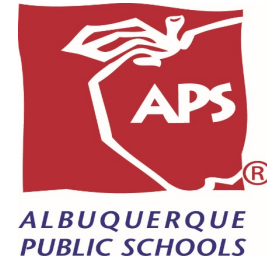


**Shape
your future
START HERE >**

United States®
**Census
2020**



Counting All Children in the 2020 Census

Presented to NMSBA, January 24, 2020

Dr. David Percy, APS Board President

Dr. Mercy Alarid, U.S. Census, Senior Partnership Specialist

The U.S. Census counts **every** resident in the United States once every ten years.

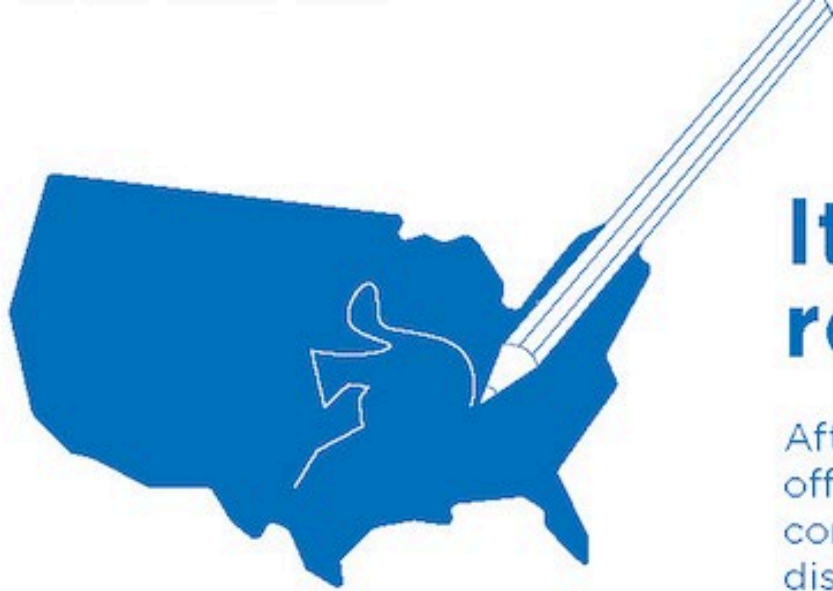
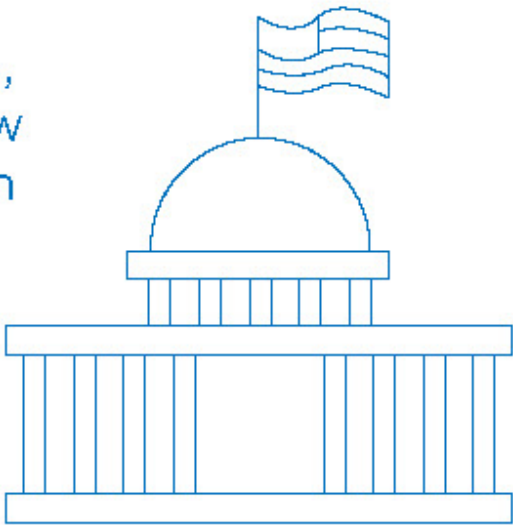
The next census in 2020

will require counting an increasingly diverse and growing population of around 330 million people in more than 140 million housing units.



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 about redistricting.

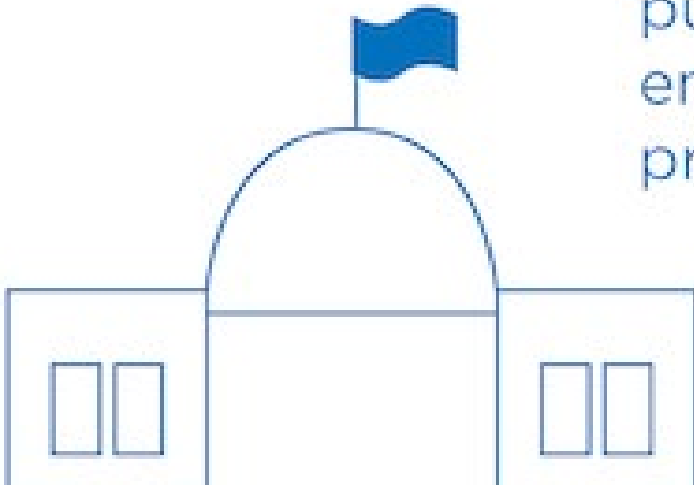
After each decade's census, state officials redraw the boundaries of the congressional and state legislative districts in their states to account for population shifts.

It's about
POWER

It's about

KNOWLEDGE

Local governments
use the census for
public safety and
emergency
preparedness.

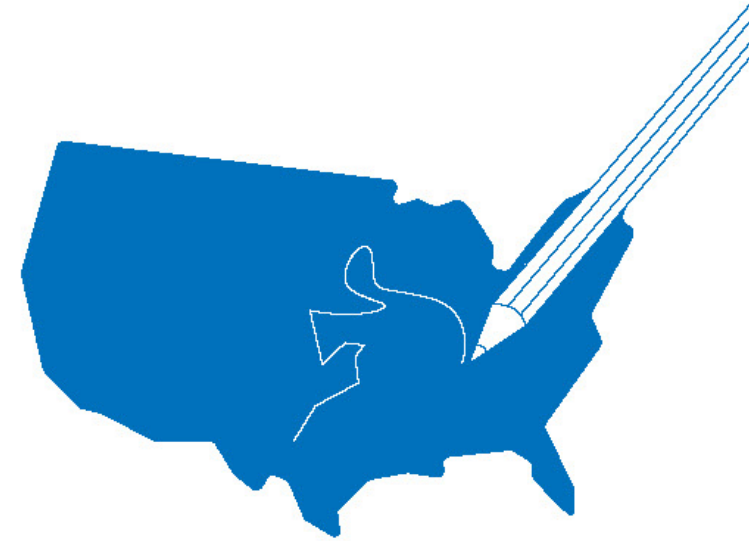
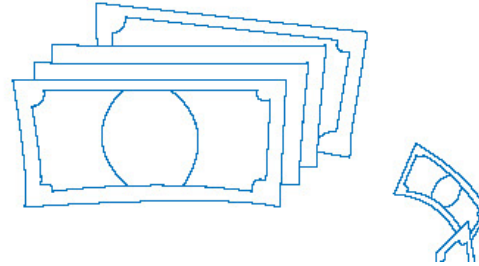


Census Data is also
used for

- Determining areas eligible for housing assistance and rehab loans
- Designing facilities for the elderly, children, and people with disabilities

It's about **MONEY**

It's about
\$675 billion.



The distribution of more than \$675 billion in federal funds, grants and support to states, counties and communities are based on census data.

That money is spent on schools, hospitals, roads, public works and other vital programs.



SPECIFIC ANNUAL NATIONAL FUNDING FOR SCHOOLS DETERMINED BY CENSUS DATA

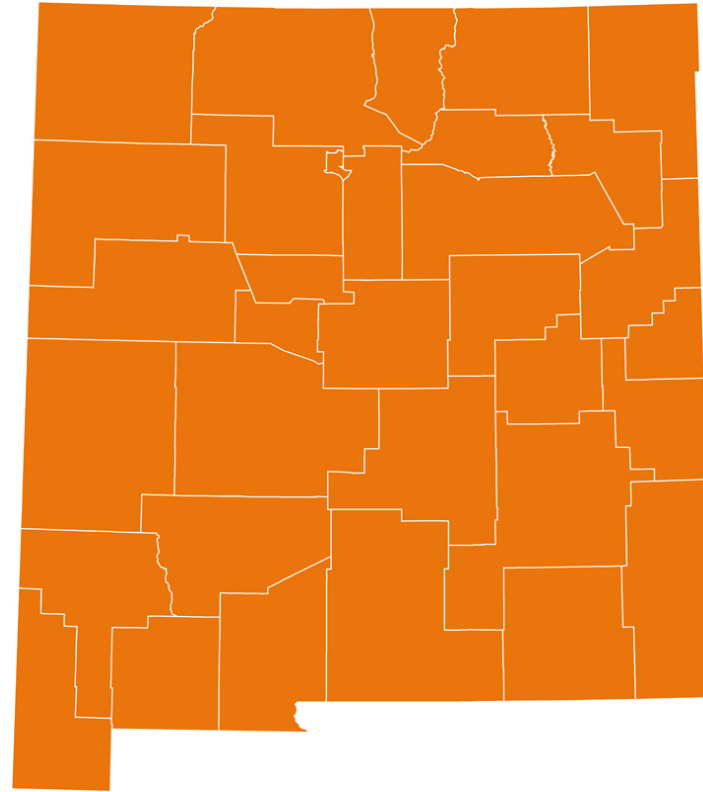
\$4,057,189,000	SCHOOL BREAKFAST PROGRAM
\$18,915,944,292	NATIONAL SCHOOL LUNCH PROGRAM
\$14,253,154,251	TITLE I GRANTS
\$11,382,885,850	SPECIAL EDUCATION GRANTS
\$8,538,887,781	HEADSTART PROGRAMS
\$2,321,910,864	IMPROVING TEACHER QUALITY STATE GRANTS

**But how does
it affect
us at the local level**



**BILLIONS OF DOLLARS COME TO
NEW MEXICO IN THE FORM OF:**

- **HOSPITALS & HEALTHCARE**
- **CHIP**
- **SNAP**
- **INFRASTRUCTURE**
- **ROADS**
- **SCHOOLS**
- **EARLY CHILDHOOD EDUCATION**
- **HIGHER EDUCATION**



Everyone counts.

**NEW MEXICO
RECEIVES
\$3,000 PER PERSON
PER YEAR
FROM THE FEDERAL
GOVERNMENT**



Census Day is
April 1, 2020

However, the Census
goes live **ONLINE** on
March 12.

People can fill out
their forms online
and by phone starting
on March 12.



Source: GAO. | www.gao.gov

2020 Census Timeline

- January 21: US Census Bureau starts count in remote Alaska
- **March 12-20:** **Households receive Census Bureau mail with information on how to respond online, phone, mail**
- March 30-April 1: Census Bureau counts homeless
- **April 1:** **Census 2020 Day observed nationwide. By this day every home should have received an invitation to participate in 2020 Census. Official day for count.**
- April 1: Census takers will visit college students living on campus, senior centers, and those who live in some type of group environment
- **May-July:** **Census takers will visit homes that have not responded**
- December: Census Bureau will deliver apportionment counts to President and Congress
- **March 31, 2021:** **Census Bureau will send redistricting counts to states; information is used to redraw legislative districts based on population changes**

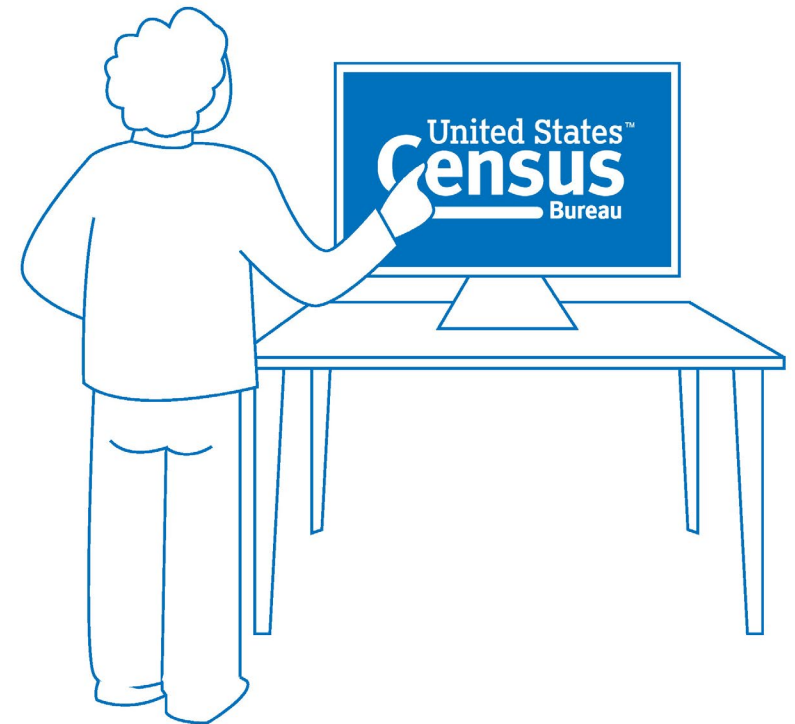
4 WAYS TO RESPOND:

- **ONLINE**
- **BY PHONE**
- **BY MAIL**
- **IN PERSON**

Self-response
available until
July 24, 2020

2020 will be easier than ever.

In 2020, you will be
able to respond to the
census online.



Confidentiality

Our reputation depends on keeping data confidential. We take it very seriously!

Shape
your future
START HERE >



- **Federal Law** – Title 13 of the US Code protects the confidentiality of all information
- **Employee Oath** – Protect confidentiality for life. Penalties if violated can be 5 years in prison and/or \$250,000 fine.
- **Statistical Safeguards** – Ensure that statistics released do not identify individuals.

WHO WILL BE COUNTED AND WHERE?



**Homeowners, Renters and
Household Members with
One Residence**

They will be counted at
their regular home.



**Temporary Residents,
Vacationers, Multi-Home
Owners and “Snowbirds”**

Respond where they live, not where
they vacation.

If children split time between mom
and dad evenly, they count wherever
you are on April 1, 2020.

WHO WILL BE COUNTED AND WHERE?



Non-Citizens

If they live in the U.S. they count. Everyone counts in the Census.



Residents of Group Facilities

They will be counted at the homeless shelter, soup kitchen, nursing home, prison, college dorms, etc.

WHO WILL BE COUNTED AND WHERE?



Persons in Shelters and Those Experiencing Homelessness

They will be counted where they live and sleep **most of the time.**

If they sleep outdoors, they will be counted **outdoors** by the Census Bureau.

MOST UNDERCOUNTED POPULATIONS

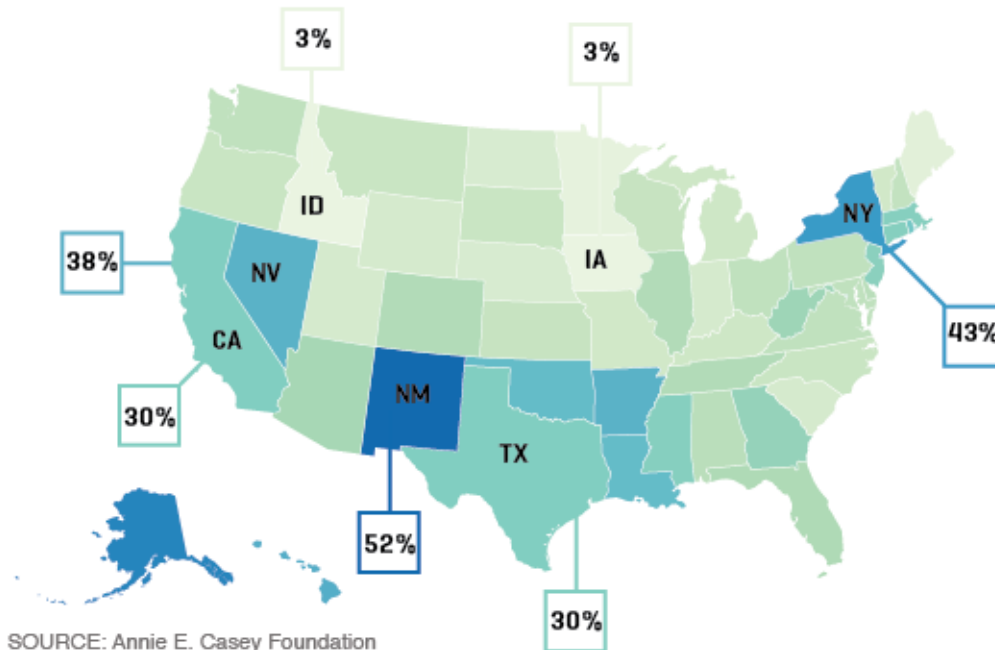
- Renters
- Children (0-4 year-olds)
- Young Adults (18-24 year-olds)
- Ethnic

Minorities

(for example, Hispanics and Native Americans)

WHERE YOUNG CHILDREN ARE MORE LIKELY TO BE UNDERCOUNTED BY THE 2020 CENSUS

- Factors like poverty, education, and income levels affect the chance of children being missed. The map shows the percentage of children under five in each state living in hard-to-count census tracts, which are defined as having census response rates of less than 73% in 2010.



F SOURCE: Annie E. Casey Foundation
GRACE DONNELLY/FORTUNE

Map shows the states with the highest percentage of hard-to-count census tracts for children younger than 5 years old.

The image is a screenshot of the official 2020 Census questionnaire, page 1. At the top, it says "2020 Census" and "This is the official questionnaire for this address. It is quick and easy to respond, and your answers are protected by law." Below this, there are instructions for how to fill out the form. The main section is titled "Start here" and contains instructions for counting people. It says: "Before you answer Question 1, count the people living in this house, apartment, or mobile home using our guidelines." and lists several bullet points: "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 [url removed] or call the number on page 6," "The census form also includes people without a permanent place to live, for example, people who do not have a permanent place to live in sleeping here on April 1, 2020, count that person," "The Census Bureau also counts people in institutions and other places, for example, people who live in a nursing home, jail, prison, detention facility, etc., on April 1, 2020," "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 this home after they leave college, the nursing home, the military, jail, etc. Otherwise, they may be counted twice." Question 1 asks: "1. How many people were living or staying in this house, apartment, or mobile home on April 1, 2020?" with a line for the number of people. Question 2 asks: "2. Were there any additional people sleeping here on April 1, 2020 that you did not include in Question 1?" with a "Mark X if that apply" and a list of checkboxes: "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," and "No additional people." Question 3 asks: "3. Is this house, apartment, or mobile home — Mark X if that apply —" with checkboxes: "Shared by you or someone in this household with a roommate or tenant (include home equity loans)," "Shared by you or someone in this household but not shared with a roommate or tenant," "Rented?" and "Occupied without payment of rent?" Question 4 asks: "4. What is your telephone number?" with a line for the number and a note: "We will only contact you if needed for official Census Bureau business." The bottom of the page has a "Page 1 of 2" indicator.

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, and people staying here temporarily.

Why we ask this question: The goal of the 2020 Census is to count everyone just once and in the right place. We want to ensure that everyone in your home who should be counted *is* counted—including newborns, roommates, and those who may be staying with you temporarily.

2020 Census
This is the official questionnaire for this address.
It is quick and easy to respond, and your answers are protected by law.

Start here or go online at [redacted] to complete your 2020 Census questionnaire.

Before you answer Question 1, report 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 it is not your house and you are not the owner, go online at [redacted] or call the number on page 6.

The census form also includes people without a permanent place to live, for example:

- People who do not have a permanent place to live in moving vans or April 1, 2020, count that person.
- The Census Bureau also counts people in institutions and other places, for example:
- 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 this home after they leave college, the nursing home, the military, 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: [redacted]

2. Were there any additional people staying here on April 1, 2020 that you did not include in Question 1?

Mark if all that apply:

- ☐ Children, related or unrelated, such as resident babies, grandchildren, or foster children.
- ☐ Relatives, such as adult children, cousins, or in-laws.
- ☐ Roommates, such as roommates or live-in companions.
- ☐ People staying here temporarily.
- ☐ No additional people.

3. Is this house, apartment, or mobile home -- Mark if ONE box:

- ☐ Owned by you or someone in this household with a mortgage or loan? Include home equity loans. Is it 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: [redacted]

Is this house, apartment, or mobile home ...

...Owned by you or someone in this household with a mortgage or loan? Include home equity loans. Is it owned by you or someone in this household free and clear (without a mortgage or loan)? Rented? Occupied without payment of rent?

Why we ask this question: This helps us produce statistics about homeownership and renting. The rates of homeownership serve as one indicator of the nation's economy. They also help with administering housing programs, planning, and decision-making.

What is your telephone number?

Why we ask this question: The Census Bureau asks for your phone number in case there are any questions about your census form. We will only contact you for official census business, if needed.

1. Print name of Person 2

First Name Last Name

2. Does this person usually live or stay somewhere else? Mark *X* of four apply.

☐ No

☐ Yes, for college ☐ Yes, with a parent or other relative

☐ Yes, for a military assignment ☐ Yes, for a seasonal or occasional 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 *X* ONE box.

☐ Opposite sex husband/wife/partner ☐ Father or mother

☐ Opposite sex unmarried partner ☐ Grandchild

☐ Same sex husband/wife/partner ☐ 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 *X* ONE box.

☐ Male ☐ Female

5. What is this person's age and what is this person's date of birth? For babies who are 1 year old, do not write the age in months. Write 2 or 3 for age.

Age on form: Month Day Year of birth

NOTE: Please answer BOTH Question 6 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?

☐ Yes, not of Mexican, Mexican Am., 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, Guatemalan, Guatemalan, Spanish, Ecuadorian, etc.

7. What is this person's race? Mark *X* one or more boxes AND print origins.

☐ White — Print for example, German, Irish, English, Italian, Latvian, Russian, etc.

☐ Black or African Am. — Print for example, African American, Jamaican, Haitian, Nigerian, Ethiopian, Somali, etc.

☐ American Indian or Alaska Native — Print name of ancestor or principal ancestry, for example, Navajo Nation, Blackfoot Tribe, Hopi, Arapaho, Kiowa, etc. or American Indian Traditional Community, Navajo Nation Community, etc.

☐ Chinese ☐ Japanese ☐ Korean American

☐ Filipino ☐ Vietnamese ☐ Samoan

☐ Asian Indian ☐ Hawaiian ☐ Chamorro

☐ Other Asian — Print for example, Pakistani, Bangladeshi, Indian, etc.

☐ Other Pacific Islander — Print for example, Tongan, Fijian, 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.

What is Person 1's name?

If there is someone living here who pays the rent or owns the 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 there as Person 1. There will be opportunities to list the names of additional members of your household.

Why we ask this question: The Census Bureau asks a series of questions about each member of your household. This allows us to establish one central figure as a starting point.

[illegible]

What is Person 1's sex?

Mark *ONE* box: male or female.

Why we ask this question: This allows us to create statistics about males and females, which can be used in planning and funding government programs. This data can also be used to enforce laws, regulations, and policies against discrimination.

Person 1

5. Please provide information for each person living here. If there is someone living here who pays the rent or owns this residence, start by filling this in for Person 1. If the owner or the person who pays the rent does not live here, start by filling in who owns this house on Person 1.

What is Person 1's name? First name last:

First Name: Last Name:

6. What is Person 1's race? Mark if (X) all that apply.

White ☐ Black ☐ Asian ☐ Native Hawaiian or Other Pacific Islander ☐ Some other race ☐

7. What is Person 1's age and what is Person 1'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: years months days Year of birth:

8. (NOTE: Please answer BOTH Question 8 about Hispanic origin and Question 9 about race. For first entries, Hispanic origin and race must be marked.)

9. Is Person 1 of Hispanic, Latin, or Spanish origin?

Yes, not of Mexican, Cuban, or Spanish origin ☐
 Yes, Mexican, Cuban, or Spanish origin ☐
 Yes, Puerto Rican ☐
 Yes, Cuban ☐
 Yes, other Hispanic, Latin, or Spanish origin (Please do not write Mexican, Cuban, or Spanish origin) ☐

10. What is Person 1's sex?

Male ☐ Female ☐

11. What is Person 1's date of birth?

Month Day Year

12. What is Person 1's date of birth?

Month Day Year

13. What is Person 1's date of birth?

Month Day Year

14. What is Person 1's date of birth?

Month Day Year

15. What is Person 1's date of birth?

Month Day Year

16. What is Person 1's date of birth?

Month Day Year

17. What is Person 1's date of birth?

Month Day Year

18. What is Person 1's date of birth?

Month Day Year

19. What is Person 1's date of birth?

Month Day Year

20. What is Person 1's date of birth?

Month Day Year

21. What is Person 1's date of birth?

Month Day Year

22. What is Person 1's date of birth?

Month Day Year

23. What is Person 1's date of birth?

Month Day Year

24. What is Person 1's date of birth?

Month Day Year

25. What is Person 1's date of birth?

Month Day Year

26. What is Person 1's date of birth?

Month Day Year

27. What is Person 1's date of birth?

Month Day Year

28. What is Person 1's date of birth?

Month Day Year

29. What is Person 1's date of birth?

Month Day Year

30. What is Person 1's date of birth?

Month Day Year

31. What is Person 1's date of birth?

Month Day Year

32. What is Person 1's date of birth?

Month Day Year

33. What is Person 1's date of birth?

Month Day Year

34. What is Person 1's date of birth?

Month Day Year

35. What is Person 1's date of birth?

Month Day Year

36. What is Person 1's date of birth?

Month Day Year

37. What is Person 1's date of birth?

Month Day Year

38. What is Person 1's date of birth?

Month Day Year

39. What is Person 1's date of birth?

Month Day Year

40. What is Person 1's date of birth?

Month Day Year

41. What is Person 1's date of birth?

Month Day Year

42. What is Person 1's date of birth?

Month Day Year

43. What is Person 1's date of birth?

Month Day Year

44. What is Person 1's date of birth?

Month Day Year

45. What is Person 1's date of birth?

Month Day Year

46. What is Person 1's date of birth?

Month Day Year

47. What is Person 1's date of birth?

Month Day Year

48. What is Person 1's date of birth?

Month Day Year

49. What is Person 1's date of birth?

Month Day Year

50. What is Person 1's date of birth?

Month Day Year

51. What is Person 1's date of birth?

Month Day Year

52. What is Person 1's date of birth?

Month Day Year

53. What is Person 1's date of birth?

Month Day Year

54. What is Person 1's date of birth?

Month Day Year

55. What is Person 1's date of birth?

Month Day Year

56. What is Person 1's date of birth?

Month Day Year

57. What is Person 1's date of birth?

Month Day Year

58. What is Person 1's date of birth?

Month Day Year

59. What is Person 1's date of birth?

Month Day Year

60. What is Person 1's date of birth?

Month Day Year

61. What is Person 1's date of birth?

Month Day Year

62. What is Person 1's date of birth?

Month Day Year

63. What is Person 1's date of birth?

Month Day Year

64. What is Person 1's date of birth?

Month Day Year

65. What is Person 1's date of birth?

Month Day Year

66. What is Person 1's date of birth?

Month Day Year

67. What is Person 1's date of birth?

Month Day Year

68. What is Person 1's date of birth?

Month Day Year

69. What is Person 1's date of birth?

Month Day Year

70. What is Person 1's date of birth?

Month Day Year

71. What is Person 1's date of birth?

Month Day Year

72. What is Person 1's date of birth?

Month Day Year

73. What is Person 1's date of birth?

Month Day Year

74. What is Person 1's date of birth?

Month Day Year

75. What is Person 1's date of birth?

Month Day Year

76. What is Person 1's date of birth?

Month Day Year

77. What is Person 1's date of birth?

Month Day Year

78. What is Person 1's date of birth?

Month Day Year

79. What is Person 1's date of birth?

Month Day Year

80. What is Person 1's date of birth?

Month Day Year

81. What is Person 1's date of birth?

Month Day Year

82. What is Person 1's date of birth?

Month Day Year

83. What is Person 1's date of birth?

Month Day Year

84. What is Person 1's date of birth?

Month Day Year

85. What is Person 1's date of birth?

Month Day Year

86. What is Person 1's date of birth?

Month Day Year

87. What is Person 1's date of birth?

Month Day Year

88. What is Person 1's date of birth?

Month Day Year

89. What is Person 1's date of birth?

Month Day Year

90. What is Person 1's date of birth?

Month Day Year

91. What is Person 1's date of birth?

Month Day Year

92. What is Person 1's date of birth?

Month Day Year

93. What is Person 1's date of birth?

Month Day Year

94. What is Person 1's date of birth?

Month Day Year

95. What is Person 1's date of birth?

Month Day Year

96. What is Person 1's date of birth?

Month Day Year

97. What is Person 1's date of birth?

Month Day Year

98. What is Person 1's date of birth?

Month Day Year

99. What is Person 1's date of birth?

Month Day Year

100. What is Person 1's date of birth?

Month Day Year

What is Person 1's age and what is Person 1's date of birth?

Note Person 1's age as of April 1, 2020. For babies less than 1 year old, do not write the age in months. Write 0 as the age.

Why we ask this question: The U.S. Census Bureau creates statistics to better understand the size and characteristics of different age groups. Agencies use this data to plan and fund government programs that support specific age groups, including children and older adults. (Read more about [Counting Young Children](#).)

Save

5. Please provide information for each person living here. If there is someone living here who pays the rent or owns this residence, start by filling this out for Person 1. If the owner of the person who pays the rent does not live here, start by filling out what living here as Person 1.

What is Person 1's name? First name last name

First Name:

Last Name:

6. What is Person 1's sex? (Mark ☐ Male ☐ Female)

7. What is Person 1's age and what is Person 1's date of birth? (For persons born from 1 year old, do not enter the age in months. Enter 2 on the age.)

Age on April 1, 2020: years months days

DATE OF BIRTH: / /

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, Dominican

☐ Yes, Central American

☐ Yes, South American

☐ Yes, Spanish

☐ Other Hispanic, Latino, or Spanish origin:

NOTE: Please answer BOTH Question 8 about Hispanic origin and Question 9 about race. For both questions, Hispanic origin and race are not mutually exclusive.

9. What is Person 1's race? (Mark ☐ one or more boxes. **AND** print origin.)

Mark ☐ one or more boxes **AND** print origin

☐ White — (For example, German, Irish, English, Italian, Scandinavian, etc.)

☐ Black or African-Am — (For example, African-American, Jamaican, Haitian, Nigerian, Ethiopian, Somali, etc.)

☐ American Indian or Alaska Native — (Print name of individual or community on separate line, e.g., Navajo, Hopi, etc.)

☐ Asian — (For example, Chinese, Vietnamese, Korean, Japanese, Filipino, etc.)

☐ Native Hawaiian or Other Pacific Islander — (Print name of individual or community on separate line, e.g., Samoan, Tongan, etc.)

☐ Other race — (Print name of race on separate line, e.g., American Indian, etc.)

NOTE: If more people were counted in Question 1 on the front page, continue with Person 2 on the next page.

Is Person 1 of Hispanic, Latino, or Spanish origin?

NOTE: Please answer both Question 8 about Hispanic origin and Question 9 about race. For this census, Hispanic origins are not races.

Hispanic origin can be viewed as the heritage, nationality, lineage, or country of birth of the person or the person's parents or ancestors before arriving in the United States. People who identify as Hispanic, Latino, or Spanish may be any race.

Why we ask this question: These responses help create statistics about this ethnic group. This helps federal agencies monitor compliance with anti-discrimination provisions, such as those in the Voting Rights Act and the Civil Rights Act.

Save

5. Please provide information for each person living here. If there is someone living here who pays the rent or owns this residence, start by filling in or circling the name of the owner on the person who pays the rent line and the name, start by filling in or circling the name on Person 1.

What is Person 1's name? First name (last)

Last Name

6. What is Person 1's race? Mark ☐ ONE box.

7. What is Person 1's age and what is Person 1's date of birth? Fill in the last four digits of the year and the month and day. Do not write the year in numbers. Write in the age.

Age on April 1, 2020

Month Day Year (last four digits)

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 or Latino origin. Print or circle the origin. (For example, Dominican, Salvadoran, Honduran, Guatemalan, Nicaraguan, etc.)

9. What is Person 1's race? Mark ☐ one or more boxes AND print origins.

☐ White — Print, for example, German, Irish, English, Italian, Lithuanian, Ukrainian, etc. g.

☐ Black or African Am. — Print, for example, African American, Jamaican, Haitian, Nigerian, Ethiopian, Somali, etc. g.

☐ American Indian or Alaska Native — Print name of individual or ancestral nation, for example, Navajo, Hopi, Cherokee, Kiowa, Arapaho, Seminole, etc. g.

☐ Asian Indian — Print name of individual or ancestral nation, for example, Bangladeshi, Indian, Pakistani, etc. g.

☐ Chinese

☐ Japanese

☐ Korean

☐ Vietnamese

☐ Other Pacific Islander — Print or circle the origin, for example, Samoan, Chamorro, etc. g.

☐ Some other race — Print race or origin g.

10. If more people were counted in Question 1 on the next page, continue with Person 2 on the next page.

What is Person 1's race?

Mark one or more boxes AND print origins: White; Black or African American; American Indian or Alaska Native; Chinese; Filipino; Asian Indian; Vietnamese; Korean; Japanese; other Asian; Native Hawaiian; Samoan; Chamorro; other Pacific Islander; some other race.

Why we ask this question: This allows us to create statistics about race and to analyze other statistics within racial groups. This data helps federal agencies monitor compliance with anti-discrimination provisions, such as those in the Voting Rights Act and the Civil Rights Act.

[illegible]

Print name of Person 2.

Here, you will list the next person in your household.

Why we ask this question: The 2020 Census asks information about each member of your household. This question identifies the next person to refer to in the ensuing questions. This process repeats for each person in your home.

1. First name **Person 2**

First name **MR**

Last Name(s)

2. Does this person usually live or stay somewhere else?
 About what percent?

☐ No

☐ Yes, for college

☐ Yes, for a military assignment

☐ Yes, for a job or profession

☐ Yes, in a nursing home

☐ Yes, with a parent or other relative

☐ Yes, at a temporary or seasonal installation

☐ Yes, in a jail or prison

☐ Yes, in another country

3. How is this person related to Person 1? **MR** **ONE** **two**

☐ Spouse was husband or wife/step

☐ Spouse was common-law spouse

☐ Spouse was common-law partner

☐ Spouse was common-law partner

☐ Biological son or daughter

☐ Adopted son or daughter

☐ Spouse or stepchild

☐ Brother or sister

☐ Father or mother

☐ Grandfather

☐ Parent-in-law

☐ Brother-in-law or daughter-in-law

☐ Other relative

☐ Nephew or niece/nephew

☐ Uncle or aunt

☐ Other relationship

4. What is this person's race? **MR** **ONE** **two**

☐ White ☐ Female

5. What is this person's age last time that this person's date of birth? For males use **Male** | page ONE, do not write the age in months. **Write last birth date**

Age on birth date	First mentioned in census	Year of birth
Month	Day	Year
Year		

6. 1890's: Please answer BOTH Questions 6 about Hispanic origin and Question 7 about race. For this census, Hispanics origin are not listed.

7. 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 - (Pick for example, Dominican, Venezuelan, Columbian, Guatemalan, Spanish, Salvadoran, etc.)

7. What is this person's race?
 About 2% are of mixed-breed AKA mixed origins.

☐ White - *Pick, for example, German, Irish, English, Italian, Latvian, Russian, Egyptian, etc.*

☐ Black or African Am. - *Pick, for example, African American, Jamaican, Haitian, Nigerian, Ethiopian, Somali, etc.*

☐ American Indian or Alaska Native - *Pick name of ancestral or principal ethnicity, for example, Navaho Nation, Oneida, Yupik, etc.*

☐ American Indian or Alaska Native - *Pick name of ancestral or principal ethnicity, for example, Navaho Nation, Oneida, Yupik, etc.*

☐ Chinese

☐ Japanese

☐ Filipino

☐ Korean

☐ Indian Indian

☐ Japanese

☐ Chinese

☐ Other Race - *Other Pacific Islander - Pick, for example, Hawaiian, Samoan, etc.*

☐ Other Race - *Other Pacific Islander - Pick, for example, Hawaiian, Samoan, etc.*

☐ Other Race - *Other Pacific Islander - Pick, for example, Hawaiian, Samoan, etc.*

8. What is this person's race?

☐ Same other race - *Pick name or origin.*

3

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.

Why we ask this question: This question helps ensure that the Census Bureau is counting everyone once, only once, and in the right place. If you have questions about whether or not to include someone, visit [Who To Count](#).

QUESTIONS WE WILL NEVER ASK

It is important to know that the Census Bureau will not send unsolicited emails to request your participation in the 2020 Census. Further, during the 2020 Census, the Census Bureau will never ask for:

- Your Social Security number.
- Your bank account or credit card numbers.
- Money or donations.

In addition, the Census Bureau will not contact you on behalf of a political party.

Census.gov/schools



Educate your students about the value and everyday use of statistics. The Statistics in Schools program provides resources for teaching and learning with real life data. Explore the site for standards-aligned, classroom-ready activities.



DONATE

[Home](#) [HTC Areas](#) [Resources](#) [News/Events](#) [About Us](#) [Get Involved](#)

<https://nmcounts2020.org/resources/>
Resources

Know of a resource that
should be listed here?

Please tell us about it and
send us a link!

CONTACT US

Census Data and Information

INTERACTIVE MAP (UNM): New Mexico Ten-Year Revenue Loss from a 2020 Census Undercount»

Interactive map allows exploration of the effects of a census undercount on cities and counties in New Mexico.

INTERACTIVE MAP (UNM): New Mexico Hard-to-Count Census Map»

Allows exploration of various factors affecting census response via an interactive New Mexico map.


INTERACTIVE MAP (CUNY): Census 2020 Hard-to-Count Map»

Zoom to any area in the country and the map will highlight the local hard-to-count tracts and provide details about how much of the area's population may be at risk of an undercount.

EARLY CHILDHOOD TOOLKIT AVAILABLE FOR YOUR CENTERS & SCHOOLS



EMERGENT CURRICULUM REGGIO EMILIA MONTESSORI ACTIVE LEARNING LESSON PLANS COACHING VIDEOS



EMERGENT CURRICULUM CENSUS LESSON PLANS

Lessons on Family, Neighbors, Our State, Art,
Loose Parts/Provocations, & a Reggio Emilia-Inspired Lesson

FAMILY LESSON | PRE-K (3-5 YEAR OLDS)



FAMILY

© Valinda Jo Valentina Barrios, M.Ed.
The author gives permission to reprint,
photocopy, copy in digital form and quote
from this lesson plan for non-commercial use.

Approx. Time

5-10 MINUTE CIRCLE TIME
1 HOUR AT CENTERS

Skills Taught

UNDERSTANDING THAT FAMILIES CONSIST
OF DIFFERING MEMBERS
(I.E. 1 PARENT, 2 MOMS, 2 DADS,
GRANDPARENTS RAISING CHILDREN, ETC.)
FAMILIES CAN BE SMALL, MEDIUM OR
LARGE IN SIZE.
INTRODUCTION TO CENSUS PROCEDURES

Objectives

IDENTIFY THE PEOPLE THAT LIVE WITH THEM
MAKE A "ME" PUPPET, FAMILY COLLAGE TO
SHARE OR DRAW THEIR FAMILY ON A PAPER
FRAME
UNDERSTAND THAT THE CENSUS INVOLVES
COUNTING PEOPLE

Materials Required

Home Living—apron, tie, baby dolls, shoes,
oversized clothes, purses, cell phones, kitchen,
table, chairs
Library—family books
Art—assorted paper, crayons, colored pencils,
markers
Blocks—people, unit blocks, Lincoln Logs,
Magna Tiles
Writing Table—paper, pencils, pictured word
list, writing table and chairs or the students
create an F with stickers, yarn, sticks, etc.
Science—magnetic board, magnets, dry erase
marker
Math—plastic people or counters
Manipulatives—gingerbread cookie cutters and
clay
Music—family songs

TEACHER NOTES

Students must understand the following
key terms:

Family—those who live with me.
Counting—by rote
Census—is when people in your families
are counted and then money can be
given to schools, hospitals, those in need,
etc.

STUDENTS SHOULD BE ABLE TO

Identify who lives with them.
Count to five.

KWL CHART OF A FAMILY

Find out what we "know"
What we "want" to know
What we have "learned"

What does a family look like?
Who lives in your house?
Who is in your family?
How many are in your family?
Is your family big or small?
How many live in your house?

EXTENSION IDEAS

USE PEOPLE PUPPETS AT CIRCLE TIME
DRAW EYES AND SMILE ON ONE HAND
FOR THE FINGER FAMILY SONG
(Coaching Video available)
POINT OUT PHOTOS OR USE POSTERS
OF DIVERSE FAMILIES TO DISPLAY
HAVE FAMILIES COME IN TO WORK ON
FAMILY COLLAGE
TAKING BUTCHER PAPER—HAVE
STUDENTS LIE DOWN AND DRAW
AROUND THEM. STUDENTS DRAW
CLOTHES, HAIR, FACE, ETC.
EXAMPLES OF FAMILY PORTRAITS IN
ART (I.E. THE KOUJIN FAMILY PORTRAITS
BY VAN GOGH)

CENSUS FAMILY NIGHT NEWSLETTER/SOCIAL MEDIA CONTENT



ACTIVITIES FOR A CENSUS FAMILY NIGHT

STORY READ-ALoud

WHAT YOU WILL NEED

Census Everybody Counts!
Storybook

HOW IT WORKS

Children listen as the book is read out loud to learn how everyone is counted.

MAKE A "ME" PUPPET

WHAT YOU WILL NEED

Paper plates, tongue depressors, packaging tape, glue, googly eyes, yarn, scissors

HOW IT WORKS

Children create themselves.

BOX CITY

WHAT YOU WILL NEED

Small empty food boxes (i.e. cracker, popcorn, etc.)
Packaging tape, assorted colored construction paper, scissors

HOW IT WORKS

Children first cover the boxes then cut rectangles and squares to create windows and doors to glue on. The children can draw people walking in front of their building.

SORTING TABLE

WHAT YOU WILL NEED

Sensory bins, items to sort.

HOW IT WORKS

Children can sort through the items to create differing piles that they will count. Every item in the pile will be count (the emphasis being that everyone will be counted for the census).

MUSIC & MOVEMENT

WHAT YOU WILL NEED

Computer or iPod, musical instruments.

HOW IT WORKS

Children watch and learn the family finger song or This is Where I Live song on the

VIDEO

KIDS COUNT IN NM

<https://nmcounts2020.org>

SPECIAL GUEST

CENSUS PARTNERSHIP SPECIALISTS OR VOLUNTEERS
MAY BE AVAILABLE TO PRESENT
AT YOUR FAMILY NIGHT. CALL (505) 715-3275.

SNACK IDEAS

THAT'S ME

What you will need: Rice cake with cream cheese spread on top, Blueberry, Cranberry or Raisin-eyes, Apricot-mouth
Objective: Children create a

MY HOUSE


What you will need: Graham crackers, frosting, plastic knife
Objective: Children build their house

47

NEWSLETTER/SOCIAL MEDIA BLURBS


Copy and paste these pictures and statements onto your newsletters or social media posts to create awareness about the Census among parents and family members.

JANUARY 2020




The 2020 Census is coming. Filling out your form is one of the most powerful ways to make sure our community gets the funding it needs for the next ten years. Make your voice heard starting March 12... #census2020

FEBRUARY 2020



Did you know that funding for schools and programs that benefit children and their families are informed by Census data? Get counted in the 2020 Census and make sure your children, even newborns, are counted too. #census2020

MARCH 2020




April 1, 2020 is Census Day! Make sure you and your children are counted. You can respond to the census online (starting on March 12), over the phone or by mail. It's easy and safe. #census2020

APRIL 2020

The 2020 Census is here. Have you filled out the form yet? Remember, you can complete the census online, by phone or by mail.

CENSUS FAMILY NIGHT NEWSLETTER/SOCIAL MEDIA CONTENT



2020 CENSUS *you count*

WE'RE HAVING FUN LEARNING ABOUT THE 2020 CENSUS IN CLASS!

CHECK OUT WHAT WE'VE LEARNED:

We've learned about counting, sorting, fun facts about New Mexico and why it's important to be counted in the 2020 Census.

Did you know that responding to the Census helps determine \$675 Billion in funding for programs such as food stamps, the National School Lunch Program, and the Children's Health Insurance Program? Responding to the Census should only take about 10 minutes and you can do it online, over the phone or by mail. Make sure everyone in your household gets counted.

Everybody Counts

Here's a Census Coloring Book your kids will love:
<https://www.census.gov/programs-surveys/sis/resource/s/games/coloring.html>

Watch this video to learn how the census works:
<https://www.census.gov/programs-surveys/sis/resource/s/games/coloring.html>

This is the most we've been counted in 100 years:
<https://www.census.gov/programs-surveys/sis/resource/s/games/coloring.html>

Icons: smartphone, laptop, envelope

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.

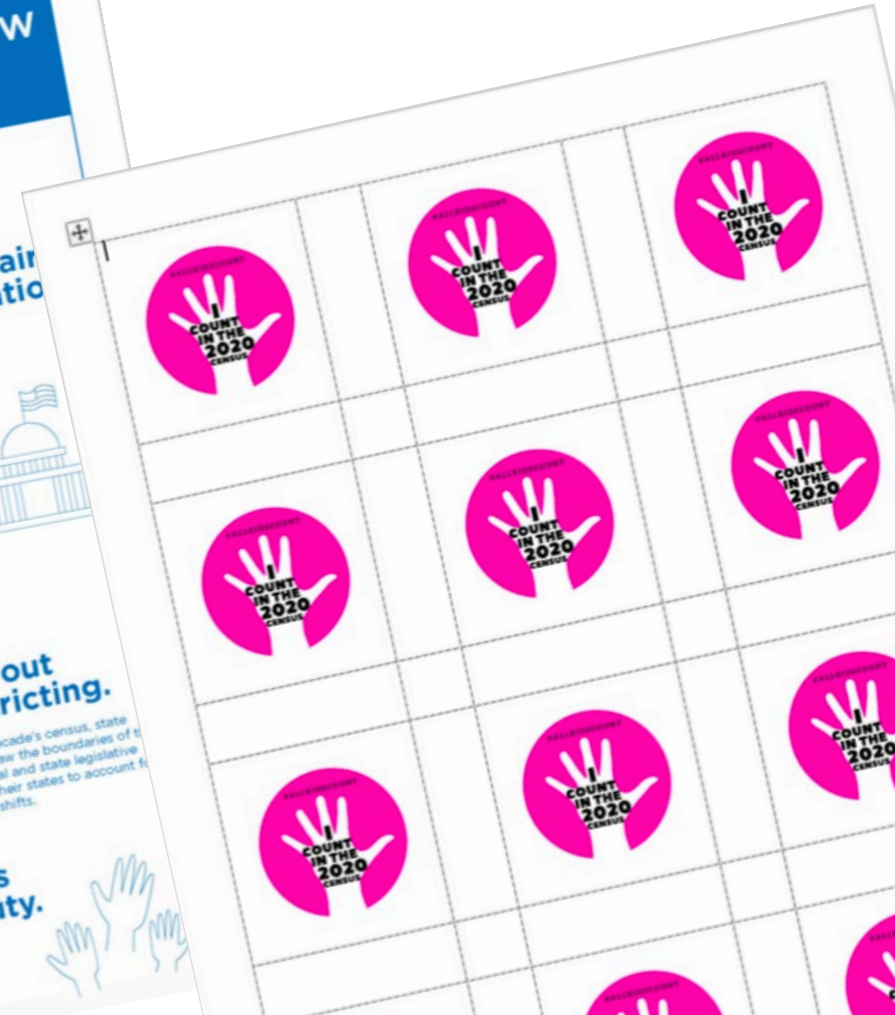
It's about fair representation.
Every 10 years, the results of the census are used to reapportion the House of Representatives, determining how many seats each state gets.

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.

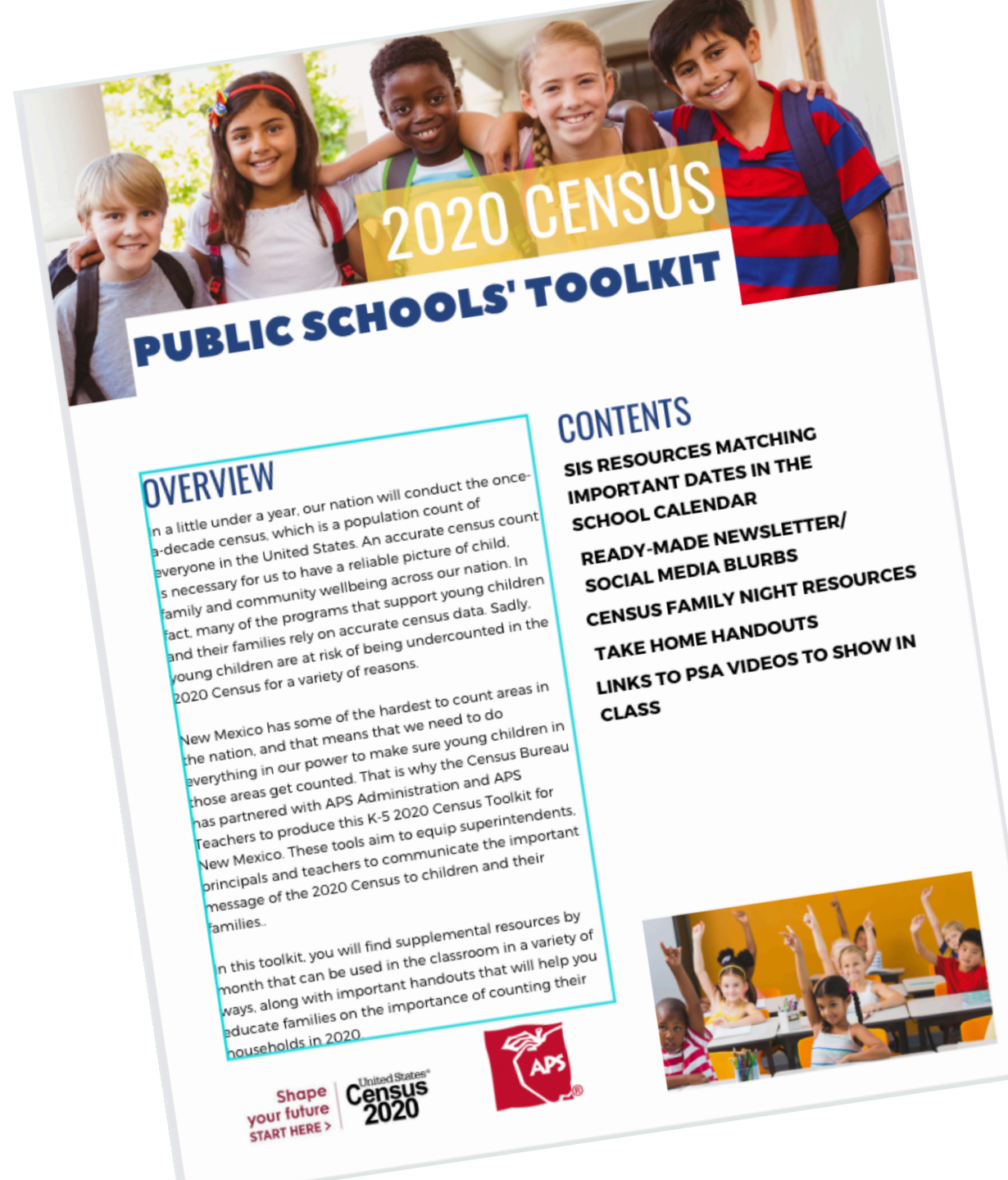
It's about \$675 billion.
The distribution of more than \$675 billion in federal funds, grants and support to states, counties and communities are based on census data.

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

Taking part is your civic duty.
Completing the census is mandatory: it's a way to participate in our democracy.



TOOLKIT FOR NEW MEXICO PUBLIC SCHOOLS





SEPTEMBER 2019

SUGGESTED DATES
TO USE SIS MATERIALS

SEPTEMBER 15-OCTOBER 15
HISPANIC HERITAGE MONTH
SEPTEMBER 17
CONSTITUTION DAY

CONSTITUTION DAY SEPTEMBER 17

**CONSTITUTION DAY RESOURCES
(VARIOUS GRADE LEVELS)**

- 5-MINUTE CHALLENGES
 - ACTIVITIES
 - HISTORICAL DOCUMENTS
- [HTTPS://WWW.CENSUS.GOV/PROGRAMS-SURVEYS/SIS/RESOURCES/CONSTITUTION-DAY.HTML](https://www.census.gov/programs-surveys/sis/resources/constitution-day.html)

NEWSLETTER/SOCIAL MEDIA POSTS

WE ARE EXCITED TO ANNOUNCE THAT WE'VE PARTNERED WITH THE @USCENSUSBUREAU TO SUPPORT THE #2020CENSUS! TO LEARN ABOUT THE CENSUS, HOW THE DATA COLLECTED WILL BE USED, AND WHAT TO EXPECT NEXT, VISIT [2020CENSUS.GOV](https://2020census.gov).



HISPANIC HERITAGE MONTH SEPTEMBER 15-OCTOBER 15

MATH: IMMIGRATION NATION (3-5 GRADE)
[HTTPS://WWW.CENSUS.GOV/PROGRAMS-SURVEYS/SIS/ACTIVITIES/MATH/IMMIGRATION-NATION.HTML](https://www.census.gov/programs-surveys/sis/activities/math/immigration-nation.html)

FUN FACTS

HISPANIC HERITAGE MONTH FUN FACTS (3-5 GRADE)
[HTTPS://WWW.CENSUS.GOV/PROGRAMS-SURVEYS/SIS/RESOURCES/FUN-FACTS/HISPANIC-HERITAGE-MONTH.HTML](https://www.census.gov/programs-surveys/sis/resources/fun-facts/hispanic-heritage-month.html)

EVENTS

CHECK [CENSUS.GOV](https://www.census.gov) FOR DETAILS ON THE UPCOMING CONSTITUTION DAY NATIONAL PRESS CONFERENCE HOSTED BY THE CENSUS BUREAU.



SUGGESTED SEND HOME FLYERS

JOIN THE 2020 CENSUS. APPLY ONLINE

[WWW.CENSUS.GOV/SCHOOLS](https://www.census.gov/schools)

1

HALLOWEEN



OCTOBER 2019

SUGGESTED DATES
TO USE SIS MATERIALS

OCTOBER 14
INDIGENOUS PEOPLE'S DAY
OCTOBER 31
HALLOWEEN



INDIGENOUS PEOPLE'S DAY OCTOBER 14

HISTORY: NATIVE AMERICAN DWELLINGS (2-3 GRADE)
[HTTPS://WWW.CENSUS.GOV/PROGRAMS-SURVEYS/SIS/ACTIVITIES/HISTORY/NATIVE-DWELLINGS.HTML](https://www.census.gov/programs-surveys/sis/activities/history/native-dwellings.html)



HALLOWEEN OCTOBER 31

HALLOWEEN FUN FACTS (ALL AGES)
[HTTPS://WWW.CENSUS.GOV/PROGRAMS-SURVEYS/SIS/RESOURCES/FUN-FACTS/HALLOWEEN.HTML](https://www.census.gov/programs-surveys/sis/resources/fun-facts/halloween.html)

WATCH THIS VIDEO WITH YOUR STUDENTS (ALL AGES)
[HTTPS://WWW.YOUTUBE.COM/WATCH?TIME_CONTINUE=44&V=YXXSPC0BPHQ](https://www.youtube.com/watch?time_continue=44&v=YXXSPC0BPHQ)

STATE FACTS FOR STUDENTS

CHANGES IN MY STATE (3-5 GRADE)
[HTTPS://WWW.CENSUS.GOV/PROGRAMS-SURVEYS/SIS/ACTIVITIES/MATH/STATE-CHANGES.HTML](https://www.census.gov/programs-surveys/sis/activities/math/state-changes.html)

NEWSLETTER/SOCIAL MEDIA POSTS

CENSUS DATA WILL BE USED TO DISTRIBUTE \$675+ BILLION ANNUALLY IN FEDERAL PROGRAMS INCLUDING HEALTH, EDUCATION AND HOUSING SERVICES? IT WILL AFFECT OUR COMMUNITY FOR THE NEXT TEN YEARS. GET COUNTED IN 2020. #CENSUS2020.



EVENTS

TEACHERS' WORKSHOP: KIDS COUNT: WHAT TEACHERS CAN DO TO PREPARE FAMILIES FOR THE 2020 CENSUS
AMONDAY, SEPTEMBER 5, 11:30AM.
WEBINAR INFORMATION



SUGGESTED SEND HOME FLYERS

THE CENSUS COUNTS EVERYONE

[WWW.CENSUS.GOV/SCHOOLS](https://www.census.gov/schools)

2

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 more than \$675 billion in federal funds, grants and support to states, counties and communities are based on census data.

That money is spent on schools, hospitals, roads, public works and other vital programs.



It's about redistricting.

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

Taking part is your civic duty.

Completing the census is mandatory: it's a way to participate in our democracy and say "I COUNT!"



When you shape education, you shape our future.

Respond to the 2020 Census and inform funding for educational programs that benefit our children, like after-school activities, school meal programs, and Head Start. It's more than just a count, it's an opportunity to shape the next generation.

For more information, visit:
2020CENSUS.GOV

Shape
your future
START HERE >

United States
**Census
2020**



CENSUS FAMILY NIGHT IDEAS



ACTIVITIES FOR A CENSUS FAMILY NIGHT

STORY READ-ALoud

WHAT YOU WILL NEED

Census Everybody Counts!
Storybook

HOW IT WORKS

Children listen as the book is read out loud to learn how everyone is counted.

MAKE A "ME" PUPPET

WHAT YOU WILL NEED

Paper plates, tongue depressors, packaging tape, glue, googly eyes, yarn, scissors

HOW IT WORKS

Children create themselves.

SORTING TABLE

WHAT YOU WILL NEED

Sensory bins, items to sort.

HOW IT WORKS

Children can sort through the items to create differing piles that they will count. Every item in the pile will be counted (the emphasis being that everyone will be counted for the census).

SPECIAL GUEST

CENSUS PARTNERSHIP SPECIALISTS OR VOLUNTEERS
MAY BE AVAILABLE TO PRESENT
AT YOUR FAMILY NIGHT. CALL (505) 715-3275.

SNACK IDEAS

THAT'S ME

What you will need: Rice cake with cream cheese spread on top, Blueberry, Cranberry or Raisin-eyes, Apricot-mouth
Objective: Children create a face

BOX CITY

WHAT YOU WILL NEED

Small empty food boxes (i.e. cracker, popcorn, etc.)
Packaging tape, assorted colored construction paper, scissors

HOW IT WORKS

Children first cover the boxes then cut rectangles and squares to create windows and doors to glue on. The children can draw people walking in front of their building.

MUSIC & MOVEMENT

WHAT YOU WILL NEED

Computer or iPod, musical instruments.

HOW IT WORKS

Children watch and learn the family finger song or This is Where I Live song on the

VIDEO

KIDS COUNT IN NM

<https://nmcounts2020.org>

MY HOUSE

What you will need: Graham crackers, frosting, plastic knife
Objective: Children build their house

47



DONATE

[Home](#) [HTC Areas](#) [Resources](#) [News/Events](#) [About Us](#) [Get Involved](#)

<https://nmcounts2020.org/resources/>
Resources

Know of a resource that should be listed here?

Please tell us about it and send us a link!

CONTACT US

Census Data and Information

INTERACTIVE MAP (UNM): New Mexico Ten-Year Revenue Loss from a 2020 Census Undercount»

Interactive map allows exploration of the effects of a census undercount on cities and counties in New Mexico.

INTERACTIVE MAP (UNM): New Mexico Hard-to-Count Census Map»

Allows exploration of various factors affecting census response via an interactive New Mexico map.

INTERACTIVE MAP (CUNY): Census 2020 Hard-to-Count Map»

Zoom to any area in the country and the map will highlight the local hard-to-count tracts and provide details about how much of the area's population may be at risk of an undercount.

EFFECTIVE ACTIVITIES IN SCHOOLS

- Create a strategy to create awareness about the Census in your school/district
- Train parents and public school personnel on the importance of census participation. Show PSA's.
- Include Census Awareness Events in your calendar (PT Conferences, Curriculum Night, Census Family Night)
- Introduce teachers to Statistics in Schools early in the year. Encourage them to use the toolkits. (Include toolkits/resources on your website)
- Have posters in visible areas to create awareness
- Use your phone messenger for reminders about Census
- **Open your computer labs on or after March 12 for people to complete their forms online.** (Especially in Low Response Areas)

WE ARE HIRING!
\$13.50-\$15.50 an hour
TEXT NMJOBS to 313131



CENSUS JOBS NOW LIVE!

<https://2020census.gov/jobs> - NOW (Office positions, Field staff, apply NOW for all positions)
www.usajobs.gov – Partnership (one must apply to each position as they are posted within the time allotted)



Follow us on Social Media – spread the word



Shape
your future
START HERE >



Hyperlinks here for you

- [Facebook](#)
- [LinkedIn](#)
- [Twitter](#)
@uscensusbureau
- [Instagram](#)
- Youtube
- **#2020Census**

Shape
your future
START HERE >

United States®
Census
2020

Chapter 7

What to Expect
From Your
Census Bureau
Staff Liaison



Partnership Specialists Role

Your liaison between Census Bureau and the Complete Count Committees (CCC), keeps you informed and serve as advisors

- Form and maintain partnerships
- Provide orientation and training
- Provide technical support to the chairperson
- Assist CCC in developing a strategy
- Attend meetings when possible
- Speak at events (council meetings, community gatherings, panel discussions, webinars, school board meetings, etc.)

Shape
your future
START HERE >



Dr. Mercy Alarid
Senior Partnership Specialist
NM & UT
U.S. Census Bureau
505.715.3275
Mercy.N.Alarid@2020Census.gov

**Shape
your future
START HERE >**

**United States[®]
Census
2020**



Census 2020: Albuquerque Public Schools Initiatives “Supporting the Whole Child”

Presented to NMSBA, January 24, 2020

Dr. David Percy, APS Board President

2019 APS Board of Education Resolution

(1) Albuquerque Public Schools will develop and adopt a plan of action around ensuring a complete count of all students, children, and their families residing within the school district on the 2020 Census.

(2) Albuquerque Public Schools is committed to working in partnership with other local civic, nonprofit, business, and community leaders, the City of Albuquerque, Bernalillo County, the State of New Mexico, and others to engage, educate, and count every resident in the greater Albuquerque area in the 2020 Census.

Complete Count Committees (CCC)

APS CCC includes the leadership team – cabinet plus all department executive directors.

- Team meets monthly to receive updates.
- Team makes suggestions and offers support.

APS belongs to City of Albuquerque and Bernalillo County CCC

- CCC meets monthly to discuss updates and plans for marketing the Census, offering information and guidance.

APS also works closely with community organizations and U.S. Census.



Highlights

- APS received two grants
 - One to fund math/census nights.
 - One with NAACP to target hard-to-count populations.
- Rolled out early childhood toolkit to all Pre-K classrooms to target early childhood.
- U.S. Census invited to present to principals, social studies teachers, and has been at many large APS celebrations – Hispanic Heritage Month celebration, APS Choice Fair, and Indigenous Feast & Wellness Celebration.
- Language and Cultural Equity sent out 10,000 backpacks with books and census information in English and Spanish to English Learner families.
- U.S. Census has presented to the Board of Education on the importance of the count and provided resources to the school district.

Upcoming Events

- PSA on the importance of completing the census to air in February and March 2020.
 - U.S. Census Bureau has a canned PSA to be used.
 - PSAs will be written for each board member to air on KANW FM.
- Advertising on the APS website and school websites with links to resources
- Informational brief for parent newsletters in various languages
- Podcast on the importance of completing the census
- Families Connected Video in various languages about the importance of the census that will be posted on YouTube. Families Connected is also working with the web team to create a web page with information and links for teachers, students, and families.
- Community Census kick-off event with U.S. Census Bureau for March.
- Everybody Counts! Family Math Night and Census Celebrations at four elementary schools (one per zone).

Resources

- **U.S. Census Bureau Curriculum/Tool Box** for teachers to engage students in civic education
<https://www.census.gov/schools>
- **US Census Poster**
- <https://drive.google.com/drive/folders/1rmQnLFaGPMgid-t8W9w0NW9ybDOk6FOa?usp=sharing>
 - ✓ Early Childhood Toolkit PDF
 - ✓ K5 Schools Toolkit
 - ✓ Coaching Videos Folder.
 - ✓ PSA Videos Folder
 - ✓ Two videos produced in partnership with CNM and others. One targets families with young children and the other one is a general PSA
 - ✓ Jobs PSAs For Radio Folder
 - ✓ Audio files promoting census jobs
 - ✓ Links to YouTube Playlists and Kids PSA
- **APS Work Plan** 
APS_2020_Census
_Work_Plan
- **2020 Census Questionnaire Sample** 
2020_Census_Que
stionnaire_Sample

Thank you

For more information contact:

Mercy Alarid, Ed.D. Senior Partnership Specialist, U.S. Census Bureau
(505) 715-3275
Mercy.n.alarid@2020census.gov

Madelyn Serna Mármol, Ed.D. Associate Superintendent, Equity,
Instruction, Innovation and Support
(505) 880-3702
Madelyn.sernamarmol@aps.edu