

CENSUS 2000/LULAC Speech
Q&A
February 14, 2000

GENERAL

Q: What is the President announcing today?

A: In 1990 there was an estimated 8.4 million people not counted – many of which were children, minorities, and low-income individuals. Today the President is announcing several new steps to encourage full participation in the 2000 Census, which include: the launching of a "Census in Schools" Challenge; emphasizing that census information is strictly confidential; and directing federal agencies to step up their activities in support of the Census. The President will also announce that the White House webpage will have a link to the Census 2000 webpage so that teachers and other members of the public can access a "Census in the Schools" program kit and access other important information.

Q: Why is the President making these announcements?

A: Historically, children, minorities, immigrants, Native Americans and low-income individuals have been undercounted by the Census. The President's announcements encourage full participation in Census 2000, and seek to increase participation in the census by these groups, which in the past have been undercounted.

Q: How do you know that there were inaccuracies in the 1990 Census?

A: After each decennial census, the Bureau conducts a quality check using statistical sampling to evaluate its conventional counting accuracy. According to the Bureau's check, the 1990 census missed 8.4 million people and overcounted an additional 4.4 million. The Bureau also determined that a disproportionate number of people missed in the 1990 census were children, minorities and low-income individuals.

CENSUS IN SCHOOLS PROGRAM

Q: What is the goal of Census in Schools program?

A: Census in the Schools is designed to help students understand the importance and benefits of the census, to promote awareness, to encourage greater participation in the national census at the local level, and to improve the accuracy of the census.

Q: Why is Census in Schools Challenge important?

A: Census in Schools challenge is important to ensure that children are counted. In 1990, 2.1 million people under age 18 were never counted in the census numbers. That's over half the total net undercount of 4 million people. Yet children make up only one quarter of the total population. Many of the children not counted were living in families which returned forms but the person filling out the form simply neglected – for various reasons – to record all the children in that household. About 53.4 million children are enrolled this spring in the nation's 111,000 public, private, parochial, tribal and other schools from kindergarten through high school. To date, more than ONE MILLION Census 2000 teaching kits have been ordered by educators. These kits include a 24-page teaching guide, six census-related, grade-specific lesson plans, and a large wall map, which can be used with the lesson plans and displayed year round. Take-home materials – both in English and Spanish – are timed for use in March. Reproducible letters to parents are also available in the six languages of the questionnaire – English, Chinese, Korean, Spanish, Tagalog, and Vietnamese. We're also targeting schools for American Indians, migrant children, Head Start children, adult education and ESL programs. We have asked the Congress, with whom the Census Bureau has partnerships, to sponsor Census in Schools events during the week of February 21-25, 2000. Congressman Miller (R-FL) and Congresswoman Maloney (D-NY), the ranking members on the Census subcommittee, have already held events in their districts.

CONFIDENTIALITY

Q: How is the privacy of the respondents protected?

A: By law, Census Bureau employees cannot share your answers with the IRS, FBI, INS, or any other government agency, and violation of this law is punishable with a \$5,000 fine and five-year prison term.

Q: What is the Census Bureau doing to make sure that individuals know that the Census 2000 is confidential?

A: The Census Bureau is launching several efforts to reinforce that information collected by the Bureau is confidential. Today, for example, the Census Bureau is releasing three public service announcements to promote confidentiality, which are in partnership with Major League Baseball and the Players' Association and feature Barry Bonds of the San Francisco Giants, Derek Jeter of the New York Yankees and Ivan Rodriguez of the Texas Rangers. In addition, eight confidentiality posters will be distributed throughout the country. One is directed at American Indians, four at Asian groups, one in Spanish and English for Hispanics, one aimed at African Americans and one for a general audience. At least 15 other commercial and cable television outlets have shown interest in running the ads. The Census Bureau's paid advertising campaign also has produced ads for television and radio that touch upon the confidentiality theme.

IMMIGRATION

Q: What steps is the Census Bureau taking to reach out and encourage undocumented immigrants to fill out the census form?

A: The Census counts every one living in this country, regardless of immigration status. We recognize that undocumented immigrant communities will be particularly difficult to enumerate. The Director of the Census Bureau has spoken with Commissioner Meissner at the INS. She is fully committed to working with us to make sure that the Census is the most accurate ever. The Census Bureau is also working closely with community partners, including the clergy, to help spread the word that the Census is for everyone and that any information given is strictly confidential.

Q: Is the Immigration and Naturalization Service (INS) planning to declare a moratorium during the census?

A: The INS fully supports the efforts to ensure full participation in Census 2000 and will soon issue a directive to INS field offices that is similar to the directive issued during the census in 1990 that will reiterate the INS support of the census efforts and to ensure that their activities do not interfere with census efforts.

Q: Will the Census Bureau be hiring non-citizens to work on the census?

A: Yes. In fact, we have more than a thousand non-citizens (1035) working for Census 2000 and we have more than 70,000 (72,771) non-citizens in our applicants pool. (Data from 2/6).

[Because of restrictions in federal appropriations law, the Census Bureau's ability to hire non-citizens is limited. However, because of various exemptions in that law, most non-citizens who are legally authorized to work in the U.S. are eligible to work on the Census. Having access to this pool of workers is particularly important in the current economy with its record low unemployment rates. Moreover, because of the large foreign born population in this country, we believe the Census Bureau will need to hire qualified non-citizens who are legally authorized to work in the U.S. to reach linguistically isolated immigrant communities.

OUTREACH

Q: What is the Census Bureau doing to promote Census 2000?

A: The Census 2000 Partnership and Marketing Program is a multi-faceted effort to remind the general population about the census, educate those members of the public who do not understand the purpose of the census and its significance to their communities, and motivate them to complete and return their census questionnaires. The Census Bureau recognizes that different segments of the population respond in different ways and with

different levels of trust and willingness to participate in the census. The Partnership and Marketing Program incorporates five components designed to reach these populations in the manner most appropriate to each. Together, these components provide many vehicles to reach people many times - in the places where they live, work, go to school and play.

The five components of the Partnership and Marketing Program are:

- The establishment of partnerships with state, local, and tribal governments, community groups, advocacy groups, labor unions, trade and professional associations, service organizations, religious organizations, schools, youth groups, stores/local businesses, chambers of commerce, and media organizations.
- A direct mail campaign designed to draw attention to the Census questionnaire when it arrives in people's mailboxes.
- A paid advertising campaign to generate awareness about Census 2000 via print, broadcast and outdoor advertising.
- A media relations campaign to encourage positive, informative coverage emphasizing the importance of responding to the Census.
- Promotions and special events to provide fun, educational activities in communities and schools, particularly in hard-to-enumerate areas.

Examples of the many opportunities for partners' participation in the census include having local governments participate in the compilation of address lists; sponsoring workshops, conferences, speaker bureaus, and community meetings; developing and distributing materials to constituents/clients/members endorsing the census and explaining the importance of participating; generating positive media coverage about the census; recruiting community members to work as address listers, enumerators, and Questionnaire Assistance staff; donating space, such as space for training and Questionnaire Assistance Centers; and providing advice and support to the Census Bureau on the development of data collection strategies, particularly with regard to hard-to-enumerate populations.

Q: What is the Census Bureau doing to reach non-English speakers?

A: Those households who receive the census form in the mail will have the option of requesting the questionnaire in Spanish, Chinese, Korean, Tagalog, or Vietnamese. Those individuals or households who believe that they were not included on a form or did not receive a form can use the Be Counted questionnaires that will be available in public areas. The Be Counted forms will be printed in English, Spanish, Chinese, Korean, Tagalog, and Vietnamese. Language Assistance Guides are also available in 49 languages (Albanian, Amharic, Arabic, Armenian, Bengali, Burmese, Cambodian, Chamorro, Chinese, Creole, Czech, Dari, Dinka, Dutch, Farsi, French, German, Greek,

Hebrew, Hindi, Hmong, Hungarian, Ilocano, Italian, Japanese, Korean, Kurdish, Laotian, Polish, Portuguese, Romani, Romanian, Russian, Samoan, Serbo-Croatian [both alphabets], Slovak, Somali, Spanish, Swahili, Tagalog, Thai, Tibetan, Tigrinya, Tongan, Ukrainian, Urdu, Vietnamese, Yiddish). And, multilingual assistance will be available in Walk-In Questionnaire Assistance Centers throughout the country.

SAMPLING/REDISTRICTING

Q: In light of the Supreme Court ruling, why does the Census Bureau still intend to use sampling?

A: The Supreme Court ruling only prohibits the use of statistical sampling for purposes of apportioning seats among the states in the U.S. House of Representatives. We believe the Supreme Court affirmed the use of sampling for all non-apportionment purposes, which would include allocating federal funds and providing data to the states for redistricting.

Q: A handful of states have passed resolutions blocking the use of adjusted data for redistricting. What is the Administration's position on these actions?

A: The Census Bureau is working to produce the most accurate Census data possible. And we believe the adjusted data will be the most accurate. If that is the case, we would hope that the States would decide to use the most accurate data.



● **Eugenia Chough**

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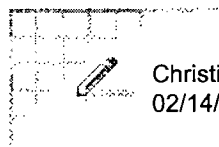
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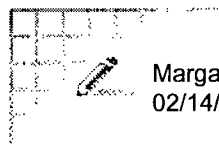
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THE WHITE HOUSE

Office of the Press Secretary

Fo

r Immediate Release

February 14, 2000

REMARKS BY THE PRESIDENT
AT HISPANIC AMERICAN ACHIEVEMENT CEREMONY

The East Room

12:09 P.M. EST

THE PRESIDENT: Thank you very much, ladies and gentlemen. Well, thank you, President Rick Dovalina. Elvia Morales, thank you very much for reminding us of why we're all here working every day. She did a fine job, didn't she? I was very proud of her, thank you. (Applause.)

I thank the students from Cesar Chavez Public Charter High School for Public Policy for joining us, and their teachers and principal. Thank you all again for being here, and good luck to you. (Applause.)

I'd like to thank Senator Chuck Robb from Virginia, and Congressman Sylvestre Reyes from Texas, for joining us today. Thank you very much, gentlemen. (Applause.) I want to thank our Secretary of Energy and my dear friend, Bill Richardson, for the wonderful statement that he made in opening this meeting today.

I thank all the people of our administration who are here, but I would like to especially acknowledge by Deputy Chief of Staff, Maria Echaveste -- (applause) -- my Assistant to the President who deals with all the governors, mayors and half the headaches in America, Mickey Ibarra. (Applause.) Administrator of the Small Business Administration, Aida Alvarez. (Applause.) And you've acknowledged already Army Secretary Louis Caldera, who's here. (Applause.) The President of the Overseas Private Investment Corporation, George Munoz. (Applause.) The Chairwoman of the EEOC, Ida Castro. (Applause.) And the Director of the Selective Service Commission, Gil Coronado. (Applause.) And there are other present and past members of the administration here. I thank you all.

I have, before I begin -- and I know you'll all forgive me, because they, too, are part of our American family -- I have to say that I am very saddened by the terrible loss of life and the other damage which occurred as a result of the tornadoes which swept Georgia early this morning. And we're working with the Federal Emergency Management Agency, which is already there and providing me with regular updates on the situation.

I know that all Americans join me. Let me say, my home

state very often had the largest amount of tornado damage in the country in any given year, and the loss of life in Georgia this morning is unusual, and terrible. And I ask for your prayers for those people today.

Let me also say, I am deeply touched by this beautiful award. I have always said that the President's job was reward enough, and no one should give the President an award. And you always have to check your pulse to make sure you're still living, when you get an award, if you're in my business. (Laughter.)

But having said that, I accept it and I am delighted to have it, because this has been a lifetime passion of mine. Bill Richardson talked about the people I met in Texas 28 years ago. I was born in a little town in southwest Arkansas which now has one of the federal migrant centers there, because it's on the way that people come up from Mexico through south Texas and then go all the way up the Mississippi River in their migrant work, all the way to the cherry crop in Michigan.

When I went to Texas 28 years ago, in addition to meeting impressive people, I always begged to be permitted in my work to go to San Antonio and to the Rio Grande Valley. And I just went back to the Rio Grande Valley last week. When I went there as President I found that I was the first elected President to go to the Valley since Dwight Eisenhower, 40 years before. I have been there three times because -- (applause) -- partly to help the people there who are doing so well -- it's now the third fastest growing area in America, population wise, and they're lifting themselves up; and partly because I want the rest of America to know about their contributions and, generally, the important role that Latinos are going to play in 21st century America.

I also want to say that more than any other person in America, the President accomplishes nothing on his own and would be nothing without all the people who help. So this award really belongs to all the people in this administration, especially my Hispanic appointees whom I've mentioned, and two who once were here who aren't anymore -- Federico Pena and Henry Cisneros -- I thank them for what they did. And I'd like to say a special word of appreciation also to the Vice President, who has done so much, through the Empowerment Zone program and in so many other ways, to lift the lives of our Hispanic Americans. And I thank him for that. (Applause.)

I would like to thank all the LULAC members who are here, and all the members of the National Hispanic Leadership Agenda who are here -- and for all you are doing to try to help forge unity among the great diversity within Hispanic America, something many Americans don't know enough about. For all the differences of ethnicity, national origin -- and occasionally even a difference of opinion -- Hispanics in this nation are united by common values of faith, family, hard work; by a common vision of a unified future.

When I became President seven years ago, America was already a very diverse country -- not nearly so much as it is today. It was clear to me then that we had to go beyond the kind of divide-and-conquer politics which had dominated our country for many years; that if we could make a virtue of our diversity -- if we could not only tolerate one another, but celebrate and honor one another -- it would be America's meal ticket to the globalized information society of the 21st century.

And so we have worked for seven years, as your President said, for a society in which there is opportunity for all and responsibility from all, and a community of all Americans. And it is working. We have the strongest economy we have ever had, with the lowest Hispanic unemployment rate in history, as you pointed out; a 20-year low in poverty; over 2 million fewer children in poverty; the lowest welfare rates in 30 years, the lowest crime rates in 30 years. We are moving forward.

But what I would like to say to all of you is that in my judgment -- and I say that as a person who is no longer running for any office, but a person who looks on these children as America's children -- we have only scratched the surface of our potential as a nation. And we have only scratched the surface of the potential of our young people. And we have only scratched the surface of what we can do because of our increasing diversity.

Therefore, it is more important even than it was seven years ago when I took office, in a time of stagnant economy and social difficulty and political gridlock, it is more important now -- now that we know we can do better, now that we know we're moving forward -- that we understand clearly we have only scratched the surface; and that we resolve to say we have only begun to meet the big challenges and seize the big opportunities that are out there for our country and especially for this generation of young Americans in the new millennium.

I would like to mention some of them, but begin by saying we have a special opportunity in this year, as we do every 10 years, but since we just changed centuries it's particularly momentous, to begin by getting an accurate picture of precisely who we are as a nation and what we are becoming. That's why I want to say a few words about the vital importance of the census in 2000. It begins next month.

In the 1990 census, 8 million children were uncounted -- 8 million people were uncounted and over a quarter of them were children. Parents with limited English often failed to include their children on the forms, or left them out for fear that landlords or housing officials might learn their families had grown, not realizing the information on census forms is totally confidential.

Now, if we believe everybody in our American community counts we've got to make sure everyone is counted in this year's census. It's important for the federal investments that are made in states and communities -- yes, that's one reason it's important. It's important for the drawing of congressional district lines and the allocation of representation in Congress. But it is also important because it gives us a picture of where America is, and we compare it with where we were 10 years ago, we can see where we're going.

I must say, as a public official, I found the 1980 and the 1990 census documents extremely important in showing, among other things, the profound impact of education on income for younger workers. If you compare the 1990 census with the 1980 census, it shows you more grippingly than any other study can, how important it is for us to get our young people not only out of college, but in 1990 through -- out of high school -- but through at least two years of college if we expected them to get jobs with growing incomes.

And what this 2000 census will show is how important it is not only to make two years of college, but four years of college available to all the young people in America. These are the kinds of things you learn in the census, because behind all those numbers there are real lives and real life stories. And when you put them all together you see the patterns emerge. This is a profoundly important issue; if we want to make good decisions about where we're going, we first have to know exactly who we are.

Now, we have, to try to do better in this census, launched a program called "Census in the Schools," that will provide classroom teachers with lesson plans and other materials to encourage children to tell their parents to fill out the forms, to include information on the whole family; and to make it clear that no one outside the Census Bureau -- not even other government agencies -- can ever see the information included on the census forms. If every American knew just those things, I believe more Americans would be counted.

Today, I am glad to announce that over 1 million classrooms already have committed to using this "Census in the Schools" material. More orders are coming in every day. I'm also pleased to announce the Census Bureau today is launching three new public service announcements to get that message out, again that all the census information is strictly confidential. The announcements feature three of my favorite baseball players -- Barry Bonds, Derek Jeter and Ivan Rodriguez. Thank you for doing that.
(Applause.)

I also want to congratulate Dr. Ken Pruitt, the Census Bureau Director, and his staff for their hard work; and to say a special word of thanks to the Census Monitoring Board members I appointed, including Cruz Bustamonte and Gil Casellas. Thank you

very much for what you have done. Thank you, Gil. (Applause.)

Now, let me just say briefly a few words about the other things we have to do if we want to do more than scratch the surface of our potential. I just presented my budget to the Congress last week. The budget contains a lot of new investments, some of which were mentioned. It also, however, continues to pay our debt down. And there's a lot of controversy about that. Some people are saying, well, isn't it enough that you got rid of the deficit; why are you paying the debt down?

So I want you to know why I hope all of you will support not only investing more money in education and in health care and in the environment and in new jobs, but also paying the debt down. Because if we pay the debt down, every working family in this country with a home mortgage, a car payment, a college loan payment, will have lower interest rates. Every struggling small business in America will be able to borrow money at lower cost to expand. And these children, when they become adults, will be able to finance whatever they have to finance at a lower cost than would otherwise be the case if we get the government out of the business of borrowing, so there is more there for the private sector, and for individuals citizens. Just think of it. We could be out of debt for the first time since 1835. (Applause.)

There's something else I want to say. Even though the primary beneficiaries of this endeavor are the young, it is also important that we do this in a way that takes the benefits of debt reduction and secures Social Security and Medicare for the time when the baby boomers retire, so that we will not impose unbearable burdens on our children and our grandchildren.

When we all retire, those of us in the baby boom generation, the people born between 1946 and 1964, there will only be about two people working for every one person drawing Social Security. It is, therefore, imperative that we begin now -- not later, now -- to prepare for that day. And because we are fortunate enough to have a strong economy, we can know if we do the right things today that these children will not have to worry about raising their children because they can't afford to do that and take care of their parents. So that's another very important thing we have to do.

We have the opportunity to meet the challenge of the aging of America. And the older I get the more I see that as a very high-class problem. (Laughter.) That is a good problem. But it can only be good if our children have greater opportunities than we do, not fewer.

A couple of other things I would like to mention that I think are very important -- you were kind enough to say that in 1993 the Congress, by the narrowest of margins, passed a big deficit reduction package that also gave tax relief to 15 million

working people -- and a lot of them were Latinos-- through what is called the Earned Income Tax Credit. It is a good program because it basically gives money back, of taxes, to lower income working people, particularly with children.

I have proposed another big expansion of that, which would help a lot of Hispanic families. It would give more money to families where both the mother and the father are working. It would give lots more money to families that have more than two children. You've talked about coming from a large family -- I think this is very important. The way that program works now, it virtually punishes working families that have more than two children at home. I think we ought to keep such families together and reward them and help the parents to succeed. So I hope you will help me to expand that. (Applause.)

I hope you will help me to get another increase in the minimum wage. (Applause.) And I hope that you'll help me with these education programs. My budget would give us enough funds to give after-school and summer school programs to children in every school that's under-performing in the entire country. That's a huge, huge advantage. (Applause.)

Of all the ethnic groups in America, the percentage with the highest -- the group with the highest percentage of people without health insurance are Hispanic Americans. Over 40 million Americans still have no health insurance -- more than there were in 1993 when I took office -- in 1994 -- when I tried to find a way to provide coverage to everyone.

We passed a couple of years ago the Children's Health Insurance Program, which gave states the ability to insure children who came from families who were not poor enough for Medicaid, but not well enough off to afford private health insurance. We now have 2 million children in that program. We'll soon have somewhere between 4 million and 5 million, as we get them all enrolled.

The Vice President has made a suggestion that I embraced in the State of the Union to allow all their parents to be enrolled, as well. (Applause.) If we did that, we could insure about 25 percent of all the uninsured people in America. And, keep in mind, we're talking about working people here. We're talking about people that get up every day, for very modest earnings, and they pay their taxes, they obey the law, they raise their kids and do the best they can and they cannot afford health insurance. And with one simple action, we could insure 25 percent of the people in America who don't have health insurance. So I hope you will support that.

And then our Hispanic Education Action Plan was mentioned earlier. This budget has over \$800 million more for that, to try to get tutoring and after-school and mentoring programs specifically targeted at Latino children -- to help them meet

higher standards, to help them finish high school, to help them go to college.

Now, why is that important? Well, you heard Elvia's story. And if I could have anything come out of this ceremony today, by the way, it would be her story, not my speech. Why? Because think of all the obstacles she had to overcome -- back and forth to Mexico; this in Spanish, this in English. You know, you hear a lot of people preach about what our children should learn and how everybody ought to learn in English, and I believe that and all that. But they don't think about the practical problems.

Remember the story this young woman told of her life. She has had a heroic journey, to have a degree from a four-year institution that's a fine institution of higher education. And she did that. Doubtless, she had a lot of support along the way, as she said. But it was still -- I mean, it took my breath away to think she's telling the story of her life. She's got one more hurdle she has to leap over.

And I'd far rather people remember her life story than anything I say today -- first, because it should inspire these children and people like them all across America. And second, because it would remind people, in the Congress and in other places where we have responsibility, that it's all very well to tell our young people they should be responsible citizens, but when they're doing the best they can, the rest of us need to pitch in and help them, and we need to give them more support. (Applause.)

I will say again, this is the most sobering thing -- I am glad we continue to be a nation of immigrants. The largest group of immigrants still coming to America are people whose first language is Spanish, although they are increasingly a diverse lot, as all of you know.

Because so many of our children in our schools are first generation immigrants, we have the continuing frustrating problem that the dropout rate in high schools is far, far higher among our Hispanic children than among any other group. Last year we reached a milestone; for the first time ever high school graduation rates of African Americans was more or less equal to the high school graduation rate of the white majority. That's a great step forward. We should be proud of that. (Applause.)

But the dropout rate among Hispanic children is still high. Why? A lot of them are still quitting to go to work to support their families. An enormous number of others still have serious language problems. One of the most important things we've tried to do in the last few years is to make sure all of our kids who are in our schools can read independently by the end of the 3rd grade. We have a thousand colleges sending tutors into the schools now.

I noticed Jim Barksdale, a Silicon Valley executive, the founder of Netscape, put over \$100 million into a foundation at the University of Mississippi the other day to do nothing but teach people to make sure they could teach our young people to read -- because when children get to junior high school or middle school, as it's commonly called now, and they can't keep up, a lot of people drop out because they're bored stiff because they're not fluent in the language enough to keep learning the material.

So I say to you, remember Elvia's story. It shouldn't be that hard. She was great, but it shouldn't be that hard. We've got to do more to keep all our children in school, get them out of high school, get them on to college. That's what this Hispanic education effort is all about.

And the last point I want to make is while we've seen a big drop in welfare rolls, and a significant but not nearly large enough drop in child poverty, we have to recognize that there are still lots of people in places this economic recovery has left behind. That's why I want to expand the number of empowerment zones and enterprise communities and give people more incentives to invest in them. That's why I'm trying to pass this big New Markets Initiative, to give Americans the same incentives to invest in core areas in America they get to invest in core areas in Latin America, Africa and Asia. I want people to invest overseas, but we ought to give them the same incentives to invest in under-developed areas right here in the United States, and give our people an opportunity, too. (Applause.)

So these are some of the things that I hope we will do. I hope the Congress will also agree to invest more funds in the education of immigrants to teach them English, to teach them civics, to support them.

And finally, let me say I want to thank those of you who are from Puerto Rico who came up to me today and talked to me about that. I have, ever since I ran for President, been committed to allowing the voteless citizens of Puerto Rico the right to chose for themselves the ultimate status of the island. (Applause.) And again, I have included resources in my budget for them to do that, and I ask Congress to look at this, and to stop walking away from this. We cannot -- we cannot -- continue to pretend that there is any other ultimate resolution to this, and to the difficulties that continue to arise, other than letting the people of Puerto Rico decide for themselves.

And I have also done what I could to empower the residents of Vieques to decide for themselves whether the Navy training there should end in 2003. We ought to be a good neighbor, and they ought to be able to decide. And we ought to be able to work around whatever decision they make.

Now, let me just mention one other big issue to me. Bill

Richardson and Rick Dovalina were kind enough to refer to all the Hispanic Americans who have served in this administration. And I'm proud of that. A big part of them, who cannot be here today, because they are otherwise occupied, are those whom I have appointed to federal judgeships. And unlike me, they are not term-limited. They get to stay a long time. Almost half my total appointees are women or minorities. And yet, these appointments have garnered the highest percentages of top ratings from the ABA, the Bar Association, in 40 years.

Now, one of my frustrations as President right now is that I'm having a hard time getting all these candidates processed and voted on by the Senate. There are three first-rate Hispanic judicial nominees that the Senate has not voted on yet, and I want to call their names, because I want you to know who they are: Judge Julio Fuentes, for the Third Circuit; a distinguished civil litigator from Texas, Enrique Moreno -- a graduate of Harvard and Harvard Law School, well qualified by the American Bar Association has still not been given a hearing by the Senate Judiciary Committee -- better qualified academically than many, many judges who have been appointed by all previous Presidents of both parties.

And Judge Richard Paez, for the Ninth Circuit. He is a sitting federal judge. He has finally been promised a vote in March. But he has been waiting -- listen to this -- for four years for the Senate to vote on him. I nominated him four years ago.

Now, why is that? Because some people don't want these folks on the court, but they don't want you to know they don't want them on the court, because then you may not want them in the Senate. (Laughter and applause.) Now, this is not rocket science; this is what's going on. So if you don't want somebody on the court, but you don't want the folks back home to know you don't want them on the court, you just arrange for there never to be a vote.

It's not right. That they think that they're too progressive, they ought to stand up and vote them down. But they ought to -- it's time to stop patronizing people or insulting them by playing games with them. Just vote them up or down. They're entitled to it and they can take it. We can all take it. But when good people agree to submit themselves for federal service -- and they are good people and they are not disqualified by the investigation, they're elevated by the investigation, they are entitled to be voted up or down. And I ask you to help us. (Applause.)

Now, again I want to say, I hope that all of you when you leave here will remember that, even though the President should never get awards, I'm tickled to get this one. (Laughter.) I hope you will remember the story of Elvia Morales's life, and try to replicate it. I hope you'll remember these children who came

to join us today from the Cesar Chavez Charter School. And I hope you will remember that we have just scratched the surface of what their lives, and our life as a nation, can be.

Thank you very much. (Applause.)

END

12:40 P.M. EST

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Ballplayers seek to allay fears of census misuse

By August Gribbin
THE WASHINGTON TIMES

The Census Bureau has called on big hitters — baseball's Ivan Rodriguez, Barry Bonds and Derek Jeter — to allay people's fears that information they soon will be asked to put on census forms will be used against them.

The baseball stars volunteered their time to make a series of slick 30-second TV spots assuring the public that as Mr. Bonds puts it in an ad:

"In baseball, everyone knows your stats. On the census, no one does. Fill out your census form. Your answers are confidential."

Major League Baseball, the players association and Sports Illustrated magazine anted up production costs for the public-service announcements, which the bureau yesterday previewed for the news media.

The ads will begin airing later this month in the course of National Basketball Association games on NBC, on local television stations, on 15 cable networks, and on scoreboards in 25 of the 28 major league stadiums from opening day through May.

The announcements supplement a series of paid announcements that deal in part with the confidentiality issue. Together, the paid and public-service announcements address one of the most stubborn problems the Census Bureau faces in its attempt to get a complete and accurate head count.

Officials hope the messages of Mr. Rodriguez, the Texas Rangers catcher and the American League's 1999 Most Valuable Player; Mr. Jeter, the New York Yankees shortstop; and Mr. Bonds, the San Francisco Giants' left fielder, might be more persuasive than census officials' repeated insistence that individual census data is never released.

Officials say some people believe census data might be released to the Immigration and Naturalization Service, the Internal Revenue Service, the FBI, local police or even landlords. That assumption haunts millions — especially illegal aliens and immigrants from lands with repressive governments.

"Many other Americans are also skeptical about census confidentiality. But they don't care. They believe the information they provide is innocuous. Yet we can't emphasize enough that the census information is confidential. We pledge that. It's against the law to release the data and there's a fire wall between our statistical data and all government enforcement agencies," says Kenneth Prewitt, Census Bureau director.

Mr. Prewitt asserts the Census Bureau has a record of refusing to release data.

As an example, he cited the case of President Truman, who while in office, had his White House living quarters remodeled. The president had to live elsewhere temporarily. Secret Service agents went to the Census Bureau seeking data indicating where the most secure neighborhood might be. The bureau refused to cooperate. The Secret Service obtained an injunction. But the bureau wouldn't budge and eventually the matter was dropped.

Mr. Prewitt contends, "The proof of census confidentiality lies in the fact that since 1790, no one has ever come forward, declaring they were injured by participating in the census.

"I repeatedly invite any who can say they were damaged by participating in the census to do so. No one ever does. There is no one."

INS Delays Activities to Ease Fears Of Census *Plan Is to Boost Immigrant Count*

By D'VERA COHN
Washington Post Staff Writer

The Immigration and Naturalization Service will order its agents to postpone routine enforcement actions that would interfere with the taking of the 2000 Census in the spring, an effort aimed at reassuring illegal immigrants and others that it is safe to be counted, officials said yesterday.

The soon-to-be-released guidance to agents is part of a broad campaign to persuade reluctant, fearful and suspicious Americans to comply with the census as officials seek to reverse a long-term trend toward lower participation.

Ken Elwood, deputy executive associate commissioner for field operations of the INS, said the agency is drafting a statement telling agents to "stay away from those areas during the time the census is being conducted."

Agents will postpone action on routine, discretionary cases—for example, a raid on an employer—if they find that census workers will be in the area or a census event is scheduled, he said. But the agency will not stop work on cases involving national security, wanted felons or public safety—for example, raids on houses where people are held hostage.

The orders to agents will not be as strong as those sought by immigration advocacy groups, which pressed for a nationwide moratorium for a set period. Elwood said the agency's policy will be similar to the one used during the 1990 Census, but that this time immigration officials would coordinate better with census officials.

Elwood also emphasized that the immigration agency does not want to see information from individual census forms, which is against the law.

"It's clearly our aim to do everything we can to make sure this is the best census ever, and that we do absolutely nothing that will interfere in the census process," Elwood said.

As part of its confidentiality campaign, officials yesterday unveiled television advertisements by three well-known baseball players—Barry Bonds, Derek Jeter and Ivan Rodriguez. The high-profile athletes emphasize that they are not afraid to fill out census forms because the information they provide is confidential.

The 30-second ads will be shown on at least one major network, NBC, as well as on many cable stations and electronic scoreboards at most major league baseball stadiums. The players donated their time for the ads.

In a speech to the League of United Latin American Citizens yesterday, President Clinton also assured Americans that "information on census forms is totally confidential."

"Now, if we believe everybody in our American community counts, we've got to make sure everyone is counted in this year's census," the president said.

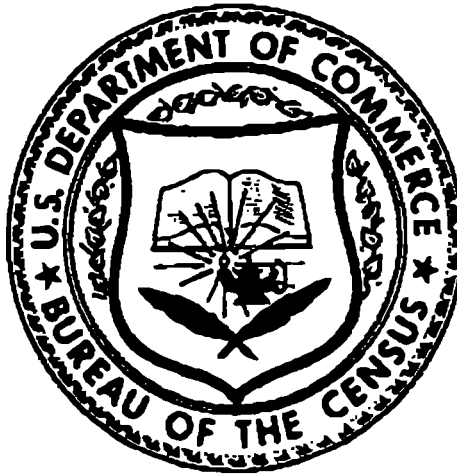
Census Director Kenneth Prewitt said most Americans lump census information with other government data and assume all of it is not private. While most people fill out their forms anyway, Prewitt estimated that 3 percent to 4 percent of Americans—a disproportionate number of them minorities—do not send back their forms because of fears that private information will be given to the authorities.

As a measure of what the Census Bureau is up against—and how it will resist attempts to be used—Prewitt said an FBI agent asked the bureau's El Paso office last week to give him a badge and other identification.

"He basically wanted to impersonate a census enumerator in order to get into a house," Prewitt said.

The agent told census officials he would come back with a subpoena if they did not comply, Prewitt said. After some back-and-forth, the agent's supervisor agreed to "cease and desist," Prewitt said.

At a congressional hearing today, General Accounting Office investigators are expected to press the Census Bureau to devise a better contingency plan to deal with potential crises and to question why the bureau had to make last-minute fixes to a vital computer system.



OFFICE OF CONGRESSIONAL AFFAIRS

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U. S. Department of Commerce
Washington, D C 20233

Telecopier Cover Sheet

DATE: 3.6.00

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Tina Hone 3436
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Joint letter to the President on
Teach Census Week

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SIXTH CONGRESS

Congress of the United States

House of Representatives

COMMITTEE ON GOVERNMENT REFORM

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BERNARD SANDERS, VERMONT,
INDEPENDENT

March 3, 2000

The Honorable William J. Clinton
 President of the United States
 1600 Pennsylvania Ave., NW
 Washington, D.C. 20500

Dear President Clinton:

We are writing to respectfully request that you proclaim the week of March 13, 2000, "National Teach Census Week." We jointly introduced a resolution last week calling for the establishment of such a week, which will hopefully be considered in the House of Representatives later this week.

The long awaited decennial census is upon us. Effective outreach and promotional efforts are vital if we are to reverse the long trend of declining mail response rates, which as you know have dropped from 78% in 1970, to 75% in 1980, to 65% in 1990. Clearly, this trend cannot continue.

One of the most innovative programs being implemented by the Census Bureau to address this problem is the "Census in the Schools" Project. By educating our young people on the importance of the 2000 Census it is expected that they will, in turn, encourage their parents and guardians to participate in this national civic ritual. Our resolution, House Concurrent Resolution 263, is intended to show Congress' unwavering support for total participation in the decennial census and the importance of schools and young people in the overall census effort.

Thank you for your kind attention to this matter.

Sincerely,



Rep. Dan Miller
 Chairman
 Subcommittee on the Census



Rep. Carolyn B. Maloney
 Ranking Democratic Member
 Subcommittee on the Census

Baseball Goes To Bat With Ads Promoting Census Confidentiality

GOVERNMENT OPERATIONS

AS PITCHERS AND catchers report to spring training this week kicking off the 2000 season, Major League Baseball and the Major League Baseball Players' Association have joined the Census Bureau's effort to publicize the confidentiality of the 2000 decennial census, Census Bureau Director Kenneth Prewitt announced Monday.

"Confidentiality is something we can't stress enough. The census works because it has the confidence of the American people," Prewitt said. "We take the law under which we operate — that census data are confidential — very seriously."

San Francisco Giants left fielder Barry Bonds, New York Yankees shortstop Derek Jeter and Texas Rangers catcher

Ivan Rodriguez have filmed public service announcements that will be released later this month for regular broadcast.

"I'm not afraid to steal an extra base, meet a wall head-on or stand in against a 100 mph fastball. So why should I be afraid to fill out the census? Your answers are confidential," Bonds says in one ad.

More than a dozen cable channels and NBC have committed to running the 30-second ads, while other networks are expected to follow.

The spots also will air on 25 of 28 major league ballpark scoreboards beginning Opening Day, April 3, through May.

Meanwhile, addressing representatives of the Hispanic community, President Clinton announced Monday that a million classrooms will take part

in the bureau's "Census in the Schools" program.

The bureau has developed education kits for various grade levels and will be used to teach children about the importance of the census.

"This is a profoundly important issue. If we want to make good decisions about where we're going, we first have to know exactly who we are," Clinton said.

Clinton emphasized that census data is kept confidential, a concern within the Hispanic community. Hispanic participation is needed to reduce the undercount that occurred in 1990, and the bureau has made it clear that census data will not be used to determine immigration or citizenship status.

— BY MARK WEGNER AND KEITH KOFFLER

Pentagon Official: Missile Defense Timetable Is 'Unrealistic'

DEFENSE

THE DEFENSE Department is facing "unrealistic pressure" to demonstrate before a presidential review this summer that it can develop a reliable system for protecting the United States from a limited ballistic missile attack, according to the Pentagon's top independent tester.

The \$26.6 billion National Missile Defense system is proceeding on a pace that is driven more by President Clinton's timetable for deciding whether to deploy the system rather than by ground and flight test results, Philip Coyle, Pentagon director of operational testing, said in a new assessment, *Bloomberg News* reported.

"Pressure has been placed in the program to meet an artificial decision point in the development process," Coyle said in a report of the system of radars, sensors and missiles sent to Congress Friday.

Boeing Co. is the prime contractor, and Raytheon Co. is the top subcontractor on the program. Coyle's comments may lend ammunition to **Senate Armed Services ranking member Carl Levin**, D-Mich., and groups such as the Federation of American Scien-

tists, a Washington arms control coalition, who are seeking to delay the program.

Right now, Clinton is scheduled to decide by late August whether the system should be deployed by 2005. Coyle wrote that the Pentagon's approach is "strongly schedule driven," rather than dictated by results.

"This pattern has historically resulted in a negative effect on virtually every troubled [Pentagon] development program," Coyle said in the report.

Any decision to slow the program could give breathing room to Boeing's Anaheim, Calif.-based Space & Communication Group, the prime contractor. Boeing is developing the system under a three-year \$2.2 billion contract.

"This pattern has historically resulted in a negative effect on virtually every troubled [Pentagon] development program," said Philip Coyle, Pentagon director of operational testing.

"We have no comments on Mr. Coyle's report but we will proceed as directed by the Pentagon leadership," said Richard Lehner, a Pentagon missile defense spokesman.

Coyle praised the program's manager for "doing an excellent job" keeping the system on track "in spite of the intense pressure."

The report comes as Boeing and Raytheon are examining the cause of a Jan. 18 flight test intercept failure — the second in three tests that must be completed and thoroughly analyzed before Clinton can make a decision.

The third test may be delayed by several weeks — but a decision will not be made until mid-March, after an analysis of the miss is completed. The test is currently scheduled for late April or early May, Lehner said.

Coyle stopped short of saying Clinton's review must be delayed. Instead, the Pentagon and White House must "allow time" to examine the results of the upcoming third test, he said.

Coyle is concerned the Pentagon will have little time to adequately analyze the information before it is presented to Clinton.

Database

Continued from page 1

competitive ... and anti-consumer," declared one committee staffer.

A copy of the e-mail obtained by *CongressDaily*, reads: "Rep. Tom Bliley's (R-VA) office has indicated that he will not help industry on online privacy unless we support his database protection legislation, H.R. 1858, the Consumer and Investor Access to Information Act and oppose Rep. Howard Coble's (R-NC) database legislation, H.R. 354, the Collections of Information Antipiracy Act."

Although the language appears unequivocal, Correll said Monday that the ITIC policy staffer simply miswrote what had been his impressions of a previous conversation with the Commerce Republican staffer who is leading the panel's efforts on data base. According to Correll, the Commerce aide told the ITIC staffer that the committee simply was "too focused on data base to focus on privacy right now. It was a time issue — not an 'issue' issue," Correll added.

By Correll's account, the ITIC staffer understood that the committee aide

meant nothing "insidious," but subsequently miscommunicated the conversation in his e-mail.

Last week, with the e-mail having had made its rounds of the key committee offices, Commerce Republican staff agreed to meet with the ITIC this Friday to discuss online privacy issues.

The database discussions with the Judiciary Committee, moreover, are still pending, with sources reporting extremely slow progress in terms of staff discussions designed to reach a compromise.

— BY PAMELA BARNETT

Outlook

Continued from page 1

cess, although the Senate is due back next Tuesday.

Meanwhile, fresh from what they believe was a major victory on the so-called marriage penalty tax cut, GOP leaders are planning a push to repeal the Social Security earnings limit. But unlike the GOP marriage penalty proposal, which met some Democratic opposition, the Social Security bill is not expected to draw much fire.

"I don't believe we should ever penalize seniors for being productive members of society," said **Rep. Sam Johnson**, R-Texas.

President Clinton indicated Monday that he would sign the measure. **House Ways and Means Social Security Subcommittee Chairman Clay Shaw**, R-Fla., said he was confident that Democrats would support the bill, a sentiment echoed by a Democratic leadership aide. The Ways and Means panel has scheduled a Wednesday markup of the bill.

Under current law, seniors who continue working after they reach the retirement age — currently 65 — lose a portion of their Social Security benefits when they earn above an income threshold. That threshold is now \$17,000, and is slated to rise to \$30,000.

Shaw also predicted the measure would make it through the Senate, where freestanding tax measures can become entangled in other issues. "I think they'll pass it clean," he said. "I can't imagine they'll clutter it up."

While the proposal is widely popular, some Social Security reform advocates have argued that it is necessary as a "sweetener" for other less popular — but equally necessary — reforms to the program.

Shaw dismissed this notion, saying seniors needed the change now. "They shouldn't be punished just because there's a political game being played up here," he said.

During an interview with CNN Monday, Clinton indicated he could accept the Social Security earnings limit bill, even if it did not address other aspects of Social Security reform.

Clinton aides in recent days had suggested that such a measure needed to be considered in the larger context of the budget debate and Social Security reform. But Clinton indicated that such matters could be considered after the earning limit is raised.

"I think we should lift the earnings limit," Clinton said. "Let's just do it. But then let's lengthen the life of the trust fund and do something about the poverty rate among women who are retired."

However, the president insisted on a "clean bill" devoid of "a lot of other things unrelated" to the issue.

On another tax issue, Clinton told CNN while he opposes any kind of "access" taxes on the Internet, he would consider a sales tax on Internet products.

"You don't want to burden the Internet, but you don't want to put people who aren't making sales on it out of business," Clinton said. "And we've

got to find the right balance, and that's what we're working on," he added.

Meanwhile, with House passage behind them, Republicans continued to try to promote marriage penalty relief Monday. They produced a letter to **Senate Minority Leader Daschle** urging him to refrain from attaching "extraneous amendments and other poison pills" to the House bill. **Rep. Gerald Weller**, R-Ill., tried to make the most of Valentine's Day hoopla by delivering a valentine to Daschle.

Daschle responded with a letter saying the GOP proposal "disproportionately benefits upper-income earners" and is the "first installment of the bloated \$1.3 billion-plus tax cut proposed by George W. Bush."

Daschle favors a smaller version, and says it should be combined with a new Medicare prescription drug benefit.

While the Republicans have tried to focus their attention on the Democrats, Republican leaders have so far failed to come up with a strategy to bring up the measure.

Senate Majority Leader Lott has said he favors marriage penalty relief, but that Republicans may have to wait and bring up a larger package.

He has not announced plans to bring it up, beyond a desire to act before the spring recess. The House GOP push for clean legislation was also somewhat of a twist: In the past, Republican and Democratic senators have criticized House Republicans for loading up appropriations bills with unrelated "riders."

— BY GEOFF EARLE AND KEITH KOFFLER

Knight Ridder/Tribune News Service

The Kansas City Star

February 2, 2000, Wednesday

SECTION: BUSINESS AND FINANCIAL NEWS

KR-ACC-NO: K1436

LENGTH: 599 words

HEADLINE: Employers ponder multiracial census question

BYLINE: By Diane Stafford

BODY:

A revised question in the 2000 census worries some employers who keep track of the race of employees for equal-employment and affirmative-action compliance reports.

In the 1990 census, citizens were instructed to declare their race by checking one _ and only one _ box from among five options. This year, multiple checks are allowed, increasing the number of possible racial categories from five to 126.

Because the earlier policy did not recognize biracial or multiracial citizens, the government granted the new multicheck option.

The downside of obtaining a more detailed picture of race in the United States is a record-keeping and compliance mess for companies, according to some human resource experts.

Spokesmen for the Society for Human Resource Management say proving or disproving affirmative-action compliance depends on statistical samples that are large enough to show patterns. They say employers will have to retool their employee surveys to make their race categories match those provided by the census.

Molly Metz, a lawyer at Blackwell Sanders Peper Martin in Kansas City, explains that companies doing business with the federal government are required to prove their affirmative-action compliance by comparing the racial makeup of their workforces with the minority percentages present in their communities.

"With multiple-choice reporting, it's going to be difficult to make any

decent, statistically viable comparisons," Metz said.

For now, employers have no specific guidelines from the Department of Labor or the Equal Employment Opportunity Commission as to how the 2000 race data will be interpreted.

"We're not sure if the government will break the data down into the 126 possible classifications," Metz said. "If they don't, they'll end up with statistics that don't make sense because the totals will equal more than 100 percent. If they do, the groups may be too small to be statistically viable."

Cherlyn Johnson, equal employment opportunity specialist at Farmland Industries Inc., said companies were waiting for detailed guidelines so they know what kind of race data to collect.

Johnson, chairwoman of the diversity initiative at the Human Resource Management Association of Greater Kansas City, said federal compliance officers sometimes suggested that companies do "visual observations" of their work forces to collect racial breakdowns.

"That would be impossible with 126 categories," Johnson said. "Observer IDs would be impossible, so we really need instructions and procedures to follow to know how the government will use the data and what it wants us to collect."

If the government increases the race categories for compliance reports, formal resurveying of work forces could be expensive, said Barbara Schneider, a principal at DeFrain Mayer in Overland Park who specializes in consulting on affirmative action programs.

Schneider said companies had a hint of the record-keeping headache ahead after the 1990 census carved some job categories into such small groups that many employers or geographic areas produced statistically invalid samples.

"Now we'll be diluting the numbers even more," she predicted.

Metz and Schneider said they had counseled their corporate clients to wait and see.

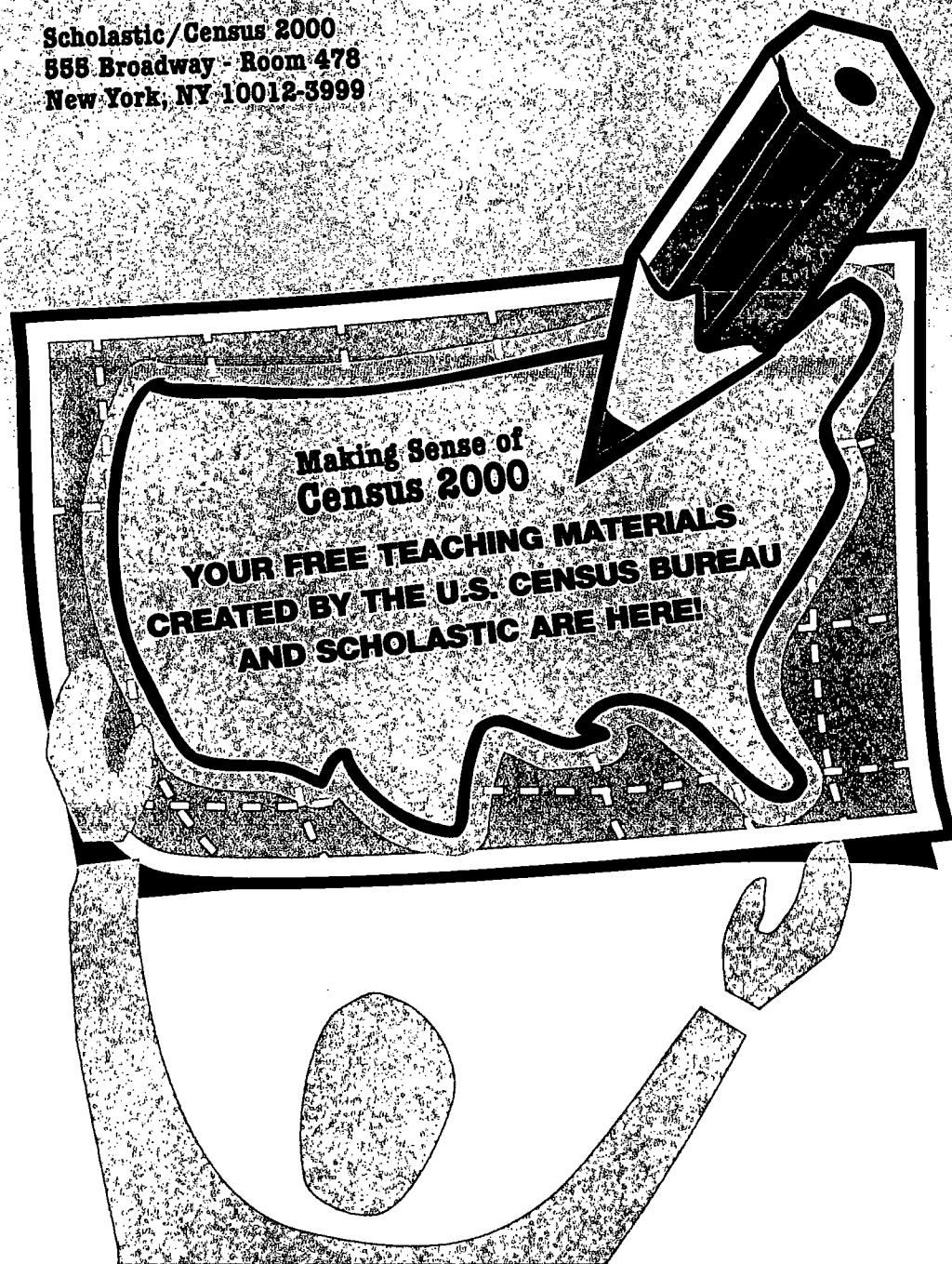
"I don't recommend that anybody do anything right now," Schneider said. "It may be five years before they put the census data together anyway. That's what it took to get the 1990 census done for affirmative-action purposes."

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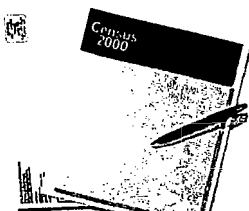
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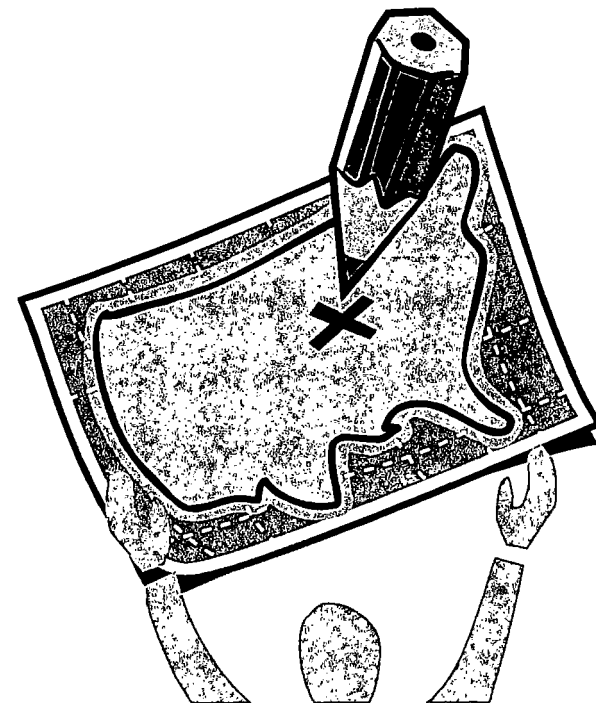
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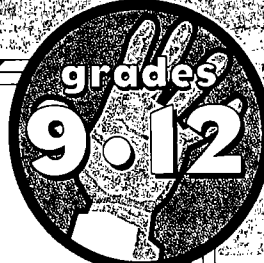
The U.S. Census Bureau and Scholastic
have created FREE TEACHING MATERIALS,
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census to life in your classroom.



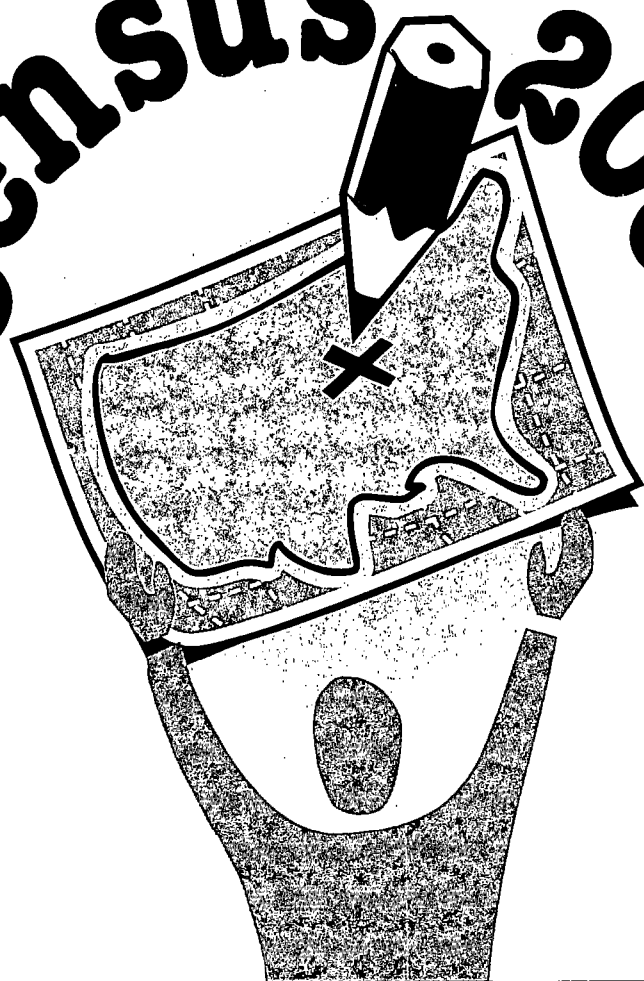
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Making Sense of Census 2000

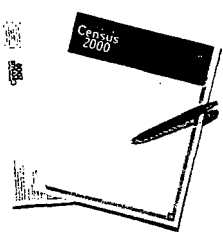


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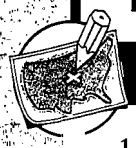
will help you to:

- fulfill curriculum requirements
- teach skills that correlate with national standards
- navigate the U.S. Census Bureau Web site
- bring the census to life for your students
- drive home the importance and many benefits of the census

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Scope and Sequence



STRAND 1: MAP LITERACY

1. Size It Up

Students will read and use a U.S. population cartogram.

● Geography

● Reading a Cartogram

● People, Places, and Environment
● Time, Continuity, and Change
● The World in Spatial Terms

2. Make Your Own Map

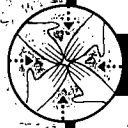


Students will create a thematic map to compare statistical data.

● Geography
● Math
● Art

● Using Thematic Maps

● People, Places, and Environment
● Individuals, Groups, and Institutions
● The World in Spatial Terms
● Human Systems



STRAND 2: COMMUNITY INVOLVEMENT

3. Future Focus

Students will discuss the importance of the census, then design an advertisement for Census 2000.

● Civics and Government
● Art
● Language Arts

● Thinking Creatively

● Civic Ideals and Practices
● Individuals, Groups, and Institutions

4. District Decisions



Students will learn about reapportionment and redistricting, then debate how congressional districts should be drawn.

● Civics and Government
● Geography

● Thinking Critically

● Power, Authority, and Governance
● Time, Continuity, and Change
● Human Systems
● The Uses of Geography



STRAND 3: MANAGING DATA

5. Samples and Stats

Students will analyze different sampling methods and then design their own surveys.

● Math
● Civics and Government
● Geography

● Understanding Statistics

● Statistics
● Mathematics as Communication
● The World in Spatial Terms
● The Uses of Geography

6. Forecasting the Future



Students will learn about population estimates and population projections.

● Math
● Civics and Government
● Science
● Geography

● Understanding Estimates and Projections

● Algebra
● Time, Continuity, and Change
● Mathematics as Communication
● Human Systems

★ For Grades 9-10

★★★ For Grades 11-12

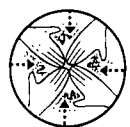
*NCSS Social Studies Standards, NCTM Math Standards and The Geography Education Standards Project Geography Standards

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Managing Data *Math/Civics & Government/Geography/Science*

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Additional Resources **Inside Back Cover**

These lessons have been stepped to help you teach and apply this material to the appropriate grade level for your class.

For Grades 9-10

For Grades 11-12

How to Use **This Guide**

The lessons in this guide introduce students to Census 2000 with high-interest, grade-level appropriate activities designed to meet your curricular needs. Students will learn what a census is and why it's important to them, their families, and the community.

Lesson planning at a glance Your Scope and Sequence (on the inside front cover) provides an at-a-glance summary of the lessons in this book. These lessons are divided into three learning strands: *Map Literacy*, *Community Involvement*, and *Managing Data*. The Scope and Sequence identifies skills, objectives, national standards, and curriculum areas for each lesson. This way, you can easily find lessons that support your classroom goals. Map, computer, and library icons allow you to quickly see which lessons interface with the We Count! wall map, and those that offer special enhancements using Internet and library resources.

Customized for your classroom Each lesson in this guide consists of a teacher lesson plan and two reproducible activity pages. Because students in grades 9-12 have attained different degrees of mastery, the lessons in each strand have been stepped (one lesson aimed at grades 9-10; one lesson aimed at grades 11-12), allowing you to tailor your teaching to the individual needs of your students.

Before you begin This teaching guide is based on a unifying concept: *The census is an important part of our democracy*. Before you begin using the lessons, write this concept on the board. Explain that information gathered by the census helps America learn what America needs.

Extension Activities Many lesson plan pages contain one or more Extension Activities designed to enhance students' experience and understanding of the census beyond the classroom. These activities often make use of the vast stores of information available at the official U.S. Census Bureau Web site (see below) and make it possible to incorporate updated Census 2000 information into lessons.

Using the Web site The U.S. Census Bureau Web site (www.census.gov) is easy to use and can provide students and teachers with a wide variety of information on characteristics of the U.S. population. For example: Starting on the home page, click on "Estimates" under the box labeled "People." In this category, choose "States." Students can work with the data found on screen or print it out for easier use. In addition, teachers can access the lessons from all three Census 2000 Teaching Guides (K-4, 5-8, and 9-12) on the Census Bureau Web site. The Census 2000 questionnaire may also be viewed on this site.

SYMBOL KEY



We Count!
Wall Map



Internet



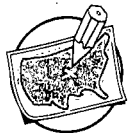
Library



For Grades 9-10



For Grades 11-12



Map Literacy

SIZE IT UP

★ Grades 9-10



Skills and Objectives:

- Students will learn how to read and use a cartogram.
- Students will synthesize information from more than one map.
- Students will draw conclusions about population density.

Suggested Groupings:

Individuals, partners

Getting Started:

● Introduce this activity to the class by letting students know that they will compare information gathered from a U.S. population cartogram with information gathered from a standard U.S. map. They will use information gleaned from both maps to draw conclusions about state population density.

● Invite students to share their prior knowledge of the census. Then discuss the idea that the U.S. Census Bureau's primary obligation, as directed by the Constitution, is to provide population totals, by state, every ten years. Data from the census are used to apportion seats in the House of Representatives and to redraw voting districts within states. The data are useful for a variety of other purposes, such as mapmaking. For example, the mapmaker who created the cartogram used census population data to calculate each state's size. In fact, both the cartogram and the We Count! wall map represent information that would not be available without the census.

Using the Activity Worksheets:

● Distribute copies of worksheet pages 4 and 5 to students. Introduce both the We Count! wall map (including the inset map) and the maps on page 5. Have a volunteer read the text on page 4 aloud. Discuss the fact that both the We Count! wall maps and the cartogram show population and population density information. The type of information shown differs, however. The We Count! maps show numerical population data. The cartogram does not. Instead, it shows a state's population in relation to other states. The states on the cartogram are drawn in mathematical proportion to their populations.

● Ask students whether the We Count! Population Density inset map or the cartogram would better answer this question: Which state is more densely populated, Georgia or South

Dakota? (*The We Count! Population Density inset map should be used to answer this question correctly. However, by using both the cartogram and the Population Density map, the answer could also be found.*)

● Have students answer these questions: How does Florida look on the cartogram? Is it bigger or smaller than on the regular map? Is it bigger or smaller than other states? (*Florida is larger relative to the other states on the cartogram than it is on the standard map.*) Then, have students answer the questions on worksheet page 4.

Wrapping Up:

● Review student answers to questions 1-5 and 8 on the handout.

● Ask students which states they identified as densely populated or sparsely populated in questions 6-7. Have them explain the reasoning behind their choices.

● Discuss situations in which a cartogram might be useful, and situations in which a cartogram would be less useful than a standard map.

Extension Activity: Have students review updated population data from the U.S. Census Bureau Web site (www.census.gov). Under the box labeled "People" choose "Estimates," and then select "State Population Estimates." Based on this data: Which states might now appear larger on the cartogram? Which might now appear smaller?

Answers:

Page 4: 1. California. 2. Pennsylvania; because it's larger on the cartogram. 3. New York, Illinois, Kansas, South Dakota. 4. Answers will vary. 5. Answers will vary. 6. Possible answers: Massachusetts, Connecticut, New Jersey. 7. Answers will vary. 8. California, New York, Texas.

Chalkboard Definitions

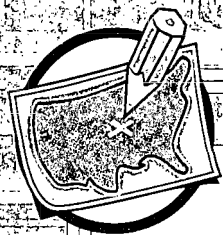
cartogram: a diagram in map form.

relative: compared with others.

proportional: sized in relation to something else.

apportion: to make a proportionate division or distribution.





Size It Up

Standard maps of the United States make it easy to compare the **relative** land area of each state. Using these maps, it's clear that Montana is much larger than Connecticut. These maps don't tell you anything about population, however. To find that information, you need to look at a special purpose map that uses census data.

The We Count! wall map is one example. It uses color and numbers to show population data from the 1990 Census while maintaining geographical accuracy.

The **cartogram** at the top of the next page is another kind of special purpose map. In a cartogram, the size of each state is not related to the size of the land area. The mapmaker isn't concerned with the accuracy of boundaries or land areas, but does preserve the shapes and positions of geographic locations. This cartogram was specially drawn so that the size of each state is **proportional** to the number of people who live there. At a glance, you can easily see the relative size of each state's population.

Montana, due to its small population, is shown much smaller than it appears on a standard map. The small state of Connecticut looks much larger. Texas, which has both a large land area and a large population, is shown more or less the same size as it would be on a standard map. Using the cartogram and the standard map, you can draw conclusions about state population density.

Use the two maps on page 5 (the U.S. Population Cartogram and the Standard U.S. Map) to answer the following questions:

1. Which state has the largest population?

2. Which state has a larger population, West Virginia or Pennsylvania?

How can you tell?

3. Rank these states according to the size of their populations, from highest to lowest: South Dakota, Illinois, New York, Kansas.

1. _____

2. _____

3. _____

4. _____

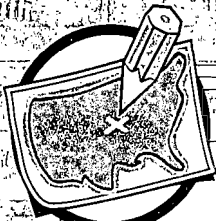
4. List a state that is much larger on the cartogram than on the regular map.

5. Find your own state on the cartogram. Does it appear smaller or larger relative to its size on the standard map?

6. Find a densely populated state by comparing the cartogram to the standard U.S. map.

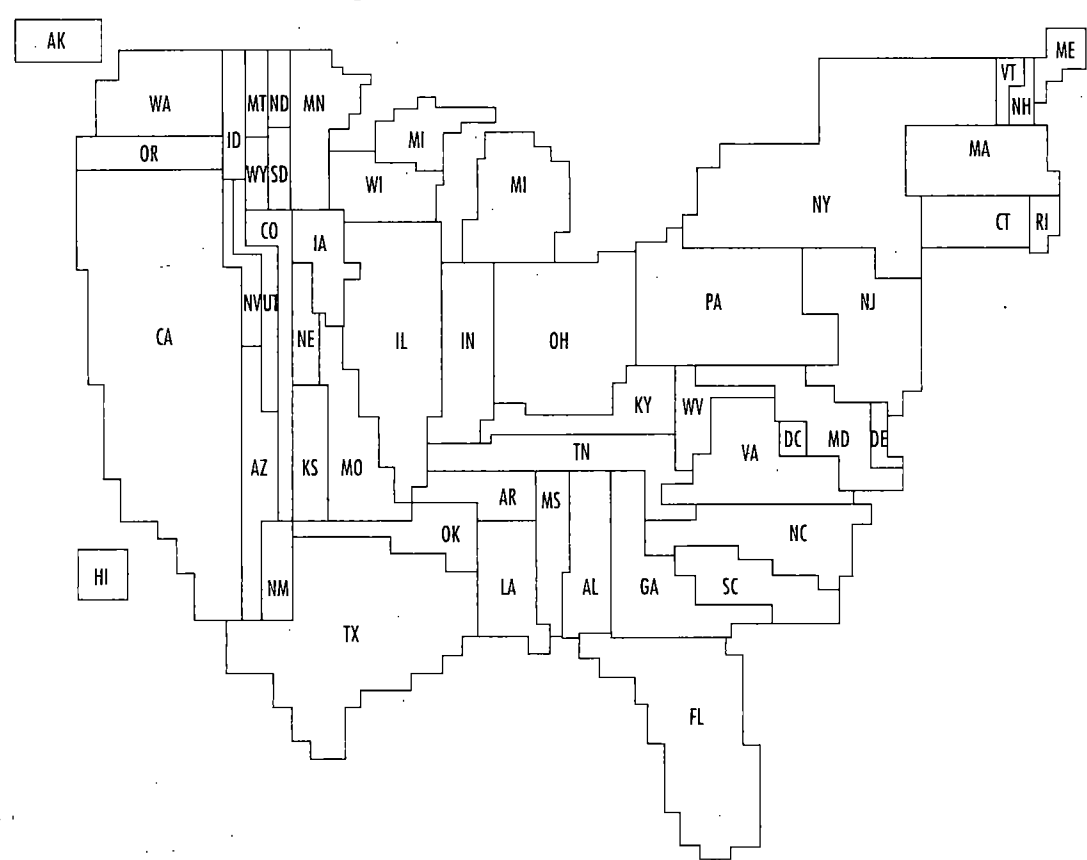
7. Name a sparsely populated state other than Montana.

8. Based on the cartogram, which three states would you conclude have the most U.S. representatives?

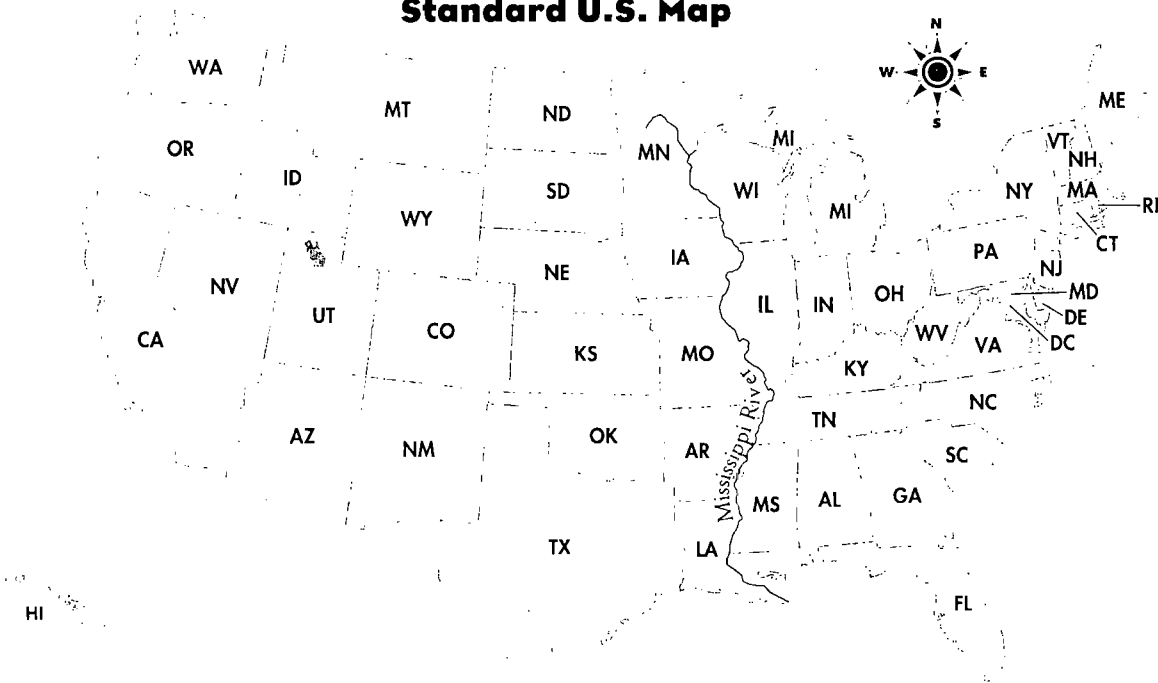


Size **It Up** (continued)

U.S. Population Cartogram



Standard U.S. Map

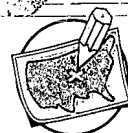


Source: U.S. Census Bureau

MAKE YOUR OWN MAP

Map Literacy

★ ★ Grades 11-12



Skills and Objectives:

- Students will read and use a thematic map.
- Students will make their own thematic map using census data.
- Students will compare data in two statistical categories.

Suggested Groupings: Small groups

Getting Started:

- Tell students that their group will be working with the table of census data on page 7 to make their own **thematic map**. They can use the We Count! wall map as a guide, or for inspiration.
- Direct students' attention to the We Count! wall map. Discuss the map's legend, or key, which explains what the symbols and colors on the map represent. Use examples from an atlas to illustrate other techniques cartographers use to show data on a map, such as patterns and **pictographs**.

Using the Activity Worksheets:

- Distribute copies of pages 7 and 8 to groups. Direct students' attention to the table on page 7. Ask a volunteer to read the text and explain what types of data this table shows.
- Go over the map-making instructions with students. Make sure they understand that they will be representing both sets of information from the table on one map. Have a volunteer explain the two ways in which data is presented on the We Count! wall map. (With color and numbers.) Ask: Does either table present its data in ranges? (No.) What must be done with one of these sets of data to be able to color-code it? (*It must be divided into ranges.*) Can both sets of data be color-coded on the same map? (No.)
- Point out that the We Count! wall map is only one way in which two types of data can be presented on the same map. Invite students to suggest other ways to present two types of data. These might include using both colors and patterns, or patterns and symbols, that represent ranges.
- Encourage groups to make a draft of their maps before completing their final version. Suggest they assess their drafts to decide if they have chosen the clearest way to present both sets of data. You may want to give each group

several copies of the map on page 8 to work with.

Wrapping Up:

- Have groups share their final maps with their classmates. Discuss the techniques each group used to represent the data in the table.
- Invite volunteers to discuss whether seeing two kinds of data on one map was useful. How do the two sets of data compare? Do states with the highest percentages of college graduates tend to have higher per capita incomes than others? What generalizations can you make?
- Point out that correlating two forms of data does not prove that they are related, nor does it explain what causal relationship (if any) there might be. Other factors might be at work. However, if two sets of data do seem related, it is fair to ask the question "Why?" Do you think people with college educations are more likely to get higher-paying jobs? Could it be more difficult for some people to afford a college education? Explain.

Extension Activities:

- As an extension, students might enjoy selecting two other categories of information available from the U.S. Census Bureau and making their own maps to display the data. They can look for data at the U.S. Census Bureau Web site (www.census.gov).

Chalkboard Definitions

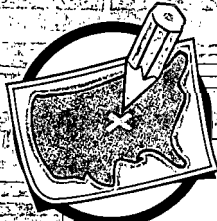
thematic map: a map that displays information about a specific subject.

per capita: by or for each person in a population.

per capita income: the total number of dollars earned by state residents divided by the total state population.

pictograph: a diagram representing statistical data using symbols.





Make Your Own Map

The We Count! wall map in your classroom is a thematic map. This map is designed to show state populations based on 1990 Census data. In addition to the state population totals, the states are color-coded according to population ranges. This color-coding makes relationships between state populations easier to see. For example, what does the color-coding tell you about the Northeast? The South? The Midwest? The West?

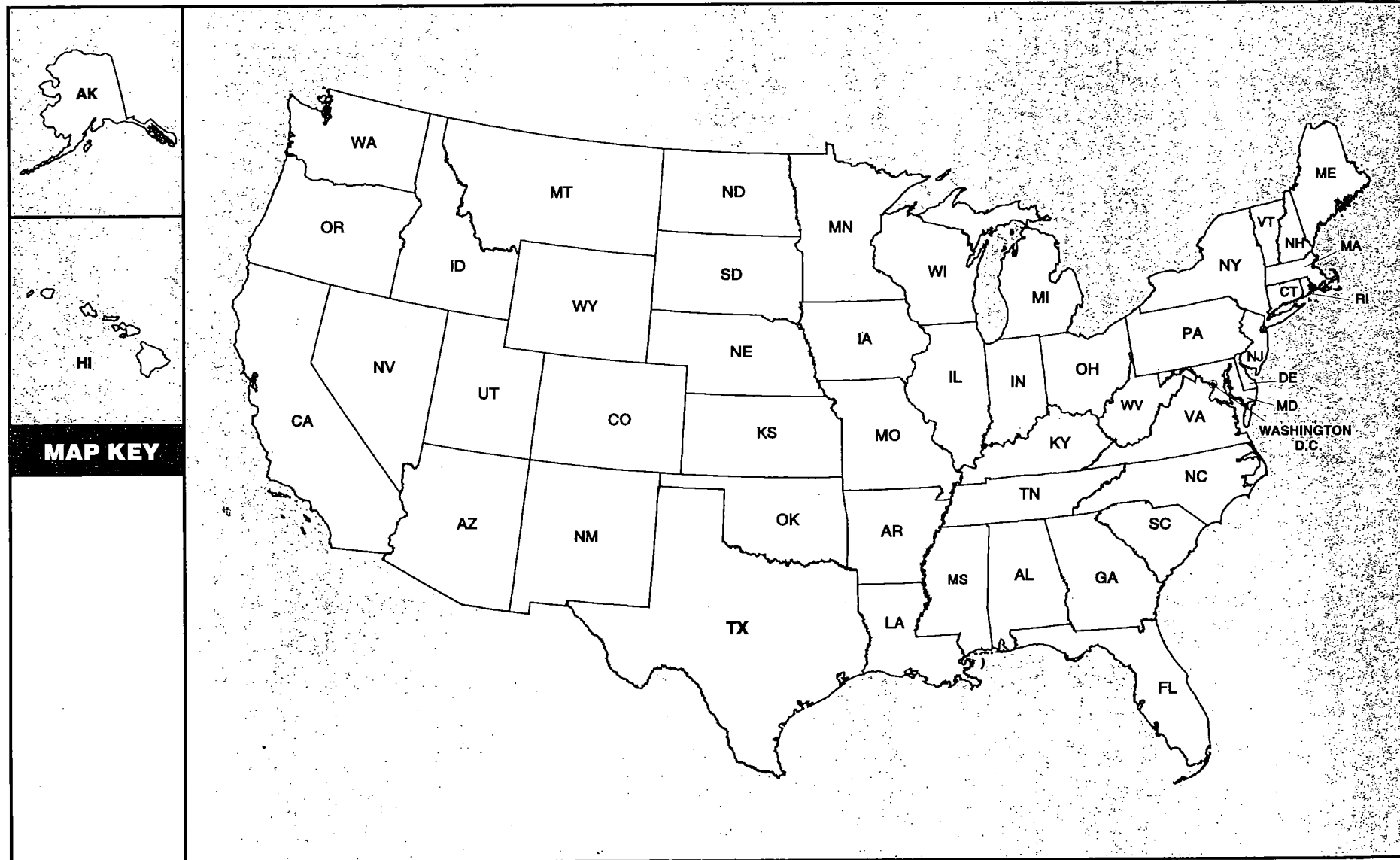
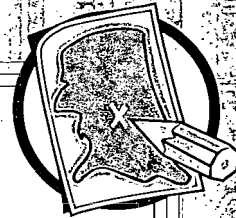
Below, you will find some census information about each state. The percent of college graduates includes those 25 and older who have a bachelor's degree. Per capita income is the total amount of income earned by everyone in the state, divided by the state population.

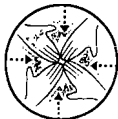
Your job is to make a map that shows both sets of data from this table. Follow the steps below.

1. Decide how you want to represent the data sets. Remember, you are putting the data on a map to create a visual message. If you just write the corresponding numbers from the table in each state, are you making good use of the map? Will the reader be able to see the patterns in the map?
2. How can you use colors, patterns, or symbols to represent the data sets? You will need to divide the data into ranges. To do this, arrange each set from least to greatest, and divide it according to the number of ranges you would like to use. Make sure each range or category contains data. Then, color the map.
3. Once you have represented the data on your map, fill in the map key. Include the ranges for the colors, patterns and/or symbols you have used.

State	% of College Graduates	Per Capita Income
Alabama	16%	\$11,486
Alaska	23%	\$17,610
Arizona	20%	\$13,461
Arkansas	13%	\$10,520
California	23%	\$16,409
Colorado	27%	\$14,821
Connecticut	27%	\$20,189
Delaware	21%	\$15,854
D.C.	33%	\$18,881
Florida	18%	\$14,698
Georgia	19%	\$13,631
Hawaii	23%	\$15,770
Idaho	18%	\$11,457
Illinois	21%	\$15,201
Indiana	16%	\$13,149
Iowa	17%	\$12,422
Kansas	21%	\$13,330
Kentucky	14%	\$11,153
Louisiana	16%	\$10,635
Maine	19%	\$12,957
Maryland	27%	\$17,730
Massachusetts	27%	\$17,224
Michigan	17%	\$14,154
Minnesota	22%	\$14,389
Mississippi	15%	\$9,648
Missouri	18%	\$12,989

State	% of College Graduates	Per Capita Income
Montana	20%	\$11,213
Nebraska	19%	\$12,452
Nevada	15%	\$15,214
New Hampshire	24%	\$15,959
New Jersey	25%	\$18,714
New Mexico	20%	\$11,246
New York	23%	\$16,501
North Carolina	17%	\$12,885
North Dakota	18%	\$11,051
Ohio	17%	\$13,461
Oklahoma	18%	\$11,893
Oregon	21%	\$13,418
Pennsylvania	18%	\$14,068
Rhode Island	21%	\$14,981
South Carolina	17%	\$11,897
South Dakota	17%	\$10,661
Tennessee	16%	\$12,255
Texas	20%	\$12,904
Utah	22%	\$11,029
Vermont	24%	\$13,527
Virginia	25%	\$15,713
Washington	23%	\$14,923
West Virginia	12%	\$10,520
Wisconsin	18%	\$13,276
Wyoming	19%	\$12,311





Community Involvement



FUTURE FOCUS

★ Grades 9-10

Skills and Objectives:

- Students will recognize the importance of the census and the need to advertise this importance.
- Students will identify the potential concerns of different segments of the population.
- Students will design an advertisement for Census 2000.

Suggested Groupings: Small groups

Getting Started:

• Discuss with students the importance of getting involved in their community and helping to increase census awareness. As a way of doing this, students will develop census ads. The goal is to choose a specific segment of the population as their **target audience** and encourage them to return their census forms, thereby helping the Census Bureau achieve an accurate count of the nation's population.

• Explain that conducting a **decennial** census is a tremendous undertaking. When people don't return their forms by mail, the U.S. Census Bureau must hire employees to knock on doors and record the census information — a costly process. In 1990, many of the more than 300,000 temporary census employees were hired specifically to visit households that did not return forms. It can cost six times as much to count each household in this way. One goal of Census 2000 is to increase the percentage of households that return the census form by mail.

• Brainstorm the importance of responding to the census and the ways in which census data affect our nation's future. (*Examples include: apportioning representation in the House of Representatives; allocating money for education, transportation, and other services.*)

Using the Activity Worksheets:

- Distribute copies of pages 10 and 11.
- Divide students into small groups. Have groups read the text and do the first activity on page 10.
- After groups complete the first activity, have volunteers explain how results of the census

might affect the household categories.

• Students can visit the U.S. Census Bureau Web site (www.census.gov) or the library to find more information for their ads.

• Before students begin designing their ads, encourage them to brainstorm examples of other public service campaigns. You might discuss ad campaigns designed to encourage people to register to vote, or to discourage people from drinking and driving.

• You may wish to offer students the opportunity to select the type of ad they want to work on. They might want to do a print ad, a radio ad, or a television ad. A print ad should include visual elements. A radio ad should be written in a formal script. A TV ad should contain a script as well as a storyboard of visuals.

• Have students design their ads.

Wrapping Up:

• Invite students to use their advertisement viewing experience to analyze various ads. **At what target audience are these ads aimed? How can you tell?**

• Have each group present their ads. For each ad, a group spokesperson should explain the segment of the population they targeted and the reasoning they used when designing their ad for that category.

Answers:

Page 10 (Possible answers):

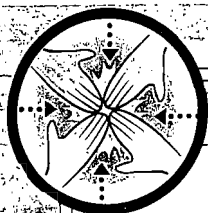
1. C, E, H. 2. C, H. 3. D, F, G.
4. B. 5. G. 6. A, C, D, H.

Chalkboard Definitions

decennial: occurring every 10 years.

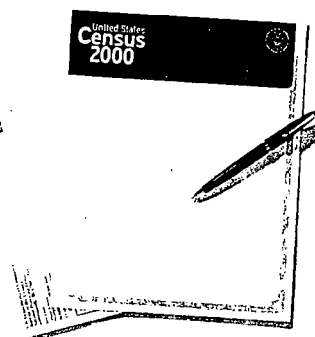
target audience: a specific group of people at which an advertisement or other presentation is aimed.





Future Focus

Census data are used to make a wide variety of federal, tribal, state, and local decisions that affect all U.S. residents. The U.S. Census Bureau needs to spread the word about the importance of filling in and returning the Census 2000 form.



The box below shows some examples of how Census 2000 data can affect the future. As with many other things, people's concerns about the future vary according to who they are. Families with school-age children might have very different concerns than the elderly.

Decide which effects of census data (in the box to the right) might most concern the household categories listed below. Then write those letters in the blanks. (Letters may be used more than once.)

Household Categories

1. Households with children under age 5 _____
2. Households with school-age children _____
3. Households with people
age 65 and over _____
4. Households with cars _____
5. Households without cars _____
6. All households _____

Ways Census Data Can Affect the Future

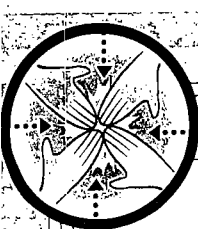
The Census...

- A. Determines how many representatives each state has in Congress.
- B. Can affect where new roads will be built.
- C. Can determine where new schools and libraries are needed.
- D. Can play a role in locating new hospitals.
- E. Can play a role in locating new day care centers.
- F. Can play a role in locating new nursing homes.
- G. Can affect public transportation.
- H. Can play a role in locating new parks and recreational centers.

Design an Ad

Now it's time for your group to create a Census 2000 advertisement aimed at a specific segment of the population or target audience (for example: students in grades 9-12; unmarried adults, ages 18 to 30). As you design, you might want to keep the following in mind:

- What will your ad say? What information about the census and the future will be of interest to your target audience? What would be a convincing reason for your targeted audience to participate in the census? How will your target audience affect ad placement? List three places you would want to display your ad.



Future **Focus** (continued)

● Use the space below to sketch an outline of your ad.

Community Involvement DISTRICT DECISIONS



☆☆ Grades 11-12

Skills and Objectives:

- Students will use a timeline to learn about reapportionment and redistricting.
- Students will debate redistricting based on municipal boundaries vs. population counts.

Getting Started:

- Review the legislative branch of our government: the House of Representatives and Senate.
- Introduce the concepts of reapportionment and redistricting, emphasizing these points:
 1. The Census Bureau collects population totals; **reapportionment** decisions are made by Congress; **redistricting** decisions are made by state legislators.
 2. Before the 1960s, apportionment of state legislature seats was often based on land area not population, so a sparsely populated area could have the same congressional clout as a more densely populated one.
 3. Courts today have interpreted the "one person, one vote" principle to mean congressional, state, and local districts must be composed of approximately equal population totals. Redistricting occurs to reflect changes in relative numbers of people living in each state.
 4. Population redistribution within states affects redistricting. Redistricting by population can often lead to oddly shaped districts that don't conform to **municipal** boundaries.
 5. After the 1990 Decennial Census, lawsuits were filed challenging several newly drawn congressional districts. The most well-known of these cases involved North Carolina's 12th District, which was a ribbon-like, 160-mile long district that was drawn, in compliance with the Voting Rights Act, to redress prior discrimination against minorities in North Carolina. Although African-Americans make up nearly 25 percent of North Carolina's population, an African-American had not been elected to congress from that state in over 100 years.
- A political party with control of a state legislature may try to "gerrymander" district boundaries to favor its party over others. Political **gerrymandering** is not illegal. However, courts have ruled in the North Carolina case that "racial gerrymandering" is illegal.
- Discuss whether gerrymandering in any form should be legal. What factors should be considered in drawing congressional districts?

Chalkboard Definitions

reapportionment: the reassignment of congressional representation based on changes in state populations.

redistricting: drawing new congressional district boundaries.

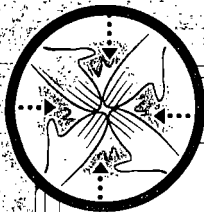
municipal: relating to a town, city, or urban area.

gerrymandering: redrawing district boundaries to give a political party or other group an electoral advantage.

Using the Activity Worksheets:

- Distribute copies of pages 13 and 14. Review the redistricting timeline with students, then have them research the redistricting process in their state. To assist them in their research, refer students to the Web sites on page 14.
 - Have students complete page 13, then review their responses.
 - Divide students into four groups. Explain that the groups will debate a proposed change in the way congressional districts are drawn. There will be two duplicate debates. To help students prepare, have them research and answer the debate prep questions.
 - Next, have the groups read the debate statement and choose sides. Explain that, during the debate, each side will be allowed to speak twice for up to 10 minutes, once to present their argument, and once for rebuttal of the other side's argument. The side in favor of the debate statement will go first and will receive an extra one minute counter-rebuttal at the end.
 - Have groups present their debates. Discuss the issue. **Which side receives more support?**
- ## Extension:
- Have students find out more about their own congressional voting district. **Who is their representative?** Students can check the library or visit www.house.gov/writerep.
- ## Answers:
1. Students should note trends: representation (and population) in the Northeast and Midwest have declined since 1960; while representation has increased in the South and West.
 2. Answers will vary and might include: a smaller tax base; a strain on natural resources.
 3. Answers will vary. Growing regions should insure that issues important to them are debated in Congress.

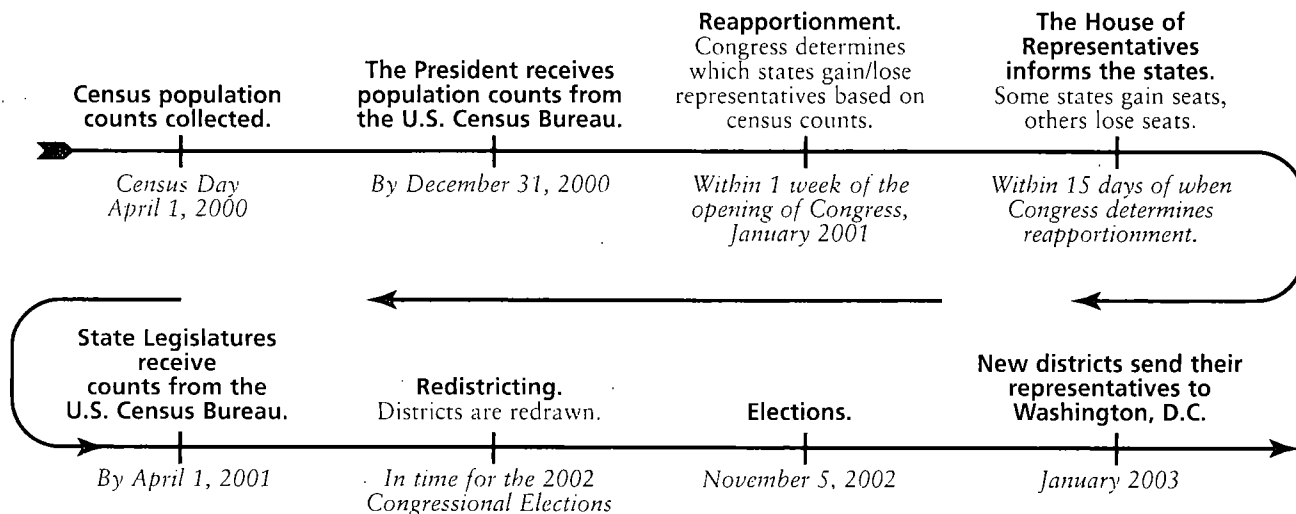




District Decisions

Census population counts play an important role in how we are represented in the House of Representatives. When a state's population changes significantly (compared to the rest of the country), the House of Representatives adds or subtracts a representative from that state. This is called **reapportionment**. When state populations change, the state legislatures use census population counts to draw new district boundaries. This is called **redistricting**. The timeline below shows you how the process works:

Census Redistricting Timeline



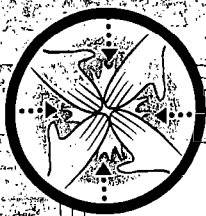
Now use this table to answer the questions below.

Congressional Representatives by Region:

Region		1960	1970	1980	1990
Northeast	CT, MA, ME, NH, NJ, NY, PA, RI, VT	108	104	95	88
South	AL, AR, DC, DE, FL, GA, KY, LA, MD, MS, NC, OK, SC, TN, TX, VA, WV	133	134	142	149
Midwest	IA, IL, IN, KS, MI, MN, MO, ND, NE, OH, SD, WI	125	121	113	105
West	AK, AZ, CA, CO, HI, ID, MT, NM, NV, OR, UT, WA, WY	69	76	85	93

1. What does this table tell you about changes in the nation's population? Why do you think these changes have taken place? _____
2. How have these changes affected these regions? _____

3. How do you think shifts in regional population might affect the goals or priorities of the House of Representatives? _____



District **Decisions** (continued)

● Drawing districts so that they have equal populations means that some districts have larger or smaller land areas than others. It also means that these districts can divide or cross **municipal** boundaries. A neighborhood may be part of two or more voting districts! What if federal districts were drawn according to county, city, town, or neighborhood boundaries? How would that affect our representation in Congress? Would it compromise the "one person, one vote" principle upon which our democracy is based? Should voting districts be based on municipal boundaries and not population counts? Read the debate statement below.

Debate Statement: Congressional districts should be based on municipal boundaries, not population counts. Yes or No.

Debate Prep Questions

Conduct research to find the answers to these questions. If necessary, use a separate piece of paper.

1. How many voting districts are there in your state? Do any of them cross municipal boundaries?

2. How often has your state redrawn voting districts over the past 50 years? _____
3. Based on your state's population distribution, would a change to municipal voting districts mean that some representatives represented twice as many people as others? How often might this occur? _____

4. How might your state's districts be redrawn to conform to municipal boundaries? _____

● You may wish to visit these Web sites while preparing for your debate:

<http://www.ncsl.org/statevote98/redis1.htm>
The National Conference of State Legislature's Web site has information on redistricting issues.

www.ncinsider.com//redistrict/redistrict.html
This site provides additional information about redistricting rulings involving North Carolina's 12th district.

<http://www.senate.leg.state.mn.us/departments/scr/redist/red907.htm>

This site, developed by the Senate Counsel to Minnesota, contains information on recent Supreme Court decisions regarding redistricting.

<http://www.ncsl.org/statevote98/statesites.htm>
This site contains district maps for some states.

Tips for Your Debate

1. Do the research. Find out all you can about the redistricting process.

2. Use examples. Look for specific instances from the past that will support your claim, like court cases.

3. Get organized. Create a list of factors that the proposed change would affect. Then create an outline that addresses them.

4. Be prepared. The winning side in a debate is usually the one that has done more preparation.



Managing Data



SAMPLES AND STATS

★ Grades 9-10

Skills and Objectives:

- Students will identify different sampling methods.
- Students will design and conduct surveys using sampling methods.

Suggested Groupings:

Partners, small groups

Getting Started:

● Have students share any prior knowledge of sampling they may have. Discuss the idea that sampling makes it possible to gather information about a population when surveying every member is impossible or impractical. Educators, advertisers, and policymakers all use information gathered through sampling. The U.S. Census Bureau also develops and uses sampling techniques to gather information about the U.S. population. For example, while the Census Bureau distributes both a short and long census questionnaire, only one in six households will get a long form for Census 2000. This sample is large enough to provide the data to accurately describe the U.S. population.

● Explain to students that this activity will introduce them to a variety of sampling methods and the multiple steps involved in the process of conducting a survey to gather statistical information. Make sure they understand that the sampling process they will use to obtain data is much simpler than the methods used by the U.S. Census Bureau and others.

Using the Activity Worksheets:

● Distribute copies of pages 16 and 17 to students. Have them read and complete the activity on page 16. Alternatively, you may wish to do this activity as a class.

● Then have students read and discuss the section on bias at the top of page 17. Ask: **Can you come up with your own example of a biased sample?** (For example, if you conduct a **survey** of your classmates by e-mail, you will automatically exclude all class members who do not have access to e-mail.) **What steps can researchers take to ensure that the studies they design are not biased?**

● Before students begin, discuss the difference between the type of survey the Census Bureau conducts and a poll. The Census Bureau uses surveys to collect and analyze social, economic, and geographic

data. A poll is a survey that is used to measure attitudes and opinions. Go over these steps with them. 1. Choose a survey question. Make sure students choose a question that asks for factual information, like age or education level, rather than an attitude or opinion. 2. Identify the target population and sample size. 3. Decide on the sample method. 4. Conduct the survey and interpret, tabulate, and graph or map results.

● To demonstrate, choose your own question and do a quick survey with your students.

Wrapping Up:

● Have each group present their surveys and results. Ask a spokesperson for each group to discuss the target population, sample size, and sample method used in the survey. Have students share their conclusions.

● Have students conduct further research about the sampling methods presented here. Have the class agree on one survey question. Divide the class into three groups, and have each group use a different sampling method. Be sure each group uses the same size sample. Then invite the groups to compare results. Alternatively, student groups could use the same sampling method on different sample sizes.

● Students can visit the U.S. Census Bureau Web site (www.census.gov) to get information from surveys conducted on such subjects as computer use, crime, education, etc. Click on "Subjects A-Z" and choose "S" then "Surveys."

Answers:

Page 16:

1. Cluster sampling.
2. Random sampling.
3. Systematic sampling.



Chalkboard Definitions

sampling: using a finite part of a statistical population for study, in order to gain information about the whole.

survey: a set of questions asked of a specific population to collect data for analysis.

poll: a survey that measures attitudes and opinions.



Samples and Stats

● **Sampling** is a scientific technique used to obtain as accurate a figure or measurement as possible, when an exact count cannot be taken. By measuring a scientifically selected portion of a population, it is possible to describe the characteristics of the entire population.

Below is a chart describing three different scientific sampling methods. The U.S. Census Bureau's long form is an example of systematic sampling. For Census 2000, a systematic sampling of approximately 1 in every 6 households will receive the long form, and an average of 5 out of every 6 households will receive the short form. Although the long form doesn't go to every household, information from these forms can be used to accurately describe the entire U.S. population.

Here are three different sampling methods:

Random Sampling	Cluster Sampling	Systematic Sampling
Each individual in the population has an equal chance of being selected. Example: To take a random sample of students in your school, you could write the name of each student on a slip of paper, then choose slips at random.	Groups, rather than individuals, are randomly selected. Example: You might randomly select certain classes, then interview every student in only those classes.	A rule, or pattern, that applies to a population is used to make selections. Example: Using an alphabetical list of students, count off by 6, and select every 6th student on the list.

● Test your understanding of different sampling techniques. Draw lines to match the sampling methods with their types.

1. Choose any three pages from the telephone book at random, and call everyone on those pages.
2. Choose 100 telephone numbers at random from the entire book.
3. Choose every 100th listing in the telephone book.

- a. Random Sampling
- b. Systematic Sampling
- c. Cluster Sampling



FORECASTING THE FUTURE

★★ Grades 11-12

Skills and Objectives:

- Students will learn about population estimates and population projections.
- Students will compare population projections based on numerical (arithmetic) growth and on percent (geometric) growth.

Getting Started:

- Introduce the lesson by discussing the following terms that are defined in the lesson as they relate to population: enumerations, estimates, projections, components of population change, births, deaths, and net migration. Help the students understand that information about the U.S. population is important for a variety of purposes, including planning in both the public sector (e.g., where to build schools and hospitals) and the private sector (e.g., store location and marketing), and that population figures are used in determining federal and state fund allocations.

Using the Activity Worksheets:

Distribute copies of pages 19 and 20 to students and discuss the problems with them. Have students individually, or in pairs, calculate the answers to questions 1 through 11. Then with the entire class, discuss answers to questions 12 through 16.

Population estimates and projections:

Discuss with students how U.S. Census Bureau population estimates and projections are actually done, and explain that the methodology used by Census Bureau demographers is more complicated than the hypothetical examples given here. There can be many assumptions and variables involving the set of components (fertility, mortality, and net migration) that contribute to the population growth estimates and projections the U.S. Census Bureau publishes.

For further information on population estimates: www.census.gov/population/www/estimates/concepts.html

For further information on population projections: www.census.gov/population/www/projections/aboutproj.html

Chalkboard Definitions

rate: a standard amount used to calculate a total, as in a percentage change in population over the course of a year.

population estimate: a conclusion about the past or present population based on existing data.

population projection: computation of future changes in population size based on assumptions about births, deaths, and migration.

Answers:

1. 32,621,613.
2. 254,899 and 8.4 percent.
3. 568,996 and 14.9 percent.
4. 895,990 and 34.6 percent.
5. 1,889,829 and 106.4 percent.
6. Answers will vary.
7. 3,542,015 and 3,563,234.
8. 4,944,095 and 5,026,989.
9. 4,382,693 and 4,693,102.
10. 5,555,057 and 7,565,031.
11. Answers will vary.
12. Because the percent increase is applied to a larger population in 1990 than in 1970.
13. Arizona. Because Arizona had the highest percent increase in population during the 1970-1990 period, it has the largest proportionate difference between a population projection for the year 2010 based on numerical growth versus

percent growth.

14. The population projection based on percent change would be larger because the percent decline would be applied to the smaller 1990 population.
15. Calculate one-half the numerical growth of the 1970-1990 period and then add it to the 1990 population.
16. Calculate the ratio of the 1990 to the 1970 population (to six decimal places to minimize rounding error), then take the square root of the ratio and convert it to a percent increase. Multiply the percent increase by the 1990 population, then add the product to the 1990 population. You can't assume one-half of the percent growth for the 1970-1990 period because of the compounding effect* of a geometric rate of increase — an analogy would be compound interest rates. Taking South Carolina as an example, the ratio of its 1990 to its 1970 population is 1.345847. The square root of 1.345847 is 1.160, yielding a 16 percent increase in population in the 1990-2000 decade. The increase of 557,872 added to the 1990 population of 3,486,703 yields a population projection for the year 2000 of 4,044,575.





Forecasting the Future

Enumerations, estimates, and projections of population

The U.S. Census Bureau produces three basic types of information about the U.S. population: **enumerations**, **estimates**, and **projections**. **Enumerations** are counts of the population such as in the 1990 census of population. **Estimates** are calculations of the population for a recent date and are usually based on the last census as well as on information about population change since the last census. **Projections** are calculations of the population for a future date and are usually based on the last census or estimate, and on assumptions about future population growth or decline.

Population Estimates

The three basic components of population change between two dates are **births**, **deaths**, and **net migration**. For population estimates for states, net migration may be divided into **net international migration** (immigration to the United States minus emigration from the United States) and **net domestic migration** (in-migration from other states minus out-migration to other states).

For California, the population in 1990 was 29,785,857. For the 1990–1998 period, data on the components of population change show the following:

births (B) = 4,708,894, deaths (D) = 1,810,698, net international migration (NIM) = +2,019,488, and net domestic migration (NDM) = -2,081,928. Calculate the 1998 population estimate for California using the following formula:

$$1. P_{1998} = P_{1990} + B - D + NIM + NDM$$

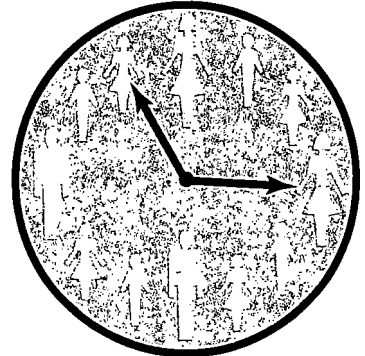
Population Projections

To make population projections for the United States or for individual states, demographers make assumptions about future trends in the components of population change. These assumptions, which reflect professional judgment and take into account past trends, are made in terms of rates for births and deaths, and in terms of rates or numbers for migration.

For simplicity, the population projections discussed below are based on assumptions about past trends in total population, not on assumptions about each component of population change. Table 1 shows the 1970 and 1990 census populations for four states, all with populations that increased between 1970 and 1990. Calculate numerical growth (1990 population minus 1970 population) and percent growth (population growth as a percent of 1970 population, with percent change rounded to one decimal place).

Table 1. Population of Selected States: 1970 and 1990

State	1970	1990	Population growth, 1970–1990	
			Numerical	Percent
2. Connecticut	3,032,217	3,287,116		
3. Minnesota	3,806,103	4,375,099		
4. South Carolina	2,590,713	3,486,703		
5. Arizona	1,775,399	3,665,228		
6. Your State				





Forecasting the **Future** (continued)

Calculate population projections for each state for the year 2010 assuming a continuation of trends for the 1970–1990 period: first based on numerical change (an arithmetic rate of change), then based on percent change (a geometric rate of change) with the results rounded to the nearest integer.

Table 2. Population Projections for Selected States: 2010

State	Based on numerical change	Based on percent change
7. Connecticut		
8. Minnesota		
9. South Carolina		
10. Arizona		
11. Your State		

Questions about population projections

12. Why are the population projections for the year 2010 larger when based on percent change than when based on numerical change for the 1970–1990 period? _____

13. For which of the first four states is the proportionate difference between the two projections the largest and why? _____

14. If the population of a state had declined between 1970 and 1990, which population projection — numerical change or percent change — would be larger for the year 2010 and why? _____

15. How would you use the data in Table 1 to project population for states for the year 2000 assuming past trends in numerical population change? _____

16. How would you use the data in Table 1 to project population for states for the year 2000 assuming past trends in percent population change? _____

Selected Census 2000 Short Form Questions

1. What is this person's sex?

- ☐ Male
- ☐ Female

2. What is this person's age and date of birth? (Print numbers in boxes)

Age on April 1, 2000

Month of Birth

Day of Birth

Year of Birth

Note: Please answer BOTH questions 3 and 4.

3. Is this person Spanish/Hispanic/Latino?

- ☐ No, not Spanish/Hispanic/Latino
- ☐ Yes, Mexican, Mexican American, Chicano
- ☐ Yes, Puerto Rican
- ☐ Yes, Cuban
- ☐ Yes, other Spanish/Hispanic/Latino — Print group below ↴

4. What is this person's race? Mark one or more races to indicate what this person considers himself/herself to be.

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

- ☐ Asian Indian
- ☐ Chinese
- ☐ Filipino
- ☐ Other Asian — Print race below ↴

☐ Japanese

☐ Korean

☐ Vietnamese

- ☐ Native Hawaiian
- ☐ Guamanian or Chamorro
- ☐ Samoan
- ☐ Other Pacific Islander — Print race below ↴

- ☐ Some other race — Print race below ↴

View the Census 2000 questionnaire on the U.S. Census Bureau Web site (www.census.gov).

Additional Resources



Web sites

U.S. Census Bureau (www.census.gov). The source for information on people, business, and geography, this site offers census news, maps, tools to build your own data tables, and more.

Census Catalog and Guide (www.census.gov/prod/3/97pubs/cencat97.pdf). Here's where you can find out about the data products and services available from the U.S. Census Bureau. For more information, call (301) 457-4100.

50 States & Capitals (www.50states.com). Visit here for all kinds of official state information, such as state bird, state song, government representatives, and more.

U.S. House of Representatives (www.house.gov). This site offers up-to-date reports of House events and an opportunity to identify and contact House Representatives.

Map Man (www.scholastic.com/jsi/mapman). This is an on-line geography contest, hosted by *Junior Scholastic* magazine, featuring a new game each week.

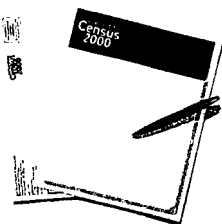


Books

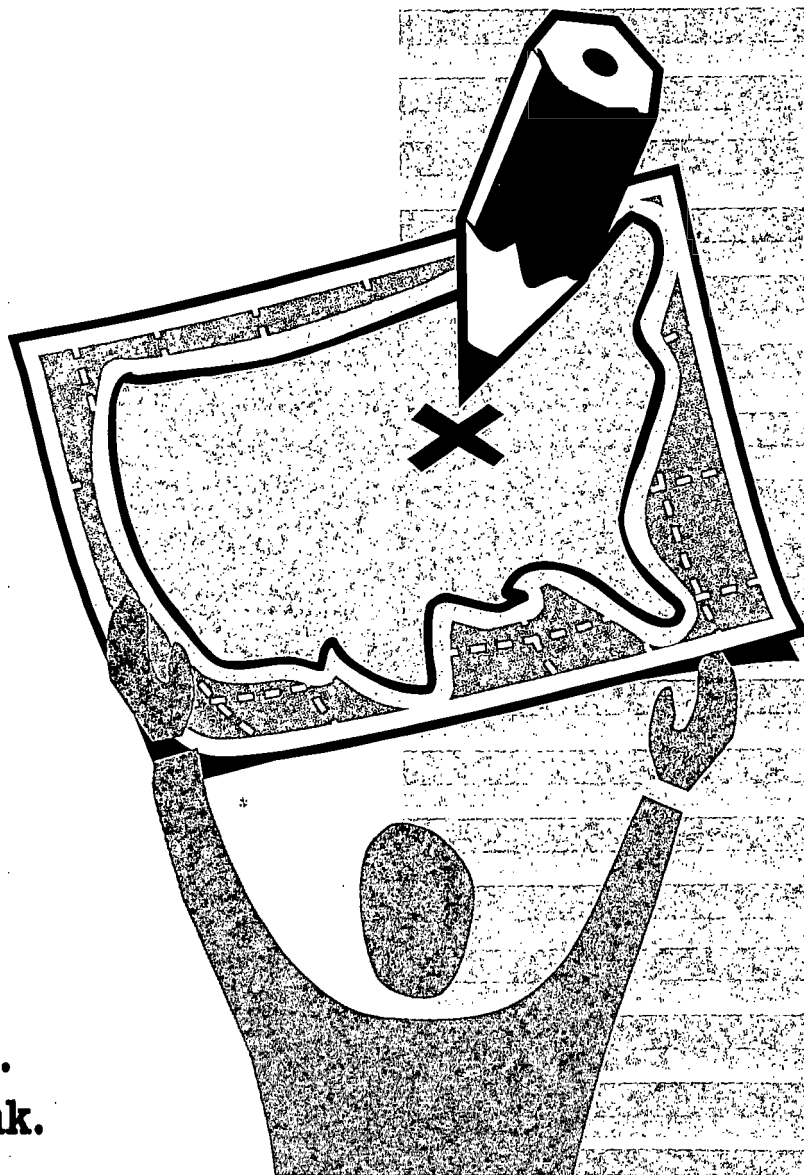
State Governments by Barbara Silberdick Feinberg (Watts, 1993). This easy-to-read book explains the division of power between federal and state governments, and gives an overview of what officials, such as governors, legislators, and judges, do.

Take a Stand! by Daniel Weizmann (Price/Stern/Sloan, 1996). An upbeat introduction to American government with a bias toward civic participation, this book uses humor and cartoons to make learning about the branches of government, related agencies, and party politics fun.

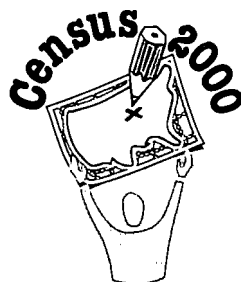
Statistical Abstract of the United States by the U.S. Census Bureau (National Technical Information Service, 1998). If one book can sum us up as a nation, it's this hefty one. Order it by phone (1-800-553-6847) or via the Internet (www.census.gov/stat_abstract).



**This is Your Future.
Don't Leave It Blank.**



Making Sense of



Dear Teacher:

You play a very important role in Census 2000. These teaching materials were created by the U.S. Census Bureau and Scholastic to help you and your students make sense of census issues and to reinforce standard curriculum requirements. With Census 2000 coming soon, now is the time to begin incorporating these materials into your lesson plans.

Your Census 2000 Teaching Kit includes:

- A 24-page Teaching Guide full of grade-appropriate activities and corresponding lesson plans.
- A giant 4x6 ft. We Count! map.

A separate mailing, arriving in March 2000, will contain:

- A Teacher Lesson Guide that augments the Student Take-Home Guide.
- A set of Student Take-Home Guides.
- A letter to parents encouraging them to participate in Census 2000 and complete their census form.

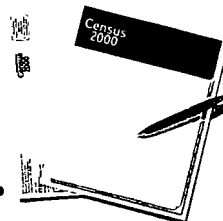
A FOUNDATION FOR DEMOCRACY

Teaching students about the census helps to strengthen their understanding of our democracy. Participating in the census is a civic duty and one way for people to take part in the democratic process. A complete census count ensures accurate representation in Congress. That's why it's mandated by the Constitution.

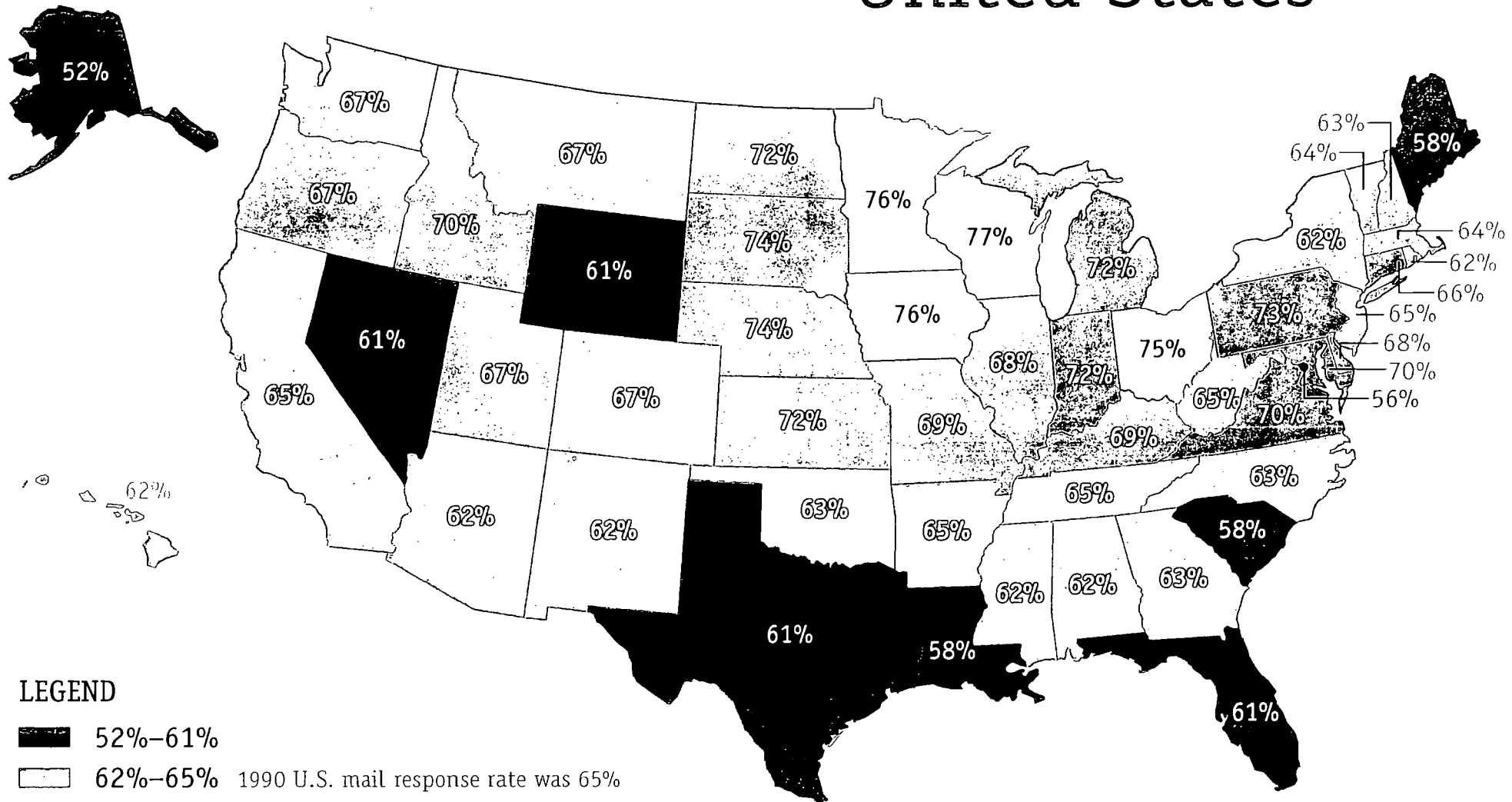
HOW AMERICA KNOWS WHAT AMERICA NEEDS

Encouraging census awareness today will develop into real results tomorrow. Census data are used to make decisions at federal, tribal, state, and local levels. Census 2000 may directly affect your school and community in many ways, including allocating resources for schools, Title I funding, transportation planning, and social services.

This is Your Future. Don't Leave It Blank.



1990 Mail Response Rates for the United States



LEGEND

-  52%–61%
-  62%–65%
-  66%–69%
-  70%–74%
-  75%–77%