The 2020 Census: Student Counts, Education Funding and Statistics in School

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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
• 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 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

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, Chapter 4
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

• 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

• Documented immigrants also afraid

• Some young children are 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

• 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

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

Source: U. S. Census Bureau

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

• 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?

• 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
Census CBAMS Survey Findings

Respondents in households with young children less likely to report that:

• They were extremely or very likely to complete the census form (only 60% extremely or very likely to respond)

• They were extremely or very familiar with the census (only 27.5%)

• They thought it matters a great deal or a lot for them to be counted in the 2020 Census (56.8%)

• The most important reason for responding to the 2020 Census was civic responsibility (only 18.1%)

• Determining congressional representation was an extremely or very important use of census data (66.5%)
Households with young children more likely to report:

- They access internet by smartphone (86.2%) and by smartphone only (29.2%).
- Day care (74.1%), schools (95.1%), and job training programs (68.4%) were extremely or very important programs and services.
- Most important reason for responding to the 2020 Census was to determine funding for public services in their community (37.4%).
- Civil rights enforcement (88.6%), showing pride in their heritage (60.8%), and contributing to a better future for their community (85.2%) were extremely or very important uses of census data.
Census CBAMS Findings

In households with young children, respondents who were not proficient at speaking English were:

- **more likely** to identify barriers to their responses
  - concerns with confidentiality - 42.1%,
  - data sharing - 40.8%,
  - repercussions - 41.5%
- **less likely** to intend to respond to the census (50.4%)
- **more likely** to prefer paper over online questionnaires (58.5%)
Census CBAMS Findings

Respondents with young children who had the lowest incomes and the least education reported:

• Highest levels of concern about
  • confidentiality (lowest income - 35.3%, lowest education - 41.3%),
  • data sharing (lowest income - 33.7%, lowest education 40.5%), and
  • potential negative repercussion (lowest income - 34.1%, lowest education - 37%).

• Less likely intention to respond to the census (lowest income - 50.5%, lowest education - 50.8%)
Count All Kids Message Research on Young Children

- 11 focus groups with families
- 2 with providers
- About to field online survey, with California oversample
- Webinar, September 10 at 3 pm
- 2 focus groups for creative materials
- Will produce posters, flyers, fact sheets, and social media tools that everyone can use available early fall
Count All Kids Message Research on Young Children Preliminary Findings

What makes them uninterested:

• Don’t understand how data is used
  • Assume any funding decisions using the data are political
• Think government already has the data
• Privacy
• Busy
• Fear (too many people in home, immigrant status)
Count All Kids Message Research on Young Children Preliminary Findings

Who they will count

• Most people living there full time, regardless of relationship
  • Maybe not complete the form?
  • Don’t understand why the government cares about young children (not in school, not paying taxes)

• Struggle with part-time residents

• Are convinced they should not report temporary residents
What messages worked

• Funding for community services
  • School, child care, housing, transportation
• Only Census data can be used for funding decisions
• Funding allocated by formula
• Effect lasts for a decade
  • Most of their childhood
We missed over 2 million young children in the 2010 census. Federal law sets formulas based on census data to allocate over $800 billion in federal funding every year to our states and communities. When we miss young children, our state and communities lose funds for programs that children depend on like child care, schools, Medicaid, children’s health insurance, WIC, public transportation and low-income housing. If we miss young children in the 2020 census, it would mean our state and communities get less funding for the programs that children need to thrive for a decade. That’s most of their childhood.
What Can School 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 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)
Questions?

• Email: census@countallkids.org