

we count minnesota

CENSUS • 2020

2020 Census Timeline



Reminder letter #1 and #2

Reminder letter #3 and
paper questionnaire

Enumerators
enter the field

March 12th - 20th

April 1st

April 20th - 27th

March 26th – April 3rd

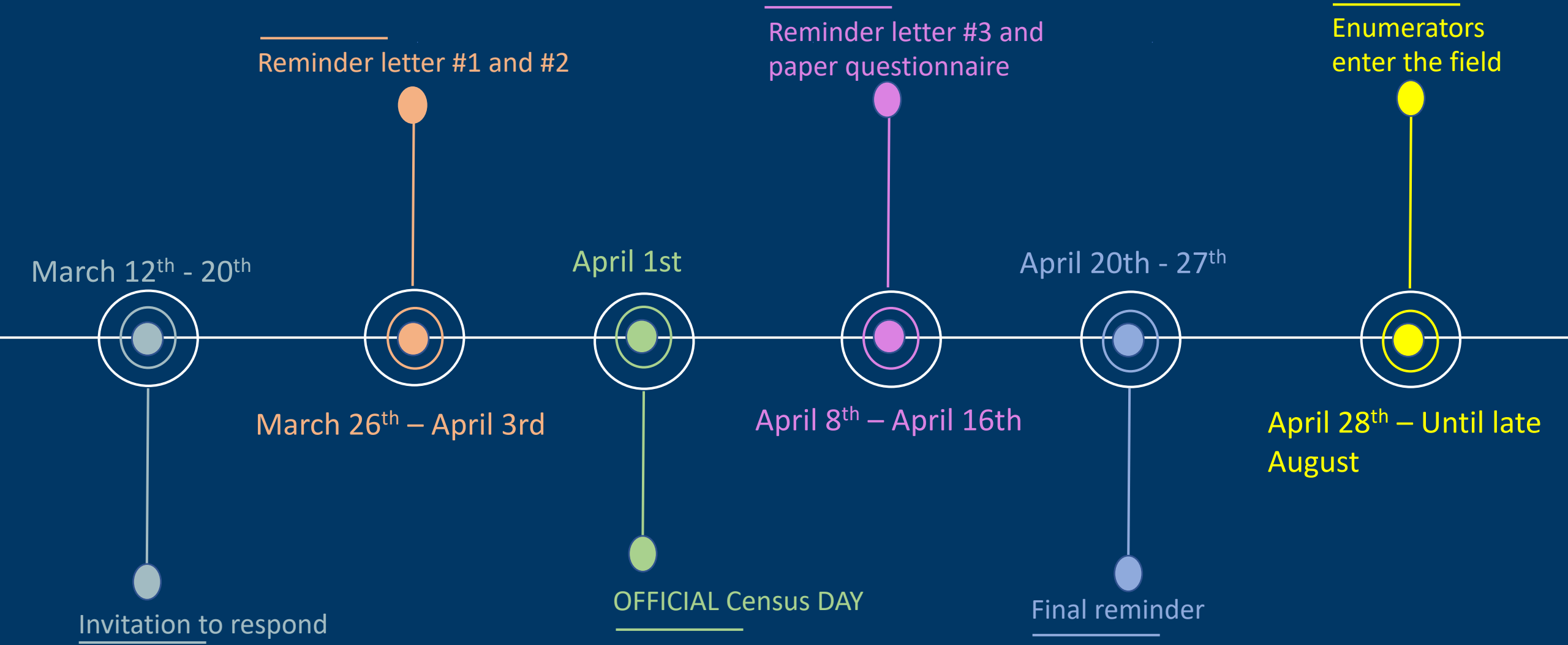
April 8th – April 16th

April 28th – Until late
August

Invitation to respond

OFFICIAL Census DAY

Final reminder



Instructions & 4 questions that apply to the entire household

Start here OR go online at XXXX.XXXX.gov 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 XXXX.XXXX.gov 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

- -

FORM D-Q (05-17-2018) Draft 17

6 questions
asked about each
person living in
the household

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, with a parent or other relative
☐ Yes, for a military assignment ☐ Yes, at a seasonal or second residence
☐ Yes, for a job or business ☐ Yes, in a jail or prison
☐ Yes, in a nursing home ☐ Yes, for another reason

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

☐ Opposite-sex husband/wife/spouse ☐ Father or mother
☐ Opposite-sex unmarried partner ☐ Grandchild
☐ Same-sex husband/wife/spouse ☐ Parent-in-law
☐ Same-sex unmarried partner ☐ Son-in-law or daughter-in-law
☐ Biological son or daughter ☐ Other relative
☐ Adopted son or daughter ☐ Roommate or housemate
☐ Stepson or stepdaughter ☐ Foster child
☐ Brother or sister ☐ 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.

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

→ NOTE: Please answer BOTH Question 5 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, Blackfoot 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.

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

**There will not be a citizenship question on
the 2020 Census.**

Who can access the data?



White House



ONLY the U.S. Census Bureau
can access the data



Other government entities,
like ICE or U.S. Court

72092 years

**Who is missed in
Minnesota?**

Historically, the census has missed certain groups—including **young children, people of Color, Indigenous people, and urban and rural low-income households**—at disproportionately high rates.

**In 2010: An estimated 1.3 million
children were missed in the U.S.**

**Source: U.S. Census Bureau, report from the Department of Economics and
Statistics Administration*

In Minnesota we have...



- **1,300,000** Renter households
- **350,000** Children ages 0-4
- Young adults, especially the **301,000** students attending a college/university
- **1,060,000** Racial and Ethnic minorities (Black or African American, American Indian or Alaska Native, Asian Indian, Chinese, Filipino, Other Asian (print option), Japanese, Korean, Vietnamese, Native Hawaiian, Guamanian or Chamorro, Samoan, Other Pacific Islander (print option), and an other category with a print option)

**Based off 2017 American Community Survey (ACS) data*



In Minnesota: 965,000

Projected undercounts for Metro area...

- Hennepin: 230,075
- Ramsey: 108,182
- Dakota: 67,135
- Anoka: 52,918
- Washington: 38,080
- Scott: 22,472
- Carver: 15,374

TOTAL: 534,236

Impacts of an Undercount



Food Security for Students: National School Lunch Program and School Breakfast Program. Hunger impacts a child's ability to learn



Student Health: Children's Health Insurance Program. Student health influences school attendance.



Educational Instruction Funding: Supporting Effective Instruction State Grants and Special Education Grants.



Misallocated Federal funds. Minnesota receives **\$15,549,175,947** from the government every year. **That is \$15 billion!**



Decreased representation in Washington, D.C. Census data is used to determine congressional seats.



Decreased growth and resources for your community. Census data helps plan roads, schools, hospitals, etc.



Businesses use Census data to locate factories, stores, etc.

| Program | Dept. | Obligations | Program | Dept. | Obligations |
|---|-------|-------------------------|---|-------|----------------------|
| Financial Assistance Programs | | \$15,207,106,372 | | | |
| Medical Assistance Program (Medicaid) | HHS | \$6,660,375,000 | Community Facilities Loans/Grants | USDA | \$60,836,493 |
| Federal Direct Student Loans | ED | \$3,043,012,113 | Supporting Effective Instruction State Grants | ED | \$30,679,537 |
| Supplemental Nutrition Assistance Program | USDA | \$602,563,639 | Crime Victim Assistance | DOJ | \$37,494,424 |
| Medicare Suppl. Medical Insurance (Part B) | HHS | \$591,124,896 | CDBG Entitlement Grants | HUD | \$30,945,912 |
| Highway Planning and Construction | DOT | \$659,896,484 | Public Housing Capital Fund | HUD | \$30,856,000 |
| Federal Pell Grant Program | ED | \$431,500,000 | Block Grants for the Prevention and Treatment of Substance Abuse | HHS | \$24,696,066 |
| Section 8 Housing Choice Vouchers | HUD | \$237,106,000 | Water and Waste Disposal Systems for Rural Communities | USDA | \$46,764,884 |
| Temporary Assistance for Needy Families | HHS | \$267,984,886 | Social Services Block Grant | HHS | \$26,965,173 |
| Very Low to Moderate Income Housing Loans | USDA | \$475,752,332 | Rural Rental Assistance Payments | USDA | \$22,747,230 |
| Title I Grants to LEAs | ED | \$158,612,024 | Business and Industry Loans | USDA | \$27,483,000 |
| State Children's Health Insurance Program | HHS | \$98,575,000 | Career and Technical Education - Basic Grants to States | ED | \$16,684,637 |
| National School Lunch Program | USDA | \$165,375,000 | Homeland Security Grant Program | DHS | \$9,575,284 |
| Special Education Grants | ED | \$196,437,300 | WIOA Dislocated Worker Grants | DOL | \$8,243,923 |
| Section 8 Housing Assistance Payments Program | HUD | \$185,190,261 | HOME | HUD | \$9,711,957 |
| Federal Transit Formula Grants | DOT | \$76,481,000 | State CDBG | HUD | \$16,995,275 |
| Head Start | HHS | \$119,066,495 | WIOA Youth Activities | DOL | \$8,629,664 |
| WIC | USDA | \$102,073,000 | WIOA Adult Activities | DOL | \$8,050,163 |
| Title IV-E Foster Care | HHS | \$55,285,488 | Employment Service/Wagner-Peyser | DOL | \$19,884,589 |
| Health Care Centers | HHS | \$37,972,966 | Community Services Block Grant | HHS | \$8,964,764 |
| School Breakfast Program | USDA | \$50,994,000 | Special Programs for the Aging, Title III, Part C, Nutrition Services | HHS | \$10,778,522 |
| Rural Electrification Loans and Loan Guarantees | USDA | \$78,631,000 | Cooperative Extension Service | USDA | \$13,627,154 |
| Public and Indian Housing | HUD | \$45,936,000 | Native Amer. Employment & Training | DOL | \$726,310 |
| Low Income Home Energy Assistance | HHS | \$113,774,946 | | | |
| Child and Adult Care Food Program | USDA | \$63,810,000 | Federal Tax Expenditures | | \$240,594,854 |
| Vocational Rehabilitation Grants to the States | ED | \$51,909,354 | Low Income Housing Tax Credit | Treas | \$147,397,108 |
| Child Care Mandatory and Matching Funds | HHS | \$52,561,000 | New Markets Tax Credit | Treas | \$93,197,746 |
| Unemployment Insurance Administration | DOL | \$46,450,000 | | | |
| Federal Transit - Capital Investment Grants | DOT | \$2,911,920 | Federal Procurement Programs | | \$11,474,721 |

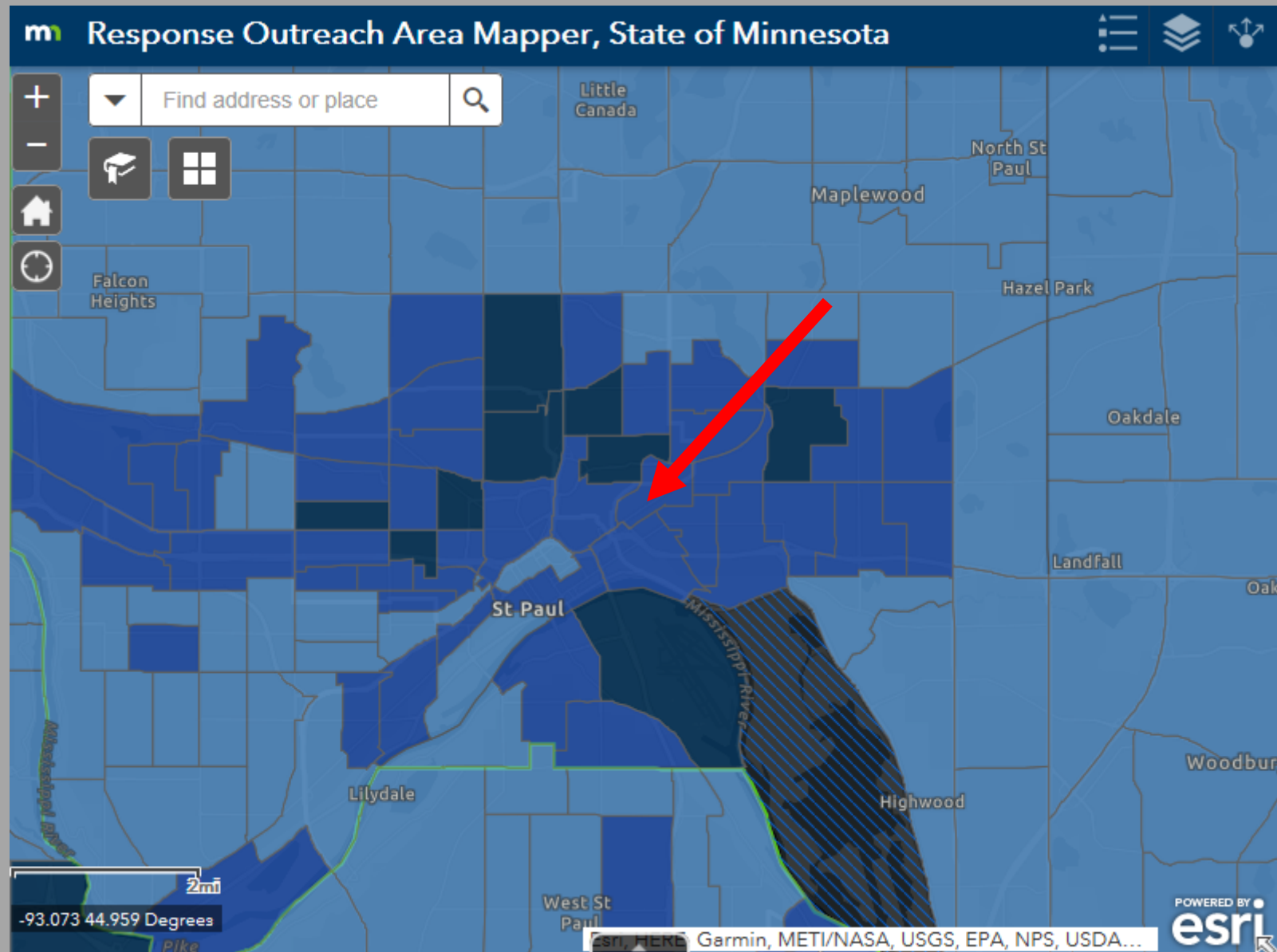
Counting for Dollars MN: K-12 Specific

- National School Lunch Program: **\$165,375,000**
- Head Start: **\$119,066,495**
- School Breakfast Program: **\$50,994,000**
- Children's Health Insurance Program: **\$98,575,000**
- Supporting Effective Instruction State Grants: **\$30,679,537**
- Special Education Grants: **\$196,437,300**



The impact of an
undercount will last **10**
years.

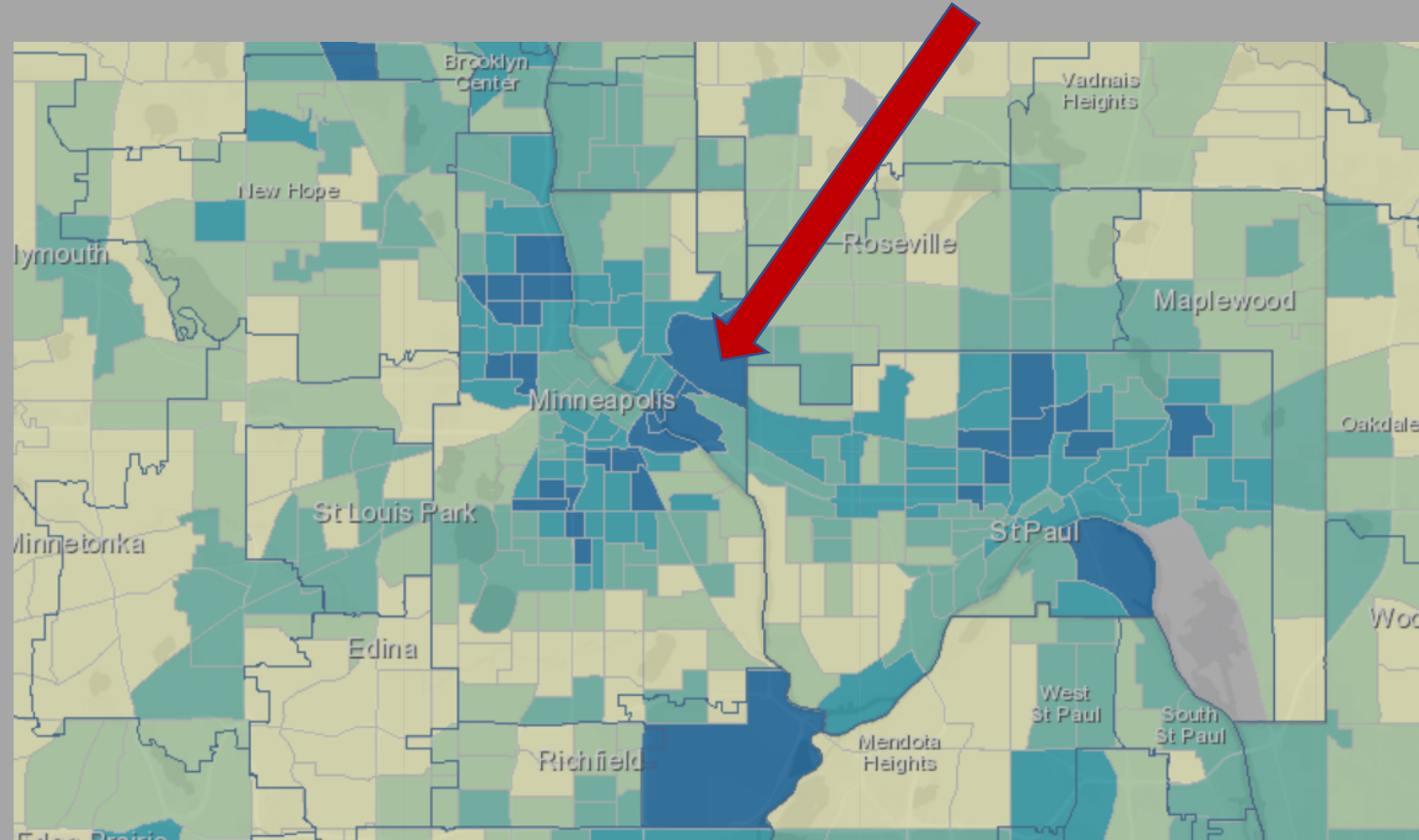
Find your community:



Minneapolis Public School District: Low Response Score 30.1%

An undercount can
disproportionally impact
our communities.

An undercount results
in the **misallocation of
funds**, depriving our
community of the
resources they deserve.



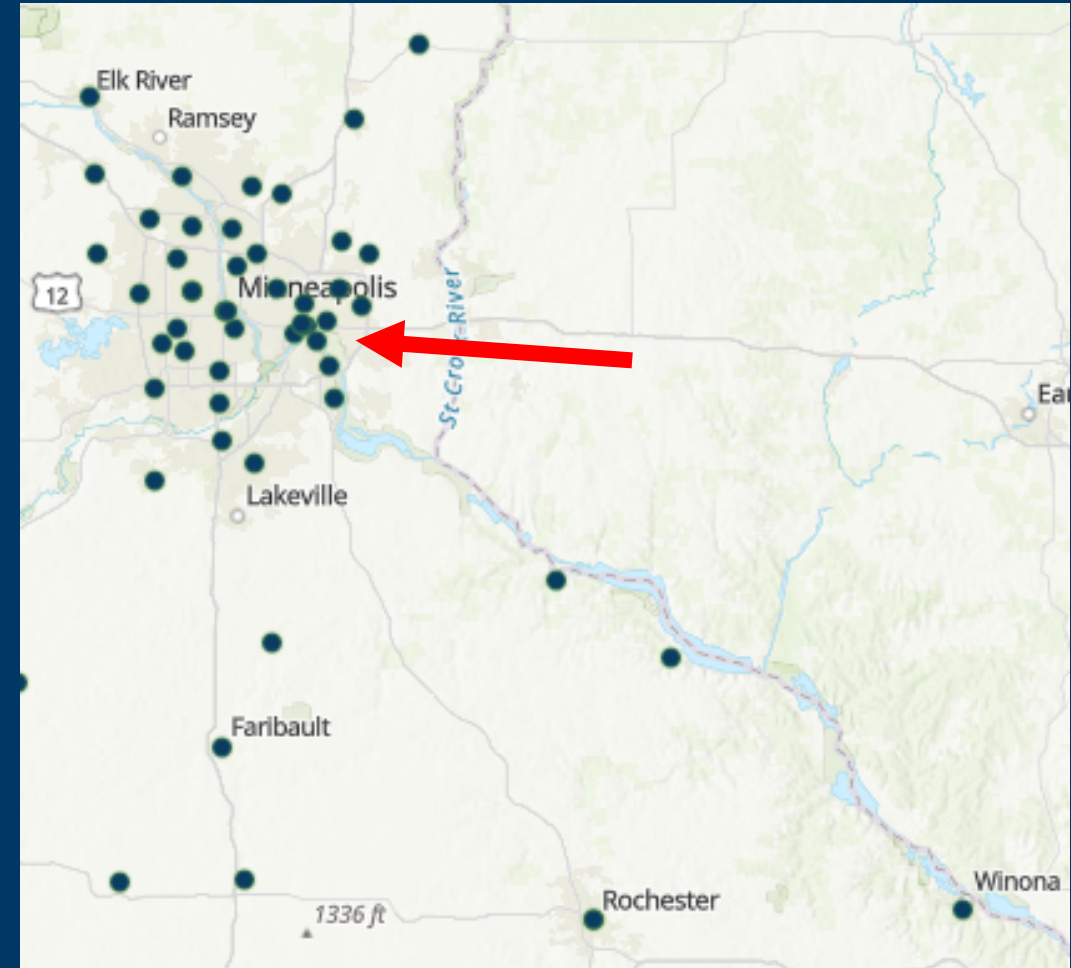
Preventing an Undercount

Partnerships

What is a Complete Count Committee?

Activists, community organizations, local governments, and everyday citizens all have a part to play in the success of the 2020 Census.

Complete Count Committees in Minnesota



K-12 Ideas to prevent an undercount

- September – December 2019:

- Encourage teachers to incorporate “Statistics in Schools” in the classroom
- Designate a curriculum coordinator for our office
- Designate a Census contact person for our office

- January – February 2020:

- Send communication (via flyer, robo call, text, or email) about the upcoming census

- March – April 2020:

- Census Response Tabling in schools and send a second communication around census day

Statistics in Schools

History Activities

- **Elementary**

"I Have a Dream" – Learning About Martin Luther King Jr.: Students will analyze census data and graphs that demonstrate how certain aspects of the lives of African-Americans have changed since civil rights leader Martin Luther King Jr. delivered his "I Have a Dream" speech in 1963.

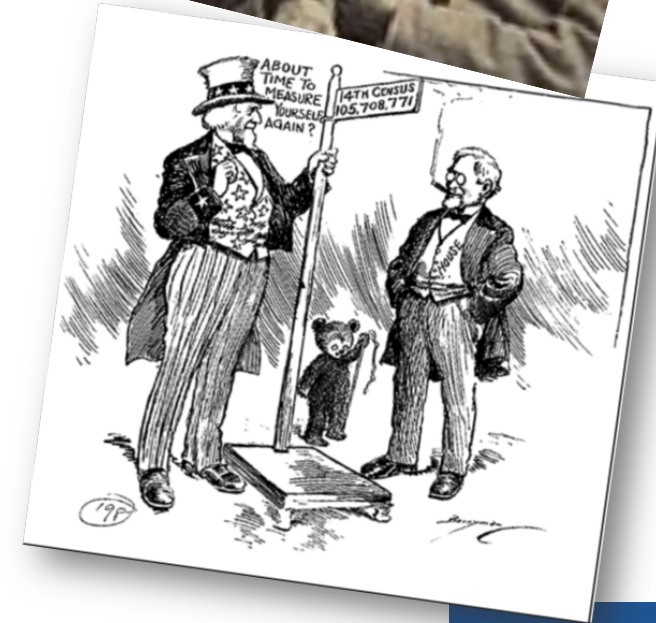
- **Middle**

Examining Changes in Data - African Americans' Education Levels

Through the Years: Students will analyze and compare census data on the education levels of African-Americans in 1850 and in 1880.

- **High**

The Progressives and the 1920 Census: Students will interpret and analyze a political cartoon about the 1920 Census to better understand how the census was related to the Progressive movement of the early 20th century.



Tools to prevent an undercount

1. Commit to be Counted Forms (C2BC)

Email content

2. Help Desk

3. Census Outreach:

- Tabling Toolkit

6. Census Marketing Materials

4. Social Media

• 5. Content:

- Handouts from the State and Census
- Graphics
- Videos

Commit to be Counted (C2BC)



we count
CENSUS DAY • APRIL 1, 2020

Yes, I commit to be counted!

| |
|--|
| First name: |
| Last name: |
| Mobile phone: |
| Email: |
| ZIP code: |
| Preferred language (if other than English): |

Get involved! Send me info about:

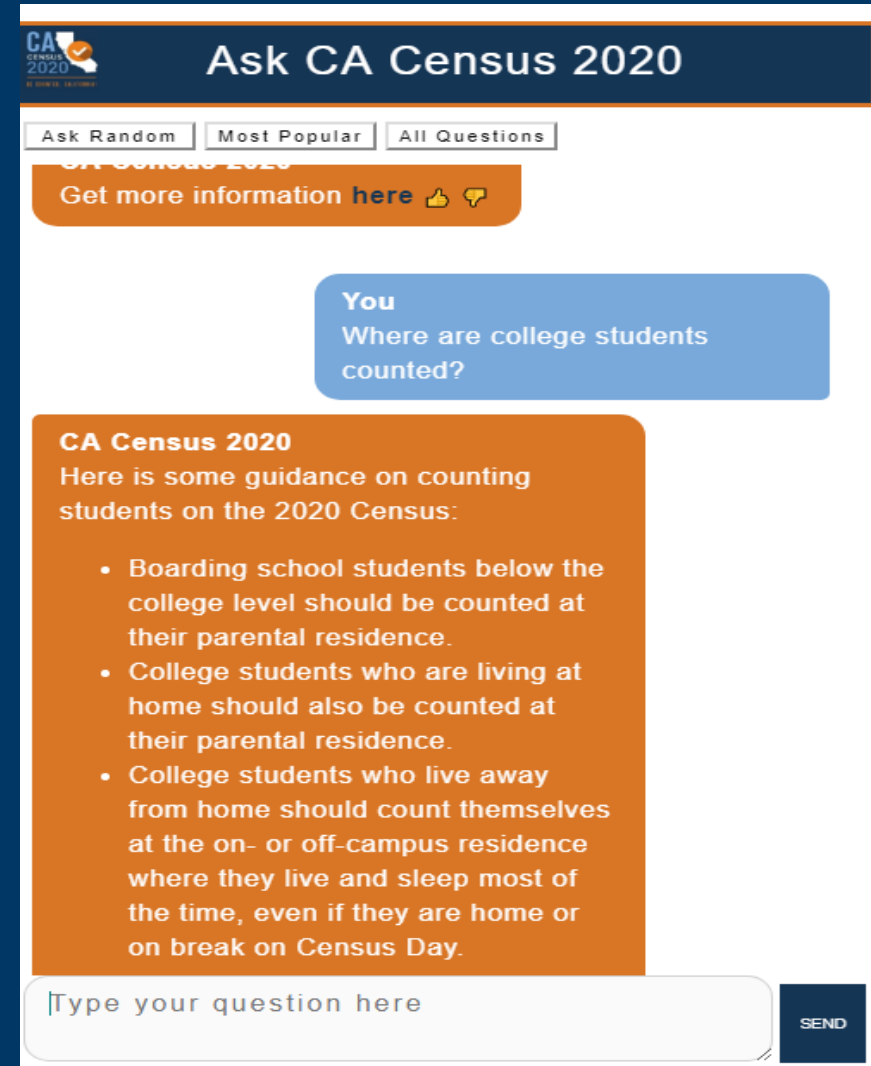
- ☐ Jobs with the U.S. Census Bureau
- ☐ Census efforts in my community

The State of Minnesota Demographic Center and its partners are jointly collecting this information to communicate with you about the Census and other important updates.

PARTNER ORG. CODE

Help Desk

- Available in: Hmong, Somali, and Spanish.
- Answers remain anonymous.
- Page linked to the Census FAQ's page.



The screenshot shows a web interface for asking questions about the 2020 Census in California. At the top, there's a header with the 'CA Census 2020' logo and the title 'Ask CA Census 2020'. Below the header, there are three tabs: 'Ask Random', 'Most Popular', and 'All Questions'. A blue button with a thumbs up and thumbs down icon says 'Get more information here'. A blue speech bubble contains the question: 'You: Where are college students counted?'. Below this, an orange box titled 'CA Census 2020' provides guidance on counting students. At the bottom, there is a text input field with the placeholder 'Type your question here' and a 'SEND' button.

CA Census 2020
Here is some guidance on counting students on the 2020 Census:

- Boarding school students below the college level should be counted at their parental residence.
- College students who are living at home should also be counted at their parental residence.
- College students who live away from home should count themselves at the on- or off-campus residence where they live and sleep most of the time, even if they are home or on break on Census Day.

Type your question here SEND

Tabling Toolkit

- Sample tabling activities and timeline
 - Census event calendar
 - Host a census workshop
 - **Host a Census Response Table during March and April, 2020**
- Sample script on how to speak with members of the community
- Census Community Outreach Calendar and additional tips

Content

(located on Census Website)

- **State handouts and Census Handouts**
- **Graphics:**
 - Unlocked logos
 - Banner for website
- **Videos:**
 - **English only:**
 - Census 101: Census Overview
 - Census 102: Confidentiality
 - How Confidential is the Census?
 - Census Day
 - Minnesota Could be a big loser in 2020
 - Student video (University and College specific)
 - **Spanish, Somali, and Hmong:**
 - Census 101 and 102 (combined)
 - Animation video on Confidentiality and Citizenship

Handouts (website)

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 U.S. once, only once, and in the right place.

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's in the constitution.
The U.S. Constitution mandates that everyone in the country be counted every 10 years. The first census was in 1790.

It's about \$675 billion.
The distribution of

It's about redistricting.
After each decadal census, state officials redraw the boundaries of the congressional and state legislative districts in their states to account for population shifts.

In FY2016, Minnesota Received

\$15,459,175,947

\$2,796 per Minnesotan per year*
\$27,960 per Minnesotan per decade*



**we count
minnesota**

CENSUS • 2020

(Allocation of federal program funding to Minnesota based off 2010 Census data)

Statistics in Schools
Classrooms Powered
by Census Data

Vicki Glasier
June 13, 2019

Shape
your future
START HERE >

STATISTICS
IN SCHOOLS
CENSUS.GOV/SCHOOLS

United States
Census
2020

Logos (unlocked)



Jobs with the census

Qualifications:

- Be at least 18 years old by April 1, 2020.
- Have a valid social security number.
- Be a U.S. citizen.
- Have a valid email address.
- **Be available to work flexible hours, including some day, evenings, and weekends.**
- Pass a U.S. Census criminal background check.*
- Be registered with the Selective Service System, or have a qualifying exemption, if you are male and were born after December 31, 1959.
- Some specific positions require employees to have access to a vehicle and maintain a valid driver's license.

The Census Bureau is hiring NOW:

<https://2020census.gov/jobs>



Follow up from the State:

Contact: Rachel Dame
Rachel.Dame@state.mn.us
336-409-5467

ALL the handouts and information from today will be located on our website under the “Training” tab.

<https://mn.gov/admin/2020-census/>

Questions?

Next Steps:

1. Name of a curriculum contact
2. Name of a census contact for our office