[Speaker 1:] Welcome and thank you for standing by. Currently all participants are in a listen only mode. Today's webinar is being recorded and the recording will be posted publicly. If you have any objection you may disconnect at this time. Now I'd like to turn the call over to your host Krystal Jimerson.

[Krystal Jimerson:] Good afternoon, everyone. And welcome to today's webinar, Using census data for grant writing. My name is Krystal Jimerson, and I'm a data dissemination specialist here at the U.S Census Bureau. I want to thank you for joining us today for the back to data basics webinar series. This series was created by the Census Academy team here at the Census Bureau. You can register for any of the webinars at the U.S Census Bureau home page. Just visit census.gov/academy. We think these webinars will be a valuable opportunity for you to learn from our experts about how to access and utilize a variety of Census Bureau data products, tools, and resources.

Before I introduce today's speaker, let's go over a few important housekeeping rules. As mentioned earlier, this webinar is being recorded. For your convenience it will be posted to our Census Academy site within 30 business days. We'll post all supplemental materials including the PowerPoint slides. In terms of how to ask questions during the webinar you can submit your written questions using the Q and A panel which is at the bottom center or the right side of your Webex screen. Please take a moment to locate that now. Once you've found the Q and A panel make sure you choose all panelists from the drop down menu. This will ensure we see your question. Don't send your questions to an individual panelist. Also we ask that you do not include any personal or business identifiable information with your questions. Now let's talk about the CHAT panel. Look for that on your screen now. It's probably right next to the Q and A panel. Keep that CHAT
How to Use Census Data for Grantwriting

panel open also because this is where we will provide key links and other resources. Keep in mind you won't be able to respond to the chats. Chat is just for us to send you links and other resources. In the chat box, we will be sharing throughout the webinar the link to our evaluation. We are very interested in hearing from you on how we are doing.

My colleagues Monica Dukes and Carol Miller will be monitoring the Q and A panel. As time allows, we will answer your questions directly through the Q and A panel or we will share your question with the presenter to respond to after the presentation. If we don't get to all the questions with a response during the webinar, we will post the questions and responses with the webinar materials within 30 business days. Lastly, near the end of the webinar we'll put in to the chat a link to our evaluation so you can tell us how we did today. We hope you'll take the time to complete as we are always looking for ways to improve our training. As you know, we are in a virtual environment and sometimes technical difficulties might occur. If you are having issues, try a different browser such as Chrome or consider logging out and logging back in to the secalling in to the webinar via phone. Now I'd like to introduce you to our speaker Ms. Marilyn Stephens. Thanks again for being here. Marilyn, you may begin.

[Marilyn Stephens:] Thank you so much. I'm so excited about this webinar because it's close to my heart. I remember my days of being involved in grant writing for a non-profit organization and the competition was fierce. I mean absolutely, positively fierce. So, it's important for me today to share with you what I feel that I have learned over time.

The Census Bureau really is a treasure trove of information that you can use. I sincerely hope that you will enjoy this webinar today; and that you will call us back if you desire to have private webinars, as well. After we finish today,
I want you to know the differences between the three major census data source files.

This is going to be important. Also, I want you to know how to look at some proposal basics, as they pertain to extracting census data. Then, to understand how to navigate data.census.gov for simple and complex data searches. Next, I want you to be able to really explore how to paint a statistical picture of your target population and to discover how to build a current data library. And lastly, but not least, learn the language the Census Bureau speaks because we really speak a distinct language; and oftentimes I get calls and people say, "I can't find this, I can't find that." And why not? Because you're looking at it from a different angle than what we have published.

So, let's get started. Census data drives key elements of a grant proposal. It helps identify the problem, the need for the project. It describes the target population and the community. It aids in substantiating problems facing the target population, and then it justifies the need for the project. It assists in program planning and design, establishing the baseline, and the best thing of all, I believe, critical for measurable objectives. So, let's look at some grant writing basics. Let's call it grant writing basics 101. First, this is the one that hurt my heart when I was very young in grant writing: Funders will not make a grant to your organization if you need the money. There's a big competition for needing the money. Or, you have good intentions, or you want to provide a service.

Then, there's rule number two: A successful grant proposal is well organized, thoughtfully planned, concisely packaged, but most of all, backed by supportive data. Rule number three: Funders will make a grant because your problem is significant.
You have established your credibility as an organization. You have a solid plan of action with realistic time frames and expectations. And your leadership has indicated a firm commitment to the project. **And then rule number four:** Plan your work and work your plan. And as you look at these - this outline for a plan, it's the last three that I'll be addressing today: the needs statement, your goals and objectives, and the project description. They all can benefit from supportive data. Those are the three areas where data is going to be very important in your grant proposal.

During the 2020 census I had the pleasure of meeting with several foundations with a strong interest in supporting organizations engaged in outreach for the 2020 Census. One foundation I met with funded 65 community organizations; another one was funding community organizations in 4 states. The vice president of one of them talked about how we could assist their grantees in building a solid proposal.

**Rule number five:** The needs statement is the powerful component of the grant proposal. Why? It describes the population that will benefit or the target population to be served. It defines the community problem to be addressed. It includes both quantitative and qualitative supporting materials. And it details the situation in factual terms. You've got to be able to document, at all stages, exactly what's in that proposal. Can you defend it? And that is always the question.

**And then there's rule number six.** Create a persuasive needs assessment. So, you're going to use data to share the disparity and the documented norms as the facts of your target group. What do I mean by this? On last Friday, which is the first Friday of the month, you heard about the unemployment statistics. The national overall unemployment rate is at 3.5%.
However, in your target group, in your service area, that unemployment rate could be 15 points or 10 points. You want to show that although the unemployment rate is 3.5%, among your target group and in your target area, the unemployment rate is 15.2%. And I will show you how to get those numbers. And then you want to match the project target area with census data to make assembling the data easier, even if the census area does not perfectly match the area you serve.

One of the things we say at the Census Bureau is, the census begins and ends with geography. You must define the geography of your service area. Are you working in a certain zip code? Are you working in a certain census tract? Are you working city-wide? Are you working county-wide? Do you have a state-wide focus? Now, once you define the geography, for example—let's say you're working in certain communities, across zip codes. That will be the closest to where you're working, and then from there we can start to narrow your work area. For instance, I selected a zip code in a service area. In that zip code, there were more than 1,200 people that could benefit from the services that I would like to provide. So, that's what you want to look for in this case. Then, you want to compile the data. Only the data that will focus on the project because when you're pulling data, you're going to find a lot of things that will interest you. And you should pull that. Remember, we release these data every year.

Now you're building your data library. You want to pull the data. And then as you continue to focus on what your needs are then you're going to narrow that data down, so it fits the exact project and target area and group that you're working. The Census Bureau’s mission is to be the leading provider of quality data. We consider ourselves the nation's official statistician. Why? Our data is comparable. It's regularly collected. We are highly recognized and credible, and it's available and accessible, all for free.
These are the primary data products. I’m sure many of you may get confused. We have the decennial censuses, and no one will forget the 2020 census. We conduct decennials, once every 10 years, in years ending in zero. You may not know that we have what’s called population estimates. The population estimates program is an annual estimates program.

Most city and county officials know about it, and you should too. These are official annual population estimates. The estimates are released by state, county, city, towns, MSAs, and the nation. Also, this product shows the source of the population decrease or increase. Is it natural increase, more births than deaths; or is it domestic or international net migration?

And let me give you an example: When the first census 2020 Census results were published and the state of California lost a congressional seat, the first place I went to look was the population estimates program. Why? They’re released every year and you can track the growth in an area. So, when I looked at the population estimates I looked at domestic migration. California lost 910,000 people. And I said, "Wow." But then I looked at international net migration and they gained 1.1 million. But to offset that 910,000 domestic out migration they would have needed to get 2 million international net migration, in order to offset that loss. But they did not. They got 1.1 million. So that's what you want to look at, in this product. Where's the population growing or shrinking? Where are they coming from? Why? Because the area is changing.

And then this is the next one, the number three, the American Community Survey. If you have not researched data in the American Community Survey or you’ve never heard about it, this will be your new best friend. If you remember the old days of Census 2000, when we had a short form and a long form census, all that detailed grant writing data was in the long form. All the social, economic, and housing data. Well, in 2005 that long form became
the American Community Survey. And it has everything in it. It's like the long form on steroids. I just love it. There is no subject that you can think of that you will not be able to find a data point in the American Community Survey. And then it's housed in a lot of different products. There are ranking tables that show all 50 states ranked by approximately 90 population characteristics. And then you have the data profiles. There are only four in this file series. These four profiles are referred to as a demographic profile, a social profile, economic profile, and a housing profile. And we're going to really review all of them.

And then there are subject tables. Even when you look at the summary you may need to dig deeper for additional information. You can key in the subject name and get more detail. Think about that. The decennial census is once every 10 years. That will show you the growth over time. And the difference in the census and the surveys and even the population estimates program is that the census is the only program that we conduct where we enumerate the entire population. We must account for all 141 million households nationwide.

Now, let's look at the American Community Survey that we officially refer to as ACS. These are the four basic profiles. And we have posted links to these four profiles in the CHAT. The first profile shows demographic characteristics, and the table identifier is DPzero5 (DP05) -- D as in David, P as in Paul for those of you on the phone, zero 5. And this shows you age, sex, Hispanic origin, race, relationship to householder. Just basic demographic information.

And then there is DP02. What's great about this profile is that it should be your first stop. This shows disability status, marital status and marital history and fertility.
Also, something new was added to the 2000 questionnaire, grandparents as caregivers. Not grandparents that just live with their minor grandchildren, but these grandparents are the actual primary caregivers. Ah-Ha! You didn't know that. And then there's ancestry. Place of birth. Citizenship. Language spoken at home. And then educational attainment. That's going to be a key part of your proposal. Veteran status and disability.

And then we have DP03, economic and financial characteristics. This is where you look for median household income, median family income, place of work, industry, occupation, class of worker, and more. There's some great info in here. And in DP04, we see housing characteristics. How many people are living per room? All these data help to bolster your proposal, and you can get that in these four profiles. For the data tables that you need often, I urge you to download them in Excel. See the button here at the top of the table. You only need to update them once each year. Now, you'll have them at your disposal.

A lot of organizations and people don't understand how to use census data for grants. So, we want to highlight some examples of organizations that use these data for grants. In the CHAT are the links, so that you can read these stories for yourself. First, is the Grant Step Consulting Group. They explain how they use the ACS data to help nonprofits win grants. Also, read about the Saint Joseph's Community Health Foundation and how they use ACS data to identify populations in need. And then you'll also be able to look at other ACS data stories, such as the fire department in New Orleans and other ones. They're inspiring. Then, there is the Target corporation, they use ACS data, too. Read these stories that will give you some ideas of how people are using data and glean some ideas on how to display statistics in your proposals. This is how to build your data understanding and data library. Locate all the data you can find about your target area. You can
extract that data and store it in a file as part of your data library. Now you can constantly go back to it because it’s information you may need for one proposal. You may need some different information for the next proposal. Then, you'll have your full layout right there.

And then you want to define your service area. And that's what's going to be key here. How do I define my service area? Remember the census begins and ends with geography. And then you want to pinpoint your target group. You may think it's one thing. I talked with someone yesterday and I brought up to them, "Have you considered that there's a secondary target group?" And they had not. And then you want to build a narrative based on the characteristics of the target group. And there are some questions that you want to ask. What is the target area? How many people live there? How has the number of people changed? How old or young are the people? What's their race and ethnicity? How about educational attainment of the group? What languages do they speak? How many single parents? How many households are low income? Gather a series of data points to tell your story. What makes your target area different? Remember, you're building a case. Are there low-income families that are more than the national norm? The older population. Working mothers. Overcrowded housing. High unemployment. Low educational attainment. Disabled population. School aged population. What? That's the question, and you want the data to answer it for you.

Let’s do a case study: The Helping Hands Mission community organization has been providing services to single mothers in the mission community of Any Town, USA. Presently, the number of single mothers that need help has increased. We are a full-service organization easily accessible and work to provide at least one service to those seeking our assistance. However, due to the overwhelming increase in those needing our help we, have created a waiting list, especially for grandmothers raising grandchildren.
Without these services, traditional single mothers, grandmothers, and minor children could lose the gains they are making. Ah! How are we going to build a needs statement? First, we've got to define the need. And now we find that we have two needs, single mothers of minor children that need assistance in several areas: job training, childcare, housing assistance, homework assistance, educational assistance for the mothers, and other services. Also, we have discovered there's a second need we never thought about: grandmothers raising their grand kids. They're now the primary caregivers just like traditional single mothers. What are we to do?

So, let's get started. We're going to go live on the census site. I'm going to stop sharing this screen. Now, I am switching to census.gov, my favorite site. Absolute favorite. And I want to show you something on this site before we get into the data. One of the things that I think that we need for this proposal is to find the poverty thresholds. Follow along. When you put your cursor here, on browse by topic, then go over to income and poverty, scroll down and click on poverty. And when you get to the poverty portal the first thing featured is poverty thresholds. What you have here are the poverty thresholds dating back, I think, to 1959. As you can see, from 1959 to 1979 poverty thresholds were computed by the sex of the head of the household, the size of the family, the number of children, and if they were a farm or non-farm residence. Starting in 1980 that changed to just poverty thresholds by the size of the family and the number of children. See, when I click on the 2021 poverty thresholds, what do you think I see here? These are the official poverty thresholds. Often people talk about what does it mean to be in poverty? So now you see the thresholds. So, as you are building your application base for your target group, mothers are coming in, they're telling you how many children they have, they're talking about their income, now you'll be able to see where that falls on the chart. These are the official poverty thresholds for the nation, regardless of state.
This is what it means to be in poverty. And you may want to use this chart in your proposal or refer to it. Remember, it changes every year. It's that easy to locate. I'm going to scroll back to the top because I wish to go back to the census home page. So, I can click on the census logo, and it will take me back.

Now, let's go to the data. It's time for us to really look at some of this data. This is our data main page. And once you scroll down, you'll see data.census.gov which is the search engine, the major data search engine. You don't have to go through the home page to get it. You can go straight to data.census.gov that we call DCG. You can also scroll down to Quick Facts. If you need a quick population of the nation, a city or a town or a village or a state or a county, you can go right in. You can choose several selections to build your table. This tool will give you some overall simple facts. Another tool is the visualization portal. We release these often on various topics. Check them out and check often. We have the numbers, and we know how to display them.

Now look at Census Academy. This is a virtual hub. You can stay on here for hours. We have all types of videos facilitated by our subject matter experts. You will learn all about how to extract our many data products. I think you may want to come back to the Data Academy, often.

However, for today we're going to explore data.census.gov. And, for this demonstration I want to go to Advanced Search. Here we are in data.census.gov. Check the CHAT for some information and links you will need for this demonstration. Remember the data profiles we discussed earlier? All census tables have table identifier numbers. The tables that you use
the most, those identifying numbers are going to come to you very easily. To start, I'm going to key in DP05. And then I click search. I know it is only one table. I'm clicking the link, view all tables. I know this is only one. DP05. But then I've got to set a geography. So, I'm just going to do it for the nation because that's the same as the links in the CHAT. Next, you can choose, as you can see -- you can choose if you want to do it for a state, a county, a place. And this is where we talk about census jargon. What is a place? A place in census speak is a city, a town, or a village. Okay? Or you can choose a zip code. You may be working in a metropolitan statistical area or a census tract. So, you can do all of that from here. I'm going to choose nation. Am I on the table? I'm going to close out geography. I'm going to move this filter over. I'm going to shut off the margin of error on the table. So now we're in DP05. What is DP05? First it starts off, and right here is where you can download it in to Excel -- but you want to get it for your area of coverage.

What DP05 will give you from the American Community Survey is total population, the estimate. It will break it down by male and female. It will tell you the ratio of males per 100 females in the area. And then you have your age cohorts. And you have median age. And then under 18 and then it breaks it down in to larger groups. And then it breaks it down by race.

A point of clarity. Every decennial census is different -- as of the 2000 census, one could choose to be more than one race, for the first time in history. So, from 2000 forward, instead of just 4 or 5 racial categories we now have 63 racial categories. Six basic races: black alone, white alone, American Indian/Alaskan native alone, Asian alone, Native Hawaiian or Other Pacific Islander alone, and Some Other Race alone. And from those 6 basic racial categories, there are 57 multiracial combinations. We don't use the term multiracial. In our literature and in our publications, you will see Two or More Races categories.
Remember, the general category for multiracial is Two or More Races.

Now if you want to know what the breakdown of all 57 two or more races, there is only one place in our product that you can find that. And that is in the redistricting file that comes out with the decennial census. So, right now the only 2020 Census data file that's been released is the redistricting file. And you will have all 63 racial categories listed and the number behind them. And you'll know exactly what those numbers are. So, as you can see, the first category where you add up the one race category and you add the two race -- two more races together, that gives you the total population. So here are the one races. And of course, under American Indian we have the large American Indians tribal grouping. Next, you have the Asian population and then the sub-Asian groups, Native Hawaiian and the subgroups, and Some Other Race, and then you see Two or More races. Here, we list the larger two or races categories.

But if you want all 57 categories, you must go to the redistricting file and that table identifier is P1. Population one. P1. When you put that in the Search box, that table comes up and I'm telling you it's many pages and it's great, interesting reading. Now Hispanic or Latino with race comes up under the demographic profile. Some of you may not know that based on federal standards today Hispanic is not a race, but an ethnic group. Therefore, Hispanics we note under our guidelines, federal guidelines -- Hispanics can be white, black, American Indian, Alaskan native, Asian, native Hawaiian or a Pacific Islander, some other race, or multiracial in the two or more racial category. So we separate out because in a place like Florida where you have a large -- Florida, Texas, California, New York, even the city of Chicago, other places, have large Hispanic populations. Most Hispanics identify racially as white so that can give you a false [inaudible] total white population. When you back the Hispanic group out of it, then that population can drop 30 or 40 points in those places.
But now you have your non -- it breaks it down in the large Hispanic group and then you get all -- now you have your non-Hispanic white. You see that in print. Non-Hispanic black. And non-Hispanic multiracial group. So now we have gone through DP05. So now think about it. What I needed was that. We have just reviewed the DP05 table.

So now let's look at the next table, DP02. And what I'm doing now is walking you through the table. Remember, although I'm walking you through this table from the standpoint of national data, you can get this table at any level of geography: state, county, city level, census tract, on any level. That's the beauty of the American Community Survey. First, I'll disengage the margin of error column. As you see, this is where I can define the target group that I'm seeking: households by type; and the number of households. How many of those households are married couple households? Then, how many married couple households have children? And how many cohabiting couples? And how many of those households have children? And then have a male householder, no spouse present. Right? And then the single fathers. And then this is our target group: female householder, no partner or spouse present. See, this table gives you that number. Now this is a 2020 table, so I'm going to change to the 2019 one. You can see how far back in time you can go to get these data. Scroll down. I'm going to select 2019. Now so when I go to female householder, no partner present, it gives me the number. And then it tells me of that number of how many of those are single mothers. Is everybody following me? You have this link. And as you scroll down, how many living alone? Depending on what target you may be seeking, such as with seniors. Now, as you continue to scroll down you get to another target group that's in need, grandparents. It shows you the number of grandparents living with in a household with their grand kids; then it extracts those grandparents that are the primary caregivers. In other words, those that are responsible for their grandchildren.
And then it gives you additional information about those grandparents. The length of time they care for the grand kids. And, as you can see, the grandparents are not getting them at 9 o'clock in the morning and someone picks them up at 5. They're getting them in 2022 and someone picks them up in 2026. And then you see just a few characteristics about those grandparents.

The next subject on this table is educational attainment. This is going to be interesting. Why? The population 25 and over. You want to know this. How many people in your target group 25 and over did not finish high school? That's going to have a bearing on the kind of outreach approach you employ. You may want to add literacy, specifically, family, and adult literacy. And then you want to look at college graduates. Right? And the percent college graduates. Okay? High school graduates. The national average is 88.6% for high school graduates. The average for your target group may be far less, 50% or 60%. The national average for bachelor's degrees is 33.1%. However, in your area, it may be 6% or 7%. And all these numbers provide a clearer picture of your target population. There are other subjects in this table that may bolster your case: disability status; place of birth; language spoken at home; ancestry.

The last subject on the DP02 is my favorite. I guess you are asking, “how many times is she going to say her most favorite?” They all are. However, the last subject on this table, computer and Internet use, is truly my favorite. Having a computer in the home and a broadband Internet subscription are needed tools today. What's the national average of people having computers in their home? We found out that we had a problem during the COVID shutdown when the schools closed. Many of the parents did not have equipment at home. They didn't have a broadband Internet subscription. You see the national average.
But the question is, what is the percent in your target area? You can pull the data by census tract and zip code and other geographical levels which you can find in the ACS five-year estimates. Comparing the national average to other levels works best. It's not only in the nation, but in your state, in your county, and in your city. Think about all the data points that you want and need.

So let's go to DP03. And the reason I keep saying zero is because we get calls with people saying, "I can't find that DP03." Because they're using the alphabet, and we are referring to a numeral. So, we say zero. Now, what you're going to find here as you open the link and scroll through this table are a series of financial and economic characteristics, such as unemployment rate estimates. Other subjects are: commuting time to work, occupation, industry, class of worker. Also, median household income, SNAP, And you have your poverty levels so you'll know how many will fall up under that. How many get SSI? Supplemental security income. Cash public assistance or the SNAP benefits as we once called food stamps. And then family because, you know, in the family census speak they're connected by marriage, birth, or adoption and the household will be family members and non-family members. Health insurance. Percent of family who are in poverty. Now you have your percent. And now you can use these. This is all on DP03. And it breaks it down in to several categories. Related children of the householder. And then it breaks the children down, not just the minor kids, but those that are under five. Now, as you can see, if -- the younger the kids are, it could -- those mothers are in poverty. But when you look in your service area I guarantee you those numbers are going to be higher. They'll more than likely be in the 30 to 34% range. So that's what you really want to look at.
Let's look at DP04. Does it have some value for you? These are housing characteristics. First, we see unoccupied, I mean occupied housing units. Most of the units are owner-occupied. The next line shows the rental vacancy rate. Please note: There may be a low rental vacancy rate in your service area, so it may be difficult for people to find affordable housing. Now, you have another data point to consider. And then the type of housing: one unit, detached; one unit attached; and multiple units. Next, when were the units built? If you have several older units, they maybe in need of repair. Also, number of rooms. And, then owners versus renters. In some zip code areas, I looked at for the case study, the rental rate I think was 65%. And if you want to see how much people -- of their income that they -- that this goes towards their rent, on DP03 on the economic characteristics you'll -- that's located on that as well. I think it's maybe on this one. As you can see, housing costs of mortgages, without. Let me scroll down and we get -- when we talk about rent. And then gross rent as a percentage of income. And, as you can see, these are some great data points for you to use. And now you have it. Now you have your four basic profiles. Now you know how to access these datasets.

Let’s go back to our filters and explore how to add several geographies to your search. I'm going to go back here to any geography. See, it is very simple. So, I'm going to clear the search box for the next demonstration. We have added some links in the CHAT for selected subject tables. And let's take a look at the subject tables. In the SEARCH BOX, at the top of the page, let’s key children characteristics. And now you have a children's characteristics table. Also, use the links for other subject tables. As you look at the table you scroll over, it is clear how beneficial this table is to your proposal. It lists the type of households where the children reside: female householder, no spouse/partner present.
All of that is here under children characteristics. All these characteristics about the children, what kind of households they're in, their relationship breakdown, and some other things. Then we can also look at another subject. -- I'm going to clear the filter. Grandparent. We'll look at grandparent characteristics. Grandparent characteristics. Remember on the -- on DP02 you saw grandparents as caregivers. Now you've come here and now you've got more information on grandparents.

Now you see how important it is to research the data, to put in what you want and to move from there. Remember, the data you seek is accessible on data.census.gov. Another suggestion is that you look at the topics on census.gov. You can look at our newsroom to see the many press releases and related data. Some of those press releases pertain to your area of focus. By reviewing these releases, you can see how we frame the narrative on the data. We've given you several links. We've given you an overview. I know many of you still have some concerns regarding accessing the data in a timely manner. Right? You're thinking that this is good today, Marilyn, but I need just a little more. I suggest before you get too frustrated in looking for the data, we want you to call us. Please contact us. We will assist you through the process. I'm getting a signal that I need to stop here and take some questions from the CHAT. I will take those at this time.

[Monica Dukes:] Thank you, Marilyn for that wonderful presentation. There are many questions that are here in the CHAT. There are many questions that are pertaining to various geographies and how to access them. Is it possible for you to show how to access tract level data? And there's also questions about how to find a U.S territory. If you could kind of demonstrate that, that may answer many of the questions pertaining to geography.
Okay. I'm going to do is to stop sharing this screen and return to data.census.gov. First, I will clear the filter box. Remember, when you go to data.census.gov, you want to access advanced search. Then, you will be on this screen. See the topics on the left? Click on geography. Now you see the selections for geography. Right? Of course, there's only one nation. When you click on state all the states will appear and the territories. Everybody see? And then you can make your choice. Click as many as you need. If you are seeking county, city, or tract data, you see the state must be selected first. For census tracts, you select the state, then the county. These are what we call census designated places. They're not incorporated so they are areas that people know. For instance, you may live in a community that everybody knows as any town. Everyone knows what the boundaries of any town are, and so the county requests that the Census Bureau make that a census designated place. This designation will ensure data is tabulated for this community, although it's not an incorporated area. So, as you can see, you'll see a lot of CDPs here as a place. And then of course you have your cities and your towns. You can start from here or you can scroll through it and select all the ones that you want. And if you want to search for a zip code, you select your state and then your zip code. Now because I'm selecting several zip codes, I just like to put in the first of three numbers. You know, whatever it is. 331. 330. And then all those zip codes will come up. And put them all in my filter. As you [inaudible] my filter box is loading up. Clear it. Does that answer the question, Monica?

Yes, and I'm going through the CHAT and that was another question. Can you select multiple geographies at a time or compare more than one geography in a table?

And the answer is yes. Oh, but remember this when you select multiple geographies:
We have one-year estimates in the American community survey, and we have five-year estimates. So this is how it is. The new one-year estimates will be released in mid-September, for entities with a population of 65,000 and higher. Any entity below 65,000 plus zip codes and census tracts and blocks will be in the 5-year estimates that will be released in December. Remember, every September one year estimates, and every December five year estimates. Also, if you're selecting the nation and you want to compare to a small city or a census tract or a zip code, the system will default to the five-year estimates. Why? Because the zip code and the census tracts and the small geographies are only located in the five-year estimates. So even the nation will go to the five-year estimates. You can get the nation in one year or five-year, but if you have it in the same box with those other lower level geographies, the five-year estimates will appear.

[Monica Dukes:] Wow, Marilyn. Thank you for answering that. That was actually one of the questions I was going to throw out to you about the one year and five-year estimates. Another question -- yes. Another question was about specific geographies. Are you able to find information on tribal governments or tribal areas?

[Marilyn Stephens:] Yes. Yes. You can. You will -- yes. I want you guys to give us a call and we're going to put the number on the screen for 1-844-ASKDATA. We will walk you through how to extract the data for tribal governments.

[Monica Dukes:] Okay. More related to geography. How about a school district or a metropolitan area?
[Marilyn Stephens:] Yes. Here is the tab for metropolitan statistical areas. See all of the selections for geographies, including the tab for school districts. And so we want you to call 1-844-ASKDATA and we will walk you through the process. We work with a lot of school districts. Many of you may not know that we have a Statistics in Schools program that is excellent. I have made several presentations to grant writers for school districts. We want all of our schools to be a part of our Statistics in Schools program. It's all free. Great, great information. Exciting exercise and eye-catching worksheets. I worked some of the exercises. You'll thoroughly enjoy them.

[Monica Dukes:] Okay. And the last question that I'm going to give you for today is regarding census tracts. There were a lot of questions about how do you find census tract data for any larger area. How do they go about finding that?

[Marilyn Stephens:] Right. I suggest that you get a census tract map. We have the census tract reference map on census.gov. Go to geography. Scroll to reference maps. Click on the census tract map tab. Select your state and get the .pdf map. Also, the planning department in your county may provide tract maps.

[Monica Dukes:] And, Marilyn, is it too much to ask you to just go back to the tool to show how to access tracts there? I know you were going through the different geographies. Can you just show where it was in data.census.gov?

[Marilyn Stephens:] For tract data or how to access the tract data or the maps?

[Monica Dukes:] Right. The tract data. Just in the tool that you were demonstrating.
[Marilyn Stephens:] Okay. When you go to data.census.gov advanced search, select geography, from the list on the right. Scroll to the census tract tab. Select state, then county. right here as you scroll down here's census tract. And once you get to state then census tracts are listed by county. From this point, you can access data from the ACS five-year estimates, as I demonstrated earlier.

[Monica Dukes:] Well, thank you so much again for that wonderful presentation and those relevant demonstrations. There were a lot of questions here. And, like you said, I'm going to turn it over to Krystal so she can provide more information about how to contact us to get more information on this tool and how to get the presentation.

[Krystal Jimerson:] Thank you. And again thank you very much, Marilyn, for this excellent presentation. Before we conclude I'd like to thank everyone who played a role in today's webinar. And also of course thank you to you, our audience, for spending your time with us this afternoon. Please take a moment to fill out the evaluation by following the link provided in the chat. And look out for the recording and PowerPoint of this presentation on Census Academy by visiting census.gov/academy. We want to remind everyone of the next webinar in this series called My Congressional Districts on Thursday, August 25th at 2 PM. That brings us to a close so we want to thank you again and hope you have a great afternoon.

[Speaker 1:] This concludes today's webinar. Thank you for your participation. You may disconnect at this time.