Featured Activity: Exploring Questions for the 2020 Census

Topic(s):
Data, data collection, decennial census

Grade Level:
7-8

Approx. Time Required:
45 minutes

Learning Objectives:
Students will be able to:

- Analyze text and draw conclusions in order to conduct a short research project.
- Create a visual representation of written information.
- Support claims with logical reasoning and evidence.
- Identify the impact of the decennial census on their community and why that impact is important.

Introduction

The 2020 Census Statistics in Schools (SIS) program is designed to educate students about the decennial census and to teach them educational concepts and skills, such as data literacy, through use of census data in the classroom. Responding to the census helps your community get its fair share of funding. Census data guides how more than $675 billion in federal funding is distributed to states and communities each year. These funds support vital community programs that help children, such as schools, hospitals, housing, and food assistance. By educating students about the 2020 Census, you can help encourage a complete count.

The 2020 Census SIS program can be used with educational standards across the United States. You can use the topics and learning objectives above to determine which subject and unit plan or theme this activity will best fit into.

About the 2020 Census

In addition to the information that is built into instructions for this activity, the following points provide an easy, grade-appropriate way to explain the census to your students.

- The decennial census is a count of every person living in the United States that occurs every 10 years.
- It is important that every person be counted so that the government can properly distribute $675 billion to communities.
- The population of every state as counted in the census also determines how many representatives each state is given in the U.S. House of Representatives.
- You can do your part by making sure an adult in your home counts you—and every person living in your home—in the 2020 Census.

Materials Required

- Paper, markers, and any other materials available to create a poster or infographic
- Printed student worksheets
- A projector or screen to display the 2010 Demographic Profile Data available at the end of the teacher version. Teachers may print out the data table if technology is unavailable.

Worksheet Description

This worksheet focuses on how the decennial census benefits students, their families, and their communities, highlighting why participation is important. Use this worksheet in your classroom as a starting point or introduction to the 2020 Census. For students in grades seven and eight, this worksheet focuses on the questions planned for the 2020 Census and why each question is important.

Before the Activity—5 Minutes

1. Tell the class that they will be learning about the census. Ask students what they already know about the census.

2. Lead a discussion to ensure that students understand the following points about the census:

    - A census is an official count or survey of a population.
    - The decennial census—the U.S. Census Bureau's most far-reaching questionnaire—is a count of every man, woman, and child living in the United States.
    - The census occurs every 10 years, and the next one will take place in spring 2020.
    - Data from the decennial census is used to allocate $675 billion in federal funding among states and communities.
    - Population data is also used to determine how seats in the House of Representatives are reapportioned among the states.

3. Pass out student worksheets.

During the Activity—35 Minutes

1. Divide the class into five groups and let students know that they will be examining why certain census questions are asked and why each question is important. Explain that each group will be assigned one question.

2. Reference **Activity Item: Questions Planned for the 2020 Census**. Students will read these pages in their groups, and then each group will create a visual that illustrates the importance of a particular category of information. Assign one of the following categories to each group: Age, Race, Relationship, Sex, and Housing Tenure.

3. Display the 2010 Demographic Profile Data on the screen at the front of the room or print the data table for each group to use, so students can have access to the corresponding data for their category.

4. Give students 20 minutes to do the following:

    - Read the section of Questions Planned for the 2020 Census and the 2010 Demographic Profile Data that applies to their category. This information can be found in the 2010 Demographic Profile Data.
    - As a group, brainstorm ideas that show why this information is important and what they can learn from the data.
    - Complete the data table for their category.
    - As a group, create a visual (either a poster or an infographic) that represents the basic ideas that others should know about the category of information that their group was assigned. The visual should include:
        - The title of their category.
        - Data for their category.
        - At least one visual representation of the data.
        - An illustration or statement showing what the data is used for.

5. After the student groups have completed their visuals, have one student from each group share why their group's category is important and what it affects. As each group presents its ideas, have each student in the other groups listen and complete the table on their own student worksheets with information on the different categories.

After the Activity—5 Minutes

After each group has shared, facilitate a classroom discussion using the following questions:

Question #1: What things were you surprised to hear that the Census Bureau collects data about?

Answers will vary, but students may be surprised to learn that the Census Bureau collects information about housing tenure or different races, or that this information helps provide equal opportunity for affordable housing.

Question #2: How might the information collected be used to shape your future?

Answers will vary, but students may recognize that housing tenure information will help them determine whether adequate housing is available for the pattern of growth, or that information on race will help ensure equal opportunity for all people.

Students may also say that data is used in planning and evaluating government programs and policies to ensure that they fairly serve the needs of each community and to monitor, and protect against, discrimination in these programs and in society.

Home Extension

Teachers, please read the instructions for the students' homework assignment out loud to the class:

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.

2010 Demographic Profile Data (All data is from the U.S. Census Bureau)

Subject	Number	Percentage
SEX AND AGE		
Total population	308,745,538	100.0
Under 5 years	20,201,362	6.5
5 to 9 years	20,348,657	6.6
10 to 14 years	20,677,194	6.7
15 to 19 years	22,040,343	7.1
20 to 24 years	21,585,999	7.0
25 to 29 years	21,101,849	6.8
30 to 34 years	19,962,099	6.5
35 to 39 years	20,179,642	6.5
40 to 44 years	20,890,964	6.8
45 to 49 years	22,708,591	7.4
50 to 54 years	22,298,125	7.2
55 to 59 years	19,664,805	6.4
60 to 64 years	16,817,924	5.4
65 to 69 years	12,435,263	4.0
70 to 74 years	9,278,166	3.0
75 to 79 years	7,317,795	2.4
80 to 84 years	5,743,327	1.9
85 years and over	5,493,433	1.8
Median age (years)	37.2	(X)
16 years and over	243,275,505	78.8
18 years and over	234,564,071	76.0
21 years and over	220,958,8536	71.6
62 years and over	49,972,181	16.2
65 years and over	40,267,984	13.0
Male population	151,781,326	49.2

2010 Demographic Profile Data (Cont.)

Subject	Number	Percentage
Under 5 years	10,319,427	3.3
5 to 9 years	10,389,638	3.4
10 to 14 years	10,579,862	3.4
15 to 19 years	11,303,666	3.7
20 to 24 years	11,014,176	3.6
25 to 29 years	10,635,591	3.4
30 to 34 years	9,996,500	3.2
35 to 39 years	10,042,022	3.3
40 to 44 years	10,393,977	3.4
45 to 49 years	11,209,085	3.6
50 to 54 years	10,933,274	3.5
55 to 59 years	9,523,648	3.1
60 to 64 years	8,077,500	2.6
65 to 69 years	5,852,547	1.9
70 to 74 years	4,243,972	1.4
75 to 79 years	3,182,388	1.0
80 to 84 years	2,294,374	0.7
85 years and over	1,789,679	0.6
Median age (years)	35.8	(X)
16 years and over	118,315,377	38.3
18 years and over	113,836,190	36.9
21 years and over	106,880,414	34.6
62 years and over	22,015,876	7.1
65 years and over	17,362,960	5.6
Female population	156,964,212	50.8

2010 Demographic Profile Data (Cont.)

Subject	Number	Percentage
Under 5 years	9,881,935	3.2
5 to 9 years	9,959,019	3.2
10 to 14 years	10,097,332	3.3
15 to 19 years	10,736,677	3.5
20 to 24 years	10,571,823	3.4
25 to 29 years	10,466,258	3.4
30 to 34 years	9,965,599	3.2
35 to 39 years	10,137,620	3.3
40 to 44 years	10,496,987	3.4
45 to 49 years	11,499,506	3.7
50 to 54 years	11,364,851	3.7
55 to 59 years	10,141,157	3.3
60 to 64 years	8,740,424	2.8
65 to 69 years	6,582,716	2.1
70 to 74 years	5,034,194	1.6
75 to 79 years	4,135,407	1.3
80 to 84 years	3,448,953	1.1
85 years and over	3,703,754	1.2
Median age (years)	38.5	(X)
16 years and over	124,960,128	40.5
18 years and over	120,727,881	39.1
21 years and over	114,078,439	36.9
62 years and over	27,956,305	9.1
65 years and over	22,905,024	7.4
RACE		

2010 Demographic Profile Data (Cont.)

Subject	Number	Percentage
Total population	308,745,538	100.0
One Race	299,736,465	97.1
White	223,553,265	72.4
Black or African American	38,929,319	12.6
American Indian and Alaska Native	2,932,248	0.9
Asian	14,674,252	4.8
Asian Indian	2,843,391	0.9
Chinese	3,347,229	1.1
Filipino	2,555,923	0.8
Japanese	763,325	0.2
Korean	1,423,784	0.5
Vietnamese	1,548,449	0.5
Other Asian	2,192,151	0.7
Native Hawaiian and Other Pacific Islander	540,013	0.2
Native Hawaiian	156,146	0.1
Guamanian or Chamorro	88,310	0.0
Samoan	109,637	0.0
Other Pacific Islander	185,920	0.1
Some Other Race	19,107,368	6.2
Two or More Races	9,009,073	2.9
White; American Indian and Alaska Native	1,432,309	0.5
White; Asian	1,623,234	0.5
White; Black or African American	1,834,212	0.6
White; Some Other Race	1,740,924	0.6
Race alone or in combination with one or more other races		
White	231,040,398	74.8
Black or African American	42,020,743	13.6
American Indian and Alaska Native	5,220,579	1.7
Race alone or in combination with one or more other races		

2010 Demographic Profile Data (Cont.)

Subject	Number	Percentage
Asian	17,320,856	5.6
Native Hawaiian and Other Pacific Islander	1,225,195	0.4
Some Other Race	21,748,084	7.0
HISPANIC OR LATINO		
Total population	308,745,538	100.0
Hispanic or Latino (of any race)	50,477,594	16.3
Mexican	31,798,258	10.3
Puerto Rican	4,623,716	1.5
Cuban	1,785,547	0.6
Other Hispanic or Latino	12,270,073	4.0
Not Hispanic or Latino	258,267,944	83.7
HISPANIC OR LATINO AND RACE		
Total population	308,745,538	100.0
Hispanic or Latino	50,477,594	16.3
White alone	26,735,713	8.7
Black or African American alone	1,243,471	0.4
American Indian and Alaska Native alone	685,150	0.2
Asian alone	209,128	0.1
Native Hawaiian and Other Pacific Islander alone	58,437	0.0
Some Other Race alone	18,503,103	6.0
Two or More Races	3,042,592	1.0
Not Hispanic or Latino	258,267,944	83.7
White alone	196,817,552	63.7
Black or African American alone	37,685,848	12.2
American Indian and Alaska Native alone	2,247,098	0.7
Asian alone	14,465,124	4.7
Native Hawaiian and Other Pacific Islander alone	481,576	0.2
Some Other Race alone	604,265	0.2
Two or More Races	5,966,481	1.9
RELATIONSHIP		

2010 Demographic Profile Data (Cont.)

Subject	Number	Percentage
Total population	308,745,538	100.0
In households	300,758,215	97.4
Householder	116,716,292	37.8
Spouse	56,510,377	18.3
Child	88,820,256	28.8
Own child under 18 years	64,778,147	21.0
Other relatives	20,411,239	6.6
Under 18 years	7,779,796	2.5
65 years and over	2,941,638	1.0
Nonrelatives	18,300,051	5.9
Under 18 years	1,325,848	0.4
65 years and over	794,726	0.3
Unmarried partner	7,744,711	2.5
In group quarters	7,987,323	2.6
Institutionalized population	3,993,659	1.3
Male	2,716,877	0.9
Female	1,276,782	0.4
Noninstitutionalized population	3,993,664	1.3
Male	2,141,333	0.7
Female	1,852,331	0.6
HOUSEHOLDS BY TYPE		
Total households	116,716,292	100.0
Family households (families)	77,538,296	66.4
With own children under 18 years	34,743,604	29.8
Husband-wife family	56,510,377	48.4
With own children under 18 years	23,588,268	20.2
Male householder, no wife present	5,777,570	5.0
With own children under 18 years	2,789,424	2.4
Female householder, no husband present	15,250,349	13.1
Total households	116,716,292	100.0

2010 Demographic Profile Data (Cont.)

Subject	Number	Percentage
With own children under 18 years	8,365,912	7.2
Nonfamily households	39,177,996	33.6
Householder living alone	31,204,909	26.7
Male	13,906,294	11.9
65 years and over	3,171,724	2.7
Female	17,298,615	14.8
65 years and over	7,823,965	6.7
Households with individuals under 18 years	38,996,219	33.4
Households with individuals 65 years and over	29,091,122	24.9
Average household size	2.58	(X)
Average family size	3.14	(X)
HOUSING OCCUPANCY		
Total housing units	131,704,730	100.0
Occupied housing units	116,716,292	88.6
Vacant housing units	14,988,438	11.4
For rent	4,137,567	3.1
Rented, not occupied	206,825	0.2
For sale only	1,896,796	1.4
Sold, not occupied	421,032	0.3
For seasonal, recreational, or occasional use	4,649,298	3.5
All other vacants	3,676,920	2.8
Homeowner vacancy rate (percent)	2.4	(X)
Rental vacancy rate (percent)	9.2	(X)
HOUSING TENURE		

2010 Demographic Profile Data (Cont.)

Subject	Number	Percentage
Occupied housing units	116,716,292	100.0
Owner-occupied housing units	75,986,074	65.1
Population in owner-occupied housing units	201,278,493	(X)
Average household size of owner-occupied units	2.65	(X)
Renter-occupied housing units	40,730,218	34.9
Population in renter-occupied housing units	99,479,722	(X)
Average household size of renter-occupied units	2.44	(X)

Source: U.S. Census Bureau, 2010 Demographic Profile Data

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
☐☐☐ 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

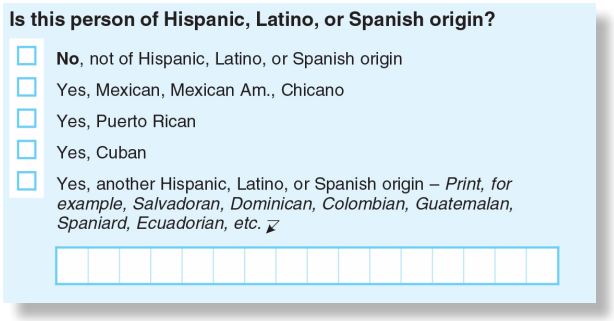
Knowing how many children and adults depend on services through schools helps school districts make long-term building, staffing, and funding decisions.

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.

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

Hispanic Origin asked since 1970.



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:

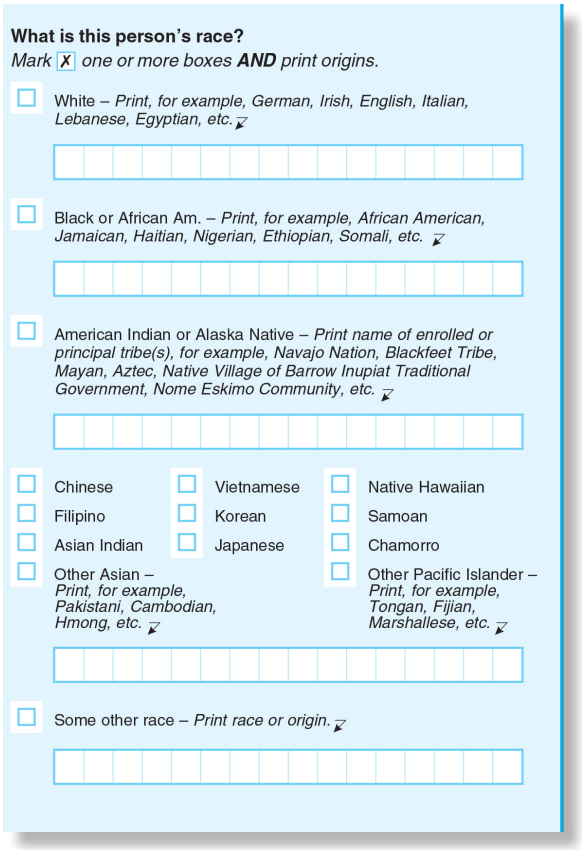
- Establish and evaluate the guidelines for federal affirmative action plans under the Federal Equal Opportunity Recruitment Program.
- Monitor compliance with the Voting Rights Act.
- Monitor and enforce equal employment opportunities under the Civil Rights Act of 1964.
- Identify segments of the population 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 X *one or more boxes* ***AND*** *print origins.*

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

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.*

☐ 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

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.)

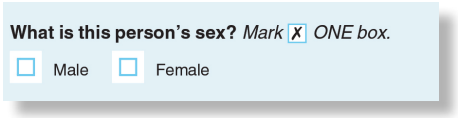
Relationship asked since 1880—Con.

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.



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

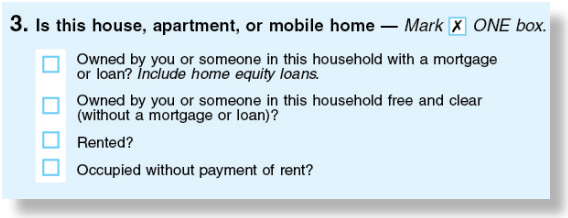
Data disaggregated by sex are used to evaluate employment practices under the Civil Rights Act of 1964. The Equal Employment Opportunity Commission, using sex-disaggregated data, establishes and evaluates guidelines dealing with equal employment opportunity. Data disaggregated by sex are used to evaluate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

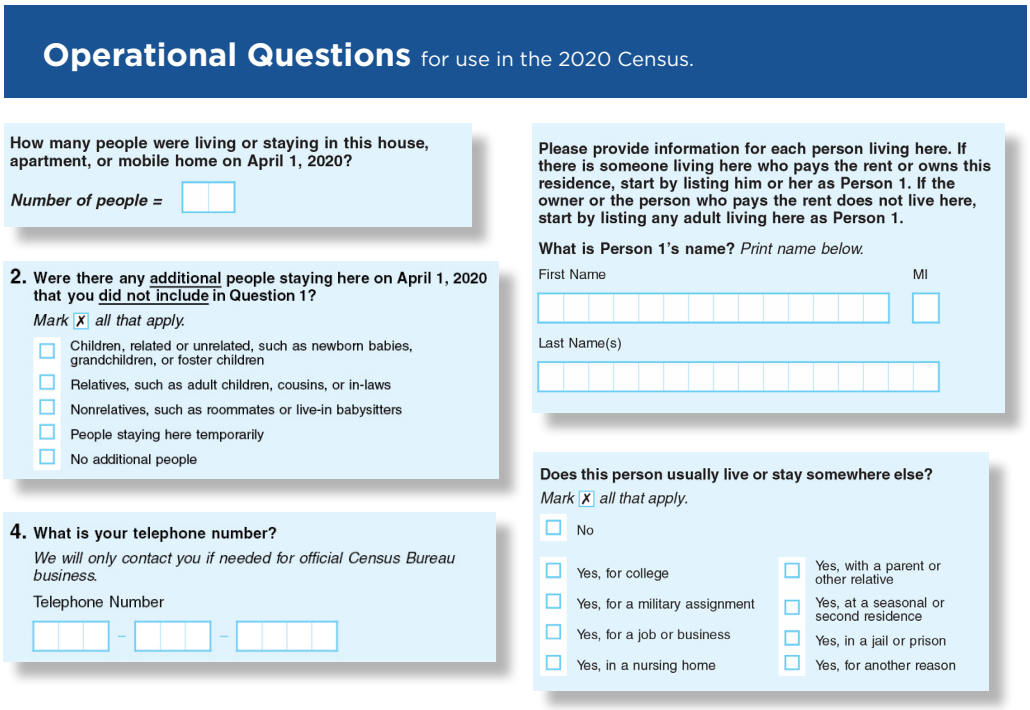
Ensure Equal Opportunity

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 =

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.

- No
- Yes, for college
- Yes, for a military assignment
- Yes, for a job or business
- Yes, in a nursing home
- Yes, with a parent or other relative
- Yes, at a seasonal or second residence
- Yes, in a jail or prison
- Yes, for another reason

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-acs.pdf