2020 CENSUS STUDENT ACTIVITY

Name _____

Exploring Questions on the Island Area Census

My group's assigned topic is: _____

1. Read the portion about your assigned topic in **Activity Item 1: Information About the Island Area Censuses** with your group. Why is it important that the U.S. Census Bureau ask question(s) about your assigned topic?

2. Look at the data in **Activity Item 2: 2010 Island Area Census Data**. What data point from 2010 (and for your island area) is included in the data set? What do you think this data point means?

3. In your group, follow your teacher's instructions to create a poster that includes information that people should know about why it is so important that your assigned topic is included on the 2020 Census in the Island Areas. Use the data point you found for Question #2 and supporting evidence from the text in **Activity Item 1: Information About the Island Area Censuses** to explain why it is important for the Census Bureau to collect this data.

4. After seeing the posters your classmates created, summarize why it is important for the census to be conducted in the Island Areas.

Home Extension

Take your worksheet home and share the information with an adult. Survey at least one adult at home or in your neighborhood by asking the following questions:

1. What do you think are the benefits of the decennial census in the Island Areas?
2. Who in your home will participate in the 2020 Census?

Activity Item 1: Information About the Island Area Censuses

Answers to the age and date of birth questions are used to understand the size of various age groups and to present other data based on age.

Age data is used for planning and funding government programs for specific age groups. For example, this could include programs for children or for the older population. This data also helps to enforce laws, regulations, and policies surrounding age discrimination in both government and society.

Age Data Helps Communities:

Provide Care to Older Americans

Data on the size of the 60+ demographic helps local officials provide programs and services that support the Older Americans Act by enabling older adults to live safely in their homes and communities. Age data can also be used to inform programs that maintain services to assist older people.

Provide for Needs of Children and Families

Knowing the number and ages of children in families helps communities know how to best support programs that are designed to assist families with children. For example, age data is used to enroll eligible people in programs like Medicaid and the Children's Health Insurance Program.

Education for Children and Adults

Knowing the number of children and adults who depend on certain school services can help communities make long-term building, staffing, and funding decisions.

Ensure Equal Opportunities

Data on the age distribution of a community's population helps the government and communities enforce regulations, policies, and laws against age discrimination.

Questions about a person's journey to work, where they work, how they get to work, when they leave, and how long their journey takes are all used to create data about their commute.

Journey-to-work data is used for infrastructure planning, for transportation locations and services, and for understanding where people travel every day. This data also helps to ensure equitable service for all groups' needs.

Activity Item 1: Information About the Island Area Censuses (Cont.)

On the Island Areas Census, questions about transportation were adapted to align closely with the types of transportation used in the Island Areas. The following categories were added to the question: private van/bus; public van/bus; plane or seaplane; and boat, ferry, or water taxi. Likewise, transportation methods not used in the Island Areas were removed from the question, including: subway or elevated rail; long-distance train or commuter rail; light rail, streetcar, or trolley; and ferryboat.

Commuting Data Helps Communities:

Improve Planning for Transportation

Knowing people's commuting habits—where they commute to and from, what time of day they commute, etc.—helps create transportation plans that are compliant with various environmental, antidiscrimination, and transportation regulations.

Ensure Equal Opportunity

Knowing what method of commuting is most reasonable in a certain area can help communities and businesses with employment planning, as well as helping communities and governments to enforce laws, regulations, and policies against employment discrimination.

Questions about the money people receive from various sources are used to create statistics about income, assistance, earnings, and poverty status.

Government programs need income data to best provide economic assistance for populations in need and to measure economic well-being. Communities use this data in part to determine how food, health care, job training, housing, and other similar assistance programs' funds are distributed.

Income Data Helps Communities:

Provide Adequate Housing

Knowing a household's combined income and housing costs helps communities understand whether housing is affordable or not. Income data can then help communities enroll eligible households in programs designed to assist them if housing is not affordable. This data can help communities qualify for grants from the Community Development Block Grant, HOME Investment Partnerships Program, Emergency Solutions Grant, Housing Opportunities for Persons With AIDS, and other programs.

Activity Item 1: Information About the Island Area Censuses (Cont.)

Provide Older Americans With Assistance

Having data on how many older people within a community live in poverty (combined with other information, such as age and disability status of other family members) can help communities ensure that their residents receive appropriate assistance.

Aid Children and Families

Household income data, in combination with data on the number and age of children in families, health insurance status, and poverty status, can help communities enroll eligible families in programs that can assist them. Income data is used for programs such as Medicaid, the Child and AdultCare Food Program, and Head Start.

Educate Children and Adults

Knowing the number of children and adults who depend on certain school services can help communities make long-term building, staffing, and funding decisions. Data about household income, in combination with data on family composition, poverty status, school enrollment, disability status, and language spoken at home, helps schools understand their students' needs and helps schools qualify for grants that fund programs for students with additional needs, including free/reduced-price school lunches.

Plan Community Development

Knowing the income, employment, housing costs, and more about residents enables communities to qualify for loan and grant programs designed to help improve the economy, improve housing, run job-training programs, and more.

Questions about whether a person speaks a language other than English at home, what language they speak, and how well they speak English are used to create statistics about language.

Language data informs government programs for both adults and children who do not speak English well. This data also ensures that information on public health, law, regulations, and safety is communicated in languages that community members can understand.

Activity Item 1: Information About the Island Area Censuses (Cont.)

Data on Languages Spoken at Home Helps Communities:

Educate Children

Knowing how many children and youths have limited English-speaking abilities helps in understanding how many depend on school services and helps school districts make long-term staffing and funding decisions.

Ensure Equal Opportunity

Along with housing and employment information, data on languages spoken by people in the community helps the government and communities enforce laws, regulations, and policies against discrimination based on national origin.

Understand Changes

Researchers, advocacy groups, and policymakers have an interest in data on whether people who speak languages other than English have the same opportunities in employment and home ownership as those who speak only or primarily English. For example, language data can be used with age and ancestry data to address language and cultural diversity needs in health care plans for the older population.

Questions about whether a person is attending school or college, the highest level of education the person has completed, and the field of any completed undergraduate college degrees are used to create data about education.

These statistics are used to analyze the needs and characteristics of school-age children and to help understand the continuing education needs of adults.

Data on School Enrollment, Educational Attainment, and Undergraduate Field of Degree Helps Communities:

Ensure Equal Opportunity

Knowing more about the characteristics of people enrolled or not enrolled in school helps the government and communities enforce laws, regulations, and policies against discrimination in education (Civil Rights Act).

Activity Item 1: Information About the Island Area Censuses (Cont.)

Educate Children and Adults

Knowing the number of children and adults who depend on certain school services can help communities make long-term building, staffing, and funding decisions. Having data on the educational attainment of workers compared with the educational attainment of those seeking employment, combined with data on age, sex, race, Hispanic origin, disability, and other topics, helps federal agencies, private employers, employment agencies, and labor organizations enforce nondiscrimination in employment (Civil Rights Act of 1964).

Source: U.S. Census Bureau

Activity Item 2: 2010 Island Area Census Data

2010 Census American Samoa Data

Data Topic	2010 Census Data
Age	Median age (years): 22.4
Commuting (Journey to Work)	Mean travel time to work (minutes): 34.5
Income (in 2009)	Median household income: $23,892
Language Spoken at Home (percentage of population 5 years and over)	English only: 3.9% Pacific Island languages: 94.3% Asian languages: 1.4%
Educational Attainment	High school graduate or higher (percentage of population age 25 years and over): 82.1%

Source: U.S. Census Bureau, 2010 Census, American Samoa

2010 Census Commonwealth of the Northern Mariana Islands Data

Data Topic	2010 Census Data
Age	Median age (years): 33.4
Commuting (Journey to Work)	Mean travel time to work (minutes): 12.7
Income (in 2009)	Median household income: $19,958
Language Spoken at Home (percentage of population 5 years and over)	English only: 17.0% Pacific Island languages: 67.0% Asian languages: 14.1%
Educational Attainment	High school graduate or higher (percentage of population age 25 years and over): 82.4%

Source: U.S. Census Bureau, 2010 Census, Commonwealth of the Northern Mariana Islands

Activity Item 2: 2010 Island Area Census Data (Cont.)

2010 Census Guam Data

Data Topic	2010 Census Data
Age	Median age (years): 29.5
Commuting (Journey to Work)	Mean travel time to work (minutes): 21
Income (in 2009)	Median household income: $48,274
Language Spoken at Home (percentage of population 5 years and over)	English only: 43.6% Pacific Island languages: 48.9% Asian languages: 6.3%
Educational Attainment	High school graduate or higher (percentage of population age 25 years and over): 79.4%

Source: U.S. Census Bureau, 2010 Census, Guam

2010 Census U.S. Virgin Islands Data

Data Topic	2010 Census Data
Age	Median age (years): 39.2
Commuting (Journey to Work)	Mean travel time to work (minutes): 21.1
Income (in 2009)	Median household income: $37,254
Language Spoken at Home (percentage of population 5 years and over)	English only: 71.6% Spanish or Spanish Creole: 17.2% French and French Creole: 8.6% Other Languages: 2.5%
Educational Attainment	High school graduate or higher (percentage of population age 25 years and over): 68.9%

Source: U.S. Census Bureau, 2010 Census, U.S. Virgin Islands