

Name \_\_\_\_\_

## Featured Activity: Exploring Questions for the 2020 Census

1. In **Activity Item: Questions Planned for the 2020 Census**, read the information on your group's category quietly and identify the main ideas. As a group, determine why this information is important and draw conclusions based on the data for your category provided by your teacher. Record your answers in the table below.

Category	Data Collected	Why is that information important?
Age	Percentage (%) of the population in your age range (pick one for the group)	
Race	Percentage (%) of the population with 2 or more races	
Relationship	Percentage (%) of the population who are nonrelatives of the householder	
Sex	Percentage (%) of the population that is male and percentage (%) of the population that is female	
Housing Tenure	Percentage (%) of renter-occupied housing units	



2. Next, create a visual to illustrate the main ideas and the impacts of the information you wrote in your table.

The visual should include:

- The title of your category.
  - Data for your category.
  - At least one visual representation of the data.
  - An illustration or statement showing what the data is used for.
3. Each group will share its ideas with the class. When a group presents ideas about its category, fill in the row for that category until you have completed the table on page 1.

## Home Extension

Take your student worksheet home and share it with an adult in your home, explaining the types of information the census gathers. Ask who in your home is going to take the census in 2020.



## Activity Item: 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.

Print numbers in boxes.

Age on April 1, 2020	Month	Day	Year of birth
<input type="text"/> <input type="text"/> <input type="text"/> years	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>

**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.



## Activity Item: Questions Planned for the 2020 Census (Cont.)

### 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.*

#### 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.



## Activity Item: Questions Planned for the 2020 Census (Cont.)

### 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.



## Activity Item: Questions Planned for the 2020 Census (Cont.)

### Race asked since 1790—Con.

#### 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.



## Activity Item: Questions Planned for the 2020 Census (Cont.)

### 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.



## Activity Item: Questions Planned for the 2020 Census (Cont.)

### 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.





## Activity Item: Questions Planned for the 2020 Census (Cont.)

**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.



## Activity Item: Questions Planned for the 2020 Census (Cont.)

### 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.



## Activity Item: Questions Planned for the 2020 Census (Cont.)

**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 =

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**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

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**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)

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**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

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.

Source: *U.S. Census Bureau, Questions Planned for the 2020 Census*

<https://www2.census.gov/library/publications/decennial/2020/operations/planned-questions-2020-acb.pdf>