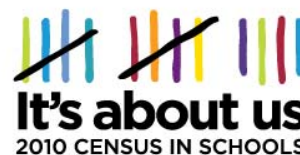


# Educator Update

## Census In Schools



May 2010

### Census in Schools Sends Special Thanks To All Teachers

Special thanks go to the fabulous educators everywhere who supported the efforts of Census in Schools during the past year. Without you as supporting partners we could not have reached 118,000 schools and informed about 56 million of students about the importance of the 2010 Census.

### Teacher Appreciation Week/Day

In 1944, Mattye Whyte Woodridge, an Arkansas teacher, began corresponding with political and educational leaders about establishing a national observance to honor teachers. This effort bore fruit when Congress proclaimed National Teacher Day in 1953; but the proclamation referred to that year only. In the late 1970s, the National Education Association (NEA) and its affiliates began observing Teacher Day on the first Tuesday in March. This practice continued until 1985 when the NEA and the National Parent-Teacher Association (PTA) expanded the day of recognition to a full week and moved it to the first week of May. At the same time, the Tuesday of Teacher Appreciation Week became National Teacher Day, a time for communities to honor their local educators and acknowledge the crucial role teachers play in making sure every student receives a quality education.

To pay tribute to the nation's educators, the Census Bureau presents a 2010 Statistical Abstract sample selection of statistics about teachers and their work over the years since 1970.

[http://www.nces.ed.gov/programs/digest/d08/tables/dt08\\_245.asp](http://www.nces.ed.gov/programs/digest/d08/tables/dt08_245.asp)

Additional data and extensive tables about topics that interest educators are available at



[www.census.gov](http://www.census.gov). Under "Special Topics" click on "Statistical Abstract" and under "Browse Sections" click on "Education" to access a variety of education-related topics.

### Student Activities:

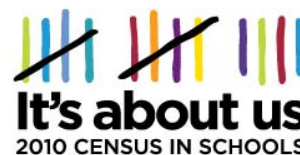
Have students access the Census Bureau Web site to learn the number of people in 1990 in your state involved in educational services.

- Go to [www.census.gov](http://www.census.gov) and find "Quickfacts" on the right side of the screen. Select your state from the drop down menu.
- On the upper right side of the screen, click on "Browse data sets for (your state)."
- Select "Labor Force and Employment Characteristics" which is under the third bullet.
- Scroll down and find the "Industry" heading and locate "Educational Services" to learn the number of people employed in your state in 1990.

Have students determine what percent of people employed over age 16 is represented by the

# Educator Update

## Census In Schools



number of people involved in educational services.

Instead of selecting “Labor Force and Employment Characteristics” in the directions above, have students click on “Population Projections to 2030.” Discuss the possible impact of this data on the future needs of your state’s schools. (Check back later this year to view regularly updated information.)

Teachers note: Similar in format to QuickLinks information, **State Facts for Students** is one of the most popular links on the Census in Schools’ Web site. Visit [www.census.gov/schools](http://www.census.gov/schools) and click on “Census for Teens” to access demographic, geographic, and economic information along with other state information that students will find interesting. The analysis of demographic data in gender and age-group bands focuses on 8- to 12-year-olds in the state.

### Census Takers Begin Visits to Households

On May 1, census takers began visiting households that did not mail back their forms. They also are verifying that housing units indicated as “unoccupied” by the postal service or others are indeed unoccupied and vacant.

A census taker is a person from your community who is hired by the Census Bureau to make sure that your neighborhood gets represented as accurately as possible. The census taker's primary responsibility is to collect census information from residences. Most of these residences have not sent back their 2010 Census forms.

- The Census Bureau provides the census taker with a binder containing addresses

that didn't send back a filled out census form.

- The census taker then visits all of those addresses and records the answers to the questions on the form.
- If no one answers at a particular residence, a census taker will visit that home up to six times, each time leaving a door hanger featuring a phone number; residents can call the number on the hanger to schedule the visit.

The census taker ONLY asks the questions that appear on the census form.

### Do I have to talk to the census taker?

Yes. Your participation in the 2010 Census is vital and required by law ([Section 221 of Title 13 of the U.S. Code](#)). However, rather than rely on criminal charges, the Census Bureau is very successful in getting participation by explaining the importance of the questions we ask and how the information benefits our communities.

Your [privacy and confidentiality](#) is our priority:

The census taker who collects your information is sworn for life to protect your data under [Federal Law Title 13](#). Those who violate the oath face a fine of up to \$250,000 or imprisonment for up to five years, or both.

### Mother’s Day: May 9, 2010

The driving force behind Mother’s Day was Anna Jarvis, who organized observances in Grafton, W.Va., and Philadelphia on May 10, 1908. As the annual celebration became popular around the country, Jarvis asked members of Congress to set aside a day to honor mothers. She finally succeeded in 1914, when Congress designated the second Sunday in May as Mother’s Day. For

# Educator Update

## Census In Schools



more information, visit [www.census.gov](http://www.census.gov) and click on "Facts for Features."

### How Many Mothers

#### 82.8 million

Estimated number of mothers in the United States in 2004.

Source: Survey of Income and Program Participation unpublished tabulations

*Activity: Have students access the population clocks on the Census Bureau's homepage, <[www.census.gov](http://www.census.gov)>. Click on "Population Clocks" and then click on "Historical National Population Estimates." Compare current population numbers with those in students' birth years. Determine the percent of the total population in 2004 that is represented by the number cited above for mothers.*

### How Many Children

#### 2.1

The total fertility rate (TFR) or number of births per woman in the U.S. in 2007 (based on current birth rates by age). This marks the second consecutive year in which the rate has been above replacement level.

Source: National Center for Health Statistics  
<[http://www.cdc.gov/nchs/data/nvsr/nvsr57/nvsr57\\_12.pdf](http://www.cdc.gov/nchs/data/nvsr/nvsr57/nvsr57_12.pdf)>94%

#### 94%

Among the 37.8 million mothers living with children younger than 18 in 2004, the percentage who lived with their biological children only. In addition, 3 percent lived with any stepchildren, 2 percent with any adopted children and less than 1 percent with any foster children.

*Activity: Create pie graphs indicating the percent of mothers who lived with biological, adopted, foster and stepchildren.*

#### 40%

Percentage of births that were the mother's first in 2007. Another 32 percent were the second-born; 17 percent, third; and 11 percent, fourth or more.

Source: National Center for Health Statistics  
<[http://www.cdc.gov/nchs/data/nvsr/nvsr57/nvsr57\\_12.pdf](http://www.cdc.gov/nchs/data/nvsr/nvsr57/nvsr57_12.pdf)>

*Activity: Take a class census to learn the number of students in each birth placement: first-born, second-born, etc. Divide students into groups based on these categories and have groups discuss and report on their observations about their interaction within the family. Ex. "As the oldest, I am often left in charge."*

#### 32.1

Number of twin births per 1,000 total births in 2006.

Source: National Center for Health Statistics  
<[http://www.cdc.gov/nchs/data/nvsr/nvsr57/nvsr57\\_07.pdf](http://www.cdc.gov/nchs/data/nvsr/nvsr57/nvsr57_07.pdf)>

*Activity: Have students suggest unusual and clever names for twins. Emphasis here is on creativity and even light humor. Ex. May and June for twin girls. No names should have negative overtones.*

#### August

The month with the highest number of births, with 387,798 taking place that month in 2006.

Source: National Center for Health Statistics  
<[http://www.cdc.gov/nchs/data/nvsr/nvsr57/nvsr57\\_07.pdf](http://www.cdc.gov/nchs/data/nvsr/nvsr57/nvsr57_07.pdf)>

*Activity: Create a bar graph indicating the number of births in each month for class members.*

# Educator Update

## Census In Schools



### Wednesday

The most common day of the week to deliver, with an average of 13,482 births taking place on Wednesdays during 2006. This is the first time since at least 1990 that a day other than Tuesday had this distinction.

Source: National Center for Health Statistics  
<[http://www.cdc.gov/nchs/data/nvsr/nvsr57/nvsr57\\_07.pdf](http://www.cdc.gov/nchs/data/nvsr/nvsr57/nvsr57_07.pdf)>

*Activity: Create a bar graph indicating the number of births on each day of the week for class members. Determine how many class members were born in the same year. Hold a brief discussion about the fact that statistical data is usually compiled for a given year, and some class members were born in different years, so some members would be part of different statistical data that was compiled on a national scale.*

### Jacob and Emma

The most popular baby names for boys and girls, respectively, in 2008.

Source: Social Security Administration  
<<http://www.ssa.gov/OACT/babynames/>>

*Activity: Informally note with students whether there is a name that is more frequently found in the class and/or among their friends. Have students access the Social Security Web site cited above and learn the most popular names for a particular year of birth. Students can also see how the popularity of a name has changed over time.*

**Teachers note:** *In visiting the Social Security site, this is a good time for a discussion about the importance of Social Security numbers for children (click on various links within the site) and the fact that the **Census Bureau never asks** for a Social Security number. (Some people have become the victims of fraud by providing their Social Security number to scammers.)*

### Mothers Remembered

#### 19,759

Number of florist establishments nationwide in 2007. The 93,779 employees in floral shops across our nation will be especially busy preparing, selling, and delivering floral arrangements for Mother's Day.

Source: County Business Patterns: 2007  
<<http://www.census.gov/econ/cbp/>>

#### 11,662

Number of employees of the 126 greeting-card publishing establishments in 2007.

Source: County Business Patterns: 2007  
<<http://www.census.gov/econ/cbp/>>

*Activity: A discussion about greeting cards can lead to the creation of students' own Mother's Day greeting cards. As the culminating product of a language arts lesson, have students create a letter of appreciation to their mothers.*

#### 27,484

Number of jewelry stores in the United States in 2007 — the place to purchase necklaces, earrings, and other timeless pieces for mom.

Source: County Business Patterns: 2007  
<<http://www.census.gov/econ/cbp/>>

*Activity: Introduce students to observation of data that directly relates to their local lives by clicking on the above Web site and investigating business data for their county. Students can investigate information about the number of establishments and number of employees involved in different categories, such as musical groups and sports events, and compare these data with that of other counties in the state.*

# Educator Update

## Census In Schools



### Fraudulent Activity and Scams

*Please help us get the word out:*

The Census Bureau uses a workforce of trained federal employees to conduct a variety of household and business surveys by telephone, in-person interviews, through the mail, and in limited cases through the Internet. We understand your personal information is sensitive and go to great lengths to protect the data we collect. Although we cannot stop or warn against all bogus or false collections of data — here are some tips to help you recognize fraudulent activity or unofficial data collections.

If you are contacted for any of the following reasons — **Do Not Participate. It is NOT the U.S. Census Bureau.**

#### Phishing:

“Phishing” is the criminally fraudulent process of attempting to acquire sensitive information, such as usernames, passwords, social security numbers, bank account or credit card details, by masquerading as a trustworthy entity in an electronic communication. Phishing is typically carried out by e-mail and it often directs users to enter sensitive information at a fake Web site that looks and feels almost identical to the legitimate one.

#### Other Scams:

- **The Census Bureau does NOT conduct the 2010 Census via the Internet**
- **The Census Bureau does not send emails about participating in the 2010 Census**

- **The Census Bureau never:**

- Asks for your full social security number
- Asks for money or a donation
- Sends requests on behalf of a political party
- Requests PIN codes, passwords or similar access information for credit cards, banks or other financial accounts.

### Contact Census in Schools

If you would like to share any thoughts or ideas about ways to introduce the 2010 Census to your students, please call 1-800-396-1167 or e-mail us at: < [Census.in.Schools@census.gov](mailto:Census.in.Schools@census.gov) >.

Additional information about Census in Schools can be found at our Web site:  
< <http://www.census.gov/schools> >.

To subscribe or get general information about this mailing list, visit:  
< <http://lists.census.gov/mailman/listinfo/census-schools> >.