

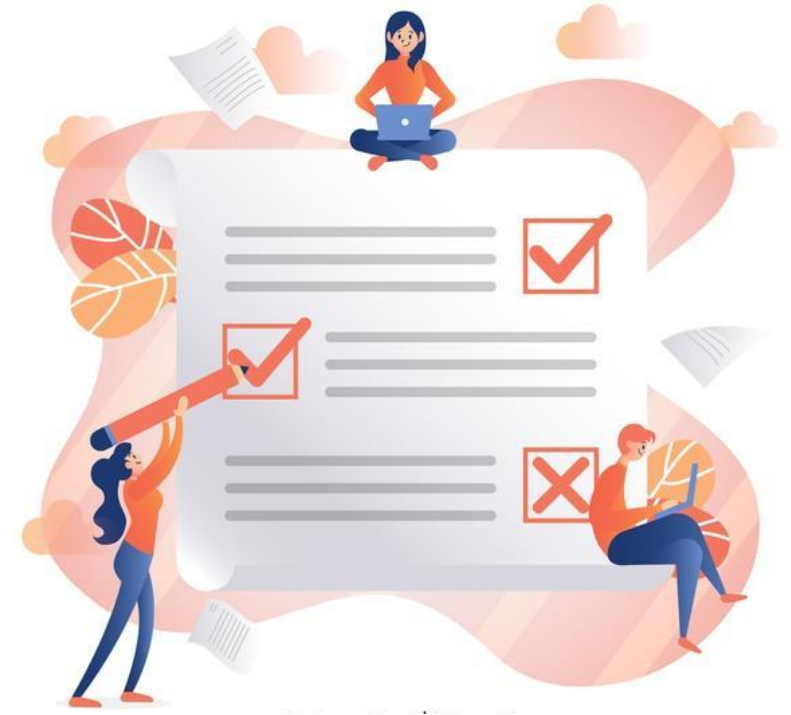
# 2020 Census

**Why the Census Matters for  
Asian American Communities**



# Overview

- What is the Census?
- What stops people from participating?
- What lessons were learned in 2010
- What's new for 2020 Census
- What can you do?
- Q&A
- Discussion
- Messaging and Resources



# What is the Census?

- Mandated by the Constitution
- Conducted every 10 years
- Count of every resident in the United States  
(including non-citizens)



# Why is the Census important?



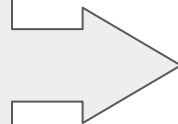
Reapportionment of  
Congressional Seats  
to the States



Redistricting at all levels of  
representative government



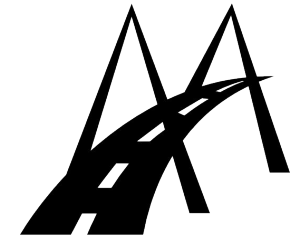
Allocations of over \$880  
billion in federal funding  
(FY2016)



Schools  
and  
Education



Hospitals,  
Health Care,  
and Social  
Services



Roads and  
Infrastructure

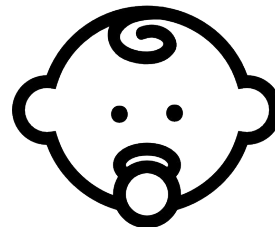
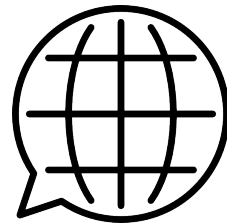


New Jersey received  
\$22.7 billion in FY2016



# Asian Americans and the Census

- According to U.S. Census Bureau, Asian Americans are the **least** likely to participate in the Census
  - Asian Americans comprise 10.4% of New Jersey's population, and many live in hard-to-count (HTC) areas
  - Asian American **immigrants, non-English speakers, young children, and seniors** are especially at risk of being undercounted

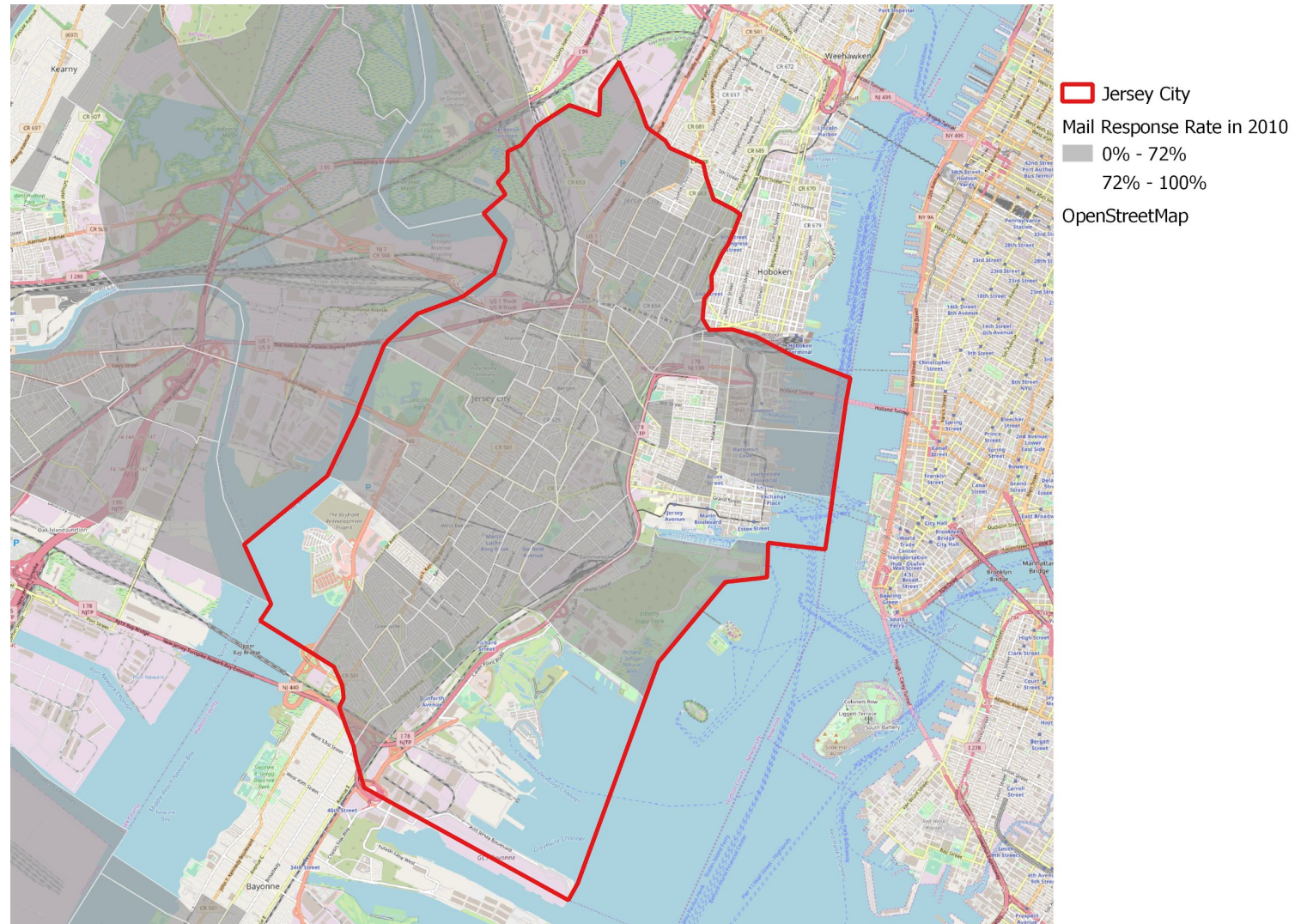


Please  
count us!



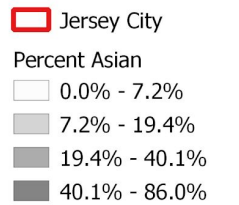
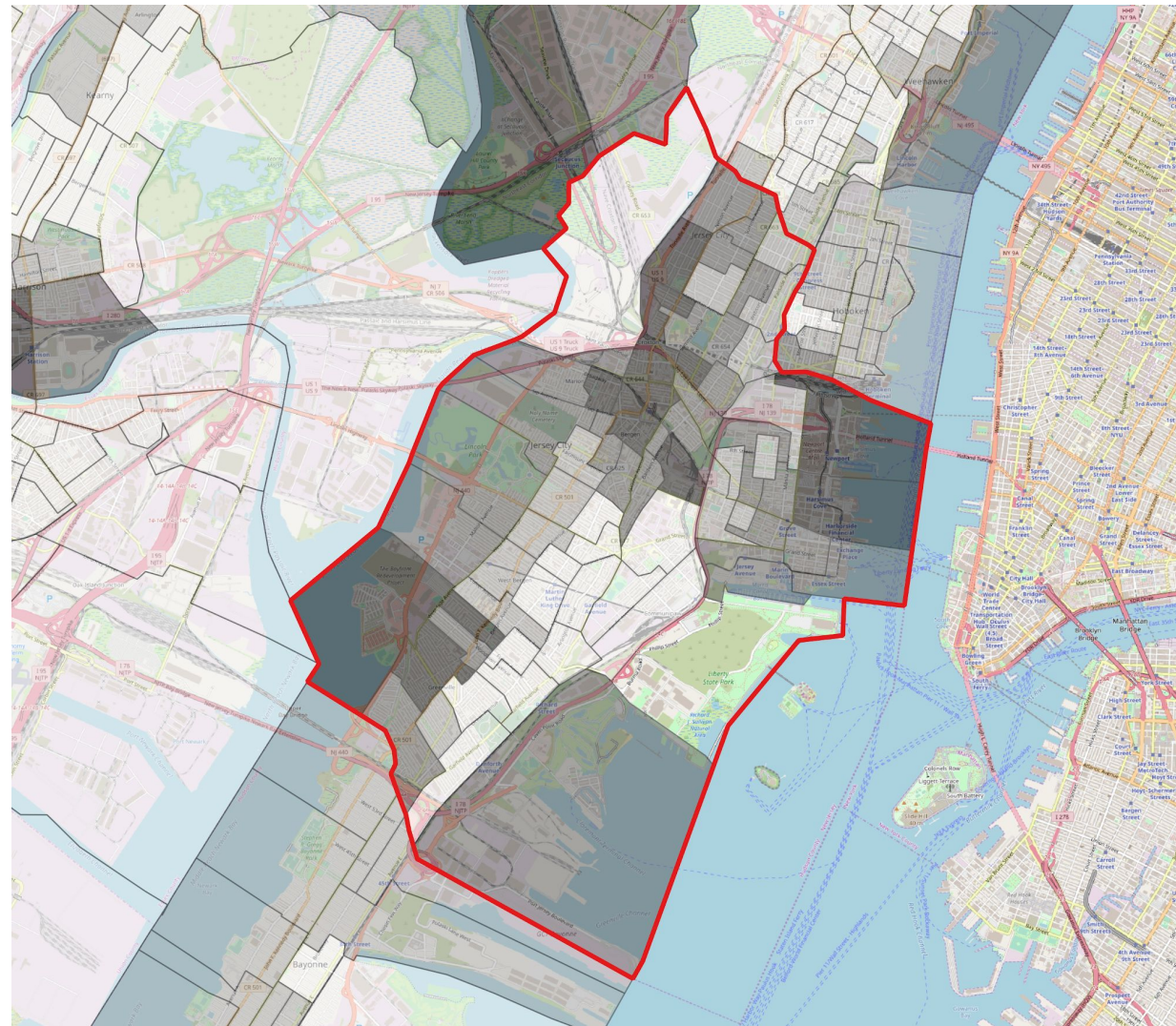
# Jersey City and the Census

- Jersey City has the largest number of Asians living in hard-to-count areas.



# Jersey City and the Census

- Jersey City has the largest number of Asians living in hard-to-count areas.





# What does the Census ask?

- Name, age, and date of birth
- Hispanic, Latino or Spanish origin
- Race
- Relationship to the first person on the form
- Sex
- Own or rent home
- Number of people living at the housing unit
- Phone number in case Census Bureau has questions about the answers



# What's on the Census questionnaire?

**Start here** OR go online at [url removed] to complete your 2020 Census questionnaire.  
Use a blue or black pen.

**Before you answer Question 1, count the people living in this house, apartment, or mobile home using our guidelines.**

- Count all people, including babies, who live and sleep here most of the time.
- If no one lives and sleeps at this address most of the time, go online at [url removed] or call the number on page 8.

**The census must also include people without a permanent place to live, so:**

- If someone who does not have a permanent place to live is staying here on April 1, 2020, count that person.

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

- Do not count anyone living away from here, either at college or in the Armed Forces.
- Do not count anyone in a nursing home, jail, prison, detention facility, etc., on April 1, 2020.
- Leave these people off your questionnaire, even if they will return to live here after they leave college, the nursing home, the military, jail, etc. Otherwise, they may be counted twice.

**1. How many people were living or staying in this house, apartment, or mobile home on April 1, 2020?**

Number of people =

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

- Children, related or unrelated, such as newborn babies, grandchildren, or foster children
- Relatives, such as adult children, cousins, or in-laws
- Nonrelatives, such as roommates or live-in babysitters
- People staying here temporarily
- No additional people

**3. Is this house, apartment, or mobile home — Mark  ONE box.**

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

**4. What is your telephone number?**  
*We will only contact you if needed for official Census Bureau business.*

Telephone Number

-    -

[Form number removed]

1. Number of people in household
2. Additional people in household and their relationship to the head of household
3. Type of residence (owned, rented, occupied)
4. Telephone number

# What's on the Census questionnaire?

**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 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)

**6. What is Person 1's sex? Mark  ONE box.**

Male  Female

**7. What is Person 1's age and what is Person 1's date of birth? For babies less than 1 year old, do not write the age in months. Write 0 as the age.**

Age on April 1, 2020 Print numbers in boxes.

years Month  Day  Year of birth

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

**8. Is Person 1 of Hispanic, Latino, or Spanish origin?**

- No, not of Hispanic, Latino, or Spanish origin
- Yes, Mexican, Mexican Am., Chicano
- Yes, Puerto Rican
- Yes, Cuban
- Yes, another Hispanic, Latino, or Spanish origin – Print, for example, Salvadoran, Dominican, Colombian, Guatemalan, Spaniard, Ecuadorian, etc. ↴

- 5. Name
- 6. Sex (Male/Female)
- 7. Age and Date of Birth
- 8. Hispanic, Latino, or Spanish origin

# What's on the Census questionnaire?

## 9. What is Person 1'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

Filipino

Asian Indian

Other Asian – Print, for example, Pakistani, Cambodian, Hmong, etc. ↴

Vietnamese

Korean

Japanese

Some other race – Print race or origin. ↴

Native Hawaiian

Samoan

Chamorro

Other Pacific Islander – Print, for example, Tongan, Fijian, Marshallese, etc. ↴

9. Race and ethnicity

# What's on the Census questionnaire?

**1. Print name of Person 2**

First Name MI

Last Name(s)

**2. Does this person usually live or stay somewhere else?**  
Mark  all that apply.

<input type="checkbox"/> No	<input type="checkbox"/> Yes, with a parent or other relative
<input type="checkbox"/> Yes, for college	<input type="checkbox"/> Yes, at a seasonal or second residence
<input type="checkbox"/> Yes, for a military assignment	<input type="checkbox"/> Yes, in a jail or prison
<input type="checkbox"/> Yes, for a job or business	<input type="checkbox"/> Yes, for another reason
<input type="checkbox"/> Yes, in a nursing home	

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

White – Print, for example, German, Irish, English, Italian, Lebanese, Egyptian, etc. ↴

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

American Indian or Alaska Native – Print name of enrolled or principal tribe(s), for example, Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow Inupiat Traditional Government, Nome Eskimo Community, etc. ↴

You will be asked the same identifying questions for all other occupants of the same household

# What's on the Census questionnaire?

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

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

**4. What is this person's sex? Mark  ONE box.**

Male     Female

**5. What is this person's age and what is this person's date of birth? For babies less than 1 year old, do not write the age in months. Write 0 as the age.**

Print numbers in boxes.

Age on April 1, 2020    Month    Day    Year of birth

years             

**→ 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?**

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.

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

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.

You will be asked the same identifying questions for all other occupants of the same household

# What stops people from participating?



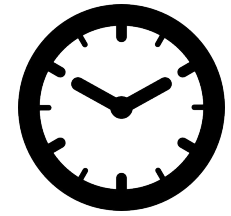
Lack of awareness  
of Census



Distrust of  
government



Concerns about  
privacy and  
confidentiality



Hard to find time to  
participate



Isolated communities  
or people



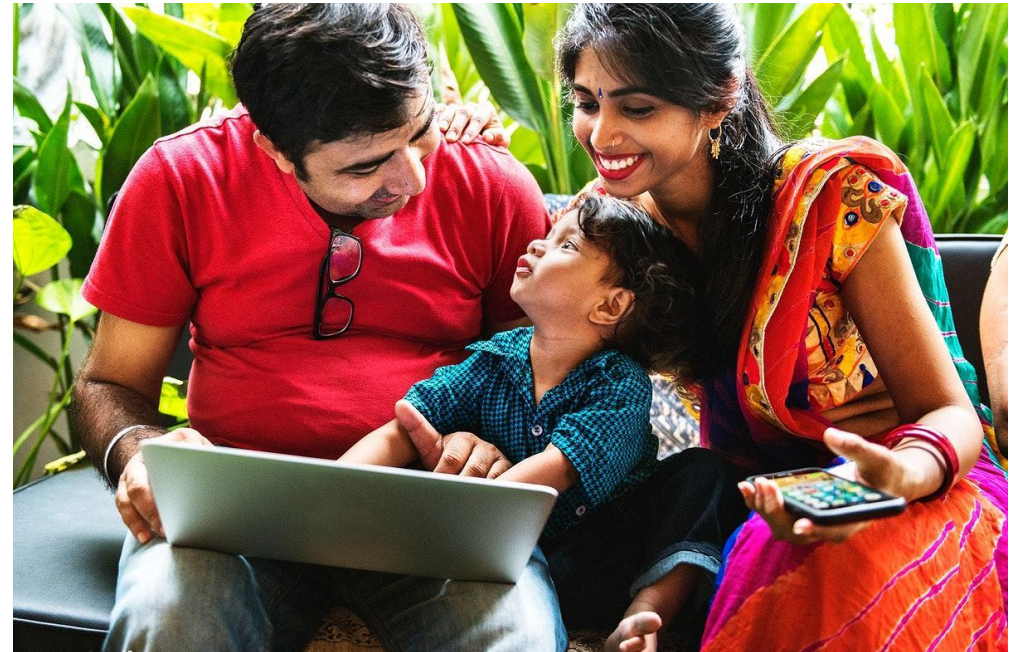
Multiple households  
at single address



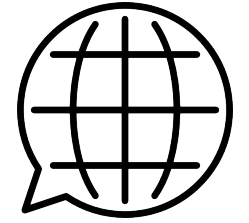
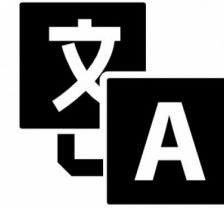
Homelessness

# What's New for 2020 Census

- First Digital Census
  - Online response preferred
    - Code or address needed to access form
  - Telephone response available for first time
  - Paper form available upon request
  - Every paper questionnaire will have an ID code to link the form to an address.
    - No paper forms without an ID code
    - People can call or go online to fill out a form without an ID code
- Ability for Blacks and Whites to indicate ethnic detail
  - This option already existed for Asian American Pacific Islanders in 2010



# Language Assistance



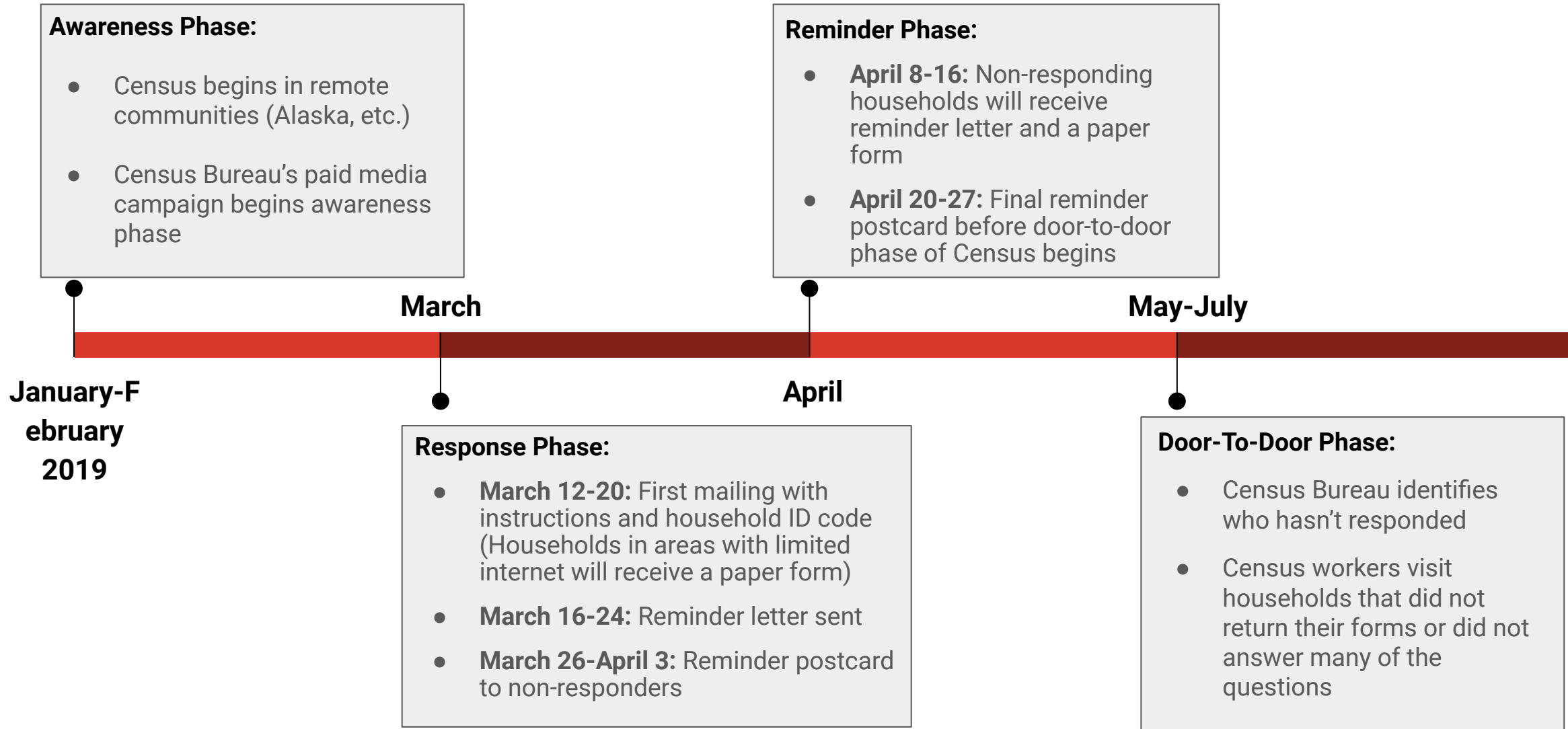
- Paper forms only in English and Spanish
- Assistance guides in 59 languages (new for 2020 in **bold**)

Asian Languages			Non-Asian Languages			
Bengali	Korean	Thai	Albanian	Farsi	Navajo	Tigrinya
Burmese	Lao	Urdu	American Sign Language	French	Polish	Turkish
Chinese	Malayalam	Vietnamese	Amharic	German	Portuguese	<b>Twi</b>
Gujarati	<b>Marathi</b>		Arabic	Greek	Romanian	Ukrainian
Hindi	Nepali		Armenian	Haitian Creole	Russian	Yiddish
Hmong	Punjabi		<b>Bosnian</b>	Hebrew	Serbian	<b>Yoruba</b>
Ilocano	<b>Sinhala</b>		Bulgarian	Hungarian	<b>Slovak</b>	
<b>Indonesian</b>	Tagalog		Croatian	<b>Igbo</b>	Somali	
Japanese	Tamil		Czech	Italian	Spanish	
Khmer	Telugu		Dutch	Lithuanian	Swahili	

- Online forms in:
  - Spanish,
  - **Simplified Chinese,**
  - **Vietnamese,**
  - **Korean,**
  - Russian,
  - **Arabic,**
  - **Tagalog,**
  - Polish,
  - French,
  - Haitian Creole,
  - Portuguese,
  - and **Japanese**



# Timeline



# What lessons were learned in 2010



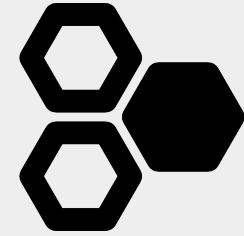
## Spreading Best Practices

- Sharing resources such as translated materials
- Developing messaging that resonates with different audiences



## Advocating to Census Bureau

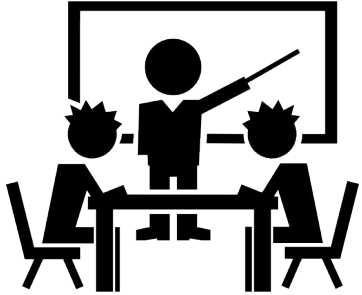
- Building awareness of emerging communities
- Identifying problems in the enumeration process



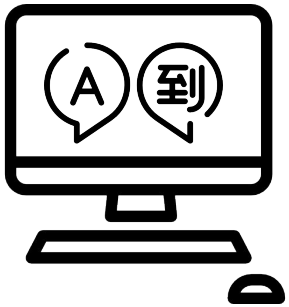
## Filling Outreach Gaps

- Communities without partner CBO
- Additional messaging around the mechanics of participation
- Maintain momentum through field enumeration

# What can you do?

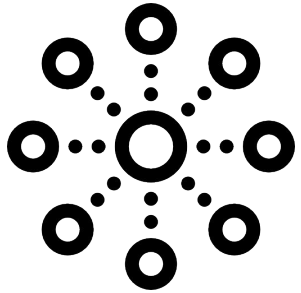


- **Incorporate Census messaging into existing programs**
  - Ask about Census during intake
  - Discuss Census as part of ESOL curriculum
  - Set up Census information tables at parades, festivals, and cultural events
  - Distribute Census information during pre-election and Get Out the Vote efforts

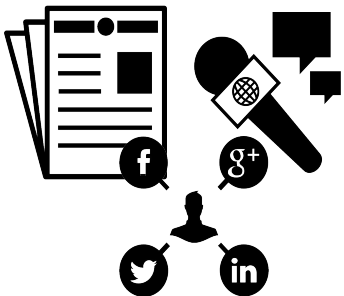


- **Organize Census participation events and provide in-language assistance**
  - Organize a Census Day where people come to a site and get access to the internet and trained staff
  - Set up computer labs or kiosks at CBO site where people can come in during office hours to fill out their form

# What can you do?



- **Help build Census outreach capacity in local and regional networks**
  - Take part in local complete count committees (CCCs) or broader coalitions such as New York Counts 2020, 2020 Census New Jersey Coalition, and CountUsIn2020
  - Attend and recruit for train-the-trainer events to build up community knowledge of the Census
  - Help develop and distribute translated/in-language resources
  - Advertise volunteering and Census job opportunities



- **Engage local and digital media**
  - Place stories in media on how Census helps fund the work done by CBOs
  - Include Census information in mail and email newsletters and on your website
  - Join or organize a Census awareness campaign on social media

# Census Outreach Funding

New Jersey State

- \$9 million\*

Potential foundation funding





# Discussion

- What challenges do you foresee in getting your community counted?
- What messages and/or incentives do you think will motivate people to fill out the Census?
- What resources do you need?

# What messages work best for each community?



“Family”  
“Resources”  
“Fair Share”  
“Equality”

## TOP TESTING MESSAGES IN FAVOR OF PARTICIPATING IN THE CENSUS:

**FAMILY:** Census data is critical to our families’ future and the next generation. It helps us get the health care, transportation, schools, affordable housing, and higher education that our families need to get a good start and be successful.

**RESOURCES:** Census data is used to determine not only federal government funding for programs and services, but businesses also use it to decide where to invest and create jobs. Filling out the census makes sure that you, your family, and your community get a fair shot at those resources

**Key Message:** *“My community needs resources and government services”*

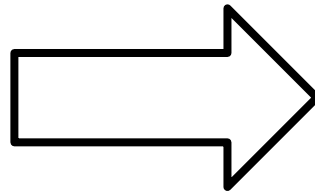
# What messages work best for each community?



association for a better new york

## *The Local Approach: Making the Census “Personal”*

- Address the shift from Paper Based to Online Based
  - Ensure that people who do not have access to computers will still be able to fill out the census



### **Key Message:**

*“If you do not have access to a computer, you will still be able to fill out the Census via paper or through the phone.”*

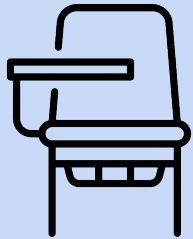


# What messages work best for each community?



association for a better new york

## *The Local Approach: Making the Census “Personal”*



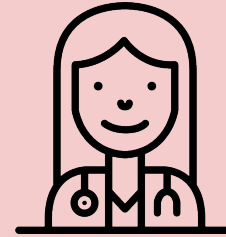
### **Title I Grants to Local Education Agencies**

“98% of NYC’s 4,817 public schools receive Title I funds, which are then allocated to schools based on the percentage of students from low-income families.”



### **Special Education Grants**

“Special Education programs from preschool through high school rely on federal Special Education Grants. 24,604 students are enrolled in NYC School District 75, which operates supportive “Inclusive Programs” in public schools across the city.”



### **Healthcare for Children and Underserved Communities**

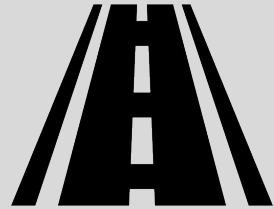
“Across New York state 684,625 children rely on S-CHIP for health insurance. Programs in underserved communities rely heavily on Health Center grants, the funds for which are determined through the census.”

# What messages work best for each community?



association for a better new york

## *The Local Approach: Making the Census “Personal”*



### **Highway Planning and Construction**

“The New York State DOT receives about \$1.6 billion annually for construction and repair of bridges and highways.”



### **Business**

“Businesses use census data to make decisions about everything from locations of a new office or retail store, to future product lines or marketing strategies based on demographic trends.”

# What messages work best for each community?



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- **Safe & Required**
  - “Participating in the census is safe and really easy, just a few clicks online or a form you fill out and mail in. The census protects your personal data and keeps your identity anonymous. By federal law, your response is required, and your information cannot be given out or shared.”
- **Family**
  - “Census data is critical to our families’ future and the next generation. It helps us get the health care, transportation, schools, affordable housing, and higher education that our families need to get a good start and be successful.”
- **Programs**
  - “The government relies on the census population count to determine funding for state and local services. When you respond to the census, you help your community get its fair share of the more than \$675 billion per year in federal funds for programs including Medicaid, SNAP, Head Start, school lunch programs, Section 8 housing vouchers, programs for seniors and disabled veterans, and unemployment benefits.”

# What messages work best for each community?



association for a better new york



- **Funding**

- “Census data is used to determine not only federal government funding for programs and services, but businesses also use it to decide where to invest and create jobs. Filling out the census makes sure that you, your family, and your community get a fair shot at those resources.”

- **Political Power**

- “Results from the census impact how lines for voting districts are drawn. It is important to complete the census to bring political power to minority communities by making sure that the makeup of Congress and state legislatures reflects all of the communities that live there.”

- **Stand Up to Trump**

- “President Trump has actively worked to put down the minority vote and reduce outreach to minority communities for health care enrollment and he will do the same when it comes to minority people taking part in the census. One powerful way to fight his racism and oppression is to participate in the census and make sure your family, friends, and neighbors do too.”

# Annie E. Casey Foundation: Messaging Recommendations



THE ANNIE E. CASEY  
FOUNDATION



- Talk about “community leaders” rather than “policymakers” when describing who needs and uses data from the census and American Community Survey

Key words when talking about the Census:

- The census is “**essential.**”
- The count should be **accurate, valid, reliable, and fair.**
- The census is **required by the Constitution.** We have to do it and we should make sure it’s done right.



- Things to avoid:
  - Talking about cost-effectiveness
  - Talking about “programs” or “services” - rather, talk about “community needs”
  - Use of data or civil rights enforcement

# Census Bureau Official Messaging



## *2020 Census Barriers, Attitudes, and Motivators Study Survey Report*

- Official messaging:
  - Goal is to “count every person, one time, in the right location”
  - **“Safe, easy, and important”**
- “Community-oriented” was most common motivator for younger householders, Asians, people with limited English proficiency (LEP), and lower-educated householders
  - It helps determine funding for public services in my community like schools and fire departments
  - It contributes to a better future for my community
  - It provides information for my local government to plan for changes in my community

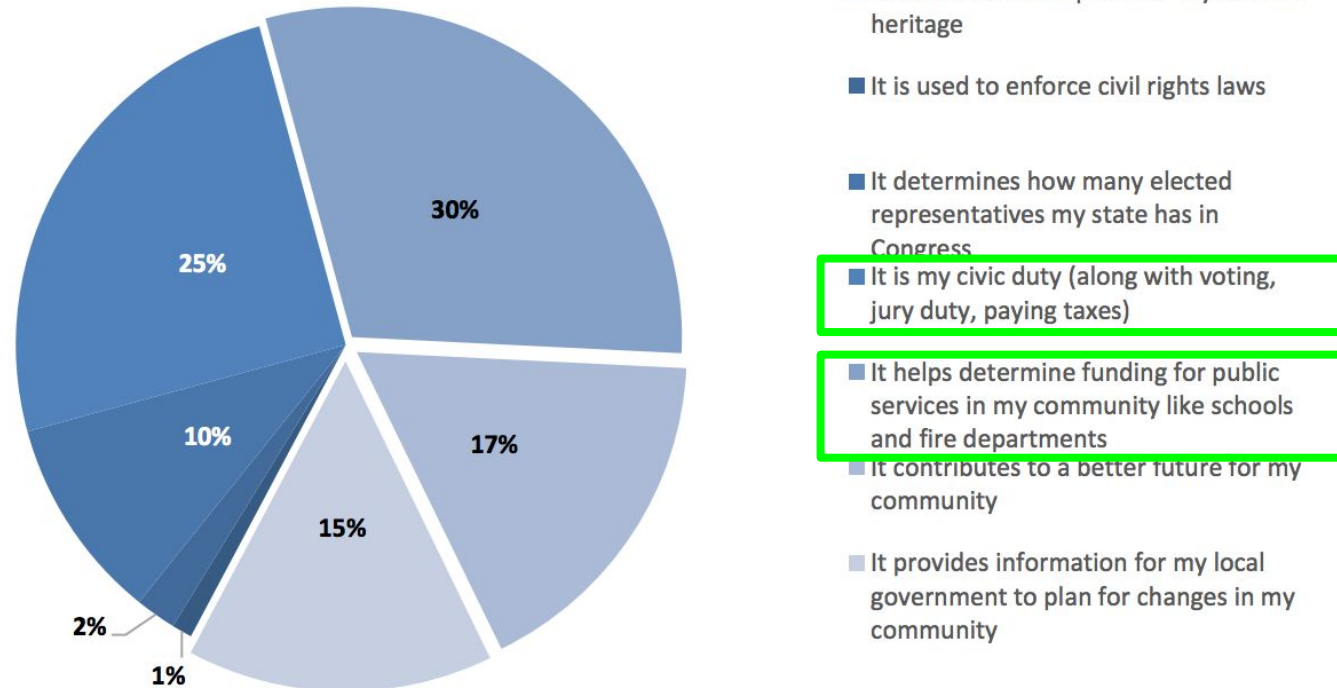


# Census Bureau Official Messaging



Figure 39  
Forced-choice motivators.

Which ONE of the following is the most important reason, to you personally, that you should fill out the census form?  
(Forced Choice)



Source: 2020 CBAMS Public Use Microdata Sample

Notes: (1) Unweighted sample sizes are in parentheses.

(2) Appendix A reports the standard errors for all point estimates.

(3) All estimates reported in the pie chart were rounded to whole numbers so that the sum of estimates equals 100%.



# Census Bureau Toolkit



*Complete toolkit for Census outreach:*

<https://www.census.gov/partners/toolkit.pdf>

- Provides best practices for Census outreach
- Includes printable flyers, stickers, and worksheets
- Offers different responses to questions community members may ask
  - e.g. "I don't feel comfortable sharing my information"
    - Walk people through the actual questions asked by the Census
    - Highlight Census data protections
  - e.g. "I don't think the Census has any impact on my life"
    - Leverage local business owners to become "Census Supporters"
    - Demonstrate importance of funding for public servants like firefighters, teachers, etc.



# Census Bureau Toolkit



Complete toolkit for Census outreach:

<https://www.census.gov/partners/toolkit.pdf>

## How to use this toolkit:

STEP 1

### READ THE INTRO

Welcome! Find out what this toolkit is, who it's for, and how to use it.

PAGE 03

STEP 2

### GET A CENSUS REFRESHER

Take Census 101—get a refresher on the reasons census matters to your community and the United States at large.

PAGE 04

STEP 3

### LEARN THE BASICS OF OUTREACH

Get quick tips & best practices on how to design your outreach based on behavioral science research.

PAGE 06

STEP 4

### IDENTIFY YOUR AUDIENCE TO UNDERSTAND THEIR BARRIERS TO PARTICIPATION



"I don't think the census has any impact on my life."

PAGE 11



"I don't feel comfortable sharing my information."

PAGE 12



"I have trouble completing census forms."

PAGE 13



"I don't have time to fill out the census."

PAGE 14

STEP 5

### TAILOR YOUR OUTREACH

Answer some questions and fill in the blanks to create a plan for your outreach strategy.

PAGE 15

STEP 6

### USE OUR RESOURCES

See examples and get printable materials to support your census outreach efforts.

PAGE 16

## CENSUS OUTREACH PLANNING WORKSHEET

### PLAN YOUR MESSAGE BY ANSWERING THESE QUESTIONS:

Who do I want to reach?

Why might they not participate in the census?

What is the action I want my audience to take?

These are the concrete steps required:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Why should my audience care about my message?

What kinds of people does my audience trust and admire?

What channels of communication does my audience prefer?

What times of day is my audience available?

Where will my audience be most receptive to my message?

What incentives will my audience respond to?

### FINAL REVIEW CHECKLIST:

- All the information in my message is immediately relevant
- I have edited my language to be simple
- I have used pictures where possible to convey information
- I have communicated the individual steps I want people to take.
- I have considered how to add a personal touch.
- I have considered how to make my incentive seem even better.



# Resource Links

- Jersey City Complete Count Committee Guide
  - [https://www.jerseycitynj.gov/UserFiles/Servers/Server\\_6189660/File/Homepage/Census/coc-guide-d-1280.pdf](https://www.jerseycitynj.gov/UserFiles/Servers/Server_6189660/File/Homepage/Census/coc-guide-d-1280.pdf)
- Hudson County Census 2020 Website
  - <https://data-hudsoncogis.opendata.arcgis.com/>
- Census 2020 New Jersey Website
  - <https://acnj.org/census2020nj/>
- Census Bureau Partners Toolkit
  - <https://www.census.gov/partners/toolkit.pdf>
- Census Bureau Partnership Specialists
  - *Thai, Gujarati, Tagalog, Japanese, Arabic*
- Asian Americans Advancing Justice - Count Us In 2020 Resources
  - <https://www.countusin2020.org/resources>



**Questions?**



**Thank you!**