

THE MAINE APPRISE

A Publication of the Maine Principals' Association

Volume XXVIII, Number 7

March 2020



From the Executive Director | Professional Division . . . Holly Couturier

..... The Impact of LD 1370 on Principals

In the first session of the 129th legislature, LD 1370, *An Act to Address Dangerous Behavior in the Classroom*, was passed and signed into Law by Governor Mills. In a collaborative effort to provide unified guidance to our profession and colleagues, the leaders of Maine Department of Education (DOE), Maine Education Association (MEA), Maine Principals' Association (MPA), Maine School Superintendents Association and Maine School Board Association (MSSA/MSBA), and Maine Administrators of Services for Children with Disabilities (MADSEC) have met and reached consensus on the following:

Unified Guidance on LD 1370:

- *Definition of "Dangerous Behavior:"* a student's behavior that presents a risk of injury or harm to others; this applies to all students, including those with 504 plans or IEPs.
- *Procedure:*
 1. A school employee reports the behavior, invoking the process;
 2. Administrator/designee investigates the incident and reaches out to a bargaining unit leadership who will appoint an individual;
 3. The administrator/designee reviews the report with the appointed staff person;
 4. The administrator/designee circles back to the staff member whether or not the incident is deemed substantiated as dangerous behavior;
 5. *If* the incident is substantiated as dangerous behavior, the administrator/designee consults with a team, which may include the staff member who was subjected to the behavior (if applicable), in the development of a response plan aimed at supporting safer behaviors. If the plan is not in alignment with an existing 504 plan or IEP, the administrator/designee will provide the appropriate team with information from the consultation with impacted staff person. That team will consider appropriate revisions to the 504 plan or IEP, as needed.
- *Staff Sick Leave:*
 1. A physician's note must verify that time out of work is necessary due to injury caused by substantiated dangerous behavior by a student.
 2. Paid leave will be provided without impacting the employee's existing benefits.
 3. If the necessity of time out of work, due to injury caused by the substantiated dangerous behavior of a student, cannot be verified by a physician's note, paid leave will be adjusted accordingly.

MPA Spring Conference

*Social/Emotional
Learning: How
Principals Can Support
Themselves AND Their
Staff and Students*

**April 30—May 1
Samoset Resort**

Keynote Presenters:

Thursday

Andrew Marotta

and

Friday

Dr. Bryan Pearlman

Click [HERE](#) to Register.

MPA Summer Leadership Retreat

*Providing Effective
Feedback to Move Your
School or District
Forward*

Designed for Leadership Teams

Sugarloaf Resort
Carrabasset Valley

**Thursday, June 27
through
Friday, June 28**

Click [HERE](#) to Register.

Continued on Page 2

PROFESSIONAL OFFERINGS

MPA SPRING CONFERENCE

Social/Emotional Learning: How Principals Can Support Themselves AND Their Staff and Students

with Andrew Marotta (Thursday) and Dr. Bryan Pearlman (Friday)

April 30—May 1, 2020

Click [HERE](#) to Register

**32nd Annual Law Seminar for
School and District Secretaries,
Special Education Secretaries,
and Administrative Assistants**

Tuesday, April 2, 2019 ~ Double Tree by
Hilton, So. Portland

Wednesday, April 3, 2019 ~ Hilton
Garden Inn, Bangor

Click [HERE](#) to Register.

Student Council State Conference

May 19, 2020

University of Maine, Orono

Click [HERE](#) to Register.

Volunteer of the Year Award: Dr. Phyllis Deringis Service to Maine Youth

Do you know an outstanding adult volunteer who is making a difference for students in your school, your district, or possibly beyond? Each year the MPA honors up to two awardees with the Dr. Phyllis Deringis Service to Maine Youth Award at the Spring Conference Awards Banquet.

Click [HERE](#) for more information and application.

From the Executive Director . . . (Continued from page 1)

The MPA is committed to keeping all of its members up-to-date on any legislation that is going to impact their roles, responsibilities, and profession. Please contact me if you have any questions or concerns regarding *LD 1370: An Act to Address Dangerous Behavior in the Classroom*.

I will use the *Apprise* as a communication tool, email, and Regional Meetings to discuss any such legislation. Regional meetings are a great way to come together as a group, with me in an informal manner, network, and share concerns, thoughts, as well as positive things taking place in Maine schools. Please note, these are all FREE OF CHARGE!! If you would like to set up a Regional meeting in your area, contact me and I'll be more than happy to help set one up for you.

As always, thank you for being each other's best resource!

Observances

* March 1-31

- *Music in Our Schools Month*—Learn more on the National Association for Music Education Website (Click [HERE](#))
- *National Nutrition Month*—An annual nutrition education and information campaign created by the Academy of Nutrition and Dietetics. It focuses on the importance of making informed food choices and developing sound eating and physical activity habits. (Click [HERE](#) to learn more)
- *National School Social Work Week*—A week to honor school social workers and highlight the important work that they do to meet students' social, emotional, physical, and environmental needs. (Click [HERE](#) to learn more)

* March 2

- *NEA's Read Across America Day* (Click [HERE](#) to access a promotional toolkit and ideas on how to celebrate this day.)

* March 2-6

- *National School Breakfast Week*—The #NSBW2020 theme (Click [HERE](#)) is "School Breakfast: Out of this world." Click [HERE](#) for more information.

* March 8

- Daylight Savings Time Starts

* March 19

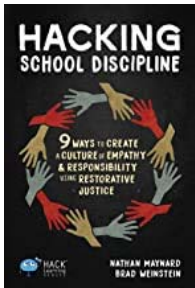
- First Day of Spring

* March 22

- *World Water Day*—Click [HERE](#) to learn more on the United Nations website.

Professional Reading Suggestions

Hacking School Discipline: 9 Ways to Create a Culture of Empathy and Responsibility Using Restorative Justice (2019) by N. Maynard and B. Weinstein.



Eliminate old-school punishments and create a community of responsible, productive learners.

“Are you or your teachers frustrated with carrots and sticks, detention rooms, and suspension—antiquated

school discipline practices that simply do not work with the students entering our classrooms today? Our kids have complex needs, and we must empower and embrace them with restorative practices that not only change behaviors but transform students into productive citizens, accountable for their own actions.”

Replace traditional school discipline with a proven system, founded on restorative justice.

“In a book that should become your new blueprint for school discipline, teachers, presenters, and school leaders Nathan Maynard and Brad Weinstein demonstrate how to eliminate punishment and build a culture of responsible students and independent learners. In *Hack Learning Series Book 22*, you learn to: 1) Reduce repeated negative behaviors; 2) Build student self-regulation and empathy; 3) Enhance communication and collaboration; and 4) Identify the true cause of negative behaviors

Use restorative circles to reflect on behaviors and discuss impactful change

“Maynard and Weinstein provide practical tips and strategies in the context of real-world examples, guided by the imperatives of changing the behavior and preserving the relationship. An important read for teachers and administrators.” —Danny Steele, award-winning principal and co-author of *Essential Truths for Principals* and *Essential Truths for Teachers*

Before you suspend another student ... read *Hacking School Discipline*, and build a school environment that promotes responsible learners, who never need to be punished. Then watch learning soar,

teachers smile, and your entire community rejoice.”

Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom (2016) by K. Souers and P. Hall.

“In this galvanizing book for all educators, Kristin Souers and Pete Hall explore an urgent and growing issue—childhood trauma—and its profound effect on learning and teaching.

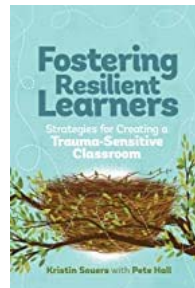
Grounded in research and the authors' experience working with trauma-affected students and their teachers, *Fostering Resilient Learners* will help you cultivate a trauma-sensitive learning environment for students across all content areas, grade levels, and educational settings. The authors—a mental health therapist and a veteran principal—provide proven, reliable strategies to help you

- Understand what trauma is and how it hinders the learning, motivation, and success of all students in the classroom.
- Build strong relationships and create a safe space to enable students to learn at high levels.
- Adopt a strengths-based approach that leads you to recalibrate how you view destructive student behaviors and to perceive what students need to break negative cycles.

Head off frustration and burnout with essential self-care techniques that will help you and your students flourish.

Winner of the 2017 Association of American Publishers Golden Lamp Judges award.

Each chapter also includes questions and exercises to encourage reflection and extension of the ideas in this book. As an educator, you face the impact of trauma in the classroom every day. Let this book be your guide to seeking solutions rather than dwelling on problems, to building relationships that allow students to grow, thrive, and—most assuredly—learn at high levels.”



PR Tips for Principals

Inclusive School Environments: Supporting Transgender and Non-Gender Conforming Students.

Transgender and non-gender conforming students are part of the diverse community that makes up your school. Respecting all students is an important part of ensuring a respectful, inclusive environment. Here are some tips to help you and your staff support these students.

- Develop a process for communicating with appropriate staff when a student makes a name change or a change to the use of pronouns.
- Consider staff development on the topic so staff and faculty who interact with students can ask questions and feel supported as they learn about a topic they may be unfamiliar with. This ensures building-level administrators are on the same page.
- Resist the temptation to select the traditional “one boy” and “one girl” for student awards or recognition.
- Consider language choice in standard documents such as supply lists or school handbooks to ensure it’s gender inclusive.
- If a student transfers schools, implement a process that protects student confidentiality, but ensures records are transferred in their entirety, so support personnel at a student’s new building are aware of their specific needs.

—National School Public Relations Association,

PRincipal Communicator,
February 2020.



NASSP Report

By Matt Gilbert, Principal, Mountain Valley High School and
NASSP State Representative ~ mgilbert@rsu10.org

Annually NASSP, in conjunction with NAESP, holds a three day Advocacy Conference in Washington D.C. During this conference state coordinators, executive directors, and lobbyists come together to identify key issues facing congress, which have a direct impact on the classroom. Over the past couple of years themes have focused on the teacher shortage, fully funding all of the Titles, and the impact of social/emotional health on schools. Over the years, the Maine delegation has been very welcoming and appreciate our perspective. As we prepare to participate in the National Advocacy Conference, we would like to hear from our members so that we can bring your voice to our nation's capital. If there is an educational issue you would like us to present to our legislators please email the MPA and in the subject line use the term Advocacy Conference 2020.

In other NASSP news here is the associations' response to the President's State of the Union. This response was crafted by the NASSP Executive Director, JoAnn Bartoletti. "Once again, President Trump squanders a State of the Union opportunity to bolster the success of public schools by proposing only to enrich private schools at public expense. With a fresh infusion of funds siphoned from public

services, private entities would enjoy expanded 'education freedom' to admit the students they find desirable. But for the 90-plus percent of U.S. students who attend public schools, including students with the greatest educational needs, the administration's sole education effort would exacerbate an already severe funding crisis. Let's remember that public education bears the label because it serves the public good and accepts public accountability. Bureaucratic schemes to privatize education—whether as overt as vouchers or as insidious as tax credit scholarships—compromise our public investment in those schools and the education of our nation's youth."

Finally, as principals we are often asked by students and parents if various student organizations are legitimate. NASSP has done some of the research for us and has published a list of NASSP Approved Student Programs. It is constantly being updated to review the steady wave of new student opportunities. You can find this list at the following web address:

<https://www.nassp.org/news-and-resources/nassp-approved-student-programs/>

MPA to Honor Outstanding Seniors and Award Ten \$1,000 Scholarships

The annual MPA Honors Luncheon will be held on Saturday, April 4, 2020, at Jeff's Catering in Brewer.

Each high school principal from an MPA member school names a senior award recipient who is invited to the luncheon and receives the MPA's Principal's Award. The criteria for the award are academic excellence, citizenship, and leadership. Each school defines and interprets these criteria in its own setting.

At the conclusion of the luncheon, a

drawing will be for five \$1,000 Horace O. McGowan and Richard W. Tyler Scholarships plus five additional scholarships for a total of ten scholarship opportunities! The school's recipient must be in attendance to be eligible.

Information regarding the luncheon has been e-mailed to all MPA member school principals. If you have any questions, please call Patty at the MPA at 622-0217, ext. 130.

Just a Friendly Reminder!

As we discussed at the Fall Conference, the MPA Board of Directors is proposing that the MPA Dues be increased to the following beginning with the 2020-2021 school year:

- ◇ Active Individual—\$340.00
- ◇ Associate—\$125.00
- ◇ Retired—\$50.00
- ◇ Student—\$30.00

This will not be finalized until the full membership vote at the Spring Conference; however many of you will need this information for your school budgets.

Please call Holly Couturier, Executive Director | Professional Division, (622-0217, Ext. 126) if you have any questions.

Planning to Retire?

If you are or know about a principal, assistant principal, or career and technology center director who is planning to retire this year, please notify Patty (pnewman@mpa.cc) at the MPA by April 3, 2020.

The association will honor its retiring members at the annual MPA Awards Banquet that will be held on April 30, as part of the Spring Conference at the Samoset.

Follow us on Twitter!

Holly Couturier —@HDCouturier

Mike Bisson —@MikeBissonMPA

Science Olympiad

SCIENCEOLYMPIAD

Start a Team



Just like an athletic team, **Science Olympiad clubs are coached by teachers, improved by mentors and filled with top talent.**

Each fall, Science Olympiad releases new rules and teams tackle the 23 STEM-aligned events in pairs, building devices for on-site testing, studying for core knowledge challenges and preparing for rigorous hands-on lab experiments. School teams register annually through their state Science Olympiad chapter at www.soinc.org/join/state-websites



Science Olympiad: The Basics

DIVISION B
(Grades 6-9)

DIVISION C
(Grades 9-12)

8K
Teams in 2019

15
Members on a Team

450 Invitational, Regional, State and National Tournaments

23
Events in Each Division

50
State Organizations



Exploring the World of Science



Continued on Page 6

Science Olympiad (Continuation)

SCIENCEOLYMPIAD

Sponsors

For the 2019-2020 tournament year, Science Olympiad is privileged to have sponsors who are true partners in our mission. Each of the corporations, associations and groups listed below have a vested interest in improving the quality of K-12 STEM education.

PLATINUM SPONSORS



GOLD SPONSORS



SILVER SPONSORS



BRONZE SPONSORS



STRATEGIC PARTNERS



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MEMBERSHIP

For a complete listing of events, state websites and tournament information, or to learn more about becoming a registered member team, please visit our website soinc.org.

UPCOMING TOURNAMENTS

2020 **NC STATE UNIVERSITY** 2021 **ASU Arizona State University**



2020 DIGITAL ONLINE STORE!

Please visit store.soinc.org to view the digital Division B and C Rules Manuals online for free and to order print and digital versions of CDs, DVDs, Test Packets and other educational materials you can use to prepare for Science Olympiad tournaments and classroom instruction.



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www.soinc.org



Counting for Dollars 2020

The Role of the Decennial Census in the Geographic Distribution of Federal Funds

REPORT

MAINE

In FY2016, Maine received

\$4,114,357,289

through 55 federal spending programs
guided by data derived from the 2010 Census.



The **Counting for Dollars 2020 Project** aims to understand 1) the extent to which the federal government will rely on data from the 2020 Census to guide the distribution of federal funding to states, localities, and households across the nation and 2) the impact of the accuracy of the 2020 Census on the fair, equitable distribution of these funds.

The project has analyzed spending by state for 55 federal programs (\$883,094,826,042 in FY2016). Three types of programs are analyzed:

- **Domestic financial assistance programs** provide financial assistance – including direct payments to individuals, grants, loans, and loan guarantees – to non-federal entities within the U.S. – such as individuals and families, state and local governments, companies, and nonprofits – in order to fulfill a public purpose.
- **Tax credit programs** allow a special exclusion, exemption, or deduction from gross income or provide a special credit, a preferential rate of tax, or a deferral of tax liability.
- **Procurement programs** award a portion of Federal prime contract dollars to small businesses located in areas selected on the basis of census-derived data.

The four uses of census-derived datasets to geographically allocate funding are:

- **Define eligibility criteria** – that is, identify which organizations or individuals can receive funds.
- **Compute formulas** that geographically allocate funds to eligible recipients.
- **Rank project applications** based on priorities (e.g., smaller towns, poorer neighborhoods).
- **Set interest rates** for federal loan programs.

The two categories of census-derived datasets are:

- **Geographic classifications** – the characterization (e.g., rural), delineation (e.g., Metropolitan Areas), or designation (e.g., Opportunity Zones) of specific geographic areas.
- **Variable datasets**
 - **Annual updates** of population and housing variables collected in the Decennial Census.
 - **Household surveys** collecting new data elements (e.g., income, occupation) by using the Decennial Census to design representative samples and interpret results.



Reports of the Counting for Dollars 2020 Project:

- **Report #1:** Initial Analysis: 16 Large Census-guided Financial Assistance Programs (August 2017)*
- **Report #2:** Estimating Fiscal Costs of a Census Undercount to States (March 2018)*
- **Report #3:** Role of the Decennial Census in Distributing Federal Funds to Rural America (December 2018)*
- **Report #4:** Census-derived Datasets Used to Distribute Federal Funds (December 2018)
- **Report #5:** Analysis of 55 Large Census-guided Federal Spending Programs (forthcoming)*
- **Report #6:** An Inventory of 320 Census-guided Federal Spending Programs (forthcoming)

* Data available by state

† Source for this state sheet

**GW Institute
of Public Policy**

THE GEORGE WASHINGTON UNIVERSITY

For further information:

Andrew Reamer, Research Professor
The George Washington University
areamer@gwu.edu

Counting for Dollars 2020

The Role of the Decennial Census in the Geographic Distribution of Federal Funds

REPORT

COUNTING FOR DOLLARS 2020:

MAINE

Allocation of Funds from 55 Large Federal Spending Programs
Guided by Data Derived from the 2010 Census (Fiscal Year 2016)

Total Program Obligations: \$4,114,357,289

Program	Dept.	Obligations	Program	Dept.	Obligations
Financial Assistance Programs		\$4,040,349,917			
Medical Assistance Program (Medicaid)	HHS	\$1,667,812,000	Community Facilities Loans/Grants	USDA	\$23,420,050
Federal Direct Student Loans	ED	\$409,193,107	Supporting Effective Instruction State Grants	ED	\$10,640,018
Supplemental Nutrition Assistance Program	USDA	\$254,898,802	Crimic Victim Assistance	DOJ	\$9,458,354
Medicare Suppl. Medical Insurance (Part B)	HHS	\$249,436,634	CDBG Entitlement Grants	HUD	\$5,705,352
Highway Planning and Construction	DOT	\$193,473,217	Public Housing Capital Fund	HUD	\$5,832,000
Federal Pell Grant Program	ED	\$90,900,000	Block Grants for the Prevention and Treatment of Substance Abuse	HHS	\$6,967,796
Section 8 Housing Choice Vouchers	HUD	\$85,397,000	Water and Waste Disposal Systems for Rural Communities	USDA	\$29,119,000
Temporary Assistance for Needy Families	HHS	\$78,120,889	Social Services Block Grant	HHS	\$6,572,282
Very Low to Moderate Income Housing Loans	USDA	\$266,728,827	Rural Rental Assistance Payments	USDA	\$39,012,468
Title I Grants to LEAs	ED	\$52,413,444	Business and Industry Loans	USDA	\$4,880,000
State Children's Health Insurance Program	HHS	\$32,289,000	Career and Technical Education Basic Grants to States	ED	\$5,484,372
National School Lunch Program	USDA	\$34,497,000	Homeland Security Grant Program	DHS	\$4,147,357
Special Education Grants	ED	\$56,773,624	WIOA Dislocated Worker Grants	DOL	\$3,554,242
Section 8 Housing Assistance Payments Program	HUD	\$68,582,141	HOME	HUD	\$4,482,845
Federal Transit Formula Grants	DOT	\$51,010,000	State CDBG	HUD	\$10,789,352
Head Start	HHS	\$36,797,239	WIOA Youth Activities	DOL	\$3,208,693
WIC	USDA	\$18,223,000	WIOA Adult Activities	DOL	\$3,053,723
Title IV E Foster Care	HHS	\$23,346,038	Employment Service/Wagner Peyscr	DOL	\$3,980,773
Health Care Centers	HHS	\$39,537,963	Community Services Block Grant	HHS	\$3,756,915
School Breakfast Program	USDA	\$12,571,000	Special Programs for the Aging, Title III, Part C, Nutrition Services	HHS	\$3,359,823
Rural Electrification Loans and Loan Guarantees	USDA	\$0	Cooperative Extension Service	USDA	\$3,304,179
Public and Indian Housing	HUD	\$13,809,000	Native Amer. Employment & Training	DOL	\$195,717
Low Income Home Energy Assistance	HHS	\$38,899,683			
Child and Adult Care Food Program	USDA	\$10,099,000	Federal Tax Expenditures		\$67,213,431
Vocational Rehabilitation Grants to the States	ED	\$16,797,381	Low Income Housing Tax Credit	Treas	\$35,692,772
Child Care Mandatory and Matching Funds	HHS	\$8,704,000	New Markets Tax Credit	Treas	\$31,520,659
Unemployment Insurance Administration	DOL	\$14,269,000			
Federal Transit Capital Investment Grants	DOT	\$0	Federal Procurement Programs		\$6,793,941
Child Care and Development Block Grant	HHS	\$8,567,000	HUBZones Program	SBA	\$6,793,941
Adoption Assistance	HHS	\$16,278,617			

Prepared by Andrew Reamer, the George Washington Institute of Public Policy, the George Washington University. Spending data analysis provided by Sean Moulton, Open Government Program Manager, Project on Government Oversight. | January 30, 2019

Note: The sequence of the above programs is consistent with U.S. rank order by program expenditures. (See U.S. sheet in series.)

Counting for Dollars 2020 publications and spreadsheet with above data available at <https://gwipp.gwu.edu/counting-dollars-2020-role-decennial-census-geographic-distribution-federal-funds>



TOP 10 BENEFITS OF STATISTICS IN SCHOOLS FOR TEACHERS

The Statistics in Schools (SIS) program of the U.S. Census Bureau provides data, tools, and activities that educators can incorporate into their lessons to help teach statistics concepts and data analysis skills to students. The activities and resources are segmented by subject (English, geography, history and social studies, mathematics and statistics, and sociology) and grade (from kindergarten through high school) so statistics education can be brought to any classroom.

Here are the top 10 reasons the SIS program is good for the classroom:

1

The online resources are free for K-12 teachers.

Educators can access, at no charge, more than 100 downloadable activities and resources on the website: www.census.gov/schools. The activities on the website are searchable by grade, school subject, topic, and education standard.

2

Experts from the U.S. Census Bureau contributed to the program.

The Census Bureau, which launched SIS, is the primary source of economic and demographic data for the United States. Census Bureau statistical experts were involved in the creation of the program activities, making SIS uniquely qualified to support statistics education.

3

The program promotes cross-curricular education.

SIS uses a broad array of Census Bureau data to provide activities and resources for courses in English, geography, history and social studies, mathematics and statistics, and sociology.

4

SIS offers a number of resources and tools, including:

- Activities
- Games
- Maps
- Infographics and data visualizations
- News articles
- Data tools that reveal population statistics by sex, age, ethnicity, and race
- Videos

5

SIS activities were developed by teachers for teachers.

Educators and subject matter experts from across the country created and reviewed the activities to make sure they are useful.

6

SIS activities can supplement your curriculum.

The activities and resources are designed to support, not replace, existing lesson plans.

7

The program helps teach students the crucial skills they need to thrive in an increasingly data-driven world.

Recent research from the Bureau of Labor Statistics shows that the number of jobs related to statistics is expected to increase by more than 30 percent between 2014 and 2024.

8

SIS reaches students by using technology to teach statistics.

SIS includes a number of tools that students can use to access data such as [State Facts for Students](#), which allows students to discover information about their state; [QuickFacts](#), an application that displays tables, maps, and charts of frequently requested statistics; and [Census Business Builder](#), an easy way to access and use key demographic and economic data.

9

The program can be extended or modified easily.

Not all students have the same skill levels or interests, or learn in the same way. Therefore, SIS gives educators ways to modify activities to meet the unique needs of every classroom. For example, some activities can be tailored using local data.

10

SIS matches activities with relevant education standards and guidelines. These include the following, organized by subject:

Geography

- [Geography for Life: National Geography Standards](#)

English, History and Social Studies

- [Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#)
- [UCLA National Standards for History](#)

Mathematics and Statistics

- [American Statistical Association's Guidelines for Assessment and Instruction in Statistics Education](#)
- [Common Core State Standards for Mathematics and for Mathematical Practice](#)
- [National Council of Teachers of Mathematics' Principles and Standards for School Mathematics](#)

Sociology

- [American Sociological Association's National Standards for High School Sociology](#)

How the 2020 Census will invite everyone to respond



Every household will have the option of responding online, by mail, or by phone.

Nearly every household will receive an invitation to participate in the 2020 Census from either a postal worker or a census worker.

 **95%** of households will receive their census invitation in the mail.



Almost 5% of households will receive their census invitation when a census taker drops it off. In these areas, the majority of households may not receive mail at their home's physical location (like households that use PO boxes or areas recently affected by natural disasters).



Less than 1% of households will be counted in person by a census taker, instead of being invited to respond on their own. We do this in very remote areas like parts of northern Maine, remote Alaska, and in select American Indian areas that ask to be counted in person.

Note: We have special procedures to count people who don't live in households, such as students living in university housing or people experiencing homelessness.

How the 2020 Census will invite everyone to respond



What to Expect in the Mail

When it's time to respond, most households will receive an invitation in the mail.

Every household will have the option of responding online, by mail, or by phone.

Depending on how likely your area is to respond online, you'll receive either an invitation encouraging you to respond online or an invitation along with a paper questionnaire.

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.
- 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 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.
	If you haven't responded yet:
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.