

A background image showing a group of children sitting on a sidewalk, drawing colorful murals. The murals include various designs like suns, flowers, and abstract patterns. The children are wearing colorful clothing and hats. The scene is outdoors, with a brick wall and a garden visible in the background.

# **NAFSCE Effective Practices Webinar Series**

## **The 2020 Census and Equity - Why It Matters and How You Can Help**

**March 30, 2020**

## NAFSCE Mission & Vision

- **Mission:** Advancing high-impact policies and practices of family, school, and community engagement to promote child development and improve student achievement.
- **Vision:** A world where family engagement is universally practiced as an essential strategy for improving children's learning and advancing equity.

# Agenda

I. NAFSCE Welcome & Updates

II. Family Engagement Professional Development Opportunities

**A. Deborah Stein**, Network Director, Partnership for America's Children: *Count All Kids*

**B. Michelle Elison**, Portfolio Manager National Partnership Program Communications Directorate, U.S. Census Bureau: *Statistics in Schools*

**C. Question and Answer**

III. Final Thoughts and Adjourn

# Counting Young Children in the 2020 Census: How You Can Help Children Thrive



- Initiative and advocacy coalition working to count young children in the census
- Works nationally with the Census Bureau to improve the count of young children
- Supports over 80 national organizations and organizations in all 50 states with information and strategies to bolster the count of young children

## In a nutshell...

- The number of young children missed in the census is **large, growing, and hurts young children**
- Young children are missed even when adults are counted; **we need different strategies to count young children**
- Families **trust community messengers** and will listen to them about the Census

# Counting Young Children Helps Them Thrive

- Census data used to allocate \$1.5 trillion a year
  - Prepares them for school: Medicaid, CHIP, child care
  - **School funds: Title 1, Special Ed**
  - Protect them: foster care, adoption, lead poisoning,
- Data used in **predicting school populations** and planning for **epidemics**
- **Counting young children essential to getting equitable funding to communities of color**

# THE UNDERCOUNT OF YOUNG KIDS IS LARGE AND GROWING





**1 in 10** children 0-4 were missed in the 2010 census- **2 million uncounted children.**

Since 1980, **more young children have been missed** every decade while the coverage of adults has improved

Young children had by far the **highest net undercount** of any age group in the 2010 census.

Black and Hispanic children are missed at **more than two times** the rate of white children.

# CHILDREN MOST AT RISK OF BEING MISSED

- Children in complex households; not child of householder
- Hispanic or racial minorities
- Linguistically isolated homes
- Single moms
- Young parents, especially without highschool degrees
- Foster kids
- Temporary residents

# WHY ARE CHILDREN MISSED?

- Young children are more likely to live in hard-to-count households
- Many young children are left off the census form

# COUNTING ALL KIDS: A STRATEGY

- **Identify** populations of hard to count children
- Conduct **message research**
- Develop **outreach tools** to persuade families to count children
- **Trusted voices** educate families

# WHERE ARE KIDS AT RISK OF BEING MISSED

- Hard To Count map has data on high, medium, and low risk young child census tracts
- For each tract, it also shows five factors that might make kids harder to count there, to help you target your outreach
- <https://www.censushardtocountmaps2020.us/>
- Webinar and fact sheet on how to use it at [countallkids.org](https://countallkids.org)

# MESSAGE RESEARCH: FOCUS GROUPS AND SURVEYS





## COUNT ALL KIDS MESSAGING RESEARCH ON FAMILIES WITH YOUNG CHILDREN

- ▶ Lake Research conducted:
- **13 focus groups** with families and 2 with providers
- **Online survey with** 800 parents with children under 5 nationwide who make less than \$50K a year.
- Six focus groups **testing creative materials**

## MANY WILL LEAVE KIDS OFF

- ▶ **Nearly one-in-five parents would not include their children** under 5 on the census (10%) or are not sure if they would (8%)
- ▶ The most frequent reasons were **confusion** about whether they should be counted at all, or **confusion** about why the government needs to know about the young children.
- ▶ Other reasons include part-time or temporary residence in the home; no custody
- ▶ Research indicates fear is also a factor: landlords, immigration authorities

## RESEARCH SHOWS MESSAGES WORK

- ▶ Most important message is to **count young children and explain why it matters**
- ▶ Messages about **convenience** and **privacy** also help

## TOP STATEMENTS ABOUT COUNTING CHILDREN

- Highlight the link between the **census and local school funding**, how the census **helps local governments plan for the future**, and **the impact a miscount could have on a two-year-old's childhood**.
- It makes little difference if a dollar amount is tied to services and programs; both are strong.

# Top Statements About the Census

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



\*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,...



\*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,...



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...



■ Important   ■ Not sure   ■ Not Important

\*split sampled question

## CONVENIENCE

Knowing it takes 10 minutes to complete makes parents much more likely to fill out the census (76% more likely, 53% much more likely).

## PRIVACY

Highlighting the privacy guarantee makes a majority of parents more likely to fill out the form (62%). Penalty is up to five years or \$250,000 fine.

## IT HELPS TO:

- Give **examples of what the losses will be** if children are not counted
- Include the values-oriented fact that **missing children for the next ten years is missing them for most of their childhood**
- Talk about **the changes in the past ten years and the benefits of accurately counting children**
- **Mention babies or from birth**
- **Give a direction** (count all kids not all kids count)

## MESSAGES DURING EPIDEMIC

- Choices not fear
- “You can fill out the census online, by phone, or by mailing in a paper form, at your convenience from the privacy of your home”
- Don't scare them about someone coming to their door



# OUTREACH TIMELINE

- **March 18** - Count All Kids Day
- **March 25** - All Children Count Day (pediatric providers)
- **April 1** - Official Census Day
- **April 11-17** - Week of the Young Child
- **April 30** - Dia del Nino
- **Late May-August 14** - Enumerators go door to door; families can still respond
- **June 14-20** - Week of the Child

## FOUR WAYS TO BE COUNTED

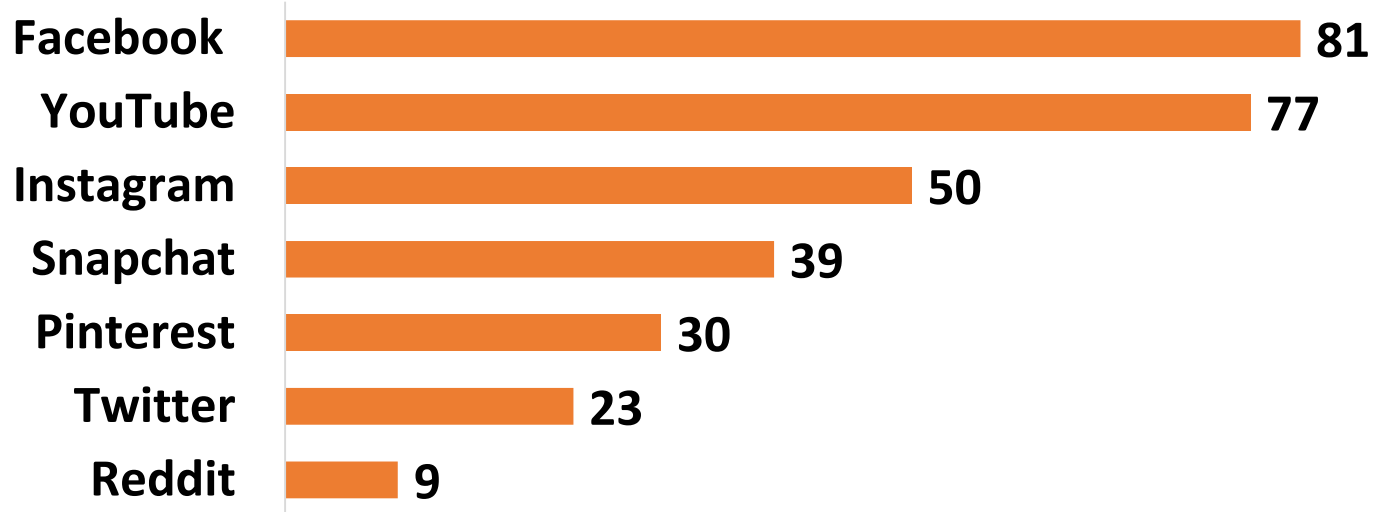
- Online\*
- By phone \*
- By mail
- Census taker

\* 2020 first time this is available to all

## OUTREACH DURING EPIDEMIC

- Original tactics involved schools, pediatricians, childcare providers, librarians... posters, flyers, community events
- Pivot to
  - Digital—social media, SMS
  - Radio and TV—earned, paid and PSAs
  - Emails and other electronic communications (school TV? Websites? Phone calls?)
  - Paper at grab and go feeding sites
- What can you do?

## USE THESE SOCIAL MEDIA



# CAMPAIGN TOOLS AT COUNTALLKIDS.ORG

- [www.countallkids.org](http://www.countallkids.org) toolkit has fact sheets, message guidance
- <https://thesocialpresskit.com/countallkids> has posters, flyers, social media, radio readers, many cultures and multiple languages
- [More resources at http://bit.ly/3at0Qhg](http://bit.ly/3at0Qhg)
- @countallkids
- Facebook: Count All Kids Frame
- **For new resources sign up for the campaign at [countallkids.org](http://countallkids.org)**









## Big or small, the Census is for us all. Count all kids and babies!

**Children should be included on your 2020 Census form**—and not just children related to you, but any kids living at your address near the time. Orphan babies and children are included, the programs that support them get the funding they need.

Count your children, grandchildren, nieces, nephews, foster kids, and the children of any friends or relatives staying with you, even if they're here for a day. Babies count, too. Even if they're still in the hospital, as long as they were born by April 1, 2020, make sure the person completing the Census for your address includes them on the form.

For more information on the 2020 Census, visit [2020census.gov](https://2020census.gov) or call 844-330-2020 #CountAllKids



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### Who should you include?

Use this chart to help determine whether you should include someone on your 2020 Census form.

Who are they?	Should you include them?
My stepson's 7-year-old daughter only stays grandfathers' home, who is not related to the last name with her last name.	<b>Yes.</b> Even though you don't have custody and don't get paid to look after her, she is your family member. You should include her on your Census form.
My cousin and her 5-year-old son, who are living with their dad only temporarily.	<b>Yes.</b> If they have no permanent address, you should count them.
My niece's baby—she had a baby who was born on March 15, 2020, and my niece has been living with her for two months.	<b>Yes.</b> As long as the baby was born by April 1, 2020, it makes no difference if they're still in the hospital when you do not the Census.
My cousin's children have foster siblings.	<b>Yes.</b> Foster kids count, too.
My 4-year-old daughter whom I share custody with with my ex.	<b>It depends.</b> Your daughter should be included on the Census or whatever form she spends the most time on. If you split custody 50/50, count her where she spent the most time by April 1, 2020. But if you're 90/10, make sure she is only counted once.
My 1-year-old daughter's two half siblings who sleep at our house almost every Saturday.	<b>Yes.</b> You should include them because they don't actually live in your house, even though it might seem like it sometimes.

### Did you know?

- Responding to the Census is quick and convenient. It only takes 10 minutes, and you can respond from your home—online, by phone, or on paper. Look for a postcard in the mail with more information!
- Your information is 100% safe and secure. It is illegal for the Census Bureau to share your information with anyone, even other government agencies or your landlord.
- The Census is for everyone living in the U.S. It will not ask you if you are a citizen.
- Only one person per address needs to respond for the Census. And that person should count everyone at their address on the form.

For more information about the 2020 Census, visit [2020census.gov](https://2020census.gov) or call 844-330-2020.





**SESAME STREET**

# MAKE YOUR FAMILY COUNT on the 2020 Census

Your friends on Sesame Street know that the 2020 Census helps fund the neighborhood schools and hospitals that kids depend on. That's why it's important to count babies, infants, and kids of all ages living in your home—even if they're not related to you or are living with you temporarily!

It only takes 10 minutes to support kids for the next 10 years!  
Call, return your form by mail, or go online to  
[www.2020Census.gov](http://www.2020Census.gov)



**SESAME STREET**

## MAKE YOUR FAMILY COUNT

### All Kids Count on the 2020 Census!

Your friends on Sesame Street know that making sure everyone gets counted on the 2020 Census is an important part of giving kids what they need to grow smarter, stronger, and kinder. But did you know...

**Every kid that lives with you counts on the 2020 Census – that means your family and anyone else living with you most of the time.**

Be sure to count all the kids living in your home, even if they're not related to you or are only living with you temporarily. That means all grandchildren, nieces, nephews, cousins, foster children, and the kids of any friends or housemates living with you most of the time. Newborns count too – even if they're still in the hospital. If you're not sure who counts, just include everyone who is living in your home on April 1, 2020.

**The 2020 Census helps support kids and neighborhoods for the next 10 years.**

Counting children helps determine how billions of dollars get spent each year on things like hospitals, schools, and other neighborhoods services! Kids left off the census form can miss out on a whole childhood of community support!

**The 2020 Census is fast, easy, and totally private.**

For the first time you can fill out the census online, over the phone, or by mail. It only takes 10 minutes and you can complete it anytime! It's safe, totally private, and the results cannot be shared with anyone else.

Visit [2020Census.gov](http://2020Census.gov) and...  
Make your family count!

<https://www.youtube.com/watch?v=KZmLI7eYjmw>

## WHAT CAN YOU DO?

- Use **Count All Kids** materials in emails, social media, send them home
- **Address language differences and low literacy**
  - Reach them by TV and radio
  - Suggest response by phone (13 languages)
  - Use Census videos and language guides
- **Provide internet access for families** when schools reopen



## RESOURCES

- [www.countallkids.org](http://www.countallkids.org) (Sign up for the campaign), on Facebook at Count All Kids, Twitter @CountAllKids
- <http://bit.ly/3at0Qhg>
- <https://thesocialpresskit.com/countallkids>
- [Www.sesameworkshop.org/2020census](http://www.sesameworkshop.org/2020census)
- [www.censuscounts.org](http://www.censuscounts.org)
- <https://www.censushardtocountmaps2020.us/>
- <https://www.wecountkids.org/>



# Statistics in Schools and the 2020 Census

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National Partnership Program  
U.S. Census Bureau  
[michelle.l.elison@census.gov](mailto:michelle.l.elison@census.gov)



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# What Is Statistics in Schools?

- Statistics in Schools (SIS) is a free education program fueled by the U.S. Census Bureau and created by teachers, for teachers and parents.
- The program leverages census data to create engaging, free, and easily downloadable activities for students in grades pre-K through 12.
- SIS is an ongoing program that teachers across the country have been using since 2014, with 67 new 2020 Census-related materials in addition to the more than 150 resources already available.
- [www.census.gov/schools](https://www.census.gov/schools)



# What Makes Statistics in Schools (SIS) Unique?



Provides **free, educational materials** that make statistics interactive, relevant, and timely.



**Empowers students, teachers, and parents** 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 Educators

An accurate count of ALL children is critical for educators and their students because 2020 Census responses drive decisions about the distribution of federal funds for programs such as:

- Special education
- Free and reduced-price lunch
- Class sizes
- Classroom technology
- Teacher training
- After-school programs
- Head Start
- Playground and public parks
- Public transportation



# 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.
- SIS activities include take-home flyers for adults in students' homes to explain how and why to count all children who live with them for the 2020 Census. A separate flyer motivates educators to use 2020 SIS resources to support the count of young children.



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## Shape our children's future. Start with the 2020 Census.

Young children experience new adventures each day, and little ones need all of the support they can get during these early years.

Filling out the 2020 Census is one easy way to provide resources for children and their communities for the next 10 years. The 2020 Census counts everyone living in the United States and its territories.

While all children need to be counted, those under the age of 5 are often missed. When newborn babies and children are not counted, support for programs such as health insurance, hospitals, childcare, food assistance, schools, and early childhood development is impacted.

Right now, students across the country are learning all about the 2020 Census through the Statistics in Schools program. This program offers free materials and resources to schools for grades pre-K through 12. The resources help students understand the value of real-life data and prepare them for an increasingly data-driven world. You can find materials such as activities, a storybook, and a song that can be used with children ages 2-5 at [CENSUS.GOV/SCHOOLS](https://census.gov/schools).



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2020

## Make sure you do your part to count all children. In March 2020, when you respond to the census, here is what you need to know:

- > Count all children who live in your home whether they are related to you or not.
- > If a child's time...

...between two households, count where the child lives on April 1, 2020, even if they are still in the hospital on April 1, 2020.

...important. You can complete the form in your care, the U.S. Census Bureau will keep your information safe against you.

Go to [2020CENSUS.GOV](https://2020CENSUS.GOV).



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# SIS has 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: 4.6 %, or 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



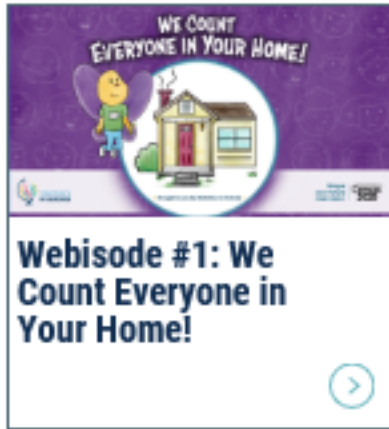
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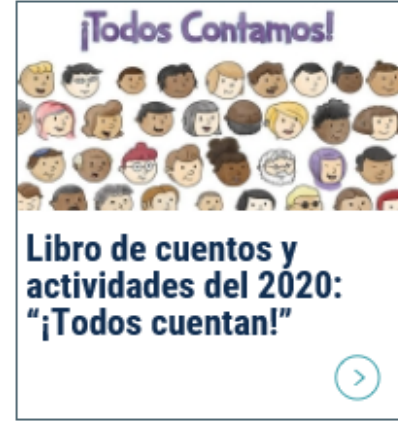
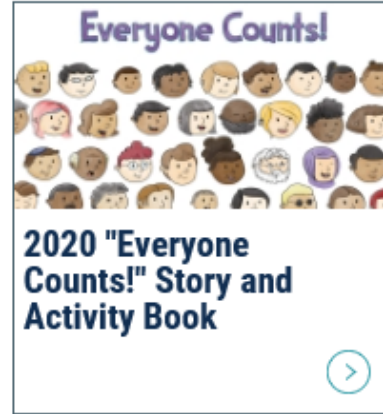
# Three-part animated series with CB, the U.S. Census Bureau butterfly.



[census.gov/schools/preK](https://census.gov/schools/preK)



# A storybook with activities and a music video for children in preschool and early grades



[census.gov/schools/preK](https://census.gov/schools/preK)



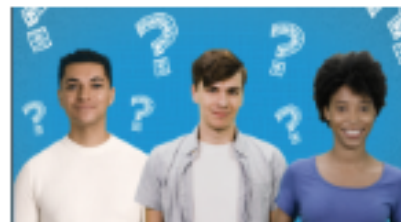
# Engaging videos created specifically for elementary, middle, and high school students



**Getting an Accurate  
Count**



**The 2020 Census  
Challenge**



**What Will You Do  
After High School?**



**[census.gov/schools](https://census.gov/schools)**



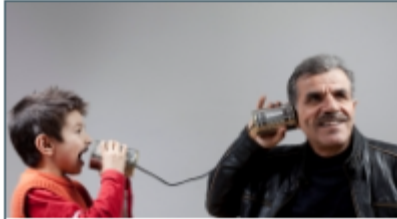
[CENSUS.GOV/SCHOOLS](https://CENSUS.GOV/SCHOOLS)

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**2020**

Activities specially designed to  
be engaging and appropriate for  
each students' grade level.

## Grades K-2



**Diversity: Languages  
at Home**



## Grades 3-4



**Featured Activity:  
Population Change  
Over Time**



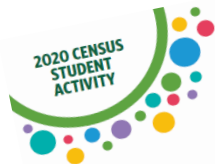
## Grades 5-6



**Featured Activity:  
City Planning With  
Census Data**



# 2020 Census Activities for Grades 7-8



## Diversity: Census Questions Over Time

1. Reference **Activity Item: Race and Ethnicity Questions on the Census** and record your observations on the way race and ethnicity were asked about on census questionnaires from 1970, 1990, and 2010.

Census year	What do you notice about the categories presented?
1970	
1990	
2010	

2. Explain what changes you noticed in how the answer options have changed over time. Why do you think they changed?

3. Next, we'll see what the data tells us about the changes that have occurred between 2000 and 2010. Complete the 2010 data tables on page 3 by calculating the percentages of each race and ethnicity.



Classrooms Powered by Census Data



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## Featured Activity: Exploring Questions for the 2020 Census

1. In **Activity Item: Questions Planned for the 2020 Census**, read the information on your group's category quietly and identify the main ideas. As a group, determine why this information is important and draw conclusions based on the data for your category provided by your teacher. Record your answers in the table below.

Category	Data Collected	Why is that information important?
Age	Percentage (%) of the population in your age range (pick one for the group)	
Race	Percentage (%) of the population with 2 or more races	
Relationship	Percentage (%) of the population who are nonrelatives of the householder	
Sex	Percentage (%) of the population that is male and percentage (%) of the population that is female	
Housing Tenure	Percentage (%) of renter-occupied housing units	

## Featured Activity: Exploring Questions for the 2020 Census

Use this worksheet as a starting point or introduction to the 2020 Census. This activity focuses on the questions planned for the 2020 Census and why each question is important.

## Diversity: Census Questions Over Time

Students will analyze historical data on race and ethnicity in the United States over time. Students will note trends around race and ethnicity by looking at data from 2000 and 2010, highlighting the broad diversity of people who live in the United States today.



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# 2020 Census Activities for Grades 9-12



## Make Data Speak

- Using a census infographic as a model, students will create their own infographics about their communities. Students may draw the infographic by hand, create a collage, or use a computer, depending on the student's skill level.

## Community Change

- Students will use U.S. Census Bureau data to analyze trends and shifts in community populations over the past 10 years in their county. These trends include population growth or decline, and migration patterns.

# Resources for English language learners (ELL) and adult English as a second language (ESL) students



**Diversity: Census Questions Over Time**



**Featured Activity: Exploring Questions for the 2020 Census**



**Adult ESL - How the Census Helps My Community**



[\*\*census.gov/schools\*\*](https://census.gov/schools)

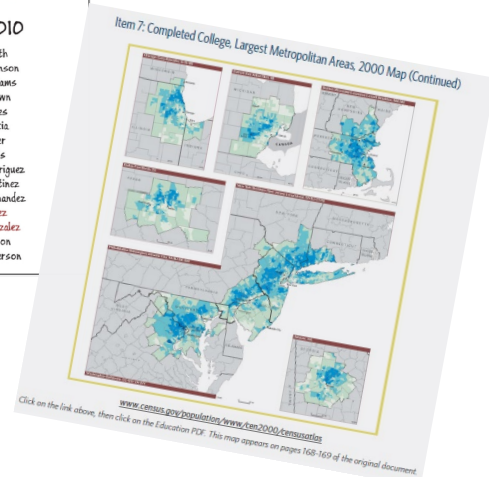
# Statistics in Schools Activities

The Statistics in Schools program offers activities in a variety of subjects, including:

- History
- Social Studies
- Math
- Sociology
- Geography
- English



HELLO my name is...		
Top 15 Most Popular Last Names in the U.S. by Rank		
1990	2000	2010
Smith	Smith	Smith
Johnson	Johnson	Johnson
Williams	Williams	Williams
Jones	Brown	Brown
Brown	Jones	Jones
Davis	Miller	Garcia
Miller	Davis	Miller
Wilson	Garcia	Davis
Moore	Rodriguez	Rodriguez
Taylor	Wilson	Martinez
Anderson	Martinez	Hernandez
Thomas	Anderson	Lopez
Jackson	Taylor	Gonzalez
White	Thomas	Wilson
Harris	Hernandez	Anderson





# Statistics in Schools Online Resources

- Constitution Day
- Data Tools
- Fun Facts
- Games
- Historical Documents and Images
- Maps
- Public Service Announcements
- Videos
- Visualizations
- Warm Up Activities



The U.S. Constitution requires that a census (population count) be taken every 10 years for the purpose of reapportioning the U.S. House of Representatives. Apportionment is the process of dividing the 435 memberships, or seats, in the U.S. House of Representatives among the 50 states.



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





# State Facts for Students



Virginia

Population		
	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>		
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%

May I have another state, please?

Virginia

## History

- Date of Statehood: June 25, 1788
- Population 1800: 607,557
- Population 1860: 1,119,348
- Population 1900: 1,854,184
- Population 1950: 3,318,880
- 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%

## Computer and Internet Use:

	2017
Homes with a Computer	91.8%

## Geography

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

## Business

	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: 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.

## Getting to Work



**Why does this matter?** Earth Day is a great time to learn more about reducing our carbon footprint. By making choices such as driving less or using alternative commute options, we are making a positive change!

### Commute Times

- Average one-way commute to work in the United States in 2017: **27 minutes**
- States with the longest average one-way commutes to work: **New York (34 minutes)** and **Maryland (33 minutes)**
- States with some of the shortest average one-way commutes to work: **South Dakota (17 minutes)** and **North Dakota (17 minutes)**

### How They Commute

- **Less than 1 percent (836,569)** of people in the United States rode a bike to work in 2017.
- **Almost 3 percent (4,054,632)** people in the United States walked to work in 2017.



## Power Up!



*Why did the sun go to school?*

*To get brighter.*



**\$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.

**1,341:** The number of hydroelectric, wind, geothermal, biomass, solar, and other electric power generation establishments in the United States in 2016.

**13,392:** The number of employees working in hydroelectric, wind, geothermal, biomass, solar, and other electric power generation establishments in the United States in 2016.

## Feelin' Hot, Hot, Hot

Across occupied housing units in the United States in 2017, it is estimated that...



**Almost half (57.7 million)** of homes were heated by utility gas.



**Less than 2 percent (2.1 million)** of homes were heated by wood.



**Less than 1 percent (187,622)** of homes were heated by solar energy.

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



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# 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 residues, 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.



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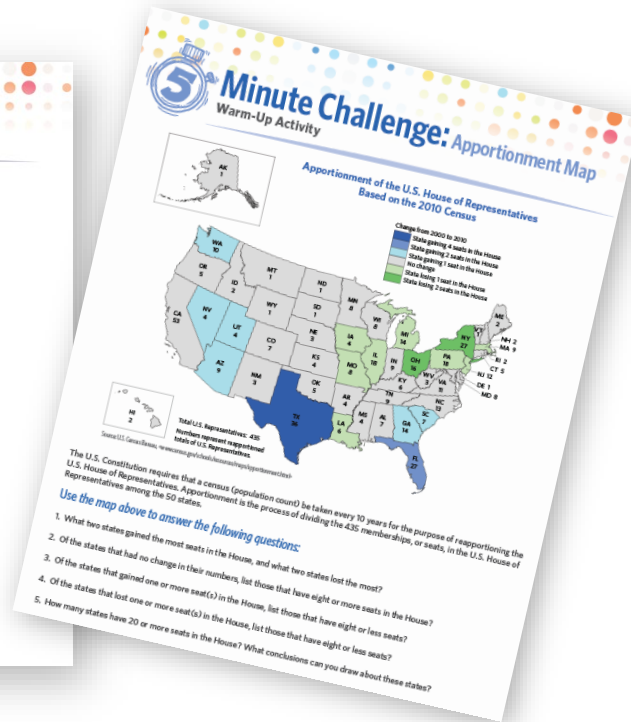
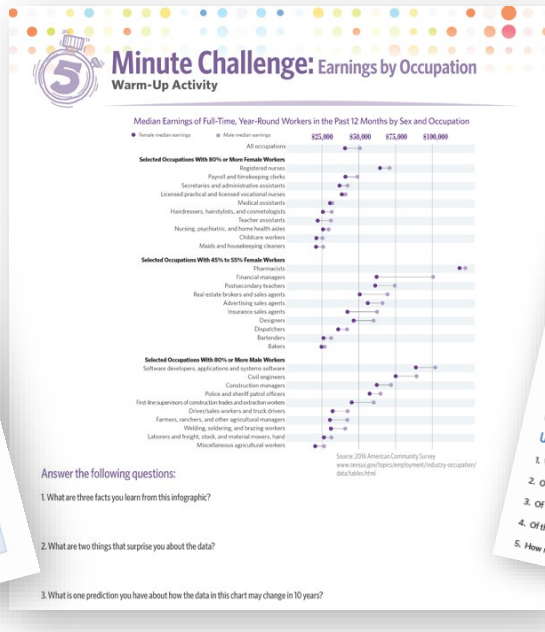
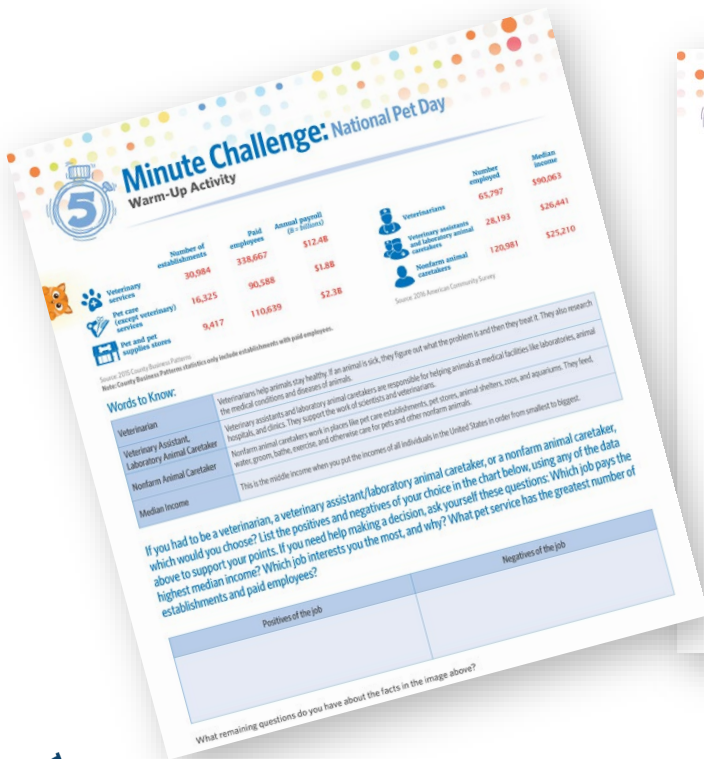


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# 5 Minute Challenges



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# Thank You!

## Contact Statistics in Schools

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

Telephone: (301) 763-4030



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An aerial photograph of a group of children sitting on a sidewalk, drawing large, colorful murals with chalk. The drawings include suns, flowers, and abstract patterns. The children are wearing various colored clothing, and their shadows are cast on the pavement. The scene is set outdoors on a paved area next to a grassy area.

# Questions?

Please use the Q&A feature in Zoom.

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