Association of Metropolitan School Districts (AMSD)

Susan Brower, Minnesota State Demographer
August 9, 2019
The SDC is conveniently located in the Centennial Office Building.
The 2020 Census

- A mobile population
- Constrained fiscal environment
- Informal, complex living arrangements
- Rapidly changing use of technology
- Increasingly diverse population
- Information explosion
- Declining response rates
- Distrust in government
This is the official form for all the people at this address. It is quick and easy, and your answers are protected by law.

Use a blue or black pen.

Start here

The Census must count every person living in the United States on April 1, 2010.

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.

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

- Do not count anyone living away either at college or in the Armed Forces.
- Do not count anyone in a nursing home, jail, prison, detention facility, etc., on April 1, 2010.
- Leave these people off your form, 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.

The Census must also include people without a permanent place to stay, so:

- If someone who has no permanent place to stay is staying here on April 1, 2010, count that person. Otherwise, he or she may be missed in the census.

1. How many people were living or staying in this house, apartment, or mobile home on April 1, 2010?

   Number of people =  

5. Please provide information for each person living here. Start with a person living here who owns or rents this house, apartment, or mobile home. If the owner or renter lives somewhere else, start with any adult living here. This will be Person 1.

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

   Last Name

   First Name

   MI

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?

   Please report babies as age 0 when the child is less than 1 year old. Print numbers in boxes.

   Age on April 1, 2010

   Month  Day  Year of birth

   → 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 origin, for example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on.

9. What is Person 1's race? Mark ONE or more boxes.

   ☐ White
   ☐ Black
   ☐ American Indian or Alaska Native
   ☐ Asian
   ☐ Native Hawaiian or Other Pacific Islander
   ☐ Some other Race
   ☐ Two or more races
Answering the Census is Safe

The Law Protects Your Answers.

By law, the Census Bureau cannot share your answers with the IRS, FBI, Welfare, Immigration or any other government agency. No court of law, not even the President of the United States, can find out your answers. And the same law that keeps your answers out of the hands of these agencies, prevents the Census Bureau from selling or giving away your address to people who want to send you mail.

Highly Motivated Employees Protect Your Answers.

Census workers are sworn for life to secrecy. They know that if they give out any information they see on a form, they can face a $250,000 fine and a five-year prison term. Census workers must pass security and employment reference checks. Protecting the privacy of people who reply to the census is an important part of every census takers training.

Technology Protects Your Answers.

The Census Bureau protects your information with numerous security measures, including electronic barriers, scrambling devices and dedicated lines. Your answers are combined with others to produce the statistical summaries that are published. No one can connect your answers with your name or address.
The 2020 Census is about:

Equal representation

Fair distribution of resources

Data to make smart decisions
<table>
<thead>
<tr>
<th>States Gaining Districts (7)</th>
<th>States Losing Districts (8 or 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arizona +1 (from 9 to 10)</td>
<td>Alabama -1 (from 7 to 6)</td>
</tr>
<tr>
<td>Colorado +1 (from 7 to 8)</td>
<td>California -1 or even (from 53 to 52 or no change)</td>
</tr>
<tr>
<td>Florida +2 (from 27 to 29)</td>
<td>Illinois -1 (from 18 to 17)</td>
</tr>
<tr>
<td>Montana +1 (from At-large to 2)</td>
<td>Michigan -1 (from 14 to 13)</td>
</tr>
<tr>
<td>North Carolina +1 (from 13 to 14)</td>
<td><strong>Minnesota</strong> -1 or even (from 8 to 7 or no change)</td>
</tr>
<tr>
<td>Oregon +1 (from 5 to 6)</td>
<td>New York -2 (from 27 to 25)</td>
</tr>
<tr>
<td>Texas +3 (from 36 to 39)</td>
<td>Ohio -1 (from 16 to 15)</td>
</tr>
<tr>
<td></td>
<td>Pennsylvania -1 (from 18 to 17)</td>
</tr>
</tbody>
</table>
How might Minnesota congressional districts change if the state were to lose a seat?
Census counts guide the distribution of dollars

- **15 billion** federal dollars distributed to Minnesota each year on the basis of census data
- **$2,796** per person is allocated by the federal government to Minnesota each year (that’s about **$27,960** per person over the decade)
<table>
<thead>
<tr>
<th>Program</th>
<th>Dept.</th>
<th>Obligations</th>
<th>Program</th>
<th>Dept.</th>
<th>Obligations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Assistance Programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medical Assistance Program (Medicaid)</td>
<td>HHS</td>
<td>$15,207,106,372</td>
<td>Community Facilities Loans/Grants</td>
<td>USDA</td>
<td>$60,836,493</td>
</tr>
<tr>
<td>Federal Direct Student Loans</td>
<td>ED</td>
<td>$3,043,012,113</td>
<td>Supporting Effective Instruction State Grants</td>
<td>ED</td>
<td>$30,679,537</td>
</tr>
<tr>
<td>Supplemental Nutrition Assistance Program</td>
<td>USDA</td>
<td>$602,563,639</td>
<td>Crime Victim Assistance</td>
<td>DOJ</td>
<td>$37,494,424</td>
</tr>
<tr>
<td>Medicare Suppl. Medical Insurance (Part B)</td>
<td>HHS</td>
<td>$591,124,896</td>
<td>CDBG Entitlement Grants</td>
<td>HUD</td>
<td>$30,945,912</td>
</tr>
<tr>
<td>Highway Planning and Construction</td>
<td>DOT</td>
<td>$659,896,484</td>
<td>Public Housing Capital Fund</td>
<td>HUD</td>
<td>$30,856,000</td>
</tr>
<tr>
<td>Federal Pell Grant Program</td>
<td>ED</td>
<td>$431,500,000</td>
<td>Block Grants for the Prevention and Treatment of Substance Abuse</td>
<td>HHS</td>
<td>$24,696,066</td>
</tr>
<tr>
<td>Section 8 Housing Choice Vouchers</td>
<td>HUD</td>
<td>$237,106,000</td>
<td>Water and Waste Disposal Systems for Rural Communities</td>
<td>USDA</td>
<td>$46,764,884</td>
</tr>
<tr>
<td>Temporary Assistance for Needy Families</td>
<td>HHS</td>
<td>$267,984,886</td>
<td>Social Services Block Grant</td>
<td>HHS</td>
<td>$26,965,173</td>
</tr>
<tr>
<td>Very Low to Moderate Income Housing Loans</td>
<td>USDA</td>
<td>$475,752,332</td>
<td>Rural Rental Assistance Payments</td>
<td>USDA</td>
<td>$22,747,230</td>
</tr>
<tr>
<td>Title I Grants to LEAs</td>
<td>ED</td>
<td>$158,612,024</td>
<td>Business and Industry Loans</td>
<td>USDA</td>
<td>$27,483,000</td>
</tr>
<tr>
<td>State Children’s Health Insurance Program</td>
<td>HHS</td>
<td>$98,575,000</td>
<td>Career and Technical Education - Basic Grants to States</td>
<td>ED</td>
<td>$16,684,637</td>
</tr>
<tr>
<td>National School Lunch Program</td>
<td>USDA</td>
<td>$165,375,000</td>
<td>Homeland Security Grant Program</td>
<td>DHS</td>
<td>$9,575,284</td>
</tr>
<tr>
<td>Special Education Grants</td>
<td>ED</td>
<td>$196,437,300</td>
<td>WIOA Dislocated Worker Grants</td>
<td>DOL</td>
<td>$8,243,923</td>
</tr>
<tr>
<td>Section 8 Housing Assistance Payments Program</td>
<td>HUD</td>
<td>$185,190,261</td>
<td>HOME</td>
<td>HUD</td>
<td>$9,711,957</td>
</tr>
<tr>
<td>Federal Transit Formula Grants</td>
<td>DOT</td>
<td>$76,481,000</td>
<td>State CDBG</td>
<td>HUD</td>
<td>$16,995,275</td>
</tr>
<tr>
<td>Head Start</td>
<td>HHS</td>
<td>$119,566,495</td>
<td>WIOA Youth Activities</td>
<td>DOL</td>
<td>$8,629,664</td>
</tr>
<tr>
<td>WIC</td>
<td>USDA</td>
<td>$102,073,000</td>
<td>WIOA Adult Activities</td>
<td>DOL</td>
<td>$8,050,163</td>
</tr>
<tr>
<td>Title IV-E Foster Care</td>
<td>HHS</td>
<td>$55,285,488</td>
<td>Employment Service/Wagner- Peyser</td>
<td>DOL</td>
<td>$19,884,589</td>
</tr>
<tr>
<td>Health Care Centers</td>
<td>HHS</td>
<td>$37,372,966</td>
<td>Community Services Block Grant</td>
<td>HHS</td>
<td>$8,964,764</td>
</tr>
<tr>
<td>School Breakfast Program</td>
<td>USDA</td>
<td>$50,994,000</td>
<td>Special Programs for the Aging, Title III, Part C, Nutrition Services</td>
<td>HHS</td>
<td>$10,778,522</td>
</tr>
<tr>
<td>Rural Electrification Loans and Loan Guarantees</td>
<td>USDA</td>
<td>$78,631,000</td>
<td>Cooperative Extension Service</td>
<td>USDA</td>
<td>$13,627,154</td>
</tr>
<tr>
<td>Public and Indian Housing</td>
<td>HUD</td>
<td>$45,936,000</td>
<td>Native American, Employment &amp; Training</td>
<td>DOL</td>
<td>$726,310</td>
</tr>
<tr>
<td>Low Income Home Energy Assistance</td>
<td>HHS</td>
<td>$113,774,946</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child and Adult Care Food Program</td>
<td>USDA</td>
<td>$63,810,000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocational Rehabilitation Grants to the States</td>
<td>ED</td>
<td>$51,309,354</td>
<td>Low Income Housing Tax Credit</td>
<td>Tress</td>
<td>$147,397,108</td>
</tr>
<tr>
<td>Child Care Manditory and Matching Funds</td>
<td>HHS</td>
<td>$52,561,000</td>
<td>New Markets Tax Credit</td>
<td>Tress</td>
<td>$93,197,746</td>
</tr>
<tr>
<td>Unemployment Insurance Administration</td>
<td>DOL</td>
<td>$46,450,000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federal Transit Capital Investment Grants</td>
<td>DOT</td>
<td>$2,911,920</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Federal Tax Expenditures**

$240,594,854

**Federal Procurement Programs**

$11,475,721
How will Minnesota residents know what to do?

- When it’s time to respond, most households will receive an invitation in the mail.
- Every household will have the option of responding online, by mail, or by phone.

### WHAT WE WILL SEND IN THE MAIL

<table>
<thead>
<tr>
<th>On or between</th>
<th>You'll receive:</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 12-20</td>
<td>An invitation to respond online to the 2020 Census. (Some households will also receive paper questionnaires.)</td>
</tr>
<tr>
<td>March 16-24</td>
<td>A reminder letter.</td>
</tr>
<tr>
<td>March 26-April 3</td>
<td>A reminder postcard.</td>
</tr>
<tr>
<td>April 8-16</td>
<td>A reminder letter and paper questionnaire.</td>
</tr>
<tr>
<td>April 20-27</td>
<td>A final reminder postcard before we follow up in person.</td>
</tr>
</tbody>
</table>
What can your organization do to support the 2020 Census in Minnesota?

• Sign up to be part of the We Count MN network (this will make sure you get the We Count MN content)
  ▪ Put We Count MN content in your regular newsletters
  ▪ Use Social Media to distribute We Count MN content
  ▪ Put We Count MN content on your websites
  ▪ Send 1-5 email blasts between now and May 2020 to your existing lists with series of "census asks" (We Count MN to provide the content--commit to census, apply for census jobs, sign up to be an apartment captain, remember to fill out your form)

• Add We Count MN content with materials that are regularly distributed to clients, employees, constituents

• Organize "Commit to Census" outreach event(s)

• Organize Census Response Table(s)
2020 Census Roadmap

The 2020 Census Statistics in Schools (SIS) program is being developed and implemented to increase awareness of, and the overall public response to, the decennial census by engaging administrators, teachers, students, and their parents/guardians in public conversations about the census. Additionally, the program will continue to promote understanding of statistical concepts and introduce the use of data to students in a variety of subjects.

March 2020

SIS Week
March 2-6!
For a week in schools across the country, educators will work together to show how students can use the SIS program in their classrooms.

Video Delight!
Check out the cool new videos and webisodes that help children understand what the decennial Census is and why it's important that everyone be counted.

Dec. 2019

Census Day
April 1, 2020!
The 2020 Census will be officially open. Help your community by reminding your students to tell their caregivers to complete the 2020 Census form. Remember, the Census provides funding for a variety of resources that help your school and community.

Start Now!
New materials and worksheets will be coming, but you can start with the SIS program now by checking out www.census.gov/schools. You'll find a wealth of resources like worksheets, fun facts and data tools that help students in grades K-12 learn key skills in a variety of subjects by using Census Bureau data.

March 2019

Check it Out!
New worksheets that teach all about the 2020 Census and the importance of being counted are posted to the SIS website. These lessons have been created by educators across the country in conjunction with Census Bureau data experts.

August 2019

Preschool Fun!
Little ones can join in the SIS excitement. New worksheets for children ages 2-5 will be posted on the website. Additionally, check out the other great activities like a coloring and activity book and an interactive song that teaches our youngest learners all about the 2020 Census.

Sept. 2019

Back to School!
Principals across the country will receive administrator kits that include many of the great materials the 2020 SIS program has to offer. Go to your principal to see the colorful maps, promotional items, and other SIS materials.
Where will we see growth?
2010-2017

Majority of the growth (83%) occurred in 7-county metro

- MN grew by 274,000 in 7 years
- Hennepin and Ramsey added 135,000 jointly
Minneapolis and St. Paul have led growth in the 2010s

Population Growth in MN Metro School Districts
(20 Largest Metro School Districts)
2010-2018

- Number added
- Percent Change
What economic circumstances will affect our students’ future?
This decade and next: Unprecedented increases in MN’s 65+ population

Change in older adults, age 65+ (in thousands)

Sources: U.S. Census Bureau, MN State Demographic Center
Population by age and sex
Minnesota, 2015

Source: MN State Demographic Center Projections
The transition to an older Minnesota has just begun.
Minnesota’s labor force growth is projected to slow further over the next 10 years.

Minnesota Job Vacancies and Unemployed Workers by Quarter

Source: Minnesota Job Vacancies Survey, MN DEED
All Ages: Net in-migration to Minnesota has increased in the past two years

Source: U.S. Census Bureau. Population Estimates Program
The percentage of children in poverty is higher today than it was in 1999.

Source: U.S. Census Bureau, Decennial Census and American Community Survey
Children in poverty, 2013-2017

Source: U.S. Census Bureau, American Community Survey
3. How culturally diverse will our student populations be?
Populations of Color now jointly total more than 860,000 in the Twin Cities Metro, 28% of the population

Source: U.S. Census Bureau data
Minnesota is more racially diverse at younger ages.

Source: U.S. Census Bureau, Population Estimates Program
Children in poverty, Minnesota, 2012-2016

Source: U.S. Census Bureau, American Community Survey
Keep in touch

Email: demography.helpline@state.mn.us
Website: mn.gov/demography