



Dear Friends & Allies,

Thank you for downloading the Census 2020 Take Action Toolkit!

In the spirit of movement building and sharing, we are offering these resources to friends and allies to begin working with members and leaders to learn about the importance of the census, develop census plans, and advocate against the citizenship question.

What's included in the toolkit:

1. Our Communities Count Intro to Census Workshop

This curriculum is organized so that organizers will be able to facilitate a session with their members and leaders. The workshop focuses on four key learning points: 1. The importance of the census and how it determines resources and representation for our communities. 2. The barriers to census participation for our communities. 3. Ways to take action to ensure our communities are counted at your organization. We welcome organizations to adapt this curriculum to meet the needs of your members and leaders. At the moment, we do not have the materials translated. If your organization is interested in supporting the translation of these tools, please contact us at info@aapiforce.org. We ask that you use this workshop with an acknowledgment that it is from / or adapted from AAPI FORCE.

OUTREACH MATERIALS YOU CAN PRINT IN-HOUSE

2. Take Action Postcard

The postcards are a tool to mobilize your base to pressure Congress to support The Every Person Counts Act. You can print them on card stock and have folks fill them out and mail them. Be sure to fill in your Senator's name and address. We recommend having folks sign the postcard in person, collecting and sending in for them in order to ensure they get mailed.

3. Census Cat is Coming Comic

We created a comic for kids and parents to understand why the census is so important to children's lives. It is written very simple sentences for children and it would be great if you could add translated text in-house. On the last page, you will need to add your organization's contact information because YOU are the census cat helpers. On the back cover, you will need to add your logo. This is to be printed on letter size paper, fold in half and staple in the middle.



1. If you want to add your own logo & contact info in the comic: Use Photoshop/Indesign to edit the PNG Pages to add your Org Logo & Contact Info. Then print pages, fold, and staple into a booklet.
2. No time & just want to use it ASAP? Print the PDF version & write in your Org Contact Info on Image#3.

Need Fact Sheets?

Asian American's Advancing Justice (AAAJ) has launched a fantastic census website that includes factsheets. You can access factsheets at www.countusin2020.org/resources

Please feel free to contact us at info@aapiforce.org to ask questions or let us know how you were able to use the materials!

In solidarity,

Claire Tran

Director of Strategic Partnerships

AAPI FORCE

OUR COMMUNITIES COUNT

Intro to Census 2020 Workshop



Our Communities Count Census Intro Workshop

LEARNING POINTS:

- The importance of the census and how it determines resources and representation for our communities.
 - The barriers to census participation for our communities.
- Ways to take action to ensure our communities are counted.

**Note, this intro workshop will not cover the process of census outreach. This will be covered in a future workshop.*

AGENDA OVERVIEW:

(total time is under 2 hours)

1. Welcome & Check-in (10 mins)
2. What is the census? (30 mins)
3. Barriers to the census for our communities (30 mins)
4. Block the Citizenship Question (30 mins)
5. Closing (5 mins)

MATERIALS NEEDED:

- Write up of census definition
 - Chart paper and markers
 - Pencils
- Visual of gerrymandering explained

HAND-OUTS:

- Purple vs. Orange worksheet (color copies!)
- Barriers to AAPI Census Participation
 - Sample Take Action Script
- Planned 2020 Census Questions (see attachment in dropbox file)



Our Communities Count Census Intro Workshop

FACILITATORS GUIDE

*Note: Please feel free to adapt this curriculum to best suit your members and leaders. Please attribute credit for this workshop to AAPIforCE EF (AAPIs for Civic Empowerment Education Fund).

1. Welcome & Check-in

10 mins

Introduction: Today, we are going to be talking about preparing our communities for the 2020 census. It only happens every 10 years and it is very important in determining resources and representation / political power for our communities. People are actively working to block our communities from participating from the census because of the current political climate and the resources and representation that the census determines. We are going to learn about how this is happening and have an opportunity to plan how to fight back.

We'll begin with a check in question: Please say your name, your pronouns and "if you had 675 billion dollars to benefit communities in the US what is one thing you would prioritize?".

Thank you everyone for sharing! The reason we asked that question is because the census determines how more than 675 billion dollars will be spent. So let's dive in to what the census is and how it works.

2. What is the Census?

30 mins

Post the following census definition & review. You can have folks take turns reading the following bullet points.

- a. What is the census & why is it important: 10 mins
- The census count of every person in the United States is conducted across the US once every 10 years.
 - That count determines how federal funds will be distributed across our states, cities for vital community programs.
 - The population count in a state determines how many representatives we will have in congress.
 - The count creates demographic maps that are used to draw our congressional districts in a process called redistricting.

Apportionment Party Plan: Determining the needs of the community.

The census is kind of like your RSVP to a party. Who in this room has planned a party before? Why would you want to have people RSVP to the party?



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(Answers we are looking for: to know how many people are coming, to know how much food and drinks to buy, to know dietary restrictions.) The census RSVP is for our communities and the party is the resources our communities will receive such as school services, hospitals, healthcare, roads, and transit. It also gives us “representation at the table” in terms of legislative districts and congressional representation.

- a. Redistricting Round-up Activity: Determining representation 20 mins

Once the census count is completed, census information is used to determine how much political representation we will have. Using the census data, the state legislature determines voting districts. They are supposed to work towards fair representation in each district, but some politicians have used race and ethnicity to determine districts. We will see how this plays out in our next activity redistricting round-up.

Instructions: 5 mins

Pass out the worksheet to participants. They can work in pairs or small groups. Explain: Say that you have 50 people in your city, you need to create 4 districts. There are 60% Orange People and 40% Purple People. The Orange people often vote for Orange politics. The Purple People often vote for Purple Politics. How would you create districts that are fair based on the amount of orange people and purple people we have in our town? How would you create districts that favor orange people or politics? How would you create districts that favor purple people or politics?

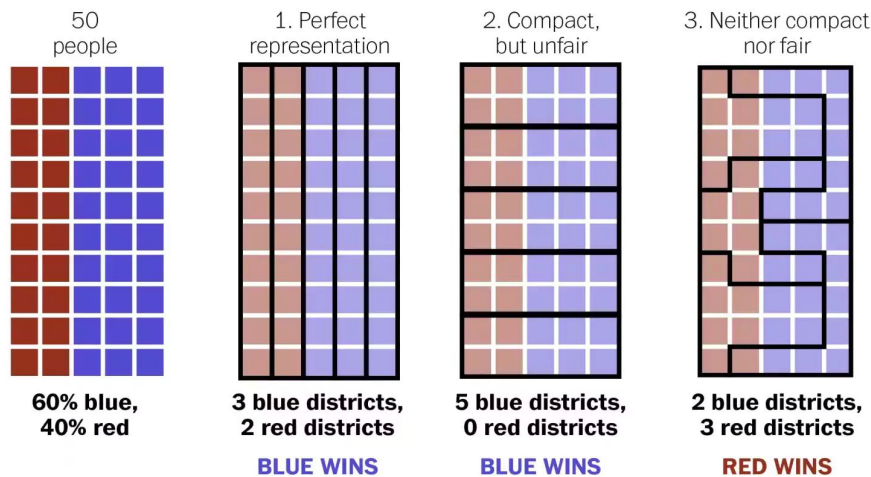
Give participants 10 mins to fill out the worksheets. Note the third worksheet is a bonus! It may be harder to complete in time. Bring the groups back together. Ask who thinks they have it completely right. Have them present their worksheets. Present answer key:



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Gerrymandering, explained

Three different ways to divide 50 people into five districts



WASHINGTONPOST.COM/**WONKBLOG**

Adapted from Stephen Nass

*Red = Orange *Blue = Purple

Processing the worksheet activity: 5 mins

Explain: Redistricting, is the process of drawing districts that we just played out in the worksheets. It happens only once every 10 years based on the census count. When districts are drawn to unfairly benefit one party, race, or one interest group over another this is called gerrymandering. Gerrymandering has been used to divide and diffuse Asian communities representation and power in California. After the census, we will be advocating for fair districts.

Processing question:

From this redistricting activity, why is it important that our communities are counted in the census? (Answers to look for: If each person isn't counted we may lose political power, unfairly created districts can dilute a community's voting power)

3. Barriers to the Census for Our Communities

30 mins

We are going to review the process for people to fill out the census. While we review, we'd like you to be thinking about what might be a barrier to filling out the census your family, friends and community members.



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Pass out the Proposed Census 2020 Questions (see attachment in dropbox file). Walk through the document together.

Post the following filling out the census points & timeline and ask folks to read the bullet points.

CENSUS BUREAU TIMELINE:

- MARCH 12, 2020 people will receive an invitation to respond online to the 2020 census. Some households will also receive paper questionnaires.
The first push is for people to fill out the census online. It will be translated into 12 non-English languages, five of which are Asian: Chinese, Vietnamese, Korean, Tagalog, and Japanese. There are guides available in some Asian languages, but not all. No guides are offered in Pacific Islander languages. You can also get translation support by phone. The paper questionnaire will only be available in English and Spanish.
- MARCH 16 – 24 Reminders letters will go out.
- MARCH 26 – APRIL 3 A reminder postcard will go out.
- APRIL 8-16 A reminder letter and paper questionnaire.
- APRIL 20-27 A final reminder postcard before the Census Bureau follows up in person.
- MAY 2020 the Census bureau will follow up with households that have not responded to the census.
A census taker, will come to your house to get you to fill out the census form.
- AUGUST 2020 the Census intake is completed.
- DECEMBER 31ST 2020 the Census Bureau delivers the count to the President.

Ask the group what they think will be barriers to their participation. As they brainstorm, create a chart with "barriers" on one side and "support" on the other. scribe the ideas on butcher paper. Facilitator should read through the Barriers & Things We Can Do document below to add in relevant information about the barriers and things we can do. After brainstorming barriers develop ideas to support people's participation and address the barriers.

**Add any follow up information about what your organization will be doing specifically.*

4. Block the citizenship question

30 mins

There is one thing we can do today to advocate for a fair & safe Census process and that is tell congress to block the citizenship question! Today we are going to call (or write, or prep for a legislative visit) to tell our Congressional Representatives that the citizenship question is a barrier to participation for undocumented immigrants. ALL residents can participate in the Census. It is critical for our communities to be counted to advocate for our fair share of resources such as education, healthcare, transportation, jobs, housing, and emergency services. Immigrants regardless of their status are members of our community that deserve resources and representation. We are asking you to support the Every Person Counts Act



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S.2580 to gather support in congress to block the citizenship question. The Every Person Counts Act would make it clear that “each decennial census, as required for the apportionment of Representatives in Congress among the several States, shall tabulate the total number of persons in each State, and to provide that no information regarding United States citizenship or immigration status may be elicited in any such census.”

Check to see if your house representative has already co-sponsored Every Person Counts Act [here](#). Use the rest of the time to prep your members and leaders to take action by calling or writing their Senators and / or representatives to blocking the citizenship question. You will need to decide your target and look up their contact information before the workshop and provide your member leaders with pencils, paper, or phones to call in. View the Sample Take Action Script below and adapt for your organization.

5. Closing

5 mins

Let folks know what your organizations next steps will be with the census work. In closing ask your member leaders to evaluate the workshop. What worked? What could be improved?

Facilitators: Once you complete your training please report back your evals to claire@aapiforce.org and let us know how many folks you were able to train, and how many take actions letters, calls or legislative visits you were able to do.



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SAMPLE TAKE ACTION SCRIPT:

INTRO

Hi my name is _____ and I am a member of [your organization].
I am deeply concerned about the citizenship question on the census.

VALUE

I believe that immigrants are important members of our community who deserve resources and representation. The census determines funding for our states including resources and planning for our schools, hospitals, and transportation needs.

IMPACT

The citizenship question could create unnecessary fear in our communities and a barrier to being counted. Our whole state will be affected by the citizenship question resulting in underfunding and potential cuts to representation for our state.

[add your personal concerns]

ACTION

I'm asking Representative / Senator _____ to introduce (house) / co-sponsor (Senate) the Every Person Counts Act.



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REDISTRICTING WORKSHEET 1: MAKE IT FAIR

Say that you have 50 people in your city, you need to create 5 districts of 10 people each. There are 60% Orange People and 40% Purple People. The Orange people often vote for Orange politics. The Purple People often vote for Purple Politics.

Each square = 1 person. Try to create fair district representation, of your city based on the politics they represent. Circle 5 districts. Each district needs to have 10.

Orange	Orange	Purple	Purple	Purple
Orange	Orange	Purple	Purple	Purple
Orange	Orange	Purple	Purple	Purple
Orange	Orange	Purple	Purple	Purple
Orange	Orange	Purple	Purple	Purple
Orange	Orange	Purple	Purple	Purple
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Orange	Orange	Purple	Purple	Purple
Orange	Orange	Purple	Purple	Purple
Orange	Orange	Purple	Purple	Purple



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REDISTRICTING WORKSHEET 2: GIVE THE PURPLE PEOPLE MORE POWER

Say that you have 50 people in your city, you need to create 5 districts of 10 people each. There are 60% Orange People and 40% Purple People. The Orange people often vote for Orange politics. The Purple People often vote for Purple Politics.

Each square = 1 person. Try to create district representation that will give the PURPLE people more power in the city than they deserve.
Circle 5 districts. Each district needs to have 10.

Orange	Orange	Purple	Purple	Purple
Orange	Orange	Purple	Purple	Purple
Orange	Orange	Purple	Purple	Purple
Orange	Orange	Purple	Purple	Purple
Orange	Orange	Purple	Purple	Purple
Orange	Orange	Purple	Purple	Purple
Orange	Orange	Purple	Purple	Purple
Orange	Orange	Purple	Purple	Purple
Orange	Orange	Purple	Purple	Purple
Orange	Orange	Purple	Purple	Purple

REDISTRICTING WORKSHEET 3:



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GIVE THE ORANGE PEOPLE MORE POWER

Say that you have 50 people in your city, you need to create 5 districts of 10 people each. There are 60% Orange People and 40% Purple People. The Orange people often vote for Orange politics. The Purple People often vote for Purple Politics.

Each square = 1 person. Try to create district representation that will give the ORANGE people more more power in the city then they deserve.
Circle 5 districts. Each district needs to have 10.

Orange	Orange	Purple	Purple	Purple
Orange	Orange	Purple	Purple	Purple
Orange	Orange	Purple	Purple	Purple
Orange	Orange	Purple	Purple	Purple
Orange	Orange	Purple	Purple	Purple
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Orange	Orange	Purple	Purple	Purple
Orange	Orange	Purple	Purple	Purple
Orange	Orange	Purple	Purple	Purple



Our Communities Count Census Intro Workshop

Facilitator Guide to BARRIERS FOR AAPI CENSUS PARTICIPATION & HOW WE CAN ADDRESS THEM

CITIZENSHIP QUESTION

The proposed question on the Census asking, “Are you a US citizen?” could lower participation of immigrant communities and pose a threat to undocumented immigrants. Census data IS confidential. Federal law protects your census responses. Answers can only be used to produce statistics. By law the Census Bureau cannot share your information with immigration enforcement agencies, law enforcement agencies, or allow it to be used to determine your eligibility for government benefits. The existence of the question however may deter people from filling out the census.

What we can do:

We can work to address this challenge by advocating for the elimination of the citizenship question up till June 2019. If the citizenship question is implemented, we will develop a critical approach to participation and messaging that puts care for our communities first.

ISLAMOPHOBIA

President Trump has largely taken a hostile stance toward Islam and Muslims. In December 2015, as a presidential candidate, President Trump called for the “total and complete shutdown of Muslims entering the United States,” and one of his first actions in office was to issue a controversial executive order that banned people from several Muslim-majority countries from entering the United States. These actions have generated fear and anxiety in Muslim communities, including in California, which has the second largest number of mosques in the country. This fear and anxiety could have ripple effects and dampen Muslim participation in the census.

What we can do:

We can develop a critical approach to participation in the census that puts care for our communities first. We can let our communities know that the Census Bureau cannot share your information with immigration enforcement agencies, law enforcement agencies, while respecting legitimate fears to participation.

DATA DISAGGREGATION OF ASIAN & PACIFIC ISLANDER ETHNICITIES

Currently, there is no proposal to stop data disaggregation of AAPI ethnicities in the census collection. You can see how the disaggregation is conducted on the census form on the *Proposed 2020 Census Questions* (see attachment in dropbox file).

However there is a petition by the Chinese right wing, “Americans against racism and anti-Asian anti-immigrant legacy,” calling to remove the subgroup boxes on the 2020 form as well as opposition to state bills to disaggregate AAPI data.

What we can do:

We can advocate for continued and improved data disaggregation for AAPI communities and isolate the position of the Chinese Tea Party.



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Facilitator Guide to BARRIERS FOR AAPI CENSUS PARTICIPATION & HOW WE CAN ADDRESS THEM (cont.)

LANGUAGE & LITERACY BARRIERS

We already know from our voter organizing work that language access and literacy create barriers for our communities to participate. Three-fourths (75 percent) of Asian Americans and 41 percent of NHPs speak a language other than English, with 34 percent of Asian Americans and 13 percent of NHPs speaking English less than “very well.” Limited English proficiency rates are almost 70 percent for some groups, such as Burmese Americans. Historically, areas with low rates of English proficiency also have been undercounted. The first push is for people to fill out the census online. It will be translated into 12 non-English languages, five of which are Asian: Chinese, Vietnamese, Korean, Tagalog, and Japanese. There are guides available in some Asian languages, but not all. No guides are offered in Pacific Islander languages. You can also get translation support by phone. The paper questionnaire will only be available in English and Spanish.

The Census Bureau will provide language guides, language glossaries, and a language identification card in these languages:

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

In determining the languages for Internet Self-Response and Census Questionnaire Assistance, the Census Bureau transcribed to a list the languages spoken by at least 60,000 limited-English-speaking households, sorted by the number of limited-English-speaking households, in descending order. This yielded the following 12 non-English languages: Spanish, Chinese, Vietnamese, Korean, Russian, Arabic, Tagalog, Polish, French, Haitian Creole, Portuguese, and Japanese. Many Asian languages and all Pacific Islander languages have been completely excluded!

The Census Bureau further determined that the field enumerator instrument and materials, bilingual paper questionnaire, and bilingual mailing will be supported in Spanish.

What we can do:

We will provide multilingual census communications and materials, conduct multilingual outreach and connect communities to in-language resources. Where possible we will sign up to be a HTC community site to provide on-site support.



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Facilitator Guide to BARRIERS FOR AAPI CENSUS PARTICIPATION & HOW WE CAN ADDRESS THEM (cont.)

NON-TRADITIONAL HOUSING AND HOMELESSNESS

Irregular housing is considered a factor that can hinder enumeration. Figures from a 2017 report by the Department of Housing and Urban Development (HUD) show that homelessness among Asian Americans has been rising: From 2016 to 2017, that group experienced the highest growth in homelessness among all racial groups (44 percent), followed by African-Americans, who saw a 23 percent increase. Almost half (47 percent) of Asian Americans who are low-income and 40 percent of NHPs who are low-income live in locations with the highest housing costs in the country, often leading to greater challenges in finding stable and affordable housing. In addition, the majority of NHPs are renters (62 percent) compared to 42 percent of Asian Americans.

What we can do:

Prioritize targeting and outreach strategies should include AAPIs who are homeless in non-traditional housing.

POVERTY & EDUCATIONAL ATTAINMENT

Historically, communities in poverty & with lower educational attainment are harder to enumerate. While 87% of Asian Americans and 86% of NHPs have a high school degree or higher, there are great disparities when broken down by subgroups. For example, only 53% of Burmese have a high school degree or higher. Likewise with poverty rates when broken down by subgroups, groups such as Micronesians have as high as 23 percent poverty rate.

What we can do:

Our targeting and outreach strategies should pay special attention to poor and low-income AAPIs communities as well as communities with lower levels of academic attainment.

CHILDREN YOUNGER THAN 5

The undercount of children under age five in the decennial census, and in surveys like the American Community Survey (ACS), has been growing. It is estimated that 1 million children under five were not counted in the 2010 census. Alongside the current climate of increased immigrant family separation, we anticipate concerns from parents of listing their children in the survey.

What we can do:

Increased education on undercount of children in the census and the impact it has on our communities.

LACK OF AWARENESS

The Census Barriers, Attitudes and Motivators (CBAMS) study had survey and focus group results showing that Asian Americans were least likely out of all other racial groups to complete the census:

<http://aapidata.com/blog/census2020-asian-am-problem/>

What we can do:

Start our outreach early!

Questions Planned for the 2020 Census

Age asked since 1790.

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.

Age on April 1, 2020 *Print numbers in boxes.* Month Day Year of birth

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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years

ANSWERS TO THE AGE AND DATE OF BIRTH QUESTION PROVIDE THE DATA THAT HELP US UNDERSTAND THE SIZE OF DIFFERENT AGE GROUPS AND HOW OTHER CHARACTERISTICS MAY VARY BY AGE.

Age data are used in planning and funding government programs that provide funds or services for specific age groups, such as children, working-age adults, women of childbearing age, or the older population. These statistics are also used to enforce laws, regulations, and policies against age discrimination in government programs and in society.

AGE DATA HELP COMMUNITIES:

Provide Assistance to Older Americans

Knowing how many people in a community are aged 60 and older helps local officials provide programs and services that enable older adults to remain

living safely in their homes and communities (Older Americans Act). Age data are also used in programs that provide services and assistance to seniors, such as financial assistance with utilities (Low Income Home Energy Assistance Program).

Provide Assistance to Children and Families

Knowing the numbers and ages of children in families can help communities enroll eligible families in programs designed to assist them. For example, age data are used in targeted efforts to enroll eligible people in Medicaid and the Children's Health Insurance Program.

Educate Children and Adults

Knowing how many children and adults depend on services through schools helps school districts make long-term building, staffing, and funding decisions.


Ensure Equal Opportunity

Knowing the age distribution of a community's population helps government and communities enforce laws, regulations, and policies against discrimination based on age.

Citizenship

asked since 1820.¹

Is this person a citizen of the United States?

- ☐ Yes, born in the United States
- ☐ Yes, born in Puerto Rico, Guam, the U.S. Virgin Islands, or Northern Marianas
- ☐ Yes, born abroad of U.S. citizen parent or parents
- ☐ Yes, U.S. citizen by naturalization – *Print year of naturalization* 
- ☐ No, not a U.S. citizen

A QUESTION ABOUT A PERSON'S CITIZENSHIP IS USED TO CREATE STATISTICS ABOUT CITIZEN AND NONCITIZEN POPULATIONS.

These statistics are essential for enforcing the Voting Rights Act and its protections against voting discrimination.

CITIZENSHIP DATA HELP COMMUNITIES:

Enforce Voting Rights Law

Knowing how many people reside in the community and how many of those people are citizens, in combination with other information, provides the statistical information that helps the government enforce Section 2 of the Voting Rights Act and its protections against discrimination in voting.

Understand Changes

Knowing how many citizens and noncitizens live in the United States, in combination with other information, is of interest to researchers, advocacy groups, and policymakers.

¹ Citizenship asked 1820, 1830, 1870, and 1890 to present.

Hispanic Origin asked since 1970.

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]

A QUESTION ABOUT WHETHER A PERSON IS OF HISPANIC, LATINO, OR SPANISH ORIGIN IS USED TO CREATE STATISTICS ABOUT THIS ETHNIC GROUP.

These data are required for federal and state programs and are critical factors in the basic research behind numerous policies, particularly for civil rights. Hispanic origin data are used in planning and funding government programs that provide funds or services for specific groups. These data are also used to evaluate government programs and policies to ensure they fairly and equitably serve the needs of the Hispanic population and to monitor compliance with antidiscrimination laws, regulations, and policies. States also use these data to meet legislative redistricting requirements.

Though many respondents expect to see a Hispanic, Latino, or Spanish category on the race question, this question is asked separately because people of Hispanic origin may be of any race(s) in accordance with the 1997 Office of Management and Budget standards on race and ethnicity.

HISPANIC ORIGIN DATA HELP COMMUNITIES:

Ensure Equal Opportunity

We ask about the Hispanic or Latino origin of community members to help governments and communities enforce antidiscrimination laws, regulations, and policies. For example, data on the Hispanic population are used to:

- Establish and evaluate the guidelines for federal affirmative action plans under the Federal Equal Opportunity Recruitment Program.
- Monitor compliance with the Voting Rights Act.
- Monitor and enforce equal employment opportunities under the Civil Rights Act of 1964.
- Identify segments of the population who may not be getting needed medical services under the Public Health Service Act.

Understand Changes

Researchers, advocacy groups, and policymakers are interested in knowing if the distribution of the Hispanic and non-Hispanic population changes by age, sex, relationship, and housing tenure.

Race asked since 1790.

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

- ☐ Vietnamese

- ☐ Native Hawaiian

- ☐ Filipino

- ☐ Korean

- ☐ Samoan

- ☐ Asian Indian

- ☐ Japanese

- ☐ Chamorro

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

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

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

A QUESTION ABOUT A PERSON'S RACE IS USED TO CREATE STATISTICS ABOUT RACE AND TO PRESENT OTHER STATISTICS BY RACE GROUPS.

These data are required for federal, state, and tribal programs and are critical factors in the basic research behind numerous policies, particularly for civil rights. Race data are used in planning and funding government programs that provide funds or services for specific groups. These data are also

used to evaluate government programs and policies to ensure they fairly and equitably serve the needs of all racial groups and to monitor compliance with antidiscrimination laws, regulations, and policies. States also use these data to meet legislative redistricting requirements.

The U.S. Census Bureau collects race data in accordance with the 1997 Office of Management and Budget standards on race and ethnicity. The categories on race are based on self-identification and generally reflect a social definition of race. The categories are not an attempt to define race biologically, anthropologically, or genetically.

RACE DATA HELP COMMUNITIES:

Ensure Equal Opportunity

Knowing the races of community members helps government and communities enforce antidiscrimination laws, regulations, and policies. For example, race data are used in the following ways:

- Establish and evaluate the guidelines for federal affirmative action plans under the Federal Equal Opportunity Recruitment Program.
- Monitor compliance with the Voting Rights Act.
- Monitor and enforce equal employment opportunities under the Civil Rights Act of 1964.
- Identify segments of the population who may not be getting needed medical services under the Public Health Service Act.

Understand Changes

Researchers, advocacy groups, and policymakers are interested in knowing if the distribution of the different racial groups changes by age, sex, relationship, and housing tenure.

Administer Programs for Specific Groups

Knowing how many people are eligible to participate in certain programs helps communities, including tribal governments, ensure that programs are operating as intended. For example, the Indian Housing Block Grant program, Indian Community Development Block Grant program, and Indian Health Service all depend on accurate statistics of American Indians and Alaska Natives. Data for the American Indian and Alaska Native population come from the question about a person's race.

Relationship asked since 1880.

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 |

A QUESTION ABOUT THE RELATIONSHIP OF EACH PERSON IN A HOUSEHOLD TO ONE CENTRAL PERSON IS USED TO CREATE ESTIMATES ABOUT FAMILIES, HOUSEHOLDS, AND OTHER GROUPS, AND TO PRESENT OTHER DATA AT A HOUSEHOLD LEVEL.

Relationship data are used in planning and funding government programs that provide funds or services for families, people living or raising children alone, grandparents living with grandchildren, or other households that qualify for additional assistance.

RELATIONSHIP DATA HELP COMMUNITIES:

Provide Adequate Housing

Knowing about the different types of households in a community (single people, couples, families, roommates, etc.) helps communities understand whether available housing meets the needs of residents.

When housing is not sufficient or not affordable, relationship data can help communities enroll eligible households in programs designed to assist them, and can help communities qualify for grants from the Community Development Block Grant, HOME Investment Partnership Program, Emergency Solutions Grant, Housing Opportunities for Persons With AIDS, and other programs.

Provide Assistance to Families

Knowing more about families, such as the ages of children, can help communities enroll eligible families in programs designed to assist them, such as Head Start and the Children's Health Insurance Program, and can help communities qualify for grants to fund these programs. Relationship data are also used to ensure that programs like Temporary Assistance for Needy Families are making a difference for families.

Relationship asked since 1880—Con.

Understand Changing Households

Information about living arrangements and how they are changing, including whether older residents are staying in their homes as they age, whether young people are living with parents or moving in with roommates, and which kinds of households include

young children, can help communities plan future programs and services for residents. For example, the Social Security Administration estimates future program needs based on the current relationships of working people.

Sex asked since 1790.

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

☐ Male ☐ Female

A QUESTION ABOUT THE SEX OF EACH PERSON IS USED TO CREATE STATISTICS ABOUT MALES AND FEMALES AND TO PRESENT OTHER DATA BY SEX.

Data disaggregated by sex are used in planning and funding government programs and in evaluating other government programs and policies to ensure they fairly and equitably serve the needs of males and females. These statistics are also used to enforce laws, regulations, and policies against discrimination in government programs and in society.

DATA DISAGGREGATED BY SEX HELP COMMUNITIES:

Provide Resources for Education

Data disaggregated by sex are used to allocate funds to institutions of higher learning that increase participation, particularly of minority women, in scientific and engineering programs under the Higher Education Act.

Ensure Equal Opportunity

Data disaggregated by sex are used to evaluate employment practices under the Civil Rights Act of 1964. The Equal Employment Opportunity Commission, using sex-disaggregated data, establishes and evaluates guidelines dealing with equal employment opportunity. Data disaggregated by sex are used to evaluate housing policies and practices under the Civil Rights Act.

Understand Changes

State and local planners analyze social and economic characteristics of males and females to predict future needs for housing, education, childcare, health care, transportation, and employment.

Tenure (Owner/Renter) asked since 1890.

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?

A QUESTION ABOUT WHETHER A HOME IS OWNED OR RENTED IS USED TO CREATE DATA ABOUT TENURE, RENTERS, AND HOMEOWNERSHIP.

Tenure is the most basic characteristic to assess housing inventory. Tenure data are used in government programs that analyze whether adequate housing is available to residents. Tenure data are also used to provide and fund housing assistance programs. These statistics are also used to enforce laws, regulations, and policies against discrimination in private-market housing, government programs, and in society.

TENURE DATA HELP COMMUNITIES:

Provide Adequate Housing

Knowing the rates of home rental and ownership helps communities understand whether available housing meets the needs of residents.

When housing is not sufficient, data about owners and renters can help communities enroll eligible households in programs designed to assist them.

Plan Community Development

Knowing how the balance of rented homes, mortgaged homes, and homes owned free and clear changes over time can help communities understand changes in local housing markets; identify opportunities to improve tax, assistance, and zoning policies; and reduce tax revenue losses from vacant or abandoned properties.

Ensure Equal Opportunity

Knowing the characteristics of people who rent and people who own homes in the community, such as age, sex, race, and Hispanic origin, helps government and communities enforce laws, such as the 1968 Fair Housing Act, designed to eliminate discrimination in housing.

Understand Changing Households

Knowing whether older residents are staying in homes as they age or moving into rented homes, and whether young people are staying with parents, renting with roommates, or buying homes, can help governments and communities distribute funds appropriately between homeownership and rental housing programs and services for residents.

Operational Questions for use in the 2020 Census.

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

4. What is your telephone number?

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

Telephone Number

- -

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)

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, for a job or business | <input type="checkbox"/> Yes, in a jail or prison |
| <input type="checkbox"/> Yes, in a nursing home | <input type="checkbox"/> Yes, for another reason |

Some operational questions will appear on the 2020 Census that will not result in published counts. These questions are asked to better administer the data collection process and to ensure greater accuracy of the data collected. Contact information is not part of published estimates and is carefully protected, as mandated by federal law, to respect the personal information of respondents.

TAKE ACTION POSTCARD

Support the Every Person Counts Act



PLEASE ENSURE

**Every Person
Counts**

CENSUS
2020

EVERY PERSON COUNTS!

Dear _____ :

I am deeply concerned about the citizenship question on the census.

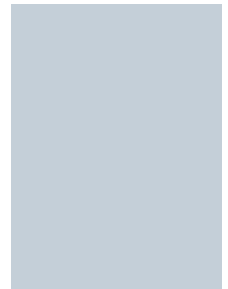
I believe that immigrants are important members of our community who deserve resources and representation. The census determines funding for our states including resources and planning for our schools, hospitals, and transportation needs.

I'm asking you to support an Every Person Counts Act in Congress.

Sincerely,

Name:

Address:

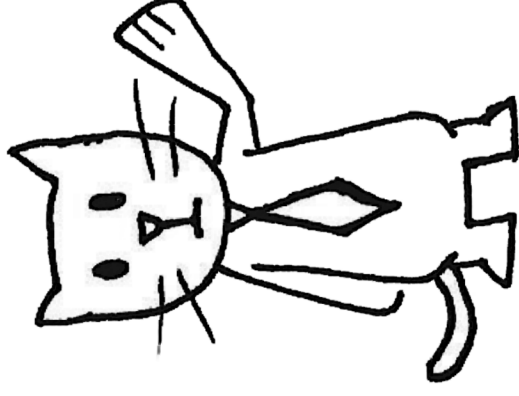
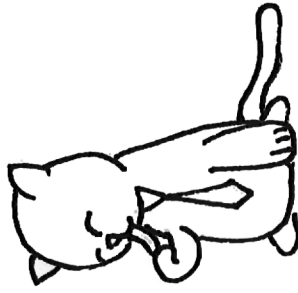


CENSUS CAT IS COMING!

A Comic for Children & their Parents

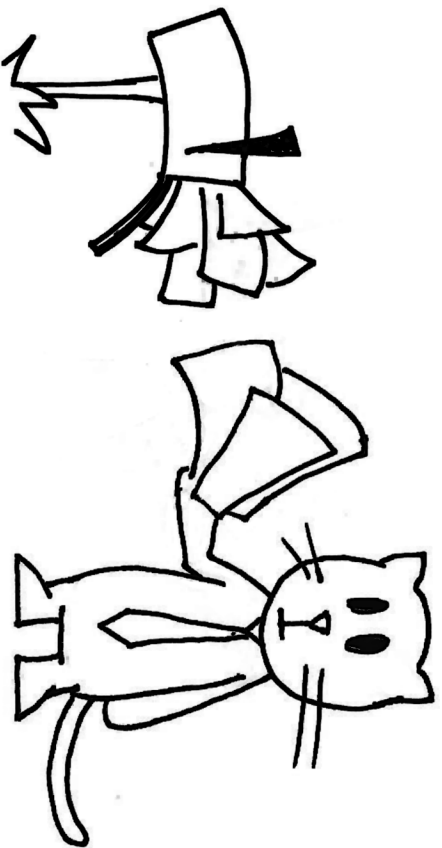
AAPIS
FOR CIVIC EMPOWERMENT
EDUCATION FUND

**GENSUS
CAT is
COMING!
2020**

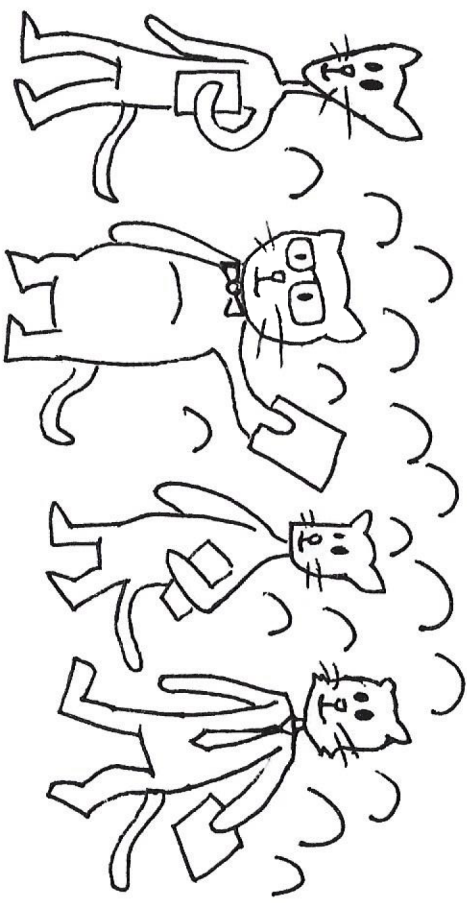


Census cat is going to
send postcards to your
dusty mailbox in March 2020

Do you ever check
that thing?

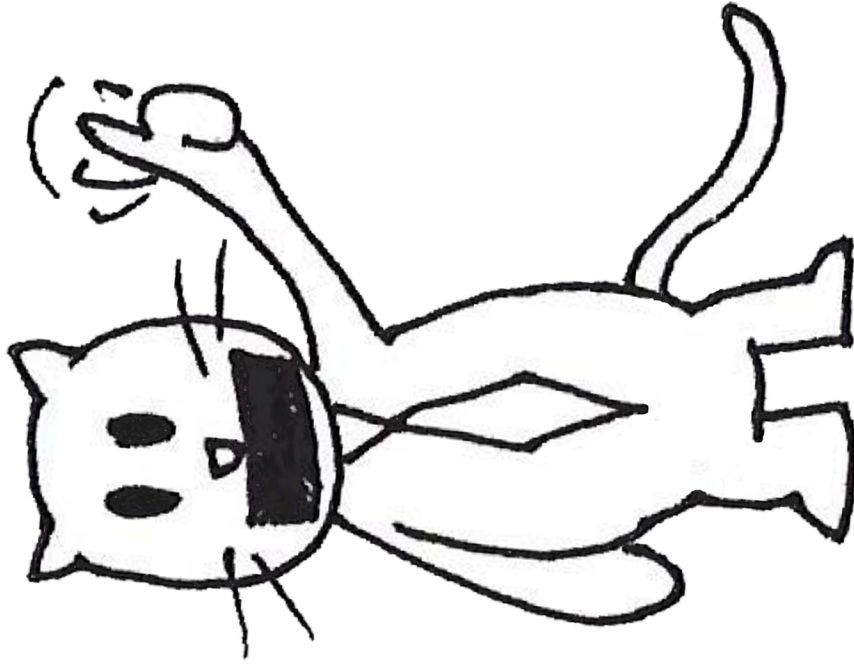


Have questions or need
help with the census?

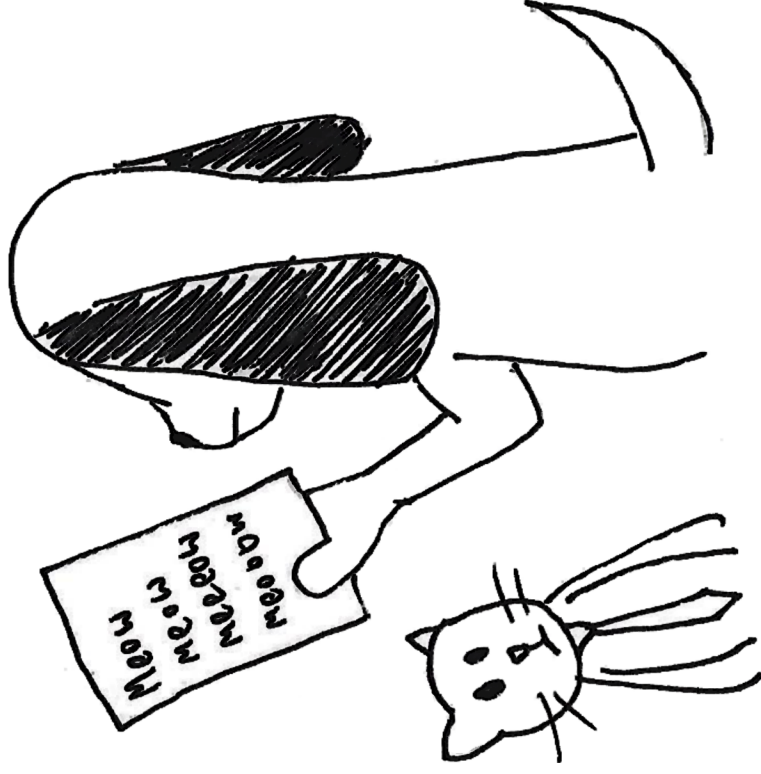


Contact our Census Cat helpers!

Does Census Cat share
my personal information?



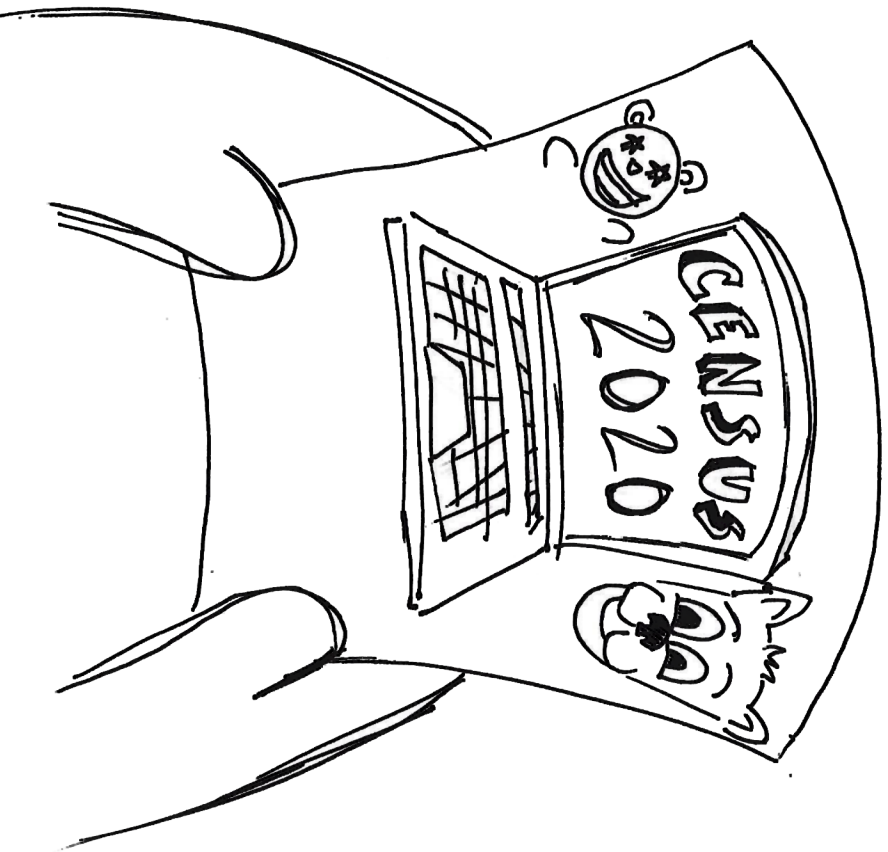
Cat law prohibits Census Cat
from sharing information



These postcards may not be
in a language that you speak

What is census cat trying to say in those postcards?

Census cat wants everyone to go online & fill out the census form during March 2020



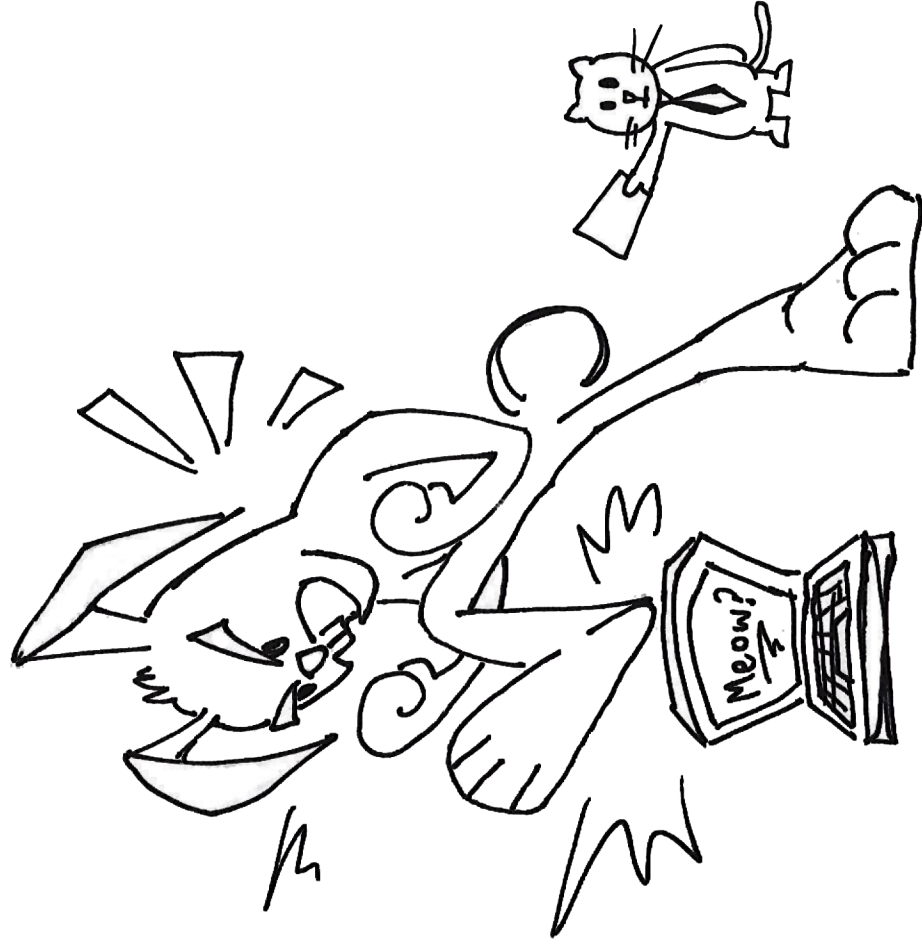
Census Cat wants to make sure we have enough schools for all children, enough resources for health centers, enough buses, trains, & roads, enough political power for our community!

Even kids?



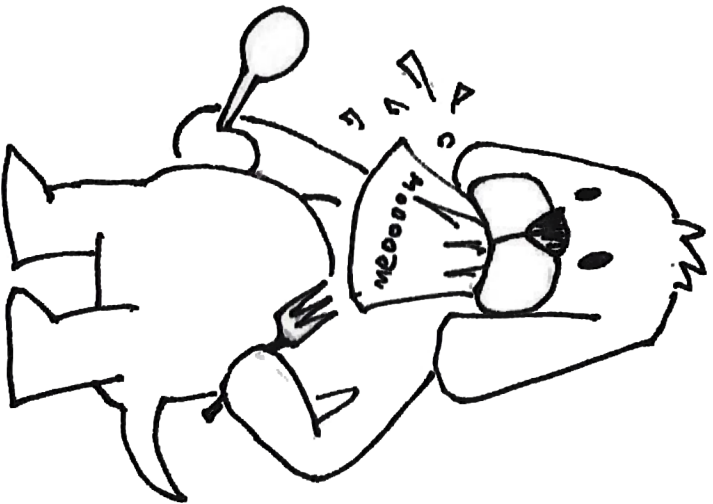
Especially kids!

What if my parents
hate going online?



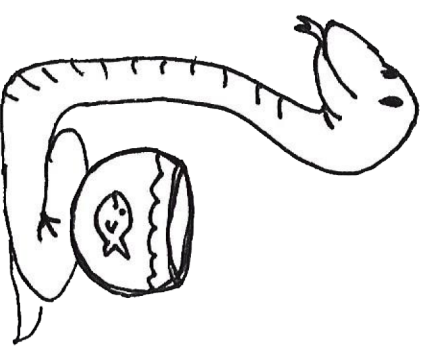
Census cat will send a
paper form if you don't
fill it out online

What if the dog
eats out paper form?



If you don't fill out
the paper form, Census Cat
will send a HUMAN to
your door

What is Census Cat
counting everybody for?



Census Cat wants to make sure
everyone in the whole entire
country COUNTS!

CENSUS CAT IS COMING!

*Separate PNG files
for adding your organizations
info and logo*

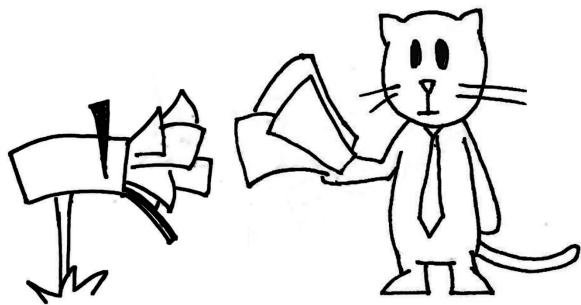


**CENSUS
CAT is
COMING!
2020**



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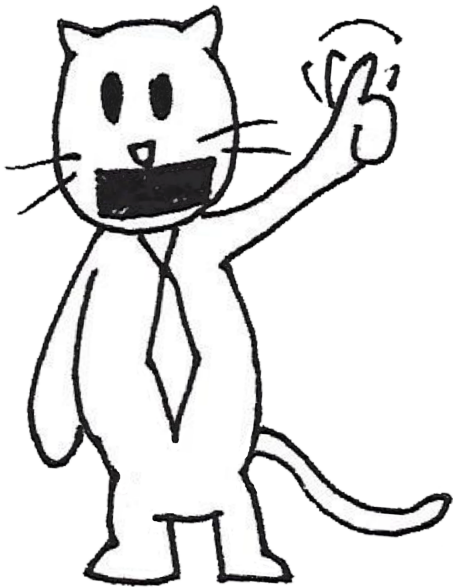


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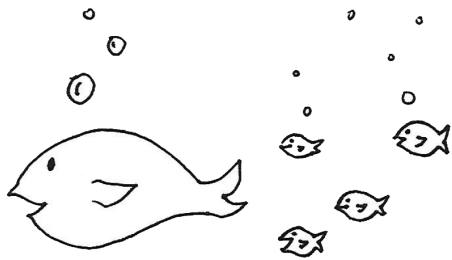
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Especially kids!

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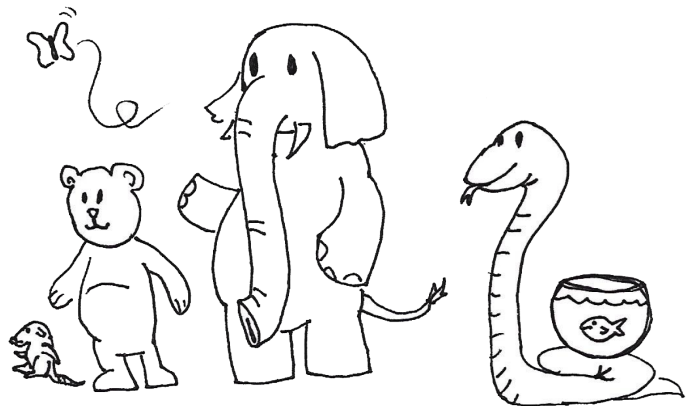
Census cat will send a
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fill it out online

What if the dog
eats our paper form?



If you don't fill out
the paper form, Census Cat
will send a HUMAN to
your door

What is Census Cat
counting everybody for?



Census Cat wants to make sure
everyone in the whole entire
country COUNTS!