

*Note – The Census has multiple languages on their website. We are using English today.*

## CENSUS MEETING AGENDA

January 30, 2020

Marshalltown Public Library Meeting Room

5:00 PM

Welcome

Purpose of the Complete Count Committee

<https://2020census.gov/en/news-events/rumors.html>

Why do we have a Census?

<https://2020census.gov/en/partners/psa-toolkit/representation.html>

<https://2020census.gov/en/census-data.html>

<https://2020census.gov/en/community-impact.html>

<https://2020census.gov/content/dam/2020census/materials/partners/2020-01/Uses-of-Census-Bureau-Data-in-Federal-Funds-Distribution.pdf>

Who is counted?

<https://2020census.gov/en/am-i-required.html>

What questions are asked on the census?

<https://2020census.gov/en/data-protection.html>

How can the census questions be answered?

When can the surveys be completed?

<https://2020census.gov/en/important-dates.html>

What are our local challenges? Solutions?

What can we do individually to help our community?

<https://2020census.gov/en/how-to-help.html>

<https://2020census.gov/en/jobs.html> - Local workers are needed!

How can businesses and schools assist the community with a complete count?

<https://www2.census.gov/about/partners/general/fact-sheet-businesses.pdf?#>

<https://2020census.gov/en/educators.html>

What happens if a household fails to respond?

<https://2020census.gov/en/census-takers.html>

<https://2020census.gov/en/community-impact.html>

## Importance of the Data

The 2020 Census will determine congressional representation, inform hundreds of billions in federal funding, and provide data that will impact communities for the next decade.



The 2020 Census will provide a snapshot of our nation—who we are, where we live, and so much more.

The results of this once-a-decade count determine the number of seats each state has in the House of Representatives. They are also used to draw congressional and state legislative districts.

Over the next decade, lawmakers, business owners, and many others will use 2020 Census data to make critical decisions. The results will show where communities need new schools, new clinics, new roads, and more services for families, older adults, and children.

The results will also inform how hundreds of billions of dollars in federal funding are

The results will also inform how hundreds of billions of dollars in federal funding are allocated to more than 100 programs, including Medicaid, Head Start, block grants for community mental health services, and the Supplemental Nutrition Assistance Program, also known as SNAP.



**DID YOU KNOW...**

**Each year, Census data informs federal funding for more than 100 programs, including school lunches, highway construction, and education.**



## Redistricting

The U.S. Constitution mandates that the country count its population once every 10 years. The results are used to adjust or redraw electoral districts, based on where populations have increased or decreased.

State legislatures or independent bipartisan commissions are responsible for redrawing congressional districts. The U.S. Census Bureau provides states with population counts [for this purpose](#) -.

## Federal Funding

The results of the 2020 Census will inform decisions about allocating hundreds of billions of dollars in federal funding to communities across the country—for hospitals, fire departments, school lunch programs, and other critical programs and services.

Learn more about how census results [can have an impact on your community](#).

## Business Decisions

The 2020 Census will be valuable to businesses, as the results will provide a rich set of data on the communities they serve, including population trends and growth projections.

Business owners rely on census results to make decisions, such as where to open new stores, restaurants, factories, or offices, where to expand operations, where to recruit employees, and which products and services to offer -.

### You May Be Interested In ...

#### Impact in Your Community

School lunches.  
Plans for highways.  
Support for  
firefighters and  
families in need.  
Census results  
affect your  
community every  
day.

#### Questions Asked

Responding to the  
2020 Census is  
easy. Learn more  
about the  
questions that are  
asked and how  
your answers will  
be used.

#### Spread the Word

Everyone can play  
a part in ensuring a  
complete and  
accurate count in  
2020.

# The 2020 Census is accessible for everyone.

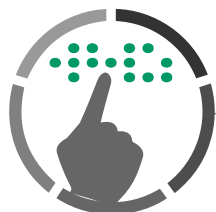
We're making sure that **however you choose to respond**—online, by phone, or by mail—that **the census is accessible**. You'll receive an invitation to respond **beginning in mid-March**. You choose how you want to respond.



You can respond **online** in English or in 12 additional languages. The online questionnaire is accessible, following the latest web accessibility guidelines. We'll also have a video in **American Sign Language** available to guide you through responding online.



You can respond by **phone** in English or in 12 additional languages. You can also respond in English by **TDD** at 844-467-2020.



By mid-April, we'll mail a **paper questionnaire** to every household that hasn't already responded. (Some households will receive a paper questionnaire along with the first invitation in March.)

We'll have **braille and large print guides** available online to assist you with completing the paper questionnaire.



If necessary, you can respond **in person** beginning in mid-May. Census takers will visit all households that have not yet responded.

We'll have census takers available who can communicate in **American Sign Language** and additional languages. When the census taker visits to help you respond, you can request that another census taker who communicates in American Sign Language returns, if you prefer.

If you prefer, you may also choose to have another member of your household interact with the census taker.

**Responding is important.** A complete count helps ensure that services like Medicare, Medicaid, social security, and public transportation can support those who need them.

**Responding is safe.** All of the information you share with us is protected by law and cannot be used against you.

**Responding is accessible.** We're doing everything we can to ensure the ways to respond are accessible for everyone.

Any questions? Please visit **2020census.gov**.  
This website is 508 compliant and accessible to people of all abilities.

**Shape  
your future  
START HERE >**

United States®  
**Census  
2020**

Dear Resident:

This is your invitation to respond to the **2020 Census**. We need your help to count everyone in the United States by providing basic information about all adults, children, and babies living or staying at this address.

Results from the 2020 Census will be used to:

- Direct billions of dollars in federal funds to local communities for schools, roads, and other public services.
- Help your community prepare to meet transportation and emergency readiness needs.
- Determine the number of seats each state has in the U.S. House of Representatives and your political representation at all levels of government.

Respond by April 1 at [url removed]	Your Census ID is: [Census ID removed]
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The Census Bureau is using the internet to securely collect your information. Responding online helps us conserve natural resources, save taxpayer money, and process data more efficiently. If you are unable to complete your 2020 Census questionnaire online, we will send you a paper questionnaire in a few weeks for you to complete and mail back.

The census is so important that your response is required by law, and your answers are kept completely confidential. If you do not respond, we will need to send a Census Bureau interviewer to your home to collect your answers in person. If you need help completing your 2020 Census questionnaire, please call toll-free [phone number removed].

Thank you for your prompt response.

Sincerely,

Steven D. Dillingham  
Director

Enclosures

**Mensaje importante:** Para completar su cuestionario del Censo del 2020, visite [url removed] o llame gratis al [phone number removed].

United States<sup>®</sup>  
**Census**  
**2020**

U.S. DEPARTMENT OF COMMERCE  
Economics and Statistics Administration  
U.S. CENSUS BUREAU

**This is the official questionnaire for this address.**  
**It is quick and easy to respond, and your answers are protected by law.**

FOR  
OFFICIAL  
USE ONLY

**Start here** OR go online at [url removed] to complete your 2020 Census questionnaire.

Use a blue or black pen.

**Before you answer Question 1, count the people living in this house, apartment, or mobile home using our guidelines.**

- Count all people, including babies, who live and sleep here most of the time.
- If no one lives and sleeps at this address most of the time, go online at [url removed] or call the number on page 8.

**The census must also include people without a permanent place to live, so:**

- If someone who does not have a permanent place to live is staying here on April 1, 2020, count that person.

**The Census Bureau also conducts counts in institutions and other places, so:**

- Do not count anyone living away from here, either at college or in the Armed Forces.
- Do not count anyone in a nursing home, jail, prison, detention facility, etc., on April 1, 2020.
- Leave these people off your questionnaire, even if they will return to live here after they leave college, the nursing home, the military, jail, etc. Otherwise, they may be counted twice.

**1. How many people were living or staying in this house, apartment, or mobile home on April 1, 2020?**

Number of people =

**2. Were there any additional people staying here on April 1, 2020 that you did not include in Question 1?**

Mark ☒ all that apply.

- ☐ Children, related or unrelated, such as newborn babies, grandchildren, or foster children
- ☐ Relatives, such as adult children, cousins, or in-laws
- ☐ Nonrelatives, such as roommates or live-in babysitters
- ☐ People staying here temporarily
- ☐ No additional people

**3. Is this house, apartment, or mobile home — Mark ☒ ONE box.**

- ☐ Owned by you or someone in this household with a mortgage or loan? *Include home equity loans.*
- ☐ Owned by you or someone in this household free and clear (without a mortgage or loan)?
- ☐ Rented?
- ☐ Occupied without payment of rent?

**4. What is your telephone number?**

*We will only contact you if needed for official Census Bureau business.*

Telephone Number

-    -

## Person 1

5. Please provide information for each person living here. If there is someone living here who pays the rent or owns this residence, start by listing him or her as Person 1. If the owner or the person who pays the rent does not live here, start by listing any adult living here as Person 1.

What is Person 1's name? *Print name below.*

First Name

MI

Last Name(s)

6. What is Person 1's sex? Mark ☒ ONE box.

☐ Male ☐ Female

7. What is Person 1's age and what is Person 1's date of birth? *For babies less than 1 year old, do not write the age in months. Write 0 as the age.*

Age on April 1, 2020 *Print numbers in boxes.*

Month	Day	Year of birth
<input type="text"/>	<input type="text"/>	<input type="text"/>

years

→ **NOTE:** Please answer BOTH Question 8 about Hispanic origin and Question 9 about race. For this census, Hispanic origins are not races.

8. Is Person 1 of Hispanic, Latino, or Spanish origin?

- ☐ No, not of Hispanic, Latino, or Spanish origin
- ☐ Yes, Mexican, Mexican Am., Chicano
- ☐ Yes, Puerto Rican
- ☐ Yes, Cuban
- ☐ Yes, another Hispanic, Latino, or Spanish origin – *Print, for example, Salvadoran, Dominican, Colombian, Guatemalan, Spaniard, Ecuadorian, etc.*

9. What is Person 1's race?

Mark ☒ one or more boxes **AND** print origins.

- ☐ White – *Print, for example, German, Irish, English, Italian, Lebanese, Egyptian, etc.*

- ☐ Black or African Am. – *Print, for example, African American, Jamaican, Haitian, Nigerian, Ethiopian, Somali, etc.*

- ☐ American Indian or Alaska Native – *Print name of enrolled or principal tribe(s), for example, Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow Inupiat Traditional Government, Nome Eskimo Community, etc.*

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Chinese  | <input type="checkbox"/> Vietnamese  | <input type="checkbox"/> Native Hawaiian |
| <input type="checkbox"/> Filipino   | <input type="checkbox"/> Korean  | <input type="checkbox"/> Samoan          |
| <input type="checkbox"/> Asian Indian   | <input type="checkbox"/> Japanese  | <input type="checkbox"/> Chamorro        |
| <input type="checkbox"/> Other Asian – <i>Print, for example, Pakistani, Cambodian, Hmong, etc.</i> | <input type="checkbox"/> Other Pacific Islander – <i>Print, for example, Tongan, Fijian, Marshallese, etc.</i> |  |

- ☐ Some other race – *Print race or origin.*

→ If more people were counted in Question 1 on the front page, continue with Person 2 on the next page.



# 1. Print name of

## Person 2

First Name

MI

Last Name(s)

# 2. Does this person usually live or stay somewhere else?

Mark ☒ all that apply.

☐ No

☐ Yes, for college

☐ Yes, for a military assignment

☐ Yes, for a job or business

☐ Yes, in a nursing home

☐ Yes, with a parent or other relative

☐ Yes, at a seasonal or second residence

☐ Yes, in a jail or prison

☐ Yes, for another reason

# 3. How is this person related to Person 1? Mark ☒ ONE box.

☐ Opposite-sex husband/wife/spouse

☐ Opposite-sex unmarried partner

☐ Same-sex husband/wife/spouse

☐ Same-sex unmarried partner

☐ Biological son or daughter

☐ Adopted son or daughter

☐ Stepson or stepdaughter

☐ Brother or sister

☐ Father or mother

☐ Grandchild

☐ Parent-in-law

☐ Son-in-law or daughter-in-law

☐ Other relative

☐ Roommate or housemate

☐ Foster child

☐ Other nonrelative

# 4. What is this person's sex? Mark ☒ ONE box.

☐ Male

☐ Female

# 5. What is this person's age and what is this person's date of birth? For babies less than 1 year old, do not write the age in months. Write 0 as the age.

Print numbers in boxes.

Age on April 1, 2020

Month

Day

Year of birth

years




→ NOTE: Please answer BOTH Question 6 about Hispanic origin and Question 7 about race. For this census, Hispanic origins are not races.

# 6. Is this person of Hispanic, Latino, or Spanish origin?

☐ No, not of Hispanic, Latino, or Spanish origin

☐ Yes, Mexican, Mexican Am., Chicano

☐ Yes, Puerto Rican

☐ Yes, Cuban

☐ Yes, another Hispanic, Latino, or Spanish origin – Print, for example, Salvadoran, Dominican, Colombian, Guatemalan, Spaniard, Ecuadorian, etc. ↴

# 7. What is this person's race?

Mark ☒ one or more boxes AND print origins.

☐ White – Print, for example, German, Irish, English, Italian, Lebanese, Egyptian, etc. ↴

☐ Black or African Am. – Print, for example, African American, Jamaican, Haitian, Nigerian, Ethiopian, Somali, etc. ↴

☐ American Indian or Alaska Native – Print name of enrolled or principal tribe(s), for example, Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow Inupiat Traditional Government, Nome Eskimo Community, etc. ↴

☐ Chinese

☐ Filipino

☐ Asian Indian

☐ Other Asian – Print, for example, Pakistani, Cambodian, Hmong, etc. ↴

☐ Vietnamese

☐ Korean

☐ Japanese

☐

☐ Native Hawaiian

☐ Samoan

☐ Chamorro

☐ Other Pacific Islander – Print, for example, Tongan, Fijian, Marshallese, etc. ↴

☐ Some other race – Print race or origin. ↴

→ If more people were counted in Question 1 on the front page, continue with Person 3 on the next page.

## 1. Print name of

## Person 3

First Name

MI

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Last Name(s)

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## 2. Does this person usually live or stay somewhere else?

Mark ☒ all that apply.

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> No                             | <input type="checkbox"/> Yes, for college                       | <input type="checkbox"/> Yes, with a parent or other relative |
| <input type="checkbox"/> Yes, for a military assignment | <input type="checkbox"/> Yes, at a seasonal or second residence | <input type="checkbox"/> Yes, in a jail or prison             |
| <input type="checkbox"/> Yes, for a job or business     | <input type="checkbox"/> Yes, in a nursing home                 | <input type="checkbox"/> Yes, for another reason              |

3. How is this person related to Person 1? Mark ☒ ONE box.

- |   |  |
|---|--|
| <input type="checkbox"/> Opposite-sex husband/wife/spouse | <input type="checkbox"/> Father or mother              |
| <input type="checkbox"/> Opposite-sex unmarried partner   | <input type="checkbox"/> Grandchild                    |
| <input type="checkbox"/> Same-sex husband/wife/spouse     | <input type="checkbox"/> Parent-in-law                 |
| <input type="checkbox"/> Same-sex unmarried partner       | <input type="checkbox"/> Son-in-law or daughter-in-law |
| <input type="checkbox"/> Biological son or daughter       | <input type="checkbox"/> Other relative                |
| <input type="checkbox"/> Adopted son or daughter          | <input type="checkbox"/> Roommate or housemate         |
| <input type="checkbox"/> Stepson or stepdaughter          | <input type="checkbox"/> Foster child                  |
| <input type="checkbox"/> Brother or sister                | <input type="checkbox"/> Other nonrelative             |

4. What is this person's sex? Mark ☒ ONE box.

- ☐ Male ☐ Female

## 5. What is this person's age and what is this person's date of birth? For babies less than 1 year old, do not write the age in months. Write 0 as the age.

Print numbers in boxes.

Age on April 1, 2020

Month

Day

Year of birth

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→ NOTE: Please answer BOTH Question 6 about Hispanic origin and Question 7 about race. For this census, Hispanic origins are not races.

## 6. Is this person of Hispanic, Latino, or Spanish origin?

- ☐ No, not of Hispanic, Latino, or Spanish origin
- ☐ Yes, Mexican, Mexican Am., Chicano
- ☐ Yes, Puerto Rican
- ☐ Yes, Cuban
- ☐ Yes, another Hispanic, Latino, or Spanish origin – Print, for example, Salvadoran, Dominican, Colombian, Guatemalan, Spaniard, Ecuadorian, etc. ↗

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

## 7. What is this person's race?

Mark ☒ one or more boxes AND print origins.

- ☐ White – Print, for example, German, Irish, English, Italian, Lebanese, Egyptian, etc. ↗
- ☐ Black or African Am. – Print, for example, African American, Jamaican, Haitian, Nigerian, Ethiopian, Somali, etc. ↗
- ☐ American Indian or Alaska Native – Print name of enrolled or principal tribe(s), for example, Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow Inupiat Traditional Government, Nome Eskimo Community, etc. ↗
- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Chinese   | <input type="checkbox"/> Vietnamese   | <input type="checkbox"/> Native Hawaiian |
| <input type="checkbox"/> Filipino  | <input type="checkbox"/> Korean   | <input type="checkbox"/> Samoan          |
| <input type="checkbox"/> Asian Indian  | <input type="checkbox"/> Japanese   | <input type="checkbox"/> Chamorro        |
| <input type="checkbox"/> Other Asian – Print, for example, Pakistani, Cambodian, Hmong, etc. ↗ | <input type="checkbox"/> Other Pacific Islander – Print, for example, Tongan, Fijian, Marshallese, etc. ↗ |  |

- ☐ Some other race – Print race or origin. ↗

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

→ If more people were counted in Question 1 on the front page, continue with Person 4 on the next page.

## 1. Print name of

## Person 4

First Name

MI

[illegible]

Last Name(s)

[illegible]

## 2. Does this person usually live or stay somewhere else?

Mark ☒ all that apply.

- ☐ No

☐ Yes, for college

☐ Yes, for a military assignment

☐ Yes, for a job or business

☐ Yes, in a nursing home

☐ Yes, with a parent or other relative

☐ Yes, at a seasonal or second residence

☐ Yes, in a jail or prison

☐ Yes, for another reason

**3. How is this person related to Person 1?** Mark ☒ ONE box.

- |   |  |
|---|--|
| <input type="checkbox"/> Opposite-sex husband/wife/spouse | <input type="checkbox"/> Father or mother              |
| <input type="checkbox"/> Opposite-sex unmarried partner   | <input type="checkbox"/> Grandchild                    |
| <input type="checkbox"/> Same-sex husband/wife/spouse     | <input type="checkbox"/> Parent-in-law                 |
| <input type="checkbox"/> Same-sex unmarried partner       | <input type="checkbox"/> Son-in-law or daughter-in-law |
| <input type="checkbox"/> Biological son or daughter       | <input type="checkbox"/> Other relative                |
| <input type="checkbox"/> Adopted son or daughter          | <input type="checkbox"/> Roommate or housemate         |
| <input type="checkbox"/> Stepson or stepdaughter          | <input type="checkbox"/> Foster child                  |
| <input type="checkbox"/> Brother or sister                | <input type="checkbox"/> Other nonrelative             |

4. What is this person's sex? Mark ☒ ONE box

- ☐ Male ☐ Female

**5. What is this person's age and what is this person's date of birth?** For babies less than 1 year old, do not write the age in months. Write 0 as the age.

Print numbers in boxes.

Age on April 1, 2020

Month

Day


Year of birth

years

years

→ **NOTE: Please answer BOTH Question 6 about Hispanic origin and Question 7 about race. For this census, Hispanic origins are not races.**

**6. Is this person of Hispanic, Latino, or Spanish origin?**

- ☐ **No**, not of Hispanic, Latino, or Spanish origin
- ☐ Yes, Mexican, Mexican Am., Chicano
- ☐ Yes, Puerto Rican
- ☐ Yes, Cuban
- ☐ Yes, another Hispanic, Latino, or Spanish origin – *Print, for example, Salvadoran, Dominican, Colombian, Guatemalan, Spaniard, Ecuadorian, etc.* 

[illegible]

**7. What is this person's race?**

Mark ☒ one or more boxes **AND** print origins.

- ☐ White – *Print, for example, German, Irish, English, Italian, Lebanese, Egyptian, etc.* ➤

☐ Black or African Am. – *Print, for example, African American, Jamaican, Haitian, Nigerian, Ethiopian, Somali, etc.* ➤

☐ American Indian or Alaska Native – *Print name of enrolled or principal tribe(s), for example, Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow Inupiat Traditional Government, Nome Eskimo Community, etc.* ➤

☐ Chinese

☐ Filipino

☐ Asian Indian

☐ Other Asian – *Print, for example, Pakistani, Cambodian, Hmong, etc.* ➤

☐ Vietnamese

☐ Korean

☐ Japanese

☐ Native Hawaiian

☐ Samoan

☐ Chamorro

☐ Other Pacific Islander – *Print, for example, Tongan, Fijian, Marshallese, etc.* ➤

- |  |                                     |   |
|--|-------------------------------------|---|
| <input type="checkbox"/> Chinese   | <input type="checkbox"/> Vietnamese | <input type="checkbox"/> Native Hawaiian  |
| <input type="checkbox"/> Filipino  | <input type="checkbox"/> Korean     | <input type="checkbox"/> Samoan   |
| <input type="checkbox"/> Asian Indian  | <input type="checkbox"/> Japanese   | <input type="checkbox"/> Chamorro   |
| <input type="checkbox"/> Other Asian –<br><i>Print, for example,<br/>Pakistani, Cambodian,<br/>Hmong, etc.</i> |                                     | <input type="checkbox"/> Other Pacific Islander –<br><i>Print, for example,<br/>Tongan, Fijian,<br/>Marshallese, etc.</i> |

- Some other race – *Print race or origin.*

→ If more people were counted in Question 1 on the front page, continue with Person 5 on the next page.



## 1. Print name of

MI

[illegible][illegible]

**2. Does this person usually live or stay somewhere else?**

Mark ☒ all that apply.

- ☐ No

☐ Yes, for college

☐ Yes, for a military assignment

☐ Yes, for a job or business

☐ Yes, in a nursing home

☐ Yes, with a parent or other relative

☐ Yes, at a seasonal or second residence

☐ Yes, in a jail or prison

☐ Yes, for another reason

**3. How is this person related to Person 1? Mark ☒ ONE box.**

- |   |  |
|---|--|
| <input type="checkbox"/> Opposite-sex husband/wife/spouse | <input type="checkbox"/> Father or mother              |
| <input type="checkbox"/> Opposite-sex unmarried partner   | <input type="checkbox"/> Grandchild                    |
| <input type="checkbox"/> Same-sex husband/wife/spouse     | <input type="checkbox"/> Parent-in-law                 |
| <input type="checkbox"/> Same-sex unmarried partner       | <input type="checkbox"/> Son-in-law or daughter-in-law |
| <input type="checkbox"/> Biological son or daughter       | <input type="checkbox"/> Other relative                |
| <input type="checkbox"/> Adopted son or daughter          | <input type="checkbox"/> Roommate or housemate         |
| <input type="checkbox"/> Stepson or stepdaughter          | <input type="checkbox"/> Foster child                  |
| <input type="checkbox"/> Brother or sister                | <input type="checkbox"/> Other nonrelative             |

4. What is this person's sex? Mark ☒ ONE box

- ☐ Male ☐ Female

**5. What is this person's age and what is this person's date of birth?** For babies less than 1 year old, do not write the age in months. Write 0 as the age.


Print numbers in boxes.

Year of birth

years

→ **NOTE:** Please answer **BOTH** Question 6 about Hispanic origin and Question 7 about race. For this census, Hispanic origins are not races.

**6. Is this person of Hispanic, Latino, or Spanish origin?**

- ☐ **No**, not of Hispanic, Latino, or Spanish origin
- ☐ Yes, Mexican, Mexican Am., Chicano
- ☐ Yes, Puerto Rican
- ☐ Yes, Cuban
- ☐ Yes, another Hispanic, Latino, or Spanish origin – *Print, for example, Salvadoran, Dominican, Colombian, Guatemalan, Spaniard, Ecuadorian, etc.* 

[illegible]


**7. What is this person's race?**

Mark ☒ one or more boxes **AND** print origins.

- White – Print, for example, German, Irish, English, Italian, Lebanese, Egyptian, etc. ↗

[illegible]

- Black or African Am. – *Print*, for example, African American, Jamaican, Haitian, Nigerian, Ethiopian, Somali, etc. ↴

-  American Indian or Alaska Native – *Print name of enrolled or principal tribe(s), for example, Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow Inupiat Traditional Government, Nome Eskimo Community, etc.* ↗

[illegible]

- |  |                                     |   |
|--|-------------------------------------|---|
| <input type="checkbox"/> Chinese   | <input type="checkbox"/> Vietnamese | <input type="checkbox"/> Native Hawaiian  |
| <input type="checkbox"/> Filipino  | <input type="checkbox"/> Korean     | <input type="checkbox"/> Samoan   |
| <input type="checkbox"/> Asian Indian  | <input type="checkbox"/> Japanese   | <input type="checkbox"/> Chamorro   |
| <input type="checkbox"/> Other Asian –<br><i>Print, for example,<br/>Pakistani, Cambodian,<br/>Hmong, etc.</i> |                                     | <input type="checkbox"/> Other Pacific Islander –<br><i>Print, for example,<br/>Tongan, Fijian,<br/>Marshallese, etc.</i> |

[illegible]

- Some other race – *Print race or origin.*

→ If more people were counted in Question 1 on the front page, continue with Person 7 on the next page.

Use this section to complete information for the rest of the people you counted in Question 1 on the front page.  
We may call for additional information about them.

### Person 7

First Name

MI

Last Name(s)

Sex

☐ Male ☐ Female

Age on April 1, 2020

years

Date of Birth

Month

Day

Year of birth

Related to Person 1?

☐ Yes ☐ No

### Person 8

First Name

MI

Last Name(s)

Sex

☐ Male ☐ Female

Age on April 1, 2020

years

Date of Birth

Month

Day

Year of birth

Related to Person 1?

☐ Yes ☐ No

### Person 9

First Name

MI

Last Name(s)

Sex

☐ Male ☐ Female

Age on April 1, 2020

years

Date of Birth

Month

Day

Year of birth

Related to Person 1?

☐ Yes ☐ No

### Person 10

First Name

MI

Last Name(s)

Sex

☐ Male ☐ Female

Age on April 1, 2020

years

Date of Birth

Month

Day

Year of birth

Related to Person 1?

☐ Yes ☐ No

FOR OFFICIAL USE ONLY

JIC1

JIC2

Thank you for completing your 2020 Census questionnaire.

If your enclosed postage-paid envelope is missing,  
please mail your completed questionnaire to:

U.S. Census Bureau  
National Processing Center  
[address removed]

If you need help completing this questionnaire, call [toll-free number removed], Sunday through Saturday from 7:00 a.m. to 2:00 a.m. ET.

TDD — Telephone display device for the hearing impaired. Call [toll-free number removed], Sunday through Saturday from 7:00 a.m. to 2:00 a.m. ET.

The U.S. Census Bureau estimates that completing the questionnaire will take 10 minutes on average. Send comments regarding this burden estimate or any other aspect of this burden to: Paperwork Reduction Project 0607-1006, U.S. Census Bureau [address removed] Washington, DC 20233. You may email comments to <[email address removed]>. Use "Paperwork Reduction Project 0607-1006" as the subject.

This collection of information has been approved by the Office of Management and Budget (OMB). The eight-digit OMB approval number 0607-1006 confirms this approval. If this number were not displayed, we could not conduct the census.





USCENSUSBUREAU







## The Census Will Never Ask Certain Questions

During the 2020 Census, the Census Bureau will ***never*** ask you for:

- Your Social Security number.
- Money or donations.
- Anything on behalf of a political party.
- Your bank or credit card account numbers.

If someone claiming to be from the Census Bureau contacts you via email or phone and asks you for one of these things, it's a scam, and you should not cooperate. For more information, visit [Avoiding Fraud and Scams](#).

## What Happens to Your Answers?

Your personal information is kept ***confidential***. The Census Bureau is bound by federal law to protect your information, and your data is used only for statistical purposes.

Your responses are compiled with information from other homes to produce statistics, which never identify your home or any person in your home. Learn more about [how we protect your information](#).

//

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### You May Be Interested In ...

#### How the Census Bureau Protects Your Data

The Census Bureau is bound by law to keep your information confidential.

#### Ways To Respond

Once you receive an invitation to participate in the 2020 Census, there are three ways to respond: online, by phone, or by mail.

#### Who Is Required To Respond?

If you live in the United States, you are required by law to complete the 2020 Census.

# Census Fast Facts

- As mandated by the U.S. Constitution, America gets just one chance each decade to count its population. The U.S. Census Bureau counts every resident in the United States. It is mandated by Article I, Section 2 of the U.S. Constitution and takes place every 10 years. Not only do we have to count people, we have to know where they live so we can provide accurate population numbers for counties, states, municipalities, etc. These numbers are used to draw school and voting districts.
- Census data, collected every 10 years, determines your representation in Congress and determines how funds are spent in your community on things like roads, schools, and hospitals.
- The 2020 Census will use a new design that incorporates online and phone response options in addition to the traditional paper option. The online response option allows people to respond on their desktop computers, laptops, smartphones, or tablets.
- Here's how the census helps you and your community:
  - Communities use the information to plan bus routes, draw school district boundaries, and offer community services.
  - Businesses use census data to decide where to put a store, office, or plant. These new locations create jobs and support the community's economy.
  - Businesses use the information to determine what to sell in their stores so communities get what they need.
  - The information helps your community receive funding from the federal government.



# 2020 Census Job Qualifications

You may be eligible if:

- You are a U.S. citizen.
- You are at least 18 years old.
- You have a valid Social Security number.
- You have a valid e-mail address.
- You complete an application and assessment questions. (For some positions, the assessment questions may be available in Spanish; however, an English Proficiency Test may also be required.)
- You are registered with the Selective Service System if you are a male born after December 31, 1959.
- You pass a criminal background check and a review of criminal records (including fingerprinting) as part of the Census Bureau's hiring process.
- You do not engage in any partisan political activity while on duty.
- Your current employment (including law and regulatory enforcement jobs) is compatible with Census Bureau employment (reviewed on a case-by-case basis).
- You are available to work flexible hours, including days, evenings, and/or weekends.
- You commit to completing training. (If offered a job, you will be paid for this training at a training pay rate.)

Most jobs require employees to:

- Have access to a vehicle and a valid driver's license, unless public transportation is readily available.
- Have access to a computer with Internet and an e-mail account (to complete training).



## Introduction

# 2020 Census Non-English Support

(Order: Top to bottom, left to right)

<b>Spanish</b>	<b>Haitian Creole</b>	Bengali	Romanian	Tamil	Tigrinya	Igbo
<b>Chinese</b>	<b>Portuguese</b>	Greek	Telugu	Navajo	Ilocano	Marathi
<b>Vietnamese</b>	<b>Japanese</b>	Amharic	Burmese	Hungarian	Dutch	Sinhala
<b>Korean</b>	Italian	Somali	Punjabi	Hebrew	Croatian	Slovak
<b>Russian</b>	Farsi	Thai	Lao	Malayalam	Bulgarian	American Sign Language
<b>Arabic</b>	German	Gjurati	Hmong	Swahili	Twi	
<b>Tagalog</b>	Armenian	Khmer	Albanian	Yiddish	Lithuanian	
<b>Polish</b>	Hindi	Nepali	Turkish	Indonesia	Yoruba	
<b>French</b>	Ukrainian	Urdu	Bosnian	Serbian	Czech	

## Introduction

# Our Unique Approach

*Every local government community can and should form a 2020 Census Complete Count Committee (CCC).*

It is our belief in the Chicago Region that villages, towns, cites, or communities of all populations form a Complete Count Committee (CCC) and that **none is too large or too small** not to be involved and committed to participating in all ways possible to make certain that each and every person is counted, counted only once and counted in the right place.





# Constitutional Mandate

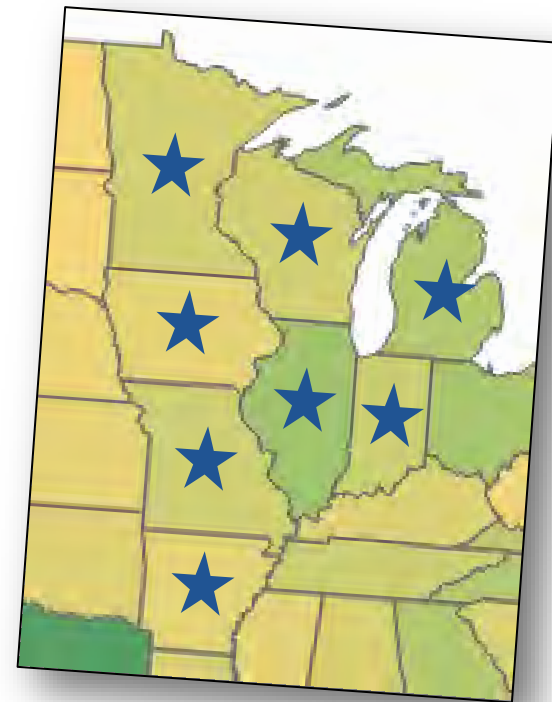
**Article 1, Section 2 of the U.S. Constitution** mandates a headcount every 10 years, of everyone residing in the United States, *including people of all ages, races, ethnic groups, citizens, and noncitizens, from all 50 States, Washington DC, Puerto Rico, and the Island Areas*



# The Chicago Region

The Chicago Regional Office is responsible for **all data collection, data dissemination, and geographic operations** under the current service area boundaries.

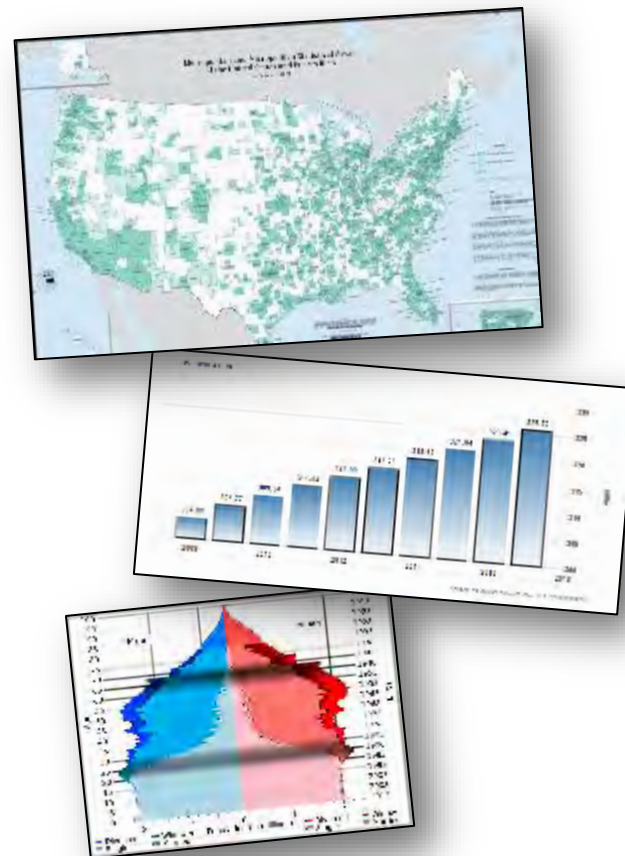
*States within the Chicago Region's service area include: Arkansas, Illinois, Indiana, Iowa, Michigan, Minnesota, Missouri, and Wisconsin.*





# Geographic Framework

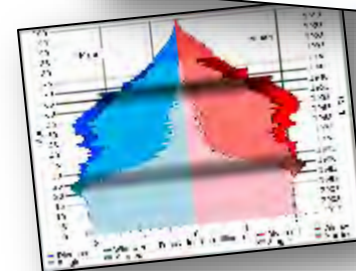
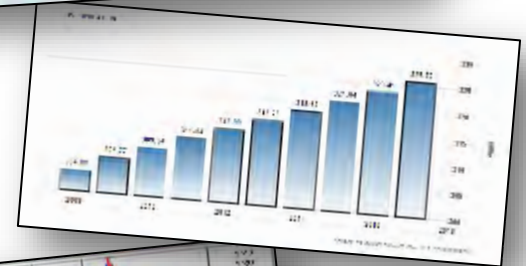
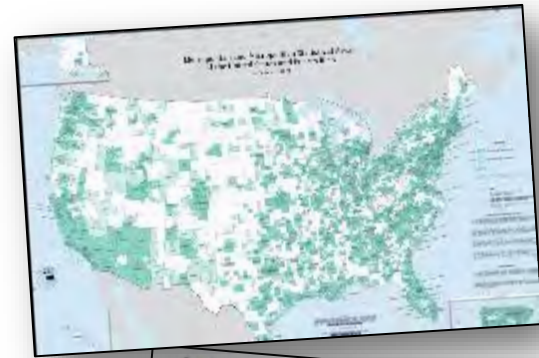
**Geography is central to the work of the Census Bureau**, providing the framework for survey design, sample selection, data collection, tabulation, and dissemination. Geography provides meaning and context to statistical data.



# Standard Hierarchy of Geographic Entities

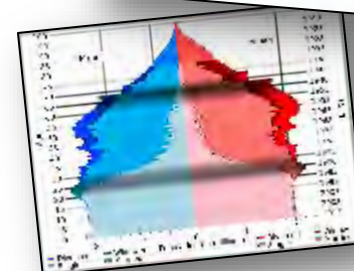
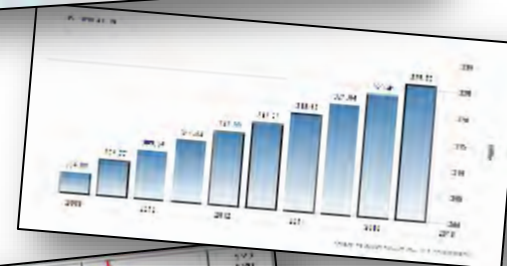
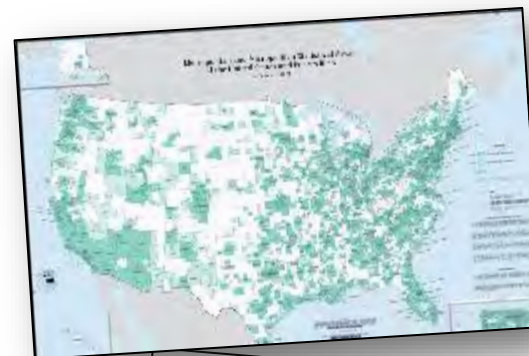
*Two key types of census geography:*

- **Tabulation/Statistical Geography**  
E.g. blocks, census block groups and census tracts, or zip code tabulation area, urban areas
- **Governmental (Legal/Administrative) Geography**  
Nation, state, regions, counties, congressional districts, school districts, voting districts, state legislative districts



# Geographic Entities

AREA	CENSUS BLOCKS
NATION	<ul style="list-style-type: none"> <li>Urban Areas</li> <li>Core-Based Statistical Areas</li> <li>ZIP Code Tabulation Areas</li> </ul>
REGIONS	
DIVISIONS	
STATES	<ul style="list-style-type: none"> <li>Urban Growth Areas</li> <li>State Legislative Districts</li> <li>Public Use Microdata Areas</li> <li>Places</li> <li>School Districts</li> <li>Congressional Districts</li> </ul>
COUNTIES	<ul style="list-style-type: none"> <li>Voting Districts</li> <li>Traffic Analysis Zones</li> <li>County Subdivisions ----- Subminor Civil Divisions</li> </ul>
CENSUS	
BLOCK GROUPS	



# Data Stewardship

*When you trust us with your information, our goal - and legal duty - is to **keep it safe.***

Our mission is to serve as **the nation's leading provider** of quality data about its people and economy. We couldn't produce this information without you.

Being responsible stewards of your data is not only required by law, it's embedded in our culture.

Our Data Stewardship program includes ongoing training, accountability and the lifetime oath each of us swears to keep your information confidential.



# Title 13 of the United States Code

- **The Census Bureau is bound by Title 13 of the United States Code.** These laws not only provide authority for the work we do, but also provide strong protection for the information we collect from individuals and businesses.
- All Census Bureau Employees swear a lifetime oath to **protect respondent data**.
- **It is a felony** for any Census Bureau employee to disclose any confidential census information. The penalties of wrongful disclosure include a 5 year imprisonment and/or a fine of \$250,000.



# Privacy and Security Principles

## Necessity

- Do we need to ask this question?
- Do we need to collect this information?

## Openness

- Do you know why we are collecting your information?

## Respect

- Are our efforts reasonable?
- Did we treat you with respect?

## Confidentiality

- How do we protect your information?





# How is Census Data Used?

*Recent examples include:*

- Distributing over **\$675 billion annually** in federal funds.
- Planning for **hospitals, nursing homes, clinics,** and the location of other health services.
- Determining areas eligible for **housing assistance** and rehabilitation loans
- Development of **rural** areas
- Building roads, bridges, and various **infrastructure**
- Establishing **fair market rents**, and enforcing fair lending practices.



# CPEP Objectives

## *Community Partnership and Engagement Program (CPEP) Objectives:*

- **Engage** community partners to increase decennial participation of those who are less likely to respond or are often missed
- **Educate** people about the 2020 Census and foster cooperation with enumerators
- **Encourage** community partners to motivate people to self-respond

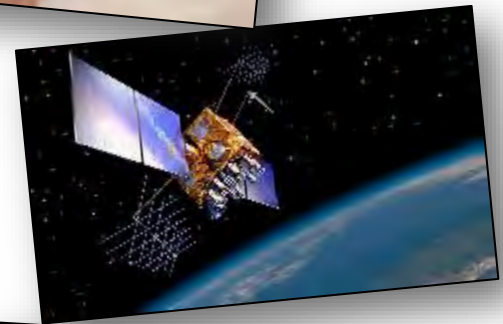




# Operations

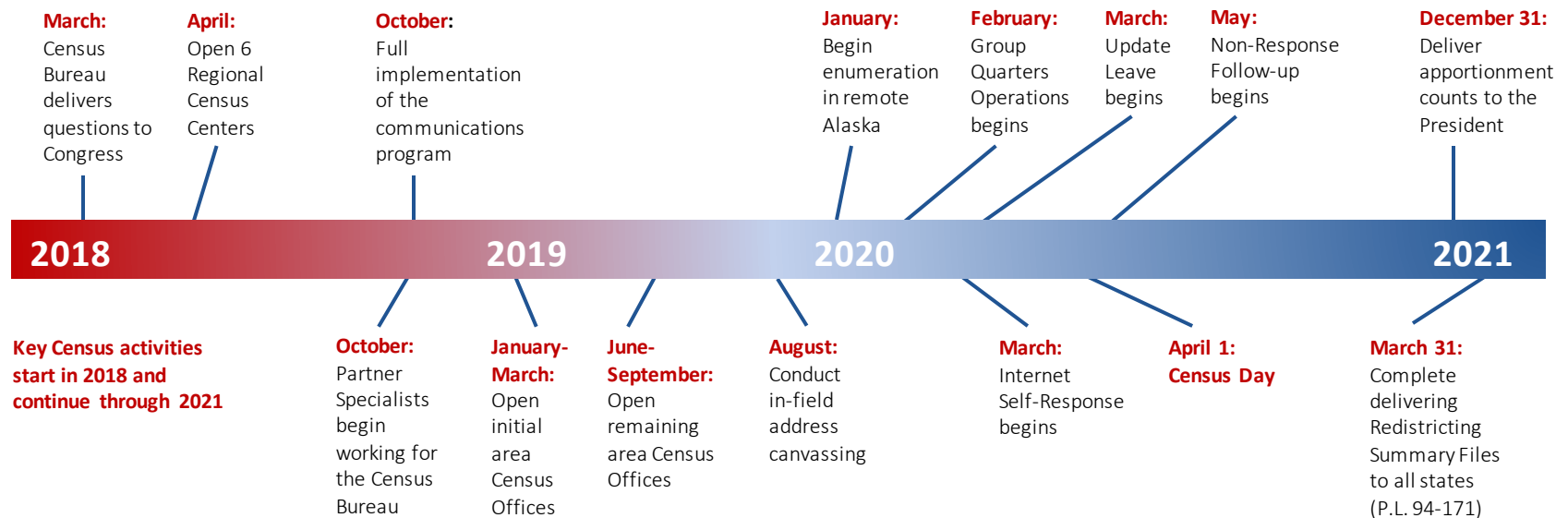
The goal of the 2020 Census is to count everyone once, only once and in the right place.

The Census Bureau will continue to improve its use of **mobile technology, geospatial innovations, and internet self-response.**



# Operational Timeline

## The Road to 2020



2020 Census

# Tribal Populations

- Federally Recognized Tribes
- State Recognized Tribes
- Urban Populations
- On and Off Reservations
- AIAN Communities with No Recognition Status



# Group Quarters (GQ) Definition

**Group Quarters** is defined as a place where people who are not related live or stay in a group living arrangement that is owned or managed by an entity or organization providing housing and/or services for the residents.



# Group Quarters (GQ) Examples

When we think of group quarters, the **examples** that come to mind are:

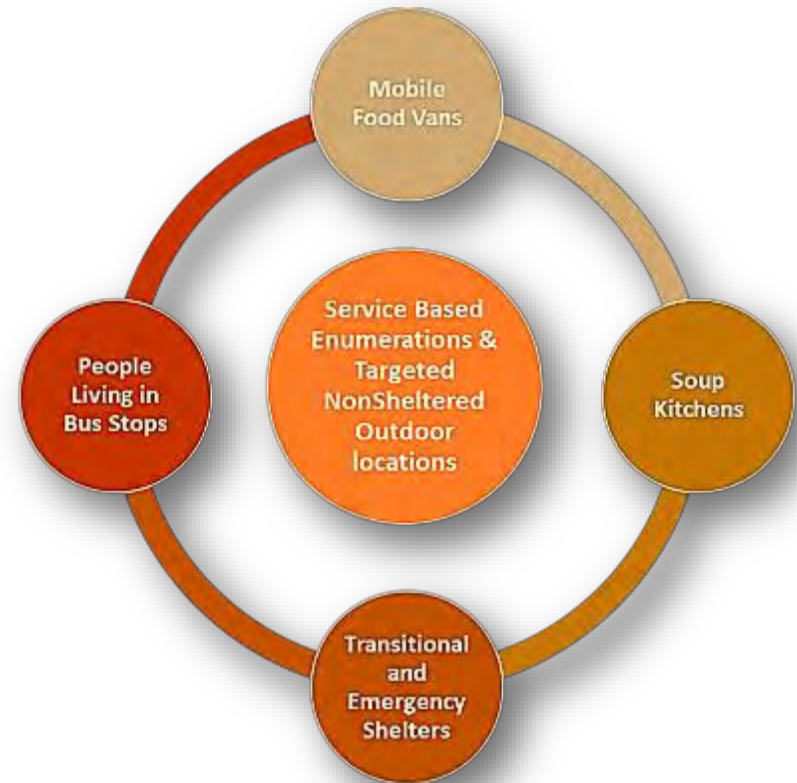
- College residence hall
- Group home
- Prisons
- Nursing Homes
- Residential Treatment Centers



# Homelessness

People Experiencing **Homelessness** will be counted through Group Quarters Operations (GQ)

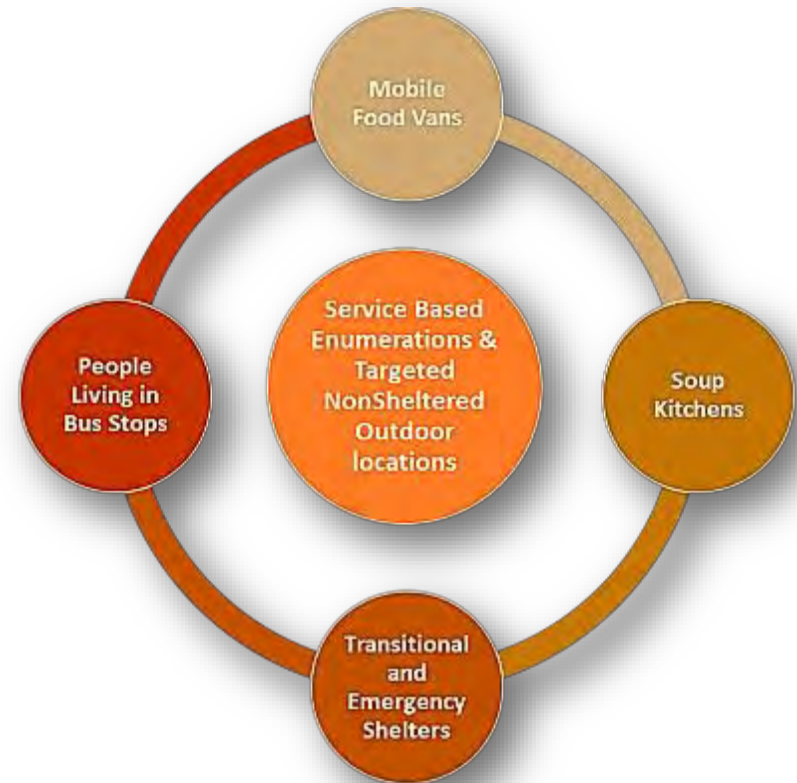
The Service-Based Enumeration (SBE) and Transitory Non-Shelter Outdoor Locations (TNSOL) are a subset of GQ, where individuals who are **experiencing homelessness** are receive services, so we can provide them opportunities to be counted



# Service Bases Enumeration (SBE)

Counting people experiencing homelessness by **locating** them at places where they receive services and at outdoor locations including:

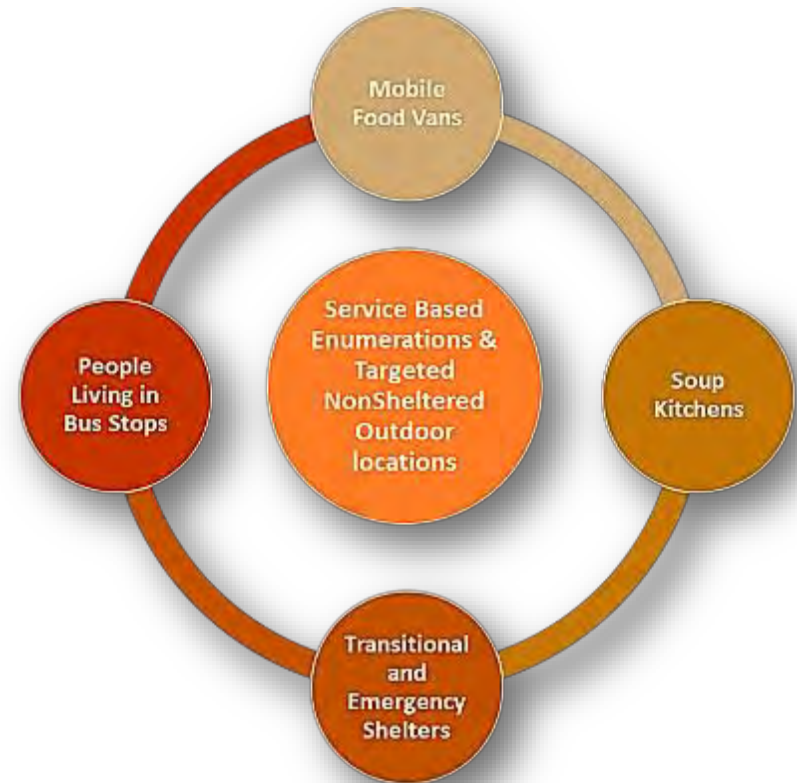
- Shelters
- Soup kitchens and food vans
- Other targeted outdoor locations including areas where people sleep unsheltered.





# Targeted No-Sheltered Outdoor Locations (TNSOL)

The **Enumerating Transitory Locations (ETL) operation** counts people in transitory locations who do not have a stable home elsewhere, including people experiencing homelessness. Hotels, motels, and campgrounds are included in this operation, for example.





# Unique Living Situations

We anticipate the numbers of people living in these situations **have increased** and we need to find them and count them.

- Living in Cars, Trucks, or RVs
- In parking lots
- Along streets
- Tent Encampments
- Campgrounds
- On Campus College Students



# GQ and ETL Timeframes

All the activities for **GQ and ETL** take place during the time frame listed below:

- **GQ AC**                      **2/3/20 – 3/6/20**
- **ETL AC**                      **1/24/20 – 3/20/20**
- **SBE**                          **3/30/20 – 4/1/20**
- **GQE**                          **4/1/20 – 6/12/20**
- **ETL**                          **4/9/20 – 5/4/20**



# Complete Count Committees (CCC)

The Census Bureau needs help to count everyone. They require the assistance of partners—**individuals, groups, and organizations**—across the nation that help them build awareness about the Census, why it is important, and encourage their community to participate.



# Complete Count Committees (CCC)

A Complete Count Committee (CCC) is a **volunteer committee** established by tribal, state, and local governments, and/or community leaders, to increase awareness about the census, and motivate residents in the community to respond.

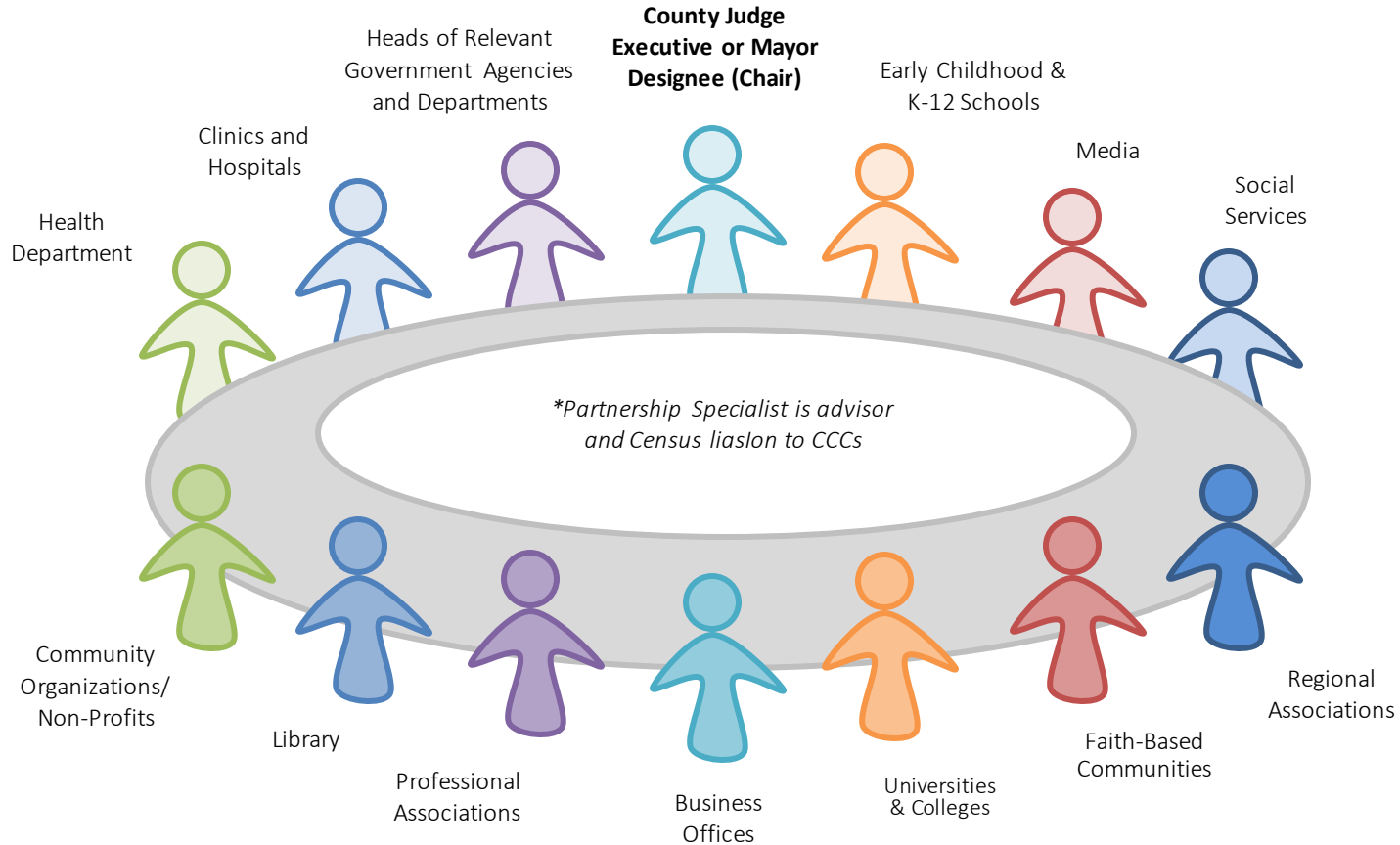


# Complete Count Committees (CCC)

The committees work best when they include a **cross section of community representatives** from government agencies, education, business, religious organizations, and the media. The CCC is charged with developing and implementing a plan designed to target the unique characteristics of their community.



# Who Should be Included on a CCC





# Who, What, When, Why, and How

Tribal, state, and local governments work together with partners to form CCCs to **promote and encourage** response to the 2020 Census in their communities.

Community-based organizations also establish CCCs that reach out to their constituents.

# WHO

# Who, What, When, Why, and How

A CCC is comprised of a broad spectrum of government and community leaders from education, business, healthcare, and other community organizations.

These Trusted Voices develop and implement a 2020 Census awareness campaign based upon their **knowledge of the local community** to encourage a response.

# WHAT

# Who, What, When, Why, and How

The formation of CCCs is happening NOW!

Leaders are **identifying resources and establishing local work plans**. In 2020, they will implement the plans and lead their communities to a successful census count.

# WHEN

# Who, What, When, Why, and How

The primary goal of the 2020 Census is to count everyone once, only once, and in the right place.

**Community influencers** create localized messaging that resonates with the population in their area. These Trusted Voices are best suited to mobilize community resources in an efficient manner.

# WHY

# Who, What, When, Why, and How

*It's up to all of us!* CCCs know the **best way** to reach the community and raise awareness.

Some activities could include:

- Holding CCC kickoff meetings with media briefings
- Participating in Census rallies or parades
- Coordinating Census unity youth forums
- Hosting Interfaith breakfasts and weekend events
- Encouraging the use of Statistics in Schools classroom resources
- Incorporating census info in newsletters, social media posts, podcasts, mailings, and websites
- Helping recruit census workers when jobs become available

## HOW

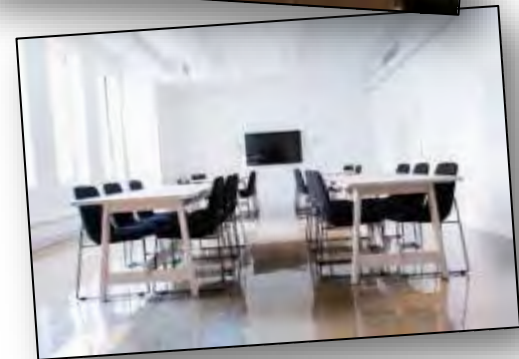
# Benefits of Forming a CCC

**Build** trust of the Census among their stakeholders.

**Increase** the self-response rate for residents mailing back their questionnaire through a focused, structured, neighbor-to-neighbor program.

**Implement** outreach strategies in his/her own community or organization.

**Track and report** progress and efforts





# Benefits of Forming a CCC

**Develop** ways to reach the hard-to-count (HTC) residents.

**Utilize** the local knowledge, expertise, and influence of each CCC member to design and implement a Census Awareness Campaign targeted to the community.

**Bring** together a cross section of community members whose focus is 2020 Census awareness.



# Organizational Structure

*One of the first steps is for the highest elected officials (HEO) to appoint a chair or co-chairs.*

These positions will **serve in the key leadership role** to guide and govern the CCC functions and activities and cultivation and leverage of various resources within respective.

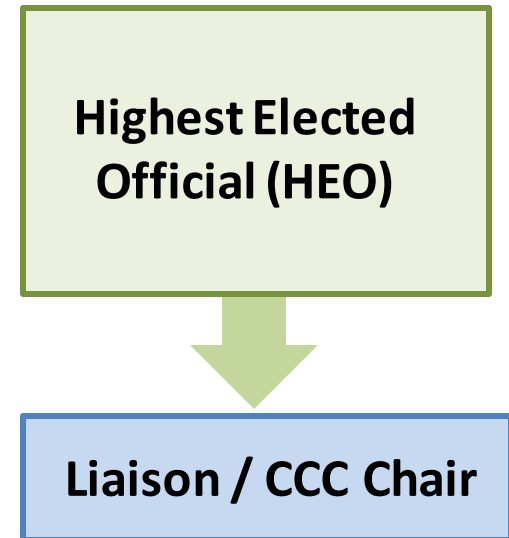
**Highest Elected  
Official (HEO)**

# Organizational Structure

*The HEO will then designate a CCC liaison.*

Usually the role of serving as a liaison is given to someone who is a member of the local government staff, such as an department executive assistant city clerk, community development director, city planner, etc.

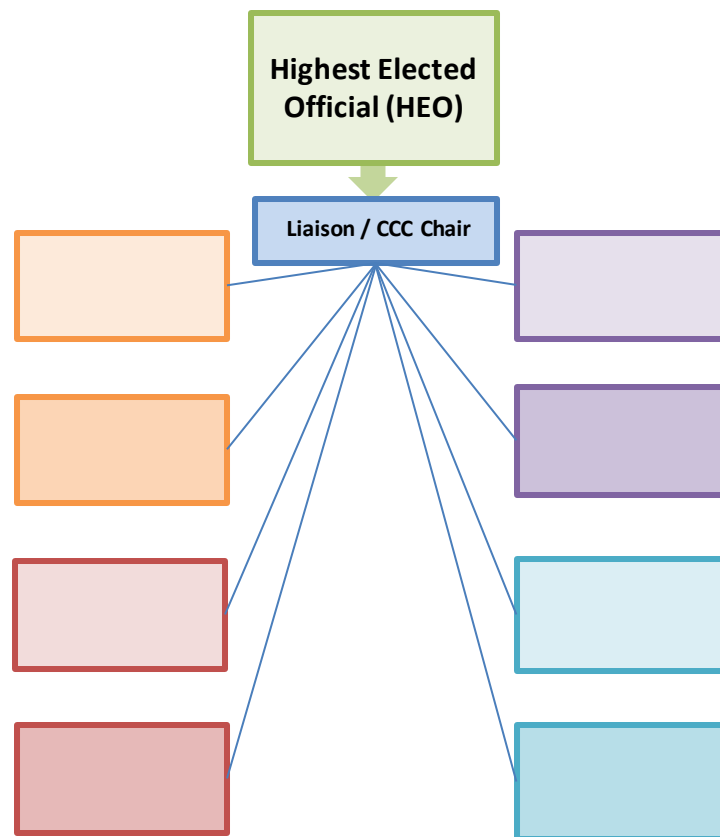
The **liaison serves as a conduit, facilitator or intermediary** between the Census Bureau and the CCC for relevant updates, operations, revisions, materials, resources, and communications.



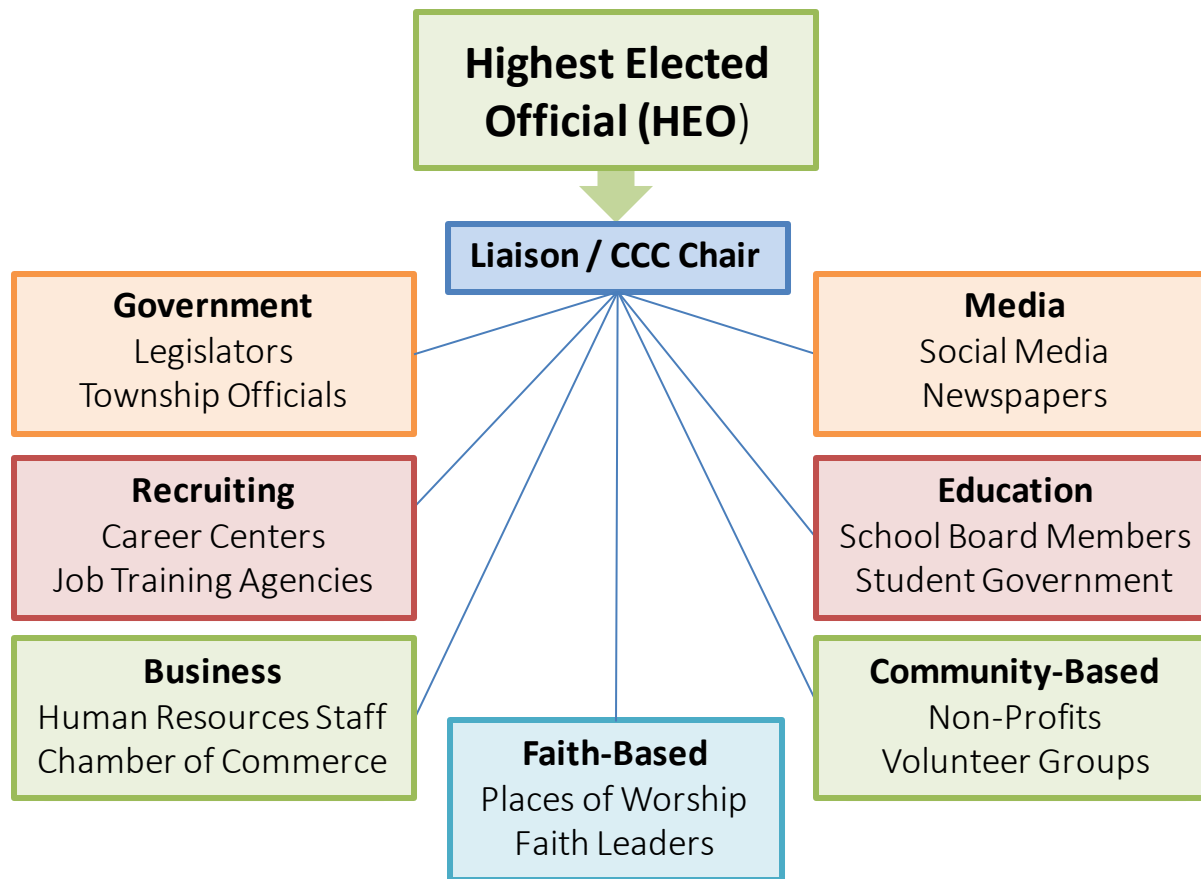
# Organizational Structure

*Appointment and designations of CCC chairs and liaisons are **flexible**.*

There is no strict rule on the sequence of whether a CCC chair should be before a CCC liaison, or vice versa. Every situation is different and reflects different circumstances.



# Sample Organizational Structure





# Creating Subcommittees

## Subcommittee examples:

- Government
- Recruitment
- Media / Social Media
- *Other options include:* Education, Business, Faith-based Organizations, Community Organizations, and Workforce Development



# Creating Subcommittees

## Government-Focused

- Represents local and state governments in all programs involving Census Bureau
- Ensures that elected officials are aware of and are included in all committees activities



# Creating Subcommittees

## Recruitment-Focused

- Publicize Census job openings using all available resources
- Distribute recruitment materials received from the Partnership Specialists and assist in securing spaces for training



# Creating Subcommittees

## Media-Focused

- Assist the CCC in communicating the Census message throughout the entire jurisdiction
- Facilitate communication of CCC messages through multiple channels, such as ethnic media, local newsletter, electronic bulletin boards, and local websites



# Leveraging Trusted Voices

**Trusted Voices** are respected spokespersons who can influence targeted populations to articulate the importance of the 2020 Census and encourage self-response.

These Trusted Voices can either be members of the CCC, or non-members who are secured and deployed for specific CPEP Events.

Other examples of Trusted Voices are area leaders, social influencers, and community mobilizers.





# Hard-To-Count (HTC) Demographics

- Children (under 5yrs)
- College Students
- Farm Workers
- Homeless
- Immigrants
- Language Constrained
- Millennials
- Minorities
- People Living in Poverty
- People with Disabilities
- Refugees
- Renters
- Snowbirds
- Senior Citizens
- Veterans
- Young Adults (18-24yrs)

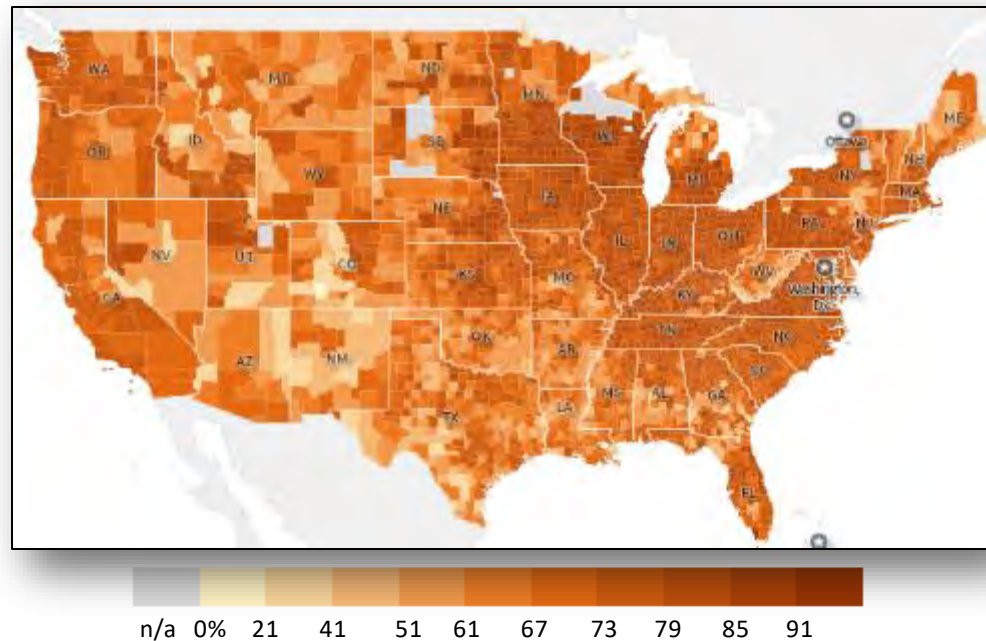


# 2010 Mail Participation Rate Map (MPR)

*Mail Participation Rate Map explores areas and population groups with a low response rates in previous Censuses.*

## 2010 Census Participation Rates

State	Rate	Rank
Arkansas	69%	38
Illinois	76%	11
Indiana	79%	3
Iowa	79%	3
Michigan	78%	5
Minnesota	81%	2
Missouri	74%	24
Wisconsin	82%	1
United States	74%	NA

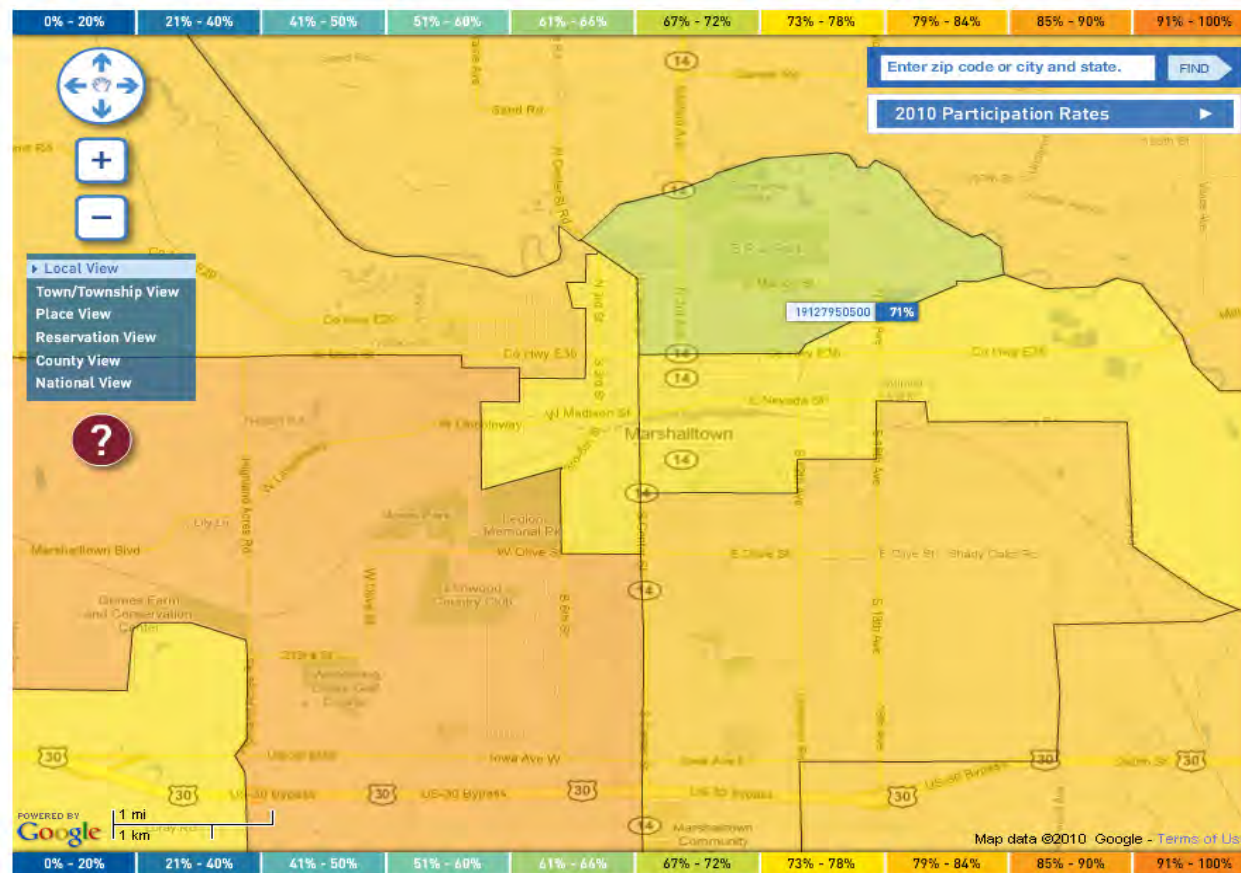


[census.gov/censusexplorer/2010ratemap.html](https://census.gov/censusexplorer/2010ratemap.html)

## 2010 Census National Participation Rate: 72%

Why Mail "Participation" Rate Is A Fairer Measure than Mail Response Rate | How This Map Works

Are You a Government or Tribal Official? - Download American Indian Reservations Overview [TXT] | Download a Rate Tracker Widget

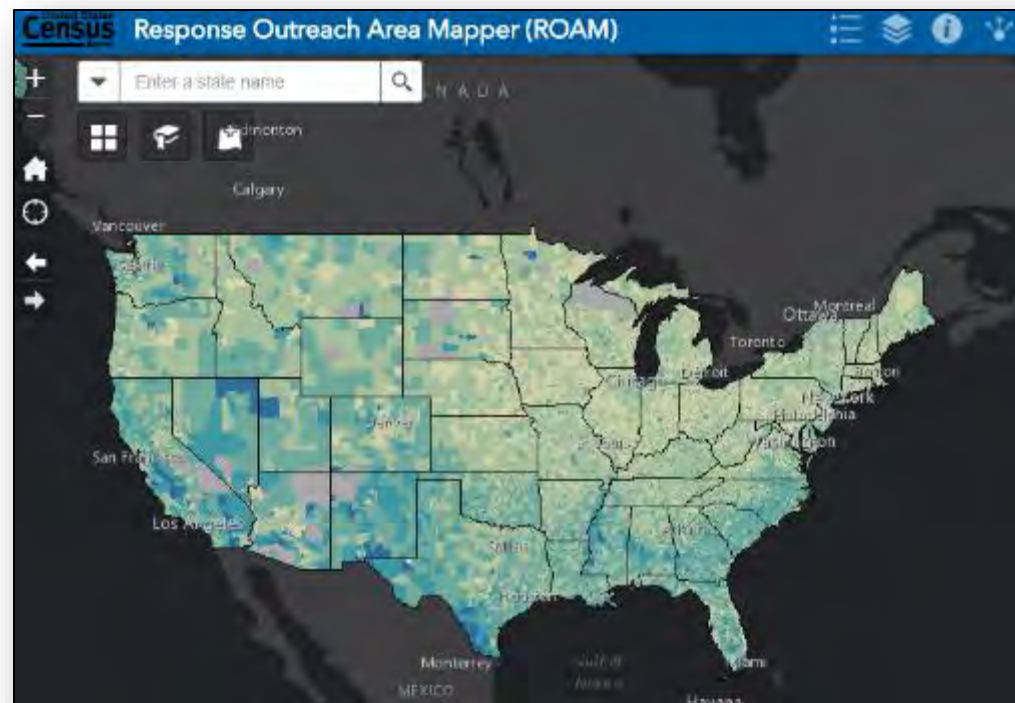
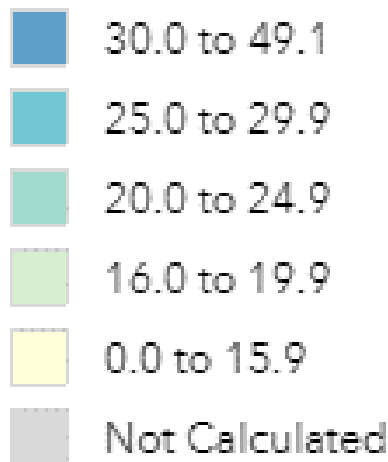


Download Today's Data by: State (CSV) | All states: CSV | Zip | PDF Instructions

# Response Outreach Area Mapper (ROAM)

*Identifies hard-to-survey areas and to provide a socioeconomic and demographic characteristic profile by census tract*



## Low Response Score



[census.gov/roam](https://census.gov/roam)



# Census Data Maps Compared

	MPR Map 	ROAM Map 
<i>Data Collection</i>	Prior 2 Decennial Censuses 2000 & 2010	American Community Survey (ACS) 2012 - 2016 / 5 year period
<i>Objective</i>	Demonstrate the mailed-in responses & participation rate of the previous Decennial Censuses	Identify hard-to-survey areas and provide a socioeconomic & demographic profile of those Census Tracts
<i>Timeframe</i>	Past History	Most Current & Future Trends
<i>Color Coding</i>	Darker / Deeper the color, the higher the Census Mail Participation Rate (Light Orange to Dark Red)	Darker / Deeper the color, the higher the Low Response Score (Light Beige to Green to Dark Blue)
<i>Web Address</i>	<b><a href="https://census.gov/censusexplorer/2010ratemap.html">census.gov/censusexplorer/ 2010ratemap.html</a></b>	<b><a href="https://census.gov/roam">census.gov/roam</a></b>



# Recruiting and Hiring Timeline

Summer 2018	2018	Fall 2018	Spring 2019	2019
<b>Hiring starts</b> in 2018 for Area Census Office (ACO) Management	Hiring <b>Regional Census Support Staff</b>	Recruiting and Hiring for <b>Area Census Office Positions</b>	Recruiting and Hiring for <b>ACO Field and Office Operations</b>	Continuous Recruiting and Hiring to <b>Support Field and Office Operations</b>
<ul style="list-style-type: none"><li>• IT Managers</li><li>• Recruiting Managers</li></ul>	<ul style="list-style-type: none"><li>• Partnership Specialists</li><li>• Regional Technicians</li></ul>	<ul style="list-style-type: none"><li>• Administrative Managers</li><li>• Area Census Office Managers</li><li>• Lead Census Field Managers</li><li>• Recruiting Assistants</li></ul>	<ul style="list-style-type: none"><li>• Clerks</li><li>• Office Operations Supervisors</li><li>• Census Field Managers</li><li>• Census Field Supervisors</li><li>• Enumerators/Listers</li></ul>	<ul style="list-style-type: none"><li>• Clerks</li><li>• Enumerators/Listers</li><li>• Recruiting Assistants</li></ul>

## Conclusion

# CCC Activity Timeline

Dates	2020 Census Operations	CCC Actions	Phases
Fall 2018	Recruiting	Push Recruiting: make public aware of census jobs . Form & Organize CCCs; Set up Planning Committee. Educate public about upcoming census.	Education Awareness
January – February 2019	5 Early Area Census Offices Open	Make public aware of EACOs. Form, Organize CCCs; Set up Planning Committee. Educate public about upcoming census.	Education Awareness
Spring 2019	Recruiting - office operations: Clerks, OOSs, CFSs, Enumerators .	Push Recruiting	Education Awareness
June-August 2019	Area Census Offices open in selected areas	Organization, Planning & Development. ID HTE populations and/or areas. Develop plans to be implemented later .	Education Awareness
August- October 2019	Address Canvassing	Push public/community awareness of AdCan. Develop and expand other plans for public awareness, engagement and motivation.	Education Awareness
January- July 2020	GQ/UE/UL/ETL/SBE	Push promotion and participation; implement various ways, methods and outlets to reach public.	Motivation Awareness

## Conclusion

# CCC Activity Timeline

Dates	2020 Census Operations	CCC Actions	Phases
Mid-March- July 2020	Questionnaire Self-Response	Push various promotions that public can respond by mail, Internet, phone or by visiting QACs.	Motivation Awareness
April 1, 2020	CENSUS DAY	Continuation to push all effort and activities.	Motivation
April-July 2020	Non-Response Follow-Up Begins (NRFU)	Make public aware of census workers in communities and neighborhoods; push cooperation and participation.	Motivation
August 2020	NRFU Ends	Inform public census operations have ended.	Awareness
Post- August 2020	Thank you Campaign	Thank all partners and collaborators.	Recognition
December 31,2020	Apportionment Counts to President		Awareness
March 31,2021	Redistricting Counts to States		Awareness

---

# DEVELOP YOUR IDEA

---

WRITE THE NAMES OF YOUR GROUP MEMBERS.

DESCRIBE THE PERSON YOU WANT TO REACH—YOUR “USER SCENARIO.”

DESCRIBE YOUR IDEA.

LIST SOME OF THE CHALLENGES IN MAKING THIS IDEA REAL.

EXPLAIN HOW IT WOULD WORK.

*Who is involved in making it?*

*What do they need?*

*What happens first?*

*Where does your user find out about it?*

*What do they do next?*

PLAN OUT HOW YOU WILL PRESENT YOUR IDEA TO THE GROUP. YOU CAN DO THIS BY DRAWING A CARTOON, ACTING IT OUT, ETC.

---

# COVER STORY

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*Imagine it is 2020 and the best news you could hope for is on the cover of a magazine. Use the space below to sketch out that cover story. Include the publication name, headline, and cover image.*

PUBLICATION NAME

COVER STORY

HEADLINE



---

# CONTRIBUTION

---

NAME

E-MAIL ADDRESS

ORGANIZATION

WHAT IS THE MOST IMPORTANT  
INFORMATION YOU HEARD TODAY?

WHAT ARE THREE ACTIVITIES YOU CAN DO WITHIN YOUR  
ORGANIZATION TO HELP PREPARE YOUR COMMUNITY FOR  
THE 2020 CENSUS?

1.

2.

3.

WHO ARE THE OTHER ORGANIZATIONS WE SHOULD  
CONTACT ABOUT PARTICIPATING IN A FUTURE  
CENSUS SOLUTIONS WORKSHOP?

HOW DO YOU WANT TO BE INVOLVED WITH THIS  
WORKING GROUP MOVING FORWARD?

- ☐ I want to host or support a follow-up event.
- ☐ I want to provide resources, tools, or funding to help organizations prepare for the count.
- ☐ I want support and thought partnership for preparing for the census in my organization.
- ☐ Not sure yet.
- ☐ Other:

DO YOU WANT TO BE INVOLVED IN ONGOING  
COMMUNICATION WITHIN THE GROUP?

- ☐ Yes, please keep me in the loop and share my contact information with other attendees.
- ☐ No, thanks.

---

# PREWORKSHOP SURVEY

---

NAME

E-MAIL ADDRESS

WHAT ARE YOUR BIGGEST CONCERNS ABOUT THE 2020 CENSUS?

WHICH OF THE FOLLOWING HARD-TO-COUNT POPULATIONS ARE YOU MOST INTERESTED IN SERVING?

- |   |   |
|---|---|
| <input type="checkbox"/> Those who have trouble understanding the census (e.g., non-native English speakers, low literacy). | <input type="checkbox"/> Those who think the census takes too much time.                                |
| <input type="checkbox"/> People experiencing homelessness.  | <input type="checkbox"/> Those who do not trust the government.   |
| <input type="checkbox"/> Children.  | <input type="checkbox"/> Those who are concerned about the privacy and security of their personal data. |
| <input type="checkbox"/> Those who do not understand how the census benefits them.  | <input type="checkbox"/> Other:   |
| <input type="checkbox"/> Immigrant communities.   |   |

WHAT IS YOUR EXPERIENCE WORKING WITH THIS HARD-TO-COUNT POPULATION? WHAT DO YOU SEE AS THE BIGGEST HURDLE TO GETTING THEM COUNTED?

---

# FEEDBACK

---

What did you like about this workshop?

What could be improved about this workshop?  
If we were to hold this again, what changes would you suggest?

What do you wish there  
had been more of?

What do you wish there  
had been less of?

Any other comments?

---

# FEEDBACK

---

What did you like about this  
workshop?

What could be improved about this workshop?  
If we were to hold this again, what changes would you suggest?

What do you wish there  
had been more of?

What do you wish there  
had been less of?

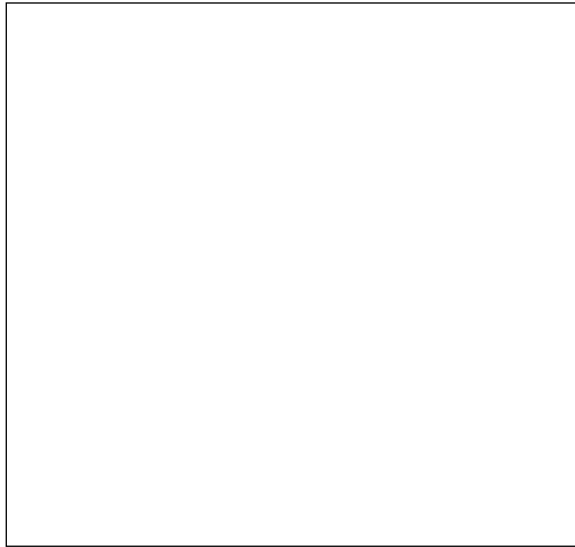
Any other comments?

---

# SAMPLE USER SCENARIO

---

NAME:



Draw a picture of your imagined user here.

AGE

40

TECHNOLOGY  
ACCESS

Cell phone

MARITAL STATUS

Divorced

HOUSEHOLD

3 children

RENT/OWN

Public housing

EDUCATION

High school

LANGUAGE

Spanish

---

## ATTITUDE TOWARDS THE CENSUS

- Has heard of the census, but does not think it is important.
- Sees the census as time-intensive and complicated to fill out.
- Mistakenly believes the census informs tax and immigration status.
- Does not intend to respond to the census.

---

## POSSIBLE MOTIVATION TO PARTICIPATE

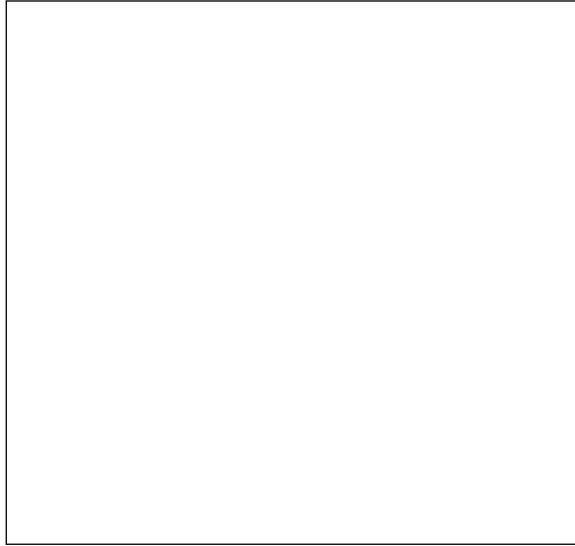
Understanding that the census can be used to build a better future for his/her kids' lives.

---

# SAMPLE USER SCENARIO

---

NAME:



Draw a picture of your imagined user here.

AGE

82

TECHNOLOGY  
ACCESS

Limited—has a flip phone  
and no computer at home

MARITAL STATUS

Married

HOUSEHOLD

Spouse and adult daughter

RENT/OWN

Rents

EDUCATION

High school

LANGUAGE

Korean

---

## ATTITUDE TOWARDS THE CENSUS

- Lacks full understanding of what the census does.
- Skeptical of government polling for information.
- Does not see how the census is going to benefit him/her.

---

## POSSIBLE MOTIVATION TO PARTICIPATE

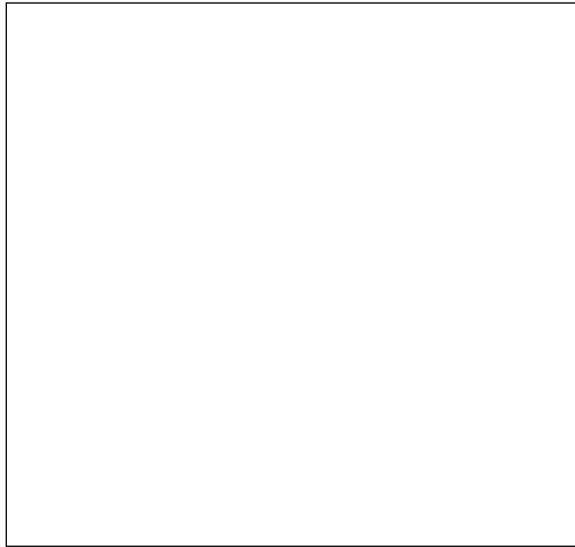
Reinforcing that by participating in the census, his/her community will receive the amount of resources they deserve and need.

---

# SAMPLE USER SCENARIO

---

NAME:



Draw a picture of your imagined user here.

AGE

27

TECHNOLOGY  
ACCESS

Laptop and smartphone

MARITAL STATUS

Single

HOUSEHOLD

Lives with roommates

RENT/OWN

Sublets a room

EDUCATION

College

LANGUAGE

English

---

## ATTITUDE TOWARDS THE CENSUS

- Has moved multiple times in the last few years; as a musician, mostly earning in cash, tries to avoid official government mail.
- Sees the census as a headache, like doing taxes.
- Does not think the government cares about his/her community; thinks they already have enough information.

---

## POSSIBLE MOTIVATION TO PARTICIPATE

Relatively politically engaged—and could be motivated by seeing the census as activism.

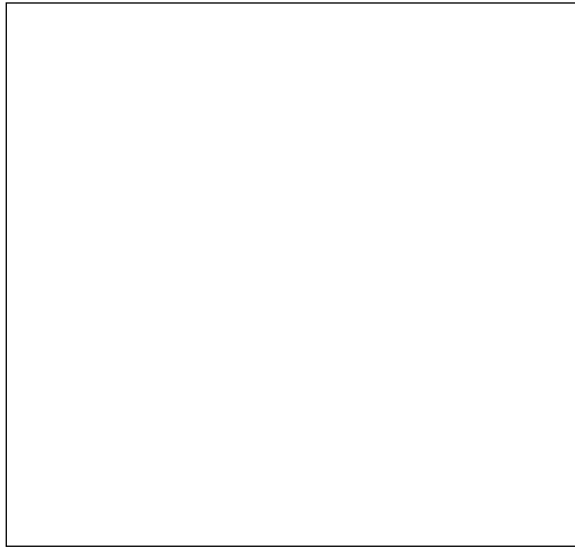


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# SAMPLE USER SCENARIO

---

NAME:



Draw a picture of your imagined user here.

AGE	24
TECHNOLOGY ACCESS	Limited
MARITAL STATUS	Single
HOUSEHOLD	Experiencing homelessness
RENT/OWN	Transitional housing
EDUCATION	Completed 9th grade
LANGUAGE	English

---

## ATTITUDE TOWARDS THE CENSUS

- As a transgender person experiencing homelessness who has learned to keep a low profile.
- As someone working to get very basic needs met, the idea of filling out additional paperwork is not a priority.

---

## POSSIBLE MOTIVATION TO PARTICIPATE

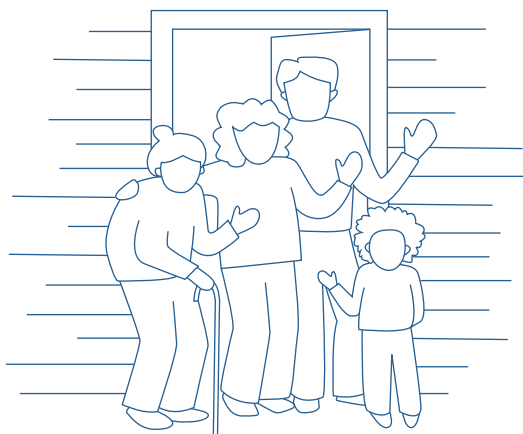
Recognizing that he/she has a voice and a right to be counted.

# CENSUS 101: WHAT YOU NEED TO KNOW

The 2020 Census is closer than you think!  
Here's a quick refresher of what it is and why it's essential that everyone is counted.

## Everyone counts.

The census counts every person living in the United States once, only once, and in the right place.

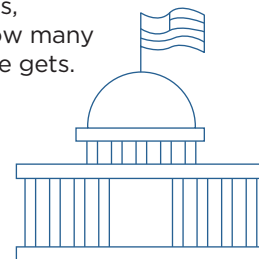


## It's in the Constitution.

The U.S. Constitution requires a census every 10 years. The census covers the entire country and everyone living here. The first census was in 1790.

## It's about fair representation.

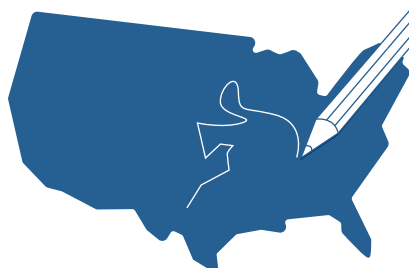
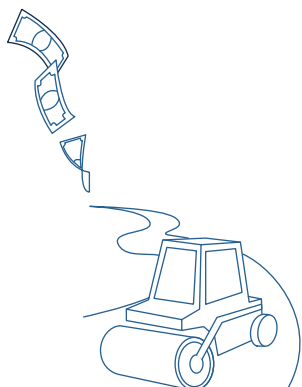
Every 10 years, the results of the census are used to reapportion the House of Representatives, determining how many seats each state gets.



## It means \$675 billion.



Census Bureau data determine how more than \$675 billion are spent, supporting your state, county and community's vital programs.

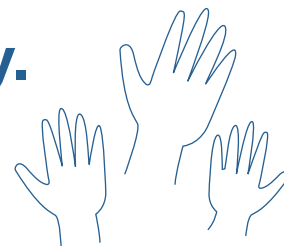


## It's about redistricting.

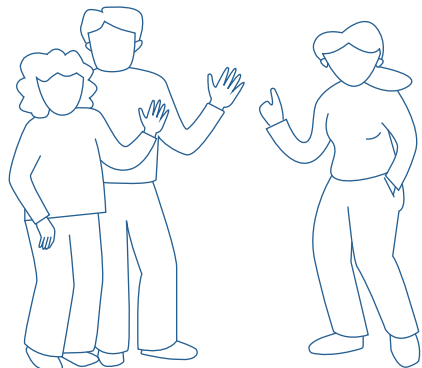
After each census, state officials use the results to redraw the boundaries of their congressional and state legislative districts, adapting to population shifts.

## Taking part is your civic duty.

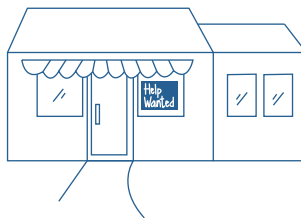
Completing the census is required: it's a way to participate in our democracy and say "I COUNT!"



# Census Bureau data are being used all around you.

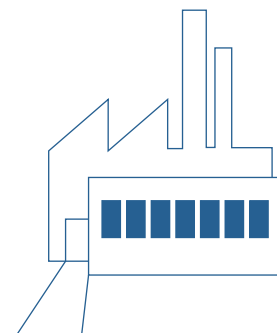
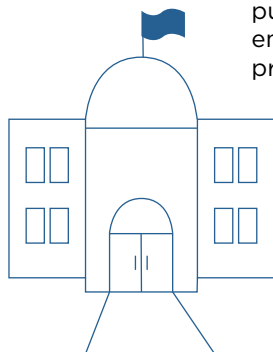


Residents use the census to support community initiatives involving legislation, quality-of-life, and consumer advocacy.



Businesses use census data to decide where to build factories, offices and stores, which create jobs.

Local governments use the census for public safety and emergency preparedness.



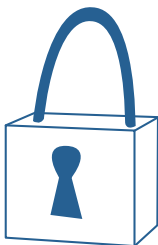
Real estate developers use the census to build new homes and revitalize old neighborhoods.



## Your data are confidential.

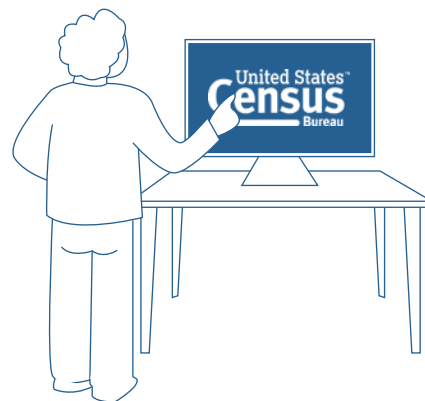
Federal law protects your census responses. Your answers can only be used to produce statistics.

By law, we cannot share your information with immigration enforcement agencies, law enforcement agencies, or allow it to be used to determine your eligibility for government benefits.



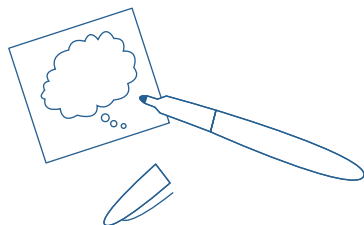
## 2020 will be easier than ever.

In 2020, you will be able to respond to the census online, by telephone, and on paper.



## You can help.

You are the expert—we need your ideas on the best way to make sure everyone in your community gets counted.



United States<sup>®</sup>  
**Census**  
Bureau

U.S. Department of Commerce  
Economics and Statistics Administration  
U.S. CENSUS BUREAU  
[census.gov](https://www.census.gov)

FIND OUT HOW TO HELP AT  
[CENSUS.GOV/PARTNERS](https://www.census.gov/partners)

2020 Census

# Thank You for Your Partnership!

If you have any questions during the 2020 Census, our Partnership Specialists are here to help.

Kelly Campbell 515-918-6985  
[Kelly.b.Campbell@2020census.gov](mailto:Kelly.b.Campbell@2020census.gov)

John Cook 515-918-6994  
[John.e.cook@2020census.gov](mailto:John.e.cook@2020census.gov)

Tracy Stevens 515-817-3906  
[Tracy.l.stevens@2020census.gov](mailto:Tracy.l.stevens@2020census.gov)

