- Tree: Dogwood
- Bird: Cardinal
- Dance: Square Dance
- Fossil: Chesapeake Jeffersonius
- Dog: American Fox Hound
- Shell: Oyster

## Who told you this stuff?

The U.S. Census Bureau takes a census of the population every 10 years, and censuses of economic activity and governments every five years. And every year, the Census Bureau conducts more than 100 other surveys. Data on this page come from the 2010 Census, the American Community Survey, Population Estimates, County Business Patterns, and Puerto Rico Community Survey.

## How are these data collected?

The U.S. Census Bureau sends questionnaires in the mail or contacts businesses and households to participate in its surveys.

\* State and Island Area symbol information was obtained from various non-Census Bureau resources including state web sites, educational web sites, and commercial entities.

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%
<b>Computer and Internet Use:</b>		
Homes with a Computer		91.8%

## Geography X

	2010
Capital	Richmond
Largest City	Virginia Beach
Second Largest City	Norfolk
Persons Per Square Mile	202.6

## Business X

	2010	2016
Dentist Offices	3,068	3,365
Amusement Parks	11	15
Fast-Food Restaurants	6,027	6,376
Toy Stores	249	230
Video/Disc Rental Stores	293	20
Zoos & Botanical Gardens	17	17
Candy & Nut Stores	59	56
Pet & Pet Supply Stores	232	282
Ice Cream & Frozen Dessert Makers	3	5

Note: As is the case with all surveys, statistics from sample surveys are subject to sampling and nonsampling error.

# Fun Facts: St. Patrick's Day-March 17

## A History of St. Patrick's Day

- Originally the holiday was to honor St. Patrick who introduced Christianity to Ireland in the 5th Century and later evolving into a celebration of all things Irish.
- The World's first St. Patrick's Day parade occurred on March 17, 1762 in New York City.
- In 1991, Congress proclaimed March as Irish-American Heritage Month.



## Golden States of Irish Ancestry

1 out of 30 or 32.3 million - The number of U.S. residents who claimed Irish ancestry in 2016. These states have among the highest percentage of Irish ancestry.

Massachusetts  
21.2%

New Hampshire  
20.9%

## Lucky Charms

Educational Attainment of people of Irish ancestry, 25 years and older

- 37% - Percentage of those with a bachelor's degree or higher
- 94% - Percentage of those with at least a high school diploma

## 4-Leaf Clover Word Search

Find 18 words related to St. Patrick's Day and Irish culture

U F Y T M F E X T G C I S S  
Q T H L T D M U G O L D H T  
N I E L A G G A W T R A J N  
L X R G K D R W C M T V L  
K W A N U A H C E R P E L R  
R P A C U R A O O E S S P N  
Y K C U L M R C T E N S G T  
E Z M P K Z K P V N O E A I  
N G C Q R P Q A L H Z R N P  
G A P A T R I C K B B I L  
H A R B T F Z O B E O P T T  
S R E E B O S P L W G I J N  
I L L U L V A Z E F A C C I C  
R M M G I O G T B Y C A W H  
I D W H E C L H T X S I X F  
M S U A U I P C N I L B U D

## Everything Irish!

- 20,590 - Estimated number of U.S. residents who speak Irish Gaelic
- 41 years old - Median age of those who claim Irish ancestry
- 152 - The number of synthetic dye and pigment manufacturing companies in the U.S. As an annual tradition to celebrate St. Patrick's Day, the Chicago river is dyed green
- \$48.8 billion - Value of goods imported from Ireland in 2017

Sources: Data on this page come from the U.S. Census Bureau's 2016 American Community Survey 1-Year Estimates Detailed Languages Spoken at Home and Ability to Speak English in the Household with Irish Heritage; 2016 Population Estimates; and 2015 County Business Patterns.



CENSUS.GOV/SCHOOLS

# Fun Facts: Earth Day - April 22



## What in the world is Earth Day?

- Earth Day is recognized every year to raise awareness of environmental issues and inspire an appreciation for the environment.
- Environmental activists coined Earth Day in response to a massive oil spill in waters near Santa Barbara, CA, in 1969.

## Power Up!

\$9.7 billion: The total revenue in 2012 for all electric power generation industries in the United States that use renewable energy resources, such as hydroelectric, wind, geothermal, biomass, solar, and other electric power generation.

1,219: The number of hydroelectric, wind, geothermal, biomass, solar, and other electric power generation establishments in the United States in 2015.

12,988: The number of employees working in hydroelectric, wind, geothermal, biomass, solar, and other electric power generation establishments in the United States in 2015.

How can you tell if the ocean is friendly?



## Getting to Work

Average one-way commute to work in 2016: 27 minutes

States with the longest average one-way commutes to work: New York (33 minutes) and Maryland (33 minutes)

States with the shortest average one-way commutes to work: South Dakota and North Dakota (17 minutes)

863,979 people in the United States to work in 2016. (That's less than American workforce)

4,086,487 people in the United States to work in 2016. (That's almost 3 American workforce)

## Feelin' Hot, Hot, Hot

Across occupied housing units in the United States in 2016, it is estimated that...



57 million were heated by utility gas. (That's approximately 48 % of all homes!)



2.2 million were heated by wood. (That's 2 % of all homes!)



150,824 were heated by solar energy. (That's less than 1 % of all homes!)



CENSUS.GOV/SCHOOLS

Sources: Data on this page come from the U.S. Census Bureau's Economic Census, County Business Patterns, and American Community Survey

# Fun Facts: Earth Day - April 22nd



## TEACHING GUIDE

## About Fun Facts

Fun Facts are student-friendly handouts that tie statistics from the Census Bureau to holidays, anniversaries, and other observances. These fact sheets—which are designed to be used at varying grade levels and across different subjects—can be used at the end of class (if students finish their work early), during a lighter day (perhaps when a substitute teacher is present), or on/before a holiday (when there may be an opportunity for flexibility outside the curriculum).

## Using Earth Day Fun Facts in the Classroom

Teachers should first review the different types of renewable energy with students.

Renewable energy resources freely exist in nature, never run out, and do not pollute the environment. By contrast, nonrenewable energy—which includes coal, propane, petroleum, and natural gas—formed millions of years ago and will run out someday. Types of renewable energy include:

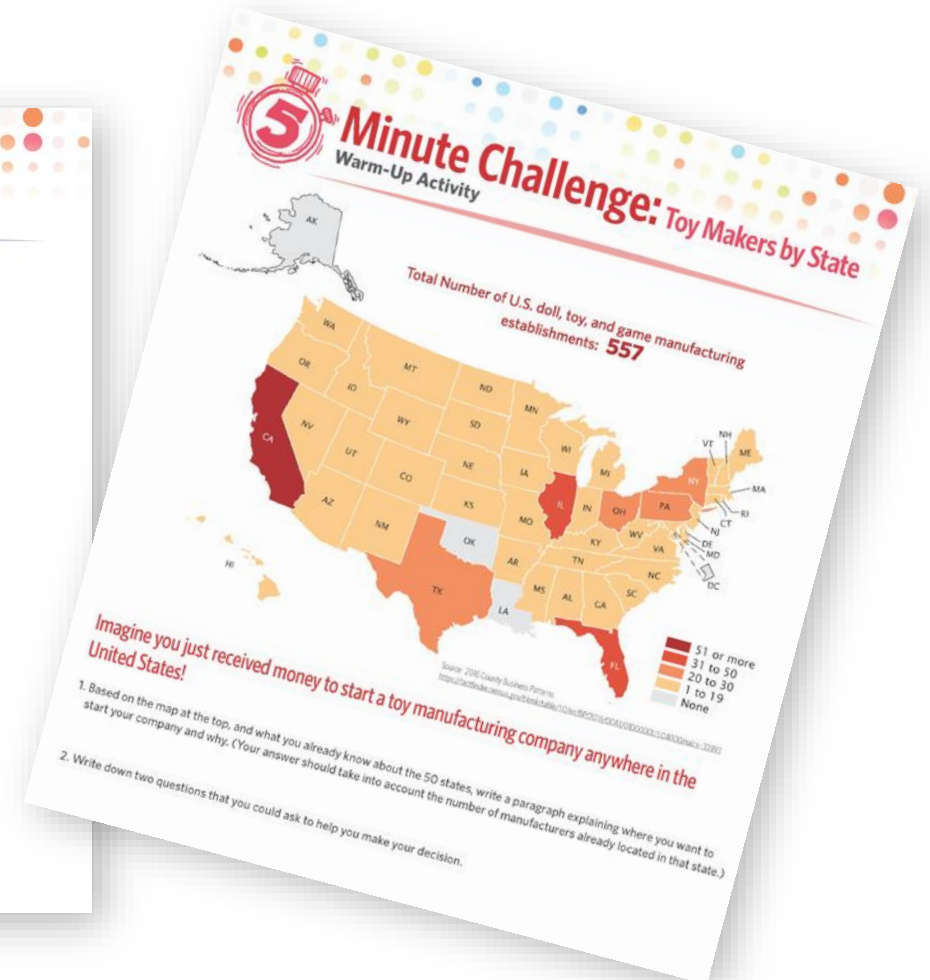
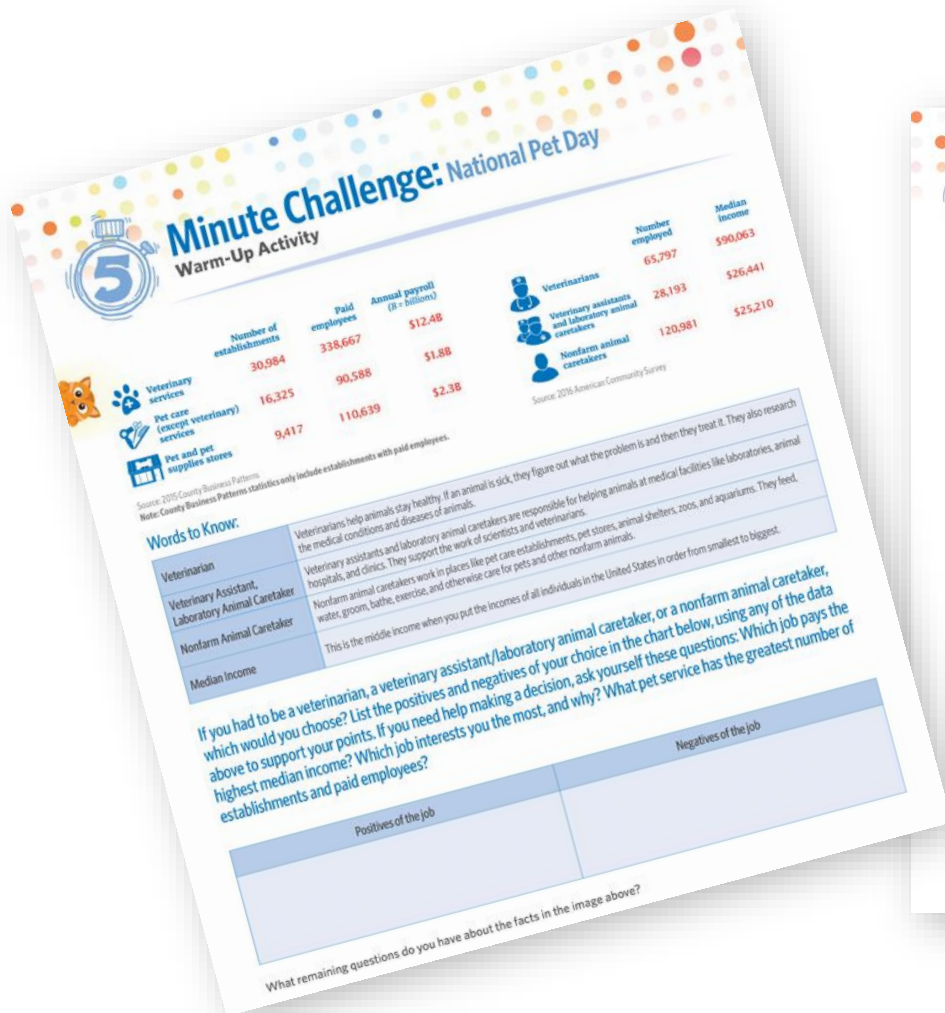
- Biomass energy:** Energy generated from animals and plants, such as wood, dried vegetation, crop residue, and even garbage. When biomass is burned, the energy is released as heat.
- Geothermal energy:** Energy generated from heat in the ground—for example, from the hot rock found a few miles beneath the Earth's surface or from the extremely hot molten rock (magma) found even deeper underground.
- Hydroelectric energy:** Energy extracted from flowing water, often in a river, that spins the blades of a turbine connected to a generator.
- Wind energy:** Energy extracted from moving air (wind) that turns the blades of a wind turbine connected to a generator.
- Solar energy:** Energy generated from the sun, often through solar panels, which are made of materials that can be found in computer chips. When sunlight hits the panels, it knocks electrons loose from their atoms to generate electricity.



CENSUS.GOV/SCHOOLS



# 5 Minute Challenges





# Partnerships

“Empowering students to be educated consumers of data.”



NATIONAL COUNCIL OF  
TEACHERS OF MATHEMATICS

# Key Messages

1. There is a need for greater statistics knowledge in today's data-driven 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.

*"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

# 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

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.

## Start Now!

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

March  
2019



August  
2019

## 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 youngest learners all about the 2020 Census.

## Video Delight!

Check out the cool new videos and webisodes that help children understand what the decennial Census is and why it's important that everyone be counted.

Dec.  
2019

Sept.  
2019

## Back to School!

Principals across the country will receive administrator kits that include many of the great materials the 2020 SIS program has to offer. Go to your principal to see the colorful maps, promotional items and other SIS materials.

March  
2020

## SIS Week March 2-6!

For a whole week in schools across the country educators will join forces to show how students can use the SIS program in their classrooms.

April  
2020

## Census Day April 1, 2020!

The 2020 Census will be officially open. Help your community by reminding your students to tell their caregivers to complete the 2020 Census form. Remember the Census provides funding for a variety of resources that help your school and community.



# Statistics in Schools and the 2020 Census

March 2019	New material development (K-12; <b>new Pre-K</b> and ELL/ESL programs)
Summer 2019	New 2020 worksheets (Pre-K – 12) posted to SIS website ( <a href="http://www.census.gov/schools">www.census.gov/schools</a> )
Fall 2019	Kits sent to principals and superintendents
Winter 2019	Videos and webisodes available
March 2020	SIS Week

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](http://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](mailto:victoria.r.glasier@census.gov)

or

[statsinschools@census.gov](mailto:statsinschools@census.gov)

Telephone: (301) 763-4030