



California Counts!

A FUNDERS' GUIDE
TO THE 2010 CENSUS

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Grantmakers Concerned with Immigrants and Refugees

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About GCIR

Since 1990, Grantmakers Concerned with Immigrants and Refugees (GCIR) has been providing resources that foundations need to address the challenges facing newcomers and their host communities and to strengthen society as a whole. Our mission is to influence the philanthropic field to advance the contributions and address the needs of the country's growing and increasingly diverse immigrant and refugee populations. GCIR helps funders connect immigrant issues to their funding priorities by serving as a forum to:

- **Learn** about current issues through in-depth analyses, research reports, and online data, tools, and resources tailored specifically for grantmakers.
- **Connect** with other funders through programs, briefings, and conferences that examine major immigration trends and how they impact diverse communities.
- **Collaborate** with grantmaking colleagues on strategies that strengthen immigrant-related funding locally and nationally.

For more information on GCIR, visit www.gcir.org.

In 2007, GCIR launched the **California Immigrant Integration Initiative (CIII)** to develop a comprehensive immigrant integration agenda and to strengthen the immigrant integration infrastructure across California. Currently, CIII works to expand citizenship services, including ESL, legal services, and application assistance. CIII also works to increase the strategic communications capacity of immigrant organizations across the state.

CIII launched **California Counts!** to encourage philanthropic investment to maximize the participation of immigrants and other traditionally undercounted populations in the 2010 census. Project staff and consultants are available to help foundations:

- **Understand how an accurate census advances grantmaking goals.** Foundation staff can obtain data and other resources to make a strong case within their foundations for supporting census activities, especially if their priority populations have been historically undercounted.
- **Identify tools and provide assistance in helping foundations develop strategies for producing a more accurate count in their local communities.** Foundation staff can receive one-on-one consultation to develop census strategies that address specific local conditions.
- **Keep informed about available funding from other foundations** to ensure that their grantmaking builds upon and is not duplicative of other projects.
- **Stay informed of census policy issues and operational developments** through regular census updates.

To obtain our online resources, visit www.gcir.org/about/what/ciii/census. For other information and technical assistance, contact Ted Wang at tedwang@lmi.net.

CONTENTS

2010 CENSUS KEY DATES	4
INTRODUCTION	5
THE 2010 CENSUS & THE FUTURE OF CALIFORNIA	6
SIGNIFICANT CHALLENGES FACING CALIFORNIA	7
STATEWIDE COORDINATED FUNDING STRATEGY	8
SUPPORTING AN ACCURATE COUNT IN LOCAL COMMUNITIES	9
Gather Data	9
Make Targeted Grants	9
Other Ways for Funders to Support the 2010 Census	12
2010 CENSUS QUESTIONNAIRE	13
ADDITIONAL RESOURCES	19
ENDNOTES	20
GLOSSARY	21

2010 CENSUS KEY DATES

Spring 2009

Census Bureau begins address canvassing program to produce master address file for each jurisdiction



Fall 2009

Most local Census offices open (one in each U.S. Congressional District)

October 2009

Peak period for recruiting workers for Census 2010 begins



Mid-February 2010

Questionnaire Assistance Centers open

March 2010

Questionnaires mailed to households; Be Counted programs begins (making questionnaires available at public sites for people who did not receive one by mail)



April 1, 2010

Census Day

May 2010

Non-response follow-up begins (census takers visit households that did not return a questionnaire by mail)



July 2010

Census Bureau ends its enumeration activities

December 31, 2010

Delivery of population counts to the President for reapportionment



April 2011

Redistricting population and housing counts provided to state legislatures

INTRODUCTION

On April 1, 2010, the U.S. Census Bureau will undertake its decennial count of the country's population. Accurate census information is critical in realizing important philanthropic goals, informing the decisions of government and business leaders, ensuring equitable political representation, and promoting fair distribution of public funding for health care, human services, education, and transportation, among many other essential services. Yet, the census consistently undercounts many vulnerable populations, risking the loss

Foundation support is vital to achieve a fair and accurate count.

of crucial federal resources. With few public resources and huge budgetary deficits at the state or local levels, foundation support is vital to achieve a fair and accurate count in the 2010 Census.

This guide provides an overview of the 2010 census and background information for foundations interested in supporting efforts to produce a more accurate count of California's population. It summarizes the

challenges and describes strategies for creating state-level structures to facilitate community-based campaigns to reach communities that have historically been undercounted. The guide offers guidance to help funders build on this initial work through their grantmaking and other activities. In addition to the information and guidance in this guide, Grantmakers Concerned with Immigrants and Refugees (GCIR) is available to help interested funders make the best use of their limited resources to support the 2010 census.

THE 2010 CENSUS & THE FUTURE OF CALIFORNIA

An accurate decennial census is essential to the fair distribution of resources. At the national level, census data are used to determine the allocation of \$300 to \$400 billion annually for federal programs. For *each* resident missed in the 2010 census, California is expected to lose over \$11,400 over the next ten years.¹ The stakes are extremely high: For example, if 10% of California's population of 37 million was not counted, the state would stand to lose \$42.4 billion over the next decade (100,000 people represent only .27% of the state's total population of 37 million).

An undercount means that fewer federal dollars will be available for programs that serve poor, low-income, and middle-class families. Federal programs that utilize census data in their funding formulas for states and localities include:

- The Food Stamps Program
- Women, Infant and Children (WIC)
- National School Lunch Program
- Head Start
- Title I educational funds
- Foster care (e.g., Title IV-E program)
- Various federal child care funds
- Community Development Block Grants (to support affordable housing and economic development)
- Section 8 housing vouchers
- Unemployment insurance
- Various workforce development programs
- Adult education programs
- Federal funds for supporting prisoner reentry programs²

"The Census is about three simple things for our community: money, power, and justice."

San Francisco community advocate³

The census also has enormous impact on the way in which California residents elect their public officials. The U.S. Constitution requires that decennial census data be used to allocate the number of House of Representative seats assigned to each state and how those political districts are drawn. Since becoming a state in 1850, California always has gained Congressional seats during every reapportionment. But because populations in other parts of the country have been growing more rapidly than in California, experts believe that the state could *lose* a Congressional seat if there is a significant undercount in 2010.⁴

Beyond reapportionment, census data are used to draw the political districts of numerous state and local elected offices. These include the California legislature, county boards of supervisors, and many city councils, school districts, utility districts, and other local public offices. An inaccurate census leads to inequitable political representation because some districts will have larger populations than others. Since communities of color and low-income individuals tend to be disproportionately undercounted, inaccurate census data will result in less political representation for these groups, making it difficult for them to use the political process to address their communities' needs.

Finally, accurate census data are critical to meaningful enforcement of civil rights laws, such as the Voting Rights Act of 1965 and anti-discrimination laws in employment, housing, lending, and education. The data allow civil rights advocates to document racial or gender disparities, challenge discrimination in the courts, and make the case for policy reforms that promote equality and opportunity.

SIGNIFICANT CHALLENGES FACING CALIFORNIA

California has large populations of groups that have been undercounted in previous censuses. These “hard-to-count” (HTC) populations include:⁵

- People of color, especially young African-American men
- Young children, especially children of color and children in foster care
- Immigrants and people with limited English proficiency
- Low-income populations
- Renters
- Households with non-traditional relationships (e.g., multiple families in one residence)
- Highly mobile people (e.g., those affected by foreclosures or natural disasters)
- Adults without a high school diploma
- People receiving public assistance
- People who are unemployed
- People who are homeless

There are numerous reasons why these groups are undercounted. Some families, such as those displaced by foreclosures, may not receive the census questionnaire because they are homeless, living in temporary quarters, or residing in illegal housing units. Others, such as undocumented immigrants, may not respond, fearing that their information will be disclosed to the public or other government agencies (even though federal law requires the Bureau to keep individual responses confidential). Families with limited literacy or English skills often are undercounted because they do not know how to complete the form accurately. And other residents may ignore the questionnaire because they

fail to see how it can improve the well-being of their community.

Of the 50 counties in the United States with the largest HTC populations, 10 are located in California, and so are 12% of the total U.S. population and 25% of the nation’s undocumented population, making the state’s population among the most difficult to count. Indeed, the HTC population in these ten counties alone totals an estimated 8.4 million individuals, approximately the total population of New Jersey, the 11th most populous state.

Table 1 lists these California counties and their number of HTC residents. The largest HTC populations are concentrated in Southern California’s coastal counties (Los Angeles, San Diego, and Orange). However, large numbers of HTC residents also reside in the Bay Area (San Francisco and Alameda), the Central Valley (Sacramento, Fresno, and Kern), and in the Inland Empire (San Bernardino and Riverside). In addition, several cities outside of these counties have significant HTC populations that include low-income families, immigrants, farmworkers, and others who have been undercounted in previous censuses.

The Census Bureau’s strategy for reaching HTC populations consists of targeted advertising and publicity and partnerships with trusted community-based organizations (CBOs) and leaders. The 2000 census experience showed that community partnerships are vital to reducing the undercount of HTC populations. For 2010, the Bureau has an entire division devoted to working with CBOs, elected officials, and community leaders to encourage their constituents to complete the questionnaire. The Bureau will provide community partners with

Table 1: Hard-to-Count Populations by California Counties

County	County Population Living in HTC Areas
Los Angeles	4,418,226
San Diego	676,357
Orange	647,478
San Bernardino	608,431
Fresno	465,123
Riverside	420,005
Alameda	346,073
Sacramento	338,504
Kern	278,838
San Francisco	208,595

Source: The Census Project.⁶

trainings, materials, and promotional items. But it will not offer grants to compensate CBOs for their efforts, making it difficult for many to participate in a meaningful way. In 2000, the state government addressed this gap by making \$24.7 million available to promote census participation in HTC communities, of which over \$5 million went directly to CBOs.⁷ However, faced with an unprecedented budgetary crisis, the State has allocated virtually no resources to support CBO outreach in the 2010 census. Philanthropic support, therefore, will be critical to funding community-based efforts to produce an accurate count.

STATEWIDE COORDINATED FUNDING STRATEGY

With assistance from Grantmakers Concerned with Immigrants and Refugees (GCIR), several foundations are spearheading a philanthropic initiative to improve the census count in California. The California Endowment, the Evelyn and Walter Haas, Jr. Fund, The James Irvine Foundation, and an expanding number of local and community foundations, including the California Community Foundation and The San Francisco Foundation, have developed a statewide coordinated funding strategy to support outreach and advocacy campaigns in different parts of the state. This statewide effort seeks to connect census grantmaking

at the national, state, and local levels, so that grantees build on each others' work and avoid duplicative activities. GCIR is coordinating this project, helping interested funders to understand the census landscape, sharing information on other funders' plans, and providing advice on how regional or local campaigns can take advantage of the resources, materials, and tools that have been developed by national and state groups.

California funders' initial census grants have gone to experienced groups that will develop structures at the state and regional levels to support community-based campaigns. Funded activities include:

- Creating resources and materials that can be used by local groups to reach out to HTC populations.
- Recruiting trusted community organizations and leaders to engage their constituents.
- Providing trainings and technical assistance to interested networks or groups.
- Creating large-scale media campaigns that coordinate with on-the-ground activities.
- Advocating for effective Census Bureau implementation plans at the national, state, and regional levels.

Resources to Help Local CBOs to Support the Census

A number of nonprofit organizations have been funded to work at the state level to support community-based efforts to increase census participation among people of color, immigrants, low-income residents, and others that have been undercounted historically.

Asian Pacific American Legal Center will work with organizations in six regions (Los Angeles, Orange County, San Diego, Bay Area, Santa Clara County, and the Central Valley) to launch an outreach and media campaign to promote census participation by Asian Americans and Pacific Islanders. The Center also is available to provide census trainings to other communities, with a focus on strategies for conducting outreach to HTC populations.

California Alliance will utilize community organizing and political campaign tools to promote census participation in low-income communities in five cities (Los Angeles, San Bernardino, San Diego, San Jose, and Oakland). Its targeted populations include communities of

color, youth, people with limited English or literacy skills, and families affected by foreclosures. Depending on available resources, the Alliance also may work with groups in Riverside, Fresno, Bakersfield, San Francisco, and Richmond.

California Rural Legal Assistance will conduct trainings, public education, and outreach to increase census participation by HTC residents in the state's rural communities. This project will utilize CRLA's offices throughout the state to coordinate census activities with CBOs, unions, employers, public officials, schools, and other community partners in approximately 30 counties.

Mexican American Legal Defense and Educational Fund will create and distribute fact sheets and a DVD to help organizations serving Latinos and Spanish-speaking residents to promote census participation. It also anticipates launching a large-scale media campaign in coordination with other Latino groups. MALDEF will focus its census work in Fresno, Imperial, Kern, Los Angeles, San Bernardino, and San Diego counties.

National Association of Latino Elected Officials Educational Fund will expand its existing civic engagement campaign — *Ya Es Hora*—to promote census participation by Latinos. NALEO will partner with Univision, Entravision, and ImpreMedia to publicize the Census through Spanish-language television and radio programs, as well as newspaper articles. NALEO also will distribute a community guidebook to local nonprofit organizations and provide support for CBOs interested in conducting outreach and providing questionnaire assistance.

New American Media will develop and provide content to help ethnic media outlets cover the 2010 census and to promote census participation among their viewers and readers. It also plans to work with 30-40 youth groups across the state to have their participants persuade parents, guardians, and friends to complete the census questionnaires.

SUPPORTING AN ACCURATE COUNT IN LOCAL COMMUNITIES

Gather Data

Foundations can promote census participation among HTC communities through grantmaking and a range of other activities. Funders should begin by gathering information about planned census activities in their community and try to determine how they can best support or supplement these efforts. At minimum, they should contact five stakeholder groups that can help inform their planning: Census Bureau staff, community-based organizations or community leaders, local government agencies, other funders, and state-level groups that provide training, assistance, and coordination.

Find out about the Census Bureau's strategies for improving the count of HTC residents. For example, what are the Bureau's plans for advertising and conducting outreach to target HTC residents in the region, including earned media strategies? How will the Bureau partner with community organizations and leaders? What resources or services will it offer to community organizations interested in promoting census participation? How many Partnership Specialists—Census employees who serve as liaisons to local communities—will be hired in the relevant region and what will they be doing? Who are the Bureau's primary community partners, and which key groups or community leaders are missing from its list?

Learn more about key CBOs' plans for census outreach and assistance activities. Who are their targeted populations, and how do they plan to reach these residents? What specific messages and messengers are effective in persuading these targeted populations to complete the census questionnaire accurately? Beyond funding, what other assistance do community groups need to be effective? What do they see as the gaps that could undermine an accurate count of the local community? Many CBO staff members may not be familiar or have experience with the operational details of the census because

it occurs only once every 10 years. Therefore, it will be important to identify, engage, and convene local, trusted organizations that have the capacity to do effective outreach to HTC populations and connect these organizations with groups that can train them.

Understand what local governments plan to do to support a more accurate count.

Many local governments form Complete Count Committees (CCC)—consisting of elected officials, key government agencies, community partners, and Census Bureau staff members—to coordinate their outreach and assistance efforts. The effectiveness of CCCs varies greatly depending on the community. In some localities, they serve only a symbolic or public relations role. When cities or counties, however, commit resources to their CCCs and select members who represent a cross section of the broader community (including representatives of HTC communities), these committees can be excellent vehicles for coordinating efforts to increase census participation. For example, San Francisco and Santa Clara counties have budgeted resources for their CCCs to plan and implement census outreach activities. Grantmaking strategies should take into account the local CCCs' plans and try to complement their activities.⁸

Connect with local or other funders supporting census activities in your community. Coordinating with other funders is critical to utilizing philanthropic resources effectively, especially if multiple funders are supporting similar census activities.

Contact state-level groups that can provide training and assistance to local groups and help connect the latter to broader efforts to produce an accurate census. As described above, a number of organizations plan to provide training and assistance to interested community groups across the state, including offering messages, materials, and recommended

strategies for persuading specific HTC populations to participate in the census. These resources may be especially useful to local groups that have limited experience with conducting census outreach.

In addition to gathering information from stakeholders, funders also should determine where HTC populations are geographically concentrated and use these data to develop effective targeting strategies.

The Health City California

Project (www.healthcityca.org) offers a highly useful mapping tool to identify where HTC populations are located in any California community and nonprofits that may be available to assist with outreach and questionnaire assistance. This online resource provides analyses of the concentration of HTC populations from the state level all the way down to census tracts, along with other characteristics such as race/ethnicity, language spoken at home, and households that live in poverty. Tapping into the IRS's 990 data, this mapping tool also identifies nonprofit organizations that work in areas with large HTC populations. Seeing this information visually will help funders decide where to focus their support for census activities. More information about this website is described in the Resources section.

Make Targeted Grants

Once local funders have gathered information from stakeholders and understand where HTC populations are concentrated in their community, the next step is to identify gaps that their grantmaking can address. With the 2010 Census less than six months away, it is important to move quickly on making grants so that community organizations will have enough time to plan and carry out their activities before the census

questionnaires are sent to households in mid-March 2010. Examples of Census Request for Proposals used by community foundations in Los Angeles and San Francisco Bay Area can be found at www.gcir.org/about/what/ciii/census/rfp.⁹

Below are five areas in which foundation support can help reduce the undercount of HTC residents at the local level:

1. Support anchor organizations that can help facilitate community partnerships with the Census Bureau, coordinate activities, and provide technical assistance.

Supporting a small group of experienced organizations that are familiar with local HTC populations and census issues can facilitate greater community-based participation. These groups can help the Bureau expand its community partnerships by identifying key local CBOs, coordinate outreach and media activities so that community stakeholders are working in a complementary manner, and provide assistance to help other local groups promote census participation.

2. Fund outreach and educational activities leading up to the census.

These activities are essential to increasing census participation among HTC residents, specifically their *mail-response rate*. Getting residents to mail back questionnaires—rather than trying to obtain this information from them through follow-up visits to households—provides greater privacy for respondents, is more accurate, and is far less expensive. In 2000, the availability of public and philanthropic resources allowed the state to achieve a 70 percent mail-response rate, which was three percentage points higher than the national average and far exceeded expectations.¹⁰

For outreach efforts to be effective, they have to be tailored to the unique needs of each HTC community. The messages of any campaign must resonate with the target residents by addressing their concerns or fears and motivating them to complete the questionnaire. Similarly, a campaign's messengers must be trusted by the

targeted community; mainstream spokespersons, such as elected officials or celebrities, may not be effective in persuading HTC residents to participate. Effective campaigns also must utilize communications tools that reach populations that may not receive their information through mainstream media.

In addition to motivating residents to participate in the census, outreach campaigns also should help them complete the questionnaire accurately. Errors in completing the questionnaire represent a significant source of past census undercounts. Sometimes, the errors are inadvertent, such as forgetting to list children, extended family members, or friends who are staying temporarily. In other situations, respondents may be reluctant to provide information about certain individuals, such as undocumented immigrant family members or roommates

who are residing without a landlord's permission. For residents with limited English or literacy skills, language assistance will be needed to help them complete the census questionnaire.

Foundation grants should support community-based campaigns that complement the Census Bureau's outreach activities, such as:

- Engaging in earned media activities, with an emphasis on communicating through ethnic or alternative media outlets that reach HTC populations.
- Addressing concerns or issues that are important to specific HTC communities, such as assuring residents that their census questionnaires are completely confidential and cannot be shared with other government agencies or private parties.
- Organizing events to publicize the census.

Completing the Census Questionnaire Accurately

Although demographers describe the 2010 census questionnaire as a "short form," its questions are far from simple. Many HTC residents, especially those with limited English or literacy skills, are likely to have difficulty completing the questionnaire accurately.

To help limited English-speaking households participate, the Census Bureau is translating its questionnaire into Spanish, Chinese, Vietnamese, Korean and Russian. For the 2010 census, the Bureau also will mail bilingual Spanish/English forms to households in census tracts that have highly concentrated numbers of Spanish-speaking adults who have limited English skills.¹¹ But because the agency is not mailing bilingual materials in other languages, it is critical for outreach campaigns targeting immigrant households to indicate that these individuals can obtain translated questionnaires and other documents at Be Counted sites¹² and receive help completing the form at Questionnaire Assistance Centers (see page 11).

Even for native English speakers, the census questionnaire (see page 13) may

pose challenges. For example, the instructions at the beginning of the questionnaire for determining who to count in a household are likely to confuse some respondents, especially those with family members or friends who are living with them temporarily because of the current economic downturn. In the past, some have left the race and ethnicity questions unanswered because they do not see their group printed on the document. The questionnaire, however, allows individuals to enter other racial or ethnic identity information (e.g., Arab American, Iranian, Mixtec, etc.). In addition, some respondents may be confused by the separation of the Hispanic/Latino heritage and race questions, which allow a person of such heritage to identify with any race. Because some confusion regarding the questionnaire is inevitable, community-based outreach and questionnaire assistance campaigns must anticipate these challenges and address them in their communications with HTC residents.

- Conducting outreach at places with large numbers of HTC residents (e.g., senior centers, street fairs, churches, etc.).
- Working with service organizations to remind or help their clients to complete the questionnaire.
- Conducting targeted phone-banking and door-to-door outreach activities in neighborhoods with very low mail-response rates.
- Encouraging and supporting public school teachers to discuss the census in class and help students and their families learn about the importance of the census.¹³

Once the census count gets underway in mid-March 2010, the Census Bureau has the capacity to provide questionnaire mail-response rates by census tracts on an ongoing basis. Funders should make sure that their grantees have access to this information so that they can target their outreach to specific neighborhoods or blocks with many households that have yet to complete the questionnaire.¹⁴

3. Support questionnaire assistance.

Helping individuals —especially those with limited English or literacy skills—complete the questionnaire is a priority in many communities. Even though the Census Bureau plans to devote considerable resources to questionnaire assistance, funders may wish to support activities that address specific gaps.

Between February and April 2010, the Bureau is expected to operate 30,000 *Questionnaire Assistance Centers* (QACs) across the county, many which will be located at CBO offices. The Bureau also will provide toll free multilingual telephone assistance lines¹⁵ and will make copies of the census questionnaires (including those in Spanish, Chinese, Korean, Vietnamese, and Russian) available at *Be Counted* sites for individuals who do not receive a mailed copy of the questionnaire or who are unable to complete it in English.

Foundations interested in questionnaire assistance should consider funding efforts to:

What is a Questionnaire Assistance Center (QAC)?

QACs are official Census Bureau sites where community members can seek assistance in completing the questionnaire. Many will be located in CBO or government offices that serve hard-to-count populations. For the 2010 census, the Bureau will hire part-time staff to provide assistance to the public.

CBOs interested in serving as QACs should contact the regional Census Bureau office or a local Partnership Specialist. The Bureau will select its QAC sites in late 2009 and early 2010. Once the Bureau has designated the QAC sites, this information will be available on the Healthy City website described above (www.healthycityca.org).

In addition, the Bureau also will make its forms available at Be Counted sites, which are unstaffed kiosks located at CBOs, public agencies, and other public settings.

- Publicize the location of QACs and *Be Counted* sites to targeted HTC populations.
- Provide questionnaire assistance to individuals who are unlikely to go to QACs (e.g., senior citizens, people with disabilities, farmworkers, etc.).
- Offer questionnaire assistance in languages that are not spoken by QAC staff members.

Funders also should encourage CBOs interested in providing questionnaire assistance to serve as QACs and develop strategies for leveraging the Bureau's resources (i.e., staff and written materials) to provide questionnaire assistance outside of their offices. During the 2000 census, some CBOs provided census assistance to farmworkers at work sites and at their residence. Other CBOs asked service providers, schools, and churches to incorporate questionnaire assistance into existing programs. For example, seniors

who attended a weekly free lunch program in San Francisco were asked to bring their census questionnaire so that they could fill it out together, with assistance of a CBO staff person. Similarly, a number of churches also made time available during their weekend programs for questionnaire assistance.

4. Fund CBOs to help during the non-response follow-up phase.

Beginning in May 2010, census workers will begin visiting housing units that have not returned their questionnaires to conduct in-person interviews. CBO assistance during this follow-up phase remains important to achieving an accurate count. In localities with complex, low-income housing units (e.g., large numbers of single room occupancy (SRO) units or multi-family residences), community groups can help census workers identify where residents have been missed, including residences that were not on the Bureau's master address list. CBOs also should continue their outreach efforts, urging their constituents to cooperate with census workers and to reassure them that their information will remain confidential. This will be especially important for immigrants and other individuals who may feel threatened by the prospect of a government worker coming to their residence to seek personal information.

5. Support policy advocacy to help the Census Bureau and local government agencies develop practices that will produce an accurate count. Foundations can fund efforts to:

- *Work with the Census Bureau's regional office to locate QACs in neighborhoods that have large numbers of HTC residents.* CBOs that work with HTC populations will be highly knowledgeable about where QACs are needed and should provide recommendations to the Bureau.
- *Monitor the Census Bureau's local enumeration plans.* The Bureau's regional offices have considerable

flexibility to develop implementation plans tailored to local needs. For example, they usually have authority to target advertising or media resources to specific HTC communities or place more QACs in neighborhoods with large HTC populations. Local groups that are familiar with the Bureau's practices and have strong relationships with its regional staff should monitor developments, provide advice to the Bureau's staff, and address problems as they arise. These groups also may wish to connect with state-level organizations for advice or to work together on addressing shared challenges that affect populations beyond their locality (e.g., translating certain census documents).

- **Monitor the hiring practices of the Census Bureau's regional office to ensure that its employees are familiar with the challenges faced by HTC populations and can communicate with them effectively.** Because enumerators will collect information from households that do not return the census questionnaire, it is important for the regional office to have sufficient staff members who can communicate with local HTC residents. CBOs can help the Bureau recruit enumerators by connecting the agency with local workforce development programs or refer specific individuals who have language or other relevant skills and experience to interact with HTC residents.¹⁶
- **Advocate for local governments to play an active role in promoting census participation,** focusing on public agencies that interact regularly with HTC populations such as those providing education and health and human services. Also public systems, such as foster care and criminal justice, are critical in targeting populations who could be missed because they are transitioning into a new community.

Does the Census Bureau Offer Funding to Help Community Organizations Promote Census Participation?

The Census Bureau does not provide grants to nonprofit organizations. However, for the 2010 census, the Bureau is starting a Partnership Support Program (PSP), which allows community organizations that partner with the Bureau to seek up to \$2,999 for activities, products, or services that promote census participation among their constituents. Community partners can use PSP funds for promotional items (such as T-shirts, frisbees, key rings, etc.) with approved census slogans and logos, including phrases that have been translated into other languages. The Census Bureau's PSP program also can be used to pay for services, such as producing informational materials in foreign languages or organizing publicity events. Under the PSP program, funds are not disbursed to community partners. Instead, the Bureau pays directly to vendors that provide outreach products or services to the organization. PSP funds also cannot be used to purchase advertising or goods or services with a useful life beyond the 2010 census time span. For more information, funders and their grantees should contact their regional Census Bureau office.

Although policy advocacy will be a small part of most community-based efforts to promote an accurate census, it is an important element that funders should not overlook.

Other Ways for Funders to Support the 2010 Census

In addition to making grants, foundations can undertake other activities to increase community awareness and support an accurate count. In so doing, they can leverage their grant dollars, tap into their network of grantee organizations, and play a valuable leadership role. Specific activities include:

- **Publicizing** opportunities for grantees to promote the census and encourage them to display and distribute materials (developed by the Census Bureau and other organizations) that target their constituents.
- **Promoting** opportunities for community organizations to partner with the Census Bureau and to take advantage of Census Bureau programs that provide resources, including reimbursement of out-of-pocket expenses, to publicize the census.
- **Sponsoring** informational meetings and trainings, as well as convening key community stakeholders, the Census Bureau, and government agencies to plan census promotional activities.
- **Encouraging** current grantees to talk with their clients and constituents about the importance of responding to the census and providing questionnaire assistance as part of their core direct services program.
- **Suggesting** current grantees join local Complete Count Committees to influence decision-making by the Census Bureau and local public agencies.
- **Encouraging** service providers to make office space available for QACs and Be Counted sites.
- **Distributing** information to grantees and other interested organizations about job opportunities at the Census Bureau.

A model letter encouraging grantees to support the 2010 Census is available at the Funders' Census Initiative website.¹⁷

Use a blue or black pen.

Start here

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

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

- Count all people, including babies, who live and sleep here most of the time.

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

- Do not count anyone living away either at college or in the Armed Forces.
- Do not count anyone in a nursing home, jail, prison, detention facility, etc., on April 1, 2010.
- Leave these people off your form, even if they will return to live here after they leave college, the nursing home, the military, jail, etc. Otherwise, they may be counted twice.

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

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

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

Number of people =

2. Were there any additional people staying here April 1, 2010 that you did not include in Question 1?

Mark ☒ all that apply.

- ☐ Children, such as newborn babies or foster children
- ☐ Relatives, such as adult children, cousins, or in-laws
- ☐ Nonrelatives, such as roommates or live-in baby sitters
- ☐ 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 may call if we don't understand an answer.

Area Code + Number

- -

OMB No. 0607-0919-C: Approval Expires 12/31/2011.

Form **D-61** (1-15-2009)

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

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

Last Name

First Name

MI

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

- ☐ Male ☐ Female

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

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

Print numbers in boxes.

Age on April 1, 2010

Month

Day

Year of birth

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

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

- ☐ No, not of Hispanic, Latino, or Spanish origin
- ☐ Yes, Mexican, Mexican Am., Chicano
- ☐ Yes, Puerto Rican
- ☐ Yes, Cuban
- ☐ Yes, another Hispanic, Latino, or Spanish origin — *Print origin, for example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on.* ↗

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

- ☐ White
- ☐ Black, African Am., or Negro
- ☐ American Indian or Alaska Native — *Print name of enrolled or principal tribe.* ↗

- ☐ Asian Indian
- ☐ Chinese
- ☐ Filipino
- ☐ Other Asian — *Print race, for example, Hmong, Laotian, Thai, Pakistani, Cambodian, and so on.* ↗
- ☐ Japanese
- ☐ Korean
- ☐ Vietnamese
- ☐ Native Hawaiian
- ☐ Guamanian or Chamorro
- ☐ Samoan
- ☐ Other Pacific Islander — *Print race, for example, Fijian, Tongan, and so on.* ↗

- ☐ Some other race — *Print race.* ↗

10. Does Person 1 sometimes live or stay somewhere else?

- ☐ No ☐ Yes — Mark ☒ all that apply.
- ☐ In college housing
- ☐ In the military
- ☐ At a seasonal or second residence
- ☐ For child custody
- ☐ In jail or prison
- ☐ In a nursing home
- ☐ For another reason

→ If more people were counted in Question 1, continue with Person 2.

1. Print name of Person 2

Last Name

First Name MI

2. How is this person related to Person 1? Mark ☒ ONE box.

- | | |
|---|--|
| <input type="checkbox"/> Husband or wife | <input type="checkbox"/> Parent-in-law |
| <input type="checkbox"/> Biological son or daughter | <input type="checkbox"/> Son-in-law or daughter-in-law |
| <input type="checkbox"/> Adopted son or daughter | <input type="checkbox"/> Other relative |
| <input type="checkbox"/> Stepson or stepdaughter | <input type="checkbox"/> Roomer or boarder |
| <input type="checkbox"/> Brother or sister | <input type="checkbox"/> Housemate or roommate |
| <input type="checkbox"/> Father or mother | <input type="checkbox"/> Unmarried partner |
| <input type="checkbox"/> Grandchild | <input type="checkbox"/> Other nonrelative |

3. What is this person's sex? Mark ☒ ONE box.

- ☐ Male ☐ Female

4. What is this person's age and what is this person's date of birth?

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

Age on April 1, 2010 Month Day Year of birth

→ NOTE: Please answer BOTH Question 5 about Hispanic origin and Question 6 about race. For this census, Hispanic origins are not races.

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

6. What is this person's race? Mark ☒ one or more boxes.

- ☐ White
- ☐ Black, African Am., or Negro
- ☐ American Indian or Alaska Native — Print name of enrolled or principal tribe. ↗

- | | | |
|--|-------------------------------------|--|
| <input type="checkbox"/> Asian Indian | <input type="checkbox"/> Japanese | <input type="checkbox"/> Native Hawaiian |
| <input type="checkbox"/> Chinese | <input type="checkbox"/> Korean | <input type="checkbox"/> Guamanian or Chamorro |
| <input type="checkbox"/> Filipino | <input type="checkbox"/> Vietnamese | <input type="checkbox"/> Samoan |
| <input type="checkbox"/> Other Asian — Print race, for example, Hmong, Laotian, Thai, Pakistani, Cambodian, and so on. ↗ | | |
| <input type="checkbox"/> Other Pacific Islander — Print race, for example, Fijian, Tongan, and so on. ↗ | | |

- ☐ Some other race — Print race. ↗

7. Does this person sometimes live or stay somewhere else?

- ☐ No ☐ Yes — Mark ☒ all that apply.
- | | |
|--|---|
| <input type="checkbox"/> In college housing | <input type="checkbox"/> For child custody |
| <input type="checkbox"/> In the military | <input type="checkbox"/> In jail or prison |
| <input type="checkbox"/> At a seasonal or second residence | <input type="checkbox"/> In a nursing home |
| | <input type="checkbox"/> For another reason |

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

1. Print name of Person 3

Last Name

First Name MI

2. How is this person related to Person 1? Mark ☒ ONE box.

- | | |
|---|--|
| <input type="checkbox"/> Husband or wife | <input type="checkbox"/> Parent-in-law |
| <input type="checkbox"/> Biological son or daughter | <input type="checkbox"/> Son-in-law or daughter-in-law |
| <input type="checkbox"/> Adopted son or daughter | <input type="checkbox"/> Other relative |
| <input type="checkbox"/> Stepson or stepdaughter | <input type="checkbox"/> Roomer or boarder |
| <input type="checkbox"/> Brother or sister | <input type="checkbox"/> Housemate or roommate |
| <input type="checkbox"/> Father or mother | <input type="checkbox"/> Unmarried partner |
| <input type="checkbox"/> Grandchild | <input type="checkbox"/> Other nonrelative |

3. What is this person's sex? Mark ☒ ONE box.

- ☐ Male ☐ Female

4. What is this person's age and what is this person's date of birth?

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

Age on April 1, 2010 Month Day Year of birth

→ NOTE: Please answer BOTH Question 5 about Hispanic origin and Question 6 about race. For this census, Hispanic origins are not races.

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

6. What is this person's race? Mark ☒ one or more boxes.

- ☐ White
- ☐ Black, African Am., or Negro
- ☐ American Indian or Alaska Native — Print name of enrolled or principal tribe. ↗

- | | | |
|--|-------------------------------------|--|
| <input type="checkbox"/> Asian Indian | <input type="checkbox"/> Japanese | <input type="checkbox"/> Native Hawaiian |
| <input type="checkbox"/> Chinese | <input type="checkbox"/> Korean | <input type="checkbox"/> Guamanian or Chamorro |
| <input type="checkbox"/> Filipino | <input type="checkbox"/> Vietnamese | <input type="checkbox"/> Samoan |
| <input type="checkbox"/> Other Asian — Print race, for example, Hmong, Laotian, Thai, Pakistani, Cambodian, and so on. ↗ | | |
| <input type="checkbox"/> Other Pacific Islander — Print race, for example, Fijian, Tongan, and so on. ↗ | | |

- ☐ Some other race — Print race. ↗

7. Does this person sometimes live or stay somewhere else?

- ☐ No ☐ Yes — Mark ☒ all that apply.
- | | |
|--|---|
| <input type="checkbox"/> In college housing | <input type="checkbox"/> For child custody |
| <input type="checkbox"/> In the military | <input type="checkbox"/> In jail or prison |
| <input type="checkbox"/> At a seasonal or second residence | <input type="checkbox"/> In a nursing home |
| | <input type="checkbox"/> For another reason |

→ If more people were counted in Question 1 on the front page, continue with Person 4.

1. Print name of **Person 4**

Last Name

First Name MI

2. How is this person related to Person 1? Mark ☒ ONE box.

- ☐ Husband or wife
- ☐ Parent-in-law
- ☐ Biological son or daughter
- ☐ Son-in-law or daughter-in-law
- ☐ Adopted son or daughter
- ☐ Other relative
- ☐ Stepson or stepdaughter
- ☐ Roomer or boarder
- ☐ Brother or sister
- ☐ Housemate or roommate
- ☐ Father or mother
- ☐ Unmarried partner
- ☐ Grandchild
- ☐ Other nonrelative

3. What is this person's sex? Mark ☒ ONE box.

- ☐ Male
- ☐ Female

4. What is this person's age and what is this person's date of birth?

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

Age on April 1, 2010

Month

Day

Year of birth

→ NOTE: Please answer BOTH Question 5 about Hispanic origin and Question 6 about race. For this census, Hispanic origins are not races.

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

6. What is this person's race? Mark ☒ one or more boxes.

- ☐ White
- ☐ Black, African Am., or Negro
- ☐ American Indian or Alaska Native — Print name of enrolled or principal tribe. ↴

- ☐ Asian Indian

☐ Japanese

☐ Native Hawaiian
- ☐ Chinese

☐ Korean

☐ Guamanian or Chamorro
- ☐ Filipino

☐ Vietnamese

☐ Samoan
- ☐ Other Asian — Print race, for example, Hmong, Laotian, Thai, Pakistani, Cambodian, and so on. ↴

☐ Other Pacific Islander — Print race, for example, Fijian, Tongan, and so on. ↴

- ☐ Some other race — Print race. ↴

7. Does this person sometimes live or stay somewhere else?

- ☐ No
- ☐ Yes — Mark ☒ all that apply.
- ☐ In college housing

☐ For child custody

☐ In the military

☐ In jail or prison

☐ At a seasonal or second residence

☐ In a nursing home

☐ For another reason

→ If more people were counted in Question 1 on the front page, continue with Person 5.

1. Print name of **Person 5**

Last Name

First Name MI

2. How is this person related to Person 1? Mark ☒ ONE box.

- ☐ Husband or wife
- ☐ Parent-in-law
- ☐ Biological son or daughter
- ☐ Son-in-law or daughter-in-law
- ☐ Adopted son or daughter
- ☐ Other relative
- ☐ Stepson or stepdaughter
- ☐ Roomer or boarder
- ☐ Brother or sister
- ☐ Housemate or roommate
- ☐ Father or mother
- ☐ Unmarried partner
- ☐ Grandchild
- ☐ Other nonrelative

3. What is this person's sex? Mark ☒ ONE box.

- ☐ Male
- ☐ Female

4. What is this person's age and what is this person's date of birth?

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

Age on April 1, 2010

Month

Day

Year of birth

→ NOTE: Please answer BOTH Question 5 about Hispanic origin and Question 6 about race. For this census, Hispanic origins are not races.

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

6. What is this person's race? Mark ☒ one or more boxes.

- ☐ White
- ☐ Black, African Am., or Negro
- ☐ American Indian or Alaska Native — Print name of enrolled or principal tribe. ↴

- ☐ Asian Indian

☐ Japanese

☐ Native Hawaiian
- ☐ Chinese

☐ Korean

☐ Guamanian or Chamorro
- ☐ Filipino

☐ Vietnamese

☐ Samoan
- ☐ Other Asian — Print race, for example, Hmong, Laotian, Thai, Pakistani, Cambodian, and so on. ↴

☐ Other Pacific Islander — Print race, for example, Fijian, Tongan, and so on. ↴

- ☐ Some other race — Print race. ↴

7. Does this person sometimes live or stay somewhere else?

- ☐ No
- ☐ Yes — Mark ☒ all that apply.
- ☐ In college housing

☐ For child custody

☐ In the military

☐ In jail or prison

☐ At a seasonal or second residence

☐ In a nursing home

☐ For another reason

→ If more people were counted in Question 1 on the front page, continue with Person 6.

1. Print name of **Person 6**

Last Name

First Name MI

2. How is this person related to Person 1? Mark ☒ ONE box.

- | | |
|---|--|
| <input type="checkbox"/> Husband or wife | <input type="checkbox"/> Parent-in-law |
| <input type="checkbox"/> Biological son or daughter | <input type="checkbox"/> Son-in-law or daughter-in-law |
| <input type="checkbox"/> Adopted son or daughter | <input type="checkbox"/> Other relative |
| <input type="checkbox"/> Stepson or stepdaughter | <input type="checkbox"/> Roomer or boarder |
| <input type="checkbox"/> Brother or sister | <input type="checkbox"/> Housemate or roommate |
| <input type="checkbox"/> Father or mother | <input type="checkbox"/> Unmarried partner |
| <input type="checkbox"/> Grandchild | <input type="checkbox"/> Other nonrelative |

3. What is this person's sex? Mark ☒ ONE box.

- ☐ Male ☐ Female

4. What is this person's age and what is this person's date of birth?

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

Age on April 1, 2010 Month Day Year of birth

→ NOTE: Please answer BOTH Question 5 about Hispanic origin and Question 6 about race. For this census, Hispanic origins are not races.

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

6. What is this person's race? Mark ☒ one or more boxes.

- ☐ White
☐ Black, African Am., or Negro
☐ American Indian or Alaska Native — Print name of enrolled or principal tribe. ↗

- | | | |
|--|---|--|
| <input type="checkbox"/> Asian Indian | <input type="checkbox"/> Japanese | <input type="checkbox"/> Native Hawaiian |
| <input type="checkbox"/> Chinese | <input type="checkbox"/> Korean | <input type="checkbox"/> Guamanian or Chamorro |
| <input type="checkbox"/> Filipino | <input type="checkbox"/> Vietnamese | <input type="checkbox"/> Samoan |
| <input type="checkbox"/> Other Asian — Print race, for example, Hmong, Laotian, Thai, Pakistani, Cambodian, and so on. ↗ | <input type="checkbox"/> Other Pacific Islander — Print race, for example, Fijian, Tongan, and so on. ↗ | |

- ☐ Some other race — Print race. ↗

7. Does this person sometimes live or stay somewhere else?

- ☐ No ☐ Yes — Mark ☒ all that apply.
- | | |
|--|---|
| <input type="checkbox"/> In college housing | <input type="checkbox"/> For child custody |
| <input type="checkbox"/> In the military | <input type="checkbox"/> In jail or prison |
| <input type="checkbox"/> At a seasonal or second residence | <input type="checkbox"/> In a nursing home |
| | <input type="checkbox"/> For another reason |

→ If more than six people were counted in Question 1 on the front page, turn the page and continue.

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→ If more people live here, turn the page and continue.

Use this section to complete information for the rest of the people you counted in Question 1 on the front page. We may call for additional information about them.

Person 7

Last Name

First Name

MI

Sex

Age on April 1, 2010

Date of Birth

Related to Person 1?

- ☐ Male
☐ Female

Month Day Year

- ☐ Yes
☐ No

Person 8

Last Name

First Name

MI

Sex

Age on April 1, 2010

Date of Birth

Related to Person 1?

- ☐ Male
☐ Female

Month Day Year

- ☐ Yes
☐ No

Person 9

Last Name

First Name

MI

Sex

Age on April 1, 2010

Date of Birth

Related to Person 1?

- ☐ Male
☐ Female

Month Day Year

- ☐ Yes
☐ No

Person 10

Last Name

First Name

MI

Sex

Age on April 1, 2010

Date of Birth

Related to Person 1?

- ☐ Male
☐ Female

Month Day Year

- ☐ Yes
☐ No

Person 11

Last Name

First Name

MI

Sex

Age on April 1, 2010

Date of Birth

Related to Person 1?

- ☐ Male
☐ Female

Month Day Year

- ☐ Yes
☐ No

Person 12

Last Name

First Name

MI

Sex

Age on April 1, 2010

Date of Birth

Related to Person 1?

- ☐ Male
☐ Female

Month Day Year

- ☐ Yes
☐ No

**Thank you for completing your official
2010 Census form.**

FOR OFFICIAL USE ONLY

JIC1

JIC2

If your enclosed postage-paid envelope is missing, please mail your completed form to:

**U.S. Census Bureau
National Processing Center
1201 East 10th Street
Jeffersonville, IN 47132**

If you need help completing this form, call 1-866-872-6868 between 8:00 a.m. and 9:00 p.m., 7 days a week. The telephone call is free.

TDD — Telephone display device for the hearing impaired. Call 1-866-783-2010 between 8:00 a.m. and 9:00 p.m., 7 days a week. The telephone call is free.

¿NECESITA AYUDA? Si usted necesita ayuda para completar este cuestionario, llame al 1-866-928-2010 entre las 8:00 a.m. y 9:00 p.m., 7 días a la semana. La llamada telefónica es gratis.

The U.S. Census Bureau estimates that, for the average household, this form will take about 10 minutes to complete, including the time for reviewing the instructions and answers. Send comments regarding this burden estimate or any other aspect of this burden to: Paperwork Reduction Project 0607-0919-C, U.S. Census Bureau, AMSD-3K138, 4600 Silver Hill Road, Washington, DC 20233. You may e-mail comments to <Paperwork@census.gov>; use "Paperwork Project 0607-0919-C" as the subject.

Respondents are not required to respond to any information collection unless it displays a valid approval number from the Office of Management and Budget.

ADDITIONAL RESOURCES

Key Census Websites

2010 Census Official Website

www.2010.census.gov/2010census/
The Census Bureau's website presents background information about the Census, schedule of events, various toolkits, promotional materials, information about how to partner with the Bureau, guidelines for how to utilize Complete Count Committees, and news updates. Responsibility for implementing the 2010 census for California is divided between two regional offices. The Seattle office coordinates Northern California activities (www.census.gov/rosea/www/index.html), and the Los Angeles regional office oversees Southern California, including the Central Valley through Fresno (www.census.gov/rolax/www/).

The Brookings Institution

www.brookings.edu/topics/u-s--census.aspx
In-depth research articles and papers on the census can be found at this website, including analysis of the Census Bureau's planning for the decennial census and the impact of an undercount on state and local governments.

The Census Project

www.thecensusproject.org
This website provides weekly updates of census-related news through its Census News Briefs and the posting of relevant news articles. It also has a number of useful Census fact sheets and has launched a blog to keep stakeholders and the public updated with accurate information.

The Funders' Census Initiative

www.funderscommittee.org/funderscensusinitiative
This is a website for an ad hoc working group of national, state, and regional foundations that are committed to stimulating interest in the 2010 census, with a focus on producing an accurate count of hard-to-count communities. The project provides informational updates, outreach, resource development, a funders' toolkit, and one-on-one consultations to help funders support census activities.

Interested funders can join its listserv by contacting Mario Lugay with the Funders' Committee for Civic Participation at mlugay@funderscommittee.org.

Healthy City

www.healthycityca.org
This website provides a highly useful mapping resource for census funders and other California stakeholders to identify regions or neighborhoods with high concentration of HTC residents, as well as nonprofit organizations that may be able to assist with census outreach and assistance. The site allows users to analyze populations at the state, regional, or local levels (down to a census tract) based on the following characteristics:

- Concentration of HTC residents.
- Ethnicity/race.
- Language spoken at home.
- Families living poverty.

Leadership Conference on Civil Rights Education Fund (LCCREF)

www.civilrights.org/census/
This website presents information about how the census affects local communities, including its impact on the allocation of federal funding, redistricting, and the enforcement of civil rights. The website is part of a larger project by LCCREF to provide training, support, and media assistance to local efforts to increase census participation among hard-to-count populations in thirteen metropolitan areas. Partnering organizations in this project include Asian American Justice Center, the NAACP, the National Association of Latino Elected Officials Educational Fund (NALEO), and the National Congress of American Indians. This project plans to hold trainings and work with local partners in the Los Angeles and Bay Area regions to promote census participation.

Nonprofits Count!

www.nonprofitscount.org
A project of the Nonprofit Voter Engagement Network, this website provides information, including best practices, on how nonprofit organizations and human

services agencies can help produce an accurate count of hard-to-count populations. It also offers a census toolkit for nonprofit organizations and regularly-scheduled webinars.

GCIR's Online Resources

www.gcir.org/about/what/ciii/census
GCIR's website provides extensive information and resources to help guide philanthropic investment and leadership in the 2010 census. Some examples include:

- Data points for HTC California counties
- Sample foundation request for proposals
- Contact information for U.S. Census Bureau's regional offices
- website resources

For other information and technical assistance, contact Ted Wang at tedwang@lmi.net.

ENDNOTES

- 1 Brookings Institution. 2009. *Federal Domestic Assistance Allocated on the Basis of Statistics Based on the Decennial Census, U.S. and States, FY 2007*, available at www.thecensusproject.org/factsheets/brookings-factsheet-federal-domesticassistance.pdf (accessed Aug. 19, 2009).
- 2 For a broader list of affected federal programs, go to the Leadership Conference on Civil Rights' website, available at www.civilrights.org/census/your-community/funding.html (accessed Aug. 5, 2009).
- 3 Statement by community advocate at the City and County of San Francisco Census Convening, June 20, 2009.
- 4 Simon, Richard. "California Could Lose a House Seat After 2010 Census," *Los Angeles Times*, July 14, 2009, available at www.latimes.com/news/local/la-me-california-delegation15-2009jul15,0,767047.story (accessed Aug. 12, 2009).
- 5 This list is from the toolkit developed by the national Funders Census Initiative, available at www.funderscommittee.org/funderscensusinitiative.
- 6 Available at www.thecensusproject.org/factsheets/CP-HTC-County-Number-4-20-09.pdf (accessed Aug. 7, 2009).
- 7 The state provided \$4.9 million directly to CBOs and gave millions more to county governments, of which some portion also went to CBOs. Interview with Ditas Katague, Director of California Complete Count, Aug. 19, 2009.
- 8 The Census Bureau's guidelines and recommended practices for Complete Count Committees can be found at <http://2010.census.gov/partners/national-complete-count-committee/> (accessed Aug. 12, 2009).
- 9 Two community foundations—the California Community Foundation (CCF) and The San Francisco Foundation (SFF)—have issued Request for Proposals (RFPs) inviting community-based organizations to submit funding proposals to increase census participation among hard-to-count populations. The two foundations took slightly different grantmaking approaches. CCF provided a relatively small number of grants to larger, intermediary organizations that are expected to collaborate and, in some cases, sub-grant to smaller CBOs. In contrast, SFF plans to provide relatively small grants (under \$10,000) to a wide range of CBOs. Their RFPs and application documents are available at www.gcir.org/about/what/ciii/census/rfp.
- 10 www.census.gov/dmd/www/response/2000response.html (accessed Aug. 19, 2009).
- 11 Bilingual forms will be used in Census tracts where at least 20 percent of the occupied households have an adult who is Spanish speaking and speaks English less than "very well." The Bureau's regional offices have authority to add or remove census tracts for this program. For an explanation of which households will receive bilingual questionnaires, see www.2010.census.gov/partners/materials/inlanguagemaps.php (accessed Sept. 9, 2009).
- 12 Be Counted sites are unstaffed kiosks—located at public agencies, CBO offices, and commercial or retail establishments—that contain census information and questionnaires.
- 13 The Census Bureau has partnered with Scholastic to create a *Census in Schools* program for the 2010 Census. The program will provide educators with resources—including educational materials, teachers' guides, lesson plans for K-12 grade classrooms, and an interactive website that features memory games, state facts, coloring pages, and research projects—to teach students about the importance of the Census. www.census.gov/schools/index.html (accessed Sept. 7, 2009).
- 14 The California State Complete Count Committee plans to have the mail-response rate information at its website. This information also may be available at www.healthycityca.org.
- 15 At a minimum, these telephone lines will be available in English, Spanish, Chinese, Vietnamese, Korean, and Russian.
- 16 General information about the Bureau's hiring practices is available at its 2010 website <http://2010.census.gov/2010censusjobs/> (accessed Sept. 7, 2009), but interested groups should contact their regional office to find out about its hiring schedules.
- 17 www.funderscommittee.org/funderscensusinitiative (accessed Sept. 9, 2009).

Census Glossary of Terms

Here is Nonprofits Count's list of **12 Terms to Know** about the census. If you can't find the census term you're looking for check out the Census Bureau glossary available in seven languages at www.nonprofitscount.org.

The Count

Hard to Count refers to people and communities that have been shown to be most at risk of being missed in the census. The Census Bureau identifies **hard to count** communities according to twelve different factors, including but not limited to housing status, poverty, population mobility, and language spoken at home.

Undercount refers to the number of people estimated to have been missed in a census. For example, a government study of the 2000 Census estimated that about 6.4 million people were not counted. The populations most likely to be **undercounted** were Latino, Native American, children in poverty and populations that corresponded with the hard to count factors identified by the Census Bureau.

Overcount refers to the percentage of people potentially counted twice in a census. About three million people were counted twice in the 2000 Census. The greatest **overcount** is people returning a form from a second home or reporting a college student as living at home who was already counted as living in a college dorm. Students living in dorms on April 1st of the census year are counted at their school.

Census Strategies

Partnership Specialists are Census employees who serve as liaisons to nonprofit organizations, local governments, schools, community organizations, and faith communities. **Partnership Specialists** provide support to these community-based organizations and connect them with resources from the Census Bureau to help ensure their communities get counted.

Complete Count Committees are formed by state and local governments and community organizations to help ensure that their communities get counted. **Complete Count Committees** can be statewide, citywide or neighborhood-based. Anyone can form a **Complete Count Committee** as a means to help their community be counted. Several states have formed Nonprofit **Complete Count Committees**.

There will be 30,000 Questionnaire Assistance Centers ready to open by March 2010 in hard to count areas.

Questionnaire Assistance Centers (QAC) are sites designated by the Census, where community members can receive assistance in filling out their census forms. **Questionnaire Assistance Centers** will be located in hard-to-count communities, generally at a community-based nonprofit or social service agency. There will be 30,000 Questionnaire Assistance Centers ready to open by March 2010 in hard to count areas. The centers are selected by local and regional census offices usually in collaboration with local government officials, complete count committees or nonprofit leaders. Nonprofits can apply to become a **Questionnaire Assistance Center** by contacting their local partnership specialist.

A Be Counted Site is a designated site where community members who did not receive or have lost their questionnaire can get a new census question-

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naire to fill out and submit on site. Additionally, people can drop off their completed census questionnaire at a **Be Counted Site**, rather than mailing it in. **Be Counted Sites** are generally located in hard-to-count communities at a nonprofit or government agency. Unlike Questionnaire Assistance Centers there is not a trained Census person on site to help fill out forms. The **Be Counted** program provides a means for people who believe they have not yet been counted to be included in Census.

Group quarters are facilities such as nursing homes, military barracks, college dorms, group homes, and prisons. **Group quarters** are counted separately by the census on designated days. The administration of the group quarter does the counting and is responsible for submitting a complete and accurate count of their resident population to the census.

Service Based Enumeration (Special Counts of Transitional Populations) is the term used by the census for counting transitional populations such as people experiencing homelessness, people in housing transition or victims of domestic violence. These counts are conducted at service facilities including overnight facilities as well as soup kitchens and mobile food vans. Census counts will also be conducted on designated days at targeted outdoor locations where people experiencing homelessness commonly congregate.

Redistricting

Apportionment is the term used for the process of reallocating the number of Congressional seats a state receives based on Census data. Legislative districts are based on the entire population count of everyone regardless of age or voting eligibility.

Redistricting is the changing of legislative and Congressional boundaries according to census counts in accordance with the principle of one person, one vote set as the constitutional standard by the Supreme Court in the 1960s. All Congressional districts in a state must be *exactly* the same size. State legislative or local districts must also be re-drawn to meet the one person, one vote principle, though here the courts allow a variation of up to plus or minus 5% in population size.

Other

Regional Census Offices manage census operations for several states. There are 12 **Regional Census Offices** throughout the country.

Local Census Offices manage strategic operations within a state, including Partnership Specialists. Each state has at least one **Local Census Office**, and many states have multiple **Local Census Offices**. A total of over 500 **Local Census Offices** will be open by fall of 2009. These will be the primary point of contact for nonprofits interested in participating in the 2010 Census.

American Community Survey is a monthly survey of tens of thousands of households conducted by the Census Bureau to collect more detailed information about American demographics and lifestyles. This survey asks questions similar to the long census form which was included in the last decennial census. Starting in 2010, the Census will no longer distribute the long form, and all households will receive the short form only. The Census is expanding the **American Community Survey** as a more accurate reflection of a rich variety of data.

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