



**FLORIDA COUNTS**  
**CENSUS 2020**

# Our Objectives



- ▶ Develop actionable concepts that can lead to a stronger awareness & outreach campaigns to reach the communities we serve
- ▶ Build Connections and seed collaborations between organizations committed to a successful 2020 Census

# Why local governments have a vested interest in the Census



## Political Power

Census is constitutionally mandated for re-apportionment of Congress

Census results are used for Redistricting at national, state, and local levels.



## Money/Economic Impact

**\$675 Billion/year (\$7 Trillion over the decade) for 2020**

**\$45 Billion for Florida/year**

# Why do we need to care?

- ▶ Florida is home to large numbers of traditionally hard-to-count groups

# Some HTC Indicators

- ▶ Persons at or below poverty
- ▶ Persons receiving public assistance, disability, or SSI
- ▶ Concentrations of minority groups, immigrants, linguistically isolated communities, migrant workers
- ▶ Areas with high concentrations of low educational attainment (no high school diploma)
- ▶ 5% or more who speak a language other than English at home
- ▶ Single parents



# HTC Population

- ▶ People in mobile / homeless families with children (8,300 in 2018) and students (76,211 in 2016-2017)
- ▶ Non-English speakers (28.7% speak something other than English at home)
- ▶ Children ages 0-4 (1,117,420, 5.4%) 
- ▶ Low levels of education (9.9% of parents lack HS diploma)
- ▶ Children living in high poverty neighborhoods (11.2%)
- ▶ Living in rental households (35.8%)
- ▶ Grandparents responsible for their grand children (31.0%)
- ▶ Complex households (children in single-parent families 35.3%)
- ▶ Limited access to internet (17.3% percent of households have no internet subscription or dialup) 



# Severe Undercount

- ▶ Statewide, >71,307 0-4 year olds were undercounted in 2010 (6.2%)
- ▶ We are missing \$67M dollars ANNUALLY because of the young child undercount
- ▶ And whatever we miss in 2020, we will live that for the next 10 years



# Why do we need to care?

- ▶ SNAP
- ▶ Federal Pell Grant
- ▶ National School Lunch
- ▶ Temporary Assistance for Needy Families
- ▶ Section 8 Housing Voucher
- ▶ Special Education Grants to States
- ▶ Head Start
- ▶ Medicaid
- ▶ Children's Health Insurance Program
- ▶ Title IV-E Foster Care
- ▶ Title IV-E Adoption Assistance

This  
translates to  
dollars

- ▶ Florida missed \$946 per person in FMAP programs in 2010
- ▶ Just an additional 1% undercount in 2010 would result in \$178 million loss in funding
- ▶ State budget. Florida received about \$45 billion (FY 2016) in federally allocated dollars based on the state's Census 2010 count

<b>Program</b>	<b>Dept.</b>	<b>Obligations</b>	<b>Program</b>	<b>Dept.</b>	<b>Obligations</b>
<b>Financial Assistance Programs</b>		<b>\$43,230,115,093</b>			
Medical Assistance Program (Medicaid)	HHS	\$13,647,918,000	Community Facilities Loans/Grants	USDA	\$6,309,050
Federal Direct Student Loans	ED	\$4,906,013,706	Supporting Effective Instruction State Grants	ED	\$101,017,766
Supplemental Nutrition Assistance Program	USDA	\$5,216,754,147	Crime Victim Assistance	DOJ	\$137,108,287
Medicare Suppl. Medical Insurance (Part B)	HHS	\$6,212,378,586	CDBG Entitlement Grants	HUD	\$107,967,091
Highway Planning and Construction	DOT	\$1,903,288,624	Public Housing Capital Fund	HUD	\$54,630,000
Federal Pell Grant Program	ED	\$1,737,600,000	Block Grants for the Prevention and Treatment of Substance Abuse	HHS	\$111,379,297
Section 8 Housing Choice Vouchers	HUD	\$878,547,000	Water and Waste Disposal Systems for Rural Communities	USDA	\$28,117,320
Temporary Assistance for Needy Families	HHS	\$562,340,120	Social Services Block Grant	HHS	\$98,297,450
Very Low to Moderate Income Housing Loans	USDA	\$608,013,181	Rural Rental Assistance Payments	USDA	\$67,680,847
Title I Grants to LEAs	ED	\$802,560,933	Business and Industry Loans	USDA	\$102,991,000
State Children's Health Insurance Program	HHS	\$594,955,000	Career and Technical Education - Basic Grants to States	ED	\$62,643,494
National School Lunch Program	USDA	\$821,088,000	Homeland Security Grant Program	DHS	\$18,170,265
Special Education Grants	ED	\$659,321,205	WIOA Dislocated Worker Grants	DOL	\$62,577,792
Section 8 Housing Assistance Payments Program	HUD	\$325,056,162	HOME	HUD	\$39,999,122
Federal Transit Formula Grants	DOT	\$296,826,000	State CDBG	HUD	\$24,108,644
Head Start	HHS	\$399,740,214	WIOA Youth Activities	DOL	\$49,787,759
WIC	USDA	\$369,903,000	WIOA Adult Activities	DOL	\$45,525,701
Title IV-E Foster Care	HHS	\$182,737,396	Employment Service/Wagner-Peyser	DOL	\$40,550,461

# Key Dates

- ▶ **Jan 2020:** Outreach should begin into HTC communities by local organizations
- ▶ **March 2020:** Invitation letters sent. Postcards are mailed
- ▶ **April 1, 2020:** Census Day is observed nationwide. By this date, every home will receive an invitation to participate in the 2020 Census.
- ▶ **April 2020:** Census takers begin visiting college students who live on campus, people living in senior centers, and others who live among large groups of people.
- ▶ **May 2020:** The Census Bureau begins visiting homes that haven't responded to the 2020 Census to make sure everyone is counted.
- ▶ **December 2020:** The Census Bureau delivers apportionment counts to the President and Congress as required by law.
- ▶ **March 31, 2021:** By this date, the Census Bureau will send redistricting counts to states. This information is used to redraw legislative districts based on population changes.

## WHAT WE WILL SEND IN THE MAIL

On or between	You'll receive:
March 12-20	An invitation to respond online to the 2020 Census. (Some households will also receive paper questionnaires.)
March 16-24	A reminder letter.
	<b>If you haven't responded yet:</b>
March 26-April 3	A reminder postcard.
April 8-16	A reminder letter and paper questionnaire.
April 20-27	A final reminder postcard before we follow up in person.

### We understand you might miss our initial letter in the mail.

- Every household that hasn't already responded will receive reminders and will eventually receive a paper questionnaire.
- It doesn't matter which initial invitation you get or how you get it—we will follow up in person with all households that don't respond.

# Invitation

## Letter Invitation

- Most areas of the country are likely to respond online, so most households will receive a letter asking you to go online to complete the census questionnaire (or to respond by phone).
- We plan on working with the U.S. Postal Service to stagger the delivery of these invitations over several days. This way we can spread out the number of users responding online, and we'll be able to serve you better if you need help over the phone.

## Letter Invitation and Paper Questionnaire

- Areas that are less likely to respond online will receive a paper questionnaire along with their invitation. The invitation will also include information about how to respond online or by phone.

## What's New with this Census Self-Response for 2020 Census

In previous censuses, the **primary method** of responding to the census was to receive a questionnaire in the mail...complete it and mail it back

**HOWEVER, for the 2020 Census, the INTERNET is the primary method** for households to self respond

# Optimizing Self-Response for 2020 Census

- ▶ **Secondary** ways of responding to the 2020 Census
  - ▶ **Toll-free number**
    - ▶ Can call Census any time, people Questionnaire Assistance centers and get help completing their Census on the Internet...OR
    - ▶ Households can complete their Census with one of our staff over the telephone
  - ▶ **Traditional questionnaire** (can be requested via the toll-free number)
  - ▶ Non Response Follow Up operation
    - ▶ Enumerators visit the household to conduct the interview

# Languages

- ▶ You can fill out an ONLINE CENSUS QUESTIONNAIRE in English, Spanish, Chinese (Simplified), Vietnamese, Korean, Russian, Arabic, Tagalog, Polish, French, Haitian Creole, Portuguese, and Japanese
- ▶ You can RESPOND TO THE QUESTIONNAIRE by PHONE in English, Spanish, Chinese (Mandarin & Cantonese), Vietnamese, Korean, Russian, Arabic, Tagalog, Polish, French, Haitian Creole, Portuguese, and Japanese
- ▶ You can fill out a PAPER CENSUS QUESTIONNAIRE in English or Spanish
- ▶ More info at  
<https://2020census.gov/en/partners/outreach-materials.html>

# Other Support for non-English Languages

## 2020 Census Support for 59 Non-English Languages

Spoken languages are listed in order of need (top to bottom, left to right).

Spanish	Portuguese	Amharic	Punjabi	Malayalam	Twi
Chinese <sup>2</sup>	Japanese	Somali	Lao	Swahili	Lithuanian
Vietnamese	Italian	Thai	Hmong	Yiddish	Yoruba
Korean	Farsi	Gujarati	Albanian	Indonesian	Czech
Russian	German	Khmer	Turkish	Serbian	Igbo
Arabic	Armenian	Nepali	Bosnian	Tigrinya	Marathi
Tagalog	Hindi	Urdu	Tamil	Ilocano	Sinhala
Polish	Ukrainian	Romanian	Navajo	Dutch	Slovak
French	Bengali	Telugu	Hungarian	Croatian	American Sign Language (ASL) <sup>3</sup>
Haitian Creole	Greek	Burmese	Hebrew	Bulgarian	

Source: <https://2020census.gov/en/partners/outreach-materials.html>

Other language resources and translations available at <https://www.countusin2020.org/resources>

## Languages

- ▶ Don't see a language listed?
- ▶ Reach out to us and we can help you find materials!

**Start here** OR go online at [url removed] to complete your 2020 Census questionnaire.

Use a blue or black pen.

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

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

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

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

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

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

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

Number of people =

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

Mark  all that apply.

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

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

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

**4. What is your telephone number?**

*We will only contact you if needed for official Census Bureau business.*

Telephone Number

<input type="text"/>	<input type="text"/>	<input type="text"/>	-	<input type="text"/>	<input type="text"/>	<input type="text"/>	-	<input type="text"/>	<input type="text"/>	<input type="text"/>
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# Questionnaire

## Person 1

5. Please provide information for each person living here. If there is someone living here who pays the rent or owns this residence, start by listing him or her as Person 1. If the owner or the person who pays the rent does not live here, start by listing any adult living here as Person 1.

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

First Name \_\_\_\_\_ MI \_\_\_\_\_

Last Name(s)  
\_\_\_\_\_

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

Male  Female

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

Print numbers in boxes.

Age on April 1, 2020      Month      Day      Year of birth  
\_\_\_\_\_  
years      \_\_\_\_/  
\_\_\_\_/  
\_\_\_\_\_

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

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

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

9. What is Person 1's race?

Mark  one or more boxes AND print origins.

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

Chinese

Vietnamese

Native Hawaiian

Filipino

Korean

Samoan

Asian Indian

Japanese

Chamorro

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

\_\_\_\_\_

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

\_\_\_\_\_

Some other race – Print race or origin. ↗

\_\_\_\_\_

# Questionnaire

# Questionnaire

**1. Print name of Person 2**

First Name MI

Last Name(s)

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

No  
 Yes, for college  
 Yes, for a military assignment  
 Yes, for a job or business  
 Yes, in a nursing home  
 Yes, with a parent or other relative  
 Yes, at a seasonal or second residence  
 Yes, in a jail or prison  
 Yes, for another reason

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

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

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

Male  Female

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

Age on April 1, 2020      Month      Day      Year of birth  
 years                 

→ NOTE: Please answer BOTH Question 6 about Hispanic origin and Question 7 about race. For this census, Hispanic origins are not races.

**6. Is this person of Hispanic, Latino, or Spanish origin?**

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

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

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

White – Print, for example, German, Irish, English, Italian, Lebanese, Egyptian, etc. ↗  
      
 Black or African Am. – Print, for example, African American, Jamaican, Haitian, Nigerian, Ethiopian, Somali, etc. ↗  
      
 American Indian or Alaska Native – Print name of enrolled or principal tribe(s), for example, Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow Inupiat Traditional Government, Nome Eskimo Community, etc. ↗  
      
 Chinese  Vietnamese  Native Hawaiian  
 Filipino  Korean  Samoan  
 Asian Indian  Japanese  Chamorro  
 Other Asian – Print, for example, Pakistani, Cambodian, Hmong, etc. ↗       
 Some other race – Print race or origin. ↗

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

**Person 7**

First Name

MI

Last Name(s)

Sex

Male

Female

Age on April 1, 2020

years

Date of Birth

Month

Day

Year of birth

Related to Person 1?

Yes

No

**Person 8**

First Name

MI

Last Name(s)

Sex

Male

Female

Age on April 1, 2020

years

Date of Birth

Month

Day

Year of birth

Related to Person 1?

Yes

No

**Person 9**

First Name

MI

Last Name(s)

Sex

Male

Female

Age on April 1, 2020

years

Date of Birth

Month

Day

Year of birth

Related to Person 1?

Yes

No

**Person 10**

First Name

MI

Last Name(s)

Sex

Male

Female

Age on April 1, 2020

years

Date of Birth

Month

Day

Year of birth

Related to Person 1?

Yes

No

*INFORMATIONAL COPY*

*Thank you for completing your 2020 Census questionnaire.*

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

U.S. Census Bureau  
National Processing Center  
[address removed]

FOR OFFICIAL USE ONLY

JIC1

JIC2

If you need help completing this questionnaire, call [toll-free number removed], Sunday through Saturday from 7:00 a.m. to 2:00 a.m. ET.

TDD — Telephone display device for the hearing impaired. Call [toll-free number removed], Sunday through Saturday from 7:00 a.m. to 2:00 a.m. ET.

The U.S. Census Bureau estimates that completing the questionnaire will take 10 minutes on average. Send comments regarding this burden estimate or any other aspect of this burden to: Paperwork Reduction Project 0607-1006, U.S. Census Bureau [address removed] Washington, DC 20233. You may email comments to <[email address removed]>. Use "Paperwork Reduction Project 0607-1006" as the subject.

This collection of information has been approved by the Office of Management and Budget (OMB). The eight-digit OMB approval number 0607-1006 confirms this approval. If this number were not displayed, we could not conduct the census.

# Questionnaire

# Can you make devices available to the public for response?

According to the U.S. Census Bureau Guidelines:

- ▶ If you make devices available to the public to allow individuals to provide their own responses to the 2020 Census, then those devices should be made available at an event or other public location like a community center, place of worship, or school.
- ▶ When making the device available, be clear that you are not an employee or representative of the Census Bureau.
- ▶ To ensure that the public does not confuse you for a Census Bureau employee, do not use the Census Bureau's logo or other branding in any way when making devices available for response. You may use your organization's logo.
- ▶ Point of clarification: You may also use the "2020 Census" logo which is different from the U.S. Census Bureau logo.
- ▶ You may, subject to the Census Bureau's brand guidelines, use the 2020 Census logo on certain outreach materials to promote the 2020
- ▶ Cybersecurity guidance: <https://censuscounts.org/gotc-toolkit-cybersecurity/>

# Can you assist people with their response?

According to the U.S. Census Bureau Guidelines:

- ▶ Only Census Bureau employees may collect responses directly from individuals. If you are providing devices for individuals to provide their own responses online, do not enter that individual's responses for them or watch them enter their responses. In other words, devices should not be "staffed."
- ▶ **IMPORTANT NOTE: If people still request your assistance with online response, you can provide this assistance. But please inform them that you are not a U.S. Census Bureau employee and therefore their answers are not protected by law with you. Their response is only protected by the U.S. Census Bureau once their response is received.**
- ▶ Stakeholders should create an environment where individuals can respond without interference. This environment should ensure that someone's responses cannot be seen by anyone unless they are a sworn Census Bureau employee. Census Bureau employees are sworn for life under the law to keep an individual's responses confidential.
- ▶ If a member of the public requests assistance in completing their form, please direct them to the response option (online, phone, mail/paper, census taker visit to the home) that best suits their needs. For example, if an individual is responding online and needs language assistance, or if a person who is blind requests help with the online response Web site, please encourage them to respond through the phone response option, instead of the online response option.

# Confidentiality

- ▶ Under Title 13 of the U.S. Code, the Census Bureau cannot release any identifiable information about individuals, households, or businesses, even to law enforcement agencies.
- ▶ Census data are protected by the strictest confidentiality protections in federal law. The U.S. Census Bureau, the Commerce Department, and their employees may not reveal a person's data gathered through the census to anyone.
- ▶ That means they are prohibited from sharing your data with federal agencies, immigration authorities, law enforcement, or courts of law. **Federal law does not allow your personal census information to be used against you by immigration authorities, a court of law, local housing agencies, any law enforcement agency, or any other government officials, for any reason whatsoever.** You are protected from harm in many ways.
- ▶ Government workers who violate these privacy protections can be punished with fines of up to \$250,000 and jail terms of up to five years.

# Opportunities

- ▶ Access the internet through smartphones
- ▶ Felt that daycare, schools and job training were very important
- ▶ That the most important reason to respond to the Census was to determine funding for their community
- ▶ Felt that the Census was important for civil rights enforcement, making a better future for their community and showing pride in their heritage



# Messaging that works

- ▶ Knowledge of the Census and its impact
  - ▶ E.g., Census is used to determine funding for important services (school, child care, transportation)
- ▶ The effects of the Census count last for a decade, which may be longer than their child's lifespan
- ▶ Use trusted messengers



# Census Checklist

- ▶ What events do I have planned that I can use to reach families that I can piggy back onto?
- ▶ Does you have computers that families could use to complete the Census?
- ▶ Find out how your local library is supporting the Census that might be a resource to families
- ▶ Borrow or write a script to use in phone alert systems that update parents



# Make it personal

Talk to them about how the Census funds, and be specific as possible

- ▶ Medicaid
- ▶ School breakfast and lunch programs
- ▶ HeadStart and child care programs
- ▶ Job preparation and vocational programs that help them get jobs or get better jobs
- ▶ Disaster (e.g., hurricane) relief
- ▶ Roads and transportation improvements



## What next?

- ▶ Coordinate with County's Complete Count Committee
- ▶ Visit [flcounts.com](http://flcounts.com) for resources



## FLORIDA COUNTS CENSUS 2020

[www.FLCounts.com](http://www.FLCounts.com)

FUNDING THE “TRUSTED VOICES” OF COMMUNITY-BASED NONPROFITS

*Ensure that Florida is counted*



Urban League of  
Broward County



VENTUS  
CHARITABLE  
FOUNDATION



# Mini Grants for HTC Communities

- ▶ We have raised close to \$1 million in funds
- ▶ RFP on flcounts.com
- ▶ First round of funds disbursed- \$325,000
- ▶ Second round of funds disbursed- \$350,000
- ▶ Third round of funds will be disbursed on a rolling basis
- ▶ Workplan to reach HTC Communities

# Census Bureau Resources

<https://www.census.gov/programs-surveys/sis/2020census/2020-resources/pre-k.html>

<https://census.gov/programs-surveys/sis/2020census/2020-resources.html>



Preschool Take-Home Flyer

(View)

2020 "Everyone Counts!" Song

(View)

Featured Activity: I Count, You Count!

(View)

World of Animals

(View)

Transportation: On Our Way To Being Counted!

(View)

Jobs in My Community

(View)

Diversity: Everyone Is Special!

(View)

Everyone Counts!

(View)

2020 "Everyone Counts!" Story and Activity Book

(View)

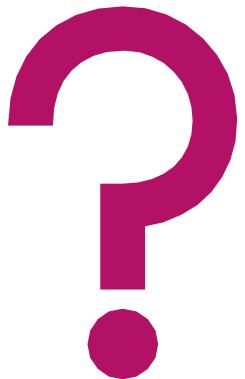
Preschool Educator Flyer

(View)

# Resources

- ▶ **Posters/Fact sheets by population:**  
<https://2020census.gov/en/partners/outreach-materials.html>
- ▶ **Social media:** sample posts are available on <https://2020census.gov/en/how-to-help.html>; <https://2020census.gov/en/partners/outreach-materials.html>
- ▶ **Logos:** <https://www.census.gov/programs-surveys/decennial-census/2020-census/planning-management/promo-print-materials.html>
- ▶ **Partner resource sheet:**  
<https://2020census.gov/content/dam/2020census/materials/partners/2019-10/partners-self-response.pdf>
- ▶ **Census Invite:** <https://2020census.gov/en/partners/outreach-materials.html>
- ▶ **Sesame Street:** <https://www.sesameworkshop.org/press-room/2020-census-form>

# Questions



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